

# ENGLISH

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դասագիրք ընդհանուր և բնագիտամաթեմատիկական  
հոսքերի համար

# Unit 1

## THE RISE of ENGLISH

### Before you read

Do you think the following statements are true or false?

1. English was already an important language 500 years ago.
2. It is mainly because of the United States that English has become the world language.
3. English has borrowed words from many languages.

Read the text and see if you are right.

*The story of English is a remarkable story. Five centuries ago English didn't stretch any further than the British Isles. Only a few million people spoke English then. Today English is one of the major languages in the world spoken in different continents.*

*What are the chief reasons for this astonishing rise of English? What is the main advantage of speaking English?*

### Where does English come from?

Two thousand years ago the people who lived on the British Isles were the Celts. They spoke different Celtic dialects.

In 55 BC Julius Caesar landed in Britain with his legions<sup>1</sup> bringing with him the language of the Romans, Latin. The Romans stayed in Britain for over one hundred years. A few Latin words adopted by the Celts are found in place names today.

After the Romans had left Britain in the fifth century, it was invaded by Germanic tribes<sup>2</sup>, Angles, Saxons and Jutes. These people forced the Celts to leave their homes and settle in the north of Britain. Thus Anglo-Saxon became the native language of the island. Now guess where the name of the country, England, comes from. From their language came such words as: *man, wife, house, father, mother, sister, brother, thing ...*

In the ninth century the Vikings<sup>3</sup> began to attack the eastern part of the country. Many of them settled there. This brought a new influence on the native language. English is richer because of their language, too. The following words: *law, skin, sky, knife, take, hit, same, want, ugly, they, them, their* are examples of Viking influence.

After the Normans conquered England in 1066, French became the official language of the country for nearly 300 years, but the native people spoke English. Norman French was finally given up in the fourteenth century, but many French words had been taken over by that time. At the end of the fifteenth century London English began to be used in parliament, documents, schools, poetry, etc. This is how the standard language was formed. English was never the same again after the Normans arrived. Just look at some of the words they left behind: *government, parliament, minister;*

1 legion ['li:dʒən] - լեգեոն

2 tribe ['traib] - ցեղ

3 Vikings ['vaikɪŋz] - վիկինգներ

*officer, soldier, science, religion, lesson, judge, court, crime, defend, space, condition.*

The exporting of English begins with the first settlements of the English in North America in the seventeenth century. The great growth of population in the United States has given the English language its present standing in the world.

Today geographically English is the most widespread language on earth, second only to Chinese in the number of people who speak it. It is the official language of the USA, of the UK, of Australia and New Zealand, one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language in many parts of India and Africa. The number of second-language speakers may soon exceed the number of native speakers.

## Comprehension

Here are the answers to some questions. Work out what the questions were.

1. A few million.
2. Because it is the mother tongue of many countries outside England.
3. They were called the Celts.
4. In the 55 BC.
5. In the fifth century.
6. After the Normans conquered England.

## Focus on Phonetics

Read the words.

ture	[tʃə]	a. feature, nature, picture, culture, sculpture, mixture, century
tion	[ʃn]	b. pronunciation, population, international, information
ous	[əs]	c. pleasure, treasure, leisure
ment	[mənt]	d. famous, nervous, dangerous
		e. document, parliament, settlement, government.

## Work on Words

**condition** [kən'diʃn] **n**

*His conditions were so bad that he had to leave school and go to work. Everything was in good condition. **on condition that:** You can go out on condition that (only if) you wear a coat.*

**chief** [tʃi:f] **adj**

*The chief reason of her strange behaviour was her shyness. **chiefly adv Syn: main, principal.***

**advantage** [əd'vɑ:ntidʒ] **n**

*Living in a big town has many advantages such as good schools, theatres and museums. What are the advantages of travelling by train? **take advantage of***

**come from** **v**

*Mashtots came from Oshakan. Where do you come from? Much of the butter in England comes from New Zealand.*

<b>remarkable</b> [ri'ma:kəbl] <b>adj</b>	<i>Paul is remarkable for his intelligence. Garni is a remarkable monument of ancient Armenian architecture.</i>
<b>export</b> [eks'pɔ:t] <b>v</b>	<i>Armenia exports brandy to many countries. Japan exports electronic products to other countries. Ant.: <b>import</b> [im'pɔ:t] <b>v</b>: Armenia imports gas from Iran and oil from Russia.</i>
<b>space</b> [speis] <b>n</b>	1. an empty area: <i>We replaced the bath with a shower to create more space.</i> 2. the universe: <i>The first man who flew to space was Yuri Gagarin. Space was conquered in the middle of the twentieth century.</i>
<b>exceed</b> [iksɪ:d]	1. to be greater in number: <i>Wind speed exceeded 90 miles per hour.</i> 2. go above an official limit: <i>Drivers who exceed the speed limit will pay a fine. <b>exceed sb's expectations</b>: The result exceeded all their expectations.</i>

### Words not to be confused

<b>finally</b>	1. introduces the last element in a series: <i>Then finally we went home.</i> 2. suggests the idea of a long wait: <i>We finally managed to have a holiday in Greece. <b>Syn.: eventually</b></i>
<b>at last</b>	also suggests a long wait or delay: <i>James has passed his exam at last.</i>
<b>after all</b>	in spite of what was said before, contrary to what was expected: <i>I am sorry, I can't come after all.</i> 2. we mustn't forget that: <i>After all, she is a big girl now.</i>
<b>in the end</b>	suggests that sth happens after lot of changes, problems or uncertainty: <i>We made different plans for the holiday, but in the end we went to Brighton again.</i>

### Phrasal verbs with COME

<b>come about</b>	to happen: <i>The flood came about as a result of the heavy winter rains.</i>
<b>come across</b>	to meet or find unexpectedly (=run across): <i>I came across some old letters yesterday.</i>
<b>come from</b>	originate from, belong to: <i>He comes from a poor family.</i>
<b>come on</b>	1. to hurry up, move rapidly: <i>Come on, the taxi is here.</i> 2. appear, take place: <i>The lights came on.</i>
<b>come out</b>	be published: <i>This newspaper comes out every day.</i>
<b>come up (to)</b>	approach: <i>The little girl came up to me and asked the way to the post office.</i>

**1. Match the words in column A with their meanings in column B.**

A	B
export	chiefly, for most part
come from	bring in goods from a foreign country
remarkable	have as a place of origin
import	to be much bigger than people expected
chief	something useful or helpful
advantage	chief, most important
chiefly	deserving or attracting attention
exceed	send goods to other countries

**2. Fill in the words on the left in their correct forms.**

<b>come from</b>	<b>a.</b> Khan Massehian (1864–1937) — a noble Armenian family in
<b>be good at</b>	Tehran. This outstanding man was not only a professional
<b>advantage</b>	diplomat, a statesman, a teacher and an editor, but also a —
<b>remarkable</b>	translator. He — languages since childhood and when he grew
<b>main</b>	up he — Persian, Turkish, Greek, Russian, French, German and
<b>master</b>	English. He was the personal translator of the Shah of Iran and represented
	the country in London, Berlin, Tokyo and elsewhere. It is difficult to
	imagine how he could find time to devote himself to translating. He
	translated both Eastern and European writers into Armenian. But his
	— interest was Shakespeare. Massehian successfully translated almost
	all Shakespeare’s works. The — of his translations was that he was able
	to express the great spirit of Shakespeare.
<b>export</b>	<b>b.</b> England is not rich in oil, iron and other natural resources. It —
<b>import</b>	them from Asia. Japan — electronics to many countries of the world.

**3. Insert the words finally, at last, after all, in the end.**

1. After all our adventures we ... arrived home at midnight.
2. My father ... agreed to let me go on the trip.
3. ... I’d like to thank everyone for coming along this evening.
4. The question has not been decided yet ... .
5. ... he agreed that he was guilty.
6. We need to increase productivity. We need to reduce unemployment. And ..., we need to make our exports greater.
7. ...! Where have you been?
8. I left in the middle of the film. Did they get married ...?

**4. Use a phrasal verb from the list to replace the words in italics.**

1. Where *was* he *born*? He has such an interesting accent.
2. Because I was walking so slowly, she kept saying, “*Hurry up!*”

3. The deer *approached* slowly and ate directly from my hand.
4. Where *is* this magazine *published*?
5. How *did it happen that they lost the game*?
6. I *found* this word in the magazine *by chance*.

### Did you know?

When you turn on the channels of the TV, you can often say for sure if the voices filling up your room are the voices of America or a programme from BBC. That is because there is a great difference between the types of English spoken in different parts of the world today. This comes as a shock for many people crossing the Atlantic for the first time. They often misunderstand each other. Imagine an English lady who heard on the first day of her visit to Australia if she came there “to die” or “not to die”. The Australian only wanted to find out when she had arrived (today or not today).

<i>The Americans usually say:</i>	<i>The British say:</i>
<i>subway</i>	<i>Underground</i>
gas	petrol
gas station	petrol station/filling station
cookies	biscuits
can	tin
apartment	flat
first floor	ground floor
elevator	lift
fall	autumn

So the Americans stand in **line (queue)** to see a **movie (film)**, and they go on **vacation (holiday)**, sometimes in the **fall (autumn)**. An American **does the dishes (washes up)** and then **washes up (washes his/her hands)**.

### Just for fun

Once an American invited his British friend to his place. He told him to put on his vest and pants. When the Englishman came to his place, the guests were surprised to see a man dressed for a game of tennis. The Englishman, who was very upset by the situation, whispered: “But you told me to put on my vest and pants!”

The fact is that *vest* and *pants* in British and American English mean different things.

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

## Her Majesty the English Language

### Background

*A Pygmalion* was written by George Bernard Shaw and first staged in London in 1913. *Years later Alan Jay Lerner adapted Shaw’s Pygmalion to make a musical play which was turned into a film. The film was a fantastic success. It won popularity and*

admiration all over the world. The sets, the music, let alone the acting of Audrey Hepburn were excellent.

## Context

The main characters are as follows:

Henry Higgins: a professor of phonetics and a bachelor.

Colonel Pickering: his friend and colleague.

Eliza Doolittle: a Cockney flower-seller.

At the beginning of the play we are introduced to Eliza (Liza) selling flowers in Covent Garden. As people speak Professor Higgins is making notes of the way they talk. He at once guesses where people come from, 'sometimes within two streets' according to their accent. He correctly notes what area of London Liza comes from. He boasts to the crowd that he is a teacher of phonetics, and makes a bet with Pickering that in three months he could pass Liza as a duchess at an ambassador's party!<sup>1</sup>

## Read the text in pairs and act it out.

### My Fair Lady

A musical by Alan Jay Lerner

Adapted from Bernard Shaw's **Pygmalion**

Music by Frederick Loewe.

#### 1 Act I, Scene 5

Higgins's study Eliza is seated in the wing chair. Higgins is facing her, a small box of marbles<sup>2</sup> in his hand. He places them in her mouth.

**Higgins:** Four ... five ... six marbles. There we are. (*He holds up a sheet of paper*).

#### 5 Now I want you to read this and pronounce each word just as if the marbles were not in your mouth. "With blackest moss, the flower pots were thickly crusted, one and all<sup>3</sup>." Each word clear as a bell. (*He gives her the paper*).

**Eliza:** Pots were thickly crusted one and all... I can't! I can't!

**Higgins:** I cannot understand a word. Not a word.

#### 10 **Pickering:** I say Higgins, perhaps the poem is too difficult for the girl. Why don't try a simpler one?

**Higgins:** Pickering! I cannot hear the girl! (*Eliza stops and takes the marbles out of her mouth*) What's the matter? Why did you stop?

**Eliza:** I swallowed one.

<sup>1</sup> he could pass Liza as a duchess at an ambassador's party – Նա կկարողանա Լիզային ներկայացնել որպես դքսուհի դեսպանի երեկույթի ժամանակ

<sup>2</sup> marbles ['ma:blz]- մարմարե փոքր քարեր մանկական խաղի համար

<sup>3</sup> With blackest moss, the flower pots were thickly crusted, one and all – a line from a poem

- 15 **Higgins:** Oh, don't worry, I have plenty more. Open your mouth.  
 (The lights go off, then come up again. Eliza, overtired and sleepy, is lying on the sofa. Pickering is half asleep in the wing chair. Higgins is seated at the desk, an ice-bag on his head).
- Higgins** (*tired*): The rain in Spain stays mainly in the plain.  
**Eliza:** The rain in Spain stays mainly in the plain<sup>1</sup>.
- 20 **Higgins:** Don't say 'Rine', say 'Rain'.  
**Eliza:** I can't, I'm so tired. I'm so tired.  
**Pickering:** Oh, for heaven's sake, Higgins.  
 It must be three o'clock in the morning. Do be reasonable.  
**Higgins** (*rising*): I'm always reasonable. Eliza, if I can go on with this terrible headache, you can.
- 25 **Eliza:** I have a headache, too. I have been working since morning.  
**Higgins:** Eliza, I know you are tired, I know your head aches. I know your nerves are as a raw meat in a butcher's window. But I think what you're trying to overcome. (*He sits next to her on the sofa.*) Think what you're dealing with. The majesty and greatness of the English language. It's the greatest treasure we have. The noblest feelings that ever filled the hearts of men are contained in
- 30 its magic and musical mixture<sup>2</sup> of sounds. That's what you've set yourself to conquer, Eliza, and conquer it you will. Now, try it again.  
**Eliza** (*slowly*): The rain in Spain stays mainly in the plain.  
**Higgins** (*standing up*): What was that?  
**Eliza:** The rain in Spain stays mainly in the plain.
- 35 **Higgins** (*rising, unbelievably*): Again.  
**Eliza:** The rain in Spain stays mainly in the plain.  
**Higgins** (*to Pickering*): I think she's got it! Think she's got it!  
**Eliza:** The rain in Spain stays mainly in the plain.  
**Higgins:** By George<sup>3</sup>, she's got it!
- 40 By George, she's got it!  
 (Joy and victory.)

## Comprehension

1. Give a title to the passage.
2. What is the ending of the play to your mind?
3. What words do the pronouns stand for?  
 Them (line 3), we (line 4), this (line 5), one (line 11), its (line 30).
4. What impression do you have of: Henry Higgins, Pickering, Eliza Doolittle?

1 Eliza says [ai] instead of [ei] in all the words

2 mixture ['mɪkstʃə] - խառնուրդ

3 By George! [baɪ dʒɔːdʒ] - սատանան տանի:

## Focus on Phonetics

### 1. Mind your sounds. Listen and repeat. Make the sound [aɪ] weaker to the end.

հայ	high	հոտ	hot
բայ	buy	կտ	cut
բոյ	boy	միս	miss
մայթ	might	բան	bun
լայն	line	հանի	honey
թել	tale	մանի	money

### 2. Read the phrases.

ei	Make haste.	iə	Somewhere near here.
ai	Time flies.	ɛə	It's late to tear your hair.
ɔɪ	Boys will be boys.	uə	For sure.
aʊ	Without doubt.	ou	No go.

## Work on words

<b>face</b> [ˈfeɪs] v	Turn round and face me. Which way does your house face? It faces south. <b>Syn.:</b> <i>overlook, look out on.</i>
<b>next to</b> [ˈnekst] prep	Come and sit down next to me. During the film the man who was sitting next to me laughed all the time. <b>Syn.:</b> <i>beside.</i>
<b>noble</b> [ˈnəʊbl] adj	Everybody believed him because he was a noble man. Mamikonian remained in the history of Armenia a noble hero.
<b>magic</b> [ˈmædʒɪk] adj	Children are fond of tales where magic words can do everything. The magic sounds of music always calmed him down. Her magic eyes and golden hair attracted everybody.
<b>proper</b> [ˈprɒpə] adj	That's not a proper thing to do in public. Are you doing the job in the proper way? <b>properly adv:</b> Are you sure he behaves properly? Have you looked for your book properly?
<b>plain</b> [ˈpleɪn] n	We watched the wide plains of Russia from the plane.
<b>reason</b> [ˈriːzn] n	There is no reason in your decision. <b>reasonable</b> [ˈriːznəbl] adj You are not reasonable if you want to buy the coat at such a price.
<b>overcome</b> [ˌoʊəkʌm] v	to succeed in solving a problem: He overcame his difficulties to graduate with the first class degree. You could see that child overcome his fear.

### 1. Match the words in column A with their meaning in column B.

A. proper	B. to turn the face to, to look on
properly	coming immediately after

overcome	in the right way, correctly
next to	common sense
reasonable	right, correct
face	to deal with a problem successfully

## 2. Fill in the words on the left making the necessary changes.

face	<b>a.</b> Centuries ago a famous Greek sculptor Pygmalion — a sculpture of a ___ young girl. It was made of marble, but he worked at it with such love and care
beautiful	that it looked like real. He called the girl Galatea. She had a ___ appearance and
magic	there was something — in her face. She was so beautiful that he — in love with her. He
create	put her in such a way that she seemed to — him day and night. He
fall	suffered greatly and began to ask gods to make her alive. This Greek legend helped Bernard Shaw to write his famous <i>Pygmalion</i> .

### **b. Ann's mother worries. Insert the words from the proper family.**

<b>Mother:</b>	Ann, are you going out again? I think Davy is not a — boy to go out with.
<b>Ann:</b>	What do you have against him?
<b>Mother:</b>	He never behaves —, his clothes are never — for the situation, his language is not — for an educated boy.
<b>Ann:</b>	Life is changing, Mother, and what didn't seem — to your mother, was — to you. Davy is not a bad boy, believe me. He's honest and kind.

## 3. Translate into English.

նայել (շենքի մասին), գործ ունենալ, ճիշտ, պատշաճ, պատշաճ կերպով, կախարդական, հմայք, կողքին

### Word - building. Building adjectives

#### **a. from nouns:**

health	music	red face
sleep Y	magic AL	blue eye ED
cloud	logic	talent

#### **b. from nouns and verbs:**

pain	harm	reason
help FUL	hope LESS	change ABLE
care	colour	remark

## 1. Find adjectives which go with the following nouns.

weather	advice	situation
play	actor	appearance
watch	film	child

## Focus on words. Theatre

### 1. Arranging words. Arrange the words connected with a. the theatre b. performance c. impressions of the play.

a full house, a musical, cast, clap; act well, the sets, first night, curtains, stage, direction, costumes, give a performance, to applaud, to be a success, to break into applause

### 2. Words in use

Describing a performance

We went to see the production of *Pygmalion* last night. The *sets* were realistic, the *costumes* were wonderful. It was a good *cast*. I thought *the direction* was excellent. Martens gave a remarkable *performance*. *The house* was full. The performance was a *great success*.

**Tell your impressions of a performance.**

## Focus on function

### Hesitating

#### a. Sometimes you need to think while speaking. In such cases you can use repetition or fillers such as

well/let me see/ ... er .../you know

#### b. People talk

**Ann:** Miss Jane, during the holidays I was in London and ...*er*... sometimes I couldn't understand a word of English when some people spoke.

**Miss Jane:** Well, maybe you heard Cockney, Ann. London in fact is the home of Britain's most famous dialect, Cockney. *You see*, speaking in that accent is not proper for educated people. If you speak a local accent or Cockney, you will not be given good jobs.

**Ann:** Oh, yes. I've seen a film with Audrey Hepburn starring as a simple flower girl who was turned into a lady by her teacher after he had taught her good language and manners.

**Miss Jane:** *Let me see.* You're speaking about George Bernard Shaw's famous play *Pygmalion*. We can read the book or see the film if you like.

- c. **Work in pairs. Discuss a popular performance which you have seen using the fillers if necessary.**

## Focus on Grammar

### Revision

#### Mixed tenses

1. **Identify the tenses and then match them with the explanation of their uses.**

1. She *will be taking* the children from school, as usual.
2. A child *learns* many different kinds of skills at school.
3. Bill Gates *has become* the world's most famous computer engineer.
4. I *had been reading* the report before I went to bed.
5. By 2015 they *will have been working* at the theatre for twenty years.
6. The language course *starts* on the 25th of June.

- a. general truth
- b. timetable, programme
- c. action in progress at a stated future time
- d. changes that have happened
- e. duration of an action started in the past and continuing up to a certain period in the past
- f. action which will be finished before a stated future time

2. **Explain the difference in meaning between the sentences.**

1. a. Have you read *Oliver Twist*.  
b. Have you been reading *Oliver Twist*?
2. a. We arrived at the hotel early in the morning.  
b. We had arrived at the hotel before the demonstration began.
3. a. Maria went out when George rang up.  
b. Maria had gone out when George rang up.  
c. Maria was going out when George rang up.
4. a. I had read the report before I went to bed  
b. I had been reading the report until she came back from the theatre.
5. a. This time next summer we will be taking our entrance exams.  
b. By next July we will have passed our entrance exams.

**3. Match the clauses in list A with the clauses in list B to form sentences.**

A

1. A lot of cinemas have closed
2. He began to draw
3. It is the first time
4. Whatever she does
5. She had already returned
6. She will be travelling in Europe
7. She has been watching TV the whole day
8. He went to work to his native village
9. Can you wash the dishes
10. She was tidying up the flat
11. Even if you leave at once

B

- a. while I slept.
- b. when you have finished eating.
- c. after he had graduated from college.
- d. that is why her eyes are so red.
- e. this time next year.
- f. by the time we got home.
- g. she does well.
- h. she has returned home so late.
- i. when he was still a child.
- j. since video first appeared.
- k. you won't be there in time.

**4. Choose the right answer.**

1. Who *cooks/is cooking/has been cooking/cooked* food in your family when your Mom is away?
2. Where is John? - He *repairs/is repairing/has repaired/repairs* his car in the garage.
3. Anna is my best friend. I *know/have known/had known/knew* her for twenty-five years.
4. My son had a great time at the summer camp last year. They *did/were doing/had done/had been doing* a lot of interesting things there.
5. She *cleaned/was cleaning/has cleaned/has been cleaning* the living room when she heard a strange noise in the kitchen.

**5. Correct the mistakes.**

1. By the time the police get there, the burglars will disappear.
2. When you will grow older, you will change your mind about it.
3. I won leave until you will give me some money.
4. I go swimming next Sunday. Would you like to join me?
5. By the time we get to Helen's house she will leave.

**6. Translate into English using the proper tenses.**

1. Ինչու՞ դու ինձ անցյալ տարվանից նամակ չես գրել:
2. Երեկ ամբողջ օրը անձրևում էր, և ես ստիպված էի մնալ տանը:
3. Որտե՞ղ է նա աշխատում:  
– Չգիտեմ, նա ինձ ոչինչ չի ասել այդ մասին:
4. Առավոտվանից որևէ բան կերե՞լ ես:
5. Հուսով եմ չէք մոռացել Աննային:

## 7. Which of the following questions are grammatically correct?

1.
  - a. Did he tell you where would be taken the tourists?
  - b. Did he tell you where the tourists would be taken?
  - c. Did he tell you where would the tourists be taken?
  - d. Did he tell you where would be the tourists taken?
  
2. Do you know when Mr Brown arrived?
  - a. Do you know when Mr Brown arrived?
  - b. Do you know when did Mr Brown arrived?
  - c. Do you know when arrived Mr Brown?
  - d. Do you know Mr Brown when arrived?
  
3.
  - a. Do you remember how many were there reporters at the meeting yesterday?
  - b. Do you remember how many reporters there were at the meeting yesterday?
  - c. Do you remember how many reporters were there at the meeting yesterday?
  - d. Do you remember how many reporters yesterday were at the meeting?

## Culture check

### When is a question not a question?

*How do you do?*

Though it ends in a question mark, it is not a question but a greeting. The correct answer is to repeat the same question “*How do you do?*”

*How are you?*

It is not a question and when asked “*How are you?*” you shouldn’t give a long description of your health. A simple “*Fine, thanks*” is all they wish to hear.

“*Could you pass the salt?*” is not a question but a request. Everybody will be surprised if you answer, “*Yes, I could.*”

# ***UNIT 2 The spread of English***

## **Before you read**

### **1. Which is which?**

pic

One is an enormous land, where only twenty million people live – and the other is two long, narrow islands, with ten sheep for every person. One country has the biggest rock in all the world, and a town where everybody lives under the grounds; the other has a beach where you can seat in a pool of hot water, and lakes that are bright yellow, green and blue.

### **Australia and New Zealand**

1. Where is Australia/New Zealand situated?
2. What oceans are they situated on?
3. Who was Australia discovered by?
4. What is the capital of Australia/New Zealand?
5. What is the population of Australia/New Zealand?
6. Which is the largest city/the cultural capital o of Australia/New Zealand?
7. Is Australia/New Zealand a developed country?
8. What can you tell about
  - a. the location,
  - b. the population,
  - c. the economy and industry,
  - d. culture and sport, etc. of Canada?

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

Australia is the world's smallest continent and sixth largest country by total area. Its population is over 22 million. It is a developed country and has excellent results in health care, quality of life, public education, economic freedom and the protection of political rights. Australian cities rank among the world's highest in quality of life.

The landscapes of the northern part of the country, with a tropical climate, consist of rainforest, woodland, grassland, swamps, and desert. Only the south-east and south-west corners of the continent have a temperate climate.

Australia's biota is rich. The koala, the kangaroo and the eucalyptus form Australian icons. Today many species are threatened by human activities.

Australia is a multicultural country. Australian actors, such as Nicole Kidman, Geoffrey Rush, Russell Crow and many others are popular all over the world. Australia has strong international teams in cricket, soccer / football, field hockey, rugby, and performs well in cycling, rowing and swimming.

Auckland, New Zealand's most populous city.  
The endemic flightless kiwi is a national icon.

