

English

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UNIT 1 PEOPLE AROUND US



I can describe people around me.

Unit 1.1 Vocabulary

1  **SPEAKING** Discuss the questions in pairs/groups.

1. Do you make friends easily?
2. What kind of people do you make friends with? Why?

2  **1.1** Listen to the pronunciation of the words below and repeat.

rude	curly	brave	good-humored	foolish
dangerous	slim	straight	noisy	cruel
well-dressed	neat	plump	naughty	nasty
careful	selfish	unfriendly	creative	fashionable
good-natured	wonderful	different	unhappy	awesome

3  **1.1** Listen again and write the words under the correct column.

					
rude	curly	dangerous	unfriendly	fashionable	good-humored

4 Write the words in Activity 2 under the correct column. Compare your answers with a partner.

APPEARANCE/LOOK	PERSONALITY
<i>curly</i>	

5 Choose the correct word or expression to complete the conversations.



Jim: Mom, you know we have a new girl in our class.

Mom: Oh, really? What's her _____?

Jim: Her name is Penny.

Mom: What does she _____?

Jim: She has _____ hair and _____ eyes. She is really _____.
curly good-humored new name brown look like



Tina: I really like Bill. He is so _____ and _____. He is ready to help his friends when they need it.

Sara: I agree. He is also very _____. He reads a lot.

Tina: Yes. He told me he is reading an _____ book and promised to give it to me to read too.

interesting good-natured like smart helpful



Steve: Do you know David from our building?

Leo: Yes, I do. He is a very _____ boy. The other day he was beating a stray dog. He also often bullies other children in the yard and forces them to do what he says.

Steve: Yes, I agree. He is very _____ as he doesn't respect others. He is really _____.

Leo: I think we should talk to him and tell him that what he is doing is _____.

unfriendly cruel know nasty impolite

6 **SPEAKING** Discuss the questions in pairs/groups.

1. How would you describe your friend from school/your neighborhood? Why?
2. How would you describe your neighbor? Why?

7 **READING** Work in pairs/groups.

Read the texts below and decide who you would like to have as a classmate and/or neighbor. Explain why.

Nelly is 13 years old. She is a slim girl with light brown hair and black eyes. She is very stylish and always well-dressed. She likes wearing fashionable clothes, shoes, and accessories. She draws very well, and she mainly draws clothes. She wants to become a fashion designer when she grows up. She loves studying math, and she also reads a lot. Nelly doesn't like



playing sports very much, but she enjoys cycling with friends. She also hates fast food and tries to eat healthy food.

Andy is a junior high school student. He is tall and slim with black hair and brown eyes. His outfits are very cool, but he never keeps his clothes clean for more than an hour. He is very careless. He loves playing computer games and watching TV, but he doesn't like studying or reading books. He is very selfish and never helps his classmates or children from his neighborhood. He doesn't respect other people and does not really care about their comfort. He makes a lot of noise on the street, too.



8 a) Complete the table using the information in Activity 7.

	NELLY	ANDY
Appearance		
Personality		
Good habits		
Bad habits		
Hobbies		

b) Write a few sentences on what Nelly or Andy should or shouldn't do based on Activity 7.

Remember:

Use **should** or **shouldn't** + base form of the verb to give advice.

9  **SPEAKING** Discuss the statements in pairs/groups.

1. My friend's personality is more important than how he/she looks.
2. I make friends only with the students that get good marks.

10  **Write about one of your neighbors. The following questions can help you.**

1. What is his/her name and where is s/he from?
2. How old is s/he?
3. What does s/he look like?
4. What clothing style does s/he have?
5. What are his/her likes and dislikes, hobbies or interests?
6. What can you say about his/her personality?

Unit 1.2
Grammar

I can describe and compare people, places, and things using the degrees of adjectives.



1  **SPEAKING** Discuss the questions in pairs/groups.

1. What is one thing you like in your best friend?
2. Would you like to see any changes in your best friend? Why/Why not?

2 Match the sentences with the pictures below.

1. Jane is as friendly as Tina. (c)
2. Nick has a more fashionable look than Peter.
3. Jim and Tom are naughtier than Cathy and Ben.
4. Jim's garden is less interesting than Tom's garden.
5. Mary's room is not as neat as Andy's.
6. Your drawing is more colorful than mine.

a



b



c



d



e



f



Grammar Reference

Adjectives (positive and comparative)

Adjectives are words that describe or compare people, places, and things.

To say that some feature is the same in two people, places or things, we use: **as + adjective + as**

Example: Jane is as friendly as Tina.

To say that some feature is not the same in two people, places or things, we use: **not as/so + adjective + as**

Example: Mary's room is not as neat as Andy's.

Adjectives used for comparison can be short or long.

To say that some feature in a person, place or thing is greater than in another person, place or thing, we use:

For short adjectives: **adjective + er + than**

Example: Jim and Tom are naughtier than Cathy and Ben.

For long adjectives: **more + adjective + than**

Example: Nick has a more fashionable look than Peter.

Adapted from: <https://www.englishclub.com/grammar/adjectives-comparative.php>

3 1.2 Listen to Anna speak about her friends. Decide what adjectives she uses to describe herself and her friends.

PERSON'S NAME	Adjective/s to describe them
ANNA	<i>the luckiest</i>
MOST OF HER FRIENDS	
SOME OF HER FRIENDS	
SONA	
ARMEN	
ALLAN	

4 Complete the table below writing the degrees of comparison of the adjectives from activity 3.

POSITIVE	COMPARATIVE	SUPERLATIVE
<i>lucky</i>	<i>luckier</i>	<i>the luckiest</i>

5 1.2 Listen again and answer the following questions.

1. What grade is Anna in?
2. What do Anna and her friends do together?
3. What kind of a person is Sona?
4. Who is the most creative person among Anna's friends?
5. What is more important in Anna's opinion, making friends or remaining friends?

6



SPEAKING

Discuss the questions in pairs/groups.

1. How do you describe Anna's friends? Give three reasons and explain why.
2. Why do you think it is important to remain friends?

Grammar Reference

Adjectives (superlative degree of the adjectives and irregular adjectives)

To say that some feature in a person, place or thing is greater than in all the other people, places or things in the group, we use:

For short adjectives: **the + adjective + est**

Example: I am one of the luckiest people in the world.

For long adjectives: **the + most + adjective**

Example: Arev is the most creative person among my friends.

Irregular comparatives and superlatives

Some adjectives do not follow the above rules and have special forms. They are:

Positive	Comparative	Superlative
<i>good</i>	<i>better</i>	<i>the best</i>
<i>bad</i>	<i>worse</i>	<i>the worst</i>
<i>much/many</i>	<i>more</i>	<i>the most</i>
<i>little</i>	<i>less</i>	<i>the least</i>
<i>old</i>	<i>older/elder</i>	<i>the oldest/eldest</i>
<i>far</i>	<i>farther/further</i>	<i>the farthest/furthest</i>

<https://www.englishclub.com/grammar/adjectives-superlative.php>

7

Complete the sentences based on the pictures. Use the phrases and the correct forms of the adjectives.

1



(many trees, forest, park)

2



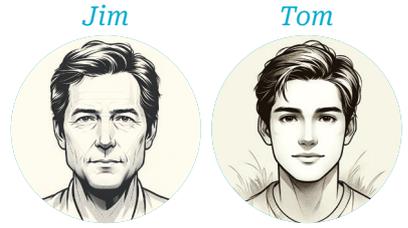
(Kate, good mood, Jane)

3



(London, bad, Venice)

4



(Jim, Tom, old brother)

5



(much juice, jar, glass)

6



(red building, far, white building)

1. There are more trees in the forest than in the park.
2. Kate is in a _____.
3. The weather in London is _____.
4. Jim is Tom's _____.
5. There is _____.
6. The white building is _____.

8 Match the two halves of the sentences.

- | | |
|---|---|
| 1. <i>The air is cleaner</i> | a. because there are more places for entertainment. |
| 2. There are more tall buildings | b. to each other in the countryside than in big cities. |
| 3. The streets in the countryside are not | c. <i>in the countryside than in big cities.</i> |
| 4. There are not as many green | d. as wide as the streets in big cities. |
| 5. Life is more exciting in big cities, | e. places in big cities as in the countryside. |
| 6. People are more helpful | f. in big cities than in the countryside. |

9 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you agree with the statements in Activity 8? Why/Why not?
2. What do you like about cities and what do you like about the countryside?

10 1.3 Listen to Narek and Anush speak about their neighborhoods and decide whose playground is better. Explain why.

11  **1.3** Listen again and decide who says what. Check (✓) under the correct column.

	Narek	Anush	Both
Lives in the city center			
Doesn't have museums in their neighborhood			
Lives near a lot of traffic			
Can take a walk in their neighborhood			
Lives in an apartment building			
Lives in a quiet and clean place			
Loves their neighborhood			
Lives near business and entertainment places			
Doesn't have a subway in their neighborhood			
Lives in a house			

12  **1.3** Listen again and answer the questions below.

1. What is there in Narek's neighborhood?
2. How do people in Narek's neighborhood travel to other parts of the city?
3. Where is Narek's and his friends' favorite place in the neighborhood? Why?
4. Why is the air in Anush's neighborhood becoming more and more polluted?
5. Can Anush and her friends play or sit and talk in the playground near their building? Why?

13  Write about the playground you play in comparing it with other playgrounds. Use different forms of the adjectives you know.

Example: The largest and most beautiful playground in my neighborhood is near my cousin's home. There are more trees and flowers there than in any other playgrounds in my neighborhood. There are newer and more comfortable benches too. But the playground where I play is nicer and neater. Our neighborhood is the most crowded. You can always see so many young and old people there when it's warm. Children usually play noisy games, and the older people play chess, cards, backgammon, or they simply chat about the day.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Describe people around me.				
Describe and compare people, places, and things using degrees of adjective.				
Express my opinion on how your personality can help to make friends and remain friends .				

Unit 1.3
Listening

I can name the key environmental problems and talk about how people can save or harm the environment.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you do with a piece of trash when there is no trash can near you?
2. Do you use plastic or paper cups? Why?

2 Match the words/phrases a-f with pictures 1-6.

- | | |
|------------------------------|-------------------------|
| a nature and wildlife | d polluted air |
| b recycle | e plants |
| c sort the trash | f polluted water |



nature and wildlife



3 **1.4** Listen to the text and decide what Amy is interested in.

4 **1.4** Complete the sentences using the words and phrases below. Listen again and check.

trash (x2)
recycling

environmental
plastic

neighborhood
planet

public place
cleaning

Amy is a middle school student, and she is a young environmental activist. She never throws _____ in the street or any _____ and asks her friends and family members to do the same. Amy and her family members try not to use _____ cups, plates or bags. Besides this, they sort the _____ and give it to a _____ company. They think that using trash to make new goods is a great help to the environment, because trash is one of the biggest environmental problems at present. Amy participates in different _____ activities and tree planting events in her _____. She thinks that people all around the world should do their best to protect our _____ Earth and make it a cleaner and greener place.

5  **1.4 Listen to the text and choose true (T) or false (F).**

- | | |
|---|-----|
| 1. Amy does not care about the environment. | T/F |
| 2. Amy participates in tree planting events. | T/F |
| 3. Amy thinks we should try to make our planet greener and cleaner. | T/F |
| 4. Amy's family members like to use plastic cups and plates. | T/F |
| 5. Amy always throws trash in the street. | T/F |

6 Match the two halves of the sentences.

- | | |
|------------------------------------|-----------------------------------|
| 1. We must plant as many trees | a. plastic products. |
| 2. The garbage in the oceans kills | b. trash to save the planet. |
| 3. We should stop using | c. as we can to have cleaner air. |
| 4. People should do everything | d. causes air pollution. |
| 5. Using too many cars | e. to protect the environment. |
| 6. People must recycle | f. a lot of sea animals. |

7  **SPEAKING Discuss the questions in pairs/groups.**

- Which statements in Activity 6 do you agree or disagree with? Why?
- Which of the things in Activity 6 do you and your friends/family do to protect the environment?

8  **Prepare a two-minute presentation using the questions and the hints below.**

- Why should people protect the environment?
- Which of the following do you or your family do to protect the environment?

sort the trash

not throw trash in the street/public places

plant trees

not use plastic products

use less water, gas, electricity

Unit 1.4 Grammar

I can speak about what people do to protect the environment using present simple and present continuous.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you usually do to take care of the environment?
2. When are you and your classmates going to do trash collection in your neighborhood?

2 Choose the correct word to complete the conversations.

1

Mom: Where _____ Arman?

Arpi: He is in the garden. He is _____ Dad.

Mom: What _____ they doing?

Arpi: They are _____ the trees.

are watering is helping

2

Mike: Are the children _____ in the yard, Nelly?

Nelly: No, they are _____ trees in the park.

Mike: _____ they doing it alone?

Nelly: No, their teacher is _____ them.

helping playing are planting

3

Jim: Is Dad at _____ ?

Peter: No he _____. He is at the beach with Mom. They are _____ plastic bags and bottles there.

Jim: Why _____ they doing that?

Peter: They are _____ to make the beach a cleaner place.

collecting are home trying isn't

Grammar Reference

Present Continuous Tense

We use the present continuous tense to say that somebody is in the middle of doing something, or something has started and **not** finished.

Example: He **is helping** Mom. / I **am working** on my project. / They **are watering** the trees.

Question form:

Example: **Is** he **helping** Mom? / **Am** I **giving** the correct answer?/
Are they **watering** the trees?

Negative form:

Example: He **is not** (He's not / He isn't) **helping** Mom. / I **am not** (I'm not) **working** on my project. /

They **are not** (They're not / They aren't) **watering** the trees.

Time words used with the **Present Continuous Tense Form**:
now, at present, right now, at the moment.

Adapted from: <https://test-english.com/explanation/a2/present-simple-vs-present-continuous/>

3 Write the words in the correct order to make complete sentences. The first word starts with an upper case.

- digging / Some / are / in the ground / workers / a hole.
Some workers are digging a hole in the ground.
- am / I / a stray / feeding / cat.
- a meeting / having / Jane's / is / mother / on recycling trash.
- taking care of / on the farm / Armen / the animals / is.
- grandmother / are / your / helping / use / You / the computer.
- are / the teacher's / We / answering / questions / on environment protection.

4 **SPEAKING** Discuss the questions in pairs/groups.

- What does your family do to protect the environment every day?
- What can you and your friends do differently on the weekend to protect the environment?

5 1.5 Listen to Daniel and Mary speak about their daily activities. Where do they live?

6 1.5 Listen again and write the correct information under each column.

	DANIEL	MARY
How does s/he go to school?		
What does s/he do after school?		
What does s/he do in the evening?		
What does s/he do in good weather/in summer/ in winter/on the weekend to relax?		
What does s/he do to protect or help the environment?		
Why does s/he like her/his village/town/city?		

Present Simple Tense

We use the present simple tense to speak about daily routines, habits and facts.

Use the simple form of the verb for the **positive**.

Example: I usually **go** to school on foot./She often **goes** to school by bus.

We add -es to verbs ending in **s, ss, sh, ch, x, z** or **o (+ es)**

We use **do** and **does** to form **questions**.

Example: **Do** you usually **go** to school on foot?/ **Does** she often **go** to school by bus?

Use **do not/don't** and **does not/doesn't** to form **negative** sentences.

Example: I **do not/don't go** to school on foot./

She **does not/doesn't go** to school by bus.

Some adverbs of time that are used with the present simple tense:

always, often, usually, sometimes, rarely, every day, every week, etc.

Adapted from: <https://test-english.com/explanation/a2/present-simple-vs-present-continuous/>

7 Write the sentences under the correct column.

1. *My classmates are making a video today.*
2. *We usually buy bread at the bakery in my neighborhood.*
3. *My neighbor Mike isn't drawing a picture; he is playing with his puppy.*
4. *Does your cousin Catherine do gymnastics very often?*
5. *I am collecting the trash in our yard together with my friends.*
6. *My brother and I don't play computer games much.*

Present Continuous

1. *My classmates are making a video today.*

Present Simple

2. *We usually buy bread at the bakery in my neighborhood.*

8 Write about a day in your friend's life using present simple and present continuous.

Example: Jim is a 6th grade student. He always gets up at 7 am, washes his hands and face, brushes his teeth, and gets ready to go to school. He leaves home at 8 am and walks to school. But today he is a bit late, so he is taking the bus to school. Jim usually has breakfast at home, but today he is having breakfast at school. They usually have six or seven lessons every day, and he goes home at about 2 pm. Today, he is staying at school longer, because he is working on a tree planting project for school with his teacher and classmates. They want to make their school greener and breathe more fresh air.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Talk about what I am doing at present.				
Talk about my daily routine.				
Talk about environmental problems and express my opinion on what to do to protect the environment.				

Unit 1.5
Reading

I can name and discuss key information about my family members, classmates, and neighbors.



1  **SPEAKING** Discuss the questions in pairs/groups.

1. Do you help people around you? Why?
2. What do you do to help them?

2 Match the phrases with the pictures.

- | | |
|---|--------------------------------|
| a Care for people with special needs | d Care for students |
| b Care for children | e Care for older adults |
| c Care for the environment | f Care for animals |



3  Read the text and decide where the following phrases and sentences belong in the text.

1. His students know that they should not waste water or electricity,
2. Mr. Avedyan spends as much time as needed
3. *Today I want to speak about my English teacher Mr. Avedyan.*
4. He always talks to his students about taking care of their environment.
5. We do interesting activities, play games and learn English songs.
6. His personality is a good example for us.

My Teacher

Hi, my name is Karen. I live in a small town in Armenia. 3 He teaches different classes in our school. He likes his students and tries to help us improve our English vocabulary, reading, writing, listening, and speaking. His lessons are very interesting. _____ He sometimes stays at school after classes and works with the students who need more help learning the language. He also asks older students, who know the language better, to stay and work with their younger peers.

_____ to help his students improve their language skills. He is generally very caring about all his students.

_____ Besides teaching English, he teaches us to love, respect and care for each other and the people around us.

_____ He says that we should take care of stray animals in our town. He teaches us to keep our town clean and take good care of the green spaces. _____ because it is bad for our planet. Mr. Avedyan teaches us to take responsibility for our learning, our environment and our country.

4 Match the words 1-6 with the definitions a-f.

- | | |
|-------------------|---|
| 1. to improve | a. to be polite to someone or something |
| 2. peer | b. an animal that has no home |
| 3. to respect | c. to become better or to make something better |
| 4. to care for | d. a duty to take care of someone or something |
| 5. stray animal | e. a person who is the same age as you |
| 6. responsibility | f. to do the things for someone that they need |

Adapted from: Oxford Advanced American Dictionary for Learners of English

5 Correct the sentences that are incorrect.

1. Mr. Avedian teaches Geography. (incorrect)
Mr. Avedian teaches English. (correct)
2. Our English teacher sometimes works with his students after classes.
3. Mr. Avedian's lessons are very boring.
4. He teaches us to take care of our environment.
5. Mr. Avedian never speaks about taking care of stray animals.
6. Mr. Avedian teaches his students to save water and electricity.

6 Write a short text about a caring person among your family or friends.

Describe his/her personality and actions. What do you like most about them? Why?

Unit 1.6
English in Use

I can speak about my relationships at school/ in my neighborhood and give tips for keeping good relationships.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What kind of relationship do you have with your classmates/neighbors? Explain.
2. Have you ever given any tips to solve conflicts among classmates/neighbors? Explain.

2 **1.6** Listen to the pronunciation of the words below and repeat.

trust to create solution to blame to avoid to respect
 relaxed perfect shared to forgive honest quiet

3 **1.6** Listen again and mark the stressed syllable.

Example: **trust**

4 Match the words 1-6 with the definitions a-f.

- | | |
|---------------|---|
| 1. to trust | a) to stay away from something or someone |
| 2. relaxed | b) to believe that someone is honest and good, and will not hurt you in any way |
| 3. solution | c) to say that a person or thing caused something bad to happen |
| 4. to avoid | d) to stop feeling angry with someone for a bad thing that they did |
| 5. to blame | e) quiet, calm, not excited or afraid |
| 6. to forgive | f) the answer to a question or problem |

Adapted from: Oxford Advanced American Dictionary for Learners of English

5 **1.7** Listen to Blogger Artak interviewing people in his neighborhood. Write the name of the person who gives the tip.

Tips	Name
stay relaxed and avoid blaming	
respect differences in ideas, styles, habits, etc.	
spend time together and do shared activities	
respect others' ideas and try to help them	
be able to forgive	
be honest and make people feel safe and happy	
be thankful for good actions	

6  **1.7** Listen again and complete the sentences from the interviews with phrasal verbs with the verb 'get'.

Artak: Tigran, how well do you _____ with your neighbors?

Tigran: Well, I think I get along with them quite well. I have no conflicts with my neighbors.

Artak: Shushan, what is important to be a good neighbor?

Shushan: I think _____ and doing shared activities, being honest and making people feel safe and happy are all really important.

Grammar Reference

Learn some phrasal verbs with the verb 'get'

to get up - to stand up, to get out of bed

to get on - to climb onto a bus, train, or bicycle

to get in/into - to climb into a car

to get off - to leave something such as a train, bus, or bicycle

to get out of - to leave a car

to get on (with) - to continue

to get back - to come or go back

to get along (with) - to have a friendly relationship with someone

to get together - to meet; to come together in a group

Oxford Advanced American Dictionary for Learners of English

7 Match the sentences 1-6 with the pictures a-f.

- The dog wants to get into the taxi cab.
- The children are getting on the school bus.
- We usually get together and play computer games.
- Jack and Peter are getting back home from school.
- Betty and Peter are getting off the bus.
- The three classmates always get along well.



1

8**SPEAKING****Work in pairs/groups.**

Number the tips in Activity 5 in the order of importance from 1 to 8. Explain.

9**Write a text on a conflict in your class/neighborhood.****What did you/your friends/neighbors do to resolve it?**

Example: One of my classmates named Peter was very naughty last year. He was always loud during our classes, and it was hard for us to follow the lessons. One day we decided with our head teacher that we should do something about it, because it was really hard to get along with Peter. We decided to get together and have a picnic to talk about this problem in a more friendly atmosphere outside the classroom. We all know that when you do shared activities, play, and laugh together, it is easier to understand each other.

We talked to each other about our behaviors and how it affects us, and we got back home as good and caring friends.

SELF-ASSESSMENT

Tick the box that accurately describes your skills.

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Read and name the key information about people around me.				
Read and discuss key information about people around me.				
Talk about my relationships with people around me and give tips to have good relationships.				

Unit 1.7

Writing

I can write an informal email telling about the recent changes in our school and/or neighborhood.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you do to become friends with a new student in your class?
2. What do you do to become friends with someone new in your neighborhood?

2 Read Alex's email to Ani. What changes are there in his school?

 Message _ ↗ ✕

To: Ani

From: Alex

Hey Ani,

I hope you're doing well! I wanted to fill you in on what's new in our class recently. Well, here's what's up.

Artak, our classmate, changed schools a week ago. It's a pity, but we've got two new kids in our class now: Mane and Aram. They're pretty awesome. Super friendly, polite and both very smart. As they're new here, we're doing our best to make them feel at home. We hang out with them after school, do our homework together, play games - the whole deal. We're in the same neighborhood, so it's convenient. We even have a Whatsapp group chat where we answer their school-related questions. It's pretty handy.

Oh, and guess what? We've got a new teacher too! Her name's Ms. Manukyan, and she's teaching Armenian History. We had a class with her yesterday, and she seems really cool.

I'll keep you posted on more details about Mane, Aram, and Ms. Manukyan in my next email.

Any interesting changes happening in your school or neighborhood? Send me a message and let me know!

Can't wait to hear from you soon.

Take care, Alex

OK      

3 Read the statements and choose true (T) or false (F). Correct the false statements.

1. Artak is a new student in Alex's class. (incorrect) T/F
Mane and Aram are new students in Alex's class. (correct)
2. Mane and Aram are awesome and polite. T/F
3. Ms. Manukyan teaches Math. T/F
4. The new teacher seems really good. T/F
5. Mane lives far from Alex's neighborhood. T/F
6. Alex's classmates try to help Mane and Aram. T/F

4 Try to guess the meanings of the following informal words and phrases from Alex's email. Match them with their formal versions.

- | | |
|---------------------------|---|
| 1. to fill someone in | a. to spend a lot of time |
| 2. to feel at home | b. to make sure someone knows what is happening |
| 3. take care | c. to feel comfortable |
| 4. to hang out | d. used when saying good-bye to someone |
| 5. to keep someone posted | e. to give someone information |

Adapted from: Oxford Advanced American Dictionary for Learners of English

Structure of an informal email

Greeting: Start your email with something like 'Dear/Hi/Hello/Hey and the person's name.

Opening lines: You can start this part by asking about how your reader is. Then you can mention the person's last email. After that you can reply to good or bad news in his/her email.

Body of the email: In this part you should say why you are writing in some detail.

Ending the email: In the last paragraph, you say goodbye. In the closing words you use some common expressions like cheers, take care, etc. and your name.

Adapted from: <https://test-english.com/explanation/b1-b2-writing-explanation/informal-email-asking-giving-advice/>

- 5** The following is Ani's response to Alex, but it has been jumbled. Put the paragraphs in the correct order to have Ani's email.

Message

To: Alex

From: Ani

Hi Alex,

_____ I can't believe you have a new Armenian History teacher. Your history teachers have been changing so often recently. But, as I understand from your email, your new teacher, Ms. Manukyan, is quite awesome. I hope she'll teach you for a long time.

_____ Stay well, Ani

1 _____ Hope all is well on your end too! Thanks for your email. I can see that a lot of things have been going on around you!

_____ To tell the truth there's not much news from my side. The only thing is that my parents have promised to give me a puppy for my birthday if I hit the books for the final tests. So I'm hanging out at the library a lot. It feels like I am living there. But I'm so excited to have that puppy I'll do my best to get it.

_____ It is really good news that there are two new kids in your class. I get from your email that they're nice guys and bright too. I have no doubts you'll soon become good friends.

_____ Waiting to hear from you soon!

_____ It's a pity Artak changed schools! I know you were best buds and it'll be tough for you to get used to his absence. Hope there'll be chances for you to hang out in the neighborhood outside of school.

OK

- 6** Find the informal words and phrases in Ani's email. Write their meanings.

- 7**  Write an informal email to your former neighbor. Tell him/her about the changes in your neighborhood.

Unit 1.8

Speaking

I can speak about my school, my school friends and my school environment.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you like about your school? Why?
2. What would you like to change in your school? Why?

2 1.8 Listen to the pronunciation of the words below and repeat.

equipment staff guest path cozy
condition librarian to attend secondary school

3 1.8 Listen again and mark the stress.

Example: e-**quip**-ment

4 Match the words 1-5 with the definitions a-e

- | | |
|---------------|---|
| 1. to attend | a. all the people working for an organization |
| 2. condition | b. things necessary to do something |
| 3. experiment | c. to go to a place officially or regularly |
| 4. equipment | d. a test done to learn something |
| 5. staff | e. state or way of being |

Adapted from: Oxford Advanced American Dictionary for Learners of English

5 1.9 Listen to Lina speak about her school and fill in the blanks with the words below.

decorate librarian cozy staff attend
equipment condition guests experiments

Hi, my name is Lina.

