English

XI

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ENGLISH

ÕPIK XI KLASSILE

ARHIIVEXEMPLAR

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ARHIIVKOGU

TO THE TEACHER

The textbook for the 11th class comprises twenty-four lessons. The texts of Lessons 7, 12 and 19 are primarily meant for translating. Some of the words of Lessons 12 and 19 needn't be activized. The texts of Lessons 8, 20 and 22 are but slightly adapted and contain a number of new words not included in the "active" vocabulary. Only the more difficult passages of these texts should be translated into Estonian. In retelling them it may be necessary to use a few words from the "passive" vocabulary.

Lessons 15—24 form an elementary literary reader. The teacher is expected to give the pupils a brief oral outline of the life and work of the English classical authors. This is important because the pupils must learn to understand spoken English.

The texts for translating with the dictionary (pp. 170—182) are mostly unadapted, original English texts. Work at these texts should be introduced as early as possible and the teacher should instruct the pupils how to use a big English-Estonian dictionary. From time to time the pupils should be required to make in class a written or oral translation of an unprepared passage. In this way the teacher will be able to check the pupils' progress.

As for the dialogues (pp. 183—189), they are intended for additional oral practice, especially during the second half-year, to be taken parallel with Lessons 15—24. On the basis of these dialogues the pupils are also expected to speak about themselves, their life at home, at school, etc.

The poems and songs (pp. 190—213) may be recited or sung in class or at school parties. Some of the poems may serve as material for the autumn foreign language competition between schools.

LESSON 1

THE SOVIET UNION

The Soviet Union is the first socialist state in the history of mankind. It is an advanced and powerful country now.

After the Revolution, the young Soviet Republic lay in ruins and its enemies were sure that it would not exist long.

How has Russia, a backward agricultural country, become one of the most powerful states in the world?

It was not easy to build Socialism in a country whose industry was in ruins. The working class had to overcome many difficulties, but it believed in the victory of Socialism. Under the leadership of the Communist Party, the Soviet people have achieved brilliant success. Socialism is built up, and now we are building Communism.

Much has been done to develop heavy industry in the U.S.S.R. Now the Soviet Union is a powerful industrial country which is able to produce all the means of production itself. We also have all the raw materials and fuel needed by our industry. There is much oil in the oil-fields of Baku and Bashkiria; in the Donbas, in the Kuzbas and in Karaganda there is much coal. Iron ore is mined in the European part of the U.S.S.R. as well as in Siberia and in Central Asia. The Soviet Union is also rich in non-ferrous metals and rare minerals.

The agricultural map of our country has also changed much since the Great October Socialist Revolution. Wheat has moved north and east. So much grain is now grown on the virgin lands of Kasakhstan and other districts that we can say the grain problem is solved in our country. The production of maize has greatly

increased and this, in its turn, makes it possible for our state and collective farms to raise more cattle and to send more meat and milk to the market.

Cotton and sugar-beet are important technical crops. From year to year more and more cotton is grown in the republics of Central Asia, and sugar-beet fields are spreading north and east.

Our aim is to increase greatly the output of industrial goods and agricultural products during the years of the Seven-Year Plan and to surpass the most advanced capitalist countries in all branches of national economy. Automation and mechanization will play an important part in achieving this aim.

Together with all the peoples of the Soviet Union, the workers of the Estonian Soviet Socialist Republic are doing their best to raise the productivity of labour both in industry and in agriculture, and to develop further all the branches of our national economy. We know that we are working for our own good and that every victory on the economic front brings us nearer to Communism.

New words

advanced
ruins
exist
leadership
means
raw
fuel
oil
ore
mine
European
Siberia
non-ferrous
metal
mineral
virgin lands
raise
cattle
sugar-beet
aim
goods
products
surpass
economy
automation
mechanization
productivity
further

Notes to the text

lay in ruins oli varemetes
whose = of which
in its turn omakorda
technical crops tehnilised kultuurid

Pronunciation Exercise.

1. Vowels in unstressed syllables

backward ['bækwəd]
develop [di'veləp]
industrial [in'dʌstriəl]
agricultural [ægri'kʌltʃ(ə)r(ə)l]

victory ['viktəri]	technical ['teknik(ə)l]
capitalist ['kæpitəlist]	national ['næʃn(ə)l]
product ['prɔdəkt]	material [mə'tiəriəl]
difficulty ['difik(ə)lti]	mineral ['min(ə)r(ə)l]

2. [p, b]

Peter painted that picture at the pioneer camp. These poems were popular when they were first published in Paris.

How many books are there in that big brown bookcase? There is bread, butter, biscuits and bananas in that bag.

Exercise 1.

a) Conjugate the verbs *listen, notice, visit, take* in the Present, Past and Future Indefinite Tense.

b) Conjugate the verbs *laugh, study, go* in the Present and Past Continuous Tense.

c) Conjugate the verbs *promise, bring, do* in the Present and Past Perfect Tense.

Exercise 2.

Give the three principal parts of the following irregular verbs: ***become,*** *begin, build, break, fall, grow, spread, send, lead, write.*

Exercise 3.

Read the following sentences, using *he* or *she* as the subject of the verb.

1. I accept your invitation. 2. I occupy the first seat in the third row. 3. Where do you live? 4. We do not like the colour of those curtains. 5. You weigh fifty kilograms. 6. I can drive a tractor. 7. I counted the tools again. 8. Did I show you the pictures? 9. Do you advise me to go there now? 10. You must change places with me. 11. Do you understand the question? 12. Do I pronounce that word right?

Exercise 4.

Fill the blanks with the auxiliary verbs *are, do, does, did, has* or *have.*

1. The people of the Soviet Union ... built up Socialism. 2. Now we ... building Communism. 3. ... the agricultural map of the U.S.S.R. changed much? 4. What fuel ... that factory use? 5. What raw materials ... those factories need? 6. The Soviet Union ...

achieved brilliant success in the field of scientific research. 7. Soviet miners do not work more than six hours a day. 8. How much maize did those collective farmers grow last year? 9. How many per cent has the production of sugar increased since 1954? 10. How much shale does the E.S.S.R. produce every year?

Exercise 5.

Read in the Passive.

Model: They *built the house.* — *The house was built.*

1. They need much fuel.
2. They increased production.
3. We overcame the difficulties.
4. We have not changed the plan.
5. They mine much coal there.
6. You achieved good results.
7. He has explained all the rules.
8. They will raise more cattle.
9. We shall plough the fields.
10. We grew much grain here.
11. Did they produce much cotton?
12. They will develop heavy industry.
13. I have counted the parts.
14. They had not solved the problem.
15. He will break the record.
16. Had they decorated the hall?
17. They won the game.
18. Did he mention my name?

Exercise 6.

Adverbial Clauses of Time and Condition.

Fill in the blanks.

1. I shall wait here until you ... back.	come
2. Those plants will grow better if you ... them every day.	water
3. When the rain stops, the boys ... to the stadium.	go
4. We shall return to the classroom as soon as the bell	ring
5. If we go to the club before seven, we ... good seats.	get
6. Aino ... your letter on Friday if you post it today.	receive
7. My brother ... the Y.C.L. when he is fifteen.	join
8. They will discuss the plan with us before the meeting	begin

Exercise 7.

Conditional Sentences

Finish the sentences.

A. 1. If it rains tomorrow, we ...
2. If you come to the club early, you ...
3. If he studies hard, he ...
4. If she gets two tickets, she ...

B. 1. We shall reach the station in time if ...
2. I shall ring you up tomorrow if ...
3. We shall go for a walk on Sunday if ...
4. They will go to the cinema on Saturday afternoon if ...

Exercise 8.

Fill the blanks with the following words: *goods, fuel, ore, oil, non-ferrous, raw, products, exist, surpassed.*

1. The Urals are rich in iron ... and other minerals. 2. At the beginning of the twentieth century, only wood and coal were used as ... on the railways. 3. Baku has long been famous for its ...--fields. 4. Most of the ... material for our textile industry comes from Central Asia. 5. The output of industrial ... is increasing from year to year. 6. The E.S.S.R. has ... the other Soviet Republics in the production of milk and butter. 7. Grain, meat and vegetables are agricultural ... . 8. Gold and silver are ... metals.

Exercise 9.

Translate into English.

1. Nõukogude Liit on eesrindlik sotsialistlik riik. 2. Pärast Suurt Isamaasõda (the Great Patriotic War) olid paljud linnad rusudes. 3. Kommunistliku partei juhtimisel ületas töölisklass palju raskusi. 4. Enne Suurt Sotsialistlikku Oktoobrirevolutsiooni ei olnud Venemaa võimeline tootma tootmisvahendeid. 5. Donbass on kõige tähtsam kivisõe rajoon (coal-mining district) Nõukogude Liidu Euroopa-osas. 6. Nisu, mida kasvatatakse uudismaadel, on aidanud lahendada teravilja probleemi meie maal. 7. Kõik rahvamajanduse harud on pärast sõda suuresti arenenud.

Exercise 10.

Answer the questions.

1. When did the Great October Socialist Revolution take place? 2. What kind of country was Russia before the revolution? 3. What did the capitalists say about the young Soviet Republic in 1917? 4. In what did the working class believe? 5. Under whose leadership has Socialism been built up? 6. Why can we say that the Soviet Union is a powerful industrial state now? 7. What is the U.S.S.R. rich in? 8. How has the grain problem been solved in the Soviet Union? 9. What are the most important technical crops in our country? 10. What is the aim of the Seven-Year Plan?

Exercise 11.

Speak about the national economy of the E.S.S.R.

LESSON 2

THE REAPING RACE

By L. O'Flaherty

(adapted)

In the island of Inverara, which lies off the Irish coast, it has long been the custom to hold reaping races every summer.

It was the end of July. The grain was ripe. In McDara's big field the heavy ears of rye moved lazily in the wind.

When James McDara came to the rye-field at sunrise, many villagers were there already. They had gathered to watch the reaping race.

"I have measured out three equal parts for the reapers," said McDara, pointing to the stones that marked the parts.

"It would be better if the reapers started at the other end of the field," said an old villager.

"You are right," said the men who had entered for the competition. They were the three best reapers in the whole island of Inverara. Each man had his wife with him to tie the sheaves and bring him food and drink. They had drawn lots and now they stood

at the end of the field, each man in his place, waiting for McDara's signal. They knew that the winner would get five pounds.

On the left were Gill and his wife. Gill was a tall and bony man with fair hair and blue eyes. His wife, who was almost as tall as her husband, stood silent. She was thinking of her baby son, whom she had left at home with her mother.

In the middle, Bodkin stood with folded arms. He was talking to his wife in a low serious voice. Bodkin was big and strong; his wife was short and thin.

On the right were Considine and his wife, who was talking in a loud voice, full of good humour. Considine was a small man, but everybody in the island knew that there was much hidden strength in his slim body.

Then McDara gave the signal, and the reaping race began.

Bodkin started reaping furiously and soon he was far ahead of the others. If he won the race, he would get five pounds. He wanted to win the prize although he was richer than the other two. Considine was second. His wife was only a step behind him, tying the sheaves. But she didn't stop laughing and joking for a minute. Gill and his wife came last. Gill was reaping with slow regular movements, without looking up once to see where the others were.

A little before noon, Bodkin had cut half his part. The people standing round the field shouted, "Johnny Bodkin will win!"

"The race isn't finished yet!" cried Considine's wife.

Bodkin's wife was the first to bring her husband his meal. She gave him a big bottle full of cold tea and some large pieces of bread and butter. She had four hard-boiled eggs, too. Bodkin ate three of them, leaving one for his wife. It took them less than three minutes to finish their meal. Then they began to work again as furiously as before.

By that time Considine had also cut half his part, but he did not stop to eat his meal. His wife fed him, as was the custom in the island during such competitions.

Nobody took notice of Gill and his wife, who were coming nearer and nearer to the others. Gill's movements were as regular as before and he seemed to be less tired than Bodkin and Considine. At one o'clock the Gills slowly ate their meal of milk and bread and then rested for twenty minutes. They took no notice of the crowd that was laughing at them. When they got up again, they began to work at great speed.

Bodkin and Considine were far ahead. The heat was terrible, and there was no wind. At four o'clock Considine dropped to the ground, too tired to work on. He was carried out of the field by some villagers.

Everybody's eyes were on Bodkin and Gill. It was clear that Bodkin was very tired already. From time to time he looked back at Gill, who was not far behind now. Suddenly Bodkin felt very thirsty. He asked his wife to bring him some tea. A few minutes later he drank again.

"If I were in your place, I should not drink so much," an old man shouted to him across the field.

But Bodkin couldn't stop drinking, he was so thirsty. His movements became slower and slower. The end of the field was only a few step away. Just then he heard the crowd shouting: "Hurrah for Gill! Gill has won!"

New words

reap
custom
sunrise
villager
measure
mark
sheaf, -ves
signal
pound
bony
humour
strength
slim
furiously
ahead (of)
although
regular
speed
thirsty
hurrah

Notes to the text

which lies off the Irish coast mis asub Iiri ranniku lähedal
ears of rye rukkipead
who had entered for the competition kes olid end võistluseks üles andnud
nobody took notice of Gill keegi ei pannud Gilli tähele

Grammar

§ 11. Conditional Sentences. (See p. 221)

Pronunciation Exercise.

1. One stress

the 'reaping race (viljalõikamisvõistlus)
the 'singing teacher (lauluõpetaja)
the 'swimming-pool (ujumisbassein)

2. Two stresses

the ˌboiling ˈwater (keev vesi)
a ˈbarking ˈdog (haukuv koer)
the ˈlaughing ˈchildren (naervad lapsed)

3. [t, d]

The teachers told the director that ten tents would be needed on the tour.
The team travelled to town by train.
When did Dick drive to Dover?
Dan decided to discuss the discovery with Doctor Dinny.

Exercise 1.

Translate into Estonian.

1. If the grain is ripe, we shall cut it today. 2. If the grain were ripe, we should cut it today. 3. John will be late for the race if he doesn't leave the house at six o'clock. 4. If Jack entered for the competition, he would win the race. 5. McDara would measure out the parts now if he had time. 6. They would take a rest now if they were tired. 8. If it does not rain next Sunday, a reaping race will be held in the island.

Exercise 2.

Fill in the verbs.

1. If he knew English better, he ... that English book into Estonian.	translate
2. If you did all those exercises, you ... the new words easily.	remember
3. If I found any mistakes in your dictation, I ... them.	correct
4. If that story were shorter, we ... reading it today.	finish
5. If they ... that book, they would buy it.	need
6. If that magazine ... to me, I should give it to you.	belong
7. If he ... literature, he would read more.	like

Exercise 3.

Finish the sentences.

a) 1. If we knew that song, we ...
2. If the weather were fine today, we ...
3. If we were free today, we ...
4. If I were hungry, I ...
5. If Mother were tired, she ...

b) 1. Fred would write to Mike if he ...
2. We should read that French book if we ...
3. They would bathe every day if the water ...
4. I should stay in bed if I ...
5. We should help Dick if he ...

Exercise 4.

Give the principal parts of the following verbs:

I	II	III	I	II	III	I	II	III
lie					won	shout		
	held			measured			drank	
		been	laugh					given
gather					cut		knew	
		stood		ate		see		
	got		hear					come
think				took			felt	
		left	feed			point		

Exercise 5.

Fill in the third principal part of the verbs.

1. Reaping races are ... in Inverara every summer.	hold
2. The parts had been ... out by McDara.	measure
3. The three were ... as good reapers.	know
4. The race was ... by many villagers.	watch
5. By noon Bodkin had ... half his part already.	cut
6. Considine was ... by his wife.	feed
7. The signal was ... by McDara.	give
8. Bodkins's meal was ... by his wife.	bring

9. The meal was ... by Bodkin in about two minutes.	eat
10. The race was ... by Gill.	win

Exercise 6.

Change the sentences.

Model: If the grain is ripe, we shall cut it today.
If the grain were ripe, we should cut it today.

1. The race will be interesting if the best reapers take part in it. 2. If McDara wakes up in time, he will come to the field at sunrise. 3. If Bodkin wins the race, he will get five pounds. 4. It will be easier for the reapers if the race begins early in the morning. 5. If Gill's wife comes to the race, she will tie the sheaves. 6. It will be better if the reapers start at the other end of the field. 7. If Bodkin is the strongest, he will finish before the others. 8. If there are four reapers, I shall measure out four equal parts.

Exercise 7.

Change from the Active to the Passive.

1. The villagers will cut the grain tomorrow. 2. McDara has measured out three equal parts. 3. McDara has put stones to mark the parts. 4. McDara will give the winner five pounds. 5. The three men drew lots. 6. They left the Gills far behind. 7. Bodkin ate three hard-boiled eggs for lunch. 8. Some villagers carried Considine out of the field. 9. By six o'clock the men had cut all the grain. 10. The farmers will sow wheat, barley and oats there. 11. The girls weeded the carrots yesterday.

Exercise 8.

one — ones

Translate.

a) 1. Which picture do you like best? That one. 2. Do you need a brush? I can give you a good one. 3. Which box of water-colours are you going to take? The brown one. 4. In which bookcase are your sketches? In the big one in the living-room.

b) Missugune (which) rukkipõld kuulub McDarale? Suur (rukkipõld) talli taga. 2. Missugune niidumasin töötab põllul? Uus (niidumasin). 3. See taskurätik on must, võta puhas (taskurätik). 4. Sinu kingad on märjad, pane jalga (put on) need kuivad (kin-

gad). 5. Meie lehm on liiga vana, me tahame osta noore (lehma). 6. Hall "Moskvitš" kuulub kolhoosi esimehele ja sinine — esimese brigaadi brigadirile.

Exercise 9.

Fill in the blanks with words from the text.

1. It is a ... in Estonia to light fires on the 23rd of June. 2. ... are the inhabitants of a village. 3. When the men approached the village, all the dogs began to bark .... 4. We shall go for a walk ... it is raining. 5. This young man likes to drive his car at great .... 6. Give me something to drink, I am very .... 7. The old worker's hands were big and .... 8. The runners will start off as soon as the ... is given. 9. It is useful for beginners to ... the stresses in their English texts. 10. The reading of the word "metal" is not .... 11. Estonia is ... of the U.S.A. in the production of butter per head of the population.

Exercise 10.

Translate.

1. Miks kogunesid külaelanikud päikesetõusul McDara rukkipõllule?
2. Mitu meest oli end võistluseks üles andnud?
3. Mis olid meeste nimed?
4. Miks olid nad oma naised kaasa toonud?
5. Kes andis signaali alustada võistlust?
6. Kes kolmest mehest (which of the three men) oli teistest ees?
7. Kuidas Bodkin töötas?
8. Missugused olid Gilli liigutused?
9. Millal tõi Bodkini naine oma mehele eine?
10. Mida Bodkinid sõid eineks?
11. Kuidas Considine sõi oma eine?
12. Mida tegid Gillid pärast einet?
13. Miks oli õhtupoolikul raske töötada?
14. Mis juhtus Considine'iga kell neli?
15. Miks võitis Gill võistluse?
16. Miks kaotas Bodkin võistluse?

Exercise 11.

1. Speak about your work on a collective farm.
2. Describe a collective farm that you know.

LESSON 3.

HOW TO MAKE CAMP

Edward White and his nephew Dick went on a long walking tour one summer. Dick had studied many books on camping and thought he knew all about it.

On the first day they stopped early, at about four o'clock in the afternoon. Edward wanted to give his nephew a chance to put his theories into practice. He sat down to watch the boy make camp.

At the end of three hours of hard work, this is what their camp looked like. The tent stood on uneven ground; the fire threatened to spread to the near-by trees; the coffeepot stood in the middle of the fire, it was boiling over, but nobody could take it out. The knapsacks and blankets lay on the ground, dangerously near the fire.

