English

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ENGLISH

ÕPIK
KESKKOOLI X KLASSILE

ARHIIVKOGU

EESTI RIIKLIK KIRJASTUS
TALLINN 1962

4T
E26

Kaanekujundus: V. Vare

Kinnitatud Eesti NSV Haridusministeeriumi poolt

Tartu Riikliku Ülikooli
Raamatukogu
189729

ARHIIVKOGU

LESSON 1

A HEALTHY MIND IN A HEALTHY BODY

Summer is the best time for sports and outdoor games. Most young people go in for sports during the summer holidays. Walking tours have become very popular in our country.

Last summer my friend Agu Tamm and I went on a walking tour from Viljandi to Otepää, a distance of about sixty-five kilometres. We walked most of the way. We cooked our meals over a camp-fire and spent four nights in a tent. It was great fun. The weather was fine: there was no rain, and the nights were warm. Every time that we came to a river or lake, we stopped to bathe. In the woods we found lots of flowers and some early strawberries, but there were no mushrooms yet.



strawberries

On the third day we came to Tõrva, where we decided to make a longer stop. We wanted to see the new swimming-pool, where many big contests take place every summer. We spent a pleasant afternoon at the swimming-pool, we swam and lay in the sun. Then we went to look for an eating-house. We were very hungry and ordered two portions each, which made everybody smile. They asked us where we had come from and where we were going.



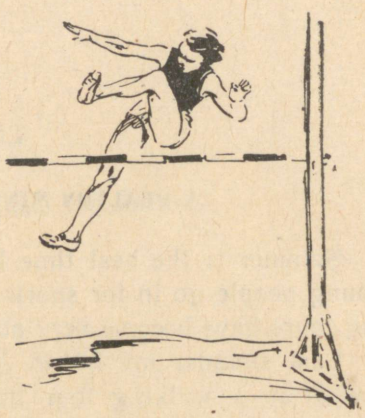
a mushroom

On the following morning we left Tõrva and went on our way towards Otepää. The road that we followed took us through a big forest.

As we went east, the landscape began to change. We could see big green hills on all sides. The country around Otepää is known for its beauty. When we got to the top of a hill, we could look over many kilometres of fields and woods. In the valleys between the hills there were silvery lakes and rivers.



throwing a discus



a high-jump

We had planned to reach Otepää by the third of July because we knew that a track-and-field contest would take place there at the beginning of the month. We were in time for the contest. Two new records were set: one in discus-throwing and one in the women's high-jump. On the fifth of July there was a football match. The team of the Otepää Secondary School won the game.

We stayed at Otepää for two days. Then we thought that it was time to go home. We decided that we had had enough walking, so we took a bus to Tartu. We spent a day at the well-known University town.

We had been away from home only a week, but it seemed much longer. Those seven days in the open air had done us good. We had enjoyed every minute of the tour. What a fine change after all those months of hard work at school!

New words

healthy	strawberry	track-and-field
body	mushroom	record
outdoor	swimming-pool	set, set, set

tour	eating-house	discus
walking tour	order	high-jump
popular	portion	team
meal	landscape	win, won, won
woods	beauty	well-known
berry	silvery	enjoy

Notes to the text

go in for sports spordiga tegelema
go on a walking tour jalgsimatkale minema
most of the way suurem osa teest
it was great fun oli väga tore
every time that iga kord kui
which made everybody smile mis pani kõiki naeratama
where we had come from = from where we had come
we went east me läksime itta
known for its beauty tuntud oma ilu poolest
we were in time for the contest me jõudsime õigeks ajaks võistlusele
in the open air vabas õhus
those days had done us good need päevad olid meie tervisele kasuks

Grammar

§ 24. The Sequence of Tenses. (See p. 189.)

Pronunciation Exercise

Two stresses	One stress
a ˈpopular ˈgame	a ˈwalking tour
a ˈpleasant ˈday	a ˈswimming-pool
a colˈlective ˈfarm	an ˈeating-house
a ˈbeautiful ˈlandscape	a ˈfootball match

Exercise 1.

Fill in the blanks with words from the text.

1. Jack is never ill, he is a ... boy. 2. Don't take many things with you when you go on a ..... 3. Football is an ... game. 4. Tennis is very ... in England. 5. All the boys of our class ... sports. 6. In summer, when his family is in the country, Mr. Brown takes his meals at an .... 7. The food at the eating-house is good, but the ... are small. 8. Why have you brought us fish? We didn't ... fish. 9. The children brought some ... from the woods and ate them with milk and sugar. 10. Have you drawn an umbrella or a... ?

Exercise 2.

Change from the Present to the Past and Future Indefinite.

1. Fanny is at home. 2. Bill has no time to go there. 3. The children like that game. 4. Mike takes English lessons. 5. Father is angry. 6. I go to the bakery shop every day. 7. There is a meeting at the club every Tuesday.

Exercise 3.

Use the Present Perfect and the Past Indefinite.

1. I ... that book. I ... it last year.	read
2. Dick ... his fountain-pen. He ... it under his desk.	find
3. Mr. Pitt ... already. He ... on the 2nd of September.	arrive
4. Pat ... dinner already. He ... it at one o'clock.	have
5. I ... a garden-seat. I ... it at the Autumn Exhibition.	buy
6. Peter ... his knife. He ... it on the walking tour.	lose
7. Our class ... to Moscow. We ... there in July, 1958.	be

Exercise 4.

Change from direct speech to indirect speech.

1. Ben said, "I like walking tours very much." 2. Ellen said, "The swimming-pool is not far from the city park." 3. Betty said, "The track-and-field contests always take place in the morning." 4. Kate said, "Alfred has set a new school record." 5. Dick said, "I went for a swim after the contest." 6. Alfred said, "I spent three weeks at a Y.C.L. summer camp in July." 7. Alfred said, "We had a good time at the camp." 8. The boys said to the girls, "The football match will begin at ten on Sunday." 9. Peter said to Paul, "Dick will take part in the next match."

Exercise 5.

Change to the Past.

1. We think that the work is too difficult for Willie. 2. I know that Jim can speak English. 3. Jane says that she often goes to the theatre. 4. I know that father has had no dinner yet. 5. Jack says that he has been to Viljandi before. 6. Ben asks Fred if he can teach him to throw the discus. 7. We know that a contest will take place at the new swimming-pool on Saturday. 8. I think that Mark's team will win the game. 9. I hope that you will enjoy the tour to the lake.

Exercise 6.

Translate the questions.

1. Kas te veetsite suve maal? 2. Kuhu te sõitsite (go) suvevaheajaks? 3. Kas te käisite matkamas? 4. Kas te suplesite suvel? 5. Kas te oskate ujuda? 6. Kas te tegelesite spordiga? 7. Kas te töötasite põllul? 8. Kas te käisite metsas? 9. Kas te korjasite (pick) metsas maasikaid? 10. Kas te leidsite seeni? 11. Kas ilm oli suvel ilus või vihmane? 12. Millal te linna tagasi tulite?

Exercise 7.

Answer the questions.

1. Where did Agu and Ain go in summer? 2. How many kilometres did they walk? 3. How many nights did they spend in a tent? 4. Where did they cook their meals? 5. What was the weather like? 6. Where did they make a longer stop? 7. What did they want to see at Tõrva? 8. What is the landscape around Otepää like? 9. What took place at Otepää when Agu and Ain were there? 10. How long did Agu and Ain stay at Otepää?

LESSON 2

ON A COLLECTIVE FARM

The pupils of the tenth class arrived at the collective farm on the 12th of June. Toivo Kuusk and Ivar Must were among them. Some members of the Young Communist League came to meet

them. When the pupils got off the lorry, they were greeted by the chairman of the collective farm and one of the brigade-leaders.



rye



wheat



oats



barley



maize

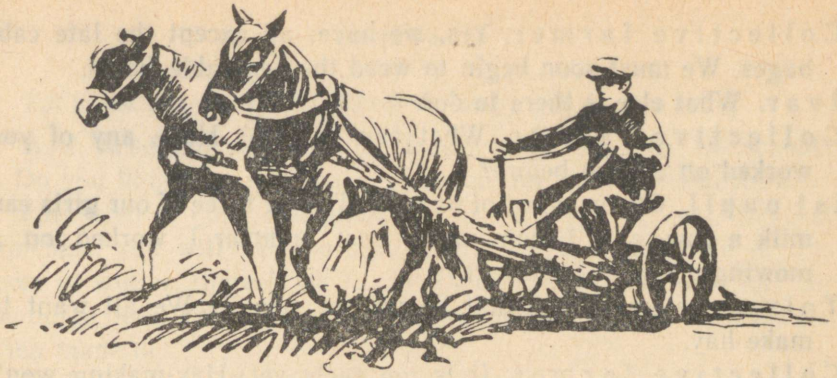
Toivo. Here we are at last!

Collective farmer. Welcome to our collective farm, everybody!

Ivar. How do you do? We've come to help you. Can you tell us in which house we are going to stay?

Collective farmer. In that yellow house over there. There will be enough room for all of you, I think. How many of you are there?

Toivo. Twenty-two pupils and one teacher.



a mowing-machine

Collective farmer. There are two big rooms for you in the house. And there is a kitchen where you can cook your meals.

1st pupil. (Hopefully) Couldn't we boys sleep in the hayloft?

Collective farmer. No, the weather is not warm enough yet. You will be much more comfortable in the house. There are two stoves there that you can heat on rainy days.

2nd pupil. We shall need some straw for our beds. Where can we get some?

Collective farmer. There is some dry straw in that big barn over there. When you have taken your things to the house, you can go and bring some straw from the barn.

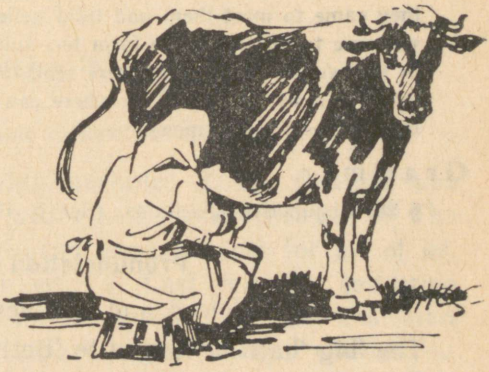
Toivo. Please tell us what kind of work you are going to give us? Spring sowing is over long ago, isn't it?

Collective farmer. We have sown all the grain: rye, wheat, barley and oats.

1st pupil. Haven't you sown any maize?

Collective farmer. Not yet, because spring is very cold this year. We shall begin that work in a few days, and your help is very welcome.

1st pupil. Have you planted the potatoes and the other vegetables already?



milking a cow

Collective farmer. Yes, we have; all except the late cabbages. We must soon begin to weed the vegetable fields.

Ivar. What else is there to do?

Collective farmer. What can you do? Have any of you worked on a farm before?

1st pupil. Oh yes, most of us have. Two or three of our girls can milk a cow and I can mow. Last summer I worked on a mowing-machine for ten days.

Toivo. Hay-making hasn't begun yet, has it? We all want to make hay.

Collective farmer. It is too early yet. Hay-making won't begin till the end of the month. Let us hope that there will be no rain while we make hay this year. Then the hay-crop will be good and we shall get more money for a work-day unit than we got last year.

New words

get off	stove	plant
greet	heat	weed
chairman	straw	milk
brigade	barn	cow
brigade-leader	sow	mow
welcome	sowing	machine
hopefully	rye	mowing-machine
hay	wheat	hay-making
hayloft	barley	unit
comfortable	oats	work-day unit
	maize	

Notes to the text

they came to meet them nad tulid neile vastu
welcome to our collective farm tere tulemast meie kolhoosi
in that yellow house over there seal, tolles kollases majas
where can we get some? = where can we get some straw?
most of us enamik meist

Grammar

§ 28. Disjunctive Questions. (See p. 195.)

Pronunciation Exercise

Voiced and voiceless consonants

The 'big 'barn be'longed to 'Betty 'Bell.
Some 'boys and 'girls 'came to 'see the 'game.
'Tell 'Ted to 'do 'that 'too.

Exercise 1.

Fill in the blanks with words from the text.

A. 1. Where do you ... the tram when you go to school? 2. Do you know the man who ... us on our way home yesterday? 3. The room is cold. We must ... it. 4. Take a seat in that armchair, you will be more ... there. 5. We can't live in this room in winter, there is no ... in it. 6. There is no more hay for the horse here. Go to the ... and bring some. 7. Summer hats are often made of ... .

B. 1. Work in the fields has become much easier because many ... are used now. 2. We ... potatoes in May and dig them in October. 3. We ... barley in spring and harvest (lõikame) it in autumn. 4. Flour is made from ..., ..., ... and .... 5. In summer we milk the ... three times a day. 6. In summer the cows eat green grass, in winter they eat ... . 7. There was work for everybody. The younger pupils were sent to ... the carrots.

Exercise 2.

Translate into Estonian.

1. Toivo can drive a lorry, can't he? 2. Nora and Ene are milking the cows, aren't they? 3. There are no weeds in the garden, are there? 4. You all made hay, didn't you? 5. We can't plant maize so early, can we?

Exercise 3.

Change the following sentences into disjunctive questions.

1. Bill can work on a mowing-machine. 2. The weather was quite warm already. 3. They will give us some straw. 4. The barn is over there. 5. There wasn't enough room for all of us. 6. Spring sowing hasn't begun yet. 7. Last year the collective farmers got one rouble for a work-day unit. 8. The chairman lives in that house. 9. The brigade-leader always shows you how to begin the work. 10. The boys didn't sleep in the hayloft. 11. Aino and Linda know how to milk a cow.

Exercise 4.

Change from the Present to the Past.

1. William hopes that everybody will come in time. 2. We are afraid that we shall be late. 3. We can see that you are working hard. 4. We hear that you passed your examinations very well. 5. The group learns that there will be no discus-throwing on Tuesday. 6. We all agree that John is our best discus-thrower. 7. We think that John will set a new record. 8. The Y.C.L. organizer informs us that our group will take part in the next contest.

Exercise 5.

Fill in the blanks with articles where necessary.

1. On ... second day of our walking tour we passed ... big collective farm. 2. ... pupils of ... tenth class helped ... collective farmers to make ... hay. 3. Those young people are ... members of ... Y.C.L. 4. There was ... big kitchen range in one room and ... stove in the other. 5. On ... Monday Marje and Sirje worked in ... potato field. By ... end of ... week ... potatoes were planted. 6. Tiina has never worked on ... farm. She doesn't like ... farm work. 7. Have you ever milked ... cow? 8. It's getting late. Somebody must milk ... cow at once.

Exercise 6.

Translate into English.

1. Kas õpilased on juba saabunud? — Jah on. 2. Millal nad saabusid? — Nad saabusid tund aega tagasi. 3. Kas te rääkisite juba nende õpetajaga? — Jah rääkisin. 4. Kus on õpilased praegu? — Nad teevad (make) oma asemeid (beds). 5. Kes keedab neile õhtusöögi? — Ma keetsin selle juba (valmis). 6. Mida te keetsite? — Ma tegin kapsasuppi. 7. Kui kauaks jäävad õpilased kolhoosi? — Nad jäävad 10 päevaks.

Exercise 7.

Ask questions about the text.

LESSON 3

TWO ANECDOTES

AN ANECDOTE ABOUT EDISON

Edison, the well-known American scientist, made many discoveries in the field of electricity. You know, of course, that the gramophone was invented by Edison.

All his life Edison was a hard-working man. Once someone asked him what genius was. "One per cent talent and ninety-nine per cent hard work," he said.

When he was working at some new experiment, he forgot everything and everybody.

At about ten o'clock one evening, all his assistants and laboratory workers were tired and wanted to go home to rest, but Edison didn't want to hear of it. Nevertheless, he was very tired himself and, as he was an old man, he soon fell asleep over his work.

When he woke, he looked at the clock and saw that it was twelve.

"Is it as late as that!" he cried. "Tell everybody to go home at once."

He himself was the last to leave the laboratory. In the street he saw many people, and the shop-windows were all lighted. When he passed a watchmaker's shop, he saw a big clock in the window. To his great surprise it was only half past ten.

He understood that his assistants had played a joke on him. Smiling to himself, he said, "Of course I had no right to keep them in the laboratory so late."

CHARLIE CHAPLIN SANG A SONG

Charlie Chaplin can imitate other people very cleverly. Once, when he was at a friend's birthday party, he imitated famous men and women and made everybody laugh. In the end he sang a song from an Italian opera, and he sang it very well.

"You sang that song beautifully, Mr. Chaplin," said one of the guests. "I had no idea that you could sing so well."

"Oh, you are mistaken," said Chaplin. "I can't sing, I was only imitating Caruso [1]."

New words

anecdote	per cent	keep, kept, kept
discovery	talent	imitate
electricity	experiment	famous
gramophone	assistant	Italian
invent	as	opera
hard-working	lighted	mistaken
genius	watchmaker	

Notes to the text

per cent sajast, protsenti
he didn't want to hear of it ta ei tahtnud sellest kuuldagi
fall asleep magama jääma
he was the last to leave ta lahkus viimasena
the shop-windows were lighted äriaknad olid valgustatud
they had played a joke on him nad olid talle vingerpussi mänginud
I had no idea mul ei olnud aimu
you are mistaken te eksite

Pronunciation Exercise

ət əbaut ˈten əˈklək ˈwʌn ˈiːvniŋ [2] ˈɔːl hiz əˈsistənts ənd ˈlæb(ə)rət(ə)ri wəːkəz wə ˈtaiəd [1] ənd ˈwɔntid tə ˈgou ˈhoum tə ˈrest,[1] bət ˈedisn ˈdidnt ˈwɔnt tə ˈhiər ɔv it.[1]

Exercise 1.

Past Indefinite Active and Passive.

Fill in the blanks.

1. Edison ... that discovery. That discovery ... by Edison.	make
2. A well-known scientist ... them an anecdote about Edison. An anecdote about Edison ... them by a well-known scientist.	tell
3. Edison ... an assistant to the laboratory. An assistant ... to the laboratory by Edison.	send

[1] Caruso [kəˈruːzou] pn.

4. Everything for the experiment ... by the assistant. The assistant ... everything for the experiment.	prepare
5. A joke ... on Edison by the assistants. The assistants ... a joke on Edison.	play
6. The assistants ... there very late that night. Edison ... the assistants in the laboratory very late that night.	keep
7. Edison ... the gramophone. The gramophone ... by Edison.	invent

Exercise 2.

Present Indefinite Active or Passive.

Fill in the blanks.

1. A thick wall ... the laboratory from the other rooms. The other rooms ... from the laboratory by a thick wall.	separate
2. Those scientists ... experiments in the field of electricity. Experiments in the field of electricity ... by those scientists.	make
3. My instruments ... in that big box over there. I ... my instruments in that big box over there.	keep
4. Scientific expeditions ... by the government every year. Every year the government ... scientific expeditions to the far north.	organize

Exercise 3.

Change from the Active to the Passive.

1. A friend invited Charlie Chaplin to a birthday party. 2. Everybody sings that song now. 3. The guests surrounded the singer. 4. Everybody enjoys the new opera. 5. That old man grows beautiful roses. 6. Those collective farmers grew much

maize last year. 7. Our children pick lots of berries every summer. 8. Harry caught the biggest fish. 9. May and Ann gathered these mushrooms yesterday.

Exercise 4.

Translate into English.

1. Ma olen Kommunistliku Noorsooühingu liige. Meie oleme Kommunistliku Noorsooühingu liikmed. 2. See tütarlaps on hea laulja. Need tütarlapsed on head lauljad. 3. Tema vend on töökas mees. Tema vennad on töökad mehed. 4. Tema on teadlane, mitte õpetaja. Nad on teadlased, mitte õpetajad. 5. See on raadio, mitte grammofon. Need on raadiod, mitte grammofonid. 6. See on luuletus, mitte laul. Need on luuletused, mitte laulud. 7. Kaupluse aknal oli (üks) grammofon. Kaupluse aknal olid (mõned) grammofonid. 8. Kellassepa laual oli (üks) kell. Kellassepa laual olid (mõned) kellad. 9. Laboratooriumis oli (üks) assistent. Laboratooriumis olid (mõned) assistendid.

Exercise 5.

Fill in the blanks with prepositions where necessary.

1. ... autumn we often go ... walking tours. 2. Most of the boys in our class go in ... sports. 3. The Estonian football team arrived ... Finland ... the 18th ... September. 4. The team stayed ... Finland ... a week. 5. The team left ... Finland ... the 25th ... September. 6. The match was won ... the Estonian team. 7. The players came back ... Tallinn ... train. They reached ... Tallinn ... a two day's journey. 8. One ... the players fell ill ... Leningrad and was taken ... hospital.

Exercise 6.

Ask questions.

1. Edison died in 1931. He was 84 years old when he died. The gramophone was invented by Edison. He worked hard all his life. One day Edison was working at a new experiment. The old scientist refused to leave the laboratory at the usual time. He wanted to finish the work that night. He sent the laboratory workers home to rest. He continued to work for five hours after

the others had gone home. Once the laboratory workers played a joke on Edison.

2. Charlie Chaplin was born in England. He was born in 1889. Charlie's parents were actors. For many years he lived and worked in America. He can imitate other people very cleverly. His films are known all over the world.

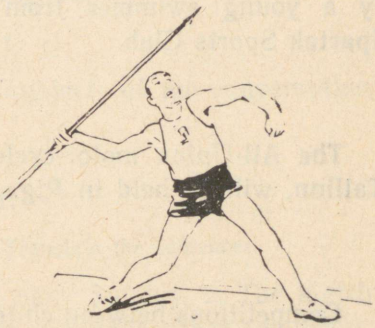
LESSON 4

SPORTS NEWS COLUMN

An international tournament was held at the Central Stadium in Moscow last week. There were twelve events in the program. Several records were broken at the tournament. 30 athletes



an athlete



throwing a javelin

competed in the discus event. The first place was taken by world record-holder Alfred O. who cleared 56 m. 7 cm. Benno S. came second with 55 m. 93 cm. A young athlete from Moscow won the javelin event. He cleared 76 m. 8 cm.

*

In the second game of the match for the World Cup, Finland was defeated by the Soviet football team.

*

At a track-and-field contest, which opened in Tallinn last Saturday, a pole-vaulter from Tartu cleared 4 m. 10 cm. The central event of the day was the 10,000 metres race in which eleven sportsmen took part. Ants K. showed a time of 29 min. 30 sec.

*

The last game in the water-polo championship will be played on the 2nd of August.

*

The swimming competition for the "Noorte Hääl" prize was won by a young swimmer from the Spartak Sports Club.



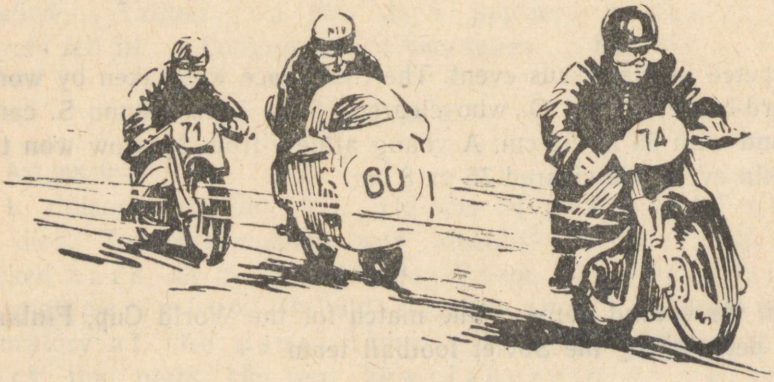
a pole-vaulter

*

The All-Union motor-cycle races, which are usually held in Tallinn, will be held in Riga this year.

*

Competitions between children's sports clubs will be organized in September.



a motor-cycle race

New words

column	event	pole-vaulter
tournament	record-holder	race
hold, held, held	clear	championship
stadium	javelin	competition
several	cup	prize
athlete	defeat	all-Union
compete		

m.	*read*:	metre(s)	min.	*read*:	minute(s)
cm.	*read*:	centimetre(s)	sec.	*read*:	second(s)

Notes to the text

he cleared 56 m. 7 cm. ta saavutas (viskas, hüppas) 56 m 7 cm
10,000 = ten thousand. Pange tähele koma tuhandete eraldamiseks!

Grammar

§ 16. The Future Indefinite Passive. (See p. 183.)

Pronunciation Exercise

[s, z, tʃ, dʒ, ʃ, ʒ]

The chess championship was the subject of the conversation between Jim and John.

Exercise 1.

Say which sentences are in the Passive. Translate the sentences.

1. There will be a football match next Sunday. 2. The match will be held on Sunday. 3. A contest will take place tomorrow. 4. The contest will take place at 4 o'clock. 5. The first game will be played at our stadium. 6. Nobody knows who will be the winner. 7. Some new records will be set then. 8. Many prizes will be given out. 9. Will your brother take part in the next tennis contest? 10. Where will the new stadium be built?

Exercise 2.

Future Indefinite Passive

Fill in the blanks.

1. Winter wheat ... in those fields.	sow
2. Potatoes ... here next spring.	plant
3. The grass ... with machines.	mow

4. The carrots ... by the pioneers.	weed
5. The cows ... at five o'clock.	milk
6. The hay ... to the barn.	take
7. The meeting ... at the club.	hold
8. We ... to the party too.	invite
9. Everything ... later.	explain
10. I ... if I am late again.	scold
11. The work ... in time.	finish

Exercise 3.

Change from the Past Indefinite Passive to the Future Indefinite Passive.

1. A competition between the teams was organized on Saturday. 2. The plan was discussed at the meeting. 3. Lots of things were needed for the experiment. 4. The lorries were loaded in half an hour. 5. Lots of vegetables were sent to the exhibition. 6. Lots of flowers were planted there. 7. An old tree was cut down in the park. 8. Some chairs were placed in a row. 9. The children were met at the station by their parents. 10. Russian was taught in those classes.

Exercise 4.

Change from the Active to the Passive.

1. The pupils will write these exercises next Monday. 2. The teacher will demonstrate some new models at the physics lesson tomorrow. 3. We shall solve some problems. 4. Max will draw some slogans. 5. Ann will wash the cups. 6. John will take the oats to the barn. 7. The sun and wind will dry the hay. 8. Those boys will play football at four o'clock. 9. Soon somebody will break the record.

Exercise 5.

Fill in the blanks with words from the text.

1. Meeskond Nr. 1 sai eile lüüa.
   Team No. 1 ... yesterday.
2. Võistlustel püstitati rida uusi rekordeid.
   Several new records ... at the tournament.
3. Noor teivashüppaja saavutas (hüppas) 3 m 80 cm.
   A young pole-vaulter ... three metres eighty centimetres.

4. Osvald võitis esimese auhinna 1000 m jooksus.
   Osvald ... the first prize in the thousand metres race.
5. Esimese koha mootorrattavõistlusel sai Smith.
   The first place in the motor-cycle race ... by Smith.

Exercise 6.

Find the opposites from A and B. Translate them.

A. to win a game; at the beginning; to be in time; the first game; the contest began; the strongest team.
B. the last game; the weakest team; to lose a game; to be late; at the end; the contest was over.

Exercise 7.

Fill in the blanks with prepositions.

1. A basketball match will be played ... the Central Stadium tomorrow. This will be the first game ... the match ... the World Cup.

2. A track-and-field contest took place ... Otepää last Saturday. Twelve athletes competed ... the 10,000 metres race.

3. My brother is a member ... a sports club. Several competitions ... the sports clubs ... our town take place every summer. My brother takes part ... all ... them.

Exercise 8.

Answer the questions.

1. Is there a football (basketball, volley-ball) team at your school? 2. Who are the best athletes at your school? 3. Who is the best pole-vaulter (runner, swimmer) at your school? 4. How many boys and girls in your class go in for sports? 5. In how many contests did your school (class) take part last summer? 6. What sports do you like best (pole-vaulting, javelin-throwing, discus-throwing, high-jumping, swimming, running, skating)? 7. What games do you like best (football, basketball, volley-ball, tennis, chess)?

Exercise 9.

Make a graphical analysis of the following sentences.

1. The boys went to Otepää in four days.
2. They could see green fields on all sides.
3. One night they slept in a tent.
4. The weather was warm.
5. Now Alec can jump very high.

Exercise 10.

Make sentences.

1. sleep, wanted, to, some, in, hayloft, a, boys.
2. kitchen, cook, dinners, they, their, in, big, a.
3. May, maize, sown, the, the, of, was, end, at.

Oral Practice

Direct and Indirect Speech.

Teacher: Saar is our best pole-vaulter. — What did I say?
Pupil: You said that Saar was our best pole-vaulter.

1. Kask is our champion swimmer. 2. Nora has set a new record. 3. Our class will go on a walking-tour in June. 4. There are three good skaters in our class. 5. Our sports club won the last tennis match.

LESSON 5

THE LAST LEAF

By O. Henry
(adapted)

I

Sue and Johnsy were two young artists who had come to New York, hoping to find work there. They had a workroom at the top of a three-storey brick house. They lived very economically, but still they could not make both ends meet. Johnsy, who had come from California, had no warm clothes for the winter, and when November came with its cold wind and rain, she fell ill. Day after day she lay on her narrow iron bed, looking out of the

window, where she could only see the brick wall of the next house.

When Sue saw that her friend was seriously ill, she called in a doctor. He examined Johnsy and took her temperature. Then, in the workroom, he said to Sue: "The young lady has pneumonia and her temperature is very high. But that is not the only difficulty. It seems to me that she does not want to get well."

The doctor's words made Sue very sad, and when he left she began to cry. But she did not want Johnsy to know that she was



an artist with a drawing-board



an old vine on the wall

crying. So she wiped her eyes and walked into the bedroom with her drawing-board, whistling a jazz tune.

Johnsy lay with her face towards the window. Sue stopped whistling, thinking that her friend was asleep. She sat down and began to make a pen-and-ink drawing of a cowboy. It was a picture for a magazine story. She was just drawing the cowboy's trousers when she heard a low sound from the bed. She went to see what Johnsy wanted. The sick girl's eyes were wide open and she was counting: "Twelve, eleven, ten," and then, "nine, eight, seven."

What was Johnsy counting? Why was she counting backward? Sue looked out of the window. She could see only the brick wall

of the next house, twenty feet away. And on the wall there was an old vine. The autumn winds had blown off most of its leaves.

"What are you counting, dear?" asked Sue.

"Six," said Johnsy in a whisper. "They are falling faster now. Three days ago there were a hundred. It made my head ache to count them. But now it's easy. Look! Another one has fallen. There are only five left now."

"Five what? Tell me, Johnsy," said Sue.

"Leaves. On the vine. When the last one falls, I shall die. I've known that for three days. Didn't the doctor tell you?"

"Don't talk nonsense, my dear," said Sue. "The doctor said that you would get well. Now try to drink some hot milk and then I can go back to my drawing. When I sell it, I'll buy some wine and oranges for you."

"You needn't buy any more wine for me," said Johnsy, still looking out of the window. "Another one has fallen. Now there are only four left. No, I don't want any milk. The last one will fall before it gets dark. Then I'll go too."

"Johnsy dear, shut your eyes and don't look out of the window," said Sue. "When I have finished my drawing, I'll draw the curtains."

"Don't draw the curtains, Sue," said the sick girl. "I want to see the last leaf fall."

"But I don't want you to look at those old leaves," said Sue. "Try to sleep, Johnsy. I must leave you for a few minutes. I can't finish my drawing without a model. I'll run downstairs and ask old Behrman to come up and be my model. Don't move till I come back."

New words

artist
storey
brick
economically
clothes
iron
seriously
pneumonia
difficulty
sad
wipe
board
drawing
drawing-board
jazz
tune
pen-and-ink
cowboy
magazine
trousers
count
backward
vine
whisper
nonsense
wine
orange
needn't
draw
curtain
model
move

Notes to the text

they could not make the two ends meet nad ei tulnud ots-otsaga kokku
fall ill haigestuma
day after day päev päeva järel
it seems to me mulle näib
Sue stopped whistling Sue lakkas vilistamast
her eyes were wide open ta silmad olid pärani
you needn't buy any more wine for me sul ei tarvitse mulle enam veini osta

Grammar

§ 19. The Accusative with the Infinitive. (See p. 186.)

Pronunciation Exercise

An 'iron 'bed is a 'bed 'made of 'iron.
A 'brick 'wall is a 'wall 'made of 'bricks.
A 'stone 'house is a 'house 'made of 'stone.
A 'glass 'box is a 'box 'made of 'glass.
A 'paper 'bag is a 'bag 'made of 'paper.
A 'woollen 'cap is a 'cap 'made of 'wool.

Exercise 1.

Translate into Estonian.

A. 1. Sue wanted Johnsy to eat something. 2. She did not want Johnsy to look at the last leaf. 3. Johnsy wanted Sue to buy her a warm coat. 4. Sue did not want Johnsy to hear the doctor's words.

B. 1. Sue wanted to show Johnsy her picture. Johnsy wanted Sue to show her her picture. 2. The girl wanted to read the book herself. The girl wanted us to read the book. 3. Harry wanted to describe the landscape to Ellen. Harry wanted Ellen to describe the landscape to him.

Exercise 2.

Make sentences, using the Accusative with the Infinitive.
Model. I heard Ann. She opened the window.
I heard Ann open the window.

1. Johnsy heard the doctor. He came into the bedroom.
2. The artist saw the girl. She went upstairs.
3. Sue saw old Behrman. He left the house.
4. The sick girl heard her friend. She drew the curtains.
5. Behrman saw the last leaf. It fell to the ground.

Exercise 3.

Change from the affirmative to the interrogative.
Model: There were some leaves on the vine.
Were there any leaves on the vine?

1. The artists had some money for bread. 2. Sue made some drawings for a magazine. 3. The girl read some stories to her sick friend. 4. She bought some oranges for Johnsy. 5. The sick girl wanted some milk. 6. Some artists lived in that house. 7. There were some pictures in the magazine.

Exercise 4.

Change from the interrogative to the affirmative.

1. Has anyone wiped the blackboard? 2. Did anyone ring you up yesterday? 3. Did you read anything last night? 4. Have you bought anything today? 5. Had anyone made a fire in the kitchen range? 6. Did Hillar go anywhere last Sunday? 7. Did they find anything interesting there? 8. Did you meet anybody there? 9. Has Johnsy drawn anything? 10. Did the sick girl eat anything yesterday?

Exercise 5.

Translate into English, using the correct tenses.

1. Kas sa tead, et ema on haigestunud?
2. Millal ta haigestus?
3. Ta haigestus eile.
4. Kas sa kutsusid arsti?
5. Ei, kuid ma teen seda (so) täna.
6. Missugust rohtu on ema täna võtnud?
7. Ma ei ole talle rohtu andnud. Ma ei tea, mida talle anda.
8. Millal ta külmetas?
9. Ema ütles mulle, et ta külmetas reedel. Ta oli ilma vihmavarjuta välja läinud.
10. Jah, reedel (it) oli külm ja vihmane. Ema jalad olid arvatavasti (probably) märjad, kui ta koju tuli.
11. Loodan, et mõne päeva pärast (in a few days) on ema jälle terve.

Exercise 6.

Change from the Past to the Future Indefinite Passive.

1. The doctor was called in by Sue. 2. Johnsy was examined by the doctor. 3. The drawings for that story were made by Sue. 4. The last leaf was blown off during the night. 5. The patient's room was heated every day. 6. Some warm clothes were bought for the children.

Exercise 7.

Form adverbs from the following adjectives and fill in the blanks.

serious	kind	careful
silent	warm	economical

1. Sue was sad because her friend was ... ill. 2. Sue worked ... at her pen-and-ink drawing while Johnsy slept. 3. Those young artists had very little money and had to live ... . 4. The doctor came and examined the sick girl ... . 5. The doctor said to Johnsy, "You must always dress ... on cold days." 6. He spoke to the young artists very ... .

Exercise 8.

Ask questions.

Sue and Johnsy lived in New York. Their workroom was at the top of a three-storey building. The girls lived very economically. Johnsy fell ill because she had no warm clothes for the winter. Sue called in a doctor. The doctor said that Johnsy had pneumonia. When Sue entered the room, Johnsy was counting backwards. She was counting the leaves on an old vine. There were only five leaves left on the vine.

LESSON 6

THE LAST LEAF

II

Old Behrman was a painter who had a room on the ground floor of the house where Sue and Johnsy lived. He was over sixty. He had been a painter for forty years, but without success. Still he liked to talk about the masterpiece that he wanted to paint some day. He had many friends among the young people of the neighbourhood, but Sue and Johnsy were his favourites.

Sue found the old painter in his badly lighted room, smoking a pipe. She told him that she was drawing a picture for a magazine and asked him to be her model. Then she told him that Johnsy had fallen ill. "And the worst thing is that she wants to die when the last leaf falls," Sue said sadly.

"What!" cried the old man. "Are there people who are foolish enough to die because the leaves are falling off an old vine? No, I will not be your model today. Why do you let her think of such foolish things? Oh, that poor little Miss Johnsy!"

"It's the fever, you know, and she is very weak," Sue tried to explain to the angry old man. "Very well, Mr. Behrman, if you don't want to be my model, you needn't." And she turned and went out the room.

"Wait a minute!" shouted Behrman. "Go up to Miss Johnsy. I'm coming too. Some day I shall paint a masterpiece, and then we shall all go to Italy."

Johnsy was sleeping when they went upstairs. Sue drew the curtains. Then they went back to the workroom and looked out of the window. It was raining hard and a strong wind was blowing.

When Sue woke up the next morning, she heard the sick girl say, "Draw back the curtains, Sue, I want to see."

Sue obeyed, and they both saw that there was still one leaf on the vine. It was the last leaf and it hung bravely from a branch about twenty feet above the ground.

"I heard the wind," said Johnsy. "I thought the leaf would fall during the night. It will fall today and I shall die at the same time."

Hour after hour she lay there looking out the window; and when evening came, she could still see the last leaf on the vine. The next morning, when it was light enough, Sue drew back the curtains. The leaf was still there.

Johnsy lay for a long time looking at the last leaf on the wall. Then she called Sue, who was boiling a chicken on the gas stove.

"You may bring me some soup now, and some milk with a little wine in it," she said slowly. "But first bring me a looking-glass and another pillow, please. I want to sit up and watch you cook."



a looking-glass



a pillow

An hour later she said, "Sue, some day I hope to paint the Bay of Naples."

The doctor came in that afternoon and said that the girl was better. When he was putting on his coat in the workroom, he told Sue that he had another patient downstairs — some kind of artist, he thought, — who also had pneumonia. "He's a weak old man," said the doctor. "He'll be taken to the hospital today, but there's no hope for him."

The next day the doctor said that Johnsy was out of danger. "Give her good food," he said, "and she'll soon be well again."

That afternoon Sue went to her friend's bed and said quietly, "I have something to tell you, Johnsy. Mr. Behrman died of pneumonia in the hospital this morning. He was ill only two days. Look out of the window, dear, at the last leaf on the wall. It doesn't move in the wind, does it? It's Behrman's masterpiece. He painted it there on the night when the last leaf fell."

New words

painter	fever	chicken	pillow
success	Italy	gas	bay
masterpiece	weak	slowly	patient
neighbourhood	branch	looking-glass	

some day kunagi (tulevikus)
some kind of artist mingi kunstnik

Pronunciation Exercise

[θ, ð]

There is another thermometer in the other box.
Don't breathe through the mouth.
The sick girl could not eat the thick soup.

Exercise 1.

Translate into English.

1. Sue tahtis, et Behrman teda aitaks. 2. „Ma tahan, et sa joonistaksid kauboi," ütles Johnsy. 3. Johnsy tahtis, et Sue loeks talle midagi. 4. „Ma ei taha, et ka sina haigestuksid," ütles Johnsy. 5. „Ma ei taha, et sa toast lahkuksid," ütles haige.

Exercise 2.

Translate into English.

1. Ma tean, et ema on kurb. 2. Ma teadsin, et ema on kurb. 3. Ta ütleb, et ta riided ei ole küllalt soojad. 4. Ta ütles, et ta riided ei ole küllalt soojad. 5. Ta küsib, kas te armastate apelsine. 6. Ta küsis, kas te armastate apelsine. 7. Ma loodan, et Meg ei haigestu (fall ill). 8. Ma lootsin, et Meg ei haigestu. 9. Kunstnik ütleb, et ta leidis juba modelli. 10. Kunstnik ütles, et ta leidis juba modelli. 11. Ta ütleb, et ta ostis eile joonistuslaua. 12. Ta ütles, et ta ostis eelmisel päeval joonistuslaua.

Exercise 3.

Change the following sentences, using the Present Participle.
Model: She lay there and looked out of the window.
She lay there looking out of the window.

1. Sue sat at the window and drew a picture for a magazine. 2. Johnsy lay in bed and counted the leaves on the vine. 3. Old Behrman sat in his room and smoked a pipe. 4. Sue walked into the bedroom and whistled a jazz tune.

Exercise 4.

Translate into Estonian.

Model: Being seriously ill, Johnsy could not work.

Kuna Johnsy oli raskesti haige, ei saanud ta töötada.

1. Being an artist, Behrman often talked about his masterpiece. 2. Being friends, the girls always helped each other. 3. Being on the ground floor, Behrman's room was always half dark. 4. Being very busy, the doctor could not stay long. 5. Being on duty that day, the doctor could not leave the hospital.

Exercise 5.

Fill in the blanks with words from Lessons 5 and 6.

1. Mother told me to draw back the ... and open the window. 2. You will catch cold if you do not put on warm ... in winter. 3. Last September Father bought Harry a new coat and a pair of .... 4. The walls of this house are made of .... 5. There were lots of newspapers and ... on the table. 6. When we went to sleep in the hayloft, we took a ... with us. We covered ourselves with our coats. 7. The cat climbed up a tree and lay on a ... until the dog stopped barking. 8. That artist has painted many good pictures, but this one is his .... 9. There is ink on your cheek, look at yourself in the .... 10. My head is hot: I must take my temperature to see if I have .... 11. The child has a high temperature, I'm afraid she has .... 12. I know the words of that song, but I don't know the .... 13. Apples grow in our country, but ... do not. They grow only in the south.

Exercise 6.

Fill in the blanks with articles where necessary.

1. Sue was ... artist. She lived with ... friend whose name was Johnsy. They lived in ... three-storey brick house. In ... November Johnsy fell ill. Sue called in ... doctor. ... doctor told Sue that Johnsy had ... pneumonia. When ... doctor had left, Sue walked into ... bedroom, whistling ... jazz tune. She sat down at ... window and began to make ... pen-and-ink drawing. When she heard ... low sound from ... bed, she went to see what Johnsy wanted.

2. From her bed Johnsy could see ... brick wall of ... next house. On ... wall there was ... old vine. Johnsy was

counting ... leaves on ... vine. ... sick girl said that she wanted to see ... last leaf fall. Then she would die. ... last leaf fell while Johnsy was asleep. During ... night ... old painter, Behrman, painted ... leaf on ... wall and saved ... young artist's life.

Exercise 7.

Fill in the blanks.

1. ... you ... to the stadium yesterday?	go
2. What ... you .. there?	do
3. ... you ... in any contests this week already?	take part
Yes, I ... in a track-and-field contest two days ago.	take part
4. Do you know that Paul ... a new school record in swimming?	set
5. ... the tennis championship ... already? No, it hasn't; it ... next week.	begin
6. The young swimmer told me that his friend ... the first prize.	win
7. Bob cleared 70 m. when Peter ... him a better way to hold the javelin.	show
8. ... you ... in the discus event at the next contest?	compete
9. If you ... not ... 56 m., you ... not ... the first place.	clear, take

Exercise 8.

Make a graphical analysis of the following sentences.

1. The old scientist was working hard at a new invention.
2. The young assistants played a little trick on him.
3. He saw a big clock in the lighted window of a shop.
4. The clock on the table of the laboratory was slow.

Exercise 9.

Make sentences.

1. the, liked, famous, old, men, imitate, and, actor, to, women.
2. sang, song, well, she, that, very, night, last.
3. broken, record, by, athletes, at, was, a, the, our, contest, last.
4. tomorrow, of, another, played, be, game, water-polo, will.

LESSON 7

SOVIET ESTONIA

Our republic is one of the smallest in the Union of Soviet Socialist Republics. It covers forty-five thousand square kilometers. The population of the E.S.S.R. is about a million.

Bourgeois Estonia was an agricultural country. Since the year 1940 great changes have taken place in Estonian agriculture. Farm work has been mechanized: hundreds of harvesting combines and thousands of tractors work in the fields of the collective and state farms. The production of milk, meat and grain increases from year to year.

Electric power is widely used in agriculture now. About two hundred electric power stations have been built since the Great Patriotic War. The Narva Hydroelectric Station began to produce electricity in 1955.

Tallinn produces about half of the industrial output of our Republic. Electric motors, wireless sets, bricks, silk and cotton textiles, socks, stockings and underwear, leather and rubber footwear are produced in our capital. But the most important branch of industry in our Republic is the gas-shale industry, which gives gas to Tallinn and the city of Leningrad.

In the U.S.S.R. everybody has the right to education. Many new schools have been built in our Republic since 1945, and now there are many more pupils at our secondary schools and students at our higher schools than there were before the war.

Hospitals and sanatoriums are open to all the working people of the U.S.S.R.

With the help of the other Soviet republics we have built up a new life and a new, socialist society. In our country there is work for all, and everybody has the right to rest and education.

New words

republic
E.S.S.R.
U.S.S.R.
population
bourgeois
agricultural
agriculture
mechanize
combine
harvesting combine
production
increase
power
hydroelectric
produce
output
silk
textiles
wear, wore, worn
underwear
rubber
footwear
important
industry
shale
education
sanatorium
society

Notes to the text

the E.S.S.R. = the Estonian Soviet Socialist Republic
the U.S.S.R = the Union of Soviet Socialist Republics
from year to year aastast aastasse

Grammar

§ 17. The Present Perfect Passive. (See p. 184.)

Pronunciation Exercise

Read the words; write them, using English letters.

['buəʒwɑ:]	['tekstailz]
['ægrikʌltʃə]	[pɔpju'leiʃ(ə)n]
[ægri'kʌltʃ(ə)r(ə)l]	[edju(:)'keiʃ(ə)n]
['indʌstri]	['futwɛə]
[in'dʌstriəl]	['ʌndəwɛə]
[haidro(u)i'lektrik]	['souʃ(ə)l]
['mekənaiz]	[sə'saiəti]
[sænə'tɔ:riəm]	[in'kri:s]

Exercise 1.

Say which sentences are in the Passive. Translate the sentences.

1. Potato-planting has been mechanized. 2. I have been to that state farm several times this year. 3. They have been busy all day. 4. Two competions have been organized this month. 5. Each of us has been on duty this week. 6. Some new houses have been built in our street. 7. You needn't do these word-squares, they have all been solved already. 8. Comrade White has been a teacher for over twenty years.

Exercise 2.

Present Perfect Passive

Fill in the blanks.

1. Many harvesting combines ... to the collective farms this spring.	send
2. The output of leather and rubber footwear ... during the last few years.	increase
3. All those hydroelectric stations ... since 1950.	built

4. Very much cotton ... from Tashkent this year.	received
5. A new sanatorium ... here this month.	open
6. Such exercises ... in class many times.	do
7. Many records in swimming ... by our pupils this summer.	break
8. Some new machines ... by the workers of this factory.	invent

Exercise 3.

The Tenses in the Active and Passive.

Fill in the blanks.

1. Very much milk and butter ... by that farm since the first of May.	produce
2. The workers of our farm ... a hundred kilograms of butter this month already.	produce
3. Much more meat ... by the farm next year.	produce
4. Look at the wheat! It ... very much since we were here last time.	grow
5. When they ... the grain crop, they began to dig up the carrots.	gather in
6. The hay harvest ... over before the middle of next month.	be
7. Those workers ... the output of electric motors last month.	increase
8. Every autumn, when the harvest is over, the members of the collective farm ... a meeting.	hold
9. Every year big meetings ... at the collective farms in October.	hold
10. Ülo is such a careless player: he ... by his comrades at the next chess match.	defeat
11. Kalju is a very good chess-player: he ... all the others at the contest tomorrow.	defeat

Exercise 4.

Articles.

Fill in the blanks.

1. ... great changes have taken place in our country. ... E.S.S.R. is still ... agricultural country, but ... industrial output of ... Republic has increased several times since ... Great Patriotic War.

2. The Krenholm mill at ... Narva is ... very old textile mill. Now ... new hydroelectric station gives electric energy ['enədʒi] to ... mill. ... mill produces many kinds of ... cloth.

3. ... Kohtla-Järve is well known all over ... Soviet Union. It is ... centre of ... gas-shale industry. ... capital of ... Soviet Estonia and also ... city of ... Leningrad get ... gas from there. ... gas-shale industry is ... most important industry in our republic.

4. If ... worker is ill, he can go to ... sanatorium. In ... U.S.S.R. there is ... work for everybody. We all have ... right to ... rest and ... education.

Exercise 5.

Fill in the blanks.

1. Meie kolhooside põldudel töötab palju traktoreid ja teisi masinaid.
   Many tractors and other machines ... in the fields of our collective farms.
2. Kus on Sulev? Ta töötab maisipõllul.
   Where is Sulev? He ... in the maize field.
3. Käesoleval aastal on nad kolmkümmend protsenti rohkem liha müünud kui möödunud aastal.
   This year they ... thirty per cent more meat than last year.
4. Millal algab lõikus?
   When ... the harvest ...?
5. Tulevikus hakkavad Tallinna tehased valmistama veelgi rohkem elektrimootoreid ja tekstiilkaupu.
   In the future the factories of Tallinn ... even more electric motors and textiles.

6. Need noored töölised on terve aasta väga hästi töötanud.
These young workers . . . very well the whole year.

Exercise 6.

Answer the questions.

1. What is the population of the E.S.S.R.? (of the U.S.S.R.?)
2. Is the Latvian S.S.R. smaller or larger than the Estonian S.S.R.?
3. What is the capital of the E.S.S.R.?
4. Was our Republic an agricultural or an industrial country before 1940?
5. Has the industrial output of our Republic increased since 1940?
6. What is widely used in agriculture and industry now?
7. Are there many factories in our capital?
8. What does "Volta" produce?
9. Where is gas produced?
10. What does "Marat" produce?
11. Which factory produces wireless sets?
12. In which towns are there big shoe factories?
13. Where are our best sanatoriums?
14. When was your school built? Is it a new or an old building?
15. What rights have the working people of our country?

LESSON 8

JOE HILL

All of you have heard Paul Robeson sing the song about Joe Hill. Joe Hill was a worker who lived in the U.S.A. at the beginning of the twentieth century. He took an active part in the working class movement.

Joe Hill's real name was Joseph Hillstrom. He was born in Sweden and went to America in 1905. There he joined the I.W.W. (read: Industrial Workers of the World). He organized workers' meetings and took part in many strikes.

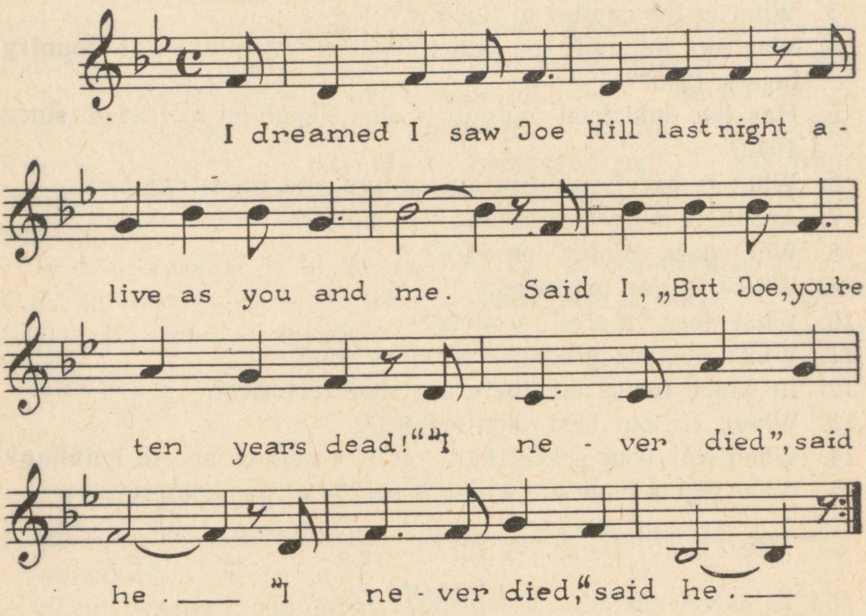
Joe Hill had a talent for music. At the trade union meetings

he sang revolutionary songs. He wrote the words of the songs himself.

In 1915 he was arrested during a big strike and sentenced to death. His friends and comrades could not save him, but they said: "Joe Hill isn't dead. He will never die."

The song about Joe Hill is one of the most popular workers' songs in America.

JOE HILL



I dreamed I saw Joe Hill last night
Alive as you and me.
Said I, "But Joe, you're ten years dead!"
"I never died," said he.
"I never died," said he.

"Joe Hill's not dead," he said to me,
"Joe Hill, he never died.
Where working men defend their rights,
Joe Hill is at their side.
Joe Hill is at their side."

New words

U.S.A.	Sweden	sentence
active	strike	dream
movement	trade union	defend
real	revolutionary	

Notes to the text

the U.S.A. = the United States of America

Exercise 1.

Fill in the blanks with words from the text.

1. To which ... do the workers of this factory belong? 2. Comrade Aun takes an ... part in trade union work. 3. The Soviet people are ready to ... their country against the enemy. 4. Joseph Hillstrom was ... to death by the capitalists. 5. When did the ... movement in Russia begin? 6. In capitalist countries the workers often organize ... because there is no other way for them to defend their rights.

Exercise 2.

Answer the questions.

1. Who sings the song about Joe Hill? 2. What kind of song is it? 3. What was Joe Hill? 4. Where was he born? 5. Where did he go in 1905? 6. What organization did he join there? 7. Was he an active trade union organizer? 8. What did he organize? 9. What did he often take part in? 10. Why was he arrested?

LESSON 9

AN ACCIDENT AT THE MINE

By A. J. Cronin
(adapted)

Andrew Manson graduated from the Medical College of Edinburgh University in 1921. He was twenty-four when he went to work at a mining town in Wales. The conditions of work were very hard for the young doctor: there was no hospital

in the town, no laboratory, no X-ray apparatus, no ambulance. He often had to work fourteen hours a day, and even on Sundays he was seldom free.



an ambulance

* * *

Once, when Dr. Manson was returning home from London, his train was late and he arrived at the station of the mining town at midnight. It was very dark and a strong wind was blowing. There was nobody in the street along which he hurried homeward. Suddenly he heard footsteps: somebody was running. He stopped and waited. Soon he saw a man coming towards him. He recognized the man: it was Frank Davis, a miner from Mine Number Three.



a miner

In a few words Davis told the doctor that there had been an accident at Number Three, and that one of the men was still down in the mine. A big piece of rock had fallen on his arm and it was impossible to move him or the rock.

Andrew decided to go to the mine at once. But then he remembered that he would need his bag of instruments. So he asked Davis to run to his house and bring the bag to the mine, while he himself hurried on.

In four minutes Andrew was at the mine where the accident had happened. There he learned that it was dangerous to go down into the mine.

Soon Davis arrived with the doctor's bag of instruments. He had run all the way. Then Andrew, Davis and two other men went down into the mine.

Underground they went along a low passage for nearly half a mile. In some places it was so low that they had to creep on their hands and knees.

At last they reached the place of the accident. Sam Bevan, a young miner, was lying on the ground at the end of the low dark passage. His body was free, but he could not move himself: his left arm was under a big rock.

Andrew saw at once that the only way to free Bevan was to amputate the arm. He took off his coat and put it under Bevan's head. Then he asked for his bag. One of the men handed it to him and whispered in his ear: "You must hurry, Doctor, or the rocks may bury us all."

When Andrew opened the bag, he found that the chloroform bottle was broken. In his hurry Davis had dropped the bag and the bottle had broken. There was no time to send anyone back for another bottle of chloroform, and for a moment Andrew did not know what to do. One thing was clear — chloroform or no chloroform, he must get Bevan out of the mine as soon as possible. He took his instruments and began to amputate.

Bevan fainted. Andrew worked on without stopping. He was on his knees in the mud. Cold water from the rocks above him fell on his head. He could hardly see what he was doing, but he worked on until Bevan was free at last.

It took the men nearly an hour to carry Bevan out of the mine. They were still underground when they heard a loud noise behind them. It came from the far end of the long dark passage where Bevan had lain. They did not stop, no one turned to look back. They knew what it was — the roof of the passage had fallen. They had left it just in time.

New words

accident
mine
graduate
medical
college
mining town
X-ray
apparatus
ambulance
seldom
midnight
miner
rock
impossible
dangerous
passage
creep
knee
amputate
bury
chloroform
drop
possible
faint
hardly

Notes to the text

he asked for his bag ta palus oma kotti
chloroform or no chloroform kas kloroformiga või ilma
it took the men an hour to carry Bevan out of the mine meestel kulus tund aega Bevan'i kaevandusest väljakandmiseks

Grammar

§§ 14—15. The Modal Auxiliaries and their Equivalents. (See p. 181.)

Exercise 1.

Use *be able to* instead of *can, could.*

Model:

a) He can do the work now. = He is able to do the work now.
b) He can do the work tomorrow. = He will be able to do the work tomorrow.
c) He could do the work yesterday. = He was able to do the work yesterday.

1. I can help you every day. 2. Now Ann can translate from English into Estonian. 3. She can go there herself tomorrow. 4. Last summer that boy could walk only five kilometres an hour. 5. Now they can buy a new football. 6. If it does not rain tomorrow, we can have the match. 7. I could not come to see you last Sunday because I was busy.

Exercise 2.

Use *have to* instead of *must.*

Model:

a) He must do that work now. = He has to do that work now.
b) He must do that work tomorrow. = He will have to do that work tomorrow.

1. Enn must do his exercises between 6 and 8 every evening. 2. We must be at school at 8 o'clock every morning. 3. I must get up earlier tomorrow morning. 4. Next month Jack must study hard for the examination. 5. It is getting late, I must go home soon. 6. Now those children must learn a poem by heart every week.

Exercise 3.

Change from the Present to the Past.

Model: He must go there on foot.
He had to go there on foot.

1. He must walk very quickly. 2. The doctor must go down into the mine. 3. The miner's friends must carry him along a narrow passage. 4. Davis must bring the doctor the bag of instruments. 5. Everybody must hurry. 6. We must send someone back for the medicine. 7. They must leave the mine as soon as possible. 8. Davis must run all the way.

Exercise 4.

Answer the questions.

Models: Must I wait for you? a) Yes, you must. b) No, you *needn't.*

May I leave the room? a) Yes, you may. b) No, you *mustn't.*

1. Must we write this exercise in ink? 2. May I come in now? 3. May I light the lamp? 4. Must I heat the stove today? 5. May I wipe the blackboard now? 6. Must we go to bed already? 7. Must the boys play another game? 8. May we begin the chess match now? 9. Must I bring the bag of instruments here? 10. May we go to the pictures today?

Exercise 5.

Translate into English.

1. Kas ma tohin teile küsimuse esitada (to ask a question)? 2. Nüüd me peame oma töö lõpetama. (2) 3. Kaks aastat tagasi ma ei osanud inglise keelt lugeda. (2) 4. Kas ma pean seda kordama? Ei ole vaja. 5. Ma ei saa akent lahti teha. 6. Kas ma tohin akna lahti teha? Muidugi (tohid). 7. Kas John tohib siin suitsetada? Ei tohi. 8. Mul on tükk kriiti, teil ei tarvitse mulle kriiti tuua. 9. Sa ei tohi nii palju kohvi juua. 10. Kas sul oli võimalik kaks piletit osta? 11. Mitu lauset peame me homseks kirjutama? Meil tuleb kirjutada 12 lauset.

Exercise 6.

Change from direct to indirect speech.

1. "What college did Andrew Manson graduate from?" asked the old doctor. 2. "He graduated from a medical college in Edinburgh," said the doctor's friend. 3. "Has Andrew found work anywhere?" asked one of the students. 4. "Doctor Manson often has to work on Sundays," said Anna Bevan. 5. "Did the doctor arrive by the midnight train?" asked one of the men. 6. One of the miners shouted to Manson: "There has been an accident at the mine!" 7. "How did the accident happen?» asked the young doctor. 8. "We shall have to work fast," said the miner in a whisper. 9. "We shall have to get Bevan out of the mine as soon as possible," said another comrade. 10. The doctor stopped near the patient's bed and said, "Can you move your right arm?"

Exercise 7.

Fill in the prepositions where necessary.

1. The young man finished secondary school ... his home town and went ... London. 2. He entered ... a medical college ... London. 3. He graduated ... the college ... 1928. 4. There was no work ... the young doctor ... the capital. 5. At last he found work ... a little mining town ... the mountains ... Wales. 6. One day he was returning ... home ... the hospital. 7. He was met ... a young miner who said, "Can you come ... the mine, Doctor? There has been an accident ... number 6." 8. "Were you down ... the mine when the accident happened?" the doctor asked ... the worker. 9. They went down ... the mine together. 10. They had to walk a mile ... a narrow passage before they reached ... the place ... the accident. 11. The doctor was just ... time to save the miner's life.

Exercise 8.

The parts of the body.

Fill in the blanks.

1. Doctor Manson had to amputate Bevan's left ... . 2. They had to creep along the dark passage on their ... and ... . 3. The light was so bright that I had to shut my ... . 4. We hear with our ... . 5. "I have caught cold and I have a sore ...," I said

to the doctor. "Open your ... and say a-a-a," said the doctor. 6. When Ellen came home from the skating-rink, her ... were rosy. 7. The chloroform was held near the man's ... . 8. We wear shoes on our ... and gloves on our ... . 9. Hats and caps are worn on the ... . 10. The front part of the head is called the ... . 11. You cannot see behind your ... without turning round.

Exercise 9.

Ask questions about the text.

Oral Practice

Make sentences.

Model A.

a) Mary asked me for a pencil.
b) Mary asked me to give her a pencil.

1 Enn asked me for a piece of chalk. 2. The doctor asked Davis for the bag of instruments. 3. Johnsy asked Sue for a cup of milk. 4. Harry asked his brother for a knife. 5. Father asked me for the newspaper. 6. Mother asked Anne for the shopping-bag. 7. The teacher asked the pupils for their copy-books.

Model B.

a) Mary asked me to give her a pencil. b) She asked me for a pencil. c) She said, "Please give me a pencil."

LESSON 10

TIME AND THE WEATHER

Questions

1. What is the day today?
2. What is the date today?
3. Is it autumn or winter now?
4. What are the autumn months?
5. When does winter begin?

6. What is the weather like today?
7. What is the temperature of the air today?
8. At what time did the sun rise this morning?
9. Is it colder today than it was yesterday?
10. Which months are the coldest in our country?
11. Is the sun shining today?
12. Is it raining now?
13. Does it rain much in Estonia?
14. Has it rained much this autumn?
15. Which months are usually rainy in our country?
16. Is it snowing or raining?
17. Did it snow yesterday?
18. Was there much snow last winter?
19. Does it snow in October in Estonia?
20. When does the first snow fall in our country?
21. Is the ground covered with snow now?
22. Can we go skiing already?
23. Are the lakes and rivers frozen already?
24. Has the skating season begun already?
25. What winter sports do you go in for?

Answer the questions quickly. The following answers will help you if you are in doubt.

Some Answers

1. It is Monday (today).
2. It is the twenty-fifth of November (today).
   It is November the twenty-fifth, (nineteen sixty-two).
6. It is fine today.
   It is quite warm and sunny.
   It is rather cold and wet (today).
   It's cold today, but still it's nice and dry.
   It's cloudy and a strong wind is blowing.
   It's windy today.
7. It's only two degrees (Centigrade) above (below) zero.
16. It is snowing.
    It isn't snowing, it's raining.
    It's neither snowing nor raining.
19. Yes, it sometimes does.
    No, it never does.
    As a rule it doesn't.

New Words

usually	rather	below
snow	cloudy	zero
ski	windy	neither ... nor
freeze, froze, frozen	degree	rule
doubt	Centigrade	

Notes to the text

if you are in doubt kui te kahtlete
as a rule harilikult, tavaliselt

Pronunciation Exercise

Voiced and voiceless consonants

It is 'cloudy but "dry today.
'Dress 'warmly on 'cold 'days.
In 'February the 'ground is 'covered with 'snow.

Exercise 1.

The Names of the Months.

Fill in the blanks.

1. The first of ... is the beginning of the New Year.
2. On the seventh of ... we celebrate the anniversary of the Great October Socialist Revolution.
3. The first and second of ... are holidays. We take part in the ... Day demonstration with flags and slogans.
4. On the eighth of ... we celebrate International Women's Day. At the end of ... the third half-term is over and the spring holidays begin.
5. The school-year begins on the first of ... .
6. The first winter month is ... . It is the last month of the year. It brings us snow and cold weather. We can go in for winter sports.
7. ... is the third winter month and it is usually the coldest month of the year. On the twenty-third of ... we celebrate Soviet Army Day.
8. In ... the first half-term is nearly over. The potatoes and vegetables are dug up; there is no more field work in ...
9. In ... the collective farmers make hay, the pioneers are at their summer camps. Summer has come at last!