New Zealand consists of two islands in the south-western Pacific Ocean (commonly called the North Island and the South Island), and numerous smaller islands. It is situated about 1250 miles southeast of Australia across the Tasman Sea. New Zealand fauna is rich in birds, a number of which became extinct after the arrival of humans. New Zealand is a developed country with a relatively high standard of living. Its cities also rank among the world's most livable. Political power is held by the democratically elected Parliament of New Zealand under the leadership of the Prime Minister. New Zealand has a modern, developed economy. Its principal export industries are agriculture, horticulture and fishing .

pic Kanata meaning “village” or “settlement”. The fur trade was Canada’s most important industry until the 19th century.

## **Canada**

Canada is a country occupying most of northern North America, extending from the Atlantic Ocean in the east to the Pacific Ocean in the west and northward into the Arctic Ocean. It is the world's second largest country by total area and its common border with the United States is the longest in the world. It consists of eight distinct forest regions, including extensive boreal forests. The vastness and variety of Canada's geography have given rise to a wide variety of climates throughout the country. Winters can be harsh in many regions of the country; daily average temperatures are near  $-15^{\circ}\text{C}$  ( $5^{\circ}\text{F}$ ) but can drop below  $-40^{\circ}\text{C}$ . Because of its vast size, Canada has more lakes than any other country. These lakes contain much of the world's fresh water.

Canada is a federation consisting of ten provinces and three territories, it is governed as a parliamentary democracy and a constitutional monarchy with Queen Elizabeth II as its head of state. It is a bilingual and multicultural country, with both English and French as official languages.

One of the world's highly developed countries, Canada has an advanced economy and abundant natural resources.

Its total population is more than 31million. It is a member of the G8, G-20, NATO, WTO, Commonwealth, UN.

Canada's official national sports are hockey in the winter. Hockey is a national pastime and the most popular spectator sport in the country. It is also the sport most played by the Canadians, with 1.65 million participants in 2004.

Canada has hosted several high-profile international sporting events, including the 1976 Summer Olympics in Montreal, the 1988 Winter Olympics in Calgary, and the 2007 FIFA U-20 World Cup.

Canada is the host nation for the 2010 Winter Olympics in Vancouver and Whistler, British Columbia.

## WORK ON WORDS

<b>landscape n</b> [ˈlændskeɪp]	an area of land that is beautiful to look at: <i>The house is set in a beautiful landscape of rolling hills.</i>
<b>unique adj</b> [juːˈniːk]	unlike anything else, being the only one of its type: <i>You will be given the unique opportunity to study at one of the best Universities of Europe. Each person's DNA is unique. She has a unique voice.</i>
<b>prosperous adj</b> [ˈprɒspərəs]	rich and successful: The northern cities of the country are more prosperous as compared with the southern ones: <i>a prosperous/country/economy/industry.</i> <b>prosperity n, to prosper v</b> <i>high/democratic/multicultural society. Society must support its elderly people.</i>
<b>society n</b> [səˈsaɪətɪ]	
<b>standard of living</b> [ˈstændəd]	quality, a level of comfort and wealth: <i>They have/enjoy a high standard of living.</i>
<b>consistent adj</b> [kənˈsɪstənt]	not changing in behaviour, quality, etc., following the same manner: <i>You are not very consistent: first you agree with and then you disagree without any reason.</i>
<b>quality n</b> [ˈkwɒlətɪ]	1. the quality of sth is how good or how bad it is <i>high/good/top/poor/low quality:</i> <i>The food in this shop is of the highest quality.</i> 2. a feature of a person's character, especially positive <i>personal /leadership qualities:</i> <i>What is the quality you like most of all in a person?</i> <b>quality and quantity (a certain amount of sth):</b> <i>They check both the quality and quantity of materials used.</i>
<b>supply v</b> [səˈplaɪ]	(with) to give sb sth that is needed or useful: <i>Her parents supplied her with cash while she studied.</i> <b>Syn: provide (with)</b>

## Words not to be confused

<b>vast adj</b> [vɑːst]	very large in area, size, quantity or degree. <b>a vast territory / crowd</b>
<b>huge adj</b>	very large in size or amount: <i>It was a huge castle facing the sea. a huge crowd, a huge appetite, huge debts/profits: A huge crowd was standing in front of them blocking the road.</i>
<b>enormous adj</b>	very big. <i>The enormous birthday cake attracted everybody's attention an enormous house, enormous interests</i>

### 1. Complete the sentences with the words from the prosper-family.

prosper	1. The economic development gave them hope for a more ....future.
prosperous	2. It was a time of national ... .
prosperity	3. Their business continued to ... .

**2. Insert the words changing their forms if necessary.**

quality, society, vast, enormous, huge, supply

1. Never forget that we live in a multicultural ... .
2. Do you have all the ... to become a teacher?
3. She was a woman with strong leadership ... .
4. The office will ... us with all the necessary information.
5. They keep us ... with milk and eggs.
6. The family knew he had ... debts but he didn't accept it.
7. They spent an enormous ... of money on that project.
8. In front of them lay a ... territory.

**FOCUS ON WORDS**

**1. Arrange the words to remember them better.**

<i>Quality of life</i>	<i>Economic freedom</i>	<i>Political freedom</i>
public health care	...	...
...	...	...

education, the protection of political rights, human development, life expectancy, literacy, public education, peace, prosperity, ease of doing business, lack of corruption, press freedom, the protection of civil liberties and political rights

**2. Words in use**

**a. The City to Live in. Read the text and answer the questions.**

1. What is the city of Vancouver famous for?
2. Do you know anything about the history of the city?
3. Where is it located?
4. What is the weather and climate like in Canada?

	Rank	Name	Province	Pop.
 <b>Toronto</b>	1	<b>Toronto</b>	Ontario	5,113,149
 <b>Montreal</b>	2	<b>Montreal</b>	Quebec	3,635,571
 <b>Vancouver</b>	3	<b>Vancouver</b>	British Columbia	2,116,581
 <b>Ottawa</b>	4	<b>Ottawa–Gatineau</b>	Ontario–Quebec	1,130,761
 <b>Calgary</b>		<b>Calgary</b>	Alberta	1,079,310

**Vancouver** is a busy port and a tourist centre. It is situated on a peninsula. It is surrounded by the Pacific Ocean on three sides. On the other side of the city are mountains. It is a multiracial town with a large population of Chinese, Indians, Philipinos and others. The city is named after a British naval captain, George Vancouver.

The climate is mild. The temperature rarely goes above 22° in summer. The winters are mild and wet. The city is famous for its scenery. It has more than 180 parks, including the famous Stanley Park. The city is surrounded by mountains and snow-capped mountains. Sports include skiing, hiking, cycling and boating. The most interesting sights – Gas town, Chinatown, English Bay, Vancouver harbour and Robson Street. It is the main shopping street. If you want to get a panoramic view of Vancouver you can go to the Lookout – a viewing platform at the top of the Harbour Centre Tower.

## YOUR TURN

**What makes a city a comfortable place? Speak about**

- a. transport
- b. education
- c. safety
- d. recreation
- e. climate
- f. political situation
- g. air
- h. green
- i. economic situation and jobs

## DID YOU KNOW

### TOP TEN CITIES

- **The highest scores have**  
Vancouver, Canada  
Melbourne, Australia  
Vienna, Austria  
Geneva, Switzerland  
Perth, Australia  
Toronto, Canada  
Calgary, Canada  
....
- **The most difficult and dangerous conditions**  
Karachi, Pakistan  
Dhaka, Bangladesh
- **In the middle** – big cosmopolitan cities with their transport and crime problems.  
Tokyo /21/, Paris /32/, London /44/, New-York /52/.

## MYTHS AND LEGENDS

### Before you read

#### Study Skill

#### How to read and understand a text.

*The title.* Before you read the whole text, read the title and the first few sentences. Make predictions about the text:

What kind of text is it? - a story? a passage from a novel? an ad? a newspaper article?

The topic:                      What is it about?

The information:              What information will it give?

Writer's opinion:              You can usually find out the writer's opinion if you read carefully.

*A topic sentence* tells you what a paragraph is about. It is usually the first sentence in a paragraph. It is important to identify topic sentences. They help you read and understand a text more quickly.

*Meaning and context.* Many words have several meanings. Make sure you use the correct meaning. Sometimes you can guess the meaning of the word from the words around it, that is *the context*.

It is also very helpful to guess what part of speech the word belongs to.

It is wrong to learn a word alone. It is much more helpful to learn them with their friends

- collocations, the words that go with it: *traffic- traffic jam, traffic lights*.

Understanding, what words pronouns refer to, helps you catch the meaning of the whole text, connect it into one whole. Using pronouns makes a text more connected.

## What We Need Is A Hero

**epic** a lengthy narrative poem about heroic deeds and events significant to a nation.

Scientists argue that classical epics were mainly an oral poetic form.

### Read the text and answer the questions.

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

### Background

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

### Context

Beowulf is the first English poem written down in the Anglo-Saxon language between 800 and 900 AD. The characters of the poem are Scandinavians and German, which shows that it was an old tale brought to Britain by the Anglo-Saxons. Beowulf, a hero, kills a terrible man-eater monster and then kills the monster's mother and a dragon. The dragon is the cause of the hero's death.

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

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

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

Beowulf was glad to hear such words from Hrothgar and embraced the king. Now Hrothgar gave the order to clean the beautiful banquet hall, for almost every thing in it except the ceiling was broken and destroyed. When the hall was again clean, there was a great feast; Beowulf sat between the two sons of Hrothgar, at the head of the table near the king and queen. The king and queen gave many gifts to Beowulf, beautiful horses and weapons and armour with precious jewels. Hrothgar did not forget Beowulf's warriors either, and gave each of them a valuable reward for their loyalty and courage.

The feasting stopped for a few moments to honour the memory of the warrior killed by Grendel.

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

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

### PROPER NAMES:

Beowulf ['beɪəwʊlf]

Hrothgar ['rɒθgə]

Geats [dʒɪːts]

Grendel ['grendəl]

Heorot ['hɛərɒt]

## Comprehension

1. Describe a. Grendel, b. Hrothgar, c. Beowulf

2. Find synonyms in the text.

devoted, may be, powerful, help, braveness, important, valuable, soldier, whole

3. Now retell the text using the new words.

## Work on words

**revenge n** [rɪ'vendʒ] punish sb because they have hurt you or sb else: *He wanted revenge for the trouble he had caused to his family.* **take revenge on:** *The villagers decided to take revenge on the enemy.* **have your revenge on:** *He was determined to have his revenge on her one day.*

**significant adj** [sɪɡnɪfɪkənt] 1. very large: *A significant number of people didn't vote.* 2. very important: *He is one of the most significant musicians of the century.* **significance:** *I do not think that this case is really of great significance. I didn't realise the true significance of this event.* **Ant.: insignificant**

<b>preserve v</b> [prɪ:'zɜ:v]	1. to take care of sth not to harm or destroy it: <i>We work to preserve historic buildings. She is well preserved. All his paintings were preserved.</i> 2. to keep food fresh for a long time: <i>She liked to preserve food for winter .</i>
<b>aid n</b> [eɪd]	1. help that a government or organization gives to people who need it: <b>financial aid:</b> <i>She came quickly to his aid. The work would be impossible without the aid of the computer. On hearing about the earthquake they collected money in aid of the people.</i> <b>food/humanitarian/medical aid.</b> 2. a thing that helps: <b>hearing and teaching aids</b>
<b>dawn n</b> [dɔ:n]	the time of the day when light first appears. <b>At dawn:</b> <i>We must start at dawn. He works from dawn till dusk. Dawn broke over the small town.</i> <b>Syn: daybreak</b>
<b>wound v</b> [wu:nd]	<i>He was wounded in the leg.</i> <b>wound n:</b> <i>The surgeon said that the wound was not very serious.</i>
<b>make a vow</b> [vaʊ]	<i>She made a vow never to speak to him again. They made a vow to revenge on their sister.</i>

## Words not to be confused

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

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

### 1. Insert the words

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

### 2. Insert the words from the text:

dealing with, defence, invaders, widely known, finally, composed, popularity, entire

## Armenian folk epic

Armenian folk epic.... the adventures of the Christian king David of Sassun in his ... against the .... from Egypt and Persia. The epic was based on oral tradition that presumably dates from the 8th to the 10th century; it was ... from the 16th through the

19th century and was ... written down in 1873. It is ... in poetic and arranged into rhyme groups. David of Sassun is actually the name of only one of the four acts, but due to the ... of the character, the ... epic is known to the public as David of Sassun. The epic's full name is Sasna Tsrer (The Daredevils of Sassun).

**pic.**     *The statue of David of Sassun in Fresno, California*  
          *The statue of David of Sassun in Yerevan*

## Write on

### Give a short summary of the story.

Begin like this:

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

## Focus on Grammar

### Revision

#### NOUN:

#### Possessive case

When sth belongs to, or relates to, sb or sth else, we use the possessive ('s) to talk about

- a. animate things: *the committee's decision, the goat's milk*
- b. places: *London's biggest cinema*
- c. time: *yesterday's newspaper*
- d. If there is a number in the expression, use two nouns: *a forty-minute lesson*
- e. shops: *the butcher's*

The possessive with *of* means the same as the possessive with 's but we use it to talk about:

- a. expressions of quantity: *a loaf of bread*
- b. full containers: *a cup of coffee*
- c. inanimate things: *the roof of the house,*

Don't use 's when talking about types of things: *I must buy some cat food (made for cats)*

### 1. Use the nouns in the correct form.

1. On his way home he always buys newspapers and magazines from .../ *newsagent*/
2. He decided to check .../ *boot*/ *car*/.
3. He bought ... *bar*/ *chocolate*/ for little Annie.
4. When will you give me ... /*next week's timetable*/.
5. On the table he noticed .../ *wine*/ *bottle* and /*coffee*/ *cup*/.
6. Something was wrong .../ *car*/ *door*/.
7. ... / *ten/minute*/ *wait* seemed very long to him.
8. There is a black file in ... /*desk*/ *drawer*/.

### Explanation: Noun Number

Some words ending in -s can be both singular and plural

**means:** a means of transport - many means of transport

**series** a television series many television series

**species** a species of birds many species of birds

### 2. Complete the sentences using one of these words: means, series, species.

1. A ... is a group of animals or plants that have the same characteristics.
2. A bicycle is a ... of transport.
3. The bicycle and the car are ... of transport
4. ...She is writing a ... of articles on the ecological state of the region.
5. There are a lot of American TV ... shown on Armenian TV
6. When we were walking on the island we saw many ... of bird.

### Mixed Tenses

#### 3. Choose the correct answer.

1. Mr. Smith, could I leave at 5:30 today? I *go/am going/will go/will be going* to the concert.
2. By the time you leave, you *spend/will spend/have spent/will have spent* nine days here.
3. I *am waiting/have been waiting/was waiting/had been waiting* for you since three o'clock!
4. I went to Belgium last month. I *have never been/had never been/never was* there before.
5. He said his mother would be very upset when she *learns/would learn/learned/had learned* that he had lost his job.

#### 4. Correct the tense forms.

1. The weather is awful. It's raining all day.
2. When have you arrived in this city?
3. Jane is working in the department store for the last three years.
4. By the time we had arrived, the play started.
5. She is married for the last ten years.
6. I have been written letters all day.

#### 5. Translate into Armenian.

1. Երբ երիտասարդը եկավ, հյուրերն արդեն հավաքվել էին և ինչ-որ բան էին քննարկում:

2. Արան ոչինչ մի ասա այդ մասին, մինչև ես չզանգահարեմ նրան:
3. Ես ուրախ կլինեմ, եթե մեր թիմը հաղթի:
4. Սովորաբար ի՞նչ եք անում երեկոյան:
5. Ի՞նչ եք անում այս երեկո:
6. Ի՞նչ եք փնտրում: Որևէ բա՞ն եք կորցրել:

### Prepositions of time

**at** is used for the time of the day

**on** is used for days and dates

**in** is used for longer periods of time

**Remember:** **at** /night/midday/ noon /dawn/dusk/sunset/ sunrise/Christmas/the weekend/weekends/the moment/present/the same time **in** the morning(s)/the evening(s)/the afternoon(s)/a few minutes/six months **on** Friday morning(s)/Sunday afternoon(s)/Monday evening(s)

### 6. Which is correct?

- |  |                                       |
|--|---------------------------------------|
| 1. a. I'll see you on Friday.            | b. I'll see you Friday.               |
| 2. a. I'll see you next Friday.          | b. I'll see you on next Friday.       |
| 3. a. We were ill at the same time.      | b. We were ill the same time.         |
| 4. a. Ann got married on 22 May 2009.    | b. Ann got married at 22 May 2009.    |
| 5. a. What are you doing the weekend?    | b. What are you doing at the weekend. |
| 6. a. They left at the sunset.           | b. They left at sunset.               |
| 7. a. I don't like driving at the night. | b. I don't like driving at night.     |

### 7. Fill in the blanks with the best choice.

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

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

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

## Text Comprehension

### 8. Fit paragraphs a, b, c, d into the gaps in the text.

a. The rain showed no sign of stopping though the sun was shining brightly. I was through with my lunch, read a newspaper, and yet the rain wouldn't stop.

b. I walked a few steps in a hurry and then stopped in surprise. There was no rain!

c. Passing by one of the numerous pubs I felt like drinking some coffee and entered *the Gold Bar*.

d. Presently I finished my coffee and was about to leave the bar when it began to rain. I waited a few minutes, but the rain didn't stop.

The other day I happened to finish work earlier than usual. The weather was charming and I decided to take a walk.

1

It was an ordinary bar. Several men and women were sitting at the tables having their lunch, others were standing at the bar, drinking beer or coffee. I took a seat and ordered some beer.

2

I couldn't go out – I had no umbrella or raincoat with me – so I changed my mind and ordered lunch. I noticed that many people did likewise. So the waiter had plenty of work to do.

3

It was beginning to get on my nerves. I saw it was no use waiting any longer, so I went out.

4

Just a few yards from the front door of the bar there was a woman comfortably seated on a chair watering the pavement in front of the bar.

## Focus on Grammar

### Revision

#### Adjectives

- Degrees of Comparison

#### 1. Come to Armenia! Underline five adjectives and write down their degrees of comparison.

Armenia! Land of big smiles and friendly faces, of blue skies and magnificent mountains! One day the ancient temple of Garni, the next - the bright colours of Lake

Sevan!

There is so much to see and do! Ancient culture, the beautiful architecture of cosy old churches, impressive crosstones, tasty barbecues and herbs ... Once you visit Armenia, you will want to return again and again. The country has magic. The people welcome you, the mountains call you, the variety of food and drink surprises you.

And you will enjoy the exciting view of Mt. Ararat which will remind you of Noah's Ark<sup>1</sup>.

#### • Adjectives after verbs

When used with an adjective or participle the verbs *get*, *grow* and *turn* mean "to become":

**be:** well, healthy, angry, etc.

**get:** worried, lost, married, fired, tired, angry, ready, better, dark, etc.

**grow:** old, tall, small, etc.

**turn:** red, pale, yellow, etc.

#### • There are some adjectives which do not usually come before the noun:

afraid	alone	glad	ready
alive	apart	sure	unable
able	ill	sorry	well (առողջ)

## 2. Choose the right word.

1. You shouldn't go there *lonely/alone*.
2. The *sick/ill* child looked pale and sad.
3. She prefers *ready/ready-made* clothes.
4. The *frightened/afraid* woman refused to go back at that late hour.
5. The *asleep/sleeping* child was the real image of his father.
6. The *glad/happy* child was playing with a new toy.
7. They were sleeping in *apart/separate* rooms.
8. The doctor says the child feels *well/good*.

## 3. Complete the sentences below using adjectives.

1. My mother has been ill for a long time but now she's ... .
2. When he saw the wolf, he ... pale.
3. When he can't find what he needs, he always —.
4. If you are late again, I'll get ... with you.
5. It ... dark when we approached the village.
6. The autumn came and the leaves ... yellow and red.
7. They had no guide and — in the city.

<sup>1</sup> Noah's Ark [ˈnouəzˈɑ:k] - Նոյան տապան

# **UNIT 3**      **English as a world Language**

## **Fact File**

About 35% of the world's mail, telexes, and cables are in English.  
Approximately 40% of the world's radio programs are in English.  
About 50% of all Internet traffic uses English.

## **Before you read**

1. What languages do you speak?
2. How well do you speak them?
3. What foreign languages would you like to speak?
4. Who learns your language abroad?

## **Going Global**

Armenia is an independent country open to the world today. In new conditions political, economic, cultural and educational exchanges become usual. As we head into the new century, a fluent command of foreign languages becomes necessary. The Armenians have a great advantage of being bilingual as many of us speak Armenian and Russian. Some of us get by in Persian, Turkish, Greek and Georgian, the languages of our close neighbours. Educated people also speak European languages. Today it is very important to master them, especially English, which has become a world language.

It is the official voice of air, sea and space. It is the language of business and science, sport and culture. It is enough to mention that half of the world's scientific literature is written in English to understand how important it is to be good at English.

So if you want to contact with foreigners, to know international trade, science and art, to use this information to the benefit<sup>1</sup> of your own country, a knowledge of English obtained at school must be only a start for you. It is important to find a good way to learn. Here are some instructions for you to start with.

Listen to the radio!

Watch films!

Read newspapers!

Making mistakes is natural.

Relax, it will be easier to speak!

Learn from your mistakes and have fun!

Don't worry about every word you don't know the meaning of! Guess it!

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<sup>1</sup> benefit ['benɪfɪt] - oqnlun

**Remember:** the teacher can only help you to learn the language, but he or she can't learn it for you.

## Your turn

Are these hints useful to you?  
Which of them do you use?  
What have you found most difficult in learning English?

### Useful language

- |   |                      |          |   |
|---|----------------------|----------|---|
| I | speak                | Armenian | like a native speaker.                    |
|   | don't know a word of | Russian  | well enough to take part in a discussion. |
|   |                      | Arabic   | enough for shops and hotels.              |
|   |                      | Turkish  | just a little.                            |
|   |                      | Georgian |   |
|   |                      | French   |   |
|   |                      | Spanish  |   |
| I | think                | grammar  | is hard to learn ...                      |
|   |                      |          | vocabulary is quite easy ...              |
|   |                      |          | pronunciation is the greatest problem ... |
|   |                      |          | spelling                                  |

## Focus on Words. Languages

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

with - ish:	Turkish	Polish ...
with - (i)an:	Russian	Italian ...
with - ese:	Chinese	Vietnamese ...
with - ic:	Arabic	...

**Remember:** French, Dutch, Czech, Greek.

### Focus on Phonetics

Armenia - Armenian	Italy - Italian	Spain - Spanish
Russia - Russian	Hungary - Hungarian	Greece - Greek
China - Chinese	Japan - Japanese	France - French

### 2. Arrange the words associated with languages in your own way.

read silently	speak a language	to master
copy out	speak with an accent	to have a good command of
speak up	to be good at	synonym
letter	a native speaker	to look up in the dictionary
alphabet	make a mistake	translate from ... into ...

look through	pronunciation	improve	speak fluently	spelling	put down
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### 3. Words in use.

#### a. What languages do they speak?

*Example:* A Spaniard speaks Spanish.

a Dane, the Arabs, an Armenian  
a Greek, a Dutchman, the Czechs

#### b. Heinrich Schliemann. Insert the words making the necessary changes.

*Example:* Holland - Dutch  
Portugal - Portuguese

polyglot [ˈpɒlɪɡlət] n a person knowing, using many languages; comes from Greek *poly* - many and *glot* - tongue.

Heinrich Schliemann was the famous archaeologist who discovered Troy. He taught himself to speak and write English, (France), (Holland), (Spain), (Italy) and (Portugal) in two years. After that he taught himself (Russia) in six weeks; later he learnt (Sweden), (Poland), Latin, (Arabia), (Greece). He was a polyglot which meant he could speak many different languages. He is the only person who could speak 32 languages.

#### c. Learning languages. Fill the gaps with the verbs given below.

<b>practise</b>	<b>revise</b>	<b>accent</b>	<b>guess</b>
<b>improve</b>	<b>correct</b>	<b>listen</b>	<b>read</b>

1. If you want to understand English better, you should — to the radio?
2. He spoke with a very strong French — so I couldn't understand him.
3. If you aren't sure about the meaning of a word, you should try to — it.
4. If you make a grammar mistake, — the rule in order to — yourself.
5. If you — your English, you will — it.
6. If you want to know a lot of words, — books and newspapers.

What other reasons can you think of?

### Write on

#### 1. Answer the questions below. Then find out your partner's answers.

Are you learning English because	You	Your partner
1. you'll be able to get a better job?	Yes	No
2. it is useful when you travel?		

3. you want to go to an English-speaking country?
4. it will give you a chance to meet new people?
5. you want to enjoy English literature?
6. you want to understand the words of pop songs?
7. you have to learn it at school?

The answers may be:

Yes, I am./ Yes, partly./ No, not really.

**Collect answers for each question from the whole class. Then write a paragraph saying why people in your class are learning English.**

Useful language: all of us, most of us, some of us, a few of us, none of us.

### **Why are you learning English?**

If you know a foreign language, you can be a translator. You can

- a. translate science books, important papers, fiction.
- b. dub films.
- c. translate conferences.

### **Listen to the poem and recite it.**

*from Akhtamar*

*by Hovhannes Toumanian*

*Translated by Vladimir Rogov*

On the dark island burns so bright  
A piercing luring ray,  
There's lit a beacon every night  
To guide him on his way.  
But certain villains full of spite  
Against them did conspire  
And on a hellish mirky night  
Put out the guiding fire.

The luckless lover lost his wave  
And only from afar  
The wind is carrying in his way  
The moans of "Ah, Tamar!"  
And ever since, both near and far,  
They call the island "Akhtamar".

1. Did you like the translation?
2. Can you say what exactly you liked about it?
3. Do you know any other translations of poetry?

## Did you know?

### The five most widely spoken languages in the world

Chinese	845 million speakers
English	400 million speakers
Russian	265 million speakers
Spanish	329 million speakers
Hindustani	230 million speakers

There are at least 400 million people who speak English as a foreign language.