Dick, very red in the face, was stirring the porridge when he suddenly noticed that the fire was spreading. He ran round, putting out the fire in the dry grass. This raised whole clouds of ashes and dust, which fell into the coffee and the porridge.

By the time Dick was ready to fry the fish, the fire was nearly out, and there was no more firewood at hand. So he had to leave everything and run to the forest, while the coffee and the porridge got cold. When he came back with an armful of firewood, there were millions of flies on the fish.

Late that night the campers had a meal of burnt fish, cold porridge and thick black coffee, Dick said he was too tired to wash the dishes. He lay down to sleep on his uneven bed in the tent. Poor Dick!

On the following day, Edward began to teach his nephew how to make camp.

At about six o'clock they began to look for a dry level place for their tent. Before unpacking the tent, however, they cleared the ground of stones and roots. When the tent was up, they made a bed of pine branches. Little pine branches make a nice soft bed if one knows how to lay them on the ground.

Then the campers cleared the ground in front of the tent. There, between two big stones, they prepared a place for the fire.

"The stones will prevent the fire from spreading," said Edward.

Before unpacking the provisions, they gathered plenty of firewood and filled their pots with water. Then they opened the provision bags and got everything ready for cooking the meal. They peeled the potatoes, cleaned the fish, and cut open the tins. When that was done, they lighted the fire. In twenty minutes the meal was ready because everything had been well prepared. Before sitting down to supper, they put a pot of water on the fire for dish-washing. One must never forget such things.

Skilled campers put up their tent, cook supper and wash the dishes in little over an hour. Then the day's work is done and they can sit round the fire and talk until the tent invites them to rest.

New words

nephew	blanket	root
theory	stir	prevent
uneven	ashes	provisions
threaten	fly	plenty (of)
knapsack	level	skilled

Notes to the text.

camping laagrielu
to put his theories into practice rakendada teooriat praktikas
at hand käepärast
camper laagrisolija

Grammar

§§ 1—3 The Indefinite Pronouns *one, other, all, both.* (See p. 214)

Pronunciation Exercise.

Mark the stresses and the pauses in the following sentences. Read the sentences.

1. edwəd wait ənd hiz nevjuː dik went ɔn ə wəːkiŋ tuə.
2. ət əbaut siks əklək in ði ɑːftənuːn edwəd ənd dik meid ə stɔp.
3. edwəd ɑːskt dik if hi wɔntid tə put hiz θiəriz intə præktis.
4. it tuk dik θriː auəz tə put ʌp ðə tent ənd kuk ðə sʌpə.
5. edwəd tould dik ðət ðə næpsæks ənd blæŋkits wə tuː niə ðə faiə.
6. sʌdnli dik sɔː ðət ðə faiə θretnd tə spred tə ðə tent.
7. hi ræn raund ðə faiə, reiziŋ houl klaudz əv æʃiz ənd dʌst.

Exercise 1.

Translate the sentences. Give two or more translations where possible.

1. When one happens to be late, one must say, "Excuse me for coming late."
2. When one is waiting for somebody, the time seems to pass very slowly.
3. When one is ill, one must always consult a doctor.
4. One must brush one's teeth twice a day.
5. After a long day's work one feels tired, of course.
6. One must always be careful when crossing a street.
7. One must always be polite to friends as well as to strangers.
8. In spring one never knows when it may begin to rain.
9. If one is learning to swim, one must go into the water.
10. One must think before one speaks.

Exercise 2.

Read the sentences and answer the questions.

1. He took an apple out of his pocket and ate it. Then he took another apple out of his pocket and began to eat it. (*Do we know how many apples he had in his pocket*?)
2. When she finished reading one letter, she folded it and put it away. Then she took the other letter and began to read it. (*How many letters had she*?)
3. I carried one knapsack and my brother carried the other. (*How many knapsacks had we with us*?)
4. One of the campers began to light the fire, another filled the pots with water. (*How many campers were there: two or more than two*?)
5. This blanket is rather thin. May I take another one? (*Had we only two blankets or more than two*?)

Exercise 3.

Fill in the blanks with the pronouns *another, the other or the others.*

1. Two boys passed the house: one was Valdo Lind, but I didn't recognize the other boy. 2. If you don't like this book, take it back to the library and get another. 3. Here is one of your gloves; where is ... one? 4. It seems that your pencil is very bad; take another. the other

5. My friend and I don't sit at the same desk; she sits at one desk and I sit at ... 6. Three desks in our classroom are high, ... are low. 7. There are two lamps in my room, sometimes I light one, sometimes ... 8. Both my sisters have finished school; one is a teacher now; ... is working at a paper mill. 9. I am thirsty, may I have ... cup of tea? 10. Mother is at home, where are ...? 11. There are plenty of new pens in that box; if that one doesn't write well, try .... 12. On one side of the river there was a hill, on ... side there was a wood.

Exercise 4.

Fill in the pronouns *all* and *both*.

1.	We began to study English in the 8th class.	all
2.	Those pupils have had English for 3 years.	all
3.	My parents can speak German.	both
4.	They read Russian books and newspapers.	both
5.	Our pioneers went to a summer camp in July.	all
6.	Our Y.C.L. members are working on collective farms.	all
7.	My sisters are fond of singing.	both
8.	They like to sing English songs.	both
9.	Are they busy this morning?	all
10.	Do you work from eight to two every day?	all
11.	Do your friends live in Green Street?	both
12.	Do you work at this table?	both

Exercise 5.

Translate the sentences into English.

Model A.

We both think so.
They all went there by bus.
Did they all get there in time?

Model B.

We have both read this book.
Tom and Dick are both absent today.
Were they all there at five o'clock?

1. Me kõik jõudsime jaama õigeks ajaks. 2. Te mõlemad jäite hiljaks. 3. Nad kõik kirjutavad ülesandeid. 4. Kas nad on kõik seda filmi näinud? 5. Kas me kõik läheme sinna homme bussiga? 6. Nad mõlemad mäletavad hästi seda pilti. 7. Kas Endel ja Rein oskavad mõlemad seda telki üles panna? 8. Kas te kõik armastate sporti ja mänge? 9. Signaali nägime me mõlemad. 10. Kas

nad mõlemad olid sinust ees? 11. Nad mõlemad olid väga kõhnad (slim). 12. Kui nad viimaks külasse jõudsid, oli neil kõigil janu. 13. Me mõlemad vaatasime tagasi, kui kuulsime mürinat.

Exercise 6.

Read the sentences and answer the questions in the brackets.

1. If the library were open now, I should get the book for you at once. (*Is the library open now?*)

2. Where would you go if you were free this evening? (*Are you free this evening?*)

3. My fountain-pen would write better if the ink were not so bad. (*How does my pen write and what is the ink like?*)

4. If I knew Harry's new address, I should write to him. (*Do I know Harry's new address?*)

5. May would help us if she were here. (*Where is May?*)

6. What would he buy if he had a hundred roubles? (*Has he a hundred roubles?*)

7. The dog would bark if the man at the gate were a stranger. (*Is the man at the gate a stranger?*)

8. If Ella's son were seven years old, she would send him to school. (*Is Ella's son seven years old?*)

9. If we had a television set, we should not go to the cinema so often. (*Have we a television set at home?*)

Exercise 7.

Translate the questions into English.

1. Kellega läks Dick matkama? 2. Milliseid raamatuid oli Dick uurinud? 3. Miks nad peatusid esimesel päeval varakult? 4. Kas Edward aitas vennapojal telki üles panna? 5. Kuidas nägi välja nende laager kolme tunni pärast? 6. Kas Edward naeris Dick'i üle või oli tal poisist kahju? 7. Mida nad sõid esimesel päeval õhtusöögiks? 8. Miks keeldus Dick nõusid pesemast? 9. Kes näitas Dick'ile, kuidas laager üles lüüa? 10. Miks tuleb lõke teha kahe kivi vahele? 11. Miks oli vaja, et käepärast oleks küllalt puid? 12. Millal nad lõkke süütasid? 13. Kui palju aega kulub vilunud laagrisolijal õhtusöögi keetmiseks?

Exercise 8.

The three principal parts of irregular verbs. Fill in the blanks.

I	II	III	I	II	III
forget	—	—	buy	—	—
—	got	—	—	—	chosen
—	found	—	—	ate	—
put	—	—	blow	—	—
lay	—	—	—	burst	—
—	lay	—	—	—	been
—	—	caught	—	drove	—

Exercise 9.

Read quickly, changing from the negative to the affirmative.

1. On our first long walking tour, my nephew did not put his theories into practice. 2. I did not teach him how to make camp in rainy weather. 3. Dick did not catch fish with a fishing-rod. 4. We did not find the place we were looking for. 5. We did not lay down our things on a piece of level ground. 6. We did not build the fire between two big stones. 7. The fire did not spread on all sides. 8. While I was looking for pieces of wood, the fire did not go out. 9. I did not hang the pot over the fire. 10. The ashes did not fall into the porridge. 11. We did not get everything ready before lighting the fire. 12. We did not forget to wash the dishes after supper. 13. We did not sit round the fire before going to bed. 14. We did not lie down on a bed of pine branches. 15. We did not sleep well that night.

Exercise 10.

Fill the blanks with new words from Lesson 3.

1. We did not go on the lake because it ... to rain: there were dark rain clouds in the sky.
2. It was so cold last night that I had to sleep under two ... .
3. The stones in the ground ... the roots of the tree from spreading.
4. If the farmer does not kill all the ... in the stable, the kitchen will soon be full of them too.
5. In the valley the ground was very ... and one boy fell and broke his skis.

6. My brother has two sons: they are my ... and I am their uncle.

7. There are more ... workers at that factory this year than there were last year.

8. When we were out camping last summer, we often baked potatoes in the hot ... in the fire.

Exercise 11.

1. Tell the class why you like (or dislike) camping.
2. Tell the class about your walking tour last summer.

LESSON 4.

A VISIT TO THE DOCTOR

The doctor. What is the matter with you, Comrade Lepp?

Comrade Lepp. It seems that I have a hundred illnesses. I can't sleep at night, I have headaches and pains in the stomach. To make things worse, I've caught cold, it seems.

The doctor. And is your throat sore?

Comrade Lepp. No, doctor, but I sneeze and cough all the time.

The doctor. Have you a fever?

Comrade Lepp. Not much, doctor, but I feel rotten. My temperature was 37.5 when I came home from work yesterday.

The doctor. I'm sorry to hear that. Let me examine you. Yes, it's the 'flu. And besides, you have overworked yourself. You need a rest. I'll put you on the sick-list for three days and write out a prescription.

At the Chemist's

When Comrade Lepp entered the chemist's, he saw that there was a queue at the counter marked "Prescriptions". It seemed that many people were down with the 'flu. When he had handed in his prescription, he went to the other counter. He wanted to buy a hot-water bottle and some other things.

Comrade Lepp. Please show me some hot-water bottles.

The chemist. We have two sizes. Do you want a large one or a small one?

Comrade Lepp. A large one, please.

The chemist. This one holds two litres and that one three litres.

Comrade Lepp. I'll take the larger one. How much is it?

The chemist. A rouble. I'll wrap it up for you. Anything else?

Comrade Lepp. A tube of toothpaste, please, and some tablets for headache.

At the Dentist's

The dentist. What's troubling you?

The patient. I've had toothache for a week already.

The dentist. Let me examine your teeth. Here's a bad tooth. It'll have to come out, I'm afraid.

The patient. Will you pull it out today?

The dentist. No, not today, because your cheek is swollen. I'll put some medicine on the tooth. Besides, you have two teeth that need filling.

The patient. When must I come again?

The dentist. Come on Saturday at ten o'clock in the morning.

New words

illness	sick-list	dentist
stomach	prescription	trouble
sneeze	size	swollen
cough	litre	filling
rotten	wrap up	'flu
point	toothpaste	overwork
		tablet

Notes to the text.

to make things worse ja selle lisaks veel

37.5 = thirty-seven point five. Murdarvu eraldamiseks täisarvust kasutavad inglased punkti.

'flu = influenza influentsa, gripp

at the chemist's apteegis

were down with the 'flu olid gripis

how much is it? kui palju see maksab?

Pronunciation Exercise.

1. [ɔ], [ou] or [ʌ]

fog	onion	tone	modern	nothing	once
front	stomach	love	motor	tongue	worry
bomb	concert	son	month	soft	sorry
smoke	company	one	wonder	none	cover

2. Mark the stresses in "At the Dentist's".

3. [k, g]

The cook asked Kate to cut the cake.
A clock ticked quietly in the corner of the kitchen.
We got a good gramophone from our grandfather.
The girls said good-bye to their guests at the gate.

Exercise 1.

Change from the affirmative to the negative.

1. Your patient slept well last night. 2. I caught cold yesterday. 3. John felt tired after work. 4. The doctor put Comrade Lepp on the sick-list. 5. Pete bought that medicine. 6. The doctor wrote out a prescription. 7. The scientist went to the laboratory early in the morning. 8. We heard about the accident yesterday.

Exercise 2.

Translate.

1. Ellen annab sulle oma raamatu, kui sa seda (it) vajad. 2. Me näitame teile seda pilti, kui te olete sellest (in it) huvitatud. 3. Te leiate oma täitesulepea, kui te seda (it) otsite. 4. Isa mängiks lastega, kui tal oleks aega. 5. Kui ma oleksin täna vaba, ma läheksin sellele koosolekule. 6. Paul sõidaks laupäeval maale, kui ilm oleks soojem. 7. Ma läheksin Hildat vaatama, kui teaksin tema aadressi.

Exercise 3.

Fill in *a* or *the*.

It was evening. Traill, ... young teacher in ... private school for boys, decided to go to ... dance. Traill was new in ... school and he had not been to ... dance or evening party outside ... school since ... beginning of ... schoolyear. He had noticed that ... other teachers never went out.

It had been ... cold, fine day ... sun was just setting over ... sea as he rode on his bicycle down ... hard, white road.

Traill enjoyed ... dance very much. He had never enjoyed ... dance so much before. He noticed that when he mentioned to his partners that he was ... teacher they seemed to be surprised.

And then ... dance was over and Traill was riding back. ... night was so black that he could see nothing on ... road in front of him.

When he came to ... school building, he heard ... school-clock strike one. He took ... key and fitted it into ... lock. It did not move. He pushed it and broke it in half.

He looked at ... big, black, silent building in despair. He did not want to ring ... bell. He was not sure that ... head of ... school liked ... teachers to go to dances.

He went to ... other side of ... building and looked up. Then he saw that ... dining-room windows were not very high. He pulled himself up and found that ... window was open. He pushed up the sash and jumped in. He heard ... loud noise which rushed through ... silent house. He had cut his hand and hurt his knee. Then slowly he understood what he had done: ... tables were laid for ... next morning's breakfast and he had jumped straight among ... cups and plates.

He sat up on ... floor. He saw, as in ... dream, ... door open. Someone was standing there, holding ... candle. It was Perrin, one of ... older teachers.

"Who's there? What's that?" Perrin held ... poker (ahjuroop) in his other hand.

Traill got up slowly from ... floor. "It is I — Traill," he said. "I fell on ... plates and things. I am sorry."

"You made ... great noise." Perrin was speaking very slowly. "You woke me up. It is one o'clock."

He looked at Traill for ... moment and then moved slowly down ... passage.

Traill followed him in silence; he was suddenly frightened.

(From "Mr. Perrin and Mr. Traill" by Hugh Walpole)

Exercise 4.

Fill in the blanks.

much, many

1. ... research work is done in this laboratory. 2. There are ... patients in the doctor's waiting-room. 3. There are ... instruments on that table. 4. There is ... light and air in that hospital. 5. You can learn ... things from those books.

little, few

1. There is ... medicine in that bottle. 2. There are ... patients in that hospital now. 3. The doctor told the patient to use very ... salt in his food. 4. There is very ... radium in the world. 5. There are ... ambulance cars in that little town.

Exercise 5.

Translate into English. The adverbials of time must stand after the adverbials of place.

1. Dr. Lind läks kell kümme haiglasse. 2. Ooteruumis (waiting-room) oli kell üksteist kuus haiget. 3. Dr. Lind oli lubanud olla kell kaksteist laboratooriumis. 4. Ta tahtis tulla kell kaks vastuvõturuumi (consulting-room) tagasi. 5. Ta otsustas saata oma assistendi õhtupoolikul näitusele. 6. Assistent ütles talle, et ta tuleb kell viis näituselt tagasi. 7. "Kes peab viima need retseptid pärast tööd apteeki?" küsis ta.

Exercise 6.

Name the tense of the verbs in the following sentences.

1. I've caught cold. 2. I cough and sneeze all the time. 3. You have overworked yourself. 4. The doctor will put you on the sick-list. 5. The sick child is sleeping. 6. The man told the doctor that he had had pains in the stomach for a week already. 7. When Ann Brown entered the room, the doctor was examining her daughter. 8. What's troubling you?

Exercise 7.

Answer the following questions quickly. Give full answers.

1. What would you eat if you were hungry?
2. What would you buy if you wanted to bake some cakes?

3. What would you need if you wanted to make cabbage soup?
4. What would you drink if you were thirsty?
5. Where would you go if you wanted to see a film?
6. Where would you go if you wanted to see a play?
7. Where would you go if you were ill?
8. Where would you go if you had a bad tooth?

Exercise 8.

Translate.

1. Sm. Lepp puudub täna, sest tal on gripp.
2. Mu põsk on paistes, sest mu hammas on haige (mul on vigane hammas).
3. Eve peab mitu korda hambaarsti juures käima, sest tal on kolm hammast, mis vajavad plombeerimist.
4. Isa ei saa öösel magada, sest ta on üle töötanud.
5. Ma ei saa täna neid kõvu küpsiseid (biscuits) süüa, sest mul on kurk haige.
6. Fred ei saa seda paksu raamatut teie jaoks sisse pakkida, sest tal on ainult üks väike poogen (sheet) paberit.
7. Hambapasta on päris kuivanud (dry), sest sa jätad alati tuubi lahti.
8. Linda ei saa neid kingi kanda, sest nad ei ole talle parajad (ei ole tema number (size)).

Exercise 9.

1. Retell the dialogues, using indirect speech.
2. Speak about your last visit to the doctor.
3. Speak about a visit to the dentist.

LESSON 5.

A LETTER TO POST

Late one evening Mr. Field went for a walk before going to bed. Turning a corner, he saw a little man standing by a letter-box with a letter in his hand.

"Oh, what good luck!" said the little man, addressing Field.

"Hallo!" said Field. "Simpson, if I am not mistaken?"

The Simpsons were newcomers to the neighbourhood, and the Fields had only met them once or twice.

"You are not mistaken," said the little man, who seemed to be glad that Field had recognized him. "Simpson is my name. You see, my wife gave me a letter to post, but it is not stamped. If I had noticed that before, I would have gone straight to the post-office and bought a stamp."

"It's too late," said Field, looking at his watch, "the post-office is closed. But one can always get a stamp out of the automatic stamp-machine."

Simpson dived into his pockets, but found that he had no small change.

"Could you lend me a penny?" Simpson said.

"I'm awully sorry," said Field sympathetically, "but I haven't got any change with me."

He was about to say good night when he noticed how disappointed Simpson was.

"Let's go to my place," said Field. "It's only a couple of streets from here. I'll find some change for you."

"It's really very kind of you," said Simpson.

At Field's, Simpson got some change and hurried out of the house. But in few minutes he was back at Fields door.

"So sorry to trouble you again," he said, "but I'm still a stranger in the town. To tell you the truth, I don't know the way to the post-office from here."

Field tried to explain to him how to get to the post-office, but his directions only seemed to confuse the little man. In the end Field took Simpson to the post-office himself. Simpson put a penny into the stamp-machine outside the post-office, but he did not get a stamp. The machine was empty. By this time Simpson was so nervous that the letter dropped out of his hand and fell on the muddy pavement.

"Now it has got mud on it!" cried Simpson, picking up the letter.