10. In our country the grain harvest begins in . . . . It is the last month of the summer holidays.
11. On the first day of . . . we play jokes and tricks on our neighbours.
12. In . . . school is over and we can go to the country. It is the first summer month.

Exercise 2.

Fill in the blanks.

1. The wind . . . the clouds away, the weather . . . soon.
   Tuul puhub pilvi laiali, varsti ilm muutub.
2. Last winter I . . . to skate and ski.
   Möödunud talvel õppisin ma uisutama ja suusatama.
3. Look! The children . . . in the snow; they . . . a snowman.
   Vaata! Lapsed mängivad lumes; nad teevad lumemeest.
4. The horse . . . the sledge through the snow with great difficulty.
   Hobune vedas saani suure raskusega läbi lume.
5. Our pupils . . . a fine skating-rink near the school.
   Meie õpilased on teinud koolimaja juurde toreda liuvälja.
6. Some people . . . soon . . . out to clear the road of snow.
   Varsti saadetakse inimesi välja teed lumest puhastama.
7. The streets of Tallinn . . . of snow with the help of machines.
   Tallinna tänavaid puhastatakse lumest masinate abil.
8. Many machines of that kind . . . during the last few years.
   Palju niisuguseid masinaid on ehitatud viimaste aastate jooksul.

Exercise 3.

Translate into Estonian.

A. 1. It is always cold near the Polar Sea. 2. It was very warm last summer. 3. It is seldom very cold here, but it often rains. 4. Yesterday it was fine, today it is rainy. 5. It doesn't snow much in Odessa; it never snows in Suhumi. 6. Does it ever rain in December? 7. Put on the light, it is too dark to read here. 8. Open the window, please, it's too hot in this room.

B. 1. There was a storm at sea last night. 2. Was there much snow here last winter? 3. There were several very warm days in June, I remember. 4. There is always more rain near the

sea than there is in the mountains. 5. The wind is blowing and there are some clouds in the sky. 6. There have been only two or three sunny days this month. 7. There will be a full moon tonight.

Exercise 4.

it, there is (are)

Translate into English.

1. Eile oli külmem kui täna. 2. Kas septembris oli palju vihma? 3. Augustis oli (ilm) väga kuiv. 4. Kas jälle sajab vihma? Ei, nüüd hakkab lund sadama. 5. Sel kuul on palju vihma sadanud. 6. Möödunud nädalal oli ainult kaks päikesepaistelist päeva. 7. Novembris päike palju ei paista ja taevas on alati pilvi. 8. Laual oli lamp, kuid toas oli siiski pime. 9. Mägedes oli torm ja jahimehed jõudsid koju kolmandal päeval. 10. Põhjamere ääres on palju lund ja jääd.

Exercise 5.

Questions to the predicative
(Küsimused öeldistäitele)

Read and translate.

1. What was the weather like yesterday?
   It was rather cold.
2. What was the Tullivers' house like?
   It was very old.
3. What is Arthur's mother like?
   She is very kind to everybody.
4. What is your room like?
   It's warm and light.
5. What did their garden look like last spring?
   It looked beautiful.
6. How does Tom look today? He looks tired.
7. What did the boy look like? He was tall, he had fair head and blue eyes.

Exercise 6.

Answer the questions.

A. 1. What is your town like? 2. What is your house like? 3. What is the weather like in June? 4. What is summer like in our country? 5. What is summer like in Tashkent?

B. 1. What was Behrman's room like? 2. What was the night like when he painted the leaf on the wall? 3. What were Johnsy's clothes like? 4. What was the doctor like? 5. What was the underground passage in the mine like?

Exercise 7.

The Days of the Week.

1. Fill in the letters and read quickly.
   S - - day; S - - - - day; T - - - day; T - - - - day;
   M - - day; F - - day; W - - - - - day.
2. Beginning with Sunday, say the names of the days of the week in order.
3. What is today if the day before yesterday was Tuesday?
   What is today if the day after tomorrow will be Wednesday?

Exercise 8.

Make a graphical analysis of the following sentences.

1. An accident happened at the mine last night.
2. The young doctor had left his bag of instruments at home.
3. The men crept along a narrow passage very slowly.
4. The frightened man heard a loud noise behind him.

Exercise 9.

Make sentences.

1. colder, today, yesterday, than, it, is, was, it.
2. Leningrad, Neva, situated, on, shores, is, the, of, the, River.
3. E.S.S.R., Tartu, is, the, southern, situated, in, part, of, the.
4. in, no, are, unemployed, our, workers, country, there.

LESSON 11

NEW YORK

New York is now the largest city in the world. It is a comparatively young city. It was founded in 1626, fifteen years after Henry Hudson had discovered the river which was named after him. The first colonists were Dutch traders, who called the settlement New Amsterdam. New Amsterdam was situated on

Manhattan Island, which the Dutch traders bought from the Indians for a few handfuls of glass beads.

In the year 1664 the colony was seized by the English, who named it New York. From 1785—1790 New York was the capital of the United States. It is not the capital of the U.S.A. now, but it is the most important port on the Atlantic coast.

In 1850 the population of New York was only 696,000. In 1953 it was about 8 million. But if we take New York together with its suburbs, the population today is about 13 million.

As you know, the business centre of London is called the City, but the business centre of New York is called "downtown". "Downtown" occupies the southern part of Manhattan Island, which is the heart of New York. Here the famous Broadway begins, and here is Wall Street, the street of banks. The plan of this part of the city was made at the beginning of the nineteenth century, that's why the streets there are narrow, dark and dusty.

Manhattan Island lies at the mouth of the Hudson River. About 50 bridges cross the Hudson and join the "downtown" section of New York with Long Island and the mainland.

In the nineteenth and twentieth centuries thousands of emigrants from Europe and Asia came to North America. Many of them made their homes in New York. There is a district in New York which is called "Little Italy", where the population is mostly Italian. Harlem is the Negro district of New York. About 300,000 Negroes live there. The living conditions in Harlem are very bad.

The first skyscrapers in the world were built in New York. Now there are some forty-, fifty- and sixty-storey buildings, and one skyscraper has a hundred storeys. Nevertheless there are always thousands of homeless people in New York. In 1950 their number was 531,000.

New York is a large industrial centre, the largest in the world. But there are more unemployed workers in New York than in any other city in Europe, Asia or America.

New words

comparative	handful	broad
colonist	bead	dusty
trader	Atlantic	join
settlement	suburb	mainland
situated	southern	emigrant

Asia	mostly	unemployed
district	skyscraper	

Notes to the text.

a handful of glass beads peotäis klaashelmeid
many of them paljud neist

Pronunciation Exercise

[h]

Holly hurried homeward.
Harry is Ann's husband.
Huck held his hat in his hand.
Henry had a house of his own.

Exercise 1.

a) Form adjectives from the following nouns: *hunger, dust, dirt, rose, sun, noise, rain.*

Model: rain — rainy.

b) Fill in the adjectives.

1. Her cheeks look like roses, they are ...
2. Last summer we had very much rain, it was a very ... summer.
3. The sun was shining brightly, so it was a ... afternoon.
4. There is always very much dust in that street, it is a very ... street.
5. There is always much noise in that class, it is a ... class.
6. Many of the Eskimos died of hunger. Their children were often ... .

Exercise 2.

The negative suffix *-less.*

Fill in the blanks.

1. A man who has no home is a ... man.
2. A girl who has no friends is a ... girl.
3. A machine that makes no noise is a ... machine.
4. A man without a beard is a ... man.

Exercise 3.

The suffix *-ful*

Translate into English.

peotäis helmeid a handful of beads
kotitäis pähkleid . . .
kastitäis apelsine . . .
taldrikutäis suppi . . .
tassitäis mett . . .
lusikatäis arstirohtu . . .

Exercise 4.

The negative prefix *un-*

Translate into English.

õnnelik tütarlaps — õnnetu tütarlaps
lahke mees — ebalahke mees
populaarne näitleja — ebapopulaarne näitleja
vajalik asi — mittevajalik asi
mugav istekoht — ebamugav istekoht
tähtis probleem — ebatähtis probleem

(comfortable, happy, important, kind, necessary, popular)

Exercise 5.

Give the missing parts of speech.

Verbs	Nouns	Nouns	Adjectives
discover	. . .	revolution	. . .
celebrate	. . .	agriculture	. . .
organize	. . .	industry	. . .
produce	. . .	danger	. . .
compete	. . .		
invite	. . .	Adjectives	Nouns
describe	. . .	electric	. . .
demonstrate	. . .	difficult	. . .
know	. . .		

Exercise 6.

Answer the questions.

1. On what islands is New York situated? 2. What was the name of the city at the beginning of the seventeenth century? 3. By whom was New Amsterdam founded? 4. By whom was the colony seized in 1664? 5. What is the population of New York now? 6. What is "downtown"? 7. What are the streets in "downtown" like? 8. How many bridges cross the Hudson River in New York? 9. From where did emigrants come to North America in the 19th and 20th centuries? 10. What is the Negro district of New York called? 11. How many Negroes live in New York? 12. What is a skyscraper? 13. How many storeys has the highest skyscraper in New York?

LESSON 12

AN ENGLISH HOUSE

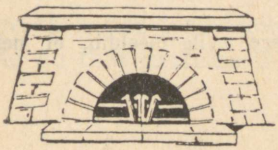
(For Reading and Translating)

In English books we read that people go up to bed at night and come down to breakfast in the morning. Have you ever wondered why that is so? The answer is very simple: in English houses, especially in old-fashioned ones, the bedrooms are always on the first floor. If a house has been built for two or three families, it is divided vertically, so that each family has its front door on the ground floor. In very old houses the kitchen is sometimes in the basement, which is often dark and damp.

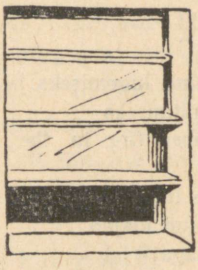
As the climate in Great Britain is much milder than in our country, double windows are unknown there. Besides, the windows in English houses are usually divided horizontally into two equal parts. Such windows are called sash windows. You can move the frames or sashes up and down, so that the window can be open either at the top or at the bottom. It is also possible to open such a window at the top and at the bottom at the same time.

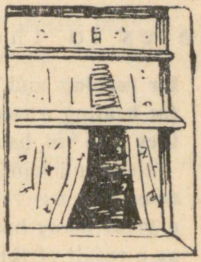
Such windows as we have in our houses are easily broken by a strong wind, but a sash window is not so easily broken during a storm. In England the wind is often very strong.

The kind of stove that we have in our country for heating a room is almost unknown in England. English people like to have an open fire in the fireplace. A flat without a fireplace is a rare thing in England. Before the time when gas and electricity come into use, an English housewife cooked the meals over the fire in the fireplace.



a fireplace





a sash window

On a cold day it is very pleasant indeed to have a nice bright fire in an open fireplace. As firewood and coal are expensive in Great Britain, many people have a gasfire in the fireplace now. Gas is cheaper than coal, and it is widely used all over England.

Nowadays apartment houses are built in the cities and towns of England. In an apartment house a family occupies a flat, where all the rooms are on one floor. Small flats consist of only one or two rooms and a kitchen. In big flats there is usually a living-room, a dining-room, one or two bedrooms, a kitchen, a bathroom and a hall. As rents are very high in England, workers and their families often occupy only one room.

A great many houses in England, especially in London and the town of Coventry, were destroyed during the Second World War, and thousands of people were left homeless. Very few new houses have been built during the last twenty years. As a result of this many workers' families are still living in very bad conditions.

New words

wonder	horizontally	widely
simple	sash	nowadays
especially	frame	apartment

old-fashioned	either ... or	flat
vertically	fireplace	consist
basement	rare	living-room
damp	use	bathroom
mild	housewife	hall
double	indeed	rent
unknown	firewood	result
besides	cheap	

Notes to the text.

for reading and translating lugemiseks ja tõlkimiseks
for heating a room toa kütmiseks
they like to have an open fire in the fireplace neile meeldib, et neil oleks tuli kaminas
come into use tarvitusele tulema
a great many houses paljud majad
as a result of this selle tagajärjel

Grammar

§ 21. The Past Participle as a Predicative. (See p. 188.)

Pronunciation Exercise

[ɔɪ, ɔ, ou]

Maud has brought her drawing-board.
Robert has lost his watch.
Joan hoped the stove would not smoke.

Exercise 1.

Fill in the blanks with the following words:
bathroom, bedroom, cheap, cheaper, consist of, expensive, firewood, flat, living-room.

1. Does your ... consist of two or three rooms? 2. In the morning I go to the ... to wash myself. 3. We have a piano and a wireless set in our .... 4. Wireless sets are not so ... as television sets. 5. Books are ... in our country, much ... than in capitalist countries. 6. Our family ... four people. 7. We can't heat the stove today, we have no .... 8. Why is your pillow in the living-room? Take it back to the ....

Exercise 2.

Fill in the blanks with *can, could, may, must, mustn't* or their equivalents.

1. Lizzie is only six years old, but she ... play the piano already. 2. ... I do that now, or ... I do it later? 3. Children ... play ball in the street. 4. I want to come with you, ... I? 5. The room was so dark that we ... see nothing. 6. Everybody ... dress warmly on cold days. 7. As Comrade Timm's family was in the country, he ... to take his meals at an eating-house. 8. As he ... find his fountain pen, he ... to buy a new one. 9. You ... to work better tomorrow if you have a good sleep tonight. 10. I ..., to do that exercise if you tell me the meaning of the new words.

Exercise 3.

The infinitive with or without *to*.

Translate into English.

1. Kas ma tohin võtta sinu uisud? 2. Me otsustasime minna pühapäeval suusatama. 3. Kas sa tahad tulla meiega? 4. Ma palusin ema anda mulle paari pakse sokke. 5. Millal me peame tagasi tulema? 6. Ema käskis meid enne k. 6. tagasi tulla. 7. Kas me tohime kaasa võtta mõned õunad? Jah tohite. 8. Meil tuli sõita Nõmmele rongiga. 9. Kui me hilineme, ei suuda me homseks oma koolitööd (homework) teha.

Exercise 4.

Translate into Estonian.

1. New schoolhouses are built every year. 2. Our schoolhouse is well built. 3. We had a room that was divided into two parts. 4. When a bear was killed, the meat was always divided among all the Eskimos of the village. 5. The street is covered with snow. 6. Flowers are often covered with straw and fir branches before the cold winter comes. 7. He tells me that the house is sold already. 8. No milk is sold at this shop. 9. My new bag is made of brown leather. 10. Very good bags are made at this workshop.

Exercise 5.

Translate.

1. I can't do that without your *help*.
   Help me, if you can.
2. These knives are not *clean*.
   Clean the knives.
3. *Knock* at the door again.
   Nobody heard the *knock*.
4. Grandmother must *rest* after dinner.
   Last Sunday I had a good *rest*.
5. The trams *stop* here.
   Where is the next *stop*?
6. He had a bag on his *back*.
   Come *back* as soon as you can.

Exercise 6.

Answer the questions.

1. Do you live in town or in the country? 2. Do you live in an old or a new house? 3. How much rent do you pay? 4. Is your flat (house) warm or cold? 5. Are the windows large or small? 6. Are the rooms light or dark? 7. How large is your flat (house)? It is ... square metres. 8. Is your kitchen large or small? 9. Is there a bathroom in your flat (house)? 10. Where do you hang your coats and hats? 11. In which room do you sit and rest in the evening?

Oral Practice

1. Make sentences.

Houses				bricks
Doors		always		silver
Windows		usually		leather
Tables	are	sometimes	made of	wool
Dresses		never		wood
Trousers				glass
Knives				cloth

2. Ask and answer questions.

Model: 1. What are houses made of? They are usually made of bricks.

LESSON 13

THE LEGEND OF SLEEPY HOLLOW

By Washington Irving

(adapted)

I

There is a little valley among the hills on the eastern shore of the Hudson River, which, since the time of the Dutch colonies, has been known by the name of Sleepy Hollow.

It is said that at the beginning of the nineteenth century the inhabitants of Sleepy Hollow were still very superstitious and believed ghost-stories.



a wing



a crane

One of the popular stories that many people in Sleepy Hollow believed was the legend of the Headless Horseman. Some people had even seen him, they said, a figure on horseback without a head, hurrying along at night as if on the wings of the wind. They believed that the Headless Horseman was the ghost of a soldier who had lost his head during the Revolutionary Wars. His body was buried somewhere near Sleepy Hollow, they said, and he rode out at night to look for his head.

Many years ago, a man by the name of Ichabod Crane came to live in this peaceful valley. His age was unknown. He was tall and very thin. His shoulders were narrow. He had long arms and legs, and his hands reached a mile out of his sleeves. His head was small, with large ears, big green eyes and a sharp

nose. He could read and write better than anybody else in the village, so the inhabitants of Sleepy Hollow asked him to teach their children at the little schoolhouse in the valley.

The women of Sleepy Hollow thought well of Ichabod Crane, especially the old women. It was not only because he had read several books quite through, but because he told ghost-stories so well and believed them too. And on long winter evenings, as they sat spinning by the fire, the old Dutch housewives told him all the legends that they had heard from their mothers and grandmothers. And Ichabod told them all the strange stories that he had heard or read from his books.

Ichabod lived at the houses of the farmers whose children he taught. He spent a week at each place. So, when Saturday came, he tied all his things in a big cotton handkerchief and went to the next house.

New words

legend	headless	leg
sleepy	horseman	reach
hollow	figure	sleeve
eastern	wing	spin, span, spun
inhabitant	crane	strange
different	peaceful	handkerchief
superstitious	tall	
ghost	thin	

Notes to the text.

which was known by the name of Sleepy Hollow mida tunti Unise Oru nime all

hurry along edasi kihutama

the women thought well of Ichabod naised olid Ichabod'ist heal arvamusel

Grammar

§ 12. The Relative Pronouns *who (whose, whom), which, that.* (See p. 179.)

Reading Exercise

ghost [goust]	horseman ['hɔ:smən]
post [poust]	Englishman ['iŋgliʃmən]
most [moust]	gentleman ['dʒentlmən]
	England ['iŋgləndˌ]
lost [lɔst]	mainland ['meinlənd]
cost [kɔst]	island ['ailəndˌ]

Exercise 1.

who, whom, which, that

Fill in the blanks.

A. Jack is the boy ... won a prize at the contest.
Jack is the boy ... we saw at the contest.
Here is the prize ... Jack won at the contest.
Here are the prizes ... were won at the contest.
These are the children ... we met there.

B. That is the boy ... made the best model.
Here is the model ... he made.
There is the boy ... we met at the club.
These are the models ... were on exhibition.
Those are the boys ... always get good marks.

C. Where did you put the newspaper ... you were reading?
Where is the girl ... brought the newspaper?
Is this the newspaper ... gives the sports news?
Where is the newspaper ... was brought here this morning?
That is the dog ... belongs to the old miner.
There is the horse ... draws the cart.

Exercise 2.

Read the sentences without the relative pronouns *that, whom, which.*

1. Show me the book that you bought yesterday. 2. The man whom we saw there is a famous artist. 3. The animal which the boy described is a zebra ['zi:brə]. 4. The people whom we invited will soon be here. 5. This is the pencil which I lost yesterday. 6. Is this the kind of paper that you like best? 7. Let's tell them the news that we heard yesterday. 8. The ink which you use is not very good. 9. We ate all the berries that we picked. 10. I have forgotten to post the letter that I wrote last night.

Exercise 3.

In which of the following sentences may we leave out the relative pronoun?

1. Here are the mushrooms that we gathered yesterday. 2. The children ate all the apples that were on the plate. 3. Let me see the books that you borrowed from the library. 4. This is the model that interests me. 5. That is the man who showed me the way. 6. Are these the stories which the teacher asked us to

read? You are the first person who has solved this problem. 8. Show me the present that you bought for your brother. 9. Are those the flowers that you want to take to Aunt May? 10. Who are those people who greeted us? 11. The people whom Charlie Chaplin imitated were well-known men and women.

Exercise 4.

Fill in the blanks with auxiliary verbs.

1. Many new houses ... been built in our town since the Great Patriotic War. 2. Two new houses ... built in our street last year. 3. Next year a new school house ... be built here. 4. Our school meetings ... usually held in that big classroom. 5. A meeting of parents and teachers ... held once a month. 6. This month two meetings ... been held already. 7. Another meeting ... be held next Sunday. 8. The island ... inhabited by some fishermen. 9. They ... lived there for a very long time. 10. They ... not remember when the first families came to live there. 11. How many people ... your family consist of? 12. How much rent ... you pay for your room every month? 13. How many English books ... you read already?

Exercise 5.

Ask questions.

1. Sleepy Hollow is on the eastern shore of the Hudson River. 2. Ichabod Crane lived there at the time of the Dutch colonies. 3. Many people of Sleepy Hollow believed ghost-stories. 4. The legend of the Headless Horseman was very popular. 5. The horseman hurried along as if on the wings of the wind. 6. Many men were killed during the Revolutionary War. 7. The people asked Ichabod to teach their children because he could read and write. 8. He had read two books quite through. 9. He could tell stories very well. 10. The old Dutch housewives told Ichabod all the legends of the valley. 11. He lived a week at each farmhouse. 12. He tied his things in a big cotton handkerchief. 13. He spent the evenings with the farmer's family.

Exercise 6.

Make a graphical analysis of the following sentences.

1. The farmhouse was surrounded by green meadows.
2. Ichabod had to overcome great difficulties.
3. The hero of Sleepy Hollow was a serious rival.
4. A singing-class was organized for the girls of the village.
5. The legends of the place were known to him.

Exercise 7.

Make sentences.

1. and, the, than, in, anybody, he, could, read, write, else, better, village.
2. to, the, he, stories, housewives, fireplace, old, liked, Dutch, tell, around.
3. Ichabod, all, big, in, a, tied, his, cotton, things, handkerchief.
4. at, week, a, he, the, of, farmer, stayed, house, that.

Oral Practice

Models:
Question: What is it that looks like a clock but is not a clock?
Answer: It's a watch.
Question: What is it that looks like salt but is not salt?
Answer: It's sugar.

Using the following words, ask questions and answer them.

a ship (a boat); a sock (a stocking); a cat (a kitten); a hat (a cap); a sea (a lake); a hut (a tent); a newspaper (a magazine); a town (a village); a suit-case (a box); a fish (a whale); wheat (rye); hay (grass).

LESSON 14

THE LEGEND OF SLEEPY HOLLOW

II

On the banks of the Hudson River, not far from Sleepy Hollow, there lived a rich Dutch farmer by the name of Van Tassel, and his daughter Katrine was the beauty of the neigh-

bourhood. She was eighteen years old, with fair hair and rosy cheeks. Ichabod organized a singing-class, where he himself taught the girls of the village to sing. Katrine Van Tassel was one of his pupils, and this gave him an opportunity to visit her father's farm. He had never seen such green meadows before, nor such rich fields of wheat and rye. And how fat the pigs were; and how many geese, and ducks, and hens there were in Van Tassel's farmyard!

From the moment that Ichabod saw all these riches, the peace of his mind was at an end: he could think of nothing but Katrine Van Tassel, who, one day, would own this farm and all that was on it. Ichabod decided to win Katrine's heart and hand. But here he had to overcome great difficulties. He soon found that he had a whole army of young rivals.

Ichabod's most serious rival was a young man by the name of Brom Van Brunt, the hero of Sleepy Hollow and the whole district. He was tall and very strong, with broad shoulders and curly black hair. He was famous for his great skill as a horseman and, together with three or four comrades, he went to all the parties and dances in the neighbourhood. But when his horse was tied to Van Tassel's gate on a Sunday evening, none of the other young men dared to go in. Ichabod, however, could visit Van Tassel's farmhouse as often as he liked. Katrine's parents were kind ta him because he was their daughter's singing teacher.

New words

beauty	riches	skill
singing-class	own	gate
meadow	overcome	none
nor	army	dare
fat	rival	however
hen	hero	

Notes to the text.

at an end otsas

the peace of his mind was at an end tema hingerahu oli häiritud

he was famous for his great skill as a horseman ta oli tuntud väga osava ratsanikuna

Pronunciation Exercise

[ɛə, iə]

fair	fear	dare	dear
hair	here	Clare	clear
air	ear	pair	appear

'Clare 'didn't 'dare to ap'pear 'there.
'Mary's 'parents are 'dear to me.

Exercise 1.

Translate into Estonian.

1. The singing-class Ichabod organized consisted of farmers' wives and daughters. 2. Among the girls Ichabod taught to sing was Katrine Van Tassel. 3. This is a song young people like very much. 4. The jazz tune Tom was whistling was very popular then. 5. Andrew Manson spoke of the difficulties he had to overcome when he was a young doctor.

Exercise 2.

Make sentences with attributive clauses.

Model: a) The story was interesting. | I heard

b) The story *(that) I heard* was interesting.

1. The picture was very good.	the people saw
2. The book was not difficult.	the children read
3. The puzzle was easy.	the boys solved
4. The exhibition was very big.	the pupils visited
5. The news was sad.	my mother heard
6. The hat was cheap.	my sister bought
7. The apparatus was expensive.	our school received
8. The song was very popular.	the girls sang
9. The boots are very strong.	this factory produces
10. The legend was very old.	Ichabod told them
11. The results were very important.	the doctor got
12. The figure was very strange.	the people saw
13. The bridge was narrow.	the horseman crossed

Exercise 3.

Translate into English.

1. Missuguseid keeli te õpite koolis? 2. Kes õpetab teile vene keelt? 3. Mitu ingliskeelset raamatut te lugesite möödunud aastal? 4. Kas te olete lugenud raamatut „Kon-Tiki ekspeditsioon"? Jah olen. Ma lugesin seda kaks kuud tagasi. 5. Mitu ingliskeelset raamatut te lugesite sel aastal? 6. Mis hinde te saite ingliskeelse etteütluse eest? Ma sain hea hinde. 7. Mitu viga te tegite etteütluses? Ma tegin kaks viga. 8. Kas te parandasite juba vead ära? Ei, ei parandanud. Ma parandan nad täna. 9. Bob ütleb, et ta ei ole harjutust teinud. 10. Õpetaja ütles, et meie klass läheb laupäeval kinno.

Exercise 4.

Fill in the blanks with articles where necessary.

1. Van Tassel was ... rich farmer. 2. He was ... richest farmer in ... village. 3. He had ... daughter, whose name was Katrine. 4. Katrine was ... pretty girl. 5. She was ... prettiest girl in ... neighbourhood. 6. Brom Van Brunt was ... young farmer. 7. He was ... strongest man and ... best dancer in ... district. 8. ... inhabitants of Sleepy Hollow asked Ichabod Crane to teach ... children of the village to read and write. 9. Ichabod lived at ... houses of ... farmers whose children he taught. 10. He spent ... week at each place. 11. When ... Saturday came, he tied his things in ... big cotton handkerchief and went to ... next house.

Exercise 5.

Fill in the blanks with words from the text.

1. Many flowers grow in this ... in spring. 2. We wanted to enter the garden, but as it was dark already, for some minutes we could not find the .... 3. We didn't ... to enter the yard because we saw a big dog lying in front of the house. 4. ..., ducks and geese were walking about in the farmyard. 5. There were five geese on the counter. Mother chose the ... goose. 6. The farmer was a big strong man with ... shoulders. 7. In English we say a long street (pikk tänav), but a ... man

(pikk mees). 8. In the Soviet Union the country's ... belong to the people. 9. In a socialist state the people ... the country's riches. 10. After the Second World War the Soviet people had to ... many difficulties.

Exercise 6.

Answer the questions.

1. What was Van Tassel? 2. Where was his farm situated? 3. What was his daughter's name? 4. How old was Katrine? 5. What did Ichabod Crane organize? 6. Why did Ichabod decide to win Katrine's hand? 7. Who was Ichabod's most serious rival? 8. What did Brom look like? 9. Did he visit Van Tassel's farmhouse? 10. Who else often visited the farmhouse? 11. Why were the Van Tassels kind to Ichabod?

LESSON 15

THE LEGEND OF SLEEPY HOLLOW

III

One fine afternoon in autumn. Ichabod was sitting at his desk in the little schoolhouse. In his hand he held a long ruler, which he was moving from side to side, and the birch-rod lay on the desk in front of him. There was silence in the classroom. Nobody dared to move or whisper because someone had just been punished. But suddenly the silence was broken: a Negro boy came running to the door of the schoolhouse, shouting, "Schoolmaster! Schoolmaster!" The boy had been sent to Ichabod with an invitation to a party at Van Tassel's house that evening.

Ichabod sent the pupils home at once, an hour before the usual time, and began to brush his suit and comb his hair before a piece of looking-glass on the wall. He was ready in about half an hour and then went to the nearest farmhouse to borrow a horse. The animal was old and very thin, and besides, it was blind in one eye. Its name was Gunpowder.

When Ichabod sat on the horse's back, his knees almost came up to the saddle and his sharp elbows looked like a bird's wings. His hat was pulled down on his nose, and his long black coat nearly reached the horse's tail.

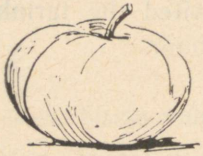
As Ichabod rode slowly along the sides of the hills, he passed large fields of maize and big yellow pumpkins. In the gardens he saw ripe red apples and big blue plums. Sweet thoughts of pies and hot pancakes came to his mind as he rode between the fields and gardens.



a brush



a comb



a pumpkin



a pie

It was evening when he arrived at Van Tassel's farmhouse, which was already full of guests, and the tables were laid for supper. There were pumpkin-pies and apple-pies and plates full of cakes on the tables. There was ham, and chicken, and fried herring, and many other good things to eat. Ichabod took his seat at the table and, without hurrying, he tried every dish in turn.

And then the music called the guests to dance. Ichabod danced with Katrine Van Tassel. When the dance was over and the younger people began to play games, Ichabod joined a group of old farmers who were smoking their pipes and telling long stories of the Revolutionary Wars. Among them were some people from Sleepy Hollow, who were repeating their strange legends and ghost-stories.

New words

ruler	brush	elbow	pie
birch	suit	tail	ham
birch-rod	comb	pumpkin	herring
silence	besides	ripe	dish
punish	blind	plum	
schoolmaster	gunpowder	sweet	

Notes to the text.

the silence was broken vaikus lõppes

Grammar

§ 18. The Past Perfect Passive. (See p. 185.)

Reading Exercise

Read the following words; transcribe them.

hollow	none	southern	mild
meadow	move	eastern	mind
elbow	comb	fruit	blind
pillow	clothes	suit	wind

Exercise 1.

Say which verbs are in the Passive.

1. Nobody dared to whisper because one boy had just been punished. 2. The Van Tassels had sent Ichabod an invitation to their party. 3. Ichabod learned from the Negro boy that many guests had been invited. 4. When Ichabod had read the invitation, he sent the pupils home. 5. When all the pupils had been sent home, Ichabod went out to borrow a horse. 6. Ichabod tied the horse that he had ridden to the gate of the farmhouse.

Exercise 2.

Attributive Clauses.

Read the sentences with the relative pronouns.

1. Everyone he saw was busy at work. 2. Somebody Ichabod knew told him the story. 3. Something he said made the pupils laugh. 4. Everybody the boy met asked him where he was going. 5. Everything the old man said was most important. 6. All you say is true. 7. Anything you send them will be welcome.

Exercise 3.

Read the following sentences without the relative pronouns.

Model: Here comes the boy *for whom* you sent.
Here comes the boy you sent *for*.

1. Do you know the speaker to whom we are listening? 2. Give the speaker the papers for which he asked. 3. The map

at which you are looking will help you to understand these newspaper articles. 4. The scientist to whom you wanted to show your work is sitting in the first row. 5. The newspaper for which you were looking is on my desk.

Exercise 4.

Past Perfect Passive.

Fill in the blanks.

1. The apples were cut into pieces after they ... by Agnes.	wash
2. The potatoes were put into the hot fat after they ... by Martha.	peel
3. When all the pancakes ... , they were filled with meat and taken to the table.	fry
4. There was very little room in the kitchen because a table and a chair ... there.	place
5. It was cold in the kitchen because no fire ... in the range that day.	make
6. We knew that the table ... by Agnes and Martha.	lay

Exercise 5.

Read Lesson 15 in the Present.

Exercise 6.

Translate into English.

1. Kas Lilli elab linnas? Ma tahan teada, kas Lilli elab linnas. 2. Kas tal on hea tuba? Küsige temalt, kas tal on hea tuba. 3. Kas ta tuba on soe? Küsige temalt, kas ta tuba on soe. 4. Kas ta kütab oma tuba iga päev? Ma tahan teada, kas ta kütab oma tuba iga päev. 5. Kas tema toas on palju asju? Küsige temalt, kas ta toas on palju asju.

Exercise 7.

Fill in the blanks with prepositions where necessary.

1. When Dick entered ... the room, he saw his father sitting ... his desk. 2. There was a box ... the desk in front

of him. 3. "What is ... that box, Father?" asked Dick. 4. Dick's father took an electric train ... ... the box and showed it ... Dick. 5. "It is a present ... your Aunt Judy," he said. 6. "You must write her a letter and thank her ... the present," said Dick's father. 7. Some children had been invited ... Dick's birthday party. 8. They came ... four o'clock. 9. The table ... the dining-room was laid ... tea. 10. There were lots of cakes and sandwiches ... the plates. 11. The children were asked to go ... the dining-room where they took their seats ... the table.

Exercise 8.

Ask questions about the text.

LESSON 16

THE LEGEND OF SLEEPY HOLLOW

IV

The party at Van Tassel's farmhouse broke up about midnight. Everybody went home, only Ichabod remained behind. But a few minutes later he ran out of the house without looking to right or left. He went straight to the stable to get his horse.

In the dead silence of night, Ichabod rode homeward with a heavy heart. The night grew darker and darker, and he felt sad and lonely. As he was passing under a tall birch-tree, he was sure that he heard a strange sound. Trembling with fear, he rode on towards Sleepy Hollow.

Soon he came to a place where he had to cross the stream. His heart beat fast as he approached the little bridge, famous in ghost-stories. He kicked the sides of poor old Gunpowder to make him go faster. Gunpowder did his best: he began to run, but then stopped so suddenly that Ichabod nearly fell over the horse's head. Ichabod looked round to see what had frightened the horse, and he saw something big and black on the bank of the stream, not far from the bridge. It stood there without moving.

Ichabod's voice trembled as he said, "Who are you?" But he received no answer. At last the big black thing began to move forward. And now Ichabod could clearly see that it was the

figure of a man on a big black horse. He hardly dared to look again, but it seemed to him that the rider's head was not on his shoulders, but was on the saddle in front of him. Ichabod kicked Gunpowder's sides and the horse started running. The black horse started running too, and away they went, across the bridge and along the road towards Sleepy Hollow. Ichabod lost his saddle from under him and he nearly fell off his horse's back. He turned his head to look back. At that moment the other rider rose in his saddle and threw the head straight at Ichabod. It struck the frightened man so hard that he fell off his horse, and the black horse with the headless rider rushed past him like the wind.



Brom burst out laughing

*

The next morning Gunpowder was found near his master's gate. Later that day the saddle was found, also Ichabod's hat and a pumpkin near it. But the schoolmaster had disappeared after the party.

Soon after that, Katrine Van Tassel married Brom Van Brunt, and it is said that, whenever the story of the schoolmaster and the pumpkin was told, Brom always burst out laughing.

Some years later, the people of Sleepy Hollow heard that Ichabod Crane was still alive. He was living in a distant part of the country.

New words

break up	birch-tree	kick
remain	sure	marry
remain behind	tremble	whenever
straight	stream	burst out
grow	beat	
lonely	approach	

Notes to the text.

in the dead silence of night öö surmavaikuses
trembling with fear hirmust värisedes
Brom always burst out laughing Brom pahvatas alati naerma

Pronunciation Exercise

One stress	Two stresses
a 'birch-tree	a revo'lutionary 'war
a 'ghost-story	a 'peaceful 'valley
an 'apple-pie	a 'strange 'legend
a 'singing-teacher	the 'eastern 'shore

Exercise 1.

Translate into English, using the Passive.

1. Peol mängiti mänge. 2. Seda tantsu ei ole siin enne tantsitud. 3. Pärast seda jutustab Jim huvitava loo. 4. Jack kirjutab homme selle loo üle. 5. Nad teadsid, et toidu oli keetnud Katrine'i ema. 6. Katrine nägi, et keegi oli asetanud lauale kaks vaasi lilledega (two vases of flowers). 7. Mõned taldrikud läksid köögis katki (break). 8. Bob ei teadnud, mis oli kastis, sest Tom oli selle täitnud.

Exercise 2.

Fill in the blanks with prepositions where necessary.

1. The town was full ... soldiers. 2. Everybody knew that the enemy was approaching ... the bridge. 3. That man is blind ... one eye. 4. There were three officers ... the room; none ... them knew me. 5. The boy was so frightened that he trembled ... fear. 6. The officer joined ... a group ... soldiers. 7. That valley is famous ... the beauty of its landscape. 8. Captain Hunter is always kind ... the soldiers.

Exercise 3.

Give antonyms.

the right hand	near Sleepy Hollow
a black horse	he disappeared after the party
an old hat	we dress in the morning
an old man	he packed his things
a strong boy	he sent a letter
thin paper	he lost his saddle
Crane was dead	he rode slowly

Exercise 4.

Give the principal parts of the following verbs:

break, grow, remain, tremble, beat, burst, dare, comb, fall, spin, feel, hear, run, throw, strike, lose, lie, show.

Exercise 5.

Fill in the blanks with *say* or *tell* in the Past Indefinite.

1. Fred ..., "I shall go straight to my son's house."
2. Fred ... John that his son lived in a lonely place.
3. Fred ... that his son had married Ann Phlox.
4. Ann ... to her mother, "I am sure I shall be happy with Pete."
5. Ann ... her mother that her husband had planted a birch-tree in front of the house.
6. Ann ... that no pumpkins grew in their garden.

Exercise 6.

Answer the questions.

1. When did the party at the Van Tassels' farmhouse break up? 2. Why did Ichabod ride home alone? 3. What was the night like? 4. How did Ichabod feel? 5. What did he have to cross? 6. What did Ichabod see near the bridge? 7. Why was Ichabod very much frightened? 8. What did Ichabod do? 9. What happened when Ichabod looked back? 10. Where was Gunpowder found the next morning? 11. Where was Ichabod's hat found? 12. What else was found there? 13. Where was Ichabod himself? 14. Whom did Katrine marry? 15. Who had played a joke on Ichabod?

Oral Practice

Finish the sentences.

A. I put on my hat when I go out for a walk.
   I take off my hat when I ...
   I put on my clothes when I ...
   I take off my clothes when I ...
B. I say "How do you do" when I meet my teacher.
   I say "Good morning" when I ...

I say "Good-bye" when I ...
I say "Good night" when I ...

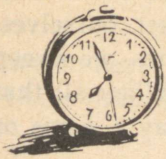
C. I take a pen when I want to write something.
I take a pencil when I ...
I take a knife when I ...
I take a spoon when I ...

D. Say the same in the third person.

LESSON 17

MY DAY

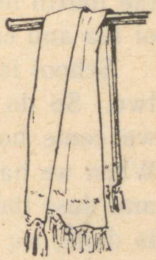
My workday begins rather early. At half past six the alarm rings, and I jump out of bed. My brother never hears the alarm, so I have to wake him up. The first thing I do is to air the room and make my bed. Then I do my morning exercises. After that I take my soap and towel and go to the bathroom. There I wash myself, brush my teeth and comb my hair.



an alarm-clock



teeth



a towel

It takes me about ten minutes to dress. Then I am ready for breakfast. We usually have a plateful of porridge with butter, an egg, some ham and a cup of coffee or milk. For a change we sometimes have sausage, herring or fried fish.

After breakfast everybody is in a hurry to leave. At our school lessons begin at a quarter to eight, so I must leave the house at twenty minutes past seven at the latest. I always try to be in time.

When I reach the schoolhouse, the cloakroom is full of boys

and girls. I hang up my cap and coat. Then I take off my boots and put on my gym shoes. We must all wear gym shoes at school. After that I go to my classroom and get everything ready for the first lesson.



a pair of gym shoes

The subjects we study in the tenth class are: three languages — Estonian, Russian and English; world literature, history, mathematics, physics, chemistry and psychology. We also have technical drawing, singing and physical education. We have six lessons every day except on Thursdays and Saturdays, when we have only five. During the long break between the third and the fourth lesson, we go to the lunchroom. As a rule, I take a cup of tea and eat a sandwich or a bun.

School is over at half past one, and I get home a little before two. So do my brother and sister. As Mother is at work when we come home from school, we warm up the dinner ourselves. When we have cleared the table and washed the dishes, we sweep and dust the rooms while one of us goes shopping. When all that is done, we rest a little. We read the newspaper, play a game or go for a walk.

At about half past four I take out my schoolbooks and sit down to do my homework for the next day. It usually takes me two or three hours to do my lessons. I always try to finish before supper-time. But if I have to write a composition, I work an hour or more after supper.

In our family supper is at eight. Everybody is at home, and there is always much lively talking at table.

After supper we all sit in the living-room, where we listen to some concert or lecture over the radio.

When the clock strikes ten, we say good night to Father and Mother and get ready for bed.

New words

alarm(-clock)	literature	clear
air	history	sweep
soap	mathematics	dust
towel	chemistry	composition
tooth (pl. teeth)	psychology	lively
porridge	drawing	talking
sausage	physical education	concert
hurry	break	lecture
cloakroom	bun	
gym shoes	warm up	

Notes to the text.

for a change vahelduseks
everybody is in a hurry kõigil on kiire
at the latest hiljemalt
be in time õigel ajal tulema
so do my brother and sister mu vend ja õde samuti
get ready for bed valmistuma magamaminekuks

Grammar

§ 26. Adverbs of Indefinite Time. (See p. 191.)

Pronunciation Exercise

[əː]

Bertha heard the girl return for the third time.
Some birches and firs were burning near the bridge.

Exercise 1.

Fill in the adverbs.

1. I get up at seven o'clock.	usually
2. I get up before the alarm rings.	sometimes
3. I forget to make my bed.	never
4. We have porridge for breakfast.	often
5. Mother boils eggs for a change.	sometimes
6. We leave the house at twenty to eight.	always
7. I have been late to school.	never
8. I shall be late to school.	never
9. That boy is late for the first lesson.	sometimes

10. We must be in time.	always
11. Father is free in the evenings.	seldom
12. Mother has lots of work.	always
13. We help Mother with the housework.	often

Exercise 2.

Use *never* in the following negative sentences

Model: I have not been late to school this month.
I have never been late to school.

1. I have not seen a monkey in my lifetime. 2. I do not drink strong coffee. 3. My sister does not eat fish. 4. Bill and Jim have not been to the seaside. 5. Jane does not wake until the alarm rings. 6. I shall not make that mistake again. 7. Harry does not take the bus when he goes to the skating-rink. 8. My brother does not leave the house before half past seven. 9. That man will not work in a mine again because he has only one arm.

Exercise 3.

Answer the questions. Use the following adverbs: *sometimes, often, always, never.*

Model: Do you ever go there by bus?
Yes, I sometimes do.
No, I never do.

1. Do your parents ever come to your school parties? 2. Do you ever get letters from your aunt? 3. Do lessons ever begin before eight o'clock at your school? 4. Do you always air your room in the morning? 5. Does it ever begin to snow in October? 6. Do our rivers ever freeze in December?

Exercise 4.

Change from the singular to the plural.

1. That woman works at a textile mill. 2. This man has invented a new machine. 3. That child can play the piano. 4. Last summer my aunt bought a goose. 5. You must draw that foot better. 6. Have you ever lived in that city? 7. We saw a good play at the club last month. 8. She saw a dress in the shopwindow. 9. The child's diary was very well kept. 10. What

do you know about the climate of that country? 11. Did you make any change in the letter before you posted it? 12. A branch was broken by the wind last night. 13. That was a very important discovery.

Exercise 5.

Read and translate.

1. How did Sue look when her friend fell ill?
   She looked very sad.
2. How did the sick girl feel on the third day?
   She felt better. (She felt very bad, very weak.)
3. How are you today?
   I'm all right, thank you. (I am quite well.)
4. How old is your sister?
   She's nineteen.
5. What colour are the walls of your room?
   They are blue.
6. What was the matter with Johnsy?
   She was ill with pneumonia.
7. What was her temperature?
   It was high. (It was thirty-nine degrees.)
8. What happened to the old artist?
   He died of pneumonia in hospital.

Exercise 6.

Ask questions.

A. 1. My friend was ill last week. 2. He feels better now. 3. The old woman looked very weak. 4. Johnsy's clothes were very thin. 5. Their workroom was dark and narrow. 6. The old artist was not well that day. 7. The doctor looked very tired.

B. 1. Ichabod Crane was very superstitious. 2. He looked like a crane. 3. He was tall and very thin. 4. All his stories were very strange. 5. The horseman lost his head in the war. 6. Ichabod looked rather foolish at the dance.

Exercise 7.

Tell the pupils of your class what you do every day.

Oral Practice

Answer the questions.

1. How long does it take you to wash and dress in the morning?
2. How long does it take you to eat your breakfast?
3. How much time does it take you to reach the schoolhouse?
4. How much time does it take you to do your homework?
5. How many minutes does it take a soldier to wash and dress? (6 min.)
6. How long does it take you to go to Tallinn? (Tartu)
7. How long did it take you to do this exercise?

LESSON 18

BANANAS

By Michael Gold
(adapted)

I

My father had no work. He had been out of work for a long time already. "I must do something! I must find work! We are starving," he cried in despair. Day after day he walked the streets of New York, hoping to find a job, but all in vain. There were too many unemployed workers everywhere: it was impossible to find work of any kind.

Our friends and neighbours tried to help us, but they themselves were very poor. Without saying anything to us, one of our neighbours sent a postcard to the Charity Society. Soon a stranger knocked at our door: it was a young man sent by the Charity Society.

"Does Herman Gold live here?" he asked.

"Yes, sir," said my mother.

She was very polite to the stranger: she was sure that he was a government official.

"I am from the Charity Society," he said. "Someone wrote to

us about your family." He showed my mother the postcard written by one of our neighbours. He took out his handkerchief and blew his nose. He had a bad cold.

"We shall help you," he went on, "but I have some questions to ask you first." He blew his nose again. Then, taking a notebook out of his pocket, he began to write with a fountain-pen.

"How many children have you?" was the first question.

"Two," said my mother.

"How old are they?"

"One is six, the other is ten."

"Do you call in a doctor when somebody is ill?"

"Yes."

"Where do you get the money to pay him?"

"We, we —" my mother began nervously.

The young man went on writing in his notebook.

"So your husband is out of work?" he said at last. "Is he kind to you? Does he drink? Does he smoke? What salary does he receive when he works? How much of it does he give you? What rent do you pay? How much do you spend on food every week?"

My mother disliked this stranger, who came into her home and asked personal questions. But he was an official: she must answer all his questions. At that moment my father came in. His face was pale, he was very angry and he shouted at the young man.

"Get out of this house!" he cried. "It is true that we are poor, but you have no right to insult us."

"I am not insulting you," said the young man. "I ask these questions in about fifty houses every day. The Charity Society sent me to —" But my father interrupted him.

"We don't want any charity," he shouted. "We can live without it."

"Very well," said the young man, taking his umbrella and overcoat. He went to the door, paused a moment to write something in his notebook, then hurried out.

After that the Charity Society left us in peace.

New words

banana	charity	personal
gold	polite	pale
starve	official	insult
despair	notebook	interrupt
job	nervously	overcoat
vain	salary	pause
postcard	dislike	

Notes to the text.

be out of work tööta olema
he walked the streets of New York ta kõndis New Yorgi tänavail
in vain asjata
he blew his nose ta nuuskas nina
he went on ta jätkas
do you call in a doctor? kas te kutsute arsti?
the young man went on writing noormees kirjutas edasi
how much do you spend on food? kui palju (raha) te kulutate toidule?
he shouted at the young man ta karjus noormehe peale
get out of this house! kaduge siit majast!

Grammar

§ 22. The Past Participle (attributive). (See p. 188.)

Pronunciation Exercise

She was 'very po"lite to the stranger.
My 'mother dis"liked the stranger.
'How 'much do you 'spend on "food every week?

Exercise 1.

The Past Participle.

Translate the sentences into Estonian. Where possible, give the translation in two ways.

1. Comrade Rand showed me a letter written by his little son.
2. At the exhibition we saw some pictures painted by that artist.
3. All the mushrooms gathered by those children are good to eat.
4. Everybody likes the plan discussed at our last meeting.
5. I am very fond of potatoes fried in butter.

6. They planted maize in a big field surrounded by trees.

7. All the prizes won by our pupils at the last competition are now on exhibition in the Pioneers' Room.

8. The silk and cotton textiles produced in Tallinn are sent to all the towns and villages of our republic.

Exercise 2.

Use Past Participles instead of attributive clauses.

Model: You must return all the books *that you have borrowed from the library.*

You must return all the books *borrowed from the library.*

1. All the words that are underlined in that text are unknown to me. 2. Two models that were made by Raimond and Enn have been sent to the exhibition. 3. All the instruments that were packed into iron boxes were quite dry. 4. In our town there are many new houses that have been built since the war. 5. Mother, when are you going to cook the mushrooms that we gathered yesterday?

Exercise 3.

Read the following sentences with the adverbs *always, ever, never, often, seldom, usually.*

1. Michael's mother was busy. 2. The father shouted at the children. 3. Their neighbours came to see them. 4. They talked about the hard times. 5. They called in a doctor. 6. They paid the rent on the tenth of each month. 7. Did Mike go to school by bus? 8. His little brother likes to ask questions. 9. Have you been to that club? 10. Aunt Ann was in a hurry.

Exercise 4.

Change these sentences from the Present to the Past.

1. Michael's father can find no work. 2. He must walk the streets every day. 3. He is not able to get a job anywhere in New York. 4. The children cannot go to school because they have no shoes. 5. The family must wait many months before they can buy any new clothes. 6. Their neighbours are not able to help them because they themselves are poor. 7. Michael cannot go out to play because he has a bad cold. 8. His mother must call

in the doctor. 9. The boy must stay in bed for three days. 10. The younger boy has to go to school alone because his brother is ill.

Exercise 5.

Make the sentences interrogative.

1. There are some high houses in our city. 2. In that village there is a new club. 3. There are some landscape pictures on the walls of the club. 4. There is a garden in front of the club. 5. Behind the club there are some big trees. 6. There was a concert at the club last night. 7. There were some miners and textile workers at the concert. 8. Next week there will be a meeting in the big hall.

Exercise 6.

Fill in the blanks with new words from the text.

1. After a long ... the old Eskimo went on with his story. 2. Nobody ... him while he was speaking. 3. The women and children ... (Past Continuous) when Keesh killed his first polar bear. He gave them some meat and saved their lives. 4. When Keesh went to the meeting of the elders, his mother said to him: "Remember that you are only a boy. You must not ... the chief and the other old men, you must be ... to them." 5. When the boy did not return for many days, his mother was in ... . She was afraid that some accident had happened while he was hunting polar bears. 6. The other boys tried to kill bears too, but all in ..., they did not know how to do it. 7. The verbs *like* and ... are antonyms, but ... and *hate* are synonyms. 8. Next month I shall get a new job and a higher ... .

Exercise 7.

Answer the questions.

1. Why was Michael's father in despair? 2. Why could he not find a job in New York? 3. How many children had the Golds? 4. How old were the children? 5. Who wanted to help the Golds? 6. What did one of their neighbours do? 7. Who knocked at the Golds' door one day? 8. Who had sent him there? 9. What did the young man want to know? 10. Why did Mrs. Gold dislike the stranger? 11. What happened when Mr. Gold came in?

LESSON 19

BANANAS

(continued)

II

Our condition got worse and worse: no work and no money. The neighbours were worrying about us.

One evening a neighbour, Mr. Lipzin, knocked at our door.

"Good evening, Mr. Lipzin," said my mother. "Come in, please, and sit down."

"Good evening," he said. "Here are some bananas for your children. It was raining today and I did not sell many." He handed my mother a bunch of bananas.

Mr. Lipzin was rather short, with a red, sunburnt face. He was a silent man, as all his neighbours knew. We had lived in the same house for ten years, but until that evening he had never come in to talk.

When he had given my mother the bunch of bananas, he sat and looked at us in silence. It was clear he had come for a purpose, but he was too shy to speak. At last he said, "Excuse me, my wife told me to come here. She is worrying about you," he said, wiping the sweat from his red face. "We know you have been out of work for a long time now, Mr. Gold."

"Yes, Mr. Lipzin, I've had no work for a long time," said my father. "Life is hard for us."

"Well," said the little man nervously, "that's why my wife told me to come here today. I have sold bananas in the street for many years now. It's a hard life, but we manage to live." He wiped his face again.

"Yes," he went on after a pause, "for a few dollars I buy some bananas. Then I rent a pushcart for ten cents a day. Then I find a street corner and stand there, and people come and buy bananas."

"Well?" said my father, with anger in his eyes.

"Excuse me," said the little man nervously, "but we manage to live."

My father stood up and folded his arms. "So you think, Mr. Lipzin, that I, too, must go out and sell bananas in the street?"

Mr. Lipzin got up and moved towards the door. "No, no," he said, "it was my wife who told me to come. No, no, Mr. Gold. Good evening to you all."

He went out, wiping his red face. My father remained standing in the middle of the kitchen.

"So he came here to tell me that," he said again and again. "Me, who was once a foreman of house painters! What do you think of such a disgrace, Katie?"

"I don't know," said my mother quietly. "It's not disgraceful to sell bananas in the street, is it?"

"Do you agree with him?" asked my father sharply.

"No," said my mother, "but Mr. Lipzin is a good man, he came here to help you, and you insulted him."

"So you *do* agree with him?" my father cried. He walked into the bedroom and threw himself on the bed. My mother sighed. Then she and my brother and I ate some of the bananas in the kitchen while my father smoked his pipe in the bedroom.

My proud father did not give in. He went out, day after day, still hoping to find work. In the evenings he held long conversations with my mother.

"Must I sell bananas in the street, Katie? I can't do it. I refuse to sell bananas!" he said in anger. And my mother always said to him quietly, "Don't do it. We can live without it."

"But where shall I find work?"

"Something will happen," my mother said.

"I shall kill myself," he said in despair. "I shall take the gas pipe to my nose."

"Hush! The children will hear you," said my mother.

The situation was hopeless. Two weeks after Mr. Lipzin's visit, my father was in the street with a pushcart. He was selling bananas.

New words

worry
bunch
sunburnt
purpose
shy
sweat
cent
pushcart
anger
fold
foreman
disgrace
disgraceful
sigh
pipe
hush
hopeless

Notes to the text.

our condition got worse and worse meie olukord muutus järjest halvemaks
for ten cents a day kümne sendi eest päevas
my father remained standing mu isa jäi seisma
so you do agree with him? sa siis nõustud temaga?
give in järele andma

Grammar

§ 25. The Conjunction **that** in Object and Subject Clauses. (See p. 190.)

Pronunciation Exercise

[-iʃ(ə)n, -eiʃ(ə)n]

condition	sensation
composition	education
preposition	organization
competition	conversation

Exercise 1.

Drop the conjunction *that*.

1. The neighbours knew that Herman Gold was out of work. 2. Gold said that it was impossible to find work of any kind. 3. Katie Gold thought that the young man was a government official. 4. Gold thought that the stranger wanted to insult him. 5. Gold was sure that the young man had come to insult him.

Exercise 2.

Fill in the relative pronouns *whom, that* (*which*) or the conjuction *that*.

1. The stranger showed Katie the postcard their neighbours had written. 2. The young man the Charity Society had sent knocked at Gold's door. 3. The official said the Charity Society would help the Golds. 4. Katie Gold disliked the questions the stranger asked. 5. In the room Herman Gold saw a tall man he didn't know. 6. Herman Gold said the stranger had no right to insult them.

Exercise 3.

who? whose? whom?

Translate into English.

1. Kes teab teie klassis hästi keemiat? Ain Piir teab. 2. Kelle märkmik see on? See on Elleni märkmik. 3. Keda te kutsute oma koolipeole? Me kutsume 1. keskkooli õpilasi. 4. Kelle jaoks sa ostsid selle joonlaua? Ma ostsin selle oma noorema venna jaoks. 5. Kes on täna riietehoius korrapidajad? Mari ja Enn. 6. Kelle võimlemiskingad need on? Need (they) on Harri võimlemiskingad. 7. Kellega sa mängid tennist? Ma mängin tennist oma sõbraga.

Exercise 4.

Fill in the adverbs *always, usually, often, never, already, soon, just.*

1. Linda goes shopping in the afternoon.	always
2. She buys meat at that shop.	usually
3. She has been to the bakery in Lai Street.	never
4. In winter she will buy honey.	often
5. She has bought a new shopping-bag.	just
6. She has paid the milkman this week.	already
7. Potatoes for the winter will be brought from the country.	soon

Exercise 5.

Ask questions.

1. One evening Mr. Lipzin knocked at Golds' door. 2. He had lived in the house for ten years. 3. Mr. Lipzin sold bananas in the street. 4. He was nervous because he was afraid of Herman Gold. 5. When Gold got angry, Lipzin moved towards the door. 6. Gold asked his wife if she agreed with their neighbour. 7. Two weeks after Lipzin's visit Herman Gold began to sell bananas in the street. 8. He had to sell bananas because he could find no other work.

LESSON 20

AN INCIDENT AT A LADIES' SHOP IN LONDON

By A. J. Cronin
(adapted)

Andrew Manson, a young doctor, who had recently come to work in London, was sitting one afternoon in his consulting-room when suddenly the telephone rang. Mr. Winch from a ladies' shop was speaking. He asked Dr. Manson to come to the shop at once because something had happened to one of their rich customers. Andrew promised to be there in four minutes.

When he reached the shop, a shop-assistant met him at the door.

"It's Miss Roy, Doctor Manson," she said. "One of our rich customers. She had a bad attack while she was fitting on a dress."

Mr. Winch took Dr. Manson to the fitting-room, where they saw a well-dressed young woman lying on the floor. From time to time her hands and feet became stiff and strange sounds came from her throat.

"Shall I ring for the ambulance?" asked Mr. Winch.

"No, not yet," said Andrew. He bent down and looked at Miss Roy. She was young, about twenty-four perhaps, and very expensively dressed. She had blue eyes, and silky hair showed from under her small felt hat.

On the other side of the girl stood a woman with dark eyes and dark hair. She seemed to be Miss Roy's friend.

There was a crowd of people in the room. One of the older shop-assistants was crying. "It wasn't my fault," she said again and again. "When I told Miss Roy that she herself had chosen the material for the dress, she got very angry and began to shout at me. Then she threw herself down on the floor."

Andrew asked everybody to leave the room, he allowed only Miss Roy's friend to stay.

"This seems to be a very serious case," he said. He lifted Miss Roy from the floor and helped her to a chair. Then suddenly he struck her on the cheek, and waited. Miss Roy opened her eyes and looked at Andrew in angry surprise. When Andrew struck

her on the other cheek, she began to cry and, turning to her friend, said "I want to go home."

Andrew saw that Miss Roy's friend was looking at him with interest.

"Sorry," he said, "it was the only way out. Let her cry. She'll be all right in a few minutes and then you can take her home. It was only an attack of hysteria."

When some minutes later they left the fitting-room, there was sensation in the shop. Everybody wondered how Andrew had got Miss Roy to her feet in such a short time.

New words

incident	attack	felt
recently	fit on	fault
consult	fitting-room	material
consulting-room	stiff	allow
telephone	bend	lift
customer	perhaps	hysteria
Miss	silky	sensation

Notes to the text.

shall I ring for the ambulance? kas ma kutsun kiirabi?
sorry = I am sorry! vabandage!
it was the only way out see oli ainuke väljapääs
she'll be all right in a few minutes küll see läheb mõne minuti pärast mööda

Pronunciation Exercise

o [ɔ, ʌ, ou]

Group the words in three columns: [ɔ], [ʌ], [ou].

worry model zero college possible
front wonder colonist fold comfortable
opera smoke porridge none chosen

Exercise 1.

Fill in the blanks with words from the text.

1. The telephone is in the doctor's ... . 2. Comrade Aun had a heart ... yesterday. His wife rang for the ... and he was taken to hospital. 3. The old man's knees were so ... that he

walked with difficulty. He could not ... them. 4. The old man said that he was better because he had ... been to a sanatorium. 5. The shop-assistant told the doctor that some ... always made her nervous. 6. Mr. Winch had given the doctor's ... number to a rich customer. 7. The young woman said, "I want to fit on this dress, let's go to the ... ." 8. "Do you like the ... of this dress?" asked the shop-assistant. "I do," said the customer. "It is so ... ." 9. Ladies' hats are often made of .... 10. "Don't ... the customers to smoke in this room," said Mr. Winch.

Exercise 2.

Translate into English.

1. Miss Roy ütleb, et kleit ei meeldi talle. 2. Miss Roy ütles, et kleit ei meeldi talle. 3. Müüja ütleb, et Miss Roy on väga rikas. 4. Müüja ütles, et Miss Roy on väga rikas. 5. Mr. Winch ütleb arstile, et midagi on juhtunud ühe ostjaga. 6. Mr. Winch ütles arstile, et midagi on juhtunud ühe ostjaga. 7. Müüja teatab arstile, et haige on kabiinis. 8. Müüja teatas arstile, et haige on kabiinis. 9. Mr. Winch loodab, et arst tuleb kohe. 10. Mr. Winch lootis, et arst tuleb kohe. 11. Miss Roy ütleb, et ta ei tule kunagi enam (again) sellesse kauplusse. 12. Miss Roy ütles, et ta ei tule kunagi enam sellesse kauplusse.

Exercise 3.

Fill in the blanks with prepositions where necessary.

1. Dr. Manson was asked to come ... the shop at once. 2. ... the door one ... the shop-assistants met him. 3. "Something has happened ... one of our customers," she said. 4. Andrew was taken ... the fitting-room ... Mr. Winch. 5. A young woman was lying ... the floor ... the fitting-room. 6. Mr. Winch wanted to ring ... the ambulance. 7. Andrew asked everybody to leave ... room. 8. He lifted Miss Roy ... the floor. 9. Then he struck her ... the cheek. 10. The young woman looked ... Andrew ... angry surprise. 11. "Take her home," Andrew said ... Miss Roy's friend.

Exercise 4.

Fill in the blanks with personal or possessive pronouns.

1. Andrew is a doctor. ... consulting-room is in York Road. Do you know ... telephone number?

2. Mr. Winch works at a ladies' shop. ... working-day is rather long. ... wife works at the same shop. She helps ... in ... work.

3. Miss Roy was a rich girl. The shop-assistants didn't like .... When Andrew had struck ... on the cheek, she asked ... friend to take ... home. Andrew had got ... to ... feet in a short time.

4. Miss Roy said to Andrew, "Why did you strike ... ? Take ... home. ... home is in Green Street."

5. Andrew said to Miss Roy, "You must go home now. ... friend will take ... home. I can't come with ... ."

Exercise 5.

Use the infinitive with or without *to*.

1. On working-days I must ... get up at seven o'clock. 2. On Sundays I can ... sleep longer. 3. It takes me about ten minutes ... dress. 4. I like ... wash myself with cold water. 5. I usually manage ... get to school in time. 6. I have ... go to school either by tram or by bus. 7. I must ... be at school before eight. 8. I always tell my brother ... hurry. 9. I want him ... be ready to leave the house by half past seven. 10. He always makes me ... wait for him. 11. In the evening I sometimes go to the library ... read newspapers and magazines. 12. Next year I shall be able ... read the English newspaper "Moscow News."

Exercise 6.

Ask questions about the text.

LESSON 21

THE POST-OFFICE

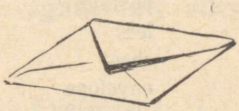
Nowadays it is impossible to imagine life without a post-office near at hand. Millions of letters and postcards pass through the post-office every hour of the day, not to mention

the great numbers of newspapers and magazines that are distributed by the postmen to subscribers. And the telegraph works day and night, sending off telegrams and receiving them from all parts of the world.



a postman

A hundred years ago there were no post-offices as we know them today, and the cost of sending a letter from one place to another was very high. Besides, the receiver of the letter, not the sender, had to pay the postage. He paid less for a letter written on one sheet of paper than for a letter written on two or three sheets. Envelopes and postage stamps were unknown until the middle of the last century.



an envelope



a stamp

Now it is the simplest thing to send a letter by post. When you have written your letter, you fold the sheet and put it in an envelope. Then you write the address on the envelope. It is best to write the return address, too, and don't forget to stick on a stamp. If your letter does not weigh over twenty grams, the postage is four kopecks. If you happen to send off a letter without a stamp, the receiver will have to pay ten kopecks when he gets the letter.

