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ENGLISH

9



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UNIT 1



Focus on speaking

Words and word combinations you may need in this unit

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

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

polyglot

_____	_____	_____
_____	_____	_____
_____	_____	_____

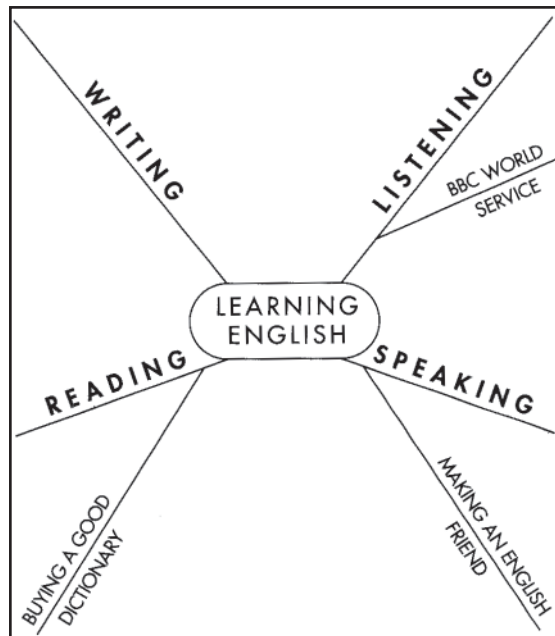
Thinking it over

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

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

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

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



Talking it over

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

Read the text. Remember what you can.

WHY TO KNOW FOREIGN LANGUAGES?

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

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

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

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

Check up

RIGHT or WRONG

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

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

**Speaking
English**

15 students

**Writing
in English**

5 students

**Reading
in English**

8 students

**Understanding
spoken English**

9 students

Some statistics on English

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

Talking it over

Function Focus

Giving an opinion

I think...

I really think...

I don't think...

Acknowledging an opinion

Really?

Oh, do you think so?

Well, it's a matter of opinion.

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

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

B. Really? Why?

A. Well, because.....

Follow up

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

UNIT 1

B



Focus on reading

Study the words

to accompany v

- to go along with
I'll accompany you to the cinema.

to get acquainted

- to become familiar with

to acquaint v

- to make familiar
I'm acquainted with most of the people who live in our street.

to fit v

- to be the right or correct size
That coat fits you well.

to hesitate v

- to wait or stop a moment
The speaker hesitated and then went on with his speech.
To fail to do because of doubt or fear.
Tom hesitated to ask Doris to the dance because he was afraid that she should say no.

to introduce v

- to make known
Jane introduced us to her cousins.

slim adj

- thin
The fashion model had a very slim figure.

Pre-reading task

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

WHILE THE AUTO WAITS

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

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

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

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

The young man felt very uncomfortable.

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

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

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

The young man looked at her with interest and surprise.

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

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

The young man hesitated a moment and then said:

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

The girl looked at her watch and rose.

"Why are you not at work then?"

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

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

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

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



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

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

Talking about the story

Exercises

1. Answer the questions

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

2. Correct the wrong sentences

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

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

3. Why?

Complete the sentences

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

4. What happened when?

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

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

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

6. Agree or disagree.

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

7. Talking points.

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

8. Which person

was reading a book

felt very uncomfortable

left the cashier's place

the red-haired girl

the girl in grey

the young man

WORK ON WORDS

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

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



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

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

to introduce
to fit
common
to hesitate
to get acquainted
slim

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

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

A SERVICE OF LOVE

By O. Henry

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

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

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

They fell in love with and soon married.

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

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

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

UNIT 1



The past continuous tense

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

We use the past continuous tense for:

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

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

8.00 – 8.30 to have breakfast	8.30–9.00 to read a newspaper	9.30–10.00 to wash windows	10.00–11.00 to listen to music	11.30– 12.30 to swim	13.30-14.00 to cook dinner	15.00- 07.00 to watch TV
-------------------------------------	-------------------------------------	----------------------------------	--------------------------------------	----------------------------	----------------------------------	-----------------------------------

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

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

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

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

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

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

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

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

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

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

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

6. Which is right?

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

Adjectives: order before nouns

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

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

1. Put the adjectives into the correct columns.

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

opinion	size	shape	color	material

Can you add any more adjectives to the chart?

2. This is a list of things found at a lost and found office. Put the adjectives in the correct order.

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

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

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

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

UNIT 2

A



Focus on speaking

Words and word combinations you may need in this unit

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

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

elect

_____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

Read the text. Remember what you can.

MORE FACTS ON THE USA



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

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

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

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

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

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

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

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



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

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

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

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

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

Mind

Congress: the House of Representatives and the Senate

The Democratic party

The Republican party

Check up

RIGHT or WRONG

1. The USA is a monarchy consisting of 50 states.
2. Each state has its own government.
3. The present constitution was proclaimed in 1787 in Washington D.C.
4. The president is head of the state and the government.
5. Congress consists of the House of Representatives and the Senate.
6. In the Senate there are three senators from each state.
7. The Democratic party and the Liberal party are the leading parties in the USA.
8. The USA is one of the most developed industrial countries in the world.
9. The agriculture in the USA is highly mechanised.
10. Washington is the largest city in the USA.
11. New York is the financial and business centre of the USA.
12. Boston is a shipbuilding centre.
13. Chicago is a big industrial city.
14. Philadelphia and Detroit are the largest cities after New York.
15. San Francisco is the centre of film production.

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences of the text are used.
- Do you know anything else about the cities mentioned in the text or any other city in the USA? If yes, tell your classmates what you know.
- Name two unusual facts about your city.

Talking it over

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

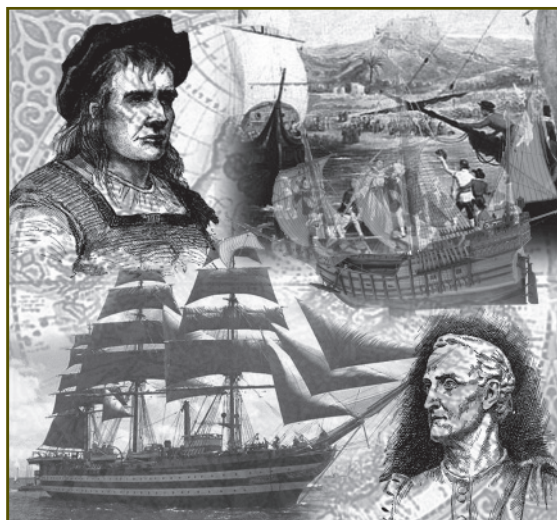
- A. If I visit your country what places should I see?
B.
- A. What should I do if I get invited to stay in someone's home?
B.
- A. Do people mind if you take pictures of them?
B.
- A. When someone invites you out, who pays?

- B.
- A. ?
- B.

- **Useful expressions for your answers:**
 - The most important thing is
 - One thing to remember is
 - Well, that depends

Read the text. Remember what you can.

WHO REALLY DISCOVERED AMERICA?



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

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

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

Mind

Christopher Columbus

Amerigo Vespucci

Bering Strait

Bahamas

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

Talking it over

Function focus

Giving advice

I should

You should

I would advise you

You could

I think the best thing to do is

Answers you can use

Yes, I know but

You're quite right, but

Yes, I agree

You're right and I will

What a good idea!

- Give advice for someone who is going to take a vocation abroad. Compare your list with your classmates. The list may include:

... pack too many things

... make a hotel reservation

... check the weather

... take a lot of luggage

... check on visas

Follow up

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

UNIT 2

B



Focus on reading

Study the words.

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

Pre-reading task

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

THE PICKWICK CLUB

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

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

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

They entered the house.

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

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

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

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

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

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

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

“A parasol!” said Mr. Pickwick.

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

¹ Buff – բաց դեղին գույն

of the election Mr. Parker spoke to these intelligent, respectable patriotic men. His speech was not long but resultative. All of them went to the election hall and when they returned, the honourable Samuel Slumkey was elected.

Talking about the story

Exercises

1. Answer the questions.
 - 1) Who was the Pickwick Club founded by?
 - 2) Who were the members of the club?
 - 3) When did Mr. Pickwick and his friends arrive in the town of Eatanswill?
 - 4) Why did the political leaders want to be elected?
 - 5) What was the election like?
2. Correct the wrong sentences.
 - 1) Everybody knew the difference between the two political parties.
 - 2) A crowd of people were standing in the road as they were looking for Mr. Pickwick.
 - 3) Mr. Pickwick was going to take part in the elections.
 - 4) The election began the next month.
 - 5) One hour before the close of the election Mr. Pickwick spoke to those intelligent, respectable patriotic men.
3. Why? Complete the sentences.
 - 1) The political parties try to win the victory because ...
 - 2) Fizkin's people had three-and-thirty electors in the inn because ...
 - 3) The candidats to Parliament spent much money on the election campaign because ...
 - 4) Some of the electors didn't know whom to support because ...
 - 5) Mr. Pickwick and his friends wanted to collect facts about life because ...
4. What happened when?
 - 1) When Mr. Pickwick and his friends stopped at the Town Inn ...
 - 2) When the election began the next day ...
 - 3) When Mr. Samuel appeared before the electors ...
 - 4) When at last the band and the crowd were stopped ...
 - 5) When Mr. Parker spoke to those intelligent respectable patriotic men ...
5. Which words and expressions are suitable to describe the candidates to Parliament.
Intelligent, selfish, cheerful, patriotic, dishonest, respectable, fair.
6. Agree or disagree
 - 1) Mr. Pickwick liked to travel over the country.
 - 2) There were many policemen with flowers in their hands.

- 3) There were red flags everywhere to greet the candidates.
- 4) Each political party tried to win the victory by any means.
- 5) The election was a performance.
7. Talking points.
 - 1) Do you think the situation has changed nowadays and we have witnessed really just elections in some countries.
 - 2) Which candidates deserve to be elected?

WORK ON WORDS.

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

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

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



It's...

I think it's...

liked by a lot of people

someone who has the right to vote in an election

the feeling of being excited

to support

honest and decent

to think well of someone

to respect

respectable

to stand for

popular

elector

excitement

2. Fill in the missing words in the correct form

elector, election, excitement, support, respectable, honourable.

AN EPISODE FROM THE ELECTIONS

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

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

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

UNIT 2



Present Perfect since and for

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

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

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

1. Finished or unfinished time?

Put the expressions in the correct column:

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

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

2. Which is right? Reason your answer.

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

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

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

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

4. Make up questions and answer them:

ARE YOU AN ADVENTURER?

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

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

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

We use “ since” + the start of the period

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

We use “ for” + a period of time

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

5. Complete the time expressions with since or for.

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

6. Complete the expressions.

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

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

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

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

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

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

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

DENNIS HEAL

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

10. Choose the correct tense.

I.

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

II.

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

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

III.

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

UNIT 3



Focus on speaking

Words and word combinations you may need in this unit

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

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

colony

_____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

Read the text. Remember what you can.

THIS IS WASHINGTON

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

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

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



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



There are five universities in Washington.

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

Mind

The Potomac river

The Capitol

The White House

Check up

RIGHT or WRONG

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

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

Talking it over

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

Read the text. Remember what you can.

THE WHITE HOUSE

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

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

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

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



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

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

Talking it over

Function focus

Describing places

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

Where is it?

What does it look like?

How do you get there?

What's interesting about it?

What's pleasant or unpleasant about it?

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

What's the weather like then?

- **Act the dialogue in class.**

A. Can you tell me a little about Mexico?

B. Yes, sure. What would you like to know?

A. Well, when is the best time to visit?

B. I think, you should go in winter or spring. The weather is nice then. It's not very hot.

A. Really? And does Mexico have good beaches?

B. Yes, the beaches are excellent.

A. Oh, good! And what places should I see?

B. Well, you should go to Mexico City. Then you should see the Mayan ruins. They are very interesting.

A. Fine! I can't wait to go there.

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

A.

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

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

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

Is Amsterdam a modern city?

B.

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

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

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

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

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

A. I visited Rome last summer.

B. Did you enjoy it?

Follow up

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

UNIT 3

B



Focus on reading

Study the words

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

Pre-reading task

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

DAILY BREAD

(Retold from the story by O. Henry)

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

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

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

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

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

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

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

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

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

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

One day her artist came in and asked, as usual, for two loaves of stale bread. Miss Martha had just turned to the shelf to get the loaves, when there was a

great noise in the street. The artist ran to the door to look, and at that moment the great idea came to Miss Martha's mind.