"Must it go tonight?" asked Field, losing patience.

"Dear me, yes!" said Simpson, "If I don't succeed in posting it tonight, my wife will be very angry with me."

"I would not have stopped to talk to him if I had foreseen all this trouble," said Field to himself. At the same time he felt sorry for the helpless little man.

"Come along," he said, "I think I have some stamps at home."

They hurried back, only to discover that there were no stamps in the drawer of Field's desk.

"What about my letter now?" said Simpson, losing all hope of posting the letter that night.

"You will simply have to post it unstamped," said Field.

"Oh, can I do that?" Simpson asked hopefully.

"What else can you do?" said Field. "The receiver of the letter will have to pay double postage, of course."

They went to the nearest letter-box, where Simpson dropped in the letter.

"Thank you so much for your help," he said. "What should I have done if I had not met you? That letter is an invitation to dinner to —," be began, but suddenly stopped.

The little man looked so worried that Field asked him what was the matter.

"Nothing," answered Simpson and, saying good night, he hurried home.

Next morning, the post-man brought Field an unstamped letter for which he had to pay double postage. There was a muddy mark on the envelope. It was an invitation to dinner from Mrs. Simpson.

New words

newcomer	awfully	muddy
close	sympathetically	patience
automatic	disappointed	succeed
dive	couple	foresee
change	truth	drawer
lend	directions	
penny	confuse	

Notes to the text

by a letter-box kirjakasti kõrval
you see teate, tead
it is not stamped ta on margistamata
small change vahetusraha
he was about to say ta pidi just ütlema
dear me! heldeke!
come along tulge kaasa
what about my letter kuidas siis minu kirjaga jääb?

Grammar

§ 11. Conditional Sentences. (See p. 221)

Pronunciation Exercise.

1. [au]	[ʌ]	2. -tion [ʃ(ə)n]	3. -ation [eiʃ(ə)n]
out	trouble	description	invitation
house	couple	direction	automation
found	double	prescription	mechanization
pound	enough	conjunction	pronunciation
round	country	construction	examination

4. [dʒ]

John saw the stranger jump the carriage.
Joe and Jane will join James in July.

Exercise 1.

Translate the following sentences into Estonian.

1. If I knew the time of his arrival, I would go to the station to meet him.
2. If I had known the time of his arrival, I would have gone to meet him last Sunday.
3. If I received an invitation, I would go to the party this evening.
4. If they had received an invitation, they would have come to the party yesterday.
5. If he had left Tallinn by train yesterday, he would have reached Moscow this morning.
6. We would have gone to the cinema if we had had tickets.
7. Would you go to the cinema this afternoon if you had a ticket?
8. I would go there alone if I knew the way.
9. Would you recognize him if you saw him now?

Exercise 2.

Change the sentences.
Model. If you ask me to do that, I will do it.
If you asked me to do that, I would do it.
If you had asked me to do that, I would have done it.

1. If he stays in Tallinn long enough, he will learn to speak Estonian. 2. He will buy the bicycle if the price is not too high.

3. If they come, they will enjoy themselves. 4. If I post the letter on Friday, he will get it on Saturday.

Exercise 3.

Fill in the blanks, using the Present Indefinite, the Past Indefinite or the Past Perfect.

1. If you ... to the post-office now, you would find it closed.	go
2. If you ... to my place, I'll give you a stamp.	come
3. I would post the letter for you if I ... time.	have
4. If I ... in posting the letter tonight, I'll send it off tomorrow morning.	not succeed
5. If the stamp-machine ... empty, I'll get my money back.	be
6. If the stamp-machine ... empty, I would have got my money back.	be
7. If you ... more patience, you would get better results.	have
8. If Simpson ... in that town a year, he would have known the way to the post-office.	live
9. Simpson would have had no trouble in posting the letter if his wife ... a stamp on it.	put

Exercise 4.

one, ones; one, one's

Translate into Estonian.

1. One is always glad to see one's friends. 2. This letter is addressed to me and that one is addressed to you. 3. If one has a letter to post, one goes to the post-office. 4. This book is rather good, but that one was much more interesting. 5. These shoes are my size, but the black ones I wore at the dance hurt my feet terribly. 6. I like sweet apples and my sister likes sour ones. 7. On Sundays one can sleep a little longer, can't one?

Exercise 5.

a) Make adverbs from the following adjectives by adding the suffix *-ly*.

angry, awful, brave, bright, brilliant, cold, dangerous, easy, helpless, hopeful, lazy, nervous, patient, rare, simple, sure, terrible, wide.

b) Name the part of speech.

1. Your question was not clear. 2. He does not speak clearly. 3. It was a lovely day. 4. The sun shone brightly. 5. My neighbour greeted me with a friendly smile. 6. Tomorrow we must get up early. 7. We decided to go there by the early train. 8. I was busy all day yesterday. 9. When I went there, she was busily packing her things. 10. The hunter built himself a hut in a lonely place in the mountains. 11. That little boy is as lively as a monkey.

Exercise 6.

Translate the sentences. Pay special attention to the conjunction *if*.

1. We don't know if we can go there so soon. 2. Please finish the work by six, if you can. 3. We wondered if the train would be late. 4. You will lose your fountain-pen if you are so careless. 5. They will be glad to come if you invite them. 6. She asked me if the window was still open. 7. Don't say a word if they are busy. 8. He asked me if I knew the way to the station. 9. They wanted to know if we had been there already.

Exercise 7.

Change the following sentences from the Present to the Past.

1. Field sees that the man has a letter to post. 2. He asks the man if his name is Simpson. 3. The newcomer is glad that Field recognizes him. 4. But he doesn't remember where they have met. 5. He explains to Field that his wife sent him out to post a letter. 6. He says his wife will be angry if he doesn't succeed in posting the letter. 7. But then he finds that the letter has no stamp on it. 8. Field tells Simpson that he can get a stamp out of an automatic stamp-machine. 9. Simpson discovers that he has left all his money at home. 10. He asks Field if he happens to have any small change. 11. Field is sorry to say that he has no pennies in his pocket. 12. Then he notices how disappointed Simpson is. 13. He thinks he has some stamps at home. 14. But at home they find that there are no stamps left. 15. Field wants to know if the letter must go at once. 16. Simpson wonders if he can post an unstamped letter. 17. Field tells him that the receiver will have to pay double postage. 18. In the morning Field understands why the little man was so confused.

Exercise 8.

Translate the questions.

1. Kus nägi Field väikest meest seismas? 2. Mis sõnadega pöördus ta Fieldi poole? 3. Kui kaua tundis (Past Perfect) Field Simpsoni perekonda? 4. Kas Simpson oli kodus märganud, et kirjal polnud marki? 5. Kust lootis ta saada margi? 6. Mida märkas Field, kui ta parajasti hakkas (about to) koju minema? 7. Kas kõnnitee oli kuiv või porine? 8. Kas Field oli kannatlik inimene? 9. Kas Simpsonil läks korda kiri sel õhtul ära saata? 10. Keda tänas Simpson abi eest? 11. Mis oli mehikesel viga? 12. Milline kiri toodi Fieldile järgmisel hommikul?

Exercise 9.

Fill in the articles, where necessary.

1. Before ... revolution Russia was ... backward agricultural country. 2. Until ... Great Patriotic War ... Soviet Union was ... only socialist state in ... world. 3. Now ... U.S.S.R. is ... powerful industrial country. 4. We have all ... necessary raw materials and we are able to produce all ... means of ... production. 5. ... Soviet people are helping ... twenty backward agricultural countries to build ... electric power stations and factories. 6. ... Soviet Union is also rich in ... oil and ... minerals. 7. There are ... great forests in Siberia and in ... European part of ... U.S.S.R. 8. Some years ago only ... rye was grown in ... northern districts of our country. 9. ... wheat was not sown in ... north. 10. ... virgin lands of Kazakhstan now produce very much wheat and ... grain problem has been solved. 11. In a few years we shall surpass ... most advanced capitalist countries in all branches of ... industry. 12. ... year by ... year we are increasing ... output of ... agricultural products such as ... milk, ... butter, ... meat, ... eggs, ... vegetables and so on.

Exercise 10.

Tell the class about a funny incident that happened to you or that you have heard about.

LESSON 6

About the Opera

Vello. I saw "Carmen" at the opera-house last night. Have you seen it, Ellen?

Ellen. I have. I saw it last week and I should like to see it again.

Vello. Is "Carmen" your favourite opera?

Ellen. Yes, "Carmen" is my favourite. What is yours?

Vello. I haven't seen many operas yet. You know, I was brought up in the country.

Ellen. Did you enjoy the music of "Carmen" last night?

Vello. Yes, I did. And the scenery was beautiful too.

Ellen. How did you like the singing?

Vello. The singing was as good as the acting. The leading parts were very well played and very well sung.

Ellen. So the performance was a success?

Vello. It was. When the curtain fell, there was a storm of applause.

About the Theatre

Lembit. Where is today's newspaper?

Endel. I am reading it. Do you want to know what is on at the theatre tonight?

Lembit. I do.

Endel. Shakespeare's "Hamlet" is on at the Drama Theatre. We've seen that. "The Typhoon" will be on next Saturday. That's something new.

Lembit. I have read the play. I should like to see it on the stage. It is a first night performance, isn't it?

Endel. It is. I should like to see it. I have never seen a play about China.

Lembit. Let's go and see it.

Endel. All right. Let's go next Saturday.

About the Cinema

Linda. Did you get tickets for "The Endless Road", Vilma?

Vilma. No, I didn't. I went to the box-office at four o'clock, but there were no tickets for the afternoon performances.

L i n d a. That's too bad. Do you know how long the film will be on?
V i l m a. I suppose it will be on till the end of the week.
L i n d a. We must try to get tickets tomorrow. Some of our girls went to see it yesterday. It is the best feature film they have seen for a long time, they said.
V i l m a. I wonder if it is dubbed.
L i n d a. Yes, it is a dubbed colour film. And the girls said that the newsreel was very good.
V i l m a. That's fine. I like a good newsreel and I am fond of popular science films, too, you know.
L i n d a. As for me, I prefer a feature film to any other kind of film.

New words

bring up	typhoon	dubbed
scenery	stage	newsreel
performance	box-office	prefer
applause	suppose	
drama	feature film	

Notes to the text

opera-house ooperiteater
I should like to see it tahaksin seda näha
the leading parts peaosad
a storm of applause tormilised kiiduavaldused
what is on mida mängitakse (teatris); mis linastub (kinos)
a first night performance esietendus
that's too bad küll on kahju.
I wonder if ... ei tea, kas ...

Grammar

§ 4. The Possessive Pronouns *mine, yours* ... (See p. 216)

Reading Exercise.

1. c = [k] or [s]

a.	cell	clench	cane	cedar	cord
	cite	crash	clip	cess	cent
	cash	cinder	cactus	core	cider
	cope	curve	cyst	copper	circle

b. accept certain correct music act
succeed curtain concert chance fact
accusative custom incident scenery twice

2. [ð]

Mother always tells my brothers not to bathe in cold weather.
Father asked Mother whether the bag that she had bought was made of leather.

Exercise 1.

Rewrite each sentence twice.
Model. This book belongs to me.
a) This is *my book.* b) This book is *mine.*

1. This knapsack belongs to him. 2. That blanket belongs to you. 3. That pillow belongs to her. 4. Those towels belong to us. 5. That thermometer belongs to me. 6. These provisions belong to them.

Exercise 2.

Change the sentences.
Model. You have no book; I shall give you *my book.*
You have no book; I shall give you *mine.*

1. Kalle's father is a worker and *my father* is a collective farmer. 2. Our school is in Koidula Street. Where is *your school*? 3. We know your address, but we don't know *her address.* 4. John likes your poems, but do you like *his poems*? 5. You must punish your son and they will punish *their son.* 6. James showed you his garden and we, too, should like to show you *our garden.* 7. That man's name is Black. What is *your name*?

Exercise 3.

Fill in the prepositions *about, at, before, for, from, in, of, on, out of, till, to* or *with* where necessary.

I saw her . . . the theatre. "I haven't seen you . . . twenty years," she said brightly. "You asked me . . . lunch when we first met. Do you remember me?"

Did I remember?

Twenty years ago I lived ... Paris, where my first books had just been published. She wrote to me ... a book of mine. I answered and received ... her another letter saying that she was coming ... Paris and would like to have lunch ... me ... her hotel. The name ... the hotel was known ... me: it was a very expensive one. But I was too young to say no ... a woman though I had only eighty francs ... my pocket and I had to live on them ... the end ... the month.

I met her ... her hotel ... Thursday ... half past twelve. When I saw the prices on the menu ['menju:], I got frightened. But I stopped worrying when she said, "I never eat anything ... lunch."

She did not eat much, but the food and the wine she asked me to order ... her were the most expensive on the menu. ... myself I ordered the cheapest dishes.

She talked ... art and literature and music, but I hardly listened ... her. Panic had seized me because I thought I should not be able to pay ... the meal.

When I walked ..... the hotel, I had the whole month before me and not a penny ... my pockets.

(After S. Maugham [mɔ:m])

Exercise 4.

Translate. Underline the Accusative with the Infinitive.
Model: Lembit wants *Heino to help* him with his English.

1. We heard Ann read that poem yesterday. 2. Did you see Dick break the window? 3. Jim is very lazy. What will make him work harder? 4. Why do you let the children eat sweets (kompvekke) before dinner? 5. Mother wants you to go and buy a bottle of milk. 6. Didn't you hear me call you? 7. No one saw us come back. 8. Make the boys sweep and dust the rooms while you go shopping.

Exercise 5.

Translate, using the Accusative with the Infinitive.

1. Isa tahab, et sa sinna läheksid. 2. Õpetaja tahab, et me võtame selle raamatu. 3. Ma tahan, et sa homme vara üles tõused. 4. Kas te tahate, et ma toon grammofoni siia? 5. Me nägime, kui ta majast väljus. 6. Kas te nägite, kui Linda maha kukkus? 7. Nad

nägid, kui poiss lõi koera. 8. Kas sa kuulsid, kui poisid karjusid? 9. Ma ei kuulnud, kui ema koju tuli. 10. Vanemad panid poisi aias tööle. 11. Jutt pani tütarlapse nutma.

Exercise 6.

Fill in the verbs.

1. If we had seen Jack, we ... to him.	speak
2. If Mary had not fallen ill, she ... the summer in the country.	spend
3. If Pete had dressed warmly, he	not + catch cold
4. If Bob had been here, he ... us.	help
5. If we ... the boy, we should have punished him.	catch
6. If you ... in time, you would not have been late.	get up
7. If he ... hard, he would have got better results.	work
8. If they ... the rule, they would not have made so many mistakes.	understand
9. Father would not have woken up, if you ... such a noise.	not + make
10. If I had got your letter last week, I ... to see you.	come

Exercise 7.

Finish the sentences quickly. Use *mine, yours, his, hers, ours* or *theirs.*
Model: You will do *your work* and I shall do *mine.*

1. These boys are interested in their work and we ...
2. We love our parents and you ...
3. Harry knows his mistakes and Ellen ...
4. You have found your skates and Dick ...
5. We washed our car and they ...
6. You will go to your club and I ...
7. Kate will take her knapsack with her and we ...
8. I filled my fountain-pen with ink and Paul ...

Exercise 8.

Translate.

1. Kui me jõudsime teatrisse, oli etendus juba alanud. 2. Kas see oli esietendus? Ei, ei olnud. 3. Kes mängisid peaosades? Kaks noort näitlejat. 4. Ma nautisin muusikat ja dekoratsioone. 5. Kas etendusel oli edu? Jah oli. Kui näidendi lõpul kõik näitlejad lavale tulid, võeti nad vastu tormiliste kiiduavaldustega. 6. Paljud inimesed eelistavad näidendeid ooperitele. 7. Möödunud nädalal linastus kinodes mitu huvitavat kunstilist filmi. 8. Me tahaksime näha uut populaarteaduslikku filmi, mis linastub uues kinos. 9. Me hilinesime etendusele ja ei näinud kinokroonikat. 10. Teie sõber eelistab kino teatrile.

Exercise 9.

1. Speak about your last visit to the theatre.
2. Speak about your favourite opera.
3. Speak about the last film you saw.

LESSON 7.

FOREIGN LANGUAGE STUDY

(For Reading and Translating)

It has often been said that in order to learn a foreign language one must go to the country where the language is spoken.

Henry Sweet, the well-known English linguist, was greatly interested in language study and in the teaching of foreign languages. He says that good linguists learned nearly everything from books, especially at the beginning of their study of the foreign language.

There are, indeed, many obstacles to learning a language from conversation. In conversation, unfamiliar sounds and words follow one another so quickly that it is difficult to remember them. Conversation is not a means of learning new words and expressions, says Henry Sweet. He considers it to be only a means of practising what one has learned.

The results of learning a language from conversation are seen in uneducated grown-up persons who come among a population

speaking a foreign language. After years spent in the foreign country, they are often unable to say anything but a few words and phrases. If a grown-up person goes to a foreign country without knowing the language spoken in that country, he begins to use incorrect expressions. He builds his sentences on the model of his mother tongue. Later on it is difficult for him to get rid of such incorrect expressions.

Sweet says that the learner must not expect too much from a stay abroad. An English boy once went to Bonn. His parents expected him to learn German in a year. But when he came back to England, he said he had not spoken one word of German the whole time, not even in the shops. The Germans had all practised their English on him.

Many people stop studying systematically as soon as they have mastered the elements of the foreign language. Henry Sweet convinces us that systematic study is almost as necessary at the end of the course as at the beginning. Giving up systematic study means giving up learning. After we have given up systematic study, we can only keep up what we have learned.

The best way to learn a foreign language is: 1) to learn the elements of the language from a textbook with the help of a grammar and a dictionary; 2) to read as much as possible when the elements have been mastered; 3) to study systematically till the last.

New words

in order to
linguist
obstacle
unfamiliar
expression
consider
practise
grown-up
unable
phrase
incorrect
get rid (of)
expect
abroad
German
systematically
master
element
convince
give up
keep up
dictionary

Notes to the text

it is said räägitakse
uneducated harimatu
later on edaspidi, hiljem
a stay abroad viibimine välismaal
till the last lõpuni

Grammar

§ 12. The Accusative with the Infinitive. (See p. 222.)

Pronunciation Exercise.

1. Two stresses

a 'foreign 'language
a 'good 'linguist
a 'difficult ex'pression
unfa'miliar 'sounds
syste'matic 'study
'grown-up 'persons

2. One stress

a 'box-office
a 'feature film
a 'newsreel
'language study
a 'sick-list
'sunrise
'toothpaste
'sugar-beet
an 'opera-house
the 'Drama Theatre
a 'colour film
a 'popular 'science film

3. [z]

When the curtain rose, there was a look of surprise in everybody's eyes.

All the rivers are frozen because the temperature has been twenty degrees below zero for ten days.

Exercise 1.

Translate the sentences into Estonian.

1. Aino considers *chemistry to be* the most difficult subject at school.
2. Mother expects *us to put* the rooms in order every day.
3. The teacher expected *the pupils to learn* the poem by heart.
4. Did they consider *all the answers to be* correct?
5. We all supposed *Linda to be* the best basket-ball player.
6. Everybody believed *the house to be* very old.
7. The director expects *everybody to come* to the demonstration.

Exercise 2.

Change the sentences.

Model: To get rid of incorrect expressions is difficult.
It is difficult to get rid of incorrect expressions.

1. To understand his directions was impossible. 2. To send off the letter today is very important. 3. To speak a foreign language correctly is not an easy matter. 4. To go there so late will be a

mistake. 5. To bathe in the lake on a hot day is very pleasant. 6. To cook our meals over a camp fire was great fun. 7. To cross the river at this place is very dangerous. 8. To dive into the water from that high rock was courageous. 9. To foresee such an accident was impossible. 10. To wear long dresses in the street is old-fashioned now. 11. To change the date of the contest may be necessary.