English is the most widely spoken language.

English has the largest vocabulary with nearly 500,000 words and 300,000 technical terms.

The oldest written language is Egyptian, which is 5000 years old.

India has the most languages, altogether 845.

## Focus on Grammar

### Revision

#### Mixed tenses

##### 1. Choose the right form.

1. Where have you been? *Have you played/Have you been playing/Did you play tennis?*
2. He asks if I *joined/shall join/would join* them tomorrow at the picnic.
3. How many pages of that book *have you read/have you been reading?*
4. Father's hands were dirty. He *had been repairing/have been repairing/repared* the car?
5. What *happened* to you last night?
6. Somebody *has broken/broke/has been breaking* the window when I was out.

##### 2. Read the situations and write two sentences using the words in brackets in the present perfect or the present perfect progressive.

1. John started fishing two hours ago and he is still fishing.  
a. *(fish for two hours)*  
b. *(catch/much fish)*
2. Tom began fixing the shelves in the morning  
a. *(work since nine o'clock)*  
b. *(fix/two shelves).*
3. Jane has just come from London. She is travelling round the US. She began her tour a month ago  
a. *(travel/for three months)*  
b. *(visit/six countries).*

4. When Mary left college, she began painting.
  - a. (*paint/since she left college*)
  - b. (*paint/ a lot of pictures*).
5. He works in Hollywood as a director.
  - a. (make 20 films/since 1970)
  - b. (make films/since 1979)

**3. Choose the sentence (a or b) which means the same as the first sentence.**

1. We had dinner when Father came.
  - a. Father arrived and then we had dinner.
  - b. We had dinner and then Father arrived.
2. I read the book after I had seen the film.
  - a. I saw the film and then I read the book.
  - b. I read the book and then I saw the film.
3. By the time Ann came home, I had gone to bed.
  - a. I went to bed before Ann came home.
  - b. I went to bed after Ann came home.
4. The girls had tidied the flat when the guests arrived.
  - a. The guests arrived and then the girls tidied the flat.
  - b. The girls tidied the house and then the guests arrived.
5. They carried the luggage downstairs before the taxi there came.
  - a. They carried the luggage downstairs and then the taxi there came.
  - b. The taxi there came and then they carried the luggage downstairs.

**Articles**

**4. Correct ten articles in the dialogue.**

**Harry:** It's the lovely day, isn't it?

**Ann:** That's a good idea. I'll just have a look in a kitchen and see what we need.

**Harry:** I got a milk yesterday, so we don't need any more. We might need a bread, though.

**Ann:** Oh, and the packet of sugar. After shopping, we could go to a new market in a town centre and see what they have.

**Harry:** Right. You get a coat and I'll get a car keys.

**Word order**

**5. Put the words in the correct order to make questions.**

1. up did morning get you time what this?
2. did trains last you by when travel?
3. how day times you eat many a do?
4. there is coffee home any at left?
5. you has do he think come why not?

### Correct the mistakes

#### 6. Find an extra word.

1. This morning my exam results had finally came.
2. They haven't been arrived yet.
3. This was the news I have been waiting for it.
4. We could not go nowhere because of the rain.
5. When they heard the news they started been shouting with joy.
6. We woke up at the night because of terrible noise.

### Correct choice

#### 7. Choose the right word.

1. Please drive —.  
a. careful      b. rudely      c. clearly      d. fast
2. He felt very — because he didn't know anyone there.  
a. angrily      b. practical      c. lonely      d. patient
3. — any opinion, there is too much talk.  
a. In      b. On      c. Of      d. To
4. Don't worry, there's — time. We won't be late.  
a. enough      b. plenty      c. many      d. more
5. The Tower of London is one of the most — places to visit while you are in London.  
a. dangerous      b. interesting      c. noisy      d. dirty
6. Oh no! I've just — my watch.  
a. fallen      b. hurt      c. broke      d. broken
7. He spoke to me so — that I got up and left.  
a. rude      b. rudely      c. polite      d. politely
8. Tony was very — when he heard the bad news.  
a. impression      b. upset      c. successful      d. punctual
9. It all happened many years —  
a. for      b. before      c. ago      d. last

### Text Comprehension

#### 8. Fit paragraphs a, b, c, d into the numbered gaps in the text.

- a. They were all laughing when they arrived back in the castle. The knight never wore his wig again.
- b. He didn't want anyone to see his bald head, so he bought a beautiful, black, curly wig.
- c. He was riding along singing merrily to himself. When he passed under an oak tree, his wig caught on a branch and fell off.
- d. "How handsome I look!" he thought to himself as he was dressing in front of the mirror. Then he set off happily for the forest.

Once upon a time there was a knight who, as he grew older, lost all his hair. He became as bald as an egg.

1

One day some lords and ladies invited him to go hunting with them, so he, of course put on his beautiful wig.

2

However, a terrible thing happened.

3

How they all laughed at him! At first poor king felt very foolish, but then he saw the funny side of the situation and started laughing, too.

4

The moral of the story is: when people laugh at you, it is best to laugh with them.

## Culture Check

### Break a leg!

Each language, and often each culture, has special words you can (or even should) say in some cases.

“Break a leg!” A strange expression which means only “Good luck” among American actors. Even stranger is the German expression “Break your neck and your leg!” used when wishing good luck.

What do you say in your language if someone sneezes? The English say “Bless you”. Sometimes the expression used in one language will sound quite strange in another.

There are cases when it is useful to know the right words to say in English. Would you say anything to wish your guests a good meal? In many languages you would, but in English you wouldn't.

How should you react to these special phrases? There is a famous story about a hungry American in France who said “Thank you” each time he was offered some food. He didn't know that at the dinner table it meant ‘No, thanks’. So he finished the meal surprised and hungry.

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<sup>1</sup> sneeze [sni:z] ʃiɪzɪnɪʃ

# **Check up 1**

## **How good is your English?**

### **COMMUNICATION CHECK**

#### **1. Give a correct reaction.**

1. Agree with the following statement.  
I don't like getting up early.
2. Ask the way to the bus station.
3. Refuse the following offer politely.  
Shall I carry the bag for you?
4. Your friend is choosing a T-shirt to buy. Advise him which one to choose.
5. Your friend is planning to go camping in the mountains. Tell him not to forget to take warm clothes.
6. Your friend apologizes that he couldn't come to your birthday party. React to his apology.
7. Your friend tells you about his holiday in Brazil. You are in a hurry, interrupt him politely.
8. Ask your brother to answer the phone while you're out.
9. Invite your friend to look at your family photos.

### **Comprehension Check**

#### **2. Read the text and guess the meaning of the words from the text.**

##### **The Confusion of Babel<sup>1</sup>**

The Tower of Babel by Pieter Brueghel the Elder (1563). (pic)

As legend has it, after the Great Flood people came to inhabit the vast plains between the rivers Tigris ['taigris] and Euphrates [ju'freiti:z]. The earth was rich there and the people prospered. Once they decided to construct a remarkable tower. They wanted it so high that it should reach up to the sky. They did this to make a name for themselves. They thought the tower would help the travellers to find their way home if they got lost in the vast plains. A high tower standing up dark against the bright sky would be easily seen. God was displeased at the idea. He got angry at the arrogance of the people and made up his mind to destroy the tower. He mixed the languages up so that the people could not understand one another. The people failed to continue the tower because there was confusion between them and they had to give up the idea.

This is how different languages appeared according to the legend.

The place they lived in was called Babel which means confusion. 'Confusion of Babel' has come to mean a noisy crowded place where people do not listen to each other.

<sup>1</sup> The Confusion of Babel [kən'fju:ʒn əv 'beɪbəl] - Բաբելոնյան խառնաշփոթություն

### 3. What does the word mean?

1. vast  
a. very large      b. small      c. beautiful
2. inhabit  
a. have a habit      b. inherit      c. live in
3. construct  
a. build      b. contain      c. destroy
4. be displeased at  
a. discuss      b. dislike      c. disappoint
5. arrogance  
a. pride      b. admiration      c. honesty

### VOCABULARY CHECK

#### 4. Find the "odd one out". There may be more than one answer. Give your reasons.

- |                   |                 |               |
|-------------------|-----------------|---------------|
| 1. first language | second language | native tongue |
| 2. English        | Esperanto       | Chinese       |
| 3. grammar        | vocabulary      | pronunciation |
| 4. a lesson       | a course        | a lecture     |
| 5. a dictionary   | a text-book     | a vocabulary  |

#### 5. Complete by changing the form of the word in capitals.

- |  |                 |
|--|-----------------|
| 1. Do you think you get a good ... at your school?                       | <b>EDUCATE</b>  |
| 2. I am not an expert. I am only a ...                                   | <b>BEGIN</b>    |
| 3. I want ... at all times at the exam                                   | <b>SILENT</b>   |
| 4. Rupert is an ... at the local extreme sports centre.                  | <b>INSTRUCT</b> |
| 5. I am afraid that answer is ... . What a shame!                        | <b>CORRECT</b>  |
| 6. This is really difficult to understand. Why don't we ... it a little? | <b>SIMPLE</b>   |

### GRAMMAR CHECK

#### 6. Choose the correct preposition.

1. Sue is worried *for/about on/of* her birthday party.
2. For one, she hasn't decided *about/on/in/for* the food yet.
3. Also, she's concerned *for/of/about/to* her guests having a good time.
4. She hopes they'll all be interested *in/on/about/with* meeting one another.
5. She's really looking forward *at/in/to/on* the day.

**7. Put the words in the correct order to make questions.**

1. up did morning get you time what this?
2. did trains last you by when travel?
3. how day times you eat many a do?
4. there is coffee home any at left?
5. you has do he think come why not?

**8. Fill the gaps with the correct tenses.**

1. I (learn) ... English for seven years now.
2. But last year I (not/work) ... hard enough, that's why my marks (not / be) ... really good then.
3. As I (pass/want) my English exam successfully next year, I (study) ... harder this term.
4. During my last summer holidays, my parents (send) ... me on a language course to London.
5. It (be) great and I (think) ... I (learn) ... a lot.
6. Before I (go) to London, I (not / enjoy) ... learning English.
7. But while I (do) ... the language course, I (meet) ... lots of young people from all over the world.
8. There I (notice) ... how important it (be) ... to speak foreign languages nowadays.
9. Now I (have) much more fun learning English than I (have) ... before the course.
10. At the moment I (revise) ... English grammar.
11. And I (begin / already) ... to read the texts in my English textbooks again.
12. I (think) ... I (do) one unit every week.
13. My exam (be) ... on 15 May, so there (not / be) ... any time to be lost.
14. If I (pass) ... my exams successfully, I (start) ... an apprenticeship in September.
15. And after my apprenticeship, maybe I (go) ... back to London to work there for a while.
16. As you (see / can) ..., I (become) ... a real London fan already.

**9. Insert articles where necessary.**

... English is ... world language, and ... English spoken in ... USA or Australia differs from ... English spoken in ... Britain. There are also ... differences between ... speakers from ... Ireland, ... Scotland and ... England, and between ... different parts of the same country.

# **Unit 4 Introducing the US**

## **Before you read**

1. What is the population of the US?
2. Why is English spoken in the US?
3. What nationalities live in the US?

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

### **America – a nation of immigrants**

It is difficult to say what a typical American is. The US is often called a melting pot because immigrants of many different nationalities, races and religions came to the USA throughout its history. Between 1820 and 1993 millions of people left their countries and settled in the USA.

But it hasn't been always easy for all groups of people to enter the USA because of strict immigration laws. In spite of these the country's tradition of accepting people from all over the world goes on.

Today America is an interesting mixture of people and customs. There are about 230 million Americans all together. Let me introduce some of them.

**PC** This is Herbert Mayer from New York. He was born in the United States, but his parents came from Berlin.

**PC** John O'Connor's great-great grandparents left Ireland and made their home in the States. He lives in Detroit, Michigan.

**PC** Sol Bukovski is a Jew. His grand parents arrived from Odessa in 1918. He is a chemist. He speaks English, but he doesn't speak Russian or Yiddish like his parents did.

**PC** Mahilia Ross is a singer. Her great-great grandparents were brought as slaves to America.

**PC** Sam Sung has a restaurant in Chinatown in New York. His parents came from China when he was three years old.

**PC** Jimmy Johnson is an Indian, a member of Sioux Nation. The Indians aren't immigrants. They lived in America long before the arrival of white people.

If you look at the map of America, you will see a country whose area is only a little less than the area of Europe and Asia and this is the United States of America. This huge country, 40 times bigger than Britain, once belonged to it. The country grew from a small number of colonies on its east coast. The British were the first people from Europe who **settled** in this part of the world over 300 years ago.

Immigrants from Germany, France, Holland and other European countries joined them later. They spoke their own languages, but **gradually** English became the main language of the country as it was spoken by almost all immigrants **in spite of** their origin. You can understand now why English is spoken not only in the UK, but in the US as well.

### Did you know?

The flag of the USA is called “the stars and stripes”. There are 13 stripes on the flag which show how many colonies formed the USA in 1776. The number of stars shows how many states there are in the USA today.

**FLAG OF THE USA**      **pic**  
**Describe the national flag of Armenia.**

#### **LISTENING**

*Listen to the dialogue and act it out.*

*Ask your friend where a) he/she, b) his/her parents, c) grandparents came from.*

**David:** Did you come to the US from Ireland, Chris?

**Chris:** Yes, Davy, but long ago. My great-great-parents came here at the beginning of the century. They were farmers and they dreamed of having their own land. So they went to the south and settled there.

**David:** It is a typical story of an Irishman in America. But you don't look like an Irishwoman.

**Chris:** Oh, my grandma was Cuban and my Ma is Japanese.

**David:** And your boyfriend is Italian. America really is a melting pot.

**Chris:** Yes, so many people came and settled here.

### Your turn

#### **To leave or not to leave?**

Armenia is a small mountainous country with no seas and good land.

Suppose you have a chance to leave. Will you stay or leave?

Explain your decision.

### Useful language

I	would like prefer	to stay to leave	because	_____
You	should must	live in your own country. make your own home a good place to live in. live where your roots are.		
I	want am eager have	to see foreign countries. to know foreign cultures better. to get rich. a wish to succeed.		

### Work on words

<b>immigrant n</b>	a person who comes as a settler to another country: <i>After the second World War many German immigrants came to America.</i> <b>immigrate</b> ['imigreit] <b>v</b> : <i>During the last years many people immigrated to America.</i> <b>immigration</b> [,imi'greiʃn] <b>n</b> : <i>Immigration is never easy for people.</i>
<b>strict</b> ['strikt] <b>adj</b> <b>because of prep</b>	He is a strict father: <i>He is always strict with his children.</i> by reason of: <i>Because of his injured leg he couldn't walk as fast as the others.</i>
<b>in spite of</b> ['spait] <b>prep</b>	<i>They went out in spite of rain.</i> = It was raining, but they went out.
<b>huge</b> ['hju:dʒ] <b>adj</b>	very great: <i>After they passed through the forest they saw a huge rock.</i>
<b>settle</b> ['setl] <b>v</b>	1. make one's home in: <i>After the war they settled down in the USA.</i> 2. stay for some time: <i>The bird settled on a branch of a big oak-tree.</i> 3. decide: <i>Nothing is settled yet.</i> <b>settlement</b> ['setlmənt] <b>n</b> the act of settling: <i>When the sailors came to the eastern coast of America first, they saw only small Indian settlements.</i>
<b>join</b> ['dʒɔɪn] <b>v</b>	1. come into the company of: <i>I'll join you in a few minutes.</i> 2. connect: <i>The bridge joins the two banks of the river.</i> 3. become a member: <i>Aram, when will you join the army?</i>
<b>gradually</b> ['grædjuəli] <b>adv</b>	step by step, bit by bit, little by little: <i>Gradually he began to understand German better.</i>
<b>escape</b> [is'keip] <b>v</b>	1. get free, get away: <i>Make a hole and let the water escape.</i> 2. avoid: <i>You were lucky to escape the punishment.</i>
<b>independence n</b> [,indi'pendəns]	the state of being independent: <i>Ireland always struggled hard for its independence from Britain.</i> <b>independent</b> [,indi'pendənt] <b>adj</b> not relying on others, not controlled by others: <i>Armenia became independent in 1991.</i>

**Words not to be confused: like, be like, look like, would like, alike**

**Study the meaning of the words.**

1. I think you *look like* your mother. You have got her eyes.
2. *Would you like* to be an actress?
3. What kind of games *do you like* to play in summer?
4. What *is* your sister *like*?
5. What will the people from other planets *be like*?
6. Her two girls *are* very much *alike*.

**1. Translate into English.**

անկախ, ներգաղթ, չնայած, ներգաղթել, անկախություն, փախչել, բնակավայր/ավան, վճռել, լուծել, ներգաղթյալ, միանալ, ակունքի անդամ դառնալ, բնակություն հաստատել, միացնել, զինվորական ծառայության մեջ մտնել, խուսափել, հսկա, ինչ-որ բանի պատճառով:

**2. Match the word in column A and their explanations in column B.**

A	B
immigrant	step by step
join	very great
because of	not relying on; not controlled by
settle	to come to another country to live
immigrate	a person who immigrated
huge	get free, keep free from
independence	connect; become a member of
escape	by reason of
independent	the state of being independent
gradually	to make a home in

**3. This is how jazz began. Insert the words given on the left and use the words in them.**

huge	Rich white Americans started buying black slaves to
belong	work on their — cotton planters. The Africans lived
in spite of	in poor —. Their life was terrible, but — it their
settlement	songs were always heard on the plantations, and when
survive	one Negro began singing all the rest — in. These songs
join	helped them to —. When they became free, they one Negro
	began singing all the rest — in. These songs helped them

to —. began to play different musical instruments and later formed bands. New Orleans bands were the best at the beginning. They created songs which are performed today not only by America, but all over the world. This is how jazz began.

**4. Choose the correct word from the word-family. Change the word form if necessary.**

- |   |              |
|---|--------------|
| 1. My uncle ___ to the United States of America 10 years ago.   | immigrant    |
| 2. There are strict immigration limits on ___ into the country. | immigrate    |
| 3. There are a lot of European ___ in Australia                 | immigration  |
|   |              |
| 1. He is totally ___ on his parents.                            | independent  |
| 2. The boy enjoyed his ___ when he began earning money.         | independence |
| 3. Your good health may ___ on healthy food and exercise.       | depend       |
| 4. If you have a car you are ___ of trains and buses.           | dependent    |

**5. Fill in the gaps with the correct forms of the verbs.**

1. What — the concert — ?
2. He — his father when he was young.
3. What musical instruments — he — to play?
4. They — to join us during our journey.
5. What — the people in your country — ?
6. They are twins. They are very — .

**Word-building**

**6. Use the corresponding nouns.**

1. He wanted to *immigrate*, but he didn't know the — law.
2. The English *settled* on the eastern coast of the Atlantic Ocean. Their — were often visited by Indians.
3. He tried to *explain* why he hadn't come, but nobody believed his —.
4. He asked his manager to *inform* him about all the changes in the firm. "The — must be short and regular," he said,
5. He dreamed to *educate* his children, but he had no money to pay for their —.
6. The ship moved unsteadily. The ship made unsteady —.

**7. Translate into English.**

1991 թվականի սեպտեմբերի 21-ին ամբողջ հանրապետությունը քվեարկեց իրագուտ անկախության: Չնայած երկիրը դեռ դժվար կացության մեջ է, ահելն ու ջահելը (young and old) մեծ հաճույքով նշում են Անկախության օրը որպես մեծ տոն: Այդ օրը ամբողջ քաղաքը զարդարված է եռագույն դրոշմերով: Առավոտյան Չանարապետության հրապարակում տեղի է ունենում շքահանդես, իսկ երեկոյան կազմակերպվում են գեղեցիկ հանդեսներ: Ուշ երեկոյան տոնն ավարտվում է հրաշալի հրավառությամբ:

**Read the text and retell it.**

## **Armenians in America**

*Many Armenians today live and work outside their homeland. They left for other countries for different reasons. Often they were trying to escape the dangers of foreign invaders: Persian, Mongol, Turkish and others. For the last hundred years Armenians have been making a name for themselves in different lands. Their ancestors gave them the strength and the will to survive and to work successfully for the countries they now live in. Some of them became famous in their adopted countries. Thus they belong to two countries. Among well-known Armenian Americans there are some outstanding personalities who made their names in the field of business, the media, the arts, literature and science.*

**Archile Gorky: “My deepest emotions about my family and race always influenced my work.”**

Born in Khorqom on the shore of lake Sevan in 1904 Gorky (Vostanik Adoyan) lived through the genocide<sup>1</sup> before arriving at Ellis Island in 1920. His talent for painting revealed itself in the USA. He is one of the best American painters of the twentieth century. Many of his paintings reflect the memories of his youth which he never forgot. One of such paintings, “The Artist and his Mother”, which hangs in Whitney Museum of American Art, shows pain and suffering through the large sad eyes of the people on his pictures.

**Alan Hovhannes: “I want to create a world of endless melody which would be healthy to a spirit.”**

Alan Hovhannes began to compose at the age of seven and since then he has written more than four hundred musical works. He has written successfully for many instruments. He is often called a musical genius. Alan Hovhannes has never composed for fame. “I just want to compose and the inspiration keeps on coming,” says Hovhannes whose greatest inspirations have always come from nature, birds, mountains, whales, even the cry of a jackal. Very early he showed great interest in his Armenian roots. This revealed the world of eastern music to him. His symphonies are a mixture of western and eastern musical traditions. Alan Hovhannes accepts that Komitas had a great influence on him. His sixty-fifth symphony called *Artsakh* is devoted to the struggle of the people of Artsakh for their independence.

## **Your turn**

**Who are they?**

1. Do you recognise these people?
2. Who are they?
3. What are they famous for? **pcs Saroyan, Aznavour, Vazgen Parajanov**

(See the answers on p. \_\_\_)

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<sup>1</sup> genocide ['dʒenəsaɪd] - եղեռն

**Write on. Write about one of these great personalities.  
The Times of His Life**

### **William Saroyan: My Heart is in the Highlands**

Throughout his life he wrote about characters who went through difficult times keeping their heads up and never losing their hopes for a better future. He was born in Fresno, California, but his parents came from Bitlis, Turkey. In his childhood he listened to his parents and other immigrants talking about the difficulties of trying to preserve their values and customs in the new land.

Many of these themes, events and characters appeared later in his novels, stories and plays. The greatness of William Saroyan lay in the fact that although he became part of American culture he never forgot the small mountainous country he had lost. Fame came to him with the play *The Time of Your Life*. He won the Pulitzer Prize<sup>1</sup> for it. In his book *The Human Comedy* Saroyan once again said that man is unique<sup>2</sup>. “Every man in the world is better than someone else and not as good as someone else.”

#### **Pic Saroyan**

#### **Reading a fable**

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

#### **The Story of a Carpenter**

*by William Saroyan*

My Grandmother Lucy knew no end of stories. She used to say that while there is life there is hope and would tell a story about a carpenter who lived years ago.

One day on his way home he was stopped by a friend who said, “My brother, why do you look so sad? Is anything the matter?”

“You too would feel as I do if you were in my shoes,” the carpenter replied.

And he told his friend that the king ordered him to bring eleven thousand eleven hundred eleven pounds of fine sawdust<sup>3</sup> or else he would lose his head. The carpenter’s friend asked him to cheer up.

“Let’s go and eat and drink and forget tomorrow. Never give way to despair.”

So they went to the carpenter’s house where everybody was in tears. The carpenter’s friend told them to stop crying and soon they were all enjoying themselves.

When light pierced the darkness and it was day, everyone became silent and stricken<sup>4</sup> with fear and grief. From the king came his men and softly knocked at the door of the carpenter’s house. And the carpenter declared, “Now I must go to die,” and he opened the door.

“Carpenter,” they said, “the king is dead. Build him a coffin.”

1 the Pulitzer Prize [ˈpʊlɪtsə ˈpraɪz] - գրական մրցանակ Միացյալ Նահանգներում

2 unique [ju:ˈni:k] – միակ, եզակի, անզուգական

3 sawdust [ˈsɔ:dʌst] - սղոցակ, թեփ

4 stricken [ˈstrɪkən] - ցնցված



### 1. Finish the sentences using the gerund or infinitive.

- A: Is your name Jane?  
B: I'm not going to tell you my name. Jane refused \_\_\_\_ .
- A: I'm Jim's brother.  
B: Really? He forgot \_\_\_\_ .
- A: Can I carry your bag for you?  
B: No, thanks. I can manage. He offered \_\_\_\_ .  
She could manage \_\_\_\_ .
- A: Let's meet at 8 o'clock.  
B: OK, fine. He suggested \_\_\_\_ .  
She agreed \_\_\_\_ .
- A: I'll wait for you at the cinema.  
B: All right. They decided \_\_\_\_ .

### 2. Put the verb into the correct form.

e.g.: Don't forget to post the letter I gave you (*post*).

- We were hungry so I suggested \_\_\_\_ to a café (*go*).
- When I'm tired I enjoy \_\_\_\_ to music (*listen*).
- We decided \_\_\_\_ a taxi (*take*).
- She promised not \_\_\_\_ late (*be*).
- I'm not in a hurry. I don't mind \_\_\_\_ (*wait*).
- It's a nice day. Fancy \_\_\_\_ for a swim (*go*)?
- She was busy and refused \_\_\_\_ for a walk (*go*).

### 3. Unsafe Prison Bus. Use the verbs in the brackets in the correct forms.

#### UNSAFE PRISON BUS

Police all over Florida are trying (find and arrest) two men who escaped from Statessville Prison yesterday. The prisoners managed (escape) from a special bus taking them back to the prison after a visit to a local museum. They wanted (kill) the driver because he refused (help) them. The failed (kill) him but during the fight he was hit on the head. "The buses used for such visits do not have the radios," said the driver. "So it was not possible (call) for help." He suggests (put) the radios in such buses (make) them safer.

