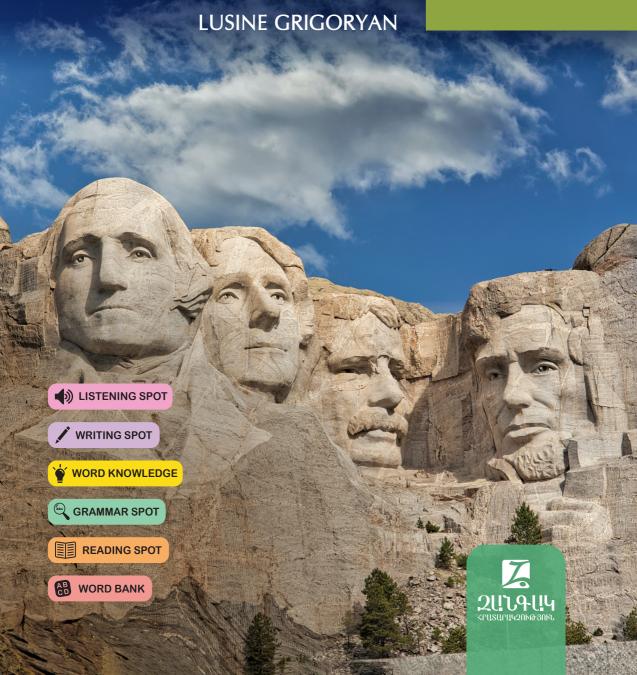
English 1



LUSINE GRIGORYAN

English 10

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ԵՐԵՎԱՆ 2024

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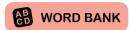
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UNIT 1 My Identity

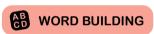
My identity is shaped by my family, cultural background, education and values



identity related nouns

personality	individuality	conformity	values
selfhood	self-identity	similarity	responsibility
character	uniqueness	difference	compassion
nature	individualism	independence	sympathy
temperament	equality	integrity	courage

- 1. Determine your fundamental values and compile a list of those values that are central to your beliefs and principles.
- 2. Complete the table below.



noun	adjective	verb
-	unique	-
-	equal	-
-	-	conform
similarity	-	-
-	different	-
-	independent	-
integrity	-	-
responsibility	-	-
courage	-	-
value	-	-
culture	-	-
-	creative	-
-	-	discriminate



separable / inseparable phrasal verbs

phrasal verb = verb + preposition/adverb

a. separable

I told a joke to **cheer up** my friend. (**cheer** my friend **up**)

b. inseparable

I always stand by my friends.

3. Categorize the following verbs, which are frequently used with the word relations, into two distinct groups. An example is provided.

build up	damage	encourage	improve	restore
break off	develop	establish	promote	strengthen

	Positive meaning	Negative meaning
--	------------------	------------------

build up relations

break off relations

4. Match the relationship related phrasal verbs with their meanings.

1. get along a. feel sad, depressed

2. make up b. to support

3. let down
4. count on
5. drift apart
c. meet unexpectedly
d. to endure, tolerate
e. make cheerful

6. run into f. move away from each other

7. put up with **g**. be friendly

8. cheer up h. become friends again

9. feel down10. stand byi. to disappointj. to rely on

5. Group the phrasal verbs in the exercise above into separable or inseparable.

separable

6.	Complete the	questions wi	th the ani	propriate n	hrasal ve	rbs from	exercise 4
u.	Complete the	questions wi	ui uie api	piopiiale p	nııasaı ve		CACI CISC 7.

1. V	Vhich of your friends do you with the best? Why?
2. V	When you're feeling down, do you have a special friend who can always
у	rou?
3. I1	f you're in a situation where other people are criticizing you, do you have a good
f	riend who generally you?
4. C	Do you ever find it impossible to with someone and resume your
f	riendship?
5. F	Have you ever lost touch with a friend and stopped seeing each other? What are
s	some things that cause friends to?
6. F	las a friend ever disappointed you, that is, you in some way?
7. A	are there limits to what you must tolerate in a friendship? What are some things
tŀ	hat you would never ?

7. Categorize the following personality adjectives into two groups.

hardworking	jealous	sociable	obsessive
brave	amiable	cunning	aggressive
trustworthy	boastful	caring	honest
generous	easy-going	rude	lazy
arrogant	creative	greedy	tolerant
careless	reliable	bossy	impatient
cruel	enthusiastic	dishonest	
selfish	reserved	friendly	

Positive Personality Adjectives

Negative Personality Adjectives

8. Match the adjectives with the descriptions.

1. envious	 a. I often come 	up with new ideas.
------------	-------------------------------------	--------------------

2. outgoing b. I can be trusted.

3. energetic c. I have an active imagination.

4. efficient **d.** I am full of energy.

5. phlegmatic **e.** My mood often changes.

6. imaginative f. I feel comfortable around people.

7. reliable g. I often envy others.

8. inventive h. I have a good word for everyone.

9. considerate i. I do things without wasting time.

10. moody j. I am a calm and unemotional person.

9. Choose the correct phrasal verb. 1. I _____ an old friend of mine at the supermarket. a. run into b. run in c. run out d. ran into 2. I always _____ my friends, and they always ____ me. a. stood up b. stand by c. stand up d stand for 3. After my friend moved away, we _____. a. drift apart b. drifted apart c. drift out 4. Although my friend and I are different, we _____ very well. a. get along b. got along c. get up d. get through 5. Once we had an argument, but then we _____. a. make up b. make for c. make into d. made up 6. My joke _____ him _____. a. cheered up b. cheered for c. cheer for

7. Don't _____ me ____ now, just when the job's nearly finished.

d. cheer up

a. let downb. let outc. let ind. let up

10. Complete the conversations with the correct form of the phrasal verbs below.

 Friends should A friend is some Friends should Friends should Friends should You can meet meet meet meet meet it puts A friend is some Make new friend Complete access A friend is some 	eone who cheers y have similar value have a similar soc be close in age. nore people and m s you in touch with eone who walks in ds but keep the old	you up when you're is. ial background. take more friends or the whole world. when the whole wo d; one is silver, and it the most important s me as I am.	n the Internet orld walks out.
 Friends should A friend is some Friends should Friends should Friends should You can meet meet meet meet meet meet meet mee	eone who cheers y have similar value have a similar soc be close in age. nore people and m you in touch with eone who walks in ds but keep the old eptance is one of t	you up when you're is. ial background. take more friends or the whole world. when the whole world; one is silver, and it the most important	n the Internet orld walks out. the other is gold.
 Friends should A friend is some Friends should Friends should Friends should You can meet meet meet meet it puts A friend is some Make new friend 	eone who cheers y have similar value have a similar soc be close in age. nore people and m s you in touch with eone who walks in ds but keep the old	you up when you're is. ial background. ake more friends or the whole world. when the whole wo d; one is silver, and t	n the Internet orld walks out. the other is gold.
 Friends should A friend is some Friends should Friends should Friends should You can meet meet meet meet meet meet meet mee	eone who cheers y have similar value have a similar soc be close in age. nore people and m s you in touch with	you up when you're f s. ial background. ake more friends or the whole world.	n the Internet
 Friends should A friend is some Friends should Friends should Friends should You can meet m 	eone who cheers y have similar value have a similar soc be close in age. nore people and m	you up when you're t s. ial background. ake more friends or	-
 Friends should A friend is some Friends should Friends should Friends should 	eone who cheers y have similar value have a similar soc be close in age.	you up when you're i s. ial background.	-
 Friends should A friend is some Friends should Friends should 	eone who cheers y have similar value have a similar soc	you up when you're t s.	feeling down.
2. Friends should3. A friend is some4. Friends should	eone who cheers y have similar value	you up when you're t s.	feeling down.
2. Friends should	•		feeling down.
	have similar perso	nalities.	
T. A real triend do	•	e me into something	j i iii not.
-	-	-	
		_	elated to friendship n your perspective.
5. When I drift apa	art from a friend, I		
4. My friends have	e to put up with me	e when	
•	• •		
•	•	.	
•	-	S	
	ry information to r own experiences		nake them accurate
	•	the contours to	acks them seems to
- I with h	-		
4 What do you tl		iot of nice things fo	or me.
-	6	ng. How do you	
- Well, he's my f	rious about anythir	•	
3 Roger isn't ser - Well, he's my f	then I was at the surious about anythin	inermarket today	
3 Roger isn't ser - Well, he's my f	hen I was at the su	inermarket today	
- Yes, but she ca 2 Have you seen - I her wa 3 Roger isn't ser - Well, he's my f	alled to apologize, n Teresa lately? hen I was at the su	and we	
- Yes, but she ca 2 Have you seen - I her wa 3 Roger isn't ser - Well, he's my f	alled to apologize, n Teresa lately? hen I was at the su		
- Yes, but she ca 2 Have you seen - I her wa 3 Roger isn't ser - Well, he's my f	alled to apologize, n Teresa lately? hen I was at the su	and we	make up

13. Choose the	correct option to complete the conversation.
_	people know so little about their roots nowadays. They don't care
	their identity.
	ndering
	wondering
c. I wo	nder
- What do you	ı mean by identity? I don't understand
a. wha	t does this word actually mean
b. wha	t this word actually means
c. wha	t this word actually mean
- Identity is h	now you identify yourself you from other people.
a. Wha	nt does differ
b. Wha	t differ
c. Wha	t differs
it be	things like nationality, the language, or tastes in music?
a. Mus	rt
b. Sha	1
c. Cou	ld
d. May	
Fo	r different people identity means different things.
a. Noth	ning
b. Ever	ything
c. Any	thing
d. Any	
	a different person if I communicate with the English- iternet community.
a. can'	t
b. am ı	not able
c. were	en't able to
d. have	en't been able to
- I am a man	of the world I value both my roots and different cultures.
a. thou	ıgh
b. so	
c. beca	ause
d. whil	e

14. Take the quiz and calculate your score based on the provided questions or prompts.

HOW GOOD YOU ARE AT BUILDING RELATIONSHIPS?

- 1. When you are introduced to people, do you remember
 - a. their name? (2)
 - b. their face? (1)
 - c. their clothes? (0)
- 2. Do you think small talk is
 - a. enjoyable? (2)
 - b. a waste of time? (1)
 - c. difficult to do well? (0)
- 3. Do you prefer
 - a. not to socialise with classmates? (1)
 - b. to socialise often with classmates? (2)
 - c. to socialise with classmates only if you have to? (0)
- 4. Do you like to have conversations
 - a. with people who share your interests? (1)
 - b. with almost anyone? (2)
 - c. with people who are your social equals? (0)
- 5. On festive occasions, e.g. New Year, do you
 - a. send greeting cards to everyone you know? (2)
 - b. send e-mails? (1)
 - c. reply only to cards received? (0)
- 6. You are in a room with a group of people who don't know each other. Do you
 - a. wait for someone to say something? (2)
 - b. introduce a topic of conversation? (1)
 - c. introduce yourself? (0)
- 0-7 Building relationships is not easy for you. Communication is the key. Make the effort to talk to people about problems. Ignoring them won't solve them.
- 8-9 You are making the effort to build good relationships but are you trying too hard? It might be better to spend more time developing the relationships you have rather than going out to meet more people.
- 10-12 Congratulations. You obviously enjoy good relations. Can you use your skills to help your friends improve their relations too?





How to build an essay and develop a thesis statement

Most essays follow a similar structure:

- 1. Introduction
- 2. Body paragraphs
- 3. Conclusion

An essay's introduction typically contains a **thesis statement**, which presents the **main idea**, highlighting what you plan to discuss in the rest of your paper. Each of the following body paragraphs has a single focus.

Make sure all your paragraphs begin with a topic sentence that relates to your main idea or thesis to keep your writing organized and engaging.

A conclusion is the final paragraph of your essay, and you can use it to summarize the ideas you presented and demonstrate how the different points you mentioned in your body paragraphs relate to each other.

- 15. Identify the thesis statement in the first paragraph and align each of the following body paragraphs with the specified headings. Create an original essay using the provided text as a reference or source of inspiration.
 - a. my values and beliefs
 - b. my education
 - c. my cultural background
 - d. my family

MY IDENTITY

- 1. Identity is an elusive concept, one that is difficult to define and even harder to pin down. At its most basic level, identity refers to the qualities or characteristics that make a person who they are. It encompasses everything from one's name, gender, and ethnicity to their personality, beliefs, and values. For me, my identity is shaped by my experiences, interactions, and environment.
- 2. At the core of my identity is my family. Growing up, I was fortunate enough to be raised by loving parents who instilled in me a strong sense of self-worth and belonging. They taught me the importance of hard work, honesty, and respect, and

these values have stayed with me throughout my life. My parents also encouraged me to explore my interests and passions, and this led me to discover my love for music and writing. These creative pursuits have become a fundamental part of my identity, providing me with a sense of purpose and fulfillment.

- 3. In addition to my family, my identity is shaped by my cultural background. I am proud of my heritage, which includes a mix of Asian and European ancestry. Growing up, I was exposed to different languages, foods, and traditions, and this has given me a unique perspective on the world. I value diversity and believe that our differences should be celebrated, not feared. As a result, I have made it a priority to learn about other cultures and to connect with people from all walks of life.
- 4. Another aspect of my identity is my education. I am currently pursuing a degree in a field that I am passionate about, and this has been a defining experience for me. Through my studies, I have gained knowledge and skills that have expanded my worldview and helped me to better understand the complexities of the world around me. I believe that education is a powerful tool for personal growth and social change, and I am grateful for the opportunities that I have had to learn and grow.
- 5. Finally, my identity is shaped by my values and beliefs. I am a firm believer in equality, justice, and compassion, and I strive to embody these principles in all aspects of my life. I believe that every individual deserves to be treated with dignity and respect, regardless of their background or circumstances. I am committed to using my voice and my actions to make a positive difference in the world.
- 6. In conclusion, my identity is a complex and dynamic construct that is shaped by my family, cultural background, education, and values. I am proud of who I am and grateful for the experiences that have made me the person that I am today. As I continue to grow and evolve, I am excited to see how my identity will continue to unfold.

16. Write an essay about a close friend. Focus on the following issues:

- · why we have a close friendship
- · what we have in common
- how we are different



17. People's attitudes and behaviour are based on their values. The US society is made up of a diversity of ethnic groups and cultures that have shaped American values. American values are quite different from Armenian cultural values. After reading the information, create a list of both the similarities and differences between American cultural values and Armenian cultural values.



SOME MAJOR AMERICAN CULTURE AND VALUES

Individuality Americans are encouraged at an early age to be independent and to develop their own goals in life. They are encouraged to not depend (too much) on others including their friends, teachers and parents. They are rewarded when they try harder to reach their goals.

Privacy Americans like their privacy and enjoy spending time alone.

Equality Everyone is created equal and has the same rights. This includes women as well as men of all ethnic and cultural groups living in the US. Titles, such as *sir* and *madam* are seldom used. Managers, directors, presidents and even university instructors are often addressed by their first or given name.

Time Americans make the best use of their time. *Time is money.* Being on time for class, an appointment, or for dinner is important. Americans apologize if they are late.

Informality The American lifestyle is generally casual. Students may attend classes in shorts and t-shirts. Greetings and farewells are usually short, informal and friendly. Friendships are also casual, as Americans seem to easily develop and end friendships.

Hard work A competitive spirit is often the motivating factor to work harder. Americans seem to always be on the go.

Independence From a young age, Americans are taught to be self-sufficient and independent. The importance of a person being able to mold their own identity and future via their own choices, abilities, and efforts is heavily emphasized in American culture, education, and institutions.

Directness and Assertiveness US Americans generally consider themselves to be frank, open, and direct in their dealings with other people. "Let's lay our cards out on the table," they say. Or, "Let's stop playing games and get to the point."

Armenian values	American values

18. Based on the information provided in the article about good manners, compile a list of tips that you believe should be observed as good manners in a civilized country like Armenia.

Useful language

Perhaps... It is important...
It might be a good idea... We'd better...
We should/shouldn't... Why not...

One of the primary functions of good manners is to foster positive interactions between individuals. When we exhibit courtesy, politeness, and respect towards others, we create an environment of trust and comfort. In turn, this helps to build healthy relationships and improve communication, thus promoting a sense of equality and mutual respect.

You should be very careful about the words you use while dealing with certain groups of people. People in civilised countries are taught never to use words that show disrespect toward women, people with disabilities, older people and minorities. It is important to avoid language and behaviour that may hurt such people.

In both UK and US English you have to be very careful about the words you use to speak about minorities (ethnic groups). You will be accused of racism if you use the improper term for people who have black skin. For example the word *Negro* is now considered archaic and is not commonly used. In the US black people are called *African Americans*.

An elderly retired person in both UK and US English is politely called *senior citizen* to show respect for the long life people have lived. The word *senior* means "high in rank and status".

19. Match the words with their definitions.

- 1. citizen
- 2. generation
- 3. disability
- 4. retirement
- 5. minority
- 6. ethnic

- **a.** a smaller group of people that is different racially, politically, etc., from a larger group
- **b.** all the people of approximately the same age, sharing certain attitudes, etc.
- c. a native or inhabitant of any place
- **d.** the condition of being unable to perform a task or function because of a physical or mental impairment
- e. relating to a population subgroup with a common national or cultural tradition
- f. the fact of leaving one's job and ceasing to work

20	Match	the	worde	with	thair	definitions
ZU.	Match	uie	worus	willi	uieii	uemmuons

- racism
 a. a very simple, often mistaken, generalisation about a
 stereotype
 group of people
- hospitable
 b. belief that an ethnic group is superior to other groups
- 4. superiority c. a negative, unfair opinion about a person or group of people
- **5.** prejudice **d.** differentiation based on race, religion, age, social class, etc.
- **6.** alienated **e.** belief that one is better than others are
- 7. discrimination8. socialise9. enjoy talking to other people
 - g. enjoy talking to other peop
 - h. receptive

21. Listen to the interview where an English reporter is attempting to determine if British manners are genuinely declining.





TF

Pre-listening task

- a. Match the words and phrases with their definitions.
- 1. common ground
- 2. trip-wire
- 3. anthropological
- 4. comply
- 5. defuse

- **a.** If you _____, you act in accordance with someone's rules, commands or wishes.
- b. ______ is the things that people can agree on when they have different opinions or habits.
- **c.** If you _____ a situation or a conflict, you take away the cause of tension.
- **d.** A _____ here means a mistake that you can easily make without knowing.
- e. ____ means concerned with the study of humankind.

Post-listening task

b. True or False?

- 1. The interviewer is going to talk to a particular type of person.
- 2. One person thinks people's manners are worse on public transport.
- 3. Simon Fanshawe thinks class affects people's manners when eating.
- 4. Fanshawe thinks that manners are a way for friends to interact peacefully.
- 5. The interviewer thanks Simon Fanshawe for speaking.

22. Listen to the song and answer the questions below.

*SYMPATHY IS WHAT WE NEED MY FRIEND



by the English rock band Rare Bird

Now when you climb, into your bed tonight. And when you lock and bolt the door. Just think of those, out in the cold and dark, `cause there's not enough love to *go round.

And sympathy is what we need my friend, and sympathy is what we need.
And sympathy is what we need my friend, `cause there's not enough love to go `round, no there's not enough love to go round

Now half the world, hates the other half. And half the world, has all the food And half the world, lies down and quietly starves,

`cause there's not enough love to go round.

And sympathy is what we need my friend, and sympathy is what we need.

And sympathy is what we need my friend, `cause there's not enough love to go round, no there's not enough love to go round.

Talking points 🤶

- 1. This song is from 1969, over 50 years ago. Considering the changes in the world during this time, what significant social or cultural changes do you think have taken place since the song was released?
- 2. In your opinion, does the song's beauty lie in its melody, its lyrics, or a combination of both? What aspects make it beautiful to you?
- 3. The lyrics touch on the themes of love, sympathy, inequality, and hunger. Do you think these issues have evolved or worsened since the song's release, or have there been positive changes in addressing these concerns?
- 4. How does the song's message resonate with current events or issues in society today?
- 5. Can you think of other songs or pieces of art that address similar themes and issues? How do they compare to "Sympathy" by Rare Bird?
- 6. Beyond the lyrics, what emotions or messages do you think the song conveys through its music and sound?
- 7. How has the meaning or interpretation of this song evolved for you personally, if at all, since you first heard it?

^{*}sympathy - կարեկցանք

^{*}go round (BrE) - պփփվել, շփվել, ապրել go around (AmE)

23. Following your review of the article, initiate a debate on the subject of contemporary manners. Pose questions or present thoughts to propel the conversation forward. Some sample questions are provided.

In today's fast-paced and interconnected world, the way we interact with others has evolved significantly. Contemporary manners are a set of guidelines that help individuals navigate the complex social landscape of the 21st century. These manners go beyond the traditional rules of politeness and adapt to the changes brought about by technology, cultural diversity, and shifting social norms.

In the digital age, where our lives are increasingly intertwined with technology, digital etiquette plays a crucial role in shaping our interactions. This encompasses how we communicate through text messages, emails, and social media. In a globalized world with diverse backgrounds and perspectives, contemporary manners emphasize inclusivity and respect for all individuals. Understanding and respecting cultural differences is essential for building harmonious relationships.

While digital communication is prevalent, face-to-face interactions remain vital. Expressing gratitude and appreciation is fundamental to contemporary manners. It's a simple but powerful way to strengthen relationships.

Contemporary manners are not a strict set of rules but rather a flexible framework for navigating the complexities of modern society. They adapt to the evolving landscape of technology, culture, and social norms, emphasizing respect, inclusivity, and empathy in our interactions. By embracing these manners, we contribute to more positive and meaningful relationships, both online and in person, fostering a more harmonious and considerate society.

Talking points



- 1. Do you believe that modern technology and the fast pace of life have made people less patient and polite?
- 2. How can we encourage patience and courtesy in a fast-paced world?



Idioms are phrases which cannot be understood simply by looking at the meaning of the individual words in the phrase. We use idiomatic expressions all the time.

Idioms are culturally specific, they cannot be literally translated, their meanings cannot be predicted.

The idiom It's raining cats and dogs means it's raining heavily. Cats and dogs are not actually falling from the sky.

24. Match the idioms with their Armenian equivalents.

a. սարեր խոսփանալ

- b. կոկորդիլոսի արցունք թափել
- c. մինչև ականջների ծայրը սիրահարված լինել

d կանգնել կուրրած տաշտակի առջև

e. բախփ բացել



f. ցավուր hարց / նուրբ թեմա

g. լուսնից իջած / լուսնից ընկած

1. to shed crocodile tears



2. a tender spot /a touchy subject



3. to promise the moon



4. to be head over heels in love



5. to tell someone's fortune from the tea-leaves in his cup



6. to be back at the bottom of the ladder



7. as if he was born yesterday /to fall from the moon

25. Use the information presented in the article to complete the comprehension exercises that follow.



BUILDING BRIDGES

by Linda Baxter

Six months before she died, my grandmother moved into an old people's home and I visited her there when I was in Britain. She was sitting in the living room with about fifteen other residents, mostly women, half of them asleep. The room was clean and warm, with flowers and pictures, and the care assistants were kind and cheerful. 'The Weakest Link' was on the television ('to keep their brains active' one of the assistants said), and the only other sound was snoring and embarrassing digestive noises. People only moved when they needed to be helped to the bathroom. It was depressing. Gran talked a lot about how much she missed seeing her great-grandchildren (my nieces aged 7 and 5), but I knew from my sister that they hated going to visit her there, and to be perfectly honest, I couldn't wait to get away myself.

So I was interested to read a newspaper article about a new concept in old people's homes in France. The idea is simple, but revolutionary - combining a residential home for the elderly with a nursery school in the same building. The children and the residents eat lunch together and share activities such as music, painting, gardening, and caring for the pets which the residents are encouraged to keep. In the afternoons, the residents enjoy reading or telling stories to the children, and if a child is feeling sad or tired, there is always a kind lap to sit on and a cuddle. There are trips out and birthday parties too.

The advantages are enormous for everyone concerned. The children are happy because they get a lot more individual attention, and respond well because someone has time for them. They also learn that old people are not 'different' or frightening in any way. And of course, they see illness and death and learn to accept them. The residents are happy because they feel useful and needed. They are more active and more interested in life when the children are around and they take more interest in their appearance too. And the staff are happy because they see an improvement in the physical and psychological health of the residents and have an army of assistants to help with the children.

Nowadays there is less and less contact between the old and the young.

There are many reasons for this, including the breakdown of the extended family, working parents with no time to care for ageing relations, families that have moved away, and smaller flats with no room for grandparents. But the result is the same - increasing numbers of children without grandparents and old people who have no contact with children. And more old people who are lonely and feel useless,

along with more and more families with young children who desperately need more support. It's a major problem in many societies.

That's why intergenerational programmes, designed to bring the old and the young together, are growing in popularity all over the world, supported by UNESCO and other local and international organisations. There are examples of successful initiatives all over the world. Using young people to teach IT skills to older people is one obvious example. Using old people as volunteer assistants in schools is another, perhaps reading with children who need extra attention. There are schemes which involve older people visiting families who are having problems, maybe looking after the children for a while to give the tired mother a break. Or 'adopt a grandparent' schemes in which children write letters or visit a lonely old person in their area. There are even holiday companies that specialise in holidays for children and grandparents together.

One successful scheme in London pairs young volunteers with old people who are losing their sight. The young people help with practical things such as writing letters, reading bank statements and helping with shopping, and the older people can pass on their knowledge and experience to their young visitors. For example, a retired judge may be paired with a teenager who wants to study law. Lasting friendships often develop.

But it isn't only the individuals concerned who gain from intergenerational activities. The advantages to society are enormous too. If older people can understand and accept the youth of today, and vice versa, there will be less conflict in a community. In a world where the number of old people is increasing, we need as much understanding and tolerance as possible. Modern Western society has isolated people into age groups and now we need to rediscover what 'community' really means. And we can use the strengths of one generation to help another. Then perhaps getting old won't be such a depressing prospect after all.

Choose the correct answer.

- 1. What was wrong with the home that the writer's grandmother was in?
 - a. The old people weren't looked after properly.
 - b. Children weren't allowed to visit.
 - c. The residents had no stimulation.
- 2. What was the new concept that the writer read about in the newspaper?
 - a. Old people being allowed to keep pets.
 - b. A nursery school inside an old people's home.
 - c. Children visiting old people for lunch and birthdays.

3. Who benefits from this new type of old people's home?

- a. The staff.
- b. The staff and the old people.
- c. The staff, the old people and the children.

4. What does the writer think is a major problem in society today?

- a. The breakdown of the extended family.
- b. There isn't much contact between the old and the young.
- c. Old people are lonely.

5. Why are intergenerational activities important nowadays?

- a. There will be more old people in the future.
- b. Western communities are isolated.
- c. Old people don't like young people.

26. Match the words with their descriptions.

- 1. dare
- **2**. row
- 3. commentary
- 4. argument
- 5. mature
- 6. cuddle
- 7. old people's home

a. a place where old people live and are cared for when they are too old to look after themselves

 a description of an event that is broadcast on radio or television while the event is taking place

- **c.** an exchange of opposite views, usually a heated or angry one
- d. fully grown or developed
- e. have the courage to do something
- f. a noisy quarrel
- **g**. hug

27. Various perspectives on the article are presented below. What is your personal viewpoint on the matter?

Old age is the last stage of human beings on earth in which he could think what's the outcome of his doings on earth. I mean whether his doings are good and useful for the future generation. Many people forget about this stage in their busy life and will regret what they have done in future. As a representative of the younger generation I think we have to give some more care and attention to aged people.

The present forgets the past, and the future never forgives the present. Old people are our pictures in the future, they need help and they need a lot of love.

It is a fabulous idea to give a chance to old and young people to learn from each other. This is an extremely good idea to put old and young strangers together. It can provide them with a very healthy environment. It is not only old people who are being ignored but children are also facing the same problem in this modern age. Such programs can really teach children how important the older generation is.

Though it is hard to think about sending one's parents to an old people's home, both emotionally and socially in our society one can feel that this is going to be an emerging phenomenon in the future. It will not only help old people but it will also teach children the idea of tolerance at home in future. This is a very important issue of the times and needs to be discussed in every society according to their culture.

Old people need our attention. We ought to be more patient and more often phone our grandparents. They prefer to live with their family, to feel needed, not to stay alone. When grandparents take part in their family life they remain active longer and happier.

We barely have such old people's homes. It doesn't mean that there is no generation gap between the two and everything is running smoothly. There are various problems faced by old and young people in terms of their relationship but paradoxically, on the whole, we don't appreciate the idea of old people's homes and we don't provide our parents with due time and facilities.

Our grandparents live longer because of the warmth of the house and the nurture of a supportive family, not because of the cash we spare to put them in a premium home for the elderly. So, do you want to grow old and stay happy? Love yourself, love your life and love others.

Listen to your elder's advice. Not because they are always right but because they have more experiences of being wrong.

- 28. Work in pairs to complete the three quizzes provided below. Then share your results with your partner and analyze the outcomes. Compose a description of your partner based on the results and insights gathered.
 - a. Complete the sentences with frequency adverbs so that to best match your personality.

b. Group the sentences into the following categories.

Agree	Strongly	Somewhat	Disagree	Strongly	Somewhat
	agree	agree	Disagree	disagree	disagree

- 1. When I meet someone new, it doesn't take me long to tell him/her a lot about myself.
- 2. I am a private person.
- 3. I enjoy exploring new places.
- 4. I have a broad range of interests and hobbies.
- 5. Most people are trustworthy.
- 6. I am able to motivate myself to complete unpleasant but necessary tasks.
- 7. I am easy to get to know.
- 8. I work persistently until my task is complete.
- 9. I am an outgoing person.
- 10. My work suffers when I have problems in my personal life.
- 11. Large social gatherings exhaust me.

- c. Choose the answer that best describes you.
- 1. I openly discuss my personal life with...
 - a. anyone who will listen.
 - b. friends and/or family.
 - c. one or two people I trust.
 - d. no one.
- 2. I like to celebrate special events and occasions...
 - a. alone.
 - b. with one other person.
 - c. with a small group of close friends.
 - d. with a big group of friends.
 - e. with as many people as possible.
- 3. When I get angry, I have ____ self-control.
 - a. excellent
 - b. very good
 - c. little
 - d. no
- 4. Interaction with other people is...
 - a. what life is all about.
 - b. fun, but not all the time.
 - c. great on special occasions.
 - d. a necessary evil.
- 5. If you were seated on a crowded bus and noticed an elderly person standing, would you give up your place?
 - a. Of course
 - b. Probably
 - c. It would depend on how tired I was
 - d. Probably not

d. Descr	ibe your partner.	WRITING SPOT

29. Use the provided personality descriptions to speak about your own personality. Identify the description that most accurately characterizes your personality.

You are independent, happy, very logical. You want everyone to know how successful you are. You prefer to depend on yourself. You are a born leader.

You are inventive and down to earth. You're definitely one of the most free-spirited people around. You are very impulsive - every day is a new adventure. However, you do put some thought behind all your actions. Still, you do tend to shock and offend people from time to time.

You are calculating. You are elegant, withdrawn, and brilliant. Your mind is a weapon, able to solve any puzzle. For you, comfort and calm are very important. You prefer to protect your emotions and stay strong.

You are dreamy, peaceful, optimistic and caring. You tend to see the best in people. You tend to be always smiling and making others smile. You are shy and intelligent, and a very hard worker. You're also funny, but many people don't see your funny side.

You are trustworthy, kind, and lucky. Like mother nature, you want to help everyone. You are good at keeping secrets and tend to be secretive. A seeker of harmony, you are a natural peacemaker. You are good-natured and people enjoy your company. You put people at ease and make them feel at home with you.

You are irresistible and powerful. You're full of passion and energy. Sometimes this passion has a dark side. You never fail to get someone's attention. You're quick-minded, but you're also quick to lose your temper!

You are honest, pure, moral, and adaptable. You tend to blend into your surroundings Shy on the outside, you're outspoken to your friends.

You are intelligent and wise. Always unsatisfied, you constantly try to better yourself. You are also a seeker of knowledge and often buried in books. You dream of inner peace for yourself, your friends, and the world. A good friend, you always give of yourself first.



identifying parts of speech

old **adj.** the old **n**.

the elderly n.

30. Match the words with their definitions.

1. the blind a. people who have no jobs

2. the rich **b.** people who are over 70

3. the unemployed c. people who cannot see

d. people who have lots of money

5. the deaf e. people who have no money

6. the elderly **f.** people who cannot hear

7. the poor g. people who are not strong





Defining and non-defining relative clauses

The information in a defining relative clause is essential, so we can't leave out the relative clause. We use it to give essential information about someone or something.

They are the people who want to buy our house.

The information in a non-defining relative clause is extra information which isn't essential, so we can leave out the relative clause. We use it to give extra information about the person or thing.

The house, which is very big, is also very cold.

Relative pronouns in relative clauses

who, whom, whose, that, which = subject (use them)

People **who** are different may sometimes understand each other better.

who, whom, whose, that, which = object (optional)

The food store (that) I go to all the time sells fast food.

31. Choose whether the sentence includes a defining or non-defining relative clause.
 She is the one who kindly helped me with shopping. a. defining b. non-defining
2. Steven Spielberg, who is a famous film director, lives in Hollywood.a. definingb. non-defining
3. Can I buy the dress that's displayed in the window? a. defining b. non-defining
4. Ferraris, that/which are made in Italy, are very expensive.a. definingb. non-defining
5. Yerevan is the city where I grew up. a. defining b. non-defining
6. President Kennedy, whom I really admire, was assassinated in 1963.a. defining b. non-defining
7. The smartphone, that/which I bought last week, takes great photos. a. defining b. non-defining
8. The library, that/which is full of books, is my favourite place to go. a. defining b. non-defining
 We stayed at the famous Rockstar hotel, which also had an indoor swimming pool. a. defining b. non-defining
32. Fill in the blanks with relative pronouns.
 People use the Internet join chat groups to socialise. E-mail is an efficient form of communication many people rely on. People are devoting more time to others are less fortunate. People are recycling many of the things they would normally have thrown away in the past. Is life becoming easier or more difficult for couples live together without getting married? Are problems arise nowadays between couples different from or the same as problems couples had in the past? Is it wrong for women have children to work outside the home?

women or vice versa?	
9. Should men wives have better-paying jobs stay at home	and take
care of the children?	
10. Herbal therapy is an option more and more people are	
considering as an alternative to traditional medicine.	
33. Choose the correct option.	
1. Defining relative clauses	
a. define a noun	
b. define an action	
2. The woman who lives next door is very friendly.	
a. defining	
b. non-defining	
2 We are a societable relative many controls on	
3. We can omit the relative pronoun when	
a. it's the subject of the relative clauseb. it's the object of the relative clause	
b. It's the object of the relative clause	
4. In which sentence can we omit the relative pronoun?	
 a. The book that is about fishing is boring. 	
b. The book about fishing, that I read, was boring.	
c. The book that I read was boring.	
5. In which sentence can we omit the relative pronoun?	
a. The student who I met yesterday is from Spain.	
b. The student, who I met yesterday, is from Spain.	
c. The student who is from Spain passed the exam.	
6. In which contains can we amit the relative prenoun?	
In which sentence can we omit the relative pronoun?a. Cats that hunt at night, I like.	
b. I like cats that hunt at night.	
c. Cats that I like hunt at night.	
c. Outs that I like half at hight.	
7. In which sentence we CAN'T omit the relative pronoun?	
a. Where did you buy the dress that you wore last week?	
b. The book, when it was finally returned, was torn and sta	ined.
c. This is the place where we met.	
d. Spaghetti, that we eat at least twice a week, is one of m	y tamily's tavorite

meals.