Exercise 3.

Fill in the infinitives with or without *to*.

1. Bob wants ... football every day.	(to) play
2. His mother wants him ... more.	(to) read
3. Someone must ... the knapsacks on the lorry.	(to) count
4. May I ... these books for you?	(to) wrap up
5. Soon we heard the bell	(to) ring
6. Did you see me ... my hand?	(to) raise
7. I expect ... you at the sport club meeting.	(to) see
8. We expected you ... part in the competition.	(to) take
9. I supposed everybody ... that.	(to) know
10. His funny stories made us all	(to) laugh
11. You must ... of those mistakes in pronunciation.	(to) get rid
12. She is still unable ... unfamiliar words.	(to) read
13. At first he could not ... the long words.	(to) pronounce
14. Can you ... that phrase?	(to) translate
15. It may be difficult ... the way to the camp.	(to) find
16. We shall be able ... a week at the seaside.	(to) spend
17. It will be lovely ... in the sea.	(to) bathe
18. We must ... many obstacles.	(to) overcome

Exercise 4.

Attributive Clauses and the Participles

Change the sentences.

A. Model: He lived among a population *speaking a foreign language.*
He lived among a population *that spoke a foreign language.*

1. The little man standing by the letter-box was Simpson.
2. A grown-up person learning to speak a foreign language has

many difficulties to overcome. 3. The boys entering for the competition will be sent to a summer camp for a month. 4. That tall girl speaking to the children is our pioneer leader. 5. Some of the exercises following the text will be done in class tomorrow.

B. Model: He did not know the language *spoken by the people there.*
He did not know the language *that was spoken by the people there.*

1. The letter written by Simpson's wife was in his hand. 2. All the poems marked with a cross will be learned by heart. 3. The apples grown on that collective farm are very good. 4. Many children brought up in the country have never seen the sea. 5. The newsreel shown before the feature film interested them most of all. 6. A hot-water bottle wrapped up in a woollen scarf kept my feet warm.

Exercise 5.

Fill in the articles.

1. Henry Sweet was ... linguist. He was born in ... middle of ... last century. He died in 1912 at ... age of sixty-seven. He studied ... phonetics and ... grammar. He wrote many books on ... language problems.

2. Once ... English boy went to ... Germany in order to learn ... language. His mother expected him to come back with a good knowledge of ... German. While he lived among ... Germans, ... boy thought he would speak ... German every day. But he was greatly disappointed. Whenever he went into ... shop and asked for something in ... German, ... shop-assistants spoke to him in ... English: they wanted to practise their English on ... English boy.

3. For us, ... English and ... German are ... foreign languages. For ... Englishman, ... English is not ... foreign language, it is his mother tongue. ... Russian is now studied as ... foreign language in many countries of ... Europe, ... Asia and ... America.

Exercise 6.

Read quickly, changing the tense of the verbs from the Future Indefinite to the Present Perfect.

1. The campers will stay here a couple of days. 2. I shall give him some small change for the automatic telephone. 3. He will

find some stamps in the top drawer. 4. The patient will lie in hospital for a week. 5. She will be very patient. 6. You will hear all about it. 7. I shall lay the table for two. 8. He will speak to the scientist about the results of your experiment. 9. Edward will close the laboratory and go home. 10. I shall write a letter to my aunt and uncle. 11. The storm will prevent them from going there. 12. I shall lend him my knapsack. 13. They will not foresee all the difficulties, I think. 14. I wonder where the boys will make their camp. 15. I'm afraid all those questions will only confuse him. 16. It is quite clear to everybody that your friend's plans will succeed. 17. It is possible that he will not buy the dictionary. 18. The doctor will write out another prescription.

Exercise 7.

Finish the sentences.

1. In order to learn a foreign language one need not ...
2. Most people are convinced that they can ...
3. Systematic reading is a means of ...
4. Before going to a foreign country one must ...
5. One can learn the elements of the language from ...
6. In a dictionary one can find ...
7. A learner will succeed if ...
8. When we leave school, we shall ...
9. A grown-up person may live many years abroad without ...
10. If one has begun to use incorrect expressions, it is difficult ...

Exercise 8.

Fill in the correct tenses. Pay special attention to the conditional sentences.

Two friends, Bill and Tom, went to an eating-house one day to have dinner. They ... fried fish and potatoes. Soon two portions of fish ... on the	order place (passive)
table. Bill ... at once that the portions ... equal. He quickly ... the bigger portion, leaving the smaller one for Tom.	see, not + be take
When Tom ... what ..., he ... Bill that a polite person ... the smaller piece and ... the bigger one	see, happen, tell always + take, leave

for his friend. Bill ... Tom which of the two portions he ... if he ... the first choice. | ask
"I ... the smaller one, of course," ... Tom. | take, have
"Then you ... what you ... ," said his impolite friend. | take, say
| get, want

LESSON 8

A CUP OF TEA

By Katherine Mansfield
(1883—1923)

(abridged and slightly adapted)

Rosemary Fell was not exactly beautiful, but she was young, brilliant, extremely modern, well dressed, well read in the newest books, and her parties were a mixture af important people and artists, discoveries of hers.

Rosemary had been married two years. She had a sweet little boy, and her husband absolutely adored her. They were rich. If Rosemary wanted to shop, she went to Paris as you and I would go to Bond Street. If she wanted to buy flowers, she ordered her car and drove to the best flower-shop, where she said, "I want those and those and those. Give me four bunches of those. And that jar of roses. Yes, I'll have all the roses in the jar. No, no lilac. I hate lilac. It has no shape." The shop-assistant bowed and put the lilac out of sight. Rosemary was followed to the car by a thin shopgirl staggering under an immense white paper armful that looked like a baby in long clothes.

One winter afternoon, she came out of a jewelry shop. She stood outside on the step before going to her car. Rain was falling and there was a cold bitter taste in the air. The lamps looked sad. And people hurried by, hidden under their umbrellas. Rosemary pressed her muff against her breast. She had only to cross the pavement to reach her car. She was about to step out into the rain and darkness when she heard a voice like a sigh, almost like a sob, at her elbow: "Madam, may I speak to you a moment."

"Speak to me?" Rosemary turned. She saw a young girl, thin, dark, shadowy, standing beside her. She had enormous eyes, she was quite young, younger than Rosemary herself. She was holding her coat-collar with reddened hands and shivered as if she had just come out of the water.

"M-madam," stammered the voice. "Would you let me have the price of a cup of tea?"

"A cup of tea?" There was something simple, sincere in the girl's voice; it wasn't the voice of a beggar. "Then, have you no money at all?" asked Rosemary.

"None, madam," came the answer.

"How extraordinary!" And suddenly it seemed to Rosemary such an adventure. It was like something out of a novel by Dostoevsky, this meeting in the dusk. What if she took the girl home? What if she did one of those things she was always reading about or seeing on the stage? What would happen? And she heard herself saying afterwards to her friends: "I simply took her home with me."

She stepped forward and said to the girl beside her: "Come home to tea with me."

The girl drew back startled. Rosemary put out a hand and touched her arm. "I mean it," she said, smiling. "Come home with me now in my car and have tea."

"You — you don't mean it, madam," said the girl and there was pain in her voice. She put her fingers to her lips and stammered, "You — you are not going to take me to the police-station?"

"The police-station!" Rosemary laughed out. "Do I look so cruel? No, I only want to make you warm and to hear — anything you want to tell me."

A moment later they were driving through the dusk. Rosemary had a feeling of triumph as she thought: "I am going to prove to this girl that such things do happen in life, that rich people have hearts and that women are sisters." She turned impulsively, saying, "Don't be frightened."

At that moment the car stopped. The bell was rung, the door opened and Rosemary drew the girl into the hall.

"Come, come upstairs," said Rosemary, longing to be generous. "Come up to my room."

They reached Rosemary's big bedroom with its beautiful furniture, silk curtains and thick blue carpet.

The girl stood at the door. "I dare not, madam," she said, stepping back.

"Oh, please," — Rosemary ran forward and pulled the girl into the room.

Rosemary was just going to take a cigarette when the girl said quickly: "I am sorry, madam, but I'm going to faint, if I don't have something."

"Good heavens, how thoughtless I am!" Rosemary rushed to the bell.

"Tea! Tea at once! And some brandy immediately!"

"No brandy, I never drink brandy," the girl almost cried out. "It's a cup of tea I want, madam." And she burst into tears.

Rosemary knelt beside her chair.

"Don't cry, poor little thing," she said. "I'll look after you."

The tea came. Rosemary smoked and looked away tactfully while the other drank her tea and ate her bread-and-butter.

When the tea-table was carried away, the girl looked quite different as she lay back in the big chair.

"And when did you have your last meal?" Rosemary asked softly.

But at that moment the door-handle turned.

"Rosemary, may I come in?" It was Philip, Rosemary's husband. His eye caught sight of the girl's coat and hat on the floor.

"Rosemary, will you come into the library for a moment?"

"I say," said Philip, when they were alone. "Explain, who is she? What does it all mean?"

Rosemary, laughing, said: "I picked her up in Curzon Street. "She asked me for the price of a cup of tea, and I brought her home with me."

"But what are you going to do with her?" cried Philip.

"I want to be nice to her," said Rosemary quickly. "I want to look after her."

"My darling, I think you are making a mistake," said Philip. And, after a pause, he added slowly, "She is so astonishingly pretty. Let me know if she is going to dine with us."

Rosemary went out of the library, but not back to her bedroom. She went to her writing-room. Her heart was heavy. Pretty! Astonishingly pretty!

She took out five pound notes, looked at them, put two back and then went to her bedroom.

Half an hour later Philip was still in the library when Rosemary came in.

"I only wanted to tell you," she said, "that the girl won't dine with us tonight. She insisted on going. I couldn't keep her against her will, could I?"

And then she added, "Philip, am I pretty?"

New words

jar	collar	carpet
lilac	shiver	cigarette
shape	adventure	handle
bow	novel	look after
bitter	touch	darling
taste	finger	note
press	lip	will
sob	long	
beside	furniture	

Notes to the text

well read palju lugenud (inimene)
discoveries of hers tema avastused
would you let me have kas te annaksite mulle
what if she took mis siis (juhtuks), kui ta viiks
I mean it ma mõtlen seda tõsiselt
if I don't have something kui ma ei saa midagi suhu
it's a cup of tea I want = I want a cup of tea
poor little thing vaeseke
his eye caught sight of = he saw
I say! kuule!

Pronunciation Exercise.

1. Read, using correct stresses.

The European countries, an advanced socialist state, raw materials, industrial goods, new instructions, automatic machines, confusing directions.

A shopgirl, a flower-shop, a shop-assistant, a bedroom, a writing-room, a jewelry shop, the police-station, a tea-table, the door-handle, the coat-collar.

Huck spent many happy hours ['auəz] here.
Aunt Hester had a handkerchief in her hand.
Ann's hat hangs in the hall.

Exercise 1.

Underline the Accusative with the Infinitive. Translate the sentences.
Model: The director expects *you to finish* that work today.

1. George expected his friend to be at home after work. 2. We expect you to help us tomorrow. 3. Don't expect me to do that work for you. 4. Do you suppose me to know all that? 5. We consider that young man to be one of our best athletes. 6. Why do you consider them to be your enemies? 7. I believed him to be a good engineer, but he is not.

Exercise 2.

Translate. Pay special attention to the use of the tenses.

1. Rosemary ütles oma mehele: «Ma ostan viisteist roosi ja uue vaasi.» 2. Rosemary ütles oma mehele: «Vaata, kui palju lilli ma täna ostsin.» 3. Philip küsis: «Millal sa käisid lillekaupluses?» — «Ma käisin seal hommikul,» ütles Rosemary. 4. «Kas sa sõitsid (go) kohe (at once) koju, kui sa lilled ära ostsid?» küsis Philip. 5. «Ei,» ütles Rosemary, «ma läksin Bond tänavale sisseoste tegema.» 6. «Kas sa tellisid juba auto?» küsis Rosemary. «Sa tead, et minu vanemad ootavad (expect) meid lõunale (to dinner). 7. Kui Philip ja Rosemary majast välja läksid, sadas vihma. 8. «Millal me tagasi tuleme?» küsis Philip. 9. «Ma tahaksin kell kümme kodus olla,» ütles Rosemary.

Exercise 3.

Fill in the blanks with prepositions.

1. John is very much interested ... physics. 2. Are you going to take part ... that research work? 3. We are working ... an interesting problem. 4. What happened ... James yesterday? 5. James was so ill that we had to send ... the doctor and ring ... the ambulance. 6. Why didn't you ask us ... that medicine? 7. Does that thermometer belong ... you? It does. I was looking ... it.

8. Grandfather died ... old age. 9. This young doctor graduated ... Tartu University three years ago. 10. We agree ... you that he is a good doctor.

Exercise 4.

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

... Fells were very rich people. Rosemary Fell always bought ... best things at ... best shops in ... London and ... Paris. ... shop-assistants in ... Bond Street knew her well.

There was ... flower-shop in ... Bond Street where Rosemary often bought ... flowers. One day when she entered ... flower-shop, she saw ... red roses in ... big jar. ... roses looked so beautiful that Rosemary decided to take all of them. There was ... big bunch of ... lilac in another jar. ... shop-assistant wanted to show Rosemary ... lilac, but Rosemary said she never bought ... lilac because it had no shape.

Rosemary asked ... shop-assistant to show her ... vases. "We got ... very beautiful vases yesterday," said ... shop-assistant. ... vase that Rosemary chose was sky-blue. It was ... very expensive vase. "Send ... vase and ... flowers to my address," said Rosemary.

Exercise 5.

Translate.

1. Pauli koer on suurem kui sinu oma. 2. Elleni aed on niisama suur kui meie oma. 3. Hildal on kena tuba, kuid meie tuba on soojem kui tema oma. 4. Heinol on hea jalgratas; minu jalgratas ei ole nii hea kui tema oma. 5. Leida kleit on niisama kena kui sinu oma. 6. Minu sõpradel on vana raadio. Minul on uus raadio. Minu raadio on parem kui nende oma. 7. Lembit kirjutas möödunud nädalal väga hea kirjandi. Tema oma oli parim teie klassis. 8. Teie töö ei ole nii raske kui nende oma.

Exercise 6.

Fill in the blanks with new words from Lesson 8.

1. The Sepps took a new flat last week. Now they want to buy some new ... . 2. The rooms were not heated and everybody ... with cold. 3. If you live on the ground floor, it is pleasant to have

TRÜ Raamatukogu

a . . . on the floor in winter. 4. Grandmother always wears a black woollen dress with a white . . . . 5. Philip called Rosemary his . . . . 6. We can't leave the children alone. One of us must stay at home and . . . . . them. 7. Does Comrade Tinn smoke? Here are some very good . . . for him. 8. How . . . that coffee is! 9. Dan put his finger to his . . . to show Jim that he must not say anything. 10. Jim did not say anything, he . . . to me and went out. 11. As he could not open the door at once, I told him to turn the . . . . 12. I have a five-rouble . . . in my bag. 13. The French writer Jules Verne wrote stories of . . . . 14. Tolstoy's "War and Peace" is an interesting . . . . 15. The children were not allowed to . . . anything on their father's desk.

Exercise 7.

Change from the Past to the Present. Leave the direct speech unchanged.

Mr. Smith was a nervous man. One night he was on his way home from the railway station. The road was dark and lonely. He heard footsteps behind him and he had an uncomfortable feeling that somebody was following him. He did not dare to turn his head to see who it was. He began to walk faster. The footsteps became faster too. He walked slower, and the footsteps became slower. Smith was quite sure now that somebody was following him. He did not know what to do. He was afraid to run. So he jumped over the fence (tara) at the side of the road. Then he ran a few steps, but fell down. He lay trembling on the ground. He felt so frightened that he could not rise to his feet. He saw the man jump over the fence and come nearer. Smith asked the man what he wanted and why he was following him. Now the man understood that Smith was afraid of him. He told him to fear nothing. He explained that he wanted to go to Mr. Brown's house, but didn't know the way. He said, "Some people at the station told me to follow you as you and Mr. Brown are neighbours. Excuse me, but have we still far to go?"

Exercise 8.

Retell "A Cup of Tea" according to the following plan.

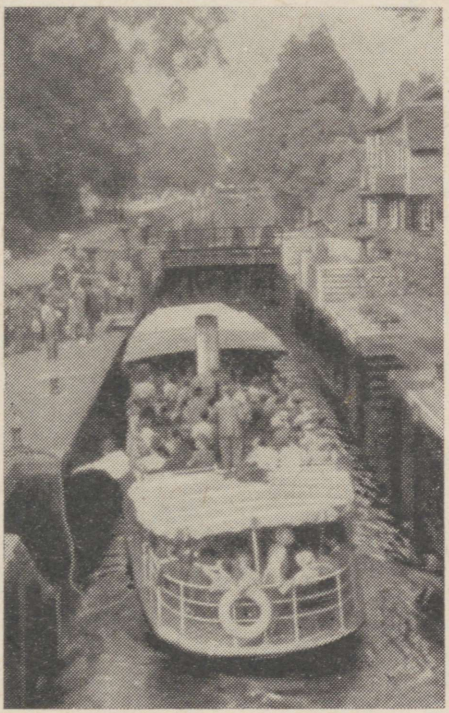
1. Rosemary.
2. Rosemary buys flowers.
3. Rosemary meets the girl in the street.

4. Rosemary takes the girl home with her.
5. In Rosemary's bedroom.
6. Philip comes in.
7. Rosemary sends the girl away.

LESSON 9

ENGLAND

England forms part of the island of Great Britain, which is separated from the continent of Europe by the English Channel and the North Sea.



On the Thames

The greater part of England is level. The highest mountains, which rise to a height of about three thousand feet, are in the north-west.

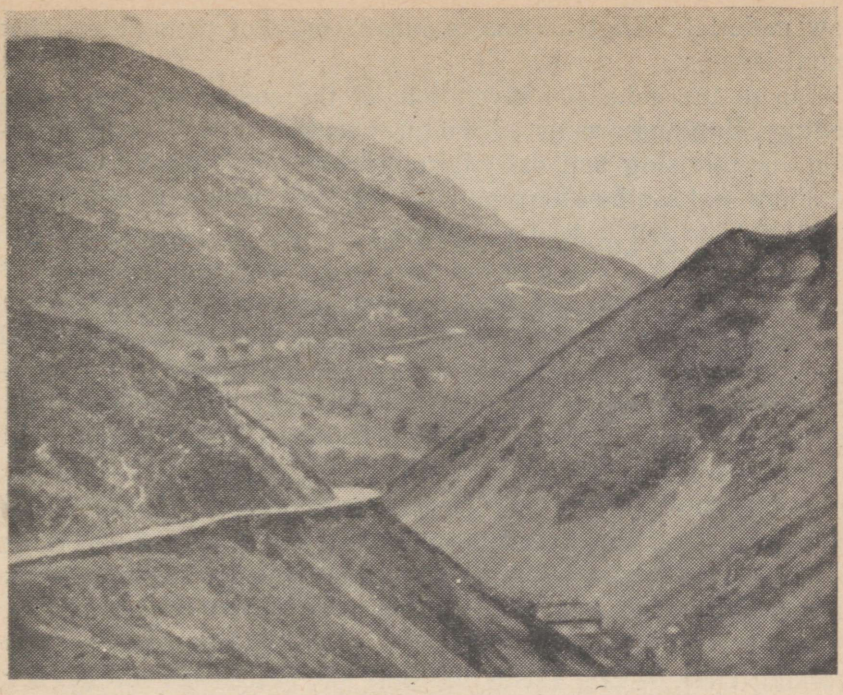
The number of rivers in England is large but they are not long. Most of them flow in the west-east or east-west direction. Hundreds of miles of canals have been built to connect the inland waterways in the great industrial districts. In the mountainous north-west there are many beautiful lakes.