I attend a secondary school in the Armavir region of Armenia.

Because of this the classrooms are not in good _____. The chairs and desks in the classrooms are also old and not very comfortable.

There are a lot of books there and our _____ is a kind and smart person, who helps us to choose books.

During the school events the students and teachers work hard to _____ the hall to look beautiful. But we have great events in this hall and our parents and the _____ who attend those events enjoy watching them a lot.

We do not use our school laboratory very often, because we don't have most of the things that we need to do _____ and the things we have don't work.

It was repaired a few years ago and lots of sports _____ was added. We really enjoy our P.E. lessons in the repaired gym.

Another popular place is the school yard with its playground, a fruit garden and a greenhouse, nice paths and _____ benches.

The students love and respect our principal, the teachers, and the whole _____, who really care about the students and always support them.

6

 **1.9 Listen again and match the two halves of the sentences.**

- | | |
|--|---|
| 1. We really enjoy our P.E. | a. who helps us to choose books. |
| 2. We don't have most of the things | b. grow fruits, vegetables, and plants. |
| 3. Our librarian is a kind and smart person, | c. lessons in the repaired gym. |
| 4. We have a library, a gym, a hall, | d. is that we are like a big family. |
| 5. The students and teachers also help to | e. that we need to do experiments. |
| 6. The most amazing thing about my school | f. a laboratory, and a cafeteria. |

7

 **1.9 Listen to the text once more and choose the correct option.**

- Lina attends a secondary school.
a) elementary school b) secondary school c) high school
- The classrooms in Lina's school are in _____ condition.
a) good b) excellent c) bad
- The librarian in Lina's school is a _____ person.
a) kind and smart b) funny and pretty c) nasty and foolish
- There is a lot of new _____ in the gym at Lina's school.
a) equipment b) tennis rackets c) balls
- The students' favorite places at Lina's school are _____.
a) the classrooms and the library b) the gym, the yard, and the cafeteria c) the library and the hall
- In Lina's school the students _____ the teachers and the teachers _____ the students.
a) hate ... punish b) write emails to ... answer c) love and respect ... support

8



SPEAKING Discuss the questions in pairs/groups.

- Is your school similar to Lina's school? Explain how.
- Is your school different from Lina's school? Explain how.

Make a chart of the things that are the same and things that are different and present it to the class.

9



Prepare a short presentation about your school.

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write an informal email telling about the recent changes in our school and/or neighborhood.				
Speak about my school and school friends.				
Speak about my school environment and relationships there.				

VALUES AND CULTURE

Do you agree or disagree with the following statements? Give some reasons to explain your answer.

- Keeping friendship is more important than making friends.
- People's personalities can have positive or negative effects on their relationships.
- Friendly relationships in a school or neighborhood make the people happier and stronger.
- Discussing problems and conflicts in a community is the first step to resolving them.
- By taking care of the environment, we take care of ourselves and the people around us.

Unit Review

VOCABULARY AND READING

1

Read the following text and choose true (T) or false (F).

Maria lives in a tall building in Yerevan. Her neighborhood is very beautiful. There is a large park with lots of trees and green areas. There are some very nice playgrounds in Maria's neighborhood too. Maria's school is near her home, so she walks to school and back every day. Maria and her friends spend a lot of time together. When it is warm, they usually play in a nearby playground. But sometimes they go to the park for a walk or to ride their bikes.

Maria and her friends like their neighborhood very much and take care of it. They try to keep it clean. They often do trash collection near their building or their school. Their teachers and parents help them to sort the trash and send it for recycling. They also feed stray dogs and cats.

The people in Maria's neighborhood have very friendly relationships. They respect each other and if someone needs support everybody does their best to help them. Maria thinks her neighborhood is the best in the city.

1. *There are many large parks in Maria's neighborhood.* T/F
2. *The playgrounds in Maria's neighborhood are very nice.* T/F
3. *Maria and her friends ride their bikes in the park.* T/F
4. *Maria's friends don't take care of their neighborhood.* T/F
5. *Maria and her friends do not do trash collection.* T/F
6. *The people in Maria's neighborhood have good relationships.* T/F

2

Match the words/phrases 1-5 with the definitions a-e.

- | | |
|------------------------|--|
| 1. <i>neighborhood</i> | a. help |
| 2. to spend time | b. to use paper and/or glass again to make something |
| 3. to sort | c. <i>an area of a town or city</i> |
| 4. to recycle | d. to pass time |
| 5. support | e. to put things into groups |

Adapted from: Oxford Advanced American Dictionary for Learners of English

GRAMMAR

3

Find the adjectives in the text and write the three degrees of comparison in the table below.

Positive	Comparative	Superlative
<i>tall</i>	<i>taller</i>	<i>the tallest</i>

WORD LIST

VOCABULARY

accessory /ək'sesəri/
appearance /ə'piərəns/
awesome /'ɔsəm/
brave /breiv /
care /kær/
classmate /'klæsmeɪt/
comfort /'kʌmfərt/
creative /kri'eɪ.tɪv/
cruel /'kruəl/
curly /'kərli /
cycling /'saɪklɪŋ/
dangerous /'deɪndʒərəs/
designer /dɪ'zaɪnər/
different /'dɪfrənt/
fashionable /'fæʃənəbl/
good-humored /
,gʊd'hjuməd/
good-natured /,gʊd'nɛɪtʃər/
impolite /,ɪmpə'laɪt/
nasty /'næsti/
naughty /'nɔ:ti/
neighbor /'neɪbər/
neighborhood /'neɪbər,hʊd/
personality /,pɜ:sənə'læti/
plump /plʌmp/
relationship /rɪ'leɪʃn,ʃɪp/
respect /rɪ'spekt/
rude /rud /
selfish /'selfɪʃ/
slim /slɪm/
straight /streɪt/
stray /streɪ/
stylish /'staɪlɪʃ/
unfriendly /ʌn'frend.li/
well-dressed /wel'drest/

GRAMMAR

amusement park /ə'myuz-
mənt,park/
argue /'ɑ:ɡju/
backgammon /

'bæk,gæmən/
bakery /'beɪkəri/
bench /bentʃ/
breeze /brɪz/
caring /'kærɪŋ/
cello /'tʃeləʊ/
collection /kə'leɪʃn/
competition /,kæmpə'tɪʃn/
conflict /'kɒnflɪkt/
countryside /'kʌntri,sɑɪd/
drugstore /'drʌɡstɔ:r/
enjoyable /ɪn'dʒɔɪəbl/
entertainment /,entər'tem-
mənt/
farmhouse /'fɑ:mhaʊs/
feed /fi:d/
historical /hɪ'stɔ:rikl/
honest /'ɒnəst/
important /ɪm'pɔ:nt/
lucky /'lʌki/
mood /mu:d/
pavilion /pə'vɪljən/
persimmon /pɜ:'sɪmən/
polite /pə'laɪt/
proud /praʊd/
reliable /rɪ'laɪəbl/
remain /rɪ'meɪn/
resolve /rɪ'zɒlv/
snack /snæk/
space /speɪs/
spring /sprɪŋ/
stall /stɔ:l/
subway /'sʌbweɪ/
traffic /'træfɪk/

LISTENING

breathe /brið/
environment /ɪn'vaɪənmənt/
garbage /'gɑ:brɪdʒ/
nature /'neɪtʃər/
ocean /'oʊʃn/

participate /pɑ:'tɪsə,peɪt/
polluted /pə'lju:tɪd/
protect /prə'tekt/
public /'pʌblɪk/
recycle /rɪ'saɪkl/
save /seɪv/
throw /θrou/
trash can /træʃ kæn/
wildlife /'waɪldlaɪf/

READING

improve /ɪm'pru:v/
peer /pɪr/
responsibility /
rɪ,spsənsə'bɪləti/
special needs /'speʃl 'nɪdz/
waste /weɪst/

ENGLISH IN USE

affect /ə'fekt/
atmosphere /'ætmos,fɪr/
behavior /br'heɪvɪər/

WRITING

convenient /kən'vɪnyənt/
hang out /hæŋ aʊt/
pity /'pɪti/
pretty handy /'prɪt.i 'hændi/
promise /'prɒməs/

SPEAKING

attend /ə'tend/
condition /kən'dɪʃn/
equipment /rɪ'kwɪpmənt/
experiment /ɪk'sperɪmənt/
guest /ɡest/
staff /stæf/

UNIT REVIEW

nearby /,nɪrbaɪ/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 2 SPORTS



I can identify different types of sports and speak about them.

Unit 2.1 Vocabulary

1 **SPEAKING** Discuss the questions in pairs/groups.

- 1) Do you enjoy playing sports? Why?/ Why not?
- 2) Which sports do you find interesting? Why?

2 **2.1** Listen and mark the stressed syllable in each word.

Example: vo-lley-ball

volleyball
wrestling

karate
rafting

cycling
boxing

parachuting
soccer/football

3 Match the words in Activity 2 with the pictures.



4  **2.2** Listen to children speak about different types of sports and write what they like and what they don't like.

	S/he likes	S/he doesn't like
DAVID		
MARY		
ANUSH		
LUCY		
NAREK		
KARINEH		

5  **2.2** Listen again and choose true (T) or false (F). Explain.

- Mary enjoys fishing with her uncle. T/F
- Karineh wants to become a professional basketball player. T/F
- Narek thinks that football and basketball are boring. T/F
- Lucy is very good at swimming. T/F
- Anush likes swimming and playing badminton. T/F
- David's favorite sport is karate. T/F

6  **SPEAKING** Discuss the questions in pairs/groups.

- What sports in Activity 2 do you find interesting? Why?
- What sport would you like to play in the future? Why?

7  **WRITING** Write about a sport you find interesting.

Example: I think _____ is very interesting. It is _____ and _____ People in Armenia play/don't play it because _____

8 Match the words with their meanings.

- | | |
|------------|--|
| 1. support | a) a person who enjoys watching or listening to somebody |
| 2. career | b) the feeling of enjoying oneself |
| 3. fun | c) an activity people do for pleasure |
| 4. hobby | d) to help somebody by showing that you agree with them |
| 5. fan | e) liked by a large number of people |
| 6. popular | f) jobs a person has in a particular area of work |

Adapted from: Oxford Advanced American Dictionary for Learners of English

9  **2.3** Listen to the passage and decide why people play sports.

10 2.3 Listen to the passage again and fill in the correct words.

Playing Sports is Fun

There are different kinds of sports that many people like playing. Some people _____ in sports, many people _____ as a hobby, and others play sports _____ and have fun. Some people go to a gym or use public playgrounds to play sports. People who are active in sports are usually healthier and sleep better than people who do not _____ any sport.

People say that playing sports helps you _____. It brings teens together from different schools, families, and communities. Sports also teach people how _____. Sports give your parents a chance to play with you and spend time together with you. Also, it is always nice to see how _____, friends, and parents _____ you. And it helps you _____.

11 Read the text and choose the correct option.

- Why do people play sports?
a) to make money b) to watch games c) to have fun and keep fit
- What do sports teach people?
a) How to cook b) How to play in teams c) How to become professional athletes

12 **SPEAKING** Discuss the questions in pairs/groups.

- Do you agree with the reasons of doing sports mentioned in Activity 10? Why/Why not?
- How important is it to play in teams? Explain.

13 Interview a friend or a family member. Ask the questions below and write about them.

- Why do people play sports?
- What do sports teach people?
- How often do you practice sports?
- What are the benefits of playing sports?

Unit 2.2

Grammar

I can ask 'Wh' questions about people's sports interests and preferences and answer them using I like doing / I would like to do.



1  **SPEAKING** Discuss the questions in pairs/groups.

1. What sports do you play now? Why?
2. What sport would you like to try in the future? Why?

2  **2.4** Listen to Arevik and David. Where do they both decide to go?

3  **2.4** Listen to Arevik and David again and arrange their favorite activities in the correct column.

AREVIK	DAVID	BOTH
running	going to the skating-rink	bowling
going to a football match	going to the gym	cycling

Grammar Reference

Wh-questions

Wh-questions begin with **what, when, where, who, whom, which, whose, why** and **how**.

We use them to ask for information.

The answer cannot be yes or no:

- What is your favorite sport?
- I like basketball, it is my favorite sport.

I / We / You / They like doing sports.

Do I / we / you / they like doing sports?

I / We / You / They don't like doing sports.

She / He likes doing sports.

Does she / he like doing sports?

She / He doesn't like doing sports.

Spelling Rules

Base Form

jump

play

skate

run

swim

lie

-ing form

jumping

playing

skating

running

swimming

lying

Spelling

add **-ing**

cut the final **-e** and add **-ing**

double the final consonant and **-ing**

cut the final **-ie** and add **y + ing**

4 Study the Spelling Rules, write the -ing form of each verb and practice them.

fight _____	throw _____	dive _____
ride _____	hit _____	win _____
pass _____	run _____	stretch _____
kick _____	bounce _____	lie _____

5 Look at the pictures and say what people like doing. Use like in the correct Present Simple form and one of the phrases below with -ing.

lie in the sun play darts play board games play checkers ride a bicycle stretch



Would like + to + verb

Would you **like to go** to a football match on Saturday?

Would you **like to go** to watch the baseball game?

Yes, **I would**.

Yes, **I'd love to**. Thanks

I'd love to but **I have to study**.

I'd love to but **I have to visit** my Granny.

6 Make invitations and respond to them.

a Respond to three invitations.

1 A: I have tickets to the baseball game on Saturday. Would you like to join?

B: I would like to. Thanks.

2 A: Would you like to come to the gym tomorrow?

B: ...

3 A: Would you like to play any kind of sport professionally?

B: ...

b Write three invitations for the given answers.

4 A: Would you like to play on our football team?

B: Yes, I would love to. Thank you.

5 A: ...

B: Well, I'd like to but I must study.

6 A: ...

B: Yes I would. They are my favorite.

7  **SPEAKING** Work in pairs/groups.

Work with a partner to make a conversation. Choose three activities that you think your friend would like to do and invite him/her to do it together. Use the following questions.

Would you like?

When is it?

Where is it?

What time does it start?

When does it end?

8  Write a short paragraph. Decide which sports in Activity 5 are popular in your community (village, town, city) and why. Which one would you like to try, and why?

Useful Language

How to use play, do and go

PLAY

We use '**play**' normally for organized team sports that commonly use a ball in their games



play golf

DO

We use '**do**' with martial arts (karate, judo) and fighting sports (boxing, wrestling).



do weight lifting

GO

We use '**go**' with sports that end in **-ing**



go cycling



play rugby



do karate



go jogging

9 Write do, play, or go, and decide in what season people can do the activities.

- | | | |
|------------------|-----------------|----------------------|
| _____ golf | _____ soccer | _____ skating |
| _____ volleyball | _____ athletics | _____ table tennis |
| _____ skiing | _____ swimming | _____ basketball |
| _____ karate | _____ badminton | _____ computer games |
| _____ gymnastics | _____ tennis | |
| _____ running | _____ cycling | |

10 Fill in the blanks with go, play, do and the name of the sports.

1



Alex wants to do boxing professionally one day.

4



Narek would like to _____ with his friend.

2



Do you want to _____ with us on Friday?

5



My friend likes to _____ on the ice rink.

3



These children _____ every weekend.

6



Susan and Ani always _____ together.

11 Make a conversation with the expressions in Activity 9 and ‘would like to...’ and share with your peers.

12 Do you think the sports in Activity 9 are for boys, girls, or both? Look at these scenario cards and decide what is wrong about them.

There is a new after-school chess club starting. The teacher who will run the club only asked the boys to write their names on the list.

You need two teams for a game. The PE teacher divides the class into a girls’ team and a boys’ team.

The local volleyball club asks both boys and girls to join the club, as they think that volleyball is for everyone.

13  **SPEAKING** Discuss the questions in pairs/groups.

1. Which activities from the list in activity 9 do you like doing? Where, when, and who with?
2. What is special about them?

Example: I like to go running. I usually run in the park with my brother in the morning before school.

14  Write about what sports the girls or boys like doing and what games they like playing in their village/town/city.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify different types of sports and speak about them.				
Ask ‘Wh’ questions about people’s interests and preferences and answer them using I like doing /I would like to do.				

Unit 2.3
Listening

I can identify key information in a conversation and talk about the benefits of playing sports.



Useful Language

Adverbs of frequency and time phrases

*always
usually
often
rarely*

*seldom
sometimes
never
once a day*

*every day
twice a week
three times a month*

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you go to the gym? Why?/Why not?
2. What are the benefits of going to the gym?

2 Match the phrases with the pictures.
Make up sentences using those phrases and the adverbs of frequency.

go to the playground
watch sports on TV

play chess
play tennis

play board games
do exercises



do exercises



3  **2.5 Listen to Mari and Paul and answer the questions.**

Where did Mari and Paul meet?	
What does Paul do in his free time?	
What does Mari do in her free time?	
What similar/different activities do they do?	

4  **2.5 Listen again and fill in the missing words.**

Paul: I always get up early and _____ for an hour.
Mari: How often do you _____ like that?
Mari: I usually just watch TV in my _____.
Paul: I also watch TV often but only _____.
Paul: I often play _____. I like _____.

5  **SPEAKING Discuss the questions in pairs/groups.**

Talk to at least three people. Ask and answer the questions below. Report to the class.

- | | |
|--|------------------------|
| Do you ...? | How often do you |
| • have many free time activities? | play computer games? |
| • spend a lot of time with friends/family? | play ball games? |
| • go to bed late on weekdays? | go skiing /skating? |
| • play with friends on weekends? | go cycling? |

	NEVER	ALWAYS	OFTEN
Student 1			
Student 2			
Student 3			

6  **Make a presentation on all the activities you do when you are free.**

7  **SPEAKING Discuss the questions in pairs/groups.**

1. Do you pay attention to signs? Why?
2. Where can you find such signs?
3. Which of them do you agree with? Why?

OPENING HOURS

Monday - Saturday 08:00 - 22:00
 Sunday 09:00 - 17:00

-  No diving.
-  No running
-  No eating or drinking in the pool
-  Use the steps to go into the pool.
-  Children should be with an adult at all times.
-  Respect the lifeguard at all times.

8 Match the words with the correct pictures.

- a** swimming **c** adult **e** steps
b pool **d** children **f** lifeguard



f



9 2.6 Listen to the announcement and write the activities you can and cannot do at the swimming pool in the table below.

- run use the steps dive swim
 eat listen to the lifeguard drink

At the swimming pool, you can ...	At the swimming pool, you cannot ...
<i>You can swim in the pool from 8 am to 10 pm on Mondays.</i>	

10 2.6 Listen again and choose true (T) or false (F).

- The swimming pool is open every day.* T/F
- The swimming pool is open at 8:00 on Sundays.* T/F
- You can eat in the pool.* T/F
- Children can swim alone.* T/F
- You can't dive into the pool.* T/F
- The swimming pool closes early on Sundays.* T/F

11



SPEAKING

Discuss the questions in pairs/groups.

1. How often do you go to a swimming pool? Why?
2. Are there rules to follow? What are they?

12

Read the text and say what it is about in one sentence.

Kelly's Gym Class

Kelly is 11 years old and she loves her school.

She is very good at Math and reading. She enjoys her PE classes, but has trouble jumping very far and throwing a ball, and running very fast. Sometimes her peers tease her, and she feels very unhappy. Why does Kelly love PE class?

"You do better every day", her PE teacher, Mr. Burns always encourages her. He always says, "Good job, Kelly! I am sure next time you will do much better! I am so proud of you!"

One day when Kelly finished dinner, she went to her room and placed some small boxes in a row and practiced jumping. She could jump over three boxes. Next day Kelly could jump over three boxes in class.

It was Tuesday, and it was time for the weekly race in gym class. Kelly was afraid that she could not go very far, and some of her peers might start laughing at her again. But when Mr. Burns said: "Ready, set, go," Kelly thought to herself: "I know I can do it." As Kelly ran around the track, she found herself closer to the finish. Kelly ran as fast as she could and, to her surprise, she reached the finish line first. All her peers were so happy, everybody cheered for her. She felt so good and proud of herself.



13

Read the text again and choose the correct answer.

1. Kelly loves her c classes.
 a) History classes b) Math classes c) PE classes
2. Kelly ____
 a) has trouble jumping b) is good at throwing the ball c) runs fast
3. Mr. Burns ____
 a) laughs at her b) helps her improve c) says, "You get worse"
4. When Kelly won the race, her friends ____
 a) were sad b) laughed at her c) her peers cheered her
5. When the day of the weekly race came, Kelly thought ____
 a) I can do it. b) I can't do it. c) I will try next time.

14 2.7 Listen to the recording and answer the questions.

1. What could Mr. Burns do to help Kelly? Why?
2. How did Kelly feel after the race? Why?
3. How do you feel about Kelly's story? Why?

15 When do you say the following phrases: Well done, wow, thanks, come on, oh no, be careful, great, ouch, look out? Write the phrases in the correct column. You can use them more than once.

to praise	<i>Well done</i>
to encourage	
to warn	
to say that something goes wrong	
to show surprise	
to say that you are thankful	

16 SPEAKING Discuss the questions in pairs/groups.

1. Did you/any of your friends ever feel the same way as Kelly?
How did you feel about it?
2. What do you do when you cannot do well at school? Why?

17 Read about Arevik, and prepare a presentation about a friend of yours who is good at sports.

Meet Arevik! She is a sixth grade student and her favorite sport is basketball. This year she started to train hard because she wants to become like her favorite player Diana Taurasi one day. Diana is an all-time leading scorer. Arevik is the best in our school team. Whenever we have free time after school, we stay at the PE hall to train. It is hard to bounce with one hand while running or walking. Arevik does it extremely well. I am happy Arevik is my close friend.



Unit 2.4

Grammar

I can talk about my favorite sportsperson using the Present Simple Tense Form and 'Wh-questions'.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you enjoy playing or watching sports? Why?
2. Who is your favorite sportsman/sportswoman? Why?

2 Read the text and answer the questions below.

Lionel Messi is a famous football player from Argentina, but his family comes from Italy. He plays for Paris Saint-Germain (PSG) in France. Messi is very talented and skillful. He trains hard every day to play better.

Messi scores many goals in every match. Fans love to watch his games because he is so exciting.

Many people think Lionel Messi is the best football player in the world. He is a very good person too. Messi says 'I am very happy to finish my journey in World Cups in a final, to play the last game in a final'.

Messi lives in Paris with his family.

He enjoys spending time with them when he is not playing football. In his free time, he likes to relax and play video games.

Lionel Messi is a fantastic football player who brings joy to fans around the world with his amazing skills.



Adapted from: <https://www.britannica.com/biography/Lionel-Messi>

1. Who is Lionel Messi?
2. Which football club does Messi play for now?
3. Where does Messi live with his family?
4. What does Messi enjoy doing in his free time?
5. How would you describe Messi's playing style in your own words?

Grammar Reference

Simple Present Wh-questions and statements

What sport **do** you **do**?

Where **do** you **practice**?

When **do** you **play** sports?

What sport **does** Andrea **do**?

Where **does** she **practice**?

How **does** she **like** it?

I **am** a football player.

I **train** in our school playground.

I **practice** after school.

She **is** a swimmer.

She **practices** in the aquatec.

She **loves** swimming very much.

I / you

go

jump

do

play

swim

throw

He / she

goes

jumps

does

plays

swims

throws

3 Fill in the correct auxiliary to complete the questions.

1. Where does Messi's family come from?
2. What kind of player _____ Messi?
3. What _____ people say about Messi?
4. What _____ Messi say?
5. Why _____ Messi happy?

4 What other questions would you ask to find out more about Messi?

Example: What films does he like watching?

5 2.8 Listen to the interview with Lionel Messi and fill in the blanks.

Pablo: Hello Messi! I am Pablo. Tell your _____ more about your day.

Messi: Hello, Pablo. I usually _____ at 6 o'clock. Then I have breakfast.

Pablo: What do you eat for breakfast?

Messi: My first meal of the day consists of fresh fruit and vegetables, whole grains, and orange juice.

Pablo: And... When do you _____?

Messi: After breakfast I get dressed then I go out for _____. I do various exercises.

Pablo: What do you do in the midday?

Messi: I come home and we enjoy a healthy family lunch. Then I relax and take a nap at 2 o'clock. After my nap I spend time with my three sons. Then I go back to do some more training.

Pablo: How do you spend your evenings?

Messi: In the evening when I am not playing a _____, I have a team training at 5 o'clock, which can last for several hours and we do different _____. Then I come home and have a family dinner at 8 pm.

Pablo: Thank you for sharing your time with us.

Messi: I am happy to share it with my fans.

Adapted from: <https://www.britannica.com/biography/Lionel-Messi>

6 2.8 Listen to the interview again and answer the questions.

1. What does Lionel Messi have for breakfast?
2. How does he train?
3. What time does he have a nap?
4. When does Messi have a team training session?
5. What does he do in the evening?

7 **SPEAKING** Work in pairs/groups.

Make up questions you would like to ask your favorite sportsman/sportswoman in an interview. Work with a partner to ask and answer the questions.

8 Imagine you meet your sportsman/sportswoman player and you have a chance to interview him/her. Prepare 5 Wh-questions for the interview.

SELF-ASSESSMENT

Tick the box that accurately describes your skills.

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify key information in a conversation and talk about the benefits of playing sports.				
Talk about my favorite football player using the Present Tense form and Wh' questions.				

Unit 2.5 Reading

I can identify key information in an article and discuss the importance of taking care of my peers.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Why is it important to care for others?
2. What do you do to show care for others?

2 Read about Brydi Saul and decide what she is famous for.

Hi, I'm Brydi, and I'm 11 years old. I live in Brisbane, Australia with my family. There's my mom, dad, my two brothers and my sister. And this is me in my wheelchair.

I am a wheelchair racing champion. This year I am going to play wheelchair basketball too. My favorite thing about wheelchair racing and wheelchair basketball is that I can go super fast, and for wheelchair basketball, it's really hard.

Maybe you saw me with other wheelchair athletes, but today I want to tell you about something else that I am doing.

You see, a disability can sometimes make school hard for kids. When I started school, I didn't really have any friends, so sometimes I didn't want to be at school.

I work hard on myself. A little while ago, I learned about the children's charity program called Just Like You. It teaches primary school kids around Australia how to accept and include people living with a disability. It helps them to understand that we are not different. Just the opposite, we are very much like them.

My biggest goal is to go to Paris for the Paralympics in 2024.

I'm training really hard with my coach. I want to compete in the 100m, 200m and 10km races, and want to be on the

wheelchair basketball team. No matter what happens, I'm going to put in my greatest effort and achieve big things.



Retrieved from: <https://www.scribd.com/document/562453270/Second-Terminal-Examination-2078-English>

My parents took me to the hospital where doctors had to do surgery. When I returned home, I wanted to study from home, but my parents asked me to go back to school again. And I agreed.