8. Are there any household chores ____ men are better suited for than



Types of conditional sentences

real condition (real fact) unreal condition (contrary to fact)

If you choose the right career, you will be happy in your life.

If I were you I wouldn't do weightlifting. (I am not you)

main clause		conditional clause	
real condition	I will learn more	if I work hard (Simple Present)	
unreal condition	I would learn more	if I worked hard (Simple Past)	



We also use **wish** or **if only** in conditional sentences of unreal condition to express regret or wish to say that we would like things to be different from what they are.

If only I knew French. I wish I were you.

If I were a firefighter, I would spray down the fires.

If I were a mechanic, I would put air in the tires.

If I were a teacher, I would correct everything that's wrong.

If I were a police officer, I would help the traffic all day long.

If I were a writer, I'd write from time to time.

If I were a poet, I'd have them rhyme and rhyme.

But I'm only a tenth grader, so I have a long way to go!

34. Complete the passage below with the appropriate conditional form of the verbs in parentheses.

Did you hear about the guy who won 5 million dollars in the lottery? If I (win) that much money, I (travel) around the world and (stay) in the most luxurious hotels. If I (want) anything, I (buy) it. If I (see) a beautiful Mercedes that I wanted, I (buy) it. If I wanted to stay in a beautiful hotel and the hotel (be) full, I (buy) the hotel and make them give me a room. I (can) do anything in the world if I had 5 million dollars ... Oh, I am starting to sound a little materialistic... Well... I (do) good things with the money as well. If anybody (need) help, I (give) them some money to help them. I (donate) money to charities. I (give) money to support the arts. If I (win) that much money, I wouldn't keep it all for myself. I (help) as many people as possible.

35. Match the beginnings of the sentences with the correct endings to make logical conditional sentences.

- If you could visit any country in the world,
- 2. I'd buy a new computer
- 3. How would you feel if
- 4. If I were taller,
- 5. I'd forgive you
- 6. If I didn't feel so ill,

- a. I'd come to the party with you.
- **b.** I wouldn't have to wear high-heeled shoes.
- c. if you apologized.
- d. if I had enough money.
- e. you lost your job?
- f. where would you go?

36. Vardan is a daydreamer. He imagines what would happen if he won the lottery. Complete the conditional sentences with the correct forms of the verbs in parentheses.

- 1. If I (play) the lottery, I (have) a chance to hit the jackpot.
- 2. If I (hit) the jackpot, I (be) rich.
- 3. If I (be) rich, my life (change) completely.
- 4. I (buy) a lonely island, if I (find) a nice one.
- 5. If I (own) a lonely island, I (build) a huge house by the beach.
- 6. I (invite) all my friends if I (have) a house by the beach.
- 7. I (pick) my friends up in my yacht if they (want) to spend their holidays on my island.
- 8. We (have) great parties if my friends (come) to my island.
- 9. If we (like) to go shopping in a big city, we (charter) a helicopter.
- 10. But if my friends' holidays (be) over, I (feel) very lonely on my lonely island.

37. Complete the sentences below with the appropriate conditional form of the verbs in parentheses.

- Researchers are visiting Loch Ness next week to see if they can find signs of the Loch Ness Monster. I seriously doubt that they will find anything. If they manage to find something, I am sure they (become) world famous.
- 2. If mankind (do) not do something about the destruction of the rainforest, global warming (cause) dramatic changes in weather conditions all over the world.
- 3. I am going to California next week on business. If I have enough time, I (visit) my friends in Los Angeles.
- 4. Even if they managed to convince him to run for president in the next election, he (be, never) elected.
- 5. The area we are going to drive to is well-known for its UFO sightings. If I (see) any aliens, I will be sure to take a picture for you.

1. I'm not very	good-looking. I wish I good-looking. a. were b. would be
2. After the wa	ay she treated you, if Iyou, I wouldn't return the call. a. be b. am c. were
3. All my friend	ds are very rich. If only I rich. a. were b. would be
4. If only we _	more time together. a. spent b. would spend
5. I hate this w	var. I wish it a. ended b. would end

39. Listen to the song *If Only*, and transcribe and translate the sentences that contain the phrase *if only*.



40. What would you do if...?

- 1. If you had the opportunity to be different, what would you change?
- 2. If you could be famous, what would you like to be famous for?
- 3. If you were given three wishes, what would you wish for?
- 4. If you had one million dollars, what would you do?
- 5. If you had a time machine, where would you go and why?
- 6. If you could change one thing in the world, what would it be?
- 7. If you could stop a bad habit that you have, what would you stop?
- 8. If you could spend a day with any celebrity, who would it be and what questions would you ask?

41. Complete the sentences with the correct form of the verbs on the left.

1. If you me an excuse, I your friend any more.	a. not give, not be
2. I your excuse only if you me the truth.	b . accept, tell
3. Iyou the truth only if you anyone else.	c . tell, not tell
4. Whatif everybodyyour secret?	d . happen, know
5. Whatif I anything?	e. you/say, not say
6. If you me under pressure, I anything.	f . put, say

42. Complete the sentences making a wish.

- 1 I don't know how to swim I wish
- 2. He didn't tell me the truth. I wish ...
- 3. She can't dance well. I wish ...
- 4. I have no holidays this year. I wish ...
- 5. We won't get there in time. I wish ...
- 6. I never met a celebrity. I wish ...
- 7. I am not popular. I wish ...

43. Build sentences.

- SENTENCE BUILDING
- 1. want / to buy / had / wish /money / I / I / all / more /I
- 2. talkative / you /were / I / wish /more
- 3. weather / wish / the /warmer /were / I
- 4. play / I / I / football / wish / could
- 5. winter / wish / were / I / the / holidays / longer.

44. Listen to the poem and compile a list of qualities that you believe are essential to be referred to as having a personality.





IF

by Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too,
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise,

If you can dream - and not make dreams your master, If you can think - and not make thoughts your aim, If you can meet with triumph and disaster And treat those two imposters just the same, If you can bear to hear the truth you've spoken Twisted by knaves to make a trap for fools, Or watch the things you gave your life to broken, And stoop and build 'em up with worn out tools,

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breath a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on",

If you can talk with crowds and keep your virtue, Or walk with kings - nor lose the common touch, If neither foes nor loving friends can hurt you; If all men count with you, but none too much, If you can fill the unforgiving minute With sixty seconds' worth of distance run - Yours is the Earth and everything that's in it, And - which is more - you'll be a Man my son!

45. Look at the pictures and write a story. The expressions below will help you.



PERSONALITY

drawing by H. Bidstrup



emulate (hairstyle) = imitate, copy rule the roost = make the rules, dominate designer beard = fashionable beard be the most followed man = be very popular a unique person = unlike anyone else grow a beard shave off the beard follow blindly look self-satisfied the centre of activity

UNIT 2 I Am a Man of Art



Nouns related to inventions

gallery craft canvas exhibition audience masterpiece creativity talent artist culture fiction

Adjectives related to art

satirical contemporary decorative touchina

dimensional thought-provoking

divine unique expressive bland

eye - catching controversial

mysterious superb realistic harmonious

dramatic visual

Verbs related to art

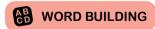
draw carve exhibit portray visualize evoke inspire

Expressions related to art

a good cast give a fantastic performance an exhibition by Salvador Dali to publish a book

cinema is showing Steven Spielberg's latest film what's on at the cinema / theater next weekend?

1. Complete the table below.



noun	adjective	verb
-	harmonious	-
-	mysterious	-
-	-	visualize
decoration	-	-

2. Ask guestions or offer ideas to advance the discussion of the article.

THE BENEFITS OF ART

Art has been a part of human civilization for thousands of years. From the earliest cave paintings to the contemporary works of today, art has taken many forms and served various purposes throughout history. It has been used to document and reflect the world around us, to express personal and cultural beliefs, and provoke thought. Important events are often recorded in art forms like in paintings, and through photography.

One of the most striking features of art is its ability to evoke emotion and connect with people on a deeply personal level. Art has the power to transcend language and cultural barriers, to communicate universal human experiences and emotions. Whether it is a painting that captures the beauty of a natural landscape, a sculpture that portrays the human form, or a piece of music that stirs the soul, art has the power to move us in ways that words cannot.

Another important aspect of art is its role in shaping and reflecting cultural identity. Art is an expression of the values, beliefs, and experiences of a particular community or group. Art has played a significant role in shaping and reflecting cultural identity throughout history.

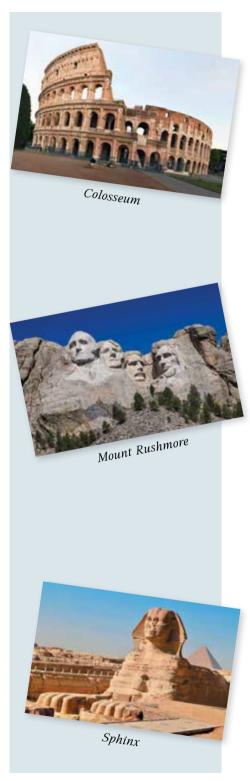
In addition to its cultural and emotional significance, art also has a practical role in society. It has been used for centuries as a means of communication and education, from ancient hieroglyphics to modern graphic design.

Finally, art is an important aspect of personal expression and creativity. Whether it is a professional artist working in a studio or a child making a drawing in a classroom, art allows individuals to express themselves in unique and meaningful ways. It encourages experimentation, exploration, and imagination, and can provide a sense of joy and fulfillment.

There are many different types of art - painting, sculpture, music, architecture, literature, cinema, and theater. With the advancement of technology in recent decades digital art, a relatively new form of visual art using digital technology has emerged.

Most forms of art are something we visually appreciate, though music is also a form of art, and that is something we listen to. Theater is another form of art and it is unique in the way that we appreciate it audibly and watch visually, so it triggers both senses.

Music is a powerful and universal art form that has the ability to connect people, tell stories, and reflect cultural identity. It has played a significant role in human culture and history. Whether it is through the beauty of a classical symphony or the raw energy of a rock concert, music has the ability to touch the hearts and minds of people around the world. It reflects the history, values, and traditions of a community, and can serve as a symbol of national identity. Music is also an important part of



many cultural rituals and ceremonies, such as weddings, funerals, and religious services.

Theatre is a form of art that has been around for thousands of years. It involves live performances, with actors performing on a stage in front of an audience. Theatre has played a significant role in human culture and history. In Roman history the Colosseum despite its current state of ruins was one of the places where the theater was born and is still a symbol of the prosperous culture of the Roman Empire. Cinema and theatre are powerful art forms that have the ability to transport, inspire, and educate audiences.

Sculpture is a form of art that involves the creation of three-dimensional objects. From ancient times to the present day, sculpture has been a powerful means of expressing human ideas and emotions, and has played an important role in shaping our cultural heritage. One great example of these ancient sculptures is the Sphinx in Egypt that was built during its ancient days. Sculptures are typically made out of a variety of different materials, but mainly wood, clay, and welding metal.

There have been some famous sculptures throughout humanity, not just the Sphinx in Egypt, but also the Statue of Liberty in New York and Mount Rushmore in South Dakota (majestic figures of George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln tell the story of the birth, growth, development and preservation of the United States), Auguste Rodin's Gates of Hell in Paris, Michelangelo's David, Picasso's Guitar, etc.

But, contrary to popular belief, there are many kinds of sculptures, and not all of them are massive. Sculpting became very popular in the toy-making industry, where little figurines of all sorts would be crafted, for all children to enjoy. Some figurines became collectors' favorites and they are prized more than the paintings in their home.

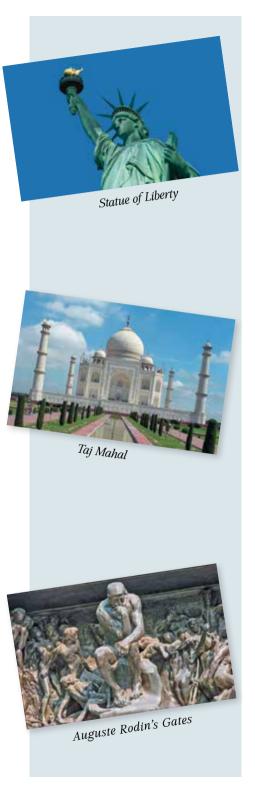
Architecture is an art form that has been an integral part of human civilization for centuries. From the pyramids of ancient Egypt to the skyscrapers of modern cities, architecture has played a significant role in shaping our built environment and defining our cultural identity. From individual buildings to entire cities, architecture has a profound impact on our daily lives and our relationship with the world around us.

Some architectural structures are still confusing to many structural engineers to this day. Besides the Pyramids, the leaning tower of Pisa is one of them. This tower is famous because, due to unforeseen circumstances, it leans to one side, and how it is still standing is unknown.

Architecture is not only structures that we live in, they are also structures that have a function, like the aqueducts that were built by the Roman empire. They supplied the cities with water, as well as provided a bridge for people to cross, as they served two purposes.

Literature is an art form that has been an integral part of human civilization for centuries. From the epics of ancient Greece to the novels of modern times, literature has been a means of expressing human experiences, ideas, and emotions.

Literature is a word from the Latin language, and it means letters. It may mostly refer to the written form but ultimately means language. Books have always been a popular pastime. Literature is another form of artistic expression, in the form of words that establish



stories, or powerful paragraphs. Literature is not something we only appreciate as an art form, but it is also something that descriptively records our history. We have told stories of the wars gone past, and creatures that may have existed once, but have faded into the world or mythological tales.

Literature also plays a crucial role in our education and personal development. Reading and studying literature helps us develop critical thinking skills, expand our knowledge and vocabulary, and develop our capacity for empathy and understanding.

Literature as an art form consists of the art of words or written work - poetry, prose, drama, fiction, or non-fiction. The most common non-fiction genres are essays, letters, diaries, and biographies. Literature has been considered a form of art for centuries.

3. Put the art related words below into correct category.

ceramics	video	cinema	photography
drawing	novels	theater	film-making
painting	drama	concert	architecture
design	poetry	opera	literature
craft	dance	ballet	sculpture

Visual Art	Written Art	Performing Art

4. Match the art forms with their definitions.

Performing arts
 Fine arts
 Written Art
 Folk arts
 Collage art
 Pop Art
 Street Art
 Digital art

- a. music, theatre, and dance
- b. literature, novels, drama, short story, biography/autobiography, poetry
- **c**. painting, sculpture, and photography
- d. tell the history and traditions of a region
- **e.** process of creating an artwork by taking different elements and arranging them into a cohesive whole
- f. a mix of images and words that are taken from popular culture, such as movie stills or comic strips
- g. a form of art that is created in public spaces, usually outside and unsanctioned
- h. a form of art that is made or presented using digital technology

5. Listen, make notes and answer the questions.



- 1. How do we define art?
- 2. What Is the Importance of Art?
- 3. What are different forms of art?
- 4. Why is art important to culture?
- 5. How does art reflect culture?
- 6. What is the definition of art?
- 7. Are there benefits to participating in art?
- 8. Why is art important in schools?
- 9. Why is art Important to you?
- 6. Art, in numerous instances, has the ability to reveal its place of origin. Presented below are well-known instances of art that can be discovered worldwide. Complete the table with relevant information. The initial entry has been filled out for your reference.

Name of Artwork	Year of Artwork	Name of Artist	Type of Art
Taj Mahal	Built in 1631	Ustad Ahmad Lahori	Architecture
Divine Comedy	-	-	-
The Guitar	-	-	-
The Last Supper	-	-	-
David	-	-	-
The Great Sphinx	-	-	-
St Paul's Cathedral	-	-	-
The Statue of Liberty	-	-	-
Mount Rushmore	-	-	-
Gates of Hell	-	-	-
The Leaning Tower of Pisa	-	-	-
The Roman Colosseum	-	-	-
Christ the Redeemer	-	-	-



7. Art styles and movements listed below represent only a portion of the numerous influential periods in art history. Each movement mirrors the values and ideas of its era and continues to impact contemporary art. Take turns asking and answering questions to advance the discussion on the art styles and movements.

Art styles and movements refer to specific periods or trends in the history of art that share common characteristics, techniques, and themes. Art styles are distinctive approaches or techniques used by artists to create their artworks. These styles often emerge as a result of various influences, cultural backgrounds, and artistic philosophies. Art movements are periods of time during which artists and cultural figures shared similar artistic styles, philosophies, and goals. These movements often arose in response to cultural, political, and social changes, and significantly influenced the development of art.

Renaissance (14th to 17th centuries). This period witnessed a revival of interest in classical art and literature, emphasizing humanism and realism. Artists focused on realistic representation, linear perspective, and the use of light and shadow. Prominent artists include Leonardo da Vinci, Michelangelo, and Raphael. Renaissance was a period of European cultural, artistic, political and economic "rebirth" following the



Leonardo da Vinci, Mona Lisa, 1503—1519

Middle Ages. The Renaissance promoted the rediscovery of classical philosophy, literature and art. *Leonardo da Vinci*, painter of *The Last Supper* and *the Mona Lisa* was centuries ahead of his time. While Leonardo da Vinci is best known as an artist, his work as a scientist, a musician, and an inventor make him a true Renaissance man.

Learning never exhausts the mind.

Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen. **Baroque** (17th to early 18th centuries). This period is characterized by dramatic and dynamic compositions, emotional intensity, and ornate details. Baroque artists sought to evoke strong emotions and create a sense of grandeur. Caravaggio, Rembrandt, and Gian Lorenzo Bernini were key figures.

Rococo (18th century), an elegant and ornamental style characterized by pastel colours, curving forms, and depictions of leisurely and romantic scenes. Jean-Antoine Watteau and François Boucher were prominent Rococo artists.

Romanticism (late 18th to mid-19th centuries). This period emphasized emotion, individualism, and the sublime aspects of nature. Romantic artists often depicted dramatic and fantastical scenes. Artists like J.M.W. Turner, Caspar David Friedrich, and Eugène Delacroix were prominent representatives.

Realism (mid-19th century). This style aims to depict subjects as they appear in real life, often emphasizing accuracy and detail. Realist artists represent ordinary people, everyday objects, and scenes from daily life with a focus on precision. Gustave Courbet and Honoré Daumier were prominent Realists.

Impressionism (late 19th century). This art style focuses on capturing the effects of light and atmosphere in outdoor scenes. Impressionist painters, such as Claude Monet, Pierre-Auguste Renoir, and Edgar Degas, used loose brushwork and bright colours.

Post-Impressionism (late 19th to early 20th centuries). Building upon Impressionism, Post-Impressionists explored new artistic techniques and individual expression. Artists like Vincent van Gogh, Paul Cézanne, and Paul Gauguin were key representatives.

Cubism (early 20th century), led by Pablo Picasso and Georges Braque, Cubism was a revolutionary movement that depicted subjects from multiple viewpoints, using geometric shapes and abstract forms.

Surrealism (early 20th century) focused on the realm of dreams, the subconscious, and the irrational Surrealist artists, such as Salvador Dalí, René Magritte, and Joan Miró, created enigmatic and thought-provoking works.

Abstract Expressionism (mid-20th century). An American movement characterized by large, abstract canvases conveying emotional intensity through color, shape, and gestural brushwork. Jackson Pollock and Willem de Kooning were leading figures. An American movement that emphasized spontaneous, gestural, and non-representational painting. Jackson Pollock, Willem de Kooning, and Mark Rothko were central figures.

Pop Art (1950s-1960s). Celebrating consumer culture and mass media, Pop Art used everyday objects and images in its works. Andy Warhol, Roy Lichtenstein, and Claes Oldenburg were prominent Pop artists.



Claude Monet, Garden at Sainte-Adresse, 1867

Impressionism is an art style that is still much loved today and it's hard to imagine that when it first appeared on the art scene in Paris in the 19th century, most critics hated and ridiculed it.

The impressionists were mostly concerned with just leaving an impression and less concerned about the detail or reality of what they were painting. The other issue that they were concerned with was light. They wanted to paint the natural light and atmosphere at whatever time of day they were painting. They were true painters of light.

Claude Monet was in almost every sense the founder of French Impressionist painting, the term itself coming from one of his paintings, *Impression*, *Sunrise*.

66

For me, a landscape does not exist in its own right, since its appearance changes at every moment; but the surrounding atmosphere brings it to life - the light and the air which vary continually. For me, it is only the surrounding atmosphere which gives subjects their true value.

77



Vincent van Gogh, The Starry Night, 1889

Postimpressionism was a style of painting which was derived from impressionism. Impressionism and Postimpressionism are two styles of painting, between which there is some difference that distinguish them apart. Though they have their differences, these are two of the most beloved artistic movements in the world. Both have gifted the world with artists with remarkable talents. Impressionist paintings were done outdoors while postimpressionist paintings were done in a studio. Postimpressionism used geometric form to depict its subjects while impressionism used small, thin brushstrokes that gave the painting softer edges. Impressionism paved the way for Fauvism, Cubism, and Postimpressionism while postimpressionism paved the way for modern art. Postimpressionism was based on the emotion and concept of the artist. The postimpressionists liked to use lots of colours and shadows. Most of Vincent van Gogh's works were in the Postimpressionist style.



I dream my painting, and then I paint my dream.

Love many things, for therein lies the true strength, and whosoever loves much performs much, and can accomplish much, and what is done in love is done well.





Pablo Picasso, Three Musicians, 1921

Cubism was a truly revolutionary style of modern art of the early twentieth century developed by Pablo Picasso and Georges Braque. In Cubism, artists began to look at subjects in new ways in an effort to depict three-dimensions on a flat canvas. They would break up the subject into many different shapes and then repaint it from different angles. Cubism paved the way for many different modern movements of art in the 20th century.

The Cubists believed that the traditions of Western art had become exhausted. Western society witnessed more technological progress than in the previous four centuries. During this period, inventions such as photography, cinematography, sound recording, the telephone, the motor car and the airplane heralded the dawn of a new age. The problem for artists at this time was how to reflect the modernity of the era. Photography had begun to replace painting and for artists to sit illustrating cars, planes and images of the new technologies was not challenging. Artists needed a new way of representing the world that expanded the possibilities of art in the same way that technology was extending the boundaries of communication and travel. This new way of seeing was called Cubism - the first abstract style of modern art, which Pablo Picasso described in the following way:

"

The goal I proposed myself in making cubism? To paint and nothing more... with a method linked only to my thought... Neither the good nor the true; neither the useful nor the useless. For those who know how to read, I have painted my autobiography.



Marc Chagall, The Fiddler 1912

Expressionism is really a general style of art – rather than a specific movement. Expressionism is exhibited in many art forms, including painting, literature, theatre, film, architecture and music. As a general style of painting and sculpture, expressionism has always existed, and will always continue to exist.

The first distinct style of expressionism was Fauvism. It emerged in Paris in 1905 and was led by Henri Matisse. Fauvist paintings were first exhibited at the 1905 exhibition in Paris. However, the movement was short-lived. It is important to realize that although the Fauves and the Expressionists both used bright colours, they used them for distinct purposes, the Fauves hoped to achieve beauty, the Expressionists hoped to achieve emotion through them.

Extreme angles, flattened forms, garish colours, and distorted views are distinctive features of Expressionism.

Marc Chagall is the pioneer of modernism and one of the greatest artists of the twentieth century. His painting styles are Expressionism and Cubism. In his paintings, he often painted violinists because he played the violin. He was also famous for his paintings of Russian–Jewish villages.



Art seems to me to be a state of soul more than anything else. Art seems to me to be above all a state of soul.



Salvador Dali, The Persistence of Memory, 1931

Surrealism was not just a literary and art movement but a way of thinking. It began in the 1920s and opened the doors to a style of art that the world had never seen before. Odd techniques were used to paint and interpret images of the subconscious and the dream world. This style and technique received much rejection by the art world but was eventually accepted and paved the way for other expressive forms of art.

Salvador Dali is among the most prolific artists of the twentieth century. His eccentric nature made him the most prominent representative of the Surrealist movement. Salvador Dalí was best known for the striking and bizarre images in his surrealist works.



It is not necessary of the public to know whether I am joking or whether I am serious, just as it is not necessary for me to know it myself.

"



Andy Warhol, Campbell's Soup Can, 1962

Pop art is an art movement that emerged in the 1950s and flourished in the 1960s in America and Britain, drawing inspiration from sources in popular and commercial culture such as advertising, Hollywood movies and pop music. Pop art is short for popular art.

One of the leaders of the pop art movement was Andy Warhol. The majority of Pop artists began their careers in commercial art – Andy Warhol was a highly successful magazine illustrator and graphic designer. Warhol's works were often enormously enlarged images of public personalities.

The pop art piece shown is Marilyn Monroe, one of the most famous American movie stars in the late 1950s and early 1960s.



They always say time changes things, but you actually have to change them yourself. Everyone needs a fantasy.

"

8. A professor in an art class is delivering a lecture on drawing. Read the lecture and select the correct answer based on the content provided.



Professor Drawing is a very basic art form. It's appealing because it can be used to make a very quick record of the ideas that an artist may be envisioning, so, a drawing can serve as a visual aid for the artist to remember a certain moment of inspiration and maybe use it for a more detailed work later on. Okay, usually such sketches allow the artist to visualize the proportions and the shapes without much attention to details so these images can be used by painters, architects, sculptors—any artist really. And large renderings, sketches of parts of the whole ... these can be helpful in the creative process when a ... a huge image might be more difficult to conceive of in its entirety. Or, a sketch of just one face



Leonardo da Vinci, Horses

in a crowd can allow the artist to . . . focus on creating just that part of the image. So, in many artists' studios, countless drawings are strewn about as the final painting or sculpture takes form. And this gives us insight into the creative process, as well the opportunity to see changes from the images at the beginning in the images of the finished work. It's rare, in fact, for an artist to use permanent materials to begin a piece of art. And some painters, for example, even sketch onto the surface of the canvas before applying the pigments. Now, architects are especially prone to sketches because, of course, their buildings are so large that an image in smaller scale is necessary to the imagination and implementation of such projects. So, uh, these studies become the basis for future works. And again, this is very interesting as a record of the creative process. Okay so far?

Okay, drawing has several other functions besides as a temporary reference. For centuries, artists have used drawing as a traditional method of education. By copying the great works, especially of the Old Masters, aspiring artists could learn a lot about proportion, how to capture light and shadow and . . . and so forth. In fact, some artists who later achieve recognition, still continue to use this practice to hone their skills or... or simply to pay homage to another artist, as is often the case when a work of art originally created in another medium like a sculpture . . . when it's recreated in the form of a drawing. Many examples of drawings of Michelangelo's sculptures were re-created by well-known artists. One that comes to mind is the Study of Michelangelo's Bound Slave by Edgar Degas. The original by Michelangelo was a marble sculpture that was, oh, about seven feet in height, but the small drawing was made in a sketchpad. In any case, the study is also considered a masterpiece, on

a small scale, of course.

So ... what additional purposes might be served by the medium of drawing? Well, let's remember that photography is a relatively new art form, so prior to the use of photographs to record historical events, a guick drawing by an artist was about the only way to preserve a real-time visual account of an important moment. Although a more permanent visual impression might be rendered later, it would be based on memory and not on the artist's actual observation. Probably the most often cited example of a sketch that preserved an historical record would be the small drawing of Marie Antoinette as she was taken to the guillotine in a cart through the streets of Paris. Jacques-Louis David sketched this famous drawing on a piece of paper about the size of the palm of his hand. And the artist, the artist reporter, is still important even in modern times, when photography isn't possible, for example, when judges won't permit cameras in the courtroom.

Okay, to review, we've talked about three functions for drawing—as a visual aid for the artist to complete a future work, as a method of education for aspiring artists or even practiced artists, and as a way to report an event. But the sketchbook has . . . other possibilities. Sometimes a drawing is the final execution of the art. Picasso produced hundreds of drawings in, well, every conceivable medium, but especially in pencil and crayon. I find it very interesting that Picasso did so much of this kind of work ... drawing, I mean, in his last years. Some critics have argued that he was just laughing at the art world, which was willing to pay outrageous sums for anything with his name on it, and clearly, a drawing can be executed in a short period of time.



Élisabeth Louise Vigée Le Brun, Marie Antoinette Rococo with elements of Neoclassical style



Pablo Picasso,
Bouquet of Peace Flowers



Claude Monet, Woman with a Parasol



Peter Paul Rubens, Young Woman with Folded Hands

But others, other critics, they feel as I do that Picasso was drawing because it was so basic, and because it was so spontaneous and so much fun. And also, think about how difficult it really is to produce a quick drawing with a few lines and, uh, no opportunity to ... to recreate the original, either by painting it out or remodeling the clay or changing the building materials, or... or any of the other methods for revision of a finished artistic work that artists have at their disposal. So. what I'm saying is that drawing when it's elevated to a finished piece, it must be done with confidence and it must show a high degree of creativity and mastery of the art form. In a way, it harkens back to the beginnings of art itself, when some unknown artist must have stuck a finger in the earth to draw an image or. .. maybe he picked lip a stone and made a drawing on the wall of a cave.

Okay, so, as a first assignment, I want you to make a couple of sketches yourself. I'm not going to grade them. This isn't a studio art class. I just want you to use a few basic strokes to capture an image. You can do the first one in pencil, crayon, ink, chalk, or even charcoal. .. whatever you like. Then, I want you to sketch the same image in a different medium. So. if you do a face in pencil, I want you to do the same face but in chalk or crayon. Bring them to class next week and we'll continue our discussion of drawing, but we'll talk more about the materials artists use to produce drawings, and, uh, we'll refer to your sketches as examples.

Choose the correct answer.

1. What is the lecture mainly about?

- a. The way that drawing has influenced art
- b. The relationship between drawing and other art
- c. The distinct purposes of drawing
- d. The reason that artists prefer drawing

2. According to the professor, why do architects use sketches?

- a. Architects are not clear about the final design at the beginning.
- b. To design large buildings, architects must work in a smaller scale.
- c. Engineers use the architect's sketches to implement the details.
- d. Sketches are used as a record of the stages in development.

3. What does the professor mean when she says this: "Okay, so far?"

- a. She is checking to be sure that the students understand.
- b. She is expressing uncertainty about the information.
- c. She is inviting the students to disagree with her.
- d. She is indicating that she is in a hurry to continue.

4. Why does the professor mention the drawing of Marie Antoinette?

- a. It is an example of a work copied in another medium.
- b. Drawing was typical of the way that artists were educated.
- c. The sketch was a historical account of an important event.
- d. The size of the drawing made it an exceptional work of art.

5. What is the professor's opinion of Picasso?

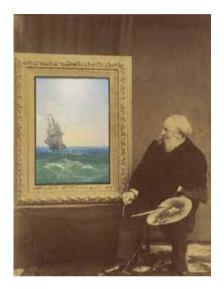
- a. Picasso was probably playing a joke by offering drawings for sale.
- b. At the end of his career, Picasso may have chosen drawing because it was easy.
- c. Picasso's drawings required the confidence and skill of a master artist.
- d. Cave drawings were the inspiration for many of Picasso's works.

6. According to the lecture, what are the major functions of drawing Tick on 3 answer choices.

- a. A technique to remember parts of a large work
- b. A method to preserve a historical record
- c. An example of earlier forms of art
- d. An educational approach to train artists
- e. A process for experimenting with media

9. Conduct a comprehensive investigation into the life, accomplishments, and artistic contributions of Hovhannes Aivazovsky, a renowned marine painter from the 19th century. Through thorough research and critical analysis, delve deeper into Aivazovsky's importance in the art world and his influence on marine art, using the provided research outline as a guide.

HOVHANNES (IVAN) AIVAZOVSKY



Biography Research

- a. Conduct research on Hovhannes Aivazovsky's early life, upbringing, and education.
- b. Investigate his artistic training and influences, including his mentors and contemporaries.

Artistic Style and Themes

- a. Analyze the key characteristics of Aivazovsky's marine paintings, including his use of light, color, and perspective.
- b. Examine the emotional and romantic elements present in Aivazovsky's paintings and their impact on viewers.

Notable Works

- a. Select and study some of Aivazovsky's most renowned paintings.
- b. Describe the historical context and significance of each chosen artwork.
- c. Discuss the techniques and unique features that distinguish these paintings from others.

Influence and Legacy

- a. Investigate the impact of Aivazovsky's work on the art world during his time and beyond.
- b. Explore how his artistic style and themes influenced other artists and subsequent art movements.
- c. Discuss Aivazovsky's lasting legacy in the realm of marine art.

Critical Analysis

- a. Discuss the relevance of his art in the modern world and its enduring appeal.
- b. Compare and contrast Aivazovsky's approach to marine art with other notable marine painters.



Remember

besides = in addition to (+)

a. besideb. besidesc. except

a. exceptb. besidesc. beside

5. You may keep all of his gifts ____ the paintings.

except = exclusion, exception (-) He could do everything except make money. **beside** = near, next to, by Many paintings look miserable beside Aivazovsky's masterpieces. 10. Choose the correct option. 1. Aivazovsky lived and worked _____ the sea. a. except b. besides c. beside 2. I think no one _____ Aivazovsky has painted the extraordinary beauty of the sea with so much feeling and expressiveness. a. except b. besides c. beside 3. We are looking forward to visiting the museum of Aivazovsky in the Crimea, ____ we want to buy one of his seascapes. a. except b. besides c. beside 4. His paintings look miserable ____ Aivazovsky's masterpieces.

Besides being a composer Komitas was an Armenian priest.

6. They've got a lovely house —— the sea.		
a. beside		
b. besides		
c. except		
7. They have nothing their dreams of success.		
a. beside		
b. besides		
c. except		
8. That was a good essayfor a few spelling mistakes. a. except		
b. besides		
c. beside		
c. beside		
9. He writes poetry and drama novels. a. beside		
b. besides		
c. except		
10. I don't like this painting, it's far too expensive.		
a. except		
b. besides		
c. beside		
11. She had seen the movie before.		
a. the movie had been seen by her before		
b. the movie had seen by her before		
c. the movie was seen by her before		
12. If she had her guitar with her she one of her favourite songs. a. will sing		
b. would sing		
d. would have sung		
e. won't sing		
· ·		
13. If she light colours the picture will be too dark.		
a. doesn't use		
b. didn't use		
d. won't use		
e. will use		

14. I'm seeing the dentist tomorrow.

- a. the speaker intends to see the dentist
- b. the speaker has already made an appointment
- c. the speaker is planning to see the dentist

15. My neighbours are always playing their music too loud.

- a. the speaker is talking about their usual music volume
- b. the speaker is talking about the music they are playing now

16. I don't like tea with sugar.

- a. the speaker is talking about now
- b. the speaker is talking in general terms
- c. the speaker is talking about his intentions

17. I think I'll stay in and watch TV this evening.

- a. this is not planned
- b. this is planned

18. Are you doing anything tonight?

- a. the speaker is just making polite conversation
- b. the speaker wants to know if the person has any plans
- c. the speaker asks a question

19. ____ is still a major world problem.

- a. poorness
- b. poverty
- c. poor

20. I'll return your notes as soon as ____copying them.

- a. I will finish
- b. I do finish
- c. I finish

21. If I ____ the flu I would go with you to the party.

- a. hadn't
- b. didn't have
- c. wouldn't have

22. If it ____ rain, we'll have the party outside.

- a. doesn't
- b. didn't
- d. won't

11. Listen to the lecture about the American artist Andy Warhol and associate the words below with their corresponding definitions.