The police asked people living in the area if they had noticed anything unusual. So far only two women have been able (give) information.

• **Some verbs can be followed by -ing or to with little or no difference in meaning:** begin, start, intend, continue, bother

e.g. It started raining. It started to rain.

He has finished to work. He has finished working.

• **Some verbs can be followed by -ing or to with a difference in meaning.**

e.g. I remember doing it = I did it and now I remember it. (Ես հիշում եմ, որ արել եմ դա:)  
I remember to do it = I remember that I have to do it. (Ես հիշում եմ, որ պիտի անեմ դա:)  
He stopped looking at me. He didn't look at me. (Նա դադարեց ինձ նայել:)  
He stopped to look at me. (Նա կանգ առավ, որպեսզի ինձ նայի:)

**4. Fill in the verbs in their correct forms.**

1. Please, remember (*turn off*) the TV set when you go to sleep.
2. I remember (*spend*) our holidays at the seaside. It was so exciting.
3. Remember (*ask*) John for his notes.
4. He stopped (*buy*) a newspaper.
5. She stopped (*write*) a letter, as the phone rang.

**5. Translate into English.**

1. Չմոռանաս ուղարկել նամակը:
2. Ես հիշում եմ, որ գրքերս այստեղ եմ տեսել:
3. Երբ դրան զանգը հնչեց, Աննան դադարեց կարդալ, որպեսզի դուռը բացի:
4. Ես հիշում եմ, որ ասացի նրան ողջ ճշմարտությունը:
5. Նա կանգ առավ թերթ գնելու համար:

**Word order**

**6. Put the words in the correct order to make sentences.**

1. what / to / difficult / typical / is / a / American / is / It / say /.
2. to / the / She / better / to / moved / city / job / a / find /
3. enjoyed / a / She / in / Manhattan / in / agency / working / tourist /.
4. a / visiting / Living / she / in / city / enjoyed / big / museums.
5. She / living / Brooklyn / in / didn't / friend / mind / with / her.
6. twelve / It / about / to / New York / hours / takes / to / fly /.
7. keep / their / summer house / in / telling / his / They / on / stay / about /.

# Unit 5 From Sea to Shining Sea

Read the text and answer the questions.

## Between two oceans

The USA is the world's fourth largest country. It is a vast country situated between two oceans, the Pacific and the Atlantic. In the north the USA borders on Canada, in the south - on Mexico. It also has a sea border with Russia. The USA is one of the most beautiful countries of the world. It is a country of high mountains, waterfalls and long rivers, a country of lakes and deep woods, a country of prairies and cornfields.

You can see two highland regions and two lowland regions on the map of the USA. The highlands are: the Appalachian Mountains in the east and the Rocky Mountains in the west. Between the Rocky Mountains and the Appalachian Mountains are the central lowlands (prairies) and the eastern lowlands (the Mississippi Valley).

The highest mountains are the Rocky Mountains, the Cordillera and the Sierra Nevada. The highest peak is Mount McKinley in Alaska.

America's largest rivers are the Mississippi, the Missouri, the Rio Grande and the Columbia.

In the north-west of the country is the area of the Great Lakes on the border of the USA and Canada.

The climate of the country varies greatly: from Arctic in Alaska to subtropical in the south. The climate in the central part is continental. The climate along the Pacific coast is much warmer than that of the Atlantic coast.

## Comprehension

1. What oceans is the USA situated between?
2. Which are the two highland regions?
3. Which are the two lowland regions?
4. Name the two countries separated by the Great Lakes?
5. Which lake is surrounded by the US states?
6. Which is the highest peak in the USA?
7. What is the climate in the USA like?

## Focus on words. Geography

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

Describing the country

- Geography

*to lie in/on, to be  
washed by, to occupy*

to cover the territory of,  
to stretch from ... to  
to border on

*in the mountains,*  
*on the coast*  
*by the seaside*

to be separated from  
 to be populated by  
 ...  
 in the valley  
 at sea  
 to the west of  
 in the meadows  
 on the island / on the continent  
 at the foot of the mountains  
 on the hills / the bank of the river  
 in the depth of the forest

• Economy

*highly developed /*  
*developing /*  
*agricultural /*  
*industrial country*

to produce  
 main products  
 light / heavy industry,  
 the chief industry  
 to be rich in  
 to export / import  
 specialise in

**2. Arranging words. Try to arrange the words in different ways to remember them better.**

**a. Water**

beach      tributary      ?

**Mountains**

peak      range      ?

**b. What nouns go with the adjective below?**

sandy, rocky, dangerous, deep, shallow

**c. Here are some of the industries. Can you match them to the correct category?**

Primary industry	Manufacturing industry	Service industry
Provides raw materials from the land and the sea	Makes raw materials into finished food	People provide services for others
agriculture	tourism	transport
gas	mining	oil
banking	food	food
textiles		
fishing		
cars		

**3. Words in use.**

- a.**
1. Make a list of main industries in your country.
  2. Make a list of types of industry in your area.
  3. Does anyone in your family work in an industry?

- b. Imagine you want to describe a region in America to somebody who has never been there. Work with a partner and write a short text. Then tell the class what you have written.

western coast/capital - Los Angeles/place of interest: Golden Gate Bridge in San Francisco/the centre of film industry: Hollywood/grow fruit/popular holiday region.      The region of the Great Lakes/north of America/the states of Wisconsin, Michigan, etc./big cities: Chicago - shipping industry, jazz/Detroit - motor industry.

south of America/capital - Dallas/region of cactuses and cowboys/rich in oil.      south-east of America/famous Cape Canaveral/rockets - send to space/holiday resort/fishing industry.

c. **Tell about your country.**

- a. its geographical position;
- b. its territory and population;
- c. its climate;
- d. its mineral resources
- e. its economy.

## Just for fun

### Going down the river

As you travel down the river from north to south try to find

1. Title for an unmarried woman
2. A present form of *to be*
3. to drink
4. 3.14
5. First person

MISSISSIPPI

#### River riddles

- Why does a river sleep a lot?
- Because it is always in a bed.
  
- Where do you feed a river?
- At its mouth.
  
- Why does a river have a lot of money?
- Because it has two banks.

## Focus on Grammar

### Revision

#### Articles

- Geographical names with and without the

#### No article

countries:	<i>England, Armenia, Germany, France</i>
lakes:	<i>Lake Ontario, Lake Sevan</i>
individual mountains:	<i>Mount Ararat, Mount Everest</i>
cities:	<i>New York, Yerevan</i>
continents:	<i>Asia, Africa</i>

#### the

countries (with words 'union', 'kingdom', 'states'):	<i>The United States of America</i> <i>The United Kingdom</i>
oceans/ seas/ rivers/ canals:	<i>the Pacific Ocean, the Mississippi</i> <i>the Panama Canal</i>
mountain ranges:	<i>the Rocky Mountains</i> <i>the Appalachian Mountains.</i>

### 1. Are you good at geography? Put in *the* if necessary.

1. \_\_\_ United States of America is situated in \_\_\_ North America.
2. Its western coast is washed by \_\_\_ Pacific Ocean, its eastern coast is washed by \_\_\_ Atlantic Ocean.
3. \_\_\_ Mississippi (with \_\_\_ Missouri) is the longest river in \_\_\_ America.
4. \_\_\_ Washington is the capital of \_\_\_ USA.
5. There are two highland regions in \_\_\_ USA: \_\_\_ Appalachian Mountains and \_\_\_ Rocky Mountains.
6. \_\_\_ Nile is the longest river in \_\_\_ Africa.
7. We went to \_\_\_ Spain for our holiday.
8. Next year we are going skiing in \_\_\_ Alps.
9. \_\_\_ Everest was first climbed in 1953.

### 2. Put in *a* or *the* where necessary.

Henry Hudson was \_\_\_ brave soldier. He crossed \_\_\_ Arctic Ocean several times. The last time he set out from \_\_\_ England he went to \_\_\_ North America. He explored \_\_\_ strait and \_\_\_ bay there and called them after his name.

Winter came and hard days began. \_\_\_ sailors rose against him because they were dying of hunger. They tied \_\_\_ Hudson and his little son, placed them in \_\_\_ open boat and left them in the icy sea far from help without \_\_\_ food and \_\_\_ water. So he disappeared in \_\_\_ bay he had discovered.

**3. Where is it? Here are some geography questions. Try to answer them.**

1. Where is Armenia situated?
2. What country lies between Mexico and Canada?
3. Which is the longest river in the USA?
4. What is the name of the sea between Africa and Australia?
5. Where are the Rocky Mountains?
6. Which are the Great Lakes?
7. Which is the longest river in Russia?
8. Which is the largest continent?

• **Some more information (names of streets, building, etc.)**

**No article**

names of streets	<i>Oxford Street, Broadway</i>
names of roads	<i>Cromwell Road</i>
names of squares:	<i>Red Square, Trafalgar Square</i>

**the**

names of theatres	<i>the National Theatre</i>
names of galleries	<i>the National Gallery of Armenia</i>
names of cinemas	<i>the Moskva</i>
names of museums	<i>the British Museum</i>
names of places	<i>the Tower of London</i>
names of buildings	<i>the Houses of Parliament.</i>

**Remember:** *With names of all other places if the first word is the name of a person or a place: Victoria Station, Westminster Palace, Hyde Park, London Zoo.*

**4. Name a few streets, squares, cinema-houses and theatres in Yerevan.**

**Work on words**

**cotton** [ˈkɒtn] **n** *He likes clothes made of cotton. She wore a nice cotton dress.*

**advertise** [ˈædvətaɪz] **v** *If you want to sell your piano, you should advertise in a newspaper. His goods sell well because he advertises them on time. **advertisement** [ədˈvɜːtɪsmənt] **n**: A good advertisement helps to sell goods. Reading newspaper advertisements helped him to find his job.*

**suit** [ˈsjuːt] **v** *Does the climate suit your health? The seven-o'clock train suits us very well. Will Saturday suit you? This cotton shirt suits you perfectly. **to be suited to/for**: That man isn't suited for teaching because he is cruel. **suitable adj**: These clothes are suitable for cold weather. This is a suitable place for a picnic.*

- produce** [prəˈdju:s] **v** *The fields in that part of the country produced rich crops. We must produce more food for ourselves and bring less from foreign countries. This film produced a sensation all over the country.* **product** [ˈprɒdʌkt] **n**: *The farm products of Holland are always good.* **production** [prəˈdʌkʃn] **n**: *After the war the production of goods fell.*
- mine** [main] **n** **gold mine, coal mine.** *Zod is known in Armenia by its gold mine. There are a lot of coal mines in Wales.* **miner n**: *He has been a miner all his life. The miners protested against bad working conditions.*
- evident** [ˈevidənt] **adj** *It is evident to all of you that he is not right. He looked at his three sons with evident pride.* **Syn. obvious, apparent**

### 1. Translate into English.

հարմար լինել, բանբակ, հայտարարություն տալ, ապրանք արտադրել, սազել, ազդարարել, արտադրանք, բանբակել, հարմար, հանք, հանքափոր:

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

A.	B.
suit	something produced
product	good, proper for
produce	be convenient or right for
evident	make grow, create
advertise	make known to people by newspaper, radio or TV
suitable	clear to the eye or mind

### 3. Fill in the gaps with the words below using them in proper forms. produce, evident, not to be suited, product, advertise, mine, cotton

1. Armenia \_\_\_ for producing cotton.
2. The main agricultural \_\_\_ are fruits and vegetables.
3. Though the film was not \_\_\_, it \_\_\_ a great sensation.
4. It is \_\_\_ that he is disappointed with the results of his work.
5. There are a lot of coal \_\_\_ in Wales.
6. We must \_\_\_ more food for ourselves and import less food from other countries.
7. There are a lot of \_\_\_ plantations in the South of the USA.
8. The pine forests stretched miles and miles.

### 4. Make up sentences using the verbs in the passive voice:

to be situated	to be imported
to be produced	to be constructed
to be advertised	to be populated

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

## **THE STATES**

There are 50 states in the USA today. But at the beginning there were only 13 states. Among them were Massachusetts, Vermont, New Hampshire, Rhode Island. These states were called the New England states because the first colonists from England landed there. A key state is Massachusetts the capital of which is Boston, a place of culture and learning. These states of New England are not suited for agriculture but it is a wooded district with a great many rivers and lakes.

The Middle Atlantic states stretch from New England southwards to Washington, district of Columbia, the country's capital. The Middle Atlantic states are New Jersey, Pennsylvania and Delaware.

The advantage of this region is its position. It has important ports such as New York and Philadelphia. New York is the national leader in manufacturing, shipping industry, advertising and so on.

Pennsylvania is also an important economic centre. It is the country's third largest in manufacturing, mining, farming and tourism. It produces coal, steel, textiles, chemicals. The largest city in Pennsylvania is Philadelphia. Americans are fond of saying that Philadelphia is America's historically most important city because both the Declaration of Independence and the USA Constitution were signed here.

The South Atlantic States are Virginia and West Virginia, Carolina (North and South), Georgia, Florida.

The Central South-East states are Kentucky, Tennessee, Mississippi, Alabama.

This is the region of endless miles of land, cottages and fast growing industrial cities, where are cultivated cotton and tobacco. It is the heart of deep South, the states where race problems are most evident.

The American South-West consists of Louisiana, Arkansas, Texas, Oklahoma.

This is a land of prosperous towns, cowboys and Indians and in the western parts coyotes and cactuses.

## **Comprehension questions**

1. Which are the New England states?
2. How can you characterize the New England states?
3. What is the capital of Massachusetts?
4. What is situated in the north-east besides the New England states?
5. What is situated in the district of Columbia?
6. What are the Middle Atlantic states?
7. What is the advantage of this region?
8. What is Pennsylvania famous for?
9. Why is Philadelphia set to be as America's most important city?
10. Which are the South Atlantic and Central South-East states?
11. Which are the American South-East states?

## Your turn

Look at the map of Central and South-West states. What can you say about them?

### Useful language

1. The state of \_\_\_ is situated in \_\_\_.
2. The capital of \_\_\_ is \_\_\_
3. The state of \_\_\_

is a centre of	paper
is rich in	gold
produces	salt
is a region of	___

## Did you know?

### America's breadbasket

For most Americans the Midwest means land, bright red barns, fat cattle and pigs, and endless fields of grain. That is why it is often called America's Breadbasket. But it is more than that. It is the breadbasket of the world. The USA exports more wheat, corn and other grain than the rest of the world does.

## Your turn

1. Name the farm products which your area produces.
2. Which farm products are produced in the Ararat valley/Shirak/Sevan?
3. Choose a product (tea/coffee/banana/grape/tomato, etc.) and find the areas in Transcaucasia (the US, the world) which are its biggest producers?

## Focus on words. Countries and nationalities

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

Country	Population	Capital	Official language	Products
Australia	13 mln	Canberra	English	wool, meat, butter, cheese, sugar
Canada	23 mln	Ottawa	English, French	paper, wood, butter, fish, wheat
India	584 mln	New Delhi	Hindi, English	rice, tea, sugar, fruit, wood
Kenya	12 mln	Nairobi	Swahili	coffee, tea, meal, petrol, salt
___	___	___	___	___

### 2. Words in use.

#### a. Say a few sentences about these countries.

**Example:** Australia has got a population of above 22 mln people. Canberra is the country's capital, and the official language is English. Among the Australian main products are wool, meal, butter, cheese and sugar. Political programmes

## Did you know?

### What's in a name?

Very many names of states and cities in America come from Indian words. *Illinois* comes from the Illini Indians who lived here. It means “men.” *Massachusetts* comes from an Indian word meaning “near the hills.” *Michigan* is from an Indian word and means “big lake” or “place for fishing”. *Missouri* is from an Indian word meaning “muddy water”. *Oklahoma* comes from an Indian word that means “red people.”

Some geographical names are the names of the places which the immigrants had left to come to America, and that is why in the USA you can find American Moscow, Birmingham, Plymouth, etc. Very often they name their towns and villages with the word New at the beginning, such as New Orleans which shows that many people from France came to live here, New York, New Jersey, New London (from Britain), etc.

A few of them are named after the kings and queens of England, such as Maryland for Henrietta Maria, wife of Charles I.

## Focus on Function

### ***Interrupting, asking for repetition and explanation***

**a. Do you know how to interrupt and ask to repeat what was said before? Here are some phrases that can help you.**

The first computer was made in the USA. *Sorry, where?/Where did you say?*

The shortest way to get to France is by air. *Sorry, by what?/ By what did you say?*

Sometimes you'd like the speaker to stop and explain something to you. Here are some ways of saying that.

*Sorry to interrupt you, but could you explain to me what you mean by \_\_\_\_*

*Excuse me, but could you say a little more about \_\_\_\_*

**b. People talk. Grant's mother asks him questions. At this moment he is writing a letter to his girl-friend and he doesn't listen to her.**

*Mother:* I saw Bob's mother yesterday.

*Grant:* Whom did you say?

*Mother:* Bob's mother, Grant. She says they're leaving for Brighton.

*Grant:* Where did you say?

*Mother:* Brighton. They're taking Pete with them.

*Grant:* Who?

*Mother:* Pete, I said. They're leaving in a week.

*Grant:* When did you say?

*Mother:* In a week. Don't you want to go with them?

**Grant:** You want to go with them, Mum?

**Mother:** Bob, I'm afraid something is wrong with your ears. We should go to the doctor soon.

**c. Suppose you haven't heard the italicized words. Ask the speaker to repeat them.**

1. "*Hamlet*" was written by Shakespeare. - Sorry, who?
2. I dislike *rainy* weather. - ?
3. I'm fond of *karate*. - ?
4. They stayed in *because of rain*.

**d. Work in pairs. Your partner says strange things. You are surprised. Ask him or her to repeat.**

1. There are thousands of green men on Mars.
2. Yesterday a crocodile was seen on the bank of Lake Sevan.
3. Armenia is situated in Africa.

**Continue telling tales.**

## Focus on Grammar

### Revision

#### Complex Object (part 1)

#### verb + object + infinitive

Some verbs in English can be followed by two structures.

#### Infinitive

I want *to see* the manager.  
Ես ուզում եմ տեսնել:

He would like *to come*.  
Նա կուզենար գալ:

#### Object + Infinitive

I want *him to see* the manager.  
Ես ուզում եմ, որ նա տեսնի:

He would like *us to come*.  
Նա կուզենար, որ մենք գանք:

**The structure Object + Infinitive is used with the following verbs.**

want	John/him		
wish	Ann/her		
would like	you	to	Infinitive
ask	Ann and John/them		
	us		

Remember! *This structure is translated into Armenian by a subordinate clause.*

**1. What does the teacher want us to do? Complete the sentences using complex objects.**

- |                               |                                    |
|-------------------------------|------------------------------------|
| 1. Be careful, children!      | He wants us to be careful.         |
| 2. Nick, Sam, give me a hand! | He asked Nick and Sam/them to ____ |
| 3. Open the window, Jane!     | He would like Jane/her ____        |
| 4. Lock the door, John!       | He wants ____                      |
| 5. Hand in your exercise!     | _____                              |
| 6. Read the text, Ann.        | _____                              |

**2. Translate the sentences into Armenian.**

1. I want my friends to sing a serenade for you.
2. I would like you to come out tonight.
3. I ask you not to be angry with me.
4. I ask you to hurry up.
5. I want everybody to hear that I love you.

**3. Complete the questions. Use *do you want me to* \_\_\_\_ **or** *would you like me to* \_\_\_\_ **with one of these words:** *give, explain, stay, repeat, show, help.***

**Example:** Do you *want me to go* alone or do you *want me to come* with you?

1. Do you know how to use the dictionary or would you \_\_\_\_\_?
2. Shall we leave or do you \_\_\_\_\_?
3. Did you hear what I said or \_\_\_\_\_?
4. Have you already seen the picture or \_\_\_\_\_?
5. Have you finished the work or \_\_\_\_\_?

# Unit 6 How it Began

## Glimpses of history

### Before you read

1. Do you know anything about the history of the USA?
2. Who discovered America?
3. Who were the native peoples in the USA?
4. Who were the first settlers in America?

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

On a fine autumn day the people of Plymouth, England, watched the white sails of a merchant's ship go away. It was the *Mayflower*. Who were the passengers of this ship? Those who sailed westwards were not sea wolves. They were young, those men and women, eager, brave and very human. They came from the town of Scrooby and had suffered very much for their religion (they were Puritans<sup>1</sup>). These people were ready to struggle for freedom, their religion and liberty of mind. The small group decided they must leave England to live and worship<sup>2</sup> as they wished.

Plymouth lived its usual life receiving trade from all over the world. People on board watched the native shores pass by trying to remember everything they saw.

It was a long journey into the unknown, but nobody could imagine how important for history it would be. The English called these people the Pilgrims<sup>3</sup> Fathers.

The Atlantic crossing was not an easy one. After a long sea voyage, after meeting terrible storms the ship landed in Massachusetts in early November 1620. Behind was a cold ocean, before them was a country full of wild woods and a long winter.

The settlers began to die of cold. Without the help of friendly Indians none of them would have lived till next spring. Only their beliefs gave them the strength to live. It is this strength the Americans call the spirit of the Pilgrim Fathers.

The first winter in the new world was difficult for the Pilgrim Fathers. But when spring came, the Indians taught them how to grow food. They also taught the newcomers to hunt and fish. And in the autumn rich crops of corn, beans and pumpkins were harvested. The colonists had much to be thankful for and a feast was planned. The Indians who were also invited to their feast brought deer and turkeys with them.

Since then the fourth Thursday in November has been celebrated by the Americans as Thanksgiving Day. On this day, even if they live far, family members gather together. They go to church, receive guests and have Thanksgiving dinner with traditional turkey and pumpkin pie.

This day reminds them of the courage and mighty<sup>4</sup> spirit of the Pilgrim Fathers.

1 Puritans ['pjʊərɪtənz] - մաքրակրոնություն

2 worship ['wɔːʃɪp] - երկրպագել

3 Pilgrim ['pɪlgrɪm] - ուխտագնաց, ուխտավոր

4 mighty [maɪti] - powerful

## Comprehension

1. The people who left Plymouth on the *Mayflower* were
  - a. pirates.
  - b. sea wolves.
  - c. religious people.
2. The English called these people
  - a. criminals.
  - b. explorers.
  - c. the pilgrims.
3. During their crossing the ocean was
  - a. calm.
  - b. stormy.
  - c. peaceful.
4. When the Pilgrims landed it was
  - a. early spring.
  - b. cold winter.
  - c. late autumn.
5. The Indians
  - a. hated them.
  - b. helped them.
  - c. were indifferent.

## Your turn

Choose your favourite holiday and describe it.

### Useful language

My favourite holiday is \_\_\_\_

Among our holidays I like \_\_\_\_ best of all.

We celebrate	Independence Day on the ____ of ____
	New Year at the end of ____
	Easter at the beginning of ____
	Mother's Day in autumn.
	Christmas

People usually	visit, congratulate	their friends, relatives, each other.
	decorate	streets, their houses, flats, fir trees.
	put on	best clothes.
	have	holiday dinner/traditional.
	wish	good luck, health, Happy New Year

## Work on words

**human** [ˈhju:mən] **adj** *Our doctor is very human, understanding and attentive. It was not human to throw the sick animal into the street.*

**receive** [riˈsi:v] **v** *When did you receive the news? He received a good education. The hotel is now open to receive guests. You will receive a warm welcome when you come to Armenia.*

**none** [ˈnʌn] **pron** *None of this money is mine. Is there anybody left? None at all. None of them has come back yet.*

**crop** [krɒp] **n** *He looked at the rich crops of corn with pride and hope.*

**harvest** [ˈhɑ:vɪst] **n** *This year's wheat harvest is very poor; we must think what to do. It was harvest time and all the people were in the fields.*  
**harvest v:** *They hope that in summer a rich crop of tomatoes will be harvested.*

**remind** [rɪˈmaɪnd] **v** *Please remind me to answer that letter. **remind of:** He reminds me of his father. He reminded me of our plan to go to the concert on Saturday. He reminded me of our journey together.*

**Words not to be confused**

**receive:** a letter/news / telegram, education, guests, patients  
**accept:** a gift, an invitation, smb's apology  
**admit:** into the house, to school, one's mistake

**1. Translate into English.**

Ոչ ոք, հիշեցնել, արիություն, խփել, համարձակություն, ստանալ, հաղթել, քաջություն, բերքահավաք, ոչինչ, ընդունել, ոչ մի, բերք, հունձք, բերքը հավաքել, հնձել, քաղել, մարդկային:

**2. Find the opposites and arrange them in pairs.**

**Example:** after – before

receive, everybody, full, peaceful, fear, belief, live, leave, stormy, empty, disbelief, arrive, die, courage, none, friendly, strength, before, send, weakness, after

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

<p>A. none harvest crop remind receive</p>	<p>B. accept, take; welcome not any, not one make/help to remember agricultural plants in the fields cut, gather a crop</p>
--	---

**4. Fill in the gaps with words given on the left. Use them in the correct form.**

<p>sailing none sail courage remind sailor join beat</p>	<p>Life on — ships was very hard both for the passengers and the —. The ships were small and were much — in the stormy sea. Without — and patience, — of them would ever reach the land. The — had always dangerous work to do. In any weather they had to set the —. To make their life easier the sailors often sang old folk which — them of their native land and the passengers often — them.</p>
--	--

**5. Fill in admit, receive or accept in the correct form.**

1. When did you — the papers?
2. The servant opened the door and — me.
3. He asked her to marry him and she — his proposal.
4. Only one hundred boys — to the school each year.
5. You will — a warm welcome when you come to England.

## Focus on Grammar

### Revision

• **Complex object: (part 2)**

**verb + object + infinitive**

This structure is also used after the verbs *make, let, see (watch, notice), hear*

**Example:** Hot weather *makes me feel* tired.

Շոգ եղանակը հոգնեցնում է ինձ:

The customs officer made me open my suitcase.

Սաքսատան սպան ստիպեց, որ ես բացեմ իմ ճամպրուկը:

*Let me carry* your bag for you.

Թույլ տվեք տանել ձեր պայուսակը:

*Did you see him come* out of the house?

Դուք տեսա՞ք, ինչպես նա տնից դուրս եկավ:

*I heard him get up* early in the morning.

Ես լսեցի, որ նա անկողնուց վեր կացավ վաղ առավոտյան:

**Remember: The Infinitive after these verbs is used without *to*.**

**Example:** Did you *hear her sing*?

**1. Fill in the gaps using the verbs *made/didn't make/let/didn't let* in their correct forms.**

David Brutian is twenty-three years old. He plays the piano in a jazz band. Music means a lot to him. But when he was a child he didn't enjoy music at all. His parents — him attend piano lessons and they — him practise for hours every day. Fortunately they — him spend every evening in the school. They — him take part in other activities and they — him bring any classmates home. Every time the family had visitors, his parents — him play the piano for the guests. They only — him go out in the evenings when he went to a concert. They never — him go to the parties.

## 2. Combine the sentences into one.

1. I saw Peter. He was standing at the gate. *I saw Peter stand at the gate.*
2. I saw a car. It was approaching the cottage. I saw a car \_\_\_\_.
3. I watched the driver. He came out of the car. \_\_\_\_.
4. I heard Peter. He was speaking to the driver. \_\_\_\_.
5. I saw them. They were getting into the car. \_\_\_\_.
6. I saw Peter's mother. She was looking for him. \_\_\_\_.
7. I heard her. She was calling him. \_\_\_\_.

## 3. These Terrific Ads! Write sentences using the structure make + object + infinitive.

1. 'Wash & Go' makes \_\_\_\_
2. Go-Go petrol \_\_\_\_
3. \_\_\_\_

## Continue using similar sentences.

### 4. Translate into English.

1. Սայրիկս ինձ թույլ չի տալիս ուշ տուն վերադառնել:
2. Ստիպիր, որ նա այս դեղը խմի:
3. Մի ստիպիր ինձ երկար սպասել քեզ:
4. Ես տեսա, որ նրա ծնողները խոստում են:
5. Ոչ ոք չէր լսել, թե ինչպես երեխան դուռը բացեց:

## 5. Complete the sentences using complex object (with or without to).

1. Do you want me \_\_\_\_?
2. Did you hear \_\_\_\_?
3. Why doesn't the doctor let \_\_\_\_?
4. Would you like \_\_\_\_?
5. Who made \_\_\_\_?
6. He made me \_\_\_\_.

### **Mixed tenses**

## 6. Thanksgiving Day. Use the correct forms of the verbs in the brackets.

**A:** Hello, Cathy. It's Aram speaking.

**B:** Hello, Aram. How you (*be*)?

**A:** Thanks, fine. I (*ring*) you to find out if you're free this Thursday.

**B:** I'm afraid not. This Thursday (*be*) Thanksgiving Day.

**A:** I'm sorry, but I (*not know*) anything about it.

**B:** You ever (*hear*) about the Pilgrim Fathers?

**A:** Oh, yes. But how this day (*connect*) with the Pilgrims?

**B:** On this day they used (*have*) their harvest and called it Thanksgiving Day.

**A:** How you (*celebrate*) it, Cathy?

- B:** We (*have*) church services and a Thanksgiving dinner with traditional turkey, pumpkin pie and games in the afternoon. If you (*be*) free you can (*join*) us on Thursday.
- A:** Thank you. I (*come*) with great pleasure. I'll have something interesting to tell my friends when I (*be*) back in Yerevan.

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

## **The Red Men's Land**

### **Before you read**

1. Who lived in North America before the European settlers came?
2. What do you know about their way of life?
3. What is your idea of Indians and their place in American history?
4. Have you read Fenimore Cooper's lively novels with wise Indians and their laws, tomahawks and peace pipes?

Before the European settlers arrived in North America, the only people who lived there were the Indians. When the European settlers first appeared in America, they lived in peace with the native Americans. The Indians used to tell them, "A man should love the good earth over which he hunts, upon which stands his village. This is the Red Man's land. He wishes his hunting ground, his maize<sup>1</sup> field and his river for himself, his women and children." When the news of rich lands began to reach Europe, more and more settlers arrived. The Indians were driven from their land. They tried to defend themselves but they could do nothing against the white men.

James Fenimore Cooper is famous as the author of Leather Stocking novels: *The Pioneers*, *The Last of the Mohicans*, *The Pathfinder* and others. All these novels are exciting stories about the first settlers and American Indians. The main character in all these novels is Leather Stocking as he was called by the Indians. He was a white man - a hunter named Natty Bampopo. An ordinary man with little education, he knew everything about forest life. He was just and kind, he thought that all men-white, yellow or red were brothers. He was against civilization because he thought that progress spoiled nature and people.

## **The Last of the Mohicans**

### **James Fenimore Cooper**

For some minutes the Indian did not speak. Then he began his story.

"A big tree grew then where another tree now stands. The first pale-faces who came spoke no English. They came in a large canoe, when my fathers had buried the tomahawks with the other red men around us. Then, "Hawk-eye", he continued with great feeling, "then, Hawk-eye, we were one people, and we were happy. The salt lake gave us its fish, the wood – its animals and the air – its birds. We took wives and they had children. We kept the Maquas from our lands".

"Do you know anything of your own family at that time?" asked the white man.

<sup>1</sup> maize - եգիպտացորեն

“You are a wise man for an Indian! And I suppose your fathers were brave warriors and wise men”.

“My people are the grandfathers of Indian nations. The blood of chiefs runs in my body, where it must stay forever. The white men landed and gave my people the firewater and they drank until the sky and earth seemed to meet and they thought they were happy. Then they gave their land to the pale-faces. Step by step they were driven back from the big salt lake and have never visited the land where their fathers were buried. All my family is dead, they have gone to the land of the spirits. I am on the mountain-top now and soon must go to the spirits too, and when my son Uncas follows in my steps, there will no longer be any men of the blood of the chiefs, for my boy is the last of the Mohicans”.

### Comprehension questions

1. Where do the Indians live now?
2. Why can't they make their living?
3. Did the white men keep their promise?
4. Did the Indians live with the new settlers in peace?
5. Where did the government send them to live?

### Focus on phonetics

#### 1. Listen and repeat.

we <i>are</i> sure	they <i>have</i> read
they <i>were</i> the Indians	they <i>have</i> gone
the Indians <i>were</i> moved	they <i>had</i> never been
they <i>were</i> killed	they <i>had been</i> hunters

### Listening

*Listen to the extract from the poem “The Song of Hiawatha” by Longfellow.*

#### Song of Hiawatha

*Henry Wadsworth Longfellow*

In the vale of Tawasentha,  
In the green and silent valley,  
By the pleasant water-courses,  
Dwelt the singer Nawadaha.  
Round about the Indian village  
Spread the meadows and cornfields,  
And beyond them stood the forest,  
Stood the groves of singing pine-trees,  
Green in Summer, white in Winter  
Ever sighing, ever singing.

### Vocabulary

vale – valley  
dwelt – lived  
grove – a small wood

pine-trees – սոճիճներ  
sigh – հոգոց հաճել

### Answer the questions.

1. Did you like the poem?
2. Did the Indians like their land?
3. Why did they like it?

### Read the text and do the exercise

## We the people

There was no United States of America in the early 1770 and the name of the country – the United States of America – wasn't used until 1776. Before that Americans had no Constitution, no States, no national government. There lived in thirteen colonies which stretched from the Atlantic coast to the Mississippi. They were not independent then. Great Britain was a powerful country more than two thousand miles away across the Atlantic ocean and ruled the American colonies. It ruled the American colonies from 1607 to 1776, more than 150 years. During much of this time Great Britain was busy with problems in Europe. Leaders in the American colonies learnt to govern themselves. They had brought British customs and law with them to America.

There were many important leaders in early America, for example Benjamin Franklin and George Washington. They were founders because they helped to establish the country. They led the fight to free the country from British rule. Meanwhile the English taxed the goods that came to North America. This made the people in America angry. "Why must we pay the taxes to the government in England?" they complained, and in 1776 the War of Independence began. George Washington became the commander - in - chief of the American Army. The Americans fought with alternate success.

The English finally left the country in 1783.

On 4 July, 1776 representatives from 13 American colonies signed a document which said the colonies no longer belonged to Britain. It was in fact a letter addressed to the king, George III. It became known as the Declaration of Independence. In this document the Americans declared they wouldn't obey the king. They had the right to choose their own government. Something new was under the sun, a system of government in Lincoln's words "*of the people, by the people and for the people.*" In the Declaration it was accepted that all men were created equal and God had given them certain rights and among them are life, liberty and the right of happiness.

Since then 4 July is celebrated in the USA as Independence Day.

### True or false?

1. The name of the country appeared in 1776.
2. The Constitution was written in the first half of the eighteenth century.

3. At first, they were more than a dozen colonies.
4. The Americans ruled Great Britain.
5. According to the Declaration men have equal rights.

### Did you know?

The US Constitution was written by fifty-five men who met at Philadelphia Convention in 1787. In four months they wrote the Constitution which has lasted over 200 years. Many of these were leaders during the Revolution and later became leaders in their states. The most important delegates to the Convention were George Washington, James Madison and Benjamin Franklin. They were all for a strong national government.

### Work on words

<b>found</b> [faʊnd] v	<i>St. Petersburg was founded by Peter the Great. Yerevan was founded by Argishti. <b>founder n:</b> They all respected him as the founder of that hospital.</i>
<b>complain</b> [kəm'pleɪn] v	She complained of a terrible head ache. <b>complaint n:</b> Her complaints about the noise in the street get on my nerves.
<b>sign</b> [saɪn] v	They signed the papers before sending them. The papers were signed by the headmaster. <b>signature</b> ['sɪɡnɪtʃə] n: They sent the letters to the manager for signature. She was asked to put her signature to the letter.
<b>address</b> [ə'dres] v	You shouldn't read letters addressed to other people. <b>address</b> [ə'dres] n: What's your home address? Let me know if you change your address.
<b>declare</b> [di'kleɪə] v	He declared the results of the elections. He declared the meeting open. <b>declaration</b> [,dekle'reɪʃən] n: Nobody expected the declaration of the war on Russia by Germany.
<b>equal</b> ['i:kwəl] adj	All people must have equal rights. <b>equally adv:</b> They knew the language equally well.

#### 1. Translate into English.

բողոք, ստորագրել, հավասար, հիմնադրել, ստորագրություն, հավասարապես, հիմնադիր, հասցե, բողոքել, հասցեագրել:

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

A	B
declare	say that something is wrong
complain	declaring
sign	persons name written by himself
equal	make known clearly or formally, announce
declaration	the same in size, degree, number, etc.
signature	write one's name on a document to show that he is a writer

### 3. Choose the right word.

1. Who was these theatre *found/founded* by?
2. He *found/founded* the book interesting.
3. They intend to *find / found* a gallery of modern art in their city.
4. Shliemann was trying to *find/found* the ancient Troy.
5. The city of Erebouni was *found/founded* by Argishti I.

## Focus on Function

### How to avoid being categoric?

**a. You have already learnt how to express your opinions. But while expressing your opinion try not to be categoric. Here are some ways of doing it.**

#### Agreement

I quite agree./ That's true/  
You're so right./  
I couldn't agree more.

#### Disagreement

That's it. I'm afraid I can't accept it.  
I understand what you mean but \_\_\_\_.  
On the whole I agree, but \_\_\_\_.  
I can't agree with you.

#### b. People talk

**A:** You know, Bob, I'm tired of doing English exercises at home. I think you learn more by talking in class than by doing them.

**B:** *I can't agree with you.* I think that doing exercises helps to learn the language better.

**A:** I'm not sure. I think Grammar rules don't help with speaking.

**B:** *I understand what you mean,* but you can't speak without grammar.

**A:** Doing the same things many times always makes me sick.

**B:** Yes, *that's true,* but if you want to speak the language, I think you should know it well. No pains, no gains.

**A:** I don't know if you are right or not, but believe me – in fact you learn more from life than from books.

**B:** *There is some truth in what you say,* but on the whole *I can't agree* with you.

#### c. Express your agreement or disagreement,

1. Winter skiing is a boring sport.
2. Boxing is hard and cruel.
3. Ararat is a good football team.
4. Television is the greatest invention of the century.
5. Folk music is primitive.
6. Monuments and works taken from Greece must be returned to Greece.

## Focus on Grammar

### Revision

#### So/Neither do I

We use *so* to agree with affirmative statements, *neither* to agree with negative statements.

If *be* (have, do, can, could, should, will, must, etc.) is used in the statement, we use a form of the same verb after *so* or *neither*.

If the verb in the statement is an ordinary verb (see, have, like, know, or used to), we use a form of *do* after *so* and *neither*.

<i>Example:</i>	I know English. So do I.	I don't know English. Neither do I.
	I'm fond of reading. So am I.	I am not tired. Neither am I.

#### 1. Likes and dislikes. Complete the short answers with the correct verb.

- |  |   |
|--|---|
| 1. Jenny doesn't like mice.<br>Neither ____ Ann. | 3. Diana can't bear cats.<br>Neither ____ I.      |
| 2. Ann hates snakes.<br>So ____ Peter.           | 4. Lily is afraid of dogs.<br>So ____ her sister. |
| 5. I dislike bees.<br>So ____ I.                 |   |

#### 2. Fill in the table. What frightens you? your friend? your parents?

You	Your friend	Your parents
deep water		
being alone		
horses		
heights		
lightning		
ladders		
rats		
fire		
thunder		
flying		
darkness		

*Example:* I am not afraid of deep water.  
Neither is my friend.  
Neither are my parents.



# UNIT 7 You Will Do it if You Try

There is a snow mountain  
Reaching up into the sky.  
They say you cannot climb  
It is too high.  
If you take it bit by bit,  
If you take it step by step,  
You'll reach that distant peak  
In time.

## Discussion point. Taking risks

### Answer the questions.

1. What are these persons doing?
2. Do you think it is risky?
3. Would you dare to do it?
4. In what situation could you do it?

### Useful language

I'll do it if \_\_\_\_  
I won't do it unless \_\_\_\_  
It's worth taking risks if \_\_\_\_  
You can achieve your aim.  
You can help a person.

## Nothing ventured, nothing gained<sup>1</sup>

### How daring are you?

#### Answer the questions to find out if you enjoy taking risks.

	Yes	No
1. Would you enter a dark room if you're afraid to do it?	1	0
2. Would you start doing the work if it needs much effort?	1	0
3. Would you give up the work if it is risky?	0	1
4. Will you take up a risky sport like parachuting?	1	0
5. Do you get nervous when people drive slowly?	1	0
6. Do you make friends easily?	1	0
7. Do you like to be on stage?	1	0
8. Do you often wear unusual clothes?	1	0

0–3 - You do not take risks. Be careful: your life may be dull and boring.

4–5 - You're realistic about the results of risky steps you may take.

6–7 - You like taking risks. Remember to be sensible.

8 - You are a *desperado*<sup>2</sup>

pic

<sup>1</sup> Nothing ventured, nothing gained – ջուր չմտնողը ձուկ չի որսի

<sup>2</sup> desperado [ˌdespəˈra:dou] – խենթ, ոչինչից չվախեցող մարդ

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

## **Before you read**

1. What makes some characters leap from the pages of books or films to live in our imagination?
2. How do they become such powerful archetypes that live forever through the generation?
3. Do we learn something about ourselves and others when we consider why the characters speak clearly to us?
4. Who is your favourite character in fiction?
5. If you love somebody with a cupboard love, guess what the reasons may be.

### **Gone with the Wind**

*by Margaret Mitchell*

#### **Background**

*Gone with the Wind* is one of the greatest American novels. It is a magnificent historical romance which centres round Scarlett O'Hara, a strong southern character. The novel is a story about the South, that land of 'plenty' which was gone with the winds of the Civil War when the southern states went to war with the North to defend their way of life. It was a happy way of life for them. Rich plantation owners prospered on their huge plantations cultivated by the tears and sweat of their black slaves.

#### **I'm Never Going to be Hungry Again**

For a timeless time, she lay still, her face in the dirt, the sun beating hotly upon her, remembering things and people who were dead, remembering a way of living that was gone forever - and looking upon the dark future.

When she arose at last and saw again the black ruins of Twelve Oaks, her head was raised high and something that was youth and beauty had gone out of her face forever. What was past was past. Those who were dead were dead. The lazy luxury of the old days was gone never to return. And as Scarlett settled the heavy basket across her arm, she had settled her own mind and her own life.

There was no going back, she was going forward.

Throughout the South for fifty years there would be bitter-eyed women who looked backward to dead times, to dead men, bearing poverty<sup>1</sup> with pride because they had these memories. But Scarlett was never to look back.

She looked at the blackened stones and, for the last time, she saw Twelve Oaks rise before her eyes as it had once stood, rich and proud. Then she started down the road toward Tara, the heavy basket cutting her hand.

She felt hunger in her empty stomach again and she said aloud: "As God is my witness<sup>2</sup>, as God is my witness, the Yankees aren't going to beat me. I'm going to live

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<sup>1</sup> poverty [ˈpɒvəti] - αηρησαστηρηνη

<sup>2</sup> witness [ˈwɪtnɪs] - ψληω

through this and when it's over I'm never going to be hungry again. No, nor any of my folks."

## Comprehension

### 1. Choose the correct answer.

1. Scarlett O'Hara was
  - a. strong and risky
  - b. weak and lazy
  - c. shy and fearful
2. She was thinking about future
  - a. with hope
  - b. with fear
  - c. with calmness
3. Twelve Oaks stood before her
  - a. rich and proud
  - b. blackened and ruined
  - c. new and repaired
4. The day was
  - a. hasty
  - b. cool
  - c. hot

### Answer the questions.

1. What kind of book is the text from?
2. When do you think it might have been written?
3. What do you think the situation is?
4. Does the passage make you want to read more?

## Write on

Make a plan for the narration. Describe the key relationships

## Focus on Words

### Words of love

#### 1. Arrange the words to show the degree of feeling.

adore, admire, care for, be fond of, keen on, mad about, devoted to, feel affection for, fall for,

**cupboard love** - means you love someone for the wrong reasons

#### 2. Words in use.

Read about the opinions of the readers of their favourite heroes.

She is such a strong and **feisty** woman. There aren't enough of those in the fiction. She is selfish, hard and scheming and that makes her all the more real. She's caught between two men and loves the wrong one until it's too late. Of course she is no goddess but she is very real.

I'm not much of a reader, so I'm afraid all my fictional heroes and heroines are from the movies. but I've got hundreds. I've always had a soft spot for Princess Leia in the Star Wars films.

**Now tell about your favourite character.**

### USEFUL LANGUAGE

My all-time favourite is

She gets my votes

The author's favourite is

### Work on words

<b>distance</b> [ˈdɪstəns] <b>n</b>	The house stands on a hill and can be seen from a distance of two miles. <b>at a distance:</b> He noticed a big ship at a distance. <b>in the distance:</b> He saw something strange in the distance. <b>no distance:</b> It is easy to get to the station, no distance at all. <b>distant (from) adj:</b> The school is three miles distant.
<b>dare</b> [ˈdeə] <b>v</b>	He didn't dare (to) go. I wonder how he dares (to) say such a thing I haven't dared to ask him such a question. <b>daring</b> [ˈdeərɪŋ] <b>adj:</b> He had a daring character and always made risky decisions.
<b>despair</b> [dɪsˈpeə] <b>n</b>	He was filled with despair when he read about her illness. After her pet's unexpected death she was in despair. <b>desperate adj</b>
<b>forever</b> [fəˈevə] <b>adv</b>	After his wife's death he left the city forever. He decided to forget about it forever.
<b>ruin</b> [ˈruːɪn] <b>n</b>	After the war they had to build a lot of buildings as the town was in ruins. <b>ruin</b> [ruːɪn] <b>v:</b> The floods in Italy ruined many valuable paintings. Our plans for camping will be ruined if it rains tomorrow. You'll ruin your future if you continue to be so foolish.
<b>youth</b> [ˈjuːθ] <b>n</b>	A group of youths were standing at the corner of the street. When we were making a tour of Germany, we stayed in youth hostels.
<b>forward</b> [ˈfɔːwəd] <b>adv</b>	He stepped forward to help the old lady with her suitcase. <b>Ant.:</b> backward.
<b>backward</b> [ˈbækwəd] <b>adv</b>	Walking through the forest she looked backwards over her shoulder to see whether the children were following her. <b>Ant.:</b> forward.
<b>through</b> [θruː] <b>prep</b>	The River Thames flows through London. The road goes through the forest. He won't live through the night. The children are too young to sit through a long concert.

### 1. Translate into English.

Երիտասարդություն, առաջ նայել, գնալ անտառի միջով, երիտասարդական հանրակացարան, խափանել մեկի պլանները, ներս մտնել պատուհանից, հուսահատություն, համաձարկվել, համարել, կարծել, փլատակներ, կործանել մեկի ապագան:

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

A	B
dare	be brave enough to
daring	brave, adventurous, risky
despair	young men and women
forever	in the direction of the back
through	always at all times, endlessly
forward	damage completely
to ruin	in the direction of the front
backward	serious damage
youth	from the beginning to the end,
ruin	the state of having lost hope

### 3. Find the opposites in the text.

full, forward, put down, alive, poor, finish, always, forget, northern.

### 4. Paraphrase the italicized words.

1. He *was brave enough* to tell us the whole truth.
2. Don't *lose your hope*. You haven't missed all your chances yet.
3. He *was thought* to be one of the best writers of his time.
4. I will remember you *endlessly* after what you have done for me.
5. Nowadays *young men and women* have chances to get education abroad.
6. The flood seriously *damaged* the bridge.
7. I can't stay *from the beginning to the end of the* meeting.

**Words not to be confused: through – threw – though – throw – true – thorough**

### 5. Insert one of these words.

1. Who — the chewing-gum on the floor?
2. — it was raining, we went out of a walk.
3. They had to look — all the newspapers to find the information they needed.
4. She had to — away all my papers.
5. They didn't hope he would live — the accident.
6. All her dreams came —.
7. He gave her room a — cleaning.

## Word - building

### Revision

#### 6. Fill in the words given below in their correct forms.

At the age of fourteen my most loved book was the *Adventures of Tom Sawyer*, a novel by Mark Twain, one of America's greatest authors.

Twain grew up in Hannibal, Missouri, on the Mississippi River. The novel is the — of the River in those days. Although the book was written over one hundred years, ago, its story is still — today. The main characters of the book are Tom Sawyer and Huckleberry Finn. They go through many adventures: cemeteries, caves and even buried treasures.

It is — difficult to put the book down once you are caught up by Tom's story. Tom seems as real to me as one my friends. As the story progresses Tom's character begins to change: from that of a naughty boy to a person who is not — to people and cares about them.

wonder  
excite  
true  
different  
describe

## Focus on phonetics

### *Transcribe and read the words below.*

through, folk, luxury, stomach, bear, tear, sweat, south, southern, war.

### *Read and retell the text.*

#### **Margaret Mitchell – The author of *Gone with the Wind***

Margaret Mitchell didn't write much but her only novel *Gone with the Wind* became the talking point of all America immediately after it was published. Since then it is considered to be one of the most widely read novels. The novel she wrote was devoted to something she knew very well.

She was born in Atlanta, Georgia, in the family of the president of the Atlanta Historical Society. The family was interested in American history and since her childhood she heard a lot about the events of the Civil War. After graduating from college she started to work for the Atlanta Journal. In the following years she put pen to paper trying to write stories about the American Civil War. Later all these stories were united in her famous novel *Gone with the Wind*. The novel was a great success. Three years later it was made into a highly successful film.

She lived all her life in her native Atlanta enjoying the respect and love of her compatriots. She died in 1949 in a car crash.

Readers were always eager to see the sequel<sup>1</sup> of the novel or the film. In early 1990s Alexandra Ripley, a historical novelist, was chosen to do the job. The novel can hardly be compared with *Gone with the Wind*, but still it was popular with the public.

<sup>1</sup> sequel ['si:kweɪl] n շարունակություն

**Project work:** America's best ever

**1. Who are these writers? What have they written?**

Edgar Allen Poe  
Jack London  
William Faulkner  
John Salinger

**2. What other American writers do you know?**

See *Some More Reading*, p. ...

## Focus on Grammar

### Syntax

#### Complex Sentences

**1. Fill in the gaps with the following words:** *while, though, as, not only* \_\_\_  
*but also, after, that.*

#### ***Vivien Leigh and Gone with the Wind***

*Gone with the Wind* was — an epic portrait of the American Civil War, — a story about people who had to live through it. It was also a romantic love story. — Scarlett loves the quiet gentlemanly Ashley Wilkies, the eager adventurous Rhett Butler is in love with her. — Ashley marries his cousin Melanie and — many adventures, Scarlett marries Rhett. — she agrees to marry him, she does it only for money. — their marriage is stormy, Rhett walks out on her in the end. It was only by that time — Scarlett realises who she really loves.

Immediately — the book appeared it was made into a very successful film.

An English actress Vivien Leigh who starred in this film impressed everybody with her acting. Vivien Leigh's talent revealed itself in this role. — she won her popularity by many films, such as *Waterloo Bridge*, *Lady Hamilton* and others, this film remains one of her best. She was awarded the Oscar for *Gone with the Wind*.

## Real Condition

**a. Something that is true.**

If + present, + present

**Example:** If I *eat* too much, I *get* fat.

Եթե ես շատ եմ ուտում, չաղանում եմ:

If you *are travelling* to Liverpool, *change* at London.