Over time, all the students accepted me just the way I am, and treated me as one of them.

7



SPEAKING

Discuss the question in pairs/groups.

What do you know about the Olympic Games?

8

**Read the text and learn more about the olympic games.
Choose the best option to answer the questions below.**

THE OLYMPIC GAMES

The Olympic Games are one of the most interesting sporting events in the world. They take place every four years. Athletes from different countries gather to compete in different sports. This global event attracts millions of viewers who watch and support their favorite athletes on television.

You can see different types of sports. Some athletes show their speed on the track and in the field. Others show their swimming skills in the pool. There are those who jump high in jumping events, while others show their strength by throwing heavy objects great distances. You can also see athletes riding horses and skillfully shooting arrows in archery competitions!

The athletes who do the best in their sports win medals. The gold medal goes to the athlete who achieves first place, the silver medal is for the second-place finisher, and the bronze medal is presented to the athlete in third place.

- How often do the Olympic Games take place?
a) Every year b) Every two years c) *Every four years*
- What do people enjoy doing while the Olympic Games are on TV?
a) Playing video games b) Watching their favorite movies c) Cheering for their favorite athletes
- What is NOT mentioned as a type of sport in the Olympics?
a) Swimming b) Running c) Skateboarding
- What does the gold medal represent in the Olympics?
a) Third place b) Second place c) First place
- Which of the following is NOT mentioned as a sport in the Olympics?
a) Archery b) Bicycling c) Horseback riding

9



SPEAKING

Discuss the questions in pairs/groups.

1. Do you know any famous Armenian sportsmen? Who are they?
2. What sport do/did they play?

10

Look at the pictures, match them with the information in the boxes and answer the questions.

1. Who are these people?
2. What sporting events did they take part in?
3. What year did they become a champion?
4. Who is your favorite Olympic champion?



In 2013, Hripsime Khurshudyan became Olympic medalist in weight lifting.

In 2021 Tokyo Olympics, Artur Davtyan won Bronze Medal in Gymnastics.

In 2012, Arsen Julfalakyan became Olympic silver medalist in wrestling.

In 2023, Artur Aleksanyan became a six-time European Champion, and in 2022, a four-time World Champion.

11



Surf the Internet and prepare a 2-minute presentation on your favorite Olympic champion.

Unit 2.6

English in Use

I can use sports related words and comment on a match.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What sports do you enjoy watching on TV? Why/Why not?
2. When did you last watch a sporting event or a competition? What was it?

2 Match the words 1-6 with their definitions a-f.

- | | |
|----------------|--|
| 1. corner flag | a) the grass where a football game is played |
| 2. whistle | b) net at each end of the football pitch |
| 3. goalpost | c) a piece of colorful cloth to show the corners of the pitch |
| 4. pitch | d) to win points |
| 5. referee | e) the person who makes sure the players don't break the rules |
| 6. score | f) a metal/plastic tube you blow through to make a sound |

Adapted from: Oxford Advanced American Dictionary for Learners of English

3 Match the words with the pictures.

comment on



kick the ball



score



pass the ball



draw



4 2.9 Listen to Ben talk about yesterday's football match and decide which team won the match and what the score was.

5 **SPEAKING** Work in pairs/groups.

In groups, think of a football match you or your partners played/or watched in school and describe it.

6 Write a short story about "How important are sports in school?"

Example: Playing football is fun. It teaches us a lot of skills. In football everyone is important but they should play together to be the best. I am / am not a good football player. I enjoy playing with my peers. I love team sports....

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify key information in an article and discuss the importance of taking care of my peers.				
Use sports related words and comment on a match.				

Unit 2.7 Writing

I can write a simple description of a sports event.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you take part in charity sports events? Why?
2. When was the last time you participated in such an event?

2 Write the correct word for each definition.

dress up

raise money

reach

finish line

speed

costume

charity

- _____ raise money to collect money for a particular purpose to help people
- _____ to put on special clothes
- _____ how fast sb / sth is going
- _____ arrive at a place
- _____ an organization that helps people in need
- _____ clothes to wear to look like a different person or a thing
- _____ a line marking the end of a race

3 Read Sevak's blog and decide if he raised any money for the charity.

Vanadzor Charity Run

Yesterday, I ran in the Vanadzor Charity Run to help raise money for a local charity organization.

Our group started at 10 am. **At first**, it was almost impossible to run fast because there were so many runners.

After half an hour there was nobody around me. I ran at the same speed and drank water every fifteen minutes. After 5 kilometers, I started to feel quite tired.

Then, a wonderful surprise happened. **Suddenly**, I saw my best friend and his family cheering for me from Vanadzor's central park. Their support gave me energy. **From that moment**, I concentrated on finishing the marathon. I reached the finish line after one hour and twenty-five minutes of hard work.

Finally, I did not win the race but I was so happy I could raise 10,000 AMD for the charity. It was an amazing experience, and I'm grateful to have been a part of it.



4 Complete the sentences with the words in pink from the text.

A Description of an Event

The beginning

1. At first, it was impossible to run fast.

The middle

2. _____ half an hour there was nobody around me.
3. _____ I saw my friend and his family...
4. _____ I concentrated on finishing the marathon.

The ending

5. _____, I did not win the race but I was so happy I could raise 10,000 AMD for the charity.

5 Read the statements and decide whether they are true (T) or false (F). Correct the false ones.

1. *The charity run started at 9 am. (incorrect)* T/F
The charity run started at 10 a.m. (correct)
2. Sevak participated in a marathon to raise money. T/F
3. At the beginning of the race, it was easy for Sevak to run fast. T/F
4. Sevak drank water every ten minutes during the race. T/F
5. Sevak won the race. T/F
6. Sevak raised 10,000 AMD for the charity. T/F

6 **SPEAKING** Work in pairs/groups.

Brainstorm ideas on why it is important to participate in charity runs and similar events. Reflect on what you can learn and if any of you would like to have a similar experience. Explain why?

7 Write a 50-word letter to your friend and describe a charity event you would like to participate in and why?

I can talk more about sports and its benefits, giving evidence to prove it.

**1****SPEAKING****Discuss the questions in pairs/groups.**

1. What role does sports play in children's lives?
2. Why is Physical Education important in school life?

2**Read the text and write down the benefits of playing sports for a child.**

Sports help children develop both physically and mentally. Physical activity should be part of our daily life. Doing any kind of sport from an early age helps children in many ways, for example, group activities improve relationships. It also improves mental health. Sports have a lot of healthy benefits. Sports activities help children to learn about their abilities, collaborate with and respect other children, understand and respect rules. Sports can also help us rest. Those fathers and mothers who have active children are physically more active too.

3**Match the phrases in columns A and B to make statements. Explain your statements**

- | | |
|----------------------------|------------------------------------|
| 1. <i>Sports help me</i> | a) to improve my mental health. |
| 2. Playing sports helps | b) to learn about my abilities. |
| 3. Group activities help | c) <i>to develop physically.</i> |
| 4. Playing sports can help | d) to improve relationships. |
| 5. Sports activities help | e) to connect with other children. |
| 6. Sports give a chance | f) to relax. |

4**Complete the sentences using your own ideas and compare your ideas with others in class.**

- | | |
|-----------------------------------|-----------------------------------|
| 1. Sports help me ... | 3. Group activities help ... |
| 2. Playing sports can help me ... | 4. Sports give me a chance to ... |

5**SPEAKING****Discuss the question in pairs/groups.**

What are some of the benefits of doing sports regularly?

6**Write a paragraph: What sports and games would you like to have during PE lessons? Why?**

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write a simple description of a sports event.				
Talk more about sports and its benefits giving evidence to prove it.				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- When you practice a lot and study hard, you can achieve any goal.
- When you believe in yourself, you can overcome difficulties.
- When you play sports, you can be physically and mentally strong.
- When you play sports, you learn to respect and collaborate with your team.
- When you lose a game, you need to stop playing it.
- When you play sports, you feel healthier and happier.
- If you are a caring person, you should help and take care of your classmates.

Unit Review

VOCABULARY AND READING

1 Fill in the blanks with do / play / go.

Classes and Your Health

Don't study at night. You learn better when you are not tired. Try to have a healthy lifestyle. A healthy breakfast is the first thing that gives you energy for the whole day. Exercise is important. You are never too busy to ___ jogging or swimming. If you don't have time to ___ tennis or football, walk or cycle to school. Or ___ to the gym for an hour. If there isn't a gym near your house, ___ exercises for ten minutes every morning. And take regular breaks when you are studying.

2 Based on Activity 1 write two things you already do and two things you would like to do.

3 Complete the sentences with the words below.

basketball ice skating skiing rafting
table tennis volleyball yoga karate

1. Jane plays _____, _____ and _____.
2. Jane often goes _____, _____ and _____.
3. She also does _____ and _____.

4 Complete the following sentences with the verbs below.

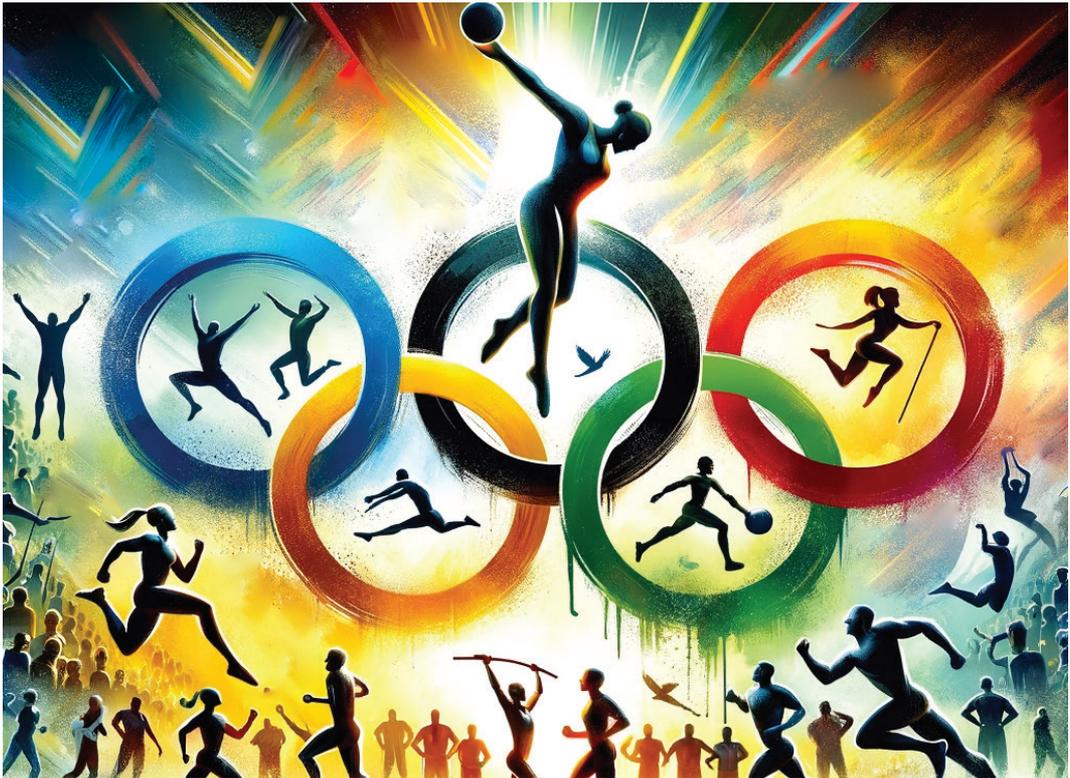
win take keep compete raise take

1. Winter Olympic games take place two years after each Summer Olympic Games.
2. The very best athletes from all over the world _____ in the Olympics.
3. Do you think Ben can _____ a medal?
4. Hike wants to _____ part in a competition next week.
5. What do you do to _____ fit?
6. We would like to _____ money for charity for the children in need.

5 QUIZ on the Olympic Games

Do the quiz to test your knowledge about the Olympics then compare your answers with your peers.

1. *In which country did the ancient Olympics originate?*
 - a. Canada
 - b. Greece
 - c. France
2. *How many rings are there on the Olympic flag?*
 - a. five
 - b. six
 - c. seven
3. *If gold medals are given to the first place, silver for the second, which medal is given for the third?*
 - a. aluminum
 - b. bronze
 - c. zinc
4. *The Olympic Games are held every how many years?*
 - a. three
 - b. four
 - c. five
5. *Where did the Olympics get its name?*
 - a. from Mount Olympus in Greece
 - b. after a Roman King
 - c. from a game name



WORD LIST

VOCABULARY

badminton /'bæd,mɪntn/
career /kə'reɪr/
compete /kəm'pi:t/
disability /,dɪsə'bɪləti/
encourage /ɪn'kʌ:ri:dʒ/
event /ɪ'vent/
karate /kə'rɑ:ti/
parachuting /'pærəʃu:tɪŋ/
popular /'pɒ:pjələ/ɹ/
regular /'regjələ/ɹ/
row /rəʊ/
special /'speʃl/
wrestling /'reslɪŋ/

GRAMMAR

either /'i:ðə/ɹ, /'aɪðə/ɹ/
enough /ɪ'nʌf/

LISTENING

clap /klæp/
cheer /tʃɪr/
confident /'kɒ:nfɪdət/
especially /ɪ'speʃəli/
fail /feɪl/
proud /praʊd/
scared /skerd/
track /træk/
trouble /'trʌbl/
throw /θrəʊ/

WRITING

breath /breθ/
charity /'tʃærəti/
control /kən'trəʊl/
costume /'kɒ:stʌ:m/
finish line /'fɪnɪʃlɪn/
hurt /hɜ:rt/
reach /ri:tʃ/
speed /spi:d/

READING

champion /'tʃæmpiən/
championship /'tʃæmpiənʃɪp/
coach /kəʊtʃ/
competition /,kɑ:mpe'tɪʃn/
goal /gəʊl/
prove /pru:v/
race /reɪs/
referee /,refə'reɪ/
score /skɔ:r/
whistle /'wɪsl/

ENGLISH IN USE

goalkeeper /'gəʊlki:pə/ɹ/
pitch /pɪtʃ/

SPEAKING

daily /'deɪli/
improve /ɪm'pru:v/
mental /'mentl/
respect /rɪ'spekt/

REVIEW

boring /'bɔ:rɪŋ/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 3 LIFESTYLE CHOICES



I can speak about lifestyle choices and explain the benefits of a healthy lifestyle.

Unit 3.1

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. What is a healthy lifestyle and why is it important?
2. What do you think people should do to have a healthy lifestyle?

2

**Match the two halves of the phrases.
Write a-f next to the numbers (1-6).**

- | | |
|------------------|---------------------------|
| 1) <i>follow</i> | a) 7-8 hours of sleep |
| 2) <i>spend</i> | b) time with family |
| 3) <i>get</i> | c) eating fatty food |
| 4) <i>avoid</i> | d) fit |
| 5) <i>have</i> | e) a healthy lifestyle |
| 6) <i>keep</i> | f) <i>parents' advice</i> |

3

Fill in the blanks with the verbs below.

get

spend

keep

follow

go

avoid

have

1. I always follow my mother's advice and eat healthy food.
2. Students should _____ using their phones when they do homework.
3. I feel really happy when I _____ time with my family.
4. You should _____ 7-8 hours of sleep to be active and energetic in the morning.
5. If you want to do well at school, you should _____ a healthy lifestyle.
6. You should exercise regularly to _____ fit.

4

Read the article and match the tips 1-6 with the pictures a-f.

Tips for a Healthy Lifestyle

Doctors advise that we should eat healthy food, get enough sleep, wake up early in the morning, and go to nearby places on foot. However, we don't often follow their advice and instead continue with our unhealthy lifestyle. What they suggest can be very useful for our health. ***Here are some tips on having a healthy lifestyle:***

1. Get enough sleep and wake up early – As the saying goes “Early to bed and early to rise makes a man healthy, wealthy, and wise”. If you sleep for 7-8 hours every night, you’ll have more energy for the whole day.

2. Have a healthy breakfast – Avoid junk and fatty food and have a balanced breakfast that includes eggs, low-fat dairy food, fruit, whole wheat bread*, and green tea or juice. Such a breakfast will help you feel energetic and happy.

3. Exercise regularly – Regular exercise makes your muscles stronger and helps you to keep fit.

4. Avoid using your mobile phone – Make it a habit to avoid using your mobile phone while you are studying. Mobile phones keep you from focusing on your lessons. Also, it is very important to stay away from them when you are trying to sleep because they keep you from sleeping deeply and comfortably.

5. Spend time with family and friends – Family gatherings and meeting friends help you to cheer up. You can share ideas, discuss problems, and try to find ways to fix them together. You can talk and laugh, play games, go for walks, ride your bikes, and have fun together. All these activities can help you feel relaxed and refreshed and keep from feeling depressed.

6. Follow your interests – Do things that interest you and help you relax. Choose a hobby, such as gardening, reading, writing, or anything you enjoy doing to have fun.

a



b



c



d



e



f



* brown bread (noun: mainly UK)-bread that is light brown in color, containing all the natural qualities of the grain in it; <https://dictionary.cambridge.org/dictionary/english>

5

3.1

Listen to Marie and Aren and decide what the matter is with Aren and why.

6

3.1

Listen again and complete the sentences with the adjectives below.

unbalanced

unhealthy

careful

sleepy

inactive

- Hey, Aren. You look kinda _____ today.
What's up?
- You should be more _____ with your sleep.
- Your diet sounds very _____.
Do you do any sports or physical activity?
- Got it. You seem pretty _____ with some _____ habits.
If you keep this up, you might harm your health.

Grammar Reference

Make adjectives out of nouns by adding suffixes (a letter or letters added at the end of a word).

noun **adjective**

health + y = healthy

luck + y = lucky

taste + y = tasty

noise + y = noisy

noun **adjective**

stress + ful = stressful

harm + ful = harmful

help + ful = helpful

use + ful = useful

Make negative adjectives with **un -/ in -** prefixes (letters added to the beginning of a word).

(+)adjective **(-)adjective**

healthy unhealthy

lucky unlucky

helpful unhelpful

active inactive

stressful unstressful

Note: Nouns ending in 'e' drop their final 'e' and add 'y' to form an adjective: 'noise' - 'noisy'

Adapted from: Viney B., Walker E., Elsworth S. Grammar Practice for Elementary Students; Third Edition; Pearson ELT/Pearson Longman (2007)

7

Match the adjectives 1-6 with the definitions a-f.

- | | |
|--------------|--|
| 1. active | a. not doing anything |
| 2. energetic | b. lively and rarely tired |
| 3. inactive | c. making you feel nervous and worried |
| 4. stressful | d. doing a lot of different activities |
| 5. unhealthy | e. relaxed and calm |
| 6. quiet | f. not good for the person |

Adapted from: Oxford Advanced American Dictionary for Learners of English

8 Choose the adjective below that best describes the underlined part and write it next to the sentence.

stressful healthy inactive energetic busy quiet

1. I need to do some exercise as I sit in front of my desk all day. inactive
2. My friend is an active person, who doesn't feel tired ever.
3. Life in cities is very active, and there is always a rush.
4. I eat a lot of fruits and vegetables.
5. There are not many people in the park.
6. I can't rest as I have a lot of work to do.

9  3.2 Listen to Seda talk about her dream lifestyle. Complete the chart with two adjectives that describe her dream lifestyle and two that best describe your lifestyle. Share your answer with peers.

Seda's dream lifestyle	Your lifestyle
<i>active</i>	

10  3.2 Listen again and fill in the missing words.

Everyone chooses their (1) lifestyle.

My idea of a good lifestyle is being happy at school, not having (2) _____ days with a lot of homework, going to the (3) _____ or going out after school, and spending the weekends with friends, doing things or visiting places.

In my dream lifestyle I (4) _____ to other countries.

I hope we will have a skating (5) _____ in our town soon.

11  SPEAKING Work in pairs/groups.

Read the article in activity 4 again and number the tips from 1-6 according to their importance. Explain your choices.

12  Read the blog about Angelina and write about your lifestyle.

I am Angelina. I live outside Yerevan in a small town with my mother, father and two sisters. I have a dog. Her name is Molly. I often take her to the park and play with her. I enjoy spending time with her.



I go to elementary school. In my free time, I play sports and I watch films with my sisters. I follow a healthy lifestyle. I don't eat chips or burgers, and don't drink soft drinks. I only drink water. I get 8 hours of sleep every day. I also like books and I read a lot. Sometimes, I listen to music. I don't play computer games but I love writing blogs!

Click here to send me a message if you liked my story!

Unit 3.2
Grammar

I can speak about healthy and unhealthy habits using the present simple tense. I can give and take advice on a healthy lifestyle using 'should' and 'shouldn't'.



1  **SPEAKING** Discuss the questions in pairs/groups.

- How often do you eat healthy food or do exercises to keep fit? Why?
- Is there anything you would like to change about your lifestyle habits? Why/Why not?

2 Match the phrases 1-10 with the pictures (a-j).

- | | |
|------------------------------------|-------------------------------|
| 1. <u>h</u> do exercise | 6. _____ lose weight |
| 2. _____ stop smoking | 7. _____ get stressed |
| 3. _____ use the stairs to get fit | 8. _____ go to the gym |
| 4. _____ feel sick | 9. _____ eat fried food |
| 5. _____ drink soft drinks | 10. _____ high / low fat food |



a



b



c



d



e



f



g



h



i



j

3  **3.3** Listen to Erik speak about his and his friends' lifestyle habits and routines, and decide who has the healthiest lifestyle.

4  **3.3** Listen again and complete the sentences from the listening with the phrases below.

exercises enough sleep phone games sleepy walk
fried food healthy habits soft drinks regularly late

Some of my friends don't have healthy habits.
They don't get ____ and usually feel ____ in the morning.
For dinner, they often eat ____ and drink ____.
Besides, they don't do ____ or play sports.
Most of the time they play ____.
But my friend Edgar has a very healthy lifestyle.
He doesn't go to bed ____ and always sleeps 7-8 hours a day.
I try to eat healthy food and do exercises, ____ to school and back home.
Edgar and I want to join the school football team and exercise ____.

Grammar Reference

We use the **present simple tense** to speak about our habits and routine activities, things that we do *every day, usually, always, often, sometimes, etc.*

Examples:

They rarely eat breakfast. They sometimes eat fruits.

He does not go to bed late. I try to eat healthy food and do exercises.

Adapted from: <https://www.grammarly.com/present-simple-for-present-habits-and-states>

5 Read the tips on having a healthy lifestyle and number them in the order of importance for you. Give reasons to explain your answer.



Exercise is a good way to keep fit. It gives your body more muscle. Exercise makes you feel more peaceful and happy and makes you stronger.



Get a good night's sleep. It helps you to be in a better mood, do better in school, and get along better with others.



Take a break from all your hard work. Rest and relaxation help you do everything better and feel happier.



Drink at least 8 glasses of water instead of soft drinks.



Brush your teeth after meals to keep them healthy.



Wash your hands after using the bathroom and before eating so you don't get sick.

6  **SPEAKING** Work in pairs/groups.

How often do you do the things stated in Activity 5? Tick (✓) under the correct column. Give reasons to explain your answers.

	always	often	usually	rarely	never
Do exercises					
Drink 8 glasses of water a day					
Brush your teeth after meals					
Wash your hands after using the bathroom and before eating					
Get a good night's sleep					
Take a break from all your hard work					

7 Write a short text to sum up your answers to Activity 6.

Example: I often go jogging with my friends because it's fun and helps us get stronger. I usually sleep 7-8 hours a day to do better at school. I often sit and relax after doing my homework. I always follow my parents' advice and wash my hands after using the bathroom and before eating, and brush my teeth after meals.

Grammar Reference

- We use **should** to say something is good to do.
- We use **shouldn't** to say something is not good to do.
- After should and shouldn't we use the base form of the verb **without to**.

Study the sentences below:

- **I/we/you/they/he/she should eat a lot of healthy food.** (advice)
- **I/we/you/they/he/she shouldn't eat much red meat.** (advice)
- **Should I/we/you/they/he/she do more exercise?** (suggestion)

Adapted from: Viney B., Walker E., Elsworth S. *Grammar Practice for Elementary Students; Third Edition; Pearson ELT/Pearson Longman (2007)*

8 Read the note and discuss it in pairs. What are your tips for a healthy heart?

Top Tips For A Healthy Heart!

Heart disease is a huge problem related to unhealthy lifestyles. There are many things you can do to help your heart stay healthy. Here are our tips for a healthy heart!



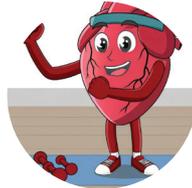
You shouldn't eat a lot of fried food and you should eat red meat once a week. This type of food is bad for your heart because it's high fat food. You shouldn't use too much salt. A person only needs about 1g of salt a day.



You should lose weight in a healthy way. Overweight people have more heart problems!



Smoking is bad! Everyone knows that cigarettes are very dangerous for the heart.



You should do more exercise. Regular exercise is very good for the heart.



You should eat fish two or three times a week. It's good for the heart because it's low in fat and high in Omega 3.*



You should eat more fruit and vegetables.

* Omega 3 "healthy fats" (fish, vegetables, nuts)

9



SPEAKING

Discuss the questions in pairs/groups.

1. What tips in Activity 4 do you agree with? Why?
2. Which tips do you follow in your family? Why/Why not?

10

Complete the ideas with should or shouldn't.

1. You should do some exercise every day to be healthy.
2. You _____ eat too much fried food.
3. You _____ go to bed late.
4. You _____ eat too many sweets.
5. You _____ go to the gym to stay fit.
6. You _____ play video games all day.

11

Read the sentences. Give each one a number from 1 to 5 (1 = doesn't help to be healthy and 5 = helps a lot to be healthy). Discuss your choices with a partner.

1. You should do regular exercise to make sure your muscles are strong.
2. We should spend a lot of time sitting in front of the television.
3. People should go for long walks in the fresh air.
4. You should use a computer and write text messages to exercise your hands and arms.
5. You don't have to play sports to be healthy and keep fit.
6. People should do a lot of simple exercises (for example, use the stairs and not take the elevator).

12



SPEAKING

Discuss the questions in pairs/groups.

1. What do you do to keep fit? Why?
2. What would you like to change in your eating habits?

13



Think of a family member/neighbor/relative who you think doesn't have a healthy lifestyle. Write about their unhealthy habits and what they should do to have a healthier lifestyle.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Speak about lifestyle choices and the benefits of a healthy lifestyle.				
Speak about healthy and unhealthy lifestyle habits using the present simple tense.				
Give advice on having a healthy lifestyle using “should” and “shouldn’t”.				

Listening

I can name different food items and talk about a healthy and well-balanced diet.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What is a balanced diet?
2. Name the foods you include in a balanced diet.

