

# ENGLISH

## 10

դասագիրք ընդհանուր և բնագիտամաթեմատիկական  
հոսքերի համար

# UNIT 1

## BACK IN BRITAIN AGAIN

### How much do you remember?

**a. Look at the map of Great Britain and give the names of**

- the oceans and seas that surround it;
- the countries that it consists of;
- cities in Great Britain;
- the capital of Great Britain, England, Wales, Scotland, Northern Ireland.

*(See the key to the pictures on p.....)*

**b. Ask three questions about Britain. Answer them with a partner.**

#### United, Kingdom

*Atlantic Ocean, North Sea, English, Channel, London, Northern, Ireland, Belfast, Edinburgh, Cardiff, Scotland, Wales, England, Irish Sea*

- 1
- 2
- 3
- 4
- 5

**pic**

**c. The highest, wettest, oldest, etc., in Britain. Choose the right answer.**

1. Which is the highest mountain in Scotland?	The Houses of Parliament
2. Which is the wettest district in Britain?	Oxford University
4. What is the longest river in Britain?	The City
5. Which is the widest part of Scotland?	Hyde Park
6. Which is the oldest university in Britain?	The Lake District
7. Which is the oldest part of London?	The Severn
8. Which is the most famous park in London?	Ben Nevis
9. Which is the most famous building in London?	The Highlands

**c. Say a few words about different parts of Great Britain.**

You may speak about their a. geographical position, b. history, c. industry, d. customs and traditions, e. famous people.

**d. London landmarks. Imagine you are in London. Where will you go if you want to see...?**

a performance	The National Gallery
famous pictures	The City
a beautiful palace	Westminster Abbey
the oldest part of London	Trafalgar Square
places of interest	The National Theatre
the richest part of London	London Bridge
the business centre	Buckingham Palace
the oldest bridge	Madame Tussaud's
	The West End

## Different Faces of London

Roman London

Shakespeare's London

Dickens's London

Post-war London

Modern London

**pcs**

### e. Read the text and insert the missing part. Do it orally.

the City  
 Westminster  
 Buckingham Palace  
 Trafalgar Square  
 Lord Nelson  
 National Gallery

Welcome to London, the capital city, one of the most beautiful European cities. It is enormous, it is old, it is modern and it is fascinating. Which is the best way to begin?

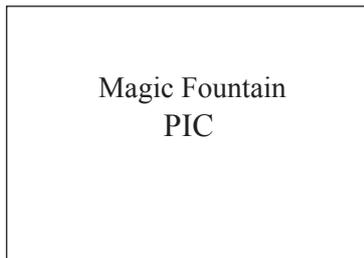
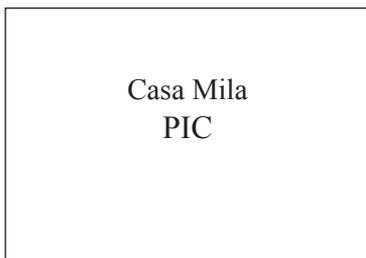
Maybe, from the oldest part, \_\_\_\_\_. Here London began centuries ago. One square mile on the both sides of the river Thames. It was called Londinium by the Romans, a lonely port. It is far from being lonely now, as you see. The busiest streets, the Stock Exchange, the Bank of England are all concentrated here. London is packed with history. And now we are going to the west of the City to see one of the oldest buildings in London – \_\_\_\_\_, the seat of the government. You can go to the Westminster Bridge to admire a beautiful view of Westminster.

This is the royal residence – \_\_\_\_\_. It has been the royal home ever since the days of Queen Victoria. You can see here one of the most spectacular ceremonies in London – the changing of the guards.

Streets names in London invite you to walk. From Parliament Square you can go down to \_\_\_\_\_. In front of you towering over the square is the statue of \_\_\_\_\_, hero of the battle of Trafalgar. London, big as it is, is full of breathing spaces. This is one of the best. Office clerks come out to sit in the sun at lunch time, children play in the fountains and feed the pigeon. Do you see a long building? This is the \_\_\_\_\_ which houses the richest collection of Italian painting outside Italy.

**f. What are these cities famous for?**

Paris, France	the Great Wall of China
Acra, India	the Eiffel Tower
Italy, Venice	Magic Fountain
Moscow, Russia	channels
China, Beijing	Taj Mahal
Barcelona, Spain	the Kremlin



## Focus on Grammar

### REVISION

#### Tenses in English

- |  |  |
|--|--|
| <b>1. Give the names of the verb tenses.</b>                           | <b>2. What verb tenses should be used in the following situations?</b> |
| 1. I haven't seen him for ages.  | 1. To talk about your habits.  |
| 2. They are leaving for London next Monday.                            | 2. To talk about your plans for summer.                                |
| 3. If you don't dress warmly, you'll catch a cold.                     | 3. To talk about your childhood.                                       |
| 4. After the doctor had examined the child, he gave him some medicine. | 4. To talk about the years before you went to school.                  |

*Present Simple or Present Progressive ( See Grammar Reference, Table 1, p. \_\_\_\_).*

### **3. Use the words in brackets in the present simple or present progressive.**

**Example:**

*Why is she late? She is having breakfast now. She always has breakfast at this time.*

1. Why isn't he at the table? He (sleep) now. He always (go) to bed early.
2. Why are they in the car? They (leave) now. They usually (leave) at 7:30.
3. Why is it so noisy? The children (play) in the yard. They sometimes (play) here.
4. Why is Jack so happy? He (watch) TV. He never (watch) TV so late.
5. Why is the room so untidy? We (pack) our things. We always (pack) our winter clothes.

#### 4. Sunday morning. Make sentences using the correct tense forms.

**Example:**

*On Sunday morning Jack and Jill are always in bed until 10 o'clock. (They/always/get up/10) They always get up at 10 o'clock. Now they are in bed (they/sleep). They are sleeping.*

1. Now everybody is in bed. (Everybody/sleep)
2. Their alarm-clock is on the bedside table. (It/always/ring/at this time)
3. It is 10 o'clock. (The boys/get up/now)
4. Look! There is egg and toast on the table. (They/have breakfast/now)
5. The car is in front of the house. (They/always/go to the country/on Sundays)
6. Father is in the garden.(He/wash/the car/on Sundays)
7. Mother is in the house.(She/pack/the things)
8. The boys are happy. (They/leave/now)

*Past Simple or Past Progressive (See Grammar Reference, Table 2, p.)*

#### 5. Find the mistakes and correct them.

1. While Aram was watching planes at Zvartnots airport, the President was arriving.
2. David was coming when he was cleaning his bike.
3. When he listened to music, his record-player was stopping.
5. He washed his car when it started.
7. He was having an accident when he drove to the baker's.

#### 6. Ask questions and find the answers.

**Example:**

*Why didn't they hear the bell? – Perhaps they were listening to music at the time. (listen to music)*

- | Why didn't...              | Perhaps/I think           |
|----------------------------|---------------------------|
| 1. ... Rose open the door? | – (have a bath)           |
| 2. ... you find your dog?  | – (hide under the table)  |
| 3. ... Jane see Sam?       | – (swim under the water)  |
| 4. ... Tom have dinner?    | – (translate the article) |
| 5. ... Liz talk to you?    | – (bake a cake)           |

### Articles

#### 7. Correct the sentences.

1. The sky was covered with the clouds and moon couldn't be seen.
2. Great Britain has mild climate.
3. Did you have nice weather when you were away?
4. If sky is clear, you can see stars.
5. Sun is star.
6. She liked mild climate of the country.

## Focus on Function

### *Describing places*

Describing places to people – a building, a town, a village, scenery or countryside  
– you may have to answer some of the questions:

*Where is it?*

*What does it look like?*

*What's interesting or remarkable about it?*

*What's pleasant or unpleasant about it?*

*How old is it?*

#### **a. People talking**

- Where shall we meet?
- It's a little tea place called Neal's Yard.
- How do I get to the place?
- Walk straight up Neal Street, then. .. third on the left. The street opens up into a very pretty yard. It's a lovely place because it's all wood panelling and so on...

#### **b. Decide how you would answer these questions to talk about:**

- the building you are in now,
- the town/village you live in,
- the countryside near the town/village you live in.

#### **c. Describe one of the most important landmarks in your home town or countryside. What sights will you show to your guest? Why?**

#### **d. Home Sweet Home. Get into groups of three or four. Choose one of the areas and talk about it.**

#### **Ararat valley**

/southern Armenia / agricultural centre / "garden" of Armenia / fruit trees / architectural monuments: Garni, Echmiadzin, ruins of Zvartnots / nuclear power station in Metsamor

#### **Artsakh**

/green hills / lakes and rivers / agriculture / architectural monuments: Gandzasar

**Lori** /northern Armenia / woods / popular holiday resorts / summer rest / architectural monuments: Hakhpataz, Sanahin

#### **Zangezur**

/south-eastern Armenia/rivers, waterfalls /high mountains /architectural monuments: Gladzor, Tatev, the fortress of Halidzor/ mining industry

I won't leave my small town so as not to make it smaller.

Plutarch

## **Write on**

### **a. Susan Araratian was asked to write about Yerevan. This is what she wrote.**

... Yerevan is my home town. I miss it wherever I go. I miss snow-peaked Ararat which I am used to seeing when I get up in the morning, the shady trees by the Opera house and the liveliness of Yeritasardakan with so many students around.

I have a few favourite corners in Yerevan but most of all I like to visit Swallow Fortress Park and from its top to admire the sweeping panorama of Yerevan. I enjoy long walks along the picturesque banks of the river Hrazdan.

Yerevan is a mixture of very old, old and new. All the periods in its architecture are interesting to me except the faceless structures which were built in Yerevan in the seventies instead of cosy small yards where people lived all their lives together sharing sorrow and joy. You could often hear the sounds of music announcing a traditional wedding.

Though Yerevan has a lot of problems, it is slowly changing for the better. It has become brighter, cleaner and more modern. I know that today it is not the most comfortable place to live in but I hope that the city will become a nice place to work and create in.

**Write a passage about your favourite corner in your native city.**

## **THE ENGLISH ABOUT THE ENGLISH WEATHER**

### **Before you read**

1. What do you know about English climate and weather?
2. Why do you think the English often speak about the weather?
3. Is it important what the weather will be like?

### **Read the text and do the exercises.**

PICTURE

The stamp was issued as part of four called The Weather in March 2001

One of the most common things that tourists comment on when visiting England is the weather, more specifically, the rain! And really you can't say that the English weather is very good. Maybe, that's why English weather idioms use bad weather vocabulary: 'a storm in a tea cup', 'save it for a rainy day'.

Thanks to the sea surrounding this small island the weather never reaches the coldest temperatures in England, but it's usually damp, and changeable: a fine morning may change into a wet afternoon and evening, and a miserable morning may give place to a bright afternoon.

The English winter is not cold. The usual temperature is about zero. The air is frequently damp and foggy. It often rains and if it snows, the snow melts very quickly.

Spring is a warm and beautiful season. Spring flowers start to bloom from February. The weather in spring, however, is changeable, and even if the sky is blue without a single cloud in the morning, it may rain within a short time. It is always wise to take a mac<sup>1</sup> or an umbrella.

The English summer is usually disappointing. We expect to have two or three months of sunshine and fine weather, hot enough to bathe and go to the sea. But summer months are often cool with plenty of rain. Planning summer holidays is not easy because you can never depend on weather. One year June may be hot and sunny and July and August rainy, another year it might be the other way round. So many people who look forward to summer holidays, go abroad for their holidays, though there are so many lovely beaches on the English coast.

In autumn the British sometimes enjoy a few days of sunny weather called *an Indian Summer*, but, on the whole, autumn is the season of foggy and windy days.

## Comprehension

1. Is English winter cold?
2. Autumn in England is foggy and windy, isn't it?
3. Is Indian summer a sunny summer?
4. Why is English weather warm?

## Focus on Phonetics

### 1. Try to say the tongue twister as quickly as possible.

we	wet	warm	
with	weather	wise	Whenever the weather is cold.
within	when		Whenever the weather is hot.
windy	whenever		We'll weather the weather,
winter	whether		whatever the weather,
without			whether we like it or not.

### 2. Pronounce the following sentences. Make the first stressed word high.

1. The *English* winter is not cold.
2. The *usual* temperature is about zero.
3. The *air* is frequently damp and foggy.
4. *Spring* is a warm and beautiful season.
5. The *English* summer is usually disappointing.

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<sup>1</sup> mac = macintosh – a rainproof coat

## Work on Words

<b>comment v</b> [ˈkɒment]	give opinions (on/upon): <i>Everybody commented on her strange behaviour.</i> <b>comment n:</b> <i>Have you any comments to make upon my story?</i> <b>commentary n:</b> <i>He gave a commentary on the football match.</i>
<b>thanks to</b> [θæŋks tə]	because of, as the result of sth: <i>Thanks to your help we were successful.</i> <b>Syn.</b> due to, owing to
<b>bloom v</b> [blu:m]	to have flowers: <i>The roses have been blooming all summer.</i> <b>bloom n:</b> the flower of a plant; <b>in bloom</b> flowering: <i>The tulips were in full bloom.</i>
<b>disappoint v</b> [ˌdɪsəˈpɔɪnt]	to fail to meet the expectations, hopes: <i>London disappointed her after all she had heard about it.</i> <b>dissappointing adj</b> making sb disappointed: <i>The results of the exam are disappointing.</i> <b>disappointment n</b> being disappointed: <i>To my great disappointment, it rained on the day of the picnic.</i> (on or upon) 1. need the support, help, etc in order to live, be true or succeed: <i>Children depend on their parents for food and care.</i> 2. trust, be sure of: <i>You can always depend on John to be there when he is needed.</i>
<b>depend v</b> [dɪˈpend]	
<b>the other way round</b> [ˌdɪsəˈpɔɪnt]	in the opposite position, direction, order or situation: <i>She hates him and the other way round, he hates her.</i>
<b>look forward to v</b> [ˈfɔ:wəd]	to wait or hope for with pleasure: <i>We are looking forward to seeing you again.</i>
<b>whole adj</b> [hoʊl]	<b>1.</b> not injured, unbroken: <i>There isn't a whole plate all of them are broken.</i> <b>2.</b> entire, complete: <i>She packed a whole wardrobe for the seaside.</i> <b>wholly adv</b> entirely completely: <i>Few people are wholly bad.</i> <b>on the whole</b> taking everything into account: <i>There are a few mistakes in your essay, but on the whole it is not so bad.</i>

### 1. Translate into Armenian.

1. They are looking forward to their journey to France.
2. On the whole, I think it's better if I don't come with you.
3. Whether you come or not depends on what father says.
4. His grades are excellent thanks to his hard work.

**2. Choose the right word from the word family.**

1. I was \_\_\_\_\_ to hear that the party had been cancelled.
2. John was \_\_\_\_\_ at not finding his mother at home.
3. Her \_\_\_\_\_ was obvious from her face.
4. The weather this summer has been \_\_\_\_\_.
5. His failure was a great \_\_\_\_\_ to his wife.
6. I am sorry to \_\_\_\_\_ you.
7. We were \_\_\_\_\_ to hear that you couldn't come.
8. He has suffered \_\_\_\_\_ in love.

disappoint  
disappointment  
disappointing  
disappointed

1. You can \_\_\_\_\_ on his honesty.
2. \_\_\_\_\_ on weather the crops can be rich or poor.
3. He suffered from alcohol \_\_\_\_\_.

depend  
depending  
dependence

**3. Translate into English.**

անհամբերությամբ սպասել, հիասթափություն, հակառակ, մեկնաբանություն, բացառությամբ, ծաղկել, շնորհիվ, ամբողջ, կախված լինել ինչ-որ մեկից, մեկնաբանել ինչ-որ բան, հիասթափեցնել, ծաղկել:

***Trouble spot: all – whole***

*All* and *whole* often have the same meaning, but they are used differently.

- All the/my time – The/My whole time
- *All* exams were put off. = Every exam was put off. *Whole* exams were put off. = Some were put off completely.
- *all milk – the whole of the milk.*

**Remember:**

*all day / night / week long*  
all in all  
on the whole

**4. Choose the right word.**

1. Last year *the whole/all/the all/whole* town was destroyed by an earthquake.
2. *The whole/All/The all/Whole* exercises are too difficult to me.
3. It took him *the whole/all/the all/whole* day to plant *the whole/all/the all/whole* these flowers.
4. My grandmother lived in the same country house her *the whole/all/the all/whole* life.
5. Did you listen to music *the whole/all/the all/whole* night?

## Focus on Words

### WEATHER AND CLIMATE

1. **Collecting words. Study the groups of words and then collect more words for each group. (See Vocabulary 2, p. --)**

*Verbs to describe the weather:* to shine, to rain, to thunder, to drizzle, ...

*Adjectives to describe the weather:* bright, dry, wet, damp, rainy, frosty, cloudless, grey,

*Nouns to describe the weather:* fog, shower, storm, wind, breeze, lightning, thunder...

*Weather expressions and idioms:* to run for shelter, to get wet through/get soaked to the skin, to clear up, it looks like rain, it's raining cats and dogs...

*Climate:* mild, temperate, severe, tropical, arctic, subtropical, continental

2. **Arranging words.**

- a. **The words in the box are associated with winter. Use your dictionary to check the meaning, and then put them in the correct lists.**

bright frosty weather, candle,	<i>Food</i>
Christmas turkey, snowfall,	<i>Things</i>
baked potatoes, fog, tea,	WINTER
sweater, Christmas present,	<i>Clothes</i>
thick soup, Christmas tree,	<i>Weather</i>
hat, jumper, boots, frost.	

- b. **Make a similar diagram for another season and add words of your choice.**

3. **Words in use**

- a. **Work in pair. Speak about the weather using the following questions.**

– *Awful this rain, isn't it? It has been raining for a week!*

– *Let's hope it won't last long..*

1. What was the weather like yesterday?
2. What is the weather doing now?
3. What do you think the weather will be like tomorrow? in winter? in summer? in spring? in autumn?
4. Do you listen to the weather forecast? Why? Why not?

**Go on**

## Word–building

Adjectives can be formed from nouns with the suffix *–y*: *frost – frosty*,  
*salt – salty*

**1. Make up adjectives using the suffix *–y* and translate them.**

snow, wind, sun, taste, sand, grass, hair, water, chill, breeze, dust, shower, fog

**2. Rewrite the sentences using adjectives instead of nouns.**

1. There was a *storm* at night. – The night was *stormy*.
2. This year it *rains* unusually often in summer. – This summer is very \_\_\_\_\_.
3. It *snowed* a lot last winter. – \_\_\_\_\_.
4. There are a lot of *clouds* in the sky. – \_\_\_\_\_.
5. A strong *wind* is blowing. – \_\_\_\_\_.
6. There was a lot of sand on the beach. \_\_\_\_\_.

### Go on

#### LISTENING

##### Weather forecast

Listen to the text and answer the questions.

1. Which season does this weather report take place in?
2. What kind of day is it? – cloudy/mild/chilly/rainy
3. What is the temperature? – ten degrees/minus ten/15 below/plus fifteen
4. Tomorrow it will probably snow/rain/stay sunny/become clear.

#### CULTURE CHECK

No conversation ever starts in England without a comment on the weather. It is almost a formality like shaking hands. “How do you do?”, “Nice day today, isn’t it?”, “Isn’t it hot today?”, “Isn’t it a beastly day?”, “Shocking weather, isn’t it?” – these remarks are often used when speaking about the weather.

#### Just For Fun

##### CARTOON

Don’t knock the weather;  
nine out of ten people couldn’t  
start a conversation if it didn’t  
change once in a while!

A meteorologist Hopkins by name lost his job as he he'd been wrong almost three hundred times in a single year. He moved to another part of the country and applied for a similar job. When asked about the reason for leaving his previous position, Hopkins wrote, "The climate didn't agree with me."

"If you don't like the weather, stick around. It'll change in 5 minutes!"

## **Read the text and retell it.**

### **The History of Tom Jones, a Foundling**

#### **Before you read**

##### **Background**

The novel *The History of Tom Jones*, a foundling by Henry Fielding appeared in 1749 but readers find it most amusing and interesting two hundred and fifty years later. The story mixes love, adventure and comedy against the background of the colourful times of King George II. The plot is fast, dynamic and dramatic, many of the characters are highly entertaining, and the adventures of the book's energetic hero will keep you amused to the end.

##### **Context**

When Mr. Allworthy finds a baby boy in his bed, he decides to keep him and gives him the name Tom Jones. But Tom can't keep out of trouble, and is sent away. The novel is a story of his adventures along the roads of eighteenth – century England.

Mr. Allworthy's house stood on a hill and had a charming view of the valley beneath. To the right of the valley were several villages, and to the left a great park. Beyond the park the country gradually rose into a range of wild mountains, the top of which were above the clouds.

The house was very noble. It was surrounded by a fine garden, with old oak trees and a stream that flowed down to a lake at the bottom of the hill. From every room at the front of the house you could see the lake, and a river that passed for several miles through woods and fields till it emptied itself into the sea.

It was now the middle of May and as Mr. Allworthy stood watching the sun rise over this lovely view, Miss Bridget Allworthy rang her bell and called him for breakfast.

When she had poured the tea, Mr. Allworthy told his sister he had a present for her. She thanked him. This was not unusual as he often gave her new clothes and jewellery to wear. Imagine her surprise when Mrs Wilkins produced the baby. Miss Bridget was silent until her brother had told her the whole story. He ended by saying that he had decided to take care of the child and bring it up as his own. Miss Bridget looked kindly at the child, and told her brother she admired his kindness. He was a good man. However,

she was less kind about the poor mother, whom she called every bad name she could think of. The next step was to discover who the mother was. Mr. Allworthy, leaving this task to his housekeeper, and the child to his sister left the room.

Mrs Wilkins waited for a sign from Miss Bridget. Did she really agree with her brother? Miss Bridget looked for some time at the child as it lay asleep in Mrs Wilkins's lap, then gave it a big kiss, exclaiming about its beauty and innocence. When Mrs Wilkins saw this, she too started to kiss the baby, and cried out, 'Oh, the dear little child! The dear, sweet, pretty, little child! He is as fine a boy as I have ever seen.'

Then Miss Bridget gave orders for the servants to get a very good room in the house ready for the child, and to provide him with everything he needed. She was as kind and generous as if it was a child of her own.

### **Comprehension**

1. What descriptions can you find in the text?
2. Do you like the descriptions? If yes, why?
3. What is described?
4. What is the passage about?
5. Do you think it is a noble family? Prove it.

### **Write on**

In every novel side by side with narration you will find descriptions which give you an idea of the surroundings, characters, their relations, etc.

**Write a passage with your own description.**

## **UNIT 2**

### **A RETURN TICKET TO THE MOON**

#### **Before you read**

1. Is travelling popular today?
2. Why do people travel?
3. What means of transport do they use?

#### **Read the text and answer the questions.**

Modern means of communication make the world a small place. It is now possible to reach the most distant places on the planet that's why modern man is a travelling man except for several people who are couch-potatoes and prefer to stay where they are.