To post a letter, you simply drop it into the nearest letter-box when you are passing. From there it will soon be taken to the post-office and sent off by rail or by air.

On the Way to the Post-Office

Harry: Where are you going, Paul?

Paul: I'm going to the post-office. Come along if you are going that way. I must post this letter.

Harry: If you only have to post a letter, why go to the post-

office? You can drop it into the letter-box at the corner there.

Paul: No, that won't do. I need a stamp and I have a money-order to send too.

Harry: Let's go together then. I'll go to the window where stamps are sold while you go to the other window and send off the money-order.

Paul: All right, that will save time. Usually there are queues at those windows.

New words

imagine	postage	stick, stuck, stuck
mention	less	weigh
distribute	sheet	gram
postman	envelope	rail
subscribe	stamp	money-order
subscriber	address	save
cost *n.*	return address	queue

Notes to the text.

near at hand käepärast
not to mention mainimata
stick on a stamp marki peale kleepima
by rail rongiga
by air lennukiga
come along tule kaasa
that won't do ei, see ei lähe

Grammar

§ 23. The Gerund (with prepositions). (See p. 189.)
§ 13. The Indefinite Pronouns *little, few, much, many.* (See p. 181.)

Pronunciation Exercise.

[wəz, wəz], [wəɪ, wə]

The ˈtelegram was ˈlong.
ˈWas the ˈtelegram ˈlong?
There were some ˈletters for me.
ˈWere there any ˈletters for me?

Exercise 1.

Translate into Estonian.

1. After carefully folding the sheet he put it in an envelope. 2. Don't forget to stick on a stamp before posting the letter. 3. I handed him the letter without looking at the address. 4. I shall try to go out without making a sound. 5. Before opening the door she always asks, "Who's there?" 6. After locking the doors we all went to bed. 7. The teacher told us our marks before distributing the copy-books. 8. How can you speak about a thing without mentioning its name? 9. Before sending off the telegram I counted the number of words in it. 10. I shall write to them again only after receiving an answer to my first letter.

Exercise 2.

Translate into Estonian.

1. The cost of sending a letter is four kopecks. 2. Yesterday I had no opportunity of seeing Ann. 3. As we climbed up the mountain, my fear of falling increased. 4. Everybody was pleased with the idea of going to the summer camp in July. 5. Here you will find all the instructions for putting the apparatus together. 6. What was Arthur's reason for staying at home yesterday?

Exercise 3.

vähem, rohkem

Fill in the blanks.

1. Bill has collected ... stamps than Bob. (vähem)
2. Harry has saved ... money than Arthur (vähem)
3. There is ... water in the river now than there was last August. (rohkem)
4. There are ... pages in this book than there are in the other one. (vähem)
5. Ann drinks ... milk than her brother because she doesn't like it.
6. Mother is busy all the time, she has ... free time than we have.
7. I have read ... English books than my sister has. (vähem)

8. Father can't work: you must make ... noise. (vähem)

9. You make ... mistakes now than you did last September. (vähem)

10. There are ... schools in Tallinn now than there were five years ago. (rohkem)

Exercise 4.

A) Make the following sentences interrogative. B) Change the sentences into disjunctive questions.

1. You will have to put two stamps on this letter. 2. This letter weighs more than forty grams. 3. You can post the letter on your way to school. 4. There is a letter-box at that corner. 5. In those days the sender had to pay the postage. 6. The shop-assistants have to work ten hours a day. 7. The doctor visits his patients every morning. 8. The head assistant rang for the doctor. 9. The doctor promised to be there in a few minutes. 10. The attack of hysteria lasted only a quarter of an hour. 11. The doctor had to take the sick girl home.

Exercise 5.

Translate into English.

1. Narva tänaval on postkontor. 2. Seal te saate osta ümbrikke, kirjamarke ja postkaarte. 3. Anna mulle üks leht paberit, ma tahan kirjutada kirja. 4. Tallinnas toimetatakse kirjad saajatele kätte hommikul ja õhtul. 5. Saatja tasub postikulud. 6. Saaja ei tasu postikulusid. 7. Keegi koputab. See on arvatavasti kirjakandja. 8. Ma saadan sageli vennale postiga raamatuid. 9. Missuguseid ajakirju te loete? 10. Missuguseid ajalehti te tellite (subscribe to)?

Oral Practice

Make alternative questions.

1. Model: a stamp, round, square
   Q. Is a stamp round or square?
   A. It is square.

1. a copy-book, thick, thin; 2. a watch, big, small; 3. a post-office, useful, useless; 4. paper, thick, thin; 5. snow, white, black; 6. honey, sweet, sour (hapu); 7. coal, heavy, light (kerge); 8. rock, soft, hard.

2. Model: a watch, a clock, big, small
Q. Is a watch bigger or smaller than a clock?
A. Usually it is smaller.

1. a copy-book, a book, thick, thin; 2. a house, a hut, big, small; 3. five roubles, three roubles, much, little; 4. coal, chalk, light, heavy; 5. water, ice, cold, warm; 6. a telegram, a letter, long, short; 7. a chair, a table, high, low; 8. a town, a village, large, small.

3. Model: Q. Which is thicker — a book or a copy-book?
A. A book is.
Q. Which is thinner — a book or a copy-book?
A. A copy-book is.
For this exercise use the pairs of nouns and adjectives given above.

LESSON 22

MARIE CURIE



I

Marie Sklodovska-Curie was a Pole by birth and nationality. She was born on the 7th of November, 1867, in the city of Warsaw. She was the youngest in a family of five children — four girls and one boy. Both her parents were teachers at that time. Her father taught physics at a school for boys.

Marie's happy childhood did not last long. Her mother was seriously ill for some years and in 1878 she died, leaving the father to bring up the children alone. His salary was not enough to feed, clothe and educate them all. For many years he gave private lessons, but still it was difficult to make both ends meet.

II

Little Marie learned to read at the age of four while her sister Bronya was learning her letters. At school she was always well up in her studies. When the government inspector happened to come to the class, she was chosen as the pupil who could best answer his questions. All the Sklodovski children were brilliant pupils. When Marie, the youngest, finished secondary school in June 1883, she brought home the third gold medal in the family. The girl had studied well and she had worked hard, so her father decided to send her to the country for a year to stay with some relatives. She was only sixteen and needed a good rest before going to work.

III

It was autumn, 1884. Marie's brother was already a student of medicine, but his sisters could not enter Warsaw University because women were not admitted. Bronya, the eldest, was twenty years old. She kept house for her father and she was an excellent cook, but she did not want to do only housework all her life. It was her secret wish to go to Paris and study medicine, then to return to Poland and work as a doctor. Marie understood her elder sister's wish to study at a university and she felt that it was her duty to help Bronya.

She began to look for work. Here is one of her advertisements: "Lessons in mathematics and French by a young lady with diploma." She was one of thousands of young people with diplomas, who were looking for work in Warsaw.

She got some private lessons at last, but she earned very little. Besides, she had to walk across town in cold and rainy weather to the home of some lazy or backward pupil. At the end of the school year it was clear to Marie that in Warsaw she could not earn enough money to help Bronya to go to Paris.

New words

Pole	studies	secret
birth	inspector	wish
nationality	brilliant	Poland
childhood	medal	advertisement
feed	relatives	French
clothe	medicine	diploma
educate	admit	earn
private	excellent	lazy
		backward

Notes to the text.

by birth sünni poolest
she was always well up in her studies ta õppis alati hästi
keep house maja pidama

Grammar

§§ 1—11. The Use of the Articles. (See p. 173.)

Reading Exercise

the [ðə, ði]

In the air, on the ground, in the cloakroom, for the actor, in the east, in the west, in the exercise, with the article, at the exhibition, for the library, on the shelf, in the army, with the officer.

Exercise 1.

The indefinite article *a, an.*

Explain the meaning of the articles.

A. 1. I must write a letter today. 2. I don't need an envelope, I only need a stamp. 3. That man is a postman. 4. A postman must go from house to house every day.

B. 1. Marie Curie was a Pole. 2. Her father was a teacher. 3. A girl could not go to university in those days. 4. Marie had a pupil to whom she taught foreign languages.

The definite article *the.*

1. The town in which we live is old. 2. We bought a wireless set yesterday; the wireless set cost eighty roubles. 3. Go to the Pioneers' Room. 4. The sun and the moon give us light. 5. Place this vase on the book-shelf. 6. Where is the bread-knife?

Exercise 2.

Change from the singular to the plural. Where necessary use *some*.

1. You have made a mistake in the translation. 2. I bought a newspaper and a magazine. 3. This man is a singer, he is not an actor. 4. There is an armchair in the Pioneers' Room. 5. A child likes toys. 6. This is a crossword puzzle, not a wordsquare. 7. We had an interesting party at school last term. 8. This boy is a Russian. 9. Marie Curie had a private pupil. 10. There is an exercise on articles in lesson one.

Exercise 3.

Fill in the blanks with *some* where necessary.

1. Please give me ... milk. 2. There is ... coffee, not ... tea in that cup. 3. My father promised to send me ... honey. 4. For that cake you must use ... sugar, not ... honey. 5. I need ... flour for the pancakes. 6. That boy doesn't like ... soup. 7. There is still ... soup on the plate. 8. Dogs like ... meat. 9. Give the dog ... meat. 10. There was ... straw, not ... hay in the bag.

Exercise 4.

the or *some*

Fill in the blanks.

1. Võtke marjad, ma ei vaja neid.
   Take ... berries, I don't need them.
2. Metsas me leidsime marju.
   In the woods we found ... berries.
3. Lõika porgandid tükkideks?
   Cut ... carrots into pieces.
4. Mine too porgandeid!
   Go and bring ... carrots.
5. Leib on juba liiga kuiv.
   ... bread is too dry already.
6. Köögis on leiba.
   There is ... bread in the kitchen.
7. Pese õunad puhtaks!
   Wash ... apples.
8. Õunapuu otsas oli veel õunu.
   There were still ... apples on the apple-tree.

Exercise 5.

Translate into English.

1. See on kolhoos, mitte sovhoos. 2. See on rukis, mitte nisu. 3. Me tahame müüa rukist (osa rukist). 4. Me tahame müüa rukist, mitte otri. 5. Me tahame rukki ära müüa (kogu rukki). 6. Sel kolhoosil on kombain ja mõned traktorid. Kombain on uus, traktorid on vanad. 7. Kas hein on juba kuiv? 8. Küünis oli heina. 9. Me nägime aasal (in the meadow) lehmi. 10. Me tahame osta lehmi, mitte hobuseid. 11. Kas te kasvatate maisi? 12. „Kus on niidumasinad?" küsis kolhoosi esimees. 13. Need mehed on kolhoosnikud.

Exercise 6.

Fill in the blanks with new words from the text.

1. I am an Estonian by . . . . 2. Lydia Koidula spent her . . . in Pärnu. 3. Enn's parents died when he was very young; he was . . . . . by his aunt. 4. Otto is a brilliant pupil; his marks in all the subjects are . . . . 5. A . . . pupil's marks are always bad. 6. We wanted to learn French; so we decided to take . . . lessons. 7. That boy doesn't work enough, he is too . . . . 8. That young girl lives quite alone here, she has no . . . . 9. The children were . . . well at the sanatorium; they had five meals a day. 10. The young woman said that she had everything she needed and had no . . . to buy anything.

Exercise 7.

Answer the questions.

1. When was Marie Sklodovska born? 2. Where was she born? 3. What was her nationality? 4. What were both her parents? 5. What did her father teach at school? 6. What happened in 1878? 7. Who brought up the children? 8. Why was it difficult for Marie's father to bring up his children? 9. At what age did Marie learn to read? 10. Were the Sklodovski children good pupils at school? 11. Where did Marie go when she finished secondary school? 12. What was the name of Marie's elder sister? 13. What did Bronya want to become? 14. Why couldn't Bronya enter Warsaw University? 15. What did Marie decide to do? 16. What work did she find?

LESSON 23

MARIE CURIE

(continued)

I

Then Marie decided to take a bold step. Her plan was this: Bronya, who was twenty-one, must go to Paris at once and begin her studies at the University. As for herself, Marie said, she could wait. She would go to the country, where she could earn much more than in Warsaw. Then she could send Bronya some money every month. So, with a little help from their father, the elder sister could go to Paris and become a doctor.

The plan was accepted by the family and, in the autumn of 1885, Bronya Sklodovska went to Paris and Marie went as private teacher to a place a hundred kilometres from Warsaw. She had to give from six to eight hours of lessons every day to the children of her employers. In her free time she taught some workers' children to read and write.

For six long years Marie was a private teacher and supported her sister, who was living the life of a poor student in Paris. At the same time Marie was saving money, rouble by rouble, for the time when she, too, would go to Paris and study at the University.

II

At last, in the autumn of 1891, Marie Sklodovska was able to leave Poland and go to her sister in Paris. She took with her everything that she could, as her practical sister, Bronya, had recommended. That, she knew, would save unnecessary expenses. So she had a great many bags and boxes with her when she stepped into a fourth class carriage of the train that took her across Germany to France.

She arrived in Paris after a three day's journey and, at the first opportunity, she went to register herself at the University. Near the iron gate she saw a notice.

Faculty of Science

Courses will begin at the Sorbonne on Nov. 3, 1891.

This was the beginning of a new life for Marie Sklodovska, twenty-four years of age, now a student of the Faculty of Science.

New words

bold	recommend	notice
step	expense	faculty
accept	carriage	science
employer	Germany	course
support	France	
practical	register	

Notes to the text.

as for herself mis temasse puutus

Reading Exercise

ear, dear, clear, fear	bear, wear
early, earn, earth, heard	heart
word, world, worse, work	worn (kandnud, kantud)

Exercise 1.

Fill in the blanks with *a, the,* or *some* where necessary.

1. Estonia is ... socialist republic. 2. Bourgeois Estonia was ... agricultural country. 3. Holland and Italy are ... capitalist countries. 4. Last year Comrade Pieck visited ... capitalist countries. 5. In Estonia ... shale, not ... coal, is used for producing ... gas. 6. In the U.S.S.R. ... electricity is widely used in ... industry. 7. We must develop ... gas-shale industry. 8. "Volta" produces ... electric motors. 9. That state farm bought ... electric motors in January. 10. ... electric motors that the state farm bought are not new. 11. We shall build ... new schools in Tallinn next year. 12 ... schools that were built last year are four-storey buildings.

Exercise 2.

Underline all the attributes.

1. I can give you Jack's new address. 2. He filled his fountain-pen with blue ink. 3. The roof of the house is red. 4. Throw away the broken cup. 5. The children skated on the frozen river. 6. Mary ate a boiled egg for breakfast. 7. The vase on the table belongs to my sister. 8. We live in a stone house.

Exercise 3.

Fill in the blanks with the definite article *the* where necessary.

1. ... Soviet Union wants peace. 2. ... Moscow is ... capital of ... U.S.S.R. 3. ... Volga is ... longest river in ... Europe. 4. ... Estonia is a Soviet republic. 5. ... Tallinn is ... capital of ... Estonia. 5. ... Tartu lies on ... Emajõgi. 6. All of us speak ... Estonian. 7. ... Estonian language is our mother tongue. 8. We learn ... English at school. 9. We can speak ... Russian. 10. ... Russian language is not taught in the first class. 11. ... New York is ... largest city in ... America, but it is not ... capital of ... United States. 12. ... Nile is ... longest river in ... world. 13. ... Atlantic Ocean lies between ... Europe and ... America. 14. The Eskimos live near ... Polar Sea. 15. ... Naples is in ... Italy. 16. ... London lies on ... Thames. 17. ... Amsterdam is in ... Holland. 18. In summer many people go on walking tours to ... Caucasus.

Exercise 4.

Fill in the blanks with articles where necessary.

1. In ... morning we go to ... school. 2. It takes us half ... hour to get there. 3. We go to ... school by ... bus. 4. On ... Sunday we often go to ... theatre. 5. Do you play ... piano? 6. Will you be at ... home at two today? 7. No, I shall be at ... work. 8. We had ... good time at the party yesterday. 9. Mother has ... headache today. 10. Don't make such ... noise. 11. My aunt lives in ... country. I shall send her that book by ... post. 12. Let us go for ... walk in ... evening. 13. My sister is on ... duty at the hospital today. 14. Children must go to ... bed early. 15. I can't wait for you, I am in ... hurry.

Exercise 5.

Fill in the blanks with the following verbs: *do, earn, enter, keep, make, need, save, spend, study, support, take, teach.*

1. Bronya Sklodovska ... house for her father until she went to Paris. 2. Marie ... French and mathematics in Warsaw for a year. 3. Bronya wanted to ... the University of Paris. 4. She didn't want to ... only housework all her life. 5. Her purpose was to ... medicine. 6. For that reason she ... much money. 7. Marie decided to ... the money. 8. She ... a bold step: she left Warsaw and went to look for work in the country. 9. Marie ... her sister Bronya for six years. 10. She ... six years in the country. 11. To ... unnecessary expenses Marie lived in Bronya's flat when she came to Paris. 12. Together with her husband Marie ... a very important discovery.

Exercise 6.

Ask questions.

1. Bronya was twenty-one when she went to Paris. 2. Marie went to the country because she could earn much more there than in Warsaw. 3. Marie had to give six to eight hours of lessons every day. 4. In her free time she taught some workers' children to read and write. 5. For six years she was a teacher in the country. 6. For six years she was a teacher. 7. Marie was able to leave Poland in the autumn of 1891. 8. She had a great many bags and boxes with her when she stepped into a fourth-class carriage of the train. 9. In 1891 Marie became a student of the Faculty of Science.

Oral Practice

Ask and answer questions.

What do you need
- for washing yourself?
- for laying the table?
- for making pancakes?
- for making cabbage soup?

LESSON 24

A FARMER AND HIS LABOURER

Morgan was a well-to-do farmer. He built a new stable for his horses at some distance from the farmhouse. Then he decided that there must be a well near the stable. He told one of his farm-labourers to dig the well. The farm-labourer's name was Fred Spratt. Fred lived with his family in a cottage about two miles from Morgan's farm.

So, early one morning, Fred came to the new stable and began to dig the well. It was hard work because he had to dig the well alone, which is really a job for two men. By the end of the second day the well was only about six feet deep. Twice a day farmer Morgan came to see how Fred was getting on with his work. On the third day he happened to come to the stable at noon. The day was hot, the sun was shining brightly. Fred's old hat and coat hung on a tree near the well.

Morgan shouted from the stable, "Hallo, Fred! How much have you done today?" But no answer came. Morgan approached the well and looked down. He saw at once that something was wrong: the walls had fallen in! He got frightened. Was Fred in the well? Was he buried alive? What would the neighbours say? Morgan knew what they would say: he let Fred dig the well without a helper because it was cheaper.

The farmer called his son, who was coming towards the stable from the farmhouse. Together they began to dig as fast as they could. They were red in the face, they were out of breath, but they worked on. In two hours they had cleared away about half of the earth that had fallen into the well.

Some people returning to the fields after lunch came to look at the new well. They wanted to see how Fred was getting on. They were very much surprised when they saw that the man digging the well was not Fred Spratt.

"Come and help!" cried the Morgans. "Fred is buried alive. There's no time to lose."

The labourers were taking off their coats when one of them suddenly said, "There's Fred! Look! Fred is coming across the field!" And he pointed to the figure of a man approaching them from the other side. It was Fred.

Hearing this, Morgan climbed out of the well. Everybody could see that he was very angry.

"You fool!" he cried to Fred. "Why did you leave your hat and coat here when you went home to lunch?"

New words

labourer	twice	breath
well-to-do	noon	clear away
well	hallo	point
cottage	wrong	fool
really		

Notes to the text.

hallo tarvitatakse tervitusena sõprade vahel
something was wrong midagi oli korrast ära
out of breath hingetu
there's no time to lose ei tohi aega kaotada

Grammar

§ 20. The Present Participle (attributive). (See p. 187.)

Pronunciation Exercise

Voiced and voiceless consonants.

Don't beat the dog, Pete.
Don't shut the gate, Kate.
Dick didn't dare to drink the dirty water.

Exercise 1.

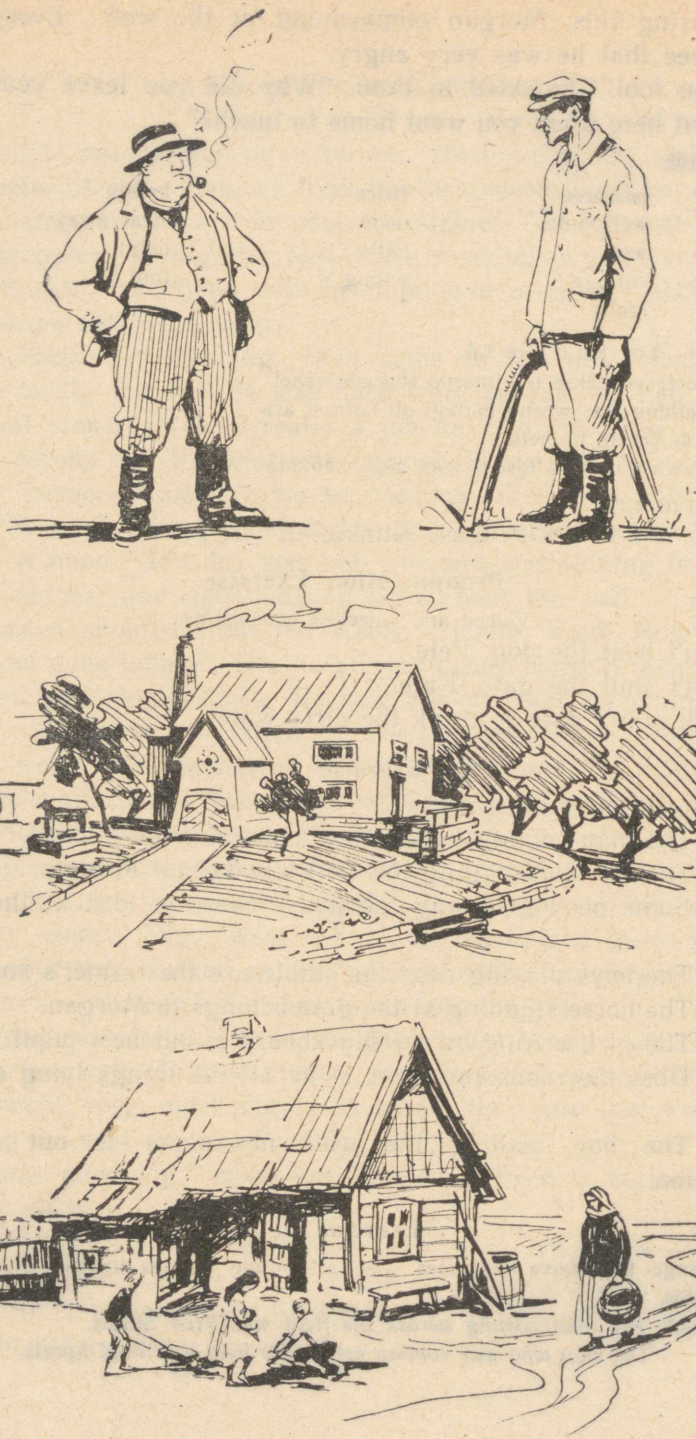
Translate into Estonian.

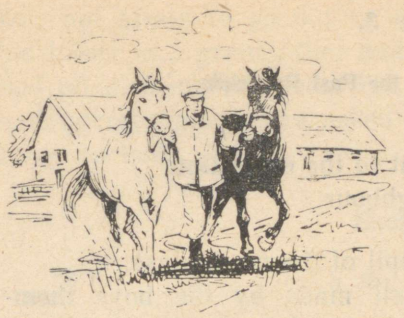
1. The man coming across the field was Fred himself.
2. The fat man digging the well was farmer Morgan.
3. Some people passing the house came to look at the new well.
4. The boys playing near the stable are the farmer's sons.
5. The horse standing at the gate belongs to Morgan.
6. The girl writing on the blackboard is our best pupil.
7. Dust the room and clear away all the things lying on the table.
8. The boy reading the wall newspaper is our chess-champion.

Exercise 2.

Change the above sentences. Use attributive clauses instead of Present Participles.

Model: The man *coming across the field* was Fred Spratt.
The man *who was coming across the field* was Fred Spratt.











Exercise 3.

Fill in the blanks with the Present or the Past Participle.

1. painting, painted

A picture ... by that artist was sent to the exhibition.
The man ... that house is our neighbour.

2. demonstrating, demonstrated

The boy ... his wireless set is a pupil of the ninth class.
The models ... at the club were all made by the boys themselves.

3. using, used

Anybody ... these instruments must put them back into this box after using them.
The instruments for ... this kind of work are kept in that box.

4. reading, read

The girls ... at that table will soon take their examination [igzæmi'nei∫(ə)n] in physics.
I want you to write down the names of all the books ... during the first term.

5. cutting, cut

A kilogram of apples ... into small pieces were boiled for ten minutes.
Take these plates to the girl ... bread over there.

6. writing, written

A letter ... in pencil is sometimes difficult to read.
The child ... the date on the blackboard is only eleven years old.

7. building, built

The men ... that house are all good workers.
All the houses ... in our town since 1955 have central heating (keskküte).

Exercise 4.

Write this story in the form of a dialogue.

A FARM-LABOURER AND A SAILOR.

A farm-labourer once met a sailor and asked him where his father had died. The sailor said that his father and grandfather and his father's grandfather had all died at sea. Then the labourer said that the sea was a very dangerous place and asked if the sailor was not afraid to go out to sea. The sailor said that he

was not afraid to go out to sea, and asked the labourer where his father and grandfather had died. The labourer said that they had all died in their beds. The sailor then said that the bed was a dangerous place, and asked the labourer if he was not afraid to go to bed.

Exercise 5.

a, the, some, any.

Fill in the blanks where necessary.

1. Do ... farm-labourers live in ... farmhouses or in ... cottages? They live in ... cottages. 2. Where did Fred's wife and children live? They lived in... cottage about two miles from ... farm where he worked. 3. Whom did Fred often meet on his way ... home? He usually met ... labourers from ... neighbouring farm. 4. Was there ... well near ... new stable? No, there wasn't. 5. Why did ... farmer decide to dig ... new well? Because ... old one was too far from ... stable. 6. Were there ... trees around ... farmhouse? Yes, there were; and there were ... trees near ... stable too. 7. Were ... trees old or young? Most of them were old. 8. Whom did ... farmer ask to dig ... well? He asked one of his farm-labourers. 9. Where did ... labourer usually hang his cap and coat? He hung them on ... branch of ... tree that was nearest to ... well. 10. Did he always hang them on ... same branch? Yes, he always did. 11. Is it easy for one man to dig ... well without ... helper? It isn't.

LESSON 25

A BIOGRAPHY

1. What is your family name?
2. What is your first name?
3. How old are you?
4. How old will you be on your next birthday?
5. Where were you born?
6. a) Where do you live?
   b) What is your address?
7. How many sisters and brothers have you?

8. Who is the eldest child in your family?
9. Are all your grandparents still living?
10. Have you any uncles and aunts?
11. What are your parents?
12. a) When did you first go to school?
    b) When did you begin to attend school?
13. a) How many years did you go to elementary school?
    b) How long did you attend elementary school?
14. How long were you a Young Pioneer?
15. How did you get on at elementary school?
16. When did you enter secondary school?
17. How old were you then?
18. When did you join the Y.C.L.?
19. Which are your favourite subjects at school now?
20. Are you fond of music? Do you go to concerts?
21. Can you play the piano or some other musical instrument?
22. Do you like sewing (knitting, cooking)?
23. Are you a good cook? What can you cook?
24. Where do you usually spend your summer holidays?
25. Do you like fishing (swimming, cycling)?
26. When did you learn to swim?
27. Have you ever been on a walking tour? Where did you go?
28. Have you been to Moscow (Leningrad, Riga)? When were you there?
29. When will you finish secondary school?
30. What do you want to become?

Some Answers

11. a factory worker
    a collective farmer
    an office worker
    an engineer
    an agronomist
    a craftsman

21. the violin
    the accordion

23. I can cook breakfast.
    I can fry eggs, pancakes.
    I can boil potatoes.
    I can make soup.
    I can bake cakes, biscuits.

New words

biography	knit, knit, knit	violin
uncle	office	accordion
attend	engineer	bake
elementary	agronomist	biscuits
musical	craftsman	

Notes to the text.

first name eesnimi
attend school koolis käima
elementary school algkool

Pronunciation Exercise

Silent letters.

Read the following words:

knowledge	autumm	neighbour
knee	column	weigh
knit	listen	ghost
psychology	whistle	doubt
write	whose	high
wrong	whole	sigh

Exercise 1.

Change from the Present to the Past.

1. They sow the grain in May. 2. They mow the grass in July. 3. Jane spends the summer in the country. 4. Jack keeps his bicycle in the barn. 5. They feed the hens in the morning. 6. Jack never beats his dog. 7. Father always lies down to rest after dinner. 8. Mike often falls ill in autumn. 9. My sisters sweep the floors in the morning. 10. Our school often wins the football matches played with School No. 3. 11. Our club holds meetings twice a month.

Exercise 2.

Fill in the blanks with prepositions where necessary.

1. Hillar Hint is an Estonian ... nationality. 2. He was born ... the 22nd ... July, 1944. 3. He went ... school ...

the age ... seven. 4. He began to attend ... school ... 1951. 5. He entered ... secondary school in 1958. 6. He joined ... the Y.C.L. in 1960. 7. Hillar goes in ... sports. 8. He often takes part ... competitions. 9. He is interested ... the technical sciences. 10. Physics and chemistry are not difficult ... him. 11. His marks ... those subjects are always excellent. 12. He is fond ... music too. 13. He takes two music lessons ... a week. 14. He often goes ... concerts. 15. Hillar will be eighteen ... his next birthday.

Exercise 3.

Translate into English.

1. Kui me välja läksime, sadas vihma. 2. Kui kaua sadas vihma? Vihma sadas kella kaheteistkümneni. 3. Kas praegu paistab päike? Jah (paistab). 4. Kui homme on ilus ilm, läheme me metsa jalutama (for a walk in the woods). 5. Koolitöö (school) lõpeb varsti. 6. Kas sul on olnud halbu hindeid sel poolaastal? Ei ole. 7. Kas te käisite eile koolinäitusel? Jah käisime. 8. Mari ütleb, et näitus on huvitav. 9. Enn ütles mulle eile, et Raivo pildid ei meeldi talle. 10. Kas sa nägid juba Raivo pilte? Jah nägin. 11. Raivo ütles mulle, et ta joonistas nad talvevaheajal (during the winter holidays). 12. Mitu kutset tehnikaringi koosolekule te saatsite 8. keskkoolile (School No. 8) möödunud nädalal? 13. Me saatsime viis kutset, kuid järgmine kord me saadame neile rohkem kutseid. Nad on huvitatud meie tehnikaringi tööst.

Exercise 4.

Fill in the blanks with *a, the* or *some* where necessary.

1. That young woman is ... shop-assistant. 2. Dick and Dan are ... shop-assistants too. 3. There were ... customers at the counter. 4. Is there ... fitting-room here where I can fit on this suit? 5. There are ... looking-glasses in that big fitting-room. 6. Show me ... gloves, please. 7. An hour ago you showed ... blue felt hat to a young girl. I liked ... hat. Did ... young girl take ... hat? 8. Yesterday I bought ... pair of stockings. 9. I must wash ... handkerchiefs today.

10. ... shop-assistant who sold me that scarf said that it was hand-knit. 11. There is ... new shop in Viru Street. What does ... shop sell? It sells ... socks and ... stockings.

Exercise 5.

Say quickly what the following words are:

1. s — u — a — e (vorst)
2. c — e — s — (juust)
3. h — m (sink)
4. e — g (muna)
5. h — r — i — g (heeringas)
6. c — i — k — n (kanaliha)
7. p — e (pirukas)
8. p — n — a — e (pannkook)
9. s — u — (supp)
10. m — a — (liha)
11. d — s — (roog)
12. b — n (saiake)
13. p — r — i — g — (puder)
14. p — t — t — (kartul)
15. o — i — n (sibul)
16. c — b — a — e (kapsas)
17. c — r — o — (porgand)
18. p — m — k — n (kõrvits)
19. p — u — (ploom)
20. o — a — g — (apelsin)
21. a — p — e (õun)
22. m — s — r — o — (seen)
23. b — r — y (mari)
24. w — n — (vein)

Exercise 6.

Fill in the blanks with Past and Present Participles.

1. The clubs ... last year have begun to work again.
   Möödunud aastal organiseeritud ringid alustasid uuesti tööd.
2. They will soon use a machine ... by that young man.
   Nad hakkavad varsti kasutama masinat, mille leiutas too noormees.
3. You must remember all the facts ... in that chapter.
   Te peate meeles pidama kõik selles peatükis antud faktid.
4. All the houses ... by the fire will be built up again.
   Kõik tules hävinenud majad ehitatakse uuesti üles.
5. I have read all the books ... by the teacher.
   Ma lugesin kõik raamatud, mida õpetaja soovitas.
6. Most of the people ... on that island are fishermen.
   Suurem osa sel saarel elunevatest inimestest on kalurid.
7. The young woman ... the piano is our music teacher.
   Noor naine, kes mängib klaverit, on meie muusikaõpetaja.
8. Do you know the man ... that lorry?
   Kas te tunnete meest, kes juhib toda veoautot?

9. Our industry has developed greatly during the years ... the Great Patriotic War.
Suurele Isamaasõjale järgnevail aastail on meie tööstus tublisti arenenud.

Oral Practice

Ask and answer questions.

Model: How many schools are there in our town?
There are two (There is only one).
How many theatres are there in our town?
There are none.

schools	clubs	stadiums
theatres	libraries	large squares
concert-halls	hospitals	tramlines
cinemas	parks	railway stations

LESSON 26

THE DISCOVERER OF RADIUM

For Reading and Translating

I

Marie Sklodovska went to Paris in the autumn of 1891 and entered the Faculty of Science of the Sorbonne. She stayed with her sister and brother-in-law for only two or three months. Her sister had married a student, a political emigrant, who could never return to Poland. They were both doctors now and lived in a little flat where the younger sister had a room.

Marie's thirst for knowledge allowed her to do nothing but attend lectures, work in laboratories and read at the library. So she decided to leave her sister's comfortable flat and take a cheap room in an attic which was nearer to the University. She had to cut down expenses as much as possible. Out of her savings she had to pay for her room, meals, clothes, paper and books, as well as her fees at the University. She always went to the lectures on foot, and very often her meals consisted only of bread and butter and a cup of tea. She usually spent her evenings at the library, where it was warmer and lighter than in her room in the attic.

She did not make friends among the students with whom she daily attended lectures: she was too shy and thought only of her studies. At that time she was known to her fellow-students only as a foreigner with an impossible name, who always sat in the first row at the physics lectures.

II

In three years of hard work at the Sorbonne, Marie Sklodovska passed all her examinations and took two university degrees: one in physics, the other in mathematics. But she did not get the right to teach at the Secondary Schools of France until she had passed some more examinations and received her teacher's diploma.

In 1895 she married a young scientist, Pierre Curie, who was already known as a brilliant physicist and chemist. Soon they began to do research work together. They both gave lessons at school, and in their free time they worked in the laboratory. In the winter of 1897—1898 Marie began her experiments in radioactivity, in which her husband also took part. In July Marie and Pierre Curie discovered a new radioactive element which they named polonium in honour of Poland, where Marie was born. In December of the same year they proved the existence of another radioactive element, to which they gave the name radium. This was one of the most important discoveries of modern science.

After that it was necessary to prepare some radium, the newly-discovered element which no one had seen yet. But the Curies had no laboratory in which to continue their work. Finally they got permission to use an old shed behind the school where Pierre worked.

It took Marie four years of hard work under very difficult conditions to isolate a decigram of radium. In 1903 Marie and Pierre Curie were awarded the Nobel Prize. In 1911 Marie Curie received her second Nobel Prize.

In 1906 Pierre Curie was killed in a street accident. His wife carried on the radium experiments alone. Besides, she took her husbands place at the University of Paris and continued the course of lectures in physics which his sudden death had interrupted.

Marie Curie worked on untiringly and made many discoveries which have greatly enriched science. Her daughter Irene and her son-in-law, Frederick Joliot-Curie, were her nearest helpers in this great work.

Marie Curie died in the year 1934.

New words

discoverer	chemist	shed
brother-in-law	physicist	newly
political	research	permission
waste	radioactivity	isolate
attic	radioactive	decigram
savings	element	award
as well as	polonium	sudden
fee	honour	untiringly
daily	prove	enrich
fellow-student	existence	son-in-law
foreigner	radium	
degree	modern	

Notes to the text.

cut down expenses kulusid vähendama
on foot jala
make friends sõprussidemeid sõlmima
in honour of auks

Pronunciation Exercise

c < [k] [s]

Read the words; transcribe them.

concert	count	accept
lecture	cent	success
physics	electric	incident
physicist	electricity	accident
attic	agriculture	accusative

Exercise 1.

Change from the Active to the Passive.

1. Marie and Pierre Curie discovered polonium in 1898. 2. The scientists named the new element polonium. 3. Marie Curie

prepared a decigram of radium in 1903. 4. The university did not award a prize for that discovery. 5. Marie Curie received the Nobel Prize in 1903 and in 1911. 6. That young scientist will begin some experiments in our laboratory. 7. Everybody in the town knew the old scientist. 8. Everybody attends his lectures. 9. Those students will return the books to the library in two weeks. 10. The noise interrupted the professor's speech. 11. That discovery has greatly enriched science. 12. Those scientists had made many difficult experiments before the great discovery. 13. Those workmen will build a new laboratory near the factory.

Exercise 2.

Fill in the blanks with adjectives.

1. political, revolutionary, daily.

"The Red Flag" is a ... song of the working class.
"Noorte Hääl" is a ... newspaper for the youth of the E.S.S.R.
"Eesti Kommunist" is a ... magazine published in Tallinn.

2. long, short, wide, narrow, straight.

He did not dare to swim across the river because it was too ... at that place.
Some streets in Old Tallinn are very ...
I prefer a ... ruler to a ... one.
A ruler which is not ... is quite useless.

3. practical, expensive, cheap.

These gloves do not cost much, they are very ... .
Woollen things cost more than cotton ones, they are more ... .
It is not ... to wear silk stockings in winter because you may catch cold.

4. right, wrong, simple, important.

It is easy to solve a ... puzzle.
If the answer is ..., you must do the problem again.
The question was difficult: only one pupil was able to give the ... answer.
Go there at once, it is very ... .

5. blind, weak, heavy.

The pig was very ..., it weighed over 150 kilograms.
The old horse could see nothing because it was ... in both eyes.
After a long illness the child was so ... that it could not walk.

6. active, lively, lonely, sad.

When Anne must stay at home alone, she says she feels ... .
When she heard the ... news, she began to cry.
Aunt May has always been an ... worker in the trade union organisation of her mill.
Our kitten is very ..., it runs and jumps around all the time.

7. brilliant, excellent, backward, lazy.

Bob is a ... pupil: he doesn't like to work much.
Dan is a ... pupil: he does not get on in his studies.
Jack is a ... pupil: he works well and his marks are always ... .

Exercise 3.

Draw one line under the Present Participles used as attributes and two lines under the Present Participles used as adverbials. Translate the sentences.

1. Looking out of the window, he saw a man at the gate. 2. The man standing at the gate wore a sailor's cap. 3. Seeing the sailor, Jim approached him, holding out his hand. 4. The boy waiting for Jim is a shop-assistant.

LESSON 27

IS HE LIVING OR IS HE DEAD

By Mark Twain
(adapted)

I

While travelling in Europe, the American writer Mark Twain got acquainted with an Englishman at a hotel in France. The Englishman told him the following story.

* * *

When I was young, I came to France and travelled from place to place, making sketches. One day I met two French artists who were also making sketches. So I joined them. The French artists' names were Charles and Claude.

We were very poor. Our only income was the money that we got for the sketches which we sold from time to time. When nobody wanted to buy our sketches, we had to go hungry.

Once, in the north of France, we stopped at a village. Things had been very difficult for us for a month already. In this village there was a young artist as poor as ourselves. He took us into his house, and saved us from starvation. The artist's name was François Millet.*

We four became great friends. We worked hard at our sketches, but as we seldom sold any of them, we often lived on turnips only.

We lived and worked together for over two years. One day Claude said:

"Boys, there is no way out now. We owe a lot of money at all the shops, and they refuse to give us anything until we have paid our debts. What shall we do?"

There was a long silence. We all knew that our position was desperate. Finally Millet said, "What shall we do? I can't think of anything. Can you, boys?"

We made no answer. Then Charles began to walk up and down the room. Suddenly he stopped before some pictures and said:

"It's a disgrace! Look at these pictures! They are good, as good as the pictures of any well-known artist. Many people think so too."

"But they don't buy our pictures," said Millet.

"The pictures are good," said Charles, "and a well-known artist could sell them at a high price, couldn't he?"

"Of course he could," said Claude.

Charles sat down and said, "I know now how we can become rich."

"Rich! You are out of your mind," we cried.

"I am not," said Charles. "I am quite serious about it. Listen to me. Great artists always die of starvation. It's only after their death that people begin to buy their pictures and pay large sums of money for them. So the thing is very simple," he added, "one of us must die. Let us draw lots."

We laughed out loud. It was a good joke, we thought. But

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* François Millet [fraŋ'swɑ: mi'je] is a world-famous French painter (1814—1875).

when we saw that Charles was serious, we asked him to explain how we could become rich.

"One of us must die to save the others — and himself," said Charles. "He will become famous and all of us will become rich. This is my idea: during the next three months the man who must die will paint as many pictures as he can, the more the better. At the same time the others will do their best to inform the public that a great artist is dying, that he won't live over three months."

"But what if he doesn't die?" we asked Charles.

"Oh, he won't really die, of course; he will only change his name and disappear. But the funeral must take place — that's very important."

We didn't let him finish. We all jumped up and began to discuss Charles's plan. We talked about it for many hours. Then we drew lots. Millet was elected to die.

New words

travel	income	add
acquainted	starvation	lot
get acquainted	turnip	public
hotel	debt	funeral
sketch	price	elect
only	sum	

Notes to the text.

while travelling reisides
he got acquainted ta tutvus
from place to place ühest kohast teise
we had to go hungry me pidime nälgima
we lived on turnips me elasime ainult kaalikatest
at a high price kõrge hinna eest
you are out of your mind sa oled arust ära
let us draw lots tõmbame liisku
we laughed out loud me hakkasime kõvasti naerma
the more the better mida enam, seda parem
what if he doesn't die mis siis, kui ta ei sure

Reading Exercise

Estonia	Germany	India
Russia	Holland	Europe
Finland	England	Asia
Poland	France	America
Sweden	Italy	Africa

Exercise 1.

Change the sentences from the Passive to the Active.

1. That experiment was recommended by our agronomist. 2. The students were warmly greeted by some members of the Y. C. L. . 3. The hay had been put into the loft by those young men before we arrived. 4. Since the first of June, the cows have been milked twice a day by the members of Ann Nurm's brigade. 5. A hundred young apple-trees will be planted there by our pupils. 6. The apples were divided among the children by the elder sister. 7. The carrots were sown in May by a brigade of schoolchildren.

Exercise 2.

Fill in the blanks.

The Parts of a Day.

1. The sun ... in the morning and ... in the evening. The beginning of the day is called ... and the ... of the day is called evening. People work during the ... and sleep during the ... . But some people must ... at night too. Then they ... in the daytime.

2. The sun and the moon are in the ... . The ... gives us light during the day. The moon sometimes gives us ... during the night. The ... gives us heat too, it makes everything warm.

3. During the day it is ..., during the ... it is dark. The ... of the day is called noon. The ... is between noon and evening. There are ... hours in a day and night.

Exercise 3.

Fill in the tenses (Active or Passive).

A Strange Order.

This ... many years ago, when there ... no trains or buses. A man on horseback ... at the door of an eating-house in a small town. It ... hard and the man ... wet and cold. When the horse ... into the stable, the man ... the dining-room. There ... so many people there already that he ... a place near the fire. Many	happen, be stop rain be put, enter be can+not+find

people ... that day because of the bad weather.	come in
The man ... round, ... a moment, and then	look, think
... out to the owner, "Take some fish to my horse in the stable!"	call
The owner of the eating-house ... in surprise, "But a horse ... fish."	answer not+eat
To that the man only ..., "Go and see for yourself."	say
Hearing this strange order, all the people in the dining-room ... out to see a horse eat fish. In a few minutes the room ... empty: the man ... alone now. He ... down in front of the fire and ... to warm himself.	run be be, sit begin
When the crowd ... back from the stable, the owner ... to the man, "I told you that your horse would not eat fish."	come say
"If that ... so," ... the man, "put the fish on the table and I ... it myself when I ... dry."	be, say eat, be

Exercise 4.

Answer the questions.

1. What books by Mark Twain have you read? 2. Have you read this story in the Estonian translation? 3. Who told Mark Twain the story about the French artists? 4. Where did Mark Twain get acquainted with the Englishman? 5. Where did the Englishman travel when he was young? 6. What did he do while travelling? 7. Why did he join the French artists? 8. How did the three artists manage to live? 9. Who helped them when they were starving? 10. Where was the village Millet lived in? 11. How long did the four artists live and work together? 12. Why were they in debt? 13. Why did Charles say that one of them must die? 14. Who was elected to die?

Exercise 5.

Translate into English.

1. Maalikunstnik küsis oma sõbralt: „Kus sa eile olid?" Maalikunstnik küsis oma sõbralt, kus ta eile oli. 2. Charles ütles: „Ma käisin mere ääres visandeid tegemas." Charles ütles,

et ta käis eile mere ääres visandeid tegemas. 3. Millet küsis: „Mida sa joonistasid?" Millet küsis sõbralt, mida ta joonistas. 4. „Kas sa oled oma viimase joonistuse ära müünud?" küsis Claude minult. Claude küsis minult, kas ma olen oma viimase joonistuse ära müünud. 5. Ma ütlesin: „Jah, ma müüsin selle ära, kuid sain selle eest väga vähe raha." Ma ütlesin talle, et ma müüsin selle ära, kuid (and that) sain selle eest väga vähe raha. 6. Ma ütlesin Claude'ile: „Sinu pilt „Põld" on meistriteos." Ma ütlesin Claude'ile, et tema pilt „Põld" on meistriteos. 7. Millet küsis minult: „Mida sa järgmisena (next) joonistama hakkad (will sketch)?" Millet küsis minult, mida ma järgmisena joonistama hakkan. 8. Maalikunstnik küsis oma kaaskunstnikelt (fellow-artists): „Kuhu te järgmisel suvel lähete?" Maalikunstnik küsis kaaskunstnikelt, kuhu nad lähevad järgmisel suvel.

LESSON 28

IS HE LIVING OR IS HE DEAD

II

The next morning Claude, Charles and I left the village. Each had a dozen of Millet's small pictures and sketches with him. We took different roads.

On the second day I was painting a villa near a big town. When the owner of the villa came into the garden, I began to sketch the house. He came to the gate to see what I was doing there. I showed him my sketch and he liked it. Then I took out a picture by Millet and pointed to the signature in the corner. "Do you recognize that?" I said proudly. "Well, he taught me!"

The man looked puzzled.

"Don't you know the signature of François Millet?" I asked him.

"Of course it is Millet's signature. I recognize it now," said the man, who had never heard of Millet before but pretended to know his signature.

Then he said that he wanted to buy the picture. At first I refused to sell it, but in the end I let him have it for eight hundred francs.

Now that I had some money in my pocket, I did not have to walk from place to place: I could ride. I continued my journey and sold a picture a day. I always said to the buyer, "I am a fool to sell a picture by François Millet. The man won't live three months. When he dies, his pictures will be sold at a very high price."

In every town that we visited, we asked the newspaper editor to publish a few words about the condition of the "master's" health. We never praised Millet, and we never called him a genius. Soon Millet's name was known all over France.

At the end of three weeks, we three met in Paris. We had sold eighty-five pictures and sketches and got sixty-nine thousand francs for them. We wrote a letter to Millet, telling him that the time was ripe for his "death".

Claude and I packed up and went back to the village where Millet lived. Charles remained in Paris, and a few days later we sent him the sad news of the master's death.

Large crowds of people from far and near attended the funeral. We four carried the coffin. There was only a wax figure in it. Millet was disguised and helped to carry his own coffin.

After the funeral we continued selling Millet's pictures. We got so much money that we didn't know what to do with it.

* * *

When the Englishman finished his story, Mark Twain asked him if he knew what became of Millet.

"He lives under a new name in the south of France," said the Englishman. "At least one man of genius did not die of starvation."

New words

dozen
different
villa
owner
signature
puzzle
pretend
franc
buyer
editor
publish
master
health
wax
coffin
disguise
least

Notes to the text.

I let him have it for eight hundred francs ma andsin selle talle kaheksasaja frangi eest
now that I had some money in my pocket kuna mul oli nüüd raha taskus
all over France kogu Prantsusmaal
I packed up ma pakkisin asjad kokku
at least vähemalt
one man of genius üks geniaalne mees

Pronunciation Exercise

Whether * the weather is cold,
Or whether the weather is hot,
You will have to put up ** with the weather
Whether you like it or not.

Exercise 1.

Change the sentences from the Passive to the Active. Begin the sentences with one of the following subjects: *we, they, somebody, the artist, the scientists* etc.

Model: Many fine sketches were made during the summer holidays.
The artist made many fine sketches during the summer holidays.

1. Landscape pictures are painted here every summer.
2. Those pictures will be sold at a high price.
3. Two French actors were saved from starvation.
4. Nothing was heard of him for many months.
5. By that time many fine pictures had been painted.
6. The public was informed that the great artist was dead.
7. Some paper and water colours have been bought already.
8. Only a small sum of money was paid for them.
9. Expenses were cut down as much as possible.
10. By the year 1898 the existence of radium had been proved.

Exercise 2.

Underline all the adverbials in the following sentences.

1. He went to the seashore to sketch the bay. 2. After the accident the man's leg was examined very carefully. 3. While travelling in Italy, the artist bought some pictures by modern Italian painters.

---

* whether ['weðə] kas.
** put up (with) leppima.

Exercise 3.

Change from direct to indirect speech.

1. "Shall you be able to sell one of these sketches before the end of the month?" the artist said to me.
2. "I doubt whether we can buy any bread tomorrow," said Charles.
3. The shop-assistant said to the young man, "Pay your debt first."
4. "Charles, allow me to sell this landscape picture for you," said Claude.
5. Coming out of the villa, the man said to me, "What are you doing here?"
6. Pointing to the name at the bottom of the sketch, I said, "Do you recognize this signature?"
7. Claude said to his friend, "The man pretended to know the author of these sketches."
8. Hanging one of his sketches on the wall, Charles said proudly, "This is my masterpiece!"
9. Turning to me, Frank said, "Did you refuse to sell this for fifty francs?"
10. Claude looked at us seriously and said, "One of us will have to die."
11. "We shall pack up and go back to the village," said Frank to his friend.
12. "Do you want me to publish the article today?" said the newspaper editor to us.

Exercise 4.

Ask questions.

1. The Englishman took a dozen of Millet's best sketches with him when he left the village. 2. On the second day he stopped at the gate of a big villa. 3. He began to sketch the house and garden. 4. The owner of the villa came to the gate when he saw the artist. 5. The Englishman showed him a picture by Millet and pointed to the signature. 6. The Frenchman had never heard of Millet before. 7. The owner of the villa paid eight hundred francs for the picture. 8. During his journey the Englishman sold two pictures a day.

9. The newspaper editors in every town published some articles about Millet. 10. Soon Millet's name was known all over France. 11. Three weeks later they wrote to Millet about their success. 12. Soon the news of Millet's death was published in all the newspapers. 13. Nobody recognized Millet at the funeral because he was disguised.

LESSON 29

MAY DAY

In every country the working people demonstrate on May Day their solidarity in the common struggle for peace and Socialism.

The peoples of the Soviet Union have built up Socialism and are now building Communism. They are not afraid of difficulties.

In our country much has been achieved in industry, agriculture and science. It was the Soviet Union that launched the first sputniks and built the first atomic electric station in the world. Our country's slogan is: "Let us use atomic energy for peaceful purposes only."

The Soviet Union has become one of the most powerful states in the world. The workers of the Soviet Union are proud of their success and are always ready to defend their achievements.

The greatest danger to mankind is nuclear war. There can be no security, no social or economic progress if there is danger of war in the world.

The working people of the world are strong enough to defend peace and democracy. Let the May Day demonstrations show the solidarity of the working people of the world in the fight to stop H-bomb tests.

MAY DAY SLOGANS

Long Live May Day!
Glory to the Heroes of Socialist Labour!
Greetings to the colonial peoples fighting for national independence!

New words

solidarity	powerful	H = hydrogen
common	state	bomb
struggle	achievement	test
socialism	mankind	glory
communism	nuclear	labour
achieve	security	greetings
launch	social	colonial
sputnik	economic	national
atomic	progress	independence
energy	democracy	

Pronunciation Exercise.

Read the words; write them with English letters.

['prougres]	[di'məkrəsi]	[si'kjuəriti]
['teligræm]	[kə'louniəl]	['nju:kliə]
['telifoun]		['haidrədʒən]

Exercise 1.

Give the missing parts of speech.

Noun	Verb	Noun	Verb	Noun	Verb
education	. . .	inhabitant	. . .	subscriber	. . .
starvation	. . .	greetings	. . .	air	. . .
examination	. . .	painter	. . .	achievement	. . .
food	. . .	employer	. . .	movement	. . .

Noun	Adjective	Noun	Adjective	Noun	Adjective
health	. . .	south	. . .	silence	. . .
power	. . .	east	. . .	science	. . .
nation	. . .	peace	. . .	danger	. . .
colony	. . .	expense	. . .	disgrace	. . .

Exercise 2.

Form nouns.

Adjective	Noun	Adjective	Noun
socialist	. . .	medical	. . .
democratic	. . .	foreign	. . .
communist	. . .	electric	. . .

Exercise 3.

Form nouns, using the suffixes *-hood, -ship, -ist.*

Noun		Noun	Noun		Noun
friend	. . .	(sõprus)	science	. . .	(teadlane)
child	. . .	(lapsepõlv)	champion	. . .	(esivõist-
physics	. . .	(füüsik)			lused)
			neighbour	. . .	(naabrus)

Exercise 4.

Fill in the blanks with *if* or *when.*

1. We shall go to the country on Sunday ... the weather is fine. 2. Were you here ... we discussed that plan? 3. ... Linda comes before 8 o'clock, we shall go and buy a birthday present for her sister. 4. Your sister will need more than 3 m. of material for a dress ... she is taller than you, Linda. 5. ... Linda does not bring any sugar with her, we shall not be able to make that sweet dish. 6. Will you be at home ... the postman comes? 7. ... he doesn't come soon, I shall not wait for him. 8. ... you were waiting for your turn to see the doctor, did you see a blind man leave the doctor's consulting-room?

Exercise 5.

Fill in the blanks with prepositions where necessary.

1. In the socialist countries the political power belongs ... the working people. 2. The Soviet people are proud ... their achievements. 3. The Soviet Union has always struggled ... peace. 4. We are working ... the building up of Communism. 5. The colonial peoples are fighting ... national independence. 6. Nuclear war is the greatest danger ... mankind. 7. Thousands of people take part ... the May Day Demonstrations. 8. Some workers of the rubber factory joined ... the Communist Party before May Day. 9. Our country becomes more powerful from year ... year. 10. In the socialist countries everybody has the right ... work and rest.

Exercise 6.

Answer the questions.

1. What do the working people all over the world demonstrate on May Day? 2. What are they struggling for? 3. What are we building? 4. Are the Soviet people afraid of difficulties? 5. What did the Soviet Union launch in 1957? 6. What are the Soviet people proud of? 7. Who defends our country against its enemies? 8. What is the greatest danger to mankind? 9. What tests must the working people of the world stop?

TEXTS FOR READING AND TRANSLATING WITH A DICTIONARY

FISHING

England is not able to produce all the wheat and meat that the large population of the country requires. But the seas that surround England provide more than enough of another very important food, namely fish.

Fish live and breed best in shallow waters. And the seas that surround the British Isles are shallow when we compare them with the oceans. These shallow seas are excellent feeding places for millions and millions of fish of all kinds. Most fish breed best in shallow waters because such waters carry more food for the fish. This food consists of very little animals or plants, or of food which is brought down to the sea by the many rivers which flow into the sea from Britain and Western Europe.

Most of the fish that are sold in the shops of England are caught in the North Sea.

The life story of a salmon is very interesting. It is born in fresh water, but it lives most of its life in the sea, usually many miles from the shore. The most interesting thing about a salmon is that, when it is old enough to lay eggs, it always returns to the river in which it was born. It never goes to another river. In early summer thousands of salmon rush up the rivers; some get there, others are killed on the way.

Very large quantities of cod are caught in the waters off Newfoundland, mostly by means of lines. The fishermen of the Newfoundland Banks live a much harder and rougher life than the fishermen of the North Sea. The Atlantic Ocean is often very rough round the Newfoundland Banks and many fishermen are drowned every year.

Nearly all the towns and villages along the east coast of Britain have fishing fleets. In the harbours of the larger towns

we can see rowing boats, sailing boats and steam trawlers. Most of the people living in these towns work in the fishing industry.

ON A SHEEP-FARM IN AUSTRALIA

An Australian sheep-farm is a very interesting place, but it is lonely to live there. Many of the farms are a day's journey or more from the nearest town or village. A farmer's family and the farm labourers have to find their amusements and recreation on the farm itself.

The sheep-farms of eastern Australia are very large. Many of the farmers own thousands and thousands of sheep. The sheep-farmer, his sons and the farm labourers are busy with the sheep all the year round. Most of the work on a sheep-farm is done in the open air and the men spend much of their time on horseback.

The sheep-farmers of Australia rear sheep mainly for the wool. Australia exports more wool than any other country in the world. Some of the sheep are reared for mutton, which is sold in the Australian market and also exported to other countries.

As most of the sheep are reared mainly for the wool, the shearing-season is a very important time. Shearing takes place once a year.

Some weeks before shearing-time all the sheep on a large sheep-farm are driven to the neighbourhood of the shearing-sheds. Before the sheep are sheared, they receive a thorough washing. It is much better to get rid of the dirt before the shearing because then the farmers get a higher price for the wool.

On some Australian sheep-farms the washing and shearing of the sheep has been mechanized. Usually a sheep has to pass through three or four washings before it is sheared. The shearing does not take place until two or three weeks after the washing. On large farms with modern equipment the sheep are sheared very quickly by machines which are run by electricity.

After the shearing, the wool is sorted and packed. Much Australian wool is exported to England every year, where it is first spun into yarn and then woven into warm cloth at the textile mills of Yorkshire.

CHARLES DICKENS

(1812—1870)

Charles Dickens was born in 1812 in the south of England. He was the second in a family of six children. His father was a clerk at that time. In 1812 the family moved to London where Charles was sent to a private school, but not for long. His father was in money difficulties. Things went from bad to worse until father was put into prison because he could not pay his debts.

The family now lived in the debtors' prison and Charles, only ten years old, was sent to work at a blacking factory. The months that he worked there were a torture to the delicate boy. He suffered so much that, to the end of his life, he never spoke without pain of the time at the blacking factory.

Some time later a relative of the family died and left them a sum of money. Mr. Dickens was now able to pay all his debts and the family left the prison. Not long after that Charles was taken from the blacking factory and sent back to school.

Young Dickens left school at the age of fifteen. For about two years he was an apprentice to a lawyer; then he learned shorthand and became a parliamentary reporter. This work naturally led him to jornalism, and journalism to novel writing.

In 1836 he published his first book, a collection of sketches and short stories under the name of "Sketches by Boz". These were followed by "The Pickwick Papers", published in 1837, which became very popular and made the author famous at once.

Dickens's next works were "Oliver Twist" (1838) and "Nicholas Nickleby" (1839). In these novels he describes the brutal treatment of homeless children at the workhouses, and the horrible conditions that existed at the cheaper boarding-schools. These two novels deal with social problems. They made a deep impression on the reading public of that time and influenced public opinion.

During the next few years Dickens published "The Old Curiosity Shop", "Martin Chuzzlewit", "The Cricket on the Hearth" and others. "Dombey and Son" appeared in 1846—1848 and then "David Copperfield", which is to some degree autobiographical and is his masterpiece.

Charles Dickens died suddenly in September 1870.

During the author's lifetime, most of his novels appeared in

periodicals with illustrations, which was the popular method of publication in the middle of the last century.

As artist and humorist Dickens has no rival. Most of his books have been translated into many languages and they are published and read all over the world.

B. SHAW
(1856—1950)

Bernard Shaw was born in Dublin in 1856. At the age of twenty he left Ireland and went to London where he began to write for the newspapers. His first literary works were novels, but they did not bring him fame. He did not become known until his first plays were staged and published in 1892—1893.

B. Shaw wanted to teach the world and reform it. He was against fascism and against imperialist wars; he supported the forces of democracy in their struggle for peace and justice, but he never really understood Marxism. Still, he was a friend of the Soviet Union, which he visited in 1931.

Bernard Shaw's most important plays are: "Widowers' Houses", "Man and Superman", "John Bull's Other Island", "Heartbreak House" and others. His plays contain little action, but there are many witty dialogues and discussions. It is very often difficult to understand whether Bernard Shaw is serious or whether he is joking.

The play "Man and Superman" contains a conversation between Don Juan and the Devil, which is an excellent example of Shaw's criticism of capitalist society.

The Devil's Speech from "Man and Superman"
(Adapted)

The Devil. Have you walked up and down upon the earth lately? I have; and I have examined Man's wonderful inventions. And I tell you in the arts of life man invents nothing, but in the arts of death he surpasses Nature herself. The peasants eat and drink what they ate and drank ten thousand years ago, and the houses the peasants live in have not changed much in a thousand centuries. But when man goes out to kill his fellow-men, he carries mechanisms that leave the javelin and the arrow of his fathers far behind.

In the arts of peace Man has achieved less than in the arts of war. I have seen his cotton factories, his typewriters, engines and bicycles. They are toys when we compare them to the submarine torpedo boat.

The highest form of literature is the tragedy, a play in which everybody is murdered at the end. In the old chronicles you read of earthquakes and plagues. The chronicles tell the reader that the earthquakes and plagues showed the power of God and the littleness of Man.

Nowadays the newspapers describe battles. In a battle two armies shoot at one another until one army runs away. The newspapers say that such victories show the greatness of empires. Thousands of millions of money are spent on war, but the strongest Ministers do not dare to spend an extra penny against the poverty and misery through which they themselves daily walk.

MICHAEL GOLD
(1894)

You have read "Bananas" by Michael Gold (Lessons 18 and 19 of this book). "Bananas" is an extract from Michael Gold's book "Jews without Money", an autobiographical novel which tells the story of the writer's childhood and youth.

Michael Gold was born in 1894 in New York. He is the son of an immigrant and spent his childhood on East Side, one of the poorest workers' districts of New York. He left school at the age of twelve and began to work for his living.

While he was still at school, the boy was often praised by the language teacher for his compositions in English. Some years later, as a young worker, Michael Gold began to write articles for the progressive newspapers and magazines of America. In the nineteen thirties he was editor of "New Masses", a political and literary magazine.

In 1929 a collection of Michael Gold's prose and poetry was published, of which the poem "120 Million" is the best known. "Jews without Money" was published in 1930. Since then he has published other novels and many political articles and literary reviews in which he criticizes and unmasks those writers who have become traitors to the cause of the proletariat.

Michael Gold is a brilliant journalist, writer, poet and

literary critic who defends the democratic traditions of the American people. He is in the first ranks of those who are fighting for the purity of Marxist ideology.

In the following lines from the poem "120 Million", Michael Gold tells us what he thinks of capitalist America.

120 Million

They told me to love my country, America.
But where is America?
I saw no nation in my wandering between the oceans.
I saw 120 millions,
And they hated each other,
And they slugged each other
In a war for money.

. . . . . .

America is not one,
It is many.
The white man burns the Negro alive.
The mill boss whips little children.
The army shoots down miners.
The army shoots down weavers.
It is the land of enemies.

. . . . . .

America, I cannot worship your Money God,
This monster whose heart is a Ford Car,
Whose brain is a cheap Hollywood movie.

. . . . . .

PROVERBS

Every nation has its own proverbs. They usually express some popular truth. Some proverbs are very old: they have been handed down from generation to generation for hundreds of years. That is why the style of the language in which they are expressed is often different from the ordinary style.

The aim of some proverbs is to teach a moral. Others recommend perseverance, economy and so on. There are proverbs in every language that are warnings or guides to everyday conduct. Some proverbs are pessimistic, others are optimistic. As a rule, proverbs are very short, that is — the idea is expressed in the least number of words. Rhyming proverbs are very common, while in other proverbs we find alliteration. Many proverbs have the form of a metaphor.