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

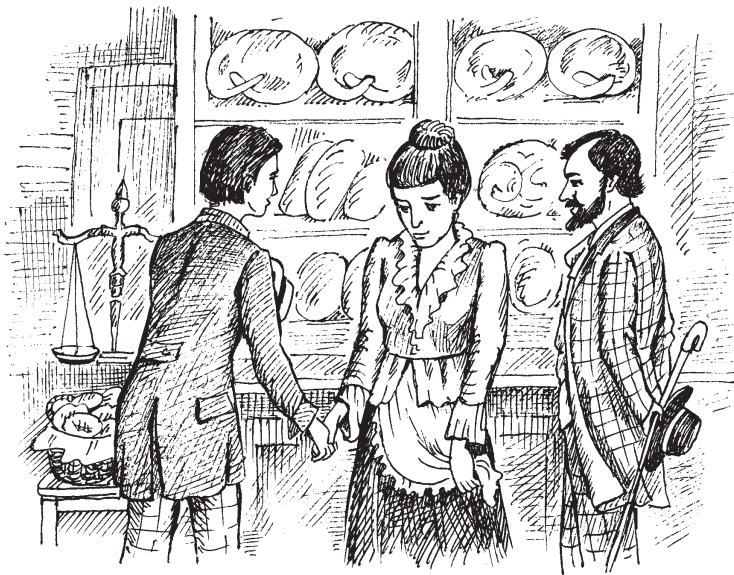
She thought of what was happening in the artist's room. It was lunch time, her artist had stopped painting and was looking at his beautiful picture, in which the proportions were quite right. Soon he would sit down to his cup of tea and dry bread. He would break one of the loaves – ah – would he think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

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

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



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

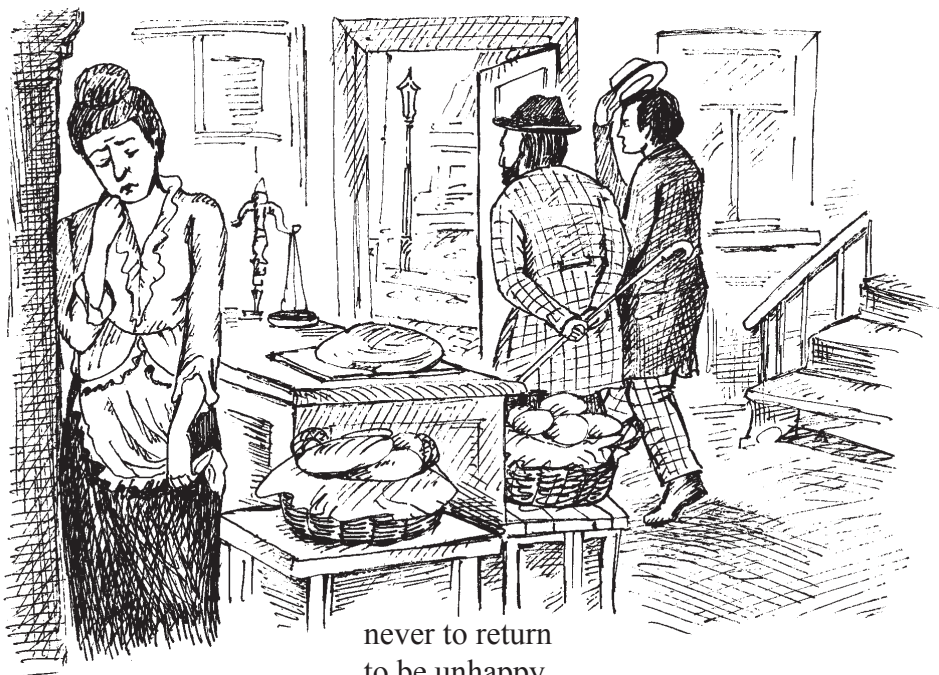


to wish happiness
future life
to hope to become



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

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



never to return
to be unhappy



to be happy to get
to show it to his wife

to invite his young brother
to have a nice lunch



to thank for the gift
to describe the “party”

the wife is thankful
to look unhappy

NOW READ THE END OF THE STORY AND SAY WHETHER YOU LIKED IT OR NOT?

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

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

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

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

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

“I’ll explain what happened,” he said. “I couldn’t, while he was in the room. You see, he’s an architect. We work together in the same office. He has worked hard for six months, drawing a plan for a new city hall. It was a prize competition. He finished his plan today. You know, an architect always makes

his drawing in pencil first, and then draws over the lines in ink. When it is finished, he takes away the pencil lines with stale bread. It's better than rubber. My friend bought his stale bread here. Well, today... well, you know ... butter isn't very good for ... well, he can't show that plan to anybody now."

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

Exercises

1. Answer the questions.

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

2. Correct the wrong sentences.

1. An old man came to the bakery to buy fresh bread.
2. He had short dirty hands and Miss Martha could see that he was a workman.
3. They always had a pleasant conversation when the man came to the bakery.
4. Miss Martha wanted to put something good into the man's parcel as she knew that artists liked gifts in any form.
5. The architect returned the gift as he was very proud.

3. Why?

Complete the sentences.

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

4. What happened when ...?

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

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

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

6. Agree or disagree.

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

7. Talking points.

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

WORK ON WORDS

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

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



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

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

2. Fill in the missing words favourite or beloved.

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

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

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

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

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

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

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

3. Play the game My favourite

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

“Is it summer sport?”

“No, it isn’t.”

“Is it a winter sport?”

“Yes, it is.”

“Is it played?”

“No, it isn’t.”

“Are special natural conditions necessary for it?”

“Yes, they are.”

“Is it snow?”

“Yes, it is.”

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

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

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

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

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

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

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

6. Make up short dialogues with your classmates.

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

Was there anything which you were surprised to discover?

UNIT 3



Adjectives and Adverbs

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

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

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

Example: kind+ ly kindly
 bad+ ly badly

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

Example: angry-angrily
 happy-happily

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

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

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

Example: She spoke kindly.
 He answered me coldly.

Some adverbs are the same as their adjectives

Adjective	Adverb
hard	hard
fast	fast
early	early
late	late
wide	wide
near	near
high	high

1. Supply the right adverb.

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

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

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

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

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

MIND I:

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

3. Choose the right adverb in each sentence.

1. Farm workers have to work (hard/hardly) during the harvest.
2. Farm workers earn ... (hard/hardly) enough money to pay their bills.
3. The postman brings my mail so ... (late/lately), that I rarely see it before I go to work.
4. We have received a lot of mail ... (late/lately).
5. I'm sure the boss thinks very ... (high/highly) of you.
6. If you want to succeed , you should aim ... (high/highly).
7. Please, don't go too ... edge of the platform (near/nearly).
8. I (near/nearly) fell of the edge of the platform.

5. Change the adjectives into adverbs or adverbial phrases:

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

7. Read this text. If you find a mistake correct it.

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

PREPOSITIONS OF POSITION

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

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

Mind the absence of the article in :

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

- 2) We use "in" mainly with:

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

Mind the absence of the article in:

in bed, in hospital, in prison, in church

- 3) We use "on" to say "on a surface"
on the ground floor, on the way

MIND: on a bus / on a train / on a plane / on a ship

8. Put in *at, on, in*.

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

UNIT 4



Focus on speaking

Words and word combinations you may need in this unit

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

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

advertisement

_____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

Read the text. Remember what you can.

THIS IS AUSTRALIA

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

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

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

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

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

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



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

Mind

Canberra

Sydney

Melbourne

Check up

RIGHT or WRONG

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

7. The Aborigines are the Australian natives.
8. The majority of people live in the south-eastern part of the country.
9. Sydney is the capital of Australia.
10. Canberra is the largest and the oldest city in the country.
11. Melbourne is the Culture Capital of the country.
 - Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences of the text are used.
 - Read the two advertisements for three days' weekend. Which one do you like better? Why?

Washington DC

Day 1

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

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

Day 2

A morning walk to Capitol Hill.

A visit to the White House and the Capitol.

Then you can shop for souvenirs and gifts.

Enjoy the public gardens and parks.

Day 3

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

Enjoy Mexican or Chinese food in a restaurant.

Time for shopping at leisure in Washington.

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

Canberra the capital city of Australia.

Day 1

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

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

Day 2

A visit to the new Parliament

House, the seat of Australia's government and to the High Court.

Then you can enjoy Australian food for lunch.

Have an exciting open-bus trip around Canberra.

Day 3

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

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

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

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

Read the text. Remember what you can.

DISCOVERING AUSTRALIA

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

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

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

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



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

Talking it over

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

Follow up

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

UNIT 4

B



Focus on reading

Study the words

- to afford** *v* – to have enough money to pay for something
Can you afford to buy this TV set.
- to fail** *v* – to try to do something but be unable to do something
I tried to run as fast as Ann but I failed.
- to pretend** *v* – to act in a different way from the true way
Tom was very sad when Mary left him but he pretended to be happy.
- to remind** *v* – to help or make someone remember something
Remind me to give this book to Mary when I go.

Remember:

besides means in addition to

Did you talk to anyone besides Ann.

except means with the exception of

We haven't told anyone except Mary.

Pre-reading task

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

CRABBE'S PRACTICE

(retold from the story by Arthur Conan Doyle.)

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

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

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

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

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

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

"A little."

"Are you afraid of water?"

"Not at all!"

"Then come with me."

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

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

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

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

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

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

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



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

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

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

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

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

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

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

GREETINGS TO THE MAN I BROUGHT BACK TO LIFE

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

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

Good-bye. Love from my wife.

Ever yours,

Thomas Crabbe

Talking points.

1. Answer the questions

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

2. Correct the wrong sentences.

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

3. Why?

Complete the sentences.

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

4. What happened when ...?

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

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

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

6. Agree or disagree

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

7. Talking points.

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

8. Which person

met me at the station

shouted "Careful, sir!"

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

received a telegram from Mrs. Crabbe asking

him to come down to Brisport

Jack

Mrs. Crabbe

the boatman

Tom

WORK ON WORDS

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

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



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

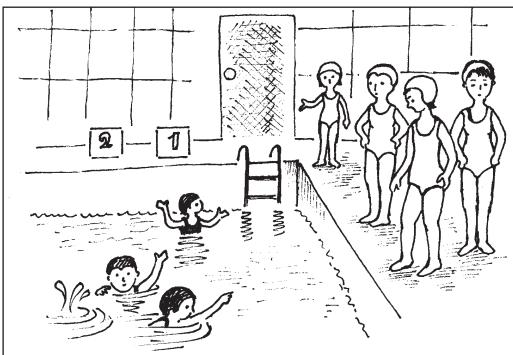
to try to do something but be unable to do it
to have enough money to pay for something
in addition to
to help or make someone remember something
to act in a different way from the true way
with the exception of

besides
to pretend
to fail
except
to afford
to remind

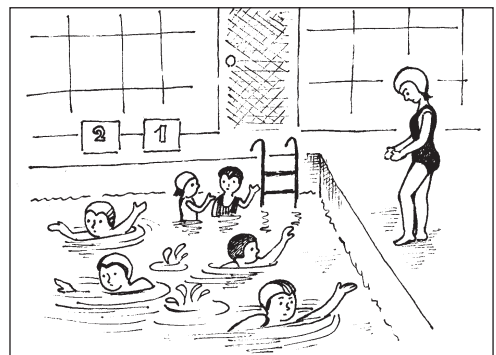
2. Fill in using besides or except

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

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



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



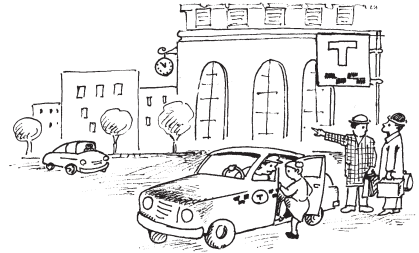
All the girls are swimming in the pool, **except** Ann.



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



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



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

4. Fill in the missing words in the correct form

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

HOW A RABBIT ALMOST BECAME A HERO

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

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

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

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

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

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

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

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

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

UNIT 4



Used to

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

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

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

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

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

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

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

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

MIND: used to describes a habit in the past.
past simple describes a past event.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

b) What did people think hundreds of years ago?

Make sentences.

They used to think that...

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

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

Either ... or, neither ... nor

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

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

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

Example: I want neither cake nor Pepsi.

7. Combine the following sentences using *either ...or; neither ... or.*

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

8. Choose the right word.

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

9. Answer the questions using *either or or neither.... nor*

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

Revision.

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

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

UNIT 5



Focus on speaking

Words and word combinations you may need in this unit

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

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

prosperous	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

Read the text. Remember what you can.

THIS IS CANADA

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

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

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



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

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

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

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



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

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

Mind

Ottawa Toronto Quebec City

Montreal

Vancouver

Check up

RIGHT or WRONG

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

• Act the dialogue in class.

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

DISCOVER CANADA

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

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



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

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

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

Mind

“First Nation”

Commonwealth of Nations

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

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

Talking it over

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

Follow up

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

UNIT 5

B



Focus on reading

Study on words

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

Pre-Reading questions.

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

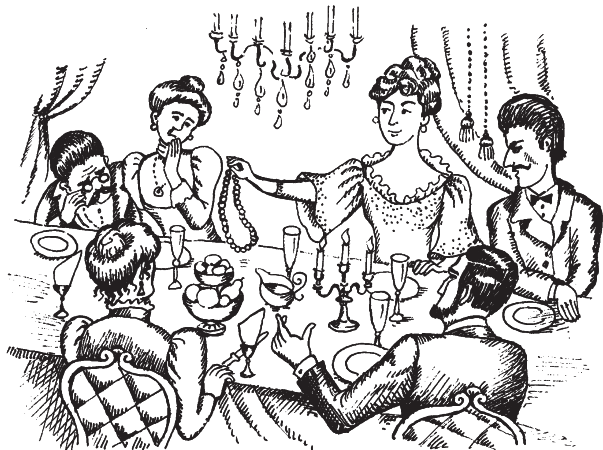
A STRING OF BEADS

Part I

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

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

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



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

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

“Yes, it’s worth that,” he said.

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

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

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

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

“I give you my word it is.”

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

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

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

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

“You certainly did,” he said.

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

“But nobody could believe that a governess would remain a governess if

she owned a valuable string of pearls worth fifty thousand pounds. It was clear to us that the Count had made a mistake. Then an extraordinary thing happened.

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

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

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

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

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

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

“Oh, quite.”

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

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

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

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

“They always do,” I said.

I simply had to interrupt Laura.

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

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

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

Talking points

1. Answer the questions

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

2. Correct the wrong sentences

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

3. Why?

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

4. What happened when ...?

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

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

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

6. Say who in this story

wanted to tell a story to the writer

was wearing one of the finest string of pearls

bent over Miss Robinson and whispered something in her ear.

the butler

Laura

Miss Robinson

WORK ON WORDS

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

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



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

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

absurd
governess
celebrity

to boast
precious

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

Own, believe, remember, worth, valuable, celebrity.