1. commercial designer a. a method of printing patterns onto cloth

2. pursue b. a strong, heavy cloth

3. celebrity c. designer in advertising and selling

4. silk-screen d. follow

5. canvas **e.** a famous person

12. Listen again and answer the questions below.

- 1. When was Andy Warhol born?
- 2. What style of art did he pioneer?
- 3. What are his most famous works?

13. Match the art styles or movements with their definitions.

Realism
 Expressionism

2. Impressionism3. Postimpressionism6. Fauvism7. Surrealism

4. Cubism 8. Pop art

- **a.** a style of painting, music, or drama in which the artist or writer seeks to express the inner world of emotion rather than external reality
- b. a short-lived style of painting that is concentrated on achieving beauty
- **c.** a style in art and literature in which ideas, images, and objects are combined in a strange way, like in a dream
- **d**. an art movement drawing inspiration from sources in popular and commercial culture
- e. a movement in painting based on the emotion and concept of the artist
- f. the first abstract style of modern art, in which the subject was broken up into many different shapes and then repainted from different angles
- g. a style of painting which concentrated on showing the effects of light
- h. a style of art or literature that shows everything as it is in real life

14. Create your own comments on art styles by drawing inspiration from the comments made by other people.

I like original and eye-catching paintings.

If it doesn't show anything real it isn't art to me.

I like the way the artist exaggerates reality.

For me art doesn't have to be a representation of reality. The less realistic a painting is, the more it fascinates me.

I like paintings that are easy to understand.

I don't like having to figure out

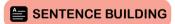
what things mean.

Talking points 🤼

What kind of art do you like? Do you prefer paintings, sculpture, pottery, photography, or some other kind of art?

Match the clauses to make logical sentences.

- 1. The less emphasis schools place on arts,
- 2. The more time you spend in art museums.
- 3. The more you know about the way an artist works,
- **4.** The more art you put on your walls,
- 5. The more you know about art,



- a. the better you will be able to understand his work.
- **b.** the better you are able to appreciate different styles of art.
- **c.** the more you enjoy looking at paintings.
- **d.** the more you realize how art can create a better living environment.
- **e.** the less creative the students become.

Do you know...

Spencer Charles Sir known better Chaplin, as Charlie Chaplin, was a comedian, actor. British filmmaker, and composer, one of the most influential figures in the history of cinema. Chaplin is best known for his character "The Tramp," a bumbling and lovable vagabond with a distinctive appearance baggy pants, a tight coat,



a bowler hat, a tootnorusn mustache, and a cane. He created this character during the silent film era and used it in numerous short films and feature-length movies.

I had no idea of the character. But the moment I was dressed, the clothes and the makeup made me feel the person he was. I began to know him, and by the time I walked on stage he was fully born.

George Gershwin was an American composer, pianist, and songwriter who lived from 1898 to 1937. He is best known for his contributions to the world of American classical and popular music. One of his most famous compositions is the opera "Porgy and Bess," which includes the iconic song "Summertime."

Summertime is an aria from the opera Porgy and Bess. The opera, set in the African American community, tells the story of Porgy, a disabled beggar, and his attempts to rescue Bess from her troubled life. Summertime is sung in the opening scene of the opera and has become one of the most famous and enduring songs in American music. It's a lullaby sung by the character Clara to her baby, and it captures a sense of longing for a peaceful and idyllic time. The song's lyrics evoke the idea of a carefree and tranquil summer, contrasting with the challenges and hardships faced by the characters in the opera.



The melody of Summertime is instantly recognizable, with its smooth and hauntingly beautiful tune. The song has been covered by countless artists in various genres, including jazz, blues, rock, and pop. Its timeless quality and emotional resonance have made it a standard in the Great American Songbook.

George Gershwin's contributions to music extend beyond *Summertime*. He was a prolific composer who blended elements of classical music with jazz and popular styles, creating a unique and influential sound. Some of his other well-known compositions

include Rhapsody in Blue, An American in Paris, and numerous popular songs that have become classics in their own right.

Tragically, George Gershwin's life was cut short when he passed away from a brain tumor at the age of 38. Despite his relatively short career, his music continues to captivate and inspire audiences around the world, and his impact on American music remains profound.

16. Listen and learn the song.



SUMMERTIME

by George Gershwin



Summertime,
And the living is easy.
Fish are jumping,
And the cotton is high.
Your daddy's rich,
And your mamma's good looking.
So hush little baby,
Don't you cry.
One of these mornings
You're going to rise up singing,
Then you'll spread your wings
And you'll take to the sky.

But till that morning
There's nothing can harm you
With daddy and mamma
standing by.
Summertime,
And the living is easy.
Fish are jumping,
And the cotton is high.
Your daddy's rich.
And your mamma's good looking
So, hush little baby,
Don't you cry.

17. Listen to the poem and respond to the questions that follow.

THE SEVEN AGES OF MAN

(from As You Like It)

by William Shakespeare

All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts,
His acts being seven ages.
At first the infant,
Mewling and puking in the nurse's arms;

Then the whining school-boy, with his satchel And shining morning face, creeping like snail Unwillingly to school.
And then the lover,
Sighing like furnace, with a woeful ballad Made to his mistress' eyebrow.

Then a soldier,
Full of strange oaths, and bearded like the *pard,
Jealous in honour, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.

And then the justice, In fair round belly with good capon lined, With eyes severe and beard of formal cut, Full of wise saws and modern instances; And so he plays his part.

The sixth age shifts Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank; and his big manly voice,
Turning again toward childish treble, pipes
*pard = leopard









And whistles in his sound.

Last scene of all,

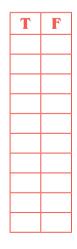
That ends this strange eventful history,

Is second childishness and mere oblivion;

*Sans teeth, sans eyes, sans taste, sans everything.

18. True or False?

- 1. People are described as sportsmen and sportswomen.
- 2. Life is compared to a play.
- 3. Babies vomit on their carers' arms.
- 4. School-boys complain.
- 5. School-boys go to school quickly.
- 6. Lovers create great poems for their mistresses.
- 7. Soldiers are temperamental.
- 8. Those at the age of justice are fat.
- 9. In the sixth age men have big manly voices.
- 10. In the last age we begin to resemble babies in some ways.



19. Match the quotations from Shakespeare's plays with their definitions.

1. To be or not to be - that is the question.

(Hamlet)

2. All the world is a stage, and all the men and women merely players.

(As You Like It)

3. Neither a lender nor a borrower be.

(Hamlet)

4. Friends, Romans, countrymen, lend me your ears.

(Julius Caesar)

- a. Do I want to live any longer?
- **b.** Listen to me, everyone.
- c. Life is like a play.
- d. It is not a good idea to lend money or to be in debt.

20. Complete the sentences below with the words from the box.



playwright actresses translated clapped plays audience stage actors theatres

- 1. Shakespeare is the most famous British ____ in history.
- 2. Romeo and Juliet and Hamlet are ____ by Shakespeare.
- 3. In the sixteenth century, groups of travelling ____ put on plays in schools, churches and pubs.
- 4. Shakespeare built one of London's first ____, called The Globe.
- 5. The _____ at Shakespeare's plays were both the rich and the poor.
- 6. In Shakespeare's day, there were no _____, so boys played the parts of women.
- 7. The audience always ____ and cheered at the end of Shakespeare's plays.
- 8. When Hamlet says: "To be or not to be that is the question", he is alone on the _____.
- 9. Shakespeare's plays are ____ into many different languages.



in the end = finally (վերջապես)

In the end I got the job I wanted.

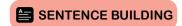
1. We waited for nearly an hour and we went without her.a. at the endb. in the end
2. The teacher gave the assignment of the lesson. a. at the end b. in the end
3. There's an eraser of my pencil. a. at the end b. in the end
4. My house is of the street. a. at the end b. in the end
5. We were exhausted of the journey. a. at the end b. in the end
6. The hero was killed of the film. a. at the end b. in the end
7. I was sitting at the examination and writing nothing. I knew nothing about the subject I returned a blank paper and left. a. At the end b. In the end
8. I was wandering in the streets. I didn't know what to do I just went back home totally upset. a. At the end b. In the end
9. At first we didn't get on well very well, but we became good friends.a. at the endb. in the end
10. We worked hard, and, we achieved our goal.a. at the endb. in the end

21. Choose the correct alternative: at the end or in the end.

22. Choose the correct option to complete the conversations.

	 I don't like abstract art Oh. In that case, you a. surprisingly b. probably 			ckson Pollock	exhibit.
·	2. — What do you think of the— It's great. In fact, I thina. more interestingb. most interesting			ne whole exhil	bit.
;	3. — I think children should— I agree childrena. As soonb. The sooner	-			d art.
•	4. — I hear Ms. Denning's a — Yes, it's popular a. such b. so c. more		• • •	get in.	
,	5. — Have you seen Sarah r — Yes. I at an art s a. ran into b. ran into her c. ran her into	-	other day.		
	6. — I didn't enjoy the perfo — my friends. a. Neither have b. Nor did c. Neither / Nor do	rmance.			
23.	Sort the words below into	o nouns and	adjectives.		
	best-known	well-kn	own g	enius	fame
	Nouns		A	djectives	

24. Match the clauses to make logical sentences.



- 1. The better I understand modern art,
- **2.** Having always liked Picasso.
- 3. What I enjoyed most about the show
- 4. Many people claim that
- 5. I recommend
- 6. I'd like my children

- a. to take some art lessons.
- b. the more I like it.
- c. was the work of local artists.
- d. going to an art museum at least once a month.
- **e.** Leonardo da Vinci is the greatest Italian artist.
- f. I was thrilled to see an exhibit of his early work.



It as dummy subject



A sentence must have a subject. The pronoun *it* fills the position of subject in a sentence when it isn't available.

The pronoun *it* is used as a dummy subject to talk about *time*, *weather*, *distance* and *date*, and *situations* in general.

It's six o'clock.

It was a bright cold day in April, and the clocks were striking twelve.

It's a strange world we live in.

It is very far, from Europe to China.

25. Choose the correct option.

- 1. Which sentence contains a dummy subject?
 - a. It was warm and sunny that day.
 - b. The day was warm and sunny.
 - c. It's a warm and sunny day.
- 2. In which sentence it is a dummy subject?
 - a. It's six in the morning.
 - b. It is kept on the table.
 - c. It was brought back in time.

3. Is it a dummy subject or a pronoun?

I think you have broken it.

- a. dummy it
- b. pronoun it

4. Is it a dummy subject or a pronoun?

It is a strange world we live in.

- a. dummy it
- b. pronoun it

5. Is it a dummy subject or a pronoun?

It seems we wasted our time.

- a. dummy it
- b. pronoun it

6. Is it a dummy subject or a pronoun?

It smells terrible.

- a. dummy it
- b. pronoun it

7. Is it a dummy subject or a pronoun?

I can't find it anywhere.

- a. dummy it
- b. pronoun it

8. Is it a dummy subject or a pronoun?

It takes time to learn a new language.

- a. dummy it
- b. pronoun it



Modals

can't have + Past Participle = the action was impossible in the past She can't have been at the theater. She was at home.

needn't have + Past Participle = the action was unnecessary You needn't have bought such expensive tickets for the concert, it was a waste of money.

26. Choose the correct modal - needn't have or can't have.

1. Sh	ne eaten all the cookies. There were plenty left when I left the room. a. needn't have b. can't have
2. Sł	ne cleaned the whole house on her own in two hours. a. needn't have b. can't have
3. Sł	ne spoken to her manager in a rude manner. She is very polite. a. needn't have b. can't have
4. H€	e seen her. She left for the US last month. a. needn't have b. can't have
5. Yo	ou seen that film. It is hasn't been released yet. a. needn't have b. can't have
6. He	a. needn't have b. can't have
7. Не	e realized he worried. a. needn't have b. can't have
8. He	e written this because it is in Russian and he doesn't know Russian. a. needn't have b. can't have
9. M	other bought it today. The shops are closed. a. needn't have b. can't have
10. Y	ou swum so far. a. needn't have b. can't have
11. I ,	forgotten my keys at home. I distinctly remember putting them in my bag a. needn't have b. can't have

27. Choose the correct option.

a. so that

b. such c. such that
2. Artwork tends to be more after the death of the artist.
a. value b. price c. worth
3 you please change your seat? a. Shouldn't b. Could c. Shall
4. This is the woman posed as a model for the painting. a. who b. whom c. which
5. We used to go to the theatre every month, but I haven't gone the past five months. a. for b. to c. since
6. It is not always easy to discover the thought and emotion the artist has portrayed. a. who b. whom c. which
7. 1 wonder how I could have made a. such mistake b. such a mistake c. so a mistake
8. Art is not what you see, but what you make others a. to see b. see c. seeing

1. We moved to the front row ____ we could hear and see better.

UNIT 3 Literary Heritage



1. Literary heritage encompasses a rich collection of written works that have been transmitted across generations and are recognized for their cultural importance and enduring value. These works span various genres, styles, and languages, showcasing the vast spectrum of human thought, emotion, and creativity throughout different times and regions. The significance of literary heritage extends to the preservation of cultural history, the molding of identities, and the provision of profound insights into the ever-evolving social, political, and philosophical landscapes of different historical periods. Engage in a discussion regarding the significance of literary heritage. Use the provided questions as a basis for your discussion.

Talking points 🚑



- 1. How does literary heritage influence modern literature, theater, and storytelling techniques?
- 2. Can you provide examples of universal themes present in literary heritage that resonate across time and cultures?
- 3. In what ways has literary heritage inspired contemporary writers and artists, fostering innovation while maintaining ties to the past?
- 4. Discuss the significance of literary heritage as a bridge between different generations, fostering dialogue between the past and the present.

Examine the content related to the literary heritage of Armenia and carry out supplementary research to collect further details on this subject.



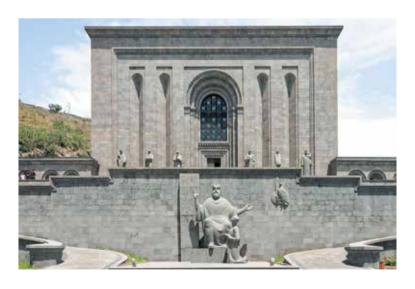
Armenia's literary traditions go back over fifteen centuries, since the creation of the Armenian alphabet (in 405) by Mesrob Mashtots.

One of the world's oldest civilizations, Armenia, throughout most of its long history, however, has been invaded by a succession of empires. Over the centuries Armenia was conquered by Greeks, Romans, Persians, Byzantines, Mongols, Arabs, Ottoman Turks, and Russians. Under constant threat of domination by foreign forces, Armenians became both cosmopolitan as well as fierce protectors of their culture and tradition.

In the course of the centuries thousands of manuscripts were destroyed. During invasions manuscripts were either hidden or taken out of the country. Today manuscripts are kept in the libraries and museums of Armenia, and the ancient manuscript repository Matenadaran - the Mesrop Mashtots Institute of Ancient Manuscripts. It holds one of the world's richest depositories of medieval manuscripts and books, nearly 17,000 manuscripts and 30,000 other documents which cover a wide array of subjects such as historiography, geography, philosophy, grammar, art history, medicine and science in Armenian and other languages.

The Matenadaran's main objectives are:

- 1. preservation, restoration, and reproduction of the manuscripts
- 2. procurement of the manuscripts
- 3. organization and cataloging
- 4. distribution and publication in other languages.



3. Compose an essay that explores the importance of William Saroyan's examination of identity and humanity within the context of your personal life and experiences, following the provided outline.



EXPLORING HUMAN NATURE IN WILLIAM SAROYAN'S SHORT STORIES

66

I should like to see any power of the world Destroy this race,

This small tribe of unimportant people,

Whose wars have all been fought and lost,

Whose structures have crumbled,

Literature is unread,

Music is unheard,

And prayers are no more answered.

Go ahead, destroy Armenia.

See if you can do it.

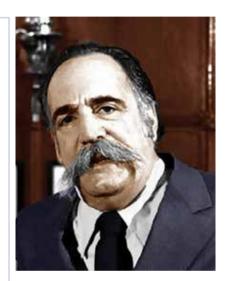
Send them into the desert without bread or water.

Burn their homes and churches.

Then see if they will not laugh, sing and pray again.

For when two of them meet anywhere in the world,

See if they will not create a New Armenia.





Objective

Analyze and interpret the themes and messages in William Saroyan's short stories, and relate them to real-world situations.

Introduction

Provide a brief introduction to William Saroyan, his background, and his contributions to literature. You can include some notable works like "The Daring Young Man on the Flying Trapeze" "The Summer of the Beautiful White Horse, "The Pomegranate Trees," "The Man with the Heart in the Highlands," and "My Name Is Aram."

Main body

a. Highlight the key events and character relationships, different aspects of human nature, such as kindness, resilience, or the search for identity.

- b. Identify and list the key themes and messages you have perceived in the stories. Connect the themes and messages from the stories to real-life situations or events. Reflect on instances where you've encountered similar themes or emotions in your own life or in current events.
- c. Choose characters and analyze their motivations, personality traits, and struggles related to their sense of identity. Explore the characters' motivations, conflicts, and resolutions. Describe the character's personality traits, motivations, and changes throughout the story. Speculate on what the character might symbolize in the context of the themes. Explain how the character's journey or transformation contributes to the exploration of the theme.
- d. Compare and contrast the ways in which the theme of identity and humanity is presented in the stories. What similarities and differences do you notice? Refer to specific examples from the stories and relate them to your own understanding of the themes. Creatively express your interpretation of the themes.

Conclusion

Conclude the essay by summarizing the main takeaways from exploring literature that delves into the complexities of human nature and identity.

Class Presentation and Discussion

Present your essays and creative expressions to the class. Share your insights, observations, and interpretations of Saroyan's works to learn from each other's perspectives, and deepen understanding of the stories, making meaningful connections between literature and your own lives.

4. Listen and learn the poem.



WE ARE FEW BUT WE ARE CALLED ARMENIANS

by Paruyr Sevak



We are few but we are called Armenians
We do not put ourselves above anyone
Simply we also admit that we, only we have Mount Ararat
And that it is right here on the clear Sevan
That the sky could make its exact duplicate
Simply David has indeed fought right here
Simply the Narek was written right here
Simply we know how to build from the rock, a monastery
How to make fish from stone, how to make man from clay
To learn to become the student of the beautiful,
The kind, the noble, and the good.

We are few, but we are called Armenians
We do not put ourselves above anyone
Simply our fortune has just been so different
Simply we have just shed too much blood
Simply in our lives of centuries long

When we were many and when we were strong
Even then we did not oppress any nation
See, centuries have come and centuries have passed
Yet over no one have we become tyrants.
If we have enslaved, only with our eyes
And if we have ruled, only with our books
If we have prevailed, only with our talents
And if we have ever oppressed,
It has only been with our wounds.

See we do not put ourselves above anyone, Simply with us death had fallen in love, Yet we willingly did not give ourselves.

And when we were forced to leave our own land,

And a sacrament from the heart itself.

Wherever we reached, wherever we went, Everywhere we left indelible trace. We built bridges, we tied arches, We plowed everywhere and brought forth crops, Everywhere we left a peace of our soul,

We are few, truly, but we are Armenians, And by being few we do not succumb Because it is better to be few, Than to be masters by being many.

> We are few, yes, but we are Armenians, And we know how to sigh from yet unhealed wounds, And how to lend a helping hand to our friend. We vote with our lives, not only with our hands, Yet if they desire to rule us with force,

We know how to smoke and how to quench their fire.
See we do not put ourselves above anyone,
But we know ourselves
We are called Armenians,
And why should we not feel pride about that
We are, we shall be, and become many.



The Armenian grief is a shoreless sea, An enormous abyss of water. from "The Armenian Grief" by Hovhannes Tumanian (1869-1923)

5. Based on the overview of Hovhannes Tumanian's literary legacy, compile a list of his most renowned literary creations. Then, provide a summary of your favourite among his works.

"I live and agonize with everybody, I suffer for all," wrote Hovhannes Tumanyan, who played a special role in Armenian literature, as well as in his nation's spiritual life. He was always in the center of all the important events of his time, witnessing international conflicts in the Caucasus, World War I, the genocide of Armenians in Turkey, revolutions, and civil wars. His works with their classic simplicity and depth are intelligible to people of every age, nationality and time.

Tumanian's works are a wonderful world with countless heroes buzzing with the sound of human voices.

Whatever he wrote, prose or poetry, fairy tales or stories, embraced the outlook of his great personality. He was born in 1869 in the village of Dsegh in the province of Lori, Armenia and died in 1923. His works mostly focused on the harsh lives of villagers in the Lori region.

Among the works that portray the times in which Tumanyan lived, are his poem, "Anush" and the story "Gikor."

One of his most unique patriotic works is the narrative poem "The Capture of Fort Temuk." The noble and brave Armenian prince Tatoul resists Nadir Shah for 40 days.

6. Memorize the prologue of Hovhannes Tumanian's impressive poem. Read the entire poem and respond to the questions that follow.

- 1, What is the central theme of the poem?
- 2. Who are the main characters in the poem?
- 3. What is the historical context of the poem?
- 4. What is the significance of Fort Temuk in the poem, and why is its capture important?
- 5. How does the poem explore themes of bravery, patriotism, and heroism?
- 6. Are there any cultural or nationalistic elements in the poem that reflect Tumanian's Armenian identity?

THE CAPTURE OF FORT TEMUK

*Prologue

Come hither, poor and gentle folk, Lend an ear and listen well. A wandering bard from distant parts, A wondrous tale will I tell. We are all but guests in this mortal world

Since the day we get our birth,
We come and go, each in his turn
To and from this fleeting earth.
Both love and laughter must
disappear,

As will beauty, treasure and throne
Death is for us, we are for death,
Man's work is immortal alone.
Only noble deeds will never die
Through the centuries gloried and
famed.

Happy the man who through his deeds
Wins an immortal name.
Yet the evil-doer lives too without end.

Cursed be his baneful deed,
Be it your father, mother or son
Or the woman you love and need!
I sing my praise to the deed benign;
Unthrone it, whoever can!
For who, even foes, will not admire
The deeds of a kindly man?
I wish you all the best of luck!
Now listen to what I tell;
Watch my word like a bullet fly,
Shot by a hunter aiming well.



*prologue - a separate introductory section of a literary, dramatic, or musical work

7. Create a curriculum vitae (CV) and a chronological timeline that outlines the significant life events of Oscar Wilde, using information from his biography.

BIOGRAPHY OF OSCAR WILDE

Oscar Wilde, an Irish playwright, poet and author of numerous short stories and one novel, became one of the most successful playwrights of the late Victorian era in London, and one of the greatest celebrities of his day. Oscar Wilde was born in Dublin on 16 October 1854. Oscar's mother, Lady Jane Francesca Wilde, was a successful poet and journalist. Oscar's father, Sir William Wilde, was a leading ear and eye surgeon and gifted writer, who wrote books on archaeology and folklore and



was the founder of the Dublin Eye and Ear Hospital. He was the second of three children born to his Anglo-Irish parents. The other siblings were an older brother Willie and a sister Isola.

Oscar Wilde was educated at home until he was nine, where he learned French and German. He then attended school in Ireland (1864-71). Leaving school, Wilde studied at Trinity College, Dublin, from 1871 to 1874. His tutor interested him in Greek literature. Wilde was an outstanding student and won the Berkeley Gold Medal, the highest award available to students at Trinity. From 1874 to 1878 he studied at Magdalen College, Oxford.

After he graduated, he moved to London (1879), to establish a literary career. In 1881, he published his first collection of poetry - *Poems* that received mixed reviews by critics. He worked as art reviewer (1881), lectured in the United States and Canada (1882), and lived in Paris (1883). He also lectured in Britain and Ireland (1883 - 1884). From the mid-1880s he was regular contributor for Pall Mall Gazette and Dramatic View.

In 1884, Oscar Wilde married Constance Lloyd. They had two sons, Cyril (1885) and Vyvyan (1886). To support his family, Oscar accepted a job as the editor of Woman's World magazine, where he worked from 1887-1889. In 1888 he published The *Happy Prince and Other Tales*, fairy-stories written for his two sons. His first and only novel, *The Picture of Dorian Gray*, was published in 1891. In a letter, Wilde said the main characters were reflections of himself: *Basil Hallward is what I think I am. Lord Henry is what the world thinks me. Dorian is what I would like to be - in other ages, perhaps.*

Wilde's greatest talent was for writing plays. He produced a number of extremely popular comedies like A Woman of No Importance (1893), An Ideal Husband (1895)

and *The Importance of Being Earnest* (1895). These plays firmly established Oscar as a playwright. The rest of his life Oscar Wilde spent wandering Europe, staying with friends and living in cheap hotels. He died of cerebral meningitis on November 30, 1900, penniless, in a cheap Paris hotel.

8. Following the provided outlines, generate a CV and chronological timeline for Oscar Wilde's life events.



Curriculum Vitae (CV)

Personal information

Nationality
Birth and early life
Marriage and family
Education
Career
Works and Achievements
Final years

Timeline

1854 - Oscar Wilde was born on 16 October.



THE PICTURE OF DORIAN GRAY

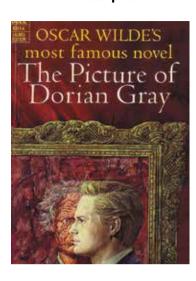
by Oscar Wilde

Pre-reading task

9. Match the words on the left and right sides to find synonyms.

1. pursue a. returned 2. commit b. sign 3. sin c. uncover 4. hideous d. old 5. conquest e. victory 6. senile f. disgusting 7. unveil a. evil action h. do 8. vestige 9. reverted i. follow **10.** vice j. immoral act

10. Use the novel summary to initiate a debate about the central theme or main idea of the masterpiece.



How sad it is! I shall grow old, and horrible, and dreadful.

But this picture will remain always young.

It will never be older than this particular day of June...

If it were only the other way!

If it were I who was to be always young, and the picture that was to grow old! For that I would give everything! Yes, there is nothing in the whole world I would not give! I would give my soul for that!

The novel centers on Dorian Gray, an extremely handsome young man, the subject of a painting by the artist Basil Hallward. Basil is impressed by Dorian's beauty. After admiring a portrait of himself painted by Basil, Dorian declares that he would give his own soul if he could remain eternally young while the portrait grows old. Dorian's wish is fulfilled. The portrait locked away in his attic, serves as a reminder of his sins with each sin changing the portrait through a sign of aging.

The novel begins with Lord Henry Wotton observing the artist Basil Hallward painting the portrait of a handsome young man, Dorian Gray. Dorian arrives later and meets Lord Henry, who then is having a damaging influence on him. Due to Lord Henry's influence, Dorian goes out looking for passion. He begins to think beauty is the only worthwhile aspect of life, the only thing left to **pursue**. He wishes that the portrait Basil is painting would grow old in his place. He falls in love with a young actress of considerable talent, Sibyl Vane. Sibyl refers to him as "Prince Charming". Her protective brother James tells her that if "Prince Charming" harms her, he will kill him.

Dorian invites Basil and Lord Henry to see Sibyl perform in Romeo and Juliet. Sibyl, whose only knowledge of love was love of theatre, loses her acting abilities through the experience of true love with Dorian. Dorian rejects her, saying her beauty was in her art, and he is no longer interested in her if she can no longer act. When he returns home he notices that his portrait has changed. Dorian realises his wish has come true – the portrait will age with each **sin** he **commits**, whilst his own appearance remains unchanged. He decides to **reconcile** with Sibyl, but Lord Henry arrives in the morning to say Sibyl has killed herself. Over the next 18 years, Dorian experiments with every vice.

One night, before Dorian leaves for Paris, Basil arrives. He takes Basil to the portrait, which is as **hideous** as Dorian's sins. In anger, Dorian blames the artist for his fate and **stabs** Basil to death. He then blackmails an old friend Alan Campbell, who is a chemist, into destroying Basil's body.

After returning to London, Dorian informs Lord Henry that he will be good from now on, and has started by not breaking the heart of his latest innocent **conquest**, a vicar's daughter, Hetty Merton. At his apartment, Dorian wonders if the portrait has begun to change back, losing its **senile**, sinful appearance now that he has given up his immoral ways. He **unveils** the portrait to find it has become worse. Deciding that only full confession will absolve him, but lacking feelings of guilt and fearing the consequences, he decides to destroy the last **vestige** of his conscience. In a rage, he picks up the knife that killed Basil Hallward and plunges it into the painting. His servants hear a cry from inside the locked room and send for the police. They find Dorian's body, stabbed in the heart and suddenly aged, withered and horrible. It is only through the rings on his hand that the corpse can be identified. Beside him, however, the portrait has **reverted** to its original form.

Ultimately, "The Picture of Dorian Gray" is a cautionary tale that explores the price of a life dedicated to the pursuit of pleasure and beauty at the expense of one's humanity. It challenges readers to consider the true nature of their actions and the importance of moral integrity in the face of societal pressures and personal desires.

11. Choose the quote that best reflects the main idea of the novel.

1. Inner beauty is more important than physical

features.

2. An artist should create beautiful things, but should put nothing of his own life into them.

3. The reason I will not exhibit this picture is that I am afraid that I have shown in it the secret of my own soul.

4. Real beauty ends where an intellectual expression begins. Intellect is in itself a mode of exaggeration, and destroys the harmony of any face.

5. Humanity takes itself too seriously. It is the world's original sin. If the cave-man had known how to laugh, History would have been different.

"

12. Use the provided information on Jonathan Swift and his renowned work, *Gulliver's Travels*, to stimulate a discussion. Use the provided discussion questions as a starting point.





Jonathan Swift (1667 – 1745) an Irish satirist, essayist, political pamphleteer, poet and clergyman, was born in Dublin. Swift was a prolific writer, notable for his satires. Gulliver's Travels was first published in 1726, and is regarded as his masterpiece. Though it has often been mistakenly thought of and published as a children's book, it is a great and sophisticated satire of human nature based on Swift's experience of his times.

Gulliver's Travels is a political satire criticizing 18th-century British government and society. Lemuel Gulliver is shipwrecked and must make his way home through England. Each of the four books - four voyages to mostly fictional exotic lands - has a different

theme, but all are attempts to show human pride. Swift's sharp observations about the corruption of people and their institutions still ring true today, almost three hundred years after the book was first published.

Although there are many different types of societies that Gulliver visits throughout his travels, none contrast as strongly as the Laputans and the *Houyhnhnms. Houyhnhnms are a race of intelligent horses described in the last part of Jonathan Swift's satiric Gulliver's Travels.

The Houyhnhnms contrast strongly with the Yahoos, savage humanoid creatures: whereas the Yahoos represent all that is bad about humans, Houyhnhnms have a stable, calm, reliable and rational society. Gulliver much prefers the Houyhnhnms' company to the Yahoos', even though the latter are biologically closer to him. The Houyhnhnm society is based upon reason, and only upon reason. They have no religion and their sole morality is the defense of reason. On the one hand, the Houyhnhnms have an orderly and peaceful society. The Laputans are intelligent and emotional.

*Houyhnhnm [hUinəm] or [hwinəm]

When Gulliver returns to England at the end of Gulliver's Travels, he finds the smell and look of his countrymen intolerable. He regards all around him as Yahoos, and he spends much of his time in the stables near his horses.

The Land of the Lilliputians is perhaps the most ridiculous of all the worlds that Gulliver visits. Filled with inhabitants the size of thimbles, the Lilliputians have more pride than common sense. The Lilliputians are a device used to raise the issue of pride throughout Gulliver's Travels.

GULLIVER'S TRAVELS

(an extract)

...When I awoke, it was just daylight. I tried to rise, but was not able to move. I was lying on my back, and my arms and legs were strongly fastened on each side to the ground. My hair, which was long and thick, was tied down in the same manner. I also felt several thin strings across my body. I could only look upwards and could see nothing except the sky. And as the sun began to grow hot, the light hurt my eyes.

In a short time I felt something alive moving on my left leg, which, advancing forward over my breast, came almost up to my chin.

Looking downwards as much as I could, I saw a human creature not six inches high with a bow and arrows in his hands. At the same time I felt at least forty more of the same kind following the first. I was in the greatest astonishment, and roared so loud that they all ran back in fright...



Talking points

- 1. How do you understand the concept of rationality?
- 2. What is the synonym for rational?
- 3. Which is a better way to live, emotional or rational?
- 4. What do you think about the issue of pride?





later latter last latest lately

later refers to time

I'll see you later.

latter is the last mentioned option

Gulliver much prefers the Houyhnhnms' company to the Yahoos', even though the latter are biologically closer to him.

last = final

last news

latest = the most recent

latest news

lately = not long ago

I have been very busy lately.

13. Complete the sentences with late, later, latest, last, latter, lately

1. Ann and David both are hardworking students, but the is
more active at home.
2. Every Armenian wants a car of fashion.
3. I couldn't understand the line of that poem.
4. You are always for office.
5. Come on. Dinner is ready. You can do it
6. Albert has been reading a lot of books
7. I haven't seen Vahe When did you see him?
8. Narek did his best to win. Unfortunately, he finished
9. Do you know that his mother is in her fifties?
10. Have you read J. Swift'sbook?

14. Complete the table with the relevant information.

noun	adjective	verb
-	reliable	-
-	reasonable	-
pride	-	-
-	-	corrupt



Future Continuous = action in progress in the future will + be + -ing form

Tomorrow at 9, I'll be passing the exam in English.

signal words

this time (this time tomorrow, this time next week, etc.) at (at 7 tomorrow, at midday next Monday, etc.) in (in 2 weeks' time, in 3 months' time, in 5 years time, etc.)

Future Perfect = completed action in the future will + have + past participle

1. By the time you arrive I ____ something tasty.

5. You ____ to bed when we get back?

a. will be goneb. will have gonec. have gone

By this time next year, we'll have finished school.

signal words

by (by tomorrow, by next week, by the end of the year, etc.) by this time (by this time tomorrow, by this time next week, etc.)

15. Choose the correct option.

16. Listen to the content about American literary movements and use it to facilitate a discussion about the origins and shared principles of each movement. Complete the table with the relevant information.





AMERICAN LITERARY MOVEMENTS

Ralph Waldo Emerson

(1803 – 1882)

an American essayist, philosopher, poet, and leader of the Transcendentalist movement in the early 19th century



What lies behind us
And what lies before us
Are small matters
Compared to
What lies
Within us

Transcendentalism. Writers of this movement or period are the first to show a clear difference from British writers and British cultural tradition

and heritage. Before this time, American writers and British writers shared similar views of the world and saw the world through the same lens. We sometimes refer to Transcendentalism as American Transcendentalism to differentiate it from an earlier philosophical movement in Europe.

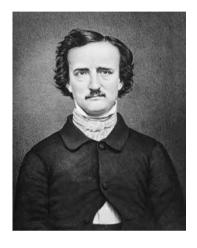
American Transcendentalism was born in New England, the north-eastern part of the United States, around the 1830s. Writers in this movement believed, in very general terms, that nature, God, and the individual human were united, were the same, and that individuals did not need organised religion. American Transcendentalists also *extolled individualism and encouraged individuals to be reliant on themselves and their development as human beings. Transcendentalists very often were active in social movements. Arguably the most important figure of this movement was Ralph Waldo Emerson, whose book called Nature, published in 1836, remains one of the movement's most read works.

^{*} extol = praise

Edgar Allan Poe

(1809 - 1849)

an American author, poet, editor and literary critic, widely regarded as a central figure of Romanticism in the United States and of American literature as a whole





I wish I could write as mysterious as a cat.