Travelling is very rewarding. It is a way of getting an exciting new view of the world. You learn a lot about new places, make new friends, get new experiences. People travel to relax, to leave behind their problems and troubles, to improve relations etc. Many people travel on business, among them journalists, businessmen and politicians who spend hours in the air.

An experienced traveller prefers to go to one place: hopping from one place to another, climbing every huge mountain gives you only a vague image of the place. Yet you see a lot of travellers everywhere in summers rushing from one place to another just to say later "I have been there."

Most travellers prefer to reach the place by air. Flying is a thrilling thing indeed. Besides it is the quickest way. Sea travel is a holiday in itself because modern ships are very comfortable and you enjoy the changing panoramas of the sea or the ocean. Walking tours also attract a lot of people especially those who are young because they make their own choice.

People who like adventures choose extreme tourism. Extreme tourism, or shock tourism, involves travel to dangerous places (mountains, jungles, deserts, caves, etc.) or taking part in dangerous events.

Tourist agencies suggest different attractions such as ice diving in the White Sea. Moreover, for some brave ones dream of travelling to space. Maybe, in the nearest future we will be asking for a return ticket to the Moon.

#### **TRUE or FALSE**

1. It is much easier to travel now than before.
2. All travellers like to go to various places.
3. Exotic travel is as popular as sea travel.
4. Walking tours are mainly popular with young people.

## Work on words

- distant adj** [ˈdɪstənt] far away, not close: *The station is some miles distant from the village. He is in a distant country.*  
**distance n:** *The distance between the cities is 20 miles. in the distance:* *They saw a ship in the distance. at a distance of:* *The bridge was at a distance of two miles.*
- relax v** [rɪˈlæks] to rest and become calm: *I worked a lot that day and needed to relax. relaxation n* pleasant activity which makes you become calm and less worried: *Yoga is one of my favourite relaxations.*
- improve v** [ɪmˈpruːv] make or become better: *Your English has improved very much. improvement n:* improving or being improved: *There is need for improving your handwriting..*
- relation n** [rɪˈleɪʃn] connection of sth or between sb: *The relation between smoking and heart disease is quite clear.*
- experienced adj** [ɪkˈspɪəriənst] having much skill or knowledge: *He has travelled a lot – he is an experienced teacher. experience n:* knowledge or skill which you get over a period of time: *We all learn by experience.*
- rush v** [rʌʃ] go/do quickly: *I rushed to the office to find a phone. rush hour* the time of the day when there is a lot of traffic.
- attract v** [əˈtrækt] get the interest of somebody: *A strange noise attracted me at once. attractive adj:* pleasant, good-looking: *The bright colours of the flags were very attractive. to attract sb's attention.*
- adventure n** [ədˈventʃə] *Do you like reading adventure stories? adventurous adj* not afraid of taking risks or trying new things: *Andy isn't a very adventurous cook.*
- various adj** [ˈveəriəs] several different types of that thing: *There are various ways to answer your question. Syn. different. vary v:* to be different in size, volume, strength, etc.: *Prices vary with the seasons. a variety of* not being the same: *The shop offers a great variety of shoes.*
- moreover** [məʊˈrəʊvə] besides, in addition: *The report is well written. Moreover, it's very interesting.*

**Words not to be confused: Travel, trip, journey, voyage, tour, cruise**

*Travel* is used to describe going from one place to another. It can be a verb or a noun. *Travelling* also refers to the activity of travel.

A *trip* is a short journey somewhere for a purpose, business or pleasure.

A *journey* is the distance covered in travelling from one place to another.

A *tour* is a journey during which several places are visited, especially on a holiday. It can be a noun or a verb.

A *voyage* is a long journey by sea or in space.

**Remember:** *go on a tour to/round, go on/take a trip, make a journey.*

***Phrasal verbs with get***

**get along/on (with)** like each other:

e.g. *If two people like each other and are friendly, they get along/on.*

**get on** to step onto a bus, train, ship, etc.

e.g. *We're going to freeze out here if you don't let us get on the bus.*

**get off** to leave a means of transport such as a bus or a train:

e.g. *Don't get off the bus until it stops.*

**get through (with)** to finish, complete:

e.g. *I didn't get through studying last night until 11 o'clock,*

**get up** to get out of bed after having been asleep; to stand up or to get to one's feet

e.g. *I got up early today to study for my exam.*

**1. Translate the sentences into Armenian.**

1. He shouted to attract our attention.
2. I play football for relaxation.
3. The pilot told the boys about his adventures in the Arctic.
4. The pupils rushed out of the school to play golf.
5. After work she relaxed with a cup of tea and the newspaper.
6. We had various problems on our journey.

**2. Match the words in column A with their explanations in column B.**

**A.**  
attract  
rush  
relax  
adventurous  
adventure  
experienced

**B**  
to rest  
an unusual or dangerous journey  
dangerous; risky  
hurry  
professional  
get the interest of somebody

**3. Fill in the gaps with the words on the left, using them in their correct form.**

- |           |   |
|-----------|---|
| improve   | 1. Sandy beaches ____ holiday makers.                       |
| distance  | 2. In the UK _____ is measured in miles, not in kilometres. |
| attract   | 3. Julia cut all _____ with her cousin.                     |
| relax     | 4. The thief was known to the police under _____ names.     |
| various   | 5. She _____ with a cup of tea and the newspaper.           |
| relations | 6. His health _____ day by day.                             |

**4. Choose the right word.**

1. *Travel/Journey/Voyage/Trip/Tour* nowadays is faster and less expensive than before.
2. Did you have a good *travel/journey/voyage/trip/tour*? – Yes, it was quite pleasant.
3. A spaceship will take you on a *travel/journey/voyage/trip/tour* through space.
4. I don't do as much *travelling travel/journey/voyage/trip/tour* as I used to now that I'm retired.
5. I love to *travel/journey/voyage/trip/tour* during the summer holidays.
6. The *travel/journey/voyage/trip/tour* was long and tiring; it took us 5 hours to get there.

**5. Choose the right word.**

1. He got *along/on/off/through/up* the bus and showed his travel ticket.
2. If two people have a good relationship and are friendly, they get *along/off/through/up*.
3. I hate getting *along/on/off/through/up* early in the winter when it's still dark.
4. Helen got *along/on/off/through/up* the train and took a taxi.
5. When are you going to get *along/on/off/through/up* with your work?
6. I was so tired this morning that I couldn't get *along/on/off/through/up*.

## Focus on words

### Words related to travelling

**1. Collecting words. (See vocabulary 2 p.--).Collect as many words as you can.**

**Travel types**

for pleasure  
on business  
traditional  
extreme  
exotic  
...

**Transport types**

by sea/boat/ship/steamer  
By air/plane  
By car/coach  
By train/railway  
...

**Things to do**

go sightseeing  
visit museums  
make a journey  
go on a trip  
.....

**2. Arranging words. Arrange the words to remember them better.**

<i>Transport</i>	<i>Accommodation</i>	<i>Places to visit</i>	<i>Things to do</i>	<i>Things to take</i>
<i>car</i>	<i>hotel</i>	<i>beach</i>	<i>swimming</i>	<i>sunglasses</i>
...	...	...	...	...

luggage, motel, sweater, airplane, skiing, camp, sightseeing, camera, climbing.

...  
**Add some more words you know.**

**3. Words in use**

**a. Fill in the words.**

Almost all people are fond of \_\_\_\_\_. It is very interesting to see new places, towns and countries. People may travel either \_\_\_\_\_ or \_\_\_\_\_. There are various methods of travelling. For me there is nothing like travel \_\_\_\_\_; it is more comfortable, convenient and far quicker than any other way. There is none of the dust and dirt of a railway or car \_\_\_\_\_, none of the trouble of changing from train to steamer and then to another train.

journey  
travelling  
by air  
for pleasure  
suitcases  
tickets  
on business  
hiking

A very popular method of travelling is \_\_\_\_\_. It is travelling on foot. Hitch-hiking is a very popular method of travelling with young people. But it is not so popular in our country as abroad.

Many people like to travel by car. It is interesting too, because you can see many places in a short time, you can stop when and where you like, you do not have to buy \_\_\_\_\_ or carry your \_\_\_\_\_.

**b. Work in pair. Ask and answer the questions.**

1. Do you like to travel?
2. How do you like to travel?
3. Whom do you like to travel with?
4. Where do the Armenians go in summer?
5. Where do young tourists prefer to travel?

**Go on**

**Focus on Function**

**Instructions, warnings, advice**

You *should/ought to* take an umbrells with you.  
I don't think you *should/ought to* travel by car.  
You *had better (not)* work less.

- a. **Aram woke up late. On the table there was a sheet of paper with his mother's instructions. He sighed heavily and began to read them:**

Dear Aram,

1. Don't forget to have your breakfast.
2. Give the front door key to the Saroyans.

**Add more things to the list?**

- b. **David is leaving for London. Give him instructions, warnings and advice about English weather, English character, traffic in Great Britain, places to visit, things to take.**

## Focus on Grammar

### Revision

#### Parts of speech

1. **Put the words below into the correct column.**

one, the, paint, boy, almost, hate, before, love, already, friend, colourful, at, promise, land, success, well, first, it, and..

**Noun**

**Verb**

**Adverb**

**Pronoun**

**Conjunction**

**Numeral**

**Article**

**Preposition**

**Adjective**

### Articles

2. **Articles with geographical names. Correct the mistakes.**

1. Amason is in the South America.
2. Alps are mountains in the Europe.
3. The Bahamas are a group of islands in Atlantic Ocean.
4. The Asia is the largest continent.
5. The lake Sevan is the largest lake in the Armenia.

## Tenses in English

**Past simple or past perfect** (See Grammar Reference, table 4, p\_\_\_ )

### 3. Use the past simple or past perfect.

1. The house was very quiet when I got home. Everybody *(to go)* to bed.
2. I felt very tired when I got home so I *(to go)* straight to bed.
3. Sorry, I'm late. The car *(to break)* down on my way here.
4. There was a car by the side of the road. It *(to break)* down. So we *(to stop)* to see if we could help the driver.
5. She couldn't read because she *(to lose)* her glasses.
6. After he *(return)* home he rang up John.

*How to express future actions* (See Grammar Reference, Table 5 p)

### 4. Going to London. Choose shall/will be going to, the present progressive or future progressive to express a future action.

**Bob:** Joe, hurry up. We *(be)* late for the ship.

**Joe:** I think we *(take)* a taxi. It's five minutes to four.

**Bob:** Look at the weather. The sea *(be)* very rough this afternoon. We *(be)* seasick, I'm afraid.

**Joe:** Bob, the case is very heavy. I *(help)* you to carry it.

**Bob:** At last we're on board. We *(leave)* in five minutes.

**Joe:** What you *(do)* when we get to London?

**Bob:** I *(visit)* Jane first. She *(take)* me round the city and *(show)* me all the sights. But these are plans.

I'm so hungry I think I *(die)* before I get to London if I don't have a bite to eat. I *(go)* and *(see)* what I can have in the café.

**Joe:** I think I *(come)* with you.

**Bob:** In a week we *(walk)* along the streets of London.

**Past Simple or Present Perfect** (See Grammar Reference, p.--)

### 5. Yesterday and today. Use the past simple or present perfect.

1. We *(eat)* a lot yesterday, but we *(not eat)* much so far today.
2. It *(snow)* a lot last winter, but it *(not snow)* so far this winter.
3. I *(play)* tennis last year, but I *(not play)* this year.
4. We often *(go)* to discos last summer, but we *(not go)* this year.
5. They *(win)* a lot of matches last season, but they *(not win)* many matches this year.

### 6. A letter to a friend. Correct the verb forms where necessary.

*Dear Chris, I've written enough about us. What about you?*

1. Lots of things happened since I last saw to you.
2. Phil has found a new job two months ago.

3. Charles went to Brazil this month.
  4. Jack and Jill decided to get married.
  5. Susan had a baby last Monday.
  6. Monica didn't give up smoking yet.
  7. Have you moved to a new flat last month?
  8. You have repaired your car already?
  9. You had a holiday this year yet?
- Come and stay with us for a fortnight. We'll be glad to see you.*

*With love ANN*

### **TROUBLE SPOT: *has gone to – has been to – has been in***

*Has/have gone to* is used when someone who has gone to a place has not yet returned.

e.g. Is Tom in? – No, he *has gone to* the bank. He will be back soon.

*Has/have been to* refers to a place which someone has visited some time in his life. In other words, "has been to" refers to an experience.

e.g. I've been to Disneyland twice.

*Has/have been in* is used when the person is still in the place.

e.g. I have been in London for three years and I like it here.

#### **7. Choose the right form. Translate the sentences into Armenian.**

1. Where is Tom? Has *he gone/ been to* the bank?
2. I've been *to in* London for a month and am going to stay here till April..
3. I can't find Peter. Where *has he gone/ been to*?
4. They have been *to/in* Italy twice this year.
5. I don't believe they've ever *gone/ been to* Houston.
6. She's *gone/ been* to do some shopping. She'll be back soon.
7. *Has she gone/ been* away for long, or will she be back soon?

### ***Explanation* Present Perfect Continuous**

We use the Present Perfect Continuous to show that something started in the past and has continued up until now. 'For five minutes', 'since Tuesday' and 'how long' are all durations which can be used with the Present Perfect Continuous.

Duration from the Past Until Now

**Form:** has/have been + present participle

**Examples:** *It has been raining heavily for two hours.*

**Has it been raining heavily for two hours?**

*It has not been raining heavily for two hours*

#### **Remember:**

– *non-continuous verbs cannot be used in present perfect continuous tenses, the present perfect tense is used instead.*

- a. abstract verbs (*to be, to want, to cost, to seem, to need, to care, to contain, to owe, to exist, etc*),

b. obsession verbs(*to possess, to own, to belong, etc*)

c. emotion verbs(*to like, to love, to hate, to dislike, to fear, to envy, to mind, etc*);

**Example:** *I have owned this house for ten years.*

– In case of the Present Perfect Progressive we are not interested whether the action is completed or not, while in case of the Present Perfect the action is completed and we are interested in its result.

**Compare:** My hands are dirty. *I have been repairing* the car.

The car is OK now. *I have repaired* it.

**8. Translate the sentences into Armenian.**

1. *I am learning* irregular verbs.
2. *I have learned* the irregular verbs from the lesson
3. *I have been learning* irregular verbs all afternoon.
4. *I am working* at my English.
5. *I have worked* a lot today.
6. *I have been working* for the same company for twelve years.

**9. Use the verbs in brackets in the present perfect continuous tense.**

1. Jane (train) for the tennis competition for six months, but she doesn't still feel ready.
2. How long (learn) you Spanish?
3. She (diet) for only a couple of weeks, but she has lost 5 pounds.
4. I (drive) for a long time, but never had an accident. Touch the wood.
5. Jonathan (learn) English since the age of nine.
6. We ( watch) TV for 3 hours

**10. Present continuous, present perfect or present perfect continuous. Complete the text below with the appropriate tenses.**

1. Don't disturb me now. I (to work).
2. I (to work) hard, now I need some rest.
3. I (work) for a telephone company since last year.
4. The ground is wet. It (to rain).
5. We need an umbrella. It (to rain).
6. Jenny (learn) her geography lesson very well.
7. Maria (learn) English for two years.
8. Hello, Tom. I (look) for you all morning. Where have you been?
9. Why (you / look) at me like that? Stop it.
10. I (look) for my book everywhere, but I can't find it.

## Did you know?

### Symbols of the UK

Each country in Britain has its own Patron Saint and National Flower:

England – St. George and the Rose

Scotland – St. Andrew and the Thistle and Scottish Bluebell

Wales – St. David and the Daffodil

Northern Ireland – St. Patrick and the Shamrock

The flag of the UK (the Union Flag) popularly known as the Union Jack, is made up of the individual flags of three countries in the Kingdom. It symbolises the union of the countries of the UK and represents the Patron Saints of England, Scotland and Ireland. The colours of the Union Jack are red, white and blue. The colours represent the following

white – peace and honesty

red – hardiness, bravery and strength

blue – truth, loyalty and justice.

## CULTURE CHECK

### Why do they drive on the left in England?

The reason for this goes back to the days when people travelled by horse. Most people are right-handed, and the left is the natural side to ride on if you are on horseback and need your right hand to hold a sword in case of trouble. So why didn't the rest of the world do the same? Because of Napoleon<sup>1</sup>. He insisted that his armies marched on the right, and as he marched through Europe, he introduced this rule wherever he went.

In fact, out of 178 countries in the world there are about 50 that drive on the left, including Japan. However, most of them are former British colonies.

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<sup>1</sup> Napoleon [nə'pɒlɪən] – Նապոլեոն

# UNIT 3

## HOW BRITAIN IS GOVERNED

### Before you read

1. Do you know anything about politics in Great Britain?
2. Who decides if Britain needs more nuclear power stations and how much of the taxpayers'<sup>1</sup> money should be spent on defence, pensions, schools?
3. Who makes decisions which are important for the whole nation?

### Read the text and retell it.

The UK is a monarchy and the Queen is the head of the country, but she has no power to make political decisions. Each year she opens Parliament and reads the Queen's Speech. The programme she reads is prepared by the government – the prime minister and the other ministers in the Cabinet<sup>2</sup>. But it can be accepted only if the members of Parliament agree.

The British Parliament consists of two houses, the House of Commons and the House of Lords. Both the Commons and the Lords discuss bills, but the Commons has the final word. So it is the House of Commons that turns this programme into law. The House of Commons consists of 635 Members of Parliament (MPs). The Queen reigns<sup>3</sup> in Britain, but doesn't govern it. From time to time the British discuss whether Great Britain needs a monarchy or not. British taxpayers think that it is very expensive to keep it, but Britain is a nation of traditions and the British respect their Queen.

Every four or five years a general election is held. Voters in different areas elect the future Members of Parliament to the House of Commons in Westminster. The members of the House of Lords are not elected. They inherit their titles or are given them for special merits<sup>4</sup>.

Westminster is the centre of government for the whole of Britain, i.e. England, Scotland, Wales and Northern Ireland. But local councils are responsible for education, health and some other things. The police are independent of local government.

There are three main political parties: the Labour party (left wing), the Conservative party (right wing) and the Liberal Democrats. Each party has its own political programme.

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1 taxpayer ['tæks peɪə] – հարկ վճարող, հարկավճար

2 Cabinet ['kæbɪnɪt] – կառավարական կազմ, կաբինետ

3 to reign ['reɪn] – թագավորել

4 merit – արժանիք, վաստակ

## Comprehension

1. The head of the UK is  
a. the Queen (or the King).      b. the President.      c. the Prime Minister.
2. The head of the government is  
a. the Queen (or the King).      b. the President.      c. the Prime Minister.
3. The final decision in Parliament is made by  
a. the Queen.      b. the Commons.      c. the Lords.
4. The seat of the government is  
a. The palace of Westminster.      b. Buckingham Palace.      c. Windsor Castle.
5. A general election is held  
a. every year.      b. every two years.      c. every four or five years.

## Work on Words

**decide** [di'saɪd] **v** be certain to do: *My sister decided to become a doctor.* **decision** [di'si:ʒn] **n**: *His decision to become a teacher was right.* **make a decision**: *You mustn't lose time, you must make a decision.*

**defence** [di'fens] **n** fighting against attack: *A thick coat is a good defence against the cold. I never fight except in self-defence.* **defend** [di'fend] **v** make safe from, fight against attack: *Armenia must have a strong army to defend the country.*

**govern** [ˈgʌvən] **v** rule (a country, etc), control: *The English governed in their colonies for many years.* **government** **n**: the people who rule a country or state: *The government has decided to spend more money on education.* **governor** **n**: person who governs a state, etc: *He was elected governor of California last month.* **governess** **n** woman who teaches children in a family: *Jane Eyre worked as a governess.*

**law** [ˈlɔ:] **n** rule made by the government: *The law doesn't allow you to sell arms in Armenia. to break a law, to study law.* **lawyer** [ˈlɔ:jə] **n**: *He wants to become a lawyer.*

**tradition** [trə'di:ʃn] **n** *It is a tradition in their family to celebrate birthdays.* **traditional** [trə'di:ʃənəl] **adj**: *It was a traditional dinner party.* **traditionally** **adv**: *Every Sunday we traditionally visit our grandparents.*

**respect** [ri'spekt] **n** high opinion of smb: *Children always show respect for good teachers.* **respect** [ri'spekt] **v** think highly of smb: *We must respect the laws of our country.*

**responsible** [ri'spɒnsəbl] **adj (for)** *The pilot is responsible for his passengers. Who's responsible for this work?*

**inherit** [in'herɪt] **v** receive after somebody's death: *She inherited her mother's good looks and her father's bad temper.*

### Phrasal verbs with *give*

**give back** return a borrowed or lost thing:

e.g. Can I give the book back in two days?

**give in** reluctantly stop fighting or arguing

e.g. My boyfriend didn't want to go to the ballet, but he finally gave in.

**give up** stop trying because the task is hard or can't be done:

e.g. My maths homework was too difficult so I gave up.

**give up (doing) smth** stop doing something (usually a habit):

e.g. My father is giving up smoking in January.

### 1. Translate into English.

հարգել, որոշում, պատասխանատու, իրավաբան, կառավարել, հարգանք, որոշել, օրենք, մահանգապետ, պաշտպանություն, կառավարություն, պաշտպանել, ժառանգել, տնային դաստիարակչուհի:

### 2. Match the words with their meanings.

<i>law</i>	a group of people who govern a country
governor	to make up one's mind
defend	a rule made by the government
government	a person who governs a state or a colony
to govern	to rule a country, a state, etc
decide	to protect, make safe
to respect	to think highly

### 3. Fill the spaces with the words on the left, using them in their correct forms.

The Romans were the first people to have schools opened by the \_\_\_\_\_ defend  
\_\_\_\_\_. It \_\_\_\_\_ that children would go to school at the age of 6. Teachers were \_\_\_\_\_ responsible  
\_\_\_\_\_ for teaching pupils reading, writing and law  
\_\_\_\_\_ arithmetic. At the age of 12 boys of rich families studied the Greek government  
\_\_\_\_\_ and Latin languages in grammar schools. At the age of 16 those who to be decided  
wanted to \_\_\_\_\_ their country or enter politics went to special schools  
where public speaking and \_\_\_\_\_ were taught.

### 4. Choose the right word from the word family.

1. Franklin D. Roosevelt was \_\_\_\_\_ of New York State before he became President of the USA. **govern**
2. In England the Queen is the head of state and the Prime Minister **government**  
heads the \_\_\_\_\_. **governor**
3. The \_\_\_\_\_ body in most cities is called the city council. **governess**
4. Anna was the \_\_\_\_\_ of Mr. Johnson's children. **governing**
5. Britain \_\_\_\_\_ India for a long time.