TOM'S PROBLEM

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

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

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

"Dear Tom,

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



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



I. Revision: The Passive

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

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

Mind: We can use **by** to say who does something.
We can use **with** to say what someone uses.

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

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

3. Cross out the “by” – phrase if it isn’t necessary.

1. This machine was repaired by a technician yesterday.
2. This machine was repaired by a technician with long hair and glasses.
3. English is spoken al over the world by people.
4. You will be met at the airport by someone and taken to the hotel.
5. You will be met at the airport by someone holding a sign with your name on it.
6. This car is driven by electricity.
7. Paper was invented by the Chinese.
8. She was knocked down by a drunken driver.
9. The decision will be made by us tomorrow.
10. “Apple Computers” was founded by Steve Jobs in 1976.

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

This is a Custom Service Report.

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

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

5. Choose the correct answer.

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

II. Phrasal Verbs.

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

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

to go on (doing something)= to continue

to come across (something)= find

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

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

7. Match to make sentences.

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

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

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

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

Prepositions of time

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

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

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

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

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

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

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

in 1976

in the morning

at lunchtime

on Monday afternoon

at Christmas

in June

at 4.15

on Sunday

at the weekend

Rule

_____ + clock time

_____ + part of a day

_____ + part of a particular day

_____ + particular day

_____ + weekend, public holiday

_____ + longer period

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

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

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

1. _____ Easter

2. _____ Tuesday

3. _____ 1994

4. _____ the evening

5. _____ Friday evening

6. _____ May

7. _____ next Wednesday

8. I don't know _____ what time

9. _____ supper time

10. _____ this Sunday

11. _____ that afternoon

12. _____ Sunday afternoon

UNIT 6



Focus on speaking

Words and word combinations you may need in this unit

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

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

curriculum

_____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

Read the text. Remember what you can.

SCHOOLING IN THE USA, AUSTRALIA AND CANADA

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

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

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

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

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

Check up

RIGHT or WRONG

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

- Take turns. You ask a question based on a sentence of the text. Your classmate answers and then asks another classmate a question based on a different sentence. The exercise continues until all of the sentences of the text are used.
- Write down three similarities and three differences between schools in the USA, Australia and Canada. Compare with your classmates. Add whatever you do not have and collect the information on the chalkboard like this:

Similarities

USA

Australia

Canada

Differences

USA

Australia

Canada

Talking it over

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

Act the dialogue in class.

- A. Is the education system in Britain the same as in the United States, Alex?
- B. Well, it's fairly similar, but in most of the country we don't have separate secondary and high schools.
- A. Oh? And how old are children when they enter junior school?
- B. At the age of 7 they enter junior school.
- A. Oh, so late?
- B. No, before junior school they attend infant school from the age of 5 until 7. When they become 7 they are transferred to junior school. The primary education continues until about 11. Then they enter the secondary school until the age of 16 but many continue until they are 18.
- A. And what about the uniform? Do the English schoolchildren wear a school uniform.
- B. Oh, yes. They have to wear a school uniform, which usually means a white blouse with a dark-coloured skirt and a pullover for girls and a tie, dark trousers and dark-coloured pullovers for boys.
- A. Is there anything else they have to wear?

- B. Sure. They have special caps for boys and berets or some other kind of hat for girls. Besides, shoes are usually black or brown.
 - A. And how do you know what school they attend.
 - B. Very often they have the school badge on the pocket.
- Work in groups of five. Compare school life in Britain, the USA, Australia, Canada with that of your country. Put down the similarities and differences. Compare the information with other groups.

Read the text. Remember what you can.

WHAT IS OXBRIDGE?

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

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

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

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

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



Mind

Oxbridge = Oxford + Cambridge

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

- Work in pairs. Ask your classmate as many questions about schooling in different countries as you can, then change partners and do the same until all the information you have got in this Unit is covered.

Talking it over

Function focus

Making excuses and apologies

Ways of excusing yourself

I am sorry. I did it by mistake.

I didn't do it on purpose.

I do beg your pardon.

Do forgive me.

I'm really sorry.

I'm terribly sorry.

I'm so sorry.

Answers to the excuses

Well, be more careful

That's all right. Don't worry.

Don't mention it.

That's quite all right.

Well, don't do it again.

Don't think twice about it.

It doesn't matter.

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

Follow up

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

UNIT 6

B



Focus on reading

Study the words

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

Pre-reading questions

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

A STRING OF BEADS

Part II

Laura went on. "We waited breathlessly. There was not a sound. I thought the silence was terrible. When the door opened and Miss Robinson walked in, I

noticed at once that the necklace was gone. I could see that she was pale and excited. She came back to the table, sat down and with a smile threw the string of pearls on the table.

“That is my necklace,” she said.

“That’s not the same string you had on a few moments ago,” Count Borcelli said.

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

Miss Robinson explained that when she went into the hall she found two men who said they had come from Jarrot’s Stores. She had bought her string there, as she said, for fifteen shillings. She had to take it back to the store because the clasp was loose. The men said they had given her the wrong string. Someone had left the string of real pearls at the jeweller’s to be restrung, and the assistant had made a mistake. Of course I can’t understand how anyone could be so stupid as to take a really valuable string to Jarrot’s. They can’t tell real pearls from false.

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

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

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

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

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

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

“Oh, how would you end it?”



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

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

“Yes, but moral,” said Laura.

Talking about the story

1. Answer the questions

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

2. Correct the wrong sentences

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

3. Why?

Complete the sentences

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

4. What happened when?

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

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

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

6. Talking points

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

WORK ON WORDS.

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

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



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

curious or interested
not real
very angry
a strange thing which happens and which
you cannot explain
not tight

loose
mystery
intrigued

false
furious

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

Worth, to own, intrigued, false, compensation, furious.

MISS ROBINSON'S STORY

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

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

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

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

UNIT 6



I. Gerund

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

Example: Walking is good exercise.

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

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

A gerund often has a preposition before it.

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

1. Complete each sentence with a gerund.

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

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

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

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

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

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

3. Make sentences from the given words.

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

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

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

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

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

5. Use the gerunds with the suitable prepositions.

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

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

MIND: Do not confuse **I'm used to doing** with **I used to do**.
I'm used to doing something= something isn't new or strange for me.
I used to do something= I did something regularly in the past.

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

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

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

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

1. I always got up at 6 o'clock in the morning. I getting up early.
2. We do a lot of exercises in class. We doing exercises.
3. John's hometown is New York City, but this year he is going to school in a small town. He living in a small town. He living in a big city.

4. Jino is from Italy. He eating Italian food, but he eating American food.
5. Juan is from Mexico. He hot weather. He cold weather.

8. Correct the sentences. All of them have one mistake.

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

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

Study these expressions:

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

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

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

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

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

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

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

II. Noun+ Noun

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

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

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

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

12. What do you call these?

1. a shop that sells music
2. tea made from mint
3. a clock in the station
4. a man from Birmingham
5. a factory that makes biscuits
6. a rocket that goes into space

13. Change the sentences according to the model:

The soup has vegetables in it - It is a vegetable soup.

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

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

14. Choose the correct noun group.

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

UNIT 7



Focus on speaking

Words and word combinations you may need in this unit

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

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

inclination

_____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

Read the text. Remember what you can.

FUTURE CAREER

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

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

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

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

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

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

Act the dialogue in class.

- A. So you are a journalist. That must be an exiting job.
B. It is. It's certainly better than being a teacher!
A. Oh, really?
B. Yes. I used to be a teacher, but I hated it! The worst thing about teaching is correcting homework.
A. I guess you travel a lot now and meet lots of interesting people.
B. Yes, that's one of the best things about my job.
A. Sounds great. I would like to have a job like that.
B. Where do you work?
A. In an office. It's boring. I have to work long hours and to stay in the office all day.
B. Oh? And what do you do?
A. I am a vice president.

Talking it over

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

Act the dialogue in class.

An interview at an employment agency

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

- Work in groups. Look at the jobs below, choose three of them and list three advantages and three disadvantages for each.

teacher	lawyer	taxi driver
guide	construction worker	police officer

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

Why did you apply for this job?

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

Do you have any experience in this kind of work?

How well can you ?

Are you good at ?

Follow up

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

UNIT 7

B



Focus on reading

Study the words.

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

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

Pre-reading task

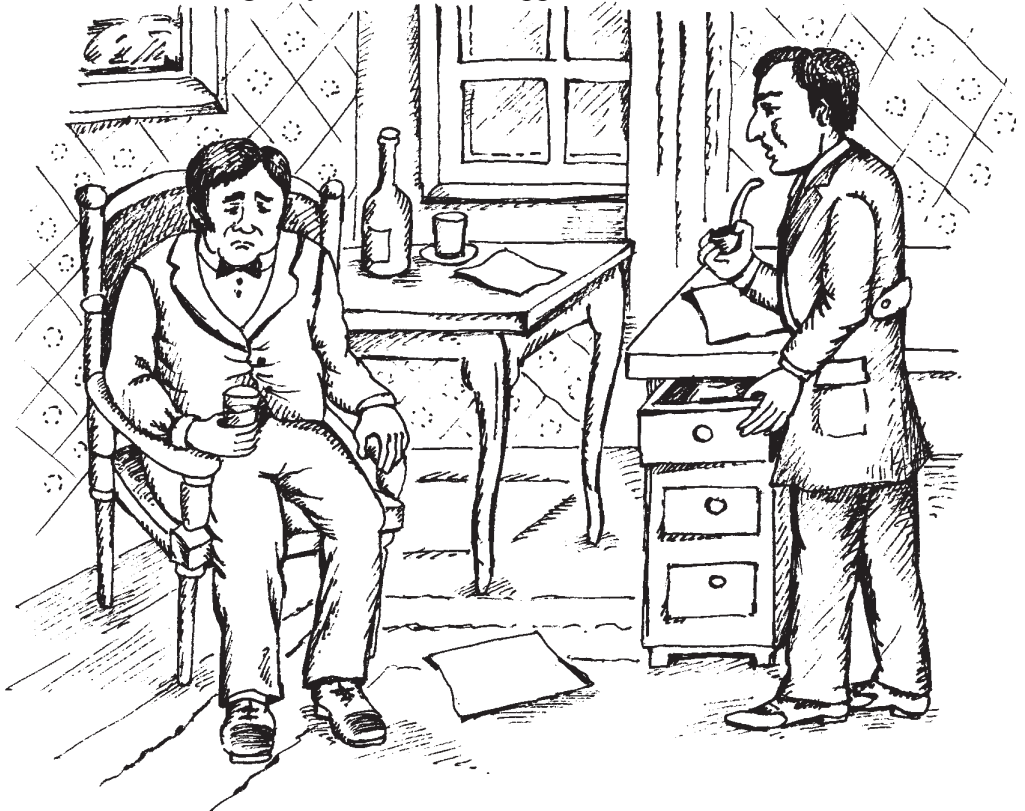
1. Would you like to make a career of a private detective?
2. What qualities are required for being a good detective?

THE ADVENTURE OF THE THREE STUDENTS

Part I

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

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



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

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

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

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

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

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

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

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

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

The lecturer unlocked his door and we went in.

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

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

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

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

"No, I didn't."

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

"To my bedroom," answered Soames.

Then Holmes entered the bedroom and examined it carefully.

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

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

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

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

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

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

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

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

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

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

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

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

“Yes, sir.”

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

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

“Whom do you suspect?”

“I don’t know, Sir.”

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

Talking about the story

Exercises

1. Answer the questions.
 - 1) Where did Mr. Sherlock Holmes and doctor Watson spend several weeks?
 - 2) Why did Mr. Soames want to keep the examination papers secret?
 - 3) What did Mr. Soames find when he entered his sitting room one day?
 - 4) Who were the three students who used the stairs and passed Mr. Soames’ door?
 - 5) Who did Mr. Soames suspect?
2. Correct the wrong sentences.
 - 1) One evening Mr. Sherlock Holmes received a visit from a student.
 - 2) The next day was the first day of the examination for the Soros Scholarchip.
 - 3) Holmes didn’t agree to help Mr. Soames as the case didn’t interest him.
 - 4) Bannister was a broad-shouldered strong young man.
 - 5) Holmes drew the curtain and found the thief hiding behind the curtain.
3. Why? Complete the sentences.
 - 1) Mr. Soames was very upset because ...
 - 2) Every candidate would be happy to see the papers before the examination because ...
 - 3) Holmes decided to examine the bedroom carefully because ...

- 4) Miles McLaren was the only one who might possibly be suspected because ...
- 5) Mr. Soames didn't suspect Bannister because ...
4. What happened when?
 - 1) When Mr. Soames approached his door ...
 - 2) When Bannister saw Mr. Soames was not in his room, he ...
 - 3) When Mr. Soames looked at his table, he knew
 - 4) When Mr. Soames and doctor Watson entered the courtyard of the old collage ...
 - 5) When Mr. Soames left his room Bannister
5. Which words and expressions are suitable to describe Gitchrist.
a very lazy student, a fine young fellow, a hard working student, a reliable person, one of the brightest intellects of the University, a student with a bad conduct, a fine student and athlete, a prize-winner
6. Say who in the story
 - Was so excited that it was clear that something very unusual had happened Holmes
 - Left the key on the professor's door open Soames
 - Examined Mr. Soames' bedroom carefully Bannister
7. Agree or disagree.
 - 1) Soames thought that some student passing by his door had noticed the key on his door.
 - 2) The Fortescue Scholarship was a large sum of money, so the student was ready to take a risk to get it.
 - 3) The man left no traces on the writing table except some clay and sawdust.
 - 4) The criminal saw Mr. Soames coming back and rushed out of the house.
 - 5) Bannister had left the key in the door to make it easy for the criminal to copy the papers.