"

Romanticism, a series of movements in art, music and literature which lasted about 50 years and spread from Britain and Germany to other parts of the world. Basically, Romanticism is centred on strong emotions and imagination rather than rational thought, and there is an emphasis in American Romanticism to focus on the supernatural and on human psychology. Many

works in this genre tell stories full of strong emotion, unexplained phenomenon, and unusual occurrences. One of the most well-known writers considered to be a Romantic writer is Edgar Allan Poe, who is known for his stories filled with mystery and who wrote many works we might now call psychological thrillers or horror stories. Poe thought that the human mind and imagination are factors in how we define reality.

ALONE

by Edgar Allan Poe

been
As others were; I have not seen
As others saw; I could not bring
My passions from a common spring.
From the same source I have not

From childhood's hour I have not

My sorrow; I could not awaken My heart to joy at the same tone; And all I loved. I loved alone.

taken

Then - in my childhood, in the dawn Of a most stormy life- was drawn From every depth of good and ill The mystery which binds me still: From the torrent, or the fountain, From the red cliff of the mountain, From the sun that round me rolled In its autumn tint of gold, From the lightning in the sky As it passed me flying by, From the thunder and the storm, And the cloud that took the form (When the rest of Heaven was blue) Of a demon in my view.

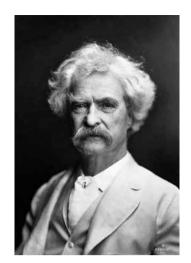
Mark Twain (1835 - 1910)

an American traveling journalist, humorist, writer, and lecturer whose most famous novels are The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn

The human race has one really effective weapon, and that is laughter.



It is better to keep your mouth closed and let people think you are a fool than to open it and remove all doubt.



Realism is a movement which started in France in the mid -19th century before spreading to other areas, including the United States in the 1870s. This movement was, in many ways, a reaction to Romanticism in that it rejected strange and, indeed, romantic tales and aimed to show society and humanity as it was in real life. Realists focused on events that were ordinary, usual and typical rather than extraordinary or exotic. Many writers of this movement were also involved with social change, and writing about real conditions of real people was seen as one way to educate the general public for the need of change. One of this movement's most easily recognisable names is Mark Twain, whose most famous stories were about everyday life in the American south, that is, the southeastern states of the US, and who worked throughout his life on a variety of social issues including ending slavery and giving workers more rights. Like any good journalist, Sam Clemens, a.k.a.* Mark Twain, spent his life observing and reporting on his surroundings. In his writings he provided images of the romantic, the real, the strengths and weaknesses of a rapidly changing world. By examining his life and his works, we can read into the past - piecing together various events of the era and the responses to them. We can delve into the American mindset of the late nineteenth century and make our own observations of history, discover new connections, create new inferences and gain better insights into the time period and the people who lived in it. As Sam once wrote, "Supposing is good, but finding out is better."

^{*} a.k.a. = also known as



an American novelist, journalist, short story writer and essayist best known for writing The Call of the Wild

I would rather be ashes than dust. The proper function of man is to live, not to exist. I shall not waste my days in trying to prolong them. I shall use my time.

Man always gets less than he demands from life.

Naturalism is an offshoot of Realism, and had its roots in France. Both movements focused on the reality of everyday ordinary life, but Naturalism focused on how the outside world, that is, a person's environment, influences and, perhaps, determines that person's behaviour. Naturalism generally believes that a person has a destiny or fate, and that person can do little to change that destiny or fate. Many writers in this movement focused on problems in society, like poverty. One of the movement's most famous writers, Jack London, wrote books which compared animal behaviour to human behaviour is not all that is different from animal behaviour in extreme circumstances.

John Griffith Chaney, was an American novelist, journalist, short story writer and essayist. Jack London was his pen name. Many of his stories, including his masterpiece *The Call of the Wild* (1903), deal with civilized man getting back in touch with his deep, animal instincts.

Among London's most important books were *The Sea Wolf* (1904), a novel based on the author's experiences as a seal hunter, and *The Star Rover* (1915), a collection of related stories dealing with reincarnation.

In addition to *Martin Eden*, he wrote two other autobiographical novels of considerable interest: *The Road* (1907) and *John Barleycorn* (1913), an autobiographical novel about his struggle against alcoholism; His exciting, often violent and brutal writing style attracted readers from all over the world and his stories and novels were translated into many different languages.

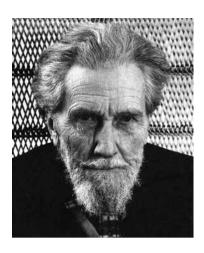
Ezra Pound

(1885 - 1972)

an American poet and critic, and a major figure in the early modernist movement in poetry

> All my life I believed I knew something. But then one strange day came when I realized that I knew nothing.

What matters is not the idea a man holds, but the depth at which he holds it.



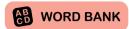
Modernism is a literary style that emerged after the First World War. The movement itself started in Europe in the late 19th century. People began to doubt everything they were supposed

to believe in. Inability to sort through the chaos of these mixed emotions left people confused and angry. Modernism reflects these thoughts, and writers in the Modernist era were looking, generally, beyond the old, the traditional, and were trying to find meaning in a new world. If we have to choose one word to describe this movement, we would probably choose the word 'progress'. Modernists were concerned with finding out what doesn't work in the world and replacing it with what does. One major figure of the American branch of Modernism was Ezra Pound, who, among other things, revolutionised poetry.

17. Complete the table with the relevant information.

Movement Title	Time Period	Origins	Core Beliefs and Important Figures
Transcendentalism	-	-	-
Romanticism	-	-	-
Realism	-	-	-
Naturalism	-	-	-
Modernism	-	-	-

UNIT 4 Mysteries Captivate Me



Nouns related to mysteries

mystery	telekinesis
curiosity	clairvoyance
crytids	precognition
enigma	myth
poltergeist	puzzle
ghost	monster
UF0	miracle

Adjectives related to mysteries

unknown	mysterious
unexplained	supernatural
paranormal	scary
psychic	thrilling
extraterrestrial	curious

1. Listen and then use the content from the article to correctly pair the provided information with the corresponding pictures. Look for extra information.





Mysteries have always captivated the human imagination.

From the earliest times, humans have been fascinated by the unknown and the unexplained. Whether it is a missing object, a strange occurrence, or an unsolved crime, mysteries have the power to engage our curiosity in problem-solving and critical thinking. Mysteries can reveal both the darkest aspects of human nature, such as greed, jealousy, and violence and the best, such as courage, determination, and compassion.

Mysteries like unexplained disappearances under mysterious circumstances, paranormal phenomena such as ghosts and poltergeists, cryptids (creatures that are reported to exist but have not been scientifically proven), such as Bigfoot, the Loch Ness Monster, and the Chupacabra, ancient historical or archaeological mysteries, such as the construction of ancient monuments like Stonehenge or the pyramids of Egypt, the UFO-s (unidentified flying objects), and psychic phenomena, that cannot be explained by conventional science, such as telekinesis, clairvoyance, and precognition, challenge our understanding of the world around us.

For modern archaeologists, the ancient world continues to hold many secrets. Civilizations disappear, and thousands of years later, researchers are left to pick through the ivy-covered ruins of their cities.

Although we know a bit about who built

Machu Picchu
how the monument
was built is still mysterious. Machu Picchu
is a 15th-century Inca citadel in Peru. Most
amazingly, the entire city is constructed
from interlocking walls of smooth, polished
stones. The Inca fit the stones together
like an immense jigsaw puzzle. Their work
was so precise that, even after centuries
of earthquakes, in many places it's still
impossible to slip a piece of paper between
the seams of two Machu Picchu stones. The
mystery of Machu Picchu is how the Inca
were able to move such large stones to such
a remote location.

The Qarahunj stones complex, also known as Zorats Qarer, is located in the vicinity of Syunik and considered to be one of the ancient observatories of the world. There is a version, that the Armenian Qarahuni was used to observe the sun, the moon and the stars by a rather progressive civilization. Outwardly, Qarahunj resembles the famous British stone megalithic structure - Stonehenge. Both are a mysterious complex of several hundred vertically mounted stones. However, the Armenian Qarahuni has a more ancient history than its English analogue. Qarahuni is about 7500 years old, while Stonehenge is 4000. It is remarkable that both these monuments are attributed to mystical and cosmic power.

Easter Island (Chile) in the Pacific Ocean was once populated by the Rapa Nui civilization, which erected almost 1000 giant stone statues known as moai approximately 900 years ago. No one knows for sure why the ancient Polynesians carved and placed the statues across the island, though one recent



theory hypothesizes that they were placed as mark

There are multiple places around the world that have been named **Devil's Bridge** due to some sort of supernatural connection, but the most famous one is located in the German town of Kromlau. The parabolic bridge dates back to the 1860s and is one of the most stunning bridges in the world. It forms a perfect circle with its own reflection in the water below, a feat only deemed possible with some otherworldly assistance.

Lake Michigan Did you know that Lake Michigan has its very own Bermuda Triangle? Many people associate shipwrecks with the wild waves of the open ocean, but there is a history of sunken ships, plane crashes and disappearances of vessels and entire crews within an area in Lake Michigan. As the legends of these documented disasters grew, so did reports of UFOs and paranormal phenomena that could be behind them.

Crooked Forest (Poland) lives up to its name, with hundreds of peculiar pine trees. Several hundred pine trees were planted there in the 1930s and grew with an almost 90-degree bend at their base, making them look like fishing hooks. Some believe that a technique or human tool was actually used to make the trees curve this way, while others speculate that a winter snowstorm or some other damage could have given this fascinating forest its interesting shape.

Loch Ness (Scotland) is a large, deep, freshwater lake, in the Scottish Highlands. This lake is famous for its Loch Ness Monster, a mythical creature nicknamed Nessie. Nessie's existence has never been proven. Even if you don't see any evidence of a monster, the area is gorgeous.





Do you know...

While legends are based on real people or events in history, myths are based on religion and explain natural phenomenon, rather than tell a historical story. Many cultures have myths describing the same natural occurrences: how the world began, why the seasons change, what causes lightning or why volcanoes erupt. Myths may include supernatural beings, like Greek or Roman gods.

2. Read the myths and legends provided below and conduct research to find additional myths and legends to present to the class.

THE LEGEND OF JERMUK DEER

An Armenian legend

Jermuk is a picturesque resort town of Armenia, famous for its therapeutic mineral waters. Every year hundreds of people come here to improve their health. The symbol of the town is a deer, and on the top of the hill, there is even a statue of a deer, looking over the landscape. This symbol is not accidental – there is an interesting legend associated with it. A long time ago in the forests of Jermuk, there were different wild animals, and people often went hunting in the woods for prey. One day a hunter wounded a deer with an arrow, and the animal, gathering the last strength, rushed to flee. The hunter followed the deer and suddenly saw him jumping into the lake, filled with mineral water. A moment later, the deer emerged from the water and there was not a trace of the wound on it. The amazed hunter returned to the village and told everyone about the miraculous properties of Jermuk water. The rumor about its healing properties spread over many cities and villages and the deer became the symbol of Jermuk.

PATTAN'S PUMPKIN

An Indian myth

Many cultures have a story about a great flood. This one is from southern India and instead of an ark, or boat, a farmer uses a giant pumpkin to save his family and animals from the rising water. This flood myth is told by the Irula people who live in the foothills of the Sahyadri Mountains. They believe they are descendants of Pattan. Many myths involve fantastic sea voyages, like this one or Jason and the Argonauts. After the flood, Pattan builds a house by the river and plants a seed from the pumpkin.

THE ADVENTURES OF THOR

Norse Mythology

The Vikings, or Norse Men, were Scandinavians. They lived in what is now Sweden, Denmark and Norway, before those countries existed. They were gifted sailors and traveled around the north Atlantic, establishing settlements. Their stories, or sagas, are what we call Norse mythology. Thor, known as a superhero in the movies, is the Norse god of Thunder. He was the son of Odin, the chief of all the gods. Thor's step-brother, Loki, is known for his mischief. Thor fought giants, rode in a chariot pulled by goats and wielded a mighty hammer. When he swung his hammer, he created thunder and lightning.

ARAMAZD (ZEUS) AND ANAHIT (ARTEMIS)

Armenian Mythology

Master of all Armenian gods, the father of all gods and goddess, the creator of heaven and earth. Aramazd was the source of earth's fertility, making it fruitful and bountiful. The celebration in his honor was called Am'nor, or New Year, which was celebrated on March 21 according to the old Armenian calendar.

Anahit was the most loved and honored Armenian goddess. She was the mother-goddess and the daughter or wife of Aramazd. Anahit was sculptured with the child in her hands and was called Great Lady Anahit.

Ancient Armenians believed that Armenian world was existing by Anahit's will. Anahit was the cult of maternity and fertility.

3. Use the provided entertaining story both to respond to the following questions and to initiate a conversation about the topic of Do you believe in flying saucers?





HAVE YOU EVER SEEN A FLYING SAUCER?

Many people say they have seen flying saucers in the sky. Some people think they are spaceships from other planets where people are more advanced than us. Some people say they have seen them land. They have seen beings get out of them. They have even spoken to these beings, sometimes in English. People have taken photographs of flying saucers and of these beings. We have seen the photographs in the newspapers. Governments collect and study information about the unidentified flying objects (UFOs).

Flying saucers have been seen in many countries but especially in England. Perhaps most Englishmen think that clever beings from other planets will want to visit England first.

In 1967 six flying saucers landed in England all at the same time, at six different places all in a straight line. The saucers were easily found because each one bleeped loudly. They were 1.2 metres wide. The police saw that they were all in a straight line across the country and decided that it was not just by chance. Officers from the Army, the Air Force and Scotland Yard rushed to the saucers. Radio and television informed the British people of the news.

What does one do if one finds a flying saucer? The Army blew them up. The Air Force broke them. Scotland Yard opened them.

These saucers hadn't come from another planet. They had come from a Technical College where some students had made them. It was done only for fun but it was very cleverly done.

Everybody thought that the flying saucers had really arrived from space. Perhaps one day they will.

Choose the correct answer.

1. UFO means

- a. unknown
- b. unexplained
- c. unidentified flying object

2. Scotland Yard is

- a. the British Air Force
- b. the chief London office of the police
- c. the British Army

3. The flying saucers were easily found because

- a. they were 1.2 metres
- b. they made loud bleeping sounds
- c. they were all in a straight line

4. The Technical College students did that

- a. to prove that there are other planets
- b. for fun
- c. to show real flying saucers

5. Did anyone believe that the 1967 UFOs had arrived from space?

- a. Yes, everybody believed
- b. Nobody believed
- c. Scotland Yard did

6. The phrasal verb blow up means

- a. capture
- b. explode
- c. move

4. Match the English expressions with their Armenian equivalents.

- 1. One must blow the flying saucer up.
- 2. One may break it.
- 3. One can open it.
- 4. One should be careful with it.
- 5. One is never too old to learn.
- a. Լավ կլինի զգույշ վարվել։
- **b**. Դա հնարավոր է ջարդել։
- c. Դա կարելի է բացել։
- d. Պետք է պալթեցնել թռչող ափսեն։
- e. Երբեք ուշ չէ սովորելը:

Based on the information in the article, select the appropriate options from the provided alternatives.

Centuries ago people dreamed about travelling through space, and science fiction writers (1) ____ that people would fly to the Moon or to Mars just for a weekend. It still seems (2) ____ to most of us, but the era of space tourism has already started. A Soyuz rocket with the first space tourist on board (3) ____ in 2001. Dennis Tito, a sixty-year-old American businessman, stayed on the International Space Station for eight days and then (4) ____ returned to Earth.

Since that time other people have had a "space holiday" and space travel seems to have become a new (5)_____ industry. Space tourism companies plan to construct orbital hotels for short-term tourists and are thinking about arranging space colonies where people can live for years.

The colonies can be arranged either on space stations or on other planets. However, scientists haven't (6) ____ yet whether there is a planet where conditions would resemble the conditions on Earth.

- 1. a. suggested
 - b. predicted
 - c. avoided
 - d. detected
- 4. a. fairly
 - b. surely
 - c. equally
 - d. safely

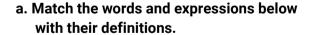
- 2. a. unavoidable
 - b. unsinkable
 - c. unforgettable
 - d. unbelievable
- 5. a. expecting
 - b. developing
 - c. damaging
 - d. detecting

- 3. a. was launched
 - b. was landed
 - c. was damaged
 - d. was prevented
- 6. a. found out
 - b. predicted
 - c. avoided
 - d. prevented

6. Listen to the article Is There Life in Space?



Pre-listening task



- 1. extraterrestrial
- 2. telescope
- 3. flesh and blood
- 4. intellect
- 5. look for

- a. search for, seek
- **b.** brain, intelligence, reason
- c. coming from somewhere beyond the planet
- d. a physical living being with human emotions
- **e.** an optical instrument designed to make distant objects appear nearer

Post-listening task

b. Organize a debate on the topic of whether you believe there is life in space.

Useful language

Do you think...

I don't think... Do you believe... I don't believe... I'm sure... I'm not sure... I auess...

Who knows, maybe...

Unfortunately...

7. Match the prefixes with their meanings.

AB WORD BUILDING

1. micro- (microscope)

2. extra- (extraterrestrial) **b**. very small

3. un- (unfortunately) c. far, from a distance

4. tele- (telescope) **d**. many

5. multi- (multiple) e. not, opposite, negative

8. Match the suffixes with their explanations or functions.

1. -able (unable)

2. -ist (scientist)

3. -ful (useful)

4. -ment (equipment)

5. -ively (actively)

6. -ive (active)

7. -ate (communicate)

8. -phone (telephone)

9. -scope (telescope)

a. adverb building

a. outside, beyond

b. verb building

c. can / able to do something

d. for observing, viewing

e. noun building

f. job, doer

g. audio/video

h. adjective building

i. full of

9. Make new words by adding suffixes and prefixes to the words below.

	identified equal	
un-	avoid	-able
re-	forget	-ity
	believe	-ful
	sink	
	use	

10. Use the information below to choose the correct answer.

Do you know...

The Bermuda Triangle is

- a. in the Pacific Ocean.
- b. in the Indian Ocean.
- c. in the Atlantic Ocean.

The Dragon's Triangle is

- a. in the Pacific Ocean.
- b. in the Indian Ocean.
- c. in the Atlantic Ocean.

People have always been exploring the world. After many successful space flights, the Earth seems to be known completely. But still some parts of it are full of mystery.

In the western part of the North Atlantic Ocean, there is a very strange place. Lots of ships, boats and even planes have mysteriously disappeared in this area and cannot be explained as human error, piracy, equipment failure, or natural disasters. That part of the ocean is called the Bermuda Triangle, also known as the Devil's Triangle.



Popular culture has attributed some of these disappearances to the paranormal, a suspension of the laws of physics, or activity by extraterrestrial beings.

Scientists have suggested a lot of various explanations for the Bermuda Triangle. They try to explain why that part of the world is so dangerous and unpredictable.

Though the notorious Bermuda triangle tops the list of most mysterious places on this planet, a number of other locations also remain mysterious. The Devil's Sea, also known as the Dragon's Triangle, is one of sailors' nightmares in the waters around the Japanese island Miyake, that lies around a hundred kilometres south of Tokyo.

The area has also been called the Pacific Bermuda Triangle, denoting its position that is precisely opposite to the Bermuda Triangle and similar in the "paranormal phenomena".





articles with geographical names

no article

continents Asia, Africa, North America

islands Malta ['mo:lta]

mountainsEverest, KilimanjarocountriesEngland, ArmenialakesOntario, Lake Baikal

the

desertsthe Sahara Desert, the Kalahari Desertgroups of islandsthe Japanese Islands, the Canaries

mountain ranges the Urals, the Himalayas

oceans the Pacific Ocean, the Indian Ocean

seas the Black Sea, the Mediterranean [meditə'reiniən] Sea

rivers the Mississippi, the Nile [nail]

canals the Panama Canal straits the Bering Strait



across, through

(move into one side and come out of the other)

through the forest

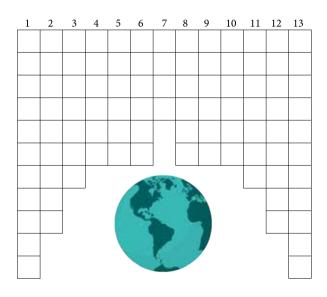
11. Complete the crossword puzzle by providing geographical names for the descriptions provided. Pay attention to the use of articles.

Δ	r	ro	99	٠
$\boldsymbol{\neg}$	•	ıv	33	١,

1. a sea between Europe and North Africa ______

Down:

- 1. the greatest river of North America _____
- 2. the capital of Scotland _____
- 3. a country in northern Europe; the capital is Copenhagen _____
- 4. the ocean extending from the east coast of Africa to Australia ______
- 5. a river of southern England that flows through London _____
- 6. a continent extending from Asia to the Atlantic Ocean _____
- 7. the capital of Italy _____
- 8. a country extending from Eastern Europe to the Pacific Ocean _____
- 9. a continent lying between the Atlantic and Indian Oceans _____
- 10. a desert state of the western USA _____
- 11. a country which is part of Great Britain _____
- 12. a continent where kangaroos live _____
- 13. a country in Europe, also called Holland, the capital is Amsterdam (don't forget to use *the* with the name of this country) ______



12. Choose the correct option.

1. Wh	ich of the following of a. He is sailing up th b. My favourite sea c. Have you ever be d. I'd love to visit the	ne Nile for his is the Medite en to the Bah	holidays. ranean.
2. I ar	n going to visit Mex	ico and b. no article	
3. Life	e in most parts of a. the	Asian co n b. no article	
4	Nile is a long Africate a. the	can river. b. no article	
5. Los	s Angeles is in the st a. the	ate of (b. no article	
7	Hague is in a. the	Netherlands. b. no article	
	capital of U bai. a. the	Inited Arab Er b. no article	nirates is Abu Dhabi and not
	Lake District in th ndermere. a. the	e north of En	gland has beautiful lakes like Lake
10	a. the Loch Ness is in _ a. the		d.
11	a. the	Pacific Ocea b. no article	offer fantastic beaches.
13	Danube runs thr a. the	ough many E b. no article	
14	Mount Everest is a. the	s the highest b. no article	mountain in the world.
15	Asia is the large a. the	st continent of b. no article	

13. Make the opposites of the words below by matching them with the correct prefix.



1. un-	a. fortune, understand
2. im-	b. responsible, regular
3. dis-	c. possible, polite
4. ir-	d. capable, correct
5. in-	e. legal, logical
6. <i>il-</i>	f. appear, courage
7 min	a prodictable success

7. *mis*- g. predictable, successful

14. Use the details presented in the article about the Mayan civilization to respond to the questions that follow.



WHAT DO YOU KNOW ABOUT THE MAYAN CIVILISATION?



One of the great mysteries of archaeology was the sudden **collapse** of the Mayan civilisation of Central America. The disappearance of one of the great civilisations of the ancient world puzzled scientists for years, as they searched for clues among the ruined and **deserted** Mayan **cities**.

How could a sophisticated culture with its knowledge of mathematics and astronomy vanish into thin air? At its height in about 800 AD, there were probably about 13 million Mayans supporting elaborate cities with grand pyramid temples. Their lands extended from Chichen Itza on Mexico's Yucatan Peninsula, through Tikal in Guatemala to Copan in Honduras. And then, almost instantly, everything collapsed.

Researchers have recently discovered that it was in fact climate change that caused the collapse of Mayan culture. It coincides directly with several periods of intense **drought** each lasting about a decade. The worst drought lasted between about

760 and 800 AD. Each one put more intense pressure on an already fragile civilisation.

The cities were **densely populated**. But they relied on corn-growing farmers who didn't produce enough to sustain both themselves and the city **dwellers**. Even though the Maya built reservoirs to collect water, their crops still depended on seasonal rains. Their land had few rivers, being mostly dry limestone. When the rains failed, the water for drinking and agriculture simply **ran out**. With few reserves **crucial** for survival, Mayan civilisation died.

History has examples of cultures that collapsed in other parts of the world. Almost 3,500 years ago, a drought lasting about 200 years terminated a flourishing society in *Mesopotamia.

But not all societies have had to **surrender to** the **devastating** effects of drought. The Chumash, of California's Channel Islands, apparently changed their behaviour in response to climate change. When deadly droughts threatened their survival, these **hunter-gatherers** became traders.

What can modern societies learn from the Maya's downfall? Supplies of clean water are one of the biggest problems facing countries all over the world. Australia has experienced record droughts since the start of the 21st century. The western USA uses so much water that the Colorado River is dry by the time it joins the sea. People will have to change their habits even more, in order to **survive** the climate changes that are predicted in the next decades.



^{*}Mesopotamia - an ancient region of southwestern Asia, in present-day Iraq

Choose the best option.

1. The Maya were ancient people of

- a. Australia
- b. America
- c. Asia

2. The Mayan civilisation is considered to have been

- a. advanced
- b. primitive
- c. strange

3. The Mayan civilisation reached its peak in

- a. the 1st century BC
- b. the 19th century
- c. 800 AD

4. At its peak the Mayan civilisation consisted of

- a. 13 million people
- b. 1,3 million people
- c. 130 thousand people

5. At the peak of its development the Mayan civilisation

- a. invented the wheel
- b. moved to another place
- c. disappeared

6. The reason for the downfall of Mayan civilisation was

- a. climate change
- b. the war with another civilisation
- c. an unknown fact

7. A collapse means

8. vanish into thin air means

- a. breakdown, failure
- b. a period of failure
- c. civilisation

- a. disappear
- b. appear
- c. soar high

9. hunter-gatherers are

- a. people who live chiefly by hunting and fishing, and harvesting wild food
- b. people who go hunting
- c. people who go fishing

15. Match the words and expressions from the article with their explanations.

deserted cities
 instantly
 crucial
 drought
 densely populated
 dweller
 run out
 crucial
 surrender to
 devastating
 survive

- a. a long period of time when there is little or no rain
- b. inhabitant, resident
- c. continue to live or exist, stay alive despite difficulties
- d. destroying, destructive

- e. be used up, no more left
- f. with a lot of people living close together
- g. cities with no people in them
- h. extremely important, decisive
- i. immediately, at once
- i. stop to resist, to give in

Talking points



- 1. Why did the great Mayan civilisation collapse? When did it happen?
- 2. Why didn't the Maya survive the droughts?
- 3. What other civilisations have collapsed for the same reason?
- 4. How can people survive under severe environmental conditions?
- 5. What lesson can the Maya teach us?
- 16. Share your thoughts on how the Maya might have secured their survival. Include your personal ideas in addition to the suggested list, and then create a passage on the topic.



What do you think the Maya could have done to survive?

predict weather changes better
change their behaviour
build dams instead of pyramids
move to a place with plenty of water
make big supplies of water and food
ask for help from neighbours
invent a way to produce water
learn to turn sea water into drinking water





Sequence of Tenses or Agreement of Tenses

The tense of a verb in the subordinate clause changes in accordance with the tense of the verb in the main clause.

He thought she had been playing a trick on them.

17. Choose the correct option.	
1. She promised to help me if I the answer myself. a. haven't found b. didn't find c. won't find d. wouldn't find	5. If I had lots of money, I would give some to anybody who for it. a. ask b. asks c. asked
2. He said that they each other for many years. a. know b. have known c. knew d. had known 3. Suddenly she gave a loud scream and to the ground. a. fell b. has fallen c. had fallen 4. He declared that he would not	 6. I realized that we before. a. had met b. have met c. met 7. The teacher promised to help me if I the answer myself. a. haven't found b. didn't find c. wouldn't find 8. He said that he not believe it even if he saw it with his own eyes. a. will
4. He declared that he would not believe it even if he it with his own eyes. a.saw b. have seen c. had seen	a. WIII b. would c. might

18. Fill in the passage with the appropriate choices, paying attention to the sequence of tenses.

THE CANTERVILLE GHOST

by Oscar Wilde



About ten minutes later, the bell rang for dinner, and, as Virginia did not come down, Mrs. Otis sent up one of the servants. After a little time he returned and 1. _____ that he _____ find Miss Virginia anywhere.

So, the whole family started looking for her.

The hours passed, but they could find no trace of Virginia. So, after dinner, Mr. Otis 2. _____ them all to bed, saying

that nothing more could be done that night, and that he _____ Scotland Yard in the morning. Just when everybody was about to leave the dining-room, the clock struck midnight, and when the last stroke sounded, a secret door opened in the wall and in that door stood Virginia with a little box in her hand.

Everybody ran up to her.

"Good heavens! child, where have you been?" said Mr. Otis, rather angrily, as he 3. _____ a trick on them.

"Papa," said Virginia quietly, "I have been with the ghost. He is dead, and you must come and see him. He had been very nasty, but he 4. _____ really sorry for all that he _____, and he gave me this box of beautiful jewels before he died."

- 1. a. said, could not
 - b. told. could not
 - c. said, cannot
- 2. a. ordered, will contact
 - b. order, would contact
 - c. ordered, would contact

- 3. a. thought, has been playing
 - b. think, had been playing
 - c. thought, had been playing
- 4. a. was, have done
 - b. is, has done
 - c. was, had done

UNIT 5 I Am a Man of Science



All sciences require mathematics.

Roger Bacon (1214-1292)

1. Use the provided information to complete the table by listing sub-disciplines.

Science is the systematic study of the natural world and the laws that govern it. It seeks to understand how things work and why they behave the way they do. Science is all around us - the air we breathe, the food we enjoy, the water we drink, and the clothes we wear - science is everywhere.

Science is a broad field that is divided into several branches or disciplines, each with its own area of focus and approach to studying the world, and together they form a powerful tool for exploring and explaining the mysteries of the universe.

Science can be broadly categorized into three main branches:

Natural Sciences study of the natural world and the physical universe, including the behavior of matter and energy. This branch includes sub-disciplines such as physics, chemistry, astronomy, earth science, and biology or life science.

Social Sciences study of human behavior, social interactions, and the functioning of human societies. This branch includes sub-disciplines such as anthropology, economics, psychology, political science, and sociology.

Formal Sciences The study of abstract concepts and formal systems, including mathematics and logic. This branch is concerned with the development of forml models and theories to describe and explain complex phenomena.

The word mathematics comes from the Greek máthēma, which means learning, study, science. Mathematics is a broad and deep discipline. Like reading and writing, math is an important component of learning in each academic discipline such as archeology, biology, chemistry, economics, history, psychology, sociology, etc. Mathematics is such a useful language and tool that it is considered one of the "basics" in the educational system.

Think about math in art, dance, and music, or in time measurement such as years, seasons, months, weeks, days, or in different systems of distance measurement that developed throughout the world.

Galileo Galilei (1564-1642), Italian astronomer, physicist and engineer noted that mathematics is the language in which Nature expresses its laws. Carl Friedrich Gauss (1777 - 1855).

German mathematician, astronomer, and physicist, referred to mathematics as the Queen of the Sciences. The mathematician Benjamin Peirce (1809 - 1880), American mathematician, astronomer, and educator called mathematics the science that draws necessary conclusions.

These three branches of science are interconnected and often overlap with one another in research and application. Additionally, there are many interdisciplinary fields that combine elements from multiple branches of science, such as environmental science, neuroscience, and biophysics.

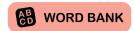
Natural Sciences	Social Sciemces	Formal Sciemces

2. Pair the descriptions with the corresponding branches of science from the list below.

1. anatomy	5. biology	engineering	13. meteorology
2. anthropology	6. biophysics	10. genetics	14. physics
3. archaeology	7. cardiology	11. geology	15. psychology
4. astronomy	8. chemistry	12. mathematics	16. zoology

- a. study of the structure and organization of living things
- b. study of human cultures both past and present
- c. study of the material remains of cultures
- d. study of celestial objects in the universe
- e. study of heart
- f. science that studies living organisms
- g. application of theories and methods of the physical sciences to questions of biology
- h. science of matter and its interactions with energy and itself
- i. practical application of science to commerce or industry
- j. science of genes, heredity, and the variation of organisms
- k. study of science of the earth, its structure, and history
- I. science dealing with the logic of quantity and shape and arrangement
- m. study of the atmosphere that focuses on weather processes and forecasting
- n. study of the behavior and properties of matter
- o. study of the mind and behaviour
- p. study of animals

multiply something by something divide something by something subtract something from something add something to something



solve the equation calculate something

calculate the quantity

find out the value of the unknown variable X

aet the result

simplify the mathematical expression

transfer the unknown variables express variable Y through the variable X apply the formula for the equation take out of the brackets make the expression equal to zero

> addition subtraction multiplication \mathbf{x} division

3. True or False?

- 1. If a number ends in five or zero, it's always divisible by five.
- 2. If a number ends in three or nine, it's divisible by three.
- 3. The cube root of nine is three.
- 4. The value of a square root can be both positive and negative.
- 5. The value of a fraction doesn't change if we divide both the top and the bottom by one and the same number.



4. Find the mathematical expression described in the left column.

- 1. Twelve divided by four gives three.
- a. $120 \div 20 = 6$ b. $20 \times 6 = 120$ 2. Twenty multiplied by six is one hundred and twenty.
- 3. One hundred and twenty divided by twenty gives six.
- c. $12 \div 4 = 3$

4. Four subtracted from twelve makes eight.

d. $2^2 = 4$

5. If we square two, we'll get four.

e. $3^2 = 9$

6. If we square three, it'll make nine.

f. 12 - 4 = 8

5. Write the following in numbers and mathematical signs. Correct the mistakes if anv.

- 1. If we divide thirty-six by four, we get nine. When we then multiply the result by three point four, it gives us thirty point six.
- 2. When we subtract forty-four point three from thirty-nine, we get a negative value of five point three. If we add seven, the result is positive again and it makes one point seven.
- 3. Four multiplied by eighty-five gives us three hundred and forty. If we subtract forty, we get three hundred sharp.
- 4. Two hundred and ninety added to five hundred eighty gives us eight hundred and sixty. Then we multiply it by three and get two thousand five hundred and eighty.
- 6. Match the mathematical operations below with the words from the box.
 - 1. fraction
 - 2. square root
 - 3. cube root
 - 4. linear equation
 - 5. quadratic equation
 - 6. system of linear equations

- **b.** $\sqrt[2]{}$ **e.** $x^2 6x + 9 = 0$
- c. $\begin{cases} 5x + 2y = 30 \\ 3x + 4y = -3 \end{cases}$ f. $\sqrt[3]{}$
- 7. Can you recall the process of solving a system of linear equations? An example is provided below. Fill in the sentences using the given connecting words.
 - a. First
- c. Thus
- e. So
- g. Finally

- b. Then
- d. After that f. Also
- h. Therefore

$$\begin{cases} X + Y = 4 \\ Y + XY = 6 \end{cases}$$

1. ____, express y through x in the first equation. Then take y out of the brackets in the second equation.

$$\begin{cases} Y = 4 - X \\ Y \times (1 + X) = 6 \end{cases}$$

2. Write the Y-equivalent from the first equation in the second equation. So, we have the following:

$$(4 - X) \times (1 + X) = 6$$

3. Multiply (4 - X) by (1 + X) and write the new expression in the left-hand side of the equation. The right-hand side is still the same.

$$4 + 4X - X - X^2 = 6$$

4. ____, transfer everything to the left-hand side to make the expression equal to zero.

$$-X^2 + 3X - 2 = 0$$

5. ____ change the signs to make the quadratic equation look more conventional.

$$X^2 - 3X + 2 = 0$$

6. To solve the quadratic equation apply the quadratic formula

$$X = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

which is true for any quadratic equation

$$aX^2 + bX + c = 0$$

____, in our equation

b is equal to -3 a is equal to 1 and c is equal to 2

____, use these numbers instead of the letters and get the following:

$$X = \frac{3 \pm \sqrt{3^2 - 4 \times 2}}{2}$$

7. ____, we simplify the right-hand side.

$$X = \frac{3 \pm \sqrt{1}}{2}$$

8. The sign \pm demonstrates that X can take two different values. We need to solve the expression for X_1 and X_2 .

$$X_1 = \frac{3+1}{2}$$
 $X_2 = \frac{3-1}{2}$

 $X_1 = 2$ (X_1 is equal to two) $X_2 = 1$ (X_2 is equal to one)

9. ____, we know the value of X_1 and X_2 , and need to find out Y_1 and Y_2 . Let's express them through X_1 and X_2 (see step 2). $Y_1 = 4 - 2 = 2$ (Y_1 is equal to four minus two and is equal to two) $Y_2 = 4 - 1 = 3$ (Y_2 is equal to four minus one and is equal to three)

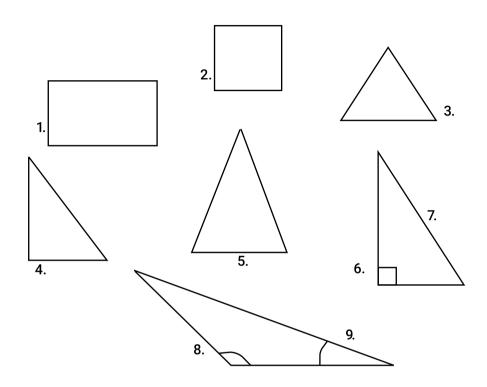
10. ____, the system of equations has two solutions.