2 **3.4** Listen to the pronunciation of the words below and repeat.

tuna strawberry sausages coke chocolate hamburger
 carrot donut soft drink juice bread whole wheat

3 Write the words below from Activity 2 under the correct column. Add one item of your own under each category.

Dairy	Vegetable	Meat	Drink	Fish	Fruit	Other

4 Write the food and drink items in Activity 2 under the correct category: healthy or unhealthy.

healthy	unhealthy

5 **3.5** Listen to the advice on healthy eating habits. Use the words below to fill in the blanks.

vegetables sweets chips calcium
 can of coke soft drinks chocolate fruit

Food and drinks that contain too much sugar, fat or salt, such as (1) _____, (2) _____, (3) _____ and (4) _____ are unhealthy. One (5) _____ contains 10 teaspoons of sugar*. But doctors advise to have only 6 teaspoons of sugar daily. So you should have very little of such food or drinks.

(6) _____ and (7) _____ contain vitamins and minerals that help you grow strong and healthy and avoid many serious diseases.

Your body needs (8) _____ to keep your bones and teeth healthy. For this you should eat lots of low-fat dairy food, fish, beans and low-fat meat.

* <https://dentarana.net.au/rethink-your-sugary-drink-5-drinks-to-avoid>

6  **Write sentences on how much and how often you eat/drink the food or drinks given in Activity 5. Explain why.**

Example: I eat a lot of vegetables and fruit because I want to be strong and avoid getting sick.

7  **SPEAKING Discuss the questions in pairs/groups**

1. How “healthy” is your refrigerator? Why?
2. What meals would you like to have in your lunchbox? Why?

8 Study the food containers and quantities, and write the name of the food for each picture.



a bunch of _____



a box of _____

Note:

Singular
loaf

Plural
loaves



a bowl of _____



a slice of _____



a carton of _____



a cup of _____



a bottle of _____



a can of _____



a loaf of _____



a bar of _____



a bag of _____



a piece of _____



a glass of _____



a jar of _____

Adapted from: Oxford Advanced American Dictionary for Learners of English

9

3.6

Listen to the conversation and complete it with a word showing some quantity or a container. Sometimes you need to use the plural forms.

Cathy and her friends are going to have a party and they are talking about what food to buy and how much.

Cathy: Let's order some pizza. I think everybody will eat at least two _____ of pizza. And drink some _____ of coke.

Nellie: I don't think it's a good idea to buy coke. Soft drinks are bad for our health. We should buy some water. I think ten _____ would be enough.

Emma: Yes, you are right. And I can make a vegetable salad. If we want to be healthy, we should eat lots of vegetables.

Billy: And we should buy some fruit because it is also healthy. Let's buy a _____ of bananas, some apples, oranges, and pears. And we should also buy a _____ of chocolates.

Andy: I can make a cake for dessert. So, I will need a _____ of flour, a _____ of milk, some sugar, a few eggs, a _____ of chocolate and a _____ of cherry jam.

Nellie: But we shouldn't eat much cake or too many chocolates, just a little. Eating too much sugary food is bad for health.

Emma: And we shouldn't forget to buy some _____ of brown bread and some _____ of low-fat cheese. They are both very healthy.

Billy: Ok then. Our shopping list is ready. Let's go to the supermarket.

10

**SPEAKING**

Work in pairs/groups.

You are going to organize a party together with your friends. In your groups decide who will prepare what food and what ingredients they need for that. Make a shopping list using the words and phrases from Activity 7, and present your shopping list to the class.

11

Read Max's and Bethy's eating habits and decide how healthy they are. Give reasons to explain your answer.

Max

Hi! I am Max, and I like eating burgers, pizza, chips and hotdogs for lunch. I don't like vegetables and I never eat fish.

I love fizzy drinks but sometimes Mom makes me drink some milk.

I walk to school every day, and I go swimming twice a week. I also ride my bike in the park on weekends.



Bethy

Hi! I am Bethy! I eat lots of fruit and vegetables to stay healthy. I usually have chicken or fish with rice and salad for lunch. I also drink lots of milk because it keeps my bones and teeth strong.

I don't like water very much, so I often drink fizzy drinks. I can't ride a bike so my mom drives me to school and back every day.



12 **SPEAKING** Work in pairs/groups.

Tell your partner about your eating habits.

13 Write a 50-word paragraph about eating habits in your family.

Example: We usually eat healthy food in our family. We always have butter, honey, eggs, cereal, whole wheat bread and low-fat dairy food for breakfast. For lunch we eat vegetable soup, rice with chicken or fish and vegetable salad. For dinner we have fresh vegetables with cheese or yogurt. We eat lots of fruit and have tea or coffee once or twice a day.

Grammar

I can use different forms of “have to” to express obligation and “be able to” to express ability.



1



SPEAKING

Discuss the questions in pairs/groups.

1. How do unhealthy habits affect our everyday lives?
2. What do we have to do to avoid the negative effects of unhealthy habits?

2

Match the two halves of the sentences. Write a-f next to the first halves.

- | | |
|--|---|
| 1. <i>I want to focus on my homework</i> | a. calcium to keep your bones healthy. |
| 2. Does your brother Sam have to | b. chocolate because it's bad for her health. |
| 3. My friend Kate has to eat very little | c. I don't have to take the bus. |
| 4. My school is near my home, so | d. food to be healthy. |
| 5. Children have to avoid eating junk | e. <i>so I have to avoid using my phone.</i> |
| 6. You have to eat food that contains | f. exercise regularly to keep fit? |

3

Read the text and decide what Davit should do to become stronger.

Davit Meets His Superhero

Right now in the beautiful village of Sasunik in Armenia something magical is happening. A boy named Davit lives there. He is a kind and brave boy and always thinks: “I have to do something to help the people in my village.” But sometimes he feels that he is not strong enough for that.

Davit has a superhero, David of Sassoun from the Armenian national epic. One day Davit is sitting in their garden and thinking about his wishes. Suddenly his superhero David of Sassoun appears. Davit can't believe his eyes. David of Sassoun gives Davit a big smile and asks what he is thinking about. Davit speaks about his worries. David of Sassoun listens to him carefully and says: “You are right my son, you should become stronger to be able to help your folks. I can make you a superhero, but you should follow my advice. You should exercise a lot and go for long walks in the mountains and valleys of your land. You should eat healthy herbs, vegetables and fruit that grow in your village and drink fresh spring water. Your father works hard on the farm, but he doesn't have to do all the work alone. You should do your best to help him as much as you can. Also, you should go to bed early and wake up early in the morning. You should study well at school and not play games on your phone for long hours. You should advise your friends to do all these things too.

You are a great boy Davit, and I'm sure you are able to do all that. Remember, I will always be there guiding you so you shouldn't worry anymore."

At that very moment Davit opens his eyes and realizes that it is just a dream, and he feels a little upset. After some time he understands that his dream is a message from his superhero, and that from now on he should try to follow the advice of David of Sassoun.



4 Read the text again and choose true (T) or false (F).

1. Davit understands that he has to sit in the garden and think. T/F
2. David of Sassoun tells Davit that he should become stronger. T/F
3. David of Sassoun says that Davit's father has to do the work on the farm alone. T/F
4. David of Sassoun advises Davit to sleep late and wake up late. T/F
5. David of Sassoun advises Davit to do exercises and to take long walks. T/F

Grammar Reference

We use **'have to'** to talk about obligation: things that are necessary for us to do.

Note: **'have to'** is a synonym for "must". **'Must'** is used only in the present tense, but "have to" can be used in different tenses.

'have to' in the Present simple tense

Positive form

I/we/you/they + **have to** + base form of the verb

He/she/it + **has to** + base form of the verb

Example: You have to eat food that contain calcium to keep your bones healthy.

My friend Kate has to eat very little chocolate.

Negative form

I/we/you/they + **don't have to** + base form of the verb

He/she/it + **doesn't have to** + base form of the verb

Example: My school is near my home, so I don't have to take the bus there.

He doesn't have to do all the work alone.

Question form

Do I/ we/ you/ they + **have to** + base form of the verb?

Does he/she/it + **have to** + base form of the verb?

Example: Does your brother Sam have to exercise regularly to keep fit?

Do we have to get 7-8 hours of sleep every night?

*Adapted from: Betty Schramper Azar. Basic English Grammar;
Pearson Education, 10 Bank Street White Plains, NY 10606*

5 Read the text in Activity 3 again and complete the sentences.

1. Davit thinks that he has to _____.
2. David of Sassoun advises Davit to _____.
3. Davit's father doesn't have to _____.
4. Davit should try _____.

6 Complete the sentences with **have to/has to or don't have to/doesn't have to**.

1. I know that I have to try hard to stay healthy.
2. My sister is feeling better now. She _____ stay in bed.
3. Jack has some heart problems, so he _____ eat low-fat food.
4. We _____ make sandwiches for the picnic. We bought some yesterday.
5. You _____ practice a lot and eat healthy food to become a professional dancer.
6. Anne is slim and fit. She _____ lose weight.

7 Write the words in the correct order to make sentences.

1. *fresh/have to/We/early/get up/to feel*
We have to get up early to feel fresh.
2. *take/remember/I/my/to/have to/lunch*
3. *don't/to/pay/have to/You/use/the gym*
4. *smoking/has to/give up/Ben*
5. *have to/healthy/drink/I/enough/to be/water*
6. *trainer/get/new/have to/a/You*

8

**SPEAKING**

Discuss the questions in pairs/groups.

1. Are you able to focus on your lessons when you don't get enough sleep? Why/Why not?
2. Are you able to keep fit if you don't exercise regularly? Why/Why not?

9

Match the two halves of the sentences. Write the letter next to the first half.

- | | |
|--|---|
| 1. I am able to focus on my lessons | a. smoking and put their health at risk. |
| 2. My friend Ani is able to keep | b. family or friends, you may feel happier. |
| 3. If you are able to spend some time with | c. if you drink a lot of soft drinks? |
| 4. Some people aren't able to stop | d. better when I avoid using my phone. |
| 5. Are you able to keep healthy | e. fit because she eats healthy food. |

Grammar Reference

We use **'be able to'** to talk about ability: things that we can do.

Note: **'be able to'** is a synonym for **'can'**. **'Can'** is used only in the present tense, and has its past form **'could'** but **'be able to'** can be used in different tenses.

'be able to' in the Present simple tense

Positive form

I **am** + **able to** + base form of the verb

He/she/it **is** + **able to** + base form of the verb

We/you/they **are** + **able to** + base form of the verb

Example: I am able to focus on my lessons better when I avoid using my phone.

Negative form

I **am not** + **able to** + base form of the verb

He/she/it **is not** + **able to** + base form of the verb

We/you/they **are not** + **able to** + base form of the verb

Example: Some people aren't able to stop smoking and put their health at risk.

Question form

Am + I + **able to** + base form of the verb

Is + he/she/it + **able to** + base form of the verb

Are + we/you/they + **able to** + base form of the verb

Example: Are you able to keep healthy if you drink a lot of soft drinks?

Adapted from: Betty Schramper Azar. Basic English Grammar; Pearson Education, 10 Bank Street White Plains, NY 10606

10 Match each word with its definition.

- | | |
|-----------------------|---|
| 1. <i>delicious</i> | a) connected with a person's body |
| 2. <i>healthy</i> | b) to do or use less of something |
| 3. <i>physical</i> | c) time people spend watching something on a screen |
| 4. <i>important</i> | d) not sick; helping to make or keep you well |
| 5. <i>screen time</i> | e) being necessary and having great value |
| 6. <i>cut down on</i> | f) <i>having a very pleasant taste</i> |

Oxford Advanced American Dictionary for Learners of English

11 3.7 Listen to Ani and Karen talk about how to have a healthy lifestyle. What does Karen have to do?

12 3.7 Listen again and decide whether the statements are true (T) or false (F).

- | | |
|---|-----|
| 1. Karen doesn't have to change his lifestyle. | T/F |
| 2. Ani says that Karen should eat fruit and vegetables. | T/F |
| 3. Karen doesn't eat many sweet snacks. | T/F |
| 4. Karen should be able to play and exercise regularly. | T/F |
| 5. Karen has to cut down on his screen time. | T/F |

13 **SPEAKING** Discuss the questions in pairs/groups.

1. What do your friends have to do to stay healthy? Explain.
2. What do you have to do to stay healthy? Explain.

14 Write a short text about your own lifestyle. The following questions will help you.

1. What are some things you have to do to be healthy?
2. Are you able to play and be active every day?
3. What activities are you able to do to keep your body strong?
4. Are you able to choose healthy snacks?

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Name different food items and speak about a healthy and well-balanced diet.				
Speak about things people need to do to be healthy using “have to”.				
Speak about things people can do by following a healthy lifestyle using “be able to”.				

Reading

I can identify healthy breakfast food items and discuss the importance of having breakfast.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think your friends start the day in a healthy way? Give reasons to explain your answer.
2. What advice can you give your friends on having a healthy start of the day?

2 Read the text ‘Do you skip breakfast?’ and match the bolded expressions with the definitions below.

give energy

not eat breakfast

become angry easily

put in a dangerous situation

use your brain to solve problems and understand things

Do you **skip breakfast**? Millions of children do, and if you are one of them, you **put your learning** and **thinking abilities at risk**. When you skip breakfast, you **feel** hungry, tired, or **bad-tempered** in the middle of the morning. Let's see why that is so!

First, when you wake up, your stomach is empty. Your body's glucose, a type of sugar that gives you energy, is low. Eating breakfast raises the level of glucose in your brain. Your brain needs glucose to **do mental work**. That's why eating breakfast will help you to be active in school. What if you don't have enough time for breakfast or if you are not hungry when you wake up? Drink some milk or juice. Then have a healthy snack later in the morning. Yoghurt, dry cereal, cheese, or fruit are good choices. And if you don't like breakfast foods, eat anything healthy you like. Even whole wheat fruit muffins, oatmeal cookies or a fruit smoothie can **power your morning**. Do your best to have breakfast before going to school!



Adapted from: <https://www.esleschool.com/a2-dont-skip-breakfast/>

3 Read the article again and answer the questions below.

1. How might you feel when you skip breakfast?
 - a) hungry and tired
 - b) bad-tempered
 - c) all of the above

2. How does breakfast affect your brain?
 - a) It helps you do better at school.
 - b) It wakes you up.
 - c) It makes you think slowly.
3. If you don't have time for breakfast, you should...
 - a) skip it and wait for lunch.
 - b) have milk or juice at home and eat a healthy snack at school.
 - c) make a sandwich to eat at school.
4. If you don't like breakfast food, ...
 - a) have some fast food.
 - b) have a sugary fruit drink.
 - c) eat any healthy food you like.
5. What does the passage teach us?
 - a) We should skip breakfast if we don't like breakfast food items.
 - b) We should know the healthy benefits of having breakfast.
 - c) We should understand that eating breakfast is not important.

4  **3.8** Listen to Ben describe his breakfast habits. Decide if it is healthy or unhealthy. Give reasons to explain your answer.

5  **3.8** Listen again and choose true (T) or false (F).

- | | |
|---|-----|
| 1. Dinner is the most important meal of the day. | T/F |
| 2. People's breakfast habits are similar. | T/F |
| 3. Ben doesn't like oatmeal and rice in the morning. | T/F |
| 4. Ben always has breakfast at the same time. | T/F |
| 5. On weekends Ben sometimes eats his favorite breakfast. | T/F |

6  **3.8** Listen again and complete the table below. What do you do similarly and what do you do differently from Ben?

Similar	Different

7 Read the article and decide if people have more healthy breakfast habits now than in the past.

Change of Time, Change of Habits

In old times people ate a healthy breakfast made from the food they grew themselves. They ate their homemade dairy food, the fresh bread they baked from whole wheat, the meat, chicken and eggs from their farms, the fish from the rivers or lakes near their

homes, and the fruit and vegetables grown in their fields and gardens. In old times people ate healthy food and didn't have to worry about their lifestyle much.

Nowadays people living in big cities rarely have breakfast. They usually drink tea or coffee and have a sweet snack. Some people may have some food left over from the day before.

Doctors say that breakfast is perhaps the most important meal of the day because it gives you energy for work or study. Also, you don't gain weight because you use the glucose that you get from breakfast food by working or studying. So, to have enough energy for the morning you should have a balanced breakfast of dairy food, eggs or cereal, some vegetables or fruit and drink milk or juice. Having breakfast will help you feel active the whole morning.

8 Read the article again.
Tick the correct sentences and correct the wrong ones.

1. *In old times people bought their food from supermarkets. (incorrect)*
In old times people made their own food. (correct)
2. People caught fish from rivers or lakes.
3. People worried about their lifestyle in old times.
4. Most people skip breakfast nowadays.
5. You gain weight if you have breakfast.
6. Eating breakfast doesn't affect your ability to work or study.

9  **Work in pairs. Go through the reading passage in Activity 7 again and complete the table below.**

Breakfast in old times	
Breakfast in big cities now	
Food for a healthy breakfast	

10  **SPEAKING Discuss in pairs/groups.**

1. Do you agree or disagree with the ideas in the Reading Activity 7? Why?
2. What do you eat for breakfast and why?

11  **Interview your family members or classmates on their breakfast habits. Make a short presentation on the answers they give to the questions below.**

1. Do you usually have breakfast? Why/Why not?
2. What do you eat for breakfast?
3. What is your advice to people who skip breakfast?

English in Use

I can describe my typical day, using health related collocations and phrasal verbs with 'look'.

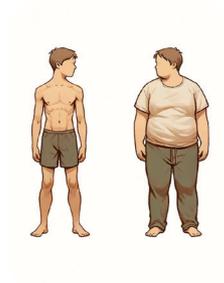


1  **SPEAKING** Discuss the questions in pairs/groups.

1. What is your typical day like?
2. What would you like to change in it? Why?

2 Match the expressions 1-8 with the pictures.
Write the number under the pictures.

- | | |
|----------------------------------|---------------------------------------|
| 1 cut down on screen time | 5 put your health at risk |
| 2 avoid fast food | 6 have a healthy diet |
| 3 take care of oneself | 7 get enough vitamins |
| 4 keep a healthy weight | 8 look out for healthy choices |



3  **3.9** Listen to Gohar, Tigran, Nare, and Gagik talk about the effects of unhealthy habits on our health and how to avoid them, and fill in the blanks with phrases from Activity 2.

We spend a lot of time looking at our phones or watching TV, but we should try to _____ not to harm our eyes and brains.

Our body needs to use the energy it gets from food and to _____.

We should look after ourselves and _____ that helps us _____.

4  **3.9** Listen again and fill in the blanks with phrasal verbs with the verb *to look*.

1. We should _____ healthy choices like healthy food and exercise.
2. I always _____ my swimming class.
3. We should _____ ourselves and have a healthy diet that helps us to get vitamins.
4. I usually _____ healthy recipes on the internet and help my mum make them.

Grammar Reference

Learn some phrasal verbs with the verb 'look'

To look after – to take care of

To look for – to try to find

To look forward to – to wait for something with pleasure

To look out for – to pay attention and try to see or find (someone or something)

To look up – to try to find information in a book or on the internet

Adapted from: Oxford Basic American Dictionary

5  **3.10** Listen to Peter talk about himself and decide if he has a healthy lifestyle. Give reasons to explain your answer.

6  **3.10** Listen again and choose true (T) or false (F).

- | | |
|--|-----|
| 1. In his free time Peter stays at home and reads a book. | T/F |
| 2. In good weather Peter and his friends have a picnic or play football. | T/F |
| 3. In bad weather Peter spends time at the gym or goes to watch a movie. | T/F |
| 4. Sometimes Peter and his friends get together and play music. | T/F |

7  **3.11** Listen to Peter's sister, Sue talk about herself and decide if she has a healthy lifestyle. Give reasons to explain your answer.

8  **3.11** Listen to Sue again and match the two halves of the sentences.

- | | |
|---|--|
| 1. I read books, articles or other things | a. over in the afternoon. |
| 2. Also I like to look | b. on the internet and try to make them. |
| 3. Sometimes my friends come | c. <i>on the Internet</i> . |
| 4. We usually look up interesting recipes | d. spends most of his time being out with friends. |
| 5. My brother Peter | e. after my plants. |

9  **3.10/11** Listen to Peter and Sue again. Complete the table below for Peter, Sue and yourself. Tick (✓) next to the correct phrase for each person.

	PETER	SUE	BOTH	YOU
1. go out with friends	✓			
2. go to the park/movies/gym				
3. have a picnic				
4. listen to music				
5. play computer games				
6. play the guitar				
7. watch YouTube movies				
8. look after plants				
9. look up recipes				

10  **SPEAKING** Work in pairs/groups.

Compare your results for Activity 9 with a partner. Who is more similar to Peter and who to Sue? Give examples to explain your answer.

11  Write a paragraph and express your views about how watching TV shows, reading books and magazines, or visiting websites on a healthy lifestyle can have a positive effect on your own health.

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify healthy breakfast food items and discuss the importance of having breakfast.				
Give advice on healthy breakfast habits.				
Describe my typical day, using health related collocations and phrasal verbs with 'look'.				

Writing

I can write an informal email to a friend and tell him/her about my lifestyle habits and free time activities.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. How do you like to spend time with friends? Why?
2. Do you enjoy spending time with your friends online or face to face? Explain.

2 **Read Ani's email to Alex. What are some unhealthy habits that Ani has?**

Message
— ↗ ✕

To: Alex
From: Ani

Hey Alex,
 Hope all is well on your end.

I'm writing to ask you for some healthy tips. I'm feeling upset and I really need them. I usually don't get enough sleep because I text my friends till late at night, so I'm always sleepy all day. And what's more I eat chips and drink coke when texting. I don't manage to eat breakfast, but I'm lucky Mum puts some snack in my bag. I try to go for walks with my friends sometimes, but not regularly. And I'm too lazy to go to the gym or swimming pool.

Please, tell me what I should do to keep fit and feel happy.

Cheers, Ani

3 **Read Alex's answer to Ani. Fill in the blanks with the phrases below.**

healthy snack cheer up move around growing tomatoes follow my tips

Message
— ↗ ✕

To: Ani
From: Alex

Hey Ani,

I'm so sorry you feel upset, but you'll ___ if you ___. You see, sleep is super important, and eating breakfast, or at least a ___ of fruit muffin and juice or milk is a good start. Veggies, fruits, and healthy foods are a must; cut down on the fatty and sugary things. Don't forget to ___ - play sports or do exercises. Spending

time with family and friends and doing fun things will make you feel happier. One of my strategies to stay happy and healthy is to grow my own vegetables. I'm ____ at our school greenhouse. It's so cool watching them grow!

Let me know how everything goes soon!

Take care, Alex

4 Read Alex's email to Ani again and complete the table below. Add two more tips.

Alex's Tips	Your tips
-------------	-----------

5 Write a similar email to a friend and tell him/her about your lifestyle habits.

6  3.12 Listen to some students talk about their free time activities. Match the speaker with his/her favorite free time activity.

collecting autographs *collecting bottle caps* lying and looking at the clouds

doing homework listening to grandpa's stories collecting mushrooms in the forest

TOM *collecting bottle caps*

EMMA

MIKE

KATE

ANNA

KIM

7 Read the sentences and decide which of the students in Activity 6 is saying each of these things.

Can you write your name in my book?

Sorry, I can't come to the park. I must finish my Math.

That one is like a horse.

Tell me more, please.

Do you like nature?

8  SPEAKING Discuss the questions in pairs/groups.

1. Who has the most unusual hobby? What is it?
2. Do your hobbies help you feel happier? How?

9  Write a letter to a friend and tell him/her about your hobby and how you feel doing it. These questions can help you.

1. What is your favorite activity to do in your free time? How often do you do it?
2. How does your hobby help you feel?

Speaking

I can talk about different habits that keep people healthy, using related vocabulary.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you do to take care of yourself? Explain.
2. What do you do to feel relaxed? Explain.

2 Match the phrases with the pictures.
Write the phrase under the correct picture.

play the guitar

go for a picnic

play the drums

go shopping

play computer games



3 3.13 Listen to Edgar, Mariam and Emil talk about their free time activities and complete the sentences with *go*, *have* or *play*.

Edgar, aged 12: Hey there! I like going to the park with my friends. We play the guitar there. Sometimes, we ____ for a picnic. We always ____ a good time. Aram and Tigran ____ the drums - African drums. They're really cool.

Mariam, aged 11: Hi, I have some free time on Saturdays and I ____ shopping with my parents. We always ____ lunch at a food court in the shopping center.

Emil, aged 13: I'm very busy with my lessons. But I have some free time on Sundays and I ____ table tennis with my friends. It's a great game. I never ____ computer games on Sundays.

4 Complete the sentences using *go*, *have* or *play* and the words below.

breakfast

concerts

chess

movies

piano

youth club

1. I love music but I don't often go to concerts because bands don't come to my town.
2. Lisa and Mark ____ to the ____ every Friday. They love watching films together.
3. Mick can ____ the ____ . He goes to lessons at the local music school.
4. I sometimes ____ ____ with my grandfather but I never win. He always takes my queen quickly!
5. We always ____ ____ before we go to school. We have whole wheat bread, natural honey, dairy food and nuts, because they help us to have strong bones and do well at school.
6. My brother wants to ____ to the local ____ with me but he's only 12 and it's for 14- 19 year olds.

5 Form the correct collocation. Say how often you do the activity and give reasons for that.

1. read / watch / write books
 2. spend / visit / write friends
 3. watch / write / read magazines
 4. visit / spend / watch time alone
 5. watch / write / visit a blog
 6. make / do / visit videos
1. *In my free time I read books. It helps to keep my brain active and have less stress.*

6 Match the questions 1-6 to the answers a-f.

1. Which do you like more, basketball or swimming?
 2. Do you like riding a bike in your free time?
 3. Do you prefer walking with friends or watching Youtube videos?
 4. Which do you like more, movies or books?
 5. Do you like playing computer games?
 6. Do you spend your free time at home alone?
- a. No, I don't. I like watching YouTube videos but I don't play games on the computer.
 - b. I love swimming. I go swimming three times a week.
 - c. Yes, I do. I love riding my bike. My friends and I go bike-riding quite often.
 - d. I don't like spending my free time alone in my room. It's boring.
 - e. I prefer walking with friends to sitting alone and watching YouTube videos.
 - f. I prefer movies, not books.

7 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you do to cheer up when you feel upset? Why?
2. What is one thing you can do today to make your day active?

8 Make a presentation about what you do to stay active and happy.

Example: Every day I do something enjoyable, such as dancing, watching one of my favorite TV shows, working in the garden, painting, or reading. I love spending time with my family and friends. I also feel happy when I eat healthy food. Also, I exercise regularly because it helps me feel energized.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write an informal email to a friend and tell him/her about my lifestyle habits.				
Speak about how I enjoy spending my free time.				
Talk about different lifestyle habits using related vocabulary.				

VALUES AND CULTURE

Do you agree or disagree with the following statements? Give some reasons to explain your answer.

- People may have different lifestyle choices, but a healthy lifestyle should be encouraged to improve people's health.
- A healthy lifestyle involves eating healthy food, getting enough sleep, exercising, and doing fun things.
- People's lifestyle habits can have positive and/or negative effects on their health and mood.
- A healthy lifestyle helps people to be stronger and happier.