The Gulf Stream, which washes the western coast of England, makes the climate mild and damp. Great changes of temperature are unknown, but the weather is very changeable. Sometimes in winter it snows, freezes, thaws and rains within a few hours. As for the English summer, it is believed, by foreigners, to consist of three fine days and a thunderstorm. However, there is usually enough sunshine in summer for the fruit to get ripe, although baked apples are said to be the only ripe fruit in England.

The rainfall in Great Britain is greater than in the rest of Europe; therefore the fields and meadows are green almost all the year round. This makes cattle- and sheep-raising one of the most important branches of agriculture.

England is the oldest capitalist country. In the 18th and 19th centuries, England seized many colonies in the old and the new world. For about three hundred years the English capitalists

London. Trafalgar Square



In the Mountains of Wales

exploited the native population of the colonies and half-colonies of Asia and Africa. Cheap labour in the colonies made it possible for English capitalists to buy raw materials very cheap and build up their country's industry in a comparatively short time. By the end of the 19th century, England had become the most advanced industrial country in the world. But now England is no longer the world power that it was. During the last forty years England has lost some of her colonies in Asia and Africa, where the colonial peoples are courageously struggling for national independence.

Today England has a highly developed industry and produces more cotton and woollen textiles, makes more machines and instruments and builds more ships than are needed for home use. The textile industry has always been the most important industry in England, and after it comes the metal-working industry, which has grown up in and near the iron ore and coal districts. This part of England is called the "Black Country" because of the clouds of smoke that always hang over the towns and hide the sun. As for

raw materials, England has to import most of them from other countries.

Up to the industrial revolution, at the end of the eighteenth century, England was an agricultural country. Today, grain-growing, sheep-raising and dairy-farming are spread chiefly over the southern and south-eastern parts of England, where the country is level and the soil is fertile. The most important crops are barley, oats and potatoes. Much of the land in the hilly and mountainous districts of the north and west is good only for sheep-raising.

England does not grow enough food to feed its population of about forty million. The people of England are known to eat home-grown food only on one day of the week. They have to import the food for the other six days. Wheat is imported from Canada, meat from Australia; butter and cheese from Denmark and Holland; fruit from the south of Europe; coffee from South America; tea, sugar and rice from India and China. The majority of the working population of England is engaged in industry, only about 5% are engaged in agriculture.

Side by side with the proletariat of other capitalist countries, the working class of England is fighting for peace and democracy. Every year, tens of thousands of industrial and transport workers go on strike to defend their rights.

New words

height	thunderstorm	majority
canal	rainfall	be engaged (in)
connect	sheep	import
inland	exploit	Canada
Gulf Stream	dairy	Australia
western	chiefly	Denmark
changeable	soil	rice
thaw	fertile	proletariat
within	hilly	transport

Notes to the text

as for the English summer mis puutub inglise suvesse

Grammar

§ 13. The Nominative with the Infinitive. (See p. 223)

Pronunciation Exercise.

1. The suffix -ous [əs]

famous furious courageous
nervous serious mountainous
dangerous curious ferrous

2. The suffix -able [əbl]

comfortable
changeable
miserable
eatable (söödav)

3. The suffix -ern [ən]

eastern
western
southern
northern

4. ng [ŋg]

The English live in England.
ði ˈiŋgliʃ ˈliv in ˈiŋgləndˌ
The Thames is longer than the Humber.
ðə ˈtemz iz ˈlɔŋgə ðən ðə ˈhʌmbə.
An English proverb says that hunger is the best sauce (kaste).
ən ˈiŋgliʃ ˈprɔvəb ˈsez ðət ˈhʌŋgə(r) iz ðə ˈbest ˈsɔɪs.

5. ng [ŋ]

The smoke hanging over the towns hides the sun.
ðə ˈsmouk ˈhæŋiŋ ouvə ðə ˈtaunz ˈhaidz ðə ˈsʌn.
They go in for grain-growing, sheep-raising and dairy-farming there.
ðei ˈgou ˈin fə ˈgreingrouiŋ, ˈʃiːpreiziŋ ənd ˈdɛəri fɑːmiŋ ðɛə.
The singer sang a long song about war and peace.
ðə ˈsiŋə ˈsæŋ ə ˈlɔŋ ˈsoŋ əbaut ˈwɔː(r) ənd ˈpiːs.

Exercise 1.

Translate into Estonian.

1. *Chemistry* is considered *to be* a difficult subject.
2. *Enn* is believed *to be* their best chess-player.
3. *The pupils* were expected *to learn* the poem by heart.
4. *You* were supposed *to come* half an hour earlier.
5. *The boy* was expected *to learn* German in a year.
6. *Conversation* is not considered *to be* a means of learning new words and phrases.

7. *Tennis* is supposed *to be* very popular in England.
8. *English people* are known *to be* very economical.
9. *Baked apples* are said *to be* the only ripe fruit in England.

Exercise 2.

Change the sentences.
Model: She considers *physics to be* the most difficult subject.
Physics is considered *to be* the most difficult subject.

1. I expected you to bring that book to school yesterday. 2. We considered the room to be very comfortable. 3. They supposed the clock to be five minutes fast. 4. We supposed those plants to flower in July. 5. They believed the lake to be full of fish. 6. He expects the meeting to last an hour. 7. They consider their dog to be very clever. 8. They suppose London to be very foggy. 9. We do not expect the doctor to come so early. 10. Do they suppose me to know the directions?

Exercise 3.

Change the sentences.
Model: *When I was turning the pages of a book,* I found this old letter.
Turning the pages of a book, I found this old letter.

1. When I went to the window, I suddenly noticed that it was raining. 2. When I passed my friend's house yesterday, I saw her working in the garden. 3. When the old man reached the door, he rang the bell twice. 4. When Stella was going down the stairs yesterday, she suddenly remembered that she had forgotten her keys at home. 5. Whenever our teacher sees a mistake in our exercises, she underlines it in red pencil. 6. When Bill comes into the house, he always takes off his cap. 7. Whenever the dog hears the door-bell, it begins to bark. 8. When I opened the door, I saw a stranger standing there. 9. As we had no money with us, we could not buy the dictionary. 10. As we had very little time, we walked as fast as we could. 11. As the girl was shivering with cold, she stepped nearer to the fire.

Exercise 4.

Change the sentences.
Model: The summers in England are said to be rainy.
It is said that the summers in England are rainy.

1. The lakes in the north-west of England are said to be very beautiful. 2. Many farmers in the south-west are known to grow

fruit and berries. 3. Barley and oats are supposed to be the chief grain crops in England. 4. The textile industry is known to be highly developed there. 5. England is known to import much cotton and wool every year. 6. English people are said to eat very little bread. 7. The number of unemployed workers in England is said to increase from year to year. 8. The mountainous districts of England and Scotland are considered to be good only for sheep-raising.

Exercise 5.

Change from the active to the passive. If the subject is a pronoun, do not give the *by*-phrase.

Model: Somebody wrapped up the books in a newspaper.
The books were wrapped up in a newspaper.

1. They carried out my instructions very well. 2. Tall pine-trees surround our camp on all sides. 3. They smoked the cigarettes in silence. 4. Has she underlined the mistakes in red pencil? 5. We send books there by air post. 6. That writer will publish two new novels next year. 7. Will someone distribute the magazines soon? 8. The shop-assistant closed the shop at 8 o'clock. 9. They spoke English at the shops in Bonn. 10. You had not informed me of those facts before. 11. The teacher will excuse you, I hope. 12. They recognized us at once. 13. We met them at the door. 14. They will educate their children in Tartu.

Exercise 6.

Fill in the blanks.

1. If you (go) to see that opera, you (enjoy) it.
2. If the film (be) so long, we (come) home before 10.
3. If the majority (be) present, we (hold) the meeting now.
4. If he (keep up) systematic study, he (speak) German soon.
5. If she (work) more, she (succeed).
6. If he (pass) the examination, he (get) a diploma.

lähed, naudid
ei oleks, tuleksime
on, peame
jätkab, kõneleb
oleks töötanud, oleks edu olnud
sooritaks, saaks

7. If you (take part) in the race, you (win) the prize.	oleksid osa võtnud, oleksid saanud
8. If it (begin) to thaw now, we (go) skating.	hakkaks, ei läheks
9. If the temperature (stay) below zero, the lake (freeze).	oleks püsinud, oleks külmunud
10. If the soil (be) more fertile, we (get) better crops.	oleks olnud, oleksime saanud
11. If you (give up) smoking, your friends (be) very glad.	loobuksid, oleksid
12. If the novel (be) interesting, I (read) it.	ei ole, ei loe
13. If our family (be engaged) in agriculture, we (live) in the country.	tegeleks, elaksime

Exercise 7.

Read the story and ask twelve questions — one question to each sentence.

1. A young man once went to town and bought himself a pair of trousers. 2. When he got home, he went to his bedroom and put them on. 3. He found that they were too long.

4. He went to the kitchen, where his mother and two sisters were cooking dinner. 5. "These new trousers are too long," he said. "May I ask one of you to shorten them for me?" 6. His mother and sisters were busy and none of them said anything.

7. As soon as his mother had finished her work, she went to her son's bedroom and shortened the trousers. 8. After dinner, the elder sister remembered her brother's trousers. 9. She was a kind-hearted girl, so she went to her brother's room without saying a word to anyone, and shortened the trousers.

10. The younger sister went to the cinema, but when she came back, she, too, remembered what her brother had said. 11. So she took her work-basket, went to her brother's room and took a piece off the legs of the new trousers.

12. You can imagine the look on the young man's face when he put on his new trousers the next morning.

Exercise 8.

Fill in the articles where necessary.

... Ireland has ... warm climate and its fields and meadows are always green. Even during ... winter months, ... horses, sheep and cattle are left in ... fields at night and ... stables are quite unnecessary.

In ... country districts of ... Ireland, ... chief food of ... people are ... potatoes. Not much grain is grown and most of ... farmers are engaged in ... dairy-farming. They raise ... horses, cattle and pigs. ... sheep wander on ... hills all ... year round.

It is quite usual to bring ... sheep and cattle from ... North and South America to ... Ireland for a few weeks, where they grow fat on ... green grass before they are sent to ... English markets.

Exercise 9.

Fill in the prepositions: *because of, between, by, for, from, in, of.*

The north-western corner of England is called the Lake District. It is called ... this name ... the many beautiful lakes found ... the valleys ... the mountains. Much rain falls ... this district ... the Gulf Stream. It is supposed to have the highest rainfall ... England. The Lake District is famous for its beautiful scenery: its high peaks and well-wooded hills, its lakes and clear streams. It is visited every year ... hundreds ... tourists ['tuərists] ... all parts ... Great Britain and ... abroad.

LESSON 10

THE OLD NEGRO'S SECRET

By Doris Lessing
(born in 1919)

(adapted)

Gideon and Teddy were great friends. When Gideon, the Negro cook in the Farquars' household, had finished his work, he often lifted Teddy on his shoulders and took him into the shade of a big

tree. There he played with the little boy and made toys for him from pieces of wood, leaves and grass. Mrs. Farquar, Teddy's mother, was fond of the old Negro because of his love for her child.

Gideon had been the Farquars' cook for several years. He was one of the few native servants whose wife and children lived and worked on the same farm. Sometimes the Negro children came to look at Teddy through the bushes. One day Teddy put out his hand curiously to touch a black child's cheeks and hair.

Gideon, who was watching, shook his head and said to himself, "They are both children. One will grow up to be a master, and the other will be a servant."

Teddy was about six years old when he got a little bicycle. He rode round the garden and every time that he passed the kitchen door, he shouted, "Gideon, look at me!" And Gideon laughed and said, "Very clever, Little Yellow Head."

One day, Gideon's youngest son, who looked after the cows, came to see the white boy ride a bicycle. Teddy rode in circles round him until the Negro boy ran away. Having frightened the black child, Teddy rode to the kitchen door, where Gideon stood watching.

"Why did you frighten him?" asked Gideon reproachfully.

Teddy said, "He is only a black boy," and laughed. But, when Gideon turned away without speaking, Teddy felt unhappy. Very soon he went into the house and brought Gideon an orange, saying, "This is for you." But he didn't say he was sorry.

One morning Teddy ran into the kitchen, with his fists to his eyes, crying with pain. Gideon dropped the pot full of hot soup that he was holding, rushed to the child and looked at his eyes. "A snake!" he exclaimed.

A tree snake, hanging by its tail from the roof of a low shed, had spat into Teddy's eyes. Mrs. Farquar came running to the kitchen when she heard the noise.

"He will lose his sight!" she cried in despair, taking her son in her arms. "Gideon, he will be blind!" Teddy's eyes were red and swollen already.

"Wait a minute," said Gideon, "I'll get some medicine." And he ran out of the kitchen.

Having washed Teddy's eyes, Mrs. Farquar gave the child some medicine. But when she saw that it had no effect, she began to wait impatiently for the return of the old Negro. She had heard that the

natives used a plant for curing the eyes into which a tree snake had spat its poison. She stood by the window, holding the sobbing little boy in her arms. Gideon returned in a few minutes and in his hand he held a plant.

"Don't be afraid," said Gideon. "The root of this plant will cure Teddy's eyes."

Mrs. Farquar could not believe that her little boy would see again, but in a couple of hours Teddy's eyes were no longer swollen. They were still red and painful, but Teddy could see. The grateful parents gave Gideon presents for his wife and children and raised his wages.

Mr. and Mrs. Farquar told their neighbours about the wonderful cure that had saved Teddy's eyesight, and soon the incident was discussed from one end of the district to the other.

New words

shade	fist	cure
servant	snake	poison
bush	exclaim	painful
curiously	spit, spat, spat	grateful
circle	effect	wages
reproachfully	impatiently	wonderful

Notes to the text

were no longer swollen ei olnud enam paistes

Grammar

§ 15. The Perfect Participle. (See p. 225)

Pronunciation Exercise.

Mark the stresses and the pauses in the following sentences. Read the sentences.

1. wʌn dei tedi put aut hiz hænd kjuəriəsli tə tʌtʃ ə blæk tʃaildz tʃiːks ənd hɛə.
2. tedi wəz əbaut siks jiəz ould wen hi gɔt ə litl baisikl.
3. misiz fɑːkwə wəz fɔnd əv ðiː ould niːgrou bikəz əv hiz lʌv fə hə tʃaild.

[l]

full	hold	little	The milk in the bottle is
fall	child	bicycle	for that little child.

tell	milk	circle	After dinner rest a while,
tail	killed	couple	after supper walk a mile.
mill	felt	people	
kill	told	bottle	

Exercise 1.

Change the sentences.
Model: *When he had finished his work,* he went home.
Having finished his work, he went home.

1. After she had written the letter, she went to the post-office. 2. When he had lighted the fire, he began to look for some more firewood. 3. After they had rested a little, they continued their work. 4. As she had broken her fountain-pen, she could not write with it any longer. 5. As we had read the play before, we knew how it ended. 6. As she had hurt her knee at the skating-rink, she could not take part in the contest.

Exercise 2.

Translate. Pay special attention to the use of the tenses.

1. Me hakkasime inglise keelt õppima kolm aastat tagasi. 2. Me oleme õppinud palju sõnu ja väljendeid. 3. Järgmisel semestril (term) me kordame (revise) aegade tarvitamist. Me teeme siis palju harjutusi ja tõlkeid eesti keelest inglise keelde. 4. Mõned meist (some of us) tellivad (subscribe to) ajalehte «Moskva uudised». Seda ajalehte antakse välja (publish) kord nädalas Moskvas. 5. Tuleval aastal ma püüan lugeda kakskümmend lehekülge inglise keelt (of English) nädalas. 6. Möödunud kuul ma lugesin S. Maugham'i jutte (by S. Maugham). Ma ei olnud enne S. Maugham'i raamatuid lugenud. Neid on huvitav lugeda. 7. Kas te olete neid jutte lugenud? Kui te tahate neid lugeda, ma toon nad teile.

Exercise 3.

Read the sentences, translating the conjunctions.

1. Wait (*kuni*) we come back. 2. Ask Fred (*kas*) Ann is at home. 3. He ate nothing (*kuigi*) he was hungry. 4. My sister was playing the piano (*sel ajal kui*) I was doing my exercises. 5. Have some-

thing to eat (*enne kui*) you go to work. 6. (*Kuna*) the night was very dark, we could see nothing in front of us. 7. Ellen was tired (*sest et*) she had worked hard all day. 8. I shall give you that picture (*kui, tingimuse väljendamiseks*) you like it. 9. He got acquainted with that artist (*kui, ajaliste suhete väljend.*) he was in Moscow. 10. We don't know (*kas*) he has left the town. 11. You helped us (*kuigi*) you didn't know us. 12. Let us discuss that play (*pärast seda kui*) we have seen it on the stage. 13. (*Ei*) you (*ega*) I have seen it yet.

Exercise 4.

Translate.

1. Looking at Teddy reproachfully, Gideon asked him why he had frightened his son. 2. Passing the kitchen door, Teddy shouted, "Gideon, look at me!" 3. Having scolded the boy, Mrs. Farquar went into the house. 4. Hanging from a low shed, a tree-snake spat its poison into Teddy's eyes. 5. Having killed the snake, the Negro threw it into the bushes. 6. Holding his fists to his eyes, Teddy cried with pain. 7. Having found the plant, Gideon ran back to the house. 8. Having cured the boy, Gideon never again spoke of the incident. 9. Sitting in the shade of a big tree, Mrs. Farquar watched her son, who was playing in front of the house.

Exercise 5.

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

1. Gideon was the servant Mrs. Farquar liked best. 2. Who was the boy Teddy had frightened? 3. The wages Gideon received from the Farquars were very low. 4. Teddy said his eyes were very painful. 5. The effect the plant had on Teddy's eyes was wonderful. 6. The Farquars said they were grateful to Gideon. 7. The story the Farquars had told their neighbours spread all over the district. 8. The Farquars told Gideon they would raise his wages.

Exercise 6.

Underline the Accusative with the Infinitive and the Nominative with the Infinitive. Translate the sentences into Estonian.

1. "And Quiet Flows the Don" is considered to be M. Sholokhov's best novel. 2. Comrade Lill's pupils are known to speak

English well. 3. We believed that young girl to have a good knowledge of English. 4. That English film is not dubbed. Do you suppose us to be able to understand it? 5. The teacher expects the pupils to come to the performance in time. 6. All of us are expected to know A. H. Tammsaare's biography.

Exercise 7.

Translate into English, using the Accusative with the Infinitive where necessary.

1. Fred tahab seda romaani lugeda. 2. Fredi vanemad ei taha, et Fred loeks neid raamatuid. 3. Me tahame näha seda näidendit. 4. Õpetaja tahab, et me vaataksime seda näidendit Draamateatris. 4. Me tahame, et Kalle läheks praegu piletikassasse. 5. Meie sõbrad tahavad meid teatri ees oodata. 6. Me tahame, et te annaksite need lilled näitlejatele, kes mängisid peaosades. 7. Kas te tahate, et näitlejad arutaksid teiega näidendit?

Exercise 8.

Change the sentences. Use the pronouns *it* and *them* for objects. Make other necessary changes.

Models: a. Show me that book. Show it to me.
b. Give me those tools. Give them to me.

1. He lent me his bicycle yesterday. 2. I promised you those stamps last week. 3. Aunt Ellen will bring us some oranges. 4. Dora has brought him a new novel. 5. I have written Ann a letter. 6. Jack had given my brother two scientific magazines. 7. You can read me that letter now.

Exercise 9.

Read, using the definite article *the* where necessary.

