J. Belova ja L. Todd

ENGLISH

INGLISE KEELE ÕPIK

VII - VIII KLASSILE

Sundeksemplar
22 IV 49 a

RK
„Pedagoogiline Kirjandus"

II #-3906

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TOIMETANUD P. VAARASK

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„PEDAGOOGILINE KIRJANDUS"
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TARTU ÜLIKOOLI
RAAMATUKOGU

Part I.

LESSON ONE.

THE SUN AND THE WIND. [1])

'One **'bright** 'windy 'day[2] the 'wind **'met** the 'sun[2] and 'said,[1] "'I am 'stronger than 'you." [1]

"You are 'not 'stronger than 'I," [1] 'said the 'sun.[1]

"I 'am," [1] 'said the 'wind.[1]

They 'said 'this to **'each 'other**[2] 'many 'times a 'day[2] for 'six 'weeks.[1]

At 'last the 'wind 'said,[1] "'Shall we 'see 'who is the 'stronger?" [2]

"I **should** 'like to 'do 'that," [1] 'said the 'sun,[1] "but 'how 'can we?"

"'Do you 'see 'that 'man?" [2] 'said the 'wind.[2]

"'Do you **'mean** the 'man with a 'cloak on his **'shoulders**?" [2] 'asked the 'sun.[2]

"'Yes," [1] 'said the 'wind.[1] "'That is the 'man whom I 'mean.[1] **If** 'you can **'make** him 'take his 'cloak **'off**,[2] 'you are 'stronger than 'I,[1] but if 'I can 'make him 'take it 'off,[2] 'I am 'stronger than 'you.[1] 'Let us 'each 'try.[1] 'I shall 'try 'first." [1]

Then the 'wind **'blew** and 'blew.[1] But the 'more it 'blew,[2] the 'more the 'man **'pulled** his 'cloak[2] a'round him,[1] be'cause the

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[1]) Järgnevad sõnad on erandeiks lugemis- ja õigekirjutusreegleist. Enne lugema hakkamist otsida need üles lugemis- ja õigekirjutusreeglite osa lõpul leiduvast erandite nimistust ja kontrollida nende hääldamist — are, could, do, many, one, other, pull, said, shall, shone, should, shoulder, this, very, who, whom, whose, wind, yes, you.

Lugeda ja tõlkida tekst raamatu lõpus olevate sõnastike abil.

Numbrid 1 ja 2 ülal sõnade taga tähistavad intonatsioonitüüpi, mille järgi tuleb seada hääle kõrgust. Number 1 märgib, et hääl langeb viimase rõhulise silbi hääldamise juures; number 2 märgib, et hääl sel puhul tõuseb. Ligemalt vaata grammatika osa § 21.

'wind was 'very 'cold.[1] The 'wind **could** 'not 'blow the 'cloak 'off.[1]

"It is 'my **'turn** 'now," [1] 'said the 'sun.[1] Then the 'sun 'came 'out [2] and 'shone 'very 'brightly.[1]

"'How 'hot it is!" [1] 'said the 'man.[1] "I must 'take my 'cloak 'off," [1] and he 'took it 'off.[1]

'Whose 'victory 'was it? [1] It was the 'sun's 'victory.[1]

Märkused.

who is the stronger? kes on tugevam?

I shall try first mina proovin esimesena

the more . . . the more mida enam . . . seda enam

Harjutused lugemis- ja õigekirjutusreeglile (§§ 1—10, 38—39, 116, 127—128).

I. Lugeda järgnevad sõnad —

bit bid	pet met	back man	hop lop	hug tub
bite bide	Pete mete	bake mane	hope lope	huge tube

II. Kirjutada kahte veergu sõnad, milledes tähed *y* ja *w* väljendavad (1) vokaalhäälikuid, (2) konsonanthäälikuid —

yes, very, brightly, you, flying, gyps, yet, my, boy, yellow, body, lying, your, only, young, trying, yesterday;
wind, how, we, week, swim, down, know, with, was, window, water, wash, blow, wall, Moscow, were, new.

III. Kirjutada kahte veergu sõnad, milledes täht *u* väljendab (1) vokaalhäälikut, (2) konsonanthäälikut —

sun, quick, pupil, us, quite, gun, round, question, music, but, quarter, union, quite, house, square.

IV. Lugeda järgnevad sõnad ja kirjutada iga sõna algvorm —

Näidis: ladies — lady, crying — cry, eightieth — eighty

babies, tries, thirtieth, cried, easier, happiest, happily, dried, countries, carried, families, twentieth, cries, trying, ugliest.

V. Kirjutada kahte veergu nimisõnad umbmäärase artikliga (1) *a* ja (2) *an* —

a shelf, an egg, a boy, a girl, an ear, a face, an arm, a hand, an eye, a foot, an uncle, a year, a hero, an hour, a week, a bag, an apple, a window.

VI. Kirjutada kahte veergu nimisõnad, millede ees määrav artikkel *the* loetakse (1) [ðə] ja (2) [ði] —

the hero, the union, the banner, the army, the hat, the wind, the end, the year, the ice, the thing, the ear, the evening, the enemy.

Harjutused teksti juurde. [1])

I. Vastata küsimustele —

1) Was it a bright windy day when the wind said to the sun, "I am stronger than you"? 2) What did the wind say to the sun? 3) What did the sun answer? 4) What did the sun and the wind say to each other many times a day? 5) What did the wind see one day? 6) What had the man on his shoulders? 7) Did the sun and the wind each try to make the man take his cloak off? 8) How did the wind try to make the man take his cloak off? 9) What did the man do when the wind blew? 10) How did the sun try to make the man take his cloak off? 11) What did the man do when the sun shone very brightly? 12) Which was the stronger, the sun or the wind?

II. Kursiivsõnade asemele panna nende vastandid —

1) When it is very *hot,* we put on our coats. 2) If the weather is *cold,* Kitty takes her warm dress off. 3) In summer the days are always *dark.* 4) There are many *bright* days in winter.

III. Moodustada lihtminevik verbidest —

ask, see, say, pull, make, try, blow, like, come.

IV. Täita lüngad sobivate sõnadega —

1) Is it Tom's ... to be on duty? 2) The wind ... the boy's hat ... 3) When we come into the room, we ... our coats and when we go out, we put on our coats.

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[1]) Harjutustes tõlkida iga lause, et täpselt mõista selle tähendust.

V. Lugeda ja tõlkida eesti keelde —

1) The 'bright 'sunny 'morning [2] 'made us 'get 'up [2] 'very 'early.[1]

2) My 'brother 'said to me,[1] "'Shall we 'go to the 'river?" [2]

3) "I should 'like to 'bathe," 'said I,[1] "but I am a'fraid [2] that the 'water [2] is 'very 'cold in the 'morning." [1]

4) "'Let us 'go and 'see," [1] 'said my 'brother.[1] "'I shall 'try 'first." [1]

VI. Tõlkida inglise keelde —

1) „Andke mulle raamat, palun." — „Ma ei tea, missugust raamatut te mõtlete." 2) Täna on minu kord korrapidajaks olla. 3) Mida tugevamini puhus tuul, seda tugevamini mähkis mees end mantlisse. 4) Päike tuli välja pärast lõunat. 5) Kui palav on täna! Kui külm oli eile! 7) Õpilased aitasid üksteist. 8) Kelle raamat see on? 9) Õpetaja laskis õpilasel selle harjutuse ümber kirjutada.

VII. Õppida jutt pähe.

Grammatilised harjutused (§§ 1—21).

I. Tõlkida ja määrata kursiivsõnade liigid (§§ 1—7) —

A. 1) Yesterday they had a long *talk*. 2) "Please don't *talk*." 3) I *work* quickly. 4) This *work* is not difficult. 5) I *like* to go to the cinema. 6) I want a pencil *like* this. 7) She is sitting at the *open* window. 8) "I can't *open* the door." 9) "Please stand *still*." 10) I *still* have time to go there.

B. 1) Long *walks* in the wood are very pleasant. 2) She always *walks* there when she is not tired. 3) Where are your *skis*? 4) He *skis* very well. 5) It *rains* very much in autumn. 6) The autumn *rains* began early. 7) There are some *bandages* in this box. 8) She *bandages* his arm in the morning. 9) This is my *friend's* book. 10) Two of my *friends* came to see me.

II. Moodustada küsimused kursiivsõnadele (§ 20) —

1) *The wind* blew *his hat* off. 2) *Children* like *cherries*. 3) *Mary* went to see *her friend*. 4) *The Soviet soldier* carried *a banner*.

III. Moodustada lausedes (§§ 17—21) —

1) Pears, do, children, like?
2) An egg, the girl, for breakfast, had.
3) The bag, put, the book, into.
4) Cloak, the man, his, around, pulled, him.
5) A plate of cakes, on the table, put, my mother.
6) A pig, does, grass, eat?
7) Hot, is, how, it!
8) Here, doing, are, what, you?
9) Autumn, is, in, there, fruit, much.
10) This, is, whose, book?
11) Cold, he, winds, like, not, does.
12) Sit, come, and, in, down.
13) It, cold, is, how!

LESSON TWO.

SUMMER HOLIDAYS.

Some schoolchildren like to go back to school in September after the summer holidays, and other children do not. **Before** the Great Patriotic War began in 1941, **most** Soviet children who lived



in big **towns spent** the summer **in the country.** Some went to villages and country houses with their **parents;** others went to pioneer camps in the country or near the **sea.** They played games in the garden, or went for walks in the **forest,** where it is always

cool and pleasant in summer. Some boys and girls like to read very much, and **during** the summer months they sit **out-of-doors,** or lie on the ground and read books. Most boys and girls like to bathe and swim, and so pioneer camps are **usually** near a river, a **lake,** or the sea.

After the 22nd of June, 1941, very many of our men went to the **front** to defend our Soviet **fatherland.** School boys and girls did not spend their summer holidays in quite the **same way** as **before.** They went to the collective farms and helped to do the work of the men who were at the front. They often did quite **hard** work. They made hay and helped with the harvesting. Our Army and our people **needed** much corn and Soviet school boys and girls worked in the fields yellow with ripe corn. In this way they helped the Soviet Army to fight for our country against the German fascists. The hard work out-of-doors in the fields made their bodies strong, and when school began again, they were ready to work **hard** at their books.

Proverb. Make hay while the sun shines.

'Here is a 'story [2] about a 'little 'English 'boy [2] who did 'not 'want [2] to 'go 'back to 'school [2] 'after the 'summer 'holidays.[1] He 'wanted some 'more 'days at 'home.[1] So he **'telephoned** to his 'teacher [2] and 'tried to 'speak like his 'father.[1]

"'Smith is 'ill in 'bed," [1] he 'said.[1] "He 'cannot 'go to 'school [2] for 'three or 'four 'days."[1]

"'**Oh**," [1] 'said the 'teacher,[1] "I'm 'sorry to 'hear 'that.[1] 'Who is 'speaking?" [1] "My 'father, sir," [1] 'answered the 'boy.[1]

Märkused.

not . . . in quite the same way mitte täiesti samal viisil
some more days veel mõned päevad
I'm sorry mul on kahju, mind kurvastab

Harjutused lugemis- ja õigekirjutusreeglile (§§ 11—16, 40, 121, 138—144).

I. Lugeda järgnevad sõnad —

can lack	rod cock	must luck	met mess	sit fill
cane lake	rode coke	muse Luke	mete these	site file

Erandid lugemis- ja õigekirjutusreeglist — answer, body, country, door, fascist, field, forest, front, girl, great, house, month, most, of, oh, other, people, pleasant, proverb, river, school, second, some, two, usually, were, where.

II. Kirjutada kahte veergu sõnad, milledes täht *r* (1) loetakse, (2) ei loeta —

red, drink, dark, Mary, bright, her, first, Russian, American, story, for, street, brown, merry, garden, hero, bird, cry, morning.

III. Kirjutada kahte veergu sõnad, milledes täht *s* sõna lõpus väljendab (1) helilist häälikut [z], (2) helitut häälikut [s] —

takes, this, pencils, class, helps, cries, tables, yes, days, thus, us, arms, chess, wants, tries, wars, base, works, heroes, use *n.*, lamps, pass, babies, stands, house, looks, knives, sees, desks, bodies, sofas, use *v.*, paints, boys, blows, shelves, bus, mouse.

IV. Kirjutada kahte veergu sõnad, milledes täht *d* sõna lõpus väljendab (1) helilist häälikut [d], (2) helitut häälikut [t] —

worked, tried, passed, called, looked, played, cried, lived, washed, liked, lied, opened, rained, talked, dressed, answered.

V. Kirjutada kahte veergu sõnad, milledes (1) tähte *e* sõna lõpus ei loeta, (2) täht *e* väljendab häälikut [i] ja lisandab silbi —

time, houses, helped, biggest, bodies, asked, opened, defended, dressed, wanted, passed, dresses, heroes, washes, washed, apples, cherries, shouted, twentieth, classes, faces, happiest, noses, fortieth, quickest, knives, nicest, invented.

VI. Lugeda järgnevad sõnarühmad, rõhutades nimisõnu —

in a house, in a room, in a bag, in a box, in a town;
on a table, on a chair, on a lake, on a river;
of a man, of a woman, of a girl, of a boy;
from a town, from a village, from a forest, from a lesson;
with a book, with a dog, with a stick, with an apple.

VII. Kriipsutada alla sõna *to* ühe joonega, kui ta loetakse [tu], ja kahe joonega, kui ta loetakse [tə] —

A. to the table, to a desk, to my house, to our school, to a river.

B. to eat, to drink, to ask, to answer, to say, to speak, to talk.

Harjutused teksti juurde.

I. Vastata küsimustele —

1) In what month do children go back to school? 2) Do all schoolchildren like to go back to school after the summer holi-

days? 3) Where did most Soviet children spend the summer holidays before 1941? 4) What did they do in the country? 5) When did many of our men go to the front? 6) What did school boys and girls do during the Great Patriotic War? 7) Did they live in the same way as before? 8) Where does corn grow? 9) In what season is corn ripe? 10) What makes our bodies strong?

II. Kirjutada lihtminevikus —
spend, go, need, lie, read, help, swim, bathe, speak.

III. Kirjutada õige eessõna —
1) Their country house was ... a little lake. 2) The schoolboys worked ... the fields ... the summer holidays. 3) You must work hard ... your English. 4) My brother was ... the front ... 1945. 5) The boy was ill ... bed ... five days and could not go ... school.

IV. Täita lüngad sobivate sõnadega tekstist —
1) The school year ... begins in September. 2) Do you ... your pen? I should like to use it. 3) I have no time to go and see her, but I shall ... to her tomorrow morning. 4) This is not the ... paper, you gave me different paper last week. 5) A child's mother and father are its ...

V. Lugeda ja tõlkida eesti keelde —
1) The 'winter 'holidays[2] are in 'January.[1]
2) In the 'summer[2] the 'children 'went for 'walks[2] in the 'forest.[1]
3) My 'sister 'likes to 'read 'very 'much.[1]
4) 'Most 'boys and 'girls[2] can 'swim.[1]
5) Be'fore the 'Great Patri'otic 'War be'gan,[2] he 'lived in 'Leningrad.[1]
6) They could 'not 'live[2] in the 'same 'way[2] as be'fore.[1]
7) I am 'sorry to 'hear[2] that she is 'ill.[1]
8) She 'wants some 'more 'days[2] to 'finish 'this 'work.[1]

VI. Tõlkida inglise keelde —
1) Ma vajan veel seda raamatut. 2) Suvel ma armastan lugeda väljas. 3) Ta luges suvel palju raamatuid. 4) Ta tuli koju viieks päevaks. 5) See on väga ilus küla. 6) Ma elan suures linnas, kuid mu onu elab maal. 7) Ta ei teinud seda harjutust nii nagu mina.

VII. Jutustada poisist, kes ei tahtnud kooli minna pärast suvevaheaega.

Grammatilised harjutused (§§ 22—41).

I. Kirjutada küsimused kursiivosale (§ 20) —

1) The Great Patriotic War began *in 1941.*
2) Some pioneer camps are *near the sea.*
3) Very many of our men went to the front *to defend our Soviet fatherland.*
4) The Soviet Army fought *hard* against the fascists.

II. Panna lause alus ainsuse 3. pöördesse ja muuta vastavalt öeldis (§ 23) —

1) I am not afraid of dogs. 2) We speak to that man every morning. 3) You do not swim very often. 4) I usually see Tom every day. 5) I have no time to speak to you now.

III. Kirjutada lihtolevikus (§ 23) —

1) My father went to work every day. 2) We made hay and helped with the harvesting. 3) He was very tired and sleepy. 4) He took his hat off at the door. 5) We were ready to go to bed. 6) He had no parents.

IV. Kirjutada lihtminevikus (§ 26) —

1) Does he know your brother?
2) He can ski very well.
3) They have very good skis.
4) My sisters are very young.
5) He is not old.
6) Can he read English?

V. Määrata, kas verb *be* esineb järgnevais lauseis põhi-, side- või abiverbina (§§ 32—35) —

1) There *is* some bread on the table. 2) The pioneers *are* bathing in the river. 3) We *were* at the cinema yesterday. 4) Sasha *is* absent from school. 5) The yellow leaves *are* falling. 6) Winter *is* a very cold season. 7) Bob *was* at school yesterday at 8 o'clock. 8) The fascists *are* our enemies.

LESSON THREE.

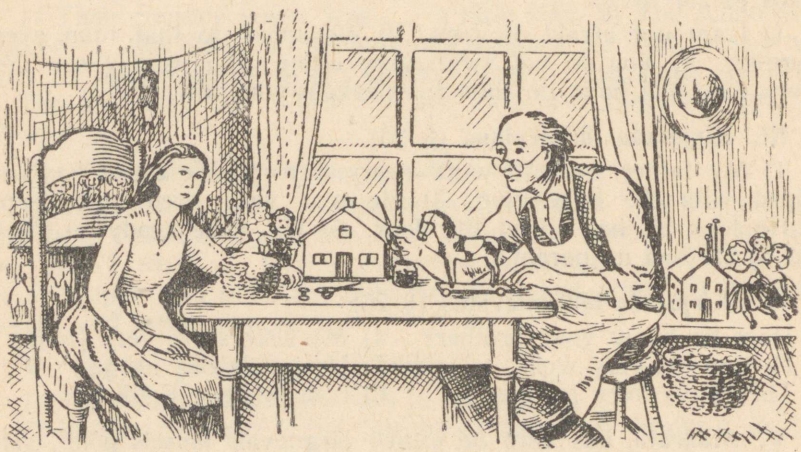
THE BLIND TOYMAKER.

From "The Cricket on the Hearth"
By *Charles Dickens.*

Caleb Plummer and his **blind daughter** Bertha live alone in a little **wooden** house. They make **toys** for children and work for **Mr.** Tackleton, the toy-**merchant.** Their house stands near the toy-**shop** where Mr. Tackleton lives.

Bertha does not know that their house is old and **ugly,** with dirty walls and black **ceilings.** She does not know that her father is a tired old man with grey hair. She does not know that the **master** for whom they work is hard and **cruel.** Oh dear, no! She **thinks** that she lives in a bright, pretty little home and that her father is a **clever** young man with black hair. She thinks, too, that the toy-merchant, their master, is **kind** and good.

This was all Caleb's work. When his blind daughter was a **baby,** he wanted to make her happy. So he did not give her a **true**



picture of their life. He told her only about pleasant things. She thought that **everything** was nice and pleasant. She was happy and she is happy now.

The toymaker's home is very funny. Their **living-room** is their **work-room** too. On the **shelves** round the walls there are many dolls, dolls' houses, dolls' tables and chairs, and a lot of bright **material** out of which the blind girl makes **clothes** for the dolls. There are other children's toys there too — wooden cats and dogs, chickens and birds, brown bears, lions and tigers, monkeys, and other animals; there are bright red wooden soldiers and boxes of little wooden knives, forks and spoons.

Erandid lugemis- ja õigekirjutusreegleist — bear, ceiling, clever, continued, eye, full, give, good, heart, hearth, live, monkey, pretty, soldier, there, tiger, ugly, wooden, young.

Bertha and her father are sitting at work at a big table. She is making a doll's dress and he is **painting** a doll's house.

(To be continued.)

Proverb. A happy heart is better than a full purse.

Märkused.

a little wooden house puumajake
oh dear, no! oh ei!
to be continued järgneb

Harjutused lugemis- ja õigekirjutusreeglile (§§ 11—19, 122, 130—131, 134—136, 145).

I. Lugeda —

gap	gape	not	note	tub	tube	met	mete	bit	bite
tack	take	rod	rode	cub	cube	pet	Pete	fin	fine
pan	pane	hop	hope	cut	cute	then	these	lick	like
man	mane	rob	robe	nut	mute	wet	Swede	Sid	side

II. Kirjutada kahte veergu sõnad, mis kuuluvad (1) esimesse silbitüüpi, (2) teise silbitüüpi —

quick, try, she, bag, much, ring, bed, shot, we, my, must, stove, face, he, nine, so, on, nice, by, plus, quite, thank, those, will, me, bus, then, ink, life, be, write, rose, shut, I, late, wave, no.

III. Kirjutada kahte veergu sõnad, milledes täht *c* väljendab (1) häälikut [k], (2) häälikut [s] —

came, dance, Moscow, call, pencil, music, face, can, nice, became, doctor, place, cold, December, ice, once.

IV. Kirjutada kahte veergu sõnad, milledes täht *g* väljendab (1) häälikut [g], (2) häälikut [dz] —

gun, began, begin, village, slogan, dog, girl, page, green, leg, bigger, German, egg, give, good, August, big, gift, tiger, large, get, finger, barge, edge.

V. Kirjutada kahte veergu sõnad konsonantühenditega (1) *ch* ja (2) *sh* —

shelf, chick, chair, dish, chalk, shall, chess, short, she, catch, fish, cherry, shout, child, shine, match, stitch.

VI. Asetada omadussõna nimisõna ette ja vajaduse korral muuta umbmäärase artikli kuju —

an apple (*red*), a man (*young*), a book (*English*), a year (*happy*), a face (*ugly*), an orange (*yellow*), an egg (*white*).

VII. Kriipsutada alla määrav artikkel ühe joonega, kui ta loetakse [ði], ja kahe joonega, kui ta loetakse [ðə] —

the long way, the ugly face, the strong wind, the other day, the left arm, the young people, the warm spring, the open sea, the English book.

Harjutused teksti juurde.

I. Vastata küsimustele —

1) Whose daughter is Bertha? 2) What do Caleb Plummer and his daughter do? 3) Where does Mr. Tackleton live? 4) Where does Caleb Plummer's house stand? 5) Is his house pretty? 6) Why is it ugly? 7) Is Bertha's father a clever young man with black hair? 8) What is he then? 9) Is Mr. Tackleton good and kind? 10) What is he then? 11) Why didn't Caleb give his daughter a true picture of their life? 12) What is there on the shelves round the walls of the living-room? 13) What does Bertha make? 14) What does Caleb make? 15) Who paints the wooden toys?

II. Moodustada lihtminevik —

make, stand, know, try, call, give, tell, paint, sit, think, live.

III. Täita lüngad sobivate sõnadega tekstist —

1) This pupil is very ..., he always knows his lessons. 2) The ... is only four months old, but it smiles all the time. 3) This girl can draw and ... very well. 4) Children are sometimes ... to animals. 5) The ... old man gave an apple to each child. 6) Mr. Tackleton was a ... master. 7) I ... that I shall go home now; I am very tired. 8) I have a book of ... stories about animals.

IV. Lugeda ja tõlkida —

1) 'Caleb 'told his 'daughter[2] 'only about 'pleasant 'things.[1]
2) Their 'living-room was their 'work-room, 'too.[1]
3) The 'blind 'toymaker[2] had a 'lot of 'bright ma'terial.[1]
4) There were 'many 'children's 'toys 'there, 'too.[1]
5) The 'blind 'girl's 'father[2] 'paints 'dolls' 'houses.[1]
6) They 'lived in a 'little 'wooden 'house.[1]

V. Tõlkida inglise keelde järgnevad laused —

1) Külades on palju puumaju. 2) Nad tegid mänguasju lastele. 3) Ta on suur tütarlaps tumedate juustega. 4) Caleb tahtis teha oma tütre õnnelikuks. 5) Ta ei rääkinud talle ebameeldivatest asjadest nende elus. 6) Oli selge päev. 7) Tal on eresinine kleit. 8) Mr. Tackleton oli vali ja julm inimene. 9) Ta sundis Calebit ja Berthat palju töötama. 10) Calebi töö ei olnud raske, kuid ta töötas väga palju.

VI. Kirjeldada tuba, kasutades järgnevaid sõnu —

wall, ceiling, door, window, floor, table, chair, bed, shelf, bookcase, sofa.

VII. Jutustada "The Blind Toymaker".

Grammatilised harjutused (§§ 42—50, 143—158).

I. Lõpetada järgnevad laused kohamäärustega (§ 17) —

1) She put her books . . . .
2) I am sitting . . . .
3) There were toys . . . .
4) Nell is walking . . .

II. Asetada mitmusesse (§§ 143—144) —

1) The boy is sitting on a chair. 2) She has a box of paints and likes to use it. 3) My sister is putting on her new dress. 4) Is this your ski? 5) Was that his picture? 6) There was an apple on the table. 7) The woman read a story to her child. 8) He put his bag on the chair.

III. Asetada kursiivsõnad omastavasse käändesse (§§ 145—148) —

1) The legs *of the tiger* are very strong. 2) The books *of my sister* are in that bookcase. 3) The schoolbags *of the pupils* were on their desks. 4) The living-room *of my uncle* is very pleasant. 5) The rifles *of the Soviet Army men* were on their shoulders. 6) The clothes *of the German soldiers* were old, ugly and dirty.

IV. Vastata küsimustele, tarvitades omastavat käänet (§§ 145—148) —

1) Whose daughter was blind?
2) Whose dress is very nice?
3) Whose toys were on the floor?
4) Whose copy-books are these?
5) Whose are these shoes and stockings?

V. Tõlkida (§§ 153—154) —

1) I don't like to write with a pencil. 2) The door of her room was open. 3) They went there by tram. 4) Did you show your work to your teacher? 5) She spoke to the father of the two children. 6) She was pleased with his work.

VI. Tõlkida eesti keelde (§ 42) —

1) We have a big bookcase in our living-room. 2) October has thirty-one days. 3) We have breakfast at 8 o'clock. 4) Have you time to help me with my English? 5) Will you have a cup of tea? 6) Caleb Plummer and his daughter had a hard master. 7) This table has only three legs. 8) Mr. Tackleton had an ugly face. 9) That man hasn't any hair on his head.

LESSON FOUR.

THE BLIND TOYMAKER.

(Continued.)

As 'Caleb and his 'daughter 'work,[2] they be'gin to 'talk.[1]

"You were 'out in the 'rain 'last 'night[2] in your **'beautiful** 'new **'overcoat,"** [1] 'says 'Bertha.[1]

"'Yes,[1] in my 'beautiful 'new 'overcoat,"[1] 'answers 'Caleb.[1] He 'looks at a 'coat of **'rough** 'sack-cloth[2] that is **'hanging** on a **'line**[2] to **'dry.**[1]

"'How 'glad I 'am[2] that you 'bought it, Father."[1]

"It's 'too 'good a 'coat for 'me,[1] 'that 'bright 'blue 'coat[2] with its 'shining **'buttons."**[1]

"'Too 'good!"[2] 'cries the 'blind 'girl.[2] She 'stops her 'work for a 'minute[2] and 'laughs.[1] "'Nothing is 'too 'good for my 'clever 'father,[2] with his 'smiling 'face[2] and 'black 'hair![1] 'Nothing is 'too 'good for 'him!" [1]

'Caleb be'gins to 'sing.[1]

"'What![2] 'Are you 'singing?[2] 'Why are you 'singing?"[1] 'says a 'rough **'voice,**[1] as 'Mr. 'Tackleton 'comes 'in.[1] "'I 'don't 'sing.[2] 'I have 'no 'time to 'sing.[2] I **'hope** that you can 'work 'too. 'I 'can't 'sing when I 'work."[2]

"You 'don't 'see how the 'master is 'smiling at me,"[1] 'says 'Caleb in his 'daughter's 'ear.[1] "He is **pre'tending** to be 'hard and 'cruel,[1] you 'know."[1]

The 'blind 'girl 'laughs.[1] Then she 'takes 'Mr. 'Tackleton's 'hand[2] and **'kisses** it.[1]

"'What is the 'idiot 'doing?" [1] 'asks the 'toy-merchant,[1] and 'pulls his 'hand 'roughly a'way.[1]

"I am 'thanking you for the 'little 'tree,[1] the 'beautiful 'little 'tree," [1] 'answers 'Bertha.[1] She 'brings **'forward** a 'little 'rose-tree [2] with a 'yellow 'rose on it.[1] She 'thinks [2] that the 'rose-tree [2] is a 'present [2] from her 'master.[1] She does 'not 'know [2] that 'all "the 'master's 'presents" [2] 'come from her 'father,[1] and that he 'often 'goes **with'out** his 'dinner [2] to 'buy them.[1]

"'What does the 'idiot 'mean?" [1] 'asks 'Mr. 'Tackleton.[1] He 'gives 'Caleb some 'rough **'orders** [2] and 'then 'goes a'way [2] with-'out a'nother 'word.[1]

"He 'didn't 'want **'thanks,** you see,[1] and he 'smiled at 'me 'all the 'time," [1] 'said 'Caleb **'brightly,**[1] when the 'door was 'shut.[1]

"'Mr. 'Tackleton is my 'best 'friend," [1] 'said 'Bertha. [1] "He is 'always 'very 'kind to me."[1]

Proverbs. There is no place like home.
No rose without a thorn.

Märkused.

you were out in the rain sa olid väljas vihma käes
last night eile õhtul
you know tead
goes without his dinner jääb lõunata
without another word enam sõnagi lausumata
you see näed, mõistad

Harjutused lugemis- ja õigekirjutusreeglile (§§ 20—21, 41, 109—111, 114, 148—150).

I. Lugeda —

dark	mark	port	lord	cur	purr	her	merge	fir	stir
dare	mare	pore	lore	cure	pure	here	mere	fire	tire

II. Kirjutada kahte veergu sõnad, mis kuuluvad (1) III silbitüüpi, (2) IV silbitüüpi —

bird, more, care, sport, here, arm, fur, tyre, star, mere, bar, bare, first, her, fire, Byrd, cur, tired, third, cure, shirt.

Erandid lugemis- ja õigekirjutusreegleist — beautiful, begin, buy, come, don't, friend, laugh, minute, nothing, present, rough, says.

III. Kirjutada kahte veergu sõnad, milledes täheühend *th* väljendab (1) helilist häälikut [ð], (2) helitut häälikut [ɵ] —

this, these, third, that, those, fifth, with, three, Bertha, the, thirty, then, than, thing, think, thirteen, their, Smith, father, mother, thousand, they, there, through, brother, sixth, together, other, another, ninth.

IV. Kirjutada kolme veergu sõnad, milledes ei loeta (1) tähte *h*, (2) tähte *w*, (3) täheühendit *gh* —

where, light, wrote, which, daughter, what, high, when, bright, who, why, eight, write, whom, white, night, whose, wrong, whole.

V. Lugeda järgnevad sõnarühmad –

A. Rõhutades nimisõna —

in the sky, in the forest, in the river, in the village;
on the table, on the ceiling, on the sofa, on the wall;
at the lesson, at the table, at the window, at the blackboard.

B. Rõhutades asesõna ja nimisõna —

with this man, with that boy, with these pupils, with this girl.

VI. Lugeda järgnevad sõnarühmad, rõhutades nimisõnu —

A. a boy and a girl — a pen and a pencil — a tram and a car
a man and a woman — a flag and a banner — a table and a chair

B. a dress or a coat — a spoon or a fork — a bed or a sofa
a book or a toy — a cup or a glass — an apple or a pear

Harjutused teksti juurde.

I. Vastata küsimustele —

1) Was Caleb out in the rain in his overcoat? 2) Where did he put his overcoat to dry? 3) Did Caleb buy his overcoat, or did he make it? 4) What does Bertha say when her father tells her that the coat is too good for him? 5) Does Mr. Tackleton smile when he comes into the room? 6) Does Caleb say that Mr. Tackleton is smiling at him? 7) Why does Caleb say that Mr. Tackleton is smiling at him? 8) Why does Bertha kiss Mr. Tackleton's hand? 9) Who gave Bertha a rose-tree as a present? 10) Was Mr. Tackleton kind to Bertha? 11) Who was always kind to Bertha?

II. Tarvitada õiget eessõna —

1) Don't go out ... the rain ... your new hat. 2) Please look ... my home-work. 3) These clothes are too big ... your little sister. 4) Our baby smiles ... us all the time. 5) I want to say something ... your ear. 6) She kissed her mother and thanked her ... her present. 7) The old woman loved children and was always very kind ... them. 8) ... summer we can go ... coats, because it is warm then.

III. Täita lüngad sobivate sõnadega tekstist —

1) She washed the clothes and they ... very quickly in the hot sun. 2) Don't speak so ... to the little boy; you will make him cry. 3) The teacher called my name, I came ... and she gave me a copy-book. 4) He has a very interesting book about Russian painters with many ... pictures in it. 5) "... your coat up," she said.

IV. Lugeda ja tõlkida eesti keelde —

1) "'How 'glad I 'am to 'see you," [1] 'said her 'mother.[1]
2) She 'stopped her 'work for a 'minute [2] and 'laughed.[1]
3) "'I have 'no 'time to 'sing," [2] 'says the 'toy-merchant as he 'comes 'in.[2]
4) 'Caleb 'says [2] that his 'master [2] is 'only pre'tending to be 'hard and 'cruel.[1]
5) "'What does she 'mean?" [1] he 'asked.[1]

V. Tõlkida inglise keelde —

1) See mantel on liiga suur teie väikesele vennale. 2) Ta ei ole haige, ta vaid teeskleb haiget. 3) Mu tütar tõuseb hommikul alati rõõmsa naeratava näoga. 4) Caleb jäi sageli lõunata, sest ta tahtis osta kingitust oma pimedale tütrele. 5) On teil veel üks raamat? See ei ole huvitav. 6) „Ma loodan, et te olete alati head (lahked) loomade vastu," ütles isa. 7) Tema mantlil on kuus nööpi. 8) Ema riputas pesu kuivama.

VI. Kirjutada mõned laused Berthast, Calebist ja Mr. Tackletonist.

VII. Kirjutada mõned laused oma vanemaist, kasutades järgnevaid sõnu —

love, kiss, kind, presents, birthday, New Year, May Day, the 7th of November, shopping, buy, thank, cinema, dinner, family, help, tired.

Grammatilised harjutused
(§§ 51—55, 159—163, 165—168).

I. Moodustada küsimused kursiivosale (§§ 165—166) —

1) *Caleb Plummer* loved his daughter very much. 2) I saw *your mother* in the street yesterday. 3) The rose-tree was a present *from Bertha's father.* 4) He gave *Caleb* some rough orders. 5) *Mr. Tackleton's* voice was rough. 6) These are *my* skates. 7) I saw *an elephant* at the Zoo. 8) He gave *the little girl* a doll's house. 9) *The tram* stops near our house. 10) He wrote his exercise *with a pen.*

II. Asetada kursiivis trükitud asesõna sulgudes antud vormi, muutes vastavalt lauset (§§ 159—163) —

1) *I* put my bag on the desk. (3rd pers. sing. fem.)
2) *He* is speaking to us about his friend. (3rd pers. plur.)
3) *You* will tell me about that. (3rd pers. sing. fem.)
4) *They* hope that you are better now. (3rd pers. sing. fem.)
5) *He* does not know where his brother is. (1st pers. plur.)

III. Tõlkida inglise keelde (§ 133) —

1) Ta andis mulle oma portfelli.
2) Ma näitan talle oma harjutust.
3) Palun tooge mulle oma töö.
4) Ta pesi käsi.
5) Ma tahan oma harjutuse läbi lugeda.
6) Ta pani kübara pähe ja väljus toast.

IV. Kirjutada ära ja tõlkida suuliselt järgnevad laused. Kriipsutada alla küsivad asesõnad ühe joonega ja siduvad asesõnad kahe joonega (§§ 165—168).

1) Who is the tall man that is talking to our teacher? 2) The dress which Bertha was making was for one of the dolls. 3) Which dress do you like best? 4) Whose copy-book is this? 5) The girl who spoke to me is in our class. 6) What time is it? 7) Is this the boy to whom you spoke? 8) Have you a pencil which writes well? 9) We have a boy in our class whose mother is an English teacher.

V. Muuta järgnevad laused eitavaiks ja küsiv-eitavaiks (§§ 51—55) —

N ä i d i s: She likes to read —

(1) She does not like to read.
(2) Does she not like to read?

1) You want this portrait.
2) The dog smells the meat.
3) We like to sing when we work.
4) They went home early.
5) She works at a mill.
6) He knows my uncle.
7) He often smiled at us.
8) The commander gave him an order.

VI. Missuguseis lauseis on verb *do* abiverb ja missuguseis — põhiverb (§§ 51—52)?

1) He *did* his work very well.
2) I can't *do* this exercise.
3) *Do* not speak so quickly.
4) When *do* you *do* your homework?
5) *Do* you know where Misha Sedov lives?
6) He *did* not come home that day.
7) *Does* the tram stop here?
8) Why *do* you say that?

LESSON FIVE.

THE TWENTY-SECOND OF JUNE, 1941.

From "It Actually Happened"
By *M. Shkapskaya.*

The '2'2nd of 'June,[2] '19'4'1,[2] was a 'beautiful 'warm 'summer 'day[2] in Lithu'ania.[1] At a 'pioneer 'camp at Pa'langa,[2] there were **about** 'two 'thousand 'children.[1] 'School was 'over[2] and 'these Lithu'anian 'children[2] were 'spending their 'holidays[2] in the 'country.[1] They al'ready 'knew[2] of the 'treacherous in'vasion of our 'country[2] by the 'German 'fascists,[2] but they did 'not 'know[2] what the **'news** 'meant.[1] 'That 'morning[2] they were 'playing 'games,[2] 'swimming[2] and 'running a'bout in the 'garden[2] **as 'usual.**[1]

'Suddenly[2] a 'German 'aeroplane **'roared a'bove** them[2] and **'bombs** 'fell.[1] Then the 'fascists in the 'plane[2] be'gan to 'fire at the 'children[2] from their ma'chine-guns.[1] The 'children 'tried to **'hide** where they 'could,[2] but the **'bullets 'caught** them **'everywhere.**[1] 'One 'little 'girl[2] 'fell 'down on the 'grass.[1] She was 'wounded in the 'leg.[1] A'nother 'one[2] was 'wounded in the 'eye.[1]

Then a **'part** of the 'house[2] be'gan to **'burn.** It was the 'part[2] where the 'youngest 'children 'lived.[1] The 'fire 'spread 'so 'quickly[2] that the 'children had 'no 'time[2] to 'go **'down'stairs.**

Exceptions — above, aeroplane, bullet, bury, death, Lithuania, machine, meant, tongue, treacherous, usual, wound.

They 'ran in 'terror[2] from 'one 'open 'window[2] to a'nother,[1] but they were a'fraid to 'jump.[1] The 'windows were 'too 'high.[1]

"'Jump,[1] 'jump![1] We shall 'catch you," [1] 'cried 'those[2] who were 'standing **out'side.**[1]



The 'older 'children be'gan to 'jump[2] 'one 'after the 'other[2] from the 'windows,[1] but the 'younger **'ones**[2] **re'mained** in the 'house.[1]

"'Jump,[1] 'jump![1] 'Don't be a'fraid,[1] 'jump!" [1] 'came a'gain from **be'low.**[1]

But it was 'too 'late.[1] The **'roof** 'fell 'in[2] and 'buried 'all 'those[2] who re'mained **in'side.**[1] A 'great 'roaring 'tongue of 'fire[2] 'suddenly **'rose** 'up[2] 'higher than the 'house; [1] but the 'roaring of the 'fire[2] could 'not 'drown the **'terrible 'cry**[2] that 'came 'down[2] to 'those who were 'standing be'low.[1]

Slogan. Long live our glorious Soviet Army which freed our country from the German fascists!
Long live our Great Leader Comrade Stalin!

were running about in the garden jooksid aias ringi
came again from below kuuldus jälle alt
that came down to those mis kandus nendeni

Exercises on Rules of Reading and Spelling (§§ 22—25, 124).

I. Lugeda —

far	fare	for	fore	cur	cure	her	here	fir	fire
car	care	or	more	purr	pure	nerve	mere	third	tire
bar	bare	nor	pore	nurse	mure	serve	sphere	dirt	dire
star	stare	cork	core	lurch	lure	berth	mere	first	wire

II. Kirjutada kahte veergu sõnad, milledes vokaalid *oo* väljendavad häälikuid [u] **ja** [u:] **—**

too, took, tool, good, look, zoo, room, foot, pool, moon, stood, nook, spoon, book, noon, rook, wood, cook, doom.

III. Kirjutada kolme veergu sõnad vokaalühenditega *ou, oi (oy)* ja *our* ja kirjutada sõnade kõrvale vastavad foneetilise transkriptsiooni märgid —

boy, hour, house, joy, our, mouth, oil, flour, coin, out, toy, sour, mouse, count, boil, bound, shout, soil, round, ground.

IV. Lugeda —

sink	sank	sang	song	sing	singing
rink	rank	rang	wrong	ring	ringing
brink	bank	bang	long	bring	bringing
think	thank	hang	strong	fling	flinging

V. Teha samasugune tabel, nagu on antud lugemis- ja õigekirjutusreeglite all § 24, ja asetada vastavaisse lahtritesse järgnevad sõnad —

pole, tap, dirt, flour, sit, tape, fur, mete, myth, tar, site, boil, type, pure, top, lyre, port, cute, more, Byrd, met, noun, hut, her, care, here, hook, fire.

VI. Lugeda järgnevad sõnarühmad, rõhutades nimisõnu —

A. a chair and a table — a year and a day
a teacher and a pupil — a banner and a slogan
B. a car‿or‿a tram — a pear‿or‿an apple
a bear‿or‿a monkey — a sister‿or‿a brother

VII. Lugeda järgnevad liitsõnad —

a birthday, a pencil-box, a schoolbag, a skating-rink;
a blackboard, a classroom, a copy-book, a schoolboy;
a toymaker, a toyshop, a toy-merchant, a rose-tree;
a living-room, a dining-room, a bedroom, a work-room.

Exercises to the Text.

I. Answer the following questions —

1) Where were there about two thousand children on the 22nd of June, 1941? 2) What were the children doing that morning? 3) What did they suddenly see above them? 4) What did the fascists do? 5) What did the children do when bombs fell and bullets caught them? 6) Were any children wounded? 7) Which part of the house began to burn? 8) Why had the children no time to go downstairs? 9) What did the children upstairs do? 10) Why were they afraid to jump from the windows? 11) What did those who were standing outside cry to the children at the windows? 12) Did the younger ones jump? 13) Why was it too late? 14) What did those who were standing below hear when the roof fell in?

II. Correct the sense [1]) of the following sentences by using antonyms [2]) instead of the italicized words [3]) —

1) There is air *nowhere*. 2) The sky is *below* us. 3) You go *downstairs* if you want to go on the roof of a house. 4) We *put on* our hats and coats when we go inside.

III. Fill in suitable words [4]) from the text —

1) The lions at the Zoo were... for their dinner. 2) The camp fire... very brightly. 3) He will be home at six o'clock as... 4) The Russians... all they could from the Germans and burned what they could not... or take away. 5) All the people went into the forest when the fascists came to the village; no one [5])... there. 6) Every morning at 7 o'clock Moscow time we hear the... over the radio.

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[1]) **correct the sense** parandage mõte
[2]) **by using antonyms** kasutades vastandtähenduslikke sõnu
[3]) **instead of the italicized** [i'tælisaizd] **words** kursiivis trükitud sõnade asemel.
[4]) **fill in suitable words** täitke lüngad sobivate sõnadega
[5]) **no one** mitte keegi

IV. Read and translate into Estonian —

1) The 'war be'gan [2] on the '2'2nd of 'June,[2] '19'4'1.[1]
2) When we 'heard about the be'ginning of the 'war,[2] we did 'not 'know what the 'news 'meant.[1]
3) 'That 'morning [2] she 'got 'up 'very 'early [2] as 'usual.[1]
4) The 'bullets 'caught the 'children 'everywhere.[1]
5) 'Suddenly the 'roof 'fell 'in [2] and 'buried 'all 'those [2] who re'mained in'side.[1]

V. Translate into English —

1) Meie klassis on umbes nelikümmend õpilast. 2) Kell helises ja tund lõppes. 3) See uudis on väga huvitav. 4) Kuulid Nõukogude armee kuulipildujaist tabasid igal pool saksa sõdureid. 5) Neil ei ole praegu aega vastata nendele küsimustele. 6) Ainult Ellen jäi koju. 7) Lennuk tõusis kõrgemale ja kõrgemale. 8) Külas oli hirmus tulekahju. 9) Leedu on NSVL-i osa.

VI. Write some sentences about the summer holidays [1]) —

(Did you go to a collective farm? What did you do there?
Did you go to a pioneer camp? What did you do there?
Did you go to a country house or to a village with your parents? What did you do there?)

VII. Name [2]) all the parts of a house that you know.

VIII. Fill in the blanks [3]) with the names of the parts of the body —

A man has a..., a body, two..., two..., two..., and two.... He has a..., a mouth and two... on his face. He hears with his.... In his mouth he has a... and many....

IX. Learn the story by heart [4]).

Grammar Exercises

(§§ 172—177, 219—221, 103—107, 113—117, 119).

I. Make the subject [5]) of the following sentences plural and make all the other necessary changes [6]) (§§ 172—174) —

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[1]) Read Lesson 2 once more; that will help you to write this exercise.
[2]) **name** nimetage
[3]) **fill in the blanks** täitke lüngad
[4]) **by heart** pähe
[5]) **subject** alus
[6]) **necessary changes** vajalikud muudatused

1) *This part* of the house is wooden. 2) *This book* on the table is Russian, but *that one* in the book-case is English.

II. Fill in *this, that, these* or *those* (§§ 172—174) —

1) ... news is very interesting. 2) ... day some friends came to see us. 3) Let us go and sit at ... table near the window; it is too dark at ... one. 4) ... apples are not very good; let us try ... .

III. Complete [1]) the following sentences, using the pronoun *one* or *ones* with an adjective (§§ 175—177) —

1) I have a blue pencil and Thomas [2]) has a ... . 2) Last winter was not a very ... . 3) These stockings are not Lena's. She has ... ... and these are ... . 4) Rosie has blue eyes and Betty has ... .

IV. Fill in the blanks with *one, the other, some, others* (§§ 175—177) —

1) I have two pencils; ... is green and ... is red. 2) Two of these books are English, and ... is Russian. 3) There are many trees in the park, ... are old and ... are quite young. 4) Here is ... shoe, but I do not know where ... is.

V. Read the following numbers (§ 219) —

156, 202, 875, 1066, 1139, 1945, 2843.

VI. Read the following dates (§ 220) —

7th November, 1917; 1st January, 1905; 23rd March, 1945; 15th July, 1866.

VII. Write in words the ordinal numerals corresponding to the following cardinal numerals (§ 220) —

14, 2, 24, 40, 70, 95, 3, 15.

VIII. Answer the following questions (§ 117) —

1) What were you doing at five o'clock yesterday?
2) What was your mother (or father) doing yesterday at eleven o'clock in the morning?

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[1]) **complete** lõpetage
[2]) Inglise nimena kirjutatakse **Thomas** ['tɔməs], lühendatult **Tom** — eesti nimena **Toomas.**

IX. Fill in the blanks, using the Past Tense or the Past Continuous Tense of the verbs in the margin [1]) (§§ 107, 117) —

1) Many people ... in the garden when the roof of the burning house ... in.	stand fall
2) On the 22nd of June, 1941, the pioneers of the camp ... the same things as on the 21st of June.	do
3) I ... to school when I suddenly ... my uncle, but he ... me.	go, see not+see
4) We ... in the classroom at the English lesson when the director ... in.	sit come
5) At 7 o'clock yesterday I ... to the news over the radio.	listen

LESSON SIX.

PLANS FOR SUNDAY.

Dialogue.

(It is **'Saturday** after'noon [2] and 'school is 'over for the 'week.[1] 'Peeter [2]) 'Raud and 'Leo 'Tanner,[2] who 'live in the 'same 'street,[2] are 'going 'home to'gether.[1])

LEO: 'What are you 'doing to'morrow, Peeter? [1]

PEETER: 'Nothing.[2] 'Why? [1]

LEO: 'I should 'like to 'go to the 'forest [2] for 'mushrooms.[1] I 'think 'that will be the 'most 'interesting 'thing to 'do.[1] 'What do 'you 'think? [1]

PEETER: 'Not a 'bad **i'dea,** Leo.[1]

LEO: 'Mother will 'give us a 'good **'lunch** [2] and 'so we shall be **'able** [2] to 'spend the 'whole 'day 'there [2] and 'not be **'hungry.**[1] 'Let's de'cide to 'go, Peeter.[1]

('Eve 'Tanner,[2] 'Leo's **'cousin,**[2] 'comes 'out of the 'girls' 'school [2] as the 'two 'boys are 'passing it.[1])

LEO: Hal'lo, Eve! [2] 'Come 'home with us.[1]

EVE: Hal'lo, Leo! [2] Hal'lo, Peeter! [2]

PEETER: Hal'lo! [2] 'How are 'things, Eve? [1]

EVE: 'All 'right.[2] 'What are you 'doing to'morrow? [1]

LEO: 'Going to the 'forest for 'mushrooms, I think.[1]

EVE: It's 'too 'late to 'go to the 'forest.[1] It will be 'cold and **'wet,**[1] and **be'sides** [2] the 'mushrooms will be 'under the

---

Exceptions — course, cousin, get, idea, Monday, never, sure, together, weather, Wednesday, won't, would.

[1]) **in the margin** lehekülje äärel.

[2]) Selles jutustuses esineb eesti nimena **Peeter**; inglise nimena kirjutatakse see pärisnimi **Peter** ['pi:tə].

'dead **'leaves** [1] and we 'shan't be 'able to 'see them.[1] 'I 'don't 'want to 'go.[1]

LEO: 'Nobody 'asked you.[1] 'I 'asked 'Peeter,[1] **'that's** 'all.[2] And it 'won't be 'cold and 'wet.[1] It's 'going to be **'like** to'day,[1] as **'fine** and 'warm as in 'summer,[1] 'only the 'days are **'much** 'shorter 'now, of 'course.[1]

EVE: 'Yes,[1] but you 'know [2] that the 'weather **'changes** 'very 'often in 'autumn.[1] I 'think it will 'rain to'morrow.[1]

LEO: 'No, it 'won't.[1] 'Look how 'bright the 'sky is.[1]

PEETER: You **'never** 'know,[1] but 'let's 'go to the 'forest.[1] **'I** should 'like to.[1]

LEO: 'All 'right.[2] If it 'rains,[2] we 'shan't 'go,[1] and we 'shan't **'get** any 'mushrooms,[1] 'that's 'all.[2]

PEETER (to 'Leo): I 'think 'Eve **would** 'like to 'come 'with us.[1] She can 'ask 'Lydia 'Mandri if she 'wants to,[1] and 'then we shall be 'four.[1]

LEO: 'Not a 'bad i'dea.[1] 'Let's 'ask 'Enn 'Tammist, [1] and his 'sister 'too.[1] The 'more the 'merrier, you know.[1]

PEETER: 'Do you 'hear, Eve? [2] We're 'going to 'make a 'big 'party for to'morrow.[1] We'll 'go to 'Enn 'Tammist's by **'train** [2] and 'then we'll 'go from 'his 'house [2] to the 'forest.[1]

EVE: 'I'll 'ask 'Lydia.[1] It will be 'more 'interesting for 'me [2] if 'she 'comes.[1] I'm **'sure** she will be 'able to.[2]

LEO: 'Yes,[1] **'let** her 'come,[1] and 'Annie 'Miller, 'too.[1]
('Eve 'goes 'into the **'doorway** of her 'house.[1])

EVE: Good'bye! [2] 'Oh! [1] 'What 'train shall we 'take to'morrow?[1]

LEO: I'll **'ring** you **'up** [2] and 'let you 'know.[1]

EVE: 'All 'right.[2] 'Then 'I'll 'ring 'Lydia 'up. [1] Good'bye, Peeter.[2] (She 'goes 'up the **'stairs.**[1])

PEETER: We can 'go to the 'country [2] **'even** if it 'rains.[1] We can 'spend the 'day at 'Enn's.[1]

LEO: 'Yes,[1] of 'course.[1] And 'Enn 'knows [2] where 'all the 'best 'mushrooms 'grow.[1] I'm 'sure we shall 'have a 'fine 'time.[1]

The Days of the Week:

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

Explanatory Notes.

why? mis siis?
the most interesting thing to do kõige huvitavam
how are things? kuidas läheb?
going to the forest = we are going to the forest
you never know ei või kunagi teada
we shall be four meid on neli (tul.)
the more the merrier mida enam, seda lõbusam
I'll let you know annan teile teada, teatan teile

Exercises on Rules of Reading and Spelling (§§ 26—41, 152—153).

I. Kirjutada kahte veergu sõnad, milles täht *x* väljendab häälikuid [ks] ja [gz] —

express, exist, except, excite, exam, excel, excess, excuse, exert, expect, expel, explore.

II. Liigitada järgnevad sõnad vastavalt neljale silbitüübile —

begin, invite, along, alone, inside, pretend, regard, before, protect, enquire, escape, discard, insult, extend, prepare, include, result, regard, inform.

III. Kirjutada kahte veergu sõnad, milledes rõhuta algsilbi vokaal väljendab häälikut [i] **või** [ə] **—**

about, today, defend, tonight, invite, perhaps, receive, become, again, forget, arrive, partake, confuse, include, intend.

IV. Kirjutada kahte veergu sõnad, milledes rõhuta lõppsilbi vokaal väljendab häälikut [i] **või** [ə] **—**

meeting, leader, bottom, sofa, merry, picture, village, better, minus, cottage, doctor, August, morning, butter, baby, bullet, during, thirty, under, forest, mortar.

V. Lugeda järgnevad sõnarühmad, rõhutades verbi —

A. she takes it, he writes them, she brings it, he reads it, she shuts it, it eats them, he drinks it, she hangs it.

B. we hide them, you spend it, they name him, you bring her, I ask them, we like her, they love him, I know her.

Exercises to the Text.

I. Answer the following questions —

1) On what day is school over for the week? 2) Why will the boys not be hungry even if they spend the whole day in the forest? 3) When is the weather always fine and warm? 4) Are some

autumn days like summer days? 5) Which are shorter, autumn days or winter days? 6) What will the boys do if it rains? 7) Does it snow in autumn? 8) Which boy is kinder to Eve, Leo or Peeter?

II. Fill in the blanks with suitable words from the text —

1) When you want to go into a house, you must pass through the . . . . 2) I'm . . . it is going to rain. 3) I must . . . a new exercise-book, my old one is full. 4) Your clothes are . . . with the rain; you must . . . them. 5) It is raining now, but I think the weather will . . . before evening. 6) Eve Tanner's father and Leo Tanner's father are brothers, and so Eve and Leo are . . . . 7) It was a . . . day on Sunday, so the boys went to the country. 8) She went there by . . . .

III. Read and translate into Estonian —

1) I 'think the 'most 'interesting 'thing[2] will be to 'go to the 'forest.[1]

2) Hal'lo![2] 'How are 'things, Peeter?[1]

3) My 'mother is as 'old as my 'father.[1]

4) She is 'going to 'do 'something[2] 'much 'more 'interesting to'morrow.[1]

5) We shall have a 'much 'more 'interesting 'time[2] than 'they.[1]

6) 'Let them 'do what they 'like.[1]

7) 'Do the 'exercise like 'that[2] if you 'want to,[2] but 'I 'think it is 'wrong.[1]

8) 'Ask him to 'ring me 'up to'morrow 'morning.[1]

IV. Translate into English —

1) Ta tahaks minna metsa seenile. 2. Missuguse rongiga nad sõitsid? 3) Leo on palju vanem oma vennast. 4) „Kas teie ei tahaks meiega kinno minna?" „Tänan, ma tahaksin väga." 5) Ta oli mu venna parim sõber, kuid mina ei tundnud teda. 6) Kas te lähete homme kooli? 7) Mine sinna, kui tahad, kuid mina ei tule. 8) Nüüd on õppetund lõppenud.

V. Name all the things which you know that you can see in the country.

VI. Make two or three sentences about what you are going to do next Sunday.

Grammar Exercises

(§§ 222—235, 58—63, 67—68, 108).

I. Fill in the positive, comparative or superlat've degree of the adjective in brackets [1]) according to the sense [2]) (§ 223) —

[1]) **in brackets** sulgudes
[2]) **ac'cording to the sense** vastavalt mõttele

1) ... children went to bed first. (*young*) 2) My sister is ... than my brother. (*young*) 3) I am not so ... as I once was. (*young*) 4) This flower is as... as that one. (*pretty*) 5) This kitten is ... than that one. (*pretty*) 6) She is ... of all the girls, I think. (*pretty*)

II. Fill in the words omitted [1]) **(§§ 223—226) —**

1) Peter is ... old ... Tom. 2) Tom is older ... his brother. 3) Who is the oldest ... the family? 4) Summer is warmer ... winter. 5) A motor-car is slower ... an aeroplane. 6) Summer is the warmest ... the four seasons. 7) My hands are cold ... ice. 8) Odessa is not ... big ... Leningrad.

III. Fill in the positive, comparative or superlative degree of the adjectives in brackets (§§ 223—225) —

1) This cake is ... than that one. (*good*) 2) This stove is ... of all. (*big*) 3) Jack was ... with his present than Henry was. (*pleased*) 4) I think that I am ... of fire than of anything. (*afraid*) 5) We hear about many ... deeds, and each one seems ... than the last. (*heroic*) 6) She is ... of all the girls that I know. (*beautiful*) 7) The weather was cold, and so he put on ... clothes that he had. (*warm*) 8) I am sure that you are not ... than I am. (*young*)

IV. Make adverbs of the following adjectives and fill in the blanks with suitable ones (§ 227) —

clever, different, pleasant, nice, pretty, bright, quick, bad, beautiful, good, cruel, happy, gay, kind.

1) The girls played ... in the garden. 2) She smiled .... 3) The children walked ... out of the room. 4) She laid the table .... 5) He did his work .... 6) The boys made the kite .... 7) Bob writes very ... from Enn. 8) The sun shone ... that day. 9) The pupil answered the question very .... 10) She spoke ... to the little boy. 11) The boy hit the dog ... with a stick. 12) She dresses her baby very .... 13) They danced ... all evening. 14) He paints pictures ....

V. Put the italicized verbs into the future (§ 108) —

1) He *is* twelve years old. 2) *Do* they not go to the cinema with you? 3) I hope we *are* not late. 4) I *was* ready at six o'clock. 5) *Do* they do this exercise without help?

VI. Fill in the blanks, using the Present Tense, the Present Continuous Tense or the Future Tense of the verbs in the margin (§§ 104, 106, 108, 114) —

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[1]) **o'mitted** vahele jäetud

1) In autumn the forest ... the same as it ... in summer.	not + be, be
2) If the boys ... to the forest on Sunday as they ... to, they ... that the leaves on the trees ... yellow, red and brown, and that they ... to the ground when the wind	go want, see be, fall blow
3) Soon all the leaves ... and the trees ... bare.	fall, be
4) In winter most people ... to the forest for pleasure.	not + go
5) Only those who ... ski-ing [1]) ... there.	like, go
6) Leo ... skating better than ski-ing and so he ... to the forest in winter. He ... to the skating-rink.	like not + go, go

VII. Write the following sentences, using the shortened forms of the verbs (§§ 40, 49, 54, 60) —

1) She is not ill. 2) I am ready. 3) Is he not here? 4) Will you not help me? 5) I shall not be there. 6) It will be too late soon. 7) I have not the book that you need. 8) Do you not think that it is time to go? 9) He will come in a minute. 10) We did not know anything about it. 11) I hope we shall not be late. 12) He does not want to go home. 13) They are going to play in the garden. 14) It is too late to go to the forest. 15) I will ring her up and let her know.

LESSON SEVEN.

A VISIT.

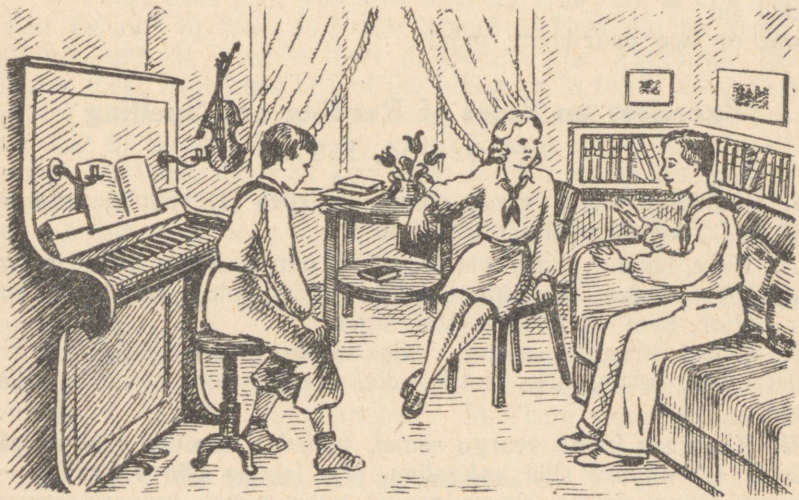
Last week my school-friend, Enn Tammist, who lives with his parents in a nice little house about twelve **kilometres** from Tallinn, invited me to spend the **week-end** with him. Enn and his father, who is an **engineer**, go to town every day **except** Sunday. Enn goes to school and his father goes to work. They take the **electric** train. Enn has two sisters, one older and one younger than he is, and a **small** brother.

Well, **I got out** of the electric train at Enn's **station** on Saturday afternoon and walked to the Tammists' house. There is a **large** garden round it. I went in at the **gate** and walked **along** the **path** to the **front** door. **In front of** the house there are many flowers and a large tree, but its leaves were already yellow and brown. Behind the house there are **a few** fruit-trees.

[1]) **ski-ing** ehk **skiing** ['ʃiːiŋ, 'skiːiŋ] suusatamine

I rang the bell and Enn's sister Mall opened the door. I **asked for** Enn, and she told me to come in. I **hung** up my hat and coat, and then she **took** me into the living-room. Here was Enn, who came forward smiling. He **shook** hands with me and said, "Toomas, let me **introduce** you to my mother."

"Mother," he said, "this is my friend Toomas Telling. You know all about him from me, I'm sure." Enn's mother said, "How do you do? I'm very glad to **meet** you." I said "How do you do?" to her, shook hands, and then we all sat down.



The living-room is a large room about five metres long by four metres **wide.** One or two good **water-colours** hung on the walls, and there was a piano on one **side** of the room. The whole family likes music very much, and most of them play or sing. Enn's little brother, Mart, is learning to play the violin.

On the other side of the room there was a large sofa. On a small table near the window there were some beautiful flowers and a few **newspapers** and **magazines.** The shelves round the walls were full of books.

While we were talking, Enn's mother came in. "Dinner is ready," she said. We went to the **dining-room** and sat down to

Exceptions — kilometre, magazine, piano, soup, visit.

dinner. First we had soup, then **fish** and potatoes, and after that sweet apples from the garden.

(To be continued.)

Proverbs. Hunger is the best sauce.
Enough is as good as a feast.

Explanatory Notes.

I rang the bell ma helistasin
how do you do? tere! (*sõna-sõnalt* kuidas te elate?)
five metres long by four metres wide viis meetrit pikk ja neli meetrit lai
one or two paar-kolm; mõni

Exercises on Rules of Reading and Spelling (§§ 42—54, 118).

I. Kirjutada kahte veergu sõnad, milledes (1) rõhuline silp on kinnine, (2) rõhuline silp on lahtine —

A. sixty, banner, duty, winter, poem, minus, butter, baby, under, sofa, Peter, doctor, washing, button, rider, going, number, flier, later, letter, symbol, lion, crystal, tiger.

B. table, struggle, metre, rifle, apple, bugle, little, centre, kettle, cycle, settle, able, bottle, idle, simple, noble, middle, title, jungle.

II. Kirjutada kahte veergu sõnad, milledes rõhulise silbi vokaal loetakse (1) kinnise silbi vokaalina, (2) lahtise silbi vokaalina —

even, seven, driver, clever, travel, ever, novel, proverb, never, level, river, over.

III. Kirjutada kahte veergu sõnad, milledes (1) täht *r* on vokaali järel ja (2) täht *r* on kahe vokaali vahel —

thirty, Mary, morning, era, firmly, army, parents, German, hero, forty, story, during, firing, corner, pardon, sharer, garden.

IV. Kirjutada kahte veergu sõnad, milledes rõhuta silbi vokaal (1) loetakse [ə], (2) ei loeta —

paper, open, pupil, lesson, doctor, slogan, sentence, pencil, little, signal, brother, student, table, absent, parcel, order, grammar, pardon, mortar.

V. Lugeda järgnevad sõnarühmad, asetades rõhu põhiverbile —

he is walking, she is writing, we are reading, they are swimming, it is crying, I am coming, you are going.

VI. Lugeda järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

the next page	the left side	the big shelf
the best book	the black desk	the left hand
the red apple	the green grass	the long dress
the fat cook	the brown dog	the grey cat

Exercises to the Text.

I. Answer the following questions —

1) Where does Enn Tammist live? 2) How far is Enn's home from Tallinn? 3) What is Enn's father? 4) How do the Tammists go to town? 5) What is there in front of the Tammists' house? 6) Are there fruit-trees behind the house or in front of it? 7) Who opened the door when Toomas rang the bell? 8) Whom did Toomas ask for? 9) What did Enn do when Toomas came into the living-room? 10) What did Enn say when he introduced Toomas to his mother? 11) What did Enn's mother say? 12) What was there on a small table near the window of the living-room? 13) What had they for dinner?

II. Construct [1]) questions about the italicized parts of the following sentences —

1) He walked *along the path.* 2) Toomas spent the week-end *with Enn.* 3) There were flowers *in front of the house.* 4) Enn introduced Toomas *to his mother.* 5) There were shelves *round the walls.*

III. Fill in the blanks with prepositions —

1) He went in ... the gate. 2) He hung up his overcoat before he went ... the living-room. 3) There was a book-case ... one side ... the room. 4) Enn's mother knew all ... Toomas ... Enn. 5) The table stood ... the window. 6) They went ... the dining-room. 7) We walked ... Maxim Gorky Street. 8) The whole family was ... home ... Paul, who is in the Soviet Army.

IV. Fill in the blanks with words which are opposite in meaning [2]) to those italicized —

1) This tree is *small*, but that one is ... . 2) Tom stood ... Bob, and Mike *behind* Bob. 3) The front door was *shut*, so we went to the back door, and found it ... . 4) Her nose was *ugly*, but her mouth and eyes were ... .

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[1]) **construct** [kən'strʌkt] moodustage
[2]) **opposite in meaning** vastandtähendusega

V. Translate into English, using *very* or *very much* —

1) See õun on väga magus.
2) Ma armastan väga õunu.
3) Laps oli väga väike.
4) Ta veetis aega väga hästi.
5) Ma tahan väga tutvuda teie sõbraga.

VI. Fill in the blanks with suitable words from the text —

1) We go into a house by a door, and into a garden by a ...
2) As I was going home, I ... my old friend Robert Smith in the street.
3) The streets in Leningrad are very ...
4) Most people who like music play the ... or the ...
5) The ... of the Moscow metro are very beautiful.

VII. Read and translate into Estonian —

1) 'Last 'week[2] I in'vited my 'school-friend[2] to 'spend the 'week-end 'with me.[1]
2) We 'always 'take the e'lectric 'train[2] when we 'go to 'Tallinn.[1]
3) In 'front of the 'house[2] there is a 'large 'tree.[1]
4) 'Enn's 'sister[2] 'told me to 'come 'in.[1]
5) "'Let me intro'duce you[2] to my 'friend," she said.[1]
6) "'How do you 'do?[1] I'm 'very 'glad to 'meet you," I said.[1]

VIII. Translate into English —

1) Nad istusid lõunastama. 2) Ennu ema istus sohval. 3) Lubage teile tutvustada mu sõpra Leo Kuusikut. 4) Ta viis mu söögituppa. 5) Ta võttis laualt ajakirja ja hakkas seda lugema. 6) Ta raputas puud ja mõned õunad kukkusid maha. 7) Ma surusin oma seltsimehe kätt. 8) See tuba on neli meetrit pikk ja kolm meetrit lai. 9) Toa ühes seinas (ühel küljel) oli klaver, teises seinas — sohva. 10) See pilt on kõige ilusam. 11) Paljud õpilastest olid juba klassis. 12) Meie sõitsime omnibusega, aga tema — trammiga.

IX. Make a few sentences about a garden —

(Whom do you know who has a garden? Are there flowers in the garden? Are there any roses there? Are there fruit-trees in the garden? Do you like to work in a garden? Does it help to make your body strong?)

X. Name all the things that you know which are (1) in a living-room, (2) in a dining-room.

XI. Make a few sentences about a living-room or a dining-room.

Grammar Exercises (§§ 178—185, 197—202).

I. Translate into Estonian (§§ 178—180) —

1) I have a few apples, and I shall give them to the children. 2) He has few English books; he won't be able to give you any. 3) There is very little time before the train leaves. I don't think you will have time to tell him the whole story. 4) There is still a little time. You will have time to tell him the story.

II. Fill in the blanks with *few, a few, little, a little* (§§ 178—180) —

1) I have ... tea. Will you please buy some? 2) There is ... butter in that dish. Eat it with your bread. 3) He has ... English books, and I am sure he will be able to give you one. 4) As it was a very wet day, there were ... people in the streets. 5) ... children can read when they are only three years old. 6) I should like to spend ... days in the country. 7) In winter there are ... sunny days. 8) Please give me ... ink. 9) There is ... time to go there now. I'm afraid you will be late for school.

III. Fill in the blanks with *much* or *many* (§§ 178—180) —

1) She has ... friends. 2) We haven't ... time and I don't want to be late. 3) ... spring flowers are yellow. 4) There is ... long grass in that field. 5) ... people say that this winter will be a cold one. 6) There is ... interesting news in today's paper.

IV. Fill in the definite or indefinite article (§§ 197—202) —

1) My father is ... tall man. 2) My brother has ... violin and he is learning to play it. 3) Do you play ... piano? 4) I like to listen to ... violin over ... radio. 5) Leo took ... apple and Peeter took ... pear. 6) ... sun does not shine brightly in winter. 7) The children sat on ... ground. 8) Our house has two gates, ... big one and ... little one. ... little one is usually open, but ... big one is always shut. 9) Is there ... bookcase in your room? 10) Please sit down on ... sofa. 11) This is ... very small book, but it is very interesting.

V. Fill in the blanks with the Present Tense, the Present Continuous Tense or the Future Tense of the verbs in the margin (§§ 105, 108, 114) —

Bertha Plummer and her father ... at the table in their living-room. Bertha ... a doll's dress and Caleb ... a doll's house.	sit make paint
Caleb ... the house, and ... up from his chair.	finish, get
"I ... some more work," he .... He ... to a shelf and ... some wooden animals from it. "I ...	need, say, go take, paint

these animals," he ... to Bertha. As he ... down again, Mr. Tackleton ... the door and ... in. He ... the animals on the table and ... roughly, "Why ... you ... those animals? I ... wooden soldiers. I ... any soldiers in the shop. I told you that yesterday."

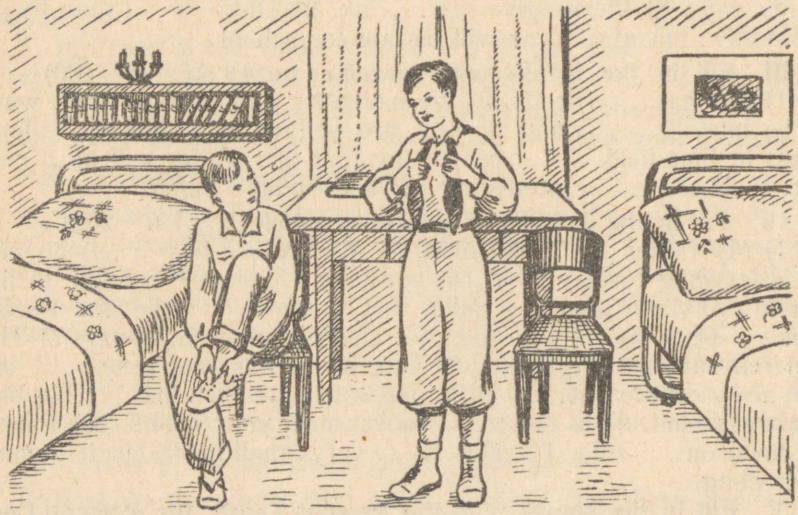
say, sit
open, come
see, say
paint, want
not + have

LESSON EIGHT.

A VISIT.

(Continued.)

When dinner was over, Enn's mother and Mall took the **dishes** to the **kitchen** and washed them while Enn's father, Enn and I went back to the living-room, where Enn's father **had a smoke.**



The younger children went out into the garden to play till **bedtime.** After a quarter of an hour Enn's mother came in, saying, "Mall will bring in the **coffee** and cake in a few minutes." While we were taking our coffee, we **listened** to the news over the radio.

"Will you have another cup of coffee, Toomas?" Enn's mother asked me.

"No, thank you," I answered.

Then Mall played some Tchaikovsky on the piano. She played very well.

It was now eleven o'clock and I was already a little **sleepy**. Enn's father saw this and said to his **son**, "Enn, your friend must be tired. Take him up to your room."

Upstairs there are three **bedrooms** and a **bathroom.** We went to Enn's room and he said, "Here you are. Mother put another bed in my room for you. Make **yourself** at home. If you want to wash, you will **find soap** in the bathroom. Here are your **towels.** There are **sheets,** three **blankets** and one pillow on your bed. Is there anything **else** that you would like?"

"Oh no, there is nothing else," I answered. "I have everything that I want."

Then he said, "I'm afraid that we have breakfast early — about 8 o'clock; but if you sleep late, you can, of course, have it when you get up. Only we shan't wait for you."

"I should like to have breakfast with you," I answered.

"All right," he said. "I shall **waken** you at half past seven. That will give you time to wash and dress before breakfast."

"Good," I said. "Thank you very much. Goodnight."

"What nice people Enn's family are!" I said to **myself** as I **undressed.**

Proverb. It's the early bird that catches the worm.

Explanatory Notes.

after a quarter of an hour veerand tunni pärast
in a few minutes mõne minuti pärast
another cup of coffee veel üks tass kohvi
must be tired on kindlasti väsinud
here you are ole lahke
make yourself at home tee, nagu oleksid kodus
I'm afraid *siin* pean ütlema

Exercises on Rules of Reading and Spelling (§§ 55—59).

1. Kirjutada kahte veergu sõnad, milledes rõhuta silbi vokaal väljendab häälikut [i] **või** [ə] —

began, across, upon, event, along, depend, suppose, forgive, arrive, refuse, suspect, advice, describe, produce, insist, perform, partake, mistake, forget, became, invite, upset, intend, object.

Exceptions — coffee, son, yourself.

II. Kirjutada oleviku partitsiip —

stand, take, help, plane, care, plan, hate, hop, bar, rest, hope, skate, share, sit, make, go, write, tell, fire, shine, back, wash, beg, ring, box, cure.

III. Kirjutada järgnevate verbide põhivorm —

A. making, wiring, selling, saving, robbing, hoping, curing, sitting, closing, stirring, giving, stopping, staring, swimming, taking, thinking.

B. stopped, closed, asked, smiled, shared, barred, dressed, flamed, turned, started, dared, jumped, cured, placed, planned.

IV. Kirjutada algvõrdes —

hotter, safer, thinnest, brighter, smaller, later, richer, finest, happier, bigger, barer, truer.

V. Moodustada nimisõnad —

write, read, ride, share, boil, go, hire, skate, mine, trade, fly, call, swim, stop, think.

VI. Lugeda järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

the red rose, the late hour, the brave boy, the next line, the dark corner, the best worker, the burning house, the first quarter, the third person, the early hour.

VII. Lugeda järgnevad liitsõnad —

an arm-chair, a living-room, a dining-room, a bathroom;
a newspaper, a water-colour, an overcoat, a kilometre;
the fatherland, the motherland, the sunshine, the week-end.

Exercises to the Text.

I. Answer the following questions —

1) What did Mall and her mother do when dinner was over? 2) What did the boys do? 3) What did the younger children do? 4) What did they listen to while they were taking their coffee? 5) Did Toomas have another cup? 6) What did Mall do after that? 7) Was Toomas a little sleepy at eleven o'clock? 8) So what did he and Enn do? 9) What was there on Toomas's bed? 10) About what time do the Tammists have breakfast? 11) At what time will Enn waken Toomas?

II. Fill in suitable words from the text —

1) ... to me and I shall tell you a story. 2) My father likes to ... after dinner. 3) I am always ... at bed-time and fall asleep

at once when I go to bed. 4) People sleep in a bedroom and wash in a . . . . 5) We wash with . . . and water. 6) A bed has a pillow, two . . . and one or more . . . on it.

III. Read and translate into Estonian —

1) She 'asked her 'daughter[2] to 'take the 'dishes[2] to the 'kitchen.[1]

2) "'Will you 'have a'nother 'cup of 'tea?" she asked.[2]

3) 'After a 'quarter of an 'hour[2] he 'came 'back.[1]

4) At e'leven o''clock[2] he was a 'little 'sleepy.

5) 'After 'dinner[2] we 'took 'coffee.[1]

6) "'Make your'self at 'home,[1]" he 'said to me.[1]

7) I 'asked him[2] to 'waken me[2] at 'half 'past 'seven.[1]

8) "'What 'nice 'people[2] 'Enn's 'family 'are![1]" I 'said to my'self as I un'dressed.[1]

9) 'Is there 'anything 'else that you would 'like?[2]

IV. Translate into English —

1) Me kuulasime (*some*) Tšaikovskit raadiost. 2) Mu isa tahtis suitsetada. 3) Mida ma võin veel teha teie heaks? 4) Ann tahaks teiega maale sõita. 5) Millised ilusad lilled on teil aias! (verb *have*.) 6) Milline ilus ilm on täna!

V. Name all the things that you know which are in a bedroom.

VI. Say what you do when you get up in the morning. Use the following words —

put on, clothes, stockings, shoes, bathroom, kitchen, wash, soap, water, hands, face, teeth, dry, towel, have breakfast, tea, coffee, bread, eggs, butter.

Grammar Exercises (§§ 169—170, 186—196, 203—204).

I. Translate into English (§§ 169—170) —

1) Ma vaatasin end peeglist (*mirror*). 2) Tom vaatas end peeglist. 3) Vaadake end peeglist! 4) Ann vaatas end peeglist. 5) Me vaatasime end peeglist. 6) Nad vaatasid end peeglist. 7) Leo ütles endamisi: „Kui kenad inimesed nad on!" 8) Ma tegin, nagu oleksin kodus. 9) „Kui hea ta on," ütles Ann endamisi.

II. Fill in the blanks with the correct reflexive pronouns (§§ 169—170) —

1) The collective farmers hid . . . in the forest where the Germans could not find them. 2) "How kind he is," she said to . . . 3) "You must not let . . . be late, Annie," said Comrade Tamm.

4) "You must not let ... be late, boys," said Enn's father. 5) The old man walked along the street talking to ... 6) I didn't know ... in my sister's clothes.

III. Fill in the blanks with *some, any* or *no* (§§ 186—189) — 1) Is there ... interesting news in the paper today? 2) We have ... coffee, but we have ... tea. 3) Please bring me ... soap. 4) "Did you get ... presents for your birthday?" "Of course, I did."

IV. Fill in the blanks with *anyone, someone, no one, everyone* (§§ 193—194) —

1) ... was glad to hear the good news. 2) ... knew where to go. 3) If you can't find the house, ask ... in the street. ... knows it. 4) I think that there is ... at home, but if you don't find ..., please wait for me. 5) Is there ... there?

V. Fill in the blanks with the definite or indefinite article (§§ 203—204) —

1) When did ... doctor come, in ... morning or in ... afternoon? 2) Which of these books is ... most interesting? 3) ... legs of ... table were round. 4) There was ... little table near ... window with ... magazine and ... newspaper on it. 5) Is this ... house in which Leo and his cousin Eve lived last year? 6) ... oldest son was in ... Soviet Army at that time. 7) ... mother of these children is ill and ... pioneer from our school goes to their house every day to help them. 8) ... most difficult thing is to get into ... train, for there are always very many people. 9) ... book you gave me is very interesting. 10) He came back on ... ninth of May. I think that was ... happiest day in my life. 11) "Please, come to ... blackboard," said ... teacher. 12) Is he in ... sixth or ... seventh class?

REVISION I.

Exercises on Rules of Reading and Spelling (§§ 1—59).

I. Liigitada järgnevad sõnad vastavalt neljale silbitüübile — he, pup, sire, port, hate, pure, hen, sir, here, pull, sit, hat, purr, hop, hare, site, herd, hope, pore, hard.

II. Kirjutada kahte veergu sõnad, milledes sõnalõpuline *s* väljendab (1) helilist häälikut [z], (2) helitut häälikut [s] —

beds, looks, farms, bathes, games, arms, fights, hates, rains, sits, apples, brings, feeds, bats, bags, hears, rats, sings, caps, balls, fires, bites, forks, gives, boys, friends, sees, sleeps, hats, tastes, falls, Jim's, Jack's, Annie's, Mary's.

III. Kirjutada kahte veergu sõnad, milledes sõnalõpuline *d* väljendab (1) helilist häälikut [d], (2) helitut häälikut [t] —

rained, moved, passed, killed, laughed, lived, showed, touched, rowed, jumped, loved, shouted, played, liked, covered, dressed, saved, opened, marched, answered, danced, worked, washed, asked.

IV. Kirjutada mitmuses —

paint, bag, day, face, body, knife, dress, nose, army, hero, skate, shelf, class, country, life, place, rose, baby.

V. Kirjutada järgnevatest verbidest (1) lihtoleviku ainsuse kolmas pööre, (2) lihtminevik, (3) oleviku partitsiip —

work, live, play, skate, dress, fly, touch, hate, cry, hope, dance, stop, kiss, try, hop, plant, answer, reach, add, land, want.

VI. Kirjutada kesk- ja ülivõrdes —

small, large, big, easy, cold, hot, early, quick, long, happy, wide, ugly, clever, funny, fine, nice.

VII. Moodustada määrsõnad järgnevaist omadussõnadest —

late, funny, nice, bright, pretty, rough, fine, usual, happy, cruel, merry, dear, busy, dry, real, quick, clever.

VIII. Moodustada järgarvud järgnevaist põhiarvudest —

three, thirteen, thirty, five, forty, twelve, nine, one, two.

IX. Paigutada järgnevad sõnad näidise kohaselt tabelisse —

Ühesilbilised sõnad		Kahesilbilised sõnad	
Kinnine silp	Lahtine silp	Rõhuline kinnine silp	Rõhuline lahtine silp
badge	page	struggle	bugle

table, bridge, tense, riddle, plunge, since, little, able, sledge, sickle, rifle, later, China, club, bugle, battle, home, centre, help, metre, name, letter, judge, dinner, ridge, sing, badge, jungle, candle, duty.

X. Paigutada omadussõna nimisõna ette, muutes vajaduse korral umbmäärast artiklit —

a man *(young)*, a boy *(American)*, an address *(wrong)*, a voice *(angry)*, a coat *(warm)*, an attack *(sudden)*, a lesson *(easy)*, an order *(rough)*.

XI. Lugeda järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

A. in the bright sun, in the hot summer, in the cold winter, in the best group, in the sixth class, in the pure water, in the second part, in the wooden house.

B. on the next Monday, on her last visit, on the brown sofa, on her white bed, on her square table.

C. of the kind woman, of the brave soldier, of the English book, of the missing money, of the sweet honey.

D. with his clever dog, with its red tongue, with her young teacher, with her left foot, with his pretty mother, with their nice present, with your little brother, with her kind heart.

XII. Lugeda järgnevad sõnarühmad, rõhutades verbi ja määrsõna —

he takes it off, she cuts it up, it drinks it up, she gives it back, he hangs it up, she picks them up, he brings them in, it keeps them off, she sends them out, she lets them in, she turns it on, he turns it off, she ties them up.

XIII. Lugeda järgnevad liitnimisõnad —

football, volley-ball, tea-things, sackcloth;
a school-child, a school-friend, a pencil-box, a copy-book;
the day-time, the bed-time, the sunshine, the doorway;
a toy-shop, a living-room, a dining-room, a bedroom.

Lexical [1]) Exercises.

I. Fill in the blanks with the correct prepositions —

1) She looked ... her baby sister. 2) ... that time there were no large towns there. 3) ... this way we were able to help him. 4) The cup was full ... hot water. 5) We shall go to see her ... the afternoon. 6) Leo is ... the garden ... Peeter. 7) The forest is very pleasant ... summer. 8) I shall spend my holidays ... a different way this winter. 9) The big boys and girls worked ... the fields last summer. 10) All the pupils are working hard ... their English. 11) Her father was ... the front fighting against the Germans. 12) "You cannot go ... school ... three or four days," said the doctor. 13) Bertha Plummer was sitting ... work ... a big table. 14) "Thank you ... the nice present." 15) "You must be kind ... your little sister, Leo," said his mother. 16) I think that tomorrow will be ... today. 17) We rang the bell and asked ... Leo.

II. Make short sentences, using the following expressions —

at school, to school, at the front, to the front, in the forest, at the forest, in the same way, in the room, into the room.

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[1]) **lexical** leksikaalne, sõnavaraline

III. Construct three sentences with the same construction [1] as the following —

The sun made the man take off his cloak.

The boy made the dog go home.

IV. Translate into English —

1) Ta aitas oma emal nõusid pesta. 2) Me vajame enam inglise keele raamatuid. 3) Ta on rahul oma tööga. 4) Me sõitsime maale rongiga. 5) Caleb vaatas oma vana palitut. 6) Lapsed kuulasid juttu. 7) Õpilane ei suutnud vastata küsimusele. 8) Ta kohtas oma onupoega tänaval.

V. Complete the following sentences by adding adverbials of place or time —

1) My father went .... 2) Boys and girls go .... 3) I telephoned to my mother .... 4) They like to swim .... 5) We live .... 6) Let us go for a walk .... 7) We spent three weeks at a collective farm .... 8) They were ....

VI. Bertha Plummer tells about herself —

(My name is .... I live ....)

Grammar Exercises.

I. Arrange [2] the following words so as to make two correct English sentences out of each group, each with a different meaning —

Example. Leo, home, Eve, before, came.

(1) Leo came home before Eve.

(2) Eve came home before Leo.

1) the sun, the wind, to, talked, one day.

2) stronger, the boy, the girl, than, was.

3) the boy, at once, you, to, speak, must.

4) their copy-books, yesterday, the pupils, the teacher, gave.

II. Make the following sentences negative [3] if they are affirmative [4], and affirmative if they are negative —

1) The pupil did not answer the teacher's question. 2) I was sitting in the train at five o'clock yesterday. 3) He goes to the cinema every Sunday. 4) The wind blew hard that day.

III. Make the following sentences interrogative [5] if they are declarative [6], and declarative if they are interrogative —

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[1]) **construction** [kən'strʌkʃn] konstruktsioon, ehitus

[2]) **arrange** [ə'reindʒ] korraldage

[3]) **negative** ['negətiv] eitav

[4]) **affirmative** [ə'fəːmətiv] jaatav

[5]) **interrogative** [intə'rɔgətiv] küsiv

[6]) **declarative** [di'klærətiv] jutustav

1) Did he see the new portrait of Comrade Stalin? 2) The pupil is standing at the blackboard. 3) She likes her new box of paints. 4) They were not having lunch at half past one. 5) Are you not ready to go to school? 6) You must go home at once.

IV. Fill in the blanks with the correct tense (Past or Past Continuous) of the verbs in the margin —

1) She ... in while I ... my homework.	come, do
2) I ... among my books, but I ... find the one I	look, not+can want
3) I ... your mother when I ... to school, but she ... me.	meet, go not+see
4) They ... through the forest at 8 o'clock in the evening.	go
5) At that time we ... in the river near the camp.	bathe
6) When the camp fire ... brightly, all the pioneers ... down round it and ... to sing.	burn sit, begin

V. Fill in the blanks with the correct tense (Present, Present Continuous, Future) of the verbs in the margin —

1) If you ... back in half an hour, I ... ready.	come, be
2) She must buy some buttons; there ... only six here and she ... eight.	be need
3) She always ... to bed about 10 o'clock.	go
4) ... you ... to school now?	go
5) I ... happy only when I ... home.	be, be
6) I ... that story.	not+know
7) ... you ... the birds? How pleasantly they ...	hear sing
8) If he ... Eve, he ... her about it.	see, tell

VI. Translate into English —

1) „Olete valmis?" küsis ta. 2) Ma lõpetan varsti oma kodutöö. 3) On teil viljapuid aias? 4) Leo läks kooli, kui teie nägite teda. 5) Tal on kaks uut sõpra. 6) Kas Mary tunneb teda? 7) Kas olete kodus kell 6? 8) Mis teeb Tom praegu? 9) Leo on Eve onupoeg. 10) Ma mõtlen, et ta on söögitoas. 11) Kas teete seda minu pärast? 12) Enamik puid ei oma talvel lehti.

VII. When you have translated the above sentences, underline all the notional verbs with one line, the auxiliary verbs with two lines and the link-verbs with three lines.

VIII. Make the italicized words in the following sentences plural. Don't forget to make the other necessary changes —

1) The *child's* book was on the table. 2) Is your *sister's* baby a boy or a girl? 3) This *knife* is too small. 4) A *goose* has short legs. 5) A *mouse* has a long tail. 6) That *man's* face is very kind. 7) He often talks about a *hero* of the Great Patriotic War.

IX. Translate into English —

1) Mul on uus raamat Nõukogude kangelastest. See on väga huvitav. 2) Ma arvan, et vihma hakkab sadama. 3) On liiga hilja, et minna kinno. 4) Ta armastab istuda meie akna juures. Aknast me võime näha Punast väljakut. 5) Ta pani kaela oma pioneerisideme. See on uus. 6) „Mis ma nüüd pean tegema?" ütles ta endamisi. 7) Kes kirjutas selle raamatu? 8) Poiss, kes seda ütles, on üks parimaid õpilasi meie klassis. 9) Kumba neist pliiatseist te tahate, rohelist või punast? 10) Pioneerid läksid jõe äärde ja pesid ennast. 11) Riie, mida ma vajan, peab olema kas must või pruun. 12) Kelle idee see oli?

X. When you have translated the above sentences, underline all the pronouns in them and state what kind they are.

XI. Fill in the correct form (positive, comparative or superlative) of the adjective or adverb in brackets —

1) Which of these exercises is the ..., the first or the second? *(difficult)* 2) Toomas's work was not so ... as Enn's. *(hard)* 3) Nobody worked ... at his English than Leo did. *(hard)* 4) Bob was ready ... than Tom was. *(soon)* 5) This lake is much ... than the one near our house. *(large)* 6) Caleb Plummer was not so ...as his daughter. *(clever)* 7) Of all the pupils, Enn speaks English ... *(correctly)* 8) The children were trying to see who could look ... *(funny)* 9) "I want to put on my ... dress," said the little girl *(good)* 10) This is one of ... villages near Leningrad. *(beautiful)* 11) Which is ... day in the year? *(long)* 12) The ... the sun shone, the ... it became. *(bright, hot)* 13) Ring him up. That will be .... *(quick)* 14) Which of these flowers is the ... of all? *(pretty)* 15) The ... thing of all was that I was late for school. *(bad)*

XII. Fill in the blanks with words that are opposite in meaning to those italicized —

1) *Many* buses go along that street, but only ... along this one. 2) Sometimes I have *much* homework and other times only .... 3) There are only *a few* dishes to wash after breakfast, but after dinner there are.... 4) There was ... interesting news in yesterday's paper, but in today's there is only *very little*.

XIII. Translate into English —

1) On teil puid maja ees? 2) Keegi ei teadnud, kust leida palli. 3) Tänan teid, mul on kõik, mida vajan. 4) Enn andis mulle õunu oma aiast. 5) Te leiate oma sulepea kuskilt toast. 6) Ma ei näinud seal kedagi, keda tunnen. 7) Mul ei ole aega oodata. 8) Ma ei näinud teda kuskil. 9) Kas vajate kedagi, kes teid aitaks? (et teid aidata) 10) Ma ei tea sellest midagi.

LESSON NINE.

ANDROCLES AND THE LION.

Once there was a slave in Carthage whose name was Androcles. His master was so cruel to him that he ran away. He hid himself in the forest, but he could find no **food** there and soon **became** very **weak.** One day he came to a large **cave.** He went in, **lay down** and soon **fell asleep.**

Suddenly Androcles heard a terrible **noise.** There was a **wild** animal **somewhere** near. He tried to go away, but at the **mouth** of the cave he met a great lion, which was roaring and making a terrible noise.

"It will kill me," cried Androcles in terror. "What shall I do?"

But to the slave's great **surprise,** the lion came slowly **towards** him. It did not **seem** to be **angry.** Then Androcles saw that it **limped.** He went up to the great animal, **lifted** its paw from the ground and looked at it. He saw a very large thorn in it. He pulled it out and **at once** the lion **felt** better. It began to jump about like a dog and licked the slave's hands and feet with joy.

Now Androcles was not afraid of the lion, and when night came, he lay down **beside** the lion in the cave, and they slept together. In the **day-time,** when the lion killed an animal for food, it always brought some to Androcles. For a few months the two friends lived together in the cave, and Androcles was very pleased with his new life.

But one day, when Androcles was walking about in the forest, some soldiers found him and took him back to his cruel master.

In those days a slave who ran away had to fight a hungry lion in the public arena. Thousands of people came to see the **fight.** Androcles stood in the **middle** of the arena and waited. In a minute there was a terrible **roar** and a lion ran in. In one **jump** it **reached** the slave. Then Androcles shouted not with terror, but

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Exceptions — Androcles, governor, public.

with joy, **for** the lion lay down and began to lick his feet. It was his old friend, the lion of the cave.

The governor of Carthage then **ordered** Androcles to **explain** everything to the people. The slave told his story.

"This is the same lion," he said. "And we love each other like brothers."



The people were very pleased at the story [1]) and they asked the governor to let Androcles live.

"Live and be free," they shouted. "Live and be free."

Others shouted, "Let the lion be free too. Let the lion and the slave be free."

The governor of the town had to **agree.** "Go free," he said to Androcles, "and take the lion with you. You **may** have it."

Explanatory Notes.

became very weak jäi väga nõrgaks
what shall I do? mis ma pean tegema?
in the day-time päeval
the two friends mõlemad sõbrad
in those days tol ajal
in one jump ühe hüppega
let the lion be free laske lõvi vabaks

1) On võimalik öelda "pleased *at* the story" või "pleased *with* the story".

Exercises on Rules of Reading and Spelling (§§ 60—72).

I. Lugeda —

A.

boil	coin	boy	veil	they		book	foot	zoo
oil	join	joy	vein	grey		look	good	too
soil	voice	toy	rein	prey		took	wood	soon
coil	noise	coy	skein	whey		hook	stood	moon

B.

cause	saw	out	round	our	how	power
pause	paw	shout	sound	sour	now	tower
sauce	law	mouth	pound	hour	down	bower
Paul	draw	south	ground	flour	town	flower

II. Kirjutada kahte veergu sõnad, milledes digraaf *ow* loetakse kas [au] või [ou] —

snow, crowd, show, now, low, how, throw, town, allow, know, grow, cow, down, own, slow, grown, row, below, know, blow.

III. Lugeda —

valley	famous	colour	Moscow
alley	nervous	favour	yellow
volley	joyous	ardour	fellow
		odour	window

IV. Lugeda —

tacked — tact	planed — planned	pined — pinned
missed — mist	hoped — hopped	filed — filled
trussed — trust	fused — fussed	liked — licked

V. Kirjutada kahte veergu järgnevad verbid, milledes lõpp *-ed* loetakse [d] või [t] —

begged, closed, camped, passed, worked, used, dressed, lived, filled, placed, stepped, washed, looked, caused, showed, snowed.

VI. Lugeda järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

a sunny morning, a long talk, a red cherry, an English book, a summer month, a strong body, a wooden house, an old man, a hard master, an ugly face, a bright material, a true picture.

the open window, the Arctic Ocean, the windy night, the young woman, the early visit, the late hour, the warm clothes, the icy water, the ugly picture, the sweet apple.

VII. Ülaltoodud sõnarühmades kriipsutada alla määrav artikkel ühe joonega, kui ta loetakse [ði], ja kahe joonega, kui ta loetakse [ðə].

Exercises to the Text.

I. Answer the following questions —

1) What was Androcles? 2) Where did he live? 3) In what country was there once a town by the name of Carthage? 4) Why did Androcles run away? 5) Where did he hide himself? 6) Why did he soon become very weak? 7) Where did he fall asleep? 8) What did Androcles suddenly hear? 9) Why did he try to go away? 10) What did he meet at the mouth of the cave? 11) Did the lion seem to be angry? 12) What was there in the lion's paw? 13) Why did it limp? 14) What did Androcles do when he saw the thorn? 15) What did the lion do then?

II. Construct questions about the italicized part of the following sentences —

1) There was a *wild animal* somewhere near.
2) He met a great lion *at the mouth of the cave.*
3) *Androcles and the lion* soon became friends.
4) *For a few months* the friends lived together in the cave.
5) *Androcles* was very pleased with his new life.
6) One day *some soldiers* found Androcles.
7) Androcles had *to fight a hungry lion.*
8) *Thousands of people* came to see the fight.
9) Androcles stood *in the middle of the arena.*
10) Androcles shouted with joy, *for the lion lay down and began to lick his feet.*
11) The governor of Carthage ordered Androcles *to explain everything.*
12) He had *to agree to let Androcles and the lion go free.*

III. Give the Past Tense of the following verbs —

lie, fall, run, explain, hear, meet, see, go, feel, begin, tell, agree, make, try, go, come, hide, find, sleep, bring, take, stand.

IV. Correct the sense [1]) of the following sentences by using antonyms instead of the italicized words —

1) Caleb Plummer was a *cruel* father. 2) If people have very little food, they become *strong.* 3) The lion is a *small* animal. 4) People usually work *at night.* 5) He was an *old* man about eighteen years old. 6) My dress is quite *old.* I bought it last week.

V. Fill in the blanks with the correct prepositions —

1) They walked for a few hours and then came ... an old house ... the middle ... the forest. 2) ... his great surprise the animal

[1]) **sense** mõte, tähendus

Exlibri...
TARTU ÜLIKOOLI
RAAMATUKOGU

walked slowly ... him. 3) Don't be afraid, go up ... him and speak. 4) She lifted the child ... the floor. 5) ... a minute everyone was shouting ... joy at the news. 6) The lion licked Androcles ... a dog. 7) Sit down ... me and tell me your story. 8) Why are these people coming ... us?

VI. Fill in the blanks with suitable words from the text —

1) He was very sleepy, so he ... down on the sofa and ... at once. 2) She ... to be tired for she was walking very slowly. 3) "Is that true?" he asked in great .... 4) Don't make a ..., the baby is asleep. 5) I am ... with myself because I couldn't answer such an easy question. 6) Annie ... better now; she will come to school tomorrow. 7) He ... them to take the boxes to the station. 8) I ... that you were right and I was not.

VII. Read and translate into Estonian —

1) I 'know a 'boy[2] whose 'name is 'Michael[1]).

2) She was 'ill[2] and be'came 'very 'weak.[1]

3) "'What shall I 'do?" she cried.[1]

4) She was 'not 'smiling,[2] but she did 'not 'seem to be 'angry.[1]

5) An'drocles had to 'fight a 'hungry 'lion[2] in the 'public a'rena.[1]

6) "'Let the 'lion be 'free 'too!"[1] 'cried the 'people.[1]

7) They a'greed to 'come 'back[2] in a 'minute.[1]

VIII. Translate into English —

1) Kuberner käskis Androklost seletada kõik. 2) Ohvitser andis Nõukogude sõduritele käsu tulistada sakslasi. 3) Mõlemad poisid aitasid teineteisel teha kodust ülesannet. 4) Las Tom vastab küsimusele. 5) Nad leppisid kokku, et kohtuvad kell 9. 6) Kas te nõustute minuga? 7) Lapsed karjusid rõõmu pärast. 8) Keset tuba oli suur laud. 9) Rong saabub (reach) Odessasse hommikul. 10) Kahe minuti pärast me jõuame majani.

IX. Imagine[2]) that you are Androcles. Tell your story. Begin like this —

My name is Androcles. I live in Carthage. Once I was a slave. My master was a very cruel man, so I ran away ... .

Grammar Exercises (§§ 70—86, 205—207).

I. Make the following sentences (1) past, (2) future. Add the words *yesterday* or *tomorrow* according to the sense. Translate your sentences into Estonian (§ 78) —

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1) **Michael** [maikl], lühendatult **Mike** — eesti keeles **Mihkel**

2) **imagine** [i'mædʒin] kujutlege

1) I must go there. 2) He must go to the doctor. 3) He must wait for them.

II. Fill in the blanks with *can* or *may* (§ 71) —

1) ... you speak English? 2) I need a pencil. ... I take this one for a minute? 3) You ... come tomorrow at 5 o'clock, I shall not be busy then. 4) Enn ... draw pictures very well. 5) ... you come at 5 o'clock tomorrow? Please come if you are not busy. 6) ... anyone tell me who brought this present? 7) Give me your exercise-books; then you ... go home.

III. Fill in the blanks with the definite article where necessary (§§ 205—206) —

... USSR is a very large country. ... Siberia, ... Byelorussia, ... Kazakhstan, ... Ukraine and ... Crimea are all parts of our country. There are some very big rivers in ... Soviet Union, for example, ... Volga, ... Ob, and ... Lena. In ... United States of ... America, there are also some very large rivers, for example, ... Mississippi. There are some seas near our country, for example, ... White Sea and ... Black Sea. ... Odessa in ... Ukraine and Sevastopol in ... Crimea are on ... Black Sea.

IV. Fill in the definite or indefinite article (§ 207) —

1) My father is ... engineer. He works at ... factory [1]) in ... little town not far from Saratov. It is ... new factory, and it is ... very large one. My father helped to build ... factory.

2) At last Androcles found ... cave. He went in and lay down on ... ground. It was quite dark in ... cave and soon Androcles fell asleep. Suddenly he heard ... terrible roar. "What is that?" said ... slave in terror. "I am sure it is ... roar of ... lion. I must get out of ... cave." He went to ... mouth of ... cave and there he saw ... great animal. Yes, Androcles was right: ... animal at ... mouth of ... cave was really ... lion. "What shall I do?" said Androcles. "... lion will eat me."

LESSON TEN.

SCHOOL-FRIENDS.

A Dialogue.

(At 'school.[1] 'Eve 'Tanner and 'Lydia 'Mandri [2] are 'talking in the **'corridor** [2] 'during the **'interval.**[1])

LYDIA: 'Annie 'isn't at 'school to'day.[1] I **'wonder** 'why.[1] She is 'never 'absent.[1]

Exceptions — busy, floor, lieutenant.

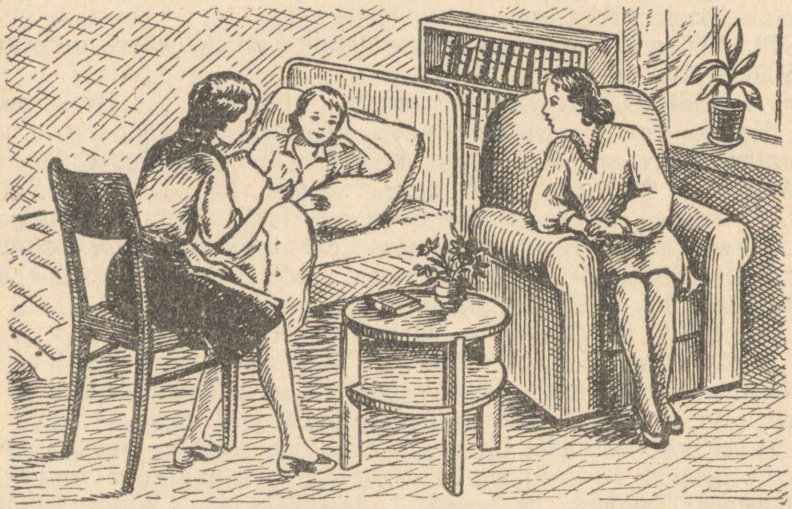
1) **factory** — vabrik, tehas

EVE: **Per'haps** she's 'ill.[1] 'Let's 'go and 'see her after 'school.[1] 'Do you 'know her **ad'dress?** [2]

LYDIA: 'No,[1] but I'm 'sure Comrade 'Tamm 'does.[1] 'Let's 'ask her 'during the 'next 'interval.[1]

(The 'bell 'rings [2] and the 'girls 'go into the 'classroom.[1])

(An 'hour 'later.[1])



LYDIA (*'going 'up to Comrade 'Tamm, their 'teacher*[1]): Comrade 'Tamm,[1] 'do you 'know 'Annie 'Miller's ad'dress? [2] She is 'absent to'day [2] and 'Eve and 'I [2] should 'like to 'go and 'see her.[1]

COMRADE TAMM: 'Yes,[1] she is 'ill.[1] Her mother 'came 'in [2] to 'tell me 'so [2] 'this 'morning.[1] The **'poor** 'girl is 'all a'lone.[1] Her 'mother 'works till 'late 'this 'evening,[2] and her 'father,[2] a lieu'tenant in the 'Soviet 'Army,[2] is a'way from 'home.[1] I 'wanted to 'go and 'see her,[1] but I am 'too **'busy** to'day.[1] If 'you 'two can 'go,[2] I shall be 'very 'glad.[1] She 'lives at '16 'Broad Street,[2] **'flat** '9,[2] on the 'third **'floor.**[1]

EVE: 'Thank you 'very 'much, Comrade Tamm.[1] We shall **'certainly** 'go.[1] (*To 'Lydia* [1]) She 'lives 'quite 'near the 'school.[1] We **'needn't** 'take a 'tram.[1] It's 'only a 'five 'minutes' 'walk from 'here.[1]

(After 'school.[1] 'Eve and 'Lydia are 'walking a'long 'Broad Street.[1])

LYDIA: The **'odd 'numbers** are on 'this 'side of the 'street,[1] 'see?[2] (*She '**points** to the 'number '3 on a 'house.*[1]) We must **'cross** the 'street.[1] Six'teen is an **'even** 'number.[1]

EVE: 'Yes.[1] (*They 'cross the 'street*[2] *and con'tinue on their 'way.*[1]) 'Look![1] 'This 'house is 'No. '10.[1] We shall 'have to 'cross 'that **'side-street**,[2] and 'Annie's 'house will be in the 'next 'block.[1] 'Don't you 'think so?[2]

LYDIA: 'Do you 'think she will be in 'bed?[2]

EVE: 'Yes,[1] of 'course,[1] if she is **'really** 'ill.[2] 'Here is 'No. '14,[1] 'Annie's is the 'next 'house.[1]
(They 'stop in 'front of 'No. '16[2] 'Broad Street.[1])

LYDIA: There's 'only 'one 'doorway.[1] It must be 'here,[2] and 'up the 'stairs.[1] (*They 'go 'up the 'stairs*[2] *'looking at the 'numbers of the 'flats.*[1])

EVE: 'Yes,[1] 'three 'flats on 'each 'floor.[1] 'No. '9 is on the 'third 'floor 'all 'right.[1] (*They 'reach the 'third 'floor and 'find 'No. '9.*[1])

LYDIA: 'There's the 'bell.[1] 'You 'ring,[1] 'will you?[2] I 'wonder 'who will 'open the 'door.[1]
(*A 'voice from in'side*[1]): 'Who's 'there?[1]

EVE: 'That's 'Annie's 'voice.[1] 'May we 'come 'in, Annie?[2] We 'want to 'see you.[1] (*The 'door 'opens*[2] *and the 'girls 'see 'Annie*[2] *'standing in the 'doorway*[2] *with a 'coat on '**top** of her 'nightdress.*[1] *Her 'face is 'red and she 'looks 'very 'hot.*[1])

ANNIE: 'Oh,[1] 'come 'in, girls,[1] 'do![1] I'm 'so 'glad to 'see you.[2] I'm 'all a'lone.[1]

LYDIA ('*shutting the 'door*[1]): 'You 'go 'back to 'bed at 'once, Annie.[1] We shall 'take 'off our 'things[2] and 'then 'come into your 'room.[1] ('*Annie 'goes.*[1])

EVE: She 'looks 'very 'ill,[1] 'don't you 'think so?[2] (*They 'go into 'Annie's*[1] *'room*[2] *and 'see her al'ready 'back in 'bed.*[1])

ANNIE: 'Sit 'down, girls, please.[2] There are **'plenty** of 'chairs.[1] (*Lydia 'sits 'down on a 'chair near the 'bed; 'Eve 'takes an 'arm-chair near the 'window.*[1])

(To be continued.)

Explanatory Notes.

I wonder why ei tea (oleks huvitav teada), miks
an hour later tund hiljem
go and see her teda vaatama minema
to tell me so mulle seda ütlema
is away from home on ära sõitnud
till late this evening täna hilisõhtuni
Annie's is the next house Anne maja on järgmine
we shall take off our things me võtame oma üliriided ära
don't you think so? mis sa arvad? (eks ole nii?)
she looks very hot on näha, et tal on palavik
this morning täna hommikul

Exercises on Rules of Reading and Spelling (§§ 73—79).

I. Lugeda —

A.	rain	chair	day	boat	boar	toe	low	lie	lies	lied
	pain	air	may	coat	oar	foe	blow	tie	ties	tied
	pail	pair	gay	road	roar	goes	snow	die	dies	died
	sail	fair	say	load	soar	floes	show	pie	tries	tried

B.	tea	hear	see	deer	feud	new	due	suit
	sea	ear	bee	beer	deuce	few	sue	fruit
	eat	near	meet	steer	feud	blew	blue	juice
	meat	dear	feet	sneer	deuce	drew	true	sluice

II. Kirjutada kahte veergu sõnad, milledes digraafid on samaväärsed (1) II silbitüübi, (2) IV silbitüübi vokaalidega —

paint, sleep, speak, chair, May, soap, flow, afloat, afraid, air, dye, chew, rear, lie, fruit, pay, free, seat, toes, hear, teeth, steer, knew, beer.

III. Lugeda —

A.	list	—	least	ill	—	eel	dip	—	deep	rich	—	reach
	it	—	eat	kill	—	keel	hit	—	heat	rid	—	read
	did	—	deed	mill	—	meal	cliff	—	leaf	slip	—	sleep
	sit	—	seat	fill	—	feel	live	—	leave	will	—	wheel

B.	marries	married	Willie	Sunday	captain	certain
	carries	carried	Annie	Monday	mountain	curtain

IV. Kirjutada kolme veergu sõnad, milledes digraaf *ea* väljendab häälikuid [i:], [e] või [ə:] —

speak, head, learn, beat, deal, bread, early, seam, dead, team, earn, spread, beam, heard, eat.

V. Lugeda järgnevad laused langeva intonatsiooniga —

A. I'm 'glad to 'hear it.[1]
I'm 'glad to 'see you.[1]
The 'teacher is at 'home.[1]
It 'wasn't 'ready.[1]
She's 'reading a 'book.[1]
He's 'writing a 'letter.[1]
We're 'coming at 'once.[1]
I 'can't under'stand it.[1]

B. 'Come 'in.[1] 'Sit 'down.[1]
'Close the 'door.[1]
'Open your 'books.[1]
'Stand 'up.[1] 'Go 'out.[1]
'Come to the 'table.[1]
'Read 'this 'story.[1]

C. 'How 'hot it is![1]
'How 'late you are![1]
'What a 'cold 'day![1]
'What 'fun![1]

Exercises to the Text.

I. Answer the following questions —

1) When do Lydia and Eve speak to Comrade Tamm about Annie Miller? 2) How does Comrade Tamm know that Annie is ill? 3) What is Annie's address? 4) Why can't Comrade Tamm go to see Annie? 5) How far is Annie's home from the school? 6) Who rings the bell when the girls reach Annie's flat? 7) What does Eve say when Annie asks, "Who's there?" 8) What do the girls do before they go into Annie's room?

II. Answer the following questions —

e. g.[1]) — (a) Who is Annie Miller? (She is Lydia's and Eve's friend.)

(b) What is Annie Miller? (She is a schoolgirl.)

1) What is Annie Miller's father? 2) What is Enn Tammist's father? 3) What is Comrade Tamm? 4) Who is Comrade Tamm? 5) Who is Leo Tanner? 6) What are Leo Tanner and Peeter Raud? 7) Who is Peeter Raud?

III. Fill in the blanks with suitable words from the text —

1) I ... who will get 5 for control-work[2]). 2) They ... the station in plenty of time for the train. 3) What is the ... of your flat? Is it sixteen? 4) He came at ... when I called him. 5) At school there is a short ... after each lesson. 6) He ... the street and walked along the other side. 7) I am sorry, but I am too ... to go to the cinema with you today. 8) She ... to a tall man walking

1) **e. g.** ['i:'dʒi:] = for example, näiteks
2) **control-work** [kən'troulwə:k] kontrolltöö

on the other side of the street and said. "That is my uncle". 9) The workers were very ... before the Revolution, sometimes they couldn't even feed their children.

IV. Read and translate into Estonian —

1) "She does 'not 'know my ad'dress,[1] but I'm 'sure 'you 'do." [1]

2) An 'hour 'later [2] they 'came 'back.[1]

3) 'Annie was 'absent 'yesterday,[2] and she is 'absent a'gain to'day.[1]

4) He 'told me 'so 'yesterday.[1]

5) I was 'all a'lone when she 'came 'in.[1]

6) Her 'brother,[2] an 'officer in the 'Soviet 'Army,[2] is a'way from 'home.[1]

7) 'Does he 'live at '10 'Gorky Street,[2] 'flat '14,[2] on the 'second 'floor? [2]

8) You 'needn't 'bring the 'book,[2] I 'don't 'need it 'now.[1]

9) "'May I 'take 'this 'book?" [2] — "'Certainly." [1]

V. Translate into English —

1) On see tõesti tõsi? 2) Ta viitas põiktänavale, öeldes: „Ta elab kuskil selles tänavas." 3) Kui nad jõudsid jõe äärde, nad istusid ja hakkasid sööma oma keskpäeva-einet (lunch). 4) Ei tea (oleks huvitav teada), kes on meie uus inglise keele õpetaja. 5) Mu isa on kodunt ära. 6) See on hea raamat, eks ole? 7) Ma ei ole kodus enne hilisõhtut. 8) Pange see tekk teiste peale. 9) Ta tuli tagasi kahe tunni pärast. 10) Me peame sõitma trammiga. On liiga hilja, et minna jalgsi.

VI. Tell everything that the girls do on their way to Annie's home. (Use the Present Tense.)

VII. Name all the clothes that you know.

VIII. Describe [1]) the way you go to school (or to a friend's house).

Begin in the following way:

When I go to school, I ...

If I want to go to the house of my friend, I ...

Use the following words —

along, street, cross, round, corner [2]) (if you need it), walk, take the tram, address, floor, number, odd, even, path, doorway, stairs.

IX. Dramatize [3]) the dialogue.

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1) **describe** [dis'kraib] kirjeldage

2) **corner** nurk

3) **dramatize** [d'ræmətaiz] dramatiseerige

Grammar Exercises (§§ 56—57, 64, 208, 236—243).

I. Fill in the blanks with *anything, nothing, something* or *everything* (§ 192) —

1) There is ... on the floor; what is it? 2) I'm sure he will be able to do ... for you. 3) Can I do ... to help you? 4) Nobody knew ... about his plans. 5) I'm afraid I can do ....

II. Translate the following sentences into Estonian (§§ 56—57) —

1) Do come and see me, I'm all alone. 2) I don't know your cousin, but my brother does. 3) "Did you recognize your old school-friend?" — "Yes, I did." 4) I didn't cross the street, did you? 5) Help me with this exercise, Nina, do! 6) He did all the exercises correctly. 7) The first group of skiers didn't reach the village that day, but the second group did.

III. Translate the following sentences into Estonian (§§ 71, 73, 75) —

1) You needn't drink the coffee if you don't like it. 2) You mustn't be late. If you are late, you won't be able to see the film, and you will have to go home. 3) "May I have your English book?" — " No, you can't, I am reading it." 4) "May I speak to the director?" — "No, you can't. He is busy." 5) I must finish this book tomorrow. 6) I can come at 2 o'clock. 7) Tom may go to the cinema, but Leo mustn't, because he has too much home-work. 8) You will have to get a ticket for Mike, but Bob is only four. You needn't get one for him."

IV. Fill in the blanks with *may, can, needn't* or *must* (§§ 71, 73, 75) —

1) You ... take a tram; the place is very far from here. 2) I ... skate and ski, but I ... n't play tennis. 3) "... I speak to you for a moment, Comrade Tamm?" "Yes, you ..." 4) She ... not sleep at night and ... go to the doctor. 5) "You ... buy any bread today," said my mother, "we have plenty for today." 6) We ... take a tram, the place is very near. 7) "... you come with me to the cinema on Sunday? Go and ask your mother if you ..." 8) "... we walk there or ... we take a tram?"

V. Fill in the blanks with the definite article where necessary (§ 208) —

1) I shall go to ... bed at once as I am very tired. We had a long day at ... school today. 2) When I was in ... bed,

Mother came to talk to me. I asked her to sit down on ... bed. 3) I have a cat that likes to lie on ... bed in my room. Sometimes it even gets into .... bed and no one can see it. 4) Yesterday I was not well. I got up as usual, but Mother said, "I see that you are ill. Get back into ... bed at once. I won't let you go to ... school today. I shall go to ... school and tell your teacher that you can't come."

VI. Arrange the following words so as to make correct sentences (statements or commands) (§§ 236—238, 243) —

1) Annie's, yesterday afternoon, I, in, cousin, met, the park.
2) Two, on, put, your, tonight, blankets, bed.
3) Too, he, now, is, to speak, you, busy, to.
4) Two, the street, were, friends, along, walking, the, together.
5) For, today, don't, school, late, be.
6) In, come, half an hour, back.

LESSON ELEVEN.

SCHOOL-FRIENDS.

(Continued.)

LYDIA: 'What's the **'matter** 'with you, Annie?[1] You 'look 'so 'hot![1]

ANNIE: 'Yes,[1] I have 'fever.[1] I 'hope it is 'only the 'grippe[1] and 'not 'something **'worse.**[1] The 'doctor will 'come 'this 'evening,[1] when 'Mother is at 'home.[1]

EVE: 'Can we 'do 'anything 'for you, Annie?[2] Per'haps you would 'like some 'tea?[1] 'I shall 'go and 'put 'on the **'kettle.**[1]

ANNIE: 'Thank you 'so much.[2] I am 'very **'thirsty,**[1] and 'tea is 'always the 'best 'thing when you are 'thirsty,[1] 'isn't it?[1]

(*'Eve 'goes to the 'kitchen.*[1])

LYDIA: Comrade 'Tamm 'wanted to 'come and 'see you,[1] but she is 'too 'busy to'day.[1]

ANNIE: I am 'very 'fond of Comrade 'Tamm.[1] 'She and 'Mother are 'old 'friends.[1]

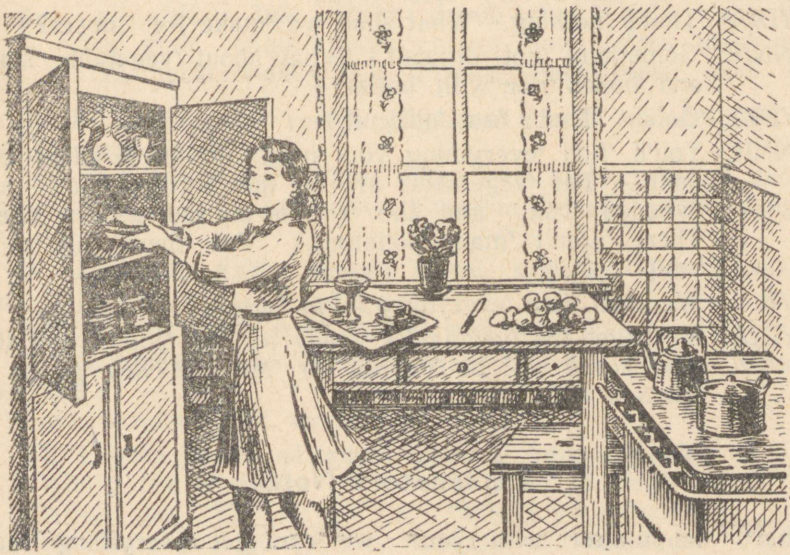
EVE (*'coming 'back from the 'kitchen*[1]): The 'kettle will be **'boiling** 'very 'soon.[1] 'Where do you **'keep** your 'cups and **'saucers,** Annie?[1]

ANNIE: In the 'kitchen **'cupboard,**[2] on the 'top 'shelf.[1] You'll 'find **'sugar,**[2] **'milk** [2] and **'biscuits** [2] on the 'middle 'shelf,[2] and 'bread and 'butter 'too.[1] 'Have 'tea with me,[1] 'will you, girls? [2]

LYDIA: 'Thank you 'very 'much.[1] We should 'like to.[1] It's 'great 'fun to be a'lone [2] with'out 'any **'grown-'ups,**[1] 'isn't it? [1]

ANNIE: 'Yes,[1] when 'you're 'here; [1] but 'not when I'm 'quite a'lone, and 'ill 'too.[1]

('Eve 'brings 'in the 'tea-things. [1])



LYDIA: 'Can you 'read, Annie? [2] 'Do you 'need any 'books? [2]

ANNIE: I can 'read 'only a 'little.[1] I 'get **a 'headache** if I 'read 'much,[2] and a 'headache is 'still 'worse than 'fever.[1] But I should 'like some 'books.[1] 'Have you any 'interesting 'ones? [2]

LYDIA: 'Yes,[1] a 'few.[1] But I can 'bring you 'some from the **'library** to'morrow,[1] if you 'like.[2]

ANNIE: 'Oh, 'do! [1] I shall be 'very **'grateful** 'to you.[1] I 'haven't 'any 'new 'books **'just 'now.**[1]

Exceptions — biscuit, cupboard, headache, library, sugar.

EVE: 'Who 'gets '**supper** [1]) when your 'mother 'comes 'home 'late? [1]

ANNIE: 'I 'usually 'do; [1] but 'Mother will 'have to 'get it **to'night.**[1] 'I 'can't.[2]

EVE: 'What 'time does she 'come 'home? [1]

ANNIE: At 'half past 'nine.[1]

EVE: 'Lydia, [1] 'let 'us 'get 'supper for 'Annie's 'mother. [1] 'We can 'get 'everything 'ready [2]),[2] and 'when she 'comes [2] she will 'have to '**warm** it,[1] 'that's 'all.[2]

LYDIA: 'Yes,[1] 'let's.[1] 'What 'fun! [1]

ANNIE: 'Oh,[1] 'that's 'very 'nice of you.[2]

LYDIA: 'That's 'nothing.[2] 'What shall we 'make for 'supper? [1]

ANNIE: 'Something 'not 'difficult.[1] 'What about '**vegetable 'soup** [2] and 'boiled '**rice** with 'butter? [1]

LYDIA: 'Good.[1] 'That's 'not 'difficult.[2]

ANNIE: You'll 'find 'everything you 'need [2] in the 'kitchen 'cupboard.[1] The 'vegetables are on the '**bottom** 'shelf [2] in a 'wooden 'box,[1] and the 'rice is on the 'second 'shelf.[1] There 'aren't 'many po'tatoes.[1] 'Put them 'all in the 'soup.[1]

EVE: We shall 'find 'everything,[1] I'm 'sure.[1]

LYDIA: We'll 'get the 'vegetables 'ready for the 'soup [2] and then the 'kettle will be 'boiling for 'tea. [1] (*They 'go to the 'kitchen.* [1])

Explanatory Notes.

What's the matter with you? Mis teil viga?
the best thing to do kõige parem
it's great fun on väga lõbus
if you like kui sa tahad
we can get everything ready me võime kõik valmis teha
What fun! Kui lõbus (huvitav)!
that's very nice of you see on väga kena teist

Exercises on Rules of Reading and Spelling (§§ 80—87).

I. Lugeda ja kirjutada kahte veergu sõnad, milledes kaks vokaali moodustavad (1) digraafi ja (2) juhusliku vokaalühendi —

1) **get supper** = prepare supper
2) **get everything ready** = prepare everything

A. toe, goer, goes, floe, poem, poet
B. flies, flier, tie, pies, drier, trial, lion
C. true, bluer, truest, dual, ruin
D. tea, real, people, seat

II. Lugeda —

A.	find	child	high	fight	old	hold
	kind	mild	sigh	bright	told	fold
	bind	wild	sight	might	sold	older
	mind	mild	night	light	bold	folder
	hind	wild	right	tight	cold	colder

B.	all	salt	talk	calm	dance	can't	pass	ask	bath
	ball	malt	chalk	palm	chance	shan't	class	mask	path
	tall	false	walk	half	France	plant	glass	task	lath

III. Kirjutada kahte veergu järgnevad sõnad, milledes täht *a* loetakse [ei] ja [ɑ:] —

last, path, haste, father, lath, bathe, past, faster, change, caster, taste, rather, lathe, after, nasty, stranger, branch, paste, danger, fast.

IV. Kirjutada kahte veergu sõnad, milledes täht *a* loetakse [ɔ:] ja [ɔ] —

want, warm, wash, war, watch, wall, was, walk.

V. Kirjutada kahte veergu sõnad, milledes täht *o* loetakse [ə:] ja [ʌ] —

word, wonder, work, world, won, worry.

VI. Lugeda järgnevad laused langeva intonatsiooniga —

'What's the time? [1] 'How do you 'do? [1]
'Where can I 'find it? [1] 'What's your 'name? [1]
'When are you 'going? [1] 'How 'old are you? [1]

VII. Lugeda järgnevad laused tõusva intonatsiooniga —

A. 'Shall I 'read? [2] 'May we 'come 'in? [2]
'Did you 'find him there? [2] 'Will he 'bring it? [2]
'Must he 'go there? [2] 'Can he 'do that? [2]

B. 'Come 'in, please.[2] 'Sit 'down, please.[2]
'Ring me 'up, please.[2] 'Give me your 'pen, please.[2]

Exercises to the Text.

I. Answer the following questions —

1) What is the matter with Annie? 2) When will the doctor come? 3) What is the best thing to drink when you are thirsty?

4) What does Eve do in the kitchen? 5) Where do the Millers keep their cups and saucers? 6) What do they keep on the middle shelf of the kitchen cupboard? 7) What is worse for Annie, fever or a headache? 8) Who usually gets dinner when Annie's mother comes home late? 9) What do the girls do to help Annie and her mother? 10) What will the girls put in the soup?

II. Fill in the blanks with suitable adjectives from those below —

1) Helen looks .... 2) Your new dress looks very .... 3) My mother looked ... when I told her what I wanted to do. 4) The Plummers' room looked very ... with all the wooden toys on the shelves round the walls. 5) You look ...; why don't you go to bed? 6) Annie looks ... today than she did yesterday. She really looks very .... 7) He is only fourteen, but he looks much ....

tired, funny, pretty, ill, older, surprised, sleepy, worse.

III. Fill in the blanks with the correct prepositions —

1) It is nice ... her to get tea for me. 2) We are very fond ... our pioneer leader. 3) Annie was very grateful ... me ... the magazine that I brought her. 4) The girls got dinner ... Annie's mother. 5) ... that time Annie's father was ... the front. 6) The pupils went ... the class-room. 7) He lives ... 25 Karl Marx Street, flat 15, ... the third floor, but he is away ... home just now. 8) She went back ... bed.

IV. Fill in the blanks with suitable words from the text —

1) When I am hungry I eat, and when I am ... I drink.
2) If you want to make tea or coffee, you must ... some water.
3) We keep dishes in a ... and books in a bookcase.
4) She is only sixteen, but she looks quite like a ....
5) I am very ... for your help; thank you very much.
6) The soup is already cold; let me ... it a little.
7) She is very ... of flowers and has a beautiful garden full of flowers in front of the house.

V. Read and translate into Estonian —

1) "'What's the 'matter with your 'mother? [1] She 'looks 'quite 'ill." [1] — "I'm 'sure she has the 'grippe [1] or 'something 'worse." [1]
2) We 'keep our 'books in a 'bookcase [2] and on 'shelves.[1]
3) "'May we have 'tea with you?" [2] — "'Certainly,[1] 'do, girls.[1]"

4) 'I shall 'have to 'get 'dinner to'day [2] as 'Mother has 'fever.[1]
5) "You will 'find the 'books you 'need [2] in my 'bag." [1]
6) "I'm 'very 'fond of her,[1] and 'she 'likes 'me, 'too." [1]
7) "'Oh,[1] 'that's 'very 'nice of you," she said.[2]

VI. Translate into English —

1) Mis tal viga on? Ta näib nii väsinud. 2) Pangem katel tulele ja joogem teed. 3) Pange need asjad kappi keskmisele riiulile. 4) Kas ma teen praegu õhtusöögi valmis? Me läheme kinno täna õhtul. 5) Oli väga kena teist helistada mulle. Ma olen nii tänulik teile. 6) On väga lõbus käia liuväljal pärast kooli. 7) Kus te hoiate vanu ajalehti? 8) Kui lõbus! Ma tahaksin teha seda! 9) Kõige parem on sõita hommikul esimese rongiga. 10) Te võite õhtust süüa praegu, kui tahate.

VII. Describe everything that Eve does at Annie's flat.

VIII. Say what you must do when you get tea for somebody. Use the following words and expressions —

kitchen, put on the kettle, lay the table, tea-things, cups, saucers, plates, teaspoons, sugar, milk, biscuits, cut [1]), bread, butter, when the kettle boils, make the tea, hungry, thirsty, sit down.

IX. Dramatize the dialogue.

Grammar Exercises (§§ 224—262, 209—218, 118).

I. Complete the question part of the following sentences (§§ 251—256), e. g. —

It 'isn't 'raining,[1] 'is it? [2]
You are 'coming 'home 'early to'night,[1] 'aren't you? [2]

1) It's not dangerous to swim in this river, ... it? 2) That is the kitchen, ... it? 3) You are ready, ... you? 4) We are not going to be late, ... we? 5) You are listening to me, ... you? 6) They are waiting for you, ... they? 7) He is very fond of her, ... he?

II. Arrange the following words so as to make correct sentences (questions, general or special) (§§ 244—250, 257—262) —

1) These, where, did, biscuits, you, nice, buy. 2) Home, tomorrow evening, will, at, you, be. 3) Old, you, how, are. 4) My,

1) **cut** lõikama

who, sister's, found, pen. 5) About, yesterday, you, that, did, speak. 6) No, copy-book, why, there, name, is, on, this. 7) To, yesterday, Annie, you, speak, that, about, did. 8) This, is, without, copy-book, whose, a name.

III. Translate into English (§§ 71, 73, 75) —

1) Te peate talle jaama vastu minema. 2) Ei tarvitse soojendada suppi, see on veel üsna tuline. 3) Kas ta peab kogu aja voodis lamama või võib ta päeval üheks tunniks tõusta? 4) Ta ei või tõusta praegu. Ta võib tõusta alles siis, kui ma ütlen (teile). 5) Teil ei tarvitse mind oodata, ma tulen hilja. 6) Kas ma tohin aidata teid? 7) Mis ma võin teha teie heaks? 8) Ma võin tulla homme kell 6.

IV. Make the following sentences future (§§ 77—78) —

1) You must come to school early. 2) Leo can't come with us. 3) I must speak to your parents. 4) We had to take the morning train. 5) I could not go with them.

V. Fill in the blanks with the correct tense of the verbs in the margin (§ 106) —

1) When she ..., she will have to warm the supper.	come
2) If you ... me what to do, I shall get dinner for you.	tell
3) We shall go when Enn ... ready.	be
4) I shall telephone to her when I ... home.	come
5) Please tell me when you ... news of him.	get
6) I shan't go to the concert if you ... with me.	not + come
7) He will be surprised when he ... you, I am sure.	see

VI. Make the italicized words in the following sentences plural and make all the other changes necessary (§§ 209—213) —

1) He has an *apple* and not a *pear.* 2) I have an English *book.* 3) The teacher gave me a *pencil,* not a *pen.* 4) I saw a little *boy.* 5) He was playing with a *kite* (not a *ball* or a *rope*) in the garden. 6) I found a *potato* on the floor and my mother told me to put it into the box.

VII. Put one line under the words used instead of the indefinite article and two lines under the definite article and those words

that are used instead of the definite article. Then carefully translate the sentences into Estonian (§§ 214—218) —

1) There is butter (and not tea) in this dish. 2) This bread is brown. 3) I like brown bread and my sister likes white bread. 4) Please pass me some bread. 5) Please buy me some sugar. 6) Did you buy the sugar (which I asked you to buy me)? 7) There is no sugar in this dish. 8) Here is your bread. 9) Do you like coffee? 10) Have you any tea? 11) Where is the soap? I want to wash my hands.

LESSON TWELVE.

THE 'WOLF IN 'SHEEP'S 'CLOTHING.

A **'wolf** 'once 'saw some **'sheep** [2] 'feeding at the **'foot** of a **'hill.**[1] 'Wanting to 'eat 'some of them,[2] he 'thought of a **'plan.**[1] He 'put 'on the **'skin** of a 'sheep,[2] and in 'this 'way,[2] 'going 'in **a'mong** the 'sheep,[2] he was 'able to 'kill 'many of them.[1] The 'shepherd did 'not **'recognize** his 'enemy [2] be'cause he **'looked like** a 'sheep.[1]

"'Why do so 'many of my 'sheep **disap'pear?"** [1] he 'asked him'self.[1]

'But,[2] as they **con'tinued** to disap'pear,[2] he be'came 'more 'watchful.[1] At 'last he 'saw the 'wolf.[1] 'Finding a **'thick 'rope,**[2] he 'quickly **'threw** it 'round the 'wolf's **'neck.**[1] 'Then he 'took him to a 'tree [2] that 'grew at the 'top of the 'hill [2] and **'hanged** him.[1]

'Two 'other 'shepherds [2] were 'passing the **'place** at 'that 'time,[1] and they were 'very 'much **sur'prised** [2] to 'see a 'sheep 'hanging from a 'tree [2] at the 'top of the 'hill.[1]

"'What does 'that 'mean, brother?" [1] 'asked 'one of the 'men in sur'prise.[1] "'Is it **'possible** that you 'hang 'sheep?" [2]

"'No," [1] 'answered the 'shepherd,[1] "but I 'hang 'wolves when I 'catch them,[2] 'even if they are 'dressed in 'sheep's 'clothing." [1]

When the 'two 'men under'stood their **mis'take,**[2] and 'saw that 'what the 'shepherd 'said was 'true,[2] they 'said: [1]

"You are 'quite 'right, brother.[1] The 'most 'dangerous 'enemies are 'those [2] who pre'tend to be 'friends." [1]

Proverbs. No one is too old to learn.
It is never too late to learn.
Hear first and speak afterwards.

Exceptions — among, shepherd, wolf.

Explanatory Notes.

he thought of a plan ta mõtles välja plaani

Exercises on Rules of Reading and Spelling (§§ 88—97).

I. Lugeda —

A. Rõhk lõppsilbil:

understand	introduce	correspond	rearrange
undertake	interrupt	contradict	supervise

B. Rõhk lõpust teisel silbil:

remember	imagine	expensive	September	November
consider	continue	collective	December	October

C. Rõhk lõpust kolmandal silbil:

animal	family	yesterday	cardinal	numeral	poetry
hospital	victory	Saturday	circular	funeral	diamond
interval	enemy	holiday	article	unity	violet

D. Rõhk algsilbil:

nature — natural	circle — circular	music — musical
miner — mineral	organ — organize	unit — unity

II. Kirjutada ainsuse 3. pööre ajavormis (1) Present Tense, (2) Past Tense, (3) Present Participle —

pretend, organize, express, introduce, understand, invite, expect, invade, explore, invent, construct, examine, prepare.

III. Moodustada määrsõnad lõppliite *-ly* abil —

pretty, wonderful, happy, extensive, easy, cruel, careful, different.

IV. Moodustada nimisõnad lõppliite *-er* abil —

organize, open, invade, explore, carry, begin.

V. Kujundada nimisõnad, jättes ära liited *-ful* ja *-less* —

useful, helpless, beautiful, wonderful, useless, careful, penniless, careless, friendless.

VI. Lugeda laused —

A. She 'lives 'quite 'near the 'school.[1]
We 'needn't 'take a 'tram.[1]
It's 'only a 'five 'minutes' 'walk from 'here.[1]

B. 'Open the 'door,[1] 'will you?[2]
'Ring me 'up,[1] 'will you?[2]
'Have 'tea with me,[1] 'will you?[2]

Exercises to the Text.

I. Answer the following questions —

1) What did a wolf once see? 2) What were the sheep doing? 3) What did the wolf want to do? 4) Why did the wolf think of a plan to catch some sheep? 5) Where did the wolf go in the skin of a sheep? 6) Why was he able to kill many of the sheep? 7) Why didn't the shepherd recognize his enemy? 8) Who was the shepherd's enemy? 9) What was the question the shepherd asked himself? 10) Why did he become more watchful? 11) What did the shepherd do with the thick rope he found? 12) What did he do then? 13) Who was passing the place at that time? 14) Why were these two shepherds surprised? 15) What question did one of them ask? 16) What answer did the shepherd give? 17) What did the other shepherds say when they saw that what the shepherd said was true?

II. Construct questions about the italicized parts of the following sentences —

1) *The shepherd's* enemy looked like a sheep.
2) The child was dressed in *its mother's* clothes.
3) *The two men* understood *their mistake.*
4) The baby looks like *its father.*
5) He pretended to be *my friend,* but he was *my enemy.*
6) The wolf pretended to be *the little cats'* mother.

III. Fill in the blanks with *very* or *very much* —

1) Caleb and his daughter were ... happy. 2) I should like ... to meet your brother. 3) We were ... surprised to hear the news. 4) I want ... to remain at home today. 5) It is ... possible that I shall go to Tartu next week.

IV. Fill in the blanks with the correct prepositions —

1) The sheep were feeding ... the foot ... a hill. 2) ... this way the wolf was able to kill many sheep. 3) Your sister is looking ... you. 4) Trees grew ... the top ... the hill. 5) We were skating ... that time. 6) The teacher thought ... a game that the pupils could play in English. 7) ... the books lying ... her table

there were a few English ones. 8) "Are you still ... Tallinn?" she said, looking ... me ... surprise. "Didn't you go ... Haapsalu last week?" 9) A rope hung ... the wall.

V. Fill in the blanks with suitable words from the text —

1) She made no ... in her dictation.
2) Lions and tigers are ... animals.
3) The giraffe has a very long ... and so it can eat the leaves of high trees.
4) "Goodbye," he said and ... into the darkness. I never saw him again.
5) "Don't you ... me?" she asked. "I am your old friend Bertha." "Is it ...?" I asked in .... "You look quite different from my old friend." "Don't be ...," she answered. "The Germans nearly killed me."
6) The Soviet soldiers ... hand-grenades at the German tanks, and many of them began to burn.
7) This is the ... where the boy hid the banner from the fascists.

VI. Read and translate into Estonian —

1) 'Wanting to 'kill 'some of the 'sheep,[2] the 'wolf 'thought of a 'plan.[1]
2) The 'shepherd 'took the 'wolf to a 'tree.[1]
3) 'Is it 'possible that you 'read 'this 'thick 'book on 'Sunday? [2]
4) 'Take the 'books,[1] I 'don't 'need them.[1]
5) They were 'passing the 'place at 'that 'time.[1]
6) I 'saw that 'what he 'said was 'true.[1]
7) "'Hang 'wolves when you 'catch them,[2] 'even if they are 'dressed in 'sheep's 'clothing," he said.[1]

VII. Translate into English —

1) See, mis te räägite, on tõsi. 2) Laps oli haige, tal oli palavik. 3) Ta jätkas tööd. 4) Kõige ohtlikumad vaenlased on need, kes teesklevad, nagu oleksid nad sõbrad. 5) Meil on kodus palju neist raamatuist. 6) Mõned neist loomadest on ohtlikud. 7) Lambanahast teeme mantleid, saapaid ja palju teisi asju. 8) Teades, et ma ootan teda, ta telefoneeris mulle.

VIII. Tell the story of the wolf in sheep's clothing.

IX. Make a picture in words, using the Present and the Present Continuous Tenses.

Begin: "It is a bright summer day in the country. I am sitting ..."

Use the following words —

field, hill, river, top, foot, sheep, grass, trees, feed, eat, dog, among, children, bathe, ball, throw, lunch,

and any other words you like.

Grammar Exercises (§§ 263—272).

I. Fill in the blanks with *somewhere, anywhere* and *everywhere* (§ 195) —

1) We didn't go ... last Sunday. 2) You will find the book that you need ... among those on that shelf. 3) I couldn't find my English copy-book ... in my bag. 4) Apples do not grow ... in the USSR. 5) The wounded Soviet soldier gave the banner to a boy and told him to hide it .... "We shall come back," he said.

II. Change the italicized finite verbs into participles (§§ 271—272), e. g. —

A. The shepherd *found* a thick rope, and quickly threw it round the wolf's neck. — *Finding* a thick rope, the shepherd quickly threw it round the wolf's neck.

1) The wolf *wanted* to eat some of the sheep, so he thought of a plan.

2) The shepherd *took* the wolf to a tree, and hanged him.

3) The pupil *knew* that his friend had the book he needed, so he went to his friend's home.

B. A wolf once saw some sheep *which were feeding* at the foot of a hill. — A wolf once saw some sheep *feeding* at the foot of a hill.

1) The two shepherds saw a sheep *which was hanging* from a tree.

2) I looked through the window and saw a tall man *who was coming* to our house.

3) The children saw some Soviet Army tanks *which were moving* along the road to their village, and ran to meet them.

III. In the following passages [1]) put one line under the indefinite article and under those words that are used instead of the indefinite article; put two lines under the definite article and under those words that are used instead of the definite article. Then

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[1]) **passage** ['pæsidʒ] lõige

translate the whole passage carefully [1] into Estonian (§§ 209—213) —

A wolf once saw some sheep feeding at the foot of a hill. As there was a shepherd there, he was afraid to go near them. "I should like to eat a sheep," he said to himself, "I am very hungry, but I am afraid of that man." Then he thought of a plan. Here is his plan. He got the skin of a sheep and put it on, saying to himself, "The man, who is my enemy, will not recognize me because I look like a sheep. I shall go and kill many sheep and have a great feast [2]." The wolf had a great feast, because the shepherd did not recognize his enemy at first. But at last the shepherd saw the wolf. He threw a rope round the animal's neck and caught him. There were some trees at the top of the hill, so the shepherd took the wolf there, and hanged him on a tree.

IV. State which of the following sentences are compound and which are complex. Underline the conjunctive words (§§ 263—265) —

1) That is the man whom I mean. 2) School boys and girls on the collective farms helped to do the work of the men who were at the front. 3) Bertha Plummer did not know that the man for whom they worked was hard and cruel. 4) She was making a doll's dress and he was painting a doll's house. 5) Mr. Tackleton couldn't sing when he worked. 6) School was over and these Lithuanian children were spending their holidays in the country. 7) The fire spread so quickly that the children had no time to go downstairs. 8) They ran in terror from one open window to another but they were afraid to jump. 9) While we were taking our coffee we listened to the news over the radio. 10) At the mouth of the cave there was a great lion which was roaring and making a terrible noise.

LESSON THIRTEEN.

DIFFERENT KINDS OF BUILDINGS

'Thousands of 'years **a'go** [2] 'men did 'not 'live in 'houses [2] like 'those in 'which they 'live to'day.[1] **'Sometimes** they 'lived in 'trees,[1] 'using the 'leaves [2] to 'keep the 'rain 'off.[1] In 'colder 'coun-

[1]) **carefully** hoolikalt
[2]) **feast** pidusöök

tries,[2] and in 'places where there were 'no 'trees,[2] they 'often 'lived in 'caves.[1] If they could 'not 'find a 'cave,[2] they 'made 'big 'holes[2] in the 'side of a 'hill.[1] They 'used 'pieces of 'wood and 'leaves[2] to 'make a 'kind of 'roof at the 'mouth.[1] In 'front of 'such 'cave 'homes,[2] 'these 'men of 'long a'go[2] had to 'build a 'wall of 'stones[2] to 'keep 'animals 'off.[1] 'Later[2] 'men 'learned to 'make 'houses of 'trees[2] in'stead of 'living in 'trees,[1] and to 'use 'dried 'mud for the 'walls[2] and 'grass for the 'roof.[1]

In Egypt they became very clever in the use of dried mud from which they made bricks. The Egyptians dried their bricks in the sun, and soon they became almost as hard as stone. Then with these bricks they made houses and shops and even large public buildings. Some Egyptian buildings, for example, the pyramids, are still standing after many hundreds of years.

The Greeks learned to make buildings out of stone, buildings that were beautiful and useful at the same time. The Egyptians and the Romans built many fine public buildings too, but not one of them was so beautiful as the Parthenon in Athens.

About a hundred years ago, men found a new building material in the ground. They called it cement. Builders put cement, sand and water together to make concrete, a material which is as strong as stone. Today men build roads, bridges, shops and large public buildings of concrete. Concrete is cheaper than bricks. It is easier to build with concrete than with stone. Concrete does not burn like wood. Then it is possible to make concrete grey, pink, yellow, or any other colour. So it is easy to understand why concrete is now taking the place of more expensive building materials.

Proverbs. Everything must have a beginning.
Great things have small beginnings.

Explanatory Notes.

today *siin* tänapäeval
these men of long ago need endiste aegade inimesed
it is easy on kerge
they became very clever nad muutusid väga osavaks
put together segama
it is possible on võimalik

Exceptions — almost, Athens, build, built, example, piece, use, useful

Exercises on Rules of Reading and Spelling
(§§ 98—108, 151).

I. Liigitada järgnevad sõnad näidise kohaselt, arvestades rõhulist silpi —

Rõhuline silp			
Kinnine	Lahtine	r vokaali järel	r vokaalide vahel
assistant	excited	according	desiring

important, inventor, explorer, pretending, preparing, decided, overturn, introduce, understand, overtake.

II. Kirjutada kolme veergu sõnad, milledes esimese rõhulise silbi täishäälik loetakse vastavalt I silbitüübile, II silbitüübile ja III silbitüübile —

adjective, definite, diamond, family, Germany, possible, unity, recognize, Parthenon, opposite, violet, circular, numeral, terrible.

III. Lugeda —

translation	invention	position	e,xami'nation
dictation	collection	condition	i,magi'nation
formation	conjunction	petition	,hesi'tation

IV. Kirjutada kahte veergu sõnad, millede esimene rõhuta silp loetakse [i] ja [ə] —

discover, surround, arrange, exception, construction, perfection, suspended, excited, assistant, surprising, important, according, professor, succeeded, description, inventor, correction.

V. Kirjutada kolme veergu sõnad, milledes rõhujärgne silp loetakse [ə], [i] ja [ju(:)] —

communist, accurate, Italy, elephant, typical, cinema, industry, opposite, absolute, calendar, Canada, syllable, possible, formula, difficult, consonant, enemy.

VI. Lugeda järgnevad laused —

A. 'Ann 'lives on the 'third 'floor.
'How 'ill she looks! [1]
'Go to 'bed at 'once, Annie.[1]
'Who is on 'duty to'day? [1]

B. 'Shall we 'go by 'tram? [2]
'May I 'have 'this 'newspaper? [2]
'Will you 'pass me the 'sugar, please.[2]
'Can you 'tell me the 'time? [2]

Exercises to the Text.

I. Answer the following questions —

1) What did men live in thousands of years ago? 2) What did they often do if they could not find a cave? 3) What did they put on top of these holes to make a roof? 4) Why did cave men [1]) build a wall of stones in front of their caves? 5) What building materials did men first use? 6) What did the Egyptians make bricks from? 7) How did they dry their bricks? 8) How hard were their bricks? 9) What Egyptian buildings are still standing? 10) What building material did the Greeks use? 11) Where is the Parthenon? 12) Where does cement come from?

II. Construct questions asking about the italicized parts of the following sentences —

1) They used the leaves *to keep the rain off.*
2) They called this new building material *cement.*
3) Concrete is now taking the place *of more expensive building materials.*
4) The Romans built *many fine public buildings.*
5) *The Egyptians* built the pyramids.
6) *Concrete* is cheaper than bricks.

III. Fill in the blanks with suitable words from the text —

1) Once men could not cross wide rivers, but now engineers can ... a ... over the widest river. 2) This ... goes all the way from Tallinn to Narva. 3) His fourteenth birthday is the day after tomorrow, so he is ... fourteen now. 4) ..., ..., ... and ... are all building materials.

IV. Complete the following sentences by using a suitable group of words from below —

1) Men made houses of trees instead of ... 2) We took a tram instead of ... 3) Instead of ..., they made it of concrete. 4) Instead of ..., he went to see his friend.

walking to the station; going home early that evening; living in trees; building the house of stone.

[1]) **cave men** koopaelanikud

V. Fill in the blanks with words opposite in meaning to those italicized —

1) Some books are *cheap*, but others are quite . . . .

2) These exercises are not all[1]) *difficult;* in fact they are quite . . . .

3) A German dictionary[2]) is *useless* to me, as I don't know the language, but an English one will be very . . . .

VI. Read and translate into Estonian —

1) I 'met 'Eve at the 'cinema[2] 'two 'days a'go.[1]

2) She 'sometimes 'comes to 'see me,[2] but 'not 'very 'often.[1]

3) They 'planted 'trees[2] to 'keep the 'wind 'off.[1]

4) They 'shut the 'door[2] to 'keep the 'wind 'out.[1]

5) He 'went to the 'skating-rink[2] in'stead of 'learning his 'lessons.[1]

6) 'Bertha was 'very 'clever[2] at 'making 'toys.[1]

7) She is 'beautiful[2] and at the 'same 'time 'very 'clever.[1]

8) It is 'easy to under'stand[2] why 'everybody is 'fond of her.[1]

9) I shall 'have to 'go there at 'once.[1]

VII. Translate into English —

1) Pange mantel selga, see kaitseb teid vihma eest. 2) Selle asemel et helistada, ta kirjutas mulle. 3) Kuivatatud savi ei ole nii hea seinte jaoks kui tsement. 4) See harjutus on sama kerge kui teised (*as others were*). 5) Laagri ligidal oli väike mets. 6) Nad ehitasid puumaju, sest seal oli palju metsa. 7) Ma lähen leiba ostma. Võin osta ka teile, kui soovite. 8) See pliiats asendab (tulevik) vana, mis on liiga lühike. 9) Nad pidid ehitama silla üle jõe. 10) Odavam ja kergem on ehitada maju betoonist kui telliskivist.

Grammar Exercises (§§ 87—102).

I. Fill in the blanks with a suitable present or past participle used as an adjective from those below (§ 97) —

1) . . . fruit and vegetables are very useful. 2) The other two shepherds did not know that the . . . sheep was really a wolf. 3) There were many . . . wooden toys on the shelves in the Plummers' living-room. 4) He came to school with a . . . head. 5) Thanks to[3]) the Soviet Army there are now no more . . . fascists in our country. 6) On Victory Day the streets were full

[1]) **not at all** . . . sugugi mitte . . .

[2]) **dictionary** ['dikʃənri] sõnaraamat

[3]) **thanks to** tänu

of ... people. 7) She put the ... child on the bed. 8) Look at all the ... birds. 9) Never jump on to a ... train.

hanged, bandaged, dried, hated, painted, smiling, flying, sleeping, moving.

II. State whether the *-ing*-forms in the following sentences are (1) present participles, (2) participles used as adjectives or (3) gerunds (§§ 98—102) —

1) Stop *running* in the corridor. 2) Out of the gate came a group of *running* children. 3) He walked there instead of *running* as I told him to, and, of course, was late. 4) Who is that boy *running* along the street? 5) American people often call *talking* pictures "talkies". 6) *Talking* of books, I think most of you read too few books about travel. 7) Children learn very much by *talking* to people about their work. 8) We like *talking* to heroes of the Great Patriotic War.

III. Fill in the blanks with the indefinite article where necessary (§§ 211—214) —

1) The boy took ... stone and threw it over the bridge into the river.

2) In Greece [1]) there are not many trees and so the Greeks made their houses of ... stone or of ... dried mud.

3) When ... mud is dry [2]) it is very hard.

4) The Egyptians made ... bricks out of ... mud.

5) In ... places where there are ... great forests as in Russia, for example, ... men build ... houses of ... wood.

6) There is ... beautiful wood not far from the city.

IV. Put the adverbs in brackets in the correct place in the sentence (§§ 238—239) —

1) The Egyptians dried their bricks in the sun. *(always)* 2) Very long ago, people lived in caves. *(often)* 3) I knew that he was your uncle. *(never)* 4) We go to school at 8 o'clock. *(usually)* 5) He is not late. *(often)* 6) I am in the train at that time. *(usually)* 7) I shall see him again. *(never)* 8) You will not be a school-boy. *(always)* 9) I do not meet him. *(often)* 10) I shall speak to him again. *(never)*

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[1]) **Greece** [gri:s] Kreeka

[2]) **dry** kuiv

LESSON FOURTEEN.

SCHOOL-FRIENDS.

In Lesson Ten we met the school-friends Eve Tanner and Lydia Mandri. In **fact** we met Eve even earlier, in Lesson Six, for she is the cousin of Leo Tanner. If you **remember,** Eve and Lydia went to visit Annie Miller, the third **member** of the **trio,** who was ill. This lesson is the **continuation** of Lessons Ten and Eleven.

(The kitchen in Annie Miller's flat. Eve Tanner and Lydia Mandri are **preparing** vegetables for soup.)

EVE: 'Annie has a 'lot of 'books in her 'room,[1] 'hasn't she?[1]

LYDIA: 'Yes.[1] 'Do you 'think she has 'read them 'all?[2]

EVE: I 'think so.[2] I 'know she is 'fond of 'reading.[1] She has 'read Tol'stoy's "'War and **'Peace"**[2] and 'Pushkin's "Eu'gene O'negin".[1] I 'think she has 'read 'most of the 'Russian **'classics,**[1] and **be'sides** 'that,[2] she 'knows 'many **'poems by 'heart.**[1]

LYDIA: I 'like 'English 'books 'very 'much.[1] I have 'read 'quite a 'lot of 'books by 'Dickens[2] and 'Jack 'London[2] and 'Fenimore 'Cooper[1] — in 'Estonian **trans'lations,** of 'course.[1]

EVE: 'Who is 'Fenimore 'Cooper?[1] I have 'never 'heard of him.[1]

LYDIA: 'Oh,[1] he is an A'merican 'writer[2] who 'wrote 'stories[2] about the 'Red 'Indians.[1] "The 'Last of the 'Mohicans"[2] is his 'best-known 'novel.[1]

EVE: 'Oh,[1] I have 'heard of 'that 'book.[1] 'Leo was 'talking a'bout it the 'other 'day.[1] I've 'read "The 'Three Muske'teers".[1] 'That's by an 'English **'author,**[1] 'isn't it?[2] I've **for'gotten** his 'name.[1]

LYDIA: 'Oh, 'dear, 'no![1] "The 'Three Muske'teers" is by Du'mas,[1] a 'well-known 'French 'writer[2] of the 'nineteenth **'century.**[1] You are 'thinking of the 'picture[2] "The 'Three Muske'teers"[2] that we 'saw at the 'cinema 'some 'time a'go,[1] 'aren't you?[2] 'That 'film is an A'merican 'one,[1] 'don't you re'member?[2] They 'all 'speak 'English 'in it[2] in'stead of 'French.[1]

Exceptions — author, classics, forget, London, novel, pour, trio

EVE: 'Yes,[1] I re'member 'very 'well.[1] 'Look,[1] the 'kettle's 'bo'ling.[1] 'Where's the 'salt?[1] 'Ah,[1] 'here it 'is.[1] (*'Puts 'some in the 'saucepan.*[1]) 'Now,[2] 'put the 'soup 'on[2] and 'let's 'go 'back to 'Annie[2] and 'have 'tea.[1] (*A 'few 'minutes 'later in 'Annie's 'room.*[1] *'Lydia is* ***'pouring*** *'out the 'tea.*[1])

EVE: 'Lydia and 'I were 'talking about 'books, Annie.[1] You have 'read 'very 'many 'books,[1] 'haven't you?[2]

ANNIE: 'Yes,[1] I 'have.[1] I'm 'very 'fond of 'reading[1] and 'Mother 'always 'buys me 'books[2] for 'birthday and 'New Year 'presents.[1]

LYDIA: 'Have you 'heard the 'story of the 'two 'girls[2] who 'wanted to 'give a 'New Year 'present to a 'friend,[2] but they 'didn't 'know 'what to 'send?[2]

ANNIE: 'No, I 'haven't.[1] 'Tell us.[1]

LYDIA: 'One 'said,[1] "'Let's 'give her a 'clock or a 'watch."[1] "'What's the 'use of 'giving her a 'clock?"[1] 'said the 'other.[1] "She 'doesn't 'want 'that.[1] She's 'got a 'clock.[1] And a 'watch is 'too ex'pensive.[1] I 'think we should 'send her a 'book."[1] "'But,"[1] 'said the 'first 'girl,[1] "she's 'got a 'book, 'too,[1] 'hasn't she?"[2]

Explanatory Notes.

I think so seda ma arvan
the other day neil päevil, hiljuti
what's the use of ... mis kasu on (pole mõtet) ...
she's got = she has got
I think we should ... ma arvan, et peaksime ...

Exercises on Rules of Reading and Spelling

(§§ 109—114, 117—119, 123, 125, 132, 134—135).

I. Kirjutada eri veergudesse sõnad ühesuguste konsonantühtedega, mida ei loeta —

knife, autumn, write, whose, half, high, white, caught, column, calf, wrong, know, whom, chalk, bomb, often, brought, talk, palm, wring, stalk, knew, whole, writer, who, walk, bright, known, listen, thought, why, eight.

II. Lugeda —

A. riff — rife — reef — roof — surf | telephone photograph
cliff — life — leaf — hoof — serf | telegraph elephant

B. fill — file — feel — fool — fall
will — while — wheel — wool — wall
till — tile — teal — tool — tall
pill — pile — peal — pool — pall

C. back — bake — beak — book — bark | ice face pence | music
lack — lake — leak — look — lark | nice lace fence | magic

D. buzz breeze size | rise nose has his | hiss tense plus
fuzz freeze prize | wise rose as is | miss sense thus

E. gave five serve solve | shelf — shelves knife — knives
cave drive nerve twelve | leaf — leaves wife — wives

F. bag — badge egg — edge | page range damage
log — lodge leg — ledge | age strange cottage
jug — judge big — bridge | stage ar'range village

III. Moodustada mitmus —

flat, bench, bone, leaf, rope, page, song, stick, sled, sledge, bag, tense, judge, face, road, dress, bridge, coat, dish, leg, fence, flake, wave, knife.

IV. Lugeda —

1) "Of 'course," he said,[1] "I'll 'go there at 'once."
2) "'No," he said,[1] "I've 'never 'been there." [1]
3) "I've 'called 'several 'times," he said,[1] "and 'never 'found you there." [1]
4) 'Then I 'went to 'bed, for it was 'getting 'late.[1]
5) 'Why did she 'come 'now,[1] when we are so 'busy? [1]
6) He 'couldn't 'come,[1] as he was a'way from 'home.[1]
7) The 'sun was 'shining,[1] and 'everything 'looked 'bright.[1]

Exercises to the Text.

I. Answer the following questions —

1) In what lesson did we first meet Eve Tanner? 2) What are Eve and Lydia doing in Annie's flat? 3) What do they talk about while they are preparing the vegetables? 4) What books has Annie read besides "War and Peace" and "Eugene Onegin"? 5) Does Lydia like English books very much? 6) What kind of books does Lydia like very much? 7) Did Fenimore Cooper write books about Indians? 8) What kind of books did Fenimore Cooper write? 9) Who is Leo? 10) In what century did Dumas live?

II. Construct questions asking about the italicized parts of the following sentences —

1) Annie has *a lot of books*.
2) Lydia likes *English books*.
3) Leo was talking about *"The Last of the Mohicans"* the other day.
4) They saw *"The Three Musketeers"* at the cinema.
5) She knew *the poem* by heart.

III. Fill in the blanks with the correct prepositions —

1) Have you read "Peter the First" ... Alexei Tolstoy? 2) They went back ... Annie. 3) I know this story ... heart. 4) They went back ... Annie's room. 5) What shall we get her ... a birthday present? 6) Stone does not burn ... wood. 7) Engineers often build bridges ... concrete. 8) The pyramids are still standing ... many hundreds of years. 9) We like to have buildings beautiful and useful ... the same time. 10) The children were playing ... the sun.

IV. Fill in suitable words from the text —

1) My mother is a ... of the Communist Party and I am a ... of the Young Communist League.[1])
2) I shall never ... my first day at school.
3) Do you ... the name of the well-known American ... who wrote stories about Red Indians?
4) We now have good ... of many English books.
5) A ... is a hundred years.

V. Read and translate into Estonian —

1) 'Are you a 'member of the 'Young 'Communist 'League?[2]
2) She has 'read a 'lot of 'English 'books[2] in 'Russian trans'lations.[1]
3) I 'met her at my 'school-friend's 'house[2] 'some 'time a'go.[1]
4) "They 'haven't been 'here 'yet,[1] 'have they?"[2]
5) She 'often 'came to 'visit me[2] when I was 'ill.[1]
6) The 'book "The 'Three Muske'teers"[2] is by a 'French 'author,[1] 'isn't it?[2]
7) He 'talked to me about 'this 'book[2] the 'other 'day.[1]
8) "'What's the 'use of 'going 'there 'now?[1] It's 'much 'too 'late,"[1]
9) I 'think we should 'give her a 'nice 'book.[1]

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1) **the Young Communist League** [li:g] Kommunistlik Noorsooühing

VI. Translate into English —

1) Ma ei tundnud Peetrit ära, kui nägin teda hiljuti. 2) Mõned pioneerid lugesid, teised mängisid mänge. 3) Nad kohtusid esmakordselt pioneerilaagris. 4) Mis mõte on sinna praegu minna? On liiga hilja. 5) „Kas Ann on siin?" — „Ma mõtlen, et on." 6) Ma nägin teda mõne päeva eest, möödunud kuu lõpul. 7) See on inglise film, kuid too oli ameerika. 8) Mis kasu on temaga rääkimisest? Ta ei saa midagi teha.

VII. Tell the story about the two girls who wanted to send a New Year present to a friend.

VIII. Dramatize the dialogue.

IX. Using the material [1]) of lessons 10, 11, 14, say all you can about Annie Miller, Eve Tanner and Lydia Mandri. (You may add anything you like from your own imagination [2]); for instance [3]), you may describe the appearance of each of the girls.)

X. Make four or more sentences about each of the writers mentioned [4]) in this lesson (or any others you like) —

In what century did he live?

In what country did he live and in what language did he write?

What books did he write?

What books by him have you read?

Grammar Exercises (§§ 120—124, 69).

I. Make the following sentences negative, interrogative and negative-interrogative (§ 120—121) —

1) I have read this newspaper. 2) He has introduced his sister to me. 3) You have made a mistake. 4) She has seen the new picture at the cinema. 5) They have washed their hands. 6) We have finished our homework.

II. Complete the question part of the following sentences (§§ 251—256) —

1) You have read "Anna Karenina", ...? 2) You haven't seen the picture yet, ...? 3) She hasn't got a clock, ...? 4) I have met you somewhere before, ...? 5) We have time to go home first, ...? 6) They haven't been here yet, ...? 7) You have put salt in the soup, ...?

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1) **material** [mə'tiəriəl] materjal
2) **imagi'nation** kujutlusvõime
3) **for instance** näiteks
4) **mentioned** ['menʃnd] mainitud

III. Fill in the blanks with the correct tense (§§ 121—124) —

"... you ... the new picture at the Udarnik Cinema?"	see
"No, I ... it yet, but I hope I ... to go next week. Is it easy to get tickets?" [1]	not+see, can (Future)
"No, it is not, but if you ... in the morning, it is much easier. I ... yesterday morning and we ... our tickets in half an hour."	go go get

IV. Translate into English (§§ 120—124) —

1) Kas olete kuulnud kuulsast (tuntud) ameerika kirjanikust Mark Twainist? 2) Kas olete kuulnud juttu kahest tütarlapsest? 3) Ma ei tundnud teda ära, kui nägin teda eile. Ta on väga muutunud. 4) Ma ei ole veel lugenud seda raamatut. 5) Ma kirjutasin harjutuse. Kas pean selle andma teile? 6) Ma ei saa teile ütelda autori nime, ma olen selle unustanud.

V. Fill in the blanks with *should* or *must* (§ 69) —

1) "You ... not go out in the rain without a coat," said Eve to Mary. 2) Lessons begin at nine o'clock; so everyone ... be here a few minutes before nine. 3) Everyone who goes in a tram or a train or a bus ... have a ticket. 4) You ... go to a pioneer camp in summer; you need country air. 5) I can't answer your question now; I ... speak to the director first. 6) "What do you think? ... I buy a red dress or a blue one for next summer?" "I think you ... get a blue one." 7) ... we do this homework for tomorrow or for Monday?

LESSON FIFTEEN.

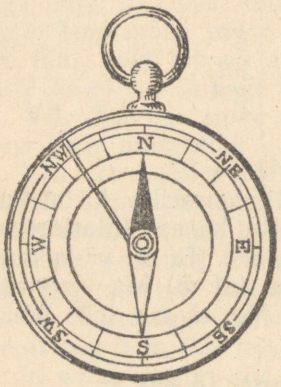
EXPLORING.

When a boy reads about Magellan, the first man to **sail** a **ship** round the world, or Marco Polo, who **travelled overland** to the **Far East** in the thirteenth century, or Papanin and his comrades at the **North Pole**, he will perhaps want to leave his home and **explore** the world.

There have been many great **travellers** who have learned to **observe** things for themselves and to **depend** on themselves in a

[1] **get tickets** saama pileteid

difficulty. But there are other explorers who have never gone far from their own homes.



Schoolchildren can become explorers without leaving the district in which they live. People who observe their own home district carefully learn to understand better other parts of the world and the people who live there.

You will perhaps say, "Oh, I know all about my own village (or my own town)," — but do you?

Have you ever walked right round your village or your town? Do you know all the bridges over the rivers in your district? Where is the highest point near your school? How high is this point above sea level? Could you sit at your desk and make a very simple map of your village?

Have you ever looked at a Government map of your district? From one of these maps you will probably learn many new and interesting facts about places quite near your home. Get such a map of your own district and learn to read it, that is, to understand how map-makers show roads, railways, rivers, bridges, paths and other interesting facts. If you are a true explorer, you will not be happy until you have made a map of your own village.

In the Great Patriotic War, many school boys and girls were able to help the Soviet Army and the partisans because they knew their home district well. Many became scouts and guides because they knew how to observe things and were able to depend on themselves in a dangerous and unknown situation.

WIND AND WEATHER.

The 'South 'Wind [2] 'brings 'wet 'weather,[1]
The 'North 'Wind [2] 'wet and 'cold to'gether.[1]
The 'West 'Wind [2] 'always 'brings us 'rain,[1]
The 'East 'Wind [2] 'blows it 'back a'gain.[1]

Explanatory Notes.

in a difficulty raskes olukorras, raskuses
without leaving ... lahkumata
that is ... s. o.

Exceptions — ever, gone, government, level, observe, travel.

Exercises on Rules of Reading and Spelling
(§§ 115, 120, 127, 133, 146—147, 151).

I. Lugeda —

A.

want	— wane	war	— ware
was	— waste	warm	— ware
squad	— wave	quarter	— square
won	— wove	word	— wore
wonder	— woke	work	— wore
worry	— woe	worm	— swore

B. paw — war — pause new — deuce — Eu'gene
draw — ward — cause few — feud — Eu'phrates

II. Moodustada Past Tense —

hate, pick, warm, reach, hang, rob, skate, watch, fit, place, work, note, boil, drown, paint, change.

III. Lugeda —

A.

picture	nature	nation	ex'ception	E'gyptian
torture	future	station	in'vention	es'sential

B.

Russian	— de'cision	of'ficial	— mu'sician
mission	— di'vision	de'licious	— sus'picion

IV. Anda iga sõna algvorm, jättes ära lõpud —

tries, easier, drying, days, marrying, happily, cried, armies, played, babies, carried, laziest, dutiful, crying, earlier, studying.

V. Lugeda järgnevad sõnarühmad —

A. Rõhk nimisõnal —

at the station, at the theatre, at the lesson;
in the sky, in the corner, in the world;
on the ground, on the shelf, on the table.

B. Rõhk verbil ja nimisõnal —

send the letter, open the door, find the box, put them on the table, put them on the desk.

C. Rõhk asesõnal ja nimisõnal —

all the pupils, all the children, all the toys, all the books, all the pencils, all the pens.

VI. Lugeda järgnevad laused —

1) "'As to 'that," he said,[2] "I'm 'not at 'all 'sure." [1]
2) "'May I 'stay a 'little 'longer?" she asked.[2]
3) A 'wolf 'once 'saw some 'sheep[2] 'feeding at the 'foot of a 'hill.[1]

4) 'Two 'other 'shepherds[2] were 'passing the 'place[2] at 'that 'time.[1]

5) She 'thinks[2] that the 'rose-tree[2] is a 'present from her 'master.[1]

6) 'That 'morning[2] they were 'playing 'games,[2] 'swimming[2] and 'running a'bout in the 'garden[2] as 'usual.[1]

Exercises to the Text.

I. Answer the following questions —

1) Who was the first man to sail round the world? 2) How did Marco Polo travel to the Far East? 3) How did Papanin and his comrades go to the North Pole? 4) How did they come back to the USSR? 5) What do we call people who explore the world? 6) What must travellers and explorers learn to do? 7) What does a Government map of a district show? 8) Why were many school boys and girls able to help the Soviet Army and the partisans in the Great Patriotic War? 9) Why could many of them become scouts and guides?

II. Ask questions about the italicized parts of the following sentences —

1) *When a boy reads about Magellan, or Marco Polo, or Papanin,* he will perhaps want to explore the world.

2) From one of these maps you will probably learn *many new and interesting facts about places near your home.*

3) He knows *all the bridges across the rivers in his own home district.*

4) They all know *how map-makers show rivers, roads, railways, paths, bridges and other interesting facts.*

III. Translate the following sentences into English, using the preposition *without* followed by the *-ing*-form —

1) Õpilased võivad saada uurijaiks, lahkumata piirkonnast, milles nad elavad. 2) Ta lahkus toast sõna lausumata. 3) Ta möödus minust tänaval, mind ära tundmata. 4) Ta läks koju, ootamata oma venda.

IV. Fill in the blanks with suitable words from the text —

1) He found the place without any ....

2) A scout must be able to ... on himself in any situation.

3) I shall ... see him on Wednesday, but I am not quite sure.

4) The work is very ...; you will have no difficulty with it.
5) Potatoes grow very well in our ....
6) When you are learning a language you must ... the words and sentences very carefully and remember them correctly.

V. Read and translate into Estonian —

1) 'Shall you be 'able to de'pend on your'self in a 'difficulty? [2]
2) In 'what 'century [2] did 'Marco 'Polo 'travel over'land to the 'Far 'East? [1]
3) 'This 'clever 'boy will be a 'true 'explorer; [1] he has 'learned to ob'serve 'things for him'self.[1]
4) We can 'learn 'many 'new and 'interesting 'facts [2] with'out 'leaving our 'own 'home 'district.[1]
5) You 'needn't 'take a 'tram; [1] the 'place is 'quite 'near your 'house.[1]
6) She 'left the 'room [2] with'out 'saying a'nother 'word.[1]
7) 'Have you 'ever 'heard about Ma'gellan? [2]
8) He will 'not be 'happy [2] until he 'gets 'this 'book.[1]

VI. Translate into English —

1) See on minu inglise keele raamat; ma ostsin selle möödunud nädalal. 2) See koht (the place) on üsna lähedal meie majale. 3) Kas te võite usaldada end raskes olukorras? 4) Ta teab kõik omaenda piirkonnast. 6) Küla ei olnud suur ja me käisime selle kiiresti läbi. 7) Palun oodake siin, kuni ma tulen tagasi. 8) Ma ootan (tul.), kuni te lõpetate õppimise, siis läheme koos jalutama.

VII. Answer as many of the questions in the text as you can.

VIII. Speak or write about Papanin's expedition [1]) to the North Pole —

(Where did some Soviet planes fly in the summer of 1937? Whom did they carry to the North Pole? Did the four men make a camp on the ice? What did they take with them? Did the planes fly back to Moscow? Did Papanin and his men live on the ice from May 21, 1937 to February 19, 1938? When they were on the ice, did they send news of themselves by radio all over the world? Did they send news of the weather over the North Pole? While they were on the ice, did some Soviet airmen fly to America? What were the names of those Soviet airmen? Did the news of the weather over the North Pole Station help those fliers? Did the four men learn much about the sea and

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[1]) **expe'dition** ekspeditsioon, uurimisretk

the movement [1]) of the ice near the North Pole? Did they show that there was no dry land near the North Pole?)

Grammar Exercises (§ 133).

I. Fill in the blanks with the correct tense of the verbs in the margin (§§ 122—124) —

As you know, Russian people ... always ... great explorers. For example, Afanasy Nikitin ... overland to Persia (Iran) and India in the fifteenth century. He ... a book about the things he	be travel write, see
If we ... at a map of the North, we ... the names of Russian explorers like Bering and Laptev. Early in the nineteenth century a number of [2]) Russian explorers ... in the South Seas and in the Antarctic [3]). They ... important discoveries [4]).	look, see travel make
Between 1871 and 1884 Miklukha-Maklai ... in the South. He ... much about the people he ... with, and then ... about them. Many expeditions ... different parts of Siberia and the Far East.	travel, learn, meet write explore
After the Great October Socialist Revolution, our government ... expeditions to all parts of our great country. Now we ... much more about our country than we ever ... before. ... you ... any books about Russian and Soviet explorers?	 send know know, read

II. Put the following sentences into indirect speech. Do not change the tense of the verb *say* (§ 133), e. g. —

"I like your dress, Eve," she says. — She says she likes Eve's dress.

1) "You are quite right, Mary," he says.

2) "I shall certainly meet him at the station," Eve says.

3) "We have finished the exercises," the girls say to the teacher.

4) "I think that hat is too expensive for you," Lydia's mother says. "You must buy something cheaper."

5) "I have never been to the South," says Jane.

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[1]) **movement** ['mu:vmənt] liikumine
[2]) **a number of** mitmed
[3]) **Ant'arctic** Antarktis, Lõunanabamaad
[4]) **dis'coveries** avastused

6) "I am sure your shoes are in the cupboard," says Leo's mother.

7) "I want to visit Enn tomorrow," says Leo.

III. Put the following sentences into indirect speech (§ 133), e. g. —

"Come in, Tom," he says. He *tells* (*asks*) Tom to come in.

"Don't talk, please," said the teacher to the boys. The teacher *asked (told)* the boys not to talk.

1) "Put on the kettle, Annie," said Annie's mother.

2) "Remain at home," she says to the little boy.

3) "Don't forget to bring me the magazine, Bob," said Michael.

4) "Please introduce me to your friend," says Enn's mother to her son.

5) "Don't pretend to be busy," says the boy's mother.

IV. Join the following simple sentences to make compound sentences. Use the conjunctions in brackets (§ 264) —

1) Some boys and girls like to read much. They sit out-of-doors. They read many books. *(so, and)* 2) They played games in the garden. They went for walks in the forest. (*or*) 3) The children at the camp knew of the treacherous invasion of our country by the German fascists. They did not know what it meant. *(but)* 4) I rang the bell. Enn's sister opened the door. *(and)*

LESSON SIXTEEN.

THE BLIND TOYMAKER.

(In Lessons Three and Four we read about Bertha Plummer, the blind toymaker, and her father Caleb. You remember how Caleb **deceived** his daughter. He never told her the **truth** when the truth was **unpleasant** or ugly. So poor Bertha thought that Mr. Tackleton, their master, was kind and good, when he was really hard and cruel.)

Now a very **sad** thing **happened.** As you know, Bertha **imagined** that Mr. Tackleton was full of **thought** and **care** for her, and she fell in love with him, not with him as he was, of course, but as she imagined he was. One day she heard that he was going **to get**

married. This news gave her so much **pain** that she could not hide it from her father.

"'Great 'heaven!" said he,[1] under'standing the 'truth at 'once.[1] "'Have I de'ceived you,[2] my 'poor 'Bertha,[2] from the 'time you were a 'baby[2] 'only to 'break your 'heart?"[2] 'Bertha 'said 'nothing.[1] She was be'ginning to under'stand.[1] For 'some 'days **'afterwards**[2] she 'went a'bout[2] 'sad and **'silent.**[1]

"'Bertha, my 'dear,"[1] 'said 'Caleb at 'last.[1] "I have 'something to 'say to you.[1] 'Hear me 'kindly,[1] **'though** I have been 'cruel to you."[1]

"'Cruel to 'me?[2] 'You 'cruel to 'me?"[2] 'cried 'Bertha.[2]

"My 'poor 'one,[1] my 'dear 'blind 'daughter,[1] the 'eyes you **'trusted**[2] have been **'false** to you.[1] The 'world in 'which you 'live[2] does 'not **e'xist** as 'I have 'painted it.[1] I have **sur'rounded** you with **'fancies."**[1]

"But 'living 'people are 'not 'fancies, Father;[1] you 'cannot 'change 'them."[1]

"I have 'done so, my 'child.[1] The 'man who is 'getting 'married to'day[2] is 'not the 'man[2] you i'magine he is.[1] He is a 'hard 'master to· us **'both,**[1] 'ugly[2] and as 'hard and **'heartless**[2] as he can 'be."[1]

"'Oh, 'heavens![1] 'How 'blind I have 'been![1] 'How 'could you, Father,[1] de'ceive me, and 'I 'so **'helpless!"**[1]

'Poor 'Caleb 'hung his 'head.[1]

"'Answer me, Father,"[1] 'said 'Bertha.[1] "'What is my 'home 'like?"[1]

"A 'poor 'place, Bertha,[1] a 'very 'poor 'place."

"And the 'presents of 'which I have 'been so 'careful?"[2]

'Caleb did 'not 'answer.[1]

"I 'see,[1] I under'stand,"[1] 'said 'Bertha,[1] "and 'now I am 'looking at my 'kind 'loving 'father.[1] 'Tell me what 'he is 'like."[1]

"An 'old 'man, my 'child,[1] **'thin** and 'grey-'haired,[1] a 'poor, 'tired 'old 'man."[1]

The 'blind 'girl 'threw her'self on the 'floor in 'front of him,[2] and 'took his 'grey 'head in her 'arms.[1] "I have been 'blind," she cried,[1] "'now I 'see.[1] I have 'never 'truly 'seen my 'father.[1] I have been 'happy,[1] but I shall be 'happier[2] 'now that I 'know what you are.[1] I am 'not 'blind, Father,[2] **'any 'longer."**[1]

Exceptions — **both, deceive, done, fancy, heaven, imagine, though, truth.**

Explanatory Notes.

my poor one vaeseke
what is my home like? missugune on mu kodu?

Exercises on Rules of Reading and Spelling.

I. Kirjutada kolme veergu järgnevad sõnarühmad, kus omastava käände lõpp *-'s* loetakse [s], [z] või [iz] —

a girl's hat, a boy's cap, a cat's head, a wolf's neck, our mother's room, her children's toys, my baby's eyes, Michael's book, Jack's pencil, Thomas's parents.

II. Kirjutada algvorm muutelõputa —

likes, places, blocks, benches, barges, hopes, boys, dances, smokes, cries, wives, tenses, prices, cars, matches, boxes, cares, horses, foes, lies, bathes, draws, dresses, waves, skates, baths, tries, voices, cabs, days.

III. Kirjutada Present Participle —

read, beg, take, look, dry, hope, bark, mine, tie, stare, act, ride, lie, smoke, blow, hear, stop, pay, fire, roar.

IV. Liigitada järgnevad sõnad näidise kohaselt eri lahtritesse —

Sõna loetakse				
I tüübi järgi		II tüübi järgi		III tüübi järgi
Monograaf	Digraaf	Monograaf	Digraaf	r vokaali järel
pick	rook	Nile	deal, cool	dark

beef, tack, mark, mile, cliff, page, tool, peak, hoof, badge, serf, meal, knife, curl, take, large, look, mill.

V. Lugeda järgnevad verbid kolmes põhivormis —

do — did — done
go — went — gone
be — was — been
see — saw — seen

throw — threw — thrown
grow — grew — grown
know — knew — known
blow — blew — blown

draw — drew — drawn
fly — flew — flown
show — showed — shown

fall — fell — fallen
beat — beat — beaten
eat — ate — eaten
give — gave — given

shake —	shook —	shaken
take —	took —	taken
write —	wrote —	written
drive —	drove —	driven
ride —	rode —	ridden
rise —	rose —	risen

VI. Lugeda —

1) I 'know she is 'fond of 'reading.[1]
2) I 'think she has 'read 'most of the 'Russian 'classics.[1]
3) 'Jump,[1] 'jump! [1] 'Don't be a'fraid,[1] 'jump! [1]
4) 'Look how 'bright the 'sky is.[1]
5) 'What 'train shall we 'take to'morrow? [1]
6) 'What 'time does she 'come 'home? [1]
7) "'What 'fun!" she said.[1]
8) 'How 'glad I 'am to 'see you! [1]

Exercises to the Text.

I. Answer the following questions —

1) What did Bertha Plummer imagine that Mr. Tackleton was? 2) What happened because she imagined Mr. Tackleton was full of thought and care for her? 3) What news did she hear one day? 4) Did this news give her pain because she loved him, or because she was sorry for the girl to whom he was going to get married? 5) Why couldn't Bertha hide her pain from her father? 6) Why did she go about sad and silent for some days afterwards? 7) What did Caleb say to his daughter at last? 8) Did the world in which Bertha lived exist as her father painted it? 9) Why did Caleb say, "The eyes you trusted have been false to you"? 10) What was Mr. Tackleton really like? 11) Was Caleb sorry when Bertha said, "How could you, Father, deceive me, and I so helpless"? 12) How do you know that? 13) What was Bertha's father really like? 14) Why did Bertha say, "I am not blind, Father, any longer"?

II. Make adjectives from the following nouns by adding the suffix *-ful* (= full of) —

care, help, use, joy, pain, beauty.

III. Make adjectives from the following nouns by adding the suffix *-less* (= without) —

care, help, mother, heart, father, pain, use.

IV. Fill in the correct adjectives from those below —

1) These exercises are very .... 2) How ... the trees are in spring with their young green leaves! 3) Please be ... with these cups and saucers. They break easily. 4) My daughter tries to help me in the kitchen, but sometimes she is ... and breaks dishes. 5) It is ... to go now, no one will be at home. 6) The fascists were very cruel in our towns and villages; they killed many ... babies and left others ... and ... 7) She has a very ... headache. It is ... to make her talk now. Let her lie quietly.

painful, beautiful, helpless, careful, fatherless, useful, motherless, heartless, careless, useless.

V. Fill in the correct prepositions —

1) This cup is full ... water. 2) She couldn't hide her pain ... her father. 3) ... the time when I was a child I lived ... Leningrad. 4) Some children are cruel ... animals instead of being kind ... them. 5) Mr. Tackleton was a hard master ... the Plummers. 6) She is a good mother ... her children. 7) The girl sat ... the floor ... front ... her baby brother. 8) The mother took her baby ... her arms. 9) Why are they looking ... the roof ... the house?

VI. Fill in the blanks with suitable words from the text —

1) The town of Komsomolsk did not ... before the Great October Socialist Revolution.

2) "Keep ...," said the teacher. "I don't want any talking just now."

3) No one will ever forget what ... on the 22nd of June, 1941.

4) When he first came home from the hospital, he looked very ..., but he soon became fatter [1]).

5) She was full of ... for her pupils.

6) Caleb loved his daughter very much; but once his kindness brought her much ....

VII. Read and translate into Estonian —

1) 'Bertha 'Plummer 'fell in 'love with 'Mr. 'Tackleton, the 'toy-merchant.[1]

[1]) **became fatter** kosus (muutus tüsedamaks)

2) She i'magined [2] that he was 'full of 'thought and 'care 'for her.[1]

3) "'Didn't you 'know [2] that she was 'going to 'get 'married?" [2]

4) She 'trusted him,[2] 'though he was 'false to her.[1]

5) He was 'hard and 'cruel to them 'both.[1]

6) 'This 'news 'gave me 'much 'pain [2] and 'almost 'broke my 'heart.[1]

7) When she 'heard 'that,[2] she was 'silent for 'some 'minutes.[1]

8) He was a 'poor, 'tired 'old 'man,[1] 'thin and 'grey-'haired.[1]

VIII. Translate into English —

1) Ma ei tunne end enam väsinuna. 2) Mul on teile midagi ütelda. 3) Ta mõtles, et ta isa on noor ja lõbus. 4) Ärge petke mind; ma olen kindel, et teie ei räägi õigust. 5) Ta ei ütelnud midagi. 6) Keegi ei kuulnud teda, kuigi ta hüüdis mitu korda.

IX. Memorize [1]) and dramatize the conversation between Caleb and Bertha.

X. Make a few sentences about Caleb Plummer. (Use the Past Tense.)

XI. Make a few sentences about Mr. Tackleton. (Use the Past Tense.)

XII. Describe Bertha —

(How old was she? Was she tall or short, fat [2]) or thin? Was her face pleasant or unpleasant? Was her mouth small or large? Was her nose straight or turned-up [3]), large or small? Were her blind eyes open or shut? If open, what colour were they? Was her hair long or short? What colour was it? Were her hands clever? What did she do with them? Was she gay and happy? Why?)

Grammar Exercises (§§ 134—135).

I. Change the following sentences into indirect speech. Do not change the tense of the verb *ask* (§ 134), e. g. —

"Why *do you continue* to deceive me?" asks the boy's mother
The boy's mother asks why *he continues* to deceive her.

---

1) **memorize** = learn by heart, õppige pähe
2) **fat** paks, tüse
3) **turned-up** ülespidi

1) "When did you study history [1]), Father?" asks the boy. 2) "What is the news?" she asks every day. 3) "Why am I so thirsty?" Tom asks. 4) "What have you prepared for dinner?" asks Annie's mother. 5) "Where did you put the milk?" asks Olga. 6) "Who has seen the monkeys at the Zoo?" asks the teacher. 7) "When do you go to bed?" the doctor asks me. 8) "What are you doing on Sunday?" Leo asks Peeter. 9) "What would you like to do during the holidays?" asks Lydia's mother. 10) "Who was the first man to sail round the world?" asks the teacher.

II. Change the following questions into indirect speech (§ 135), e. g. —

"*Can Leo go* to see Peeter?" Enn wonders.

Enn wonders *whether Leo can go* to see Peeter.

"*Does Leo* know that?" I ask.

I ask *whether Leo knows* that.

1) "Is it time to say goodbye?" she asks. 2) "Is there anyone at home?" I wonder. 3) "Have you had dinner?" she asks me. 4) "Will it rain?" I wonder. 5) "Have you time to help me with my homework, Mother?" the boy asks. 6) "Does it often snow in England in winter?" she asks the Englishman. 7) "Would you like to come with me, Annie?" she asks. 8) "Shall I get the vegetables ready for the soup?" asks Mary.

III. Fill in the correct tense (Present Perfect or Past) of the verbs in the margin (§§ 122—124) —

1) ... you ... your homework?	do
2) ... you ... your homework this morning or last night?	do
3) "The eyes that you ... ... false to you," said Caleb.	trust, be
4) Bertha ... Caleb's eyes, and they ... false to her.	trust, be
5) "I ... cruel to you, my dear daughter," said the old man.	be
6) Caleb ... not really cruel to his daughter; he only ... to make her happy.	be want
7) "... you ... your face and hands? Are you ready for breakfast?"	wash
8) ... you ... before breakfast?	wash

[1]) **history** ajalugu

LESSON SEVENTEEN.

SOME WILD ANIMALS.

THE GORILLA.

Have you ever thought why animals are so different from one another? In Africa there is a kind of monkey which **is called** the gorilla. A gorilla can walk on two legs and use its other two legs as arms. It has five **toes** on each foot and the toes on the front feet are almost like fingers.



It is interesting to **study** why the gorilla has had to stand on its **back** legs and use its front legs as arms and its toes as fingers.

Gorillas make their homes in tropical forests near rivers where the trees and **bushes** are very **thick.** So the best place for them to live is the tree tops. When a gorilla wants to go quickly from one place to another, it travels along the **branches,** swinging **itself** from tree to tree. Living and travelling among trees, gorillas have had to use their bodies in different ways from many other animals. As **a result,** their bodies have become **fitted** for the kind of life they live. Gorillas are very large, strong animals, yet they eat only vegetable food, **especially** fruit and **nuts.**

THE TIGER.

In the forests of India there are not so many trees and the bushes are not so thick as they are in the hot wet parts of Africa. This kind of forest is called the jungle. The jungle is the home of the tiger. It is difficult for other animals to see the tiger as it **makes its way** through the long grass, **because of** the black and **orange stripes** on its body. With shining green eyes the tiger runs through the jungle **looking for** food.

Exceptions — **bush, mouse, orange, study.**

The tiger, like the lion, kills and eats the weaker animals that live in and near the jungle. So it must be able to move without making a noise. It must also be able to jump very far **in order to** catch the animal it wants to kill. That is why the tiger has a body that can jump so far, legs that are so terribly strong and **paws** that can walk so **quietly.**



As you see, the tiger's body, too, is also fitted for the kind of life it lives. It is the same with all wild animals. If an animal's body is not fitted for the kind of life it must live, it will **die** in the **struggle** for **existence.**

Proverbs. Nothing falls into the mouth of a sleeping fox.
It's a poor mouse that has only one hole.

Explanatory Notes.

which is called mida nimetatakse
make their homes elavad

Exercises on Rules of Reading and Spelling.

I. Kirjutada järgnevate nimisõnade mitmus —

hour, lady, paint, sofa, toy, tie, dress, mark, fox, march, fog, cart, shirt, hope, price, size, smile, act, tyre, nose, desk, day.

Liigitada kolme veergu nimisõnad, milledes lõpp *-(e)s* loetakse [s], [z] ja [iz].

II. Moodustada ajavormi Present Tense ainsuse 3. pööre —

try, count, work, smile, hope, go, hear, see, blow, lie, say, change, point, care, skate, catch, pay, turn, reach, play, dress.

Liigitada kolme veergu verbid, millede lõpp *-(e)s* loetakse [s], [z] ja [iz].

III. Kirjutada kolme veergu verbid, milledes lõpp *-ed* loetakse [t], [d] ja [id] —

dressed, cared, added, seemed, closed, tried, crossed, wanted, robbed, smiled, mixed, marched, worked, painted, lied, reached,

turned, scored, warmed, packed, formed, played, judged, cried, roared, stopped, used, washed, cured.

Kirjutada nende verbide infinitiiv.

IV. Lugeda põhivormid —

break	— broke	— broken	drink	— drank	— drunk
speak	— spoke	— spoken	sink	— sank	— sunk
choose	— chose	— chosen	sing	— sang	— sung
hide	— hid	— hidden	ring	— rang	— rung
forget	— forgot	— forgotten	begin	— began	— begun
tear	— tore	— torn	swim	— swam	— swum
wear	— wore	— worn			
bear	— bore	— born	come	— came	— come
lie	— lay	— lain	run	— ran	— run

V. Lugeda järgnevad sõnarühmad —

'better ‿ and 'better	'shut ‿ or ‿ 'open	'here ‿ and 'there
darker and darker	drink or eat	there and then
larger and larger	paper or ink	far and near
wider and wider	Peter or I	pure and clear

VI. Lugeda järgnevad laused —

1) 'Can you 'read, Annie? [2] 'Do you 'need any 'books? [2]
2) 'Is it 'possible that you 'hang 'sheep? [2]
3) 'Pass me the 'sugar, please.[2]
4) 'Come and 'see me 'soon.[2]
5) Her 'mother 'came 'in [2] and 'told me 'so [2] 'this 'morning.[1]
6) I have 'read 'quite a 'lot of 'books by 'Dickens [2] and 'Jack 'London [2] and 'Fenimore 'Cooper.[1]
7) It is 'Saturday after'noon [2] and 'school is 'over for the 'week.[1]
8) He 'put 'on the 'skin of a 'sheep,[2] and in 'this 'way,[2] 'going 'in a'mong the 'sheep,[2] he was 'able to 'kill 'many of them.[1]

Exercises to the Text.

I. Answer the following questions —

1) In what country does the gorilla live? 2) What kind of animal is the gorilla? 3) How does the gorilla walk? 4) How does it use its other two legs? 5) What are the toes on its front feet like? 6) Where do gorillas make their homes? 7) Why are the tree tops the best place for them to live? 8) How do

gorillas move from one place to another? 9) What kind of food do gorillas eat? 10) In what country does the tiger live? 11) What is the forest in India usually called? 12) Where do tigers make their homes? 13) Why is it difficult for other animals to see the tiger as it makes its way through the long grass? 14) What kind of eyes has the tiger? 15) What kind of food do tigers eat, meat or vegetable food? 16) Why must a tiger be able to jump very far?

II. Ask questions about the words that are attributes[1] in the following sentences, e. g. —

The tiger has terribly strong legs. *What kind of legs* has the tiger?

1) Gorillas eat vegetable food. 2) They are very large strong animals. 3) Gorillas make their homes in tropical forests. 4) The tiger has long black and orange stripes on its body. 5) It has a body that can jump very far.

III. Arrange the following words in pairs of antonyms —

live, difficult, front, unknown, easy, small, back, strong, peace, pleasant, weak, useful, die, remember, large, top, known, cheap, sad, unpleasant, war, useless, happy, forget, bottom, expensive.

IV. Translate into English, using *without* followed by the *-ing*-form —

1) Keegi ei või saada head hinnet, ilma et ta õpiks hoolsasti. 2) Meie ei saa elada söömata ja joomata. 3) Ta kadus kellelegi sõna lausumata. 4) Vabandage, ma rääkisin mõtlematult.

V. Join the following sentences by changing the second sentence into *without* followed by the *-ing*-form, e. g. —

The tiger can move quietly. *It does not make a noise.*

The tiger can move quietly *without making a noise.*

1) He went home. He did not find his copy-book. 2) We can learn English. We do not live in England. 3) He walked very quickly. He did not stop to rest.

VI. Fill in the blanks with suitable words from the text —

1) Don't make a ... ; everyone is asleep. 2) The apples on the tree were very heavy and the ... broke. 3) ... are like small trees. 4) I like ... soup with very little water in it. 5) People eat many different kinds of ... , like meat, fish, bread, potatoes and vegetables. 6) Some ... animals, like lions and tigers, are terribly dangerous. 7) Many animals and plants die in the ... for existence.

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1) **attribute** ['ætribju:t] täiend

VII. Read and translate into Estonian —

1) His 'mother does 'not 'like the 'kind of 'life he 'lives.[1]
2) 'What 'kind of 'monkey [2] did you 'see on 'Sunday? [1]
3) Does she 'like 'this 'kind of 'book? [2]
4) We must be 'able to 'read and 'write 'English.[1]
5) He 'made his 'way through the 'thick 'forest.[1]
6) She 'left the 'room [2] with'out 'saying a'nother 'word.[1]
7) 'Have you 'ever 'thought why 'English is 'difficult? [2]
8) 'Has the 'little 'girl 'ever 'been to the 'Zoo? [2]

VIII. Translate into English —

1) Kass püüab ja surmab linde ja väikesi loomi. Sellepärast ta liigubki nii tasa. 2) Esimesed inimesed tegid oma elamud puudele ja koobastesse. 3) Ta otsis raamatut raamatukapi ülemiselt riiulilt. 4) Kuigi gorillad söövad taimtoitu, on nad väga tugevad loomad. 5) Ta heitis magama väga hilja, sellepärast ta ei saanud tõusta hommikul ning hilines kooli. 6) Lapsed aitasid üksteisel riietuda. 7) Ta läks vaikselt, et mitte teha müra. 8) Nõukogude tankid tungisid läbi Saksamaa metsade.

IX. Speak about the elephant —

(In what countries do elephants live? Do they live in places where there is long grass and in forests where the trees and bushes are not thick? Which is larger, the Indian elephant or the African one? What kind of food do elephants eat? Do elephants move about in families? Do they all go together to drink in water-holes and rivers? Why is the elephant's skin so thick? Have you ever seen an elephant? Do people ride [1]) on elephants?)

X. Speak about the camel [2]) —

(Do camels live in dry places in hot countries where there is much sand? Is there much or little water in such places? Is there much or little food? Can a camel go without food or water for a long time? Has a camel a hump [3]) on its back? Have some camels two humps? Do camels carry water and food in their humps? Does the camel's hump get smaller if it has to go without food or water for a long time? What does this fact show? Do people ride on camels? Do they use camels to carry things from place to place?)

1) **ride** ratsutama
2) **camel** ['kæm(ə)l] kaamel
3) **hump** küür

Grammar Exercises.

I. Change the following sentences into indirect speech. Do not change the tense of the verb *say* or *ask* (§§ 133—135) —

1) "Have the eyes you trusted been false to you?" asks Caleb. 2) "The world in which you live does not exist as I have painted it," says Caleb to his daughter. 3) "What is my home like?" Bertha asks. 4) "Now I am looking at my kind loving father," says the blind girl. 5) "Tell me what my father is like," she asks. 6) "I have been happy, but I shall be happier now that I know what you are," she says.

II. Fill in the blanks with the definite or indefinite article where necessary (§ 207) —

One day two English boys, who were ... friends of Darwin, the great naturalist [1]), wanted to make him laugh. They caught ... butterfly [2]), ... grasshopper [3]), ... beetle [4]) and ... centipede [5]), and out of them they made ... new bug [6]). They took ... centipede's body, ... butterfly's wings, ... grasshopper's legs and ... beetle's head and glued [7]) them all together. Then, with their new bug in ... box, they went to Darwin's room.

"We caught this bug in ... field," said one of them. "Can you tell us what it is?"

Darwin looked at ... bug and then at ... boys. He smiled and asked, "Did it hum [8]) when you caught it?"

"Yes," they answered.

"Well, then," said Darwin, "it is ... humbug [9])"

REVISION II.

Exercises on Rules of Reading and Spelling.

I. Teha tabel, nagu toodud lugemis- ja õigekirjutusreeglite all § 24, ja asetada vastavaisse lahtritesse järgnevad sõnad —

---

1) **naturalist** ['nætʃərəlist] looduseuurija
2) **butterfly** liblikas
3) **grass-hopper** rohutirts
4) **beetle** põrnikas
5) **centipede** ['sentipi:d] sadajalg
6) **bug** mardikas
7) **glue** kleepima
8) **hum** sumisema
9) **humbug** pettus, ninapidivedamine (*sõnademäng.* sumisev mardikas)

A. cook, coke, her, cap, size, dyke, cur, met, care, out, cut, tyre, mete, gyps, cape, sit, core, Byrd, cute, here, cock, coil, site, car, cord, our, sir, cure.

B. order, human, better, banner, sofa, during, cycle, person, dinner, parcel, tyrant, number, diner, parent, syntax, paper, era, offer, Peter, story, burden, spiral, dirty, myrtle.

II. Paigutada järgnevad sõnad näidise kohaselt tabelisse —

Ühesilbilised sõnad		Kahesilbilised sõnad	
Kinnine silp	Lahtine silp	Rõhuline kinnine silp	Rõhuline lahtine silp
badge	page	apple	cable

tense, sledge, table, centre, bridge, twelve, ladle, judge, riddle, since, bugle, little, sense, range, pulse, ridge, jungle, solve, cycle, cripple, metre, battle, noble, struggle, change, sickle, twelve, pence, plunge, cage, candle, bottle, rifle, fence, twinkle, title, rage.

III. Kirjutada nelja veergu sõnad, millede rõhulise silbi vokaalid loetakse vastavalt I silbitüübile, II silbitüübile, III silbitüübile ja IV silbitüübile —

practical, colony, nursery, pyramid, victory, enemy, ornament, charity, possible, numeral, spherical, cardinal, summary, mineral, purity, mystery, attribute, probable, furious, cylinder, sensible, circular, natural, certainly, continent, origin, history, funeral, firmament, tyranny, sentiment, article, customer, furniture, family, formula, symphony, personal, criminal, regular.

Eelnevais sõnades kriipsutada alla rõhujärgsed lõppsilbid, mis väljendavad (1) vokaalhäälikut [ə] — ühe joonega, (2) vokaalhäälikut [i] — kahe joonega, (3) silpi moodustavaid konsonanthäälikuid [n] ja [l] — kolme joonega.

IV. Kirjutada kolme veergu järgnevad sõnad, milledes keskmine rõhujärgne silp väljendab (1) vokaalhäälikut [ə], (2) vokaalhäälikut [i], (3) konsonanthäälikuid [n] või [l] —

officer, Canada, interval, tendency, institute, probable, general, gentleman, cinema, Africa, recently, elephant, absolute, unity, settlement, elegant, openly, history, animal, spectacle, industry, certainty, energy, constancy, cavalry, suitable, different, factory, syllable.

V. Lugeda järgnevad verbid —

make — made — made
have — had — had

sell — sold — sold
tell — told — told

say — said — said
hear — heard — heard

feed — fed — fed
lead — led — led
read — read — read

hold — held — held
stand — stood — stood
find — found — found

lose — lost — lost
leave — left — left

mean — meant — meant

sleep — slept — slept
feel — felt — felt

meet — met — met
sit — sat — sat

shoot — shot — shot
get — got — got

fight — fought — fought

think — thought — thought
bring — brought — brought
buy — bought — bought

teach — taught — taught
catch — caught — caught

shut — shut — shut
cut — cut — cut
put — put — put
let — let — let
set — set — set

VI. Kirjutada iga sõna algvorm, jättes ära lõpud —

A. facts, dresses, armies, knives, hares, toys, squires, parties, toes, years, barges, losses, cages, clouds, birches, faces, sleeves, apples, nerves, places, torches, bridges.

B. boils, marches, changes, bathes, tries, judges, sees, hopes, cares, plays, roars, ties, skates, frees, flies, passes.

C. curving, choosing, printing, voting, raising, leaving, changing, sharing, shutting, loading, sleeping, curing, stopping.

D. blotted, parted, skipped, waved, charged, cabled, shaded, shaved, rotted, noted, buzzed, hated, struggled, cracked.

E. happily, brightly, easily, bravely, nicely, cruelly, beautifully, usually.

F. earlier, finer, tidiest, latest, thinner, easiest, nicest, bravest.

G. beautiful, careful, plentiful, dutiful, penniless, hopeless, merciless.

H. greatness, fineness, easiness, happiness, suddenness, laziness.

I. writer, reader, beginner, skater, explorer, swimmer, thinker, reporter, producer.

VII. Lugeda järgnev valm —

THE 'ANTS AND THE 'GRASSHOPPER.[1]

By *'Aesop.*[1]

'One 'cold 'winter's 'day[2] some 'ants were 'looking at their 'storehouse,[2] in which they 'kept the 'corn[2] they had 'gathered in 'summer.[1]

'Just 'then[2] a 'grasshopper 'came 'up to them.[1] He 'looked 'very 'thin and 'hungry,[2] and he 'asked them to 'give him[2] 'something to 'eat.[1] They 'asked him[2] 'why he had 'no 'corn of his 'own.[1]

"'Why," said they,[2] "did you 'not 'gather 'grain in the 'summer?"[1]

"'Oh,[1] I had 'no 'time," he answered;[1] "I was 'always 'singing."[1]

'Then they 'laughed and 'said,[1] "'If you 'chose to 'sing all the 'summer,[2] you may 'go and 'dance all the 'winter."[1]

Lexical Exercises.

I. Fill in the blanks with as many different prepositions as you can. Then translate all your sentences into Estonian —

1) We went ... the river. 2) He spoke ... his school-friends. 3) The baby was ... its mother's bed. 4) I walked to school ... my teacher. 5) She was sitting ... the window. 6) Eve went home ... Annie.

II. Fill in the blanks with a suitable preposition-like adverb —

1) Many people were walking ... in the park. 2) My son will ring you ... in the evening. 3) She took ... her coat, hung it ...

---

ant sipelgas
grasshopper rohutirts
Aesop ['ɪ:sɔp] Aisopos
one cold winter's day — *tavaliselt* **one cold winter day**
storehouse varaait
had gathered ['gæðəd] olid kogunud
you chose te arvasite heaks

and came .... 4) She took ... her coat, put it ... and went .... 5) Please sit .... 6) Lessons will soon be .... 7) They went ... into the garden. 8) My father is going ... tomorrow. 9) I always get ... at seven o'clock. 10) The baby got ... on a chair. 11) Help the child to get ... off the chair. 12) Androcles pulled the thorn ... of the lion's paw. 13) The girl lay ... beside her mother. 14) Shall I put ... the kettle for tea? 15) The wolf went ... among the sheep. 16) She put ... a large hat to keep the sun .... 17) She went ... with a sad, unhappy face.

III. Translate into English —

1) Olge nagu kodus. 2) Kardan, et ema ei ole kodus (tul.). 3) „Palun ulatage mulle suhkrut." — „Olge lahke." 4) Kus on mu saapad? Ahaa, siin nad on. 5) Oli kord poiss, keda hüüti Jack'iks. 6) Päeval on seal väga palav, aga öösel külm. 7) Henry näib olevat haige. Tal on arvatavasti palavik. 8) Tunni aja pärast me olime jälle kõik koos. 9) Me peame minema sm. Tamme juurde. 10) Toomast ei ole täna kohal. Ei tea, mispärast. 11) Teil on täiesti õigus. Mary maja on järgmine. 12) Ma ei tule täna koju enne hilisõhtut. 13) Suurtes linnades (*cities*) asendavad (*replace*) puumaju telliskivi- ja kivimajad. 14) Ma käisin neil päevil Gorki-nimelises pargis (*the Gorky Park*). Seal on just nüüd väga ilus. 15) Ei ole mõtet minna jaama, kui ei ole enam ronge. 16) Missugune on see koht? 17) Kes on see tütarlaps? 18) Kes on teie isa?

IV. Make one or two sentences, using the Present Tense (the Present Tense and the Present Continuous Tense according to the sense) —

(1) **about a windy day** (wind, blow, trees, leaves, grass, hat);

(2) **about a hot day** (morning, sun, shine, brightly, wind, under, tree, cool, afternoon, bathe, swim, river, if, windy, not so hot);

(3) **about a snowy day** (ground, white, people, walk, street, shoulders, snow, thick, little, children, play, make, snowman, throw, snow-balls).

V. Tell the story of Bertha Plummer and her father (Lessons 3, 4), using the Past Tense (the Past Tense and the Past Continuous Tense according to the sense).

VI. Tell all you can about the people in the texts that you have studied.

VII. Say all the things you have done today. Begin like this: "Today I have done many things, I have ..."

Grammar Exercises.

I. Translate into English, using the verbs *may, can, can't, must, mustn't, needn't, should, shouldn't* —

1) Kas tohin sisse astuda? 2) Me peame alati üksteist aitama. 3) Te võite sõita trammiga, mis möödub teie majast. 4) Te peaksite palitu selga panema. Ma mõtlen, et hakkab vihma sadama. 5) Seda harjutust ei ole vaja teha homseks, tehke see esmaspäevaks. 6) Ma ei saa rääkida teiega praegu, tunnid algavad kümne minuti pärast ja mina ei tohi hilineda. 7) Teie ei peaks rääkima nii karmilt lapsega. Ta hakkab nutma. 8) Ärge oodake mind, ma võib-olla hilinen. 9) Kas te saate tulla homme kell 6 õhtul?

II. Arrange the following words or groups of words in correct order [1] —

1) He, come, yesterday morning, to Moscow, didn't? 2) We, tomorrow morning, shall be, in Odessa. 3) In the train, tonight, shall, sleep, not, I. 4) You, for some minutes, can, here, remain? 5) Till evening, they, in the forest, hid. 6) We, in the classroom, at this time, yesterday, were sitting.

III. Complete the following sentences by adding a subordinate adverbial clause containing the verb and any other words given in brackets —

1) I shall go to the country tomorrow if ... (*not, rain*) 2) I shall speak to him about it when ... (*see*) 3) Do you know whom I met as ...? (*come, home*) 4) What will you do when ...? (*be, over*) 5) Did you see any of your friends while ...? (*look at, pictures, picture gallery*) 6) I went to bed early because ... (*be*) 7) Do you always hang up your coat and hat when ...? (*take off*) 8) The children were playing in the garden while ... (*have coffee*) 9) Was Annie at home when ...? (*ring up*) 10) Please put on the kettle while ... (*be, kitchen*)

IV. Translate into English, using the *-ing*-form —

1) Ta läks raudteejaama, lootes näha oma vana sõpra, kes sõidab (on his way) Leningradi. 2) Ta oli nii väsinud, et heitis voodisse lahti riietumata. 3) Selle asemel et minna raamatukogusse, läks ta pildigaleriisse. 4) Ta vaatas talle otsa naeratavate silmadega. 5) Ta lähenes väikesele majale, mis asetses suures aias.

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[1]) **in correct order** õiges järjestuses

V. When you have translated the above sentences, underline the *-ing*-forms and say whether they are gerunds, present participles or adjectives.

VI. Write the following sentences, choosing [1]) the correct form of the two given in brackets —

1) Nobody (*won't, will*) help you if you don't help yourself. 2) I (*have, haven't*) seen anybody like that. 3) I (*don't know, know*) no one of that name. 4) (*Can, can't*) you say nothing? 5) No one (*hasn't, has*) been here. 6) I (*spoke, didn't speak*) to nobody.

VII. Fill in the blanks with the indefinite article where necessary —

When I want to write something, I take... pen and... ink. Then I get ... piece of ... paper. Sometimes I use ... pencil if I cannot find ... pen. But when I want to draw ... picture, I always take ... pencil. It is difficult to draw with ... pen. Some people draw ... pictures very well, but I can't. If I draw ... animal, nobody can say what animal it is, ... dog or ... cat or ... tiger. But I must say that I can write very well with ... pen. When I have ... exercise to do for my teacher, I always write very well, and my teacher says that I write better than anyone else in my class.

VIII. Put the following sentences into indirect speech without changing the tense of the verb in the principal clause —

1) "Do you mean the man with a cloak on his shoulders?" asks the sun. 2) "How can we do that?" he asks. 3) "I am sorry to hear that," says the teacher. 4) "I hope you can work too," says Mr. Tackleton. 5) "Don't be afraid," he said to the child. 6) "I should like to go to the park on Sunday," says Leo. 7) "What train shall we take?" asks Eve. 8) "Is there anything else you would like?" Enn asks Toomas. 9) "Live and be free," the people shouted to Androcles. 10) "Have you read 'War and Peace'?" Lydia asks Annie.

IX. Fill in the blanks with the Past Tense or the Past Continuous Tense of the verbs in the margin —

I ... a magazine when someone ... the door bell. I ... to the door, ... it and ... one of my school-friends. "I ... along the street," he ..., "I ... that you ... here, so I ... and ... in to see you." "I am very glad to see you," I ..., "please come in."	read, ring go, open, see pass, say know, live, stop come answer

[1]) **choosing** valides

X. Fill in the blanks with the correct tense of the verbs in the margin —

School days ... very busy ones and it often ... that we can't always do what we should like to. For example, we ... all the books we ... to read during the school-year. Soon the holidays ... here and we must use them well. Of course every one ... to rest[1]) during the summer. But we ... that the best rest[2]) for people who ... ill ... to do something different. It ... especially good to do those things that you ... to do during the year, but ... because you ... too little time. If you ... the books you ... during the year, if you ... the museums[3]) you ... during the year, and so on[4]), you ... happy. "I ... everything I... to, and I ... very glad," you ... to your friends when you ... back to school.

be
happen
read+not, want

be
want
know
not+be, be, be
want
not + can, have
read, not+read
visit
not + visit, feel
do, want, be
say, go

XI. Fill in the definite or indefinite article where necessary —

We have ... large cupboard in our kitchen with three shelves. On ... top shelf we keep ... dishes, like ... cups, ... saucers and ... plates. There is also ... box on this shelf in which we keep ... spoons, ... knives and ... forks. On ... middle shelf we keep ... salt, ... sugar, ... butter and ... bread. If we have ... eggs or ... cake or ... biscuits, we always put them on ... middle shelf too. ... bottom shelf is the place where we keep ... vegetables. When Mother buys ... potatoes or other vegetables, we put them in ... box on ... bottom shelf.

XII. Translate into English, using either the Present Perfect or the Past —

1) Kas olete käinud Moskvas? 2) Ma ei ole lõpetanud oma kodutööd. Ma ei või veel välja minna. 3) „Küsisid sa oma isalt, kas sa võid õppida sõudmist?" — „Jah, küsisin." — „Mis ta ütles?" 4) Minu õde on väga palju kasvanud pioneerilaagris möödunud suvel. 5) Tema vend on väga palju kasvanud selle suvega. Ta on nüüd peaaegu niisama pikk kui mina. 6) Me elasime Odes-

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[1]) **rest** *v.* puhata
[2]) **rest** *n.* puhkus
[3]) **museum** [mju'ziəm] muuseum
[4]) **and so on** jne.

sas, kui ma olin laps. Me sõitsime siia alles möödunud aastal. 7) Kas te olete näinud täna Borisi? 8) Kahjuks ei või ma ütelda, mille kohta see film on. Ma ei ole seda veel näinud. 9) Ema on väsinud. Ta tuli äsja töölt koju. Rääkige talle uudist, kui ta on veidi puhanud. 10) Ma kohtasin teda trammis mõni kuu tagasi.

Part II.

LESSON EIGHTEEN.

I'VAN SU'SANIN.

In the 'year '16'12,[2] when the 'Poles were in 'Moscow,[2] about 'two 'hundred 'Polish **'horsemen** [2] **'rode** into a 'little 'village near Kostro'ma.[1] They **'robbed** 'all the **'peasants** in the 'village [2] and 'then 'asked for a 'man [2] to 'show them the 'way to 'Moscow.[1] They could 'not 'find the 'road in the 'snow,[1] and 'nobody 'wanted to 'help them.[1]

"You will 'have to 'go through 'that 'big 'forest," [1] 'said an 'old 'man [2] whose 'name was I'van Su'sanin.[1] "The 'road is on the 'other 'side."[1]

"'Show us the 'way," [1] 'cried the 'Poles,[1] "or we shall 'kill **'everyone** in the 'village." [1]

"I am 'old," [1] 'said I'van Su'sanin.[1] "I may 'not be 'able to 'walk so 'far."[1]

But to him'self he 'said,[1] "I shall 'have to 'show them the 'way,[1] but 'if I **'lead** them into a **'swamp**,[2] I shall 'help to 'save my 'country."

He 'went in 'front [2] and the 'two 'hundred 'horsemen **'followed** him.[1] For 'many 'hours [2] they 'rode 'on through the 'forest.[1]

"'Where is the 'road?" they cried.[1]

"I am 'old," [1] answered Su'sanin.[1] "Per'haps I have **'lost** my 'way." [1]

"He 'wants **'money**," [1] they 'said to 'one a'nother.[1]

"'Give him **'gold**," [1] said 'one of the 'leaders.[1] "'Now 'show us the 'way,[2] or we shall 'kill you." [1]

Exceptions — **money, neither, peasant, soul.**

"We shall 'soon be on the 'road 'now,"[1] 'said Su'sanin,[1] "and you will be 'able to 'go to 'Moscow." [1]

But 'soon the 'ground be'came **'soft** [2] and there was 'water under the 'snow.[1] **'Farther** and 'farther they 'went over the 'swamp [2] until the **'horses** could **'neither** 'go 'farther [2] **nor 'turn** 'back.[1]

"'So," [1] said I'van Su'sanin when they 'stopped,[1] "You will 'never be 'able [2] to 'get 'out of the 'swamp **a'live.**[1] You will



re'main 'here [2] and you will 'die 'here.[1] I am 'not a **'traitor** [2] and will 'not **'sell** my 'country [2] for 'your 'gold."[1]

I'van Su'sanin was 'killed by the 'Poles,[1] but they did 'not **'get to** 'Moscow [1] — they 'died in the 'swamp.[1]

In the 'same 'year,[2] the 'Russian 'people,[2] 'led by 'Minin and Po'zharsky,[2] **'drove** the 'Poles 'out of 'Russia.[1]

The 'story of I'van Su'sanin [2] is 'known to 'all the 'Russian 'people,[1] and 'during the 'Great Patri'otic 'War [2] I'van Su'sanin's 'deed [2] was **re'peated** by 'more than 'one 'Soviet 'patriot.[1] 'Fascists were 'more than 'once 'led into 'swamps [2] from 'which 'not

'one 'man re'turned.[1] They 'died in the 'swamp[2] or were 'killed by 'partisan 'bullets.[1] 'More than 'one 'Soviet 'hero[2] 'gave his 'life for his 'country[2] in the 'same 'way[2] as I'van Su'sanin 'did.[1]

PATRIOTISM.

'Breathes there a 'man with 'soul so 'dead,[2]
Who 'never to him'self has 'said,[2]
"'This is my 'own, my 'native 'land"?[2]
Walter Scott.

Explanatory Notes.

by more than one ... enam kui ühe (mitmete) poolt ...
more than once enam kui ükskord (mitmel korral)

Exercises to the Text.

I. Answer the following questions —

1) Who rode into a little village near Kostroma in the year 1612? 2) What did the Polish horsemen do in the village? 3) Why couldn't they find the road to Moscow? 4) What had they to go through? 5) Who went in front of them through the forest? 6) What did he lead the horsemen into? 7) What did they give Susanin to make him show them the way? 8) What did Susanin say when the horses could neither go farther nor turn back? 9) What happened to Ivan Susanin? 10) By whom were the Russian people led when they drove the Poles out of Russia?

II. Change the italicized words to their opposites —

1) She is very *strong*. 2) This exercise is quite *difficult*. 3) She has *small* blue eyes. 4) He *lived* in Tashkent. 5) Mr. Tackleton was a very *pleasant* man. 6) The story is *known* to *everyone*. 7) I *remembered* the story. 8) The biscuits are on the *bottom* shelf of the cupboard. 9) She looked very *happy*. 10) She is very *careful* with her books. 11) This picture is very *expensive*. 12) The sheep were feeding at the *top* of the hill.

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

rob, ride, find, lead, cry, lose, give, become, die, sell, drive.

IV. Join the following sentences, using *neither ... nor*, e. g. —

They did not look at him. They did not listen to him.
They *neither* looked at him *nor* listened to him.

1) They could not go forward. They could not turn back.
2) He could not hear. He could not speak.
3) They did not see us. They did not hear us.
4) She did not smile. She did not laugh.

V. Fill in suitable words from the text —

1) Will you buy the book for me too? How much ... shall I give you?
2) Tallinn is much ... from Moscow than Leningrad is.
3) I had news from my brother in the Soviet Army yesterday, he is ... and well.
4) The Poles thought that Ivan Susanin wanted ....
5) When the fascists were driven out of our country, people ... to their old homes.

VI. Read and translate into Estonian —

1) It 'happened in '16'12.[1]
2) The 'Russian 'people,[2] 'led by 'Minin and Po'zharsky,[2] 'drove the 'Poles 'out of 'Russia.[1]
3) The 'fascists were 'more than 'once 'led into 'swamps.[1]
4) She 'asked for a 'man[2] to 'show her the 'way to the 'village.[1]
5) He will 'have to 'go there at 'once[1] as it is 'late.[1]
6) 'Everyone was 'glad to 'see him[2] when he 'came 'back from the 'country.[1]
7) He may 'not be 'able to 'go there 'just 'now.[1]

VII. Translate into English —

1) Nad nõudsid üht inimest neile teed näitama. 2) Ta palus ajalehte, et seda lugeda. 3) Nad ratsutasid läbi metsa. 4) Nad läksid mööda teed. 5) Võib-olla ma ei suuda käia nii kaugele. 6) Võib-olla on ta veel elus. 7) Susanini tegu korrati enam kui ühe Nõukogude kangelase poolt. 8) Nad pöördusid külla tagasi vihma tõttu. 9) Nad ei tahtnud teelt eksida.

VIII. Memorize and dramatize the conversation between Ivan Susanin and the Polish horsemen.

Grammar Exercises (§§ 109—111).

I. Translate the following sentences into Estonian; then make each one negative, interrogative and negative-interrogative (§§ 109—111) —

1) He was followed by his dog.
2) Pens and pencils are sold here.
3) We were led to our places.
4) The story was repeated.
5) The horses were driven to the river to drink.

II. Translate the following sentences into Estonian, then change them into the active voice (§§ 109—111) —

1) That picture was put there by my father. 2) He was followed by five or six small children. 3) Almost everyone in the village was killed by the fascists. 4) The fascists were driven out of our country by the Soviet Army.

III. Make the following sentences passive, then translate the sentences containing the passive into Estonian (§§ 109—111) —

1) The boys often drive the sheep to the field. 2) Ivan Susanin led the Polish horsemen into a swamp. 3) More than one Soviet patriot repeated the deed of Ivan Susanin. 4) The fascists burned the village. 5) The partisan killed the fascists.

IV. Translate into English, using the present participle (§§ 98—99) —

1) Omades väga tugevaid jalgu, võivad tiigrid hüpata väga kaugele. 2) Nähes, et ta on üksi, hakkas poiss karjuma (*shout*). 3) Ta läks mööda teed, ajades lambaid enda ees. 4) Nad läksid mööda teed, mis viis Kostromasse.

LESSON NINETEEN.

GREAT RIVERS OF THE WORLD.
THE EUPHRATES.

In Asia Minor, more than seven thousand years ago, there was a great **city** at the **mouth** of the river Euphrates. The cities which were built along this river are the first great cities we know of.

By means of canals the water was taken from the river to farms and even to cities. **Although** those early builders **took** great **care** of their canals, they did not plant trees on the sides of the **mountains** where the river Euphrates began. As there were no

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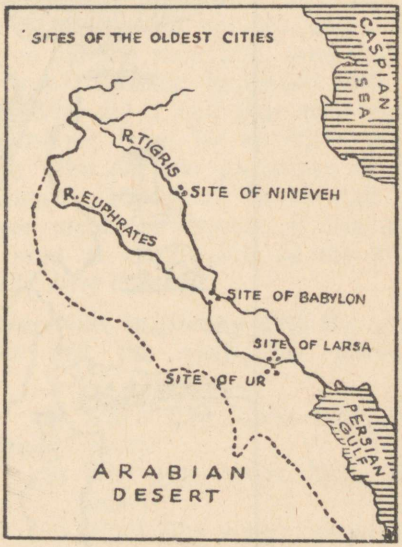
Exceptions — although, Asia, canal, city, desert, discover, flood, heavy, ocean, push.

trees to hold the soil, it was **washed down** into the river by **heavy** rains.

As time passed, very much mud and sand was **carried down** by the river to the sea. At the mouth of the river, this mud and sand **sank** to the **bottom.** Little by little the bottom rose higher and higher, until at last new land was **formed** which **pushed** the sea farther and farther away. The result of this **formation** of new land was that a city which once stood near the sea found itself many kilometres from it. Then there were sometimes great **floods** which **broke down** the walls of the canals. At last the water stopped **flowing** in them, and as a result the **greatness** of the cities along the Euphrates **passed away.**



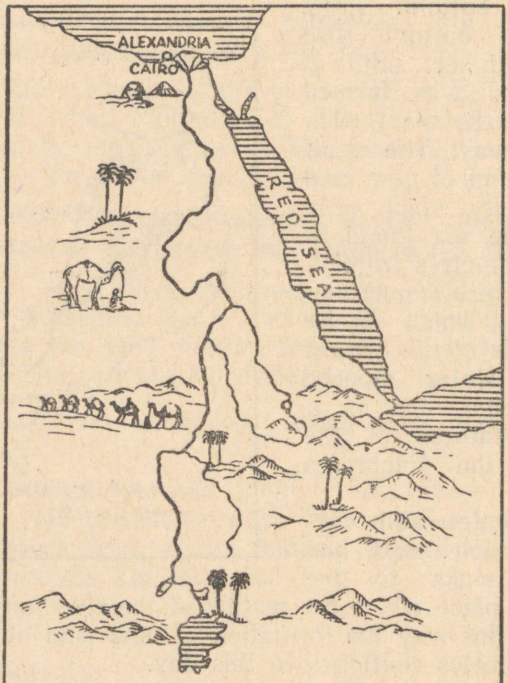
The Euphrates still carries down much sand and mud which sinks to the bottom at the place where the waters of the river meet the waters of the sea. In this way the formation of new land at the mouth of the river Euphrates continues to this day.

'Little 'drops of 'water,[2]
'Little 'grains of 'sand [2]
'Make the 'mighty 'ocean [2]
And the 'pleasant 'land.[1]

THE NILE.

The **lower** Nile flows in a long **narrow valley** through the **desert** of North Africa into the Mediterranean Sea. Although it rains very **seldom** in Egypt, every summer the waters of the Nile rise and **flood** the whole of the long narrow valley. Explorers **discovered** the **cause** of these floods not more than a hundred years ago. Before their **discoveries** people living in Egypt wondered very much about the **yearly** floods of their great river.

The Nile is formed of two branches, the White Nile and the Blue Nile. The White Nile rises in mountain lakes where there is plenty of rain, **both** in summer **and** in winter. The Blue Nile rises



THE NILE

in districts where it rains heavily in the summer months, but very little at other times. When the waters of the Blue Nile are low in the winter months, the White Nile keeps the lower Nile full of water. But in the summer months, when both the Blue Nile and the White Nile are full, the lower Nile cannot hold so much water and the river flows over its banks. The water covers the land in the narrow valley and leaves behind a **rich soil** in which everything grows well.

It was the river Nile with its yearly flood that made Egypt a great country many thousands of years ago, and it is the river Nile which the people of Egypt thank for their food today.

Exercises to the Text.

I. Answer the following questions —

1) Where is the river Euphrates? 2) Where were the first great cities of the world built? 3) How was water taken from the Euphrates to farms and cities? 4) Why was the soil washed down into the river by heavy rains? 5) Where did the mud and sand carried down by the river sink to the bottom? 6) What happened little by little at the mouth of the river? 7) Why did a city that once stood near the sea find itself many kilometres from it? 8) What broke down the walls of the canals? 9) Why did the greatness of the cities along the Euphrates pass away? 10) What do we call the place where the waters of a river meet the waters of the sea? 11) Does the formation of new land at the mouth of the river Euphrates continue to this day? 12) Why does it?

II. Ask questions about the river Nile, beginning with the given interrogative word. The subject and the verb are given in brackets —

1) Where (the lower Nile, flow)?
2) What (the waters of the Nile, do)?
3) When (explorers, discover)?
4) What (the names of the two branches, be)?
5) Where (the White Nile, rise)?
6) Where (the Blue Nile, rise)?
7) When (the White Nile, keep)?
8) When (the lower Nile, flow over)?
9) Why (the lower Nile, flow over)?
10) What (the water, cover)?
11) What (the water, leave behind)?
12) When (Egypt, be)?
13) What (the people of Egypt, thank)?

III. Give the answers to your questions about the Nile.

IV. Give the Past Tense, Past Participle and Present Participle of the following verbs —

build, know, take, begin, hold, carry, meet, sink, stand, break, flow, rise, flood, continue, keep, leave, grow.

V. Translate into English, using the infinitive with *to* after *begin* and *continue*, and the *-ing*-form after *stop* —

1) Ta hakkas õppima inglise keelt.
2) Nad lakkasid jutlemast.
3) Vesi voolas edasi (jätkas voolamist) kanalitesse.
4) Me lakkasime töötamast kell 6.
5) Ta hakkab paremini töötama.
6) Ta jätkas kirjutamist.
7) Ma lakkan seal käimast.

VI. Add the suffix *-ness* to the following adjectives to form nouns which will have the meaning given in brackets, e. g. — *great — greatness* (suurus)

blind (pimedus)	rough (karedus)
bright (heledus)	small (väiksus)
cheap (odavus)	thick (paksus; tihedus)
expensive (kallidus)	thin (õhuksus; kõhnus)
false (valskus)	ugly (inetus)
hard (karmus)	good (headus)

VII. Fill in a suitable noun from those below, then translate the sentences into Estonian —

1) Everyone was surprised at the ... of Little Dorritt.
2) She was pleased at the ... of the pupil's answer.
3) Her shining eyes and bright smile showed her ... .
4) Thank you for your ... to me.
5) The ... of her face makes me think she is ill.
6) She came back to school yesterday after her ... .

happiness, redness, smallness, cleverness, kindness, illness.

VIII. Fill in the blanks with suitable words from the text —

1) A ... is much larger than a town. 2) By ... of hard work, he learned to read and speak English well in two years. 3) If we have mountains in a place, we must also have ... . 4) ... rain fell and we could not go out. 5) Stones are heavier than water and so they always ... to the bottom. 6) The Volga river ... into the Caspian Sea. 7) Please ... my bag while I put on my coat. 8) We must always take ... of books. 9) Papanin and his men ... many important facts about the movement of the ice at the North Pole. 10) Many Russian rivers have a high ... and a low ... . 11) It ... snows in April, but it often rains. 12) The collective farmers of Kazakhstan have built many ..., and places which were once dry ... are now like gardens.

IX. Read and translate into Estonian —

1) 'These 'cities [2] are the 'first 'great 'cities [2] we 'know of.[1]
2) 'Those 'early 'builders [2] 'took 'great 'care of their ca'nals. [1]
3) It is 'she who 'takes 'care of the 'child.[1]
4) 'Little by 'little [2] the 'bottom 'rose 'higher and 'higher. [1]
5) The 'result of 'this 'was [2] that he 'lost his 'way in the 'forest.[1]
6) As a re'sult [2] the 'greatness of the 'cities along the Eu'phrates 'passed a'way.[1]

7) He 'found him'self at the 'foot of a 'mountain.[1]
8) The 'waters of the 'Nile[2] 'flood the 'whole of the 'long 'narrow 'valley.[1]

X. Translate into English —

1) Olge korralikud (*tidy*) ja kandke hoolt oma riiete (*clothes*) eest. 2) Palju liiva ja savi uhutakse alla selle jõe poolt. 3) Neis paikades, kus on tugevad tuuled, istutatakse puid ja põõsaid, selleks et hoida pinnast. 4) Liiv kanti ära jõe poolt. 5) Laps lükkas õe eemale. „Ma ei taha sinuga mängida," ütles ta. 6) Paljudes Aasia osades sajab vihma väga harva. 7) Ta on ainult kuue aastane, kuid ta oskab juba lugeda ja kirjutada. 8) Ta tänas oma sõbratari kingituse eest.

XI. Speak about the Volga river, or any other river in the Soviet Union —

(Where does it rise? Is it long or short, wide or narrow? Does it flow N., S., E. or W.? What does it flow into (the Black Sea, the Caspian Sea, the Arctic Ocean)? Does it often flood? Does it flood in spring? Does it carry down great pieces of ice in spring?)

Grammar Exercises

(§§ 127—129, 132, 136—137, 140, 142).

I. Translate the following sentences into Estonian, then make them active (§§ 109—111) —

1) Great cities were built along the river Euphrates by men of long ago.
2) Much mud and sand is carried down by the river to the sea.
3) The cause of the Nile floods was discovered by explorers not more than a hundred years ago.
4) The sea was pushed farther and farther away by this new land.
5) The North was explored by many Russian travellers.

II. Make the following sentences passive and then translate the sentences with the passive into Estonian (§§ 109—111) —

1) Those early builders did not plant trees.
2) Every summer the river floods the whole of the long narrow valley.
3) Great floods broke down the walls of the canals.
4) In the winter the White Nile keeps the lower Nile full of water.
5) The water covers the land in the narrow valley.

III. Fill in the blanks with the definite or indefinite article where necessary (§§ 200—206) —

... Mississippi is ... great river in the United States[1]) of ... America. It is ... very dangerous river because of its great floods. ... farmers who live along ... banks of ... Mississippi have tried to build ... walls. But it is of ... little use for one farmer to build such ... wall if ... next farmer does not build one too. ... work of making ... banks of ... river higher is really ... work of a central[2]) government, which can build ... walls where they are needed and which can plant ... trees on ... banks to hold ... soil.

IV. Change the following sentences into indirect speech (§§ 136—137), e. g. —

"I *am* going to school," *said* the boy.

The boy *said* that he *was* going to school.

1) "Mary is going to take the little children to the park," said the mother. 2) "Push the door open," he said to the boy. 3) "The Nile flows over its banks every year," said the teacher. 4) "I seldom see you now, Eve," said Annie. 5) "I don't know the cause of the floods," said the farmer. 6) "Don't hold the bag all the time, boys," said the pioneer leader. 7) "You can put it on the ground," he said.

LESSON TWENTY.

PARTISANS.

In 1943, before Byelorussia was **freed** from the fascist invaders Boris Yampolsky, **special** correspondent of the newspaper "Izvestia", **flew** over the German **lines** in a partisan aeroplane and spent five months in the German **rear** with the Byelorussian partisans. In his **articles** he has told us many terrible things about the **sufferings** of the Byelorussian people under the fascists, and many interesting and **wonderful** things about the partisans.

In all the three years of the German occupation of Byelorussia, there was not a day that Germans were not shot, **choked** or **stabbed** by the hand of a partisan. There was not a night when the Germans slept in peace. Day and night **mines exploded whenever** a German **appeared.** Their whole life was **mined.** And often we do not know who **laid** the mines. Perhaps we shall never know

---

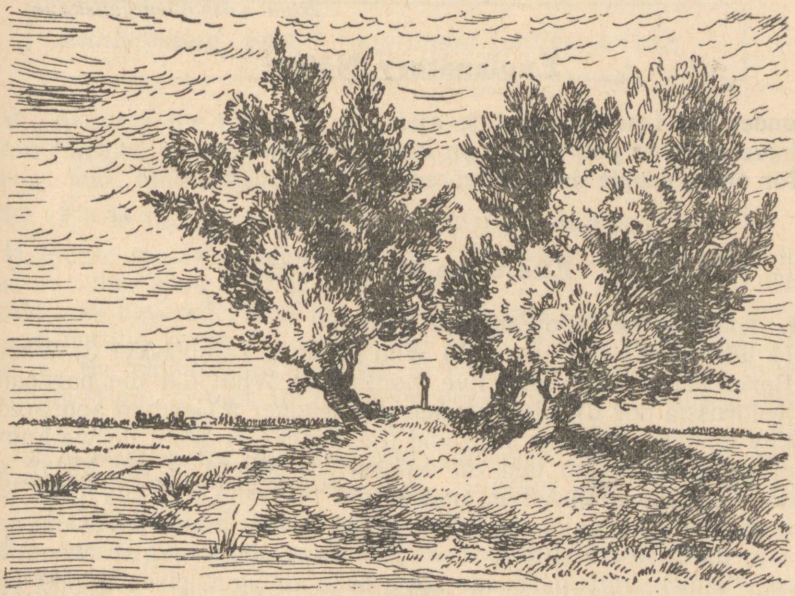
[1]) **the United States of America** Ameerika Ühendriigid

[2]) **central** kesk-

They are unknown heroes, **plain** Russian people. Many of them are not on the partisan records, and had neither rifle nor machine-gun. All they had was a Russian patriot's heart and a little T. N. T.[1])

On the high bank of the river Oressa, open to the wind and the sky, there is a grave. Three **maples** stand above it. Here lies Fanya Kononova, a Byelorussian teacher.

In October 1941 the Germans **tortured** her on this **spot.** She was covered with **blood.** An angry German sergeant-major was **questioning** her.



"How many partisans are there in the forest?" he asked.

"As many as there are trees," answered the teacher.

"How many partisans have been to your place?"

"My mother had two **tons** of corn. We made **gruel** of it but could feed **less** than half of them."

They **cut** out her eyes, **tied** a stone round her neck and threw her into the river.

Partisans **on foot** or **on horseback** travelling along the great partisan road always stopped at the grave under the red maples.

Exceptions — blood, record, sergeant, special, ton.

[1]) **T.N.T.** ['ti:'en'ti:] — trinitrotoluool (lõhkeaine nimetus)

The Germans wanted to **find out** from Fanya Kononova how many partisans there were in the woods. **Just** as you cannot count the trees in the forest, the **stars** in the sky, the grains of sand on the river bottom, so the Germans could not count the partisans of Byelorussia.

THE LAST WORDS OF A YOUNG SOVIET HEROINE.

"I'm not afraid to die.
It is a great happiness to die for one's people.
Farewell, comrades! Stalin will come."

Zoya Kosmodemyanskaya.

Explanatory Notes.

under the fascists fašistide ajal
have been to your place on käinud teie juures
for one's people oma rahva eest

Exercises to the Text.

I. Answer the following questions —

1) Who wrote this story? 2) Who is Boris Yampolsky? 3) Where did Boris Yampolsky spend five months? 4) What did the partisans of Byelorussia do? 5) What happened whenever a German appeared? 6) Why do we not know who laid the mines? 7) What do we know about the people who laid the mines? 8) Where is the grave of Fanya Kononova? 9) What answer did Fanya Kononova give the German sergeant-major when he asked, "How many partisans are there in the forest"? 10) And what answer did she give when he asked, "How many partisans have been to your place"? 11) Did the partisans remember Fanya Kononova when they stopped at her grave? 12) Why did partisans always stop at Fanya Kononova's grave?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

fly, spend, throw, tell, cut, tie, sleep, lay, stand, put, lie.

III. Form negative adjectives from the following adjectives by putting the negative prefix *un-* before them, e. g. —

known* — *unknown (tundmatu)

smiling	usual	kind	happy
true	well	pleasant	healthy

IV. Fill in the blanks with a suitable adjective from those below —

1) I did everything I could for him, but when I went away, he said in an ... way, "I didn't ask you to help me."

2) The two girls are so ... that no one thinks that they are sisters.

3) I am quite ... to answer your questions.

4) Don't take that book to read, it is quite ....

5) She felt ... yesterday, and didn't go to school.

uninteresting, unable, ungrateful, unlike, unwell.

V. Arrange the following in pairs of antonyms —

low, below, peace, wide, rich, high, appear, less, day, often, narrow, war, more, disappear, night, above, seldom, poor.

VI. Fill in the blanks with the correct prepositions —

1) Please go away and leave me ... peace. 2) A house once stood ... this spot, but it was burned ... the fascists. 3) The ground was covered ... fallen apples. Children were picking them up and putting them ... boxes. 4) How many times have you been ... the cinema this month? 5) I do not take a tram to go ... school; I go ... foot. 6) The train does not stop ... this station. 7) Leningrad stands ... the mouth ... the river Neva. 8) ... this day the waters of the Nile rise every summer and flood the fields of Egypt. 9) The saucepan was full ... gruel. 10) "... last you are here," he said. "Why are you so late?"

VII. Fill in the blanks with suitable words from the text —

1) Please ... the bread, will you? 2) Twenty minutes is more than a quarter of an hour, but ... than half an hour. 3) Don't be ..., I didn't do it on purpose. 4) Our English teacher wrote an ... for the wall newspaper. 5) He is a ... friend of children and often visits them at their schools. 6) Every Soviet soldier has a red ... on his cap [1]). 7) The scout ... his horse to a tree while he went nearer to the enemy guns. 8) The mines ... and the bridge flew into the air. 9) Whenever a German ..., the sniper [2]) saw him and shot him at once. 10) He is a ... airman, three times Hero of the Soviet Union.

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[1]) **cap** müts

[2]) **sniper** täpsuslaskur

VIII. Translate into Estonian —

1) I have 'heard of 'that be'fore.[1]
2) I shall 'see you be'fore he 'comes.[1]
3) He 'flew over the 'German 'lines[2] in an 'aeroplane.[1]
4) 'Many of them[2] are 'not on the 'partisan 'records.[1]
5) An 'angry 'German 'sergeant-'major[2] was 'questioning her.[1]
6) 'How many 'partisans have 'been to your 'place?[1]
7) I 'wanted to 'find 'out 'from her[2] when her 'brother 'came 'back from the 'front.[1]

IX. Translate into English —

1) Mis aastal vabastati Valge-Vene fašistidest? 2) Partisan läks läbi saksa lahinguliinide. 3) Inimeste kannatused fašistide valitsuse all olid kohutavad. 4) Võib-olla meie ei saa kunagi teada, kes pani selle miini. 5) Ta oli riietatud lihtsasse sinisesse kleiti. 6) Ta sõitis sinna ratsa, kuid tuli tagasi jalgsi. 7) Kas olete kunagi käinud mu õe juures maal?

X. Make a few sentences about Zoya Kosmodemyanskaya —
(Was the young heroine a Moscow girl? How old was she when the Great Patriotic War began? Did she become a partisan in the autumn of 1941? Was she caught by the Germans in the village of Petrishchevo in December 1941? Did the fascists question her? Did they want to know where the partisans were hiding? Did she answer? Did they torture her then? Was she covered with blood? Did they make her walk almost without clothes through the snow? Did she answer then? Did they tie a rope round her neck and hang her? What were her last words?)

Grammar Exercises (§§ 136—137, 141).

I. Put the following sentences into indirect speech after the verb *know* in the form given in brackets (§§ 134—135), e. g. —

"Where did Boris Yampolsky spend five months?" (*Do you know*)

Do you know where Boris Yampolsky *spent* five months?

1) How many trees are there in the forest? (*Do you know*)
2) Where did partisans travelling along the great Byelorussian partisan road always stop? (*I know*)
3) How many tons of corn had Fanya Kononova's mother? (*We know*)
4) What did she make of the corn? (*Do you know*)

5) How did Boris Yampolsky cross the German lines? (*He knows*)

6) Who killed those Germans? (*We may never know*)

II. Change the following sentences into indirect speech (§§ 136—137, 141), **e. g.** —

"Who *is* there?" he *asked*. He *asked* who *was* there.

"*Have* you a pencil?" the teacher *asked* me.

The teacher *asked* me whether I *had* a pencil.

1) "Is the river Oressa in Byelorussia?" he asked. 2) "When does your mother come home from work?" she asked the girl. 3) "Do you know where the Fedotovs live?" we asked a little boy. 4) "Are there many trains to your station on Sundays, Enn?" asked Leo. 5) "Do you often meet my sister at the library?" he asked me. 6) "Which of you can answer my question?" the teacher asked her pupils. 7) "Do you think that plain food is better for children than rich food?" she asked the doctor.

III. Put into the passive (§§ 109—111) —

1) Who laid those mines? 2) An angry German sergeant-major questioned her. 3) The scout tied the horse to a tree. 4) The sniper shot ten fascists that day. 5) American people drink much coffee.

IV. Put into the active. Supply a suitable subject where necessary (§§ 109—111) —

1) Every day Germans were shot, choked or stabbed by partisans.

2) Byelorussia was freed from the fascist invaders.

3) No people were seen there that day.

4) These books are read with pleasure by every child.

LESSON TWENTY-ONE.

JOKES.

Every **language** has its own **jokes,** many of which it is **impossible** to translate into any other language. **Therefore** these jokes are difficult to understand, especially for those who don't know the language **perfectly.** In every language there are words which have more than one **meaning,** and funny stories are often **based** on this fact. If we know only one meaning of a word, or if we do not think of its second meaning at once, it may happen that we do not see a joke [1]). Sometimes such jokes are made **on purpose,** other times they happen **by chance.**

[1]) **see a joke** = understand a joke

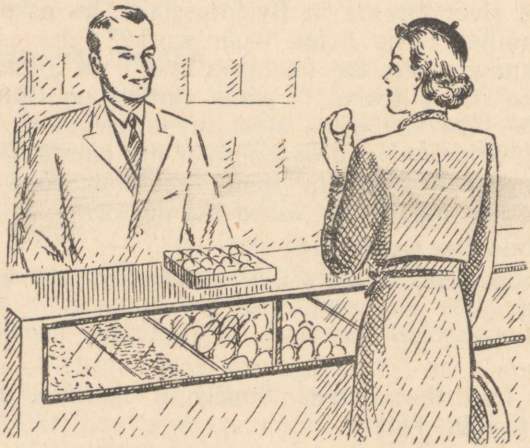
Can you see this joke? It is based on the two meanings of the word *country*.

LADY: 'Are 'these 'eggs 'good? [2]

SHOPMAN: 'Oh, 'yes! [1] They are 'just 'in from the 'country.[1]

LADY: 'Yes,[1] but from 'what 'country?[1]

The **lady** in this story wanted to make the shopman laugh, and made the joke on purpose. Don't you think so?



Here is another joke based on the two meanings of the verb *paint*.

'One 'day a 'painter,[2] **'looking 'out** of his 'window,[2] 'saw an 'old **'countryman** 'going **'by** [2] and 'thought the 'man would 'make a 'good **'subject** [2] for a 'picture.[1] So he 'sent 'out his **'servant** [2] to 'tell the 'man [2] that her 'master would 'like to 'paint him.[1] The 'old 'man **'hesitated** [2] and 'asked what the 'painter would **'pay** him.[1]

She 'said [2] he would 'probably 'give him a 'pound.[1] The 'man 'still 'hesitated.[1]

"'Come 'on," she said,[2] "it's an 'easy 'way to **'earn** a 'pound." [2]

"'Oh,[1] I 'know 'that," he answered.[1] "I was 'only 'wondering [2] 'how I should **'get** the 'paint **'off** 'afterwards." [1]

In this story, the old man did not think of the second meaning of the verb *paint*, and so he made a joke without meaning to.

Exceptions — **base, enough, language, purpose.**

Here is a third joke, and that will be **enough** for one lesson.

A 'traveller 'once 'went to a 'country **ho'tel** [2] to have 'dinner.[1] He **'ordered** 'dinner [2] and the 'waiter 'brought him a 'plate of 'soup.[1] 'Putting it on the 'table before the 'traveller,[2] he 'went to the 'window [2] and 'looked 'out.[1]

"It **'looks like** 'rain, sir," he said.[1]

"'Yes," [1] 'said the 'traveller,[1] as he **'tasted** his 'soup.[1] "It 'tastes like 'rain, 'too." [1]

Can any of these jokes be translated into Estonian and still remain jokes?

Proverb. It is easy to swim if another holds your head.

Explanatory Notes.

more than one meaning mitu tähendust
come on noh, lähme
without meaning to tahtmatult

Exercises to the Text.

I. Answer the following questions —

1) Have words only one meaning, or do they sometimes have several meanings? 2) Are funny stories sometimes based on the fact that words have more than one meaning? 3) On what are funny stories sometimes based? 4) How many meanings do you know of the word *country?* What are they? 5) How many meanings do you know of the word *make?* What are they? 6) Do people always make jokes on purpose? 7) Which jokes do you think are funnier, those that a person makes on purpose, or those that are made by chance? 8) Which of the three jokes in this lesson do you like best?

II. Ask questions about the third joke in the text, using the interrogative words given. The subject and the verb are given in brackets —

1) Who (go)?
2) Where (a traveller, go)?
3) Why (a traveller, go)?
4) Who (bring)?
5) What (the waiter, bring)?
6) Where (he, put)?
7) Where (he, go)?
8) What (he, say)?
9) What (the traveller, answer)?
10) Why (the traveller, say)?

III. Arrange the following words in order to make correct sentences. Pay attention to the position of *enough*, e. g. —

I have *enough* pencils (Mul on küllalt pliiatseid).

The dinner is not hot *enough* yet (Lõunasöök ei ole veel küllaldaselt kuum).

1) We, enough, to go, time, the station, to, have.
2) To, fine, the weather, enough, is, to go, today, the country.
3) Enough, you, to, make, eggs, a cake, have?
4) Hard, Bob, doesn't, enough, work.
5) Today, I, for, enough, have, work.

IV. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) Some parts of the country are *poor* in forests. 2) It is quite *impossible* to fly in such weather. 3) I *often* see him now. 4) Next, to our great surprise, Enn *appeared*. 5) My brother earns *more* money than my sister does. 6) There are some *high* trees in the garden. 7) A boy in my class lives in the flat *above* us. 8) I don't like dresses that are too *wide*.

V. Fill in suitable words from the text —

1) How much money does he ... a month? 2) I met him quite by ... in the street after ten years, but he remembered me .... 3) "This apple ... very good." "Does it? Let me ... it." 4) The Englishman didn't know any French and couldn't ... the dinner he wanted. 5) The ... in big hotels can usually speak foreign[1] languages a little. 6) It took me a long time to ... the mud ... my boots. 7) You may laugh, but I don't think it's a .... 8) He was angry when he found that she was not at home. "She knew that I was coming on ... to see her," he said. 9) It is a long English poem, but she knows it by heart ....

VI. Read and translate into Estonian —

1) 'This 'joke was 'difficult to under'stand.[1]
2) 'Can you 'see 'this 'joke?[2] And 'here is a'nother 'joke.[1]
3) She 'wanted to 'make us 'laugh.[1]
4) I 'think 'that 'man will 'make a 'good 'subject[2] for a 'picture.[2]
5) "'Come 'on," she said,[2] "'don't 'hesitate."[2]
6) She 'made a 'joke[2] without 'meaning to.[1]
7) "'Sometimes she was 'gay,[2] 'other times she was 'sad.[1]
8) "It 'looks like 'rain," [1] 'said the 'traveller,[1] as he 'tasted his 'soup.[1]

---

[1]) **foreign** ['fɔrin] võõr-

VII. Translate into English —

1) Ta vaatas aknast välja, kui (when) ta nägi mind. 2) Ta läks akna juurde ja vaatas välja. 3) Ta astus tuppa. 4) Ta avas ukse ja astus sisse. 5) Ta saabus äsja maalt linna. 6) Me veedame (tul.) suve linna lähedal Karula külas. 7) See kala maitseb hea. 8) Ta maitses kohvi ja ütles: „See on hea." 9) Ta ütles seda meelega. 10) Ta viis teie raamatu eksikombel koju. 11) Ma astusin kauplusse päris juhuslikult.

VIII. Tell each of the three jokes in Lesson Twenty-One.

IX. Do you know any other English jokes? If you do, tell them.

X. Dramatize each of the jokes.

Grammar Exercises

(§§ 65—66, 131—132, 136, 139, 141).

I. Fill in the blanks with *some, any, a, an* or *the* where necessary (§§ 186—191, 197—207) —

One day ... English lady, who lived in ... London, wanted to buy ... milk. She went into ... shop where ... eggs, ... butter and ... milk are sold and said to ... shopman, "Have you ... milk?" "Yes," answered ... shopman, "we have ... very good milk. It is just in from ... country." "Oh," said ... lady, "but from what country?" ... lady wanted to make ... joke. We know that if ... milk comes from ... country that is very far from ... England, it may not be good. But really, of course, ... milk in ... shop came from ... country not far from ... London.

II. Fill in the blanks with the correct tense (Future or Future in the Past) of the verbs in the margin (§§ 108, 131, 139, 141) —

1) I know we ... late.	not + be
2) I wondered whether he ... at home or not.	be
3) "When ... you ... ready?" he asked.	be
4) I can't say whether Bob ... the work perfectly, but he ... his best.	do do
5) He asked me whether I ... Eve there.	see
6) Are you sure that we ... time to do that?	have
7) I was afraid he ... and ..., "I don't think I ... come."	hesitate, say can
8) I didn't know what he ... about.	speak

III. Change the following sentences into indirect speech (§ 139, 141) **e. g.** —

"I shall soon see you again," he said. He said *he would soon see* me again.

1) "He will never go there again," said his mother. 2) "Who will read the next story?" he asked. 3) "Will you come and see me tomorrow?" she asked her friend. 4) "Will you need this book for a long time?" he asked. 5) "I shall soon know the poem perfectly," she said. 6) "How shall I see Enn?" he wondered.

IV. Change the construction of thefollowing sentences by using present participles instead of the italicized verbs (§§ 271—272) —

1) "Dinner will be on the table in a minute," she said, as she *cut* the bread.

2) When he *found* that it was already two o'clock, he decided to go into the building without waiting for his friends.

3) Motor-lorries which *carried* great loads of boxes followed one after the other along the road.

4) "This seems a very interesting book," he said, as he *turned* over the pages and *looked* at the pictures.

LESSON TWENTY-TWO.

TRAVELLING.

At the present time, by **steamships,** aeroplanes and **express** trains, a man can travel round the world in a few weeks, and we





know that in the **future** new and still quicker ways of travelling from place to place will be **invented.** In the old days, **however,** when there were no trains or aeroplanes or **motor-cars,** a traveller

thought it was a long **journey** to go fifty or sixty kilometres. Do you know how men made journeys and carried things from one land to another before such wonderful things as aeroplanes and steamships were known?

Thousands of years ago, men had to walk and carry things themselves just as they do now when they are in a part of the country where there are no roads. Sometimes they carried great **loads** on their **backs,** as men do even now in China and Africa.

Then **someone** found that a man could pull a **much heavier** load than he could carry, and so sledges were made. It is **not at all** hard to pull a heavy load on a **sledge.**



Men learned many hundreds of years ago to use animals for carrying and pulling loads. Even today animals are very useful for this purpose in parts of the country where it is difficult to build good roads. In Egypt one can see long trains of camels carrying loads **across** the dry sands where roads can **hardly** be built. In North China among the mountains where roads are narrow and rocky, one finds many little donkeys slowly making their way from one city to another. Down in the valleys one can see camels too. In India there are camels, donkeys and also elephants which help men to go from place to place and carry greater loads.

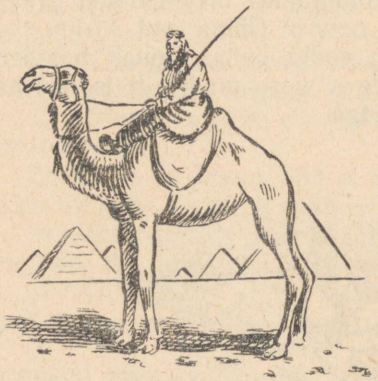
Then someone thought of making a **wheel.** This was the **beginning** of a new and quicker way of travelling. By **adding** two wheels to a sledge, men made a **cart,** and in a cart far heavier [1]) loads could be carried. The first carts were heavy and moved

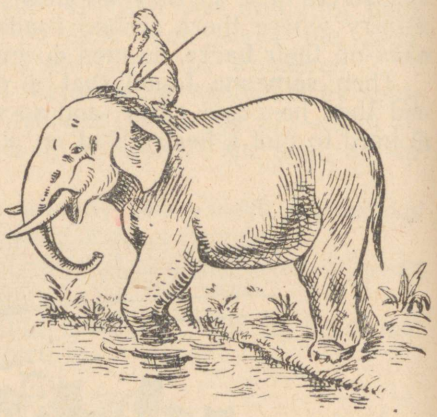
Exceptions — **camel, journey.**

[1]) **far heavier** kaugelt raskem(ad)

slowly, but it was not long before a better kind of wheel was made and a better, lighter kind of cart.

All kinds of animals were used and in many places are still used to pull carts or sledges. In Europe horses are most often used, but in different parts of Asia one can see carts pulled





by donkeys, bullocks and other animals. In the Far North men make quite long journeys on sledges pulled over the snow by **reindeer** or dogs. In Belgium dogs pull little carts about the streets of country towns and villages.

(To be continued.)

Explanatory Notes.

today tänapäeval, praegu
in the old days endistel aegadel
one can see võib näha
one finds leitakse, kohatakse
making their way liikumas edasi
it was not long before varsti, peagi

Exercises to the Text.

I. Answer the following questions —

1) How did men travel from place to place thousands of years ago? 2) How did they carry loads? 3) What fact made someone think of making a sledge? 4) In what season is it easiest to pull a sledge? 5) What animals do you know that are used for carrying and pulling loads? 6) In what kinds of places are camels used for the same purpose? 7) In what kinds of places are donkeys

used? 8) Where are dogs used? 9) How are they used? 10) How were the first carts made?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

think, know, carry, build, see, find, pay, bring.

III. Translate into English, using the verb *think* followed by *of* and the *-ing*-form, e. g. —

Then someone *thought of making* a wheel.

1) Ma mõtlesin talle saata mõned oma mänguasjadest. 2) Me kavatsesime minna jaama talle vastu. 3) Ma mõtlesin minna mööda (*follow*) seda väikest teerada; see viib ta maja juurde. 4) Mis te kavatsete teha? 5) Keegi ei kavatsenud teda külastada.

IV. Answer the following questions, using *by* followed by the *-ing*-form, e. g. —

How did men make a cart? *By adding* two wheels to a sledge.

1) How did you help your mother this morning? (*wash the dishes*)

2) How do boys and girls learn things at school? (*listen to the teacher; read books*)

3) How can a person get warm [1]) when he is cold? (*jump, run*)

V. Fill in the blanks with the correct prepositions —

1) He came ... the village ... purpose to visit us. 2) It is a very long journey ... Leningrad ... Vladivostok if you go ... train, but if you go ... aeroplane, it becomes much shorter. 3) ... the old days people did not travel much, but ... the present time they travel very much. 4) A man can carry a far heavier load ... his back than he can ... his hands. 5) ... the days when there were no forks people used their fingers ... eating. 6) This river is not very wide, I am sure you can swim ... it. 7) Camels are used to carry loads ... hot dry parts of the country.

VI. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) These plants grow only in *dry* places.
2) There are apple-trees at the *back* of the house.
3) It is *hard* to build good roads in this district.
4) We sang songs at the *beginning* of the meeting.
5) My friend who is ill is *better* today than he was yesterday.

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[1]) **get warm** sooja saada

VII. Fill in the blanks with suitable words from the text —

1) If you ... six to nine, you get fifteen.
2) Some carts have two ..., others have four.
3) It is possible that he will come tonight, but much more ... that he will come only tomorrow.
4) Our engineers have ... many new kinds of machines[1], guns and aeroplanes.
5) This is an ... train, it goes much quicker than the others.
6) He made part of the ... by train and part by steamship.

VIII. Read and translate into Estonian —

1) In the 'future[2] 'new 'ways of 'travelling from 'place to 'place[2] will be in'vented.[1]
2) 'Even to'day 'animals are 'very 'useful[2] for 'carrying and 'pulling 'loads.[1]
3) In 'Egypt[2] one can 'see 'long 'trains of 'camels.[1]
4) In the 'Arctic[2] 'dogs are 'used to 'pull 'sledges.[1]
5) By 'adding 'two 'wheels to a 'sledge[2] 'men 'made a 'cart.[1]
6) It was 'not 'long[2] before a 'better 'kind of 'wheel was 'made.[1]

IX. Translate into English —

1) Ma suutsin temast vaevalt aru saada. 2) Hea õpilane õpib alati väga usinasti. 3) Töö ei olnud raske. 4) Mul oli raske vastata sellele küsimusele. 5) See ei olnud raske küsimus. 6) Ta lõi tugevasti kepiga palli. 7) See oli väga kõva puu. 8) Meil oli vaevalt aega kooli minna. 9) Neid nuge tarvitatakse ainult leiva lõikamiseks (*for cutting*). 10) Selle asemel et sõita rongiga, läks ta lennukiga. 11) Ta läks ära mind ootamata. 12) Kiireim vahend sinna jõudmiseks (*of going there*) on omnibus. 13) Ma kavatsen täna Anne külastada. 14) Te jõuate sinna kiiremini, kui sõidate trammiga.

X. Make a few sentences about a journey that you once made, or that someone you know once made —

(Where did you make the journey? How long was it? How did you travel? What places did you pass through? Did you learn anything while you were making the journey?)

XI. Make a few sentences about the different animals that are used for carrying and pulling loads.

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1) **machine** [mə'ʃiːn] masin

Grammar Exercises (§§ 109—112).

I. Put the following into the passive (§§ 109—112) —

1) All of you will see the books. 2) We shall take the big things to the station in a cart. 3) In the spring the collective farmers will build a new road from their farm to the railway station. 4) Explorers will make many new discoveries in little known parts of our country. 5) We shall forget nothing, I tell you.

II. Put the following into the active. The subject of the active construction is given in brackets (§§ 109—111) —

1) Each of these little sledges will be pulled by six dogs. (*six dogs*)
2) Some salt will be added and the soup will be ready. (*we*)
3) We shall be told where to go. (*someone*)
4) Still more wonderful things will be invented in the future. (*men*)
5) The work will be begun tomorrow. (*I*)

III. Fill in the correct tense of the verbs in the margin —

I ... only fourteen years old, but I ... quite a lot over the Soviet Union already. My father ... an engineer and he ... in many different places.	be, travel be, work
When the Great Patriotic War ..., we ... in Tallinn. In July 1941, my father ... to the Soviet Army, for the Soviet Army ... engineers just as much as it ... riflemen, artillery-men and tankmen [1]).	begin, live go need need
Now my brother ... also in the Soviet Army. He ... a tankman. At the beginning of the war my mother, my younger brother and I ... Tallinn, and ... to Tashkent. We ... there till the Soviet Army ... Tallinn.	be be leave, go, live free
Now we ... to Tallinn and ... anywhere else until father ... home.	return, not + go come

IV. Put into the passive (§§ 109—112) —

1) Anyone can do such a simple piece of work. 2) Even small children can understand this. 3) No one could ride that horse. 4) Anyone may visit him at any time.

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1) **riflemen, artillery-men and tankmen** laskurid, kahurväelased ja tankistid

V. Put into the passive. Do not say by whom the action is performed [1]). That is not important (§§ 109—112), e. g. —

You can't *translate* this joke into Estonian.
This joke can't *be translated* into Estonian.

1) They could discover nothing about those people. 2) You can't break these dishes. 3) You can't keep fish in hot weather; you must eat it at once.

VI. Put the following sentences into indirect speech (§§ 131, 136, 141) —

"I know that," he said. — He said (that) *he knew* that.
"Do camels carry loads across the dry sands of Egypt?" he asked. — He asked *whether camels carried* loads across the dry sands of Egypt.

1) "Nothing can be done about it now," he said to himself.
2) "It is a long journey to Tashkent," she said.
3) "You can't carry such a load," said Tom.
4) "Animals are very useful for carrying and pulling loads," he said.
5) "In Belgium dogs are used to pull little carts," he read.
6) "Who wants to come with me?" he asked.
7) "Has your cart two wheels or four?" he asked.
8) "Can roads be built across dry sands?" she asked.
9) "What animals do people in India use for pulling and carrying loads?" the teacher asked.

LESSON TWENTY-THREE.

TRAVELLING.
(Continued.)

'After 'carts were in'vented,[2] 'men 'found that in 'many 'places[2] they could 'not 'take their 'carts[2] because the 'roads were 'too 'narrow[2] or 'too 'rough.[1] 'Roads must be 'hard,[2] 'wide[2] and 'straight,[1] and 'then 'carts can be 'used[2] to 'carry 'corn,[2] 'butter,[2] 'eggs,[2] 'milk[2] and 'other 'food 'products[2] from the 'farms to the 'cities.[1] So 'men were 'not 'long[2] in 'building 'good 'strong 'roads[2] on which their 'carts could 'go 'farther[2] with 'greater 'loads[2] than 'ever be'fore.[1]

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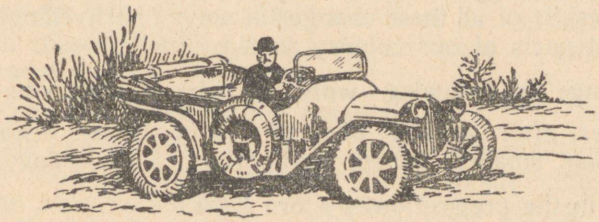
[1]) **the action is per'formed** tegevus teostatakse, sooritatakse

'Then 'carriages were 'built,[2] 'pulled by 'fast 'horses.[1] 'Stage 'coaches ap'peared 'next,[2] in which 'several 'people could 'ride to'gether [2] and 'make 'long 'journeys.[1] 'Stage 'coaches [2] were 'pulled



by 'six or 'even 'ten 'horses.[1] At 'definite 'places [2] along the 'road between 'one 'town or 'village and a'nother,[2] there were 'inns [2] at which the 'horses were 'changed [2] and the 'passengers had their 'meals.[1] The 'driver and the 'guard of the 'stage 'coach [2] were 'always 'armed with 'guns and 'pistols [2] because the 'coach was 'sometimes at'tacked by 'robbers.[1]



When the motor-car was invented, it was soon found that better roads were needed. Roads which were good enough for stage coaches were not good enough for motor-cars and **motor-lorries.** It often happened that a motor-car could not move because of the thick mud on the roads, and horses had to be found to pull the car out of the mud.

One of the most **important** results of all these **changes** in ways of travelling is that there are now good roads from farms into villages, from villages into towns, and from towns into cities. By means of these roads **distant** parts of large countries like the Soviet Union, the United States, Canada and Australia are brought

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Exceptions — carriage, guard, passenger, product.

together. The different countries of Europe are also **joined** together by means of such roads. There are few better ways of helping one's country to go forward than by building and **keeping up** good roads.

In later lessons we shall read about other means of travelling, about travelling **by water** and **by rail.**

Exercises to the Text.

I. Answer the following questions —

1) Why could men not take their carts in many places? 2) What kind of roads were men not long in building? 3) Is a stage coach a kind of large carriage in which several people can make long journeys? 4) What is a stage coach? 5) What were there at definite places along the road by which stage coaches travelled? 6) Do motor-cars and motor-buses [1]) take the place of carriages and stage coaches on the roads today? 7) What takes the place of carriages and stage coaches today? 8) What is one of the most important results of all these changes in ways of travelling? 9) How are different parts of our country joined together?

II. Arrange the following words in pairs of antonyms —

fast, near, after, greater, important, slow, better, distant, light, before, strong, smaller, worse, unimportant, weak, heavy.

III. Fill in the prepositions *by* or *with* —

1) This picture is drawn ... a pen. 2) These two villages are joined ... a good hard road. 3) He attacked the wild dog ... a stick. 4) The journey was made ... aeroplane. 5) The fascist scouts were attacked ... two Soviet soldiers and killed. 6) The Soviet soldiers were armed ... machine-guns and handgrenades.

IV. Fill in the prepositions *among* or *between* —

1) There is no railway ... these towns yet. 2) He looked ... his books for the one he wanted. 3) She walked ... the children, holding each by the hand. 4) There was one little black girl ... the children playing in the garden. 5) He put the paper ... the pages of a book.

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[1]) **motor-buses** autobused

V. Translate into English, using the *-ing*-form preceded by the preposition *in* or *by* —

1) Ta tuli kiiresti (*be not long*) tagasi. 2) Ma teen kiiresti valmis oma kodutöö. 3) Ta vastab alati väga ruttu kirjadele (*letters*). 4) Ma aitan emal puhastada (*get ready*) juurvilja supi jaoks. 5) Te võite aidata mind, kui lähete ja ostate leiba. 6) Kuhu ta peitis oma raha?

VI. Fill in the blanks with suitable words from the text —

1) At ... times of the day the radio gives us the exact [1]) Moscow time. 2) There were ... magazines and a newspaper on the table. 3) There were many ... in the bus, some sitting and some standing. 4) Please be especially careful when you copy this paper, for it is very .... 5) We found a great ... in her, she looked very old, and her hair once thick, dark and straight, was now almost white and very thin [2]). 6) The two parts of Budapest — Buda and Pest — are ... by means of several wide bridges. 7) When they were travelling through the African forests, they were once ... by a lion. 8) This is a very ... train, you will be there in two hours instead of the usual three hours. 9) Motor-cars take the place of carriages today and ... take the place of carts. 10) We usually have three ... a day: breakfast, dinner and supper. 11) The Soviet soldiers were ... with rifles and hand-grenades.

VII. Read and translate into Estonian —

1) 'Carts can be 'used to 'carry 'corn,[2] 'butter,[2] 'eggs,[2] 'milk,[2] and 'other 'food 'products [2] from the 'farms to the 'cities.[1]
2) 'Men were 'not 'long [2] in 'building 'good 'strong 'roads.[1]
3) She 'made a 'long 'journey.[1]
4) 'Nelly was 'sitting on the 'sofa [2] between 'Kitty and 'Mary.[1]
5) I 'found 'this 'letter among your 'books.[1]
6) It was 'soon 'found [2] that 'better 'roads were 'needed.[1]
7) 'Horses had to be 'found [2] to 'pull the 'motor-car [2] 'out of the 'mud.[1]

VIII. Translate into English —

1) Ma külastan teid varsti teiskordselt. 2) Varsti leiti, et teed ei olnud küllalt head autode jaoks. 3) Ta aitas mind, kirjutades ümber luuletuse. 4) On olemas palju vahendeid ühest kohast teise liiklemiseks.

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[1]) **exact** [ig'zækt] täpne
[2]) **thin** hõre, õhuke

IX. Give the names of the meals and say about what time people have them, and what they eat.

X. Name the food products that you know, and if you can, say where they come from, for example:

Milk comes from the cow [1]).
Corn grows in the fields of the collective farms.

XI. What means of going from place to place do you see in the district where you live? Make one sentence about each of them.

Grammar Exercises (§ 112).

I. Translate into English (§ 112) —

1) Pärast seda kui leiutati autod, tehti paremad teed. 2) Selle jutustuse võib leida 194-ndalt leheküljelt. 3) Vett võib tuua jõest. 4) Selle töö jaoks on vaja palju inimesi. 5) Laps tuli viia haiglasse. 6) Nende juttude keel on väga lihtne ning neid võib igaüks lugeda.

II. Change the following questions into indirect speech after the forms of the verb *know* or *wonder* which are given in brackets (§ 141) —

1) When will he come? (*I wondered*) 2) What time [2]) do we go to the station? (*When will you know*) 3) Where does she keep her pencils? (*Do you know*) 4) Who will change pens with me? (*I wondered*) 5) Where does that road go? (*Did you know*) 6) How long is the journey? (*He didn't know*)

III. Fill in the correct article (definite or indefinite) where necessary (§ 207) —

When I was ... small boy, I lived in ... village about fifty kilometres from ... Tallinn. Behind our house there was ... hard, wide, straight road. It went to ... Tartu, my father told me. I understood that ... Tartu was ... fine city, and I wanted to go there. Every day I went and sat on ... side of ... road. I liked to look at ... carts and ... motor-lorries that passed up and down it. Sometimes ... fast motor-car went past, and then I said to myself, "I wonder where that car is going. I should like very much to be in it. One day I shall have ... car and I shall ride up and down in it on ... roads that I have built." I already

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[1]) **cow** [kau] lehm
[2]) **what time = at what time**

knew that I wanted to be ... engineer who builds ... roads. I wanted to build ... roads everywhere in ... country.

Now I am ... engineer and I am doing what I wanted to do when I was ... child. I have already built ... roads from ... villages to ... towns and from ... towns to ... cities. We shall build ... roads everywhere, my fellow-workers and I.

REVISION III.

Lexical Exercises.

I. Fill in the blanks with the prepositions *in, into, to* or *at* —

1) Let us go for a walk ... the park. 2) Are you going ... the country for the week-end? 3) Please translate this sentence ... English. 4) Can you tell me the way ... the nearest village? 5) The road led them ... the middle of a great forest. 6) We must stop ... the first house we come ... and ask the way. 7) The city of Tallinn is nearly ... the mouth of the river Pirita. 8) He drove the sheep ... the field. 9) Which of these roads leads ... Põlva? 10) I like to spend the summer ... the country. 11) Let us go for a walk ... the mouth of the river. 12) The village is ... the middle of a thick forest. 13) We went ... the park and sat down to rest. 14) He was standing ... the window looking out ... the street.

II. Fill in the blanks with preposition-like adverbs —

1) A few of them were tired and remained in the village, but most of them went ... to the river. 2) Ivan Susanin led the Poles ... and ... through the forest. 3) None [1]) of the Polish horsemen got ... of the swamp. 4) The cat jumped into the box and I couldn't make it get ... . 5) The Soviet Army drove the Germans ... of our country. 6) The soil was washed ... into the river. 7) Please put the flowers ... on the table. 8) The children sat ... on the floor and began to cut little dolls ... of white paper. 9) The spring floods carried the ice ... to the sea. 10) Please find ... Mary's address, will you? I think Annie knows it. 11) My mother is coming ... to town from the country tomorrow. 12) She looked ... of the window and saw that it was raining. 13) She sent her daughter ... to buy a bottle [2]) of milk. 14) Come ..., it won't

[1]) **none** ei keegi
[2]) **bottle** pudel

take you long to do it. 15) There was ink on his fingers and he couldn't get it . . . . 16) I went to the window and looked . . . , but I could see nothing. 17) The dog pulled the child . . . of the water.

III. Translate into English —

1) Ei ole üldse hilja; meil on küllalt aega. 2) Hobused ei saanud minna edasi ega pöörduda tagasi. 3) Niisuguseid asju müüakse raamatukauplustes. Neid võib osta igal ajal. 4) Sinna viib ainult üks tee. 5) Ma ei suuda leida musti sokke. Näib, et nad on kadunud. 6) Kas te teate, millal rong väljub? 7) Ma kardan, et kalas ei ole küllalt soola. Palun proovige! 8) Mis supp see on? Maitselt sarnaneb see seenesupiga. 9) Vanal ajal reisisid inimesed postitõldadega või ratsa. Meie ajal reisivad nad raudteed mööda, autoga või õhu kaudu. 10) Varsti ilmusid Annie ja Lydia. 11) Kas te olete kaotanud midagi? 12) Me eksisime metsas ja pidime veetma seal öö. 13) Taškendis sajab väga harva vihma. 14) Supp ja lihtne toit on paremad kui magustoit, kui tunned end tõesti näljasena.

IV. Speak about a road along which you have gone some time or other —

(Between what points does it run? Is it a hard road or a soft one? Is it smooth or rough? Does it run over hills, through mountains and valleys, through fields of grass or corn? Does it cross rivers? What rivers? Does it pass by lakes and through villages and towns? What goes along it (carts, motor-cars, lorries, men on horseback, people on foot, buses, sledges, donkeys, camels)? What kind of loads are carried in the carts, motor-lorries, and so on? Was it used by the Soviet Army during the Great Patriotic War? If so, what went along it? Where to?)

Grammar Exercises.

I. Make compound sentences of the following pairs of simple sentences by joining them by means of the conjunctions *and, but* or *so* —

1) Most boys and girls like to bathe and swim. Pioneer camps are usually near a river, a lake, or the sea. 2) The Polish horsemen could not find the road in the snow. None of the peasants wanted to help them. 3) Ivan Susanin was killed by the Poles. They did not get to Moscow. 4) Fanya Kononova and her mother

made gruel of their corn. It could feed less than half of the partisans. 5) In every language some words have more than one meaning. Funny stories are often based on this fact. 6) The old man did not think of the second meaning of the verb *paint*. He made a joke without meaning to. 7) He ordered dinner. The waiter brought him a plate of soup. 8) The first carts moved very slowly. Soon a better kind of wheel was made and a better kind of cart.

II. Make complex sentences of the following pairs of simple sentences by joining them by means of the relative pronouns *which* or *who*. The verb in the principal clause is italicized (NOTE. In constructing the complex sentences you may find it necessary to omit [1]) certain words.) —

1) Some people observe their own home district carefully. They *learn* to understand better other parts of the world. 2) Every language *has* its own jokes. It is impossible to translate many of them into any other language. 3) Then he *took* the wolf to a tree. This tree grew at the top of a hill. 4) Stage coaches *appeared* next. Several people could ride together in them. 5) Fascists *were* more than once *led* into swamps. Not one man returned from them alive. 6) Dumas *is* a well-known French writer of the 19th century. He wrote "The Three Musketeers". 7) In Africa there *is* a kind of monkey. It is called gorilla. 8) There *have been* many great travellers. These men learned to observe things for themselves.

III. Fill in the blanks with the definite or indefinite article where necessary —

... April is ... second month of spring. In ... South ... trees are already green, but in ... North there are no leaves on ... trees yet. Only ... grass is green. ... May is ... very pleasant month. There are ... leaves on ... trees now and they are full of ... singing birds. It is warm outside and in ... middle of ... day it is sometimes quite hot. Then we open ... windows of our houses and ... cool fresh [2]) air comes into ... rooms. In ... June there are ... roses in ... gardens and at ... end of ... month there are ... ripe cherries for us to eat. What is ... colour of ... ripe cherry?

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[1]) **o'mit** välja jätta
[2]) **fresh** värske

IV. Put into indirect speech the conversation between Leo, Eve and Peeter in Lesson 6. Begin with Peeter's speech near the end of the lesson —

"Do you hear, Eve? We're going to make a big party for tomorrow..."

and continue to the end of the dialogue. Begin like this —

Peeter asked Eve whether she had heard ... Then he explained to her that...

Be careful in your use of pronouns. If it is not clear to whom *he, she* or *they* refer, you must use proper nouns.

NOTE 1. LEO: Yes, let her come, and Annie Miller too.
In indirect speech this will be: Leo agreed and told to invite Lydia and Annie Miller too.

NOTE 2. LEO: Yes, of course. And Enn ... **In indirect speech this will be:** Leo agreed and added that Enn ...

V. Put into the active. Supply [1]) any suitable subject, e. g. —

Those books mustn't be touched.

You mustn't touch those books, OR *No one must touch* those books.

1) She mustn't be deceived.
2) These cherries can't be eaten yet, they are not ripe.
3) Dinner can be ordered only in half an hour.
4) The pictures may be seen at the Picture Gallery [2]).

VI. Fill in the blanks with the correct tense of the verbs in the margin —

1) The Poles ... out of Russia in 1612. In the battles [3]) which ended in victory for Russia, the people ... by Minin and Pozharsky.	drive (passive) lead (passive)
2) You may be sure that nothing ... There ... books to read and indoor [4]) games to play on wet days. For fine days there ... balls, ropes [5]) and other things that ... in playing outdoor [6]) games. The	forget (future passive) be be use (passive)

1) **sup'ply** pange
2) **the Picture Gallery** pildigalerii
3) **battle** lahing
4) **indoor** tubased
5) **ropes** hüppenöörid
6) **outdoor** vabaõhu-

month at the camp ... happily by all the children, whether it ... or not.	spend (passive)
3) Although the German scout ... very carefully and ... behind the grass and bushes he ... by a Soviet sniper. The sniper ... and the scout ...	rain move keep see (passive) fire, kill (passive)
4) After lunch we ... by bus to the beautiful building where the meeting was to be held.	take (passive)
5) These books ... only to pupils of the seventh and higher classes. Younger children ... them.	give (passive) not+understand
6) "Eve, please go and ask Annie where the salt ...," said Lydia. "I can't find it."	keep (passive)

LESSON TWENTY-FOUR.

A HERO FROM A CITY OF HEROES.

From "The Youth of Heroic Leningrad"
by V. Ivanov.

In the third month of the Great Patriotic War, Leningrad was surrounded by the German fascists. Their **airmen bombed** its beautiful **palaces, theatres, museums** and libraries, its hospitals, its **factories** and its public buildings. They **dropped** bombs on civilians, on **defenceless** women and children. Day after day the fascist artillery **bombarded** the city, using shrapnel in order to kill civilians.

The young workers of Leningrad left their **machines** and the **students** of Leningrad left their books in order to defend their **native** city. There are hundreds and hundreds of stories of **brave** men and **heroic** deeds, some of which have appeared in newspapers and magazines, but many of which are known only to a few. Here is one story of **heroism.**

On one sector of the front, a **party** of German soldiers reached the line held by a **unit** of the Soviet Army. They silently surrounded Lazarev, a young Soviet soldier, in order to **take** him **prisoner.** At last someone saw them and **firing** began, but it was too late to save Lazarev. A German had already thrown himself on the Soviet

Exceptions — consciousness, death, palace, prisoner.

soldier from behind and had **disarmed** him. Then his hands were quickly tied, and the party turned back towards the German headquarters, making their prisoner walk in front of them.

On the way they came to a place which Lazarev recognized. He had been there before, and knew that Soviet soldiers had mined it. He did not think of his own life. He decided to lead the



Germans to their **death.** He walked as much as possible to the right in order to bring them straight into the **mine-field.** He knew that he would be killed too, but what did that **matter?** He decided that he would die for Stalin and his country and **at least** fifteen fascist dogs would pay for his death with their lives.

Lazarev marched forward **fearlessly.**

Before they had gone much farther, one of the Germans came into contact with a mine. There was a terrible **explosion** and several Germans fell at once. Other mines began to explode too. Lazarev fell and lost consciousness.

It was already night when he **came to.** Bodies of dead Germans were lying all around him. He was badly wounded and had lost much blood, but **in spite of pain** and weakness, he was able to move. Slowly he crawled back and at last reached his unit.

Explanatory Notes.

from behind tagant
as much as possible niipalju kui võimalik

Exercises to the Text.

I. Answer the following questions —

1) When was Leningrad surrounded by the German fascists? 2) What buildings were bombed by fascist airmen? 3) Why did the fascist artillery use shrapnel? 4) Why did the young workers of Leningrad leave their machines? 5) Why did the students of Leningrad leave their books? 6) What was Lazarev? 7) By whom was he taken prisoner? 8) Where did the party of German soldiers want to take their prisoner? 9) What did they come to on their way? 10) What did Lazarev know about that place? 11) What did he decide to do? 12) Why did he walk as much as possible to the right? 13) What happened when one of the Germans came in contact with a mine? 14) Was Lazarev killed in the explosion, or was he only wounded? 15) What did he see when he came to? 16) What did he do when he came to? 17) What do we call people like Lazarev?

II. Ask questions about the italicized parts in the following sentences —

1) *The young workers of Leningrad* left *their machines.*
2) *This story* has not appeared *in any newspaper.*
3) *Lazarev* knew *that Soviet soldiers had mined the place.*
4) He decided *to lead the Germans to their death.*
5) He knew *that he would be killed too.*

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

drop, leave, take, throw, die, make, recognize, think, lead, know, pay, go, fall, come, lose, lie, tie, hold.

IV. Fill in the blanks with suitable words from the text —

1) The girl wanted to go to the front, so she ... to become a sniper.
2) A few minutes after the partisans had mined the railway line, there was a terrible ... .

3) The Soviet soldier led his ... to the headquarters.

4) In spite of the firing, the ... girl continued to help the wounded.

5) The city was ... from the air and ... by heavy guns for many months.

6) In all our towns, cities and villages there are ... where people can go to read newspapers and magazines and from which they can get books.

7) She works at a shoe ... .

8) It doesn't ... when you come. I shall be at home all day tomorrow.

9) "I haven't seen my ... town for six years," he said. "Six years ago I left it to become a ... of a Moscow Institute."

V. Read and translate into Estonian —

1) The 'students 'left their 'books[2] in 'order to de'fend their 'native 'city.[1]

2) The 'line was 'held[2] by a 'unit of the 'Soviet 'Army.[1]

3) They 'reached the 'line[2] 'held by a 'unit of the 'Soviet 'Army.[1]

4) He was 'badly 'wounded[2] and had 'lost 'much 'blood.[1]

5) 'Lazarev 'fell[2] and 'lost 'consciousness.[1]

6) He 'came 'to[2] 'late at 'night.[1]

7) He de'cided that he would 'die[2] for 'Stalin and his 'country.[1]

8) They 'made their 'prisoners 'walk in 'front of them.[1]

VI. Translate into English —

1) Ta oli raskesti haavatud, kuid oli võimeline roomama oma üksuse juurde. 2) Hoolimata oma haavatud jalast jätkas ta tulistamist vaenlase pihta. 3) Päev päeva järel, hoolimata näljast ja nõrkusest, kangelaslikud Leningradi inimesed jätkasid töötamist rinde heaks. 4) Vähemalt kakskümmend fašisti sai surma (tapeti), kui lõhkes miin.

VII. Tell the story of how young Soviet soldier Lazarev led at least fifteen fascists to their death.

VIII. Make a list of all the English military words that you know.

Grammar Exercises

(§§ 125, 127, 130, 136, 138, 140—142).

I. Change the tense of the principal clause in the following sentences from present to past. Make the necessary corresponding change of tense in the subordinate clause (§§ 125, 127—131) —

1) I know I shall see him. 2) I know you have seen him. 3) I know you see him almost every day. 4) I think they will be ready soon. 5) He thinks you are busy. 6) I think she has left the city. 7) I wonder where they have gone. 8) He wonders what will happen to them. 9) I wonder how often he goes to the library.

II. Fill in the blanks with the correct tense (Past or Past Perfect) of the verbs in the margin (§§ 125, 130) —

1) Lazarev ... the place because he ... there before.	recognize, be
2) Before the war they ... students of the same institute and so they ... friends.	be be
3) I ... that you ... to him about that.	know, speak
4) No one ... where she	know, go
5) He ... very weak because he ... much blood.	be, lose
6) Before the fascist ... what was happening, the Soviet soldier ... him.	know disarm
7) He ... home to get the book he	return, forget
8) When Annie's mother ... home, she ... that the two girls ... dinner for her, ... the tea-things, ... everything they ... to make Annie feel better.	come, find get, wash do, can

LESSON TWENTY-FIVE.

THE 'WALKING 'STAMP.[1]

'Yesterday I was 'writing a 'long **'letter**[2] to 'one of my 'sisters[2] when a 'friend 'came 'in.[1]

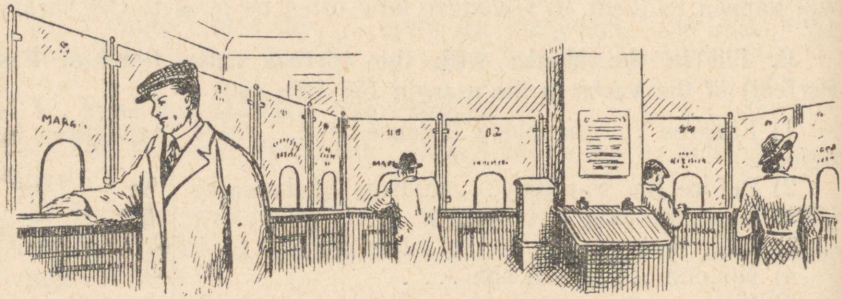
"'Just a 'moment," I 'said to him.[1] "I 'must 'finish 'this 'letter.[1] To'day's 'newspaper is 'over 'there[2] on 'that 'table.[1] Per'haps you 'haven't 'seen it yet."[1]

He 'sat 'down with the 'newspaper [2] and 'read it [2] while 'I 'finished my 'letter,[2] 'put it into an **'envelope** [2] and **ad'dressed** it.[1]

'After 'that [2] we 'talked a 'little [2] and 'then 'I 'said,[1] "I must **'post** my 'letter,[1] but I 'haven't a **'stamp.**[1] 'Have 'you 'one by 'chance?" [2]

"'No,[1] I'm 'sorry I 'haven't," he answered.[1]

"'Well," I said,[2] "I shall 'have to 'go to the **'Post Office,**[1] as I 'want 'this 'letter to 'go to'day.[1] My 'sister 'always 'answers my 'letters at 'once [2] and I 'try to 'answer **'hers** at 'once 'too.[1] **It's a 'pity** 'not to 'post a 'letter [2] when you have 'written it,[1] 'isn't it?" [1]



"'I'll 'come 'with you," 'said my 'friend.[1] "We can 'talk on the 'way." [1]

I **'lighted** a **ciga'rette** [2] and 'put 'on my 'hat.[1] But it 'wasn't **'mine.**[1] It was 'too 'small for me.[1] "'Is 'this 'hat **'yours?"** [2] I 'asked my 'friend.[2] "It is 'certainly 'not 'mine.[1] It 'won't 'go 'on me." [1]

"I'm 'sorry," he answered.[2] "I 'always 'take 'someone 'else's **'hat** by mis'take." [2] He 'gave me 'mine,[2] and 'I 'gave him **'his.**[1]

We 'reached the 'Post Office [2] before I had 'finished my ciga-'rette.[1] "'You 'go 'in [2] and 'get me a 'stamp,[1] 'will you?" I said.[2] "'**Smoking** is 'not **al'lowed** in the 'Post Office,[2] and I 'want to 'finish my ciga'rette." [1]

"'All 'right," he said,[2] "'give me your 'letter." [1]

My 'friend 'went 'in,[2] 'bought a 'stamp at the 'window where 'stamps are 'sold,[2] **'wetted** the **'back** of it,[2] and was 'going to **'stick** it [2] in the **'right-hand** 'top **'corner** of the 'envelope [2] when he 'dropped it.[1] He was 'just 'going to **'pick** it **'up** [2] 'when,[2] — 'can you i'magine it? [2] — the 'stamp be'gan to 'walk.[1] It 'walked 'very

---

Exceptions — allow, climb, envelope, pity, post.

'slowly,[1] but it 'really 'walked.[1] It 'reached the 'wall [2] and be'gan to **'climb** 'up it.[1]

My 'friend 'ran to the 'door,[2] 'shouting,[1] "'Come 'here,[1] 'quick! [1] There's a 'stamp 'walking 'in 'here." [1]

I 'threw a'way my ciga'rette [2] and 'went into the 'Post Office.[1] There was 'no mis'take a'bout it! [1] A 'stamp was 'climbing 'up the 'wall.[1] It 'reached the 'ceiling,[2] 'slowly 'crossed it [2] and 'came 'down a'gain [2] by the **'opposite** 'wall.[1]

I 'took the 'stamp 'off the 'wall [2] before 'anyone 'else 'could,[2] and 'turned it 'over.[1]

'Can you i'magine 'what it 'was? [2] An **'ordinary** 'stamp [2] 'stuck on the 'back [2] of a 'big 'fly! [1]

Proverbs. Two heads are better than one.
Four eyes are more than two.

Explanatory Notes.

just a moment oodake üks hetk
over there vaat seal
I want this letter to go ma tahan, et see kiri läheks ära
there was no mistake about it selles ei olnud mingit kahtlust (eksitust)

Exercises to the Text.

I. Answer the following questions —

1) What do you put a letter into after you have written it? 2) What do you write on the envelope? 3) What do you put in the right-hand top corner of the envelope? 4) What do you do when you want to stick a stamp on a letter? 5) What do you do when you have addressed your letter and put a stamp on it? 6) When you want to post a letter, must you take it to the Post Office, or may you drop it in a letter-box [1])? 7) Where can we buy stamps and envelopes? 8) What is not allowed at the Post Office?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

take, ride, attack, keep, find, write, read, see, sit, put, try, come, give, say, buy, sell, wet, stick, begin, throw.

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[1]) **letter-box** postkast

III. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) I shall *finish* my homework in a few minutes. 2) He *took* the letter *out of* his bag. 3) Have you *dried* your hands? 4) The bag was very *light*. 5) I *dropped* my pencil *on* the floor. 6) Our collective farm *sold* some horses *to* the farm in the next village.

IV. Translate the following sentences into English, e. g. —

Ma tahan, et see kiri läheks ära täna.
I want this letter to go today.
Ma tahaksin, et ta teaks seda.
I should like him to know that.

1) Ta tahab, et te aitaksite teda. 2) Me tahame, et kõik loeksid selle läbi. 3) Ma tahaksin, et ta läheks arsti juurde. 4) Nad tahtsid, et ma jutustaksin neile mingi jutu. 5) Kas te tahaksite, et ma kirjutaksin teie eest kirja? 6) Ma ei taha, et ta teaks seda. 7) Ta tahtis, et ta sõber läheks temaga.

V. Fill in the blanks with the correct prepositions —

1) They talked ... the way ... the Post Office. 2) He put the money ... an envelope and stuck it. 3) This coat is not mine, it won't go ... me. 4) You must stick the stamp ... the right-hand corner of the envelope, not ... the left-hand one. 5) He bought a stamp ... the window where stamps are sold. 6) The walking stamp came down ... the opposite wall. 7) He took the book ... the table and gave it ... me.

VI. Fill in the blanks with suitable words from the text —

1) All boys and many girls like to ... up trees. 2) You must ... your letter if you want it to go. 3) You must ... the back of the stamp if you want it to ... to the envelope. 4) It's a ... that you were not at the concert [1]). It was very good. 5) "I won't ... you to go outside and play until you have done your homework," said the boy's mother. 6) They will wait for us at the ... of the street near the library. 7) My best friend lives on the ... side of the same street as I live in. 8) He is a Hero of the Soviet Union, but he looks like any ... young man.

VII. Read and translate into Estonian —

1) "'Just a 'moment," I 'said to him.[1] "I 'must 'finish 'this 'letter." [1]

2) "I 'haven't 'seen to'day's 'newspaper yet."

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[1]) **'concert** ['kɔnsət] kontsert

3) He will 'have to 'go to the 'Post Office.[1]
4) She 'wants me to 'post 'this 'letter at 'once.[1]
5) "It's a 'pity to be 'late for the 'concert," she said.[1]
6) "'Where are our 'hats?" [1] "'Mine is on the 'table,[2] and 'yours is on the 'chair." [1]
7) "I'm 'sorry," he said.[2] "I've 'taken 'your 'pen by mis'take." [1]
8) 'Smoking is 'not al'lowed 'here.[1]
9) There was 'no 'mistake a'bout it! [1] It was 'my 'hat.[1]
10) I 'picked 'up the 'stamp [2] before 'anyone 'else 'could,[2] and 'turned it 'over.[1]

VIII. Translate into English —

1) Ärge kahelge, see kiri on teile. 2) Kas teil ei ole juhuslikult tükikest paberit? 3) Kahju on hilineda, teie ei näe algust. 4) Siin ei ole suitsetamine lubatud. 5) Ma võtsin eksikombel kellegi vihiku. 6) Kas te olete juba kirjutanud nendele kirjadele aadressid? 7) Ta vastas otsekohe kirjale. 8) Oodake üks hetk, ma tahan süüdata paberossi. 9) Palun tõstke see kiri üles *(will you?)*. 10) Karu ronis puu otsa. 11) Ma tulin koju enne teisi (*before anyone else did*) ja valmistasin lõunasöögi.

IX. Say what you do when you have written a letter to someone.

X. Tell the story of the walking stamp in the third person. Begin like this —

"Once a man wrote a letter to his sister. He wanted the letter to go at once, but he had no stamp . . . ."

Grammar Exercises (§ 164).

I. Make the infinitives in the following sentences negative (§ 93), e. g. —

Ask her *to write* this letter at once.
Ask her *not to write* this letter at once.

1) Tell him to do that work today. 2) It's a pity to say good-bye. 3) I want her to go there. 4) I asked him to come at six o'clock tomorrow. 5) It's a pity not to post a letter when you have written it.

II. Change the italicized nouns into possessive pronouns (§ 164) —

1) This is my book and that is *Bob's*. 2) That hat is *Eve's*. 3) There is your mother; and there is *Betty's* and *Lydia's*.

III. Translate into English (§ 164) —

1) Ta andis kummalegi meist uue pliiatsi. Minu oma oli sinine. 2) Need sukad ei ole sinu; sa oled jalga pannud minu omad. 3) See kass ei ole meie oma; meie oma oli must. 4) Nora ja mina kaotasime oma sulepead (pens). Tema oma oli roheline, aga minu oma pruun.

IV. Fill in the correct tense (Present, Present Perfect, Future) of the verbs in the margin (§§ 105, 108, 121—124) —

I ... a letter to my brother in the Soviet Army.	just + write
He ... to get my letters and I ... to get his.	like, like
After I ... the envelope I ... my letter into it.	address, put
When my sister ... a letter, she ... it into the envelope first, and then ... the address, but I ... it ... easier to write on an envelope when there ... no letter inside it. I ... a stamp in the right-hand top corner because letters sent to the men in the Soviet Army ... stamps.	write, put write think, be be, not + stick not + need
Soviet soldiers ... stamps on their letters before they ... them either [1]).	not + put post
Now I ...: out and ... my letter in the post-box [2]). After that I ... home and ... my lessons. When I ... them, I ... supper.	go, drop come, do finish, have

V. Put the following sentences into indirect speech (§§ 133—142) —

1) "I shall finish the book tomorrow and then you can have it," he said to me. 2) "I didn't take the tram yesterday," she said, "I walked all the way." 3) "I saw him last year," she answered. 4) "Do you think this is really correct?" I asked my father. 5) "I shall meet you here tomorrow," he answered. 6) "He began the work a week ago," I was told. 7) "The library will move into a new building next month," he explained.

LESSON TWENTY-SIX.

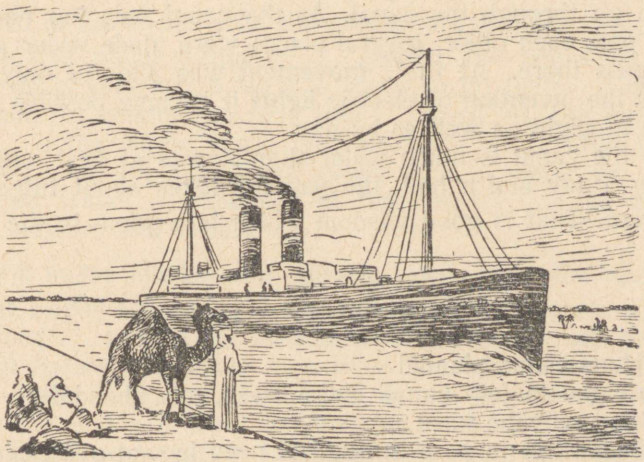
CANALS.

The cheapest way to carry heavy goods from one place to another is by water. Therefore a country which has many large

[1]) **either** ['aiðə] samuti (at the end of a negative sentence)
[2]) **post-box** postkast = **letter-box**

rivers up and down which **river-steamers** and barges can pass, **possesses** a very important **means** of **transport.** The Soviet Union has many such rivers; for example, the Volga, the Dnieper and the great Siberian rivers.

In England there are no very wide rivers, but many of the English rivers are **deep** enough for barges, and heavy goods, like bricks, stone, cement and other building materials, and also **coal** and **iron,** are carried from one part of the country to another in barges. In order to make water transport still better, canals were built to join one river to another, so that now it is possible to travel from one end of England to the other by water.



In our country there are many large and important canals and now it is possible to travel by water from the White Sea in the North to the Black Sea in the South. But you can speak about **our** great canals like the Moscow—Volga or the Baltic—White Sea Canal **yourselves.** I want to tell you something about the Suez Canal, which joins two seas — the Red Sea and the Mediterranean Sea — and **thus shortens** the **voyage** from Europe to India and Australia and other **eastern** or **southern** countries by several weeks.

In the year 1854, Ferdinand de Lesseps, a great French engineer, laid before the government of Egypt plans for a canal to join the Red Sea and the Mediterranean Sea. The idea of such a canal

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Exceptions — possess, southern.

was not a new one. Hundreds of years before, men had cut small canals between the river Nile and the Red Sea. But these canals had been of little use because the ships making voyages to the Far East were large ships, too large for such small canals. It was **necessary** to build a long straight canal, deep enough for these ships to pass through.

Although the Egyptian government saw at once how useful such a canal would be to the whole world, work on the canal itself was not begun until 1859. De Lesseps had difficulty in getting enough money and men to finish the work. At last, fifteen years after De Lesseps had first made his plans, the canal was opened. It is one hundred miles long. At first it **took** more than thirty-six hours to go through the canal. As the canal was too narrow for ships to pass each other, several places were made wider and ships had to pass there. At first, **movement** was allowed only by day, but after the **invention** of electric **lights** it became possible for ships to move at night **as well** as by day.

Now the canal is much wider than it was at first, and instead of taking a day and a half, the passage takes about fifteen hours.

Proverb. That is good wisdom which is wisdom in the end.

Explanatory Notes.

laid plans esitas plaanid
for a canal to join kanali ehitamiseks, mis ühendaks
of little use vähe kasu
for these ships to pass through et need laevad pääseksid läbi
had difficulty in getting oli raske saada
for ships to pass each other selleks, et laevad saaksid mööduda üksteisest

Exercises to the Text.

I. Answer the following questions —

1) What is the cheapest way of carrying goods from one place to another? 2) How are heavy goods, especially building materials, often carried from one part of England to another? 3) What great canals are there in the Soviet Union? 4) What two seas does the Suez Canal join? 5) What voyages does the Suez Canal shorten? 6) When did Ferdinand de Lesseps lay his plans for a canal before the government of Egypt? 7) How many years after De Lesseps

had first made his plans was the canal opened? 8) How long is the Suez Canal? 9) When was movement in the Suez Canal allowed at night as well as by day? 10) How long did the passage take at first? 11) How long does it take now?

II. Fill in the blanks with any suitable words which will give sense [1]) to the sentence, e. g. —

The canal was too *narrow* for *ships* to *pass* each other.

1) Now the canal is ... enough for ... to pass each other at any place. 2) This English book is too ... for me to read. 3) This tea is too ... for ... to drink. 4) Is it too late for ... to ... there now? 5) It is important for ... to ...

III. Fill in the blanks with the correct prepositions —

1) He had much difficulty ... getting the books he needed. 2) The road is very rough, so it is better to go there ... day. 3) It is not good ... children to read late ... night. 4) The Suez Canal is useful ... the whole world. 5) This knife is ... little use, you can't cut ... it. 6) Will these goods go ... water or ... rail? 7) You can travel ... one end of the country ... the other ... means ... rivers and canals.

IV. Fill in the blanks with suitable words from the text —

1) The Soviet Union ... many wide and deep rivers. 2) It was a very good ... to visit the Pushkin Museum before we studied his poems. 3) Before you bathe in a river, you should know how ... it is. 4) Both ... and ... are found in the ground. 5) We make a ... by sea and a journey by land. 6) It is ... for everyone to know at least one foreign [2]) language. 7) From the hill we could see the ... of the city shining far below us in the darkness.

V. Read and translate into Estonian —

1) It 'took me an 'hour and a 'half [2] to 'do my 'homework.[1]

2) 'This i'dea is 'not a 'new one,[1] I have 'read a'bout it be'fore.[1]

3) "'Take the e'lectric 'train," he said.[1] "It will 'shorten your 'journey by 'several 'hours." [1]

4) There are e'lectric 'lights [2] 'not 'only in the 'town,[2] but in the 'country 'too.[1]

5) The 'work was 'not be'gun on the 'railway [2] until 'six 'months a'go.[1]

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[1]) **sense** mõte, tähendus

[2]) **foreign** ['fɔrin] võõr-

6) He had 'no 'difficulty [2] in trans'lating 'this 'text.[1]
7) The ca'nal was 'too 'narrow [2] for 'ships to 'pass each 'other.[1]
8) 'These ca'nals were of 'little 'use,[2] because they were 'too 'narrow.[1]

VI. Translate into English —

1) Kõigil linna tänavail on elektervalgustus. 2) Alguses võisid laevad mööduda üksteisest vaid teatud kohtades. 3) Nii tütarlastele kui ka poistele meeldib see raamat. 4) Inglismaal ei ole väga pikki jõgesid. 5) Suessi kanal on praegu palju laiem, kui ta oli alguses. 6) Kulus enam kui kolmkümmend kuus tundi, et läbida kanal. 7) Teil kulub palju aega selle raamatu läbilugemiseks, ta on liiga paks (*thick*). 8) Tal ei olnud raske leida seda kohta. 9) Kanal on küllalt sügav selleks, et suured laevad pääseksid läbi. 10) See raamat toob teile vähe kasu, ta on kirjutatud neljanda klassi jaoks.

VII. Speak about the Suez Canal.

VIII. Speak about one of our Soviet canals —

(What seas or rivers does it join? When was it started? How long did it take to build it? How is it used? What goods are carried on it and by what means are they carried? Is it wide enough for ships to pass at any point, or are there special places where ships must pass? Is it deep enough for river-steamers to go up and down it or are there only barges on it? How are the barges pulled?)

Grammar Exercises.

I. Fill in the blanks with the correct tense (Past, Past Perfect or Future in the Past) of the verbs in the margin (§§ 130—131) —

THE PANAMA [1] CANAL.

From the time of Christopher Columbus [2] plans ... to build a canal which ... the Atlantic Ocean [3] to the Pacific Ocean [4].	make (pass.), join
When De Lesseps ... the Suez Canal, he ... to make such a canal. The French ... on one from 1880—1888, but the work	finish want, work stop (passive)

[1] **Panama** ['pænə'mɑ:]
[2] **Cristopher Columbus** ['kristəfə kə'lʌmbəs]
[3] **the At'lantic Ocean** Atlandi ookean
[4] **the Pa'cific Ocean** Vaikne ookean

It ... too expensive, and besides, many of the workers ... of fever.	be die
In 1904 the Government of the United States ... the work again. The American engineers ... the mistakes of the French, and in spite of many very great difficulties, they ... able to finish the Panama Canal in ten years. It ... in 1914, just before the First World War.	begin study be open (passive)

II. Fill in the blanks with the correct emphatic pronouns (§ 171) —

1) The story ... is interesting, but the book is too long. 2) I shall visit him ... and see what is the matter. 3) And can you imagine whom I saw? Henry ... . 4) "But you must read the book ..., girls; then you will understand better what I mean," said the teacher of literature. 5) "I'm sorry I can't help you," said the librarian, "but we ... haven't enough copies of that book."

III. Translate into English (§ 171) —

1) Ta pani ise kirja posti. 2) Ärge paluge kedagi teist *(else)* sinna minna, minge ise. 3) Sel päeval pidi ema ise valmistama õhtusöögi. 4) Ma räägin temaga ise. 5) Nad tulid ise, et võtta raamatuid raamatukogust.

IV. Put the following sentences into indirect speech (§§ 138—141) —

1) "He has been a very brave boy," said the doctor. 2) "Have you got a Russian-English dictionary?" he asked me. 3) "Where have you put my bag?" he asked his sister. 4) "I went to the Post Office first, and then to the Public Library," she said. 5) "When did you return to Leningrad?" he asked us. 6) "Did you finish reading the book yesterday?" she asked her friend.

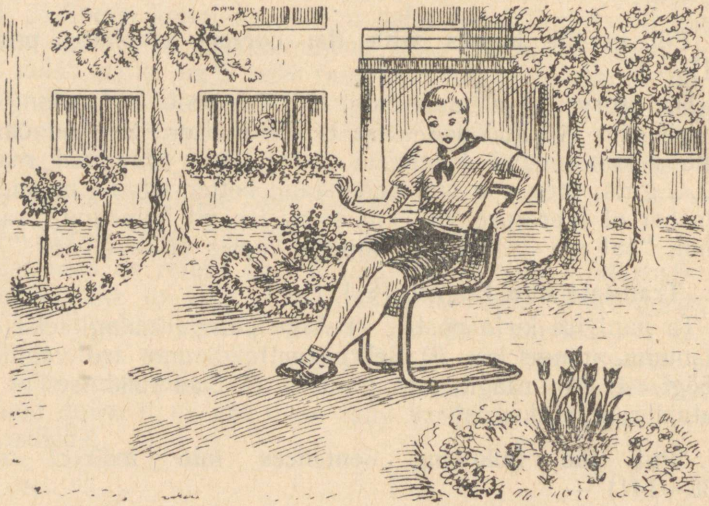
LESSON TWENTY-SEVEN.

IN HOSPITAL.

David lay in his bed looking up at the ceiling. He had been blind, but now he could see. He did not move because he was afraid to lose this wonderful new thing — this **gift** of **sight.** Near the door of the **ward,** the doctor was standing beside the **nurse.**

David heard the doctor speaking to her. He heard him say that David had been a very brave boy. David felt **proud** as he heard the doctor's words.

The operation that had given the boy his sight had been a very **painful** one, but David had not shown any **fear either** before the operation **or** during the operation itself. And he was not **frightened** by the new world, the world of sight that was opening out to him.



The nurse had been very kind to him. She herself had **described** very carefully what everything would be like. And of course that was why he was not frightened.

"I think he will be all right now," he heard the doctor say. "I'll come and see him again tomorrow. Now put him out in the **sunshine** for a **while.** He will like that."

The nurse put him in a chair, and he was taken out into the garden.

For a while he sat there looking at nothing **in particular.** Suddenly his heart jumped and then seemed to stop with terror; he sat there too frightened to move. Then he rose up, holding out his hands to keep off that great black thing in front of him that danced at his feet and seemed at any moment **as if** it would **strike** him.

Exceptions — either, gift, given, lose, shadow.

He cried out in terror and fell down.

The nurse ran out to him.

"So you see, doctor," she said, when he came the next morning, "though David was not frightened of anything else, he was of that, because I had forgotten to tell him about his own **shadow**."

Explanatory Notes.

heard the doctor speaking kuulis arsti rääkivat
heard him say kuulis teda ütlevat
what everything would be like kuidas kõik välja näeb
danced at his feet liikus ta jalgade ees

Exercises to the Text.

I. Answer the following questions —

1) Where was David? 2) Had he had an operation? 3) Why was David in hospital? 4) What was the result of the operation? 5) Why was the doctor pleased with David? 6) Why was David not frightened by the world of sight? 7) What happened to David while he was sitting out in the sunshine? 8) What had he seen that made him cry out in terror? 9) Why was he frightened by his own shadow?

II. Ask as many questions as you can, the answers to which are in the following sentences, e. g. —

The nurse had been very kind to him. 1) Who had been very kind to him? 2) What had the nurse been to him? 3) To whom had the nurse been very kind?

1) The nurse put him in a chair *(4)*. 2) He was taken out into the garden *(2)*. 3) The nurse ran out to him *(3)*. 4) She had forgotten to tell him about his own shadow *(5)*.

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

lie, see, lose, hear, speak, feel, give, show, take, put, rise, hold, strike, cry, fall, run, forget.

IV. Join the following sentences by means of *either ... or*, e. g. —

David had not shown any fear before the operation. He had not shown any fear during the operation itself.

David had not shown any fear *either* before the operation *or* during the operation itself.

1) It did not rain in the morning. It did not rain in the afternoon.

2) The book is in the bookcase. It is on the table.

3) You can go there by train. You can go there by bus.

V. Fill in the blanks with the correct prepositions —

1) He sat ... an arm-chair ... the sunshine ... a little while. 2) Everyone was very kind ... us when we were ... hospital. 3) You have dropped something. What is that lying ... your feet? 4) The train will come ... any moment now. 5) She took us out ... the garden.

VI. Fill in the blanks with suitable words from the text —

1) The dog was very large and the little girl was ... by it. 2) A person who takes care of sick people is called a .... 3) Are you doing anything in ... now? I should like you to ... how to go to Enn Tammist's place. 4) Thank you very much for your birthday ... to me. 5) He ... the table with his hand, saying, "I know I can do it." 6) It was very ... for her to speak about the death of her husband and children at the hands of the fascists.

VII. Read and translate into Estonian —

1) I 'saw him 'hold 'out his 'hand to the 'doctor[2] as he 'said good'bye.[1]

2) She did 'not 'seem to be 'frightened[2] by the 'noise.[1]

3) 'David 'knew what 'everything would be 'like.[1]

4) 'That is 'why[2] he was 'not 'frightened[2] by the 'new 'world.[1]

5) He 'saw the 'shadow[2] 'dancing at his 'feet.[1]

6) We 'feel 'proud[2] when the 'teacher is 'pleased with us.[1]

7) For a 'while[2] he 'sat 'there 'looking at 'nothing in par'ticular.[1]

8) He 'heard the 'doctor 'say[2] that he would be 'all 'right.[1]

9) 'David 'held 'out his 'hands[2] to 'keep 'off the 'great 'black 'thing[2] in 'front of him.[1]

VIII. Translate into English —

1) Näis, nagu ei tuleks ta kunagi. 2) Ta oli liiga hirmunud, et liikuda. 3) Ma tulen ise teiega. 4) Ta kirjeldas, kuidas kõik välja näeb (tul.). 5) Me oleme väga uhked Nõukogude armeele. 6) Fanya Kononova ei kartnud, kui saksa veltveebel usutles teda.

IX. Tell David's story as if you were David himself. Begin like this —

Until I was ten years old I could not see. I was quite blind. Then one day I was taken to a hospital for an operation. The doctor said that I should be able to see. Before the operation the nurse described very carefully what everything would be like . . . .

X. Imagine that you are the nurse (or the doctor) and tell David's story in simple words.

Grammar Exercises (§§ 273—274).

I. Join the following pairs of sentences to make one simple sentence (§ 273), e. g. —

He *was reading* in the garden. She *saw him.*

She *saw him reading* in the garden.

1) The girl was singing. I heard her. 2) They were talking about libraries. He heard them. 3) You and your friend were walking along Victory Street yesterday. I saw you. 4) The little girls were playing on the grass. We saw them. 5) The steamship was leaving the port. He stood and looked at it.

II. Join the following pairs of sentences to make one simple sentence (§ 274), e. g. —

He *came* home half an hour ago. Tom *saw* him.

Tom *saw him come* home half an hour ago.

1) He went into the house. I saw him. 2) She said that everything was all right. I heard her. 3) He threw his boots on the floor. His mother heard him. 4) He addressed the envelope and put a stamp on it. I saw him.

III. Copy all the sentences in the text containing the Past Perfect Tense. There are six sentences.

LESSON TWENTY-EIGHT.

OBSERVATION.

'Once 'two 'merchants [2] who were 'travelling in the 'desert by 'night [2] 'lost 'one of their 'camels.[1] The 'camel was **'loaded** with 'corn,[2] **'honey** [2] and a 'bag of 'gold,[1] and the 'merchants 'wanted 'very 'much [2] to 'find him.[1]

An 'old 'man,[2] who had 'spent 'all his 'life in the 'desert,[2] **'noticed** them [2] and 'said,[1] "I 'see you have 'lost a 'camel!" [1]

"'Yes,[1] we 'have," they answered.[1]

"'Was he 'not 'blind in his 'right 'eye,[2] and **'lame** in his 'left 'leg?" [2] con'tinued the 'old 'man.[2]

"He 'was!" [1] 'answered the 'merchants.[1]

"And 'was he 'not 'loaded with 'honey on 'one 'side [2] and with 'corn on the 'other?" [2]

"He 'certainly 'was!" [1] **ex'claimed** the 'merchants 'joyfully.[1] "And 'as you have 'seen him so **'lately** [2] and 'noticed him so 'well,[2] I 'hope you will be 'able to 'show us [2] 'where he is 'now," [1] 'added 'one of them.[1]

"My 'friends," [1] 'said the 'old 'man,[1] "I have 'never 'seen your 'camel!" [1]

"A 'pretty 'story!" [1] 'said the 'merchants.[1] "But 'where is the 'bag of 'gold [2] which 'formed 'part of his 'load?" [1]

"I have 'seen 'neither your 'camel [2] nor your 'bag of 'gold!" [1] re'peated the 'old 'man **'calmly.** [1]

When the 'merchants 'heard this,[2] they **'seized** the 'old 'man [2] and 'took him be'fore a **'judge.**[1] But 'nothing could be 'found u'pon him [2] to **'prove** that he had **'stolen** the 'gold.[1] Yet the 'merchants were 'not **'satisfied** [2] and 'called him a ma'gician.[1] Then the 'old 'man [2] with 'great **'calmness** [2] **ad'dressed** the 'judge: [1]

"My 'life in the 'desert [2] has **'taught** me to 'notice 'things.[1] So when I 'crossed the 'footprints of a 'camel,[2] I 'knew at 'once [2] that he had 'run a'way from his **'owner,**[1] for I 'saw 'no 'other 'footprints in the 'sand.[1] I 'knew that the 'animal was 'blind in 'one 'eye,[2] because he had **'bitten** the 'grass [2] 'only on 'one 'side of his 'path.[1] I could 'tell from the 'footprints [2] that he was 'lame,[2] for 'some were 'deeper than 'others.[1] There were a 'great 'number of 'flies [2] and some 'grains of 'wheat [2] 'near the 'place where he had 'lain 'down,[2] so it was **'clear** to me [2] that his 'load **con'sisted** of 'corn and 'honey." [1]

"'This is the 'man [2] who can 'help you to 'find your 'camel," [1] 'said the 'judge to the 'merchants.[1] "You have 'lost 'much 'time by 'bringing him before 'me.[1] If you 'find the 'animal 'now,[2] I shall be 'very 'much sur'prised." [1]

Exceptions — honey, prove, seize.

Explanatory Notes.

a pretty story! kena lugu!
tell from the footprints otsustama jalajälgede järgi

Exercises to the Text.

I. Answer the following questions —

1) What happened to two merchants who were once travelling in the desert by night? 2) Why did the merchants want very much to find their camel? 3) Whom did the merchants meet when they were looking for their camel? 4) Where had this old man spent all his life? 5) Had his life in the desert taught him to observe things carefully? 6) What had his life in the desert taught him? 7) What did the merchants think when the old man said he had never seen their camel? 8) Why did they take him before a judge? 9) How did the old man address the judge? 10) How did he know that the camel whose footprints he had seen had run away? 11) How did he know that the camel was blind in one eye? 12) How did he know that the animal was lame? 13) How did he know that it was loaded with corn and honey? 14) Did the judge think that the merchants had made a mistake by bringing the old man before him? 15) What did he say to them?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

lose, show, hear, seize, steal, teach, bite, lie, find.

III. Arrange the following words in two columns, one column with nouns, the other with verbs —

occupation, observe, continuation, form, translation, occupy, explode, observation, invent, translate, continue, invention, explosion, formation.

IV. Fill in the blanks with suitable words from the text —

1) It was quite ... to all of us that Class 8 B would get the Red Banner on the first of May. 2) Did you ... what time it was as you passed the street-clock? 3) The barges were ... with coal. 4) You mustn't ride the horse today; it is .... 5) Leo has not been here ..., so I don't know when his parents will return. 6) "What fine weather it is today!" she .... 7) She ... the child by the shoulder and pulled it off the road just in time. 8) I can ...

that I am right by showing you Chapter III in this book. 9) The family ... of father, mother and three children, two boys and one girl. 10) Do you agree that nobody ... Bob's bag, that he simply left it somewhere? 11) Who is the ... of this pen? I found it lying on my desk. 12) Be careful; this dog sometimes ... people. 13) The director of the school ... the pupils, telling them of the great victory of the Soviet Union over the German fascists.

V. Read and translate into Estonian —

1) "He will 'certainly 'come in 'time," [1] ex'claimed 'Mother.[1]

2) She has 'not been 'here 'lately.[1]

3) "'These 'brothers are 'very 'like each 'other;[1] I 'can't 'tell 'one from the 'other," she said.[1]

4) It was 'clear to the 'old 'man [2] that the 'load con'sisted of 'corn and 'honey.[1]

5) The 'camel was 'loaded with 'honey on 'one 'side [2] and with 'corn on the 'other.[1]

6) The 'merchants 'took the 'old 'man before the 'judge.[1]

7) They could 'not 'prove [2] that he had 'stolen the 'gold.[1]

8) His 'life in the 'desert [2] has 'taught him to 'notice 'things.[1]

VI. Translate into English —

1) Ma ei ole teda näinud ega temaga rääkinud, kuid ma tean temast kõik. 2) Ma nägin teda ja rääkisin temaga täna. 3) Homme külastab Lydiat kas Ann või Mary. 4) Kas te saate vahet teha *(tell the difference)* nende kahe õe vahel? Nad on väga sarnased, eks ole? 5) Klass koosnes kolmekümnest poisist. 6) On teile kõik selge? 6) Minge kohe postkontorisse, ärge kaotage aega. 7) Ta kaotas palju aega minnes jalgsi, selle asemel et sõita trammiga. 8) Ärge kartke, koer ei hammusta teid.

VII. Tell the story as if you were the old man. Begin your story like this —

"Once I was crossing the desert where I have lived all my life. As I walked, I came to some footprints in the sand ..."

VIII. Tell the story as if you were one of the merchants. Begin the story like this —

"Once another merchant and I were crossing the desert by night. We had many camels. During the night ..."

Grammar Exercises.

I. Fill in the blanks with the definite or indefinite article where necessary —

The fly is one of ... most dangerous enemies of man. It is dangerous because it carries ... diseases [1]). The fly does not care whether ... food it eats is dirty or clean [2]). ... food it likes best is often ... dirtiest that can be found. Then it may fly into ... house where ... good clean food is kept and begin to walk all over it and eat it. Soon ... good food becomes unfit [3]) for ... people to eat. Often ... person who is preparing ... food cannot tell that it is unfit for ... people to eat, and so ... food is put on ... table and eaten. Those who eat such food become dangerously ill. Whenever you see ... flies in ... house, kill them at once. If you live in ... hot part of the country where there are always many flies, you must cover ... open windows so that ... flies cannot get into ... rooms.

II. Put the following passage from the text into indirect speech —

Begin from "An old man, who had spent all his life in the desert, noticed them and said, 'I see ...'" **down to** "'I have seen neither your camel nor your bag of gold!' repeated the old man calmly."

III. Fill in each blank with one of the following words —

someone, anyone, no one

1) I saw ... I knew at the theatre. 2) There may be ... I know at the party. I don't want to go. 3) I have never seen ... do that before. 4) I am afraid there is ... in the house; ... answers the bell. 5) If ... comes while I am out, please ask him to stay. 6) ... must be at home, the window is open.

somewhere, anywhere, nowhere

1) I haven't seen him ... 2) I know the place is ... here, but I don't exactly know where. 3) "I've looked everywhere for my other boot, it's ... here." "What, ...? What is that under the chair?"

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[1]) **disease** [di'zi:z] haigus
[2]) **clean** puhas
[3]) **unfit** kõlbmatu

LESSON TWENTY-NINE.

GEORGE STEPHENSON.

We often find that men who have made wonderful and useful things in this world were **born** in poor homes. Lomonosov, Edison and Tsiolkovsky were all sons of poor parents. George Stephenson, who became **famous** because he made the first **real** railway **engine**, was also very poor as a boy. By strong will-power and hard work, he made himself into a great leader in the building of the first railways in England.

When he was only eight years old, he had to work to help his parents. At that **age** he was paid twopence a day to **look after** some **cows**, but he was not satisfied with this kind of work. He wanted to be with his father, who looked after a small **steam-engine** which pumped water out of a **mine**. He was not allowed to work with his father on the engine until he was fifteen. Then it was his **duty** to put coal on the fires under the boilers from which the engine got the **steam** that gave it **power**.

For two years he worked in this way, learning everything he could by **watching** the older men and asking them questions. Because they saw he wanted to learn, the older men helped him. One day, one of the engineers asked him whether he could read and write. The boy answered that he couldn't. He said he had always had to work so hard that he had never had either the time or the money to go to school. His friends told him about a special night-school in the town where boys who worked in the day-time could study in the evenings.

At this night-school, George Stephenson learned to read and write after he was fifteen years old. After a hard day's work, he went **regularly** to school every evening. But he learned as much in the **workshop** as he learned at school, for he studied every part of the engine and boiler until he knew **exactly** how they worked. Whenever anything **went wrong** with the engine, the other engineers always **sent for** Stephenson. He was **considered** the best-trained and most experienced man in the **engine-room**.

(To be continued.)

Exceptions — consider, twopence.

Explanatory Notes.

twopence a day kaks penni päevas
with this kind of work säärase tööga

Exercises to the Text.

I. Answer the following questions —

1) Was George Stephenson an Englishman? 2) In what country was he born? 3) Why did he become famous? 4) How did he make himself into a great leader in the building of the first railways in England? 5) What work did he do when he was only eight years old? 6) What work did George Stephenson's father do? 7) When was he allowed to work with his father? 8) Was his first work with his father to put coal on the fires under the boilers of the steam-engine? 9) What was his first work with his father? 10) What did one of the engineers say to him one day? 11) What did the boy answer? 12) What did his friends tell him about then? 13) Who studied at this special night-school? 14) When did George Stephenson learn to read and write? 15) What else did he study besides his lessons? 16) Whom did the other engineers send for whenever anything went wrong with the engine?

II. Change the meaning of the following sentences by using antonyms instead of the italicized words Make any other necessary changes —

1) Go straight on till you come to the next corner, then turn to the *left.* 2) He went to the *wrong* house. 3) This book is *useful;* it has got what we need in it. 4) She *learns* singing at a music school. 5) My sister is *younger* than I am. 6) Have you *found* your bag, Leo? 7) My father works at the factory *at night.*

III. Answer the following questions, using *by* followed by the *-ing*-form of the verb in brackets, e. g. —

How did Stephenson learn all about the engine? *(watch)*
He learned all about the engine *by watching* the older men.

1) How did Stephenson become famous? *(make a railway engine)*
2) How did you get here so quickly? *(take a bus)*
3) How will you tell him the news? *(write a letter)*

IV. Translate into English according to the following example:
Talle maksti kaks penni päevas.
He was paid twopence a day.

1) Talle maksti väga vähe (tema) töö eest.
2) Neid paluti olla seal kell kaks.
3) Teda ei lubatud õhtul välja minna.
4) Teda kästi kohe arsti juurde minna.
5) Teid ei palutud rääkida.
6) Meid ei kästud täna vara tulla.
7) Teid ei lubata (tul.) seda teha.

V. Fill in the blanks with suitable words from the text —

1) It is my ... to help the teacher today. 2) This exercise is quite ..., you must do it again. 3) "You will never learn English if you don't study ... every day." 4) Who are ... the best pupils in your class? 5) Carefully ... me do it, and then you will do it yourself. 6) "I don't want a wooden engine," said the boy. "I want a ... one that can pull carriages." 7) The child put its fingers in the ... from the kettle and burned them. 8) I know ... where the house is, but I cannot remember the number, so I shall take you there. 9) Steam-engines always have large ... with great fires under them. 10) Aeroplane engines must have very great ....

VI. Read and translate into Estonian —

1) 'This 'kind of 'work could 'not 'satisfy him.[1]
2) She was 'not al'lowed to 'go to the 'cinema[2] on 'week-days.[1]
3) 'Something 'went 'wrong with the ma'chine,[2] and the 'workers 'sent for the engi'neer.[1]
4) He 'always 'asked his 'mother 'many 'questions.[1]
5) She was con'sidered the 'best 'pupil in her 'class.
6) After a 'hard 'day's 'work[2] he 'studied 'English 'regularly 'every 'evening.[1]
7) He 'learned 'everything he 'could[2] by 'watching the 'older 'men.[1]
8) He 'made him'self into the 'best-trained 'man in the 'engine-room.[1]
9) At 'that 'time[2] they were 'paid 'very 'little for their 'work.[1]

VII. Translate into English —

1) Ta sündis 1930. aastal. 2) Lapsena ei olnud ta tugev. 3) Kui ta oli päris väike, pidi ta hoolitsema venna ja õe eest. 4) Me võime sageli palju õppida, tähele pannes teisi inimesi. 5) Me peame saatma arsti järele. 6) Omnibusega juhtus midagi ja me pidime minema koju jalgsi. 7) Selles vanuses kirjutas ta juba luuletusi. 8) Ta käis õhtukoolis ja õppis seal lugema ja kirjutama. 9) Paljude õpetajate poolt peetakse seda raamatut parimaks.

VIII. Tell the story of George Stephenson's early life.

IX. Make a few sentences about a Russian inventor, for example, Popov, Yablochkov, Zhukovsky, Tsiolkovsky.

X. Make a little dialogue between George Stephenson's father and his eight-year old son after his first day's work looking after the cows.

Grammar Exercises.

I. Fill in the blanks with the correct tense of the verbs in the margin —

Griboyedov ... in Moscow on January 15, 1795.	be born
He ... English, French, German and Italian when still a child.	learn
He ... a student of the Moscow University [1]) at a very early age.	become
He ... there when Napoleon ... his invasion of Russia.	study
	begin
Griboyedov ... into the army and soon ... a very good officer.	go, become
After the Russian people, with the help of the Russian winter, ... Napoleon out of Russia,	drive
Griboyedov ... a Russian diplomatic servant.	become
Griboyedov ... very fond of literature and he ... a number of works [2]),	be write, be
but it ... his play "Wit Works Woe" that ... him famous.	make
Many lines from the play ... proverbs, and people ... them often without knowing that they ... by Griboyedov.	become, repeat write (passive)
In February 1829 Griboyedov ... in Teheran in Persia (now Iran) by enemies of Russia.	kill (passive)

II. Put into direct speech the passage from the text beginning — "One day, one of the engineers ..." **and ending** "... in the evening."

LESSON THIRTY.

GEORGE STEPHENSON.

(Continued.)

One day George Stephenson was surprised to hear that in a town not **far away** a man had built an engine that could use its own power to move itself from one place to another. He **decided**

[1]) **university** [ˌjuniˈvəːsiti] ülikool

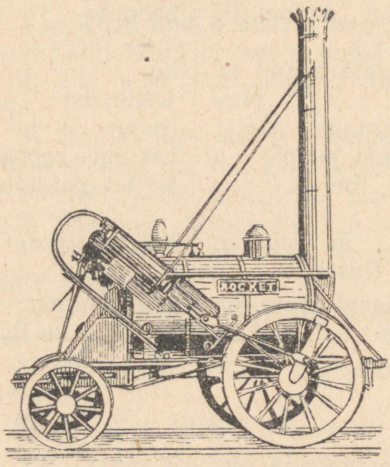
[2]) **works** teosed

that he must see for himself whether this **strange** story was true. He spent many hours studying this new kind of engine. When he returned home, his head was full of plans for making an engine of this kind to carry people and goods **all over** England. He began to **dream** of new ways of travelling, not only in England, but all over the world.

After many years of hard work, he made the Rocket, the most famous engine in the world.

When people heard Stephenson had made an engine which could run at a **speed** of ten **miles** an hour, they **refused** to **believe** it. Some said that the boilers would **blow up** if the engine went at such a speed. Others were afraid that such engines would be very dangerous; they said they would never feel **safe** travelling behind them.

Stephenson said that engines would be as safe as stage coaches. He said that on a **certain** day he would drive his engine over the rails which he had built, and that it would pull several carriages with thirty people inside.



On the day [1]) thousands came to see this strange engine which could pull carriages along rails by its own power. Many **expected** the boilers to blow up. There were others, however, who saw the usefulness of the new invention, and who hoped that the engine would do what Stephenson said it could do.

To everyone's surprise, the Rocket did not blow up and no one died of fear. It ran not only at a speed of ten miles an hour, but for a while it went as fast as thirty miles an hour.

It was not long before Stephenson was asked to make engines and to build railways for other parts of England. It was clear that engines would make travelling not only quicker, but safer.

Now there are railways in all parts of the world. So it is not

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Exceptions — believe.

[1]) **on the day = on that day**

strange that George Stephenson is considered a great man and that the first railway engine, the Rocket which he made, is the most famous engine in the world.

Explanatory Notes.

see for himself ise nägema
an engine of this kind selline masin, sedalaadi vedur
it was not long before varsti

Exercises to the Text.

I. Answer the following questions —

1) What did George Stephenson hear one day? 2) What did he decide that he must do? 3) What did he do when he saw the engine that could use its own power to move itself from one place to another? 4) What was his head full of when he returned home? 5) What did he make after many years of hard work? 6) What did Stephenson decide to do when he found that many people were against his engine? 7) Why were many people against it? 8) Were all people against the new invention? 9) Why were they not? 10) What did these people hope? 11) How fast did the Rocket run on that day? 12) What is the result of the building of this first railway?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

build, spend, carry, believe, blow, feel, see, die, run.

III. Translate into English, using the *-ing*-form preceded by *of* or *for*, e. g. —

1) Ta unistas uutest liiklemisvahenditest.
He dreamed of new ways *of travelling*.
2) Ta pea oli täis kavatsusi, kuidas ehitada vedur.
His head was full of plans *for making* an engine.

1) On olemas mitmeid viise selle tegemiseks. 2) On veel teine tee sinna pääsemiseks. 3) Missugused on teie kavatsused suve veetmiseks? 4) Meil on palju kavatsusi, kuidas teha oma maad kauneimaks maailmas.

IV. Fill in the blanks with the correct prepositions —

1) I shall go and see ... myself whether there is a river near the village or not. 2) These are the highest mountains ... the

world. 3) Fast trains can now go ... a speed ... over a hundred kilometres an hour. 4) I can come again ... the 16th of May. Will you be ... home ... that day? 5) The engine moved ... its own power. 6) ... everyone's surprise, the engine did not blow up. 7) She lived with us ... a while last winter.

V. Fill in the blanks with suitable words from the text —

1) The boy ... of becoming an airman and liked to make aeroplane models [1]). 2) He ... to go to the library first and then to the pioneer house. 3) At one time people did not ... that men would ever fly. 4) Fanya Kononova ... to tell the Germans how many partisans there were in the Byelorussian woods. 5) He spoke about the ... of knowing foreign languages. 6) I ... him to be here at six o'clock; probably his train is late.

VI. Read and translate into Estonian —

1) I could 'not be'lieve 'this 'strange 'story.[1]
2) It was 'not 'long [2] before he was 'asked to 'build 'railways [2] in 'other 'parts of 'England.[1]
3) She must 'go and 'see for her'self [2] 'whether she will 'like 'this 'place.[1]
4) My 'brother 'dreamed of be'coming an engi'neer.[1]
5) 'No one ex'pected him [2] to 'come 'back so 'early.[1]
6) For a 'while she 'stood 'silent,[1] 'then she be'gan to 'speak.[1]

VII. Translate into English —

1) Ükski ei tulnud enne kella kahte. 2) Ma ei näinud teatris kedagi, keda ma oleksin tundnud. 3) Varsti olid kõik valmis. 4) Raudtee muutus varsti mitte ainult kiiremaks ja ohutumaks kui postitõld, vaid ka odavamaks. 5) Auto sõitis 40-kilomeetrise tunnikiirusega, kui ta möödus meist. 6) Raske on uskuda sellist juttu, kuid ometi juhtub sageli imelikke asju. 7) Oli siiski teisi, kes ei olnud uue leiutise vastu. 8) Ta reisis läbi kogu NSVL-i. 9) Meie linnas on palju häid raamatukogusid.

VIII. Write a dialogue between two people who have heard about the Rocket for the first time. (You can do this quite easily by putting into direct speech what is given in indirect speech in the text.)

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[1]) **models** ['mɔdlz] mudelid

IX. Write a dialogue between Stephenson and someone who is afraid of his engine. (Again use the indirect speech given in the text.)

X. Make a few sentences about some well-known Russian or Soviet man or woman.

Grammar Exercises.

I. Fill in the blanks with the correct tense of the verbs in the margin —

The first really useful steamship, the "Clermont", ... in 1807 in America. It ... able to move at a speed of four miles an hour, and ... goods and passengers from one place to another on the Great American Lakes.	build (pass.), be carry
Soon men ... to cross the Atlantic Ocean in such a steamship. In 1819 the "Savannah" ... America for England. This ship ... sails [1] as well as its steam-engine, and ... the Atlantic in twenty-eight days. When the "Savannah" ... near the coast of Ireland [2], people ... the smoke [3] and ... the ship .... Some Irish sailors [4] ... into a small boat [5] and ... after it. They ... to help to put out [6] the fire. But they ... catch the "Savannah", and so they ... a gun. They ... that ... the captain stop his ship. You can imagine the surprise of the Irish sailors when they ... that the ship	want leave, use cross first + see (passive) see, think, burn get go, want can + not fire, think, make find not + burn

II. Fill in each blank with one of the following words —

some, any, no

1) There were ... old friends of mine there, but I soon made ... new ones. 2) Have you ever seen ... of these pictures before? 3) There is ... water in the kettle; they have drunk it all, it seems.

---

[1]) **sails** purjed
[2]) **the coast of Ireland** ['aiələnd] Iirimaa rannik
[3]) **smoke** suits
[4]) **Irish sailors** iiri meremehed
[5]) **boat** paat
[6]) **put out** kustutada

4) If you have ... interesting books, I should like to read them. 5) Let us send Henry for ... milk.

something, anything, nothing

1) I was very sorry that I could do ... to help him. 2) "Do you know ... about the first aeroplane?" "I know ..., but I'm afraid ... that you don't know already." 3) There is ... lying on the floor over there; what is it? 4) What are you talking about?" "...in particular."

can, can't, could, couldn't

1) I'm afraid I ... tell you anything more about it. 2) Nobody knows whether he ... come or not. 3) The old man ... tell anyone where he had seen the camel because he had not seen it at all. 4) He ... prove to the merchants that he knew nothing of the lost camel, and so they took him before a judge.

LESSON THIRTY-ONE.

VICTORY DAY IN MOSCOW.

Many years will pass and many **events** will **take place**, but we shall never forget the spring of 1945 and that historic night when the whole world learned that the war with Germany was over. After the **fall** of Berlin on the 2nd of May, it was clear to everyone that the day of **complete** victory was not far off. The word *victory* was on everyone's **lips.** Then it came at last, the victory which we had fought for, worked for and waited for so long. The **titanic** struggle that had **cost** so much **effort** and suffering had at last come to an end.

On the 9th of May, at two o'clock in the morning, the radio gave us the news. Some were expecting it and had not gone to bed. Others were **wakened** by the **triumphant** voice of the **announcer**: "Act of **Unconditional Surrender** ...." The war was over.

In a second lights appeared in the windows; **telephones** began to ring. "**Congratulations**, friends, on victory! Congratulations!"

Early in the morning **crowds** of people in their holiday clothes were out in the streets. Who could stay at home on such a day! It was Victory Day, and a wonderful, bright sunny day after four days of rain! There were flags everywhere, red Soviet flags, flags of the United Nations, and portraits, portraits of Stalin and those who helped him to bring us triumphantly to Victory Day.

As the sun rose higher in the sky, more and more people **filled** the streets. **Strangers** kissed and **congratulated** each other. Everywhere there were happy smiling faces, young people walked from street to street, from square to square, singing, dancing, laughing, but always moving towards the Red Square and the Kremlin. Heroes of the Soviet Union and men **wearing orders** were **tossed** in the air. English, American, Polish and Czecho-Slovakian soldiers and officers got the same **attention** as Soviet soldiers and officers.



Towards nine o'clock in the evening, people **crowded** round the **loud-speakers** in the streets. Then in complete **silence** came the words of the announcer: "Comrade Stalin is at the microphone."

Holding their breath, the people listened to Comrade Stalin's short moving **speech.** A woman near me was crying **softly** as she listened. Her three sons would never return to her. But soon she smiled through her **tears.** Stalin's words filled her heart, and the hearts of **millions,** with joy and pride.

We have paid a high **price** for our victory. Thousands of

Exceptions — breath, microphone, titanic, wear.

young people have given their lives for our happiness. In our joy we remember them; they shall never be forgotten.

Following Comrade Stalin's speech came the Victory Salute — thirty **salvoes** from a thousand guns. The sky was crossed and recrossed by hundreds of **search-lights.** Red, green and **golden** stars fell from the sky. Every wide street and square was crowded with people; nobody remained at home, not even little children. Then came aeroplanes, one after another, each dropping more red, golden and green rockets. Moscow celebrated Victory Day far into the night.

SOVIET NATIONAL ANTHEM.

Unbreakable Union of freeborn Republics
Great Russia has welded forever to stand;
Created in struggle by will of the peoples,
United and mighty, our Soviet Land!

Sing to our Motherland, glory undying,
Bulwark of peoples in brotherhood strong!
Flag of the Soviets, peoples' flag flying,
Lead us from vict'ry to victory on!

Through tempests the sunrays of freedom have cheered us,
Along the new path where great Lenin did lead.
Be true to the people, thus Stalin has reared us,
Inspired us to labour and valorous deed!

Sing to our Motherland, glory undying,
Bulwark of peoples in happiness strong! . . .

Our army grew up in the heat of grim battle,
Barbarian invaders we'll swiftly strike down.
In combat the fate of the future we settle,
Our country we'll lead to eternal renown!

Sing to our Motherland, glory undying,
Bulwark of peoples in glory so strong! . . .

Exercises to the Text.

I. Answer the following questions —

1) Have you the radio in your home? 2) Did you hear the triumphant voice of the announcer saying that the war was over?

3) If you didn't, how did you hear the news of our complete victory over Germany? 4) Whom did you first congratulate on victory? 5) What did you say? 6) Where were you on Victory Day? 7) What kind of day was it where you were? 8) What did you see on Victory Day where you were? 9) What did the Moscow people do to the heroes of the war? 10) Did they get the same attention where you were? 11) Where were you when Comrade Stalin made his speech?

II. Ask as many questions as you can about the part of the text which describes the Victory Salute in Moscow.

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

forget, fight, cost, go, rise, sing, wear, hold, pay, fall.

IV. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) She has a very *loud* voice. 2) There were some people in the room, who vere speaking *softly*. 3) You have *forgotten* the book, haven't you? 4) He soon *fell asleep*. 5) The river is very *wide* at that place.

V. Fill in the blanks with the correct prepositions —

1) Is the meaning of this word clear ... you? 2) Late ... the evening I heard the telephone ring and ran to answer it. 3) What price did you pay ... your new coat? 4) She looked ... me ... silence ... a few seconds. 5) The streets of the city are always filled ... trams, buses, motor-cars and lorries ... the middle of the day. 6) Peeter congratulated Eve ... her birthday. "Many happy returns of your birthday, Eve," is what he said. 7) The room was full ... merry boys and girls. 8) The school-year will soon come ... an end. 9) The whole Soviet people worked and struggled very hard ... victory. 10) I am sure nobody remained ... home ... Victory Day. 11) They went ... square ... square singing.

VI. Fill in the blanks with suitable words from the text —

1) Marshal Zhukov's armies marched ... through the streets of Berlin. 2) A very interesting ... took place in June, 1945; the Academy of Sciences of the USSR celebrated its 220th anniversary. 3) The ... said that in a few minutes we should hear the pioneer news. 4) "... please, girls; we can't work if there is a noise in the class-room," said the teacher. 5) The boys ... round their teacher

to say goodbye till next year. 6) When English people speak, they do not move their ... in the same way as Estonian people do. 7) We ... thick warm clothes in winter and thin cool ones in summer. 8) "What is the ... of this overcoat?" he asked the shopman.

VII. Read and translate into Estonian —

1) 'This his'toric e'vent 'took 'place in the 'spring of '19'4'5.[1]
2) Our 'sufferings 'came to an 'end.[1]
3) 'Crowds of 'people 'filled the 'streets.[1]
4) 'Strangers con'gratulated each 'other.[1]
5) We 'held our 'breath as we 'listened to the 'radio.[1]
6) Then she 'smiled through her 'tears.[1]

VIII. Translate into English —

1) Ta ärkab alati kella seitsme paiku. 2) See raamat ei ole kallis, te peate selle ostma. 3) Hinge kinni pidades kuulasid lapsed seda juttu. 4) Ta vaatas mulle imestusega otsa. 5) Ma maksin kuuskümmend rubla nende saabaste eest, see ei ole kõrge hind. 6) Pioneerid kannavad alati punaseid kaelasidemeid. 7) Mis juhtus eile pioneeride koosolekul? 8) Enn Tammist pidas huvitava kõne. 9) Kooliaasta on peaaegu lõppenud. 10) Ema silmad olid täis pisaraid.

IX. Make a few sentences about how you celebrated Victory Day.

X. Describe the Victory Salute in Moscow.

XI. Make a few sentences about someone you know who came back after the war was over.

(Who is he (she)? Where was he fighting? What did he do? Has he any orders or medals? Is he still in the army, or is he working again?)

Grammar Exercises.

I. Choose the correct form of the verb and fill in each blank —

1) Nobody ... at home that evening. *(remained, didn't remain)* 2) I ... nothing about what he said in his speech. *(don't know, know)* 3) Nothing ... make me forget them. *(will, won't)* 4) I ... never seen such a crowd of people. *(haven't, have)* 5) He ... nobody there. *(saw, didn't see)* 6) ... there nobody in the kitchen? *(isn't, is)* 7) Nobody ... make me believe such a story. *(will, won't)* 8) There ... something you can do. *(isn't, is)* 9) He ... no

attention to what people were doing. (*paid, didn't pay*) 10) I ... her speaking to somebody. (*didn't hear, heard*)

II. Join the following simple sentences into complex sentences consisting of a principal clause and a subordinate adverbial clause. Use the conjunctions in brackets —

A. 1) The news of the unconditional surrender of Germany came. I was asleep in bed. (*when*) 2) My mother heard the news over the radio. She wakened me to tell me the wonderful news. (*when*) 3) Some people were expecting the news. They did not go to bed. (*as*) 4) The announcer was reading the act. There was complete silence. (*while*) 5) I really understood that the war was over. Tears of joy ran down my face. (*when*) 6) People crowded round the microphones. They learned that Comrade Stalin would speak to them. (*when*)

B. (In the following sentences you must make a change in the tense of your subordinate clause.)

1) I shall make an effort to finish my homework. Will you wait for me? (*if*) 2) Dinner will be ready. You will come home. (*when*) 3) The telephone will ring. I shall go to answer it. (*if*) 4) Will you show me letter? You will post it. (*before*) 5) You will give me your attention, I shall tell you the whole story. (*if*) 6) I shall get up. I shall waken you. (*when*)

III. Translate the following into English —

1) Te ei tohi välja (*outside*) minna, seni kui sajab vihma. 2) Ärge minge välja, enne kui vihmasadu lõpeb. 3) Kuna sajab vihma, te peate jääma tuppa (*inside*). 4) Palun lõpeta oma kodutöö enne, kui ma tagasi tulen. 5) Ma tõin talle raamatu tagasi, pärast seda kui olin selle läbi lugenud.

REVISION IV.

Lexical Exercises.

I. Fill in the blanks with the prepositions *through, about, along, under, over, round, between, among, beside, across, except* or *besides* —

1) They walked ... the forest looking for mushrooms. 2) You must go ... this street to the end and then turn to your left. 3) I walked ... my mother and father, holding on to a hand of each. 4) An electric lamp hangs ... the writing-table. 5) The Moscow

Metro runs deep ... the ground. 6) "Can you swim ... this lake?" "Not yet. When I can swim round it, then I shall not be afraid to swim ... it." 7) Everyone will go to camp, ... a few whose parents live in the country. 8) He jumped ... the low stone wall into the road. 9) It takes much longer to walk ... a field than to walk across it. 10) Who else was there ... you and Lydia? 11) We walked ... a long corridor and at last came to a door with the name we were looking for on it. 12) We walked for several kilometres ... the bank of the river. 13) Trains run every day ... Moscow and the capitals of the republics of the USSR. 14) Oh, he lives ... the street from here. I'll show you. 15) He sat down ... me and began to tell me about his life at the front.

II. Translate into English, using the verb *get* (either with or without a preposition or preposition-like adverb) —

1) Õpilastel on koolivaheaeg kolm korda aastas. 2) Ära loe liiga palju, kui oled haige, sa saad peavalu. 3) Ta tõuseb igal hommikul kell 7. 4) Ma valmistan hommikueine, seni kui sina lähed ja ostad leiba. 5) Mõtled sa, et sa saad mu raamatud minu jäoks valmis panna? 6) Poole tunni jooksul me jõuame mõne suure jaama juurde ja te võite seal saada teed. 7) Mul ei ole enam selliseid pilte. 8) Kuidas saan ma tindi ära oma kleidilt? 9) Heida kohe voodisse, sa oled haige. 10) Mu vend ei ela enam meie juures; ta abiellus möödunud nädalal. 11) Tramm oli rahvast nii täis, et ma ei pääsenud sisse. 12) Me väljusime järgmises jaamas.

III. Translate into English, using the word *order* —

1) Mida me tellime lõunaks? 2) Mu isal on kolm ordenit. 3) Arst käskis tal heita voodisse mõneks päevaks. 4) Ohvitser käskis sõdureid oma seltsimehi aidata. 5) Mida te tellisite keskpäeva-eineks?

IV. Translate into English, using the word *like* —

1) Kuidas näeb ta praegu välja? 2) Ta armastab väga muusikat. 3) Mida te tahaksite homme teha? 4) Mulle ei meeldinud see film. 5) Mary sarnaneb väga oma õega. 6) Teie kübar on täpselt samasugune nagu minu oma. 7) Kuidas teile meeldis laagris?

V. Translate into English, using the word *kind* —

1) Missugune ilm on täna? 2) Inimesed olid alati lahked tema vastu. 3) Ma ei ole kunagi näinud sellist autot. 4) Mulle meeldib selline töö.

VI. Translate into English —

1) Töö oli halvasti tehtud. 2) Noor võitleja [1]) oli raskesti haavatud. 3) Ma aitan (tul.) teda niipalju kui suudan. 4) „Kahjuks ei

[1]) **fighter**

saa ma teid aidata homme. Ma pean minema emaga sisseoste tegema." — „Pole viga." 5) „Mis sul viga on? Miks sa nutad?" 6) „Kardan, et me ei jõua esimesele rongile." — „Pole tähtis. Ronge on palju." 7) Kavad pioneerilaagri jaoks esitati komisjonile [1]). 8) See on vana raamat ega ole sellepärast kellelegi vajalik. 9) Kui palju aega kulub teil selle raamatu läbilugemiseks? 10) Mul kulus tund, et jõuda jaamani. 11) „Millele te mõtlete?" 12) Mu vend teenib 500 rubla [2]) kuus. 13) Mõned inimesed võivad otsustada taeva järgi, missugune ilm on järgmisel päeval. 14) Mis on juhtunud? Miks ei ole omnibust?

VII. Which of all the lessons in the book did you find the most interesting? Give its contents [3]) and say why you liked it if you can.

VIII. Tell one of the jokes in the book, either one from any of the lessons or from the additional reading.

IX. Give the contents of one of the stories for additional reading.

Grammar Exercises.

I. Make complex sentences of the following pairs of simple sentences by joining them by means of the relative adverbs *where* or *who* (the verb of the principal clause is italicized) —

1) The White Nile *rises* in mountain lakes. There is plenty of rain there both in summer and in winter. 2) Even today animals *are* very useful in some parts of the country. It is very difficult to build good roads in these parts. 3) Caleb Plummer deceived his daughter. You *remember* this. 4) In North China one *finds* many little donkeys among the mountains. Roads are narrow and rocky there. 5) Gorillas *make* their homes in tropical forests. The bushes and trees are very thick in these forests.

II. Make complex sentences of the following pairs of sentences by joining them by means of the conjunctions *when, while, because* or *as* (the verb of the principal clause is italicized) —

1) The older men *helped* young George Stephenson. They saw he wanted to learn. 2) The merchants heard these words. Then they *seized* the old man. 3) We reached the Post Office. Then I

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[1]) **committee** [kə'miti]
[2]) **roubles** [ru:blz]
[3]) **contents** sisu

asked my friend to get me a stamp. 4) Yesterday I was writing a long letter. A friend *came in* at that time. 5) He was only eight years old. At that age he *had to work* to help his parents. 6) In the old days there were no trains or aeroplanes or motor-cars. A traveller *thought* then that it was a long journey to go fifty or sixty kilometres. 7) Time passed. Much mud and sand *was carried down* by the river to the sea. 8) Bertha *imagined* that Mr. Tackleton was full of thought and care for her. You know this. 9) The shepherd *did not recognize* his enemy. He looked like a sheep. 10) We were taking our coffee. We *listened* to the news over the radio. 11) Androcles *ran away* from his master. The master was very cruel to his slave.

III. Make one simple sentence out of the following pairs of simple sentences by joining them by means of the conjunction *in order to*, e. g. —

He went to the station to meet his mother. *He wanted to carry* things for her.

He went to the station to meet his mother *in order to carry* things for her.

1) Lazarev walked as much as possible to the right. He wanted to bring the Germans straight into the mine-field. 2) He took the stamp off the wall. He wanted to see why it walked. 3) Canals were built joining one river to another. The reason for doing this was to make water transport still better. 4) The tiger must be able to jump very far. It must catch and kill other animals for food. 5) The Soviet soldiers quietly surrounded the Germans. They wanted to take them prisoner.

IV. Fill in the blanks with the definite or indefinite article where necessary —

In ... seventeenth century ... Poles were in ... Moscow. Once in ... year 1612, in ... middle of the winter, ... group of about two hundred Polish horsemen rode into ... little village near ... Kostroma. They could not find ... road to ... Moscow. They robbed all ... peasants in ... village and then asked for ... man to show them ... road. ... old man pointed to ... great forest and told them that ... road lay on ... other side of it. ... Poles ordered ... old man, whose name was Ivan Susanin, to show them ... way. They said that if he refused, they would kill all ... people in ... village. Ivan Susanin was ... great patriot, but he saw, however, that he would have to show them ... way. So he decided to lead them into ... swamp. When ... Poles found out

that Ivan Susanin had deceived them and led them into ... place from which they could not get out, they killed him. Ivan Susanin was not afraid to die, for he knew that by causing [1]) ... death of two hundred Polish horsemen, he was helping to save his country from ... enemy. At ... same time, he had saved ... lives of .... people of his native village.

V. Translate into English, using absolute possessive pronouns or reflexive pronouns —

1) Vaadake, see aeg (*tense*) ei ole õige teie harjutuses. Minu omas on see õige. 2) Ta tuli ise ja seletas meile, miks on võimatu seda teha. 3) Te peate ise otsima seda. 4) Minu raamatud on laual, aga tema omad riiulil.

VI. Translate into English, using the complex object construction —

1) Ma tahaksin, et te paneksite tähele, millal me lahkume: ma tahan teada, kui palju aega kulub meil sinna jõudmiseks. 2) Ma arvan, et ta ei ole (ma ei arva, et ta on) meeldiv poiss; ma kuulsin, kui ta keeldus aitamast oma ema. 3) Ma tahaksin, et te äratakside mind homme hommikul vara. 4) Ta tahtis, et ma tuleksin (oma) sinises kleidis. 5) Ma nägin teda istuvat akna juures ja lugevat. 6) Kas te tahaksite, et ma teid aitaksin? 7) Ma olen väga sageli kuulnud teda raadios (over the radio) laulmas.

VII. Put into indirect speech the conversation between Eve and Lydia in Lesson 14. Begin at the beginning of the dialogue and continue as far as Eve's speech ending: "I've forgotten his name."

NOTE 1. In Eve's first speech omit *hasn't she* altogether.

NOTE 2. LYDIA: "Yes. Do you think ..." In indirect speech this will be: "Lydia agreed and wondered ..."

NOTE 3. EVE: "... That's by an English author, isn't it? I've forgotten ..." In indirect speech this will be: "She thought it was by an English author, and added that she..."

VIII. Fill in the blanks with the correct tense of the verbs in the margin —

When Bertha Plummer ... that	hear
Mr. Tackleton, whom she ... and who	love
she ... ... her, ... to get married, she ...	think, love, go, become
very sad. She ... hide her pain from her	can + not
father, and when he ... it he ... what	notice, understand
he .... He ... to be kind to his poor	do, mean

[1]) **cause** põhjustama

blind girl by deceiving her; but the result ... that he ... cruel. At last he ... to tell her everything. Bertha ... believe that her father ... cruel to her, but after the old man ... her what kind of man Mr. Tackleton ..., and after he ... about himself and their poor home, she ... that he ... cruel. But the knowledge [1]) only ... her love her father more dearly, for she ... that he ... her only because he ... her and ... her to be happy. She ... him that now she ... the truth, she ... still happier.	show, be, decide can + not be tell be, speak know be + really, make know deceive, love want, tell know, be

[1]) **knowledge** ['nɔlidʒ] teadmine

THE 'STAR.[1]

'Twinkle, 'twinkle, 'little 'star,[1]
'How I 'wonder 'what you 'are![1]
'Up a'bove the 'world so 'high,[2]
Like a 'diamond in the 'sky.[1]



'When the 'blazing 'sun is 'gone,[2]
'When he 'nothing 'shines u'pon,[2]
'Then you 'show your 'little 'light,[2]
'Twinkle, 'twinkle 'all the 'night.[1]

'Then the 'traveller in the 'dark[2]
'Thanks you for your 'tiny 'spark;[1]
He 'could not 'see which 'way to 'go,[1]
If you 'did not 'twinkle 'so.[1]

In the 'dark blue 'sky you 'keep,[2]
And 'even 'through my 'curtains 'peep,[1]
For you 'never 'shut your 'eye[2]
Till the 'sun is in the 'sky.[1]

As your 'bright and 'tiny 'spark [2]
'Lights the 'traveller in the 'dark,[2]
'Though I 'know not 'what you 'are,[2]
'Twinkle, 'twinkle, 'little 'star.[1]

IF I 'KNEW.[1]

If I 'knew the 'box [2] where the 'smiles were 'kept,[2]
No 'matter how 'large the 'key [2]
Or 'strong the 'bolt,[2] I would 'try so 'hard,[2]
'Twould 'open,[2] I 'know,[2] for 'me; [1]

Then 'over the 'land and 'sea broad'cast [2]
I'd 'scatter the 'smiles to 'play,[1]
That the 'children's 'faces might 'hold them 'fast [2]
For 'many and 'many a 'day.[1]

If I 'knew a 'box [2] that was 'large e'nough [2]
To 'hold all the 'frowns I 'meet,[2]
I would 'gather them, 'every 'one,[2]
From 'nursery, 'school, and 'street; [1]

'Then, 'folding and 'holding,[2] I'd 'pack them 'in [2]
And 'turn the 'monster 'key,[1]
And 'hire a 'giant to 'drop the 'box [2]
To the 'depths of the 'deep, 'deep 'sea.[1]

'WINDY 'NIGHTS.[1]

When'ever the 'moon and 'stars are 'set,[2]
When'ever the 'wind is 'high,[2]
'All night 'long in the 'dark and 'wet,[2]
A 'man goes 'riding 'by.[1]
'Late in the 'night [2] when the 'fires are 'out,[2]
'Why does he 'gallop [1] and 'gallop a'bout? [1]

When'ever the 'trees are 'crying a'loud,[2]
And 'ships are 'tossed at 'sea,[2]
'By, on the 'highway [2], 'low and 'loud,[2]
'By at the 'gallop 'goes 'he; [1]
'By at the 'gallop he 'goes,[1] and 'then [2]
'By he comes 'back [2] at the 'gallop a'gain.[1]

R. L. Stevenson.

THE 'ARROW AND THE 'SONG.

I 'shot an 'arrow into the 'air — [1]
It 'fell to 'earth,[1] I 'knew not 'where; [1]
For so 'swiftly it 'flew,[2] the 'sight [2]
Could not 'follow it in its 'flight.[1]

I 'breathed a 'song into the 'air — [1]
It 'fell to 'earth,[1] I 'knew not 'where; [1]
For 'who has 'sight so 'keen and 'strong [2]
That it can 'follow the 'flight of 'song? [1]

'Long, 'long 'afterward,[2] in an 'oak [2]
I 'found the 'arrow,[1] 'still un'broke; [1]
And the 'song, from be'ginning to 'end,[2]
I 'found a'gain [2] in the 'heart of a 'friend.[1]

Henry Wadsworth Longfellow.

THE 'VIOLET.[1]

'Down in a 'green and 'shady 'bed [2]
A 'modest 'violet 'grew; [1]
Its 'stalk was 'bent,[1] it 'hung its 'head,[2]
As 'if to 'hide from 'view.[1]

And 'yet it was a 'lovely 'flower,[1]
Its 'colour 'bright and 'fair; [1]
It 'might have 'graced a 'rosy 'bower,[1]
In'stead of 'hiding 'there.[1]

Yet 'thus it was con'tent to 'bloom,[2]
In 'modest 'tints ar'rayed; [1]
And 'there dif'fused a 'sweet per'fume [2]
With'in the 'silent 'shade.[1]

Then 'let me to the 'valley 'go,[2]
This 'pretty 'flower to 'see; [1]
That 'I may 'also 'learn to 'grow [2]
In 'sweet hu'mility.[1]

Jane Taylor.

THE 'NAUGHTY 'BOY.[1]

There was a 'naughty 'boy,[2]
And a 'naughty 'boy was 'he,[1]
He 'ran a'way to 'Scotland,[2]
The 'people 'there to 'see — [1]
Then he 'found [2]
That the 'ground [2]
Was as 'hard,[2]
That a 'yard [2]
Was as 'long,[2]
That a 'song [2]
Was as 'merry,[2]
That a 'cherry [2]
Was as 'red,[2]
That 'lead [2]
Was as 'weighty,[2]
That 'four'score [2]
Was as 'eighty,[2]
That a 'door was as 'wooden [2]
As in 'England — [1]
So he 'stood in his 'shoes [2]
And he 'wondered,[1]
He 'wondered,[1]
He 'stood in his 'shoes,[2]
And he 'wondered.[1]

John Keats.

THE PARTS OF SPEECH.

A noun is the name of anything,
As *School, Garden, Boy* or *Thing.*
Adjectives tell the kind of noun
As *Great, Small, Pretty, White* or *Brown.*

Instead of nouns, the pronouns stand,
As *He, She, Us, Your* arm, *My* hand.
Verbs tell us something being done —
To Read, Count, Laugh, Carry, Run.

How things are done the adverbs tell,
As *Slowly, Quickly, Ill* or *Well.*
Conjunctions join the words together,
As men *and* women, wind *and* weather.

The preposition stands before
A noun, as *by,* or *through* a door.
The interjection shows surprise
As *Oh!* How pretty! *Ah!* How wise!

Three little words you often see
Are articles *a, an* and *the.*
The whole are called the Parts of Speech
Which reading, writing, speaking teach.

ADDITIONAL READING.

JOKES.

Here are some jokes. I wonder whether you will be able to see them easily.

1. In most towns in England you may take small dogs and other animals in trams and buses without tickets if you can carry them in your arms.

Here is a joke about a bus conductor and a dog.

A woman with a dog got on a London bus one wet day. The dog was a big one, and its feet were very dirty.

The woman said, "Oh, conductor, if I pay for my dog, may he have a seat like the other passengers?"

The conductor looked at the dog and then he answered, "Certainly, madam. He may have a seat like all the other passengers so long as he doesn't put his feet on it."

2. Do you know the story about the man having breakfast in an English hotel? He took a drink from his cup and then said to the waiter, "Waiter, is this tea or coffee?"

"Can't you tell the difference, sir, by the taste?"

"No," said the man, "I can't."

"Well," said the waiter, "if you can't tell the difference, what does it matter which it is?"

3. I think you will like this joke about the man who never lost his head in a difficult or dangerous situation.

There was a fire in the middle of the night at a country house where there were a number of guests. They all rushed outside when they heard the alarm. They did not even wait to put on their clothes. Dressed in blankets and overcoats they were standing watching the flames when another guest joined them.

"Why did you people get so excited?" he asked. "Now look at me. When I heard the alarm, I got out of bed, lighted a cigarette and quietly dressed myself. In fact I was putting on my tie when

I thought it was not the best tie to wear with the shirt I had on. So I took it off and put on another. I didn't lose my head at all. I never get excited in a difficult or dangerous situation."

"That's good," said one of his friends, "but why didn't you put on your trousers?"

THE MIGHTIEST IN THE WORLD.

Once upon a time there were two Rats. They had a comfortable home and many fine children, both sons and daughters, but the one they loved most was their youngest daughter. She was a beautiful little rat. She had the smoothest grey coat, and the brightest little eyes and such pretty little ears. Her parents thought she was the most beautiful thing in the world.



When she was old enough to get married, Mr. and Mrs. Rat became very serious.

"She must have a great husband," they said. "An ordinary husband is not good enough for her. He must be very mighty. Only the mightiest in the world is fit to marry our wonderful daughter."

But who was the mightiest? It was not easy to tell, and they didn't know. So they went to a very old and wise rat and asked him. His answer was:

"If you wish to give your daughter to the mightiest of all, then go to the Sun. I am sure that no one is mightier than the Sun."

So Mr. and Mrs. Rat went to the Sun (it is rather a long way) and asked him to marry their daughter.

But the Sun answered:

"Thank you very much for your kind offer, but please tell me, why did you choose me?"

"We chose you because we wished to give our daughter to the mightiest in the whole world, and of course no one can be mightier than you."

"I see," said the Sun; "but I'm afraid you are wrong. There is one mightier than I am, and you must give your daughter to him."

"Who can be mightier than you?" asked Mr. Rat.

"The Cloud is. When I wish to shine on the earth, a Cloud comes along and covers it, and my light cannot pass through it or drive it away. You must go to the Cloud."

So Mr. and Mrs. Rat went to the Cloud and told him their wish.

"You are wrong, if you think I am the mightiest," said the Cloud. "I am quite weak when the Wind blows on me. He drives me along and tears me to pieces, and I can do nothing against him."

So Mr. and Mrs. Rat went to the Wind.

But the Wind said:

"Yes, I am mightier than the Cloud. But I am not the mightiest in the world. The Wall is sometimes in my way, and I blow and blow, but I can't move it and I cannot pass through it."

Again Mr. and Mrs. Rat went on, until they came to the Wall.

But the Wall said:

"You are right. I can certainly hold back the Wind, I am mightier than he. But there is the Rat, who makes holes in me, — and I can do nothing against him. The best thing for you to do is to choose the Rat for your daughter's husband."

Then Mr. and Mrs. Rat were happy, for they saw that the Wall spoke words of wisdom. They went home again, and their beautiful daughter married a fine Rat, and they lived happily for many, many years. Perhaps they are still alive. Who knows?

A MISTAKE.

Once an Englishman and his wife were travelling in Italy. When they arrived in Rome they took a room in one of the best hotels there. They had dinner in the dining-room of the

hotel, and then the Englishman went out to have a smoke and go for a walk about the streets of the great city. His wife, however, who was tired after the journey, went up to their room to rest.

The Englishman was walking quietly along the street looking around him, when an Italian caught up with him and pushed him to one side as he passed.

"How rough these Italians are!" he said to himself.

The man was just going round a corner when the Englishman put his fingers into his pocket to take out his watch and look at the time.

"My watch!" he cried. "That fellow who passed me just now has got it! He took it out of my pocket as he pushed me. I'll go after him and make him give it back!"

He soon caught up with the Italian. "Give me back my watch, you thief!" he shouted angrily.

The Italian shook his head and said something in Italian.

"I don't understand you, but I'll make you understand me," he shouted, shaking his fist in the Italian's face and pointing to the man's watch-pocket.

Again the Italian shook his head and began to speak very fast in his native language. This made the Englishman still more angry, and the Italian, very much frightened by this time, took out his watch and gave it to the Englishman, who put it in his own pocket and continued his walk.

When he returned to the hotel, he told the story to his wife. She silently pointed to the dressing-table. There lay the Englishman's own watch! He took the other one out of his pocket and looked at it. He was a thief without ever meaning to be one.

The next day he went to the police-station with a friend who could speak Italian.

"Oh," said the police-officer, "last night a man came in angry and excited. 'A foreigner attacked me,' he said, 'while I was taking my evening walk and made me give him my watch.' "

"Tell him it was all a mistake," said the Englishman. "I am very sorry about it. All I can do is to apologize and ask you to return his watch to him."

THE WOODMAN'S AXE.

A woodman was cutting down a tree on the bank of a deep river. By chance his axe slipped from his hand, dropped into the water and sank to the bottom.

"Oh! I have lost my axe," he cried. "What shall I do? The water is very deep and I am afraid to dive into it. What shall I do? Who can help me?"

Mercury, whose river it was, heard the poor man's cries and appeared before him.



"What is the matter, poor woodman?" he asked. "What has happened that you are so sad and unhappy?"

Mercury listened to the man's story and then said, "Perhaps I can help you." At that he dived into the river and brought up a golden axe. "Is this it?" he asked. "No, that is not mine," was the answer. Mercury dived a second time and this time brought up a silver axe. "Is this yours?" he asked. Again the answer was "No." So Mercury dived a third time and this time brought up the very axe that the woodman had lost. "That is my axe," cried the man joyfully and held out his hand for it. "Yes, this is my own good axe. Now I can work again."

Mercury was so pleased with the fellow's truthfulness and honesty that he at once made him a present of the other two axes and disappeared before the fellow could even say "Thank you".

The woodman cut down his tree and then went home very pleased with his good fortune. He told his friends all about it, and one of them decided to try whether he could not have the same good fortune. So, going to the same place, as if to cut down a tree, he dropped his axe into the river and pretended to be very sad and unhappy because of his loss.

Mercury appeared as before, and when he was told that the cause of the fellow's unhappiness was the loss of his axe, he dived into the river. Again he brought up a golden axe. "Is this yours?" he asked.

"Yes, yes, it is," said the second woodman. "You are not telling the truth," said Mercury. "You shall neither have this axe nor the one that you so foolishly dropped into the water."

JOKES.

Here are some more jokes.

4. TOM. Have you heard about the baby that was fed on elephant's milk? It put on 11 lbs every day.

JANE. Oh, Tom! That's impossible. Whose baby was it?

TOM. The elephant's.

5. In a small town in England a confectioner once put a notice outside his shop.

"Try our cake at 6d. per lb. To pay more is to be robbed."

Across the street there was another confectioner's shop. The next day the following notice appeared outside this shop:

"Try our cake at 9d. per lb. To pay less is to be poisoned."

6. Once a mother was visiting London with her two girls. They had come to the National Portrait Gallery and the girls were looking at the notice. One of the girls said she would like to go in. So her sister ran up to her mother and said, "Mother, Mary says she would like to go in here and see the pictures."

"Oh," said the mother, "It's not worth going in there; they aren't real pictures, they are only paintings."

Do you understand the joke? Real pictures for this mother were the moving pictures which she saw at the cinema.

THE SORROW OF DEMETER.

In the fields of Enna, in the happy island of Sicily, the beautiful Persephone was playing with the girls who lived there with her. She was the daughter of Demeter, and everyone loved them both;

for Demeter was good and kind to all, and no one could be more gentle and merry than Persephone. She and her companions were picking flowers from the field to make crowns for their long flowing hair. They had picked many roses and lilies and hyacinths which grew around them, when Persephone thought she saw a splendid flower far off. So away she ran as fast as she could to get it. It was a beautiful narcissus, with a hundred heads growing from one stem; and the perfume which came from its flowers gladdened the sky above it and the earth and sea around it. Persephone put out her hand to take this splendid flower, when the earth opened, and a chariot stood before her drawn by four coal-black horses. In the chariot there was a man with a dark unsmiling face. He looked as if he could never smile and as if he had never been happy. In a moment he got out of his chariot, seized Persephone and put her on the seat by his side. Then he touched the horses with his whip, and they drew the chariot down into ... the great hole, and the earth ... closed over them again.

Soon the girls who had been playing with Persephone came up to the place where the beautiful narcissus was growing; but they could not see her anywhere.

"Here is the flower she ran to pick," they said, "and there is no place where she can be hiding."

Still for a long time they looked for her in the fields of Enna; and when evening came, they went home to tell Demeter that they did not know what had happened to Persephone.

Very terrible was the sorrow of Demeter when she was told that her child was lost. She put a dark cloak on her shoulders, and took a flaming torch in her hand, and went over land and sea to look for Persephone. But no one could tell her where she had gone. When ten days had passed, she met the goddess Hecate and asked her about her child.

"I heard her voice," said Hecate, "as she cried out when someone seized her. But I did not see it with my eyes, so I do not know where she has gone."

Then Demeter went to Helios, the sun-god, and said to him, "O Helios, tell me about my child. You see everything on the earth as you sit in the bright sun."

Then Helios said to Demeter, "I pity you for your great sorrow, and I will tell you the truth. It is Hades who has taken away Persephone to be his wife in the dark and gloomy land which lies down inside the earth."

Then the anger of Demeter was more terrible than her sorrow had been. She went down from Olympus and walked on a long

way till she came to a country called Eleusis, just as the sun was going down into his golden cup behind the dark blue hills. There Demeter sat down by a fountain under some olive-trees.

Just then the daughters of Keleos, the king of Eleusis, came to the fountain for water. When they saw Demeter they knew from her face that she must have some great sorrow. They spoke kindly to her and asked whether they could do anything to help her. Then she told them how she had lost and was looking for her child; and they said, "Come home and live with us. Our father and mother will give you everything that you wish and will do all that they can to soothe your sorrow."

So Demeter went down to the house of Keleos, and she stayed there a whole year. And all this time, although the daughters of Keleos were very gentle and kind to her, she continued to mourn for Persephone. She never laughed or smiled, and hardly spoke to anyone because of her great sorrow. Even the earth and the things which grow on the earth mourned with Demeter. There was no fruit on the trees; no corn came up in the fields; and no flowers bloomed in the gardens.

At last Zeus looked down from Olympus and saw that everything must die unless he could soothe the sorfow and anger of Demeter. So he sent Hermes down to Hades, to tell him to send Persephone to see her mother Demeter.

But before Hades let her go, he gave her a pomegranate to eat, because he did not wish her to stay away from him always, and he knew that she must come back if she tasted one pomegranate seed. Then the chariot was brought before the door of the palace, and Hermes touched the coal-black horses with his whip. Away they went as fast as the wind, until they came to Eleusis. Then Hermes left Persephone, and the coal-black horses drew the chariot away again to the dark home of King Hades.

The sun was sinking down in the sky when Hermes left Persephone, and as she came near the fountain she saw someone sitting near it in a long black cloak. She knew it must be her mother, who still mourned for her child. Then Demeter lifted up her face and saw Persephone standing before her.

Then the joy of Demeter was greater, as she held her daughter in her arms, than her sorrow had been. She asked her about all that had happened to her and said, "Now that you have come back to me, I shall never let you go away again. Hades shall not have my child to live with him in his gloomy palace."

But Persephone said, "It cannot be so, my mother. I cannot stay with you always, for before Hermes brought me away to see you,

Hades gave me a pomegranate, and I have eaten some of the seeds. After tasting the seed, I must go back to him again when six months have passed. And I am not afraid to go, for although Hades never smiles nor laughs, and everything in his palace is dark and gloomy, still he is very kind to me. I think he feels almost happy since I have been his wife. But do not be sorry, my mother, for he has promised to let me come up and stay with you for six months in every year. The other six months I must spend with him in the land which lies down inside the earth."

So Demeter was happy with her daughter Persephone, and the earth and all the things that grew in it felt that her anger and sorrow had passed away. Once more the trees bore their fruit, the flowers bloomed in the gardens and fields, and the golden corn waved like the sea in the soft summer wind.

The six months passed happily away, and then Hermes came with the coal-black horses to take Persephone back to the dark land. And she said to her mother, "Do not mourn for me. The gloomy king whose wife I am is so kind to me that I cannot be really unhappy, and in six months more he will let me come to you again."

But still, whenever the time came for Persephone to go back to Hades, Demeter thought of the happy days when her child was a merry girl playing with her companions and picking the bright flowers in the beautiful fields of Enna.

RIDDLES [1]).

A riddle is a question, the answer to which is difficult to guess, because it depends on a play of words. Therefore it is quite impossible to translate such riddles from one language to another. A little girl, who knew both English and Russian, once learned some Russian riddles. She tried to tell these riddles in English to a friend who knew Russian badly, and she was very much surprised when she found that the riddles were not funny at all in English. In fact they had no meaning at all.

Here are some English riddles.

1. Why is the letter *A* like twelve o'clock?
2. What is the difference between a soldier and a young girl?
3. What comes twice in a moment, once in a minute and never in a hundred years?

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[1]) You will find the answers in the second part of our English text-book, page 343.

4. What is it that gets larger the more you take from it?
5. Why do we all go to bed?
6. What is the difference between a school-master and an engine-driver?
7. Which letter of the alphabet goes all round Great Britain?
8. Which is the strongest day in the week?
9. When I eat, I live; but when I drink, I die. What am I?
10. What is it that was tomorrow and will be yesterday?
11. What is it that is black and white, and yet red all over?
12. Why is the letter *T* like an island?
13. What word becomes shorter by the addition of a syllable?
14. When does a goose look like a snowball?
15. What is it that we all like to have, but never want to keep?
16. What relation is a child to its father when it is not its father's own son?
17. What is everything doing at the same time?
18. What belongs only to you, and yet is used more by others than by yourself?
19. What colour were the winds and waves in the storm?
20. Two geese before a goose, and two geese behind a goose, and one goose in the middle. How many geese in all?
21. Which letter is the most useful to a deaf old woman?

Lugemis- ja õigekirjutusreeglid.
(Rules of Reading and Spelling.)

SISSEJUHATUS.

§ 1. Raskused inglise keele lugemisel on seletatavad inglise keele graafilise süsteemiga, mis erineb eesti keele omast.

Need raskused ei seisne niivõrd konsonantide (kuigi ka nendel on oma iseärasused) kui vokaalide lugemises. Iga vokaaltäht inglise keele tähestikus väljendab e r i n e v a i d v o k a a l h ä ä l i k u i d, olenevalt kahest asjaolust: (1) vokaali esinemisest teatud silbitüübis ja (2) vokaali naabruses seisvaist vokaalidest või konsonantidest —

(1) man [æ], mane [ei], mar [ɑ:], mare [ɛə]

(2) pain [ei], pair [ɛə], pause [ɔ:], paw [ɔ:]

all [ɔ:], half [ɑ:], grass [ɑ:], want [ɔ], quarter [ɔ:].

§ 2. Selline ühe vokaaltähe kasutamine erinevate vokaalhäälikute väljendamiseks ongi inglise keele graafilise süsteemi iseloomustavaks i s e ä r a s u s e k s. See iseärasus on tingitud erinevusest, mis esineb ingliskeelses kõnes leiduvate h ä ä l i k u t e ja nende väljendamiseks tarvitatavate t ä h t e d e a r v u vahel tähestikus.

Ingliskeelses kõnes on 46 häälikut (sounds) [1] —

24 konsonanthäälikut: [p, b, m, f, v, w, θ, ð, k, g, ŋ, h, j, t, d, n, l, s, z, ʃ, ʒ, tʃ, dʒ, r];

22 vokaalhäälikut: [i:, i, e, æ, ɑ:, ɔ:, ɔ, u, u:, ʌ, ə:, ə, ei, ou, ai, au, ɔi, iə, ɛə, uə, aiə, auə].

Inglise tähestikus on 26 tähte (letters) —

20 konsonanttähte (consonant letters): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z;

6 vokaaltähte (vowel letters): a, e, i, o, u, y.

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[1]) Kaasa arvatud neutraalne rõhuta vokaal [ə], mis esineb kahe- ja enamasilbiliste sõnade rõhuta silpides ja samuti rõhuta grammatilistes abisõnades — artiklites, eessõnades, sidesõnades ning abi- ja modaalverbides (vt. §§ 38—41).

§ 3. Kõrvutades häälikute (sounds) arvu ingliskeelses kõnes ja tähti (letters) tähestikus näeme, et 20 konsonanttähte väljendab 24 konsonanthäälikut ja et 22 vokaalhääliku väljendamiseks inglise graafiline süsteem kasutab ainult 6, õigemini 5 vokaaltähte, kuna tähed *y* ja *i* on häälikuliselt üheväärsed, s. t. täht *y* väljendab samu häälikuid kui täht *i* :

pin, gyps [i]; nine, style [ai]; fir, Byrd [əɪ]; fire, tyre [aiə].

Tähtede **y, w, r, e** *lugemise iseärasused.*
(Peculiarities of Reading the Letters **y, w, r, e.)**

§ 4. Sõna lõpus täht *y* asendab täielikult tähte *i*, sest täht *i* ei esine sõna lõpus, välja arvatud vähesed (rahvusvahelised, inglise keele graafilisele süsteemile mitteiseloomulikud) sõnad:

baby, boy, they, pay, happy, carry, valley.

§ 5. Täht *y* asendab tähte *i* lõpu *-ing* ees, sest *i*-d ei märgita kahekordselt (seejuures täht *e* kaob lõpu *-ing* ees):

lie + **ing** = lying, die + **ing** = dying, samuti nagu cry + **ing** = = crying, try + **ing** = trying.

§ 6. Täht *i* asendab omakorda tähte *y* järgmiste lõppude ja liidete ees:

-es ees nimisõnade mitmuses ja kindla kõneviisi oleviku (Present Tense) 3. pöördes:

baby + **es** = babies; try + **es** = tries

-ed ees lihtminevikus ja korrapäraste verbide mineviku kesksõnas (Past Tense ja Past Participle):

cry + **ed** = cried, carry + **ed** = carried

-eth ees järgarvudes:

twenty + **eth** = twentieth, forty + **eth** = fortieth

-er ees omadussõnade keskvõrdes:

happy + **er** = happier, easy + **er** = easier

-est ees omadussõnade ülivõrdes:

happy + **est** = happiest, easy + **est** = easiest

-ly ees määrsõnades:

happy + **ly** = happily, easy + **ly** = easily.

§ 7. Täht *y* on konsonant, kui ta asetseb sõna alguses vokaali ees, ja väljendab sel juhul konsonanthäälikut [j]:

yes, yellow, you, yard, yet, year, young, youth.

§ 8. Samasugust kahekordset osa etendab täht *w*, mis väljendab konsonanthäälikut [w], kui ta asetseb vokaali ees:

wet, wing, window, swim, wash, wall

ja vokaalhäälikut, kui ta asetseb vokaali järel:

show, blow, know, brown, how, now, few, new.

Viimasel juhul täht *w* on samaväärne tähega *u*. Sõna lõpus *w* asendab *u*-d täielikult, sest *u* nagu *i*-gi ei esine inglise keele sõnade lõpus (ega kahekordsel kujul).

§ 9. Täht *u* esineb omakorda konsonandina täheühendis *qu* (tähele *q* järgneb alati *u*). Täht *u* tähe *q* järel väljendab sama häälikut [w], mis täht *w* vokaali ees:

quest [kwest] — west [west]
quite [kwait] — white [wait].

§ 10. Samaväärsus tähtede *u* ja *w* vahel ilmneb ka täheühendi *qu* ja *w* mõjus vokaalidele *a* ja *o*. Nende kõrval täht *a* ei evi oma harilikku väärtust, vaid väljendab häälikuid, mis on omased tähele *o*:

squat, wash [ɔ] nagu pot; **quart, wart** [ɔː] nagu **port**.

Täht *o*, järgnedes tähele *w*, väljendab tähele *u* omaseid häälikuid:

won [ʌ] nagu **fun**; **word** [əː] nagu **curd**.

Täht *w* ja täheühend *qu* mõjutavad tähti *a* ja *v* ainult paarituarvulistes silbitüüpides (I ja III), paarisarvulistes silbitüüpides (II ja IV) tähed *a* ja *v* omavad oma harilikku häälikulist väärtust:

wave [ei] nagu sõnas **brave**; **wove** [ou] nagu sõnas **stove**
ware [ɛə] „ „ **bare**; **wore** [ɔː] „ „ **bore**.

§ 11. Tähel *r* on oma iseärasused. Vokaali ees *r* on konsonanthäälik [r]:

red, rose, Russian, merry, carry, green, street, cry.

§ 12. Vokaali järel rõhulises silbis tähte *r* kas (1) üldse ei hääldata:

park [ɑː], **north** [ɔː], **her** [əː], **bird** [əː], **first** [əː]

või ta väljendab kaht häälikut — rõhuta vokaalhäälikut [ə] ja konsonanthäälikut [r], kui ta asetseb kahe vokaali vahel:

Mary ['mɛəri], **hero** ['hiərou], **era** ['iərə], **during** ['djuəriŋ].

§ 13. Kui tähega *r* lõppevale sõnale järgneb vokaaliga algav sõna, siis loetakse täht *r* sõnade liitmise reegli järgi kõnes. (See reegel on järgmine: kõiki konsonandiga lõppevaid sõnu loetakse neile järgnevate vokaalidega kokku nii, nagu oleks eelneva sõna lõppkonsonant temale järgneva sõna esimeseks häälikuks):

a car‿is ... (ə 'kɑːr‿iz] samuti nagu a cap‿is ... [ə 'kæp‿iz]
the chair‿is ... [ðə 'tʃɛər‿iz] samuti nagu the chairs‿are ... [ðə 'tʃɛəz‿ɑː]
here‿is ...; there‿is ...; there‿are ...; where‿is ...; where‿are ...

§ 14. Rõhuta silbis täht *r* väljendab häälikut [ə] olenemata vokaalist, mille järel ta seisab:

'teacher [ə], doctor [ə], popular [ə], letter [ə].

§ 15. Vokaaltähel *e* on see iseärasus, et teda ei loeta inglise keele sõnade lõpus (välja arvatud ühesilbilised sõnad, kus *e* on ainsaks vokaaltäheks ja kus ta loetakse [i:]-na — he, she, we, be, me):

five, tried, bodies, knives, worked, cried, asked, nine, ladies.

§ 16. Kuid täht *e* loetakse sõna lõpus [i]-na ja ta moodustab eri silbi (s. t. teeb ühesilbilise sõna kahesilbiliseks, kahesilbilise — kolmesilbiliseks), kui sõna algvormile liituvad järgmised lõpud:

-(e)s nimisõnadele ja pöördsõnadele, mis lõpevad tähtedega *s, ss, ch, tch, sh, ce, se, ze, ge:*

bus — buses, pass — passes, bench — benches, match — matches, brush — brushes, place — places, nose — noses, prize — prizes, judge — judges

-ed pöördsõnadele, mis lõpevad tähtedega *d(e)* ja *t(e)*:

add — added, want — wanted, decide — decided, invite — invited

-eth tähega *y* lõppevatele arvsõnadele:

forty — fortieth, ninety — ninetieth

-est omadussõnadele ülivõrdes:

quick — quickest, dirty — dirtiest, happy — happiest.

Märkus. Lõpp *-er* omadussõnade keskvõrdes loetakse [ə]:

happy — happier.

VOKAALTÄHTEDE LUGEMINE.
(READING OF VOWEL LETTERS.)

ÜHESILBILISED SÕNAD (ONE-SYLLABLE WORDS).

Neli silbitüüpi (Four Types of Syllables).

§ 17. Vokaalide lugemisel omavad tähtsat osa kaks tähte: tumm *e* (the mute letter *e*) sõna lõpus ja täht *r* vokaali järel. Tähte *e* sõna lõpus ja tähte *r* vokaali järel ei loeta, kuid need mõjutavad neile eelneva vokaaltähe lugemist. Sellest, kas tumm *e* sõna lõpus ja *r* vokaali järel esinevad või puuduvad, oleneb ühesilbilises sõnas vokaali häälikuline väärtus. Selle osa põhjal, mida need kaks tähte omavad inglise keele graafilises süsteemis, jaotame silbid nelja silbitüüpi (four types of syllables):

I tüüpi silp lõpeb ühe või mitme konsonandiga, välja arvatud *r* — pot, pots;
II „ „ lõpeb vokaaliga või tumma *e*-ga — he, pole;
III „ „ omab tähte *r* vokaali järel — far, farm;
IV „ „ lõpeb tähtedega *re* — more.

I silbitüüp (First Type of Syllable).

§ 18. I silbitüüpi kuuluvad kinnised silbid (closed syllables), mis lõpevad konsonandiga (või mitme konsonandiga), välja arvatud *r*:

fat, fact, box, nuts, bench, tricks.

I silbitüübis vokaaltähed *a, o, u, e, i* (ja *y*) tähistavad lühikesi häälikuid [æ, ɔ, ʌ, e, i]:

[æ]	[ɔ]	[ʌ]	[e]	[i]
man	not	but	net	pit, gyps.

II silbitüüp (Second Type of Syllable).

§ 19. II silbitüüpi kuuluvad lahtised silbid (open syllables), s. t. silbid, mis lõpevad vokaaliga. Lahtised silbid on kas (1) absoluutselt lahtised nii kõnes kui ka kirjas [1]):

A, no, U, he, I, my

või (2) relatiivselt lahtised, s. t. kirjas lahtised, kuid kõnes kinnised (sõnades, mis lõpevad eelnevast vokaalist ühe konsonandiga eraldatud tumma *e*-ga):

take, note, tube, Pete, mine, style.

Kui tumm *e* on eelnevast vokaalist eraldatud kahe konsonandiga, siis need konsonandid sulevad silbi ja selline silp kuulub I silbitüüpi:

tense, since, once, pence, badge, edge.

II tüüpi silpides vokaaltähed tähistavad liithäälikuid — diftonge, mis lõpevad häälikutega [i] või [u] — [ei, ou, ju:, i:, ai]:

[ei]	[ou]	[ju:]	[i:]	[ai]
mane,	note,	mute,	mete,	fine, style.

Niihästi I kui ka II silbitüübi iseloomustavaks omaduseks on tähe *r* puudumine vokaali järel. Erinevus I ja II silbitüübi vahel seisneb selles, et II tüüpi silpides on tumm *e* sõna lõpus:

---

[1]) Absoluutselt lahtised silbid esinevad peamiselt kahesilbilistes sõnades, kuid ühesilbilistes sõnades ainult tähtede ingliskeelsetes nimetustes tähestikus, grammatilistes abisõnades ning üksikutes põhisõnades (*go, do, sky, fly, dry* jne.).

I silbitüüp		II silbitüüp	
Lühikesed vokaalid		[i]- ja [u]-lõpulised diftongid	
fat	[æ]	fate	[ei]
not	[ɔ]	note	[ou]
tub	[ʌ]	tube	[juː]
met	[e]	mete	[iː]
fin, gyps	[i]	fine, type	[ai]

III silbitüüp (Third Type of Syllable).

§ 20. III silbitüüpi kuuluvad sõnad, mis lõpevad vokaali järel seisva *r*-ga. Tähele *r* võivad järgneda konsonandid (mitte vokaalid), kusjuures *r*-i ei loeta:

far, farm; nor, north; cur, curd; her, herd; fir, first.

III tüüpi silpides hääldatakse vokaale pikalt. Pikki häälikuid on siin kolm: [ɑː, ɔː, əː]. Häälikuid [ɑː] ja [ɔː] märgitakse tähtedega *a* + *r* ja *o* + *r*, ja kolmandat häälikut [əː] märgitakse nelja tähega: *u*, *e*, *i*, *y* + *r*:

[ɑː]	[ɔː]	[əː]
far	nor	fur, her, fir, Byrd.

III ja I silbitüüpi iseloomustab tumma *e* puudumine sõna lõpus. Erinevus nende vahel seisneb selles, et I tüüpi silpides võib vokaali järel esineda iga konsonant peale tähe *r*, kuna III tüüpi silpides järgneb vokaalile nimelt *r*:

I tüüp		III tüüp	
Lühikesed häälikud		Pikad häälikud	
fat	[æ]	far	[ɑː]
not	[ɔ]	nor	[ɔː]
fun	[ʌ]	fur, her, fir, Byrd	[əː]
hen	[e]		
fin, gyps	[i]		

IV silbitüüp (Fourth Type of Syllable).

§ 21. IV silbitüüpi kuuluvad sõnad, mis lõpevad tähtedega *re*:

bare, core, pure, mere, fire, tyre.

IV silbitüübis vokaalid tähistavad liithäälikuid, milles viimase elemendina esineb rõhuta vokaal [ə] (välja arvatud *o* + *re*, mida loetakse

[ɔ:]-na — more [mɔ:], shore [ɔ:]). Siia kuuluvad diftongid [ɛə, juə, iə] ja triftong (kolmikvokaalhäälik) [aiə]:

[ɛə]	[ɔ:]	[juə]	[iə]	[aiə]
care	more	cure	here	fire, tyre.

IV tüüpi silbid on kirjas sarnased II tüüpi silpidega, sest nad lõpevad tumma *e*-ga. Erinevus nende vahel seisneb selles, et II tüüpi silpides võib vokaali ja tumma *e* vahel esineda iga konsonant, välja arvatud *r*, kuna IV tüübis võib sel kohal esineda ainult *r*:

II tüüp		IV tüüp	
[i]- ja [u]-lõpulised liithäälikud		[ə]-lõpulised liithäälikud	
mate	[ei]	mare	[ɛə]
pole	[ou]	more	[ɔ:]
pule	[ju:]	pure	[juə]
mete	[i:]	mere	[iə]
fine, type	[ai]	fire, tyre	[aiə]

III ja IV silbitüübile on iseloomustav tähe *r* esinemine, kusjuures IV silbitüübis *r*-le järgneb *e*:

III tüüp		IV tüüp	
Pikad häälikud		[ə]-lõpulised liithäälikud	
bar	[a:]	bare	[ɛə]
or	[ɔ:]	ore	[ɔ:]
cur, her, fir, Byrd	[ə:]	cure	[juə]
		here	[iə]
		fire, tyre	[aiə]

§ 22. Neljas silbitüübis 5 vokaaltähte *a, o, u, e, i* (pidades *i* ja *y* ühe ja sama hääliku vasteks) väljendavad 18 vokaalhäälikut:

5 lühikest vokaalhäälikut — [æ, ɔ, ʌ, e, i] — I silbitüübis,

5 [i]- ja [u]-lõpulist liithäälikut — [ei, ou, ju:, i:, ai] — II silbitüübis,

3 pikka häälikut — [a:, ɔ:, ə:] III silbitüübis ja

4 [ə]-lõpulist liithäälikut — [ɛə, juə, iə, aiə] ning

1 pikka häälikut [ɔ:] IV silbitüübis.

§ 23. Ülejäänud 4 vokaalhäälikut märgitakse tähega *o* + teised vokaaltähed.

Täheühendis *oo* + *k* väljendab *oo* lühikest vokaalhäälikut [u]:

book, hook, took, look, rook.

Märkus. Kui täheühend *oo* lõpetab silbi või kui talle järgneb mõni teine konsonant peale *k*, siis tähistab ta pikka häälikut [uː], samuti nagu vokaaltäht *u* II silbitüübis (ainult ilma häälikuta [j]):

too, zoo, tool; moon, school.

Täheühendeid *ou* ja *oi* (ning *oy*) loetakse [au] ja [ɔi]:

bound, out, loud; boil, coin, voice, boy, toy, joy.

Täheühend *ou* + *r* loetakse [auə]:

our, hour, sour.

Sõnades four, your, pour, course täheühend *ou* + *r* loetakse [ɔː].

§ 24. Alljärgnev tabel annab ülevaate kõikide vokaaltähtede lugemisest neljas silbitüübis, kaasa arvatud tähe *o* ühendid vokaalidega:

Vokaalide lugemine rõhulises silbis.

Silbitüübid	I	II	III	IV
Hääldikud / Tähed	Lühikesed hääldikud	[i]- ja [u]-lõpulised liithääldikud	Pikad hääldikud	[ə]-lõpulised liithääldikud
a	[æ] fat	[ei] fate	[ɑː] far	[ɛə] fare
o	[ɔ] not	[ou] note	[ɔː] nor	[ɔː] ore
u	[ʌ] cut	[juː] cute	[əː] cur	[juə] cure
e	[e] hen	[iː] eve	her	[iə] here
i	[i] fin	[ai] fine	fir	[aiə] fire
y	[i] gyps	[ai] type	Byrd	[aiə] tyre
o + . . .	[u] book	[au] bound	[ɔi] boil	[auə] our

Esimene veerg selles tabelis näitab, kuidas lugeda kinnise silbi vokaale ja täheühendit *oo* + *k*.

Teine veerg kujutab lahtise silbi vokaalide ja täheühendite *ou* ja *oi* (*oy*) lugemist.

Kolmas veerg kujutab vokaalide lugemist silpides, milles *r* asetseb vokaali järel.

Neljandas veerus näidatakse tähtedega *re* lõppevate silpide ja täheühendi *ou* + *r* lugemist.

Selles tabelis on esitatud kõik inglise keele vokaalhäälikud rõhulistes silpides.

Erandid lugemis- ja õigekirjutusreegleist.

(Exceptions to the Rules of Reading and Spelling.)

§ 25. Järgmised sõnad on erandiks vokaalide lugemisel ühesilbilistes sõnades:

Täht a		
[æ]	[e]	[ɑ:]
have	ate	ah
		are

Täht o								
[ɔ]	[u]	[ou]			[u:]		
shone	wolf	oh	most	don't	do	who	move
gone		both	post	won't	to	whom	prove
					two	whose	lose

[ʌ]					
son	front	once	one	come	none
ton	month	tongue	love	some	done

Täht u		
[u]		[u:]
full	put	truth
pull	push	
	bush	

Täht e		
[ə:]	[ɛə]	
were	where	
	there	

Täht i		
[i]	[ai]	[i:]
give	ninth	ski
live	climb	

Täht o + vokaal								
	[u]		[ou]	[u:]			[ʌ]	[ɔ:]
foot	good	could	soul	soup	you	wound	young	your
	wood	should	though	group	youth	through	touch	four
	stood	would					rough	pour

KAHESILBILISED SÕNAD (TWO-SYLLABLE WORDS).

Rõhulised silbid (Stressed Syllables).

§ 26. Reeglipäraselt langeb rõhk kahesilbilises sõnas algsilbile: ˈbanner, ˈsofa, ˈpupil, ˈpencil, ˈlesson, ˈfifty.

Kuid kui sõna tüvele liitub prefiks (eesliide), siis langeb rõhk tüvele — lõppsilbile, kuna prefiks jääb rõhuta. Prefikseid omavad peamiselt verbid, kahesilbilised määrsõnad, eessõnad ja sidesõnad: deˈcide, reˈfuse, preˈpare, aˈway, aˈlong, beˈfore.

§ 27. Vokaal rõhulises silbis loetakse nagu ühesilbilistes sõnadeski vastavalt silbitüübile:

I tüüp	II tüüp
aˈlong nagu *long*	*reˈfuse* nagu *fuse*
III tüüp	IV tüüp
reˈturn nagu *turn*	*preˈpare* nagu *pare*

Rõhuta silbid (Unstressed Syllables).

Taandumine (Reduction).

§ 28. Tingituna rõhulisele silbile langevast tugevast rõhust, hääldatakse inglise keeles vokaali selgelt ainult rõhulistes silpides. Rõhuta silbid on nõrgestatud ja vokaale neis hääldatakse ebaselgelt; nad redutseeruvad ehk taanduvad, s. o. lühenevad ja muutuvad ebamääraseks. Taandatud vokaalhäälikuid märgitakse samade tähtedega kui rõhulisi vokaale. Näiteks sõnas *ˈTom* täht *o*

väljendab rõhulist vokaalhäälikut [ə], kuid kahesilbilise sõna *'bottom* rõhuta silbis loetakse *o* rõhuta vokaalina [ə].

§ 29. Kõigile rõhulises silbis hääldatavaile vokaalhäälikuile vastavad rõhuta silbis ainult kaks taandatud vokaalhäälikut [i] ja [ə].

§ 30. Vokaali lugemine rõhuta silbis ei ole sõltuv silbitüübist. Iga rõhuta silbi vokaal omab vaid üht häälikulist väärtust.

Vokaalid *e, i, y* väljendavad vokaalhäälikut [i], ja vokaalid *a, o, u* — vokaalhäälikut [ə]:

Tähed	e, i, y	a, o, u
Häälikud	[i]	[ə]
Rõhueelne silp	de'fend in'vent de'cide mis'take	ad'dress col'lect suc'cess a'lone con'nect sup'press
Rõhujärgne silp	'biggest 'music 'happy 'classes 'morning 'Egypt	'comma 'bottom 'minus 'sofa 'pilot 'focus

§ 31. Reeglipäraselt väljendab täht *a* rõhuta silbis häälikut [ə], kuid rõhuta lõppsilbis, mis sisaldab tähte *a* + konsonant + tumm *e* (II tüüp), tähte *a* loetakse [i]-na:

'village, 'cottage, 'bandage, 'comrade, 'climate.

§ 32. Reeglipäraselt väljendavad tähed *o* ja *u* rõhuta lõppsilbis häälikut [ə], kuid nad ei taandu lahtises või relatiivselt lahtises rõhuta silbis (II tüüp):

hero ['hiərou], **zero** ['ziərou]
unite [ju:'nait], **commune** ['kɔmju:n].

§ 33. Rõhuta silpides, milledel on III silbitüübi kuju (vokaal + *r*), loetakse kõiki vokaale rõhuta [ə]-na:

Tähed	a, o, u, e, i, y + r				
Häälik	[ə]				
Rõhueelne silp	—	cor'rect	sur'prise	per'cent	
	—	for'get	sur'pass	per'sist	
Rõhujärgne silp	'dollar	'doctor	'murmur	'later	'tapir
	'collar	'tractor	'picture	'better	'martyr

§ 34. Vähestes sõnades, kus rõhujärgses silbis tumm *e* seisab mitte *r* ees, vaid selle järel (näit. sõnas cent*re*), *re* loetakse [ə]-na, samuti nagu *er* rõhuta lõppsilbis. Neil sõnadel on kaks kirjutusviisi: briti kirjakeeles *centre* ja ameerika kirjakeeles *center*, kuid nad loetakse ühesuguselt:

centre, center ['sentə]; metre, meter ['mi:tə].

§ 35. Kui rõhujärgse silbi vokaaltähele järgneb *n* või *l*, siis rõhuta silbi vokaaltähte ei loeta:

lesson ['lesn], pupil ['pju:pl], pencil ['pensl].

Kuigi sellistes sõnades kahest vokaaltähest loetakse vaid rõhulise silbi vokaali, on need sõnad siiski kahesilbilised, kuna häälikud [n] ja [l] moodustavad silbi:

cotton ['kɔtn], written ['ritn];
student ['stju:dnt], absent ['æbsnt];
local ['loukl], parcel ['pa:sl], pencil ['pensl].

§ 36. Kahesilbilised on samuti sõnad, millede tumm *e* asetseb mitte tähe *l* ees, vaid selle järel:

little ['litl], apple ['æpl], table ['teibl], rifle ['raifl].

§ 37. Rõhujärgsed silbid silpi moodustava [l]-ga ja [n]-ga, milledes vokaali üldse ei loeta, sisaldavad null vokaalhäälikut:

Tähed	a, o, u, e, i + l või n					
Häälikud	Null vokaalhäälikut					
Rõhujärgne silp	'signal 'servant	'symbol 'lesson	'consul —	'parcel 'garden	'little —	'pencil 'basin

Rõhuta sõnad lauses.
(Unstressed Words in the Sentence.)

§ 38. Nagu kahe- ja enamasilbilises sõnas rõhk langeb tüvele — sõna tähendust kandvale osale, ja prefiksid ning sufiksid — sõna abielemendid — on rõhuta, samuti langeb ka lauses rõhk tähendust kandvatele sõnadele.

Grammatilised abisõnad lauses on lause rõhuta elemendid ja taanduvad, samuti nagu rõhuta silbid kahe- ja enamasilbilistes sõnades:

vokaalid *e, i* loetakse [i]-na ja vokaalid *a, o, u* väljendavad vokaalhäälikut [ə] [1]):

The ˈwindows of the ˈroom are ˈopen.
[ðə ˈwindouz əv ðə ˈruːm ər ˈoupn.[1]]
ˈBoris ˈcame ˈhome ˈvery ˈlate from ˈschool.
[ˈbɔris ˈkeim ˈhoum ˈveri ˈleit frəm ˈskuːl.[1]]
ˈOlga ˈsaw ˈAnnie with ˈMary.
[ˈɔlga ˈsɔː ˈæni wið ˈmɛəri.[1]]
She is ˈspeaking about her ˈwork.
[ʃi iz ˈspiːkiŋ əbaut hə ˈwəːk.[1]]

Artiklid, eessõnad ja sidesõnad, samuti isikulised, omastavad ja siduvad asesõnad on tavaliselt lauserõhuta.

Abi- ja modaalverbidele, mis on rõhuta elemendid jutustavas lauses, langeb rõhk, kui nad esinevad küsilause alguses ja lühendatud vastuses:

ˈIs the ˈbaby aˈsleep? [2] ˈYes, [1] it ˈis.[1]
ˈCan they ˈcome at ˈonce? [2] ˈYes, they ˈcan.[1]

Kuid i g a l e sõnale lauses võib langeda e r i l i n e rõhk, mis kriipsutab alla selle sõna mõtet ja tähendust antud lauses. Sellistel juhtudel abisõnad ei taandu. Nad loetakse nii, nagu neid loetakse üksiseisvalt (väljaspool lauseseost) nende t u g e v a s vormis (strong form), mitte nende taandumisel tekkinud n õ r g a s vormis (weak form):

Weak forms: **her** [hə(r)] — I ˈmet *her* in the ˈstreet.
[ai ˈmet həːr in ðə ˈstriːt.[1]]
them [ðəm] — ˈDid you ˈsee *them* there?
[ˈdid ju ˈsiː ðəm ˈðɛə? [2]]
Strong forms: **her** [həː(r)] — ˈShall you ˈspeak to *ˈher* or to ˈhim?
[ˈʃæl ju ˈspiːk tə ˈhəːr [2] ɔː tə ˈhim? [1]]
them [ðem] — ˈGive it to *ˈthem* and ˈnot to *ˈus.*
[ˈgiv it tə ˈðem ənd ˈnɔt tu ˈʌs.[1]]

§ 39. Artiklid loetakse kokku sõnadega (nimi- või omadussõnadega), millede ees nad seisavad:

a ˈdress [əˈdres] loetakse nagu sõna *adˈdress* [əˈdres]
a ˈbed [əˈbed] „ „ „ *aˈbed* [əˈbed].

Umbmäärasel artiklil on kaks kuju: *a* ja *an.* Ta loetakse [ə] konsonanthäälikuga algava sõna ees ja [ən] vokaalhäälikuga algava sõna ees:

a ˈhand [ə ˈhænd] — *an* ˈarm [ən ˈɑːm]
a ˈbig ˈboy [ə ˈbig ˈbɔi] — *an* ˈEnglish ˈbook (ən ˈiŋgliʃ ˈbuk].

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[1]) Asesõnad *I, my, they* ja eessõna *on* ei taandu.

Määraval artiklil on üks kuju *the*, ent teda hääldatakse [ði] ainult vokaalhäälikuga algava sõna ees, kuid [ðə] konsonanthäälikuga algava sõna ees:

the ice [ði 'ais] — *the* 'wind [ðə 'wind]
the 'icy 'water [ði 'aisi 'wɔ:tə] — *the* 'sunny 'day [ðə 'sʌni 'dei].

§ 40. Erinevalt loetakse vokaal- ja konsonanthääliku ees ka eessõna *to*. Sõna *to* loetakse [tu] vokaalhäälikuga algava sõna ees ja [tə] konsonanthäälikuga algava sõna ees:

to a 'table [tu ə 'teibl] — *to* the 'door [tə ðə 'dɔ:]
to our 'teacher [tu auə 'ti:tʃə] — *to* his 'father (tə hiz 'fɑ:ðə]
to 'eat [tu 'i:t] — *to* drink [tə 'driŋk]
to 'open [tu 'oupn] — *to* 'close [tə 'klouz].

§ 41. Sidesõnas *or* [ɔ:(r)] loetakse täht *r* vokaalhäälikuga algava sõna ees, kuid teda ei loeta sõna ees, mis algab konsonanthäälikuga.

'Do you 'want a 'pear *or* an 'apple?
['du: ju 'wɔnt ə 'pɛər[2] ɔr ən 'æpl?[1]]
'Take the 'red 'pencil *or* the 'green 'one.
['teik ðə 'red 'pensl[2] ɔ ðə 'gri:n 'wʌn.[1]]

Silbitamine (Syllable Division).

§ 42. Kui kahesilbiline sõna ei alga prefiksiga, siis langeb rõhk algsilbile ja vokaal algsilbis loetakse nii nagu vastava tüübi ühesilbilistes sõnades. Kuid et kindlaks teha, missuguse tüübi järgi loetakse rõhuline silp, on tarvis leida piir rõhulise ja rõhuta silbi vahel. See määratakse kindlaks järgmiste silbitamisreeglite abil.

Kinnine silp (The Closed Syllable).

§ 43. Kui rõhulise silbi vokaalile järgneb kaks konsonanttähte, siis teine konsonant kuulub rõhuta lõppsilpi, esimene konsonant aga kuulub rõhulisse algsilpi ja suleb selle. Kinnise silbi vokaal loetakse I tüübi järgi:

[æ]	[ɔ]	[ʌ]	[e]	[i]
stan|ding	doc|tor	un|der	pen|cil	sis|ter, sym|bol.

§ 44. Kui rõhulise silbi vokaalile järgneb kaks ühesugust konsonanti (kaasa arvatud *rr*), mis tähistavad üht konsonanthäälikut, siis esimene konsonant suleb rõhulise silbi, teine aga kuulub rõhuta lõppsilpi:

[æ]	[ɔ]	[ʌ]	[e]	[i]
hap|py	hot|test	fun|ny	bet|ter	din|ner;
mar|ry	sor|ry	cur|rent	mer|ry	mir|ror.

§ 45. Täheühendid *ck, ch, ng, sh* tähistavad igaüks üht konsonanthäälikut, kuid kuna nad kirjutatakse kahe tähega, siis on sõna esimene silp kinnine, kui nad seisavad rõhulise ja rõhuta silbi vokaalide vahel:

richer nickel singer washing

§ 46. Samuti suleb silbi täht *x* (= k + s):

boxer oxen foxes fixing

Lahtine silp (The Open Syllable).

§ 47. Ühekordne konsonanttäht rõhulise silbi vokaaltähe järel kuulub rõhuta lõppsilpi, ja rõhuline algsilp on lahtine. Vokaal selles loetakse II tüübi järgi:

[ei]	[ou]	[ju:]	[i:]	[ai]
pa|per	o|pen	pu|pil	Pe|ter	mi|nus ty|pist

§ 48. Kui rõhulise ja rõhuta silbi piiril seisab täht *v*, siis ei saa kindlaks määrata, kuidas lugeda vokaali rõhulises silbis. Tähte *v* ei kirjutata kahekordselt, sest siis ta langeks ühte tähega *w*. Osas *v*-sõnades loetakse rõhulise silbi vokaal II tüübi järgi, teistes ta loetakse I tüübi järgi:

II tüüp: even ['i:vn], over ['ouvə], driver ['draivə];
I tüüp: seven ['sevn], cover ['kʌvə], river ['rivə].

Sõnade lugemist tähega *v* rõhulise ja rõhuta silbi piiril tuleb alati kontrollida sõnaraamatu järgi.

Järgmised sõnad tähega *v* kahe silbi piiril loetakse I tüübi järgi:

[æ]	[ɔ]	[ʌ]	[e]		[i]
travel	novel	cover	seven	ever	river
	proverb	govern	level	never	given
				clever	driven

§ 49. Kui rõhulise ja rõhuta silbi vokaalide vahel ei ole konsonanttähte, siis on rõhuline silp lahtine ja vokaal temas loetakse II tüübi järgi:

dri\|er ['draiə] fli\|er ['flaiə] fly\|ing ['flaiiŋ]

§ 50. Kui kahest rõhulisele silbivokaalile järgnevast konsonanttähest teine on täht *l* (s. o. silpi moodustav häälik [l]), siis kuulub rõhuta silbi koosseisu mitte ainult täht *l*, vaid ka tema ees seisev konsonant, ja rõhuline silp on lahtine:

[ei]	[ou]	[ju:]	[ai]
ta|ble	no|ble	bu|gle	ri|fle cy|cle

Kuid kui tähe *l* ees seisab kaks konsonanttähte, siis kuulub esimene neist rõhulisse algsilpi ja suleb selle:

	[ei]	[ou]	[juː]	[ai]
II tüüp:	**a**|ble	**no**|ble	**bu**|gle	**ri**|fle
	[æ]	[ɔ]	[ʌ]	[i]
I tüüp:	**ap**|ple	**gob**|ble	**jun**|gle	**lit**|tle

§ 51. Sama reegel on maksev ka sõnade kohta, millede rõhuta silbis on täht *r*. Üks konsonanttäht *r* ees kuulub koos *r*-ga rõhuta silpi ja rõhuline silp jääb lahtiseks. Kui aga tähe *r* ees seisab kaks konsonanti, siis esimene neist kuulub rõhulisse silpi ja suleb selle:

	[ei]	[ou]	[juː]	[iː]
II tüüp:	**ma**|trix	**o**|gre	**lu**|cre	**me**|tre
	[æ]		[ʌ]	[e]
I tüüp:	**mat**|tress	—	**lus**|tre	**cen**|tre

Silp tähega *r* vokaali järel.
(The Syllable with the Letter *r* after the Vowel.)

§ 52. Kui rõhulise silbi vokaalile järgnevast kahest konsonandist esimene on *r* ja teine on konsonant (välja arvatud *r*, vt. § 44), siis kuulub viimane neist rõhuta lõppsilpi ja täht *r* jääb rõhulisse silpi. Vokaal selles loetakse III tüübi järgi:

[ɑː]	[ɔː]	[əː]	[əː]
ar|my	**mor**|ning	**mur**|mur	**per**|son

Täht *r* kahe vokaali vahel.
(The Letter *r* between Two Vowels.)

§ 53. Rõhulise ja rõhuta silbi piiril seisev täht *r* kuulub rõhuta lõppsilpi ja tähistab siin konsonanthäälikut [r]. Ühtlasi mõjutab ta eelneva rõhulise silbi lugemist ja tähistab selles diftongi või triftongi viimast elementi, vokaalhäälikut [ə]. Rõhulise silbi vokaal loetakse IV tüübi järgi:

[ɛə]	[juə]	[iə]	[aiə]
Ma|ry	du|ring	he|ro	fi|ring
['mɛəri]	['djuəriŋ]	['hiərou]	['faiəriŋ]

§ 54. Järgnev tabel kujutab rõhulise algsilbi vokaali lugemist kahesilbilistes sõnades.

I tüübi järgi	II tüübi järgi	III tüübi järgi	IV tüübi järgi
Kinnine rõhuline silp	Lahtine rõhuline silp	Täht *r* vokaali järel	Täht *r* kahe vokaali vahel
bit|ter	la|ter	ar|my	Ma|ry
hap|py, mar|ry	li|on		
wash|ing			
ap|ple	ta|ble		
cen|tre	me|tre		

Tuletatud vormide õigekirjutus.
(Spelling of Derivative Forms.)

§ 55. Silbitamisreeglitega seletub tuletatud sõnade õigekirjutus:
(1) tumm *e* langeb välja sõnades, mida loetakse vastavalt II ja IV tüübile.

II tüüp	IV tüüp
plane + ing = pla|ning	spare + ing = spa|ring

ja (2) lõppkonsonant kahekordistub sõnades, mida loetakse vastavalt I ja III tüübile:

I tüüp	III tüüp
plan + ing = plan|ning	bar + ing = bar|ring

§ 56. Lõppkonsonandi kahekordistumine toimub ainult ühe konsonanttähega lõppevates sõnades:

I tüüp: bet — bet|ting, kuid bend — ben|ding
III tüüp: bar — bar|ring, „ farm — far|ming

§ 57. Need mõlemad nähud — tumma *e* väljalangemine ja lõppkonsonandi kahekordistumine — esinevad juhul, kui sõna tüvele liituvad järgmised grammatilised lõpud ja sufiksid:

-ing, -ed verbidele:
beg — begging — begged; note — noting — noted

-er, -est omadussõnadele:
big — bigger — biggest; nice — nicer — nicest

-er verbidest tuletatud nimisõnadele:
swim — swimmer; write — writer

-y nimisõnadest tuletatud omadussõnadele:
fun — funny; shine — shiny

§ 58. Tänu tumma *e* väljalangemisele paarisarvulistes silbitüüpides ja lõppkonsonandi kahekordistumisele paarituarvulistes silbitüüpides säilitatakse tuletatud vormide hääldamisühtlus põhivormiga:

Tüvi / Lõpud	Ilma r täheta	Silbi-tüüp		Tähega r
-ing, -ed verbides	pine — pining — pined pin — pinning — pinned	II I	IV III	fire — firing — fired stir — stirring — stirred
-er, -est omadus-sõnades	fine — finer — finest thin — thinner — thinnest	II I	IV III	dire — direr — direst — — —
-er verbidest tuletatud nimisõnades	write — writer sin — sinner	II I	IV III	hire — hirer stir — stirrer
-y nimisõnadest tuletatud omadus-sõnades	shine — shiny skin — skinny	II I	IV III	wire — wiry fir — firry

Erandid lugemis- ja õigekirjutusreegleist.

(Exceptions to the Rules of Reading and Spelling.)

§ 59. Järgmised sõnad on erandiks kahesilbiliste sõnade rõhulise silbi vokaali lugemisel:

Täht a			
[æ]	[e]	[ɔ:]	[ɑ:]
shadow	any	water	de'mand
camel	many		com'mand

Täht **o**									
[ɔ]				[ʌ]					
body	honest	promise		other	money	London	nothing	a'mong	
copy	forest	foreign		mother	honey	Monday	colour	be'come	
				brother	twopence	monkey			

[u]	[i]	[ou]
woman	women	soldier

Täht **u**			
[u]	[i]	[e]	[ʌ]
bullet	busy	bury	study
			public
			ugly

Täht **e**			
[i]	[ɑ:]	[e]	
English	sergeant	very	record
pretty		present	second

Täht **i**				
[i]			[i:]	
city	finish	prison	ma'chine	
pity	visit	Britain	po'lice	

Digraafid (Digraphs).

§ 60. Tabelis § 24 all on antud kõik inglise keele rõhulise silbi häälikud, mida väljendavad vokaalid (monograafid) neljas silbitüübis ja tähe *o* ühendid vokaalidega — *oo* + *k*, *ou*, *oi (oy)*, *ou* + *r*.

Kõik ülejäänud kahetähelised vokaalühendid, mida nimetatakse vokaaldigraafideks (digraphs ['daigræfs]), ei anna mingeid uusi häälikuid, vaid ainult teisi võimalusi samade häälikute väljendamiseks:

digraaf **ai** sõnas **pain** väljendab häälikut [ei] nagu täht **a** sõnas **pane**
„ **aw** „ **saw** „ „ [ɔ:] „ „ **o**(+r) „ **fork**

§ **61.** Digraafi lugemine ei ole sõltuv silbi tüübist, milles ta esineb: silbi lahtisus või kinnisus ei mõjuta digraafi lugemist:

sea — **seat** [iː] **see** — **seem** [iː] **paw** — **Paul** [ɔː].

§ **62.** Kuid täht *r* digraafi järel annab viimasele teise häälikulise väärtuse:

I tüübi järgi: **pain** [ei] **boat** [ou] **bee** [iː];
IV tüübi järgi: **pair** [ɛə] **boar** [ɔː] **beer** [iə].

Esimese grupi digraafid (Digraphs of the First Group).

§ **63.** Digraafid jaotatakse kolme gruppi. Esimesse gruppi kuuluvad digraafid, milledes loetakse mõlemad vokaalid, kusjuures kumbki digraafi kuuluv vokaal omab sama häälikulist väärtust, mida ta omab kinnises silbis:

oi, oy	**ei, ey**
[ɔi]	[ei]
boil boy	**vein they**
coil joy	**eight grey**

§ **64.** Digraaf *oi* (sõna lõpus *oy*) väljendab liithäälikut [ɔi], mida ei saa märkida ühe vokaaltähega (monograafiga).

Rõhuta silbis digraaf *oi (oy)* esineb väga harva ja ta ei muutu lugemisel, s. t. ta ei taandu.

§ **65.** Digraaf *ei* (sõna lõpus *ey*) väljendab liithäälikut [ei], samuti nagu täht *a* II silbitüübis; koos tähega *r* ta loetakse IV silbitüübi järgi:

Digraaf	Ilma **r** täheta II tüübi järgi	**r** tähega IV tüübi järgi
ei **ey**	[ei] **vein eight** **they grey**	[ɛə] **their**

Järgmistes sõnades digraaf *ei* (*ey*) loetakse [iː], s. t. loetakse ainult esimene vokaaltäht, kuna teist vokaali ei loeta, samuti nagu kolmanda grupi digraafides (§ **73**):

ceiling **re′ceive** **key**
seize **de′ceive**

Rõhuta silbis digraaf *ei* (*ey*), samuti nagu vokaalid *e, i, y*, väljendab häälikut [i]:

volley, valley, hockey, alley.

Teise grupi digraafid (Digraphs of the Second Group).

§ 66. Teise gruppi kuuluvad digraafid, mille mõlemad vokaaltähed väljendavad koos ühte häälikut või liithäälikut [au]:

oo + k [u]	oo ilma k-ta [uː]	au, aw [ɔː]	ou, ow [au]
book	too zoo	Paul saw	out how
look	spoon	pause paw	shout now
took	moon	cause draw	trout town

§ 67. Digraaf **oo + k** väljendab lühikest vokaalhäälikut [u], mida ei saa märkida ühe vokaaltähega [1]). See digraaf ei esine rõhuta silbis.

§ 68. Kui digraaf *oo* lõpetab silbi või kui talle järgneb mõni konsonanttäht, välja arvatud *k*, siis teda loetakse [uː], s. o. samuti nagu tähte *u* II silbitüübis, ainult ilma konsonanthäälikuta [j] [2]):

pool [puːl] — pule [pjuːl].

Kui digraafile *oo* järgneb täht *r*, ta väljendab häälikut [uə] ilma [j] häälikuta, samuti nagu täht *u* IV silbitüübis:

poor [puə] — pure [pjuə].

Digraaf	Ilma r täheta III tüübi järgi	Tähega r IV tüübi järgi
oo ilma k-ta	[uː] moon pool	[uə] moor poor

Sõnades *door* ja *floor* digraaf *oo + r* väljendab häälikut [ɔː].

Rõhuta silbis digraaf *oo* ega *oo + k* ei esine.

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[1]) Sõnades *full, pull, put, push, bush, pussy* häälikut [u] märgitakse tähega *u*, kuid need sõnad on erandid lugemis- ja õigekirjutusreegleist.

[2]) Sama häälikut [uː] ilma [j]-ta märgitakse tähega *u* II silbitüübis, kui ta ees on konsonanttähed *j* või *r* — *June, rule.*

§ 69. Digraaf *au* (sõna lõpus *aw*) väljendab pikka häälikut [ɔ:], samuti nagu *o*(+*r*) III silbitüübis. Seejuures tähed *u* ja *w*, seistes tähe *a* ees või järel, muudavad *a* hääldamist paarituarvulistes silbitüüpides (§ 10):

I tüübi järgi: **was** [wɔz] III tüübi järgi: **ward** [wɔ:d], **quart** [kwɔ:t] III tüübi järgi: **saw** [sɔ:] III tüübi järgi: **draw** [drɔ:], **cause** [kɔ:z]

Digraaf *au* esineb peamiselt ladina keelest pärinevates rahvusvahelistes sõnades:

Paul, **pause**, **August**.

Rõhuta silbis esineb digraaf *au* (*aw*) väga harva ja ei taandu.

§ 70. Digraaf *ou* (sõna lõpus *ow*) väljendab diftongi [au].

Kui digraafile *ou (ow)* järgneb täht *r*, siis väljendab ta kolmikvokaali — triftongi [auə], mida ei saa märkida mingite teiste vokaaltähtedega. Tuleb tähele panna, et digraafi *ow* järel seisab *r* ees vokaaltäht *e*.

Digraaf	Ilma täheta r II tüübi järgi	Tähega r IV tüübi järgi
ou **ow**	[au] **round sound** **down brown**	[auə] **our hour sour** **flower power**

Rõhuta silbis digraaf *ou* loetakse [ə]:

famous, nervous, colour, favour.

§ 71. Kui digraafile *ou* järgneb tumm konsonantrühm *gh* + täht *t*, ta väljendab pikka häälikut [ɔ:], samuti nagu täht *o*(+*r*) III silbitüübis:

ou + gh + t [ɔ:]

bought fought
brought thought

§ 72. Digraaf *ow* ei ole samaväärne digraafiga *ou*, kuna teda ei loeta alati [au], nagu digraafi *ou*. Digraaf *ow* väljendab veel liithäälikut [ou], samuti nagu täht *o* II silbitüübis:

show, know, blow, low, be'low, row, snow.

Digraafiga *ow* sõnade lugemist tuleb kontrollida sõnaraamatu järgi:

grow [grou], kuid brow [brau].

Järgmistes sõnades digraaf *ow* loetakse [au]:

cow	brown	frown	power	bower	vowel
how	down	crown	tower	powder	towel
now	town	crowd	shower		

Enamikus sõnades digraaf *ow* loetakse [ou]. Ta loetakse [ou] järgmistes verbides:

blow	grow	crow	snow
know	throw	show	row

Erandiks on verbid *allow* ja *drown*, mida loetakse [ə'lau] ja ['draun].

Rõhuta silbis loetakse digraaf *ow* alati [ou] ja ta ei taandu: 'Moscow, 'window, 'yellow, 'follow.

Kolmanda grupi digraafid (Digraphs of the Third Group).

§ 73. Kolmandasse gruppi kuuluvad digraafid, milles loetakse ainult üks digraafi vokaaltäht, kuna teist ei loeta, samuti nagu ei loeta tumma *e*-d II silbitüübis.

Kõigis selle grupi digraafides loetakse esimene vokaaltäht, välja arvatud digraaf *eu* (*ew*), milles loetakse teine täht — *u* või *w*:

tie [tai] due [ju:] coat [ou] lay [ei]
neutral [ju:] few [ju:]

Märkus tabeli juurde. Küsimärk näitab, et digraaf *ow* loetakse kas [au] või [ou]. Rasvaselt trükitud täht neis digraafides on hääldatav, teine täht on tumm.

§ 74. Sama tähendust, mida tumm *e* omab II silbitüübis, omab kolmanda grupi mittehäälduatav täht neis digraafides esineva hääldatava tähe suhtes. Nii on kõik selle grupi digraafid samaväärsed vokaalidega II silbitüübis:

ie
ye
ue
oe
ee
ea
oa
ai
ay
ui
?ow?
eu
ew

ai, ay [ei]		oa, oe, ow [ou]			ue, ui [(j)u:]	
pain	pay	boat	goes	low	due	suit
main	day	coat	toes	row	blue	fruit [1]

[1] Konsonanttähtede *j*, *r*, *ch* ja konsonant + *l* järel digraafid *ue*, *ui* ja *eu*, *ew* loetakse [u:] ilma konsonanthäälikuta [j] — jewel [dʒu:il], true, fruit, drew, blue, blew, chew.

ea, ee [iː]		eu, ew [(j)uː]		ie, ye [ai]	
meat	meet	feud	blew	lie	dye
beat	beet	deuce	drew	tie	rye

Märkus. Järgmistes sõnades digraaf *ie* loetakse [iː], s. t. loetakse ainult teine täht:

field	chief	piece
shield	thief	be'lieve

§ 75. Kui selle grupi digraafidele järgneb *r*, siis väljendavad nad [ə]-lõpulisi liithäälikuid (välja arvatud *oa* + *r*, mida loetakse [ɔː]) ja on samaväärsed vokaalidega IV silbitüübis.

Digraaf	Ilma *r* täheta II tüübi järgi	*r* tähega IV tüübi järgi
ai, ay	[ei] **pain pay**	[ɛə] **pair**
oa, oe, ow	[ou] **boat goes low**	[ɔː] **boar**
ue, ui	[(j)uː] **true suit**	—
ea, ee	[iː] **eat beet**	[iə] **ear beer**
eu, ew	[(j)uː] **feud few**	[juə] **Europe**
ie, ye	[ai] **tie dye**	—

§ **76.** Järgnevad erireeglid on maksvad digraafi *ea* kohta. Reeglipäraselt digraaf *ea* loetakse [i:], kuid ühendis *ea* + *d* ta loetakse [e], nagu täht *e* I tüüpi silpides:

ea + d
[e]

bread read (luges, lugenud)
head lead (seatina)

M ä r k u s. Verbid *read* [ri:d] ja *lead* [li:d] loetakse infinitiivis üldreegli järgi, kuid *read* [red] lihtminevikus ning mineviku kesksõnas ja nimisõna *lead* [led] — seatina — loetakse erireegli järgi.

Digraaf *ea* ühendis *ea* + *r* + konsonant loetakse [ə:], samuti nagu täht *e*(+*r*) III silbitüübis:

ea + r + konsonant
[ə:]

learn heard early
earn earth search

§ **77.** Rõhuta silbis tähe *t* järel digraaf *ai* esineb pea eranditult tähe *n* ees ja teda ei loeta siis, kui *t* ees on vokaal või *r*. Kui aga *t*-le eelneb mõni teine konsonant, siis *ai* loetakse [i]-na:

ai + n

certain, curtain, Britain } [tn]

captain, mountain } [tin]

Digraaf *ay* rõhuta silbis väljendab häälikut [i]:

Sunday, Monday, Murray.

Digraaf *ie* rõhuta silbis loetakse [i]:

carries, cherries, married, Willie, Annie.

Digraafid *ou, oe, ow, ue, ui, eu, ew,* mis väljendavad [u]-lõpulisi liithäälikuid, ei taandu rõhuta silbis, s. t. nad ei muutu lugemisel, samuti

nagu täht *o* sõna lõpus ja täht *u* lahtises või relatiivselt lahtises silbis (§ 32):

cocoa, Moscow, rescue, curfew, Eu'gene, Eu'phrates.

§ 78. Järgnev tabel kujutab vokaaldigraafide liigitamist silbisüsteemi raamistikus.

Silbitüübid	I	II	III	IV
Häälikud / Tähed	Lühikesed häälikud	Liithäälikud [i]- ja [u]-lõpulised	Pikad häälikud	Liithäälikud [ə]-lõpulised
a	———	[ei] **pain pay** **vein they**	———	[ɛə] **pair** **their**
o	———	[ou] **? snow ?** **boat goes**	[ɔ:] **pause paw** **brought**	[ɔ:] **oar**
u	———	[(j)u:] **due suit** **feud few** **pool**	———	[(j)uə] **Europe** **poor**
e	[e] **head**	[i:] **eat** **beet**	[ə:] **learn**	[iə] **ear** **beer**
i **y**	———	[ai] **die** **dye**	———	———
o	[u] **book**	[au] **out ? now ?**	[ɔi] **boil boy**	[auə] **our**

Erandid lugemis- ja õigekirjutusreegleist.

(Exceptions to the Rules of Reading and Spelling.)

§ 79. Järgmised sõnad moodustavad erandi vokaaldigraafide lugemisel:

Letter a	
[e]	[ɑ:]
said	laugh
says	

Letter u	
[i]	[ai]
build biscuit	buy
built	

Letter i
[e]
friend
[i:]
grief field
chief piece
thief be'lieve

Letter o			
[ʌ]			[ou]
blood	cousin	enough	al'though
flood	country	southern	shoulder
[ɔ:]	[ʌ]	[u:]	[ə:]
door	does	shoe	journey
floor			

Letter e				
[e]			[ɛə]	[ɑ:]
breath	weapon	peasant	bear	heart
death	weather	pleasant	tear	hearth
meant	heavy	pleasure	wear	
healthy	heaven	measure	[ju:]	[ei]
breakfast			beautiful	great
				break
[i:]		[ai]		[i]
ceiling	re'ceive	either	eye	foreign
seize	de'ceive	neither		coffee

Kahte silpi moodustav kahe vokaaltähe ühend.

(Combination of Two Vowels Forming Two Syllables.)

§ 80. Kahe vokaaltähe ühend ei moodusta alati digraafi. Kui vokaalid kuuluvad eri silpidesse (üks rõhulisse ja teine rõhuta silpi), siis moodustavad nad mitte digraafi, vaid lihtsalt vokaalühendi.

Sõnades *goes, flies, true* vokaalid *oe, ie, ue*, asetsedes mõlemad ühes silbis, moodustavad digraafe, mis väljendavad liithäälikuid [ou, ai, (j)u:].

Sõnades *goer, flier, truer* vokaaltähed *oe, ie, ue* ei moodusta digraafe, vaid lihtsalt vokaalühendeid, kuna sõnad *goer, flier, truer* on tuletatud sõnad, milledes võime eraldada tüve ja sufiksit, ja vokaalid neis kuuluvad eri silpidesse:

goer — nimisõna verbist go — tru + **er**
flier — „ „ fly — go + **er**
truer — keskvõrre sõnast true — fli + **er**

Sõnad *goer, flier, truer* on kahesilbilised sõnad. Kui rõhulise ja rõhuta silbi piiril ei ole konsonanttähte, siis on rõhuline silp lahtine ja vokaal temas loetakse II silbitüübi järgi (vt. § 49):

go|er ['gouə] **fli**|er ['flaiə] **tru**|er ['tru(ɪ)ə]

Vokaalühendid *oe, ie, ue* moodustavad digraafe ainult sõna lõpus ja lõppude *-s* ja *-ed* ees, kõigil muil juhtudel nad on lihtsalt vokaalühendid.

§ 81. Sõnades *tea, feud, fruit* vokaaltähed *ea, eu, ui,* asetsedes mõlemad rõhulises silbis, moodustavad digraafe, mis väljendavad häälikuid [iː, (j)uː].

Rahvusvahelistes sõnades, nagu *real, idea, theatre, poet, poem, museum, ruin* vokaaltähed *ea, oe, eu, ui* on juhuslikud vokaalühendid, kuna vokaalid neis kuuluvad eri silpidesse:

re|al ['riəl] ide|a [ai'diə] the|atre ['θiətə] po|et ['pouit], po|em ['pouim] muse|um [mju'ziəm] ru|in ['ruːin]

Märkus: Sõnad *re|al, po|et* ja *po|em* on kahesilbilised, kuid sõnad *mu|se|um, i|de|a, the|a|tre* on kolmesilbilised.

§ 82. Järgmised vokaaltähtede ühendid on vaid juhuslikud ühendid, mitte digraafid:

i + a	i + o	i + u	u + a	e + o	a + o
trial ['traiəl]	**lion** ['laiən]	**triumph** ['traiəmf]	**dual** ['djuəl]	**theory** ['θiəri]	**chaos** ['keiɔs]

Sõna *people* loetakse ['piːpl] ja ta on erandiks, kuna tähte *o* siin ei loeta. Sõna *piano* loetakse ['pjænou, pi'ænou].

Vokaaltähtede lugemine konsonantrühmade ees.

(Combinations of Vowel Letters with Consonant Groups.)

§ 83. On olemas konsonantrühmi, mis, esinedes vokaali järel, määravad tema lugemise kas II või III silbitüübi järgi. Need konsonantühendid ei mõjuta kõiki vokaale, vaid ainult kolme vokaaltähe — *i, o, a* — lugemist. Iga eeltoodud täht loetakse erinevalt tema tavalisest lugemisest kinnises silbis vaid teatud konsonantrühma ees.

Täht *i* (The Letter *i*).

§ 84. Kui tähele *i* järgnevad konsonantühendid *ld, nd* või tumm konsonantrühm *gh*, siis täht *i* väljendab diftongi [ai], s. t. ta loetakse II (mitte I) silbitüübi järgi:

i + ld	i + nd	i + gh
	[ai]	
wild	find	high
child	kind	right

Sõnad *wind* ja *build* on erandiks sellest reeglist, neis sõnades täht *i* loetakse [i] — [wind, bild].

Täht *o* (The Letter *o*).

§ 85. Täht *o* konsonantide *ld* ja *lt* ees väljendab diftongi [ou], s. t. ta loetakse II (mitte I) silbitüübi järgi:

o + ld o + lt	[ou]	old, cold, sold, told, fold bolt, colt, jolt

Täht *a* (The Letter *a*).

§ 86. Tähte *a*, olenevalt talle järgnevaist konsonantrühmadest, loetakse erinevalt.

(1) Vokaal *a* ühendis *a* + *l* + konsonant loetakse [ɔ:], s. t. ta loetakse nagu *o*(+*r*) III silbitüübis:

a + *l* + *konsonant*

[ɔ:]			
all	also	salt	talk
ball	false	halt	chalk
call	always	bald	walk

Märkus. 1. Tähte *l* ei loeta sõnades *talk, chalk, walk, stalk*.

2. Sõnad *shall, canal, alphabet* on erandiks sellest reeglist: neis täht *a* loetakse [æ] — [ʃæl, kə'næl, 'ælfəbit].

(2) Kui tähele *a* järgnevad konsonantrühmad *lm, lf, lv,* siis väljendab ta pikka häälikut [ɑ:], s. t. ta loetakse III tüübi järgi, kusjuures tähte *l* ei loeta:

a + lm	a + lf	a + lv
	[ɑ:]	
calm	half	halves
balm	calf	calves

(3) Tähtede *n, s, f* + *konsonant* ja konsonantühendi *th* ees täht *a* väljendab pikka häälikut [ɑ:], s. t. ta loetakse III tüübi järgi:

a + n + kons.	a + s + kons.	a + f + kons.	a + th
	[ɑ:]		
dance	pass mask	last staff	path father
branch	grass task	fast shaft	bath rather
France	glass ask	cast after	

Märkus. 1. Ameerika hääldamises täht *a* väljendab neis sõnades lühikest häälikut [æ] (kinnise silbi reegli põhjal).

2. Sõnad *fancy, classic, gather, passage, passenger, passive* on erandid sellest reeglist: neis täht *a* loetakse [æ].

(4) Kui tähele *a* järgnevad konsonantide ühendid *ng, st* ja *th* + tumm *e,* siis väljendab ta diftongi [ei], s. t. ta loetakse II tüübi järgi:

a + nge	a + ste	a + the
	[ei]	
change	taste	bathe
strange	paste	

Märkus. Sõnu täheühendiga *a* + *nge* tuleb kontrollida sõnaraamatu järgi, kuna neid loetakse erinevalt:

danger ['deindʒə] ja anger ['æŋgə].

§ 87. Järgnev tabel kujutab täheühendite vokaal + konsonantrühma liigitust silbisüsteemi raamistikus:

Silbitüübid	II	III
Häälikud / Tähed	Liithäälikud [i]- ja [u]-lõpulised	Pikad häälikud
a	[ei] change taste bathe	[ɑ:] calm dance pass staff half branch past shaft halves plant ask bath
o	[ou] bold bolt	[ɔ:] all salt also talk tall bald false chalk call walk
i	[ai] child find right	———

KOLME- JA ENAMASILBILISED SÕNAD.
(THREE-SYLLABLE AND MANY-SYLLABLE WORDS.)

§ 88. Mitmesilbilistes sõnades langeb rõhk enamail juhtudel reeglipäraselt hääldamise järgi kolmandale silbile lõpust:

ˈfactory	ˈopposite	ˈdefinite	Aˈmerica	uniˈversity
ˈcentury	ˈterrible	ˈregular	aˈpologize	satisˈfactory

§ 89. Kuna prefiksid on rõhuta, siis langeb prefiksitega sõnades (peamiselt verbides) rõhk tüvele — prefiksile järgnevale silbile (s. o. lõppsilbile või lõpust teisele silbile):

underˈstand	introˈduce	overˈtake
reˈmember	imˈportant	exˈplorer

§ 90. Prefiksitega sõnades loetakse rõhulise silbi vokaali ühe- ja kahesilbiliste sõnade reeglite põhjal vastavalt silbi tüübile, milles asetseb vokaal:

Kinnine silp	under'stand re'member	loetakse „	nagu „	stand member	I tüübi järgi „ „ „
Lahtine silp	over'take in'vader	„ „	„ „	take trader	II tüübi järgi „ „ „
Silp tähega r vokaali järel	over'turn dis'arming	„ „	„ „	turn arming	III tüübi järgi „ „ „
Silp tähega r vokaalide vahel	over'bore in'curable	„ „	„ „	bore curing	IV tüübi järgi „ „ „

Erandiks sellest reeglist on sõnad *con'sider, con'tinue, e'xamine, i'magine* [kən'sidə, kən'tinju:, ig'zæmin, i'mædʒin].

§ 91. Sõnades, milledes rõhk langeb lõpust 3. või 4. silbile, loetakse rõhulise silbi vokaal mitte ühe- ja kahesilbiliste sõnade reegli, vaid erireegli järgi. Välja arvatud kolm juhtu, millest kõneldakse allpool, vokaal (sõltumata silbi tüübist, milles ta asetseb) loetakse nagu kinnises silbis (I tüübi järgi) ja väljendab lühikest vokaalhäälikut:

Silbitüübid / Tähed ja häälikud	I = I	II → I	III = III	III → I
a [æ]	fac|tory	fa|mily	—	a|rable
o [ɔ]	op|posite	pro|bable	—	o|rigin
u [ʌ]	sud|denly	—	—	—
e [e]	ter|rible	de|finite	—	sphe|rical
i **y** [i]	dif|ficult sym|phony	I|taly sy|nonym	—	mi|racle py|ramid

Sõnad *library* [ai], *bicycle* [ai], *microphone* [ai], *favourite* [ei], *photograph* [ou] on erandiks sellest reeglist.

§ **92.** Nagu nähtub tabelist, silbid tähega *r* vokaali järel, s. t. silbid, mida loetakse III tüübi järgi, ei kandu üle I tüüpi. Kõik mitmesilbiliste sõnade III tüüpi rõhulised silbid loetakse vastavalt ühe- ja kahesilbiliste sõnade reeglitele ja nad väljendavad pikki häälikuid:

Tähed ja häälikud / Silbitüüp	**a** [ɑː]	**o** [ɔː]	**u** [əː]	**e** [əː]	**i** [əː]
III Täht **r** vokaali järel	**ar**/ticle	**cor**/poral	**fur**/niture	**per**/sonal	**cir**/cular

§ **93.** I tüüpi ei kandu üle ka lahtised rõhulised silbid tähega *u* (II tüüp) ja silbid tähega *r* kahe vokaali vahel (IV tüüp):

Silbitüüp / Täht	II tüüp Rõhuline lahtine silp	IV tüüp Täht *r* kahe vokaali vahel
u	[juː] nu/meral fu/neral	[juə] fu/rious pu/rity

§ **94.** Sõnades, milledes rõhulise ja rõhuta silbi piiril ei ole konsonanttähte (vt. § 49) ja rõhuline silp on lahtine, loetakse vokaal ka mitmesilbilistes sõnades nagu kahesilbilisteski II tüübi järgi, s. t. ta väljendab [i]- või [u]-lõpulist liithäälikut.

Tähed ja häälikud / Silbitüüp	**a** [ei]	**o** [ou]	**u** [juː]	**e** [iː]	**i** [ai]
II	Na/omi	po/etry	du/alism	le/onine	di/amond

§ **95.** Reeglit lõpust 3. või 4. rõhulise silbi vokaali lugemise kohta kinnise silbi vokaalina võime märgata ka ühe- ja samatüvelistes sõnades, kui neid pikendame mõningate sufiksite liitmise teel. Vokaal, mida ühe- ja kahesilbilise sõna rõhulises silbis loetakse II või III tüübi järgi, muudab oma häälikulist väärtust mitmesilbilise sõna rõhulises silbis ja ta loetakse kinnise silbi vokaalina, s. t. I tüübi järgi:

cave [ei] — cavity [æ]; crime [ai] — criminal [i].

Kahesilbiline sõna	Mitmesilbiline sõna	Kahesilbiline sõna	Mitmesilbiline sõna
II tüübi järgi	I tüübi järgi	IV tüübi järgi	I tüübi järgi
nature [ei] miner [ai]	natural [æ] mineral [i]	hero [iə] tyrant [aiə]	heroism [e] tyranny [i]

§ **96.** Ainult II (ja IV) tüübi järgi loetavais u-lõpulistes lahtistes silpides ja ühe- ja kahesilbiliste sõnade III tüübi järgi loetavais silpides, mis sisaldavad vokaali + *r*, ei muutu vokaali häälikuline väärtus sõna pikendamisel:

II tüüp — II tüüp
music [juː] — musical [juː]

III tüüp — III tüüp		
a [ɑː]	**o** [ɔː]	**i** [əː]
carbon — carbonize	form — formula	circle — circular

§ **97.** Grammatiliste lõppude *-ing, -(e)s, -ed* ja sufiksite *-ly, -ful, -less, -ness, -er* liitmine ei nihuta rõhku sellelt silbilt, millele ta langeb algvormis, ja saadud mitmesilbilise sõna rõhulise silbi vokaal säilitab sama häälikulise väärtuse, mida ta omas algvormis — ühe- või kahesilbilises sõnas:

Vokaal	sõnas	opening	loetakse	nagu	sõnas	open (+**ing**)
„	„	organizes	„	„	„	organize (+**s**)
„	„	in'vited	„	„	„	in'vite (+**ed**)
„	„	prettily	„	„	„	pretty (+**ly**)
„	„	penniless	„	„	„	penny (+**less**)
„	„	usefulness	„	„	„	useful (+**ness**)
„	„	ex'plore	„	„	„	ex'plore (+**er**)

§ **98.** Nimisõnades sufiksiga *-ion* (mis varemalt oli kahesilbiline) langeb rõhk sufiksieelsele silbile. Rõhulise silbi vokaal loetakse vastavalt kahesilbiliste sõnade reeglitele, s. t. sõltuvana silbitüübist:

at'tention [e], dic'tation [ei], revo'lution [uı].

Erandiks on silbid tähega *i*, mis sufiksi *-ion* ees loetakse [i] (nagu kinnises silbis):

po'sition [i], con'dition [i].

§ **99.** Omadussõnades sufiksitega *-ial, -ian(t), -ien(t)* ja *-ious*, samuti nagu *-ion* sufiksiga nimisõnades, langeb rõhk sufiksieelsele silbile. Rõhulise silbi vokaal loetakse vastavalt kahesilbiliste sõnade reeglitele:

E'gyptian [i], social [ou], partial [ɑı], various [ɛə]

Erandiks on sõna *special* ['speʃl].

§ **100.** Omadussõnades sufiksiga *-ic* (ja *-ical*) langeb rõhk sufiksieelsele silbile ja vokaal selles loetakse vastavalt mitmesilbiliste sõnade reeglitele:

he'roic [hi'rouik], e'lectric(al) [i'lektrik].

Rõhuta silbid (Unstressed Syllables).

§ **101.** Mitmesilbiliste sõnade rõhuta silpides loetakse vokaalid samade reeglite põhjal, mis on maksvad kahesilbiliste sõnade rõhuta silpide kohta:

esivokaalid *e, i, y* loetakse rõhuta silbis [i];
tagavokaalid *a, o, u* „ „ „ [ə].

Tähed	e, i, y	a, o, u
Häälikud	[i]	[ə]
Rõhueelne silp	ex'pensive in'vention syn'thetic	ma'terial to'gether sus'picion
Rõhujärgne silp	elephant family	Canada colony industry
Rõhulisele järgnev lõppsilp	alphabet opposite enemy	Africa diamond difficult

§ 102. Rõhueelsetes ja rõhujärgsetes *r* tähega silpides loetakse *r* koos vokaaliga [ə]-na, olenemata sellest, missugune vokaal on *r*-i ees. Kuid *r* loetakse rõhulisele silbile järgnevas silbis vokaalide vahel oma täie häälikväärtusega [r]:

Rõhueelne silp	cor'rection	sur'prising	per'fection
Rõhulisele järgnev lõppsilp	singular	editor	furniture
Rõhujärgne silp	summary	victory	general

Märkus. Mõnedes mitmesilbilistes sõnades rõhujärgses *r* tähega silbis ei kuuldu vokaal üldse, nii et loetakse ainult täht *r*, mis seisab teise vokaali ees:

every ['evri], several ['sevrəl], lavatory ['lævətri], interesting ['intristiŋ], different ['difrənt], ordinary ['ɔ:dinri].

§ 103. Rõhulisele järgnevais lõppsilpides ei loeta vokaali tähtede *n* ja *l* ees, vaid loetakse ainult silpi moodustavaid häälikuid [n] ja [l]:

null vokaalhäälikut		
forgiven,	skeleton,	capital
[fə'givn]	['skelitn]	['kæpitl]

§ **104.** Nagu kahesilbilistes, nii ka mitmesilbilistes sõnades lahtised silbid tähega *u* rõhueelses ja rõhujärgses asendis ja tähega *o* (ning digraafiga *ow*) rõhujärgses asendis ei taandu:

u [ju(ː)]	u'nited, absolute, institute, singular, formula
o [ou]	po'tato [pə'teitou], to'mato [tə'maːtou]

§ **105.** Ei taandu ka rõhulisele järgnevad lõppsilbid verbides sufiksitega — *-ize (-ise)* ja *-fy*:

i'talicize, recognize, satisfy, specify.

§ **106.** Sufiksiga *-ion* rõhuta silbi lugemine on sõltuv konsonandist, mis seisab *-ion* ees.

Kui sufiksi *-ion* ees seisavad *t, c, ss*, konsonant +*s*, siis ta loetakse [ʃn]:

for'mation, sus'picion, ex'pression, ex'cursion.

Sufiks *-ion* loetakse [ʒn], kui ta ees seisab üksikkonsonant *s*:

in'vasion [in'veiʒn], ex'plosion [iks'plouʒn].

Kõigil teistel juhtudel, s. t. teiste konsonantide järel sufiks *-ion* loetakse [iən] või [jən]:

million ['miljən], union ['juːnjən], ac'cordion [ə'kɔːdjən].

Sufiksitega *-ial, -ian(t), -ien(t)* ja *-ious* rõhuta silbi lugemine on samuti sõltuv sufiksile eelnevast konsonanttähest:

t, c, ss	+ ial [ʃl]	+ ian(t) [ʃn]	+ ien(t) [ʃn]	+ ious [ʃəs]
	partial	E'gyptian	patient	cautious
	social	mu'sician	ef'ficient	conscious
		Russian		

Ülejäänud juhtudel, s. t. teiste konsonantide järel need sufiksid loetakse:

-ial [iəl]	-ian, -ien(t) [iən]	-ious [iəs]
medial	prole'tarian	various

§ 107. Inglise keeles asetseb sõna pearõhk tavaliselt kolmandal silbil lõpust arvates, ja kaasrõhk asub pearõhust veel kahe silbi võrra eespool, nii et pea- ja kaasrõhuga silpide vahele jääb üks rõhuta silp:

ˌdemonˈstration	eˌxamiˈnation
3 2 1	3 2 1

Kaasrõhuga silbivokaal loetakse selgesti ja tal on sama häälikuline väärtus, mida ta omab sõna algvormis:

ˌdemonˈstration [ˌdemənˈstreiʃn] sõnast ˈdemonstrate [e]
ˌconstiˈtution [ˌkɔnstiˈtjuːʃn] sõnast ˈconstitute [ɔ]
eˌxamiˈnation [igˌzæmiˈneiʃn] sõnast exˈamine [æ]

§ 108. Prantsuse keelest pärinevates kolmesilbilistes sõnades, mis on inglise keeles säilitanud rõhu viimasel silbil, langeb kaasrõhk algsilbile:

ˌmagaˈzine [ˌmægəˈziːn] ˌpioˈneer [ˌpaiəˈniə]
ˌengiˈneer [ˌendʒiˈniə] ˌmuskeˈteer [ˌmʌskiˈtiə]

KONSONANTTÄHTEDE LUGEMINE.

(READING OF CONSONANT LETTERS.)

§ 109. Konsonanttähtede lugemine ei tekita selliseid raskusi kui vokaalide lugemine. Tuleb teha selget vahet heliliste ja helitute konsonantide vahel. Eestlasel tuleb eriti tähele panna, et inglise keeles hääldatakse *p, t, k* palju tugevamini kui eesti keeles; seevastu *b, d, g*, mis eesti keeles on tavaliselt helitud (või poolhelilised), on inglise keeles helilised.

Konsonantide lugemisel on oma iseärasused. Teatud tingimusil mõningaid tähti ei loeta üldse või nad omavad mitmeid erinevaid häälikulisi väärtusi.

TUMMAD KONSONANTTÄHED.

(SILENT CONSONANT LETTERS.)

§ 110. Teatud täheühendeis ei loeta mõningaid konsonanttähti: kahest kõrvuti esinevast konsonandist loetakse üks täht või kolmest konsonandist loetakse ainult üks või kaks tähte.

§ **111.** Järgmisi konsonanttähti ei loeta sõna alguses:

w on tumm **r** ja **h** ees — (w)rite, (w)rong; (w)hole, (w)ho, (w)hom, (w)hose (kui täheühendile **wh** järgneb täht **o**);

h on tumm **w, r, k, g** järel — w(h)en, r(h)yme, w(h)at, w(h)y, k(h)aki, g(h)ost;

k ja **g** on tummad sõna algul **n** ees — (k)nife, (k)now, (k)new, (k)nock, (g)naw, (g)nat;

p on tumm **s** ja **n** ees — (p)sy'chology, (p)neu'matic (kreeka keelest pärinevates rahvusvahelistes sõnades).

§ **112.** Järgmisi konsonanttähti ei loeta sõna lõpus:

l on tumm **f, m, k** ees — ha(l)f, ca(l)f, ca(l)m, ta(l)k, cha(l)k, wa(l)k;
b „ „ **t** ees — de(b)t, dou(b)t;
n ja **b** on tummad **m** järel — autum(n), colum(n), bom(b).

§ **113.** Järgmistes sõnades ei loeta kolmest konsonanttähest keskmist:

t on tumm	**f** ja	**en**	vahel —	of(t)en
„ „ „	**s** ja	**en**	„ —	lis(t)en
„ „ „	**s** ja	**le**	„ —	whis(t)le (vilistama)
c „ „	**s** ja	**le**	„ —	mus(c)le

§ **114.** Konsonantühend **gh** on tumm:

hi(**gh**), ni(**gh**)t, tau(**gh**)t, brou(**gh**)t, ei(**gh**)t.

Mõnes sõnas täheühend **gh** väljendab häälikut [f]:
laugh [lɑːf], e'**nough** [i'nʌf], **rough** [rʌf], **tough** [tʌf].

KONSONANTTÄHED ÜHE HÄÄLIKULISE VÄÄRTUSEGA.
(CONSONANT LETTERS GIVING ONE SOUND ONLY.)

§ **115.** Kõiki konsonanttähti võib jaotada kolme rühma: (1) konsonandid ühe häälikulise väärtusega, (2) kahe häälikulise väärtusega ja (3) mitme häälikulise väärtusega.

Esimesse rühma kuuluvad konsonanttähed *b, f, j, k, m, q, v, z.*

Igaüks neist tähtedest omab vaid üht häälikulist väärtust, kuid mõnedel neist on omad iseärasused.

Täht *q(u)* (The Letter *q(u)*).

§ 116. Tähele *q* järgneb alati täht *u* (vt. § 9) ja ta ei esine inglise sõnade lõpus:

quick, quite, question, quarter, square, acquire, require.

Täht *f* (The Letter *f*).

§ 117. Täht *f* väljendab helitut konsonanthäälikut [f]. Erandiks on eessõna *of*, mida loetakse [ɔv, əv].

f(e)-lõpuliste nimisõnade mitmuses muutub helitu häälik [f] heliliseks [v], millele liitub lõpp *-es*:

shelf — shelves; wife — wives.

Mõningaile *f(e)*-lõpulistele nimisõnadele liitub mitmuses lõpp *-s*, ilma et heliline [f] muutuks heliliseks [v]:

roof — roofs; cliff — cliffs.

Ühesilbiliste sõnade lõpus häälik [f] märgitakse:

(1) kahekordse tähega **f** (**ff**) lühikeste vokaalide järel — *stiff;*

(2) tähtedega **fe** diftongide järel, mida kirjas märgitakse ühe vokaaliga — *safe*;.

(3) tähega **f** diftongide järel, mida kirjas märgitakse digraafidega — *beef, hoof*, ja pikkade vokaalhäälikute järel — *scarf*:

cliff — life — leaf — hoof — serf
riff — rife — reef — roof — turf.

Täht *v* (The Letter *v*).

§ 118. Täht *v* ei esine inglise keele sõnade lõpus. Talle järgneb alati tumm *e*:

solve, valve [vælv], **stove, wave, leave, knives, twelve.**

Ainsuses *f-* ja *fe*-ga lõppevate sõnade mitmuses kirjutatakse *-s* ees täht *e*:

shelf — shelves; leaf — leaves.

Tähte *v* ei kirjutata kahekordselt, sest siis ta langeks ühte tähega *w*. Seetõttu võib nii ühe- kui ka mitmesilbilistes sõnades, milledes täht *v* esineb rõhulise ja rõhuta silbi piiril, vokaali lugeda kinnise silbi vokaalina:

live, give, seven, e'leven, river, ever, every, never, driven.

Seepärast tuleb sõnu tähega *v* kahe vokaali vahel kontrollida sõnaraamatu järgi.

Täht *z* (The Letter *z*).

§ 119. Sõna lõpus täht *z* kirjutatakse kahekordselt, või talle järgneb tumm *e*:

buzz, jazz; size, prize, seize, recognize, i'talicize.

KONSONANTTÄHED KAHE HÄÄLIKULISE VÄÄRTUSEGA. (CONSONANT LETTERS GIVING TWO SOUNDS.)

§ 120. Teise rühma kuuluvad konsonanttähed *d, h, n, p, l, r, w, y*. Igaüks neist tähtedest väljendab üht konsonanthäälikut, kuid omab teatud tingimusis ka teist häälikulist väärtust.

Täht *d* (The Letter *d*).

§ 121. Helitute konsonantide *f, k, p, ss, (t)ch, sh, x* järel täht *d* väljendab helitut häälikut [t] verbi muuteis, mis lõpevad tähtedega *-ed* (Past Tense ja Past Participle):

sniffed, worked, asked, stopped, passed, fetched, washed, boxed.

Verbides, mis lõpevad tähega *t(e)*, mille järel lõpp *-ed* moodustab eri silbi, *-ed* loetakse [id], samuti nagu ka tähe *d(e)* järel:

de'cide — de'cided, de'fend — de'fended,
want — wanted, shout — shouted, in'vite — in'vited.

Sõnas *Wednesday* tähte *d* ei loeta — ['wenzdi].

Täht *h* (The Letter *h*).

§ 122. Tähte *h* loetakse erinevalt mitmesugustes konsonantühendeis. Täheühendid *ch, sh* ja *th* väljendavad konsonanthäälikuid [tʃ, ʃ] ja [ɵ] või [ð]:

chair [tʃɛə], sheep [ʃi:p], three [ɵri:], then [ðen].

Konsonantühendis *gh* on mõlemad tähed tummad:

high, right, daughter, taught, bought.

Sõnades *hour* ['auə], *honour* ['ɔnə], *honest* ['ɔnist], *shepherd* ['ʃepəd] jne. tähte *h* ei loeta.

Täht *p* (The Letter *p*).

§ 123. Täht *p* ühenduses tähega *h* väljendab häälikut [f] ja on üheväärne tähega *f* (kreeka keelest pärinevates rahvusvahelistes sõnades):

photograph, physical, telephone, telegraph, sphere, elephant.

Tähte *p* ei loeta sõnas *cupboard* ['kʌbəd].

Sõnas *Stephenson* täheühend *ph* väljendab häälikut [v].

Täht *n* (The Letter *n*).

§ **124.** Tähtede *c, g, k* ees täht *n* ei evi oma tavalist väärtust, vaid väljendab konsonanthäälikut [ŋ]:

uncle, song, finger, washing, singing, bank, thinking.

Täht *l* (The Letter *l*).

§ **125.** Täht *l* on selge, heleda kõlaga (clear), kui ta asetseb vokaali (välja arvatud tumm *e*) ees:

let, lamp, long.

Kõigil teistel juhtudel *l* on tumeda kõlaga (dark):

milk, pencil, apple.

Sõnas *little* on esimene *l* selge ja teine (tumma *e* ees) — tume.

Ühesilbiliste sõnade lõpus häälik [l] märgitakse:

(1) kahekordse tähega *l* (*ll*) lühikeste vokaalide järel — *till*;

(2) tähtedega *le* pärast diftonge, mida kirjas märgitakse ühe vokaaliga — *tale*;

(3) tähega *l* pärast diftonge, mida kirjas märgitakse digraafidega — *tail, tool*, ja pikkade vokaalhäälikute järel — *snarl, curl:*

pill — pile — peal — pool — pearl
fill — file — feel — fool — furl

Kahe- ja enamasilbilistes sõnades häälik [l] sõna lõpus märgitakse ühe *l* tähega või tähtedega *le*:

pupil, pencil, musical, table, probable, possible.

Täht *r* (The Letter *r*).

§ **126.** Täht *r* väljendab konsonanthäälikut [r] ainult vokaali ees (välja arvatud tumm *e*):

red, Russian, brown, ma'terial.

Tähte *r* ei loeta vokaaltähe järel (vt. §§ 11—14):

car, form, mere [miə], **order.**

Täht *w* (The Letter *w*).

§ **127.** Täht *w* väljendab konsonanthäälikut [w] ainult vokaali ja tumma *h* ees:

wet, work, warm; which, when, white,

kuid sõna lõpus vokaali järel ta asendab tähte *u*, mis ei esine inglise sõnade lõpus (vt. §§ 8—10):

few flew new dew drew blew threw
feud neutral deuce Europe Eu'gene Eu'phrates

Tähte *w* ei loeta, kui täheühendile *wh* järgneb täht *o*:

who [hu:], whom [hu:m], whose [hu:z], whole [houl].

Tähte *w* ei loeta tähe *r* ees — write [rait] — ja järgmistes sõnades — *two* [tu:], *answer* ['ɑ:nsə].

Täht *y* (The Letter *y*).

§ 128. Tähte *y* sõna ja silbi alguses vokaali ees loetakse konsonandina [j]; sõna keskel ta on üheväärne tähega *i*, kuid sõna lõpus asendab ta täielikult tähte *i*, kuna *i* ei esine sõna lõpus (vt. §§ 3—7):

yes, yet, yard, youth; gyps, type, Byrd, tyre; happy, easy, day.

KONSONANTTÄHED MITME HÄÄLIKULISE VÄÄRTUSEGA.
(CONSONANT LETTERS GIVING SEVERAL SOUNDS.)

§ 129. Kolmandasse rühma kuuluvad konsonanttähed *c, g, s, r, x*. Olenevalt teatud tingimusist omab igaüks neist tähtedest mitut häälikulist väärtust.

Täht *c* (The Letter *c*).

§ 130. Tagavokaalide *a, o, u* ja kõikide konsonantide ees täht *c* väljendab häälikut [k]:

cry, carry, cup, cock.

Esivokaalide *e, i, y* ees täht *c* väljendab häälikut [s]:

cent, centre, circle, cycle, face, pencil, currency.

Kahekordne *c* loetakse [k] tähtede *a, o, u* ees või [ks] tähtede *e, i, y* ees:

account [k], accept [ks].

§ 131. Täheühendid *ch* ja *tch* (viimane esineb ainult sõna lõpus) väljendavad häälikut [tʃ]:

chair, cheese, child, each, lunch, teacher; catch, match, stitch.

Sõnas *machine* [mə'ʃi:n] väljendab täheühend *ch* häälikut [ʃ], kuid sõnades *character* ['kæriktə], *chorus* ['kɔ:rəs], *headache* ['hedeik], *Michael* ['maikl] ja *school* [sku:l] häälikut [k].

§ 132. Täheühendid *ck* (esineb ainult sõna lõpus) ja *cq(u)* (esineb ainult sõna keskel) väljendavad alati häälikut [k]:

black, brick, acquire, acquaint.

Täheühend *ck*, mis väljendab häälikut [k], esineb ainult ühesilbiliste vokaalide järel — *tack*.

Diftongide järel, mida kirjas märgitakse ühe vokaaltähega, häälik [k] märgitakse tähtedega *ke* — *take*.

Vokaaldigraafide ja pikkade vokaalide järel häälik *k* märgitakse ühe tähega *k*:

back — bake — beak — book — bark
lack — lake — leak — look — lark

Kahe- ja enamasilbilistes sõnades häälik [k] sõna lõpus märgitakse tähega *c*:

music, public, he'roic, e'lectric, patri'otic.

§ 133. Sufiksite *-ion, -ial, -ian(t), -ien(t), -ious* ees täht *c* loetakse [ʃ]:

sus'picion, social, special ['speʃl], precious ['preʃəs].

Märkus. Sõnas *ocean* täht *c* väljendab häälikut [ʃ] — ['ouʃn].

Täht *g* (The Letter *g*).

§ 134. Täht *g* väljendab häälikut [g] tagavokaalide *a, o, u* ja konsonantide ees ning sõna lõpus:

great, garden, go, August, bag.

Esivokaalide *e, i, y* ees täht *g* väljendab häälikut [dʒ]:

German, gipsy, gyps, large, region, Egypt.

Täht *g* väljendab häälikut [g] tähtede *e, i* ees järgmistes sõnades:

give, girl, gift, be'gin, tiger, finger, get, for'get, to'gether.

§ 135. Kuna täht *j* ei esine inglise sõnade lõpus, siis väljendatakse häälikut [dʒ] sõna lõpus tähtedega *dge* lühikeste vokaalide järel ja tähtedega *ge* diftongide ja pikkade vokaalide järel:

judge, edge, age, page, large, barge.

§ 136. Kahekordne täht *g* väljendab alati häälikut [g]:

bigger, foggy, digging, begging.

§ 137. Kui tähele *g* järgneb täht *h*, täheühendit *gh* ei loeta:

night, bright, sight, slight, daughter, eight, taught, brought.

Täht *s* (The Letter *s*).

§ 138. Sõna alguses ja sõna keskel helitu konsonandi ees täht *s* väljendab helitut häälikut [s]:

sand, soup, send, stand, spend, desk, basket, best.

Märkus 1. Järgmistes sõnades täht *s* helilise konsonandi ees väljendab helilist häälikut [z]:

husband, Thursday, Wednesday, Tuesday, wisdom.

Märkus 2. Sõnades *sure, sugar, Asia* täht *s* väljendab häälikut [ʃ]: [ʃuə, ˈʃugə, ˈeiʃə].

§ 139. Kahe vokaali vahel ja sõna lõpus täht *s* väljendab helilist häälikut [z]:

rose, nose, his, is, has, as.

Järgmistes sõnades lõppkonsonant *s(e)* loetakse helitult [s]:

yes	house	goose	case	purpose	comparison
this	mouse	geese	base	promise	use (*n.*)

Pöördsõnas *use* täht *s* loetakse heliliselt [z] — [juːz].
Houses loetakse mitmuses [ˈhauziz].
Sõnas *usual* täht *s* väljendab häälikut [ʒ] — [ˈjuːʒuəl].

§ 140. Vokaalühendi *ou* ja tähe *u* järel sõna lõpus täht *s* väljendab alati helitut häälikut [s]:

us, bus, thus, minus, focus, famous, glorious, dangerous.

§ 141. Kahekordne täht *s* = *ss* (double *s*) loetakse helitult [s]:

lesson, chess, pass, glass.

Sõnades *possess, possessive* kahekordne *s* loetakse heliliselt [z].

§ 142. Lõpp *-s* nimisõnade mitmuses (plural of nouns) ja kindla kõneviisi oleviku 3. pöördes (3rd person singular Present Tense) väljendab helitut häälikut [s] helitute tüvekonsonantide *f, ff, k(e), ck, p(e), t(e)* järel. Sama reegel on maksev ka nimisõnade omastava käände (Possessive Case) lõpu *-'s* lugemisel:

roof	— roofs	desk	— desks	cap	— caps	cat	— cats
sniff	— sniffs	take	— takes	hope	— hopes	write	— writes
Naff	— Naff's	Jack	— Jack's	Hope	— Hope's	Kate	— Kate's

§ 143. Vokaalide ja heliliste konsonantide järel lõpud *-s* ja *-'s* väljendavad helilist häälikut [z]:

sofa	— sofas	bed	— beds	car	— cars	hill	— hills
hero	— heroes	mean	— means	blow	— blows	cab	— cabs
see	— sees	beg	— begs	hear	— hears	stand	— stands
Nelly	— Nelly's	Jim	— Jim's	Mother	— Mother's	Bob	— Bob's

§ 144. Pärast sisisevaid tüvekonsonante *s(e), ce, ge, ss, ch, tch, sh, x* lõpud *-es* ja *-'s* moodustavad eri silbi ja loetakse [iz]:

horse	— horses	change	— changes	pass	— passes	box	— boxes
place	— places	judge	— judges	catch	— catches	fix	— fixes
Alice	— Alice's	George	— George's	Boris	— Boris's	Rex	— Rex's

§ 145. Täheühend *sh* loetakse [ʃ]:

ship, fre**sh**, **sh**eep, fi**sh**, **sh**oe [ʃu:], di**sh**.

§ 146. Kahekordne täht *s* ja iga konsonant +s sufiksite *-ion, -ian(t), -ien(t)* ees väljendab häälikut [ʃ]:

ex'pre**ssion**, '**m**i**ssion**, ex'cur**sion**, 'Ru**ssian**.

§ 147. Ühekordne täht *s* sufiksite *-ion* ja *-ure* ees loetakse heliliselt [ʒ]:

in'va**sion**, ex'plo**sion**, 'plea**sure**, 'mea**sure**.

Täht *t* (The Letter *t*).

§ 148. Täht *t* ühenduses tähega *h* omab kaht erinevat häälikulist väärtust — [ð] ja [θ].

Täheühend *th* väljendab helilist häälikut [ð] peamiselt määrsõnades, ees- ja asesõnades ja kahe vokaali vahel:

the, **th**is, **th**ese, **th**at, **th**ose, **th**ey, **th**em, **th**ere, **th**en;
than, **th**us, **th**ough, wi**th**, wi**th**out, wi**th**in;
ba**th**e, fa**th**er, mo**th**er, bro**th**er, o**th**er, ano**th**er, toge**th**er.

§ 149. Ülejäänud juhtudel täheühend *th* väljendab helitut konsonanthäälikut [θ]:

three, **th**ird, **th**irty, smi**th**, **th**in, **th**ick, ba**th**, fi**fth**, nineteen**th**, sixtie**th**.

Sõnas *smooth th* on heliline — [smu:ð].

§ 150. Täheühendiga *th* väljendatav hammastevaheline häälik [ð] avaldab mõju talle eelnevatele kui ka eelneva sõna lõpus seisvatele alveolaarsetele (s. o. keeleotsaga vastu hambavalli moodustatavatele) konsonanthäälikutele [t, d, n, l]. Hammastevahelise hääliku [ð] ees need häälikud muutuvad alveolaarsetest dentaalseteks (hammashäälikuteks):

at the ˈlesson, ˈsend the ˈletter, on the ˈbench, all the ˈtime.

§ 151. Sufiksite *-ion, -ian(t), -ien(t), -ious* ees *t* loetakse [ʃ]:

translation, Egyptian, patient, cautious.

Sufiksi *-ure* ees täht *t* loetakse [tʃ]:

future, picture, furniture.

Sõnades *question* ja *fortune* täht *t* väljendab samuti häälikut [tʃ].

Täht *x* (The Letter *x*).

§ 152. Täht *x* loetakse kas [ks] või [gz]. Sõna lõpus ja rõhulises algsilbis ta väljendab helituid häälikuid [ks]:

box, fix, ˈexercise, ˈexile.

§ 153. Rõhueelses silbis täht *x* väljendab helituid häälikuid [ks] konsonanttähe ees ja helilisi häälikuid [gz] vokaaltähe ees:

exˈcept, exˈpression [ks]; eˈxist, eˈxample [gz].

§ 154. Sufiksite *-ion* ja *-ious* ees täht *x* väljendab häälikut [kʃ]:

connexion, anxious.

ERANDID LUGEMIS- JA ÕIGEKIRJUTUSREEGLEIST.

(EXCEPTIONS TO THE RULES OF READING AND SPELLING.)

aˈbove [ʌ]
ache [k]
aeroplane [ˈɛə]
ah [ɑː]
alˈ**low** [əˈlau]
almost [ou]
alphabet [æ]
alˈ**though** [ou]
aˈ**mong** [ʌ]

Androcles [ˈændrəkliːz]
aˈ**nother** [ʌ]
answer [ˈɑːnsə]
any [e]
anyone
anything
are [ɑː]
Asia [ˈeiʃə]
ate [et]

Athens [ˈæθinz]
author [ɔ]

base [s]
bear [ɛə]
beautiful [juː]
beˈ**come** [ʌ]
beˈ**gin** [g]
beˈ**lieve** [iː]

bicycle [ai]
biscuit ['biskit]
blood [ʌ]
body [ɔ]
both [bouθ]
break [breik]
breakfast ['brekfəst]
breath [e]
Britain ['britn]
brother ['brʌðə]
build [i]
built [i]
bullet [u]
bulwark ['bulwək]
bush [u]
bury [e]
busy [i]
buy [bai]

camel [æ]
ca'nal [æ]
carriage [-idʒ]
case [s]
ceiling [i:]
city [i]
classic [æ]
climb [klaim]
coffee ['kɔfi]
colour ['kʌlə]
come [ʌ]
comparison [kəm'pæ-risn]
consciousness [ʃ]
consider [kən'sidə]
con'tinue [i]
copy [ɔ]
could [kud]
country [ʌ]
course [ɔ:]
cousin [kʌzn]
cover [ʌ]
cupboard ['kʌbəd]

death [deθ]
de'ceive [i:]
de'mand [ɑ:]
desert ['dezət]
dialogue ['daiəlɔg]
do [u:]
does [ʌ]
done [ʌ]
don't [ou]
door [ɔ:]
drown [au]

eighth [eitθ]
either ['aiðə]
England [i]
English [i]
enough [i'nʌf]
envelope [ou]
evening ['i:vniŋ]
every ['evri]
everyone ['evriwʌn]
everything
examine [i'gzæmin]
example [i'gzɑ:mpl]
exercise [ai]
eye [ai]

fancy [æ]
fascism [s, ʃ]
fascist [s, ʃ]
favourite [ei]
field [i:]
finger [ŋg]
finish [i]
finite ['fainait]
flood [ʌ]
floor [ɔ:]
foot [u]
foreign ['fɔrin]
foreigner ['fɔrinə]
forest [ɔ]
for'get [g]
fortune [tʃ]

four [ɔ:]
friend [e]
front [ʌ]
ful'fil [u]
full [u]

gather [æ]
geese [s]
gerund [e]
get [g]
gift [g]
girl [g]
give [giv]
given [givn]
gone [ɔ]
good [u]
good'bye
goose [s]
government [ʌ]
governor [ʌ]
great [ei]
grief [i:]
group [u:]
guard [gɑ:d]

have [æ]
headache [e, k]
healthy ['helθi]
heart [ɑ:]
heartless
hearth [ɑ:]
heaven [e]
heavy [e]
honest ['ɔnist]
honey [ʌ]
hour [auə]
house [s]
husband [z]

i'magine [æ]
into [u, ə]
iron ['aiən]

journey [əː]
Ju'ly [dʒu(:)'lai]

key [iː]
knowledge ['nɔlidʒ]

laugh [lɑːf]
leisure ['leʒə]
library [ai]
lieu'tenant [lef'tenənt]
lily [i]
Lithuania [liəju(ː)'einjə]
live [i]
living-room
London [ʌ]
lose [uː]
love [ʌ]

ma'chine [mə'ʃiːn]
maga'zine [mægə'ziːn]
many [e]
meant [e]
measure ['meʒə]
medal [e]
metal [e]
Michael ['maikl]
microphone ['maikrəfoun]
minute ['minit]
model [ɔ]
modern [ɔ]
Monday ['mʌndi]
money [ʌ]
monkey [ʌ]
month [ʌ]
most [ou]
mother [ʌ]
mourn [ɔː]
mouse [maus]
move [uː]
Mrs. ['misiz]

neither ['naiðə]
ninth [ai]
none [ʌ]
nothing [ʌ]

ob'serve [z]
ocean ['ouʃn]
of [ɔv, əv]
oh [ou]
once [wʌns]
one [wʌn]
orange ['ɔrindʒ]
other ['ʌðə]

passage [æ]
passenger [æ]
passive [æ]
pear [ɛə]
peasant [e]
people [iː]
photograph [ou]
piano ['pjænou]
piece [iː]
pity [i]
pleasant [e]
pleasure [e]
po'lice [iː]
portrait [i]
pos'sess [z]
pos'sessive [pə'zesiv]
post [ou]
pour [ɔː]
present [e]
pretty [i]
prison [i]
prisoner [i]
product [ou]
promise [ɔ]
prove [uː]
proper [ɔ]
public [ʌ]
pull [u]
punish [ʌ]

purpose [əː]
push [u]
put [u]

question ['kwestʃn]

re'ceive [iː]
record [e]
risen [i]
rouble [uː]
rough [rʌf]

said [e]
says [sez]
school [skuːl]
second [e]
seize [iː]
sergeant [ɑː]
shadow [æ]
shall [æ]
shepherd ['ʃepəd]
shoe [uː]
shone [ɔ]
should [ʃud]
shoulder [ou]
ski [ʃiː, skiː]
smooth [ð]
soldier ['souldʒə]
some [ʌ]
somebody [ʌ]
something [ʌ]
sometimes [ʌ]
somewhere [ʌ]
son [ʌ]
soul [ou]
soup [uː]
southern [ʌ]
special ['speʃl]
Stephenson [v]
stood [u]
study [ʌ]
sugar ['ʃugə]

sure [ʃuə]
swam [æ]

tear *v.* [ɛə]
there [ɛə]
thief [i:]
this [s]
though (ðou]
through [θru:]
Thursday [z]
tiger [g]
ti'tanic [ai]
to [tu, tə]
to'gether [g]
ton [ʌ]
tongue [tʌŋ]
touch [ʌ]
treacherous [e]
trio ['tri:ou]
truth [u:]
Tuesday [z]
two [tu:]
twopence ['tʌpəns]

ugly [ʌ]
under'stood [u]
un'pleasant [e]
use *v.* [ju:z]
use *n.* [ju:s]
useful [s]
usual ['ju:ʒuəl]
usually [ʒ]

very [e]
visit [i]

water [ɔ:]
water-colour ['wɔ:tə-kʌlə]
weapon [e]
wear [ɛə]
weather [e]
Wednesday ['wenzdi]
were [wə:, wə]
where [ɛə]
who [hu:]

whom [hu:m]
whose [hu:z]
wind [i]
wisdom ['wizdəm]
wolf [u]
woman [u]
women ['wimin]
won't [ou]
wood [wud]
wooden [u]
woodman [u]
would [wud]
wound [u:]
wounded [u:]

yes [s]
you [u:]
young [ʌ]
your [jɔ:]
yours [jɔ:z]
your'self [jɔ:'self]
youth [ju:θ]

GRAMMATIKA JAOTUS ÕPPETÜKKIDE JÄRGI.

I jagu.

Õppetükk

1. Sõnade omavaheliste suhete väljendamise vahendid §§ 1—21.
2. (1) Verbi pöördelised ja mitte-pöördelised vormid §§ 22—30. (2) Verb *be* §§ 31—41.
3. (1) Nimisõna §§ 143—158. (2) Verb *have* §§ 42—50.
4. (1) Isikulised, omastavad, küsivad ja siduvad asesõnad §§ 159—163, 165—168. (2) Verb *do* §§ 51—55.
5. (1) Näitavad asesõnad §§ 172—174 ja umbmäärased *one* ja *other* §§ 175—177. (2) Arvsõna §§ 219—221. (3) Present Tense ja Past Tense §§ 103—107. Present Continuous ja Past Continuous §§ 113—117, 119.
6. (1) Omadussõna §§ 222—226. (2) Määrsõna §§ 227—235. (3) Verbid *shall* ja *will* §§ 58—63. (4) Future Tense § 108. (5) Verbid *should* ja *would* §§ 67—68.
7. (1) Asesõnad *many, much, (a) few, (a) little* §§ 178—185. (2) Artiklid §§ 197—202.
8. (1) Enesekohased asesõnad §§ 169—170. (2) Artiklid §§ 203—204. (3) Asesõnad *some, any, no, every* §§ 186—196.
9. (1) Modaalverbid §§ 70—86. (2) Artiklid §§ 205—207.
10. (1) Verb *do* §§ 56—57. (2) Verb *will* § 64. (3) Artikkel § 208. (4) Jutustav ja käsklause §§ 236—243.
11. (1) Artikkel §§ 209—218. (2) Kestev tulevik § 118. (3) Küsilause §§ 244—262.
12. (1) Liitlause §§ 263—270. (2) Partitsiipide tarvitamine §§ 271—272.
13. Infinitiiv ja partitsiibid §§ 87—102.
14. (1) Present Perfect §§ 120—124. (2) Verb *should* § 69.
15. Jutustavad laused, palved ja käsud kaudses kõnes olevikus ja tulevikus verbidega *say* ja *tell* § 133.
16. Eri- ja üldküsimused kaudses kõnes verbidega *say* ja *ask* olevikus ja tulevikus §§ 134—135.

18. Present Tense ja Past Tense passiivis §§ 109—111.
19. (1) Aegade tarvitamine kõrvallauses §§ 127—129. (2) Avaldused, palved ja käsud kaudses kõnes verbidega *say* ja *ask* minevikus § 141.
21. (1) Verbid *should* ja *would* §§ 65—66. (2) Aegade tarvitamine kõrvallauses § 131. (3) Kaudne kõne §§ 132, 136, 139, 141.
22. Future Tense ja infinitiiv passiivis §§ 109—112.
23. (1) Past Perfect § 125. (2) Aegade tarvitamine kõrvallauses § 130. (3) Kaudne kõne §§ 136, 138, 140—142.
24. Absoluutsed omastavad asesõnad § 164.
25. Rõhutavad asesõnad § 171.
26. Liitsihitis oleviku partitsiibiga ja infinitiiviga §§ 273—274.

SISSEJUHATUS (INTRODUCTION).

SÕNADE OMAVAHELISTE SUHETE VÄLJENDAMISE VAHENDID.

(MEANS OF EXPRESSING THE RELATIONS BETWEEN WORDS.)

§ 1. Kaasaegne inglise keel erineb eesti keelest selle poolest, et tal puuduvad peaaegu täiesti grammatilised muutelõpud sõnade omavaheliste suhete väljendamiseks — arvu, käände ja pöörde tähistamiseks.

Vana-inglise keeles oli olemas keeruline käänamis- ja pööramissüsteem arvukate muutelõppudega. Kuid pikaajalise arenemise tagajärjel see käänamis- ja pööramissüsteem kujunes ümber. Nüüd võib näiteks sõna *play* olla infinitiiv ja tähendada *mängima, mängida,* aga ka pöördeline vorm ja tähendada *mängin, mängid, mängime, mängite, mängivad* ja *mängi, mängige.*

§ 2. Kaasaegses inglise keeles on ülekaalus lühikesed ühesilbilised sõnad:

room, pen, book, light, warm, work.

Mitmesilbilised sõnad on kas tuletusliidetega — prefiksitega või sufiksitega, nagu:

begin, **under**stand, writ**er**, good**ness**, wonder**ful** —

või nad on laenatud teistest keeltest, peamiselt ladina ja prantsuse keelest:

dictation, specially, return, address, revolutionary.

§ 3. Grammatiliste lõppude puudumise tõttu on kaasaegses inglise keeles palju v o r m i l t s a r n a s e i d sõnu, mis erinevad üksteisest tähenduselt. Näiteks omadussõna *warm — soe* langeb vormilt ühte verbiga *warm — soojendama, soojenema,* nimisõna *work — töö* ühtib vormilt verbiga *work — töötama,* omadussõna *round — ümmargune* ei erine vormilt eessõnast *round — ümber,* nimisõna *light — valgus* ühtib vormilt verbiga *light — valgustama, süütama* ja omadussõnaga *light — hele, kerge.*

Kui sellised sõnad esinevad üksiseisvalt, väljaspool lauseseost, siis on nende kohta võimatu ütelda, missuguste sõnaliikide hulka nad kuuluvad ja kuidas neid tõlkida eesti keelde. Alles l a u s e s selgub nende tähendus.

Grammatilised lõpud (Grammatical Endings).

§ 4. Inglise keeles on säilinud järgmised grammatilised lõpud:
verbil: **-(e)s** — lihtoleviku ainsuse 3. pöörde lõpp (Present Tense);

-ing — oleviku kesksõna lõpp (Present Participle);
-(e)d — reeglipäraste pöördsõnade lihtmineviku (Past Tense) ja mineviku kesksõna (Past Participle) lõpp;

nimisõnal: **-(e)s** — mitmuse lõpp (Plural);
-'s (-') — omastava käände lõpp (Possessive Case).

Olgu tähendatud, et nimisõna mitmuse lõpp **-(e)s,** näit. *dresses — rõivad,* ei erine vormilt ega ka kõlalt pöördsõna oleviku ainsuse 3. pöörde lõpust **-(e)s,** näit. *dresses — riietub,* kõlalt ta aga langeb ühte omastava käände lõpuga **-'s (-'):** *fathers* — isad, *father's* — isa (oma), *fathers'* — isade (oma).

Alles lauseseosest selgub, missugune tähendus on sõnal *dresses,* kas ta on mingi nimisõnaline või pöördsõnaline vorm.

Reeglipäraste verbide lihtmineviku lõpp **-ed** (näiteks *wounded — haavas*) ei erine vormilt mineviku kesksõna lõpust **-ed** (*wounded — haavatud, haavatu*). Alles lausest selgub selle sõna tähendus.

§ 5. Peale nende grammatiliste lõppude on säilinud veel järgmised lõpud:

-th — järgarvude moodustamiseks;
-(e)r ja **-(e)st** — omadussõnade ja määrsõnade võrrete moodustamiseks.

§ 6. Oskus ära tunda sellele või teisele sõnaliigile iseloomulikke liiteid ja lõppe annab võimaluse välise vormi järgi ära tunda sõnaliike.

Nimisõnadele ja omadussõnadele on iseloomulikud järgmised sagedaimini esinevad sõnatuletavad järelliited ehk sufiksid:

nimisõnadele:	**-ing**	— meeting, roaring, building;
	-ness	— goodness, greatness;
	-ion	— dictation, translation;
	-er	— teacher, leader, writer;
omadussõnadele:	**-y**	— windy, sunny, dirty;
	-ful	— useful, beautiful;
	-less	— useless, helpless;
määrsõnadele:	**-ly**	— badly, quickly.

Verbile on aga iseloomulikud järgmised eesliited ehk prefiksid:

be-	**de-**	**dis-**	**ex-**	**pre-**	**re-**
become	**defend**	**disappear**	**expect**	**prepare**	**refuse**
begin	**decide**	**discover**	**explore**	**pretend**	**remember**

(Vt. lugemisreegleid §§ 26—30.)

Abisõnad (Form-Words).

§ 7. Puuduvaid grammatilisi lõppe asendavad inglise keeles muud vahendid, millede abil on võimalik väljendada sõnadevahelist seost. Üks neist vahendeist on abisõnad (form-words).

§ 8. Abiverbe ja modaalverbe, artikleid, eessõnu, sidesõnu, samuti asesõnu, kui nende osa lauses on abistav, nimetatakse abisõnadeks (form-words), erinevalt mõistelistest sõnadest (notional words) — verbidest, nimisõnadest, omadussõnadest ja määrsõnadest — sõnaliikidest, milledel on iseseisev mõisteline sisu.

§ 9. Mõistelised sõnad lauses on rõhulised, abisõnad aga rõhuta (vt. lugemisreegleid §§ 38—41). Artiklid, abiverbid ja modaalverbid on lause rõhuta elemendid. Isikulised, omastavad, siduvad ja enesekohased asesõnad on samuti rõhuta, kuna küsivad ja näitavad asesõnad on rõhulisteks elementideks lauses:

We are ˈreading a ˈstory about the ˈsun and the ˈwind.
The ˈsun was ˈstronger than the ˈwind.

Abiverbid (Auxiliary Verbs).

§ 10. Verbide liitaegades näitavad abiverbid pööret, arvu ja aega. Näiteks verbivormis ***is writing*** — ***kirjutab*** näitab ***is***, et tegemist on kestva oleviku (Present Continuous) ainsuse 3. pöördega; verbivormis ***shall go*** — ***shall*** näitab, et on tegemist tuleviku (Future Tense) ainsuse või mitmuse 1. pöördega: *lähen, läheme.*

Abiverbid alustavad öeldist lauses:

The children | *were* playing in the garden. Lapsed mängisid aias.

Abiverbidest tunneme ka küsilause ära, kuna küsilauseis asetsevad abiverbid aluse ees, s. o. kas päris lause alguses [1]) või kohe küsiva sõna järel:

Does he often go to the skating-rink? Kas ta käib sageli liuväljakul?

Will he come back soon? Kas ta tuleb varsti tagasi?

Where *did* she spend her holidays? Kus ta veetis koolivaheaja?

Modaalverbid (Modal Verbs).

§ 11. Võimalust ja kohustust väljendavad modaalverbid *can, may, must, need, ought* on nagu abiverbidki a b i s õ n a d e k s. Küsivas lauses asetsevad nad aluse ees:

Peter *can* draw very well. Peeter oskab väga hästi joonistada.

You *must* come back early. Te peate vara tagasi tulema.

May I take your pen? Kas ma tohin võtta teie sule?

Eessõnad (Prepositions).

§ 12. Nimisõnade juures täidavad eessõnad grammatiliste lõppude aset. Nendel on sama ülesanne kui käändelõppudel eesti keeles:

I am writing *with* a pen. Ma kirjutan sule*ga*.

Mother gave an apple *to* Olga and a pear *to* Leo. Ema andis Olga*le* õuna ja Leo*le* pirni.

Determinatiivid (Determinatives).

§ 13. Determinatiividеks nimetatakse abisõnu, mis piiritlevad nimisõnu ja on ühtlasi nimisõnade tunnuseks. Et nad asetsevad nimisõnade ees, siis tuntakse nende abil nimisõnad otsekohe ära lauseseoses. Seega täidavad determinatiivid puuduvate grammatiliste lõppude aset.

§ 14. Determinatiivide hulka kuuluvad artiklid *a (an)* ja *the* ning järgmised nimisõnu piiritlevad asesõnad:

umbmäärased: *some, any, no, much, many, (a) little, (a) few*;
küsivad: *what, which, whose;*
näitavad: *this — these, that — those;*
omastavad: *my, his, her, its, our, your, their.*

This is *a* room. See on tuba.

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[1]) Sel juhul on nii abiverbid kui ka modaalverbid rõhulised.

The sun was shining brightly. Päike paistis heledalt.
His sister is younger than he is. Ta õde on noorem kui tema.
This boy is sitting and *that* boy is standing. See poiss istub, aga too poiss seisab.
What book are you reading? Missugust raamatut te loete?
Whose pencil is this? Kelle pliiats see on?

§ 15. Determinatiivid asetsevad kas vahetult nimisõna ees, mille juurde nad kuuluvad, või nad on eraldatud sellest omadussõnaga või mõne muu sõnaga, mis täiendab antud nimisõna:

Look at *her* pretty little toy *dog*!
Vaadake ta ilusat väikest mängukoera!

They live in *that* large red *house*.
Nad elavad tolles suures punases majas.

§ 16. Determinatiivid, millede ainsuse ja mitmuse vormid on erinevad, näitavad otsekohe nimisõna arvu, kusjuures nimisõna võib mõnikord olla determinatiivist eraldatud teiste sõnadega:

We saw *many* beautiful white and yellow *flowers* there.
Me nägime seal palju ilusaid valgeid ja kollaseid lilli.

These bright windy *mornings* are very cold.
Need selged tuulised hommikud on väga külmad.

Sõnade järjekord lauses.
(Order of Words in the Sentence.)

§ 17. Peale abisõnade tarvitamise on inglise keeles veel teine abinõu sõnade omavaheliste suhete kindlaksmääramiseks. See on k i n d e l s õ n a d e j ä r j e k o r d lauses.

E s i m e n e koht lauses on alusel (subject), t e i n e koht — öeldisel (predicate), k o l m a s — eessõnata sihitisel, kaudsel või otsesel (indirect object and direct object). Kui lauses on kaks eessõnata sihitist — otsene sihitis (vastab küsimusele *whom*?, *what*? — *keda*?, *mida*?) ja kaudne sihitis (vastab küsimusele *(to) whom*? — *kellele*?), siis asetseb kaudne sihitis otsese sihitise ees:

She gave *the little girl* a nice apple.

N e l j a s koht lauses kuulub eessõnaga sihitisele (prepositional object) ja määrustele (adverbials), kusjuures kõige viimasel kohal asetseb ajamäärus.

Eessõnaga sihitis (prepositional object) vastab küsimustele *about what*?, *about whom*? — *millest*?, *kellest*?; *with what*?, *with whom*? — *millega*?, *kellega*?; *to whom*? — *kellele*? jne.:

with her mother — *with whom*?
to her sister — *to whom?*

Määrused (adverbials) vastavad küsimustele *where*? — *kus*?, *kuhu*?; *when*? — *millal*?; *how*? — *kuidas*?; *why*? — *mispärast*? jne.:

in the street — *where*?
in the morning — *when*?

Order of Words.

Subject	Predicate	Object		Prepositional Object	Adverbials
		Indirect	Direct		
I	II	III		IV	
She	'gave	me	a 'book		'yesterday.[1]
We	can 'see	—	the 'sun		in the 'sky.[1]
—	'Come	—	—	with her	to'morrow.[1]
'Nina	'came 'back	—	—	with me	on 'Monday.[1]
The 'day	is 'bright	—	—	—	—
I	'thanked	—	her	for her 'letter.[1]	—

§ **18.** Eesti keeles väljendavad grammatilised lõpud suhet sõnade vahel. Selle tõttu on sõnade järjekord lauses vabam, kuna mõtte selgus ei kannata sõnade ümberpaigutamisel:

Peeter sööb õuna.
Õuna sööb Peeter.

Selline sõnade ümberpaigutamine lauses on inglise keeles võimatu. Inglise keeles on ainuvõimalik lause:

I	II	III
Peter	is eating	an apple.
Peeter	sööb	õuna.

Selles lauses on a l u s esimesel kohal, öeldis — teisel ja sihitis — kolmandal.

Aluse ja sihitise ümberpaigutamisega saaksime mõttetu lause:

I	II	III
An apple	is eating	Peter.
Õun	sööb	Peetrit.

§ 19. Eitavas lauses on sõnade järjekord sama mis jaatavaski, kusjuures eitus *not* asetseb abiverbi järel:

She is ˈ*not* ˈwriting, she is ˈreading.

§ 20. Küsivas lauses on samasugune k i n d e l sõnade järjekord, selle vahega, et öeldis j a o t u b kahte ossa: põhiverb jääb t e i s e l e kohale, kuid abi- (või modaal-) verb asetseb n u l l k o h a l aluse ees:

Interrogative Word	Auxiliary Verb	Subject	Predicate	Object		Prepositional Object	Adverbials
				Indirect	Direct		
?	0	I	II	III		IV	
—	ˈDo	you	ˈsee	—	him?[2]	—	—
ˈWhere	will	they	ˈgo	—	—	—	to ˈmorrow?[1]
ˈWhat	ˈhas	he	—	—	—	in his ˈhand?[1]	
	ˈDid	the ˈsun	ˈshine	—	—	—	ˈbrightly?[2]
	ˈIs	he	—	—	—	—	at ˈhome?[2]
ˈWhat	can	she	ˈgive	—	—	to the ˈchildren?[1]	—
	ˈDid	he	ˈnot ˈgo	—	—	—	ˈthere?[2]

§ 21. Inglise keeles sulavad sõnad kõnevoolus ühte ja iga lause hääldatakse ühe tervikuna või fraaside kaupa:

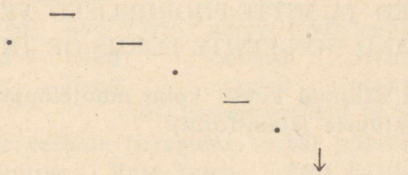
ˈThis‿is‿a‿ˈred‿ˈpencil.

Ingliskeelses lauses langeb hääl järk-järgult. Üks rõhuline silp nagu laskuks ühtlaselt teise järel allapoole:

—
.
.
—
↓ .

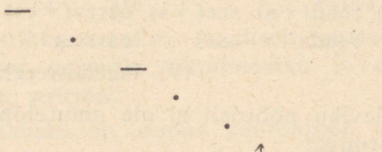
ˈThis is a ˈred ˈpencil.[1]

Inglise keeles esineb kaks intonatsiooni: intonatsioon I (Tune I) ja intonatsioon II (Tune II), mis erinevad teineteisest viimase rõhulise silbi hääldamise poolest. Intonatsioon I-ga hääldamisel langeb hääl viimasel rõhulisel silbil:



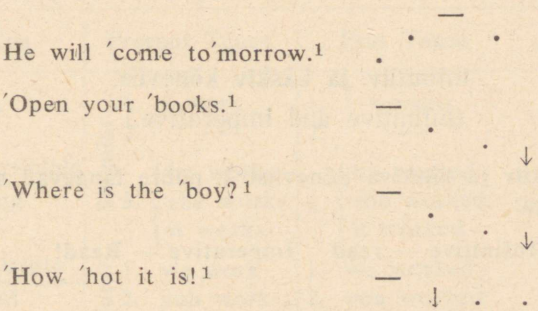
The ˈwind ˈmet the ˈsun and ˈsaid ....[1]

Intonatsioon II-ga hääldamisel viimase rõhulise silbi juures hääl tõuseb:



ˈIs your ˈMother at ˈhome?[2]

Intonatsioon I esineb (1) jutustavais lauseis (jaatavais ja eitavais), (2) käsklauseis, (3) küsiva sõnaga algavais küsilauseis ja (4) hüüdlauseis:



Intonatsioon II esineb (1) abi- või modaalverbiga algavais küsilauseis, (2) palvet väljendavais lauseis ja (3) lõpetamata mõtterühmades, mis on liht- või liitlause osadeks:

ˈDo you ˈmean the ˈman with a ˈcloak on his ˈshoulders?[2]
ˈGive me your ˈpen, please.[2]
They ˈsaid ˈthis to ˈeach ˈother[2] ˈmany ˈtimes a ˈday[2] for ˈsix ˈweeks.[1]

SÕNALIIGID (PARTS OF SPEECH).

VERB (THE VERB).

PÖÖRDELISED JA MITTE-PÖÖRDELISED VERBIVORMID. (FINITE AND NON-FINITE FORMS OF THE VERB.)

§ 22. Verbil on säilinud ainult kolm muutelõppu. Need lõpud liituvad vahetult sõnatüvele (stem-form).

Lihtolevik (Present Tense).

§ 23. Lihtoleviku 3. pöördel (3rd person singular) on lõpp **-(e)s**:

stop(+s)	want(+s)	read(+s)	see(+s)	carry(+es)	go(+es)	dress(+es)
stops	wants	reads	sees	carries	goes	dresses

(Vt. lugemisreegleid §§ 6, 16, 142—144.)

Ülejäänud lihtoleviku pöördeil ei ole muutelõppe, nad sarnanevad vormilt verbi algvormiga:

Singular	Plural
1st Person — I read	1st Person — We read
	2nd Person — You read
	3rd Person — They read

Infinitiiv ja käskiv kõneviis. (Infinitive and Imperative.)

§ 24. Infinitiiv ja käskiva kõneviisi 2. pööre langevad samuti ühte verbi algvormiga:

Infinitive — read Imperative — Read!

Oleviku partitsiip (Present Participle).

§ 25. Oleviku partitsiibi ehk kesksõna nagu ka gerundiumi (gerund ['dʒerənd], vt. § 100) lõpp on **-ing**:

read(+ing)	stop(+ing)	write(+ing)	fly(+ing)	die(+ing)
reading	stopping	writing	flying	dying

(Vt. lugemisreegleid §§ 5, 55—58.)

Lihtminevik ja mineviku partitsiip.
(Past Tense and Past Participle.)

§ 26. Reeglipäraste verbide (regular verbs) lihtmineviku ja mineviku partitsiibi lõpp on **-ed**:

work(+ed)	stop(+ed)	live(+ed)	carry(+ed)	want(+ed)	add(+ed)
worked	stopped	lived	carried	wanted	added
worked	stopped	lived	carried	wanted	added

(Vt. lugemisreegleid §§ 5—6, 55—57, 121.)

Ebareeglipäraste verbide (irregular verbs) põhivormid on erinevad:

Infinitive	Past Tense	Past Participle
blow	blew	blown
stand	stood	stood
go	went	gone
eat	ate	eaten

Märkus. Sõnastikes antakse tavaliselt ebareeglipäraste verbide puhul infinitiivi juures sulgudes lihtmineviku ja mineviku partitsiibi vormid: **write (wrote, written)**.

§ 27. Järgnevas tabelis on toodud pöördelised ja mitte-pöördelised verbivormid, mis moodustatakse sõnatüvest:

Non-Finite and Finite Forms of the Verb.

Non-Finite Forms	Finite Forms			
Infinitive	Present Tense		Past Tense	Imperative
work	Singular	1. I work	1. I worked	
		2. —	2. —	
Present Participle		3. he works / she works / it works	3. he worked / she worked / it worked	
working	Plural	1. we work	1. we worked	
Past Participle		2. you work	2. you worked	2. work!
worked		3. they work	3. they worked	

Märkus. Kaasaegses inglise keeles puudub ainsuse 2. pöörde asesõna. Seda asendab asesõna *you* — *teie*. Vana-inglise keele ains. 2. pöörde asesõna *thou* [ðau] — *sina* on kadunud ning ühes sellega on kadunud ka verbi ains. 2. pöörde vorm *thou workest*. Asesõna *thou* ja selle käänded *thee* — *sinule, sind* ja *thy, thine* — *sinu* (oma) esinevad ainult luulekeeles.

Ajad (Tenses).

§ 28. Vaatamata peaaegu täielikule muutelõppude puudumisele on kaasaegses inglise keeles väga harmooniline ja loogiline verbiaegade süsteem ning ajavorme on tunduvalt enam kui eesti keeles.

Inglise keeles on aktiivis ehk isikulises tegumoes (Active Voice) 16 ajavormi (tenses) ja passiivis ehk umbisikulises tegumoes (Passive Voice) — 10.

§ 29. Kõigist kuueteistkümnest ajavormist on ainult k a k s — Present Tense ja Past Tense — l i h t a j a d.

Kõik ülejäänud ajavormid on l i i t a j a d. Need moodustatakse abiverbide *be, have, shall* ja *will* vastavatest aegadest ja põhiverbi infiniitsetest vormidest — infinitiivist ja partitsiipidest.

§ 30. Kuid ka lihtajad vajavad abiverbide kaasabi, sest ainult jaatavas lauses on *Present Tense* ja *Past Tense* lihtajad, kuna eitav ja küsiv vorm moodustatakse abiverbi *do* abil:

The sun shone brightly yesterday.
The sun *did not* shine brightly yesterday.
Did the sun shine brightly yesterday?

ABIVERBID (AUXILIARY VERBS).

§ 31. Abiverbid on verbi abisõnad. Nad osaliselt asendavad verbi muutelõppe, väljendades verbi pööret, arvu ja aega.

Eesti keeles moodustatakse liitaegu abiverbi *olema* abil, näit. isikulise tegumoe kindla kõneviisi eelolevik:

Ma *olen* lugenud seda raamatut

või näiteks umbisikulise tegumoe kindla kõneviisi eelminevik:

Ta *oli* kutsutud külla.

Inglise keeles on viis abiverbi:

be, have, do, shall, will.

Verb *be* (The Verb *be*).

§ 32. Nagu eesti keeles verb *olema*, ei ole ka inglise verb *be* ainult abiverbiks. Tal on kolm funktsiooni: ta on kas (1) põhiverb (notional verb), (2) sideverb (link-verb) või (3) abiverb (auxiliary verb).

Põhiverbina verb *be* tähendab *olema, eksisteerima* ning ta pöördelised vormid võivad olla öeldiseks:

I *am* at home.	Ma olen kodus.
I *was* at home.	Ma olin kodus.
I *shall be* at home.	Ma olen kodus (tulevikus).

§ 33. Verbil *be* on põhiverbina tähendus *olema, leiduma* ka siis, kui ta ees on määrsõna *there,* millel on sel juhul puhtabistav osa ning jääb eesti keelde tõlkimata:

There is a table in the room.	*There will be* many people there.
Toas on laud.	Sinna tuleb palju rahvast.
	Seal on palju rahvast (tulevikus).

§ 34. Sideverbina verb *be* esineb koos öeldistäitega:

He *is* a teacher.	Ta on õpetaja.
He *was* a teacher.	Ta oli õpetaja.
He *will be* a teacher.	Ta on õpetaja (tulevikus).
The pens *are* clean.	Suled on puhtad.
The pens *were* clean.	Suled olid puhtad.
The pens *will be* clean.	Suled on puhtad (tulevikus).

§ 35. Abiverbina verb *be* aitab moodustada (1) kõiki kestvaid aegu (continuous tenses) koos põhiverbi oleviku partitsiibiga. Abiverbina verb *be* ei oma iseseisvat tähendust ning väljendab vaid põhiverbi aega, pööret ja arvu:

We *are writing.*	Me kirjutame.
We *were writing.*	Me kirjutasime.
We *shall be writing.*	Me kirjutame (tulevikus).

(2) Verbi *be* abil moodustatakse kõik passiivi (Passive Voice) ajad koos põhiverbi mineviku partitsiibiga:

First all the texts *are translated.*	Esiteks kõik tekstid tõlgitakse.
First all the texts *were translated.*	Esiteks kõik tekstid tõlgiti.
First all the texts *will be translated.*	Esiteks kõik tekstid tõlgitakse (tulevikus).

§ 36. Verb *be* on ainuke verb inglise keeles, millel on säilinud kaheksa eri muutevormi — kolm mitte-pöördelist ja viis pöördelist (kuna kõigil teistel verbidel on ainult neli või viis vormi):

be, being, been, am, is, are, was, were.

Non-Finite and Finite Forms of the Verb *be*.
(Infiniitsed ja finiitsed vormid verbist *be*.)

Non-Finite Forms	Finite Forms		
Infinitive	Present Tense	Past Tense	Imperative
be	Singular 1. I am	1. I was	
Present Participle	2. —	2. —	
being	3. he is / she is / it is	3. he was / she was / it was	
Past Participle	Plural 1. we are	1. we were	
been	2. you are	2. you were	2. be!
	3. they are	3. they were	

§ **37.** Küsivais lauseis (interrogative form) asetsevad verbi *be* vormid null-kohal aluse ees:

Interrogative Form.

?	0	I	II	III	IV
	Is	he	—	—	at home?
	Are	they	good pupils?	—	—
What	is	Ann	writing?	—	—

§ **38.** Eitavais lauseis asetseb eitus *not* vahetult verbi *be* pöördeliste muudete järel:

Affirmative Form.	**Negative Form.**
She *is* at home.	She *is not* at home.
Ta on kodus.	Ta ei ole kodus.
He *was* asleep.	He *was not* asleep.
Ta magas.	Ta ei maganud.

§ **39.** Küsiv-eitavais lauseis (negative-interrogative form) asetsevad verbi *be* pöördelised vormid aluse ees, eitus *not* aga aluse järel:

Is your brother *not* at home?	Kas su vend ei ole kodus?
Are the children *not* asleep yet?	Kas lapsed ei maga veel?

§ **40.** Verbi *be* pöördelised vormid liituvad kõnekeeles üheks sõnaks (1) eitusega *not*:

is not = isn't	was not = wasn't
are not = aren't	were not = weren't
Isn't he with his parents?	He *wasn't* very tired.
Kas ta ei ole oma vanemate juures?	Ta ei olnud väga väsinud.

ja (2) isikuliste asesõnadega:

I am = I'm	she is = she's	we are = we're	they are = they're
he is = he's	it is = it's	you are = you're	

§ **41.** Lühivastused *jaa* ja *ei* sisaldavad nii isikulist asesõna (mis asendab nimisõna) kui ka verbi vastavat pöördelist vormi:

Questions.	**Answers.**	
Is your brother at home?	Yes, *he is.*	No, *he isn't.*
Kas su vend on kodus?	Jah, on.	Ei ole.
Are the children reading?	Yes, *they are.*	No, *they aren't.*
Kas lapsed loevad?	Jaa.	Ei.

Verb *have* (The Verb *have*).

§ **42.** Verb *have* võib olla kas (1) põhiverb või (2) abiverb.
Põhiverbina verb *have* tähendab *omama* ning ta pöördelised vormid võivad olla öeldiseks:

He *has* a pencil.	She *had* a brother.
Tal on pliiats e.	Tal oli vend e.
ta omab pliiatsit.	ta omas venda.

We *shall have* a new teacher.
Me saame uue õpetaja.

§ **43.** Abiverbina verb *have* aitab moodustada kõiki perfektiivseid aegu (perfect tenses) koos põhiverbi mineviku partitsiibiga:

We *have been* there.	He *had come back* by that time.
Me oleme olnud seal.	Ta oli tulnud tagasi selleks ajaks.
I *have seen* her.	They *will have come back* by that time.
Ma olen näinud teda.	Nad on tulnud tagasi selleks ajaks (tulevikus).

§ **44.** Verbil *have* on ainult neli muutevormi:

have, has, having, had.

Non-Finite and Finite Forms of the Verb *have*.
(Infiniitsed ja finiitsed vormid verbist *have*.)

Non-Finite Forms	Finite Forms		
Infinitive	Present Tense	Past Tense	Imperative
have	Singular: 1. I have	1. I had	
	2. —	2. —	
Present Participle	3. he has / she has / it has	3. he had / she had / it had	
having	Plural: 1. we have	1. we had	
Past Participle	2. you have	2. you had	2. have!
had	3. they have	3. they had	

§ **45.** Verbi *have* küsiva vormi saamiseks paigutatakse pöördeline muude teiselt kohalt aluse ette null-kohale:

Affirmative Form.	**Interrogative Form.**
I have a nice dress.	*Have I* a nice dress?
Mul on kena kleit.	On mul kena kleit?
He has written his exercise.	*Has he written* his exercise?
Ta on kirjutanud harjutuse.	Kas ta on kirjutanud harjutuse?

§ **46.** Eitavas lauses asetseb eitus *not* või eitav asesõna *no* (= *not a, not any*) vahetult verbi *have* järel:

Affirmative Form.	**Negative Form.**
She *has* many books.	She *has not* many books.
Tal on palju raamatuid.	Tal ei ole palju raamatuid.
He *has* a tie.	He *has no* tie.
Tal on kaelaside.	Tal ei ole kaelasidet.
We *have seen* her.	We *have not seen* her.
Me nägime teda.	Me ei ole näinud teda.

§ **47.** Küsiv-eitavas lauses asetsevad verbi *have* pöördelised muuted aluse ees, eitused *not* ja *no* aga aluse järel:

Has he *not* this book?	Kas tal ei ole seda raamatut?
Have you *no* ink?	Kas teil ei ole tinti?

§ 48. Kui verb *have* moodustab koos nimisõnaga ühe mõiste (*have breakfast — (hommikul) einestama, have dinner — lõunastama, have tea — teed jooma*), siis moodustatakse verbi *have* lihtoleviku ja lihtmineviku küsivad ja eitavad vormid abiverbi *do* abil:

When *do* you *have dinner?*	Millal te lõunastate?
Did you *have tea* at five o'clock?	Kas te jõite teed kell 5?

§ 49. Kõnekeeles liituvad verbi *have* pöördelised muuted üheks sõnaks (1) eitusega *not*:

have not = haven't has not = hasn't had not = hadn't

She *hasn't* any brothers.	Tal ei ole vendi.
Hasn't he this book?	Kas tal ei ole seda raamatut?

ja (2) perfektiivsetes aegades isikuliste asesõnadega:

I have = I've	he has = he's	I had = I'd
we have = we've	she has = she's	we had = we'd
you have = you've	it has = it's	you had = you'd
they have = they've		they had = they'd

§ 50. Lühivastused *jaa* ja *ei* sisaldavad, nagu verbi *be* puhul, asesõna ja verbi *have* vastavat pöördelist vormi:

Questions.	Answers.	
Has your sister a pencil-box?	Yes, *she has.*	No, *she hasn't.*
Kas teie õel on pliiatsikarp?	Jah, on.	Ei ole.
Have they written their exercises?	Yes, *they have.*	No, *they haven't.*
Kas nad on kirjutanud oma harjutused?	Jah, on.	Ei ole.

Verb *do* (The Verb *do*).

§ 51. Verb *do* põhiverbina tähendab *tegema, toimima, täide viima:*

We *do* our duty.	She *will go* home in the evening.
Me täidame oma kohust.	Ta läheb koju õhtul.

§ 52. Verbi *do* kasutatakse abiverbina kitsamas ulatuses kui verbe *be* ja *have*. *Do* abil moodustatakse ainult (1) kõikide põhiverbide lihtoleviku ja lihtmineviku küsivad ja eitavad vormid:

Does he *go* to school?	*Do* they *go* to school in the morning?
Kas ta käib koolis?	Kas nad lähevad hommikuti kooli?
I *do not like* to go there.	We *did not want* to sleep.
Mulle ei meeldi minna sinna.	Meie ei tahtnud magada.

Do you not see him?
Kas te ei näe teda?

ja (2) käskiva kõneviisi ainsuse 2. pöörde eitav vorm:

Do not (don't) go there!	*Do not be* afraid!	*Do not have tea* without me!
Ärge minge sinna!	Ärge kartke!	Ärge jooge teed ilma minuta!

M ä r k u s i. 1. Abi- ja modaalverbide küsivad ja eitavad vormid moodustatakse ilma verbi *do* abita.

2. Verbi *do* enda küsivad ja eitavad vormid, nagu kõikidel teistel põhiverbidel, moodustatakse samuti abiverbi *do* abil:

We *do not do* our lessons on Sunday.
Me ei õpi oma õppeülesandeid pühapäeval.
Did you *do* your lessons yesterday?
Kas te õppisite oma õppeülesanded eile?

§ 53. Verbil *do* on järgmised viis muutevormi:

do, doing, done, does, did.

Non-Finite and Finite Forms of the Verb *do*.
(Infiniitsed ja finiitsed vormid verbist *do*.)

Non-Finite Forms		Finite Forms		
Infinitive		Present Tense	Past Tense	Imperative
do	Singular	1. I do	1. I did	
		2. —	2. —	
Present Participle		3. he does / she does / it does	3. he did / she did / it did	
doing	Plural	1. we do	1. we did	
Past Participle		2. you do	2. you did	do!
done		3. they do	3. they did	

§ 54. Kõnekeeles liituvad verbi *do* pöördelised muuted üheks sõnaks eitusega *not:*

do not = don't [dount] does not = doesn't [dʌznt]
did not = didn't [didnt]

I *don't* understand you. Ma ei mõista teid.
Don't you see him? Kas te ei näe teda?

§ **55.** Verbi *do*, nagu ka verbide *be* ja *have* lühivastused sisaldavad verbi *do* pöördelisi muuteid koos vastavate asesõnadega:

Questions.	Answers.	
Does he often *come* here?	Yes, *he does.*	No, *he doesn't.*
Kas ta sageli käib siin?	Jah (käib).	Ei (käi).
Did she go to school last year?	Yes, *she did.*	No, *she didn't.*
Kas ta käis koolis möödunud aastal?	Jah (käis).	Ei (käinud).

§ **56.** Peale selle tarvitatakse verbi *do* pöördelisi muuteid selleks, et vältida põhiverbi kordamist (aseverb *do*):

I do not *know* her address, but my mother *does.*
Ma ei tea ta aadressi, kuid mu ema teab.
My brother *learns* better than I *do.*
Mu vend õpib paremini kui mina (õpin).
Who *took* my book? Nina *did.*
Kes võttis mu raamatu? Niina (võttis).

§ **57.** Ning lõpuks verb *do* aitab väljendada tungivat palvet või soovi:

Have tea with me, *do,* girls!
Jooge minuga klaas teed, tütarlapsed, palun!
Come on Sunday, *do* come!
Tulge pühapäeval, tulge tingimata!

Verbid *shall* ja *will* (The Verbs *shall* and *will*).

§ **58.** Verbide *shall* ja *will* abil moodustatakse tuleviku ajad (Future Tenses) koos põhiverbi infinitiiviga. *Shall* esineb ainsuse ja mitmuse 1. pöördega, *will* ainsuse ja mitmuse 2. ja 3. pöördega:

We *shall write* a dictation tomorrow.
Homme me kirjutame etteütluse.
She *will go* to the country in July.
Ta sõidab maale juulis.

§ **59.** Küsivas lauses asetsevad verbid *shall* ja *will* aluse ees, eitavas lauses aga järgneb neile vahetult eitus *not:*

When *will* they *be* at home?	Millal nad on kodus (tulevikus)?
She *will not go* with them.	Ta ei lähe nendega (tulevikus).

Küsiv-eitavais lauseis asetsevad *shall* ja *will* aluse ees, eitus *not* aga aluse järel:

Shall we *not go* together?	Kas me ei lähe koos?

§ **60.** Kõnekeeles *shall* ja *will* liituvad üheks sõnaks eitusega *not*, samuti isikuliste asesõnadega:

shall not = shan't	will not = won't	
I will = I'll	he will = he'll	it will = it'll
we will = we'll	she will = she'll	they will = they'll

I *shan't* [ʃɑ:nt] see him if he comes late.
Ma ei näe teda, kui ta tuleb hilja.

They *won't* be late.	Nad ei jää hiljaks.
Shan't we go together?	Kas me ei lähe koos?

§ **61.** Lühivastustes esinevad verbid *shall* ja *will* koos isikuliste asesõnadega (samuti nagu verbid *be, have* ja *do*): *Will* your brother *come* home this month? Yes, *he will.* No, *he won't.*

Future Tense of the Verb *go*.

	Affirmative Form	Negative Form	Interrogative Form
1.	I shall go	I shall not go	Shall I go?
2.	—	—	—
3.	he will go	he will not go	Will he go?
	she will go	she will not go	Will she go?
	it will go	it will not go	Will it go?
1.	we shall go	we shall not go	Shall we go?
2.	you will go	you will not go	Shall you go? Will you go?
3.	they will go	they will not go	Will they go?

Märkus. Küsiva vormi 2. pöördes on seni olnud *shall*, kuid viimasel ajal on tendents tarvitada ka *will*:

When *will* you be off? Millal te ära sõidate?
What train *shall* you take? Missuguse rongiga te sõidate?

§ **62.** Verbidel *shall* ja *will* oli varem iseseisev tähendus: *shall* tähendas kohustust ja *will* — soovi, kavatsust. Need tähendusvarjundid on osalt säilinud.

Kui 1. pöördes esineb *shall* asemel *will*, siis väljendab tulevik kavatsust, soovi või tegevuse läbiviimise võimalust:

I *shall come* tomorrow.	I *will come* tomorrow.
Ma tulen homme.	Ma tulen homme.
(Lihtne tulevik.)	(Ma kavatsen tulla homme.)

Kui 2. või 3. pöördes esineb *will* asemel *shall*, siis väljendab see käsku, ähvardust või lubadust:

He *will* do it.	He *shall* do it.	You *shall* receive the book.
Ta teeb seda.	Ta teeb seda.	Te saate selle raamatu.
(Lihtne tulevik.)	(Ta peab seda tegema.)	(Ma luban anda teile selle raamatu.)

§ **63.** Kui küsiva lause 2. pöördes esineb *shall* asemel *will*, siis tähendab see küsitletava soovi arvestamist:

When *shall* you be twenty?	*Will* you come tomorrow?
Millal sa saad 20 aastaseks?	Kas te tulete homme?
(Lihtne tulevik.)	(Kas te ei tuleks homme?)

§ **64.** Verbi *will* tarvitatakse küsiva vormi 2. pöördes ka käskiva lause järel tagasihoidliku soovi väljendamiseks:

Open the door, *will you*? Avage uks, palun!

Verbid *should* ja *would* (The Verbs *should* and *would*).

§ **65.** Verbide *shall* ja *will* mitmesugused tähendusvarjundid lähendavad neid m o d a a l v e r b i d e l e, milledega nad sarnanevad ka selles, et neil ei ole mitte-pöördelisi muuteid — infinitiivi ja partitsiipi. Sellepärast puuduvad neil kõik liitajad.

Verbidel *shall* ja *will* on olemas ainult kaks pöördelist muudet: oleviku jaoks *shall* ja *will* ning mineviku jaoks *should* ja *would*.

§ **66.** Verbe *should* (minevik sõnast *shall*) ja *would* (minevik sõnast *will*) tarvitatakse kaudse tuleviku moodustamiseks (Future in the Past), mis väljendab tuleviku tegevusi ja olukordi mineviku lähtekohast. *Should* (nagu *shall*) esineb 1. pöördes ja *would* (nagu *will*) 2. ja 3. pöördes:

I *said* (that) I *should come back* very soon.
Ma ütlesin, et tulen õige pea tagasi.
He *thought* (that) he *would be* there in time.
Ta mõtles, et ta jõuab sinna õigeks ajaks.

§ **67.** Seoses verbi *like* infinitiiviga tähendavad verbid *should* ja *would* — *tahaksin, sooviksin* (*tahaksid, sooviksid* jne.):

I *should like* to speak English.
Ma tahaksin rääkida inglise keelt.
They *would like* to do that.
Nad tahaksid teha seda.

§ **68.** Et mitte korrata verbi, jäetakse *I should like, he would like* järel ainult partikkel *to* ilma järgneva infinitiivita:

Would you *like to go* with us? Kas te tahaksite minna meiega?
Yes, I should *like to* (go). Jah, ma tahaksin (minna).

§ **69.** Verb *should* (kõikide ains. ja mitm. pöörete jaoks) esineb modaalverbina tähenduses *peaks, tuleks, oleks tarvis:*

You *should* not go out in the rain.
Te ei peaks vihma kätte minema.

Erinevus verbide *must* ja *should* vahel on järgmine: Verb *must* väljendab tegevuse sooritamise v a j a l i k k u s t, k o h u s t u s l i k k u s t. Verb *should* väljendab h o i a t u s t, n õ u a n n e t või teatud asjaolude poolt väljakutsutud v a j a d u s t:

We *must go* to school every day, except Sunday.
Me peame käima koolis iga päev peale pühapäeva.
You *must leave* before 5 o'clock, or you will be late.
Te peate lahkuma enne kella viit, või muidu te hilinete.
Schoolchildren *should go* to bed before 10 o'clock.
Õpilased peaksid heitma magama enne kella kümmet.
You look quite ill, you *should go* to the doctor.
Te näite üsna haige, te peaksite minema arsti juurde.
You *should put on* your blue dress, you look so nice in it.
Te peaksite panema selga sinise kleidi, te näite nii kena selles.
I know I *should go* there, but I have no time just now.
Ma tean, et ma peaksin sinna minema, kuid mul ei ole aega praegu.

MODAALVERBID (MODAL VERBS).

§ **70.** Modaalverbid *can — võin, suudan, oskan*[1]), *may — tohin, võin, must — pean, ought — peaksin, need — tarvitsen, vajan* moodustavad täiesti eraldi seisva rühma, erineva nii põhi- kui ka abiverbidest.

Modaalverbid ei esine iseseisvalt, neile järgneb alati põhiverbi infinitiiv. Ka eesti keeles on nende verbide mõte poolik, kui neile ei järgne põhiverbi infinitiiv. Inglise keeles moodustavad modaalverbid alles koos põhiverbiga ö e l d i s e:

I *can go* there. Ma võin minna (olen võimeline minema) sinna.
He *may go* there. Ta võib (tohib) minna sinna.

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[1]) Modaalverbidel ei ole infinitiivi-vormi.

I *must go* there. Ma pean minema sinna.
I *ought to go* there. Ma peaksin minema sinna.
He *need not go* there. Tal ei tarvitse minna sinna.

Modaalverbid ei väljenda tegevust ennast, vaid ainult põhiverbiga väljendatud tegevuse sooritamise võimalikkust või vajalikkust.

Verbid *can* ja *may* (The Verbs *can* and *may*).

§ 71. Verbid *can* ja *may* väljendavad võimalust. Erinevus nende vahel seisneb järgnevas: verb *can* tähendab füüsilist võimalust või oskust:

I *can read* English.	= I *am able* to read English.
Ma oskan lugeda inglise keelt.	= Ma olen võimeline lugema inglise keelt.

Verb *may* tähendab võimalust, mis on tingitud teiselt isikult saadud loast:

May I *go* home?	= *Do* you *allow* me *to go* home?
Kas ma võin minna koju?	= Kas te lubate mul minna koju?

§ 72. Verbil *may* on veel teine tähendus — peaverbis väljendatud tegevuse või seisukorra võimalikkuse oletus:

He *may* be asleep.	= Perhaps he is asleep.
Ta võib-olla magab.	= Võib-olla ta magab.

Verb *must* (The Verb *must*).

§ 73. Verb *must* väljendab kohustust või sundi:

I *must do* that.	= I *have to do* that.
Ma pean seda tegema.	= Mul on tarvis seda teha.

Verbil *must* on veel teine tähendus — tõenäolisus:

He *must* be asleep. = Ta arvatavasti magab.

Verb *ought* (The Verb *ought*).

§ 74. Verb *ought* väljendab tagasihoidlikku sundi (moraalset kohustust):

You *ought* to learn more.
Te peaksite rohkem õppima.

Verb *need* (The Verb *need*).

§ 75. Verb *need* võib olla ka põhiverbiks tähendusega *vajama, tarvitsema*:

He *does not need to go* there. Tal ei ole vaja minna sinna.

Modaalverbina *need* tarvitatakse peamiselt küsivais ja eitavais lauseis tähenduses *tarvitsema, vajama:*

Need I *go* there? Tarvitsen ma minna (pean ma minema) sinna?

He *need not go* there. Tal ei ole vaja (ta ei tarvitse) minna sinna.

§ 76. Modaalverbid *can, may, must, ought, need (not)* on ühtlasi defektiivsed verbid (defective verbs), kuna neil puuduvad mitte-pöördelised vormid — infinitiiv ja partitsiibid — ning järelikult ka need ajad, mis moodustatakse abiverbidest koos mitte-pöördeliste vormidega.

Samasugused defektiivsed verbid on ka abiverbid *shall* ja *will*, milledel on ainult kaks pöördelist vormi — *shall — should* ja *will — would*, ning mis on lähedased verbidele *can, may, must, ought, need (not)* ka oma modaalse iseloomu tõttu.

§ 77. Verbid *can* ja *may* omavad kaks vormi: *can* ja *may* lihtoleviku jaoks ja *could* ja *might* lihtmineviku jaoks. Teistes ajavormides väljendatakse võimalikkust verbiga *be able*, mis seoses põhiverbi infinitiiviga, mille ees seisab partikkel *to*, tähendab *võimeline olema:*

Present Tense.	**Past Tense.**	**Future Tense.**
He *can* do it.	He *could* do it.	———
He *is able* to do it.	He *was able* to do it.	He *will be able* to do it.
Ta võib teha seda.	Ta võis teha seda.	Ta võib teha seda (tulevikus).

§ 78. Verbil *must* on ainult üks muude — oleviku jaoks. Teistes ajavormides asendab teda verb *have (to)*, mis seoses põhiverbi infinitiiviga, mille ees seisab partikkel *to*, tähendab *sunnitud olema.*

Present Tense.	**Past Tense.**	**Future Tense.**
He *must* go there.	———	———
He *has to* go there.	He *had to* go there.	He *will have to* go there.
Ta peab minema sinna.	Ta pidi minema sinna.	Ta peab minema sinna (tulevikus).

§ 79. Verbil *ought* on ainult üks vorm, mida tarvitatakse koos infinitiiviga. Puuduvaid vorme asendab *to be obliged (to)*, mis seoses põhiverbi infinitiiviga, mille ees seisab partikkel *to*, tähendab *kohustatud olema.* Verbi *ought* asendab mõnikord *should.*

I *ought* to go home.	I *ought* to have gone.
Ma peaksin koju minema.	Ma oleksin pidanud minema.

Verb *ought* erineb teistest modaalverbidest selle poolest, et ta nõuab enese järel infinitiivi partikliga *to*.

§ 80. Verbil *need* põhiverbina on kõik vormid, kuid modaalverbina on tal ainult üks vorm — lihtolevik:

We *need not* take the tram.
Meil ei tarvitse sõita trammiga.

§ 81. Modaalverbid *can, may, must, ought, need (not)* kui ka abiverbid *shall* ja *will* ei oma lihtoleviku ainsuse 3. pöördes lõppu **-s**:

he can, he may, he must, he ought, he need not, he shall, he will.

§ 82. Modaalverbidele järgneb põhiverb ilma partiklita *to*, välja arvatud *ought (to)*:

Infinitiiv modaalverbi järel.	**Infinitiiv muu verbi järel.**
I *can read* English.	I *like* **to** *read* English.
Ma oskan lugeda inglise keelt.	Ma armastan lugeda inglise keelt.
He *must read* English.	He *wants* **to** *read* English.
Ta peab lugema inglise keelt.	Ta tahab lugeda inglise keelt.
He *may come* in.	He *is allowed* **to** *come* in.
Ta võib sisse tulla.	Teda lubatakse sisse tulla.
He *need not go* there.	He *does not want* **to** *go* there.
Ta ei tarvitse minna sinna.	Ta ei taha minna sinna.

Modaalverbi järel võib põhiverb kordumisel ära jääda:
I *cannot read* French, but she *can*.
Mina ei oska lugeda prantsuse keelt, kuid tema oskab.

§ 83. Modaal- ja abiverbid, vastandina muudele verbidele, moodustavad küsiva vormi ilma verbi *do* abita.

0	I	II	III	IV
Can	you	bring	the book	tomorrow?
Saate	teie	tuua	raamatu	homme?
May	he	come	—	on Sunday?
Võib	ta	tulla	—	pühapäeval?
Must	I	go	—	there at once?
Pean	ma	minema	—	sinna kohe?
Ought	I	to go	—	there?
Peaksin	ma	minema	—	sinna?
Need	he	meet	you	at the station?
Tarvitseb	ta	kohata	teid	jaamas?

§ 84. Eitavas vormis eitus *not* järgneb vahetult modaalverbidele *can, may, must, ought, need* (verb *can* liitub eitusega *not* üheks sõnaks):

He *cannot* come back so soon. Ta ei saa tulla (ei ole võimeline tulema) tagasi nii ruttu.

He *may not* be there. Teda võib-olla ei ole seal.
He *must not* smoke here. Ta ei tohi suitsetada siin.
He *ought not* to go. Ta ei peaks minema.
He *need not* bring the book. Ta ei tarvitse tuua raamatut.

Küsiv-eitavais lauseis verbid *can, may, must, ought, need* asetsevad aluse ees, eitus *not* aga aluse järel:

Can he *not* speak slowly? Kas ta ei saa rääkida aeglaselt?
Need we *not* take the tram? Kas meil ei tarvitse sõita trammiga?

§ 85. Kõnekeeles verbid *can, may, must, ought, need* liituvad üheks sõnaks järgneva eitusega *not* (nagu abiverbidki):

cannot	= can't	may not	= mayn't	ought not	= oughtn't
could not	= couldn't	must not	= mustn't	need not	= needn't

You *mustn't* go near that dog, it bites.
Te ei pea minema (ärge minge) selle koera lähedale, ta hammustab.
You *needn't* run, you won't be late.
Te ei tarvitse joosta, te ei hiline.

§ 86. Nagu abiverbidki esinevad modaalverbid *can, may, must, need* jaatavates ja eitavates lühivastustes koos vastavate isikuliste asesõnadega:

Questions.	Answers.	
Can you come tomorrow?	Yes, *I can.*	No, *I can't.*
Kas te saate tulla homme?	Jah, saan.	Ei saa.
May I smoke here?	Yes, *you may.*	No, *you can't.*
Tohib siin suitsetada?	Jah, tohib.	Ei tohi.
May I go and play?	Yes, *you may.*	No, *you mustn't* (do your work first).
Kas ma tohin minna mängima?	Jah, tohid.	Ei tohi.
Must I come back here?	Yes, *you must.*	No, *you needn't.*
Kas ma pean tulema tagasi siia?	Jah, pead.	Ei pea (Ei tarvitse).
Need I go there at once?	Yes, *you must.*	No, *you needn't.*
On mul vaja sinna kohe minna?	Jah, on.	Ei ole.

Märkusi. 1. Jaatav vastus küsimusele verbiga *may* on ka *may*, kuid eitavas vastuses on *can't* või *mustn't* — *ei tohi*.

2. Jaatav vastus küsimusele verbiga *must* on ka *must*, kuid eitav vastus on *needn't*.

3. Jaatav vastus küsimusele verbiga *need* on *must*, eitav vastus — *needn't*.

INFINITIIV JA PARTITSIIBID
(INFINITIVE AND PARTICIPLES.)

§ 87. Verbi mitte-pöördelised vormid — infinitiiv ja partitsiibid (tegevusnimi ja kesksõnad) — aitavad koos abiverbidega (auxiliary verbs) moodustada kõiki liitaegu.

Infinitiiv (Infinitive).

§ 88. Infinitiiv koos abiverbi *do* vastavate vormidega — *do, does, did* — aitab moodustada:

(1) Oleviku ja mineviku küsivat ja eitavat vormi:

Do you *mean* the man with a cloak on his shoulders?
Kas te mõtlete meest mantliga õlgadel?
He *did not hear* any noise.
Ta ei kuulnud mingit müra.

(2) Käskiva kõneviisi (Imperative) eitavat vormi:

Don't be late, I can't wait for you.
Ärge hilinege, ma ei saa oodata teid!

(3) Koos abiverbidega *shall* ja *will* aitab infinitiiv moodustada tulevikku (Future Tense):

It *will be* cold and wet in the forest.
Metsas on külm ja märg (tulevikus).
I *shall explain* it to you.
Ma seletan selle teile.

(4) Koos abiverbidega *should* ja *would* aitab infinitiiv moodustada kaudset tulevikku (Future in the Past):

He thought that he *would spend* the summer near the sea.
Ta mõtles, et veedab suve mere lähedal.
We knew that we *should see* him very soon.
Me teadsime, et näeme teda õige pea.

§ 89. Infinitiiv moodustab koos vastavate abiverbidega *do, does, did; shall, should; will, would* verbi pöördelisi muuteid, mis ka eesti keelde tõlgitakse pöördeliste muudetega:

(At) what time *does* he *get up?* Mis kella ajal ta tõuseb üles?
I *don't like* coffee, I like tea. Ma ei armasta kohvi, ma armastan teed.
I *shall try* first. Ma katsetan esimesena.

§ 90. Infinitiiv mitte ainult ei aita moodustada liitaegu, vaid esineb ka iseseisvalt ning tõlgitakse sel juhul eesti keelde infinitiiviga:

I decided *to go* at once.
Ma otsustasin minna otsekohe.
Mother promised *to take* me to the cinema.
Ema lubas viia mind kinno.
We must always *do* our duty.
Me peame alati täitma oma kohust.

Kuid mõnel juhul ei kõla infinitiiv eesti keeles loomulikult ning tõlkimisel tuleb leida mõni teine vorm:

They were surprised *to see* me so early.
Nad olid üllatatud nähes mind nii vara.

§ 91. Kui põhiverb asetseb abiverbide *do, does, did; shall, should; will, would* järel, siis seisab ta ilma partiklita *to:*

He *would like* to explain everything to you.
Ta tahaks seletada teile kõik.
He *will not go* there at once.
Ta ei lähe sinna kohe.

Ka modaalverbide *can, could; may, might; must; need* (*not*) järel seisab infinitiiv ilma partiklita *to:*

You *may read* this letter.
Te võite lugeda seda kirja.
They *needn't copy* the dictation.
Nad ei tarvitse ümber kirjutada etteütlust.

Kui aga infinitiiv järgneb teisele põhiverbile, siis seisab ta ees partikkel *to:*

Henry *asked* Mary *to play* some more Tchaikovsky.
Henry palus Mary't mängida veel midagi Tšaikovskist.
She *wants to speak* to him when he comes home.
Ta tahab rääkida temaga, kui ta tuleb koju.

§ 92. Et vältida infinitiivi kordamist, võib partikkel *to* seista ilma infinitiivita:

Let them *learn* this poem by heart if they want *to* (learn it).
Õppigu nad see luuletus pähe, kui nad tahavad.

Would you like to *sing* this song? Yes, we should like *to*.
Kas te tahaksite laulda seda laulu? Jah, tahaksime.

§ 93. Eitus *not*, nagu tavaliselt eesti keeleski, asetseb infinitiivi ees:

Father asked me *not to be* late.
Isa palus mind mitte hilineda.

I promised *not to be* angry with her.
Ma lubasin mitte pahandada temaga.

Partitsiibid (Participles).

§ 94. Oleviku ja mineviku partitsiibid (kesksõnad), nagu infinitiivgi, aitavad moodustada liitaegu.

Oleviku partitsiip (Present Participle) koos vastavate abiverbi *be* vormidega — *am, is, are, was, were* — aitab moodustada kõiki kestvaid vorme:

She *is reading* a very interesting book.
Ta loeb väga huvitavat raamatut.

He *was smiling* at me all the time.
Ta naeratas mulle kogu aja.

§ 95. (1) Mineviku partitsiip (Past Participle) koos abiverbi *have* vastavate vormidega — *have, has, had* — aitab moodustada kõiki perfektiivseid aegu (Perfect Tenses):

I *have* never *heard* of him. Ma ei ole kunagi kuulnud temast.

He *had finished* his work by that time.
Ta oli lõpetanud töö seks ajaks.

(2) Mineviku partitsiip koos abiverbi *be* vormidega — *am, is, are, was, were* — aitab moodustada kõiki passiivi aegu (Passive Voice):

He *is known* by everybody.
Teda tuntakse igaühe poolt.

He *was invited* to dinner by his friend.
Ta oli kutsutud lõunale oma sõbra poolt.

§ 96. Koos abiverbide vastavate vormidega moodustavad partitsiibid pöördelisi muuteid, mis ka eesti keelde tõlgitakse pöördeliste muudetega:

Verb *be* + *-ing* (Present Participle) = Continuous Tenses.

Mary *is waiting* for me. Mary ootab mind.
He *was writing* an exercise, when I rang him up.
Ta kirjutas harjutust, kui ma helistasin talle.

Verb *have* + Past Participle = Perfect Tenses.

He *has learned* this poem by heart.
Ta on õppinud selle luuletuse pähe.

Verb *be* + Past Participle = Tenses in the Passive Voice.

First the text *is translated.*
Esiteks tõlgitakse tekst.
The letter *was received* only yesterday.
Kiri saadi alles eile.

§ 97. Partitsiibid mitte ainult ei aita moodustada liitaegu, vaid esinevad ka iseseisvalt, kusjuures nad tõlgitakse eesti keelde samuti partitsiipidega.

Niihästi oleviku kui ka mineviku partitsiibid võivad omadussõnaliste partitsiipidena (participial adjectives) olla nimisõna täiendiks (attribute):

Look at the baby, look at its *smiling* face!
Vaadake last, vaadake ta naeratavat nägu!
They used *dried* mud for the walls.
Nad kasutasid kuivatatud savi seinte jaoks.

Peale selle võib mineviku partitsiip olla lause predikatiiviks (öeldistäiteks — predicative):

The wolf *was dressed* in sheep's clothing.
Hunt oli riietatud lamba nahasse.
She was *surprised* when she heard that.
Ta oli üllatatud, kui ta kuulis seda.

§ 98. Nii oleviku kui ka mineviku partitsiibid esinevad ka eraldatud täienditena, mis asendavad täiendlauseid. Eesti keelde tõlgitakse nad partitsiipidega:

Ask the little boy *who is sitting* beside him.
Ask the little boy *sitting* beside him.
Küsige tema kõrval istuvalt poisikeselt.

Show me a story *which was translated* by your son.
Show me a story *translated* by your son.
Näidake mulle teie poja poolt tõlgitud jutustust.

§ **99.** Oleviku partitsiip võib olla eraldatud määrus, mis asendab pöördelisi muuteid liitlauseis, lauserinnas ja lausepõimis. Neil juhtudel tõlgitakse oleviku partitsiip eesti keelde enamasti des-gerundiiviga (da-tegevusnime seesütlevaga):

He *was smiling* as he came forward.
He came forward *smiling*.
Ta tuli naeratades ettepoole.
Coming back from the kitchen ...
Tulles köögist tagasi ...

Gerundium (Gerund).

§ **100.** Gerundiumil on sama lõpp (*-ing*) nagu oleviku partitsiibil, kuid tähenduselt ta erineb temast.

Oleviku partitsiibile on omased verbi ja omadussõna tunnused:

reading — lugedes, lugev
the *shining* buttons — läikivad nööbid

Gerundium aga omab verbi ja nimisõna tunnuseid. Lauses ta võib olla a l u s e k s või s i h i t i s e k s. Eesti keelde tõlgitakse gerundium kas teonimega või infinitiiviga:

Reading is useful. Lugemine on kasulik.
I like *reading*. Ma armastan lugeda.
He is fond of *fishing*. Ta armastab kalastada.
She thinks of *going* there tomorrow.
Ta mõtleb sõita sinna homme.
He liked my plan of *spending* the summer in the country.
Talle meeldis mu plaan veeta suvi maal.
She stopped *writing* when she saw me.
Ta lakkas kirjutamast, kui ta nägi mind.
Instead of *going* to the theatre, he went to the cinema.
Selle asemel et minna teatrisse, ta läks kinno.

§ **101.** Kui gerundiumi ees on eessõna *by*, siis tõlgitakse gerundium eesti keelde des-gerundiiviga, kui aga eessõna *without*, siis ma-tegevusnime ilmaütleva käändega:

I helped Mother *by washing* the dishes.
Ma aitasin ema, pestes sööginõud puhtaks.
She hid her money *by putting* it into her shoe.
Ta peitis raha, pannes selle kinga sisse.

They passed me *without recognizing* me.
Nad möödusid minust, mind ära tundmata.

He walked very quickly *without stopping* to rest.
Ta käis väga kiiresti, peatumata puhkamiseks.

§ 102. Oleviku partitsiipi ja gerundiumi nimetatakse *-ing*-vormideks. *ing*-vormi funktsioonid on järgmised:

ing-vormi funktsioonid.

(1) Pöördelise verbi osis (kestev vorm)	He *is smiling.*	Ta naeratab.
(2) Omadussõnaline partitsiip	I like to look at her *smiling* face.	Ma armastan vaadata ta naeratavat nägu.
(3) Partitsiip	Look at that baby *smiling* at its sister!	Vaadake seda oma õele naeratavat beebit!
(4) Partitsiip (des-gerundiiv)	He came up to us *smiling.*	Ta lähenes meile naeratades.
(5) Gerundium	She did not stop *smiling.*	Ta ei lakanud naeratamast.

AJAD (TENSES).

§ 103. Välja arvatud kaks aega — olevik ja minevik — moodustatakse kõik ajad inglise keeles abiverbide abil koos mittepöördeliste vormidega — infinitiivi ja partitsiipidega.

Inglise keeles on verbil kindlas kõneviisis (Indicative Mood) neli aega: olevik (Present), minevik (Past), tulevik (Future) ja kaudne tulevik (Future in the Past).

Igal ajal on neli ajavormi (tenses): põhi-, kestev, perfektiivne ja kestev-perfektiivne (Perfect Continuous). Kokku on ajavorme 16:

Tenses in the Active Voice.
Indicative Mood.

Time / Tense	Present	Past	Future	Future in the Past
Primary	**Present** Tense Olevik	**Past** Tense Minevik	Future Tense Tulevik	Future Tense in the Past Kaudne tulevik
Continuous	Present Continuous Kestev olevik	Past Continuous Kestev minevik	Future Continuous Kestev tulevik	Future Continuous in the Past Kestev kaudne tulevik
Perfect	Present Perfect Eelolevik	Past Perfect Eelminevik	Future Perfect Eeltulevik	Future Perfect in the Past Kaudne eeltulevik
Perfect Continuous	Present Perfect Continuous Kestev eelolevik	Past Perfect Continuous Kestev eelminevik	Future Perfect Continuous Kestev eeltulevik	Future Perfect Continuous in the Past Kestev kaudne eeltulevik

Märkusi. 1. Tabelis on esile tõstetud kaks ajavormi, mis moodustatakse ilma abiverbideta.

2. Mitte kõik 16 ajavormi ei leia ühtlast kasutamist keeles. Eriti viimane, neljas rühm (Perfect Continuous), esineb tunduvalt harvemini kui ülejäänud ajavormid.

Põhiajad (Primary Tenses).

§ 104. Põhiaegadeks nimetatakse olevikku, minevikku ja tulevikku (Present, Past and Future).

Kaks põhiaega — olevik ja minevik — kujundatakse verbi algvormist, kolmas aga — tulevik — moodustatakse abiverbide *shall* ja *will* abil koos põhiverbi infinitiiviga.

Põhiajad.
(Primary Tenses.)

Present	Past	Future
I *write* many letters. Ma kirjutan palju kirju.	I *wrote* many letters. Ma kirjutasin palju kirju.	I *shall write* many letters. Ma kirjutan (tulevikus) palju kirju.

Present Tense.

§ 105. Olevik väljendab (1) alatiselt või tavaliselt asetleidvat tegevust ja (2) olevikus üksteisele järgnevaid tegevusi:

The sun *rises* in the East.
Päike tõuseb idast.

Peter *gets up* at seven o'clock. He *dresses* and *washes*. Then he *has* his breakfast and *goes* to school.
Peeter tõuseb kell 7. Ta riietub ja peseb end. Siis ta einestab ja läheb kooli.

The sun *begins to shine*. The man *feels hot* and he *takes off* his cloak.
Päike hakkab paistma. Mehel hakkab soe ning ta võtab mantli seljast.

§ 106. Olevikku tarvitatakse ka tuleviku asemel määruslauseis (mis vastavad küsimustele *in what case*?, *when*?, *how long*? — *missugusel juhul*?, *millal*? *kui kaua*?) alistavate sidesõnade *if, when — kui, before — enne kui, after — pärast seda kui, till — seni kui, as soon as — niipea kui* järel:

I shall speak to him *when* he *comes back*.
Ma räägin temaga, kui ta tuleb tagasi.
She will read the book *till* it *is* dark.
Ta loeb raamatut, kuni pimeneb.
If he *comes* to Tallinn, we shall see him.
Kui ta sõidab Tallinna, siis me näeme teda.
As soon as he *comes* home, give him this letter.
Niipea kui ta tuleb koju, andke talle see kiri.

Nagu näiteist selgub, on ainult pealause verb tulevikus, sidesõnadega *if, when* jne. algavais kõrvallauseis esineb aga tuleviku asemel olevik.

Past Tense.

§ **107.** Minevik väljendab tegevust või olukorda, mis leidis aset täiesti möödunud ajas, millel pole seost olevikuga. Minevikku tarvitatakse jutustamisel mineviku sündmustest:

I often *met* him last year. Ma kohtasin teda sageli möödunud aastal.

I *met* him an hour ago. Ma kohtasin teda tund aega tagasi.

Future Tense.

§ **108.** Tulevik väljendab tegevust või olukorda, mis leiab aset tulevikus:

I *shall meet* him this winter. Ma kohtan temaga talvel.
I *shall meet* him tomorrow. Ma kohtan temaga homme.

Passiivsed põhiajad.

§ **109.** Passiivseid põhiaegu omavad ainult t r a n s i t i i v s e d (sihilised) verbid, s. o. verbid, millel võib olla sihitis (object):

take — võtma, give — andma, receive — saama, translate — tõlkima, write — kirjutama, read — lugema jne.

Kõik passiivsed ajad moodustatakse abiverbi *be* abil koos põhiverbi mineviku partitsiibiga:

Active Voice.	**Passive Voice.**
I *receive* many letters.	Many letters *are received* (by me).
Ma saan palju kirju.	Palju kirju saadakse (minu poolt).

Kui muudame aktiivlause passiivlauseks, saab aktiivlause sihitis passiivlauses aluseks. Aktiivlause alus paigutatakse öeldise järele eessõnaga *by* (*by what*? — *mille poolt*? või *by whom*? — kelle poolt?). Aktiivlause asesõnaline alus jäetakse harilikult passiivis ära.

Active Voice.	**Passive Voice.**
Peter painted *this picture*.	*This picture* was painted *by* Peter.
Peeter maalis selle pildi.	See pilt maaliti Peetri poolt.
Who painted this picture?	*By whom* was this picture painted?
Kes maalis selle pildi?	Kelle poolt maaliti see pilt?

§ **110.** Oma tähenduselt ja tarvitamisviisilt vastavad passiivsed põhiajad aktiivsetele põhiaegadele. Eesti keelde tõlgitakse nad umbisikulise tegumoega.

Active Voice.	Passive Voice.
Present Tense.	
Ann translates *every text.*	*Every text* is translated *by Ann.*
Ann tõlgib iga teksti.	Iga tekst tõlgitakse Anne poolt.
Every child reads *these books.*	*These books* are read *by every child.*
Iga laps loeb neid raamatuid.	Neid raamatuid loetakse iga lapse poolt.
Past Tense.	
We built *many new roads* last year.	*Many new roads* were built *(by us)* last year.
Me ehitasime palju uusi teid möödunud aastal.	Möödunud aastal ehitati (meie poolt) palju uusi teid.
They finished *their work* very soon.	*Their work* was finished *(by them)* very soon.
Nad lõpetasid (oma) töö väga kiiresti.	Töö lõpetati (nende poolt) väga kiiresti.
Future Tense.	
We shall build *many new roads* next year.	*Many new roads* will be built *(by us)* next year.
Me ehitame palju uusi teid tuleval aastal.	Tuleval aastal ehitatakse (meie poolt) palju uusi teid.
We shall invent *new ways of travelling.*	*New ways of travelling* will be invented *(by us).*
Me leiutame uusi liiklemisviise.	(Meie poolt) leiutatakse uusi liiklemisviise.

§ 111. Passiiv on inglise keeles palju enam levinud kui eesti keeles:

He *was laughed at* by everybody. Kõik naersid teda.
The grass *has been dried* by the sun. Päike on kuivatanud rohu.

§ 112. Infinitiivi vormi kasutatakse passiivis väga sageli ka modaalverbide *can, may, must, ought, need* järel:

These goods *can be carried* in a cart.
Neid kaupu võib vedada veovankriga.
This text *must be translated* very well.
Seda teksti peab tõlkima väga hästi.

Continuous Tenses.

§ 113. Kestev aeg (Continuous Tense) väljendab kestvat tegevust või olukorda, s. o. tegevust või olukorda, mis algas enne antud momenti olevikus, minevikus või tulevikus ning mis kestab pidevalt edasi antud momendil.

Kestvad ajad moodustatakse abiverbi *be* vastavate aegade abil koos põhiverbi *oleviku partitsiibiga.*

Continuous Tenses.

Present Continuous Tense	Past Continuous Tense	Future Continuous Tense
I *am writing* a letter (now). Ma kirjutan kirja (praegu).	(1) I *was writing* a letter at that time. Sel ajal ma kirjutasin kirja. (2) I *was writing* a letter when she came back. Ma kirjutasin (parajasti) kirja, kui ta tuli tagasi. (3) I *was writing* a letter from 3 till 3.30. Ma kirjutasin kirja kella 3—3.30.	(1) I *shall be writing* a letter at that time. Sel ajal ma kirjutan kirja (tulevik.). (2) I *shall still be writing* my letter when she comes back. Ma kirjutan (ikka veel) kirja, kui ta tuleb tagasi. (3) I *shall be writing* a letter from 3 till 3.30. Ma kirjutan kirja kella 3—3.30 (tulevikus).

Märkus. Nagu tabelist nähtub, sarnaneb kestva mineviku ja kestva tuleviku tarvitamine.

Present Continuous Tense.

§ 114. Kestev olevik (Present Continuous Tense) väljendab üldreeglina tegevust kui protsessi, mis kestab kõnemomendil, s. o. praegu.

Present Tense.	Present Continuous Tense.
I *go* to school.	I *am going* to school.
Ma käin koolis (üldse).	Ma lähen kooli (praegu, olen minemas).

§ **115.** Infinitiivi *be going* kestev vorm (koos mõne muu verbi infinitiiviga) tähendab k a v a t s e m a (midagi tegema hakata):

I *am going* to write a letter. Ma kavatsen hakata kirjutama kirja.
I *was going* to have breakfast when somebody rang the bell. Ma kavatsesin hakata einestama, kui keegi helistas kella.

§ **116.** Kestvat olevikku tarvitatakse ka tuleviku asemel:

What *are* you *doing* tomorrow?
Mis sa teed homme?
I *am going* to Moscow tonight.
Ma sõidan Moskvasse täna õhtul.

Past Continuous Tense.

§ **117.** Kestev minevik (Past Continuous Tense) väljendab tegevust kui protsessi, mis kulges minevikus antud momendil või möödunud ajavahemikus:

(1) The child *was sleeping* at that time.
Laps magas sel ajal.

(2) The child *was sleeping* when I came back.
Laps magas, kui ma tagasi tulin.

(3) The child *was sleeping* from one till three o'clock.
Laps magas kella ühest kolmeni.

Future Continuous Tense.

§ **118.** Kestev tulevik (Future Continuous Tense) väljendab pidevat tegevust või olukorda, mis kestab antud tulevikumomendil või mis toimub tulevikus teatud ajavahemikus.

(1) The child *will be sleeping* at that time.
Laps magab (tulevikus) sel ajal.

(2) The child *will still be sleeping* when I come back.
Laps magab veel, kui ma tulen tagasi (tulevikus).

(3) The child *will be sleeping* from one till three o'clock.
Laps magab (tulevikus) kella ühest kella kolmeni.

Märkus. The child will be sleeping when I *come back* — kõrvallauses on tuleviku asemel olevik (vt. § 106).

Verbs with No Continuous Tenses.

§ 119. Järgmised, peamiselt meeltetegevust ja tundmust väljendavad verbid ei oma kestvaid aegu:

see — nägema	be — olema
hear — kuulma	have — omama
feel — tundma	need — vajama
know — teadma	like — armastama, sallima
love — armastama	fear — kartma
hate — vihkama	believe — uskuma
mean — tähendama	recognize — ära tundma
seem — näima	understand — mõistma

Need verbid tähendavad juba iseenesest teatud perioodiga piiratud kestvat tegevust, nagu see on iseloomulik kestvatele aegadele.

Present Continuous Tense.	Present Tense.
He *is looking* at the sky.	He *sees* the sky.
Ta vaatab taevast.	Ta näeb taevast.
We *are listening* to the music.	We *hear* a noise.
Me kuulame muusikat.	Me kuuleme müra.

Perfektiivsed ajad (Perfect Tenses).

§ 120. Perfektiivsed ajad (Perfect Tenses) väljendavad tegevust või olukorda, mis on lõpule viidud teatud momendiks või alustatud enne teatavat momenti olevikus, minevikus või tulevikus. Põhiaegade suhtes neid võib nimetada eelaegadeks.

Perfektiivsed ajad moodustatakse abiverbi *have* vastavate aegade abil koos põhiverbi mineviku partitsiibiga:

Perfect Tenses.

Present Perfect Tense Eelolevik	Past Perfect Tense Eelminevik	Future Perfect Tense Eeltulevik
I *have written* a letter. Ma olen kirjutanud kirja.	(1) I *had written* a letter by that time. Ma olin kirjutanud kirja valmis seks ajaks. (2) I *had written* a letter when she came back. Ma olin kirjutanud kirja valmis, kui ta tuli tagasi.	(1) I *shall have written* a letter by that time. Ma olen kirjutanud kirja valmis seks ajaks (tulevikus). (2) I *shall have written* a letter when she comes back. Ma olen kirjutanud kirja valmis, kui ta tuleb tagasi (tulevikus).

Märkus: I shall have written a letter when she *comes back* — kõrvallauses on siin tuleviku asemel olevik (§ 126 kohaselt).

Present Perfect Tense (Eelolevik).
(Perfektiivne olevik.)

§ 121. Present Perfect Tense väljendab olevikule eelnevat tegevust või olukorda, mis on seotud olevikuga: 1) ajaühiku edasikestmisega, 2) tegevuse edasikestmisega, 3) tagajärgedega. Eelolevikku ei tarvitata selgelt väljendatud mineviku ajaühikuga.

Näiteid: 1. You *have made* the same mistake twice *today* (tegevus on lõppenud, ajaühik kestab).

2. He *has lived* in this village all his life (tegevus kestab, s. o. ta elab praegu edasi samas külas).

3. I *have opened* the door for you (tagajärg on olemas, s. o. uks on lahti).

I *have finished* my work (= töö on lõpetatud).

§ 122. Laused *I received a letter yesterday* (Past Tense) ja *I have received a letter* (Present Perfect Tense) võib tõlkida eesti keelde ühtemoodi:

Ma sain kirja eile.
Ma sain kirja.

Esimeses lauses toimub tegevus m i n e v i k u s ning tegevuse aja määrab ära sõna *eile*, mis eraldab tegevuse käesolevast momendist.

Teises lauses ulatuvad tegevuse tagajärjed o l e v i k k u. Selles lauses ei ole näidatud, millal tegevus toimus, ning see ongi iseloomulik Present Perfect Tense ajavormile.

§ 123. Minevikus lõpetatud tegevusele, millel ei ole seost olevikuga, vihjavad tavaliselt minevikku tähendavad sõnad:

yesterday — eile
last week — möödunud nädalal
last summer — möödunud suvel
at that time — sel (tol) ajal
two days (hours) ago — kaks päeva (tundi) tagasi
on Tuesday — teisipäeval
in the year 1940 — 1940. aastal

Nende kindlat aega tähistavate sõnadega tarvitatakse ajavormi Past Tense; samuti tarvitatakse ajavormi Past Tense küsimustes, mis algavad küsisõnaga *when*?.

When did you *come back* to Tallinn?
Millal te tulite tagasi Tallinna?

§ 124. Present Perfect Tense (eelolevikku) tarvitatakse neil juhtudel, (1) kui tegevuse aega üldse e i m a i n i t a, (2) kui tegevuse aeg on u m b m ä ä r a n e, tegevuse tagajärjed ulatuvad aga olevikku. Sellepärast tarvitatakse mainitud ajavormi eriti seoses aega täpselt mitte määravate määrsõnadega (adverbs of indefinite time):

ever — kunagi
never — mitte kunagi
often — sageli
always — alati
already — juba
just — äsja

She *has seen* this film.
Have you *ever been* to Leningrad?
Ta on näinud seda filmi.
Kas te olete kunagi käinud Leningradis?

(3) kui tegevuse aeg on väljendatud oleviku ajaühikuga, nagu:

today — täna
this week — sel nädalal
this month — sel kuul
this winter — sel talvel

We *have worked* hard *this week*.
Me oleme töötanud kõvasti sel nädalal.

They *have had* a good rest *today*.
Täna on nad hästi puhanud.

Past Perfect Tense (Eelminevik).

§ 125. Eelminevik (Past Perfect Tense) väljendab, et tegevus või olukord eelnes (1) teatud momendile või (2) teisele tegevusele minevikus:

I *had done* my exercise *by that time (by 6 o'clock).*
Ma olin teinud oma harjutuse valmis seks ajaks (kella 6-ks).
I bought a new red pencil because I *had lost* my old one.
Ma ostsin uue punase pliiatsi, sest ma olin kaotanud vana.
I *had been* ill a long time before I was taken home.
Olin juba kaua aega haige, enne kui mind viidi koju.

Põimlauseis tarvitatakse kahe minevikusündmuse puhul selle tegevuse jaoks, mis toimus enne, eelminevikku (Past Perfect Tense), hilisema jaoks aga — lihtminevikku (Past Tense):

He *knew* that Soviet soldiers *had mined* that field.
Ta teadis, et Nõukogude sõdurid olid mineerinud selle põllu.

Future Perfect Tense (Eeltulevik).
(Perfektiivne tulevik.)

§ 126. Future Perfect Tense väljendab tegevust või olukorda, mis eelneb (1) teatud momendile või (2) teisele tegevusele tulevikus:

I *shall have done* my exercise *by that time (by 6 o'clock).*
Ma olen (kindlasti juba) teinud valmis oma harjutuse seks ajaks (kella kuueks).

I *shall have had* my dinner *before* he *comes* back.
Ma olen (juba) lõunastanud, enne kui ta tagasi tuleb.

Sidesõnadega *if, when, before* jne. algavais määruslauseis on verb tuleviku asemel olevikus.

AEGADE TARVITAMINE KÕRVALLAUSES.

AEGADE JÄRJESTUS.

(THE SEQUENCE OF TENSES.)

§ 127. Inglise keeles peetakse rangelt kinni aegade tarvitamise reeglеist kõrvallauseis. Need reeglid on järgmised.

§ 128. (1) Kui pealause verb on olevikus või tulevikus, siis võib kõrvallause verb olla igas ajas, vastavalt lause mõttele.

I *know* that she *is* there. Ma tean, et ta on seal.
I *know* that she *was* there. Ma tean, et ta oli seal.

I *know* that she *will be* there. Ma tean, et ta on seal (tulevikus).
I *shall find out* whether she *is* there. Ma teen kindlaks, kas ta on seal.
I *shall find out* whether she *was* there. Ma teen kindlaks, kas ta oli seal.
I *shall find out* whether she *will be* there. Ma teen kindlaks, kas ta on seal (tulevikus).

§ 129. Kui pealause verb on lihtminevikus, siis peab sihitis- või määruslause verb olema ühes minevikuaegadest (Past Tense või Past Continuous) vastavalt tähendusele:

I *knew* that she *was* there. Ma teadsin, et ta on seal.
I *knew* that it *was raining*. Ma teadsin, et sajab vihma.

Eesti keeles on niisugusel juhul kõrvallause verb olevikus (kui pea- ja kõrvallause tegevused on üheaegsed).

§ 130. Kui kõrvallause verb väljendab tegevust või olukorda, mis toimus enne pealause tegevust, siis on ta eelminevikus (Past Perfect Tense).

I *knew* that she *had been* there.
Ma teadsin, et ta oli olnud seal.
He *thought* that I *had done* my lessons.
Ta arvas, et ma olin õppinud oma ülesanded.

§ 131. Kui pealause on minevikus, ei või kõrvallauses esineda olevik ega otsene tulevik. Eesti keeles võib ütelda:

Ta *teadis*, et ma *tulen* homme.

Neil juhtudel, kui tuleviku sündmustest räägitakse mineviku lähtekohalt, tarvitatakse inglise keeles kaudset tulevikku (Future in the Past).

See ajavorm moodustatakse abiverbidest *should* (1. pöörde jaoks) ja *would* (2. ja 3. pöörde jaoks) koos põhiverbi infinitiiviga:

She *knew* that I *should come* tomorrow.
Ta teadis, et ma tulen homme.
I *thought* that he *would wait* for me.
Ma arvasin, et ta ootab mind.

OTSENE JA KAUDNE KÕNE.
(DIRECT AND INDIRECT SPEECH.)

§ 132. Aegade tarvitamise reegleid on väga oluline tunda võõra kõneluse edasiandmisel, s. o. kaudses kõnes, kui see toimub minevikuvormis.

§ **133.** Kui otsese kõne saatelauses esineb verb *say* — *ütlema, rääkima* oleviku- või tulevikuvormis, siis vastab kaudses kõnes ingliskeelne väljendusviis eestikeelsele jutustavais lauseis (statements), käsk- ja soovlauseis (orders and requests):

Direct Speech.	Indirect Speech.
Statements.	
He *says, "I am* a pioneer."	He *says* (that) *he is* a pioneer.
Ta ütleb: „Ma olen pioneer."	Ta ütleb, et ta on pioneer.
He *says, "I shall be* an airman."	He *says* (that) *he will be* an airman.
Ta ütleb: „Minust saab lendur."	Ta ütleb, et temast saab lendur.
He *says, "I was* there on Monday."	He *says* (that) *he was* there on Monday.
Ta ütleb: „Ma olin seal esmaspäeval."	Ta ütleb, et ta oli seal esmaspäeval.

M ä r k u s i. 1. Sidesõna *that* — *et* jääb kaudses kõnes tavaliselt ära.

2. Kirjavahemärkide tarvitamine on erinev inglise keeles: sidesõna *that* — *et* ees·ei seisa koma; otsese kõne algul seisavad jutumärgid ülal.

Direct Speech.	Indirect Speech.
Orders and Requests.	
The teacher *says to us, "Open* your books."	The teacher *tells us to open* our books.
Õpetaja ütleb meile: „Avage raamatud!"	Õpetaja käsib meid avada raamatud.
He *will say to us,* "Open your books."	He *will ask us to open* our books.
Ta ütleb meile (tulevikus): „Avage raamatud!"	Ta palub meid (tulevikus) avada raamatud.
Mother *says to us, "Don't be* late."	Mother *asks us not to be* late.
Ema ütleb meile: „Ärge hilinege."	Ema palub meid mitte hilineda.

M ä r k u s i. 1. Kui verbi *say* järel on sihitis (nimi- või asesõna), siis asendab kaudses kõnes verbi *say* verb *tell* — *ütlema, rääkima, teatama, käskima,* kusjuures verbi *say* järel on sihitise ees partikkel *to,* verbi *tell* järel mitte:

He says *to* us = he tells us.

2. Nagu eesti keeleski, asendub käsk- ja soovlauseis kaudses kõnes käskiv kõneviis infinitiiviga, verbi *say* asemel esinevad aga verbid *tell — käskima* või *ask — paluma.*

3. Eitavas vormis on eitus *not* infinitiivi ees.

§ 134. Kaudseid küsimusi, mis algavad küsiva sõnaga (interrogative word), nimetatakse e r i k ü s i m u s t e k s (special questions). Otsene küsimus muutub kaudses kõnes kõrvallauseks, milles sõnade järjekord on sama mis jutustavas lauses, s. o. alus asetseb öeldise ees.

Direct Speech.	Indirect Speech.
Special Questions.	
She *says to me,* "Where *have you* been?"	She *asks me* where *I have* been.
Ta ütleb mulle: „Kus sa olid?"	Ta küsib minult, kus ma olin.
She *says,* "Why *are you* here?"	She *asks* why *I am* here.
Ta ütleb: „Miks sa oled siin?"	Ta küsib, miks ma olen siin.

§ 135. Küsimusi ilma küsiva sõnata nimetatakse ü l d küsimusteks (general questions). Kaudses kõnes algavad nad sidesõnadega *whether* ja *if.*

Direct Speech.	Indirect Speech.
General Questions.	
He asks me, *"Have you* been there?"	He asks me *whether (if) I have* been there.
Ta küsib minult: „Kas sa oled olnud (käinud) seal?"	Ta küsib minult, kas ma olen olnud (käinud) seal.
She says, *"Do you* speak English?"	She asks *whether (if) I speak* English.
Ta ütleb: „Kas te räägite inglise keelt?"	Ta küsib, kas ma räägin inglise keelt.

Ka üldküsimustes on kaudses kõnes sõnade järjekord sama mis jutustavais lauseis.

§ 136. Kui verb *say* pealauses on minevikus, siis rakendatakse kõrvallauses a e g a d e t a r v i t a m i s e r e e g l e i d.

§ 137. Kui pealause verb on minevikus, siis peab kõrvallause verb olema samuti minevikus (Past Tense või Past Continuous Tense), aga mitte olevikus, nagu see esineb eesti ja vene keeles.

Direct Speech.	Indirect Speech.
Statements.	
He *said* to me, "I *play* the piano."	He *told* me (that) he *played* the piano.
Ta ütles mulle: „Ma mängin klaverit."	Ta ütles mulle, et ta mängib klaverit.
She *said*, "Olga *is writing* a letter."	She *said* (that) Olga *was writing* a letter.
Ta ütles: „Olga kirjutab kirja."	Ta ütles, et Olga kirjutab kirja.

§ **138**. Kui otseses kõnes räägitakse kõnemomendile eelnevast tegevusest või olukorrast, siis esineb kaudses kõnes eelminevik (Past Perfect Tense):

Direct Speech.	Indirect Speech.
She said, "I *bought* this book *yesterday*."	She said (that) she *had bought* that book *the day before*.
Ta ütles: „Ma ostsin selle raamatu eile."	Ta ütles, et ta ostis selle raamatu eile (eelmisel päeval).
He said, "I *have brought* the book."	He said (that) he *had brought* the book.
Ta ütles: „Ma tõin raamatu."	Ta ütles, et ta tõi raamatu.

§ **139**. Kui otseses kõnes on pealause minevikus, kõrvallauses aga räägitakse tegevusest või olukorrast, mis toimub tulevikus, siis tarvitatakse kaudse kõne kõrvallauses k a u d s e t t u l e v i k k u (Future in the Past):

Direct Speech.	Indirect Speech.
I said to him, "I *shall learn* this poem by heart."	I told him (that) I *should learn* this poem by heart.
Ma ütlesin talle: „Ma õpin selle luuletuse pähe."	Ma ütlesin talle, et ma õpin selle luuletuse pähe.

§ **140**. Käsk- ja soovlausete edasiandmisel kaudses kõnes tuleb imperatiivi asemele infinitiiv (vt. § 133):

Direct Speech.	Indirect Speech.
Orders and Requests.	
He said to me, "*Read* slowly."	He told me *to read* slowly.
Ta ütles mulle: „Loe aeglaselt!"	Ta käskis mind lugeda aeglaselt.
She said to him, "*Sit down*, please."	She asked him *to sit down.*
Ta ütles temale: „Istuge, palun."	Ta palus teda istuda.
She said to me, "*Don't be* late."	She asked me *not to be* late.
Ta ütles mulle: „Ärge hilinege!"	Ta palus mind mitte hilineda.

§ **141.** Eri- ja üldküsimuste edasiandmisel on samuti kehtiv aegade tarvitamise reegel, nagu jutustavate lausete puhul:

Direct Speech.	Indirect Speech.
Questions.	
She asked me, "*Do you* play the violin?"	She asked me *whether I played* the violin.
Ta küsis minult: „Kas te mängite viiulit?"	Ta küsis minult, kas ma mängin viiulit.
She asked me, "*When shall you see* my sister?"	She asked me *when I should* see her sister.
Ta küsis minult: „Millal te näete mu õde?"	Ta küsis minult, millal ma näen ta õde.
He asked, "*When did you* come back?"	He asked *when I had come* back.
Ta küsis: „Millal te tulite tagasi?"	Ta küsis minult, millal ma tulin tagasi.
I asked her, "*Have you* been there?"	I asked her *whether she had* been there.
Ma küsisin temalt: „Kas te olete olnud (käinud) seal?"	Ma küsisin temalt, kas ta on olnud (käinud) seal.

§ **142.** Kaudses kõnes asendatakse (1) o l e v i k k u väljendavad sõnad m i n e v i k k u tähistavate väljenditega:

now	asemele	tuleb	**then**
nüüd	„	„	siis
yesterday	„	„	**the day before**
eile	„	„	eelmisel päeval
tomorrow	„	„	**the next day**
homme	„	„	järgmisel päeval
today	„	„	**that day**
täna	„	„	sel (tol) päeval

next year	asemele	tuleb	**the next year**
tuleval aastal	„	„	järgmisel aastal
two days ago	„	„	**two days before**
kaks päeva tagasi	„	„	kahe päeva eest (kaks päeva varem)

(2) l ä h e d a s i asju tähendavad sõnad asenduvad sõnadega, mis tähendavad k a u g e m a i d asju:

this	asemele	tuleb	**that**
see	„	„	too
these	„	„	**those**
need	„	„	nood
here	„	„	**there**
siin, siia	„	„	seal, sinna

NIMISÕNA (THE NOUN).

§ 143. Kaasaegses inglise keeles on nimisõnal säilinud ainult kaks lõppu.

NIMISÕNADE MITMUS (THE PLURAL OF NOUNS).

§ 144. Mitmuse lõpp **-(e)s** liitub nimisõna ainsusele (Singular):

Singular:	lamp(+s)	pen(+s)	potato(+es)	lady(+es)	dress(+es)	knife(+s)
Plural:	lamps	pens	potatoes	ladies	dresses	knives

(Vt. lugemisreegleid §§ 5—6, 16, 116, 142—144.)

Mõned nimisõnad, olles säilitanud ajaloolisi käänamissüsteemi vorme, moodustavad mitmuse erandlikult:

Singular:	child	ox	man	woman	foot	tooth	goose	mouse
Plural:	children	oxen	men	women	feet	teeth	geese	mice

M ä r k u s. Nimisõnad *sheep* ja *fish* ei oma mitmuse lõppu.

(Vt. sõnu *woman, women, goose, geese, mouse, mice* lugemisreeglite erandite nimistust.)

OMASTAV KÄÄNE (THE POSSESSIVE CASE).

§ 145. Omastava käände lõpp on **-'s** (apostroof + **s**) ainsuses ja **-'** (apostroof) mitmuses neil sõnadel, mille mitmuse lõpp on **-(e)s:**

Singular:	the girl's book	the boy's toy	the fox's tail [1])
Plural:	the girls' books	the boys' toys	the foxes' tails

[1]) **tail** — saba

§ **146.** Erandlikel nimisõnadel on mitmuses lõpp **-'s**, nagu ainsuseski:

Singular: the man's coat	the woman's dress	the goose's tail
Plural: the men's coats	the women's dresses	the geese's tails

§ **147.** Omastavat käänet tarvitatakse ainult **elusolendite** (animate objects) — inimeste ja loomade — kohta. **Elututе** esemete (inanimate objects) kohta seda ei tarvitata. Elusolendite vastandamine elututele esemetele on iseloomustav inglise keelele.

§ **148.** Omastava käändelõpu asemel võib nimisõna ees seista eessõna *of*:

the monkey's tail	the tail *of* the monkey
ahvi saba	ahvi saba

§ **149.** Peale omanduse võib omastava käändega väljendada ka **aega** ja **kaugust**. Eesti keeles vastab omastavale käändele sel juhul **ne**-lõpuline omadussõna:

today's newspaper — tänane ajaleht
yesterday's newspaper — eilne ajaleht
a five minutes' walk — viieminutiline jalutuskäik
three miles' distance — kolmemiiline kaugus

§ **150.** Juhul, kui elutuid esemeid isikustatakse, võib eessõna *of* asemel tarvitada omastavat käänet:

Whose victory was it? It was the *sun's* victory.

§ **151.** Elutuist esemeist rääkides tarvitatakse eessõna *of*:

the windows *of the room*	the legs *of the table*
toa aknad	laua jalad

EESTI KÄÄNETE VASTETEST INGLISE KEELES.
(ENGLISH EQUIVALENTS OF ESTONIAN CASE ENDINGS).

§ **152.** Suhteid sõnade vahel väljendavad eesti keeles käändelõpud, inglise keeles — **eessõnad** ja sõnade järjestus.

Kõige sagedamini esinevateks kääneteks inglise keeles on nominatiiv ja akusatiiv. **Nominatiiv** (the Nominative Case) on aluse ehk subjekti kääne. **Akusatiiv** (the Objective Case) on sihitise ehk objekti kääne.

Nominatiiv ja akusatiiv ei erine teineteisest, ainult a s e n d lauses eraldab nende funktsioone. Alus (nimetavas käändes) on esimesel kohal, otsene sihitis (nimetavas, omastavas või osastavas käändes) ja kaudne sihitis (alaleütlevas käändes) kolmandal kohal lauses.

Subject	Predicate	Object		Prepositional Object	Adverbials
		Indirect	Direct		
I	II	III		IV	
My sister Minu õde	gave andis	Ann Annele	a pencil pliiatsi	— —	yesterday eile

Kui kaudse sihitise ees on eessõna *to*, siis asetseb kaudne sihitis neljandal kohal:

Adverbials	Subject	Predicate	Object		Prepositional Object
			Indirect	Direct	
0	I	II	III		IV
Yesterday Eile	I ma	gave andsin	—	books raamatud	to all my pupils kõigile oma õpilastele

M ä r k u s. Ajamäärus on ainus liikuv lauseliige. Kuid temagi liikuvus on piiratud: neljanda koha asemel ta võib olla null-kohal aluse ees (jutustavais lauseis).

§ **153.** Muid eesti käändeid väljendatakse inglise keeles järgmiselt:

S i s s e ü t l e v a t käänet väljendatakse prepositsioonidega *into* ja *to*:

He fell *into* the pond.
Ta kukkus tiiki.
He did not go *to* school yesterday.
Ta ei läinud kooli eile.
I am going *to* the theatre tonight.
Ma lähen täna õhtul teatrisse.

Seesütlevat käänet väljendatakse prepositsioonidega *in* ja *at*:

The children are *in* the garden.
Lapsed on aias.
My sister is not *at* home today.
Mu õde ei ole kodus täna.

Seestütlevat käänet väljendatakse prepositsioonidega *from* ja *out of*:

At one o'clock the children came *from* school.
Kell üks tulid lapsed koolist.
Our sportsmen arrived *from* Moscow last Monday.
Meie sportlased saabusid Moskvast möödunud esmaspäeval.
Take your hands *out of* your pockets!
Võtke käed taskust!

§ 154. Alaleütlevat käänet väljendatakse prepositsioonidega *on, to* ja *into*:

I put the knife *on* the table.
Ma panin noa lauale.
Give the copy-book *to* your brother!
Anna vihik vennale!
The farmer went *into* the field.
Talunik läks põllule.

Alalütlevat käänet väljendatakse prepositsioonidega *on, at* ja *in*:

Sugar is *on* the table.
Suhkur on laual.
I met him *at* the meeting yesterday.
Ma kohtasin teda koosolekul eile.
In winter we get up at night.
Talvel me tõuseme üles öösel.

Alaltütlevat käänet väljendatakse prepositsioonidega *from* ja *off*:

I received a letter *from* my sister.
Ma sain kirja oma õelt.
Tom fell *off* the ladder.
Tom kukkus redelilt.

§ **155.** S a a v a t käänet väljendatakse prepositsioonidega *to, into* ja *for*:

To his surprise he found new houses there.
Oma üllatuseks leidis ta sealt uusi maju.
A caterpillar[1]) turns *into* a butterfly.
Tõuk muutub liblikaks.
The children took him *for* a sailor.
Lapsed pidasid teda meremeheks.

O l e v a t käänet väljendatakse sõnaga *as*:

My father serves *as* a clerk.
Mu isa töötab ametnikuna.

R a j a v a t käänet väljendatakse prepositsioonidega *till, as far as* ja (*from* —) *to*:

I shall wait *till* one o'clock.
Ma ootan kella üheni.
Go *as far as* the station, and then turn to the left.
Minge jaamani ja siis pöörduge vasakule.
Let us run *from* the house *to* that tree.
Jooskem maja juurest tolle puuni.

§ **156.** K a a s a ü t l e v a t käänet väljendatakse prepositsioonidega *with* ja *by*:

In winter the ground is covered *with* snow.
Talvel on maapind kaetud lumega.
I go to school *by* electric train.
Ma lähen kooli elektrirongiga.

Erinevus eessõnade *with* ja *by* vahel seisab selles, et põhiliselt *with* väljendab tööriista või -vahendit, kuna *by* väljendab tegutsevat isikut või tegutsevat jõudu:

I like to write *with a pen.*
Ma armastan kirjutada *sulega.*
This book was written *by Dickens.*
See raamat kirjutati *Dickensi poolt.*

I l m a ü t l e v a t käänet väljendatakse prepositsiooniga *without*:

Granny can't see well *without* glasses.
Vanaemake ei näe hästi prillideta.

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[1]) **caterpillar** ['kætəpilə] — tõuk

TÄIEND-NIMISÕNAD (NOUN-ATTRIBUTES).

§ 157. Nimisõna, mis seisab täiendina teise nimisõna ees, ei muutu (nagu omadussõnagi):

the *classroom* door — klassitoa uks
the *toy-shop* walls — mänguasjade-kaupluse seinad

Eesti keeles on need nimisõnad kas samuti täiendiks nimisõna ees või liitsõna esimeseks osaks (täiendsõnaks):

the *school* garden	the *factory* workers	*Victory* Day
kooliaed	vabrikutöölised	Võidupüha

§ 158. Selline nimisõnade tarvitamine omadussõnalise täiendina ilma igasuguse vormi muutuseta on väga levinenud inglise keeles ja põhjustab mitmeid raskusi inglise teksti tõlkimisel.

Ühe nimisõna ees võib olla mitu täiendit, kas ainult nimisõnalised või nimi- ja omadussõnalised:

My brother's ink pencil. Mu venna tindipliiats.
Southern England's white chalk hills.
The white chalk hills of Southern England.
Lõuna-Inglismaa valged kriidimäed.

ASESÕNA (PRONOUN).

§ 159. Ajaloolisest asesõnade käänamissüsteemist on kaasaegses inglise keeles säilinud ainult mõned grammatilised vormid.

ISIKULISED ASESÕNAD (PERSONAL PRONOUNS).

Nominatiiv ja akusatiiv.
(Nominative and Objective Cases.)

§ 160. Isikulistel asesõnadel on kaks käänet: nominatiiv, mis vastab küsimustele *who*?, *what*? — *kes*?, *mis*? — *I, he, she, it* jne., ja akusatiiv (otsese ja kaudse sihitise kääne), mis vastab küsimustele *whom*? — *keda*? *kellele*? — ja *what*? — *mida*? — *me, him, her, it, us, you, them.*

§ **161.** Isikulisi asesõnu eraldatakse *pöörde* ja *arvu* järgi:

Singular			Plural		
Person	Nominative Case	Objective Case	Person	Nominative Case	Objective Case
	Who? *What?*	*Whom?* *What?*		*Who?* *What?*	*Whom?* *What?*
1st Person	I	me	1st Person	we	us
2nd Person	—	—	2nd Person	you	you
3rd Person	he she it	him her it	3rd Person	they	them

Sugu (Gender).

§ **162.** Inglise keel ei erista nimisõnade juures g r a m m a t i l i s t sugu, s. o. nimisõnade mees-, nais- või asjasoosse kuuluvust näit. lõppude järgi, nagu vene keeles. Inglise keeles eristatakse l o o m u l i k k u sugu.

Mees- ja naissoost olenditel on inglise keeles eri nimetused, nagu eesti keeleski:

a man —	a woman	a boy —	a girl	a brother —	a sister
mees	naine	poiss	tüdruk	vend	õde

Kuid on nimisõnu, mis võivad tähendada nii meest kui ka naist:

a teacher (nii mees- kui ka naisõpetaja)
a friend (sõber, sõbratar)
a comrade (mees- või naisseltsimees)
a student (mees- kui ka naisüliõpilane)
a cousin (onupoeg, tädipoeg; onutütar, täditütar)

Ainult asesõnad *he* või *she* ja *his* või *her* näitavad, kas kõne on mehest või naisest.

The doctor is at home, but *she* doesn't receive.
Arst on kodus, kuid ta ei võta vastu.

Märkusi. 1. Nimisõna *baby — laps, beebi* võib tähendada nii poissi kui ka tütarlast. Vahetegemiseks tarvitatakse nimisõnu *boy* ja *girl:*

She has a *baby boy*. Tal on väike poiss.

2. Nimisõnu *boy* ja *girl* tarvitatakse vahetegemiseks ka nimisõna *friend — sõber* ees:

She is writing to her *girl friend.*
Ta kirjutab oma sõbratarile.

Asesõna *he — tema* asendab nimisõna, mis tähistab meessoost olendit, asesõna *she — tema* nimisõna, mis tähistab naissoost olendit.

Kõiki muid nimisõnu — elutuid esemeid tähistavaid asjasoost sõnu — asendab asesõna *it:*

The table was in the middle of the room. *It* was round.
Laud oli keset tuba. See oli ümmargune.
My pen is bad. *It* is very dirty.
Mu sulg on halb. See on väga must.

Märkus. Asesõna *it* asendab ka nimisõnu, mis tähistavad loomi, välja arvatud (1) need juhud, kui kõne on koduloomadest, kelle sugu on teada, ja (2) valmid ja muinasjutud, kuna neis loomad tähendavad inimesi.

OMASTAVAD ASESÕNAD (POSSESSIVE PRONOUNS).

§ 163. Omastavad asesõnad *my, his, her, its, our, your, their* väljendavad isikute (või asjade) omandust või kuuluvust ning on samas pöördes kui nimisõnad (või asesõnad), mille asemel nad esinevad:

I have a nice tie. *My* tie is red. *Minu* kaelaside on punane.
He has a dog. *His* dog is in the garden. *Tema* koer on aias.
They have no books. *Their* books are at home. *Nende* raamatud on kodus.

Selliseis lauseis *my, his, her, its, our, your, their* tõlgitakse *minu, sinu, tema, meie, teie, nende.* Sageli aga tõlgitakse mainitud asesõnad eesti keelde sõnaga *oma:*

I put *my* hat on the table. Ma panin *oma* kübara lauale.
They put on *their* caps. Nad panid pähe (oma) mütsid.

Asesõna *oma* võib eesti keeles ka ära jääda, kui mõte on niigi selge.

Kuid lauset "*The girl* gave me *her* book" võib tõlkida kahte moodi:

a) Tütarlaps andis mulle oma raamatu (s. o. raamatu, mis kuulus talle endale).

b) Tütarlaps andis mulle tema raamatu (s. o. raamatu, mis kuulus teisele tütarlapsele).

Determinatiivid ja absoluutsed asesõnad.
(Determinatives and Absolute Pronouns.)

§ 164. Inglise keelele on iseloomulik, et omastavad asesõnad esinevad kahel kujul. Omastavad asesõnad *my, his, her,* jne. on determinatiivid, s. o. nimisõna piiritlejad. Nad asetsevad nimisõna (või selle täiendi) ees ja vastavad küsimusele *whose*? — *kelle*?, olles täiendiks ja asendades määravat artiklit.

Teisel kujul — *mine, his, hers, ours, yours, theirs* — asendavad nad nimisõnu ja on puht-asesõnad (absolute pronouns). Nad võivad olla aluseks, sihitiseks või öeldistäiteks (predikatiiviks):

Take *my* pen, please. *Mine* is better than *yours*.
Võtke minu sulg, palun. Minu oma on parem kui teie oma.
This is *my* newspaper. This newspaper is *mine*.
See on minu ajaleht. See ajaleht on minu.
You have no pen. Take *mine*, please.
Teil ei ole sulge. Võtke minu oma, palun.

KÜSIVAD JA SIDUVAD ASESÕNAD.
(INTERROGATIVE AND RELATIVE PRONOUNS.)

§ 165. Küsivaid asesõnu on kolm: *what*? — *mis*?, *missugune*? elutute asjade jaoks, *who*? — *kes*? elusate olendite jaoks ja *which*? — *missugune*?, *milline*?, *kumb*? nii elusate kui ka elutute jaoks:

What can you see? Mida te näete?
What present did you receive? Missuguse kingituse te saite?
Who came into the room? Kes tuli tuppa?
Which of the boys is stronger, Leo or Peter?
Kumb poistest on tugevam, Leo või Peeter?
Which of these apples do you want?
Missugust nendest õuntest te tahate?

§ **166.** Küsivatest asesõnadest on ainult asesõnal *who*? omastav kääne: *whose*? — *kelle*? ja akusatiiv: *whom*? — *keda*?, *kellele*?:

Whom can you see behind the tree?	Keda te näete puu taga?
Whom did you help there?	Keda te seal aitasite?
To whom did you give the book?	Kellele te andsite raamatu?
Whose pencil is this?	Kelle pliiats see on?

§ **167.** Asesõnad *who* (*whose, whom*) ja *which* on siduvad asesõnad, kui nad seovad pea- ja kõrvallauseid. Siduvate asesõnadena nad tähendavad järgmist:

who — kes, missugune
whom — keda, kellele, missugust, missugusele
which — missugune, milline
whose — kelle

The man *who* is sitting at the window is our director.
Mees, kes istub akna juures, on meie direktor.
The pencil (*which*) he brought me is very good.
Pliiats, mille ta tõi mulle, on väga hea.

Asesõna *who* tarvitatakse elusolendite kohta, *which* — elutute asjade kohta.

M ä r k u s. Siduvad asesõnad *whom, which* ja *that* jäävad tavaliselt ära, kui nad on kõrvallause sihitiseks.

§ **168.** On veel olemas siduv asesõna *that* — *kes, mis, missugune* (vormilt sama kui näitav asesõna *that* — *too* ja alistav sidesõna *that* — *mis*). Asesõna *that* tarvitatakse nii elusate olendite kui ka elutute asjade kohta.

I liked the boy *that* came yesterday.
Mulle meeldis poiss, *kes* eile siin käis.
I should like to see the book (*that*) you brought yesterday.
Ma tahaksin vaadata raamatut, mis te tõite eile.

ENESEKOHASED JA RÕHUTAVAD ASESÕNAD. (REFLEXIVE AND EMPHATIC PRONOUNS.)

§ **169.** Enesekohased asesõnad *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves* moodustatakse vastavatest isikulistest ja omastavatest asesõnadest, lisades neile ainsuses sõna *self* — *ennast, end,* mitmuses *selves* — *endid, end.* Nagu omastavadki asesõnad, on nad samas pöördes ja arvus kui nimisõnad (või isikulised ase-

sõnad), mille asemel nad esinevad. Eesti keeles jääb enesekohane asesõna ära, kui verb on refleksiivne:

I dressed *myself*. Ma riietusin.
They found *themselves* in the forest. Nad leidsid end metsast.
The girl looked at *herself* in the mirror. Tütarlaps vaatas end peeglist.
He said to *himself*. Ta ütles endale.

§ 170. Järgnevas tabelis on toodud kõik isikuliste, omastavate ja enesekohaste asesõnade vormid:

Personal, Possessive and Reflexive Pronouns.

	Personal Pronouns		Possessive Pronouns		Reflexive Pronouns
	Nominative Case	Objective Case	Determinatives	Absolute Pronouns	Objective Case
	Who? *What?*	*Whom?* *What?*	*Whose?*		*Whom?* *What?*
Singular	1. I	me	my	mine	my'self
	2. —	—	—	—	your'self
	3. he	him	his	his	him'self
	3. she	her	her	hers	her'self
	3. it	it	its	—	it'self
Plural	1. we	us	our	ours	our'selves
	2. you	you	your	yours	your'selves
	3. they	them	their	theirs	them'selves

Märkusi. 1. Pange tähele, et asesõnadel teatavad vormid sarnanevad: 1) *it, you* — nominatiivis ja *it, you* — akusatiivis, 2) *her* — isikulise asesõna akusatiiv ja *her* — omastav asesõna ja 3) *his* — determinatiivne asesõna ja *his* — absoluutne asesõna.

2. Omastavat asesõna *its* ei tarvitata absoluutse asesõnana.

3. Absoluutsetel asesõnadel on kõikide pöörete lõpul **-s**, välja arvatud esimene — *mine*.

4. Enesekohastel asesõnadel on 2. pöördel kaks vormi: ainsuses — *your'self* ja mitmuses — *your'selves*. Sõnastikes antakse infinitiivi vorm koos impersonaalse asesõnaga *one'self*: *'wash one'self* — end pesema.

§ 171. Asesõnu *myself, himself, herself* jne. nimetatakse rõhutavateks (toonitavateks — emphatic), kui nad esinevad tähenduses *ise:*

He went there *him'self.* Ta läks sinna ise.
We did it *our'selves.* Me tegime seda ise.
Why don't you do it *your'self?* Miks sa ise ei tee seda?

NÄITAVAD ASESÕNAD (DEMONSTRATIVE PRONOUNS).

§ 172. Näitavatel asesõnadel on säilinud eri vormid ainsuse ja mitmuse jaoks:

Singular:	*this*	*— see*	*that*	*— too*
Plural:	*these*	*— need*	*those*	*— nood*

Asesõnad *this, these — see, need* tähendavad lähedasi esemeid, aga asesõnad *that, those — too, nood* — kaugemaid. Ka *that, those* tõlgitakse eesti keelde sageli asesõnadega *see, need:*

This book is thick and *that* one is thin.
See raamat on paks, aga too (see seal) on õhuke.
These flowers are blue and *those* are red.
Need lilled on sinised, aga nood (need seal) on punased.
The children were bathing at *that* time.
Lapsed suplesid sel ajal.

§ 173. Asesõnad *this, these* ja *that, those* on (1) determinatiivid, kui nad täiendavad nimisõna, asetsedes selle ees, ja (2) absoluutsed asesõnad (absolute pronouns), kui nad asendavad varem mainitud isikute või esemete nimesid.

These pictures are good and *those* (pictures) are bad.
Need pildid on head, aga nood (pildid) on halvad.
Look at the pencils! *These* are long and *those* are short.
Vaadake pliiatseid! Need on pikad, aga nood on lühikesed.

§ 174. Absoluutsed asesõnad *this, these* ja *that, those* alati ei asenda varem mainitud esemete või isikute nimesid, vaid tutvustavad uusi esemeid või isikuid; sel juhul tähendavad nad *siin on, seal on:*

This is a chair and *that* is an armchair.
See on tool, aga too on tugitool.
These are boys and *those* are girls.
Need on poisid, aga nood on tüdrukud.

UMBMÄÄRASED ASESÕNAD (INDEFINITE PRONOUNS).

Asesõnad *one* ja *other* (The Pronouns *one* and *other*).

§ 175. Suurest umbmääraste asesõnade rühmast on ainult kahel mitmuses lõpp **-s**: *one* ja *other*.

§ 176. Asesõna *one* (vormilt sarnane arvsõnaga *one* — *üks*) asendab varem esinenud nimisõna nii ainsuses kui ka mitmuses, kusjuures ta jääb eesti keelde tõlkimata:

Here are three pencils. Take the green *one* (*ones*).
Siin on kolm pliiatsit. Võta roheline (rohelised).
There were many girls at the pioneer camp. The older *ones* (vanemad) went to the forest, the younger *ones* (nooremad) remained at the camp.

§ 177. Asesõna *other* — *teine* omab samuti mitmuse vormi, kui ta on absoluutne asesõna ning asendab nimisõna:

Many children came into the room. Some of them sat down, *others* began to walk about.
Tuppa tuli palju lapsi. Mõned neist istusid, teised hakkasid ringi jalutama.

Kui asesõna *other* on nimisõna ees (ega asenda seda), siis tal ei ole mitmuses lõppu **-s**:

The *other* children began to walk about.
Teised lapsed hakkasid ringi jalutama.

M ä r k u s. Asesõna *another* tarvitatakse siis, kui räägitakse mitmest isikust (või esemest):

One boy is reading, *another* is writing, *another* is drawing a picture.
Üks poiss loeb, üks kirjutab, üks joonistab pilti.

Asesõna *the other* tarvitatakse siis, kui räägitakse ainult kahest isikust või esemest:

One boy is reading, *the other* is writing.
Üks poiss loeb, teine kirjutab.

Asesõnad *many, much, (a) few, (a) little.*
(The Pronouns *many, much, (a) few, (a) little.*)

§ 178. Umbmäärased asesõnad *many — palju, paljud, a few — mõned, few — vähe, vähesed, much — palju, little — vähe, a little — veidi, natuke* väljendavad määramata hulka.

§ 179. Asesõnad *many, few, a few* täiendavad või asendavad mitmuses olevaid nimisõnu, m i d a s a a b l o e n d a d a. Need asesõnad vastavad küsimusele *how many? — mitu? kui palju?*

She read *many* books last summer.
Ta luges palju raamatuid möödunud suvel.
Many of the children were bathing at that time.
Paljud lastest suplesid sel ajal.
He saw very *few* people in the street.
Ta nägi väga vähe inimesi tänaval.
A few minutes later they came back.
Mõne minuti pärast tulid nad tagasi.

§ 180. Asesõnad *much, little, a little* täiendavad või asendavad ainsuses esinevaid nimisõnu, mida e i s a a l o e n d a d a. Need asesõnad vastavad küsimusele *how much? — kui palju?*

There was *much* snow last winter.
Möödunud talvel oli palju lund.
I have very *little* time just now.
Mul on praegu väga vähe aega.
Give me *a little* salt, please.
Andke mulle veidi soola, palun.

§ 181. Sõnad *much, little, a little* võivad kuuluda mitte ainult nimisõnade, vaid ka verbide, partitsiipide ja omadussõnade juurde. Sel juhul on neil määrsõna tähendus:

Peter works very *much*. Peeter töötab väga palju.
She was *a little* sleepy. Ta oli veidi unine.
They were *a little* surprised when they saw him.
Nad olid veidi üllatatud, kui nad nägid teda.

§ 182. *Very much* tähendab *väga* (1) partitsiibi ees ja (2) verbi järel:

She was *very much* surprised. Ta oli väga üllatatud.
We like Tchaikovsky *very much*. Meile meeldib Tšaikovski väga.

§ 183. Sõnadel *many, few, much, little* on võrdlusastmed:

Positive Degree **Algvõrre**	**Comparative Degree** **Keskvõrre**	**Superlative Degree** **Ülivõrre**
many, much — palju	more — enam	most — kõige enam, enim, enamus, suurem osa
few, little — vähe	fewer, less — vähem	fewest, least — kõige vähem, vähim

He makes *more* (*fewer*) mistakes than I do.
Ta teeb enam (vähem) vigu kui mina.
Most children like to bathe and swim.
Enamik lapsi armastab supelda ja ujuda.
We could feed *less* than half of them.
Me saime toita vähem kui poolt neist.

§ 184. Sõna *more* seoses sõnaga *some* tähendab *veel*:
She would like to have *some more* tea.
Ta tahaks veel teed.
I shall bring you *some more* books tomorrow.
Ma toon teile homme veel raamatuid.

§ 185. Ainsuses olevate nimisõnade ees, mida saab loendada, tõlgitakse eesti sõna *veel* umbmäärase asesõnaga *another:*

Would you like *another* cup of tea?
Kas te tahaksite veel tassi teed?

Asesõnad *some, any, no, every.*

(The Pronouns *some, any, no, every.*)

The Pronouns *some* and *any.*

§ 186. Asesõnad *some* ja *any*, mis tähendavad ebamäärast hulka, seisavad nimisõna ees umbmäärase artikli asemel.

Umbmäärane artikkel seisab nimisõnade ees, mida saab loendada, ainult siis, kui need on ainsuses. Kui nimisõnad, mida saab loendada, on mitmuses või kui nimisõnu loendada ei saa, siis ei või nende ees olla umbmäärast artiklit, selle asemel esinevad umbmäärased asesõnad *some* ja *any*:

Singular.	**Plural.**
She has *a* pencil.	She has *some* pencils.
Tal on pliiats.	Tal on mõni pliiats (on pliiatseid).
We have *some* paper.	
Meil on paberit.	

§ 187. Asesõna *some* tarvitatakse jaatavais lauseis (affirmative sentences):

Affirmative Sentences.

There were *some* newspapers on the table.
Laual olid mõned ajalehed (oli ajalehti).
There was *some* tea in the tea-pot.
Teekannus oli teed.

§ **188.** Asesõna *any* tarvitatakse küsivais lauseis (interrogative sentences):

Interrogative Sentences.

Were there *any* newspapers on the table?
Kas laual oli mõni ajaleht (oli ajalehti)?
Was there *any* tea in the tea-pot?
Kas teekannus oli teed?

§ **189.** Eitavais lauseis (negative sentences) tarvitatakse kas *no* või *not any*. Mõlemad tähendavad — *mingi*:

Negative Sentences.

I saw *no* flowers in front of the house.
I did *not* see *any* flowers in front of the house.
Ma ei näinud (mingeid) lilli maja ees.

He brought *no* paper.
He did *not* bring *any* paper.
Ta ei toonud (mingit) paberit.

§ **190.** Umbmäärastel asesõnadel *some* ja *any* on ka iseseisev tähendus.

Asesõna *some* mitmuse ees tähendab *mõned* või *ühed* — *teised*, ainsuse ees — *osa:*

Some children like skating, and *some* like skiing.
Mõned (ühed) lapsed armastavad uisutada, mõned (teised) — suusatada.

Some of the paper was for her.
Osa paberit oli tema jaoks.

§ **191.** Asesõna *any* jaatavas lauses tähendab *iga, ükskõik missugune:*

Give me *any* book (that) you don't need just now.
Andke mulle mingi (ükskõik missugune) raamat, mida te ei vaja praegu.

You can read *any* of these books.
Te võite lugeda ükskõik missugust neist raamatuist.

Some, any, no, every **tuletised.**
(Derivatives of *some, any, no, every.*)

§ 192. Asesõnad *some, any, no* ja samuti *every* moodustavad koos nimisõnaga *thing* järgmised elutuid asju tähistavad asesõnad:

something, anything	**nothing = not ... anything**	**everything**
midagi	mitte midagi	kõik

I have *something* to say to you.
Mul on midagi teile ütelda.
Is there *anything* else (that) you would like?
Kas on veel midagi, mida te tahaksite?
She saw *nothing* on the chair. } Ta ei näinud
She did *not* see *anything* on the chair. } midagi toolil.
We can get *everything* ready. Me võime kõik valmis teha.

§ 193. Koos umbmäärase asesõnaga *one* ja nimisõnaga *body* moodustavad asesõnad *some, any, no* ja *every* järgmised elusolendeid tähistavad asesõnad:

somebody	**anybody**	**nobody = not ... anybody**	**everybody**
someone	**anyone**	**no one = not ... anyone**	**everyone**
keegi	keegi	ei keegi	igaüks

Someone (*somebody*) was in the room when I came in.
Keegi oli toas, kui ma tulin sisse.
Did you see *anyone* (*anybody*) there?
Kas te nägite seal kedagi?
I saw *no one* (*nobody*) there. } Ma ei näinud
I did not see *anyone* (*anybody*) there. } seal kedagi.
The Germans killed *everyone* (*everybody*) in the village.
Sakslased tapsid kõik külas.

§ 194. Nagu asesõna *any* jaatavas lauses tähendab *iga, ükskõik mis(sugune)*, samuti tähendab *anything* jaatavas lauses — *iga, ükskõik missugune* ja *anyone, anybody — igaüks, ükskõik kes:*

You can take *anything* (that) you like.
Te võite võtta kõik, mis teile meeldib.
Anyone (*anybody*) can do that.
Igaüks võib teha seda.

§ 195. Asesõnad *some, any, no, every* koos määrsõnaga *where — kus, kuhu* moodustavad järgmised ebamäärast asukohta tähendavad määrsõnad:

somewhere	**anywhere**	**nowhere**	**everywhere**
kuskil	kuskil, kuhugi	**not ... anywhere**	igal pool
kuhugi	ükskõik kus, ükskõik kuhu	mitte kuskil	igale poole
	igal pool, igale poole	mitte kuhugi	

I left my bag *somewhere* in the room.
Ma jätsin oma koti kuhugi tuppa.
We looked for it *everywhere*, but could *not* find it *anywhere*.
Me otsisime seda igalt poolt, kuid ei leidnud kuskilt.
Shall you go *anywhere* on Sunday?
Kas sa lähed kuhugi pühapäeval?

Eitavad asesõnad (Negative Pronouns).

§ 196. Eitavad asesõnad *no, nothing, no one, nobody* (ja määrsõna *nowhere*) võivad lauses esineda ainult sel juhul, kui verbi juures ei ole eitust *not*. Kui lauses esineb eitus *not*, siis on nende asesõnade asemel asesõnad *any, anything, anyone, anybody* (ja määrsõna *anywhere*).

Eesti keeles võib lauses esineda kaks eitust, kuna inglise keeles kahekordne eitus (double negation) ei ole lubatud.

Eesti keeles üteldakse:
Ma *ei* kohanud seal (mitte) kedagi.
Ta *ei* läinud eile (mitte) kuhugi.
Inglise keeles võib olla ainult üks eitus:
I met *no one* there = I did *not* meet anyone there.
He went *nowhere* yesterday = He did *not* go anywhere yesterday.

ARTIKLID (ARTICLES).

§ 197. Peale eessõnade esinevad nimisõnade ees artiklid ja neid asendavad asesõnad, n. n. determinatiivid, nimisõna piiritlejad.

Enamasti asetseb nimisõna ees ikka mingi determinatiiv, kas artikkel või asesõna. Determinatiiv on nimisõna tunnuseks, mis eraldab teda kõikidest teistest sõnaliikidest.

§ 198. Inglise keeles on kaks artiklit: umbmäärane artikkel (the in'definite article) *a* (vokaalhääliku ees *an*) ja määrav artikkel (the 'definite article) *the*.

Artiklid ja teised determinatiivid asetsevad kas vahetult nimisõna ees või nimisõna laiendi ees:

a cup	*a grey sofa*	*a silk dress*
tass	hall sohva	siidkleit
the sun	*the Soviet Army*	*the pretty little girl*
päike	Nõukogude armee	kena väike tüdruk

THE INDEFINITE ARTICLE.

§ 199. Umbmäärane artikkel *a* (*an*) on kujunenud arvsõnast *one* — *üks* ja tähendab *üks paljudest, mingisugune, mingi, iga.* Eesti keelde umbmäärast artiklit ei tõlgita.

Umbmäärane artikkel näitab, et kõneldakse

(1) teatud liiki esemest või isikust (mitte aga millestki muust):

I am writing with *a pencil* (not with a pen).
Ma kirjutan pliiatsiga (mitte sulega).

(2) ühest esemest või isikust:

Give me *a book*, please.
Andke mulle (üks) raamat, palun.

(3) ükskõik missugusest vastava liigi esemest või isikust, mille all mõeldakse kõiki selle liigi esemeid või isikuid:

A child likes *a toy* (*Any* child likes *any* toy).
Laps armastab mänguasja (*Iga* laps armastab *iga* mänguasja).

Viimane lause oleks õigem tõlkida eesti keelde mitmusega: *Lapsed armastavad mänguasju*, s. o. kõik lapsed armastavad mänguasju.

THE DEFINITE ARTICLE.

§ 200. Määrav artikkel *the* on kujunenud näitavast asesõnast *that* ja tähendab *see, too*, kuid võib ka tähendada *minu, tema* (*oma*) jne.

Määravat artiklit eesti keelde ei tõlgita, sest et tal puudub eesti keeles sõnaline vaste.

Määrav artikkel näitab, et kõne on täiesti kindlast esemest (või isikust) või et seda eset (või isikut) on varem mainitud või et ta on lugejale või kuulajale varem tuntud:

Where is *the dog?* (*this, that, our* dog)
Kus on koer? (see, too, meie koer)
He was looking for *the book* (*this, that, his* book).
Ta otsis raamatut (seda, toda, oma raamatut).
The (*this, that, her*) *doctor* says that she must stay in bed.
(See, too, tema) arst ütleb, et ta peab jääma voodisse
(*tema* arst, s. o. *too* arst, kes teda ravib).

§ 201. Määrav artikkel vastab (1) küsimustele *what? — missugune?* ja *which? — missugune? mitmes?*, kui ta tähendab *see, too* ja (2) küsimusele *whose? — kelle?*, kui ta tähendab *minu, tema* (*oma*) jne.:

1. Two boys were passing *the place* at that time.
   Sel ajal möödus *sellest kohast* kaks poissi.
   What place were two boys passing at that time?
   Missugusest kohast möödus sel ajal kaks poissi?

2. He put *the* (*his*) *box* under a chair.
   Ta pani (oma) kasti tooli alla.
   Whose box did he put under a chair?
   Kelle kasti ta pani tooli alla?

§ 202. Määrav artikkel näitab kindlas olukorras olevat kindlat eset (või isikut). Seepärast tarvitatakse teda sääraste nimisõnadega, mis on ainsad maailmas:

the world	*the* sun	*the* moon	*the* north	*the* east
maailm	päike	kuu	põhi	ida

või ainsad teatud toas või teatud kohas (näiteks koolis):

the ceiling	*the* floor	*the* blackboard	*the* director
lagi	põrand	tahvel	direktor

§ 203. Määravat artiklit tarvitatakse ülivõrde ja järgarvu ees, kuna need eraldavad kindlaid esemeid (või isikuid) esemete (või isikute) koguhulgast:

He is *the best pupil* in our class.
Ta on parim õpilane meie klassis.
She is in *the seventh class.*
Ta on seitsmendas klassis.
He is *the happiest boy* in the world.
Ta on õnnelikem poiss maailmas.

§ 204. Määravat artiklit tarvitatakse ka nimisõnaga, mida piiritleb täiend või täiendlause, mis vastab küsimustele *what? — missugune?, which? — missugune?, mitmes?* ja *whose? — kelle?*:

The pupils *of class 7a* learn very well. (Which pupils . . . ?)
7a klassi õpilased õpivad väga hästi. (Missugused õpilased . . . ?)
The house *in which I live* is very large. (Which house . . . ?)
Maja, milles ma elan, on väga suur. (Missugune maja . . . ?)
The wolf got *the* skin *of a sheep.* (Whose skin . . . ?)
Hunt hankis endale lamba naha. (Kelle naha . . . ?)

§ **205.** Artikkel jäetakse ära pärisnimede ees — ees- ja perekonnanimede, linnade, maade ja muude kohanimede ees, kuna need nimed näitavad iseendast juba koguhulgast eraldatud kindlaid esemeid või isikuid:

Michael	Dickens	London	France	Byelorussia	America
Mihkel	Dickens	London	Prantsusmaa	Valge-Vene	Ameerika

Kuid järgmisi kohanimesid tarvitatakse määrava artikliga, kuna need nimed koosnevad üldnimest ja seda piiritlevaist täiendeist:

The USSR	*The* Union of Soviet Socialist Republics
NSVL	Nõukogude Sotsialistlikkude Vabariikide Liit
The USA	*The* United States of America
USA	Ameerika Ühendriigid

Määrava artikliga tarvitatakse ka järgmisi kohanimesid:

the Caucasus	*the* Crimea	*the* Ukraine
['kɔ:kəsəs]	[krai'miə]	[ju:'krein]
Kaukaasia	Krimm	Ukraina

§ **206.** Määrav artikkel on alati jõgede, merede, ookeanide ja mäeahelikkude nimede ees, kuna näib, nagu piiritleksid need nimed sõnu jõgi, meri, ookean jne.

the Volga (river)	*the* Thames [temz]	*the* Euphrates
Volga	Thames	Eufrat
the Mediter'ranean (Sea)	*the* Urals ['juərəlz]	the Alps [ælps]
Vahemeri	Uural	Alpid

ERINEVUS UMBMÄÄRASE JA MÄÄRAVA ARTIKLI VAHEL.

(DIFFERENCE BETWEEN THE INDEFINITE ARTICLE AND THE DEFINITE ARTICLE.)

§ **207.** Erinevus umbmäärase ja määrava artikli vahel nähtub järgmistest lausetest:

1. He brought *a book*. (What did he bring?)
   Ta tõi (mingisuguse) raamatu. (Mis ta tõi?)

Umbmäärane artikkel näitab, (1) et ta tõi nimelt raamatu ja mitte midagi muud, või (2) et ta tõi ühe raamatu.

2. He brought the book. (Which book did he bring?)
   Ta tõi (selle) raamatu. (Missuguse raamatu ta tõi?)

Määrav artikkel näitab, et ta tõi teatud kindla raamatu, mille ta lubas või tahtis tuua. Käesoleval juhul võib esitada küsimuse *missuguse raamatu . . .*?

1. She gave me *a long pencil.* (*What kind of* pencil did she give me?)
   Ta andis mulle (ühe) pika pliiatsi. (Missuguse ehk mis laadi pliiatsi andis ta mulle?)
2. She gave me *the long pencil.* (*Which* pencil did she give me?)
   Ta andis mulle (tolle) pika pliiatsi. (Missuguse pliiatsite reast andis ta mulle?)

Esimeses lauses osutab umbmäärane artikkel sellele, et kõneldakse mingisugusest pikast pliiatsist, teises aga näitab määrav artikkel, et kõne on teatud pikast pliiatsist, ühest kahe või mitme hulgast.

1. There is *a* blanket on the bed. Voodil on vaip.	(*What* is there on the bed?) (Mis on voodil?)
2. *The* blanket is on the bed. (See) vaip on voodil.	(*Where* is the blanket?) (Kus on (see) vaip?)

Erisugune sõnade järjekord eestikeelseis lauseis ja erinevad küsimused peegeldavad umbmäärase ja määrava artikli erinevust samuti nagu kahes järgnevas lauses:

1. *A girl* came into the room. Tuppa astus (mingi) tütarlaps.	(*Who* came into the room?) (Kes astus tuppa?)
2. *The girl* came into the room. (See) tütarlaps astus tuppa.	(*Where* did the girl come?) (Kuhu astus (see) tütarlaps?)

1. The bell rings, and *the teacher* comes into the classroom.
   Kell heliseb ja (meie) õpetaja astub klassi.

Määrav artikkel sõna *teacher* ees näitab, et see on *see õpetaja*, keda oodati selles klassis sel tunnil.

2. The bell rings, and *a teacher* comes into the classroom.
   Kell heliseb ja (mingi) õpetaja astub klassi.

Umbmäärane artikkel selles lauses näitab, et klassi ei astu too õpetaja, kes pidi tulema sellesse tundi, vaid mingisugune teine õpetaja (üks selle kooli õpetajaist), keda õpilased ei oodanud.

§ **208.** Artikli olemasolu või puudumine nimisõnade *school* ja *bed* ees näitab erinevust nende sõnade tähenduses.

Nimisõna *school* ees puudub artikkel, kui ta tähendab õppetööd; kui ta aga tähendab koolihoonet, siis seisab ta artikliga — määrava või umbmäärasega, olenevalt lause mõttest:

At that time he was *at school* (at the lessons).
Sel ajal oli ta koolis (õppimas).
They came home *after school* (after the lessons).
Nad tulid koju pärast kooli (pärast tunde).
Annie is ill, and her mother went to *the school.*
Anni on haige ning ta ema läks (tema) kooli.
We live near *a school* (near a school building).
Me elame (ühe) kooli lähedal (koolimaja lähedal).

Kui nimisõnaga *bed* tähendatakse magamist, siis ta ees artiklit ei seisa; kui ta tähendab aga voodit toas oleva esemena, siis ta ees on artikkel:

She went *to bed.* Ta läks magama.
She walked up *to the bed.* Ta läks voodi juurde.
She was lying *in bed* when I came in. (She was ill.)
Ta lamas voodis, kui ma astusin sisse. (Ta oli haige.)
"Sit down near *the bed,* please," she said.
„Istuge, palun, voodi juurde," ütles ta.
There was *a bed* on one side of the room.
Ühes toa otsas oli voodi.

THE ARTICLES IN THE PLURAL.

§ **209.** Määravat artiklit *the* tarvitatakse nimisõnade ees ka mitmuses, kui räägitakse teatud esemetest (või isikutest):

Singular.	**Plural.**
He brought *the book.*	He brought *the books.*
Ta tõi (selle, tolle, oma) raamatu.	Ta tõi (need, nood, oma) raamatud.
Did he bring *the book*?	Did he bring *the books*?
Kas ta tõi (selle, tolle, oma) raamatu?	Kas ta tõi (need, nood, oma) raamatud?
He did not bring *the book.*	He did not bring *the books.*
Ta ei toonud (seda, toda, oma) raamatut.	Ta ei toonud (neid, noid, oma) raamatuid.

§ 210. Nagu määrav artikkel *the* võib asendada näitavaid ja omastavaid asesõnu, nii võivad viimased omakorda asendada määravat artiklit, täpsustades selle tähendust:

Singular.	Plural.	Questions.
He brought *the* book	— *the* books.	**What** book(s) did he bring?
Ta tõi raamatu (selle, tolle, oma)	— raamatud. (need, nood, oma)	Missuguse(d) raamatu(d) ta tõi?
He brought *this* book	— *these* books.	
Ta tõi selle raamatu	— need raamatud.	**Which** book did he bring?
He brought *that* book	— *those* books.	Missuguse raamatu ta tõi?
Ta tõi tolle raamatu	— nood raamatud.	
He brought *his* book	— *his* books.	**Whose** book did he bring?
Ta tõi oma raamatu	— oma raamatud.	Kelle raamatu ta tõi?

§ 211. Umbmäärasel artiklil *a (an)* puudub mitmus. (1) Kui umbmäärane artikkel näitab, et räägitakse just seda liiki esemeist (või isikuist) ja mitte millestki muust, siis on nimisõna mitmuses ilma artiklita ja üldse igasuguse determinatiivita:

Singular.	Plural.
He brought *a book* (not a toy).	He brought *books* (not toys).
Ta tõi raamatu (mitte mänguasja).	Ta tõi raamatuid (mitte mänguasju).
Did he bring *a book* (or a toy)?	Did he bring *books* (or toys)?
Kas ta tõi raamatu (või mänguasja)?	Kas ta tõi raamatuid (või mänguasju)?
He brought *no book* (no toy).	He brought *no books* (no toys).
Ta ei toonud raamatut (mänguasja).	Ta ei toonud raamatuid (mänguasju).

Märkus. Kui lauses on juba eitav sõna — asesõna *no* tähendusega *not a* (*not any*), siis ei tarvitata enam eitust *not*.

(2) Ka sel juhul, kui umbmäärane artikkel *a* (*an*) tähendab *any* — *iga*, on nimisõna mitmuses ilma determinatiivita:

Singular. *A child* likes *a toy*. (*Any* child likes *any* toy.)
Laps armastab mänguasja. (Iga laps armastab iga mänguasja.)

Plural. *Children* like *toys*. (All children like toys.)
Lapsed armastavad mänguasju. (Kõik lapsed armastavad mänguasju.)

Singular. *No child* is afraid of him. Ükski laps ei karda teda.
Plural. *Children* are not afraid of him. Lapsed ei karda teda.

Ainult eelnimetatud kahel juhul, mis kannavad rõhutamise ja üldistamise iseloomu, jääb determinatiiv mitmuses ära.

§ 212. Kui umbmäärane artikkel *a* (*an*) tähendab *üks* (mitme hulgast), *mingisugune, mingi*, siis asendavad teda mitmuses umbmäärased asesõnad:

some — mingisugused, mingid (jaatavas lauses)
any — mingisugused (küsivas lauses)
not any — mitte mingisugused (eitavas lauses)

Singular.	**Plural.**
He brought *a book.*	He brought *some books.*
Ta tõi (mingi) raamatu.	Ta tõi (mingid) raamatud.
Did he bring *a book?*	Did he bring *any books?*
Kas ta tõi (mingisuguse) raamatu?	Kas ta tõi (mingisuguseid) raamatuid?
He did not bring *a book.*	He did not bring *any books.*
Ta ei toonud (mingisugust) raamatut.	Ta ei toonud (mingisuguseid) raamatuid.

§ 213. Kui umbmäärane artikkel *a* (*an*) tähendab *one* ning vastab küsimusele *how many? — kui mitu?*, siis asendab ta ainsuses põhiarvu *one* — *üks;* mitmuses ta asendub kas ebamäärast hulka tähistava umbmäärase asesõnaga või kindlat hulka tähistava põhiarvuga.

Singular.	**Plural.**	**Questions.**
He brought *a book* —	*some* books.	What did he bring?
Ta tõi (ühe) raamatu	raamatuid	How many books did
	(mõned raamatud).	he bring?
He brought *a book* —	*many* books.	
	(palju raamatuid)	
„ „ *a book* —	*few* books.	ebamäärane hulk
	(vähe raamatuid)	
„ „ *a book* —	*a few* books.	
	(mõned raamatud)	
„ „ *one book* —	*five* books.	kindel hulk
(ühe raamatu)	(viis raamatut)	

Eesti keeles väljendab hulga või arvu ebamäärasust enamasti osastav kääne (näit. siin on raamatuid).

§ 214. Umbmäärane artikkel *a* (*an*) ei esine kunagi ainenimedega, mida ei saa loendada (uncountables):

milk	salt	iron	gold	money	concrete
piim	sool	raud	kuld	raha	betoon

Kui mõeldakse ebamäärast hulka, siis on mainitud nimisõnade ees umbmäärased asesõnad *some, any* ja *not any* või *no:*

He brought *some* tea.	Ta tõi (teatava hulga) teed.
Did he bring *any* tea?	Kas ta tõi teed?
He did *not* bring *any* tea.	Ta ei toonud (sugugi) teed.

§ 215. Nimisõnade ees, mida ei saa loendada, seisavad samuti umbmäärased asesõnad, mis tähistavad ebamäärast hulka.

He brought *much* tea.	*How much* tea did he bring?
Ta tõi *palju* teed.	
He brought *little* tea.	ebamäärane hulk
Ta tõi *vähe* teed.	
He brought *a little* tea.	
Ta tõi *natuke* teed.	

Et eesti keeles hulga ebamäärasust peegeldab osastav kääne, nähtub ka lausest:

Give me *some tea* (*sugar, salt*), please.
Palun andke mulle teed (suhkrut, soola).

§ 216. Ainete nimed, mida ei saa loendada, esinevad ilma determinatiivita kahel juhul:

(1) kui rõhutatakse, et see on just see aine ja mitte mingisugune teine:

He brought *tea* (not coffee).	Ta tõi teed (mitte kohvi).
Did he bring *tea* (or coffee)?	Tõi ta teed (või kohvi)?
He brought *no tea* (or coffee).	Ta ei toonud teed (või kohvi).

(2) Kui antud ainest räägitakse üldises mõttes:

Sugar is sweet.	*Milk* is white.
Suhkur on magus.	Piim on valge.

§ 217. Kui räägitakse kindlast piiritletud ainehulgast, seisab nimisõna ees määrav artikkel *the* või determinatiivid *this, that, my* (*our* jne.):

He brought *the tea.* Ta tõi (selle, tolle, oma) tee (mida ta oli lubanud või pidi tooma).

Give me *the tea*, please; it is in the cupboard.
Andke mulle, palun, tee; ta on kapis (s. o. see hulk teed, mis on kapis).

§ 218. Järgnevais lauseis näeme erinevust determinatiivide tarvitamises ainenimedega, mida ei saa loendada:

1. I like *coffee* (not tea). Ma armastan kohvi (mitte teed).
   Tea is the best thing when you are thirsty.
   Tee on parim asi, kui teil on janu.
2. Give me *some milk*, please.
   Palun andke mulle *piima* (ebamäärane hulk).
3. Pass me *the salt*, please.
   Palun ulatage mulle *soola* (laual asetsev sool — kindel hulk).

ARVSÕNAD (NUMERALS).

PÕHIARVUD (CARDINAL NUMERALS).

§ 219. Arvsõnad (nii põhi- kui ka järgarvud) ei muutu soo ega käände järgi:

Two men were going along the street.
I saw *two women* in the room.

Põhiarvud jagunevad (1) lihtarvudeks — arvsõnad *one* kuni *twelve* ja *hundred, thousand* ning *million*,

ja (2) liitarvudeks. Liitarvud *thirteen* kuni *nineteen* moodustatakse sufiksi **-teen** liitmise teel lihtarvule:

four (+**-teen**)	six (+**-teen**)	eight (+**-teen**)
four**teen**	six**teen**	eight**een**

Märkus. Arvsõnadel *thirteen* ja *fifteen* muutub tüvi:

three — thir**teen** five — fif**teen**

Kümnelised *twenty* kuni *ninety* moodustatakse sufiksi **-ty** liitmise teel lihtarvule:

six(+**-ty**)	eight(+**-ty**)	nine(+**-ty**)
six**ty**	eigh**ty**	nine**ty**

Märkus. Arvsõnadel *twenty, thirty* ja *fifty* muutub tüvi, arvsõnal *forty* langeb välja täht **u**:

two — twenty three — thirty four — forty five — fifty

Liitarvudel liituvad ühelised vahetult kümnelistele, kuid kümneliste ja sajaliste vahel on sidesõna *and:*

twenty-two two hundred *and* forty-five

Cardinal Numerals.

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

JÄRGARVUDE MOODUSTAMINE.
(THE FORMATION OF ORDINAL NUMERALS.)

§ 220. Järgarvud moodustatakse vastavatest põhiarvudest sufiksi **-th** abil:

4 — four(+**th**) 20 — twenty(+**th**) 100 — hundred(+**th**)
4th — four**th** 20th — twenti**eth** 100th — hundred**th**

(Vt. lugemisreegleid §§ 6, 16, 148—149.)

Eranditeks on järgarvud arvsõnadest *one* ja *two*. Järgarvudel arvsõnadest *three, five, nine* ja *twelve* muutub tüvi:

1 — one 2 — two 3 — three 5 — five(+**th**)
1st — first 2nd — second 3rd — third 5th — fi**fth**
8 — eight 9 — nine(+**th**) 12 — twelve(+**th**)
8th — eigh**th** 9th — nin**th** 12th — twel**fth**

§ 221. Põhiarvud on determinatiivideks. Nad asendavad artiklit ja vastavad küsimusele *how many? — mitu? kui palju?* Põhiarvud väljendavad hulka:

one thick book three thick books
one hundred pens one thousand schoolboys

Järgarvud on täiendeiks. Nagu omadussõnad, asetsevad nad artikli ja nimisõna vahel ning vastavad küsimustele *what?, which? — missugune? mitmes?*

the first class the first classes

OMADUSSÕNA (THE ADJECTIVE).

§ 222. Inglise keeles omadussõna ei muutu, kuna eesti keeles ta ühildub nimisõnaga, mille juurde ta kuulub:

a *large* field	into a *large* room	*large* rooms
suur põld	suurde tuppa	suured toad

Täiendiks olev omadussõna asetseb artikli (või muu determinatiivi) ja nimisõna vahel:

This is a *yellow* hat.
See on kollane kübar.

Öeldistäiteks olev omadussõna asetseb verbi *be* järel:

This hat is *yellow.*
See kübar on kollane.

Kummalgi juhul ei muutu omadussõna.

VÕRDLUSASTMED (DEGREES OF COMPARISON).

§ 223. Omadussõnadel on kolm võrdlusastet: algvõrre (the ´Positive Degree), keskvõrre (the Com´parative Degree) ja ülivõrre (the Su´perlative Degree).

Keskvõrre moodustatakse sufiksi **-er** lisamisega omadussõna algvõrdele, ülivõrre sufiksi **-est** lisamisega algvõrdele.

Ülivõrret tarvitatakse artikliga *the:*

Peter is *the tallest* boy in the class.
Peeter on pikim poiss klassis.

Degrees of Comparison.

Positive Degree Algvõrre	Comparative Degree Keskvõrre	Superlative Degree Ülivõrre
small	small**er**	small**est**
big	big**ger**	big**gest**
large	large**r**	large**st**
easy	easi**er**	easi**est**

Sel viisil moodustatakse ühesilbiliste ja kahesilbiliste omadussõnade võrdlusastmed.

Keskvõrdega tarvitatakse sidesõna *than* — *kui:*

His pictures are better *than* his sister's.
Tema pildid on paremad kui ta õe omad.

§ 224. Mitmesilbiliste omadussõnade võrdlemisel tarvitatakse keskvõrde moodustamisel määrsõna *more* — *enam* ja ülivõrde moodustamisel määrsõna *most* — enim, kõige enam:

difficult — *more* difficult — *most* difficult
beautiful — *more* beautiful — *most* beautiful

§ 225. Järgmiste omadussõnade võrded moodustatakse ebareeglipäraselt:

Positive Degree	Comparative Degree	Superlative Degree
good — hea	better — parem	best — parim
bad — halb	worse — halvem	worst — halvim
little — väike(ne)	less — vähem	least — vähim
far — kauge	farther — kaugem	farthest — kaugeim

§ 226. Omaduste võrdlemisel tarvitatavad sidesõnad *as ... as* (jaatavas lauses) ja *not so ... as* (eitavas lauses) tõlgitakse eesti keelde jaatavalt *nii ... kui, niisama ... kui,* eitavalt *mitte nii ... kui:*

She is *as* pretty *as* her sister.
Ta on niisama kena kui ta õde.
She is *not so* pretty *as* her sister.
Ta ei ole nii kena kui ta õde.

MÄÄRSÕNA (THE ADVERB).

§ 227. Tähenduse ja kuju järgi jagunevad määrsõnad kahte rühma:

(1) tuletatud omadussõnadest sufiksi **-ly** abil:

bright — brightly happy — happily rough — roughly
hele — heledalt õnnelik — õnnelikult kare — karedalt

(2) eritüvelised: now, there, very, only, always, today, together jne.

§ **228.** Omadussõnadest tuletatud määrsõnad on tähendust kandvateks sõnadeks. Nad laiendavad verbi ning vastavad küsimusele *how?* — *kuidas?* Lauseis on nad viisimäärusteks (adverbials of manner):

The sun shone so *brightly* that the man took his cloak off.
Päike paistis nii heledasti, et mees võttis mantli seljast.

§ **229.** Nagu omadussõnadel, milledest nad on tuletatud, on neilgi võrdlusastmed (degrees of comparison). Keskvõrre moodustatakse sõna *more* abil ja ülivõrre sõna *most* abil:

Positive Degree	Comparative Degree	Superlative Degree
happily	*more* happily	*most* happily
brightly	*more* brightly	*most* brightly

§ **230.** Järgmiste määrsõnade võrded moodustatakse ebareeglipäraselt ning need loetakse eranditeks (exceptions):

well — hästi better — paremini best — kõige paremini, parimini
badly — halvasti worse — halvemini worst — kõige halvemini, halvimini
much — palju more — enam most — kõige enam, enim
little — vähe less — vähem least — kõige vähem, vähimal määral
far — kaugel farther — kaugemal farthest — kõige kaugemal

§ **231.** Mõned määrsõnad, mis sarnanevad vormilt omadussõnadega, s. o. mis ei lõpe sufiksiga **-ly**, moodustavad võrdeid nagu omadussõnad, liites lõppu **-er** ja **-est:**

late — hilja later — hiljem latest — kõige hiljem
early — vara earlier — varem earliest — kõige varem
long — kaua longer — kauem longest — kõige kauem
hard — kõvasti harder — kõvemini hardest — kõige kõvemini
quick — kiiresti quicker — kiiremini quickest — kõige kiiremini
slow — aeglaselt slower — aeglasem slowest — kõige aeglasem

§ **232.** Eritüvelised määrsõnad on abisõnadeks lauses. Nad laiendavad verbe, omadussõnu ja määrsõnu. Lauses on nad määrusteks (adverbials).

§ **233.** Eritüveliste määruste hulka kuulub kõigepealt rühm küsivaid määrsõnu (interrogative adverbs):

where?	**when?**	**how?**	**how often?**	**how long?**	**why?**
kus?	millal?	kuidas?	kui sageli?	kui kaua?	mispärast?
kuhu?					

How often do you go to the cinema?
Kui sageli te käite kinos?
Why did he do that?
Mispärast ta tegi seda?
How long will they be here?
Kui kaua nad on siin?

§ **234.** Küsivad määrsõnad võivad olla ka kõrvallauseid pealausetega siduvaiks sõnadeks (conjunctive words):

We do not know *when* we shall go to the forest.
Meie ei tea, millal me läheme metsa.
She does not know *how* she will spend next Sunday.
Ta ei tea, kuidas ta veedab järgmise pühapäeva.
They are going to the place *where* they spent their last holidays.
Nad lähevad sinna, kus nad veetsid möödunud koolivaheaja.

§ **235.** Eritüvelised määrsõnad jagunevad järgmisteks rühmadeks:

(1) aega väljendavaiks (adverbs of time), mis vastavad küsimustele *when*? — *millal*?, *how often*? — *kui sageli*?, *how long*? — *kui kaua*?:

now, then, before, afterwards, today, tonight, soon, first, still, always, never, often, seldom jne.

(2) kohta väljendavaiks (adverbs of place), mis vastavad küsimustele *where*? — *kus*? *kuhu*?, *where from*? — *kust*?, *where to*? — *kuhu*?:

here, there, somewhere, everywhere, back, below, downstairs jne.

(3) mõõtu ja määra väljendavaiks (adverbs of measure and degree), mis vastavad küsimusele *how much? — kui palju?*:

much, little, a little, too, very, only, so, almost, enough jne.

LIHTLAUSE (THE SIMPLE SENTENCE).

§ 236. Inglise keeles aitab sõnade järjekord lauses asendada puuduvaid grammatilisi lõppe. Sõna asendi järgi lauses võime otsustada, missugune lauseliige on antud sõna ja millisesse sõnaliiki ta kuulub.

JUTUSTAV LAUSE (THE DECLARATIVE SENTENCE).

§ 237. Normaalne sõnade järjekord ingliskeelses jutustavas lauses on järgmine:

alus (subject) asetseb esimesel kohal;

öeldis (predicate) koos öeldistäitega — teisel kohal;

sihitis (object) — kaudne (ilma eessõnata) ja otsene — kolmandal kohal;

eessõnaga sihitis (prepositional object) ja määrused (adverbials) — neljandal kohal.

Jutustav lause (jaatav ja eitav) hääldatakse viimasel rõhulisel silbil langeva intonatsiooniga (Tune I):

Subject	Predicate	Object		Prepositional Object	Adverbials
		Indirect	Direct		
I	II	III		IV	
We	met	—	him	—	in the morning[1].
They	are sitting	—	—	—	at a big table[1].
The door	was not large.[1]	—	—	—	—
He	has	—	two sisters.[1]	—	—
Boris	introduced	—	me	to his mother.[1]	—

§ 238. Kindlat aega väljendavad ajamäärused — *in the evening, on Tuesday, in 1917, today, after school* jne. — asetsevad lauses neljandal kohal või null-kohal aluse ees:

0 .	I	II	III	IV
In the morning After school	we they	go went	— —	to school. to the cinema.

§ **239.** Umbmäärast aega väljendavad määrsõnad — *always, never, ever, just, often, seldom, sometimes* jne. — asetatakse põhiverbi ette:

I	II	III	IV
He She	*always* comes has *just* given	— me the book.	at 3 o'clock.

Erandiks on verb *be*: umbmäärast aega väljendavad määrsõnad asetatakse verbi *be* järele, mitte ette:

He is *always* late.
He is *never* at home at that time.

§ **240.** *There is, there are*-lauseis asetseb alus öeldise järel:

There were *many toys* there.

Sealjuures võivad kohamäärused olla kas lause lõpus või lause alguses:

There were many books *on the shelves round the room.*
On the shelves round the room there were many books.

§ **241.** Alus võib olla öeldise järel sõnadega *said, thought* jne. algavais lauseis, mis asetsevad otsese kõne järel või katkestavad selle:

"What a beautiful picture I saw there!" said *the boy.*

§ **242.** Täiendil (attribute) ei ole nii kindlat kohta lauses kui teistel lauseliikmetel. Täiendades nimisõna kuulub ta kord ühe, kord teise lauseliikme — aluse, sihitise, öeldistäite või määruse (ja eessõnalise sihitise) juurde.

Kui täiendiks on omadussõna, partitsiip, arvsõna, nimisõna omastavas käändes (-'s) või nimisõna ilma eessõnata, siis asetseb täiend nimisõna ees. Kui täiendiks on eessõnaga nimisõna või kõrvallause, siis asetseb ta nimisõna järel:

I	II	III	IV
The *little* girl	made	— dresses	for *her* dolls. —
Bertha's father	was an *old* man.	—	— —
She	has read	— two books *by Dickens.*	— —
His brother	showed	me the book *that he had bought.*	— —

KÄSKLAUSE (THE IMPERATIVE SENTENCE).

§ 243. Käsklauses on sama sõnade järjekord kui jutustavas lauses, ainult enamail juhtudel puudub alus. Käsklause hääldatakse viimasel rõhulisel silbil langeva intonatsiooniga (Tune I):

I	II	III	IV
—	Give	me your copy-books![1]	—
—	Don't talk	—	so loud![1]
You	go	—	there![1]

KÜSILAUSE (THE INTERROGATIVE SENTENCE).

§ 244. Küsilauseis tuleb eraldada kaht liiki küsimusi: (1) üldküsimused (general questions), mis on sihitud tervele lausele ja nõuavad lühivastuseid *jaa* või *ei* ja (2) eriküsimused (special questions), mis on sihitud eri lauseliikmeile ja nõuavad täisvastuseid.

Üldküsimused (General Questions).

§ 245. Üldküsimus algab alati a b i- või m o d a a l v e r b i g a, sest et küsilauses jaotub öeldis kahte ossa: põhiverb jääb t e i s e l e kohale, abi- või modaalverb asub aga n u l l - k o h a l e aluse ette.

§ 246. Kui põhiverb on ühes põhiaegadest (Present või Past Tense), siis jääb põhiverb infinitiivi kujul teisele kohale, aga abiverbi *do* vastav vorm asub null-kohale.

§ **247.** Üldküsimusele on iseloomulik II intonatsioonitüüp — hääle tõus lause lõpul.

0	I	II	III	IV
	She	has written	a letter	today.[1]
Has	she	— written	a letter	today?[2]
	Ann	can read	—	very well.[1]
Can	Ann	— read	—	very well?[2]
	The wolf	got in	—	among the sheep.[1]
Did	the wolf	get in	—	among the sheep?[2]

§ **248.** Üldküsimusele antav lühivastus peab sisaldama alust asendava asesõna ja abi- või modaalverbi:

Was Mary at the cinema on Sunday? Yes, *she was.*
Can Peter go there at once? No, *he can't.*

§ **249.** Üldküsimustel on ka eitav vorm:

Hasn't he come in time? Kas ta ei tulnud õigel ajal?
Can't you do it now? Kas te ei saa teha seda praegu?
Needn't Peter go there? Kas Peeter ei tarvitse minna sinna?

Valikküsimused (Alternative Questions).

§ **250.** Valikküsimused sidesõnaga *or* — *või* sarnanevad üldküsimustega selles, et ka nemad algavad abi- või modaalverbidega. Nad erinevad üldküsimustest (1) intonatsiooni poolest, sest hääl tõuseb lause keskel sidesõna *or* ees, langeb aga lause lõpul, ja (2) vastuse poolest, kuna valikküsimus nõuab täisvastust:

Is Michael at school[2] *or* at home?[1] *He is at school.*
Will he come today[2] *or* tomorrow?[1] *He will come today.*

„Eks ole"-küsimused (Confirmative Questions).

§ **251.** Üldküsimuste hulka kuuluvad ka valikküsimused, mida nimetatakse „eks ole"-küsimusteks. Need küsimused algavad jutustava lausega (a statement), millele järgneb lühike üldküsimus (a general question). Eesti keelde see üldküsimus tõlgitakse sõnadega *eks ole*?:

It's a fine day today,[1] *isn't* it?[1]
Täna on tore päev, eks ole?

Kui küsimus ei nõua vastust, vaid ainult kinnitab öeldut, siis loetakse mõlemad küsimuse osad — jutustav osa ja üldküsimus — langeva I intonatsiooniga:

It *was* very cold yesterday,[1] *wasn't* it?[1]
Eile oli väga külm, eks ole?

§ 252. Kui küsimus on esitatud kuulajale ja nõuab vastust, siis häälda takse esimene osa küsimusest — jutustav osa — langeva I intonatsiooniga, teise osa — üldküsimuse — juures aga tõuseb hääl lause lõpul (II intonatsioon):

Ann *is* asleep,[1] *isn't* she?[2]
Ann magab, eks ole ju?
Tom *will* go there,[1] *won't* he?[2]
Tom läheb sinna, eks ole?

§ 253. Lühike üldküsimus sisaldab ainult isikulise asesõna ja jutustavas lauseosas esineva abi- või modaalverbi:

The children *can* swim, *can't* they?
Lapsed oskavad ujuda, eks ole?

Kui jutustava lauseosa verb on ühes põhiaegadest (Present või Past Tense), siis esineb üldküsimuses verbi *do* vastav vorm — *do, does* või *did:*

He *knows* his lesson, *doesn't* he?
Ta oskab oma õppeülesannet, eks ole?
He *came* in time, *didn't* he?
Ta tuli õigel ajal, eks ole?

§ 254. „Eks ole"-küsimused kujundatakse erisuguselt, olenevalt oodatavast vastusest.

Kui oodatakse jaatavat vastust (affirmative answer), siis on küsimuse esimene osa — jutustav lause — j a a t a v a s vormis, teine osa — üldküsimus — eitavas vormis:

You *know* her address, *don't* you?
Te teate ta aadressi, eks ole?

Kui oodatakse eitavat vastust (negative answer), siis on lause jutustav osa e i t a v a s vormis, üldküsimus aga jaatavas:

You *don't know* her address, *do* you?
Te ei tea ta aadressi, eks ole?

Oodatakse jaatavat vastust	Oodatakse eitavat vastust
They *are* at home, *aren't* they?	They *aren't* at home, *are* they?
Nad on kodus, eks ole?	Neid ei ole kodus, ega ole?
You *have* this book, *haven't* you?	You *haven't* this book, *have* you?
Teil on see raamat, eks ole?	Teil ei ole seda raamatut, ega ole?
He *likes* this picture, *doesn't* he?	He *doesn't* like this picture, *does* he?
Talle meeldib see pilt, eks ole?	Talle ei meeldi see pilt, ega?
She *will* be late, *won't* she?	She *won't* be late, *will* she?
Ta hilineb, eks ole?	Ta ei hiline, ega?

§ 255. Vastused „eks ole"-küsimustele võivad olla jaatavad või eitavad, s. o. oodatud või ootamatud.

Oodatakse jaatavat vastust	Jaatav vastus	Eitav vastus
You *want* a drink, *don't* you?	*Yes,* I *do.*	*Oh no,* I *don't.*
She *will* come soon, *won't* she?	*Yes,* she *will.*	*Oh no,* she *won't.*
He *can* go now, *can't* he?	*Yes,* he *can.*	*Oh no,* he *can't.*

§ 256. Kui oodatakse eitavat vastust, võib eesti keeles jaatavas vastuses olla *ei:*

Miks *ei*, tahan küll.

Inglise keeles võib *jaa* esineda ainult jaatavas vastuses, *ei* — eitavas vastuses:

Oodatakse eitavat vastust	Eitav vastus	Jaatav vastus
You *don't* want a drink, *do* you?	*No,* I *don't.*	*Oh yes,* I *do.*
She *won't* come soon, *will* she?	*No,* she *won't.*	*Oh yes,* she *will.*
He *can't* go now, *can* he?	*No,* he *can't.*	*Oh yes,* he *can.*

Eriküsimused (Special Questions).

§ 257. Kõik eriküsimused algavad küsivate sõnadega — asesõnadega *who*? (*whom*? *whose*?), *what*? *which*? *how many*?, *how much*? ja määrsõnadega *where*?, *when*?, *how*?, *how often*?, *why*? jne. Neil on samasugune intonatsioon kui jutustaval lausel, s. o. hääl langeb lause lõpul:

Why isn't Annie at school today?[1]

§ 258. Eriküsimused jagunevad kahte rühma:

(1) küsimus on pööratud alusele,

(2) küsimus on pööratud teistele lauseliikmetele — öeldisele, sihitisele, täiendile ja määrusele.

§ 259. Alusele pööratud küsimuses jääb sõnade järjekord s a m a k s k u i j a a t a v a s l a u s e s: öeldis jääb teisele kohale, esimesele kohale aga tuleb aluse asemele küsiv asesõna, mis on ka küsiva lause a l u s e k s. Abiverbi *do* alusele pööratud küsimuses ei tarvitata.

I	II	III	IV
Olga	wrote	the exercise	on the blackboard.[1]
Who	wrote	the exercise	on the blackboard? [1]
I	shall come	—	home very late.[1]
Who	will come	—	home very late? [1]
He	did not skate	—	on Wednesday.[1]
Who	did not skate	—	on Wednesday? [1]
The box	stood	—	in the middle of the room.[1]
What	stood	—	in the middle of the room? [1]

§ 260. Alusele pööratud küsimus nõuab täisvastust, mis koosneb alusest (nimisõnast või asesõnast) ja abi- või modaalverbist. Kui öeldis on lihtolevikus või lihtminevikus, siis esineb vastuses verbi *do* vastav pöördeline vorm. Eesti keeles võib vastus koosneda ainult alusest:

Who can translate this text? *Eve can.*
Kes võib tõlkida selle teksti? Eve.
Who knows this poem? *I do.*
Kes teab seda luuletust? Mina.

§ **261.** Teistele lauseliikmetele pööratud eriküsimustes on sõnade järjekord sama kui üldküsimustes: põhiverb on teisel kohal, abi- või modaalverb null-kohal aluse ees. Küsiv sõna asetseb abi- või modaalverbi ees:

?	0	I	II	III	IV
—	—	Mary	is reading	a book	in the garden.[1]
What	is	Mary	— doing?[1]	—	
What	is	Mary	— reading	—	in the garden?[1]
Where	is	Mary	— reading	a book?[1]	

§ **262.** Eessõnaga sihitisele pööratud küsimustes võib eessõna olla lause alguses küsiva asesõna juures või jääda oma kohale:

?	0	I	II	III	IV
—	—	Leo	told	me	*about* this film.
(*About* what	did	Leo	tell	me?)	
What	did	Leo	tell	me	*about*?
—	—	Mother	gave	an apple	*to* each of us.
To whom	did	Mother	give	an apple?	
Whom	did	Mother	give	an apple	*to*?

Märkus. Sulgudes olev lause on grammatiliselt õige, kuid inglise keeles mittetarvitatav.

LIITLAUSE.

(THE COMPOUND AND THE COMPLEX SENTENCE.)

§ **263.** Liitlaused jagunevad nii eesti kui ka inglise keeles rindlauseteks (compound sentences) ja põimlauseteks (complex sentences).

THE COMPOUND SENTENCE.

§ **264.** Rindlauseid, mis koosnevad kahest (või mitmest) lihtlausest, seovad järgmised rinnastavad sidesõnad:

and	**but**	**or**	**either . . . or**	**neither . . . nor**
ja, ning	kuid, aga	ehk, või	kas . . . või	ei . . . ega
for	**so**			**therefore**
sest et	niisiis, sellepärast, nii et			sellepärast, järelikult

An aeroplane roared above them, *and* bombs fell.
I saw a large tree, *but* it was too far away.
We know her very well, *for* she is Michael's cousin.
Mother will go with us, *so* we shan't be afraid.

THE COMPLEX SENTENCE.

§ **265.** Põimlause koosneb kahest osast: (1) pealausest (principal clause) ja (2) kõrvallausest (subordinate clause), mida ühendavad pealausega järgmised siduvad sõnad:

Alistavad sidesõnad:

that et
so . . . that nii et

because sest et
as kuna, kui, sel ajal kui
while sel ajal kui, kuna
till, until kuni
in order that selleks et
before enne kui
after pärast seda kui
though, although kuigi, ehkki, ehk küll

Siduvad asesõnad:

who kes, missugune
whom keda, kellele, missugust, missugusele
whose kelle, missuguse
which missugune
that missugune, mis
what (see) mis

Siduvad määrsõnad:

when kui
where kus, kuhu
how kuidas
why mispärast, miks

Bertha thinks *that* she lives in a bright little home.
While we were talking, she got supper ready.
He put on his warm coat, *because* the wind was cold.

Peter and Leo, *who* live in the same street, go home together.
"I can't sing *when* I work," he said in a rough voice.
She does not know *where* we live.

§ **266.** Kõrvallaused liigitatakse inglise keeles aluslauseiks, öeldislauseiks, täiendlauseiks, sihitislauseiks ja määruslauseiks olenevalt sellest, missugust lauseliiget nad asendavad.

Kuid inglise keelele on siin omased mõned iseärasused.

§ **267.** Sihitislauseis jääb tavaliselt abistav sidesõna *that* ära. Ka koma puudub:

I think (*that*) we should send her a book.
Ma arvan, *et* me peaksime saatma talle raamatu.

§ **268.** Eesti keeles võib kõrvallauses alus ära jääda, kui ta on sama mis pealauses. Inglise keeles ei ole see võimalik:

He says *(that) he* will do this exercise at once.
Ta ütleb, *et* teeb selle harjutuse kohe.

§ **269.** Täiendlause alguses olev siduv asesõna (*whom, which, that*) võib ära jääda, mis on eesti keeles võimatu:

He is speaking about the film (*that*) he saw yesterday.
Ta räägib filmist, *mida* ta nägi eile.

This is the man (*whom*) I mean.
See on see mees, *keda* ma mõtlen.

§ **270.** Kui siduv asesõna esineb koos eessõnaga, siis asesõna ärajätmise korral asetseb eessõna verbi järel:

{She showed me the house *in which* she lives.
{She showed me the house she lives *in*.
Ta näitas mulle maja, *milles* ta elab.

{That is the teacher *about whom* I told you so much.
{That is the teacher I told you so much *about*.
See on õpetaja, *kellest* ma nii palju olen teile jutustanud.

. Verbi pöördeliste vormide asendamine partitsiipidega. (Participles Replacing the Finite Forms of the Verb.)

§ 271. Nagu eesti keeleski, võib täiendlauseid asendada partitsiipidega: siduv asesõna jääb ära ja pöördeline verb asendub oleviku või mineviku partitsiibiga. Täiendlauset asendav partitsiip asetseb alati selle nimisõna järel, mille juurde ta kuulub, ega või seista selle ees, nagu eesti keeles:

She is reading the text *which was translated* by Olga.
She is reading the text *translated* by Olga.
Ta loeb teksti, mis on tõlgitud Olga poolt.
Ta loeb Olga poolt tõlgitud teksti.

§ 272. Pöördelised verbivormid kahe öeldisega lihtlauseis ja rindlauseis võivad asenduda partitsiipidega, mis eesti keelde tõlgitakse des-gerundiiviga või mineviku partitsiibiga.

He took a pen and began to write.
Ta võttis sule ja hakkas kirjutama.
Taking a pen, he began to write.
Võtnud sule, hakkas ta kirjutama.
She was very tired, so she went to bed at once.
Ta oli väga väsinud, sellepärast läks ta kohe magama.
Being very tired, she went to bed at once.
Olles väga väsinud läks ta kohe magama.

Määruslauseid asendavad *partitsiibid* võivad asetseda kas pealause ees või järel ning nad tõlgitakse eesti keelde des-gerundiiviga või mineviku partitsiibiga:

When they came to her flat, they rang the bell.
Kui nad jõudsid tema korteri juurde, helistasid nad kella.
Coming to her flat, they rang the bell.
Jõudnud tema korteri juurde, helistasid nad kella.
As she was coming into her room, she heard a noise.
Kui ta astus oma tuppa, kuulis ta müra.
Coming into her room, she heard a noise.
Astudes oma tuppa kuulis ta müra.

Liitsihitis (The Complex Object).

§ 273. Liitsihitis verbide *want* ja *like* (*should like* ja *would like*) järel koosneb otsesest sihitisest — nimisõnast või asesõnast — ja temale järgnevast verbist infinitiivi vormis partikliga *to:*

Father *wants me to write* this letter.
Isa tahab, et ma kirjutaksin selle kirja.

Liitsihitisel ei ole sõnasõnalist vastet eesti keeles. Käesoleval juhul tõlgitakse ta eesti keelde sihitislausega (sidesõnaga *et*):

Peter *wants Leo to help* him.
Peeter tahab, et Leo aitaks teda.
I *should like you to come* tomorrow.
Ma tahaksin, et te tuleksite homme.

§ 274. Liitsihitis verbide *see* ja *hear* järel koosneb otsesest sihitisest — nimisõnast või asesõnast — ja temale järgnevast verbist infinitiivi vormis ilma partiklita *to:*

I *saw Harry come* into the house.
{Ma nägin, kui Harry astus majja.
{Ma nägin Harry't astuvat majja.

Verbidele *see* ja *hear* järgnevas liitsihitises võib verb olla ka oleviku partitsiibi vormis:

I *saw him coming up* to the house.
{Ma nägin, kui ta lähenes majale.
{Ma nägin teda lähenevat (lähenemas) majale.

Mõlemad liitsihitised verbide *see* ja *hear* järel tõlgitakse eesti keelde sihitislausetega, mis algavad sidesõnaga *kui,* või kaudse kõneviisi või ma-tegevusnime seesütlevaga.

Erinevus nende vahel on järgmine. Infinitiiviga liitsihitis tähendab ühekordset tegevust:

I *heard her say* these words.
Ma kuulsin, kui ta ütles need sõnad (teda ütlevat neid sõnu).
We *saw her run* into the house.
Me nägime, kui ta jooksis majja (teda majja jooksvat).

Oleviku partitsiibiga liitsihitis tähendab lõpetamata tegevust, mis algas varem ning kestab edasi antud momendil:

They *heard him speaking* to the director.
Nad kuulsid, kui ta rääkis direktoriga (teda rääkivat, rääkimas).
We *saw her running about* in the garden.
Me nägime, kui ta jooksis aias ringi (teda jooksvat, jooksmas).

EBAREEGLIPÄRASTE VERBIDE NIMESTIK.

(LIST OF IRREGULAR VERBS.)

Infinitive	Past Tense	Past Participle	Infinitive	Past Tense	Past Participle
be	was, were	been	drink	drank	drunk
beat	beat	beaten	drive	drove	driven
become	became	become	eat	ate	eaten
begin	began	begun	fall	fell	fallen
bite	bit	bitten	feed	fed	fed
blow	blew	blown	feel	felt	felt
break	broke	broken	fight	fought	fought
bring	brought	brought	find	found	found
build	built	built	fly	flew	flown
buy	bought	bought	forget	forgot	forgotten
catch	caught	caught	get	got	got
choose	chose	chosen	give	gave	given
come	came	come	go	went	gone
cost	cost	cost	grow	grew	grown
cut	cut	cut	hang	hung	hung
do	did	done	have	had	had
draw	drew	drawn	hear	heard	heard
hide	hid	hidden	rise	rose	risen
hit	hit	hit	run	ran	run
hold	held	held	say	said	said
keep	kept	kept	see	saw	seen
know	knew	known	sell	sold	sold
lay	laid	laid	send	sent	sent
lead	led	led	set	set	set
leave	left	left	shake	shook	shaken
let	let	let	shine	shone	shone
lie	lay	lain	shoot	shot	shot
make	made	made	shut	shut	shut
mean	meant	meant	sink	sank	sunk
meet	met	met	sing	sang	sung
pay	paid	paid	sleep	slept	slept
put	put	put	speak	spoke	spoken
read [i:]	read [e]	read [e]	spend	spent	spent
ride	rode	ridden	spread	spread	spread
ring	rang	rung	stand	stood	stood

Infinitive	Past Tense	Past Participle	Infinitive	Past Tense	Past Participle
stick	stuck	stuck	tell	told	told
strike	struck	struck	think	thought	thought
swim	swam	swum	throw	threw	thrown
swing	swung	swung	understand	understood	understood
take	took	taken	wear	wore	worn
teach	taught	taught	write	wrote	written
tear	tore	torn			

ANSWERS TO RIDDLES.

1. Because it is in the middle of d*a*y.
2. One powders the face and the other faces the powder.
3. The letter M.
4. A hole.
5. Because the bed will not come to us.
6. One minds the train and the other trains the mind.
7. The letter C (the sea).
8. Sunday, because all the others are w*ee*k (w*ea*k) days. (A week-day is a working day, Sunday is not a working day.)
9. Fire.
10. Today.
11. A newspaper. (The paper is white and the words are black and it is read [red] all over.)
12. Because it is in the middle of wa*t*er.
13. The word *short* becomes *shorter* by the addition of a syllable.
14. When it looks round.
15. A good appetite.
16. Its father's daughter.
17. Growing older.
18. Your name.
19. The winds bl*ew* (bl*ue*) and the waves *rose*.
20. Three: one behind the other in a row.
21. The letter A, because it makes *her hear*.

ALPHABETIC VOCABULARY
of the 5th and 6th Classes.

ABBREVIATIONS (LÜHENDID).

a. adjective (omadussõna)
adv. adverb (määrsõna)
Ant. antonym (vastandtähenduslik sõna)
conj. conjunction (sidesõna)
excl. exclamation (hüüd)
gram. grammar (grammatika)
mod. v. modal verb (modaalverb)
n. noun (nimisõna)
num. numeral (arvsõna)
pl. plural (mitmus)
part. a. participial adjective (partitsipiaalne omadussõna)
p. p. past participle (mineviku partitsiip)
pred. a. predicative adjective (öeldistäitena tarvitatav omadussõna)
prep. preposition (eessõna)
pron. pronoun (asesõna)
Syn. synonym (samatähenduslik sõna)
v. i. verb intransitive (sihitu verb)
v. t. verb transitive (sihiline verb)
v. t. & i. verb transitive and intransitive (sihiline ja sihitu verb)

A

absent *a.* puuduv
be absent puuduma
aeroplane ['ɛərəplein] *n.* lennuk
a'fraid *pred. a.* kartev
be afraid (of) kartma
after *prep.* pärast
afternoon ['ɑ:ftə'nu:n] *n.* pärastlõuna
a'gain *adv.* jälle, uuesti
a'gainst *prep.* vastu
air *n.* õhk
all *pron.* kõik; terve
a'lone *pred. a.* üksi
al'ready *adv.* juba
also ['ɔ:lsou] *adv.* ka; samuti
always ['ɔ:lwəz] *adv.* alati
and *conj.* ja, ning
animal *n.* loom
another [ə'nʌðə] *pron.* teine
answer ['ɑ:nsə] *v.* vastama; *n.* vastus
any ['eni] *pron.* mõni; mingi
anybody *pron.* keegi
anything *pron.* midagi
apple *n.* õun
April ['eipril] *n.* aprill

arm *n.* käsivars
army *n.* armee
a'round *prep.* ümberringi
artillery [ɑː'tilәri] *n.* suurtükivägi
as ... as *conj.* niisama ... kui
a'sleep *pred. a.* magamas
be asleep magama
at *prep.* juures
ate [et] *past of* **eat**
August ['ɔːgәst] *n.* august
autumn ['ɔːtәm] *n.* sügis
a'way *adv.* ära, eemal(e)

B

back *adv.* tagasi
bad *a.* halb
badly *adv.* halvasti; hädasti, üliväga; tõsiselt (näit. ~ wounded — tõsiselt haavatud)
bag *n.* kott
ball *n.* pall
bandage ['bændidʒ] *n.* side; *v.* (haava) kinni siduma
banner *n.* lipp
bathe [beið] *v.* suplema
be (was, were) *v.* olema
bear [bɛə] *n.* karu
became *past of* **become**
be'cause *conj.* sellepärast et
be'come [bi'kʌm] **(became)** *v.* muutuma, saama (kellekski, millekski)
bed *n.* voodi
be'fore *prep.* enne, ees
be'gan *past of* **begin**
be'gin [bi'gin] **(began)** algama
be'hind [bi'haind] *prep.* taga
bell *n.* kell
best *a.* parim; *adv.* parimini
better *a.* parem; *adv.* paremini
big *a.* suur
bird *n.* lind
birthday ['bәːθdei] *n.* sünnipäev
black *a.* must
blackboard ['blækbɔːd] *n.* tahvel
blue *a.* sinine
body ['bɔdi] *n.* keha
book *n.* raamat
bookcase ['bukkeis] *n.* raamatukapp
bought [bɔːt] *past of* **buy**
box *n.* karp; kast
boy *n.* poiss
bread *n.* leib
break [breik] **(broke)** *v.* murdma; murduma
breakfast ['brekfәst] *n.* hommikueine
bring (brought) *v.* (kaasa) tooma
broke *past of* **break**
brother ['brʌðә] *n.* vend
brought [brɔːt] *past of* **bring**
brown [braun] *a.* pruun
bus *n.* omnibus
but *conj.* aga
butter *n.* või
buy [bai] **(bought)** *v.* ostma
by *prep.* juures; abil

C

cake *n.* kook, tort
came *past of* **come**
camp *n.* laager
can *v.* võin, suudan
carry (carried) *v.* kandma
cat *n.* kass
catch (caught) *v.* (kinni) püüdma
caught [kɔːt] *past of* **catch**
celebrate ['selibreit] *v.* pühitsema
chair *n.* tool
chalk [tʃɔːk] *n.* kriit
cherry *n.* kirss
chess *n.* male
chicken *n.* kanapoeg

child *n.* laps
children *n.* lapsed
cinema [ˈsinimə] *n.* kino
class *n.* klass
classroom *n.* klassituba
clock *n.* (tunni)kell
coat *n.* mantel
cold *a., n.* külm
col'lective *a.* kollektiivne
collective farm kolhoos
colour [ˈkʌlə] *n.* värv
come [kʌm] **(came)** *v.* tulema
commander [kəˈmɑːndə] *n.* komandör
communist [ˈkɔmjunist] *n.* kommunist; *a.* kommunistlik
comrade [ˈkɔmrid] *n.* seltsimees
cool *a.* jahe
copy-book [ˈkɔpibuk] *n.* vihik
corn *n.* vili
count *v.* loendama
country [ˈkʌntri] *n.* maa
(of) course [əfˈkɔːs] muidugi
cover [ˈkʌvə] *v.* katma
cried [kraid] *past of* **cry**
cry (cried) *v.* hüüdma, karjuma; nutma
cup *n.* tass

D

dance *v.* tantsima
dark *a.* tume, pime
day *n.* päev
dead *a.* surnud; **is dead** on surnud
dear *a.* kallis
December [diˈsembə] *n.* detsember
de'fend *v.* kaitsema
demonstration [ˌdemənˈstreiʃn] *n.* demonstratsioon
desk *n.* koolilaud, kirjutuslaud, pult
dialogue [ˈdaiələg] *n.* dialoog, kahekõne
dic'tation *n.* etteütlus
did *past of* **do**
different [ˈdifrənt] *a.* erinev, mitmesugune
difficult [ˈdifikəlt] *a.* raske
dinner *n.* lõuna
dirty *a.* määrdunud, must
do [duː] **(did)** *v.* tegema
doctor *n.* arst
dog *n.* koer
door [dɔː] *n.* uks
down [daun] *adv.* all, alla
drank [dræŋk] *past of* **drink**
draw (drew) *v.* joonistama
dress *v.* riietama, riietuma; *n.* kleit
drew *past of* **draw**
drink (drank) *v.* jooma
(on) duty korrapidaja ülesannetes, valvekorras

E

ear *n.* kõrv
early [ˈəːli] *adv.* vara
earth [əːθ] *n.* maa, maakera
eat (ate) *v.* sööma
egg *n.* muna
eight *num.* kaheksa
elephant [ˈelifənt] *n.* elevant
eleven [iˈlevn] *num.* üksteistkümmend
end *n.* lõpp; *v.* lõppema
enemy [ˈenimi] *n.* vaenlane
England [ˈiŋgləndˌ] *n.* Inglismaa
English [ˈiŋgliʃ] *a.* inglise; *n.* inglise keel
evening [ˈiːvniŋ] *n.* õhtu
every [ˈevri] *pron.* iga

exercise [ˈeksəsaiz] *n.* harjutus
exercise-book *n.* vihik
eye [ai] *n.* silm

F

face *n.* nägu
fall (fell) *v.* kukkuma, langema
family *n.* perekond
far *a.* kauge, kaugel
farm *n.* talu
fascist [ˈfæsist, ˈfæʃist] *n.* fašist; *a.* fašistlik
father [ˈfɑːðə] *n.* isa
February [ˈfebruəri] *n.* veebruar
fed *past of* **feed**
feed (fed) *v.* söötma; (loomi) karjatama
feet *n. pl.* jalad
fell *past of* **fall**
few *pron.* vähesed; vähe
field [fiːld] *n.* põld
fight (fought) *v.* võitlema, kaklema
film *n.* film
finger [ˈfiŋgə] *n.* sõrm
finish [ˈfiniʃ] *v.* lõpetama
fire *n.* tuli
fire *v.* tulistama
first *num.* esimene
(at) first esiteks
five *num.* viis
flag *n.* lipp
flew *past of* **fly**
floor [flɔː] *n.* põrand
flower [ˈflauə] *n.* lill
fly (flew) *v.* lendama
foot [fut] *n.* (laba)jalg
football *n.* jalgpall
for *prep.* jaoks; eest
fork *n.* kahvel
fought [fɔːt] *past of* **fight**
four [fɔː] *num.* neli
free *a.* vaba
friend [frend] *n.* sõber
from *prep.* (millegi, kellegi) juurest; -st, -lt
fruit [fruːt] *n.* puuvili
full [ful] *a.* täis
fun *n.* lõbu, nali
funny *a.* naljakas, imelik

G

game *n.* mäng
garden *n.* aed
gave *past of* **give**
gay *a.* lõbus
German *n.* sakslane; saksa keel; *a.* saksa
get up [get] **(got up)** *v.* üles tõusma
giraffe [dʒiˈrɑːf] *n.* kaelkirjak
girl [gəːl] *n.* tütarlaps
give [giv] **(gave)** andma
glad *a.* rõõmus
be glad rõõmustama
go (went) *v.* minema
go to bed magama minema
good [gud] *a.* hea
good-bye, goodbye jumalaga!
good morning, goodmorning tere hommikust!
got *past of* **get**
grass *n.* rohi
great [greit] *a.* suur
green *a.* roheline
greet *v.* tervitama
grenade [griˈneid] *n.* granaat
grew *past of* **grow**
grey *a.* hall
ground *n.* maa, maapind
group [gruːp] *n.* rühm, grupp
grow [grou] **(grew)** *v.* kasvama

H

had *past of* **have**
hair *n.* juuksed
half [hɑːf] *n.* pool
hallo! [hə'lou] excl. hallo! (tervitus)
hand *n.* käsi
happy *a.* õnnelik
harvesting ['hɑːvistiŋ] (vilja)lõikus
hat *n.* kübar
hate *v.* vihkama
have (had) *v.* omama
hay *n.* hein
head *n.* pea
hear (heard) *v.* kuulma
heard [həːd] *past of* **hear**
help *v.* aitama; *n.* abi
hen *n.* kana
here *adv.* siin; siia
hero ['hiərou] *n.* (pl. **heroes**) kangelane, sangar
high *a.* kõrge
hit (hit) *v.* lööma; tabama
holidays ['hɔlidiz] *n.* koolivaheaeg; pühad
home *n.* kodu; *adv.* koju
at home kodus
hospital ['hɔspitl] *n.* haigla
hot *a.* tuline, palav
hour ['auə] *n.* tund
house [haus] *n.* maja
how [hau] *adv.* kuidas
how are you? kuidas käsi käib?
how do you do? tere!
how many, how much kui palju
hundred ['hʌndrəd] *num.* sada

I

ice *n.* jää
ill *pred. a.* haige
in *prep., adv.* sees, sisse
ink [iŋk] *n.* tint
interesting ['intristiŋ] *a.* huvitav
into ['intu, 'intə] *prep.* sisse
in'vite *v.* külla kutsuma

J

January ['dʒænjuəri] *n.* jaanuar
joy *n.* rõõm
July [dʒu(ɪ)'lai] *n.* juuli
jump *v.* hüppama
June [dʒuːn] *n.* juuni

K

kill *v.* tapma
kite *n.* tuulelohe
knew [njuː] *past of* **know**
knife [naif] *n.* (pl. **knives**) nuga
know [nou] **(knew)** *v.* teadma

L

lamp *n.* lamp
land *n.* maa
last *a.* viimane; möödunud
at last lõpuks
late *a.* hiline; *adv.* hilja
laugh [lɑːf] *v.* naerma
lay the table lauda katma
lay *past of* **lie**
leader *n.* juht
leap-year ['liːpjəː] *n.* liigaasta
learn *v.* õppima
leave (left) *v.* jätma; lahkuma
left *past of* **leave**
left *a.* vasak
leg *n.* jalg, jalasäär
lesson *n.* õppetund
let (let) *v.* laskma; lubama
let us go läheme, mingem
lie (lay) *v.* lamama
life *n.* (pl. **lives**) elu
like *v.* sallima; armastama; meeldima

like *adj.* sarnane; *conj.* nagu
lion ['laiən] *n.* lõvi
little *a.* väike; *adv.* vähe
live [liv] *v.* elama
long *a.* pikk; *adv.* kaua
  long live ... elagu ...
look (at) *v.* (millelegi, kellelegi) vaatama
(a) lot (of) hulk, palju
love [lʌv] *v.* armastama

M

machine-gun [mə'ʃi:ngʌn] *n.* kuulipilduja
made *past of* **make**
make (made) *v.* tegema, valmistama; sundima
man *n.* inimene; mees
many ['meni] *pron.* palju(d)
map *n.* (maa)kaart
March *n.* märts
march *v.* marssima
May *n.* mai
mean [mi:n] **(meant)** [ment] *v.* tähendama; arvama
meat *n.* liha
meeting *n.* koosolek
men *n. pl.* inimesed; mehed
merry *a.* lõbus
mill *n.* veski
minus ['mainəs] *n.* miinus
minute ['minit] *n.* minut
moment *n.* moment
  in a moment silmapilk
monkey ['mʌŋki] *n.* ahv
month [mʌnθ] *n.* kuu
more *adv.* rohkem, enam
morning *n.* hommik
Moscow ['mɔskou] *n.* Moskva
mother ['ɪmʌðə] *n.* ema
mouth [mauθ] *n.* suu
move [mu:v] *v.* liikuma; liigutama
much *pron., adv.* palju (koguselt)
music *n.* muusika
must *v.* peab

N

name *n.* nimi
  what is your name? kuidas on teie nimi?
near *prep., adv.* ligidal, juures
nest *n.* pesa
new *a.* uus
next *a.* järgmine, lähim
nice *a.* kena, meeldiv
night *n.* öö
  at night öösel
nine *num.* üheksa
no *pron.* ei midagi; *adv.* ei
nobody *pron.* ei keegi
nose *n.* nina
not *adv.* ei, mitte
nothing ['nʌθiŋ] *pron.* ei midagi
No'vember *n.* november
now [nau] nüüd

O

ocean ['ouʃn] *n.* ookean
Oc'tober *n.* oktoober
of [əv] *prep., genitiivi eessõna*
officer ['ɔfisə] *n.* ohvitser
often ['ɔ:fn] *adv.* sageli
old *a.* vana
  how old are you? kui vana te olete?
on *prep.* peal, peale
once [wʌns] *adv.* ükskord
one [wʌn] *num.* üks
only ['ounli] *adv.* ainult
open *a.* lahtine, avatud; *v.* avama
or *conj.* või, ehk
other ['ʌðə] *pron.* teine
out *prep.* välja
(be) over *v.* mööduma; lõppema

P

paint *n.* värv
pair *n.* paar
paper *n.* paber
pa'rade [pə'reid] *n.* paraad
parti'san [ˌpaːti'zæn] *n.* partisan
party *n.* partei; seltskond; võõruspidu
pass *v.* mööduma; edasi andma
past *prep.* mööda; üle; läbi
half past two pool kolm
patriot ['peitriət] *n.* patrioot
patriotic [ˌpætri'ɔtik] *a.* isamaaline; isamaa-
pear [pɛə] *n.* pirn
pen *n.* sulg (koos sulepeaga)
pencil *n.* pliiats
pencil-box *n.* pinal
people ['piːpl] *n.* inimesed; rahvas
picture ['piktʃə] *n.* pilt
pig *n.* siga, põrsas
pillow *n.* padi
pin *n.* nööpnõel
pine *n.* mänd
pioneer [ˌpaiə'niə] *n.* pioneer
plant [plaːnt] *v.* istutama; *n.* taim; tehas
plate *n.* taldrik
play *v.* mängima; *n.* mäng
pleasant ['pleznt] *a.* meeldiv, mõnus
please *v.* palun, olge hea
pleased *part. a.* rahul, rõõmus
pleasure ['pleʒə] *n.* heameel, rõõm
plus *n.* pluss
portrait ['pɔːtrit] *n.* portree, näopilt
potatoes [pə'teitouz] *n.* kartulid
present ['preznt] *n.* kink, kingitus; *a.* kohal(olev)
pretty ['priti] *a.* kena, ilus
pride *n.* uhkus
proverb ['prɔvəb] *n.* vanasõna
pupil ['pjuːpl] *n.* õpilane
put (put) [put] *v.* panema, asetama
put down maha panema
put on selga (pähe, jalga, kätte) panema

Q

quarter ['kwɔːtə] *n.* veerand
question ['kwestʃ(ə)n] *n.* küsimus
quick *a.* kiire; *adv.* kiiresti
quite *adv.* päris, üsna, täiesti

R

rain *n.* vihm
it rains vihma sajab
ran *past of* **run**
rang *past of* **ring**
rat *n.* rott
read [riːd] **(read)** [red] *v.* lugema
ready ['redi] *a.* valmis
rear [riə] *n.* tagala
receive [ri'siːv] *v.* saama; vastu võtma
red *a.* punane
republic [ri'pʌblik] *n.* vabariik
revolution [ˌrevə'luːʃ(ə)n] revolutsioon
revolutionary [ˌrevə'luːʃnri] *a.* revolutsiooniline
rhyme [raim] *n.* värss, riim
riddle *n.* mõistatus
rifle *n.* vintpüss
right [rait] *a.* õige; parem
all right hea küll, hüva
ring (rang) *v.* helisema; helistama
ripe *a.* küps, valminud
river ['rivə] *n.* jõgi
room *n.* tuba

rose *n.* roos
round *a.* ümmargune; *prp.* ümber
row [rou] *v.* sõudma, aerutama
rule [ru:l] *n.* reegel, juhis
run (ran) *v.* jooksma
Russia *n.* ['rʌʃə] Venemaa
Russian ['rʌʃ(ə)n] *n.* venelane; *a.* vene

S

said [sed] *past of* **say**
salt [sɔ:lt] *n.* sool
same *a.* sama
sang *past of* **sing**
sat *past of* **sit**
sauce [sɔ:s] *n.* kaste, soust
save *v.* päästma
saw [sɔ:] *past of* **see**
say (said) *v.* ütlema, rääkima
school [sku:l] *n.* kool
schoolbag *n.* koolikott
schoolboy *n.* koolipoiss
schoolchildren *n.* õpilased, koolilapsed
schoolgirl *n.* koolitüdruk
season *n.* aastaaeg; hooaeg
second ['sekənd] *num.* teine; *n.* sekund
see (saw) *v.* nägema
send (sent) *v.* saatma
Sep'tember *n.* september
seven ['sevn] *num.* seitse
shall [ʃæl] *v. tulevikku moodustav abiverb*
shine (shone) *v.* paistma; hiilgama
shirt *n.* särk
shoe [ʃu:] *n.* king
shone [ʃɔn] *past of* **shine**
shoot (shot) *v.* (püssist) laskma; tulistama
short *a.* lühike
shot *n.* laskur; lask
shot *past of* **shoot**
shout *v.* hüüdma, kisama
show [ʃou] *v.* näitama
shut (shut) *v.* sulgema; *a.* suletud, kinni
silly ['sili] *a.* rumal
silver *n.* hõbe; *a.* hõbedane
sing (sang) *v.* laulma
sister *n.* õde
sit (sat) *v.* istuma
sit down istuma
six *num.* kuus
skate *v.* uisutama
skates *n. pl.* uisud
skating-rink *n.* uisutee
ski [ʃi:, ski:] *v.* suusatama
skis [ʃi:z, ski:z] *n. pl.* suusad
sky *n.* taevas
sleep (slept) *v.* magama
slept *past of* **sleep**
slogan ['slougən] *n.* loosung
slow *a.* aeglane, pikaldane
slowly ['slouli] *adv.* pikkamisi
smell *v.* haistma, nuusutama
smile *v.* naeratama; *n.* naeratus
snow [snou] *n.* lumi
it snows lund sajab
so *conj. adv.* nii; sellepärast
socialism ['souʃəlizm] *n.* sotsialism
socialist ['souʃəlist] *a.* sotsialistlik
sofa *n.* sohva
soldier ['souldʒə] *n.* sõdur
some [sʌm] *pron.* mõni, mõned; natuke, veidi
somebody ['sʌmbədi] *pron.* keegi
something ['sʌməiŋ] *pron.* miski, midagi
song *n.* laul
soon *adv.* varsti
sorry *pred. a.* kurvastav, kahetsev
I am sorry vabandust; mul on kahju; kahjuks

soup [su:p] *n.* supp
Soviet ['souviet, 'sɔviet] *n.* nõukogu
Soviet Army Nõukogude armee
Soviet Union Nõukogude Liit
sowing ['souiŋ] *n.* külv
speak (spoke) *v.* kõnelema, rääkima
spoon *n.* lusikas
sport *n.* sport
spring *n.* kevad
stand (stood) *v.* seisma
stand up püsti tõusma
stick *n.* kepp, pulk
still *adv.* tasa, vaikselt; ikka veel, veel
stocking *n.* sukk
stood [stud] *past of* **stand**
stop *v.* peatuma; peatama; lakkama
story *n.* jutt
stove *n.* ahi
street *n.* tänav
strong *n.* tugev
suddenly *adv.* äkki
summer *n.* suvi
sun *n.* päike
swam [swæm] *past of* **swim**
sweet *a.* magus; armas, meeldiv
swim (swam) *v.* ujuma

T

table *n.* laud
take (took) *v.* võtma
talk [tɔ:k] *v.* kõnelema, vestlema; *n.* kõnelus, vestlus
tall *a.* (kasvult) pikk, kõrge, suur
tank [tæŋk] *n.* tank
taste [teist] *v.* maitsema
tea *n.* tee
teacher *n.* õpetaja
teeth *n. pl.* hambad
tell (told) *v.* rääkima, ütlema
ten *num.* kümme
tennis *n.* tennis
than *conj.* kui (võrdlev)
thank *v.* tänama
thank you tänan
that *pron.* too, see seal; milline; *conj.* et
then *adv.* siis
there [ðɛə] *adv.* seal
these [ði:z] *pron.* need
thing *n.* asi, ese
third *num.* kolmas
this [ðis] *pron.* see
those [ðouz] *pron.* nood, need seal
thousand ['θauzənd] *num.* tuhat
three [θri:] *num.* kolm
through [θru:] *prep.* läbi
tie [tai] *n.* side; kaelaside
tiger ['taigə] *n.* tiiger
till *prep.* kuni (ajasuhete määramiseks)
time *n.* aeg; kord
it is time on aeg
what's the time? mis kell on?
tired ['taiəd] *a.* väsinud
I am tired ma olen väsinud
to [tu, tə] *prep.* juurde
to-day, today [tə'dei] *adv.* täna
together [tə'geðə] *adv.* koos
told [tould] *past of* **tell**
to-morrow, tomorrow [tə'mɔrou] *adv.* homme
tongue [tʌŋ] *n.* keel
too *adv.* ka, samuti; liiga
took *past of* **take**
touch [tʌtʃ] *v.* puudutama
tram *n.* tramm
tree *n.* puu
tried [traid] *past of* **try**
true [tru:] *a.* õige, tõeline
it is true see on tõsi
try (tried) *v.* püüdma, katsuma

twelve *num.* kaksteistkümmend
twenty *num.* kakskümmend
two [tuː] *num.* kaks

U

uncle [ˈʌŋkl] *n.* onu
under *prep.* all, alla
underˈstand (understood) *v.* aru saama
underˈstood *past of* **understand**
union [ˈjuːnjən] *n.* liit
up *adv.* üles, üleval
up and down üles ja alla, edasi ja tagasi
use [juːz] *v.* tarvitama, kasutama
USSR [ˈjuːsesˈsɑː] *n.* NSVL

V

very [ˈveri] *adv.* väga
very much väga; väga palju
victory *n.* võit
village [ˈvilidʒ] *n.* küla, asula
volley-ball *n.* võrkpall, käsipall

W

wait *v.* ootama
walk [wɔːk] *v.* kõndima, käima; jalutama
wall *n.* sein
want *v.* tahtma, vajama
war *n.* sõda
warm *a.* soe
was *past of* **be**
wash *v.* pesema
watch *n.* uur; valve; valvur, vahimees
water [ˈwɔːtə] *n.* vesi
way *n.* tee
weather [ˈweðə] *n.* ilm
week *n.* nädal
well *adv.* hästi; *pred. a.* terve
I am well ma olen terve
went *past of* **go**
were [wəː, wɛə, wə] *past of* **be**
what *pron.* mis
when *adv.* kui
where [wɛə] *adv.* kus, kuhu
which *pron.* missugune, milline
white *a.* valge
who [huː] *pron.* kes
whole [houl] *pron.* terve, kogu
whom [huːm] *pron.* keda
why *adv.* miks
will *v.* tulevikku moodustav abiverb
wind [wind] *n.* tuul
window [ˈwindou] *n.* aken
winter *n.* talv
with [wið] *prep.* -ga, ühes
woman [ˈwumən] *n.* naine
women [ˈwimin] *n. pl.* naised
wood [wud] *n.* mets
word *n.* sõna
work *v.* töötama; *n.* töö
worker *n.* tööline
world *n.* maailm
wound [wuːnd] *v.* haavama
wounded [ˈwuːndid] *a.* haavatud
write [rait] **(wrote)** *v.* kirjutama
wrote [rout] *past of* **write**

Y

year [jəː; jiə] *n.* aasta
yellow [ˈjelou] *a.* kollane
yes *adv.* jah
yesterday [ˈjestədi] *adv.* eile
yet *adv.* veel, alles; siiski
not yet veel mitte
young [jʌŋ] *a.* noor
youth [juːθ] *n.* noorus; nooruk

Z

zoo *n.* loomaaed

ALPHABETIC VOCABULARY
for the 7th and 8th Classes.

Numbrid sõna (või väljendi) järel viitavad õppetükile, milles see sõna esineb esmakordselt.

Tähekesega märgistatud sõnad, mille järel on õppetüki number, on vajalikud vaid selle teksti ümberjutustamiseks, milles nad esinevad.

Tähekesega märgistatud ilma numbrita sõnad esinevad ainult täiendavaks lugemiseks määratud tekstides.

A

able 6 *a.* võimeline, **be able** suutma, võimeline olema. I *shall be able* to go. Ma saan minna, mul on võimalik minna.

about *prep.* 5 (millegi) üle, -st, 5 umbes. *about* a hundred people; *about* six o'clock. *adv.* ringi, siin ja seal. They were walking *about* in the park. Nad jalutasid (ringi) pargis.

above 5 [ə'bʌv] *prep.* (millegi) peal, kohal. The sky is *above* us. Taevas on meie pea kohal. *Ant.* **below** 5.

above *a.* ülalmainitud

***according (to)** *prep.* (millegi) järgi, (millelegi) vastavalt

across 22 *prep.* üle, teisel pool. He walked *across* the street. They live *across* the street.

***act** 31 *n.* akt

***actually** 5 ['æktjuəli] *adv.* tegelikult, tõepoolest

add 22 *v. t. & i.* lisama. *Add* some cold water, it is too hot.

***ad'ditional** *a.* lisa-, täiendav

ad'dress 10 *n.* aadress. **ad'dress** 25 *v. t.* (millelegi) aadressi kirjutama. **ad'dress** 28 *v. t.* kellegi poole pöörduma. He *addressed* the meeting in the following words...

***adjective** ['ædʒiktiv] *n.* omadussõna

***adverb** *n.* määrsõna

Africa 17 *n.* Aafrika. **African** *a.* aafrika

after ['ɑ:ftə] *prep.* pärast, peale (midagi). **after** 23 *conj.* pärast seda kui. *Ant.* **before**

afterwards 16 [ˈɑːftəwədz], ***afterward** (luulekeeles) *adv.* pärastpoole, hiljem

age 29 *n.* iga. He began to work at an early *age.*

aˈgo 13 *adv.* (teatav aeg) tagasi. I saw him a few days *ago.* **a long time ago** ammu. I was there *a long time ago.* Ma olin seal ammu. People *of long ago* did not understand that. Endise aja inimesed ei saanud sellest aru.

aˈgree 9 *v. i.* nõustuma. We *agreed* to his plan. Me nõustusime tema plaaniga. "Will you do that?" "All right, I *agree.*" „Kas sa teed seda?" „Hästi, olen nõus."

***ah** [ɑː] *excl.* ah! oi!

airman 24 *n.* lendur

***aˈlarm** *n.* häire, alarm; ärevus

alive 18 [əˈlaiv] *pred. a.* elus, elav. My grandfather is still *alive.* Mu vanaisa on veel elus.

all *adv.* täiesti. **all alone** täiesti üksi

all *pron.* kõik, kogu. **at all** 22 üldse. I have not seen him *at all.* Ma ei ole teda üldse näinud. ***all night long** kogu öö. **all over** 30 kõikjal, igal pool. **All over** the world. Kogu maailmas. **all right** 27 hästi, korras. Everything will be *all right.* Kõik on korras.

allow 25 [əˈlau] *v. t.* lubama. Schoolchildren *are not allowed* to go to the theatre on weekdays. Õpilasi ei lubata teatrisse minna argipäevil.

almost 13 [ˈɔːlmoust] *adv.* peaaegu

aˈlong 7 *prep.* piki, mööda. I walked *along* the road. Ma läksin mööda teed.

***aˈloud** *adv.* valjusti. **read aloud** valjusti lugema

***alphabet** [ˈælfəbit] *n.* tähestik

although 19 [ɔ(ː)lˈðou] *conj.* kuigi, ehkki. *Syn.* **though** 16

America [əˈmerikə] *n.* Ameerika. **American** 14 *a.* ameerika; *n.* ameeriklane

among 12 [əˈmʌŋ] *prep.* sekka, seas, vahel. The children played *among* the trees. Lapsed mängisid puude vahel.

Androcles 9 [ˈændrəkliːz] Androklos

***anger** [ˈæŋgə] viha, pahameel

angry 9 [ˈæŋgri] *a.* vihane. **be angry** vihane olema. She seems to *be angry* with me. Ta näib minule vihane olevat. She *became angry* at his words. Ta vihastas ta sõnade üle. **angrily** *adv.*

anˈnouncer 31 *n.* teadustaja

***anthem** 31 [ˈænθəm] *n.* hümn

any [ˈeni] *pron.* mõni; mingi, keegi; ükskõik missugune, iga. **anybody, anyone** keegi; ükskõik kes. **anything** midagi; ükskõik mis. **anywhere** kuskil(e); ükskõik kus; igal(e) pool(e), kõikjal(e)

apologize [əˈpɔlədʒaiz] *v. i.* vabanduma

apˈpear 20 *v. i.* ilmuma. *Ant.* **disappear** 12

appearance *n.* väline kuju, välimus; ilme

***arena** 9 [əˈriːnə] *n.* areen, võitlusväli

arm 13 *v. t. & i.* relvastama; relvastuma. They *were armed* with rifles. *Ant.* **disarm** 24

armchair 10 *n.* tugitool. I sat *in* an *armchair* and he sat *on* a chair.

ar'range *v. t.* asetama; korraldama

***ar'ray** [ə'rei] *v. t.* riietama; ehtima

***ar'rive** *v. i.* saabuma

arrow ['ærou] *n.* nool

article 20 *n.* artikkel, kirjutis

as 4 *conj.* nii, nagu. Do *as* I tell you. **as** 4 sel ajal kui, kui. He went out *as* I came home. Ta läks välja, kui ma tulin koju. **as** kuna, et. *As* I was tired I went to bed. **as ... as** niisama ... kui. He is *as* tall *as* I am. **(not) so ... as** (mitte) nii ... kui. He is not *so* tall *as* I am. **as if** 27 just nagu. He spoke *as if* he knew what he was talking about. **as usual** 5 nagu harilikult, nagu alati. **as well as** 26 *a.* niihästi ... kui ka. You can buy dishes *as well as* clothes in that shop. ***as well** samuti

Asia 19 ['eiʃə] *n.* Aasia. **Asia Minor** Väike-Aasia

ask *v. t.* küsima. **ask for** 7 paluma, nõudma. I *asked for* a glass of water. Ma palusin klaasi vett. I *asked for* Peter, but he was not at home. Ma küsisin Peetrit, kuid ta ei olnud kodus.

Athens 13 ['æθinz] Ateena

Atlantic [æt'læntik] *n.* Atlandi ookean

at'tack 23 *v. t.* ründama, kallale tungima

at'tention 31 *n.* tähelepanu

Australia 23 [ɔ(:)s'treiljə] Austraalia. **Australian** *a.* austraalia; *n.* austraallane

author 14 ['ɔ:θə] autor

***axe** [æks] kirves

B

baby 3 *n.* väike laps, beebi

back *adv.* tagasi. **back** 17 *a.* tagumine. **back** 22 *n.* selg. **back** 25 *n.* tagakülg. *Ant.* **front**

Baltic 26 ['bɔ(:)ltik] *n.* Balti meri

bank 19 *n.* (jõe)kallas

***barbarian** 31 [ba:'bɛəriən] *a.* barbaarne, metsik, harimatu

bare *a.* paljas, katmatu

***barge** 26 *a.* pargas, lamedapõhjaline veolaev

base 21 [beis] *v. t.* baseeruma, rajanema, põhinema

bathroom 8 *n.* vannituba

***battle** 31 *n.* lahing, võitlus

***bear** [bɛə] **(bore, born)** *v. t.* sünnitama; kandma. These trees are too young to *bear* fruit yet.

beautiful 4 ['bju:tif(u)l] *a.* ilus, imekaunis. *Ant.* **ugly** 3

be'came 9 *past of* **become**

be'cause *conj.* sest et. **because of** 17 *prep.* tõttu, pärast. She did not come *because of* her headache.

***bed** *n.* peenar; voodi

bedroom 8 *n.* magamistuba

bedtime 8 *n.* magamamineku-aeg

been *p. p. of* **be**

be'fore *prep.* ees, enne. He stood *before* me. He came *before* six o'clock. **before** 2 *adv.* varem(alt), enne. I did not know him *before*. **before** 2 *conj.* enne kui. He went away *before* I saw him.

beginning 22 *n.* algus. You can read that at the *beginning* of the book.

begun *p. p. of* **begin**

Belgium 22 ['beldʒəm] *n.* Belgia

believe 30 [bi'li:v] *v. t.* uskuma. I *believe* you. Ma usun teid.

below 5 [bi'lou] *adv.* all; *prep.* allpool, all. *Ant.* **above** 5

***bend (bent, bent)** *v. t. & i.* painutama; painduma; kummardama

Berlin 31 [bə:'lin] *n.* Berliin

Bertha 3 ['bə:θə] Berta

be'side 9 *prep.* kõrval(e). Come and sit *beside* me.

be'sides 14 *prep.* peale; *adv.* 6 peale selle, pealegi. Ann will be there *besides* me. "I haven't time to go, and *besides*, I don't want to."

***'best-'trained** 29 *a.* kõige osavam, kõige enam vilunud

be'tween 23 *prep.* (kahe olendi või asja) vahel. I was sitting among friends *between* Olga and Mary.

biscuit 11 ['biskit] *n.* biskviit, (kuiv) küpsis

bite 28 **(bit, bitten)** *v. t.* hammustama

bitten 28 *p. p. of* **bite**

blank *n.* tühi koht, lünk

blanket 8 ['blæŋkit] *n.* villane tekk

blew 1 *past of* **blow**

blind 3 [blaind] *a.* pime

***block** 10 *n.* kvartaal, linnajagu

blood 20 [blʌd] *n.* veri

***bloom** *v. i.* õitsema

blow 1 **(blew, blown)** *v. i.* puhuma. **blow off** 1 (ült) ära puhuma. **blow up** 30 lõhkema; õhku laskma

boil 11 *v. t. & i.* keetma; keema. We must *boil* this water. The kettle *is boiling;* **boiled** keedetud. I don't like *boiled* meat.

***boiler** 29 *n.* aurukatel

***bolt** [boult] *n.* riiv; polt

bomb 5 [bɔm] *n.* pomm. **bomb** 24 *v. t.* pommitama, pomme viskama

bombard 24 [bɔm'bɑ:d] *v. t.* pommitama

***bore** *past of* **bear**

born 29 *p. p.* sündinud. **be born** sündima. He *was born* in a peasant family. Ta sündis talupoja perekonnas.

both 16 [bouθ] *pron.* mõlemad. *Both* my brothers are in the Soviet Army. Mu mõlemad vennad on Nõukogude armees. My brothers are *both* in the Soviet Army. Mu vennad on mõlemad Nõukogude armees. **both ... and** 19 *conj.* niihästi ... kui ka. He speaks *both* English *and* French. Ta räägib niihästi inglise kui ka prantsuse keelt.

bottom 11 *a.* alumine. **bottom** 19 *n.* põhi, alumine osa

bought 4 [bɔ:t] *past and p. p. of* **buy**

***bower** ['bauə] *n.* lehtla, aiamajake; *poeet.* elamu

brackets *n. pl.* sulud, klambrid

branch 17 *n.* oks. **branch** 19 (of a river) harujõgi, väike jõgi

brave 24 *a.* vapper, julge

break (broke, broken) *v. t. & i.* murdma; murduma; purustama. **break down** 19 lammutama; kokku varisema. The wall *broke down.*

***breath** 31 [breθ] hing, hingeõhk. **hold one's breath** hinge kinni hoidma

***breathe** 18 [briːð] *v. i.* hingama; elama, olelema. *Breathes* there a man . . . ? Kas on inimest . . . ?

brick 13 *n.* telliskivi

bridge 13 *n.* sild

bright 1 [brait] *a.* hele, ere, selge, särav; rõõmus. The day was *bright.* Päev oli selge. Everything in the room was *bright* and shining. Kõik toas säras ja hiilgas. He met me with a *bright* smile. Ta tuli mulle vastu rõõmsa naeratusega. **brightly** 1 *adv.*

bring (brought, brought) *v. t.* tooma. ***bring up** (out of the water) esile (üles) tooma

***Britain** ['britn] Britannia; **Great Britain** Suur-Britannia

***broadcast** ['brɔːdkaːst] *adv.* kõikjal (luuletuses broad'cast)

broken *p. p. of* **break**

***brotherhood** 31 *n.* vendlus

build 13 **(built, built)** *v. t.* ehitama, püstitama. **builder** 13 *n.* ehitaja. **building** 13 *n.* ehitis, hoone; ehitamine

built 13 [bilt] *past and p. p. of* **build**

bullet 5 ['bulit] *n.* kuul

***bullock** 22 ['bulək] *n.* härg

***bulwark** 31 ['bulwə(ː)k] *n.* kaitsevall, kants

burn 5 *v. t. & i.* põlema; põletama. The fascists *burned* the house. Fašistid põletasid maja. The fire *burned* very brightly. Tuli põles väga heledalt.

***bury** 5 ['beri] *v. t.* matma

bush 17 [buʃ] põõsas

busy 10 ['bizi] *a.* tegev, tööga kinni. I am too *busy* to do it just now.

button 4 ['bʌtn] nööp

by 21 *prep.* ligi, juures; ajal, ajaks. I shall be home *by* six. 14 *prep. vastab omastavale käändele;* poolt; ajal; mööda; kaudu. This is a book *by* Dickens. America was discovered *by* Columbus. I go *by* this house every day. **by day** päeval. **by rail** raudteel. **by water** 23 vett mööda. **by** 21 *adv.* mööda. **by** + *ing-form* 22. When we build a house, we begin *by building* the walls and end *by putting on* the roof. ***by and by** peagi, varsti.

Byelorussia 21 [ˌbjelouˈrʌʃə] *n.* Valge-Vene

Byelorussian 21 *n.* valgevenelane; *a.* valge-vene

C

Caleb 3 ['keilib] *n.* Kaaleb

call 17 *v. t. & i.* kutsuma; hüüdma; nimetama

calm 28 [kaːm] *a.* vaikne, tasane, rahulik. **calmly** 28 *adv.* **calmness** 28 *n.*

***camel** 22 ['kæml] *n.* kaamel

Canada 23 ['kænədə] *n.* Kanada

canal 19 [kə'næl] *n.* kanal

can't 4 [kaːnt] = **cannot.** I *can't* come. Ma ei saa tulla.

cap *n.* müts

car 23 *n.* = **motor-car** auto

***card** *n.* (visiit)kaart

cardinal *a.* peamine, tähtsaim, põhi-

care 16 *n.* mure; hool
take care (of) 19 hoolitsema

careful 15 *a.* hoolas, hoolitsev; korralik; ettevaatlik. She is a very *careful* pupil. Please be *careful* with these books. **carefully** *adv.*

carriage 23 ['kæridʒ] *n.* vanker; vagun

carry *v. t.* kandma. **carry down** 19 ära kandma

cart 22 *n.* (kaherattaga) veovanker

Carthage ['kɑ:θidʒ] 9 *n.* Kartaago

catch 5 **(caught, caught)** *v. t.* püüdma; kätte saama; järele jõudma. ***catch up with** järele jõudma. He soon *caught up* with him. Ta jõudis talle varsti järele.

cause 19 *n.* põhjus. What was the *cause* of her illness?

caught 5 *past and p. p. of* **catch**

***cave** 9 *n.* koobas

ceiling 3 ['si:liŋ] lagi

***ce'ment** 13 [si'ment] *n.* tsement

century 14 ['sentʃəri] *n.* sajand

certain 30 ['sə:tn] *a.* kindel, teatav; üks, mingi, keegi. On a *certain* day next week, I shall ask you about this again.

certainly 10 *adv.* kindlasti, muidugi; palun. You are *certainly* right to do that. Teil on muidugi õigus seda teha. "May I come in?" "*Certainly.*" „Tohin ma sisse tulla?" — „Palun."

chance 22 *n.* juhus. **by chance** 21 juhuslikult

change 6 [tʃeindʒ] *v. t. & i.* muutma; muutuma; vahetama. I am afraid the weather *will change* before tomorrow. Ma kardan, et ilm muutub homseks. I must *change* my book at the library. Ma pean vahetama oma raamatu raamatukogus. **change** 23 *n.* vahetus; muudatus. I don't see any *change* in her.

chapter *n.* peatükk

***chariot** ['tʃæriət] *n.* uhke tõld

Charles *n.* Kaarel

cheap 13 *a.* odav. This book is quite *cheap.* Why don't you buy it? *Ant.* **dear, expensive** 13

***cheer** 31 *v. t.* ergutama

chief [tʃi:f] *a.* tähtsaim, peamine

China 22 *n.* Hiina

***choke** 20 *v. t.* kägistama; lämmatama

***chose** *past of* **choose**

cigarette 25 [sigə'ret] *n.* pabeross, sigarett

city 19 ['siti] *n.* suur (vanaaegne) linn

***civilian** 24 [si'viljən] *n.* eraisik

classic 14 ['klæsik] *n.* klassik; *a.* klassikaline

clean *a.* puhas. *Ant.* **dirty**

clear 28 *a.* selge. It was a beautiful *clear* day. Is everything *clear* to you?

clever 3 ['klevə] *a.* tark, arukas; osav, kärmas. Lessons are not difficult for Tom, he is very *clever.* Caleb was *clever* with his hands.

climb 25 [klaim] *v. t. & i.* ronima, üles minema. The monkey

climbed (*up*) the tree. The child *climbed up* on (on to) a chair.

***cloak** 1 *n.* mantel

***close** *v. t. & i.* sulgema; sulguma

clothes 3 [klouðz, klouz] *n.* rõivad; pesu. She has good *clothes*. Tal on head rõivad. Mother is washing the *clothes*. Ema peseb pesu. Get up and dress; your *clothes* are on the chair. Tõuse ja riietu, su rõivad on toolil.

***clothing** 12 ['klouðiŋ] *n.* rõivad. **in sheep's clothing** lambanahas

***cloud** *n.* pilv

***coach** 23 *n.* tõld

coal 26 *n.* kivisüsi. ***'coal-'black** süsimust

coat *n.* kuub, pintsak; naisemantel. ***coat** (of an animal) loomanahk

coffee 8 ['kɔfi] *n.* kohv

***combat** 31 *n.* võitlus, lahing

come [kʌm] (**came, come**) *v. i.* tulema. **come down** 5 alla tulema. **come in** 4 sisse tulema. **come on!** 21 läheme! **come out** 1 välja tulema. **come to an end** 31 lõpule jõudma, lõppema. **come to** 24 meelemärkusele tulema, toibuma. **come up** ligi astuma; tärkama

***comfortable** ['kʌmfətəbl] *a.* mugav, mõnus

***commander-in-chief** 5 [kə'mɑːndərin'tʃiːf] *n.* ülemjuhataja

***companion** [kəm'pænjən] *n.* seltsimees, kaaslane

com'plete 31 *a.* täielik, lõpuleviidud; *v. t.* lõpetama

'concert ['kɔnsət] *n.* kontsert

***'concrete** 13 *n.* betoon

***con'ductor** *n.* (trammi- või omnibuse-) konduktor

***confectioner** [kən'fekʃnə] *n.* kondiiter

confectioner's shop kondiitriäri

congratulate 31 [kən'grætjuleit] *v. t.* õnnitlema. She *congratulated* me on the holiday. Ta õnnitles mind pühade puhul. **congratulations** 31 *n. pl.* õnnitlused. **My congratulations!** Õnnitlen teid!

***conjunction** [kən'dʒʌŋkʃn] *n.* (*gram.*) sidesõna

***consciousness** 24 ['kɔnʃəsnis] *n.* teadvus. **lose consciousness** teadvust kaotama. *Ant.* **come to**

consider 29 [kən'sidə] *v. t.* (millekski) pidama; vaatlema. This book is *considered* the most important. Seda raamatut peetakse tähtsaimaks.

con'sist 28 *v. i.* koosnema. Great Britain *consists of* England, Scotland, Northern Ireland and Wales. Suur-Britannia koosneb Inglismaast, Šotimaast, Põhja-Iirimaast ja Wales'ist.

con'struct *v. t.* (*gram.*) moodustama (lauset)

***'contact** 24 *n.* kokkupuude, kontakt. **come into contact with** 24 kokku puutuma

***con'tent** *a.* rahul, rahuldatud

continuation 14 [kən,tinju'eiʃn] *n.* järg

continue 12 [kən'tinjuː] *v. t. & i.* jätkama; järgnema. I shall *continue* to study English after I leave school. (to **be continued**) 3 järgneb. (**continued**) 4 järg

copy ['kɔpi] *v. t.* ära kirjutama

corner 25 *n.* nurk
cor'rect *a.* õige. That is *correct.* See on õige. **correctly** *adv.* **correct** *v. t.* parandama
***correspondent** 20 [kɔris'pɔndənt] *n.* korrespondent, kirjasaatja
corresponding *a.* vastav
corridor 10 ['kɔridə] *n.* koridor
cost 31 **(cost, cost)** *v. t.* maksma. What does it *cost?* Mis see maksab?
could 1 [kud] *past of* **can.**
country 2 ['kʌntri] *n.* maa, riik, kodumaa; maa (vastandina linnale). **in the country** maal. **country house** suvila. **'countryman** 21 talupoeg, maaelanik
cousin 6 ['kʌzn] onu- või tädipoeg, onu- või täditütar
cow 29 [kau] lehm
***crawl** 24 *v. i.* roomama
***create** 31 [kri'eit] *v. t.* looma
***cricket** 3 *n.* kilk
Crimea [krai'miə] *n.* Krimm
cross 10 *v. t.* (risti) üle minema. They *crossed* the river by the bridge. Nad läksid üle jõe silda mööda.
crowd 31 [kraud] *n.* rahvahulk
crowd 31 *v. i.* hulgi kogunema
***crown** [kraun] *n.* kroon; pärg
cruel 3 ['kruəl] *a.* julm, halastamatu
cry *v. i.* hüüdma, karjuma; nutma. **cry out** 27 karjatama. **cry** 5 *n.* karjumine, karje
cupboard 11 ['kʌbəd] (lauanõude- või toidu-) kapp
***curtain** ['kə:tn] *n.* kardin, eesriie
cut (cut, cut) 20 *v. t.* lõikama. **cut a canal** 26 kanalit kaevama ***cut down** raiuma (puid) **cut out** 20 välja lõikama
Czecho-Slovakian ['tʃekouslou'vækiən] 31 *a.* tšehhoslovakkia

D

dangerous 12 ['deindʒərəs] *a.* ohtlik. *Ant.* **safe** 30
***dark** *n.* pimedus. **in the dark** pimedas. *Ant.* **light** 26
date *n.* kuupäev
daughter 3 ['dɔ:tə] tütar
daytime 9 *n.* päev, päevaaeg. **in the daytime** päeval
death 24 [deθ] *n.* surm
deceive 16 [di'si:v] *v. t.* petma
decide 30 [di'said] *v. t.* otsustama
***deed** 18 *n.* tegu
de'fenceless 24 *a.* kaitsetu
'definite 23 *a.* teatud, kindlaks määratud
***demand** [di'mɑ:nd] *n.* nõudmine
***Demeter** [di'mi:tə] *n.* Demeter (kreeka põllutööjumalanna)
de'pend 15 *v. i.* olenema; kellegi peale lootma. Remember, I *depend* on you. Pidage meeles, ma loodan teile.
deep 26 *a.* sügav
degree *n.* kraad
***depth** *n.* sügavus, sügavik
de'scribe 27 *v. i.* kirjeldama
desert 19 ['dezət] *n.* kõrbe
***de'spair** *n.* meeleheide
***diamond** ['daiəmənd] *n.* teemant
dictionary ['dikʃənri] *n.* sõnaraamat
didn't 4 [didnt] = **did not**
die 17 *v. i.* surema
***difference** ['difrəns] *n.* vahe, erinevus. **tell the difference** vahet tegema, eristama
difficulty 15 *n.* raskus

***dif'fuse** *v. t.* laiali puistama, hajutama

dining-room 7 *n.* söögituba

disap'pear 12 *v. i.* kaduma. *Ant.* **appear**

dis'arm 24 *v. t.* desarmeerima, relvitustama. *Ant.* **arm** 23

discover 19 [dis'kʌvə] *v. t.* avastama. Columbus *discovered* America. She *discovered* that she was wrong. **discovery** 19 *n.* avastus

dish 8 *n.* vaagen; **dishes** söögiõud

'distant 23 *a.* kauge; eemalolev

district 15 *a.* rajoon. **your home district** teie kodurajoon

***dive** *v. i.* sukelduma

Dnieper 26 ['dni:pə] *n.* Dnepr

***doll** 3 *n.* nukk

done 16 [dʌn] *p. p. of* **do**

***donkey** 22 ['dɔŋki] *n.* eesel

don't 4 [dount] = **do not**

doorway 6 ['dɔ:wei] *n.* sissekäik, ukseava. **in the doorway** ukseavas, uksel

down'stairs 5 *adv.* all, alla; alumisel(e) korral(e). *Ant.* **up'stairs** 7

***draw (drew, drawn)** *v. t.* tõmbama, vedama; joonistama

***drawn** *p. p. of* **draw**

dream 30 *v. i.* unistama. He *dreamed of* becoming an airman.

dressed 12 *part. a.* rõivastatud

***dressing-table** *n.* tualettlaud

drew *past of* **draw**

***dried** 13 *part. a.* kuivatatud

***drink** *n.* jook; lonks, sõõm. **take a drink** jooma, ära jooma

drive 18 **(drove, driven)** *v. t.* ajama, juhtima. He *drove* the sheep to the field. Can you *drive* a horse? He can *drive* a motorcar. **drive out** 18 välja ajama

driver *n.* (auto-, vankri-) juht

***drop** 19 *n.* tilk

drop 24 *v. t. & i.* pillama; viskama; kukkuma. The child *dropped* its apple. The Soviet aeroplanes *dropped* bombs on Berlin. The apples were *dropping* from the trees. *Ant.* **pick up** 25

drove 18 *past of* **drive**

***drown** 5 [draun] *v. t.* summutama (heli); uputama

dry 25 *a.* kuiv

dry 4 **(dried, dried)** *v. t. & i.* kuivatama; kuivama

Dumas 14 ['dju:mɑ:] *n.* Dumas

during 2 ['djuəriŋ] *prep.* kestel, ajal. **during the war** sõja ajal. **during the summer** suvel. *Märkus:* **during** vastab küsimusele *when? millal?* **for** vastab küsimusele *how long? kui kaua?*

duty 29 *n.* kohus, kohustus. "England expects that this day every man will do his **duty**" — Nelson. Inglismaa loodab, et sel päeval iga inimene täidab oma kohust. — Nelson

E

each 1 *pron.* iga. **each other** 1 teineteist. They smiled at *each other.* Nad naeratasid teineteisele.

earn 21 *v. t.* teenima (raha)

***earth** [ə:θ] *n.* maa, muld

east 15 *n.* ida. **eastern** 20 ['i:stən] *a.* idapoolne

easy 13 *a.* kerge. The work was *easy. Ant.* **difficult, hard**

easily *adv.*

***effort** 31 *n.* (jõu)pingutus. All the children made *an effort* to please their teacher.

Egypt 13 [ˈiːdʒipt] *n.* Egiptus. **Egyptian** 13 [iˈdʒipʃ(ə)n] *a.* egiptuse

either ... or 27 [ˈaiðə] *conj.* kas ... või. Don't stand in the doorway; *either* come in *or* go out. Ärge seiske uksel; tulge kas sisse või minge välja. *Ant.* **neither ... nor**

eˈlectric 7 *a.* elektri-

***Eleusis** [iˈluːsis] *n.* Eleusis (muistne kreeka linn)

else 8 *adv.* (küsiva, eitava või umbmäärase asesõna järel) veel; muu, teine. *No one else* will come. Keegi ei tule enam. I put on *someone else's* hat. Ma panin pähe kellegi teise kübara. Is there *anybody else* in the room? On veel keegi (muu) toas?

engine 29 [ˈendʒin] vedur, (auru)masin. **engine-driver** *n.* vedurijuht. **engine-room** 29 *n.* masinaosakond, masinaruum

engiˈneer 7 *n.* insener

Englishman [ˈiŋgliʃmən] *n.* inglane

***Enna** [ˈenə] *n.*

enough 21 [iˈnʌf] *pron.* küllalt, küllaldane. There is *enough* for everyone. "I haven't *enough* English books." **enough** *adv.* küllaldasel määral, küllalt. He does not work hard *enough.*

***enter** *v. t.* sisenema, sisse astuma. She *entered* the room.

envelope 25 [ˈenviloup] *n.* ümbrik

especially 17 [iˈspeʃ(ə)li] *adv.* eriti

***eternal** 31 [iˈtəːnl] *a.* igavene

Eugene 14 [juːˈdʒiːn] *n.* Eugen

Euphrates 9 [juːˈfreitiːz] *n.* Eufrat

Europe 22 [ˈjuərəp] *n.* Euroopa

even 6 [ˈiːvn] *adv.* isegi

***even** 10 *a.* ühetasane; paaris-. Six is an *even* number. *Ant.* **odd** (number) 10

eˈvent 31 *n.* sündmus, juhtumus

ever 15 [ˈevə] *adv.* kunagi, iganes. Have you *ever* been to Odessa?

every [ˈevri] *pron.* iga. ***every now and then** aeg-ajalt, vahetevahel. **everyone** 18 *pron.* igaüks, kõik. *Everyone* was happy. Kõik olid õnnelikud. **everything** 3 *pron.* kõik. **everywhere** 5 *pron.* kõikjal, igal pool. *Ant.* **nowhere**

exactly 29 [igˈzæktli] *adv.* täpselt

example 13 [igˈzɑːmpl] *n.* näide, eeskuju. **for example** näiteks

exˈcept 7 *prep.* välja arvatud; peale. Everyone was there *except* Mary.

exˈception *n.* erand

***exˈcited** *part. a.* erutatud. ***get excited** erutuma, ärrituma

exˈclaim 28 *v. i.* hüüdma, hüüatama

exist 16 [igˈzist] *v. i.* olelema, olemas olema, olema, elama **existence** 17 *n.* olemasolu, elu

exˈpect 30 *v. t.* ootama, lootma; arvama. I *expect* he will come about six o'clock as usual. He *expects* us to be there early. "Will Enn be there?" "I *expect* so. He always goes to such concerts." "Goodbye, I shall *expect* you on Sunday."

ex'pensive 13 *a.* kulukas, kallis. *Ant.* **cheap** 13. *Syn.* **dear**

***ex'perienced** 29 [iks'piəriənst] *a.* kogenud, vilunud

ex'plain 9 *v. t. & i.* seletama. Please *explain* the exercise to me.

ex'plode 20 *v. t. & i.* plahvatama panema; plahvatama

ex'plore 15 *v. t.* uurima. **explorer** 15 *n.* uurija (eriti maade- või merede-uurija). **exploring** 15 *n.* uurimine

ex'plosion 24 [iks'plouʒn] *n.* plahvatus

ex'press 22 *a.* kiire. **express train** 22 *n.* kiirrong

***ex'pression** [iks'preʃn] *n.* väljend

F

***face** *v. t.* kindlalt vastu astuma, näkku vaatama

fact 14 *n.* fakt; sündmus; tegu; tõelisus. **in fact** 14 õigupoolest; tegelikult

factory 24 *n.* vabrik, tehas

***fair** *a.* ilus, kaunis; puhas, korralik

fall (fell, fallen) *v. i.* kukkuma, langema. **fall asleep** 9 uinuma. **fall down** 5 kukkuma. **fall in** 5 sisse langema. **fall in love** 16 armuma. **fall** 31 *n.* kukkumine

fallen *p. p. of* **fall**

false 16 [fɔ:ls] *a.* valelik, reetlik, võlts. Never be *false* to your friends. Ärge kunagi petke (reetke) oma sõpru. *Ant.* **true**

famous 29 *a.* kuulus

***fancy** 16 ['fænsi] *n.* pettekujutus, kujutlus

far (farther, farthest) *adv.* kauge. **far away** 30 kaugel eemal. **far off** 31 kauge, kaugel asuv. *Ant.* **near. far heavier** 22 kaugelt raskem

***farewell** 20 *excl.* hüvasti! jumalaga!

***farmer** *n.* talunik, farmer

farther 18 ['fɑ:ðə] *adv.* kaugemal(e)

fast 23 *a.* kiire. **a fast tank** kiirelt liikuv tank. **fast** *adv.* kiiresti. This train goes very *fast*. ***fast** *adv.* tugevasti

fat *a.* paks, hästitoidetud. *Ant.* **thin** 16

***fate** 31 *n.* saatus

fatherland 2 *n.* isamaa

fear 27 *n.* hirm. **fearlessly** 24 *adv.* kartmatult, julgelt

***feast** 7 *n.* pidu, pidusöök

feel 9 **(felt, felt)** *v. t. & i.* (end) tundma

fell 5 *past of* **fall**

***fellow** ['felou] inimene, kaaslane. ***fellow-traveller** kaasreisija

felt 9 *past and p. p. of* **feel**

Fenimore Cooper 14 ['fenimɔ: 'ku:pə] *n.*

Ferdinand de Lesseps 26 ['fə:dinənd də Lə'sep] *n.*

***fever** 11 ['fi:və] *n.* palavik

few *pron.* vähe. **a few** 7 *pron.* mõned, mõningad

fight 9 *n.* lahing, võitlus, kaklus. ***fighting** *n.* võitlus, kaklus

fill 31 *v. t. & i.* täitma; täituma

fill in *v. t.* täitma (lünki)

find 8 **(found, found)** *v. t.* leidma. **find oneself** ennast leidma; äkki sattuma. **find out** 20 leidma, avastama

fine 6 *a.* ilus, tore; selge. The streets of Leningrad are very *fine*. It will be *fine* weather tomorrow.

fire 5 *n.* tuli, tulikahju. Is there a *fire* in the stove? Kas ahjus on tuli? Everything burned; there were *fires* everywhere. Kõik põles; kõikjal olid tulikahjud. **firing** 24 *n.* tulistamine

fish 7 *n.* kala; *pl.* **fish** kalad. There are many *fish* in this river. Will you have some *fish?* I bought a large *fish*. He caught two large *fish*.

fist *n.* rusikas

***fit** *a.* sobiv. ***fitted** 17 *part. a.* kohastunud

***flame** *n.* leek. ***flames** tuli

***flaming** *part. a.* leegitsev, lõõmav

flat 10 *n.* korter

flew 20 *past of* **fly**

***flight** *n.* lend

flood 19 [flʌd] *n.* üleujutus, uputus. **flood** 19 *v. t. & i.* üle ujutama, uputama. The river *is flooded* by the rains. Jõgi on paisunud vihmadest.

floor 10 [flɔ:] *n.* põrand; korrus. She lives on the second *floor*.

flow 19 *v. i.* voolama

***flowing** *part. a.* voolav

flown *p. p. of* **fly**

fly 25 *n.* kärbes

***fold** *v. t.* kokku panema

follow 18 ['fɔlou] *v. t. & i.* järgnema, järel käima. The dog *followed* its master. Koer käis oma peremehe järel.

following *a.* järgmine, järgnev

fond 11 *a.* armastav. **be fond of** armastama. I *am* very *fond of* apples.

food 9 *n.* toit. **food products** 23 toiduained

***foolishly** *adv.* rumalasti, mõtlematult

foot [fut] *n.* labajalg, pöid. **foot** 12 (mäe) jalg, alumine osa. The grass *at the foot* of the mountain was very good. Rohi mäe jalal oli väga hea. **on foot** 20 jalgsi. "I shan't take a tram, I shall go *on foot*." „Ma ei sõida trammiga, ma lähen jalgsi."

***footprint** 28 *n.* jalajälg

for *prep.* jaoks; kestel. He has been here *for* five weeks. **for** 9 *conj.* sest, sest et

foreign ['fɔrin] *a.* välismaine, võõramaine

foreigner ['fɔrinə] *n.* välismaalane

forest 2 ['fɔrist] *n.* mets

***forever** 31 [fə'revə] *adv.* alatiseks, igavesti

forget 14 [fə'get] (**forgot, forgotten**) *v. t.* unustama

forgot *past of* **forget**

form *n.* vorm

form 19 *v. t.* moodustama, kujundama; tekkima. The land sank and a great lake *was formed*. Maa vajus ja tekkis suur järv. **formation** 19 [fɔ:'meiʃn] *n.* moodustus, moodustamine

***fortune** ['fɔ:tʃ(ə)n] *n.* õnn

forward 4 ['fɔ:wəd] *adv.* edasi. *Ant.* **backward**

found *past and p. p. of* **find**

fountain ['fauntin] *n.* allik, purskkaev

***four'score** *n.* kaheksakümmend

***fox** 17 *n.* rebane
free 20 *v. t.* vabastama, vabaks laskma
***freeborn** 31 *a.* vabana sündinud, vaba
***freedom** 31 *n.* vabadus
French 14 *a.* prantsuse
Friday 6 [ˈfraidi] *n.* reede
***friendless** [ˈfrendlis] *a.* sõpradeta, üksildane
frighten 27 [ˈfraitn] *v. t.* hirmutama. **frightened** *part. a.* hirmunud. *Syn.* **afraid**
front 2 [frʌnt] *n.* front, rinne. **at the front** frondil
front 7 *a.* esikülg. **in front of** 7 *prep.* ees. **in front** 18 *adv.* ees. **front** 7 *a.* esi-, ees-
***frown** [fraun] *n.* kuri pilk
future 22 [ˈfjuːtʃə] *n.* tulevik. **in the future** 22 tulevikus. **future** *a.* tulev, tulevane

G

***gallery** [ˈgæləri] *n.* galerii
***gallop** [ˈgæləp] *v. t. & i.* galopeerima. ***gallop** *n.* galopp. ***at the gallop** galopis, nelja
gate 7 *n.* värav
***gather** *v. t.* korjama, kogunema
Genera'lissimo [dʒen(ə)rəˈlisimou] 5 *n.* generalissimus
gentle *a.* leebe, pehme, vagune
George 29 [dʒɔːdʒ] *n.*
Germany 8 [ˈdʒəːməni] *n.* Saksamaa
get 6 [get] (**got, got**) *v. t.* tooma; hankima; saama; omama. Please *get* me some water. Palun tooge mulle vett. I *got* a letter from my brother yesterday. Ma sain eile vennalt kirja. He *has got* a lot of English books. Tal on palju ingliskeelseid raamatuid. It was very hot and I *got* a headache. Oli väga kuum ja ma sain peavalu. **get something ready** 11 (midagi) valmis panema. *Get* your books *ready* for school. Pange oma raamatud valmis kooli jaoks. **get something off** 21 midagi ära võtma. I couldn't *get* the mud *off* my boots. Ma ei saanud pori ära oma saabastelt. **get supper** (lunch, etc.) 11 valmistama õhtusööki (keskpäevaeinet jne.). I *shall get dinner* for you at once. Ma valmistan teile kohe lõunasöögi. **get** *v. i.* saama, muutuma, **get married** 16 abielluma. My sister *got married* last week. ***get excited** erutuma, ärrituma. Everyone *got excited* at the news. **get in (into)** sisse astuma, sisenema. He *got into* the tram. Ta astus trammi. He *got in* and sat down. Ta tuli sisse ja istus. Ann *got into* bed again. Ann läks jälle voodisse. **get out (of)** väljuma, välja tulema. She *got out of* the tram. Ta väljus trammist. We must *get out* at the next stop. Me peame väljuma järgmises peatuses. We soon *got out of* the forest. Me jõudsime varsti metsast välja. **get to** 18 jõudma. We shall *get to* a village in half an hour. Me jõuame ühte külla poole tunni pärast.
***giant** [ˈdʒaiənt] *n.* hiiglane
gift 27 [gift] *n.* and, kink
give [giv] (**gave, given**) *v. t.* andma. **give back** tagasi andma.

give orders 4 korraldusi tegema, käskima

given *p. p. of* **give**

***gladden** *v. t.* rõõmustama

***gladly** *adv.* rõõmuga, meelsasti

glass *n.* klaas

***gloomy** *a.* pime, tume; sünge

glorious 5 [ˈglɔːriəs] *a.* kuulsusrikas

glory 31 *n.* kuulsus; hiilgus

go (went, gone [gɔn]) *v. i.* minema, käima. **go away** 4 ära minema. **go and see someone** 10 kedagi vaatama minema. **go about** 16 (ringi) käima. **go back** 2 tagasi minema I decided to *go back* home. Ma otsustasin koju tagasi minna. ***go by** mööduma. **go for a walk** 2 jalutama minema. **go in** 7 sisse minema. **go on** (a person) 25 (kellelegi) sobima, paras olema, (ülle) mahtuma. The shoes *go on me,* though they are very small. Kingad lähevad mulle jalga, kuigi nad on väga väikesed. The shoes *don't go on,* they are too small. Kingad ei lähe jalga, nad on liiga väikesed. **go out** 8 välja minema. He *went out* into the garden. Ta läks aeda. **go wrong** 29 rikki minema, juhtuma. Something *went wrong with* the motor-car. Autoga juhtus midagi.

***god** *n.* jumal. ***sun-god** päikesejumal

***goddess** *n.* jumalatar

gold 18 *n.* kuld. **golden*** 31 *a.* kuldne

gone 15 *p. p. of* **go**

good ˈnight, goodˈnight 8 *excl.* head ööd! head õhtut!

***goods** 26 *n. pl.* asjad; varandus; kaup

goose [guːs] *n.* hani

***goˈrilla** 17 *n.* gorilla

got *past and p. p. of* **get.** He *has got* many books. Tal on palju raamatuid.

government 15 [ˈgʌvənmənt] *n.* valitsus. **government map** 15 administratiivkaart

***governor** 9 [ˈgʌvənə] *n.* valitseja, kuberner

***grace** *v. t.* kaunistama

***grain** 19 *n.* tera. **grains of sand** liivaterad

grateful 11 *a.* tänulik. I am very *grateful* to you for your kindness. Olen teile väga tänulik teie lahkuse eest. *Ant.* **ungrateful**

***gratitude** [ˈgrætitjuːd] *n.* tänulikkus

***grave** 20 *n.* haud

greatness 19 [ˈgreitnis] *n.* suurus; ülevus

Greece *n.* Kreeka

Greek 13 *n.* kreeklane; *a.* kreeka

grew 12 *past of* **grow**

grey-haired 16 [ˈgreiˈhɛəd] *a.* hallijuukseline

***grim** 31 *a.* karm, vihane

***grippe** 11 [grip] *n.* gripp

grow [grou] **(grew, grown)** *v. t. & i.* kasvama; saama, muutuma. **ˈgrown-up** *n.* täiskasvanu; *a.* täiskasvanud, täisealine

gruel 20 [ˈgruəl] *n.* vedel puder, kört

guard 23 [gɑːd] *n.* konduktor (of a train or stage coach)

***guest** [gest] *n.* külaline

guide 15 [gaid] *n.* (nais)piilur; juht

gun 23 *n.* kahur, püss

H

***Hades** [ˈheidiːz] *n.* Hades (kreeka manalajumal); manala

***hand** *v. t.* kätte andma, ulatama

hang 4 (**hung, hung**) *v. t. & i.* rippuma; riputama. He *hung* the picture on the wall. The lamp *hangs* from the ceiling. Lamp ripub laes. ***hang one's head** pead norgu laskma

hang 12 (**hanged, hanged**) *v. t.* pooma

happen 16 *v. i.* juhtuma. What *has happened?* Mis juhtus?

happiness 20 *n.* õnn *Ant.* **unhappiness**

hard 2 *a.* raske. The exercises were *hard.* The work was not *hard. Ant.* **easy.** *Syn.* **difficult. hard** 3 karm, vali. Tackleton was a *hard* master. *Ant.* **kind** 3. **hard** 13 kõva. *Hard* wood; *hard* stone. *Ant.* **soft** 18. **hard** 2 *adv.* kõvasti, usinalt. He worked *hard.*

hardly 22 *adv.* vaevalt; raskusega

hasn't = **has not**

have to 9 *v.* pidama, sunnitud olema. I *have to* (I must) *go* to school early tomorrow. Ma pean homme vara kooli minema. I *shall have to finish* this work tomorrow. Ma pean lõpetama selle töö homme. We *had to* be ready by 5 o'clock. Me pidime valmis olema kella viieks. **have a fine time** lõbusasti aega veetma

headache 11 [ˈhedeik] *n.* peavalu. She often gets *headaches.* Tal on sageli peavalu.

***ˈhead ˈquarters** 24 *n. pl.* staap

hear (of) (heard, heard) 14. *v. t.* kuulma, teada saama

heard [həːd] *past and p. p. of* **hear**

heart 14 [hɑːt] *n.* süda. **by heart** peast, pähe. She learned the story *by heart.* **heartless** 16 *a.* südametu, julm

***hearth** 3 [hɑːθ] *n.* kolle; kodu

***heat** 31 *n.* kuumus, soojus

***heaven** 16 [ˈhevn] *n.* taevas. **Great heavens! Heavens!** Oi taevas! helde taevas!

heavy 19 [ˈhevi] *a.* tugev. The rain was very *heavy* for about half an hour. **heavy** 22 raske. Your schoolbag is very *heavy.* Ant. **light** 22 (kerge). **heavily** *adv.*

***Hecate** [ˈhekəti] *n.* Hekate (kreeka nõiduse ja öiste õuduste jumalatar)

held *past and p. p. of* **hold**

***Helios** [ˈhiːliəs] *n.* Helios (kreeka päikesejumal)

helpless 16 *a.* abitu

Henry *n.*

***Hermes** [ˈhəːmiːz] *n.* Hermes (kreeka jumal)

heroic 24 [hiˈrɔ(u)ik] *a.* sangarlik, sangar[i]-. **heroine** 20 [ˈherouin] *n.* naissangar. **heroism** 24 [ˈherouizm] *n.* sangarlikkus, vaprus

hers 25 *pron.* tema oma. This book is *hers.*

her'self 27 *pron.* (ise)ennast, endale; ise. She made *herself* a dress. Ta tegi endale kleidi. She did it *herself*. Ta tegi seda ise.

hesitate 21 ['heziteit] *v. i.* kõhklema, kahevahel olema

hid *past of* **hide**

hide 5 **(hid, hidden)** *v. t. & i.* peitma

***hiding-place** *n.* varjupaik, salajane peidukoht

high *a.* kõrge. The *wind is high.* Tuul on tugev.

***highway** *n.* maantee, peatee

hill 12 *n.* küngas; mägi; kõrgendik

him'self 9 *pron.* (ise)ennast, endale; ise. He said to *himself.* Ta ütles endamisi.

***hire** *v. t.* üürima, palkama

his 25 *pron.* tema oma. That book is *his.*

***historic** 31 [his'tɔrik] *a.* ajalooline

hold 19 **(held, held)** *v. t.* hoidma, kinni hoidma. ***hold back** tagasi hoidma. **hold out** 25 pakkuma, ulatama. She *held out* her hand to greet me. **hold up** 21 toetama. **hold one's breath** 31 hinge kinni pidama

hole 13 *n.* auk, avaus

home *n.* kodu; elumaja. **at home** kodus. Make yourself *at home.* Olge nagu kodus. **home** *a.* kodu-; sise-. **your home district** 15 teie kodurajoon. **home-work** *n.* kodutöö

***honesty** ['ɔnisti] *n.* ausus

honey 28 ['hʌni] *n.* mesi

hope 4 *v. i.* lootma. **I hope so.** Ma loodan, et see on nii; loodetavasti.

horse 18 *n.* hobune. **horseman** 18 *n.* ratsanik. **on horseback** 20 ratsa, hobuse seljas

home-work *n.* kodutöö

hotel 21 [hou'tel] *n.* hotell, võõrastemaja

however 22 [hau'evə] *conj.* siiski; ent, aga

***hu'mility** *n.* alandlikkus

hung 7 *past and p. p. of* **hang**

hungry 6 ['hʌŋgri] *a.* näljane. I am hungry. Ma olen näljane. **hunger** *n.* nälg

***husband** ['hʌzbənd] *n.* mees (abikaasa)

***hyacinth** ['haiəsinə] *n.* hüatsint

I

idea 6 [ai'diə] *n.* mõte, idee. That's a good *idea.*

***idiot** 4 ['idiət] *n.* idioot

if 1 *conj.* kui (tingimuslauses). *If* I find the book, I shall give it to you. Kui ma leian raamatu, ma annan selle teile. **even if** 6 isegi kui. We shall go there *even if* it rains. Me läheme sinna isegi siis, kui sajab.

***ill** = **badly** *adv.* halvasti

I'll = **I will**

I'm = **I am**

i'magine 16 [i'mædʒin] *v. t.* kujutlema, ette kujutama. **i,magi'nation** *n.* kujutlus, kujutelm

im'portant 23 *a.* tähtis. *Ant.* **unimportant**

im'possible 21 *a.* võimatu. *Ant.* **possible** 12

India 17 *n.* India. **Indian** 14 *n.* indiaanlane; *a.* india, indiaani

***inn** 23 *n.* võõrastemaja

in'side 5 *adv.* sisse, sees. *Ant.* **out'side** 5

***in'spire** 31 *v. t.* vaimustama

instance ['instəns] *n.* näide, näidis. **for instance** näiteks

in'stead (of) 13 *prep.* asemel. **instead of this** selle asemel. *Instead of going* to the theatre, he went to the cinema. Selle asemel et minna teatrisse, ta läks kinno.

***inter'jection** *n.* vahelehüüatus; hüüdsõna

interval 10 *n.* vaheaeg

intro'duce 7 *v. t.* esitlema, tutvustama. Let me *introduce* my sister to you. Lubage mind teile tutvustada oma õde.

in'vader 20 *n.* sissetungija

in'vasion 5 *n.* sissetung

in'vent 22 v. t. leiutama. **invention** 26 *n.* leiutamine, leiutis. **inventor** *n.* leiutaja

iron 26 ['aiən] *n.* raud

***island** ['ailənd] *n.* saar

***Italy** ['itəli] *n.* Itaalia. **I'talian** [i'tæljən] *n.* itaallane; *a.* itaalia

it's 4 = *it is*

it'self 17 *pron.* (ise)ennast, endale; ise. The cat is washing *itself.*

I've = **I have**

J

Jack *n.*

John [dʒɔn] *n.*

joke 21 *n.* nali, naljakas sündmus

join 23 *v. t. & i.* ühendama; ühinema

journey 22 ['dʒə:ni] *n.* reis, teekond (maad mööda)

***joyfully** *adv.* rõõmsalt

judge 28 *n.* kohtunik

jump 9 *n.* hüpe

***jungle** 17 *n.* džungel

just 14 *adv.* just, parajasti, äsja. He has *just* come. Ta tuli äsja. **just now** 11 just praegu. I saw him *just now.* **just as ... so** 20 täpselt nagu ... nii

K

Keats [ki:ts] *n.* Keats (inglise luuletaja)

***keen** *a.* terav, lõikav

keep 11 **(kept, kept)** *v. t. & i.* pidama; hoidma; alal hoidma, säilitama; jääma. Where do you *keep* your books? Kus te hoiate oma raamatuid? You are ill, *keep* in bed. Te olete haige, jääge voodisse. **keep silent** vaikima, vait olema. **keep off** 13 eemale tõrjuma; hoiduma. She *kept* a stick to *keep* the geese *off.* Ta hoidis endal keppi, et eemale tõrjuda hanesid. **keep up** 23 korras hoidma

***Keleos** ['keliəs] *n.*

kept *past and p. p. of* **keep**

kettle 11 *n.* katel. We boil the water in a (tea-)kettle.

***key** [ki:] *n.* võti

kilometre 7 ['kiləmi:tə] *n.* kilomeeter

kind 3 *a.* lahke. *Ant.* **unkind, cruel** 3. **kindly** 16 *adv.* lahkesti. **kindness** *n.* lahkus

kind 13 *n.* sugu, liik, sort. What *kind* of man is he? Missugune mees ta on? **all kinds of things** igasugused asjad

kiss 4 *v. t.* suudlema

kitchen 8 *n.* köök. **kitchen cupboard** 11 *n.* köögikapp
kitten n. kassipoeg
known 14 [noun] *part. a.* tuntud
Kremlin 31 *n.* Kreml

L

***labour** 31 *n.* töö
lady 21 *n.* daam. **lady passenger** 23 *n.* naisreisija
laid 20 *past and p. p. of* **lay**
lain 28 *p. p. of* **lie**
lake 2 *n.* järv
lame 28 *a.* lonkav, lombak
language 21 ['læŋgwidʒ] *n.* keel. He knows several *languages.*
large 7 *a.* suur, avar. *Syn.* **big.** *Ant.* **small** 7
lately 28 *adv.* hiljuti, viimasel ajal. I have not seen him *lately.*
later 10 *adv.* hiljem, pärastpoole. We will do that *later.*
***lavatory** ['lævətri] *n.* (käte, näo-) pesuruum; käimla
lay 9 *past of* **lie**
lay 20 **(laid, laid)** *v. t.* panema. *Syn.* **put. lay mines** 20 mineerima, miine panema
***lb.** (*lad.* libra) = **pound** nael (kaaluühik). **6 lbs** loetakse **six pounds**
***lead** [led] *n.* seatina
lead 18 [li:d] **(led, led)** *v. t.* viima; juhtima; esikohal olema
leaf 6 (*pl.* **leaves**) *n.* leht; lehestik
league [li:g] *n.* liit, liiga
learn 31 *v. t.* teada saama; õppima
least 24 *a.* (*ülivõrre sõnast* **little**) kõige väiksem; *adv.* kõige vähem, vähimal määral. **at least** 24 vähemalt
leaves 6 *n. pl. of* **leaf**
led *past and p. p. of* **lead**
Leo ['li:ou] *n.*
less 20 (*keskvõrre sõnast* **little**) *a.* väiksem; *adv.* vähem. There were *less* than twenty people there.
let 6 **(let, let)** *v. i.* lubama, laskma. The mother *let* her son *go* to the cinema. Ema lubas pojal minna kinno. *Let's write* him a letter. Kirjutagem talle kiri. *Let* him *do* what he likes. Las ta teeb, mis tahab. **let someone know** 6 kellelegi teada andma
let's 6 = **let us**
letter 25 *n.* täht; kiri. There are twenty-six letters in the English alphabet.
level 15 ['levl] *n.* tasapind, tase. **on a level with** samal tasemel. **sea-level** 15 *n.* meretase
library 11 ['laibrəri] *n.* raamatukogu
librarian 11 [lai'brɛəriən] *n.* raamatukogu-hoidja
***lick** 9 *v. t.* lakkuma
***lieutenant** 10 [lef'tenənt] *n.* leitnant
lift 9 *v. t.* tõstma
light 22 *a.* kerge
light 25 *v. t.* süütama. She *lighted* the lamp. Ta süütas lambi. He *lighted* his cigarette. Ta süütas paberossi. **light** 26 *n.* valgus, valgustus. **electric lights** 26 elektervalgustus. **light** *a.* valge
like 6 *a.* sarnane, taoline. She is *like* her mother. Ta sarnaneb oma emaga. What is he *like?* Missugune ta on? Whom is he *like?* Kellega ta sarnaneb? Do not talk *like* that. Ärge kõnelge nii. **look like** sarnanema.

It *looks like* snow. Näib, et hakkab lund sadama.

***lily** *n.* ['lili] *n.* liilia

***limp** 9 *v. i.* lonkama

line 4 *n.* nöör, pesunöör; joon, kriips. **the German lines** 20 saksa lahinguliinid

lip 31 *n.* huul

listen 8 ['lisn] *v. i. & t.* kuulama, pealt kuulama. They *listened* to the story. Nad kuulasid juttu.

Lithuania 5 [liəju'einjə] *n.* Leedu. **Lithuanian** *n.* leedulane; *a.* leedu

literature ['litrətʃə] *n.* kirjandus

little (less, least) *adv.* vähe. **a little** 8 veidi, natuke. **little by little** vähehaaval

living-room 3 *n.* elutuba

load 22 *n.* koorem, raskus, laadung. **load** 28 *v. t.* lastima, laadima

London ['lʌndən] *n.*

***lonely** ['lounli] *a.* üksildane, üksik

long *a.* pikk; *adv.* kaua. ***so long as** nii kaua kui, kuni. **not ... any longer** 16 mitte ... enam. I shall *not* wait *any longer*. Ma ei oota enam. **not long before** 22 varsti, peagi. **be not long in ...** 23. He *was not long* in coming back. Ta tuli ruttu tagasi.

Longfellow ['lɔŋfelou] *n.* (ameerika luuletaja)

look 10 *v. i.* vaatama; välja nägema. **look (well, ill,** etc.) välja nägema (terve, haige jne.). You *look tired*. Sa näid väsinuna. **look after** 20 järele vaatama, hoolt kandma. Grandmamma *looked after* the children during the summer. **look for** 17 otsima. Have you *looked for* your pen? **look like** 21 sarnanema; näima. She *looks like* her mother. Ta sarnaneb oma emaga. It *looks like* rain. Näib, et hakkab vihma sadama. **look up** 27 üles vaatama. **look out of** 22 välja vaatama

lose 18 [luːz] **(lost, lost)** *v. t.* kaotama. ***lose one's head** pead kaotama. **lose one's way** 18 eksima

***loss** *n.* kaotus; kahju

lost 18 *past and p. p. of* **lose**

loud *a.* vali, kõlav. *Ant.* **soft** 31. **loudly** *adv.*

***loud-speaker** 31 *n.* valjuhääldaja

***lovely** ['lʌvli] *a.* ilus, armas, kaunis

low 19 [lou] *a.* madal

lower 19 *a.* alumine

lunch 6 *n.* keskpäeva-eine

M

machine 24 [mə'ʃiːn] *n.* masin

***madam** ['mædəm] *n.* madam (armuline proua, preili) (tarvitatakse kõnetlusvormina ilma järgneva nimeta)

magazine 7 [mægə'ziːn] *n.* ajakiri

Magellan [mə'gelən, mə'dʒelən] *n.* Magelhães

***magician** 28 [mə'dʒiʃn] *n.* nõid, võlur

make 1 **(made, made)** *v. t. & i.* tegema, valmistama. **make** 1 sundima. That *made him think*. See pani ta mõtlema. ***make a present of** kinkima. **maker** 3 *n.* tegija, valmistaja. **toymaker** mänguasjade tegija. **dressmaker** õmbleja. **make yourself at home** 8 olge nagu kodus. **make one's way** 17 läbi tungima

***Manchester** *n.* Manchester
***maple** ['meipl] 20 *n.* vaher
Marco Polo 15 ['ma:kou 'poulou] *n.* Marco Polo
margin ['ma:dʒin] *n.* (leheküljе) äär
***marry** *v. t.* naima, abielluma. **get married** 16 abielluma
***mask** *n.* mask, näokate
master 3 *n.* isand, peremees
material 3 [mə'tiəriəl] *n.* materjal. **building materials** 13 ehitusmaterjalid
matter 11 *n.* asi. **what's the matter?** Milles on asi? *What's the matter* with you? Mis teil viga on? ***no matter how** ükskõik kuidas. **matter** 24 *v. i.* tähtis olema. It *doesn't matter.* See pole tähtis. What *does it matter* whether it's red or blue? Kas ei ole ükskõik, kas see on punane või sinine?
may 9 **(might)** *mod. v., väljendab võimalust* tähenduses *tohtima. May* I come and see you? Kas ma tohin teid külastada? You *may* go if you like. Te võite minna, kui tahate. *May* I come in? Kas võib sisse astuda? **may** 18. It *may* be so. Võibolla on see nii.
meal 23 *n.* söömaaeg, söök. We usually have three *meals* a day: breakfast, dinner and supper. Meil on tavaliselt kolm söömaaega päevas: hommikueine, lõuna ja õhtusöök.
mean 1 **(meant, meant** [ment]) *v. t. & i.* mõtlema; tähendama. What do you *mean* by that? Mis te sellega öelda tahate? Which do you *mean,* the tall man or the short one? Kumba te mõtlete, pikka või lühikest meest? What does this word *mean*? Mida see sõna tähendab?
meaning 21 *n.* tähendus. What is the *meaning* of this word? Missugune on selle sõna tähendus? (Mis see sõna tähendab?)
means 26 *n.* vahend, abinõu. The railway is an important *means* of going from place to place. Raudtee on tähtis vahend ühest kohast teise liiklemiseks. **by means of** 19 abil. **by this means** 26 sel teel
meant [ment] *past and p. p. of* **mean**
Mediterranean 19 [ˌmeditə'reinjən] *n.* Vahemeri
meet 1, 7 **(met, met)** *v. t. & i.* kohtama. He *met* his uncle in the street. Ta kohtas oma onu tänaval. I am glad to *meet* you. Mul on heameel teid kohata.
member 14 *n.* liige
mention v. t. mainima
merchant 3 *n.* kaupmees
Mercury ['mə:kjuri] *n.* Merkurius (rooma kaubandusjumal)
met 1 *past and p. p. of* **meet**
metre ['mi:tə] *n.* meeter
Michael ['maikl] *n.* Mihkel
***microphone** 31 ['maikrəfoun] *n.* mikrofon
middle 9 *n.* keskpaik, kesk. In the *middle* of the room — keset tuba. **middle** 11 *a.* keskmine. There are three doors in the corridor, and our teacher's is the *middle* one.
might *past of* **may**
***mighty** 19 *a.* võimas, vägev
Mike [maik] *n.*

mile 30 *n.* miil
milk 11 *n.* piim
ˈmilitary *a.* sõjaväeline
million 31 [ˈmiljən] *n.* miljon
***mind** *v. t.* tähelepanu pöörama
***mind** *n.* meel, mõistus
mine 20 *n.* miin. **mine** 20 *v. t.* mineerima. **mine-field** 24 *n.* miiniväli
mine 25 *pron.* minu. This is *mine.* See on minu. A friend of *mine.* Üks minu sõpru.
mine 29 *n.* kaevandus
misˈtake 12 *n.* viga. **by mistake** 25 eksikombel
***modest** [ˈmɔdist] *a.* tagasihoidlik, malbe
Mohican [ˈmouikən] *n.* mohikaan
Monday 6 [ˈmʌndi] *n.* esmaspäev
money 18 [ˈmʌni] *n.* raha. I have not much *money.* Mul ei ole palju raha. This *money* is not enough. Sellest rahast ei jätku.
***monster** *n.* koletis, peletis. **a monster key** hiigelvõti
moon *n.* kuu (taevakeha)
most 2 [moust] (*ülivõrre sõnadest* **much, many**) *pron.* enamik. *Most* people know that. Enamik inimesi teab seda. **most** 6 *adv.* kõige enam. This is the *most* beautiful picture. See on kõige ilusam pilt. **most** 7 *n.* suurem osa. *Most* of the people here are collective farmers. Suurem osa siinseid elanikke on kolhoosnikud.
ˈmotherland 31 *n.* kodumaa
ˈmotor-car 22 *n.* [ˈmoutəkɑ:] auto
ˈmotor-lorry 23 *n.* veoauto
mountain 19 [ˈmauntin] *n.* mägi. **mountain lake** 19 mägijärv
***mourn** [mɔ:n] *v. i.* leinama, kaebama
***mouse** 17 [maus] *n.* hiir
mouth *n.* suu. **mouth of a cave** 9 koopasuu. **mouth of a river** 19 jõesuue
movement 26 [ˈmu:vmənt] *n.* liikumine
***moving pictures** *n. pl.* kinopildid
Mr. 3 [ˈmistə] *n.* härra (*ainult pärisnime ees*)
Mrs. [ˈmisiz] *n.* proua (*ainult abielusoleva naise pärisnime ees*)
much (more, most) *pron.* palju. **much** 6 *adv.* palju tublisti, hoopis. This book is *much* better than that one, it is *much* more interesting. See raamat on palju parem kui too; ta on hoopis huvitavam.
mud 13 *n.* muda, savi
museum 24 [mju:ˈziəm] *n.* muuseum
***mushroom** 6 *n.* seen
musketeer 14 [ˌmʌskiˈtiə] *n.* musketär
mustn't [ˈmʌsnt] = **must not**
myˈself 8 *pron.* ennast, endale; ma ise. I *found myself* in a little garden. Ma leidsin end väikesest aiast. I shall do it *myself.* Ma teen seda ise.

N

name *v. t.* nimetama
***narcissus** [nɑ:ˈsisəs] *n.* nartsiss
narrow 19 *a.* kitsas. *Ant.* **wide** 7
nation 31 *n.* rahvus. **the United Nations** 31 ühinenud rahvused
national 31 [ˈnæʃnl] *a.* rahvuslik

***National Portrait Gallery** ['næʃnl 'pɔ:trit 'gæləri] riiklik portreedekogu (Londonis)

native 24 *a.* kodumaine; kodu-; pärismaine

***naughty** ['nɔ:ti] *a.* sõnakuulmatu, vallatu

nearly *adv.* peaaegu

necessary 26 ['nesisri] *a.* vajalik, tarvilik. **it is necessary** on vaja

neck 12 *n.* kael

need 2 *v. t.* vajama. Do you *need* this book now? Kas teie vajate seda raamatut praegu? Where is the pioneer leader? I *need* to speak to him. Mul on vaja temaga rääkida. **need** 10 *mod. v.* tarvitsema. "*Need* I go there?" — "No, you *needn't*." „Kas mul tarvitseb minna sinna?" — „Ei, ei tarvitse."

neither ... nor 18 ['naiðə] *conj.* ei ... ega. *Neither* Bob *nor* Peter was at school yesterday.

***nervous** *a.* närviline

never 6 ['nevə] *adv.* ei iialgi. I *never* went there in those days. Noil päevil ma ei käinud kunagi seal. You *never* know. Ei või kunagi teada.

news 5 *n. pl.* (tarvitatakse ainsusena) teade, sõnum, uudised. No *news* is good *news*. „Uudiseid ei ole" on hea uudis. What's the *news*? Mis uudist?

'newspaper 7 *n.* ajaleht

next 23 *adv.* järgmisena; järgmisel korral. *Next* wash the dishes and then put them away. Järgmisena pese nõud ja siis pane nad ära. I'll do that when I come *next*. Ma teen seda, kui ma tulen järgmisel korral. *a.* järgmine; lähim

'night-dress 10 *n.* öösärk

'night-school 29 *n.* õhtukool

Nile 19 *n.* Niilus (jõgi)

***9d. per lb.** = ninepence per pound — üheksa penni nael (naela eest)

No. 10 = number ten

noise 9 *n.* müra

no one 30 ['nou wʌn] *pron.* mitte ükski, mitte keegi

nor 18 *conj.* ega, ei ka. **neither ... nor** ei ... ega. It is *neither* hot *nor* cold today.

north 15 *n.* põhi (ilmakaar); põhjapoolne maaosa. **northern** ['nɔ:ðən] *a.* põhjapoolne

not at all 22 *adv.* mitte sugugi. It is *not at all* difficult to do that. Seda ei ole sugugi raske teha. Vastus "Thank you" puhul (palun!)

notice 28 *v. t.* märkama, tähele panema. ***notice** *n.* teadaanne

***noun** *n.* nimisõna

***novel** 14 ['nɔvl] *n.* romaan

number 10 *n.* number, arv. ***a number (of)** rohkesti, terve rida (näit. maju)

nurse 27 *n.* haiglaõde; lapsehoidja

***nursery** *n.* lastetuba

nut 17 *n.* pähkel

O

***oak** *n.* tamm

observe 15 [əb'zə:v] *v. t.* tähele panema, märkama. **observation** 28 [,ɔbzə:'veiʃn] *n.* tähelepanek, tähelepanemine

***occupation** 20 [,ɔkju'peiʃn] *n.* okupatsioon

***odd** 10 *a.* paaritu; veider, kentsakas

***Olympus** [ɔ'limpəs] *n.* Olümpos

off 1 *adv.* ära, eemal(e). **take off** 1 seljast võtma. **blow off** ära puhuma. *Ant.* **on**

***offer** *v. t.* pakkuma, esitama

***office** *n.* kontor, kantselei

oh 2 [ou] oo!, oh!, ah! *Oh!* is that so? Kas tõesti?

***olive-tree** ['ɔlivtri:] *n.* oliivipuu

once *adv.* ükskord, kord, kunagi. **at once** 9 otsekohe. ***once upon a time** muiste, ükskord vanasti (*tavaline muinasjutu algus*)

one 5 [wʌn] *pron., tarvitatakse mingi varem mainitud nimisõna asemel.* I have a red pencil and a green *one*. Mul on punane pliiats ja roheline. **one another** üksteist. The children helped *one another* to put on their coats. Lapsed aitasid üksteisel mantleid selga panna. They walked *one* behind *the other*. Nad käisid üksteise järel. ***one** *umbmäärane asesõna. One* should always do *one's* best. Peab alati andma oma parima. It's a great happiness to die for *one's* country. On suur õnn surra oma isamaa eest.

***only** ['ounli] *a.* ainuke

***operation** 27 *n.* operatsioon

opposite 25 *a.* vastas-, vastasolev; *prep., adv.* vastas, vastu

orange 17 ['ɔrindʒ] *n.* apelsin; *a.* oranž (värviline)

order 4 *n.* käsk; korraldus; järjekord. The words were in alphabetic *order*. Sõnad olid tähestikulises järjekorras. **in order to** 17 (selleks) et. He went home early *in order* to finish his homework. **order** 9 *v. t.* käskima. The officer *ordered* his men to fire. Ohvitser käskis oma meestel tulistada. **order** 21 tellima. He *ordered* soup, meat and potatoes for dinner. Ta tellis suppi, liha ja kartuleid lõunaks. **order** 31 *n.* orden

ordinary 25 ['ɔ:dinri] *a.* tavaline

other 2 ['ʌðə] *pron.* teine. **some ... others** mõned ... teised. *Some* of these books are English and *others* are French. Mõned neist raamatuist on ingliskeelsed, teised — prantsuskeelsed. **the other day** 14 hiljuti, mõni päev tagasi

out-of-doors 2 ['autəv'dɔ:z] *adv.* väljas. *Syn.* **outside**

out'side 5 *adv.* väljas, väljaspool. The children were playing *outside*. Lapsed mängisid väljas (värskes õhus). *Ant.* **inside** 5. *Syn.* **out-of-doors** 2

over *prep.* üle, ümber. **all over the world** terves maailmas. **over there** (vaat) seal

'overcoat 4 *n.* palitu (meesterahva)

over'land 15 *adv.* maad kaudu. *Ant.* **by water, by sea**

own 15 [oun] *pron.* oma, enda. This is not a library book, it is *my own*. He has no English dictionary of his *own*.

owner 28 *n.* omanik, peremees

P

Pacific [pə'sifik] *n.* Vaikne ookean

***pack** *v. t.* pakkima

page *n.* lehekülg

paid *past of* **pay**

pain 16 *n.* valu, kannatus. He is *in pain.* Ta kannatab valu. **painful** 27 *a.* valus, piinarikas

paint 3 *v. t. & i.* värvima; maalima. **painter** 21 *n.* maalikunstnik. ***painting** *n.* maal

palace 24 [ˈpælis] *n.* palee, loss

Palanga 5 [pəˈlæŋgə] *n.* Palanga (laager Leedus)

paper = newspaper

parent 2 *n.* vanem, *n. pl.* **parents** vanemad

park *n.* park

part 5 *n.* osa

Parthenon 13 [ˈpɑːθənən] *n.* Partenon (jumalanna Pallas Athena tempel vana-aja Ateenas)

particular 27 [pəˈtikjulə] *a.* eriline. **in particular** 27 eriti

party 6 *n.* seltskond. **party** 24 *n.* väesalk

pass 19 *v. i.* mööduma. ***pass away** 19 *v. i.* hääbuma, surema

***passage** 26 [ˈpæsidʒ] *n.* läbikäik, läbisõit; lõige (*raamatust jne.*)

passenger 23 [ˈpæsindʒə] *n.* reisija

past *prep.* mööda; üle; läbi

path 7 [pɑːθ] *n.* teerada

patriotism 18 [ˈpeitriətizm] *n.* isamaa-armastus

paw 17 *n.* käpp

pay 21 (**paid, paid**) *v. t. & i.* maksma. How much did you *pay* for that ink? **pay attention** tähele panema

peace 14 *n.* rahu. *Ant.* **war**

peasant 18 [ˈpeznt] *n.* talupoeg

***peep** *v. i.* piiluma

***penniless** *a.* rahatu

***per** *prep.* läbi, kaudu. **sixpence per pound** kuus penni nael

ˈperfectly 21 *adv.* täielikult, täiuslikult, täiesti. He knows his work *perfectly.* You are *perfectly* right.

***perfume** [ˈpəːfjuːm] *n.* lõhn (*luuletuses* perˈfume)

perˈhaps 10 *adv.* võib-olla. *Perhaps* you know where he lives.

***Persephone** [pəːˈsefəni] *n.* Persephone (vana-kreeka manalajumalanna)

person *n.* isik

piano 7 [ˈpjænou, piˈænou] *n.* klaver

***pick** *v. t.* noppima, korjama

pick up 25 *v. t.* üles võtma. He *picked up* the papers that were lying on the floor. She dropped her pencil and *picked it up. Ant.* **drop** 24

piece 13 [piːs] *n.* tükk, osa

***pink** 13 *a.* roosa

***pistol** 23 *n.* püstol

pity 25 [ˈpiti] *n.* kaastunne. **It's a pity** 25 on kahju. *It's a pity* you came so late. **What a pity!** kui kahju! ***pity** *v. t.* kaasa tundma, haletsema

place 12 *n.* koht. **at your place** 20 teil. I have never been to *Boris's place.* Ma ei ole kunagi käinud Borisi juures. Let us go to *my place.* Mingem meile. **from place to place** 22 ühest kohast teise. **take the place of** 13 asendama. **take place** 31 *v. i.* aset leidma, juhtuma

plain 20 *a.* lihtne, harilik. She had a *plain* white dress. Tal oli lihtne valge kleit seljas.

plan 12 *n.* plaan, kava

plane 5 *n.* = **aeroplane** = **airplane** — lennuk

***play** *n.* mäng. **a play of words** sõnademäng

plenty 10 *n.* rohkus, küllus. We have *plenty* of time. Meil on küllalt aega.

pocket *n.* tasku

poem 14 ['pouim] *n.* luuletus

point 10 *v. i.* osutama, näitama. He *pointed* to the picture on the wall.

point 15 *n.* punkt

***poison** *v. t.* mürgitama. ***be poisoned** olema mürgitatud

Pole 18 *n.* poolakas

***pole** 15 *n.* poolus e. naba

***police-officer** [pə'li:səfisə] *n.* politseiametnik

***police-station** *n.* politseijaoskond

Polish 18 ['pouliʃ] *a.* poola

***pomegranate** ['pɔmgrænit] *n.* granaatõun, granaatpuu

poor 10 *a.* vaene. *Ant.* **rich** 19. ***poorly-dressed** viletsalt riietatud

position [pə'ziʃn] *n.* asend, olukord

possess 26 [pə'zes] *v. t.* omama, valdama

'possible 12 *a.* võimalik. **it is possible that** on võimalik, et. **as much as possible** niipalju kui võimalik. *Ant.* **impossible** 21

post 25 [poust] *v. t.* postiga saatma, postile panema

'Post Office 25 *n.* postkontor

***pound** 21 *n.* nael(sterling) (rahaühik); nael (kaaluühik (453,6 g)

pour out 14 [pɔ:] *v. t.* valama (teed)

***powder** ['paudə] *n.* püssirohi; puuder. ***powder** *v. t. & i.* puuderdama

power 29 ['pauə] *n.* võim; jõud, energia. ***will-power** 29 *n.* tahtejõud

pre'pare 14 *v. t.* valmistama

***preposition** [ˌprepə'ziʃn] *n.* eessõna

present 22 ['preznt] *a.* praegune, käesolev

pre'tend 4 *v. i.* teesklema

price 31 *n.* hind

prisoner 24 ['priznə] *n.* vang. **take prisoner** 24 vangi võtma

probable 15 ['prɔbəbl] *a.* tõenäoline, arvatav. **it is probable** on tõenäoline. **probably** *adv.*

products 23 ['prɔdəkts] *n. pl.* saadused, produktid

promise ['prɔmis] *v. t.* lubama. He *promised* me a book. He *promised* to do that.

***pronoun** ['prounaun] *n.* asesõna

proud 27 *a.* uhke. She was very *proud* of her son. Ta oli väga uhke oma pojale.

prove 29 [pru:v] *v. t.* tõestama. He *proved* to me that he was right.

public 13 ['pʌblik] *a.* avalik; ühiskondlik; rahva-

pull 1 [pul] *v. t. & i.* tõmbama. **pull away** 4 ära tõmbama. **pull out** 9 välja tõmbama. *Ant.* **push** 19

pump 29 *v. t.* pumpama

purpose 21 ['pə:pəs] *n.* eesmärk, kavatsus. **on purpose** 21 meelega

***purse** 3 *n.* rahakott

push 19 [puʃ] *v. t. & i.* lükkama. *Ant.* **pull** 1

put on 11 [put] panema (katelt tulele). ***put on (weight)** kaalus juurde võtma. She *put on*

three kilograms during the summer holidays.

pyramids ['pirəmidz] 13 *n. pl.* püramiidid

Q

question 20 *v. t.* küsitlema, usutlema

quiet 17 ['kwaiət] *a.* vaikne. **quietly** *adv.*

R

radio 8 ['reidiou] *n.* raadio

rail 23 *n.* rööbas. **by rail** 23 raudteel

'railway 15 *n.* raudtee

reach 9 *v. t.* saabuma, jõudma

real 29 ['riəl] *a.* tõeline, ehtne

really 10 ['riəli] *adv.* tõesti, tõepoolest

***rear** 31 [riə] *v. t.* (üles) kasvatama

recognize 12 ['rekəgnaiz] *v. t.* ära tundma

***record** 20 ['rekɔ:d] *n.* ülestähendis; ürik

***re'cross** 31 *v. t.* uuesti ristama

re'fer *v. i.* (kellessegi, millessegi) puutuma, (kellegi, millegi) kohta käima

refuse 30 *v. t. & i.* keelduma

regularly 20 *adv.* korrapäraselt

***reindeer** 22 ['reindiə] *n.* põhjapõder

re'main 5 *v. i.* jääma

re'member 14 *v. t. & i.* mäletama, meeles pidama

***renown** 31 [ri'naun] *n.* kuulsus

re'peat 18 *v. t.* kordama

***rest** *v. i.* puhkama; *n.* puhkus

result 17 [ri'zʌlt] *n.* tulemus. **as a result** 17 tulemusena

re'turn 18 *v. t. & i.* tagasi pöörduma; tagasi andma. *Syn.* **come back, give back**

rice [rais] 11 *n.* riis

rich 19. *a.* rikas. *Ant.* **poor** 10

ride 18 (**rode, ridden**) *v. i.* ratsutama. ***ride by** mööda sõitma

right *a.* parem. **be right** 12 õigus olema. You *are right.* Teil on õigus. *Ant.* **wrong** 29. **'right round** 15 ümber, mööda terve

'right-hand 25 *a.* paremal asetsev. Take the *right-hand* road. Minge paremat kätt. *Ant.* **left-hand**

ring (**rang, rung**) *v.* helistama. **ring up** 6 helistama, telefoneerima. *Syn.* **telephone** 2

rise 5 (**rose, risen** [rizn]) *v. i.* tõusma

'river-steamer 26 *n.* jõeaurik

road 13 *n.* tee

roar 5 *v. i.* mürisema. **roar** 9 *n.* mürin, mühin. **roaring** *part. a.* mürisev; *n.* mürin

rob 18 *v. t.* röövima. **robber** 23 *n.* röövel

Rocket 30 ['rɔkit] *n.* Rakett (esimese veduri nimi). ***rocket** 31 *n.* rakett

***rocky** 22 *a.* kaljune, kivine

rode 18 *past of* **ride**

Roman 13 *n.* roomlane; *a.* rooma

roof 5 *n.* katus

rope 12 *n.* köis

rose 5 *past of* **rise**

***rosy** *a.* roosa

rough 4 ['rʌf] *a.* karm, kare. **roughly** *adv.*

row [rou] *n.* rida

rule [ru:l] *n.* reegel

run (ran, run) *v. i.* jooksma. **run away** 9 ära jooksma. **run in** 9 sisse jooksma. **run out** 27 välja jooksma. ***run up** juurde jooksma

***rush** *v. i.* tormama, sööstma

S

***'sack-cloth** 4 *n.* kotiriie

sad 16 *a.* kurb. *Ant.* **happy**

safe 30 *a.* ohutu, kaitstud. **safely** *adv.*

sail 15 *v. i.* purjetama. **sail a ship** 15 laeva juhtima

***salute** 31 [sə'ljuːt] *n.* tervitus, saluut

***salvo** 31 ['sælvou] *n.* (*pl.* **salvoes**) kogupauk

same 2 *pron.* sama, seesama. We did not live in quite the *same* way as before. Me ei elanud täiesti endist viisi. **at the same time** samal ajal

sand 13 *n.* liiv

***sank** *past of* **sink**

***satisfaction** [ˌsætis'fækʃn] *n.* rahuldus

satisfied 28 ['sætisfaid] *part. a.* rahuldatud

Saturday 6 ['sætədi] *n.* laupäev

***saucepan** 14 ['sɔːspən] *n.* kastrul

***saucer** 11 ['sɔːsə] *n.* alustass

***scatter** *v.* laiali puistama, laiali ajama

***'school-master** *n.* kooliõpetaja (mees-)

***Scotland** *n.* Šotimaa

scout 15 *n.* (mees)piilur, maakuulaja

sea 2 *n.* meri

***sea-level** 15 *n.* merepind

searchlight 31 *n.* helgiheitja- e. prožektorivalgus

***seat** *n.* iste, koht

***sector** 24 *n.* maaala, sektor

***seed** *n.* seeme, seemned

seem 9 *v. i.* näima. He *seems* to be busy. Ta näib olevat tegevuses. **it seems** näib. *It seems* that he is right. Näib, et tal on õigus.

seize 28 [siːz] *v. t.* haarama

seldom 19 *adv.* harva. *Ant.* **often**

sell 18 **(sold, sold)** *v. t.* müüma. *Ant.* **buy**

send (sent, sent) *v. t.* saatma. **send for** 29 (kellegi) järele saatma. **send out** 21 välja saatma

sense *n.* tähendus, mõte; tunne

sentence *n.* lause

***sergeant-major** 20 ['sɑːdʒənt-'meidʒə] *n.* veltveebel

***serious** ['siəriəs] *a.* tõsine

servant 21 *n.* teenija

***set (set, set)** *v. t. & i.* panema, seadma, asetama; loojuma (päikese, kuu kohta)

***settle** 31 *v. t. & i.* kindlaks määrama; otsustama; (püsivalt paigale) asuma

several 23 ['sevrəl] *pron.* mitmed

***shade** *n.* vari, varjukoht. ***shady** *a.* varjuline

shadow 27 ['ʃædou] *n.* (mingi eseme) vari

shake 7 **(shook, shaken)** *v. t.* raputama, **shake hands** 7 kätt andma

shan't 6 [ʃɑːnt] = **shall not**

sheep 11 *n.* lammas, *pl.* **sheep** lambad

sheet 8 *n.* voodilina; leht, poogen (paberit)

shelf 3 *n.* riiul, *pl.* **shelves** riiulid
she'll 6 = **she will**
***shepherd** 12 ['ʃepəd] *n.* karjane
shining 4 *part. a.* läikiv
ship 15 *n.* laev
shone [ʃɔn] *past of* **shine**
shook 7 [ʃuk] *past of* **shake**
shop 3 *n.* pood; *v. t.* oste tegema (*harilikult* **go shopping**)
shopman 21 *n.* (poe)müüja
shorten 26 *v. t.* lühendama
should 1 [ʃud] *past of* **shall. I should like** ma tahaksin. I *should like* to speak to him. **should** 14 peaks. You *should* not go out in the rain. Te ei peaks vihma kätte minema.
shoulder 1 ['ʃouldə] *n.* õlg (*omast.* õla)
shown *p. p. of* **show**
***shrapnel** 24 *n.* šrapnell
Siberian 26 [sai'biəriən] *a.* siberi
***Sicily** ['sisili] *n.* Sitsiilia
side 7 *n.* külg; pool
side-street 10 *n.* kõrvaltänav
sight 27 *n.* nägemine; vaade. ***out of sight** silmist kadunud. **Out of sight, out of mind.** Silmist läinud, meelest läinud.
silence 31 *n.* vaikimine, vaikus
silent 16 *a.* vaikne, vaikiv. **silently** 24 *adv.* vaikselt
simple 15 *a.* lihtne. It's a very *simple* question. **simply** *adv.* lihtsalt
***since** *conj.* sestsaadik kui
***sink** 19 (**sank, sunk**) *v. i.* vajuma, põhja või sisse vajuma. Wood does not *sink* when it is thrown into the water.
***sir** 2 [sə:] *n.* härra, armuline härra (tarvit. kõnetlusvormina ilma järgneva nimeta); inglise alamaadli tiitel
***situation** 15 [ˌsitju'eiʃn] *n.* olukord
***6d. per lb.** = sixpence per pound — kuus penni nael
skin 12 *n.* nahk
***slave** 9 *n.* ori
sledge 22 *n.* regi, saan, kelk
sleepy 8 *a.* unine
slept 9 *past and p. p. of* **sleep**
***slip** *v. i.* libisema, lipsama
small 7 *a.* väike. *Syn.* **little.** *Ant.* **large** 7
smiling 4 *part. a.* naeratav
smoke 8 *n.* suits; suitsetamine. **have a smoke** suitsetama. **smoking** 25 *n.* suitsetamine. *Smoking* is not allowed. Suitsetamine on keelatud.
***smooth** [smu:ð] *a.* sile, tasane
so *adv.* nii, niisiis. ***so am I** mina samuti. **so** 10 *pron.* seda, nii. She came in to tell me *so.* Ta tuli ütlema mulle seda. I think *so.* Ma arvan seda (et see on nii). ***so long as** niikaua kui, seni kui
soap 8 *n.* seep
soft 18 *a.* pehme, mahe, õrn. *Ant.* **hard** 13. **soft** 31 *a.* tasane. She spoke in a *soft* voice. Ta rääkis tasase häälega. *Ant.* **loud. softly** *adv.*
soil 19 *n.* (mulla-)pind, muld, maa
sold *past and p. p. of* **sell**
someone 22 ['sʌmwʌn] *pron.* keegi
sometimes 13 ['sʌmtaimz] *adv.* mõnikord, vahel
somewhere 9 ['sʌmwɛə] *adv.* kuskil, kuhugi. **somewhere else** kuskil mujal, kuskile mujale

***tear** [tɛə] **(tore, torn)** *v. t. & i.* rebima, kiskuma. **tear to pieces** tükkideks rebima

tea-things 11 *n. pl.* teeserviis, -katmik

telephone ['telifoun] *v. i.* telefoneerima. I *shall* telephone (to) you tomorrow. Ma helistan teile homme. **telephone** 31 *n.* telefon

***tempest** 31 *n.* torm, maru

terrible 5 *a.* kohutav, hirmuäratav, kõle. **terribly** 17 *adv.*

***terrify** ['terifai] *v. t.* kohutama, hirmutama

***terror** 5 *n.* (kabu)hirm

text *n.* tekst

thanks 4 *n. pl.* tänu. ***thanks to** *prep.* kaasabil, võlgnedes (kellelegi või millelegi)

theatre 24 ['θiətə] *n.* teater

thee *pron.* sind, sinule

them'selves 15 *pron.* endid, endile; ise. They built a house for *themselves.* Nad ehitasid endile maja. They built the house *themselves.* Nad ehitasid maja ise.

'therefore 21 *adv.* sellepärast, järelikult

thick 12 *a.* paks, jäme. This book is very *thick.* **thick** 17 tihe. They live in a *thick* forest. *Ant.* **thin** 16

***thief** [θi:f] *n.* (*pl.* **thieves**) varas

thin 16 kõhn; peenike; lahja. She has become very *thin* after her illness. Ta on pärast haigust väga kõhnaks jäänud. *Ant.* **fat.** I don't like *thin* soups. Ma ei armasta vesiseid suppe. *Ant.* **thick** 17

think 3 **(thought, thought)** *v. t. & i.* mõtlema

thirsty 11 *a.* janune. **I am thirsty** mul on janu

***thorn** 4 *n.* okas

though 16 [ðou] *conj.* ehkki, kuigi. *Syn.* **although** 19

thought [θɔ:t] *past and p. p. of* **think**

thought 16 [θɔ:t] *n.* mõte. **full of thought and care** tähelepanelik ja hoolitsev

threw 12 *past of* **throw**

throw 12 **(threw, thrown)** *v. t.* viskama, heitma. **throw away** 25 ära viskama. **throw oneself** 24 viskuma

Thursday 6 ['θə:zdi] *n.* neljapäev

thus 26 *adv.* nii, nõndaviisi

ticket *n.* pilet

tie 20 *v. t.* siduma. He *tied* a rope round the horse's neck. Ta sidus köie hobuse kaela ümber. He *tied* the horse to a tree. Ta sidus hobuse puu külge.

***tint** *n.* värving, värvivarjund

***tiny** *a.* tilluke, pisike

***T. N. T.** 20 ['ti:'en'ti:] trinitrotoluool (lõhkeaine)

***titanic** 31 [tai'tænik] *a.* hiiglaslik

toe 17 *n.* varvas

told *past and p. p. of* **tell**

ton 20 [tʌn] *n.* tonn

to-'night, to'night 11 *adv.* täna õhtul

top 10 *n.* tipp, hari, latv. **on top (of)** 10 peal. She put a coat *on top of* her night-dress. **top** 11 *a.* ülemine

***torch** *n.* tõrvik

***tore** *past of* **tear**

***torture** 20 *v. t.* piinama

***toss** 31 *v. t.* pillutama, loopima

towards 9 [tɔɪdz] *prep.* poole, suunas, vastu
towel 8 [ˈtauəl] *n.* käterätik
town 2 [taun] *n.* linn
toy 3 *n.* mänguasi. **ˈtoymaker** 3 mänguasjade valmistaja. **ˈtoy-merchant** 3 mänguasjade kaupmees. **ˈtoy-shop** mänguasjade kauplus
train 6 *n.* rong. ***train** 22 voor
***trained** 29 *a.* väljaõpetatud. **best-trained** osavaim
***traitor** 18 *n.* reetur
translate 21 [trɑːnsˈleit] *v. t.* tõlkima. **translation** 14 *n.* tõlge
transport [ˈtrænspɔːt] 26 *n.* transport, (kauba jne.) vedu
travel 15 [ˈtrævl] *v. i.* reisima; *n.* reisimine, reis. **traveller** 15 *n.* reisija. **travelling** 22 *n.* reisimine
***treacherous** 5 [ˈtretʃərəs] *a.* reetlik
***trio** 14 [ˈtriːou] *n.* trio, kolmik
***triumphant** 31 [traiˈʌmfənt] *a.* võidurõõmus. **triˈumphantly** *adv.*
***tropical** 17 [ˈtrɔpikl] *a.* troopiline
***trousers** *n. pl.* püksid
true 3 *a.* õige; tõeline; ustav. He was always *true* to his friends. Ta oli alati ustav oma sõpradele. That's not *true.* See ei ole õige. *Ant.* **false** 16. **truly** 16 *adv.*
trust 16 *v. t.* usaldama
truth 16 [truːθ] *n.* tõde; tõepärasus. **tell the truth** tõtt rääkima. ***truthfulness** [ˈtruːθfulnis] *n.* tõearmastus, tõepärasus
Tuesday 6 [ˈtjuːzdi] *n.* teisipäev
turn 18 *v. t. & i.* pöörama, pöörduma. **turn back** tagasi pöörduma. **turn over** 25 ümber pöörama
turn 1 *n.* kord, järjekord. Whose *turn* is it to be on duty? Kelle kord on olla korrapidajaks?
***twice** *adv.* kaks korda
***twinkle** *v. i.* vilkuma
***twopence** 29 [ˈtʌpəns] *n.* kaks (Inglise) penni
***'twould** = **it would**

U

ugly 3 *a.* inetu. *Ant.* **pretty, beautiful** 4
***unbreakable** 31 [ʌnˈbreikəbl] *a.* murdumatu
***unˈbroke** = **unˈbroken** *a.* purustamata
***unconditional** 31 [ˌʌnkənˈdiʃnl] *a.* tingimusteta
underˈline *v. t.* alla kriipsutama
unˈdress 8 *v. i.* lahti rõivastuma, riidest lahti võtma. *Ant.* **dress**
***undying** 31 *a.* surematu, kustumatu
***unhappy** *a.* õnnetu. *Ant.* **happy.** ***unhappiness** *n.* õnnetus. *Ant.* **happiness**
unit [ˈjuːnit] 24 *n.* üksus, ühik
uˈnite [juːˈnait] *v. t. & i.* ühendama; ühinema. **united** 23 [juˈnaitid] *n.* ühendatud; ühinenud. **the United States** 23 *n. pl.* Ühendriigid. *The United States* is the most important country in America. **the United Nations** 31 ühinenud rahvad
***unless** *conj.* kui mitte
unknown 15 *a.* tundmatu
unpleasant 16 [ʌnˈpleznt] *a.* ebameeldiv. *Ant.* **pleasant**
***unsmiling** *part. a.* naeratuseta
unˈtil 15 *conj.* kuni, enne kui. *Syn.* **till**

***u'pon** 28 [ə'pɔn] *prep.* = **on**

upstairs 8 [ˌʌp'steəz] *adv.* ülakorral, trepist üles. *Ant.* **downstairs** 5

use 13 [juːs] *n.* kasutamine; kasu. **what is the use of ...?** mis kasu on ...? *What's the use* of speaking to him now? Mis mõte on rääkida temaga praegu?

use *v. t.* kasutama. **useful** 13 *a.* kasulik. *Ant.* **useless. usefulness** 30 *n.* kasulikkus

usual 2 ['juːʒuəl] *a.* tavaline. **as usual** 5 nagu harilikult. He came at six o'clock *as usual.* **usually** 2 *adv.* tavaliselt. He *usually* comes at seven o'clock.

V

valley 19 ['væli] *n.* org. *Ant.* **mountain** 19

***valorous** 31 ['vælərəs] *a.* ɣapper, vahva

vegetable 11 ['vedʒitəbl] *n.* juurvili. **vegetable** 14 *a.* juurvilja-

***verb** *n.* verb

***violet** ['vaiəlit] *n.* kannike

***violin** 7 [vaiə'lin] *n.* viiul. **play the violin** viiulit mängima

visit 14 ['vizit] *v. t.* külastama. **visit** 7 *n.* külaskäik

voice 4 *n.* hääl

Volga 26 *n.*

voyage 26 ['vɔiidʒ] *n.* (mere)reis

***view** [vjuː] *n.* vaade; vaatepiirkond

W

Wadsworth ['wɔdzwəːθ] *n.*

waken 8 *v. t. & i.* äratama; ärkama

***waiter** 21 *n.* kelner

walk 2 [wɔːk] *n.* käik, jalutuskäik. We had a good *walk* this morning. Me tegime hea jalutuskäigu täna hommikul. **go for a walk** jalutama minema. We *went for a walk* in the park. Me läksime parki jalutama.

Walter Scott 17 *n.*

***ward** 27 *n.* (haigla) palat

warm 11 *v. t.* soojendama; (uuesti) soojendama (toitu). Come and *warm* yourself by the fire. Tule soojenda end tule juures. Please *warm* the dinner. Palun soojendage lõunasöök!

wash down 19 *v. t.* alla uhtma

watch 29 *v. t.* vaatlema; valvama. She *watched* them making hay. Ta jälgis, kuidas nad heina tegid. *Watch the* baby; don't let him run away. Valvake last, ärge laske tal ära joosta.

***watchful** 12 *a.* valvas

***'watch-pocket** *n.* uuritasku

***'water-colour** 7 ['wɔːtəkʌlə] vesivärvimaal

***wave** *v. i.* lainetama; viibutama

way *n.* tee. **on the way** teel. **way** 2 *n.* (tegu)viis. **in this way** sel viisil. ***be in the way** teel ees olema; segama

weak 9 *a.* nõrk. *Ant.* **strong. weakness** 24 *n.* nõrkus

wear 31 (**wore, worn** [wɔːn]) *v. t.* kandma (rõivaid jne.)

Wednesday 6 ['wenzdi] *n.* kesknädal

***week-day** *n.* argipäev

'week-end 7 *n.* nädalalõpp (töövaba aeg laupäeva lõunast esmaspäeva hommikuni)

***weighty** *a.* kaalukas, kaaluv

***weld** 31 *v. t.* kokku või ühte sulatama, keevitama

well! 7 *excl.* noh! **well-known** 14 *a.* hästituntud; kuulus

went *past of* **go**

west 15 *n.* lääs. **western** *a.* läänepoolne

wet 6 *a.* märg, vihmane. ***wet** 15 *n.* niiskus; vihmane ilm. ***in the wet** vihma käes. **wet** 25 (**wetted, wetted**) *v. t.* märjaks tegema, niisutama

wheat *n.* nisu

wheel 22 *n.* ratas

whenever 20 [wen'evə] *conj.* millal iganes, iga kord kui

whether 21 *conj.* kas. I don't know *whether* he is here or not. Ma ei tea, kas ta on siin või ei ole.

while 7 *conj.* sel ajal kui, kuna

while 27 *n.* ajavahemik, tükk aega. **for a while** 27 tükiks ajaks, mõneks ajaks

***whip** *n.* piits

who's 10 [huːz] = **who is**

whose 1 [huːz] = *pron.* (omastav kääne asesõnast **who**) kelle. *Whose* son is he? Kelle poeg ta on?

***why!** *excl.* kuidas!, noh!, oh! *Why,* what's the matter? Noh, milles asi on?

wide 7 *a.* lai. *Ant.* **narrow** 19

***wife** *n.* (*pl.* **wives**) naine, abikaasa

wild 9 *a.* metsik, mets-. I like *wild* flowers.

***will** 31 *n.* tahe

***will-power** 29 ['wilpauə] *n.* tahtejõud

'window-sill *n.* aknalaud

windy 1 ['windi] *a.* tuuline

wing *n.* tiib

'winter-time 22 *n.* talv. **in winter-time** talvel

***wisdom** ['wizdəm] *n.* tarkus, elutarkus

***wise** *a.* tark, elutark

***wish** *v. t. & i.* soovima. ***wish** *n.* soov

***within** [wi'ðin] *prep.* (millegi) sees; piirides

without 4 [wi'ðaut] *prep.* ilma. I like to go *without* a hat in summer. Ma armastan käia suvel ilma kübarata. **without** + *-ing*-form 15. I came home *without* speaking to her. Ma tulin koju, ilma et oleksin temaga rääkinud.

wolf 12 (*pl.* **wolves**) [wulf, wulvz] *n.* hunt

wonder 10 ['wʌndə] *v. i.* imestama, teada tahtma. I *wonder* who that was. Ei tea, kes see küll oli.

wonderful 20 ['wʌndəf(u)l] *a.* imestusväärne, imeilus

won't 6 [wount] = **will not**

wood 13 [wud] *n.* mets; puit, puu (materjal)

wooden 3 ['wudn] *a.* puust, puu-

***woodman** *n.* metsnik; metsatööline

wore [wɔː] *past of* **wear**

work-room 3 *n.* töötuba

workshop 29 *n.* töökoda

***worm** 8 [wəːm] *n.* uss

worn [wɔːn] *p. p. of* **wear**

worse 11 [wəːs] *a.* (keskvõrre sõnast **bad**) halvem. He is *worse* today. Tal on täna halvem. **worse** *adv.* halvemini. *Ant.* **better**

worst [wəːst] (ülivõrre sõnadest **bad, badly**) *a.* halvim; *adv.* halvimini. *Ant.* **best**

***worth** *a.* väärt. This play is *worth* seeing. Seda näidendit maksab vaadata.

would 6 [wud] *past of* **will. he would like** ta tahaks

writer 13 *n.* kirjanik

wrong 29 *a.* vale, väär, ekslik. *Ant.* **right** 12. **go wrong** 29 (halba) juhtuma. Something has *gone wrong* with my watch. Midagi on juhtunud minu uuriga.

Y

***yard** *n.* õu, hoov

yearly 19 *a.* iga-aastane; *adv.* igal aastal, kord aastas

you'll 6 = **you will**

you're 6 = **you are**

yours 25 [jɔːz] *pron.* teie (sinu) oma(d). This book is *yours.* See raamat on teie oma.

your'self 8 [jɔː'self, juə'self] *pron.* (*pl.* your'selves) ennast; ise. Make *yourself* at home. Olge nagu kodus. Go and wash *yourself.* You told me so *yourself.* Teie ise ütlesite mulle seda.

your'selves 26 *pl. of* **yourself**

Z

***Zeus** [zjuːs] *n.* Zeus, vana-kreeka peajumalus

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