Write both of them as necessary.

Solution: (2; 2) (1; 3)

8. Match the pictures with the definitions.

- a. right angle
- b. acute angle
- c. obtuse angle
- d. hypotenuse
- e. right triangle
- f. equilateral triangle
- g. isosceles triangle
- h. rectangle
- i. square



9. Listen and find the Armenian equivalents.

triangle ['tranæŋgəl]

rectangle ['rektæŋgəl]

obtuse angle ['əb'tju:s 'æŋgəl]

equilateral triangle ['1:kw1lætə'rəl 'tra1æŋgəl]

acute angle ['ə'kju:t 'æŋgəl]

isosceles triangle ['aı'sə:səlı:z 'traıæŋgəl]

hypotenuse ['hai'potinju:z]

Pythagoras' Theorem ['pai'θægərəs 'θιərəm]

Archimedes' Theorem ['a:kı'mı:dı:z 'θιοrəm]

Diophantine Theorem [,daɪəu'fæntaɪn 'θɪərəm]

LISTENING SPOT



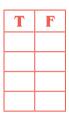
10. Select the accurate response and express it as a mathematical expression.

The theorem states that in any right triangle the sum of the squares of lengths of the legs is equal to the square of the length of the hypotenuse.

- a. Pythagoras' Theorem
- b. Archimedes' Theorem
- c. Diophantine Theorem

11. True or False?

- 1. The perimetre of a rectangle equals the sum of the lengths of its sides.
- 2. The sum of the angles of any triangle is one hundred and eighty degrees.
- 3. We can find out the area of a rectangle if we multiply side **a** by side **b**.
- 4. The length of one side of the triangle can be greater than the sum of the length of the other two sides.



12. Work in pairs. Read Bob's letter. Can you save Bob and solve his problem? Use the laws of geometry to write the solution.

Hi!

I was told to buy a special acid-resistant floor covering for our chemical laboratory. This floor covering is very expensive and I need to know the exact quantity, i.e. how many square metres to buy. The problem is that there's lots of chemical equipment in the lab at the moment, and I'm not allowed to touch anything. So, I can measure the length of the lab — it's 12 metres, but can't measure its width. I can also measure the distance from the door corner to the window corner (it's 13 metres), but it doesn't seem to help much, does it?

I need help! I don't want my boss to think that I'm stupid and fire me!

Call me as soon as possible,

Bob



13. Create your own comments regarding physics drawing inspiration from the comments made by other students.

Physics never makes sense to me.

A person who is good at physics will never plug in a mixer with wet hands.

Physics is the most natural science which reveals itself every moment in our everyday life. We deal with it when we switch on the light in the evening, when we ride a bicycle and when we kick a ball on the football pitch. Why do some people consider it so sophisticated?

I value more down-to-earth things and I'm not ready to spend hours over things that are beyond my understanding anyway.

14. Add more adjectives describing your attitude to physics as a school subject to the list of adjectives below.

scary practical brain-developing complex fascinating logical challenging confusing

15. Create a curriculum vitae (CV) for Isaac Newton, summarizing his education, work experience, key achievements, publications, and legacy.

Do you know...

Isaac Newton and Gravity

I learned at school the apple's fall
To gravity was due,
I cannot bring myself to think
that this is really true

Scientists understood that the world was round, but in 1687, an English scientist named Isaac Newton explained why people do not fall off the earth. Newton realized that everything in the universe was attracted to everything else, and that the greater and closer the object, the greater its pull. We call this force gravity, which comes from a Latin word meaning heaviness. Everything and everybody has gravity - even you. The earth is very large, so people and objects are attracted to its gravitational pull. The earth orbits the sun because of the sun's gravitational pull on the earth.

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16. Engage in a question-and-answer session about the article, with each participant taking turns to ask and respond to questions.



In the square outside the British Library in London is a sculpture of Sir Isaac Newton - the first man who asked why apples seem always to fall towards the centre of the earth.

A lot of things in the universe can be measured, but people want to know why they are that size. We know the mass of a quark and the charge on an electron. These are constants. It turns out that these numbers have to be exactly what they are, because if they were different we would not be here. You, me and the physicists, we're part of the universe. We have to be here to make physics, so physics has to describe a universe where there can be people. Gravity is another problem for physics - because it is everywhere and acts on everything, including space itself.

It's different from other forces like electricity or radiation, because you can't stop it or turn it off.

Modern physicists still look mostly at things we can't see. Either very small things in quantum physics or very big things like galaxies. Putting them together is the main problem of modern physics. If you want to know how the universe began - with a tiny size but very big mass, then you need a theory that fits both together. At the moment, the theory suggests that the things we can see – stars and planets etc. make up only 5% of the universe. The rest is 25% "dark matter" and 70% "dark energy".

A theory that could explain all that would be a "theory of everything" - the real laws of nature. There are already suggestions of what it might be. Scientists think that the laws of nature might be rather simple, even though the real world is full of strange and beautifully complicated things. One suggestion is called "string theory", which imagines that inside every particle there is some energy that is like the string of a musical instrument – the way it vibrates makes a different sort of particle. At the moment they say there are 18 sorts.

Physicists say that string theory needs extra dimensions. There are other directions where energy can get carried away, and other particles which no one has seen. They try to find them in particle accelerators where protons go round in circles in tunnels getting faster and faster until they reach almost exactly the speed of light. There are also still poets and romantics who would prefer to look for nature's secrets in other places.

17. Choose the correct answer.

1. We know there are ____ things that can't be measured.

a. a lot of b. mostly	
2. Gravity is a. almost b. differen	•
3. Physicists a. other b. mostly	_ study things that we can't see.
4. Quantum phys a. extra b. small	sics is a science of very things.
5. String theory a. another b. other	says there must be dimensions.
6. The constants a. exactly b. particul	s in physics are what they should be.
7. Gravity is a. another b. other	problem for physics.
8. Uniting quanto a. mostly b. main	um theory and relativity is the problem of modern physics.
9. The real world a. part b. differen c. full	is of strange and beautiful things.
a. part b. full c. main	of the universe.

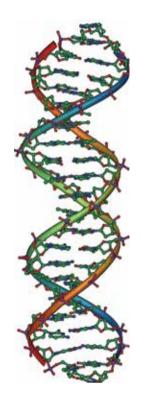
18. Use the information from the DNA and RNA article to advance a discussion. Use the provided discussion questions as a starting point.



The cell is the structural and functional unit of all living beings. The cell was discovered by the British scientist Robert Hooke in 1665. He was the first to see tiny blocks in slices of cork through a microscope. He gave them the name "cells" which means "small rooms" in Latin.

Later, it was discovered that all plants and animals consist of cells. In the 1830s German researchers, Matthias Schleiden and Theodor Schwann, came to the conclusion that plant cells and animal cells have the same structure and that the cell is the basic unit of any living tissue. Their discovery led to the creation of The Cell Theory. Every living being has from one to trillions of cells. A human body contains trillions of cells. Cells form different tissues and organs and therefore have different purposes. For example, blood cells and muscle cells don't look like each other very much and have different functions. However, according to The Cell Theory their structures are quite similar and they consist of the same basic elements.

Since the 1950s, cell biology has focused on DNA and its informational features. DNA or deoxyribonucleic acid contains the genetic information and is responsible for heredity. Normally DNA does not exist as a single molecule but a pair of molecules which are tightly wound and form a double spiral. The DNA molecule is very long — when unwound, it measures about five centimetres! Amazing, but these huge molecules are cleverly packed in a tiny nucleus, which can only be seen through an electron microscope.



The DNA molecule consists of segments. The segments which store the genetic information are called genes. Scientists are still uncertain about the number of genes each person has - the numbers vary from 20,000 up to 100,000. When a new organism is coming into existence, it inherits genes from the parents. These genes determine the physical, physiological and behavioural characteristics of the new living being.

It's believed that the information stored in genes can be decoded, and scientists are very enthusiastic about cracking the genetic code. It will enable people to know what the would-be organism is going to be like. Ambitious scientists go further - they mean not only prediction, but the possibility of altering the genetic code for medical or other purposes. Their plan sounds both exciting and scary. What will genetic experiments lead us to?

RNA, or Ribonucleic Acid, is a molecule that plays a crucial role in various cellular processes, particularly in the flow of genetic information and protein synthesis within living organisms. Like DNA, RNA is a type of nucleic acid, but it has some structural and functional differences. RNA plays a central role in gene expression and protein synthesis, making it an essential component of cellular function. It acts as an intermediary between the genetic information stored in DNA and the synthesis of functional proteins that carry out various biological processes in the cell.



So, DNA, or deoxyribonucleic acid is a molecule carrying hereditary information RNA, or Ribonucleic Acid, is a molecule that plays a crucial role in various cellular processes, particularly in the flow of genetic information and protein synthesis within living organisms.

Talking points 🤼

- 1. What does the DNA molecule look like?
- 2. What kind of information are the genes responsible for?
- 3. Do you know about any successful experiments in genetics?
- 4. What is the difference between DNA and RNA?

19. Listen and repeat.

tissue ['tɪʃu:] ['tɪsju:]
epithelial [ˌepɪ'θɪ:lɪəl]
membrane ['membreɪn]
nucleus ['nju:klɪəs]
deoxyribonucleic acid [ˌdɪəksɪ'raɪbəunju:kleɪɪk 'æsɪd]





20. Listen to the article and complete the tasks that follow.



ARCHAEOLOGY



Archaeology is our voyage to the past, where we discover who we were and therefore who we are.





Archaeology puts all human societies on an equal footing.





People are gradually becoming aware that their first three million years took place before written history, and they look to archaeology as the only science, the only one, with the power to uncover that past.



Comprehension

a. Choose the correct answer.

- 1. Which language does the word archaeology come from?
 - a. Greek
 - b. Celtic
- 2. When did humans arrive in Australia?
 - a. 70,000 years ago
 - b. 15,000 years ago
- 3. Where is Manchester?
 - a. In the north of England
- 4. When did the Romans invade Britain?
 - a. AD 43
 - b. AD 34
- 5. How long did the Romans stay in Britain?
 - a. Four hundred years
 - b. Two thousand years

- 6. Which city is Lindow Man in now?
 - a. Manchester
 - b. London
 - c. Rome
- 7. What is the name of the museum?
 - a. The British
 - b. The Celtic
 - c. The Egyptian
- b. Choose the correct answer for the words in bold italic below.
 - Archaeology like many academic words, comes from Greek and means, more or less, the study of old things. So, it is really a part of the study of history.

What does it refer to?

- a. Greek
- b. archaeology
- c. academic words
- ...but archaeologists learn from the objects left behind by the humans of long ago. Normally, these are the hard materials that don't decompose or disappear very quickly...

What does these refer to?

- a. archaeologists
- b. humans
- c. objects
- 3. Take, for example, the study of the Romans, who dominated the Mediterranean area and much of Europe two thousand years ago. We know a lot about them from their writing...

What does them refer to?

- a. the Romans
- b. the Mediterranean area
- c. two thousand years
- 4. This is a job for the archaeologists, who have found and dated the bones and objects left behind. From this evidence...

What does this evidence refer to?

- a. the bones
- b. the objects
- c. the bones and the objects left behind

 5one of them saw something sticking out – a human foot! Naturally, the men called the police, who then found the rest of the body. What does who refer to? a. a human foot b. the men c. the police
 6. Despite being so old, this body had skin, muscles, hair and internal organs – the scientists who examined him were able to look inside. What does him refer to? a. skin b. this body c. hair
7. So, Lindow Man was killed using three different methods, when just one would have been sufficient. What does one refer to? a. method b. Lindow Man c. being killed
8. Lindow Man is with us by accident. Whatever his origins, it is a fascinating experience to see him face to face. I recommend it. What does it refer to? a. seeing him face to face b. Lindow man c. being with us by accident
21. Complete the sentences using the appropriate form of the verbs in parentheses, either in the Past Simple, Past Continuous, or Past Perfect Simple.
 They (get) to the airport as the plane was landing. She wore the shoes she (buy) the previous day. When I was a student, I (not have) much money. Why she still (work) at one o'clock in the morning? I was happy to see her, because we (not see) each other for years. By the time we got to the shop, a long queue already (form) outside. When I (get) to the airport I discovered I had forgotten my passport. My mother had known my father for three years when they (get) married.

9. It _____ (rain) all summer, so the grass was completely dead.

22. Choose the sentence which is closer in meaning	to) the c	original.
----------------------------------------------------	----	---------	-----------

on o o o o o o o o o o o o o o o o
1. I had already seen the film but I decided to watch it again last night.a. I watched the film last night for the first time.b. Last night wasn't the first time that I had seen the film.
 The boys were playing football while it was raining. a. The boys were playing football until it started to rain. b. The boys played football in the rain.
3. I was writing an e-mail when our computer broke down.a. Our computer broke down before I wrote an e-mail.b. I had started writing an e-mail and then our computer broke down.
4. My aunt bought me a lovely gift after she had spent the summer holiday with us. a. When the summer holiday was over, my aunt bought me a lovely gift. b. While my aunt was spending the summer holiday with us, she bought us a lovely gift.
23. Choose the correct verb tense.
1. At this time yesterday, I an essay. a. wrote b. was writing
2. The football season a month ago. a. began b. was beginning
3. We entered the house quietly because everyone a. was sleeping b. had slept
4. By the time we to the cinema, the film had already started.a. gotb. had got
5. The children in the garden while their parents were watching them. a. were playing b. played

6. After the gardener ____ up the leaves, he burnt them.

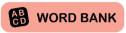
a. swept b. had swept

123

UNIT 6 We Should Learn to Live in Peace

How can we learn to live together in the global world if we can't manage to live together in communities to which we naturally belong: the nation, the region, the city, the village, the neighbourhood? Jacques Delors, a French economist and politician There never was a good war and a bad peace.

Benjamin Franklin



conflict related words

rely on	prevent	yell	cheat	manage	confidence
care for	violence	destroy	trust	resolve	communicate
argue	loyalty	negotiate	support	hurt	collaboration
quarrel	offend	escalate	respect	tolerant	destructive

1. Group the words related to conflicts into two categories: positive or negative.

Positive	Negative

Do you know...

The dove has been a symbol of peace and innocence for thousands of years in many different cultures. In ancient Greek mythology it was a symbol of love and the renewal of life. In ancient Japan a dove carrying a sword symbolised the end of war. There was a tradition in Europe that if a dove flew around a house where someone was dying then their soul would be at peace. And there are legends which say that the devil can turn himself into any bird except for a dove. But it was Pablo Picasso who made the dove a modern symbol of peace when he used it on a poster for the World Peace Congress in 1949.

2. Complete the information below with the appropriate option.

b. will spread

b. beliefsb. prohibit

Т	he history of our	plar	net is the history	of	wars. We have to ((1)	that human
being	s, the most amaz	ing	creatures in the	ıow	'ld, can't (2)	with	n each other. We
have	learned to (3)	s	paceships and v	vork	wonders in all are	eas (of life and at the
same	time created wea	por	ns to destroy eve	rytł	ning we've (4)		
ls	s it possible to prev	/ent	a global war if w	e go	on like this? Terror	rism	(5) all over
the w	orld. Killing and wo	und	ing innocent peop	ple d	can't be justified by	any	political situation
or reli	gious (6) Or	nly jo	oint efforts will (8)	nations from th	e th	reat of terrorism.
1. a.	admit	b.	reply	c.	answer	d.	ask
2. a.	suffer	b.	prevent	c.	get along	d.	respect
3. a.	drive	b.	launch	c.	send	d.	ride
4. a.	explored	b.	destroyed	c.	invented	d.	discovered

c. have spread

c. provide

c. independence

3. Complete the table.

5. a. has spread

6. a. education

7. a. protect

noun	adjective	verb
-	-	cooperate
cheater	-	-
-	-	respect
-	equal	-
-	tolerant	-
-	-	declare
militarism	-	-
confidence	loyal	-
_	-	-

AB	WORD BUILDING
CD	WORD BUILDING

d. must spread

d. democracy

d. prevent

4. Complete the sentences.

1. I trust people who
2. A person can be relied on if
3. I respect people who

4. People yell at each other when ____.

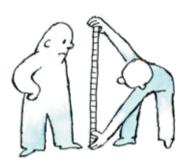
5. You can't trust a person who _____.

5. Match the idioms with their Armenian equivalents.

- a. մեկի միսր ծամել / մեկին բամբասել
- c. համբերության բաժակը լցվել / համբերությունը հատել
 - e. գաղտնիքը տնից դուրս հանել g. ոտքից գլուխ չափել

b. շուն ու կատու լինել

d. քիթը ամեն տեղ խոթել f. դիմակը պատռել / դիմակազերծ անել



- 1. to pick/pull someone to pieces
- 2. to look someone up and down



3. the last straw



4. to fight like cats and dogs



5. to poke/stick one's nose into something



6. to wash one's dirty linen in public / to tell tales out of school



7. to show someone in his true colours

6. Use the information from the article regarding conflicts to stimulate a discussion. Use the provided discussion questions as a starting point.



Conflicts are an inevitable part of human life. They arise from a variety of sources, including differences in opinions, values, beliefs, goals, and interests. Conflicts can occur between individuals, groups, communities, and nations, and can have both positive and negative consequences.

On the one hand, conflicts can be beneficial because they can lead to the resolution of problems and the improvement of relationships. When people engage in conflict, they are forced to communicate with one another, listen to each other's perspectives, and negotiate a mutually acceptable solution. This process can help to build trust, understanding, and respect, and can lead to stronger relationships and more effective collaboration in the future.

On the other hand, conflicts can also be destructive and lead to a range of negative outcomes, including violence, aggression, and division. When conflicts escalate and become more intense, they can damage relationships, erode trust, and create deep-seated animosity between the parties involved. This can make it more difficult to find a resolution and can perpetuate the conflict over a longer period of time.

In order to manage conflicts effectively, it is important to develop strong communication and negotiation skills. This involves learning how to listen actively, communicate clearly and respectfully, and find common ground with those who hold different perspectives. It also requires the ability to recognize and manage one's own emotions and to respond appropriately to the emotions of others.

Furthermore, it is important to be aware of the power dynamics that may be present in a conflict situation. Power imbalances can occur when one party has more resources, influence, or authority than the other, and this can make it difficult to reach a fair and equitable resolution. In such cases, it may be necessary to involve a neutral third party, such as a mediator, to help facilitate the negotiation process.

Thus, conflicts can be managed and resolved in a positive and constructive way. By developing strong communication and negotiation skills, being aware of power dynamics, and seeking the help of a neutral third party when necessary, it is possible to find mutually acceptable solutions and build stronger relationships in the process.

Talking points



- 1. What is a conflict?
- 2. Why should a conflict be avoided?
- 3. How to avoid a conflict?
- 4. How to prevent a conflict?

7. Use the information below to select the most suitable option.

Do you know...

The Universal Declaration of Human Rights was created shortly after World War II, a time of immense suffering and a collective desire to ensure such catastrophic wars would never happen again. The hope was that this declaration would serve as a guide to prevent future conflicts. However, sadly, our world has continued to witness periods of war since its creation.

To prevent war effectively, it's essential to understand and appreciate that every individual is entitled to basic rights such as freedom, justice, and equality. This understanding forms the basis for a more peaceful world. The key to achieving this lies in respecting the rights of others and showing tolerance towards different cultures, religions, ideas, and values. This, in essence, is how we can work towards a more peaceful planet.

The journey to peace begins at a personal level, within your family, school, and relationships with friends. Every day, you encounter people with beliefs and ideas that differ from your own. To contribute to a more peaceful world, it's crucial to learn to respect these diverse perspectives. Embracing tolerance is important, but it's also vital to remember that you also possess the right to respectfully disagree with values that differ from your own.

liberty means

a. justice

b. dependence

c. freedom

be tolerant means

- a. respect the rights of others
- b. disagree with ideas that are different from yours
- Complete the blanks with the correct forms of the provided words, being watchful of three extra words.

a. sufferb. preventc. cooperate	d. respect e. happen f. appear	g. relation h. opinion i. right	
---------------------------------------------------------------------	--------------------------------------	---------------------------------------	--

People (1) _____ when their rights are not respected. People hoped that with the help of the declaration, wars would be (2) ____. Peace can be made if people (3) _____ human rights. If people learn to be tolerant, wars will never (4) ____. Building peace begins in your family and in your (5) ____ with friends. We have the right to disagree with (6) ____ different from ours.

9. Match the sentences with similar meanings.

- 1. Conflicts on international level are unavoidable.
- 2. It is essential that different countries cooperate.
- 3. The USA is a multinational country.
- 4. War must be prevented.
- 5. People should respect each other.
- a. Peace must be built.
- **b.** People should be tolerant.
- c. It's impossible to prevent all conflicts between countries.
- d. America is a country with many cultural and ethnic differences.
- e. Cooperation with other countries is really important.



Reporting verbs

Reporting verbs help to interpret the ideas or words of others.

Verbs to report what someone said

comment, agree, disagree, evaluate, describe, apologise, explain, promise, suggest, advise, insist, warn, refuse, ask, remind, recommend, etc.

He reminded me to come to the meeting.

She advised him to see a doctor.

The police officer warned us not to go in there.

10. Choose the correct reporting verb.

1. He us not to drink the tap water.	He taking the train as the traffic was terrible.
a. informed	a. invited
b. insisted	b. claimed
c. warned	c. suggested
2. She why it wasn't possible to	4. She us to arrive early in order
get there by bus.	to get a good view.
a. informed	a. suggested
b. advised	b. advised
c. explained	c. informed

5. They to clear up the mess, saying it wasn't their job. a. proposed b. refused c. rejected
6. During the meeting, the chairman setting up a special committee to investigate waste. a. invited b. declared c. proposed
7. She emailing me every day. a. promised b. invited
8. Why don't you buy a grammar book, Narek? The teacher suggested a grammar book. a. Narek buying b. that Narek should buy
 9. Shall I give you a hand with the cleaning? I offered with the cleaning. a. that he gave a hand b. to give a hand c. that we would give a hand
10. Can you call me a taxi? He asked a taxi. a. the receptionist calling b. that the receptionist could call c. the receptionist to call him
11. Thank you very much indeed. He me. a. refused b. thanked c. promised
 12. You are right. It was a mistake to get up so early. My sister early was a mistake. a. begged to get up b. admitted getting up c. denied getting up

- **13**. Shall we buy a solar panel for the roof?
 - a. Father suggested to buy a solar panel for the roof.
 - b. Father suggested me to buy a solar panel for the roof.
 - c. Father suggested buying a solar panel for the roof.
- 14. I will find a way to reduce pollution.
 - a. The minister promised to reduce pollution.
 - b. The minister promised reducing pollution.
 - c. The minister promised me to reduce pollution.
- 15. I won't put up with your bad behaviour.

Mum ____ Tom's behaviour.

- a. denied putting up with
- b. promised to put up with
- c. refused to put up with
- 11. Report the conversation between the neighbours. Complete the conversation so as to resolve the conflict.



- Do you know how thin the ceiling is? I can still hear the music you play in the evenings and it's very loud.
- All right. I'll turn it down even lower.

- Don't disturb my dog any more. If you disturb my dog and me again, I'll call the police.
- Are you crazy? I don't disturb your dog. He disturbs me!
 - Would you mind not raising your voice?



12. Read the article about family conflicts. Select the most suitable title from the provided options or create your own. Engage in a discussion about the article based on the provided discussion questions.



Study results
Professional Commentary
Why Family Rows Are Good For You

The blazing arguments and poisoned silences of family rows are something that almost everyone has been through at some point. Many people do their best to avoid such conflicts, but are they wasting their time?

A Cambridge University study suggests that arguments between mothers and their teenage girls are actually a sign of a healthy relationship. Many other psychologists agree, and say teenage boys should also be having shouting matches with their old folks. They suggest it's those unnerving families who never have a cross word that we should actually feel sorry for. Rows are seen as part of a normal, constantly changing relationship and provide teenagers the chance to show that they are no longer little girls and boys, but are becoming mature.

"Rows between parents and teenage children are part of family life and, while they can be upsetting, are not normally something to worry about," says psychologist Carole Haston. "It is the constant stress and anxiety caused by these rows that we don't want to have."

Although arguments can get a bit heated, if you reach some kind of conclusion and find a way out of a problem, they are worth having.

She says that in families where there are no arguments, people are keeping their feelings to themselves. And that's unhealthy.

But while the psychologists say we're doing well if we row, there are those who believe we've still got plenty of hidden feelings we're dying to let out.

Turn on any soap opera and it's unlikely you'll have to wait long before the characters exchange heated words, often to the delight of millions of viewers. She says, "People watch soaps because in real life they spend their time trying to avoid conflicts. We like turning the TV on and seeing people saying all the things we don't dare to say to the people close to us."

Talking points

- 1. What is the main idea of the article?
- 2. What do you think about family rows?

13. Choose past simple, past continuous or past perfect to complete the story below.



It was Sunday afternoon. I	l. ₋	a cookery prograi	n c	n TV when I
2 how hungry I was	. B	ut of course I was hung	ry;	l 3
anything since lunch, and	l 4.	a race in the mo	rnir	ng. "Biscuits!"
I 5 My mother 6		_ me a jar of delicious	hor	ne-made
biscuits. I 7 into the				
some milk in a big glass.	Γhe	n I 10 for the kito	che	n chair but it
11 there: somebod	y 1:	2 it away. And th	ere	were no
biscuits in the biscuit jar:	son	nebody 13 them	all	! I was sure I
14 the jar there the	pre	evious day, and I 15	'	only one
cookie. It was very strange	e. A	few minutes later, I 16	·	my glass
of milk when I 17 a	lou	d noise coming from th	e d	ining room. I
18 there quickly and				-
eyes. An enormous monke	ey 2	20 the biscuits ex	cit	edly on the
kitchen chair.				
1. a. was watching	b.	had watched	c.	watched
2. a. had realised	b.	realised	c.	was realising
3. a. hadn't eaten	b.	ate	c.	was eating
4. a. ran	b.	was running	c.	had run
5. a. had thought	b.	was thinking	c.	thought
6. a. was giving	b.	had given	c.	gave
7. a. was going	b.	went	C.	had gone
8. a. had opened	b.	opened	c.	was opening
9. a. poured	b.	was pouring	C.	had poured
10. a. looked	b.	was looking	C.	had looked
11. a. wasn't	b.	wasn't being	C.	hadn't been
12. a. had taken		was taking		took
13. a. hadn't eaten	-	ate		was eating
14. a. was putting		put		had put
15. a. had eaten		was eating		ate
16. a. had drunk		drank		was drinking
17. a. hadn't eaten		ate		was eating
18. a. went		was going		had gone
19. a. had opened		was opening		opened
20. a. was eating	b.	had eaten	C.	ate

14. Use the extract from Gone with the Wind, the only novel written by Margaret Mitchell, which is a romantic drama, to convey your emotions and reflections regarding war.





Margaret Mitchell (1900 – 1949) was born in Atlanta, Georgia, the daughter of a prominent lawyer and president of the Atlanta Historical Society. All the family were interested in American history and she grew up in an atmosphere of stories about the Civil War. Educated at Washington Seminary and Smith College, Massachusetts, she took a job at the Atlanta Journal. In 1925 she married John Marsh and in the following ten years she put on paper all the stories she had heard about the Civil War. The result was *Gone with the Wind*, first published in 1936.

GONE WITH THE WIND

(an extract)

Somewhere was the world and families who ate and slept safely under their own roofs. Somewhere girls were flirting and singing *When This Cruel War Is Over*, as she had done only a few weeks before. Somewhere there was a war and burning towns and men who rotted in hospitals. Somewhere a barefoot army was marching, fighting, sleeping, hungry and weary with the weariness that comes when hope is gone. And somewhere the hills of Georgia were blue with Yankees, well-fed Yankees on sleek horses.

Beyond Tara was the war and the world. But on the plantation the war and the world did not exist except as memories which must be fought back when they rushed to mind in moments of exhaustion. The world outside receded before the demands of empty and half-empty stomachs and life resolved itself into two related thoughts, food and how to get it.

Food! Food! Why did the stomach have a longer memory than the mind? Scarlett could banish heartbreak but not hunger, and each morning as she lay half-asleep, before memory brought back to her mind war and hunger, she curled drowsily expecting the sweet smells of bacon frying and rolls baking. And each morning she sniffed so hard to really smell the food she woke herself up.

There were apples, peanuts and milk on the table at Tara but at the sight of them, three times a day, her memory would rush back to the old days, the meals of the old days, the candle-lit table and the food perfuming the air.

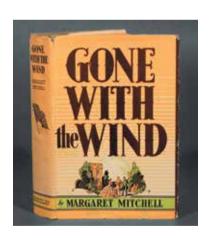
How careless they had been of food then, what prodigal waste! Rolls, corn muffins, biscuit and waffles, dripping butter, all at one meal. Ham at one end of the table and fried chicken at the other, collards swimming richly in pot liquor iridescent with grease, snap beans in mountains on brightly flowered porcelain, fried squash, stewed okra, carrots in cream sauce thick enough to cut. And three desserts, so everyone might have his choice, chocolate layer cake, vanilla blancmange and pound cake topped with sweet whipped cream. The memory of those savoury meals had the power to bring tears to her eyes as death and war had failed to do. For the appetite Mummy had always deplored, the healthy appetite of a nineteen-year-old girl, now was increased fourfold by the hard labour she had never known before.

15. Listen to the song When This Cruel War Is Over and transcribe any words or phrases associated with war.



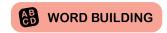
16. Compose a passage expressing your emotions and thoughts regarding war.







17. Select the most suitable options to complete the missing sections of the article below.



than the Civil War. Whether is beloved and durable works of a control of the works of the works. But no with the Wind. It first won properties of the war and the abrief, disastrous (6) newspaper. Mitchell retired to novel. She refused repeated	n novels, television show f popular culture have us work about the Civil War aise as a novel by Marga , Mitchell grew up amor 1864 (5) that burn , she began supporting from journalism in the marequests to show her mare	ubject has been more popular vs, or movies, some of the most ed the war as a point of (2) r has attained the place of Gone aret Mitchell. Ing (4) who had first-hand ned their city to the ground. After herself by writing for an Atlanta hid-1920s and began writing her anuscript to a curious (7)
• • • • • • • • • • • • • • • • • • • •	•	
	-	ut to leave the city. He read the
novel and he offered Mitchel		
	•	thing at all to do with the film's
		n three years. Shooting began
	-	e an even bigger (10) than
the book and won nine Osca	rs.	
1. a. entertain	b. entertaining	c. entertainment
2. a. refer	b. reference	c. refering
3. a. depart	b. departure	c. departuring
4. a. relate	b. relation	c. relatives
5. a. invaded	b. invade	c. invasion
6. a. marry	b. marriage	c. marital
7. a. editing	b. editor	c. edit
8. a. acquaintance	b. acquaint	c. acquaintant
9. a. produce	b. production	c. product
10. a. successful	b. succeed	c. success
18. Choose the correct opti	ion.	GRAMMAR REVISION
1. We need to do more for	r poor.	
a. the		
b. a		
c. no article		

2. Those chocolates look Can I have one? a. nice b. nicely
3. The greatest invention of the 20th century is computer. a. the b. a c. no article
4. There isn't food in the refrigerator, is there?a. someb. any
5. He doesn't want dessert, for he's on a diet. a. any b. some c. no
6. The poor man has food to eat. He's starving. a. any b. some c. no
7, the foods that are eaten every day by British people often have their origins in other countries. a. Therefore b. Although c. However
8. Food can control people's lives, better or worse. a. at b. from c. for
9. It's time to change and food work for us. a. make b. to make c. making
10. Let's not too stressed about what we eat. a. be b. to be c. being

 11. Aluminum is used in construction because although it is light, it can hold up to ninety pounds of pressure per square inch without a. it cracks b. to crack c. cracking
12. Here are some famous London places. Which one does not use the? a. The Bank of England. b. The British Museum. c. The Ritz (hotel). d. The London Zoo.
13. By the year 2050 the population of London substantially. a. will grow b. will have grown c. will be growing
14. She in a small town near London. a. grew old b. grew up c. grow out
15. The plane hasn't yet. a. taken away b. taken back c. taken off
16. What do British people eat Christmas? a. for b. at c. to
17. North American Indian tribes used sign language with tribes that spoke a different language or dialect. a. to communicating b. for communicate c. to communicate
18. We'll get by train if we leave tonight. a. there fast enough b. there enough fast

19. He is proud being English. a. of	
b. by	
c. with	
C. With	
20. I England several times.	
a. have visited	
b. visit	
c. visited	
21. Health is something rich cannot buy. a. a	
b. the	
c. no article	
22. Corruption is only one of problems facing the world. a. a	
b. the	
c. no article	
23. Narek drove me to the airport.a. I was drove to the airport by Narek.b. I was driven to the airport by Narek.	
c. I was drived to the airport by Narek.	
d. I have been drive to the airport by Narek.	
24. The music was written Mozart.	
a. after	
b. by	
c. with	
25. My mother's flight from Amsterdam took more than 11 hours. She be exhausted after such a long flight.	
a. didn't have to	
b. don't have to	
c. can	
d. must	
26. They cancelled all the flights.	
a. All the flights are cancelled.	
b. All the flights was cancelled.	
c. All the flights were cancelled.	

27. He may forget the password.a. The password may been forgot.b. The password may have been forgotten.c. The password may be forgotten.
28. The novel a hundred years ago. a. is written b. was written c. was being written
29. The war next week. a. is declared b. was declared c. will be declared
30. The earth if we try hard enough to do something a. is saved b. can be saved c. must be saved
31. The song by the Beatles in 1967. a. is written b. was written c. was being written
32. A new bridge at the moment. a. is built b. is being built c. was being built d. was build
 33. A lot of money on weapons nowadays. a. is spent b. was spent c. was being spent d. had been spend
34. She a science prize last month.a. is awardedb. was awardedc. is being awarded

d. has been awarded

35. We will send you your examination results.

- a. You will sent your examination results.
- b. You will be send your examination results.
- c. You will be sent your examination results.