1. Russia
Soviet Russia
Soviet Union
Estonia
Southern Estonia
United States
Dutch (hollandlased)

2. North America
Atlantic Ocean
English (inglise keel)
English language
Smith
Smiths
French (prantslased)

3. Tammsaare Street
Yellow Sea
Yenisei
Italian language
Urals (juərəlz)
South Africa
English (inglased)

4. Indian Ocean
French (prantsuse keel)
Himalayas (himə-'leiəz)
Mississipi
Park Street
Denmark

5. Brown
Browns
Baltic (bɔ:ltik) Sea
English Channel
Emajõgi
Alps

6. Central Asia
Arctic Ocean
Volga
Rocky Mountains
Polar Sea
Great Britain

Exercise 10.

Translate the questions and answer them.

1. Mis oli Teddy perekonnanimi?
2. Kus elasid Farquarid?
3. Kas nad elasid Euroopas?
4. Mis juhtus Teddy'ga ühel päeval?
5. Kuhu jooksis Teddy?
6. Kes oli köögis?
7. Kes oli Gideon?
8. Miks jooksis proua Farquar kööki?
9. Mida kartis (fear) proua Farquar?
10. Kuhu jooksis Gideon?
11. Mida oli proua Farquar kuulnud?
12. Miks Teddy nuttis?
13. Mida tõi Gideon?
14. Miks oli Farquarid Gideonile tänulikud?
15. Kuidas tänasid Farquarid Gideoni?

LESSON 11

THE OLD NEGRO'S SECRET

(continued)

Having heard about the wonderful cure, a doctor in a near-by town became interested in the case and so, one morning, he drove to the Farquars' farm with a laboratory worker. The Farquars were pleased and flattered by the visit and invited the scientist to lunch.

Having told the doctor the whole story, Mrs. Farquar called Gideon to the living-room. They explained to the Negro that the doctor from the city had come specially to see him. Gideon looked frightened. He said he did not understand. Then Mrs. Farquar explained quickly that the doctor had come to see him because he had cured Teddy's eyes.

"The Big Doctor wants to know what medicine I used?" asked Gideon suspiciously, looking from Mrs. Farquar to the scientist.

Mr. Farquar then told Gideon how useful the medicine would be to thousands of people in Africa, black and white people. Then the scientist himself tried to persuade Gideon to show him the plant. But Gideon refused to tell them anything even when he was offered a sum of money.

There was silence, and then Gideon said that he could not remember the root he had used that day. The Farquars were disappointed and the Negro's stupid refusals made them angry. Once more the scientist tried to persuade Gideon to tell him the secret, but the old Negro only repeated that he could not remember the plant. The Farquars could hardly recognize their friendly old cook in this rude and stubborn native.

And suddenly, with an angry look at the white people, Gideon said, "I'll show you the plant."

He led them along unknown paths for two hours or more. It was a hot December afternoon and the sky was full of rain-clouds.

From time to time one of the whites asked, "Where are you taking us, Gideon?" And Gideon answered over his shoulder with angry politeness: "I am looking for the plant."

At last, six miles from the house, Gideon suddenly decided that they had had enough. He picked up a handful of blue flowers — ordinary flowers that they had seen growing everywhere. He handed them to the scientist, then he turned and walked off.

New words

case	stupid	stubborn
flatter	refusal	path
specially	persuade	politeness
offer	rude	ordinary

Grammar

§ 16. The Indirect and Prepositional Object as the Subject of the Passive Construction. (See p. 226)

Pronunciation Exercise.

1. answered ['ɑːnsəd]
   considered [kən'sidəd]
   offered ['ɔfəd]
   flattered ['flætəd]

2. Farquar ['fɑːkwə]
   persuade [pə'sweid]
   language ['læŋgwidʒ]
   linguist ['liŋgwist]

3. [w, f, v]

Windy weather isn't welcome in winter.
I wonder where this wool was woven.
The flames of the big fire frightened the family.
My father's old friend has a fine face.
Walter's friend lives near the river.
Many villagers wanted to leave the village.

Exercise 1.

Change the sentences.

Models: 1. She gave *me a book* for my birthday.
A book was given *to me* for my birthday.
I was given *a book* for my birthday.
2. The grandmother looks *after the children.*
The children are looked *after* by the grandmother.

1. They showed us a room. 2. Ellen gave the boy a new fishing-rod. 3. Teddy offered Gideon a big orange. 4. They will show you some rare plants at the Botanical [bə'tænikl] Gardens. 5. Enn Kask taught them physics at school. 6. They promised me a book of songs. 7. They sent us an invitation to their birthday party. 8. The club awarded Ilmar the first prize. 9. They sent for the doctor at once. 10. I shall look after Nora's children next summer. 11. Everybody laughed at Ted.

Exercise 2.

Adverbial Clauses of Time and Reason.

Change the sentences.

Models. a. *Seeing what had happened,* he went out to look for the plant. *When he saw what had happened,* he went out to look for the plant.
b. *Being a good cook,* Gideon received higher wages than the other natives. *As Gideon was a good cook,* he received higher wages than the other natives.

1. Playing with Teddy in the garden one day, Gideon saw a snake in a tree. 2. Going home through the wood, Gideon met some

natives who worked on another farm. 3. Fearing that the boy would be blind, the mother began to cry. 4. Being the son of a Negro chief, Gideon had learned something about plants from his father. 5. Not knowing what to do in such a case, the woman sent for the doctor.

Exercise 3.

Adverbial Clauses of Time and Reason.

Change the sentences.

Models. 1. *Having finished his work,* the gardener went to the village where the natives lived. *When the gardener had finished his work,* he went to the village where the natives lived.

2. *Having worked for the white people for many years,* Gideon was now an excellent cook. *As Gideon had worked for the white people for many years,* he was now an excellent cook.

1. Having cured the eyes of many people before that, the man knew what plant to use. 2. Having never seen a tree-snake, the doctor was very much afraid of it. 3. Having helped the boys to make a toy cart, the gardener went back to work. 4. Having shown them the way to the farmhouse, the young man returned to the corn field. 5. Having never used that medicine before, the parents did not know its effect. 6. Having explained everything to the scientist, the Farquars sent for Gideon.

Exercise 4.

Make questions, using *whose ... , which ... , what ... , what kind of ... , what was it like?, how did it look?* etc.

1. It was an ordinary blue flower. 2. An accident happened to that woman's son. 3. The family gathered in the living-room. 4. The Farquars' house was very comfortable. 5. Their corn fields were level. 6. The Negroes' huts were three miles from the farmhouse. 7. Teddy was six years old. 8. The boy's face was red and swollen for many days. 9. A student of medicine was interested in the case. 10. Some people became blind. 11. His youngest child looked after the cows. 12. The snake was killed. 13. Teddy was rude. 14. Gideon's sons were clever boys, not stupid.

Exercise 5.

Translate the conditional clauses and the object clauses in the following sentences.

1. If Gideon were a white man, he *would send* his children to school. 2. The white people hoped that the Negroes *would show* them the plant. 3. They were convinced that the new medicine *would cure* many people. 4. Teddy *would beat* the black boy if he dared. 5. She feared that the boy *would lose* his eye-sight. 6. Even if Gideon were offered a hundred pounds, he *would not give away* the secret. 7. The natives said that they *would never give away* the secret of the cure.

Exercise 6.

Translate.

1. What happened that day? There was a fire in the forest. Some men who were working in the field happened to see the smoke. The fire was believed to be some miles away. There had been no rain for some weeks in that district. If the direction of the wind had changed, the fire would have threatened the village. All the villagers were expected to go to the place of the fire. Everybody was supposed to help to put out the fire. It began to rain just in time. By the afternoon of the following day, the danger was considered to be past.

2. It is said that the winter will be cold. It began to freeze last night and the temperature fell ten degrees below zero within a few hours. It will do you good to go skiing and skating. Is it possible that the ice is still too thin for skating? First it will be necessary to clear away the snow.

Exercise 7.

Adverbial Clauses of Time and Condition. Fill in the blanks with the conjunctions *if* or *when*.

1. We shall go to the collective farm ... the summer holidays come. 2. They will be late to school ... they do not hurry. 3. The teacher comes into the classroom ... the bell rings. 4. They will start on their walking tour ... the sun rises. 5. I shall certainly invite him to the party ... I happen to see him today. 6. You will drop that plate and break it ... you are not more careful. 7. I

shall wait for you ... I finish my work. 8. Please wait for me ... you happen to finish before me. 9. Will you be at the station ... the train arrives?

Exercise 8.

Fill in the articles *a, the* or the indefinite pronoun *some,* where necessary.

Wales is ... land of ... rocks and ... mountains. In most places ... soil is poor and even ... sheep cannot be raised everywhere. There are ... valleys in ... central part of ... Wales, however, where there is more soil and ... better farms are found. In these places ... people go in for ... dairy-farming. ... cheese is made from ... milk produced on the farms and sent to ... markets of ... England.

... discovery of ... coal and ... iron ore in ... South Wales has darkened its green valleys. ... towns and ... villages have grown up near ... mines in ... coal-fields. It is interesting to know that in many cases ... iron ore is found in ... same mines as ... coal. ... Welsh coal is in ... great demand, for it burns with little or no smoke and leaves little ash.

Exercise 9.

Translate the questions into English.

1. Kes kuulis imepärasest ravimist? 2. Kas arst tuli Farquaride tallu jalgsi? 3. Millal kutsuti Gideon elutuppa? 4. Mida nad seletasid talle? 5. Miks teeskles Gideon, et ta midagi ei mäleta? 6. Kas nad said veenda (persuade) Gideoni neile taime näitama? 7. Mida Gideonile pakuti? 8. Miks olid valged inimesed pettunud? 9. Mis tegi neile pahameelt? 10. Kas Gideon oli alati olnud nii tõrges? 11. Mida mõtlesid valged inimesed pärismaalasest? 12. Kuhu viis Gideon arsti ja teised valged inimesed? 13. Kas Farquarid tundsid seda rada? 14. Milline oli ilm tol päeval? 15. Kuidas vastas Gideon nende küsimustele? 16. Missugused lilled andis ta arstile?

Exercise 10.

Translate.

1. Missugusele maale viib meid Doris Lessing'i jutt? Ta viib meid Lõuna-Aafrikasse.

2. Mida te teate Lõuna-Aafrikast? Lõuna-Aafrika päriselanikud on neegrid. 17. sajandil muutus Lõuna-Aafrika Hollandi asumaaks.

3. Missugune Euroopa riik oli Hollandi võistlejaks (rival) Lõuna-Aafrikas? Inglismaa (oli).

4. Missugused on neegrite elutingimused Lõuna-Aafrikas? Nende elutingimused on väga rasked. Neil ei ole mingeid poliitilisi õigusi. Hollandi ja inglise kolonisaatorid (co'lonialists) on neid aastasadu julmalt ekspluateerinud.

5. Kas Lõuna-Aafrika neegrid võitlevad oma õiguste eest? Jah, nad võitlevad demokraatia eest ja rassidiskriminatsiooni (race discrimination) vastu.

LESSON 12

SOME INTERESTING FACTS

(For Reading and Translating)

Boots and Shoes

Boots and shoes, as we know them today, were first introduced in the seventeenth century. For a long time shoes were hand-made, and mass-production methods were unknown.

Up to the ninteenth century shoes were not made to fit the right and left foot. Each shoe could be worn on either foot. People usually wore a large size and put some paper in the toes. Nowadays great care is taken to make shoes that are comfortable and they must also look nice.

In the Middle Ages, about the middle of the fifteenth century, it was the fashion in England to wear shoes with such long points that they had to be tied to the knees. Otherwise it was impossible to walk. Dandies used silver chains for tying the long points to their knees.

Plastics

Plastic materials do not occur in nature. They are man's own invention. Because of the low cost of mass-production, plastics have found wide application in many branches of industry as well as in everyday life.

Plastics are poor conductors of heat and electricity, which has led to their wide use in the electrical engineering industry.

Plastic window-panes filter out the sun's heat, but the ultra-violet rays pass through them and that is one of the reasons why plastic materials are now used in greenhouses instead of ordinary glass.

Nylon

The production of synthetic textile fibres has been known since 1890. The first synthetic fibre was rayon, which is usually made from wood. Later on, many other synthetic fibres were developed.

True synthetic fibres are now made of coal, water, natural gas, air, petroleum and limestone. Nylon was the first true synthetic fibre. It was discovered by accident after an unsuccessful experiment, when a chemist was removing some polymer from a jar in which it had melted. He found that the melted polymer could be drawn out into a long fibre which was strong and elastic and looked like silk.

The production of synthetic fibres increases from year to year. It is supposed that, in future, wood, cotton and natural silk will play a less important part in the textile industry than they do today.

The Hardest Metal

The chemical union of carbon with almost any metal gives a "carbide", the hardest metal made by man.

Machine tools made of a carbide cut iron and steel easily, but they contain neither iron nor steel themselves. Such tools last longer than those made of the best steel. Metals can be cut five or six times faster, and the tools stay sharp ten to twenty times longer than those made of steel. Carbides are the metals which are helping to increase the productivity of labour in heavy industry.

New words

fact	occur	petroleum
introduce	invention	unsuccessful
mass	conductor	remove
method	pane	melt
either	filter	elastic

toe	ultraviolet	chemical
fashion	greenhouse	contain
otherwise	nylon	
chain	synthetic	
plastics	natural	

Notes to the text

the Middle Ages keskaeg
the electrical engineering industry elektrotehniline tööstus
by accident juhuslikult

Grammar

§ 10. The Passive Infinitive. (See p. 220)

1. The suffix *-ic* [ik]

elastic [i'læstik]	electric [i'lektrik]
sympathetic [simpə'θetik]	economic [i:kə'nɔmik]
synthetic [sin'θetik]	systematic [sisti'mætik]
scientific [saiən'tifik]	public ['pʌblik]

2. The suffix *-ar* [ə]

regular familiar popular nuclear

3. The suffix *-or* [ə]

conductor director inspector sailor

Exercise 1.

Form the Passive Infinitive of the following verbs.
Model: heat — be heated; make — be made.

tie	give	practise	burn	buy
wear	filter	bring	feed	build
take	use	paint	choose	catch
find	discover	pronounce	sell	hide

Exercise 2.

Translate.

1. These shoes can be worn in the street. 2. Some paper can be put in the shoes to keep the feet warm. 3. Chains can be made of iron and other metals. 4. Mass-production of furniture must be

introduced here. 5. That method can be used everywhere. 6. Many raw materials must be imported to England. 7. More coal and iron ore must be mined next year. 8. Fruit can be grown in Siberia now. 9. That old custom must not be forgotten.

Exercise 3.

Fill in *always, usually* or *never.*

1. It is cold in Siberia in winter.
2. The sun sets in the west.
3. Roses are beautiful.
4. We have six lessons a day.
5. Larks stay in our country for the winter.
6. Most of us have been to China.
7. Most of us will go to India.
8. You must translate the difficult sentences into Estonian.
9. Helmi will be able to help you because she knows English well.

Exercise 4.

Translate, using the Passive.

1. Igal aastal tehakse uusi avastusi. 2. Inglismaale imporditakse palju toiduaineid. 3. 19. sajandil ehitati Inglismaa tööstusrajoonides palju kanaleid. 4. See käik (passage) ühendab tuleval aastal neid kahte kaevandust. 5. Kui palju teravilja kasvatatakse selles rajoonis tuleval aastal? 6. Mitu paari kingi on selles vabrikus sel aastal toodetud? 7. Torude (pipes) tootmine on meie maal juba mehhaniseeritud. 8. Automatiseerimine on juba paljudes vabrikutes sisse viidud.

Exercise 5.

Translate

1. Plastic window panes are known to filter out the sun's heat. 2. The invention of plastics is considered to be one of the most important inventions of our times. 3. Do you believe the chairman of that collective farm to be a good agronomist? 4. The collective farms of that district are expected to produce more meat next year. 5. Do you expect the tomatoes [tə'mɑːtouz] in the greenhouse to get ripe in April? 6. Plastic materials are supposed to find still wider application in industry and agriculture in the future.

Exercise 6.

Use the Active or the Passive Infinitive.

1. This factory can ... scientific instruments. Scientific instruments can ... here.	produce
2. We can ... synthetic fibres from wood. Synthetic fibres can ... from coal and petroleum.	make
3. That melted polymer can .... You can ... that melted polymer.	draw out
4. That fibre can ... elastic.	make
5. New materials may ... by accident.	discover
6. We must ... the limestone with something.	cover
7. Greenhouses must ... from time to time.	air
8. A new application must ... for those materials.	find
9. Conductors of heat cannot ... in that motor.	use
10. You cannot ... petroleum for heating that stove.	use
11. The productivity of work must	raise

Exercise 7.

Fill in *a* or *the*.

1. ... night was dark. And ... house in front of which Hogan and Burns were standing was dark and silent. Hogan drew out some keys from his pocket and with one of ... keys opened ... door, ... men entered ... house silently, closing ... door behind them. Whispering, Hogan and Burns discussed ... situation. They wondered if any of ... people living in ... house had woken up.

They entered ... large room. It was ... living-room, but thick dust lay on ... furniture and on ... floor.

"It seems that ... family is away for the summer," said Burns.

2. Hogan and Burns had robbed (rob — röövima) ... bank. Now they had ... suitcase containing three hundred thousand dollars with them. ... suitcase was in ... centre of ... table in ... middle of ... room. Hogan and Burns were alone, without ... car. On their flight (põgenemisel) from town to town they had had to leave their car somewhere on ... road. They decided to buy ... new car in ... morning.

Before leaving ... house, they buried ... suitcase in some coal in ... cellar ('selə — kelder).

As they walked down ... street, Hogan said, "... name of ... gentleman we are visiting is Mr. Rogers, Samuel Rogers."

"How do you know?" asked Burns.

"I saw it in some of his books," said Hogan. "He's got ... wonderful library."

3. Before nine o'clock Hogan and Burns had ... car. It was ... very nice little car. Now they wanted to leave ... town as quickly as possible.

They stopped ... car at some distance from ... house where they had spent ... night. Hogan got out of ... car and walked towards ... house. Suddenly he saw that ... front door was open. ... family had returned.

What bad luck! And what could they do? Break into ... cellar at night and pick up ... suitcase? No — too dangerous.

4. Ten minutes later Hogan was talking to Mr. Rogers over ... telephone.

"Hallo," he began, "is this Mr. Rogers, Mr. Samuel Rogers?"

"Yes, this is Mr. Rogers," came ... answer.

"Mr. Rogers," said Hogan in ... sharp tone. "This is Simpson from ... police-station. ... Chief of Police is sending me out with one of our men to see you."

"Very well," came ... voice of Mr. Rogers, "I'll wait for you."

"Don't say anything to anybody. You'll understand why when I see you," said Hogan.

5. Within ten minutes Hogan and Burns were talking with the surprised Mr. Rogers, who was ... small man with ... funny little face. He was nervous. Hogan invented some story and it seemed to him that ... owner of ... house believed it. Then the three of them went to ... cellar, where ... suitcase was dug up. It was opened in ... living-room. ... money was still there.

"And now," said Hogan, "we must go. ... chief wanted us to come back as soon as possible. We have to catch ... gang."

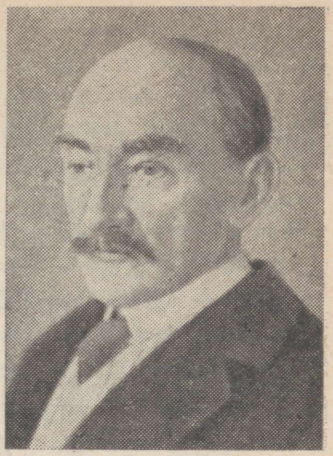
He picked up ... suitcase and rose. Burns and Mr. Rogers also rose. They walked to ... door, which Mr. Rogers opened, saying, "Come in, boys." Three strong policemen walked in.

"What does this mean, Mr. Rogers?" asked Hogan.

"It's quite simple," said Mr. Rogers. "It just happens that I am ... Chief of Police."