**b. Who is who? Answer the questions using the words below.**

Margaret Thatcher, Napoleon I, Tigran the Great, Winston Churchill, Peter the Great, Indira Gandhi

1. Who was the Emperor of France at the beginning of the nineteenth century?
2. Who was the prime minister of Britain during the Second World War?
3. ...

**pcs**

***Go on asking questions using the following words:***

governor, leader of the party, tsar, king, president, head of the country, Prime Minister.

**c. All of these words appear in the questions and text on p. 14. Which meaning do the words have in the text?**

country	1. a nation 2. opposite of town
house	1. a building for people to live in 2. a political body
power	1. strength 2. energy 3. control over people
hold	1. have in one's arm or hand 2. organise
cabinet	1. a governing group 2. a piece of furniture
head	1. a part of the body 2. a leader, a person at the top
member	1. one of a group 2. a part of the body

**d. The House of Commons. Fill in the gaps using the words on the left with proper suffixes.**

There are red lines running along each side of the House of Commons. Since Britain \_\_\_\_\_ has two main \_\_\_\_\_ parties, the Conservative Party and the Labour Party, each party can have its own side! The party which is in \_\_\_\_\_, i.e. has the most MPs \_\_\_\_\_, sits on the right. The two red lines must not be crossed, so that neither side will attack the other during a debate. The red lines are a \_\_\_\_\_ tradition. In the past MPs used to carry swords and the distance between the two lines is too wide for a sword fight!

tradition  
politics  
govern  
elect  
history

## Focus on Phonetics

### 1. Listen and repeat.

kings <i>and</i> queens	told <i>them</i>
wise <i>and</i> fair	trained <i>them</i>
an aim <i>and</i> courage	ask <i>them</i>
character <i>and</i> belief	give <i>them</i>
Scotland <i>and</i> Ireland	defended <i>them</i>

### 2. Watson and Holmes received a note. They read the note in different ways. Why?

Baxter says the detective was killed.

S.

### *Read the text and answer the questions.*

#### ENGLAND 1642

*In England today Parliament is the chief power in the country, but it was not always like that. For many centuries English kings and queens were all-powerful. How did the change take place?*

In the first half of the seventeenth century England was ruled by Charles I. He was a handsome man, a devoted husband, and a loving father. But as a King he was not wise and just. He believed that the King should be all-powerful. He disliked the idea of Parliament and was indifferent to its decisions. People began to realise that their freedom was in danger. When Charles I entered the House of Commons with the intention of arresting the leaders of the party that opposed him, people decided to resist<sup>1</sup>.

In 1642 the Civil War broke out between the Royalists and the Parliamentary forces<sup>2</sup>. At the beginning the Parliamentary forces were defeated because the Royalists were better trained in arms and had the support of the wealthy people. Besides, they were more attractive—they were well-mannered and cultured. The opposition had none of these accomplishments<sup>3</sup> but they had an aim and the courage to achieve it. They were mostly Puritans, men who wanted a simpler form of religion.

Oliver Cromwell became the leader of the Parliamentary forces. He had been in Parliament and was known as a man of character who believed in his cause<sup>4</sup> and in God. He chose brave honest soldiers and trained them in arms. He used to say, “Trust in God and keep your powder<sup>5</sup> dry”. In 1642 the King’s army was defeated. Charles I was imprisoned. He was found guilty for making war with his own people and was sentenced to death<sup>6</sup>. He received the death sentence with a calm courage.

1 resist [ri'zɪst] – դիմադրել

2 forces ['fɔ:sɪz] – զինված ուժեր

3 accomplishment ['kɒmplɪʃmənt] – արժանիք

4 cause ['kɔ:z] – գործ

5 powder ['paʊdə] – փառոդ

6 to be sentenced to death ['deθ] – դատապարտվել մահվան

For ten years Cromwell governed England, Scotland and Ireland, but he was a cruel leader, especially hated in Scotland and Ireland. Yet still he was respected as one of the greatest Englishmen by his countrymen for his strong will and honesty and because he brought order and peace to the country.

### Comprehension

1. What kind of man was Charles I? What kind of king was he?
2. Why did Parliament protest against him?
3. When did the Civil War break out?
4. Who were the Royalists? Who was the opposition?
5. Who became the leader of the Parliamentarians?
6. Why was he able to defeat the Royalists?

### Work on Words

<b>handsome</b> ['hænsəm] <b>adj</b>	good-looking (of a man): <i>Ara the Beautiful was a handsome man.</i>
<b>devote</b> [di'vout] <b>v</b>	give (one's time, attention, or self) wholly to sth or sb: <i>She devotes all her time to her children.</i> <b>devoted</b> [di'voutid] <b>adj</b> : <i>She is a devoted mother.</i> <b>devotion</b> <b>n</b> : <i>Jane's devotion for her children was her greatest merit.</i>
<b>honest</b> ['ɒnist] <b>adj</b>	not lying or stealing: <i>An honest man doesn't steal or lie.</i> <b>honour</b> ['ɒnə] <b>n</b> : <i>He is not a responsible man —he doesn't keep his word of honour.</i> <b>honesty</b> <b>n</b> : <i>He is respected for his honesty.</i> <b>Ant. dishonest</b>
<b>defeat</b> [di'fi:t] <b>v</b>	to win a victory over smb: <i>Napoleon was defeated in 1812.</i>
<b>aim</b> ['eim] <b>n</b>	<i>What's your aim in life? My aim is to become a lawyer.</i>
<b>cruel</b> ['kruəl] <b>adj</b>	<i>He is cruel to animals. It was cruel of you to beat the dog.</i> <b>cruelty</b> <b>n</b> : <i>She couldn't forgive him for his cruelty to animals.</i>
<b>guilty</b> ['gilti] <b>adj</b>	<i>He has a guilty look.</i> <b>be guilty of</b> : <i>He is guilty of robbery.</i>
<b>character</b> ['kærəktə] <b>n</b>	<i>She is a woman of strong character. What is her character like?</i>

### 1. Lady Godiva. Insert the words given on the left. Use them in their correct forms.

Lady Godiva was the beautiful wife of Leofric, the powerful Lord of Coventry. He was a \_\_\_ man, a \_\_\_ father, but very unjust to his people. Once upon a time, the \_\_\_ governor of Coventry decided to take high taxes from the townspeople. People couldn't pay such high taxes and many were put in prison for not paying them.

Lady Godiva, who was a \_\_\_ and \_\_\_ woman, asked her husband to show pity on his own people. She \_\_\_ on this every day. Once her husband promised to change his \_\_\_ only if she agreed to ride naked<sup>1</sup> through the city. This was a joke. But Godiva's great \_\_\_ was to help her people. So she agreed to do it.

respect  
handsome  
decision  
wise  
cruel  
aim  
devoted  
honest  
insist

All the doors and windows of the city were closed next day when Lady Godiva rode naked<sup>1</sup> through the city. The townspeople wanted to show their \_\_\_ and love for their lady.

**2. Sometimes it is better to use a different word than to repeat the same word twice. Replace the repeated word in every sentence by one of the following words:**

**defeated the greatest part leader lately nearly laws normal**

1. Mr. Miller made his *usual* speech in Parliament while the other MPs listened with their *usual* interest.
2. The economy has changed for the better *recently* because they began to control the prices *recently*.
3. The *bills* are usually discussed and later *the bills* are accepted by the House of Commons.
4. The *head* of the party in power becomes the head of the country.
5. At first the Royalists *beat* the Parliamentary forces, but later the Royalists were *beaten* by the Parliamentary forces.
6. *Most* of the Royalists were educated men while *most* of Cromwell's people were uneducated.
7. When their son was *almost* eighteen, their house was *almost* ready at last.

**4. Translate into English.**

նվիրված ընկեր, ազնիվ մարդ, պարտություն կրել, նպատակ, գեղեցիկ տղամարդ, նվիրել կյանքը երեխաներին, դաժան լինել կենդանիների նկատմամբ, իմաստուն

**5. Complete the adjectives below. The words have a positive meaning.**

- |            |            |            |
|------------|------------|------------|
| 1. wise    | 3. p_____l | 5. h____t  |
| 2. h_____e | 4. m_____t | 6. d_____d |

## Listening

**Listen to the dialogue and say what the voters' interests are.**

### Your Turn

1. Can you say how Armenia is governed?
2. Imagine you are an MP. What will be the most important job for you?

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<sup>1</sup> naked [ˈneɪkɪd] – մերկ

## Focus on Function

### Planning, expressing plans and hopes

**a. People usually try to plan for the future. Here are some ways of expressing plans and hopes.**

**Plans and hopes**

I'm planning/going to work in the garden today.

I don't think the journey will be pleasant.

I hope the politician will be keep his promise.

**Being pessimistic/optimistic**

It will be wonderful/fine/good.

Everything will be nice/great/OK.

I'm not very sure about it.

**b. People talk. "Plan little but do much, or Mr. Promise-all."**

It is Sunday tomorrow. I usually sit around and do nothing on Sundays, but tomorrow...

"Tomorrow, Jane, I'm going to get up early and do lots of jobs."

"First of all I'm going to work in the garden. I'm thinking of watering the flowers."

"Watering the flowers?"

"Yes, I've also decided to wash the car."

"I'm afraid you're very optimistic. Will you manage so much?"

"Everything will turn out OK, Jane. Oh well, into bed."

**c. Make one sentence about people's plans.**

1. Susan/be/teacher/like/work with children.
2. David/become/captain of the football team/ like/ be/ leader.
3. Jack/ be/farmer/like/work/outside in the fresh air.
4. My family/ have/holiday/Rome/like/walk/round old cities.
5. George/become/sailor/love/the sea.

**d. Say what you hope to do, plan to do, plan not to do:**

this evening, at the weekend, next summer

**e. Talk about the plans you had to change and give reasons.**

*Example: I was going to play tennis but I can't now because it's raining.*

### Write on

*Write a passage about your plans for next summer.*

## Focus on Phonetics

### 1. Stress the words.

POLitics	GOVern	poLITical	resPECT
MINister	NATion	resPONSible	traDITion
VOter	COMmon	eLECT	inHERit
Nuclear	GOVernment	proTECT	deFEAT

### 2. Kassyan's speech. Listen to the speech and act it out.

We all know | that we have problems.

We all know | that we have difficulties.

We all under stand | they cannot be overcome at once.

But we are all sure | we shall overcome them.

## Just For Fun

Talleyrand, the Foreign Minister of France during the Napoleonic era, was a famous politician and diplomat. He changed sides every time power changed and never lost the game.

Once during the war between the royalists and the governmental forces Talleyrand was watching a street fight through the window. "Who is winning, Sir?" asked one of the politicians, approaching him. "We are," answered Talleyrand. "Who is 'we'?" asked the slow-minded politician. "I'll tell you tomorrow," said Talleyrand.

## Focus on Grammar

### REVISION

*Passive Voice* (See Grammar Reference, Table 8. p.--)

### 1. A terrible storm. Use the verbs given below in the passive voice.

to damage, to break, to turn over, to ruin, to hit, to injure.

*Example:*        *There was a terrible storm in the south-west of the USA last night.*  
                      *The stadium is ruined. The bridge is. ...*

### 2. Work in pairs using the passive voice.

*Example:* – I'm afraid our key *was lost* yesterday.  
              – Who *was it lost* by?  
              – Me, but it wasn't my fault.

**Follow the same pattern:**

car damaged

cake eaten

window broken

letter opened

**3. We promise! The leader of the party is talking about what his party will do. Finish the sentences using the future passive.**

1. The government isn't doing enough to bring prices down. Prices *will be brought down*.
2. Why can't they improve our life? Our life will \_\_\_\_\_.
3. The government isn't giving more help to industry. Industry \_\_\_\_\_.
4. The government does nothing to put the economy right. \_\_\_\_\_.
5. Why don't they provide young people with jobs? \_\_\_\_\_.

**4. It is dangerous. Rewrite the sentences in the passive voice.**

1. People don't use this road very often. *This road isn't used very often.*
2. The criminals usually attack people on this road. \_\_\_\_\_.
3. The thieves stole the money from an old lady. \_\_\_\_\_.
5. Yesterday the police arrested three men. \_\_\_\_\_.
6. This week the city council will discuss problems of crime in this part of the city. \_\_\_\_\_.
7. They will build a new road in this district. \_\_\_\_\_.

**5. The political party in power wants to inform people about what they have already done, but the worker has stuck the posters together wrongly. Put the sentences together correctly. Translate them into Armenian.**

to give the country enough electrical power

for children

for over 2000 people

Armenia has sold more salt abroad than ever

getting money we need to buy goods from other countries

5000 new flats have been built in Spitak

A new holiday home has been built

A lot of money has been invested in the nuclear power station

**6. How the old village has changed! What a lot has happened in the village during the last ten years! Write sentences using the present perfect passive.**

**Example:** A lot of private houses *have been destroyed*. A big factory *has been built*.

**What else has been done during the last ten years?**

(trees cut down, filling stations opened, roads made wider, etc.)

**7. a. Underline the phrases which are not necessary in these statements.**

*Example: The money has been found. What has been found?*

1. *My car* has been stolen by someone.
2. We were taught by a different teacher *yesterday*.
3. These men have been arrested *by the police*.
4. Nick has been operated on *at the hospital* by a doctor.
5. *Our* window was broken by someone yesterday.

**b. Make four questions to the italicised words.**

**8. Rewrite the sentences in the passive voice.**

1. We have elected a new government.
2. They have built a new ring-road recently.
3. The city council has banned lorries from the city centre.
4. They have closed the biggest casino.
5. The central market has just moved away.
6. The new swimming-pool has opened in its place.

## UNIT 4

### TURNING OVER PAGES OF THE PAST

#### Discussion point

1. Are you interested in history?
2. Which is the most important event in the history of Armenia?
3. Do you know any great events in the history of England, France or Russia?
4. Describe the pictures. Can you say what century, country (event, person) are shown in them?

(See the answer key on p.. ...)

#### Focus on Words

##### 1. Collecting words. Collect words related to history.

*a.* happen, take place

continue  
be over  
at war/at peace  
fight/struggle for/against

*b.* time-words

in the 5th century BC/AD  
at the same time  
in the same year  
at the turn of the century  
in the Middle Ages  
in ancient times  
nowadays  
at present

*c.* archaeology

finds  
site  
records  
clean pottery  
dig

##### 2. Arranging words. Arrange words related to war.

break out	win
world war	victory
civil war	conquer
War	invade

### 3. Words in use

#### a. Look at the picture on the left and answer the questions.

Where is it?

What are the people doing?

What do you know about this place?

#### b. What happened in. ..?

1961

405

1492

1941

the 1st century

1915

(See the key on p. 152.)

pic

### REVISION: Scan the text and retell it.

#### TWO THOUSAND YEARS IN TWO MINUTES

Until 7000 BC, Britain was covered in ice. When the ice melted, the sea level rose and Britain became an island.

In 55BC, Julius Caesar and the Romans invaded Britain. The Romans built a complex road system, improved the water supply, built London and not only London. When they left (5th century AD), Britain was invaded by the Angles, the Saxons and several other tribes. The last invasion was in 1066, when William the Conqueror, Duke of Normandy, defeated the Saxons.

Britain is a monarchy and has had queens and kings for more than a thousand years, but for many centuries their authority was threatened by powerful landlords. In 1215, the barons forced King John to sign a document called the Magna Carta, which limited his power. Queen Elisabeth I (1533-1603) solved the problem of the opposition between England and Scotland. She chose her Scottish cousin James to succeed her and he became King of England and Scotland at the same time. In 1642 the Civil war began between King Charles I and the Parliament. As a result the monarch today is still the head of state but has very little legislative power.

The rise of Britain was due to the fact that it carried successfully the Industrial Revolution, became a great sea power and claimed a number of vast territories to it turning into a great Empire.

The state that existed from 1707 to 1801 was called Kingdom of Great Britain. In 1801 the United Kingdom of Great Britain and Ireland was created. After the Irish War of Independence (1921) the kingdom is named the United Kingdom of Great Britain and Northern Ireland.

The UK is a member of Commonwealth and European Union.

## Work on Words

- invade** [ɪn'veɪd] v enter the country by force: *Britain was twice invaded by the Romans.* **invasion** n: *They were planning to mount an invasion of the north of the country.* **invader** n: *The foreign invaders were finally defeated by allied forces.*
- supply** [sə'plaɪ] v give sth needed: *The government should supply young families with houses.*
- threaten** [ˈθreɪn] v tell someone that you will kill/ hurt them or give problems: *He threatened the boy with a beating.* **Ant. defend**
- succeed** [sək'si:d] v to do what one was trying to do: *He succeeded in winning the competition.* **success** n: *The play was a success – everybody liked it.* **successful** adj: *He was successful in finishing school.*

## Words not to be confused: *Historic/historical, economic/economical*

*Historic* means ‘important in history, making history’: *a historic speech, historic times*  
*Historical* belonging to the past: *a historical painting, historical monuments.*

e.g. Martin Luter King made a *historic* speech.

There are a lot of *historical* monuments in Armenia.

*Economic* means ‘related to the field of economics’: *an economic system, an economic crisis.*

*Economical* means ‘money,energy, etc–saving’.

e.g. The *economic* situation in the country is very serious.

This car is not very *economical*. It only does 15 kilometers to the litre.

### 1. Translate the sentences into English.

1. The company has supplied the royal family (= provided them with something they need) for years.
2. His health *was becoming better* day by day.
3. Have you a good supply for the train journey?
4. They threatened the shopkeeper with a gun.
5. She’s been trying to pass her driving test for six years and she’s finally succeeded.

### 2. Choose the right word.

1. Hitler *invaded/improved/supplied* Poland on September 1, 1939.
2. The policeman *threatened/invaded/improved/succeeded* to take them to court.
3. His voice sounded *threatening/successful/invading/supplying*.
4. The Romans *invaded/succeeded/supplied* Britain 2000 years ago.
5. Scientists have *invaded/improved/threatened/succeeded* in finding a new medicine.
6. You could use the money for *improving/sicceedeing/invading* your home.
7. The old man *supplied/improved/invaded* the police with important information.

### 3. Translate into English

բարելավել, սպառնալ, մատակարարել/ապահովել, ներխուժում, սպառնալիք, պաշար, բարելավում, ներխուժել, զավթիչ, հաճողություն ունենալ:

### 4. Choose the right word.

1. What *historic/historical* novels have you read lately?
2. Politicians are invariably *economical/economic* with the truth.
3. This house has great *historic/historical* interest>
4. This heater is *economical/economic* because it runs on night-time electricity.
5. The most practical and *economical/economic* way to see Brazil is by air.
6. We made the most *economic/economical* use of our time as we had only half a day

***Read the passage and retell it.***

### **Before you read**

1. Do you like adventure stories?
2. Do you know English writers who wrote sea stories?
3. Have you read novels by Jonathan Swift or Daniel Defoe, Louis Stevenson?

Seas and oceans are often present in English literature as a silent witness or as the main hero. The story of England is the story of seafaring, the story of conquered seas, brave and adventurous sailors and pirates and distant lands that fell to them. This experience was masterly described in many novels such as *Robinson Crusoe*, *Gulliver's Travel*, *Treasure Island* and many others.

### **TREASURE ISLAND**

*by Robert Louis Stevenson*

Robert Louis Stevenson (1850–1894) was a poet, a dramatist, and the author of famous widely-read novels such as *Treasure Island*. A Scot by origin, he spent part of his life on the island of Samoa in the Pacific Ocean.

When the sun went down it became rather cold. I decided to leave the ship and to return to the log-house. I jumped into the water and walked to the shore. The ship was lying on one side, with her big sail in the water. “So at last I am leaving the sea and returning to my friends,” I thought. “But I’m not returning empty-handed. There is the *Hispaniola*, and at last there are no pirates on board, and the ship is ready for our own men. So I haven’t lost any time.”

I felt very happy and began walking in the direction of the log-house through the woods, and it was almost dark. I had been walking for some time when I found myself near the place where Ben Gunn lived. I walked slower, looking to the right and to the left and round me. Soon I saw a light where, as I thought, Ben Gunn was cooking his supper before a fire. But why was he doing it so openly? If I could see the light, Silver and the pirates could see it too.

It was quite dark and I walked still slower among the trees. In the dark my friends might think I was one of the pirates and shoot me dead by mistake—a poor end of my adventures.

At last I came to the log-house. In front of it a big fire was burning, but I couldn't see anybody near it. What did it mean? Captain Smollett didn't let us make big fires. "Has anything happened?" I thought.

I came nearer to the log-house. At last I heard some noise in it. When I heard it I felt calm: somebody was snoring. I hate the sound of snoring, but at that moment the snoring was like music to me: my friends were snoring together so loudly and peacefully in their sleep!

But one thing was clear: their watch was too bad. Silver and his men could be near the door of the log-house as I was now.

All was dark in the house, and I could see nothing. But I could hear the snoring of the people and also a small strange sound, a sound that I couldn't understand. With my arms before me I walked into the log-house. "I'll lie down in my own place," I thought and smiled as I moved in the dark.

"Their faces will be a picture when they see me in the morning." My foot struck something – it was somebody's leg. He turned in his sleep, but didn't wake up. And suddenly a strange voice cried out in the dark.

"Pieces of eight! Pieces of eight! Pieces of eight! Pieces of eight!"

Silver's green parrot, Captain Flint! That was what the strange noise meant. So it was that bird! And her watch was much better than the watch of men. I had no time to come to myself. The men heard the voice of the parrot, and they all woke up. Then the terrible voice of John Silver cried:

"Who goes there?"

I turned to run, but it was too late.

"Bring a torch, Dick," said Silver.

**1. True or false.**

1. Jim left the ship because there were pirates there.
2. Jim's friends welcomed him when he returned.
3. Jim's friends were sleeping when he returned.
4. Jim was happy to see John Silver.