3 Complete the following sentences with the verbs below.

read

go

play

listen

watch

1. You listen to a lot of music. Is this a good CD?
2. My mum and dad _____ an old film every Friday.
3. We _____ four books a year in English.
4. My friends _____ games on their phones before school starts.
5. Are you alone? Jim: Yes, my parents _____ to work on Saturdays.

GRAMMAR

4 Complete the sentences using.

should

shouldn't

have to

has to

don't have to

doesn't have to

1. Tom shouldn't eat so many lollipops. It's bad for his teeth.
2. - _____ I drink orange juice if I have a sore throat? - Yes, you _____ .
3. I _____ get up early tomorrow morning to walk to school.
4. The doctor said: "You _____ stay in bed any more, you can go to school."
5. My friend Mary _____ to eat vitamins to grow better.
6. You _____ drink fruit juice and a lot of water. You _____ drink too much soft drink.

5



SPEAKING

Discuss the questions in pairs/groups.

1. Which of the activities in Reading passage 1 do you do? Why?
2. What else will you do in the future to keep fit? Why?

WORD LIST

VOCABULARY

active /'æktiv/
avoid /ə'vɔɪd/
cheer up /tʃɪr ʌp/
energetic /,enə'dʒetɪk/
follow advice /'fələʊ əd'vaɪs/
harm /'hɑ:rm/
harmful /'hɑ:rmfl/
healthy /'helθi/
important /ɪm'pɔ:rtnt/
inactive /ɪn'æktiv/
keep fit /kɪp fɪt/
lifestyle /'laɪfstɑɪl/
quiet /'kwaɪət/
sleepy /'sli:pi/
spend /spend/
stressful /'stresfl/
unbalanced /ʌn'bælənst/
unhealthy /ʌn'helθi/

GRAMMAR

bone /bəʊn/
delicious /drɪ'li:ʃəs/
disease /drɪ'zi:z/
enough sleep /ɪ'nʌf 'slɪp/
fried food /fraɪd fud/
habit /'hæbət/
late /leɪt/
mineral /'mɪnərəl/
overweight /,əʊvər'weɪt/
phone game /fəʊn geɪm/
physical /'fɪzɪkl/
regularly /'regjələri/
soft drink /,sɔ:ft 'drɪŋk/

LISTENING

bar /bɑ: /
bottle /'bɒtl/
bowl /bəʊl/
bunch /bʌntʃ/
calcium /'kælsiəm/
careful /'keəfl/
carton /'kɑ:tn/
cereal /'sɪriəl/
chicken /'tʃɪkən/
chips/fries /tʃɪps/ fraɪs/
coke /kəʊk/
contain /kən'teɪn/
donut /'dəʊnʌt/
glass /glæs/
hamburger /'hæmbɜ:ɡər/
power /'paʊə/
skip /skɪp/
snack /snæk/
jar /dʒɑ: /
lemonade /,lemə'neɪd/
loaf /ləʊf/
piece /pi:s/
sandwich /'sænwɪtʃ/
slice /slaɪs/
strawberry /'strɔ:bəri/
sweets /swi:ts/
tuna /'tu:nə/
whole wheat /'həʊl 'wi:t/

READING

bad-tempered /,bæd
'tempəd/
baked /beɪkt/
dairy /'deəri/

gain weight /geɪn 'weɪt/
homemade /,həʊm'meɪd/
mental /'mentl/

ENGLISH IN USE

cut down on /kʌt daʊn ɒn/
guitar /gɪ'tɑ: /
healthy choices / 'helθi
tʃɔɪs/
put at risk /pʊt ət'rɪsk/
take care /teɪk keə/
vitamin /'vaɪtəmən/

WRITING

autograph /'ɔ:tə,græf/
collect /kə'lekt/
relax /rɪ'læks/
routine /ru'ti:n/
tomato /tə'metəʊ/

SPEAKING

boring /'bɔ:riŋ/
drum /drʌm/
energized /'enərdʒaɪzd/
enjoyable /ɪn'dʒɔɪəbl/
food court /'fu:d kɔ:rt/
self-care /,self 'keə/

REVIEW

athlete /'æθli:t/
consist /kən'sɪst/
grandparent /'græn,perənt/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 4 HOLIDAYS



I can identify different holidays and talk about what people do to celebrate them.

Unit 4.1 Vocabulary

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What popular holidays do you know?
2. What do people do to celebrate these holidays?

2 Look at these holidays, decide in which season people celebrate them and write them in the correct column.

Valentine's Day	Halloween	Holi	Christmas	Vardavar	Easter
Spring	Summer	Fall	Winter		

3 4.1 Listen to the information about the holidays from Activity 2 and check your answers.

4 4.2 Listen to the pronunciation of the new words from Activity 2 and mark the stressed syllable.

Example: **bap**-tism

Valentine's Day baptism celebrate decorate belief pour
 scary trick-or-treat bonfire pumpkin powder roast Holi

5 Match the words with their definitions.

- | | |
|-----------------|---|
| 1. scary | a. to do something to show you are happy, because it is a special day |
| 2. to roast | b. ceremony to make a person christian |
| 3. belief | c. making you feel afraid |
| 4. to celebrate | d. to make liquid flow out of a cup or pitcher |
| 5. to pour | e. cook in an oven or over a fire |
| 6. baptism | g. a strong feeling that something is true or real |

Adapted from: Oxford Advanced American Dictionary for Learners of English

6

4.1

Listen again and complete the sentences.

1. People _____ their homes with lights, put up a Christmas tree and give each other gifts.
2. They show their love for their family members, friends and classmates by sending them Valentine's cards and giving gifts like chocolates, flowers, and _____.
3. It celebrates the start of spring and is a time for a new beginning, _____ each other, and resolving relationships.
4. In Armenia it is a popular Easter _____ to give colored eggs to kids as a gift.
5. On this day, kids and teens playfully pour water on people in the streets.
6. During Halloween celebrations people wear _____, cut and shape pumpkins, go trick-or-treating for candy, and enjoy scary movies.

7

4.1

Listen again and decide if the statements are true (T) or false (F).

1. Armenians celebrate Christmas on December 25. T/F
2. On Valentine's Day people give gifts with love hearts on them. T/F
3. Holi is a time for a new beginning, forgiving, and resolving conflicts. T/F
4. In Armenia people give chocolate bunnies to kids as a gift on Easter. T/F
5. People pour color powder on each other on Vardavar Day. T/F
6. During Halloween celebrations people wear costumes. T/F

8



SPEAKING

Discuss the questions in pairs/groups.

1. Do you think New Year is a popular holiday in Armenia? Why?
2. What do people do to celebrate New Year's Eve?

9

4.3

Listen to the pronunciation of the words below and write them under the correct column.

reach	firework	New Year's Eve	tradition

firework yummy noodle reach midnight
 temple welcome New Year's Eve wear tradition

10

Read the text on New Year celebrations in different countries. Write the name of the holiday under the correct picture.

New Year's Eve is on December 31. People celebrate it all over the world with parties and fireworks. On New Year's Eve, people make promises to do better, change something in their lives, or reach a goal during the new year.

The Japanese New Year is called **Omisoka** and it is on December 31. During this holiday people do special things to get ready for the new year. They clean their homes, make

yummy dishes and have dinner with family and friends. They eat long noodles to wish a long life to each other. At midnight, they go to temples and listen to bells ringing to welcome the new year.

The Chinese New Year is called **Chūnjié** and it is celebrated at the end of January or beginning of February. They follow traditions like wearing red and decorating their homes in red and gold. They also give red envelopes with money to wish for lots of happiness and success in the new year.

Adapted from <https://www.weareteachers.com/holidays-around-the-world/>

1



2



3



11 **SPEAKING** Discuss in pairs/groups.

Work with a partner and decide when people do these activities. Write the name of the holiday next to the activity.

Clean their homes

Give red envelopes with money to wish for happiness and success

Eat long noodles to wish for a long life

Have parties and fireworks

Decorate their homes in red and gold

Make promises to reach a goal during the new year

12 Interview two of your classmates to find out what they do to celebrate the New Year. Present it to the class.

13 Write a short paragraph about a special holiday from around the world and describe how it is celebrated.

Example: In Iran people celebrate Yalda Night. It is an ancient festival celebrated on the longest and darkest night of the year, usually on December 20, 21, or 22. During Yalda Night, families gather to share meals of fruits such as pomegranates, and nuts, they read the Iranian poet Hafez's poetry out loud, and stay up late, often lighting candles to mark the event.

Grammar

I can speak about my last holiday using the past simple and past continuous tense forms.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What was the last holiday you celebrated?
2. How did you celebrate it? Explain.

2 Match the words/phrases with the pictures. Write a-f under the pictures.

a) to prepare for a meal
d) cranberry sauce

b) to set the table
e) mashed potatoes

c) to boil
f) memories



d



3 4.4 Listen to Kate speak about her family’s Thanksgiving celebration in the USA. What did she like most about the day?

4 4.4 Listen again and number the sentences from the text in the order you hear them. Write 1-6 next to the sentences.

- ___ When we finished making the meal, I helped mom set the table.
- 1 Thanksgiving is a big holiday for my family, and we prepare for it very well.
- ___ My uncle David said that we should be thankful for all the good things that happened to our family during the year.
- ___ We didn’t buy cranberry sauce, because my mom prepared it herself.
- ___ After the meal we watched our favorite basketball team’s match and played board games.
- ___ A few days before the holiday my dad and I went shopping.

Grammar Reference

Past Simple Tense

We use the past simple tense to speak about things that happened some time ago.

Past simple tense (positive form)

I/You/He/She/It/We/They + base form of the verb + (-ed) / past form in irregular verb list

Example: I **helped** mom set the table. My dad and I **went** shopping.

Past simple tense (question form)

Did + I/you/he/she/it/we/they + base form of the verb?

Example: **Did** you **celebrate** Thanksgiving with your relatives?

Past simple tense (negative form)

I/You/He/She/It/We/They + did not (didn't) + base form of the verb

Example: We **didn't buy** cranberry sauce.

Some words/phrases used with past simple tense are **yesterday, ago, last week/year/month**, etc.

Adapted from: Steve Elsworth, Elaine E. Walker. Grammar Practice for Elementary Students: With Key. Pearson Longman Publication; 2007

5

 4.4

Listen to Kate again and write the verbs from the listening text under the correct column.

Regular verbs

Irregular verbs

6



SPEAKING

Discuss the questions in pairs/groups.

1. Do you celebrate any Armenian holidays at your school? Why?
2. What things do you do to celebrate them? Give examples.

7

Match the words with their definitions.

- | | |
|--------------------|---|
| 1. <i>feast</i> | a) friendly words |
| 2. <i>dried</i> | b) at any time |
| 3. <i>greeting</i> | c) having all the water taken out of it |
| 4. <i>folk</i> | d) different |
| 5. <i>separate</i> | e) <i>a large special meal</i> |
| 6. <i>ever</i> | f) typical of a particular group or country |

Adapted from: Oxford Advanced American Dictionary for Learners of English

8 Read the text about how Ani's school celebrated the Armenian holiday of Barekendan. Fill in the blanks with verbs below.

wore played was (2x) entered danced wrote
said showed were (2x) performed weren't

Hi I'm Ani from Yerevan. I want to talk about one of my favorite Armenian holidays, Barekendan and how we celebrated it at our school last year.

Barekendan is one of the oldest and happiest Armenian holidays. The word Barekendan has two words in it – “bari” which means “good” and the short form of the word “kendanutyun” which means “life”. In old Armenian it meant “joy” and _____ the start of a new life, because it is always at the beginning of spring. It is a day of feast. On this day Armenians eat fatty food, nuts, fresh and dried fruit, Armenian desserts halva and gata, and other tasty foods. In old times people _____ scary masks at the festival to frighten away evil. Also, they played traditional games, sang songs, and danced.

Last year, on Barekendan celebration at our school we _____ having any classes. The event was like a big show. Each class _____ the festival with some words of greeting. All the students and teachers _____ singing Armenian folk songs and dancing Armenian folk dances together. I _____ singing and dancing too. And of course, I was taking photos. Some classes _____ separate dances, songs, or role plays. Most of the students and teachers _____ wearing Armenian traditional costumes. Everybody was having fun. They _____ that it _____ one of the happiest events in our school ever.

Grammar Reference

Past Continuous Tense

We use the past continuous tense to speak about things that were happening during some time in the past.

Past Continuous Tense (positive form)

I/He/She/It + was + base form of the verb + (-ing)

We/You/They + were + base form of the verb + (-ing)

Example: I was taking photos. All the students and teachers were singing Armenian folk songs.

Past Continuous Tense (question form)

Was + I/he/she/it + base form of the verb + (-ing)?

Were + we/you/they + base form of the verb + (-ing)?

Example: Were all the students and teachers singing Armenian folk songs? Was everybody having fun?

Past Continuous Tense (negative form)

I/He/She/It + was not (wasn't) + base form of the verb + (-ing)

We/You/They + were not (weren't) + base form of the verb + (-ing)

Example: I wasn't wearing a costume. We weren't having any classes.

Some words/phrases used with past continuous tense are **when, while**, etc.

Adapted from: Steve Elsworth, Elaine E. Walker. Grammar Practice for Elementary Students: With Key. Pearson Longman Publication; 2007

9 Read the text in Activity 8 again and choose true (T) or false (F).

1. *Barekendan* is a modern Armenian festival. T/F
2. Barekendan is a day of hard work in Armenia. T/F
3. Everybody was singing at the Barekendan event in Ani's school. T/F
4. Ani was taking photos during the Barekendan celebration. T/F
5. Nobody was wearing costumes during the celebration at Ani's school. T/F
6. The Barekendan celebration at Ani's school was a very happy event. T/F

10 **SPEAKING** Discuss the questions in pairs/groups.

1. What was the last Armenian holiday you celebrated at your school?
2. What was similar and what was different from the Barekendan celebration at Ani's school?

11 **Work on a group project. Do research about a holiday celebrated in one of the marzes of Armenia. Present the results of your research in one of the following formats:**

1. A PowerPoint presentation.
2. A performance/role play of the holiday with the participation of your peers.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify different holidays and what people do to celebrate them.				
Speak about holiday celebrations in old times using the past simple and past continuous tenses.				
Speak about the last holiday I celebrated using the past simple and past continuous tenses.				

Listening

I can identify different food items that people prepare and/or eat on different holidays.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Is food an important part of holiday celebrations in your family? Why/Why not?
2. What special food did you prepare and/or eat during your family's last holiday celebration?

2 4.5 Listen to the pronunciation of the words/expressions below and repeat.

log cocoa powder currant cream spice peel dice
 tart grated beet pickled onion raisin stem

3 Match the verbs with the pictures. Write the verb under the correct picture.

1. peel 2. chop 3. dice 4. grate 5. cut into rings



grate



4 Match the food items with their definitions. Write the word under the correct picture.

- | | |
|-------------|--|
| 1. log | a) when food is kept in vinegar |
| 2. tart | b) a round dark red vegetable |
| 3. raisin | c) a plant powder or seed that gives food a strong taste |
| 4. spices | d) a small pie with something sweet on top |
| 5. currants | e) a thick, round piece of wood from a tree |
| 6. stem | f) small black, red, or white berries |
| 7. pickled | g) the long, tin bottom part of a plant |
| 8. beet | h) a dried grape |

Adapted from: Oxford Advanced American Dictionary for Learners of English



log



5

4.6

Listen to the description of some Christmas dishes. What country is each dish made in? Write the country's name under the correct picture.

Yule log/
bûche de Noël

Mince pie/
Christmas pie

Christmas
cake

Butter tarts

Shuba



Adapted from: <https://www.healthline.com/nutrition/holiday-foods>

6

4.6

Listen to the descriptions again and say which dessert you would like to prepare or taste. Explain why?

7

4.7

Listen to Anahit speak about how she helped her family prepare Christmas dishes. Did she enjoy preparing for Christmas? Give reasons to explain your answer.

8

4.7

Listen to Anahit again and fill in the blanks with the words below.

pomegranate

diced

stems

bowl

chopped

I first cut the _____ off the mallow, washed it, _____ it, and put it in a large _____.

Then I cut the onion into rings, _____ the tomato, and added them on top of the mallow. Finally, I added salt and _____ juice, and mixed everything with olive oil.

9



SPEAKING

Discuss the questions in pairs/groups.

1. What dishes did your family make to celebrate Christmas?
2. What ingredients did you need to make the dish/dishes? How did you help your family?

10



Present a video or a picture of a dish that your family always prepares for Christmas. Name the ingredients and explain the steps to prepare the dish.

Grammar

I can use the present continuous tense and indefinite pronouns to speak about future holiday plans.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Where would you like to travel during your next holiday?
2. Do you think it is important to plan your holidays? Why?

2 **4.8** Listen to the pronunciation of the words below and repeat.

outdoor trip journey arrive at pack ceremony return souvenir can't wait

3 **4.9** Listen to Artak speak about his family's holiday plans for Easter. Where and with whom are they spending their holiday?

4 **4.9** Listen to Artak again and decide if the statements below are true (T) or false (F).

- | | |
|--|-----|
| 1. This year Artak is spending his Easter holidays in Echmiadzin. | T/F |
| 2. He is packing his things on Thursday. | T/F |
| 3. They are going to St. Hovhannes Church on Holy Saturday. | T/F |
| 4. After the church ceremony they're going to an outdoor Easter fair in Dilijan. | T/F |
| 5. Artak's family is returning to Yerevan on Sunday evening. | T/F |
| 6. Artak is looking forward to his family's trip to Berd. | T/F |

5 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you spend your holidays in another city/town? Why?/Why not?
2. What things do you usually plan to do during your holidays? Why?

Grammar Reference

Present continuous for future plans and arrangements

We sometimes use the present continuous tense to speak about our future plans and arrangements.

Example: I am packing my things on Thursday evening.

A music band is having a concert at the fair on Easter Sunday.

This year we are spending our Easter holidays with my aunt's family.

Adapted from: Steve Elsworth, Elaine E. Walker. Grammar Practice for Elementary Students: With Key. Pearson Longman Publication; 2007

6  **4.10** Listen to Amy and Lily speak about a holiday they're celebrating soon. Write speaker 1 or speaker 2 next to the person's name.

Amy, 11: _____

Interests:

swimming, listening to music, taking long walks, singing, dancing



Lily, 13: _____

Interests:

walking in the snow, making a snowman, playing snowballs, skiing



7  **4.10** Listen again and write Amy or Lily next to the activity in the table below.

Activity	Name
spending the holiday in Aparan	
going to the beach	
skiing in Aparan ski resort and playing snowballs	
enjoying Granny's tasty dishes	
leaving for Sevan next Saturday morning	
visiting Sevanavank Monastery on Saturday afternoon	
going to Surb Khach (Holy Cross) Church	
making a fire in uncle's backyard	
going to pour water on cousins and friends	
staying at uncle's home	

8 Which of the activities above do you usually do when celebrating a holiday? What other things do you do?

9  Read the text on where Aram and his friends like to celebrate holidays. Insert the correct pronoun into the blank space.

My name is Aram. I am from Yerevan. Today I would like to share with you how my friends and I like to celebrate holidays. Holidays are very important for any (any/some) culture. Most people celebrate big holidays like Christmas, Easter and New Year at home. But _____ (some/every) people like to celebrate holidays _____ (something/somewhere) else. I, myself, like celebrating holidays in different regions of Armenia because I learn more about the traditions in those regions. My friend Narek likes spending all holidays in Yerevan. He says that there is always _____ (everything/something) interesting happening during holidays in Yerevan, especially in the city center. So, you can always enjoy yourself there. My classmate Mary prefers celebrating holidays in other countries. _____ (Some/Any) new places celebrate different holidays and Mary likes to learn about new traditions and try _____ (some/any) new dishes. She also likes meeting people from different parts of the world. _____ (Everybody/Everything) celebrates holidays in a different way and in a place that is pleasant for them. The most important thing is to feel happy and to enjoy yourself.

10 Read the text in Activity 9 again and decide which of the following can be the best title for it. Give reasons to describe your choice.

1. *Celebrating holidays in Yerevan*
2. *Celebrating holidays in other countries*
3. *Celebrating holidays in different ways*

Grammar Reference

Indefinite Pronouns

We use the Indefinite Pronouns to speak about people, places, things, and time in general. The Indefinite Pronouns are formed by:

Past Continuous Tense (positive form)

every/some/any/no + body/one/thing/where AND some/any + time

	All	Some	Any	None
people	<i>everybody/one</i>	<i>somebody/one</i>	<i>anybody/one</i>	<i>nobody/one</i>
things	<i>everything</i>	<i>something</i>	<i>anything</i>	<i>nothing</i>
places	<i>everywhere</i>	<i>somewhere</i>	<i>anywhere</i>	<i>nowhere</i>
time		<i>sometime</i>	<i>anytime</i>	

Adapted from: Clarke S., Macmillan English Grammar in Context: Essential with Key. Macmillan Education, 2008

11 Choose the correct verb and indefinite pronoun in each line to make a phrase and write sentences to say how you/your friends usually celebrate/spend holidays.

Example: My friend Hasmik always decorates her house with something red for Christmas.

- | | |
|------------------------------|---|
| 1. <i>decorate/do/go</i> | <i>something/nothing red</i> |
| 2. <i>make/do/travel to</i> | <i>somewhere/something interesting</i> |
| 3. <i>give/eat/go</i> | <i>somewhere/something beautiful</i> |
| 4. <i>spend/throw/invite</i> | <i>everywhere/everybody in my class</i> |
| 5. <i>bake/boil/grate</i> | <i>anything/something tasty</i> |
| 6. <i>chop/drive/pack</i> | <i>everything/anything in a bag</i> |

12



Prepare some interview questions related to plans for an upcoming holiday. Include questions on decorations, dishes, gifts, travel plans, traditions and other holiday-related activities. Interview your classmates and present the results to the class.

Example:

Interviewer: Is your family hosting a party on New Year’s Eve?

Interviewee: Yes, we are inviting my aunt’s family to our place.

Interviewer: Is anyone decorating the house for the holiday?

Interviewee: Yes, my brother and I are decorating the house with lights and ornaments.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify different food items that people prepare/ eat on different holidays.				
Use the present continuous tense to speak about future holiday plans.				
Use indefinite pronouns to speak about how and where people like to celebrate/spend their holidays.				

Unit 4.5
Reading

I can identify different holiday decorations using the related vocabulary.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. How do you decorate your home/classroom on different holidays?
2. Why do people decorate their homes/offices/classrooms on holidays?

2 **4.11** Listen to the pronunciation of the words/phrases below and repeat.

- | | | | |
|-----------------------|------------------|---------------|----------------|
| mistletoe | Christmas wreath | snowflake | bunny |
| Halloween wreath | Easter egg stand | ghost figures | scarecrow |
| Witch's Hat and Broom | Jack-o'-Lantern | Easter wreath | Santa's sleigh |

3 Match the words from Activity 2 with the pictures. Write the words under the correct pictures.



4 Write the words from Activity 2 under the correct column. Which decoration do people use on all three holidays?

Christmas Decorations	Easter Decorations	Halloween Decorations
-----------------------	--------------------	-----------------------

5 **4.12** Listen to two people speak about their last holiday decorations. What holiday were they celebrating? Complete the sentences with the holiday names.

1. The last holiday our family celebrated was _____.
2. It was _____ a few weeks ago and I decided to decorate our house for the holiday.

6 **4.12****Listen again and fill in the blanks with words from Activity 2.**

1. We bought a few pumpkins, some _____, a _____ and a _____.
2. We made a _____ ourselves and put it in the backyard.
3. We decorated the living room with ghost figures, the _____ and the Halloween wreath.
4. We bought some chicks, chocolate bunnies and _____ candies, an _____, and an _____.

7**Which of the decorations in Activity 3 do you use at home/school on holidays? What other decorations do you use?****8****Read and number the paragraphs in the text correctly to learn how the students in Nellie's school decorated it for Christmas.**

_____ The school looks awesome and during the breaks you can hear Christmas songs all through the school. It's so amazing!

_____ We put Christmas trees around the school and hung our handmade paper angels and snowflakes from the ceiling.

_____ Also, we stuck our handmade paper figures of Santa and his sleigh, stars and snowflakes, snowmen, hollies and mistletoes and Christmas stockings on the windows.

1 Hi I'm Nellie. I'm from Artashat in Armenia. I am in the 6th grade at a public school in Artashat. We always celebrate Christmas at our school and the students themselves decorate the school for the holiday.

_____ We put lights on the Christmas trees and on the walls. Some classes hung Christmas wreaths on their classroom doors.

_____ It's Armenian Christmas soon, so, a few days ago we decorated our school's classrooms and corridors.

9**SPEAKING****Discuss the questions in pairs/groups.**

1. When did you last decorate your classroom and/or house? Why?
2. What kind of decoration items did you use to decorate your classroom and/or house?

10**Do some research and prepare a presentation on Armenian ornaments and decorations for various celebrations. In groups of four, make some of those decorations and ornaments.**

I can speak about holiday shopping using the related vocabulary.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Where do you usually go shopping for a holiday celebration? Why?
2. What do you usually buy when you go shopping for a holiday? Why?

2 Match the words and phrases with their definitions.

- | | |
|-------------|---|
| 1. to pay | a. lower price than usual, a sale |
| 2. goods | b. full of people |
| 3. crowded | c. to put on clothes/shoes to see if they fit |
| 4. discount | d. costing little money |
| 5. cheap | e. things that people buy or sell |
| 6. try on | f. to give money to buy something |

Adapted from: Adapted from Oxford Advanced American Dictionary for Learners of English

3 **4.13** Listen to Nare speak about shopping during different holidays and decide who she usually goes shopping with.

4 **4.13** Listen to Nare again and fill in the blanks.

1. You need different goods like food and drinks, clothes, decorations, and gifts to celebrate.
2. Some people like shopping in small stores, but I like shopping in big _____ because you can buy all you need there.
3. The bad thing was that the mall was very _____ and we stood in line for a long time _____ for the goods or to _____ the clothes we wanted to buy.
4. There were _____ on the goods and we bought almost everything _____ than usual.

5 Compare your shopping habits with that of Nare's. What is similar and what is different? Complete the table below.

	Similar	Different
Nare		
You		

6 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you give your family members/friends gifts on holidays? Why/Why not?
2. What do you usually buy as a gift? Explain.

7 Match the words with the pictures. Write the words under the pictures.

gloves



sweater



scarf



picture frame



bracelet



8 4.14 Listen to Narek, Ani and Mary speak about their shopping for gifts. What kind of shopping did they do? Write the person's name next to the shopping type.

At a fair _____ Online _____ At a mall _____

9 4.14 Listen to Narek, Ani and Mary again and complete the missing information. Write the missing items and the people's names.

- Narek bought a _____ for Mariam, a pair of _____ for Aram, a cup for _____ and a _____ for himself.
- Ani bought a scarf for _____, a _____ for her little cousin Arev and some picture frames for her friend _____.
- Mary bought her friend Hasmik a _____, her classmate _____ a nice cap and her cousin Anahit a cute _____.