WORK ON WORDS.

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

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



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

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

honest
to prove
risky
to approach
careless

2. Fill in the missing words in the correct form

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

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

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

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

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

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

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



I. Revision: Present and Past Participles

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

The Present Participle (Participle I)

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

1. We use it to form the continuous forms

*Ex: are **reading**, were **playing**.*

2. We use it as an adjective

*Ex: **boiling** water*

3. We use it when the subject does two things at the same time

*Ex: He walked out of the house, **singing** to himself.*

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

THE DAY THE QUEEN CAME TO TEA.

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

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

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

I showed her into our front room.

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

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

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

I was getting the tea ready when she called out to me. " The shops are so

crowded at this time of year”. So I went back into the front room.

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

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

“Yes, it’s really lovely,” I said.

2. Match the two halves of the sentences.

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

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

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

The Past Participle (Participle II)

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

Ex: play-played-played

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

Ex: buy-bought-bought

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

Ex: break-broke-broken

begin-began-begun

Past participle (Participle II) is used:

1. to form the perfect forms of the verb

Ex: have walked., had begun

2. to form passive forms of the verb.

Ex: is known, was done

3. The past participle (Participle II) is often like an adjective. It gives information or describes the subject of the sentence.

Ex: Paul is interested in politics.

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

Ex: be made of, be married to

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

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

4. Complete the sentences with proper prepositions.

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

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

MIND: Past participle (-ed) says how people feel
 Present participle (-ing) describes people or things that cause the feelings.

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

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

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

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

15. The work (do) was very interesting.
16. Everything (write) on the blackboard is correct.
17. (write) the letter Olga thought about her summer holidays.
18. Little John's questions were (surprise).
19. We were (surprise) at the news.
20. The boy (translate) the story is the best pupil in our class.

7. Respond with a present or a past participle.

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

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

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

UNIT 8



Focus on speaking

Words and word combinations you may need in this unit

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

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

feedback

_____	_____	_____
_____	_____	_____
_____	_____	_____

Thinking it over

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

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

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

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

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

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

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

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

MEANS OF COMMUNICATION

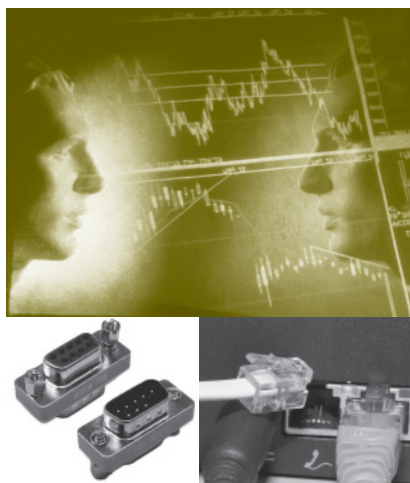
There are different means of communication. People can contact by telephone, by mail, by the Internet.

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

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

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

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



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

Talking it over

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

Act the dialogue in class.

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

Read the text. Remember what you can.

MODERN TECHNOLOGIES IN THE WHITE HOUSE

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

Every incoming message is handled by one of twelve volunteers who makes a note of the contents, categorizes it and reports it. These reports are put together in a document and sent to the President once a week. The President himself is

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

Check up

RIGHT or WRONG

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

Talking it over

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

Follow up

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

UNIT 8

B



Focus on reading

Study the words.

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

THE ADVENTURE OF THE THREE STUDENTS

Part II

At eight in the morning Holmes came into my room.

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

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

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

“Yes, of course,”

“But the criminal?”

“He will not take the examination.”

“You know him?”

“I think so. Kindly ring the bell.”

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

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

“Nothing at all, sir.”

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

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

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

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

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

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

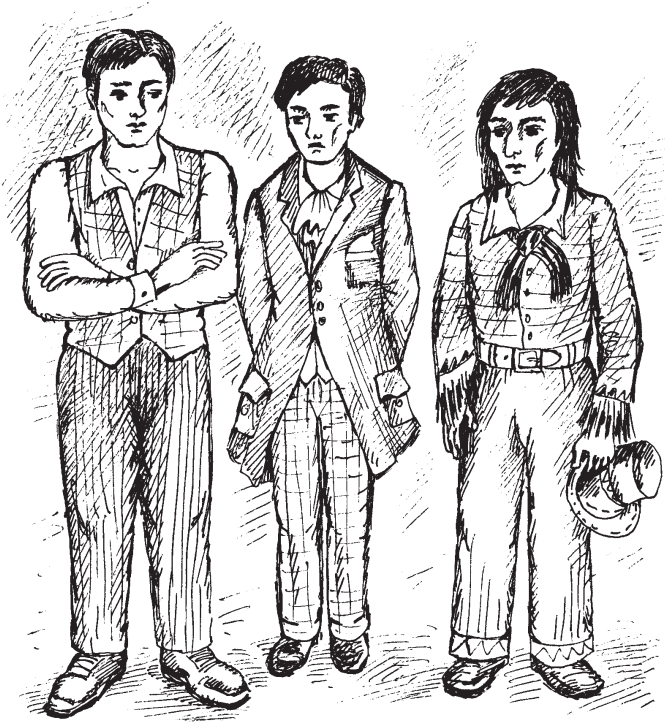
“From the moment you told me your story, Mr. Soames, it was clear to me that the man who entered your room knew that the papers were there. How did he know? You remember, of course, that I examined your window. I was thinking of how tall a man must be in order to see, as he passed, what papers were on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

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

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

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

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



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

“Yes, sir, it is true,” said he.

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

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

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

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

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

“The reason was simple enough,” answered Bannister. “Many years ago I was a butler in the house of this young gentleman’s father. When he died I came to the college as a servant, but I never forgot the family. Well, sir, as I came into this room yesterday, Mr. Soames was very upset and told me everything that had happened. When Mr. Soames went to you, Mr. Holmes, my poor young master came out of the bedroom and confessed it all to me. Wasn’t it natural, sir, that I should save him, and wasn’t it natural also that I should speak to him like a father and make him understand that he must not profit by such an action? Can you blame me, sir?”

“No, indeed,” said Holmes heartily, jumping to his feet. “Well, Soames. I think we have cleared your little problem up, and our breakfast awaits us at home. Come, Watson! As to you, Mr. Gilchrist, I hope a bright future awaits you. For once³ you have fallen low. Let us see in the future how high you can rise.”

Talking about the story

Exercises

1. Answer the questions
 - 1) Why did Mr. Sherlock Holmes ask Mr. Soames to invite Gilchrist to his room?
 - 2) Why did Gilchrist burst into crying?
 - 3) What evidence did Holmes get when he examined Soames’ room?
 - 4) What made Holmes think that the criminal was Gilchrist?
 - 5) Why did old Bannister try to cover the young man?
2. Correct the wrong sentences
 - 1) At eight in the morning Holmes went out for a walk.
 - 2) Gilchrist was a short man with an unpleasant face.
 - 3) Gilchrist decided to take the examination to prove that he was the best student.
 - 4) Bannister advised Gilchrist to profit by his action and promised to help him.

³ For once - այս անգամ (որպես բացառություն) (ընդամենը) մի անգամ

- 5) Mr. Soames wanted to punish Gilchrist and called the police.
3. Why?
- 1) Holmes and Watson found Mr. Soames in a very nervous state because ...
 - 2) Holmes wanted to examine the sports ground and carried away some black clay because ...
 - 3) Holmes wanted to ask Bannister a few questions because ...
 - 4) Gilchrist wrote a letter to Mr. Soames because ...
 - 5) Nobody blamed Bannister for covering Gilchrist because ...
4. What happened when?
- 1) When the young fellow saw the key in Mr. Soames' room ...
 - 2) When the young fellow heard Mr. Soames' footsteps at the very door.
 - 3) When Mr. Soames went to see Mr. Holmes, Bannister ...
 - 4) When Mr. Gilchrist's father died, Bannister ...
 - 5) When Mr. Holmes saw Mr. Gilchrist's letter, he ...
5. Which words and expressions are suitable to describe Bannister.
loyal, selfish, disloyal, young and brave, always trying to cover the criminals, kind and understanding, trying to send the young in the right path, trying to show the young what is right and what is wrong
6. Say who in the story
- tried to say something but suddenly burst into tears Soames
 - sent Gilchrist in the right path and asked him not to profit by cheating Gilchrist
 - was really pleased to hear about Gilchrist's letter Bannister
7. Agree or disagree
- 1) The criminal, who had touched the papers, left no traces.
 - 2) Gilchrist was tall and very handsome.
 - 3) Gilchrist wasn't sorry about what had happened.
 - 4) Gilchrist confessed to Bannister what he had done.
 - 5) Holmes thought Gilchrist would rise high in the future,

Talking points.

Do you agree that ...

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

WORK ON WORDS.

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

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



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

to get away, to get free
to admit
to hold responsible for something wrong or bad
proof of something
to stop something from happening

to prevent
to blame
evidence
to confess
to escape

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

to touch, suspect, to suspect, evidence, to escape, to blame, to confess

PROTECTING HIS PROPERTY

John Webb was an American businessman. In one of the rooms in his cottage there was a big closet in which he kept his things. John got very angry when somebody else ... them.

It was autumn and John was packing things to go to New York. Suddenly his eyes fell on the shelf where his wine stood. One of the bottles was half full though he remembered he had not opened it. The problem was that he didn't know whom ...

He took the bottle and put some poisonous tablets into it and left it on the table. At that moment his wife Helen entered the room and looked at him in horror.

John explained to her that he wanted to punish the He couldn't find any ... in the room and he was afraid that the thief would be able ...

Helen made up her mind to go and ... to their neighbor about it. Somebody had to know what her husband had decided to do.

Helen went away and John went on packing. Suddenly he remembered that he had not packed his hunting boots, which were in the garden.

Leaving the door open he went out into the garden. Suddenly he slipped and struck his head and fell down. He felt a sharp pain and fainted.

Some minutes later he felt a strong arm round him and heard his servant say:

"It's all right, Mr. Webb. I gave you the wine you had left on the table. It will make you feel better.

What do you think – who was ... for what had happened.



Sentences with “if” are called conditionals. Some “if”-clauses describe what always or usually happens, or give instructions. In this type of the “if” clause we use present simple in both clauses. It is called a **zero conditional**.

If + Present – Present

Example: 1. If I feel tired I go to bed early.

If + Present Imperative

Sometimes we tell people what to do, give them instructions. Then we use the present simple in the “if”-clause and an imperative in the other clause.

Example: 2. If you feel tired, have a rest.

If + Present – Future shall/will

Conditional sentences can describe possible situations in the future. Then we use the simple present in the “if”-clause and shall/will in the main clause.

This type of conditional sentence is called **the first conditional**.

1. Complete the sentences with the correct form of the verb in brackets.

1. Ann (be) sorry if Helen (not come).
2. If you (feel) lonely, (phone) me any time.
3. It (be) funny if Norman (get) the job.
4. If you (wash up), I (dry).
5. If I (not get up) till nine, I never (get) anything done.
6. If anybody (ask) what has happened, (not to say) anything.
7. If you (be) ready before eight we (can) catch the early train.

8. If the boys (come) to supper, I (cook) chicken breasts.
9. If I (not eat) breakfast, I always (get hungry) during class.
10. Water (freeze) if the temperature (go) below 0 C.

2. Simple present or future?

a) Superstitions in Great Britain.

1. If you (find) a horseshoe
It (bring) good luck to you.
2. If you (drop) a spoon
A baby (come) soon.
3. If you (walk) under a ladder
You (get) sadder and sadder.
4. If you (break) a looking glass
You (miss) a good chance.
5. If the first visitor in the New Year (have) beautiful eyes and black (hair)
You (be) lucky all year.
6. If you (throw) a hat on your bed
You (face) something bad.
7. If you (meet) a black cat
You (not face) anything bad.

b) Superstitions in Russia

1. If you (meet) a black cat
You (face) something bad.
2. If you (drop) a spoon
A woman (come) soon.
3. If you (meet) a man with empty bags
You (not be) a success.
4. If you (spill) salt in your flat
You (expect) something bad.

Compare superstitions in Great Britain and in Russia. Are they the same or different?

Speak about superstitions in Armenia. Do you believe in superstitions?

3. Supply the correct form of the verbs in brackets.

A mother received a letter from her eight-year-old daughter. Here is part of it: 'If I (listen) to the radio, (not tell) me to do my homework. If I (do) something

wrong, (not shout) at me. If the house (be untidy), (not blame) me. If you (want) me to do something, (not forget) to say “please”. If I (play) a nice game, (not send) me to bed. If I (ask) for something, (not always say) “No!” If it (be) cold (not put) the cat out. Don’t say “don’t” so often!”

In sentences with “if” we can use “would and past tenses when we talk about present or future unreal situations.

If + past tenses-would/should

Example: If I knew her name, I would tell you.
This kind of conditional sentences is called **the second conditional**. The difference between **if I know... I will and if I knewI would** is not a difference of time. They can both refer to the present or future. The past tense and “would” usually say that the situation in imaginary or impossible.

Example: If I become President, I’ll (said by a candidate in an election)
If I became President, I would....(said by a schoolboy).

MIND I: after “if” we often use **were** instead of was.

Example: If I were rich, I would spend all my time travelling.