**2. Tell the story.**

## Focus on Grammar

### REVISION

#### Passive Voice

1. **A good job. Use the verbs in the passive form. Rosemary has got a good job as a secretary, but Tina doesn't work for such a good boss.**

**Rosemary:** They *pay* me good wages where I work.

**Tina:** Well, *I'm not paid* good wages.

**Rosemary:** And they *have offered* me more money for next year.

**Tina:** Well, *I haven't*. .... more money.

**Rosemary:** They *gave* us a week's holiday at Christmas.

**Tina:** Well, we \_\_\_\_.

**Rosemary:** And the boss *sent* us a Christmas card.

**Tina:** Well, \_\_\_\_.

**Rosemary:** They *have promised* us more holidays next year, too.

**Tina:** \_\_\_\_.

**Rosemary:** Do you know they will *teach* me a foreign language?

**Tina:** \_\_\_\_.

**Rosemary:** The boss never *asks* me to stay after five o'clock.

**Tina:** \_\_\_\_ *often* \_\_\_\_.

**Rosemary:** And they have never *told* us to work harder.

**Tina:** \_\_\_\_.

2. **Translate into English.**

- Ջիմ, Միստր Սմիթն է խոսում: Արտասահմանյան հյուրերը ժամանե՞լ են:
- Այո, միստր Սմիթ:
- Նրանց ցո՛ւյց են տվել մեքենաները:
- Դեռ ոչ, բայց նրանց արդեն տրվել են փաստաթղթերը (papers):
- Որտե՞ղ են նրանք այժմ:
- Նրանց հրավիրեցին մի գավաթ սուրճի: Ավելի ուշ նրանց ցույց կտան մեքենաները (machines):
- Իսկ հեռագրերը ուղարկե՞լ են:
- Դրանք ուղարկվել էին առավոտյան:
- Աշխատավորներին վճարե՞լ են:
- Ձեր գնալուց անմիջապես հետո: Ամեն ինչ արվում է՝ ինչպես մեզ ասված էր:

3. **The great flood<sup>1</sup>. Read the text and complete the questions.**

The Bible tells us that when people on earth became dishonest and unjust God decided: "Man must be punished". A great flood was sent to drown them. But there was a wise and honest man whom God decided to save. So Noah was told about the coming

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<sup>1</sup> flood [ˈflʌd]– հեղեղ

flood and his family were ordered to build an ark of wood. Two living things of every kind were brought into the ark. After forty days, when the rain had stopped, they left the ark, which was on Mount Ararat.

1. Who \_\_\_?
2. What \_\_\_?
3. Why \_\_\_?
4. How \_\_\_?
5. What kind of \_\_\_?
6. When \_\_\_?
7. How long \_\_\_?

Ivan Aivazovsky. *Noah comes down Mount Ararat*

## Articles

### 4. Fill in the gaps with *a* or *the* where necessary.

1. We can go by \_\_\_ car if you want.
2. I am not in \_\_\_ hurry. I'll wait for you.
3. It's \_\_\_ pleasure to do business with him.
4. I shall never forget \_\_\_ time spent in London.
5. She lives on \_\_\_ second floor of an old house.
6. Rome is \_\_\_ capital of Italy.
7. I will meet her at \_\_\_ station in \_\_\_ week.
8. He is \_\_\_ very honest man.
9. I like \_\_\_ tea, but I don't like \_\_\_ coffee.

### 5. Fill in *a* or *the* where necessary.

1. San Utopics which is \_\_\_ capital of Utopia is \_\_\_ centre of \_\_\_ government.
2. \_\_\_ Utopian Parliament has 300 members.
3. Cabinet ministers are \_\_\_ people who really govern \_\_\_ country.
4. \_\_\_ Utopia has 17 parties which are all very different.
5. Every four or five years \_\_\_ general election is held.
6. \_\_\_ last election which took place five years ago was won by the Democratic Party.

## Explanation: Past Perfect Continuous

We use the Past Perfect Continuous to show that something started in the past and continued up until another time in the past. 'For five minutes', 'for two weeks' and 'how long' can be used with the Past Perfect Continuous. Notice that this is related to the

Present Perfect Continuous; however, the duration does not continue until now, it stops before something else in the past.

Duration before something in the past or cause of something in the past

**Form:** had been + present participle

**Examples:** You *had been waiting* there for more than two hours when she finally arrived.

*Had you been waiting* there for more than two hours when she finally arrived?

You *had not been waiting* there for more than two hours when she finally arrived.

**Remember:**

Non-continuous verbs (See Present Perfect Continuous) cannot be used in the Past Perfect Continuous tenses, Past Perfect tense is used instead.

Compare: George *had been riding* the motorcycle for years before Tina bought.

The motorcycle *had belonged* to George for years before Tina bought.

**6. Make twelve sentences matching the different words or phrases from each group.**

I bought a new car

My eyes were aching

My teacher loved my report

My grades were terrible

I had never bought a new car

I got a low grade on my report

although

because

I had been working at the computer for hours.

I had left my glasses at home.

My old car had been running fine.

I hadn't worked very hard on it.

I had been studying very hard.

I had slept a bit after lunch.

I hadn't been taking good class lately.

I had never had enough money

my parents had promised to help me..

**7. Use the verbs in brackets in the past perfect continuous tense.**

1. You (read) the newspapers till the film started?
2. They (stand) on the bus stop for an hour when the bus came.
3. They only (wait) there for a few minutes when she arrived?
4. They (wait) at the station for 90 minutes when the train finally arrived.
5. How long (learn / she) English before she went to London?
6. I (walk) for a long time, when it suddenly began to snow.
7. Frank Sinatra caught the flu because he (sing) in the rain too long.

**8. Past Perfect or Past Perfect Continuous. Complete the text with the appropriate tenses.**

Sorry, I left without you last yesterday. I (try) to get tickets for that play for months, and I didn't want to miss it. By the time I finally left the coffee shop where we were to meet, I (have) five cups of coffee and I (wait) over an hour. I had to leave because I (arrange) to meet Kathy in front of the theatre. When I arrived at the theatre, Kathy (pick, already) up the tickets and was waiting for us near the entrance. She was really angry because she (wait) for more than

half an hour. She said she (give, almost) up and (go) into the theater without us. Kathy told me you (be) late several times in the past and that she would not make plans with you again in the future. She mentioned that she (miss) several movies because of your late arrivals. I think you owe her an apology. And in the future, I suggest you be on time!

### **Culture Check**

People in Britain are generally careful about time. When you are invited to someone's house, you should either arrive on time or no later than fifteen minutes after the time arranged. If you are busy, give your hosts a ring, and apologize to them for being late.

At English parties people are expected to wear a suit and a tie. If you wish to bring a friend along, that's fine, but it is polite to ask first. When you are at the party, do not stand too close to other people. You can "break the ice" by talking about the weather. Another good topic for a conversation is work. However, people do not like talking about politics, except in a general way. You shouldn't ask them what political party they vote for.

What events do you think were the most important in the world (in Armenia)

- a. in the past millennium?
- b. in the past century?
- c. in the past decade?

# HOW GOOD IS YOUR ENGLISH?

## CHECK UP 1

### Communication check

**1. Match sentences with the functions.**

- |   |                        |
|---|------------------------|
| 1. I don't think you should work so hard. | greeting               |
| 2. Hi, Jack.                              | conversation beginning |
| 3. See you next week.                     | leave-taking           |
| 4. Lovely day, isn't it?                  | request                |
| 5. Could you lend me your bicycle?        | advice                 |

### Comprehension check

**2. Look at the texts. What do they say?**

1 Tomorrow – <b>Platform 6</b> Night trains leave at 20 and 40 minutes past the hour	2 PLEASE GIVE UP YOUR SEAT TO PEOPLE CARRYING CHILDREN	3 TO ALL PASSENGERS SMOKING IS NOT ALLOWED IN ANY PART OF THE TRAIN INCLUDING THE TOILETS
---	--	--

- Night trains will leave later tomorrow.
  - There will be two night trains every hour tomorrow.
  - There will be more night trains from platform 6 tomorrow.
- You can only use the seat if you are carrying children.
  - People carrying children are requested to be seated.
  - If somebody carrying children gets on, offer them your seat.
- If you wish to smoke, go to the smoking area of the train.
  - You are requested not to smoke anywhere except in the toilets.
  - You cannot smoke anywhere while you are on the train.

### Vocabulary check

**3 Put the words in order from the shortest time to the longest.**

hour day second minute month year century week fortnight

**4. Odd words out.**

1. sunny rainy wind cloudy
2. government firm parliament ministry
3. museum stadium art gallery theatre
3. January May Tuesday July
5. govern elect call vote

**5. Choose the right word.**

1. *The whole/All/The all/Whole* people deserve happiness.
2. Why are you looking so disssapoint/dissappointed/dissapointment/disappointing?
3. You can't *depending/dependent/depend/dependence* on his arriving on time.
4. I didn't know that your father had been an *attractive/rewarding/experienced* doctor.
5. He worked hard and *succeded/improved/respected* his English.
6. George was *honest/devoted/responsible* – he didn't tell a lie.
7. The *economic/economical* situation in the country is serious at the present.

**6. Complete the sentences. Use each word only once: along, up, on, off, through, back, in.**

1. What time does your mother get \_\_\_\_\_ with her work?
2. He knows smoking isn't good for health, but he can't give it \_\_\_\_\_.
3. Julia had to get \_\_\_\_\_ the bus as she had left her text book at home.
4. I couldn't finish the crossword puzzle and had to give \_\_\_\_\_ and look at the answers.
5. We were surprised to see how well our neighbours got \_\_\_\_\_.
6. Robert had to give the book \_\_\_\_\_ to Peter, thoughh he hasn't finished it.
7. Sam helped the old lady to get \_\_\_\_\_ the train.

**Grammar check**

**7. Choose the correct pronoun.**

1. This is my grandma. *He/She/It* is 85 years old!
2. Emma, did you take the photo all by *youselves/herself/yourself*.
3. Please help me to find my book. *It/she/he* is blue.
4. My cousins haven't arrived yet. *We/They/Heare* always late.
5. The lion can defend *himself/itself/herself*.
6. I have not seen my sister for a long time. I will visit *them/him/her* tomorrow.
7. Mary and Susan talk like *her/him/their* mother.
8. Princess Caroline is wearing *her/his/him* new Gucci gown.
9. Where do you keep your money? I keep *them/it/him* in the bank
10. Tim and Gerry, if you want more milk, help *yourself/ourselves/ourselves*.

**8. a. Sir Arthur Conan Doyle, creator of the great detective. Read the text and complete the questions.**

Sir Arthur Conan Doyle is famous as the writer of the Sherlock Holmes detective stories. He was born in (a) \_\_\_ in 1859. He went to (b) \_\_\_ University and studied (c) \_\_\_. He worked as a doctor for several years, but when he was (d) \_\_\_, he became a full-time writer. He wrote adventure stories and historical novels, but it was the detective stories about (e) \_\_\_ which made him famous. He wrote the first story in (f) \_\_\_, while he was still a doctor, and in the next twenty years he wrote (g) \_\_\_ more. Sir Arthur Conan Doyle died in (f) \_\_\_ aged seventy-one.

- a. Where was he born?
- b. Which \_\_\_?
- c. What \_\_\_?
- d. How old \_\_\_?
- e. Who \_\_\_?
- f. When \_\_\_?
- g. How many \_\_\_?
- h. When \_\_\_?

**b. Now answer the questions using the hints below:**

1930/ 1887/Edinburgh/ Scotland/thirty-two/ medicine /fifty/ Sherlock Holmes.

**9. Present and Past Tense Review. Use the verbs in the right forms.**

- Excuse me, which movie are you waiting for?
- We (wait) for the new Stars Wars movie. In fact, we (wait) here for more than five hours.
- Five hours? When did you arrive?
- We (get) here at 6:00 o'clock this morning. More than forty people (stand, already) here waiting for tickets when we arrived.
- I can't believe that! Are you serious?
- Yeah, people (take) Star Wars movies seriously. In fact, this particular showing has been sold out for over a week. We (wait, just) in line to get a good seat in the theater.
- When did you buy your tickets?
- I (buy) them last week by phone. I (know) tickets would be hard to get because I (see) a news interview with a group of people standing in line to get tickets. They (wait) in line for almost a month to buy tickets for the first showing.
- I don't believe that!
- It's true. They (camp) out in front of Mann's Chinese Theatre in Los Angeles for about a month because they (want) to be the first people to see the movie.

**10. Translate into English.**

- Գու երբևէ եղե՞լ ես Մեծ Բրիտանիայում:
- Այո:
- Ե՞րբ էիր գնացել այնտեղ:
- Անցյալ տարի: Մենք գնացել էինք Շոտլանդիա փառատոնի: Մենք շատ լավ ժամանակ անցկացրինք այնտեղ: Շոտլանդիան շատ գեղեցիկ երկիր է: Մենք այցելեցինք շատ տեսարժան վայրեր և ծանոթացանք շոտլանդացիների սովորույթների հետ: Իսկ դու՞ք:
- Ես հաճախ եմ այցելում Անգլիա: Անցյալ տարի ես եղա Լոնդոնում՝ բարեկամներիս մոտ:
- Այս տարի է՞լ եք գնալու:
- Եթե մորաքույրս հրավիրի ինձ: Այս տարի մտադիր եմ գնալ Անգլիայի հարավ-արևելքը: Ասում են, որ դա Անգլիայի ամենագեղատեսիլ վայրերից մեկն է:

**11. Insert the words given on the left.**

I always watch the weather \_\_\_\_\_ on television to see what tomorrow’s weather will be like. In England the weather changes very often. It’s very \_\_\_\_\_. Sometimes it rains for a day or two, but after the wet weather, often with noisy \_\_\_\_\_, it is never \_\_\_\_\_ for a long time, with no rain at all. On some days the sun shines and the sky is \_\_\_\_\_, but on other days it is so \_\_\_\_\_ you can’t see the sun. English summers aren’t usually very hot, but the \_\_\_\_\_ never reaches 25°, so it’s quite warm. In winter it is sometimes quite mild and pleasant but sometimes it’s very cold or even \_\_\_\_\_. The English climate isn’t very good for holidays but it makes the countryside green

- changeable
- forecast
- freezing
- dry
- temperature
- cloudy
- thunderstorms
- clear

**12. Add five words to each of these groups?**

adjective, adverb, conjunction, noun, preposition, verb...

Verb	Noun	Adjective	Preposition	Conjunction	Adverb
sit	hotel	green	on	although	quickly
get	film	heavy	by	after	easily
write	idea	wrong	in	when	there
belong	cow	late	at	as	fast
.....	.....	.....	.....	.....	.....

## UNIT 5

### ARE YOU FOND OF ART?

**Read the text and retell it.**

#### **Before you read**

1. Are you interested in art?
3. What art movements do you know?
4. Do you know famous English painters?
5. What famous Armenian painters do you know?

Some prefer to paint portraits and still life, others landscape painting. English painters were fond of painting landscapes. In fact, they often combined landscape painting with portrait painting. As for most English painting it isn't as famous as French or Italian painting, but there are still some excellent pieces of art.

#### **Fair Faces of England**

Thomas Gainsborough (1727–1788) is a painter whose works are always easily recognised. He is famous for his portraits which are usually painted in clear tones and soft colours. The story goes that he made such a good portrait of a thief whom he had seen robbing a garden that the thief was caught at once. With his portraits Gainsborough left us a fascinating<sup>1</sup> face of eighteenth century England.

#### **The Best English Sea Painter**

Joseph Turner (1775–1851), the son of a barber, was a self-made man. He became known due to his talent and great energy. He began by drawing cocks and hens, but the beauty of the English seashore and the poetry of the sea always attracted him. His best pictures are devoted to the power of the sea and its changing beauty.

#### **The Scenery of His Homeland**

The landscape of his childhood had a great influence on John Constable (1776–1837).

He used to say that the beauty of the countryside had made him a painter. As a landscape painter, John Constable was indifferent to mountains, but he never got tired of painting his native cottage farmhouses with red roofs and high chimneys, green fields, slow rivers and light fair-weather clouds.

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<sup>1</sup> fascinating['fæsineitiŋ] – hũwɪhɔ̃

## Comprehension

### True or false

1. Thomas Gainsborough is a modern painter.
2. He has his own style and is easily recognized.
3. Joseph Turner was a portrait painter.
4. He was a rich nobleman.
5. John Constable grew up in the mountains and was fond of painting them.

## Focus on Phonetics

### 1. Read the words.

### 2. Intonation practice.

- Is Tim in?
- Is he coming to the pictures?
- Tim is ill. Here he is.
- Are you ill, Tim?
- Is it an interesting film?
- It's about the Indians.
- It's "The Big Chief".
- And it begins in six minutes.
- If you're ill, Tim...
- Quick! Or we'll miss the beginning of the film!

it  
is  
isn't  
still  
picture  
English  
portrait  
Italian  
attracted  
changing

### Work on words

**create** [kri'eɪt] v

*He created good working conditions for in the office. How do I create a new file?* **creation n** 1. the act of creating sth. *The creation of new industries is a key problem for the country.* 2. something that has been created using skill or imagination: *Have you seen my new latest creation?* **creative adj** having new ideas: *Painting is a creative process.* **creator n**: someone who has created sth: *Who is the creator of the Armenian alphabet?*

**masterpiece** ['mɑ:stəpi:s] n

*Raphael created many undying masterpieces.*

**decorate** ['dekəreɪt] v

to make sth more attractive by putting nice things on it: *The room was decorated with flowers and balloons.* **decoration n.**

**recognise** ['rekəgnaɪz] v

*We didn't recognise her at once.*

**due (to)** ['dju:] adj

*The accident was due to his careless driving. He passed his exam due to his hard work.*

<b>influence</b> [ˈɪnfluəns] v	Can the stars influence the character of a person? <b>influence n:</b> He was under the influence of Byron's poetry.
<b>preserve</b> [prɪˈzɜːv] v	You can preserve fruit by keeping it in a cold place.
<b>develop</b> [diˈveləp] v	The country began to develop after the war. <b>development</b> [diˈveləpmənt] <b>n:</b> The development of the economy is very important for our country. <b>developing</b> [diˈveləpiŋ] <b>adj:</b> It is a developing country and needs a lot of help.
<b>spare</b> [ˈspɛɜː] v	It's kind of you to spare me a moment. I have no time to spare. <b>spare one's efforts</b> I will spare no effort to become an actress. <b>spare adj:</b> I've got two spare tickets.

**1. Find in the text words and expressions which mean the following:**

an excellent work of art, to make sth new happen, because of, to work very hard, keep, fine weather

**2. Replace the words in italics with the following words: preserve, due to, recognise, develop, influence, bright.**

1. The sportsman has won the game *because of* his strong character.
2. When Ann entered the room, I *remembered at once* that I had seen her before.
3. They *understood who he was* at once.
4. He looked at the portrait with a *shining* smile.
5. You must keep the eggs in a cool place so as *not to spoil* them.
6. Industry and agriculture *became better* after the war.
7. *You are a bad example* for the child.

**3. Translate into English.**

ազդեցություն, ճանաչել, շնորհիվ, հինավուրց, պահպանել, զարգանալ, ազդել, հիանալ, ստեղծել, գլուխգործոց, զարդարել:

**Discussion point**

1. Do you often go to museums or art galleries?
2. What kind of museums do you know?
3. What famous museums do you know?
4. What museums in Armenia have you been to?
3. Do you think museums are useful?

**There are some museums which have the best collections of art. Name the museums and say which cities they are in.**

*Useful language: science museum, archeological museum, picture gallery, air and spacecraft, museum of modern to house a rich collection, to create a piece of art/ a masterpiece/a sculpture....*

## Focus on Words

### 1. Collecting words. Write down as many words as possible.

#### a. What professions connected with art do you know?

*singer, dancer, dramatist. .. painter*

sculptor  
actor  
musician

#### b. What words are related to the word “painting”?

*painter, landscape. ..*

colour,  
modern,  
shape...

### 2. Arrange the words in different ways to help you remember them.

portrait  
?  
painting  
landscape  
?

### 3. Words in use

#### a. Match the words from different groups and make sentences.

*monuments*

*create*

*actor*

plays

write

composer

films

take

writer

books

shoot

sculptor

poems

paint

photographer

pictures

read

director

photos

illustrate

painter

music

compose

dramatist

poet

*Example: Monuments are created by sculptors.*

#### b. Answer the questions.

1. Which are the main genres? Which do you prefer?
2. Which of the two arts do you prefer: painting or sculpture?
3. Do you know any famous sculptor?
4. Who created the monument *David of Sassoun*?

#### c. Read the texts and say who the painters are.

## A Step into The World of The Sun

He was the most famous of the Kilikian masters of miniature (thirteenth century). Very little is known about this genius<sup>1</sup> of miniature who was not only a miniature painter, but also a talented poet, historian and scribe<sup>2</sup>. Six of his manuscripts have been preserved, but only one of them is in Armenia at present. Bright colours and excellent dynamic drawing make his works real masterpieces of miniature.

Looking at his works you can easily see what inspires his art: ancient churches and miniatures, bright colours of old carpets, the stony landscape, pyramid roofs of native dwellings, and his people, men of few words, honest and hard-working. Developing the traditions of ancient Armenian miniature-painters, he expressed himself and his time in new forms.

Many travellers who came to Armenia used to say, some with surprise, some with admiration: “We thought his colours were not natural, but his Armenia is real —the orange sun, the bright ringing colours and dark-blue shadows really exist.” His famous still lifes, landscapes and portraits – everything he painted is inspired by his talent and his great feeling for Armenia.

(See the key on p. ---)

**d. Speak about a strong impression a particular picture made on you. Describe the picture. Use internet links if you can.**

**A picture can be described from the point of view of**

- a. the theme
- b. composition
- c. the colours
- d. the details
- e. the impression

### Write on

**a. Read the texts once more and write out the adjectives which can go with the following words.**

painting	artist	church	fields
drawing	master	carpet	rivers
colours	miniature	portrait	clouds

**Example: colours – bright, soft, dark-blue, ringing. ..**

<sup>1</sup> genius [ˈdʒiːniəs] – հստիճար

<sup>2</sup> scribe [ˈskraɪb] – գրիչ (հնգ. արտագրող)

**b. Write a passage about your favourite painter.**

*Useful language:* was born in, grew up in, was influenced by, got his education, was fond of, due to his, he became famous after, years later, among his best works are

## Did you know?

### He Belongs to Two Cultures

“For me to live means to work.” Ivan Aivasovsky had the right to say this because during his lifetime he painted about 6,000 paintings, most of which were devoted to the sea. His love for the sea was endless. The pride of Russian art, widely known all over the world, he was the son of an Armenian merchant from the Crimea. In his storms and tempests, which he was so fond of painting, you can see the painter’s national character.

## Focus on Function

### Expressing opinion

**a. Suppose you want to ask somebody’s opinion or to express your own opinion.**

Here are some ways of doing it.

*What do you think/feel about the new...*

*How do you feel* about Steve?

*In my opinion/To my mind* it’s

*I think* he talks too much.

**b. People talk.**

*Hike:* Everybody in Yerevan speaks about your group, Davy.

*David:* What’s your opinion about the concert, Hike?

*Hike:* To my mind, you’re strongly influenced by the Rolling Stones, and I don’t like them very much.

*David:* Why don’t you like them? I think, they are one of the best groups. Tastes differ.

**c. It’s fantastic. Make up short dialogues.**

*Example:*

a. what, think, pop music.

a. What do you think of pop music?

b. be, it, very good, my opinion.

b. In my opinion it’s very good.

1. a. how, feel, the new play?

b. it, wonderful, enjoyed, it, my mind.

2. a. what, think, you, *Titanic*?

b. I, personally, dull, think, but, say, some, exciting.

3. a. how, feel you, American basketball?  
b. fantastic, my mind.

**d. Give your opinions about pop singers and pop groups. Speak about their voices, melodies, lyrics and movements.**

*Useful language:* fantastic/great/wonderful/nice/good/interesting/exciting/all right/not bad/strange/unpleasant/out of date/dull/terrible/nonsense

**e. Work in pairs.**

1. Your friend wants to see a film which you have already seen. Give your opinion.
2. Your younger brother wants to play football. Give your opinion about this game.