10 4.14 Listen to Narek, Ani and Mary again and fill in the blanks with words ending in -self/-selves.

- In the end, I bought a sweater for _____.
- She taught _____ to take photos last year.
- We bought gifts for others and got _____ some nice things too.

Grammar Reference

We use the **Reflexive Pronouns** when the subject and object are the same.

Example: I bought myself a sweater. Or I bought a sweater for myself.

The singular Reflexive Pronouns end in -self

I myself
You yourself
He himself
She herself
It itself

Example: She taught herself to take photos.

The plural Reflexive Pronouns end in -selves

We ourselves
You yourselves
They themselves

Example: We bought ourselves and others some nice things there.

Adapted from: Betty Schramper Azar. Fundamentals of English Grammar; Third Edition. Pearson ESL, 2007

11 Match the two halves of the sentences.

- | | |
|-------------------------------------|--|
| 1. My friend Lina made | a) himself some ghost figures on Halloween. |
| 2. My cousin Anahit and I bought | b) made themselves turkey for Thanksgiving. |
| 3. Our neighbors Mr. and Mrs. Brown | c) ourselves chocolate bunnies for Easter. |
| 4. My classmate Edgar drew | d) myself and my sister heart chocolates on Valentine's Day. |
| 5. I bought | e) herself a witch's hat and broom for Halloween. |

12 What was the last thing you/your friend made for yourself/himself/herself on a holiday? Describe what you or your friend did.

13 Write a short paragraph on the last shopping you did for a holiday. Did you buy any gifts?

Example: The last time I went shopping was a week ago. I needed some decorations for Christmas and some gifts for my friends and family members. I'm lucky because there is a mall near my home, so I went there to do my shopping. I bought a Christmas wreath, some lights and some snowflakes to decorate my room. I also bought a scarf for my friend Armen and a picture frame for my cousin Lily.

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Speak about shopping on holidays using the related vocabulary.				
Speak about buying gifts for friends/family on different holidays using the related vocabulary.				
Speak about how people do things for themselves on holidays using the reflexive pronouns.				

Writing

I can make cards for my friends and family members and write holiday greetings and wishes for them.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you send holiday greetings and wishes to your friends/family on holidays? Why/Why not?
2. What do you wish for your friends/family in those greetings? Explain.

2 Match the two halves of the sentences to make greetings and wishes.

- | | |
|--|---|
| 1. <i>Wishing you all the</i> | a) with new learning, love, happiness and smiles. |
| 2. This Thanksgiving, I'm thankful to have | b) joy, happiness, and peace, now and always. |
| 3. Wishing you a Happy New Year filled | c) <i>love. Have a happy Valentine's!</i> |
| 4. Have a Christmas as fun | d) you as my friend. Wishing you a wonderful day. |
| 5. May your Easter basket be filled with | e) and wonderful as your favorite books! |

3 What holiday are each of the greetings/wishes for? Write the names of the holidays.

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

4 Complete the greetings and wishes with the words/expressions below.

Happy

Wishing (2x)

Merry

May (2x)

1. _____ Easter! Enjoy the love and happiness with your family!
2. _____ the new year bring lots of happiness and smiles. Happy New Year!
3. _____ the best Valentine's day to the best friend ever!
4. _____ Christmas! May your day be filled with fairy tale magic and wonder.
5. _____ Santa bring you toys, happiness, and the magic of Christmas. Merry Christmas!
6. _____ you a holiday season full of adventures and sweet surprises!

5 Match the words/phrases with their definitions.

- | | |
|------------------|---|
| 1. dried flowers | a) to join together with something sticky |
| 2. cardboard | b) with the color of gold |
| 3. to glue | c) bright |
| 4. shiny | d) flowers that have no water in them |
| 5. golden | e) very thick paper |

Adapted from: Oxford Advanced American Dictionary for Learners of English

6 Read the text on how Nellie, Tigran and Mane made holiday cards and fill in the blanks with the words below.

dried cardboard bunnies glued scarecrows
ghost figures shiny sleigh fireworks

Nellie 12: I want to tell you about the holiday cards I prepared for my friends last year. It was spring, so I collected some spring flowers from the fields in our village and dried them. I took some _____ and cut it into small cards. Then I drew green grass and baskets with eggs and _____ in them on the cards. In the end I _____ the _____ flowers and wrote my greetings on the card and gave them to my friends.

Tigran 11: I like giving cards to people on holidays and this year I decided to make funny cards for my classmates myself. I had some orange cardboard at home, so I cut it into small cards. I bought some pictures of Jack-o'-Lanterns, _____, Witches Hats and Brooms, and _____, and stuck them on the cards. I wrote some funny greetings on the cards and gave them to my friends. They had a lot of fun reading the greetings.

Mane 12: I love drawing and whenever I want to give someone a holiday card I make it myself and draw pictures on it. This year I prepared cards for my cousins. On one card I drew a big tree decorated with lights, _____ and colorful balls and big golden flowers. On the second card I drew Santa on his _____ riding through the snow. On a third card I drew a big clock showing 12 a.m. with shiny _____ around it. When I finished drawing, I wrote my greetings and glued the cards to my cousins' gifts.

7 Read the text again and decide what holiday each person's card was for.

Nellie's card: _____ Tigran's card: _____ Mane's card: _____

8 Read the greetings below and decide who from Activity 6 wrote them. Write the person's name next to the greeting.

Happy Halloween! May the monsters appear and the candy disappear! _____

Hoping your Easter is filled with the sweetest things! _____

Sending you lots of love and warm wishes this New Year. May you find greater success and joys in the coming year. _____

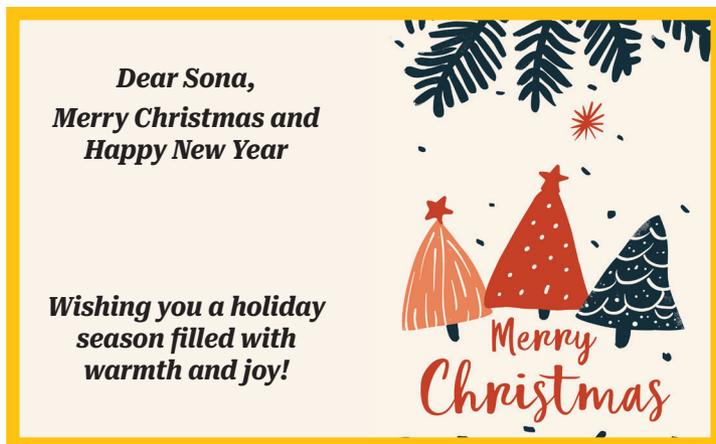
When you write a holiday greeting, you should:

- Start with words like: **“Hi dear + the person’s name”**
- Then say **“Happy/Merry + holiday name”**
- Add your wishes
- Say a warm good-bye (when writing a message or email)

You can also write “Happy + holiday name” in the end of your greeting.

Adapted from: <https://www.englishpath.com/christmas-wishes-13-thoughtful-christmas-greetings-in-english/>

Example:



9 **SPEAKING** Work in pairs/groups.

Make a greeting card for one of your friends on an upcoming holiday. Present it to the class.

10 Make a Christmas/New Year/Easter card with a greeting in it.

Speaking

I can talk about my preferred weather for celebrating holidays and how the weather may affect holidays/celebrations using the related vocabulary.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you like holiday celebrations in warm or cold weather? Why?
2. Can you think of a time when the weather affected your holiday plans?

2 **4.15** Listen to the pronunciation of the words below and repeat.

stormy mild freezing clear foggy humid thunderstorm dry

3 Match the words with their definitions. Write a-g next to the words.

- | | |
|-----------------|--|
| 1. foggy | a. with no rain |
| 2. mild | b. sky with no clouds |
| 3. freezing | c. warm and wet weather |
| 4. clear | d. gray weather because of fog |
| 5. humid | e. storm with thunder and lightning and usually heavy rain |
| 6. dry | f. not very cold, pleasant weather |
| 7. thunderstorm | g. very cold |

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 **4.16** Listen to Artak and Lily. What holidays were they celebrating?

5 **4.16** Listen to Artak and Lily again and decide if the statements are true (T) or false (F).

- | | |
|---|-----|
| 1. Artak's family wanted to celebrate Vardavar near Lake Sevan. | T/F |
| 2. The day before Vardavar was cloudy in Ararat. | T/F |
| 3. It was rainy in Sevan on Vardavar Sunday morning. | T/F |
| 4. There was a thunderstorm in Sevan after some time. | T/F |
| 5. Lily celebrated Barekendan in her village. | T/F |
| 6. It was cold and rainy in Teghenik village on Barekendan day. | T/F |
| 7. People had a great time on the Barekendan holiday in Lily's village. | T/F |

6 **SPEAKING** Work in pairs/groups.

Decide what kind of weather from Activity 2 you would like or not like to have on the holidays below. Write it next to the holiday name, and present it to the class.

freezing with lots of snow	warm and dry	foggy and rainy	hot and humid
	I would like...	I wouldn't like...	
Christmas			
New Year's Eve			
Barekendan			
Valentine's Day			
Vardavar			

7  Write a short text on a time when the weather made you change your holiday celebration plans. What did you do to use the weather change as an opportunity to have more fun?

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Make cards for my friends and family members and write holiday greetings and wishes for them.				
Talk about my preferred weather for celebrating holidays using the related vocabulary.				
Talk about how the weather can affect holidays/celebrations using the related vocabulary.				

VALUES AND CULTURE

Do you agree or disagree with the following statements? Give some reasons to explain your answer.

- Holidays are an important part of every nation's culture.
- Holidays have a great educational value for people in general and for children in particular.
- People and especially children enjoy celebrating holidays.
- Positive greetings and wishes have a positive effect on the person who receives them.

Unit Review

VOCABULARY AND READING

1 Read the text and choose the correct option.

My friend Sona is a holiday lover. She likes celebrating all the holidays, and when there is a holiday, she makes a plan and gives tasks to everybody in her class to prepare for the holiday. Her class always celebrates Christmas, New Year, Barekendan and Easter. Sometimes her class celebrates a holiday with the whole school and sometimes alone. On the celebration day they gather in their school or at someone's place and have their event. They prepare all the food and decorate the place themselves. They sing and dance, talk and laugh, eat tasty food and always have a great time. Sometimes their holiday plans change because of the weather, but that is not a problem. Sona always finds a solution. Sona's school has another good tradition. At Christmas each student in her class makes a holiday card for another student, so that everyone gets a card on the holiday. They always write heartwarming and sometimes funny wishes in the cards. On the celebration day they give each other the cards and read the wishes out loud. Sona says it's very exciting and they all love this part of the event. On big holidays like New Year or Christmas they also give each other gifts. I'm sure everybody looks forward to getting their gift. I think they're all lucky to be in this class. I'm sure their holiday celebrations with classmates will be among the brightest memories of their lives.

1. When there is a holiday Sona makes a _____.
a) Christmas wreath b) plan c) mince pie
2. On the _____ day they gather in their school or someone's place.
a) Thanksgiving b) celebration c) exam
3. They prepare all the food and _____ their classroom themselves.
a) decorate b) clean c) paint
4. Sona's classmates make holiday _____ for each other on Christmas.
a) cakes b) decorations c) cards

LISTENING

2

 4.17

Listen to Lucy talk about her New Year's Eve celebration in Republic Square in Yerevan and fill in the blanks with the words below.

lights

fireworks

wishes

Eve

New Year

1. Last Year I celebrated the _____ in Yerevan with my relatives.
2. On New Year's _____ we went to Republic Square in the city center.
3. The square was decorated with colorful _____.
4. Suddenly the big clock on the square showed twelve and there were _____.
5. All the people were giving each other hugs and expressing good _____.

GRAMMAR

3

Fill in the blanks with *some, any, no, every* or words formed by them.

1. My classmate Davit _____ writes funny wishes in Thanksgiving cards.
2. My friend Sona's class gathers at _____ place to celebrate a holiday.
3. When there is a holiday at our school _____ makes a dish.
4. _____ of my friends like to travel to other countries on holidays.
5. We ate all the food at our Easter celebration. There was _____ on the tables after it.

4



SPEAKING

Work in pairs/groups.

1. What special activities do you and your friends do to celebrate a holiday/holidays?
2. How do such activities affect your friendship and your mood? Explain.

WORD LIST

VOCABULARY

baptism /'bæptɪzəm/
belief /br'li:f/
bonfire /'bɒn,faiə/
celebrate /'selə,breɪt/
celebration /,selə'breɪʃn/
Christmas /'krɪsməs/
decorate /'dekə,reɪt/
eve /iv/
festival /'festəvl/
firework /'faɪə,wɜ:k/
forgive /fə'gɪv/
Holi /'houli/
midnight /'mɪdnɑ:t/
noodle /'nu:dl/
pour /pɔ:/
powder /'paʊdə/
pumpkin /'pʌmpkɪn/
roast /roust/
scary /'skəri/
temple /'tempəl/
throw /θrou/
tradition /trə'dɪʃn/
trick-or-treat /trɪk ɔr trɪt/
wear /wɛr/
welcome /'welkəm/
yummy /'yʌmi/

GRAMMAR

arrive /ə'raɪv/
boil /bɔɪl/
can't wait /'kænt 'weɪt/
ceremony /'serə,məʊni/
dried /draɪd/
enter /'entə/
ever /'evə/
fair /fɛr/
feast /fi:st/
folk /foʊk/
greeting /'gri:ɪŋ/
journey /'dʒɜ:ni/

mashed /mæʃt/
memory /'meməri/
outdoor /'aʊtdɔ:/
pack /pæk/
perform /pə'fɔ:m/
plan /plæn/
return /rɪ'tɜ:n/
sauce /sɔ:s/
separate /'seprət/
set the table /set ðə 'teɪbl/
trip /trɪp/

LISTENING

beet /bit/
chop /tʃɒp/
cocoa /'kəʊkəʊ/
cream /kri:m/
currant /'kɜrənt/
dice /daɪs/
grate /greɪt/
log /lɒg/
onion /'ɒnyən/
peel /pi:l/
pickled /'pɪkld/
raisin /'reɪzn/
ring /rɪŋ/
spice /spɑ:s/
stem /stem/
tart /tɑ:t/

READING

broom /brʊm/
bunny /'bʌni/
chick /tʃɪk/
wreath /ri:θ/
ghost figure /gəʊst 'fɪgɜ:/
Jack-o'-Lantern /'dʒæk ə
,ləntərn/
mistletoe /'mɪsl,təʊ/
scarecrow /'skɜ:kraʊ/
snowflake /'snəʊfleɪk/

witch /wɪtʃ/

ENGLISH IN USE

bracelet /'breɪslət/
cheap /tʃi:p/
crowded /'kraʊdəd/
discount /'dɪskaʊnt/
glove /glɒv/
goods /gʊdz/
pay /peɪ/
picture frame /'pɪktʃə
freɪm/
scarf /skɑ:rf/
store /stɔ:/
sweater /'swetə/
try on /traɪ ɒn/

WRITING

cardboard /'kɑ:dbɔ:rd/
glue /glu/
golden /'gəʊldən/
merry /'meri/
shiny /'ʃaɪni/
sleigh /sleɪ/
wish /wɪʃ/

SPEAKING

clear /kli:/
dry /draɪ/
foggy /'fɒgi/
freezing /'fri:zɪŋ/
humid /'hju:məd/
mild /maɪld/
stormy /'stɔ:mi/
thunderstorm /
'θʌndə,stɔ:rm/

REVIEW

light /laɪt/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 5 BIRTHPLACE/ HOMELAND



I can identify different symbols of Armenia and describe them.

Unit 5.1 Vocabulary

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What symbols of Armenia can you see in your school?
2. Do you think it is important to know the symbols of your birthplace/homeland? Why?

2 **5.1** Listen to the pronunciation of the words below and repeat.

national anthem monument currency capital symbol homeland hero

3 Match the words and phrases below with the pictures.

a national symbol
a state coat of arms

a national flag
a capital

a national currency
a monument



a national flag



4 Fill in the blanks with the words below.

anthem coat of arms currency capital emblem

1. “Mer Hayrenik” is the national _____ of Armenia.
2. You can see Mount Ararat on Armenia’s _____.
3. Armenia’s _____ is called the Armenian Dram.
4. Yerevan is the _____ of Armenia.
5. A country’s symbols are its _____s.

5 Read the text and decide what symbol of Armenia it describes.

Armenia **adopted** it in 1990. This symbol together with the Armenian Coat of Arms and National Anthem “Mer Hayrenik” (“Our Fatherland”) have been the main state symbols of the Republic of Armenia since its independence in 1991. It has three colors: red, blue, and apricot color from top to bottom. The red shows the Armenian **Highland**, the Armenian people’s fight for life, Armenia’s **independence** and **freedom**, and the Christian **faith**. The blue shows the Armenian people’s wish to live under peaceful skies. The apricot color shows the creative talent and hard-working nature of the people of Armenia.

Adapted from: <https://www.president.am/en/state-symbols/>

6 5.2 Listen to the pronunciation of the words. Write them under the correct column.

adopt dough	highland reed	faith cushion	freedom stretch	independence existence
				
faith	highland	adopt	existence	independence

7 Match the highlighted words from the text with the definitions 1-5.

- to start using officially to adopt
- a strong religious belief/trust in God
- being free
- an area with hills and mountains
- being free from another person, thing, or country

Adapted from: Oxford Advanced American Dictionary for Learners of English

8 Read the text again and choose true (T) or false (F).

- The Armenian National Flag was adopted in 1992. T/F
- The Armenian Flag is a symbol of the Republic of Armenia. T/F
- The Armenian Flag has three colors: red, blue, and orange. T/F
- The blue in the Armenian Flag shows the Armenians’ wish to live in peace. T/F
- The orange in the flag shows the Armenians’ fight for freedom. T/F

9 Match the words 1-5 with the pictures a-e.

1. dough

2. cushion

3. tonir

4. reed

5. wedding



a



b



c



d



e

10 5.3 Listen to texts about Armenian symbols. Fill in the blanks with the words from Activity 9.

1. They mix wheat flour and water to prepare a simple _____.
2. They stretch it over a special _____ and stick it to the wall of a _____.
3. The _____ is the part you blow into.
4. It is used in traditional songs and dances, and events like _____.

11 5.3 Listen again and write Lavash or Duduk next to the sentences.

1. It is the Armenian National Musical instrument.
2. It is the Armenian National bread.
3. Women make it in a tonir.
4. You eat it with greens, cheese or meat.
5. People have played it since the days of Tigranes the Great.
6. Making it helps families and communities stay close.

12 Answer the questions about Lavash and Duduk.

1. What dishes do Armenians eat Lavash with?
2. What do Armenians do with Lavash during a wedding ceremony?
3. Have you ever participated in making Lavash? Explain.
4. What type of Armenian music do people usually play with the Duduk?
5. In what type of events do people usually play the Duduk? Explain.

13 **SPEAKING** Discuss the questions in pairs/groups.

1. What other national dish do you know that has become Armenia's symbol? Explain.
2. What other national Armenian musical instrument do you know?

14 Choose an Armenian national symbol and present it in class.

Grammar

I can speak more about different sites in Armenia using the present perfect tense form.



1 **SPEAKING** Discuss the questions in pairs/groups.

- Where is Armenia and what countries are its neighbors on the map?
- What other ethnic groups live in Armenia?

2 **5.4** Listen to the pronunciation of the words and mark the stressed syllable.

Example: ge-o-**gra**-phic

geographic to be situated to border according to ethnic mother tongue

3 Choose the correct option to fill in the blanks.

- I have found some _____ facts about Armenia's location on the map.
 - cultural
 - national
 - geographic
- Armenia is _____ in the northeastern part of the Armenian Highland.
 - situated
 - found
 - placed
- Armenia _____ Iran, Turkey and Azerbaijan.
 - watches
 - looks at
 - borders
- _____ to the information I have found Armenia's area is 29743 km².
 - looking
 - reading
 - according
- There are different _____ groups living in Armenia such as Yezidiz, Russians, etc.
 - music
 - dance
 - ethnic
- Armenian is the _____ tongue of most Armenians.
 - father
 - mother
 - brother

4 **5.5** Listen to Tigran and Aram talk about their project about Armenia and fill in the blanks.

- I have done research and found some _____ facts about Armenia: 'Armenia _____ in western Asia, in the northeastern part of the Armenian Highland. Its area is 29743 km².'
- To the north, Armenia _____ Georgia, to the east Azerbaijan, to the southeast Iran and to the west Turkey.

Remember:

N - north S - south
E - east W - west

3. _____ the information from January 1, 2023, Armenia's population is 2.976.800 people.
4. Other ethnic groups that live in Armenia speak their _____.
5. I have one more thing to add and it's about Armenia's _____, the Armenian Dram.

5

5.5

Listen to Tigran and Aram again. Match the two halves of the sentences.

- | | |
|-------------------------|--|
| 1. We have already done | a) information about the countries around Armenia. |
| 2. We haven't done | b) any information about Armenia's population yet? |
| 3. We have learned | c) <i>projects and we can do this too.</i> |
| 4. I have looked up | d) a project like this in English. |
| 5. I have found | e) many things about Armenia during our Geography lessons. |
| 6. Have you found | f) some geographic information about Armenia. |

Grammar Reference

Present Perfect Tense

Use: We use the present perfect tense to talk about life experiences, things that we have done or have happened to us at some time during our lives.

Some words used with the present perfect tense are: **just, already, ever, never, since, for, so far, lately.**

Use **yet** with **negative** and **question** forms **ONLY**.

Form: Positive

Subject + have / has + base form of the verb + (-ed) OR
past participle in irregular verb list

Example: I **have looked up** some geographic information about Armenia.

We **have already done** projects.

Form: Question

Have / Has + **subject** + base form of the verb + (-ed) **OR**
past participle in irregular verb list?

Example: **Have** you **found** any information about Armenia's population **yet**?

Form: Negative

Subject + have not (haven't) / has not (hasn't) + base form of the verb + (-ed) OR
past participle in irregular verb list

Example: We **haven't done** such a project in English yet.

Adapted from: Clarke S., Macmillan English Grammar in Context: Essential with Key. Macmillan Education, 2008

6  **5.5** Listen again and complete the table with the correct information.

Armenia's location	Official language	Other languages	Capital city
Armenia's population	Armenia's neighbors	Armenia's currency	Number of marzes

7 Complete the sentences with *have/haven't/has/hasn't*.

- Our teacher has asked us to learn the Armenian National anthem.
- My Facebook friend Jane _____ visited Armenia yet.
- _____ your cousin Armen visited the Matenadaran?
- Some of my classmates _____ done a project on the symbols of Armenia.
- _____ your school celebrated Independence Day yet?
- I _____ been to Lori yet. My friends say it's very beautiful.

8  **SPEAKING** Discuss the questions in pairs/groups.

- Where in Armenia have you been to? How do you feel when you travel in Armenia?
- Are there any places you would like to visit in Armenia? Explain.

9 Match the places 1-6 with the pictures a-f.

- | | | |
|-------------------------------|--------------------------|-------------------|
| 1. Armenian Genocide Memorial | 2. Yerevan Opera Theater | 3. Haghtanak Park |
| 4. Yerevan Republic Square | 5. Echmiatsin Cathedral | 6. Matenadaran |



10 Read the text and say what it is about in one sentence.

Hi, I'm Ani and I want to tell you about my new classmate, Nelly. She is an Armenian from Lebanon. Recently, Nelly's father has found a job in Yerevan, and they have moved to live in Armenia for three years. Nelly has never been to Armenia before, and she is very excited to be here. So far, Nelly and her family have been to Republic Square in Yerevan and enjoyed the singing fountains. They have visited the Matenadaran, the Armenian Genocide Memorial, Yerevan Zoo and Haghtanak (Victory) Park. They have gone to Echmiatsin Cathedral, too. Nelly says their family has planned to travel to different regions of Armenia. Besides, our History teacher wants to take us to different historic sites while Nelly is here. I think Nelly will enjoy these trips because she will learn a lot about our homeland, culture and history. And I will get to see them, too!

11 Read the text again, underline all the verbs in the present perfect tense and write their base form.

Example: Nelly's father has found a job in Yerevan. (find)

12 Read the text again and decide if the sentences below are true (T) or false (F).

1. Nelly is an Armenian from Germany. T/F
2. Nelly's family has decided to live in Armenia for three years. T/F
3. Nelly likes Armenia very much. T/F
4. Ani's class wants to visit different historic sites while Nelly is here. T/F
5. Nelly has visited many cities in Armenia. T/F
6. Ani's teacher thinks it is important to know one's homeland. T/F

13 **SPEAKING** Work in pairs/groups.

Role-Play: In groups, students take a specific role based on the characters or situations in the text, discuss and act it out.

Group A: Nelly's classmates talk about her impressions of Armenia and share their own experiences.

Group B: Nelly's family talks about why they have moved to Armenia and their future plans.

14 Do research on a historical and/or cultural site in Armenia. Prepare a presentation about the site and explain why people should visit it.

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify different symbols of Armenia and describe them.				
Present my knowledge about my homeland / birthplace using the present perfect tense.				
Talk about my experiences relating to my homeland / birthplace using the present perfect tense.				

Listening

I can identify Armenian Memorial days/ National holidays and ways people mark and/or celebrate them.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are some Armenian Memorial days and/or National holidays?
2. What do people do on these days? Explain.

2 Match the words 1-4 with the pictures a-d. Find out the date for each.

1. Genocide Remembrance Day 2. Independence Day 3. Republic Day 4. Victory Day



3 What are some other Armenian National holidays and/or Memorial days?

4 5.6 Listen to Artak and Nare talk about Independence Day. How are they going to celebrate the holiday?

5 5.6 Listen again and fill in the blanks.

1. Our group is going to present facts about the _____, and speak about the _____ of Armenia, such as our national flag, our anthem, and our Coat of Arms.
2. What you say means that you want independence and _____ to make _____ about yourself.
3. This makes me feel very _____. But it's important to understand that independence also comes with responsibility, and that this is our _____ and we must take care of it.

6 5.6 Listen again and answer the questions below.

1. How does Artak feel about Armenia's independence?
2. Do you have the same feeling? Why/Why not?

7 **SPEAKING** Work in pairs/groups.

In groups, come up with a plan to celebrate an Armenian national holiday. Decide what you will do, where you will celebrate, who will join, and any other important details for a great celebration.

8 Do research on an Armenian national holiday or memorial day. Prepare a 3-minute presentation about it and present it to the class.

Grammar

I can identify cultural heritage sites in Armenia and talk about them using the present perfect tense form.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are some Armenian cultural and world heritage sites?
2. Have you been to any cultural and world heritage sites in Armenia? What was it?