1. Complete the sentences with the verbs in brackets.

1. If I have enough apples, I (bake) an apple pie this afternoon.
2. If I had enough apples, I (bake) an apple pie this afternoon.
3. I will fix your bicycle if I (have) a screwdriver of the proper size.
4. I would fix your bicycle if I (have) a screwdriver of the proper size.
5. I (make) a tomato salad for the picnic tomorrow if the tomatoes in my garden are ripe.
6. I (make) a tomato salad for the picnic tomorrow if the tomatoes in my garden were ripe.
7. Jack would shave today if he (have) a sharp razor.
8. Jack will shave today if he (have) a sharp razor.
9. Sally always answers the phone if she (be) in her office.
10. Sally would answer the phone if she (be) in her office right now.
11. I (not be) a student in this class if English (be) my native language.
12. If the weather is nice tomorrow, we (go) to the zoo.
13. If the weather were nice today, we (go) to the zoo.
14. If Sally (be) at home tomorrow, I am going to visit her.
15. Jim isn’t at home right now. If he (be) at home right now, I (visit) him.

MIND II: People often make wishes when they want reality to be different.

When a speaker expresses a wish about a present situation he uses a past verb form.

Example: I wish I knew Italian.

2. Complete the sentences with words in brackets.

- True situation: I don't have enough time.
 - I wish I (have) enough time.
 - If I (have) enough time, I (go) to the park.
- True situation: I don't have enough money.
 - I wish I (have) enough money.
 - If I (have) enough money, I (fly) home this weekend.
- True situation: It's cold today.
 - I wish it (not, be) cold today.
 - If it (be not) cold today, I (go) swimming.
- True situation: I don't know how to swim.
 - I wish I (know) how to swim.
 - If I (know) how to swim, I (go) to the beach with you.
- True situation: I don't understand that sentence.
 - I wish I (understand) that sentence.
 - If I (understand) that sentence, I (explain) it to you.
- True situation: I have to go to class today.
 - I wish I (not, have to go) to class today.
 - If I (not, have to go) to class today, I (go) shopping, or I (visit) my friends.
- True situation: It isn't Saturday.
 - I wish it (be) Saturday.
 - If it (be) Saturday, I (go) to the beach.
- True situation: I'm not rich.
 - I wish I (be) rich.
 - If I (be) rich, I (live) on a farm and (raise) horses.

3. Complete the sentences with the words in brackets.

- Jim doesn't study hard. If he (study) harder, he (get) better grades.
- The weather isn't nice. I (take) a walk if the weather (be) nice.
- We want to buy a house, but houses are too expensive. We (buy) a house if we (have) enough money for a down payment.
- If money (grow) on trees, all of us (be) rich.
- Life (be) boring if everyone (have) the same opinions about everything.
- If I (be) you, I (tell) Brian the truth.

7. Airplane tickets are expensive. If they (be) cheap, I (fly) to Singapore for the weekend.
8. I wish I (have) a camera. I (take) a picture of the sunset tonight if I (have) a camera.
9. The student cafeteria is relatively inexpensive, but the food isn't very good. I (eat) there all the time if the food (be) better.
10. Sometimes our teacher gives surprise quizzes. If I (teach) this English class, I (not,give) surprise quizzes.
11. I wish I (have) a car. If I (have) a car, I (drive) to school.
12. I'm very tired tonight. If I (not, be) tired, I (go) to the movie with you.

4. Put the words below in the correct order to make sentences.

If I ruled the world,

a) more/would/unemployment/there/no/be....

If I ruled the world,

b) transport/free/would/all/be/public/

If I ruled the world.....

c) have/holiday/two/a/would/everyone/months'/year

If I ruled the world.....

d) big/all/would/gardens/houses/have/

If I ruled the world.....

e) (schools) If I ruled the world.....

If I ruled the world,

f) (wars) If I ruled the world.....

If I ruled the world,

g) (hospitals) If I ruled the world.....

If I ruled the world,

h) (money) If I ruled the world.....

5. Choose the correct verb forms.

1. If she comes/came late again, she'll lose her job.
2. I'll let you know if I find/found out what's happening.
3. If we live/lived in a town, life would be easier.
4. I'm sure he wouldn't mind if we arrive/arrived early.
5. We'll/We'd phone you if we have time.
6. If I won the lottery , I will/would give you half the money.
7. It will/would be a pity if she married Fred.
8. If I'm free on Saturday, I will/would go to the mountains.
9. She will/would have a nervous breakdown if she goes on like this.
10. I know I'll feel better if I stop/stopped smoking.

6. Choose the most sensible verb form.

1. If I (live/lived) to be 70 ...
2. If I (live/lived) to be 150
3. If I (am/were) better looking
4. If I (wake/woke) up early tomorrow
5. If Scotland (declares/declared) war on Switzerland
6. If we (have/had) the same government in five years' time
7. If everybody (gives/gave) ten per cent of their income to charity
8. If everybody (thinks/thought) like me
9. If there (is/was) nothing good on TV tonight
10. If my English (is/was) better next year
11. If the government (bans/banned) cars from city centres next year
12. If I (have/had) bad dreams tonight

7. Put the beginnings and ends together, using *if were*.

Example: If he were a better dancer, her feet wouldn't hurt.

Beginnings	Ends
he/a better dancer	her feet wouldn't hurt.
I/a rabbit	I wouldn't be working.
I / forty years younger	I'd be quite pretty.
I / Moroccan	I'd give everybody ten weeks' holiday.
I / the manager	I'd go dancing all night.
it /not so cold	I'd go for a walk.
it / Sunday	I'd live in a hole.
my nose / shorter	I'd speak Arabic.
people/ more sensible	life in the office would be easier.
she/ better-tempered	there wouldn't be any wars.

IRREGULAR VERBS

Infinitive	Simple past	Past participle
(to) be	(I) was, (you) were	(I've / she has) been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overtake	overtook	overtaken
pay (for)	paid (for)	paid (for)
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
speak	spoke	spoken
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 արքայություն, վանք
ability [əˈbɪlɪti] n ընդունակություն, կարողություն
able [ˈeɪbl] 1. a ընդունակ, կարող 2. v to be able to ի վիճակի լինել, կարողանալ
aboard [əˈbɔ:d] 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 [əˈbrɔ:d] adv արտասահման(ում)
accent [ˈæksənt] n առոգանություն, արտասանություն
accept [əkˈsept] v ընդունել, համաձայնել
accident [ˈæksɪdənt] n դժբախտ պատահար, վթար
accuse [əˈkju:z] v մեղադրել
ache¹ [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 [ˌædməˈreɪʃn] n հիացմունք
admire [ədˈmaɪə] v հիանալ
advertisement [ədˈvɜ:tɪsmənt] n հայտարարություն, գովազդ
affectionate [əˈfekʃnət] a սիրող, քնքուշ
afraid [əˈfreɪd] a predic. վախեցած, to be afraid of վախենալ
after [ˈɑ:ftə] 1. adv ետևից, ետևում; ավելի ուշ, հետո 2. prep հետո, անց
afternoon [ˌɑ:ftəˈnu:n] n հետկեսօր, միջօրե

afterwards [ˈɑ:ftəwədʒ] adv հետո, հետագայում
again [əˈgeɪn] adv նորից, դարձյալ, կրկին
against [əˈgeɪnst] prep հակառակ, դեմ, ընդդեմ
ago [əˈɡəʊ] adv առաջ. long ago վաղուց
agree [əˈɡri:] 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 [eəpɔ:t] n օդակայան, օդանավակայան
alive [əˈlaɪv] a predic կենդանի, ողջ keep alive կենդանի պահել
all [ɔ:l] pron, adv բոլորը, ամենքը, ամբողջ
allow [əˈləʊ] v թույլ տալ, իրավունք տալ
alone [əˈləʊn] a predic մենակ, միայնակ
along [əˈlɒŋ] adv երկարությամբ, ծայրից ծայր
alphabet [ˈælfəbɪt] n այբուբեն
already [ɔ:lˈredɪ] adv արդեն
also [ˈɔ:lsəʊ] adv նույնպես, նաև
always [ˈɔ:lweɪz] adv միշտ
ambulance [ˈæmbjʊləns] 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 [ˈɑ:nə] n պատասխան
answer² [ˈɑ:nə] v պատասխանել
anybody [ˈenibədi] pron որևէ մեկը, ամեն մեկը
anything [ˈeniθɪŋ] pron ամեն ինչ, ցանկացած բան
anyway [ˈeniweɪ] adv համենայն դեպս, ինչևէ
anywhere [ˈeniweə] adv ցանկացած տեղ, ամենուրեք

appear [ə'piə] v երևալ, հայտնվել
architecture ['a:kitektʃə] n
 ճարտարապետություն, կառուցվածք
area ['eəriə] n տարածություն,
 տարածաշրջան
arm [a:m] n բազուկ, թև
arm-chair ['a:m'tʃeə] n բազկաթոռ
army ['a:mi] n բանակ
around [ə'raʊnd] adv 1. շուրջը, ամենուրեք,
 2. մոտերքում
arrange [ə'reɪndʒ] v կարգավորել,
 դասավորել, կազմակերպել
arrival [ə'raɪvəl] n ժամանում, գալուստ
arrive [ə'raɪv] v գալ, ժամանել, տեղ հասնել
art [a:t] n արվեստ
artist [a:tɪst] n նկարիչ
ask [a:sk] v 1. հարցնել, 2. խնդրել
asleep [ə'sli:p] a predic քնած, քնի մեջ to be
 asleep քնած լինել
assembly [ə'sembli] n ժողով, հավաքույթ
attention [ə'tenʃn] n ուշադրություն
attentively [ə'tentɪvli] adv ուշադիր
attraction [ə'trækʃn] n ձգողություն,
 գրավչություն
aunt [a:nt] n հորաքույր, մորաքույր
autumn ['ɔ:təm] n աշուն
auxiliary [ɔ:g'zɪljəri] a օժանդակ
average ['ævərɪdʒ] a միջակ, սովորական
away [ə'wei] adv 1. հեռու 2. բացակա, այլ
 տեղում
awful ['ɔ:ful] a սարսափելի, սուկալի

bacon ['beɪkən] 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 ['bɑ: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 [br'kɔz] որովհետև
become [br'kɒm] v (became, become) 1.
 դառնալ, 2. սազել
bed [bed] n մահճակալ, անկողին
bedroom ['bedru:m] n ննջասենյակ,
 ննջարան
before [br'fɔ:] 1. adv առաջ, անցյալում 2.
 prep նախքան, մինչև
begin [br'gɪn] v (began, begun) սկսվել, սկսել
beginning [br'gɪnɪŋ] n սկիզբ
behind [br'haɪnd] adv ետևում, ետևից
believe [br'li:v] v հավատալ
bell [bel] n զանգ(ակ)
belong [br'lɔŋ] v պատկանել
belongings [br'lɔŋɪŋz] n ունեցած-
 չունեցածը
between [br'twi:n] prep միջև
bicycle ['baɪsɪkl] n հեծանիվ
big [bɪg] a մեծ, խոշոր
bike [baɪk] a հեծանիվ, մոտոցիկլ

Bb Bb

baby ['beɪbi] n մանկիկ, երեխա
back¹ [bæk] adv հետ, ետ իր տեղը
back² [bæk] a հետևի
back³ [bæk] n մեջք, թիկունք
backstage [bæksteɪdʒ] n հետմաքեն,
 կուլիսներ

binoculars [ˈbɪnɔːkjʊləz] n հեռադիտակ
bird [bɜːd] n թռչուն
birthday [ˈbɜːθdeɪ] n ծննդյան օր
biscuit [ˈbɪskɪt] n չոր թխվածք
bit [bɪt] adv մի քիչ, փոքր-ինչ. a bit մի քիչ
bite¹ [baɪt] n պատառ
bite² [baɪt] v (bit, bitten) կծել
black [blæk] a սև, մութ, խավար
blouse [blaʊz] n կանաչի բլուզ
blow [blaʊ] v (blew, blown) փչել
blue [bluː] a կապույտ, երկնագույն
board [bɔːd] n նավակող, նավեզր
on board նավի վրա, to go on board նավ
նստել
boat [bəʊt] n նավակ, by boat նավով
boil [bɔɪl] v եռալ, եփ տալ
bonfire [ˈbɒnfɪə] n խարույկ
book¹ [bʊk] n գիրք
book² v վաղօրոք պատվիրել
bookseller [ˈbʊkselə] n գրավաճառ
book-shop [ˈbʊkʃɒp] n գրախանութ
border¹ [bɔːdə] n սահման
border² [bɔːdə] v սահմանակից լինել
boring [ˈbɔːrɪŋ] a ձանձրալի, տաղտկալի
born [bɔːn] 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
brake¹ [breɪk] n արգելակ
brake² v արգելակել
brake³ [breɪk] n ընդմիջում
break⁴ [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
brush¹ [brʌʃ] n խոզանակ
brush² [brʌʃ] v խոզանակով մաքրել,
սանրել
build [bɪld] v (built) կառուցել
building [ˈbɪldɪŋ] n շենք, կառուցվածք
burn [bɜːn] 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