English and Estonian proverbs may differ in the mode of expression, nevertheless the similarity between them is sometimes striking.

Read and translate the following English proverbs with the help of a dictionary. When the meaning of a proverb is clear, try to find an Estonian proverb which is the same or similar in meaning.

1. Well begun is half done.
2. All is well that ends well.
3. The early bird catches the worm.
4. Don't put off till tomorrow what you can do today.
5. Better late than never.

* * *

6. It is never too late to learn.
7. Knowledge without practice makes but half the artist.
8. A stitch in time saves nine.
9. Strike while the iron is hot.
10. Make hay while the sun shines.
11. Time is money.

* * *

12. All that glitters is not gold.
13. It is not the coat that makes the gentleman.

* * *

14. Don't count your chickens before they are hatched.
15. Look before you leap.

16. A bird in the hand is worth two in the bush.
17. Fear takes molehills for mountains.
18. Eat to live, don't live to eat.
19. A place for everything and everything in its place.
20. Many hands make light work.

THE MOST DEMOCRATIC CONSTITUTION IN THE WORLD

In October 1917 the rule of the Russian bourgeoisie was overthrown and the dictatorship of the proletariat was established.

The Great October Socialist Revolution opened a new era in the history of mankind — the era of Socialism and Communism.

After the establishment of the dictatorship of the proletariat, the Communist Party needed a wide scientific program for the building of the first socialist workers' and peasants' state in the world. The program was worked out by V. I. Lenin, the leader of the Communist Party and head of the Soviet Government. In this program Lenin showed that it was possible to change an economically backward country into an advanced and mighty socialist power. For this purpose, it was necessary, first of all, to develop heavy industry, to electrify the national economy, to re-organize agriculture on socialist lines and to bring about a cultural revolution in the broad masses of the working people.

During the years of the Civil War and intervention in 1918—1920, the workers and peasants heroically defended the young Soviet Republic and achieved victory.

The victory of Socialism abolished unemployment and exploitation of man by man. It brought about a continuous rise in the standard of living of all the Soviet people. The Communist Party liberated the peoples of Central Asia from national oppression and created a mighty multinational state — the Union of Soviet Socialist Republics.

The victories of the Soviet people are fixed in the Constitution of the U.S.S.R., which is the most democratic constitution in the world. Our constitution is based on the principles of Socialism.

Soviet society consists of two friendly classes — the workers and peasants. All power in the U.S.S.R. belongs to the working people. The highest organ of state power is the Supreme Soviet of the U.S.S.R. It consists of the Soviet of the Union and the

Soviet of Nationalities. The Supreme Soviet is elected by the citizens of the U.S.S.R. every four years. Elections to the Supreme Soviet are universal, equal and direct.

The land, forests, factories, and all the means of production and transport are owned by the state. In our country it is everybody's duty to work. The right to work, rest and education is guaranteed to every Soviet citizen.

The principle of Socialism is: "From each according to his abilities, to each according to his work." But our aim is Communism, in which the ruling principle will be: "From each according to his abilities, to each according to his needs."

THE WISE MEN OF GOTHAM

An English Folk Tale

1.

One day news was brought to Gotham that the king intended to visit their town. This was bad news for the people of Gotham, who did not like the king. Most of the people hated him because he was a cruel man. Besides, they knew very well what a king's visit would cost them. It meant that they must feed the king and his men for many days. They must furnish a good house for him, and another one for his soldiers. They must also find stables for the horses and feed them with oats and hay. And the king was a greedy man, as everybody knew. If he saw a thing that he liked, he took it without paying for it. All these facts were known to the people of Gotham, and that's why the king's visit made them unhappy.

So the men of Gotham went to the town hall and held a meeting. Many plans were discussed. At last one of the wise men said:

"Let us cut down all the big trees in the forest and lay them across the roads that lead into the town. Then the king must turn back and we shall not see him in Gotham."

"That's a good idea!" said all the rest.

So the men of Gotham took their axes and went into the forest. They cut down some big trees and laid them across the roads.

wise [waiz] tark
Gotham ['gɔθəm] *pn.*
folk [fouk] rahva-
tale [teil] jutt, lugu
intend [in'tend] kavatsema
besides [bi'saidz] pealegi, peale selle
mean [i:], **meant** [e], **meant** [e] tähendama
feed [i:], **fed** [e], **fed** [e] toitma
furnish ['fə:niʃ] sisustama
stable ['steibl] tall
greedy ['gri:di] ahne
fact [fækt] fakt
town hall ['taun hɔ:l] raekoda
ax [æks] kirves

Soon the king came riding along with about a hundred men, all on horseback. When they saw the trees in their way, they stopped.

"Who has cut down those trees?" shouted the king. Two country boys, who happened to be there, explained to him that the men of Gotham had come to the forest with their axes and cut down the trees.

"Well," said the king to the boys, "go and tell the men of Gotham that I shall order my sheriff to cut off their noses."

The boys ran to Gotham as fast as they could and told the awful news to the first people they met. Everybody was frightened. They ran from house to house, telling the news to their neighbours. At first they were at a loss; nobody knew what to think of it.

At last they decided to hold another meeting at the town hall. They discussed many plans until one of the wise men said:

"Our brains have kept the king out of the town, and now our brains must save our noses."

"True, true!" said the others. "But what can we do?"

Then one old man, who was the wisest of them all, stood up and said, "Let me tell you something that has just come to my mind. Men are often punished because they are too clever, but fools are never punished."

"That's true!" shouted the others.

"Well, my plan is this," continued the old man, "let us all act like fools when the king's sheriff comes to town."

"Good! Good!" cried the others. "We will act like fools."

2.

It took the king's men a long time to clear the road. The king himself rode back to London in great anger. The next day he sent out his sheriff with some soldiers to punish the men of Gotham who had spoiled his plans.

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along [ə'lɔŋ] edasi
sheriff ['ʃerif] šerif
awful ['ɔ:ful] kohutav
at a loss [lɔs] kimbatuses
brain [brein] peaaju
punish ['pʌniʃ] karistama
act [ækt] tegutsema, toimima
clear [kliə] koristama
anger ['æŋgə] viha
spoil [spɔil] rikkuma, nurja ajama

Not far from the town the sheriff saw some old men rolling big stones up a hill. At the foot there were some young men who, it seemed, were doing nothing. The sheriff stopped his horse to ask the old men what they were doing.

"We are rolling these stones up the hill," said one of the old men. "We must do so to make the sun rise."

"You foolish man," said the sheriff, "don't you know that the sun will rise without your help?"

"I didn't know that," answered the old man. "How wise you are!"

Then the sheriff approached the young men at the foot of the hill. To his great surprise he heard them all grunting like pigs.

"What are you doing?" asked the sheriff.

"Oh, we grunt while our fathers work," they said.

Unable to understand anything, the sheriff rode on towards the town. He soon came to a field where some men were building a stone wall.

"What are you doing?" the sheriff asked them.

"There is a cuckoo in this field," they said, "and we want to keep it here. So we decided to build a wall round it: then it can't fly away."

"You foolish people," said the sheriff, "don't you know that the bird will fly over the wall? Build the wall as high as you like, still the bird will fly over it."

"We didn't know that," said the men. "How very wise you are."

Not knowing what to think of it all, the sheriff rode on towards Gotham. On the way he met a man who was carrying a door on his back.

"Where are you going with that door?" the sheriff asked him.

"I am starting on a long journey," said the man.

"But why have you taken the door with you?" asked the sheriff.

"Because I left my money at home," explained the man.

"Then why didn't you leave the door at home too?" said the sheriff.

---

roll [roul] veeretama
approach [ə'prouʧ] lähenema
grunt [grʌnt] röhkima
unable ['ʌn'eibl] võimetu
cuckoo ['kuku:] kägu

"I was afraid of robbers. If the door is with me, they can't break it open and get into the house."

"You foolish man!" said the sheriff. "Why didn't you leave the door at home and take the money with you?"

"Oh, I didn't think of that," said the man. "You are the wisest man that I have ever met."

The sheriff stopped and said to the soldiers: "From what I have seen and heard today, I really believe that all the people of Gotham are fools."

"That is true," said one of the soldiers. "It will be a great shame if we punish such simple people."

"Let us ride back to London and tell the king about it," said the sheriff.

So they went back and told the king that Gotham was a town of fools.

"In that case," said the king, "let them keep their noses."

IN UNITY THERE IS STRENGTH

A Hindu Folk Tale

Once upon a time an elephant and a monkey began to quarrel. The elephant was proud of his strength. "Look how big and strong I am!" he said. "I can pull down a tree. Can you?"

The monkey was proud too: he was proud because he was so quick. "Look how fast I can climb up a tree!" he said. "Can you climb up a tree? Can you hang by your tail from a branch?"

They could not agree, so they went to a wise old owl.

"We cannot agree," they said to the owl. "We want to know which of us is right. Is it better to be strong or is it better to be quick?"

The owl said to them, "Do just as I tell you and then we

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robber ['rɔbə] röövel
really ['riəli] tõepoolest
shame [ʃeim] häbi
simple ['simpl] lihtne
case [keis] juhtum
let them keep their noses las ninad jäävad neil alles
unity ['ju:niti] ühendus
strength [streŋθ] jõud
Hindu ['hindu:] hindu
elephant ['elifənt] elevant
quarrel ['kwɔr(ə)l] tülitsema
tail [teil] saba
branch [bra:ntʃ] oks
agree [ə'gri:] kokkuleppele jõudma
owl [aul] öökull

shall find out which of you is right. Can you see that tall fruit-tree over there, across the river? Go and pick some fruit from that tree and bring it here."

So the elephant and the monkey went to the river, but the current was so strong that the monkey began to tremble with fear.

"Get on my back," said the elephant. "I shall carry you across. I am big and strong, I am not afraid of the current."

So the monkey climbed up on the elephant's back, and soon they were on the opposite side of the river. There on the bank stood the tree. It was so tall that the fruit hung high above them.

The elephant tried to pull the tree down with his great trunk, but all in vain. He tried to bend the tree, but could not: it was too strong. He put up his trunk and tried to reach the fruit, but it was too high.

"Wait a minute," said the monkey proudly. "I can climb up." He ran up the tree and threw some of the fruit to the ground. The elephant picked it up with his trunk and put it into his great mouth.

Then they crossed the river again and gave the fruit to the owl.

"Now," they said, "which is better — to be strong or to be quick?"

"Who can answer such a question?" said the wise old owl. "Neither of you could get the fruit alone. It took both the elephant's strength and the monkey's quickness to get it. One crossed the river, the other gathered the fruit."

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current ['kʌr(ə)nt] (vee)vool
trunk [trʌŋk] lont
in vain [vein] asjatult
bend, bent, bent painutama, kummarduma
neither of you ['naiðə] ei kumbki teist
quickness ['kwiknis] kiirus, nobedus

DAVID RUNS AWAY

From "David Copperfield" by Charles Dickens
(Adapted)

1.

When I was ten years old, my stepfather sent me to London to work in a warehouse at the riverside. I had to wash bottles from early morning till late at night. And when there were no more bottles to wash, I put labels on them. The bottles were then filled with wine and sent to the ships. There were thousands of rats in the warehouse and they frightened me.

I got very little for my work and I was badly fed. Nobody taught me anything, nobody spoke to me, nobody thought about me. My only companions were three or four boys who did the same work as I did. But these boys were not always kind to me.

During the first months of my stay in London, I felt that my position was hopeless. Then, little by little, I began to make plans: I decided to run away. I don't know how the idea first came into my head, but there it was, and soon I could think of nothing else.

During many sleepless nights I wondered where I could go. I thought and thought, but found no answer. I remembered how my mother had died, and how very unkind my stepfather had been to me. Then, one night I suddenly remembered that my mother had sometimes spoken to me of my father's sister, Betsey Trotwood. My father had died before I was born. And I decided to run away to that old lady. Where else could I go? Of course, I didn't know her or her address. I only knew that her name was Miss Betsey Trotwood and that she lived in Dover.

David ['deivid] *pn.*
Copperfield ['kɔpəfi:ld] *pn.*
Charles [tʃɑ:lz] *pn.*
Dickens ['dikinz] *pn.*
stepfather ['stepfɑ:ðə] võõrasisa
warehouse ['weəhaus] kaubaladu
label ['leibl] sedel, etikett
rat [ræt] rott
companion [kəm'pænjən] kaaslane
stay [stei] viibimine
position [pə'ziʃ(ə)n] olukord
wonder ['wʌnder] imestama
I wondered where I could go ma mõtlesin, kuhu ma võiksin minna
address [ə'dres] aadress

2.

Next Saturday afternoon I packed my box, put my half-guinea in my pocket and ran into the street to find somebody who could help me to carry my box to the Dover coach-office. I found a young man with a donkey-cart, who came up to my room with me and carried my box down. He put it in the cart and drove off. I put my half-guinea in my mouth for safety and ran after him. Suddenly he stopped and jumped down from the cart. The next thing that I felt was a blow under my chin. As a result of this the half-guinea flew out of my mouth and into the young man's hand.

"So you are running away, are you?" he said to me, seizing me by the collar. "Come to the police!"

"Give me back my money," I said, "and leave me alone."

"Come to the police," said the young man, "and tell them where you stole the money."

"Give me my box and my money!" I said, beginning to cry.

The young man jumped back into the cart, sat on my box and rode off, shouting, "I'm going to the police!"

I ran after him as fast as I could, but the donkey ran faster. I fell down and got up again. I ran on and on, until I saw that it was useless: the donkey-cart was so far that I could not see it. Out of breath and crying, I stopped at last. By this time I knew that I had lost my box and all my money.

I asked some people where the road to Dover was and turned my steps in that direction.

3.

I walked on until I began to feel hungry. Suddenly I saw a shop where ladies' and gentlemen's clothes were bought and sold. The idea came to me that I could sell my waistcoat there and get some money for it.

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guinea ['gini] endine inglise kuldmünt = 21 šillingit
coach [koutʃ] postitõld
office ['ɔfis] kontor, asutus
donkey ['dɔŋki] eesel
safety ['seifti] julgeolek, kindlus
chin [tʃin] lõug
result [ri'zʌlt] tagajärg
collar ['kɔlə] krae
leave me alone jäta mind rahule
out of breath [breθ] hingetu
direction [di'rekʃ(ə)n] suund
clothes [klou(ð)z] riided
waistcoat [weis(t)kout] vest

I went up to the owner of the shop and asked him if he would give me eighteen pence for my waistcoat. He laughed at me and gave me nine pence. Now I was able to buy some bread.

When night came, I lay down under a haystack and tried to sleep. I was so cold and frightened that I couldn't sleep much. During the next day I walked twenty-three miles along the road to Dover. I spent all my money on bread, and that night I again went to sleep under a haystack. Next morning I was hungrier than I had ever been before.

The only thing that I could sell now was my jacket. So I began to look for a shop. At last I found a place where old clothes were bought and sold, and here my luck was even worse than the day before. I got only four pence for my jacket, when I had hoped to get two or three shillings. I bought some food for three pence at a farmhouse. When I had eaten it, I went on my way again. That evening I walked seven miles further along the road to Dover.

My bed that night was again a haystack, and this time I was so tired that I slept the whole night through. On the following day I met some tramps on the road who frightened me very much and took the silk handkerchief that was round my neck.

4.

The rest of my journey was without any adventures, and on the sixth day I reached the town of Dover at last. I was hungry and dirty and all in rags, so that people took me for a beggar. When I asked them where Miss Betsey Trotwood lived, they usually answered me, without listening to my question, that they had nothing to give me. I felt that here, in Dover, I was as far from my aunt as I had been in London. At last I saw a driver

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owner ['ounə] omanik
penny ['peni] penn, *pl.* **pence** ja **pennies**
able ['eibl] võimeline, suuteline
haystack ['heistæk] heinakuhi
jacket ['dʒækit] jakk
luck [lʌk] õnn
further ['fəːðə] edasi
tramp [træmp] hulkur
handkerchief ['hæŋkətʃif] ninarätt
adventure [əd'ventʃə] seiklus
all in rags [rægz] räbalais
beggar ['begə] kerjus
they took me for a beggar nad pidasid mind kerjuseks
usually ['juːʒuəli] harilikult
driver ['draivə] voorimees

whose face looked kinder than the faces of all the other people to whom I had spoken that day. I asked him if he knew where Miss Betsey Trotwood lived.

"Trotwood?" said he. "Let me see. I think I know where she lives. If you go there," — and he pointed to some hills in the distance, — "you will come to some houses, and the people there will tell you where she lives. But I don't think she'll give you anything. So, here's a penny for you."

I took the penny thankfully and bought some bread with it. When I had eaten the bread, I went in the direction of the hills. I was very tired and my feet were sore. I went on for some time without coming to any houses. At last I saw some cottages and a little shop in front of me. I went into the shop and asked the owner if he could tell me where Miss Betsey Trotwood lived. But, before he could answer my question, a young woman who was in the shop turned round quickly and looked at me.

"My mistress?" she said. "What do you want her for, boy?"

"I want to speak to her, if you please," I answered.

"Well, come with me; I'll show you where she lives," said the young woman. "But I don't think my mistress will give you anything." She also took me for a beggar like all the rest.

I followed her down the street until we came to a nice little cottage with a garden in front of it. The young woman turned in at the gate; I was left alone in the street.

5.

There I stood and waited for some time, not knowing what to do next, and I was too frightened to go in. Then suddenly I saw an old lady come out of the cottage. She had a pair of big gardening gloves on her hands and carried a long knife. I knew at once that this was Miss Betsey because my mother had often described her to me.

"Go away!" said Miss Betsey when she saw me standing near the gate. "Go at once! I don't want any boys here."

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let me see las ma mõtlen
point [pɔint] osutama, näitama
sore [sɔ:] veriseks hõõrutud
cottage ['kɔtidʒ] väike (maa)maja, suvimaja
if you please palun (vananenud vorm)
gate [geit] värav
gardening gloves ['gɑ:dniŋ glʌvz] aiatöö kindad

I watched her with a beating heart as she went to a corner of her garden where she stopped to cut some flowers. I walked in through the gate and went up to her. I touched her with my finger and said, "If you please, ma'am."

She started and turned to look at me.

"If you please, aunt," I said.

"Eh!" exclaimed Miss Betsey.

"If you please, aunt, I am your nephew."

"Oh!" said my aunt and sat flat down on the ground.

"I am David Copperfield," I said. "You came to see my mother before I was born. I have been very unhappy since she died. I was sent to London to work, but the work was too hard for me. So I ran away to you. I was robbed, and I have walked all the way. I have not slept in a bed since I began my journey." Here I began to cry and could say no more.

While I was speaking, my aunt continued to sit on the ground without saying a word. But when I began to cry, she got up quickly and took me into the house. She put me on a sofa and gave me something to drink from a bottle. Then she called the maid, the same young woman who had shown me the house. Together they washed and dressed me, and fed me till I could eat no more. I was sleepy and very hot, because my aunt had tied two or three woollen shawls around me, but above all I was happy.

TESS DURBEYFIELD.

From "Tess of the d'Urbervilles" by Thomas Hardy
(Adapted)

John Durbeyfield, a village pedlar, has a large family on his hands. He loses his horse by an accident on the road. Tess

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touch [tʌtʃ] puudutama
finger ['fiŋgə] sõrm
ma'am [mæm] = madam ['mædəm] proua
start [stɑ:t] võpatama
exclaim [iks'kleim] hüüdma
nephew ['nevju:] venna(õe)poeg
sat flat [flæt] kukkus istukile
rob [rɔb] röövima
sofa ['soufə] sohva
maid [meid] teenijatüdruk
shawl [ʃɔ:l] sall
Durbeyfield ['dɔ:bifi:ld] *pn.*
d'Urbervilles ['dɔ:bivilz] *pn.*
Thomas ['tɔməs] *pn.*
Hardy ['hɑ:di] *pn.*
pedlar ['pedlə] rändkaupmees

Durbeyfield, his eldest daughter, thinks she is to blame for the loss of the horse.

As the family is very hard up after the accident, Mrs. Durbeyfield sends Tess to ask a rich lady, Mrs. d'Urberville, to help them.

*

1.

Tess stood hesitating, not knowing what to do, when a figure appeared at the door of the garden-house. It was a tall young man, smoking a pipe. He was dark, with full lips. He could not be more than twenty-three or twenty-four.

"Well, my Beauty, what can I do for you?" he said, coming forward. "I am Mr. d'Urberville. Have you come to see me or my mother?"

In a moment Tess remained silent — she had not expected to meet a young man, she had expected to see an old and dignified face.

"I came to see your mother, sir," she said at last.

"I am afraid you can't see her — she is an invalid," replied the young man. "What is the business you wish to see her about?"

"It isn't business. It is — I can hardly say what it is. It is so very foolish. I fear I can't tell you."

"Never mind, I like foolish things, my dear. Try again!" he said kindly.

"Mother told me to come," Tess continued, "but I did not think it would be like this. I came, sir, to tell you that we are of the same family as you."

"Ho! Poor relatives?"

"Yes. Our name is Durbeyfield, but we have several proofs that our name was once d'Urberville. We have a very old silver

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she is to blame [bleim] ta on süüdi
loss [lɔs] kaotus
hard up rahapuuduses
hesitate ['heziteit] kõhklema
figure ['figə] kuju
lip [lip] huul
remain [ri'mein] jääma
expect [iks'pekt] ootama
dignified ['dignifaid] väärikas
invalid ['invəliːd] invaliid
reply [ri'plai] vastama
never mind [maind] pole viga
proof [pruːf] tõend

spoon which is marked with a castle. But it is so worn out that mother uses it to stir the pea-soup."

"A castle is certainly our family crest," said the young man.

"And so mother said we ought to make ourselves known to you — as we've lost our horse by an accident, and are the oldest branch of the family."

"Very kind of your mother, I'm sure. And I don't regret her step. And so, my pretty girl, you've come on a friendly visit to us, as a relative."

"I have," said Tess, looking uncomfortable.

"Well — there's no harm in it. Where do you live? What is your father?"

She gave him some information about her family and told him that she intended to go back by the same coach that had brought her.

"It is a long time before it returns," said Alec d'Urberville. "Let's walk round the park to pass the time, my pretty Coz."

2.

Tess wished to shorten her visit as much as possible, but the young man insisted and so she consented to accompany him. He took her to see the lawns, the flower-beds, the fruit-garden and the green-houses, where he asked her if she liked strawberries.

"Yes," said Tess, "when they come."

"They are already here." Alec d'Urberville began to gather strawberries for her, handing them up to her as he bent down. Then, choosing a very fine one, he stood up and held it to her mouth.

"No-no!" she said quickly, putting her fingers between his hand and her lips. "I'll take it myself."

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mark [mɑːk] märkima, märk
castle ['kɑːsl] loss
worn [wɔːn] **out** kulunud
stir [stəː] segama
pea-soup ['piːsuːp] hernesupp
crest [krest] vapi tippilustis
ought [ɔːt] peaksime
regret [ri'gret] kahetsema
harm [hɑːm] paha, halbus
intend [in'tend] kavatsema
coach [koutʃ] postitõld
Coz [kʌz] = **cousin** ['kʌzn] onu- või tädipoeg või -tütar
consent [kən'sent] nõustuma
accompany [ə'kʌmpəni] saatma
lawn [lɔːn] muru
flower-bed ['flauəbed] lillepeenar
green-house ['griːnhaus] kasvumaja

"Nonsense!" he insisted, and, not knowing what to do, she opened her mouth for the strawberry.

When she could eat no more strawberries, he filled her little basket with them; and then they passed to the rosetrees, where he gathered some blossoms which he gave her to put on her breast. She obeyed him, and when she didn't know where to put the blossoms that he continued to pick, he stuck some into her hat and filled her basket with others. At last, looking at his watch, he said, "Now you must have something to eat and then it will be time for you to leave, if you want to catch the coach. Come here and I'll see what food I can find."

Alec d'Urberville took Tess back to the lawn and into the garden-house, where he left her. He himself went to the house and soon returned with a basket of sandwiches, which he put before her.

When Tess had finished her lunch, she rose to go and Alec said he would see her to the gate.

"And what do they call you?" asked Alec when they were out of sight of the house.

"Tess Durbeyfield," said the girl.

"And you say your people have lost their horse?"

"It was all my fault," she answered, and her eyes filled with tears. "And I don't know how to help father now."

"I must think if I can do something," said Alec. "My mother must find a job for you. But, Tess, no nonsense about 'd'Urberville'; your name is Durbeyfield, quite another name."

"It's all the same to me, sir," said Tess.

When Alec got back to the garden-house, he sat down on a chair and burst out laughing.

"Well, what a funny thing! Ha-ha-ha! And what a pretty girl!"

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blossom ['blɔsəm] õis
stick [i], **stuck** [ʌ], **stuck** pistma
when they were out of sight [sait] **of the house** kui neid ei saanud enam majast näha
it was all my fault [fɔ:lt] see oli kõik minu süü
job [dʒɔb] töö, töökoht
nonsense ['nɔns(ə)ns] rumalus
it's all the same to me see on mulle ükskõik
burst [bə:st], **burst, burst** puhkema, lõhkema
he burst out laughing ta pahvatas naerma

3.

Tess went down the hill and was just in time to catch the coach that was going to Shaston. When she entered the coach, everybody looked at her in surprise and one of her fellow-travellers said, "What beautiful roses in early June!"

Then Tess became aware of the spectacle she presented to their surprised eyes: roses at her breast; roses in her hat; and her basket full of roses and srtawberries. She blushed and said that the blossoms had been given to her. When the passengers were not looking, she secretly removed the roses from her hat and breast. She placed them in the basket and covered them with her handkerchief.

The coach took Tess as far as Shaston, which was several miles from her home. Her mother had advised her to stay at Shaston for the night, at the house of a woman they knew, and Tess decided to do so.

4.

When Tess came home the following afternoon, she saw from her mother's face that something had happened meanwhile.

"I've had a letter," said Mrs. Durbeyfield. "Mrs. d'Urberville says that she wants you to look after a little poultry-farm."

"But I didn't see her," said Tess.

"You saw somebody, I suppose."

"I saw her son. I don't think I ought to go," said Tess thoughtfully. "Who wrote the letter? Will you let me look at it?"

The letter was written in the third person and briefly informed Mrs. Durbeyfield that her daughter's services would be useful to that lady.

Tess looked out of the window. "I want to stay here with father and you," she said to her mother.

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fellow-traveller ['felou 'træv(ə)lə] kaasreisija
aware [ə'wɛə] teadlik (millestki ol)
spectacle ['spektəkl] vaatepilt
present [pri'zent] pakkuma
blush [blʌʃ] punastuma
passenger ['pæsindʒə] reisija, sõitja
remove [ri'mu:v] eemaldama
meanwhile ['mi:nwail] vahepeal
poultry-farm ['poultrifɑ:m] linnufarm
suppose [sə'pouz] oletama, arvama
thoughtfully ['θɔ:tfuli] mõtlikult
briefly ['bri:fli] lühidalt
services ['sə:visiz] teened

"But why?" asked Mrs. Durbeyfield.

"I don't quite know why, Mother," said the girl.

A week afterwards she came home one evening after a fruitless search for some work. Her idea had been to earn enough money during the summer to buy another horse. She had hardly crossed the threshold when one of her sisters danced across the room, saying, "The gentleman has been here!"

Her mother hastened to explain smilingly. Mrs. d'Urberville's son had called on them. He had come on horseback. He had wished to know finally, in the name of his mother, if Tess could come to the poultry-farm or not.

"Mr. d'Urberville is a very handsome man," said Mrs. Durbeyfield.

"I don't think so," Tess replied coldly.

"And he seems to be very much interested in you. Well, there's your chance. Won't you go there?" continued Mrs. Durbeyfield.

"I'll think it over," said Tess, leaving the room.

"Well, Tess has made a conquest of the younger branch of the family," Mrs. Durbeyfield said to her husband that evening, "and she is a fool if she doesn't go there."

"I don't quite like the idea," said the pedlar.

"Let her go, John," said his silly wife. "The young man likes Tess — anyone can see that. He called her Coz! He will marry her and make a lady of her."

Meanwhile, Tess was walking thoughtfully among the gooseberry-bushes in the garden, and over the horse's grave. When she came in again, her mother asked her what she was going to do.

"I don't know what to say!" answered the girl. "You must decide. It was through my fault that the horse was killed. I suppose I must do something to get a new one. But — but — I don't quite like Mr. d'Urberville."

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fruitless ['fru:tlis] kasutu, viljatu
search [sə:tʃ] otsingud; otsima
threshold ['θreʃould] ukselävi
hasten ['heisn] kiirustama
call on külastama
wish [wiʃ] soovima
handsome ['hænsəm] kena, hea välimusega
conquest ['kɔŋkwest] vallutus
silly ['sili] rumal, mõtlematu
gooseberry-bush ['guzb(ə)ribuʃ] karusmarjapõõsas
grave [greiv] haud

The younger children, who had heard of the rich relatives, began to cry.

"Tess doesn't want to go-o-o and become a la-a-dy," they cried. "And we shall not have a nice new horse and lots of money to buy sweets."

Their mother, who hoped that Tess would marry young Mr. d'Urberville, looked at her daughter reproachfully.

"I will go," said Tess at last.

THE DEAD MAN

by John Galsworthy

(1867—1933)

(Adapted)

One day a poorly dressed but respectable-looking man came to a police-court in London. He said he had come to ask the magistrate's advice.

"Your Worship," he said when he was brought before the magistrate, "may I ask you a question?"

"If it is one that I can answer," said the magistrate.

"It is just this," said the man. "Am I alive?"

"Go away!" cried the magistrate angrily.

"Your Worship," said the man, "I am serious. It is important for me to know."

"Are you sane?" asked the magistrate.

"Your Worship, I am quite sane," replied the man.

"Then why do you come here and ask me such a question?"

"Your Worship, I am out of work."

"What has that to do with it?"

"Your Worship, it's like this. It is not my fault that I have

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sweets [swiːts] kompvekid
reproachfully [riˈproutʃfuli] etteheitvalt
Galsworthy [ˈgɔːlzwəːði] *pn.*
respectable [riˈspektəbl] korralik, viisakas, auväärne
police-court [pəˈliːskɔːt] politseikohus
magistrate [ˈmædʒistrit] politseikohtunik
advice [ədˈvais] nõuanne
Worship [ˈwəːʃip] kõrgeaulisus
sane [sein] terve mõistusega
fault [fɔːlt] süü

been out of work for two months. Your Worship has heard, no doubt, that there are hundreds of thousands of us."

"Well, go on," said the magistrate.

"I don't belong to a trade union. I am a chainmaker; as you know there are not many chainmakers and that's why there is no union in my trade."

"Yes, yes, go on."

"Your Worship, I spent my last penny three weeks ago. I've done my best to get work, but I've not been successful."

"Have you been to the Unemployment Committee of your district?"

"I have, your Worship, but all the homes for unemployed workers are full up."

"Haven't you any relatives or friends who can help you?"

"Half of them, your Worship, are in the same condition and the others have given me all they could. Your Worship, I am in need of food. Will you allow me to beg in the street?"

"No, no, I can't. You know that I can't."

"Well, your Worship, may I steal?"

"No, no, you mustn't do that."

"But, your Worship, I'm starving. Will you allow me to sell my coat and trousers?" The man unbuttoned his coat and showed a bare chest. "I've nothing else to sell," he said.

"The law does not allow anyone to go about half-dressed," said the magistrate.

"Well, sir, will you give me permission to sleep on a park bench at night?"

"I have no power to allow you to do any of these things."

"What must I do then, sir? I don't want to break the law. Can you tell me how to live without food?"

"I'm sorry, I can't."

"Well then, I ask you, sir. In the eyes of the law, am I alive?"

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chain [tʃein] kett
successful [sək'sesful] edukas
unemployment ['ʌnim'plɔimənt] tööta-olek
I am in need of ma vajan
allow [ə'lau] lubama, luba andma
beg [beg] kerjama
starve [stɑːv] nälgima
unbutton ['ʌnbʌtn] lahti nööpima
bare [bɛə] paljas
chest [tʃest] rind
permission [pə'miʃ(ə)n] luba
bench [bentʃ] pink

"That is a question, my man, which I cannot answer. I am very sorry for you, but I hope you will not break the law. Next case!"

LISPETH

By Rudyard Kipling

(1865—1936)

(Adapted)

1.

Lispeth was a Hindu girl who grew up in the family of an English missionary in the north of India. Her parents were dead, they died of cholera when the child was five weeks old. The missionary gave her the name of Elizabeth, which the natives changed to Lispeth. She became a christian, for which the other Hindus hated her.

As a child, she played with the missionary's children and together with them she learned to read and write. She could speak English as well as her mother tongue. When she grew up, she said she did not wish to go back to her own people.

Lispeth grew very lovely. She was taller than most Hindu women, and very graceful. She had a Greek face — one of those faces which artists like to paint so much. And she had eyes that were wonderful. When she was sixteen years old, she looked like a Greek goddess, and the missionary's wife did not know what to do with her. How could she ask a tall, graceful goddess to scrub the floors and wash the dishes in the kitchen?

Lispeth lived at the mission, half servant, half companion to the missionary's wife. She played with the children and read

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Lispeth ['lispiθ] *pn.*
Rudyard ['rʌdjəd] *pn.*
missionary ['miʃ(ə)n(ə)ri] misjonär
cholera ['kɔlərə] koolera
Elizabeth [i'lizəbəθ] *pn.*
native ['neitiv] kohalik elanik
christian ['kristʃ(ə)n] ristiinimene
tongue [tʌŋ] keel
lovely ['lʌvli] armas, kaunis, ilus
graceful ['greisful] kaunis, meeldiv
wonderful ['wʌndəful] imeilus
goddess ['gɔdis] jumalanna
scrub [skrʌb] küürima
mission ['miʃ(ə)n] misjonäri maja

books. The missionary and his wife made plans for sending her to the nearest city, Simla. They wanted her to become a nurse at the hospital, but Lispeth did not like the idea. She was happy where she was and refused to go away. Whenever a traveller happened to stop at the mission, Lispeth locked herself in her room, for she was suspicious of all strangers. She thought they had come to take her to Simla.

2.

One day, a few months after she was seventeen, Lispeth went for a walk in the mountains. She did not walk a mile or two, as English ladies do. In her little walks, she often covered a distance of thirty or forty miles. This time she came back at sunset with something heavy in her arms. When she entered the house, the missionary's wife saw that Lispeth was carrying a man. She laid him down on the sofa and then said to the missionary's wife, "This is my husband. I found him on the road. He has hurt himself. We shall nurse him, and when he is well, your husband shall marry him to me."

The missionary's wife nearly fainted when she heard Lispeth say that. What ideas the girl had in her head! But there was no time to lose: the scolding could wait. So she sent the girl out to look for the missionary. He knew something of medicine and must come at once and help the man whom Lispeth had found in the mountains.

It was a young Englishman whose head was badly hurt, and he was still unconscious when the missionary came in. They carried him to a bed and Lispeth waited outside the door while the missionary examined the man's head. When that was done, Lispeth explained to the missionary that this was the man whom she was going to marry. The missionary's wife scolded her and told her not to speak of such things again. The girl listened

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nurse [nəːs] meditsiiniline õde; põetama
traveller ['trævələ] reisija
lock [lɔk] lukustama
cover a distance vahemaad läbima
sunset päikeseloojak
your husband shall marry him to me teie abikaasa peab meid laulatama
scolding ['skouldiŋ] noomimine
badly tõsiselt, raskesti
unconscious [ʌn'kɔnʃəs] meelemärkuseta
outside ['aut'said] väljaspool

quietly, and then repeated what she had said before. The Hindu girl could not understand why the English missionary and his wife were angry with her. She had found the man she wanted to marry. Why must she be silent about her plans?

The missionary's wife tried to make Lispeth understand that christian girls did not speak like that. But it was all in vain. They wanted to send Lispeth away, but the girl refused to leave the mission. Lispeth wanted to nurse the man and make him well. Then she would marry him, she said.

In two weeks the Englishman's head was better. He thanked the missionary and his wife, and Lispeth — especially Lispeth — for their kindness to him. He was a traveller in the East, he said, and had come to India to look for rare flowers and butterflies. He had climbed up quite high, he told them and, while reaching out for a flower, he had fallen. And that was all he could remember. It was lucky Lispeth had found him. He said he would never climb mountains again: he had had enough of that. He thought he would go back to Simla when he was strong enough to travel.

3.

The Englishman, it seems, was not in a hurry to leave the mission. When he got stronger, he walked and talked with Lispeth, and she was happy. But the missionary and his wife were very much worried. They did not know what to do. They tried to speak to Lispeth, but she refused to listen to their advice. So the missionary's wife decided to speak to the Englishman. She said that it was her duty to tell him what Lispeth's plans were. When the Englishman heard about the Hindu girl's plans, he began to laugh. He thought it was a good joke. He told the missionary's wife that he had a girl in England whom he was going to marry.

"Please don't say anything about that to Lispeth," said the

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especially [is'peʃ(ə)li] eriti
kindness ['kaindnis] lahkus
rare [rɛə] haruldane
butterfly ['bʌtəflai] liblikas
it was lucky ['lʌki] (see) oli õnne asi
travel ['trav(ə)l] reisima
worried ['wʌrid] häiritud

missionary's wife. "Tell her that you will come back to marry her." The young man promised to follow her advice.

Two weeks passed and the Englishman was quite well. He said that he would start for Simla on the next day.

Lispeth was miserable. When he left the mission, she walked with him twelve miles of the way. Seeing how sad she was, he told her that he would come back soon and marry her. She made him repeat the words over and over again. She watched him go, crying all the time, until he was out of sight.

Then she dried her tears and went home. To the missionary's wife she said, "He will come back and marry me. He has gone home to his own people to tell them so." And the missionary's wife answered, "Yes, he will come back and marry you."

4.

Lispeth waited a month, she waited two months, but the Englishman did not return. At last the missionary told her that the Englishman had gone over the seas to England. Lispeth knew where England was, because she had read elementary geography books. She studied an old map and tried to imagine where her Englishman was. But as she had grown up in the hills, she had never seen the sea and she did not know what a steam-boat was. Another month passed, still he did not come. At the end of the third month she began to make daily journeys to the top of the hill to see if he was coming along the road. Now the missionary's wife thought that enough time had passed: she could tell Lispeth the truth about the Englishman.

So one day she told Lispeth that the Englishman would never come back. He had promised to come back only to keep her quiet. She added that it was impossible for an Englishman to marry a Hindu girl, because he was rich and well-educated, while she was poor. Besides, the missionary's wife said, he was going ta marry a girl of his own people. Lispeth refused to

---

start [staːt] teele asuma
out of sight [sait] silmist kadunud
dry [drai] kuivatama
elementary [eliˈmentəri] elementaarne, algeline, alg-
imagine [iˈmædʒin] ette kujutama
steam-boat [ˈstiːmbout] aurulaev
daily [ˈdeili] igapäevane
truth [truːθ] tõde
add [æd] lisama
well-educated [ˈwelˈedjukeitid] hästikasvatatud

believe what she heard. She insisted that all this was clearly impossible, because the Englishman had said with his own lips that he loved her, and the missionary's wife had said that he would come back and marry her.

"How can his words and your words be untrue?" asked Lispeth.

"We only said it to keep you quiet," said the missionary's wife.

"Then you have lied to me," said Lispeth, "you and he?"

The missionary's wife bent her head and said nothing. Lispeth was silent too. Then, without saying where she was going, Lispeth left the house and went down the valley. She returned, dressed as a Hindu girl from the hills, and told the missionary that she did not want to be a christian any more, because christians lied. She ran out of the house before the missionary understood what had happened.

Lispeth returned to her own people. She married a wood-cutter who beat her, and she soon lost her beauty.

ANECDOTES

A Dog in the Bus.

I was going home by bus last Monday morning, and at one of the stops a woman with a dog got on too. It was a big dog and its feet were dirty. The conductor said that he could not let a dog ride in a bus. The woman replied that she would pay for the dog. As there weren't many people in the bus, the conductor said, "All right."

When the woman had paid for herself and the dog, she said to the conductor, "May my dog have a seat now, like the other passengers?" "Certainly," said the conductor, "he can have a seat like the other passengers so long as he doesn't put his feet on it."

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lip [lip] huul
untrue ['ʌn'tru:] ebaõige
lie [lai] valetama
she bent her head ta langetas pea
wood-cutter ['wudkʌtə] puuraiuja
conductor [kən'dʌktə] konduktor
passenger ['pæsindʒə] reisija, sõitja
so long as niikaua kui

The Secretary's Watch

One morning Washington's private secretary came late and found Washington waiting. He tried to excuse himself; he told Washington that his watch was wrong. Washington replied quietly, "I am afraid you will have to get another watch, or I another secretary."

Six Clocks

An Englishman was once travelling in Ireland. At a railway station in Dublin he wanted to set his watch because it had stopped and he didn't know what time it was. He looked round the station and saw six clocks. All of them told different times. So he went up to a porter and said, "You have six clocks here and they all tell different times. What's the use of that?"

And the Irishman said, "But you tell me this. What's the use of six clocks if they all tell the same time?"

Dickens and the Broken Doll.

Charles Dickens was very fond of children. One day, when he was walking in the park not far from his house, he met a little girl who was wheeling a doll's pram. There was a big wax doll in it. But the pram was suddenly upset and the doll fell out. It was a bad accident: the doll was broken and the girl burst into tears. Dickens tried to comfort her but without success.

"Then come home with me," he said to the little girl, "and we'll see if we can find another pretty doll to put in the pram."

So they went to Dickens's house together, and in the children's room, where there were many dolls, he chose a nice big one and gave it to the little girl. She thanked him and went home.

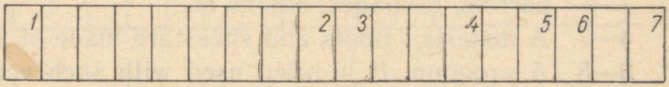
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secretary ['sekrit(ə)ri] sekretär
private ['praivit] era-
set, set, set seadma
different ['difr(ə)nt] erinev
porter ['pɔ:tə] pakikandja
what's the use [ju:s] **of that?** mis on sellest kasu?
wheel [wi:l] ratas; veeretama, ajama
pram [præm] lapse- või nukuvanker
wax [wæks] vaha
upset [ʌp'set] ümber ajama
comfort ['kʌmfət] lohutama
success [sək'ses] edu

The child's parents, of course, did not know who the kind gentleman was. But they wanted to send him a present and thank him for his kindness. So next morning they sent their little girl to Dickens's house with a parcel. When Dickens opened the parcel, he was surprised and delighted to see that it was a copy of "David Copperfield."

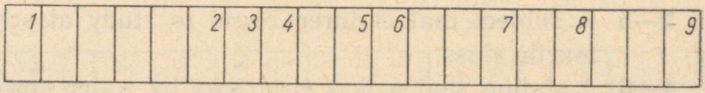
WORDCHAINS

No 1.



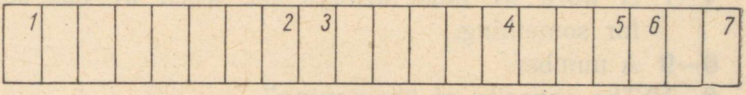
1—3 All the people living in a place, as for example in a city.
2—4 A vegetable.
4—6 Everybody has one. You have one too and you are called by it.
5—7 A verb which means to come together.

No 2.



1—3 A form of the verb "write" — its Past Participle.
2—5 A verb which means "come in".
4—6 The half of a school year.
6—8 Each person in an organization.
7—9 The capital of Germany.

No 3.



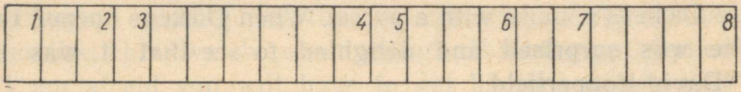
1—3 An adjective from the noun "danger".
2—4 An adjective from the noun "use" [ju:s].

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parcel ['pɑ:sl] pakk
he was delighted [di'laitid] tal oli heameel
copy ['kɔpi] eksemplar

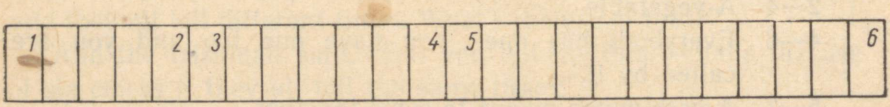
4—6 A verb which means "to take suddenly".
5—7 If the thermometer points to it, water begins to freeze.

No 4.



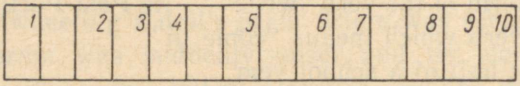
1—3 A verb which means "to stay at a place for a long time".
2—5 A noun in the singular which means potatoes, carrots, cabbages, onions etc.
4—7 A material. Boots and shoes are made of it.
6—8 A pronoun. It is often used with such verbs as "hurt", "wash", "dress".

No 5.



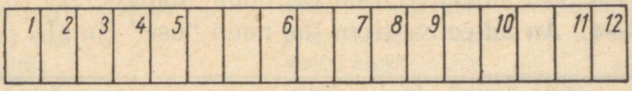
1—3 A verb which means "to make different".
2—5 A subject that children begin to study at school in the fourth class.
4—6 A station that makes electricity by water power.

No 6.



1—3 We wash with it. It is bought at a shop.
2—5 We eat it. It grows on a tree.
4—7 A word we must always use when we ask somebody for something.
6—9 A number.
8—10 The opposite of "beginning".

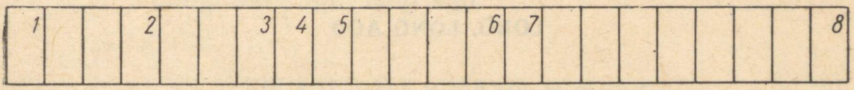
No 7.



1—3 Flour is made from it, and then brown bread is made from the flour.

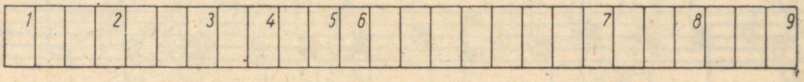
2—5 A period of time, usually 365 days.
4—7 A piece of text in a newspaper.
6—9 The opposite of "dirty".
8—11 The opposite of "question".
10—12 The past tense of the verb "be".

No 8.



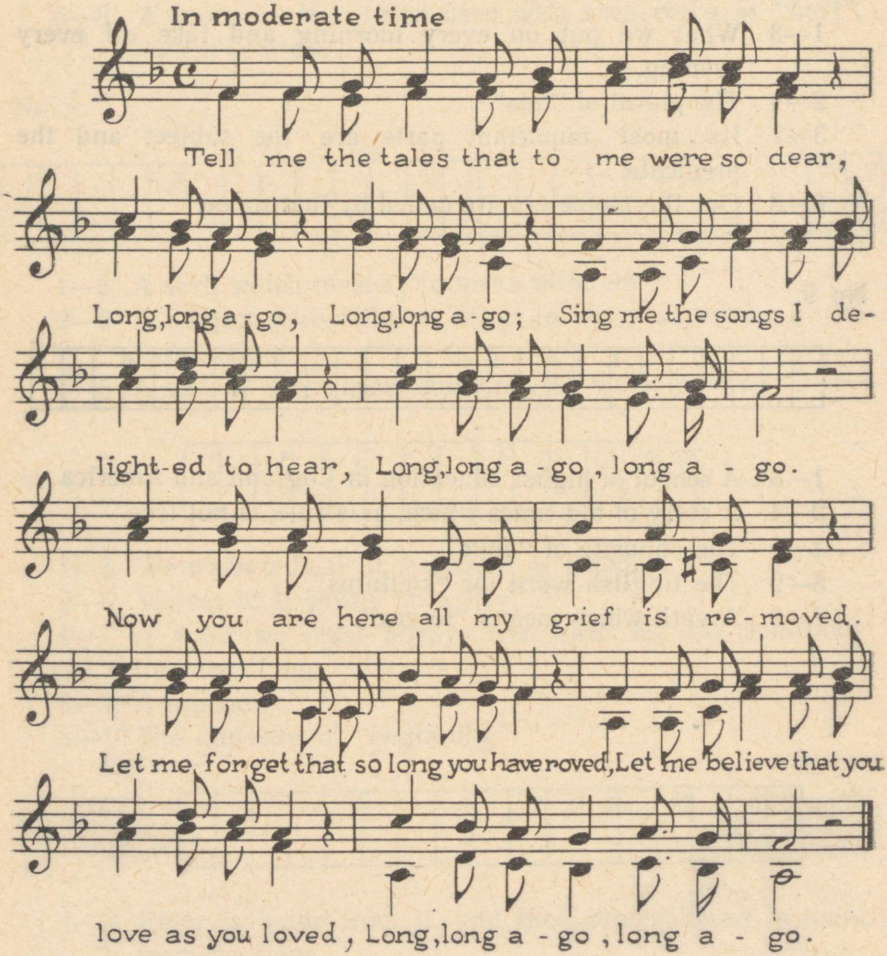
1—3 What we put on every morning and take off every evening.
2—4 The plural of "this".
3—7 Its most important parts are the subject and the predicate.
6—8 Our thermometers are called by that name.

No 9.



1—3 A school of higher education in England and America.
2—4 A story of old times which, as a rule, is not true.
4—6 The opposite of "alive".
5—9 The English word for "kuulutus".
7—9 A verb which means "to say".

LONG, LONG AGO



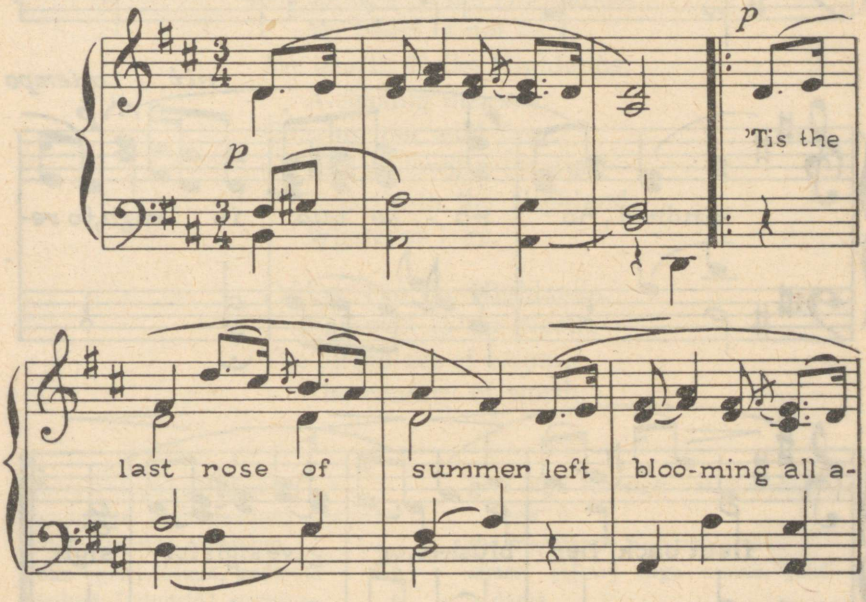
Tell me the tales that to me were so dear,
Long, long ago, long, long ago;
Sing me the songs I delighted to hear,
Long, long ago, long ago.

Now you are here all my grief is removed,
Let me forget that so long you have roved,
Let me believe that you love as you loved,
Long, long ago, long ago.

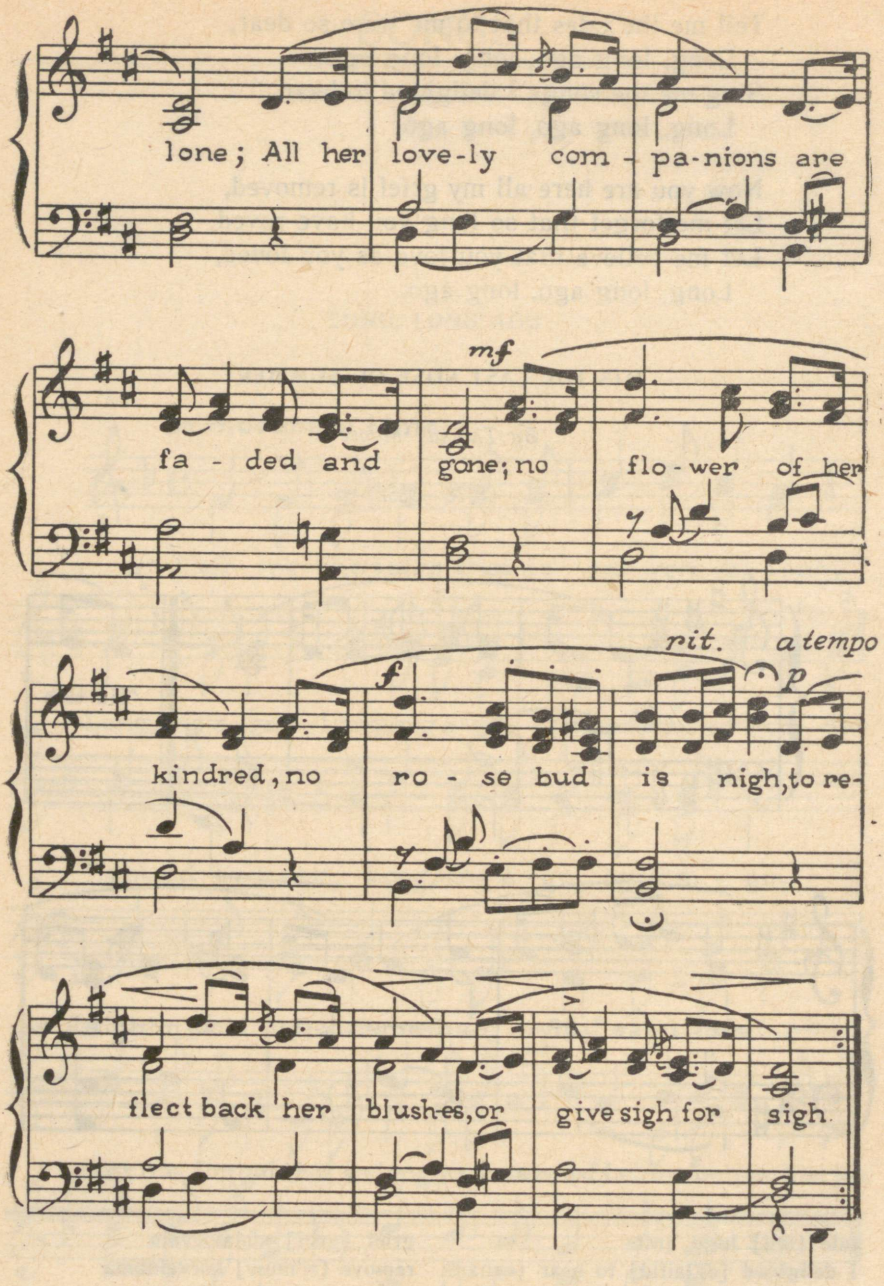
'TIS THE LAST ROSE OF SUMMER

By Thomas Moore

(1778—1852)



tale [teil] lugu, jutt
I delighted [di'laitid] **to hear** (vanan. vorm) (mida) ma meeleldi kuulasin
now you are here = now that you are here nüüd, kui sa siin oled
grief [gri:f] südamevalu
remove [ri'mu:v] kõrvaldama
rove [rouv] ringi rändama
Moore [muə] *pn.*


lone; All her love-ly com - pa-nions are
mf
fa - ded and gone; no flo - wer of her
rit.
a tempo
f
p
kindred, no ro - se bud is nigh, to re-
flect back her blush-es, or give sigh for sigh.

'Tis the last rose of summer
Left blooming all alone;
All her lovely companions
Are faded and gone;
No flower of her kindred,
No rose-bud is nigh,
To reflect back her blushes,
Or give sigh for sigh.

MY HEART'S IN THE HIGHLANDS

By Robert Burns

(1759—1796)

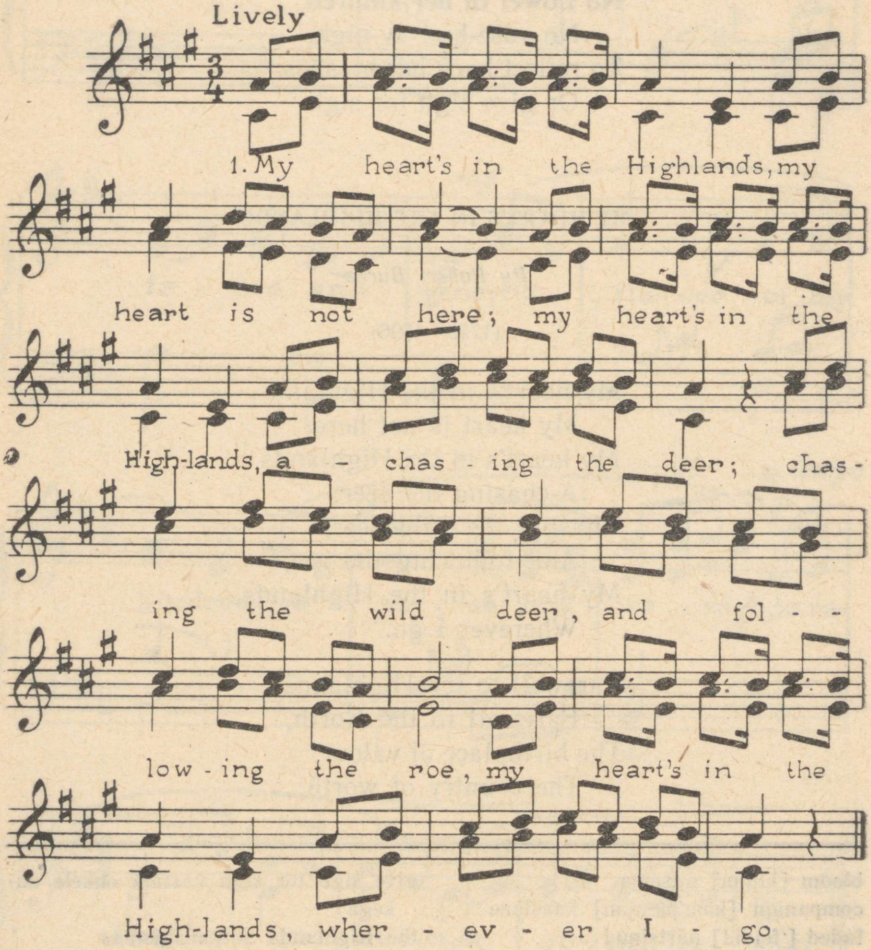
My heart's in the Highlands,
My heart is not here;
My heart's in the Highlands,
A-chasing the deer;
Chasing the wild deer,
And following the roe,
My heart's in the Highlands,
Wherever I go.

Farewell to the Highlands,
Farewell to the North,
The birthplace of valour,
The country of worth;

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bloom [bluːm] õitsema
companion [kəm'pænjən] kaaslane
faded ['feidid] närtsinud
gone [gɔn] läinud, kadunud
kindred ['kindrid] sugulus
no flower of her kindred ei ühtegi temataolist lille
rose-bud ['rouzbʌd] roosinupp
nigh [nai] (vanan. vorm) = **near**
reflect [ri'flekt] peegeldama
blush [blʌʃ] puna, punastus
sigh [sai] ohe; ohkama
give sigh for sigh vastata ohkele ohkega
the Highlands Šoti mägismaa
chase [tʃeis] taga ajama, jahti pidama
a-chasing (vanan. vorm) ajades taga
deer [diə] hirv
roe [rou] metskits
farewell ['fɛə'wel] hüvasti
valour ['vælə] vaprus, vahvus
worth [wəːθ] (vananenud vorm) vahvus, väärikus

Wherever I wander,
Wherever I go,
The hills of the Highlands
For ever I love.



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wander ['wɔndə] rändama

ARTIKLID. THE ARTICLES

§ 1. Artiklid on nimisõna piiritlejad. Neil puudub iseseisev tähendus. Kui nimisõnal on juba mõni teine piiritleja (omastav, näitav või umbmäärane asesõna), ei tarvitata nimisõnaga artiklit.

§ 2. Umbmäärane artikkel

Umbmäärane artikkel **a** (**an**) on tekkinud arvsõnast **one** (üks), seepärast tarvitatakse umbmäärast artiklit ainult nimisõnaga, mis esineb ainsuses.

A.

	ainsus	mitmus
1.	Mother gave me **an apple.** Ema andis mulle (ühe) õuna.	Mother gave me **some apples.** Ema andis mulle õunu (mõned õunad).
2.	Did Mother give you **an apple?** Kas ema andis sulle õuna?	Did Mother give you **any apples?** Kas ema andis sulle õunu?
3.	Mother didn't give me **an apple.** Ema ei andnud mulle õuna.	Mother didn't give me **any apples.** Ema ei andnud mulle õunu.

Umbmäärane artikkel näitab, et tegemist on mingi ühe eseme või isikuga samasuguste esemete või isikute hulgast. Mitmuses esineb nimisõna piiritlejana umbmäärane asesõna **some,** küsivas ja eitavas lauses asesõna **any.**

B.

	ainsus	mitmus
1.	I use **a pen** when I write **a letter.**	We use **pens** when we write **letters.**

Ma kasutan sulge (mitte pliiatsit), kui ma kirjutan kirja.	Me kasutame sulgi (mitte pliiatseid), kui me kirjutame kirju.
2. This is **a pen.**	These are **pens.**
See on sulg (mitte pliiats).	Need on suled (mitte pliiatsid).
3. She is **a teacher.**	They are **teachers.**
Ta on õpetaja (mitte arst, insener jne.).	Nad on õpetajad (mitte arstid, insenerid jne.).
4. **A house** must have **a roof.**	**Houses** must have **roofs.**
Majal (igal majal) peab olema katus.	Majadel peavad olema katused.

Umbmäärast artiklit kasutatakse ka antud liiki eseme või isiku eristamiseks teistesse liikidesse kuuluvatest esemetest või isikutest. Mitmuses niisugusel juhul nimisõnal piiritleja puudub.

§ 3. Määrav artikkel

Määrav artikkel on tekkinud näitavast asesõnast **that** (see, too). Määravat artiklit tarvitatakse niihästi ainsuses kui ka mitmuses esineva nimisõnaga.

ainsus	mitmus
1. Take **the knife** to the kitchen.	Take **the knives** to the kitchen.
Vii nuga kööki (ainuke nuga, mis siin on).	Vii noad kööki (kõik noad, mis siin on).
2. There is a knife on the table; please wash **the knife.**	There are some knives on the table; please wash **the knives.**
Laual on (üks) nuga; pese (see) nuga puhtaks.	Laual on nuge (mõned noad); pese (need) noad puhtaks.
Take **the knife** that is on my plate.	Take **the knives** that are on our plates.
Võta (see) nuga, mis on minu taldrikul.	Võta (need) noad, mis on meie taldrikutel.

Määrava artikliga tarvitatud nimisõna märgib, et tegemist on 1) ainukese eseme või isikuga antud olukorras; kõikide esemete või isikutega antud olukorras, 2) kindla eseme või isikuga (esemete või isikutega) antud olukorras.

§ 4. Artikli ja artikli asendajate *some, any* tarvitamine ainenimedega

A.

1. We drink **milk** every morning.
   Me joome igal hommikul piima (mitte kohvi, teed).
2. This is **butter** and that is **cheese.**
   See on või ja too on juust.

Kui ainenimesid kasutatakse üldises tähenduses, ei tarvitata nendega artiklit ega mingit piiritlejat.

B.

1. There is **some milk** in the bottle.
   Pudelis on piima.
2. Is there **any milk** in the bottle?
   Kas pudelis on piima?

Kindlaksmääramata koguses esineva aine märkimiseks tarvitatakse umbmääraseid asesõnu **some, any.**

Võrrelge: There is **some milk** in the bottle.
Pudelis on piima.
There is **milk** in the bottle.
Pudelis on piim (mitte vesi).

C.

1. Bring **the milk** here.
   Too (kogu) piim siia!
2. There is some milk in the kitchen, but **the milk** is very cold.
   Köögis on piima, kuid (see) piim on väga külm.
   The milk from that collective farm is always good.
   Selle kolhoosi piim on alati hea.

Kui tegemist on kogu ainega antud olukorras või täpselt piiritletud ainega, tarvitatakse ainenimega määravat artiklit.

Võrrelge: **The milk** is in the kitchen.
Piim on köögis.
There is **some milk** in the kitchen.
Köögis on piima.

§ 5. Artikli tarvitamine abstraktsete nimisõnadega

1. Some Eskimos died of **hunger.**
   She teaches **geography** at school.
   I like **music.**
2. I like **the music** of that opera.

1. Abstraktseid nimisõnu tarvitatakse ilma artiklita.
2. Abstraktseid nimisõnu, mis on täpselt piiritletud, tarvitatakse määrava artikliga.

§ 6. Artikli tarvitamine pärisnimedega

1. **Ann** is a student.
2. We live in **Soviet Estonia.**
3. **Tallinn** is an old town.

Üldiselt pärisnimedega artiklit ei tarvitata.

§ 7. Erijuhud, mil pärisnimedega tarvitatakse määravat artiklit

1. We live in **the Soviet Union.**
2. Stalingrad is situated on **the Volga.**
3. **The Alps** are very beautiful.
4. Kharkov is in **the Ukraine.**
5. **The Browns** are nice people.

Määravat artiklit tarvitatakse:

1. geograafiliste nimedega, mis koosnevad üldnimest ja seda laiendavast täiendist;
2. jõgede nimetustega;
3. mäeahelike nimetustega;
4. erandlikult mõnede geograafiliste pärisnimedega, nagu: the Crimea, the Ukraine, the Caucasus;
5. mitmuses esinevate perekonnanimedega, kui need tähistavad tervet perekonda.

§ 8. Artikli puudumise erijuhud

1. In **winter** we can skate and ski.
2. Spring begins in **March.**
3. We do not go to school on **Sunday.**
4. **Dinner** is at two.

5. Dick lives in **Bond Street,** not far from **Victory Square.**
6. We speak **Estonian.**
7. Ask **Father** to come here.

Artiklit ei tarvitata:

1. aastaaegade nimetustega;
2. kuude nimetustega;
3. päevade nimetustega;
4. söögiaegade nimetustega;
5. tänavate ja väljakute nimetustega;
6. keelte nimetustega;
7. nimisõnadega *father, mother, uncle, aunt* ja teiste perekonnasuhteid väljendavate nimisõnadega, kui neid tarvitavad sama perekonna liikmed.

Kui aastaaegade ja söögiaegade nimetused on täpselt piiritletud, tarvitatakse neid määrava artikliga, näit.

The winter of 1941 was very cold.

The dinners that Mother cooks are always good.

§ 9. Väljendeid määrava artikliga:

in the morning hommikul
in the daytime päeval
in the afternoon õhtupoolikul
in the evening õhtul

in the country maal
in the field põllul
in the meadow aasal
in the sun päikese käes
in the open air vabas õhus
in the street tänaval

to take the tram trammiga sõitma
to take the bus bussiga sõitma
to take the train rongiga sõitma

at the seaside mere ääres
at the corner (of two streets) (kahe tänava) nurgal
on the ice jääl, liuväljal
at the skating-rink liuväljal

to go to the pictures kinos käima
to go to the cinema kinos käima
to go to the theatre teatris käima
to go to the doctor arsti juurde minema

§ 10. Väljendeid umbmäärase artikliga:

to have a headache peavalu kannatama
to have a sore throat kurguvalu kannatama
to have a bad cold külmetanud olema
to feel a pain (in the back) valu tundma (seljas)
to have a temperature palavikus olema

take a seat istet võtma
take a rest puhkama
take a picture pildistama

half a minute pool minutit
half an hour pool tundi
half a month pool kuud
half a year pool aastat

go for a walk jalutama minema
have a good time aega lõbusasti veetma
I am in a hurry mul on kiire

what a pity! kui kahju!
such a noise! selline müra!
as a rule harilikult
eight hours a day kaheksa tundi päevas

§ 11. Väljendeid ilma artiklita:

at school koolis
to school kooli

in town linnas
to town linna

at home kodus
home koju

out at sea merel
out to sea merele

at work tööl
to work tööle

on foot jalgsi
on deck pardal

get permission luba saama

at night öösel
at midnight kesköö l
at noon keskpäeval

from place to place ühest kohast teise
from time to time aeg-ajalt
from year to year aastast aastasse
from side to side ühest küljest teise, edasi-tagasi

day after day päev päeva järel
hour after hour tund tunni järel
to go to bed magama minema
to stay in bed haigena voodis olema

to be on duty korrapidajaks olema

last week möödunud nädalal	**next week** järgmisel nädalal
last month möödunud kuul	**next month** järgmisel kuul
last year möödunud aastal	**next year** järgmisel aastal
last Friday möödunud reedel	**next Friday** järgmisel reedel

SIDUVAD ASESÕNAD. THE RELATIVE PRONOUNS

§ 12. Siduvad asesõnad on **who** (*kes*), **whom** (*keda, kelle*), **whose** (*kelle*), **which** (*mis, mida, mille*) ja **that** (*kes, keda, kelle; mis, mida, mille*). Siduvad asesõnad seovad täiendlauseid pealausega.

A.

1. The man **who** helped us yesterday is here.
   The man **whom** we helped yesterday is here.
2. The book **which** you gave me is interesting.
3. Who was the man **that** helped us yesterday?
   The book **that** you gave me is interesting.
4. Tell me everything **that** you know about it.
   Paul is the best pupil **that** I have ever taught.

1. **Who, whom, whose** tarvitatakse inimolenditega.
2. **Which** tarvitatakse asjade ja loomadega.
3. **That** tarvitatakse nii inimolendite kui ka asjade, nähtuste ja loomadega.
4. Ülivõrdes olevate omadussõnade, järgarvude ning asesõnade **all, something, anything, everything** järel tarvitatakse siduvat asesõna **that**.

B.

1. The boy **who** spoke to you is Enn Raid.
2. The girl **whom** you saw there is my sister.
3. Take the pen **which** is on my desk.
   The ink **which** you bought yesterday is blue.
4. He told us a story **that** made everybody laugh.
   Who is the doctor **that** you rang up?

5. The boys **for whom** I am waiting are my schoolfriends.
The story **at which** we laughed so long was really very funny.

1. **Who** on täiendlause aluseks.
2. **Whom** on täiendlause sihitiseks.
3. **Which** on kas täiendlause aluseks või sihitiseks.
4. **That** on kas täiendlause aluseks või sihitiseks.
5. **Whom** ja **which** koos eessõnaga on eessõnaliseks sihitiseks.

C.

1. The artist **whom** you met there is well known.
   The artist you met there is well known.
2. Where is the book **which** you bought?
   Where is the book you bought?
3. Show me the pictures **that** you have painted.
   Show me the pictures you have painted.

Siduvaid asesõnu **whom, which, that** võib ära jätta, kui nad esinevad täiendlauses sihitisena.

D.

1. The picture **at which** you are looking is famous.
2. The picture **which** you are looking **at** is famous.
3. The picture **that** you are looking **at** is famous.
4. The picture you are looking **at** is famous.

1. The doctor **for whom** you sent was not at home.
2. The doctor **whom** you sent **for** was not at home.
3. The doctor **that** you sent **for** was not at home.
4. The doctor you sent **for** was not at home.

1—2. Eessõna võib seista **whom** ja **which** ees või täiendlause öeldise järel.

3. Siduva asesõna **that** ees ei tarvitata eessõna.

4. Siduvate asesõnade ärajätmisel seisab eessõna täiendlause öeldise järel või kõrvallause lõpus.

§ 13. Umbmäärased asesõnad **little, few, much, many** moodustavad võrdeid.

Algvõrre	Keskvõrre	Ülivõrre
little	less	least
few	fewer	fewest
much, many	more	most

I have **less time** than you.
Mul on vähem aega kui teil.
On the bottom shelf there are **fewer books** than on the top shelf.
Alumisel riiulil on vähem raamatuid kui ülemisel.
There is usually **more snow** in January than in December.
Jaanuaris on harilikult rohkem lund kui detsembris.
Linda makes **more mistakes** in English than Aino.
Linda teeb inglise keeles rohkem vigu kui Aino.

Väljend **a little** tähendab *natuke,* **a few** *mõned.*
Võrrelge: I have **little time.** Mul on (liiga) vähe aega.
I have **a little time** now. Mul on praegu natuke aega.

There are **few apples** on the trees this year.
Sel aastal on õunapuude otsas (liiga) vähe õunu.
There are **a few apples** on that tree.
Selle puu otsas on mõned õunad.

TEGUSÕNA. THE VERB

Modaalverbid ja nende asendajad.
The Modal Auxiliaries and their Equivalents.

§ 14. **Can, must**

A.

I can help you now.
I can help you tomorrow.
I must go there now.
I must go there next week.

Vormid **can** ja **must** omavad seoses tulevikku väljendavate määrsõnadega tuleviku tähendust.

B.

I can do it. = **I am able to do** it.
I must do it. = **I have to do** it.

Modaalverbide **can** ja **must** asendajatena tarvitatakse vastavalt **be able to** (*olema võimeline, suuteline*) ja **have to** (*pidama, (mul) tuleb*). Nendel on järgmised vormid:

	can	**be able to**
Present Indefinite	I can (go)	I am able to (go)
Past Indefinite	I could (go)	I was able to (go)
Future Indefinite	—	I shall be able to (go)
Present Perfect	—	I have been able to (go)
Past Perfect	—	I had been able to (go)

Küsiv vorm: Am (was) I able to (go)?
Shall I be able to (go)?

Eitav vorm: I am (was) not able to (go).
I shall not be able to (go).

	must	**have to**
Present Indefinite	must (go)	I have to (go)
Past Indefinite	—	I had to (go)
Future Indefinite	—	I shall have to (go)

Küsiv vorm: Do I have to (go)?
Does he have to (go)?
Did I have to (go)?
Eitav vorm: I do not (don't) have to (go).
He does not (doesn't) have to (go).
I did not (didn't) have to (go).

§ 15. May

A.

You **may** take my umbrella.
Te võite (tohite) võtta mu vihmavarju.
Let's wait, he **may** come soon.
Ootame, võib-olla ta tuleb varsti.

Modaalverbil **may** on kaks tähendust: ta väljendab **lubamist** ja oletust.

B.

May I take your umbrella? Kas ma tohin võtta teie vihmavarju?
Yes, you may. Jah, tohite.
No, you mustn't. Ei, ei tohi.

Keelu väljendamiseks tarvitatakse vormi **mustn't** ['mʌsnt] tähenduses *ei tohi.*

C.

Must I come back here? Kas ma pean siia tagasi tulema?
Yes, you must. Jah, peate.
No, you needn't. Ei, teil ei tarvitse.

Vajaduse puudumise väljendamiseks tarvitatakse **needn't** tähenduses *ei tarvitse, ei pruugi.*

Passiiv. The Passive

Future Indefinite Passive

§ 16. *Future Indefinite Passive* moodustatakse abitegusõna **be** Future Indefinite vormidest (*I shall be, you will be, he* (*she, it*) *will be, we shall be, you will be, they will be*) ja põhitegusõna 3. põhivormist, näit. *invited, carried, saved, found, taken, taught, caught, sent* jne.

You **will be invited** to Jane's birthday party tomorrow.
Sind kutsutakse homme Jane'i sünnipäevale.
These books **will be taken** back to the library on Thursday.
Need raamatud viiakse neljapäeval tagasi raamatukogusse.

The Future Indefinite Passive of the verb **SEND**		
Jaatav vorm	I shall be sent you will be sent he will be sent she will be sent it will be sent	we shall be sent you will be sent they will be sent
Eitav vorm:	I shall not be sent you will not be sent he will not be sent she will not be sent it will not be sent	we shall not be sent you will not be sent they will not be sent
Küsiv vorm:	Shall I be sent? will you be sent? will he be sent? will she be sent? will it be sent?	shall we be sent? will you be sent? will they be sent?

Present Perfect Passive

§ 17. *Present Perfect Passive* moodustatakse abitegusõna **be** Present Perfect vormidest (*I have been, you have been, he (she, it) has been, we have been, you have been, they have been*) ja põhitegusõna 3. põhivormist.

A big skating-rink **has been built** near our school this winter.
Meie kooli lähedusse on sel talvel rajatud suur liuväli.
Some apple-trees **have been planted** by the pupils of our class.
Meie klassi õpilased on istutanud mõned õunapuud.

The Present Perfect Passive of the verb **SEND**		
Jaatav vorm:	I have been sent you have been sent he has been sent she has been sent it has been sent	we have been sent you have been sent they have been sent
Eitav vorm:	I have not been sent you have not been sent he has not been sent she has not been sent it has not been sent	we have not been sent you have not been sent they have not been sent
Küsiv vorm:	Have I been sent? have you been sent? has he been sent? has she been sent? has it been sent?	have we been sent? have you been sent? have they been sent?

Past Perfect Passive

§ 18. *Past Perfect Passive* moodustatakse abitegusõna **be** Past Perfect vormidest (*I had been, you had been, he* (*she, it*) *had been, we had been, you had been, they had been*) ja põhitegusõna 3. põhivormist.

By eight o'clock all the slogans **had been put up.**
Kella kaheksaks olid kõik loosungid üles pandud.

The pupils did not dare to move because a boy **had** just **been punished** by Ichabod.
Õpilased ei julgenud liigutada, sest Ichabod oli parajasti karistanud üht poissi.

The Past Perfect Passive of the verb **SEND**		
Jaatav vorm:	I had been sent you had been sent he had been sent she had been sent it had been sent	we had been sent you had been sent they had been sent
Eitav vorm:	I had not been sent you had not been sent he had not been sent she had not been sent it had not been sent	we had not been sent you had not been sent they had not been sent
Küsiv vorm:	Had I been sent? had you been sent? had he been sent? had she been sent? had it been sent?	had we been sent? had you been sent? had they been sent?

§ 19. Akusatiiv infinitiiviga. The Accusative with the Infinitive

1. We saw **the last leaf fall.**
   Me nägime, kui viimane leht langes.
   Me nägime viimast lehte langevat.
2. Johnsy wanted **Sue to help** her.
   Johnsy tahtis, et Sue teda aitaks.
3. The doctor told **Johnsy to lie** down.
   Arst käskis Johnsy'd pikali heita.
   Arst ütles Johnsy'le, et ta pikali heidaks.
4. The cold made **my head ache.**
   Külm pani mu pea valutama.

Why do you let **her think** of such things?
Miks te lasete tal niisugustest asjadest mõtelda?

Konstruktsiooni *akusatiiv infinitiiviga* tarvitatakse järgmiste verbidega:

1) **see, hear, watch, feel** ja teiste meeltetaju väljendavate verbidega; infinitiiv on sel juhul ilma partiklita **to**; konstruktsiooni tõlgime sihitislause ning *-vat* vormi abil;
2) **want, like, wish** ja teiste tahet väljendavate verbidega; infinitiiv on partikliga **to**; konstruktsiooni tõlgime sihitislause abil;
3) **ask, tell, order** ja teiste käsku või palvet väljendavate verbidega; infinitiiv on partikliga **to**; konstruktsiooni tõlgime *da*-tegevusnime või sihitislause abil;
4) verbidega **make** tähenduses *sundima, panema (midagi tegema)* ja **let** tähenduses *laskma*; infinitiiv on ilma partiklita **to**; tõlgime *ma-* ja *da*-tegevusnime abil.

Konstruktsioon *akusatiiv infinitiiviga* on lauses liitsihitiseks, mis koosneb akusatiivis (sihitise käändes) olevast nimi- või asesõnast ja infinitiivist partikliga **to** või ilma.

§ 20. Oleviku kesksõna. The Present Participle

1. He rushed into the **burning** house.
   Ta tormas põlevasse majja.
2. **Hearing** this, Morgan climbed out of the well.
   Kuuldes seda, ronis Morgan kaevust välja.
3. The man **digging** the well was not Fred.
   Mees, kes kaevas kaevu, ei olnud Fred.
4. He saw **his friend smoking** a pipe.
   Ta nägi oma sõpra piipu suitsetamas.

Oleviku kesksõna tarvitatakse:

1) nimisõna ees täiendi funktsioonis; tõlgitakse eesti keelde *v*-kesksõna abil;
2) määruselises lauselühendis; tõlgitakse eesti keelde *-des* vormi abil;
3) täiendilises lauselühendis; tõlgitakse eesti keelde täiendlausega või *v*-kesksõna abil;

4) konstruktsioonis *akusatiiv oleviku kesksõnaga* verbide **see, hear, watch, feel** ja teiste meeltetaju väljendavate verbide järel; konstruktsiooni tõlgime eesti keelde *-mas* vormi abil.

Mineviku kesksõna. The Past Participle

§ 21. Mineviku kesksõna öeldistäitena liitöeldises

This house is well **built.**
See maja on hästi ehitatud.
The river is **frozen.**
Jõgi on külmunud.

Mineviku kesksõna võib esineda liitöeldises öeldistäitena. Ta väljendab seisundit ja teda tõlgitakse eesti keelde sihiliste verbide puhul *tud*-kesksõna abil ja sihitute verbide puhul *nud*-kesksõna abil.

Võrrelge: All the houses in this street **are built** of stone (seisund).
Kõik majad sel tänaval *on ehitatud* kivist.
In our town many houses **are built** (tegevus) every year.
Meie linnas *ehitatakse* igal aastal palju maju.

§ 22. Mineviku kesksõna täiendi funktsioonis

1. Do you like **fried** potatoes?
Kas te armastate praetud kartuleid?
We skated on the **frozen** river.
Me uisutasime külmunud jõel.
2. He showed us the postcard **written** by our neighbours.
Ta näitas meile postkaarti, mille olid kirjutanud meie naabrid.
Ta näitas meile naabrite poolt kirjutatud postkaarti.

Mineviku kesksõna tarvitatakse täiendi funktsioonis:
1) nimisõna ees; tõlgitakse eesti keelde sihiliste verbide puhul *tud*-kesksõna abil ja sihitute verbide puhul *nud*-kesksõna abil;
2) lauselühendis nimisõna järel; tõlgitakse eesti keelde täiendlause või *tud*-kesksõna abil.

§ 23. Gerundium on verbi käändeline vorm. Eesti keeles vastavat vormi ei ole. Nagu infinitiivil on gerundiumil nii nimisõna kui ka verbi omadused.

1. **Reading** is difficult for little children.
   Lugemine on väikestele lastele raske.
2. Before **leaving** the room turn off the light.
   Enne ruumist lahkumist kustutage valgus.
   Enne kui te ruumist lahkute, kustutage valgus.
3. We like **singing** songs.
   Meile meeldib laulda laule.

1) gerundium võib olla lauses aluseks või sihitiseks nagu nimisõna;
2) gerundiumi võib tarvitada eessõnaga nagu nimisõna;
3) gerundiumil võib olla sihitis ja määrus nagu verbil;
4) gerundiumi tõlgitakse eesti keelde mitmel viisil: *-mine* lõpulise nimisõnaga, *da*-tegevusnimega või kõrvallausega; eessõnaga **without** *-mata* vormi abil, näit.
   He left the room *without saying* a word.
   Ta lahkus toast sõna lausumata.
   Ta lahkus toast, ilma et oleks sõnagi lausunud.

AEGADE TARVITAMINE SIHITISKÕRVALLAUSES.

SEQUENCE OF TENSES IN OBJECT CLAUSES

A.

§ 24.

We know that Ann always **does** her work well.
teeb oma töö hästi.
We know that Ann **did** her work well on Friday.
tegi oma töö reedel hästi.
We know that Ann **has done** her work already.
on oma töö juba *teinud.*
We know that Ann **will do** her work well.
teeb oma töö hästi.

Kui pealause öeldis on olevikus või tulevikus, võib sihitislause öeldis olla igas ajas (olevikus, minevikus või tulevikus) vastavalt lause mõttele.

B.

1. We knew that Ann always **did** her work well.
   teeb oma töö hästi.
2. We knew that Ann **had done** her work well on Friday.
   tegi oma töö reedel hästi.
   We knew that Ann **had done** her work already.
   on oma töö juba *teinud.*
3. We knew that Ann **would do** her work well.
   teeb oma töö hästi.

Kui pealause öeldis on minevikus, tarvitatakse sihitislauses (erinevalt eesti keelest) *ainult mineviku aegu* ja aega *Future-in-the-Past.*

Verbi aegu tarvitatakse sihitislauses järgmiselt.

1. *Past Indefinite* või *Past Continuous,* kui kõrvallause tegevus toimub samaaegselt pealause tegevusega.
2. *Past Perfect,* kui kõrvallause tegevus toimus enne pealause tegevust.
3. *Future-in-the-Past,* kui kõrvallause tegevus toimub pärast pealause tegevust.

SIDESÕNA *THAT* SIHITIS- JA ALUSKÕRVALLAUSETES.

THE CONJUNCTION *THAT* IN OBJECT AND SUBJECT CLAUSES

§ 25.

We know **that**	Herman Gold is out of work.
We know	Herman Gold is out of work.
It was clear **that**	Lipzin had come for a purpose.
It was clear	Lipzin had come for a purpose.

Sidesõna **that** jäetakse sageli sihitis- ja aluskõrvallausetes ära.

UMBMÄÄRASTE AJAMÄÄRSÕNADE KOHT LAUSES.

THE PLACE OF THE ADVERBS OF INDEFINITE TIME IN A SENTENCE

A.

§ 26. never, ever, always, often, seldom, soon, already, sometimes, usually.

1. My brother **never hears** the alarm.
   Mu vend ei kuule kunagi äratuskella.
2. I **have often been invited** to their parties.
   Mind on kutsutud sageli nende peoõhtutele.
3. I **must always leave** the house at seven.
   Ma pean alati lahkuma kodunt k. 7.
4. Father **is often tired** in the evening.
   Isa on õhtul sageli väsinud.

Määrsõnad **never, ever, always** ja teised sagedust või umbmäärast aega väljendavad määrsõnad seisavad:

1) verbi lihtaja ees;
2) liitaegade puhul esimese abiverbi järel;
3) modaalverbi ja infinitiivi vahel;
4) verbi **be** *Present* ja *Past Indefinite* vormide järel.

Märkus: Umbmäärased ajamäärsõnad seisavad *have to, has to* ja *had to* ees: I often have to go there.

B.

1. I **sometimes** come home at one.
   Mõnikord ma tulen koju kell üks.
   Sometimes I come home at one.
   I come home at one **sometimes.**
2. I have **already** taken off my boots.
   Ma olen saapad juba jalast võtnud.
   I have taken off my boots **already.**

1. **Sometimes** ja **soon** võivad seista ka lause alguses või lõpus.
2. **Already** võib seista ka lause lõpus.

§ 27. Väljendeid eessõnadega

eessõna + nimisõna

at

at the beginning (of the lesson)	algul
at the end (of the week)	lõpus
at hand	käepärast
at midnight	kesköö l
at noon	keskpäeval

by

by air	lennukiga, õhu teel
by rail	raudteel
by birth	sünni poolest, sünnilt
by nationality	rahvuselt, rahvuse poolest
by the name of	nimega

in

in the end	lõpuks, viimaks
in despair	meeleheitel

out of

to be out of breath	hingetu olema
to be out of work	tööta olema

nimisõna + eessõna + nimisõna

for

a competition for a prize	võistlus auhinnale
a talent for music	muusika-anne
a thirst for knowledge	teadmishimu

to

an invitation to a party	kutse peoõhtule
the right to education	õigus haridusele

omadussõna + eessõna + nimisõna

for

difficult for somebody	raske kellelegi
famous for something	kuulus millegi poolest
hard for somebody	raske kellelegi
known for something	tuntud millegi poolest

in

blind in one eye	ühest silmast pime

with

acquainted with something or somebody	tuttav millegagi või kellegagi

tegusõna + eessõna + nimisõna

about

to worry about somebody or something	muretsema millegi või kellegi pärast

at

to sell at a high price	kõrge hinnaga müüma
to stay at a place	viibima kuskil
to stop at a place	peatuma kuskil (hotellis jne.)
to work at something	töötama millegi kallal

for

to ask for something	midagi paluma
to sell for thirty roubles	kolmekümne rubla eest ära müüma
to send for somebody or something	saatma kellegi või millegi järele
to ring for somebody or something	kedagi või midagi telefoni (või kellahelistamise) teel välja kutsuma või välja tellima

from

to save somebody from something	päästma kedagi millestki
to graduate from (the university)	ülikooli lõpetama

off

to get off the lorry (train, tram, bus)	maha minema veoautolt (rongilt, trammilt, bussilt)
fall off the horse (bicycle jne.)	kukkuma hobuselt (jalgrattalt jne.)

on

to live on something	millestki elatuma
to play a joke on somebody	kellelegi vingerpussi mängima

to

to point to something	osutama millelegi
to sentence to death	surma mõistma

with

to agree with somebody	nõustuma kellegagi
to stay with somebody	viibima kellegi juures

Erinevalt eesti keelest tarvitatakse järgmisi tegusõnu otsese sihitisega:

to approach somebody or something	lähenema kellelegi või millelegi
to attend (a lecture)	osa võtma (loengust)
to attend school	koolis käima

DISJUNKTIIVSED KÜSIMUSED. DISJUNCTIVE QUESTIONS

§ 28.

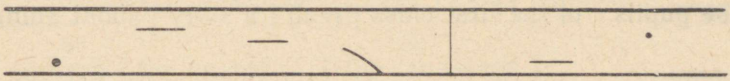
1. Spring sowing **is** over, **isn't it?**
   Kevadkülv on lõppenud, eks ole?
   Spring sowing **isn't** over yet, **is it?**
   Ega kevadkülv pole veel lõppenud?
2. Hay-making **hasn't begun** yet, **has it?**
   Ega heinatöö ei ole veel alanud?
   Toivo **can't mow, can he?**
   Ega Toivo ei oska ju niita?
3. The boys **sleep** in the hayloft, **don't they?**
   Poisid magavad heinalakas, eks ole?
   Ivar **worked** on the mowing-machine, **didn't he?**
   Ivar töötas ju niidumasinal, eks ole?

1. Disjunktiivsed küsimused koosnevad jutustavast lausest ja üldküsimusest. Kui esimene neist on jaatav, on teine eitav, ja vastupidi.

2. Üldküsimus koosneb vastavast asesõnast ja samast abi- või modaalverbist, mis kuulub jutustava lause öeldise koosseisu.

3. Kui jutustava lause öeldis on ajavormis *Present Indefinite* või *Past Indefinite,* tarvitatakse üldküsimuses vastavalt **do (does)** või **did.**

4. Disjunktiivse küsimuse esimest osa hääldatakse langeva meloodiaga, teist osa aga tõusva meloodiaga.



You know Jack Horn, don't you?

LAUSEANALÜÜSI SKEEMID

§ 29. Selguse mõttes on otstarbekohane teha lauseanalüüs graafiliselt. Graafilises lauseanalüüsis eraldatakse lauseliikmed üksteisest lühikese vertikaalse joonega. Lauseliikmete kohale märgitakse rooma numbrid järgmiselt:

I alus
II öeldis
III sihitis
III¹ kaudne sihitis

IV määrus või eessõnaline sihitis
0 nullkoht = aluse-eelne koht
? küsiv sõna (peale asesõnade *who*? ja *what*? alusena).

Märkus: Küsiv ase- või määrsõna (peale asesõnade *who*? ja *what*? alusena) on lauses sihitiseks või määruseks.

I II III IV
Näit. The girls | picked | flowers | in the wood |.
I II III¹ III IV
Mother | gave | me | an apple | for breakfast |.
I II III IV
I | thanked | Ann | for the book |.
0 I II III
Can | Ann | speak | English |?
0 I II IV
After school | we | went | for a walk |.
?(=IV) 0 I II IV
When | did | Enn | come | home |?
I II IV
Who | is waiting | for me |?

Eestäiendi märgime lainelise joonega, tagatäiendi eraldame täiendatavast sõnast punkteeritud joonega.

Näit.

I II III
The little girl | wore | a white dress |.
I II III
The pupils ¦ of the first class | read | a story ¦ about animals |.

Lauseanalüüsi näiteid

A. Öeldise tüübid

I II IV IV
I | went | home | with my friend |.
I II
Those pupils | are pioneers |.
I II IV
Arthur | was ill | last week |.
I II IV
The weather | has been fine | since Tuesday |.

I II III
That girl | can speak | English |.

I II IV
Betty | will be on duty | tomorrow |.

I II IV
My sister | is fond | of books |.

B. Määruselised lauselühendid

I II III IV
He | left | the room, | shutting the door behind him | .

0(=IV) I II
| Going to the window |, Betty | looked out |.

I II IV IV
We | went | there | to play tennis | .

0(=IV) I II III
| To learn a poem by heart | you | must repeat | it |.

I II IV
Bob | went out | without saying a word | .

0(=IV) I II IV
| After unpacking the things | they | went | into the tent |.

C. Täiendid ja täiendilised lauselühendid

I II IV IV
Many big contests | take place | there | every summer |.

I II III
We | enjoyed | the beauty ¦ of the landscape ¦.

I II III[1] III
Ann | sent | me | a letter ¦ written in pencil ¦.

I II
The girl ¦ looking out of the window ¦ was Betty |.

* * *

The Solution (wordchains)

1. population, onion, name, meet; 2. written, enter, term, member, Berlin; 3. dangerous, useless, seize, zero; 4. live, vegetable, leather, herself; 5. change, geography, hydroelectric; 6. soap, apple, please, seven, end; 7. rye, year, article, clean, answer, were; 8. clothes, these, sentence, centigrade; 9. college, legend, dead, advertisement.

EXERCISES

A. REVISION EXERCISES

REVISION (LESSONS 1—4)

Exercise 1.

Read quickly, changing from the Present to the Past.

1. Many pupils join the Y.C.L. every year. 2. Jim thanks his friend for the book and leaves the room. 3. Jane thinks a little and then asks another question. 4. Frank always places his books on the middle shelf. 5. He fills his fountain-pen and begins to write. 6. She picks up a piece of chalk and starts writing. 7. I find mistakes in her work sometimes. 8. They always correct their own mistakes. 9. Mary often tells us stories about wild animals. 10. We finish our work at five o'clock every day. 11. The sun sets at six thirty in October. 12. My friend advises me to play tennis. 13. That boy jumps very high. 14. The boys surround the sportsman and lead him away. 15. My left shoe hurts my foot. 16. My head aches sometimes. 17. I hear the girls singing in the hall. 18. The ticket costs a rouble. 19. We always send New Year presents to our friends. 20. Betty cooks the dinner and grandmother peels the potatoes. 21. Father feels better after the holidays. 22. A wide river separates the two villages.

Exercise 2.

Change from the Present to the Past.

1. The Y.C.L. organizer tells us that our group will take part in the contest. 2. I don't think that John can set a new record. 3. I hope that your team will win. 4. The captain shouts to us that it is time to begin. 5. Don't you remember where you left the ball? 6. Ann writes that her basketball team will visit our

school in February. 7. They don't know where the stadium is. 8. She hopes that everybody will come in time. 9. I forget where I heard that song. 10. That old man doesn't remember anything that we told him. 11. I am afraid that we shall be late. 12. Jack repeats that he is very comfortable in the hayloft. 13. We all agree that haymaking is very pleasant work. 14. I see that Bill can draw quite nicely. 15. I know where we can find some mushrooms. 16. I am afraid that it will rain soon. 17. I feel that something is going to happen to my model.

Exercise 3.

Form the Present, Past and Future Indefinite Active and Passive of the following verbs:

defeat, keep, greet, imitate, choose, drive, draw, take, forget.

Exercise 4.

Change from the Past to the Future Indefinite Passive.

1. The meal was cooked over the fire. 2. At the eatinghouse a portion of mushrooms was ordered by each of the boys. 3. The afternoon was spent at the swimming-pool. 4. A longer stop was made at two o'clock. 5. Outdoor games were played during the walking tour. 6. The days in the open air were enjoyed by everybody. 7. The chairman of the collective farm was invited to our brigade-leader's birthday party. 8. Some anecdotes were told by Hillar at the party.

Exercise 5.

Change from the Active to the Passive.

1. Mother will fill the basket with strawberries. 2. The children will take the basket to their grandmother. 3. Mother will wash some apples. 4. The children will eat the apples on their way to their grandmother's place. 5. Grandmother will return the basket on the following day. 6. Mother will not need the basket again. 7. Next year Mother will buy some new baskets.

Exercise 6.

Change from the Active to the Passive.

1. Our teacher corrects the copy-books at home. 2. One of the elder boys will ring the bell at two o'clock. 3. Lots of people will visit the exhibition next Sunday. 4. The collective farmers harvested the rye in a very short time. 5. Those women milk the cows three times a day now. 6. The fire destroyed a barn in our village last week. 7. A big black dog frightened Maggie's little sister. 8. My sister will unpack the suit-case at once. 9. Two stoves and a kitchen range heat the house. 10. Some people in the street stopped the motor-car. 11. Our team won the basketball match yesterday.

Exercise 7.

Ask questions.

1. There are t w e n t y - t w o pupils in our group. 2. We arrived at the collective farm y e s t e r d a y. 3. Two Y.C.L. members met u s at the bus-stop. 4. They took our pupils t o t h e c h a i r m a n o f t h e c o l l e c t i v e f a r m. 5. Our pupils were greeted w a r m l y by everybody. 6. The brigade-leader e x p l a i n e d e v e r y t h i n g t o u s. 7. We could heat our room o n w e t d a y s. 8. Three boys wanted to sleep in t h e h a y l o f t. 9. Ellen milked t w o cows on the s e c o n d day. 10. H a y m a k i n g will begin in a week. 11. Spring sowing was finished t w o w e e k s a g o.

Exercise 8.

The verbs *say* and *tell.*

Fill in the blanks.

1. Yesterday Mother ... that she had been very busy all day. 2. She did not ... when she would return. 3. Rein did not ... us where he had put the key. 4. What did Ellen ... when she was late? She did not ... anything. 5. You haven't ... us anything about the new record in the high-jump yet. 6. Last Tuesday Vello ... that the match would take place this week. 7. Who can ... us the date of the next tennis contest? 8. Nora can ... stories very well. 9. I must go and ... the news to the people at home. 10. Please ... that word again and ... me what it means.

Exercise 9.

Translate into English.

1. Enamik selle klassi õpilasi tegeleb spordiga. 2. Kas te tegelete ka spordiga? 3. Willie uinus kohe, sest ta oli veetnud päeva vabas õhus. 4. Meil oli hea meel, et mõned sõbrad olid meile jaama vastu tulnud. 5. Toivol ei olnud aimu, et Rein oli talle vingerpussi mänginud. 6. Te eksite, ma ei tellinud kala. 7. Poisi nali pani kõiki naerma. 8. Minge jalgsimatkale, see on (Fut.) teie tervisele kasuks. 9. Toila on tuntud (oma) maastiku ilu poolest. 10. Iga kord kui ma sinna lähen, naudin ma maastiku ilu.

REVISION (LESSONS 5—8)

Exercise 1.

Give the Present Perfect Active and Passive of the following verbs. For the active subject use the pronouns *he* and *they,* for the passive subject *it* and *they.*

build	increase	keep	sow	steal
count	invent	plant	set	wear

Exercise 2.

The Present Perfect

Fill in the blanks.

1.	draw	Enn . . . a red line under each new word.
2.	begin	You . . . your work very well.
3.	have	All this week I . . . very little free time.
4.	find	Aunt May . . . an interesting book for you.
5.	break	Somebody . . . my pencil.
6.	leave	I . . . my glasses at home, I'm afraid.
7.	know	We . . . those people for many years.
8.	tell	She . . . me that story many times.
9.	go	Eddie is not here; where . . . he . . .?
10.	bring	Now I . . . back all the books that I borrowed last week.
11.	do	. . . you . . . all the exercises that you were told to do?
12.	take	Who . . . my fountain-pen, I wonder?
13.	hear	I . . . my sister sing that song.

14. be	You look very tired; where ... you ...?
15. come	They ... all the way on foot.
16. lose	What shall we do now? We ... our way.
17. sleep	... you ever ... in a tent?
18. build	They ... the fire too near the tent.
19. catch	Endel ... some fish for supper.
20. grow	Bob ... very much since I saw him last summer.
21. fly	Most of the birds ... away already.
22. fall	Most of the leaves ... from the trees already.
23. choose	They ... Elmar captain of their basketball team.

Exercise 3.

Change from the Active to the Passive.

Model: They have mown the grass already.
The grass has been mown already.

1. We have written the exercises already. 2. They have read those books this year. 3. You have done the work very well. 4. They have set a new record. 5. She has corrected all the exercises. 6. They have sold several pictures this month. 7. She has lighted the lamp already. 8. You have drawn the curtains too early. 9. We have borrowed some books from the library. 10. I have taken the table back to the work-room.

Exercise 4.

In the following sentences use a noun instead of the personal pronoun. Translate the sentences.

Model: Edith saw *him* go downstairs.

Edith saw *the doctor* go downstairs.

1. Aunt May heard *it* stop in front of the house. 2. The children saw *them* fly away. 3. The brigade-leader saw *him* go into the barn. 4. Comrade Vaarik heard *her* ride away on her bicycle. 5. The sailor saw *them* cross the river. 6. Some people heard *it* fall down. 7. The boy saw *them* swim away. 8. The patient heard *him* come into the room. 9. The children saw *it* climb up a tree. 10. I've heard *her* sing that song before.

Exercise 5.

In the following sentences use a pronoun instead of the noun. Translate the sentences.

1. The scientist wanted *the assistant* to come at 8 o'clock. 2. He wanted *his helpers* to finish the experiment. 3. The laboratory workers wanted *the old scientist* to rest a little. 4. The artist wanted *his young friends* to see the Bay of Naples. 5. The doctor wanted *the sick girl* to stay in bed. 6. Behrman did not want *Sue and Johnsy* to know who had painted the leaf on the wall.

Exercise 6.

Ask questions.

1. This factory produces w i r e l e s s s e t s. 2. The output of wireless sets increased t e n p e r c e n t last year. 3. E l e c t r i c i t y is widely used everywhere. 4. Two workers were sent t o a s a n a t o r i u m last month. 5. The sanatorium was built i n 1 9 5 4. 6. They went there b y t r a i n. 7. Great changes have taken place i n o u r a g r i c u l t u r e. 8. That collective farm bought t w o new tractors. 9. My brother drives t h e b i g g e s t tractor. 10. He finished a t e c h n i c a l school last spring.

Exercise 7.

The verbs *say* and *tell* (in the Past Indefinite).

Fill in the blanks.

1. The old artist ... that he had been to Italy in his youth. 2. He ... his friends about a beautiful picture that he had seen there. 3. What did he ... when he came into the work-room? 4. He only ... a few words about the bad weather. 5. Johnsy ... Sue that she felt better that morning. 6. She ... that she had had a good sleep. 7. Sue ... to Johnsy, "I am going to see old Behrman for a few minutes." 8. Johnsy ... Sue that she would feel very lonely. 9. Then Sue ... , "I shall not be long." 10. She ... Behrman about her friend's illness.

Exercise 8.

something, anything, nothing
somebody, anybody, nobody
somewhere, anywhere, nowhere

Fill in the blanks.

1. Ann doesn't go ... in the evening after work. 2. Did your brother give you ... on your birthday? 3. Has ... seen my fountain-pen? I can't find it ... . 4. Go and open the door, ... is knocking. 5. There is ... in my eye. How it hurts! 6. Everybody was silent; ... spoke for a long time. 7. Those girls are always together: one goes ... without the other. 8. Have you told ... about our plan? 9. I've read that book; give me ... else to read. 10. Were you invited ... last week? 11. We can't do ... until the rain stops. 12. It was so dark that we could see ... .

Exercise 9.

Translate into Estonian.

1. The wind blew hard and the dry leaves *fell* from the trees. 2. My friend's daughter *fell ill* last week, but she is better already and will soon be well again. 3. The old artist hopes to go to Italy *some day*. 4. When the little girl heard her mother's voice, she *stopped crying*. 5. Father *continued reading* the magazine. 6. The boys *started running* when they saw the fire engine. 7. The old woman *began packing* her things quickly. 8. "I shall buy *some more* oranges for you," said Sue, "but I shan't buy *any more* wine because you are almost well now." 9. *It seems to me* that you are tired already. 10. *It seemed to us all* that you would get the first prize.

Exercise 10.

Translate into English.

1. Ma vajan veel kuuma vett. 2. „Millal te haigestusite?" küsis arst. 3. Mulle näib, et teil ei tarvitse enam rohtu võtta. 4. Sel aastal me ei osta enam kartuleid. 5. Dorale näis, et laps on uinunud. 6. Kunagi, kui mul on aega, ma näitan teile kõiki oma uusi raamatuid. 7. Kui me tuppa astusime, lakkasid lapsed laulmast. 8. Oli hilja ja ema oli väsinud, kuid ta õmbles edasi.

Exercise 1.

Read quickly, changing from the Future to the Past.

1. They will build a new house not far from town.
2. One stove will heat those two rooms very well.
3. The fire will burn an hour or two.
4. We shall discuss the plan with our neighbours.
5. Those pioneers will spend three weeks at a summer camp.
6. Harris will ride to the next village on his new bicycle.
7. The hunters will return in two days.
8. We shall start a new game on Friday.
9. Enn will write home about the contest.
10. Our pupils will work a week at a collective farm.
11. I shall speak to them about it after school.
12. The school bell will ring at eight o'clock.
13. We shall have six lessons on Monday.
14. The pupils will repeat each new word three times.
15. Alfred will do his exercises after dinner.
16. Endla will draw a boat and a house for her little brother.
17. Helle will stand at the blackboard and write some words.
18. The boys will make a big fire near the river.
19. The girls will spread the table-cloth on the ground near the tent.
20. Everybody will rest after dinner.
21. The children will drink some milk at nine o'clock.
22. Nobody will hear the noise.
23. Mother will buy Eve a new dress.
24. I shall bring them some flowers.

Exercise 2.

Change from the Active to the Passive.

Model: They have moved the bookcase to the other room.
The bookcase has been moved to the other room.

1. They have mechanized farm work as much as possible. 2. They will plough all the fields in three weeks. 3. We used two big harvesting-combines at our collective farm last autumn. 4. During the last few years they have increased the production of footwear very much. 5. They have sown the winter wheat

already. 6. We have dug up all the potatoes. 7. She sends the children to school at half past seven. 8. She never punishes those boys. 9. We wear warm clothes in cold weather. 10. We ordered the soup first. 11. You have counted the drawings already. 12. I have wiped the blackboard already.

Exercise 3.

Translate into English.

1. Me peame praegu sinna minema (2). 2. Eile tuli mul kuni kella kaheksani töötada. 3. Homme tuleb teil linnast lahkuda (2). 4. Kas ma pean kirjutama harjutuse tahvlile? Jah, peate. 5. Kas ma pean tahvli ära puhastama (wipe)? Ei, te ei tarvitse. 6. Kas ma tohin teid paluda mind aidata? 7. Kas arst sai opereerida selles pimedas ruumis (2)? Ei, ta ei saanud (2). 8. Kas te oskate klaverit mängida? Jah, oskan. 9. Kas te suudate kanda seda rasket kohvrit? 10. Kas me tohime avada akna? Jah, tohite. 11. Kas lapsed tohivad siin supelda? Ei, ei tohi, vesi on siin liiga külm.

Exercise 4.

The two meanings of the modal auxiliary *may*.

Translate into Estonian.

1. It's dangerous to go down into the mine: the roof may fall down. 2. Be quick! The bus may come at any moment. 3. May I use your fountain-pen for a few minutes? 4. The sky is cloudy: it may rain tonight. 5. Let's leave the keys here: somebody may need them before we come back. 6. "May I come to see you next Tuesday?" said Sarah. 7. Mother says that Bill may go out to play when he finishes his homework. 8. Let's hurry back to the classroom: the bell may ring at any moment. 9. "May I leave the room?" said the pupil. "Yes, you may," said the teacher.

Exercise 5.

Use the equivalents of the modal auxiliaries.

1. Ann can help you tomorrow. 2. I must go to the doctor today. 3. She must finish that work next week. 4. The boys could not open the door. 5. He can drive a motor-car. 6. These boys must take part in the next contest. 7. We can do this

exercise. 8. We must work hard. 9. We must discuss that question at the next meeting. 10. We could not buy anything because we had no money.

Exercise 6.

Change from the interrogative to the affirmative.

1. Did you meet anybody in the park yesterday? 2. Did the artist draw anything while he was at the seaside? 3. Have you found anything interesting in that book? 4. Did the patient eat anything for breakfast? 5. Has anyone taken flowers to the sick girl? 6. Did you go anywhere last Sunday? 7. Has Aunt May brought anything for the children? 8. Had anyone made a fire in the stove before you got home? 9. Have we seen such pictures anywhere before? 10. Will anybody come to see you tomorrow?

Exercise 7.

Ask questions.

1. John grew up in Scotland. 2. He was the son of a farmer. 3. He was fond of Burns's poetry. 4. John's father died when the boy was six. 5. He entered a technical school when he was fifteen. 6. He wanted to become an engineer. 7. When he was eighteen he graduated from the technical school. 8. He began to look for work. 9. Hundreds of engineers were out of work in Scotland. 10. John became a lorry driver in Edinburgh.

Exercise 8.

Fill in the blanks with the adjectives *easy, difficult, possible, impossible, important, dangerous.*

1. When Arthur was in the fifth class, it was ... for him to solve such problems, but now he thinks that they are quite ... . 2. Aavo may come here tomorrow or he may not, but his sister says that it is ... that he will come. 3. I hope that everybody will return the books in time, that is very ... . 4. It is ... to read in such a dark room, turn on the light. 5. The bridge was very old; it was ... to cross it in a lorry.

Exercise 9.

it, there is

Translate into English.

1. Kell on kuus. Aeg on koju minna. Kas täna on külm või soe? Vihma sajab, võta vihmavari kaasa (with you).

2. On suvi. Päevad on pikad ja soojad. Täna on ilus (ilm). Juba kaks nädalat (for two weeks) ei ole vihma sadanud.

3. Talvel on külm. Tänavatel on palju lund. Sageli sajab lund. Talvel vihma ei saja. Lähme liuväljale.

4. Kas kell on juba pool kaheksa? On hilja, lähme koju. Kui külm ja pime on praegu!

5. Nüüd on kevad. Märts, aprill ja mai on kevadkuud. Märtsis on kolmkümmend üks päeva. Mitu päeva on aprillis?

REVISION (LESSONS 13—16)

Exercise 1.

Read quickly, changing from the interrogative to the affirmative.

1. Did they walk all the way from the station? 2. Did they go there by train? 3. Do your parents live in Rakvere? 4. Did you receive many presents on your birthday? 5. Did you give your father a tie on New Year's Day? 6. Does their father smoke a pipe? 7. Did Bobby break that pencil? 8. Does he solve problems quickly? 9. Did everybody watch the demonstration of the new model with interest? 10. Did everybody hand in their work in time? 11. Did Ann cover her desk with green paper? 12. Did Jack lose his pen again yesterday? 13. Do they look at the time-table every morning? 14. Do they want to rest after school? 15. Does Nora recognize that man? 16. Did the hunter disappear among the trees? 17. Does the old woman remember their names? 18. Did she divide all the apples among the children? 19. Does she wash and dress quicker than the others? 20. Did May refuse to dance with Dick? 21. Does the cook boil potatoes for dinner every day? 22. Do carrots grow well in this garden? 23. Did the men load the cart with grain? 24. Did the wind blow hard on the coast? 25. Did Columbus discover America in 1492?

Exercise 2.

Give the Past Perfect Active and Passive of the following verbs. For the active subject use the pronouns *she* and *they*, for the passive subject *it* and *they*.

break	burn	make	overcome	spin
bury	hurt	move	send	wipe

Exercise 3.

Change from the Active to the Passive.

Model. Somebody had rung the bell before I came here.
The bell had been rung before I came here.

1. They had grown only rye there before the war. 2. We had heated the room before you arrived. 3. Someone had wiped the blackboard before the teacher came in. 4. They had defeated the other team very easily. 5. Up to that time (kuni selle ajani) they had spun only woollen cloth at that mill. 6. By the end of the year they had produced hundreds of new agricultural machines. 7. We had done nothing until you came here. 8. They had prepared everything before the brigade-leader went there. 9. By that time they had mechanized most of the field work. 10. They had harvested all the grain in a few weeks.

Exercise 4.

Attributive Clauses

Read the following sentences without the relative pronoun.

Model: The place *at which I was born* is not far from here.
The place *I was born at* is not far from here.

1. The room in which they live is warm and sunny. 2. The village at which they stopped was in a beautiful valley. 3. The street along which we walked was very dusty. 4. The college at which Oscar studied was very expensive. 5. The place to which the geologists were sent was high up in the mountains. 6. The coal mine in which Bevan worked was not safe. 7. The place to which they went last summer was hilly. 8. The collective farm at which our pupils worked was very big. 9. The tent in which we slept that night was damp and cold. 10. The exhibition to which you are invited is open from ten to two every day except Sunday.

Exercise 5.

Read the object clauses with the conjunction *that* and the attributive clauses with the relative pronoun *that.*

1. Nobody knew you would come here so early. 2. The knife you found there belongs to John. 3. I heard everybody had gone to the woods to look for mushrooms. 4. I see nobody is absent today. 5. The flowers the girls brought to their sick friend were put in a pretty vase. 6. The books our children read are borrowed from the school library. 7. The drawing-paper artists use must be very good. 8. The stranger said he didn't know the way to the station. 9. We told him he could go by bus if he was in a hurry. 10. The boots mother bought for Jackie yesterday are too small for him. 11. The models we saw there were made by two boys from school No. 25. 12. I didn't know you had won the first prize at the contest. 13. Bill said the book he had just finished was quite interesting. 14. The apple you gave me was very sweet. 15. She said the apple was very sweet.

Exercise 6.

the, some, any

Fill in the blanks where necessary.

1. Ann likes ... bacon but I like ... ham. Is there ... ham left for me? Where is ... ham, I can't find it anywhere.

2. Where is ... cheese that I bought yesterday? Every morning I eat ... cheese with ... bread and ... butter. There is only one kind of ... cheese at that shop.

3. Cows and horses eat ... grass. Don't sit down on ... grass, it is still wet with dew. Was there ... grass under the pine-trees?

4. ... wheat grows well in our country. ... wheat in those fields will soon be ripe. What do we use ... wheat for? Has ... wheat been sent to the mill already? No, it is still in the barn.

Exercise 7.

Modal auxiliaries.

Make the sentences negative and interrogative.

1. Mary can sing that song very well. 2. Harry was able to swim across the river. 3. We could understand them very

well. 4. The doctor will be able to come at eight. 5. Peter had to wait a long time. 6. Olev has to go to bed at nine o'clock. 7. They will have to get up at six tomorrow. 8. Those sportsmen had to play two games last Sunday. 9. The miner was able to move his arm. 10. They have to creep along the passage on their hands and knees.

Exercise 8.

Change from direct to indirect speech.

1. "Can you name the nine longest rivers in the world?" said the teacher. 2. "I can remember only five of them," said the pupil. 3. "What exercises shall we have to write for Friday?" Ann said to Valve. 4. Valve said, "We shall have to do the first and third on page seventy-two." 5. Jane asked Nora, "Do you have to get up very early?" 6. Nora said to Jane, "I must get up at half past seven every morning." 7. Joe said to Bill, "Where will you have to get off the bus?" 8. Bill said to Joe, "I shall have to get off at the next stop." 9. Ellen said to her friend Lily, "I must go and buy some bread." 10. Lily said, "I can go with you." 11. "How long can you stay with us, Max?" I said. 12. Max said, "I must be back at the collective farm by Monday." 13. "Shall you be able to come to town next Saturday?" Arthur asked me.

Exercise 9.

Fill in the blanks with prepositions.

1. There is a little valley ... the eastern shore ... the Hudson River. 2. ... the beginning of the 19th century the inhabitants of Sleepy Hollow were still very superstitious. 3. Ichabod's peace of mind was ... an end when he saw Van Tassel's farm. 4. A young man ... the name of Brom Van Brunt was Ichabod's rival. 5. Brom was famous ... his great skill as a horseman. 6. Brom went ... all the dances ... the neighbourhood. 7. ... the party Ichabod rode homeward ... a heavy heart. 8. Trembling ... fear, he approached ... the little bridge, famous ... ghost-stories. 9. Ichabod lost his saddle ... ... him. 10. When the strange rider threw his head ... Ichabod, the frightened man fell ... his horse. 11. The headless rider rushed ... Ichabod ... the wind.

Exercise 1.

Past Participles

Translate the sentences into Estonian. Where possible, translate them in two ways.

1. Do you remember everything explained by the physics teacher at the last lesson? 2. The game won by our team was the best that season. 3. The room decorated by those pioneers looked very nice. 4. A car driven by a young woman passed us on the way. 5. The roses grown by my uncle are very beautiful. 6. The bear shot by those hunters weighed about eighty kilograms. 7. The two portions of chicken ordered by Enn and his friend were brought to them in five minutes. 8. The conversation overheard by Betty was about her brother Simon. 9. The rooms occupied by the Stapletons were on the first floor of a three-storey house. 10. By that time some trees planted by their father had grown very big.

Exercise 2.

Read the sentences of Exercise 1, putting attributive clauses in place of the Past Participles.

Model:

a) Do you remember everything that was explained by the physics teacher at the last lesson?
b) Do you remember everything that the physics teacher explained at the last lesson?

Exercise 3.

Make the sentences affirmative, using the adverb *seldom.*

Model: The old farmers *did not attend* the parties.
The old farmers *seldom attended* the parties.

1. The schoolmaster did not punish the pupils. 2. The boys did not get home before four o'clock in the afternoon. 3. The farmer's son did not take part in the sports contests. 4. The farmers did not go to town on foot. 5. The old Dutch wives did not read books. 6. Ichabod did not stay at the same farmhouse over a week. 7. The men did not laugh when Ichabod told them his stories. 8. Ichabod did not leave the house late at night.

Exercise 4.

Use an adverbial of time instead of the adverb *then*.

Model: There was an interval *then*.
There was an interval *between the chemistry and physics lessons* (or: *at ten o'clock*, etc.).

1. There will be a concert then. 2. There was a football match then. 3. Then we went to the pictures. 4. There was a meeting then. 5. We were having dinner then. 6. Then Harry was a pioneer. 7. Arthur will be at the University then. 8. Our team had no success then.

Exercise 5.

how many, how much

Fill in the blanks.

1. I have six English books. ... English books have you? 2. Aino has two roubles. ... money has Vello? 3. There are twenty-four desks in our classroom. ... desks are there in your classroom? 4. It takes me a quarter of an hour to come to school. ... time does it take you? 5. Last summer I stayed in the country for six weeks. ... weeks were you in the country? 6. There are twelve chapters in this book. ... chapters are there in that book? 7. Can you give me a little ink for my fountain-pen? ... ink do you need? 8. I always put two teaspoonfuls of sugar in my coffee. ... sugar do you put in your coffee? 9. There are four cups on the table already. ... cups shall I bring from the kitchen? 10. I shall buy two kilograms of bread. ... bread shall you buy? 11. There were three mistakes in my last composition. ... mistakes were there in your composition?

Exercise 6.

Few, little

Fill in the blanks.

1. Before New Year there was very ... snow on the ground.
2. There were very ... cold days in November.
3. Those children eat very ... cheese: they don't like it.
4. I can't fill my fountain-pen, there is too ... ink in this bottle.
5. I can't make pancakes, there is so ... flour here.
6. Very ... trees grow in the Far North.

7. That boy has read too ... books.
8. Very ... people in our country can speak Dutch.
9. Why have you put so ... honey on your bread: don't you like honey?
10. It is the apple season now: why do you eat so ... apples?
11. There is too ... paper here for two slogans.
12. I can't buy those skates: I have too ... money.
13. Very ... children are fond of onions.

Exercise 7.

Ask questions.

1. Last night I wrote a long letter to my sister Ann. 2. Ann is my elder sister. 3. I had to hurry because it was late. 4. My sister studies at Tartu University. 5. She is a student of medicine. 6. When she graduates, she will be a doctor. 7. She was always very kind. 8. My sister Ann is rather short and very fair.

Exercise 8.

Give the interrogative and negative forms.

1. Ichabod had to ride over the hills. 2. He has to ride slowly. 3. Katrine had to dance the first dance with the schoolmaster. 4. Young Brom has to wait for his turn. 5. The girls have to clear the table. 6. Some neighbours had to leave early. 7. The rider has to beat the horse. 8. They have to spend much money on clothes.

Exercise 9.

Fill in the blanks with the following expressions:

in time	for a change	out of work
in a hurry	for his skill	at an end
in vain	by the name of	

1. Arthur's elder brother is famous ... as a javelin thrower. 2. I'm tired of geography, let's do some crossword puzzles ... . 3. The puzzle was a very difficult one; everybody tried to do it, but all ... . 4. I can't wait for you today, I'm ... to get home. 5. I hate to be late, it's always best to be ... . 6. Our holidays are ..., so we shall have to go back to town tomorrow. 7. That

little stream is known ... Muddy Water. 8. There are many men and women ... in New York and other American cities, they cannot find a job.

REVISION (LESSONS 22—24)

Exercise 1.

Gerunds and Present Participles

Underline the gerunds with one line and the present participles with two lines. Translate the sentences.

1. He came in without noticing us. 2. Noticing his mistake, he suddenly stopped. 3. Remembering your words, I went back and turned out all the lights before leaving the house. 4. Leaving the room, he said, "Excuse me, I'll be back in a minute." 5. Try to read that sentence again without making a pause after each word. 6. He looked at the address once more before dropping the letter into the post-box. 7. "What does this mean?" he said, looking at us in surprise. 8. After spending a week at the seaside, I feel quite strong again.

Exercise 2.

Underline all the present participles and say which are adverbials and which are attributes. Translate the sentences.

1. Examining some grains of wheat, the brigade-leader said that they were ripe. 2. The man examining the wheat is our brigade-leader. 3. Opening her book, the teacher said, "We shall read on page sixty-eight." 4. Who is that boy wiping the blackboard in your classroom? 5. The children picking berries in the woods are from our collective farm. 6. Picking up a piece of paper, she asked who had dropped it.

Exercise 3.

Make sentences.

Model: Edison left the laboratory without looking at the clock.

Edison left the laboratory	without falling down once.
Tom fished all day	without waking your sister.
Ellen skated for an hour	without looking at Maggie.
Go into the bedroom	without looking at the clock.
The artist's model had to sit	without counting it.
Did she give you the money	without laughing out loud.

I can't read a funny story	without catching any fish.
Tom and Lucy walked off	without moving her head.

Exercise 4.

Fill in the blanks with the Past Indefinite of verbs *say, tell, ask.*

1. Bob . . . he was tired of reading.
2. Fred . . . him to have a rest.
3. Bill . . . Bob to help him with a problem.
4. But Bob . . . he had to write a composition.
5. Ann . . . Bill to wait a little.
6. Aunt May . . . supper was ready.
7. Sally came in and . . . something about the weather.
8. Father . . . it was getting late.
9. Mother . . . the children to go to bed.

Exercise 5.

From A and B pick out pairs of adjectives which are antonyms.

Model: bold — shy.

A. bold, cheap, dangerous, different, difficult, dry, glad, healthy, lazy, less, narrow, peaceful, poor, public, short, strong, thick, warm, worse, wrong.

B. active, better, cold, damp, easy, expensive, more, noisy, private, rich, right, same, safe, shy, sick, sorry, tall, thin, weak, wide.

Exercise 6.

the, some, any.

Fill in the blanks where necessary.

1. In England the price of . . . coal is rather high. It was October already, and that worker's family had not bought . . . coal for the winter yet. Do they burn . . . wood or . . . coal in the fireplace? . . . firewood that they bought last week is rather wet: it burns badly.

2. The old gipsy woman could not give Maggie . . . honey. The girl was very fond of . . . bread and . . . honey. The old woman wanted to give Maggie . . . bacon. But the girl refused to eat . . . bacon because it was cold.

3. May I ask you to go and bring me a piece of ... chalk? ... chalk in that box is the best. There wasn't ... chalk left in the box.

4. Where is ... gas produced in the E.S.S.R.? ... gas that the people of Tallinn use is produced at Kohtla-Järve. ... gas is cheaper than ... coal.

5. ... cotton grows very well in Central Asia. Last month our textile mills received ... cotton from Tashkent. Is your dress made of ... cotton or ... silk? ... cotton grown by those collective farmers is very good.

6. My uncle brought in ... dry straw and spread it on the floor. Did you sleep on ... hay or on ... straw? Was ... straw wet or dry?

7. Where is ... soap? I bought a piece of ... soap yesterday. You may use ... soap for washing these silk stockings but ... water must not be too hot.

Exercise 7.

Underline the adverbials and say what questions they answer (*when? where? why? how?*).

Models:

a) We went *to the park (where?) to rest. (why?)*
b) He said that *without looking at me. (how?)*
c) *Being tired (why?),* we walked *slowly. (how?)*
d) *Coming home (when?),* I met some friends *on the way. (where?)*

1. He stayed at home to do his homework.
2. Walking through the park, we discussed our plans.
3. Having no money, I could not buy the camera.
4. We ran home without stopping.
5. Seeing my mistake, I corrected it at once.
6. Knowing no Dutch, Harris could not describe his wife to the policeman.
7. He read the whole exercise without making any mistakes.
8. Hearing a noise, we all stopped to listen.
9. I have come to help you.
10. Being artists, the girls needed a workroom with much light.
11. "How are you?" said the doctor, coming towards my bed.

Exercise 1.

Instead of the Future Indefinite use the Present Perfect. Also change the adverbials, using: *today, this week, this month, this year, already.*

Models: a) I shall visit the Browns next week. I have visited the Browns this week.

b) She will wash her gloves tomorrow. She has washed her gloves already.

1. We shall cycle there many times next summer.
2. They will get everything ready for the camp next week.
3. The boys will put up the tent under those trees.
4. They will build a fire between two big stones.
5. Avo will bring some water for the tea.
6. I shall show them the instructions next time.
7. The pioneers will return soon.
8. We shall be very busy all day tomorrow.
9. I shall explain everything to you next time.
10. The bell will ring in five minutes.
11. The lesson will begin in a quarter of an hour.
12. My brother will take an examination in physics next Monday.
13. The girls will make some presents for the little children next week.
14. We shall discuss the plan with our parents tomorrow.
15. May will buy a new school-bag for herself next Saturday.
16. Mother will fry some potatoes for breakfast tomorrow morning.
17. Fred will do his homework after school.
18. Laura will answer the letter next Sunday.
19. I shall separate the good apples from the bad ones.
20. The children will stay in the country for six weeks.

Exercise 2.

Change from the Present to the Future.

1. All the work is directed by the brigade-leader. 2. The brigade-leader directs all the work. 3. Jim's lorry is loaded first. 4. They load those lorries first. 5. Everybody sings those songs. 6. That song is sung by everybody. 7. Such exercises

are done by the pupils at home. 8. The pupils do some exercises every day. 9. The lights are put out at eleven thirty. 10. The assistant on duty puts out the lights at eleven thirty.

Exercise 3.

Use the Present Indefinite in the adverbial clauses of time and condition and the Future Indefinite in the object clauses. Translate the sentences.

1. I don't know when he ... here again.	come
2. Who knows when the meeting ... over?	be
3. We'll finish that work when he ... here again.	comes
4. I'll tell you all about the last contest if you ... me up tomorrow.	ring
5. Tomorrow I'll be able to tell you if the contest ... at four o'clock or at five.	begin
6. I'll go straight to the library when the meeting ... over.	be
7. Ask the postman if he ... the missing magazine next time.	bring
8. The children will go home when it ... dark.	get

Exercise 4.

Finish the sentences.

1. The artist tried to ... . 2. Nobody wanted to ... . 3. The rich man refused to ... . 4. He agreed to ... . 5. The painter hoped to ... . 6. He had planned to ... . 7. Somebody had promised to ... . 8. We forgot to ... . 9. Mary never remembers to ... . 10. I sometimes like to ... . 11. Harry often loves to ... . 12. The little boy pretended to ... . 13. He hates to ... . 14. At last he managed to ... .

Exercise 5.

Make sentences.

1. famous, during, few, lifetime, their, become, artists.
2. difficulty, I, the, of, a, have, way, found, out.
3. sketch, nobody, a, for, the, to, price, wanted, give, high.
4. at, laughed, at, plan, first, they, Charles's, strange.
5. become, he, to, to, could, they, rich, how, tried, them, explain.

Exercise 6.

Translate the sentences into Estonian. Is the subject *it* translated?

1. It rained hard all day. 2. It was necessary to take our umbrellas with us. 3. It was impossible to see anything in the fog. 4. It was not cold; it was even warm. 5. Is it possible to go there by boat? 6. It will be much cheaper to go there by train than by bus. 7. It was twelve kilometres from our camp to the nearest village. 8. It was dangerous to climb the mountain at that place. 9. It was useless to call him; he was too far to hear us. 10. It was unnecessary to continue the journey. 11. Was it a disgrace to sell bananas in the street? 12. It was a mistake to give in at the last moment.

Exercise 7.

The suffix *-less*

Make adjectives from the following nouns and fill in the blanks.

Model: cloud — cloudless

child	moon	name
home	leaf	rain

1. A tree that has no leaves on it is . . . . 2. People who have no children are . . . . 3. A child who is without a home is . . . . 4. A country where there is no rain is . . . . 5. A stream without a name is . . . . 6. When there is no moon in the sky, we say it is a . . . night.

B. GRAMMAR EXERCISES

THE VERB

Exercise 1.

Write the Present Participles of the following verbs.

a. unite, study, swim, worry, try, die, dress, wash, take, pack, speak, join, place, shut.

b. teach, excuse, change, spin, continue, play, lie, pull, smile, help, sleep, shop, seize, praise.

Exercise 2.

Write the infinitive.

A. managed, stayed, repeated, cleaned, noticed, demonstrated, wanted, promised, buried, destroyed, asked, danced, poured, prepared, carried, continued.

B. hoped, occupied, sailed, filled, smiled, packed, married, praised, slapped, looked, employed, disappeared, showed, scolded, talked, trembled.

Exercise 3.

Write the Past Participle of the following verbs.

A. gather, stay, die, try, breathe, separate, rush, study, unite, work, hate, happen, solve, plan, dress, cycle.

B. start, answer, develop, decide, follow, finish, celebrate, like, pick, worry, discuss, believe, notice, listen, agree, ask.

Exercise 4.

Write the infinitive.

A. rushing, growing, digging, planning, filling, picking, hiding, using, trying, hurrying, selling, letting, noticing, opening.

B. staying, dying, seeing, being, dressing, losing, solving, inviting, striking, carrying, cycling, wiping, stopping, pulling.

C. giving, shopping, owing, decorating, playing, lying, beginning, rising, marrying, answering, whistling, telling, saying, making.

Exercise 5.

The Present Indefinite

Fill in the blanks.

1.	study	Helmut . . . chemistry and physics.
2.	occupy	The laboratory . . . the ground floor.
3.	try	Little Pete . . . to sit still but he can't.
4.	stay	Father usually . . . at home in the evening.
5.	carry	Sam . . . his fountain-pen in his pocket.
6.	play	Sally . . . the piano every day.
7.	obey	Ellen always . . . her elder sister.
8.	tie	The farmer . . . his horse to the fence and goes into the yard.
9.	fly	Leo's model . . . very well.
10.	cry	The child . . . when it is lonely.

Exercise 6.

The Past Indefinite

Fill in the blanks.

1.	die	Eduard Vilde . . . in the year 1933.
2.	pay	Mike's father . . . ten cents a day for the pushcart.
3.	hurry	At nine o'clock the doctor . . . to the hospital.
4.	say	The girl on duty . . . that the instruments were ready.
5.	dry	The sun and wind . . . the hay in a short time.
6.	destroy	The fire . . . the barn.
7.	bury	The dog . . . a bone under a tree.
8.	marry	Katrine . . . a farmer's son.
9.	worry	The parents . . . about their children.

Exercise 7.

The Future Indefinite

Change the sentences.

Model: *I am going to read* that book during the summer holidays.
I shall read that book during the summer holidays.

1. Fred is going to make a boat for his little brother.
2. Kalev is going to write an article for the wall newspaper.

3. I am going to translate that text. 4. Who is going to help us next time? 5. They are going to have a dictation tomorrow. 6. What are you going to make of those pieces of wood? 7. We are going to have dinner in half an hour. 8. Mother is going to make pancakes for breakfast. 9. Everybody is going to be present at the meeting. 10. Aunt May is going to buy a new umbrella next Sunday. 11. Is Comrade Hill going to speak about the plan at the meeting? 12. Are the children going to make a skating-rink near the school?

Exercise 8.

Instead of the Future Indefinite use *is going to.*

1. May and Ellen will bring some flowers to the classroom on Friday. 2. Max and Harry will make a slogan after school next Thursday. 3. The pupils will write a composition tomorrow. 4. What will you do there? 5. Mother will subscribe to that magazine next year. 6. What will you read this evening? 7. Comrade Black will teach Ann to play the violin. 8. Eve and Peter will send Granny a parcel on her seventy-first birthday.

Exercise 9.

The Past Indefinite

Fill in the blanks.

1. rise	Everybody at the camp ... at 7 o'clock.
2. help	John ... his little brother to dress.
3. carry	The boys ... some dry grass to the tent.
4. steal	The dog ... a piece of meat.
5. obey	The younger children ... the elder ones.
6. hide	The girls ... themselves behind some trees.
7. run	Then they all ... after the ball.
8. call	Aunt May ... the children home to supper.
9. eat	The children ... up all the pancakes.
10. rush	Steve and Jim ... into the kitchen.
11. notice	At first nobody ... the mistake.
12. catch	The papers ... fire very quickly.
13. hope	We ... to get there before four o'clock yesterday.
14. stop	Comrade White ... in front of a shop.
15. borrow	I ... a rouble from my friend.

16. name	The children . . . their dog "Spot".
17. drive	Their brother . . . the lorry to the field.
18. celebrate	We . . . Granny's seventieth birthday last week.

Exercise 10.

Change from the present to the past.

The Van Tassels' farm is many miles away. The new schoolmaster is invited to a party there. He cannot go so far on foot; he must borrow a horse from somebody. But he cannot ride a horse very well. He nearly falls off several times. So he must go very slowly. He can hardly keep his seat on the horse's back. On the way he passes many farms. There are lots of apples on the apple-trees. The plum-trees are heavy with fruit. It is rather late when he arrives at the Van Tassels' farmhouse. He must take the horse to the stable himself. The farmer comes and gives the horse some hay. He tells the schoolmaster to go straight to the hall. Ichabod must take a seat at the end of the long table. He tries a little of every dish. He enjoys himself very much. It is two o'clock when the party breaks up. He cannot go home that night because it is too late. He must sleep in the hayloft.

Exercise 11.

Read quickly, changing from the affirmative to the interrogative.

1. They crossed the street at the corner.
2. You waited a long time for the bus.
3. They reached the station at eleven o'clock.
4. Your lessons begin at a quarter to eight in the morning.
5. Father read the leading article to us last night.
6. Everybody listens to him with interest.
7. My brother uses these instruments.
8. Bob pushes the cart into the barn every evening.
9. Your aunt visits you every summer.
10. Jenny fried pancakes for the children's supper.
11. The baby sleeps in that bed.
12. The noise woke you up.
13. Mother likes this song better than the other one.
14. The pioneers gathered (kogunesid) round the fire after supper.

15. You bathed in the lake last Sunday.
16. They lay in the sun for half an hour.
17. Fred puts his cap and coat here when he comes home.
18. The boy let the dog into the kitchen yesterday.
19. That big black dog frightens Ellen sometimes.
20. The fire destroyed the hunter's hut.

Exercise 12.

Read quickly, changing from the affirmative to the negative.

1. They threshed the grain in October.
2. I cut those flowers yesterday.
3. The boys fished every day last summer.
4. That river flows north.
5. The hunter shot a big bear.
6. The bird flew away.
7. The dog follows the boy everywhere.
8. He threw the ball to me.
9. We played chess at the club yesterday.
10. They cycled all the way to town.
11. She answers my letters at once.
12. Jane sewed that by hand.
13. I post my letters at the post-office.
14. Tom appeared at the right time.
15. The meeting lasted two hours.
16. I agree with his plan.
17. Those girls dance very well.
18. We laughed at Harry's joke.
19. May tried on the new coat.
20. Arthur's mother shook down the thermometer.
21. I poured coffee into all the cups.

Exercise 13.

Read quickly, changing from the negative to the affirmative.

1. They did not demonstrate the new model yesterday.
2. We did not lay the map on the floor.
3. The young people did not sit round the fire after supper.
4. Those dogs do not bark at strangers.
5. That boy does not describe things very clearly.

6. Jane does not shut the window at night.
7. I did not leave the door open.
8. Our group did not decorate the hall.
9. She does not prepare everything very quickly.
10. Those parents do not praise their children.
11. We did not arrive late.
12. Our children do not ask many questions.
13. We do not learn poems by heart.
14. That old man does not forget names easily.
15. She did not show us the puzzle.
16. He did not pull the ticket out of his pocket.
17. The dog did not lead the hunter to the hut.
18. I did not shout to them when I saw them.
19. We did not unpack the tent first.
20. Betty does not promise to come with us.
21. The sick boy did not turn his head.
22. They did not decide what to do next.
23. Ann did not sing that song very well.
24. Jack does not get good marks in all the subjects.

Exercise 14.

The Present Perfect.

Fill in the blanks.

1. Harry is filling his fountain-pen with ink; now he ... it and can begin writing.

2. I am taking a book from the shelf; now I ... it and can begin to read.

3. We are passing the schoolhouse; now it is behind us; we ... the schoolhouse already.

4. I am packing my things into a suit-case; now I ... everything and can start for the station.

5. May is cleaning the kitchen window; she ... all the other windows already.

6. The wind is blowing hard. Look! It ... off a man's hat and he is running after it.

7. Some boys are climbing up a hill; now they ... to the top and can see far over the country.

8. Aunt Matilda is scolding the girl again; she ... the child several times today already.

9. I am still looking for my scarf because I ... yet. (not + find)

10. I must go and see my friend today because she ... to school for a whole week. (not + be)

Exercise 15.

Modal Auxiliaries.

Give two forms of the present and past, and one form of the future for the following sentences.

1. He can swim that distance in ten minutes. 2. She can drive a tractor better than the other girls. 3. I cannot jump so high. 4. I cannot run so fast as you. 5. They can walk five kilometres an hour.

Exercise 16.

Modal Auxiliaries.

Give the following sentences in the present, past and future in as many ways as possible.

1. I must finish that work myself. 2. We must take a bus. 3. I must send them a letter. 4. You must speak in a loud voice. 5. They must wear warm clothes.

Exercise 17.

Change the following sentences.

Model: *I could play* football every day last summer.
I played football every day last summer.

1. You could come half the way by bus.
2. Velma could swim as fast as her brother.
3. We could see something far down the river.
4. They could feel soft grass under their feet.
5. Avo could wash and dress in ten minutes.
6. We could recognize most of the people there.
7. They could overhear most the conversation.
8. She could talk for hours about the expedition.
9. Comrade White could teach Russian and Estonian.
10. Helmut could choose the books himself.

Exercise 18.

Change the following sentences.

Model: *I can read* easy English books.
I read easy English books (every day).

1. We can solve crossword puzzles without much trouble.
2. You can explain those words better than I can.
3. The children can remember the words of the song.
4. I can play the piano every day now.
5. Ilmar can visit his grandmother every summer.
6. That girl can dance beautifully.
7. Valdur can sing "Sleep my Baby" in English.
8. We can correct the mistakes ourselves.
9. Hilda can try on the hat in the shop.
10. Max can draw animals very well.

Exercise 19.

The Past Indefinite Active or Passive.

Fill in the blanks.

1. The plan ... by the whole class. Everybody ... the plan of work.	discuss
2. Who ... those slogans? Those slogans ... by Tony and Max.	draw
3. Our singers ... by everybody. The teacher ... the best pupil.	praise
4. Their expedition ... many interesting stones. Those stones ... by the youngest member of the expedition.	find
5. Those men ... many wild ducks. Three of them ... by Harry.	shoot
6. The bear ... by two hunters. That hunter ... four wild geese.	kill
7. The doctor ... the worker's hand. Ten pupils ... by the doctor yesterday.	examine
8. Everybody ... the noise. The noise ... by everybody in the room.	hear
9. On the 15th of July the top of the mountain ... by all the members of the expedition. Jack Stone ... the top before the others.	reach

10. Aunt Dora ... the children and ... them to bed. The children ... and ... to bed by Aunt Dora.	undress, put

Exercise 20.

Change these questions from the Passive to the Active.

1. Was this medicine recommended by the doctor?
2. Were those articles published by the editor?
3. Was the captain elected by the whole team?
4. Was that proved by the scientist?
5. Are the magazines distributed by the postman too?
6. Was this apparatus invented by an engineer?
7. Was the plan accepted by everybody?
8. Was the money counted by the shop-assistant?
9. Was Mike's mother insulted by the stranger?

Exercise 21.

Change from Passive to the Active. For the subject use *we, you, they* or somebody's name.

1. All the words on the blackboard have been wiped out already. 2. Some tables will be brought from the other rooms. 3. By that time all the instruments had been counted. 4. All the parents have been invited to the meeting. 5. That same evening the pupils were taken home by bus. 6. The children were brought up by the grandmother. 7. Ichabod said, "Those boys will be punished." 8. All the presents have been bought already. 9. Such word-squares are solved very easily. 10. Little Hans was sent to the doctor's house late at night. 11. Many difficulties were overcome. 12. The miner's left arm will be amputated tomorrow. 13. Two miners were taken to the hospital. 14. The doctor was called there at midnight. 15. The new element was isolated with great difficulty. 16. The existence of radium was proved in 1898.

Exercise 22.

Past Participles

Translate into Estonian.

1. The foreign languages *taught* at our school are English and French. 2. All the names *mentioned* in that chapter are easy

to remember. 3. You must learn all the dates *given* on page seventy-five of your history book. 4. The lakes *described* in that article are a few kilometres from our collective farm. 5. By that time we could understand any story *told* in Russian. 6. At last they came to a red brick house *surrounded* by trees. 7. Two pioneers were studying a big map *spread out* on the ground in front of the tent. 8. A dinner *cooked* over a camp fire is usually a very simple meal. 9. The fish *caught* in the stream were very small. 10. Some carts *loaded* with carrots were standing near the barn.

Exercise 23.

Past Participles

Change the sentences, using attributive clauses.

Model: A letter *posted* in Tallinn on Saturday will reach Moscow on Monday. A letter *that is posted* in Tallinn on Saturday will reach Moscow on Monday.

1. Letters written in pencil are often difficult to read. 2. Everything seen at the exhibition was very interesting. 3. All the children invited to the party came at eight o'clock. 4. The machine invented by that engineer is very useful. 5. The flat occupied by Michael's family was very small. 6. His mother was angry at the questions asked by the stranger. 7. The young man sent by the Charity Society asked many unnecessary questions. 8. The government official continued the conversation interrupted by Herman.

Exercise 24.

Fill in the infinitives with or without *to*.

1. We saw a neighbour ... to the door.	(to) come
2. We heard him ... some questions.	(to) ask
3. Arthur's mother had ... the doctor yesterday.	(to) ring up
4. The doctor told the boy ... some medicine.	(to) take
5. The boy did not want ... the medicine.	(to) drink
6. The patient was able ... in bed already.	(to) sit up
7. Nora went out ... some fruit for her sick brother.	(to) buy
8. She could not ... any oranges at that time of the year.	(to) find

9. Now she must ... to another shop.	(to) go
10. She had ... many shops that day.	(to) visit
11. Harry likes ... funny stories during the interval.	(to) tell
12. He makes the others	(to) laugh
13. When did you begin ... music lessons?	(to) take
14. Betty learned ... when she was eight.	(to) swim
15. Now I can ... quite well, but last winter I was hardly able ... on my feet on the ice.	(to) skate (to) stand
16. Next winter I shall have ... a new pair of skates, these are too small for me.	(to) get

Exercise 25.

The Accusative with the Infinitive.

Join the sentences.

Model: I saw a boy. He fell down on the ice.
I saw a boy fall down on the ice.

1. We saw the young artist. He took his drawing-board and began to sketch something. 2. I heard Charles. He read the letter from beginning to end. 3. We heard Polly. She sang that song at the club last night. 4. We saw a cat. It climbed up a tree because there was a dog in the garden.

Exercise 26.

The Accusative with the Present Participle.

Model: A friend saw Raleigh. He was smoking a pipe.
A friend saw Raleigh smoking a pipe.

1. I saw our neighbour. He was coming home through the park. 2. The children heard the dog. It was barking at the cat. 3. We saw a group of pioneers. They were climbing up a hill. 4. Suddenly we saw you. You were coming straight towards us. 5. Can't you hear the bell? It is ringing.

INDIRECT SPEECH AND SEQUENCE OF TENSES

Exercise 27.

Change from direct to indirect speech.

1. Toivo asked his father, "What was the population of Tallinn in 1930?" 2. I said to Comrade Nurm, "Which of these factories

produces the best wireless sets?" 3. "What is the most important industry in the E.S.S.R.?" asked the teacher. 4. "How much has the output of this mill increased since 1955?" asked Comrade Norman. 5. Eve Kask said to the brigade-leader, "What kind of underwear will the workshop produce next month?" 6. "Plant the trees in two straight rows," said the pioneer leader to the girls and boys. 7. "Weed the carrots before the onions," said Aunt May to us. 8. "How many square metres have you weeded already?" an old man asked the children. 9. "Load the lorry with hay and take it to the barn," said the brigade-leader to the boys.

Exercise 28.

Change from direct to indirect speech.

1. The chairman of the collective farm said, "Will any workers from the boot-and-shoe factory come here on Sunday?" 2. The worker asked the chairman, "How many members has your collective farm?" 3. I asked the brigade-leader, "How much money did the members get for a workday unit in 1958?" 4. Ellen Saar said, "How many women are there in this brigade?" 5. Arvo Unt said, "Do those machines work by electricity?" 6. The teacher said to Erni, "Name the largest textile mill in the E.S.S.R." 7. Erna asked her father, "When did this electric station begin to produce electricity?" 8. Comrade Morn said to me, "What will the new factory produce?"

Exercise 29.

Indirect Questions

Model:

1. Teacher. How many pupils are there in the classroom?
2. Teacher. What did I ask you, Rein?
3. Rein. You asked me how many pupils there were in the classroom.

The teacher wants to know...

1. What time is it? 2. What lessons have you today? 3. How much free time have you after school? 4. How many English books have you? 5. How much does your textbook cost? 6. What day of the week is it? 7. What newspaper do your parents subscribe to? 8. Whom does your family consist of? 9. How many prizes have you won this year?

Exercise 30.

Change the direct questions into indirect questions. Begin each sentence:
a) Tell me...
b) My friend wants to know...

1. How old are you? 2. Where were you born? 3. Where do you live now? 4. Where do your grandparents live? 5. Where does your father (mother) work? 6. How many sisters and brothers have you? 7. Where did you go last summer? 8. How often do you go to the pictures? 9. What do you do on Sunday? 10. How do you spend your free time? 11. When did you join the Y.C.L.?

Exercise 31.

Change the direct questions into indirect questions. Begin each sentence: *The brigade-leader wants to know...*

1. Are those boys members of the Y. C. L.? 2. Were you young pioneers a few years ago? 3. Are you a member of a language club now? 4. Do you go in for sports. 5. Can you play chess? 6. Is your best friend a good swimmer? 7. Does he take part in swimming contests? 8. Has he ever won a prize? 9. Did he break any records last summer?

Exercise 32.

Change to the past.

1. Helmut says that the nuts are so hard that he can hardly break them. 2. Ella thinks that the apples were taken from different trees. 3. Mary suddenly finds that she has put salt instead of sugar into her tea. 4. John's mother explains that in their family everybody sleeps with the window open at night, especially in hot weather. 5. The geography teacher informs the pupils that the winters in England are milder and the summers are not so hot as on the continent. 6. I hope you will pick a bunch of wild flowers in the meadow on your way back. 7. Jack's elder sister tries to tell him that such a problem is too simple for a boy of his age. 8. I forget where I have heard that lovely tune before. 9. Comrade Hill wants to know when the next bicycle races will take place. 10. I am afraid that this dark frame will be to wide for that picture. 11. He is sure that this lovely weather will continue a few days more.

Exercise 33.

Change from direct to indirect speech. Drop the conjunction *that* where possible.

1. The teacher says to me, "Have you ever read 'Sleepy Hollow' in Estonian?" 2. I say to the teacher, "I have read it only in English." 3. The teacher says to Peter, "Do you like the story?" 4. Peter says, "I like 'Sleepy Hollow' because it is rather funny." 5. "How do you like the hero?" the teacher asks Ellen. 6. Ellen says, "I think he is very foolish." 7. The teacher asks Harry, "Was Ichabod superstitious or not?" 8. Harry says, "He was the most superstitious man in Sleepy Hollow." 9. The teacher asks Peter, "Who was the schoolmaster's rival?" 10. Peter says, "Brom was his most serious rival. He played a trick on Ichabod." 11. The teacher asks me, "What happened in the end?" 12. I say, "Ichabod was so frightened that he went away without saying good-bye to anyone." 13. The teacher asks Ellen, "Who knew the reason why Ichabod ran away?" 14. Ellen says, "Brom knew the reason. Perhaps Katrine was in the secret too."

Exercise 34.

Change from direct to indirect speech.

Mr. and Mrs. Harris in Holland.

1. Harris said to his wife, "Don't fall off the bicycle!" 2. Mrs. Harris thought he had said, "Jump off!" 3. "What have you lost?" some strangers asked her. 4. She wanted to say to them, "I fell off my husband's bicycle." 5. "How can we help you?" they asked her in Dutch. 6. Showing her a lady's bicycle, the policeman said, "Is this your bicycle?" 7. Shaking her head, she said, "No, that is not my bicycle." 8. Without turning his head, Harris said to his wife, "We are going fifteen miles an hour." 9. In great surprise Harris asked himself, "Where have I lost my wife?" 10. When Harris met some young people he said to them, "Have you seen a young Englishwoman on the road?" 11. They said to Harris, "What does she look like? How is she dressed?" 12. Harris said to them in broken Dutch, "I can't describe her to you because I don't know enough Dutch." 13. "We shall take you to the nearest police station," they said to him. 14. The policeman said to Harris, "When and where did you lose your wife?" 15. That evening Mrs. Harris said to her husband, "I hope nothing like this will happen again."

Exercise 35.

Write the story in the form of a dialogue in direct speech.

A Conversation in Mrs. Smith's Kitchen.

A neighbour, Jack Hunter, came to the Smiths' kitchen door and greeted Mrs. Smith. Mrs. Smith invited him to come in and asked him to take a seat. The neighbour asked Mrs. Smith if her husband was at home. She said he wasn't. Mrs. Smith looked at Jack Hunter and said that he looked rather tired. She asked him what was the matter. He told her he had lost his job the week before. Mrs. Smith said that most of the men in their neighbourhood were out of work. Jack Hunter asked Mrs. Smith if her husband had found a job. She said her husband had found no job yet and that he went out every day to look for a job. Jack Hunter said he was surprised to hear that because Smith was a good workman. Mrs. Smith said that her husband had gone out that morning at six o'clock and hadn't come back yet. Jack Hunter asked her how they managed to live. She said that she had saved some money while her husband was working. Then he asked her if the trade union helped them. Mrs. Smith said that they had not asked for help yet because there were other families in a worse condition than they were. Jack Hunter said that he had just come from the trade union office in town and that he had received some soup tickets. Mrs. Smith was glad to hear that. She said that she would also go and ask for soup tickets the next day because they had no money left.

PREPOSITIONS

Exercise 36.

Fill in the blanks with prepositions where necessary.

1. Are you interested ... geography? 2. Do you take part ... the work of the technical club? 3. I've lost my watch. Help me to look ... it. 4. Does this fountain-pen belong ... you? 5. What happened ... him on the way home? 6. When did you arrive ... the village? 7. Did you reach ... the village at night? 8. Comrade Link has heard nothing ... her son for three months. 9. Why are you laughing ... me? 10. The teacher explained the meaning of the word ... the pupils.

Exercise 37.

Translate into English.

1. Mis teil viga on? 2. Miks oled sa näost nii punane? 3. Kas sa puudusid eile koolist? 4. Mary on nii õnnetu. Mul on temast kahju. 5. Kas te olete tüdinenud sellest mängust? 6. Agnes vaatas oma õde üllatunult. 7. Kas teie maja ees on aed? 8. Kes juhtis ekspeditsiooni? 9. Selleks ajaks olid teadlased juba mägedesse jõudnud. 10. Tol ajal ei olnud seal raudteed.

Exercise 38.

Fill in the blanks with the prepositions: *among, at, during, for, from, in, into, off, to, with.*

1. How long did you stay ... Kunda? 2. How many days did you stay ... your friends? 3. When the pupils arrived ... the collective farm, they got ... the lorry quickly. 4. Take all your things ... the house. 5. Go and bring some straw ... that barn. 6. We shall need some straw ... our beds. 7. There are some pupils ... that room. Are Toivo and Ivar ... them? 8. Yesterday we spent a pleasant afternoon ... the swimming-pool. 9. ... two o'clock we came ... a river and stopped to bathe there. 10. ... the woods we found lots of strawberries. 11. How many roubles did you get ... workday unit last year? 12. I read three English books ... the summer holidays.

Exercise 39.

Fill in the blanks with the prepositions: *about, at, for, of, out of, to, towards, with.*

1. When we looked ... ... the window, we saw that it was snowing. 2. It seemed ... me that the girl was very ill. 3. The sick girl lay ... her face ... the window. 4. "Don't leave me alone ... a long time," said the girl. 5. Comrade Pent never talks ... his work. 6. He asked me not to go ... ... the room till three o'clock. 7. The sick girl lay in bed looking ... the last leaf on the wall. 8. When Johnsy was ... ... danger, Sue told her about Behrman's death. 9. Mr. Behrman had died ... pneumonia.

Exercise 40.

Fill in the blanks with the prepositions: *at, for, in, of, since, to, with.*

1. I have been here ... o'clock. 2. ... the help of the other Soviet republics we have built up a socialist society. 3. Sanatoriums are open ... all the working people of our country. 4. There is work ... everybody ... the Soviet Union. 5. There are more students ... our universities than ... the universities ... the capitalist countries. 6. Moscow has a population ... about 8 million people. 7. Great changes have taken place ... Estonian agriculture and industry. 8. The production ... milk, meat and grain increases from year ... year.

Exercise 41.

Where necessary, fill in the blanks with the prepositions: *along, at, behind, from, into, on, out of, under.*

1. When did you graduate ... the university? 2. Dr. Manson was seldom free ... Sundays. 3. Has the doctor returned ... London? 4. The accident happened ... midnight. 5. A big rock had fallen ... Bevan's arm; his arm was ... a big rock. 6. It was dangerous to go down ... the mine. 7. Go ... this passage if you want to reach ... the place of the accident. 8. The passage was very low, so they had to creep ... their hands and knees. 9. ... last Bevan was freed and carried ... ... the mine. 10. They heard a loud noise ... them.

Exercise 42.

Translate into English.

1. Ma tõusen k. ½7. 2. Kui äratuskell heliseb, hüppan ma voodist välja. 3. Poole tunniga olen ma valmis eineks. 4. Ema tõi mulle eineks taldrikutäie putru. 5. Sööge täna vahelduseks heeringat! 6. Kõigil on hommikul kiire. 7. Ma jõuan alati õigel ajal koolimajja. 8. Laupäeval on meil ainult viis tundi. 9. Kas sa tuled koolist koju enne kella kahte? 10. Lähme täna pikale jalutuskäigule! 11. Kas me peame kirjutama selle kirjandi homseks? 12. Kas te töötate sageli pärast õhtusööki?

Exercise 43.

Fill in the blanks with the prepositions: *by, for, from, in, into, of, on, to, until, without.*

1. The postmen distribute newspapers and magazines ... the subscribers. 2. Postage stamps were unknown ... the middle of the last century. 3. Ann got a letter ... her daughter yesterday. 4. The letter was written ... two sheets. 5. Put the letter ... an envelope. 6. Write the address ... the envelope. 7. Drop the letter ... the letter-box. 8. Let's send this letter ... air. 9. We got this book ... post. 10. The pupils of School No. 1 receive letters ... all parts ... the world. 11. I had to pay four kopecks ... a stamp.

Exercise 44.

Where necessary, fill in the blanks with the prepositions: *at, in, for, of.*

1. Jenny lost her mother ... the age ... ten. 2. This girl is a student ... foreign languages. 3. What does Enn study ... Tartu University? 4. When did he enter ... the University? 5. Can Comrade Brock give lessons ... mathematics and chemistry? 6. Ann's mother teaches history and psychology ... School No. 3. 7. If you want to know French well, go to France ... a year. 8. Next year ... June I shall finish secondary school. 9. Could you answer ... all the teacher's questions at the examination?

Exercise 45.

Where necessary, fill in the blanks with prepositions: *across, at, by, in, into, near, on, out, of, to, with.*

1. ... one morning Fred began to dig the well. 2. ... the end of the second day the well was six feet deep. 3. ... the third day Morgan came ... the stable ... noon. 4. ... hot days Fred took off his coat and hung it ... a tree ... the well. 5. When Morgan approached ... the well, he saw that the walls had fallen in. 6. He jumped ... the well and began to dig. 7. Soon his son joined ... him. 8. The two men were ... ... breath and red ... the face because they were working hard. 9. ... two hours they cleared half ... the earth that had fallen ... the well. 10. Morgan climbed ... ... the well when some farm-labourers told him that Fred was coming ... the field. 11. Morgan was very angry ... Fred.

Exercise 46.

Translate into English.

1. Kus te tutvusite selle kunstnikuga? 2. Noor kunstnik töötas pildi kallal iga päev. 3. Pilt müüdi kõrge hinna eest. 4. Noored kunstnikud arvasid, et nende sõber on arust ära. 5. Dick maksis selle pildi eest suure summa raha. 6. Charles seletas meile, kuidas me võime rikkaks saada. 7. See mees on väga haige, ta ei ela (Fut.) üle kolme kuu. 8. Aeg-ajalt me käime teda vaatamas. 9. Te ei saa elatuda ainult leivast ja veest, te surete nälga. 10. Suvel me reisime alati ühest kohast teise. 11. Kui kauaks jäite te sellesse hotelli peatuma (*stop*)?

Exercise 47.

Fill in a preposition where necessary.

1. I am seldom free ... the evening, but I am always free ... Sunday. 2. "When are you coming back?" — "I'll be back ... ten minutes." 3. Those people work seven hours ... a day. 4. We get up ... seven o'clock ... the morning. 5. We go to bed ... half past ten ... night. 6. Once, when we went to a party, we went to bed ... midnight. 7. ... workdays we never go to the pictures. 8. If I feel tired, I rest a little ... dinner. 9. We do our homework ... the afternoon and ... the evening. 10. ... cold weather we must wear warm clothes. 11. ... very cold days we open window for only a short time. 12. We made several walking tours ... last summer. 13. It is pleasant to bathe ... summer. 14. We are going to the seashore ... next month. 15. "When shall you start?" — "We'll start ... a week." 16. The scientist made experiments day ... day until he succeeded. 17. The output of textiles and footwear is increasing ... year to year. 18. Our pupils worked in the fields for a whole month ... the summer holidays.

PRONOUNS

Exercise 48.

Fill in the blanks with the possessive pronouns.

1. I comb ... hair in front of the looking-glass. 2. We wash ... hands before meals. 3. They brush ... teeth in the bathroom.

4. Eda puts on ... coat in the hall. 5. Einar sometimes forgets to take off ... cap when he comes in. 6. You must air ... room every morning.

Exercise 49.

Fill in the blanks with personal pronouns.

1. Where is Endel? ... is in the cloakroom.
2. Where is Luule? ... is in the classroom.
3. Where are Endel and Avo? ... are in the physics laboratory.
4. Where are Ellen and Aino? ... are at the lesson.
5. Where are you and your sister going this evening? ... are going to a concert.
6. Where shall my friend and I meet you? ... will meet us at the bus-stop at six thirty.

Exercise 50.

Fill in the blanks with the possessive pronouns.

1. I always do ... homework at this table. 2. Has your sister gone home already? She has left ... books here. 3. Vello promised to help ... mother after school. 4. Enn and Avo sweep ... room every morning. 5. We do ... morning exercises before breakfast. 6. Aunt May invited us to ... place on New Year's Day. 7. Uncle John has a nice little dog; ... name is Brownie. 8. Heino Sepp has just returned from the sanatorium; ... health is much better. 9. Milvi Rand has passed all ... examinations. 10. Betty threw away ... old doll.

Exercise 51.

Fill in the pronouns.

In the Morning

Enn Lillak's workday begins at a quarter to seven. ... wakes up when the alarm-clock rings. But sometimes ... does not hear the alarm, then ... mother comes in and wakes ... up. First of all (kõigepealt) ... airs the bedroom and makes ... bed. Then ... takes ... towel and goes to the kitchen where ... washes ... self. It takes ... only a few minutes to dress. Then ... sits down to breakfast.

When that is over, Enn puts on ... coat and hat. ... says good-bye to ... mother and leaves the house. It is twenty minutes to eight. ... has just enough time to reach ... place of work a few minutes before eight. ... always goes to work on foot. If anyone asks ... why he never takes the tram or the bus, he says, "This little walk takes the place of ... morning exercises. I have no time for ... before breakfast."

Exercise 52.

Read the sentences, using personal pronouns instead of nouns.
Model: I saw *John* turn into our street.
I saw *him* turn into our street.

1. The students saw *the professor* enter the laboratory. 2. The pupils heard *the first bell* ring when they were approaching the schoolhouse. 3. I have seen *you and Jack* lift a much heavier box than that. 4. I saw *George* get off the bus at that corner. 5. You all saw *Mary and me* climb into the lorry yesterday before it started. 6. I saw *the two boys* stop near the post-office. 7. The people heard *a tractor* pass not far from the barn. 8. We heard *the sister and brother* play the piano last Sunday. 9. We heard *the door* open softly. 10. They saw *the dog* jump over the garden-seat.

Exercise 53.

Fill in the blanks with *some, any, no; somebody, anybody, nobody, everybody; something, anything, nothing, everything.*

We see with our eyes and hear with our ears. We eat and drink with our mouth. We pick up things with our hands. We walk with our legs and feet.

Can ... see? No, ... can't see, ... people are blind. Blind people can't see. They can't see ...; they can see ... .

Can ... hear? No, ... can't hear. ... people are deaf [1]. People who are deaf can't hear. They can hear ...; they can't hear ... . My hearing is quite good, I can hear... .

Can we see ...? No, we can't see ... . We cannot see the air. People without eyes can see ... .

Can you see ... in an empty box? No, I can't see ... in an empty box. I can see ... in an empty box. Why not? Because

[1] **deaf** [def] kurt

there is ... in empty box. An empty box is a box that has ... in it. An empty box is a box without ... in it. An empty room is a room without ... in it. An empty room is a room with ... in it. An empty box is a box with ... in it.

Exercise 54.

Give the sentences in the interrogative and affirmative form.

1. Those young artists could find no work in New York. 2. The sick girl drank no milk that day. 3. The sick girl has eaten nothing today. 4. Johnsy had bought no warm clothes. 5. They got no money that winter. 6. There were no pictures on the wall. 7. She saw no leaves on the old vine. 8. The old artist has painted nothing since he came to live here. 9. There was nobody in the street at that late hour. 10. There are no new houses in that street.

Exercise 55.

Fill in the blanks with *some, any, one, ones.*

1. Have you ever worked on a mowing-machine? Yes, I have; I worked on a big ... for a few days last summer.
2. Was there ... hay in the hayloft? Yes, there was ... hay.
3. Whose books are those? The thick ... belongs to me.
4. Did the boys catch many fish yesterday? Yes, they did, and my brother caught the biggest ... .
5. We had meat for dinner but I didn't eat ... meat.
6. Was there a red book on the table? No, there was only a green ... .
7. When did the pupils arrive? The elder ... arrived at a quarter to nine, the younger ... came a little later.
8. Are there ... leaves left on the vine? No, there aren't, the last ... fell yesterday.
9. Is there ... sugar left? No, there isn't. I shall go and buy ... sugar.

Exercise 56.

One, ones

Translate.

1. Mul on pikk joonlaud, sul on lühike.
   I have a ..., you have a ... .

2. Leo loeb paksu ajakirja, Alfred loeb õhukest.
   Leo is reading a ..., Alfred is reading a ... .
3. Pruunid spordikingad maksid rohkem kui mustad.
   The ... cost more than the ... .
4. Ära võta märga käterätikut, võta kuiv.
   Don't take the ..., take the ... .
5. Suured taskurätikud on isa omad, väikesed on meie omad.
   The ... belong to Father, the ... belong to us.
6. Siidsukad ei ole nii soojad kui villased.
   ... are not so warm as ... .
7. Mustad püksid on pikemad kui sinised.
   The ... are longer than the ... .
8. Kallid kübarad olid riiulil ja odavad olid letil.
   The ... were on the shelf and the ... were on the counter.
9. Enn töötab uue traktoriga ja Toivo töötab vanaga.
   Enn works on a ... and Toivo works on an ... .
10. See õun ei ole küps, palun võtke küps (õun).
    That apple is not ripe, please take a ... .

Exercise 57.

little (vähe, liiga vähe); *a little* (natuke, veidi); *few* (vähesed, vähe); *a few* (mõned).

Fill in the blanks.

1. I can't go to the skating-rink, I have so ... time today. 2. If I have ... time tomorrow, I shall go to the skating-rink. 3. I am so glad that I was able to get ... tickets for my friends. 4. Everybody can't go to the club because there are too ... tickets. 5. What luck! There is ... ink in the bottle and I can fill my fountain-pen. 6. We shall not be able to fill our fountain-pens; there is too ... ink here. 7. You will get a better mark this time because there are very ... mistakes in your dictation. 8. I hoped to make no mistakes this time, but I have still made ... mistakes. 9. I have ... apples in my bag; may I give you one? 10. ... people live over a hundred years. 10. Aunt May invited only ... old friends to her birthday party.

Exercise 58.

Many, much

Fill in the blanks.

1. ... chalk is used at our school every day.
2. ... pieces of chalk are given out every morning.
3. There are ... young apple-trees in our garden.
4. In winter we need very ... firewood.
5. There was very ... snow on the ground last winter.
6. That old man puts too ... tobacco in his pipe.
7. Oscar's father smokes too ... cigars.
8. You cannot put ... ink into a fountain-pen.
9. ... bottles of ink were brought here.
10. In winter we spend ... time at the skating-rink.
11. Last Sunday we skated there for ... hours.
12. To build a house very ... bricks are needed.
13. There are ... books about animals at the school library.
14. There are not ... people here who can jump so high.

ARTICLES

Exercise 59.

The Articles and the Possessive Pronouns.

Fill in the blanks where necessary.

Marie's Childhood

Marie was ... youngest in ... family of five children. Both ... parents were ... teachers. She was born in ... city of ... Warsaw, where ... father taught ... physics at ... school for ... boys. She was eleven when ... mother died.

... children usually spent ... summer holidays with ... aunts and uncles in ... country. When ... school opened again in ... September, they all returned to ... home in ... Warsaw.

Once, when they had just returned from ... country, little Marie surprised ... elders very much. She took ... sister's book and began to read it in ... loud voice. When ... child looked up and saw how surprised ... parents were, she began to cry. She thought she had done something wrong.

... future discoverer of ... radium was only four years old then. She had learned to read that summer while ... sister, seven years of ... age, was learning her letters.

At ... school, Marie was always ... best pupil in ... class. She could speak ... Russian as well as ... mother tongue. All ... Sklodovski children were ... good pupils, they were always well up in ... studies. One after another they finished ... secondary school and received ... gold medals.

Exercise 60.

Fill in the articles.

Henry Hudson

Henry Hudson was ... well-known seafarer in ... seventeenth century. He was born about ... year 1550 and he died in 1611.

Henry Hudson took part in many expeditions across ... ocean. Like Columbus, he wanted to find ... passage from ... Europe to ... India. In 1607 he tried to cross ... Arctic Ocean and so reach ... Pacific[1] Ocean. A few years later he discovered ... large bay in ... northern part of ... North America. ... bay was named after him. He also discovered ... mouth of ... Hudson river and sailed up ... river two hundred fifty miles.

In 1610 Henry Hudson sailed out for ... last time. He took his son with him. It was ... late autumn when ... ship reached Hudson Bay. They could not go on, nor could they turn back; there was ... ice and ... snow everywhere.

In ... spring Henry Hudson wanted to go on, but ... sailors refused to obey. They put Hudson and his son in ... small boat and left them to starve. Next year ... group of ... people sailed out to look for him, but he was never found.

Exercise 61.

Fill in the articles where necessary.

1. We made two long walking tours during ... summer holidays. 2. Most people go bathing in ... hot weather. 3. On ... warm days we do not wear thick coats. 4. The output of agricultural products is increasing from ... year to ... year. 5. ... day after ... day it rained and we could not leave the camp. 6. What do you usually do in ... evening? 7. This week

[1] **Pacific** [pə'sifik] **Ocean** Vaikne ookean

Comrade Fox doesn't work at ... night. 8. He goes to work in ... morning. 9. He comes home from the factory in ... afternoon. 10. He is free ... every evening ... this week. 11. ... next week he will begin to work at ... midnight. 12. Did you go to the pictures ... last night? 13. It rained ... last Monday. 14. It snowed very much ... last winter. 15. There is lots of work at a collective farm in ... spring. 16. They go to a camp ... every summer.

ATTRIBUTIVE, OBJECT AND ADVERBIAL CLAUSES

Exercise 62.

Read the sentences first with the relative pronouns, then without the relative pronouns.

1. Is this the story that you like so much? 2. The stories about animals that Jack London wrote are very interesting. 3. The woman whom we met there is a newspaper reporter. 4. The drawing-board which you use is too heavy. 5. All the children whom we invited will come at six o'clock. 6. The collective farmers whom we helped were thankful. 7. The water-colours that I use are in that box. 8. The pupils whom Ichabod punished began to cry. 9. I hope that you haven't forgotten the things that you promised to bring today.

Exercise 63.

Read the sentences with the relative pronouns.

1. All Keesh had with him was an old hunting-spear. 2. Everything the chief said was true. 3. Everybody the boy met asked him where he had been so long. 4. Everyone he saw there was busy. 5. None of the people he met could tell him the way to the camp. 6. A sound the boy heard behind him made him turn his head. 7. The books the teacher recommended are at the library. 8. The fish the men caught were herring. 9. The houses those people live in were built last year. 10. We must correct all the mistakes the children make.

Exercise 64.

Separate the attributive clauses from the rest of the sentence.

Model: The first man ¦ we met ¦ was the brigade-leader.

1. The first thing I must do is to write a letter. 2. The only book I read last summer was "War and Peace" by Tolstoy. 3. The best thing we could do was to go back the way we had come. 4. The only word I could say was "stop". 5. The only thing we saw was a big harvesting combine. 6. The song she sang was rather long. 7. The name the boy mentioned was unknown to me. 8. The dog those people lost has already been found.

Exercise 65.

Make the second sentence into an attributive clause to the first.

Model: The toys are kept in that box. The children play with the toys.

a) The toys with which the children play are kept in that box.

b) The toys the children play with are kept in that box.

1. *The photos* were taken last summer. You are looking at the photos. 2. *The newspaper* is on father's desk. You are looking for the newspaper. 3. *The books* are still in my bag. You asked for the books yesterday. 4. *The friends* came at half past seven. Jim was waiting for the friends. 5. *The people* live near the sea. I stayed with the people last summer. 6. *The plan* will be discussed at the next meeting. I told you about the plan. 7. *The hut* was very old. The Eskimos lived in the hut. 8. *The spear* had belonged to his father. Keesh killed polar bears with the spear.

Exercise 66.

Object Clauses

Fill in the pronouns *who, whom, whose, which, what.*

1. Do you know ... planted those trees there? 2. Don't you remember ... Ann told you to do? 3. Please show me ... books you borrowed from the library yesterday. 4. My little sister doesn't know for ... the present was bought. 5. Please ask the pupils ... book this is; somebody left it here yesterday. 6. I did not hear ... you were talking about. 7. I have quite forgotten ... gave me this pencil. 8. I don't remember ... I got this pencil from. 9. I didn't understand ... she said. 10. Can

you tell me ... invented that apparatus? 11. Please tell them by ... it was made. 12. Have you heard ... they chose as their captain?

Exercise 67.

Fill in the adverbs *where, when, why, how, how long.*

1. Do you know ... the accident happened yesterday? 2. Please tell them ... the meeting will begin. 3. You must explain to them ... you were late. 4. Now I shall show you ... the model was built. 5. I can't remember ... I saw them last (viimaks). 6. Ask her ... she has lived at the collective farm already. 6. I am trying to remember ... I left my fountain-pen.

Exercise 68.

Underline the object clauses with one line and the attributive clauses with two lines.

1. Do you know where she lives? 2. Do you know the place where the accident happened? 3. I have heard that your uncle is a painter. 4. I have seen the picture that he painted. 5. I want to show you some books that I got for my birthday. 6. Now I'll show you what I got for my birthday. 7. I shall point out the road that you must take. 8. He pointed out that we had taken the wrong road. 9. Please tell me where I can buy that book. 10. Show me the shop where you bought that book.

Exercise 69.

Underline the adverbial clauses with one line and the object clauses with two lines.

1. I'll explain everything when I get there. 2. I remember very well when you arrived here. 3. I want you to tell them when they must start. 4. I'll tell them the news when they arrive. 5. Have you shown them where the models are? 6. I have put the instruments where you can find them. 7. We shall begin this work when the bell rings. 8. Do you know when the bell will ring next?

Exercise 70.

Use the *Present Indefinite* in the adverbial clauses of time or condition, and the *Future Indefinite* in the object clauses. Translate the sentences.

1. I want to ask Vilma if she ... me tomorrow.	help
2. I shall see Vilma if she ... at the lecture tomorrow.	be
3. I'll go out to meet the guests when they	arrive
4. I don't know when the guests	arrive
5. I shall ask them if they ... at the singing-class tomorrow.	be
6. I shall see them if they ... at the singing-class tomorrow.	be
7. She'll ask Max about that when she ... him at school on Monday.	see
8. Tomorrow I'll ask Max when the next contest ... place.	take

INTERROGATIVE SENTENCES

Exercise 71.

Ask questions.

1. The pioneers went forty kilometres by bus. 2. They made camp on the bank of a river. 3. Rein and Vello spent two nights in a tent. 4. It began to rain on the third day. 5. Every morning they bathed in some lake or river. 6. They passed many collective farms on the way. 7. One afternoon they found some early strawberries on a hill. 8. At an eating-house in Tõrva Vello ordered two portions. 9. Vello is fond of meat and potatoes. 10. Rein likes cabbage soup. 10. Vello will go to Otepää next summer. 11. Rein is going to work on a collective farm.

Exercise 72.

Ask questions.

1. The old artist always tried to help his young friends. 2. He wanted to paint a masterpiece. 3. He had lived in the same house for about twenty years already. 4. He became an artist in his youth. 5. He often went to see his young friends. 6. He took them to exhibitions to see good pictures. 7. Coming into the work-room

one day, he found Sue crying. 8. He heard that Johnsy had fallen ill. 9. He rang up the doctor at once. 10. They were waiting for the doctor. 11. The old doctor had to visit many patients every morning.

Exercise 73.

Ask questions.

1. The night was dark. 2. The roses smelt sweet. 3. The forest looked beautiful. 4. Ichabod looked rather old. 5. The man was tall and thin. 6. His hair was curly. 7. Ichabod felt lonely on the road at night.

C. VOCABULARY EXERCISES

Exercise 76.

Fill in the blanks.

The Seasons.

There are ... seasons in the year. They are ..., ..., ... and winter.

Winter is here. The days are short and the nights are ... . The ... is low, sometimes it is ten or fifteen degrees ... zero. It often ... . The water in the river has ... and we can skate on the ... .

... comes after winter. It is not ... cold in spring ... it is in winter. The days are ...: there is ... daylight. In spring the collective ... begin to ... the fields. Then they ...: the grain and ... the potatoes.

Summer is the hottest ... of the year. The ... are long and the ... are short. On the twenty-second of June we have the ... day and the ... night of the year.

Exercise 77.

Buildings.

Fill in the blanks.

a) *barn, shed, stable*

1. Horses are kept in ... . 2. Go to the ... and bring some firewood to the kitchen. 3. The farmer keeps his wheat and rye in that ... .

b) *college, laboratory, library, university.*

1. There are two ... on the second floor of that new schoolhouse. 2. There are about ten thousand books in our school ... . 3. Dr. Manson graduated from a medical ... in 1922. 4. The Lenin ... in Moscow is the biggest in our country.

Exercise 78.

Rooms.

Fill in the blanks.

1. At school we leave our coats in the ... . 2. We have our lessons in a .... 3. We eat our meals in the .... 4. In the evening we sit and talk in the ... . 5. We wash ourselves in the .... 6. A ... is a room where people sleep. 7. A doctor receives his patients in his ... . 8. We try on dresses and coats in the ... of a shop. 9. The artists occupied two rooms at the top of the house: one was their bedroom, the other was their ... . 10. Experiments are usually made in ... .

Exercise 79.

The Subjects that are Taught at School.

Fill in the blanks.

1. If a pupil's favourite subject is history, then he is usually fond of ... too.

2. In one form or another ... is taught at school in all the classes, from the first to the last.

3. We learn to sing new songs at the ... lessons.

4. At the ... lessons we must each have a good ruler, a sharp pencil and some other instruments.

5. We made an experiment with table salt at the ... lesson. In the end we got some green gas in a tube.

6. Heat, light and electricity are parts of school ... .

7. In the words pneumonia and ... the letter "p" is not read, it is silent.

8. The three languages that we learn at school are ..., ... and ... .

9. In my brother's ... book there are lots of maps and some nice pictures of mountains, valleys and rivers.

10. The names of the ... and the teachers who teach them are given in the time-table.

Exercise 80.

Answer the questions.

I. Models.

Q. What are books for? A. They are *for reading.*

Q. What is ink for? A. It is *for writing.*

1. What is bread for? 2. What is tea for? 3. What is soap for? 4. What is stove for? 5. What are lamps for?

II. Model.

Q. What are spoons used for?
A. They're used for eating.

1. What are pans used for? 2. What are pens used for? 3. What are towels used for? 4. What are knives used for? 5. What are forks used for? 6. What are cups used for? 7. What are rulers used for?

Exercise 81.

Make sentences quickly!

This dress		of leather
That coat		
These trousers		of straw
My gloves	is made	
May's stockings	are made	of cotton
Jack's socks		
His towel		of silk
My shoes		
John's hat		of wool
Bob's schoolbag		
Father's scarf		of cloth

Exercise 82.

Make questions and answer them.

Model: Q. Where can we buy stamps and envelopes?
A. We can buy stamps and envelopes at a post-office.

bread, meat, books, newspapers, roses.

Exercise 83.

Make questions and answer them.

Model: Q. What do we do with a piece of chalk?
A. We write on the blackboard with it.

a pencil, a drawing-board, a knife, a spoon, a stamp.

Exercise 84.

Make adjectives from the following nouns.
Model: *rain — rainy.*

A. snow, ice, salt, fun, curl, fog, grass, rose, anger.
B. sun, dust, cloud, smoke, noise, hunger, luck, salt, silk.

Exercise 85.

Form adverbs from the following adjectives and fill in the blanks.

angry	bright	easy	quiet
bad	careful	economical	serious
beautiful	certain	full	silent
brave	correct	kind	

Model: *warm — warmly*
Mother greeted her guests warmly.

1. Ann got a five because she answered all the questions ... . 2. That puzzle was not difficult, I found the answer quite ... . 3. Their team lost the game because the boys played ... . 4. Susie sang the song ... and everybody praised her. 5. You are quite right and I ... agree with everything you say. 6. The artists had little money and had to live very ... . 7. Sue was sad because her friend was ... ill. 8. Tom Tulliver looked at his sister ... and pushed her away. 9. I shall ... come again tomorrow; wait for me at two o'clock. 10. Will you ... help me to move that box? 11. Those are mother's best tea-cups: wash them ... . 12. We moved about ... because Mother was resting. 13. After a long pause Herman rose to his feet and ... left the room. 14. The rain was soon over and sun shone ... again. 15. The soldiers fought ... and won the victory.

Exercise 86.

Make sentences.
Model: A boat is *not so big as* a ship; so a ship is *bigger than* a boat.

1. a hill, a mountain, high; 2. a lake, a sea, deep; 3. a boy, a man, strong; 4. wood, stone, hard; 5. cotton, iron, heavy; 6. spring, summer, warm.

Exercise 87.

Use an adverbial of place instead of the adverbs *here* and *there.*
Model: There are some old oaks *there.*
There are some old oaks *in the park.*

1. We met a neighbour there. 2. I saw some pupils there. 3. There is a foreign stamp here. 4. There was a postcard there. 5. We saw an accident there. 6. There are some mistakes here. 7. Are there any examples here? 8. She saw a fine concert there. 9. Were there any patients there? 10. There was a crowd there. 11. There were hundreds of unemployed workers there. 12. Herman Gold found a stranger there.

ADVERBS

Exercise 88.

Fill in the blanks with the following adverbs: *comparatively, especially, mostly, nervously, really, recently, seriously, slowly, straight, twice.*

1. The inhabitants of France are ... French.
2. How long have you worn those gym shoes? They look ... new.
3. I am very fond of berries, ... strawberries.
4. The doctor examined the patient and said very ... , "She has pneumonia."
5. Aunt May had been to the theatre quite ... ; that's why she still remembered the play so well.
6. Jim came into the classroom after the bell and said ... , "Excuse my coming late."
7. It's about five kilometres to the seashore. Do you ... want to go there on foot on such a hot day?
8. I have been to the pictures once this week, but Oscar has been there ... already.
9. George said, "We'll walk ...; you'll be able to catch up (järele jõudma) with us in a few minutes."
10. Turn neither to the left nor to the right, but go ... forward and you will soon see some tents on the bank of the river.

Exercise 89.

Fill in the verbs.

1. *belong, consist, occupy*

Of how many people does your family . . . ?
Which floor does the work-room . . . ?
To whom does this camera . . . ?

2. *insult, interrupt, refuse*

Mike's father . . . to accept money from the neighbours.
"Did that stranger come here to . . . us?" asked Mike.
Every time Mrs. Gold began to speak, the stranger . . . her.

3. *get acquainted, know, recognize*

May Hill and Jane Fox . . . at the school party last Friday.
Jack has changed so much, I did not . . . him at first.
We have . . . those people for many years.

Exercise 90.

Fill in the verbs.

1. *catch, seize, take*

Now throw the ball to me; I shall try to . . . it.
He . . . a towel and went to the bathroom.
Ichabod . . . the ruler and ran after the boy.

2. *imitate, manage, pretend*

When I went into the bedroom, the boy . . . to be asleep.
How well that boy can . . . Charlie Chaplin!
How did you . . . to get here in such a short time?

3. *accept, receive, send*

We often . . . letters from our friends in Tartu.
We seldom . . . letters to our uncle in Narva.
Did you . . . the invitation that you got last week?

Exercise 91.

Fill in the verbs.

1. *come, become, overcome*

The young artist had to . . . many difficulties.
The father wanted his son to . . . a doctor.
I shall have to . . . here again tomorrow.

2. *enter, admit, approach*

Marie's sister wanted to ... the faculty of medicine.
The boy did not dare to ... the inspector.
"I don't think they will ... woman to the university," said their father.

3. *allow, let, dare*

Mother does not ... us to stay up later than half past ten.
Did you ... the bird fly away?
We did not ... to go near the big fire.

Exercise 92.

Fill in the verbs.

1. *imagine, mention, register*

We shall have to ... those who are absent today.
You must ... that fact to your father.
When I shut my eyes, I can ... that spring is here again.

2. *drop, fall, support*

Let me hold your hand: you may ... down.
Where did you ... your handkerchief?
The doctor had to ... the patient's head with his left hand.

3. *describe, explain, subscribe*

I shall try to ... the meaning of that word to you.
I have seen the apparatus, so I can ... it to you.
I want to ... to a technical magazine next year.

4. *advise, agree, dare*

The young doctor did not ... to go down into the mine.
My friend ... to go to the exhibition with me yesterday.
Grandmother ... me to buy woollen stockings.

Exercise 93.

Translate into Estonian.

w e l l

1. In summer there is very little water in that *well*. 2. Jim can swim very *well*. 3. Women as *well* as men were admitted to the University of Paris. 4. *Well*, what are you going to do now?

a s

1. *As* it was raining hard, the football match did not take place. 2. *As* we approached the town, many lorries passed us. 3. He worked there *as* brigade-leader for two years. 4. *As* I mentioned before, the spring was very late that year and the potatoes were planted later than usual. 5. Summer wheat is not so hard *as* winter wheat. 6. I'll come *as* early *as* possible. 7. Arthur *as* well *as* his brother has now finished secondary school. 8. *As for me,* I shall be very busy tomorrow and shall not be able to go there with you.

Exercise 94.

Translate into Estonian.

b u t

1. I wanted to know why Jim was absent, *but* nobody could tell me. 2. Sam was clever *but* rather lazy. 3. Have you finished your letter? Yes, all *but* the address on the envelope. 4. We have had nothing *but* rain this week.

h a r d, h a r d l y

1. Before the examination everybody began to work *hard.* 2. I hate to write with a *hard* pencil. 3. The apple was *hard* and sour (hapu). 4. It was getting late and we *hardly* had time for breakfast.

Exercise 95.

Translate into Estonian.

o n

1. The book is on the table. 2. Put the book on the shelf. 3. Put on your coat. 4. Put on the light. 5. She had a warm coat on. 6. "Please go on," she said, "I want to hear all about it." 7. We went on working till ten o'clock. 8. How much did the family spend on food every month? 9. We shall have an examination on Tuesday. 10. That engineer reads all the new books on electricity.

l i k e

1. I like coffee, but my sister likes tea. 2. I like skating better than skiing. 3. In summer, when we are in the country, we go

where we like. 4. What does their new house look like? 5. What was their new chairman like? 6. That boy swims like a fish. 7. He looks like his father.

Exercise 96.

Translate into Estonian.

Shall I ... (see notes to Lesson 20)

1. Shall I ring up the ambulance? 2. Shall I read next? 3. Shall I open the window? 4. Shall I turn on the light? 5. Shall I make a fire in the kitchen range? 6. Shall I cut the bread?

go on ... (see notes to Lesson 18)

1. He went on writing. 2. She went on working. 3. They went on talking. 4. Although there was a noise in the next room, I went on reading. 5. Don't stop to talk, go on packing or we'll be late to the station.

do (see notes to Lesson 19 and Lesson 17)

1. I get home a little after two, so *do* my brother and sister. 2. Mother left the house at half past eight and so *did* I. 3. So you *do* agree with him! 4. So you *did* know the right answer! But why *didn't* you say so?

Exercise 97.

The conjunctions *when, while, until, because.*

1. Everybody went into the classroom .... the bell rang. 2. Harry did not go to school ... he was ill. 3. Arthur read the newspaper ... I listened to the radio. 4. Peter was the record-holder ... Andy cleared four meters fifty centimetres. 5. The boys put up the tent ... the girls built the fire. 6. My friend waited for me ... I was ready to go out. 7. Anne could not go out ... it was too late. 8. Everybody was glad ... it stopped raining. 9. Lizzie was sent to bed ... she had a bad cold. 10. Eve and Nora were washing the kitchen floor ... mother came home. 11. We did not light the lamp ... it got dark. 12. That artist painted some landscape pictures ... he was in the country last summer.

TABELID

I

ARTIKLITE JA UMBMÄÄRASTE ASESÕNADE TARVITAMINE ESEMEID JA ISIKUID TÄHISTAVATE NIMISÕNADEGA

Umbmäärane artikkel **a (an)**

	Tähendus	Ainsus	Mitmus
Antud olukorras	Üks ese või isik teiste hulgast	*a pen* *a man*	
	Osa nendest, kes (mis) siin on		*some pens (men)* (+) *any pens (men)* (?) *not ... any pens (men)* (—) *no pens (men)* (—)
Üldse	Antud liiki ese (isik) või esemed (isikud) kui niisugused	*a pen* *a man*	*pens* *men*

Määrav artikkel **the**

	Tähendus	Ainsus	Mitmus
Antud olukorras	Ainuke ese (isik); kõik seda liiki esemed (isikud)	Ainuke seda liiki, mis siin on *the pen* *the man*	Kõik need ..., mis siin on *the pens* *the men*
	Eespoolmainitud ese(med) või isik(ud)	See, eespoolmainitud ... *the pen* *the man*	Need, eespoolmainitud ... *the pens* *the men*
	Täpselt piiritletud ese(med) või isik(ud)	See ..., mis (kes) *the pen* *the man*	Need ..., mis (kes) *the pens* *the men*

II

ARTIKLITE JA UMBMÄÄRASTE ASESÕNADE TARVITAMINE AINENIMETUSTEGA

	Tähendus	Jaatav lause	Küsiv lause	Eitav lause
Antud olukorras	Osa sellest, mis on	*some milk*	*any milk*	*not ... any milk* *no milk*
	Kõik, mis on, või see, mida juba mainiti	*the milk*	*the milk*	*the milk*
Üldse	Aine kui niisugune	*milk*	*milk*	*milk*

III

ATTRIBUTIVE CLAUSES
RELATIVE PRONOUNS WITH PREPOSITIONS

a)	This is the house	in which	the writer was born.
	This is the house	which	the writer was born in.
	This is the house	that	the writer was born in.
	This is the house		the writer was born in.
b)	Where is the knife	with which	we cut bread?
	Where is the knife	which	we cut bread with?
	Where is the knife	that	we cut bread with?
	Where is the knife		we cut bread with?

IV

THAT

Demonstrative Pronoun [ðæt]	This is a desk and *that* is a shelf. Can you see *that* hut on the hill?
Conjunction [ðət]	I hope (*that*) I shall see you there. It was so dark *that* I couldn't see anything.
Relative Pronoun [ðət]	Show me the book (*that*) you bought. Who has taken the book *that* was here?

V

CONJUNCTIONS, PRONOUNS AND ADVERBS IN OBJECT CLAUSES

We didn't know (+ object clause)	
et	**(that)** you were here.
kas	**if** you could come here so soon.
kas	**whether** you would be here or not.
kes	**who** had come here already.
keda	**whom** you had seen there.
millest	**what** you were speaking about.
kellega	**whom** you were talking with.
kelle	**whose** book that was.
mida	**what** you wanted to do next.
millist	**what** book you were reading.
kus	**where** you lived.
kuhu	**where** you were going.
kust	**where** you had come from.
millal	**when** you would come here.
kui kaua	**how** long you would stay here.
miks	**why** you had come so early.
kuidas	**how** you liked the book.
kui palju	**how much** (money) you had paid for it.
kui palju	**how many** exercises you had done already.

VI

QUESTIONS

WHOSE . . .

This is my *sister's* book.
Whose book is this?
My books are on that shelf.
Whose books are on that shelf?

WHICH . . .

We are reading *the third* chapter.
Which chapter are you reading?
Give *this* book to your brother.
Which book shall I give my brother?
He took *the longest* pencil.
Which pencil did he take?
Give me *the red* pencil.
Which pencil do you want?

WHAT KIND OF . . .

I need *a sharp* pencil for that work.
What kind of pencil do you need?
That is *a very beautiful* picture.
What kind of picture is that?
She showed us *an old* park.
What kind of park did she show you?

WHAT . . .

He speaks *English.*
What language does he speak?
Those people are *English.*
What nationality are those people?
She was reading "*David Copperfield*" *by Dickens.*
What book was she reading?
Those men work at a *coal* mine.
At *what* mine do those men work?

ADVERBS OF INDEFINITE TIME

No 1.

Subject	Adv. + verb	Objects and Adverbials
He	never makes	those mistakes now.
Aunt May	seldom comes	here on Saturday.
We	usually get up	at seven o'clock.
George	always finished	his exercises before me.

No 2.

Subject	Aux.+adv.+verb	Objects and Adverbials
You	must never make	that mistake again.
They	will soon receive	an answer.
Harry	has already been	here today.
Jack	doesn't often go	there.

No 3.

Subject	am, is, are, was, were + adv.	Predicative or Adverbial
I	am seldom	ill.
Ann	is often	at home in the evening.
The boys	are usually	at the club on Sunday.
Harry	was never	late to school last year.
The girls	were sometimes	busy all morning.

No 4.

sometimes	usually
soon	already

1. S o m e t i m e s he went there by bus.
   He s o m e t i m e s went there by bus.
   He went there by bus s o m e t i m e s.
2. S o o n the bell will ring.
   The bell will s o o n ring.
   The bell will ring s o o n.
3. U s u a l l y I get up at seven.
   I u s u a l l y get up at seven.
4. I have a l r e a d y written four exercises.
   I have written four exercises a l r e a d y.

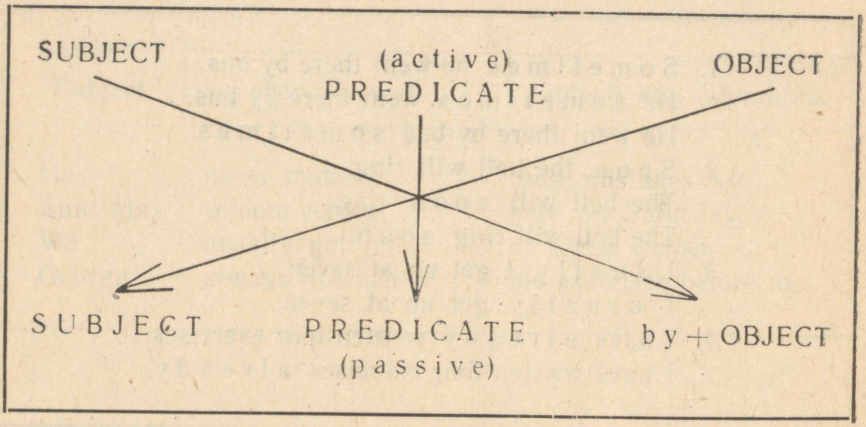
VIII

ADVERBIALS OF TIME

WHEN?

in	in the twentieth century, in 1957, in the year 1957, in summer, in June, in the morning (evening, afternoon), in the daytime
on	on Monday, on the first of May, on my birthday, on a hot day, on a cold morning
at	at six o'clock, at half past six, at a quarter to seven, at noon, at midnight, at night
without a prep.	this year (summer, month, week) that year (summer), that morning next year (summer, month, week), next Monday, next time; last year (summer, month, week), last Sunday, last night, last time; one year (summer), one day (morning, evening, night); every day (morning, week, month, year)

HOW TO CHANGE FROM THE ACTIVE TO THE PASSIVE



ASK ASKED ASKED *(ACTIVE)*

Present Indefinite	Past Indefinite	Future Indefinite	Present Continuous	Past Continuous	Present Perfect	Past Perfect
I ask	I asked	I shall ask	I am asking	I was asking	I have asked	I had asked
You ask	You asked	You will ask	You are asking	You were asking	You have asked	You had asked
He, She, It — asks	He, She, It — asked	He, She, It — will ask	He, She, It — is asking	He, She, It — was asking	He, She, It — has asked	He, She, It — had asked
We ask	We asked	We shall ask	We are asking	We were asking	We have asked	We had asked
You ask	You asked	You will ask	You are asking	You were asking	You have asked	You had asked
They ask	They asked	They will ask	They are asking	They were asking	They have asked	They had asked

TAKE TOOK TAKEN *(ACTIVE)*

I take	I took	I shall take	I am taking	I was taking	I have taken	I had taken
You take	You took	You will take	You are taking	You were taking	You have taken	You had taken
He, She, It — takes	He, She, It — took	He, She, It — will take	He, She, It — is taking	He, She, It — was taking	He, She, It — has taken	He, She, It — had taken
We take	We took	We shall take	We are taking	We were taking	We have taken	We had taken
You take	You took	You will take	You are taking	You were taking	You have taken	You had taken
They take	They took	They will take	They are taking	They were taking	They have taken	They had taken

XI

ASK ASKED ASKED *(PASSIVE)*

Present Indefinite	Past Indefinite	Future Indefinite	Present Perfect	Past Perfect
I am asked	I was asked	I shall be asked	I have been asked	I had been asked
You are asked	You were asked	You will be asked	You have been asked	You had been asked
He / She / It } is asked	He / She / It } was asked	He / She / It } will be asked	He / She / It } has been asked	He / She / It } had been asked
We are asked	We were asked	We shall be asked	We have been asked	We had been asked
You are asked	You were asked	You will be asked	You have been asked	You had been asked
They are asked	They were asked	They will be asked	They have been asked	They had been asked

TAKE TOOK TAKEN *(PASSIVE)*

I am taken	I was taken	I shall be taken	I have been taken	I had been taken
You are taken	You were taken	You will be taken	You have been taken	You had been taken
He / She / It } is taken	He / She / It } was taken	He / She / It } will be taken	He / She / It } has been taken	He / She / It } had been taken
We are taken	We were taken	We shall be taken	We have been taken	We had been taken
You are taken	You were taken	You will be taken	You have been taken	You had been taken
They are taken	They were taken	They will be taken	They have been taken	They had been taken

XII

BE WAS (WERE) BEEN

Present Indefinite	Past Indefinite	Future Indefinite	Present Perfect	Past Perfect
I am	I was	I shall be	I have been	I had been
You are	You were	You will be	You have been	You had been
He, She, It } is	He, She, It } was	He, She, It } will be	He, She, It } has been	He, She, It } had been
We are	We were	We shall be	We have been	We had been
You are	You were	You will be	You have been	You had been
They are	They were	They will be	They have been	They had been

HAVE HAD HAD

I have	I had	I shall have	I have had	I had had
You have	You had	You will have	You have had	You had had
He, She, It } has	He, She, It } had	He, She, It } will have	He, She, It } has had	He, She, It } had had
We have	We had	We shall have	We have had	We had had
You have	You had	You will have	You have had	You had had
They have	They had	They will have	They have had	They had had

can = be able to

Present	Past	Future
I can go	I could go	
You can go	You could go	
He, She, It } can go	He, She, It } could go	
We can go	We could go	
You can go	You could go	
They can go	They could go	
I am able to go	I was able to go	I shall be able to go
You are able to go	You were able to go	You will be able to go
He, She, It } is able to go	He, She, It } was able to go	He, She, It } will be able to go
We are able to go	We were able to go	We shall be able to go
You are able to go	You were able to go	You will be able to go.
They are able to go	They were able to go	They will be able to go

must = have to

Present	Past	Future
I must go You must go He, She, It } must go We must go You must go They must go		
I have to go You have to go He, She, It } has to go We have to go You have to go They have to go	I had to go You had to go He, She, It } had to go We had to go You had to go They had to go	I shall have to go You will have to go He, She, It } will have to go We shall have to go You will have to go They will have to go

XIV

THE MODAL AUXILIARIES

Question	Affirmative Answer	Negative Answer
Can he go there?	Yes, he can.	No, he can't.
Must he go there?	Yes, he must.	No, he needn't.
May he go there?	Yes, he may.	No, he mustn't.

XV

IRREGULAR VERBS

Infinitive	Past Indefinite	Past Participle
1. be	was, were	been
2. beat	beat	beaten
3. become	became	become
4. begin	began	begun
5. bend	bent	bent
6. blow	blew	blown
7. break	broke	broken
8. bring	brought	brought
9. build	built	built
10. burn	burnt	burnt
11. burst	burst	burst
12. buy	bought	bought
13. catch	caught	caught
14. choose	chose	chosen
15. come	came	come
16. cost	cost	cost
17. creep	crept	crept
18. cut	cut	cut
19. dig	dug	dug
20. do	did	done
21. draw	drew	drawn
22. drink	drank	drunk
23. drive	drove	driven
24. eat	ate	eaten
25. fall	fell	fallen
26. feed	fed	fed
27. feel	felt	felt

Infinitive	Past Indefinite	Past Participle
28. fight	fought	fought
29. find	found	found
30. fly	flew	flown
31. forget	forgot	forgotten
32. forgive	forgave	forgiven
33. freeze	froze	frozen
34. get	got	got
35. give	gave	given
36. go	went	gone
37. grow	grew	grown
38. hang	hung	hung
39. have	had	had
40. hear	heard	heard
41. hide	hid	hidden
42. hold	held	held
43. hurt	hurt	hurt
44. keep	kept	kept
45. know	knew	known
46. lay	laid	laid
47. lead	led	led
48. leave	left	left
49. let	let	let
50. lie	lay	lain
51. lose	lost	lost
52. make	made	made
53. meet	met	met
54. misunderstand	misunderstood	misunderstood
55. mow	mowed	mown
56. overcome	overcame	overcome
57. overhear	overheard	overheard
58. pay	paid	paid
59. put	put	put
60. read	read	read
61. ride	rode	ridden
62. ring	rang	rung
63. run	ran	run
64. say	said	said
65. see	saw	seen
66. sell	sold	sold
67. send	sent	sent
68. set	set	set
69. sew	sewed	sewn
70. shake	shook	shaken
71. shine	shone	shone

Infinitive	Past Indefinite	Past Participle
72. shoot	shot	shot
73. show	showed	shown
74. shut	shut	shut
75. sing	sang	sung
76. sit	sat	sat
77. sleep	slept	slept
78. sow	sowed	sown
79. speak	spoke	spoken
80. spend	spent	spent
81. spin	span	spun
82. spread	spread	spread
83. stand	stood	stood
84. steal	stole	stolen
85. stick	stuck	stuck
86. strike	struck	struck
87. sweep	swept	swept
88. swim	swam	swum
89. take	took	taken
90. teach	taught	taught
91. tell	told	told
92. think	thought	thought
93. throw	threw	thrown
94. understand	understood	understood
95. wake	woke	woken
96. wear	wore	worn
97. win	won	won
98. write	wrote	written

A

able ['eibl] *a.* võimeline
about [ə'baut] *prep.* (millegi) kohta, millestki; *adv.* ümber, ringi; umbes
above [ə'bʌv] *prep.* üle, kohal
absent ['æbs(ə)nt] *a.* puuduv
to be absent puuduma
accept [ək'sept] 23 *v.* vastu võtma
accident ['æksid(ə)nt] 9 *n.* juhus, juhtum, õnnetusjuhtum
accordion [ə'kɔ:diən] 25 *n.* akordion, lõõtspill
accusative [ə'kju:zətiv] 5 *n.* akusatiiv, sihitav (kääne)
ache [eik] *v.* valutama; *n.* valu
achieve [ə'tʃi:v] 29 *v.* saavutama
achievement [ə'tʃi:vmənt] 29 *n.* saavutus
acquainted [ə'kweintid], **get acquainted (with)** 27 kellegagi, millegagi tuttavaks saama
across [ə'krɔs] *prep.* üle
act [ækt] *v.* tegutsema
active ['æktiv] 8 *a.* aktiivne
actor ['æktə] *n.* näitleja
adapted [ə'dæptid] 5 *a.* adapteeritud, kohandatud
add [æd] 27 *v.* lisama
address [ə'dres] *v.* kõnetama, pöörduma (kellegi poole); 21 *n.* aadress
return address 21 saatja aadress
adjective ['ædʒiktiv] *n.* omadussõna
admit [əd'mit] 22 *n.* juurdepääsu võimaldama, vastu võtma
adverb ['ædvə:b] *n.* määrsõna
adverbial [əd'və:biəl] 21 *n.* määrus
advertisement [əd'və:tizmənt] 22 *n.* kuulutus
advise [əd'vaiz] *v.* soovitama, nõu andma
affirmative [ə'fə:mətiv] *a.* jaatav
afraid [ə'freid] *pred. a.* **be afraid (of)** kartma
Africa ['æfrikə] *pn.* Aafrika
after ['ɑ:ftə] *prep.* pärast; taga, järel(e)
afternoon ['ɑ:ftə'nu:n] *n.* pärastlõuna, õhtupoolik
in the afternoon pärast lõunat, õhtupoolikul
afterward ['ɑ:ftəwəd] = **afterwards** *adv.* hiljem
again [ə'ge(i)n] *adv.* uuesti, jälle
age [eidʒ] *n.* vanus
ago [ə'gou] *adv.* (teatav aeg) tagasi
agree [ə'gri:] *v.* nõustuma, nõus olema
agricultural [ægri'kʌltʃ(ə)r(ə)l] 7 *a.* põllumajandus-, põllumajanduslik
agriculture ['ægrikʌltʃə] 7 *n.* põllumajandus
agronomist [əg'rɔnəmist] 25 *n.* agronoom
air [ɛə] *n.* õhk; 17 *v.* tuulutama
by air 21 lennupostiga
airless ['ɛəlis] 11 *a.* õhutu, lämmatav
alarm [ə'lɑ:m] = **alarm-clock** 17 *n.* äratuskell
alive [ə'laiv] *pred. a.* elus, elav
all [ɔ:l] *pron.* kõik

all day kogu päev
all-union 4 üleliiduline
allow [ə'lau] 20 *v.* lubama, luba andma
almost ['ɔ(:)lmoust] *adv.* peaaegu
alone [ə'loun] *a.* üksinda, üksi
along [ə'lɔŋ] *prep.* piki, mööda
already [ɔ(:)l'redi] *adv.* juba
also ['ɔ:lsou] *adv.* samuti, ka
always ['ɔ:lw(e)iz] *adv.* alati
ambulance ['æmbjuləns] 9 *n.* kiirabiauto
Amelia [ə'mi:ljə] *pn.*
America [ə'merikə] *pn.* Ameerika
among [ə'mʌŋ] *prep.* seas, hulgas; sekka, hulka
amputate ['æmpjuteit] 9 *v.* amputeerima, ära lõikama
Amsterdam ['æmstədæm] 11 *pn.* Amsterdam
analysis [ə'nælisis] 4 *n.* analüüs
and [ænd, ənd, nd] *conj.* ja
Andrew [ændru:] 9 *pn.*
anecdote ['ænikdout] 3 *n.* anekdoot
anger ['æŋgə] 19 *n.* viha
angrily ['æŋgrili] *adv.* pahaselt, vihaselt
angry ['æŋgri] *a.* pahane (kellegi peale **with**), vihane
animal ['æniməl] *n.* loom
anniversary [æni'vəis(ə)ri] *n.* aastapäev
another [ə'nʌðə] *pron.* teine, veel üks
answer ['a:nsə] *v.* vastama; *n.* vastus
antonym ['æntənim] *n.* antonüüm, vastandtähenduslik sõna
anybody ['enibɔdi] *pron.* ükskõik kes, keegi
anyone ['eniwʌn] *pron.* ükskõik kes, keegi
anything ['eniθiŋ] *pron.* midagi (eitavas ja küsivas lauses)
apartment [ə'pa:tmənt] 12 *n.* korter
apartment house paljukorteriline üürimaja
appear [ə'piə] *v.* ilmuma
apparatus [æpə'reitəs] 9 *n.* aparaat
apple ['æpl] *n.* õun
apprentice [ə'prentis] *n.* õpipoiss
approach [ə'proutʃ] 16 *v.* lähenema
April ['eipril] *n.* aprill
arm [a:m] *n.* käsivars
armchair ['a:mtʃeə] *n.* tugitool
armed [a:md] *a.* relvastatud
army ['a:mi] 14 *n.* armee, sõjavägi
around [ə'raund] *prep.* ümber
arrest [ə'rest] *v.* vahistama, arreteerima; *n.* arest, vahistamine
arrive [ə'raiv] *v.* saabuma
arrow ['ærou] *n.* nool
Arthur ['a:θə] *pn.*
article ['a:tikl] *n.* artikkel
leading article juhtkiri
artist ['a:tist] 5 *n.* kunstnik
as [æz, əz] *conj.* nagu, kui; sel ajal kui; 12 kuna
as ... as *conj.* nii ... kui
as soon as *conj.* niipea kui
as well as 26 ka, samuti
Asia ['eiʃə] 11 *pn.* Aasia
ask [a:sk] *v.* küsima; paluma
ask for (something) 9 midagi paluma
asleep [ə'sli:p] *pred. adj.* magav
to be asleep magama
assistant [ə'sistənt] 3. *n.* assistent, abiline
athlete ['æθli:t] 4 *n.* sportlane, atleet
Atlantic [ət'læntik] 11 *n.* Atlandi ookean (= the Atlantic Ocean)
atomic [ə'tɔmik] 29 *a.* aatomi-, aatomiline
attack [ə'tæk] 20 *n.* atakk, haigushoog; rünnak; *v.* ründama, kallale tulema
attend [ə'tend] 25 *v.* osa võtma
to attend school 25 koolis käima
to attend lectures 26 loengutel käima
attic ['ætik] 26 *n.* katuse- e. pööningukamber
attributive [ə'tribjutiv] 14 *a.* täiend-, atributiivne
August ['ɔ:gəst] *n.* august
aunt [a:nt] *n.* tädi

automatic [ɔːtəˈmætik] *n.* automaatpüstol
autumn [ˈɔːtəm] *n.* sügis
auxiliary [ɔːgˈziljəri] 9. *a.* abi-
auxiliary verb abiverb
award [əˈwɔːd] 26 *v.* määrama, andma
away [əˈwei] *adv.* ära, eemal(e)

B

baby [ˈbeibi] *n.* beebi, sülelaps
back [bæk] *n.* selg; *adv.* tagasi
backward [ˈbækwəd] 5 *adv.* tagurpidi; 22 *a.* mahajäänud
bacon [ˈbeikən] *n.* läbikasvanud sealiha, peekon
bad [bæd] *a.* halb, **worse** [wəːs] halvem, **worst** [wəːst] halvim
bag [bæg] *n.* kott
bake [beik] 25 *v.* küpsetama; küpsema
bakery [ˈbeikəri] *n.* leivakauplus, pagariäri
ball [bɔːl] *n.* pall, kera
banana [bəˈnaːnə] 18 *n.* banaan
bank [bæŋk] *n.* kallas; pank
bark [baːk] *v.* haukuma
barley [ˈbaːli] 2 *n.* oder
barn [baːn] 2 *n.* küün
basement [ˈbeismənt] 12 *n.* keldrikorrus
basket [ˈbaːskit] *n.* korv
basketball [ˈbaːskitbɔːl] *n.* korvpall
bathe [beið] *v.* suplema
bathroom [ˈbaːθrum] 12 *n.* vannituba
bay [bei] 6 *n.* (mere)laht
be [biː], **was** [wɔz], **were** [wəː], **been** [bi(ː)n] *v.* olema, viibima, asetsema
bead [biːd] 11 *n.* helmes, (klaas)pärl
bear [bɛə] *n.* karu
beard [biəd] *n.* habe
beardless [ˈbiədlis] 11 *a.* habemetu
beat [biːt], **beat, beaten** [ˈbiːtn] 16 *v.* lööma, peksma
beautiful [ˈbjuːtif(u)l] *a.* ilus, kaunis
beauty [ˈbjuːti] 1 *n.* ilu, kaunidus; 14 kaunitar, iludus
because [biˈkɔz] *conj.* sest et
because of *prep.* millegi või kellegi pärast, tõttu
become [biˈkʌm], **became** [biˈkeim], **become** *v.* saama (kellekski, millekski), muutuma
bed [bed] *n.* voodi
go to bed magama minema
bedroom [ˈbedrum] *n.* magamistuba
before [biˈfɔː] *conj.* enne kui; *prep.* enne; ees, ette; *adv.* enne, varem
begin [biˈgin], **began** [biˈgæn], **begun** [biˈgʌn] *v.* algama; alustama
beginning [biˈginiŋ] *n.* algus
behind [biˈhaind] *prep.* taga
remain behind 16 maha jääma (teistest)
Behrman [ˈbəːmən] 5 *pn.*
believe [biˈliːv] *v.* uskuma
bell [bel] *n.* (kooli)kell, **kelluke**, kõlisti
belong [biˈlɔŋ] *v.* kuuluma (**kellelegi to**)
below [biˈlou] 10 *adv.* all(a), **allpool**, allapoole; *prep.* (millegi) **all, alla**
bend [bend], **bent** [bent], **bent** 20 *v.* kummarduma; kummardama
berry [ˈberi] 1 *n.* mari
Bertha [ˈbəːθə] *pn.* Berta
besides [biˈsaidz] 12 *adv.* pealegi, peale selle
best [ˈbest] *a.* parim (*ülivõrre omadussõnast* **good**)
better [ˈbetə] *a.* parem (*keskvõrre omadussõnast* **good**)
between [biˈtwiːn] *prep.* vahel
Bevan [ˈbiːvən] 9 *pn.*
bicycle [ˈbaisikl] *n.* jalgratas
big [big] *a.* suur
biography [baiˈɔgrəfi] 25 *n.* biograafia, elulugu
birch [bəːtʃ] = **birch-tree** 15 *n.* kask
birch-rod [ˈbəːtʃrɔd] 15 *n.* kasevits
bird [bəːd] *n.* lind
Birmingham [ˈbəːmiŋəm] *pn.*
birth [bəːθ] 22 *n.* sünd
birthday [ˈbəːθdei] *n.* sünnipäev
biscuit [ˈbiskit] 25 *n.* küpsis, kuivik

black [blæk] *a.* must
blackboard [ˈblækbɔːd] *n.* tahvel
blank [blæŋk] *n.* lünk
blind [blaind] 15 *a.* pime
blow [blou], **blew** [bluː], **blown** [bloun] *v.* puhuma
blow [blou] *n.* hoop
blue [bluː] *a.* sinine
board [bɔːd] 5 *n.* (sae)laud, plank
boat [bout] *n.* paat
go in a boat paadiga sõitma
bobtail [ˈbɔbteil] *n.* kärbitud sabaga hobune
body [ˈbɔdi] 1 *n.* keha
boil [bɔil] *v.* keetma; keema
bold [bould] *a.* 23 julge
Bolshevik [ˈbɔlʃivik] *n.* bolševik
Bolshevik Party bolševike partei
bomb [bɔm] 29 *n.* pomm
bone [boun] *n.* kont, luu
bonnie [ˈbɔni] (šoti murdes) *a.* nägus, kena
book [buk] *n.* raamat
bookcase [ˈbukkeis] *n.* raamatukapp
boot [buːt] *n.* saabas
born [bɔːn] *a.* sündinud
borrow [ˈbɔrou] *v.* laenama
both [bouθ] *pron.* mõlemad
both ... and *conj.* nii ... kui
bottle [ˈbɔtl] *n.* pudel
bottom [ˈbɔtəm] *n.* põhi
at the bottom all, põhjas
bourgeois [ˈbuəʒwaː] 7 *a.* kodanlik
box [bɔks] *n.* karp, kast
boy [bɔi] *n.* poiss
branch [braːntʃ] 6 *n.* oks
brave [breiv] *a.* vapper, julge
bread [bred] *n.* leib
break [breik], **broke** [brouk], **broken** [ˈbroukn] *v.* murdma; 17 *n.* vaheaeg
break up 16 lõppema, katkema
breakfast [ˈbrekfəst] *n.* hommikueine
have breakfast einetama (hommikul)
breast [brest] *n.* rind
breath [breθ] 24 *n.* hingus, hingetõmme
out of breath hingetu
breathe [briːð] *v.* hingama
brick [brik] 5 *n.* telliskivi
bridge [bridʒ] *n.* sild
brigade [briˈgeid] 2 *n.* brigaad
brigade-leader 2 brigadir
bright [brait] *a.* elav, rõõmus, ere
a bright day selge päev
brilliant [ˈbriljənt] 22 *a.* hiilgav, tore
bring [briŋ], **brought** [brɔːt], **brought** *v.* tooma
bring up 22 üles kasvatama
Britain [ˈbrit(ə)n] *pn.* Britannia
Great Britain Suurbritannia
broad [brɔːd] 11 *a.* lai, avar
Broadway [ˈbrɔːdwei] 11 *pn.* (New Yorgi peatänav)
Brom [brɔm] 14 *pn.*
Bronya [ˈbrɔnjə] 22 *pn.*
brother [ˈbrʌðə] *n.* vend
brother-in-law [ˈbrʌðərinlɔː] 26 mehevend; õemees
brown [braun] *a.* pruun
brush [brʌʃ] 15 *n.* hari; *v.* harjama
build [bild], **built** [bilt], **built** *v.* ehitama
building [ˈbildiŋ] *n.* hoone, ehitus
bun [bʌn] 17 *n.* saiake
bunch [bʌntʃ] 19 *n.* kimp, kobar
buried [ˈberid] *a.* maetud
burn [bəːn], **burnt** [bəːnt], **burnt** *v.* põlema; põletama
burning [ˈbəːniŋ] *a.* põlev
burst [bəːst] 16 *v.* lõhkema, puhkema
to burst out välja plahvatama
bury [ˈberi] 9 *v.* matma
bus [bʌs] *n.* buss
bus-stop bussipeatus
by bus bussiga
business [ˈbiznis] *n.* äri
busy [ˈbizi] *a.* töörohke
to be busy tööga kinni olema
but [bʌt, bət] *conj.* kuid, aga; *prep.* välja arvatud, peale
butcher [ˈbutʃə] *n.* lihunik
butter [ˈbʌtə] *n.* või
buy [bai], **bought** [bɔːt], **bought** *v.* ostma
buyer [ˈbaiə] 28 *n.* ostja

C

cabbage ['kæbidʒ] *n.* kapsas
cabin ['kæbin] *n.* kajut
cake [keik] *n.* kook
California [kæli'fɔːniə] 5 *pn.* Kalifornia
call [kɔːl] *v.* kutsuma, nimetama
Cambridge ['keimbridʒ] *pn.*
camera ['kæmərə] *n.* fotoaparaat
camp [kæmp] *n.* laager
can [kæn], rõhuta [kən], **could** [kud], rõhuta [kəd] *abiverb* võin, võid jne.; suudan, suutsin jne.; oskan, oskasin jne.
candle ['kændl] *n.* küünal
cap [kæp] *n.* müts
capital ['kæpitl] *n.* pealinn
capitalist ['kæpitəlist] *a.* kapitalistlik; *n.* kapitalist
captain ['kæptin] *n.* kapten
careful ['kɛəf(u)l] *a.* ettevaatlik, hoolikas
careless ['kɛəlis] 7 *a.* ettevaatamatu, hooletu
carriage ['kæridʒ] 23 *n.* vanker, vagun
carrot ['kærət] *n.* porgand
carry ['kæri] *v.* kandma
carry away ära viima
carry on jätkama
cart [kaːt] *n.* vanker
carter ['kaːtə] *n.* veovoorimees
cat [kæt] *n.* kass
catch [kætʃ], **caught** [kɔːt], **caught** *v.* kinni püüdma
catch cold külmetuma
catch fire tuld võtma
Caucasus ['kɔːkəsəs] *pn.*
celebrate ['selibreit] *v.* pühitsema
celebration [seli'breiʃ(ə)n] *n.* tähistamine, pidu
cent [sent] 19 *n.* sent; sada
per cent 3 sajast, protsenti
Centigrade ['sentigreid] 10 *n.* sajapügalane (Celsiuse) termomeeter
centimetre ['sentimiːtə] 4 *n.* sentimeeter
central ['sentrəl] *a.* tsentraalne, kesk-
centre ['sentə] *n.* keskus
century ['sentʃuri] *n.* sajand
certainly ['səːt(ə)nli] *adv.* kindlasti
chair [tʃɛə] *n.* tool
chairman ['tʃɛəmən] 2 *n.* esimees
chalk [tʃɔːk] *n.* kriit
champion ['tʃæmpiən] *n.* tšempion
championship ['tʃæmpiənʃip] 4 *n.* esivõistlused
chance [tʃaːns] *n.* võimalus
change [tʃeindʒ] *v.* muutuma; muutma; *n.* muudatus
channel ['tʃæn(ə)l] *n.* (looduslik) kanal
chapter ['tʃæptə] *n.* peatükk
charity ['tʃæriti] 18 *n.* heategevus, halastus
Charles [tʃaːlz] 27 *pn.* Karl
cheap [tʃiːp] 12 *a.* odav
cheek [tʃiːk] *n.* põsk
cheese [tʃiːz] *n.* juust
chemist ['kemist] 26 *n.* keemik
chemistry ['kemistri] 17 *n.* keemia
chess [tʃes] *n.* male
chicken ['tʃikin] 6 *n.* kanaliha; tibu
chief [tʃiːf] *n.* pealik, ülem, juht
child [tʃaild] *n.* laps (*pl.* **children** ['tʃildr(ə)n])
childhood ['tʃaildhud] 22 *n.* lapsepõlv
China ['tʃainə] 11 *n.* Hiina
Chinatown ['tʃainətaun] 11 *pn.*
chloroform ['klɔrəfɔːm] 9 *n.* kloroform (tuimestusvahend)
choose [tʃuːz], **chose** [tʃouz], **chosen** ['tʃouzn] *v.* valima
cigar [si'gaː] *n.* sigar
cinema ['sinimə] *n.* kino
city ['siti] *n.* suurlinn
the City Londoni kesklinn
classroom ['klaːsrum] *n.* klass, klassiruum
Claude [klɔːd] 27 *pn.*
clause [klɔːz] 14 *n.* pea- või kõrvallause
clean [kliːn] *v.* puhastama; *a.* puhas
clear [kliə] *v.* koristama; 4 saavutama (spordis); *a.* selge
clear away 24 ära koristama

clever [ˈklevə] *a.* tark
cliff [klif] *n.* kalju
climate [ˈklaimit] *n.* kliima
climb [klaim] *v.* ronima
cloakroom [ˈkloukrum] 17 *n.* riietehoid
clock [klɔk] *n.* (seina-, laua-) kell
at nine o'clock kell üheksa
cloth [klɔθ] *n.* riie, laudlina
clothe [klouð] 22 *v.* riietama
clothes [klou(ð)z] 5 *n.* riided; rõivad
cloud [klaud] *n.* pilv
cloudy [ˈklaudi] 10 *a.* pilvine
club [klʌb] *n.* klubi, ring
cm. = **centimetre**
coast [koust] *n.* (mere)rand
coat [kout] *n.* kuub, mantel, palitu
coffee [ˈkɔfi] *n.* kohv
coffee-pot [ˈkɔfipɔt] *n.* kohvikann
coffin [ˈkɔfin] 28 *n.* kirst, puusärk
cold [kould] *a.* külm
a bad cold tugev külmetus
collective [kəˈlektiv] *a.* kollektiivne, ühine
collective farm kolhoos
collective farmer kolhoosnik
college [ˈkɔlidʒ] 9 *n.* kolledž, eriaineline kõrgem õppeasutus
colonial [kəˈlouniəl] 29 *a.* koloniaal-, asumaade-
colonist [ˈkɔlənist] 11 *n.* asunik
colony [ˈkɔl(ə)ni] *n.* koloonia, asumaa, asundus
colour [ˈkʌlə] *n.* värv, värvus
what colour is ... mis värvi on ...
Columbus [kəˈlʌmbəs] *pn.* Kolumbus
column [ˈkɔləm] 4 *n.* veerg; sammas
comb [koum] 15 *n.* kamm; *v.* kammima
combine [ˈkɔmbain] 7 *n.* kombain
come [kʌm], **came** [keim], **come** *v.* tulema
comfortable [ˈkʌmf(ə)təbl] 2 *a.* mugav, mõnus
command [kəˈmɑːnd] *v.* käskima; *n.* käsk
committe [kəˈmiti] *n.* komitee
common [ˈkɔmən] 29 *a.* ühine, üldine, harilik
communism [ˈkɔmju(ː)nizm] 29 *n.* kommunism
communist [ˈkɔmju(ː)nist] *n.* kommunist; *a.* kommunistlik
company [ˈkʌmpəni] *n.* selts, kaubaühing, kompanii
comparative [kəmˈpærətiv] *a.* võrdlev; *n.* komparatiiv e. keskvõrre
comparatively [kəmˈpærətivli] 11 *adv.* võrdlemisi, suhteliselt
compete [kəmˈpiːt] 4 *v.* võistlema
competition [kɔmpiˈtiʃ(ə)n] 4 *n.* võistlus
composition [kɔmpəˈziʃ(ə)n] 17 *n.* kirjand
comrade [ˈkɔmrid] *n.* seltsimees
concert [ˈkɔnsət] 17 *n.* kontsert
condition [kənˈdiʃ(ə)n] *n.* tingimus, olukord
congress [ˈkɔŋgres] *n.* kongress
conjunction [kənˈdʒʌŋkʃ(ə)n] 19 *n.* sidesõna
consist [kənˈsist] 12 *v.* koosnema (millestki **of**)
construction [kənˈstrʌkʃ(ə)n] *n.* konstruktsioon
consult [kənˈsʌlt] 20 *v.* konsulteerima, (kelleltki) nõu küsima
consulting-room [kənˈsʌltiŋrum] 20 *n.* (vastuvõtu)kabinet
contest [ˈkɔntest] *n.* võistlus
continent [ˈkɔntinənt] *n.* manner
continue [kənˈtinjuː] *v.* jätkama
conversation [kɔnvəˈseiʃ(ə)n] *n.* vestlus, konversatsioon
cook [kuk] *n.* kokk; *v.* keetma
copy-book [ˈkɔpibuk] *n.* vihik
corn [kɔːn] *n.* teravili
corner [ˈkɔːnə] *n.* nurk
correct [kəˈrekt] *v.* parandama; *a.* õige, korrektne
corridor [ˈkɔridɔː] *n.* koridor
cost [kɔst], **cost, cost** *v.* maksma, väärt olema; 21 *n.* hind, kulu
cottage [ˈkɔtidʒ] 24 *n.* väike (maa)maja, suvila

cotton ['kɔtn] *n.* puuvill
could [kud], rõhuta [kəd] *abiverb* võisin, võisid jne.; oskasin, oskasid jne.
count [kaunt] 5 *v.* loendama, lugema
counter ['kauntə] *n.* lett
country ['kʌntri] *n.* maa; riik
in the country maal
to the country maale
courageous [kə'reidʒəs] *a.* julge, vahva
course [kɔːs] 23 *n.* kursus; käik, kulg
of course muidugi
Coventry ['kʌv(ə)ntri] 12 *pn.*
cover ['kʌvə] *v.* katma
cow [kau] 2 *n.* lehm
cowboy ['kaubɔi] 5 *n.* kauboi
craftsman ['krɑːftsmən] 25 *n.* käsitööline
crane [krein] 13 *n.* sookurg
creep [kriːp], **crept** [krept], **crept** 9 *v.* roomama
Crimea [krai'miə] *pn.*
crop [krɔp] *n.* (vilja)saak
cross [krɔs] *v.* ületama, risti üle minema, läbima
crossword ['krɔswəːd] *n.* ristsõna
crowd [kraud] *n.* rahvahulk
cruel ['kru(ː)il] *a.* julm, karm, halastamatu
cry [krai] *v.* hüüdma; nutma
cup [kʌp] *n.* tass; 4 karikas
Curie [kü'riː] 22 *pn.* (prantsuse perekonnanimi)
curly ['kəːli] *a.* kähar, kräsus, lokiline, lokkis
curtain [kəːt(ə)n] 5. *n.* eesriie, kardin
customer ['kʌstəmə] 20 *n.* ostja, klient
cut [kʌt] **cut, cut** *v.* lõikama
cycle ['saikl] *v.* jalgrattaga sõitma

D

dad [dæd] *n.* isa, taat *(koduselt)*
daily ['deili] 26 *a.* igapäevane; *adv.* iga päev
damp [dæmp] 12 *a.* niiske
dance [dɑːns] *v.* tantsima; *n.* tants
danger ['deindʒə] *n.* hädaoht
dangerous ['deindʒ(ə)rəs] 9 *a.* ohtlik
dare [dɛə] 14 *v.* julgema
dark [dɑːk] *a.* tume, tõmmu; pime
it is getting dark pimeneb
dash [dæʃ] *v.* sööstma, tormama
date [deit] *n.* kuupäev
daughter ['dɔːtə] *n.* tütar
day [dei] *n.* päev
eight hours a day kaheksa tundi päevas
dead [ded] *a.* surnud
dear [diə] *a.* kallis
death [deθ] *n.* surm
debt [det] 27 *n.* võlg
December [di'sembə] *n.* detsember
decigram ['desigræm] 26 *n.* detsigramm ($^1/_{10}$ grammi)
deck [dek] *n.* dekk, laevalagi
on deck pardal
decide [di'said] *v.* otsustama
decorate ['dekəreit] *v.* kaunistama, dekoreerima
deep [diːp] *a.* sügav
deeply ['diːpli] *adv.* sügavalt
defeat [di'fiːt] 4 *v.* (lahingus, võistlusel) lööma, võitma; *n.* lüüasaamine, kaotus
defend [di'fend] 8 *v.* kaitsma
degree [di'griː] 26 *n.* kraad, pügal, teaduslik kraad
take a degree 26 ülikooli teadusliku kraadiga lõpetama
democracy [di'mɔkrəsi] 29 *n.* demokraatia
democratic [demə'krætik] *a.* demokraatlik
demonstrate ['demənstreit] *v.* demonstreerima
demonstration [demən'treiʃ(ə)n] *n.* demonstratsioon
describe [dis'kraib] *v.* kirjeldama
description [dis'kripʃ(ə)n] *n.* kirjeldus
desert ['dezət] *n.* kõrb
desk [desk] *n.* koolilaud, kirjutuslaud
despair [dis'pɛə] 18 *n.* meeleheide
destroy [dis'trɔi] *v.* hävitama
develop [di'veləp] *v.* arenema; arendama

dew [dju:] *n.* kaste
dialect ['daiəlekt] *n.* dialekt, murre
dialogue ['daiəlɔg] *n.* kahekõne
diary ['daiəri] *n.* päevik
die [dai] *v.* surema
different ['difr(ə)nt] 28 *a.* erinev, erie. isesugune
difficult ['difikəlt] *a.* raske
difficulty ['difikəlti] 5 *n.* raskus
dig [dig], **dug** [dʌg], **dug** *v.* kaevama
dining-room ['dainiŋrum] *n.* söögituba
dinner ['dinə] *n.* lõuna
have dinner lõunatama
sit down to dinner lõunalauda istuma
diploma [di'ploumə] 22 *n.* diplom
direct [di'rekt] *a.* otsene
direct [di'rekt] *v.* juhtima, suunama
dirt [də:t] *n.* mustus
dirty ['də:ti] *a.* räpane, must, närune
disappear [disə'piə] *v.* kaduma
discover [dis'kʌvə] *v.* avastama
discoverer [dis'kʌvərə] 26 *n.* avastaja
discovery [dis'kʌv(ə)ri] 3 *n.* avastus
discus ['diskəs] 1 *n.* ketas
discus-throwing kettaheitmine
discuss [dis'kʌs] *v.* arutama
disease [di'zi:z] *n.* haigus, tõbi
disgrace [dis'greis] 19 *n.* häbi, häbiplekk
disgraceful [dis'greisf(u)l] 19 *a.* häbistav, häbistusväärne
disguise [dis'gaiz] 28 *v.* maskeerima, varjama
disguised [dis'gaizd] 28 *a.* maskeeritud
disobedient [disə'bi:diənt] *a.* sõnakuulmatu
dish [diʃ] 15 *n.* roog, toit; vaagen, (*pl.*) sööginõud
dislike [dis'laik] 18 *v.* mitte sallima
distance ['dist(ə)ns] *n.* distants, kaugus
distribute [dis'tribju:t] 21 *v.* levitama, laiali kandma
district ['distrikt] 11 *n.* piirkond, rajoon
divide [di'vaid] *v.* jagama, jaotama
do [du:], **did** [did], **done** [dʌn] *v.* tegema; (*ka abi- ja aseverb*)
I do my lessons teen oma koolitööd
doctor ['dɔktə] *n.* arst
dog [dɔg] *n.* koer
doll [dɔl] *n.* nukk
dollar ['dɔlə] *n.* dollar
door [dɔ:] *n.* uks
front door 12 eesuks
doorway ['dɔ:wei] *n.* ukseava
double ['dʌbl] 12 *a.* kahekordne, topelt
doubt [daut] 10 *n.* kahtlus
to be in doubt kahtlema
down [daun] *adv.* all(a); maha, maas
downstairs ['daun'steəz] *adv.* trepist alla, all; alumisele korrale, alumisel korral
dozen ['dʌzn] 28 *n.* tosin
draw [drɔ:], **drew** [dru:], **drawn** [drɔ:n] *v.* joonistama; tõmbama, 5 kinni tõmbama
draw lots liisku võtma
drawing ['drɔ:iŋ] 5 *n.* joonis, joonistus; 17 joonistamine
technical drawing joonestamine
drawing-board joonistuslaud
dream [dri:m] 8 *v.* und või unes nägema
dress [dres] *v.* riietuma; *n.* kleit
drink [driŋk], **drank** [dræŋk], **drunk** [drʌŋk] *v.* jooma
drive [draiv], **drove** [drouv], **driven** ['drivn] *v.* ajama, juhtima, sõidutama, sõitma
drop [drɔp] 9 *v.* kukkuda laskma; välja jätma
dry [drai] *a.* kuiv; *v.* kuivatama
duck [dʌk] *n.* part
during ['djuəriŋ] *prep.* kestel
dust [dʌst] 17 *n.* tolm; *v.* tolmust puhastama, tolmutama
dusty ['dʌsti] *a.* tolmune
Dutch [dʌtʃ] *n.* hollandi keel
duty ['dju:ti] *n.* kohus, kohustus
to be on duty kohustetäitmisel olema

each [i:tʃ] *pron.* iga, igaüks (teatud hulgast)
each other teineteist
ear [iə] *n.* kõrv
early ['ə:li] *adv.* vara; *a.* varane
earn [ə:n] 22 *v.* teenima
earth [ə:θ] *n.* maa, muld
ease [i:z] *n.* kergus, mugavus
with ease kergesti, hõlpsasti
easily ['i:zili] *adv.* kergesti
easy ['i:zi] *a.* kerge
east [i:st] *n.* ida; *adv.* itta
the East End linnaosa Londonis
eastern ['i:stən] 13 *a.* ida-
eat [i:t], **ate** [et], **eaten** ['i:tn] *v.* sööma
to eat up ära sööma
eating-house 1 söökla
economic [i:kə'nɔmik] 29 *a.* majandus-, lik
economical [i:kə'nɔmikəl] 5 *a.* kokkuhoidlik
economically [i:kə'nɔmikəl] 5 *adv.* kokkuhoidlikult
Edinburgh ['edinb(ə)rə] *pn.* Edinburgh
editor ['editə] 28 *n.* toimetaja
educate ['edju(:)keit] 22 *v.* kasvatama, õpetama, harima
education [edju(:)'keiʃ(ə)n] 7 *n.* kasvatus, haridus
physical education kehaline kasvatus
egg [eg] *n.* muna
egg-cup ['egkʌp] *n.* munapeeker
eight [eit] *num.* kaheksa
eighteen ['ei'ti:n] *num.* kaheksateist
eighty ['eiti] *num.* kaheksakümmend
either ... or [aiðə] ... [ɔ:] 12 *conj.* kas ... või
elbow ['elbou] 15 *n.* küünarnukk
elect [i'lekt] 27 *v.* valima
electric [i'lektrik] *a.* elektri-
electricity [elek'trisiti] 3 *n.* elekter
element ['elimənt] 26 *n.* element
elementary [eli'ment(ə)ri] 25 *a.* elementaarne, alg-
elementary school 25 algkool
eleven [i'levn] *num.* üksteist
elder ['eldə] *a.* vanem (ühe perekonna liikmeist)
Eliot ['eljət] *pn.*
else [els] *adv.* veel, muu, teine (küsiva, eitava või umbmäärase asesõna järel)
no one else mitte keegi muu
emigrant ['emigr(ə)nt] 11 *n.* emigrant, väljarändaja
employ [im'plɔi] *v.* tööle palkama, rakendama
employer [im'plɔiə] 23 *n.* tööandja
empty ['empti] *a.* tühi; *v.* tühjendama
end [end] *n.* lõpp; *v.* lõpetama
enemy ['enimi] *n.* vaenlane
energy ['enədʒi] 29 *n.* energia
engine ['endʒin] *n.* masin, vedur; tulekustutamismasin
engineer [endʒi'niə] 25 *n.* insener
England ['iŋgland] *n.* Inglismaa
English ['iŋgliʃ] *n.* inglise keel; *a.* inglise, ingliskeelne
Englishman ['iŋgliʃmən] *n.* inglane
enjoy [in'dʒɔi] 1 *v.* nautima
enough [i'nʌf] *a.* küllalt, küllaldane, *adv.* küllalt
enrich [in'ritʃ] 26 *v.* rikastama
enter ['entə] *v.* sisenema, sisse astuma
envelope ['enviloup] 21 *n.* ümbrik
equal ['i:kwəl] *a.* võrdne
equivalent [i'kwivələnt] 9 *n.* ekvivalent, samaväärne asi
era ['iərə] *n.* ajastu
Eskimo ['eskimou] *n.* eskimo
especial [is'peʃ(ə)l] 12 *a.* erakorraline, eriline
especially [is'peʃ(ə)li] 12 *adv.* eriti, üliväga
E.S.S.R. = 7 **Estonian Soviet Socialist Republic**
Estonia [es'touniə] *pn.* Eesti(maa)
Estonian [es'touniən] *n.* eesti keel, eestlane; *a.* eesti, eestikeelne
Europe ['juərəp] *pn.* Euroopa
even ['i:v(ə)n] *adv.* isegi, koguni
evening ['i:vniŋ] *n.* õhtu

event [i'vent] 4 *n.* number (spordivõistluste kavas); sündmus
ever ['evə] *adv.* iialgi, kunagi
every ['evri] *pron.* iga
everybody ['evribɔdi] *pron.* kõik, igaüks
everything ['evriθiŋ] *pron.* kõik, iga asi
everywhere ['evriwɛə] *adv.* kõikjal, igal pool
examination [igzæmi'neiʃ(ə)n] 9 *n.* eksam
examine [ig'zæmin] *v.* eksamineerima, läbi vaatama, uurima
example [ig'zɑ:mpl] *n.* näide
excellent ['eks(ə)lənt] 22 *a.* oivaline, suurepärane, (erakordselt) hea
except [ik'sept] *prep.* välja arvatud
excuse [iks'kju:z] *v.* vabandama
excuse my coming late vabandage, et ma hilinesin
exercise ['eksəsaiz] *n.* harjutus
exhibition [eksi'biʃ(ə)n] *n.* näitus
existence [ig'zist(ə)ns] 26 *n.* olemasolu, eksistents
expedition [ekspi'diʃ(ə)n] *n.* ekspeditsioon
expense [iks'pens] 23 *n.* kulutus, kulu
expensive [iks'pensiv] 92 *a.* kulukas, kallis
experiment [iks'perimənt] 3 *n.* eksperiment, katse
explain [iks'plein] *v.* seletama
exploiter [iks'plɔitə] *n.* ekspluateerija, kurnaja
eye [ai] *n.* silm
eyeglasses ['aiglɑ:siz] *n.* prillid

F

face [feis] *n.* nägu
factory ['fæktəri] *n.* vabrik
faculty ['fækəlti] 23 *n.* teaduskond, fakulteet
faint [feint] 9 *v.* minestama
fair [fɛə] *a.* ilus, kena; blond
fairy ['fɛəri] *n.* haldjas, fee
fall [fɔ:l], **fell** [fel], **fallen** [fɔ:l(ə)n] *v.* kukkuma
fall asleep 3 magama jääma
fall ill 5 haigestuma
false [fɔ:ls] *a.* vale, võlts
family ['fæmili] *n.* perekond
famous ['feiməs] 3 *a.* kuulus
far [fɑ:] *adv.* kaugel; *a.* kauge
farewell ['fɛə'wel] *interj.* hüvasti
farm [fɑ:m] *n.* farm, talu
collective farm kolhoos
farmer ['fɑ:mə] *n.* farmer, talunik
collective farmer kolhoosnik
farmhouse ['fɑ:mhaus] *n.* talumaja
fast [fɑ:st] *adv.* kiiresti
fat [fæt] *n.* rasv; 14 *a.* rasvane
father ['fɑ:ðə] *n.* isa
fault [fɔ:lt] 20 *n.* viga, puudus
favourite ['feiv(ə)rit] *n.* lemmik; *a.* lemmik
fear [fiə] *n.* hirm
February ['februəri] *n.* veebruar
fee [fi:] 26 *n.* tasu, õpperaha
feed [fi:d], **fed** [fed], **fed** 22 *v.* toitma
feel [fi:l], **felt** [felt], **felt** *v.* tundma
fellow-student ['felou'stju:d(ə)nt] 26 *n.* kaasüliõpilane
felt [felt] 20 *n.* vilt
fever ['fi:və] 6 *n.* palavik
field [fi:ld] *n.* põld
in the field põllul
fifteen ['fif'ti:n] *num.* viisteist
fifty ['fifti] *num.* viiskümmend
fight [fait], **fought** [fɔ:t], **fought** *v.* võitlema, kaklema; *n.* võitlus, kaklus, lahing
figure ['figə] 13 *n.* kuju
fill [fil] *v.* täitma
fill in täitma (lüngad)
film [film] *n.* film
final ['fain(ə)l] *a.* lõplik
finally ['fainəli] *adv.* lõpuks, viimaks
find [faind], **found** [faund], **found** *v.* leidma
find out kindlaks tegema
fine [fain] *a.* ilus, tore
finish ['finiʃ] *v.* lõpetama
Finland ['finlənd] *pn.* Soome(maa)

fire ['faiə] *n.* tuli, lõke, tulekahju
on fire põlemas, leekides
fireplace ['faiəpleis] 12 *n.* kamin
firewood ['faiəwud] 12 *n.* küttepuud
fir [fəː] = **fir-tree** *n.* kuusk
first [fəːst] *num.* esimene; *adv.* esiteks
fish [fiʃ] *n.* kala (*pl.* **fish**); *v.* kalastama
go fishing kalal käima
fishing-rod ['fiʃiŋrɔd] *n.* õngeritv
fit [fit] 20 *v.* (rõiva kohta) passima, sobima
to fit on (rõivast) selga passima
fitting-room ['fitiŋrum] 20 *n.* (rõivaste selga proovimise) kabiin
five [faiv] *num.* viis
flag [flæg] *n.* lipp
flame [fleim] *n.* leek
flat [flæt] 12 *n.* korter
flight [flait] *n.* lend
floor [flɔː] *n.* põrand; majakorrus
ground floor esimene majakorrus
flour ['flauə] *n.* jahu
flow [flou] *v.* voolama
flower ['flauə] *n.* lill
fly [flai], **flew** [fluː], **flown** [floun] *v.* lendama
fog [fɔg] *n.* udu
fold [fould] 19 *v.* kokku panema, kokku murdma
follow ['fɔlou] *v.* järgnema
following ['fɔlouiŋ] *a.* järgmine
fond [fɔnd] *a.* kiindunud (kellessegi, millessegi **of**)
food [fuːd] *n.* toit
fool [fuːl] 24 *n.* narr, tola
foolish ['fuːliʃ] *a.* rumal
foot [fut] *n.* jalg (pl. **feet**)
football ['futbɔːl] *n.* jalgpall
footsteps ['futsteps] *n.* sammud
footwear ['futweə] 7 *n.* jalatsid
for [fɔː], rõhuta [fə] *prep.* jaoks, -ks; eest; poolt; *conj.* sest et
foreign ['fɔrin] *a.* välis-, välismaine
foreign language võõrkeel
foreigner ['fɔrinə] 26 *n.* välismaalane
foreman ['fɔːmən] 19 *n.* tööjuhataja
forest ['fɔrist] *n.* (põlis)mets
forget [fə'get], **forgot** [fə'gɔt], **forgotten** [fə'gɔtn] *v.* unustama
forgive [fə'giv], **forgave** [fə'geiv], **forgiven** [fə'givn] *v.* andestama
form [fɔːm] *v.* moodustama; *n.* vorm
forty ['fɔːti] *num.* nelikümmend
found [faund] *v.* asutama
fountain-pen ['fauntinpen] *n.* täitesulepea
four [fɔː] *num.* neli
fourteen ['fɔː'tiːn] *num.* neliteist
forward ['fɔːwəd] *adv.* edasi
frame [freim] 12 *n.* raam, (akna)raam
franc [fræŋk] 28 *n.* frank (prantsuse rahaühik)
France [frɑːns] 23 *n.* Prantsusmaa
François [frɑːŋ'swɑː] 27 *pn.* (prantsuse eesnimi)
Frederic [frede'rik 26 *pn.* (prantsuse eesnimi)
free [friː] *a.* vaba; *v.* vabastama
freeze [friːz], **froze** [frouz], **frozen** ['frouzn] 10 *v.* külmuma; külmetama; külmetuma
French [frentʃ] 22 *a.* prantsuse, prantsuskeelne; *n.* prantsuse keel
Friday ['fraidi] *n.* reede
friend [frend] *n.* sõber
friendless ['frendlis] 11 *a.* sõpradeta
friendship ['frendʃip] *n.* sõprus
frighten ['fraitn] *v.* kohutama, hirmutama
to be frightened kartma, hirmu tundma
from [frɔm], rõhuta [frəm] *prep.* -st, -lt, juurest
front [frʌnt] *n.* esikülg; rinne
front door 12 eesuks
in front of ees, ette
frosty ['frɔsti] *a.* külm, härmane
frozen ['frouzn] 10 *a.* külmunud
fruit [fruːt] *n.* puuvili
fry [frai] *v.* praadima
frying-pan ['fraiiŋpæn] *n.* pann
full [ful] *a.* täis
fun [fʌn] *n.* lõbu, nali

funeral ['fju:n(ə)r(ə)l] 27 *n.* matused

funny ['fʌni] *a.* naljakas, imelik

G

game [geim] *n.* mäng

gang [gæŋ] *n.* jõuk

garden ['gɑ:dn] *n.* aed

garden-seat ['gɑ:dnsi:t] *n.* aiapink

gas [gæs] 6 *n.* gaas

gate [geit] 14 *n.* värav

gather ['gæðə] *v.* koguma, korjama

genius ['dʒi:niəs] 3 *n.* geenius

gentleman ['dʒentlmən] *n.* härra, džentelmen

geography [dʒi'ɔgrəfi] *n.* maateadus, geograafia

geology [dʒi'ɔlədʒi] *n.* geoloogia

George [dʒɔ:dʒ] *pn.* Georg

Germany ['dʒə:məni] 23 *pn.* Saksamaa

get [get], **got** [gɔt], **got** *v.* saama, hankima; saabuma

get in sisse pääsema, sisse saama

get on (with) edasi jõudma

get off 2 maha tulema, maha minema

get out väljuma

get out! 18 kao siit minema!

get up tõusma

ghost [goust] 13 *n.* vaim

gipsy ['dʒipsi] *n.* mustlane

girl [gə:l] *n.* tütarlaps

give [giv], **gave** [geiv], **given** ['givn] *v.* andma

give in 19 järele andma

glad [glæd] *pred.* a. rõõmus

I am glad mul on heameel

Glasgow ['glɑ:sgou] *pn.*

glass [glɑ:s] *n.* klaas; *pl.* **glasses** ['glɑ:siz] prillid

glory ['glɔ:ri] 29 *n.* au, kuulsus

glove [glʌv] *n.* kinnas

go [gou], **went** [went], **gone** [gɔn] *v.* minema, käima

god [gɔd] *n.* jumal

gold [gould] 18 *n.* kuld

Gold [gould] 18 *pn.*

good [gud] *a.* hea

good-bye [gud'bai] head aega

say good-bye (to) hüvasti jätma (kellegagi)

goose [gu:s] *n.* hani (*pl.* **geese** [gi:s])

government ['gʌv(ə)nmənt] *n.* valitsus

graduate ['grædjueit] 9 *v.* (ülikooli, kooli) lõpetama

grain [grein] *n.* teravili

gram [græm] = **gramme** 21 *n.* gramm

grammar ['græmə] *n.* grammatika

gramophone ['græməfoun] 3 *n.* grammofon

grandfather ['grændfɑ:ðə] *n.* vanaisa

grandmother ['grændmʌðə] *n.* vanaema

grandparents ['grændpɛərənts] *n.* vanaisa ja vanaema; vanavanemad

granny ['græni] *n. (fam.)* vanaemake

graphical ['græfik(ə)l] 4 *a.* graafiline, joonisdiagrammiline

grass [grɑ:s] *n.* rohi

great [greit] *a.* suur

the Great Patriotic War Suur Isamaasõda

green [gri:n] *a.* roheline

greet [gri:t] 2 *v.* tervitama

greetings ['gri:tiŋz] 29 *n.* tervitused

grey [grei] *a.* hall

ground [graund] *n.* maa, maapind

group [gru:p] *n.* grupp

grow [grou], **grew** [gru:], **grown** [groun] *v.* kasvama, kasvatama; 16 muutuma

guest [gest] *n.* külaline

gunpowder ['gʌnpaudə] 15 *n.* püssirohi

gym [dʒim] = **gymnastics**

gym shoes 17 võimlemiskingad

gymnastics [dʒim'næstiks] 17 *n.* võimlemine, gümnastika

H

H [eitʃ] = **hydrogen** 29

hair [hɛə] *n.* juuksed

half [hɑːf] *n.* pool
hall [hɔːl] *n.* saal; 12 esik
hallo [hæ'lou] 24 *interj.* hallo(o)! (hüüe tähelepanu äratamiseks; tervitus sõprade vahel)
ham [hæm] 15 *n.* sink
hand [hænd] *n.* käsi
handful ['hændful] 11 *n.* peotäis
handkerchief ['hæŋkətʃif] 13 *n.* taskurätt
hang [hæŋ], **hung** [hʌŋ], **hung** [hʌŋ] 24 *v.* rippuma; riputama
happen ['hæp(ə)n] *v.* juhtuma
happy ['hæpi] *a.* õnnelik
hard [hɑːd] *adv.* kõvasti; *a.* kõva, raske
hardly [hɑːdli] 9 *adv.* vaevalt
Harlem ['hɑːləm] 11 *pn.* (neegrite linnaosa New Yorgis)
harvest ['hɑːvəst] *n.* lõikus
harvesting-combine ['hɑːvəstiŋ kɔmbain] 7 *n.* teraviljakombain
hard-working ['hɑːdwəːkiŋ] 3 *a.* töökas
hat [hæt] *n.* kübar, kaabu
hate [heit] *v.* vihkama
have [hæv], **had** [hæd], **had** *v.* omama
I have a new dress mul on uus kleit
I have a new dress on mul on uus kleit seljas
I have to go ma pean minema
hay [hei] 2 *n.* hein
to make hay heina tegema
hayloft ['heilɔft] 2 *n.* heinalakk
hay-making ['heimeikiŋ] 2 *n.* heinategemine
he [hiː], rõhuta [hi] *pron.* (meess.) tema
head [hed] *n.* pea
headache ['hedeik] *n.* peavalu
headless ['hedlis] 13 *n.* peata
health [helθ] 28 *n.* tervis
healthy ['helθi] 1 *a.* terve
hear [hiə], **heard** [həːd], **heard** *v.* kuulma
heart [hɑːt] *n.* süda
heat [hiːt] 2 *v.* kütma; *n.* kuumus, soojus
heating ['hiːtiŋ] 12 *n.* kütmine
heavy ['hevi] *a.* raske, ränk
help [help] *v.* aitama; *n.* abi
hen [hen] 14 *n.* kana
her [həː], rõhuta [hə] *pron.* (naiss.) teda; temale; tema (oma)
hero ['hiərou] 14 *n.* kangelane
herring ['heriŋ] 15 *n.* heeringas
herself [hə(ː)'self] *pron.* tema ise
she says to herself ta ütleb endamisi
here [hiə] *adv.* siin; siia
hide [haid], **hid** [hid], **hidden** ['hidn] *v.* peitma
high [hai] *a.* kõrge
high-jump ['haidʒʌmp] 1 *n.* kõrgushüpe
highway ['haiwei] *n.* maantee, peatee
hill [hil] *n.* küngas
him [him] *pron.* (meess.) teda; temale
his [hiz] *pron.* (meess.) tema (oma)
history ['histəri] 17 *n.* ajalugu
hold [hould], **held, held** 4 *v.* pidama, hoidma
hole [houl] *n.* auk
holiday ['hɔlidei], ['hɔlidi] *n.* püha
winter holidays talvine koolivaheaeg
Holland ['hɔlənd] *pn.* Holland
hollow ['hɔlou] 13 *n.* org
home [houm] *n.* kodu; *adv.* koju
at home kodus
homeless ['houmlis] *a.* kodutu
homeward ['houmwəd] *adv.* kodu poole
homework ['houmwəːk] *n.* kodused ülesanded
honey ['hʌni] *n.* mesi
honour ['ɔnə] 26 *n.* au, austus
in honour of 26 auks
hope [houp] *v.* lootma; *n.* lootus
hopeful ['houpful] *a.* lootusrikas
hopefully ['houpfuli] 2 *adv.* lootusrikkalt
hopeless ['houplis] 19 *a.* lootusetu

horizontal [hɔri'zɔnt(ə)l] 12 *a.* horisontaalne
horizontally [hɔri'zɔntəli] 12 *adv.* horisontaalselt
horse [hɔːs] *n.* hobune
horseman ['hɔːsmən] 13 *n.* ratsutaja, ratsanik
hospital ['hɔspit(ə)l] *n.* haigla
hotel [hou'tel] 27 *n.* hotell, võõrastemaja
house [haus] *n.* maja (pl. **houses** ['hauziz])
household ['haushould] *n.* majapidamine
housewife ['hauswaif] 13 *n.* koduperenaine (*pl.* **housewives**)
hot [hɔt] *a.* kuum, palav
hour ['auə] *n.* tund
how [hau] *adv.* kuidas
how many kui palju, mitu
how long kui kaua
how do you do? tere!
however [hau'evə] 14 *conj.* siiski, ometi, aga
Hudson ['hʌdsn] 11 *pn.*
hundred ['hʌndrəd] *num.* sada
hunger ['hʌŋgə] *n.* nälg
hungry ['hʌŋgri] *a.* näljane
hunt [hʌnt] *v.* küttima, jahti pidama
hunter ['hʌntə] *n.* kütt, jahimees
hunting-spear ['hʌntiŋspiə] *n.* jahioda
hurry ['hʌri] *v.* kiirustama, ruttama; *n.* rutt, kiire
I am in a hurry 17 mul on kiire
hurt [həːt], **hurt, hurt** *v.* vigastama, haiget tegema; haiget saama
husband ['hʌzb(ə)nd] *n.* mees (abikaasa)
hush [hʌʃ] 19 *interj.* tasa!
hut [hʌt] *n.* onn, hütt
hydroelectric [haidro(u)i'lektrik] 7 *a.* hüdroelektriline
hydrogen ['haidrədʒən] 29 *n.* vesinik
hysteria [his'tiəriə] 20 *n.* hüsteeria

I

I [ai] *pron.* mina
ice [ais] *n.* jää
on the ice liuväljal
Ichabod ['ikəbɔd] 13 *pn.*
idea [ai'diə] *n.* idee, mõte
if [if] *conj.* kui (*tingimuslausetes*); kas (*kaudsetes küsimustes*)
ill [il] *a.* haige
imagine [i'mædʒin] 21 *v.* ette kujutama, kujutlema
imitate ['imiteit] 3 *v.* matkima, jäljendama
immigrant ['imigrənt] 11 *n.* sisserändaja, immigrant
important [im'pɔːt(ə)nt] 7 *a.* tähtis
impossible [im'pɔsibl] 9 *a.* võimatu
in [in] *prep.* sees; sisse
incident ['insid(ə)nt] 20 *n.* vahejuhtum, intsident
income ['inkəm] 26 *n.* sissetulek, tulu
increase [in'kriːs] 7 *v.* suurenema, kasvama; suurendama
indeed [in'diːd] 12 *adv.* tõesti, tõepoolest
indefinite [in'definit] *a.* umbmäärane
independence [indi'pend(ə)ns] 29 *n.* sõltumatus
India ['indiə] *pn.* India
Indian ['indiən] *a.* india
indirect ['indirekt] *a.* kaudne
industrial [in'dʌstriəl] *a.* tööstuslik
industry ['indʌstri] 7 *n.* tööstus
inform [in'fɔːm] *v.* informeerima, teatama
inhabit [in'hæbit] 11 *v.* elutsema, elama
inhabitant [in'hæbit(ə)nt] 13 *n.* elanik
initiative [i'niʃiətiv] *n.* initsiatiiv, algatusvõime, algatus
ink [iŋk] *n.* tint
inkpot ['iŋkpɔt] *n.* tindipott
insist [in'sist] *v.* peale käima
inspector [in'spektə] 22 *n.* inspektor
instead [in'sted] *adv.* selle asemel
instead of 9 (millegi) asemel
instruction [in'strʌkʃ(ə)n] *n.* instruktsioon, juhend

instrument ['instrumənt] *n.* riist, instrument
insult [in'sʌlt] 18 *v.* solvama
interest ['intrist] *n.* huvi; *v.* huvitama
to be interested in (millestki) huvitatud olema
interesting ['intristiŋ] *a.* huvitav
international [intə'næʃən(ə)l] *a.* rahvusvaheline, internatsionaalne
interrogative [intə'rɔgətiv] *a.* küsiv
interrupt [intə'rʌpt] 18 *v.* katkestama
invent [in'vent] 3 *v.* leiutama
invitation [invi'teiʃ(ə)n] *n.* (külla)kutse
invite [in'vait] *v.* külla kutsuma
Ireland ['aiələnd] *pn.* Iirimaa
Irene [i'ren] 26 *pn.* Ireene (prantsuse nimi)
Irish ['aiəriʃ] *a.* iiri; iiri keel
the Irish Free State Iiri vabariik
iron ['aiən] 5 *n.* raud
island ['ailənd] *n.* saar
isolate ['aisoleit] 26 *v.* eraldama, isoleerima
it [it] *pron.* tema (*asis.*)
Italian [i'tæljən] 3 *a.* itaalia; *n.* itaallane; itaalia keel
Italy ['itəli] 6 *pn.* Itaalia

J

January ['dʒænjuəri] *n.* jaanuar
javelin ['dʒævlin] 4 *n.* viskoda
jazz [dʒæz] 5 *n.* džäss
jingle ['dʒiŋgl] *v.* kõlisema
job [dʒɔb] 18 *n.* töö, amet
Joe [dʒou] 8 *pn.*
John [dʒɔn] *pn.*
Johnsy ['dʒɔnsi] 5 *pn.*
join [dʒɔin] *v.* liikmeks astuma, ühinema; 11 ühendama
joke [dʒouk] *n.* nali; *v.* naljatama, nalja tegema
Joliot [ʒoli'o] 26 *pn.* (prantsuse perekonnanimi)
jolly ['dʒɔli] *a.* lõbus
Joseph ['dʒouzif] 8 *pn.*
journey ['dʒəːni] *n.* reis
July [dʒu'lai] *n.* juuli
jump [dʒʌmp] *v.* hüppama
June [dʒuːn] *n.* juuni
just [dʒʌst] *adv.* just, parajasti

K

Katrine ['kætri(ː)n] 14 *pn.*
keen [kiːn] *a.* terane; terav
keep [kiːp], **kept** [kept], **kept** 3 *v.* pidama, hoidma, endale jätma
key [kiː] *n.* võti
kick [kik] 16 *v.* jalaga lööma; *n.* jalahoop
kill [kil] *v.* tapma
kilometre ['kilomiːtə] *n.* kilomeeter
kind [kaind] *a.* lahke, heasüdamlik
kind [kaind] *n.* liik, laad, sort
king [kiŋ] *n.* kuningas
kiss [kis] *v.* suudlema; *n.* suudlus
kitchen ['kitʃin] *n.* köök
kitchen range ['kitʃin'reindʒ] *n.* pliit
kitten ['kitn] *n.* kassipoeg
knee [niː] 9 *n.* põlv
knife [naif] *n.* nuga (*pl.* **knives** [naivz])
knit [nit], **knit** (or **knitted** ['nitid]), **knit** (or **knitted**) 25 *v.* kuduma
knock [nɔk] *v.* koputama; *n.* koputus
know [nou], **knew** [njuː], **known** [noun] *v.* teadma, tundma
knowledge ['nɔlidʒ] *n.* teadmised
Komsomol ['kɔmsɔmɔl] *n.* Komsomol, Kommunistlik Noorsooühing
kopeck ['koupek] *n.* kopikas

L

laboratory ['læb(ə)rət(ə)ri], [lə'bɔrət(ə)ri] *n.* laboratoorium
labour ['leibə] 29 *n.* töö
labourer ['leibərə] 24 *n.* tööline, maatööline
lady ['leidi] *n.* leedi, daam
lake [leik] *n.* järv
lame [leim] *a.* lombakas, lonkav
he was lame ta lonkas

lamp [læmp] *n.* lamp
land [lænd] *n.* maa
landscape ['lændskeip] 1 *n.* maastik
language ['læŋgwidʒ] *n.* keel
large [la:dʒ] *a.* suur
lark [la:k] *n.* lõoke
last [la:st] *a.* viimane, möödunud
last night eile õhtul, eile öösel
last week möödunud nädalal
at last lõpuks
last [la:st] *v.* kestma
late [leit] *adv.* hilja; *a.* hiline
to be late hilinema
laugh [la:f] *v.* naerma
to laugh at (kellegi, millegi üle) naerma, pilkama
laughing ['la:fiŋ] *a.* naerev
launch [lɔ:ntʃ] 29 *v.* käiku panema, heitmä, viskama
lay [lei], **laid** [leid], **laid** *v.* panema
lazy ['leizi] 22 *a.* laisk
lead [li:d], **led** [led], **led** *v.* juhtima, viima
lead away ära viima
leader ['li:də] *n.* juht
leaf [li:f] *n.* (puu)leht (*pl.* **leaves**)
learn [lə:n] *v.* õppima; teada saama
least [li:st] 28 *pron.* kõige vähem (ülivõrre asesõn. **little**)
at least vähemalt
leather ['leðə] *n.* nahk (pargitud)
leave [li:v], **left** [left], **left** *v.* jätma; lahkuma; väljuma
lecture ['lektʃə] 17 *n.* loeng
left [left] *a.* vasak
leg [leg] 13 *n.* jalg, jalasäär
legend ['ledʒ(ə)nd] 13 *n.* legend
less [les] 21 *pron.* vähem (*keskvõrre asesõn.* **little**)
lesson ['lesn] *n.* õppetund, õppetükk
at the lesson tunnis
let [let], **let**, **let** *v.* laskma
letter ['letə] *n.* kiri, (kirja)täht
level ['lev(ə)l] *n.* tase
sea level merepind
library ['laibrəri] *n.* raamatukogu
lie [lai], **lay** [lei], **lain** [lein] *v.* lamama
life [laif] *n.* elu (*pl.* **lives** [laivz])
lift [lift] 20 *v.* üles tõstma
light [lait] *a.* hele, valge; *n.* valgus; 3 *v.* valgustama, süütama
by candle-light küünlavalgusel
lighted ['laitid] 3 *a.* valgustatud
light [lait] 21 *a.* kerge (kaalult)
like [laik] *v.* meeldima, armastama
I like my school mulle meeldib mu kool
like [laik] *a.* sarnane, taoline
What is your dress like? Kuidas näeb välja su kleit?
like [laik] *prep.* nagu
line [lain] *n.* joon, rida
listen ['lisn] *v.* kuulama
listen to him kuulake teda!
literature ['lit(ə)ritʃə] 17 *n.* kirjandus
little ['litl] *a.* väike
a little natuke
live [liv] *v.* elama
lively ['laivli] *a.* elav
living-room ['liviŋrum] 12 *n.* elutuba
load [loud] *v.* laadima
lock [lɔk] *n.* lukk; *v.* lukustama
lonely ['lounli] 16 *a.* üksinda, üksildane
long [lɔŋ] *a.* pikk
how long kui kaua
look [luk] *v.* vaatama
look at him vaata teda!
look for otsima
looking-glass ['lukiŋgla:s] 6 *n.* peegel
lord [lɔ:d] *n.* lord
lorry ['lɔri] *n.* veoauto
lose [lu:z], **lost** [lɔst], **lost** *v.* kaotama
lot [lɔt] 27 *n.* loos, liisk
draw lots liisku tõmbama
lots [lɔts] (**of**) *n.* hulk, palju
loud [laud] *a.* vali
love [lʌv] *v.* armastama; *n.* armastus
lovely ['lʌvli] *a.* armas, kaunis, ilus
low [lou] *a.* madal
luck [lʌk] *n.* õnn
bad luck ebaõnn
Lucy ['lu:si] *pn.*

lunch [lʌntʃ] *n.* keskpäeva-eine
lyric ['lirik] *a.* lüüriline

M

m. = **metre**
machine [mə'ʃiːn] 2 *n.* masin
mad [mæd] *a.* hull, hullumeelne
madly ['mædli] *adv.* meeletult
magazine [mægə'ziːn] 5 *n.* ajakiri
Maggie ['mægi] *pn.*
magic ['mædʒik], *n.* nõiakunst, maagia
maid [meid] *n.* neiu
maiden = **maid**
mainland ['meinlənd] 11 *n.* manner-(maa)
maize [meiz] 2 *n.* mais
make [meik], **made** [meid], **made** *v.* tegema
to make friends 26 sõprust sõlmima
to make up moodustama
man [mæn] *n.* mees; inimene (*pl.* **men**)
manage ['mænidʒ] *v.* toime tulema, hakkama saama
to manage to do something millegi tegemisega toime tulema
Manhattan [mæn'hæt(ə)n] 11 *pn.*
mankind [mæn'kaind] 29 *n.* inimkond
Manson ['mænsən] 9 *pn.*
many ['meni] *pron.* palju
map [mæp] *n.* (maa)kaart
March [maːtʃ] *n.* märts
Marie [maː'riː] 22 *pn.* (prantsuse eesnimi)
mark [maːk] *n.* hinne
married ['mærid] *a.* abiellunud
marry ['mæri] 16 *v.* abielluma
master ['maːstə] *n.* meister
masterpiece ['maːstəpiːs] 6 *n.* meistriteos
match [mætʃ] *n.* võistlus
material [mə'tiəriəl] 20 *n.* materjal
mathematics [mæθə'mætiks] 17 *n.* matemaatika
Matilda [mə'tildə] *pn.*
matter ['mætə] *n.* aine; asi, asjaolu
What is the matter? Milles on asi? Mis viga on?
What is the matter with you? Mis teil viga on?
may [mei] *abiverb* tohin, tohid jne.; võin, võid jne.
May [mei] *n.* mai
me [miː] *pron.* mind; mulle
meadow ['medou] 14 *n.* aas, heinamaa
meal [miːl] 1 *n.* söök, söögiaeg
meaning ['miːniŋ] *n.* tähendus
meat [miːt] *n.* liha
mechanize ['mekənaiz] 7 *v.* mehhaniseerima
medal ['medl] 22 *n.* medal
medical ['medik(ə)l] 9 *a.* arstiteaduslik, arstiteaduse
medicine ['medsin] *n.* arstirohi, arstim; 22 arstiteadus
meet [miːt], **met** [met], **met** *v.* kohtama, kokku saama
meeting ['miːtiŋ] *n.* koosolek
member ['membə] *n.* liige
mention ['menʃ(ə)n] 21 *v.* mainima
merry ['meri] *a.* rõõmus, lõbus
metre ['miːtə] *n.* meeter
Michael ['maik(ə)l] 18 *pn.* Mihkel
middle ['midl] *a.* keskmine; *n.* keskpaik
midnight ['midnait] 9 *n.* kesköö
mild [maild] 12 *a.* mahe, pehme
mile [mail] *n.* miil
milk [milk] *n.* piim; 2 *v.* lüpsma
mill [mil] *n.* veski; (puuvilla-, paberi-) vabrik
miller ['milə] *n.* mölder
Millet [miː'je] 27 *pn.* (prantsuse perekonnanimi)
million ['miljən] *num.* miljon
mind [maind] *n.* meel, vaim, mõistus
mine [main] 9 *n.* kaevandus
miner ['mainə] 9 *n.* kaevur
mining ['mainiŋ] 9 *n.* kaevandustööd
mining town kaevanduslinn
ministry ['ministri] *n.* ministeerium
minute ['minit] *n.* minut
miserable ['miz(ə)r(ə)bl] *a.* vilets, õnnetu

miss [mis] *n.* preili, neiu; **Miss** (nime ees) 20 neiu, preili

missing ['misiŋ] 11 *a.* puuduv

mistake [mis'teik] *n.* viga

mistaken [mis'teikn] 3 *p. p.* ekslik
to be mistaken eksima

mister ['mistə] *n.* härra; **Mr.** (*lühend, pärisnimede ees*)

mistress ['mistris] *n.* perenaine

modal ['moudl] 9 *a.* modaalne

model ['mɔdl] *n.* mudel, eeskuju; 5 modell

modern ['mɔdən] 26 *a.* moodne, nüüdisaegne

moment ['moumənt] *n.* hetk, moment

Monday ['mʌndi] *n.* esmaspäev

money ['mʌni] *n.* raha

money-order ['mʌniɔ:də] 21 *n.* rahakaart

monkey ['mʌŋki] *n.* ahv

month [mʌnθ] *n.* (kalendri) kuu

Morgan ['mɔ:g(ə)n] 24 *pn.*

morning ['mɔ:niŋ] *n.* hommik

Moscow ['mɔskou] *pn.* Moskva

most [moust] *adv.* kõige enam

mostly ['moustli] 11 *adv.* enamasti, suuremalt osalt

mother ['mʌðə] *n.* ema

motor ['moutə] *n.* mootor

motor-boat ['moutəbout] *n.* mootorpaat

motor-car ['moutəka:] *n.* sõiduauto

mount [maunt] *v.* tõusma (õhku jne.)

mountain ['mauntin] *n.* mägi

mountainous ['mauntinəs] *a.* mägine

mouse [maus] *n.* hiir (*pl.* **mice** [mais])

mouth [mauθ] *n.* suu

move [mu:v] 5 *v.* liikuma; liigutama; kolima

movement ['mu:vmənt] 8 *n.* liikumine, liigutus

mow [mou], **mowed** [moud], **mown** [moun] 2 *v.* niitma

mowing-machine ['mouiŋməʃi:n] 2 *n.* niidumasin

Mr. = **mister**

Mrs. ['misiz] proua ... (*lühend, pärisnimede ees*)

mud [mʌd] *n.* muda

mushroom ['mʌʃrum] 1 *n.* seen

music ['mju:zik] *n.* muusika; noodid

musical ['mju:zik(ə)l] 25 *a.* muusika-, musikaalne

must [mʌst], (rõhuta [məst]) *abiverb* pean, pead jne.
must not ei tohi.
mustn't ['mʌsnt] ei tohi

my [mai] *pron.* minu (oma)

myself [mai'self] *pron.* mina ise

N

name [neim] *n.* nimi; *v.* nimetama

Naples ['neiplz] 6 *pn.* Naapoli

narrow ['nærou] *a.* kitsas

nation ['neiʃ(ə)n] *n.* rahvus; rahvas

national ['næʃn(ə)l] 29 *a.* rahvuslik, natsionaalne

nationality [næʃə'næliti] 22 *n.* rahvus (rahvusse kuuluvus)

native ['neitiv] *n.* pärismaalane, kohalik elanik

nature ['neitʃə] *n.* loodus

near [niə] *prep.* lähedal; *adv.* lähedal; *a.* lähedane
near-by *adv.* läheduses

nearly ['niəli] *adv.* peaaegu

necessary ['nesis(ə)ri] 2 *a.* vajalik

need [ni:d] *v.* vajama

needn't ['ni:dnt] = **need not** 5 ei tarvitse

negative ['negətiv] *a.* eitav

neighbour [neibə] *n.* naaber

neighbourhood ['neibəhud] 6 *n.* naabrus

neither ... nor ['naiðə ... 'nɔ:] 10 *conj.* ei ... ega

nervous ['nə:vəs] *a.* närviline

nervously ['nə:vəsli] 18 *adv.* närviliselt

nest [nest] *n.* pesa

never ['nevə] *adv.* mitte kunagi

nevertheless [nevəðə'les] *adv.* sellest hoolimata, siiski

new [nju:] *a.* uus
Newcastle ['nju:kɑ:sl] *pn.*
newly ['nju:li] 26 *adv.* hiljuti, äsja, vast-
news [nju:z] *n.* uudis
newspaper ['nju:speipə] *n.* ajaleht
New York [nju: 'jɔ:k] 11 *pn.*
next [nekst] *a.* järgmine
Nicholas ['nik(ə)ləs] *pn.*
nice [nais] *a.* kena
night [nait] *n.* öö
at night öösel
nine [nain] *num.* üheksa
nineteen ['nain'ti:n] *num.* üheksateist
ninety ['nainti] *num.* üheksakümmend
no [nou] ei, mitte
No. = **number** ['nʌmbə] *n.* number
Nobel ['noubl] 26 *pn.*
Nobel prize Nobeli auhind
nobody ['noubədi] *pron.* ei keegi
noise [nɔiz] *n.* müra, kära
noiseless ['nɔizlis] 11 *a.* käratu, hääletu
none [nʌn] 14 *pron.* ei keegi, ei ükski
nonsense ['nɔns(ə)ns] 5 *n.* mõttetus, rumalus
noon [nu:n] 24 *n.* keskpäev
nor [nɔ:] 14 *conj.* ega, ei ka, ka mitte
north [nɔ:θ] põhi; *adv.* põhjas, põhja poole, põhja pool
nose [nouz] *n.* nina
not [nɔt] *adv.* mitte
not so ... as *conj.* mitte nii ... kui
note [nout] *n.* märkus
notebook ['noutbuk] 18 *n.* märkmik
nothing ['nʌθiŋ] *pron.* mitte midagi
notice ['noutis] *v.* tähele panema; 23 *n.* teadaanne
now [nau] *adv.* nüüd
nowadays ['nauədeiz] 12 *adv.* tänapäeval, praegusel ajal
nuclear ['nju:kliə] 29 *a.* tuuma-, aatomi-tuuma-
nut [nʌt] *n.* pähkel

O

oak [ouk] *n.* tamm
oats [outs] 2 *n.* kaer, kaerad
obey [o'bei] *v.* sõna kuulama
occupy ['ɔkjupai] *v.* okupeerima, valdusse võtma
ocean ['ouʃ(ə)n] *n.* ookean
o'clock *vt.* **clock**
off [ɔf] *adv.* ära, eemale; maha
office ['ɔfis] 25 *n.* ametiasutus, kontor, kantselei
officer ['ɔfisə] *n.* ohvitser
official [ə'fiʃ(ə)l] 18 *n.* ametnik
often ['ɔfn] *adv.* sageli
oh [ou] *interj.* oh!
old [ould] *a.* vana
old-fashioned ['ould 'fæʃ(ə)nd] 12 *a.* vanamoeline
on [ɔn] *prep.* peal, peale; -l, -le; *adv.* edasi
once [wʌns] *adv.* ükskord
at once otsekohe
one [wʌn] *num.* üks
onion ['ʌnjən] *n.* sibul
only ['ounli] *adv.* ainult; 26 *a.* ainuke
open ['oupn] *v.* avama; *a.* avatud
opera ['ɔp(ə)rə] 3 *n.* ooper
opportunity [ɔpə'tju:niti] *n.* võimalus
opposite ['ɔpəsit] *prep.* (millegi) vastas, vastu
or [ɔ:] *conj.* või, ehk
oral ['ɔ:r(ə)l] *a.* suuline
orange ['ɔrindʒ] 5 *n.* apelsin
order ['ɔ:də] 1 *v.* tellima, käskima; *n.* tellimus; käsk
in order 50 järjekorras
organization [ɔ:gənai'zeiʃ(ə)n] *n.* organisatsioon
organize ['ɔ:gənaiz] *v.* organiseerima
other ['ʌðə] *pron.* teine, muu
our ['auə] *pron.* meie (oma)
out [aut] *adv.* välja, väljas
out of *prep.* seest; -st
outdoor ['autdɔ:] 1 *a.* vabaõhtu-, väljas toimuv
outdoor games vabaõhu-mängud
output ['autput] 7 *n.* toodang
outside ['aut'said] *prep.* väljaspool (midagi); *adv.* väljas
over ['ouvə] *adv.* mööda; *prep.* üle
overcoat ['ouvəkout] 18 *n.* mantel

overcome [ouvə'kʌm] 14 *v.* ületama
overhear [ouvə'hiə], **overheard** [ouvə'həːd], **overheard** *v.* (kogemata) pealt kuulama
owe [ou] *v.* võlgnema
own [oun] 14 *v.* omama; *a.* oma, enda
owner ['ounə] 28 *n.* omanik
Oxford ['ɔksfəd] *pn.*

P

pack [pæk] *v.* pakkima
page [peidʒ] *n.* lehekülg
pain [pein] *n.* valu
paint ['peint] 6 *v.* värvima, maalima
painter ['peintə] 6 *n.* maalikunstnik, maaler
pair [pɛə] *n.* paar
pale [peil] 18 *a.* kahvatu
pan [pæn] *n.* pann
pancake ['pænkeik] *n.* pannkook
panic ['pænik] *n.* paanika
papa [pə'paː] *n.* isa, papa
paper ['peipə] *n.* paber
parents ['pɛərənts] *n.* (lapse)vanemad
Paris ['pæris] 22 *pn.*
park [paːk] *n.* park
parrot ['pærət] *n.* papagoi
part [paːt] *n.* osa
part of speech 11 sõnaliik
party ['paːti] *n.* partei; koosviibimine
pass [paːs] *v.* mööduma; *n.* mäekuru
passage ['pæsidʒ] 9 *n.* käik, koridor
passenger ['pæs(i)ndʒə] *n.* (laeval, rongil jne.) reisija, sõitja
past [paːst] *prep.* mööda; *adv.* mööda, möödas
patient ['peiʃ(ə)nt] 6 *n.* haige; *a.* kannatlik
patriotic [pætri'ɔtik] *a.* isamaaline, isamaa-
pause [pɔːz] 18 *v.* peatuma; *n.* paus, peatus, vaheaeg
pavement ['peivmənt] *n.* kõnnitee
pay [pei], **paid** [peid], **paid** *v.* tasuma; *n.* tasu
peace [piːs] *n.* rahu
peaceful ['piːsf(u)l] 13 *a.* rahulik
peak [piːk] *n.* (mäe)tipp
peel [piːl] *v.* koorima
pen [pen] *n.* sulg, sulepea
pen-and-ink 5 sule-
pencil ['pens(i)l] *n.* pliiats
pencil-box *n.* pinal
people ['piːpl] *n.* inimesed, rahvas
peoples rahvad
per [pəː] 3. *prep.* kohta; kaudu, läbi
per cent [pə 'sent] 3 protsent
perhaps [pə'hæps] 20 *adv.* võib-olla
period ['piəriəd] *n.* periood, ajajärk
permission [pə'miʃ(ə)n] 26 *n.* luba
person ['pəːsn] *n.* isik
personal ['pəːsn(ə)l] *a.* isikuline; 18 isiklik
phonetics [fɔ'netiks] *n.* foneetika
physical ['fizik(ə)l] kehaline
physicist ['fizisist] 26 *n.* füüsik
physics ['fiziks] *n.* füüsika
piano ['pjænou] *n.* klaver
pick [pik] *v.* korjama, noppima
pick up (maast) üles tõstma
picture ['piktʃə] *n.* pilt
to go to the pictures kinos käima
to take a picture pildistama
pie [pai] 15 *n.* pirukas
piece [piːs] *n.* tükk, pala
Pierre [pjer] 26 *pn.* (prantsuse eesnimi)
pig [pig] *n.* siga
pillow ['pilou] 6 *n.* padi
pine [pain] = **pine-tree** *n.* mänd
pioneer [paiə'niə] *n.* pioneer
pipe [paip] *n.* piip; 19 toru
pity ['piti] *n.* kaastunne, hale meel, halastus
what a pity! kui kahju!
place [pleis] *v.* asetama, paigutama; *n.* koht, paik
at my brother's place minu venna juures
plague [pleig] *n.* katk
plan [plæn] *n.* plaan; *v.* kavatsema, plaanitsema
plant [plaːnt] *n.* taim; 2. *v.* istutama
plate [pleit] *n.* taldrik
play [plei] *v.* mängima; *n.* näidend

player ['pleiə] *n.* mängija
pleasant ['pleznt] *a.* mõnus, meeldiv
please [pli:z] palun
pleased (with) rahul (millegagi)
plough [plau] *n.* ader, sahk; *v.* kündma
ploughman ['plaumən] *n.* künnimees, kündja
plum [plʌm] 15 *n.* ploom
plural ['pluər(ə)l] *n.* mitmus
pneumonia [nju:'mouniə] 5 *n.* kopsupõletik
pocket ['pɔkit] *n.* tasku
poem ['pouim] *n.* luuletus
poetry ['pouitri] *n.* luule
lyric poetry tundeluule, lüürika
point [pɔint] 24 *v.* osutama, näitama
Poland ['pouland] 22 *pn.* Poola(maa)
polar ['poulə] *a.* polaarne, polaar-
Pole [poul] 22 *pn.* poolakas
pole [poul] 4 *n.* teivas
pole-vaulter ['poulvɔ:ltə] 4 *n.* teivashüppaja
police [pə'li:s] *n.* politsei
police-station *n.* politseijaoskond
polite [pə'lait] 18 *a.* viisakas
political [pə'litik(ə)l] *a.* poliitiline
polonium [pə'louniəm] 26 *n.* poloonium
poor [puə] *a.* vaene
popular ['pɔpjulə] 1 *a.* populaarne
population [pɔpju'leiʃ(ə)n] 7 *n.* elanikkond
porridge ['pɔridʒ] 17 *n.* puder
port [pɔ:t] *n.* sadam
portion ['pɔ:ʃ(ə)n] 1 *n.* portsjon
positive ['pɔzitiv] *n.* algvõrre
possessive [pə'zesiv] *a.* omastav
possible ['pɔsibl] 9 *a.* võimalik
post [poust] *v.* posti panema
postage ['poustidʒ] 21 *n.* postimaks
postcard ['poustka:d] 18 *n.* postkaart
postman ['poustmən] 21 *n.* kirjakandja
post-office ['poust 'ɔfis] *n.* postkontor
pot [pɔt] *n.* pott
potato [pə'teitou] *n.* kartul
pour [pɔ:] *v.* valama
power ['pauə] *n.* võim; 7 jõud
powerful ['pauəf(u)l] 29 *a.* võimas
practical ['præktik(ə)l] 23 *a.* praktiline
practice ['præktis] *n.* treening, praktika
praise [preiz] *v.* kiitma; *n.* kiitus
predicative [pri'dikətiv] *n.* öeldistäide, predikatiiv
prefix ['pri(:)fiks] 11 *n.* prefiks, eesliide
prepare [pri'pɛə] *v.* ette valmistama
preposition [prepə'ziʃ(ə)n] *n.* eessõna, prepositsioon
present ['preznt] *n.* kink, kingitus
present ['preznt] *a.* kohal olev, käesolev
be present kohal olema
press [pres] = **press-gang** *n.* sundvärbamissalk (eriti mereväkke värbamiseks)
pretend [pri'tend] 28 *v.* teesklema
pretty ['priti] *a.* kena, ilus
price [prais] 27 *n.* hind
private ['praivit] 22 *n.* era-, isiklik
prize [praiz] 4 *n.* auhind
probably ['prɔb(ə)bli] *adv.* arvatavasti
problem ['prɔblim] *n.* ülesanne, probleem
proclaim [prə'kleim] *v.* kuulutama
produce ['prə'dju:s] 7 *v.* tootma
production [prə'dʌkʃ(ə)n] 7 *n.* tootmine
program ['prougræm] *n.* programm
progress ['prougres] 29 *n.* progress, edu
promise ['prɔmis] *v.* lubama, lubadust andma
pronoun ['prounaun] *n.* asesõna
pronounce [prə'nauns] *v.* hääldama
pronunciation [prənʌnsi'eiʃ(ə)n] *n.* hääldamine
proud [praud] *a.* uhke (millelegi **of**)
prove [pru:v] 26 *v.* tõestama
proverb ['prɔvə:b] *n.* vanasõna

psychology [sai'kɔlədʒi] 17 *n.* psühholoogia
public ['pʌblik] 27 *n.* publik, rahvas
publish ['pʌbliʃ] 28 *v.* avaldama (trükis
pull [pul] *v.* tõmbama
pumpkin ['pʌm(p)kin] 15 *n.* kõrvits
punish ['pʌniʃ] 15 *v.* karistama
pupil ['pju:pl] *n.* õpilane
purpose ['pə:pəs] 19 *n.* eesmärk
push [puʃ] *v.* tõukama, lükkama
pushcart ['puʃkɑ:t] 19 *n.* käru, käsivanker
put [put], **put, put** *v.* panema
put on selga panema
put on (the light) (tuld) süütama
put out (the fire) (tuld) kustutama
puzzle ['pʌzl] *n.* mõistatus
puzzled ['pʌzld] 28 *a.* hämmeldunud

Q

quarter ['kwɔ:tə] *n.* veerand
question ['kwestʃ(ə)n] *n.* küsimus
queue [kju:] 21 *n.* järjekord
quick [kwik] *a.* elav, kiire, nobe
quickly ['kwikli] *adv.* ruttu, nobedasti
quiet ['kwaiət] *a.* vaikne, rahulik
be quiet vait olema
quite [kwait] *adv.* üsna, hoopis

R

race [reis] 4 *n.* võidujooks
radio ['reidiou] *n.* raadio
radio-active ['reidiou'æktiv] 26 *a.* radioaktiivne
radio-activity ['reidiou æk'tiviti] 26 *n.* radioaktiivsus
radium ['reidiəm] 26 *n.* raadium
rail [reil] 21 *n.* raudtee, (raudtee) rööbas
by rail 21 raudteel
railway ['reilwei] *n.* raudtee
rain [rein] *n.* vihm
rainy ['reini] *a.* vihmane
range [reindʒ] *n.* pliit
kitchen range pliit
rare [rɛə] 12 *a.* haruldane, harukordne
rather ['rɑ:ðə] 10 *adv.* üsna; pigem
ray [rei] 9 *n.* kiir
X-ray ['eks'rei] *n.* röntgeni(kiirte)-
reach [ri:tʃ] *v.* jõudma; 13 ulatuma
read [ri:d], **read** [red], **read** [red] *v.* lugema
ready ['redi] *a.* valmis
get ready valmis panema, valmis seadma
real ['riəl] 3 *a.* tõeline, tegelik, reaalne
really ['riəli] *adv.* tõesti, tõeliselt
reason ['ri:zn] *n.* põhjus
receive [ri'si:v] *v.* saama
recent ['ri:snt] 20 *a.* hiljutine, äsjane
recently ['ri:sntli] 20 *adv.* äsja, hiljuti
recognize ['rekəgnaiz] *v.* ära tundma
recommend [rekə'mend] 23 *v.* soovitama
record ['rekɔ:d] 1 *n.* rekord
record-holder ['rekɔ:dhouldə] 4 *n.* rekordiomanik
red [red] *a.* punane
Red Indian *n.* indiaanlane
refuse [ri'fju:z] *v.* keelduma
regards [ri'gɑ:dz] *n.* tervitused
register ['redʒistə] 23 *v.* registreerima
relative ['relətiv] 14 *a.* siduv, relatiivne
relatives ['relətivz] 22 *n.* sugulased
remain [ri'mein] 16 *v.* jääma
remain behind 16 maha jääma (teistest)
remember [ri'membə] *v.* mäletama, meeles pidama
rent [rent] 12 *n.* üür
repeat [ri'pi:t] *v.* kordama
report [ri'pɔ:t] *n.* (kooli)tunnistus
republic [ri'pʌblik] *n.* vabariik
research [ri'sə:tʃ] 26 *n.* uurimus, uurimine
rest [rest] *v.* puhkama; *n.* puhkus
take a rest puhkama
rest [rest] **(the rest)** *n.* jääk
result [ri'zʌlt] 16 *n.* tagajärg
return [ri'tə:n] *v.* tagasi tulema või

minema või pöörduma; *n.* tagasitulek, tagasipöördumine
return address 21 saatja aadress
revision [ri'viʒ(ə)n] *n.* kordamine
revolution [revə'l(j)u:ʃ(ə)n] *n.* revolutsioon
revolutionary [revə'l(j)u:ʃ(ə)n(ə)ri] 8 *a.* revolutsiooniline
rich [ritʃ] *a.* rikas
riches ['ritʃiz] 14 *n.* varad
ride [raid], **rode** [roud], **ridden** ['ridn] *v.* ratsutama, sõitma (jalgrattaga jne.); *n.* sõit
riddle ['ridl] *n.* mõistatus
right [rait] *a.* parem(poolne), õige; *n.* õigus
all right hea küll
ring [riŋ], **rang** [ræŋ], **rung** [rʌŋ] *v.* helisema; helistama
ring up helistama, telefoneerima
ripe [raip] 15 *a.* küps, valmis
rise [raiz], **rose** [rouz], **risen** ['rizn] *v.* tõusma
rival ['raiv(ə)l] 14 *n.* võistleja, rivaal
river ['rivə] *n.* jõgi
road [roud] *n.* tee
Robert ['rɔbət] *pn.*
Robeson ['roubsn] 8 *pn.*
rock [rɔk] 9 *n.* kalju, kaljurahn, kivimürakas
roof [ru:f] *n.* katus
room [ru(:)m] *n.* ruum, tuba
rose [rouz] *n.* roos
rosy ['rouzi] *a.* roosa
rouble ['ru:bl] *n.* rubla
round [raund] *prep.* ümber; *adv.* ringi, ümber
row [rou] *n.* rida
Roy [rɔi] 20 *pn.*
rubber ['rʌbə] 7 *n.* kummi
rule [ru:l] 10 *n.* reegel; valitsus
as a rule harilikult
ruler ['ru:lə] 15 *n.* joonlaud
run [rʌn], **ran** [ræn], **run** [rʌn] *v.* jooksma
run about ringi jooksma
run away ära jooksma
rush [rʌʃ] *v.* tormama
Russia ['rʌʃə] *n.* Venemaa
Russian ['rʌʃ(ə)n] *n.* venelane; vene keel; *a.* vene
rye [rai] 2 *n.* rukis

S

sad [sæd] 5 *a.* kurb
saddle ['sædl] *n.* sadul
saddler ['sædlə] *n.* sadulsepp (sadula ja rakmete tegija)
safe [seif] *a.* ohutu, kaitstud, terve
sail [seil] *v.* laevaga sõitma, purjetama; *n.* puri
sailing-boat ['seiliŋbout] *n.* purjepaat, purjelaev
sailor ['seilə] *n.* madrus, meremees
salary ['sæləri] 18 *n.* palk, tasu
salt [sɔ:lt] *n.* sool
same [seim] *pron.* sama
sanatorium [sænə'tɔ:riəm] 7 *n.* sanatoorium
sandwich ['sæn(d)widʒ] *n.* kahe viilakuga võileib
Sarah ['sɛərə] *pn.*
sash [sæʃ] 12 *n.* aknaraam (üles-alla lükatav)
sash window 12 üles-alla lükatav aken
Saturday ['sætədi] *n.* laupäev
sausage ['sɔsidʒ] 17 *n.* vorst
save [seiv] *v.* päästma; 21 säästma
savings ['seiviŋz] 26 *n.* säästud
say [sei], **said** [sed], **said** [sed] *v.* ütlema
scarf [skɑ:f] *n.* kaelasall (*pl.* **scarfs** or **scarves**)
school [sku:l] *n.* kool
at school koolis
to school kooli
to go to school koolis käima
schoolmaster ['sku:lmɑ:stə] 15 *n.* koolmeister
science ['saiəns] 23 *n.* teadus
scientific [saiən'tifik] *a.* teaduslik
scientist ['saiəntist] *n.* teadlane
scold [skould] *v.* noomima
Scotland ['skɔtlənd] *pn.* Šotimaa
Scottish ['skɔtiʃ] *a.* šoti

sea [si:] *n.* meri
out at sea väljas merel
to go out to sea merele minema
to go to sea meremeheks saama
seafarer ['si:fɛərə] *n.* meresõitja
seaman ['si:mən] *n.* meremees
search [sə:tʃ] *v.* otsima
seasick ['si:sik] *a.* merehaige
seaside ['si:said] *n.* mererand
at the seaside mererannas
season ['si:zn] *n.* aastaaeg; hooaeg
seat [si:t] *n.* iste
take your seat istu! istuge!
second ['sek(ə)nd] *num.* teine
second ['sek(ə)nd] *n.* sekund
secondary ['sekənd(ə)ri] **school** *n.* keskkool
secret ['si:krit] 22 *n.* saladus; *a.* salajane
secretly ['si:kritli] *adv.* salaja
section ['sekʃ(ə)n] *n.* osa, lõik; sektsioon
security [si'kjuəriti] 29 *n.* julgeolek
see [si:], **saw** [sɔ:], **seen** [si:n] *v.* nägema
seem [si:m] *v.* näima
seize [si:z] *v.* haarama
seldom ['seldəm] 9 *adv.* harva
sell [sel], **sold** [sould], **sold** *v.* müüma
send [send], **sent** [sent], **sent** *v.* saatma
send for 9 (kellegi, millegi) järele saatma
sensation [sen'seiʃ(ə)n] 20 *n.* sensatsioon, kõmu
sentence ['sentəns] *n.* lause; 8. *v.* (kohtulikult) mõistma
separate ['sepəreit] *v.* lahutama
September [səp'tembə] *n.* september
sequence ['si:kwəns] 1 *n.* järg, järjekord
sequence of tenses ajavormide tarvitamine kõrvallauses
serious ['siəriəs] 5 *a.* tõsine
seriously ['siəriəsli] 5 *adv.* tõsiselt
set [set], **set, set** *v.* loojuma (päikese kohta); 1 püstitama, asetama, seadma
settlement ['setlmənt] 11 *n.* asula
seven ['sevn] *num.* seitse
seventeen ['sevn'ti:n] *num.* seitseteist
seventy ['sevnti] *num.* seitsekümmend
several ['sev(ə)r(ə)l] 4 *a.* mitu
sew [sou], **sewed** [soud], **sewn** [soun] *v.* õmblema
shake [ʃeik], **shook** [ʃuk], **shaken** ['ʃeikn] *v.* raputama, kõigutama
shale [ʃeil] 7 *n.* sau-kiltkivi
oil shale ['ɔil ʃeil] põlevkivi
sharp [ʃa:p] *a.* terav
she [ʃi:] *pron.* (naiss.) tema
shed [ʃed] 26 *n.* kuur
sheet [ʃi:t] 21 *n.* poogen, (paberi)leht
shelf [ʃelf] *n.* riiul
shine [ʃain], **shone** [ʃɔn], **shone** [ʃɔn] *v.* paistma (päikese kohta)
ship [ʃip] *n.* laev
shoe [ʃu:] *n.* king
shoot [ʃu:t], **shot** [ʃɔt], **shot** *v.* laskma, tulistama; maha laskma
shop [ʃɔp] *n.* kauplus
shop-assistant ['ʃɔpəsistənt] *n.* müüja
shop [ʃɔp] *v.* ostusid tegema, kauplusi külastama
shore [ʃɔ:] *n.* (mere)kallas, rand
short [ʃɔ:t] *a.* lühike
shoulder ['ʃouldə] *n.* õlg
shout [ʃaut] *v.* karjuma, hüüdma
show [ʃou], **showed** [ʃoud], **shown** [ʃoun] *v.* näitama
shut [ʃʌt], **shut, shut** *v.* sulgema
shy [ʃai] 19 *a.* arg, tagasihoidlik
sick [sik] *a.* haige
make sick südant pahaks tegema
side [said] *n.* külg
sigh [sai] 19 *v.* ohkama; *n.* ohe, ohkamine
sight [sait] *n.* nägemine, nägemismeel
signature ['signətʃə] 18 *n.* allkiri, nimemärk
silence ['sailəns] 15 *n.* vaikus
silent ['sailənt] *a.* vait, vaikne
silver ['silvə] *n.* hõbe

silvery ['silvəri] 1 *a.* hõbedane
silk [silk] 7 *n.* siid
silky ['silki] 20 *a.* siidine, siidpehme
simple ['simpl] 12 *a.* lihtne
since [sins] *prep.* sàadik, -st peale
sing [siŋ], **sang** [sæŋ], **sung** [sʌŋ] *v.* laulma
singer ['siŋə] *n.* laulja
singing-class ['siŋiŋ klɑːs] 14 *n.* laulurühm
singular ['siŋgjulə] *n.* ainsus
sir [səː] *n.* härra, sir (alamaadli tiitel)
sister ['sistə] *n.* õde
sit [sit], **sat** [sæt], **sat** *v.* istuma
sit down istet võtma
sit up istukile tõusma
sitting-room ['sitiŋrum] *n.* elutuba
situated ['sitjueitid] 11 *a.* asetsev, asuv
situation [sitju'eiʃ(ə)n] *n.* olukord, asend
six [siks] *num.* kuus
sixteen ['siks'tiːn] *num.* kuusteist
sixty ['siksti] *num.* kuuskümmend
skate [skeit] *v.* uisutama
go skating uisutamas käima
skates [skeits] *n.* uisud
skating-rink ['skeitiŋriŋk] *n.* liuväli
at the skating-rink liuväljal
sketch [sketʃ] 27 *n.* joonis, skits, visand
ski [skiː, ʃiː] 10 *v.* suusatama; *n.* suusk
go skiing suusatamas käima
skill [skil] 14 *a.* osavus, vilumus
Sklodovska [sklɔ'dɔvskə] 22 *pn.*
sky [skai] *n.* taevas
sky-lark = **lark** [lɑːk] *n.* lõoke
skyscraper ['skaiskreipə] 11 *n.* pilvelõhkuja
slap [slæp] *v.* kergelt lööma, laksu andma
sledge [sledʒ] *n.* regi, kelk
sleep [sliːp], **slept** [slept], **slept** *v.* magama; *n.* uni
go to sleep uinuma
sleepy ['sliːpi] 13 *a.* unine
sleeve [sliːv] 13 *n.* varrukas
sleigh [slei] *n.* saan
slogan ['slougən] *n.* loosung
slow [slou] 6 *a.* aeglane
slowly ['slouli] 6 *adv.* aeglaselt
small [smɔːl] *a.* väike
smell [smel] *n.* lõhn; *v.* lõhnama (**of** millegi järele)
smile [smail] *v.* naeratama; *n.* naeratus
smoke [smouk] *v.* suitsetama; *n.* suits
snow [snou] *n.* lumi; *v.* lund sadama
snowman ['snoumən] 10 *n.* lumemees
snowstorm ['snoustɔːm] *n.* lumetuisk, lumetorm
snowy ['snoui] *a.* lumine
so [sou] *adv.* nii
so that *conj.* nii et
soap [soup] 17 *n.* seep
social ['souʃ(ə)l] 29 *a.* ühiskondlik, sotsiaalne
socialism ['souʃəlizm] 29 *n.* sotsialism
socialist ['souʃəlist] *a.* sotsialistlik; *n.* sotsialist
society [sə'saiəti] 7 *n.* ühiskond; selts
sock [sɔk] *n.* sokk
soft [sɔft] *a.* pehme
softly *adv.* pehmelt, tasaselt
soldier ['souldʒə] *n.* sõdur
solidarity [sɔli'dæriti] 29 *n.* solidaarsus
solve [sɔlv] *v.* lahendama
some [sʌm, səm] *pron.* teatav hulk, mõned, mõni, natuke
somebody ['sʌmbədi] *pron.* keegi
someone ['sʌmwʌn] *pron.* keegi
something ['sʌmθiŋ] *pron.* midagi
sometimes ['sʌmtaimz] *adv.* mõnikord
somewhere ['sʌmwɛə] *adv.* kuskil
son [sʌn] *n.* poeg
son-in-law ['sʌninlɔː] 26 *n.* väimees
song [sɔŋ] *n.* laul
sonny ['sʌni] *n.* pojake
soon [suːn] *adv.* varsti
as soon as niipea kui
Sorbonne [sɔː'bɔn] 23 *pn.* (Pariisi ülikool)

sore [sɔ:] *a.* valus, haige
sorry ['sɔri] *a.* kurvastav
I am sorry mul on kahju
I'm sorry! vabandage mind
sound [saund] *n.* kõla, kõmin, heli
soup [su:p] *n.* supp
sour ['sauə] 21 *a.* hapu
south [sauθ] *n.* lõuna (ilmakaar); *adv.* lõunasse
southern ['sʌðən] 11 *a.* lõuna-, lõunapoolne
Soviet ['souviet] *n.* nõukogu; *a.* nõukogude
Soviet Union ['ju:njən] *pn.* Nõukogude Liit
sow [sou], **sowed** [soud], **sown** [soun] 2 *v.* külvama
sowing ['souiŋ] 2 *n.* külvamine
speak [spi:k], **spoke** [spouk], **spoken** ['spouk(ə)n] *v.* kõnelema
spear [spiə] *n.* oda
speech [spi:tʃ] *n.* kõne
parts of speech sõnaliigid
spend [spend], **spent** [spent], **spent** *v.* aega veetma; kulutama
spend on 18 kulutama (millegi peale)
spin [spin], **span** [spæn], **spun** [spʌn] 13 *v.* ketrama
spirit ['spirit] *n.* vaim
high spirits hea tuju
spoon [spu:n] *n.* lusikas
sport [spɔ:t] *n.* sport
sportsground ['spɔ:tsgraund] *n.* spordiväljak
spread [spred], **spread** [e], **spread** [e] *v.* levima
sputnik ['sputnik] 29 *n.* sputnik, tehiskaaslane
spring [spriŋ] *n.* kevad
square [skwɛə] *n.* nelinurk, ruut; väljak
stable ['steibl] 16 *n.* (hobuse) tall
stadium ['steidiəm] 4 *n.* staadion
stall [stɔ:l] *n.* kiosk
stamp [stæmp] 21 *n.* postmark
stand [stænd], **stood** [stud], **stood** [u] *v.* seisma; taluma
stand up püsti tõusma
start [sta:t] *v.* alustama; teele asuma **(for)**
starvation [sta:'veiʃ(ə)n] 27 *n.* nälgimine
starve [sta:v] 18 *v.* nälgima; nälga surema
state [steit] *n.* riik
state farm *n.* sovhoos
station ['steiʃ(ə)n] *n.* jaam
stay [stei] *v.* jääma, viibima
steal [sti:l], **stole** [stoul], **stolen** ['stouln] *v.* varastama
step [step] 23 *n.* samm; *v.* astuma, sammuma
take steps 23 samme astuma
stick [stik], **stuck** [stʌk], **stuck** 21 *v.* kleepima
stick on peale kleepima
stiff [stif] 20 *a.* kange
still [stil] *adv.* ikka veel
stocking ['stɔkiŋ] *n.* sukk
stone [stoun] *n.* kivi
stony ['stouni] *a.* kivine
stop [stɔp] *v.* peatama; peatuma; *n.* peatus
storey ['stɔ:ri] 5 *n.* (maja)kord, korrus
storm [stɔ:m] *n.* torm
story ['stɔ:ri] *n.* lugu, jutt
stove [stouv] 2 *n.* ahi
straight [streit] 16 *adv.* otse, sirgelt; *a.* sirge
strange [streindʒ] 13 *a.* võõras, imelik
stranger ['streindʒə] *n.* võõras
straw [strɔ:] 2 *n.* õlg (õle), õled
strawberry ['strɔ:b(ə)ri] 1 *n.* maasikas
stream [stri:m] 16 *n.* oja
street [stri:t] *n.* tänav
stress [stres] 1 *n.* rõhk
strike [straik], **struck** [ʌ], **struck** *v.* lööma; 8 *n.* streik
strong [strɔŋ] *a.* kange, tugev
struggle ['strʌgl] 29 *v.* võitlema; *n.* võitlus
student ['stju:d(ə)nt] *n.* üliõpilane

studies ['stʌdiz] 22 *n. pl.* õpingud
study ['stʌdi] *v.* õppima, uurima
subject ['sʌbdʒikt] *n.* (õppe)aine
subscribe [səb'skraib] 21 *v.* (ajalehte) tellima **(to)**
subscriber [səb'skraibə] 21 *n.* (ajalehe, ajakirja) tellija
suburb ['sʌbəːb] 11 *n.* eeslinn, agul
success [sək'ses] 6 *n.* edu, kordaminek
such [sʌtʃ] *pron.* niisugune, selline
sudden ['sʌdn] 26 *a.* äkiline
suddenly ['sʌdnli] *adv.* äkki
Sue [sjuː] 5 *pn.*
suffix ['sʌfiks] 11 *n.* sufiks, järelliide
sugar ['ʃugə] *n.* suhkur
suit [sjuːt] 15 *n.* ülikond
suit-case ['sjuːtkeis] *n.* kohver
sum [sʌm] 27 *n.* summa
summer ['sʌmə] *n.* suvi
in summer suvel
sun [sʌn] *n.* päike
in the sun päikese käes
sunburnt ['sʌnbəːnt] 19 *a.* päevitunud
Sunday ['sʌndi] *n.* pühapäev
sunny ['sʌni] *a.* päikesepaisteline
sunshine ['sʌnʃain] *n.* päikesepaiste
superlative [sju(ː)'pəːlətiv] *n.* ülivõrre
superstitious [sju(ː)pə'stiʃəs] 13 *a.* ebausklik
supper ['sʌpə] *n.* õhtusöök
support [sə'pɔːt] 23 *v.* toetama, ülal pidama
sure [ʃuə] 16 *a.* kindel, veendunud
surprise [sə'praiz] *n.* üllatus
surprised [sə'praizd] üllatunud
surround [sə'raund] *v.* ümbritsema
suspicious [səs'piʃəs] *a.* kahtlustav, kahtlustäratav
swallow ['swɔlou] *n.* pääsuke
sweat [swet] 19 *n.* higi
Sweden ['swiːdn] 8 *pn.* Rootsimaa
sweep [swiːp], **swept** [e], **swept** [e] 17 *v.* pühkima
sweet [swiːt] *a.* magus, meeldiv
swiftly ['swiftli] *adv.* kiiresti
swim [swim], **swam** [æ], **swum** [ʌ] *v.* ujuma
swimmer ['swimə] *n.* ujuja
swimming-pool ['swimiŋpuːl] 1 *n.* ujumisbassein
synonym ['sinənim] *n.* sünonüüm

T

table ['teibl] *n.* laud
lay the table lauda katma
tail [teil] 15 *n.* saba
take [teik], **took** [u], **taken** ['teikn] *v.* võtma, viima
to take off seljast (jalast) võtma
to take the bus bussiga sõitma
to take part (in) osa võtma (millestki)
to take place aset leidma, toimuma
to take steps 23 samme astuma
talent ['tælənt] 3 *n.* talent
talk [tɔːk] *v.* vestlema, juttu ajama
talking ['tɔːkiŋ] 17 *n.* rääkimine, jutuajamine
tall [tɔːl] 13 *a.* (kasvult) pikk
tea [tiː] *n.* tee
teach [tiːtʃ], **taught** [tɔːt], **taught** [tɔːt] *v.* õpetama
teach a lesson õpetust andma
teacher ['tiːtʃə] *n.* õpetaja
team [tiːm] 1 *n.* (jalgpalli- jne.) meeskond; brigaad
tear [tiə] *n.* pisar
technical ['teknikl] *a.* tehnika-, tehniline
teeth [tiːθ] 17 *vt.* **tooth**
telegram ['teligræm] 21 *n.* telegramm
telegraph ['teligrɑːf] *n.* telegraaf
telephone ['telifoun] 20 *n.* telefon
television [teli'viʒ(ə)n] *n.* televisioon
tell [tel], **told** [tould], **told** *v.* ütlema; käskima
temperature ['tempritʃə] *n.* temperatuur, palavik
ten [ten] *num.* kümme
tennis ['tenis] *n.* tennis
tense [tens] 1 *n.* aeg, ajavorm
tent [tent] *n.* telk
term [təːm] *n.* semester, poolaasta

half-term *n.* veerandaasta
terrible ['teribl] *a.* kohutav
test [test] 29 *n.* test, katse
text [tekst] *n.* tekst
textbook ['tekstbuk] *n.* õpik
textiles ['tekstailz] 7 *n.* tekstiilkaubad, riidekaubad
Thames [temz] *pn.*
than [ðæn, ðən] *conj.* kui (*võrdluses*)
thank [θæŋk] *v.* tänama
thank you tänan (sind, teid)
thankful ['θæŋkf(u)l] *a.* tänulik
that (alati ðæt) *pron.* too, see seal (pl. **those** [ðouz])
that [ðæt], (rõhuta [ðət]) *pron.* mis, kes
theatre ['θiətə] *n.* teater
their [ðɛə] *pron.* nende (oma)
them [ðem], rõhuta [ðəm] *pron.* neid; neile
then [ðen] *adv.* siis
there [ðɛə] *adv.* seal; sinna
thermometer [θə'mɔmitə] *n.* termomeeter, kraadiklaas
these [ði:z] *vt.* this
they [ðei] *pron.* nemad
thick [θik] *a.* paks
thin [θin] 13 *a.* õhuke, peenike, kõhn
thing [θiŋ] *n.* asi, ese
think [θiŋk], **thought** [θɔ:t], **thought** *v.* mõtlema
third [θə:d] *num.* kolmas
thirst [θə:st] *n.* janu; *v.* janunema
thirteen ['θə:'ti:n] *num.* kolmteist
thirty ['θə:ti] *num.* kolmkümmend
this [ðis] *pron.* see, see siin (*pl.* **these** [ði:z])
those [ðouz] *vt.* that
thought [θɔ:t] *n.* mõte
thousand ['θauz(ə)nd] *num.* tuhat
three [θri:] *num.* kolm
thresh [θreʃ] *v.* vilja peksma
throat [θrout] *n.* kõri, kurk
through [θru:] *prep.* läbi
throw [θrou], **threw** [θru:], **thrown** [θroun] *v.* viskama
Thursday ['θə:zdi] *n.* neljapäev
ticket ['tikit] *n.* pilet
ticket-office ['tikitɔfis] *n.* piletikassa
tie [tai] *v.* siduma; *n.* kaelaside
till [til] *conj.* kuni, seni kui
time [taim] *n.* aeg; kord
what time is it? mis kell on?
for the first time esimest korda
to have a good time aega lõbusalt veetma
in time õigel ajal
time-table ['taimteibl] *n.* tunniplaan
tin [tin] *n.* konservikarp
tired ['taiəd] *a.* väsinud
tobacco [tə'bækou] *n.* tubakas
today [tə'dei] *adv.* täna
together [tə'geðə] *adv.* koos
tomorrow [tə'mɔrou] *adv.* homme
tone [toun] *n.* toon
tongue [tʌŋ] 23 *n.* keel
'mother tongue emakeel
tonight [tə'nait] *adv.* täna õhtul või öösel
too [tu:] *adv.* samuti, ka; liiga
tooth [tu:θ] 17 *n.* hammas (*pl.* **teeth** [ti:θ])
top [tɔp] *n.* tipp, ülemine osa või ots
at the top ülal
torn [tɔ:n] *a.* katkine, rebenenud
tough [tʌf] *a.* vintske
tour [tuə] 1 *n.* ring- või huvireis, matk
walking tour 1 jalgsimatk
tournament ['tuənəmənt] 4 *n.* võistlused
towards [tɔ:dz] *prep.* (millegi, kellegi) poole, suunas
towel ['tauəl] 17 *n.* käterätik
tower ['tauə] *n.* torn
the Tower (of London) keskaegne linnus Londonis (praegu arsenal ja muuseum)
town [taun] *n.* linn
go to town linna minema või sõitma
in town linnas
toy [tɔi] *n.* mänguasi
track-and-field ['træk ənd 'fi:ld] 2 kergejõustiku-

tractor ['træktə] *n.* traktor
tractor station traktorijaam
trade [treid] *n.* amet
trade union 8 ametiühing
trader ['treidə] 11 *n.* kaupmees, kaubitseja
tradesman ['treidzmən] *n.* (17. sajandil) käsitööline
traffic ['træfik] *n.* liiklus
train [trein] *n.* rong
by train rongiga
tram [træm] *n.* tramm
by tram trammiga
tramline ['træmlain] *n.* trammiliin
transcribe [træns'kraib] *v.* transkribeerima (kirjutama foneetiliste märkidega)
trap [træp] *n.* lõks
travel ['træv(ə)l] 27 *v.* reisima; *n.* reisimine
tree [tri:] *n.* puu
tremble ['trembl] *v.* värisema
trick [trik] *n.* trikk, temp
triumphantly [trai'ʌmfəntli] *adv.* võidukalt, võidurõõmsalt
trousers ['trauzəz] 5 *n.* püksid
true [tru:] *a.* õige, tõele vastav
try [trai] *v.* püüdma
try on *v.* (selga, jalga, jne.) proovima
tube [tju:b] *n.* tuub
Tuesday ['tju:zdi] *n.* teisipäev
tune [tju:n] 5 *n.* viis, meloodia
turn [tə:n] *v.* pöörduma
turn [tə:n] *n.* kord
in turn kordamööda
turnip ['tə:nip] 27 *n.* naeris
twelve [twelv] *num.* kaksteist
twenty ['twenti] *num.* kakskümmend
twice [twais] 24 *adv.* kaks korda
two [tu:] *num.* kaks

U

umbrella [ʌm'brelə] *n.* vihmavari
unbroke [ʌn'brouk] = **unbroken** *a.* murdmata, terve
uncle ['ʌŋkl] 25 *n.* onu
under ['ʌndə] *prep.* all, alla
underground [ʌndə'graund] *adv.* põranda all(a), maa all(a)
underline [ʌndə'lain] *v.* alla kriipsutama
underlined allakriipsutatud
understand [ʌndə'stænd], **understood** [ʌndə'stud], **understood** *v.* aru saama, mõistma
underwear ['ʌndəwɛə] 7 *n.* aluspesu
undress ['ʌn'dres] *v.* lahti riietuma
unemployed ['ʌnim'plɔid] 11 *a.* töötu
the unemployed tööta töölised
unhappy [ʌn'hæpi] *a.* õnnetu
union ['ju:njən] *n.* ühing, liit
trade union 8 ametiühing
Union of Soviet Socialist Republics 7 Nõukogude Sotsialistlike Vabariikide Liit
unit ['ju:nit] 2 *n.* ühik
unite [ju:'nait] *v.* ühinema
United States of America 8 Ameerika Ühendriigid
university [ju(:)ni'və:siti] *n.* ülikool
unkind [ʌn'kaind] *a.* ebasõbralik, ebalahke
unknown ['ʌn'noun] 12 *n.* teadmatu, tundmatu
unnecessary [ʌn'nesis(ə)ri] 23 *a.* mittevajalik
unpack ['ʌn'pæk] *v.* lahti pakkima
until [ʌn'til] *conj.* kuni, (mitte) enne kui
untiringly [ʌn'taiəriŋli] 26 *adv.* väsimatult
uprising [ʌp'raiziŋ] *n.* ülestõus
upstairs ['ʌp'stɛəz] *adv.* üleval, (trepist) üles
us [ʌs, əs] *pron.* meid; meile
U.S.A. 8 = **United States of America**
use [ju:z] *v.* tarvitama
use [ju:s] 12 *n.* tarvitamine, kasutamine
useful ['ju:sf(u)l] 12 *a.* kasulik
useless ['ju:slis] *a.* tarbetu
U. S. S. R. = **Union of Soviet Socialist Republics**
usual ['ju:ʒuəl] *a.* harilik

as usual nagu harilikult

usually ['juːʒu(ə)li] *adv.* harilikult, tavaliselt

V

vain [vein] *a.* asjatu, tühine
in vain 18 asjatult, ilmaaegu

valley ['væli] *n.* org

Van Brunt [væn'brʌnt] 14 *pn.*

Van Tassel [væn'tæsl] 14 *pn.*

vase [vɑːz] *n.* vaas

vegetable ['vedʒitəbl] *n.* köögi- e. keeduvili

verb [vəːb] *n.* tegusõna

vertical ['vəːtik(ə)l] 12 *a.* vertikaalne, püstloodis

vertically ['vəːtik(ə)li] 12 *adv.* vertikaalselt

very ['veri] *adv.* väga
very much väga

victory ['viktəri] *n.* võit

villa ['vilə] 28 *n.* villa, eramaja

village ['vilidʒ] *n.* küla

vine [vain] 5 *n.* viinapuu

violin [vaiə'lin] 25 *n.* viiul

visit ['vizit] *v.* külastama; *n.* külastus

voice [vɔis] *n.* hääl
in a loud voice valju häälega

volley-ball ['vɔlibɔːl] 4 *n.* võrkpall

W

wait [weit] *v.* ootama (kedagi, midagi **for**)

wake [weik], **woke** [wouk], **woken** ['woukn] *v.* ärkama
wake up ärkama; äratama

Wales [weilz] *pn.* Wales

walk [wɔːk] *v.* jalutama; *n.* jalutuskäik
to go for a walk jalutama minema, jalutamas käima

walking tour ['wɔːkiŋtuə] 1 *n.* jalgsimatk

wall [wɔːl] *n.* sein
wall newspaper *n.* seinaleht

Walter ['wɔːltə] *pn.*

wander ['wɔndə] *v.* rändama

want [wɔnt] *v.* tahtma; vajama; *n.* puudus

war [wɔː] *n.* sõda

warm [wɔːm] *a.* soe; *v.* soojendama
warm up 17 soojendama

Warsaw ['wɔːsɔː] 22 *pn.* Varssavi

wash [wɔʃ] *v.* pesema

watch [wɔtʃ] *v.* jälgima, vaatlema

watch [wɔtʃ] *n.* uur, tasku- või käekell

watchmaker ['wɔtʃmeikə] 3 *n.* kellassepp

water ['wɔːtə] *n.* vesi

waterfall ['wɔːtəfɔːl] *n.* kosk

wave [weiv] *n.* laine

wax [wæks] 28 *n.* vaha

way [wei] *n.* tee; (tegu)viis
in this way sel viisil

we [wiː, wi] *pron.* meie

weak [wiːk] 6 *a.* nõrk

wear [wɛə], **wore** [wɔː], **worn** [wɔːn] 7 *v.* kandma (rõivaid)

weather ['weðə] *n.* ilm

weaver ['wiːvə] *n.* kangur

Wednesday ['wenzdi] *n.* kolmapäev

weed [wiːd] 2 *n.* umbrohi; *v.* umbrohust puhastama

week [wiːk] *n.* nädal
week-day *n.* tööpäev
week-end *n.* nädalalõpp

weigh [wei] 21 *v.* kaaluma

welcome ['welkəm] 2 *interj.* tere tulemast!

well [wel] *adv.* hästi; *a.* terve (*ainult öeldistäitena*); *interj.* noh! nii!

well [wel] 24 *n.* kaev

well-known ['wel'noun] 1 *a.* hästi teatud või tuntud

well-to-do ['weltə'duː] 24 *a.* jõukas

west [west] *n.* lääs
the West End linnaosa Londonis

wet [wet] *a.* märg

whale [weil] *n.* vaal

whalebone ['weilboun] *n.* vaalaluu

what [wɔt] *pron.* mis, mida, missugune

wheat [wiːt] 2 *n.* nisu

when [wen] *conj.* siis kui; *adv.* millal
whenever [wen'evə] 16 *conj.* iga kord kui
where [wɛə] *adv., conj.* kus; kuhu
wherever [wɛə'revə] *adv., conj.* ükskõik kus; ükskõik kuhu
whether ['weðə] 28 *conj.* kas (*kaudses küsimuses*)
which [witʃ] *pron.* mis; mitmes; kes, missugune (teatud arvust või hulgast)
while [wail] *conj.* sel ajal kui
whisper ['wispə] 5 *v.* sosistama; *n.* sosin
in a whisper sosinal, sosistades
whistle ['wisl] *v.* vilistama; *n.* vile
white [wait] *a.* valge
who [hu:] *pron.* kes
whole [houl] *a.* terve, kogu
whom [hu:m] *pron.* keda
whose [hu:z] *pron.* kelle (oma)
why [wai] *adv.* miks, mispärast
wide [waid] *a.* lai, avar
widely ['waidli] 12 *adv.* laialdaselt
wife [waif] *n.* naine (abikaasa), *pl.* **wives** [waivz]
wild [waild] *a.* metsik, tormine
wild-looking ['waild'lukiŋ] metsiku välimusega
will [wil] *abiverb, tarvitatult järgneva infinitiiviga väljendab tulevikku;* tahan, tahad jne.
win [win], **won** [wʌn], **won** [wʌn] 1 *v.* võitma
wind [wind] *n.* tuul
window ['windou] *n.* aken
windy ['windi] 10 *a.* tuuline
wine [wain] 5 *n.* vein
wing [wiŋ] 13 *n.* tiib
winter ['wintə] *n.* talv
in winter talvel
wipe [waip] 5 *v.* pühkima, puhastama
wireless ['waiəlis] *n.* raadio
wish [wiʃ] 22 *n.* soov
with [wið] *prep.* -ga (kaasaütlev)
without [wi'ðaut] *prep.* ilma, -ta (ilmaütlev)
wonder ['wʌndə] 12 *v.* imestama; *n.* ime
wood [wud] 1 *n.* mets
work [wə:k] *n.* töö; *v.* töötama
working hours töötunnid
the working class töölisklass
workday ['wə:kdei] = **working day** 2 tööpäev, argipäev
workday unit 2 normipäev (tasumaksmise ühik kolhoosis)
work-room ['wə:krum] *n.* töötuba
worker ['wə:kə] *n.* tööline
world [wə:ld] *n.* maailm
worry ['wʌri] 19 *v.* muretsema, rahutust tundma
worse [wə:s] *a.* halvem (*vt.* **bad**)
worst [wə:st] *a.* halvim (*vt.* **bad**)
write [rait], **wrote** [rout], **written** ['ritn] *v.* kirjutama
write down üles kirjutama
wrong [rɔŋ] *a.* vale, ebaõige, korrast ära

X

X-ray ['eks'rei] 9 *n.* (*pl.*) röntgenikiired, röntgeni(kiirte)-

Y

yard [ja:d] *n.* hoov, õu
Y. C. L. = **Young Communist League** [li:g] Kommunistlik Noorsooühing
year [jiə, jə:] *n.* aasta
the New Year Uusaasta
yellow ['jelou] *a.* kollane
yes [jes] jah
yesterday ['jestədi] *adv.* eile
yet [jet] *adv.* veel (*eitavas ja küsilauses*)
you [ju:, ju] *pron.* teie, sina
young [jʌŋ] *a.* noor
your [jɔ:, jɔ, jə] *pron.* teie, sinu (oma)
youth [ju:θ] *n.* noorus; noorsugu

Z

zero ['ziərou] 10 *n.* null(punkt)

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Алис Мяртовна Эхин и Мелание Ивановна Раук
УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА
ДЛЯ 10-го КЛАССА
На английском и эстонском языках

Обложка В. Варе

Эстонское Государственное Издательство
Таллин, Пярнуское шоссе, 10

*

Toimetaja V. Rummel
Kunstiline toimetaja H. Keigo
Tehniline toimetaja H. Kohu
Korrektor H. Peel

Ladumisele antud 13. X 1961. Trükkimisele antud 27. XII 1961. Paber 60 × 90, 1/16. Trükipoognaid 19,5. Arvutuspoognaid 17,5. Trükiarv 3000. Tellimise nr. 9881. Hans Heidemanni nim. trk., Tartu, Ülikooli 17/19. II

Hind 30 kop.

6—6

30 kop.

II
1 A-3746

TÜ RAAMATUKOGU
1 0300 00534268 0