2 Match the pictures with the cultural heritage sites in Armenia.

1. Monasteries of Haghpat

2. Echmiatsin Cathedral

3. Erebuni Fortress

4. Remains of Zvartnots Church

5. Geghard Monastery

6. Temple of Garni



3 5.7 Listen to the pronunciation of the words below and repeat.

carving

tomb

destroy

religious

architecture

4 Match the words from Activity 3 with their definitions.

- | | |
|-----------------|---|
| 1. tomb | a. damage so badly that only parts remain |
| 2. destroy | b. a shape or pattern cut into wood or stone |
| 3. religious | c. shaking of the ground |
| 4. carving | d. connected with religion |
| 5. architecture | e. the art and study of designing buildings |
| 6. earthquake | f. a stone structure or underground place where someone is buried |

Adapted from: Oxford Advanced American Dictionary for Learners of English

5

5.8

Listen to the conversation between Ani and Nelly and fill in the blanks with words from Activity 4.

1. Geghard Monastery consists of some churches and _____ built into the rock.
2. It is a 7th century church. An earthquake _____ it in the 10th century.
3. The _____ in Zvartnots show _____ and everyday life.
4. Zvartnots church also shows the highest level of Armenian _____'s Golden Age.

Grammar Reference

Present Perfect Tense

Use: We use the present perfect tense to talk about things that happened in the past and we have present results.

Some words used with the present perfect tense are: **just, already, ever, never, since, for, so far, lately.**

Use **yet** with **negative** and **question** forms **ONLY**.

Form: Positive

Subject + have / has + base form of the verb + (-ed) OR
past participle in irregular verb list

Example: I have found some information about Geghard Monastery.

Form: Question

Subject + Have / Has + subject + base form of the verb + (-ed) OR
past participle in irregular verb list?

Example: Have you got any news for me?

Form: Negative

Subject + have not (haven't) / has not (hasn't) + base form of the verb + (-ed) OR
past participle in irregular verb list

Example: I haven't visited the rest of the sites.

Adapted from: Clarke S., Macmillan English Grammar in Context: Essential with Key. Macmillan Education, 2008

6

5.8

Listen again and write the verbs that are in the present perfect.

Example: have got

7

5.8

Listen again and complete the table. Compare your answers with a peer.

Cultural site name	Location	Date of building	Important facts about the site

8

**SPEAKING****Discuss the questions in pairs/groups.**

1. Which of the cultural heritage sites in Activity 5 have you been to recently?
2. Which one/s would you like to visit? Why?

9

**Read the passage and decide how many cultural sites it talks about.**

Hi, I'm Aram. Our class has decided to visit the **Temple** of Garni and the **Fortress** of Erebuni soon, so our teacher has asked us to read about these sites. I have searched the internet and found out that the Temple of Garni is in Garni village, Kotayk Province. It is an old temple that people built in the 1st century CE. In 1679 CE an earthquake destroyed it. Later people rebuilt it and today, it is the only Greco-Roman building in Armenia, and a symbol of Armenia's connections to Greece and Rome.

My friend Nare has found some information about the Fortress of Erebuni and sent it to me. It says that Erebuni was an Urartian fortress and city. It was located between the Nor Aresh and Vardashen Districts of today's Yerevan, on top of Arin Berd hill. The Urartians built it in 782 BCE, when Argishti I was the king. It is older than Rome and historians and **archaeologists** think that Erebuni has been one of the strongest and most **impressive** Urartian buildings.

Erebuni became the main home of the Urartian kings and their families. Erebuni became the government center of the independent Armenian kings. Later it turned into the modern city of Yerevan.

from: https://www.worldhistory.org/Temple_of_Garni/; <https://www.worldhistory.org/Erebuni/>

10

Match the highlighted words from the text to match the definitions.

1. *people who study old places, people and items* *archeologists*
2. a large strong building to protect a place
3. a building to pray to gods
4. exciting

Adapted from: Oxford Advanced American Dictionary for Learners of English

11

Read the text again and decide if these sentences are true (T) or false (F).

1. In 1679 CE an earthquake destroyed the Temple of Garni. T/F
2. People built Erebuni when Tigranes the Great was king of Armenia. T/F
3. Archaeologists thought that Erebuni was a very strong building. T/F
4. Erebuni became the main home of the Urartian kings and their families. T/F
5. Erebuni wasn't the government center of the independent Armenian kings. T/F

12

**Prepare a presentation about one of the cultural sites in your town/region.****Note:**

BCE - Before the Common Era
(the period before the birth of Christ)

CE - Common Era
(the period since the birth of Christ)

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify Armenian Memorial days and National holidays and how people mark/celebrate them.				
Identify the cultural heritage sites in Armenia.				
Use the present perfect tense to talk about cultural heritage sites in Armenia.				

Reading

I can identify Armenia's wildlife and natural sites and talk about their importance.



1  **SPEAKING** Discuss the questions in pairs/groups.

1. What are some endangered species of animals in Armenia?
2. Do you think we should protect wild animals in our country? Why/Why not?

2  **5.9** Listen to the pronunciation of the words and repeat.

Caucasian Leopard
Caucasian Red Deer

Armenian Mouflon
Eurasian Lynx

Brown Bear
Bezoar Goats

3 Match the pictures with the animal names from Activity 2.



4  Read the conversation between Aram and Tigran about the wildlife in Armenia and try to guess the meanings of the words in bold.

Tigran: Hi Aram. I'm watching a video about the Armenian wildlife and **species** of animals in our country. It says that Armenia's mountains are home to many different types of animals, from big ones that **hunt** and eat other animals to small **creatures**.

Aram: Yes, I have read about Caucasian Leopards and Eurasian Lynx. Do you know that they have become **endangered**? I mean there are very few of them. Now, there are only around 10 leopards in Armenia.

Tigran: Yes, it says that Armenian Mouflon, Brown Bear, and Bezoar Goats are also endangered. And it's all because people have hunted them, or there hasn't been enough food for them, and they have **disappeared**. But we should understand that Armenia is their home, too.

Aram: Yes. I agree. We should take care of our homeland's wildlife. But I have heard some good news recently. My dad says that in the past you could often see Caucasian Red Deer in Armenia's forests. Now the protectors of **wildlife** are trying to bring these animals back to Dilijan National Park.

Tigran: That's great. Protecting animals and their homes in places like Dilijan National Park is super important to help them live, have babies, and grow in number.

Aram: Yeah. Oh, I'm so sorry. I should go now. I have forgotten to feed the stray cats in our yard. They must be hungry now.

Tigran: Hurry up then! See you tomorrow!

Aram: Bye!

Adapted from: <https://www.wwf.am/en/>

5 Read the text again and write the highlighted words next to the correct definitions.

1. to stop existing disappear
2. in danger of stopping to be around
3. any living thing that can move around
4. kinds or types
5. all living things in a natural environment
6. to try to catch and kill animals as a sport or for food

Adapted from: Oxford Advanced American Dictionary for Learners of English

6 Read the text again and correct the sentences.

1. There are only big animals in Armenia's mountains.
2. Armenian Mouflon and Brown Bear are endangered because of Armenia's climate.
3. You could never see Caucasian Red Deer in Armenia's forests.
4. Taking care of our homeland's wildlife is not important.

7 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you know where Armenia gets most of its drinking water? Explain.
2. Why should we take care of our water resources? Explain.

8 Match the words with their definitions.

- | | |
|---------------|---|
| 1. freshwater | a. a small river |
| 2. toxic | b. harmful |
| 3. reserve | c. something that you keep to use later |
| 4. stream | d. water that is not salty |

Adapted from: Oxford Advanced American Dictionary for Learners of English

9  **5.10** Listen to the text on Armenia's water resources and name those resources.

10  **5.10** Listen to the text again and tick the correct box.

	Lake Sevan	Lake Arpi
<i>It is one of the largest freshwater lakes in the world.</i>	✓	
It is in Shirak Marz and is the second biggest lake in Armenia.		
It is the second highest lake with freshwater in the world.		
It is the biggest lake in the South Caucasus and about 1900 meters above sea level.		
The waters of Yeghnajour River and mountain streams flow into this lake.		
It is special not only for its water, but also the plants and animals that live there.		

11  **SPEAKING** Discuss the questions in pairs/groups.

1. What are some of Armenia's natural forests?
2. Why is it important to protect the forests?

12  Prepare a 3-minute presentation about one of Armenia's natural forests and the wildlife.

10 Read the text again and answer the questions.

1. Why is Taraz important for the Armenian people?
2. What did Taraz style say about the people that wore it?
3. What type of Tarazes did men wear?
4. What type of Tarazes did women wear?
5. How do the designers use Tarazes nowadays?

11 **SPEAKING** Work in pairs/groups.

Think of an event during which you or your friends wore Armenian Taraz. Prepare a 3-minute presentation where you should mention what event it was, what kind of Taraz you and your friends wore, and how you felt about wearing it.

12 Do some research on an Armenian traditional craft/art and prepare a presentation about it.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify Armenia's wildlife and natural sites and their importance.				
Identify Armenian arts and crafts.				
Talk about Armenian arts and crafts, using the related vocabulary.				

Unit 5.7
Writing

I can write an informal email to a friend and tell him/her about the Armenian cultural/art festivals.



1 SPEAKING Discuss the questions in pairs/groups.

1. What are some cultural festivals celebrated in your town/region?
2. How do those festivals help you learn about Armenian culture? Explain.

2 5.13 Listen to the pronunciation of the words and mark the stressed syllable.

exhibition mixture express prize rural performance

Example: ex-hi-**bi**-tion

3 Match the words with their definitions.

- | | |
|----------------|--|
| 1. to express | a. the act of mixing two or more things together |
| 2. exhibition | b. the act of performing a play, concert |
| 3. mixture | c. connected with the country, not the city |
| 4. prize | d. a collection of things that are shown to people |
| 5. performance | e. something that you give to a person who wins a game, race, etc. |
| 6. rural | f. to say or show how you think or feel |

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 5.14 Listen to the texts on two festivals in Yerevan and write their names.

Text 1: _____ Text 2: _____

5 5.14 Listen to the texts again and decide where you can do what. Write the correct festival name next to the sentence/phrase.

You can ...	
learn about the Armenian Traditional Costume	
see different ethnic groups	
buy food products	
see farmers and companies	
see traditional clothes from different countries	
see traditional concert of folk singers, musicians, and groups	
listen to ethno-style music and dancing	
buy handcrafted products	

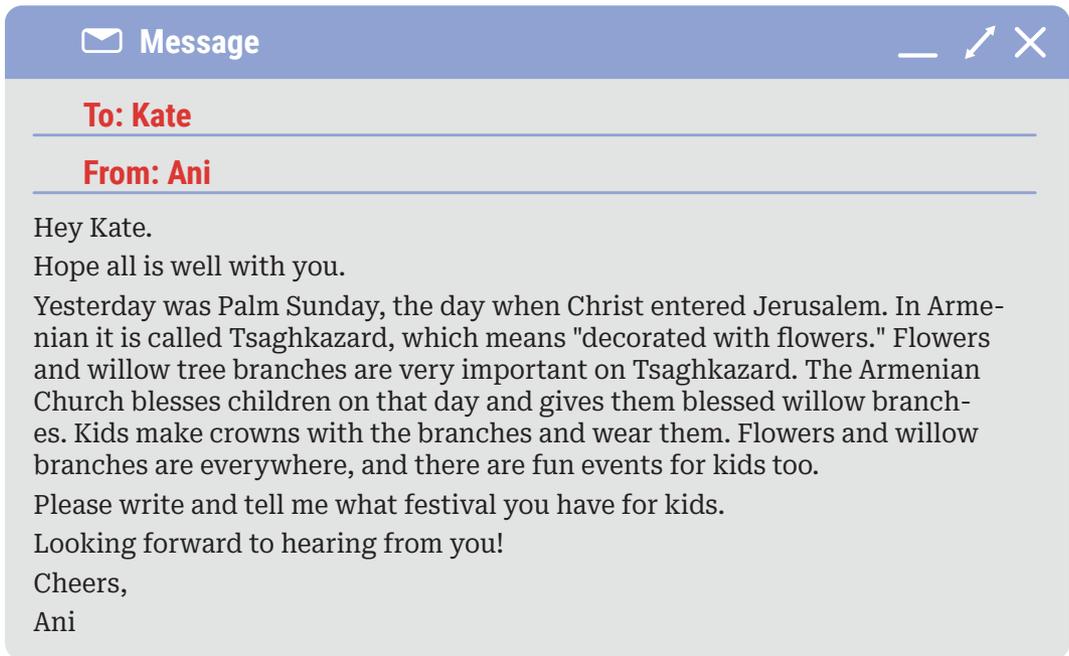
6 SPEAKING Discuss the questions in pairs/groups.

1. What was the last festival you went to? Explain
2. Which festival from Activity 4 would you like to go to? Why?

willow branch



7 Read Ani's email to her friend Kate from Boston and decide what festival Ani wrote about in her email.



8 Read Ani's email again and decide if the sentences are true (T) or false (F).

- | | |
|--|-----|
| 1. Ani wrote that Tsaghkazard means "decorated with lights." | T/F |
| 2. The Armenian church blesses children on Palm Sunday. | T/F |
| 3. Flowers and willow branches are important on Tsaghkazard. | T/F |
| 4. The church gives children blessed water on Tsaghkazard. | T/F |
| 5. There are no interesting events for kids on Palm Sunday. | T/F |

9 SPEAKING Discuss the questions in pairs/groups.

1. Have you ever been to a church on Tsaghkazard?
2. What have you liked most about the day? Why?

10  Write a short email to a friend/relative in another country and tell him/her about an Armenian festival.

Unit 5.8

Speaking

I can identify famous Armenians and talk about their work using the related vocabulary.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What famous Armenians do you know? Explain.
2. Do you think this person has done anything important for the world?

2 5.15 Listen to the pronunciation of the words and repeat.

to invent to support Greek Bible several to spread

3 Write the correct word from Activity 2 next to the definitions below.

1. to reach more people or cover a larger area spread
2. to create something new _____
3. more than two but not many _____
4. to help or encourage someone _____
5. a person from or the language of Greece _____
6. the holy book of the Christians _____

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 Read the text and fill in the blanks with words from Activity 2.

Saint Mesrop Mashtots was born in 360 CE in Hatsekats village of Taron Province in the Kingdom of Armenia. He _____ the Armenian alphabet in 405 and played a big role in creating Armenia's golden age of Christian literature. He is a saint in _____ churches. Mesrop _____ Christianity in all parts of Armenia. King Vramshapuh _____ him in creating the 36 letters of the Armenian alphabet. He used this alphabet to translate the first Armenian _____, the "Mesropian" Bible, from _____ in 410 CE. Later, he translated more parts of the Bible. He died on February 17, 440 CE. Mashtots and his students created great works in Christian Literature that are now part of world cultural heritage.

Adapted from: <https://www.britannica.com/biography/Saint-Mesrop-Mashtots>

5 Read the text again and write the things that Mesrop Mashtots has done in the order of importance for you. Explain.

6 **SPEAKING** Discuss the questions in pairs/groups.

1. Who are some Armenian famous personalities who have changed the world?
2. What have they done? Explain.

7 Match the words with their definitions.

- | | |
|---------------|---|
| 1. ancestor | a. choose by writing or raising hand |
| 2. diplomat | b. to make someone like and respect you |
| 3. ambassador | c. a country's representative in a foreign country |
| 4. charming | d. a family member from long ago |
| 5. to impress | e. very pleasant or attractive |
| 6. vote | f. a person whose job is to live in a foreign country and represent their own country |

Adapted from: Oxford Advanced American Dictionary for Learners of English

8 5.16 Listen to a text about an important Armenian and decide if it was a man or a woman.

9 5.16 Listen to the text again and match the two halves of the sentences.

- | | |
|---|--|
| 1. Diana Abgar was born in Rangoon, | a. and letters about the sufferings of the Armenian people. |
| 2. Diana's ancestors were | b. everybody wherever she went. |
| 3. She was the Ambassador of the First | c. Abgar after getting married to Michael Abgarian. |
| 4. She was very charming and impressed | d. Armenians from New Julfa. |
| 5. She started presenting herself as Diana | e. Burma on 17 October 1859. |
| 6. Diana Abgar wrote many important books, poems, | f. Republic of Armenia to Japan and the Far East in 1919-20. |

10 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think Diana Abgar's work was easy or difficult? Explain.
2. Do you know any other woman leader that has made a difference in the world?

11 Do some research about a world famous Armenian artist, scientist or sportsperson who has done something important in their field. Present their works to the class.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write an informal email to a friend and tell him/her about the Armenian cultural/art festivals.				
Identify famous Armenians using the related vocabulary.				
Talk about famous Armenians and their work using the related vocabulary.				

VALUES AND CULTURE

Do you agree or disagree with the following statements? Give some reasons to explain your answer.

- Our homeland is our culture, nature, and history and we should do our best to protect and pass it onto the next generations.
- The national symbols of our homeland are an important part of who we are.
- Keeping our independence safe is very important.
- We should remember and honor the Armenians who helped our homeland to develop.

Unit Review

VOCABULARY AND READING

1 Read the conversation and decide if the statements below are true (T) or false (F).

Levon: Hi, Peter ! I'm Levon. I come from Armenia. Today, I want to tell you about my homeland.

Peter: Hi, Levon! Nice to meet you. Tell me about Armenia!

Levon: The Republic of Armenia is just a small part of ancient Armenia. It was strongest when Tigranes the Great was our king. But then, we lost our freedom in the 14th century.

Peter: That sounds sad. What happened next?

Levon: The saddest part was the Armenian Genocide. Over 1.5 million Armenians were killed or had to leave their homes. But even with all these hard times, Armenians fought for freedom.

Peter: That's brave! Did they succeed?

Levon: Yes, in 1918, we made the First Republic of Armenia, but in 1920, we lost our freedom again. We became a Soviet Republic in 1920.

Peter: Wow, that's a lot of history! What happened after that?

Levon: Many Armenians fought in World War II, and some had a great role in the victory of the Soviet Union. After the war, Armenians worked hard to rebuild our country. We did great in science, technology, arts, and literature. But we still wanted independence.

Peter: Did you get it?

Levon: Yes, in August 1990, our leaders declared Armenia independent. People voted, and on September 23, 1991, Armenia officially became independent. Now, we're working hard to keep our independence safe and make the world better!

Peter: That's amazing, Levon! Thanks for sharing your history with me.

Adapted from: <https://www.britannica.com/place/Armenia>

- | | |
|--|-----|
| 1. Armenia was strongest when Tigranes the Great was Armenia's king. | T/F |
| 2. Armenia got its independence in the 14th century. | T/F |
| 3. The Armenian Genocide is one of the saddest periods of Armenia's history. | T/F |
| 4. Armenians didn't participate in World War II. | T/F |
| 5. Armenia became officially independent on September 23, 1991. | T/F |

WORD LIST

VOCABULARY

adopt /ə'dapt/
anthem /'ænθəm/
capital /'kæpətl/
clay oven /'kleɪ 'ʌvn/
coat of arms /,kəʊt əv
'armz/
currency /'kærənsi/
cushion /'kʊʃn/
dough /dɒ/
emblem /'ɛmbləm/
existence /ɪg'zɪstəns/
faith /feɪθ/
freedom /'frɪdəm/
highland /'haɪlənd/
independence /
,ɪndɪ'pɛndəns/
monument /'mɒnyəmənt/
national /'næʃənl/
reed /ri:d/
religion /rɪ'lɪdʒən/
stretch /stretʃ/
symbol /'sɪmbl/
wedding /'wɛdɪŋ/

GRAMMAR

according to /ə'kɔːrdɪŋ tə/
ancient /'eɪnʃənt/
archaeologist /
,ɑːki'ælədʒɪst/
architecture /'ɑːkə'tektʃər/
border /'bɔːdə/ /
carving /'kɑːvɪŋ/
destroy /dɪ'strɔɪ/
ethnic /'ɛθnɪk/
fortress /'fɔːtrəs/
geographic /,dʒiə'græfɪk/
illuminator /ɪ'lumə'neɪtər/

mother tongue /'mʌðər
,tʌŋ/
population /,pɒpjə'leɪʃn/
religious /rɪ'lɪdʒəs/
rest /rɛst/
since /sɪns/
situated /'sɪtʃu,eɪtəd/
temple /'tɛmpl/
tomb /tʊm/
Listening
decision /dɪ'sɪʒn/
homeland /'həʊmlænd/

READING

cover /'kʌvər/
creature /'kri:tʃər/
disappear /,dɪsə'pɪr/
freshwater /'frɛʃ,wɔːtər/
hunt /hʌnt/
reserve /rɪ'zɜːv/
stream /stri:m/
toxic /'tɒksɪk/
wildlife /'waɪldlaɪf/

ENGLISH IN USE

Belt /bɛlt/
carve /kɑːv/
craftsman /'kræftsmən/
embroidery /ɪm'brɔɪdəri/
encourage /ɪn'kʌrɪdʒ/
fur coat /'fɜː kəʊt/
jewelry /'dʒuəlri/
pattern /'pætərn/
saint /seɪnt/
thread /θrɛd/

WRITING

exhibition /,ɛksə'bɪʃn/
express /ɪk'spres/
mixture /'mɪkstʃər/
performance /
pə'fɔːməns/
prize /praɪz/
rural /'rʊəl/

SPEAKING

ambassador /
æm'bæsədər/
ancestor /'ænsɛstər/
Bible /'baɪbl/
charming /'tʃɑːmɪŋ/
consul /'kɒnsl/
Greek /gri:k/
impress /ɪm'pres/
invent /ɪn'vent/
several /'sevrəl/
spread /sprɛd/
support /sə'pɔːt/
vote /vəʊt/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 6

EXPLORING ENGLISH ACROSS ENGLISH-SPEAKING LANDS



I can identify the symbols of the largest English speaking countries and say what they show.

Unit 6.1 Vocabulary

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What English speaking countries do you know? What are their symbols?
2. Do you think it is important to know the symbols of these countries? Why/Why not?

2 **6.1** Listen to the names of the largest English speaking countries and repeat.

The United States of America The United Kingdom Canada Australia New Zealand

3 Write the names of the countries from Activity 2 under the correct flag.



4 **6.2** Listen to Hasmik and Sona talk about how popular English is around the world and decide what they think they should do.

5 **6.2** Listen again and match the definitions (1-3) with the correct phrase (a-c).

a. first language

b. second language

c. foreign language

1. a language you learn at school which is not your first language _____
2. a language from another country _____
3. the first language someone learns to speak in the family _____

6  **6.2** Listen again and complete the table with the correct information.

How many countries do people speak English in?	
What percentage speak English as their first language?	
What percentage speak English as their second language?	
What language are more and more schools teaching as a foreign language?	
What are the largest countries where people speak English as their first language?	

7  **6.2** Listen again. Tick if the statement is correct and correct the wrong ones.

1. Around 1.5 million people speak English in the world. (incorrect)
Around 1.46 billion people speak English in the world. (correct)
2. English is only the language of technology.
3. Sona wants to learn English better to communicate with people of her age from around the world.
4. The United States of America, the United Kingdom, Canada, Australia, and New Zealand are the largest English speaking countries.
5. Hasmik thinks there is no need to learn about English speaking countries.

8  **SPEAKING** Discuss the questions in pairs/groups.

1. Do you learn English as a foreign or as a second language? Explain.
2. How does knowing English help you use technology? Explain.

9 Match the names of the symbols with the pictures below and write the names of the countries.

The Statue of Liberty

Ice Hockey

Big Ben

a koala

Silver Fern



10 Match the words with their definitions.

- | | |
|---------------|--|
| 1. A harbor | a. an area you put your foot to go up or down |
| 2. A story | b. a tree in Australia that produces oil with a strong smell |
| 3. A step | c. a mark or symbol used to show something |
| 4. A pond | d. a small area of water, usually in parks |
| 5. A gum tree | e. a place where ships can stay safely in the water near the coast |
| 6. A sign | f. a level of a building, floor |

Adapted from: Oxford Advanced American Dictionary for Learners of English

11 Read the texts and fill in the blanks with the words from Activity 10. Write the name of the symbol for each text.

a Statue of Liberty

It was a gift from France to the USA for its 100th birthday. It's really tall, like a 15-story building. They finished it in 21 years, and in 1886, they put it up in New York _____. Since then, it has welcomed many immigrants to the United States.

Adapted from: <https://kids.nationalgeographic.com/history/article/statue-of-liberty>; <https://whc.unesco.org/en/list/307>

b _____

It is in the clock tower of the Parliament building in London. The tower is a well-known place, and the clock is always on time. The tower is also called the Elizabeth Tower and it's very tall with lots of _____. The British Parliament named it after Queen Elizabeth II because she served the country for more than 69 years.

Adapted from: <https://kids.britannica.com/kids/article/Big-Ben/476223>

c _____

It is Canada's favorite winter game. It started in Montreal in the end of the 1800s and became famous all over Canada. It's fast and fun to watch. Canadians of all ages play it indoors and on frozen _____. It's even on the Canadian 5-dollar. It is a big part of Canada's history and brings people together.

Adapted from: <https://www.flemingcollegeutoronto.ca/blog/lifestyle/canadian-symbols-and-icons-what-do-they-mean>

d _____

It is a famous symbol of Australia. Everybody in the world knows their soft gray fur and relaxed lifestyle. In Australia you can see it in a _____ eating leaves. They have been very important for native Australians for thousands of years. But the Europeans who came to live in Australia only understood their importance for the country's environment 150 years later.

Adapted from: <https://www.campbelltown.nsw.gov.au/Local-Environment/Koalatown/History-of-koalas/Koala-Australian-Icon#>

d _____

It has been a famous symbol of New Zealand since the 1880s. For Maori people, who were the first to come to live in New Zealand, it is a _____ of power. For those who came from Europe it is a symbol of connection to their homeland. You can find it only in New Zealand, and you can see it on many official things like the \$1 coin and the country's coat of arms.



Adapted from: <https://symbolsage.com/symbols-of-new-zealand-meaning/>

12



SPEAKING

Discuss the questions in pairs/groups.

1. What other symbols of the English speaking countries above do you know?
2. What do those symbols show? Explain.

13



Do some research on other symbols of the English speaking countries above and write a short text on a symbol.

Example: The symbol of the red telephone box started in the late 1920s when British architect Giles Gilbert Scott designed it for the General Post Office. He made it silver, but they painted it red in 1926 so that people could see it better. The red telephone box became a symbol of Britain and British culture.

Grammar

I can talk more about the largest English speaking countries using the Present Perfect.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you know about the largest English speaking countries?
2. How does the English language help you learn about English speaking countries? Explain.

2 6.3 Listen to Anna and Mariam talk about their English class and decide what they are going to discuss at their next lesson.

3 6.3 Listen to Anna and Mariam again, and fill in the blanks with the words below.

just

already

yet (2x)

for

since

1. We have had English _____ Grade 3.
2. Have you found anything about those countries _____?
3. I have _____ read about the US and written down some important facts about this country.
4. I have _____ found some information that says people spoke English in the US about four centuries ago.
5. I haven't read anything about the UK _____.
6. I haven't done anything _____ the past few days.

Grammar Reference

Study the examples below and complete the grammar rules by using **just**, **already**, **yet**, **since** and **for**.

I have **just** found some information about how long people have spoken English in the USA.

