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M. KREUTZBERG

INGLISE KEELE ÕPIK

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KIRJASTUS „KOOL“, TARTU

ESTICA

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Progümnaasiumi I klassi kursus

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KIRJASTUS „KOOL“, TARTU

1938

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EVERYDAY SENTENCES.

1. Good morning!
How do you do?
How are you?
Thank you, I am quite well.
Good-bye!
2. Stand up.
Open your book.
Open your book at page 10.
Read in a loud voice.
Not so fast, please!
Repeat the last sentence.
Say it once again.
Speak louder.
Translate it into Estonian.
Say it in English.
Go on reading.
Stop now.
Shut your book.
Put your book on the desk.
Sit down.
Sit up straight.
Let us write a class exercise.
Distribute the copy-books.

Write the heading first.

Now write the date.

Cross out that word.

Correct your mistake.

You must not copy from your neighbour.

Show me your copy-book.

Give me your copy-book.

Collect the copy-books.

Pick up your blotting-paper.

Put your hands on the desk.

You must not talk.

3. Who is absent to-day?

Tom is absent. Lily and Ann are absent to-day.

Do you know this word?

Can you spell it?

Did you look it up in the vocabulary?

What does it mean?

What is that in English (in Estonian)?

Who knows it?

Did you notice any mistakes in Frank's reading?

Do you understand my question?

Can you repeat it?

4. I am sorry I have forgotten my book.

Please, excuse me, I cannot say my lesson to-day,

I have a headache.

Please, excuse me, I don't know my lesson to-day,

I was ill yesterday.

LESSON ONE.

'lesn 'wʌn.

I have a book.

'ai hæv ə 'buk.

You have a book.

'ju: hæv ə 'buk.

I have a pen.

'ai hæv ə 'pen.

You have a pen.

'ju: hæv ə 'pen.

I have a pencil.

'ai hæv ə 'pensl.

Have you a pencil? Yes, I have a pencil.

hæv 'ju: ə 'pensl? 'jes, ai 'hæv ə 'pensl.

Have you a book? Yes, I have.

'hæv ju: ə 'buk? 'jes, ai 'hæv.

Have you a pen? No, I have not.

'hæv ju: ə 'pen? 'nou, ai hæv 'nɒt.

I have a book.
You have a pen.

Have I a book?
Have you a pen?

Exercise. 1. I — a pen. 2. You — a book.
3. — you a pen? 4. —, I have. 5. — you a pencil?
6. —, I have not.

LESSON TWO.

'lesn 'tuɪ

I have a **knife**.

'ai hæv ə 'naɪf.

Have you a **knife**?

hæv 'juː ə 'naɪf?

No, I have not.

'nou, ai hæv 'nɒt.

What have you?

'wɒt hæv 'juː?

I have a **copy-book**.

'ai hæv ə 'kɒpi-buk.

Have you a **copy-book**, Henry?

hæv 'juː ə 'kɒpi-buk, 'henri?

Yes, I have.

'jes, ai 'hæv.

What **has** Tom?

'wɒt hæz 'tɒm?

Tom has a knife.

'tɒm hæz ə 'naɪf.

What has Lily?

'wɒt hæz 'lɪli?

Lily has a book.

'lɪli hæz ə 'bʊk.

Lily has **an English** book.

'lɪli hæz ən 'ɪŋɡlɪʃ 'bʊk.

Have you an English book, Henry?

hæv 'juː ən 'ɪŋɡlɪʃ 'bʊk, 'henri?

Yes, I have.

'jes, aɪ 'hæv.

I have **a** pencil.

You have **an** English book.

Exercise 1. 1. What have you? 2. What have I? 3. What has Tom? 4. What has Lily? 5. Has Henry a knife? 6. Have you an English book?

Exercise 2. 1. Henry — a pencil. 2. You — an English copy-book. 3. Lily has — pen. 4. Tom

has — English book. 5. What — Henry? 6. What — you? 7. What — I?

Pronounce: have, has, Henry; what, not, Tom; I, knife, exercise; lesson, yes, pencil.

LESSON THREE.

'lesn 'əri.

What has Henry?

'wɒt hæz 'henri?

He has a book.

hi: hæz ə 'buk.

Has he a **new** book?

'hæz hi: ə 'nju: 'buk?

Yes, he has a new book.

'jes, hi: hæz ə 'nju: 'buk.

He has an English book.

hi: hæz ən 'ɪŋglɪʃ 'buk.

What has Ann?

'wɒt hæz 'æn?

She has a ball.

ʃi: hæz ə 'bɔ:l.

Has she a new ball?

'hæz ʃi: ə 'nju: 'bɔ:l?

No, she has not.

'nou, ʃi: hæz 'nɒt.

She has an **old** ball.

ʃi: hæz ən 'ould 'bɔ:l.

What has Tom?

'wɒt hæz 'tɒm?

He has a new knife.

hi: hæz ə . 'nju: 'naif.

What has Lily?

'wɒt hæz 'lili?

She has an old book.

ʃi: hæz ən 'ould 'buk.

I **have** a ball.

Have I a ball?

You **have** a ball.

Have you a ball?

He **has** a ball.

Has he a ball?

She **has** a ball.

Has she a ball?

Exercise 1. Have or has?

1. What — you? 2. I — a new English book.
3. What — Ann? 4. — she an old ball? 5. Tom —
a new knife. 6. — you a new pen, Henry? 7. What
— I?

Exercise 2. A or an?

1. I have — old book. 2. Henry has — ball.
3. Has he — old ball? 4. No, he has — new ball.
5. Have you — English copy-book? 6. Has Lily
— knife?

Pronounce: he, she, three; no, old; book, ball;
pen, pencil.

LESSON FOUR.

'lesn 'fɔi.

Tom **is** a **boy**.

'tɒm iz ə 'bɔi.

Is he a **big** boy?

iz hi: ə 'big 'bɔi?

No, he is not.

'nou, hi: iz 'nɒt.

He is a **little** boy.

hi: iz ə 'lɪtl 'bɔi.

What is Lily?

'wɒt iz 'lɪli?

Lily is a **girl**.

'lɪli iz ə 'gɜ:l.

She is a little girl.

ʃi: iz ə 'litl 'gə:l.

Is Peter a girl or a boy?

iz 'pi:tər ə 'gə:l ɔ:r ə 'bɔi?

He is a boy.

hi: iz ə 'bɔi.

Is Ann a girl?

iz 'æn ə gəl?

Yes, she is.

'jes, ʃi: 'iz.

Is she a big girl?

iz ʃi: ə 'big 'gə:l?

No, she is not, she is a little girl.

'nɔ:, ʃi: iz 'nɒt, ʃi: iz ə 'litl 'gə:l.

One, two, three,

'wʌn, 'tu:, 'θri:,

I see a little bee;

ai 'si: ə 'litl 'bi:;

One, two, three,

'wʌn, 'tu:, 'θri:,

A little bee I see.

ə 'litl 'bi: ai 'si:.

Tom **is** a boy.

Is he a boy?

Lily **is** a girl.

Is she a girl?

Exercise 1. 1. What is Henry? 2. What is Ann?
3. Is Lily a big girl? 4. Is Tom a little boy? 5. Is
Peter a boy? 6. What is Peter? 7. What has Tom?
8. What have you?

Exercise 2. Has or is?

1. Henry — a little boy. 2. He — a new copy-
book. 3. Lily — an English book. 4. — Ann a girl?
5. Yes, she —. 6. — Tom a big boy? 7. No, he —
not.

Exercise 3. Translate into English:

1. Mis sul on? 2. Mul on uus inglise keele raa-
mat. 3. Mis on Lillil? 4. Tal on suur pall. 5. Mis
on Peetril? 6. Tal on uus nuga.

Pronounce: is, little, big; bee, he, she, see, three.

LESSON FIVE.

'lesn 'faiv.

My name is Ann.

mai 'neim iz 'æn.

Your name is Lily.

'jɔ: 'neim iz 'lili.

Lily is an English name.

'lɪli iz ən 'ɪŋɡlɪʃ 'neɪm.

It is a **nice** name.

ɪt iz ə 'naɪs 'neɪm.

What is your name?

'wɒt iz 'jɔː 'neɪm?

My name is Tom.

maɪ 'neɪm iz 'tɒm.

Tom is **also** an English name.

'tɒm iz 'ɔːlsəʊ ən 'ɪŋɡlɪʃ 'neɪm.

What is your name?

'wɒt iz 'jɔː 'neɪm?

My name is Enn.

maɪ 'neɪm iz 'en.

Is it an English or an **Estonian** name?

ɪz ɪt ən 'ɪŋɡlɪʃ ɔːr ən es'təʊniən 'neɪm?

It is an Estonian name.

ɪt iz ən es'təʊniən 'neɪm.

It is a nice name.

ɪt iz ə 'naɪs 'neɪm.

I have a ball. **My** ball is new.
You have a knife. **Your** knife is old.

Exercise 1. 1. Is your name Lily or Ann?
2. What is your name? 3. What is my name? 4. Is Peter an English name? 5. Is Lily an Estonian name?

Exercise 2. Have, has, or is?

1. Lily — a nice little girl. 2. She — a new ball.
3. — Tom a knife? 4. — your name Ann? 5. Ann
— an old book. 6. What — you? 7. I — a new
Estonian book.

Pronounce: I, my, five, nice, knife; two, you,
new; your, four, ball; your old book, Peter is a boy,
four or five, Lily or Ann.

LESSON SIX.

'lesn 'siks.

Are you a boy, **Henry**?

ɑ: 'ju: ə 'bɔɪ, 'henri?

Yes, I am.

'jes, ai 'æm.

Are you a boy or a girl, **Lily**?

ɑ: 'ju: ə 'bɔɪ ɔ:r ə 'gɜ:l, 'lɪli?

I am a girl.

'ai æm ə 'gə:l.

Are you a **man**, Tom?

a: 'ju: ə 'mæn, 'tɒm?

No, I am not.

'nou, ai æm 'nɒt.

My **father** is a man.

mai 'fa:ðər iz ə 'mæn.

Is your father a big man?

iz jɔ: 'fa:ðər ə 'big 'mæn?

Yes, he is.

'jes, hi: 'iz.

Is Peter a big man?

iz 'pi:tər ə 'big 'mæn?

No, he is not. He is a little boy.

'nou, hi: iz 'nɒt. hi: iz ə 'litl 'bɔi.

Is he a nice boy?

iz hi: ə 'nais 'bɔi?

Yes, he is a **very** nice boy.

'jes, hi: iz ə 'veri 'nais 'bɔi.

I am a man.	Am I a man?
You are a girl.	Are you a girl?
He is a boy.	Is he a boy?
She is a girl.	Is she a girl?

Exercise 1. 1. Are you a man? 2. What are you? 3. What is Lily? 4. What is Peter? 5. Am I a man? 6. What is your father? 7. Is Tom an English boy? 8. Are you an English girl (boy)?

Exercise 2. He, she, or it?

1. My name is Enn; — is an Estonian name.
 2. Lily is a girl; — is an English girl. 3. Henry has a ball; has — a new ball? 4. I have a book; — is an old book. 5. — is an English book. 6. Is — a nice girl? 7. Is — a big man?

Pronounce: father, five, four; boy, big, book; pen, pencil, Peter; Lily, English, lesson; little, pencil, girl, ball, also, old.

LESSON SEVEN.

'lesn 'sevn.

Lily has a little **cat**.

'lili hæz ə 'litl 'kæt.

She has a **white** little cat.

ʃi hæz ə 'wait 'litl 'kæt.

Have you a cat, Ann?

hæv 'ju: ə 'kæt, 'æn?

Yes, I have.

'jes, ai 'hæv.

Have you a white cat, Ann?

'hæv ju: ə 'wait 'kæt, 'æn?

No, I have not.

'nou, ai hæv 'nɒt.

I have a **black** cat.

ai hæv ə 'blæk 'kæt.

Tom has a **dog**.

'tɒm hæz ə 'dɒg.

He has a very nice little dog.

hi: hæz ə 'veri 'nais 'lɪtl 'dɒg.

Have you a dog, Henry?

hæv 'ju: ə 'dɒg, 'henri?

Yes, I have.

'jes, ai 'hæv.

Is your dog black or white?

ɪz 'jɔ: 'dɒg 'blæk ɔ: 'wait?

My dog is black.

'mai 'dɔg iz 'blæk.

Who has a white dog?

'hu: hæz ə 'wait 'dɔg?

My father has a big white dog.

mai 'fa:ðə hæz ə 'big 'wait 'dɔg.

Who has a cat **and** a dog?

'hu: hæz ə 'kæt ænd ə 'dɔg?

I have.

'ai hæv.

Exercise 1. Am, are, or is?

1. What — your name?
2. What — you, Ann?
3. I — a girl.
4. — you a man, Peter?
5. No, I — not, I — a boy.
6. — your father a big man?
7. — Lily an English girl?
8. Yes, she —.

Exercise 2. Translate into English:

1. Mina olen väike poiss.
2. Minu nimi on Tom.
3. Mul on kena valge koer.
4. Minu isal on suur must koer.
5. Mis on teie (sinu) nimi?
6. Kas teil (sul) on kass?
7. Kellel on kass ja koer?

Pronounce and translate: white, what, one; cat, black, have, am, and; see, six, seven, also, yes, nice; is, has; she, English.

LESSON EIGHT.

'lesn 'eit.

Who is a man?

'hu: iz ə 'mæn?

My father is a man.

mai 'faiðər iz ə 'mæn.

Who is a **woman**?

hu: iz ə 'wumən?

My **mother** is a woman.

mai 'mʌðər iz ə 'wumən.

Who is a **child**?

'hu: iz ə 'tʃaɪld?

I am a child.

'ai æm ə 'tʃaɪld.

What has your father?

'wɒt hæz jɔ: 'faiðə?

My father has a **horse**.

mai 'faiðə hæz ə 'hɔ:s.

Is it a white horse?

iz it ə 'wait 'hɔ:s?

No, it is not.
'nou, it iz 'nɒt.

It is a black horse.
it iz ə 'blæk 'hɔ:is.

Has your mother also a horse?
haz jɔ: 'mʌðə 'ɔ:lsou ə 'hɔ:is?

No, she has not.
'nou, ʃi: hæz 'nɒt.

She has a **cow**.
ʃi: hæz ə 'kau.

Exercise 1. 1. Who is a boy? 2. Who is a man?
3. Who is a woman? 4. Are you a man, Henry?
5. Are you a child, Ann? 6. What is Peter? 7. What
are you, Lily? 8. What am I? 9. What has your
father? 10. What has your mother? 11. What have
you? 12. Who has a cat and a dog?

Exercise 2. 1. My father has a — horse. 2. Has
your — a cow? 3. Is Tom a — boy? 4. Has he a
— knife? 5. Lily is a very — girl. 6. She has a —
cat. 7. Henry has an — book. 8. Is your father
a — man? 9. Enn is an — name.

Pronounce and translate into Estonian: four,
horse, ball, also; Tom, what, dog, boy; who, he,
Henry.

LESSON NINE.

'lesn 'nain.

What is **on the table**?

'wət iz ɔn ðə 'teibl?

My English book is on the table.

mai 'iŋgliʃ 'buk iz ɔn ðə 'teibl.

Where is my **red pencil**?

'wɛər iz mai 'red 'pensl?

It is on the table.

it iz ɔn ðə 'teibl.

Where is your new copy-book, Henry?

'wɛər iz jə: 'nju: 'kɒpi-buk, 'henri?

It is on my **desk**.

it iz ɔn mai 'desk.

And where is the old copy-book?

ænd 'wɛər iz ði 'ould 'kɒpi-buk?

It is **here**.

it iz 'hiə.

Where is your new pen?

'wɛər iz jə: 'nju: 'pen?

It is also on the desk.

it iz 'ɔ:lsoʊ ɔn ðə 'desk.

Where is your knife, Tom?

'weər iz jɔ: 'naif, 'tɒm?

It is on the chair.

it iz ɔn ðə 'tʃeə.

Tom, take your knife and put it on the desk.

'tɒm, 'teik jɔ: 'naif ənd 'put it ɔn ðə 'desk.

Where are Lily and Ann?

'weər ɑ: 'lili ənd 'æn?

Lily and Ann are there.

'lili ənd 'æn ɑ: 'ðeə.

Lily, take the chair and put it there.

'lili, 'teik ðə 'tʃeə ənd 'put it 'ðeə.

Exercise 1. 1. Where is your English book? 2. Where is your knife, Tom? 3. Where is my red pencil? 4. Is your new pen on your desk, Lily? 5. Is your ball also on the desk? 6. What is on the table? 7. What is on your desk? 8. What is on the chair?

Exercise 2. Who or what?

1. — has a black dog? 2. — is Tom? 3. — is a child? 4. — are you, Henry? 5. — am I? 6. — has

a cow and a horse? 7. — have you? 8. — is on the table? 9. — is red? 10. — is on the chair?

Pronounce and translate into Estonian: father, mother, the old man, the new knife; name, eight, table, take, translate; where, chair, there.

LESSON TEN.

'lesn 'ten.

Can Dick count?

kæn 'dik 'kaunt?

No, he cannot.

'nou, hi: 'kænət.

Can you count?

kæn 'ju: 'kaunt?

Yes, I can.

'jes, ai 'kæn.

I can count from one to ten: one, two, three,

ai kæn 'kaunt frəm 'wʌn tə 'ten: 'wʌn, 'tu:, 'θri:,

four, five, six, seven, eight, nine, ten.

'fɔ:, 'faiv, 'siks, 'sev'n, 'eit, 'nain, 'ten.

I × I = I Once one is one.

'wʌns 'wʌn iz 'wʌn.

1 × 2 = 2 **Once** two are two.
'wʌns 'tu: ɑ: 'tu:

2 × 2 = 4 **Twice** two are four.
'twais 'tu: ɑ: 'fɔ:

2 × 3 = 6 **Twice** three are six.
'twais 'ɜri: ɑ: 'siks.

3 × 3 = 9 **Three times** three are nine.
'ɜri: taimz 'ɜri: ɑ: 'nain.

4 + 2 = 6 **Four and** two are six.
'fɔr ən 'tu: ɑ: 'siks.

6 + 2 = 8 **Six and** two are eight.
'siks ən 'tu: ɑr 'eit.

Exercise 1. 1. Can you count? 2. Can you count from one to ten? 3. Count from one to seven! 4. Can Tom count? 5. What are twice four? 6. What are four times two? 7. Can you **read** Estonian? 8. Can you read English? 9. Take your book and read Lesson X (ten)! 10. Take your copy-book and read your exercise!

Exercise 2. Read:

2 × 3 = 6	6 + 3 = 9	6 + 4 = 10
3 × 3 = 9	9 + 1 = 10	2 × 4 = 8
3 + 5 = 8	5 × 2 = 10	7 + 2 = 9
2 + 3 = 5	1 × 8 = 8	9 × 1 = 9

Exercise 3. Translate into English:

1. Peeter, kus on su raamat? 2. Võta oma raamat ja pane ta koolilauale. 3. Kus on minu punane pliiats? 4. Ta on laual. 5. Kaks ja viis on seitse. 6. Kolm korda kaks on kuus. 7. Üheksa on kolm korda kolm.

Pronounce and translate into Estonian: I, nice, nine, knife, five, times.

LESSON ELEVEN.

How many books have you, Tom?

I have ten books.

How many red pencils **are there** on the table?

There is one red pencil on the table.

How many chairs are here?

Here is **only** one chair.

How many desks are here?

Here are many desks.

How many lessons have you **to-day**?

I have five lessons to-day.

How many English lessons have you to-day?

I have only one English lesson to-day.

How many horses and cows has your father?

He has three horses and eight cows. (He has **no** horses.)

How many dogs has he?

He has only one dog.

How many new **words** are there in your lesson?

Singular:**Plural:**

one ball	two balls	[bɔ:lz]
„ boy	„ boys	[bɔiz]
„ chair	„ chairs	[tʃeəz]
„ cow	„ cows	[kaʊz]
„ dog	„ dogs	[dɒgz]
„ father	„ fathers	[ˈfɑ:ðəz]
„ girl	„ girls	[gɜ:lz]
„ lesson	„ lessons	[lesnz]
„ mother	„ mothers	[ˈmʌðəz]
„ name	„ names	[neimz]
„ pen	„ pens	[penz]
„ pencil	„ pencils	[penslz]
„ table	„ tables	[teiblz]
„ word	„ words	[wɜ:dz]
„ book	„ books	[bʊks]
„ cat	„ cats	[kæts]
„ desk	„ desks	[desks]
„ exercise	„ exercises	[ˈeksəsaiziz]
„ horse	„ horses	[ˈhɔ:siz]

Questions: 1. How many English books have you, Lily? 2. How many copy-books have you, Tom? 3. How many new pens have you, Peter? 4. How many balls have you, Ann? 5. How many lessons have you to-day? 6. How many cats has Lily?

7. How many dogs has your father? 8. Has your mother many cows?

Exercise. Form the plural:

1. Here are ten (boy) and eleven (girl). 2. How many (chair) are here? 3. There are many (exercise) in my book. 4. There are five new (word) in my exercise. 5. How many (ball) has Henry? 6. How many (name) have you? 7. Have you many (copy-book)?

Pronounce: balls, boys, cows, chairs, dogs, girls, pens, pencils, tables; books, cats, copy-books, desks; horses, exercises.

LESSON TWELVE.

One, two, three, four, five,

I caught a hare alive.

Six, seven, eight, nine, ten —

I let it go again.

Exercise 1. Fill the blanks:

1. Two and five are —. 2. Two and eight are —. 3. Twice five are —. 4. Seven and four are —. 5. — six are twelve. 6. Four times three are —. 7. Four and two and four are —. 8. Twice four and twice two are —.

Exercise 2. Form the plural:

1. Lily has two new (pen). 2. I see three little (bee). 3. How many (ball) has Ann? 4. Have you many (book)? 5. How many red (pencil) are there on the table? 6. Here are twice twelve (chair).

Exercise 3. Translate into English:

1. Mitu sulge on sul? 2. Kas sul on kaks inglise keele vihikut? 3. Mul on palju eestikeelseid raamatuid. 4. Mitu tundi on teil täna? 5. Siin on kolm harjutust. 6. Mitu hobust on su isal? 7. Minu isal on ainult üks hobune.

Pronounce and translate: hare, chair, where, there; only, go, no, old; knife, alive, five, I.

LESSON THIRTEEN.

My book is **open**.

Is your book also open, Henry?

No, it is not open, it is **shut**.

Please, open your book.

Is the **door** shut or open?

It is shut.

Are the **windows** also shut?

One window is shut, the **other** is open.

Please, go and shut the other window.

Can you shut it?

Yes, I can.

The door and the windows are shut **now**.

Let us read now.

Questions: 1. What is on the table? 2. What is on your desk? 3. Where is the chair? 4. How many English lessons have you to-day? 5. Have you an Estonian lesson to-day? 6. Are the windows shut? 7. Can you open the other window? 8. Can you read now?

Exercise 1. Put in the missing letters:

1. The do—r is shut. 2. Pl—se, go a—d open the win—ow. 3. W—at is on the t—ble? 4. W—ere is my Engli— book? 5. Is Lily an Eston—an name? 6. Can yo— r—d English? 7. T—ke your book a—d op—n it. 8. Let u— read n—w.

Exercise 2. Fill the blanks:

1. Shut your book and put it — the desk. 2. Where — your book now? 3. It is on — desk. 4. — is your name? 5. Enn is an — name. 6. Lily is an English —. 7. Five and six — eleven.

Pronounce: now, cow, how, count; caught, door, also, four, ball; please, read.

LESSON FOURTEEN.

What are you doing, Lily?

I am reading.

What are you doing, Peter and Henry?

We are also reading.

What are you reading?

We are reading a **story**.

Is Cecil also reading?

No, he is not.

What is Cecil doing?

He **is writing** an exercise.

What is Tom doing?

He **is playing**.

With whom is he playing?

He is playing with **some** other boys.

I can read.

I am reading.

You can read.

You are reading.

He can read.

He is reading.

She can read.

She is reading.

We can read.

We are reading.

Questions: 1. Can you read English? 2. Are you reading now? 3. Can you write English? 4. Is Lily writing now? 5. What is she doing? 6. Is Henry playing now? 7. What am I doing? 8. Are you playing now, Henry and Cecil?

Exercise. **Am, are, or is?**

1. I — playing with Lily. 2. With whom — Tom playing? 3. What — Ann doing? 4. She — playing with some other girls. 5. — you reading a

story, Cecil? 6. No, I — not, I — writing an exercise. 7. — you reading an Estonian story-book, Peter and Henry? 8. No, we — not, we — reading an English story-book.

Pronounce: reading, opening, playing, doing, writing; with, other, there, mother, the father.

LESSON FIFTEEN.

What is **this**?

This is a **picture**.

In this picture you see some **children**.



The children are in the **garden**.

They are playing.

Some children are playing ball.

They have a nice red ball.

Some children are playing with a dog.

It is a little white dog.

Here are also some **men** and some **women**.

They are **working** in the garden.

They are working **under** the **trees**.

Questions: 1. Can you count the children in this picture? 2. How many children are there? 3. What are they doing? 4. Where are they playing? 5. With whom are some children playing? 6. What are the other children playing? 7. How many men and women are there in the garden? 8. What are they doing? 9. Where are they working? 10. Are you working now?

Singular:		Plural:	
one man	two men	[men]	
„ woman	„ women	[ˈwɪmɪn]	
„ child	„ children	[ˈtʃɪldrən]	
„ knife	„ knives	[naɪvz]	

Exercise 1. Form the plural:

1. How many (child) has your mother? 2. How many (man) and (woman) can you see in the picture? 3. I can see two (man) and two (woman). 4. There are three new (pen) on the table. 5. How many (knife) have you? 6. Where are your (book), Tom? 7. Count the (letter) in the word “exercise”.

Exercise 2. Fill the blanks:

1. I — opening the window. 2. What — you doing? 3. — Tom playing now? 4. No, he — not. 5. What — the children doing? 6. What — Ann doing? 7. Where — you, Henry and Tom? 8. We — in the garden.

Exercise 3. Translate into English:

1. Kas üks on suletud? 2. Jah, (ta) on. 3. Kus on Peeter ja Tom? 4. Nad on siin. 5. Mida te teete seal, poisid? 6. Meie kirjutame harjutust. 7. Kus on Anna? 8. Anna on aias. 9. Mida sa teed seal, Anna? 10. Ma töotan siin.

Pronounce: child, children, chair, picture, question; shut, she, English.

LESSON SIXTEEN.

How old are you, Frank Brown?

I am eleven **years** old.

How old is your **brother**?

My brother is nine years old.

What is **his** name?

His name is Fred.

Who is **that** little girl there?

That girl is my **sister**.

What is **her** name?

Her name is Elsie.

How old is she?

She is ten years old.

How many brothers and sisters have you?

I have no brothers and only one sister.

Fred has a ball. **His** ball is red.

Lily has a cat. **Her** cat is white.

Questions: 1. How many brothers and sisters have you? 2. Have you only one brother, Ann? 3. How old is your big (little) brother? 4. What is his name? 5. Is Fred an Estonian name? 6. How old is your sister? 7. What is her name? 8. How old are you? 9. How old is Frank Brown? 10. How old is his brother? 11. How old is his sister? 12. What is her name?

Exercise 1. **His or her?**

1. I have a sister; — name is Lily. 2. Elsie has a big brother; — name is Frank. 3. My father has a garden; in — garden there are many trees. 4. Tom

is playing with — dog. 5. Mother is working with — children. 6. Cecil is writing with — new pen. 7. Ann is taking — book from the desk.

Exercise 2. Fill the blanks:

1. I am ten — old. 2. How — are you? 3. Who is — boy there? 4. That big — is my brother. 5. — is his name? 6. Where — your father? 7. He is — — garden. 8. — you a sister? 9. — this picture we see many children. 10. Is that — your sister?

Pronounce: her, girl, word; that big boy, this nice picture, his little brother.

LESSON SEVENTEEN.

The Rain Song.

Are the children playing in the garden?

No, they are not.

They cannot play in the garden.

It is raining to-day.

What are the children doing?

They are **singing** a song.

They are singing the Rain Song.

Rain, rain,

Go away!

Come again

Some other day.

Little children **want** to play

In the **meadow** on the **hay**.



Exercise 1. Examples: come — coming, put — putting, rain — raining.

Take —, write —, shut —, sing —, work —, go —, open —, play —, count —, read —, do —.

Exercise 2. Use the -ing form:

1. It is (rain) to-day. 2. Elsie is (sing) a song.
3. I am (write) an exercise. 4. Ann is (take) English lessons. 5. We are (go) away. 6. Lily is (put) her books on the desk. 7. Peter is (shut) the window.

8. Henry is (count) his pens. 9. With whom is Tom (play)? 10. Where are you (work) now?

Exercise 3. Translate into English:

1. Pane oma raamat lauale. 2. Tom, pane oma nuga ära. 3. Olge nii lahke, avage aken. 4. Võta oma inglise keele vihik ja ava ta. 5. Võta oma sulg ja kirjuta. 6. Tõlgi see sõna inglise keelde. 7. Sule oma vihik ja pane ta ära. 8. Tule siia. 9. Häälda see sõna. 10. Mine ära.

Pronounce: to-day, hay, play, away, day, table, name; rain, again.

LESSON EIGHTEEN.

Here is a **bench**.

A little black dog is **lying** under the bench.

Two children, a boy and a girl, are **sitting** on the bench.

They are **good friends**.

The boy has a new book.

There are many pictures in the book.

The boy is **showing** his book to the girl.

They are **looking at** the pictures.

They read the words "In the **Wood**" under a picture.

Questions: 1. Where is the dog lying? 2. Where are the children sitting? 3. What are they doing? 4. Where are you sitting? 5. Are you sitting or are you lying, Henry? 6. Are you looking at the pictures or are you reading? 7. What are you reading? 8. Have you many friends? 9. Who are your friends? 10. Have you only one friend, Henry? 11. Have you many picture-books? 12. Count from one to seventeen. What are you doing?

Exercise 1. Fill the blanks:

1. I am sitting — a chair. 2. We are looking — the picture. 3. Some men are working — the garden. 4. Tom and Henry are — the wood. 5. Lily is playing — her friends. 6. Tom is showing his new knife — Henry.

*Exercise 2. Form questions with **who** and **where**.*

Examples: Tom is writing. Who is writing?
My book is *on the desk*. Where is your book?

1. *Elsie* is reading a story.
2. Peter is lying *under a tree*.
3. *An old man* is sitting on the bench.
4. The children are playing *in the meadow*.
5. *Lily* is singing.
6. *Your father* is working in the garden.
7. The children are *in the wood*.
8. The picture books are *on the table*.
9. *Henry* is showing his picture book to Lily.

Exercise 3. Read:

$$3 \times = 15$$

$$8 + 7 =$$

$$4 \quad 11 = 15$$

$$12 + 5 =$$

$$8 \quad 8 = 16$$

$$4 \times = 16$$

$$2 \quad 7 = 14$$

$$10 + = 17$$

Pronounce: good, wood, book, look; showing, sitting, lying, singing, raining.

LESSON NINETEEN.

Father and the children are in the wood.
The day is fine.



The children are **running** and playing in the wood.

They are playing a **game**.

The game is called **hide-and-seek**.

Father is not playing with the children.

He is sitting under a big tree.

Father is **smoking**.

He is smoking his **pipe**.

Questions: 1. Where are the children? 2. What are the children doing? 3. What are they playing? 4. What is the game called? 5. Is father also playing? 6. Where is he sitting? 7. What is he doing there? 8. Has your father also a pipe?

Exercise 1. Example: hide — hiding.

Seek —, run —, sit —, play —, lie —, show —, look —, smoke —.

Exercise 2. Use the -ing form:

1. Tom and Fred are (play). 2. Tom is (hide) under a bench. 3. Fred is (seek) Tom. 4. Peter is (run) with his dog. 5. Mother is (sit) on a chair. 6. She is (read) a book. 7. Lily is (look) at the pictures. 8. Who is (smoke)? 9. Father is (show) his fine new pipe to his friend. 10. Who is (lie) there?

Exercise 3. His or her?

1. Father is playing with — children. 2. Henry is showing — new ball to Peter. 3. Ann is doing — lessons. 4. Is Fred writing — exercise? 5. Tom is reading — new story-book. 6. I have a brother;

— name is Fred. 7. Have you a sister? What is
— name? 8. — name is Mary.

Pronounce: father, mother, brother, other, with,
they, that girl, this boy; three books, thirteen children.

LESSON TWENTY.

Where is Lily?

She is in the garden.

What is she doing there?

She is **picking** some **flowers**.

Is Tom also in the garden?

Yes, he is.

What is he doing?

Tom is lying under an **apple**-tree.

He is **eating** an apple.

Tom, is the apple **sweet**?

Yes, it is very sweet.

Please, **give me** an apple.

Little **birdie** in the tree,

In the tree, in the tree,

Little birdie in the tree,

Sing a song **for me**.

Questions: 1. Where are Tom and Lily? 2. What
is Lily doing there? 3. What is Tom doing? 4. What
is he eating? 5. Have you a garden? 6. Have you

any flowers in your garden? 7. How many apple-trees are there in your garden?

Exercise 1. Fill the blanks with: sweet, where, hay, trees, birdies, flowers, fine, eating, game, apples.

1. — are the children playing? 2. They are playing in the —. 3. What is this — called? 4. The day is —. 5. Some little girls are picking — in the meadow. 6. Little — are singing in the trees. 7. There are many — in my garden. 8. Look, there are many fine — under that apple-tree. 9. What are you —? 10. Is the apple —?

Exercise 2. Count from one to twenty.

Exercise 3. Translate into English:

1. Mul on kaks õde ja üks vend. 2. Kui vana on su vend? 3. Ta on üksteist aastat vana. 4. Mitu õde ja venda on sul? 5. Mul ei ole ühtki venda, mul on ainult üks õde. 6. Ta on üheksa aastat vana. 7. Kui vana oled sina? 8. Mina olen kolmteist aastat vana. 9. Minu isal ja emal on neli last.

Pronounce: birdie, girl, word, thirteen; flower, under, brother, father, mother.

LESSON TWENTY-ONE.

Mother: What are you reading there, Elsie?

Elsie: I am reading a story.

Mother: What is it **about**?

Elsie: It's (it is) about a boy and his dog.

Mother: Is it a very **long** story?

Elsie: Oh no, mother, it's **quite short**.

Mother: Take your book, Elsie, come here, and read it **to me**.

Elsie reads:

Davy and his Dog.

Davy has a nice little dog.

His dog is called Boy.

Boy is a fine name.

Boy is a black-and-white dog.

Davy **likes** to run and play with his dog.

He plays with Boy **every** day.

I can read.

I **am** reading now.

You can read.

You **are** reading now.

He can read.

He **is** reading now.

She can read.

She **is** reading now.

We can read.

We **are** reading now.

You can read.

You **are** reading now.

They can read.

They **are** reading now.

Exercise 1. Translate into English:

1. Mida te teete seal, Tom ja Anna?
2. Me loeme praegu.
3. Mida te loete?
4. Me loeme uut juturaamatut.
5. Mida teeb Lilli?
6. Ta vaatab pilte.
7. Mida teevad Frank ja Fred?
8. Nad mängivad

aasal. 9. Kellega nad mängivad seal? 10. Nad mängivad Peetriga ja tema vennaga. 11. Mida teeb teie isa praegu? 12. Ta töötab aias.

Exercise 2. Fill the blanks:

1. Twice eight are —. 2. Four times — are sixteen. 3. Nine — eleven are twenty. 4. Three — five are fifteen. 5. — ten are twenty. 6. — times five are twenty. 7. Three and seventeen are —. 8. Twelve and six and — are twenty.

Exercise 3. Put in the missing letters:

1. This ap—le is ver— sw—t. 2. Who is l—ing un—er the apple-t—ee? 3. A litt—e gi—l is pi—king flo—ers in the m—dow. 4. What is th—s g—me call—d? 5. This sto—y is qu—te sh—rt. 6. Davy li—es to pl—y wi— his dog. 7. Hav— you an— c—ts an— do—s?

Pronounce: reading, eating; bee, tree, me, sweet; pick, it, his, with, six.

LESSON TWENTY-TWO.

Mother: Oh, you can read very **well**, Elsie. Look, I have **something** for you.

Elsie: Oh, what a fine red ball! And quite new **too!** Is it for me, mother?

Mother: Yes, **darling**, it is for you.

Elsie: Oh, mother, **thank** you **very much**! **May** I go now and play with Fred?

Mother: Yes, darling, you may go now.

Elsie: Fred, **come along**! Let us go and play in the garden. I have a fine new ball!

Fred: **All right**, Elsie, let us go.

Exercise 1. Form questions with what.

Examples: Tom *is eating*. What is he doing?
He is eating *an apple*. What is he eating?

1. Father *is smoking*.
2. He is smoking *his pipe*.
3. The children *are playing*.
4. They are playing *hide-and-see*k.
5. Lily is picking *flowers*.
6. A little birdie *is singing*.
7. Elsie is reading *a story*.
8. The hare *is running away*.

Exercise 2. Give opposites:

black — *white*, old —, big —, here —, new —,
give —, come —, short —, take —, little —, long —,
go —, white —, there —.

Exercise 3. his or her?

1. Davy likes — dog. 2. — dog is called Boy.
3. Mother calls Elsie — darling. 4. Elsie is reading a story to — mother. 5. Elsie and — brother are

- playing. 6. Elsie plays with — friends every day.
7. Frank and — brother Fred are good boys.

Pronounce: Fred, Frank, Henry, Tom, Peter, Cecil, Elsie, Lily, Ann, Mary.

LESSON TWENTY-THREE.



We are in the **class-room**.
We are **learning** now.
We are learning a new song.
It's about a little black cat.
It is not long.
It is quite short.
Here it is.

Ding-dong, ding-dong!
This is a fine new song.
It's not very long.
It's about a little **kitty**.
She is black **all over**,
And I **know you'll** (you will)
love her,
For she is very **pretty**.

Questions: 1. Where are you, children? 2. What are you doing here? 3. What are you learning? 4. What is this song about? 5. Is it a long song? 6. Is it about your dog? 7. Are you learning any songs about cows and horses?

Exercise 1. Fill the blanks with: know, thank, please, darling, pretty, well, class-room, love, learning, may.

1. We are sitting in the —. 2. What are you — now? 3. I — many fine songs. 4. I can read English very —. 5. Lily is a — girl. 6. She is your —. 7. I — my mother very much. 8. — I go and open the window? 9. —, give me an apple. 10. — you!

Exercise 2. Put in the missing letters:

1. We —re rea—ing a story ab—t a dog. 2. I h—ve some—ing for —ou. 3. Tha—k you v—ry m—ch! 4. Ma— I go a—d sh—t the doo—? 5. Thi— is my c—ss-room. 6. We ar— l—rning a n—w son— 7. It —s —bout a bla—k c—t.

Pronounce: ball, book, boy, big, black; pretty, put, play, please; sing, reading, playing, learning, darling, something, song, long, along.

LESSON TWENTY-FOUR.

Here is a **street**.

We see a little girl in the street.

What is she doing?

She is **crying**.

Why is she crying?

A little **basket** and some **eggs** are lying on the **ground**.

The eggs are **broken**.

And the little girl is crying.

An old **gentleman** is **speaking** to the little girl.

He is **trying** to **comfort** her.

Exercise 1. Reading — read, smoking — smoke.

Taking —, going —, coming —, speaking —, writing —, playing —, putting —, seeing —, shutting —, singing —, sitting —, lying —, working —, doing —.

Exercise 2. Translate:

1. Mida sa sööd seal, Tom? 2. Ma süön õuna.
3. Mida teeb Elsie praegu? 4. Ta õpib laulu linnukesest.
5. Mida te loete seal, poisid? 6. Me loeme juttu koerast ja jäneseist.
7. Mida teevad Ann ja Lilli aias? 8. Nad nopivad lilli.
9. Mida teevad lapsed seal? 10. Nad mängivad uut mängu.

Exercise 3. Write in words:

3, 5, 8, 9, 11, 12, 13, 15, 18, 20, 21, 22, 24.

Exercise 4. Who or what?

1. — is crying? 2. — is white? 3. — is broken?
4. — is running in the meadow? 5. — is working in the garden?
6. — is sitting on the bench? 7. — is a pretty girl?
8. — is sweet? 9. — is on the ground?

Pronounce: basket, bench, bee, ball, boy, broken, big; please, put, pretty, play, Peter; dog, do, desk; try, tree, take.

LESSON TWENTY-FIVE.

Do you see the gentleman who is comforting that little girl, Fred?

Yes, **I do**, Mr. Thomson.

Do you know **him**?

Yes, I do.

Who is that gentleman?

That gentleman is Mr. Stone.

Is Mr. Stone your **neighbour**?

Yes, Mr. Thomson, he is.

Do you **often** see him?

Yes, Mr. Thomson, I see him every day.

We all love him very much.

Mr. Stone is **always** very **kind**.

Exercise 1. Form questions:

Example: I know some English songs. Do you know any English songs?

1. I *speak* English. —
2. I often *learn* English songs. —
3. I *like* to sing. —
4. I often *sing* . —
5. I *read* Estonian books. —
6. I *write* many exercises. —
7. I often *work* in my garden. —
8. I *know* this old gentleman. —
9. I see him every day. —

Exercise 2. **Him or her?**

1. Tom is my friend; I love —. 2. Lily is a nice little girl; the other children like — very much. 3. Where is Peter? I cannot see —. 4. Ann is crying; try to comfort —. 5. Mr. Stone is my neighbour; I see — every day. 6. Who is this boy? Do you know —? 7. Do you know Elsie? Yes, Mr. Stone, I know — very well.

Exercise 3. *Form the plural:*

1. I know some very kind (gentleman). 2. They are my (neighbour). 3. How many (house) have your (neighbour)? 4. There are many fine (room) in this house. 5. Count the (chair) in this room. 6. How many (picture) are there in your class-room? 7. What are your (friend) doing? 8. They are picking (flower) in the meadow. 9. Please, put the (egg) into this basket. 10. Please, show me your (exercise).

Pronounce and translate: basket, class, darling, father, garden; brother, come, comfort, mother, much, other, shut; eat, he, me, see, seek, she, street, sweet; fill, give, his, it, little, sitting.

LESSON TWENTY-SIX.

Where are you?

We are **at school**.

What do you do at school?

We learn at school.

Do you learn to speak English?

Yes, we do.

When do you go to school?

We go to school in the **morning**.

Do you go to school every day?

No, we do not.

We do not go to school on **Sundays**.

Do your brothers and sisters also go to school?

Yes, they do.

Do they go to the **same** school?

No, they do not.

Questions: 1. Where are you? 2. When do you come to school? 3. Do you go to school on Sundays? 4. What do you do on Sundays? 5. What do you learn at school? 6. How many English songs do you know? 7. Do you like learning little songs? 8. Whom do you see in the street every morning? 9. Where do boys and girls go every morning? 10. What do they do at school?

Exercise 1. In, on, or at?

1. Look — this picture. 2. — this picture we see a street. 3. What do you see — the street? 4. Are you sitting — a chair? 5. Put your copy-books — your desk. 6. Let us go and play — the wood. 7. Look — the little birdie — the tree. 8. Father is sitting — a bench. 9. Some fine red

High. Instr. Text.

apples are lying — the ground. 10. Are the eggs — the basket?

Exercise 2. Form questions with when, where, and what.

Examples: We often work *in the garden*. Where do you often work? We work *in the morning*. When do you work? We learn *to read*. What do you learn?

1. We go to school *every morning*.
2. We learn *at school*.
3. We learn *English* at school.
4. We often sing *songs*.
5. We sing *in the class-room*.
6. We often play *games*.
7. We play *in the meadow*.
8. We play *on Sundays*.

Pronounce: birdie, girl, learn, word; all, ball, call, daughter, door, four, horse, morning; fine, five, hide, like, quite, right.

LESSON TWENTY-SEVEN.

Where do you go **after** school?

After school we go **home**.

What do you do **at home**?

We **dine** at home.

What do you do **then**?

Then we **rest**.

What do you do in the **afternoon**?

We work and play in the afternoon.

Where do you work then?

We work at home.

With whom do you play in the afternoon?

We play with **our** brothers and sisters.

Sometimes we play with our friends.

With whom do Peter and Henry play?

They play with **their** friends.

My mother sings very well.

Your brother is not here.

His sister is ten years old.

Her English is not very good.

Our friends can play many games.

Your brothers go to the same school.

Their school is in this street.

Exercise 1. Fill the blanks with: my, your, his, her, our, their.

1. Tom, where is — father?
2. Lily loves — kitty very much.
3. Who are — friends, Peter?
4. Do Bob and Dick know — lesson?
5. I know — lesson.
6. Sometimes we like to play with — friends.
7. Do they often work in — garden?
8. We love — mother.
9. Is Elsie writing — English exercise?
10. Is Tom reading to — mother?

Exercise 2. Form questions with who and whom.

Examples: Mr. Stone loves little children. Who loves little children? We love *him*. Whom do you love?

1. Mr. Brown sees Tom every day.
2. We know Mr. Stone.
3. We love *this gentleman*.
4. Elsie likes to read about dogs.
5. Her mother loves her very much.
6. Tom always rests in the afternoon.
7. We see *some men* working in the garden.
8. We see Tom sitting under an apple-tree.
9. Mr. White gives English lessons.

Exercise 3. Find the rhymes:

Sweet rhymes with eat.

Their	”	”	—
Cow	”	”	—
When	”	”	—
Look	”	”	—
See	”	”	—
Day	”	”	—
Fine	”	”	—
Where	”	”	—
Twice	”	”	—
Cry	”	”	—

LESSON TWENTY-EIGHT.

Whose knife is this?

This is Tom's knife.

Whose son is Tom?

Tom is Mr. Thomson's son.

Whose uncle is Mr. Thomson's brother?

He is Tom's uncle.

Whose aunt is Mr. Thomson's sister?

She is Tom's aunt.

Whose cousin is Tom?

Tom is Edgar's cousin.

Whose daughter is Elsie?

Elsie is Mrs. Brown's daughter.

Whose neighbour is Mr. Brown?

Mr. Brown is Mr. Stone's neighbour.

Whose house is this?

This is my father's house.

Exercise 1. Write answers to the questions:

1. Whose father is Mr. Thomson?
2. Whose daughter is Elsie?
3. Whose daughter (son) are you?
4. Whose neighbour is Mr. Stone?
5. Whose neighbour are you?
6. Whose cousin is Edgar?
7. Whose uncle is Tom's father?
8. Whose child is Fred?
9. Whose aunt is Mr. Thomson's sister?

Exercise 2. Example: We go to school every day. We do not go to school every day.

1. I like to sing. —
2. We are at home. —
3. We speak English. —
4. You always know your lessons. —
5. They work in their room. —
6. I know many songs. —
7. You often see your friends. —
8. They read English very well. —
9. We like to run. —
10. You are very kind. —

Exercise 3. Translate:

1. Lähme koju. 2. Kus te lõunastate iga päev?
3. Ma lõunastan alati kodus. 4. Mis te teete hommikul?
5. Ma lähen kooli hommikul. 6. Mis te teete pärast lõunat?
7. Siis ma puhkan ja töotan. 8. Kas käite pühapäeviti koolis?
9. Ma ei käi iga päev koolis. 10. Mis te teete klassitoas?

Pronounce: balls, cows, daughters, girls, flowers, days, mothers, sons, brothers, eggs, friends, apples; cats, books, desks, pipes, streets, baskets.

LESSON TWENTY-NINE.

Does Mr. Stone love children?

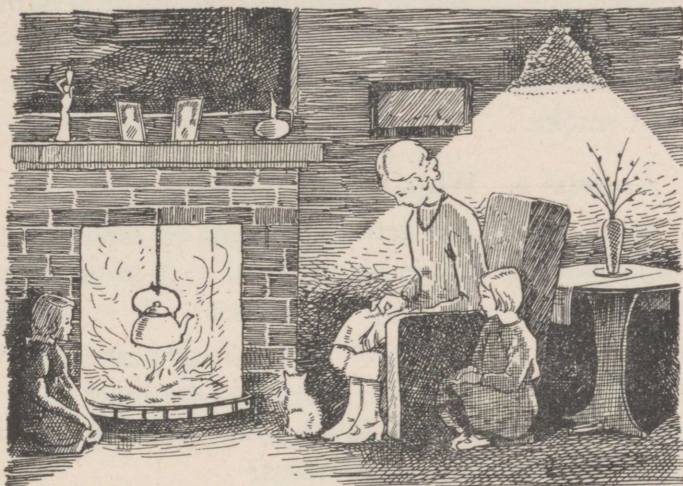
Yes, he does.

Does he comfort **them** when they are **in trouble**?

Yes, he does.

Does he sometimes **invite** his neighbour's children **to tea**?

Yes, he does.



Does he play with them?

No, he does not.

He **tells** them stories.

Does he know many fine stories?

Yes, he does.

Polly, put the **kettle** on,

We'll all have tea.

Sukey, take it **off** again,

They've all **gone** away.

Exercise 1. Do or does?

1. Where — you go every morning? 2. What — you do in the afternoon? 3. — Peter go to school? 4. What — the children learn at school? 5. — Ann and Elsie like to read story-books? 6. — Mrs. Brown invite you to tea sometimes? 7. Yes, she —. 8. — your father smoke? 9. No, he — not. 10. Many men — not smoke.

Exercise 2. Who, whose, or whom?

1. — is this old gentleman? 2. — dog is Boy? 3. — do you see in this picture? 4. — is your friend? 5. With — do you play sometimes? 6. — is your neighbour? 7. — do you love? 8. For — are you doing this work? 9. To — is Elsie reading? 10. — children are Tom and Lily? 11. — book is this? 12. To — is he showing pictures?

Exercise 3. There or their?

1. How many desks are — in your class-room? 2. — are twenty desks in our class-room. 3. Do Bob and Dick always know — lessons? 4. When do they do — lessons? 5. They do not know where — books are. 6. Who is crying —? 7. Some children are playing —; — ball is red. 8. They cannot find — aunt.

Pronounce: calls, gives, knows, cries, plays, reads, tells; comforts, likes, speaks, takes, invites.

LESSON THIRTY.

Peter and the Knife.

I

Every day, on his way to school, Peter passes a big shop.

In the shop-window there are many fine things.

There is also a fine knife.

Peter sees the knife every day.

He likes the knife very much.

He likes to look at it.

Peter wants to buy the knife, but he has no money.

Peter is a poor boy.

His father is a poor man.

He cannot give Peter money to buy the knife.

Singular.	Plural.
bench	benches ['bentʃɪz]
house	houses ['haʊzɪz]
story	stories ['stɔ:ɪz]
way	ways [weɪz]

Exercise 1. Form the plural:

1. How many (man) are working in the garden?
2. I see two (gentleman) in the street.
3. How many (house) has this old gentleman?
4. There are many

(shop) in our street. 5. There are fine (knife) in this shop-window. 6. I want to buy many (thing). 7. I can go to our schoolhouse **by** two (way). 8. Do you know any fine (story)? 9. I have many (cousin). 10. How many (son) have your (aunt)? 11. How many (horse) has your uncle? 12. There are five (bench) in our garden.

Exercise 2. Example: Peter shows his book to me. Peter does not show his book to me.

1. Peter goes to school every day. —
2. On his way to school he passes a shop. —
3. He sees a knife in the window. —
4. Peter looks at it. —
5. He likes it. —
6. He wants to buy it. —
7. Peter's father gives Peter much money. —
8. Peter buys the knife. —

Exercise 3. Translate:

1. Kes on see poiss? 2. Kelle poeg ta on? 3. Kes armastab teda? 4. Kes on tema sõber? 5. Kelle naaber ta on? 6. Kes annab talle raha? 7. Kelle lapsed mängivad (praegu) aasal? 8. Kelle koer jookseb (praegu) seal?

Exercise 4. Fill the blanks with: my, your, his, her, our, their.

1. What does Peter pass on — way to school?
2. Do you often invite — friends to tea, Mr. Stone?

3. Mrs. Brown tells — children fine stories. 4. This poor boy cannot find — money. 5. We always comfort — friends when they are in trouble. 6. Tom and Lily love — cousins. 7. When do you do — lessons? 8. I buy — copy-books in this shop.

Pronounce: three, thirteen, thirty, thing, thank; this way, that old man, there, their, other, brother, mother, father.

LESSON THIRTY-ONE.

Peter and the Knife.

II

One day, on his way **from school**, Peter finds a pretty little girl crying in the street.

He **asks** the girl: “**What is the matter with you?** Why are you crying?”

The little girl **says**: “Daisy wants to her mother.”

“Where is Daisy’s mother?” asks Peter.

“Daisy doesn’t (does not) know,” says the child.

“Where does Daisy’s mother **live**, where is Daisy’s home?” asks Peter again.

“Daisy’s house is **by the river**,” says the little child and **begins** to cry again.

Exercise 1. Form questions.

Examples: Bob goes to school. Does Bob go to school? All boys like to run. Do all boys like to run?

1. Fred *likes* to ask questions.
2. His friends *answer* his questions.
3. Elsie *asks* Fred to go with her.
4. They *like* to play.
5. Daisy *lives* by the river.
6. Bob *learns* many things.
7. Ann and Elsie always *know* their lessons.
8. Tom and his sister often *eat* apples.
9. Lily often *passes* a shop.

Exercise 2. Fill the blanks with: but, matter, at home, poor, money, buy, fill, river, from, rain, why, live, there, their.

1. I am coming — school. 2. We — in this house. 3. Our house is by the —. 4. We always dine —. 5. — is this child crying? 6. It wants to — an apple, — it has no money. 7. My father does not give me much —. 8. Do the children know where — balls are? 9. It is beginning to —. 10. This man is very —. 11. What is — on the table? 12. — the blanks. 13. What is the — with you?

Exercise 3. Find the rhymes.

Know *rhymes with* go.

Live " " —

By	”	”	—
At	”	”	—
Way	”	”	—
Tea	”	”	—
From	”	”	—
Brother	”	”	—
Blank	”	”	—
Find	”	”	—
Say	”	”	—
Door	”	”	—
Three	”	”	—

Pronounce: basket, by, ball, birdie, buy, broken, brother, boy, but, begin, bench; Peter, pass, poor, pick, play, pretty, put, pencil, pen, pipe, please.

LESSON THIRTY-TWO.

Peter and the Knife.

III

Peter tries to comfort the **crying** child.

Then he takes her **by her hand** and goes **towards** the river.

Soon they **meet** a **lady**. The lady is seeking her little daughter.

When the little girl sees her mother coming, she begins running towards her.

The lady is very **happy** to find her little daughter.

She thanks Peter and gives him **some** money.

Peter, too, is very happy, for now he can buy the fine knife in the shop-window.

Questions: 1. What does Peter pass on his way to school? 2. What does he see in the shop-window? 3. Does he like it? 4. Why does he not buy it? 5. Why can his father not give him the money for it? 6. Who gives him the money to buy the knife? 7. What is Daisy's mother? 8. Where does Peter meet Daisy one day? 9. Why is Daisy crying? 10. What does Peter do? 11. Where does he **take** the child? 12. Where do you live? 13. Is your house by the river? 14. Do you see the river on your way home?

Exercise 1. Put in the missing words:

1. I am very —. 2. Who is this —? 3. The little girl is running — her mother. 4. Please, — me some money. 5. What is the matter — you? 6. I meet her every — on my — to school. 7. Take her by her —. 8. Where are you — from? 9. — are you crying? 10. What do you see in the shop —?

Exercise 2. Ask questions with: who, whose, whom, with whom.

1. *Daisy's mother is a fine lady.*
2. *She lives by the river.*
3. *She loves her daughter very much.*
4. *Peter meets Daisy every day.*

5. Daisy likes *Peter*.
6. She often plays *with him*.
7. Sometimes she invites *Peter* to tea.
8. *Peter* goes to school every day.
9. *Peter's* father is a poor man.
10. He works in the wood with *some other men*.

Exercise 3. Translate:

1. Kelle tütar on Lilli? 2. Kelle õde ta on?
3. Kes on Fredi isa? 4. Kes on ta vend? 5. Keda armastab Tom?
6. Kellega ta mängib iga päev?
7. Keda ta kohtab iga päev? 8. Kellega ta läheb kooli igal hommikul?

Pronounce: he, hay, horse, house, happy, how, who, whose, whom; why, what, where, when.

LESSON THIRTY-THREE.

Work and Play.

I

(To be learned **by heart.**)

Work **while** you work,
Play while you play,
That is the way

To **be** happy and **gay**.
All that you do,
Do with your **might**,
Things **done by halves**
Are **never** done **right**.

Exercise 1. Fill the blanks with: by, with, to, at, from, in.

1. Does Mrs. Brown live — the river? 2. Does she often invite you — tea? 3. Are you going — see her to-day? 4. Look — me. 5. What do you pass — your way — school? 6. What do you see — the shop-window? 7. Are you coming — school, Susy? 8. — whom are you playing? 9. Do you learn little songs — heart? 10. Put your hands — your desk.

Exercise 2. Write in words:

25, 26, 27, 28, 29, 30, 31, 32, 33.

Exercise 3. Read:

$$3 \times 11 =$$

$$4 \times \quad = 32$$

$$2 \times 16 =$$

$$7 + \quad = 33$$

$$6 \times 5 =$$

$$3 \times 7 =$$

$$5 \times 5 + 8 =$$

$$7 \times 4 + 5 =$$

Pronounce: four, fourteen, five, fifteen, fine, flower, fill, find, from.

LESSON THIRTY-FOUR.

Work and Play.

II

(To be learned by heart.)

One thing **each** time
And that done well
Is a very good **rule**
As many can tell.
Moments are **useless**
When **trifled** away.
So work while you work
And play while you play.

Exercise 1. Complete the sentences:

1. We write with a —.
2. We fill the —.
3. We complete the —.
4. We read English —.
5. We sing little —.
6. We like to tell —.
7. We buy many —.
8. We pick —.

Exercise 2. Find the rhymes:

Dine rhymes with mine.

Well " " —

Gay " " —

Write " " —

Soon " " —

Meet " " —

Give " " —

Pen	„	„	—
Sing	„	„	—
So	„	„	—
Do	„	„	—

Exercise 3. Translate:

1. Kelle laps on see tüdruk? 2. See tüdruk on proua Brown'i väike tütar. 3. Mis on selle tütarlapse nimi? 4. Mis on sinu ema nimi? 5. Kas see suur poiss on su venna sõber? 6. Ei ole; ta on mu onupoja sõber. 7. Kas see on sinu onu maja? 8. Ei ole; see on mu isa maja. 9. Kus on Peetri kodu? 10. Peeter elab hr. White'i majas.

Pronounce: kind, come, kitty, cry, comfort, cousin, kettle, class, call; game, give, ground, gone, girl, begin.

LESSON THIRTY-FIVE.

Our House.

My **parents** have a house.

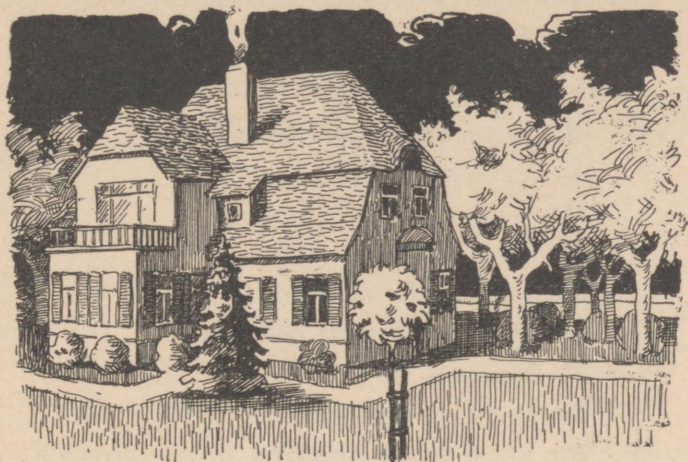
It is not a very **large** house.

In front of it there is a garden with many, many flowers in it.

There are many rooms in our house.

Some rooms are large, some are **small**.

The rooms are **warm** and **comfortable**.



We all live in this house.

Our **grandparents** (our grandfather and our grandmother) live in my father's house, too.

We all love our home very much.

We are a happy **family**.

Exercise 1. Form the plural:

1. How many (bench) are there under the (tree)?
2. Some old (woman) are sitting on the (bench).
3. Look, how many pretty (daisy) there are!
4. Some (lady) are looking in at the shop (window).
5. Two (gentleman) want to buy some (knife).
6. Our (neighbour) have many (child).
7. In this house there live three large (family).
8. There are many (way) to be happy and gay.

9. One half and two (half) are three (half). 10. I know many (rule).

Exercise 2. Ask questions with when and where.

1. We go to school *in the morning*.
2. We learn *at school*.
3. *After school* we go home.
4. We dine *at home*.
5. We rest *in the afternoon*.
6. We play *in front of the house*.
7. We read *on Sundays*.
8. We live *in a comfortable house*.
9. We meet many children *in the street*.

Exercise 3. Examples: We like to write. We do not (don't) like to write. She likes to sing. She does not (doesn't) like to sing.

1. We live in this house.
2. We like it.
3. Tom wants to buy this knife.
4. He often looks at it.
5. My grandmother likes to tell me stories.
6. We work very much.
7. We meet this lady every day.
8. We want to run to the river.
9. My grandfather gives me much money.

Pronounce: darling, daughter, door, dine, do, Davy, Daisy, day, ding-dong; tea, trouble, trying, towards, trifled, time, tell.

LESSON THIRTY-SIX.

The English Alphabet.

There are twenty-six letters in the English alphabet.

a [ei]	j [dʒei]	s [es]
b [bi:]	k [kei]	t [ti:]
c [si:]	l [el]	u [ju:]
d [di:]	m [em]	v [vi:]
e [i:]	n [en]	w [ˈdʌbl ju:]
f [ef]	o [ou]	x [eks]
g [dʒi:]	p [pi:]	y [wai]
h [eitʃ]	q [kju:]	z [zed]
i [ai]	r [ɑ:]	

Small letters: a, b, c, d . . .

Capital letters: A, B, C, D . . .

Vowels: a, e, i, o, u.

Consonants: b, c, d, f . . .

Questions: 1. How many letters are there in the English alphabet? 2. How many vowels are there? 3. How many consonants? 4. Is *t* a vowel? 5. Is *e* a capital letter? 6. How do you **spell** your name? 7. Spell the word "egg".

Exercise 1. Put in the missing letters:

1. S — me re — appl — s are lying on the gr — — nd. 2. W — o is pick — — g fl — — ers in

the g — — den? 3. W — at is th — — e in th — t
 b — sk — t? 4. This — gg is b — ok — n. 5. This
 g — nt — — man is — ur nei — — b — — r.

Pronounce: o, d, e, r, u, h, i, n, w, a, g, l, b.

LESSON THIRTY-SEVEN.

A	is the	first	letter of the	alphabet.
B	„ „	second	„ „ „	„
C	„ „	third	„ „ „	„
D	„ „	fourth	„ „ „	„
E	„ „	fifth	„ „ „	„
H	„ „	eighth	„ „ „	„
I	„ „	ninth	„ „ „	„
L	„ „	twelfth	„ „ „	„
O	„ „	fifteenth	„ „ „	„
T	„ „	twentieth	„ „ „	„
U	„ „	twenty-first	„ „ „	„

Questions: 1. Is *h* the first letter of the alphabet?
 2. **Which** letter is it? 3. What is the second letter of
 the alphabet? 4. What letter comes after *d*? 5. Which
 letter is *e*? 6. Which letter is *s*? 7. What letter comes
 after *y*?

Exercise 1. Spell:

capital, consonant, father, knife, word, question,
 large, where, which, lesson, first, third, alphabet.

Exercise 2. Put in the right word:

1. — can you not buy this knife? 2. — is that lady? 3. In — house does Peter live? 4. — is Mr. White's house? 5. — do you go to school? 6. — do you go after school? 7. — do you do at home? 8. — are you now? 9. — are you doing now? 10. — letter of the alphabet is c?

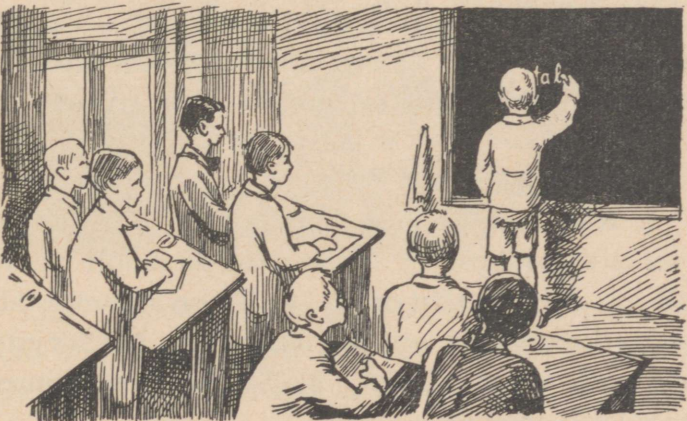
Pronounce: word, want, window, wood, when, where, which.

LESSON THIRTY-EIGHT.

Teacher: Stand up, Henry.

Go to the **blackboard**.

What are you doing now?



- Henry: I am going to the blackboard.
 Teacher: Now take the **chalk** and write.
 Write the word "table".
 What are you doing now?
 Henry: I am writing on the blackboard.
 Teacher: Pronounce this word.
 Speak in a **loud voice**.
 Now **clean** the blackboard.
 What are you doing now?
 Henry: I am cleaning the blackboard.
 Teacher: Is the blackboard clean?
 Henry: Yes, Mr. Brown, it is.
 Teacher: Go and sit **down**.

Exercise 1. Complete the sentences:

1. The blackboard is —. 2. The chalk is —.
 3. We write on the blackboard with the —. 4. Speak
 in a loud —. 5. Our rooms are warm and —. 6. We
 are a happy —. 7. Things done by halves are never
 done —. 8. Moments are useless when trifled —.

Exercise 2. Translate:

1. Kas tunnend inglise tähestikku? 2. Mitu tähte
 on selles tähestikus? 3. Tähestikus on ainult viis vo-
 kaali. 4. Mitmes täht on g? 5. Ta on seitsmes täht.
 6. Mitu konsonanti on su nimes? 7. Ma kirjutan
 oma nime suure tähega. 8. See on mu esimene
 inglise keele raamat.

Exercise 3. Spell:

exercise, translate, complete, vowel, children, blackboard.

Pronounce: each, teach, chair, chalk, much, child, children, bench.

LESSON THIRTY-NINE.

In the Class-Room.

The **pupils** open the copy-books and show their exercises to their teacher, Mr. Brown.



Mr. Brown (looking into Ann's copy-book):
Your copy-book is not very clean, Ann! And look here, there are **mistakes** in your exercise. You **must not make** mistakes in your exercises, Ann!

Ann: I cannot write **better**, Mr. Brown.

Mr. Brown: You must try, Ann! Bob, show me your exercise!

Bob is **talking** to his neighbour, and he does not **hear** what Mr. Brown is saying.

Mr. Brown: Bob, stand up! **Stop** talking! Where is your copy-book?

Bob: **Excuse** me, Mr. Brown, I cannot find my copy-book.

Mr. Brown: What is this? You cannot find your copy-book! Where is it then?

Henry: Mr. Brown, Bob's copy-book is here on my desk.

Mr. Brown: Take your copy-book, Bob, and read your exercise. Read in a loud voice.

Exercise 1. Give opposites:

sit down — , large — , never — , put on — , white — , yes — , long — , rest — , from school — , open — , always — , ask — .

Exercise 2. Fill the blanks with: find, must, stop, in front of, chalk, excuse, make, always, hear, teacher, pupil, please, mistakes.

1. Must you show this exercise to your —?
2. There are some — in it.
3. You — not make mistakes.
4. Do you — — so many mistakes?
5. — talking!
6. I cannot — what the teacher is

saying. 7. Who is standing — the blackboard?
8. What is the — writing? 9. Where is the —?
10. I cannot — it. 11. —, clean the blackboard.
12. Please, — me, Mr. Brown.

Exercise 3. Example: tell — telling.

Pass —, talk —, lie —, dine —, clean —,
live —, put —, begin —, invite —, love —,
buy —, make —, stop —, stand —.

Pronounce: talk, chalk, towards, from, always,
daughter, call, off; stop, shop, Bob, Tom, Polly, voice,
boy, not.

LESSON FORTY.

How Bob writes his Exercises.

Bob must write an exercise.

But he cannot write it, **because** he has no **ink**.

He can't (cannot) find his copy-book.

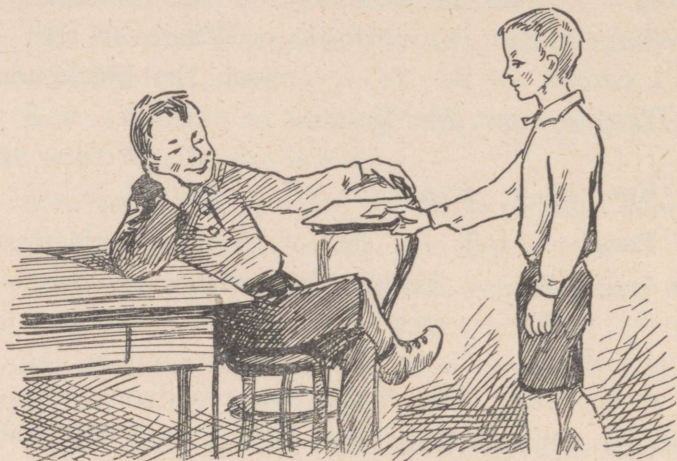
His pen is very **bad**.

Bob can't write, because his pen is broken.

Bob: Tom, please, give me a new pen. My pen
is broken. Have you any new pens?

Tom: Here is a very good new pen for you.

Bob: Can you give me a new copy-book too?



Tom: **Certainly**, Bob. Here is a new copy-book for you.

Bob: Thank you very much, Tom. You are kind. But I don't (do not) **think** I can write to-day. I **feel tired** and I have a **headache**.

Questions: 1. What must you have when you want to write your exercise? 2. Is your ink black or red? 3. Can you write with a bad pen? 4. Why can Bob not write his exercise? 5. Can you answer your teacher's questions when you have a headache? 6. What do you say to your teacher then? 7. Why do you not hear your teacher's questions sometimes? 8. To whom do you talk sometimes? 9. What does your teacher say when he sees you talking?

Exercise 1. Their or there?

1. Bob and Dick want to write — exercises.
2. They cannot find — copy-books. 3. — copy-books are —, on the table. 4. Please, give the boys — copy-books. 5. What are Polly and Sukey doing —?
6. They are cleaning — desks. 7. — are two baskets on the ground.

Exercise 2. Translate:

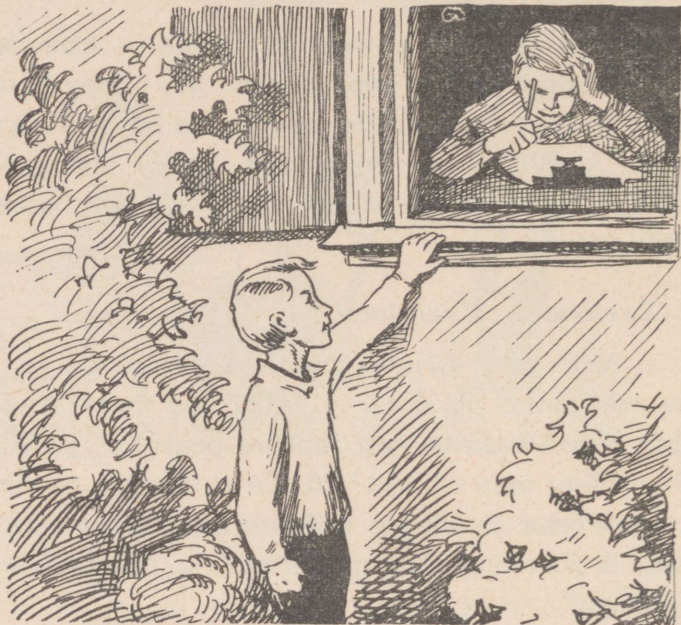
1. Miks sa ei kirjuta, Dick? 2. Ma ei saa kirjutada, sest mul ei ole tinti. 3. Miks sa ei vasta, Anna? 4. Ma ei saa vastata, sest mul on peavalu. 5. Miks Bob ei näita oma vihikut? 6. Ta ei tea, kus ta vihik on. 7. Peeter ja Henry ei kuule hr. Brown'i küsimust. 8. Kas te vestlete mõnikord? 9. Kas Lilli teeb palju vigu?

Pronounce and translate: about, cow, down, flower, now, house, count, how, loud, vowel.

LESSON FORTY-ONE.

Tom and Bob.

One day Tom is sitting in his room. He is writing a very **difficult** exercise. Then **suddenly** Bob looks in **through** the open window. Bob is his friend, and they go to the same school.



Bob: **Hallo**, Tom! Let us go down to the river.
The day is fine!

Tom: **Wait a little**, Bob, I cannot come now.
I must **first finish** my exercise.

Bob: Must you write it now?

Tom: Yes, Bob, I must.

Bob: All right, do it then. I can wait a little.

Exercise 1. a) Count from 20—40.

b) Write in words:

1, 10, 11, 2, 12, 20, 3, 13, 30, 4, 14, 40.

Exercise 2. Form questions:

Examples: Bob *likes* to talk. Does Bob like to talk? Ann and Lily *sing* well. Do Ann and Lily sing well?

1. Mary *knows* the English alphabet. —
2. Bob always *feels* very tired. —
3. Ann *cleans* her desk every day. —
4. Henry *speaks* English well. —
5. Dick *makes* many mistakes. —
6. Henry and Peter often *play* ball.
7. Polly and Sukey *talk* very much. —
8. We *hear* our mother's voice. —
9. The pupils always *know* their lessons. —
10. My teachers *ask* me every day. —

Exercise 3. Am, are, or is?

1. I — sitting on a bench in front of the house.
2. Who — looking through the window? 3. Why — you standing there? 4. — you waiting for me?
5. What — you doing there? 6. I — translating some sentences. 7. I — not talking now. 8. Who — singing there?

Pronounce and translate: thank, thing, think, third, thirteen, thirty, three, through, something, tenth, twentieth, thirtieth.

LESSON FORTY-TWO.

Tom and Bob.

After some **minutes** Bob looks in again.

Bob: Tom, are you **ready** to go now?

Tom: No, Bob, I am not ready **yet**.

Bob: What, you are **still** writing?

Tom: Yes, I am. It's (it is) **such** a long and difficult exercise.

Bob: Oh, Tom, you must come! Some other boys are waiting for **us**. We want to go **fishing**.

Tom: Let me finish my exercise first.

Bob: Do you know, Tom, **that**

“All work and no play
Makes Jack a **dull** boy.”

Tom (after five minutes): Now I am ready to go with you, Bob!

Questions: 1. What is Tom doing in his room? 2. What do you know about the exercise which Tom is writing? 3. What does Bob say through the open window? 4. What does Tom answer? 5. Who is waiting for Tom and Bob? 6. Where do the boys want to go? 7. When do you go fishing? 8. Does your father (brother, friend) go with you?

Exercise 1. Fill the blanks with: tired, says, through, towards, fish, forty, wait, still, ready, suddenly, first, wants, difficult.

1. My father is — years old.
2. He likes to —.
3. Some boys are going — the river.
4. Tom — to go with the other boys.
5. He must — finish a — exercise.
6. — his friend looks in — the window.
7. Tom —: "Don't go, Bob, — a little."
8. I am — working.
9. I feel —.
10. Now I am — to go.

Exercise 2. Translate:

1. Kas sa oled valmis minema, Dick?
2. Ei, ma ei ole veel valmis.
3. Oota natuke, ma ei saa veel tulla.
4. Kas sa ikka veel töötad?
5. Jah, ma töötan ikka veel.
6. Kas ikka veel sajab (vihma)?
7. Kas te teate, et ma olen väga vaene?
8. Ma tean, et teie olete väga õnnelik.

Exercise 3. Use the -ing form.

1. Ann (show) her copy-book to Mr. Brown.
2. Mr. Brown (look) at it.
3. Some children (talk).
4. Some boys (finish) their exercises.
5. The teacher (stand) in front of the blackboard.
6. He (speak) in a loud voice.
7. He (write) some new words on the blackboard.
8. I (wait) for you.

Pronounce and spell: kind, right, tired, like, fine, knife; still, fill, finish, fish, minute, difficult, with.

LESSON FORTY-THREE.

Yesterday Frank, Fred, and Elsie played a new game.

They played a singing game this time.

They played it with their friends.

They all **liked** the new game very much.

Then Mrs. Brown **called** her children.

“Frank, Fred, Elsie, you must stop now! I think you are very tired. Come in and **have** your tea now.”

But the children **wanted** to **go on** with their game.

They **cried**: “No, mother, we are not tired. Let us first finish our game. It’s such a fine game!”

They soon **finished** their game.

Then they **asked** their mother to give them their tea.

Regular Verbs.

Infinitive:

Past:

call	called [kɔ:ld]
cry	cried [kraid]
play	played [pleid]
ask	asked [ɑ:skt]
finish	finished [ˈfɪnɪʃt]
like	liked [laikt]
want	wanted [ˈwɒntɪd]

Exercise 1. Form the past:

1. Yesterday the children (play) hide-and-seek in the wood. 2. They (pick) many flowers. 3. Their father (look) **on** and (smoke) his pipe. 4. He (like)

the game. 5. On our way to school, we (pass) a large house. 6. We (answer) our teacher's questions. 7. We (form) many sentences. 8. We (count) from one to forty. 9. We (work) in our class-room. 10. Then we (rest).

Exercise 2. Find the rhymes:

Tell *rhymes with* well.

Chalk „ „ —

Might „ „ —

Small „ „ —

Ink „ „ —

Still „ „ —

Hear „ „ —

Such „ „ —

Take „ „ —

Third „ „ —

Done „ „ —

Pronounce: asked, picked, called, worked, answered, rested, counted, smoked, formed, cried, finished, liked, played, wanted.

LESSON FORTY-FOUR.

A Singing Game.

1. The **farmer's** (the farmer is) in his **den**,
The farmer's in his den,

- The **fairy O**, the fairy O,
 The farmer's in his den.
2. The farmer takes a **wife**.
 3. The wife takes a **child**.
 4. The child takes a **nurse**.
 5. The nurse takes a **dog**.
 6. They all **pat** the dog.
 7. They all **forsake** the dog.
 8. The child forsakes the nurse.
 9. The wife forsakes the child.
 10. The farmer forsakes his wife.
 11. The farmer's **all alone**.

Mother loves **me**.

She plays **with me**.

” ” **you**.

” ” ” **you**.

” ” **him**.

” ” ” **him**.

” ” **her**.

” ” ” **her**.

” ” **us**.

” ” ” **us**.

” ” **you**.

” ” ” **you**.

” ” **them**.

” ” ” **them**.

Mother gives **me** some apples.

” ” **you** ” ”

” ” **him** ” ”

” ” **her** ” ”

” ” **us** ” ”

” ” **you** ” ”

” ” **them** ” ”

Exercise. Use the right form:

1. Where is Tom? Bob is waiting for (he).
2. Tom cannot go with (he).
3. Ask this poor girl to come here, I want to speak to (she).
4. This new basket is for (she).
5. The children are crying, try to comfort (they).
6. Bob cannot write; please, give (he) a new pen.
7. Peter, come with (we).
8. Are you waiting for (we)?
9. Please, ask (they) to come in.
10. Is this tea for (I)?

Pronounce and spell: lived, invited, loved, comforted, dined, waited, talked, asked, tried, thanked.

LESSON FORTY-FIVE.

Sixty minutes make an **hour**.

Twenty-four hours make a day.

A **week** has seven days.

Six of them are **week-days**.

We go to school on week-days.

We do not work on Sundays.

The names of the week-days are:

Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday.

Questions: 1. How many minutes make an hour? 2. How many hours make a day? 3. How

many days has a week? 4. Which day is Sunday? 5. Is Tuesday the second day of the week? 6. What comes after Thursday? 7. On what days have you English lessons? 8. On what days have you Estonian lessons? 9. And your singing lessons? 10. What day have we to-day?

Exercise 1. Form the plural:

1. The (farmer) and their (wife) are working in the meadow. 2. Many parents take (nurse) for their (child). 3. In this house there live two happy (family). 4. How many (class-room) are there in your school-house? 5. Whose (knife) are there on the table? 6. Polly can write nice (story). 7. Do you like to read about (fairy)? 8. Things done by (half) are never done right.

Exercise 2. Translate:

1. Palun, anna mulle (natuke) tinti. 2. Tänan sind. 3. Kas oled valmis tulema minuga? 4. Mõned poisid ootavad meid. 5. Siin on Juku, tulge ja mängige temaga. 6. Me ei taha temaga mängida, ta on igav poiss. 7. Kus on Lily? Siin on mõned lilled tema jaoks. 8. Kas Dick ja Bob on koolis? Härra Brown tahab neid näha.

Pronounce: horses, houses, nurses, benches, sentences, voices, halves, knives, wives.

LESSON FORTY-SIX.

Mr. Stone.

One day Mr. Brown **came** home and **said**:

“Do you know that Mr. Stone is very **ill**?”

The children **did** not know it. They loved the kind old gentleman very much, and they **were** very **sad** when they **heard** that he **was** ill.

After **dinner** they were ready to go to see him.

Mr. Brown **gave** them a little basket with fine apples for their friend.

Mr. Stone was very ill.

He was in **bed** and he looked very tired.

He thanked the children and said that he was **glad** to see them.

Irregular Verbs.

Infinitive:

Past:

be

was [wɒz], were [wə:]

come

came [keim]

do

did [did]

hear

heard [hɛəd]

give

gave [geiv]

say

said [sed]

Questions: 1. What did Mr. Brown say one day? 2. Did the children know that their friend was ill? 3. What did they want to do? 4. What did Mrs. Brown give them for Mr. Stone? 5. Where was Mr. Stone? 6. What did he say?

Exercise 1. Form questions:

Example: The children *played* a game. Did the children play a game?

1. Mr. Brown *came* home. —
2. He *said* that Mr. Stone was ill. —
3. They *dined*. —
4. Mrs. Brown *gave* them a basket. —
5. The children *comforted* Mr. Stone. —
6. Mr. Stone *thanked* them. —

Exercise 2. Was or were?

1. Our grandfather — 65 years old. 2. He — glad to see us. 3. — you ill yesterday? 4. No, I — not, my sister Susy — ill. 5. — the pupils in the class-room when the teacher came in? 6. — they ready to write? 7. Where — you yesterday? 8. I — at home. 9. — your friends there?

Pronounce: bad, glad, sad, hand, that, family, as, can, Frank; game, name, table, came, gave, same, make, take.

LESSON FORTY-SEVEN.

Buying a Birthday Present.

One afternoon Cecil Thomson said: "**To-morrow** is grandfather's birthday. Let us go and buy a birthday present for him."

Mrs. Thomson asked: "Have you money **enough** to buy a present for your grandfather?"

The children cried: "Yes, mother, we have."

Then Cecil, Tom, and Lily **went** to buy a present.

This time they wanted to buy a pipe for their grandfather.

They **bought** a very fine pipe.

When they came home, mother looked at the pipe and said: "It is a very good pipe."

The children were very glad.

Then mother **began** to make a **cake**.

Ellen **helped** her mother to make the cake.

They **made** a very good cake.

Irregular Verbs.

Infinitive :

Past :

begin

began [bi'gæn]

buy

bought [bɔ:t]

go

went [went]

make

made [meid]

Questions: 1. Where did Mrs. Thomson's children go one day? 2. Whose birthday was it? 3. What did they want to buy this time? 4. What did their mother ask? 5. What did the children answer? 6. What did Mrs. Thomson say when the children came home? 7. What did she do then? 8. Who helped her? 9. For whom did she make the cake? 10. Can you make a cake?

Exercise 1. Make sentences:

- | | |
|-------------------------|---------------------------------|
| 1. It was | for the pipe. |
| 2. Mother made a | played some games. |
| 3. Her daughters helped | and gave him the pipe. |
| 4. Grandmother invited | was very glad to see them. |
| 5. After dinner | grandfather's birthday. |
| 6. They bought | large cake. |
| 7. Then they went | her to make it. |
| 8. Grandfather | them to tea. |
| 9. He thanked them | the boys went to buy a present. |
| 10. The children | a fine pipe this time. |

Exercise 2. Form the past:

1. Where (do) Polly and Sukey go? 2. They (go) to buy some eggs. 3. (Do) they take the basket with them? 4. They (buy) ten eggs and six apples. 5. They (want) to make a cake. 6. When they (be)

coming home, it (begin) to rain suddenly. 7. The girls (make) a cake. 8. Henry (help) me to write this difficult exercise. 9. (Do) you thank him? 10. Yes, I (do).

Exercise 3. Translate:

1. Eile ma tahtsin lõpetada oma tööd. 2. Mu õde palus mind teda aidata. 3. Ma aitasin tal kirjutada üht rasket harjutust. 4. Mulle meeldis see töö. 5. Siis me lõunastasime. 6. Pärast lõunasööki ma töötasin natuke.

Pronounce: caught, might, eight, right, enough, neighbour, bought, daughter.

LESSON FORTY-EIGHT.

Four weeks make a **month**.

Twelve months make a year.

The names of the months are:

January, February, March, April, May, June, July, August, September, October, November, and December.

Questions: 1. Which month is January? 2. Which month have we now? 3. What month is it? 4. How many days has it? 5. What is the third month called? 6. What month comes **before** May? 7. What month comes after June? 8. Which month is August?

9. What month comes before October? 10. How many days has December? 11. Can you tell me the names of the months? 12. Write them by heart.

Exercise 1. Form the past:

1. Yesterday Sukey (come) from school. 2. She (pass) a shop. 3. There (be) a fine red ball in the shop window. 4. Sukey (look) at the ball. 5. She (like) it. 6. Sukey (want) to buy it. 7. Sukey's father (give) her some money. 8. She (go) and (buy) the ball.

Exercise 2. Use the right form:

1. Mr. Stone was ill, and we went to see (he).
2. He was glad to see (we). 3. We gave (he) some fine apples. 4. He thanked (we). 5. Mother began to make a cake for (she) father. 6. (She) daughter helped (she) to make it. 7. The children asked (they) mother to give (they) a little basket with apples. 8. We are ready to go with (we) parents.

Exercise 3. Write in words:

1., 2., 3., 6., 10., 11., 13., 17., 25., 30.

Pronounce and translate: played, called, cried, lived, loved, dined; asked, finished, liked, thanked, talked, worked, passed; invited, wanted, waited, rested.

LESSON FORTY-NINE.

The first of January is called **New Year's Day**.

Then we **wish each other** a happy New Year.

Christmas holidays are in December.

Christmas Day is on the twenty-fifth of December.

Then we wish each other a **merry** Christmas.

When is your birthday?

My birthday is on the second of March.

Then my friends wish me many happy **returns** of the day and give me nice presents.

Questions: 1. When are Christmas holidays?
2. When is Christmas Day? 3. What do we say to each other then? 4. Do you get many Christmas presents? 5. Who gives you presents? 6. Do you get birthday presents from your friends? 7. When is your birthday? 8. When is your mother's birthday? 9. What do you say to her then? 10. What is the first of January called?

Exercise 1. Form the past:

1. Where (do) Tom go yesterday? 2. He (go) to buy Christmas presents for his parents. 3. Polly (make) a very nice birthday present for her sister. 4. When (do) Bob begin to work? 5. He (begin) to work when he (come) home. 6. What (do) your father say? 7. My father (say) that Mr. Stone was ill.

Exercise 2. Translate:

1. Minu õe sünnipäev oli eile. 2. Me soovisime talle õnne ja andsime talle palju keni kingitusi. 3. Mina andsin talle kena suure palli. 4. Isa ostis talle uue pildiraamatu. 5. Ema tegi suure sünnipäeva-koogi tema jaoks. 6. Tädi Anna andis talle ilusa korvikese õuntega. 7. Onu Peeter tuli ja andis talle musta koerakese. 8. Minu õel oli heameel.

Pronounce and spell: 4, 4., 14, 40, 40., 5, 5., 15.

LESSON FIFTY.

Christmas Holidays.

I

Long before Christmas the children began to make little Christmas presents.

They made little presents for each other.

They made presents for their teachers, and fathers and mothers, too.

The children did some of the work in school.

They also made many pretty things to put on the Christmas-tree.

They **usually** have a Christmas **party** in their school before the schools **close** for the holidays. Then they usually invite their parents to the Christmas party.

The children also made presents for **those** who were ill and **could** not come to the Christmas party.

The children **promised** to take **these** presents to their **sick** friends.

Have you **any** new story-books?

No, I have not **any**.

I have **some** old books.

Exercise 1. Any or some?

1. Did Lily buy — Christmas presents for her parents? 2. No, she did not buy —, she made — nice presents. 3. Have you to write — exercises to-day? 4. Yes, Mr. Brown, I have to write — very difficult exercises. 5. Are there — mistakes in your exercise? 6. Yes, there are — bad mistakes.

Exercise 2. Read:

$50 - 41 =$

$3 \times 15 =$

$9 + 4 + 20 =$

$39 - 35 =$

$2 \times 23 =$

$7 + 5 + 31 =$

$35 - 20 =$

$13 \times 2 =$

$20 + 2 + 8 =$

$42 - 38 =$

$3 \times 15 =$

$6 + 12 + 25 =$

Exercise 3. Fill the blanks with: who, whose, whom, when, what, where, why.

1. For — do you buy Christmas presents? 2. — do all children like Christmas? 3. — is Christmas

Day? 4. — do we say to each other then? 5. — gives you nice presents? 6. — birthday is in December? 7. — did you put your knife, Peter? 8. From — did you get all these presents? 9. — helped Ellen to make this nice cake? 10. — do you look so sad, Susy?

Pronounce: January, June, July, gentleman, large, usually; teacher, each, much, such, which, March.

LESSON FIFTY-ONE.

Christmas Holidays.

II

The day for the Christmas party came **at last**. The large room was **dark**, and the Christmas-tree looked **beautiful**.

The children liked it very much.

They looked at the tree with **bright eyes**.

Then they **sang** old Christmas songs, and their teachers **told** them some Christmas stories.

They also played some singing games.

When it was **time** for the children to go home, some of them **took** their little baskets and went to take Christmas presents to the homes of those who were ill.

And so the sick children, too, **got** some nice things to play with, and some **sweets** to eat.

Irregular Verbs.

Infinitive:	Past:
get	got [gɒt]
sing	sang [sæŋ]
take	took [tuk]
tell	told [tould]

Questions: 1. Do you make or buy Christmas presents for your parents (sisters, brothers, friends)? 2. Who helps you to make them? 3. Who **teaches** you to sing Christmas songs? 4. At what time did the children go to the Christmas party? 5. What did they do there? 6. What was in the little baskets? 7. To whom did they give the baskets?

Exercise 1. Translate:

1. Kus on teie onupoeg? 2. Miks ta ei ole koolis? 3. Mu onupoeg on haige. 4. Ta ei saanud tulla täna. 5. Kas ta on väga haige? 6. Jah, ta on voodis. 7. Tal on peavalu. 8. Eile ma käisin oma haiget onupoega vaatamas.

Exercise 2. Make sentences:

- | | |
|--------------------|---|
| 1. Our teacher | time to go home. |
| 2. It was a story | take these presents to your sick friends. |
| 3. The tree looked | were bright. |

- | | |
|----------------------|--|
| 4. The children sang | schools usually close for the holidays? |
| 5. Their eyes | long before Christmas? |
| 6. Sukey was | beautiful in the dark room. |
| 7. You must | some old Christmas songs. |
| 8. Then it was | promised to tell us a story. |
| 9. When do the | ill and could not come to our Christmas party. |
| 10. Do they close | about a little Christmas-tree. |

Pronounce: happy, headache, Henry, help, home, house, horse, how.

LESSON FIFTY-TWO.

A Walk.

The day was fine yesterday.

It was bright and **cold**.

In the afternoon Father and Tom went for a **walk**. They went to walk in the streets.

Tom was very glad. He likes to go for long walks with his father.

They **saw** many **people** walking in the streets.

When they were going through a **park**, they saw that some little boys were trying to make a **snow-man**.

The boys were talking and **laughing merrily**.



Their little **noses** were quite **blue** with cold, but their eyes were bright.

They **had** much **fun**.

Father and Tom stopped and looked at the snow-man.

Then they went on.

Irregular Verbs.

Infinitive:

Past:

see

saw [sɔ:]

have

had [hæd]

Questions: 1. What did Tom do yesterday?
2. Who took him for a walk? 3. Why was Tom very glad?
4. Whom did they meet in the street?
5. What were the people doing? 6. What did they see in a park?
7. Why were the children laughing merrily?
8. Have you often much fun? 9. Can you make a snow-man?

Exercise 1. Do, does, or did?

1. — it rain yesterday? 2. No, it — not, it was very cold.
3. — little children usually go for a walk when it is very cold?
4. — every child usually get a Christmas present?
5. — your teacher teach you to sing? 6. — you get your little basket yesterday?
7. Yes, I —. 8. — you see what was in it?

Exercise 2. Complete the sentences:

1. Yesterday I went for a —. 2. I saw many people in the —.
3. It was very —. 4. My nose was quite —.
5. I saw some children playing in a —.
6. They were making a —. 7. They had much —.
8. They were laughing —.

Exercise 3. Translate:

1. Mis sa lubasid eile? 2. Kas sa ostsid uue vi-hiku?
3. Miks sa ei ostnud seda? 4. Kas ostsite kingituse oma emale?
5. Kas käisite jalutamas eile?
6. Kas nägite palju lapsi pargis? 7. Kas nägite lume-memme?
8. Kas ta meeldis teile?

Pronounce: chalk, talk, walk; nose, close, those; dark, park, garden; bright, right, write, quite.

LESSON FIFTY-THREE.

Christmas.

At last Christmas Day came.

It was not the **kind** of **weather** (that) we like to have for Christmas.

There was no snow.

It was raining, and the streets were **wet**.

Frank, Fred, and Elsie **got up** quite **early**.

They were quite **excited**.

They wanted to get their Christmas presents.

After **breakfast** there was much fun over the presents.

Frank got new **skates** from his uncle for his Christmas present.

He wished so very much to skate, but he could not.

There was no **ice**.

He **felt** very **unhappy**.

Irregular Verbs.

Infinitive: Past:

get up got up

feel felt [felt]

Questions: 1. Can you skate? 2. Where do you skate? 3. When do you usually skate? 4. Can you skate in the morning? 5. Why not? 6. With whom do you usually skate? 7. Do your parents (sisters, brothers) also skate? 8. What did Frank get from his uncle? 9. Did he go skating? 10. Why could he not skate? 11. What kind of weather was it? 12. What kind of weather do we like for Christmas? 13. When do you get up? 14. When do you have your breakfast?

Exercise 1. Fill the blanks with the words: apple, tea, ill, bed, difficult, want, said, school, headache, sad, at, began, because, suddenly, tired.

1. One morning Bob — : "I cannot go to — to-day, — I am ill. I feel — and I have a —." 2. Bob was in — . 3. His mother gave him some — and an — : 4. Bob — to eat his apple. 5. Then he looked — his mother. 6. Bob's mother looked very — , because Bob was ill. 7. — Bob began to cry. 8. He said: "I am not — . I did not — to go to school, because we have such — lessons to-day."

Exercise 2. Was or were?

1. The weather — fine. 2. It — bright and cold. 3. Some boys — skating on the river. 4. Their noses — red and blue. 5. It — snowing. 6. — the streets wet? 7. Why — you so excited yesterday? 8. I — very unhappy. 9. The boys — making a snow-man.

Pronounce and translate: cleaned, dined, excused, called; helped, liked, promised, smoked, wished; counted, wanted, invited, translated.

LESSON FIFTY-FOUR.

Last Sunday Uncle Peter came to see us.

We were very glad to see him again.

We all love him very much.

Uncle Peter is a **captain**, and he always tells us stories.

His stories are very **exciting**. We all like to hear them.

Uncle Peter **had** dinner with us.

After dinner we asked him to tell us a story.

We made a big **fire** in the **fireplace**.

Then we **sat** down in front of the fireplace.

Uncle Peter took **out** his pipe and began to smoke.

He likes to smoke, you know.

He told us a story about a boy who wanted to **become** a **sailor**.

Irregular Verbs.

Infinitive: Past:

sit

sat [sæt]

Exercise 1. Who or what?

1. Lily is a girl. — is a girl?
2. Peter is a boy. — is Peter?
3. His brother is a sailor. — is his brother?
4. This gentleman is Mr. Stone. — is this gentleman?
5. Mr. Stone is a captain. — is Mr. Stone?
6. Fred's father is a teacher. — is Fred's father?
7. My uncle is a farmer. — is your uncle?
8. Mr. Thomson is Tom's father. — is Tom's father?

Exercise 2. Example: I saw you yesterday. I did not see you yesterday.

1. Henry liked to skate.
2. Peter went to the river.
3. He felt cold.
4. The little girl began to cry.
5. We sat in front of the fireplace.
6. Uncle Peter told us that story.
7. The children liked it very much.
8. Bob wanted to become a sailor.

Exercise 3. Complete the sentences:

1. When the weather is fine, we feel very — .
2. When it rains, the streets are — .
3. When it is very cold, I do not go for a — .
4. Before the schools close for the Christmas — , we have a — — .
5. **If** you wish to skate, you must have — .

Pronounce and spell: captain, close, exciting, breakfast, weather.

LESSON FIFTY-FIVE.

Once there was a boy who wanted to go to **sea**.
He wanted to become a sailor.

One day he went to his father and said:

“Father, let me go to sea.”



“No,” said the boy’s father, “you are my **only** son, you must **stay** at home with me and your mother.”

But the boy wanted to go to sea.

He **ran** away from his parents and went **on board a ship**.

The weather was fine, and the boy was very happy.

But soon a **strong wind** began to **blow**.

The ship went up and down, up and down, and again up and down.

The poor boy felt very bad. He **became seasick**.

“I **will not** become a sailor,” he said, “I will never go to sea again. I want to go home to my parents.”

Irregular Verbs.

Infinitive:

Past:

run

ran

[ræn]

become

became [bi'keim]

Questions: 1. Where did the little boy want to go? 2. What did he want to become? 3. What did he say to his father one day? 4. What did his father answer? 5. Did the boy stay at home? 6. Where did he go? 7. How did the little sailor like the ship? 8. When did he begin to feel unhappy? 9. Why did he become seasick? 10. Where did he wish to go then?

Exercise 1. Form the past:

do, —; come, —; give, —; begin, —; say, —; go, —; buy, —; sing, —; tell, —; make, —; see, —; have, —; take, —; sit, —; feel, —; be, —.

Exercise 2. Ask questions with **who, whose, what, when, and where.**

1. *Uncle Peter* came to see us.
2. He is a *captain*.
3. *Last Sunday* he had dinner with us.
4. He knows *many stories*.
5. *Uncle Peter's* stories are very exciting.
6. *After dinner* he told us a story.
7. We sat down *in front of the fireplace*.
8. A *little boy* wanted to become a sailor.
9. He went *on board a ship*.
10. He became a *sailor*.
11. *The boy's* parents were very unhappy.

Exercise 3. Translate:

1. Kui hr. Stone oli väike poiss, ta tahtis minna merele. 2. Ta tahtis saada madruseks. 3. Ühel päeval ta jooksis vanemate juurest ära. 4. Ta läks laevale. 5. Poisi vanemad olid väga kurvad. 6. Paljude aastate pärast sai poisist kapten. 7. Tal oli suur ilus laev. 8. Kapten Stone ei olnud kunagi merehaige.

Pronounce and translate: sea, see, way, away, come, become, blue, blow, exciting, excited, fire, fireplace, our, hour, heart, by heart, after, afternoon.

LESSON FIFTY-SIX.

(To be learned by heart.)

If all the Seas.

If all the seas **were** one sea,
What a **great** sea that **would be!**
If all the trees were one tree,
What a great tree that would be!
If all the **axes** were one axe,
What a great axe that would be!
If all the men were one man,
What a great man that would be.
And if the great man **took** the great axe,
And **cut** down the great tree,
And let it **fall** into the great sea,
What a great **splash** that would be!

Exercise 1. Put in the right word:

1. January is the — month. 2. March comes —
February. 3. April comes — May. 4. July is **be-
tween** June and —. 5. What — comes after Sep-
tember? 6. What month is — October and December?
7. Which day of the — is Sunday? 8. What day
is — Monday and Wednesday? 9. Friday is —
Thursday and Saturday. 10. — day of the week is
Tuesday?

Exercise 2. Form the past:

1. The farmer (go) into the wood. 2. He (take) his big axe with him. 3. The farmer (want) to cut a tree. 4. His sons and daughters (go) to make hay in the meadow. 5. The farmer's wife (be) working at home. 6. She (make) a good dinner. 7. When the farmer and his children (come) home, the dinner (be) ready. 8. They all (begin) to eat.

Exercise 3. Find the rhymes:

May	rhymes with	—
Bright	„	„ —
Took	„	„ —
Ill	„	„ —
Said	„	„ —
Came	„	„ —
Bad	„	„ —
Sat	„	„ —
Nose	„	„ —

Pronounce: be, before, beautiful, between, blow, blue, breakfast; people, park, put, past, pupil, promise, pencil.

LESSON FIFTY-SEVEN.

Skating on the River.

One **winter** morning Frank got up quite early. He **jumped out** of his bed and ran to the window.

He saw that **everything** was white.

The trees and the **bushes** in the garden were **covered** with snow.



The ground, too, was covered with snow; it looked quite white.

After breakfast Frank ran down to the river. He was quite excited.

The river was covered with ice.

He tried to **slide** on the ice. He made a long slide.

Then he ran home and cried: "To-day we can skate. The river is covered with ice."

In the afternoon Mrs. Brown's children went to skate on the river.

The neighbour's children came to skate, too.

Soon there were many children skating on the river.

Exercise 1. Use the -ing form in the past:

Example: The children (sing) Christmas songs.
The children were singing Christmas songs.

1. Peter (go) through a wood. 2. Some men (cut) trees in the wood. 3. Some children (slide) on the river. 4. Frank and his friends (skate) on the ice. 5. Some little girls (make) a snow-man. 6. Their mother (look) out of the window. 7. A strong wind (blow).

Exercise 2. Fill the blanks with: me, us, him, them, her, it.

1. Where are Peter and Bob? Did you see — go away? 2. I saw — skating on the river. 3. Is Henry also on the river? I don't see —. 4. Father, let — go to sea! 5. You must stay with — and your mother. 6. Your mother is very sad; go and comfort —. 7. We cannot write this exercise. Please, come and help — to write —.

Exercise 3. Translate:

1. Tulge minuga, ma lähen uisutama. 2. Kas te võite mulle anda oma uiske? 3. Ma ei taha uisutada Mari ja Annega, sest ma ei armasta (salli) neid. 4. Sa võid uisutada Lilliga; ma arvan, sa sallid teda. 5. Kas Peeter teeb seal lumememme? 6. Tulge aidake mul lumememme teha!

Pronounce: fall, feel, felt, fire, fireplace, February, from, fun, enough, laugh, if.

LESSON FIFTY-EIGHT.

Merry Mr. Frost.

I

All the people **knew** that Jack Frost **had come** again. He had come in the **night**.

When people got up from bed in the morning, they knew that he had come.

“**Oh dear me, oh dear me,**” said Mrs. **Thaw**, “here is Jack Frost again! How he makes me feel cold! He makes **everybody** feel cold. I must make a big fire in every room.”

When she **had made** a big fire in every room, she looked out.

There was Jack Frost in the street.

He was a merry little man with a red **round face** and bright blue eyes.

Jack Frost was making a slide.

He was not **alone**.

Some children on their way to school **had stopped** and helped him to make the slide.

Irregular Verbs.

Infinitive:

Past:

know

knew [nju:]

Questions: 1. What did everybody feel one winter morning? 2. Who had come? 3. Who did not like him? 4. Why not? 5. Who liked him? 6. Why did the children like him? 7. **Describe** Jack Frost.

Exercise 1. Fill the blanks with: laugh, winter, ice, bushes, slide, skate, snow, covered, ground, beautiful, fall, weather.

1. In — the — is sometimes very cold. 2. The — is covered with —. 3. The trees and the — are also — with snow. 4. Then the woods look very —. 5. The river is covered with —. 6. The children — and — on the ice. 7. Sometimes they —, but they only — merrily and get up again.

Exercise 2. Put in: at, on, with, from, in.

1. Jack Frost had come — the night. 2. — the morning all the people knew it. 3. Some children were — their way to school. 4. They saw Jack Frost — the street. 5. They looked — him and then they stopped. 6. The children liked him and wanted to play — him. 7. When the other children came — school, they saw a long slide.

Exercise 3. Find the rhymes:

Night	<i>rhymes with</i>	—
Knew	” ”	—
Ice	” ”	—
Cut	” ”	—
Fall	” ”	—
Sea	” ”	—
Stay	” ”	—
Told	” ”	—
Snow	” ”	—

Pronounce: cover, call, cold, captain, close, could, called, complete, Christmas; game, get, go, gone, got, give, gave, great.

LESSON FIFTY-NINE.

Merry Mr. Frost.

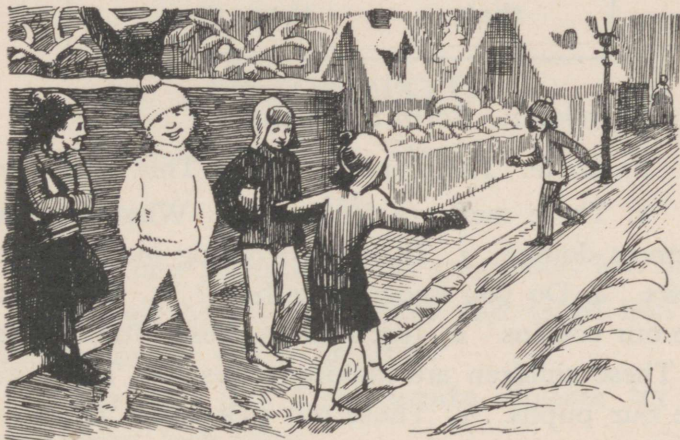
II

Mrs. Thaw opened her window **a little** and said:
“Please, go away, Mr. Frost! Why **have you**

come back? Nobody wants you here. Please go away!"

But Mr. Frost only laughed.

"Why **should** I go away?" he asked. "Everybody loves me. **Just** look at these little children! What fun they are having! Everybody loves Jack Frost!"



"Not in this house," said Mrs. Thaw. "There is a poor lady here who feels cold when you come. And I have a sick girl here who wants to sit in the **sun** on the bench in front of the house. Please, go away, Mr. Frost!" Mrs. Thaw was quite excited.

But Mr. Frost only laughed merrily.

He did not go away.

He was **busy** with the slide.

Questions: 1. What did Mrs. Thaw say when she opened her window? 2. What did Jack Frost answer? 3. What did he do when Mrs. Thaw **got excited**? 4. Did he go away? 5. What was he doing?

Singular:	Plural:
this	these [ði:z]
that	those [ðouz]

Exercise 1. Form the singular.

Example: These are our books. This is my book.

1. These men are farmers. 2. What are these farmers doing? 3. They are working in those meadows. 4. Do you know those boys? 5. Those boys are our cousins. 6. Just look at these little children! 7. These children are making slides. 8. Those girls are our pupils. 9. Those old sick ladies like to sit in the sun.

Exercise 2. Their or there?

1. Whose skates are — on the bench? 2. I must ask Peter and Dick; I often see — skates here. 3. What are the children doing —? 4. They are skating with — friends. 5. Who is sitting — in front of the house? 6. Mr. and Mrs. White are sitting — with — children.

Exercise 3. Make suitable sentences:

1. likes, everybody, Frost, merry, Jack.
2. face, this, a, has, man, round, little.
3. has, large, he, bright, eyes, blue.
4. I, sun, the, sit, like, in, to.

Pronounce: there, that, those, their, then, they, them, this, these; thaw, thank, think, three, third, thirteen, thirty, birthday.

LESSON SIXTY.

Merry Mr. Frost.

III

Mrs. Thaw **thought** of her neighbour, Mr. Sun. She **sent** Mr. Sun a **letter** and asked him to help her, for she was in **trouble**.

“**Dear** Mr. Sun,” she **wrote**, “please try to **drive away** Jack Frost.”

Mr. Sun was a very kind gentleman.

He was always ready to help Mrs. Thaw when she was in trouble.

He promised to help her. “But,” he said, “Jack Frost is a **hard** man as you know.”

So Mr. Sun went and opened his big window and looked out.

He looked at Jack Frost all the time.

Jack Frost did not like Mr. Sun looking out of his big window, for the sun was **hot** in winter too.

But he stayed there, he did not run away.

Mr. Sun could not drive away Jack Frost.

Questions: 1. Of whom did Mrs. Thaw think then? 2. What did she send him? 3. What did she write in her letter? 4. What did Mr. Sun always do when Mrs. Thaw was in trouble? 5. What did he promise this time? 6. But what did he say? 7. Could he drive away Mr. Frost?

Irregular Verbs.

Infinitive:

Past:

think

thought [əʊt]

send

sent [sent]

write

wrote [raʊt]

Exercise 1. Translate:

1. Kes on see vana haige daam? 2. Kas need on sinu uued uisud, Bob? 3. Kes on too lõbus härra? 4. Ma ei tunne toda härrat. 5. Mida teevad nood poisid jõel? 6. Nood poisid teevad liurada.

Exercise 2. Form the past:

1. Of whom (do) Daisy think? 2. She (think) of her sick friend. 3. She (send) her a letter. 4. What

- (do) she say in her letter? 5. Daisy (write) in her letter that Mr. Frost had come, and that all children (be) glad, because now they (can) slide and skate. 6. Sukey (say) that Mr. Frost (be) a hard man. 7. He (make) everybody feel cold.

Pronounce: Jack jumped out of his bed. Jack Frost came in January. June is a girl's name. July has 31 days. I meet this old gentleman every day.

LESSON SIXTY-ONE.

Merry Mr. Frost.

IV

After some time Mrs. Thaw thought of her friend, Mr. **South Wind**.

He lived **next door**. He, too, was a very kind gentleman.

When Mrs. Thaw asked him to drive away Jack Frost, he promised to do so.

"Just wait and see him run," he said.

Then Mr. South Wind made a big, big fire in the fireplace.

Then he **pulled** open the windows and doors, and the **heat rushed** out of the house.

"That **will drive** away Jack Frost," said Mr. South Wind, and he laughed.

He was quite right. When Jack Frost felt the hot **air**, he began to run.

He ran and ran. He did not stop. He did not look back.

He did not come back for a **whole** year.

Questions: 1. Of whom did Mrs. Thaw think after some time? 2. Where did Mr. South Wind live? 3. What did Mrs. Thaw ask him to do? 4. What did Mr. South Wind say? 5. What did he do? 6. What did Jack Frost do when he felt the hot air?

Exercise 1. Form the past:

play, —; sing, —; jump, —; cry, —; rush, —; come, —; pull, —; know, —; become, —; think, —; buy, —; send, —.

Exercise 2. Complete the sentences:

1. The ball is —. 2. The ice is —. 3. The slide is —. 4. The snow is —. 5. The cake is —. 6. Some exercises are —. 7. Some people are very —. 8. Your eyes are —. 9. In winter the days are —. 10. In winter the nights are —. 11. There are no other people here, I am quite —. 12. The sun is —.

Exercise 3. Read:

1. Christmas Day is on 25. XII. 2. New Year's Day is on 1. I. 3. My birthday is on 29. V. 4. My mother's birthday is on 4. VI. 5. To-day we have — — — —. 6. Yesterday was — — — —.

Pronounce and translate: Daisy did not do that. Dick does not like Daisy. Father, Frank, and Fred felt cold. We made a big fire in our fireplace.

LESSON SIXTY-TWO.

A Good-Night Song.

(To be learned by heart).

To bed, to bed,
My curly head,
To bed and sleep so sweetly.
Merry and bright,
With the morning light,
Be up and dressed so neatly.

Exercise 1. Form the plural:

day, —; lady, —; boy, —; family, —; fireplace, —;
bush, —; axe, —; splash, —; skate, —; nose, —;
eye, —; house, —; slide, —; snow-man, —; bench, —;
wife, —; nurse, —; knife, —; game, —; half, —.

Exercise 2. Fill the blanks with: my, your, his, her, our, their.

1. Bob, put — hands on the desk. 2. Frank and Fred went to skate with — friends. 3. Mrs. Thaw wrote a letter to — neighbour. 4. We invited — cousins to tea. 5. You must stay with — mother. 6. The farmer could not find — axe. 7. I do not know where — little basket is. 8. Let us take — things. 9. People sleep in — beds. 10. The captain loves — ship.

Exercise 3. Translate:

1. Minu sünnipäev on kolmandal märtsil. 2. Minu õe sünnipäev on viieteistkümnendal juulil. 3. Minu isa sünnipäev on kahekümne-esimesel aprillil. 4. Täna on üheksateistkümnnes jaanuar. 5. Homme on kahekümnes jaanuar.

Pronounce: day, may, play, say, stay; bad, had, glad, sad, cat, captain, sat, splash; ball, call, fall, walk, saw.

LESSON SIXTY-THREE.

Tell the Time.

It is five minutes **past** one.

It is a **quarter** past one.

It is half past one.

It is twenty-five minutes **to** two.

It is a quarter to two.

It is two **o'clock**.

At what o'clock do you get up in the morning?

I get up at a quarter to seven every morning.

How long does it take you to dress?

It takes me **half an hour** to dress.

When do you have breakfast?

I have breakfast at a quarter past seven.

When do you go to school?

I go to school at half past seven.

When do your lessons begin?

Our lessons begin at eight o'clock.

How long do you stay in school?

I stay there **till** a quarter to one.

When do you dine?

I dine at two o'clock.

Have you a large clock in your **dining-room**?

Yes, we have.

Exercise 1. Tell the time:

12.10, 12.15, 12.25, 12.30, 12.35, 12.45, 12.50,
1.00, 3.20, 4.40, 6.55, 7.

Exercise 2. Fill the blanks.

1. I get up at —.
2. It takes me — to dress.
3. I have breakfast at —.
4. I go to school at —.
5. Lessons begin at —.
6. I stay in school till —.
7. I dine at —.
8. It takes me — to do my lessons.
9. I go to bed at —.
10. My little brother always goes to bed at — o'clock.

Pronounce: all, April, cold, fill, girl, little, pull, school, small, spell, tell, told, till, well, will, whole.

LESSON SIXTY-FOUR.

Bob.

Do you know how Bob usually gets up every morning?

Bob **sleeps** in a small comfortable room.

At half past seven every morning Bob's father comes to **wake** him.

He **knocks** at the door and says: "Bob, it's (it is) time to get up!"

"All right, father," says Bob in a **sleepy** voice. Then **he goes to sleep** again.

At eight o'clock Bob's father opens the door of his **bedroom**.

He finds Bob still in bed.

Then he goes to his bed and suddenly pulls Bob out of the bed by his **leg**.

That is how Bob gets up every morning.

Questions: 1. Where do you sleep? 2. Do your sisters (brothers) sleep in the same room? 3. Who wakes you in the morning? 4. What does she (he) say? 5. What do you answer? 6. Who wakes Bob every morning? 7. How does he do it?

Exercise 1. Translate:

1. Peetri vanaisa elab naabermajas. 2. Ta armastab istuda päikesepaistel. 3. Praegu ta istub maja ees. 4. Mõned inimesed jalutavad tänaval. 5. Kes koputab uksele? 6. Ava aken ja vaata välja! 7. Seal on üks naljakas punase ninaga mees (mees punase ninaga). 8. Mul pole aega, olen kibedasti ametis.

Exercise 2. Tell the time:

3.06, 3.30, 3.47, 3.59, 4; 5.03, 5.25, 5.37.

Exercise 3. **When or how long?**

1. — does it take you to dress in the morning?
2. — do you go to school?
3. — do you stay in school?
4. — do you go home?
5. — does it take you to do your lessons?
6. — do you go to skate?
7. — do you go to bed?

Pronounce: bed, dress, egg, get, help, lesson, letter, merry, never, next, second, spell, tell; be, he, me, she, these.

LESSON SIXTY-FIVE.

The Gingerbread Boy.

Once upon a time there was a little old woman and a little old man.

They lived in a little old **cottage** by a big dark wood.

They had not any boys or girls **at all**.

The had only an old **grey** cat and an old **brown** dog.

One day the old woman was making some gingerbread.

She said: "**I wish we had** a little boy or a little girl to eat this gingerbread. I will cut this cake to **look like** a boy. That's (that is) what I will do."

And the old woman began to cut the cake to look like a little boy.

Questions: 1. Where did the old people live? 2. Where was their cottage? 3. Do you live in a cottage? 4. How many children had the old people? 5. What did the old woman make one day? 6. What did she say? 7. Does your mother make gingerbread sometimes? 8. Who helps her to make it?

Exercise 1. Fill the blanks with: at, by, for, in, of, on, out, to, with.

1. Last year we lived — a little cottage. 2. The cottage was — a large wood. 3. Sometimes we went — play — the wood. 4. We always took our grey dog "Bob" — us. 5. Is this cake — me? 6. Thank you very much! I like — eat cakes. 7. Please, sit down — this bench. 8. Father took — his pipe and began — smoke. 9. Look — this snow-man. 10. What are the children doing there — the street? 11. — whom did Mrs. Thaw think?

Exercise 2. Many or much?

1. The sick children got — presents. 2. In those baskets there were — apples, cakes, and sweets. 3. My mother made — cakes. 4. — people don't like gingerbread. 5. In the park there was — snow. 6. We saw — neatly dressed children playing there. 7. I cannot go with you, I have very — to do. 8. I thought that you had — time. 9. Do you know — stories about Jack Frost?

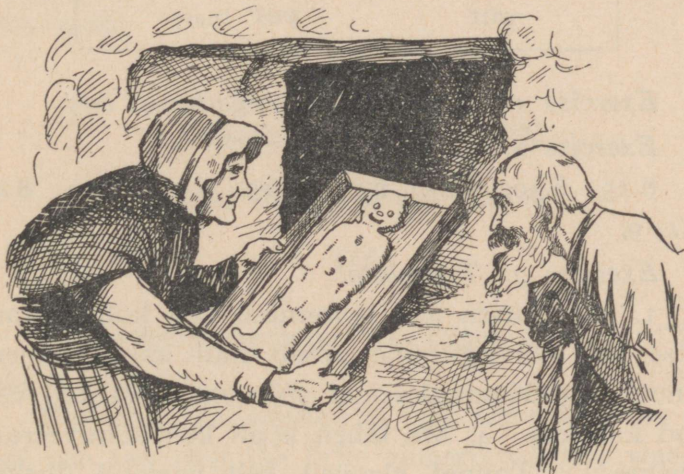
Pronounce and translate: after, answer, better, brother, cover, daughter, December, dinner, father, letter, mother, never, other, sister, teacher, weather, winter.

LESSON SIXTY-SIX.

The Gingerbread Boy.

II

And the old woman **cut** the cake to look like a little boy.



She made him a **funny** round face with a funny little nose in it.

She made him a little red **mouth**, too.

His eyes were two little **nuts**.

The cake looked very much like a little boy.

Then she called the old man to look at the gingerbread boy.

The old man came, and they **both** looked at the gingerbread boy and laughed with **pleasure**.

Then the old woman **put** the gingerbread boy in a **pan** to **bake**.

Irregular Verbs.

Infinitive:	Past:
cut	cut [kʌt]
put	put [put]

Exercise 1. Describe the gingerbread boy.

Exercise 2. Tell the time:

6.15, 6.30, 6.45, 6.55, 8.15, 8.18, 8.39, 8.48,
8.51, 9.

Exercise 3. Translate:

1. Ma tõusen igal hommikul kell kolmveerand seitse. 2. Rõivastumine võtab mul kakskümmend minutit. 3. Hommikueinet süüa ma ikka kell veerand kaheksa. 4. Ma lähen kooli kell kolmveerand kaheksa. 5. Tunnid algavad kell veerand üheksa. 6. Ma jään kooli kella kaheni. 7. Me sööme lõunat kell pool kolm. 8. Ma lähen uisutama kell viis. 9. Ülesannete ettevalmistamiseks kulub mul kaks tundi. 10. Ma lähen magama kell üheksa.

Exercise 4. Example: She laughed. Did she laugh? She did not laugh.

1. The old woman made two cakes. 2. The old man looked at the cakes. 3. She cut the cakes. 4. The old people lived in that cottage. 5. Frank wanted to see the old little cottage. 6. He wrote about the old people. 7. Bob got up very early. 8. He felt very happy. 9. He knew Mr. Frost. 10. He came yesterday.

Pronounce: bee, between, feel, fifteen, meet, see, sleep, sleepy, street, sweet, sweetly, sweets, three, tree, week.

LESSON SIXTY-SEVEN.

The Gingerbread Boy.

III

When the gingerbread was **done**, she said: "The cake is done."

But when she wanted to take the cake from the pan, she saw that the little gingerbread boy was all alive.

And then a very **strange** thing **happened**.

Suddenly the gingerbread boy jumped down from the pan and ran out of the door.

The old man and his wife, and their old brown dog ran after him.



They wanted to **catch** him.

They ran very **fast**. They ran as fast as they could.

But the gingerbread boy ran still **faster**, and they could not catch him.

And they returned **without** the gingerbread boy to their old cottage by the big dark wood.

Questions: 1. What did the cake look like? 2. What happened when the cake was done? 3. Where did the gingerbread boy run? 4. Who rushed after him? 5. Could they catch him? 6. Why not? 7. Where did the old people and their brown dog return?

Exercise 1. Use the -ing form:

1. We (look) at a picture.
2. We see many children (skate) on the ice.
3. Some fine ladies and gentlemen (look) on.
4. The children (laugh) merrily.
5. Some funny little boys (slide) on the river.
6. Jack Frost (runs) with them.
7. He (helps) the children to make the slide.
8. Some boys (make) a big fire.
9. An old man (sits) by the fire.
10. He (tell) a story about Jack Frost.

Exercise 2. Make suitable sentences:

- | | |
|----------------------|---|
| 1. One day I | rushed after her. |
| 2. When the cake | without the cake. |
| 3. Then a very | but the cat ran still faster. |
| 4. A big black | made some gingerbread. |
| 5. She ran out | to catch her. |
| 6. The cake was | was done, I looked at it with pleasure. |
| 7. My grey dog | cat took the cake from the table. |
| 8. I, too, wanted | of the room. |
| 9. The dog ran fast, | strange thing happened. |
| 10. We returned | in her mouth. |

Pronounce and translate: if, ill, ink, big, begin, children, did, dinner, difficult, fill, fifth, finish, fish, live, give; alive, drive, five, child, dine, dining-room, find, invite, kind, knife, lie, light, nice, nine.

LESSON SIXTY-EIGHT.

The Gingerbread Boy.

IV

And the gingerbread boy ran on and on.

A little schoolboy who was on his way to school **met** him.

When he saw the gingerbread boy, he cried: "Hallo, you funny little gingerbread man! Stop! You look very good to eat."

And he tried to catch the gingerbread boy.

But the gingerbread boy only laughed and said: "I **have run** away from the old little woman and the old little man, and their old dog. I can run away from you too, I can!"

And he ran still faster **than** before.

The schoolboy ran **as fast as possible**, but he could not catch the gingerbread boy.

And the schoolboy returned to his school.

Irregular Verbs.

Infinitive:

meet

Past:

met [met]

- Questions:* 1. Who met the gingerbread boy?
2. Where was the schoolboy going? 3. Why did he

want to catch the gingerbread boy? 4. Could he catch him? 5. Why not? 6. Where did he return?

Exercise 1. Form the past:

cut, —; put, —; see, —; take, —; give, —; say, —; go, —; come, —; have, —; be, —, —; think, —; know, —; send, —; write, —; run, —; become, —; meet, —.

Exercise 2. Fill the blanks with: hard, everybody, face, captain, dark, hot, wind, last, weather, beautiful, described, stopped, bright.

1. — Sunday Mr. Brown took his children to see a ship. 2. The — was fine. 3. The sun was —, and the south — was blowing. 4. The white ship looked very —. 5. Many people — and looked at the ship. 6. — liked her. 7. The — of this ship had a round red — and — — eyes. 8. A sailor said that their captain was a — man. 9. When the children came home, Frank — the ship to his mother.

Exercise 3. Tell the time:

10.05, 10.12, 12.30, 12.45, 1.15, 2.38, 3.20, 4.40.

Pronounce and translate: little, missing, minute, pick, picture, river, sing, singular, ship, thing, think; light, might, right, time, twice, tired, while, write, Friday.

LESSON SIXTY-NINE.

The Gingerbread Boy.

V

Very soon after this the gingerbread boy saw a **fox** coming **across** a meadow.

The fox looked at him and began to run after him.

But the gingerbread boy laughed and cried: "Run! run as fast as you can! You can't catch me. I am the gingerbread man."

The fox answered: "**Why**, I don't think of catching you."

Just then they came to a river.

The gingerbread boy wanted to go across, but he could not **swim**, and there was no **boat**.

Then the fox came up to him.

The fox looked very good.

"Jump on my **tail**, little boy," he said, "I'll take you across the river. I am a good **swimmer**."

Questions: 1. Who was coming across a meadow? 2. What did the fox do when he saw the boy? 3. Did he try to catch the boy? 4. Where did they come? 5. Why could the gingerbread boy not go across the river? 6. Who was a good swimmer? 7. What did

the fox say to the gingerbread boy? 8. Can you swim? 9. Are you a good swimmer?

Exercise 1. Translate:

1. Jänes jooksis üle aasa. 2. Rebane nägi teda ja jooksis talle järele. 3. Nad mõlemad jooksid metsa poole. 4. Talumehe koer kohtas neid metsa ääres. 5. Koer tahtis neid püüda. 6. Rebane ja jänes jooksid kiiremini kui koer. 7. Koer pöördus tagasi majakese juurde. 8. Talumees tuli välja ja hüüdis oma koera.

Exercise 2. Ask questions with why.

Example: I cannot write, because I have a bad pen. Why can you not write?

1. I cannot skate, because I have no skates.
2. I cannot write, because I have no ink.
3. I cannot cross the river, because I have no boat.
4. I cannot swim, because I have a bad leg.
5. I cannot buy a knife, because I have no money.
6. I cannot answer your question, because I have a headache.

Pronounce: breakfast, gingerbread, head, pleasure, ready; clean, each, heat, meadow, neatly, read, sea, speak, tea, teach, teacher; dear, hear, year; early, learn; great; heart.

LESSON SEVENTY.

The Gingerbread Boy.

VI

And the little gingerbread boy jumped on the fox's [ˈfɒksɪz] tail, and the fox began to swim across the river.

When he was **a little way** from the **bank**, the fox said: "You are too **heavy** on my tail, little boy, you may fall into the **water** and get wet. Jump on my **back!**"

And the gingerbread boy jumped on the fox's back.

When they were in the **middle** of the river, the fox said: "Oh, dear me, I'm **sinking!** You are too heavy on my back. Jump on my head."

And the gingerbread boy jumped on the fox's head.

Exercise 1. **Many or much?**

1. There is — water in the river. 2. We see — boats in the river. 3. — people cannot swim. 4. In our class there are — good swimmers. 5. — talk, little work. 6. How — mistakes had you in your exercise? 7. Have you — ink, can you give me a little? 8. You must not eat so — gingerbread and so — sweets.

Exercise 2. Form the plural:

1. Every river has two (bank).
2. How many (cottage) are there on this bank?
3. Where did the (workman) go?
4. Did they take their (axe) with them?
5. In the woods there are many (fox) and (hare).
6. Why are (this dog) so excited?
7. Open the (door) and let (him) rush out.
8. Look, what funny round (face that boy) have.
9. (His nose) are quite blue.

Exercise 3. Make suitable sentences:

1. have, curly, children, heads, many.
2. the, please, me, to, slide, make, help.
3. sun, the, in, the, sick, is, girl, sitting.
4. come, you, have, back, why?
5. time, is, it, bed, to, to, go.

Exercise 4. Ask questions with who, whose, to whom, what, when, where, why.

1. *Bob* is a good swimmer.
2. Uncle Jim is a *farmer*.
3. *Fred's* father is a teacher.
4. We live *by the river*.
5. We meet this boy *on our way to school*.
6. I want to write a letter *to my cousin Peter*.
7. I cannot work, *because I am ill*.
8. Mr. Frost always comes *in winter*.
9. People do not like him, *because he makes everybody feel cold*.

Pronounce: apple, axe, back, bad, bank, can, cat, hand, happy, sang, sat, splash, stand, thank; answer, ask, basket, class, dark, hard, last, park, party, pass.

LESSON SEVENTY-ONE.

The Gingerbread Boy.

VII

When they were **near** the other bank, the fox cried again: "Oh, I'm sinking, I'm sinking! Jump



on my nose, little boy." And the gingerbread boy jumped on his nose.

Just then they **reached** the bank.
Suddenly the fox **gave a snap.**

"Dear me," said the gingerbread boy, "I'm a quarter **gone**! My legs — my legs are gone!"

Soon the fox gave **another** snap.

"I'm half gone!" cried the gingerbread boy.

The **next** moment he said: "Oh dear me, I'm three quarters gone!"

The fox gave another snap.

And after that the little gingerbread boy never said **anything more** at all.

Questions: 1. Who promised to take the gingerbread boy across the river? 2. What did the fox say when they were in the middle of the river? 3. What did he say when they were near the other bank? 4. What happened when they reached the bank? 5. How many snaps did the fox give? 6. Could the gingerbread boy say anything after that?

Have you **anything** for me?

No, I have not **anything** for you.

I have **something** for Dick.

Exercise 1. **Anything or something?**

1. Did you get — for your birthday present?
2. Yes, I got — very beautiful. 3. Have you — to eat, children? 4. No, mother, we have not —. 5. Please, give us — to eat. 6. Is there — in that basket?

7. Yes, there is — sweet in it. 8. Can you see — in the street? 9. No, I cannot see —. 10. But I can see — very strange there.

Exercise 2. Translate:

1. Kelle asjad need on? 2. Kes on see naaber?
3. Milline elukutse on tema isal (mis on tema isa)?
4. Kes on see haige laps? 5. Kes viis sind eile jalutama?
6. Kellega sa uisutasid jõel? 7. Keda sa kohatasid teel koju?
8. Kellele sa andsid oma uisud?
9. Kes aitas sul teha seda liurada? 10. Kelle lootsik on jõel?

Pronounce: bake, cake, came, face, game, lady, made, name, same, skate, table, take, day, hay, may, play, say, way; all, ball, call, chalk, fall, small, saw, thaw, talk, walk, water, want.

LESSON SEVENTY-TWO.

Cecil's Letter to his Cousin Edgar.

Yesterday Cecil wrote a letter to his cousin. **First of all** he wrote his **own address** and under it the **date**.

And this is what he said in his letter:

90 River Street,
June 8th, 1938.

Dear Edgar,

We have often great fun here when other boys come to play games with us. Why don't you come with the others? We all **miss** you very much.

I have so many things to tell you. And I have something to show you.

I have got a fine black **rabbit** with a funny short white tail. You must certainly see it. Charlie Fuller's cousin Peter sent it to me last week. I was very glad to get it. You know I have always wished to have a rabbit. Charlie has told his cousin about my wish. Isn't Peter a nice boy? Please, **do come** to-morrow if possible. Don't **forget** to **bring** your friend Dick with you.

I **hope** to see you to-morrow.

With much love,

your cousin Cecil.

Questions: 1. To whom did Cecil write yesterday? 2. What did he write first of all? 3. What did he write under it? 4. What date have we to-day? 5. Do you often write letters? 6. To whom do you usually write? 7. Do you get letters from your friends (cousins)? 8. Do you get letters from America

[ə'merikə]? 9. What did Cecil write about in his letter? 10. Have you any rabbits? 11. Are your rabbits black or white?

Exercise 1. Give opposites:

happy, —; cold, —; drive away, —; hard, —; everybody, —; singular, —; much, —; out, —; regular, —; laugh, —; up, —; stay, —; heat, —; glad, —; kind, —; go away, —; with, —.

Exercise 2. Tell the date:

7. I, 25. I, 28. II, 11. IV, 6. V, 30. VI, 15. VII, 18. VIII, 1. IX, 13. XI, 24. XII:

Exercise 3. Form the past:

1. Mrs. Brown (go) for a walk with her children.
2. They (go) towards the river. 3. When they (reach) the river, Mrs. Brown (sit) down on the bank.
4. Her children (begin) to pick flowers. 5. Suddenly they (see) a fox running across the meadow. 6. A dog (be) running after the fox. 7. The fox (run) faster than the dog. 8. He (jump) into the water.
9. He (can) swim very well. 10. He (reach) the other bank before the dog (come) to the river.
11. The dog (return) without the fox.

Pronounce: about, across, address, again, alone, another, away; any, many; air, chair, hare.

LESSON SEVENTY-THREE.

Cecil finished writing. Then he was ready to go and **post** the letter. His mother gave him some money and **told** him to buy some bread, **butter**, and **sugar**.

Cecil posted the letter. Then he bought some bread, two **pounds** of sugar and one pound of butter.

When he was coming home, he met his friend Harry. Harry said he was going to the **cinema** to see a new picture. He asked Cecil to go with him.

Cecil said he **was sorry** that he could not go with him. He had no time, because he had very much to do that afternoon.

He **had** to **hurry** home.

When he was near his home, it began to rain.

Questions: 1. Where did Cecil go? 2. What did his mother give him? 3. What did she tell him to buy? 4. Whom did Cecil meet when he was coming home? 5. Where was Harry ['hæri] going? 6. Why was Cecil sorry? 7. Why could he not go? 8. Where was he hurrying? 9. What happened when he was near his home? 10. How often do you go to the cinema? 11. Do you go to see every new picture?

Exercise 1. Heavy or difficult?

1. Some lessons are very —. 2. Is this a — exercise? 3. I had to take this — basket to my aunt.

4. What made the basket so —? 5. I cannot open this — door. 6. I think it is very — to catch a hare. 7. How — your new skates are!

Exercise 2. Make suitable sentences.

- | | | |
|---------------------|--|---------------------------|
| 1. Some people go | | post the letter. |
| 2. They like to see | | see you very soon. |
| 3. I am sorry | | you miss? |
| 4. Let us run | | to the cinema very often. |
| 5. What did your | | are you hurrying? |
| 6. She told me | | I cannot come with you. |
| 7. Don't forget to | | every new picture. |
| 8. I hope to | | as fast as possible. |
| 9. Where | | mother tell you to buy? |
| 10. Whom do | | to buy some flowers. |

Exercise 3. Find the rhymes:

Bread *rhymes with* —

Near " " —

Sink " " —

Met " " —

Fast " " —

Pick " " —

Without " " —

Own " " —

Dear " " —

Buy " " —

LESSON SEVENTY-FOUR.

When Cecil was at home, he looked out of the window.

It was raining very **hard**.

A strong wind was blowing.

The street was quite wet.

Cecil saw a little girl with a large **umbrella** coming **round** the **corner**.

A white dog was running after her.

The poor dog was all wet and **dirty**.

Cecil saw a boy running down the street.

The boy did not **notice** the girl and **ran into** her.

She **fell** down, and her umbrella **rolled** away.

The bad boy did not stop to help her to get up.

Only her little dog stopped and looked at her.

Then the girl got up. Her **clothes** were wet and dirty. She took her umbrella and went on.

Cecil saw she was crying.

Irregular Verbs.

Infinitive:

fall

Past:

fell [fel]

Questions: 1. What did Cecil see when he looked out of the window? 2. Who was coming round

the corner? 3. What had the little girl? 4. Why was her dog dirty? 5. Who ran into the little girl? 6. What happened then? 7. Did the boy stop and help her to get up? 8. Why did the little girl begin to cry?

Exercise 1. Translate:

1. Kas te peate midagi ostma? 2. Jah, ma pean ostma midagi. 3. Kas eile midagi juhtus? 4. Kas te kuulsite midagi? 5. Kas vanaisa andis teile midagi? 6. Jah, ta andis mulle midagi väga ilusat. 7. Kas te leidsite midagi aias? 8. Ei, ma ei leidnud midagi. 9. Kas te näete midagi tänaval? 10. Ei, ma ei näe tänaval midagi. 11. Vaadake, jõekaldal on midagi.

Exercise 2. Much or many?

1. How — money did the mother give to Cecil? 2. How — sugar did he buy? 3. How — letters did he post? 4. Do you write — letters to your friends? 5. How — rabbits did Cecil get from Peter? 6. Have you — nuts in that basket? 7. How — umbrellas are there in that corner? 8. Have you — friends? 9. Do you always eat so — bread?

Pronounce: but, cut, dull, fun, funny, hurry, jump, much, nut, run, rush, suddenly, sun, Sunday, uncle, under, up, us; bush, pull, put; curly, nurse, return, Thursday, Saturday; pupil; plural.

LESSON SEVENTY-FIVE.

The Snowdrops.

(To be learned by heart.)

“Where are the snowdrops?” said the sun.

“**Dead!**” said the frost,

“**Buried and lost** —

Every one.”

“A **foolish** answer,” said the sun:

“They did not **die**.

Asleep they lie —

Every one.

And I will wake them, I, the sun,

Into the light,

All **clad** in white —

Every one!”

Exercise 1. Example: He wished to go away. Did he wish to go away? He did not wish to go away.

1. She missed her cousin very much. 2. Cecil wrote about his black rabbit. 3. He finished his letter. 4. He posted it. 5. The boys wanted to go for a walk. 6. Frank stopped them. 7. Peter worked very hard. 8. He looked tired. 9. His father sent him home. 10. He went to bed at nine o'clock.

Exercise 2. Form the plural:

snow-man, —; pound, —; umbrella, —; leg, —; back, —; eye, —; nose, —; hand, —; nut, —; boat, —; fox, —; swimmer, —; cottage, —; bank, —; bed, —; face, —; pan, —.

Exercise 3. Tell the time:

3.20, 7.40, 9.10, 12.30, 6.45, 8.25, 10.15.

Pronounce: along, Bob, drop, from, frost, gone, got, holidays, hot, long, lost, on, promise, shop, song, stop, strong, Tom; before, for, form, horse, morning, off, often, short.

LESSON SEVENTY-SIX.

Tom: Mother, I'm **hungry**, please give me something to eat.

Mother: Here is some bread and butter and a little **piece** of cold **meat** for you.

Tom: I want something to **drink**. May I have a **cup** of **milk**?

Mother: Certainly, you may.

Tom: May I have a piece of cake, too?

Mother: No cake to-day. You may have some bread and **honey instead**. Here is also an apple for you.

Tom: Thank you, mother!

Molly, my sister, and I **fell out**.

And what do you think it was about?

She liked **coffee**, and I liked tea,

And that was the **reason** we could not **agree**.

Questions: 1. When do we eat? 2. What do we eat? 3. What do we drink? 4. What is cold? 5. What is hot? 6. What is sweet? 7. What is hard? 8. What is white? 9. What is black? 10. What is wet? 11. What is dirty? 12. What is round?

Exercise 1. Complete these sentences:

1. We buy —, —, and —. 2. We eat —, —, and —. 3. We drink —, —, and —. 4. We write — and —. 5. We play —. 6. We sing —. 7. We pick —. 8. We wash our —. 9. We love our —.

Exercise 2. Fill the blanks with: of, with, without, across, after, in, into, for, to, out.

1. We are reading a story — a fox and a rabbit.
2. — whom are you talking, Tom? 3. Who told you — buy a pound — sugar? 4. What is there — your basket? 5. Put this nut — your mouth. 6. Please, give me a cup — milk and a piece — bread. 7. — whom was the fox coming — the meadow? 8. Who was running — them? 9. Look — — the window. 10. A little girl was coming — a large umbrella. 11. Suddenly a boy ran — her. 12. She came home — her umbrella.

Exercise 3. Form the past:

run, —; fall, —; tell, —; have, —; roll, —;
become, —; notice, —; write, —; say, —; come, —;
know, —; give, —; think, —; make, —; do, —;
see, —; take, —; put, —; cut, —; meet, —.

Pronounce: alone, broken, cold, go, home, moment, no, nose, old, only, open, over, post, smoke, stone, those, told, wrote; brother, come, comfort, cover, done, front, love, money, month, mother, Monday, other, some; word, work.

LESSON SEVENTY-SEVEN.

Dirty Hands.

When Bob sat down to dinner yesterday, his mother noticed that his hands were dirty.

She told him to go to the **bathroom** and **wash** his hands.

Bob got up and went into the bathroom to wash his hands.

He could not find any **soap**.

He washed his hands without soap, with water only.

Then he **dried** his hands and returned to the dining-room.

But before he could begin to dine, his mother looked at his hands again.

What do you think happened **next**?

She sent him back to the bathroom. Why?

Exercise 1. Form questions:

1. It happened *yesterday*.
2. *Bob's mother* noticed that his hands were dirty.
3. She told him *to wash his hands*.
4. Bob went *into the bathroom*.
5. He could not find *any soap*.
6. He *washed his hands without soap*.
7. Then Bob returned *to the dining-room*.
8. He wanted *to dine* now.
9. His mother *looked at his hands*.
10. She sent him back to the bathroom, *because his hands were still dirty*.

Exercise 2. Form suitable sentences:

1. foolish, is, a, this, answer.
2. you, when, are, must, you, eat, hungry.
3. you, dirty, must, your, wash, when, they, hands, are.
4. you, in, bathroom, a, your, have, house?

Exercise 3. Translate:

1. Me joome palju piima iga päev. 2. Ärge sööge palju liha. 3. Sööge nii palju õunu kui võimalik.

4. Vaata, kui palju pähkleid siin on! 5. Ära osta nii palju kompvekke. 6. Ära pane nii palju suhkrut (oma) tee sisse. 7. Ära võta nii palju võid. 8. Sööge palju mett, mesi on hea. 9. Kas te sööte palju leiba?

Pronounce: afternoon, foolish, school, room, soon, too; book, good, look, took, wood.

LESSON SEVENTY-EIGHT.

The Village Shop.

I

Dot went into the village shop to buy some sweets.

She had to wait a long time, because there were many people in the shop.

And Mrs. Smith was quite alone to **serve** them. She was very busy serving the people.

"Oh dear me, oh dear me!" said Mrs. Smith, "how I miss my little girl!"

"Where is your daughter?" asked one of the people in the shop.

"She has gone to stay with her aunt, and I am all alone," said Mrs. Smith.

"May I be your little girl and help you to serve the people?" asked Dot.

"That you may, **indeed**," said Mrs. Smith. "Come **behind** the **counter**, my dear."

Exercise 1. Make suitable sentences:

- | | |
|------------------------|---|
| 1. My mother sent | and said he was very sorry. |
| 2. I took a basket | and the butter and was returning home. |
| 3. It was | to get up and then he picked up my things. |
| 4. The streets were | my basket and my umbrella rolled away. |
| 5. There were not many | me to buy some eggs and butter. |
| 6. I soon got the eggs | raining very hard. |
| 7. When I was coming | and my umbrella and went out. |
| 8. I fell down and | people in the shop. |
| 9. The big boy stopped | wet and dirty. |
| 10. He helped me | round the corner, a big boy suddenly ran into me. |

Exercise 2. There or their?

1. Are — many people in the shop? 2. Who is — behind the counter? 3. What do you want to buy —? 4. Did Cecil and Tom post — letters? 5. What did — mother tell them to buy? 6. Did Polly and Sukey **put on** — new clothes? 7. Tell them to take — umbrellas with them, it is raining. 8. Are

they going to see — grandfather? 9. What is — in front of the cottage?

Exercise 3. Read:

$3 \times 20 =$	$3 \times 25 =$	$70 - 38 =$
$75 - 30 =$	$2 \times ? = 68$	$70 - ? = 51$
$40 + 28 =$	$8 \times ? = 72$	$65 - 25 =$
$3 \times ? = 78$	$5 \times 12 =$	$? - 18 = 42$

Pronounce: who, whom, whose, to, two; word, work; blow, know, show, snow; cow, how, now; one, once.

LESSON SEVENTY-NINE.

The Village Shop.

II

Dot was **delighted**. She liked to be behind the counter and serve the people.

She had never **been** behind the counter in a shop before. She thought it great fun.

There was only one shop in the village, and there were very many things in it.

There were **matches** and **oil**, bread and honey, and sugar, and eggs, and **flour**, and butter, and soap, and sweets, and tea, and coffee, and many other things.



“What can I give you?” asked Dot an old man.
The old man wanted to have some **snuff**.

Dot **found** in a **box** something brown that
looked like snuff.

She gave him some.

Irregular Verbs.

Infinitive:

find

Past:

found [faund]

Questions: 1. How many shops were there in the village? 2. What can you buy in a village shop? 3. What did Dot want to buy one day? 4. Why had she to wait? 5. Who served all these people? 6. Was there anybody to help her? 7. Who was ready to

help her? 8. What did she say? 9. What did Mrs. Smith answer? 10. How did Dot feel when she was behind the counter? 11. What did she ask the old man? 12. What did the old man want to have?

Exercise 1. Form questions:

1. Dot is going *to the village shop*.
2. She wants to buy *some sweets*.
3. *Mrs. Smith* is serving the people.
4. She misses *her daughter* very much.
5. *Little Dot* is ready to help her.
6. An old man wants to have *some snuff*.
7. Dot serves *the old man*.
8. She gives him *something brown*.
9. She thinks *that it is snuff*.

Exercise 2. Fill the blanks with: behind, in, from, of, for, to.

1. What can I do — you? 2. Please, give me a pound — soap. 3. What did the old lady want — have? 4. The old lady wanted to have half a pound — tea. 5. I think tea is — that box. 6. Give the boy a pound — honey. 7. Is this coffee — me? 8. The old man took a box — matches — the counter. 9. Who is that girl — the counter? 10. I bought these eggs — Mrs. Smith.

Exercise 3. Tell the time:

9.15, 9.30, 9.45, 10, 3.10, 5.40, 6.17, 8.35.

Pronounce: count, counter, ground, house, loud, out, round; you, through; your, four, thought; hour, our; neighbour; enough; could, should, would.

LESSON EIGHTY.

The Village Shop.

III

“What can I give you?” asked Dot an old woman.

“A pound of sugar,” said the old woman.

Dot had to open many boxes before she found something that looked like sugar.

She gave the woman a pound of it.

The woman **paid** for it and hurried away.

A big boy wanted to have sweets for a **penny**.

Of course, Dot knew all about the sweets.

So she soon found them for the boy.

“You are a good little girl,” said Mrs. Smith, “you have helped me very much.”

“I like to help you,” said Dot, “it is such great fun to be behind the counter and **sell** things.”

Irregular Verbs.

Infinitive:

Past:

pay

paid [peid]

sell

sold [sould]

Questions: 1. What did an old woman want to have? 2. Could Dot find the sugar at once? 3. What had she to do before she found it? 4. How much did the boy pay for his sweets? 5. Why did Dot know all about sweets? 6. What did Mrs. Smith say to Dot?

Exercise 1. Give opposites:

alive, —; yes, —; buy, —; in, —; behind, —; die, —; sell, —; good, —; dirty, —; day, —; heat, —; dead, —; live, —.

Exercise 2. Translate:

1. Peeter, palun, vii see kiri postile. 2. Loodan, et te ei unustanud aadressi kirjutamast. 3. Siin on (natuke) raha, palun, ostke kohvi ja suhkrut. 4. Mu ema käskis mul kaks naela jahu osta. 5. Mis ma võin (tohin) teile anda? 6. Palun andke mulle üks toos tikke. 7. Mida tahtis see vanahärra? 8. Ta tahtis (natuke) ninatubakat. 9. Kes teenib meid siin? 10. See noor tütarlaps leti taga teenib meid.

Exercise 3. Form the plural:

box, —; match, —; woman, —; man, —; counter, —; lady, —; gentleman, —; party, —; fox, —; village, —; house, —; cottage, —; shop, —.

Pronounce: that, those, this, these, then, clothes, mother, without; bathroom, both, mouth, anything, month.

LESSON EIGHTY-ONE.

The Village Shop.

IV

Just then the old man came back into the shop. He looked very ill.

“What is the matter with you?” asked Dot. “You look very ill.”

“You gave me **pepper instead of** snuff,” he said, “you have made me feel very ill, indeed.”

“I am sorry,” said Mrs. Smith.

She took the pepper and gave him some snuff instead. Then the old man went away.

“It is a **pity** they look so much **alike**,” said Dot. Mrs. Smith was **silent**, she did not say anything.

Then the old woman who had bought a pound of sugar returned.

She looked very **cross**.

Indeed, she was very cross.

She **threw** her sugar down on the counter.

Irregular Verbs:

Infinitive:

throw

Past:

threw [θru:]

Exercise 1. Form the past:

1. Little Dot (serve) the people in the shop.
2. She (know) all about the sweets.
3. She (give) an old man some pepper instead of snuff.
4. The pepper (make) him ill.
5. He (look) very ill when he (come) back.
6. An old woman (buy) a pound of sugar.
7. She, too, (return).
8. The old woman (look) very cross.
9. She (throw) her sugar on the counter.
10. Dot (say) that she was very sorry.
11. Mrs. Smith (do) not say anything; she (be) silent.

Exercise 2. Tell the date.

1. I, 14. I, 20. II, 24. II, 25. III, 23. IV, 1. V, 23. VI, 29. VII, 15. VIII, 1. IX, 25. XII.

Exercise 3. Use the right form:

1. Bob's father wakes (he) son every morning.
2. Yesterday he pulled (he) out of (he) bed by (he) leg.
3. (He) mother said to (he) yesterday: "You cannot have dinner when (you) hands are dirty."
4. Dot asked Mrs. Smith: "May I be (you) little girl?"
5. Dot stayed with (she) behind the counter and helped (she) to serve the people in the shop.
6. The old woman and the old man made a gingerbread boy, but he ran away from (they).
7. They could not catch (he) and they returned without (he) to (they) old cottage.
8. Can you tell (I) the story about the boy?
9. You told (we) the story yesterday.

Pronounce: can, cold, catch, caught, could, comfort; give, gave, go, gone, get, got, game.

LESSON EIGHTY-TWO.

The Village Shop.

V

"You gave me **soda** instead of sugar," she said crossly, "you have made me **spoil** my tea."

"I am **really** very sorry," said Mrs. Smith.

Then she gave the woman a pound of sugar instead.

"Things in this shop look very much alike," said Dot in a **low** voice.

"That may be **true**, but they don't **taste** alike," said the old woman. Then she took her sugar and went away.

Only the boy who had bought the sweets did not come back, for Dot had given him five sweets instead of four for his penny.

"I think you **had better** go home now. Your mother **will be waiting** for you," said Mrs. Smith.

She gave Dot some sweets.

Dot was delighted.

"I wish I could stay here and help you always," she said.

Mrs. Smith did not say anything.

Perhaps she did not want it.

Questions: 1. How did Dot make the old man feel ill? 2. How did Mrs. Smith comfort him? 3. How did Dot spoil the old woman's tea? 4. Why did she give her soda instead of sugar? 5. What other things look very much alike? 6. What did Mrs. Smith give the old woman? 7. Who did not return? 8. Why not?

Exercise 1. Fill the blanks with: perhaps, pay, broken, honey, nothing, threw, cross, taste, alike, low, true, loud.

1. This is a — story. 2. Why do you tell the story in a — voice? 3. Do soda and sugar — alike? 4. No, they don't, they only look —. 5. How much did you — for this —? 6. I paid — for it; it is a present. 7. Why do you look so —? 8. I am cross, because Ann — down my cup, and now it is —. 9. — she did not want to do it.

Exercise 2. Example: She waited for you. Did she wait for you? She did not wait for you.

1. Lily helped Mrs. Smith. 2. She made the old man laugh. 3. The old man took the sugar from the counter. 4. He hurried away. 5. The big boy got six sweets for his penny. 6. The sweets tasted

good. 7. The boy returned to the shop. 8. Mrs. Smith asked Dot to stay there. 9. She comforted the little girl. 10. Dot liked to buy sweets.

Pronounce: bake, blank, bread, box, butter, behind; pay, penny, pepper, pan, pity, pleasure.

LESSON EIGHTY-THREE.

Edgar's Letter to his Cousin Cecil.

I

The day before yesterday Cecil got a letter from his cousin Edgar.

Edgar wrote:

Dear old Cecil,

Many **thanks** for your kind letter. I am glad to hear that you are having much fun. **Nothing** very exciting has happened here. But yesterday was a **grand** day. Father took us all, yes, the whole family, to the cinema to see a new picture with **Micky Mouse**. It was a very funny picture. What a funny little thing Micky Mouse is!

Micky Mouse **changed** his **shape** many times and made very strange **sounds**. A big cat caught

Micky Mouse and **swallowed** him. But suddenly the cat **burst** into many, many pieces, and out came Micky Mouse with **rolling** eyes. We were quite excited.

Irregular Verbs.

Infinitive:

burst

Past:

burst [bə:st]

Exercise 1. Fill the blanks:

1. Yesterday was Monday; the day before yesterday was —; to-day is —; to-morrow is —. 2. Friday is between — and —. 3. Before Sunday comes —. 4. After Tuesday comes —. 5. Wednesday comes before —. 6. Sunday is between — and —.

Exercise 2. Anything, something, or nothing?

1. Did — happen yesterday? 2. No, — happened yesterday, but — very strange happened the day before yesterday. 3. Have you — to read? 4. Yes, I have —; it is a new "True Story". 5. You have much money, you can buy — with this money. 6. I don't want to buy —. 7. In this shop there is —. 8. Is there — exciting in this letter? 9. No, there is — exciting in it. 10. Your cat swallowed —, I think it was a mouse.

Exercise 3. Translate:

1. Kas te lugesite eile midagi? 2. Ei, ma ei lugenud midagi. 3. Mul ei olnud midagi lugeda. 4. Kas te jõite midagi? 5. Ei, me ei joonud midagi. 6. Meil ei olnud midagi juua. 7. Palun, andke meile midagi juua. 8. Jah, ma võin teile midagi juua anda: meil on vett, piima, teed ja kohvi.

Exercise 4. Count: a) from one to ten; b) by tens 10—80.

Pronounce and translate: Jack, January, June, July, just, gentleman, gingerbread; cottage, village, change, strange.

LESSON EIGHTY-FOUR.

Edgar's Letter to his Cousin Cecil.

II

Then Micky Mouse met another cat. She had caught a little lady-mouse, and now she was **carrying** her home for her little **kittens**. The little lady-mouse was still alive. Micky Mouse went to **save** the **life** of the pretty little mouse.

When the cat saw him, she put down the little mouse and **turned** to Micky Mouse. She wanted to catch him. She was much **bigger** than Micky

Mouse. She jumped at him. **Surely** she wanted to **kill** him. Micky Mouse began to run. The cat ran after him.

It was very exciting.

Then suddenly Micky Mouse turned round and swallowed the big cat that was much bigger than he **himself**. But his shape did not change.

Micky Mouse and the little lady-mouse were **safe** now. He took her home to her parents.

It was a happy **ending**.

Of course, we were very glad that we had gone to see that picture.

I hope to see you very soon,

Your cousin

Edgar.

Questions: 1. What do you do when you are hungry? 2. What do you do when you are tired? 3. What do you do when you are sleepy? 4. What do you do when you are delighted? 5. What do you do when you are very sad? 6. What do you do when you see a crying child? 7. What do you do when you see a slide in the street? 8. What do you do when you fall down?

Exercise 1. **Was** or **were**?

1. What — the cat doing? 2. She — carrying a little mouse. 3. The little kittens — hungry.

4. Micky Mouse — sorry for the little mouse and went to save her. 5. At last they — safe. 6. It — a happy ending. 7. We all — very glad. 8. I — sorry that you — not there.

Exercise 2. Make suitable sentences:

1. much, soda, very, sugar, and, alike, look.
2. don't, but, they, alike, taste.
3. money, honey, mother, pound, buy, told me, me, and, of, gave, some, to, a, my.
4. in, is, this, pepper, box, some, there.
5. carrying, there, are, what, you?

Exercise 3. Example: make — making.

change, —; turn, —; save, —; begin, —; carry, —; think, —; kill, —; swim, —; sink, —; jump, —; cut, —; put, —; say, —; write, —; bring, —; hurry, —.

Pronounce and translate: fall, fell, find, found, foolish, funny, fast, fox, forget; very, verb, village.

LESSON EIGHTY-FIVE.

Spring is coming.

**I shall open wide my window,
Letting in the laughing breeze
That is telling happy stories
To the flowers, to the trees;**

For the spring, the spring is coming,
'Tis **good-bye** to all the snow!
Yes, I know it, for the **swallows**
Have come back to tell me so.

Exercise 1. Much or many?

— shops; — oil; — boxes; — soap; — things;
— snuff; — pieces of cake; — meat; — bread;
— butter; — milk; — villages; — water; — rabbits;
— snow; — snowdrops; — flour; — flowers;
— honey; — money.

Exercise 2. Fill the blanks with: cinema, stay, picture, miss, funny, invited, delighted, of sweets, the day before yesterday, to, sorry.

1. One day my mother wrote a letter — Aunt Emily. 2. She — Aunt Emily to come and — with us. 3. We all love our aunt and sometimes we — her very much. 4. — she came to stay with us. 5. She gave us a big box —. 6. We were —. 7. Yesterday she took us to the —. 8. We saw a — with a gingerbread boy. 9. I was very — that little Dick could not see it. 10. It was such a — picture.

Exercise 3. Translate:

1. Kas teie vanaisa elab veel (on veel elus)?
2. Ei, mu vanaisa on surnud. 3. Ta suri, kui ma olin viieaastane. 4. Kuhu ta on maetud? 5. Ta on maetud oma külas. 6. Ta elas kaua aega tolles külas.

7. Tal oli seal pood. 8. Poes oli alati palju inimesi.
9. Ta teenis neid üksi. 10. Mina olin väike poiss ja ei saanud teda aidata.