Cc Cc

cabin [kæbɪn] n խրճիթ, նավախուց
cafeteria [kæfɪˈtɪəriə] n
ինքնասպասարկումով ճաշարան
calendar [ˈkælɪndə] n օրացույց
call¹ [kɔːl] n կանչ, հեռախոսային կանչ
call² [kɔːl] v 1. կանչել 2. անվանել call on
այցելել
camera [ˈkæmərə] n լուսանկարչական
սպարատ, տեսախցիկ
canal [kəˈnəl] n ջրանցք
capital [ˈkæpɪtl] n մայրաքաղաք
car [kɑː] n ավտոմեքենա
card [kɑːd] n քարտ, տոմս
care¹ [kɛə] n խնամք, հոգատարություն
care² [kɛə] v հոգալ, խնամել
careful [keəfʊl] a ուշադիր, զգույշ
careless [ˈkeəlis] a անհոգ, թեթևամիտ,
անփութ
carry [ˈkæri] v կրել, տանել, փոխադրել
cartoon [kɑːˈtuːn] n 1. ծաղրանկար, 2.
մուլտֆիլմ
cascade [kæsˈkeɪd] n փոքրիկ ջրվեժ
case [keɪs] n դեպք, in any case ամեն
դեպքում

cassette [kə'set] n տուփ (երիզի, ձայններիզի, տեսաներիզի)
castle [kɑ:sl] n ամրոց, դղյակ
cat [kæt] n կատու
catch ['kætʃ] v (caught) բռնել
cathedral [kə'thi:drəl] n մայր տաճար
catholic ['kæθəlɪk] a կաթոլիկական
cattle ['kæտə] n խոշոր եղջերավոր անասուններ
cave [keɪv] n քարայր, քարանձավ
celebrate ['selibreɪt] v տոնել
celebrity [sɪ'lebrɪtɪ] 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 ['sə:tnli] adv անշուշտ, իհարկե, անկասկած
chain [tʃeɪn] n շղթա
chair [tʃeə] 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. հեռուստատալիք
chapel [tʃæpəl] n մատուռ, աղոթարան
character ['kærɪktə] n բնավորություն, բնույթ
charter ['tʃɑ:tə] v փոխադրամիջոց վարձել
cheap [tʃi:p] a էժանագին, էժան
check¹ [tʃek] n ստուգում
check² v ստուգել
chess [tʃes] n շախմատ
child [tʃaɪld] n երեխա, զավակ
chimney [tʃɪmni] n ծխնելույզ
chocolate [tʃɔkəlɪt] n շոկոլադ
choose [tʃu:z] v (chose, chosen) ընտրել
Christmas [krɪsməs] n Սուրբ ծնունդ
church [tʃɜ:ʃ] n եկեղեցի
cigarette [sɪgə'ret] n սիգարետ
cinema ['sɪnəmə] n կինոթատրոն
circular ['sə:kjulə] a կլոր, շրջաձև

circus ['sə: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 ['kloʊzɪŋtaɪm] 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
cold¹ [kəʊld] a ցուրտ, սառը
cold² [kəʊld] n ցուրտ, սառնություն
collect [kə'lekt] v 1. հավաքել 2. գնալ, վերցնել
column ['kɒləm] n սյուն
comb¹ [kəʊm] n սանր
comb² [kəʊm] v սանրել
combination [kəmbrɪ'neɪʃn] n կապակցություն
come [kʌm] v (came, come) գալ, մոտենալ, ժամանել
comfortable ['kʌmfətəb(ə)l] adv հարմար, հարմարավետ
comfortably ['kʌmfətəbli] adv հարմար
company ['kʌmpəni] n ընկերություն, միություն
comparative [kəm'pærətɪv] a համեմատական
comparison [kəm'pærɪsən] n համեմատություն
compartment [kəm'pɑ:tmənt] n 1. բաժանմունք, 2. կուպե
comprehension [kəmprɪ'henʃn] n ըմբռնում
comprehensive school [kəmprɪ'hensɪv sku:l] n հանրակրթական միջնակարգ դպրոց

(11–18 տարեկանների համար)
computer [kəmˈpjʊ:tə] n համակարգիչ
conference [ˈkɒnfərəns] n կոնֆերանս,
 համագումար
congratulations [kɒn.grətjuˈleɪʃnz] n
 շնորհավորանք
conqueror [ˈkɒŋkərə] n հաղթող, նվաճող
consist of [kənˈsɪst əv] v բաղկացած լինել
constitutional [ˌkɒnstɪˈtju:ʃənl] a
 սահմանադրական
continent [ˈkɒntɪnənt] n մայրցամաք
corner [kɔːnə] n անկյուն
coronation [ˌkɒrəˈneɪʃn] n թագադրում
correct [kəˈrekt] a ճիշտ, ուղիղ, ստույգ
cost [kɒst] n արժեք
cost² [kɒst] 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 [ˈkʌzɪn] n մորաքրոջ / հորեղբոր
 տղա, աղջիկ
crash¹ [kræʃ] v ջախջախվել
crash² n վթար, ջախջախում
crew [kruː] n նավի անձնակազմ
cricket [ˈkrɪkɪt] n կրիկետ (խաղ)
criminal¹ [ˈkrɪmɪnəl] n հանցագործ
criminal² [ˈkrɪmɪnəl] a քրեական
crisps [krɪspz] n չիփս, 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 [kəˈteɪn] 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
damage¹ [ˈdæmɪdʒ] n վնաս
damage² v վնասել
damp [dæmp] a խոնավ
dance¹ [ˈdaːns] n պար
dance² 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! O⁷,
 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 [ˈdaɪəlɔːɡ] n երկխոսություն
diary [ˈdaɪəri] n օրագիր
dictionary [ˈdɪkʃənəri] n բառարան
die [daɪ] v մեռնել, մահանալ

differ [ˈdɪfə] v տարբերվել, տարբեր լինել
different [ˈdɪfrənt] a տարբեր, ոչ նման
difficult [ˈdɪfɪkəlt] a դժվար, դժվարին
dinner [ˈdɪnə] n ճաշ
dirty [ˈdɜːtɪ] 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 [dɪˈvɔːs] v բաժանվել, ամուսնալուծվել
do [duː] v (did, done) անել, կատարել
doctor [ˈdɒktə] n բժիշկ
dollar [ˈdɒlə] n դոլար
door [dɔː] n դուռ, դռնակ
down [daʊn] adv ներքև, դեպի ցած
drama [ˈdræmə] n թատերական խմբակ
dream¹ [dri:m] n երազ
dream² [dri:m] v երազ տեսնել
drill [drɪl] v սովորեցնել, մարզել
drink [drɪŋk] v (drank, drunk) խմել, ըմպել
drive [draɪv] v (drove, driven) վարել, քշել
driver [draɪvə] n վարորդ
dry¹ [draɪ] a չոր, ցամաք
dry² v չորացնել
during [ˈdʒuəɪŋ] prep ընթացքում, ժամանակ
duty [ˈdjuːtɪ] n 1. պարտականություն, 2. մաքս, տուրք
duty-free [djuːtɪfrɪ] a անմաքս

east [iːst] n արևելք
Easter [ˈiːstə] n Չատիկ
easy [iːzi] a հեշտ, թեթև
eat [iːt] v (ate, eaten) ուտել
economic [iːkəˈnɒmɪk] a սնտեսական
education [ˌedʒuːˈkeɪʃn] n կրթություն
effect [ɪˈfekt] n արդյունք, հետևանք
egg [eg] n ձու
electric [ɪˈlektrɪk] a էլեկտրական
emergency [ɪˈmɜːdʒənsɪ] n հրատապ անհրաժեշտություն, emergency call օգնության կանչ
empty [ˈemptɪ] a դատարկ
end [end] n վերջ, ծայր
engine [ˈendʒɪn] n շարժիչ
enjoy [ɪnˈdʒɔɪ] v բավականություն ստանալ, վայելել
enough [ɪˈnʌf] a բավական
enter [ˈentə] v մտնել, ներս գալ
especially [ɪsˈpeʃəlɪ] adv հատկապես
eve [iːv] n նախօրյակ
even [ˈiːvən] adv նույնիսկ
evening [ˈiːvɪŋ] n երեկո
event [ɪˈvent] n դեպք, իրադարձություն
ever [ˈevə] adv երբևէ, երբևիցե
every [ˈevri] a յուրաքանչյուր, ամեն մի
everybody [ˈevrɪbɒdi] pron ամեն մարդ, բոլորը
everyone [ˈevrɪwʌn] pron ամեն մեկը
everything [ˈevrɪθɪŋ] pron ամեն ինչ
examine [ɪgˈzæmɪn] v 1. քննել 2. զննել
example [ɪgˈzɑːmpl] n օրինակ, նմուշ
excellent [ˈeksələnt] a գերազանց, հոյակապ
except [ɪkˈsept] prep բացի, բացառությամբ
excite [ɪkˈsaɪt] v հուզել
exciting [ɪkˈsaɪtɪŋ] a հուզիչ
excuse [ɪksˈkjuːz] v ներել
execution [ɪkˈsjuːʃn] n մահապատիժ
exercise [ˈeksəsaɪz] n վարժություն
exhibit [ɪgˈzɪbɪt] v ցուցադրել
exhibition [ˌeksɪˈbɪʃn] n ցուցահանդես
expensive [ɪksˈpensɪv] a թանկ, թանկարժեք
explain [ɪksˈpleɪn] v բացատրել

Ee Ee

each [iːtʃ] pron յուրաքանչյուր, ամեն մի
early [ˈɜːli] a վաղ, վաղաժամ

expression [ɪksˈpreʃn] n արտահայտություն
extra [ˈɛkstrə] a արտակարգ, լրացուցիչ
eye [ˈaɪ] n աչք

Ff



face [feɪs] n դեմք, երես
fact [fækt] n փաստ, իրադարձություն
fair [fɛə] a 1. հիանալի, գեղեցիկ, 2. արդարացի
fairy-like [ˈfɛəriˌlaɪk] 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 [fɑ:] adv հեռու
farm [fɑ:m] n ֆերմա, ագարակ
fast [fɑ:st] a արագ
father [ˈfɑ:ðə] n հայր
fault [fɔ:lt] n 1. սխալ, 2. մեղք
favourite [ˈfeɪvərɪt] a սիրելի, սիրած
feature [fi:tʃə] n առանձնահատկություն, բնորոշ գիծ
feel [fi:l] v (felt) զգալ
feeling [ˈfi:lɪŋ] n զգացմունք
ferry [ˈfɛri] n լաստանավ
festival [ˈfestɪvəl] n փառատոն
fetch [fetʃ] v գնալ և բերել
few [fju:] a քիչ, a few մի քանի
field [fi:ld] n դաշտ
fight [ˈfaɪt] v (fought) կռվել, մարտնչել
figure [ˈfɪɡə] n թիվ, ցուցանիշ
fill [ˈfɪl] v լցնել, լրացնել
film [ˈfɪlm] n կինոժապավեն, կինոնկար
finally [ˈfainəli] 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 [ˈfaɪəbrɪˌgeɪd] n հրշեջ խումբ
fireworks [ˈfaɪəwɜ:k] n հրավառեղիք
*firm*¹ [fɜ:m] n ֆիրմա
*firm*² a ամուր, պինդ
first [fɜ:st] a առաջին
fish [fɪʃ] n ձուկ
flight [ˈflaɪt] n թռիչք
flood-light [ˈflʌdlaɪt] n լուսարձակ
flower [flaʊə] n ծաղիկ, ծաղկավոր բույս
fly [flaɪ] v (flew, flown) թռչել
focus [ˈfoukəs] n ֆոկուս, կիզակետ
foggy [ˈfɒɡɪ] a մառախլապատ
follow [ˈfɒləʊ] v հետևել, հետևից գնալ
following [ˈfɒləʊɪŋ] a հետևյալ, հաջորդ
food [fu:d] n սնունդ, ուտելիք
fool [fu:l] a հիմար, անխելք
foot [fʊt] n ոտք, ոտնաթաթ
football [ˈfʊtbɔ:l] n ֆուտբոլ
forest [ˈfɒrɪst] n անտառ
forget [fəˈɡet] v (forgot, forgotten) մոռանալ
form [fɔ:m] v կազմել, ձևավորել
forward [ˈfɔ:wəd] adv առաջ, դեպի առաջ
fountain [ˈfaʊntɪn] n շատրվան
free [fri:] a ազատ, անկախ
freezer [ˈfri:zə] 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 [ˈfɜ:nɪtʃə] n կահույք
future [ˈfju:tʃə] n ապագա, գալիք

Gg Gg

game [geɪm] n խաղ
garden [gɑ:dn] n պարտեզ
gather [gæðə] v հավաք(վ)ել
generally [ˈdʒenərəli] adv ընդհանրապես
generation [dʒenəˈreɪʃn] n սերունդ
geography [dʒɪ:ˈɒʒgrəfi] n
աշխարհագրություն
get [get] v (got) ստանալ, ձեռք բերել
ghost [ɡəʊst] n ուրվական
gift [ɡɪft] n նվեր, ընծա
girl [gɜ:l] n աղջիկ, օրիորդ
give [ɡɪv] v (gave, given) տալ, շնորհել
glad [glæd] a զոհ, ուրախ
glass [glɑ:s] n 1. սպակի 2. բաժակ
go [ɡəʊ] v (went, gone) գնալ, հեռանալ
goal [ɡəʊl] n նպատակ
gold [ɡəʊld] n ոսկի, ոսկեդրամ
good [ɡʊd] a լավ
good-bye [ˈɡʊdˈbaɪ] ցտեսություն
goods [ɡʊdz] n ապրանք
government [ˈɡʌvəmənt] n կառավարություն
grammar [ˈɡræmə] n քերականություն
grandfather [ˈɡrænd.fɑ:ðə] n պապ, պապիկ
grandmother [ˈɡrænd.mʌðə] n տատ,
տատիկ
grave [ɡreɪv] n գերեզման
great [ɡreɪt] a մեծ, խոշոր
green [ɡri:n] a կանաչ
ground [ɡraʊnd] n գետիմ, հող
group [ɡru:p] n խումբ
grow [ɡrəʊ] v (grew, grown) աճել, մեծանալ
guard¹ [ɡɑ:d] n պահակախումբ
guard² v հսկել
guess [ɡes] v կռահել, գլխի ընկնել
guest [ɡest] n հյուր
gun [ɡʌn] n հրացան
guy [ɡaɪ] n տղա

Hh Hh

habit [ˈhæbɪt] n սովորություն, սովորույթ
hair [heə] n մազ, մազեր
hairbrush [ˈheəbrʌʃ] n մազերի խոզանակ
half [hɑ:f] n կես
hall [hɔ:l] n սրահ, դահլիճ
hand [ˈhænd] n ձեռք, դաստակ
happen [ˈhæpən] v պատահել, տեղի ունենալ
happy [ˈhæpi] a երջանիկ, բախտավոր
hard [hɑ:d] a դժվար
hardly [ˈhɑ:dlɪ] adv հազիվհազ
harness [ˈhɑ:nɪs] n ամրագոտի
hat [hæt] n գլխարկ
hate [heit] vատել
have [hæv] v (had) ունենալ
head [hed] n գլուխ
headmaster [ˌhedˈma:stə] n դպրոցի տնօրեն
headphones [ˈhedfəʊnz] n ականջակալներ
health [helθ] n առողջություն
hear [hɪə] v (heard) լսել
heart [hɑ:t] n սիրտ
helicopter [ˈhelɪkɒptə] n ուղղաթիռ
hello [heˈləʊ] ողջույն
helmet [ˈhelmt] n սաղավարտ
help¹ [help] n օգնություն
help² [help] v օգնել
here [hɪə] adv այստեղ
hero [ˈhɪərəʊ] n հերոս
hide [haɪd] v (hid, hidden) թաքնվել,
թաքցնել
high [haɪ] a բարձր, վեհ
hill [hɪl] n բլուր, բարձունք
hillside [ˈhɪlˈsaɪd] n բլրի լանջ, սարավանջ
historic [hɪsˈtɒrɪk] a պատմական կարևոր
նշանակություն ունեցող
historical [hɪsˈtɒrɪkəl] a պատմական
history [ˈhɪstəri] n պատմություն
hit [hɪt] v (hit) զարկել, հարվածել
hobby [ˈhɒbi] n սիրած զբաղմունք
hockey [ˈhɒki] n հոկեյ

Hogmanay [ˈhɔgməni] Նոր տարի (Շոտլանդիայում)
hold [hould] v (held) 1. բռնել 2. անցկացնել
holiday [ˈhɔlɪdeɪ] n տոն
holy [ˈhəʊli] a սուրբ, անբիծ
home [həʊm] n տուն
homework [ˈhəʊmwɜ:k] n տնային առաջադրանք
hope¹ [həʊp] n հույս
hope² [həʊp] v հուսալ
horror [ˈhɔ:rə] n վախ, սարսափ
horse [hɔ:s] n երիվար, ձի
hospital [ˈhɔspɪtl] n հիվանդանոց
hostel [ˈhɔstəl] n հանրակացարան
hotel [həʊˈtel] n հյուրանոց
hound [haʊnd] n որսկան շուն
hour [ˈaʊə] n ժամ, hour by hour ժամ առ ժամ
house [haʊs] n տուն
hovercraft [ˈhɔvəkra:ft] n նավ (ողի հոսանքով շարժվող)
how [haʊ] adv ինչպե՞ս
huge [hju:dʒ] a վիթխարի, ահագին
hurry [ˈhʌri] v շտապել
hurt [hɜ:t] v (hurt) 1. ցավեցնել 2. վնասել 3. վիրավորել be hurt վիրավորվել

Ii *Ii*

ice-cream [ˌaɪsˈkri:m] n պաղպաղակ
idea [aɪˈdiə] n միտք
ideal [aɪˈdiəl] 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 [ˈaɪləndə] n կղզիաբնակ
isle [aɪl] n կղզի

Jj *Jj*

jacket [ˈdʒækt] n բաճկոնակ
jewel [ˈdʒu:əl] n թանկագին քար, գոհար, թանկարժեք իր
job [dʒɔb] n աշխատանք
joke [ˈdʒəʊk] n կատակ
journey [ˈdʒə:ni] n ուղևորություն
joy [dʒɔɪ] n ուրախություն
juice [dʒu:s] n հյութ
jump [dʒʌmp] v ցատկել, թռչել
just [ʒʌst] adv հենց, ճիշտ

Kk 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 Ll

ladder [ˈlædə] n սանդուղք
lake [leɪk] n լիճ
lamp [læmp] n լամպ, լապտեր
land [lænd] n երկիր, ցամաք
language [ˈlæŋɡwɪdʒ] n լեզու
large [la:dʒ] a մեծ, խոշոր
last [la:st] a վերջին at last վերջապես
late [leɪt] a ուշ. to be late ուշանալ
lately [ˈleɪtli] adv վերջերս
laugh [la: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
laftel [ˈli: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 [ˈledʒənd] n լեգենդ
legendary [ˈledʒəndəri] a առասպելական
lemonade [ˌleməˈneɪd] n լիմոնադ
lend [lend] v (lent) տալ ժամանակավոր գործածության համար
lesson [lesn] n դաս
let [let] v (let) թույլ տալ
letter [ˈletə] n 1. տառ 2. նամակ
letter-box [ˈletəbɒks] n փոստարկղ
library [ˈlaɪbrəri] n գրադարան
lie¹ [laɪ] v ստել
lie² [laɪ] v (lay, lain) պառկել
life [laɪf] n կյանք
lifeboat [ˈlaɪfbəʊt] 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 [ˈlɪtərɪtʃə] n գրականություն
little [lɪtl] a պստիկ, փոքրիկ
live [lɪv] v ապրել, բնակվել
lock [lɒk] v փակել, կողպել
lonely [ˈləʊnli] a մենակ, միանյակ
long [lɒŋ] a երկար, no longer այլևս ոչ
look [lʊk] v at նայել look forward to
սնհամբեր 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, պարտվել
loss [lɒs] n կորուստ
lot [lɒt] n որոշ քանակությամբ a lot of շատ
loud [laʊd] a բարձրաձայն
love [lʌv] v սիրել
lovely [ˈlʌvli] 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 [ˈmæɡəˈziːn] n ամսագիր
magical [ˈmædʒɪkəl] a կախարդական
magician [mæˈdʒɪʃn] 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 [ma:k] n գնահատական
market [ˈma:kɪt] n շուկա
marry [ˈmæri] v ամուսնանալ
*master*¹ [ma:stə] n տեր, պարոն
*master*² [ma: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
թափփված՝ իրար խառնված լինել
message [ˈmesɪdʒ] n հաղորդագրություն,
գրություն, երկտող

microphone [maɪkrəfoun] n խոսափող
middle [mɪdl] 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 հանքավոր
mineral [ˈmɪnərəl] a հանքային
minute [ˈmɪnɪt] n ըուպե
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 [ˈmʌndɪ] n երկուշաբթի
monarchy [ˈmɒnəki] 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 [ˈmɔ:nɪŋ] n առավոտ
mother [ˈmʌðə] n մայր
motor-car [ˈmɔutə:kɑ:] n մարդաստար
ավտոմեքենա
motor-van [ˈmɔutəvæn] n ավտոֆուրգոն
mountain [ˈmaʊntɪn] n լեռ, սար
move [mu:v] v շարժ(վ)ել, տեղափոխ(վ)ել
multi-storey [ˈmʌltɪstɔəri] n բազմահարկ
murder [ˈmɜ:də] n մարդասպանություն
museum [mju:ziəm] n թանգարան
music [ˈmju:zɪk] 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 [ˈnɜ:vəs] a նյարդային, make sb
 nervous նյարդայնացնել
never [ˈnevə] adv երբեք
new [nju:] a նոր
news [nju:z] n լուր(եր), նորություն(ներ)
newsagent [ˈnju:zˈeɪdʒənt] n լրագրավաճառ
newspaper [ˈnju:zˈpeɪpə] n լրագիր
next [nekst] a հաջորդ
nice [naɪs] a հաճելի, դուրեկան
night [naɪt] n գիշեր
nobody [ˈnəʊbədi] pron ոչ ոք
noisy [ˈnɔɪzi] a աղմկոտ
north [nɔ:θ] n հյուսիս
note [nəʊt] n pl նշումներ
nothing [ˈnʌθɪŋ] pron ոչինչ
notice [ˈnəʊtɪs] v նկատել, տեսնել
noticeboard [ˈnəʊtɪsbɔ:d] n
 հայտարարությունների տախտակ
now [naʊ] adv հիմա, այժմ
nuclear [ˈnju:kliə] a միջուկային
number [ˈnʌmbə] n թիվ, քանակ
numerous [ˈnju:mərəs] a բազմաթիվ

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 [ɔ:fn] adv հաճախ
oil [ɔɪl] n ձեթ, յուղ
OK [ˈouˈkeɪ] int լավ, շատ լավ

old [əʊld] a 1. տարեց, ծեր 2. հին, վաղեմի
once [wʌns] n մի անգամ
only [əʊnli] adv միայն
open [ˈəʊpən] v բացել, բաց անել
operator [ˈɒpəreɪtə] n հեռախոսավար
orange [ˈɔrɪndʒ] n նարինջ
order [ˈɔ:də] n կարգ
other [ʌðə] pron այլ, ուրիշ
outside [ˈəʊtˈsaɪd] prep դուրս, դրսի կողմից
own [əʊn] a անձնական, սեփական
owner [ˈəʊnə] 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 [pɑ:k] n մեքենայի կայանատեղ
park² [pɑ:k] v մեքենան կայանել
parliament [ˈpɑ:ləmənt] n պառլամենտ,
 խորհրդարան
part [pɑ:t] n մաս
partner [ˈpɑ:tnə] n գործընկեր
party [ˈpɑ:ti] n երեկույթ
pass [pɑ:s] v անցնել, գնալ
passenger [ˈpæsɪndʒə] n ուղևոր
passport [ˈpɑ:spɔ:t] n անձնագիր
path [pɑ:θ] n արահետ, շավիղ
pay [peɪ] v (paid) վճարել
pea [pi:] n սիսեռ
peace [pi:s] 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 [ˈpi:pl] n 1. (pl) մարդիկ 2. ժողովուրդ 3. ազգ

perfume [ˈpə:fju:m] n բուրմունք, օճանելիք

perhaps [pəˈhæps] adv գուցե, հնարավոր է

person [ˈpə:sən] n մարդ, անձ

personal [ˈpə:snəl] a անձնական

phone [foun] v հեռախոսով հայտնել, հեռախոսել

photo [ˈfəutəu] n լուսանկար

phrase [freiz] n արտահայտություն

physical [ˈfizɪkl] a մարմնական

pianist [ˈpi:ənɪst] n դաշնակահար

picnic [ˈpɪknɪk] n զբոսախնջույք

picture [ˈpɪktʃə] n նկար, պատկեր

pipe [paɪp] n 1. խողովակ, 2. ծխամորճ

pitch-black [ˈpɪtʃblæk] 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 [ˈpleɪgraund] n խաղադաշտ

please [pli:z] v գոհացնել

pleasant [ˈplezənt] a հաճելի

pleasure [pleʒə] n հաճույք

plum [plʌm] n սալոր, շլոր

pocket [ˈpɒkɪt] n գրպան

poetry [ˈpəʊɪtri] n պոեզիա

point¹ [pɔɪnt] n 1. կետ (որևէ գաղափարի, կարծիքի հետ առնչվող) 2. իմաստ, նպատակ

point² [pɔɪnt] v նշել, ցույց տալ

police [pəˈli:s] n ոստիկանություն

policeman [pəˈli:smən] n ոստիկան

political [pəˈlɪtɪkəl] a քաղաքական

politician [ˌpɒlɪˈtɪʃn] n քաղաքական գործիչ

poor [puə] a 1. աղքատ, չքավոր 2. խեղճ

pop-music [ˈpɒpmju:zɪk] n պոպ-երաժշտություն

popular [ˈpɒpjulə] a հանրաճանաչ

population [ˈpɒpjʊ:leɪʃn] n բնակչություն

portrait [ˈpɔ:trɪt] n դիմանկար

possible [ˈpɒsəbl] a հնարավոր

post-card [ˈpəʊstka: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

practice² [ˈpræktɪs] v 1. մարզվել, վարժվել 2. մասնագիտությամբ աշխատել

pray [preɪ] v աղոթել

prayer [preɪə] n աղոթք

prefer [prɪˈfə] v գերադասել

present¹ [ˈprezənt] n նվեր

present² [prɪˈzənt] v նվիրել

pretty [ˈprɪti] a սիրունիկ, լավիկ

prince [prɪns] 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 [ˈpʌdɪŋ] n պուդինգ

pull [pul] v քաշել, ձգել

pullover [pulˈəʊvə] n պուլովեր, սվիտեր

pupil [ˈpju:pɪl] n աշակերտ

put [put] 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 [kwart] adv միանգամայն, բոլորովին

Rr Rr

radio [ˈreɪdiəʊ] n ռադիոընդունիչ
railway [ˈreɪlweɪ] 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 չլարվել, 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 [riˈkwest] n խնդրանք
residence [ˈrezɪdəns] n բնակավայր
rescue [ˈreskjʊ:] v փրկել, ազատել

rest [rest] n 1. հանգիստ, անդորր, 2. the rest մնացածները, մնացած մասը
restaurant [ˈrestərɔŋ] n ռեստորան
result [rɪˈzʌlt] n արդյունք, հետևանք
return [rɪˈtʉ:n] v վերադարձնել
revision [rɪˈvɪʒn] n (անցած նյութի) կրկնողություն
rhyme [raɪm] v հանգավորել
rich [rɪtʃ] a հարուստ
ride [raɪd] n զբոսանք (ձիով)
right [raɪt] n իրավունք
ring [rɪŋ] v զնգալ
rise [raɪz] v (rose, risen) բարձրանալ, ծագել
river [ˈrɪvə] n գետ, հոսանք
road [rəʊd] n ճանապարհ, ուղի
rob [rɒb] v թալանել
robber [ˈrɒbə] n կողոպտիչ, ավազակ
robbery [ˈrɒbəri] n գողություն
rock [rɒk] n ժայռ
romantic [rɒˈmæntɪk] 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 [ˈrɔɪəl] a արքայական
rugby [rʌɡbi] n ռեգբի
ruin [ˈruɪn] v ավերել, քանդել
rule [ru:l] n կանոն
run [rʌn] v (ran, run) վազել, փախչել
runner [ˈrʌnə] n մրցավազող
rush hour [rʌʃ, aʊə] n «պիկ» ժամ