Եթե դուք գնում եք Լիվերպուլ, տեղփոխ կատարեք Լոնդոնում:

If you *have come* from Paris, *collect* your luggage now.

Եթե դուք Փարիզից եք եկել, վերցրեք ձեր ուղեբեռը:

If + past simple, + past simple

**Example:** If the wind *blew* from the north, the room *was* cold.  
Եթե քամին փչում էր հյուսիսից, սենյակում ցուրտ էր:

**b. Something that is possible.**

If + present, + future

**Example:** If you *work* hard, you *will pass* the exam.  
Եթե ջանասեր աշխատես, քննությունը կհանձնես:

If + present, + imperative

**Example:** If you *park* your car here, *lock* it.

**2. Make up sentences expressing real condition.**

Mr. and Mrs. Mason from New York want to spend a holiday in England but they can't agree about where to stay Mrs Mason wants to stay at a hotel on the coast while Mr. Mason wants to go to a farm cottage in the countryside. They are looking through the guidebooks.

If you want a luxury home with a swimming pool, a cottage with roses round the door, a fisherman's cottage, a modern house or apartment you can find them all in our free colour guidebook.

**Mrs. Mason:** Listen, dear, *if* we go to the hotel, we *shall eat* in a restaurant.

**Mr. Mason:** Yes, I know. But *if* we go to the farm, we *shall eat* good farm fresh foods.

**Mrs. Mason:** Yes, but *if* — to the hotel, we —.

**Continue this dialogue.**

**Language material**

- go fishing/go to the theatres
- swim in the river/swim in the sea
- do shopping/ride a horse
- go dancing/walk in the woods.

**Focus on Function**

**Story telling**

When you tell a story you must show its beginning, middle and the end. Here are some useful words.

- The beginning:** first, first of all, after, after that.
- The middle:** then, and then, after, after that.
- The end:** finally, at the end, at last / in the end.

**Example:** When he got home, *first* he put down his case, *then* he took off his coat and *finally* he went into the dining-room and sat in the armchair.

**Read the story about Abraham Lincoln and retell it.**

**Honest Abe**

A house divided against itself cannot stand

Of all the presidents in the history of the US Abraham Lincoln is probably the one that Americans remember best and with the deepest love and respect. His life is an excellent example of the American dream. He was a self-made man. Without advantage of education or birth, it was only through his will-power, genius and great energy that he reached the top of society.

He spent the first years of his life in a simple log cabin in the middle of the forest in Kentucky. At the beginning of the nineteenth century the midwest was a wild and unsettled frontier<sup>1</sup>. The family of Lincoln had to clear the woods for farmlands. "I was growing with an axe in my hand," Lincoln used to say.

As a child Lincoln didn't go to school though he was eager to study but he used every chance to read books.

When he was seventeen years old, the family moved to Springfield, Illinois, where he set up a store. He soon noticed that people liked to hear him talk. His power of speech helped him to choose his future career, politics and law.

In 1834 he was elected into the House of Representatives and he began studying to become a lawyer. In this way Abraham Lincoln began his mission to become the sixteenth president of the US. He was president of the USA during the American Civil War between the southern and the northern American states.

Slavery was a burning question in American politics at that time. The northern states of the USA were against slavery and wanted to abolish<sup>2</sup> it. The southern states opposed them. The war was not only over abolition of slavery but also for the rights of the states to make their own choice. Lincoln knew that slavery was the greatest evil for the country. In 1862 the war began and four bitter years had passed before it ended. For the four years the Civil War president shouldered an almost unbearable burden<sup>3</sup> of defeats before he brought the country to the victory.

Lincoln's courage and belief in victory won the day<sup>4</sup>. He achieved his aim and united the country but was killed a year later.

**Work on words**

**will** [wil] n *He has a strong will. He showed a strength of will that overcame difficulties.*

**set up** ['set 'ʌp] v *After the war he came back to his native town and set up a business.*

1 frontier [frʌn'tiə] – uawhɪwɑŋ

2 abolish [ə'bɒlɪʃ] – ʋtɛrʋwɔŋtɛɫ

3 burden ['bɜ:dən] – pɛtɛ

4 won the day – hwɪŋpɛɪɔŋ

<b>slave</b> [sleiv] n	<i>She worked like a slave to make a living. The slaves couldn't live in such conditions any more and decided to run away. <b>slavery</b> ['sleivəri] n: He was sold into slavery.</i>
<b>evil</b> ['i:vl] adj	<i>He lived an evil life and wasted all his money.</i>
<b>bear</b> [beə] v	<i>(bore, borne) I can't bear his lies. John was afraid that he would not be able to bear the operation. <b>unbearable</b> [un'beərəbl] adj: I find his lies unbearable. The cold was unbearable. <b>Syn. tolerate</b></i>
<b>bitter</b> ['bitə] adj	<i>The coffee was bitter and he asked for some more sugar. He couldn't forgive her the bitter words she had said to him. Bitter tears ran down her cheeks.</i>
<b>achieve</b> [ə'tʃi:v] v	<i>He will never achieve anything because he is very lazy. He achieved success in his life because he is very hard-working. <b>achievement</b> [ə'tʃi:vmənt] n: He had great achievements in science because he was very talented.</i>

### Words not to be confused: First, at first, for the first time

**At first** is used to talk about the beginning of a situation when we are making a contrast with what happens or happened later.

**Example:** *At first they were happy, but then things went wrong.*  
In other cases *first* is usually used.

**Example:** John didn't notice the bear, I noticed it *first*.  
I *first* met her at a party in Oxford. (= for the first time)

### Last, at last

**Last** is contrasted with *first*.

**Example:** When did you *last* see her?  
I am to speak *last* at the meeting.

*At last* suggests very strongly the idea of impatience resulting from a long wait.

**Example:** Jack has passed his exams *at last*.  
When *at last* they found him, he was seriously ill.

### 1. Match the words with their explanations.

will-power	a person who belongs to somebody and serves him/her
slave	stand; go through
slavery	start
evil	hard to bear; tasting like unsweetened coffee
bear	condition of being a slave
bitter	bad, harmful
set up	control over oneself
unbearable	difficult or impossible to bear

**2. Fill in the gaps with the words on the left in their correct forms.**

The days in — seemed —. His mind was full of — thoughts. They were in the hands of an — man. And they didn't expect anything good from him.

bitter  
evil  
slavery  
unbearable  
will-power

Though they lived in terrible conditions his — and courage filled everybody with hope. And he began to think of the plan to run away.

**3. Fill in the sentences with the correct forms of the verbs below.**

*succeed, manage, reach, achieve*

1. I — very good results in the exam.
2. She — in passing her driving test.
3. After long talks the two sides — an agreement.
4. They — the lake before dark.
5. The bakery was closed. I didn't — to get any bread.

**4. Fill in the gaps with the correct word: first, at first, for the first time.**

When later he was asked if he was afraid to enter the burning house, David said, "To tell the truth, — I got frightened, but a few minutes later I thought about what to do.

— I called the fire brigade, then I rushed into the house. When I came out with a baby in my arms, I thought I had done something real in my life \_\_\_\_.

**5. Fill in the gaps with the correct word: last, at last**

1. When I — saw her, she looked happy. She told me that she had found an interesting job —.

2. Though she was — to speak at the meeting, her speech was the best. Everybody accepted that they heard something useful —.

**Presentation**

**How much do you know about the slavery in the USA?**

1. The majority of black slaves came to the USA in the — century.  
a. seventeenth                      b. eighteenth                      c. nineteenth
2. They worked mainly  
a. on cotton plantations              b. on cattle farms              c. in mining
3. The slaves came mainly from  
a. Africa                      b. Australia                      c. Asia
4. Slavery was ended after  
a. the War of Independence              b. the Civil War                      c. the First World War

## Did you know?

Martin Luther King hated violence since childhood. He struggled against it throughout his life. His dream was to see the black Americans integrated<sup>1</sup> with their white compatriots. In 1964 he was awarded the Nobel Prize. He was the first to take a Negro child by the hand to the 'white' school. His finest hour was in August 1963 when 200,000 black and white people gathered in Washington and listened to his famous speech "I have a dream" at the Lincoln Memorial.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

### Sing with us We shall overcome

We shall overcome.  
We shall overcome.  
We shall overcome some day.  
Deep in my heart I do believe  
We shall overcome one day.

We shall live in peace.  
We shall live in peace.  
We shall live in peace some day.  
Cause deep in my heart I do believe  
That we shall live in peace one day.

We'll walk hand in hand.  
We'll walk hand in hand.  
We'll walk hand in hand some day.  
Deep in my heart I do believe  
We'll walk hand in hand some day.

## Focus on Grammar

### Trouble Spot Unless

I shall not tell her about it, *unless* she asks me.  
(I'll tell her about it *only if* she asks me).

Ես նրան չեմ ասի դրա մասին, եթե նա ինձ հարց չտա:

<sup>1</sup> integrate [ˈɪntɪɡreɪt]– միացնել

John doesn't eat fish *unless* he is very hungry.  
Ջոնը ուտում է ձուկ միայն եթե շատ սոված է:

### 1. Complete the sentences.

1. I shall not ring her up unless \_\_\_\_ .
2. John didn't go to bed unless \_\_\_\_ .
3. They won't leave for the seaside unless \_\_\_\_ .

#### **Explanation: Unreal condition**

When you imagine a situation which is not real, you use the structure *if + Past Simple, + would / could + verb*. The meaning of such sentences is present or future.

**Example:** If I *had* more time, I *would read* the book.  
Եթե ավելի շատ ժամանակ *ունենայի*, *կկարդայի* այս գիրքը (այժմ կամ հետո):  
If it *didn't rain*, we *could go* for a walk (it is raining now).  
Եթե անձրև չգար, մենք *կգնայինք* զբոսանքի:

**Remember!** After I / he / she / it both *was* and *were* may be used.

**Example:** If I *was / were* you, I would buy that coat.

### 2. Translate into Armenian.

1. If I didn't go to the party, they would be hurt.
2. If you took more exercise, you would feel healthier.
3. If I went to bed now, I wouldn't sleep.
4. If it stopped raining, we could go out for a walk.
5. If he was offered the job, I think he would take it.
6. If I sold my car, I would not get much money for it.

### 3. Match the two parts of the sentences.

- |  |                                       |
|--|---------------------------------------|
| 1. If you went by a taxi,                  | a. I would go there.                  |
| 2. If I knew the answer,                   | b. we would have a nice garden.       |
| 3. If it didn't rain,                      | c. I would mind travelling by train.  |
| 4. If I were you,                          | d. you would get there in no time.    |
| 5. If trains were comfortable and fast,    | e. we could save money.               |
| 6. If we didn't waste so much electricity, | f. we could have lunch in the garden. |
| 7. If we lived in the country,             | g. I would tell you.                  |

### 4. Complete the sentences.

1. If I were beautiful, I could *take part in a beauty competition*.
2. If he had a car, \_\_\_\_ .
3. If she were ready, \_\_\_\_ .
4. If there were fewer cars in the city, \_\_\_\_ .
5. If you came in time, \_\_\_\_ .

6. If he spoke slower, \_\_\_\_ .
7. If I knew computer, \_\_\_\_ .

**5. Complete the sentences.**

1. I could wake up early tomorrow if \_\_\_\_ .
2. Everybody would laugh if \_\_\_\_ .
3. I would get this job if \_\_\_\_ .
4. You could be in time for work if \_\_\_\_ .
5. I would feel fit if \_\_\_\_ .
6. She could buy more clothes if \_\_\_\_ .
7. The cake would taste better if \_\_\_\_ .

**6. Use the verbs in the correct forms.**

1. If you (come) earlier tomorrow, we (do) a lot of work.
2. If I (know) his phone number, I (ring) him up.
3. If my father (find) a good job, we could have a nice holiday.
4. If I (have) money, I (lend) it to you.
5. If she (finish) her work soon, we (can go) to the disco.

# Unit 8 Cities and supercities

Cities are different and sometimes it is sufficient to see a small corner of a city to say what city it is.

## Can you recognise the cities above?

### Answer the questions.

1. What city has over 400 bridges?
2. Which is the sister city of Yerevan?
3. What city is sinking?
4. What city consists of 90 islands?
5. Which city was built by Peter the Great?
6. Can you name a state within a city?

Read the answers on page ... .

## Discussion point

### A Great Place to Live?

Tastes differ. Some people like to live in supercities which give them better opportunities for a good job, more chances to realise themselves and a variety of entertainment. They can't imagine their life without streams of fashionable cars, lively crowds of people, impressive skyscrapes and brightly illuminated streets. Others prefer small towns and villages with much green and cosy low-rise buildings. They enjoy a quiet peaceful life and they like to see faces familiar to them since their childhood.

## Focus on words. Doing the city

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

What can you do in the city?  
*visit places of interest, ...*

make a tour (of), wander  
do the city  
admire a splendid view of  
go on a tour round the city  
go sightseeing  
keep an eye open for  
...

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

Towns can be convenient places to live in because they have many facilities.

<i>Sports</i>	<i>Cultural</i>	<i>Educational</i>	<i>Catering</i>	<i>Other</i>
skating rink	theatre	schools	cafe	job centre
...	...	...	...	....

restaurant, chemist's, car park, opera house, evening classes, tennis court, library, dance hall disco, hotel, golf course, school, swimming pool, radio station, health centre, football pitch, museum.

**Can you add anything else?**

**2. Words in use:**

**a. What kind of city is \_\_\_?**

Teheran, Echmiadzin, Oxford, Tokyo, Sochi.

*University / cathedral / capital / seaside / supercity*

**b. Match a city (or a country) and an activity.**

Egypt	watch a bullfight
Miami	visit the pyramids
Paris	walk along Arbat street
Moscow	lie on the beach
Spain	visit mother-cathedral
Echmiadzin	admire the palaces.

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

Stratford-upon-Avon, Los Angeles, Gumri, Hollywood.

*Shakespeare's birthplace/humour/the cinema/a lot of Armenians/*

**d. What city do you want to visit? Give a few reasons why.**

**e. Match each notice with a place below.**

<b>Foreign exchange</b>	<b>Please</b> no dogs no smoking	<b>Camping site</b>
<b>No fishing</b>	no ices no flash	<b>Afternoon tea server</b>
<b>Thank you</b>		
<b>No parking please</b>	<b>Please keep off the grass</b>	<b>Please do not feed the animals</b>
a. by a lake		e. in a museum
b. on a road		f. in a cafe
c. in a park		g. in a zoo
d. in a street		h. in a bank

***Read the letters where Ann Lee and Susie Ball describe their impressions of the cities they are visiting.***

Dear Ann,

Here I am at last. I've had a busy day doing the city. A lot of people warned me that New York is a dangerous, dirty city where you can't go out after dark. As for me, I love the place. Of course, it's not as clean as Plymouth, but it offers so many opportunities. Jane says I'm the first person she has met who is crazy about the city.

She has taken me to Manhattan<sup>1</sup> and I went up to the 112th floor of the Empire State Building to have a look at the city. It was a fantastic sight. The whole city lay below. Then we walked along Broadway to Times Square. It was evening, but it seemed it was daytime. The street was shining with advertisements.

My strongest memory is of a boat trip on the Hudson River: the sight of New York at night with the skyscrapers against the dark sky takes your breath away.

Tomorrow morning I shall be visiting the Metropolitan Museum and Central Park.

Love,  
Susy

Dear Susie,

I'm writing to you from Dover. It is a small city. There are a lot of houses built still by first settlers.

People are very helpful here. They seem to know each other. If you wish, you can go to Boston every weekend. At the moment I'm settling down.

Love, Ann

## **Your turn**

1. Do you prefer to live in a big or a small city? Why?
2. What are the advantages of a big/small town?
3. What are the disadvantages of living in a big/small town?
4. What problems are there in big cities today?

## **City to City**

1. The modern city of Amsterdam consists of 90 islands.
2. In Venice there are more than 400 bridges connecting different parts of the city.
3. Mexico City is sinking by 6 inches a year.
4. The Vatican which is a state within a city is situated in Rome.
5. St. Petersburg, the Venice of the North, was built by Peter the Great.
6. Cambridge is the sister-city of Yerevan.

## Work on words

<b>sufficient</b> [sə'fɪʃənt] <b>adj</b>	Do we have sufficient food for ten people? <b>Syn. enough</b>
<b>sink</b> [sɪŋk] <b>v</b>	<b>(sank, sunk)</b> Their ship sank during the storm. Wood does not sink in water. The sun was sinking in the west. He <b>was sunk in thought</b> and didn't notice them enter.
<b>opportunity</b> [ˌɒpə'tju:nɪti] <b>n</b>	I had no opportunity to discuss the matter with her.
<b>chance</b> ['tʃɑ:ns] <b>n</b>	He has no chance of winning that game. What are the chances that we shall succeed. This was the chance he didn't want to miss. <b>by chance</b> : We met by chance yesterday.
<b>lively</b> ['laɪvli] <b>adj</b>	Her story of their holidays was very lively. They had a very lively time at the party. <b>Syn. vivid</b>
<b>sight</b> [saɪt] <b>n</b>	The cherry trees in blossom are a wonderful sight. <b>at first sight</b> : He fell in love with her at first sight. You have poor sight, you should wear spectacles. At the sight of the police the robbers ran off. <b>Syn. view</b>
<b>below</b> [bi'lou] <b>adv</b>	From the hill we saw the blue ocean below. The people living in the room below are very noisy. <b>below prep</b> : We shall meet a few yards below the bridge. Shall I write my name above or below the line?
<b>take one's breath away</b>	The picture is so beautiful that it takes my breath away.

### 1. Translate into English.

տեսարան, ներքևում, խորտակվել, հավանականություն, աշխույժ, պատահաբար, բավականաչափ, սուզվել, զվարթ, տեսողություն, առաջին հայացքից, շանս, նտքերով տարված լինել, հնարավորություն

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

A	B
lively	go down below the water
sink	chance
below	luck
sufficient	full of life, cheerful
chance	in or to a lower place
opportunity	enough

### 3. Paraphrase the italicized words.

1. The stone the boy threw *went down the water* at once.
2. The patient seems a little more *cheerful* this morning.
3. Do you have *enough* money to buy that coat .
4. We *met* him quite *unexpectedly*.
5. I *could* go abroad and study.
6. Night temperatures can drop *lower than* 15 degrees.

## Listening

*Listen to the text about New York and answer the questions.*

1. What parts does New York consist of?
2. Why is the centre of New York called Manhattan?
3. What famous streets are there in New York?
4. Who was the Statue of Liberty presented by to America?
5. What are the famous sights in New York?

## Focus on Grammar

### REVISION

#### Articles

- Names with and without *the*.

#### No article

names of streets	Oxford Street, Broadway
names of roads	Cromwell Road
names of squares:	Red Square, Trafalgar Square
names of churches:	St.Paul's Cathedral
names of companies	Sony

#### the

names of theatres	the National Theatre
names of galleries	the National Gallery of Armenia
names of cinemas	the Moskva
names of museums	the British Museum
names of places	the Tower of London
names of buildings	the Houses of Parliament.
names of newspapers	the Times

**Remember:** – No article is used with names places if the first word is the name of a person or a place: Victoria Station, Westminster Palace, Hyde Park, London Zoo.

– Some names are only used with *the*: the Kremlin, the Acropolis, the Pentagon

– Names with *of* usually have *the*: the Museum of Modern Art

### 1. Use *the* where necessary.

1. Capitol in Washington D.C. contains chambers and offices of U.S. Senators and Representatives.
2. Statue of Liberty welcomes the people of the world with the torch of liberty.
3. Eiffel Tower was designed by Alexander Eiffel in the late 1800s.

4. White House is the residence of the President of the U. S. located in Washington D.C.
5. Beverly Hilton Hotel attracts elegance, wealth, movie stars and glamour .
6. Museum of Modern Art modern works including paintings, sculptures, drawings, etc.
7. Great Wall of China is the largest and most amazing landmark in the world.

**2. Where are these sights situated? Answer using articles where necessary.**

Acropolis, Kremlin, Broadway, White House, Westminster Abbey, British Museum, Hollywood

**3. Name a few streets, squares, museums, cinema-houses and theatres in Yerevan.**

### Revision Unreal Condition

**4. Put the verbs in brackets in correct forms.**

1. She (understand) everything, if you (explain) it to her.
2. What you (do) if there (be) a fire in the building.
3. Where you (to go) if you (visit) London.
4. We (stay) at the hotel if it (not to cost) so much money.
5. If you (invite) Bill, we (have) to invite his friends too.

**5. Translate into English.**

1. Եթե ճշմարտությունն իմանայի, կասեի ձեզ:
2. Ջոնը կօգներ ձեզ, եթե ժամանակ ունենար:
3. Սայրիկը կգայրանար, եթե իմանար, ինչ է պատահել:
4. Եթե նա ավելի դանդաղ խոսեր, մենք հեշտությամբ կհասկանայինք նրան:
5. Եթե նրանք մեքենա չունենային, չէին կարողանա այդքան ճանապարհորդել:

### Infinitive

**6. Translate into Armenian.**

1. It would be really useful for her to have a microwave oven.
2. It is kind of you to invite us for the weekend.
3. It would be wise of me to keep an eye on him.
4. It's careless of him to lose the book.
5. It's important for her to spend time with her children.

**7. Super. Put in the missing words in the advertisement using the infinitive.**

This year come on holiday with us.

You'll have nothing *to do*.

1.No jobs *to do*.

2.No meals —.

3.No dirty plates —.

4.No floors —.

5.No shopping —.

6.No clothes —.

You'll have plenty *to do*.

1. A first class hotel *to stay in*.

7. Super restaurant —.

8. Wonderful shows —.

9. Miles of beaches —.

10. Lots of interesting places —.

11. A warm sea —.

**Reported Speech**

**8. Hard work. Rewrite the text using direct speech.**

Willis asked Curtis and Dolson to come into his office for a minute, Curtis agreed if Willis didn't take too long. Dolson mentioned that he had a lot of work to do.

Willis told the policemen to sit down and shut the door. Willis wanted to know what they were going to do about the bank robbery. Dolson said they must arrest Warren. Willis advised them not to hurry and follow Warren a little more. Dolson said that was too dangerous because Warren could understand what was happening. Willis advised them to be more careful and to get on with the job.

*Example: Willis said to Curtis and Dolson, "Will you come into my office for a moment, please?"*

**9. Sightseeing. Translate the text**

*a. from Armenian into English.*

*b. from English into Armenian where necessary.*

Ann visited Boston in the USA. Ann had learnt English only for a year. So her English was not very good. Andy knows Armenian and English and sometimes he had to translate for her especially when she was talking to Mr. Stoppard.

Mr. Stoppard: This Saturday we are going to see Harvard University and the Kennedy museum. Two years ago we were in this museum but I don't know if Andy remembers it.

**Andy:** *(to father):* I can't say that I remember it well. *(to Ann)*

Հայրիկս ասում է,...

**Ann:** Ես շատ կցանկանայի տեսնել Հարվարդի համալսարանը: Դա իսկապես հետաքրքիր է: Ես նույնպես ուրախ եմ, որ կայցելենք Քենեդիի թանգարանը:

**Andy:** Ann says ...

**Mr. Stoppard:** Ask Ann if she knows anything about Kennedy.

**Andy:** Աննա, ...

- Ann:** Այո, հայրս ինձ պատմել էր Ամերիկայի պատմության մասին: Իսկ ես այստեղ գալուց առաջ մի գիրք եմ կարդացել Ամերիկայի հայտնի նախագահների մասին:
- Andy:** ...
- Ann:** Այդ գրքում կային շատ հետաքրքիր տեղեկություններ Լինկոլնի, Ռուզվելտի և Քեննեդիի մասին:
- Andy:** ...
- Mr. Stoppard:** Andy, tell Ann that the museum is on the bank of the Charles River. It has a beautiful modern architecture. And she will learn a lot about Kennedy and his life there.
- Andy:** ...
- Ann:** Ես անչափ ուրախ կլինեմ տեսնել այդ բոլորը: Եթե եղանակը բարենպաստ լինի, մենք շատ լավ ժամանակ կանցկացնենք:
- Ann:** ...

## Presentation

### Urban problems

#### Read the text and translate it into Armenian.

Look around you. What do you see? What do you hear? What do you smell? If you live in a city, you hear the noise of traffic, you smell the pollution of cars and factories.

The cities grow very quickly. Those living in the countryside move to the cities. As a result, most cities are very crowded. People are driving more cars, burning more fuel, using more water and energy, eating more food, making more rubbish and producing more things than ever before. Life in the city becomes more and more difficult. The cities are running out of space. In every big city blocks of high-rise flats have been built in large numbers to reduce the housing shortage. It was thought that it would help to solve the problem of housing in the city, but very soon it became clear that these flats in the clouds were not comfortable places for people, children especially, to live in. Many of these houses are dull and faceless.

Some governments are trying to limit growth in certain areas, as there are many jobless people in the cities. This brings to the rise of crime in big cities, but still people are crowding in the cities faster than the cities can take them. What is the answer to this problem?

#### What urban problems are mentioned in the text?

## Focus on words. Urban problems

### 1. Collecting words. What worries people in big cities?

*slums, heavy traffic,*      faceless houses  
dirty entrances  
housing shortage  
crime  
parking  
vandalism  
overcrowding  
noise  
water supply  
rubbish  
unemployment  
the homeless  
the jobless  
beggars

### 2. Words in use.

*a. Describe the pictures and state the problem.*

*b. If I were the mayor I would \_\_\_\_\_. Complete the sentences.*

- a. check the advertisements in the city to have them in Armenian,
- b. not allow to use so many packages,
- c. present a programme for young people on TV on how to economize,
- d. \_\_\_\_\_ move away the markets from the central streets,
- e. \_\_\_\_\_,
- f. \_\_\_\_\_.