("The Wrong House" by J. N. Young)

THOMAS HARDY (1840—1928)



LESSON 13

A VILLAGE BAND

(adapted)

It happened on Sunday after Christmas — the last Sunday that Nicholas Puddingcome's band played in Longpuddle church gallery, though they did not know it then.

The players formed a good band, one of the best in the district. For that reason they were very much in demand during Christmas week, for they could play a waltz even better than church music.

Well, that week they had been out to one dancing-party after another every night, and had had very little sleep. Then came the Sunday after Christmas, their fatal day. It was so terribly cold that winter that the players could hardly sit in the gallery. The people in the church below had a stove to keep them warm, the band in the gallery had nothing at all.

That morning Nicholas Puddingcome said, "I will not stand this cold weather any longer; this afternoon we must have something to keep us warm up in the gallery."

So he brought a big jar of hot brandy and beer to church with him in the afternoon. He kept the jar well wrapped up in a cello bag. During the sermon the members of the band warmed themselves by taking a drink from time to time. When they had drunk the last drop, they felt quite comfortable and warm; and as the sermon

went on — most unfortunately for them it was a long one that afternoon — they all fell asleep.

It was a very dark afternoon, and by the end of the sermon all one could see was the parson's face behind two candles. A hymn was to follow the sermon, but when the time came, no sound was heard from the gallery. The people began to turn their heads to learn the reason why. Then a boy, who sat in the gallery, pushed Nicholas Puddingcome and said, "Begin, begin!"

"Hey? what?" said Nicholas, waking up. And as the church was so dark and he was so sleepy, he thought he was at a party. Seizing his violin, he began to play some noisy dance music, the favourite tune of the neighbourhood at that time. The rest of the band followed their leader and played with all their strength, according to custom. Seeing that nobody moved, Nicholas shouted as he played, "Couples, cross hands. Now every man kiss his partner under the mistletoe."

The boy who had woken up the players was so frightened that he rushed from the gallery and ran homeward like lightning. The people stood up and looked round, not knowing what to think of it. The parson's hair stood on end when he heard the noisy dance music and thinking the players were mad, he held up his hand and cried, "Stop, stop, stop! Stop, stop! What's this?"

But the players did not hear him, and the more he called the louder they played.

At last the unfortunate band came to their senses and remembered where they were. And it was a sight to see them creep down the gallery stairs with their instruments under their arms. This was the last time that they ever played in that church.

New words

band
Christmas
church
gallery
demand
waltz
fatal
beer
cello
sermon
drop
unfortunately
parson
hymn
hey
noisy
according to
partner
mistletoe
lightning
senses

Notes to the text

I will not stand this cold ma ei taha taluda seda külma
they warmed themselves by taking a drink nad soojendasid end sellega, et jõid aeg-ajalt lonksu

a hymn was to follow (kava kohaselt) pidi järgnema (kiriku) laul
kiss under the mistletoe Inglismaal tuuakse jõulu ajal tuppa taim, mis kannab puuvõõriku nime. On saanud kombeks, et ülesriputatud puuvõõriku oksa alt tabatud neidu võib suudelda
the more ... the louder mida enam ... seda kõvemini
they came to their senses neil tuli aru pähe

Grammar

§ 17—23. The Use of the Tenses. (See p. 226)

Pronunciation Exercise.

1. Silent letters

autum(n)	of(t)en	fri(gh)ten	ans(w)er	(k)nowledge
colum(n)	lis(t)en	li(gh)tning	(w)hole	(k)napsack
hym(n)	whis(t)le	si(gh)t	(w)hom	(k)nee
com(b)	mis(t)letoe	wei(gh)	(w)hose	(k)nit
bom(b)	Chris(t)mas	slei(gh)	(w)rong	(k)nock

2. [ɛə], [iə]

air	fair	hair	bear	dare	Clare
ear	fear	hear	beer	dear	clear

Clare's hair is very fair.
Beer is very dear here.
It was clear to Clare that Mary was in despair.

Exercise 1.

Give the three principal parts of the verbs:

I	II	III	I	II	III
—	said	—	rise	—	—
—	—	heard	—	crept	—
wake	—	—	—	—	held
—	sat	—	think	—	—
keep	—	—	—	stood	—
—	knew	—	—	ran	—
—	took	—	—	came	—
feel	—	—	—	drank	—
—	fell	—	begin	—	—

Exercise 2.

Translate.

1. All they could hear was the sound of a band. 2. Everything the band played could be heard. 3. Everybody we met on the road

was going to the dance. 4. All one could see was his face behind two candles. 5. Everything the man said had to be translated. 6. Everything one does must be done well. 7. Everything that is seen must be remembered. 8. Don't forget anything you were asked to do. 9. That was all they could do in order to keep themselves warm in the gallery. 10. Nothing he said pleased me. 11. I was told to go there early. 12. I was told the news late last night.

Exercise 3.

The Present and Future Indefinite Tenses.

Fill in the correct verb forms.

1. This band ... here every Sunday. The other band ... here next Saturday.	mängib
2. Ann ... the next waltz with Harry. She ... better than her sister.	tantsib
3. My aunt ... coffee for breakfast and tea for supper. She ... a cup of coffee when she gets up this morning.	joob
4. Ann ... her lunch in this piece of paper. Every morning she ... her lunch in a piece of white paper.	pakib
5. Those young workers ... dancing parties once a week. Our young people ... a party next week.	(neil) on
6. The grass ... green again when the weather gets warmer. In our country the grass ... green in spring and summer.	on

Exercise 4.

The Present Indefinite and the Present Continuous Tenses.

Fill in the verbs.

1. John ... English comparatively well. He ... a letter in English for his uncle.	kirjutab
2. Nora ... on the piano every morning from 9 to 10. Where is Nora? She ... on the piano in the other room.	harjutab
3. Harry ... his collection of stamps to Bill over there. He ... his stamps to everybody who comes here.	näitab

4. A child learning to skate often ... down. Hold the jar! It ...!	kukub
5. She never rings the bell; she ... the door with her own key. What sound is that? Somebody ... the gate.	avab

Exercise 5.

The Past Indefinite and the Past Continuous.

Fill in the verbs.

It ... hard when I ... the house that Saturday afternoon. What luck that I ... my umbrella with me! I ... for the nearest bus-stop. I ... to hurry because bus number twelve ...	rain, leave have start, have just + approach
I ... the corner at the right time.	reach
Soon we ... on our way. I ... out of the window. It ..., but not so hard as before.	be, look still + rain
I ... by bus for nearly two hours. We ... many collective farms and one little town, where we ... a longer stop. There, most of the passengers ... out and ... round. It ... any longer. There ... a lunch-room near at hand. Some of us ... in and ... something to eat. When I ... to the bus, some of the people ... inside already. They ... for the bus to start.	travel, pass make get walk, not + rain, be go have, return be, wait
In less than half an hour the bus ... near the place where my parents live. I ... my coat and bag and ... to push my way to the door. I ... out when someone ..., "Whose umbrella is this?" The umbrella ... to me over the heads of the passengers.	stop seize begin, just + get shout hand (passive)
I ... on the road, still wet after the recent rain, when the bus ... off at full speed again.	stand start

Exercise 6.

Name the parts of speech.

1. The pioneers must learn the *signals*. A bell *signals* the end of each lesson.
2. Clean your shoes, the mud will *ruin* them. After the war, many houses in Tallinn were in *ruins*.
3. They work in a coal *mine*. They *mine* coal.
4. *Mark* the new words. What is you *mark* in chemistry?
5. The jazz band was in great *demand*. The training (väljaõpetamine) of a dog *demands* much patience.
6. Not a *drop* of milk was left in the jar. You will *drop* that vase if you are not careful.
7. They will *root* out the old trees. The *roots* of the tree were deep in the ground.
8. He expected to *master* French in a year. The Negro boy had to work for a white *master*.
9. The play was excellently *staged*. I have seen that actor on the *stage*.
10. Don't let this little thing *trouble* you. That accident gave us much *trouble*.
11. Have you got any small *change*? You will have to *change* your socks, they are wet.

Exercise 7.

Join the sentences.

Model: The gallery was *cold*. The men could hardly sit there.
The gallery was *so cold that* the men could hardly sit there.

1. Their fingers were cold. They could hardly hold their violins.
2. The dancers were tired. They could hardly stand on their feet.
3. They were sleepy. They could not keep their eyes open.
4. The stove was hot. You could not touch it.
5. The beer was bitter. I could not drink it.
6. The gallery was dusty. The singers began to sneeze.
7. It was dark. One could see nothing there.
8. The boy was frightened. His hair stood on end.
9. Nicholas got many invitations. He nearly lost his head.
10. There was much noise in the room below. Nothing could be heard.

Exercise 8.

The Indefinite Article.

Change from the singular to the plural. Make other changes where necessary.

1. A gas stove is a useful thing.
2. Teddy rode round in a circle.
3. A bicycle never has more than two wheels (ratas).
4. Is there a knife in that box?
5. Did she buy a dictionary for the school?
6. I was given a book for my birthday.
7. A dentist is a doctor who takes care of your teeth.
8. Have you a novel by Walter Scott?
9. A square has four sides.
10. That hot-water bottle is too large; please show me a smaller one.
11. A tram runs on rails; a bus does not.
12. A nylon stocking wears longer than an ordinary cotton one.
13. There was a good concert at the club last month.
14. A student usually has little money to spend.

Exercise 9.

Fill in the blanks with words from the text.

1. Nicholas had organized the best ... in the district.
2. He himself was the ... of the band, he played the ... .
3. That week they had been invited to ... every night.
4. The weather happened to be ... cold that winter.
5. It was even colder in the gallery than in the room ... .
6. The boys jumped up and down ... themselves warm.
7. "I can't ... this terrible cold any longer," he said.
8. He poured some beer in a big ... and ... it in a bag.
9. The men ... asleep because they were so tired.
10. The people ... their heads to see what was the matter.
11. Everybody wanted to know the ... why the band was silent.
12. The boy got frightened and ran out ... lightning.
13. They all thought that the members of the band had gone ... when they heard dance music.
14. It was most ... for the band that they did not keep awake that day.

15. When the men came to their . . . , it was too late to make excuses [iks'kju:siz].

16. That was the last time they ever played there: it was their . . . day.

LESSON 14

SOME ENGLISH CUSTOMS AND TRADITIONS

Every nation and every country has its own customs and traditions. In England they are supposed to play a more important part in the life of the people than in most countries. Perhaps that is why the English are considered to be conservative. How conservative they are, can be seen from the fact that some of the laws that are in force today are hundreds of years old. For example, it has been the law for about three hundred years that all the theatres in England must be closed on Sundays. But many of the cinemas of London are open on Sundays because cinemas did not exist at the time when the law came into force.

To this day, an English family prefers a house with a garden to an apartment in a modern house with central heating. English people are very fond of gardens. Sometimes the garden in front of the house is but a little square covered with cement painted green to imitate grass, and a box of flowers. But many working class families can only dream of a house with a garden. They live in the slums of big industrial cities, where there is neither green grass nor flowers.

An Englishman's idea of a good breakfast is the following: porridge, bacon and eggs, hot buttered toast with marmalade, and a cup of tea or coffee. Between twelve and one o'clock there is lunch, which is a light meal, and tea is at five. English people like strong tea with milk or cream. Bread and butter, sandwiches, cake and biscuits may be served at this meal, if one is rich enough, for food products are expensive in England. Supper is at seven, when all the members of the family have come home from work. At restaurants the evening meal is called dinner.

Everywhere in England, meals are taken at regular hours, and even at big restaurants it is impossible to get a meal at five o'clock in the evening, for example, because dinner is not ready yet.

As for clothes, English people are rather conservative in this respect also. Englishmen have never been fond of wearing anything that attracts attention. But nowadays some young men put on bright-coloured shirts and ties with pictures printed on them as young people do in America.

Sports and games have long been popular in England. Football, tennis and cricket matches always attract large crowds. So do boat-races and horse-races, which are great events every year.

Londoners like to get out of town whenever they can. On Saturdays and on Sundays all the trains and buses are full of holiday-makers going to the country. Although the south coast is only fifty or sixty miles from London, there are many working people in the capital who have never been able to leave the dusty city and spend a day at the seaside.

The number of red-letter days in the English calendar is not large. There are three bank holidays every year: in March, May and August. New Year's Day is a holiday in Scotland but not in England.

In our country, New Year presents are either brought by Father Frost or they are simply placed under the New Year tree. English children hang their stockings near the fireplace on Christmas Eve. Father Christmas is believed to come down the chimney and fill the stockings with presents while the children are asleep.

There are very few fir-trees in England now. So people usually decorate the house with holly and mistletoe. But every year a giant fir-tree stands in one of the central squares of London. It is a present from the people of Oslo. This is the only Christmas tree that most English children ever see.

New words

tradition	light	print
conservative	cream	cricket
law	serve	calendar
force	restaurant	frost
cement	respect	eve
slum	attract	chimney
toast	attention	holly
marmalade	shirt	giant

Notes to the text

to this day praeguse ajani, tänapäevani
an Englishman's idea of a good breakfast inglase ettekujutus heast hommikueinest
in this respect selles suhtes
Cricket matches attract large crowds. So do boat-races. Kirketivõistlusi külastavad suured rahvahulgad. Samuti ka sõudevõistlusi.
red-letter days pühad (märgitud kalendris punasega)
bank holiday ametlikult puhkepäevaks määratud päevad
Father Frost näärivana

Grammar

§§ 17—23. The Use of the Tenses. (See p. 227)

Pronunciation Exercise.

Mark the stresses and the pauses in the following sentences. Read the sentences.

1. it həz biːn sed ðət ðə west end ('West End) əv lʌndən haez ɔːl ðə mʌni ənd ði iːst end ('East End) ɔːl ðə leibə.
2. ðə fəːst ilektrik reilwei wəz oupndl in lʌndən in eitiːn nainti.
3. in wintə ðə fəg is sʌmtaimz sou θik in lʌndən ðət ɔːl træfik iz stɔpt.

Exercise 1.

Translate.

Dick: «Tere, Kate. Kas Pete on kodus?»
Kate: «Ma pole teda täna veel näinud. Ema, kas Pete tuli juba töölt koju?»
Ema: «Jah, ta tuli pool tundi tagasi. Kuid kus ta on? Elutoas teda ei ole. Ei tea, kuhu ta läks.»
Dick: «Ma tahan laenata (borrow) temalt sõnastiku. Pete ütles mulle eile, et tal on prantsuse-inglise sõnastik.»
Kate: «Võta istet, Dick. Ma olen kindel, et Pete laenab (lend) sulle sõnastiku, kui ta ei vaja seda täna õhtul (tonight). Ma lähen vaatama (lähen ja vaatan), kas Pete on aias.»
Dick: «Kas ma tohin sinuga kaasa tulla?»
Kate: «Muidugi, Dick.»
Dick: «Seal ta on. Tere, Pete.»
Pete: «Tere, Dick. Kas sa tõid prantsuskeelse teksti kaasa?»
Dick: «Ei, ei toonud. Kas sa tahtsid, et ma selle kaasa toon?»

Pete: «Ma arvasin, et sa tood selle (it) kaasa. Kuid kuna sa seda kaasa ei toonud, laenan ma sulle oma sõnastiku ja sa võid tõlke kodus teha.»

Dick: «Kas sa tegid oma tõlke ära?»

Pete: «Jah, ma tegin selle eile. Sa võid sõnastikku hoida esmaspäevani.»

Exercise 2.

Read the sentences quickly, filling in the verbs: 1) *have*; 2) *go*; 3) *read*.

Have

1. Comrade Black is having dinner. He always ... dinner at two o'clock, but yesterday he ... dinner at three because he was at a meeting from one to half past two. Tomorrow is Saturday. Black will come home at twelve and the family ... dinner at one.

Go

2. Comrade Brown is not here, he has gone out. ... his wife ... with him? Yes, they ... to the town park after breakfast. That telegram was brought when the Browns ... out already. The Browns told us early in the morning that they ... out for a couple of hours after breakfast.

Read

3. I shall read E. M. Remarque's "Three comrades" next week. ... you ... it already? — I ... it two weeks ago. My friend, who ... it by that time, gave it to me. She told me that she was sure I ... the book with interest. — ... you ... it with interest? — I ... it with the greatest interest and I ... it again as soon as I can get it. — Who ... it now? Selma is.

Exercise 3.

Translate.

1. Ellen ja Helmi on laboratooriumis. Nad teevad seal katset. 2. Nad keetsid selle vee enne, kui katset alustasid. 3. Mida sisaldab see segu (mixture)? 4. Kas sa kuumutasid (heat) juba seda segu? 5. Vaata, segu keeb! 6. Kui sa jätad selle polümeeri tulele (on the fire) kaheks tunniks, sulab ta ära. 7. Missugust meetodit te eile kasutasite? 8. Plastmassid leiutati 19. sajandi lõpul. 9. See insener on ehitanud mitu uut masinat. 10. Kui me nägime, et polümeer on sulanud, me katkestasime katse.

Exercise 4.

Translate.

1. Some of the English laws are known to be hundreds of years old. 2. In England people are expected to go to church and not to the theatre or cinema on Sunday. 3. Do you suppose Smith to prefer that apartment to a house with a garden? 4. Do you believe central heating to be bad for people's health?

5. Can that law be introduced in England? 6. Must Smith's article be published tomorrow? 7. Can that cement still be used? 8. How can that polymer be removed from that jar?

Exercise 5.

Fill in the verbs.

This (happen) in England many years ago. A sailor, who just (return) from China, (bring) his mother some tea as a present. The sailor's mother (never + see) tea-leaves before. But she (hear) that tea (taste) good. So she (tell) her friends about the present that her son (bring) her from China and (invite) them to come to her house and try it.

"I (hope) you (like) it," she said.

The day of the tea-party (come) and the guests (arrive). When they (take) their places at the table, the mother (put) a spoonful of tea-leaves on the plate of each guest. They (eat) the leaves with salt.

In the middle of the party the sailor (come) in. "Where is the tea, Mother?" he (say).

"Sit down and I (give) you some tea too."

"Why, those are only the leaves!" he (say), when she (put) a spoonful of tea-leaves on his plate. "I (never + eat) tea-leaves before. Where is the water in which you (boil) the leaves?"

"The water!" cried the mother in surprise. "Why, I (throw) it away, of course!"

Exercise 6.

Fill in the blanks with words from Lesson 14.

1. New Year's ... is the evening of the 31st of December. 2. Men like to wear a black suit and a white ... at evening parties. 3. Synthetic fibres surpass natural products in many ... . 4. No dinner is ... at English restaurants between four and five. 5. Do

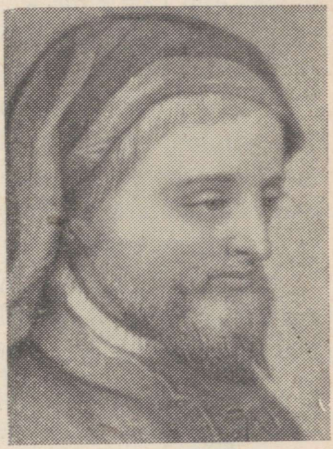
you drink your coffee black or shall I put some ... in it? 6. ... is often made from apples. 7. At the beginning of a new year most people buy a ... . 8. In the winter of 1940 there was a bitter ... in several European countries. 9. In old times Estonian farmhouses had no ... . The smoke went out through a hole in the roof. 10. A very big tree may be called a ... tree.

Exercise 7.

Speak about English customs and traditions according to the following plan.

1. An English house
2. Meals in England
3. Red-letter days
4. Sports
5. The English — a conservative people

GEOFFREY CHAUCER (1340—1400)



LESSON 15

THE CANTERBURY TALES

Geoffrey Chaucer is rightly considered to be the father of English poetry. His masterpiece, "The Canterbury Tales" is a long poem which gives a good picture of fourteenth century English life. It is the most important literary work of that time.