Ss Ss

sad [sæd] a տխուր
safe [seɪf] a անվնաս, անվտանգ, ապահով
safely [ˈseɪfli] adv ապահով

*sail*¹ [ˈseɪl] n առագաստ
*sail*² [ˈseɪl] v նավարկել
sailing [ˈseɪlɪŋ] n նավարկություն
sailor [ˈseɪlə] 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 [ˈsku:l.bænd] n դպրոցական
 նվագախումբ
science [ˈsaɪəns] n բնական գիտություններ
 (ֆիզիկա, քիմիա ևն)
screwdriver [ˈskru:draɪvə] n
 պտուտակահան
sea [si:] n ծով
seasick [ˈsi:sɪk] a ծովախտով տառապող
seaside [ˈsi:sɑɪd] n ծովափ
seat [si:t] n տեղ, աթոռ
secretary [ˈsekɹətəri] n քարտուղար
see [si:] v (saw, seen) տեսնել, նկատել
seem [si:m] v թվալ
sell [sel] v (sold) վաճառել, ծախել
seller [ˈselə] n վաճառող, գործակատար
send [send] v (sent) ուղարկել
*separate*¹ [ˈsepəɹət] a անջատ, առանձին
*separate*² [ˈsepə ɹət] v անջատել, բաժանել
serious [ˈsɪəriəs] a լուրջ
servant [ˈsɜ:vnt] n ծառա, սպասավոր
service [ˈsɜ:vɪs] n ծառայություն
setting [ˈsetɪŋ] n շրջապատող միջավայր
shabby [ˈʃæbi] a մաշված, խղճուկ,
 խարխուլ
shake [ʃeɪk] v (shook, shaken) թափահարել
sheep [ʃi:p] n ոչխար
shine [ʃaɪn] v (shone) փայլել, շողալ
shiny [ˈʃaɪni] a պայծառ
ship [ʃɪp] n նավ
shipbuilding [ˈʃɪp.bɪldɪŋ] n նավաշինություն
shoot [ʃu:t] v (shot) կրակել
shop [ʃɒp] n խանութ
shopping [ˈʃɒpɪŋ] n to do shopping գնումներ
 անել
shore [ʃɔ:] n ծովափ, լճափ

shoulder [ˈʃouldə] n ուս, թիակ
shout [ʃaʊt] v գոռալ, բղավել
show [ʃəʊ] 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 [sləʊ] a դանդաղ
slowly [sləʊli] adv դանդաղորեն
small [smɔ:l] a փոքրիկ
*smile*¹ [smaɪl] n ժպիտ
*smile*² [smaɪl] v ժպտալ
smoke [sməʊk] n ծուխ, մոխր
social [ˈsəʊʃəl] a հասարակական
sock [sɒk] n կիսագուլպա
sofa [ˈsəʊfə] n բազմոց
soldier [ˈsəʊldɪə] n զինվոր
some [sʌm] a մի քիչ, մի քանի
somebody [ˈsʌmbədi] pron որևէ մեկը
something [ˈsʌmθɪŋ] pron որևէ բան
sometimes [ˈsʌmtaɪmz] adv երբեմն
soon [su:n] adv շուտով
sorry [ˈsɔ:ri] a ափսոսանքով լի
sort [sɔ:t] n տեսակ
south [sauθ] n հարավ
southern [ˈsʌðən] a հարավային
souvenir [ˈsu:vəniə] 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 [stɪl] 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 [səkˈsesfʊl] a հաջող, արդյունավետ
such [sʌtʃ] a այսպիսի

suddenly [ˈsʌdnli] adv հանկարծ
sugar [ˈju:ɡə] n շաքար
suggestion [səˈdʒestʃən] n առաջարկ
summer [ˈsʌmə] n ամառ
supermarket [ˈsu:pəˈma:kɪt] n սուպերմարկետ
sure [ʃʊə] a հասնովաձ, վստահ
surgery [ˈsə:dʒəri] n վիրաբույժի ընդունարան
surprise [səˈpraɪz] n զարմանք, անակնկալ
surprising [səˈpraɪzɪŋ] a զարմանալի
surround [səˈraʊnd] v շրջապատել
surrounding [səˈraʊndɪŋ] a շրջապատող, շրջակա
surroundings [səˈraʊndɪŋz] n pl շրջակայք, շրջապատ
sweet [swi:t] a քաղցր, անուշ
swim [swɪm] v (swam, swum) լողալ
switch [swɪtʃ] v միացնել, անջատել
sword [sɔ:d] n սուր, թուր

Tt Tt

table [ˈteɪbl] n սեղան
take [teɪk] v (took, taken) վերցնել
talk [tɔ:k] v խոսել, զրուցել
tall [tɔ:l] a բարձր, բարձրահասակ
*taste*¹ [teɪst] 1. n ճաշակ, 2. համ
*taste*² [teɪst] v համտես անել
taxi [ˈtæksɪ] n տաքսի
tea [ti:] n թեյ
teach [ti:tʃ] v (taught) սովորեցնել, դաս տալ
team [ti:m] n թիմ, խումբ
*tear*¹ [tɪə] n արցունք
*tear*² [tɛə] v (tore, torn) պատռել, պատառռոտել
technology [tekˈnɒlədʒɪ] n տեխնոլոգիա
*telephone*¹ [ˈtelɪfəʊn] n հեռախոս
*telephone*² [ˈtelɪfəʊn] v հեռախոսազանգել
television [ˈtelɪˈvɪʒn] n հեռուստատեսություն

tell [tel] v (told) պատմել, ասել
temperature [ˈtempərətʃə] n ջերմություն,
տաքություն
tennis [ˈtenɪs] n թենիս
tense [tens] n ժամանակ
tense [tens] a լարված, ձգված
tent [tent] n վրան
term [tɜ:m] n 1. ժամկետ 2. կիսամյակ
terrace [ˈterəs] n 1. պատկից սնեքի շարք,
2. բաց պատշգամբ
terrible [ˈterəbl] a սարսափելի, սուկալի
test [test] v ստուգել, փորձարկել
text [tekst] n տեքստ
text-book [ˈtekstbʊk] n դասագիրք,
ձեռնարկ
thank [θæŋk] v շնորհակալություն հայտնել
theatre [ˈθiətə] 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 [θroun] n գահ
through [θru:] prep միջով, մի ծայրից
մյուսը
throw [θrou] v (threw, thrown) նետել, գցել,
շարտել
ticket [ˈtɪkɪt] n տոմս
tidy¹ [ˈtaɪdi] a մաքուր, կոկիկ
tidy² [ˈtaɪdi] v հավաքել, մաքրել, կարգի
բերել
time [taɪm] n ժամանակ, ժամ
time-table [ˈtaɪm.teɪbl] n 1. դասացուցակ,
դասատախտակ, 2. (բրիտ.) չվացուցակ
tin [tɪn] n պահածոյի տուփ
tin-opener [ˈtɪnˈoʊpənə] n պահածոյաբացիչ
tiny [ˈtaɪni] a շատ փոքր, մանրիկ
tired [ˈtaɪəd] a հոգնած
today [təˈdeɪ] adv այսօր, այժմ
together [təˈɡeðə] adv միասին
tomorrow [təˈmɒrəʊ] adv վաղը
tonight [təˈnaɪt] adv այսօր երեկոյան
tooth [tu:θ] n (pl. teeth) ատամ

toothpaste [tu:θpeɪst] n ատամի մածուկ
top¹ [tɒp] n գագաթ
top² [tɒp] a առավելագույն
top-level [ˈtɒplevəl] adv բարձր մակարդակով
touch [tʌtʃ] v ձեռք տալ, շոշափել
tour [tuə] n ճանապարհորդություն
tourist [ˈtuəɪst] n զբոսաշրջիկ
towards [təswə:dz] prep դեպի, ուղղությամբ
towel [ˈtauəl] n սրբիչ, երեսաքիչ
tower [ˈtauə] n աշտարակ, բերդ
town [taʊn] n քաղաք
tradition [trəˈdɪʃn] n ավանդույթ
traffic [ˈtræfɪk] n երթևեկություն
traffic-lights [ˈtræfɪklaɪts] n լուսաֆոր
train [treɪn] n գնացք
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 [ˈtɜ:kɪ] n հնդկահավ
turn [tɜ:n] v շրջվել, շուռ տալ
twice [twɑɪs] n երկու անգամ
typical [ˈtɪpɪkəl] a բնորոշ, տիպիկ

Մս Մս

ugly [ˈʌɡli] a տգեղ, այլանդակ
uncle [ˈʌŋkl] n թեռի, հորեղբայր
under [ˈʌndə] prep տակ
underground [ˈʌndəgraʊnd] n մետրո
understand [ˌʌndəˈstænd] v (understood)

հասկանալ, ըմբռնել
unfortunate [ʌn'fɔ:tʃnət] a անհաջող,
 ձախորդ
unfriendly [ˈʌnfrendli] a անբարյացակամ
unhappy [ʌn'hæpi] a տխուր, դժբախտ
uniform ['ju:nɪfɔ:m] n համազգեստ
unique [ju:'ni:k] a եզակի
united [ju:naitɪd] a միացյալ
unknown [ʌn'nəʊn] a անհայտ, անծանոթ
unromantic [ʌnrɔ'mæntɪk] a ոչ ռոմանտիկ
until [ən'tɪl] prep մինչև
use [ju:z] v օգտագործել
useful ['ju:sfʊl] a օգտակար
useless ['ju:sɪs] adj անօգուտ, զուր
usual ['ju:ʒʊəl] adj սովորական
usually ['ju:ʒʊəli] adv սովորաբար

V v Vv

vacuum ['vækjuəm] n օդազուրկ
 տարածություն
vacuum-cleaner ['vækjuəm.kli:nə] n
 փոշեծծիչ, փոշեկուլ
valley ['væli] n հովիտ
van [væn] n վագոն, բեռնատար մեքենա
verb [və:b] n բայ
very ['veri] adj շատ
victory ['vɪktəri] n հաղթանակ
video-game ['vɪdiəu'geɪm] n տեսախաղ
video-recorder ['vɪdiəʊri'kɔ:də] n
 տեսաձայնագրիչ
view ['vi:u:] n բնապատկեր, տեսարան
village ['vɪlɪdʒ] n գյուղ, ավան
violet ['vaɪələt] adj մանուշակագույն
visit ['vɪzɪt] n այցելություն
visitor [vɪzɪtə] n այցելու
voice [vɔɪs] n ձայն

W w Ww

wait [weɪt] v սպասել
walkway ['wɔ:kweɪ] n զբոսուղի
wall [wɔ:l] n պատ
wake [weɪk] v (woke, woken) արթնանալ
want [wɒnt] v ցանկանալ
war [wɔ:] n պատերազմ
warden ['wɔ:dən] n հսկիչ
warm [wɔ:m] a տաք
wash [wɔʃ] v լվանալ, լվացվել
washing-machine ['wɔʃɪŋməʃi:n] n լվացքի
 մեքենա
watch¹ [wɒtʃ] n ձեռքի ժամացույց
watch² [wɒtʃ] v հետևել, դիտել
water ['wɔ:tə] n ջուր
wave [weɪv] n ալիք
wax¹ [wæks] n մոմ
wax² [wæks] a մոմե
waxwork ['wækswɜ:k] n մոմե արձաններ
way [weɪ] n ճանապարհ
wear [weə] v (wore, worn) հագնել, կրել
weather ['weðə] n եղանակ
week [wi:k] n շաբաթ
weekend ['wi:k'end] 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 ['weðə] conj թե, արդյոք
while [waɪl] conj այն ժամանակ, երբ, մինչ
whisper ['wɪspə] v շշուշու, փսփսալ
whisky ['wɪskɪ] n վիսկի
whistle ['wɪsl] 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
դիմասպակի
windy [ˈwɪndɪ] a քամոտ
winter [ˈwɪntə] n ձմեռ
wiper [ˈwaɪpə] n ավտոմեքենայի
սպակիների մաքրիչ
wish¹ [wɪʃ] n ցանկություն
wish² [wɪʃ] v ցանկանալ
witch [wɪtʃ] n կախարդ
woman [ˈwʊmən] n (pl women) կին
wonderful [ˈwʌndəfʊl] a զարմանալի,
հրաշալի
wood [wʊd] n անտառ, պուրակ
word [wɜːd] n բառ
word-building [ˈwɜːdˈbɪldɪŋ] n
բառակազմություն
work¹ [wɜːk] n աշխատանք, գործ
work² [wɜːk] v աշխատել
world [wɜːld] n աշխարհ
worry [ˈwʌrɪ] v անհանգստանալ,
մտահոգվել
wrong [rɒŋ] a սխալ, ոչ ճիշտ, սնարդար

Yy *Yy*

year [jɪə:] n տարի
yesterday [ˈjestədi] adv երեկ
yet [jet] adv դեռ, դեռևս
young [jʌŋ] a երիտասարդ, ջահել
youth [juːθ] n պատանի, երիտասարդ

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