36. The new chemical ____ when it exploded.

- a was tested
- b. is being tested
- c. was being tested

37. Have you completed the thesis?

- a. Has the thesis completed by you?
- b. Has the thesis been completed by you?
- c. Had the thesis been completed by you?

38. They were expecting a guest.

- a. A guest is being expected.
- b. A guest was expected.
- c. A guest was being expected

39. About 71 percent of the Earth's surface ____ by water.

- a. is covered
- b. was covered
- c. is being covered

40. Red wine ____ cold.

- a. should be drunk
- b. should drink
- c. is being drunk
- d. was drink

41. Levi Strauss invented the blue jeans.

- a. The blue jeans are invented by Levi Strauss.
- b. The blue jeans invented by Levi Strauss.
- c. The blue jeans are being invented by Levi Strauss.
- d. The blue jeans were being invented by Levi Strauss.

42. Lots of houses ____by the earthquake last year.

- a. were destroyed
- b. are destroyed
- c. are being destroyed
- d. had been destroyed

- **Reporter:** Well I've come to a typical UK high-street on a weekday to talk to the young Mums and Dads, business people, elderly people and students that are out doing their shopping. So we should get an interesting mix of views. Let's go see what people think. Excuse me sir, would you say that manners are getting better or worse in the UK?
- **Speaker:** I actually think they're getting worse. I think that the standards are declining generally.
- Speaker: I think they are getting worse but not terribly so.
- **Speaker:** Generally in buses and trains I think that people's manners have improved in many ways.
- **Speaker:** There are cultural differences, so you might meet someone from a different culture and your set of manners will quite be different to theirs.
- **Reporter:** Well, is it all a question of individual taste or is there some common ground? With me here is Simon Fanshawe, author of a book called The Done Thing, all about modern British manners. Simon, what are the basic do's and don'ts?
- Simon: I think one of the things that's confusing for people is when they come here there appears to be hundreds and hundreds of rules, hundreds of things you should and shouldn't do. And the truth of it is that most of them are about class. And lots of them are trip-wires actually for people who don't know them. So what I tried to do in my book was take it back to the first principle and say look there are anthropological reasons why we have certain kinds of manners.
- **Reporter:** Should foreigners, say, comply with British manners when in Britain or just be themselves
- Simon: Well I think one issue we should be very gentle with is because we're not terribly good at understanding that there are lots of different customs from round the world, so you know, be gentle. But I think the thing that I would say to anybody going to any other culture, any other country in the world: Number one be curious, ask yourself. The other thing is don't think there's a right and a wrong way to do things in terms of little funny details. Always remember that 'fundamentals matter more than anything else. 'Please' and Thank You' is a gift and a grace in any language so treat people in the fundamental purpose of manners which is to make life easier. If I can give you a definition of manners, it is the reduction of actual or potential violence between strangers. So always seek to defuse conflict, always seek to reach out and offer yourself to

other people, always seek to open the door and let them through. Always do those kind of things because actually you'll find people love it and they'll respond to you.

Reporter: Simon Fanshawe, it would be very bad manners of me not to say, 'thank you' for coming to talk to us.

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Andrew Warhol was born in 1928 in Pittsburgh, Pennsylvania. He studied at the Carnegie Institute of Technology. By 1950, Andy Warhol, as he now called himself, moved to New York City and pursued a successful career as a commercial designer and illustrator.

In the 1960s, Warhol became one of the leaders of the pop art movement. Taking its name from "popular", this art used images in popular culture for its subject matter. Probably one of Warhol's most famous images is called Campbell's Soup Can — a picture of a brand of soup



popular in the U.S. Other famous works are Green Coca-Cola Bottles and the three-dimensional Brillo Box, which looks exactly like the box of soap pads sold in the supermarket.

Warhol also wanted to simplify the process of making art, so he silk-screened photographs onto painted canvas. He created very striking, brightly coloured portraits of celebrities.

The most famous portraits are of Marilyn Monroe, Elizabeth Taylor, and Elvis Presley. To make his art look even more mechanical, he would repeat many images of the same thing on the canvas, sometimes just changing the colour or a few little details. He even named the place where he produced his art "The Factory".

Andy Warhol was also a filmmaker and a publisher. His magazine — called "Interview" — was filled with articles and gossip about celebrities. With his trademark bushy white hair and his association with celebrities, this man who seemed somewhat shy was always in the public eye. It seems that the more fun he made of art and fame, the more famous Andy Warhol became. He died in 1987 and is the subject of the largest museum devoted to a single artist: The Andy Warhol Museum in Pittsburgh, his hometown.

On a clear night you can see many stars in the sky. Some of them can be seen with the naked eye while to see others you need special equipment. A modern telescope can give you the advantage of seeing stars that are millions of miles away. Scientists want to know what the stars are like. Are they balls of fire? Do they have rocks or sand, like our moon? Besides, there is another question they cannot answer. Are there living things on any of the stars? If there are, do they have intellect?

This question has always bothered people. But it was not possible to find the answer before now. Now scientists know more about space than ever before. Because now they have a variety of machines helping them to look for the answer.

Unfortunately people can't go to the stars and satisfy their desire for knowledge: the stars are much too far away. If a person could fly to the nearest star in a spaceship, it would take him hundreds of years. So

scientists are sending out radio signals and carefully recording all the information they get.

The radio signals go through space at the speed of light. At that speed, it would take 25 years for radio signals to reach the nearest Scientists predict star. that living things in space must have machines to hear the signals. We would not get an answer to our signals for more than 50 years. But scientists are already listening. They think someone from space may be trying to send signals to us. And, who knows, maybe in the near future we will see the so-called extraterrestrial being "in flesh and blood", as the expression goes.

Scientists also have sent large telescopes into space. The telescopes are looking out into space supplying us with scientific information. And above all, they are looking for life in other worlds, the question that can leave no one indifferent.

Archaeology, like many academic words, comes from Greek and means, more or less, 'the study of old things'. So, it is really a part of the study of history. However, most historians use paper evidence, such as letters, documents, paintings and photographs, but archaeologists learn from the objects left behind by the humans of long ago.

Normally, these are the hard materials that don't decompose or

materials that don't decompose or disappear very quickly – things like human bones and skeletons, objects made from stone and metal, and ceramics.

Sometimes, archaeologists and historians work together. Take, for example, the study of the Romans, who dominated the Mediterranean area and much of Europe two thousand years ago. We know a lot about them from their writing, and some of their most famous writers are still quoted in English. We also know a lot about them from what they made, from their coins to their buildings. Archaeologists have worked on Roman remains as far apart as Hadrian's Wall in the north of England and Leptis Magna in Libya.

Of course, for much of human history, there are no written documents at all. Who were the first humans, and where did they come from? This is a job for the archaeologists, who have found and dated the bones and objects left

behind. From this evidence, they believe that humans first appeared in Africa and began moving to other parts of the world about 80,000 years ago. The movement of our ancestors across the planet has been mapped from their remains – humans went to Australia about 70,000 years ago, but have been in South America for just 15,000 years. The evidence of archaeology has helped to show the shared origin and history of us all.

It is very unusual to find anything more than the hard evidence of history – normally, the bacteria in the air eat away at soft organic material, like bodies, clothes and things made of wood. Occasionally, things are different.

A mind-boggling discovery. In 1984, two men made an amazing discovery while working in a bog called Lindow Moss, near Manchester in the north of England. A bog is a very wet area of earth, with a lot of plants growing in it. It can be like a very big and very thick vegetable soup – walk in the wrong place and you can sink and disappear forever. After hundreds of years, the dead plants can compress together and make 'peat', which is like soil, but is so rich in energy that it can be burned on a fire, like coal. The men were cutting the peat when one of them saw something sticking out – a human foot!

Naturally, the men called the police, who then found the rest of the body. Was it a case of murder? Possibly – but it was a death nearly two thousand years old. The two men had found a body from the time of the Roman invasion of Celtic Britain. Despite being so old, this body had skin, muscles, hair and internal organs – the scientists who examined him were able to look inside the man's stomach and find the food that he had eaten for his last meal!

Why was this man so well preserved? It was because he was in a very watery environment, safe from the bacteria that need oxygen to live. Also, the water in the bog was very acidic. The acid preserved the man's skin in the way that animal skin is preserved for leather coats and shoes.

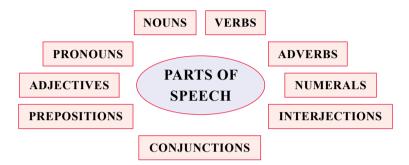
How did he die? Understandably, archaeologists and other scientists wanted to know more about the person that they called, 'Lindow Man'. His hands and fingernails suggested that he hadn't done heavy manual work in his life-he could have been a rich man or a priest. They found that he hadn't died by accident. The forensic examination revealed that he had been hit on the head three times and his throat was cut with a knife. Then a rope was tightened around his neck. As if that wasn't enough, he was then thrown into the bog. So, Lindow Man was killed using

three different methods, when just one would have been sufficient. The archaeologists believe that he was sacrificed to three different Celtic gods, called Taranis, Esus and Teutates. Each god required a different form of death. A sacrifice to Teutates required drowning, which is why he was found in the bog. Nobody can tell the complete story of Lindow Man. The Romans said that the Celts made sacrifices every May to make sure that there was enough food that year. Was he a typical 'routine' sacrifice? An archaeologist called Anne Ross has suggested that Lindow Man was a special case. Why would an important man be sacrificed to three gods? Perhaps it was in response to the Roman invasion of Britain, which started in the year AD 43, close to the time that Lindow Man died. He might have been killed to gain the help of the gods against the Romans. It didn't work. The Romans stayed in Britain for four hundred years and Lindow Man stayed in his bog for two thousand. Say hello to Lindow Man. If you visit London, you can go and see Lindow Man at the British Museum, where he is spending some time in the company of more famous mummies from Egypt. Whereas the bodies of the Egyptian kings and queens were intentionally preserved, Lindow Man is with us by accident. Whatever his origins, it is a fascinating experience to see him face to face. I recommend it.

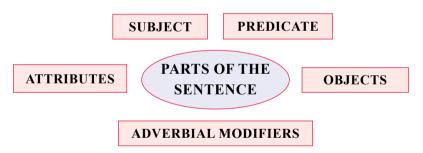
APPENDIX

STRUCTURE OF ENGLISH GRAMMAR

MORPHOLOGY (Words)

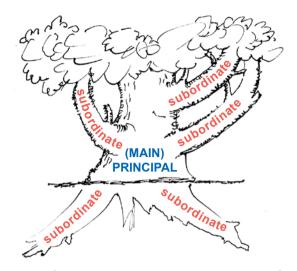


SYNTAX (Sentences)

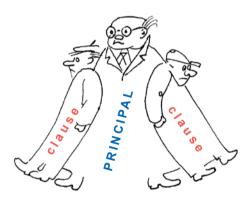


FORMAL SUBJECT

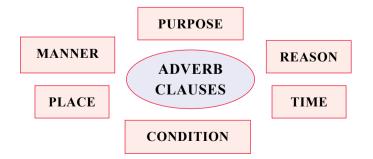
1. It	(is)	It is cold.
2. One	(can)	One can do it.
	(may)	One may do it.
	(must)	One must do it.
3. There	e (is)	There is a book on the table.



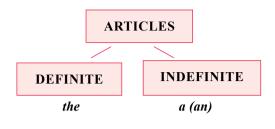
A complex sentence contains one principal and one or more subordinate clauses

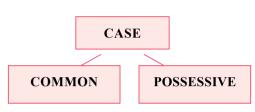


Clauses cannot stand alone



NOUN

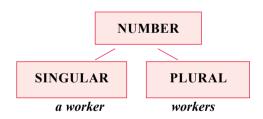




Singular Plural

the girl Tom my wife the girl's book Tom's brother my wife's mother

the girls the girls' books their wives their wives' hats my children my children's toys



Irregular plural forms

Plural compounds

family name — family names
passer-by — passers-by
commander-in-chief — commanders-in-chief

We can change nouns from their singular form to their plural form in several ways:

- 1. by adding -s (pilot-pilots, boy-boys)
- 2. by adding -es (box-boxes, church-churches)
- 3. by changing -y to i and adding -es (berry-berries)
- 4. by changing -f to v and adding -es (calf-calves)

Notice the different sounds of the -s

Singular	Plural	Singular	Plural
	[2	z]	
room table chair	rooms tables chairs	boy family secretary	boys families secretaries
	[5	[S]	
bank flat artist	banks flats artists	parent bath shop	parents baths shops
	[iː	z]	
address watch dish	addresses watches dishes	place village fridge	places villages fridges
	Irregula	r plurals	
man woman child tooth mouse louse goose ox	men women children teeth mice lice geese oxen	wife half leaf knife wolf person a sheep a deer	wives halves leaves knives wolves people sheep deer

ADJECTIVE

DEGREES OF COMPARISON

Positive	Compai	rative	Superlative

Adjectives with one syllable

long longer longest large larger

Adjectives with two or more syllables

beautiful more beautiful most beautiful impossible more impossible most impossible

Irregular comparative forms

good better best bad worse worst little less least most many more much farther farthest far furthest further oldest older old -

MAKING COMPARISONS

than The result of this experiment is much better

elder

than that of the previous one

as...as This result is as good as that one.

not so...as This result is not so good as that one.
the...the The more we study the less we know.

like Your pen is like my pen.

alike Our pens are alike.

less/more...than This book is less expensive than that book.

eldest

ADVERB

well, much, very, often, ever, seldom, just, always, partly, quickly, hardly, usually, frequently, probably, sometimes, somewhere, anywhere, nowhere, since then, so far

Adverbs having the same form

as adjectives: fast, hard, late

He is working fast. It is a fast train.

as prepositions: after, before, since

I haven't seen him since that day.

as conjunctions: since, when, where, but

I haven't seen him since he went away.

DEGREES OF COMPARISON

Positive	Comparative	Superlative					
	Adverbs with one syllable						
fast	fast er	fast est					
late	later	latest					
early	earli er	earli est					
	Adverbs with two or more syllabl	es					
slowly	more slowly	most slowly					
beautifully	more beautifully	most beautifully					
	Irregular comparative forms						
well	better	best					
badly	worse	worst					
little	less	least					
much	more	most					
	farther	farthest					
far —	further	furthest					
	older	oldest					
old —	elder	eldest					

ADJECTIVE AND ADVERB

An adjective describes a noun

An adverb describes the action of a verb

He is a **fast** driver. She is a **good** writer. He drives **fast**. She writes **well**.

Some adjectives and adverbs have the same form.

fast fast hard hard early early late late

PRONOUNS

1. Personal

I | you | he | she | it | we | you | they me | you | him | her | it | us | you | them

2. Possessive

my | your | his | her | its | our | your | their mine | yours | his | hers | its | ours | yours | theirs

3. Reflexive and Emphatic

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

4. Reciprocal

each other, one another

5. Demonstrative

this (these), that (those), such, the same

6. Interrogative

who, whom, whose, what, which

7. Relative and Conjunctive

who, whom, whose, what, which, that

8. Indefinite

some, any, one, all, each, every, other, another, both, many, much, few, little, either, no, none, neither

NUMERALS

CARDINAL NUMBERS

1. one	11. eleven	21. twenty-one
2. two	12. twelve	22. twenty-two
3. three	13. thirteen	30. thirty
4. four	14. fourteen	40. fourty
5. five	15. fifteen	50. fifty
6. six	16. six teen	60. sixty
7. seven	17. seven teen	70. seventy
8. eight	18. eighteen	80. eighty
9. nine	19. nine teen	90. ninety
10. ten	20. twenty	100. a/one hundred

101	a/one hundred (and) one
200	two hundred
1000	a thousand
2000	two thousand
100000	a/one hundred thousand

1000000 a/one million

ORDINAL NUMBERS

1 st	first	11 th	eleven th	21 st	twenty- first
$2\mathrm{nd}$	second	12 th	twelf th	22 nd	twenty-second
3 rd	third	13 th	thirteenth	30 th	thirtieth
4 th	four th	14 th	fourteenth	40 th	fortie th
5 th	fif th	15 th	fifteenth	50 th	fiftie th
6 th	six th	16 th	sixteenth	60 th	sixtie th
7 th	seven th	17 th	seventeenth	70 th	seventie th
8 th	eigh th	18 th	eighteen th	80 th	eightie th
9 th	nin th	19 th	nineteenth	90 th	ninetie th
10 th	ten th	20 th	twentie th	100 th	a/one hundredth

FRACTIONAL NUMBERS

- $\frac{1}{2}$ a /one half
- $\frac{1}{2} / \frac{1}{5}$ two fifths
- $\frac{1}{3}$ one third
- $2^{3}/_{7}$ two and three sevenths
- 0.3 nought (zero) point three (point three)
- 2.35 two point three five (thirty five)
- 32.305 three two (thirty two) point three zero (nought) five

CONJUNCTIONS

(linking words used to connect words, sentences, phrases, or clauses)

1. Coordinating Conjunctions and, but, or, yet, for, so, nor

2. Subordinating Conjunctions

that, what, whatever, which, whichever, if, only if, even if, unless, provided (that), in case (that), than, rather than, whether, whereas, after, as long as, as soon as, before, by the time, now that, once, since, till, until, because, as, for, so that, in order that, why, when, whenever, while, as far as, who, whoever, whom, whose, how, as if, where, wherever, though, although, even though

3. Correlative Conjunctions

```
as ... as, the ... the, both ... and, whether ... or, no sooner ... than, rather ... than, hardly ... when, either ... or, neither ... nor, not only ... but (also)
```

Examples

There were some books and a piece of paper on the table.

The question is if (whether) he will come.

He said that he had done it.

Here is the book which (that) we have spoken about.

She will do it when she returns.

The plant grows where the others couldn't.

As it was raining, we stayed at home.

Though he was very young, he was a good worker.

I want either the cheesecake or the frozen hot chocolate.

I'll have both the cheesecake and the frozen hot chocolate.

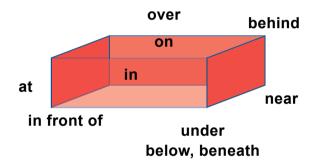
INTERJECTIONS

oh, ah, aha, well, alas, hey, wow, oops

Oh! How you pleased me!
Well! What do you think about that?

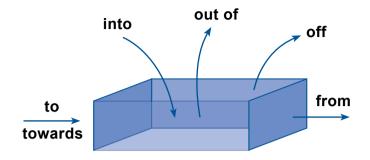
PREPOSITIONS

Prepositions of Place



on the box on in the box in at at the box under **under** the box below **below** the line beneath beneath the sea **over** the box over **near** the box near in front of in front of the box behind **behind** the box across **across** the street through through the window between between two windows among the students among

Prepositions of Direction



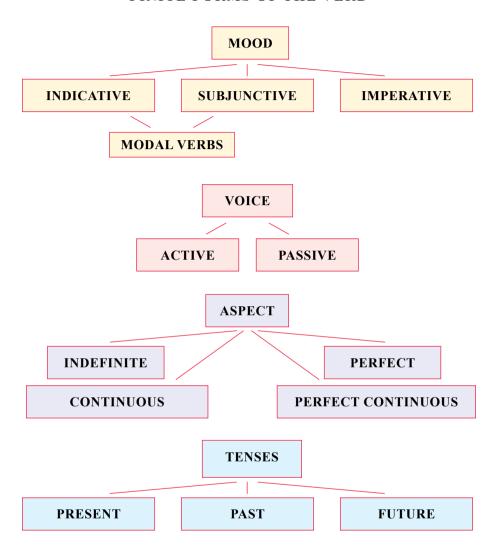
to to the bus
towards towards the bus
from from the bus
into into the bus
out of out of the bus
off off the bus

Prepositions of Time

on Saturday on on the first of May in in March in a month at 7 o'clock at by 3 o'clock by from...till from...till from 3 till 5 o'clock since since 5 o'clock for for an hour during during the lecture before **before** the lecture after after the lecture till June till until until we meet between between one and two o'clock

VERB

FINITE FORMS OF THE VERB



NON-FINITE FORMS OF THE VERB



FINITE FORMS OF THE VERB





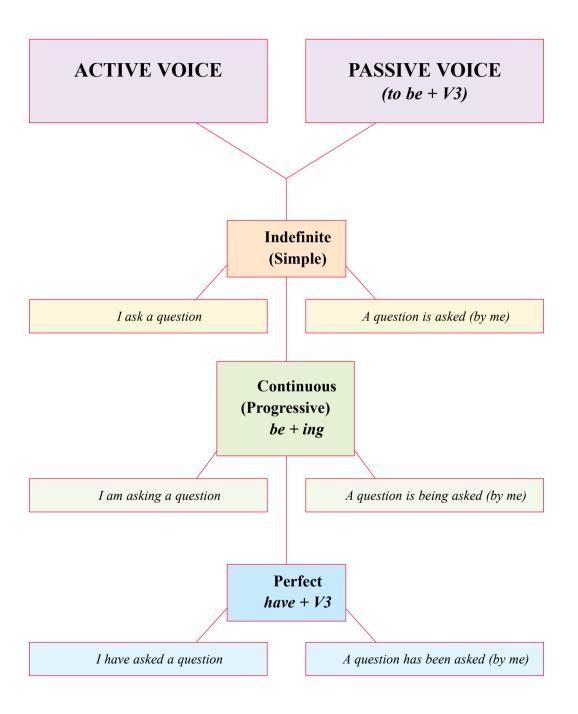
Types of conditional sentences

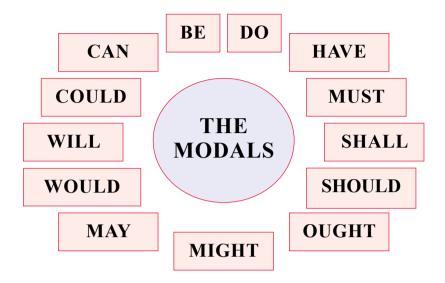
	Main Clause	Conditional Clause
REAL CONDITION	I will learn more	if I work hard Simple Present
UNREAL CONDITION	I would learn more	if I worked hard Simple Past

Use SHOULD and WOULD If You Want to Express:

- 1. Past tense of shall and will
- 2. Subjunctive conditional
- 3. Duty or obligation
- 4. A wish
- 5. A polite request

VERB ASPECT AND VOICE





THEY ARE THE ONLY VERBS THAT:

- 1. have contracted forms
- 2. make their interrogatives by inversion
- 3. make their negatives by adding NOT only
- 4. are used for question phrases
- 5. are auxiliaries
- 6. are used for short answers
- 7. are used for additions to remarks
- 8. make the emphatic form
- 9. take adverbs like always, sometimes, often, nearly etc. after them
- 10. include all the defective verbs

SUMMARY OF MODALS AND SIMILAR EXPRESSIONS

Modal Auxiliary	Uses	Present/Future	Past
may	 polite request formal permission less than 50% certainty 	May I borrow your pen? You may leave the room. He may be at the library.	He may have been at the library.
might	less than 50% certainty	He might be at the library.	He might have been at the library.
can	 ability possibility impossibility (negative only) This use is usually a generalization or a supposition. informal polite request informal permission 	I can run fast. Any child can grow up to be president. That can't be true. Can I borrow your pen? You can use my car tomorrow.	I could run fast when I was a child, but now I can't. Any child could grow up to be president. That can't have been true.
could	1. past ability 2. possibility impossibility (negative only) 3. polite request 4. suggestion	He could be the one who stole the money. (present) He could go to jail for stealing the money. (future) That couldn't be true. Could you help me? You could spend your holidays in Hawaii. (future only)	I could run fast when I was a child. He could have been the one who stole the money. He could have gone to jail for stealing the money. That couldn't have been true. You could have spent your holidays in Hawaii.

be able to	ability	I am able to help you. I will be able to help you.	I was able to help him.
must	 strong necessity prohibition (negative) 95% certainty 	I must visit him today. You must not open that door. Noemi must be sick. (present only)	I had to visit him yesterday. You didn't have to open that door. Noemi must have been sick yesterday.
have to	strong obligation lack of obligation (negative)	I have to visit him today. I'll have to visit him tomorrow. I don't have to visit him today. I won't have to visit him today.	I had to visit him yesterday. I didn 't have to visit him yesterday.
have got to	necessity	I have got to visit him today.	I had got to visit him yesterday.
shall	polite question to make a sugges- tion	Shall I open the window?	
should	advisability	You should study tonight.	You should have studied last night.
ought to	duty or moral obligation advisability	You ought to be ashamed of yourself. You ought to study tonight.	You ought to have been ashamed of yourself. You ought to have studied last night.
had better	advisability with threat of bad result	You had better be on time, or we will leave without you.	
will	 1. 100% certainty 2. willingness 3. polite request 	He will be here at 6:00. (future only) — The phone's ringing. — I'll get it. Will you please pass the salt?	

be going to	definite plan	I'm going to paint my bedroom. (future only)	I was going to paint my room, but I didn't have time.
would	 polite request repeated action in the past 	Would you carry this for me please?	————— When I was a child, I would visit my granny every weekend.
would rather	preference	I would rather go home now.	I would rather have gone home then.
would like	offers and invitations	Would you like tea or coffee?	
would mind	permission	Would you mind if I used your phone now?	
used to	repeated action in the past		I used to visit my grandparents every weekend.
be supposed to	expectation	The meeting is supposed to begin at 7.	The meeting was supposed to begin at 7.
be to	strong expectation	You are to be here at 9:00.	You were to be here at 9:00.

NON-FINITE FORMS OF THE VERB

VERBS FOLLOWED BY GERUNDS AND INFINITIVES

VERBS FOLLOWED BY GERUNDS

e.g. He enjoys learning languages.

admit	enjoy	postpone	resent
appreciate	escape	practise	resist
avoid	fancy	quit	risk
consider	finish	recommend	suggest
delay	imagine	regret	tolerate
deny	miss	report	understand

EXPRESSIONS + GERUND

e.g. The book is worth reading.

afraid of	don't mind	go (shopping, dancing, etc.)	put off
apologize for	fed up with	get used to	succeed in
be worth	feel like	insist on	talk about
can't help	give up	interested in	think of/about
carry on	good at	keep on	waste time/money
dream of/about	go on	look forward to	spend time/money

VERBS FOLLOWED BY INFINITIVES

e.g. She seemed to be happy.

agree	attempt	decide	hesitate	mean	threaten
afford	be able	deserve	hope	offer	try
aim	beg	fail	hurry	plan	used
appear	begin	forget	intend	prepare	wait
arrange	choose	happen	learn	promise	want
ask	dare	have	manage	seem	wish

VERBS FOLLOWED BY GERUNDS OR INFINITIVES(Similar Meaning)

e.g. The government ceased providing free health care. The government ceased to provide free health care.

begin	cease	hate	like	prefer
bother	continue	intend	love	start

VERBS FOLLOWED BY GERUNDS OR INFINITIVES(Different Meaning)

e.g. She often forgets to lock the door. She'll never forget visiting England.

> forget stop remember need

REGULAR

VERBS

IRREGULAR

work - worked - worked

eat - ate - eaten

IRREGULAR VERBS

Infinitive be [bi:] beat [bi:t] become [bi'kʌm] begin [bi'gin] bet [bet] bite [baɪt] bleed [bli:d] blow [blou] break [breik] bring [brin]

build [bild] burn [bə:n] buy [bai] catch [kætf] choose [t[u:z] come [k_{\lambda}m] cost [kost] cut [knt] do [du:] draw [dro:] dream [dri:m] drink [drink] drive [draiv]

eat [i:t]

fall [fo:1]

feed [fi:d]

feel [fi:1] fight [fait] find [faind] fly [fla1] forget [fə'get] freeze [fri:z] get [get] give [giv]

go [gou]

grow [grau]

have [hæv] hear [hio(r)] hide [haid] hit [hit] hold [hould] hurt [ho:t] keep [ki:p]

know [nou]

Simple Past

was [woz], were [wo:] beat [bi:t] became [bi'keim] began [bi'gæn] bet [bet] bit [bit] bled [bled] blew [blu:] broke [brouk] brought [bro:t] built [bilt] burnt [bə:nt] bought [bo:t] caught [kɔ:t] chose [t[ouz] came [keim] cost [kost] cut [kat] did [did] drew [dru:] dreamt [dremt] drank [drænk] drove [drouv] ate [et] fell [fel] fed [fed] felt [felt] fought [fo:t] found [faund] flew [flu:] forgot [fə'gət]

froze [frouz]

gave [geiv]

went [went]

grew [gru:]

had [hæd]

hid [hid]

hit [hit]

heard [hə:d]

held [held]

hurt [ho:t]

kept [kept]

knew [nju:]

got [got]

Past Participle

been [bi:n] beaten ['bi:tn] become [bi'kʌm] begun [bi'gʌn] bet [bet] bitten [bitn] bled [bled] blown [bloun] broken ['broukn] brought [bro:t] built [bilt] burnt [bə:nt] bought [bo:t] caught [ko:t] chosen ['t[ouzn] come [k_{\lambda}m] cost [kost] cut [kat] done [d\lambdan] drawn [dro:n] dreamt [dremt] drunk [drank] driven ['drivn] eaten ['i:tn] fallen ['fələn] fed [fed] felt [felt] fought [fo:t] found [faund] flown [floun] forgotten [fə'gətn] frozen ['frouzn] got [got] given ['gıvn] gone [gon] grown [groun] had [hæd] heard [ho:d] hidden ['hidn] hit [hit] held [held] hurt [ho:t]

kept [kept]

known [noun]

lay [le1]	laid [leɪd]	laid [leɪd]
lead [li:d]	led [led]	led [led]
learn [lə:n]	learnt [lə:nt]	learnt [lə:nt]
leave [li:v]	left [left]	left [left]
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [la1]	lay [le1]	lain [lein]
lose [lu:z]	lost [lost]	lost [lost]
make [meik]	made [meid]	made [meid]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [pei]	paid [peid]	paid [peid]
put [put]	put [put]	put [put]
quit [kwɪt]	quit [kwɪt]	quit [kwɪt]
read [ri:d]	read [red]	read [red]
ride [raɪd]	rode [rəud]	ridden ['rıdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raiz]	rose [rouz]	risen ['rızn]
run [rʌn]	ran [ræn]	run [rʌn]
say [sei]	said [sed]	said [sed]
see [si:]	saw [so:]	seen [si:n]
sell [sel]	sold [sould]	sold [sold]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shake [∫e1k]	shook [∫uk]	shaken ['∫eıkn]
shine [∫aın]	shone [∫on]	shone [∫on]
shoot [∫u:t]	shot [∫ɔt]	shot [∫ɔt]
show [∫əu]	showed [∫əud]	showed/shown [∫əun]
shut [∫∧t]	shut [∫∧t]	shut [∫∧t]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
smell [smel]	smelt [smelt]	smelt [smelt]
speak [spi:k]	spoke [spouk]	spoken ['spoukn]
spell [spel]	spelt [spelt]	spelt [spelt]
spend [spend]	spent [spent]	spent [spent]
		spilt [spilt]
spill [spil]	spilt [spilt]	
stand [stænd]	stood [stud]	stood [stud]
steal [sti:l]	stole [stoul]	stolen ['stoulon]
strike [straik]	struck [strak]	struck [strnk]
sweep [swi:p]	swept [swept]	swept [swept]
swim [swim]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tuk]	taken ['teıkn]
teach [ti:t∫]	taught [to:t]	taught [tɔ:t]
tear [teo(r)]	tore [to:(r)]	torn [tə:n]
tell [tel]	told [bluct] blot	told [tould]
think [θιŋk]	thought [θɔ:t]	thought [θo:t]
throw [θrou]	threw [θru:]	thrown [θroun]
understand [Andə'stænd]	understood [Andə'stud]	understood [Andə'stud]
wake up ['weik' Ap]	woke up ['wəuk'ʌp]	woken up ['wəukn'ʌp]
wake up [welk hp] wear [weo(r)]	wore [wo:(r)]	worn [wo:n]
	- 17-	
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rout]	written ['rɪtn]

WORD BUILDING

Noun forming suffixes and prefixes

suffixes

-er/or/ar teacher, actor, advisor, director

-ist scientist, artist

-ment movement, development, government

-ess fortress, hostess, actress

-ian musician, technician, politician

-ance performance, importance, appearance
 -(t)ion revolution, translation, operation
 -ity/-ty popularity, honesty, morality, ability

-hood childhood, neighbourhood

-y privacy, literacy

-ship friendship, leadership-age passage, marriage

-ism heroism, socialism, capitalism

-ant assistant, consultant

-ence conference, silence, difference
 -ture culture, signature, mixture
 -ing building, reading, meeting
 -dom freedom, kingdom, wisdom
 -sion/ssion revision, discussion, admission
 -ness happiness, illness, darkness

(-s)ure pleasure, enclosure

prefixes

re co disadvantage, discomfort
 in inaccuracy, independence

mis- misunderstanding, misprinting

im- impossibility, impatienceun- unemployment, untidiness

il- illiteracy, illegacy

Verb forming suffixes and prefixes

	suffixes		prefixes
-en	widen, strengthen	co-	cooperate, coexist
-fy	modify, exemplify	de-	decode, demobilize
-ize, -ise	realize, capitalise	dis-	disapprove, disappear
-ate	indicate, translate	in-	input, inject
		im-	immigrate, implant
		inter-	interact, interchange
		over-	overcome, overlook
		re-	rebuild, reconstruct
		mis-	misprint, misunderstand
		un-	undo, unlock

Adjective forming suffixes and prefixes

	suffixes		prefixes
-ful	useful, powerful	un-	unhappy, uncomfortable
-ant	distant, important	in-	independent, invisible
-ous	famous, various	dis-	disappointing,
-ed	talented, developed	im-	discouraging
-ing	interesting, disappointing	non-	impossible, immoral
-al	cultural, territorial	ir-	non-governmental
-en	golden	pre-	irregular, irresponsible
-ent	dependent, different	post-	prewar, preoperational
-ish	British, boyish	inter-	postwar, postoperational
-ible	sensible, visible	il-	international, interactive
-able	comfortable, miserable		illegal, illogical
-ic	atomic, historic, heroic		
- y	rainy, scary, hairy, guilty		
-less	lifeless, homeless		
-ary	imaginary, elementary		
-ive	inventive, effective		
-ian	Russian, Canadian		

PREPOSITION COMBINATIONS

Adjective + Preposition Verb + Preposition

A

absent from
according to
acquainted with
addicted to
afraid of
agree at/with/about
angry with/at
apologize for/to
apply for
argue with/about
arrive in/at
aware of

B

bad at/for
believe in
belong to
benefit from
bored with/of
borrow from
busy with

C

compare to/with
complain about/to/of
composed of
concentrate on
congratulate on
consist of
cover with
crowded with

D

deal with
depend on
devoted to
differ from
disappointed in/with
dream of/about
dressed in

E

engaged to equal to escape from excited about explain to

F

faithful to
familiar with
famous for
fight for
filled with
finished with
focus on
fond of
forget about
forgive for
friendly to/with
furnished with

G

good at/for graduate from grateful to/for guilty of

H

happy about/for hear about/of/from help with happen to hide from hope for

I

innocent of insist on interested in introduce to invite to involved in

J

jealous of justified by

K

keep from kind to known for

L

late for laugh at leave for listen to live on

M

made of/from married to multiply by

N

nervous about nice to

0

object to opposed to

P

participate in
patient with
pay for
pleased with/about
point at
polite to
pray for
prefer to
prepare for
prevent from
protect from
proud of
provide with

Q

qualified for

R

recover from related to rely on remind of rescue from responsible for

S

satisfied with scared of/by send for shout at similar to smile at sorry about/for speak to/with stare at succeed in suffer from