### c. Read three letters to the editors.

**Write on. Write a letter to the editor about a problem that worries you.**

# **UNIT 9** Checks and Balances

## ***Before you read***

### **Read the text and name**

- the river Washington is founded on;
- the founder of Washington;
- two places of interest in Washington;
- the highest building in Washington;
- the difference between Washington and New–York.

## **Washington, DC**

Cities like people have their faces. They are often recognised by their landmarks. The city of Washington with its long wide avenues, shady streets, low buildings and crowds of governmental officials is unlike New York with its skyscrapers, noisy streets and the crazy pulse of a supercity.

Washington is quite a young city. It was founded in 1796 in the District of Columbia on the Potomac river and since 1800 it has been the federal capital. It is one of the few capital cities founded mainly as a seat of government. Washington was named after the first US president George Washington. He selected the place for the city, and Pierre L'Enfant, a French engineer, designed it.

In the centre of the city on Capitol Hill you can see an impressive building. It is the Capitol, the seat of the government. In this great building the Congress of the US meets to discuss and make laws. This is the highest building in Washington. There is a law in Washington against building structures higher than the Capitol. That's why you will not see skyscrapers in Washington.

Northwest of the Capitol stands the residence of the American president, the White House. It has been home of every US president since 1800. It is a beautiful mansion overlooking well-kept gardens and grounds with lawns and fountains. The mansion contains 132 rooms. The most famous room is the Oval Office, which is the president's office. Only some of these rooms are open to the public. Among them are the Green Room and the Blue Room where the ambassadors and ministers of foreign countries are received.

At every corner, in every street and square in Washington you are reminded of American History: the War of Independence and the Civil War. Magnificent memorials are built in honour of three American presidents whose names are connected with these two great events.

The monument to Jefferson stands in West Potomac Park. It is a round stone structure in the middle of which stands a full length statue of Thomas Jefferson. On the walls of the monument you can read sentences from the Declaration of Independence.

The Lincoln Memorial consists of a big marble hall with a statue of Abraham Lincoln in a large armchair. On the walls you can read famous passages from his speeches. The Memorial overlooks a pool on the National Mall.

The Washington Monument is a white marble obelisk 169 m high. Inside the memorial there is a lift and you can ride to the top of the monument and admire the beautiful panorama of the city.

Not far from the Capitol is the library of Congress, the largest library in the States. It holds over 13 million books, including the personal papers of the US presidents.

Between the Washington Monument and the Capitol on the National Mall another famous landmark of Washington, the Smithsonian museum group, is situated. It is the world's largest museum complex with fourteen museums and the National Zoo. Among the most visited museums in this group is the National Air and Space Museum. It houses dozens of airplanes, spacecraft and rockets, and it's only in this museum that you can touch the stone brought from the Moon.

The National Gallery of Art situated in Washington is one of world's great art museums with rich collections of European and American works.

If New York is the centre of finance, shopping and entertainment, New Orleans –the city of cotton and jazz, Boston – the centre of culture and learning, Chicago – of meat markets, cattle and blues, Washington is the city of government and administration.

## Comprehension

Match the two parts of the sentences.

- |   |  |
|---|--|
| 1. The White House is the residence of  | a. the government                              |
| 2. Cities are recognised by             | b. the American president                      |
| 3. Washington is the city of            | c. their landmarks                             |
| 4. The Capitol is the seat of           | d. building structures higher than the Capitol |
| 5. In Washington there is a law against | e. the Congress                                |

## What's in a name? The White House

At the beginning of the nineteenth century when Britain was at war with America the British captured<sup>1</sup> the city. The Capitol and the House of the president were set on fire. Later to hide the marks of the fire the brown stone walls of the president's house were painted white and it has been the White House ever since.

## Work on words

**shade** [ˈʃeɪd] **n** Keep in the shade or you'll have a headache. The trees give a pleasant shade. **shady adj**: It was hot and he crossed to the shady side of the street.

**crowd** [ˈkraʊd] **n** There were large crowds of people in the streets on Independence Day. At the station he pushed his way through the crowd. **(over) crowded adj**: The bus was overcrowded and it was difficult to get off.

**impress** [ɪmˈpres] **v** The book didn't impress me at all. He impressed me unpleasantly. **impression** [ɪmˈpreʃn] **n**: What was your first impression of the

<sup>1</sup> capture [ˈkæptʃə] - ɔŋwɒtɪ

US? First impressions are often wrong. **impressive** [im'presiv]  
**adj:** The Art Gallery was very impressive. The opening of the World Chess Championship in Yerevan was impressive. **make an impression on:** New Your made a great impression on me.

**overlook** [ouvə'luk] **v** My windows overlook a green park. Last summer we lived in a hotel overlooking the sea.

**magnificent** [mæg'nifisənt] **adj** The Opera House built in the 17<sup>th</sup> century looked magnificent. When we were in Greece, we saw many magnificent monuments there.

**grave** ['greiv] **n** There are always a lot of flowers on the grave of the Unknown Soldier. The grave of William Saroyan is in one of the quiet parks in Yerevan. The grave of Mashtots is in Oshakan.

### 1. Translate into English.

գերեզման, ամբոխ, հոյակապ, ազդու, հուզիչ, ստվեր, շքեղ, լեփ-լեցուն, տպավորիչ, արևից պաշտպանված, ստվերոտ, մեծ տպավորություն գործել, տպավորություն:

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

A.	B.
crowd	making a deep impression on the mind and feelings
found	a large number of people without order
shady	to establish
magnificent	a strong influence
impressive	to have a view of from above
impression	giving a shade from sunlight
overlook	important-looking, splendid

### 3. Fill in the words from the impress-family.

Every year in March an — Oscar ceremony takes place in Hollywood. The American Cinema Academy awards the prizes for the different nominations. The show makes a great — because the most famous film stars and film-directors gather in the hall. Among Oscar winning films are *Brave Heart*, *Gone with the Wind*, *Schindler's List*, *Amadeus* and many others. One of the most outstanding film directors Steven Spielberg has received the greatest number of Oscars. His films — everybody by their fantastic photography and acting of the cast.

### 4. The City of Oxford. Fill in the words on the left using them in the correct forms.

Oxford was — in the eighth century. It is a city of beautiful — streets and — buildings. Most of them are in the Gothic style. Oxford is famous for its University, one of the oldest in Europe. Every morning — of students hurry to their lectures.

Cornmarket is the shopping centre. It is always — with tourists who like to do their shopping here. Not far from Oxford is the — of the world-famous British politician, Winston Churchill.

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

## **Checks and balances**

The United States is a federal union of fifty-one states.

The power to govern is divided between the federal government, situated in Washington, D. C., and the state governments.

The basic law from which the United States government gets its power is the Constitution.

According to the US Constitution the powers of the government are divided into three branches: the executive, headed by the president, the legislative exercised by Congress and the judicial, the Supreme Court and lower national courts. The three branches work together to govern the country. Each branch has its own responsibilities and powers. No branch has more power than the other branches. They hold balanced powers. Each branch has duties to control the powers of the other branches. The division of powers provides the rights of individual citizens.

Congress consists of the Senate (the upper House) and the House of Representatives (the lower House).

The Senate has two senators from each state and the senators are elected for six-year terms.

The House of Representatives has 435 members, all elected every two years. The number of representatives of each state depends on the state's population.

The job of Congress is to pass laws. Before a bill becomes a law, it must be approved of by both the Houses of Congress and by the president. If the president vetoes a bill, it can still become a law if at least two-thirds of the members of each house vote for it.

The president must see that all national laws are carried out. The president is elected every four years.

The president and the Congress are elected in separate elections.

There are two main political parties in the US: the Republican and the Democratic parties.

## **Comprehension questions**

1. Where is the seat of the central government?
2. What branches are the powers of the government divided into?
3. Who is the executive branch headed by?
4. Who is the legislative branch exercised by?
5. Who represents the judicial branch?
6. How do the three branches work?
7. How is the president elected?
8. How many political parties are there in the US?
9. Compare the political system of the US with that in the UK.

## Focus on words. Talking Politics

Study the words and word combinations.

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

**government:** national / local / federal / central government / the seat of the government / the head / the powers of the government;

**power:** branches of power, to get / check / divide / have the powers;

**branch:** legislative branch (Congress, Parliament, National Assembly); executive branch, (president, vice-president, prime-minister); judicial branch, (the Supreme Court, local courts).

**bill:** to sign / pass / vote for / veto / approve of / disapprove of a bill

**tax:** federal / state / city taxes, income / sales / property / excise tax, to pay / collect taxes, tax-free.

### Words in use

#### a. Complete the table.

	Your country	Britain	The USA
Name of place where Government meets			
Number of Chambers			
Head of State			
Main Political Parties			

#### b. Who are these people? What political systems do they represent?

- democracy
- monarchy
- constitutional monarchy
- totalitarian system

#### c. Taxes in the USA. Fill in the gaps with the words on the left.

Taxes are the money which people must pay to finance their government. Americans often say that there are only two things a person can be sure of in life: death and taxes. Although Americans have different points of view on religions, culture and politics, they agree on one subject that \_\_\_ are too high, maybe the highest in the world.

In America there are three types of taxes as there are three levels of government: federal, \_\_\_ and city taxes. People who earn more than 4,000 dollars per year \_\_\_ to the \_\_\_ government. April 15 is not a happy day for people because they are to pay their federal \_\_\_.

The second tax is to the state government. This is an income tax and a \_\_\_ tax. The third tax is for the city which is a \_\_\_ tax (for the house) and an \_\_\_ tax (on the cars).

**excise**  
**pay taxes**  
**state**  
**federal**  
**taxes**  
**sales tax**  
**property**

## National Character

The Americans and the British speak the same language and still there are very many differences between them. The four British talk about their first impressions of America.

Jack Grey from Merton College, Oxford

The Americans are very proud of their country. They say that in the USA the buildings are taller, the cars are bigger and the girls are prettier than anywhere in the world. I think the Americans are louder, richer and noisier than any other nationality.

Judy Evans, from a language school, in Birmingham.

The Americans like coke and hamburgers. People in the UK think British food is healthier. Clothes are cheaper in the US, but fashion design in the UK is better than design in the USA.

And women? Well, American women are very beautiful, they are taller and slimmer than British women, but to my mind, they know less about the world.

Isabel Santos, from London University

There are lots of good things about the USA like Hollywood, jazz and Superman. It is true that most American skyscrapers are taller than buildings in the UK, but I think that our homes are older and more beautiful than anything in the USA.

Don Graham, from Edinburgh University

The British prefer their way of life, which is much slower and their politics which are more careful. In my opinion, a British accent is much better than an American one. I also think that we are more polite than our American cousins!

**Name the things which were discussed by the British students.**

- |            |         |
|------------|---------|
| a. fashion | d. ____ |
| b. cars    | e. ____ |
| c. ____    | f. ____ |

## Focus on Grammar

### Revision

#### Future Perfect

You should use *shall/will have done* to say that something will already be complete.

**Example:** I will not be at home at 9. I *shall have left* by that time. I *shall have gone* to school. Ես տանը չեմ լինի ժամը 9-ին: Ես մինչ այդ գնացած կլինեմ: Ես դպրոց գնացած կլինեմ:

**Compare Future Perfect with other Perfect Tenses.**

*I have washed up* dishes (Present Perfect).

Ես վերջացրել եմ ափսեները լվանալ:

When Mother came, *I had washed* the dishes (Past Perfect).

Երբ մայրիկը եկավ, ես արդեն լվացել էի ափսեները:

When Mother comes, *I shall have washed up* the dishes. (Future Perfect)

Երբ մայրիկը գա, ես ափսեները արդեն լվացած կլինեմ:

### 1. Translate into Armenian.

1. Don't ring me up at 9. I'll be watching an interesting film. Ring me up after 11. I'll have watched the film.
2. Can we meet at 12 tomorrow. I'm afraid, we can't, I shall be having a meeting. Let's meet at 2. The meeting will have finished by that time.
3. By the time we get home, Mother will have laid the table.
4. We shall have packed our clothes by the time you come.

### 2. Choose the right form.

George goes to school every day. He leaves home at 8.45 and is at school at about 9.00. At 12.00 he has lunch at the canteen. Then they have lessons till 2 o'clock. He comes home at 2.30. Tomorrow he will have a usual day.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. At 8.00 he                 | 4. At 12.00 he                 |
| a. will have had breakfast.   | a. will have lunch.            |
| b. will be having breakfast.  | b. will be having lunch.       |
| c. will have breakfast.       | c. will have lunch.            |
| 2. At 8.45 he                 | 5. At 2.00 he                  |
| a. will have left the house.  | a. will have left the school.  |
| b. will be leaving the house. | b. will be leaving the school. |
| c. will leave the house.      | c. will leave the school.      |
| 3. At 8.50 he                 | 6. At 3.00 he                  |
| a. will have left the house.  | a. will have come home.        |
| b. will be leaving the house. | b. will be coming home.        |
| c. will leave the house.      | c. will come home.             |

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

1. Don't come at 5 o'clock. I (have) English lesson.
2. Phone me at 6. I (finish) dinner by then.
3. We can't meet tomorrow afternoon. I (work).
4. Will you be free at 12 tomorrow. Yes, the lessons (be over) by that time.
5. When you come, we (play) chess.
6. By the time Mother comes, I (tidy up) the flat.

### 4. Use the verbs in the correct perfect tense forms.

Ann Balian is the managing director of a computer company. Here are some notes from her diary for Monday morning.

1. 8.00 – talk to the operators.
2. 8.30 – breakfast with the architect – discuss the new building.
3. 9.15 – telephone Mother to wish her a happy birthday.
4. 9.30 – dictate letters.
5. 10.00 – have a meeting with the customer.
6. 10.30 – write a report of the meeting.

On Friday a reporter phones her secretary to have a meeting with Ann Balian on Monday morning. What did the secretary say?

**Example:** I'm sorry. Miss Balian's diary is full. She will be talking to the operators at 8.00.

**Continue in the same way.**

## Quiz

### Round Britain and America

1. What is the name of the famous clock in London?
2. What are the names of the rivers that pass through London and New York?
3. Give the names of two parks: one in London, one - in New York.
4. Give the name of the place where you can take a boat from England to France.
5. Give the names of two most famous British kings and queens.
6. When did the Civil War take place in England?
7. What is the largest office building in New York?
8. Name the main parties in the UK and the US.
9. Name two English and two American writers.
10. What is the highest mountain in the UK? in the US?
11. What are the two largest states of the US?
12. What states are called New England?
13. What states are the bread basket states?
14. What seas is the UK surrounded by?
15. Name the five largest lakes in the US?
16. Name one famous American/English song.
17. What countries is English spoken in?

**Now check your answers:**

- 17-16 Very good. You are ready for a tour to London or New York.  
15-11 Quite good. You haven't forgotten much, have you?  
16-6 Not too bad. Look up the answers you don't know.  
5-0 Oh, dear!

## Just for Fun

### Law is law, even the most fantastic law

In Nebraska, USA, a barber shouldn't eat onion between 7 a.m. and 7 p.m.

Camels shouldn't be hunted in the state of Arizona, the USA.

The citizen of Kentucky, USA, should take a bath once a year.

In New York City there is still a law which forbids women to smoke in public.

# **Unit 10**

## **Something New, Something Really Exciting**

**mass media** - means of communication which reach very large numbers of people: TV, radio and newspapers.

### **Reading newspapers** **Before you read**

1. How often do you read newspapers?
2. What do you like to read in newspapers?
3. What newspapers and magazines do you like best?
4. Do you know any British or American newspapers and magazines?

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

There are two types of newspapers, a popular newspaper and a quality newspaper. A popular newspaper focuses more on sensation than real news. A quality newspaper is interested in bringing real news to the readers. A popular paper is usually smaller in size than a quality paper. It has larger headlines and shorter stories. It prefers stories about film stars and violent crimes, the lifestyle of popular people and scandals, and so on. Headlines in these newspapers are usually catching to attract the attention of the readers.

There are papers which are published daily, weekly or monthly. Most of the daily newspapers must be published *rain or shine*<sup>1</sup>. The Sunday newspapers are usually much larger than the regular editions. Reading the Sunday newspaper is a tradition both with the Americans and the British.

American newspapers get much of their news from the US agencies, AP (Associated Press) and UPI (United Press International), British newspapers from Reuter. Almost all editors and journalists agree that news should be clearly separated from opinion about the news. But if a news story appears with a reporter's name, it means that the editors consider it to be a mixture of fact and opinion.

There are a lot of magazines and newspapers in the UK and the US. They cover all topics and interests from art and architecture to tennis, from gardening to computers.

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<sup>1</sup> rain or shine ['rein ɔ: 'fain] - in any weather, in any case

## Focus on words: Newspaper words

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

#### a. What can you find in a newspaper?

*home/foreign/sports/business news* features  
radio and TV programmes  
reviews  
headlines  
fashion/letter page  
crosswords  
ads  
horoscopes  
articles

#### b. Talking newspaper

*The newspaper says that ...* The article reports ...  
The article is published  
The article has come out  
It is a daily/weekly/monthly newspaper

### 2. Words in use.

#### a. Write out the words dealing with newspapers and magazines.

Most newspapers are daily (= they come out/are published every day). Some are national, some are local. Magazines are weekly and monthly (=published every week/month). Some newspapers are tabloids (=small in size). These are usually the popular press (=short articles and lots of pictures), and they often have large circulation (=numbers of readers). More serious newspapers are bigger in size. People often refer to newspapers as press.

#### b. Match each headline with a news story.

Keep Elm Street Green

Woman Sees her Husband  
for the First Time

Missing Boy Sale

\*\*\*

Six-year-old Paul Smith, missing from his home in London since yesterday, was found this morning, 900 km away, in Scotland. Paul's family moved last week from Oxford to London and Paul wanted to see his friends in Oxford. So he walked to the station and got on a train. But he got on the wrong train and when the train stopped, Paul was not in Oxford, but in Inverness, Scotland. Paul says, "I was tired and it was cold. I went to sleep on the train."

\*\*\*

Light has come into the life of Chester woman Gill Ince. After 15 years of blindness she has seen her baby daughter for the first time.

Mrs Ince has also seen for the first time her husband Bill and guide-dog Deva, her faithful companion for the last 11 years, after a bang on the head in a fall restored her sight.

“I thought I was dreaming until I saw my husband, my baby and my guide-dog.”

\*\*\*

Yesterday afternoon 25 members of the *Save our Park* group met the mayor to give him a petition. The spokesperson for the group, Mrs Barbara Bennett, told reporters, “This is only the beginning of our fight. We’re against the city plan to build a garage in our street. We ought to save the Elm Street Park.” In his statement mayor Young said that he understood the group’s wish to save the park, but he continued, “The parking garage is necessary for shoppers.”

**c. Read the text and rearrange the paragraphs below in the correct order.**

### **Hijack on BA Flight**

1. Four passengers travelling on flight BA from London to Mexico on Tuesday, the journey which started so well turned into nightmare.
2. It is reported that at 3.40 p.m. the plane landed in Miami, but the passengers had to spend ten hours on the plane before the hijackers set them free.
3. Five minutes earlier hijackers told Captain Horley, the pilot of the British Airways jet, to fly the plane to the United States.
4. “It was a terrible flight,” says 29-year-old Emily Davies. “We were having lunch when suddenly two men with guns and masks appeared and told us all to put our hands on our heads.”
5. “It all happened very suddenly. A man pushed a gun in my back and told me to fly the plane to Miami. I had very little choice.”

### **Work on words: Time words**

#### **Time-words**

**1. Study the meaning of the words. Translate them into Armenian.**

<b>time</b>	all the days of the past, present and future
<b>timely</b>	taking place at the right time
<b>timeless</b>	unending
<b>time-saving</b>	saving somebody’s time
<b>timetable</b>	list showing the days and hours when the work will be done

## 2. Guess the meaning of the phrases.

1. Don't worry. We won't be late. We'll get to the place *in no time*.
2. Don't *waste your time* watching TV all the time. Do something more interesting.
3. Whenever you *have time to kill* call me up and we will chat a little.
4. *From time to time* our family goes to the country to have a rest.
5. Please hand in your tests. Your *time is up*.
6. *Once upon a time* there lived a king whose name was Midas.
7. *Time and again* I have to remember my son to study before going out with his friends.

## 3. Match the words in column A with their meanings in column B.

to have a good time	show the hour (in)correctly
keep good (bad) time	don't hurry
take your time	free time
to beat time	to enjoy oneself
time off	show the time with a hand

## 4. Find the Armenian sayings for the English proverbs.

Time will tell.  
Time works wonders.  
Time will show who is right.  
There is a time and a place for everything.

## 5. Fill in the gaps with one of the time-words (Study exercises 14).

1. Why do you never listen? I've told you \_\_\_ to lock the front door when you go out.
2. The paintings of Van Gogh have a \_\_\_ beauty.
3. John \_\_\_ on a drum while the children danced.
4. The play started at 9. We had a lot of time so we decided \_\_\_ by walking round the park.
5. I got to the bank \_\_\_ just before they closed.
6. Did you enjoy the party? Yes, we \_\_\_ there last night.
7. Do your test attentively: you have more than two hours, \_\_\_.

### TROUBLE SPOT: Prepositions with time-words

this time	այս անգամ
at that time	այդ ժամանակ
at a time	միաժամանակ
at the same time	միևնույն ժամանակ
be in time for	(ինչ-որ տեղ) ժամանակին գալ
in no time	իսկույն, մի ակնթարթում
on time	ճիշտ ժամանակին

## Focus on Grammar

### Revision

#### Prepositions

##### 1. Choose the right word.

- Your time is \_\_\_\_\_. What's the answer?  
a. in                      b. off                      c. on                      d. up
- I want to take some time \_\_\_\_\_ from my studies to travel.  
a. in                      b. off                      c. on                      d. up
- It's very unusual for trains to run \_\_\_\_\_ time in summer.  
a. in                      b. off                      c. on                      d. up
- He lied so many times that nobody believed him \_\_\_\_\_ this time.  
a. at                      b. of                      c. —                      d. in
- Don't worry. I'll back \_\_\_\_\_ no time.  
a. at                      b. on                      c. —                      d. in

#### Pronouns

things	something	anything	everything	nothing
people	somebody	anybody	everybody	nobody
places	someone	anyone	everyone	no one
	somewhere	anywhere	everywhere	nowhere

**Somebody** and **someone**, **nobody** and **no one**, etc. mean the same.

We use **some-**, **every-** and **no-** in affirmative sentences.

Example: The police looked for her everywhere. Someone was sitting on the sofa.

We usually use **any-** in questions and in negative sentences.

Example: The police couldn't find her anywhere.

We can use **some-** in questions when we expect the answer 'Yes'.

Example: Can you do something to help?

We can use **any-** in affirmative sentences with the meaning 'every-' for emphasis.

Example: He was prepared to try anything to find his daughter.

We can use **else** after all the words with **some-**, **any-**, **no-** and **every-** with the meaning 'other' or 'different'.

Example: no one else = 'no other person', somewhere else = 'a different/another place'

We can use an adjective after words with **some-**, **any-**, and **no-**.

Example: something strange, something definite, nothing new

## 2. Fill in the pronouns something, nobody, everywhere, anyone, etc.

Do you believe that there are people who can “see” what is happening \_\_\_\_ ? Gerard Croiset from Holland could and he used his unusual ability to help the police to find missing people, \_\_\_\_ in the world. Professor Sandelius lived with his 24-year-old daughter Carol in Topeka, in the USA. One day, \_\_\_\_ strange happened. Carol disappeared. The police looked for her \_\_\_\_ . First they showed photographs to \_\_\_\_ in town, but \_\_\_\_ knew \_\_\_\_ about her. Then they started a nationwide search, but they couldn't find her \_\_\_\_ . After eight weeks there was \_\_\_\_ that the police could do. Professor Sandelius was prepared to try \_\_\_\_ to find his daughter. He had heard about Croiset and he contacted him. “Can you do \_\_\_\_ to help?” he asked. “ \_\_\_\_ can”.

## 3. Put in each or every.

1. There were four books on the table. ... book was a different colour.
2. The Olympic Games are held ... four years.
3. I understood most of what they said but not ... word.
4. In a game of tennis there two players. ... player has a racket.
5. We had a great weekend. I enjoyed ... minute of it.
6. Car seat belts save lives. ... driver should wear one.
7. She was wearing four rings – one on ... finger.
8. There's a train to London ... hour.

## 4. Insert the pronouns every, everyone, all, no one, someone.

### TV advertisements: Are they about real Life?

In TV advertisements ...family has two children and ... lives in a house with a garden. ... has got a car and a mobile phone. When they drive their cars, the roads ate empty.

... has got a job. No one is unemployed. ... work in a high-tech office which is full of shiny new computers. ... works in a factory.

... takes a holiday on a beach in an exotic country. They fly there in comfortable planes with smiling stewardesses, good food and lots of space for their feet. ... has a huge kitchen. .... prepares delicious meals. Children never cry. When they are ill, their parents take them to smiling doctors in white coats. ...the doctors are so amiable, shining and smiling

### Articles

#### • These nouns are uncountable in English

weather	progress	traffic	hair
news	advice	luggage	scenery
information	work	furniture	rubbish

*Remember:* They do not take plural or *a* in the singular.

### Countable

I'm looking for *a job*.  
It's *a nice day* today.  
We had a lot of *bags*.  
*These chairs* are nice.  
It was *a good suggestion*.  
There is *a hair* in my tea.  
What *a beautiful view*.

### Uncountable

I'm looking for *work*.  
It's *nice weather* today.  
We had a lot of *luggage*.  
*This furniture* is nice.  
It was *good advice*.  
Her *hair* is long.  
What *beautiful scenery*.

## 5. Choose the right word.

1. John's father is unemployed. His father is looking for *work/a work*.
2. She gave us some good *advice/advices*.
3. Bad news *don't make/doesn't make* people happy.
4. Your hair *is/are* good.
5. They had much *luggage/many luggages*.
6. She is making *progress/ a progress* in her English.
7. They are carrying *a new furniture/ new furniture* upstairs.
8. What a beautiful *view/scenery!*

## 6. Translate into English.

1. Քո մազերը շատ գեղեցիկ են:
2. Նրա խորհուրդները երբեք չեն օգնում ինձ:
3. Այսօրվա նորությունները հետաքրքիր չէին:
4. Նրան այսօր շատ հետաքրքիր աշխատանք առաջարկեցին:
5. Տեղեկությունները, որ դուք երեկ ներկայացրեցիք, սխալ են:

- **When there is only one of something we use *the*.**

the world	the capital	the moon
the sun	the earth	the sky

**Remember:** We use *space* without *the*.

## 7. Put in the or a/an where necessary.

1. Sun is star.
2. Moon goes round earth every twenty-seven days.
3. What is longest river in world?
4. I saw cloud in sky.
5. What's capital of Spain?
6. "Would you like to travel in space?" - "Yes, I'd love to go to Moon".
7. I lay down on grass and looked up at sky.
8. Brazil is country in South America.

### **Discussion point**

#### **No matter where, no matter when**

News is brought to us by journalists. You can see them everywhere with their cameras, microphones and confusing questions. They report current events from all corners of our planet. They rush to hotbeds of war<sup>1</sup> to inform us about victories and defeats, they even reveal crimes. Some try to find out the truth, while others are after scandals (like paparazzi). By their reports they form public opinion. It is not for nothing<sup>2</sup> that politicians speak about information wars. Their work is very important as they leave us the records of the changing face of the world.

### **Your turn**

1. What kinds of news do you prefer listening?
2. Who is your favourite reporter? Why?
3. Are you satisfied with news reporting in Armenia? Why? Why not?

**Read the information about Earnest Hemingway and say what you have learned about the writer.**

A war correspondent

A man of action

A great adventurer

An amateur boxer

A hunter

A deep sea fisherman

The victim of three car accidents and two plane crashes

A man of four wives

A man who valued courage, honesty, adventure and love

Above all a brilliant writer: *Farewell to Arms,*  
*For Whom the Bell Tolls,*  
*Fiesta,*  
*The Old Man and the Sea,*  
*humorous stories.*

Favourite quotations      A man can't be alone.  
A man can be destroyed, but he cannot be defeated.  
What beat you, old man. Nothing I've gone too far.

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

### **In Another Country**

*by Ernest Hemingway*

1 In the autumn the war was always there, but we didn't go to it any more. It was cold in the autumn in Milan and darkness came very early. Then the electric lights came

<sup>1</sup> hotbeds of war - պատերազմի օջախներ

<sup>2</sup> not for nothing - իզուր չէ որ

on, and it was pleasant to walk along the streets looking in the windows ...

2 We were all at the hospital every afternoon, and we came to the hospital by different ways across the town ... The hospital was old and very beautiful and you walked across a yard where funerals were usually starting. Behind the old hospital were the new buildings, and there we met every afternoon and were all very polite and interested in each other and sat in the machines that were helping us to get well.

3 The doctor came up to the machine where I was sitting and said: "What did you like best to do before the war? Did you go in for sports?"

I said: "Yes, football."

"Good," he said. "You will be able to play football again better than ever."

4 In the next machine was a major, who had a little hand like a child's. He winked at me when the doctor examined his hand and said: "And will I too play football, doctor?" He had been a very great fencer, and before the war the greatest fencer in Italy ...

5 There were three boys of the same age I was, who came every day. They were all three from Milan, and one of them was going to be a lawyer, one was to be a painter, and one wanted to be a soldier. Sometimes after we finished with the machines, we walked back together to the café, which was next door to the Scala.

6 We all had the same medals, except the boy with the black handkerchief across the face, and he had not been at the front long enough to get any medals ...

The boys at first were very polite about my medal and asked me what I had done to get it. I showed them the papers which were written in a very beautiful language and full of nice words, but which really said, if you drop all the nice words, that I had got the medal because I was an American. After that their manner changed a little though I remained their friend ...

7 The major, who had been the great fencer, did not believe in bravery. So he remained a good friend, too, and we spent much time while we sat in the machines correcting my grammar! He said I spoke Italian well and we talked together very easily ...

"What will you do when the war is over if it is ever?" he asked one day. "Speak grammatically!"

"I will go to the States."

"Are you married?"

"No, but I have to be."

"Then you are a fool," he said. He looked angrily, "A man must not marry."

"Why mustn't a man marry?"

"He cannot marry. He may lose everything. He must find things in his life which he cannot lose."

"But why he should lose anything?"

8 "He will lose it," the major said. He was looking at the wall. Then he looked down at the machine and took his hand out of it. He went into another room and I heard him ask the doctor if he might use the telephone. When he came back into the room I was sitting in another machine.

"I am sorry", he said. "You must forgive me. My wife has just died."

"Oh—" I said feeling sick for him. "I am sorry."

The doctor told me that the major's wife who was very young and whom he had

married when he was invalided out of the war had died of pneumonia. She had been sick only a few days. No one expected her to die. The major did not come to the hospital for three days. Then he came at the usual hour.

## Comprehension

### 1. True or false

1. The doctor advised the patients to drive a car.
2. Special equipment was used to help the patients get well.
3. The major asked the doctor if he might play football.
4. The major asked if he would be able to play football.
5. The hero spoke Italian badly.
6. The major said the man must not marry as he hated women.

### 2. Choose the correct answer.

1. The phrasal verb *came on* (paragraph 1) means  
a. were turned on    b. were put off    c.
2. The word combination *get well* means  
a. recover    b. receive    c. revise
3. The word *drop* (if you *drop* all the nice words) can be best replaced by the word  
a. fall    b. leave out    c. cut
4. *Speak grammatically* means  
a. know grammar rules    b. speak correctly    c. use grammar rules
5. The word *their* in the last sentence of paragraph 6 stands for  
a. papers    b. words    c. boys

### WRITE ON

*This is a list of facts about Ernest Hemingway. Write his biography combining the given sentences. Reorder the information if necessary. Divide your text into paragraphs.*

## Born of War, Love and Death

Ernest Hemingway was born in 1899. He was born in Oak Park, Illinois.

He was born in a middle-class family. His father was a doctor. He taught the boy hunting and fishing. All his life he was against the morals of his family.

He graduated from High School in 1917. He didn't go to college. He dreamed of life full of adventures.

He went to Kansas City. He was employed as a reporter. He was a reporter for *The Star*. *The Star* was a leading newspaper. Working for *The Star* was very useful.

He was eager to be a soldier. He had poor eyesight. He failed to become a soldier. He became an ambulance driver for the American Red Cross. He was injured in World War I. He was decorated for heroism.

He worked as a war correspondent. He reported wars in Spain, China and Europe. Many of his books were about wars.

*For Whom the Bell Tolls* was written in 1940. It was his most successful book. It was about an American soldier in the Spanish Civil War. *A Farewell to Arms* is about the cruelties of war. He won the Nobel Prize for literature in 1951.

He died in 1961.

## Focus on grammar

### Revision

#### *Passive Voice*

- You form passive verbs with the different tenses of be + past participle.
- You use the passive when you want to focus on:
  - when and where something is done,
  - what is done, rather than who does it,
  - to describe processes.

#### **1. Look at these pairs of active and passive sentences. In each pair, which do you think is the better sentence? Explain why.**

1. a. We only use 11 per cent of the Earth's land for farming. But each year we use less land because rain washes the soil away.  
b. Only 11 per cent of the Earth's land is used for farming. But each year less land is used because the soil is washed away by the rain or blown away by the wind.
2. a. The Japanese like fish and eat 3,400 million kilograms of it.  
b. Fish is liked by the Japanese and 3,400 million kilograms of it is eaten by them each year.
3. a. At first, the Europeans didn't smoke tobacco but used it as a flower.  
b. At first tobacco wasn't smoked by the Europeans but used as a flower.

#### **2. Here are some headlines from the local newspapers. Write the headlines as full sentences with the verbs in the passive.**

**Example:** 20 Killed Every Day on Britain's Roads  
Twenty people are killed on the roads in Britain every day.

1. Shop Windows Broken after Last Saturday's Football Match
2. New Swimming-pool Built by Next Spring
3. Clerk Shot in Break Raid Yesterday - 2 Arrested Last Night
4. Town Hall Painted Next Year
5. Expensive Goods Stolen from Department Store
6. Baby Found in Bus Station Last Night.

- Passive is also used to introduce general opinion.

e.g. *It is said/reported/believed/supposed* that the police are looking for the thief.

Ասում /Չայտնում/Կարծում /Ենթադրում են, որ ոստիկանները փնտրում են գողին:

### 3. Rewrite these sentences in the passive to introduce general opinion.

1. China makes three times as many bicycles as the USA and Japan.
2. The Romans first mined coal in the first century AD.
3. The Dutch grow about 3,000 million flowers a year.
4. An average American uses twice as much fuel as an average European.

### 4. Translate the sentences into English.

1. Չայտնում են, որ պատահարում զոհվել է երկու մարդ:
2. Կարծում են, որ գործադուլը շուտով կվերջանա:
3. Ենթադրվում է, որ ֆիլմը շատ լավն է:
4. Սպասում էին, որ նավը կժամանի ճիշտ ժամանակին:
5. Ռադիոյով հայտնել են, որ եղանակը շուտով կփոխվի դեպի լավը:

### 5. Rewrite the text using the passive forms to express opinion where possible.

#### Upside-down in the Chimney

A man who tried to break into the house on Friday got stuck in a chimney for fifty hours. The owner of the house returned after a weekend break and heard a strange noise in her chimney. She called the police who found a neighbour stuck upside down in the chimney. He had climbed onto the roof and was trying to enter the house through the chimney when he got stuck. The man claimed he had returned home drunk, lost his key and thought that was his house. After the police got him out of the chimney, they arrested him.

# **Unit 11**      **TV or not TV**

## **Discussion point**

### **A Chewing Gum to the Eye**

*Television brings information and entertainment to our homes. It has a great influence on young people's lives. Sitting comfortably in their own homes people all over the world watch TV and learn a lot about what is going on in any corner of the world and still many people are not positive about TV.*

### **Answer the questions.**

1. How important is television to you?
2. How many hours a week do you watch TV?
3. Do you watch television because you have nothing better to do?
4. What do you think about the commercials on TV?
5. What are the good or bad points of television?

### **Good points**

It informs you about the world.

It may educate people.

...

### **Bad points**

It stops people talking.

It's bad for health.

...

### **Interest points**

In some countries there is no TV for one or two days a week.

...

### *Useful language*

Watching TV is cheap/great fun/entertaining/informative.

TV is junk/most programmes are dull/there are better ways to spend time.

### **Interesting facts about TV**

- The average child sees 20,000 thirty-second commercials in a year.
- The average child watches television<sup>1</sup>, 680 minutes in a week.
- The average American youth spends in school 900 hours a year.

- The average American youth watches television 1500 hours a year.
- The American child has seen around 11,000 murders on television TV by the time he reaches 14.
- In some countries there is no TV for one or two days a week.

## Focus on Phonetics

### **1. Listen and read part of a news bulletin paying attention to pauses. Mark the rises and the falls wherever you hear them.**

Hijackers | are still holding | twenty-three passengers | in a plane | at Manchester airport. || They hijacked the flight | from London to Glasgow | last Thursday. ||The passengers have been sitting in the plane | without food or water | for three days.

A demonstration | against unemployment | has been taking place | in Manchester.|| The demonstrators | have been marching through the city | for two hours. ||It is expected to finish | in front of the town hall | at 5 this evening | where left-wing members of Parliament | will address the crowd.

### **FOCUS ON WORDS: TV words**

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

##### **a. Types of TV programmes**

*documentary*

current affairs  
*news report*  
 soap-opera  
 talk show  
 drama  
 quiz  
 film, play, clips  
 crime series

music/news/sports programme  
 weather forecast  
 variety show  
 commercials  
 serial  
 cartoon film

##### **b. Talking TV**

*What's on TV tonight?*  
*What time's the film on?*

Are they showing the game live?  
 How long does the show last?

What's your favourite programme?  
Turn the TV up / down / over.

If you want to watch TV, you *plug it in*. If the programme doesn't interest you, you *switch it over* to another channel. You can use a *remote control* to do that. If you pay extra, you can receive a *satellite TV* and then have greater number of *channels*.

## 2. Words in use

a. Look through the TV programme. Match the programmes with their types.

- |                       |             |                          |
|-----------------------|-------------|--------------------------|
| a. music programme    | e. a film   | i. weather forecast      |
| b. a news programme   | f. a quiz   | j. a documentary         |
| c. a cartoon          | g. a play   | k. a gardening programme |
| d. a sports programme | h. a comedy |                          |

### TV

- 1.00 Boxing from London and racing from Derby.
- 2.00 A new production of Shakespeare's *King Lear* at the Lyric Theatre.
- 4.00 Geoff Hamilton is in his garden telling us what to do at this time of year.
- 5.00 This week's top twenty with disc jockey Mike Red.
- 6.00 Northern comedian Peter Dawson entertains.
- 6.45 Tomorrow's world.
- 7.00 Disappearing forests of South America.
- 8.00 More adventures from Disneyland with Donald Duck.
- 9.00 More families try to answer the questions and win prizes.
- 10.00 Tomorrow's weather.
- 11.00 The Magnificent Seven. 1960 classic western. Starring Yul Brynner, Steve McQueen and Charles Bronson.

b. Say a few words about this TV programme.

### Useful language

*At 6.45 there's tomorrow's world.  
That's followed at 7.00 by ....  
After that you can see...  
Then you can enjoy...*

c. Give the name of the programme on the Armenian TV of each type listed in 2a.

**d. What do you think about Armenian TV? In pairs express your opinions about Armenian television using too much, too many, not enough, a lot of. Discuss**

Channels	Sport
Violence	Comedies
Advertisements	Soap operas
American crime series	Chat shows
Educational programmes	Political programmes

**Example:** “I think there are too many channels.”  
“So do I / I don’t. But I think there is too much violence.”

## Just for Fun

**New words for TV addict**

**videot** – a video-addicted man.

**couch potato** – a person whose best pastime is watching TV sitting on the sofa.

## Focus on Word-Building

I. Shortening is a comparatively new way of word – building, but it has become highly productive. Shortening is produced in two ways.

Some words lose their beginning or their ends:

telephone – phone	doctor – doc
defence – fence	television – telly

Sometimes a word loses both its beginning and its ending.

refrigerator – fridge  
influenza – flu

II. A new word may be formed from the initial letters of a word group. These are called abbreviations.

The United Nations – the UN  
The British Broadcasting Corporation – the BBC  
Member of Parliament – MP  
Personal computer – PC

Both types of shortening are characteristic of informal speech though abbreviations are found among formal words, too.

**1. Can you guess the meaning of these shortenings? Find the answers in the list given below.**

1. Mum, where are my *PJs*? –I’ve put them in the wash. Take your clean *nightie*, please.
2. Fancy! They have given me a wonderful woolen *cardie* for my birthday.
3. Have you bought any *veggies* for the salad?
4. I see neither *tatties* nor *caulie* in the kitchen.
5. I’m rather hungry but I can do with *a butty*.
6. John is so fond of playing *footie* he can do it all day long.
7. Where are the *biscies*? I would like to have some.
8. The *vac* is in the bedroom.
9. I’ve lost my *lippy*.

lipstick, cardigan, vegetables, cauliflower, football, vacuum-cleaner, biscuits, potatoes, pyjamas, night-gown, sandwich

**2. Can you say what words the abbreviations stand for?**

CD, WWW, USB, IC

**Did you know?**

**Who invented colour TV?**



A Scotsman, John Logie Baird, sent the first television picture on 25 October, 1825. The first thing on television was a cat from the office next to Baird’s room in London. In 1928 he sent pictures to Paris and also produced the first colour TV picture.

**Presentation**

**Before you read**

1. Do you believe in the future of TV?
2. Do you know what a live programme is?
3. Where can TV be used in the future?

**The Changing Face of TV**

- 1 News happens when **it** happens and when it does the whole world wants to be informed. The
- 2 quicker the better<sup>1</sup>. Ten years ago we had to wait for films about the events that interested us. Today

<sup>1</sup> the quicker the better – որքան հնարավոր է արագ

- 3 we can have complete real-time news the moment **they** happen in every corner of  
the world in live  
4 programmes.  
5 Television is only beginning as the most important medium in our life. In Ohio,  
USA 5,000  
6 families with cable TV can tell a computer what **they** want to watch in the evening.  
In Pennsylvania  
7 old people can use TV to communicate with people in **their** local government.  
8 Some day it may be used together with computers to contact with banks, stores,  
doctors' offices,  
9 libraries.  
10 Education is another important part of the changing face of TV. In South Carolina  
the homes of  
11 students are connected with the school by special TV with computers. As the teacher  
talks on TV, **he**  
12 asks questions. The student finds the right answer and presses one of the buttons on  
his TV.

## Comprehension

### 1. *True or false*

1. Television has no future.
2. We can't watch events when they happen.
3. In future we shall have live programmes.
4. TV can be used for education.

### 2. *What words do these pronouns stand for?*

1. it (line 1)
2. they (line 3)
4. they (line 6)
5. their (line 7)
6. he (line 11)

## Focus on Grammar

### Revision:

### Mixed Tenses

#### 1. A TV report. Fill in the verbs in their correct forms.

Yesterday there was a bank raid in Santa Barbara, California. Robert Johnson, a reporter for the local TV station is giving this report.

Yesterday morning four men with guns \_\_\_ (come) into the National Bank here in Main Street and \_\_\_ (tell) the manager to give them all the money in the bank. But before the gang \_\_\_ (can) get away, the police (arrived). Now, what's the situation

like today? The gang \_\_\_ (shut) themselves in the bank, and they \_\_\_ (say) they'll kill everybody in the bank if the police try to get in.

The police \_\_\_ (close) the streets around the bank, all traffic and all movement in the city centre \_\_\_ (stop). Large numbers of police \_\_\_ (bring) into the area by the local police chief.

The gang \_\_\_ (give) food at 9 o'clock this morning. The police hope they'll give some of it to the other people in the bank. They \_\_\_ (give) three meals altogether now. Very little else \_\_\_ (happen) today.

## Syntax

### 2. What to wear on TV? Connect two sentences into one using *that's*, *why*, *so*, *because*, *as*.

e.g.: Bright, warm colours like yellow and red are more cheerful early in the morning. I don't usually wear dark colours like black or dark blue.

a. Bright, warm colours like yellow and red are more cheerful early in the morning *that's why/so* I don't usually wear black or dark blue.

b. I don't usually wear black or dark blue *because* bright, warm colours like yellow and red are more cheerful in the morning.

c. *As* bright, warm colours like yellow and red are more cheerful early in the morning, I don't usually wear black or dark blue.

1. There are also some technical problems with colours, which are not seen well on TV. I can't wear white colours.
2. I have a lot of jackets in different colours. I try to wear a different colour every day.
3. People can only see my top half. I quite often read the news in a smart jacket and ... jeans!
4. I don't like most jewellery. I don't wear a lot of it on TV.

## Preposition + Gerund

### 3. Use an *-ing* form and write one sentence instead of two.

e.g. All my friends are going to watch the football match on TV tonight. I'm not interested. (in) I'm not interested in *watching* the football match on TV.

1. A lot of people just turn on the TV every day. They don't know what they want to watch (*without*).
2. The soap companies sell a lot of their products. They advertise them on TV every night. (*by*)
3. Mr Brown never watches TV, but he listens to the radio. (*instead of*)
4. Don Harper saw that the film was a repeat. So he switched to the talk show on channel 5. (*after*)

**FOCUS ON WORDS: *Types of films***

**1. Collecting words. Collect as many words as you can.**

**a. *Types of films***      adventure/horror/ musical /documentary film,  
western, thriller, romantic drama, science fiction, love story  
detective, cartoon

**b. *Talking films.***

Describing the film:      the name of the film, the director, the cast, the type of the film  
to star in the film, film reviews, set in, shot by, the message of  
the film, the start, the ending, the story, the plot, the script, the  
photography, the leading role.

Impressions of the film: excellent, dull, boring, exciting, terrific, frightening,  
realistic, nail biting, sentimental, thrilling.

**2. Words in use.**

**a. *Complete the sentences using the words below.***

interested, fascinating, bored, surprised, exciting, interesting, fascinated, surprising,  
successful

1. I am not \_\_\_ in horror films.
2. I find nature films \_\_\_.
3. I am \_\_\_ with watching television.
4. I didn't like Batman at all. I was \_\_\_ that it was so successful.
5. *Star wars* was a pretty — movie.
6. Julia Roberts is a very — actress.
7. I am — by his camera.
8. It is — they don't make many westerns these days.

**b. *Choose the correct answer from the right-hand column.***

**What do we call**

- |  |               |
|--|---------------|
| – a well-known cinema actor/actress?                   | subtitles     |
| – a white surface on which moving pictures are shown?  | a film star   |
| – a person responsible for the production of the film? | a cinema-goer |
| – a person who is fond of attending the cinema?        | a screen      |
| – the written lines in silent or foreign films?        | a producer    |

**c. *Answer the questions.***

1. Which are your three favourite types of films?
2. What was the name of the last film you saw?

3. How do you choose films to see?
4. Who is your favourite actor/actress? Why?
5. What films are being shot in Armenia now?

**d. Give the review of the film you have recently seen.**

What is the title of the film?  
 Who is it directed by?  
 Who plays the leading role?  
 What type of film is it?  
 What is it about?  
 Where is it set?  
 When does it take place?  
 What events take place in the film?  
 What's your opinion of it?

**Useful language**

I was really impressed by ...  
 What I really liked was ...  
 What struck me most was ...  
 The best part was where ...

**e. What can you do instead of watching TV?**

1. Getting out the family photo album and researching your family history
2. Asking an older family member to tell you a story about his or her childhood.
3. Listening to ...
4. Learning to .....

**Go on.**

**Read the dialogue and act it out.**

A group of young people talk about Hollywood films.

**A:** I like horror films. Some of them are thrilling. It's like a bad dream: you wake up and a comfortable feeling comes over you that it is only a dream.

**B:** I like serious films, real art, with a beautiful camera, like Tarantino's or Spielberg's films.

**C:** I like American films like *Star Wars*, something about extraterrestrials, spookies.

**B:** As for me, I don't like Hollywood films, I think many of them are too simple. They have uninteresting plot. There is too much violence and blood. To be honest, I prefer a good romantic drama.

**A:** A good thrilling police-and-thief Hollywood film is much better than endless boring serials.

**B:** I never watch horror films, because I think they have bad effect on people. But I'm afraid that violent programmes are very popular.

## Your turn

What's your opinion about Hollywood films today?  
What is your opinion about horror films and thrillers on TV?

### For

Hollywood films are very impressive.  
They are realistic.  
The camera is often brilliant.  
They are amusing.  
There are a lot of popular actors.  
They are thrilling.  
Among them are some excellent films.

### Against

They often have little to say.  
Too much is spent on the setting and costumes.  
Only the surface details are correct.  
They are often banal and childish.  
The plot is often uninteresting.  
There is too much violence.

## Focus on Grammar

### *Explanation: Passive Progressive*

**Present Progressive Passive:** am/is/are being V<sub>III</sub>

e.g.: The walls of the room are being painted.  
Սենյակի պատերն այժմ ներկում են:

**Past Progressive Passive:** was/were being V<sub>III</sub>

e.g.: A new hospital *was being built* in my native town when I came there.  
Մի նոր հիվանդանոց էր կառուցվում իմ հայրենի քաղաքում, երբ ես եկա այնտեղ:

### 1. Translate into Armenian.

1. The last student is being examined there.
2. A new bridge across the river is being constructed now.
3. This question is being discussed at the moment.
4. His new play was being read in the next room.
5. I hate being laughed at.

### 2. Choose the right form.

1. George *isn't being seen/hasn't been seen* anywhere this week.
2. Wait a little. The dinner *is being cooked/is cooked*.
3. A new swimming-pool *was being built/was built* in 1996.
4. The room *is being cleaned/is cleaned* now.
5. The roads *are being repaired/are repaired* to make the traffic safe.
6. The article *is being translated / is translated* now.

### 3. Write the sentences in the passive voice.

1. They often invited me to their parties.
2. People speak English all over the world.
3. They were still watching the TV programme.
4. I will never forget his words.
5. You can do this work easily.
6. No one has seen him anywhere this week.
7. The doctor is examining little John.

## Syntax

### Complex Sentences

#### 4. Re-write the paragraph, putting the relative clauses in their places.

The film *Amadeus*, (1), won nine Academy Awards in 1984. It was beautifully filmed in Prague, (2), and focused on the relations between Mozart and an intelligent but less talented composer, Antonio Salieri, (3). Tom Hulce stars as Mozart, (4). Some critics think that the part of Salieri, (5), is the key to the movie. Salieri suffers because he recognises Mozart's greatness (6). The tragedy is that Salieri helps to destroy Mozart and himself because of his great jealousy (խաւնդ).

- a. who is played by F. Murray Abraham.
- b. which he can admire but cannot imitate.
- c. where the buildings and streets haven't changed much for centuries.
- d. which was based on Peter Shaffer's hit play
- e. whose talent as a composer drives Salieri into depression
- f. for which Abraham won an Academy Award

#### Armenia in films

The Mulberry  
Sayat Nova  
On the Seventh Day  
The Saroyan brothers  
The First Love Song  
The Tango of Our Childhood

#### Your turn

1. Which of these Armenian films have you seen?
2. Which of Armenian films do you like best? What is it about?
3. Who stars in the film *The Mulberry*?
4. Who is *Sayat Nova* directed by?
5. Who wrote the "love" songs in the film *The First Love Song*?
6. Where was *The Tango of our Childhood* taken?
7. Who stars in the film *On the Seventh Day*?