I have **already** read about the USA.

Have you found anything about those countries **yet**?

We have studied English **since** the 3rd grade.

People have spoken English in the USA **for** about four centuries.

We often use _____ and _____ with the present perfect tense form to talk about things that happened in the past and we have present results. _____ and _____ come after **have/has**.

We use _____ **at the end of questions and negative sentences** in the present perfect tense form.

We use _____ and _____ with the present perfect tense form to talk about something that started in the past and continues in the present.

_____ and _____ **come before the adverb of time.**

Adapted from: Viney B., Walker E., Elsworth S. Grammar Practice for Elementary Students; Third Edition; Pearson ELT/Pearson Longman (2007)

4 6.4 Listen to the pronunciation of the words in the following sentences and practice.

1. New Zealand is a group of **mountains** and **islands** to the southeast of Australia.
2. The currency in the United **Kingdom** is the **pound sterling**.
3. Canada has a very big area (9,970,610 km²) with lots of different **regions**.
4. Australia is a special place because it's the only country on the **whole continent**.
5. It is well-known for its nice people, beautiful land, and special animals like **kangaroos** and koalas.

5 Match the words with their definitions.

- | | |
|--------------------------|--|
| 1. <i>pound sterling</i> | a. one of the 7 parts of the world, such as Europe, Asia, Antarctica, etc. |
| 2. region | b. complete |
| 3. whole | c. a piece of land with water all around it |
| 4. continent | d. <i>the currency that people use in the UK</i> |
| 5. island | e. a part of a country or of the world |

Adapted from: Oxford Advanced American Dictionary for Learners of English

6 6.5 Listen to texts about the largest English-speaking countries and decide if the statements below are true (T) or false (F).

- | | |
|---|-----|
| 1. <i>The capital of the USA is New York.</i> | T/F |
| 2. People speak only English in the United Kingdom. | T/F |
| 3. The money people use in Canada is the U.S. dollar. | T/F |
| 4. The population of Australia is very large. | T/F |
| 5. People speak English and French in New Zealand. | T/F |

7 6.5 Listen to the texts again and answer the questions.

1. How long have people spoken English in the USA?
2. Since when has Northern Ireland been part of the UK?
3. How long have people spoken English in the UK?
4. How long have people spoken English in Canada?
5. How long have people spoken English in Australia?
6. Since when have people spoken English in New Zealand?

8

 6.5

Listen to the texts again and fill in the table with the correct information.

The country with the largest area:	
The country with the largest/smallest population:	
The country where people have spoken English the longest/shortest:	
The country/ies where people speak two or more languages:	
The country/ies that is/are famous for beautiful wildlife and friendly people:	

9



SPEAKING

Discuss the questions in pairs/groups.

1. What important facts about English speaking countries do you know? Explain.
2. What do these facts teach you about these countries?

10

Arrange the words correctly to make up sentences about English speaking countries.

1. a lady / America / had / president / yet / hasn't.
2. in movies / has / a big / America / been / for a long time / leader.
3. and / been / for / has / music / The UK / movies / for many years / famous.
4. It's / has / the USA / turned / and / just / 248 years old / 2024.
5. has / Canada / celebrated / its / 155th birthday / already.

11



Find information about a recent event in one of the countries in Activity 10. Make a poster and present it in class.

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify the symbols of the largest English speaking countries.				
Present my knowledge about the symbols of the largest English speaking countries.				
Talk about the largest English speaking countries using the present perfect tense form.				

Listening

I can identify some cultural sites in the USA.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are some cultural sites in the USA?
2. Why is it important to know those sites? Explain.

2 **6.6** Listen to the pronunciation of the words and mark the stressed syllable.

Example: con-sti-**tu**-tion

constitution mound statue huge gorge deep rock declaration

3 Match the words with their definitions.

- | | |
|-----------------|--|
| 1. mound | a. a figure of a person or an animal that is of stone, metal, wood, etc. |
| 2. constitution | b. to write your name on a document, letter, etc. |
| 3. a statue | c. very big |
| 4. huge | d. saying something officially |
| 5. to sign | e. a small hill |
| 6. declaration | f. a set of rules that says how a country is run |

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 **6.7** Listen to three conversations about sites in the US and decide what site each conversation is about.

5 **6.7** Listen again and fill in the blanks with the words from Activity 3. Make any necessary changes.

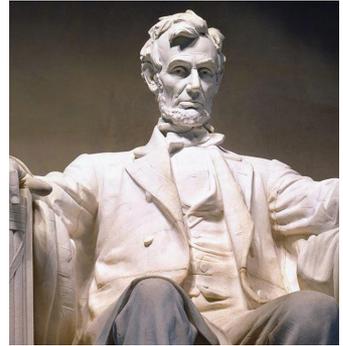
1. Have you heard about the Cahokia Mounds?
2. There was this _____ hill called Monks Mound.
3. In 1776 they _____ the Declaration of Independence and in 1787, the _____ of the United States.
4. It has a huge _____ of Lincoln sitting on a big chair.



The Declaration of Independence

6**6.7**

Listen again and number the statements in the order you hear the information.



- ___ American leaders signed important papers at Independence Hall in Philadelphia.
 ___ Lincoln Memorial in Washington, D.C. was made in the memory of Abraham Lincoln.
1 Cahokia Mounds are at an ancient place near St. Louis, Missouri.
 ___ Many countries around the world have used those papers to make their own laws.
 ___ Martin Luther King, an activist for equal rights, gave a famous speech at Lincoln Memorial.
 ___ When the place was really busy around 10,000 to 20,000 people lived there.

7**SPEAKING**

Discuss the questions in pairs/groups.

1. What are some natural sites in the USA?
2. What do you know about those sites? Explain.

8

Write the name of the site under the correct picture.

Grand Canyon National Park

Olympic National Park

Redwood National Park

**9****6.8**

Listen to the information about three natural sites in the US and check your answers to Activity 8.

Grammar

I can identify different sites in the UK and Canada and talk about them using connecting words.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are some cultural sites in the UK?
2. What do those sites tell us about the country? Explain.

2 **6.9** Listen to the pronunciation of the words and repeat.

conqueror defeat battle castle prison palace

3 Match the words with their definitions.

- | | |
|----------------|---|
| 1. a conqueror | a. a place where criminals must stay as a punishment |
| 2. to defeat | b. a large building built long ago to keep people safe from attack |
| 3. a battle | c. someone who takes control of a country or city and its people by force |
| 4. a castle | d. to win against someone in a fight or game |
| 5. a palace | e. a fight between armies in a war |
| 6. a prison | f. the official home of a king or queen |

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 **6.10** Listen to Davit and Gohar talk about the Tower of London and fill in the blanks with the words from Activity 2.

1. Isn't that a big _____ in England?
2. In 1066, after William the _____ defeated the English King Harold Godwinson at the _____ of Hastings, he built the Tower of London.
3. In fact, it served as a _____ and now it's a museum.
4. Didn't they use it as a _____ too?

5 **6.10** Listen to Davit and Gohar again and connect the two halves of the sentences.

- | | |
|--------------------------------------|---|
| 1. He built the Tower of London | a. because everyone wants to see the Tower of London. |
| 2. It's a popular place for tourists | b. and now it's a museum. |
| 3. It served as a palace | c. so that he could control the area better. |

Linking words

Linking words connect two separate ideas to organize them in a sentence.

Linking words have different functions.

and joins two related ideas

so that expresses a goal

so shows that one idea is the result of the other

although shows a contrast between ideas

because shows that one idea is the cause of the other

even though highlights extra emphasis between contrasting ideas

Example: The British Parliament named it after Queen Elizabeth II **because** she served the country for more than 69 years.

He made it silver, but they painted it red in 1926 **so that** people could see it better.

Adapted from: Clarke S., Macmillan English Grammar in Context: Essential with Key. Macmillan Education, 2008

6



6.10

Listen to Davit and Gohar again. Imagine what the Tower of London looked/looks like as a palace, prison, or museum, and write a short text about it. Use linking words to connect your ideas.

7



SPEAKING

Discuss the questions in pairs/groups.

1. What are some cultural sites in Canada?
2. What are those sites famous for? Explain.

8



Read the text on Niagara Falls and replace the words/phrases in bold with the following words.

vary

curved

power plants

majestic

Niagara Falls is in the heart of North America and one of the amazing wonders of the world. It is a group of many waterfalls next to each other on the Niagara River, which flows between New York in the United States and Ontario in Canada.

Goat Island divides the falls into two main parts. The biggest part of the falls, Horseshoe Falls, is in Canada. It got its name because it's **rounded** like a horseshoe. On the other side of the border is the smaller American Falls.

Every minute, thousands of tons of water from the powerful Niagara River fall over the cliffs of Niagara Falls. The flow of water can **be different** throughout the day and the year. Some of the river's water goes into big tunnels. These tunnels go to the **buildings that produce electricity**. They use the power of the water to make electricity for nearby places. The United States and Canada both take care of the Niagara River and the falls. Niagara Falls stands as a special symbol of nature's beauty and human creativity. It attracts visitors with its **awesome** beauty and is a reminder of the friendly relationship between nature and humanity.

Adapted from: <https://kids.britannica.com/kids/article/Niagara-Falls/346182>

9 Read the text again. Tick the sentences that are correct and correct the wrong ones.

1. Niagara Falls is between Canada and ~~Greenland~~. **the United States** (example)
2. Very little water from Niagara River flows over the cliffs of Niagara Falls.
3. The Horseshoe Falls is in Canada.
4. The water flows equally during different times of day and the year.
5. People use the water from the falls to make electricity.
6. Only Canada takes care of Niagara Falls.

10 Read the text again and decide why Niagara Falls is an important site for the world. Give reasons to explain your answer.

11  **SPEAKING** Discuss the questions in pairs/groups.

1. What sites can you name in the UK and Canada? What are they famous for?
2. What places would you like to visit in Canada and the UK? Explain why.

12  **Do some research on famous waterfalls in Armenia and compare one with Niagara Falls. Present your findings to the class.**

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify some cultural sites of the USA.				
Identify different sites in the UK and Canada.				
Talk about different sites in the largest English speaking countries using connecting words.				

Reading

I can identify the cultural sites in Australia and New Zealand and talk about them.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What is Australia famous for? Explain.
2. What are some cultural sites in Australia?

2 Write the given words next to the ones below them to make phrases.

shells out of tune inspired sails vivid temperature

1. sing _____
2. sea _____
3. a boat with _____
4. low _____
5. _____ colors
6. highly _____

3 **6.11** Listen to an audio tour of the Sydney Opera House and fill in the blanks with the words from Activity 2.

1. The building looks like big white _____.
2. But some people say that bird wings, _____, or clouds _____ him.
3. Inside the Opera House, it's always the same _____ so that the instruments don't get _____.
4. Have you heard of _____ Sydney?

4 **6.11** Listen to the audio tour again and answer the questions.

1. What makes the Sydney Opera House a special building?
2. Who was the designer of the Sydney Opera House and did he finish building it in time?
3. How many people visit the Sydney Opera House every year?
4. Is the Sydney Opera House the biggest opera house in the world?
5. Why is the temperature in the Sydney Opera House always the same?
6. What is Vivid Sydney?

5 There are different ideas about what the Sydney Opera House designer Jorn Utzon wanted it to look like, for example sailing boats, bird wings, shells, or clouds. Look at the Sydney Opera House picture and say what it looks like to you. Explain.



6  **SPEAKING** Discuss the questions in pairs/groups.

1. What are some of New Zealand's cultural sites?
2. Is there anything that makes New Zealand special? Explain.

7 Match the words below with the pictures.

hiking



luge



rafting



gondola



8  **6.12** Listen to Gagik, Sona and Marie talk about what they're going to do in New Zealand with their whole family during their summer vacation and complete the table with the correct information about Queenstown.

Places to see	Things to do	Things to learn
---------------	--------------	-----------------

9  **6.12** Listen to Gagik, Sona and Marie again and decide whether the statements are true (T) or false (F).

- | | |
|--|-----|
| 1. Queenstown is famous for its rivers and valleys. | T/F |
| 2. You can go hiking or take walks in Queenstown. | T/F |
| 3. Marie wants to try a gondola ride and a luge ride. | T/F |
| 4. The children can learn a lot about history by watching the birds. | T/F |
| 5. None of the children wants to eat something special. | T/F |

10  **SPEAKING** Discuss the questions in pairs/groups.

1. Which place from Activity 8 would you like to visit?
2. What other places in New Zealand would you like to visit? Explain why.

11  Choose one cultural site in Australia and one in New Zealand. Do some research on those sites and write an imaginary tour of each site. Include the following:

- How can you travel there?
- Where can you stay?
- What can you see?
- What can you do?

6 Fill in the blanks on some spelling differences between British and American English.

British and American English spell some words differently. British English keeps some old spellings from other languages. American English spells words the way they sound. English came to America with the British settlers in the 17th century, and it has changed since then because of immigration. Below are some differences:

a) In British English, some verbs can end with 'ize' or 'ise', but in American English, they always end with 'ise'.	British organize or organise	US _____
b) In British English, verbs that end in 'yse' are always spelled 'yze' in American English.	British analyse	US _____
c) In American English, some words that end with 'ence' in British English end with 'ense'.	British defence	US _____ license
d) Some words that end with 'ogue' in British English can end with either 'og' or 'ogue' in American English.	British catalogue	US catalog or _____ dialog or dialogue

Adapted from: <https://www.oxfordinternationalenglish.com/differences-in-british-and-american-spelling/>

7  **6.15** Listen to Hasmik and Gevorg talk about some differences in British and American English and decide what language aspect they are talking about.

8  **6.15** Listen to Hasmik and Gevorg again and write the correct American or British English word in the blank spaces.

British English	American English	British English	American English
chips	_____	_____	apartment
biscuit	elevator	petrol	_____
_____	yard	jam	potato chips
sweets	_____	_____	_____
jumper	_____	cinema	vacation

9  **6.15** Listen to Hasmik and Gevorg again and fill in the blanks with phrasal verbs with the verb "go". Can you guess their meanings?

- I was _____ an article on such differences and was really surprised.
- Will you please _____ and tell me about other differences?
- I should write them down to _____ a few times a day to remember.
- Let's _____ to dinner with Tim, our school's English teacher from New York, and ask him for more details on this topic.
- Can we _____ and practice the words again?

Grammar Reference

Learn some phrasal verbs with the verb “go”

To go on - to continue

To go out - to leave a place, often to enjoy oneself or have fun

To go over - to study something carefully, especially by repeating it

To go through - to study or consider something in detail

Adapted from: Oxford Advanced American Dictionary for Learners of English

10 Compare your guesses on the phrasal verbs with the information in the box above.

11  **SPEAKING** Discuss the questions in pairs/groups.

1. What other differences between British and American English do you know?
2. Why is it important to know these differences? Explain.

12  **Do some research on other differences in British and American English spelling besides the ones in Activity 5. Make a short presentation on those differences and present it to class.**

SELF-ASSESSMENT

Which box accurately describes your skills?

Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify the cultural sites in Australia and New Zealand and talk about their importance.				
Identify the differences in British and American English.				
Speak about the differences in British and American English using phrasal verbs with the verb “go”.				

Writing

I can write an informal email to an English speaking pen pal to learn more about his/her country.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you have a pen pal from an English speaking country? Where is s/he from?
2. How does writing to a pen pal help you improve your English? Explain.

2 Match the place names with the pictures.

Central Park in New York

Disney World in Florida

The Golden Gate Bridge in San Francisco



3 Match the definitions below with the following words: *to explore*, *a pen pal*, and *curious*.

1. a friend you write letters to _____
2. to travel to or around any place to learn more about it _____
3. having a strong desire to know about something _____

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 6.16 Listen to Sona talk about her pen pal from the USA and decide what she likes most about having an English speaking pen pal.

5 6.16 Listen to Sona again and decide if the statements below are true (T) or false (F).

1. Sona's pen pal Sarah helps her to learn Italian. T/F
2. Sona and Sarah have been pen pals for a year. T/F
3. Sarah has only taught Sona about the US traditions. T/F
4. Sona feels excited to learn about interesting sites in the US. T/F
5. Sona is not interested in visiting the US. T/F

6 Arrange the words in Sona's email to Sarah in the correct order.

Message

To: Sarah

From: Sona

Hey Sarah,

doing/ you're /awesome/Hope! 😊 a cool project/I've/at school/got.
I/Walt Disney Studios/ have to/about/a presentation/make.
before,/You/ there /right/have been? tell me/Could/some/you/
interesting facts/please/about/its history. And/fun
activities/also/people/can there/what/do ? I/to/super/want/
make/interesting/my presentation!

Thanks a lot!

Sona

OK 📎 📷 📄 😊 🗑️

7 Read the email again and answer the questions.

1. What does Sona have to do at school?
2. What is Sona's presentation about?
3. What does Sona ask Sarah to tell her about?
4. Why does Sona want to have some interesting information?

8 **SPEAKING** Discuss the questions in pairs/groups.

1. Why do you think it is important to have pen pals? Explain.
2. What would you like to tell your pen pal about Armenia? Explain.

9 Do some research on Walt Disney Studios and write Sarah's reply to Sona.

Speaking

I can speak about the daily activities and interests of my peers in English speaking countries.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What is your typical day like, and what are you mostly interested in? Explain.
2. Do you think people of your age in English speaking countries have the same interests and habits? Why/Why not?

2 6.17 Listen to the pronunciation of the words and mark the stressed syllable.

drama prom homecoming depend on mind to refresh

Example: **dra**-ma

3 Match the words from Activity 2 with their definitions.

- | | |
|---------------|---|
| 1. drama | a. ability to think |
| 2. prom | b. a yearly party at a high school for former students to get together. |
| 3. depend on | c. be decided by |
| 4. homecoming | d. <i>the study of plays and acting</i> |
| 5. mind | e. end of the year dance party at American high schools |

Adapted from: Oxford Advanced American Dictionary for Learners of English

4 6.18 Listen to Peter from the US and Tom from the UK talk about their daily activities and decide if they are similar or not.

5 6.18 Listen again and write Peter or Tom next to the information if they are true for them.

Activity	Name
1. Waking up and getting ready for school at 6 a.m.	
2. Starting the school day around 8 or 9 a.m.	
3. Choosing classes like art, music, foreign languages, and computer science	
4. Visiting the library during breaks to refresh minds	
5. Hanging out with friends at their favorite places	
6. Starting the day with a meeting	
7. Attending exciting events like proms and homecomings	
8. Participating in 7 or 8 periods/classes during the day	
9. Engaging in sports like basketball, netball, and football	
10. Participating in clubs such as drama, art, reading, and computer	

6 Which of the things in Activity 5 do you and other Armenian teenagers do? Explain.

7 Emma talks about the daily activities and interests of Canadian teenagers. Arrange the paragraphs in the correct order by numbering them.

_____ First I should say that we're pretty busy most of the time. We **take part** in school, sports, and we hang out with friends.

1 Hey there! I'm Emma from Canada and I want to share with you a bit about Canadian teenagers and what our lives are like.

_____ Education is important to us, and most Canadian teens **graduate** from high school and want to go to college or university. Our school days are usually from about 9 a.m. to 3 p.m., and we also have homework to do.

_____ In Canada, most teens live with their parents and we help out with **chores** like washing dishes and taking out the trash. Families have different rules about when to come home at night, but we usually have free time to spend with friends.

_____ Many of us play sports like hockey, soccer, or tennis, and some of us are into music, drama, or dance. **Volunteering** is a big part of our lives, too. In some regions, we have to do some hours of community work for graduation, but many of us do more hours than they ask us to do.

_____ We often get together at a friend's house to play games, watch TV, or cook together. Sometimes, we go out shopping or watch a movie as a group.

_____ So yeah, that's a bit about what it's like to be a Canadian teen!

Adapted from: <https://www.oasdi.ca/living-in-ontario/canadian-culture/teen/>

8 Read the text again and write the bolded words next to the correct definition below.

1. *doing something that you don't have to and without payment* volunteering
2. tasks that you do regularly
3. to finish your studies at a school, college, or university
4. to do something together with other people

Adapted from: Oxford Advanced American Dictionary for Learners of English

9  **SPEAKING** Work in pairs/groups.

Make a list of daily activities of Armenian teens and those of the Canadian teens from Activities 8. Compare the lists and find the similarities and differences. Present your results to the class.

10  **PROJECT WORK:** Research what teens in Australia and New Zealand do and like. Interview your friends about their interests and daily routines. Compare what you found in your research with your friends' answers. Make a vlog to share your findings on how teens in the two countries are similar or different.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write an informal email to an English speaking pen pal.				
Ask him/her about his/her country.				
Speak about daily school activities and interests of my peers in English speaking countries.				

VALUES AND CULTURE

Do you agree or disagree with the following statements? Give some reasons to explain your answer.

- Language is probably the most important way to introduce culture.
- By learning English you can learn about the cultures of the English speaking countries.
- There are many Englishes and they are all equally correct.
- Different variations of English reflect different cultures of the people who speak them.

Unit Review

VOCABULARY AND READING

1 Read the conversation between Daniel and Anahit about language. Tick (✓) if the statement is correct and correct the wrong ones.

Daniel: Hey Anahit, have you ever thought about how cool it is to learn languages?

Anahit: Yeah, it's pretty awesome!

Daniel: By the way, how many languages do you know, Anahit?

Anahit: I know English and Russian, and I'm going to start learning Spanish soon. How about you, Daniel?

Daniel: I also know Russian and English, and I would really love to learn Italian.

Anahit: Oh, cool! In fact, languages help us understand different cultures.

Daniel: Exactly! Like now, as we learn English, we also learn about the people who speak it and how they think, how they live, etc.

Anahit: And we can share our own stories and traditions with others too.

Daniel: Yeah, those stories and traditions are like a large box full of treasures and languages help us pass them on to other people!

Anahit: Absolutely! When we talk about our cultures, we keep them alive for more kids to enjoy.

Daniel: For sure! Language is like a powerful force that brings people closer together.

Anahit: You are right, so let's learn new languages and share our awesome cultures with everyone!

1. Anahit thinks that language doesn't help us understand different cultures. (incorrect)
Anahit thinks that language helps us understand different cultures. (correct)
2. Daniel says that language helps us pass on stories and traditions to others.
3. Anahit says when we talk about our cultures, we keep them alive.
4. Daniel thinks that language can't bring people closer together.
5. Anahit wants to learn Russian.
6. Daniel wants to learn Italian.

GRAMMAR

2 Match the two halves of the sentences.

- | | |
|---|--|
| 1. <i>The students had a break, after which they went</i> | a. learn many things about the US too. |
| 2. As we learn English, we | b. over some vocabulary differences between British and American English. |
| 3. My friend Ani went | c. because his family is going to live in Canada for a few years. |
| 4. In our English lesson we went | d. <i>on reading a text about New Zealand.</i> |
| 5. My classmate Aram studies Canadian English, | e. through the text and found the words with different spelling in British and American English. |

3 SPEAKING **Discuss the questions in pairs / groups.**

1. Why should we know about different cultures in the world? Explain.
2. In what ways do different languages help to know about other cultures? Explain.

WORD LIST

VOCABULARY

Australia /ɔ'streɪljə/
Big Ben /,bɪg 'ben/
Canada /'kænədə/
foreign /'fɔːrən/
gum tree /gʌm tri/
harbor /'hɑːbər/
ice hockey /aɪs 'hɑːki/
importance /ɪm'pɔːtns/
indoors /,ɪn'dɔːz/
koala /kou'ɑːlə/
language /'læŋgwɪdʒ/
New Zealand /,nu 'zɪlənd/
pond /pɒnd/
sign /saɪn/
silver fern
step /stɛp/
story /'stɔːri/
the Statue of Liberty
/ðə 'stætʃu əv 'lɪbɜːti/
the United Kingdom
/ðə yu'naitəd 'kɪŋdəm/
the United States of America
/ðə yu'naitəd 'steɪts əv
ə'merɪkə/

GRAMMAR

battle /'bætl/
castle /'kæsl/
conqueror /'kɒŋkərə/
continent /'kɒntənənt/
curved /kərvd/
deal /diːl/
declaration /,deklə'reɪʃn/
defeat /dɪ'fiːt/
island /'aɪlənd/
join /dʒɔɪn/

majestic /mə'dʒɛstɪk/
mountain /'maʊntn/
palace /'pæləs/
pound sterling /'paʊnd
'stɜːrlɪŋ/
power plant /'paʊər
plænt/
prison /'prɪzn/
region /'rɪdʒən/
vary /'vɛəri/
whole /həʊl/

LISTENING

constitution /,kɒnstə'tuʃn/
deep /diːp/
eagle /'iːgl/
gorge /gɔːrdʒ/
huge /hyudʒ/
influence /'ɪnfluəns/
mound /maʊnd/
owl /əʊl/
rock /rɒk/
statue /'stætʃu

READING

inspire /ɪn'spaɪər/
out of tune /aʊt əv tuːn/
sail /seɪl/
shell /ʃɛl/
temperature /'tɛmprətʃər/
vivid /'vɪvəd/

ENGLISH IN USE

burn /bɜːn/
catalog /'kætəlɒg/
defense /dɪ'fɛns/
license /'laɪsns/
smell /smel/

WRITING

curious /'kyʊəriəs/
explore /ɪk'splɔːr/
pen pal /pɛn pæl/

SPEAKING

chore /tʃɔːr/
depend /dɪ'pend/
drama /'dræmə/
graduate /'grædʒuət/
homecoming
/'həʊm,kʌmɪŋ/
mind /maɪnd/
prom /prəm/
refresh /rɪ'frɛʃ/
take part /'teɪk 'pɑːt/
volunteer /,vɒlən'tɪr/

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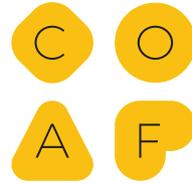
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Հեղինակներ՝

Ժանետ Թահմազյան
Քրիստինե Տոնոյան
Աննա Առաքելյան



Ձևավորում՝

Սեդրակ Մկրտչյան
Կարեն Պետրոսյան

ՀԱՅԱՍՏԱՆԻ
ՍԱՆՈՒԿՆԵՐ
ՀԻՄՆԱԴՐԱՄ

Ձայնագրությունների
պատասխանատու՝

Էվելին Բըրդ

Անգլերեն: Դասագիրք հանրակրթական ուսումնական
հաստատությունների 6-րդ դասարանի համար:
Դասագիրքը ստեղծվել է «Հայաստանի մանուկներ»
բարեգործական հիմնադրամի (ՔՈԱՖ/COAF) կողմից:

**Երաշխավորված է ՀՀ կրթության, գիտության, մշակույթի և սպորտի
նախարարության կողմից**

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Տպագրությունը՝ օֆսեթ
Թուղթը՝ օֆսեթ
Չափսը՝ 170մմ x 240մմ
Էջերի քանակը՝ 176 էջ
Ծավալը՝ 11 տպագրական մամուլ
Տպագրական գույները՝ 4x4

Այս հղումով հասանելի են
ձայնային բոլոր նյութերը:

