A. LANDA ja M. LEBEDINSKAJA

INGLISE KEELE ÕPIK

KESKKOOLI X KLASSILE

Eesti Riiklik Kirjastus
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TOIMETANUD NING GRAMMATILISE OSA JA SÕNASTIKUGA
VARUSTANUD P. VAARASK

TARTU ÜLIKOOLI
RAAMATUKOGU

EESTI RIIKLIK KIRJASTUS
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TARTU ÜLIKOOLI
RAAMATUKOGU

LESSON ONE.

THE SOVIET YOUTH.

A new generation of young people has grown up under the Soviet System. The Bolshevik party and its leaders Lenin and Stalin have always devoted great attention to the youth, to its position and the organization of its activity.

Special laws protect the rights of the youth and help them to acquire knowledge and a profession, and to become builders of Socialist society.

They are Stakhanovites of factory and field, scientists and fliers, courageous defenders of the country, deputies to the Supreme Soviets of the U.S.S.R. and the Republics.

Our young scientists march side by side with the grey-headed academicians who give all their knowledge and experience to the Land of the Soviets; these young people are innovators in science, who are discarding old standards and breaking down old traditions.

The All-Union Leninist Young Communist League unites in its ranks the broad strata of the working youth of the town and village. The Y.C.L. has become a real leader of the youth. The Y.C.L. is the vanguard of the youth.

The All-Union Leninist Young Communist League is a school for all-round public activity. Great statesmen, scientists, leaders in the Party and in economic fields have developed in the ranks of the Y.C.L. There are many members of the Y.C.L. among the deputies to the Supreme Soviet of the U.S.S.R.

Our young people love the work which they do in order to increase the might of our fatherland. The young people of the U.S.S.R. are strong and fearless. They know their

obligations towards their Socialist fatherland. They are ready to rise as one man at the call of the Soviet Government and comrade Stalin, to join the Soviet Army and defend with their lives the Land of the Soviets, the cause of Socialism and Communism.

During the Great Patriotic War against the German fascists the young Soviet patriots distinguished themselves as heroes at the battlefronts and in the rear.

The Order of the Patriotic War now decorates many a young breast, in which beats the true heart of a Soviet citizen and soldier.

Happy Soviet youth whose future is secure! The radiant future was foretold by Lenin when he called on the youth in 1920 to do their duty: "The generation which is now fifteen years of age will see the communist society and will itself build that society. And it must know that the whole task of its life is the building of this society."

Class Work.

Explanatory Notes.

to devote great attention — to pay much attention.
to acquire knowledge — to get knowledge.
courageous — fearless, brave.
experience — (*here*) personal knowledge.
to innovate — to introduce something new.
to discard — (*here*) to refuse to accept something.
to unite — to bring together.
rank — line, row.
distinguish — make famous.
broad — wide.
call on — appeal to.
stratum (*pl.* **strata**) — layer.
broad strata of youth — very many young people.
vanguard — the forefront, those who lead the way.
might — power.
to know one's obligations — to know what one is obliged to do, what one must do.
secure — protected, free from doubts.
radiant — bright, shining brightly.
battlefront — the fighting line.
rear — place behind the front.
order — a sign of honour.

Word-Building.

attentive (*adj.*) — attention (*s.*).
organize (*v.*) — organizer (*s.*) — organization (*s.*).
active (*adj.*) — activity (*s.*).
know (*v.*) — knowledge (*s.*).
courage (*s.*) — courageous (*adj.*).
social (*adj.*) — socialist (*s.*) — socialism (*s.*) — society (*s.*).
academy (*s.*) — academic (*adj.*) — academician (*s.*).
experience (*s.*) — experience (*v.*) — experiment (*s.*).
science (*s.*) — scientist (*s.*) — scientific (*adj.*).
economy (*s.*) — economic (*adj.*).
young (*adj.*) — youth (*s.*).
oblige (*v.*) — obligation (*s.*).
tell (*v.*) — foretell (*v.*).

Pronunciation and Spelling.

truth	know	live	help	here	science
youth	devote	activity	special	experience	society
		tradition	deputy	fearless	acquire

day	lead	for	ship
radiant	league	cause	profession
strata	field	law	special
courageous		war	academician

Homework.

I. Translate the text into Estonian.
II. Answer the following questions:

1) Who devotes great attention to our youth? 2) What protects the rights of our youth? 3) Where do our young people work? 4) Whom do we call an innovator? 5) Are there any young people among the deputies to the Supreme Soviet of the U.S.S.R.? 6) What organization unites our

youth in its ranks? 7) Are you a member of the Y.C.L.? 8) What role does the Y.C.L. play? 9) How do our young people show that they know their duty towards their fatherland? 10) Who foretold a radiant future to our youth? 11) What did Lenin say to the youth at the third Y.C.L. Congress?

III. Make up sentences using the following words:

courageous	Y.C.L.	secure
youth	academician	scientist
fearless	flier	protect

IV. Build adjectives from the following words and use them in sentences.

academician	society	science
economy	attention	reality
socialism	activity	

V. Put questions referring to the words in italics.

1) *Young people* are breaking down old traditions. 2) Our young people love *their work*. 3) The future *of the Soviet youth* is secure. 4) The third Y.C.L. Congress took place *in 1920*.

LESSON TWO.

SOVIET FLAG.

By M. Lebedinskaya.

A piece of cloth, of scarlet cloth,
And yet it has a tongue.
It cries to all the wide, wide world
That somewhere hearts are young;
That somewhere man is glad to live,

To study, work and rest;
That somewhere man is glad to give
His life for the oppressed.

A piece of cloth, of scarlet cloth,
And yet it has a tongue.
It cries to all the wide, wide world
That somewhere songs are sung,
New songs of freedom, love and mirth,
Great songs of noble strife,
And songs about the mighty birth,
The birth of a new life.

Class Work.

Explanatory Notes.

scarlet — deep red.
mirth — joy, merriment.
strife — fight.

Word-Building.

free (*adj.*) — free (*v.*) — freedom (*s.*).
merry (*adj.*) — mirth (*s.*) — merriment (*s.*).
might (*s.*) — mighty (*adj.*).

Pronunciation and Spelling.

long	world	some	know	life
song	birth	young	noble	strife
cloth	mirth	tongue	Soviet	mighty

Homework.

Learn the poem by heart.

LESSON THREE.

THE LITTLE CHIMNEY-SWEEP.

From "THE WATER BABIES" by Charles Kingsley.
(Adapted.)

Once upon a time there was a little chimney-sweep, and his name was Tom. That's a short name, and you have heard it before. He lived in a great town in the North country, where there were plenty of chimneys to sweep, and plenty of money for Tom to earn and his master to spend. He could neither read nor write, and he never washed himself, for there was no water, where he lived. He often cried. He cried when he had to climb the dark flues, and when the soot got into his eyes, which it did every day in the week; and when his master beat him, which he did every day in the week; and when he had not enough to eat, which happened every day in the week.

One day Tom went with his master to Sir John Harthover's house to sweep some chimneys. How many chimneys Tom swept I cannot say; but he swept so many that he got quite tired. At last he lost his way in the flues, and came down the wrong chimney; he found himself in a beautiful room. Tom had never seen such rooms before. The room was all white: a white bed, white furniture and white walls. The next thing he saw was a washing-stand with brushes and towels, and a large bath full of clean water. What a lot of things all for washing! "She must be a very dirty lady," thought Tom, "if she needs all that." And then looking toward the bed he saw that "dirty" lady. Under the snow-white coverlet, upon the snow-white pillow lay a little white girl. No! She cannot be dirty. And then Tom thought: "Are all people like that when they are washed?" And he looked at his own hands and tried to rub the soot off. Suddenly he saw,

standing close to him, a little black ragged figure. He turned on it angrily and saw himself reflected in a great mirror. And for the first time in his life Tom found out that he was dirty, and burst into tears of shame and anger. He turned to climb up the chimney, but he upset a chair. Up jumped the little white girl. In rushed an old woman from the next room and seeing Tom thought that he had come to rob. She wanted to catch him but could not. In a moment he was at the window. Under the window there was a large tree. Down the tree he went like a cat, and across the garden, and up the park towards the wood.

Class Work.

Explanatory Notes.

chimney-sweep — a man or a boy who sweeps (cleans) chimneys.
plenty of chimneys — many chimneys, a lot of chimneys.
flue — smoke-passage inside a chimney.
the wrong chimney — not the chimney which he wanted.
close — near.
ragged — dressed in torn clothes.
mirror — looking-glass, a glass which reflects objects.
to find out — to understand, to discover.
to upset — to overturn.
to rush in — to run in.

Word-Building.

dirt (*s.*) — dirty (*adj.*).
cover (*v.*) — coverlet (*s.*).
anger (*s.*) — angry (*adj.*) — angrily (*adv.*).
rob (*v.*) — robber (*s.*)

Opposites.

plenty of — few.
to earn — to spend.
clean — dirty.
close — far from.

Pronunciation and Spelling.

thing	**th**is	**c**ountry	'chimney-sweep
think	**th**at	e**n**ough	'washing-stand
thought	**th**em	**j**ump	'looking-glass
you**th**	**th**en	**r**ush	
tru**th**	**w**ith	**c**overlet	

Homework.

I. Answer the following questions:

1) What was Tom? 2) Where did he live? 3) Why did he often cry? 4) Where did he go one day? 5) Why did he come down the wrong chimney? 6) Where did he find himself? 7) How did the room look? 8) What did he think about the girl? 9) Why did he burst into tears? 10) Why did the little girl wake up? 11) Who rushed in from the next room? 12) How did Tom escape?

II. Put questions referring to the words in italics.

1) His name was *Tom*. 2) *Yes*, there were plenty of chimneys to sweep. 3) Tom never washed himself *for there was no water where he lived*. 4) He cried *when the soot got into his eyes*. 5) One day he swept chimneys *for Sir John Harthover*. 6) Tom upset *a chair*. 7) The woman thought *that Tom had come to rob*. 8) Under the window there was *a large tree*.

III. Insert the proper preposition where necessary.

1) The soot often got — his eyes. 2) He ran — the wood. 3) The child was sitting quite close — the window. 4) The flues were full — soot. 5) He burst — tears — shame. 6) She laughed — joy. 7) The pioneers marched side — side. 8) You must pay attention — your work.

IV. Make the following sentences emphatic.

1) The chair fell down. 2) He ran across the garden. 3) The boy climbed up the tree. 4) She rushed up the park. 5) They went down the river. 6) The children ran away.

V. Translate into English.

1) Ta ei sõitnud tolle trammiga. 2) Ta ei võtnud toda raamatut. 3) Teie ei tarvitanud seda väljendit. 4) See pole too aadress. 5) See pole too vihik.

VI. Insert the proper tense of the verb in brackets.

1) We just ... the story about a little chimney-sweep. (to read) 2) After he ... many chimneys, he felt tired. (to sweep) 3) You ever ... a chimney-sweep? (to see) 4) Tom burst into tears, when he ... that he was dirty. (to find out) 5) The girl woke up, because Tom ... a chair. (to upset) 6) She thought that Tom ... to rob. (to come) 7) The cat ... up a tree and cannot get down. (to climb)

VII. Make up sentences using the idiomatic expressions *to burst into tears* and *to burst into laughter.*

VIII. Tell the story in your own words.

IX. Write about Tom's adventure.

LESSON FOUR.

JANE MEETS MR. BROCKLEHURST.

From "JANE EYRE" by Charlotte Brontë (1816—1855). (*Adapted.*)

(Jane Eyre was an orphan. She lived in the house of her aunt, Mrs. Reed, who treated her cruelly and who at last decided to send her to a charity school. She wrote a letter to Mr. Brocklehurst, the head of the school, and invited him to come to her house to speak about Jane.)

It was about nine o'clock in the morning when I was asked to go downstairs directly, as I was wanted in the breakfast

room. I slowly descended. I feared to return to my room and feared to go forward. Ten minutes I stood in the empty hall.

"Who could want me?" I asked myself. For nearly three months I had never been called downstairs.

At last I entered. My aunt was sitting by the fireside. A man was standing near her. His face was like a mask. My aunt ordered me to approach. I did so and she introduced me to the stranger.

"She is small," said the man in a bass voice. "What is her age?"

"Ten years."

"Your name, little girl?"

"Jane Eyre, sir."

"Well, Jane Eyre, and are you a good child?"

I was silent. Mrs. Reed answered for me by a shake of her head.

"Come here," he said.

He placed me before him. What a face he had! what a great nose! and what a mouth! and what large teeth!

"No sight so sad as that of a naughty little girl. Do you know where the wicked children go after death?"

"They go to hell!" was my ready answer.

"And what is hell?"

"A pit full of fire!"

"Should you like to fall into that pit, and to be burning there for ever?"

"No, sir!"

"What must you do to avoid it?"

"I must keep in good health and not die."

"Do you read your Bible?"

"Yes, sir!"

"Are you fond of it?"

"No, sir!"

"No? Shocking! That shows you have a wicked heart. You must ask God to change it — to take away your heart of stone and give you a heart of flesh."

Here Mrs. Reed began to speak herself.

"Mr. Brocklehurst! Her worst fault is deceit. She deceived me many times. If you take her to Lowood school, the teachers must keep a strict eye on her."

Mrs. Reed had often been cruel to me before. But these words of hers cut me to the heart.

"Deceit is, indeed, a sad fault in a child," said Mr. Brocklehurst. "I will speak to the teachers. They will be watching her all the time."

When Mr. Brocklehurst had gone, I walked up to my aunt. Shaking from head to foot I said:

"I am not deceitful. I will never call you aunt again as long as I live. I will never come to see you when I'm grown up. And if anybody asks me how you treated me I will say that you were cruel to me. People think you are a good woman, but you are bad, hard-hearted. You are deceitful."

Class Work.

Explanatory Notes.

orphan — a child whose parents are dead.

cruel — very unkind, pitiless, hard-hearted.

charity school — a school for orphans kept on money given by the rich.

the head of the school — the director of the school.

directly — at once.

I was wanted — somebody wanted to see me.

to descend — to go downstairs.

to enter — to come in.

a stranger — a person whom you do not know.

what is her age? — how old is she?

no sight so sad as that of a naughty girl — there is nothing

so sad as the sight of a naughty girl.

to be fond of — to like.

to keep in good health — to be strong.

to keep a strict eye on somebody — to watch somebody, to look after with great attention.

to be cut to the heart — to be offended.

Word-Building.

cruel (*adj.*) — cruelly (*adv.*) — cruelty (*s.*).
stone (*s.*) — stony (*adj.*).
shake (*v.*) — shake (*s.*).
see (*v.*) — sight (*s.*).
die (*v.*) — death (*s.*) — dead (*adj.*).
shock (*v.*) — shock (*s.*) — shocking (*adj.*).
deceive (*v.*) — deceit (*s.*) — deceitful (*adj.*).

Opposites.

cruel — kind.
forward — backward.
downstairs — upstairs.
wicked — good.
to keep in good health — to be ill.
empty — full.
to enter — to go out.
sad — merry.
to deceive — to tell the truth.
to be fond of — to dislike.
hard-hearted — kind-hearted.

Pronunciation and Spelling.

ask	age	right	call	hell
mask	stranger	sight	naughty	health
aunt	bass	bible	fault	empty

morning	boy	home	indeed
forward	voice	stone	deceit
orphan	avoid	approach	treat

Homework.

I. Insert the proper tense of the verb in brackets.

1) Tom ... the chimneys all the morning to-morrow. (to sweep) 2) What ... you ... at, Mary? I ... at the picture.

(to look) 3) When he looked at the girl, she ... (to sleep) 4) I ... my tea between 9 and 10 this evening. (to have) 5) What ... you ... at 7 o'clock to-morrow? (to do)

II. Translate into English using Future Tense.

1) Ma loen õhtul. 2) Ma loen kella 5—7. 3) Me töötame hommikul. 4) Me töötame kogu hommiku. 5) Lapsed mängivad aias. 6) Lapsed mängivad aias k. 4—8.

III. Answer the following questions:

1) Where did Jane live? 2) Why did she live with her aunt's family? 3) How did her aunt treat her? 4) Where did her aunt decide to send her? 5) Whom did her aunt invite to come? 6) Did Jane enter the room at once? 7) What did Mr. Brocklehurst ask Jane? 8) Was Jane fond of reading the bible? 9) What did Mrs. Reed tell Mr. Brocklehurst about Jane? 10) What did Mr. Brocklehurst promise to do? 11) What did Jane say, when the director had gone?

IV. Change all the sentences containing direct speech into indirect speech.

V. Give the opposites to the following words:

forwards merry full downstairs kind death

VI. Make up sentences using the following words and expressions:

the worst, to enter, cruel, to keep in good health, orphan, wicked, to keep a strict eye on ..., to cut to the heart.

VII. Insert the proper article where necessary.

1) — man came to their house; — man wanted to see Jane. 2) Are you — good girl? 3) What — kind face she had! 4) What — book are you reading? 5) When I entered — room, my aunt was sitting by — fireside. 6) We must keep

in — good health. 7) They must keep — eye on her. 8) Jane was taken to — school.

VIII. Tell the story in your own words using indirect speech.

IX. Write a paraphrase of the above text.

LESSON FIVE.

THE BRITISH ISLES.

The British Isles are the most important group of islands which belong to the continent of Europe. There are more than five thousand islands large and small. The two largest are Great Britain and Ireland. But most of them are barren rocks where people cannot live.

The British Isles are sometimes called continental islands, which means that at some remote period of time these islands were joined to the continent across the sea; that is why the seas around Britain are shallow, and the land, plants and animals of the British Isles resemble those of the continent. The chalk cliffs of Dover are like those of France near Calais, while the rocks of Cornwall are like those of Brittany.

England and Wales form the southern part of the island of Great Britain; Scotland is the northern part of the island. England is divided from Scotland by the Cheviot Hills and from Wales by the Severn and the Dee, rivers which fall into the Irish Sea. England is for the most part a level country. It is rich in minerals such as: iron, tin, copper and coal. Wales is a mountainous country. Snowdon is the highest summit in Wales.

The northern part of Scotland is very mountainous and rocky; it is called the Highlands. Ben Nevis in the Highlands is the highest summit in the British Isles. The southern part of Scotland is called the Lowlands. Scotland is celebrated for the number and beauty of its lakes. Loch Lomond and Loch Katrine are the most picturesque of them.

Class Work.

Explanatory Notes.

isle = **island** — a piece of land surrounded by water.
barren — dry, unproductive.
remote — far-off.
the islands were joined to the continent — the islands and the continent were one piece of land.
to resemble — to be like.
cliff — rock.
summit = **top** — the highest point.
to be celebrated — to be famous, to be well known.

Word-Building.

south (*s.*) — southern (*adj.*).
north (*s.*) — northern (*adj.*).
rock (*s.*) — rocky (*adj.*).
beauty (*s.*) — beautiful (*adj.*).
continent (*s.*) — continental (*adj.*).
picture (*s.*) — picturesque (*adj.*).
mountain (*s.*) — mountainous (*adj.*).

Opposites.

southern — northern.
level — mountainous.
rich — poor.
to be joined — to be divided.
to resemble — to differ.
shallow — deep.

Pronunciation and Spelling.

which I beautiful fire take ship seven
tin isle beauty iron lake shelf level
British island Europe Ireland Wales Cheviot celebrate
will old summer those part
hill cold summit remote plant
mineral coal southern Dover France

Homework.

I. Answer the following questions:
1) What are the largest of the British Islands called? 2) Which countries make up Great Britain? 3) What do you

know about England? Scotland? Wales? 4) What are the names of the highest summits in Great Britain? 5) What are the names of the hills that divide England from Scotland? 6) What rivers of England do you know? 7) What are the British Isles sometimes called? 8) Why are they called continental islands?

II. Give the synonyms to the following words:

island	top	fearless
cliff	to be like	power
hills	broad	bright

III. Give the opposites to the following words:

to be divided	to differ	war
near	north	unhappy
deep	southern	mountainous

IV. Make up sentences using the following words and expressions:

cliff	island	to like	to be celebrated for
rock	to be like	to be divided into	remote

V. Insert the proper article where necessary.

1) — Scotland is in — north of — Great Britain. 2) — England is — old country. 3) Have you ever seen — Elbrus? 4) — coal is black. 5) — milk which I have just drunk was very good. 6) — Volga is — longest river in — Europe. 7) — America is washed by — Atlantic Ocean. 8) — London is on — Thames. 9) — Black Sea is very deep. 10) Mont Blanc is — highest summit of — Alps. 11) I wash with — cold water. 12) — water in — Neva freezes in — December. 13) — Lake Ladoga is near — Leningrad.

VI. Translate into English.

1) Kollane meri on idas. 2) Thames suubub Põhjamerre. 3) NSVL on rikas mineraalidest. 4) Kazbek on kõrgemaid mägesid Kaukasuses. 5) Prantsusmaa asetseb Euroopas. 6) Inimesed ei saa elada veeta. 7) Briti saared on väga maalilised. 8) Vesi selles klaasis on väga kuum.

VII. Insert the proper preposition where necessary.

1) Madagascar belongs — Africa. 2) Most — the islands — this group are small. 3) England is divided — Wales — two rivers. 4) Great Britain is divided — four parts. 5) The seas — Great Britain are shallow — the most part. 6) Which is the highest mountain — the British Isles? 7) The boy resembles — his father. 8) England is rich — coal. 9) We must keep — good health. 10) There are many young people — the deputies — the Supreme Soviet.

VIII. Insert the proper adjective.

1) The Black Sea is —. 2) The seas around Britain are not —, they are —. 3) At some — period of time the British Isles were joined to the continent. 4) Scotland is a — country. 5) The lakes of Scotland are —.

IX. Put questions referring to the words in italics.

1) The British Isles are divided into *four parts*. 2) The chalk cliffs of Dover are like *those of France*. 3) My little brother resembles *me*. 4) Scotland is often called *North Britain*.

X. Use the expressions *that of* or *those of* in the following sentences:

1) The streets of Leningrad are broader than the streets of Vologda. 2) The windows of our house are larger than the windows of yours. 3) The garden opposite my window is smaller than the garden of our school.

XI. Tell everything you know about the British Isles.
XII. Write a composition about England.

LESSON SIX.

MY HEART'S IN THE HIGHLANDS.

By Robert Burns (1759—1796).

My heart's in the Highlands, my heart is not here,
My heart's in the Highlands, a-chasing the deer,
A-chasing the wild deer, and following the roe,
My heart's in the Highlands wherever I go.
Farewell to the Highlands, farewell to the North,
The birthplace of valour, the country of worth.
Wherever I wander, wherever I rove,
The hills of the Highlands for ever I love.
Farewell to the mountains, high covered with snow,
Farewell to the straths and green valleys below,
Farewell to the forests and wild-hanging woods,
Farewell to the torrents and loud-pouring floods.
My heart's in the Highlands, my heart is not here.
My heart's in the Highlands, a-chasing the deer.
A-chasing the wild deer, and following the roe,
My heart's in the Highlands wherever I go!

Class Work.

Explanatory Notes.

chase — to follow, hunt; **a-chasing** — on a chase, on chasing.
wherever I go — everywhere I go.
farewell — good-bye.
valour — bravery.
worth — value.
to wander — to go from place to place.
to rove — to go from place to place.
strath — broad mountain valley.
torrent — rushing stream of water.
loud-pouring — rushing noisily.
flood — torrent, stream.

face	near	birth	below	ground	for
close	fear	work	rove	loud	four
chase	deer	worth	roe	mountain	pour

top	much	hang
torrent	country	valley
forest	cover	valour
wander	flood	strath

Homework.

I. Paraphrase the poem.

II. Give full answers to the following questions:

1) How do you feel if you are far from your native land? 2) What do you see if you are in the mountains? 3) What can you hear if you come near a mountain torrent? 4) What is a torrent covered with? 5) What are the tops of high mountains covered with? 6) What colour are the tops of those mountains at sunset (sunrise)? 7) What animals live in the mountains? 8) What do you see deep below when you stand on a high mountain? 9) How is the air in the mountains? 10) What mountains do you know in the Soviet Union?

III. Translate into English.

1) Ükskõik kuhu ma vaatan, kõikjal on lumi. 2) Ükskõik mis te homme teete, aga ärge unustage toomata minu raamatut. 3) Ükskõik millal te tulete, ma olen alati kodus. 4) Ükskõik kes teda palub, ta on alati valmis aitama.

IV. Insert the proper word.

1) Scotland is a ... country. Ben Nevis is the highest ... in Scotland. (mountain, mountainous) 2) Jane's aunt treated her ... Mrs. Reed's worst fault was her ... (cruelty, cruelly)

3) We must pay much ... to our work. We must be ... during our work. (attention, attentive) 4) The woman thought that the little chimney-sweep had come to ... She thought that he was a ... (rob, robber) 5) England is not far from the ... The British Isles are called ... islands. (continent, continental) 6) Our scientists give all their ... to the Soviet land. They ... their obligations towards their socialist fatherland. (know, knowledge)

V. Describe some beautiful place in the country where you have been.

VI. Learn the poem by heart.

LESSON SEVEN.

AT THE SEASIDE.

A. Hadn't you better get up now? It's getting late.
B. I'll be ready in a minute.
A. That's all right.
B. I've only got to put my boots on. Have you been up a long time?
A. About two hours. I woke up quite early this morning. So I got up and had a bath. After that, as it was still early, I wrote some letters and the time went by very quickly. I didn't even notice how late it was getting.
B. Well, that's a funny idea to have a bath instead of a bathe. What's the good of coming to the seaside and not bathing?
A. A bath and a bathe are two different things. You have a bath just for the same reason that you have a wash — to get clean. But you go for a bathe just as you go for a walk, as a sort of healthy exercise.
B. I'm ready now. Let's go down to the dining-room and have breakfast.

(An hour later.)

A. I wonder which is the way to the sea. This must be it, I think.
B. There's the sea. Why, we are quite close to it! Let's have a swim.
A. I shan't bathe. It's too cold for me.
B. Well, look here! I'll bathe and you can read the paper in the meantime.
A. I'd better go and post my letters.
B. All right. How long will it take you?
A. Suppose I come back in half an hour.
B. Oh! By that time I shall have bathed already.

(Half an hour later.)

A. How did you like your bathe? Was the water warm?
B. Never had a better bathe in my life. The water was rather cold, but I don't mind that.
A. What do you say to a row now? There are some boats there. Sailing-boats too. Let's go for a sail.
B. I haven't got time enough. Comrade N. leaves for Moscow to-day and I promised to see him off.
A. When does the train for Moscow leave?
B. At one o'clock sharp.
A. Well! We shall have returned by that time. It's only half past eleven.
B. No, that won't do. I hate being in a hurry.
A. Well, then we'd better go for a sail in the afternoon.

Class Work.

Explanatory Notes.

hadn't you better get up? — is it not better for you to get up?
it's getting late — it's becoming late.
I've got to put my boots on — I must put my boots on.
to notice — to see.

to go by — to pass.
to have a bathe — to bathe in the sea or in a river.
what is the good of coming? — what is the use of coming?
to get clean — to become clean.
a sort of — a kind of.
healthy — useful, good for health.
I wonder — (*here*) I don't know.
in the meantime — during this time.
I'd better go = I had better go — it is better for me to go.
I had a bath — I went to the bathroom and washed.
to post a letter — to put the letter into the letter-box.
I don't mind that — I have nothing against it; it is the same to me.
I haven't got time — I have no time.
a sailing-boat — a boat with a sail, a yacht.
leaves for Moscow — goes away to Moscow.
to see somebody off — (*here*) to go with somebody to the station.
the train leaves — the train starts from the station.
one o'clock sharp — neither earlier nor later.
that won't do — it is no good.
awfully — very.
I hate — I dislike very much.

Opposites.

better — worse.
to get up — to go to bed.
that's all right — that won't do.
to put on — to take off.
to wake up — to fall asleep.
still — not yet.
quickly — slowly.
the same — different.
to see off — to meet.
to leave — to return.
to hate — to love.
warm — cool.

Pronunciation and Spelling.

get	late	past	cold	clean	walk
health	bathe	sharp	wrote	leave	warm
ready	hate	half	woke	reason	sort
already	same	bath	boat	seaside	yacht
breakfast	way	rather	post	meantime	
instead	train	'after'noon			

Homework.

I. Translate into Estonian.

1) I shall have a lesson at 10 o'clock to-morrow. 2) I shall have taken a lesson by 10 o'clock to-morrow. 3) We shall

have breakfast at 9 o'clock this morning. 4) We shall have had breakfast by 9 o'clock this morning. 5) He will have an examination on the 10th of June. 6) He will have passed his examination by the 10th of June.

II. Translate into English.

1) Kas te juba nägite õpetajat? 2) Kas te olite juba näinud õpetajat, kui ma tulin? 3) Ma näen teda enne, kui tulen teile. 4) Ta kirjutas harjutust, kui ma tema juurde läksin. 5) Ta oli harjutuse lõpetanud, kui ma palusin temalt raamatut. 6) Ma kirjutan homme kella 4—5. 7) Ma kirjutan harjutuse järgmiseks tunniks. 8) Ma loen seda raamatut kogu õhtu. 9) Kui ta tuleb, olen ma raamatu juba läbi lugenud. 10) Kas te olete lugenud seda raamatut?

III. Insert the proper tense of the verb in brackets.

1) ... my work by 4 o'clock to-morrow. (to finish) 2) The pilots ... Moscow by the first of April. (to leave) 3) You ... your penknife? (to find) 4) When Mary ... home, Jane already ... the dinner. (to come, to cook) 5) By that time to-morrow the children ... to school. (to go) 6) He ... my telegram before I come to Moscow. (to receive) 7) When I go to the station, I ... my ticket already. (to buy) 8) I ... a bath between 9 and 10. (to take) 9) We ... for some hours to-morrow. (to row)

IV. Answer the following questions:

1) When do you generally wake up? 2) What do you put on? 3) What do you do in the bathroom? 4) Which do you like better — to have a bath or a bathe? 5) What's the difference between a bath and a bathe? 6) Why do people go to the seaside? 7) What summer sports do you know? 8) Do you mind cold water? 9) What is a sailing-boat? 10) How long does it take you to get home from school?

V. Put questions referring to the words in italics.

1) I'll be ready *in a minute*. 2) I had *a bath* in the morning. 3) The time went by *very quickly*. 4) I didn't notice *how late it was*. 5) I shan't bathe *as it is too cold for me*.

VI. Insert the proper preposition where necessary.

1) He will come — 10 minutes. 2) We had a sail instead — a row. 3) What is the use — living close — the sea and not bathing? 4) We skate — the same reason that we ski: to have a sort — healthy exercise. 5) — that time I shall have read my paper. 6) I never had a better walk — my life. 7) What do you say — a cup — tea? 8) Let's go — a walk. 9) When does the train — Moscow leave? 10) He left — Stalingrad last night. 11) Why are you — such a hurry? 12) I am — the seaside — the first time.

VII. Give the opposites to the following words and expressions:

that won't do	slowly	close	few
to take off	different	clean	to return
to fall asleep	dirty	to meet	to lose
to be over		to like	

VIII. Give the synonyms to the following words:

to go by	a looking-glass
close	plenty of
to dislike	I must

IX. Translate into English.

1) Kas poleks teil parem tõusta varem? 2) Kas tal poleks parem kirjutada kiri juba nüüd? 3) Kas meil poleks parem supelda enne lõunasööki? 4) Mis mõtet on minna jalutama, kui vihma sajab? 5) Mis kasu on sellest, kui te võtate raama-

tu ja seda ei loe? 6) Mis kasu on omada uiske ja mitte uisutada? 7) Kui palju te vajate aega pesemiseks ja riietumiseks? 8) Kui palju kulus teil aega ajalehe lugemiseks? 9) Oletame, et homme on ilus ilm. 10) Ükskõik milline ilm on, aga täna sõidan ma jahtlaevaga merele. 11) Ükskõik kus ma suvel olen, aga tennist mängin ma ikkagi. 12) See ei ole seesama sõna. 13) Te ei võtnud seda sõnaraamatut. 14) Ta ei läinud sellesse klassi. 15) Ma ei koputanud õigele uksele.

X. Change the following sentences using the verb *to get* and translate them into Estonian.

1) He became tired. 2) We wash in order to become clean. 3) Tom climbed into a flue. 4) It is growing cold. 5) It is becoming late. 6) I must do it. 7) We have an interesting book. 8) I rise early in the morning.

XI. Make up sentences using the following expressions:

that won't do
I've got to...
what's the good of...
to mind something...
to burst into tears

XII. Write out all the strong verbs and give their three main forms.

XIII. Tell the story about the two friends in your own words using indirect speech.

XIV. Write a short account of your summer vacation.

LESSON EIGHT.

THE SOVIET UNION — THE LAND OF SOCIALISM.

In October, 1917, the working class under the leadership of the Great Party of Lenin and Stalin and with the help of the working peasantry of our country overthrew the power of the bourgeoisie.

Many years have passed since that time. Socialism has

triumphed in our country. Public Socialist ownership of the means of production has triumphed. The exploiting classes have been finally abolished.

Under the four Stalinist Five-Year Plans our country has changed from a backward agrarian country into a powerful industrial country.

An entirely different road was opened to the poor and middle peasants. The collective farms are the road by which the peasantry, with the help of the Communist Party and the Soviet Government, have arrived at a well-to-do and cultured life.

All the wealth of our country belongs to the working people. The purpose of our economy is to increase public wealth, to satisfy the needs of the working people.

In the Soviet Union the principle of Socialism is realized: "From each according to his ability, to each according to the work performed." This principle has been written into our Constitution.

In our country the right to work is ensured by the Stalin Constitution, and the worker has no fear of the morrow. The young people who have grown up since the Revolution know only from books what a factory owner, a banker, or a police official is.

The U.S.S.R. is the land with the shortest working day in the world.

Many rest homes and sanatoriums have been built, where our people spend their annual vacation. All over the Union cultural institutions have been developed. The right to rest and the right to education provide all conditions for a tremendous rise in the cultural level of the working class.

The best students in higher schools get scholarships. People are taught in their native language. Books are published in 111 languages. All peoples of the U.S.S.R. take part in the general cultural progress of the country.

The Soviet Government takes care of people when they are ill, and when they grow old.

In our country women are equal to men in all spheres of economic, state and public life. Hundreds of thousands of women work as engineers, architects, directors and scientific workers. Many women are members of the Supreme Soviet of the U.S.S.R.

The culture of the Socialist city penetrates our Soviet countryside. Electric light, radio, cinema, books, newspapers and theatres are found in our villages. The country youth study in schools, technical schools and universities.

The great victories of socialism in the Soviet Union have been achieved under the banner of Marx, Engels, Lenin and Stalin, under the leadership of the Bolshevik Party and its wise leader, Comrade Stalin.

Class Work.

Explanatory Notes.

to triumph — (*here*) to conquer.
to abolish — to do away with.
entirely — quite.
well-to-do — rich.
wealth — riches.
finally — at last.
purpose — aim.
to increase — to enlarge, to become larger in size or number.
to perform — (*here*) to do.
to ensure — to make safe.
annual — yearly.
vacation — holiday.
to provide — to give.
tremendous — great.
rise — growth.
equal right — the same right.
women are equal to men — have the same rights as men.
culture penetrates the countryside — culture comes into the villages.
victory — triumph.
to achieve — to carry out, to gain.
scholarship — money given to support a good learner.

Word-Building.

lead (*v.*) — leader (*s.*) — leadership (*s.*).
peasant (*s.*) — peasantry (*s.*).

social (*adj.*) — socialist (*s.*) — socialism (*s.*).
triumph (*v.*) — triumph (*s.*).
produce (*v.*) — product (*s.*) — production (*s.*) — productive (*adj.*).
educate (*v.*) — education (*s.*) — educational (*adj.*).
power (*s.*) — powerful (*adj.*).
culture (*s.*) — cultured (*adj.*) — cultural (*adj.*).
able (*adj.*) — ability (*s.*).
office (*s.*) — official (*s.*) — official (*adj.*) — officially (*adv.*).
bank (*s.*) — banker (*s.*).
city (*s.*) — citizen (*s.*).
own (*v.*) — owner (*s.*) — ownership (*s.*).

Pronunciation and Spelling.

stop	fire	hear	peasant	education	free
abolish	triumph	fear	tremendous	vacation	supreme
economy	entirely	sphere	level	nation	achieve
			wealth		

Opposites.

native — foreign.
backward — forward.

Homework.

I. Translate the text into Estonian.
II. Insert the proper preposition where necessary.

1) We translated the text — the help — the teacher. 2) Everybody has the right — work — our country. 3) The Soviet Government provides everything — the working people. 4) These women work — pilots. 5) Our Government takes care — us. 6) We take part — socialist competition.

III. Build verbs from the following nouns and use them in sentences.

ownership	sight	organization
production	freedom	coverlet
demonstration	triumph	toiler
achievement		leadership

IV. Answer the following questions:

1) Who overthrew the power of the bourgeoisie in our country? 2) How many years have passed since the Great October Socialist Revolution? 3) Are there any exploiting classes in the U.S.S.R.? 4) What kind of country was Russia? 5) What kind of country has the Soviet Union become? 6) To whom does the wealth of our country belong? 7) What is the principle of Socialism? 8) What rights are ensured by the Stalin Constitution? 9) Where do working people spend their vacation? 10) In how many languages are books published in the U.S.S.R.? 11) Who takes care of old people and invalids? 12) What work do our women perform? 13) What can you say about the culture of the Soviet village? 14) Under whose leadership have we achieved the great victories of socialism?

V. Analyse the following sentences:

1) Socialism has triumphed in our country. 2) All the wealth of our country belongs to the working people. 3) The best students in our country get scholarships. 4) People are taught in their native language. 5) The culture of the Socialist city penetrates our Soviet countryside.

REVIEW.

I. Insert the proper tense of the verb in brackets.

1) He joined our group after we ... three lessons. (to read) 2) The ship ... into the open sea by the end of the next

week. (to sail) 3) He ... five hundred roubles every month. (to earn) 4) Where ... you ... last summer? (to spend) 5) Who ... just ... the question? (to answer) 6) We looked into the room and saw that the mother ... with the children by the fireside. (to sit) 7) I ... my letter by ten o'clock. (to post) 8) He ... for me from 4 till 6 to-morrow. (to wait) 9) The boat ... the shore at sunset. (to approach) 10) Many fruits ... in autumn. (to ripen)

II. Translate into English.

1) Mis te tegite eile õhtul? Ma mängisin malet kogu õhtu. 2) Ma mängin malet oma sõbraga homme pärast tunde. 3) Millal te lõpetate tunnid? Ma arvan, et lõpetan juba kell 8 ja lähen liuväljale. 4) Kui ma eile tulin liuväljalt, leidsin laualt kirja. 5) Kiri oli saadetud 20. ja saadud 22. kuupäeval. 6) Vastus kirjutatakse homme. 7) Kes vestleb kõrvalruumis? 8) Laps hakkas nutma. 9) Ta lubas saata mind jaama. 10) Ma ootasin teda terve hommiku, aga ta ei tulnud. 11) Suvel ma laman tundide kaupa mererannas.

III. Write out all the strong verbs and give their three main forms.

IV. Insert the proper article where necessary.

1) He is — doctor. Where is — doctor? 2) New York is in — America. 3) — cotton grows in — South. 4) — cotton of — Turkestan is good. 5) We use — steel for our machines. 6) — schools open in autumn. 7) — autumn in — Leningrad is rainy. 8) He spent his childhood in — North. 9) — Petrov made — report on — music of — nineteenth century. 10) — summit of — Kazbek is covered with — snow. 11) I drink — tea without — sugar. 12) — Atlantic Ocean is between — Europe and — America. 13) — Volga is — longest river in our country. 14) It is raining and — streets are quite wet. 15) What is — good of having — book and not reading it?

16) — Alps are — very high mountains. 17) — Lake Baikal is not far from — Irkutsk. 18) She keeps in — good health. 19) — Tom was covered with — soot from — head to — foot. 20) We cannot live without — air. 21) "— man wants to see you." — "Ask — man to come in." 22) — Yellow Sea is in — East. 23) Everybody must struggle against — fascism.

V. Make the following sentences emphatic.

1) He came in. 2) The child fell down. 3) The dog ran away. 4) He rushed out. 5) The girl jumped up.

VI. Insert the proper preposition where necessary.

1) Pay attention — this exercise. 2) He went — Moscow — a few days. 3) Little — little the ground was covered — grass. 4) Dust got — his eyes and ears. 5) The streets were full — people. 6) The poor woman burst — tears. 7) She cried — joy. 8) She will be back — two hours. 9) — ten o'clock the train will have arrived. 10) — ten o'clock the train will be approaching the town. 11) The train will be here — ten hours. 12) My brother joined — the Soviet Army — last year. 13) Culture penetrates — our Soviet villages. 14) When do you leave — Moscow? 15) What do you say — a good walk? 16) Let's go — a walk. 17) We played chess instead — going — the skating-rink. 18) We go — Moscow — train. 19) Your voice is like that — your father. 20) Fill my glass — water. 21) An island is a piece — land surrounded — water. 22) What was the good — running so fast? 23) His words cut me — the heart. 24) We do physical exercises to keep — good health. 25) Keep a strict eye — this dog.

VII. Build adjectives from the following nouns and use them in sentences.

continent	attention	science	freedom	courage
rock	child	activity	might	cruelty
dirt	ability	society	merriment	culture
anger	deceit	academy	economy	health

VIII. Build nouns from the following verbs:

to die	to deceive	to shock	to defend
to live	to see	to produce	to lead
to know	to toil		

IX. Give the opposites to the following words:

deep	plenty of	empty
to differ	the same	cruel
to spend	sad	far from

X. Make up sentences using the following expressions:

to mind something	to keep an eye on somebody
what is the good of ...	I've got to ...
to keep in good health	that won't do
to burst into tears	hadn't you better ...
to cut to the heart	from head to foot

LESSON NINE.

PHOTOGRAPHY.

If you were asked: "What does the sun do to things?" you would probably answer: "It makes things light and warm."

Your answer would be true, but not complete. The sun does something else to things: it makes them change their colour.

We know that things fade in the sun. A blue cap loses part of its colour after it has been for some time in the sun. On the

other hand, a piece of white paper will turn yellow if it is exposed to the sun for a long time. The sun also changes the colour of leaves, fruit and vegetables. Green leaves that we see in summer become yellow in autumn and green apples turn red on the side which is exposed to the sun.

Suppose you have a shelf made of fresh white wood and you put a coin on it. If the shelf remained in a place where the sun could shine on it, after a few weeks you would find the wood of a yellowish colour. If you removed the coin, you would find a white circle where the coin had been. This is an example of natural photography.

Photography is based on two principles: the parts that are exposed to the light change their colour and the parts that are shaded from the light do not.

Now photographers have special plates and papers that change their colour very guickly.

Many new inventions have been made in connection with photography. We now have plates so sensitive that we can take snapshots or instantaneous photographs. We have cameras that fold up and can be carried in our pockets. We have cinema-photography which shows moving pictures and even their natural colours.

Class Work.

Explanatory Notes.

probably — perhaps.
true — correct, right.
complete — full.
to fade — to lose colour.
to turn — to become.
to be exposed — to be left.
to remove — to take away.
shaded — covered.
instantaneous — done in a moment.

Word-Building.

probable (*adj.*) — probably (*adv.*).
yellow (*adj.*) — yellowish (*adj.*).

move (*v.*) — remove (*v.*).
nature (*s.*) — natural (*adj.*).
photograph (*s.*) — photograph (*v.*) — photography (*s.*) — photographer (*s.*).
shade (*v.*) — shade (*s.*) — shady (*adj.*) — shadow (*s.*).
instant (*s.*) — instantly (*adv.*) — instantaneous (*adj.*).

Opposites.

complete — incomplete.
to remove — to leave.
quickly — slowly.
natural — unnatural.

Pronunciation and Spelling.

ge'ography	home	face
bi'ography	open	place
pho'tography	'photograph	chase
pho'tographer		base

Homework.

I. Give full answers to the following questions:

1) What would you do if you had a camera? 2) What will happen if you leave a green jumper in the sun for a long time? 3) What would you answer if you were asked: "What does the sun do to things?" 4) What would become of a shelf made of fresh wood if you exposed it to the sun? 5) On what principles is photography based? 6) What plates and papers do photographers use? 7) Where would you go if you wanted to have your photo taken?

II. Translate into Estonian.

1) If the weather is fine, we shall go for a sail. 2) If it did not rain in the afternoon, we should bathe. 3) If I spend a month in the country, I shall have a good rest. 4) If he went to Moscow, he would see the Lenin Mausoleum.

III. Insert the proper tense of the verb in brackets.

1) He would come in time if he ... earlier. (to get up) 2) The vegetables will ripen if it ... not ... so much. (to rain) 3) If I go to Moscow, I ... a letter to you. (to write) 4) The shelf would turn yellow if it ... in the sun. (to remain) 5) What ... you ... if you wanted to eat? (to do) 6) Where ... you ... if you had your day off? (to go) 7) He wouldn't do it if he ... his mistake. (to understand) 8) If they get tickets, they ... to the theatre to-night. (to go) 9) What ... you ... if you studied Political Economy? (to read)

IV. Give the opposites to the following words and use them in sentences.

dark	a few	something	necessary
happy	natural	expose	quickly

V. Complete the following sentences:

1) If I wanted to rest, ... 2) If I have time to-morrow, ... 3) If he wrote his paper well, ... 4) If she works more at her English, ... 5) If he spoke English better, ... 6) I should go home if ... 7) He will answer well if ... 8) We should buy a wireless set if ... 9) The dress will not fade if ... 10) The apple would turn red if ...

VI. Give the synonyms to the following words.

full	ago
correct	remote
perhaps	to become

VII. Translate into English.

1) Jutustage mulle veel midagi! 2) Ma ei ole veel läbi lugenud seda raamatut. 3) Ta on veel üsna noor. 4) Palun, anna mulle veel natuke leiba.

VIII. Insert the proper preposition where necessary.

1) The plate was exposed — the light. 2) We see a picture — the wall. 3) We see trees and flowers — the picture. 4) We have many achievements — cinema-photography. 5) Our achievements — industry are known — all the world.

IX. Pick out from the text the words containing the sounds:

[uː], [əː], [ʌ], [æ], [ou].

X. Give the infinitive of the following verbs:

made	put	grown
shown	set	begun
seen	taken	brought

XI. Write out from the text all the subordinate clauses.
XII. Tell the contents of the text in your own words.
XIII. Write a paraphrase of the text.

LESSON TEN.

AMATEUR PHOTOGRAPHER.

By Jerome K. Jerome.

(Adapted.)

Begglely was an amateur photographer. Whatever he saw, wherever he went, he took. He took his friends and made them his enemies. There seemed to be something wrong about his camera.

A man with a pimple became a pimple with a man as background. There was a man who had worn a wig for fourteen years and nobody knew it. Begglely's camera discovered it in an instant and so completely exposed it that the man's friends wondered afterwards how they had not seen it before.

It was in the early days of the photographic craze, and people were pleased to be taken on the cheap.

Nearly everyone for three miles round sat or stood to Begglely, but no one who had once looked upon a photograph of himself taken by Begglely ever again felt any pride in his appearance.

Later Kodaks were invented, and Begglely went everywhere with his camera. Nothing was secret to him. He took instantaneous photographs of everybody. Life became a misery to Begglely's friends.

At last a young fellow, by name Haynoth, suggested a summer tour in Turkey.

Everybody had great hopes from that tour. They hoped that if Begglely snapped a sultana he would be killed by a janizary.

But he came back alive and cured of his photographic craze. He said that every English-speaking man, woman or child whom he met abroad had a camera. He told us that the English and American amateur photographers in the Carpathians were formed by the police in a line, two abreast, each with his or her camera under his or her arm, and that a man had to stand about three and a half hours before his turn came round. So he dropped photography and took to golf.

Class Work.

Explanatory Notes.

whatever he saw — everything he saw.
wherever he went — everywhere he went.
to take — (*here*) to photograph.
to discover — to find out.
instant — moment.
craze — madness.
on the cheap — at a low price.
to feel pride — to be proud.
to snap — to photograph.
janizary — Turkish soldier or guard.
he took to golf — he became interested in golf.

Word-Building.

craze (*s.*) — crazy (*adj.*).
pride (*s.*) — proud (*adj.*).
appear (*v.*) — appearance (*s.*).
misery (*s.*) — miserable (*adj.*).
suggest (*v.*) — suggestion (*s.*).
tour (*s.*) — tourist (*s.*).
wonder (*v.*) — wonder (*s.*) — wonderful (*adj.*).
pleased (*adj.*) — displeased (*adj.*).
hope (*v.*) — hope (*s.*) — hopeful (*adj.*) — hopeless (*adj.*).
live (*v.*) — alive (*adj.*) — life (*s.*).

Pronunciation and Spelling.

'camera		any		up		seen	
ama'teur		many		cover		com'plete	
'background		'enemy		dis'cover		cheap	
snap		abreast		wonder		'secret	
give	poor	learn	fewer	near			
misery	tour	early	cure	ap'pearance			
		Turkey					
		turn					

Homework.

I. Answer the following questions:

1) What was Begglely fond of? 2) Was he a professional photographer? 3) Were his friends pleased or displeased when he took them? 4) Why were they displeased? 5) What is a Kodak? 6) What did Haynoth suggest one day? 7) Why did he suggest a tour? 8) Was Begglely really killed in Turkey? 9) What did he relate about his life abroad? 10) What cured him of his craze?

II. Put questions referring to the words in italics.

1) If I take your photo to-day, you will get it *to-morrow*. 2) *He would take your photo* if he saw you in the garden.

3) If she had a Kodak, she would snap *everybody*. 4) If I dropped photography, I should take *to golf*. 5) *I shall play tennis to-morrow* if the weather is fine.

III. Translate into Estonian.

1) Wherever you go, you will see new buildings. 2) Whatever you do, do well. 3) Wherever he worked, he was liked by everybody. 4) Whenever he came, he brought us presents. 5) Whoever asks for this book, say I'll bring it to-morrow.

IV. Give the opposites to the following words:

friend	pleased	cheap
wrong	dead	hard-hearted

V. Translate into English.

1) Ta võttis eile minu raamatu. 2) Ta pildistas mind tuna-eile. 3) Ta on kiindunud tennisemängu. 4) Ta võttis mantli seljast.

VI. Build adjectives from the following words and use them in sentences.

use	hope	misery	thought	craze
beauty	wonder	photography	pride	live

VII. Insert the proper preposition where necessary.

1) He takes — skating. 2) There is something pleasant — him. 3) The doctor cured him — his illness. 4) They stood — a line to be photographed. 5) He carried a camera — his arms. 6) He worked — two or three hours.

VIII. Make up sentences using the following expressions:

to take to . . .	what's the good of . . .
to mind	on the one hand . . . , on the other hand . . .
to burst into laughter	hadn't you better . . .

IX. Tell the story in your own words.
X. Write a composition about Begglely.

LESSON ELEVEN.

LIVE WIRE.

(From the Newspapers.)

It happened during the winter. Three days of incessant fighting had damaged the telephone line. The battery's telephone operator was busy all day repairing the line.

It was getting dark when the line went dead again. The instrument was dumb and unresponsive in the operator's hand. And if the telephone was paralysed, that meant the battery was as good as paralysed too.

The telephone operator handed the receiver over to his assistant, crawled out of the dugout and ran along the line, plowing with difficulty through the deep snow.

Mines fell all around and shells whistled overhead as he ran. He heard the thundering of guns and the rattling of machine-guns. The air shook with the explosions, and great blobs of snow kept falling from the branches of the fir-trees. Black holes gaped in the snow.

At last the operator found the broken ends of the wire. They hung over the branches of a young fir-tree. All that had to be done was to "make both ends meet". Then he would be able to run back to the shelter of the dugout.

Unfortunately, it did not turn out so simple as all that, as the telephone operator quickly found out. An exploding mine had carried away about a metre of wire which had to be replaced.

The operator felt in his pocket for the spool that he always carried around, but he could not find it. A search of his other pockets and his field pouch proved just as fruitless. He just had not got a single piece of wire with which to fill in that gap in the telephone line.

What was to be done? The battery was waiting impatiently for the line to be repaired. There was but one way out, and he took it.

He held one end of the wire in his right hand and reached out for the other end with his left hand. The naked wire burnt his bare hands — it was so cold. The human body is an excellent conductor of electricity and the dry snow under his feet served as insulation.

There he stood, a live wire in the full sense of the term, holding the ends of the line until the battle was over. He had to stand, for there was not enough of the wire to allow him even to squat. He could, of course, have tried to pull the wire towards him, but he was afraid that this might break it somewhere else. His hands were numb and cramped from the strain and cold; his warm mittens lay on the snow at his feet. But he was happy, because he had helped his battery to win the battle.

Class Work.

Explanatory Notes.

to damage — to do harm.
to repair — to set right again.
to operate — to work, to be in action.
to go dead — to break down, to collapse.
unresponsive — not answering.
as good as — nearly.
to crawl — to advance on hands and knees.
dugout — underground shelter.
to plow through — to make way through.
overhead — on high, in the sky.
blob — small round mass.
to gape — to open or be open wide.
blanket — large woollen sheet as bedcovering.
to find out — to discover.
to replace — to put back in place.
to search — to look for what may be found.
fruitless — useless.
gap — empty space.
naked — unclothed.
bare — uncovered, unclothed.
live — that is alive.
to squat — to sit on one's heels.

Word-Building.

damage (*v.*) — damage (*s.*).
hand (*v.*) — hand (*s.*).
whistle (*v.*) — whistle (*s.*).
shelter (*s.*) — shelter (*v.*).
search (*s.*) — search (*v.*).
fruitless (*adj.*) — fruit (*s.*).
deep (*adj.*) — depth (*s.*).
meet (*v.*) — meeting (*s.*).
prove (*v.*) — proof (*s.*).
fill (*v.*) — full (*adj.*).
patient (*adj.*) — patience (*s.*).
operator (*s.*) — operation — (*s.*) — operate (*v.*).
dark (*adj.*) — darkness (*s.*) — darken (*v.*).
receiver (*s.*) — receive (*v.*) — reception (*s.*).
assistant (*s.*) — assist (*v.*) — assistance (*s.*).
explosion (*s.*) — explode (*v.*) — explosive (*s.*).
paralyse (*v.*) — paralysis (*s.*).
fortunate (*adj.*) — fortune (*s.*).
conductor (*s.*) — conduct (*s.*).

Pronunciation and Spelling.

line	right	happen	gap	body	make
mine	fight	carry	damage	operator	gape
live	might	battery	cramp	blob	naked
paralyse	night	rattle	ran	squat	strain
air	dark	all	heard	gun	scout
repair	pass	fall	search	dugout	pouch
bare	last	crawl	serve	dumb	plow
	branch	warm	term	numb	allow

Homework.

I. Translate the text into Estonian.
II. Answer the following questions:

1) Why was the telephone operator busy all day? 2) What did he do when the instrument went dead? 3) What did he hear and see when he was making his way through the deep snow? 4) Where did he find at last the broken ends of the

wire? 5) What had happened to the wire? 6) What was it the telephone operator could not find in his pockets and field pouch? 7) How did he repair the telephone line? 8) How long did he have to stand replacing the wire?

III. Put questions referring to the words in italics.

1) It happened *during the winter.* 2) He handed *the receiver* over to his assistant. 3) *Great blobs of snow* kept falling from the branches of the fir-trees. 4) Then he would be able to run back *to the shelter of the dugout.* 5) *An exploding mine* had carried away about a metre of wire. 6) He was happy, *because he had helped his battery to win the battle.*

IV. Make up sentences using the following words:

to damage	live	battle	shelter
to repair	dumb	battery	assistant
to crawl	numb	shells	operator
to search	naked	explosion	receiver

V. Write a short outline of the text.

VI. Tell the story in your own words.

LESSON TWELVE.

OWEN'S BIRTHDAY.

From "COMRADES FOR THE CHARTER" by Geoffrey Trease. *(Adapted.)*

Owen was whistling gaily as he walked. To-day, on this sunny March morning, he was sixteen. And Mr. Jones had promised years ago when Owen first became his shepherdboy, that on his sixteenth birthday he would have a man's wage.

A man's wage — seven shillings a week!

If he were able to take home three shillings extra every

week-end, what a big difference it would make in the little cottage, where he lived with his parents, brothers and sisters.

Things would be better now if he got a man's wage. He would be able to buy some tea for his mother and tobacco for his father.

Here was the farm. The farmer was sitting at breakfast, a big dish of bacon and eggs in front of him.

"Well? What are you waiting for?"

"Mr. Jones, I'm sixteen to-day."

"Well? What do you expect me to do? Wish you many happy returns of the day?"

"You promised, Mr. Jones, when I was sixteen, you would raise me to full wages."

"Did I? I don't remember promising any such things."

Suddenly he changed his tone. "Times are very hard with us, farmers. Suppose we talk about it some other time."

"Four shillings isn't enough!" repeated the boy. "I am a man now and I must have a man's wage. And you are not so poor, Mr. Jones, as I know. The mountain is white with your sheep."

"That'll do, boy!" the farmer roared starting up from his chair. "If you don't like it, there will be many other boys to do your work. Get out! If you don't, I'll set the dogs on you."

"All right!" Owen moved to the door. "I'll tell them all down in the village what sort of a boss you are."

"And I will tell the other farmers — and not one of them will take you on. You can starve if you like."

The door slammed. Owen was walking back down the road. It was not a light thing to be out of work. If Jones told the other farmers about him, Owen would not find a place.

This was a fine way of celebrating his birthday!

Class Work.

Explanatory Notes.

gaily — merrily.
a shepherd-boy — a boy who looks after the sheep.
his birthday — the day when he was born.
extra — more.
hard — difficult.
in front of — before.
suddenly — all at once.
that'll do — that is enough.
to start up — to get up quickly, to rise suddenly.
I'll set the dogs on you — I shall send the dogs to attack you.
boss — master, employer.
take on — employ.
to starve — to die from hunger.
to slam — to shut with a loud noise.
light — simple, easy.

Word-Building.

gay (*adj.*) — gaily (*adv.*).
sun (*s.*) — sunny (*adj.*).
sheep (*s.*) — shepherd (*s.*).
differ (*v.*) — different (*adj.*) — difference (*s.*).
sudden (*adj.*) — suddenly (*adv.*).

Opposites.

gaily — sadly.
sunny — cloudy.
in front of — behind.
suddenly — little by little.
fine — horrible.
hard — easy.
to remember — to forget.
to buy — to sell.
badly — well.
that'll do — that won't do.

Pronunciation and Spelling.

dog	raise	earn	hour	often
boss	gaily	return	'forehead	whistle
promise	bacon	birthday	'shepherd	listen

Homework.

I. Write a short outline of the text.
II. Change the whole dialogue from the above text into indirect speech.
III. Answer the following questions:

1) What would you do if you were hungry? 2) What would you do if you were tired? 3) What would you do if you were ill? 4) What would you do if you were in the country? 5) What would you visit if you were in Moscow for the first time? 6) What would you see if you were in the street?

IV. Translate into English.

1) Kui ei oleks nii külm, me jalutaksime kauem. 2) Kui mu vend oleks kodus, ta aitaks mind. 3) Kui see raamat oleks kergem, ma loeksin ta kiiremini läbi. 4) Kui aken oleks avatud, oleks õhk toas palju parem. 5) Kui homme oleks ilus ilm, me sõidaksime paadiga merele. 6) Kui peremees täidaks lubaduse, siis Owen võiks aidata oma perekonda. 7) Kui Owen ei leia tööd, siis ta jääb nälga. 8) Kui ma saan pileti, siis lähen sünnipäeval teatrisse. 9) Kui te laenaksite mulle oma sõnastiku vaid mõneks päevaks, ma oleksin teile väga tänulik. 10) Kui te oleksite õhtul kodus, ma tuleksin teid vaatama.

V. Write out of the text all the *if*-clauses.

VI. Insert the proper article where necessary.

1) Look here, — man, are you cold? 2) We shall have — dinner at five o'clock. 3) We have three English lessons — week. 4) Pyrenees are in — Spain.

VII. Change the following words into the plural.

man	woman	sheep	family	tooth
child	foot	deer	boy	leaf

VIII. Write out from the text the words containing silent letters.

IX. Tell the story in your own words.

X. Dramatize the story (in class).

XI. Write a composition about Owen's birthday.

LESSON THIRTEEN.

THE CHARTIST MOVEMENT.

The London Workers' Association was founded in 1836. The Association wanted to unite the intelligent influential section of the working class in order to achieve, by legal means, equal political and social rights for all. William Lovett, who was at the head of the Association, wrote a petition to Parliament in which the "Charter" was included. The six points of the Charter were:

1. Universal adult suffrage for every man of age, sane and unconvicted of crime.
2. Annual Parliaments.
3. Payment of members of Parliament, to enable poor men to stand for election.
4. Secret ballot to prevent bribery and intimidation by the bourgeoisie.
5. Equal electoral districts to secure equal representation.
6. Abolition of property qualification for candidates in order to make every candidate eligible.

The Charter rapidly spread all over England, particularly among the industrial workers of the north of England.

The Chartist movement had many fellow-travellers but these people soon left the movement when it became revolutionary in character. The movement split into two sections, the "moral force" chartists and the "physical force" chartists. All that led to the first defeat of the movement in 1839 when 450 of its leaders were arrested. In 1840 the movement was formed into the Chartist Association with an Executive Committee and local councils. Membership cards were given to the members of the Association and the membership dues were regularly collected. A second petition was prepared

which was more proletarian in character than the first petition. In this petition the miserable wages of an industrial worker were compared with the income of the Queen and her husband.

Parliament refused to accept the petition and a long period of struggle followed in which soldiers and special police were used against the strikers.

In 1848, "the year of revolutions", a third petition was prepared. It was known as the "Monster Petition". This petition was signed by over 5,000,000 people, weighed 5 hundredweight, and was carried to Parliament on three carts.

On the 10th of April 1848 a National Chartist convention was held; though many of the deputies called for an armed insurrection, the convention wavered and the "moral force" advocates prevented the use of physical force.

While the convention was wavering, the Government concentrated troops and special police in London.

Parliament treated the petition as a joke and workers' demonstrations were broken up. The power of the Chartist movement was broken. But the movement did not die immediately. It lasted for several more years.

However, the bourgeoisie split the ranks of the workers. The capitalists partially granted the demands of certain sections. The Chartist movement clearly demonstrated to the working class the necessity for a strong proletarian political party, with a correct revolutionary theory.

Class Work.

Explanatory Notes.

intelligent — quick to understand, clever.
to influence — to make somebody do as you like, to exercise your power on somebody.
influential — powerful.
adult — grown up.
suffrage — a vote in support of some person.
sane — healthy, sound of mind.

to be convicted — to be declared guilty by a tribunal.
to enable — to make it possible.
to elect — to choose a person to some position.
eligible — fit to be chosen.
to ballot — to vote by some secret method.
to bribe — to give money to somebody with the object of getting something illegally.
to intimidate — to make afraid, to inspire fear.
to abolish — to put an end to.
abolition — the act of putting an end to, of abolishing.
to split — to break.
to execute — to carry out, to fulfil.
income — money that comes in periodically.
monster — something extraordinary, something very big.
insurrection — armed revolt.
to waver — to doubt, to hesitate to do something.
treated the petition as a joke — looked upon the petition as upon a joke.
joke — something not serious.
to grant — to permit a person to have something.
to demand — to require to do something.

Word-Building.

proletariat (*s.*) — proletarian (*adj.*).
intelligent (*adj.*) — intelligence (*s.*).
influence (*s.*) — influence (*v.*) — influential (*adj.*).
society (*s.*) — social (*adj.*).
able (*adj.*). — enable (*v.*).
elect (*v.*) — election (*s.*) — electoral (*adj.*).
represent (*v.*) — representation (*s.*).
proper (*adj.*) — property (*s.*).
qualify (*v.*) — qualification (*s.*).
rapid (*adj.*) — rapid (*s.*) — rapidly (*adv.*).
industry (*s.*) — industrial (*adj.*).
charter (*s.*) — chartist (*s.*) — chartist (*adj.*).
move (*v.*) — movement (*s.*).
revolution (*s.*) — revolutionary (*adj.*).
member (*s.*) — membership (*s.*).
regular (*adj.*) — regularly (*adv.*) — regularity (*s.*).
demonstrate (*v.*) — demonstration (*s.*).
nation (*s.*) — national (*adj.*) — nationality (*s.*).

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strike (*s.*) — strike (*v.*) — striker (*s.*).
achieve (*v.*) — achievement (*s.*).
necessary (*adj.*) — necessity (*s.*).
pay (*v.*) — payment (*s.*).
abolish (*v.*) — abolition (*s.*).
wave (*s.*) — waver (*v.*).
misery (*s.*) — miserable (*adj.*).

Pronunciation and Spelling.

party	section	people	that	hear	for
charter	intelligent	legal	ballot	here	force
grant	executive	equal	character	theory	moral
	special	defeat	rapidly		
	ne'cessity	police	national		

split	found	day
pe'tition	town	waver
miserable	'council	weight
physical		wages
'eligible		pay

Homework.

I. Translate the text into Estonian.

II. Find compound and complex sentences in the text.

III. Build nouns from the following words and use them in sentences:

national, represent, translate, qualify, demonstrate, waver, elect, abolish, repeat, organize.

IV. Build adjectives from the following words:

necessity, proletariat, revolution, industry, intelligence, speciality, rapidly, culture.

V. Answer the following questions:

1) When was the Workers' Association founded? 2) Whom did this Association want to unite? 3) What did William

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Lovett write? 4) What was included in the Petition? 5) What are the six points of the Charter? 6) What is the first point? (the second, the third, etc.) 7) Why did some people desert the movement? 8) Into what sections did the movement split? 9) What happened in 1839? 10) When was the Chartist Association formed? 11) What kind of Association was it? 12) In what way did the second petition differ from the first? 13) How did Parliament take that petition? 14) When was the third petition prepared? 15) Why was it called a "Monster Petition"? 16) When was the National Chartist Convention held? 17) What did many of the deputies call for? 18) Who prevented the use of physical force? 19) What was the result? 20) What did the Chartist movement demonstrate to the working class?

LESSON FOURTEEN.

UNMASKED.

From "COMRADES FOR THE CHARTER" by Ceoffrey Trease.

(Adapted.)

Gaunt was a spy sent by the police to betray the Chartist movement. Beniovsky, a Polish exile, and two boys, Owen and Tom, who were devoted to the people's cause, began to suspect him of treachery. At midnight they entered his room. Gaunt was bending over some papers.

With a quick movement Gaunt thrust the papers into his coat and ran to the open window.

"Stop him," cried Beniovsky to the boys, "if you do not stop him, he will carry the complete list of the leaders to the Government."

A minute later they heard a clatter of hoofs.

"He has taken my horse," cried Beniovsky. He rushed out

into the corridor and into the stables. The two boys followed. Beniovsky's horse was not there. The other horses were awake in their stables. Beniovsky saddled one of them. Owen and Tom were only a minute slower.

The spy was going south. If he reached Abergavenny, he would be safe. Beniovsky cursed himself for leaving his horse in the stable ready saddled for the traitor. Down the sleeping valley they galloped. Beniovsky fired, but missed.

"I have an idea," said Owen, "do you see that track up the hillside? If I get over there I shall cut him off."

Beniovsky answered: "You would break your neck if you did it. Besides, there is a river there."

The boy's face was white and set. "We must stop him. You follow the road but I shall go up the hill."

"Good luck then."

Owen turned off the road — and a moment later his horse plunged into the river. For a moment the boy and the horse were lost in the foam . . .

(To be continued).

Class Work.

Explanatory Notes.

to betray — to deliver into the hands of an enemy.
cause — *(here)* movement.
a clatter — a noise made by horse-shoes.
stable — building for keeping horses.
to curse — to use bad language.
to saddle a horse — to put a saddle on the back of a horse.
track — narrow footway.
set — firm, resolute.

Word-Building.

saddle (*s.*) — saddle (*v.*).
foam (*s.*) — foam (*v.*).
set (*v.*) — set (*adj.*).
traitor (*s.*) — betray (*v.*) — treachery (*s.*).
spy (*s.*) — spy (*v.*).
save (*v.*) — safe (*adj.*) — safety (*s.*).

Opposites.

to betray — to be devoted.
to suspect — to trust.
complete — incomplete.
awake — asleep.
to enter the room — to leave the room.
to rush — to move slowly.
valley — hill.
resolute — irresolute.
to be safe — to be in danger.

Pronunciation and Spelling.

neck	road	while	burn	back	awake	must
treachery	coat	mile	turn	track	table	plunges
suspect	foam	exile	curse	saddle	safe	luck
				clatter	break	

Homework.

I. Answer the following questions:

1) What do you know about the Chartist movement? 2) What were the six points of the Charter? 3) Why were the Chartists defeated? 4) What was Gaunt? 5) How was he exposed? 6) How did he escape? 7) Whose horse did Gaunt take? 8) Who followed him? 9) Why did Beniovsky curse himself? 10) Where did they gallop? 11) What idea crossed Owen's mind? 12) What did Beniovsky say to it? 13) What track did Owen follow? 14) What was the river covered with?

II. Write a short outline of the text.

III. Change all the sentences containing direct speech into indirect speech.

IV. Write out from the text all the *if*-clauses.

V. Give the infinitives of the following verbs:

sent	ran	cried	cut
tore	stopped	left	broke
began	heard	said	set
found	told	saw	lost

VI. Give the opposites to the following words:

to forget	to trust	asleep
to be devoted	incomplete	different
noon	unnecessary	to be in danger

VII. Write sentences with *if*-clauses containing the following verbs:

to remember	to swim	to begin	to break
to sleep	to lose	to see	to plunge

LESSON FIFTEEN.

UNMASKED.

(Continued.)

If anybody else had tried this, he would have perished. But Owen knew his native hills.

If he cut across the mountain he would stop Gaunt and would force him on to the mountain track. He looked at the road below. Gaunt was still ahead of him. He understood that if he continued on the track, he would be behind the spy. He saw a deep gully. It was necessary to take another chance.

He pulled the horse's head round and they plunged down the gully. Down, down they slid in a cloud of dust, down to where the road was seen in the moonlight. Gaunt saw them shooting down the hillside. He stared, then bent over the horse's neck and rode forward faster than before. But he was too late. The next moment Owen with drawn pistol blocked the passage of the road. At the same time Beniovsky and Tom came into sight. Gaunt dared neither face the man behind, nor ride on. He chose the mountain and started up the hillside.

Beniovsky and Tom joined Owen and the three of them galloped forward. Suddenly Owen let out a cry of horror. "Gaunt is making for the precipice. He will be over the edge in a second!"

"If only I were near enough to whistle, I should stop him," Beniovsky said.

And without any further explanation he put two fingers to his mouth and sent a long whistle. The horse heard the familiar sound. It stopped suddenly.

But the traitor, unready for such an action, shot over the horse's neck out and down on to the rocks below.

If Beniovsky had whistled a second later, he would have never seen his horse again.

"So perish all the enemies of the people," said Beniovsky.

Class Work.

Explanatory Notes.

his native hills — the hills where he was born.
to force somebody to do something — to make somebody do something.
ahead — in front of.
to take another chance — to risk once more.
gully — deep channel.
to shoot down — (*here*) to come down quickly.
fast quick.
with drawn pistol — with the pistol ready for firing.
to come into sight — to appear, to be seen.
to dare — to have the courage.
to face — to meet face to face.
to let out a cry — to utter a cry.
to make for — to go towards, to ride towards.
precipice — steep face of a cliff or rock.
familiar — well-known.

Word-Building.

dust (*s.*) — dusty (*adj.*).
explain (*v.*) — explanation (*s.*).
pass (*v.*) — passage (*s.*).
family (*s.*) — familiar (*adj.*).
ride (*v.*) — rider (*s.*).
ready (*adj.*) — unready (*adj.*).
horror (*s.*) — horrible (*adj.*).
face (*s.*) — face (*v.*).

Opposites.

ahead of — behind.
familiar — unfamiliar.
fast — slow.
ready — unready.
to come into sight — to disappear, to be out of sight.
horror — joy.

Homework.

I. Write a short outline of the text.

II. Give the synonyms to the following words and use them in sentences.

to continue	to be seen	fast	difficult
rock	in front of	all at once	well-known

III. Write from the text all the strong verbs and give their three main forms.

IV. Pick out the words containing the sounds:

[ɔ:], [ə], [æ], [ei].

V. Make up sentences using the following words and expressions:

precipice, chose, fast, ahead, native, hillside, familiar, to take a chance, to make for, to come into sight, on the other hand.

VI. Give the opposites to the following words:

instantly	to enter
familiar	to be in danger
natural	to suspect
joy	to live
hill	to stop

VII. Write out the *if*-clauses from the text and tell to which of the three types they belong.

VIII. To which of the three types do the following *if*-clauses belong?

1) If the horse heard its master's whistle, it would come back. 2) We shall cross the river if we have a boat. 3) If Owen had not taken the mountain track, he would not have

caught the spy. 4) If he leaves his horse in the stable, the spy will saddle it. 5) Owen would buy tea for his mother if he had a man's wage. 6) If the horse had stopped suddenly, the rider would have fallen down. 7) He would probably come earlier if he had time.

IX. Complete the following sentences:

1) If you go to-morrow, ...
2) I should see you off if ...
3) If he had written the letter yesterday, ...
4) If he receives your telegram, ...
5) She would miss the train if ...
6) I should have visited the museum if ...
7) If it were late, ...
8) We should not go to the country if ...

X. Translate into English.

1) Oleksin teid peatanud, kui oleksin eile teid näinud. 2) Ma lähen koosolekule, kui see toimub. 3) Mu vend ei unusta inglise keelt, kui ta õpib ka suvel. 4) Eile ma oleksin hilinenud, kui oleksin sõitnud omnibusega. 5) Ta oleks tervem, kui ta teeks hommikuti võimlemisharjutusi. 6) Me anname talle kirja edasi, kui ta on kodus. 7) Kui arstid oleksid soovitanud, ta oleks sõitnud Krimmi juba möödunud suvel. 8) Ma poleks teinud niipalju vigu oma töös, kui ma poleks vahele jätnud tunde eelmisel nädalal.

XI. Insert the proper article where necessary.

1) They live in — North. 2) They went — north. 3) England is in — West. 4) The aeroplane flew — west.

XII. Tell the story in your own words.
XIII. Write a composition about the capture of the spy.

REVIEW.

I. State to which of the three types each of the *if*-clauses belongs.

1) If I had not left my copy-book at home, I should have shown you my work. 2) If I had a camera, I should take snapshots. 3) If I had been at home yesterday, I should have shown you the new book. 4) If my telephone is in order tomorrow, I shall ring you up. 5) If I were in the mountains, I should feel stronger.

II. Use the proper tense of the verb in brackets.

1) If he had come a little later, he ... the train. (to miss) 2) If he shoots well, he ... a Voroshilov shot. (to become) 3) I should have never done it if you ... me about it before. (to tell) 4) I should work more if I ... in your place. (to be) 5) If the man had not whistled, the horse ... (to perish)

III. Complete the following sentences:

1) If his horse had been lost, ...
2) If the children came home early, ...
3) If I were tired, ...
4) He will not come if ...
5) If it were cold in the street, ...
6) We should not have seen it so well if ...
7) If we lived in the far North, ...
8) If the sun sets among the clouds, ...
9) I should master the language in a short time if ...
10) He would have bathed if ...

IV. Give full answer to the following questions:

1) What would you say if you met your friend | in the morning?
2) „ | in the evening?
3) What would you take if you wanted to write on the blackboard?

4) What would you take if you wanted to write in your copy-book?

5) Where would you go if you wanted | to hear music?
6) „ | to skate?
7) „ | to read?
8) „ | to see some film?
9) „ | to eat?

10) What would you use if you wanted to eat soup?
11) What would you use if you wanted to cut bread?
12) What would you use if you wanted to wash your hands?

V. Insert the proper article where necessary.

1) What does — sun do to — things? 2) — piece of — paper will turn yellow if it is exposed to — sun for — long time. 3) This is — example of — natural photography. 4) — young fellow suggested — summer tour to — Turkey. 5) He earned three shillings — week. 6) We have ten hours of English — month. 7) How are you, — boy? 8) The ship was sailing — north. 9) They slid in — cloud of — dust. 10) We shall finish our work in — second. 11) We learned "My heart's in — Highlands". 12) — tops of — mountains are covered with — snow. 13) He spent — month in — Caucasus.

VI. Insert the proper preposition where necessary.

1) The speech was delivered — the meeting. 2) Farewell — the North. 3) He cut — the mountain. 4) She was ahead — him. 5) The road was clearly seen — the moonlight. 6) He bent — the table. 7) The mountains came — sight. 8) The children were making — the wood. 9) The horse plunged — the river. 10) They were lost — the foam. 11) They followed — the man. 12) We work — the morning. 13) He returned — a sunny morning. 14) What is there — front — you?

15) There is something funny — her. 16) He took — tennis. 17) Relate the story — your own words. 18) His head was exposed — the wind. 19) What do you see — the picture? 20) There is much dust — the picture, don't touch it. 21) He joined — his friends.

VII. Give all the derivatives of the following words:

photograph	pride	traitor	family	friend
shade	tour	save	pass	instruct
instant	sun	dust	mountain	achieve
wonder	differ	explain	develop	represent

VIII. Make up sentences using the following adjectives:

safe	gay	complete
horrible	hard	natural
dangerous	sudden	special
fast	light	fresh
set	true	cheap

IX. Give the opposites to the following words:

a few	friend	to forget	happy	to lose
necessary	pleased	to sell	resolute	fast

X. Put questions referring to the words in italics.

1) Photography is based *on two principles.* 2) *Begglely* went everywhere *with his camera.* 3) Owen was walking *down the road.* 4) They heard *a clatter of hoofs.* 5) *Owen* knew his native hills. 6) He will be over the edge *in a second.* 7) If I were near enough *I should stop him.* 8) *We shall cross the river* if we have a boat.

XI. Put into the active voice.

Yesterday I was visited by one of my friends and invited to come back with him to dinner. We were taken there by him in a motor-car. On our way we were met by a man on

horseback. We were asked by him the way to the station. He had been told by another man that it was quite near. But just as we were showing him where to go, his horse was frightened by passing motor-car and the poor man was thrown off by it on the road.

XII. Make up sentences using the following expressions:

to make for ...
to cut to the heart
to mind something
to come into sight
to take to ...
from head to foot
on the one hand ..., on the other hand ...
that won't do
to keep in good health
to keep a strict eye on somebody
I've got to ...
what's the good of ...

LESSON SIXTEEN.

V. I. LENIN, THE LEADER OF THE WORKING CLASS AND THE FOUNDER OF BOLSHEVISM.

From "A SHORT HISTORY OF THE U.S.S.R."
by Prof. A. Shestakov.

Vladimir Ilyich Lenin (Ulyanov) was born in 1870, in the town of Simbirsk (now called Ulyanovsk). At school he was a very good pupil.

At the age of seventeen Lenin entered the Kazan University but was soon expelled for taking part in the revolutionary students' movement. He then began to prepare for examinations in all the subjects in the university curriculum. These examinations he passed.

While still living in Kazan Lenin joined a Marxist circle and studied the works of Marx and Engels. He astonished everybody by his profound knowledge.

In 1893 Lenin went to Petersburg and there he began to teach in workers' study circles.

In Petersburg Lenin amalgamated all the workers' study circles into the " League of Struggle for the Emancipation of the Working Class", and thus he paved the way for the creation of a genuinely revolutionary workers' party. On his proposal, similar leagues were formed in other towns.

Lenin ruthlessly fought against all those who misinterpreted the teachings of Marx.

Lenin studied every detail of the lives of the workers, wrote leaflets and books for them, and called for a persistent struggle against the capitalists.

The tsarist detectives arrested Lenin.

He was kept in prison for a long time and then he was exiled to Siberia for three years.

The "League of Struggle" which Lenin had organized, made an attempt to unite into a party. With this object the first congress of the Russian Social Democratic Labour Party (R.S.D.L.P.) was convened in 1898 in the city of Minsk. The attempt to form a party at this congress failed, however.

On returning from exile Lenin went abroad and there started the first Marxist newspaper. It was called the *Iskra* or the Spark.

The *Iskra* was printed on tissue-paper so as to make it more convenient to smuggle it secretly into Russia.

In the *Iskra* Lenin wrote articles calling upon the workers to unite in a revolutionary political party for the purpose of fighting the autocracy and the capitalists.

Lenin's *Iskra* paved the way for the formation of the Bolshevik Party.

The workers' struggle flared up and soon spread to the outlying districts of Russia, including Transcaucasia, where,

since 1898, Comrade Stalin, Lenin's pupil, carried on his revolutionary work.

Class Work.

Explanatory Notes.

to be expelled — to be turned out, to be driven out.
a curriculum — a regular course of study.
profound — deep.
to amalgamate — to unite.
to emancipate — to set free.
to pave the way — to prepare the way.
to create — to form.
genuine — real, true.
proposal — offer.
similar — like.
ruthless — pitiless.
to interpret — to explain.
to misinterpret — to explain in a wrong way.
persistent — continuing in spite of opposition.
to make an attempt — to try.
to convene — to come together, to meet.
tissue-paper — very thin, soft paper.
to smuggle secretly — to bring secretly.
to flare up — to break out into flame.

Word-Building.

revolt (*v.*) — revolution (*s.*) — revolutionary (*adj.*).
move (*v.*) — movement (*s.*).
examine (*v.*) — examination (*s.*).
know (*v.*) — knowledge (*s.*).
emancipate (*v.*) — emancipation (*s.*).
amalgamate (*v.*) — amalgamation (*s.*).
create (*v.*) — creation (*s.*).
propose (*v.*) — proposal (*s.*).
ruth (*s.*) — ruthless (*adj.*) — ruthlessly (*adv.*).
interpret (*v.*) — interpreter (*s.*) — interpretation (*s.*).
leaf (*s.*) — leaflet (*s.*).
persist (*v.*) — persistent (*adj.*) — persistence (*s.*).
exile (*v.*) — exile (*s.*).
form (*v.*) — form (*s.*) — formation (*s.*).

Pronunciation and Spelling.

tell	truth	first	leave	where
expel	ruthless	interpret	secret	flare
genuine	include	purpose	convene	

Note the silent *p* in *attempt*.

Opposites.

to enter — to leave.
profound — shallow.
genuine — false, untrue.
ruthless — pitiful.
convenient — inconvenient.
to fail — to succeed.
interpret — misinterpret.

Homework.

I. Answer the following questions:

1) When was Lenin born? 2) Where did he spend his childhood? 3) How old was Vladimir Ilyich when he entered the University? 4) Why was he expelled from the University? 5) Did he stop studying? 6) What circle did Lenin join in Kazan? 7) Whose works did he study? 8) When did he go to Petersburg? 9) Whom did he teach in the circles? 10) How did he pave the way for the creation of a genuinely revolutionary workers' party? 11) What was formed in other towns? 12) How did he fight against those who misinterpreted the teachings of Marx? 13) What did Lenin write for the workers? 14) What did Lenin call for? 15) What did the tsarist detectives do with Lenin? 16) Where was Lenin exiled? 17) Where and when was the first Congress of the Russian Social Democratic Labour Party convened? 18) What was the object of that Congress? 19) What was the result? 20) Where did Lenin go on returning from exile? 21) What was the first Marxist newspaper called? 22) Why was the "Iskra" printed on tissue-paper? 23) What did Lenin write about in the "Iskra"?

24) What did the "Iskra" help to form? 25) Where did the workers' struggle spread? 26) Who carries on Lenin's work?

II. Give the opposites to the following words:

to divide	inconvenient	shallow
untrue	pitiless	to enter
misinterpret	to fall	soft

III. Put questions referring to the words in italics.

1) The workers studied *in circles.* 2) The workers read *the leaflets* with great interest. 3) Students were expelled from the universities *for taking part in the revolutionary movement.* 4) No, *there are no exploiters in our country.*

IV. Tell everything you know about Lenin's biography.

V. Write a composition on Lenin's biography.

LESSON SEVENTEEN.

CONDITIONS OF THE WORKING CLASS IN ENGLAND.

By Frederick Engels.

(Extract.)

The history of the proletariat in England begins with the second half of the last century, with the invention of the steam-engine and of machinery for working cotton. These inventions gave rise, as is well known, to an industrial revolution, a revolution which altered the whole bourgeois society; one, the historical importance of which is only now beginning to be recognized. England is the classic soil of this transformation, which was all the mightier, the more silently it proceeded; and England is therefore the classic land of its

chief product also, the proletariat. Only in England can the proletariat be studied in all its relations and from all sides.

We have not, here and now, to deal with the history of this revolution, nor with its vast importance for the present and the future. Such a delineation must be reserved for a future, more comprehensive work. For the moment we must limit ourselves to the little that is necessary for understanding the facts that follow, for comprehending the present state of the English proletariat.

Before the introduction of machinery, the spinning and weaving of raw materials was carried on in the workingman's home. Wife and daughter spun the yarn that the father wove or that they sold, if he did not work it up by himself. These weaver families lived in the country in the neighbourhood of the town, and could get on fairly well with their wages because the home market was almost the only one, and the crushing power of competition that came later, with the conquest of foreign markets and the extension of trade, did not yet press upon the wages. There was further a constant increase in the demand for the home market keeping pace with the slow increase in population and employing all the workers; and there was also the impossibility of vigorous competition of the workers among themselves, consequent upon the rural dispersion of their homes ...

Class Work.

Explanatory Notes.

to give rise to — to produce.
to alter — to change.
soil — ground.
vast — great.
delineation — (*here*) picture.
to reserve — to keep.
to comprehend — to understand.
comprehensive — full, complete.
yarn — fibre of wool prepared for weaving.
fairly well — quite well.
to crush — to break.

extension — development.
increase — growth.
vigorous — strong, active.
rural — living in the country, belonging to the country.

Word-Building.

engine (*s.*) — engineer (*s.*).
industry (*s.*) — industrial (*adj.*).
important (*adj.*) — importance (*s.*).
neighbour (*s.*) — neighbourhood (*s.*).
compete (*v.*) — competition (*s.*).
conquer (*v.*) — conquest (*s.*).
extend (*v.*) — extension (*s.*).
vigour (*s.*) — vigorous (*adj.*).
introduce (*v.*) — introduction (*s.*) — introductory (*adj.*).
spin (*v.*) — spinner (*s.*) — spun (*adj.*).
history (*s.*) — historical (*adj.*) — historian (*s.*).
invent (*v.*) — invention (*s.*) — inventor (*s.*).
people (*s.*) — popular (*adj.*) — population (*s.*).
possible (*adj.*) — possibility (*s.*) — impossibility (*s.*).
weave (*v.*) — weaver (*s.*) — woven (*adj.*).

Opposites.

well off — poor.
cheap — dear, expensive.
demand — supply.
increase — decrease.
possible — impossible.
rapid — slow.
profitable — unprofitable.
less — more.
before — after.
not yet — still.

Pronunciation and Spelling.

sup'port
in'crease
in'vent
de'mand
re'place
prole'tariat
revo'lution
intro'duction
compe'tition
transfor'mation
'classroom
'steam-engine
'handwork
'working-man
'working class

Homework.

I. Translate the text into Estonian.

II. Answer the following questions:

1) When did the history of the proletariat in England begin? 2) What gave rise to an industrial revolution? 3) What changes took place in the workman's life with the invention of machinery? 4) Where was the spinning and weaving of raw materials carried on before the introduction of machinery?

III. Insert the proper preposition where necessary.

1) The history — the proletariat — England began — the invention — the steam-engine. 2) The invention — machinery gave rise — the development — industry. 3) The demand — books has increased — our country.

IV. Give the opposites to the following words:

to increase	unprofitable	poor	to end
expensive	little	more	slow

V. Give the synonyms to the following words and use them in sentences.

well-off	seldom
deep	entirely
to replace	fast

VI. Build nouns from the following verbs:

to invent	to introduce	to weave	to spin
to begin	to teach	to study	to swim
to write	to exploit	to direct	to skate

VII. Translate into Estonian and state the functions of the *ing*-forms.

1) The children are skiing. 2) I see some children skiing in the park. 3) Skating is a healthy exercise. 4) I am fond

of skating. 5) Look at this sleeping child. 6) Reading the newspaper he did not see how we came in. 7) The printing of books was invented in the 15th century. 8) Her singing is pleasant. 9) Jane's laughing woke me up.

LESSON EIGHTEEN.

CONDITIONS OF THE WORKING CLASS IN ENGLAND.

By Frederick Engels.

(Extract.)

There lies before me a letter from an English working-man, Robert Pounder, Baron's Buildings, Woodhouse, Moor-side, in Leeds (the bourgeoisie may hurt him up there; I give the exact address for the purpose) written by him to Oastler. [1]

He relates how another working-man, being on the tramp, came to St. Helens, in Lancashire, and there looked up an old friend. He found him in a miserable, damp cellar, scarcely furnished; and when my poor friend went in, there sat poor Jack near the fire, and what did he, think you? Why, he sat and mended his wife's stockings with the bodkin; and as soon as he saw his old friend at the doorpost, he tried to hide them. But Joe, that is my friend's name, had seen it, and said: "Jack, what the devil art thou doing? Where is the missus? Why, is that thy work?" And poor Jack was ashamed and said: "No, this is not my work, but my poor missus is i' th'factory; she has to leave at half past five and works till eight at night, and then she is so knocked up that she cannot do aught when she gets home, so I have to do everything for her what I can, for I have no work, nor

[1] This letter is retranslated from the German, no attempt being made to reproduce either the spelling or the original Yorkshire dialect.

had any for more than 3 years, and I shall never have any more work while I live;" and then he wept a big tear. Jack again said: "There is work enough for womenfolks and children hereabouts, but none for men; thou mayest sooner find a hundred pound on the road than work for men — but I should never have believed that either thou or any one else would have seen me mending my wife's stockings, for it is bad work. But she can hardly stand on her feet; I am afraid she will be laid up, and then I don't know what is to become of us, for it's a good bit that she has been the man in the house and I the woman; it is bad work, Joe;" and he cried bitterly and said, "It has been not always so." "No," said Joe; "but when thou hadn't no work, how hast thou not shifted?" "I will tell you, Joe, as well as I can, but it was bad enough; thou knowest when I got married I had work plenty, and thou knows I was not lazy." "No, that you wert not." "And we had a good furnished house, and Mary need not go to work. I could work for the two of us; but now the world is upside down. Mary has to work and I have to stop at home, mind the children, sweep and wash, bake and mend; and when the poor woman comes home at night, she is knocked up. Thou knows, Joe, it's hard for one that was used different." "Yes, boy, it's hard." And then Jack began to cry again, and he wished he had never married, and that he had never been born; but he had never thought, when he wed Mary, that it would come to this. "I have often cried over it," said Jack. Now, when Joe heard this, he told me that he had cursed and damned the factories, and the masters, and the government, with all the curses that he had learned while he was in the factory from a child.

Class Work.

Explanatory Notes.

a man on the tramp — a man who travels from place to place.
he looked up an old friend — he visited an old friend.
the room was scarcely furnished — there was little furniture in the room.
bodkin — a long thick needle.
thou (*old English*) — you.
missus (*dialect*) — mistress, the head of a household.
thy (*old English*) — your.
i'th'factory — in the factory.
to be laid up — to be ill.
thou hadn't no work — you had no work.
how hast thou not shifted — how have you managed not to die, how could you live.
thou knowest / **thou knows** — you know.
I had work plenty (*dialect*) I had plenty of work, I had much work.
thou wert not — you were not.
upside down — turned over so that the upper part becomes the lower part.
aught (*old English*) — anything.
to be knocked up — (*here*) to be tired.
he wept a big tear — he cried bitterly.
folk (*old English*) — people.
hereabouts — near this place.
thou mayest (*old English*) — you may.
mind the children — look after the children.
to wed — to marry.
to curse / **to damn** — to use bad language.

Opposites.

miserable — comfortable, happy.
damp — dry.
to hide — to show.
to get home — to leave home.
to find — to lose.
everything — nothing.

Pronunciation and Spelling.

mend	fire	out	my
friend	tired	pound	cry
cellar	entirely	thou	thy

Homework.

I. Translate the text into Estonian.

II. Change the following sentences using the gerund.

1) I am afraid that she will break down. 2) I like to read. 3) I am sorry that she is ill. 4) To play football is pleasant. 5) We began to translate the text. 6) He was proud that he was a man now. 7) I hate to miss my lessons.

III. Translate into Estonian and analyse all the *ing*-forms.

1) Thank you for coming. 2) She was sure of buying tickets. 3) I cannot write the words without looking at the blackboard. 4) Walking along the street I met comrade N. 5) We listened to the roaring ocean. 6) "Farewell to the forests and wild-hanging woods, Farewell to the torrents and loud-pouring floods."

IV. Make up sentences using the following expressions:

to get better	to get tired
to get worse	to get cold (warm, hot)
to get on	to get home
to get into	to get a letter
to get up	I've got to

V. Insert the proper preposition where necessary.

1) What will become — it? 2) There is work — everybody — our country. 3) They were walking — the road. 4) He found five shillings — the road. 5) The tree is growing — the road. 6) Look — the picture. 7) The mother looks — her children.

VI. Tell the story in your own words.

VII. Write a paraphrase of the text.

LESSON NINETEEN.

DAVID INTRODUCES HIMSELF TO HIS AUNT.

From "DAVID COPPERFIELD" by Charles Dickens.
(Adapted.)

(David had neither father nor mother. His father died before David was born. When his mother died his stepfather sent him to London to work in a wine-shop. He could not stand this life and ran away to his aunt, whom he had never seen before, but about whom he had heard from his mother.)

My shoes were by this time in a sad condition. My shirt and trousers were all torn. My hair had known no comb or brush since I left London. From head to foot powdered with chalk and dust, I waited to introduce myself to my aunt.

There came out of the house a lady, with a handkerchief tied over her cap and a pair of gardening gloves on her hands, and carrying a great knife. I knew immediately that she was Miss Betsy. "Go away," said Miss Betsy, shaking her head. "Go along! No boys here!"

I watched her with my heart at my lips as she marched to a corner of her garden and bent down to dig up some little plant there. Then, without a scrap of courage, I went softly into the garden and stood beside her, touching her with my finger.

"If you please, Ma'am," I began.

She started and looked up.

"If you please, aunt."

"Eh!" exclaimed Miss Betsy in a tone of amazement.

"If you please, aunt, I'm your nephew."

"Oh!" said my aunt. And sat flat down in the garden path.

"I am David Copperfield of Blunderstone, in Suffolk, — where you came on the night when I was born, and saw my dear mother. I have been very unhappy since she died. Thrown upon myself I have been taught nothing, and put to hard

work. It made me run away to you. I was robbed, and have walked all the way and have never slept in a bed since I began the journey."

My aunt sat staring at me, until I began to cry. Then she got up in a great hurry, and took me into the parlour. She put me on the sofa with a shawl under my head. She brought several bottles and poured some of the contents of each into my mouth. Then she rang the bell.

"Janet," said my aunt when her servant came in. "Go upstairs, give my compliments to Mister Dick, and say I wish to speak to him."

Some minutes later a gentleman came in laughing.

"Mr. Dick," said my aunt, "You have heard me mention David Copperfield? Now don't pretend not to have a memory."

"David Copperfield," said Mr. Dick, who, as it appeared, didn't remember much about it. "Oh! yes, to be sure, David, certainly."

"Well," said my aunt, "this is his son. And he has run away. Now here you see young David Copperfield, and the question I put to you is, what shall I do with him?"

"What shall you do with him?" said Mr. Dick, scratching his head. "Oh! do with him?"

"Yes," said my aunt, "I want some very good advice."

"Why, if I were you," said Mr. Dick, "I should wash him."

"Janet," said my aunt, "heat the bath!"

The bath was a great comfort, for I began to feel pains in my arms and legs from lying out in the fields, and was now so tired that I could hardly keep myself awake. When I had bathed, my aunt gave me a shirt and a pair of trousers belonging to Mr. Dick, and tied me up in two or three great shawls.

What I looked like I don't know, but I felt very hot. I soon lay down on the sofa again and fell asleep.

Class Work.

Explanatory Notes.

since — after, from the time when...

to be powdered with dust — to be covered with dust.

immediately — at once.

with my heart at my lips — with fear.

a scrap — a small piece.

I was thrown upon myself — I had to take care of myself, nobody took any interest in me.

I was put to work — they made me work.

journey — travelling.

without a scrap of courage — without any courage.

Ma'am — *short for* Madam.

to start — (*here*) to make a sudden movement of surprise.

amazement — astonishment.

path — footway, track.

hardly — with great difficulty.

don't pretend not to have a memory — don't try to show that you have no memory.

you heard me mention — you heard that I mentioned.

Word-Building.

garden (*s.*) — gardener (*s.*) — gardening (*adj.*).
advise (*v.*) — advice (*s.*).
amaze (*v.*) — amazement (*s.*).
comfort (*s.*) — comfort (*v.*) — comfortable (*adj.*).
comb (*s.*) — comb (*v.*).
rob (*v.*) — robber (*s.*).
brush (*s.*) — brush (*v.*).
hot (*adj.*) — heat (*v.*) — heat (*s.*).

Opposites.

torn — mended.
immediately — later on.
to be thrown upon oneself — to be taken care of.
upstairs — downstairs.
to keep oneself awake — to fall asleep.
softly — noisily.

climb	move	stare	burn	tank
comb	improve	prepare	shirt	handkerchief
doubt	shoe	pair	servant	
	lose	upstairs	journey	
four	ground	laugh	bend	Peter
torn	round	march	pre'tend	'secret
born	trousers	hardly	'memory	im'mediately
shawl		parlour		

Homework.

I. Answer the following questions:

1) What did David look like when he introduced himself to his aunt? 2) What was his aunt doing when he saw her? 3) What did David feel when he came up to her? 4) What did he tell his aunt? 5) What did his aunt do when he began to cry? 6) How did she try to make him feel stronger? 7) Whom did she send her servant for? 8) What did Miss Betsy explain to Mr. Dick? 9) What advice did Mr. Dick give her? 10) How did David feel after the bath?

II. Insert the proper preposition where necessary.

1) — this time David was very tired. 2) Our children live — good conditions. 3) He was covered — dust — head — foot. 4) He was introduced — an old man. 5) She spoke — him — a tone — amazement. 6) The poor boy was thrown — himself. 7) His aunt stared — him. 8) David felt ill — sleeping — the field.

III. Insert the proper article where necessary.

1) We were in — hurry. 2) I saw — sofa in the room. 3) I lay down on — sofa and fell asleep. 4) I should give —

world to go to sleep. 5) — sleep overpowered me for — minute. 6) We have finished — first chapter. 7) David was born in — Suffolk. 8) In — evening they would sit by — fire. 9) When do you have — breakfast? 10) He has — great deal of — courage.

IV. Write sentences containing the following words used as different parts of speech.

warm	rain	bathe
heat	shout	dress
eye	comb	foam

V. Write out from the text all the past participles and state their functions.

VI. Write out from the text the *ing*-forms and state their functions.

VII. Write out from the text sentences containing the passive forms and say in what tense they are used.

VIII. Change all the sentences containing direct speech into indirect speech.

IX. Make up sentences using the following expressions:

to fall asleep	to come into sight
to be thrown upon oneself	to make for...

X. Write out all the participles in the following exercise and state their functions.

1) Scotland is often called North Britain. 2) The land called England was once at the bottom of the sea. 3) Tom had never seen such rooms before. 4) He saw himself reflected in a mirror. 5) The mirror reflected some things in the room. 6) He has a shelf made of wood. 7) He has made a shelf of wood. 8) The lesson begun at nine, ended at ten. 9) Woven goods have become cheaper. 10) The saddled horse stood by the door. 11) He could not find the lost book. 12) Owen with drawn pistol blocked the passage. 13) The moonlit road was seen well. 14) "Farewell to the mountains,

high covered with snow." 15) The long expected letter was brought in the evening.

XI. Give adjectives ending in *-ish, -ent, -en, -less, -ing, -ar* and *-ive*.

XII. Tell the story in your own words.

XIII. Dramatize the extract (in class).

XIV. Write a paraphrase of the text.

LESSON TWENTY.

WHAT ANISSIA SAW AND HEARD.

From "WHAT HAPPENED IN A UKRAINIAN CABIN"

by Wanda Wasilewska.

When the Germans were approaching the village, all the villagers went off to the woods. But they could not take with them two red army men who were too badly wounded and were lying in a little hut in Anissia's garden. Anissia, who was too old to go off to the woods, remained in her cabin and looked after the wounded men. Next morning the Germans came into the village. Some Germans entered Anissia's cabin, and the interpreter explained to her that she must stay in the cabin. She nodded her head several times and climbed up to the top of the tall stove that offered a convenient place for sleeping.

For a long time Anissia tossed and turned on the bedding, sighing heavily. When sleep came to her at last, she dreamed of the two wounded men. And how they were calling for her! How loudly they were asking for water! So loudly indeed that Anissia awoke with a start. She felt at once that something was wrong. Looking down from the stove, the old woman thought she still must be dreaming.

The officers were sitting round the table on the wooden stools and on the bed. Before them, supported on either side

by soldiers, stood the two wounded men from the little hut in her garden. She witnessed now something the like of which she had never seen in all her life.

The colonel sat in the middle. The interpreter was standing at the table, beside the wounded men. The colonel would ask a question and the interpreter would immediately catch it up and repeat it in his gruff, hoarse voice.

"What unit do you belong to?"

Even up there on the stove Anissia could hear the heavy breathing of the wounded men. They gasped painfully for air through parched lips, breathing with effort. They swayed on their feet, but the hands of the German soldiers held them up roughly but firmly.

"What unit?"

They did not answer. The colonel struck the table with his fist.

"Tell them I'll stand no nonsense, do you hear?"

Anissia caught the cruel menacing note in his voice.

(To be continued).

Class Work.

Explanatory Notes.

cabin — a small dwelling of wood.
hut — a temporary wooden house.
interpreter — one who translates orally in their presence the words of persons speaking different languages.
to nod — to incline one's head in assent.
to toss — to move with to-and-fro motion.
bedding — mattress and bedclothes.
catch up — understand.
to awake with a start — to rouse from sleep with a sudden movement.
stool — a movable backless seat.
to witness — to be spectator of an event.
to gasp — to catch breath with open mouth.
parched — hot and dry.
to sway — to waver.
I'll stand no nonsense — I won't put up with nonsense.

Word-Building.

approach (*v.*) — approach (*s.*) — approachable (*adj.*).
German (*s.*) — German (*adj.*) — Germany (*s.*).
wood (*s.*) — wooden (*adj.*) — woody (*adj.*).
interpreter (*s.*) — interpret (*v.*) — interpretation (*s.*).
explain (*v.*) — explanation (*s.*) — explanatory (*adj.*).
dream (*v.*) — dream (*s.*) — dreamy (*adj.*).
breathe (*v.*) — breath (*s.*) — breathing (*s.*).
pain (*s.*) — pain (*v.*) — painful (*adj.*) — painless (*adj.*).
menacing (*adj.*) — menace (*s.*) — menace (*v.*).
village (*s.*) — villager (*s.*).
wound (*v.*) — wound (*s.*).
sigh (*v.*) — sigh (*s.*).
witness (*v.*) — witness (*s.*).
Ukraine (*s.*) — Ukrainian (*adj.*).
offer (*v.*) — offer (*s.*).
support (*v.*) — support (*s.*).
gasp (*v.*) — gasp (*s.*).

Pronunciation and Spelling.

saw	interpreter	remain	approach	struck
caught	German	explain	awoke	hut
hoarse	colonel	painfully	soldier	gruff
support	heard	Ukrainian	old	rough
wood	lying	dreamed	answered	officer
wooden	sighing	breathing	start	offered
could	like	repeat	gasped	tossed
would	either	indeed	parched	nodded

Homework.

I. Answer the following questions:

1) When did the villagers go off to the woods? 2) Who looked after two wounded red army men? 3) What did the

interpreter explain to Anissia when the Germans entered her cabin? 4) Where did Anissia climb up? 5) What did Anissia dream of when sleep came to her at last? 6) Whom did she see when she awoke? 7) How did the wounded men breathe? 8) Why did the colonel strike the table with his fist?

II. Analyse the following sentences:

1) Next morning the Germans came into the village. 2) She felt at once that something was wrong. 3) The interpreter was standing at the table beside the wounded men. 4) Anissia caught the cruel menacing note in his voice.

III. Write out all the adjectives from the text.

IV. Write out all the strong verbs and give their three main forms.

V. Write out all the participles (present and past) and state their functions.

LESSON TWENTY-ONE.

WHAT ANISSIA SAW AND HEARD.

(Continued.)

"What unit are you from?"

The man with the wounded head drew a deep breath. Anissia waited, trembling from head to foot.

"I won't tell you."

"No? Now then, Hans, help him out. He can't get the words through his teeth. Give him some aid, will you?"

The soldier raised his fist and struck the wounded man . . . But with a supreme effort of will-power the man steadied himself.

"Where is the army?"

"I don't know."

"Where are the villagers?"

"I don't know ... I never saw any of them," the wounded man said hoarsely.

The colonel was in a fury. Savagely he crumpled the papers scattered before him.

"Hans, he never saw anybody ... Do you understand? He never saw the people ... Just help his eyesight along a bit, can you? You know what I mean. He's got to see ..."

The red army man fell to the ground. Anissia raised herself. No, no — she must be mistaken: it couldn't be, her old eyes were deceiving her! The soldier took out his bayonet. Two soldiers sat on the prostrate man ... An inhuman, strangled shriek rent the air. It ceased almost immediately.

"Finish him off!" the colonel ordered. "Bring the next one! Question him too."

Anissia hastily hid her head under the quilt. She stopped up her ears so as not to hear, pressed her hands to her eyes that she might not see. With a groan she cursed this life of hers that had dragged on for ninety-one long years and now brought her to this horrible night. She cursed her eyes because they had not lost their sight in time, had not become altogether blinded with the cataract. They had seen! She cursed her ears, they had not lost their auditory faculty in time. They had been able to hear that!

Through the quilt the old ears caught groans and the despairing monotonous cry of the tortured man.

"I don't know! I won't tell!"

At last silence fell ...

Class Work.

Explanatory Notes.

blood-stained — stained with blood.

to steady oneself — to become firm in position.

to crumple — to crush up.

to scatter — to throw here and there.

prostrate — stretched on the ground.
gentle — quiet, not rough.
to rend — to tear.
to cease — to stop.
quilt — coverlet.
auditory faculty — power of hearing.
monotonous — same.

Word-Building.

help (*v.*) — help (*s.*) — helpful (*adj.*) — helpless (*adj.*).
savage (*adj.*) — savage (*s.*) — savagery (*s.*).
deceive (*v.*) — deceit (*s.*) — deceitful (*adj.*).
careful (*adj.*) — care (*v.*) — care (*s.*) — careless (*adj.*).
hasty (*adj.*) — haste (*s.*) — hasten (*v.*).
curse (*v.*) — curse (*s.*) — cursed (*adj.*).
torture (*v.*) — torture (*s.*) — torturer (*s.*).
silence (*s.*) — silence (*v.*) — silent (*adj.*).
blind (*v.*) — blind (*adj.*) — blindness (*s.*).
bandage (*s.*) — bandage (*v.*).
steady (*adj.*) — steady (*v.*).
shriek (*s.*) — shriek (*v.*).
groan (*s.*) — groan (*v.*).
lose (*v.*) — loss (*s.*).
see (*v.*) — sight (*s.*).

Pronunciation and Spelling.

caught	drew	head	stain	blind
auditory	through	steady	wait	sight
brought	movement	breath	raise	drive
torture	wound	effort	aid	strike
crumple	people	dirty	drove	bandage
crush	shriek	first	groan	savage
become	deceive	curse	soldier	village
blood	cease	year	won't	soldier

Homework.

I. Answer the following questions:

1) What did the man with the wounded head answer? 2) How did the German soldier strike the man? 3) Why was

the colonel in a fury? 4) How did the Germans torture the wounded man? 5) Why did Anissia hide her head under the quilt? 6) Why did she curse her eyes and ears? 7) What did she hear through the quilt?

II. Put questions referring to the words in italics.

1) *With a supreme effort of will-power* the man steadied himself. 2) Savagely the colonel crumpled the papers *scattered before him.* 3) The soldier took *his bayonet.* 4) An *inhuman strangled* shriek rent the air. 5) *At last* silence fell.

III. Translate into English.

1) Kaks punaarmeelast olid väga raskesti haavatud ja nad ei suutnud minna metsa koos külaelanikega. 2) „Millisest väeosast te olete?" küsis polguülem. 3) Tõlk kordas kohe polguülema sõnu. 4) Siis sõdur tõstis rusika ja lõi haavatut. 5) Anissia mõtles, et ta näeb kõike seda unes. 6) Ei ole võimalik unustada seda kohutavat ööd.

IV. Write out all the adjectives from the text.
V. Write out all the strong verbs and give their three main forms.
VI. Write out all the participles (present and past) and state their functions.
VII. Tell the story in your own words.
VIII. Write a paraphrase of the text.

LESSON TWENTY-TWO.

SOVIET WOMAN.

By M. Lebedinskaya.

With a smile in her eyes and a song on her lips
Bending over a baby bed —
Who is she, who is she, that so lightly trips
With a proudly erect head?

In a pilot's helm, at the joysticks of planes,
With a surgeon's skilful knife,
Who is she, who is she, that in sunshine and rain
Bravely follows her path in life?

With the badge of a shot on her youthful breast
Or on skis in a whirlwind of snow —
Who is she, who is she always doing her best —
Who is she? Do you know?

Yes, I know her, the pilot, the hero, the shot,
Born of fire and tempered by flame —
Out of darkness called forth to a better lot —
Soviet woman is her name.

Class Work.

Explanatory Notes.

to trip — to walk, do dance lightly.
erect — uplifted, raised.
helm *or* **helmet** — a head-cover worn by pilots.
joystick — the control wheel of an aeroplane.
surgeon — medical man or woman who makes operations.
path — footway.
shot — a person who shoots well.
youthful — young.
to temper — to make a metal hard by heating and cooling.
flame — fire.

Pronunciation and Spelling.

month	turn	helm
path	surface	breast
youthful	surgeon	erect
forth	whirlwind	temper

Homework.

I. Paraphrase the poem.
II. Learn the poem by heart.

III. Insert the proper word.

1) She could not remain any longer in that ... store; it was so cold there that even the water in the glass had become ... (ice, icy) 2) I have heard much about her great ... It is so pleasant to hear a ... word. (kindness, kind) 3) Mrs. Reed used to ... Jane cruelly. Jane felt that the ... was too hard. (punishment, punish) 4) There were many ... days in July; the ... always became greater in the afternoon. (heat, hot) 5) I ... you to go to the museum. Thank you, I will certainly take your ... (advice, advise)

IV. Tell something about the achievements of our Soviet women.

V. Tell about the International Women's Day.

LESSON TWENTY-THREE.

AN EPIC OF WAR.

(From the Newspapers.)

Two Spanish airmen were sent to find out the position of an insurgents' battery. They passed through a shower of shells and succeeded in locating the battery. Above the roar of the engine and the noise of exploding shells the pilot heard the observer's voice: "Turn back — we have got what we came for."

The watching enemy saw the aeroplane and realized that the pilots were off back to their own lines with information. There came a thunder of guns. Bullets pierced the wings of the aeroplane. The smoke from bursting shells made it almost impossible for the pilot to see any distance. He understood that it was necessary to soar. Up went the machine and he was already sure of their being out of danger when suddenly a shell burst over the aeroplane spreading a shower of bullets all around. For a moment the pilot was almost poisoned by

a sickening smell. Then he felt a terrible pain in his eyes. He could see neither the sky above nor the earth below.

But still he kept his hand on the control wheel.

He did not realize what had happened. He thought that he could not see because the shell-fog was surrounding him. Then it came to him as come the greatest things in a man's life — suddenly: the knowledge that he was blind. Instinctively he turned his sightless eyes to his companion and there came to him a voice strangely weak.

"I am dying," said the observer.

"And I am blind," said the pilot.

And yet they did not think of themselves. They thought only about the information which they had to bring.

"We must get back," said one. "Yes," said the other, as if it was the most ordinary thing for a blind man and a dying man to be winging through space. They knew the way it was to be done: while the pilot was guiding the machine, the observer would guide him. The observer's last instruction was about landing. The sightless pilot took the given command, and keeping his hand on the wheel began to lower the machine.

Light as a bird the aeroplane touched the ground, ran along a little and then stopped.

There was a rush of many feet. The pilot was taken out of the aeroplane. The observer was lifted out dead.

He had made himself live till his work was done. Calmly the sightless pilot gave the necessary information.

"All I regret," he said, "is that I cannot do it again."

Class Work.

Explanatory Notes.

epic — a story or poem about some heroic deed.

shower — a heavy rain.

to soar — to fly up to a great height.

terrible — awful.

realize — understand.

to succeed in doing a thing — to be able to do a thing.

to locate — to find the place.

to explode — to burst with a great noise.

to pierce — to make holes in something.

ordinary — simple, natural.

to guide — to show the way.

a rush of many feet — a noise made by many running feet.

calmly — quietly.

Word-Building.

Spain (*s.*) — Spanish (*adj.*) — Spaniard (*s.*).

succeed (*v.*) — success (*s.*).

explode (*v.*) — explosion (*s.*).

realize (*v.*) — realization (*s*).

inform (*v.*) — information (*s.*).

wing (*s.*) — wing (*v.*).

distant (*adj.*) — distance (*s.*).

think (*v.*) — thought (*s.*).

pain (*s*). — painful (*adj.*).

see (*v.*) — sight (*s.*) — sightless (*adj.*).

know (*v.*) — knowledge (*s.*).

insurgent (*s.*) — insurgent (*adj.*) — insurrection (*s.*).

poison (*s.*) — poison (*v.*).

die (*v.*) — dead (*adj.*). — death (*s.*).

instruct (*v.*) — instructor (*s.*) — instruction (*s.*).

low (*adj.*) — lower (*v.*).

danger (*s.*) — dangerous (*adj.*).

Opposites.

to soar — to lower.

ordinary — extraordinary.

danger — safety.

above — below.

Pronunciation and Spelling.

turn	shell	rush	change
surface	engine	thunder	strange
burst	spread	gun	danger
insurgent	dead	touch	locate
observe	regret		pain

suppose	side	or	hear	half	back
expose	guide	war	near	calm	battery
ex'plode	sight	roar	pierce	palm	Spanish
smoke	realize	soar	hero		companion
con'trol	neither	ordinary			

Compare: Spain — Spaniard — Spanish.

Homework.

I. Answer the following questions:

1) Where did the action take place? 2) What did the Spanish airmen succeed in doing? 3) What did the enemy realize? 4) What pierced the wings of the aeroplane? 5) Why was it necessary for the airmen to soar? 6) What suddenly happened? 7) What did the pilot feel? 8) What did he realize at last? 9) How did he take it? 10) To whom did he turn instinctively? 11) Why did his companion speak in a weak voice? 12) What did the observer say? 13) What did the two men think about? 14) How did they wing through space? 15) What was the observer's last instruction? 16) How did the aeroplane land? 17) How did the pilot give his information?

II. Join the sentences together using a participle.

1. The enemy saw the aeroplane. The enemy realized that the airmen went back with some information.
2. The pilot felt a terrible pain in his eyes. The pilot could not see anything.
3. He kept his hand on the control wheel. He did not realize what had happened.
4. He heard a voice. The voice came from afar.

5. { I saw a letter.
   { The letter was written by my mother.

6. { Miss Betsy stared at the boy.
   { The boy was standing near her.

7. { Joe found Jack in a damp room.
   { Jack was mending his wife's stockings.

8. { We have read a story about a pilot.
   { The pilot was blinded by some poisoning gas.

III. Complete the following sentences:

1. We succeeded in ...
2. The teacher asked the pupils to stop ...
3. The teacher insists on ...
4. The observer understood that he was obliged to go on ...
5. The pupils finished ...

IV. Write out all *ing*-forms from the text and state their functions.

V. Write out all the past participles and state their functions.

VI. Give the synonyms to the following words and use them in sentences.

to burst	quietly	to understand	remote
sightless	ordinary	hard	farewell

VII. Build nouns from the following words:

dangerous	to inform	to succeed	dark
stormy	to realize	to explode	die
painful	safe	to see	distant

VIII. Give the opposites to the following words and use them in sentences.

neither ... nor	valley
peace	sadly
safety	to forget
to lower	sunny
to trust	

IX. Pick out from the text the words containing the sounds: [i:, au, a:].

X. Write out all the strong verbs and give their three main forms.

XI. Tell the story in your own words.

XII. Write a composition about the two airmen.

REVIEW.

I. Translate into Estonian and state the functions of the participles (present and past).

1) "Faust" is a well-known opera composed by Gounod. 2) Miss Betsy saw David tired and dust-covered. 3) They heard the noise of exploding shells. 4) The smoke from bursting shells blinded them. 5) A shell burst spreading a shower of bullets. 6) He was poisoned by the sickening smell. 7) A thick fog was surrounding them. 8) When Kodaks were invented, Begglely took to photography. 9) A young fellow named Haynoth suggested a summer tour to Turkey. 10) Begglely came back cured of his craze. 11) An island is a piece of land surrounded by water.

II. Write out all the *ing*-forms and state their functions.

1) I can never go by your garden without looking at your flowers. 2) We are proud of having such brave pilots. 3) David was afraid of losing his way. 4) What is the use of my coming to see you if you go away? 5) The spelling of this word is difficult. 6) She spoke to us sitting at the open window. 7) How well you are looking to-day! 8) She insists upon our doing the exercise. 9) I am going to give you my dictionary. 10) They succeeded in rescuing the heroes. 11) We shall be reading books together. 12) The galloping of the horse had tired the rider. 13) The galloping horse was seen from afar. 14) "Loud will thunder the guns taking aim at the enemy ravens." 15) I hate being in a hurry.

III. Insert the proper article where necessary.

1) — four cardinal points are: — North, — South, — West and — East. 2) We live in — South of — Europe. 3) The ship sailed — south. 4) — Lena is — river in — Asia. 5) — Red Sea is between — Arabia and — Africa. 6) — Soviet Union is — socialist country. 7) — Indian Ocean washes — shores of — South Asia. 8) — Pyrenees divide — Spain from — France. 9) — Ararat is — very high mountain. 10) — sun was seen above — horizon. 11) — furniture is made of — wood. 12) — wood of — oak tree is very hard. 13) — fresh air is good for — health. 14) I go to the theatre twice — month. 15) — elephant is — biggest animal in the Zoo. 16) — oppressed rose against their oppressors. 17) — moon came into — sight. 18) On — other hand it seemed quite easy. 19) David was put to — hard work. 20) My friend took to — football. 21) We play — football in — summer. 22) After he had crossed — river, he knew that he was out of — danger. 23) He was wet from — head to — foot. 24) He was so tired that he went immediately to — bed. 25) "If you please, — aunt, I am your nephew," said David. 26) Mrs. Reed's words cut Jane to — heart.

IV. Translate into English.

1) Vaadake, kui hästi ta uisutab. 2) Ta uisutab alati õhtuti. 3) Kui ma tulin eile liuväljale, ta uisutas oma sõpradega. 4) Tulge kell 5. Selleks ajaks ma olen juba lõpetanud uisutamise ja me loeme „David Copperfield'i" terve õhtu. 5) Mitu peatükki sellest raamatust te olete läbi lugenud? 6) Ma olen lugenud viis peatükki. 7) Enne seda, kui me hakkasime koos lugema, ma olin lugenud juba kaks peatükki. 8) Olen kindel, et seda raamatut loetakse (tul.) suure huviga.

V. Build nouns from the following words:

invent	introduce	explode	instruct
direct	exploit	realize	offend
popular	explore	inform	defend
translate			

VI. Build adjectives from the following words and use them in sentences.

freeze	pain	possibility	violence
pole	regulate	distance	history
courage	die	sun	proletariat
chill	darkness	safety	weave
misery	people	strangely	
danger			

VII. Build verbs from the following words and use them in sentences.

entrance	life	thought	poison	observer
defence	desire	gallop	rush	strong
spinning	success	sight	low	silent
farmer	wing	knowledge	offence	

VIII. Give the opposites to the following words:

question	like	popular	slow
danger	to pick up	well-off	ordinary
necessary	below	heavy	hot
weakness	noisy	dear	offensive

supply	to show	peace
dry	to find	possible
unknown	to rise	

LESSON TWENTY-FOUR.

TWILIGHT.

By Longfellow (1837—1882).

The twilight is sad and cloudy,
The wind blows wild and free,
And like the wings of sea-birds
Flash the white caps of the sea.

But in the fisherman's cottage
There shines a ruddier light,
And a little face at the window
Peers out into the night.
Close, close it is pressed to the window,
As if those childish eyes
Were looking into the darkness
To see some form arise.

And a woman's waving shadow
Is passing to and fro,
Now rising to the ceiling,
Now bowing and bending low.
What tale do the roaring ocean
And the night-wind, bleak and wild,
As they beat at the crazy casement,
Tell to that little child?
And why do the roaring ocean
And the night-wind, wild and bleak,
As they beat at the heart of the mother,
Drive the colour from her cheek?

Class Work.

Explanatory Notes.

twilight — part of the day when the sun has just set but it is not dark yet.
caps of the sea — the white tops of the waves.
cottage — a small country house.
ruddier — comparative from ruddy.
ruddy — red, rosy.
to peer out — to look out.

form — figure, shadow.
arise — appear.
to and fro — up and down. **Fro** *is an old form of* **from.**
to roar — to make deep loud sounds. A lion roars when he is angry.
bleak — cold.
crazy — (*here*) old, broken.
casement — window.
drive the colour from her cheek — make her pale.

Pronunciation and Spelling.

blow	wild	caps	'night-wind [1]
fro	drive	close	'fisherman
low	twilight	casement	'sea-bird

Homework.

I. Answer the following questions:

1) What time of the day was it? 2) What was the weather like? 3) Whom did the family wait for? 4) Is the fisherman's work dangerous? 5) Why is it dangerous? 6) Where was the child sitting? 7) What was the mother doing? 8) Why was the mother's face pale?

II. Put questions referring to the words in italics.

1) A ruddy light shines in the *fisherman*'s cottage. 2) A *little* face peers out into the night. 3) The woman *is walking to and fro.* 4) *The fisherman* has gone to sea. 5) The child is waiting *for its father.*

III. Build adjectives from the following nouns and use them in sentences.

health	storm	sun	use
cloud	rain	child	beauty
wind	snow	anger	

[1] [waind] only in poetry.

IV. Give the synonyms to the following words:

close	bleak	mirror
form	ruddy	a lot of
casement	to upset	

V. Give the opposites to the following words:

merry	quickly
far from	to wake up
clear	to take off
bleak	worse
to see off	to return

VI. Give the contents of the poem in your own words.
VII. Learn the poem by heart.

LESSON TWENTY-FIVE.

THE TELEPHONE.

By Jerome K. Jerome (1859—1927).

(*Adapted.*)

I suppose the telephone is really a useful invention. You want to see a man two streets off. You could put on your hat, and be at his office in five minutes. You just want to start when the telephone catches your eye. You think you will ring him up first. You begin by ringing up some half-dozen times before anybody answers you. You are burning with indignation and shout: "Here I have been ringing for half an hour. I have rung twenty times. What is the use of my having a telephone if I can't get any answer when I ring? I've been ringing all the morning. Why is it?" Then you wait for the answer and at last you hear a voice.

"What — what do you say? I can't hear what you say."

"I say, I've been ringing here for over an hour and I can't get any reply," you cry.

"Don't stand so near the receiver. I can't hear what you say. What number?"

You say that you want to be put in communication with four — five — seven — six.

"Four — nine — seven — six," says the girl.

"No! four — five — seven — six ... No, I mean ... Wait a minute. I don't know what I mean now."

"Well," says the girl. "You have been keeping me here all the morning."

At last she tells you that you are in connection. And you stand waiting, holding the machine to your head and listening to nothing. Your back aches, your head aches, your very hair aches. Then the girl asks again:

"Have you done?"

"Done," you retort: "Why, I haven't begun yet."

At last you get at your number and ask if Mr. Williamson is in. A voice says: "Be in all the morning." So you snatch up your hat and run to his office. "I've come to see Mr. Williamson," you say.

"Very sorry, Sir," is the polite reply, "but he's out."

"Out? Why, you just now told me through the telephone that he would be in all the morning."

"No, I said he won't be in all the morning."

But that is not the worst that the telephone can do. You are working when off goes that telephone bell. You think that if you take no notice of it they will get tired and leave you alone. But the bell rings violently at ten-second intervals. Then you ask: "What do you want?" No answer, only a murmur out of which come the voices of two men swearing at one another. At last after a quarter of an hour the girl asks what you want.

"I don't want anything," you reply.

"Then why do you keep talking?" she says. "You mustn't play with the thing. Who rang you up?"

"I don't know."

. . . . . .

You go back to your chair, sit down in front of that telephone and look at it.

If it were an ordinary instrument, you would get the coal-hammer and divide it into sufficient pieces to give a bit to every man in London. But you feel nervous of these electric affairs. You have an idea that something may come and shock you. So you only curse it.

Class Work.

Explanatory Notes.

to catch one's eye — to attract one's attention.
to be in — to be at home.
to be burning with indignation — to be very angry.
over an hour — more than an hour.
to be put in communication — to be connected.
I mean — I think.
have you done? — have you finished?
to retort — to answer angrily.
to snatch up — to take very quickly.
when off goes the telephone bell — when it begins to ring.
to take no notice — to pay no attention.
violently — with great force.
murmur — indistinct speech.
to swear — to use bad language.
to keep talking — to continue talking.
to divide — (*here*) to break.
a bit — a piece.

Word-Building.

indignant (*adj.*) — indignation (*s.*).
company (*s.*) — companion (*s.*).
communicate (*v.*) — communication (*s.*).
receive (*v.*) — receiver (*s.*).
violent (*adj.*) — violence (*s.*) — violently (*adv.*).
nerve (*s.*) — nervous (*adj.*).
electric (*adj.*) — electricity (*s.*).

Opposites.

reply — question.
to reply — to ask.
polite — impolite.
to be in — to be out.
to keep talking — to stop talking.
nervous — calm, quiet.

Pronunciation and Spelling.

'photograph	number	burn	fly
'telephone	company	observe	reply
'notice	something	murmur	polite
	indig'nation	prepare	tired
	communi'cation	affair	quiet
		swear	violent

Homework.

I. Answer the following questions:

1) Have you a telephone? 2) What is your telephone number? 3) What is the telephone used for? 4) What would you do if you wanted to know whether your friend was at home? 5) How long does it take you to be put in communication? 6) What do we call that part of the telephone which we hold to the ear? 7) Why do we call it the receiver? 8) Are you heard better if you shout into the receiver? 9) What do you take off if you ring somebody up? 10) What must you do when you have finished speaking? 11) Are all telephones fixed to the wall or do they sometimes stand on a table? 12) If we are telephoning is it better to speak distinctly or to murmur? 13) Is it pleasant or unpleasant to be cut off during a conversation? 14) Who invented the telephone?

II. Translate into Estonian.

1) I have been waiting for you for two hours. 2) Our teacher has given two lessons to-day. 3) How long have

you been studying English? 4) I have been studying English for two years. 5) She is singing a beautiful song. 6) We have been playing tennis for an hour. 7) Have you ever played hockey? 8) Look! How well they are playing basketball.

III. Translate into English.

1) Mis te teete? Ma loen ajalehte. 2) Kui kaua te juba loete seda lehte? Ma loen juba pool tundi. 3) Ma lugesin väga huvitavat artiklit. 4) Ma uisutan juba mitu aastat. 5) Vaadake, kui naljakalt ta uisutab. 6) Kes mängib klaverit kõrvaltoas? 7) Kas teie mängisite täna klaverit?

IV. Build nouns from the following words and use them in sentences.

communicate	receive	high	national
connect	familiar	long	invent
indignant	cloudy	strong	know
silent			realize

V. Insert the proper tense of the verb in brackets.

1) How long ... you ... over the telephone? (to speak) 2) I already ... him up. (to ring) 3) Why ... you ... so into the receiver? (to shout) 4) Call the children: they ... in the garden for three hours. (to play) 5) What ... you ... all these days? I have not seen you for a long time. (to do) 6) What ... you ... about? (to think)

VI. Insert the proper preposition where necessary.

1) He will be — his office — an hour. 2) What is the use — your getting up so late? 3) Whom are you waiting —? 4) I have been working — two hours. 5) Put me — communication — number four-two-three-five. 6) Whom are you listening —? 7) Why don't you take notice — your health?

8) Pay attention — your pronunciation. 9) We divided the text — two parts. 10) What is he looking —?

VII. Make up sentences using the following expressions:

to take notice
to keep talking
to be burning with indignation
to keep playing tennis

VIII. Dramatize the text (in class).

LESSON TWENTY-SIX.

THE MAZE.

From "THREE MEN IN A BOAT" by Jerome K. Jerome. (*Adapted.*)

Harris asked me if I had ever been in the maze at Hampton Court. He said he had been there once. He had studied it up in a map. It was a country cousin that Harris took in. He said:

"We'll just go in here, so that you can say you've been, but it's very simple. It's absurd to call it a maze. We'll just walk round for ten minutes, and then go and get some lunch."

They met some people soon after they had got inside. The people said to Harris: "We have been walking here for three quarters of an hour and have had enough of it." Harris told them they could follow him, if they liked. He was just going in, and then would turn round and come out again. They said it was very kind of him and followed.

They picked up other people who wanted to get it over, people who had given up all hopes of ever getting either in or out, or of ever seeing their home and friends again.

Harris said there had been about twenty people following

him. And a woman with a baby took his arm. She was afraid to lose him.

Harris's cousin said he supposed it was a very big maze.

"Oh, one of the largest in Europe," said Harris.

"Yes, it must be," replied the cousin „because we have been walking a good two hours already."

Harris began to think it rather strange himself, but he did not show it. At last, they passed the half of a penny bun on the ground that Harris's cousin said he had noticed there seven minutes ago.

"Impossible," Harris said.

But the woman with the baby said: "Not at all: I myself had taken it from the child and had thrown it down here just before I met you."

She also added that she wished she had never met Harris.

That made Harris mad and he showed his map.

"The map may be all right," said one of the party, "If you know where in it we are now."

Harris didn't know and suggested to go back to the entrance and begin again. So they turned and went after Harris again in the opposite direction.

About ten minutes more passed, and they found themselves in the centre. Three minutes later they were back in the centre again. After that they simply couldn't get anywhere else. Whatever way they turned brought them back to the middle. It became so regular at last that some of the people stopped there, and waited for the others to take a walk round, and come back to them. Harris drew out his map again but at the sight of it they told him to go and curl his hair with it. Harris said he felt that he had become unpopular.

They waited for about an hour more when one of the keepers came back from his dinner and let them out.

Class Work.

Explanatory Notes.

maze — labyrinth.
Hampton Court — a place near London.
absurd — stupid, foolish.
to pick up — to take along with.
to get it over — to bring to an end, to finish it.
to give up all hopes — to lose all hopes.
bun — a kind of cake.
party — company.
suggest — offer, propose.
to draw out — to take out.
popular — liked by the people.

Word-Building.

enter (*v.*) — entrance (*s.*).
direct (*v.*) — direction (*s.*).
centre (*s.*) — central (*adj.*).
people (*s.*) — popular (*adj.*) — population (*s.*).
keep (*v.*) — keeper (*s.*).

Opposites.

to like — to dislike.
to throw down — to pick up.
the opposite — the same.
regular — irregular.
popular — unpopular.

Pronunciation and Spelling.

same	sun	turn	best	entrance	stop
late	run	absurd	suggest	centre	popular
maze	bun	curl	let		opposite

Homework.

I. Answer the following questions:

1) Where did Harris invite his cousin to go? 2) What did Harris say about the maze? 3) Whom did they meet there? 4) How long were these people walking here? 5) Why were they glad to see Harris? 6) Why did the woman with the baby take his arm? 7) What did Harris begin to think? 8) What did they suddenly see on the ground? 9) What did the woman say about the bun? 10) What did people say

about his map? 11) What did Harris suggest to do again? 12) Where did they find themselves every time? 13) Where did some of the people stop? 14) What did the party advise Harris to do with the map? 15) What did Harris feel? 16) Who saved them at last?

II. Insert the proper tense of the verb in brackets.

1) He ... when I rang him up. (to write) 2) They ... in the maze all the morning. (to walk) 3) She ... the bun on the ground before she met Harris. (to throw) 4) When we entered the maze, some people ... there. (to walk) 5) When the keeper ... his dinner he came to show them the way out. (to have) 6) When I looked at him, he ... his map. (to take out) 7) They ... Harris for three hours already and they had given up all hopes of getting out of the maze. (to follow).

III. Insert the proper adverb.

1) Is Williamson —? No, he is —. 2) I want to get it —. 3) Take your hat —. 4) Put your coat —. 5) — went the telephone-bell. 6) He lived two streets —. 7) Who rang me —? 8) He gave — all hopes of coming home.

IV. Build verbs from the following words and use them in sentences.

entrance	direction	useful	photographer
keeper	receiver	invention	

V. Change into direct speech all the sentences in the text containing indirect speech.

VI. Make up sentences using the following expressions: to give up..., to get over, to take notice, to keep reading.

VII. Tell the story in your own words.

VIII. Dramatize the story (in class).

IX. Write a paraphrase of the above text.

LESSON TWENTY-SEVEN.

BROWN WOLF.

By J. London (1876—1916).
(*Adapted.*)

Walter Irvine and his wife Madge loved the dog very much. Perhaps this was because it had been so difficult to make the dog love them. It had been no easy matter when he first came weak and hungry out of nowhere to their little mountain cottage. A very wild and strange dog he was. He refused to let them touch him and ate the food they gave him only after they had gone away.

When he was strong again, he disappeared.

A few months later Irvine, going by train, saw the dog running along the road, brown and wolfish, tired yet tireless, dust-covered.

Irvine got off the train at the next station, bought a piece of meat and caught the dog. The dog returned in a baggage car and so came a second time to the mountain cottage. Here he was tied up for a week.

At the end of the week Irvine tied a metal plate about the dog's neck with the words: "Return to Walter Irvine, Glen Ellen, California," and set him free.

The dog disappeared again.

This time he was sent back by the express train, was tied up three days, was set free on the fourth and disappeared again. As soon as he received his liberty, he always ran north. He always came back hungry and weak and always ran away fresh and strong.

At last, after a year of fight, he decided to remain at the cottage, but a long time passed before Irvine and his wife could touch him. They called him Wolf.

Mrs. Johnson, their nearest neighbour, said it was a Klon-

dike dog. Her brother was in that far country and so she knew dogs of that kind.

That the north still drew him they knew. For at night they sometimes heard how he cried softly; and when the north wind blew, he became restless.

(To be continued.)

Class Work.

Explanatory Notes.

no easy matter — not an easy thing.
wolfish — like a wolf.
tireless — never being tired.
to receive liberty — to be set free.
to draw — to attract.

Word-Building.

weak (*adj.*) — weakness (*s.*) — weaken (*v.*).
hunger (*s.*) — hungry (*adj.*).
mountain (*s.*) — mountainous (*adj.*).
touch (*v.*) — touch (*s.*).
food (*s.*) — feed (*v.*).
appear (*v.*) — disappear (*v.*) — appearance (*s.*).
wolf (*s.*) — wolfish (*adj.*).
tire (*v.*) — tired (*adj.*) — tireless (*adj.*).
dust (*s.*) — dusty (*adj.*).
tie (*v.*) — tie (*s.*).
free (*adj.*) — free (*v.*) — freedom (*s.*).
rest (*v.*) — rest (*s.*) — restless (*adj.*) — restlessness (*s.*).

Opposites.

to appear — to disappear.
to refuse — to agree.
to tie — to set free.
to remain — to leave.
restless — quiet, calm.

Pronunciation and Spelling.

up	set	could	my	live	late
dust	ate	wood	lie	give	plate
touch	metal	wolf	tie	liberty	neighbour

Homework.

I. Insert the proper form of the infinitive.

1) My friend can ... English quite well. (to speak) 2) I want ... football after the lessons. (to play) 3) He may ... soon. (to return) 4) She could ... my sister, if she knew her address. (to find) 5) I intend ... the dog free. (to set) 6) They hope ... next week. (to come) 7) You may ... in the room. (to remain) 8) We could ... the barking of the dog. (to hear) 9) I expect ... him at the club. (to meet) 10) You must ... this rule well. (to know) 11) He asked me ... some bread for him. (to buy) 12) The teacher made me ... the text once more. (to read) 13) Father told us ... the dog back. (to send) 14) You had better ... the poem. (to repeat) 15) Let me ... this book. (to have)

II. Put ten questions to the text.

III. Build nouns from the following adjectives and use them in sentences.

free	childish
restless	mountainous
useful	hungry
dusty	weak
wolfish	silent

IV. Insert the proper article where necessary.

1) — dog came to our cottage. — dog was very strange and wild. 2) He did not eat — food they gave him. 3) — few months later he ran away. 4) He was covered with — dust. 5) I brought — piece of — meat. 6) I got off at — next station. 7) He ran — north. 8) — North drew him. 9) — North wind was blowing hard. 10) This train runs — south.

V. Pick out from the text the words containing the following diphthongs:

(ei, ai, au, ou, iə, ɛə)

VI. Tell the story in your own words.
VII. Describe Brown Wolf.

LESSON TWENTY-EIGHT.

BROWN WOLF.

(Continued.)

One summer day a man came to the cottage.

"I am trying to find my sister, Mrs. Johnson. May be you know her?" he said.

"You're not her Klondike brother," Madge cried, "about whom we've heard so much?"

"Yes, that's me!" he answered. "My name's Skiff Miller."

At this moment Wolf who had been away appeared.

A great wonder came into Skiff Miller's face.

"Well," he said slowly.

At the sound of his voice Wolf trotted slowly up to the stranger and first smelled his hands, then licked them with his tongue, then opened his mouth and barked.

Walter and Madge stared at each other. Wolf had barked.

"It's for the first time Wolf ever barked," Madge said.

Then the stranger said: "His name isn't Wolf. It's Brown. He was my dog."

"Oh! Walt!" cried Madge to her husband.

"But you are not going to take him away with you?"

The man nodded.

"Back into that awful Klondike world of suffering? Leave him here! He is happy. What have you to offer him in that northland life?"

"Food, when I've got it, and plenty of work. But he likes it. He is used to it."

"Perhaps you will sell him to us," said Madge.

Skiff Miller shook his head.

"His mother died, and I brought him up on condensed milk when I couldn't have it in my own coffee. He never knew any mother but me. He used to suck my finger — that finger right there."

"But the dog," Madge said, "may be has his own wish. He may prefer California to Alaska. You do with him as if he were a bag of potatoes."

"Do you think he wants to stay with you?"

"I am sure of it."

Once or twice Skiff Miller opened his mouth and closed it again without speaking. At last he said: "We'll leave it up to him. You, people, stay right here. I'll say good-bye and walk off. If he wants to stay — he can stay. If he wants to come with me, let him come. I won't call him to come and don't you call him to come back."

For the distance of twenty feet Wolf watched the man go, waiting for him to return. Then he sprang after him, overtook him, caught his hand between his teeth and tried to make him stop.

Failing to do this, he ran back to where Irvine sat and tried to drag him after Skiff Miller.

He wanted to be at the same time with the old master and the new one.

Meanwhile Skiff Miller had disappeared.

Wolf waited for him to reappear as if turned to stone. He barked once and waited.

Then he dropped down heavily at the feet of Irvine. Madge looked triumphantly at her husband. A few minutes later Wolf got up upon his feet. He had made up his mind. He broke into a trot. The trot into a run. He never turned his head. Quicker and quicker he ran along the road and was gone.

Class Work.

Explanatory Notes.

wonder — surprise.
to stare — to look with wide-open eyes.
he used to suck — he often sucked.
to prefer — to like better.
leave it up to him — let him decide.
to drag — to pull.
to reappear — to appear again.
to drop down — to fall.
triumphantly — in triumph.
to make up one's mind — to decide.
to break into a trot — to start trotting.

Word-Building.

wonder (*v.*) — wonder (*s.*) — wonderful (*adj.*).
trot (*v.*) — trot (*s.*).
smell (*v.*) — smell (*s.*).
bark (*v.*) — bark (*s.*).
wish (*v.*) — wish (*s.*).
drop (*v.*) — drop (*s.*).
triumph (*s.*) — triumphant (*adj.*).
run (*v.*) — run (*s.*).

Pronunciation and Spelling.

other	chair	nodded	cottage
wonder	stare	trotted	village
tongue	care	wanted	knowledge

Homework.

I. Change the dialogue from the text into indirect speech.
II. Put twelve questions to the text.
III. Make up sentences using the following expressions:

to make up one's mind, to mind something, to break into a trot, to burst out laughing, to be turned into stone.

IV. Tell the story in your own words.
V. Relate the story of Brown Wolf as if you were Skiff Miller, Irvine or Madge.
VI. Write a composition about "Brown Wolf".

REVIEW.

I. Insert the proper tense of the verb in brackets.

1) I ... all that morning. (to read) 2) How many pages ... you already? (to read) 3) What ... you ... when I rang you up? (to do) 4) When you rang me up I ... my dinner. (to have) 5) I ... my dinner before I went to the lecture. (to have) 6) I ... my dinner by seven o'clock. (to have) 7) We ... in the maze these two hours and we are tired. (to walk) 8) The woman ... the bun on the ground before she met Harris. (to throw) 9) Last time the aeroplane ... by comrade N. (to be piloted) 10) After the insurgents' battery ... the aeroplane took off. (to be located)

II. Translate into Estonian.

1) You have been keeping me for two hours. 2) I have been waiting for you all the morning. 3) He kept this book for two weeks. 4) He has done his exercise in half an hour. 5) He has been doing his exercise for an hour. 6) He was doing his exercise when I came in. 7) He had done his exercise when I came in. 8) He will have done his exercise when I come. 9) They will be skating all the morning to-morrow. 10) They slept while the sun was shining above their tent.

III. Analyse the *ing*-forms.

1) He began by ringing up several times. 2) What's the use of your having a telephone if you never ring me up? 3) There were twenty people following Harris. 4) They succeeded in finding the way out. 5) It is a machine for working cotton. 6) He heard the rumbling of the guns. 7) He heard the rumbling guns. 8) The aeroplane was locating the battery. 9) He gave an instruction about landing.

IV. Translate the above sentences into Estonian.

V. Translate into English.

1) Lõpetage naermine! Aeg on alata tundi. 2) Ta nõuab tungivalt sõnade üleskirjutamist. 3) Vabandage, et ma võtan teie sule. 4) Neil õnnestus ehitada hea telk. 5) Jätkake teksti tõlkimist! 6) Ta lõpetas kirja kirjutamise. 7) Ta kardab hilineda. 8) Ta sugugi ei harrasta omnibuses sõitmist. 9) Me tavatsesime supelda igal hommikul, kui me elasime külas. 10) Ta tavatses õhtuti lugeda ajalehte. 11) Ta tavaliselt tõlkis teksti sõnastikuta. 12) Nad tavatsesid joonistada tundide viisi. 13) Ma tavatsesin vaadelda päikese loojangut oma toa aknast. 14) Lapsed tavatsesid korjata merikarpe mere kaldal.

VI. Make three lists of the following words:

a) The words in which the initial letter is silent.

b) The words in which there is a silent letter in the middle.

c) The words in which the final letter is silent.

write	often	half	through	listen
whistle	know	knife	honour	calm
climb	knee	forehead	autumn	whole
wrong	shepherd	who	knowledge	hour

VII. Write all the nouns you know ending in:

-ce, -y, -th, -hood, -ment.

VIII. Write all the adjectives you know ending in:

-al, -ful, -y, -ous, -ble.

IX. Insert the proper article where necessary.

1) If we go from — Europe to — America, we have to cross — Atlantic Ocean. 2) — Amazon is in — South America. 3) — North Pole always attracted — daring travellers. 4) — earth is round. 5) — Soviet Union is situated in —

Europe and — Asia. 6) — London is — capital of — England. 7) — Mont Blanc is — highest mountain of — Alps. 8) Their tent was made of — rubber. 9) — meat of — sheep is called — mutton. 10) — schools open in — autum and close in — summer. 11) He will spend — winter in — south. 12) They rode — south. 13) — cow gives us — milk. 14) I have been learning Spanish for a month, therefore I know — few words. 15) He was born in — South China. 16) — "Murmanets" went — north. 17) Papaninites were carried by — drift past — shores of — Greenland. 18) He has been ringing for half — hour. 19) — Owen was burning with — indignation. 20) I could not be put in — communication with his number.

X. Insert the proper article where necessary.

Thomas Carlyle, — great English author, was — Scotchman. His father was — small farmer. Carlyle became — teacher of mathematics. But he gave up his profession and settled in London as — literary man. He wrote — book "The French Revolution".

XI. Translate into English.

1) Briti saared asetsevad Põhjameres. 2) Läänes neid uhub Atlandi ookean. 3) Me nägime "Auroorat" Neeval 7. novembril. 4) Hüljes elab Jäämeres. 5) Sügis on vihmane aastaaeg. 6) Dickens on XIX sajandi inglise kirjanik. 7) Ma ostsin teatripileti. 8) Trammis oli vähe inimesi. 9) Mõned sõbrad tulid teda jaama saatma. 10) Taevas ei olnud kuud; ainult mõned tähed valgustasid ööpimedust. 11) Oli külm hommik, talv lähenes. 12) Kas teil on toas telefon? Ei, mul on telefon koridoris. 13) Neile sangareile on hirm tundmatu. 14) See on jäämurdja, mis sõidab homme Barentsi merre.

XII. Insert the proper preposition where necessary.

1) He will come — an hour and will stay here — two hours. 2) He began — copying the first lines of the poem. 3) What is the use — having skates and not skating? 4) He pays much attention — his spelling. 5) The demand — musical instruments is great — our country. 6) They succeeded — landing safely. 7) He heard their cries — the roar of the waves. 8) It was impossible — him to see anything — the fog. 9) He was sure — being out — danger. 10) They were flying — space. 11) The pilot keeps his hand — the control wheel. 12) They joined — the demonstration. 13) She bravely follows her path — life. 14) Nothing could be seen — the whirlwind. 15) Steel is tempered — fire. 16) The sun hides — the horizon. 17) We are not afraid — cold water. 18) Nansen tried to reach — the North Pole — a ship. 19) — the sixth — June the aeroplanes took off — the Pole.

XIII. Insert the proper adverb.

1) She lives several streets —. 2) Put — your warm hat. 3) I shall ring you —. 4) He will be — at noon; so you will not find him at home. 5) They will be — all the afternoon. 6) He gave — all hopes of seeing the shore. 7) She found — that her watch had stopped. 8) — soared the aeroplane.

XIV. Complete the following sentences:

1) If I have a camera, ...
2) I should soon get strong if ...
3) We shall bathe if ...
4) If the weather were fine, ...
5) If the wind blows, ...
6) He would not have left his horse saddled if ...

7) If I had known about his coming, ...
8) I should visit all the museums if ...
9) Harris would have become popular if ...

XV. Give all the derivatives of the following words:

continent	friend	merry	enter	misery
rocky	live	attract	communicate	explain
rob	fly	electric	capital	family
create	round	raven	suggest	mountain
fish	assist	instinct	sheep	develop
child	science	probable	grow	achieve
represent	history	photograph	save	receive
connect	dead	instruct	horror	defend
see	cruel	wonder	company	centre
yellow	free	appear	violent	know
dark	cloud	strength	keep	

XVI. State which of the following words are nouns and which are adjectives.

darkness	possible	necessary	misery	offensive
restless	eligible	history	popular	defensive
achievement	success	haven	instructor	woven
indignant	useless		profitable	heaven
ragged	wicked		vegetable	

XVII. Make a list of the words containing silent letters: b, d, k, l, n, w.

"THE MAN WITH THE GUN."

By Nikolai Pogodin.

("The Man with the Gun" in Pogodin's play is Ivan Shadrin, a peasant. He comes straight from the trenches to the capital to obtain money from his sister to purchase a cow and return to his village. Caught in the whirlpool of events during the first days of the revolution, however, he joins the Red Guards.)

ACT II.

Scene Two.

Shadrin is walking along a corridor in the Smolny. A rifle and kit are slung across his back. He carries a battered old tin tea-kettle in his hands. Pausing, he reads the words on a door: "Teachers' Room". Passing on, he stops at another door and firmly opens it. There, in a room thick with tobacco smoke, people are sitting, standing, or lying on the floor. A sailor is pecking away at a typewriter, taking dictation from a young woman wearing pince-nez. Three civilians are unrolling a map. On the floor by the door a soldier is sleeping. No one pays any attention to Shadrin. Carefully he shuts the door on them. He stands there thinking. A man in a military uniform comes up. Shadrin tries to start a conversation with him.

Shadrin. Friend ...

(The man passes on.)

Shadrin. It's like at the front.

(He walks on. From a door far up the corridor Lenin enters and walks in the direction of Shadrin. Shadrin looks the approaching figure over and steps aside because the latter is walking so briskly.)

Shadrin. Friend, where might I get hold of some tea ...

(Lenin looks Shadrin squarely in the face and Shadrin becomes embarrassed.) Excuse me, friend, I've come a long way ...

Lenin. Missing your tea, eh?

Shadrin. Just dying for a glass of it.

Lenin. Well, come along. I'll show you. Have you been fighting long, comrade?

Shadrin (*sighing*). It's my third year without a break.

Lenin (*stopping*). Been out of the trenches long?

(A sailor enters behind him and takes up a position a short distance from him.)

Shadrin. Tough.

Lenin. But you still stuck to your posts?

Shadrin. That's right.

Lenin. How are things with the Germans? Have you noticed anything in particular?

Shadrin. Yes, and we figure things aren't so hot with them either. Things are pretty bad for the soldier all over.

Lenin. What have you noticed? It's very important to know.

Shadrin. The Germans are not what they used to be.

Lenin. Not what they used to be? Are they tired of fighting?

Shadrin. That I can't say. If you judge by the soldiers and the way they fight, they're all of them fed up with the war. But they have a tsar.

Lenin. Our generals don't want peace either.

Shadrin. That's the truth.

Lenin. What's to be done?

Shadrin. That I can't say.

Lenin. But if Soviet power says: Soldiers, take the cause of peace into your own hands, will you yourself, for example, take the hand held out to you by Soviet power?

Shadrin. My dear comrade, just let Soviet power say it.

Lenin. You won't get cold feet?

Shadrin. Who? Me?

Lenin. Let's say you. Take yourself, now, each soldier must answer personally for the fate of all Russia.

Shadrin. It sort of scares you, I won't deny.

Lenin. Are you married?

Shadrin. Yes.

Lenin. Have you any children living?

Shadrin. Three.

Lenin. Have you much land?

Shadrin. Where would I be getting it?

Lenin. Have you a horse?

Shadrin. Yes, I have.

Lenin. A cow?

Shadrin. It died.

(Shadrin stands there sad and thoughtful. Lenin lightly touches the strap of Shadrin's rifle.)

Lenin. But the time hasn't come for you to put away your rifle, eh?

Shadrin. I'm afraid, comrade, I cannot put it away.

Lenin. Kerensky is advancing on us.

Shadrin. So I hear.

Lenin. Kaledin is stirring up the Don Cossacks.

Shadrin. If they start up against the people, ...

Lenin. It will be war again, eh? But the soldiers are tired out.

Shadrin. It depends on what we fight for, and how. None of us will fight for the Dardanelles.

Lenin. Soviet power has no intention of seizing foreign territory. But if the tsarist generals try to saddle Russia with landlords and capitalists, then, what do you think? What do you, yourself, think?

Shadrin. Then we'll fight.

Lenin. We must fight to-day ... now ...

Shadrin. Then let's fight now ...

(A pause.)

Shadrin. Maybe you don't believe me? I'm speaking right from the heart.

(Lenin shakes hands with Shadrin.)

Lenin. Good-bye, comrade. Excuse me for having detained you.

Shadrin. Excuse you? Why ...

Lenin. You'll get your tea upstairs. We have a dining-room up there, up those stairs.

(Exit Lenin through the very door Shadrin had opened.)

Shadrin (*to himself*). There's a man for you. But ... (*He sees the sailor.*) Buddy, I've just come from the front. Tell me who it was I was talking with. Who was that?

Sailor. Who was that? Lenin.

(Shadrin is staggered.)

Shadrin. Why didn't someone tell me before? Him I would have told everything ... I would have ...

Sailor. But that's just what you did do.

Shadrin. Shut up, sailor. (*Flings the tea-kettle away.*) Who gives a damn about tea now? I'm going back and shall tell the soldiers I've just had a talk with Lenin. We must fight to-day, fight right now.

Explanatory Notes.

to purchase a cow — to buy a cow.

to obtain money — to get money.

battered — beaten, out of shape.

pecking away at a typewriter — writing on a typewriter. (*Note*: a bird pecks with its beak.)

to look squarely in the face — to look straight into a person's eyes.

to stick to one's post — to be attached to one's post.

anything in particular — anything special.

tough — (*here*) hard.

they are for making peace — they want to make peace.

they are fed up with the war — they had enough of it, they don't want any more war.

you won't get cold feet — you won't be afraid.

to scare — to frighten very much.

Buddy — (*Amer.*) comrade, friend.

to be staggered — to be very much astonished.

FILM SHOW.

(*From the Newspapers.*)

Scouts had learned that the Germans were arranging a film show for their soldiers in the village of M. The performance was to be given in the deserted club premises of the collective farm at 10 p. m. Obviously, a new shipment of Goebbels' canned lies had arrived.

Major N. glanced at his watch and then telephoned to the battery.

"Are you ready for the performance?" he inquired.

"Yes," came the assurance from the senior Lieutenant. "We can start the show at 10 sharp."

"Can we get in without tickets?"

"I'm sure we can."

"The late-comers won't be disappointed, I hope?" Major N. continued.

"There won't be any late-comers. They're a punctual lot, you know."

"But suppose someone just can't manage to get there in time," the major insisted. "It wouldn't be the thing not to wait for them. You had better delay the performance for about twenty minutes."

The shelling began at exactly 10.20 p. m. By that time the hall of the collective farm club was packed with German soldiers.

The very second salvo hit the building. Explosive shells

were followed by shrapnel — intended for the surviving movie fans who tried to escape from the burning building.

Before the echo of the third salvo had died down, the field telephone buzzed in the major's dugout. It was a call from one of the observation points. Gunner M., the battery's wag, was on the wire.

"The performance is over, comrade Major," he reported.

Explanatory Notes.

scout — a man sent out to learn the position of the enemy.
to arrange — to form plans.
it wouldn't be the thing — it wouldn't be good.
shelling — artillery fire.
to desert — to abandon.
premises — any house or building with its belongings.
to inquire — to ask.
sharp — punctually.
late-comers — those who come late.
punctual lot — punctual people.
to manage — to find a way.
to pack — to fill.
movie fan — a person who is fond of movies.
to escape — to find a way out.
dugout — underground shelter.
observation point — a place for watching the effect of gunfire.
on the wire — by the telephone.

TOM AND MAGGIE.

From "THE MILL ON THE FLOSS" by George Eliot.

(*Adapted.*)

Tom was expected from school in the afternoon.

His sister Maggie was waiting for him.

She seized her hat and ran into the yard singing: "Tom's coming home."

She saw Luke, the head miller, a tall broad-shouldered man of forty and stopped to talk to him.

"I love Tom so dearly, Luke," she said: "When he grows up, I shall keep his house and we shall always be reading books together."

"Ah!" said Luke, "but he will be vexed when he comes and learns that all his rabbits are dead."

"Dead!" cried Maggie. "What! Oh! dear Luke! Tom spent all his money to buy them. Oh, Luke," said Maggie while big tears were rolling down her cheeks, "Tom told me to take care of them and I forgot. What shall I do? Tom told me to remember the rabbits every day. But how could I when they did not come into my head."

Half an hour later Maggie hung on Tom's neck. He was a boy with light-brown hair, blue eyes and red cheeks.

"Maggie," said Tom as soon as they were alone. "You don't know what I've got."

"What is it?" said Maggie in a whisper. "I can't guess."

"Well, it's a new fish-line for you, Maggie, and one for me. And here are hooks. We shall be fishing all the morning to-morrow. You shall catch your own fish, Maggie. Won't it be fun? Wasn't I a good brother?"

"Yes, yes, I love you, Tom!"

"And now let's go and see the rabbits."

Maggie's heart began to beat with fear.

"Tom," she said, "how much money did you give for your rabbits? I shall give you some of my money to buy more rabbits with it."

"More rabbits? I don't want any more."

"But, Tom, they are all dead."

Tom stopped and turned round.

"You forgot to feed them?" he said. "I don't love you, Maggie. You will not be fishing with me to-morrow."

"Yes, but I forgot, I'm so very sorry," said Maggie.

"I don't love you," Tom repeated.

"Oh, Tom! It's very cruel," sobbed Maggie, clinging to Tom's arm. "Forgive me, my heart will break."

But Tom shook her off and ran away.

Explanatory Notes.

the head miller — the chief miller.

to take care of — to look after.

to be vexed — to be angry.

MY FIRST HALF AT SALEM HOUSE.

From "DAVID COPPERFIELD" by Charles Dickens.
(Adapted.)

Here I sit at the desk again, on a summer afternoon. A buzz and hum go up around me. As if the boys were so many blue-bottles and my head is as heavy as so much lead. I should give the world to go to sleep. I sit with my eyes on Mr. Creakle, blinking at him as a young owl when sleep overpowers me for a minute and he softly comes behind me and wakes me with a red ridge across my back.

Here I am in the playground with my eye still attracted by him, though I can't see him. His window at a little distance from me stands for him and I eye that instead of him. If he looks out through the glass the boldest boy stops in the middle of a shout. One of the boys named Traddles once broke that window with a ball. I shudder to this moment remembering the broken window.

Poor Traddles! In a tight sky-blue suit that made his arms and legs like German sausages, he was the merriest and most miserable of all the boys. He was always caned, I think he was caned every day that half year. He was always going to write to his uncle about it, and never did. Laying his head on the desk for a little while, he used to cheer up, begin to laugh again and draw skeletons, before his eyes were dry. I used to wonder at first what comfort Traddles found in drawing skeletons, but I believe he only did it because they were easy, and didn't want any features.

He was very honourable, Traddles was, and held it as a duty to stand by the boys. He suffered for this many times.

Once another boy laughed in church and the schoolmaster thought it was Traddles and took him out. He never said who the real offender was though he was imprisoned for it so many hours that he came out with a whole churchyard full of skeletons swarming all over his Latin dictionary.

Explanatory Notes.

Salem House — the name of the school where David Copperfield learned.
buzz and hum — sounds made by bees.
blue-bottle — a meat fly.
I should give the world — I should give anything.
to blink — to look with eyes opening and shutting.
owl — a large-eyed night bird.
ridge — a line.
stand for — represent.
to eye — to look at.
bold — brave.
shudder — shake, tremble.
to cane — to beat with a stick (with a cane).
to cheer up — to become merry.
did not want — did not need.
features — parts of the face.
honourable — honest, noble.
to hold as a duty — to think, to believe it to be a duty.
to stand by — to defend, to protect.
to swarm — to be full of, to be crowded with.

LITTLE PAUL.

From "DOMBEY AND SON" by Charles Dickens.
(*Adapted.*)

Mrs. Pipchin was a woman of system with children; no doubt she was. Certainly the wild ones became tame after they had stayed for a few months under her roof.

At this old lady Paul used to stare, sitting in his little armchair by the fire. He did not know what weariness was when he was looking at Mrs. Pipchin. He was not fond of her; he was not afraid of her; it seemed that she had a great attraction for him. There he used to sit, looking at her, and warming his hands. Once she asked him, when they were alone, what he was thinking about.

"You," said Paul.

"And what are you thinking about me?" asked Mrs. Pipchin.

"I'm thinking how old you must be," said Paul.

"You mustn't say such things as that, young gentleman," returned the dame. "That'll never do."

"Why not? asked Paul.

"Because it's not polite," said Mrs. Pipchin snappishly.

"Not polite?" said Paul.

"No. Remember the story of the little boy that was killed by a mad bull for asking questions."

"If the bull was mad," said Paul, "how did he know that the boy had asked questions? Nobody can go and whisper secrets to a mad bull. I don't believe that story."

"You don't believe it, Sir?" repeated Mrs. Pipchin, amazed.

"No," said Paul.

It appeared that from that time Mrs. Pipchin had something of the same kind of attraction towards Paul, as Paul had towards her. She used to make him move his chair to her side of the fire instead of sitting opposite, and there he used to sit, studying every line of her face.

Explanatory Notes.

tame — no longer wild.
weary — tired.
snappishly — angrily.
amazed — astonished.

MAKING PLANS.

(Adapted from Jerome K. Jerome.)

There were three of us: George, Harris and myself. We were sitting in my room, smoking and talking. The subject we were talking about was our health, which was in a very bad state.

"The thing which we need most is rest," said Harris.

"Rest and complete change," said George.

The question was, what sort of change. Harris who liked the sea suggested a sea trip and George wanted to spend the time on the river.

"Let us go to the mountains," said I.

My friends liked my suggestion.

When shall we start?

We fixed the day.

"The only thing I object to," said I, "is much luggage."

Well, what shall we take with us?

I took some paper and prepared to write. I was going to make a list. I always make a list before I begin to pack. This was the method of my uncle Podger who was a methodical man. "Take some paper," he used to say. "Put down on it everything you can possibly require, and then see that it contains nothing you can do without.

Imagine yourself in bed. You get up; what do you do? Wash yourself.

What do you wash yourself with? Soap. Put down soap. Then take your clothes. Begin at your feet; what do you wear on your feet? Boots, shoes, socks; put them down. Continue till you get to your head. What else do you want besides clothes? A little brandy; put it down. A corkscrew; put it down. Put down everything, then you won't forget anything."

Uncle Podger always carried out the plan he insisted upon.

He would read the list carefully to see that he had forgotten nothing. Then he would read it again and strike out everything it was possible to do without. Then he would lose the list.

Explanatory Notes.

brandy — kind of strong drink.
corkscrew — an instrument for pulling corks from bottles.
list — catalogue.
luggage — traveller's baggage.
methodical — systematic, orderly.
to strike out — to cross a word by drawing a line through it.
soap — matter used with water to clean the hands, etc.
trip — travelling excursion, especially for pleasure.

ROADWAYS.

By John Masefield.

One road leads to London,
One road runs to Wales;
My road leads me seawards
To the white dipping sails.
One road leads to the river,
And it goes singing slow;
My road leads to shipping
Where the bronzed sailors go —
Leads me, lures me, calls me
To salt green tossing sea,
A road without earth's road-dust
Is the right road for me.
A wet road, heaving, shining,
And wild with sea-gulls' cries,
A mad salt sea-wind blowing
The salt spray in my eyes.
My road calls me, lures me
West, east, south, and north,
Most roads lead men homewards,
My road leads me forth.

Explanatory Notes.

to dip a sail — to lower a sail and then raise it again.
to lure — to attract.
to toss — to throw up and down.
the heaving sea — rising and falling rhythmically.
spray — water blown from the waves of the sea in the form of a fine mist.

THE CHILDHOOD OF A MINER'S BOY.

From "THE DISINHERITED" by Jack Conroy.

1. The name of the coal mine where father worked was Monkey Nest. Nobody knew who had first called it that, but somebody had given the name and so it remained.

My brother Dan went to work in the mine when he was only twelve. There were nine children at home and father could not feed us all. It was against the law for a boy to work alone in the mine. He could work there only with his father. But it is bad for a small boy to work in a mine, even with his father. My brother Dan got terribly tired working in the mine. He was so tired that he never said a word. He did not play with me in the evening. He lay on his back in the yard, looking at the stars.

Father did not like to take his boys to the mine. He wanted to give us an education, so he sent us to school. But very often we had no shoes and no clothes, and so we had to stop at home for a week, a month or, perhaps, even two months.

One morning father said to me:

"Come here, son. You are going to school again. Your life is just beginning. You must study hard and then you will be happier than we were."

2. There were many farms near our mine. The rich farmers' sons were the natural enemies of the miners' boys and we often beat them. Ben Haskin was the richest farmer of all. He always looked at us with contempt. Of course we did not like him. Bonny Fern was his little daughter. She was Ben's only child. I did not like her because she had everything and my sister Madge had nothing. Bonny Fern had good dresses and she wore nice shoes and stockings all the year round. And Madge had to stay at home when it was cold because she had no shoes!

One day I was lying under a tree near Ben's farm. Ben and his daughter were working somewhere near by. Suddenly I heard Bonny's voice:

"I hate these dirty miners and their children!"

I got angry, took a lump of dry earth and threw it at Bonny Fern. It hit her on the cheek and she began to cry. I ran away; I was very much afraid.

The next time I saw Bonny Fern, she was alone and I noticed how pretty she was. Her hair was of a beautiful black colour, her hands were clean, and she never put her fingers into her nose as my sister did. I found a very nice flower and came back with it to the place where she was playing.

"Who are you?" she asked.

"I am Larry Donovan," I answered. "I live in the miners' camp. I have brought you a beautiful flower. It is very difficult to find such beautiful flowers here."

"You are a dirty miner's boy," she said. "I don't want to play with you. Go and wash your face!"

Her father heard her voice and came up to her. I ran away and hid for a long time in the forest.

Another day I was standing near the pit-head with my sister Madge and my brother Tim. We were waiting for father. Suddenly I saw the mine-owner, Mr. Stackpoole. He was coming to the mine with his wife and his little son, who was eight years old. The boy saw Madge, came up to her and suddenly pushed her over into the mud crying:

"You dirty miner's girl? What a dirty face you have!"

His mother took him by the hand and said:

"Oh, Elvin! It is bad to do such things. Tell the little girl you are sorry! Tell her you are sorry, like a little gentleman!"

Madge was crying bitterly. Then Tim came up to the boy with his hands full of mud and — plop! he threw it into the boy's face.

We all ran away, crying:

"Now go home and wash your dirty face!"

The boy ran home crying.

We felt we had won the struggle.

3. Mother was cooking when a young miner came to tell her about Dan. He was afraid to tell her the truth and only said that an accident had happened.

"Tell me, is it Dan?" she cried. Miners' wives and mothers feel bad news instinctively.

"Why, Mrs. Donovan, no! I ... I just ... you see ..."

"Then it is Dan! It must be Danny!" She sank down on to a chair, her eyes dry and shining. She never knew the relief of tears. Four miners carried Dan on a stretcher and put him on his bed. Mother knelt beside him and held his hand. He was breathing heavily and blood was running from his mouth.

"Where does it hurt you, Danny?" Mother asked, stroking his face.

He could not speak and in the night he died. Tim took his place in the mine — he was just twelve years old.

Father was terribly sad. He knew how bad it was for boys to work in an American mine. And Mr. Stackpoole's mine was one of the worst — no ventilation, bad air, no safety measures. Many times he wanted to take Tim out of the mine, but he could not. We had so little money. But he did not take me to the mine.

"Are you studying hard at school?" he often asked me, holding my face between his hands. His face looked so old and tired that I was ashamed I had not studied better.

"Yes, father, I am," I answered.

4. We seldom spoke at dinner. We ate seriously and quickly. But we stopped at once when father said to us one day: "We shall have a strike the first of the month ..."

The first days of the strike were gay and exciting. There were enthusiastic meetings, brave resolutions, but soon we saw wagonettes with strike-breakers. Round them were detectives with rifles. Every morning and evening the miners came to the road along which these wagonettes came.

"Scab! Scab! Scab!" shouted the men.

"Scab! Scab! Scab!" shouted the women.

"Scab! Scab! Scab!" shouted the children.

The wagonettes passed on, and the scabs did not look at us. Yet, even under the thick black coal dust we could see how red their faces were.

The strike continued.

One day Mr. Stackpoole, the mine-owner, sent a letter to father. He wrote that he wanted to see him in his office in town.

I went with father. We took a sack with us, because father wanted to get some provisions on the way back. We had no money, but father thought the shopkeeper would perhaps give us the provisions on credit.

When we came into Mr. Stackpoole's office he said:

"Oh, Donovan, I am glad to see you! I hope you workers understand now that the mine can work without you just the same. The wage-cut must remain, of course. But I will take all the old men back. You, for instance, you can be a very good pit boss ... Here is a contract for you ... You have a fine boy, Donovan ..."

"Yes, he is a fine boy," said father, "but he is tired. He has walked too far for nothing. We must get some provisions and be home by dark."

There was nothing very terrible in father's words, but Mr. Stackpoole got very angry. We went away as quickly as we could. We went straight to the shop. Phelps, the shopkeeper, who had known our family for a long time, said he

was sorry, but he could not give us anything more without money.

So we went home with an empty sack. We went to bed at once. We knew that is the best thing to do when your stomach is empty. But late in the evening a storm began. There was a terrible wind and very heavy rain. Suddenly somebody knocked at the door.

Father opened it and a man in black came into the room. Water was dripping from his clothes. He was shivering from cold. Father looked at him.

"Who are you?" he said to the man.

"I am working at the Monkey Nest mine," said the man. "After work I fell asleep in the mine. The other workers probably forgot about me and went away. I found the shaft and came up. Now I am going to town, but I do not know the way."

Before he had finished, father struck him in the face with all his strength. He fell down. For a minute he lay with his feet in the room and his body outside. Then he got to his feet and ran away.

"You scab! You damned scab!" shouted father. Then he took me and Tim by the arm and cried:

"Boys! Boys! Listen to me! If you must be one, be a thief, a murderer, anything, but don't ever be a scab! Do you hear me? Don't ever be a scab!"

My father was not an unkind man. On such a night even a dog could find a place beside his fire. But not a scab!

5. It was hard to live at that time!

We got our meat from a German butcher named Koch. I often went to town to get provisions from him. But by the end of the strike our unpaid bill became so big that I was afraid to go to the butcher. And I did not know what to ask for. Everything was too dear for us.

"What do you want?" he always asked me, when I came to him. One day I said:

"I want a five cent soup bone."

Koch gave me a blue bone but said:

"Tell your father to come and see me on Saturday night."

Father looked worried when I came and told him what Koch had said.

"It is hard to pay bills during a strike," he said.

Another evening Fred Dodson, the owner of the house where we lived, came and asked for the rent. Father promised to pay him in a few days. Fred went away, but father sat for a long time in his room, thinking and writing down figures.

At last the strike came to an end. Remembering these days now, it is difficult to say exactly how it ended. Perhaps the miners lost the strike, but they certainly won in the general battle.

In a short time Monkey Nest mine was running again, and every day as before Madge and I waited for father at the pit head.

One evening when I was in bed I heard father and mother talking in the kitchen.

"I want to send Larry to a good school," said father. "But we must pay for it and we have no money. I shall start shot-firing. I shall go to work at noon and do my ordinary work till four and then in the evening I shall start shot-firing. I shall get four dollars extra every day. We shall pay up our debts and shall have enough to send Larry to a good school. It is all I can do, and I must do it."

Mother protested against the shot-firing job. Nobody worked long at it. It was dangerous work in American mines. The owners did nothing to protect the workers.

But father insisted. Of course he promised to be very careful.

His partner, Mike Riordan, was an old miner with only one leg. The other workers did not like Mike, but we children often went to visit him in the evening when he came home. He often sang the sentimental ballad to us which all the miners knew:

Down in the coal mines underneath the ground,
Where a gleam of sunshine never can be found;
Digging black diamonds all the season round,
Down in the coal mines underneath the ground.

And he told us many interesting stories about his life.

Father worked very hard; he soon paid up all our bills. Then one day he smiled and said:

"You will soon go to a good school in town, Larry."

He got up at six every morning and worked in the garden till twelve. He liked his garden very much. Then he went to the mine at noon and did ordinary work there till four. After that he fired the shots.

Father and Mike ran about the mine from room to room putting their lamps to the fuses. They stopped a moment at every fuse until the end started to burn. When they were sure that it was really lighted, they shouted; "Fire in the hole!" and ran further. In a good mine this work was not so dangerous, but in our mine it was a question of accident every minute.

At the end of the work they came up by the airshaft. Above the airshaft there was a kind of little house with a door. Every evening we stood before this door and waited for father. One night we waited a long time at the airshaft but nobody came up. We heard a few shots, and then nothing. Then suddenly the whistle at the pit-head began blowing. We knew something was wrong and ran to the shaft.

At the pit-head we saw a group of men and women. Mike was lying on a stretcher, his face covered with blood. Mother was standing near him. She did not say a word. She

was afraid to ask any questions. Soon four miners brought another stretcher with father on it. Then six or seven miners' wives surrounded mother and took her home. Mother walked along quietly. She had the stoicism of all miners' wives.

A group of miners had found father under a huge lump of coal, but he was still alive. In the place of his eye there was a terrible wound, and both his legs were broken.

All the next day long processions of visitors came to our house. Mother lay in bed and spoke to nobody. Madge and I did what was necessary in the house.

I wanted to go to father's room and tell him that I knew he had done this dangerous work because he wanted to send me to school. But the nurse said I could not come in. I only heard his heavy breathing through the door.

On the fourth day after the accident father died.

6. Our house became very silent after father's death. I was afraid of the silence. Very often I woke up in the middle of the night. I was afraid of the dark.

"You must not be afraid of the dark," mother said. But I slept very badly.

A year went by. There was a new strike in the coal mine. One night we heard somebody knocking at the door. Mother opened the door. A huge Negro stood before us. There was a big wound on his cheek and one of his eyes was closed.

"Help me, help me, help me, Misses!"

Then he told us that some white men had beaten him up. They almost killed him and threw him on a coal car. Then he had run away. He had asked some farmers for water, but they had only set their dogs on him. He was from Alabama.

"Why did the white men beat you up?" mother asked.

"I am a striker," said the Negro, "and I told the workers we had to fight the scabs. And some men from the Ku-Klux-Klan were near and heard me."

We did what we could for the Negro. The next day he went away.

The scabs and their guards lived in tents near the pit-head. There they ate and slept. One day the superintendent came to see mother.

"Will you cook for the men?" he said, "and let them eat in your house? — I know you are very poor," he added, "and I want to help you."

But mother said: "Get somebody else to feed your scabs!"

A day later Fred Dodson, the owner of our house, came to the river where mother was washing the clothes and said:

"The superintendent told me he had asked you to cook for some of the miners . . ."

"Yes, that is so, but I refused."

"He says this house is the only good building round here where he can feed the men. He offered me double rent for it," said Dodson.

"Then I can leave your house," said mother.

"No," Dodson said, "I do not want that. But I am a poor man and I think the offer is very good."

When Dodson went away mother said: "We must look for another house."

I was about thirteen then, and I decided to help mother. A friend told me I could get a job in the railroad shops in town.

The next day I went to the railroad station. I asked for the shop superintendent.

"Do you need any workers?" I asked him.

"No," said he, "we are not taking any men. And, of course, we shall not take a little boy like you."

I was very sorry, but what could I do? I went home. On my way home I met one of the scabs who worked at Monkey Nest.

"Why do you work here," I said to him. "Don't you know you are taking other men's work. You are a worker just the same as . . ."

"What is that to you," he shouted. "You just go your way."

When I came home I told mother what the superintendent had told me. The next day one of the miners, who knew the superintendent of the railroad shops, promised to help me. Next morning mother and I went to his office.

"Are you strong enough to do hard work like a man, boy?" he asked me.

"Yes, sir, I am," I answered.

"That is good," said he, "I will give you a job here."

And from that day I started working at the railroad shops. And this was the beginning of my life as a worker. As you see, I started it when I was thirteen years old.

7. I was twenty. Many years had already gone by. I had worked at many different trades. I had seen many different bosses. And now I knew what I had to do. I understood why father had died so early, I understood why mother had grown old before her time. I understood the full truth about those strikes and that life we had led at Monkey Nest.

And one spring evening I was talking with Hans, good old Hans, one of the veterans of the Labour movement in the U.S.A.

"I am going with you, Hans," I said.

"And what about your mother?" he said.

"I shall give her all the money I have."

"Look here, Larry," he continued: "do you feel that lump on my head?" He took my hand and put it on his head. I felt a lump as big as a hen's egg on it.

"A policeman's club did that. Could you stand it?"

"I'm going."

"Look at this!" He opened his mouth. I saw that most of his teeth were gone.

"I had beautiful teeth," he said. "The police didn't do that. The scabs did it."

"I still want to go."

"Your black hair will turn grey and then it will fall out. And you don't know the jails! You don't know how hot they are in summer and how cold in winter!"

"I'm going with you. You can tell me what you like — I'm going."

Vocabulary.

1. **miner** kaevur
   miner's boy kaevuri poeg (poiss)
   disin'herited pärandist ilma jäetud, pärimisõiguseta jäetud, õnnetu(d)
   coal mine söekaevandus
   Monkey Nest ahvipesa (kohanimi)
   Dan [dæn] eesnimi
   shoes [ʃuːz] kingad
   to study [ʌ] õppima
2. **Ben Haskin** ['hæskin] (nimi)
   contempt [kən'tem(p)t] põlastus, põlgus
   Bonny Fern ['bɔni 'fəːn] (nimi)
   Madge [mædʒ] (eesnimi)
   stockings sukad
   all the year round aasta ringi
   lump tomp, kamakas
   Larry Donovan ['læri 'dɔnəvən] (nimi)
   miners' camp kaevurite laager
   voice hääl
   Tim (eesnimi)
   pit-head kaevanduse ava, väljapääs kaevandusest
   mine-owner kaevanduse omanik
   Stackpoole ['stækpuːl] (nimi)
   push lükkama, tõukama
   mud muda, pori
   dirty [əː] räpane, määrdunud
   Elvin ['elvin] (eesnimi)
   I am sorry ma vabandan, kahetsen
   plop mulksti, patsti
   had won [ʌ] **the struggle** olid võitnud võitluses
3. **accident** ['æksidənt] õnnetusjuhtum
   Danny ['dæni] (nimi, diminutiiv sõnast Dan)

relief [ri'li:f] kergendus, abi
stretcher kanderaam
to stroke silitama
took his place võttis tema koha
safety measures ['seifti 'meʒəz] ettevaatusabinõud

4. **seriously** ['siəriəsli] tõsiselt
exciting [i'ksaitiŋ] erutav
enthusiastic [inəju:zi'æstik] vaimustatud
brave resolution [rezə'lu:ʃən] uljas otsus
wagonettes [wægə'nets] vagonetid
strike breakers streigimurdjad
rifle vintpüss
scab streigimurdja
dust tolm
office kontor
provisions [prə'viʒənz] proviant, varustus, produktid
wage cut ['weidʒkʌt] palgakärpimine
pit boss kaevanduse kümnik
Phelps (nimi)
shopkeeper poodnik
was dripping tilkus
was shivering värises
shaft [ʃa:ft] šaht, kaevanduse käik
thief [θi:f] varas
murderer ['mə:dərə] mõrvar
don't ever be a scab = never be a scab ära ole kunagi streigimurdja

5. **butcher** ['butʃə] lihunik
Koch [kɔh] (nimi)
bill arve
soup bone ['su:pboun] supikont
worried ['wʌrid] mures, rahutu
Fred Dodson ['fred 'dɔdsn] (nimi)
rent üür, rent
figures ['figəz] numbrid
shot-firing lõhkumine lõhkeainega, sütikute abil
extra ['ekstrə] üleliigne
debts [dets] võlad
job [dʒɔb] töö
in'sist peale käima
partner kaasosanik, kaastööline, partner
Mike Riordan ['maik 'raiədən] (nimi)
underneath [ʌndə'ni:θ] all
gleam [i:] kuma, nõrk kiirgus, paiste
digging kaevamine, kaevates
fired the shots süütas sütikuid
fuse [fju:z] sütik
air-shaft ventilatsioonišaht
shots plahvatused
whistle [wisl] vile
surrounded [sə'raundid] ümbritses
stoicism ['stɔisizm] stoitsism, kannatlikkus
huge [hju:dʒ] hiiglaslik
procession [prə'seʃən] rongkäik
visitor ['vizitə] külastaja
nurse [nə:s] meditsiin-õde, põetaja

6. **Negro** ['ni:grou] neeger
in fact tõepoolest
coal car söevanker
Alabama [ælə'bɑ:mə] (nimi)
Ku-Klux-Klan ['kju:'klʌks-'klæn]
guards [gɑ:dz] valve, valvurid
tents telgid
superintendent [sju:pərin'tendənt] ülevaataja, juhataja
get somebody else to feed your scabs! hankige kedagi teist teie streigimurdjate toitmiseks!
refused [ri'fju:zd] keeldus, loobus
decided [di'saidid] otsustas
railroad shop ['reilroud 'ʃɔp] raudtee töökoda
shop superintendent töökoja juhataja
what is it to you? mis teil sellest on?
7. **trades** [treidz] elukutsed
bosses ['bɔsiz] peremehed
I had to do ma pidin tegema, mul oli tarvis teha
veterans ['vetərənz] veteraanid
lump [ʌ] paistetus, muhk; tomp, vormitu mass
policeman's club [pə'li:smənz 'klʌb] politseiniku nui
could you stand it? kas teie suudaksite seda taluda, välja kannatada?
jails [dʒeilz] vanglad

Lesson One.

§ 1. Order of Words. Sõnade järjestus.

Word-Order in Affirmative and Negative Sentences.

I	II	III		IV	
		Object		Adverbials	
Subject	Predicate	Indirect	Direct	Place	Time
Comrade Bell	gives	us	lessons	at school	every other day.
We	do not see	—	the sun	in the sky	at night.
Mary	will give	me	her book	—	to-morrow.

RULE.

The English language has a definite strict order of words.

In affirmative and negative sentences the subject precedes the predicate, and the object follows the predicate (a short formula: S — P — O).

REEGEL.

Inglise keelel on kindlakujuline sõnade järjestus.

Alus asetseb jaatavais ja eitavais lauseis öeldise ees, sihitis aga öeldise järel (lühike valem: S — P — O).

Word-Order in Interrogative Sentences (Singular).

?	0	I	II	III	IV
Inter-rogative word	Auxi-liary verb	Subject	Predicate	Direct object	Adverbials
		The girl	is opening	the window	in her room now.
		The girl	must open	the window	in the morning.
		The girl	opens	the window	in the morning.
	Is	the girl	opening	the window	in her room?
	Must	the girl	open	the window	in the morning?
	Does	the girl	open	the window	in the morning?
Where	is	the girl	opening	the window?	
When	must	the girl	open	the window?	
When	does	the girl	open	the window?	
What	is	the girl	opening		now?
What	must	the girl	open		in the morning?
What	does	the girl	open		in the morning?
What	is	the girl	doing		now?
What	must	the girl	do		in the morning?
What	does	the girl	do		in the morning?
		Who	is opening	the window?	
		Who	must open	the window	in the morning?
		Who	opens	the window	in the morning?

Word-Order in Interrogative Sentences (Plural).

?	0	I	II	III	IV
Inter-rogative word	Auxi-liary verb	Subject	Predicate	Direct object	Adverbials
		The girls	are opening	the windows	in their room now.
		The girls	must open	the windows	in the morning.
		The girls	open	the windows	in the morning.
	Are	the girls	opening	the windows	in their room?
	Must	the girls	open	the windows	in the morning?
	Do	the girls	open	the windows	in the morning?
Where	are	the girls	opening	the windows?	
When	must	the girls	open	the windows?	
When	do	the girls	open	the windows?	
What	are	the girls	opening		now?
What	must	the girls	open		in the morning?
What	do	the girls	open		in the morning?
What	are	the girls	doing		now?
What	must	the girls	do		in the morning?
What	do	the girls	do		in the morning?
		Who	is opening	the windows?	
		Who	must open	the windows	in the morning?
		Who	opens	the windows	in the morning?

§ 2. Emphasis by Inversion. Rõhutamine inversiooni abil.

I.	He ran across the park. **Across the park** he ran.	She went out. **Out** she went.
II.	The woman ran in. **In** ran the woman.	The girl jumped up. **Up** jumped the girl.

RULE.

In emphatic sentences the adverb forming part of the verb is at the head of the sentence. If the subject of such a sentence is a **noun**, it is placed **after** the verb. If the subject is a **pronoun**, it **precedes** the verb.

REEGEL.

Erirõhuga lauseis adverb, mis kuulub verbiga ühte, asetseb lause algul. Kui sellise lause aluseks on **nimisõna**, asetseb see verbi **järel.** Kui aluseks on **asesõna**, asetseb see verbi **ees.**

Lesson Two.

Future Continuous.

Continuous Tenses. Kestva tegevuse ajavormid.

Present	I am reading a book (*now*).
Past	I was reading a book when you came in. I was reading a book at 5 o'clock.
Future	I shall be reading a book when you come. I shall be reading a book at 5 o'clock.

RULE.

Continuous Tenses are used to express an action going on at a given moment in the present, past or future.

REEGEL.

Kestvat vormi tarvitatakse tegevuse väljendamiseks, mis kestab antud momendil olevikus, minevikus või tulevikus.

These tenses are formed by means of the corresponding tense of the auxiliary verb *to be* and the **Present Participle** of the principal verb.

Neid ajavorme moodustatakse abiverbi *to be* vastava aja ja põhiverbi **oleviku kesksõna** abil.

Lesson Three.

Articles. Artiklid.

1. I have a book; the book is interesting.
2. We read books; the books are interesting.
3. Give me a book; give me the book which is lying on my table.

RULE 1.

The **Indefinite** Article is used:

1. before nouns mentioned *for the first time*;
2. only before a noun *in the Singular*;
3. instead of the word *one* (one of many).

REEGEL 1.

Umbmäärast artiklit tarvitatakse:

1. nimisõnade ees, mida mainitakse esimest korda;
2. nimisõna ees ainsuses;
3. sõna *üks* (üks mitmest) asemel.

RULE 2.

The **Definite** Article is used:

1. with nouns *already mentioned*;
2. with nouns *in the Singular and in the Plural*;

REEGEL 2.

Määravat artiklit tarvitatakse:

1. nimisõnade ees, mida on kord juba mainitud;
2. nimisõnade ees ainsuses ja mitmuses;

3. before a noun which is *followed by a qualifying attribute.*

3. nimisõna ees, millele järgneb täiend.

The Use of the Definite Article. Määrava artikli tarvitamine.

1. The sun shines brightly. The earth is round.
2. The Volga is long.
3. The Alps are very high.
4. The Black Sea is deep. The United States are in America. We live in the Soviet Union.

BUT:

4a. Cairo is in *North Africa.* Washington is in *North America.*

5. The sun rises in the East and sets in the West.

The "Maligin" is a large icebreaker.

6. The "Rodina" was flown by three women.

7. She attended the wounded.

RULES.

The **Definite** Article is used:

1. before the nouns that are unique in themselves;
2. before the names of rivers;
3. before the names of mountain ranges;
4. before geographical names consisting of an adjective and a common noun.

REEGLID.

Määravat artiklit tarvitatakse:

1. nimisõnade ees, mis on oma liigis ainukesed;
2. jõgede nimede ees;
3. mäestike nimede ees;
4. geograafiliste nimede ees, mis koosnevad omadussõnast ja üldnimest

BUT: 4a. No article is used before geographical names consisting of an adjective and a proper name.

5. before the names of the four cardinal points;

6. before the names of ships and aeroplanes;

7. before adjectives used as nouns in the plural.

KUID: 4a. Artiklit ei tarvitata geograafiliste nimede ees, mis koosnevad omadussõnast ja pärisnimest.

5. ilmakaarte nimede ees;

6. laevade ja lennukite nimede ees;

7. omadussõnade ees, mida tarvitatakse nimisõnadena mitmuses.

The Use of the Indefinite Article. **Umbmäärase artikli tarvitamine.**

1. I have *few* English books.
   I have *a few* English books.

2. He comes here once *a week*.
   She earns six hundred roubles *a month*.

3. *What a* lovely day!
   What an interesting book!

RULES.

The **Indefinite** Article is used:

1. before the word *few* in the meaning of *some*;

2. before nouns expressing time in the meaning of *every*;

3. after the word *what* in exclamatory sentences.

REEGLID.

Umbmäärast artiklit tarvitatakse:

1. sõna *few* ees tähenduses „mõned";

2. aega väljendavate nimisõnade ees tähenduses „iga";

3. sõna *what* järel hüüdlauseis.

Omission of the Article. Artikli ärajätmine.

1. *Tom* is a schoolboy.
   England is in *Europe*.
   Moscow is a large city.
2. How do you find my mother, *doctor*?
   Look here, *boy*!
3. The aeroplane flew *south*.
   They sailed *east*.
4. *Life* is struggle.
   We like *music*.
5. We cannot live without *water*.
   Ink is used for writing.
6. *Summer* is a hot season.
   It is cold in *winter*.
7. I have *breakfast* at eight.
   When do you have *dinner*?
   He has *supper* at nine.

BUT:

4a. We hear *the music* of our *band*.
    The life of this family was very hard.

5a. *The water* of this river is good to drink.
    The ink in this inkpot is red.

6a. *The winter* which I spent in Murmansk was very cold.
    The summer of 1935 was very hot.

7a. *The dinner* you gave me was very good.
    The supper was prepared by my mother.

RULES.

The Article is omitted:

1. before proper nouns;
2. before terms of address;
3. before the names of the four cardinal points if they are used adverbially;

REEGLID.

Artikkel jäetakse ära:

1. pärisnimede ees;
2. ütete ees;
3. ilmakaarte nimede ees, mida tarvitatakse määrusena;

4. before abstract nouns;
5. before nouns of material;
6. before the names of seasons;
7. before the names of meals:

breakfast, dinner, supper.

BUT:

If the above mentioned nouns are concretized they are preceded by the definite article.

4. mõtteliste nimisõnade ees;
5. ainenimede ees;
6. aastaaegade nimetuste ees;
7. söömaaegade nimetuste ees:

breakfast, dinner, supper.

KUID:

Kui ülalmainitud nimisõnad on täpselt piiriteldud, tarvitatakse nende ees määravat artiklit.

Lesson Four.

Future Perfect Tense.

Perfect Tenses. Perfektiivsed ajad.

Present	I have written a letter (*already*).
Past	I had written a letter before you came. I had written a letter by 10 o'clock.
Future	I shall have written a letter by 10 o'clock. I shall have written a letter when you come.

RULE.

Perfect Tenses are used to denote an action completed by a given moment in the present, past or future.

These tenses are formed by means of the corresponding tense of the auxiliary verb *to have* and the **Past Participle** of the principal verb.

REEGEL.

Perfektiivseid ajavorme tarvitatakse antud momendil lõpetatud tegevuse väljendamiseks olevikus, minevikus või tulevikus.

Neid aegu moodustatakse abiverbi *to have* vastava aja ja põhiverbi **mineviku kesksõna** abil.

Lesson Five.

Conditional Sentences. Tingimuslaused.

There are three types of conditional sentences.

On kolme tüüpi tingimuslauseid.

First Type. Esimene tüüp.

If I see my friend, I shall give him the book.	If he comes to see me, he will bring me the book.

RULE.

A conditional sentence is a complex sentence. It consists of two parts: the condition which is expressed by a subordinate clause (an *if*-clause) and the answer to the condition which is expressed by the principal clause.

REEGEL.

Tingimuslause on põimlause. Ta koosneb kahest osast: tingimusest, mis on väljendatud kõrvallause abil (*if*-lause), ja järeldusest, mis on väljendatud pealause abil.

The first type is used to denote a condition easily realized. This type of conditional sentence is expressed by the following tenses: by the **Future Tense** in the **principal** clause and by the **Present Tense** in the **subordinate** clause (*if*-clause).

Esimene tüüp väljendab tingimust, mis on kergesti teostatav. Seda tüüpi tingimuslauset väljendatakse järgnevate aegade abil: **esimene tulevik pealauses** ja **olevik kõrvallauses** (*if*-lauses).

Second Type. Teine tüüp.

If I saw my friend, I should give him the book.	If he came to see me, he would bring me the book.

RULE.

The second type of conditional sentence is used when realization is doubtful. This type of conditional sentence is expressed by the following tenses: by the **Conditional**[1] in the **principal** clause and by the **Past Tense** in the **subordinate** clause.

REEGEL.

Teist tüüpi tingimuslaused väljendavad tingimust, mille teostatavuses me kahtleme. Seda tüüpi lauseid väljendatakse järgmiste aegade abil: **tingiva kõneviisi olevik pealauses, lihtminevik kõrvallauses.**

Lesson Six.

Conditional Sentences. Tingimuslaused.

(*Continued.*) (*Järg.*)

If I am free this evening, I shall go to the skating-rink.	If I were free in the evening, I should go to the skating-rink.

[1] The Conditional has the same form as the Future in the Past.

If he were here, he would come to see us.	If the weather were fine, we should go skiing.

RULE.

In the second type of conditional sentence the verb *to be* has the same form *were* for all the persons.

REEGEL.

Teist tüüpi tingimuslauseis esineb verbi *to be* vorm *were* kõigis pöördeis.

Lesson Seven.

Conditional Sentences. Tingimuslaused.

Third Type. Kolmas tüüp.

If I had gone out yesterday, I should have bought the dictionary.	If he had sent the letter last week, I should have received it.

RULE.

The third type of conditional sentence is used to denote a condition which was not fulfilled.

This type of conditional sentence is expressed by the following tenses: the **Conditional Perfect** in the **principal** clause and the **Past Perfect** in the **subordinate** clause.

REEGEL.

Kolmandat tüüpi tingimuslaused väljendavad tingimust, mis pole teostunud.

Seda tüüpi tingimuslauseid väljendatakse järgmiste aegade abil: **tingiva kõneviisi minevik pealauses** ja **eelminevik kõrvallauses.**

First Type

If I speak English every day, I shall know the language.

Second Type

If I spoke English every day, I should know the language.

Third Type

If I had spoken English every day last year, I should have known the language.

Lesson Eight.

ing-**form:** *ing*-**vorm:**

	Tõlge	Funktsioon
1. Tom is *skating*.	1. Tom on *uisutamas*.	1. Kestva vormi osis (*mas*-vorm).
2. I see a *skating* boy.	2. Ma näen *uisutavat* poissi.	2. Verbaalomadussõna (*v*-kesksõna nimisõna ees).
3. I see a boy *skating* on the ice.	3. Ma näen poissi *uisutavat* (uisutamas) jääl.	3. Oleviku kesksõna (või *mas*-vorm erandjuhtudel).
4. *Skating* on the ice he fell down.	4. *Uisutades* jääl ta kukkus maha.	4. Verbaaladverb (*des*-gerundiiv).
5. Tom likes *skating*. *Skating* is a healthy exercise.	5. Tom harrastab *uisutamist*. *Uisutamine* on tervisele kasulik.	5. Gerundium (teonimi).

RULE 1.

The *ing*-form performs different functions. It may be used as:

1. part of a continuous tense;
2. a verbal adjective;
3. a present participle;
4. a verbal adverb;
5. a gerund.

REEGEL 1.

ing-vorm täidab mitmesuguseid funktsioone. Teda võib tarvitada:

1. kestva vormi osisena (*mas*-vorm);
2. verbaalomadussõnana (*v*-kesksõna nimisõna ees);
3. oleviku kesksõnana (*v*-kesksõna nimisõna järel; erandjuhtudel *mas*-vorm);
4. verbaaladverbina (*des*-vorm);
5. gerundiumina (teonimi).

RULE 2.

Gerund.

The Gerund is an *ing*-form which performs a double function — that of a noun and that of a verb.

REEGEL 2.

Gerundium.

Gerundium on *ing*-vorm, mis täidab nii nimisõna kui ka verbi funktsioone.

RULE 3.

As a **noun** the Gerund may be preceded by a demonstrative adjective, a possessive adjective, a noun in the possessive case, the negation *no*, a preposition, a verb.

REEGEL 3.

Nimisõnana tarvitatud gerundiumi ees võivad seista näitav asesõna, omastav asesõna, nimisõna omastav käändne, eitus *no*, eessõna või verb.

The clattering of hoofs was heard from afar.
They listened to the roaring of the ocean.
The printing of books was invented by Gutenberg.

RULE 4.

If the *ing*-form is preceded by the definite article and followed by the preposition *of*, it performs only the function of a noun and is called a **verbal noun.**

REEGEL 4.

Kui *ing*-vormi ees on määrav artikkel ja talle järgneb eessõna *of*, siis täidab ta ainult nimisõna funktsiooni ja kannab **verbaalnimisõna** nime.

I like to read.
I like reading.

He began to write.
He began writing.

RULE 5.

The Gerund may be used instead of the Infinitive.

REEGEL 5.

Gerundiumi võib tarvitada tegevusnime asemel.

I know that he learns well.
I know of his learning well.

I am afraid that she will fall.
I am afraid of her falling.

RULE 6.

The Gerund is used instead of an object clause.

REEGEL 6.

Gerundiumi tarvitatakse sihitislause asemel.

Stop talking.
Finish writing.
Go on reading.
Excuse my coming late.

They succeeded in crossing the ocean in twenty hours.
He insisted on following the mountain track.

RULE 7.

The Gerund (**not** the Infinitive) is used after the verbs:

to stop, to finish, to go on, to excuse, to succeed in, to insist on (upon).

REEGEL 7.

Gerundiumi (mitte tegevusnime) tarvitatakse verbide järel:

to stop, to finish, to go on, to excuse, to succeed in, to insist on (upon).

Lesson Nine.

§ 1. Past Participle. Mineviku kesksõna.

The glass *was broken* by somebody.	*Have* you *broken* the glass?
The *broken* glass is lying on the floor.	The glass *broken* by you is still lying on the floor.

RULE.

The Past Participle may be used as:

1. part of a tense in the Passive;
2. part of a tense in the Active;
3. a verbal adjective before a noun;
4. after a noun as participle used instead of a subordinate clause.

REEGEL.

Mineviku kesksõna võib tarvitada:

1. passiivvormi osana;
2. aktiivvormi osana;
3. verbaalomadussõnana nimisõna ees;
4. nimisõna järel kõrvallauset asendava kesksõnana.

§ 2. Conversion of Subordinate Clauses by means of Participles (Present and Past).

Kõrvallausete asendamine kesksõnadega.

I see a glass which was broken by somebody.
I see a glass broken by somebody.

I saw a boy who was skating on the ice.
I saw a boy skating on the ice.

When he was skating on the ice, he fell down.
Skating on the ice, he fell down.

Lesson Ten.

Present Perfect Continuous Tense.

I have written two exercises.	I have read the first chapter.
I am writing the third one.	I am reading the second chapter.
I have been writing my exercises for an hour.	*I have been reading this book all the evening.*

RULE 1.

The Present Perfect Continuous Tense denotes an action begun in the past and still going on at the present moment.

REEGEL 1.

Present Perfect Continuous väljendab tegevust, mis on alanud minevikus ning jätkub veel käesoleval momendil.

RULE 2.

The Present Perfect Continuous Tense is formed by means of the auxiliary verb *to be* (in the Perfect Tense) and the **Present Participle** of the principal verb.

REEGEL 2.

Present Perfect Continuous moodustatakse abiverbi *to be* (Present Perfect) ja põhiverbi **oleviku kesksõna** abil.

Lesson Eleven.

Infinitive. Tegevusnimi.

I want *to read* English books. I decided *to study* English.

RULE 1.

The Infinitive is usually preceded by the particle *to*.

REEGEL 1.

Tegevusnime ees tarvitatakse harilikult partiklit *to*.

May I *come* in?
Can you *speak* Spanish?
We must *come* in time.
I made him *read*.
He let the children *play* in the garden.
You had better *listen* to the music.

RULE 2.

The Infinitive is used **without** the particle *to* after the following verbs:

may, can, must, make, let and after the expression *had better*.

REEGEL 2.

Tegevusnime tarvitatakse ilma partiklita *to* järgmiste verbide järel:

may, can, must, make, let ja pärast väljendit *had better*.

Lesson Twelve.

Agreement of the Predicate with the Subject.

Predikaadi ühildumine subjektiga.

Exercise 1.

The girl is reading her lesson.
The girls are reading their lessons.
I am sitting at a table. **You are** right, of course.
They are ready.

RULE 1.

The predicate-verb agrees with its subject in number and person.

REEGEL 1.

Predikaatverb ühildub subjektiga arvus ja pöördes (isikus).

Exercise 2.

The horse **and** *its master* **are** very tired.
The cat **and** *the dog* **do** not agree very well.
A poet **and** *a scientist* **were** present at the meeting.

RULE 2.

When two or more singular subjects are connected by **and**, the verb is in the plural.

REEGEL 2.

Kui kaks või enam ainsuse subjekti on ühendatud sõnaga **and** (ja), siis on verb mitmuses.

Exception.

A poet and statesman **was** at the meeting.
The painter and decorator **has** come.
Bread and butter **is** wholesome food.

If the two nouns joined by **and** express one person or thing, the verb is in the singular.

Kui kaks nimisõna, mis on ühendatud sidesõnaga **and**, väljendavad ühtainust isikut või asja, siis on verb ainsuses.

Exercise 3.

Either James **or** *I* **am** to do it.
Either you **or** he **or** *I* **am** to go.
Neither the children **nor** the *mother* **knows** anything about this event.
Not only the stars, **but** the *moon* **is** shining bright.

RULE 3.

When two or more nouns or pronouns are connected by **either ... or, neither ... nor, not only ... but,** the predicate-verb agrees in number and in person with the last (nearest) noun or pronoun.

REEGEL 3.

Kui kaks või enam nimi- või asesõna on ühendatud sidesõnadega **either ... or, neither ... nor, not only ... but,** siis predikaatverb ühildub arvus ja pöördes viimase (lähima) nimi- või asesõnaga.

Exercise 4.

A woman with two children **has** come.
The students as well as the teacher **were** present at the meeting.
I as well as they **am** ready to help you.

RULE 4.

When two subjects are connected by **with** or **as well as**, the predicate-verb agrees in number and person with the first.

REEGEL 4.

Kui kaks subjekti on ühendatud **with** või **as well as** abil, siis ühildub predikaat-verb arvus ja pöördes esimese subjektiga.

Exercise 5.

Every man and **every** woman **was** expected to attend the meeting.
Every tree, **every** leaf, **every** drop of water **is** full of life.
Each of them **was** present. **Nobody was** absent.
Neither of the students **has** made a mistake.
Either expression **is** good.

RULE 5.

A singular verb is used after **every, each, nobody, neither, either.**

REEGEL 5.

Verbi tarvitatakse **ainsuses** sõnade **every, each, nobody, neither, either** järel.

Exercise 6.

a) **Who has** done it? **Who is** (or a r e) coming? **Who is** there?
b) **Who sit** on the branches? (Ripman) **Who have** agreed to act?
c) Who **is he?** Who **are they?**

RULE 6.

(a) **Who** as an interrogative pronoun is usually followed by a verb in the singular. (b) But when one wants to

REEGEL 6.

(a) **Who** kui küsiva asesõna järel on verb tavaliselt ainsuses. (b) Kui aga on soovitav osutada, et küsimus käib mit-

indicate that the question refers to more than one person, the plural form of the verb is used. (c) When a noun or pronoun follows the verb, the verb takes the person and number of the nominative that follows.

me isiku kohta, siis tarvitatakse verbi mitmuses. (c) Kui verbile järgneb nimi- või asesõna, siis verb ühildub järgneva sõna nominatiiviga.

Exercise 7.

It was they who told me. **It is these** that I want.
It has been years since I met him. **It was centuries** ago that this happened.
It was government **bonds** that we all purchased. **It was** my **brothers** who were late.

RULE 7.

The verb that follows the introductory pronoun **it** is always singular.

REEGEL 7.

Verb, mis järgneb sissejuhatavale asesõnale **it,** on alati ainsuses.

Exercise 8.

Never to be late is a rule necessary for successful work.
That you don't want to do it is obvious to me.
What interests me more is the question of your departure.

RULE 8.

When the subject is expressed by a group of words or by a whole subordinate clause, the predicate-verb is in the singular.

REEGEL 8.

Kui subjektiks on sõnade rühm või terve kõrvallause, siis on predikaatverb ainsuses.

Exercises.

Put the verbs in brackets in the right form according to the rules of agreement:

1. In autumn the weather (*become*) worse and worse each day.
2. "What (*be*) your brother doing now?" — "He (*be*) reading." — "And what (*be*) you doing?" — "I (*be*) going to prepare my lessons."
3. Either he or his parents (*be*) to go there.
4. John and his sister (be) sitting quietly waiting for their mother to come.
5. John with his sister (*come*) to see us every evening.
6. I as well as my brother (*be*) going to take English lessons.
7. What he told me yesterday (*be*) a lie.
8. Neither we nor she (*be*) satisfied.
9. A secretary and a typist (*be*) coming with him.
10. A secretary and typist (*be*) needed at that office.

Lesson Thirteen.

The Compound Sentence.

A compound sentence consists of two or more independent sentences connected by way of coordination.

Coordination may be effected.

1) by means of conjunctions **and, or, either ... or, neither ... nor, but, yet, still, for, so, therefore,** etc.;
2) without any conjunctions.

Rindlause.

Rindlause koosneb kahest või enamast iseseisvast lausest, mis on seotud rinnastamise teel.

Rinnastamine võib toimuda:

1) sidesõnadega: **and, or, either ... or, neither ... nor, but, yet, still, for, so, therefore** jne.;
2) sidesõnadeta.

Examples.

1) He turned, **and** Mary thought he was really going, **but** he stopped and came back.

We must hurry **or** we shall miss the train.

I never saw a busier person, **yet** it was difficult to say what he did.

He is tired, **still** he goes on working.

He came home tired, **for** he had worked all day.

It is getting dark, **so** you had better go home.

I had to be educated, **therefore** we had to live in a town.

Either 'you write the letter **or** 'I have to do it **but** the letter must be written.

Neither did they go to Leningrad, **nor** did she come to them.

You must start soon, **otherwise** you will be too late.

The boy was ill, **consequently** he could not go to school.

Näiteid.

1) Ta pööras ringi, ja Mary arvas, et ta tõepoolest lahkub, aga ta peatus ja tuli tagasi.

Me peame ruttama või meie jääme rongist maha.

Ma pole kunagi näinud tegevamat isikut, ent oli raske ütelda, mis ta tegi.

Ta on väsinud, siiski ta jätkab töötamist (töötab edasi).

Ta tuli väsinult koju, sest ta oli töötanud kogu päeva.

Hakkab pimenema, niisiis te minge parem koju.

Ma pidin haridust saama, seepärast me pidime elama linnas.

Emb-kumb, kas kirjutate 'teie kirja või pean 'mina seda tegema, aga kirja peab kirjutama.

Ei läinud nemad Leningradi ega tulnud tema nende juurde.

Te peate varsti teele asuma, muidu te jääte liiga hiljaks.

Poiss oli haige, järelikult ta ei saanud minna kooli.

2) The moon went down; the stars grew pale; the cold day broke; the sun rose. (Dickens)
The wind was fresh and strong; the clouds were flying fast.

2) Kuu läks looja; tähed muutusid kahvatuks; külm päev koitis; päike tõusis. (Dickens)
Tuul oli värske ja tugev; pilved lendasid kiiresti.

Analysis of a Compound Sentence.

Rindlause analüüs.

The sky was blue and clear, and the winds were silent.

The sky was blue and clear, (*Taevas oli sinine ja selge,* and the winds were silent. *ja tuuled olid vait.*)

Sentence: Compound, declarative-affirmative consists of two independent sentences joined by means of the coordinate conjunction **and.**

Lause: Rindlause, jutustav-jaatav, koosneb kahest iseseisvast lausest, mis on seotud rinnastava sidesõnaga **and.**

First Sentence: *The sky was blue and clear.*

Esimene lause: *The sky was blue and clear.*

Sentence: Simple unextended, declarative-affirmative.

Lause: Laiendamata lihtlause, jutustav-jaatav.

The Subject (what?): *the sky* (a noun in Singular, Nominative Case).

Subjekt: *the sky* (nimisõna ainsuses, nimetav käänе).

The Predicate (what was the subject like?): *was blue and clear* — a nominal predicate (link-verb **be,**

Predikaat: *was blue and clear* — nominaalpredikaat (sideverb **be** lihtminevikus ainsuses; predikatiiv: kaks

Past Tense, Singular; predicative — two adjectives joined by the conjunction **and**).

sidesõnaga **and** seotud adjektiivi).

Second Sentence: *The winds were silent.*

Teine lause: *The winds were silent.*

Sentence: simple unextended, declarative-affirmative.

Lause: laiendamata lihtlause, jutustav-jaatav.

The Subject (what?): *the winds* (a noun in Plural, Nominative Case).

Subjekt: *the winds* (nimisõna mitmuses, nimetav kääne).

The Predicate (what was the subject like?): *were silent* — (link-verb **be**, Past Tense, Plural; predicative — an adjective).

Predikaat: *were silent* — nominaalpredikaat (sideverb **be** lihtminevikus mitmuses; predikatiiv: adjektiiv).

Exercises.

I. Analyse the following compound sentences:

1. His friends had gone away to Moscow, but he had stayed behind.
2. John split the wood, and his sister piled it.
3. The boys played games, Mother sewed, and Father read aloud.
4. The fence was already whitewashed, and Tom could play with the boys.

II. Join the following sentences by means of coordinate conjunctions:

1. It was raining hard; the wind was cold and piercing.
2. He didn't know I could read French; he never asked me to help him.

3. Please hurry; we shall be late.
4. We called on him; he was not at home.

III. Fill in the blanks with one of the conjunctions *for, and, but, however, still, yet:*

1. I could not make a report ... I had not read the book.
2. We don't like that boy; ... we shall invite him to the party if you want us to.
3. Dr. Harte was scarcely able to walk; ... he answered the call for help.
4. The keepers protested, ... the chief of the group did not want to listen to them.
5. They were sorry for the little kitten; ... they thought it ought to be punished.

IV. Make compound sentences by combining the following groups of clauses:

1. Some girls talk a great deal. They say nothing.
2. You may take the magazine. Don't forget to bring it back.
3. Let us go at once. It is very late already.
4. It was a very hard time. Robert kept working all the time.
5. We at last found the right path. After that our journey was easy.
6. Everyone said we could win the race. We were not so sure of it.

Lesson Fourteen.

The Complex Sentence.

1. A complex sentence consists of a principal clause and one or more subordinate clauses.

Põimlause.

1. Põimlause koosneb pealausest ja ühest või mitmest kõrvallausest.

2. A subordinate clause stands for some part of the principal clause; consequently there are Subject Clauses, Predicative Clauses, Object Clauses, Attributive Clauses and Adverbial Clauses.

3. In the scheme below you may see how any part of the sentence (subject, predicative, object, etc.) expressed by a single word may be expressed by a whole subordinate Clause.

2. Kõrvallause esindab mingit pealause liiget; järelikult on olemas subjektlaused, predikaatlaused, objektlaused, atribuutlaused ja adverbiaallaused (aluslaused, öeldislaused, sihitislaused, täiendlaused ja määruslaused).

3. Alljärgnevas skeemis võib näha, kuidas iga ühesõnalist lauseliiget on võimalik väljendada vastava kõrvallausega.

Subject Clause.

The story | was not true.

↓

What he told me | was not true.

Predicative Clause.

The question is | unsettled.

↓

The question is | whether he will come at all.

Object Clause.

He told me | a story.

↓

He told me | that he would come.

Attributive Clause.

I am reading an | interesting | book.

↓

I am reading a book | which is interesting.

Adverbial Clause.

We shall meet | at the crossroads.

↓

We shall meet | where the two roads cross.

I shall speak to him | tomorrow.

↓

I shall speak to him | when he comes.

4. Subject, Predicative and Object Clause are joined to the principal clause by

4. Subjekt-, predikaat- ja objektlaused seotakse pealausega

a) conjunctions: **that, if, whether;**

b) relative pronouns: **who, what, which;**

c) relative adverbs: **when, where, how, why.**

a) sidesõnadega: **that, if, whether;**

b) siduvate asesõnadega: **who, what, which;**

c) siduvate adverbidega: **when, where, how, why.**

Examples.

a) **That** he will come is certain (Subject Clause).
The question is **whether** he is able to do it alone (Predicative Clause).
He told me **that** he would come (Object Clause).
I should like to know **whether** it can be done today (Object Clause).

b) **Who** broke the glass remains a mystery (Subject Clause).
I don't know **which** pencil is mine (Object Clause).
I should like to know **what** is in that box (Object Clause).

c) **How** he managed to do it is more than I can tell (Subject Clause).
This is **why** he is so angry (Predicative Clause).
He did not tell me **where** to put the things (Object Clause).
Tell me **when** you will be back (Object Clause).

5. Subject, Predicative and Object Clauses are not separated from the principal clause by a comma.

5. Subjekt-, predikaat- ja objektlauseid ei eraldata pealausest komaga.

6. The conjunction **that** is often omitted:

6. Sidesõna **that** jäetakse sageli ära:

I knew he would come.
They said they were very busy.
Do you know there will be a meeting tomorrow?

7. When a Subject Clause is placed at the end, it is introduced by the impersonal subject **it**:

7. Kui subjektlause asetseb lõpus, siis lause algab impersonaalse subjektiga **it**:

It is strange that he did not come at all.
It is necessary that all should be present.
It is quite certain that I have never seen him before.

8. Attributive Clauses are introduced by
a) relative pronouns: **who, which, that;**
b) relative adverbs: **where, when.**

8. Täiendlaused seotakse pealausega
a) siduvate asesõnadega: **who, which, that;**
b) siduvate adverbidega: **where, when.**

Examples.

a) There is a man downstairs *who wants to see you.*
The room has a stove *which faces the door.*
All *that you tell me* is of great interest.
b) I remember the house *where Lenin lived.*
It was the year *when I began to learn English.*
Do you know the reason *why she was late*?

9. The relative pronoun may be omitted when it is the object of the clause which it introduces:

9. Siduv asesõna võib ära jääda, kui ta on kõrvallause objektiks:

Here is the book you lent me yesterday.
The girl you see in the garden is my little sister.

10. Adverbial Clauses are classified according to their meaning as Adverbial Clauses of:

10. Adverbiaallaused liigitatakse tähenduse järgi:

a) t i m e, introduced by **when, as soon as, after, till, as,** etc.

a) ajamääruslauseiks siduvate sõnadega: **when, as soon as, after, till, as** jne.

Don't open the door **till** the train stops.
I shall speak to him **as soon as** he comes.
When I have finished my work, I shall go to the club.
After I met her, I understood that she was very ill.

b) p l a c e, introduced by **where**:

b) kohamääruslauseiks siduva adverbiga **where**:

We landed **where** the river ran into the sea.

c) c a u s e, introduced by **because, since, as**:

c) põhjusmääruslauseiks siduvate sõnadega: **because, since, as**:

She will not come **because** she is ill.
Since you insist, I shall go with you.
As it was late, they returned home.

d) p u r p o s e, introduced by **(so) that, lest**:

d) otstarbemääruslauseiks siduvate sõnadega **(so) that, lest**:

They climbed higher **that** they might get a better view.
We started early **lest** we should miss the first train.

11. When the Adverbial Clause precedes the principal clause, it is usually separated by a comma:

11. Kui määruslause eelneb pealausele, siis eraldatakse ta harilikult komaga:

When Adam delved and Eve span, who was then the gentleman?

12. Analysis of a Complex Sentence.

12. Põimlause analüüs.

I took him into the kitchen, where, so far as it was possible, he cleaned himself.

Sentence: Complex, consisting of a principal clause and two subordinate clauses; declarative-affirmative.

Lause: Põimlause, mis koosneb pealausest ja kahest kõrvallausest; jutustav-jaatav.

The Principal Clause: *I took him into the kitchen.*
Sentence: Simple extended, declarative-affirmative.

Pealause: *I took him into the kitchen.*
Lause: Laiendamata lihtlause, jutustav-jaatav.

The principal parts are:

Lause pealiikmed:

The Subject (who?) *I* (personal pronoun, 1st person, Singular, Nominative Case).

Subjekt: *I* (isikuline asesõna, 1. isik, ainsus, nominatiiv).

The Predicate (what did the subject do?): *took* — a verbal predicate (irregular transitive verb, Past Tense).

Predikaat: *took* — verbpredikaat (ebareeglipärane transitiivne verb, lihtminevik).

The secondary parts are:

him (whom?): a direct object to the predicate (personal pronoun, 3rd person, Singular, masculine gender, Objective Case);

into the kitchen (where to?): an adverbial of place (prepositional phrase — a noun with a preposition).

The First Subordinate Clause: *where he cleaned himself* an attributive clause to the word *kitchen* introduced by a relative adverb *where*.

Sentence: Simple extended, declarative-affirmative.

Lause kõrvalliikmed:

him — otsene objekt (isikuline asesõna, 3. isik, ainsus, meessugu, objekti kääne akusatiivis);

into the kitchen — kohamäärus (prepositsionaalne fraas — nimisõna prepositsiooniga).

Esimene kõrvallause: *where he cleaned himself* täiendlause sõnale *kitchen*, ühendatud pealausega relatiivse adverbi *where* abil.

Lause: Laiendatud lihtlause, jutustav-jaatav.

The principal parts are:

The Subject (who?): *he* (personal pronoun, 3rd person, Singular, masculine gender, Nominative Case).

The Predicate (what did the subject do?): *cleaned* — a verbal predicate (regular transitive verb, Past Tense).

Lause pealiikmed:

Subjekt: *he* (isikuline asesõna, 3. isik, ainsus, meessugu, nominatiiv).

Predikaat: *cleaned* — verb-predikaat (reeglipärane transitiivne verb, lihtminevik).

The secondary parts are:

himself (whom?): a direct object to the predicate

Lause kõrvalliikmed:

himself — otsene objekt predikaadile (enesekohane

(reflexive pronoun, 3rd person, Singular, masculine gender);
where: an adverbial of place (relative adverb).

asesõna, 3. isik, ainsus, meessugu);
where — kohamäärus (relatiivne adverb).

The Second Subordinate Clause: *so far as it was possible* — an adverbial clause of manner to the 1st subordinate clause introduced by the conjunction *so far as.*

Teine kõrvallause: *so far as it was possible* — viisimääruslause esimese kõrvallause juurde sidesõnaga *so far as.*

Sentence: Simple unextended, declarative-affirmative.

Lause: Laiendamata lihtlause, jutustav-jaatav.

Subject (what?): *it* (personal pronoun, 3rd person, Singular, neuter gender, Nominative Case, has the force of a demonstrative pronoun).

Subjekt: *it* (isikuline asesõna, 3. isik, ainsus, asjasugu, nominatiiv — täidab näitava asesõna funktsiooni).

Predicate (what was the subject like?): *was possible* — a nominal predicate (link-verb *be*, Past Tense, Singular; predicative: adjective).

Predikaat: *was possible* — nominaalpredikaat (sideverb *be*, lihtminevik, ainsus; predikatiiv: adjektiiv).

Exercises.

I. Analyse the following Complex Sentences:

1. He was slowly moving on when he met his friend Tom.
2. At nightfall, when hope was about gone, I was picked up by a small brig which was bound for London.

3. The flowers grow where the bridge crosses the stream.

4. Don't you think that Julia looks pretty when she wears a red dress?

5. I shall never forget the day when I met with an accident.

6. She has asked me when I met with an accident.

7. When I met with an accident I was unconscious for two hours.

8. The boys followed the path which ran down the hill.

II. Use each of the following subordinate clauses in at least three different ways:

1) as an Adverbial Clause; 2) as an Attributive Clause; 3) as a Subject, Object or Predicative Clause.

Example: When our vacation began.

1) We met in the library *when our vacation began.*

2) On the day *when our vacation began*, we went to the cinema together.

3) Nobody remembers *when our vacation began.*

1. Where the aeroplane landed.
2. When peace was declared.
3. If she can go with us.
4. When the poet was born.
5. Where the office is.
6. When they left.

III. Combine short Sentences into one Complex Sentence.

Example: I have lost a book. It was small. It was red. My cousin gave me to read. → I have lost a small red book which my cousin gave me to read.

1. They are going on the three o'clock train.
   They are going to visit their uncle.
   Their uncle lives in Leningrad.
2. Bob has lost his dog.
   His dog was a fox-terrier.
   It was very clever.
   Bob feels very sorry.
3. The man is on his way home.
   The man missed the car.
   He will be late for dinner.
4. She does not like chemistry.
   It is very hard for her.
   She will have to know it well.

IV. Change the following Compound Sentences into Complex Sentences.

Example. He turned, and the wolf started towards him.
As he turned, the wolf started towards him.

1. He wanted to win and he tried to do his best.
2. There was a terrible storm, and Tommy cut his finger the same night.
3. The soldiers came home, and there was a parade, and we marched in it.
4. The train is usually in time, but it was an hour late today.
5. A great silence fell upon the gathered people, and a tall man stepped forward.
6. The captain spoke to me, and I couldn't remember his name.

Table of the Most Important Prepositions.

at	
at 5 o'clock	at school
at that time	at the lesson
at noon	at home
at night	to look at
at breakfast	to stare at
by	
to go by train	to stand by
to go by aeroplane	by ten o'clock
little by little	by that time
to be surrounded by	side by side
for	
for a time	to be celebrated for
for the same reason	to wait for
to go for a walk	to look for
to leave for	to stand for
to start for	to demand for
to make for	
in	
in the evening	in the house
in May	in the South
in spring	in one way
in 1917	in the picture
in the meantime	in connection with
in two days	in communication with
in the sun	to keep in good health
in the moonlight	to be in a hurry
into	
to fall into the water	to come into sight
soot gets into the eyes	to divide into
to burst into tears	
of	
to be afraid of	ahead of
to consist of	instead of
to be fond of	a sort of
to take no notice of	what is the use of
full of	what is the good of

on	
on the 1st of May	on the other hand
on my birthday	to live on
on the one hand	to keep an eye on
over	
to roll over	all over England
all over the world	
to	
to the west	what do you say to
close to	to cut to the heart
farewell to	to expose to
to listen to	to pay attention to
to take to	from head to foot
to give rise to	the right to
with	
to be covered with	to laugh with (joy)
to fill with	to cry with (horror)

Prefixes.

Showing negation.

dis — distrust, disappear	**in** — indefinite, incomplete
im — improbable, impossible	**un** — unhappy, unusual

Showing a repeated action.

re — rewrite, reappear

Suffixes.

Nouns.

1. *Abstract.*

ance — entrance, ignorance	**tion** — direction, revolution
hood — childhood, boyhood	**ure** — failure, nature
ment — development, amazement	**ness** — weakness, happiness
ship — friendship, leadership	**ty** — safety, cruelty
ism — communism, socialism	

2. *Doer of the action (agent).*

ist — tourist, scientist	**or** — instructor, actor
er — worker, gardener	

Adjectives.

ant — ignorant, triumphant	**ic** — scientific, photographic
al — continental, usual	**ish** — childish, yellowish
ar — popular, regular	**less** — useless, restless
ble — horrible, probable	**ous** — nervous, mountainous
ent — different, violent	**ry** — necessary, ordinary
ful — beautiful, useful	**y** — dusty, sunny

Irregular Verbs.

Type I.

cut	cut	cut	lõikama
shut	shut	shut	sulgema
put	put	put	panema
let	let	let	laskma
set	set	set	asetama
thrust	thrust	thrust	pistma, torkama
burst	burst	burst	lõhkema; puhkema

Type II.

spend	spent	spent	kulutama, raiskama; veetma
send	sent	sent	saatma
bend	bent	bent	painutama, painduma, kummarduma
build	built	built	ehitama
burn	burnt	burnt	põlema, põletama
learn	learnt	learnt	õppima
feel	felt	felt	tundma, kompima
creep	crept	crept	roomama, hiilima, pugema
keep	kept	kept	hoidma, pidama
sleep	slept	slept	magama
leave	left	left	jätma, lahkuma
mean	meant	meant	tähendama
lose	lost	lost	kaotama
fight	fought	fought	võitlema
buy	bought	bought	ostma
bring	brought	brought	tooma (kaasa)
think	thought	thought	mõtlema
teach	taught	taught	õpetama
catch	caught	caught	(kinni) püüdma

make	made	made	tegema, valmistama
have	had	had	omama
tell	told	told	jutustama, ütlema
say	said	said	ütlema
hear	heard	heard	kuulma
lay	laid	laid	asetama, panema
meet	met	met	kohtama
lead	led	led	juhtima
read	read	read	lugema
light	lit	lit	süütama
slide	slid	slid	libisema, liuglema
shine	shone	shone	paistma
shoot	shot	shot	tulistama, (püssi) laskma
hold	held	held	hoidma
find	found	found	leidma
bind	bound	bound	siduma
dig	dug	dug	kaevama
sit	sat	sat	istuma
get	got	got	saama
hang	hung	hung	üles riputama, rippuma
(a)wake	(a)woke	(a)woke	ärkama
stand	stood	stood	seisma
understand	understood	understood	aru saama

Type III.

begin	began	begun	algama
drink	drank	drunk	jooma
sing	sang	sung	laulma
ring	rang	rung	helistama, helisema
swim	swam	swum	ujuma
do	did	done	tegema
go	went	gone	minema
know	knew	known	teadma, tundma
grow	grew	grown	kasvama
throw	threw	thrown	viskama, pilduma
blow	blew	blown	puhuma
fly	flew	flown	lendama
draw	drew	drawn	joonistama; vedama, tõmbama
show	showed	shown	näitama
see	saw	seen	nägema
bear	bore	born	sünnitama
„	„	borne	kandma, taluma
wear	wore	worn	kandma (kulutades)
tear	tore	torn	rebima
lie	lay	lain	lamama
write	wrote	written	kirjutama
ride	rode	ridden	ratsutama

rise	rose	risen	tõusma
give	gave	given	andma
eat	ate	eaten	sööma
beat	beat	beaten	peksma
take	took	taken	võtma
shake	shook	shaken	raputama
fall	fell	fallen	langema
break	broke	broken	murdma, purustama
speak	spoke	spoken	rääkima
steal	stole	stolen	varastama
weave	wove	woven	kuduma (kangast)
freeze	froze	frozen	külmuma
choose	chose	chosen	valima (välja)
hide	hid	hidden	peitma
forget	forgot	forgotten	unustama
run	ran	run	jooksma
come	came	come	tulema
become	became	become	muutuma, saama (kellekski, millekski)

ALPHABETIC VOCABULARY.

A

abandon *v.* [ə'bændən] maha jätma, hülgama, loobuma
ability *s.* [ə'biliti] võime
abolish *v.* [ə'bɔliʃ] ära kaotama, tühistama, hävitama
abolition *s.* [æbə'liʃən] ärakaotamine, hävitamine, tühistamine
above *prep.* [ə'bʌv] ülal, kohal, kõrgemal
abreast *adv.* [ə'brest] rivis, rinnuti
abroad *adv.* [ə'brɔ:d] välismaal
absurd *adj.* [ə'bsə:d] absurdne, mõttetu
academician *s.* [əkædə'miʃən] akadeemik
accept *v.* [ə'ksept] aktsepteerima, vastu võtma
according *prep.* [ə'kɔ:diŋ] vastavalt
ache *v.* [eik] valutama; *s.* valu
achieve *v.* [ə'tʃi:v] saavutama
acquire *v.* [ə'kwaiə] omandama, saavutama (õppides)
activity *s.* [æk'tiviti] aktiivsus, tegevus
adapt *v.* [ə'dæpt] kohandama
add *v.* [æd] lisama
address *s.* [ə'dres] aadress
adult *s.* ['ædʌlt, ə'dʌlt] täiskasvanu
advance *v.* [əd'vɑ:ns] edasi liikuma
advice *s.* [əd'vais] nõuanne
advise *v.* [əd'vaiz] nõu andma
advocate *s.* ['ædvəkit] advokaat, kaitsja
aeroplane *s.* ['ɛərəplein] aeroplaan
affair *s.* [ə'fɛə] afäär, asi, toimetus
age *s.* [eidʒ] iga, ajastu
agrarian *adj.* [ə'grɛəriən] agraarne, põllumajanduslik
ahead *adv.* [ə'hed] ees, ette, edasi
aid *s.* [eid] abi, toetus
aim *s.* [eim] eesmärk, siht
airman *s.* ['ɛəmən] lendur
All-Union *adj.* ['ɔ:l'ju:njən] üleliiduline
allow *v.* [ə'lau] lubama, sallima
alter *v.* ['ɔ:ltə] muutma, teisendama
although *adv.* [ɔ:l'ðou] kuigi, ehk küll
altogether *adv.* [ɔ:ltə'geðə] üldse
amalgamate *v.* [ə'mælgəmeit] ühendama, kokku sulatama
amateur *s.* ['æmətjuə, æmə'tə:] amatöör, asjaarmastaja
amaze *v.* [ə'meiz] hämmastama
amazement *s.* [ə'meizmənt] hämmastus
anger *s.* ['æŋgə] viha

angry *adj.* ['æŋgri] vihane
annual ['ænjuəl] *s.* aastaraamat, *adj.* iga-aastane
appearance *s.* [ə'piərəns] välimus, ilme, ilmumine
approach [ə'proutʃ] *v.* lähenema; *s.* lähenemine
archer *s.* ['a:tʃə] ambur, vibuküttt
architect *s.* ['a:kitekt] arhitekt
arise (arose, arisen) *v.* [ə'raiz, ə'rouz, ə'rizn] tekkima, esile kerkima
arm *v.* [a:m] relvastama, relvastuma
armour *s.* ['a:mə] raudrüü, soomusrüü
arrange *v.* [ə'reindʒ] korraldama, korda seadma, sobitama
ashamed *adj.* [ə'ʃeimd] häbistatud, häbenev
assault *s.* [ə'sɔ:lt] ründamine, kallalekippumine
assent *s.* [ə'sent] nõusolek
assist *v.* [ə'sist] abistama, abiks olema
assistance *s.* [ə'sistəns] abi, toetus
assistant *s.* [ə'sistənt] abiline, assistent
association *s.* [əsousi'eiʃən] ühinemine, ühing, assotsiatsioon
assurance *s.* [ə'ʃuərəns] enesekindlus, veendunud olek
astonish *v.* [ə'stɔniʃ] hämmastama, imestusega täitma
attempt *s.* [ə'tem(p)t] katse; *v.* katset tegema
attract *v.* [ə'trækt] ligi tõmbama, kütkestama, veetlema
attraction *s.* [ə'trækʃən] ligitõmme, veetlus
auditory *adj.* ['ɔ:ditəri] auditiivne, kuulde-
aught *pron.* [ɔ:t] midagi, natuke
aunt *s.* [a:nt] tädi
autocracy *s.* [ɔ:'tɔkrəsi] autokraatia, isevalitsus
avoid *v.* [ə'vɔid] vältima, ära hoidma
awake (awoke, awoke) *v.* [ə'weik, ə'wouk] ärkama
awake *adj.* [ə'weik] ärkvel, valvas, teadlik
awful *adj.* ['ɔ:f(u)l] kohutav, aukartust äratav

B

background *s.* ['bækgraund] taust, tagapõhi
backward ['bækwəd] *adj.* mahajäänud; *adv.* tagurpidi
bacon *s.* ['beikən] peekon
badge *s.* ['bædʒ] tunnus-, eristusmärk
baggage car *s.* ['bægidʒ 'ka:] pakivagun
bake *v.* [beik] küpsetama (leiba)
ballot *v.* ['bælət] salajaselt hääletama, balloteerima; *s.* salajane hääletamine
bandage *s.* ['bændidʒ] köidis, haavaside
bare *adj.* [bɛə] paljas, katmatu
bark *v.* [ba:k] haukuma
barren *adj.* ['bærən] viljatu
barrier *s.* ['bæriə] tõke, takistus, barjäär
bass *s.* [beis] bass, bassilaulja

bath *s.* [bɑːθ] kümblus, vann
bathe *v.* [beið] suplema
battered *adj.* ['bætəd] kulunud, vintsutatud
battery *s.* ['bætəri] patarei
battle *s.* ['bætl] lahing; **battle-front** lahinguliin
bayonet *s.* ['beiənit] tääk
be fond of [biː 'fɔnd əv] armastama
be in *v.* [biː 'in] kohal olema (asutuses, kodus)
be off *v.* [biː 'ɔːf] eemal olema, ära minema
be out *v.* [biː 'aut] väljas olema (mitte kodus)
bear (bore, born) *v.* [bɛə, bɔː, bɔːn] sünnitama
bear (bore, borne) *v.* [bɛə, bɔː, bɔːn] kandma, taluma
beat (beat, beaten) *v.* [biːt, 'biːtn] peksma, lööma
bedclothes *s.* ['bedklouðz] voodipesu
bedding *s.* ['bediŋ] voodivarustus (madrats ja voodiriided)
believe *v.* [bi'liːv] uskuma, usaldama
belong *v.* [bi'lɔŋ] kuuluma, kellegi või millegi päralt olema
belongings *s.* [bi'lɔŋiŋz] omandus, päraldised
below *prep.* [bi'lou] all, allpool
bend (bent, bent) *v.* [bend, bent] painduma, painutama, kummarduma
betray *v.* [bi'trei] petma, reetma
bible *s.* ['baibl] piibel
bind (bound, bound) *v.* [baind, baund] köitma, siduma
biography *s.* [bai'ɔgrəfi] biograafia, elulugu
birth *s.* [bəːθ] sünd
bitterly *adv.* ['bitəli] kibedalt
blade *s.* [bleid] (mõõga-, noa-) tera
bleak *adj.* [bliːk] kõle, külm
blind *adj.* [blaind] pime, sõge
blink *v.* [bliŋk] pilgutama
blob *s.* [blɔb] mull, piisk
block *s.* [blɔk] plokk, pakk; *v.* blokeerima, sulustama
blood *s.* [blʌd] veri
blood-stained *adj.* ['blʌdsteind] verega määritud
blow (blew, blown) *v.* [blou, bluː, bloun] puhuma
blue-bottle *s.* ['bluːbɔtl] lihakärbes
bodkin *s.* ['bɔdkin] jäme nõel. ora
bold *adj.* [bould] julge
boss *s.* [bɔs] peremees, tööjuhataja
bottle *s.* ['bɔtl] pudel
bottom *s.* ['bɔtəm] põhi, alus
bourgeoisie *s.* [buəʒwaː'ziː] kodanlus
bow *s.* [bou] vibu
bow *v.* [bau] kummardama, kummarduma
branch *s.* [brɑːntʃ] oks, haru
brandy ['brændi] konjak
break (broke, broken) down *v.* [breik, brouk, broukən] kokku varisema; purustama
breast *s.* [brest] rind
breath *s.* [breθ] hingetõmme, hingeõhk
breathe *v.* [briːð] hinge tõmbama, hingama

bribery *s.* ['braibəri] altkäemaks
bring up *v.* ['briŋ 'ʌp] üles kasvatama
broad *adj.* [brɔ:d] lai
bronzed *adj.* [brɔnzd] pronksist, pronksjas
brush *s.* [brʌʃ] hari
bugle *s.* ['bju:gl] signaalsarv; jahisarv
bull *s.* [bul] pull, sõnn
bullet *s.* ['bulit] kuul
bun *s.* [bʌn] kukkel
burden *s.* ['bə:dn] koormus; ike; refrään
burn (burnt, burnt) *v.* [bə:n, bə:nt] põlema
burst (burst, burst) *v.* [bə:st] lõhkema, puhkema
bury *v.* ['beri] matma
buzz *s.* [bʌz] sumin; *v.* sumisema

C

cabin *s.* ['kæbin] kajut; hurtsik, onn
call *s.* [kɔ:l] kutse, hüüd
call for nõudma
call on üles kutsuma, apelleerima; külastama
calm *adj.* [ka:m] rahulik, vaikne
camera *s.* ['kæmərə] fotoaparaat
can *v.* [kæn] konservima
cane *v.* [kein] (kepiga) peksma
cap *s.* [kæp] müts, tanu
careful *adj.* ['kɛəful] hoolikas, ettevaatlik
cart *s.* [ka:t] vanker; *v.* vankriga vedama
casement *s.* ['keismənt] aken *(poeet.)*
cataract *s.* ['kætərækt] suur kosk; *(med.)* läätsekae
cause *s.* [kɔ:z] põhjus; kohtuasi; huviasi; üritus
cease *v.* [si:s] lakkama, järele jätma
celebrated *adj.* ['selibreitid] kuulus
cellar *s.* ['selə] kelder
century *s.* ['sentʃuri] sajand, aastasada
certain *adj.* ['sə:tn] teatav, mingi, keegi
chance *s.* [tʃa:ns] õnnejuhus, võimalus, šanss
channel *s.* ['tʃænl] kanal, vooluvõi jõesäng
chapter *s.* ['tʃæptə] peatükk
character *s.* ['kæriktə] karakter, iseloom
charge *s.* [tʃa:dʒ] nõutav hind, laeng, rünnak
charity *s.* ['tʃæriti] heategevus, halastus, ligimesearmastus
charter *s.* ['tʃa:tə] (eès)õigustekiri, asutamisürik
chartist *s.* ['tʃa:tist] tšartist
chase *v.* [tʃeis] jahti pidama, taga ajama
cheap *adj.* [tʃi:p] odav
on the cheap odavasti
cheer up *v.* ['tʃiə(r) 'ʌp] lohutama; lohutuma, lakkama nukrutsemast
chief *s.* [tʃi:f] pealik, ülem; *adj.* peamine
chill *s.* [tʃil] külmus, jahedus
chimney *s.* ['tʃimni] korsten
chimney-sweep *s.* ['tʃimniswi:p] korstnapühkija
church *s.* [tʃə:tʃ] kirik

churchyard *s.* ['tʃə:tʃ'jɑ:d] kalmistu (kiriku juures)
circle *s.* ['sə:kl] ring, sõõr, tegevusring
citizen *s.* ['sitizn] kodanik
clad *adj.* [klæd] riietatud
clan *s.* [klæn] sugukond; klikk, kildkond
clatter *s.* ['klætə] müdin, mürin, klõbin, kolin, plagin
clay *s.* [klei] savi
cliff *s.* [klif] kaljurüngas, rannakalju
climb *v.* [klaim] ronima
cling (clung, clung) *v.* [kliŋ, klʌŋ] külge hakkama, küljes rippuma, liibuma
close *adv.* [klous] ligiläheduses
cloth *s.* [klɔ:θ] kalev, riie; laudlina
clothes *s.* [klouðz] riided
cloud *s.* [klaud] pilv
club *s.* [klʌb] kaigas; klubi
coal *s.* [koul] süsi, kivisüsi
coat *s.* [kout] mantel; *v.* katma
coffee *s.* ['kɔfi] kohv
coin *s.* [kɔin] münt, metallraha
colonel *s.* ['kə:nl] polkovnik, polguülem
comb *s.* [koum] kamm, suga, (kuke)hari
comfort *s.* ['kʌmfət] troost, lohutus, mugavus
comfortable *adj.* ['kʌmfətəbl] mugav, õdus
command *s.* [kə'mɑ:nd] käsk, käsklus, komando
common *adj.* ['kɔmən] ühine
communication *s.* [kəmju:ni'keiʃən] ühendus, kommunikatsioon
companion *s.* [kəm'pænjən] kaaslane, kompanjon
compare *v.* [kəm'pɛə] võrdlema
competition *s.* [kɔmpi'tiʃən] võistlus, konkurents
complete *adj.* [kəm'pli:t] täielik, viimistletud
compliments *s.* ['kɔmplimənts] tervitused (eriti kirjas)
comprehend *v.* [kɔmpri'hend] aru saama, mõistma
comprehensive *adj.* [kɔmpri'hensiv] ulatuslik, laialdane
conceive *v.* [kən'si:v] (mõttes) moodustama või looma, kujutlema
condense *v.* [kən'dens] tihendama, kondenseerima
condition *s.* [kən'diʃən] tingimus, seisund, olukord
conductor *s.* [kən'dʌktə] juhtija, juht, saatja
connection *s.* [kə'nekʃən] ühendus, side, seos
conquest *s.* ['kɔŋkwest] vallutamine
consequent *adj.* ['kɔnsikwənt] järelduv, järjekindel
consider *v.* [kən'sidə] kaalutlema, arvesse võtma
consist (of) *v.* [kən'sist (əv)] koosnema
constant *adj.* ['kɔnstənt] konstantne, püsiv, muutumatu, pidev
contents *s.* [kən'tents] sisu, sisukord
continent *s.* ['kɔntinənt] kontinent, manner

control wheel [kən'troul'wi:l] kontrollhoob
convene *v.* [kən'vi:n] (koosolekut) kokku kutsuma, kogunema
convenient *adj.* [kən'vi:njənt] sobiv, sobilik
convention *s.* [kən'venʃən] kokkutulek, koosolek, konventsioon
convict *v.* [kən'vikt] süüdi mõistma, süüdlaseks tunnistama
cook *v.* [kuk] toitu valmistama; *s.* kokk, köögitüdruk
cool *v.* [ku:l] jahutama, jahtuma
copper *s.* ['kɔpə] vask
corkscrew ['kɔ:kskru:] korgitõmbaja
cottage *s.* ['kɔtidʒ] majake maal, suvila
cotton *s.* ['kɔtn] puuvill
council *s.* ['kaunsl] nõupidamine, nõukogu
countryside *s.* ['kʌntri'said] külamaastik, ümbrus maal
courage *s.* ['kʌridʒ] julgus, mehisus, vaprus, meelekindlus
courageous *adj.* [kə'reidʒəs] julge, südikas, vahva
cousin *s.* ['kʌzn] nõbu (onuvõi tädilaps)
coverlet *s.* ['kʌvəlit] pealisvaip, päevatekk
cramp *v.* [kræmp] kokku tõmbama, ahendama, kitsendama
crash *v.* [kræʃ] purunema, prahvatama, raksatama
crawl *v.* [krɔ:l] roomama
craze *s.* [kreiz] hullus, hullustus
crazy *adj.* ['kreizi] hullunud
create *v.* [kri'eit] looma
creation *s.* [kri'eiʃən] loomine, looming
creature *s.* ['kri:tʃə] olend, olevus
credit *s.* ['kredit] krediit, võlausaldus
creep (crept, crept) *v.* [kri:p, krept] roomama, hiilima, pugema
crime *s.* [kraim] roim, kuritegu
cruel *adj.* ['kruəl] julm, halastamatu, karm
cruelty *s.* ['kruəlti] julmus, halastamatus, karmus
crumple *v.* ['krʌmpl] kortsutama, kägardama
crush *v.* [krʌʃ] puruks muljuma, täielikult lööma
cry *v.* [krai] hüüdma, karjuma, nutma; *s.* hüüd, kisa
cure *v.* [kjuə] arstima, ravima, tervistama
curl *v.* [kə:l] kähardama, lokkima
curriculum *s.* [kə'rikjuləm] õppekava
curse *v.* [kə:s] needma, vanduma, sajatama; *s.* needus
curtain *s.* ['kə:tn] eesriie
cut to the heart *v.* ['kʌt tə ðə 'ha:t] südamesse lõikama

D

damage *v.* ['dæmidʒ] kahjustama, vigastama
dame *s.* [deim] matroon, auväärne emand
damn *v.* [dæm] needma

damp *adj.* [dæmp] niiske
dance *v.* [dɑːns] tantsima
danger *s.* ['deindʒə] (häda)oht
dare *v.* [dɛə] julgema
daring *adj.* ['dɛəriŋ] julge, uljas
darkness *s.* ['dɑːknis] pimedus
dawn *s.* [dɔːn] koit, koidik, puhe
deal (a great deal of) *s.* ['diːl (ə 'greit 'diːl əv)] palju, suur hulk
deal with *v.* ['diːl wið] tegelema (kellegagi)
debt *s.* [det] võlg
deceit *s.* [di'siːt] pettus, petmine
deceitful *adj.* [di'siːtful] petlik, valelik
deceive *v.* [di'siːv] petma
decrease *v.* [diː'kriːs] vähenema, kahanema
deed *s.* [diːd] tegu
deer *s.* [diə] hirv
defeat *s.* [di'fiːt] lüüasaamine
defensive *s.* [di'fensiv] kaitsetegevus, -olukord
delay *s.* [di'lei] viivitamine, viivitus; *v.* viivitama, edasi lükkama
delineation *s.* [dilini'eiʃən] (üldpildi) visandamine; lühike kirjeldus
deliver *v.* [di'livə] kõnet pidama; kätte toimetama, üle andma
demand *s.* [di'mɑːnd] nõue, nõudmine
deputy *s.* ['depjuti] saadik
descend *v.* [di'send] alla laskuma, alla tulema või minema
desert *v.* [di'zəːt] maha jätma; (väeosast) omavoliliselt lahkuma
desire *v.* [di'zaiə] soovima; *s.* soov
despairing *adj.* [dis'pɛəriŋ] meeleheitlik
detail *s.* ['diːteil] detail, üksikasi
detective *s.* [di'tektiv] detektiiv, salapolitseinik
development *s.* [di'veləpmənt] arendamine, arenemine, areng
devil *s.* [devl] kurat
devote *v.* [di'vout] pühendama
devoted *adj.* [di'voutid] truu, ustav
devotion *s.* [di'vouʃən] truudus, ustavus
differ *v.* ['difə] erinema, lahku minema
dip *v.* [dip] sukeldama; (purje) langetama
direction *s.* [di'rekʃən] suund, siht
directly *adv.* [di'rektli] otsekohe, jalamaid
disappear *v.* [disə'piə] kaduma (silmist)
disappoint *v.* [disə'pɔint] pettumust valmistama
discard *v.* [dis'kɑːd] kõrvale heitma, loobuma
discover *v.* [dis'kʌvə] avastama
dish *s.* [diʃ] vaagen, toit
disinherit *v.* [disin'herit] pärandist ilma jätma
dispersion *s.* [dis'pəːʃən] hajutamine, hajumine
distance *s.* ['distəns] vahemaa, kaugus

distinguish *v.* [dis'tiŋgwiʃ] esile tõstma, väljapaistvaks tegema
district *s.* ['distrikt] ringkond, piirkond; rajoon
distrust *s.* [dis'trʌst] umbusaldus
divide (into) *v.* [di'vaid (intə)] jagama; — (from) eraldama, lahutama
doff *v.* [dɔf] ära võtma (kübarat peast, rõivatükki seljast)
doorway *s.* ['dɔ:wei] ukseava(us)
doubt *v.* [daut] kahtlema; *s.* kahtlus
dozen *s.* ['dʌzn] tosin
drag *v.* [dræg] lohistama, vedama; pidurdama
draw (drew, drawn) [drɔ:, dru:, drɔ:n] joonistama; tõmbama, vedama
dream *v.* [dri:m] und nägema, unistama
drear, dreary *adj.* ['driəri] sünge
drive (drove, driven) *v.* [draiv, drouv, 'drivən] sõitma, ajama
drop *v.* [drɔp] tilkuma; pillama; loobuma
drop down *v.* ['drɔp daun] maha kukkuma, maha langema
dry *adj.* [drai] kuiv
dues *s.* [dju:z] maksud
dugout *s.* ['dʌgaut] maa-alune varjend
dumb *adj.* [dʌm] tumm, keeletu
during *prep.* ['djuəriŋ] (aja) kestel, vältel, jooksul
duty *s.* ['dju:ti] kohus, kohustus
dwelling *s.* ['dweliŋ] elamu, elukoht

E

earn *v.* [ə:n] teenima, pälvima
earth *s.* [ə:θ] maa
echo *s.* ['ekou] kaja
economy *s.* [i:'kɔnəmi] majandus
edge *s.* [edʒ] äär, serv
education *s.* [edju:'keiʃən] haridus
effort *s.* ['efət] pingutus, püüe
egg *s.* [eg] muna
eh [ei] noo! nonoh!
either *adj.* ['aiðə] kumbki
either ... or *adj.* ['aiðə — ɔ:] kas ... või
election *s.* [i'lekʃən] valimine, valimised
electoral *adj.* [i'lektərəl] valimis-
electricity *s.* [ilek'trisiti] elekter
eligible *adj.* ['elidʒəbl] valitav
emancipation *s.* [imænsi'peiʃən] vabastamine, emantsipatsioon
employ *v.* [im'plɔi] (tööks) tarvitama
enable *v.* [i'neibl] võimaldama
enemy *s.* ['enimi] vaenlane
engineer *s.* [endʒi'niə] insener
enlarge *v.* [in'la:dʒ] suurendama, laiendama
enough *adv.* [i'nʌf] küllalt
ensure *v.* [in'ʃuə] kindlustama
enter *v.* ['entə] sisenema, sisse astuma
entirely *adv.* [in'taiəli] täielikult
entrance *s.* ['entrəns] sissekäik
envy *v.* ['envi] kadestama
epic *s.* ['epik] eepos
equal *adj.* ['i:kwəl] võrdne

erect *v.* [i'rekt] püstitama; *adj.* püstine, sirgelt seisev
escape *v.* [is'keip] pääsema, kõrvale hoidma
event *s.* [i'vent] sündmus
exact *adj.* [ig'zækt] täpne
examination *s.* [igzæmi'neiʃən] eksam
excellent *adj.* ['eksələnt] suurepärane, erakordselt hea
executive *adj.* [ig'zekjutiv] täidesaatev
exile *s.* ['eksail] maapagu, maapagulane; *v.* maapakku saatma, välja saatma
exist *v.* [ig'zist] eksisteerima, olemas olema
expect *v.* [iks'pekt] ootama, lootma
expedition *s.* [ekspi'diʃən] uurimisretk
expel *v.* [iks'pel] välja heitma
expend *v.* [iks'pend] kulutama, (ära) tarvitama
expensive *adj.* [iks'pensiv] kallis, kulukas
experience *s.* [iks'piəriəns] kogemus; (läbi)elamus
explanation *s.* [eksplə'neiʃən] seletus
explode *v.* [iks'ploud] plahvatama
exploit *v.* [iks'plɔit] kurnama, kasutama
exploit *s.* ['eksplɔit] kangelastegu
explore *v.* [iks'plɔ:] uurima
explosion *s.* [iks'plouʒən] plahvatus
explosive *s.* [iks'plousiv] lõhkeaine
expose *v.* [iks'pouz] välja panema, paljastama, hädaohtu saatma
express train *s.* [iks'pres 'trein] kiirrong
extension *s.* [iks'tenʃən] laienemine, laiend, ulatus
extra *adj.* ['ekstrə] lisa-, ekstra-
eye *s.* [ai] silm; *v.* silmitsema
eyesight *s.* ['aisait] silmanägemine

F

faculty *s.* ['fækəlti] võime
fade *v.* [feid] närbuma, luituma, vaibuma
fail *v.* [feil] ebaõnnestuma, läbi kukkuma
familiar *adj.* [fə'miljə] hästi tuttav; hästituntud
famous *adj.* ['feiməs] kuulus
fan *s.* [fæn] *siin:* asjaarmastaja
farewell *interj.* ['fɛə'wel] hüvasti!
fascism *s.* ['fæʃizm] fašism
fault *s.* [fɔ:lt] süü
fear *s.* [fiə] hirm, kartus
feast *s.* [fi:st] pidustus, pidupäev, pidusöömine
feature *s.* ['fi:tʃə] *pl.* näojooned
fellow-traveller *s.* ['felou-trævlə] kaasreisija, kaasajooksik
field *s.* [fi:ld] põld; mõjupiirkond
figure *v.* ['figə] kujutama, kujutlema; *s.* kuju
film show *s.* ['filmʃou] kinoetendus
fire *s.* [faiə] tuli; *v.* tulistama

fireside *s.* ['faiəsaid] kamina-ümbrus, kodukolle
firm *adj.* [fəːm] kindel
fisherman *s.* ['fiʃəmən] kalur
fish-line *s.* ['fiʃlain] õngenöör
fist *s.* [fist] rusikas
flare up *v.* ['flɛər 'ʌp] lõkkele lööma
flash *v.* [flæʃ] välgatama, välkuma
flat *adj.* [flæt] lame; *adv.* lausa
fleece *s.* [fliːs] villak, villkate, villane nahk
flesh *s.* [fleʃ] (elav, toores) liha, ihu
flexible *adj.* ['fleksəbl] painduv, painutatav
flier *s.* ['flaiə] lendur
flood *s.* [flʌd] (mere)tõus; üleujutus, uputus
flour *s.* ['flauə] jahu
flue *s.* [fluː] (ahju-, suitsu-) lõõr
foam *s.* [foum] vaht (-u); *v.* vahutama
fog *s.* [fɔg] udu
fold up *v.* ['fould 'ʌp] kokku panema või keerama
folk *s.* [fouk] rahvas
food *s.* [fuːd] toit
fool *s.* [fuːl] narr, tola; kojanarr
force *v.* [fɔːs] sundima
forehead *s.* ['fɔrid] otsaesine, laup
foreign *adj.* ['fɔrin] välis-, võõramaine
forest *s.* ['fɔrist] mets
foretell *v.* [fɔː'tel] ennustama
forever *adj.* [fə'revə] alatiseks, igavesti
fork *s.* [fɔːk] kahvel
formely *adv.* ['fɔːməli] varemalt, ennemalt
forsake (forsook, forsaken) *v.* [fə'seik, fə'suk, fə'seikən] maha jätma, loovutama
fortress *s.* ['fɔːtris] kindlus
found *v.* [faund] asutama, põhjendama; põhjenema
free *adj.* [friː] vaba; *v.* vabastama
free of charge *adj.* ['friː əv 'tʃɑːdʒ] tasuta
freeze (froze, frozen) *v.* [friːz, frouz, 'frouzn] külmama; jäätuma; tarduma; külmetama
frighten *v.* ['fraitn] hirmutama, kohutama
frost *s.* [frɔ(:)st] külm
fruitless *adj.* ['fruːtlis] viljatu, kasutu
fun *s.* [fʌn] nali; lõbu
funeral *s.* ['fjuːnərəl] matus
funny *adj.* ['fʌni] naljakas
furnish *v.* ['fəːniʃ] möbleerima, sisustama, varustama
furniture *s.* ['fəːnitʃə] mööbel, sisseseade
further *adv.* ['fəːðə] kaugemal(e); lisaks
fury *s.* ['fjuəri] hullumeelsus; meeletu viha, raev

G

gallop *v.* ['gæləp] galoppima, nelja jooksma
gap *s.* [gæp] auk, mulk; lõhe
gape *v.* [geip] (suud) pärani ajama, haigutama
gasp *v.* [gɑːsp] õhku ahmima, hingeldama, ähkima

generation *s.* [dʒenə'reiʃən] generatsioon, sugupõlv
generous *adj.* ['dʒenərəs] suuremeelne; helde
gentle *adj.* ['dʒentl] peen; leebe, pehme, õrn
genuine *adj.* ['dʒenjuin] tõepärane, võltsimatu, ehtne
get over *v.* ['get 'ouvə] lõpetama
give rise to *v.* ['giv 'raiz tə] tekitama
glance *v.* [glaːns] põrkama; pilku heitma
glass *s.* [glaːs] klaas
glove *s.* [glʌv] (sõrm)kinnas
golf *s.* [gɔlf] golf(imäng)
goods *s.* [gudz] kaup, kaubad
go off *v.* ['gou 'ɔːf] lahti minema; *siin:* helisema hakkama (telefoni kohta)
graceful *adj.* ['greisful] graatsiline
grant *v.* [graːnt] rahuldama, täitma (palvet)
greedy *adj.* ['griːdi] ahne, ablas
groan *v.* [groun] ägama, ägisema; *s.* ägamine, oigamine
grocery *s.* ['grousəri] koloniaalkauplus, -kaubad, vürtspood
growth *s.* [grouθ] kasvamine, kasv
gruff *adj.* [grʌf] torisev; karmi häälega
grumble *v.* [grʌmbl] nurisema, torisema
guess *v.* [ges] ära aimama, mõistatama
guide *v.* [gaid] juhtima, teed näitama
gull *s.* [gʌl] kajakas
gully *s.* ['gʌli] kuristik, nõva
gun *s.* [gʌn] püss; kahur, suurtükk

H

hall *s.* [hɔːl] saal
hammer *s.* ['hæmə] haamer, vasar
hand *v.* [hænd] kätte andma, ulatama
handkerchief *s.* ['hæŋkətʃif] taskurätik
hardly *adv.* ['haːdli] vaevalt
hastily *adv.* ['heistili] kähku, kiirustavalt
hate *v.* [heit] vihkama
haven *s.* ['heivn] sadam
headcover *s.* ['hedkʌvə] peakate
health *s.* [helθ] tervis
healthy *adj.* ['helθi] terve, hea tervise juures, tervislik
heart *s.* [haːt] süda
heat *s.* [hiːt] kuumus; *v.* kütma
heath *s.* [hiːθ] nõmm
heave *v.* [hiːv] tõstma, (üles) vinnama
heaven *s.* ['hevn] taevas
height *s.* [hait] kõrgus
hell *s.* [hel] põrgu
helm *s.* [helm] *siin:* kiiver
hero *s.* ['hiərou] kangelane, sangar
heroic *adj.* [hi'ro(u)ik] kangelaslik, sangarlik
hide (hid, hidden) *v.* [haid, hid, 'hidn] peitma
history *s.* ['histəri] ajalugu
hit *v.* [hit] lööma; tabama

hoarse *adj.* [hɔːs] kähisev (hääle kohta)
hold (held, held) *v.* [hould, held, held] hoidma, pidama
hole *s.* [houl] auk, mulk
honourable *adj.* ['ɔnərəbl] auväärne, aulik; aus
hoof *s.* [huːf] kabi; sõrg
hook *s.* [huk] konks
hope *v.* [houp] lootma
horizon *s.* [hə'raizn] horisont, silmapiir
horn *s.* [hɔːn] sarv; pasun
horrible *adj.* ['hɔrəbl] kole; vastik
horror *s.* ['hɔrə] kohkumine; jälestus, hirm
horseshoe *s.* ['hɔːsʃuː] hobuseraud
hue *s.* [hjuː] värving, värv(us)
hum *s.* [hʌm] sumin, vurin; ümin
human *adj.* ['hjuːmən] inimlik, inim-
humour *s.* ['hjuːmə] meeleolu, tuju; huumor
hundredweight *s.* ['hʌndrədweit] tsentner (inglise kaaluühik = = 50,8 kg)
hurry *v.* ['hʌri] kiirustama; ruttama; *s.* kiirustamine; rutt
hurt *v.* [həːt] haiget tegema; vigastama; haavama; valutama
hut *s.* [hʌt] onn, hurtsik
hypocrisy *s.* [hi'pɔkrisi] silmakirjalikkus

I

icy *adj.* ['aisi] jäine, jääkülm
idea *s.* [ai'diə] kujutlus, mõte, idee
ignorance *s.* ['ignərəns] teadmatus; asjatundmatus
imagine *v.* [i'mædʒin] kujutlema, ette kujutama
immediately *adv.* [i'miːdjətli] otsekohe, jalamaid
impatiently *adv.* [im'peiʃəntli] kannatamatult, kärsitult
important *adj.* [im'pɔːtənt] tähtis
imprison *v.* [im'prizn] vangistama
improve *v.* [im'pruːv] parandama
incessant *adj.* [in'sesənt] lakkamatu, järelejätmatu
incline *v.* [in'klain] kallutama, painutama, kummardama; kalduma, painduma
include *v.* [in'kluːd] sisaldama; kaasa või ühes arvama
income *s.* ['inkəm] sissetulek, tulu
increase *v.* [in'kriːs] suurenema, suurendama
increase *s.* ['inkriːs] kasv, suurenemine
indignant *adj.* [in'dignənt] nördinud, pahandunud
indignation *s.* [indig'neiʃən] pahandumine, meelepaha, nördimus
individualistic *adj.* [individjuə'listik] individualistlik
industrial *adj.* [in'dʌstriəl] tööstuslik, tööstus-
influential *adj.* [influ'enʃəl] mõjukas
information *s.* [infə'meiʃən] informatsioon, teadustus

inhuman *adj.* [in'hju:mən] ebainimlik, toores, julm
initial *adj.* [i'niʃəl] alguline, algus-, alg-
innovator *s.* ['inoveitə] uuendaja, novaator
inquire *v.* [in'kwaiə] (järele) pärima, küsima
inside *adv.* [in'said] sees, seespool; sissepoole, sisse
insist (upon, on) *v.* [in'sist (ə'pɔn)] peale käima, kindlasti nõudma
in spite of *prep.* [in 'spait əv] sellest hoolimata, sellele vaatamata
instant *s.* ['instənt] hetk, silmapilk
instantaneous *adj.* [instən'teinjəs] silmapilkne, momentaanne
instead of *prep.* [in'sted əv] (millegi) asemel
instinctive *adj.* [in'stiŋktiv] loomusunniline, instinktiivne
institution *s.* [insti'tju:ʃən] asutamine, sisseseadmine; asutus, instituut
instruction *s.* [in'strʌkʃən] õpetus, juhend
instructive *adj.* [in'strʌktiv] õpetlik
insulation *s.* [insju'leiʃən] eraldus, isoleerimine, isolatsioon
insurgent *s.* [in'sə:dʒənt] mässaja, mässuline; *adj.* mässuline, mässav
insurrection *s.* [insə'rekʃən] mäss, vastuhakk, ülestõus
intelligent *adj.* [in'telidʒənt] arukas, taibukas, intelligentne
intend *v.* [in'tend] kavatsema
intensity *s.* [in'tensiti] tugevus, pingelisus, intensiivsus
interpret *v.* [in'tə:prit] tõlgitsema, seletama
interpreter *s.* [in'tə:pritə] tõlgitseja; tõlk
intimidation *s.* [intimi'deiʃən] hirmutamine
introduce *v.* [intrə'dju:s] sisse viima, tarvitusele võtma, esitlema
introduction *s.* [intrə'dʌkʃən] sisseviimine, tarvitusele võtmine, sissejuhatus; esitlus
invent *v.* [in'vent] leiutama, välja mõtlema
invention *s.* [in'venʃən] leiutamine; leiutis
iron *s.* ['aiən] raud
island *s.* ['ailənd] saar
isle *s.* [ail] saar
ivory *s.* ['aivəri] elevandiluu; *siin:* kütipasun

J

janizary *s.* ['dʒænizəri] janitšar (varemal ajal Türgi sultani ihukaitseväelane)
jest *v.* [dʒest] naljatama
join *v.* [dʒɔin] ühinema, seltsima, ühendama; **join the Army** sõjaväkke astuma
joke *s.* [dʒouk] nali
journey *s.* [dʒə:ni] reis, teekond
joy *s.* [dʒɔi] rõõm
joystick *s.* ['dʒɔistik] aeroplaani kõrguskontrollkang
jumper [dʒʌmpə] džemper

just *adv.* [dʒʌst] just, parajasti
just now *adv.* ['dʒʌst 'nau] just nüüd

K

keen *adj.* [ki:n] agar, innukas
keep on (kept, kept) *v.* ['ki:p, kept 'ɔn] jätkama
keep awake *v.* ['ki:p ə'weik] püüdma ärkvel olla
keep house *v.* ['ki:p 'haus] maja pidama
keep pace *v.* ['ki:p 'peis] sammu pidama
keeper *s.* ['ki:pə] vaht (-i)
kind *s.* [kaind] sugu, liik
kind *adj.* [kaind] lahke, heasüdamlik
kindness *s.* ['kaindnis] lahkus
kiss *v.* [kis] suudlema
kit *s.* [kit] pütt; (sõduri, matkaja) kaasaskantav varustus, (töölise) tööriistade kogu
knee *s.* [ni:] põlv
knock up *v.* ['nɔk ʌp] üliväsi(ta)ma; üles koputama

L

land *v.* [lænd] maabuma, maanduma
late-comer *s.* ['leitkʌmə] hilineja
law *s.* [lɔ:] seadus
lay (laid, laid) *v.* [lei, leid] panema
layer *s.* ['leə] kiht, kord
lead *s.* [led] seatina
lead (led, led) *v.* [li:d, led] juhtima
leadership *s.* ['li:dəʃip] juhtimine, juhatus
leaflet *s.* ['li:flit] lendleht
league *s.* [li:g] liit, ühing
lease *s.* [li:s] rendiõigus, rendileping, -aeg
legal *adj.* ['li:gəl] seaduslik
lend (lent, lent) *v.* [lend, lent] laenama (kellelegi), laenutama
level *s.* ['levl] tasapind; *adj.* ühtlane, võrdne
liberal *s.* ['libərəl] vabameelne
liberty *s.* ['libəti] vabadus
lick *v.* [lik] lakkuma
lie *s.* [lai] vale
lie (lay, lain) *v.* [lai, lei, lein] lamama
lieutenant *s.* [lef'tenənt] leitnant
light *adj.* [lait] kerge, kergekaaluline
light (lit, lit) *v.* [lait, lit] valgustama
limit *s.* ['limit] piir; *v.* piirama
line *s.* [lain] joon
link *s.* [liŋk] lüli
lip *s.* [lip] huul
list *s.* [list] nimestik
literature *s.* ['lit(ə)ritʃə] kirjandus
live *adj.* [laiv] elav, elus(-)
loaf of bread *s.* ['louf əv 'bred] leivapäts
local *adj.* ['loukəl] kohalik
locate *v.* [lou'keit] paigutama, asukohta kindlaks määrama
lonely *adj.* ['lounli] üksildane; üksik
look after *v.* ['luk 'a:ftə] järele vaatama, hoolt kandma; **look up** üles otsida, üles vaadata
lose (lost, lost) *v.* [lu:z, lɔ:st] kaotama
loss *v.* [lɔ:s] kaotus

lot *s.* [lɔt] loos; saatus; määratud osa; suur hulk
lovely *adj.* ['lʌvli] ilus, kaunis
lower *adj.* ['louə] alam; *v.* madaldama
luck *s.* [lʌk] õnn, juhus
luggage ['lʌgidʒ] reisipakid, pagas
lure *v.* [ljuə] meelitama; jahikulli tagasi kutsuma, peibutama
lyricism *s.* ['lirisizm] lüürilisus, lürism

M

machine-gun *s.* [mə'ʃi:ngʌn] kuulipilduja
machinery *s.* [mə'ʃi:nəri] masinad
mad *adj.* [mæd] hull, meeletu
maid *s.* [meid] neiu
major *s.* ['meidʒə] major
majority *s.* [mə'dʒɔriti] enamik, enamus
make up one's mind *v.* ['meik 'ʌp wʌnz 'maind] otsustama
manage *v.* ['mænidʒ] toime tulema, hakkama saama
man-of-war *s.* ['mænəv'wɔ:] sõjalaev
march *v.* [ma:tʃ] marssima
market *s.* ['ma:kit] turg
marry *v.* ['mæri] abielluma
marvellous *adj.* ['ma:viləs] imestusväärne
mask *s.* [ma:sk] mask, näokate
masked *adj.* [ma:skt] maskeeritud
mass *s.* [mæs] mass, kogu, hulk
material *s.* [mə'tiəriəl] aine
matter *s.* ['mætə] asi, asjaolu
mattress *s.* ['mætris] madrats
maze *s.* [meiz] keerdkäigustik, rägastik, labürint
mean (meant, meant) *v.* [mi:n, ment] tähendama
means *s.* [mi:nz] abinõu, vahend; rikkus, jõukus
means of production tootmisvahendid
(in the) meantime *s.* ['mi:ntaim] vahepeal, vaheajal
meanwhile *adv.* ['mi:nwail] vahepeal
membership-card *s.* ['membəʃip'ka:d] liikmekaart
memory *v.* ['meməri] mälu; mälestus
menacing *adj.* ['menəsiŋ] ähvardav
mend *v.* [mend] parandama
mention *v.* ['menʃən] mainima
merciless *adj.* ['mə:silis] halastamatu, julm
methodical [mi'ɔdikəl] kavakindel
metre *s.* ['mi:tə] meeter
middle *adj.* ['midl] keskmine
might *s.* [mait] võim, vägevus
mind *v.* [maind] hoolima, meeles pidama, hoolitsema
mine *s.* [main] kaevandus; miin
miner *s.* ['mainə] kaevur
mirror *s.* ['mirə] peegel
mirth *s.* [mə:θ] lõbusus, lustakus
miserable *adj.* ['mizərəbl] haletsemisväärne, õnnetu, armetu

misery *s.* ['mizəri] õnnetus, viletsus, armetus
misinterpret *v.* [misin'tə:prit] valesti tõlgitsema
miss *v.* [mis] mitte tabama, mööda laskma, vahele jätma, ebaõnnestuma
missus *s.* [misiz] lühend sõnast **mistress,** perenaine
mitten *s.* [mitn] labakinnas
mix *v.* [miks] segama
modern *adj.* ['mɔdən] moodne, nüüdisaegne
monkey *s.* ['mʌŋki] ahv
monotonous *adj.* [mə'nɔtənəs] monotoonne, üksluine, igav
monster *s.* ['mɔnstə] koletis, peletis
mood *s.* [mu:d] tuju, meeleolu
moral *s.* ['mɔrəl] moraal
most *s.* [moust] enamik
motion *s.* ['mouʃən] liikumine, liigutus
movable *adj.* ['mu:vəbl] liikuv; liigutatav
move *v.* [mu:v] liikuma; liigutama
movement *s.* ['mu:vmənt] liigutus, liikumine
movies, moving pictures *s.* ['mu:viz] kinopildid
murmur *v.* ['mə:mə] vulisema, ümisema; *s.* vulin, ümin
muscle *s.* ['mʌsl] muskel, lihas
muscular *adj.* ['mʌskjulə] lihaserikas, tugev
mutter *v.* ['mʌtə] pomisema, torisema; *s.* pomin, torisemine

N

national *adj.* ['næʃnl] rahvuslik
native *adj.* ['neitiv] sünnipärane, loomulik; kodumaine, pärismaine
natural *adj.* ['nætʃrəl] loomulik, loomutruu; looduslik
naughty *adj.* ['nɔ:ti] sõnakuulmatu, vallatu
nearly *adv.* ['niəli] peaaegu
necessary *adj.* ['nesisəri] hädavajalik, paratamatu
necessity *s.* [ni'sesiti] hädavajalikkus, paratamatus
neck *s.* [nek] kael
need *v.* [ni:d] vajama, tarvitsema; *s.* viletsus
neighbourhood *s.* ['neibəhud] naabrus, lähedus
neither ... nor *conj.* ['naiðə — nɔ:] ei ... ega
nephew *s.* ['nevju] venna- või õepoeg
nervous *adj.* ['nə:vəs] närviline
noble *adj.* ['noubl] suursugune, õilis
nod *v.* [nɔd] noogutama
nonsense *s.* ['nɔnsəns] mõttetus, rumalus
northernmost *adj.* ['nɔ:ðənmoust] kõige põhjapoolsem
notice *v.* ['noutis] märkama, tähele panema
novel *s.* ['nɔvəl] romaan
nowhere *adv.* ['nouwɛə] mitte kusagil

numb *adj.* [nʌm] tuim, kangestunud

numerous *adj.* ['nju:mərəs] arvukas

O

object *s.* ['ɔbdʒikt] ese, asi, objekt; siht, eesmärk

obligation *s.* [ɔbli'geiʃən] kohustus, kohustuslikkus; sundus; kohustuslik töö

oblige *v.* [ə'blaidʒ] kohustama, sundima

observation *s.* [ɔbzə(:)'veiʃən] vaatlemine; vaatlus

observe *v.* [əb'zə:v] silmas pidama, (määrusest) kinni pidama, märkama, vaatlema

observer *s.* [əb'zə:və] vaatleja

obtain *v.* [əb'tein] saavutama, kätte saama

obviously *adv.* ['ɔbviəsli] ilmselt, silmanähtavalt

ocean *s.* ['ouʃən] ookean

offend *v.* [ə'fend] solvama, haavama

offensive *s.* [ə'fensiv] pealetung, ofensiiv

official *s.* [ə'fiʃl] ametnik; *adj.* ametlik

once *adv.* [wʌns] ükskord, kunagi

only *adj.* ['ounli] ainus, ainuke

operator *s.* ['ɔpəreitə] operaator, operereerija; (masinal) töötaja

oppress *v.* [ə'pres] rõhuma, suruma, masendama

optimism *s.* ['ɔptimizm] optimism

order *v.* ['ɔ:də] käskima; *s.* order; orden, aumärk

ordinary *adj.* ['ɔ:dinəri] tavaline; korraline

orphan *s.* ['ɔ:fən] vaenelaps, orb

outside *adv.* ['aut'said] väljas, väljaspool

overhead *adv.* [ouvə'hed] pea kohal, üleval

overpower *v.* [ouvə'pauə] ülevõimuga võitma

overtake *v.* [ouvə'teik] järele jõudma, tabama

overthrow *v.* [ouvə'θrou] ümber lükkama, kukutama

owl *s.* [aul] öökull

own *v.* [oun] omama; omaks tunnistama, omaks võtma

owner *s.* ['ounə] omanik

ownership *s.* ['ounəʃip] omandiõigus; omamine; **public ownership** ühiskondlik omand

P

pack *v.* [pæk] pakkima

pain *s.* [pein] valu, piin, vaev

painful *adj.* ['peinful] piinarikas, vaevaline, haiglane

paralyse *v.* ['pærəlaiz] halvama; takistama

parched *adj.* ['pa:tʃt] kuivatatud, kõrvetatud

parliament *s.* ['pa:ləmənt] parlament

parlour *s.* ['pa:lə] võõrastetuba, saal

partially *adv.* ['pa:ʃəli] osaliselt, osalt

particularly *adv.* [pə'tikjuləli] eriti, iseäranis

party *s.* ['pɑːti] erakond, partei; seltskond
passage *s.* ['pæsidʒ] läbikäik; läbisõit, möödumine
path *s.* [pɑːθ] rada, jalgtee
pave *v.* [peiv] sillutama
peace *s.* [piːs] rahu
peasantry *s.* ['pezəntri] talurahvas
peck *v.* [pek] nokkima, nokaga lööma; *siin:* kergelt lööma
peer *v.* [piə] piiluma
penetrate *v.* ['penitreit] läbi tungima; läbi imbuma; läbi nägema; süvenema
penny *s.* ['peni] penn (inglise rahaühik)
perform *v.* [pə'fɔːm] teostama
performance *s.* [pə'fɔːməns] teostamine, täitmine; toiming; ettekanne; etendus
perish *v.* ['periʃ] hukkuma
persistent *adj.* [pə'sistənt] püsiv, järelejätmatu, pealekäiv
petition *s.* [pi'tiʃən] palve, palvekiri
petty *adj.* ['peti] väike, tähtsuseta
photograph *v.* ['foutəgræf] päevapildistama
photographer *s.* [fə'tɔgrəfə] fotograaf, päevapiltnik
photographic *adj.* [foutə'græfik] fotograafiline, päevapildi-
photography *s.* [fə'tɔgrəfi] fotograafia, päevapildistus
pick *v.* [pik] näppima; noppima; nokkima
pick up *v.* ['pik'ʌp] üles noppima
picturesque *adj.* [piktʃə'resk] maaliline
pierce *v.* [piəs] läbistama, läbi pistma
pillow *s.* ['pilou] padi
pilot *s.* ['pailət] loots; (kauge-sõidu-) tüürimees; lendur; juht
pimple *s.* [pimpl] vistrik
pistol *s.* ['pistl] püstol
pit *s.* [pit] kaevand, auk
plane *s.* [plein] lennuk
plant *s.* [plɑːnt] taim
plate *s.* [pleit] plaat; taldrik
plenty *s.* ['plenti] rohkus, küllus
plow through *v.* ['plau'θruː] (mudast, lumest) enesele vaevaga teed läbi rajama
plum *s.* [plʌm] ploom
plunge *v.* [plʌndʒ] vee alla vajutama; sukelduma
poetry *s.* ['pouitri] luule
poison *s.* ['pɔizn] mürk; *v.* mürgitama
police *s.* [pə'liːs] politsei
policeman *s.* [pə'liːsmən] politseinik
polite *adj.* [pə'lait] viisakas
popular *adj.* ['pɔpjulə] populaarne
population *s.* [pɔpju'leiʃən] rahvastik
position *s.* [pə'ziʃən] positsioon, asetus; seis; amet
post *v.* [poust] posti panema
potato *s.* [pə'teitou] kartul
pouch *s.* [pautʃ] kukkur; väike kott
pound *s.* [paund] nael
pour *v.* [pɔː] valama

powder *v.* ['paudə] tolmuga katma; puuderdama
power *s.* ['pauə] võim, jõud
powerful *adj.* ['pauəful] võimas, tugev, vägev
practice *s.* ['præktis] praktika
precipice *s.* ['presipis] kuristik
prefer *v.* [pri'fə:] eelistama
premises *s.* ['premisiz] maja ühes krundi ja kõrvalhoonetega
press *v.* [pres] suruma, pigistama; tunglema
pretend *v.* [pri'tend] teesklema; püüdlema
prevent *v.* [pri'vent] takistama
probably *adv.* ['prɔbəbli] tõenäoliselt, arvatavasti
problem *s.* ['prɔbləm] probleem
proceed *v.* [prə'si:d] jätkama; siirduma, edasi liikuma
production *s.* [prə'dʌkʃən] tootmine; toodang
professional *adj.* [prəfeʃnl] elukutseline
profitable *adj.* ['prɔfitəbl] tulutoov, kasulik
profound *adj.* [prə'faund] sügav
progress *s.* ['prougres] edu, progress
promise *v.* ['prɔmis] tõotama, lubama
property *s.* ['prɔpəti] omand(us), varandus; **property qualification** varanduslik tsensus
proposal *s.* [prə'pouzəl] ettepanek
prostrate *adj.* ['prɔstr(e)it] maas lamav, lömitav
protect *v.* [prə'tekt] kaitsma, hoidma
protest *v.* [prə'test] väitma; vastu vaidlema, rahulolematust avaldama
proud *adj.* [praud] uhke, upsakas
prove *v.* [pru:v] tõestama; osutuma
provide *v.* [prə'vaid] varustama
publish *v.* ['pʌbliʃ] (trükis) avaldama; (raamatut) kirjastama
pull *v.* [pul] tõmbama, vedama
punctual *adj.* ['pʌŋktjuəl] täpne
punish *v.* ['pʌniʃ] karistama
purchase *v.* ['pə:tʃəs] ostma
purpose *s.* ['pə:pəs] eesmärk, siht
pursue *v.* [pə'sju:] jälitama, taga ajama
put up with *v.* ['put 'ʌp wið] (millegagi, kellegagi) leppima; (midagi, kedagi) taluma

Q

qualification *s.* [kwɔlifi'keiʃən] kvalifikatsioon
queen *s.* [kwi:n] kuninganna
quench *v.* [kwentʃ] (janu, tuld, valgust) kustutama; summutama
question *v.* ['kwestʃən] üle kuulama, küsitlema
quiet *adj.* ['kwaiət] rahulik, vaikne
quilt *s.* [kwilt] (vateeritud) voodivaip

rabbit *s.* ['ræbit] küülik, kodujänes
radiant *adj.* ['reidiənt] kiirgav, särav
ragged *adj.* ['rægid] narmendav, närune
raise *v.* [reiz] tõstma; püstitama
rank *s.* [ræŋk] rida, rivi; ametiaste; ühiskondlik asend
rapid *adj.* ['ræpid] kiire
rare *adj.* [rɛə] haruldane
rather *adv.* ['rɑːðə] pigem(ini); üsna, kaunis
rattle *v.* ['rætl] kolisema; kolistama, ragistama
raven *s.* ['reivən] kaaren, ronk
ravenous *adj.* ['rævinəs] ablas
raw *adj.* [rɔː] toores, küpsetamata
reach *v.* [riːtʃ] ulatama; ulatuma; saabuma
reaction *s.* [ri'ækʃən] reageerimine, reaktsioon
realistic *adj.* [riə'listik] realistlik, tõsiolundiline
realize *v.* ['riəlaiz] teostama; taipama; rahaks tegema
really *adv.* ['riəli] tegelikult, tõepoolest
reappear *v.* [riːə'piə] taas ilmuma
rear *s.* [riə] tagala; tagakülg
reason *s.* ['riːzn] põhjus
rebellion *s.* [ri'beljən] mäss
receiver *s.* [ri'siːvə] vastuvõtuaparaat, vastuvõtja
recognize *v.* ['rekəgnaiz] ära tundma
reflect *v.* [ri'flekt] peegeldama, kajastama
reform *v.* [ri'fɔːm] uuendama, parandama
refrain *s.* [ri'frein] refrään
refuse *v.* [ri'fjuːz] keelduma, tagasi lükkama
regeneration *s.* [ridʒenə'reiʃən] uuestisünd
regime *s.* [re'ʒiːm] režiim
regret *v.* [ri'gret] kahetsema
relate *v.* [ri'leit] jutustama; suhetama
relation *s.* [ri'leiʃən] jutustus; suhe, vahekord; sugulane
remote *adj.* [ri'mout] kauge
remove *v.* [ri'muːv] kõrvaldama, eemaldama
rend *v.* [rend] rebima, käristama
rent *s.* [rent] korteriüür
repair *v.* [ri'pɛə] parandama, korda seadma, remontima
replace *v.* [ri'pleis] asendama
reply *v.* [ri'plai] vastama; *s.* vastus
report *v.* [ri'pɔːt] teadustama, raporteerima
representative *s.* [repri'zentətiv] esindaja
reproduce *v.* [riːprə'djuːs] reprodutseerima, taastootma, jäljendama
resemble *v.* [ri'zembl] sarnanema
reserve *v.* [ri'zəːv] varuma; ette tellima, reserveerima
restless *adj.* ['restlis] rahutu, kärsitu
retort *v.* [ri'tɔːt] vastulööki andma; vastu sähvatama

revolt *s.* [ri'voult] vastuhakk
revolution *s.* [revə'lu:ʃən] revolutsioon
reward *s.* [ri'wɔ:d] tasu; *v.* tasuma
rice *s.* [rais] riis
ridge *s.* [ridʒ] (mäe)seljak; kant
rifle *s.* [raifl] vintpüss
right *s.* [rait] õigus
ring up (rang, rung) *v.* [riŋ, ræŋ, rʌŋ] helistama, telefoneerima
ripen *v.* [raipən] küpsema
rise *s.* [raiz] tõus, kerkimine
road *s.* [roud] tee, maantee, sõidutee
roar *v.* [rɔ:] möirgama
rob *v.* [rɔb] röövima
robber *s.* ['rɔbə] röövel
rock *s.* [rɔk] kalju
roe *s.* [rou] metskits; kalamari
roll *v.* [roul] veerema; veeretama, rullima
roof *s.* [ru:f] katus
rose *s.* [rouz] roos
rough *adj.* [rʌf] kare, tahumatu; toores, karm
rove *v.* [rouv] ümber rändama, uitama
row *v.* [rou] aerutama; *s.* aerutamine
rub off *v.* ['rʌb 'ɔ:f] ära hõõruma
ruddy *adj.* ['rʌdi] punane
ruin *v.* ['ruin] hävitama, laostama
rule *v.* [ru:l] lineerima
ruler *s.* ['ru:lə] joonlaud; valitseja
rumble *v.* ['rʌmbl] kolisema, kõmisema, mürisema
rural *adj.* ['ruərəl] maalik, külalik
rush *v.* [rʌʃ] kihutama, tormama, ruttama; *s.* tormamine, tunglemine
ruthless *adj.* ['ru:θlis] halastamatu, hoolimatu

S

sack *s.* [sæk] kott
sad *adj.* [sæd] kurb
saddle *s.* ['sædl] sadul
safe *adj.* [seif] ohutu
sail *s.* [seil] puri; *v.* purjetama; (laevaga) sõitma; (laeva) juhtima
sailor *s.* ['seilə] meremees, madrus
salvo *s.* ['sælvou] kogupauk
sane *adj.* [sein] terve mõistusega, mõistlik
satisfy *v.* ['sætisfai] rahuldama
sausage *s.* ['sɔsidʒ] vorst
savage *adj.* ['sævidʒ] metsik; *s.* metslane
savagely *adv.* ['sævidʒli] metsikult, toorelt
save *v.* [seiv] päästma
scarcely *adv.* ['skɛəsli] vaevalt
scare *v.* [skɛə] hirmutama
scarlet *adj.* ['skɑ:lit] helepunane
scatter *v.* ['skætə] puistama, laiali ajama; puistuma; laiali põgenema
scholarship *s.* ['skɔləʃip] stipendium
science *s.* ['saiəns] teadus
scientific *adj.* [saiən'tifik] teaduslik
scientist *s.* ['saiəntist] teadlane

scout *s.* [skaut] maakuulaja, piilur; luurelaev, luurelennuk
scrap *s.* [skræp] raasuke; koli, praht
scratch *v.* [skrætʃ] kratsima, kriimustama
scream *v.* [skri:m] kiljatama, kriiskama
sea-bird *s.* ['si:bə:d] kajakas; merelind
search *s.* [sə:tʃ] (läbi)otsimine, uurimine
seaside *s.* ['si:said] mererand
seat *s.* [si:t] istekoht
secret *s.* ['si:krit] saladus; *adj.* salajane
section *s.* ['sekʃən] osa, sektsioon, paragrahv
secure *v.* [si'kjuə] kindlustama, kaitsma; *adj.* kindel
seed *s.* [si:d] seeme
seem *v.* [si:m] näima
see off (saw, seen) *v.* [si:, sɔ:, si:n] ärasõidukohani (jaama, laevale) saatma
seize *v.* [si:z] haarama
senior *adj.* ['si:njə] vanem
sense *s.* [sens] aist; tunne; taip
sensitive *adj.* ['sensitiv] tundlik
servant *s.* ['sə:vənt] teenija; sulane
serve *v.* [sə:v] teenima
set *adj.* [set] kindel, püsiv
set free *v.* ['set 'fri:] vabastama
set on (dogs) (set, set) *v.* ['set 'ɔn] kallale ässitama
shade *v.* [ʃeid] varjama, tumestama; varjundama
shadow *s.* ['ʃædou] vari
shake (shook, shaken) *v.* [ʃeik, ʃuk, 'ʃeik(ə)n] raputama, vapustama; *s.* raputus
shallow *adj.* ['ʃælou] madal (vesi)
shame *s.* [ʃeim] häbi
sharp *adj.* [ʃɑ:p] terav; *adv.* täpselt
shawl *s.* [ʃɔ:l] sall
shear (shore, shorn) *v.* [ʃiə, ʃɔ:, ʃɔ:n] pügama (lambaid), niitma
shears *s.* [ʃiəz] käärid või (lamba)rauad
shelf *s.* [ʃelf] riiul
shell *s.* [ʃel] mürsk, granaat; tigukarp
shelling *s.* ['ʃeliŋ] pommitamine, tulistamine (suurtükist)
shelter *s.* ['ʃeltə] ulualune; kaitse, vari
shepherd *s.* ['ʃepəd] lambur
shift *v.* [ʃift] nihutama; nihkuma, vahetuma, muutuma, kuidagi läbi ajama
shipment *s.* ['ʃipmənt] laevalaadung; laadimine
shock *v.* [ʃɔk] vapustama
shocking *adv.* ['ʃɔkiŋ] šokeeriv, rabav
shoot (shot, shot) *v.* [ʃu:t, ʃɔt] (püssi) laskma; maha laskma; sööstma, lendama
shore *s.* [ʃɔ:] kallas, rand
shot *s.* [ʃɔt] lask, pauk; laskur
shower *s.* ['ʃauə] (vihma-, rahe)valing, -hoog
shrapnel *s.* ['ʃræpnəl] šrapnell
shriek *s.* [ʃri:k] kriiskav kisa, kiljatus

shrill *s.* [ʃril] kriiskav kisa
shudder *v.* ['ʃʌdə] võbisema
sickening *adj.* ['siknɪŋ] südantpööritav, vastik
sigh *v.* [sai] ohkama
sight *s.* [sait] nägemine; vaade, vaatamisväärsus
sign *v.* [sain] alla kirjutama; *s.* märk
silence *s.* ['sailəns] vaikus
silent *adj.* ['sailənt] vaikne, vaikiv
similar *adj.* ['similə] sarnane, samasugune
sin *s.* [sin] patt
since *conj.* [sins] sestsaadik kui, kuna
single *adj.* ['siŋgl] üksik, ainus
skilful *adj.* ['skilful] osav
skirt *s.* [skə:t] seelik
slam *v.* [slæm] prantsatama, prantsatades sulgema või sulguma
slide (slid, slid) *v.* [slaid, slid] libisema, liuglema; liugu laskma
smell *s.* [smel] haistmine; lõhn; hais
smile *s.* [smail] naeratus
smoke *s.* [smouk] suits
smuggle *v.* ['smʌgl] salakaubitsema
snap *v.* [snæp] moment-ülesvõtet tegema
snappish *adj.* ['snæpiʃ] hammustav, tige, nipsakas
snapshot *v.* ['snæpʃɔt] moment-ülesvõte
snatch up *v.* ['snætʃ 'ʌp] üles näpsama
soap [soup] seep
soar *v.* [sɔ:] kõrgel(e) lendama; kõrgel hõljuma
sob *v.* [sɔb] nuuksuma
social *adj.* ['souʃəl] sotsiaalne
society *s.* [sə'saiəti] seltskond, ühiskond; selts, ühing
soft *adj.* [sɔ(:)ft] pehme, õrn
soil *s.* [sɔil] (mulla)pind, muld, maa
soldier *s.* ['souldʒə] sõdur
somewhere *adj.* ['sʌmwɛə] kusagil; kuhugi
soot *s.* [sut] tahm
sorrow *s.* ['sɔrou] kurbus, mure
sound *s.* [saund] heli
sound *adj.* [saund] terve; tubli; mõistlik
space *s.* [speis] ruum; avarus
Spaniard *s.* ['spænjəd] hispaanlane
spark *s.* [spɑ:k] säde
spectator *s.* [spek'teitə] pealtvaataja, vaatleja
spell *v.* [spel] veerima; sõnu õigesti kirjutama
spend (spent, spent) *v.* [spend, spent] (aega) veetma; kulutama, raiskama
sphere *s.* [sfiə] sfäär, kera; ulatusala, toimimispiirkond
spin (spun, spun) *v.* [spin, spʌn] ketrama
splendid *adj.* ['splendid] hiilgav, suurepärane
split (split, split) *v.* [split] lõhenema; lõhki ajama, lõhestama
spool *s.* [spu:l] pool, rull
spray *s.* [sprei] oks; piisavaling, veejuga

spread (spread, spread) *v.* [spred] laotama, levitama

spring (sprang, sprung) *v.* [spriŋ, spræŋ, sprʌŋ] hüppama

spy *s.* [spai] salakuulaja, luuraja

squat *v.* [skwɔt] kükitama

stable *s.* ['steibl] hobusetall

stagger *v.* ['stægə] vaaruma; vaaruma panema

stain *v.* [stein] plekiliseks tegema, määrima; määrduma

stakhanovites *s.* [stæ'kaːnɔvaits] stahaanovlased

stand (stood, stood) *v.* [stænd, stud] välja kannatama, taluma; seisma

stand by *v.* ['stænd 'bai] pealtvaatajaks või juures olema, kaitsma, toetama

stand for *v.* ['stænd 'fɔː] kujutama; (kellegi, millegi) asemel olema, kandideerima

stare *v.* [stɛə] jõllitama

start *v.* [staːt] võpatama; teele asuma; alustama; *s.* võpatus

starve *v.* [staːv] nälgima; nälga surema

state *s.* [steit] riik; seisukord

state farm *s.* ['steit 'faːm] sovhoos

statesman *s.* ['steitsmən] riigimees

steady *v.* ['stedi] püsivaks muutuma, tasakaalustama

steamer ['stiːmə] aurik

steam-engine *s.* ['stiːmendʒin] aurumasin

steep *adj.* [stiːp] järsk

step *s.* [step] samm; *v.* sammuma

stepfather *s.* ['stepfaːðə] kasuisa

stick to (stuck, stuck) *v.* [stik, stʌk] (millegi, kellegi) poole hoidma

still *adj.* [stil] vaikne; *adv.* veel, siiski

stipend *s.* ['staipend] paiuk, stipendium

stir up *v.* ['stəːr 'ʌp] ümber liigutama, segama

stone *s.* [stoun] kivi

stool *s.* [stuːl] pink, taburet

stop up *v.* ['stɔp 'ʌp] kinni toppima, sulgema

store *s.* [stɔː] kaubaladu; kaubamaja

stout *adj.* [staut] tüse, paks

strain *s.* [strein] pingutus

strangle *v.* ['stræŋgl] (surnuks) kägistama, maha rõhuma

strath *s.* [stræθ] lai jõeorg

stratum *s.* ['streitəm] kiht; ühiskonnakiht

strength *s.* [streŋθ] tugevus; jõud

stretch *v.* [stretʃ] sirutama; sirutuma

strict *adj.* [strikt] täpne; range

strife *s.* [straif] võitlus, tüli

strike (struck, struck) *v.* [straik, strʌk] lööma

strike out maha kriipsutama

striker *s.* ['straikə] lööja; streikija

succeed (in) *v.* [sək'siːd] edu saavutama

success *s.* [sək'ses] edu, kordaminek

suck *v.* [sʌk] imema

suffer *s.* ['sʌfə] kannatama

sufficient *adj.* [sə'fiʃənt] küllaldane
suffrage *s.* ['sʌfridʒ] (valimis-) õigus
suggest *v.* [sə'dʒest] sisendama; soovitama; tähendama
suicide *s.* ['sjuisaid] enesetapp
suit *s.* [sju:t] ülikond
sultana *s.* [sʌl'tɑ:nə] sultani naine, ema või tütar
summit *s.* ['sʌmit] tipp; mäetipp; kõrguspunkt
supersede *v.* [sju:pə'si:d] välja või kõrvale tõrjuma; asendama; asemele astuma
supply *s.* [sə'plai] varustus; **demand and supply** nõudmine ja pakkumine
support *v.* [sə'pɔ:t] toetama, ülal pidama; *s.* toetus
suppose *v.* [sə'pouz] oletama, eeldama
supreme *adj.* [sju:'pri:m] ülim, kõrgeim; **The Supreme Soviet** Ülemnõukogu
sure *adj.* [ʃuə] kindel, veendunud
surgeon *s.* ['sə:dʒən] kirurg
surprise *s.* [sə'praiz] üllatus
surround *v.* [sə'raund] ümbritsema; ümber piirama
survive *v.* [sə'vaiv] üle elama, ellu jääma; säilima
suspect *v.* [səs'pekt] kahtlustama
swarm *v.* [swɔ:m] kihama, kubisema; üle uputama; peret heitma (mesilaste kohta)
sway *v.* [swei] õõtsuma, kõikuma, vaaruma; õõtsutama, kõigutama; mõjutama
swear (swore, sworn) *v.* [swɛə, swɔ:, swɔ:n] vanduma, sõimama
sweep (swept, swept) *v.* [swi:p, swept] pühkima
swell (swelled, swollen) *v.* [swel, sweld, 'swoulən] paisuma; paistetama; paisutama
swift *adj.* [swift] kiire, kärmas
sympathize *v.* ['simpəθaiz] kaasa tundma, sümpatiseerima
sympathy *s.* ['simpəθi] kaastunne, osavõtt, sümpaatia
system *s.* ['sistim] süsteem

T

take down *v.* ['teik 'daun] üles kirjutama
take notice of *v.* ['teik 'noutis əv] märkama
take to harrastama hakkama
tame *adj.* [teim] taltsas
tank *s.* [tæŋk] tank
tear (tore, torn) *v.* [tɛə, tɔ:, tɔ:n] rebima, käristama; rebenema
tear *s.* [tiə] pisar
temper *v.* ['tempə] (metalli) karastama
tempest *s.* ['tempist] torm
temporary *adj.* ['tempərəri] ajutine
tendency *s.* ['tendənsi] tendents
term *s.* [tə:m] tähtaeg
terrible *adj.* ['terəbl] kohutav
theory *s.* ['θiəri] teooria
thou *pron.* [ðau] sina
throttle *s.* ['θrɔtl] kägistama
throw (threw, thrown) *v.* [θrou, θru:, θroun] viskama, heitma, paiskama

(be) thrown upon oneself *v.* ['əroun· ə'pɔn wʌn'self] enda hooleks jäetud

thrust (thrust, thrust) *v.* [θrʌst] pistma, torkama

thunder *s.* ['θʌndə] müristamine; (kahurite jne.) mürin; *v.* müristama

thy *pron.* [ðai] sinu

tie up *v.* ['tai 'ʌp] kokku siduma

tight *adj.* [tait] kitsas (riiete kohta)

tin *s.* [tin] inglistina

tireless *adj.* ['taiəlis] väsimatu, tüdimatu

tissue-paper *s.* ['tisju:peipə] siidpaber

tobacco *s.* [tə'bækou] tubakas

toil *v.* [tɔil] vaevaga töötama

tongue *s.* [tʌŋ] keel

toothache *s.* ['tu:θeik] hambavalu

top *s.* [tɔp] tipp, hari

torrent *s.* ['tɔrənt] mägioja, käredavooluline jõgi või oja; äge vool

torture *v.* ['tɔ:tʃə] piinama

toss *v.* [tɔ:s] viskama; visklema; üles viskama

touch *v.* [tʌtʃ] puudutama

tough *adj.* [tʌf] sitke, visa

tour *s.* [tuə] ring- või huvireis

towards *prep.* [tɔ:dz] suunas, vastu

towel *s.* ['tauəl] käterätik

track *s.* [træk] jälg; rada, jalgtee

trade *s.* [treid] kaubandus, kauplemine, äri(tegevus); amet

tradition *s.* [trə'diʃən] traditsioon

traitor *s.* ['treitə] reetur

tramp *s.* [træmp] jalamatk; hulkur; **on the tramp** pikal ja väsitaval jalamatkal

transformation *s.* [trænsfə'meiʃən] ümberkujundus, transformatsioon

travel *v.* ['trævl] reisima, rändama

treachery *s.* ['tretʃəri] reetlikkus; reetmine

tread (trod, trodden) *v.* [tred, trɔd, 'trɔdn] astuma, tallama

treat *v.* [tri:t] kohtlema; käsitlema

tremble *v.* ['trembl] värisema

tremendous *adj.* [tri'mendəs] tohutu; ülitähtis

trench *s.* [trentʃ] kaevik

trip *v.* [trip] tippamisi käima

trip *s.* [trip] lõbusõit, lühike reis

triumph *s.* ['traiəmf] triumf, võidurõõm; suursaavutus; *v.* triumfeerima, võidurõõmutsema; võitu saavutama

triumphant *adj.* [trai'ʌmfənt] triumfeeriv, võidurõõmus, võidukas

troops *s.* [tru:ps] sõjavägi, sõjasalgad

trot *s.* [trɔt] traav; tasane jooks, sörk

trouble *v.* ['trʌbl] tülitama, segama

trousers *s.* ['trauzəz] püksid

true *adj.* [tru:] õige

truth *s.* [tru:θ] tõde

turn *v.* [tə:n] pöörama või pöörduma; keerama, pöörlema; **in turn** [in 'tə:n] järjekorras
turn out *v.* ['tə:n 'aut] osutuma
twang *v.* [twæŋ] ninatoonil rääkima; tinisema
twilight *s.* ['twailait] videvik
twirl *v.* [twə:l] keerutama; keerlema, tiirlema
typewriter *s.* ['taipraitə] kirjutusmasin

U

ugly *adj.* ['ʌgli] inetu
unconvicted *adj.* [ʌnkən'viktid] mitte süüdi mõistetud
underwood *s.* ['ʌndəwud] võsastik, padrik
unfortunately *adv.* [ʌn'fɔ:tʃ(ə)nitli] õnnetuseks, kahjuks
unit *s.* ['ju:nit] ühik, üksus
universal *adj.* [ju(:)ni'və:sl] üldine, üld-; kõikehaarav, universaalne
university *s.* [ju(:)ni'və:siti] ülikool
unmask *v.* [ʌn'ma:sk] paljastama
unresponsive *adj.* [ʌnris'pɔnsiv] mittevastav, mitte südamlik
upper *adj.* ['ʌpə] ülemine, pealmine
upset (upset, upset) *v.* [ʌp'set] ümber paiskama, rööpast välja lööma
upside down *adv.* ['ʌpsaid 'daun] ülapool allapoole pööratud, pahupidi
utter *v.* ['ʌtə] lausuma, ütlema

V

vacation *s.* [və'keiʃən] töövaheaeg, tööpuhkus, koolivaheaeg
valley *s.* ['væli] org
valour *s.* ['vælə] vaprus, vahvus
vanguard *s.* ['væŋga:d] eelvägi
vast *adj.* [va:st] tohutu (suur)
vex *v.* [veks] vaevama; vihastama, pahandama
victory *s.* ['viktəri] võit
vigorous *adj.* ['vigərəs] jõuline, tugev
vigour *s.* ['vigə] elujõud, tugevus
violent *adj.* ['vaiələnt] äge; vägivaldne
vote *v.* [vout] hääletama

W

wage, wages *s.* [weidʒ, 'weidʒiz] palk (füüsilise töö eest)
wake (woke, woke) *v.* [weik, wouk] äratama
wander *v.* ['wɔndə] rändama, ekslema
war *s.* [wɔ:] sõda
warm *adj.* [wɔ:m] soe, tuline; *v.* soojendama; soojuma
war-ship *s.* ['wɔ:ʃip] sõjalaev
washing-stand *s.* ['wɔʃiŋstænd] pesulaud
watch *v.* [wɔtʃ] valvama
water *v.* ['wɔ:tə] kastma, niisutama
wave *s.* [weiv] laine; *v.* lehvitama, viipama
waver *v.* ['weivə] kõikuma, vankuma, kõhklema
wealth *s.* [welə] rikkus, jõukus
weariness *s.* ['wiərinis] väsimus

weave (wove, woven) *v.* [wiːv, wouv, ˈwouvən] kuduma (kangast), punuma
weaver *s.* [ˈwiːvə] kangur
wed *v.* [wed] abielluma
weigh *v.* [wei] kaaluma; kaalutlema
well-off *adj.* [ˈwelˈɔːf] jõukas
well-to-do *adj.* [ˈweltəˈduː] jõukas
whatever *pron.* [wɔtˈevə] mis iganes, ükskõik mis
wheel *s.* [wiːl] ratas
whereas *conj.* [wɛəˈræz] kuna; arvestades asjaolu, et ...; kuna aga
wherever *adv.* [wɛəˈrevə] kus iganes; kuhu iganes
while *s.* [wail] ajavahemik, tükk aega; *conj.* sellal kui, kuna
whirlpool *s.* [ˈwəːlpuːl] veekeeris
whirlwind *s.* [ˈwəːlwind] tuulispea, tuulepööris
whisper *v.* [ˈwispə] sosistama
whistle *v.* [wisl] vilistama
wicked *adj.* [ˈwikid] õel, kuri
wide *adj.* [waid] lai, avar; kaugeleulatuv
widow *s.* [ˈwidou] lesk(naine)
wig *s.* [wig] parukas
wight *s.* [wait] mehike; isik; surelik olend
wild *adj.* [waild] metsik, tormakas; ohjeldamatu; mets-
will-power *s.* [ˈwilpauə] tahtejõud
win (won, won) *v.* [win, wʌn, wʌn] võitma
wine-shop *s.* [ˈwainʃɔp] veinikelder
wing *s.* [wiŋ] tiib; *v.* lendama
wire *s.* [ˈwaiə] traat
wireless [ˈwaiəlis] traadita, raadio
wireless set [ˈwaiəlis ˈset] raadioaparaat
wish *v.* [wiʃ] soovima; *s.* soov
witness *s.* [ˈwitnis] tunnistaja, tunnistus; *v.* tunnistama, tunnistajaks olema
wolfish *adj.* [ˈwulfiʃ] hunditaoline
womenfolks *s.* [ˈwiminfouks] naispere, naised
wonder *s.* [ˈwʌndə] ime; imestus; *v.* imestama; teada tahtma
worth *s.* [wəːθ] au, vahvus, väärikus
wrong *adj.* [rɔŋ] vale, väär, ekslik

Y

yacht *s.* [jɔt] jaht(laev)
yarn *s.* [jɑːn] lõng, jutt
youth *s.* [juːθ] noorus; nooruk
youthful *adj.* [ˈjuːθful] nooruslik

LIST OF PROPER NAMES.

Abergavenny [æbə'geni] (family name); [æbəgə'veni] (place)
Alaska [ə'læskə] Alaska
Alps [ælps] Alpid
Amazon ['æməzən] Amatsoon
Arabia [ə'reibjə] Araabia
Ararat ['ærəræt] Ararat
Asia ['eiʃə] Aasia
Atlantic [ət'læntik] Atlandi ookean
Begglely ['beglili]
Beniovsky [beni'ɔvski]
Ben Nevis [ben'nevis]
Betsy ['betsi]
Blunderstone ['blʌndəstən]
Britain ['britən] Briti
British Isles ['britiʃ 'ailz] Briti saared
Brittany ['britəni] Bretagne
Brocklehurst ['brɔklhəːst]
Brontë ['brɔnti]
Burns [bəːnz]
Calais ['kælis, 'kælei] Calais
California [kæli'fɔːnjə] Kalifornia
Carpathians [kaː'peiθjənz] Karpaadid
Caucasus ['kɔːkəsəs] Kaukaasia (maa); Kaukasus (mäeahelik)
Charles [tʃaːlz]
Charlotte ['ʃaːlət]
Cheviot Hills ['tʃeviət 'hilz]
Columbus [kə'lʌmbəs]
Copperfield ['kɔpəfiːld]
Cornwall ['kɔːnwəl]
Creakle ['kriːkl]
David ['deivid]
Dee [diː]
Dickens ['dikinz]
Dover ['douvə] Dover
Edison ['edisn]
Ellen ['elin]
Engels ['eŋgəls]
Europe ['juərəp] Euroopa
Eyre [ɛə]
France [fraːns] Prantsusmaa
Frederick ['fredrik]
Gaunt [gɔːnt]
Geoffrey ['dʒefri]
Glen [glen]
Great Britain ['greit 'britən] Suur-Britannia
Hampton Court ['hæm(p)tən 'kɔːt]
Harris ['hæris]
Harthover ['haːθə'ouvə]
Henry ['henri]
Haynoth ['heinɔθ]
Highlands ['hailəndz] Šoti mägismaa
Ireland ['aiələnd] Iirimaa
Irvine ['əːvin]
Janet ['dʒænit]

Jerome [dʒə'roum]
Joe [dʒou]
Johnson ['dʒɔnsən]
Jones [dʒounz]
Kingsley ['kiŋzli]
Klondike [klɔn'daik]
Lincoln ['liŋkən]
Loch Lomond ['lɔk 'louмənd] Lomondi järv
London ['lʌndən]
Longfellow ['lɔŋfelou]
Lowlands ['louləndz] Kesk-Šoti madalik
Lowood ['louwud]
Luke [lju:k]
Madge [mædʒ]
Maggie ['mægi]
Marian ['mæəriən]
Mont Blanc [mɔ:m'blɑ:ŋ] Mont Blanc
Neva ['neivə]
Owen ['ouin]
Paul [pɔ:l]
Pipchin ['piptʃin]
Pounder ['paundə]
Prometheus [prə'mi:θju:s]
Pyrenees [pirə'ni:z] Püreneed
Reed [ri:d]
Salem ['seilem]
Scotland ['skɔtlənd] Šotimaa
Shakespeare ['ʃeikspiə]
Sherwood ['ʃə:wud]
Skiff Miller ['skif 'milə]
Snowdon ['snoudən]
Spain [spein] Hispaania
Suffolk ['sʌfək]
Thames [temz]
Traddles ['trædlz]
Trans-Caucasia [trænzkɔ:'keiziə] Taga-Kaukaasia
Trease [tri:z]
Turkey ['tə:ki] Türgi
Ukraine [ju:'krain] Ukraina
Wales [weilz]
Walter ['wɔ:ltə]
West Indian Islands ['west 'indjən 'ailəndz] Lääne-India saared

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