## **Ray Bradbury – the writer of science fiction**

### **Before you read**

1. Have you read science-fiction stories before?
2. What are science-fiction stories about?
3. Why do authors turn to science fiction stories?

**Ray Bradbury** (born August 22, 1920) is an American fantasy, horror, science fiction, and mystery writer. He is one of the greatest and most popular American writers of science of the twentieth century. He often said, “I don’t write science fiction. Science fiction is a description of the real. Fantasy is a description of the unreal. I’m a magician”.

Bradbury was always a reader and writer, throughout his youth, spending much time in the library of his home town. ‘Libraries raised me. I don’t believe in colleges and universities. Most students don’t have money to go there. I couldn’t go to college either, so I went to the library three days a week for 10 years.

**Read the passage from the story *the Smile* by R. Bradbury and do the exercise.**

### **Context**

Here is a science fiction story about distant future.

People of the Earth move to another planet. They hate everything connected with the planet they came from. They destroy all the masterpieces that might remind of the civilization of the earth. That day when the boy came to town they were to put an end to a *Portrait of a Woman with a Smile*. When the crowd started destroying the picture, the boy manages to tear a piece and ran away.

Without a word, sobbing, Tom ran. He ran out and down the bomb-pitted road, into a field across a shining stream, not looking back, his hand under his coat. At sunset he reached the small village and passed on through. By nine o’clock he came to the ruined

farm house. Around back, in the part that still remained upright he heard the sound of sleeping, the family – his mother, father and brother. He slipped quietly, silently through the small door and lay down panting.

“Tom?” called his mother in the dark.

“Yes.”

“Where’ve you been?” asked his father. “In town? If I learn that you were in the town, I’ll beat you in the morning.”

Tom lay down getting his breath. All was quiet. His hand was pushed to his chest, tight, tight. He lay for half an hour in this way, eyes closed.

Then he felt something and it was a cold white light. The moon rose very high and the little square of light crept slowly over Tom’s body. Then, and only then, did his hand relax. Slowly, carefully, listening to those who slept around him, Tom drew his hand forth. He hesitated, keeping his breath for a while, and then, waiting, opened his hand on which lay a piece of painted painting.

All the world was asleep in the night. And there in his hand was the Smile. He looked at it in the white light from the midnight sky, and he thought, over to himself, quickly, the Smile, the lovely Smile.

An hour later he could still see it, even after he had carefully and hidden it. He shut his eyes and the Smile was there in the darkness. And it was still there, warm and gentle when he went to sleep and the world was silent and the moon sailed up and then down the cold sky towards morning.

### Comprehension question

1. Can you guess what picture they were going to destroy that day?
2. Who is the author of that picture?
3. Which part of the story describes the magical smile?
4. Why are there no commas in the last sentence, to your mind?
5. Why was the boy so excited?
6. What is the story about?
7. What does the writer warn us about?

### Work on words

**Words not to be confused: Lie – Lay – Lie**

**lie – lay – lain – lying** to be in or move into a flat or horizontal position on a surface:  
e.g. *The cat just loves to lie in front of the fire.*

**lay – laid – laid – laying** to put (something) in a flat or horizontal position, usually carefully or for a particular purpose:  
e.g. *I’ll lay your coats on the bed upstairs.*

**lie – lied – lied – lying** to say something which is not true in order to deceive:  
e.g. *Don’t trust her – she’s lying.*

**1. Choose the right word.**

1. Are you fond of *lying/laying* in the sun?
2. Can you help me to *lie/lay* the table?
3. Have you ever *lie/lay/laid* to your parents?
4. How often do hens *lie/lay* eggs?
5. Where does this island *lie/lay*?
6. He has *lied/lay/laid* down after dinner.
7. Who *lied/lay/laid* the table yesterday?
8. She *lied/lay/laid* in the sun too long last Sunday.

**2. Use the verbs in the correct form.**

1. The mechanic (lie) under my car all day long.
2. He couldn't eat any more and (lay) down his knife and fork.
3. Both men (lie) to the police about what happened in the accident.
4. He (lie) awake at night, worrying.
5. We're having a new carpet (lay) in the hall next week.
6. He (lie) down on the bed and cried

## Listening

**Listen to the text and say if the statements below are true, false or not mentioned in the text.**

1. Most people do not recognize him as the painter of the *Mona Lisa*.
2. Besides all his talents Leonardo da Vinci was a very handsome man and had a very beautiful voice.
3. He was gifted in engineering as well.
4. He loved animals so much that he would buy caged animals and set them free.
5. He did a lot in the field of science.
6. His interests were not broad.

## Focus on Grammar

**Revision:**

Modal verbs (See Grammar Reference, Table 9).

**1. Poor Ann. Last Sunday Ann was invited to the party.**

**a.** Before the party Ann's mother said:

- You must put on your coat.
- You mustn't drink cold lemonade.

**Make similar sentences from the phrases given below.**

do your homework, dance too much, take your umbrella, go out into the garden...

**b.** At the party Susan said to her:

- You can drink as much cold lemonade as you want.
- You can dance as much as you want.

**Make similar sentences from the phrases given below.**

leave late, sit in the garden, eat ice-cream, go back on foot...

**c.** At the doctor's:

The doctor said to her:

- You must stay in bed.
- You mustn't eat ice-cream.

**Make similar sentences from the phrases given below.**

drink cold water / speak much /  
stand before the open window / get up /...

**d.** So Ann had to stay in bed.

She couldn't go out.

She was allowed to watch TV.

She wasn't allowed to drink cold water.

**Make similar sentences from the phrases given below.**

read a book / speak on the phone / paint. ..

**e.** Back to school:

When Ann came back to school Susan asked her

- Did you have to stay in bed?
- Could you watch TV?

– **Were you allowed to get up?**

**Make similar sentences.**

**2. Use *must*, *needn't*, *mustn't*. Look at the signs and complete the sentences.**

**NO SCHOOL  
MONDAY  
SEPTEMBER  
17**

NEXT  
TRAIN

SURBITON  
17.20

1. You \_\_\_\_\_ drive faster than 50 k.p.h. here.
2. The children \_\_\_\_\_ go to school on Monday.
3. In Armenia you \_\_\_\_\_ drive on the left.
4. You \_\_\_\_\_ cross the street here.
5. Everybody \_\_\_\_\_ drive carefully here.
6. All cars \_\_\_\_\_ turn left here.
7. It's ten past five. You \_\_\_\_\_ wait long time for a train to Surbiton.
8. You \_\_\_\_\_ smoke here.

**3. Travelling. Complete the sentences with a form of *have to*.**

1. Martin \_\_\_\_\_ leave from Victoria station for his trip.  
\_\_\_\_\_ he \_\_\_\_\_ leave from Victoria?  
I thought he \_\_\_\_\_ leave from Paddington.
2. The Browns want to fly to England.  
They \_\_\_\_\_ fly to London.  
\_\_\_\_\_ they \_\_\_\_\_ fly to London?  
I know they \_\_\_\_\_ fly to Scotland first.
3. Julia had to go by train on her last trip.  
\_\_\_\_\_ she \_\_\_\_\_ to go by train?  
She wanted to go by plane.
4. \_\_\_\_\_ we \_\_\_\_\_ take this bus to the Zoo?  
No, you \_\_\_\_\_. This bus goes to the cinema.
5. We \_\_\_\_\_ cross the river by boat if you want to get there quickly.  
\_\_\_\_\_ we \_\_\_\_\_ go by boat? Why not use this bridge.

**4. It's unfair. Use *be allowed to*. Be careful with tenses.**

I *am not allowed to* do anything. I \_\_\_\_\_ (not) stay until 12 yesterday. I \_\_\_\_\_ (not) watch the film I wanted to. On Monday I \_\_\_\_\_ (not) buy a tennis ball. On Sunday I \_\_\_\_\_ (not) go to the pop concert. I \_\_\_\_\_ (not) go out with Tom. I \_\_\_\_\_ (not) speak over the phone long. I \_\_\_\_\_ (not) read in bed. I'm afraid in a year I \_\_\_\_\_ (not) speak aloud. I \_\_\_\_\_ (not) bring my friends home. I \_\_\_\_\_ (not) go to the disco. Oh, Mum, answer one question, "When \_\_\_\_\_ I \_\_\_\_\_ think for myself?"

**5. Complete the dialogues with the correct form of *be able to*.**

1. Laura, \_\_\_\_\_ you \_\_\_\_\_ buy new stamps yesterday afternoon?  
No, and I \_\_\_\_\_ buy new records tomorrow.
2. \_\_\_\_\_ Sam \_\_\_\_\_ get to school before nine o'clock yesterday morning?  
Yes, and he \_\_\_\_\_ talk to Mr. Hill before the lessons.
3. \_\_\_\_\_ you \_\_\_\_\_ win a game of chess against Pete last Sunday?  
No, I didn't play well so I \_\_\_\_\_ beat him.
4. \_\_\_\_\_ you \_\_\_\_\_ to finish the English test?  
No, and I \_\_\_\_\_ read it again.
5. \_\_\_\_\_ your friends \_\_\_\_\_ get any interesting information about sport?  
Yes, and I think they \_\_\_\_\_ get some more next week.
6. Hello, Liz. \_\_\_\_\_ Kate \_\_\_\_\_ go to the cinema yesterday?  
No, and she \_\_\_\_\_ go next week. She's very ill, I think.

**6. Complete the sentences using modal verbs.**

1. I looked very carefully. ...
2. I'm afraid. ...
3. It's my day off, so. ...

4. If you don't see well ...
5. They didn't have Coke in the shop. ..
6. Jack is an excellent tennis player, so ...

**7. Translate into English.**

- Մայրիկ, որևէ բան պե՞տք է անեմ վաղը:
- Այո, դու պետք է արդուկ անեիր երեկ, բայց հիվանդ էիր և չկարողացար անել այն:
- Եթե այսօր արդուկ անեմ, կարե՞լի է հետո գնամ Աննայի ծնունդին:
- Այո, ինչու ոչ: Բայց դու չպետք է այնտեղ երկար մնաս: Դու պետք է տանը լինես ժամը 10–ին:
- Բայց ես ստիպված կլինեմ դուրս գալ ժամը 9–ին: Իսկ մենք ուզում էինք գնալ դիսկո-ակումբ: Մայրիկ կարելի՞ է գնամ:
- Ոչ, չի կարելի: Ես արդեն քեզ ասացի, որ դու պետք է լինես տանը ժամը 10–ին: Լավ, արդեն ժամանակն է դեղդ խմելու, իսկ եթե չխմես, դու ի վիճակի չես լինի որևէ տեղ գնալ:

**Articles**

**8. Which is correct?**

1. Listen! Can you hear *the flute / flute*?
2. I'm fond of *the Mozart's / Mozart's* music.
3. Is he fond of *the art / art*?
4. She plays *the violin / violin* beautifully.
5. He was *great / a great* success.
6. I often go to *the theatre/theatre*.

**9. What are they?**

1. Van Gogh? *He is a painter*.
2. Shakespeare? \_\_\_\_\_.
3. Albert Einstein? \_\_\_\_\_.
4. Elvis Presley? Ray Charles? \_\_\_\_\_.
5. Beethoven? \_\_\_\_\_.
6. Toumanian? \_\_\_\_\_.
7. Charlie Chaplin? Marilyn Monroe? \_\_\_\_\_.

## UNIT 6

### THE GREATEST WONDER

#### Before you read

1. Do you think reading is important?
2. Do you prefer reading to watching TV?
3. How much time do you spend on reading?
4. Are there real book lovers among your friends?
5. What do you think people gain from reading literature?

#### Read the text and answer the questions.

**A word about books.** Man invented a number of means to cover distance – cars, planes, radio, TV, computers, spaceships, etc. But up till now there has been only one way to cover time – books. Reading is real fun, isn't it? It may be a fantastic journey into the past or the future, a true love story or a serious novel to challenge your thoughts, a detective or something funny if you like humour.

Until recently you could see a lot of people, old and young, reading in many different places, in a park or on a bus, in a plane or on a beach. It might be a magazine or a newspaper, a volume of poems or a lengthy novel. All kinds of reading stuff. But now it's a rare event as there appeared alternative sources of information like TV or computers. But books give us something different from them. It's a dialogue with somebody who can tell you a lot about life, people, their relations, and about this fast changing world. Books help you understand yourself better. They develop imagination, love for word and expression and awaken a wish in you to create something. It is next to impossible<sup>1</sup> to imagine life without books.

**The way we read.** We read in many different ways, and at different speeds depending on the aim of reading. We sometimes look through the book to see what it is about. We may just want to get the general idea from a newspaper article, a report, or a book in a bookshop. This type of reading is called *skimming reading*.

Quick reading is also practised when we want to get a particular piece of information, such as a date or a telephone number. This is called *scanning*. We scan timetables, telephone directories, dictionaries and web pages.

But if we want to get the detailed information we read slowly and carefully. This is called *intensive<sup>2</sup> reading*, or *study reading*. In the latter case we check the meaning not to misunderstand something. We consult dictionaries if necessary. We take notes to remember something important, such as a mathematical quotation<sup>3</sup>.

Reading fiction, a novel or a favourite poem, is also intensive reading, it needs training and special skills to understand the entire content, the beauty of the expression. You get involved in the story. It makes you laugh your head off or cry your heart out. It develops your personality.

1 next to impossible – almost impossible

2 intensive – մանրագնիմ

3 quotation – մեջբերում

## Comprehension

Answer the questions.

1. What are the alternative sources of information?
2. Are books different from other sources of information.?
3. When do we use a.scanning, b.skimming, c.intensive reading?

## Focus on Phonetics

Divide the sentences into sense groups.

1. Until recently you could see a lot of people, old and young, reading in many different places, in a park or on a bus, in a plane or on a beach.
2. It might be a magazine or a newspaper, a volume of poems or a lengthy novel.

## Work on Words

- rare** [rɛɜ] **adj** *He has a rare talent for managing skills. **rarely adv:** This plant is rarely met in Scotland.*
- event** [i'vent] **n** *The war between Iraq and Iran was the most important event of the year.*
- express** [ik'spres] **v** *He expressed his thanks for their support. **expression n:** I noticed the expression of surprise on his face.*
- entire** [in'taɪə] **adj** *complete, whole, unbroken: He did the entire work alone. **entirely adv** completely: The city was entirely rebuilt after the earthquake.*
- main** [mein] **adj** *most important or largest: The main entrance to the building is on George street. **the main thing:** The main thing is that you got the job. **mainly adv.** the most important part of sth: Our customers are mainly young mothers. **mainly because:** I didn't come mainly because I felt bad.*
- deal** [di:l] **v** **(with)** (dealt, dealt) 1. to take actions to do sth: *I spent the morning dealing with my email.* 2. to be about a subject: *Chapter 5 deals with Rome. **deal n: to do/make a deal:** make an agreement/ bargain with sb. **a great deal** (of) much: *A great deal of work has already been done.**
- train** [treɪn] **v** *to teach sb to do a particular job or activity: *They are training me to use the new machines.* to practice sth. *They are training for next week's World Club. **trainer n** sb whose job is to train someone in a sport.**
- skill** [skɪl] **n** *the ability to do sth well as a result of experience of training: *We need somebody who is trained in this work. **practical skills, skilled/unskilled adj:** The best companies take skilled workers. **skilled in:** She is skilled in designing web sites. **skillful adj** having necessary skills.**

**1. Match the words with their meaning.**

skill	having necessary experience and talent
rarely	to teach sb to do a particular job
event	an important happening
deal with	not often
make a deal	talent
deal with people	take actions to do sth
skillful	abilities to do sth
train	come to an agreement to buy and sell sth

**2. Change the word in italics by a word from the vocabulary.**

1. Their company made great progress as they employ *experienced* engineers.
2. Part of this book *is about* South Caucasus.
3. He has spent his *whole* life in London.
4. When they learnt about the *happening* they rushed to help their friends.
5. We needn't hurry. We have *a lot* of time.

**3. Complete by changing the form of the words in capitals when this is necessary.**

1. It was \_\_\_ new to him. ENTIRE
2. The \_\_\_\_\_ on his face surprised me. EXPRESS
3. He is a good \_\_\_\_\_. His sportsmen show good results. TRAIN
4. Have you seen his new \_\_\_\_? CREATE
5. He was a strange \_\_\_\_\_ and couldn't get on with anybody. CREATE

## PRESENTATION

### Do you know English literature?

**The people in the pictures are heroes and heroines from English literature**

1. Who are they?
2. Which books are they from:
  - a. detective story?
  - b. a book of verse?
  - c. a novel? science fiction?
3. Have you read them?

## Focus on Words

**1. Collecting words. Collect as many words in each group as you can.**

**a.** What kind of books are you fond of?

*adventure books, a book of poems fiction/ science fiction,*

a short story  
 a novel  
 a detective story  
 a history book  
 a book on art  
 ...

**b.** What can you do with a book?  
*read it, translate it, publish it...*

screen  
 stage  
 perform  
 illustrate  
 write  
 consult  
 picture

**c.** What words do you need to describe the book?  
*description, setting, chapter, paragraph, line plot,*

page  
 content  
 title  
 ending

**2. Arranging words. Arrange the words in different ways to help you remember them.**

? novels ?  
 plays fiction poems  
 ? tales ?

**3. Words in use:**

**a. What kind of books are these? Who were they written by?**

**Example:** *Wonders of the World is a book on art. It was written by Charles Walker.*

<i>Ivanhoe</i>	detective story	Hovhannes Toumanian
<i>Hamlet</i>	novel	Alexandre Dumas
<i>The Three Musketeers</i>	poem	Charlotte Bronte
<i>Stories about Sherlock Holmes</i>	tragedy	Conan Doyle
<i>War and Peace</i>	adventure book	Mark Twain
<i>Anoush</i>		William Shakespeare
<i>Jane Eyre</i>		Leo Tolstoy
<i>The Adventures of Tom Sawyer</i>		Walter Scott

**b. Write 10 questions (ending in by) about books, music, films, etc.**

*Example: Who was Tom Sawyer written by?*

**Write on**

Have you ever tried to write a short review? Read a few reviews written by young people of your age and write a review about the passage you have read.

Ray Bradbury  
"FAHRENHEIT 451"

This is a good science fiction story. It is about a country where people are not allowed to read. The government thinks books are harmful. The firemen in that country burn classical books instead of saving them. But some people learn them by heart. A kind of living library. They hope that somebody will need them one day. A thrilling thing.

Kim Bakshy  
"THE FATE  
AND THE STONE"

Some history books are boring. Too many facts. But this one wasn't like others. It's about Armenia seen through Russian eyes. Bakshi makes you understand and remember lots of things. Very poetic.

**A reviewer answers the following questions:**

1. What is the title of the book?
2. Who wrote it?
3. Is it a detective story?  
an adventure book?  
a love story?  
... ?
4. What is the book about?
5. Did you like the book (story)?

**Useful language**

**success –words:** be/achieve a success, gain popular interest, to be widely read, to bring fame to, to be famous/well known for, to deserve/to be awarded a prize, to be popular with, to centre around/to be about

**writer** – brilliant, outstanding, helpless, gifted, contemporary, modern, talented

**description** – thrilling, dull, unusual, exciting, exact, skillful, humorous, poetic, classical, modern

## Focus on Grammar

### Revision: *Adjectives*

*Elder, eldest* are used to talk about the order of birth (of brothers, sisters, sons, daughters, etc.)

They are used only with nouns.

e.g. An elder son is the *older* of two; an eldest son is the *oldest* of three or more.

*Farther/farthest, further/furthest* can be used for distances, *further/furthest* can be used with abstract nouns to mean 'additional/extra'.

e.g. The sun is farther/further from the earth than the moon.

Further discussion of the problem is quite necessary.

*Later* refers to time: something happens later or after something else, *latter* refers to the second of two persons or things mentioned before.

*Last* means 'the one before', 'the final element', *latest* means the newest.

e.g. She published her *latest* book. She thinks it's h better than her *last* one.

*Next* comes immediately after this one, in time, order or space, *nearest* means 'closest in time, space or position'.

e.g. The *nearest* post office is at the *next* stop.

*The former* refers to the first of two things or persons, *the latter* refers to the second of two persons or things. They are rather formal.

e.g. If offered tea or coffee, I'd choose the former. (I'd choose tea)

I visited London and Cambridge during the holidays. The latter is truly beautiful. (Cambridge is beautiful)

### 1. Choose the right form of the adjective.

1. Between good health or wealth, I choose the former over the *later/latter*.
2. The *later/latter* you begin studying, the worse your chances will be of passing the exam.
3. I have had a cold for the *last/latest* week.
4. My *elder/older* sister is three years *elder/older* than me.
5. Laura and Doris are teachers, the *former/latter* (Laura) lives in London, the former lives in London, the latter in Leeds.
6. I shall go there *next/nearest* Friday.
7. The *next/nearest* performance will take place *next/the nearest* week.

### Explanation: *The complex sentence*

You know that sentences may be *simple* or *complex*. Two or more simple sentences which can stand alone are called *compound* sentences. There are sentences which cannot stand alone. They are called *subordinate* (dependent) clauses. They need a *principal* clause to form a sentence.

a *complex sentence* = a *principal clause* + a *subordinate clause*

• Adjective Clauses (**or relative clause**) describe a noun just like an **adjective**.

e.g. Which song? – The *new* song, the *good* song, the song *that you told me about*.

Adjective clauses begin with relative pronouns: *who*, *whom*, *whose* (for people), *that* (for people and things), *which* (for things).

e.g.: 1. This is the book. I want it. – This is the book *which* I want.

2. This is the house. Jack built it. – This is the house *that* Jack built.
3. This is the girl. She came yesterday. – This is the girl *who* came yesterday.
4. This is the boy. His brother is a pilot. – This is the boy *whose* brother is a pilot.

**2. Join the pairs of sentences using *who*, *that*, *which*, *whose*, *whom*.**

1. Joe knows a lot of interesting facts from history. His father has a rich library.
2. I didn't recognise Sue. I hadn't seen her for two years.
3. The man has already come. He wanted to see you yesterday.
4. I enjoyed the book about American presidents. You gave it to me for my birthday.
5. Ann is speaking to the man. I don't know him.

**3. Relative clauses can help you to explain what words mean. Fill in the dialogues using *who*, *which*, *that*, *whose*.**

1. – Janet Lee is a *real New-Yorker*.  
– Sorry, what's a real New-Yorker?  
– It's somebody *whose* family has always lived in New York.  
– Oh, I see, thank you.
2. – Have you seen all the important *sights*?  
– Sights? What are sights?  
– They're places \_\_\_\_ tourists visit.  
– Thank you very much.
3. – *Selfridges* is a big *store* in the West End.  
– Sorry, what's \_\_\_\_?  
– It's a big shop \_\_\_\_ sells a lot of different things.  
– Oh, I didn't know that word.
4. – There are lots of *immigrants* in New York.  
– Lots of immigrants? What \_\_\_\_?  
– They are people \_\_\_\_ home country isn't America.  
– Oh, I see, thank you.

• Adverb Clauses, like all adverbials, express *when*, *where*, *why*, and *how* something occurs. A dependent clause is an adverb clause if you can replace it with an adverb:

e.g. I'll do the laundry *later*. – "I'll do the laundry *when I'm out of clothes*."

**4. Join the pairs of sentences into a complex one using *because* or *though*.**

**Examples:** He can read English books. He knows English well enough.  
He can read English books *because* he knows English well.  
The boy isn't strong. But he can swim across this river.  
*Though* the boy isn't strong, he can swim across this river.

1. It was raining. But we went for a walk.
2. I can't say the poem by heart. I don't know it well.
3. The trip was dangerous. But the ship sailed forward to the unknown land.
4. The Indians tried to defend themselves. But they could do nothing against the white men.
5. They had to accept help from the government. They lived in bad conditions.

### **TROUBLE SPOT: *So* – *Such***

*So* and *such* are used to mean “this type of...” or to show extremes. These forms are often used in exclamations.

*So* + *Adjective/adverb*: The music was *so loud!* I asked them to turn it down.

He paints *so well!* I am sure he is going to become a famous artist.

*So* + *Much / Little* + *Uncountable Noun*: Jake earns *so much money!*

*So* + *Many / Few* + *Plural Noun*: I never knew you had *so many brothers*.

*So* + *Much / Little / Often / Rarely*: My sister visits us *so rarely!* I really miss her.

*Such* + *Adjective* + *Uncountable Noun/Plural*

e. g.: We are having *such wonderful weather* today.

Shelly has *such beautiful eyes!*

*Such a/an* + *Adjective* + *Singular Countable Noun*: David is *such a friendly boy!*

All these forms can be used with *that*.

e.g. The music is *so loud that* I can't sleep.

She spoke *so quickly that* I couldn't understand her.

I never knew you had *so many brothers that* you had to share a bedroom.

#### **5. Choose the correct answer.**

1. She is *such a/so/such* funny! She always makes me laugh.
2. Sarah and Ed are *such a/so/such* crazy people! I never know what they are going to do next.
3. James has *such a/so/such* much money that he couldn't buy that Ferrari.
4. The movie was *such a/so/such* good that I saw it five times.
5. I've been to Paris *such a/so/such* many times!
6. Jerry had never seen *such a/so/such* high mountains. He thought they were splendid.
7. Fred is *such a/so/such* clown! He is always telling jokes and making people laugh.

#### **6. Join the pairs of sentences into a complex one using *so* or *such*.**

**Examples:** The day was very hot. I took off my coat.

The day was *so* hot *that* I took off my coat.

It was *such* a hot day *that* I took off my coat.

1. The book was very interesting. He read it all night.
2. The Indians were given poor land. They couldn't hunt there.
3. He was a brave soldier. Everybody respected him.

4. There was a terrible storm. Many people felt sick.
5. Travelling by air is very expensive. Most people prefer travelling by train.

## Read the text and do the exercises.

### Romantic literature: Jane Eyre

The three Bronte sisters were all famous writers of the nineteenth century. But the most famous was the eldest sister, Charlotte. She became famous for *Jane Eyre*. Their younger brother Bramwell was an artist. They all died tragically young.

#### Jane Returns

*Jane returns to find Rochester after the fire. Rochester is blind and can't see that she has come back. Jane takes a tray from the housekeeper to take into the room for Rochester.*

My heart was beating hard and fast. The tray shook in my hands. Mary opened the door for me and closed the door behind me.

The room looked gloomy<sup>1</sup>. The fire was burning down in the grate<sup>2</sup> and with his head against the high old-fashioned mantelpiece<sup>3</sup>, stood the blind master of the room. His old dog, Pilot, lay on one side curled up as if afraid of something. Pilot pricked his ears when I came in, then jumped up with a whine<sup>4</sup> and ran towards me.

He almost knocked the tray from my hands. I laid it on the table and said softly, "Lie down!" Mr Rochester turned to see what the matter was, but, as he saw nothing, he turned back and sighed.

"Give me the water, Mary," he said. I held out the half-filled glass; Pilot followed me, still excited.

"What is the matter?" Rochester raised his. "Down, Pilot!" I said again. Mr. Rochester checked the water on its way to his lips, and seemed to listen. He drank and put the glass down.

"It is you, Mary, isn't it?"

"Mary is in the kitchen," I answered.

He put out his hand. "Who is this? Who is this?" he asked again, trying to see with his blind eyes.

"Answer me - speak again," he ordered.

"Will you have a little more water, sir?" I said.

"Who is it? What is it? Who is speaking?"

"Pilot knows me, and John and Mary know I am here. I came only this evening," I answered.

"Great God! —am I mad?"

"No, sir. You are not mad. Your mind is too strong for madness."

1 gloomy ['glu:mi] - մթին, մռայլ

2 grate [greit] - բոխարու վանդակ

3 mantelpiece ['mæntlpi:s] - բոխարու երեսպատված մասը

4 whine [wain] - վնգսոց

“And where is the speaker? It is only a voice? Oh, I cannot see you, but I must touch you.”

I took hold of his hand.

“These are her fingers!” he cried. “Is it Jane? This is her hand ...”

“And this is her voice,” I added. “She is all here, her heart too.”

“Jane Eyre! Jane Eyre!” was all he said.

## Comprehension

### a. Answer the questions.

How did Jane feel when she took in the tray<sup>1</sup>?

How did the dog Pilot react when it recognised her?

How did Rochester react when he heard the dog’s barking?

How did he react when he heard her voice?

### b. Describe in your own words:

Jane, Rochester, the room, the dog.

## Words not to be confused

**a. Remember:** The Armenian word “ընդունել” is translated into English as

**admit** a mistake/sb to University

**accept** an invitation,

**adopt** Christianity/constitution

**receive** guests/patients

### b. Raise – Rise – Arise

*Raise – raised – raised* (smth) means

- to move to a higher position
- to grow
- to increase

e.g. If you raise your voice, you speak more loudly.

*Rise – rose – risen* means

- to move upward (without help)
- to move upright from a lying, kneeling, or sitting position
- to return from death

e.g. When the sun and the moon rise, they appear in the sky.

*Arise – arose – arisen* is mainly used in a more abstract way.

- rise
- appear

e.g. A problem has arisen with the TV that I bought last week. I can't get teletext.

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<sup>1</sup> tray [trei] - սկսումնդ

## Phrasal verbs with *bring*

**bring back** return:

e.g. Can you bring back the book I lent you?

**bring together** join:

e.g. Bring these two parts of the mechanism together.

**bring up** to raise children:

e.g. He was mostly brought up by his mother as his father worked abroad a lot.

### 1. Translate the sentences into English.

1. Մենք ուրախությամբ ընդունեցինք Ջեյնի հրավերը:
2. 301 թվականին Հայաստանը ընդունեց քրիստոնեությունը որպես պետական կրոն:
3. Բծիշկը շատ հիվանդներ ուներ, բայց համայնվեց ընդունել ինձ:
4. Ես համոզված եմ, որ նրան կընդունեն համալսարան:
5. Թիմ չկարողացավ գալ երեկույթի, որովհետև հյուրեր էր ընդունում:

### 2. Translate the sentences into Armenian.

1. My parents brought me up strictly.
2. You can borrow my car if you promise to bring it back by 7 o'clock.
3. The journey brought the two families together.
4. I was brought up in the countryside by my aunt.
5. If children are badly brought up they behave badly.

### 3. Choose the right word.

1. I've lived here my whole life. Where were you brought *back/ up/ together*?
2. He took the calculator home yesterday and hasn't brought it *back/ up/together* yet.
3. Holidays *back/ up/ together* family and friends.
4. Try to bring her *about /back/ up/down/together* to our way of thinking.
5. What brought *about /back/ up/down/together* the Roman Empire? Why was it suddenly gone?

### 4. Replace the words in italics by one of the phrasal verbs with bring.

1. We must *return* the DVD to the store the day after tomorrow.
2. I was born in Yerevan, but I *was raised* in America.
3. Amanda *joined* the torn pieces of the letter and read it.
4. I have to *return* the book to the library today.
5. Parents must *raise* their children to be responsible.

### 5. Choose the right answer. Translate the sentences into Armenian.

1. If you have a question, please *raise /rise* your hand.
2. When the child let the balloon go, it *raised /rose*.
3. The farmer is *raising/ rising* chickens and pigs.

4. The people *raised/rose* to their feet to sing the National Anthem.
5. The sun has already *raised/risen* this morning.
6. The stores always *raise/rise* prices.
7. Terry *raised/rose* her hand to wave at her friend.
8. My grandmother *raised/rose* cotton.
9. I'm *raising/rising* some tomatoes.
10. Hot air balloons *raise/rise*.

### **Project word**

1. When did the first book appear?
2. Who invented paper?
3. Who invented the printing press?

While there are books we won't die.  
Sevigny

## UNIT 7

### THEY CHANGED THE WORLD

#### Discussion point

1. Are you interested in science? inventions?
2. Where do you usually read about them?
3. Which of the ancient inventions/discoveries surprised you most of all?
4. When and where was this invention/discovery made?

#### Read the text and say what scientists the story is about.

##### Eurica!

He once said: "I wasn't able to get along at school – I was always at the bottom of my class." But he managed to become one of the most famous inventors of his time. One of his first inventions was the phonograph (1877), a machine which was able to record sounds and play them back. Later he and other inventors improved its design so that it was able to record music. He also managed to invent a practical light bulb. He didn't invent the first light bulb, but after eighteen months of hard work, he was able to produce a reliable, long-lasting bulb in 1879. No wonder that he said.

"Genius is one per cent inspiration and 99 percent perspiration."

He invented the telephone, one of the most important inventions of the 19th century. In fact, he didn't plan to invent a means of mass communication. He was trying to invent something to help people who suffered from deafness. One day when he was trying to see the results of his invention, he discovered that people in different rooms could communicate with each other using the same equipment.

He was a Greek mathematician. He had a sharp mind. His famous principle is about what happens to an object when you put it water – and what happens to the water. The famous story about him is that he discovered his principle while he was sitting in the bath. In fact, it took him many years to prove it.

One day he was trying to tell Hiero, the king of Syracuse, that his gold crown was not all gold. When he put the crown in a bowl of water, it didn't displace enough water – it wasn't heavy enough to be gold. Hiero got terribly angry. The man who made the crown went to prison.

(See the answers on p. ---)

#### Your turn

1. Do you know anything else about these scientists?
2. What other scientists do you think changed our world?
3. Did any scientist from our country make a historical discovery?
4. Who was the first to invent a wheel, paper, powder?

## Work on Words

<b>once</b> ['wʌns] <b>adv</b>	1. one time: <i>I have been there once. once a week: He goes to see his parents once a week. He asked me to sing the song once more.</i> 2. in the past: <i>Did you know that he was once a policeman? at once: immediately: go there at once.</i> 3. at the same time: <i>You are trying to do too many things at once. once or twice a few times but not very often: He goes hunting once or twice, not very often. once more: again: The concert was once again a tremendous success.</i>
<b>invention</b> [in'venʃn] <b>n</b>	something that someone has made or designed for the first time: <i>The invention of the Internet. invent v: Paper was invented by the Chinese.</i>
<b>wonder</b> ['wʌndə] <b>n</b>	<i>Nature was splendid and we were filled with feelings of wonder. wonderful</i> ['wʌndəfʊl] <i>adj: It was a wonderful picture. No wonder: No wonder he refused to help you, he was very tired.</i>
<b>suffer</b> ['sʌfə] <b>v</b>	<i>The boy suffered very much when the dog was lost. He suffers from headaches. suffering</i> ['sʌfəriŋ] <b>n: Tom's father couldn't see his son's sufferings and he did everything to find his dog.</b>
<b>terrible</b> ['terɪbl] <b>adj</b>	<i>The cold is terrible in Siberia in winter. When the pirates disappeared he suddenly heard a terrible cry. terribly</i> ['terɪbli] <b>adv: It was terribly hot in summer.</b>
<b>sharp</b> [ʃa:p] <b>adj</b>	<i>I can't cut the bread: the knife is not sharp enough. He had a sharp mind.</i>

### 1. Fill the gaps with the words on the left. Don't forget to use them in their correct forms.

Our geography teacher, Mr. Hakopian, knows a lot about geography. He knows many \_\_\_\_\_ stories about travellers. I \_\_\_\_\_ how he remembers all this. He often tells me about \_\_\_\_\_ of the world. \_\_\_\_\_ he told me about famous sea travellers, how they struggled to reach the unknown land, how they \_\_\_\_\_ from cold and hunger in the open oceans, how difficult it was to survive and win. He also told me about the great historical \_\_\_\_\_ in ancient countries. I'm \_\_\_\_\_ that he knows history just as well as he knows geography.

certain  
event  
once  
wonderful  
wonder n.  
wonder v.  
suffer

### 2. Complete by changing the form of the word in capitals when this is necessary.

- |   |          |
|---|----------|
| 1. The news was ____, nobody expected it.                                     | TERROR   |
| 2. Her room was ____ terribly dirty.  | TERRIBLE |
| 3. It is difficult to imagine the last century without the _ of the Internet. | INVENT   |
| 4. The cruel boys laughed at the dog's __.                                    | SUFFER   |
| 5. The portrait was strikingly beautiful and the picture was __ fresh.        | WONDER   |

## Word-building

### 1. Study the adjectives and the nouns.

strong – strength    high – height    long – length    deep – depth

### 2. Use the right word.

1. Mr. Baxter is a boxing champion. He is terribly strong. When he appears in the ring everybody says, “He isn’t \_\_\_\_\_ enough to beat anybody.” But when he starts boxing everybody exclaims, “What \_\_\_\_\_ !”
2. The longest river in Europe is the Volga. Its \_\_\_\_\_ is 3,531 km. The \_\_\_\_\_ river in North America is the Mississippi (with the Missouri). Its \_\_\_\_\_ is 6,019 km.
3. The highest peak in Europe is Elbrus. Its \_\_\_\_\_ is about 5,620 km. The \_\_\_\_\_ peak in the world is Jomolungma. Its \_\_\_\_\_ is 8,848 km.
4. The deepest lake in the world is the Baikal. Its \_\_\_\_\_ is 1,620 m. Lake Sevan is very \_\_\_\_\_ in some places too. Its \_\_\_\_\_ is 86 m.

## Focus on Grammar

### REVISION

#### Passive Voice

### 1. Put the words in brackets into the correct tense.

1. The tiger (*be shot*) last night?
2. There isn’t any food left. All of it (*be eaten*)?
3. I can’t find my car anywhere. I think it (*be stolen*).
4. Those paintings (*be sold*) next month.
5. That’s a good book. It (*be written*) by William Saroyan.

### 2. These sentences do not make sense. Correct them using the passive voice.

1. Cars make in Japan, Germany, Italy and many other countries.
2. Did *Hamlet* write Shakespeare?
3. The opera *Othello* composed Giuseppe Verdi.
4. Thousands of people kill in accidents every year.
5. The film *Sayat–Nova* shot Parajanov.

### 3. Translate the text into English using the passive voice.

#### Hong Kong

Հոնգքոնգը գտնվում է Ասիայի հարավ-արևելքում: Այն հայտնի է որպես աշխարհի ֆինանսական կենտրոններից մեկը:

Երկար ժամանակ այն պատկանում էր Մեծ Բրիտանիային և ղեկավարվում էր նահանգապետի կողմից, որին նշանակում էր Մեծ Բրիտանիայի կառավարությունը: 1997թ. Հոնգքոնգը փոխանցվեց Չինաստանին: Այստեղ խոսում են երկու լեզվով՝ չինարեն և անգլերեն:

## Word order

### 4. Put these words in the right order.

1. he / classical / Does / really / prefer / pop / music / to?
2. Picasso / from / What / come / does / country /?
3. has / painted / picture / Who / by / been / this /?
4. humour / Bernard / their / Are / Shaw's / for / plays / famous /?
5. began / play / Mozart / very / a / to / at / early /age.

## Negation in English

### Remember:

- The position of the negative particle *not* depends on the tense form and type of the verb.  
e.g. is not, doesn't do, mustn't go, don't have to do, etc.
- There is only one negation in English:  
e.g. She doesn't say anything. = She said nothing.

### 5. Correct the sentences.

1. Nobody said nothing to nobody.
2. Maria said nothing to nobody.
3. Mark hasn't spoken with anyone about anything.
4. Nobody hasn't telephoned me.
5. It doesn't mean nothing.
6. They not read books.
7. If you don't want to go nowhere, we'll stay at home.
8. We don't need no education.
9. He has to go to work tomorrow.

### 6. Translate into English.

1. Երբ ես եկա, տանը ոչ ոք չկար:
2. Նա երբեկ ոչ մի բան չի արել:
3. Դրա մասին ոչ ոք ոչինչ չգիտեր:
4. Այնքան մութ է, որ մենք ոչինչ չենք կարող տեսնել:
5. Ոչ ոք չգիտեր նրա հասցեն:

## ***Too – Enough***

*Enough* means ‘as much or many (of something) as necessary’. It comes before nouns and after adjectives, verbs and adverbs.

e.g. They have *enough books* in the house.

*Too* means ‘more than necessary’. It comes before adjectives and adverbs.

e.g. You are driving *too fast*.

*Enough* and *too* with adjectives can be followed by ‘for someone/something’.

e.g. The dress was big *enough* for me.

The coffee was *too* hot for me.

We can also use ‘to + infinitive’ after *enough* and *too* with adjectives/adverb.

e.g. The coffee was *too* hot to drink.

He didn’t work hard *enough* to pass the exam.

*Remember!* There is a big difference between *too* and *very*.

- *Very* expresses a fact: He speaks very quickly.
- *Too* suggests there is a problem: He speaks too quickly *for me to understand*.

### **7. Translate the sentences into Armenian.**

1. She’s not old enough to get married.
2. You’re too young to have grandchildren!
3. We have enough time.
4. There isn’t enough flour to make the cake.
5. It’s too cold to go for a swim.
6. You put too much sugar in my coffee.
7. There is too much poverty in the world.
8. There are too many people to fit in the car.
9. She’s not experienced enough for this job.
10. The dress was too small for her.

### **8. Choose the right word.**

1. There were *too/enough* many questions to answer so I only did three.
2. The coffee was *hot enough/too hot/enough hot* to drink so I left it for a minute to cool.
3. The room wasn’t *hot enough/too hot/enough hot* so I turned the heating on.
4. I didn’t buy the jacket because it was *big enough/too big/enough big*.
5. The shoes were *small enough/too big/enough small* so I didn’t buy them.
6. It’s far *too big/small enough/enough small* to fit inside the bag.
7. I didn’t get it because it was *too expensive/expensive enough/enough expensive*.
8. I haven’t got *too much time/enough time/time enough* to take a holiday this year.
9. He didn’t *do too much work/enough work/work enough* to pass the exam.
10. It was *far too heavy/heavy enough/enough heavy* to pick up

**9. Use *very* or *too*.**

1. It's \_\_\_ cold today.
2. He's \_\_\_ old to work.
3. I can't drink that coffee, it's \_\_\_ strong.
4. Sugar is \_\_\_\_\_ sweet.
5. These trainers are \_\_\_\_\_ small for me.
6. The Eiffel Tower is \_\_\_\_\_ high.
7. Concorde flies \_\_\_ fast.
8. My little brother is \_\_\_\_\_ young to go to school.
9. I felt \_\_\_\_\_ tired to study.
10. He's \_\_\_\_\_ rich, he's a millionaire

**Spelling**

In English there are a lot of words which sound more or less alike but have different spellings:

e.g. sea – see, piece – peace, meat – meet, etc.

**Rewrite out the text choosing the correct word.**

Driving a bus is harder work (then/than) you think. No one who gets angry easily can do this job well. On a bus (one/won) day, (eye/I) paid special attention to what was happening. First a man got on with a cup of coffee in his hand. He (blew/blue) on it to cool it. It took him (a long/along) time to drink it. Then a young woman got on the bus. She sat (right/write) behind the driver and asked him a lot of questions.

A quarter of an (our/hour) later, a passenger got on and gave the driver a twenty dollar note. The driver gave the passenger a (hole/whole) bag of silver as he didn't have enough paper money. The man got angry and said he was going to (right/write) to the bus company.

Just imagine if you had to (sea/see) such people every day (for/four) years. So I decided that work of that kind (wood/would) certainly not suit me.

**Read the text and do the exercise.**

**Speed up!**

In just one hundred years, cars have changed the world, bringing easy, convenient transport within the reach of ordinary people for the first time. There are new motor vehicles<sup>1</sup> for every purpose, from ambulances and racing cars to buses and jeeps. However, all these vehicles cause problems, polluting the air and using valuable oil reserves. Now the search is on for cars that use less energy and keep our air cleaner.

**What was the first car?** The first true motor car was a three – wheeler built by the German engineer Carl Benz in 1885. It had a small petrol engine fitted under the passenger seat and this drove the back wheels to a top speed of about 15 km/h. Benz

<sup>1</sup> vehicle [ˈvi:ɪkl] – փոխադրամիջոց

went on to build many more cars, becoming the world's first motor-car manufacturer.

**Special vehicles.** Motor vehicles are easily adaptable for different purposes. They can be used to rescue people in an emergency (ambulances), harvest crops on the farm /tractors/ or build towering structures (cranes).

**Racing cars.** At the beginning of the 20<sup>th</sup> century, cars began to be designed for speed and special tracks were built for racing. Today, motor racing is huge-Formula one and Indianapolis 500 racing are multimillion dollar sports with amazing hi-tech cars, skilled drivers and huge support teams.

**Trucks.** Early trucks were small, but as engines got larger, designers made larger trucks that could transport almost anything. Long-distance trucks have big engines, but there is still room in the cabs for the drivers – sometimes there are even beds!

Manufacturers start with the same basic machinery found on cars – wheels, gears, brakes and engines – and add any specialized equipment needed to create the best machine for the job.

**How fast can cars go today?** By fitting jet engines to specially designed, streamline cars, Englishman Richard Noble has built faster cars than anyone else. His most recent car, Thrust SSC, set a new record in 1997, powering to an amazing 1220.86km/h-faster than the speed of a sound.

**Modern cars** are designed to protect passengers in a crash. The passenger compartments are surrounded by metal bars to protect those inside.

**A low-energy car.** Today manufacturers are trying to design cars that use less energy. They have designed lightweight cars that use less petrol, as well as electric cars. However, electric cars use a lot of coal and oil, so these vehicles are not as low-energy as they seem. One day, we may ride around in solar-powered cars that are covered with light sensitive panels.

## Comprehension

Choose the right answer.

1. How many wheels did the first car have?
  - a. two
  - b. three
  - c. four
2. What type of engine powered Thrust SSC ?
  - a. petrol engine
  - b. diesel engine
  - c. jet engine
3. What provides low energy?
  - a. hydrogen
  - b. oil
  - c. solar energy

4. They have designed lightweight cars as
  - a. they have beautiful design
  - b. they use less energy
  - c. they are safer.
  
5. Which of the sentences is not correct?
  - a. electric cars are low energy cars.
  - b. electric cars are high energy car.
  - c. they are not so low energy as they were expected to be

### Work on Words

- convenient adj** [kən'viənt] *If it is convenient, call me tomorrow. Travelling by underground is fast and convenient. Ant. **inconvenient adj**. **convenience n**: Her hair was cut short for convenience. **conveniences n**: He had all modern conveniences in his house.*
- ordinary adj** ['ɔ:dɪnəri] not unusual or special. *It was just an ordinary Saturday morning. **out of the ordinary**: I didn't notice anything out of the ordinary.*
- purpose n** ['pɜ:pəs] an aim: *The purpose of this dictionary is to help students of English This tool can be used for various purposes. **on purpose** specially: They think the fire was started on purpose.*
- valuable adj** ['væljuəbl] *The ring is not very valuable. **value n**: of great/little value: These documents will be of great value to future historians.*
- search v** [sɜ:tʃ] *Rescue teams are still searching through the forest hoping to find the lost children. **search n** They decided to stop the search after many days: **in search of**: Many people left their homes in search for food. **search party***
- huge adj** [hju:dʒ] very big: *There was a huge mountain in front of him.*
- support n** [sə'pɔ:t] *I was very grateful to him for his support. **in support of**: She made a speech in support of his plan. **support v** 1. agree and help: They all supported the prime minister's programme. 2. to help people when they are in a difficult situation: My friends supported me when I was ill and couldn't work.*
- protect v** [prə'tekt] *sb/sth from sth. The hat will protect your face from the sun. He was protected by the bodyguard. **protection n**: White clothes give your skin good protection from the sun.*

### 1. Match the words

on purpose	easy for you to do, or suitable for your needs
ordinary	specially
convenient	normal, average
huge	try to find something or someone by looking carefully
support	to keep someone or something safe
protection	help given to sb in a difficult situation
protect	very large, enormous.

### 2. Complete the sentences with the derivative.

1. It is \_\_\_ to live a long way from the bus stop. CONVENIENT
2. There were many \_\_\_ things there: jewellery, pictures, rare books, etc. VALUE
3. You will find here \_\_\_ in case of attack. PROTECT.
4. I can't stay here long as there are no \_\_\_ here. CONVENIENT.

## Focus on Words

### 1. Collecting words. Collect as many words as possible.

#### a. What types of cars do you know?

ambulance  
lorry  
truck  
tractor

#### b. Verbs to do with cars

producing cars: build/design/paint//, manufacture/polish/ test/ assemble/ export/import/  
using a car: start/drive /ride/serve /damage /destroy/repair/fix/speed up

### 2. Arranging words. Arrange the words to remember them better.

#### pic

A car wheels, gears, brakes and engine  
tyre, seat-belts, lights, speed-race-pace

### 3. Words in use

#### a. Buying a car.

- A:** Jane, I'm thinking of buying a car. I think I will decide on an Austin. It is comfortable, good-looking and very fast.
- B:** No, I don't like it. It's difficult to park. There isn't much luggage space. I prefer a **Ford**. It doesn't use much petrol, it is cheap and it's easy to drive.

**b. Look at these cars and say which one you prefer. Give your reasons.**

Fiat Barchetta

Mercedes Benz S 420

pic

Jaguar XJ6 Classic 3.2

<b>Max. Speed</b>	200 kph	223 kph	245 kph
<b>Engine size</b>	1,747 cc	3,239 cc	4,196 cc
<b>Litre / 100 km</b>	7.9	11.2	12.5

**Here are some useful phrases:**

easy to park / to drive, cheaper to run, comfortable, plenty of space, uses a lot of / little / less petrol, cheap / expensive to repair

**c. Read the text. Match the car with the country it is produced in.**

**Where do they make Hondas?**

Twenty years ago, if someone asked: “Where do they make Hondas?” the answer would be easy: “Hondas are made in Japan.” Nowadays, the question is not so easy to answer. Cars are not only manufactured in their original country, they are also produced in other countries. Japanese car giants such as Toyota and Honda have factories in many different countries. There are huge Honda and Toyota factories in the north east of England, for example.

There are several car manufacturers, Ford, Rover, Vauxhall, etc., and a lot of car factories in the UK. But some British cars are not made in Britain, they are only assembled there. The parts are actually made in Germany or Belgium and then transported to the UK.

Many European car makers produce cars in other countries. They produce Renaults not only in France, but also in Slovenia, for example. Japanese Suzukis and German Opels are made in Hungary. And the new Audi TT Coupe will only be produced in Hungary. Making cars is an international business.

BMW	Germany
Rolls Royce	Italy
Renault	Japan
Ferrari	France
Honda	Great Britain

**Did you know?**

**How long are limousines?**

People who want to make a big impression often choose big cars – and cars do not get much bigger than a 30-metre –long stretch limousine. Stretch limos<sup>1</sup> are usually about eight metres long and they often have problems turning street corners. Limos can often be seen ferrying<sup>2</sup> the rich and famous around the world’s big cities.

<sup>1</sup> limo – limousine

<sup>2</sup> ferry – փոխադրել

## Focus on Grammar

### Revision: Passive Voice

#### 1. Put the words in brackets into the correct tense.

1. The tiger (*be shot*) last night?
2. There isn't any food left. All of it (*be eaten*)?
3. I can't find my car anywhere. I think it (*be stolen*).
4. Those paintings (*be sold*) next month.
5. That's a good book. It (*be written*) by William Saroyan.

#### 2. These sentences do not make sense. Correct them using the passive voice.

1. Cars make in Japan, Germany, Italy and many other countries.
2. Did *Hamlet* write Shakespeare?
3. The opera *Othello* composed Giuseppe Verdi.
4. Thousands of people kill in accidents every year.
5. The film *Sayat-Nova* shot Parajanov.

#### 3. Translate the text into English using the passive voice.

##### Hong Kong

Հոնգքոնգը գտնվում է Ասիայի հարավ-արևելքում: Այն հայտնի է որպես աշխարհի ֆինանսական կենտրոններից մեկը: Երկար ժամանակ այն պատկանում էր Մեծ Բրիտանիային և ղեկավարվում էր նահանգապետի կողմից, որին նշանակում էր Մեծ Բրիտանիայի կառավարությունը: 1997թ. Հոնգքոնգը փոխանցվեց Չինաստանին: Այստեղ խոսում են երկու լեզվով՝ չինարեն և անգլերեն:

### Revision: Word order

#### 4. Put these words in the right order.

1. he / classical / Does / really / prefer / pop / music / to?
2. Picasso / from / What / come / does / country /?
3. has / painted / picture / Who / by / been / this /?
4. humour / Bernard / their / Are / Shaw's / for / plays / famous /?
5. began / play / Mozart / very / a / to / at / early /age.

### Revision: Complex sentences

#### 5. Joining ideas. Which sentences go together? Use *while* or *when*.

We were driving to  
the theatre.

He told me my car  
lights were on.

I was doing some shopping yesterday morning.

I broke my favourite plate.

The telephone rang.

We had an accident.

I was cleaning out an  
old cupboard.

I went out and turned them off.

I met my old friend Alex.

I was having supper one evening.

*Example: When I was having supper one evening, the telephone rang.*

**6. Make one sentence from two sentences using the present simple or the future simple.**

*Example: You are going to leave soon. You must buy some bread before that.  
You must buy some bread before you leave.*

1. You'll come to our town next month.      You must come and see us then.  
\_\_\_\_\_ when \_\_\_\_\_ .
2. I'm going to play tennis after class. Then I'll come back home.  
\_\_\_\_\_ after \_\_\_\_\_ .
3. You are going to prepare breakfast. I'll pack the bags.  
\_\_\_\_\_ while \_\_\_\_\_ .
4. It's going to get dark. We must pitch camp.  
As soon as \_\_\_\_\_ .
5. I'll be back at five. You must wait for me.  
\_\_\_\_\_ until \_\_\_\_\_ .
6. You must do the shopping. Make a shopping list.  
\_\_\_\_\_ before \_\_\_\_\_ .

## ***Revision: Negation in English***

### **Remember:**

- The position of the negative particle *not* depends on the tense form and type of the verb.  
e.g. *is not, doesn't do, mustn't go, don't have to do, etc.*
- There is only one negation in English:  
e.g. *She doesn't say anything. = She said nothing.*

### **7. Correct the sentences.**

1. Nobody said nothing to nobody.
2. Maria said nothing to nobody.
3. Mark hasn't spoken with anyone about anything.
4. Nobody hasn't telephoned me.
5. It doesn't mean nothing.
6. They not read books.
7. If you don't want to go nowhere, we'll stay at home.
8. We don't need no education.
9. He has to go to work tomorrow.

### **8. Translate into English.**

1. Երբ ես եկա, տանը ոչ ոք չկար:
2. Նա երբեկ ոչ մի բան չի արել:
3. Դրա մասին ոչ ոք ոչինչ չգիտեր:
4. Այնքան մութ է, որ մենք ոչինչ չենք կարող տեսնել:
5. Ոչ ոք չգիտեր նրա հասցեն:

### **TROUBLE SPORT**

In English there are a lot of words which sound more or less alike but have different spellings:

e.g. sea - see, piece - peace, meat - meet, etc.

### **9. Rewrite out the text choosing the correct word.**

Driving a bus is harder work (then / than) you think. No one who gets angry easily can do this job well. On a bus (one / won) day, (eye / I) paid special attention to what was happening. First a man got on with a cup of coffee in his hand. He (blew / blue) on it to cool it. It took him (a long / along) time to drink it. Then a young woman got on the bus. She sat (right / write) behind the driver and asked him a lot of questions.

A quarter of an (our / hour) later, a passenger got on and gave the driver a twenty dollar note. The driver gave the passenger a (hole / whole) bag of silver as he didn't

have enough paper money. The man got angry and said he was going to (right / write) to the bus company.

Just imagine if you had to (sea / see) such people every day (for / four) years. So I decided that work of that kind (wood / would) certainly not suit me.

## Focus on Function

**Justifying opinions: expressing doubt, disbelief and certainty.**

**Match the beginning of the sentence with the end to make complete statements about inventions and discoveries.**

**Use the phrases in the box**

It can't have been

It must have been

It would/might have been

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. The telephone              | a. was performed by Bernard in 1967.  |
| 2. The first potatoes         | b. were brought to Europe in 1554.    |
| 3. The first radio message    | c. was invented by Bell in 1876       |
| 4. The first heart transplant | d. was transmitted by Marconi in 1895 |

### **Discussion: Are you eco-friendly ?**

Tons of gases coming out of cars and the smoke rising from factories and plants pollute the air. This results in acid rains. Have you ever seen "sick" trees without leaves even in late spring. Acid rains are killing forests in Europe, Canada, the USA. In Europe nearly every species of tree is damaged by pollution: their leaves are thinning, their growth is stopped.

Energy resources are the greatest problem of this century because on the one hand petrol and gas are damaging to the environment and on the other hand oil and gas reserves (fossil fuel) are not so great to keep people supplied with them for long. Scientists are in search of new kinds of energy that will be used in the future. They predict the use of

- solar energy (energy from the sun);
- energy from the wind;
- energy from water;
- energy from the earth;
- energy from litter.

## **Your turn**

### **What can you tell about them?**

#### **Answer the questions.**

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

#### **Waste not, want not**

Energy and resources are ecological problems. Europeans and North Americans are all big energy users and most of them are big energy wasters too. For Armenia energy is one of the greatest problems and it is especially important to learn to conserve energy. One form of energy use important for teenagers is using electricity.

### **Read the following dialogues and see whether you do the same.**

#### **Act the dialogues out. Make up your own dialogue.**

- You always leave the light on in the kitchen.
- Who cares?
- I care, and you should, too. You're wasting energy.
- Do you know that you have the radio, the TV and your hair-dryer on at the same time?
- Do I? I didn't notice.
- You'll notice some day when there's no more energy.
- Would you drive me to school, Dad?
- I think you can walk, Jerry. It's only two blocks from here.
- But look what miserable weather it is today.
- Put on your warm clothes then.

## **Focus on words**

### **1. Collecting words. Collect as many words as possible.**

ecology – ecological problems

environment – environmental problems

energy resource, oil/gas reserve

spend/use/waste

pollute/damage/conserve

pollutants:gas, smoke, cars,

cause acid rain /deforestation/thinning of the leaves /health problems

## 2. Arranging words.

Are you an energy waster?

pic

desk lamp

?

cassette recorder

## 3. Words in use.

### a. What would you do to solve the problem of the pollution in your city.

1. Increase tax on petrol.
2. Close the city centre to traffic.
3. Create special roads for bicycles.
4. Build new metro stations.
5. Use electric cars.

*Continue in the same way.*

### b. Clean and green. Give four questions to the text.

1. In recent years people have become more sensitive towards the environment.
2. Different public organizations and unofficial movements have been established over the last few years.
3. In 1987 a *Green Peace* public commission has been set up.
4. Its main aim is to combine the people's efforts for nature conservation.

### c. Match each poster with pictures.

Poisoning by pollution? No!

Pick it up!

Help save trees.

## Project work

- d. Collect pictures from magazines and newspapers. Make your own poster slogans<sup>1</sup>. Your slogan may be in the form of commands, questions and statements.

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<sup>1</sup> slogan ['sloʊgən] – կարգախոս

# UNIT 8

## WHO ARE YOU?

### Discussion point

#### Life as a theatre

Relating to oneself isn't easy. As you get older you will often ask yourself: "Who am I? Do I know myself?" It will take you your lifetime to answer these questions. To know yourself better you should learn a lot about:

- you and other people / parents, friends, grown-ups/
- you and things
- you and the surrounding world.

Your life is a theatre where you perform different roles. By creating and managing your relationships you form your personal ecology. So by personal ecology your behaviour in different situations is understood. You develop your personality through the way you

- perform your front and back stage,
- control your feelings and develop tolerance<sup>1</sup>.
- create and enlarge your world.

All these demand special skills that must be trained throughout your life.

... I made friends with Dave a short time ago. At first I disliked him. He is very talkative and makes jokes all the time, and he has a very annoying habit of interrupting people. But when a group of punks attacked an old man, he rushed to help him. I thought, "Good for you, Dave!"...

### Your turn

1. Do you think you know yourself?
2. Do you know how you will behave in different situations?
3. Are you tolerant? dominant? attentive? selfish?

## Focus on Words

### Talking about people.

1. **Collecting words. Collect as many words as possible.**
  - a. **Who is he (she), what is he (she)?**

---

<sup>1</sup> tolerance – հանդուրժողականություն

He/she is	a child, a girl, a man. .. a doctor, a teacher. .. a friend, a guest. ..	an adult, a boy a secretary a policeman a neighbour ...
-----------	--	---

**b. What kind of person is he (she)?**

He/she is	nice, (un)friendly, (un)kind. .. strict, (un)fair. .. silly, clever, lazy. ..	polite, funny, selfish, lively, boring, noisy, quiet, crazy, careful, tolerant, dominant, selfish, ...
-----------	---	--

**c. How does he (she) feel?**

He/she feels / is	healthy, fine, glad. .. (un)happy, worried, tired. ..	hungry, sad, well, nervous, lonely, surprised, annoyed ...
-------------------	--	--

**2. Arranging words Arrange the words to remember them better.**

**a. Find more pairs like this.**

child —adult                      strong —weak

**b. Think of different ways to arrange the words from exercise 1.**

baby ? teenager ? ?  
nice + fine + +  
brilliant  
splendid  
?  
?  
bad  
?

**3. Words in use**

**a. Is it correct?**

**Example:** A man who has good manners is ill-mannered.  
*It's wrong. An ill-mannered man has bad manners.*

1. A man who is not sure of himself is self-confident. \_\_\_\_\_
2. A man who is always polite is tactless. \_\_\_\_\_
3. A man who thinks only of himself is selfish. \_\_\_\_\_
4. A man who likes to live in a city is a suburban man. \_\_\_\_\_
5. A man who easily loses control of himself is very touchy. \_\_\_\_\_

**b. Match the words and their explanations below.**

honest      hard-working      polite  
rude      dishonest      lazy

1. You can say this about a person who says “please” and “thank you”.
2. You can say this about a person who always works well.
3. Someone who lies or steals.
4. Someone who never lies or steals.
5. Someone who doesn’t like to work.
6. Someone who is not polite.

**c. Feelings. Match the words with the faces. You can use a dictionary.**

afraid      sad      amused      angry  
serious      calm      surprised      worried

**d. How do you feel when you:**

wake up on a rainy day?	think about your next holiday?
walk along a dark street at night?	lose something expensive?
find a public telephone that doesn’t work?	say good-bye to someone you love?
go to the dentist?	take off in an airplane?

**e. Answer the questions:**

1. How connective are you?
2. How dominant do you want to be?
3. How attentive do you want to be?
4. What worries do you have?
5. What helps you to overcome them?
6. What is the most important thing you look for in other people?
7. What do you dislike most of all in yourself /in other people?
8. Are there any features in you would like to get rid of?

## Focus on Phonetics

***Intonation practice.***

- I saw John and Jane together.
- *Where did you see them?*
- In the town.
- *When did you see them?*
- This morning.
- *What did you do then?*
- I approached them.
- *What did you say to them?*
- I invited them to my birthday party.

## Focus on Function

**Revision: Choose the best replies to fit the situations.**

1. Goodbye, dear!
  - a. Give my best wishes to your mother
  - b. Remember me to your mother. Send my greetings to your mother.
  - c. Offer my respect to your mother
  
2. Your room is a mess.
  - a. I'll arrange it up.
  - b. I'll make it up.
  - c. I'll tidy it up.
  
3. I'm leaving tomorrow.
  - a. The best of luck.
  - b. My best wishes.
  - c. Congratulations!
  
5. Has the film begun?
  - a. I don't think it.
  - b. I don't think yet.
  - c. I don't think so.
  
6. Do you mind if I use your telephone?
  - a. Yes, certainly.
  - b. I'm sorry but I 'm waiting for the answer call'
  - c. Yes, of course.
  
7. I'm afraid I must be off'.
  - a. What! So early.
  - b. Can't you stay a little more?
  - c. No, you can't
  
8. I'm afraid I have a bad cold.
  - a. Really?
  - b. What's it like?
  - c. Get well soon.
  
9. Do you want a hand?
  - a. No' I don't.
  - b. Thanks very much but there's no need.
  - c. Certainly not.

***Friends talk. Make up a minidiologue using the reactions given in the answers.***

## Culture Check

*The English don't like it when people show their feelings too strongly. In their opinion cultured people must be able to control their emotions. Here is an anecdote to the point.*

The servant of an English lord who lived not far from the river Thames rushed into his master's room and cried out, "Sir, the Thames has overflowed its banks and..."

"Can't you keep your emotions, Jack? Leave the room, come back and tell me again what you want."

The servant did as he was ordered. He entered the room and said calmly, "Sir, the Thames has overflowed its banks."

"Can't you use fewer words," said the lord.

The servant went out, entered again and said calmly and briefly, "The Thames, Sir."

## Listening. Listen to the text and answer the questions.

1. What are the relations between the speakers?
2. What are they talking about?
3. Where are they?

## Read the dialogue and answer the questions.

### STAR SIGNS

*Some people try to learn about themselves from life, others from books or from people whose opinion is important to them. Those who believe in astrology try to find the answers in the stars, moon and planets.*

### FRIENDS TALK

**Ann:** Do you know your star sign?

**Pete:** I don't care about it at all. I think it's all a trick.

**Ann:** Why, it's fun. I think it's helpful. It helps me to understand both myself and my friends better. Oh, I like reading horoscopes.

**Pete:** I doubt it. Moreover, it's all wrong. Look, I'm a Cancerian, but I'm neither shy nor careful at all. The Aquarians like water but my brother hates bathing.

**Ann:** I don't know why your brother has such "clean habits," but horoscopes describe me and my friends very well. I'm a Sagittarian and do make impossible plans. I'm absent-minded and always lose things.

**Pete:** Yes, I know how many umbrellas and gloves you have lost, to say nothing of pens. My sister is a fish and she is really dreamy and often has trouble making decisions.

**Ann:** But horoscopes give not only bad points, but good ones as well. Sagittarians are good friends and they are artistic.

**Pete:** I think it's all nonsense. Psychology<sup>1</sup> is a science, but astrology isn't.

<sup>1</sup> psychology [sai'kɒlədʒi] – һոգեբանություն

## Your turn

1. Do you agree with Ann or Pete?
2. Do you know your star sign? (See p. 155)
3. Does it describe you well?
4. Which are your good (bad) points according to your horoscope?
5. Do you think astrology can help you to relate to yourself?

### Useful vocabulary

I think astrology is interesting/dull/a trick/silly/fun/a waste of time.

It describes me/ my friends well/badly

It tells my good / bad points.

## Write on

Write a few words about your friend. Does his/her star sign describe him/her?

## Work on Words

<b>relate</b> [ri'leit] v	<i>Mathematics is closely related to physics. relation</i> [ri'leiʃn] n: <i>Their relations are good.</i>
<b>believe</b> [bi'li:v] v	<i>Do you believe in God? I can't believe that he is in Paris. <b>belief</b></i> [bi'li:f] n: <i>Only strong belief in the victory helped our people in the war.</i>
<b>dream</b> ['dri:m] v	<i>He dreamed of returning home. <b>dream n:</b> His dream was to ride on a white horse in front of her windows.</i>
<b>science</b> ['saɪəns] n	<i>Mathematics is an ancient science. Engineering is a modern science. <b>scientist</b></i> ['saɪəntɪst] n: <i>Einstein was one of the best scientists of the last century.</i>
<b>sign</b> ['sain] n	<i>A black cat is a bad sign.</i>
<b>sense</b> ['sens] n	<i>There is a lot of sense in what he says. I think he's right —it makes no sense to continue the discussion. <b>nonsense</b></i> ['nʌnsəns]n <i>I have never heard a clever word from him, he is always talking nonsense. He is talking nonsense.</i>
<b>doubt</b> ['daʊt] n	<i>I have no doubt he will come soon, I'm sure of it. No doubt, he is true. <b>doubt</b></i> ['daʊt] v: <i>I never doubt his honesty.</i>
<b>attention</b> [ə'tenʃən] n	<i>He paid attention to a strange man at the end of the hall. <b>attentive</b></i> [ə'tentɪv] adj: <i>He is very attentive to his parents.</i>

### Phrasal verbs with look

**look after** take care of someone or something:

e.g. I have to look after my sick grandmother.

**look for** try to find:

e.g. If you are looking for something, you're trying to find it.

**look forward to** to feel pleased and excited about something that is going to happen:

e.g. If you're looking forward to something that's going to happen, you feel excited or happy about it.

**look up** to try to find out something by looking in a reference book or on a reference website search and find information in a reference book or database:

e.g. We can look her phone number up on the Internet.

**Look out!** be careful – there is danger!

e.g. If someone is in immediate danger, you can warn them by shouting “Look out!”.

### 1. What does the word mean?

to make something

related to

foolish ideas, talk

to create

to want very much

nonsense

not to be sure

to doubt

connected with

to dream of

a mark, gesture or symbol

sense

a lot of meaning

sign

### 2. Fill the gaps with the words on the left, using them in their correct forms.

My brother Jack is fond of \_\_\_\_\_. His \_\_\_\_\_ is to become a \_\_\_\_\_. He has strong \_\_\_\_\_ that he will be able to create a new theory. He doesn't \_\_\_\_\_ in signs, he believes only in facts. There is a lot of \_\_\_\_\_ in what he says.

science

dream

scientist

relate

belief

believe

What I said about my brother does not \_\_\_\_\_ to me. I don't \_\_\_\_\_ to mathematics, I prefer literature. When I say that maths is dull, my brother always answers, “You're talking \_\_\_\_\_ !”

pay attention

nonsense

sense

### 3. Translate into English.

#### Գեղալուսը և Իկարոսը

Հույն գիտնական և ճարտարապետ Գեղալուսը և նրա որդի Իկարոսը միշտ երազել էին թռչել: Բոլորը կարծում էին, որ դա հիմարություն է: Ոչ ոք չէր հավատում, որ դա հնարավոր է: Միայն Գեղալուսը և Իկարոսը չէին կասկածում դրանում:

Գեղալուսը աշխատում էր օր ու գիշեր, և մի օր թևերը պատրաստ էին: Նրանք պատրաստված էին փետուրներից և մեղրամոմից (feathers and wax): Գեղալուսը, որը նվիրված և ուշադիր հայր էր, խնդրում է որդուն, որ նա չթռչի շատ բարձր: Բայց երբ Իկարոսը թռավ, նա մոռացավ հոր խոսքերը:

Նա ավելի ու ավելի էր բարձրանում՝ ուշադրություն չդարձնելով հոր նշաններին: Եվ երբ Իկարոսը մոտեցավ արևին, այն այրեց նրա թևերը և նա ընկավ ծովը:

## Focus on Grammar

### Revision: *Mixed tenses*

#### 1. Translate into English.

1. Մենք ծովափ կգնանք, հենց որ քույրիկս հանձնի քննությունները:
2. Եփե ուշադիր լինես այդքէան սշալներ չես անի:
3. Ես չեմ ճաշելու մինչև հայրիկը չգա:
4. Նա ամեն ինչ կբացատրի ձեզ, երբ գա ժողովին:
5. Եթե դուք ուշանաք, մենք ձեզ չենք սպասելու:
6. Դուք ոչինչ չեք հասկանա, եթե գիրող ինքներդ չկարդաք:

*Revision: Reported speech, statements (See Grammar Reference, Tables 18—21)*

#### 2. Don't believe Sam!

*Sam went out with a different girl every day last week. What did he tell the girls?*

*Example: You look fantastic, Janet.*

*On Monday he told Janet she looked fantastic.*

1. I never go out with other girls, Jane.
2. Seeing you was the best moment in my life, Chris.
3. I'm crazy about you, Carol.
4. I think you're wonderful, Jill.
5. You're the best girl I've ever seen, Sue.

*You look fantastic,  
Janet.*

#### 3. Now complete the sentences with said or told.

1. Bob \_\_\_\_\_ me that he went to the theatre the day before.
2. He \_\_\_\_\_ he was eager to see the performance.
3. He also \_\_\_\_\_ us John Taylor was with him.
4. He \_\_\_\_\_ us a theatre company from England was on tour.
5. He \_\_\_\_\_ us the tickets were very expensive.
6. He \_\_\_\_\_ they performed a Shakespeare play very well.
7. He \_\_\_\_\_ the acting was wonderful.
8. He \_\_\_\_\_ he enjoyed it very much.

#### 4. Are you an interpreter? Complete the sentences.

### *A LETTER TO THE NEWSPAPER*

Երիտասարդությունը շատ է փոխվել: Այսօր գրքեր չեն կարդում, չեն ուզում սովորել. նրանք չեն ուզում զբաղվել սպորտով: Անգամ չեն ուզում երաժշտություն լսել, իսկ եթե լսում են՝ սարսափելի երաժշտություն: Նրանք չեն ուզում տանը օգնել: Ինչո՞ւ են նրանք այդքան վատ:

**What did Mr Grigoryan write to the newspaper?**

1. He wrote that \_\_\_\_\_.
2. He said that \_\_\_\_\_.
3. He asked that \_\_\_\_\_.

***IS MR. GRIGORIAN RIGHT?***

Մենք համաձայն չենք պարոն Գրիգորյանի հետ: Երիտասարդությունը, իսկապես, տարբերվում է մեզանից, բայց սխալ է ասել, որ նրանք ավելի լավն են կամ ավելի վատն են: Կյանքը բարդացել է, և նրանք այժմ անուն են այն, ինչի մասին պարոն Գրիգորյանը անգամ չէր երազել, երբ երիտասարդ էր: Երիտասարդությունը այսօր պատրաստվում է ապրել XXI դարում:

**What did the newspaper answer?**

1. It answered \_\_\_\_.
2. It replied \_\_\_\_.
3. It said \_\_\_\_.

**5. Choose the correct sentence.**

1. He said, "My friends will visit me on Saturday."
  - a. He said his friends will visit him on Saturday.
  - b. He said to me his friends will visit him on Saturday.
  - c. He told his friends will visit him on Saturday.
  - d. He said his friends would visit on Saturday.
2. The teacher says, "You will be taking a written test tomorrow."
  - a. The teacher said we will be taking a written test tomorrow.
  - b. The teacher says we will be taking a written test the next day.
  - c. The teacher said we would be taking a written test the next day.
  - d. The teacher says we will be taking a written test tomorrow.
3. "Nobody will trust you, Fred, if you are not reliable," said Ken.
  - a. Ken said nobody would trust him if he wasn't reliable.
  - b. Ken told Fred nobody would trust him if he isn't reliable.
  - c. Ken told Fred nobody would trust him if he wasn't reliable.
  - d. Ken said nobody would trust him if he wasn't reliable.
4. "You feel better because you stayed in bed yesterday," said the doctor.
  - a. The doctor said he felt better because he stayed in bed yesterday.
  - b. The doctor said he felt better because he had stayed in bed the previous day.
  - c. The doctor told her she felt better because she had stayed in bed the previous day.
  - d. The doctor said to her she felt better because she had stayed in bed the previous day.



penny, most of us forgot to pay him, so that in all he shaved three men for a penny. He also went to shave to the prison. In this way he earned his living. "I work like a slave," he used to say. He hoped to save money and go back to France. We had a liking for each other. He shaved me slowly and always talked while he was working. "Yes," the little man would say, "when I came here first, I thought I'd go back again, but now I'm not so sure. Money has wings, but it's not to me it flies."

I got a job as a fireman on a ship and left the place. Six months later I was back again. The first month after my return I saw the Frenchman, even yellower and more wrinkled than before. I went to the kitchen and sat down by the fire.

"You see," he said, "I'm still here, but my comrade Pigon is dead. You remember him —the big man with black hair who had a shop not far from here. A nice fellow, a good friend to me, and married. He died suddenly of heart disease... and one fine day in October I was sitting and drinking coffee at home when suddenly comes a knock, and there is Madame Pigon! A good woman, of good family, well brought-up. She was very sad, lost I would say. She said there wasn't a cent in the house. It appeared that Pigon was two days in the grave when the bailiffs<sup>1</sup> were already in the shop. "What am I to do?" said Mrs. Pigon sadly.

I got my hat and went to the shop. What a scene! The bailiffs were in the shop and everywhere, everywhere, upon my word, were children. All were crying. Seven, some quite small. The bailiffs behaved well. They gave him twenty-four hours to find the money. "We don't want to be hard on you," they said. I turned to Mrs. Pigon. "Hope always, Madam —trust in me," I said.

I went away. All day long I thought how calm she was. Something must be done, I said to myself, but nothing came to my mind that day. I worked as I have never worked before. It was as if the little ones had got hold of my legs and were dragging at me.

And then an idea came to my mind. I finished and walked away, I was going to the Pigon's shop. Madame was sitting at the table. My friend, I have never seen such a face —calm, but so pale, so discouraged. "An idea came to me this morning, "I said to Madame Pigon after greeting her. "Will you marry me? It would be better than nothing." She looked at me with her black eyes and answered. "Oh, willingly." And then, my friend, only then, she cried."

The little Frenchman stopped and stared at me. "Hm," I said at last, "You have courage!" He looked at me again, his eyes were troubled. "You think so?" he said at last. "I was afraid of it, even when I did it. Seven children!" Once more he looked at me. "Life is hard. What could I do? I knew her husband. Could I leave her to starve?"

## Comprehension

### 1. Answer the questions.

1. What is the text about?
2. What can you say about the Frenchman? What kind of man was he?
3. Describe his feelings.
4. Give an example of some charity from your experience

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<sup>1</sup> bailiffs

5. Have you ever thought of taking part in some charity work?
6. Will you volunteer to work in a children's home?
7. Can you name somebody who has done a lot of charity work?

**2. I did it my way. Study the meanings of the word *way*.**

1. I bought flowers *on my way* home.
2. There are many *ways* of using this word.
3. Is this *the quickest way* to the stadium?
4. You should do it *this way*.
5. She is nice *in a way*.
6. This is *the best way out* in the present situation.
7. He came *by way of* Moscow.
8. He is *on the way to* success.
9. Don't stand *in my way*.
10. Anyway, you can do it *your way*.

**3. Translate into English.**

1. Տան ճամսապարհին ես տեսա իմ հին ընկերոջը:
2. Սա՞ է օդանավակայան տանող ճամսապարհը:
3. Նրա ժպիտը ինձ դուր չի գալիս:
4. Մեր տունը կայարանից հեռու է:
5. Ի միջի այլոց, ես Փարիզ Մոսկվայով եմ գնում:
6. Ինչո՞ւ ես դու ինձ միշտ խանգարում, երբ ես զբաղված եմ:

**4. Choose the right word.**

1. I think I lost my car keys. Will you help me look *after/for/forward to/up/out* them?
2. I am looking *after/for/forward to/up/out* visiting the Van Gogh Museum in Amsterdam.
3. Look *after/for/forward to/up/out*! There's a bus coming.
4. We can look her phone number *after/for/forward to/up/out* on the Internet.
5. I'm really looking *after/for/forward to/up/out* our vacation this summer.
6. I don't know this word. I guess I'll have to look it *after/for/forward to/up/out*.

**5. Replace the words in italics by phrasal verbs with look.**

1. I'm *trying to find* a red dress for my birthday party.
2. When my brother is out of town, I *take care of* the cats.
3. *Be careful!* That car's going to hit you!
4. I don't know the meaning of this word. I must *find it out* in the dictionary.
5. I *am excited about* the coming Christmas.
6. I *tried to find* my glasses, but I couldn't.

## Did you know?

### UNICEF -United Nations Children's Fund

It is an international organization which protects children's rights through health care and education. It operates in more than 160 countries. Its main office is in New York. It works with governments on programs for children. It also works with communities to provide clean water, and on HIV programs. UNICEF has many different projects. but it is not always easy to realise those projects. In many big cities there are children who live in rubbish dumps making houses out of pieces of cardboard and plastic. UNICEF tries to rescue the children by building and renovating old buildings. It tries to provide schools for children.

After the devastating earthquake of 1988 whole areas were destroyed in the North of Armenia and UNICEF realised a number of programs both for grown ups and children helping to overcome the aftermaths of the earthquake.

### Listen to the poem.

1. What is the poem about?
2. Who does Rudyard Kipling regard as a real man?

**If** *by Rudyard Kipling*

*If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance<sup>1</sup> for their doubting too;*

*If you can wait and not be tired of waiting,  
Or being lied about, don't deal in lies,  
Or being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise.*

*If you can talk with crowds and keep your virtue,  
Or walk with kings – nor lose the common touch,  
If neither foes<sup>2</sup> nor loving friends can hurt you,  
If all men count with you, but none too much;*

*If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And – which is more – you'll be a Man, my son!*

*Rudyard Kipling*

*(1865—1936) pic*

*A British poet, novelist and short-story writer. His *Jungle Book* is famous all over the world.*

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<sup>1</sup> make allowance [ə'laʊəns] – հաշվի առնել, ընդունել  
<sup>2</sup> foes ['fouz] – բշտամիներ (հնգ.)

## UNIT 9

### LOVE IS WHAT YOU NEED

#### Discussion point

1. Are your parents good friends?
2. Do they understand that you are growing up?
3. Do mothers worry too much?
4. Do fathers act from good motives?
5. Do you need so much care?
6. Do you like big families?

#### Where do you think it was said?

“Hard days have come, children do not respect their parents...” Ancient Babylon

*Read the text and answer the comprehension questions.*

#### YOU AND GROWN UPS

People always talk about the problem of youth. If there is such a problem, which I doubt, I think it is older people who create it, not the young themselves.

There is only one difference between an old man and a young one. The young man has a brilliant future before him and the old man has a splendid past behind him and maybe that is where the problem is.

When I was a teenager I felt that I was just young and uncertain, that I was a new boy in a big school. I was glad to know I was a problem to somebody because then I was paid more attention to, and that is one of the things young people like.

I find young people interesting. A young person may be self-confident, sometimes tactless or selfish, ill-mannered or touchy, but they do not live yet for money or comfort and they are free. They have no devotion to material things.

I never talk to them about respect for elders: age is not a reason for respect. And I will speak with them as equals if I think they are wrong.

*Fielden Hughes, Out of the Air (adapted)*

#### Comprehension

1. What are the differences between old men and young men?
2. Name three features in young people which the author likes.
3. What are the negative features he names? Are they really negative?

## Focus on words

### 1. Collecting words

<b>family:</b>	nuclear/single parent/extended; family members: father/dad, mother/mom, aunt/auntie, younger/older brother/sister, stepfather/stepmother;
<b>nearest and dearest:</b>	niece/nephew, cousin, wife, husband, adopted child;
<b>relationships:</b>	brotherly/sisterly affection/bonds, to get on well with, to see much of each other, to spend a lot of time together, to be on friendly terms with sb, to have a lot in common with sb; to be quite different, to argue, to break up, to fall out with sb, (dis)obey sb, not to be on speaking terms, make up;
<b>marital status:</b>	be engaged to sb, bride, bridegroom, marry sb, to be married to sb, to part/divorce with sb, widow, widower, bachelor, maiden, single

### 2. Arranging words. What relations are they in?

### 3. Words in use

#### a. Family matters. Read the texts to discuss them.

– I'm an only child. I think it is the most dreadful fate to be growing as an only child because all grown ups around you experiment on their unfortunate first born. They find it absolutely impossible to allow their child to grow up naturally making his own mistakes and quietly learning from them. What a pleasure it is to eat unripe apples with your friends, but an only child will never have this pleasure because he can never escape from the close attention of the grown ups.

– A good family is a family where everything, good or bad is shared. Family, to my mind, is shared memory and a feeling of shelter and support. Wherever you go you always look homeward. People who were unhappy in their childhood carry those memories with them throughout all their lives.

#### Answer the questions.

1. Are you an only child?
2. Is it good to be an only child, to your mind? If not, why?
3. Do you get on well with your brothers or sisters?
4. Do you share the housework in your family?

#### b. Changing families – progress or disaster?

1. Families have changed and I blame fast food. The family that eats together stays together.
2. Though we have our ups and downs we get a lot of support from our family.
3. People from abroad often say about Armenian families “your family bonds are strong, and there lies your wisdom.

4. Traditional values are important.
5. Living alone is easier.
6. Can you translate the words *bread-winner*, *go-getter*, *head of the family*
7. It's good to be an only child.

### Write on

I've Been Through a Bad Time.

**Read this letter.**

**What can you say about this family?**

Dear John,

There was a lot of shouting late last night. My favourite cup was broken and many other things too. I've been through a bad time and I need my sleep. Still, I don't expect them to understand each other. I'd better come to you one day and start working.

Your younger brother Pete

**Write about your childhood.**

*Begin like this:*

*"It was not long ago. ..."*

### Phrasal verbs with *grow*

**grow out of** become too old or too big for smth (clothes, habit, interest etc.):

e.g. He grew out of those shoes very quickly.

**grow up** become older (for children):

e.g. When Jack grows up he wants to be a fireman.

#### 1. Insert the verbs. Change the verb forms if necessary.

1. He ..... in the West Country.
2. Elizabeth needs a new coat because she ..... out of her old ones.
3. He still bites his nails (եղուկներ), I hope he will soon grow out of this habit.
4. He seldom saw his father when he was growing up.
5. Will's foot is now so big that he ..... out of these baseball shoes.

## Focus on Grammar

### Revision

#### 1. Translate into Armenian.

1. Դա ո՞վ է ձեզ ասել:
2. Նրանք չէին խոսում:
3. Ես ասացի Նելիին, որ ուզում եմ տեսնել նրան:

4. Ջեյմսը ասաց ինձ, որ մի փոքր կուշանա երեկույդից:
5. Ոչ մեկին մի պատմիր դրա մասին:
6. Ինչո՞ւ ձեզ ասացին, որ դա կարևոր չէ:

*Reported speech: General questions (See Grammar Reference, Tables 18).*

- Remember:**
1. Use the direct word order in reported questions.
  2. Use *if* or *whether* if there is no question word.

## 2. A popular girl

Ann is a very popular girl. Boys and girls often ring her up to ask her to go out with them. Yesterday Ann's brother Sam answered the phone seven times when his sister was in the bath. He wrote what they said on a piece of paper and told Ann after she'd had her bath.

- David:* Is Ann going to the cinema tonight?  
*John:* Has Ann seen the new "Flowers" film?  
*Jane:* Does Ann want to go to a party?  
*Susan:* Has Ann got ready for the Saturday picnic?  
*Mike:* Is Ann interested in an evening at the disco?  
*Paul:* Does Ann like the idea of going to the swimming pool?  
*Harry:* Has anybody invited Ann to the club?

*Sam wrote down all the questions.*

1. David asked if Ann was going to the cinema that night.
2. John asked if. ...
3. ...

*Continue in your own words.*

## 3. Choose the correct sentence.

1. "Will you go to the country tomorrow?" asked Mr. Brown.
  - a. Mr. Brown asked would I go to the country the next day.
  - b. Mr. Brown asked if I would go to the country the next day.
  - c. Mr. Brown asked if would I go to the country tomorrow.
  - d. Mr. Brown asked if I would go to the country tomorrow.
2. The tourist asks, "Can I get to Trafalgar square by this bus?"
  - a. The tourist asks if he can get to Trafalgar square by that bus.
  - b. The tourist asked if I could get to Trafalgar square by that bus.
  - c. The tourist asks if he can get to Trafalgar square by this bus.
  - d. The tourist asked if he could get to Trafalgar square by that bus.
3. My friend said, "When are we going to Betty's birthday party?"
  - a. My friend said when were we going to Betty's birthday party.

- b. My friend asked when were we going to Betty’s birthday party.
  - c. My friend asks when were we going to Betty’s birthday party.
  - d. My friend asked when we were going to Betty’s birthday party.
4. “Emily, have you bought a new computer?” said aunt Polly.
    - a. Aunt Polly asked me when she had bought a new computer.
    - b. Aunt Polly asked me when Emily had bought a new computer.
    - c. Aunt Polly asked when had Emily bought a new computer.
    - d. Aunt Polly asked Emily when she had bought a new computer
  5. “Didn’t you phone me yesterday?” Christine asked.
    - a. Christine asked if he didn’t phone me yesterday.
    - b. Christine asked if he hadn’t phoned me the day before.
    - c. Christine asked if she didn’t phone him yesterday.
    - d. Christine asked if he didn’t phone her the day before.

**TROUBLE SPOT: *Whether – If***

Both *whether* and *if* are used to introduce a yes/no question: *He asked me whether/if I felt well.*

- use only *whether* after prepositions:  
e.g. *We talked about whether we should go or not.*
- use only *whether* before infinitives:  
e.g. *She can’t decide whether to buy the house or wait.*

*Remember:* – *whether* is considered more formal than *if*:

- e.g. *We discussed whether he should be hired.*
- the verb *discuss* generally takes *whether* rather than *if*:  
e.g. *The Committee will decide whether this is a risk worth taking.*

**4. Choose *whether* or *if*.**

1. Let’s discuss *whether/if* we should go or not.
2. They were wondering *whether/if* to come or not.
3. Let me know *whether/if* you will be able to attend the conference. (Formal)
4. Tell me *whether/if* you can come to the party or not. (Informal)
5. We talked about *whether/if* we should go there or not.

**Conjunctions**

**7. Insert the conjunctions:**

**but, as soon as, that’s why, when, as a result, in spite of**

My younger brother is a little walking disaster. He worries my parents all the time. He is a bright boy, – \_\_\_ he is very naughty. He can’t be kept inside in any weather \_\_\_ all

the neighbours call him 'red chief.' \_\_\_ he is out, he climbs a lamp post, teases a dog, or breaks somebody's window and \_\_\_ he is bitten by a dog, falls from the lamp post and is told off by the neighbours. His legs are always injured. \_\_\_ dad is at his wit's end, Grandpa says that he is a real image of his father. \_\_\_ all this when he goes somewhere we all miss him very much.

## Focus on Function

### Reactions

a. **There are many ways of showing your reaction (surprise, sympathy, disappointment, etc.). Listen and repeat.**

I always travel by plane.

Really? Do you?

John has won the prize.

Great! Fantastic! How nice!

Jane failed at the exam.

How awful. What a pity. What a shame.

b. **People talk**

*John:* I think I've caught a cold again.

*Helen:* Have you?

*John:* My throat is terribly sore.

*Helen:* Oh, dear. How awful.

*John:* I do feel terrible.

*Helen:* What a pity!

c. **Give your reaction to these newspaper headlines.**

**A NEW METRO LINE HAS BEEN OPENED IN YEREVAN THIS WEEK**

**Armenia won World championship in boxing**

**SCIENTISTS ARE SURE THAT THERE IS LIFE ON MARS**

**Italy was beaten 3-0 by England at Wembley**

**THIEVES STOLE £15,000 FROM A BANK IN LIVERPOOL TODAY**

**QUIZ: Family Matters**

1. Name a famous German composer of the XVIII century, whose children were also composers.
2. Whose daughter was Aphrodite?
3. What is the Curie family known for?
4. What American family produced three famous political leaders in the XX century?
5. Name two brothers, Armenians by origin, who were famous scientists.
6. Name the family of French writers, father and son, who are famous for their adventure novels.