Exercise 4. Ask questions:

1. Edgar wrote a letter *to Cecil*.
2. Cecil got the letter *the day before yesterday*.
3. In this letter Edgar described a *Micky Mouse picture*.
4. Micky Mouse *changed his shape many times*.
5. He saved the life of a *pretty little mouse*.
6. He took her *home*.
7. We like *Micky Mouse* very much.
8. We often go *to the pictures*.

Pronounce and translate: chair, chalk, change, child, children, Charlie; bench, much, each, picture, match, question, March, teach, teacher.

LESSON EIGHTY-SIX.

The Story of the Mice.

One spring **evening**, when Elsie, Frank, and Fred were returning from a walk with their father, they saw a little mouse in a meadow. The mouse ran into a **hole** to **hide** there.

Elsie said: "It was such a pretty little mouse. I hope it will come out again."

“It is a **field** mouse,” said Mr. Brown. “It lives in the **cornfields** and meadows. It is a cousin to the mice that live in the house. Have you **ever** heard the story about the field mouse and the **town** mouse?”

“No, we have not,” cried the children. “Do tell us the story, father!”

On the way home Mr. Brown told the **following** little story about the field mouse and the town mouse.

Questions: 1. Where did Mr. Brown go with his children one afternoon? 2. When did they return? 3. What did they see in a meadow? 4. Where did the mouse run? 5. What did Mr. Brown say about this mouse? 6. Where do the field mice live? 7. Are there any mice in your house?

Exercise 1. Make suitable sentences:

- | | |
|--------------------|---|
| 1. We live in a | says: “Come in.” |
| 2. Near our town | all alone. |
| 3. The meadows are | sun in his cottage, because the wood is so dark. |
| 4. Then we often | the cottage, we knock at the door. |
| 5. In the middle | many strange stories about foxes, hares, rabbits, and mice. |
| 6. A strange old | small town. |
| 7. He lives there | go to pick flowers there. |

- | | |
|----------------------|---|
| 8. When we reach | man lives in that cottage. |
| 9. Then the old man | there are large cornfields,
meadows, and a large wood. |
| 10. There isn't much | of the wood there is a little
cottage. |
| 11. He knows | very fine in spring. |

Exercise 2. Do, does, or did?

1. — you get a letter yesterday? 2. No, I — not. I got a letter last Sunday. 3. What — your friend say in his last letter? 4. — Cecil often go to the pictures (to the cinema)? 5. No, he — not. 6. — everybody like Micky Mouse? 7. — you like him? 8. Yes, I —. 9. — all people like stories with a happy ending? 10. Yes, they —.

Exercise 3. Read:

$6 \times 6 =$	$5 \times ? = 85$	$86 - 37 =$
$? \times 7 = 49$	$4 \times ? = 84$	$? - 29 = 36$
$9 \times 9 =$	$? \times 3 = 69$	$85 - ? = 25$
$8 \times ? = 64$	$? \times 3 = 57$	$? - 19 = 61$

Pronounce and translate: do, did, dead, Dot, die, date, drink, dry, dirty; tail, taste, true, town, tea, turn, try, take.

LESSON EIGHTY-SEVEN.

The Field Mouse and the Town Mouse.

A little mouse lived in a town.

One day he went to see his cousin, the field mouse.

The field mouse was delighted to see his cousin, the town mouse.

The little cousins had such fun!

Then the field mouse said: "We must have something to eat. I hope you like corn, cousin?"

"Corn?" said the town mouse. "Is corn all you have to eat?" he asked.

"Yes," said the field mouse. "I eat corn year after year."

"Oh, you poor mouse," said the cousin. "Come with me, I will give you something good to eat."

The field mouse was very glad to go with his cousin.

So away the two mice went to town.

Soon they reached the town.

They came to a large fine house.

"This is my house," said the town mouse. "Now I shall show you the things I usually eat."

They went into the house — and oh, what fine things they saw there!

There were large pieces of sweet cake, and butter,

and sugar, and bread, and honey, and apples, and nuts.

And there was a large piece of meat, too.

"This is fine!" cried the little field mouse. "Just look at this meat! I like meat!"

The mice began to eat meat.

Suddenly a boy with a dog came in.

"There comes Ned with his dog! Run! Hide!" cried the town mouse.

How the two little mice ran!

The dog rushed after them, but they ran into a hole and were safe!

Then the boy and the dog went out.

The mice came back and began to eat meat again.

But after some minutes the boy came back again. This time he had a big black cat with him.

The town mouse cried: "There's the cat! Jump! Run! Hide!"

The mice jumped and ran as fast as they could, and soon they were safe in their hole.

Then the field mouse said: "Good-bye, cousin! I am going back to my corn again. It's true, I am only a poor mouse and I have not much to eat there, but I'm safe there. Good-bye, cousin."

And back he went.

Exercise 1. Form questions:

1. *Spring* was coming.
2. The south wind *was blowing*.
3. Mrs. Thaw opened *her windows and doors*.
4. She asked *the laughing breeze* to come in.
5. The breeze told her *stories about the spring*.
6. *A little field mouse* was very busy.
7. She *was cleaning her little home*.
8. *Her children* helped her to wash the tea cups.
9. A fox was sitting *in his hole*.
10. He was thinking *of a fine white rabbit*.
11. He caught the rabbit *that night*.

Exercise 2. Translate:

1. Kes istub teie taga? 2. Kes istub teie ees?
3. Kellega jalutab teie õde seal pargis? 4. Kelle tütar on see noor daam?
5. Keda te kutsusite teele (teed jooma)? 6. Kellele te andsite selle kirja? 7. Kes viis mu kirja postile?
8. Keda te soovite näha?

Exercise 3. Use the right form:

1. One spring morning we went for a walk with (we) parents.
2. Father told (we) a story about two mice.
3. The little mice live in (they) holes.
4. Did you ever see (they)?
5. Once a town mouse came to see (he) cousin, the field mouse.
6. (He) cousin was very glad to see (he).
7. A mother cat was playing with (she) kittens in the meadow.
8. When the mice saw (she), they ran away.

Exercise 4. Find the rhymes:

1. Mouse rhymes with —.
2. Mice " " —.
3. Hole " " —.
4. Ever " " —.
5. Kill " " —.
6. Blank " " —.
7. Hear " " —.
8. Threw " " —.
9. Grand " " —.
10. Better " " —.

Exercise 5. Make sentences with: who? whose? whom? what? which? when? where? why? how?

Pronounce and translate: enough, laugh, daughter, bought, caught, thought, through, throw, threw, bright, eight, light, might, night, right, neighbour.

LESSON EIGHTY-EIGHT.

The Nest.

A little bird sat on a **bough**.
He sat and sang: "I'm happy now;
The cold, cold wind has gone to bed;
The sun is **shining overhead**,
And shining on a little nest,
And on a bird with **browny breast**."

“Where is your nest?”

“Ah, no one knows,

But two little birds

And a **briar rose.**”

Exercise 1. Ever, never, or sometimes?

1. — Aunt Emily comes to stay with us. 2. She — forgets to bring us a big box of sweets. 3. — she takes us to the cinema. 4. My grandfather — goes to the cinema. 5. Did you — hear such a story? 6. Did you — fall out with your friends? 7. Yes, we did —. 8. — we could not agree. 9. I — play when I have a headache. 10. I — go out without an umbrella when it rains.

Exercise 2. Make sentences:

1. big, and, live, a, uncle, in, aunt, my, town.
2. I, following, about, yesterday, the, read, an, story, old, sea captain.
3. was, a, with, story, it, a, ending, happy.
4. Bob, sent, bathroom, mother, his, wash, to, the, to, hands.
5. flowers, are, roses, beautiful, snowdrops, and.

Exercise 3. Form the plural:

rose, —; mouse, —; wife, —; woman, —; man, —; house, —; village, —; nose, —; face, —; boy, —; child, —; way, —; box, —; bush, —; bench, —; lady, —; gentleman, —; name, —; fox, —; knife, —.

Exercise 4. Give opposites:

dead, —; die, —; small, —; cold, —; evening, —;
day, —; always, —; short, —; dirty, —; behind, —;
nothing, —; sell, —; hard, —; glad, —; merry, —;
up, —.

Pronounce and translate: sugar, surely, ship,
she, show, rush, bush, wish, wash, splash; see, sea,
sing, say, soap, sound, save, safe, sleep, street, stone,
snap.

APPENDIX.

In the Country.

Charlie Fuller's uncle is a farmer. He has a **farm** in the country.

Every **summer** he invites Charlie to come and **spend** some weeks on his farm.

One morning, when Charlie came down to breakfast, his father was reading a letter. Soon he finished reading and said to Charlie: "Uncle Jim has written and invited you to go and spend the holidays on his farm."

Charlie was delighted. He liked to spend his holidays on his uncle's farm.

At last the schools closed for the holidays.

The next morning Charlie got up very early.

After breakfast he said good-bye to his mother and was ready to go to the **railway station**.

His father went to **see him off**.

When they **arrived** at the railway station, Charlie's father bought a **ticket** for him.

They had not to wait very long for the **train**. Soon it came in. When the train stopped, the **car-**

riage doors were opened. Many people got out of the carriages, and others got in.

Charlie said good-bye to his father and went into a carriage. He found a **seat** near the window.

Soon the train **left** the station.

Charlie was very glad to have a seat near the window. He looked out of the window all the time.

The train was going very fast, and Charlie saw houses, villages, woods, meadows, and fields rushing **by**.

At half past twelve the train arrived at a small country station.

When Charlie got out of the train, he saw Uncle Jim, with his horse and carriage, waiting for him.

Charlie said good morning to his uncle and **shook hands** with him.

“Well, my boy, here you are again,” said Uncle Jim.

Then they got into the carriage and **drove** away.

The **road led** them between fields and meadows. In a meadow they saw some men and women making hay. The weather was fine. The sun was shining, and the heat was very great.

Uncle Jim’s farm was not very **far** from the station. When they passed a wood, they saw the beautiful farm by the river.

Charlie's cousin Peter and his big grey dog Wolf ran to meet them.

Peter had changed very much. He looked bigger and stronger.

Wolf was quite excited. He loved Charlie very much and **remembered** him very well.

Charlie shook hands with Peter and patted the dog.

Aunt Mary, the wife of Uncle Jim, was glad to see Charlie again. Everybody on Uncle Jim's farm was glad to see him again, because everybody loved him.

Before going into the dining-room Charlie went into the bathroom to wash himself, for he felt hot and dirty. He had a good wash with soap and hot water. He looked very **neat** when he came into the dining-room.

Charlie was very hungry, and he was glad that Aunt Mary had dinner ready. And a good dinner it was.

Then the boys **were allowed** to spend the afternoon as they liked.

They were very happy to spend it **together**.

First Peter took Charlie to see the new horse that father had bought. It was a fine horse. Next they went to see the cows and the **pigs**. The little pigs were very funny, and they made such strange sounds.

Then Peter showed Charlie his rabbits. He had many fine rabbits. The boys **fed** them and **watched** them eat their **food**.

Then the boys went to see a bird's nest in a bush behind the farm garden.

The nest was **hidden** in the bush. The boys found four **young** birds in the nest. They did not take out the young birds. They only looked at them and went away.

The afternoon was very hot, and the boys went to **bathe** in the river. They were both good swimmers and they liked to swim. They **swam several** times across the river. They splashed, too, and thought it great fun.

Wolf was always with them. He, too, liked to swim.

Then the boys had a rest on the bank in the hot sun. They **lay** a long time on their backs and watched the beautiful swallows **fly high** in the hot summer air.

Then suddenly Peter jumped up and cried:
"Let us go **boating!**"

They put on their clothes and ran to the boat. It was an old boat. The boys and Wolf got into it. It was not **easy** to **manage** that large heavy boat. There were holes in it, and water was coming in. But the boys did not notice it. They were delighted.

When they were in the middle of the river, Peter cried: "We are sinking!"

"Don't be foolish," said Charlie. "I think you are seasick."

But he himself was also **afraid** to get wet. They tried to reach the bank as fast as possible. But it was very difficult to turn the heavy boat. It was nearly **full** of water.

At last they managed to reach the bank.

When they were safe, they laughed, and Peter said: "I hope you did not feel dull."

"Certainly not," answered Charlie. "And what **brave** sailors we were!" And then they laughed again.

In the evening, when they came home, Aunt Mary gave them some pancakes and **warm** milk. Charlie **drank** a large cup of warm milk. The pancakes tasted very good.

When Charlie went to bed, he **at once** fell asleep.

One fine summer morning Peter and Charlie were going fishing. They promised Aunt Mary to bring her some fine fish.

"Take me along," said little Susy, the daughter of the workman.

"You are too small," said Peter.

"I'm six," said Susy.

"You are only a girl," said Charlie.

Susy was sorry that she could not say she was not a girl.

“If you come, you must carry the **worm can**,” said Peter. And the boys began to walk towards the river.

Susy liked carrying the worm can.

But the boys walked very fast, the worm can was very heavy, and Susy was soon **left behind**. The **place** where the boys went fishing was far and Susy got tired.

The worm can **grew heavier** and heavier, and Susy walked very **slowly**.

“There must be **more** worms in the can than there were before,” thought Susy. “The can is much heavier than it was before.”

At last she sat down on a stone and opened the can. She took out some worms. The other worms were in such a hurry to get out of the can that before Susy could shut the can, they all had come out of it. Susy tried to pick up some of them, but she could not manage it.

But the can was very **light** now.

Soon she **caught up** the boys.

“What a long time you have been!” said the boys crossly.

“The worm can was very heavy **until** I took out the worms,” said Susy.

“What!” cried the boys. They took the can and opened it. The can was **empty**.

"I said she was only a girl!" said Charlie, "now she has **spoilt** everything."

Susy felt very unhappy. She **burst out** crying and covered her face with her hands.

The young **fishermen** were very cross indeed. They had no worms and could not catch any fish that day.

Charlie spent many happy summer days on his uncle's farm. He worked, played, fished, and bathed every day. What fun they had sometimes — he, his cousin Peter, and the big dog Wolf! Charlie could **scarcely** remember **afterwards** all they did on those happy summer days.

At last the day came when Charlie had to **pack** his things and return to town.

He was very sorry to leave the place which was like a second home to him.

Peter, too, felt very sorry.

"You must come here in **autumn** and go **nutting** with us. I hope you will come," said Peter.

"Perhaps my parents will allow me to come," said Charlie.

But when he arrived in town, he was glad to see his parents again. He was glad to be in town.

His parents scarcely knew their boy again.

His face was brown, his **cheeks** were round, he was much stronger and **had grown** out of his clothes.

Lovely Evening.

1. *Allegretto.* (ROUND) 2.

Oh, how love - ly is the eve - ning, is the eve - ning, When the bells are

3.

sweet - ly ring - ing, sweet - ly ring - ing! Ding, dong, ding, dong, ding, dong.

Oh, how lovely is the evening,
 is the evening,
 When the bells are sweetly ringing,
 sweetly ringing!
 Ding, dong, ding, dong, ding, dong.

The Lesson.

In slow mazurka time

1. } A B C D E F G H I J K L M N
 2. }

O P Q R S T U V W X Y Z.....

1. Let - ters twen - ty - six you see In this Al - pha - bet to be ;
 2. Let - ters twen - ty - six we see In this Al - pha - bet to be ;

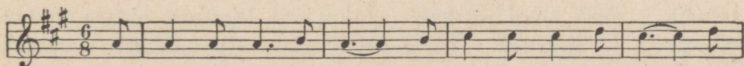
Try and sing them all to me, And then your les son's said.
 We have sung them per - fect - ly, And now our les - son's said.

1. A B C D E F G
 ei bi: si: di: i: ef dʒi:
 H I J K L M N
 eitʃ ai dʒei kei el em en
 O P Q R S T U V
 ou pi: kju: a: es ti: ju: vi:
 W X Y Z
 'dʌbl'ju: eks wai zed

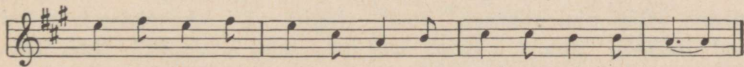
Letters twenty-six you see
 In this alphabet to be;
 Try and sing them all to me,
 And then your lesson's said.

2. A B C etc.
 Letters twenty-six we see
 In this alphabet to be;
 We have sung them perfectly,
 And now our lesson's said.

The Farmer's in his Den.



1. The farmer's¹ in his den, The farmer's¹ in his den, The



fai - ry O, the fai - ry O, The far-mer's in his den.

1. The farmer's in his den,
 The farmer's in his den,
 The fairy O, the fairy O,
 The farmer's in his den.

2. The farmer takes a wife,
The farmer takes a wife,
The fairy O, the fairy O,
The farmer takes a wife.
3. The wife takes a child,
The wife takes a child,
The fairy O, the fairy O,
The wife takes a child.
4. The child takes a nurse . . .
5. The nurse takes a dog . . .
6. They all pat the dog . . .
7. They all forsake the dog . . .
8. The child forsakes the nurse . . .
9. The wife forsakes the child . . .
10. The farmer forsakes the wife . . .
11. The farmer's all alone.

1) Mängijad moodustavad kätest kinni hoides ringi. Üks neist, „talunik“, asub ringi keskele. Mängijad liiguvad ringis ümber „taluniku“ ja laulavad. Teise salmi ajal valib „talunik“ mängijate ringist „naise“, kolmanda salmi ajal valib „naine“ „lapse“ jne. Kuuenda salmi ajal patsutavad kõik neli „koera“. Seitsmenda salmi ajal jookseb „koer“ ringist välja, kaheksanda salmi ajal jookseb „amm“ ringist ära jne., kuni „talunik“ üksi jääb. Viimase salmi järele jookseb talunik ringist välja ja püüab tabada mõnda varem lahkunut. Tabatu asub ringi keskele ja mäng algab uuesti.

VOCABULARY.

1.

lesson [lesn] — õppetund;
ülesanne

one [wʌn] — üks

I [ai] — mina

have [hæv] — omama

I have — mul on (ma oman)

a [ə] — määramatu artikkel (nimisõna ainsusvormi ees tarvitatav sõna, mis näitab, et tegemist on mingi ühe asja või isikuga paljude hulgast)

book [buk] — raamat

you [ju:] — teie, sina

pen [pen] — sulg

pencil [pensl] — pliiats

yes [jes] — jah!

no [nou] — ei!

not [nɒt] — ei, mitte

exercise ['eksəsaiz] — harjutus

pronounce [prə'nauns] —
häälda, hääldage

2.

two [tu:] — kaks

knife [naif] — nuga

what [wɒt] — mis?

copy ['kɒpi] — ärakiri

copy-book ['kɒpi-buk] — vihik

has [hæz] — omab

an [ən] — määramatu artikkel (täishäälikuga algava sõna ees)

English ['ɪŋglɪʃ] — inglise; inglise keel

3.

three [θri:] — kolm

he [hi:] — tema (meessugu)

new [nju:] — uus

she [ʃi:] — tema (naissugu)

ball [bɔ:l] — pall

old [ould] — vana

or [ɔ:] — või, ehk

4.

four [fɔ:] — neli

is [iz] — on (ainsusvorm)

boy [bɔi] — poiss

big [big] — suur

little [litl] — väike

girl [gɜ:l] — tütarlaps, tüdruk

I see [si:] — ma näen

bee [bi:] — mesilane

translate [træns'leit] — tõlgi, tõlkige

into ['intə] — sisse (eessõna)

into English — inglise keelde

5.

five [faiv] — viis

my [mai] — minu

name [neim] — nimi
your [jɔ:ɪ] — teie, sinu
it [it] — ta; see (asjadele osutav asesõna)
nice [nais] — kena
also [ʼɔ:lsoʊ] — ka
Estonian [esʼtouniən] — eesti; eesti keel

6.

six [siks] — kuus
are [ɑ:] — olete, oled
am [æm] — olen
man [mæn] — mees
father [ʼfɑ:ðə] — isa
very [ʼveri] — väga

7.

seven [sevn] — seitse
cat [kæt] — kass
white [wait] — valge
black [blæk] — must
dog [dɔg] — koer
who [hu:] — kes?
and [ænd, ənd] — ja

8.

eight [eit] — kaheksa
woman [ʼwʊmən] — naine
mother [ʼmʌðə] — ema
child [tʃaɪld] — laps
horse [hɔ:s] — hobune
cow [kau] — lehm

9.

nine [nain] — üheksa
on [ɔn] — peal; peale

the [ðə, ði] — määrav artikkel (sõna, mis näitab, et tegemist on teatava eri asja või isikuga; tarvitakse ainsus- kui ka mitmusvormi ees); **on the table** — laual (sellel laual; ainukesel toas leiduval laual); **on a table** — laual (ühel laudadest)

where [weə] — kus; kuhu?
red [red] — punane
desk [desk] — koolilaud
here [hiə] — siin; siia
chair [tʃeə] — tool
put [put] — pange, pane
take [teik] — võtke, võta
are [ɑ:, ə] — on (mitmusvorm)
there [ðeə] — seal; sinna

10.

I can [kæn] — võin, suudan, oskan
count [kaunt] — loendage, loenda
from [frɒm] — eessõna
to [tu:, tə] — eessõna
from one to ten — ühest kümneni
once [wʌns] — ükskord
twice [twais] — kaks korda
time [taim] — kord
three times [θri: taimz] — kolm korda
read [ri:ɪd] — loe, lugege!

11.

eleven [i'levn] — üksteist
how [hau] — kui, kuidas?
many ['meni] — palju
how many — kui palju?
there is, there are — on
 (olemas)
only ['ounli] — ainult
to-day [tə'dei] — täna
no [nou] — ei ükski, ei
 mingi
singular ['siŋgjulə] — ain-
 sus
word [wə:d] — sõna
plural ['pluərəl] — mitmus
question ['kwestʃən] — kü-
 simus
form [fɔ:m] — moodusta,
 moodustage, kujundage

12.

twelve [twelv] — kaksteist
I caught [kɔ:t] — ma püüd-
 sin
hare [hæə] — jänes
alive [ə'laiv] — elus, elusana
I let [let] — ma lasksin
go [gou] — minna, minema
again [ə'gein, ə'gen] — jälle
fill [fil] — täitma
blank [blæŋk] — lünk

13.

thirteen ['θɜ:'ti:n] — kolm-
 teist
open [oupn] — avama; lahti
shut [ʃʌt] — sulgema; kinni
please [pli:z] — palun; olge
 nii lahke
door [dɔ:] — uks

window ['windou] — aken
other ['ʌðə] — teine
now [nau] — nüüd
let [let] — laskma
let us read now — lugegem
 nüüd
in [in] — sisse
missing ['misiŋ] — puuduv
letter ['letə] — täht

14.

fourteen ['fɔ:'ti:n] — neli-
 teist
do [du:] — tegema
what are you doing ['du:iŋ]?
 — mis te teete (praegu)?
I am reading ['ri:diŋ] — ma
 loen
we [wi:] — meie
we are reading — meie loe-
 me
story ['stɔ:ri] — jutt
Cecil [sesl]
write [rait] — kirjutama
he is writing — tema kirju-
 tab
play [plei] — mängima
he is playing — tema män-
 gib
with [wið] — -ga (eessõna)
whom [hu:m] — keda?
with whom — kellega?
some [sʌm] — mõni, mõ-
 ned

15.

fifteen ['fi:f'ti:n] — viisteist
this [ðis] — see
picture ['piktʃə] — pilt
in the picture — pildil

garden [gɑ:dn] — aed
in the garden — aias
they [ðei] — nemad
work [wə:k] — töötama
under [ˈʌndə] — all, alla
(eessõna)
tree [tri:] — puu

16.

sixteen [ˈsiksˈti:n] — kuus-
teist
Frank [fræŋk]
Brown [braun]
year [jiə, jə:] — aasta
brother [ˈbrʌðə] — vend
his [hiz] — tema oma (mees-
sugu)
Fred [fred]
that [ðæt] — too (seal)
sister [ˈsistə] — õde
her [hə:] — tema oma
(naiss.)
Elsie [ˈelsi]

17.

seventeen [ˈsevnˈti:n] —
seitseteist
rain [rein] — vihm; vihma
sadama
it is raining — sajab vihma
(praegu)
song [sɒŋ] — laul
sing [siŋ] — laulma
away [əˈwei] — ära
come [kʌm] — tulema
day [dei] — päev
want [wɒnt] — tahtma
meadow [ˈmedou] — aas
hay [hei] — hein

example [igˈzɑ:mpl] — näide
use [ju:z] — tarvitama
form [fɔ:m] — kuju, vorm

18.

eighteen [ˈeiˈti:n] — kahek-
sateist
bench [bentʃ] — pink
lie [lai] — lamama
he is lying [ˈlaiiŋ] — ta la-
mab (praegu)
sit [sit] — istuma
he is sitting [ˈsitiŋ] — ta is-
tub (praegu)
good [gud] — hea
friend [frend] — sõber
show [ʃou] — näitama
to the girl — tütarlapsela
look [luk] — vaatama
at [æt] — eessõna
look at this word — vaadake
seda sõna!
wood [wud] — mets

19.

nineteen [ˈnainˈti:n] — ühek-
sateist
fine [fain] — ilus, tore
run [rʌn] — jooksmata
he is running — ta jookseb
game [geim] — mäng
call [kɔ:l] — hüüdma, nime-
tama
is called [kɔ:ld] — nimeta-
takse
hide [haid] — peitma
seek [si:k] — otsima
hide-and-peek — peitemäng

smoke [smouk] — suitse-
tama

pipe [paip] — piip

Mary [ˈmæəri]

20.

twenty [ˈtwenti] — kaks-
kümmand

pick [pik] — noppima

flower [ˈflaʊə] — lill

apple [æpl] — õun

eat [i:t] — sööma

sweet [swi:t] — magus

give [giv] — andma

me [mi:] — minule

birdie [ˈbɜ:di] — linnuke

for [fɔ:, fə] — jaoks (ees-
sõna)

for me — minu jaoks, minule

any [ˈeni] — mõni, mõned
(küsilauses)

21.

about [əˈbaut] — üle, kohta

long [lɔŋ] — pikk

quite [kwait] — päris, üsna

short [ʃɔ:t] — lühike

to me — minule

like [laik] — meeldivaks,
armsaks pidama

every [ˈevri] — iga

Davy [ˈdeivi]

22.

well [wel] — hästi

something [ˈsʌmθiŋ] — mi-
dagi

too [tu:] — ka, samuti

darling [ˈdɑ:liŋ] — kallike,
kullake

thank [θæŋk] — tänama

much [mʌtʃ] — palju

very much — väga

may [mei] I — kas ma tohin

along [əˈlɔŋ] — kaasa

all right [ˈɔ:lˈraɪt] — hea küll

opposite [ˈɒpəzɪt] — vastand

23.

room [ru:m] — tuba

class [kla:s] — klass

class-room — klassituba

learn [lə:n] — õppima

ding-dong [dɪŋ-dɔŋ] — pimm-
pomm (kirikukellade heli-
nat jäljendav sõna)

kitty [ˈkiti] — kiisu

all [ɔ:l] — kõik

over [ˈouvə] — üle

all over — üleni

know [nou] — teadma

love [lʌv] — armastama

her [hɜ:] — teda

you will [wil] **love her, you'll**
[ju:l] **love her** — te saate
teda armastama

for [fɔ:] — sest

24.

street [stri:t] — tänav

in the street — tänaval

cry [krai] — nutma; kar-
juma

why [wai] — miks?

basket [ˈbɑ:skɪt] — korv

egg [eg] — muna

ground [graund] — maapind

on the ground — maas

broken [broukn] — purunenud, katki
gentleman ['dʒentlmən] — härra
speak [spi:k] — rääkima
try [traɪ] — püüdma, katsuma
comfort ['kʌmfət] — lohutama

25.

do [du:] **you see** — kas näete?
yes, I do — jah, ma näen
Mr. ['mɪstə] — härra (pärinime ees)
him [hɪm] — teda; temale
neighbour ['neɪbə] — naaber
often [ɔ:fən] — sageli
always ['ɔ:lweɪz] — alati
kind [kaɪnd] — lahke, sõbralik

26.

school [sku:l] — kool
at school — koolis (õpettööl)
to school — kooli (õpettöäle)
when [wen] — kui; millal?
morning ['mɔ:niŋ] — hommik
in the morning — hommikul
Sunday ['sʌndi] — pühapäev
on Sundays — pühapäeviti
same [seɪm] — sama

27.

after ['ɑ:ftə] — pärast, järel
home [houm] — kodu; koju

at home — kodus
dine [daɪn] — lõunastama
then *['ðen] — siis
rest [rest] — puhkama; puhkus
afternoon ['ɑ:ftə'nu:n] — pealelõuna
in the afternoon — pärast lõunat
our [auə] — meie (oma)
sometimes ['sʌmtaɪmz] — mõnikord
their [ðeə] — nende (oma)
find [faɪnd] — leidma
rhyme [raɪm] — riimima; riim
Bob [bɒb]

28.

whose [hu:z] — kelle?
son [sʌn] — poeg
uncle [ʌŋkl] — onu
aunt [ɑ:nt] — tädi
cousin [kʌzn] — onupoeg, onutütar; tädipoeg, täditütar
daughter ['dɔ:tə] — tütar
Mrs. ['mɪsɪz] — proua (pärinime ees)
house [haus] — maja
answer ['ɑ:nsə] — vastus; vastama

29.

stone [stoun] — kivi
does [dʌz] **Mr. Stone love children** — kas härra Stone armastab lapsi?

yes, he does — jah, ta ar-
mastab
them [ðem] — neid; nendele
in trouble [trʌbl] — hädas,
kimbatuses
invite [in'vait] — kutsuma
(külla)
tea [ti:] — tee
to tea — teele, teed jooma
tell [tel] — jutustama; ütleva
Polly ['pɒli] = Mary
put on — tulele panema
kettle [ketl] — katel
Sukey ['su:ki], Susie ['su:zi]
= Susan [su:zn]
off [ɔ:f] — ära
gone [gɒn] — läinud
they've (they have) all gone
away — nad on kõik läi-
nud

30.

thirty ['θɜ:ti] — kolmküm-
mend
way [wei] — tee
pass [pɑ:s] — mööduma
shop [ʃɒp] — pood, kauplus
thing [θiŋ] — asi
buy [bai] — ostma
but [bʌt] — aga
money ['mʌni] — raha
poor [puə] — vaene
by [bai] — eessõna
by two ways — kahte teed
mööda

31.

from school — koolist
ask [ɑ:sk] — küsima

what is the matter ['mætə]
with you — mis teil viga
on?
say [sei] — ütleva
says [sez] — ütleb
Daisy ['deizi] — tütarlapse
nimi
live [liv] — elama
river ['rivə] — jõgi
by [bai] the river — jõe
ääres
begin [bi'gin] — algama

32.

crying — nuttev
hand [hænd] — käsi
he takes her by her hand —
võtab ta käest, käe kõrvale
towards [tɔ:dz] — poole,
suunas
soon [su:n] — peagi, varsti
meet [mi:t] — kohtama
lady ['leidi] — daam
happy ['hæpi] — õnnelik
some money — (natuke) raha
take — viima

33.

heart [hɑ:t] — süda
by heart — pähe; peast
to be learned by heart —
pähe õppida!
while [wail] — kuna; nii
kaua kui
way — viis (kuidas midagi
teha)
be [bi:] — olema
gay [gei] — lõbus, rõõmus

might [mait] — võim
done [dʌn] — tehtud
half [haɪf] — pool
halves [haɪvz] — pooled
by halves — poolikult
never ['nevə] — mitte kunagi
right [rait] — õige; õieti

34.

each [i:tʃ] — iga, igaüks
rule [ru:l] — reegel
as [æz] — nii, nagu
moment ['moumənt] — hetk
useless ['ju:slis] — kasutu, tarbetu
trifled [traɪflɪd] away — ära viidetud; tühjale-tühjale kulutatud
so [sou] — nii (siis)

35.

parents ['peərənts] — vanemad
large [lɑ:dʒ] — suur
in front of [frʌnt əv] — ees
small [smɔ:l] — väike
warm [wɔ:m] — soe
comfortable ['kʌmfətəbl] — mugav
grandparents ['græn(d)-'peərənts] — vanavanemad
family ['fæmili] — perekond

36.

alphabet ['ælfəbit] — tähestik
capital ['kæpitl] — suur (täht)
vowel ['vauəl] — vokaal

consonant ['kɒnsənənt] — konsonant
spell [spel] — teatava sõna tähed õiges järjestuses nimetama või kirjutama
double [dʌbl] — kahekordne

37.

first [fɜ:st] — esimene
of [əv] — eessõna
of the alphabet — tähestiku (omastav kääne)
second [seknd] — teine
third [θɜ:d] — kolmas
fourth [fɔ:θ] — neljas
fifth [fɪfθ] — viies
eighth [eitθ] — kaheksas
ninth [naɪnθ] — üheksas
twelfth [twelfθ] — kaheteistkümnes
fifteenth ['fɪf'ti:nθ] — viieteistkümnes
twentieth ['twenti:θ] — kaheksakümnes
which [wɪtʃ] — milline? misugune? mitmes?

38.

teacher ['ti:tʃə] — õpetaja
stand [stænd] — seisma
up [ʌp] — üles; püsti
blackboard ['blækbɔ:d] — klassitahvel
chalk [tʃɔ:k] — kriit
loud [laud] — vali
voice [vɔ:ɪs] — hääl
clean [kli:n] — puhastama; puhas
down [daun] — alla, maha

39.

pupil [pju:pəl] — õpilane
mistake [mis'teik] — viga
you must [mʌst] — sa pead
you must not — sa ei tohi
make [meik] — tegema
better ['betə] — parem(ini)
talk [tɔ:k] — kõnelema, vest-
 lema; vestlus
hear [hiə] — kuulma
stop [stɒp] — peatama; pea-
 tuma; lakkama
excuse [iks'kju:z] — vaban-
 dama
Bob [bɒb] — Robert (lühend.)

40.

forty ['fɔ:ti] — nelikümmend
because [bi'kɔ:z] — sellepär-
 rast et, sest
ink [ɪŋk] — tint
can't [kɑ:nt]
bad [bæd, bæd] — halb
certainly ['sɜ:tnli] — kind-
 lasti
don't [daʊnt]
think [θɪŋk] — mõtlema; ar-
 vama
feel [fi:l] — tundma
tired [taiəd] — väsinud
headache ['hedeik] — pea-
 valu

41.

difficult ['difikəlt] — raske,
 raskusi tekitav
suddenly ['sʌdnli] — äkki
through [θru:] — läbi

hallo, hullo [hə'lou, 'hʌ'lou]
 — halloo!

wait [weit] — ootama
a little — natuke
first — enne; esiteks
finish ['finiʃ] — lõpetama

42.

minute ['minit] — minut
ready ['redi] — valmis
not yet [jet] — mitte veel
still [stil] — veel, ikka veel
such [sʌtʃ] — selline, nii-
 sugune
us [ʌs] — meid; meile
fish [fiʃ] — kalastama; kala
that [ðət] — et
dull [dʌl] — igav; tuim
Jack [dʒæk] — Juku

43.

yesterday ['jestədi] — eile
have tea — teed jooma
go on — jätkama; edasi mi-
 nema
cry — hüüdma
ask — paluma
regular ['regjulə] — korra-
 pärane
verb [və:b] — verb
infinitive [in'finitiv] — infi-
 nitiiv, tegevusnimi
past [pɑ:st] — minevik
look on — pealt vaatama

44.

farmer ['fɑ:mə] — talunik
fairy ['feəri] — muruneid,
 fee

wife [waif] — abikaasa,
naine
nurse [nɜ:s] — lapsehoidja;
amm
pat [pæt] — patsutama
forsake [fə'seɪk] — hülgama,
maha jätma
all alone [ə'loun] — päris
üks

45.

sixty ['sɪksti] — kuusküm-
mend
hour [aʊə] — tund
week [wi:k] — nädal
of them — nendest
week-day — argipäev (äri-
päev)
Monday ['mʌndi] — esmas-
päev
Tuesday ['tʃu:zdi] — teisi-
päev
Wednesday ['wenzdi] — kol-
mapäev
Thursday ['θɜ:zdi] — nelja-
päev
Friday ['fraɪdi] — reede
Saturday ['sætədi] — lau-
päev

46.

ill [ɪl] — haige
sad [sæɪd, sæd] — kurb
dinner ['dɪnə] — lõunasöök
bed [bed] — voodi
he looked tired — ta nägi
väsinud välja

glad [glæɪd, glæd] — rõõmus
I am glad — mul on heameel
irregular [i'regjulə] — eba-
korrapärane

47.

birthday ['bɜ:θdeɪ] — sünni-
päev
present [preznt] — kink
to-morrow [tə'mɔ:rəʊ] —
homme
enough [i'nʌf] — hüllalt
cake [keɪk] — kook
help [help] — aitama
Ellen ['elin]

48.

month [mʌnθ] — kuu
January ['dʒænjuəri] — jaa-
nuar
February ['februəri] — veeb-
ruar
March [mɑ:ɪtʃ] — märts
April ['eɪprɪl] — aprill
May [meɪ] — mai
June [dʒu:n] — juuni
July [dʒu'lai] — juuli
August [ɔ:gəst] — august
September [sep'tembə] —
september
October [ɒk'təʊbə] — ok-
toober
November [nə'vembə] —
november
December [di'sembə] —
detsember
before [bɪ'fɔ:ɪ] — enne; ees;
varem

New Year's Day — uus aasta
wish [wiʃ] — soovima
each other ['i:tʃ'ʌðə] — üks-
 teist, üksteisele
Christmas ['krisməs] — jõu-
 lud
holidays ['həlidiz] — pühad,
 puhkeaeg
Christmas Day — esimene
 jõulupüha
merry ['meri] — lõbus, lus-
 tiline
second [seknd] — teine
return [ri'tə:n] — tagasi
 pöörduma; tagasitulek
**many happy returns of the
 day** — selle päeva palju-
 sid õnnelikke kordumisi
 (tavaline õnnesoov sünni-
 päevaks)

long [lɒŋ] — ammu; kaua
did [did] — tegid
usually ['ju:ʒuəli] — tavaliselt
party ['pɑ:ti] — seltskondlik
 koosviibimine; pidu
close [klouz] — sulgema
those [ðəuz] — need
those who — need kes
could [kud] — võisid; suut-
 sid; said
promise ['prɒmis] — tõota-
 ma, lubama
these [ði:z] — need
sick [sik] — haige

at last [ət'lɑ:st] — viimaks
dark [dɑ:k] — pime, valgus-
 tamata; tume
beautiful ['bjʊ:tiful] — ilus
bright [braɪt] — särav; hele;
 päikesepaisteline
eye [ai] — silm
sang [sæŋ] — laulsid
told [tould] — ütlesid; ju-
 tustasid
time [taim] — aeg
took [tuk] — võtsid
get, got [get, gɒt] — saama,
 said
to play with — mängimiseks
sweets [swi:ts] — maiustu-
 sed
teach [ti:tʃ] — õpetama

cold [kould] — külm
walk [wɔ:k] — kõndima, ja-
 lutama; jalutuskäik
go for a walk — jalutama
 minema
people [pi:pl] — inimesed;
 rahvas
saw [sə:] — nägid
park [pɑ:k] — park
snow [snou] — lumi
snow-man — lumememm
laugh [lɑ:f] — naerma
merrily ['merili] — lõbusasti
nose [nouz] — nina
blue [blu:] — sinine
fun [fʌn] — nali; lõbu

kind [kaind] — liik; laad
weather [ˈweðə] — ilm
this kind of weather — nii-
 sugune ilm
what kind of weather — mis-
 sugune ilm
wet [wet] — märg
get up — üles tõusma
early [ˈɜːli] — vara
excited [ikˈsaiɪd] — eruta-
 tud
breakfast [ˈbrekfəst] — hom-
 mikueine
skate [skeit] — uisk; uisu-
 tama
ice [ais] — jää
felt [felt] — tundis
unhappy [ʌnˈhæpi] — õnnetu
he felt unhappy — ta tun-
 dis end õnnetuna

54.

last [lɑːst] — viimane; möö-
 dunud
captain [ˈkæptin] — kapten
exciting [ikˈsaiɪŋ] — eru-
 tav, põnev
have dinner — lõunastama
fire [faɪə] — tuli
fireplace [ˈfaɪəpleɪs] — ka-
 min
sat [sæt] — istusime
out [aut] — välja
become [biˈkʌm] — saama
 (kellekski, millekski); muu-
 tuma
sailor [ˈseilə] — madrus

sea [siː] — meri
only [ˈounli] — ainuke
stay [stei] — jääma
ran [ræn] — jooksis
ship [ʃip] — laev
on board [bɔːd] **a ship** —
 pardale, laevale
strong [strɒŋ] — tugev
wind [wind] — tuul
blow [blou] — puhuma
became [biˈkeɪm] — muutus,
 sai, jäi (millekski)
seasick [ˈsiːsɪk] — merehaige
I will [wil] **not** — ma ei
 taha
never again — ei kunagi
 enam
if [ɪf] — (sel juhul) kui; ole-
 tades et

56.

if they were — kui nad
 oleksid
great [greɪt] — suur
what a great sea! — milline
 suur meri!
would [wud] **be** — oleks,
 oleksid
axe [æks] — kirves
if he took — kui ta võtaks
cut [kʌt] — raiuma; lõikama
fall [fɔːl] — langema, kuk-
 kuma
splash [splæʃ] — sulpsatus;
 sulpsti
between [biˈtwiːn] — vahel

57.

winter [ˈwɪntə] — talv
jump [dʒʌmp] — hüppama
out of — välja (millestki)
everything [ˈevriəɪŋ] — kõik
bush [buʃ] — põõsas
cover [ˈkʌvə] — katma
covered [ˈkʌvəd] — kaetud
slide [slaid] — liugu laskma;
liug, liue; liurada

58.

Jack [dʒæk] — Juku
frost [frɒst] — pakane
knew [nju:] — teadsid
had come — oli tulnud
night [nait] — öö
Oh dear me [ou diə mi:] —
heldeke!
thaw [θə:] — sulatamine
everybody [ˈevrɪbɒdi] — igaüks
he makes everybody feel cold
— ta paneb kõiki külmetama
had made — oli teinud
round [raund] — ümmargune
face [feis] — nägu
alone [əˈləʊn] — üks
had stopped — olid peatunud
describe [disˈkraɪb] — kirjeldama

59.

a little — natuke
why have you come? —
miks olete tulnud?

back [bæk] — tagasi
nobody [ˈnəʊbɒdi] — ei keegi
want [wɒnt] — vajama
why should [ʃud] I go away
— miks peaksin mina ära
minema?

just [dʒʌst] — just; ainult
sun [sʌn] — päike
in the sun — päikesepaistel
busy [ˈbɪzi] — agarasti tegev, kibedasti ametis
got excited — muutus ärevaks
suitable [ˈsju:təbl] — sobiv

60.

thought [θɔ:t] — mõtles
she thought of her neighbour
— talle meenus naaber
send, sent [send, sent] —
saatma, saatis
letter [ˈletə] — kiri
dear [diə] — armas, kallis
wrote [raʊt] — kirjutas
drive [draɪv] away — ära
ajama
hard [hɑ:d] — kõva; kange;
vali, karm
hot [hɒt] — kuum

61.

south [sauθ] — lõuna
next [nekst] door — naabrimaja;
naabrimajas
pull [pul] — tõmbama
heat [hi:t] — kuumus
rush [rʌʃ] — tormama, rututama

will drive — ajab [tulevik]
he was quite right — tal oli
täitsa õigus
air [ɛə] — õhk
whole [houl] — terve, kogu

62.

good night — head ööd!
to bed — voodisse, magama
curly ['kə:li] — lokis, kähar
sleep [sli:p] — magama
sweetly ['swi:tli] — magu-
sasti
light [lait] — valgus
be up = get up
dressed [drest] — rõivasta-
tud
be dressed — pane riidesse,
rõivastu
neatly ['ni:tli] — korralikult,
kenasti

63.

past [pa:st] — mööda, läbi,
üle
it is five minutes past one —
kell on viis minutit kahe
peal (üle ühe)
quarter ['kwɔ:tə] — veerand
it is a quarter past one —
kell on veerand kaks
it is twenty-five minutes to
two — kell saab 25 minuti
pärast kaks
clock [klɒk] — (seina-, laua-,
torni-) kell
it is two o'clock — kell on
kaks

at what o'clock? — mis kella-
ajal?
half an hour — pool tundi
till [til] — kuni
dining-room ['dai:nɪŋ] — söö-
gituba

64.

sleep [sli:p] — magama
wake [weik] — äratama; är-
kama
knock [nɒk] — koputama
sleepy ['sli:pɪ] — unine
he goes to sleep — ta jääb
magama
bedroom — magamistuba
leg [leg] — reis; jalg
that is how — niiviisi

65.

ginger ['dʒɪndʒə] — ingver
(vürts)
bread [bred] — leib
gingerbread — piparkook
once upon [ə'pɒn] a time —
kord (tavaline muinasjutu
algus)
cottage ['kɒtɪdʒ] — majake
at all — üldse
grey [grei] — hall
brown [braun] — pruun
I wish we had — ma soovin,
et meil oleks
I will — ma tahan
look like — sarnlema
to look like a boy — nii et
ta sarnleks poisiga

66.

cut [kʌt] — lõikas
funny [ˈfʌni] — naljakas
mouth [maʊθ] — suu
nut [nʌt] — pähkel
both [bəʊθ] — mõlemad
pleasure [ˈpleɪʒə] — lõbu, heameel
put — pani
pan [pæn] — pann
bake [beɪk] — küpsema; küpsetama

67.

done [dʌn] — küps
all alive — päris elus
strange [streɪndʒ] — imelik, veider
happen [hæpən] — juhtuma
catch [kætʃ] — kinni püüdma
fast [fɑːst] — kiiresti
faster [ˈfɑːstə] — kiiremini
without [wiðˈaʊt] — ilma

68.

on and on — ikka edasi
met [met] — kohtas
I have run — ma olen jooksnud
than [ðæn] — kui (võrdlev sidesõna)
as — as [æz] — nii — kui
possible [ˈpɒsɪbl] — võimalik

69.

fox [fɒks] — rebane
across [əˈkrɔːs] — üle, põiki üle

why — kus nüüd seda!

I don't think of catching you
— mul ei tule mõttesegi sind püüda

swim [swɪm] — ujuma

boat [bəʊt] — paat, lootsik

up to him — tema juurde

tail [teɪl] — saba

I'll take you across — ma viin su üle

swimmer [ˈswɪmə] — ujuja

a bad leg — haige jalg

70.

a little way — natuke maad

bank [bæŋk] — kallas

heavy [ˈhevi] — raske (kaalult)

water [ˈwɔːtə] — vesi

back [bæk] — selg

middle [mɪdl] — keskpaik

in the middle of — keset

sink [sɪŋk] — vajuma

71.

near [niə] — ligidal, ligidale

reach [ri:tʃ] — saavutama

they reached the bank — nad jõudsid kaldale

snap [snæp] — laks, järsk hammustus

gave a snap — lõi hambad laksti kokku

another [əˈnʌðə] — teine, veel üks

next [nekst] — järgmine

anything [ˈeniəɪŋ] — mingi asi, midagi

more [mɔi] — rohkem, enam
not anything more at all —
mitte midagi enam
my legs are gone [gɔn] —
mu jalad on läinud, mul
pole enam jalgu

72.

Edgar [ˈɛdʒə]
first of all — kõigepealt
own [oun] — oma
address [əˈdres] — aadress
date [deit] — kuupäev
miss [mis] — puuduma, puu-
duvana tundma
I have got [gɔt] — olen
saanud; mul on
rabbit [ˈræbit] — kodujänes
Charlie [ˈtʃɑ:li]
Fuller [ˈfulə]
I have always wished — ma
olen ikka soovitud
has told — on jutustanud
do come — tule kindlasti
forget [fəˈget] — unustama
hope [houp] — lootma
bring [brɪŋ] — tooma
with much love — südamliku
tervitusega

73.

post [poust] — postile viima
told — käskis
butter [ˈbʌtə] — või
sugar [ˈʃugə] — suhkur
pound [paund] — nael
two pounds of sugar — kaks
naela suhkrut
cinema [ˈsinimə] — kino

he was sorry [ˈsɔri] — tal oli
kahju
hurry [ˈhʌri] — ruttama
he had to hurry — ta pidi
ruttama

74.

hard — kõvasti
umbrella [ʌmˈbrelə] — vih-
mavari
round [raund] — ümber
corner [ˈkɔ:nə] — nurk
all wet — üleni märg
dirty [ˈdɜ:ti] — must, määr-
dunud
notice [ˈnoutis] — märkama
ran into her — põrkas tema-
ga kokku
fell [fel] — kukkus
roll [roul] — veerema
clothes [klouðʒ] — rõivad

75.

snowdrop [ˈsnoudrɒp] —
lumekelluke
dead [ded] — surnud
buried [ˈberid] — maetud
lost [ˈlɔst] — kadunud
every one — viimane kui üks
foolish [ˈfu:liʃ] — rumal
die [dai] — surema
asleep [əˈsli:p] **they lie** —
nad magavad
clad [klæd] — rõivastatud

76.

hungry [ˈhʌŋgri] — näljane
piece [pi:s] — tükk

meat [mi:t] — liha
drink [driŋk] — jooma
cup [kʌp] — tass
milk [milk] — piim
honey [ˈhʌni] — mesi
instead [inˈsted] — selle asemel
fall out — tülli minema
coffee [ˈkɒfi] — kohv
reason [ri:zn] — põhjus
agree [əˈgri:] — kokku leppima; nõus olema; ühel arvamusel olema
that is the reason why we could not agree — see oligi meil lahkarvamuste põhjuseks

77.

bathroom [ˈbɑ:əru:m] — vannituba
wash [wɒʃ] — pesema
soap [səʊp] — seep
dry [drai] — kuivatama
next — seejärel, järgnevalt

78.

village [ˈvɪlɪdʒ] — küla
Dot [dɒt] — teenima
she has gone to stay with her aunt — ta on tädi juurde külla läinud
indeed [inˈdi:d] — tõepoolest
behind [biˈhaɪnd] — taga
counter [ˈkauntə] — lett
put on — selga panema

79.

delighted [diˈləɪtɪd] — vaimustatud
been [bi:n] — olnud
she had never been — ta polnud kunagi olnud
she thought it great fun — ta pidas seda suureks naljaks
match [mætʃ] — tuletikk
oil [ɔɪl] — õli, petrooleum
flour [flaʊə] — jahu
snuff [snʌf] — ninatubakas
found [faʊnd] — leidis
box [bɒks] — karp, kast

80.

pay [pei] — maksma (ostetud kauba eest)
paid [peɪd] — maksis
penny [ˈpeni] — penn
for a penny — ühe penni eest
of course [kɔ:s] — muidugi
you have helped me — sa oled mind aidanud
sell [sel] — müüma
sold [sould] — müüs

81.

pepper [ˈpepə] — pipar
you have made me feel very ill — te olete mind haigeks teinud
alike [əˈlaɪk] — sarnased
silent [ˈsaɪlənt] — vait
had bought — oli ostnud
cross [krɔ:s] — kuri

throw [θrou] — heitma, viskama
threw [θru:] — heitis, viskas
instead of (sugar) — (suhkru) asemel

82.

soda ['soudə] — sooda
crossly — vihaselt
spoil [spɔil] — rikkuma
you have made me spoil my tea — teie pärast rikkusin ma oma tee ära
really ['riəli] — tõesti
low [lou] — madal; tasane
in a low voice — tasase häälega, tasa
true [tru:] — tõsi, õige
taste [teist] — maitsema
had given [gɪvn] — oli andnud
you had better go home — parem oleks, kui sa koju lähesid
will be waiting — ootab vist juba
I wish I could — ma soovin, et ma võiksin
perhaps [pə'hæps] — võibolla

83.

the day before yesterday — üleile
many thanks — suur tänu
nothing ['nʌθɪŋ] — ei midagi
nothing has happened — midagi pole juhtunud

grand [grænd] — tore
mouse [maʊs] — hiir
change [tʃeɪndʒ] — muutma; muutuma
shape [ʃeɪp] — kuju, vorm
sound [saʊnd] — heli, hääletsus
swallow ['swələʊ] — neelama
burst [bɜ:st] — lõhkema; purskama
roll [roul] — keerlema, pöörlema
by tens — kümnete kaupa

84.

had caught — oli püüdnud
carry ['kæri] — kandma
kitten [kɪtn] — kassipoeg, kiisu
save [seɪv] — päästma; säästma
life [laɪf] — elu
turn [tɜ:n] — pöörama; pöörduma
bigger ['bɪgə] — suurem
surely ['ʃʊəli] — kindlasti
kill [kɪl] — tapma, surmama
himself [hɪm'self] — ise; ennast (meessugu)
safe [seɪf] — ohutu, väljaspool ohtu
ending ['endɪŋ] — lõpp (sõnal, jutul jne.)

85.

spring [sprɪŋ] — kevade
I shall open — ma avan (tulevik)

let in — sisse laskma
wide [waid] — lai; avar;
pärani
breeze [bri:z] — kerge tuul,
vinu
good-bye [ˈgudˈbai] — juma-
laga
'tis [tiz] = it is
swallow [ˈswəlou] — pää-
suke

86.

mice [mais] — hiired (mit-
musvorm)
evening [ˈi:vnɪŋ] — õhtu
hole [houl] — auk
hide [haid] — peitma; peitu
pugema
field [fi:ld] — põld
corn [kɔ:n] — vili
ever [ˈevə] — kunagi
have you heard [hæ:d] — kas
olete kuulnud?
town [taun] — linn
follow [ˈfəlou] — järgnema
following — järgmine

88.

nest [nest] — pesa
I'm = I am
shine [ʃain] — paistma
overhead — pea kohal
brown [ˈbrauni] — pruunjas
breast [brest] — rind
but — vaid; välja arvatud
briar [braiə] — kibuvits
rose [rouz] — roos

In the Country.

appendix [əˈpendiks] — lisa
country [ˈkʌntri] — maa
in the country — maal
farm [fɑ:m] — talund
summer [ˈsʌmə] — suvi
spend [spend] — veetma
railway [ˈreilwei] — raudtee
station [steiʃn] — jaam
see off [ɔ:f] — minema
saatma (ärasõidu puhul)
arrive [əˈraiv] — saabuma
ticket [ˈtikit] — pilet
train [trein] — rong
carriage [ˈkæridʒ] — vagun;
vanker
seat [si:t] — iste
leave [li:v] — jätma; lah-
kuma
left [left] — jättis; lahkus
by [bai] — mööda
shake [ʃeik] — raputama
shook [ʃuk] — raputas
drive [draiv] — sõitma
drove [drouv] — sõitis
road [roud] — tee; maantee
lead [li:d] — juhtima; viima
led [led] — juhtis; viis
far [fɑ:] — kaugel
Wolf [wulf]
remember [riˈmembə] — mä-
letama
neat [ni:t] — korralik, puhas
allow [əˈlau] — lubama, luba
andma
they were allowed — neid
lubati
together [təˈgeðə] — koos

pig [pig] — siga
little pig — põrsas
feed [fi:d] — söötma
fed [fed] — söötsid
watch [wɒtʃ] — vaatlema
food [fu:d] — toit
hidden [hidn] — peidetud
young [jʌŋ] — noor
bathe [beið] — suplema
swam [swæm] — ujusid
several [ˈsevrəl] — mitu
splash — vett pritsima
rest — puhkus
lay [lei] — lamasid
fly [flai] — lendama
high [hai] — kõrge; kõrgel
go boating [ˈbɔʊtiŋ] — paa-
diga sõitma minema
easy [ˈi:zi] — kerge
manage [ˈmænidʒ] — hakka-
ma saama, toime tulema
was afraid [əˈfreid] — kartis
full [ful] — täis
nearly — peaaegu
feel dull — igavust tundma
brave [breiv] — vapper
warm [wɔ:m] — soe
drank [dræŋk] — jõi
at once — (otse)kohe
worm [wɔ:m] — uss
can [kæn] — plekktoos
was left behind — jäi maha

place [pleis] — koht
grow [grou] — muutuma
grew [gru:] — muutus
heavier [ˈheviə] — raskem,
raskemaks
slow [slou] — aeglane
slowly [ˈslouli] — aeglaselt
more [mɔ:] — rohkem, enam
be in a hurry — ruttama
light [lait] — kerge (kaalult)
caught up — jõudis järele
crossly [ˈkrɔ:slɪ] — pahaselt
until [ʌnˈtil] — kuni
empty [ˈempti] — tühi
spoil [spɔil] — rikkuma
has spoilt [spɔilt] — on rik-
kunud
burst [bɜ:st] out — puhkes
fisherman [ˈfiʃəmən] — ka-
lur
scarcely [ˈskeəsli] — vaevalt
afterwards [ˈɑ:ftəwɔ:dz] —
pärast, hiljem
pack [pæk] — pakkima
autumn [ˈɔ:təm] — sügis
go nutting — pähkleid ko-
guma minema
cheek [tʃi:k] — põsk
know again — ära tundma
had grown [groun] — oli
kasvanud

VOCABULARY.

A

a [ə] — määramatu artikkel (konsonandiga algava sõna ees)

about [ə'baʊt] — üle, kohta

absent [æbsnt] — puuduv

across [ə'krɔ:s] — põiki üle

address [ə'dres] — aadress

afraid [ə'freɪd]; **be afraid** — kartma

after ['ɑ:ftə] — pärast; jä-rele

afternoon ['ɑ:ftə'nu:n] — pealelõuna; **in the afternoon** — pärast lõunat

afterwards ['ɑ:ftəwədz] — pärast, hiljem

again [ə'geɪn, ə'gen] — jälle; **never again** — mitte kunagi enam; **know again** — ära tundma

agree [ə'gri:] — kokku lep-pima; nõus olema; ühel arvamusel olema

air [eə] — õhk

alike [ə'laɪk] — sarnased

alive [ə'laɪv] — elus, elusana

all [ɔ:l] — kõik

all right ['ɔ:l'raɪt] — hea küll

allow [ə'laʊ] — lubama; **they were allowed** [ə'laʊd] — neid lubati

alone [ə'ləʊn] — üks; **all**

alone — päris üks

along [ə'lɔŋ] — kaasa

alphabet ['ælfəbɪt] — tähes-tik

also ['ɔ:lsəʊ] — ka

always ['ɔ:lwəz] — alati

am [æm, əm] — olen

an [ən] — määramatu artik-kel (vokaaliga algava sõna ees)

and [ænd, ənd] — ja

another [ə'nʌðə] — teine; veel üks

answer ['ɑ:nsə] — vastus; vastama

any ['eni] — mõni, mõned (küsilauses, eitavas lauses)

anything ['eniəɪŋ] — mingi asi, midagi (eitavas või küsilauses)

appendix [ə'pendɪks] — lisa

apple [æpl] — õun

April ['eɪprɪl] — aprill

are [ɑ:] — oled, olete; on (mitmusvorm)

arrive [ə'raɪv] — saabuma

as [æz] — nii, nagu

as ... as — niisama ... kui

ask [ɑ:sk] — küsima; paluma

asleep [ə'sli:p]; **be asleep** — magama; **fall asleep** — uinuma

at [æt] — eessõna; **at home**
— kodus
August [ˈɔ:gəst] — august
aunt [aunt] — tädi
autumn [ˈɔ:təm] — sügis
away [əˈwei] — ära
axe [æks] — kirves

B

back [bæk] — tagasi; selg
bad [bæ:d] — halb; haige
bake [beik] — küpsetama
ball [bɔ:l] — pall
bank [bæŋk] — kallas (jõel)
basket [ˈbɑ:skit] — korv
bathe [beið] — suplema
bathroom [ˈbɑ:θru:m] —
vannituba
be [bi:] — olema
beautiful [ˈbjʊ:tɪfʊl] — ilus
became vt. **become**
because [biˈkɔ:z] — sellepär-
rast et, sest
become, became [biˈkʌm, bi-
ˈkeim] — saama (kellekski,
millekski); muutuma; sai;
muutus
bed [bed] — voodi; **go to**
bed — magama minema
bedroom — magamistuba
bee [bi:] — mesilane
been — oldud; **had been** —
oli olnud
before [biˈfɔ:i] — enne; ees;
varem
begin, began [biˈgin, beˈgæn]
— algama, algas
behind [biˈhaɪnd] — taga

bell [bel] — kell
bench [bentʃ] — pink
better [ˈbetə] — parem(ini)
between [biˈtwi:n] — vahel
big [big] — suur; **bigger**
[ˈbigə] — suurem
birdie [ˈbɜ:di] — linnuke
birthday [ˈbɜ:θdeɪ] — sünni-
päev
black [blæk] — must
blackboard [ˈblækbɔ:d] —
koolitahvel
blank [blæŋk] — lünk
blotting-paper [ˈblɒtɪŋˈpeɪpə]
— kuivatis(paber)
blow [blou] — puhuma
blue [blu:] — sinine
boat [bout] — paat, lootsik
boating [ˈbɔ:tiŋ] — paadi-
sõit; **go boating** — paadi-
sõitu tegema
book [buk] — raamat
both [bouə] — mõlemad
bough [bau] — oks
bought vt. **buy**
box [bɒks] — karp, kast
boy [bɔi] — poiss
brave [breiv] — vapper
bread [bred] — leib
breakfast [ˈbrekfəst] — hom-
mikueine; **have breakfast**
— hommikueinet sööma
breast [brest] — rind
breeze [bri:z] — kerge tuul,
vinu
briar [braiə] — kibuvits
bright [braɪt] — särav; hele;
päikesepaisteline
bring [brɪŋ] — tooma

broken [brʊkn] — purune-
nud, katkine
brother [ˈbrʌðə] — vend
brown [braun] — pruun
browny [ˈbrauni] — pruun-
jas
burst [bɜːst] — lõhkema;
purskama; lõhkes, purskas
bury [ˈberi] — matma; **buried**
[ˈberid] — maetud
bush [buʃ] — põõsas
busy [ˈbizi] — agarasti te-
gev, kibedasti ametis
but [bʌt] — aga, vaid
butter [ˈbʌtə] — või
buy, bought [bai, bɔːt] —
ostma, ostis; **had bought**
— oli ostnud
by [bai] — (eessõna) mööda;
by two ways — kahté teed
mööda; **by the river** — jõe
ääres; **rushed by** — tormas-
id mööda

C

cake [keik] — kook
call [kɔːl] — hüüdma, nime-
tama; **is called** [kɔːld] —
nimetatakse
came vt. **come**
can [kæn] — plektoos
can [kæn]; **I can** — ma võin,
suudan, oskan
capital [ˈkæpitl] — suur
(täht)
captain [ˈkæptin] — kapten
careless [ˈkælis] — hooletu
carriage [ˈkæridʒ] — vagun;
vanker

carry [ˈkæri] — kandma
cat [kæt] — kass
catch, caught [kætʃ, kɔːt] —
püüdma, püüdis; **had caught**
— oli püüdnud; **catch up**
— järele jõudma
caught vt. **catch**
certainly [ˈsɜːtnli] — kind-
lasti
chair [tʃɛə] — tool
chalk [tʃɔːk] — kriit
change [tʃeɪndʒ] — muutma;
muutumata; **had changed** —
oli muutunud
cheek [tʃiːk] — põsk
child [tʃaɪld] — laps
children [ˈtʃɪldrən] — lapsed
Christmas [ˈkrɪsməs] — jõu-
lud; **Christmas Day** — esi-
mene jõulupüha
cinema [ˈsɪnimə] — kino
clad [klæd] — rõivastatud
class [klaːs] — klass; **class-**
room — klassituba
clean [kliːn] — puhas; pu-
hastama
clock [klɒk] — (seina-, laua-,
torni-)kell; **at what o'clock?**
— mis kellaajal?
close [klaʊz] — sulgema
clothes [klaʊðz] — rõivad
coffee [ˈkɒfi] — kohv
cold [kəʊld] — külm
collect [kəˈlekt] — korjama,
koguma
come, came [kʌm, keɪm] —
tulema, tuli; **had come** —
oli tulnud

comfort ['kʌmfət] — lohu-
tama
comfortable ['kʌmfətəbl] —
mugav
consonant ['kɒnsənənt] —
konsonant, kaashäälik
copy ['kɒpi] — ära kiri; maha-
kirjutama; **copy-book** ['kɒpi-
buk] — vihik
corn [kɔ:n] — vili
corner ['kɔ:nə] — nurk
correct [kə'rekt] — paran-
dama
cot [kɒt] — lapse voodi
cottage ['kɒtɪdʒ] — majake
could [kud] — võisid; suut-
sid; said
count [kaunt] — loendada
counter ['kauntə] — lett
country ['kʌntri] — maa; in
the country — maal
course [kɔ:s]; **of course** —
muidugi
cousin [kʌzn] — onupoeg,
onutütar; tädi poeg, tädi-
tütar
cover ['kʌvə] — katma;
covered ['kʌvəd] — kae-
tud
cow [kau] — lehm
cross [krɔ:s] — vihane, pa-
hane
cross [krɔ:s] **out** — läbi
kriipsutama
crossly ['krɔ:slɪ] — vihaselt,
pahaselt
cry [krai] — nutma; karju-
ma; hüüdma
cup [kʌp] — tass

curly ['kɜ:li] — lokis, kähar
cut [kʌt] — raiuma; lõikama;
raius; lõikas

D

dark [dɑ:k] — pime, valgus-
tamata; tume
darling ['dɑ:liŋ] — kallike,
kullake
date [deit] — kuupäev
daughter ['dɔ:tə] — tütar
day [dei] — päev; **the day**
before yesterday — üleieile
dead [ded] — surnud
dear [diə] — armas, kallis;
oh dear me [ou diə mi:] —
heldeke!
December [di'sembə] — det-
sember
delighted [di'laitid] — vai-
mustatud
den [den] — koobas; isiklik
tuba, oma „punker“
describe [dis'kraib] — kir-
jeldama
desk [desk] — koolilaud
die [dai] — surema
difficult ['difikəlt] — raske
dine [dain] — lõunastama
ding-dong [diŋ-dɔŋ] — pimm-
pomm
dining-room ['daiŋiŋ-ru:m] —
söögituba
dinner ['dinə] — lõunasöök;
have dinner — lõunat söö-
ma
dirty ['dɜ:ti] — must, määr-
dunud

distribute [dis'tribju:t] —
välja jagama
do, did, done [du:, did, dʌn]
— tegema, tegi, tehtud;
was done — oli küps
dog [dɒg] — koer
done vt. **do**
door [dɔ:] — uks
double [dʌbl] — kahekordne
down [daʊn] — alla; maha
drank vt. **drink**
dress [dres] — rõivastuma
drink, drank [driŋk, dræŋk]
— jooma, jõi
drive, drove [draiv, drouv]
— sõitma, sõitis; **drive**
away — ära ajama
drove vt. **drive**
dry [drai] — kuivatama
dull [dʌl] — igav; tuim

E

each [i:tʃ] — iga; **each other**
— üksteist, üksteisele
early ['ɜ:li] — vara
easy ['i:zi] — kerge
eat [i:t] — süüa
egg [eg] — muna
eight [eit] — kaheksa; **eigh-**
teen ['ei:ti:n] — kaheksa-
teist; **eighty** ['eiti] — ka-
heksakümmend; **eighth**
[eitθ] — kaheksas
eleven [i'levn] — üksteist
empty ['empti] — tühi
ending ['endiŋ] — lõpp (sõ-
nal, jutul jne.)
English ['iŋgliʃ] — inglise;
inglise keel

enough [i'nʌf] — küllalt
Estonian [es'touniən] —
eesti; eesti keel
evening ['i:vnɪŋ] — õhtu
ever ['evə] — kunagi
every ['evri] — iga; **every-**
body ['evribɒdi] — igaüks;
everyday ['evridei] — iga-
päevne; **everything** ['evri-
əiŋ] — kõik
example [ig'zɑ:mpəl] — näide
excited [ik'saitid] — eruta-
tud
exciting [ik'saitiŋ] — erutav;
põnev
excuse [iks'kju:z] — vaban-
dama
exercise ['eksəsaiz] — har-
jutus
eye [ai] — silm

F

face [feis] — nägu
fairy ['feəri] — muruneid,
fee
fall, fell [fɔ:l, fel] — lan-
gema, langes; **fall asleep**
— magama jääma, uinuma;
fall out — tülli minema
family ['fæmili] — perekond
far [fɑ:] — kaugel
farm [fɑ:m] — talund
farmer ['fɑ:mə] — talunik
fast [fɑ:st] — kiiresti; **faster**
[fɑ:stə] — kiirem(ini)
father ['fɑ:ðə] — isa
February ['februəri] — veeb-
ruar

fed vt. **feed**
feed, fed [fi:d, fed] — sööt-
ma, söötis
feel, felt [fi:l, felt] — tund-
ma, tundis
fell vt. **fall**
felt vt. **feel**
field [fi:ld] — põld
fifteen [ˈfifˈti:n] — viisteist;
fifth [fifθ] — viies; **fifty**
[ˈfifti] — viiskümmend
fill [fil] — täitma
find, found [faɪnd, faʊnd] —
leidma, leidis
fine [faɪn] — ilus, tore
finish [ˈfɪniʃ] — lõpetama
fire [faɪə] — tuli; **fireplace**
[ˈfaɪəpleɪs] — kamin
first [fɜ:st] — esimene; esi-
teks; enne; **first of all** —
kõigepealt
fish [fiʃ] — kala; kalastama
fisherman [ˈfɪʃəmən] — ka-
lur
five [faɪv] — viis
flour [flaʊə] — jahu
flower [flaʊə] — lill
fly [flai] — lendama
follow [ˈfɒləʊ] — järgnema;
following — järgmine
food [fu:d] — toit
foolish [ˈfu:lɪʃ] — rumal
for [fɔ:, fə] — jaoks; eest;
sest
forget [fəˈget] — unustama;
I have forgotten [fəˈgɒtn]
— olen unustanud
form [fɔ:m] — moodustama;
kuju, vorm

forsake [fəˈseɪk] — hülgamma,
maha jätma
forty [ˈfɔ:ti] — nelikümmend
found vt. **find**
four [fɔ:] — neli; **fourteen**
[ˈfɔ:ti:n] — neliteist; **fourth**
[fɔ:θ] — neljas
fox [fɒks] — rebane
Friday [ˈfraɪdi] — reede
friend [frend] — sõber
from [frɒm] — eessõna
front [frʌnt] — esikülj; **in**
front of — ees
frost [frɒst] — pakane
full [ful] — täis
fun [fʌn] — nali; lõbu;
funny [ˈfʌni] — naljakas
further [ˈfɜ:ðə] — edasi

G

game [geɪm] — mäng
garden [gɑ:dn] — aed
gave vt. **give**
gay [geɪ] — lõbus, rõõmus
gentleman [ˈdʒentlmən] —
härä
get, got [get, gɒt] — saama,
sai; **I have got** — mul on;
olen saanud; **get up** —
üles, püsti tõusma
ginger [ˈdʒɪndʒə] — ingver;
gingerbread — piparkook
girl [gɜ:l] — tütarlaps, tüd-
ruk
give, gave [gɪv, geɪv] —
andma, andis; **had given** —
oli andnud
glad [glæɪd] — rõõmus; **I am**
glad — mul on heameel

go, went, gone [gou, went, gɔn] — minema, läks, läinud; **have gone** — on läinud; **go on** — edasi minema, jätkama
good [gud] — hea; **good morning** — tere hommikut!
good-bye [ˈgudˈbai] — jumalaga!
got vt. get
grand [grænd] — tore
grandparents [ˈgræn(d)-ˈpæərənts] — vanavanemad
great [greit] — suur
grew vt. grow
grey [grei] — hall
ground [graund] — maapind; **on the ground** — maas
grow, grew [grou, gru:] — kasvama; muutuma; kasvavas; muutus; **had grown** [groun] — oli kasvanud

H

had vt. have
half, halves [ha:f, ha:vz] — pool, pooled; **by halves** — poolikult
hallo [həˈlou] — halloo!
hand [hænd] — käsi
happen [hæpn] — juhtuma; **has happened** — on juhtunud
happy [ˈhæpi] — õnnelik
hard [hɑ:d] — kõva; kange, vali; karm; kõvasti
hare [hæə] — jänes
has [hæs, hæz] — omab

have, had [hæv, hæd] — omama, omas
hay [hei] — hein
he [hi:] — tema (meessugu)
head [hed] — pea; **headache** [ˈhedeik] — peavalu
heading [ˈhedɪŋ] — pealkiri
hear [hiə] — kuulma; **has heard** [hæ:d] — on kuulnud
heart [hɑ:t] — süda; **by heart** — pähe; peast
heat [hi:t] — kuumus
heavy [ˈhevi] — raske (kaalult); **heavier** [ˈheviə] — raskem
help [help] — aitama; **has helped** — on aidanud
her [hɜ:] — tema oma (nais-sugu); teda; temale
here [hiə] — siin
hidden [hidn] — peidetud
hide [haid] — peitma
high [hai] — kõrge; kõrgel
him [him] — teda; temale (meessugu)
himself [himˈself] — ise; ennast (meessugu)
his [hiz] — tema oma (meessugu)
hole [houl] — auk
holidays [ˈhɒlɪdɪz] — pühad, puhkeaeg
home [houm] — kodu; koju; **at home** — kodus
honey [ˈhʌni] — mesi
hope [houp] — lootma
horse [hɔ:s] — hobune
hot [hɒt] — kuum

hour [auə] — tund
house [haus] — maja
how [hau] — kui, kuidas?
how are you? — kuidas
käsi käib? **how do you do?**
— tere!
hungry [ˈhʌŋɡri] — näljane
hurry [ˈhʌri] — ruttama;
rutt; **they were in a hurry**
— neil oli rutt

I

I [ai] — mina
ice [ais] — jää
if [if] — (sel juhul) kui;
oletades et
ill [il] — haige
in [in] — sisse; sees
indeed [inˈdi:d] — tõepoo-
lest
infinitive [inˈfinitiv] — infi-
nitiiv, tegevusnimi
ink [ɪŋk] — tint
instead [inˈsted] — selle ase-
mel
into [ˈintə] — sisse (ees-
sõna); **into English** — ing-
lise keelde
invite [inˈvait] — kutsuma
(külla); **has invited** — on
külla kutsunud
irregular [iˈregjulə] — eba-
korrapärane
is [iz] — on (ainsusvorm)
it [it] — ta; see (asjadele
osutav isikuline asesõna)

J

January [ˈdʒænjuəri] — jaa-
nuar

July [dʒuˈlai] — juuli
jump [dʒʌmp] — hüppama
June [dʒu:n] — juuni
just [dʒʌst] — just; ainult

K

kettle [ketl] — katel
kill [kil] — tapma, surmama
kind [kaind] — lahke, sõbra-
lik; liik; laad
kitten [kitn] — kassipoeg;
kitty [ˈkiti] — kiisu
knew vt. **know**
knife [naif] — nuga
knock [nɒk] — koputama
know, knew [nou, nju:] —
teadma, tundma; teadis,
tundis; **know again** — ära
tundma

L

lady [ˈleidi] — daam
large [lɑ:dʒ] — suur
last [lɑ:st] — viimane; möö-
dunud; **at last** — viimaks
laugh [lɑ:f] — naerma
lay vt. **lie**
lead, led [li:d, led] — juh-
tima; viima; juhtis; viis
learn [lɜ:n] — õppima
leave, left [li:v, left] — jät-
ma, lahkuma; jättis, lahkus
led vt. **lead**
left [left] — vasak; vt. **leave**
leg [leg] — jalg (jalasäär)
lesson [lesn] — õppetund;
ülesanne
let [let] — laskma; **I let** —
ma lasksin; **let us** [ʌs]
read — lugegem

letter [ˈletə] — täht; **kiri**
lie, lay [lai, lei] — lamama,
 lebama; lamas, lebas; **he**
is lying — ta lamab
 (praegu)
life [laif] — elu
light [lait] — valgus; kerge
 (kaalult)
like [laik] — meeldivaks,
 armsaks pidama
like [laik] — nagu; sarnane
little [litl] — väike; **a little**
 — natuke
live [liv] — elama
long [lɔŋ] — pikk; kaua
look [luk] — vaatama; **look**
at this word — vaadake
 seda sõna! **look on** —
 pealt vaatama; **look like**
 — sarnlema; **look up** —
 üles otsima (sõna, kohta
 raamatus)
lost [lɔst] — kadunud
loud [laud] — vali; **louder**
 [ˈlaudə] — valjem(ini)
love [lʌv] — armastama
lovely [ˈlʌvli] — kaunis, ilus
low [lou] — madal; tasane
lying vt. lie

M

made vt. **make**
make, made [meik, meid] —
 tegema; sundima; tegi;
 sundis; **had made** — oli
 teinud, sundinud
man, men [mæn, men] —
 mees, mehed

manage [ˈmænidʒ] — hakka-
 ma saama; toime tulema
many [ˈmeni] — palju; **how**
many? — kui palju?
many happy returns of the
day — selle päeva paljusid
 õnnelikke kordumisi (tava-
 line õnnesoov sünnipäe-
 vaks)
March [mɑ:tʃ] — märts
match [mætʃ] — tuletikk
matter [ˈmætə] — asi; **what**
is the matter with you? —
 mis teil viga on?
May [mei] — mai
may [mei] **I** — kas ma to-
 hin?
me [mi:] — mind; minule;
for me — minule; **to me**
 — minule
meadow [ˈmedou] — aas
mean [mi:n] — tähendama
meat [mi:t] — liha
meet, met [mi:t, met] — koh-
 tama; kohtas
men vt. **man**
merrily [ˈmerili] — lõbusasti
merry [ˈmeri] — lõbus
met vt. **meet**
mice vt. **mouse**
middle [midl] — keskpaik;
in the middle of — keset
might [maight] — võim,
 jõud
milk [milk] — piim
minute [ˈminit] — minut
miss [mis] — puuduma, puu-
 davana tundma
missing [ˈmisiŋ] — puuduv

mistake [mis'teik] — viga
moment [ˈmoumənt] — hetk
Monday [ˈmʌndi] — esmas-
 päev
money [ˈmʌni] — raha
month [mʌnθ] — kuu
more [mɔː] — rohkem, enam
morning [ˈmɔːniŋ] — hom-
 mik; **in the morning** —
 hommikul
mother [ˈmʌðə] — ema
mouse, mice [maʊs, maɪs] —
 hiir; hiired
mouth [maʊθ] — suu
Mr. [ˈmistə] — härra (päris-
 nime ees)
Mrs. [ˈmisiz] — proua (pä-
 risnime ees)
much [mʌtʃ] — palju; **very**
much — väga palju; väga
must [mʌst]; **you must** — sa
 pead; **you must not** — sa
 ei tohi
my [mai] — minu

N

name [neim] — nimi
near [niə] — ligidal, ligidale
nearly [ˈniəli] — peaaegu
neat [ni:t] — korralik, puhas
neatly [ˈni:tli] — korralikult,
 kenasti
neighbour [ˈneibə] — naaber
nest [nest] — pesa
never [ˈnevə] — mitte ku-
 nagi; **never again** — mitte
 kunagi enam
new [njuː] — uus

New Year's Day — uus
 aasta
next [nekst] — järgmine;
 järgmisena; **next door** —
 naabrimaja(s)
nice [nais] — kena
night [naight] — öö
nine [nain] — üheksa; **nine-**
teen [ˈnainˈti:n] — üheksa-
 teist; **ninety** [ˈnainti] —
 üheksakümmend; **ninth**
 [nainθ] — üheksas
no [nou] — ei; ei ükski, ei
 mingi
nobody [ˈnoubədi] — ei keegi
nose [nouz] — nina
not [nɒt] — ei, mitte
nothing [ˈnʌθiŋ] — ei midagi
notice [ˈnoutis] — märkama
November [noˈvembə] — no-
 vember
now [nau] — nüüd
nurse [nɜːs] — lapsehoidja;
 amm
nut [nʌt] — pähkel; **go nut-**
ting [ˈnʌtiŋ] — pähkleid
 koguma minema

O

October [ɒkˈtoubə] — ok-
 toober
of [ɒv] — eessõna
off [ɔːf] — ära, minema;
 (küljest) ära
often [ɔːfən] — sageli
oil [ɔil] — õli; petrooleum
old [ould] — vana

on [ɔn] — peale; peal; look
on — pealt vaatama
once [wʌns] — ükskord;
once upon [ə'pɔn] **a time**
— ükskord, kord; **once**
again — veel kord
one [wʌn] — üks; **no one** —
mitte ükski, mitte keegi
only ['ounli] — ainult; ainuke
open [oupn] — avama; lahti
opposite ['ɒpəzɪt] — vastand
or [ɔ:] — või, ehk
other ['ʌðə] — teine
our [auə] — meie (oma)
out [aut] — välja; **out of** —
välja (millestki)
over ['ouvə] — üle; **all over**
— üleni
overhead — pea kohal
own [oun] — oma

P

pack [pæk] — pakkima
page [peɪdʒ] — lehekülj
pan [pæn] — pann
parents ['peərənts] — vane-
mad
park [pɑ:k] — park
party ['pɑ:ti] — seltskondlik
koosviibimine; pidu
pass [pɑ:s] — mööduma
past [pɑ:st] — minevik;
mööda, läbi, üle
pat [pæt] — patsutama
pay, paid [pei, peɪd] —
maksma, maksis
pen [pen] — sulg
pencil [pensl] — pliiats
penny ['peni] — penn

people [pi:pl] — inimesed;
rahvas
pepper ['pepə] — pipar
perfectly ['pɜ:fɪktli] — täius-
likult, täielikult
perhaps [pə'hæps] — võib-
olla
pick [pɪk] — noppima; **pick**
up — üles tõstma, korjama
picture ['pɪktʃə] — pilt
piece [pi:s] — tükk
pig [pɪg] — siga; **little pig**
— pörsas
pipe [paɪp] — piip
pity ['pɪti] — kahju
place [pleɪs] — koht
play [pleɪ] — mängima
please [pli:z] — palun; olge
nii lahke
pleasure ['plezə] — lõbu,
heameel
plural ['pluərəl] — mitmus
poor [puə] — vaene
possible ['pɒsɪbl] — võima-
lik
post [pəʊst] — postile viima
pound [paʊnd] — nael (kaa-
luühik)
present [preznt] — kink
pretty ['prɪti] — ilus
promise ['prɒmɪs] — tõota-
ma, lubama
pronounce [prə'naʊns] —
hääldama
pull [pul] — tõmbama
pupil [pju:pl] — õpilane
put [put] — panema, pani;
put on — tulele panema;
selga panema

Q

quarter [ˈkwɔ:tə] — veerand
question [ˈkwɛstʃən] — küsimus
quite [kwaɪt] — päris, üsna

R

rabbit [ˈræbɪt] — kodujänes, küülik
railway [ˈreɪlwei] — raudtee
rain [reɪn] — vihm; vihma sadama
ran vt. **run**
reach [ri:tʃ] — saavutama
read, read [ri:d, red] — lugema, luges
ready [ˈredi] — valmis
really [ˈri:əli] — tõesti
reason [ri:zn] — põhjus
red [red] — punane
regular [ˈregjulə] — korrapärane
remember [riˈmembə] — mäletama
repeat [riˈpi:t] — kordama
rest [rest] — puhkama; puhkus
return [riˈtə:n] — tagasi pöörduma; tagasitulek
rhyme [raɪm] — riimima; riim
right [raɪt] — õige; õieti; **he was right** — tal oli õigus
ring [rɪŋ] — helisema
river [ˈrɪvə] — jõgi
road [rəʊd] — tee, maantee
roll [rəʊl] — veerema; keerlema

room [ru:m] — tuba
rose [rouz] — roos
round [raʊnd] — ümmargune; ümber
rule [ru:l] — reegel
run, ran [rʌn, ræn] — jooksema; jooksis; **has run** — on jooksnud; **run into** — kokku põrkama (kellegagi)
rush [rʌʃ] — tormama, rututama

S

sad [sæ:d, sæd] — kurb
safe [seɪf] — ohutu; väljaspool ohtu
said vt. **say**
sailor [ˈseɪlə] — madrus
same [seɪm] — sama
sang vt. **sing**
sat vt. **sit**
Saturday [ˈsætədi] — laupäev
save [seɪv] — päästma; säästma
saw vt. **see**
say, said [sei, sed] — ütlemä, ütles; **I cannot say my lesson to-day** — ma ei saa täna vastata
scarcely [ˈskeəslɪ] — vaevalt
school [sku:l] — kool; **at school** — koolis; **to school** — kooli; **from school** — koolist
sea [si:] — meri; **seasick** [ˈsi:sɪk] merehaige
seat [si:t] — iste
second [seknd] — teine

see, saw [si:, sɔ:] — nägema, nägi; **see off** — minema saatma (ärasõidu puhul)
seek [si:k] — otsima; **hide-and-see** — peitemäng
sell, sold [sel, sould] — müüma, müüs
send, sent [send, sent] — saatma, saatis
sentence ['sentəns] — lause
September [sep'tembə] — september
serve [sə:v] — teenima
seven [sevn] — seitse; **seventeen** ['sevn'ti:n] — seitsteist; **seventy** ['sevnti] — seitsekümmend
several ['sevrəl] — mitu
shake, shook [ʃeik, ʃuk] — raputama; raputas
shall [ʃæl]; **I shall open** — ma avan (tulevik)
shape [ʃeip] — kuju, vorm
she [ʃi:] — tema (naissugu)
shine [ʃain] — paistma
ship [ʃip] — laev; **on board** [bɔ:d] **a ship** — pardale, laevale
shook vt. **shake**
shop [ʃɒp] — pood, kauplus
short [ʃɔ:t] — lühike
should [ʃud] — peaks; **why should I go** — miks peaksin ma minema
show [ʃou] — näitama
shut [ʃʌt] — sulgema; kinni
sick [sik] — haige
silent ['sailənt] — vaik

sing, sang [siŋ, sæŋ] — laulma, laulis
singular ['siŋgjulə] — ainsus
sink [siŋk] — vajuma
sister ['sistə] — õde
sit, sat [sit, sæt] — istuma, istus; **sit down** — istet võtma, maha istuma
six [siks] — kuus; **sixteen** ['siks'ti:n] — kuusteist; **sixty** ['siksiti] — kuuskümmend
skate [skeit] — uisk; uisutama
sky [skai] — taevas
sleep [sli:p] — magama; **go to sleep again** — jälle uinuma
sleepy ['sli:pi] — unine
slide [slaid] — liugu laskma; liurada
slow [slou] — aeglane; **slowly** — aeglaselt
small [smɔ:l] — väike
smoke [smouk] — suitsetama
snap [snæp] — laks, järsk hammustus; **gave a snap** — lõi hambad laksti kokku
snow [snou] — lumi; **snowdrop** ['snoudrɒp] — lumikelluke; **snowman** — lumememm
snuff [snʌf] — ninatubakas
so [sou] — nii; seepärast
soap [sɔ:p] — seep
soda ['soudə] — sooda
sold vt. **sell**
some [sʌm] — mõni, mõned; natuke

something ['sʌmθɪŋ] — midagi
sometimes ['sʌmtaɪmz] — mõnikord
son [sʌn] — poeg
song [sɒŋ] — laul
soon [suːn] — peagi, varsti
sorry ['sɔːri]; **he was sorry** — tal oli kahju
sound [saʊnd] — heli; häälitsus
south [sauθ] — lõuna (ilmakaar)
speak [spiːk] — rääkima, kõnelema
spell [spel] — sõna üksikud tähed õiges järjestuses nimetama või kirjutama
spend, spent [spend, spent] — veetma, veetis
splash [splæʃ] — sulpsatus; sulpsti; vett pritsima
spoil [spɔɪl] — rikkuma; **has spoiled** [spɔɪlt] — on rikunud
spot [spɒt] — täpp
spring [sprɪŋ] — kevade
stand [stænd] — seisma
station [steɪʃn] — jaam
stay [steɪ] — jääma (kohale)
still [stɪl] — veel, ikka veel
stone [stəʊn] — kivi
stop [stɒp] — peatama; peatuma; lakkama; **had stopped** — oli peatunud
story ['stɔːri] — jutt
straight [streɪt] — sirge; sirgesti; otse

strange [streɪndʒ] — imelik, veider
street [stri:t] — tänav; **in the street** — tänaval
strong [strɒŋ] — tugev
such [sʌtʃ] — selline, niisugune
suddenly ['sʌdnli] — äkki
sugar ['ʃʊgə] — suhkur
suitable ['sju:təbl] — sobiv
summer ['sʌmə] — suvi
sun [sʌn] — päike
Sunday ['sʌndi] — pühapäev; **on Sundays** — pühapäeviti
sung [sʌŋ] — lauldud
surely ['ʃʊəli] — kindlasti
swallow ['swɒləʊ] — neelama
swallow ['swɒləʊ] — päsuke
swam vt. swim
sweet [swi:t] — magus; **sweetly** — magusasti
sweets [swi:ts] — maiustused
swim, swam [swim, swæm] — ujuma, ujus; **swimmer** ['swɪmə] — ujuja

T

table [teɪbl] — laud
tail [teɪl] — saba
take, took [teɪk, tuk] — võtma; viima; võttis; viis
talk [tɔːk] — kõnelema; vestlema; vestlus
taste [teɪst] — maitsema
tea [ti:] — tee; **to tea** — teele, teed jooma

teach [ti:tʃ] — õpetama
teacher [ˈti:tʃə] — õpetaja
tell, told [tel, tould] — ütle-
ma; jutustama; käskima;
ütles, jutustas, käskis; **has**
told — on rääkinud
ten [ten] — kümme
than [ðæn, ðən] — kui
thank [θæŋk] — tänama;
thanks — tänu
that [ðæt, ðət] — too (seal);
kes, mis; et
thaw [θəʊ] — sula
the [ðə, ði] — määrav artik-
kel
their [ðeə] — nende (oma)
them [ðem] — neid; nen-
dele
then [ðen] — siis
there [ðeə] — seal; sinna;
there is, there are — on
olemas
these [ði:z] — need
they [ðei] — nemad
thing [θiŋ] — asi
think, thought [θiŋk, θə:t] —
mõtlemas, mõtles
third [θə:ð] — kolmas
thirteen [ˈθeɪˈti:n] — kolm-
teist
thirty [ˈθɜ:ti] — kolmküm-
mend
this [ðis] — see
those [ðouz] — nood
thought vt. think
three [θri:] — kolm
threw vt. throw
through [θru:] — läbi

throw, threw [θrou, θru:]
heitma, viskama; heitis,
viskas
Thursday [ˈθə:zdi] — nelja-
päev
ticket [ˈtikit] — pilet
till [til] — kuni
time [taim] — aeg; kord;
three times [taimz] —
kolm korda
tired [taiəd] — väsinud
to [tu:, tə] — eessõna; **from**
one to ten — ühest küm-
neni
to-day [təˈdeɪ] — täna
together [təˈgeðə] — koos
told vt. tell
to-morrow [təˈmɔ:rou] —
homme
too [tu:] — ka, samuti; liiga
took vt. take
tot [tɒt] — lapsuke; titt
towards [təʊdz] — poole,
suunas
town [taun] — linn
train [trein] — rong
translate [trænzˈleit] — tõl-
kima
tree [tri:] — puu; **in the tree**
— puu otsas
trifled [traɪfld] **away** — ära
viidetud; tühjale-tähjale
kulutatud
trouble [trʌbl] — häda, kim-
batus
true [tru:] — tõsi, õige
try [traɪ] — püüdma, kat-
suma

Tuesday [ˈtʃu:zdi] — teispäev
turn [tɜ:n] — pöörama; pöörduma
twelfth [twelfθ] — kahe-teistkümnnes
twelve [twelv] — kaksteist
twenty [ˈtwenti] — kakskümmend; **twentieth** [ˈtwentiθ] — kahekümnnes
twice [twais] — kaks korda
two [tu:] — kaks

U

umbrella [ʌmˈbrelə] — vihmavari
uncle [ʌŋkl] — onu
under [ˈʌndə] — all, alla
unhappy [ʌnˈhæpi] — õnnetu
until [ʌnˈtil] — kuni
up [ʌp] — üles; püsti
us [ʌs] — meid; meile; **with us** — meiega
use [ju:z] — tarvitama
useless [ˈju:slis] — kasutu
usually [ˈju:ʒuəli] — tavalisesti

V

verb [vɜ:b] — verb
very [ˈveri] — väga
village [ˈvilidʒ] — küla
vocabulary [vəˈkæbjuləri] — sõnastik
voice [vɔ:is] — hääl
vowel [ˈvauəl] — täishäälik, vokaal

W

wait [weit] — ootama

wake [weik] — ärkama; äratama
walk [wɔ:k] — kõndima, jalutama; jalutuskäik
want [wɒnt] — tahtma; vajama
warm [wɔ:m] — soe
was [wɔ:z, wəz] — olin, oli
wash [wɒʃ] — pesema
watch [wɒtʃ] — vaatlema
water [ˈwɔ:tə] — vesi
way [wei] — tee; viis; a **little way** — natuke maad
we [wi:] — meie
weather [ˈweðə] — ilm
Wednesday [ˈwenzdi] — kolmapäev
week [wi:k] — nädal; **weekday** — argipäev (äripäev)
well [wel] — hästi; terve
went vt. go
were [wə:, wɜ:] — olime, olite, olid
wet [wet] — märg
what [wɒt] — mis? milline!
when [wen] — kui; millal?
where [wɛə] — kus? kuhu?
which [witʃ] — milline? mis-sugune? mitmes?
while [wail] — kuna; nii kaua kui
white [wait] — valge
who [hu:] — kes?
whole [houl] — terve, kogu
whom [hu:m] — keda? kellele? **with whom?** — kellelega?
whose [hu:z] — kelle?

why [wai] — miks? kus
nüüd seda! **why should**
[ʃud] I — miks peaksin
mina
wide [waid] — lai; avar;
pärani
wife [waif] pl. **wives** [waivz]
— abikaasa, naine
will [wil]; **I will not** — ma
ei taha; **you will see** — te
saate näha (tulevik)
wind [wind] — tuul
window [ˈwindou] — aken
winter [ˈwintə] — talv
wish [wiʃ] — soovima; soov;
I have wished — olen soo-
vinud; **I wish I had** — ma
soovin, et mul oleks
with [wið] — eessõna, vrd.
with me — minuga
without [wiðaut] — ilma

woman, women [ˈwumən,
ˈwimin] — naine, naised
wood [wud] — mets
word [wə:d] — sõna
work [wɜ:k] — töötama; töö
worm [wɜ:m] — uss
would be — oleks,
oleksid
write, wrote [rait, rout] —
kirjutama; kirjutas; **has**
written [ritn] — on kirju-
tanud

Y

year [jiə, jə:] — aasta
yes [jes] — jah!
yesterday [ˈjestədi] — eile
yet [jet]; **not yet** — veel
mitte
you [ju:] — teie, sina
young [jʌŋ] — noor
your [jɔ:] — teie, sinu

Käesolev raamat on HM poolt
koolidele tarvitamiseks lubatud.

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