T

talk about/to/with thank for think of/about thirsty for tired of/from

U

upset with used to

V

vote for

W

wait for worried about write to/about

PHRASAL VERBS

bring up դաստիարակել

bring together միացնել call back հետ զանգել call on այցելել, մտնել

catch up (with) hասնել նույն մակարդակին come across պատահաբար հանդիպել

cheer up կայտառացնել, ուրախացնել, ուժ տալ

drift apart հեռանալ իրարից

drop in մտնել, այցելել (ընկերական)

fall behind hun uun

feel down րնկճված տրամադրություն ունենալ

find out պարզել

get along/ get on hաշտ ու համերաշխ լինել, ընդհանուր լեզու գտնել

get up վեր կենալ give in հանձնվել

give up դադարել, հրաժարվել, թողնել

grow up մեծանալ

grow out փոքրանալ (շորերի մասին)

hand on փոխանցել
have on hագնել, կրել
keep away խուսափել

knock down հարվածելով վայր գցել, քանդել

let down hուսախաբ անել

look after իսնամել look for փնտրել

look forward to անհամբեր սպասել

look out զգույշ լինել

look up փնտրել տեղեկություն (բառարանում) make up (with) հաշտվել, գժտությանը վերջ դնել

pick up բարձրացնել, վերցնել տանել մեկին (մեքենայով), հավաքել

put off հետաձգել put on հագնել put up with դիմանալ

run into պատահաբար հանդիպել run out (of) վերջանալ (պաշարների մասին)

stand out առանձևանալ take after նման լինել turn off անջատել turn on միացնել turn out պարզվել

DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH

VOCABULARY

British English (BrE) American English (AmE)

Hello Hi (informal) /Hello (formal)

Trousers Pants

Pants Underwear

Tights Pantyhose

Trainers Sneakers / tennis shoes

Swimming costume Bathing suit

Bootlace/shoelace Shoelace

Dinner jacket Tuxedo

Form Grade

Friend / mate Friend

Rubber Eraser

Maths Math

Public School Private School
State School Public School

Holiday Vacation/Holiday

School dinner Hot Lunch

Staff Room Teachers Lounge

Play Time / Break Time Recess

Headmaster/mistress Principal
Faculty Department

Postgraduate Graduate

Term Semester/Term

Car park Parking Lot

Car Journey / drive Road Trip

Zebra Crossing Cross Walk

Railway Railroad

Carriage Car

Motorway Freeway / highway
Timetable Schedule / Timetable

Luggage Baggage Trolley Cart

Single ticket One way ticket
Return ticket Round-trip ticket

Lorry Truck

British English (BrE) | American English (AmE)

Petrol Gas / Gasoline
Petrol Station Gas Station
Town centre Downtown
Cinema Movie theater

Film Movie

Go to the cinema
In the street
Pavement
Pavement
Go to the movies
On the street
Sidewalk
Traffic circle

Taxi Cab/Taxi

Tram Streetcar/trolley

Coach Bus

Tube, underground Subway
Subway Underpass

Slip road On ramp
Phone Call/ Phone

Reverse-charge call Collect call

The line is engaged The line is busy

Phone Box
Engine
Windscreen
Ground floor

Telephone Booth
Motor/ Engine
Windshield
First floor

First floor Second floor
Shop Store/Shop

Chemist Drugstore, Pharmacy

Newsagent Newsstand

Bill Check (restaurant)

Flat Apartment

The Toilet / WC Bathroom / Restroom

Tap Faucet/Tap
Garden Backyard / Yard

Wardrobe Closet

Curtains Drapes/Curtains
Rubbish, litter Trash, garbage

Bin / dustbin Trash can/ garbage can

Hoover Vacuum cleaner

Cooker/gas cooker/electric cooker Range or Stove

British English (BrE) | American English (AmE)

Cutlery Silverware
Tea towel Dish towel
Tin opener Can opener
Wash up Do the dishes

na a na linaid Dialana alina di m

Washing up liquid Dish washing liquid

Waste bin Waste basket
Sitting room Living room
Living room

Lounge Living room/ den/ family room

Drawing room
(TV) aerial
(TV) antenna
in McDonald's)

Living room
(TV) antenna
French Fries

Chips (French Fries in McDonald's) French Fries

Crisps Chips
Sweets Candy
Starter Appetizer

Jelly (a dessert in th UK)

Jello (flavoured gelatin)

Aubergine Eggplant
Biscuit (sweet) Cookie
Post Mail

Postcode Zip Code

Solicitor Lawyer/attorney

Stalls Orchestra Handbag Purse

Ill Sick (informal)/ Ill (formal)

Draughts Checkers
Football Soccer
Rounders Baseball

Bat (table tennis) Paddle (ping pong)

Torch Flashlight
Plaster Band-Aid
Autumn Fall/Autumn
Lift Elevator

Queue Stand in a Line
Come round Come over
Off you go Go ahead

At the weekend

In the tree

On the weekend

On the tree

British English (BrE) | American English (AmE)

Cutlery Silverware
Tea towel Dish towel
Tin opener Can opener
Wash up Do the dishes

Washing up liquid Dish washing liquid

Waste bin Waste basket
Sitting room Living room
Living room

Lounge Living room/ den/ family room

Drawing room

(TV) aerial

(TV) antenna

Exerch Fries

Chips (French Fries in McDonald's) French Fries

Crisps Chips
Sweets Candy
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Jelly (a dessert in th UK)

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Torch Flashlight
Plaster Band-Aid
Autumn Fall/Autumn
Lift Elevator

Queue Stand in a Line
Come round Come over

Off you go Go ahead

At the weekend

In the tree

On the weekend

On the tree

GRAMMAR

British English (BrE)

burn (burnt, burnt)
dive (dived, dived)
dream (dreamt, dreamt)
get (got, got)
lean (leant, leant)
learn (learnt, learnt)
prove (proved, proved)
smell (smelt, smelt)
spell (spelt, spelt)
spill (spilt, spilt)
spoil (spoilt, spoilt)
wake (woke, woken)

practise (verb) practice (noun)

Shall I help you? I shall/will You needn't /don't need

> have got have you got? haven't got

have a bath have a shower have a little nap have a rest have a holiday

Have you ever been to Canada?

Have you already eaten?

American English (AmE)

burn (burned, burned)
dive (dove, dived)
dream (dreamed, dreamed)
get (got, gotten)
lean (leaned, leaned)
learn (learned, learned)
prove (proved, proven)
smell (smelled, smelled)
spell (spelled, spelled)
spill (spilled, spilled)
spoil (spoiled, spoiled)
wake (waked, woken)

practice (verb and noun)

Should I help you? I will You don't need

have do you have? don't have

take a bath
take a shower
take a little nap
take a rest
take a short vacation

Have you ever been to Canada? Have you ever gone to Canada?

Did you eat already?/ Have you eaten already?

GLOSSARY

A

abbreviation [ə,bri:vi'ei[n] n. huuyuudniú abroad [əˈbrɔːd] n. เบทุนเนนเทนินเน absent ['æbsənt] a. puquulu absent-minded ['æbsənt'maindid] a. գրված, մտագիր accelerate [ək'seləreit] v. unuuquugüti accept [ək'sept] v. punnıulı access ['ækses] n. մուտքի իրավունք accident ['æksidənt] n. ŋdpwhun ntup, դժբախտ պատահար, վթար acclaim [ə'kleim] v. hnşulltı accomplishment [ə'kəmplı[mənt] n. hաջողություն, նվաճում accuracy ['ækjurəsi] n. ճշգրտություն, նշտապահություն accuse [ə'kju:z] v. մեդադրել achieve [ə'tʃ1:v] v. ձեռը բերել, նվաճել acquaint [ə'kweint] v. duulinpuiqliti get acquainted ծանոթանալ acquaintance [ə'kweintəns] n. duilinp active ['æktıv] a. qnpðnılıju, tnulinnili activity [æk'tıvıtı] n. gnnðnılılınınınılı adaptable [ə'dæptəbl] a. hunuununn add [æd] v. 1. undtigualiti, inugliti 2. գումարել addicted [əˈdɪktɪd] a. hակված լինել վատ սովորության admirable ['ædmərəbl] a. հիանալի, սքանչելի adult ['ædʌlt] n. şuuḥuuhuu մարդ adventure [əd'vent[ə] n. unhuð, արկածախնդրություն advertise ['ædvətaiz] v. հայտարարել, գովազդել advertisement [od'vo:tismont] n. հայտարարություն, գովազդ affect [ə'fekt] v. uqntı, ütpuqntı aggressive [əˈgresɪv] a. հարձակողական, ագրեսիվ agriculture [ˈægrɪkʌltʃə] n. գյուղատնտեսություն ahead [ə'hed] adv. umu9, um9lmiű aid [eid] n. oqunipiniu alert [ə'lə:t] a. unpmıtı, qqntı

allow [ə'lau] v. pnı ıı muı, pnı ıı unntı amazing [ə'meɪzɪŋ] a. quipuululi, uuptignighs **ambitious** [æm'bɪ[əs] a. փառասեր, փառամոլ amiable ['eimiəbl] a. բարյացակամ, սիրալիր amount [ə'maunt] n. qnıdun, pubul amusing [ə'miu:zɪŋ] a. qdun6u1h ancestor [ˈænsəstə] n. ໂເພເນເດ ancient ['ein[ont] a. hhu, humnuniuu anniversary [ænɪ'və:sərɪ] n. muntnund announce [ə'nauns] v. ազդարարել, հայտարարել **announcement** [ə'naunsmənt] n. hujunununnıpjnili annoy [ə'nəi] v. ձանձրագնել anxiety ['æŋ'zaɪətɪ] n. մւրահոգություն anxious ['æŋk[əs] a. մտահոգ, անհանգիստ **apartment** [əˈpɑ:tmənt] *n*. բնակարան **application** [,æpli'keiʃən] n. 1. կիրшռում, օգտագործում 2. դիմում appointment [ə'pəɪntmənt] n. duudunnnıpınıb appreciate [ə'pri:fieit] v. quuhuunti arduous ['a:djuəs] a. դժվար հասանելի **argument** [ˈɑːgjəmənt] n. 1. փաստարկ 2. վեճ arrange [ə'reindʒ] v. hungh phnhi arrival [əˈraɪvəl] n. ปนเงินโทเงิ arrive [ə'raɪv] v. duduulut, qui arrogant ['ærə'gənt] a. uunununudub, qnnng, ինքնահավան article ['a:tikl] n. 1. hnndud 2. umundu, hn 3. *ρեπ.* hnn artistic [a:ˈtɪstɪk] a. գեղարվեստական ashamed [əˈʃeɪmd] a. uunpuhun assertive [əˈsə:tɪv] a. huuquuquuquud, huudun assessment [ə'sesmənt] n. quuhuunnu assignment [ə'saınmənt] n. hulidlununnıpınılı astonish [əsˈtənɪʃ] v. զարմացնել, ապշեցնել attach [əˈtætʃ] v. կցել **attitude** ['ætɪtju:d] *n*. վերաբերմունք attractive [ə'træktıv] a. qpuulhs, hpuuqnıphs **audience** ['o:diəns] *n*. hulunhuluntu available [ə'veiləbl] a. 1. մատչելի 2. արկա avoid [ə'vəɪd] v. խուսափել awake [ə'weik] a. hujmun, unnijq award [ə'wə:d] v. wungluunntı, ətinnhti awful [ˈɔːful] a. սարսափելի, սոսկայի

В

bandage ['bændɪdʒ] n. վիրակապ calculate ['kælkjuleɪt] v. huzdtı, huzdunutı bat [bæt] n. snshh calm [ka:m] a. hudqhuq, hudquqq, hudquq**battlefield** ['bætlfi:ld] *n*. ճակատամարտ camera [ˈkæmərə] n. լուսանկարչական ապարատ behave [bi'heiv] v. պատշաճ վարք դրսևորել camping (holiday) ['kæmpɪŋ] n. wnɔwd behaviour [bi'heivjə] n. dunp, dunpuqhd candle ['kændl] n. unu believe [bɪˈlɪːv] v. 1. hավատալ 2. կարծել, capture ['kæpt[ə] v. anuultı, atıntı համարել, ենթադրել carcass [ka:kəs] n. մսեդիք, 1t2 below [bi'lou] adv. umnnu, ütnpliniü betray [bi'trei] v. nuduuauulul career [kəˈrɪə] n. wəhuunuupunhu beverage ['bevəridʒ] n. nuutihp գործունեություն **birthplace** ['bə:θpleis] n. δննդավայր careful ['keəful] a. qqn112 **bit** [bɪt] *n*. կտոր, մաս careless ['keələs] a. wühnq bizarre [bi'za:] a. yuunonhuul caring ['keərin] a. hnquunun, niquinhn blame [bleim] v. մեդադրել **cartoon** [ka:'tu:n] *n*. 1. ծաղրանկար bless [bles] v. օրհնել 2. մուլտիպլիկացիոն ֆիլմ blind [blaind] a. Linin carve [ka:'v] v. thnnuanti blossom ['blosəm] v. ծաղկել case [keis] n. 1. ntup 2. ptn. hnind boastful ['bəustfəl] a. պարծենկուր in any case բոլոր դեպքերում boat [bout] n. hudud, hud $\cosh ['kæ] n.$ կանխիկ դրամ boring [ˈbɔːrɪŋ] a. ձանձրալի, տաղտկալի casual ['kæʒjuəl] a. wnonjw, wuthtonjw (hwqnium) borrow ['borou] v. պարտք վերցնել cathedral [kəθlı:drəl] n. ψιωδιμη bossy ['bosi] a. hahun, hamuumumu **ceiling** ['si:lin] n. wnwwywn bother [ˈbɔðə] v. անհանգստագնել celebrate ['selibreit] v. unfiti **bottom** ['botəm] *n*. hապակ, ներքևի մաս celebrity [si'lebrity] n. նշանավոր մարդ **boundary** ['baundəri] *n*. นนเhนันเน็ celery [ˈselərɪ] n. կարոս, նեխուր bow [bau] v. hunumhhhh, ginih mui century ['sent[əri] n. nun, hunınınun jul **brain** [brein] *n*. nintin **chain** ['tʃeɪn] *n*. ցանց (խանութների կամ **brand** [brænd] n. ապրանքանիշ ոեսփորանների) brave [breiv] a. pus, unh **challenge** ['t∫ælındʒ] *n*. 1. մարփահրավեր, կոչ **breakthrough** ['breikθru:] *n*. խոշոր նվաճում 2. խնդիր **breath** [breθ] *n*. 2nιüş character [ˈkærəktə] n. կերպար, դեր breathe [bri:ð] v. 26sti charisma [kəˈrɪzmə] n. 1. huung 2. huuun, **breathing** ['bri:ðin] *n*. 265cmnipjni6 ասփվածափուր bridge [bridʒ] n. կամուրջ charity ['tsæriti] n. puntannonipinit, brief [bri:f] a. սեղմ, հակիրճ, կարճ գթասրփություն, գթություն **brilliant** ['briljənt] *a.* փայլուն, chase [tfeis] 1. n. htmuuuunnid, npu աչքի ընկնող, հիանալի 2. v. հետապնդել, որսալ broadcast ['bro:dka:st] v. hunnnntı **chat** [t∫æt] v. գրուցել, շաղակրատել broad-shouldered [ˌbroːd´ʃəuldəd] a. թիկներ chatty ['tsæti] a. 2uunuuhunu **bulb** [bʌlb] *n*. էլեկտրական լամպ check [tfek] v. umniqti **bun** [bո] n. բուլկի cheerful ['t[19ful] a. nipuh, quupp bury ['beri] v. punti

busy [bɪzɪ] *a.* աշխույժ (փողոցի մասին)

chess [t[es] n. 2uluuuun **chimney** ['tʃımnı] *n*. <code>δ|ulutını</code>ıq choice [t]ois n. phypnipinih choleric ['kələrik] n. mupunınıtı, nınınurnnrnp, խանուսվառ մառո clap ['klæp] v. duuh unuı, duuhunhuntı climate ['klaımıt] n. lılhuu climb ['klaım] v. մագլգել close-knit [,klous'nıt] a. մարերիմ, սերա կապեր closely ['klอนรโา] adv. 1. นนกบุททุกนั้น 2. ուշադիր, ուշադրությամբ coach [kouts] 1. n. uunghs 2. v. uunghs, սովորեցնել coal ['kəul] n. wðnıþı coast ['kəust] n. wuh, dndwuh colony ['kɔlənı] n. quınnıp comfortable ['kʌmfətəbl] a. hunuun comment ['koment] n. մեկնաբանություններ **commentator** ['komenteite] n. մեկնաբան commerce ['kəmə:s] n. umlunun commercial [kə'mə:[əl] n. nunhn/ հեռուստատեսային գովազդ **commitment** [kə'mıtmənt] *n*. huludlunnıpınılı **common** [ˈkəmən] a. սովորական commonplace [ˈkəmənpleɪs] a. սովորական երևույթ communicate [kəˈmju:nɪkeɪt] v. hunnnnulqdla **communication** [kə,mju:nı'keı[n] n.հաղորդակցություն compete [kəm'pi:t] v. ungul, ungulgul **complication** [,kəmplı'keıʃn] *n*. pարդություն condensed [kən'denst] a. hunuuqnud confident ['kənfidənt] a. yuyuuh confirm [kən'fə:m] v. huuquuqutı confuse [kənˈfjuːz] v. շփոթեցնել conquer ['kɔŋkə] v. hunptı, tıdımatı **conqueror** ['kəŋkərə] *n*. hunpən, tıduu6nn conscientious [ˌkənʃı'enʃəs] a. բարեխիղճ conscious ['konses] a. qhuuuhg **conservation** [konso'veif(o)n] n. բնապահպանություն considerate [kən'sıdərət] a. nızunhn, hnquunun **construction** [kən'strʌkʃən] n. 1. əhumpunnıpını 2. կառույց, շենք

consume [kən'sju:m] v. uuuuntı

contribute [kən'trıbju:t] v. ներդնել, նպաստել

convert [kən'və:t] v. փոխակերպել cool [ku:l] a. hnd, qnd cousin ['kazn] n. quipuhh, quipunihh **countryside** ['kʌntrı'saɪd] n. gınınuluulı dunn creative [kri'eitiv] a. umbndunun crew ['kru:] n.անձնակազմ **crime** [kraim] *n*. huliquilp criminal ['krımın(ə)l] n. huluquuqnnð crowd [kraud] n. uuupnhu **crowded** ['kraudid] a. jhpn jqdud, jtth-jtqniti **cruel** ['kru:อl] a. กุนเฮนเน็ crumble [ˈkrʌmbl] v. ավերվել, կործանվել cuisine [kwi:'zin] n. hunhuuling culprit [ˈkʌlprɪt] n. մեղսարար, մեղավոր culture ['kʌltʃə] n. մշակույթ cunning [ˈkʌnɪnŋ] a. խորամանկ curiosity [,kjuəri'əsiti] n. htmuppppmuhpnipiniü, հարգասիրություն currency ['karənsı] n. dullulum, mununnud **curriculum** [kəˈrɪkjuləm] n. ուսումնական ծրագիր curtain ['kə:t(ə)n] n. dunuqnın **cushion** $\lceil ku \rceil (\mathfrak{d}) n \rceil n$. pupa custard ['kʌstəd] n. եփած քաղզը կրեմ **custom** ['kʌstəm] n. undnnnıp customer [ˈkʌstəmə] n. hաճախորդ, գնորդ customs (house) ['kastəms] n. մաքսափուն cycle ['saikl] v. htduuuhd poti



daily ['deili] a. ամենօրյա, օրական
damage ['dæmidʒ] 1. n. վնաս 2. v. վնասել
damp [dæmp] a. խոնավ, թաց
danger ['deindʒə] n. վփանգ
dangerous ['deindʒrəs] a. վփանգավոր, սպաոնալի
date [deit] v. ժամադրվել
dawn [də:n] n. 1. լուսաբաց, արշալույս 2. սկիզբ
deadline ['dedlain] n. վերջնաժամկեփ
deal [di:l] n. գործարբ
deal with գործ ունենալ, առնչվել
death [deθ] n. մահ
debt [det] n. պարդթ
deceive [di'si:v] v. խաբել

decide [di'said] v. nnnoti, yantı decision [dı'sıʒn] n. npnəniű, yahn deck ['dek] n. muhumuhuuuud decline [dı'klaın] v. wühniğ, üdwigniğ decorate ['dekəreit] v. quinnunti **deep** [dɪ:p] *a*. 1. խոր 2. մուգ (գույնի մասին) 3. թավ, խուլ (ձայնի մասին) **defeat** [dı'fı:t] v. hաղթել, ջախջախել defend [dı'fend] v. պաշտպանել **deforestation** [di'fɔrɪsteɪʃ(ɔ)n] n. wuyuwuwhwynni delicate ['delikit] a. unipp, uppugun **delicious** [dɪ'lɪʃəs] a. huuմեη depart [di'pa:t] v. մեկնել **departure** [di'pa:t[ə] n. մեկնում depend [di'pend] v. huhuni nihihui, կախված լինել depict [dı'pıkt] v. պատկերել, նկարել deplete [dɪ'plɪ:t] v. սպարել depository [di'pozitori] n. qpuuquhng **descent** [di'sent] *n*. duigniú **describe** [dɪsˈkraɪb] v. նկարագրել desert ['dezət] n. անապատ desert island անմարդաբնակ կղզի **design** [dı'zaın] n. alımılınını **desperate** ['desporit] *a.* hniuuhuuηվшð, հուսալքված $\mathbf{dessert} [\mathbf{d}_1'\mathbf{z}\mathbf{z}\mathbf{z}] n$. աղանդեր, քաղցրավենիք destroy [dis'troi] v. կործանել, ավերել develop [di'velop] v. quinquibui, quinquiquiti dictator [dik'teitə] n. բոնակալ, բոնապետ dictionary [ˈdɪkʃənrɪ] n. բառարան die [dai] v. մեռնել, վախճանվել different ['dɪfrənt] a. պարբեր, զանազան digest [dai'dgest] v. uunuti digital [ˈdɪdʒɪt(ə)l] a. թվային **diligent** ['dılıdʒənt] a. 9wwwubn, wəhwunwubn **dimension** [dai'men s n. s wh director [dai'rectə] n. nhdhunn disability ['dɪsə'bɪlɪtɪ] n. անաշխափություն disappear [disə'piə] v. wühtunwüwi disappoint ['dɪsə'pəɪnt] v. հիասթափվել disaster [di'za:stə] n. untun, unhuulhnp **discrete** [dı'skri:t] a. վերացական disease [dı'zi:z] n. հիվանդություն disgust [dis'gast] n. qqduuup, unnquuup dishonest [dis'onist] a. անացնիվ, խարդախ

display [dis'plei] n. ցուցադրում
disseminate [di'semineit] v. պարածել
distinguish [di'stiŋgwɪʃ] v. պարբերել
distribute [dis'tribju:t] v. բաշխել, բաժանել
diverse [dai'və:s] a. զանազան, պարբեր,
բազմազան
dream [dri:m] 1. n. երազ, երազանբ
2. v. երազ պեսնել, երազել
drive [draiv] v. վարել (ավփոմեթենա և այլն)
during ['djuəriŋ] prep. ընթացթում



eagle [1:gl] n. unohu earnest ['ə:nɪst] a. mm9 earth [၁:0] n. 1. երկիր, երկրագունդ 2. զամաբ, հող, գետին earthquake ['ə:0kweik] n. tplpuqupd **east** [1:st] *n*. արևելը Easter ['1:stə] n. Quunhly easy-going ['1:z1,gouin] a. himuphu htay uminn, անհոգ (մարդ) edit ['edit] v. huupuugnti efficient [1'f1[ent] a. npuljuj, ghynnü, արդյունավետ effort ['efət] n. 6hq, thnnå elect [1'lekt] v. ընտրել eliminate [1'lımıneit] v. վերացնել, ոչնչացնել embarrass [im/bærəs] v. շփոթեցնել, շփոթվել emerge [1'mə:dʒ] v. հայտնվել, առաջանալ emit [1'mɪt] v. pnnfiti, unmunnti encourage [in'karidʒ] v. քաջալերել, խրախուսել endanger [in/deindʒə] v. վտանգի ենթարկել endangered [in'deindzoid] a. wuhwiyuugnn, բնաջնջվող enduring [in'djuərin] a. երկարատև, տևական **enemy** ['enimi] *n*. թշնամի energetic [,enə'dzetik] a. hnulinnili, qnpðniliju enjoy [m'dʒɔɪ] v. բավականություն սփանալ, զվարճանալ enlarge [ɪn'la:dʒ] v. մեծացնել, ընդարձակել enormous [1'no:mos] a. վիթխարի, huկա entertain [,entə'tein] v. զբաղեցնել, զվարճացնել

enthusiastic [ɪn,θju:zı'æstık] a. խանդավար

envious ['enviจs] a. นิเนโนเนนิ environment [in'vaioronmont] n. 2nouwww, uhouduin erase [1'reiz] v. 96961 erect [1'rekt] v. կառուցել, կանցնեցնել erode [1'roud] v. nnnnti, puipuiti escape [1'skeip] v. thutuniumh nhuti estate [1s'test] n. hundudp eternal [ı'tə:nəl] a. մշտական, հավերժ even ['1:vən] 1. a. hunp, huduuun 2. adv. անգամ, նույնիսկ event [1'vent] n. η tup, η tunununani η init everlasting [evə'la:stɪŋ] a. hudhıntıludud exaggerate [1g'zædʒəreit] v. suuhuuquuliqlibi examine [1g'zæmin] v. niuniúluuhnti **exception** $[1k' \operatorname{sep}] n$. pugunnipjnili exchange [iks'tʃeindʒ] v. փոխանակել **exciting** [1k'saiting] a. hnighs, hnumuninhs, graphs exclaim [iks'kleim] v. puiguilulisti exhausted [1g'zɔ:stɪd] a. nɪduuuyun, uyunduð **exhibition** [,eksi'bi[n] *n*. գուզահանդես expensive [iks'pensiv] a. թանկ, թանկարժեք explore [ik'splo:] v. հետագոտել, ուսումնասիրել explosion [ek'sploug(o)n] n. www.piniu **expressiveness** [1k'spresivnos] n.

F

extraterrestrial [,ekstrətə'restriəl] a. արտերկրային

extraordinary [1k'stro:d(ə)n(ə)r1] a. unnuununun,

արտահայտչություն

արտակարգ

fabulous [ˈfæbjuləs] a. ատասպելական fair [ˈfɛə] n. փոնավաճառ faith [ˈfeɪθ] n. հավափ, վափահություն faithful [ˈfeɪθful] a. հավափարիմ, նվիրված false [ˈfəːls] 1. a. կեղծ, արհեսփական 2. n. սուփ, սիապ fame [ˈfeɪm] n. համբավ familiar [fəˈmɪljə] a. ծանոթ famous [ˈfeɪməs] a. հոչակավոր, մեծահոչակ fan [ˈfæn] n. 1. երկրպագու, սպորփի մոլի սիրահար 2. հովհար fantastic [fænˈtæstɪk] a. հիանալի, հիասքակ fascinating [ˈfæsɪneɪtɪŋ] a. հմայիչ, հիանալի

fashion ['fæ[ən] n. Linnualınıpınılı, Linnual fate [feit] n. pulum, ճակատագիր **fatty** ['fætı] a. 1. qtn 2. ճարպային **favourite** ['feivərit] a. uhntih, uhnuð **feast** [fi:st] *n*. խնջույթ, փոն feather ['feðə] n. փետուր feed ['fi:d] v. (fed, fed) ulti, utnuulnti **feeling** ['fi:liŋ] *n*. qquqniմ, qquqմniնp **festival** ['festival] *n*. պոնակապարություն, տոն, փառատոն **festivity** [fe'stiviti] *n*. huhnipinih, խանդավառություն, փոնականություն fetch [fetf] v. quui u punti **field** [fi:ld] *n*. 1. դաշտ 2. բնագավառ **fig** ['fig] n, pnia fight ['fait] v. (fought, fought) կովել, մարտնչել, պատերազմել **figurative** ['figərətiv] a. պատկերավոր fire ['faiə] v. աշխապանքից ազապել, հեռացնել fix ['fiks] v. 1. uunuguti 2. uutnti (hujugpn), կենտրոնացնել (ուշադրությունը) 3. որոշել, վճռել (ժամկետը, գինը) flavour ['fleivə] n. pninuniup, pnin flexible ['fleksəbl] a. ស្បារប flight [flast] n. pnhsp flourish ['flarif] v. ծաղկել, բարգավաճել **flu** ['flu:] n. qphy **fluffy** ['fl Λ fi] a. ψ hu ψ nı ψ , ψ n ψ nı focus ['foukos] v. կենտրոնանալ, կենտրոնացնել folk ['fouk] a. dnnndnnuhulu follow ['fələu] v. 1. հետևել 2. հետապնդել 3. հաջորդել 4. բխել, հետևել **fool** [fu:l] 1. *n*. հիմար, տխմար 2. *v*. հիմարացնել force [fo:s] n. nid forefather ['fɔ:fɑ:ðə] n. huhuhunn, huhhh foreign [ˈfɔrɪn] a. 1. օտարերկրյա, օտար, արտասահմանլան 2. արտաքին former ['fɔ:mɔ] a. tuulunnn, tuuluthti **fortune** ['fɔ:tʃən] n. 1. pulum, ճակապագիր 2. հարստություն fossil ['fos(ο)l] n. ppudn found ['faund] v. hhմնադրել **founder** ['faundə] *n*. hhմնադիր friendly ['frendli] a. punjuguuluu, uhnuujhn, բարեկամական, ընկերական

frightened [ˈfraɪtnd] a. վախևցած
fuel [ˈfju:əl] n. վատելանյութ, վատելիք
fun [fʌn] n. ուրախություն, զվարձություն, կափակ
for fun կափակի համար
have fun զվարձանալ
funny [ˈfʌnɪ] a. 1. զվարձալի, ծիծաղելի
2. փարօրինակ, զարմանալի
fur [fə:] n. մորթի
furious [ˈfj:ərɪəs] a. կափաղի, մոլեգին
furniture [ˈfə:nɪt[ə] n. կահույթ



gain ['gein] v. huuuuti, atno ptinti, duuquulti gamble ['gæmbl] v. մոլի խաղեր խաղալ gambler [ˈgæmblə] n. խաղամոլ garbage ['ga:bid3] n. unp general ['dʒenərəl] a. nunhuuunın in general ընդհանրապես generation [,dʒenə'reı∫n] n. uերnıնդ generous [dzenə'rəs] a. 1. utduhnqh 2. առափաձեռն genocide ['dʒenəsaɪd] n. qtnuuuyuutnıpınıtı ghost [goust] n. nındududu, nah giant [dʒaɪənt] a. huluu, dhphumph glory ['glo:ri] n. thump goal [goul] n. huuunuu **goalkeeper** ['goul,ki:po] n. nunuuuuuuuuh god [god] n. Uuunuuð gold [gould] 1. n. nuկի 2. a. nuկյա, nuկե golden [ˈgəuldən] a. 1. ոսկեզույն 2. թանկարժեք **goldsmith** ['gouldsmiθ]] *n*. nultphs good-looking [ˈgudˈlukɪŋ] a. գեղեցիկ, գեղեցկադեմ good-natured ['gud'neitsəd] a. punthnah, բարեհամբույր goods [gudz] n. ապրանք gorgeous [ˈgɔːdʒəs] a. hnյակապ, շբեղ, պերճ gossip ['gossp] 1. n. pudpuuude 2. v. pudpuuti **government** ['gavənmənt] n. կառավարություն graduate [ˈgrædjuɪt] n. շրջանավարփ grateful [ˈgreɪtful] a. երախտապարտ, շնորհակալ gratitude [ˈgrætɪtju:d] n. երախփագիփություն

greedy [ˈgrɪ:dɪ] a. ազահ, ժլափ greengrocery [ˈgrɪ:n,grəusərɪ] n. մրգի և բանջարեղենի խանութ greeting [ˈgrɪ:tɪŋ] n. բարև, ողջույն grief [ˈgrɪ:f] n. վիշփ, թախիծ guess [ges] v. 1. ենթադրել, կարծել 2. գուշակել, կռահել guilty [ˈgɪltɪ] a. մեդավոր



habit ['hæbɪt] n. unվորություն **hammer** ['hæmə] 1. *n*. մուրճ 2. *v*. մեխել hand [hænd] v. ւրալ, հանձնել handle ['hændl] n. pphull, lipp hang ['hæŋ] v. կախել hard [ha:d] a. 1. կարծր, պինդ 2. դժվար, ծանր hardly ['ha:dl1] adv. hughd, hughd pt **hardworking** ['ha:d,wə:kɪŋ] a. uıɔhuuınuuutn **harm** [ha:m] 1. *n*. վնաս, կորուստ 2. v. վնասել **head** [hed] 1. n. gm, η thudun, η th 2. v. գլխավորել, դեկավարել **headline** ['hedlain] n. dtntuughn heal [h1:1] v. pnidtj **healthy** ['helθ₁] a. unnη₉ heart [ha:t] n. 1. uhpup 2. uhpul, lupphq **heat** ['hɪ:t] *n*. շոգ, պաքություն heaven [hevn] n. tplhtp, npulun **height** [haɪt] n. 1. բարձրություն, հասակ 2. բարձունք **helicopter** ['helikopto] *n*. ninnumhn hell [hel] n. ndn|up **help** [help] 1. n. oglinipjnili 2. v. ogliti help yourself հրամմեցեք, հյուրասիրվեք herald ['herəld] v. uuqnununti hesitate ['heziteit] v. mumulidli **hiking** ['haɪkɪŋ] n. 1. nuppnu qrnuwup 2. զբոսաշրջություն hire [haiə] 1. n. dundnið, dunduduniðinið 2. v. վարձել **hit** [hɪt] 1. n. hարված 2. v. խփել, հարվածել

great [greit] a. 1. մեծ 2. վեհ a great deal of շատ

holiday ['holodi] n. 1. บุทณ์ 2. นุทธินปุกเทก holy [houli] a. uning, unguigut **homeless** ['houmlis] *a*. անտուն honest [ˈɔnɪst] a. ացնիվ, անկեղծ horrify ['horrfar] v. dudutquti hospitable [ˈhəspitəbl] a. հյուրընկալ, հյուրասեր host [houst] n. yntn, ynut yntn huge [hju:dʒ] a. հսկայական, վիթխարի **humanities** [hju:ˈmænətɪz] *n*. hումանիտար գիտություններ humanity [hju:ˈmænɪtɪ] n. մարդկություն **humorous** ['hju:mərəs] a. երգիծական, ծիծաղաշարժ, գավեշտական **hunt** [hant] 1. *n*. npu 2. *v*. npuuj **hunter** ['hʌntə] *n*. nnunnn hurricane ['hʌrɪkən] n. փոթորիկ, մրրիկ



ice [ais] n. uumnijq iceberg ['aisbə:g] n. ınnugnn uunguitn idea [ai'diə] n. quunuuhun, uynunnuqniu identify [ai'dentifai] v. ինքնությունը հաստատել, ճանաչել idle ['aidl] a. wwnww, wbonnd idly ['aidli] adv. wwnww-uwnww ignore [1g'no:] v. unhuuuunhti, uuuntuti imagine [1'mædʒɪn] v. երևակայել, պատկերացնել, ենթադրել imitate ['imiteit] v. ընդօրինակել, նմանակել immediately [1'mɪ:dɪətlɪ] adv. անմիջապես immigrant ['imigrant] n. נונק השוקותון immortal [i'mɔ:t(ɔ)l] a. ພໂເນີພh impact ['impækt] 1. n. ազդեցություն 2. [im'pækt] v. uignti **impatient** [imˈpeiʃənt] a. անհամբեր inclination [,inkli'neif(o)n] n. ahpp, huluni incredible [in/kredibl] a. whuduyuujh independence [ˌɪndɪˈpendəns] n. ພມີປຸພຸປຸນກາງຈຸການ independent [ˌɪndɪ'pendənt] a. անկախ indifferent [ɪnˈdɪfərənt] a. անկախ industry [ˈɪndəstrɪ] n. արդյունաբերություն infinitive [ɪnˈfɪnɪtɪv] n. ρ ևp. բայի անորոշ ձևը influence ['ɪnfluəns] 1. n. ພດກຸປຊາເອງກາໂ 2. v. ազդել

inform [in'fo:m] v. untinthuighti, hunninti information [infə'mei[n] n. ununtunipiniu, լուր, հաղորդում ingredient [in'gri:dient] n. pununnuuuu, rununnhs inhabit [ın'hæbɪt] v. բնակեցնել initiative [າ:'nາ[ətɪv] n. ໂເພ] ພາຍ ໂຕເຊັນ ເຄົາ ເຂົ້າ ເຄື່ອນ injure ['indʒə] v. dbwubi, dhnwdnnbi innocent [ˈɪnəsnt] a. ພໂນປະຖ **innovative** ['inevertiv] a. linnunun inquire [in'kwaiə] v. hungüti, hungniű müti, տեղեկանալ inspiration [,inspə'rei[n] n. natətisnit inspire [ɪn'spaɪə] v. nglɪnntɪ, ngtɔໂɪಽtɪ insult [in'salt] v. dhnudnnti intellect ['intəlekt] n. բանականություն, խելթ intelligence [ɪn'telɪdʒəns] n. խելք, ընդունակություն intelligent [in'telidgent] a. hubi uigh interview ['intəvju:] 1. n. hunguqnnıg 2. v. հարցագրույց անցկացնել invent [in'vent] v. hujuhungnpdti, gjnin uhti, հնարել, սփեղծել **investigation** [n'vesti'gei[n] n. 1. ուսումնասիրություն 2. հետագոտություն invitation [ɪnvɪˈteɪʃn] n. հրավեր invite [in'vait] v. hnuighpti irritate [ˈɪrɪteɪt] v. գրգոել, զայրացնել

island ['aɪlənd] n. կηqh **issue** [′1ʃu:], [′1sju:] *n*. խնդիր



jealous ['dʒeləs] a. huhumha, humhnyn jewelery, jewellery [ˈdʒu:əlrɪ] n. զարդեղեն, ոսկերչական իրեր join [dʒɔɪn] v. 1. միացնել, միանալ, միավորվել 2. ընդունվել joke [dʒəuk] n. կափակ ղություն, [0] [dʒɔɪ] n. nınılınınınılı **jump** [dʒʌmp] 1. n. ցատկ, թռիչք 2. v. ցափկել, թոչել jungle ['dʒʌŋgl] n. 9nılıqıh

junk ['dʒʌŋk] *n*. անպետքություն, թափոն **just** [dʒʌst] 1. *a*. արդար 2. *adv*. ճիշտ, հենց **justice** ['dʒʌstɪs] *n*. արդարություն



keen [ki:n] a. սրաթափանց
kid [kid] n. երեխա v. կափակել
no kidding առանց կափակի
kind-hearted [ˈkaɪndˈhɑ:tɪd] a. բարեսիրփ,
ազնվահոգի
knowledge [ˈnɔlɪdʒ] n. գիփելիք
known [nɔun] a. հայտնի, ծանոթ



ladder [ˈlædə] n. ձեռնասանդուդը land [lænd] v. dwintop hwmunti landing [lændinn] n. dwintop landscape [læn(d)skeip] n. բնանկար late [leit] a. ni2 lately ['leitli] adv. ulinolinu laugh [la:f] 1. n. dhdun 2. v. dhdunti launch [ˈlɔ:ntʃ] v. արձակել (հրթիռ, նավ) law [lo:] n. օրենք, իրավաբանություն lawyer ['lɔ:jə] n. hրավաբան, փաստաբան lazy ['leizi] a. dniji lead [li:d] v. առաջնորդել, դեկավարել leader ['lı:də] n. ŋtluulun, unuıştının **leaf** [li:f] *n*. 1. տերև 2. թերթ (գրքի) **leftover** ['left, ouvo] n. մնացորդ leisure ['leʒə] n. ազատ ժամանակ licence ['laisəns] n. pnijiyidinəjnili lie I [lai] 1. n. unith, uthuhununipinit 2. v. ստել lie II [laɪ] v. (lay, lain) պատկել, գտնվել **lifeboat** ['laɪfbəut] *n*. փրկամակույկ lightening [ˈlaɪtnɪŋ] n. կայծակ limit [ˈlɪmɪt] v. սահմանափակել **liquid** ['likwid] *n*. htmnih list [list] n. gnigulų log [log] v. գրանցվել (համակարգչում) lonely ['ləunlı] a. ພກເຫນ້ອງໂນ, ເປົ້າພາໂນເປັ looking-glass [ˈlukɪŋglɑːs] n. hայելի

lose [lu:z] v. կորցնել
loss [los] n. կորուստ
lounge [laundʒ] n. հանգստի սենյակ
lovely [ˈlʌvlɪ] a. գեղեցիկ, սիրուն
loyal [lo:ol] a. հավատարիմ, անձնվեր
luck [lʌk] n. բախտ
luggage [ˈlʌgɪdʒ] n. ուղեբեռ
lunch [lʌntʃ] n. ընդմիջման նախաձաշ
luxury [ˈlʌkʃərɪ] n. շթեղություն, ձոխություն



magazine ['mægəˈzɪ:n] n. պարբերական, ամսագիո magician [mə'dʒı∫n] n. hpuzuqnpð magnificent ['mæg'nıfısnt] a. hpuzuılh, hhuupuuls majority [mə'dʒərɪtɪ] n. մեծամասնություն manage ['mænɪdʒ] v. կառավարել manuscript ['mænjuskript] n. atnunghn \mathbf{martyr} ['ma:tə] n. \mathbf{y} unuuuyuy, \mathbf{u} \mathbf{u} massacre ['mæsəkə] n. կուրորած, սպանդ masterpiece ['ma:stəpi:s] n. qını huqnındıng **measure** ['meʒə] 1. n. suuh 2. v. suuhti melt [melt] v. huisti, huitquti member ['membə] n. นน์ทุนเน้ memorial [məˈmɔ:rɪəl] n. hnıวนเทลินเนิ **memory** ['memori] n. 1. hhanninginit 2. հիշափակ 3. հուշեր mention ['men[n] v. hhauquulti, liati merge ['mə:dʒ] v. միաձուլվել, միախառնվել message ['mesidʒ] n. hunnnnugnnipjniù, տեղեկություն mirror [ˈmɪrə] n. hայելի mistake [mis'teik] n. uhuuj, uhuujuniup monitor ['monitə] v. huկել mortal ['mɔ:t(ə)l] a. մահկանացու monument ['monjument] n. hnเวนเทลินเน็ \mathbf{mood} ['mu:d] n. պրամադրություն **moody** ['mu:d1] a. 1. ທຸກຸພຸນພຸທຸກຸກາເອງເພໂ փոփոխությոններին արագ ենթարկվող 2. մռայլ, նոթոտ mourn [mɔ:n] v. ողբալ, սուգ անել **murder** ['mɔːdɔ] 1. *n*. սպանություն 2. v. սպանել muscular ['mʌskjulə] a. մկանուր, մկանեղ, ջլուր mystery [ˈmɪstərɪ] n. առեղծված, գաղտնիք

N

nail [ˈneɪl] 1. n. մեխ 2. v. մեխել
naked [ˈneɪkɪd] n. մերկ
nasty [ˈneɪstɪ] a. զզվելի, դոհան
nationality [næʃəˈnælɪtɪ] n. ազգություն
native [ˈneɪtɪv] a. 1. բնիկ, դրեղացի

2. հարազափ, հայրենական **natural** [ˈnætʃrəl] *a*. բնական **nature** [ˈneɪtʃə] *n*. 1. բնություն

2. բնույթ, բնավորություն, խառնվածք necessary ['nesisəri] a. wühnudtəyi necklace ['neklis] n. մանյակ **need** [nɪ:d] 1. *n*. կարիթ 2. *v*. կարիթ ունենալ **needle** ['nɪ:dl] *n*. wutŋ negative ['negətiv] a. ժիսրական, բացասական neighbour [ˈneɪbə] n. հարևան **nephew** ['nevju:, nefju:] *n*. եղբոր կամ բրոջ որդի **news** [nju:z] n. [nnn, [nnnnn]p]ni[u]**newspaper** ['nju:s,peipə] n. jpuighp niece [ni:s] n. եղբոր կամ քրոջ աղջիկ nightmare ['naɪtmɛə] n. นกุฉันเป็นเบื้อ noble [ˈnəubl] a. ացնվաբարո **noisy** ['nɔɪzɪ] *a*. ພη ίμη μη **noon** [nu:n] *n*. Utuon, Theont north [no:θ] n. hjniuhu northern [ˈnɔːðən] a. hງການຸhuພາງ ໂນ nourishment ['nari[mənt] n. ulinilin, litinulinin numerous ['nju:mərəs] a. puquuphu **nutritious** ['nju:trɪʃəs] a. ulununun, ulunghs



obsolete [ˈɔbsəliːt] a. հնացած
obstacle [ˈɔbstəkl] n. խոչընդուր
occasionally [ɔˈkeɪʒnəli] adv. պապահմամբ,
պապահաբար
odd [ˈɔd] a. պարօրինակ, անսովոր
offend [ɔˈfend] v. վիրավորել
offer [ˈɔfə] 1. n. առաջարկ 2. v. առաջարկել
office [ˈɔfis] n. գրասենյակ, հիմնարկ
old-fashioned [ˌɔuldˈfæʃənd] a. հնաձև, հնաոձ
open-minded [ˌɔupənˈmaɪndɪd] a. լայն
աշխարհայացք ունեցող

opinion [əˈpɪnjən] n. կարծիք
opportunity [ˌəpəˈtju:nɪtɪ] n. առիթ,
hնարավորություն
opposite [ˈəpəzɪt] a. hակադիր, հանդիպակաց,
դիմացի
optimistic [ˌəptɪˈmɪstɪc] a. լավատես
original [əˈrɪdʒənəl] 1. n. բնագիր
2. a. սկզբնական, ինքնատիպ
outcome [ˈautkʌm] n. արդյունք
outgoing [ˌautˈgəuɪŋ] a. մարդամոտ,
բարեհամբույր, զրուցասեր
outstanding [ˌautˈstændɪŋ] a. նշանավոր, ականավոր
oven [ʌvn] n. փուռ, ջևոռց
overcome [əuvəˈkʌm] v. հաղթահարել



pack [pæk] 1. n. humng 2. v. humptpundnpth, կապկաել (հրերդ) paddle [pædl] v. թիավարել painting ['peinting] n. նկար, պատկեր pair [peə] n. qniq pancake ['pænkeik] n. ınınupıha, lippupıha paradise ['pærədais] n. nnuhun parcel ['pa:sl] n. duung parent ['pɛərənt] n. ຽໂເກຖ parrot ['pærət] n. pnıpul participant [pa:/tisipent] n. մասնակից pass [pa:s] v. 1. wuguti 2. hnhuwugti passenger ['pæsindʒə] n. ninlinn **passive** ['pæsɪv] *a. ὑ»ñ.* կրավորական (uեn) past [pa:st] n. whgun path [pa: θ] n. ninh, ճանապարհ patience ['peisəns] n. huidpunipjniu patient ['per[ont] 1. n. hhduuun 2. *a*. համբերափար patiently ['peisontli] adv. hամբերափար ձևով peak [pi:k] n. quiquip pen-friend ['penfrend] n. նամակագրության ընկեր perform [pə'fə:m] v. humuntı performance [pə'fə:məns] n. litplyujuqnıl personality [pə:sə'nælıtı] n. phudununpuni, անհատականություն

phlegmatic [fleg'mætik] a. uwnhwninih, անտարբեր, ալարկոտ **picnic** [pɪknɪk] *n*. զբոսախնջույք placid ['plæsid] a. hullinunun, huunun **playwright** ['pleirait] n. huunuuqnn pleasant ['pleznt] a. hաճելի, դուրեկան pleasure ['pleaso] n. huudniip, puuduuluuliniipiinili **plump** ['plʌmp] a. թմբլիկ, գեր pocket ['pokit] n. qnuuu poem [ˈpəuɪm] n. բանասփեղծություն **pollution** [pə'lu: $\int (\mathfrak{d}) \mathbf{n} \cdot \mathbf{n}$ η ρομιμω միջավայրի աղփոփում pool ['pu:l] n. ջրափոս, փոքրիկ լճակ popular ['popjulə] a. ճանաչված, հայտնի, հանրաճանաչ **population** [,popju'le1 sn] n. phulympjnih position ['pəzɪʃ(ə)n] n. պաշպոն power ['pauə] n. 1. nid. կարողություն 2. Էներգիա 3. իշխանություն pray ['prei] v. unnpti prayer ['preə] n. unnpp precious ['prefos] a. puullundtp predict [pri/dikt] v. կանխագուշակել prepare [pri'psə] v. պատրաստել presence ['prez(ə)ns] n. ներկայություն preserve [pri'zə:v] n. unqtınq pride [praid] n. հպարփություն **priest** ['prist] *n*. քահանա, պերպեր private ['praɪvɪt] a. մասնավոր, անձնական process ['prouses] v. մշակել produce [prə'dju:s] v. արփադրել **prolific** [prəˈlɪfɪk] a. բեղմնավոր **prominent** ['prominent] a. ականավոր, մեծահռչակ, հռչակավոր promote [prə'məut] v. առաջ փանել **pronounce** [prəˈnauns] v. արփասանել **proof** [pru:f] *n*. www.gnijg prosper ['cqccqq'] v. punquududuf protect [prə'tekt] v. պաշտպանել **proud** ['praud] a. huunun proudly [praudli] adv. հպարփորեն prove [pru:v] v. uuuuqniqti provide [pro'vaid] v. uuquihnilli public ['pʌblɪk] 1. n. հասարակություն, ժողովուրդ 2. a. հասարակական, հանրային publish ['pʌblɪʃ] v. հրափարակել

punish ['pʌnɪʃ] v. պատժել
puppet-show ['pʌpɪt'ʃəu] n. տիկնիկային
ներկայացում
pure [pjuə] a. մաքուր, անարատ
pursue [pəsju:] v. իրականացնել, հետապնդել



quarrel ['kworəl] 1. n. վեճ, կոիվ
2. v. վիճել, կովել
question ['kwestʃən] 1. n. hարց
2. v. hարցնել, hարցաքնել
queer ['kwiə] a. պարօրինակ
queue [kju:] n. hերթ
quickly ['kwikli] adv. արագ
quiet ['kwaiət] a. hանգիստ, խաղաղ
quietly ['kwaiətli] adv. hանգիստ ձևով
quit ['kwit] v. աշխապանքից հեռանալ



race [reis] 1. n. ungniu 2. v. ungti rainbow ['reinbou] n. dhuduli rainforest [ˌreɪn'fərɪst] n. արևադարձային անտար raise [reiz] v. punanuguti realize ['riolaiz] v. huuluuluu, qhuuluti real [ˈrɪəl] a. սփույգ, իրական reason ['rɪ:zn] n. պատճառ recently ['ri:səntli] adv. yltnotnu recognize ['rekəgnaız] v. ճանաչել, իմանալ recover [ri'kʌvə] v. wnnŋəwbwj recycle [,ri:saik(ə)l] v. ylanuuyuulti reduce [ri'dju:s] v. hnaminti reflect [ri'flekt] v. պատկերել, արտացոլել **reflexive** [rɪ'fleksɪv] a. ù»ñ. шնդրшդшηδ regard [ri'ga:d] v. կարծել, համարել regular [ˈregjulə] a. կանոնավոր relationship [reˈlaɪʃənʃɪp] n. հարաբերություն relative ['relətiv] n. բարեկամ relax [ri'læks] v. 1. pnijului 2. huliquyului reliable [rɪˈlaɪəbl] a. վստահելի, հուսալի remodel [ˌrɪː/mɔd(ə)l] v. վերանորդել remote [rɪˈməut] a. հեռավոր, հեռու remote control հեռակառավարման վահանակ

rent [rent] 1. *n*. վարձ, ռենտա saint [seint] n., a. uning 2. v. վարձով տալ, վարձել sale [seil] n. qtnsdud duidung repair [rɪˈpɛə] 1. n. ປຸ່ນການໂກກກາດການ satellite [ˈsæt(ə)laɪt] n. արբանյակ 2. v. վերանորոգել **satisfaction** [.sætis'fæk[n] n. pudumunduðnipjniti reply [ri'plai] 1. n. պատասխան satisfy ['sætisfai] v. pudumunti 2. v. պատասխանել **saucer** [so:sə] n. whut, whut (ptih) report [rɪ'pɔ:t] 1. n. զեկուցում, հաշվետվություն 2. savage [ˈsævɪdʒ] n. վայրենի մարդ v. գեկուգել, հաշվետվություն տալ scary ['skeəri] a. uwnuwhtih, unuhwih, represent [,repri'zent] v. ներկայացնել զարհուրելի reputation [,repju'te1∫ən] n. huuupuul **schedule** ['fedju:l], ['skedju:l] n. gniquil, rescue ['reskju:] 1. n. փրկություն չվագուգակ 2. v. փրկել, օգնել scholar [ˈskələ] n. 1. գիտնական research [ri'sə:tf] n. htmuqnunipinil, 2. կոթաթոշակառու գիտական աշխատանք scholarship [ˈskɔləʃɪp] n. կրթաթոշակ reserved [ri'zə:vd] a. hupuwuhnh, ns uunnuunn scientist [ˈsaɪntɪst] n. գիտնական resident [ˈrezɪd(ə)nt] n. բնակիչ scissors ['sɪzəz] n. մկրափ resort [rɪˈzɔːt] n. առողջարան screen [skri:n] n. Էկրան respect [ri'spect] n. hարգանք script [skript] n. Thinh uquum responsible [ri'sponsobl] a. պատասխանատու sculpture [ˈskʌlptʃə] n. բանդակ, rest [rest] n. hulighum թանդակագործություն the rest մնացածը, մյուսները search [so:tf] 1. n. npnlini 2. v. npnliti, thluppli restore [ri'sto:] v. վերականգնել security [sɪˈkjuərɪtɪ] n. անվտանգություն reveal [ri'vi:l] v. puquhujinti, nnulinnti selfish ['selfif] a. tuwutn, tuwuwyn riddle [ˈrɪdl] n. հանելուկ settle ['setl] v. բնակվել, բնակություն հաստատել ride [raid] v. (rode, ridden) ahudunti sew [səu] v. կարել ridicule [ˈrɪdɪkju:l] v. ծաղրել shadow ['fædəu] n. uyıdlan ritual ['rɪt[uəl] n. dtu, wnwnnnnıpınıtı shallow ['fæləu] a. 1. ծանծաղ 2. մակերեսային rock ['rok] n. duin **ship** [ʃɪp] *n*. նավ **rod** ['rɔd] *n*. կարթ **shooting** [' $[u:t:\eta]$ n. hpudqnipjnili **room** ['ru:m] n. ψ th, ψ th ψ shovel ['[Avl] 1. n. ph (thnppht puth) rough [raf] a. unuhun shower ['ʃauə] n. hnpn ເພີເດັກໂ routine [ru:'ti:n] n. nunniudud hung, $\mathbf{shy} [\mathbf{a}] a$. $\mathbf{uu} \mathbf{uu} \mathbf{shy}$, $\mathbf{uu} \mathbf{nphuu} \mathbf{d}$ որոշակի ռեժիմ sick [sik] a. hhduuun rubbish [ˈrʌbɪʃ] n. աղբ, թափոն sigh [sai] v. 2nilis pui2ti ruin [ˈru:ɪn] v. քանդել, ավերել sight [saɪt] n. տեսարան rule [ru:1] 1. n. կանոն 2. v. կառավարել sightseeing [sait'si:iŋ] n. տեսարժան վայրերի rush [raf] v. սլանալ nhunniu sign [saɪn] 1. n. նշան 2. v. սփորագրել signature [ˈsɪgnətʃə] n. սփորագրություն silly ['sılı] a. hhմար, անհեթեթ sink [siŋk] v. uniqվել, խորփակվել sacred ['seikrid] a. աստվածային, սքանչելի skate [skeit] 1. n. sunioh 2. v. suniohutinih umhti sacrifice ['sækrıfaıs] v. qnhuptptı **ski** [ski:] 1. *n*. դահուկ 2. *v*. դահուկներով սահել

sad [sæd] a. whunin, whymin

sail [seil] v. hudunhti

safe [seif] a. wildling, wildling, wildling

skinny [skini] a. tihhun, hiniðduð

skyscraper ['skai,skreipə] *n*. երկնաքեր

slight ['slaɪt] a. թեթև, չնչին, աննշան

slip [slip] 1. սահում 2. v. սայթաբել, սահել **smart** [sma:t] *a*. unuufhm, huting **smell** [smel] 1. *n*. hnun, hnununnınını 2. v. hnւր զգալ, hnւր արձակել, բուրել **smile** [smail] 1. *n*. duppy 2. *v*. duppy smoke [smouk] 1. n. dnih 2. v. dhuti snail [sneil] n. hhunilio soccer ['sɔkə] n. $^3\dot{U}$ » \tilde{n} Ç \ddot{l} . φ nı φ nı sociable [ˈsəuʃəbl] a. ընկերական, մարդամուր, հաղորդասեր soft [soft] a. whumhnin, lining soil [soil] n. hnn soldier ['sould39] n. qhuqnn solitary ['sɔlɪt(ə)rɪ] a. միայնակ solution [səːˈlu:ʃən] n. เทเชิกเนี solve [solv] v. เทเป็น sorrow [ˈsərəu] n. թախիծ soul [soul] n. 1. hngh 2. մարդ, էակ **spaceship** ['speis' [ip] n. uphtqtpmuuud spare ['speo] v. huhunti spear ['spio] n. hhquil spectacles ['spektəklz] n. ակնոց spectacular ['spek'tækjulə] a. unuudnnhs spectator [spek'teitə] n. դիպորդ, հանդիսապես speech [spi:tf] n. hunup, 6um spicy [ˈspaɪsɪ] a. hամեմավոր spider ['spardə] n. uunn spinal cord ['spain(ຈ)l'kɔ:d] ກາໂກເຖັຖ splendid ['splendid] a. հիանալի, սքանչելի spoil [spoil] v. փչացնել, երես փալ spring [sprin] n. 1. quipni 2. quiquiuli3. աղբյուր stalls [stɔ:lz] n. պարտեր stare [steə] v. աչքերը չռել, սևեռուն նայել **state** [steit] 1. n. պետություն 2. a. պետական step-sister ['step,sistə] n. hunna pnijn still [stil] a. huughum, huughum stocky [ˈstɔkɪ] a. թիկնեղ, ամրակացմ store ['sto:] v. wuhti, wuhwutiti strategy ['strætədʒi] n. nuuquuqunnıpınıı stream [stri:m] n. hnuանք (ջրի), վտակ strength [strength] n. n1d, q1n1n1dstrike [straik] v. (struck, struck) hunduiðti struggle [ˈstrʌgl] 1. n. պայքար 2. v. պայքարել stuff [stʌf] v. լցնել, լցոնել **stupid** ['stju:pid] a. hhմար, iphuմար

subconscious [sʌbˈkənʃəs] a. ենթագիտակցական substantial [səb'stænʃ(ə)l] a. էական, հիմնական **suburb** [ˈsʌbəːb] *n*. արվարձան succeed [sək'si:d] v. hաջողվել, հաջողություն ունենալ successor [sək'sesə] n. dunuluqnnn, hugnnn suddenly [ˈsʌdnlɪ] adv. հանկարծակի suffer ['sʌfə] v. munumfi suffix [ˈsʌfɪks] n. վերջածանց suggest [səˈdʒest] v. առաջարկել, խորհուրդ փալ **suicide** ['s(j)u:said] n. httptuuuuuutunipinitesuit [ˈsjuːt] v. սագել **suitcase** ['sju:tkeis] n. 6wu0wnnib sultry ['saltri] a. ynnp, hhghs superb [ˈsjupə:b] a. ճոխ, պերճ **superior** ['sju'piəriə] *a.* qtpuquug, hhuuuih, hnwzwih **support** [səˈpɔːt] 1. n. աջակցություն 2. v. wowlight sure [ʃuə] 1. a. վսփահ 2. adv. անկասկած surf [sə:f] v. սերֆինգով զբաղվել surface [ˈsəːfis] n. մակերես surprise [sə'praɪz] n. անակնկալ surround [sə'raund] v. 2nounumuntı survive [sə'vaɪv] v. կենդանի մնալ, գոլափևել survivor [sə'vaɪvə] n. կենդանի մնացած, փրկված անձ suspect [ˈsʌspekt] 1. n. կասկածյալ 2. [səs'pekt] v. կասկածել swallow ['swələu] v. קחון קושון swear ['sweə] v. นกกปุน sweet-tempered [ˌswi:t'tempəd] a. hաճելի, փափուկ բնավորություն ունեցող swimming-pool [ˈswɪmɪŋˈpu:l] n. լողավազան **sword** ['sɔ:d] *n*. pnin sympathy ['simpəθi] n. կարեկզանք

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table tennis [ˈteɪblˈtenɪs] *n. սպորդդ.* սեղանի թենիս tail [teɪl] *n.* պոչ talk [təːk] 1. *n.* զրույց, խոսակցություն 2. *v.* խոսել, զրուցել talkative ['to:kətɪv] a. əuunuhnu tall [to:1] a. pundn, pundnuhuuuh target [ta:git] n. huuunuu task [ta:sk] n. առաջադրանք, հանձնարարություն taste [teist] 1. n. ճաշակ, huմ 2. v. ճաշակել, համտեսել tax [tæks] 1. n. hunh 2. v. hunh nhh teach [ti:tf] v. undnphqlibi, nuu mui tear 1. [tiə] n. ungnilip 2. [teə] v. (tore, torn) աատոել technique [tek'nı:k] n. մեթոդ, տեխնիկա technology [tek'nələdʒi] n. դրեխնոլոգիա teenager ['tɪ:neidʒə] n. www.wuh, nhowhwu **tell** [tel] v. 1. ասել 2. պատմել 3. հայտնել temper ['tempə] n. 1. phudnnnıpınıh 2. տրամադրություն tension ['ten \int on] n. μ upn ι u, Δ q μ u δ n ι p μ u δ terrible ['terəbl] a. սարսափելի, սոսկայի thievery $['\theta_1:v(\mathfrak{p})r_1]$ n. $\mathfrak{q}n\mathfrak{q}n\mathfrak{q}p\mathfrak{q}n\mathfrak{t}$ thread [' θ red] 1. n. pt $_1$ 2. v. uut $_1$ p $_2$ p $_3$ $_4$ t $_1$ threaten ['θret(១)n] v. uպառնալ thrilling ['thriling a. qquijugnilig, hnighs, qpuidhs timetable ['taım,teibl] n. sıluqnıquılı timid ['tımıd] a. tplysnyn, tudiuslynyntiny ['taını] a. 2wyı thnpp, wwyıhly **tip** ['tɪp] *n*. 1. ծայր 2. թեյադրամ tired [taiəd] a. hnqliud tolerant [ˈtələrənt] a. հանդուրժող, համբերափար tombstone ['tu:mstəun] n. ynunyunununun, գերեզմանաքար tongue [tan] n. 1tqni mother tongue մայրենի լեզու totally [təutli] adv. լիովին, ամբողջապես tour ['tuə] n. əpəuquınıpınılı trace ['treis] n. htmp trader ['treidə] n. արկարական **tradition** [trəˈdɪʃn] *n*. ավանդույթ traffic ['træfik] n. երթևեկություն traffic jam երթևեկության խցանում tragedy ['trædʒɪdɪ] n. nnphnanipiniù train ['trein] v. մարզել, սովորեցնել, վարժեցնել trait ['treit] n. punnna qhd transfer ['trænsfə:] v. տեղափոխել, փոխադրել translate [trænz'leit] v. punguululi transmit [trænz'mɪt] v. փոխանցել, ուղարկել

trash ['træf] n. unp

travel [ˈtræv(ə)l] 1. n. ճանապարհորդություն
2. v. ճանապարհորդել
traveller [ˈtræv(ə)lə] n. ուղևոր, ճանապարհորդ
treasure [ˈtreʒə] n. գանձ
treat [tri:t] v. 1. հյուրասիրել 2. վերաբերվել
trend [ˈtrend] n. ընդհանուր ուղղություն
tribe [ˈtraib] n. ցեղ, պոհմ
trick [trik] n. հնարք, խորամանկություն
triplets [triplits] n. եռվորյակներ
trouble [ˈtrʌbt] v. անհանգսդացնել
trustworthy [ˈtrʌst,wəːði] a. հուսալի, վսդահելի
twins [ˈtwinz] n. երկվորյակներ



ultimate ['ʌltɪmɪt] a. վերջնական

umbrella [Am'brelə] n. hnվանոց
underground ['Andəgraund] 1. n. մեւդրուպոլիւրեն
2. a. սպորերկրյա, սպորդգեւրնյա
understand [Andə'stænd] v. hասկանալ, ըմբոնել
underworld ['Andəwəld] n. դժոխք
unidentified [An'aidentifaid] a. անհայպ
unique [ju:'ni:k] a. միակ, եզակի, աննման,
անգուգական
unplug [An'plag] v. անջապել
unprecedented [An'presidentid] a. աննախադեպ
up-to-date ['Aptə'deit] a. այժմեական, նոր
urge [əːdʒ] v. սպիպել, պնդել
usual ['ju:ʒuəl] a. սովորական



vacant ['veɪkənt] a. դապարկ, ազատ, թափուր vacation (AmE) [vəˈkeɪʃn] n. արձակուրդ valuable ['væljuəbl] a. թանկարժեք, արժեքավոր variety [vəˈraɪətɪ] n. զանազանություն, բազմազանություն various ['vɛərɪəs] a. պարբեր, զանազան vary [veərɪ] v. պարբերվել verse [vəːs] n. պոեզիա victory ['vɪktərɪ] n. հաղթանակ view ['vju:] n. 1. պեսարան 2. պեսակետ 3. պեսադաշտ village ['vɪlɪdʒ] n. գլուղ

violent ['vaɪələnt] a. կապապի
virtually ['vəːtjuəli] adv. փասպորեն, իրապես
visit ['vɪzɪt] 1. n. այցելություն, այց
2. v. այցելել
visitor ['vɪzɪtə] n. այցելու, հյուր
vocabulary [vəuˈkæbjulərɪ] n. բառապաշար
voice [vəɪs] n. 1. ձայն 2. թեր. սեռ
voyage ['vəɪdʒ] n. ուղևորություն,
ճանապարհորդություն (ծովով)



wait [weit] v. uwuuuli waiter ['weitə] n. մափուցող waitress ['weitris] n. մապուցողուհի wake [weik] v. արթնանալ, արթնացնել walk [wo:k] v. puijti, nippid gliui, genuliti wallet ['wəlit] n. nnuuuuuuuuu wander ['wondə] v. puuhuntı, 209tı warm [wo:m] a. ynup, 9thu warn [wo:n] v. զգուշացնել, նախազգուշացնել warning ['wɔ:nɪŋ] n. qqnıɔuqnıŭ, նախազգուշագում warrior ['wəriə] n. nuquhl, qhulnp washing machine ['wo∫in mə,∫i:n] n. ıվugph մեթենա waste [weist] 1.n. թափոն 2. v. վարնել watch [wətʃ] v. հետևել, դիտել way [wei] n. ճանապարհ, ուղի weak [wi:k] a. unhum, pniji wear [weə] v. hughti, linti **weary** ['wiəri] a. hnqluud, dulldnuqud, dulldnujh weekend ['wi:k'end] n. 2umum li lihnulih ondu հանգիստ weigh ['wei] v. կշոել, կշիո ունենալ weight ['weit] n. h2hn, pm2, dmhnnpinhhwelcome ['welkəm] 1. n. nŋơnijū, punh quinium 2. v. ողջունել you are welcome բարով եկաբ well [wel] n. 9phnp well-built [,wel'bilt] a. պնդակազմ, լավ մարմնակազմ ունեցող

wheel [wi:1] 1. n. with d 2. v. uppu(d)u1, u1, u2, u3, u4, u5, u5, u6, u7, u8, u9, u

whisper [wispə] 1.*n*. thuthung, 22nit 2. *v*. 22tiquij willingly ['wɪlɪŋlɪ] v. պատրաստակամորեն win [wɪn] v. շահել, հարթել, հարթանակ տանել wise [waiz] a. huuuunniu witch [wit] n. [uu]uuunn, [u]hni[u]witness [witnis] n. dluu wonder ['wandə] 1. n. quintulip, hnuip v. գաղմանայ wonderful ['wʌndəful] a. hhuuunh, սքանչելի, գարմանալի wonderland ['wʌndəlænd] n. հրաշքների աշխարհ wool [wul] n. pnipn world [wə:ld] n. wəhuunh, երկիր all over the world աշխարհով մեկ worship ['wə:[1p] n. [4nnp], [4nnp], [4nnp]wound [wu:nd] n. վերք wrap [ræp] v. փաթաթել wreck [rek] n. կործանում, խորփակում wrestling ['reslin] n. nuppuuuunun wrong [ron] a. uhum, ns 6h2m what's wrong? ի՞նչ է պատահել



x-ray ['eks'rei] v. ռենւրգենյան ճառագայթներով լուսանկարել



yelp [jelp] *n*. 1. ճիչ 2. հաչոց yet [jet] *adv*. դեռ, դեռևս, արդեն, այնուամենայնիվ yolk [jəuk] *n*. ձվի դեղևուց youth [ju:θ] *n*. 1. երիփասարդություն 2. երիփասարդ, պափանի



zip code [ˈzɪp,kəud] *n*. փոստային ծածկագիր **zodiac** [ˈzəudɪæk] *n*. կենդանակերպ

whale [weil] n. կեպ

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LUSINE GRIGORYAN

English 10

10-ՐԴ ԴԱՍԱՐԱՆԻ ԴԱՍԱԳԻՐՔ ՀԻՄՆԱԿԱՆ ԵՎ ՆՊԱՑԱԿԱՅԻՆ ԾՐԱԳՐԵՐԻ ՀԱՄԱՐ

Հրատարակչության տնօրեն՝ Գեղարվեստական խմբագիր՝ Տեխնիկական խմբագիր՝ Համակարգչային ձևավորումը՝

ԷՄԻՆ ՄԿՐՏՉՅԱՆ
ՄԱՐԻԱՄ ԿԱՆԱՅԱՆ
ՆՎԱՐԴ ՓԱՐՍԱԴԱՆՅԱՆ
ՏԱԹԵՎԻԿ ՀԱՐՈՒԹՅՈՒՆՅԱՆԻ
ԿԱՐԻՆԵ ՀՈՎՀԱՆՆԻՍՅԱՆԻ

Կազմի ձևավորումը՝ ՄԱՐԻԱՄ ԿԱՆԱՅԱՆԻ

Գրքում օգտագործված նկարներ

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