"The Canterbury Tales" consist of a prologue and twenty-four

tales told by some pilgrims who were going from London to Canterbury. In those days it was dangerous to travel alone. People, starting on a journey, used to wait at some inn until a number of travellers had gathered and they could make the journey together without fear of attack from robbers.

In the prologue we read that thirty pilgrims met at an inn near London. Chaucer himself was one of them. In those days it took three days to go from London to Canterbury on horseback. The pilgrims decided to tell stories on the way to make the time pass quicker. On their return to London, the one who told the best story was to eat a good dinner at the expense of the others.

In the prologue to "The Canterbury Tales", Chaucer introduces the pilgrims to the reader and gives a realistic and humourous description of each man and woman in the company.

Among the pilgrims going to Canterbury together was a student of Oxford, a country gentleman, a carpenter, a weaver, a sailor, a doctor, a cook, a ploughman, a miller, a merchant, some monks and two nuns.

From the way Chaucer describes the pilgrims it is clear that his sympathies were with the common people. He speaks of the ploughman as a hardworking man, always ready to help his neighbours. The student was very thin and poorly dressed. He spent his money on books but not on fine clothes. He never said more than was necessary, but what he said was well-spoken. He was eager to learn and to teach others what he knew.

On the other hand, the miller, the merchant and the monks are described as stout, well-dressed men. How had they become rich? Chaucer tells us that the miller cheated the villagers and his pigs grew fat on the flour that he stole from the people. One of the monks sold pigs' bones, saying that they were the bones of saints. There was another monk who was very round and fat. His face was as red as fire because he was very fond of good food and wine.

Chaucer makes fun of one of the nuns who tried to speak only French, the language of the higher classes in England at that time. But her

French pronunciation was very bad and her knowledge of the language very poor. Among the pilgrims she was the only one who had good table manners. She could take a piece of meat with her fingers and carry it to her mouth without dropping any gravy on her dress.

Chaucer was a great master in the art of telling a story in verse. In many of his literary works he described honest and hardworking people with deep sympathy and understanding, while at the same time he made fun of human weaknesses. His "Canterbury Tales" are of great interest not only to students of literature but also to students of history.

New words

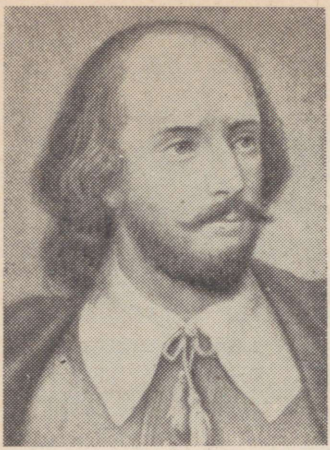
rightly	carpenter	saint
tale	merchant	manner
literary	monk	gravy
prologue	nun	art
pilgrim	sympathy	verse
inn	hardworking	honest
robber	eager	human
realistic	stout	weakness
humourous	cheat	

Notes to the text

people used [juːst] **to wait** inimesed ootasid tavaliselt
Canterbury ['kæntəb(ə)ri] linn Kagu-Inglismaal, mida keskajal külastasid palverändajad. Canterbury on tuntud oma gooti katedraali poolest.
the one who see, kes
was to eat pidi sööma
at the expense of the others teiste kulul
from the way Chaucer describes sellest, kuidas Chaucer kirjeldab
the common people lihtinimesed
on the other hand teiselt poolt
make fun of välja naerma

Grammar

§§ 17—23. The Use of the Tenses. (See p. 227)
Exercises to Lesson 15, p. 122.



WILLIAM SHAKESPEARE
(1564—1616)

LESSON 16

SHAKESPEARE AND THE ENGLISH THEATRE

In the second half of the 16th and the beginning of the 17th century, the Renaissance movement reached its height in England. In the history of English literature, this period is known as the Golden Age. The greatest figure of the time was William Shakespeare, whose genius made the drama one of the most popular forms of literature in England. During his life the theatre rose to a height it had never known before.

The first theatre was built in London in 1576. Before that time, plays were performed at private houses, in market-places or in inn-yards, where many people used to gather. The first theatres were built outside the walls of the city because the acting of plays was borbidden in the city. "The Globe", built in 1593, was one of the first public theatres and it is closely connected with the name of William Shakespeare. Many of the plays written by the great dramatist were performed there, and it is known that Shakespeare himself acted in some of them. The famous "Globe" Theatre was destroyed by fire in 1613.

The theatres of Shakespeare's time were quite different from what they are today. It is known that "The Globe" was a roofless wooden building, the inner walls of which formed a circle with two rows of galleries. There was no floor, nor were there any seats for the spectators. The common people stood round three sides of the stage, while the rich people occupied the galleries. The dandies,

who came to see as well as to be seen, sat or lay on the edge of the stage.

There was hardly any scenery on the stage of those old theatres. A board marked "Rome", "Venice" and so on was hung up to show the place of action. The costumes worn by the actors did not differ from the fashionable clothes of that period, and besides, the actors had to pay for them out of their own pocket. So, the richer an actor was, the more expensive was the material of his costumes.

The Stage of the Globe Theatre

The acting companies consisted of twelve or more actors, all of whom were men. It is an interesting fact that until 1660 women were not allowed to appear on the stage. The women's parts were played by boys.

We can suppose that, as a rule, plays were acted well in those days. It is known that apples and worse things were thrown at the actors if they did not satisfy the people. It even happened that the spectators rushed on the stage and beat all the actors. Sometimes the play itself was found unsatisfactory; then the angry people turned against the dramatist.

A play usually began between one and three o'clock in the afternoon and lasted about two hours. Before the beginning of the performance, there was always much noise and shouting in and around the theatre. It looked like a busy market-place. One could buy apples, nuts and ale. Even books could be bought there. Then suddenly the sound of a trumpet was heard and the noise stopped. Everybody hurried into the theatre to find a place, and the performance began.

In Shakespeare's days the theatre was very popular and always attracted large crowds. The rich as well as the poor were all great theatre-goers in those days.

New words

Renaissance	wooden	differ
golden	inner	fashionable
perform	spectator	satisfy
forbid	edge	unsatisfactory
globe	board	ale
closely	action	trumpet
dramatist	costume	

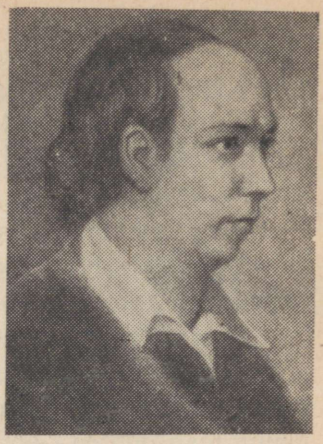
Notes to the text

the Golden Age kuldajastu
as a rule harilikult
the richer ... the more expensive mida rikkam ... seda kallim
the rich rikkad
the poor vaesed

Grammar

§§ 17—23. The Use of the Tenses. (See p. 227)
Exercises to Lesson 16, p. 127.

OLIVER GOLDSMITH (1728—1774)



LESSON 17

FROM "THE VICAR OF WAKEFIELD"

(adapted)

Dr. Primrose, the vicar of Wakefield, had a family of six children, the eldest of whom was a son, George. George had been named after an old uncle who, when he died, left the vicar ten thousand pounds. So the vicar's family was pretty well off and George received a good education at Oxford. His father wanted him to become a doctor or a lawyer.

But then Dr. Primrose lost all his money and what he earned was not enough to feed and clothe a family of eight. So he decided to send George to London, where he might be able to earn enough to support himself and help his parents. George left home with five pounds in his pocket, which was all that his father could give him.

On his arrival in London, George's first care was to take his father's letter of recommendation to his cousin. It was his plan to become a teacher in a boarding-school, and in this matter he asked his cousin's advice.

"I have been a teacher in a boarding-school myself," said George's cousin, "and I would rather be a guard in a prison. I was up early and went to bed late. The headmaster was never satisfied with my work and his wife hated me for my ugly face. The boys worried me to death and I was never allowed to go out. Are you sure you are fit for a boarding-school? Do you know how to cut a boy's hair?"

"No," said George.

"Then you won't do for a boarding-school," continued the cousin. "My advice to you is that you should avoid a boarding-school and look for something else to do. If I were you, I'd become a writer. No special talent is needed. I know many who have become rich by writing books."

George took his cousin's advice and wrote a book. It was published but nobody would buy it. So George was as badly off as before.

One day George was sitting sadly on a bench in the park when a well-dressed young man approached him. George recognized the young man: they had been at Oxford together. The rich young man invited George to his house and gave him a suit of his own clothes to wear; George became half-friend, half-servant in the house. His job was to talk to the young man, to open bottles for him, to read and sing to him. He was always expected to be in a good humour, to be polite and — if he could — to be happy. But then the rich young man left town and George was again forced to look for something to do.

One day he met a friend who was captain of a ship. The captain offered to take him to Holland, where he could teach English to the Dutch. He was sure that George would get lots of pupils and earn plenty of money.

But things did not turn out as George had hoped. He could not teach English in Holland because he did not know Dutch.

While he was in Holland, he learned from a student that in Belgium there was a university where no one understood Greek. "You ought to go there and teach Greek," said the student. So George decided to go there and make a living by teaching Greek.

On arriving at the university, George went to the Rector and offered his services as a teacher of the Greek language.

"I have never learned Greek myself," said the Rector, "and I have never felt that I needed it. What is the use of Greek?"

George saw that there was no hope of getting work as a teacher. So, wandering from place to place, he began to think of other means of earning a living. He had a good voice and some knowledge of music learned from his father. Whenever he approached a peasant's house towards nightfall, he began to play a merry tune. The peasants were glad to listen to his songs and music, and

they took him in for the night. In the morning, when he was leaving, they would fill his pockets with food, though they themselves were very poor and had to pay heavy taxes.

In this way George Primrose travelled through Belgium and France until he reached Italy. Here his skill in music was of no use to him because he was in a country where every peasant was a better musician than he was.

After wandering on the continent three years, George managed to return to England. There he intended to join the army where young men were always wanted for service abroad.

New words

vicar	advice	Greek
lawyer	guard	ought
might	prison	rector
support	headmaster	service
arrival	ugly	peasant
care	fit	nightfall
recommendation	avoid	tax
cousin	bench	musician
boarding-school	Belgium	intend

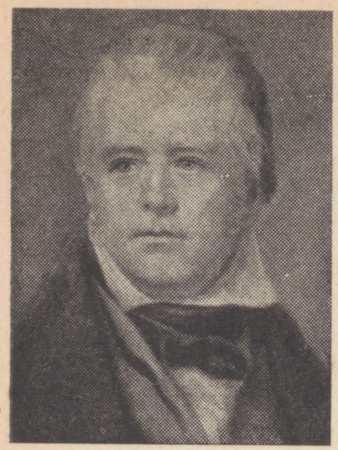
Notes to the text

was pretty well off oli kaunis jõukas
you won't do teie ei kõlba
was badly off oli vaene, oli viletsuses
things did not turn out as George had hoped asjad ei kujunenud nii, nagu George oli lootnud
make a living elatist hankima, leiba teenima
on arriving saabumisel
What is the use of Greek? Mis kasu on kreeka keelest?
earn a living leiba teenima
was of no use [juːs] **to him** oli temale kasutu

Grammar

§§ 5—7. The Modal Auxiliaries *shall, will, should, would, ought, might.* (See p. 217)

Exercises to Lesson 17, p. 131.



WALTER SCOTT (1771—1832)

LESSON 18

FROM "IVANHOE"

(adapted)

I

The events described in Walter Scott's historical novel "Ivanhoe" take us back to twelfth century England. The struggle of the Anglo-Saxons against the Normans, who conquered the country in 1066, was still going on.

One of the most interesting characters in the novel is Rebecca, a Jewish girl of great beauty. Together with her father she attended a tournament which was held near the town of Ashby. Many knights took part in the tournament, which lasted two days. The winner was a young knight who wished to remain unknown. On the second day, however, he was seriously wounded in the side, and when the tournament was over, he suddenly fell to the ground, where he lay unconscious. Then it was discovered that the unknown knight was Ivanhoe, the son of an Anglo-Saxon nobleman.

In the confusion at the end of the tournament, Rebecca approached the unconscious knight and ordered her servants to carry him to a house in Ashby, where she and her father were staying. There she examined the wound herself. She had a good knowledge of medicine, which she had got from an old Jewish woman, the daughter of a famous doctor. The wound was washed and dressed while Ivanhoe was still unconscious.

It was late in the evening when Ivanhoe woke up. He was very weak. He did not know where he was and for some time he was unable to remember what had happened to him. He drew aside the bed curtains with great difficulty.

To his great surprise he found himself in a richly furnished room. A young woman in an expensive Eastern dress came in. It was Rebecca, though Ivanhoe did not know her. But he knew Isaac, her father, to whom he had given some friendly advice a few days before, when the Jew was in great danger.

Ivanhoe was about to address Rebecca when she approached his bed, but she placed a finger on her lips to show that he must be silent.

Rebecca saved Ivanhoe's life. But unfortunately for her, she fell in love with him. She knew that her love was hopeless, for all Jews were hated and despised by the Normans and the Anglo-Saxons. Besides, she knew that Ivanhoe loved a woman of his own people.

II

On the second day of the tournament at Ashby, where Ivanhoe was wounded, a proud and cruel Norman knight of the name of Sir Brian had seen Rebecca and fallen madly in love with her. A few days later he succeeded in taking Rebecca and her father to a Norman castle, where he kept them prisoners. He intended to leave England and take Rebecca with him by force.

When this became known, Rebecca was accused of being a witch. She was to be burned alive, according to the customs of the time. Only one chance of saving her life remained: she was to find a knight who would fight for her cause against Sir Brian.

The day of the tournament came. It was to take place in a field outside the castle where Rebecca was a prisoner. Many spectators had gathered to watch the tournament. At one end of the field there was a pile of wood and beside it stood a big black chair.

At last several knights rode into the field. They were followed by the accused, who was led across the field to the black chair. She wore a simple white dress. She was very pale, but there was much courage in her look. Tears rose to the eyes of the spectators when they saw how young and beautiful she was.

The knights took their seats in the gallery and the trumpets

sounded. Sir Brain stood ready, waiting for Rebecca's champion to come forward. But who would risk his life to save a Jewish girl?

Two hours passed, but no champion had appeared yet. The knights in the gallery began to whisper among themselves that it was time to prepare the accused for death. Suddenly Sir Brian approached Rebecca and he said in a low voice, "Jump on the horse behind me and we shall escape together." But Rebecca refused to listen to his offer of escape.

At the same moment a knight was seen in the distance. A hundred voices exclaimed, "A champion! A champion!" The rider looked weak and his horse was tired. It seemed that the newcomer was hardly able to sit in the saddle. He rode up to the black chair. It was Ivanhoe, who had come to defend Rebecca's cause: he was grateful to her for saving his life.

"Rebecca," he said, "do you accept me as yours champion?"

"I do — I do," she said. "Yet no — no. Do not meet that cruel man. Why should you also die?"

But just then the trumpets sounded. The two knights, Ivanhoe and Sir Brian, went to the opposite ends of the field. Then they rode forward at full speed. Ivanhoe's spear struck Sir Brian and both riders fell to the ground. Ivanhoe was on his feet again in a moment, but Sir Brian did not rise, he was dead.

New words

historical
Anglo-Saxon
Norman
conquer
character
Jewish
knight
wound
unconscious
nobleman
confusion
dress
aside
furnish
friendly
Jew
despise
castle
prisoner
accuse
witch
pile
courage
sound
risk
escape

Notes to the text

was still going on kestis veel
was about to address pidi parajasti kõnetama
champion (kellegi või millegi eest) võitleja

Grammar

§ 14. The Gerund. (See p. 224)
Exercises to Lesson 18, p. 136.

PERCY BYSSHE SHELLEY
(1792—1822)

LESSON 19

SHELLEY, THE POET OF REVOLUTION

Percy Bysshe Shelley occupies an outstanding place in English literature.

Like Byron, Shelley came of an old aristocratic family. He was educated at Eton, one of the oldest public schools for boys. At the age of eighteen he became a student of Oxford University.

Already in his schooldays Shelley expressed his love of freedom and his hatred of any form of tyranny. At Oxford, in 1811, he published an article "The Necessity of Atheism", in which he protested against the tyranny of the church over freedom of thought. Because of this article he was expelled from the University and forbidden to enter his father's house. This was the beginning of his conflict with the ruling classes of England.

For three years Shelley travelled from place to place through England and Ireland. In Ireland he took an active part in the national liberation movement of the Irish people. He made a speech and wrote political articles directed against the British government. Because of his political views he was forced to go abroad.

Shelley left England in 1818, never to return. The last four years of his life were spent in Italy, where he was drowned in 1822.

In his political poems Shelley criticized bourgeois society and defended the rights of the workers against their exploiters. He believed in the theory of a peaceful revolution until the Manchester events in 1819, when many workers were shot at a meeting. In answer to this act of tyranny, Shelley wrote his famous "Song to the

Men of England". The Manchester events had convinced him that the workers should use arms in the struggle against their exploiters.

Shelley's lyrical poems express his great love of nature and beauty. The language of these poems is very musical, and there is always much feeling and thought in them. Among his best-known lyrical poems are such masterpieces as "Ode to the West Wind", "The Cloud", and "To a Skylark".

Of the three great romantic poets of the nineteenth century — George Gordon Byron, Percy Bysshe Shelley and John Keats — Shelley was the most progressive. Karl Marx said that Byron would have become a reactionary bourgeois if he had not died at the age of thirty-six; but Shelley would always have remained a revolutionist.

*

SONG TO THE MEN OF ENGLAND

Men of England, wherefore plough
For the lords who lay ye low?
Wherefore weave with toil and care
The rich robes your tyrants wear?

The seed ye sow, another reaps;
The wealth ye find, another keeps;
The robes ye weave, another wears,
The arms ye forge, another bears.

Sow seed, — but let no tyrant reap;
Find wealth — let no impostor heap;
Weave robes — let not the idle wear;
Forge arms, — in your defence to bear.

Laul Briti Meestele

Briti mehed, milleks te
isandaile künnate?
Kangrud, milleks hool ja püüd —
rõhujaile koote rüüd!

Mis külvate, on teise saak;
mis kaevate, on teise maak;
mis koote, teise seljas hiilgab,
mis taote, teise puusal kiirgab.

Tee külv — kuid lõika ise saak,
loo kaevandus — kuid võta maak,
koo rüü — et see su seljas hiilgaks,
tao mõõk — et relv su kaitseks kiirgaks!

Tõlkinud M. Nurme

New words

poet	rule	progressive
outstanding	liberation	reactionary
express	view	seed
freedom	drown	wealth
hatred	criticize	heap
necessity	act	idle
protest	arms	defence
expel	feeling	
conflict	romantic	

Notes to the text

public school internaat-keskkool Inglismaal ühiskonna ülemkihtide poeglastele
never to return jäädavalt
ye = you *vana vorm*
Exercise to Lesson 19, p. 140.

W. M. THACKERAY (1811—1863)

LESSON 20

In the first half of the 19th century, the novel became the most popular form of literature in England. The greatest novel writers of the period were: Charles Dickens, William Makepeace Thackeray

and three talented women authors — George Eliot, Charlotte Brontë and Elizabeth Gaskell.

Thackeray's masterpiece is "Vanity Fair", which gives a realistic picture of the social life of the upper classes of that period. Thackeray considered the world to be Vanity Fair, where men and women are greedy and self-satisfied. The central figure of the novel is Rebecca Sharp, the daughter of a drawing-teacher and a French opera-girl. She was a clever but heartless and unprincipled woman whose aim in life was to enter higher society.

The following is a letter written by Rebecca Sharp to her schoolfriend, Amelia, at whose home she stayed for some time before going to work as governess in the house of Sir Pitt Crawley, a baronet.

FROM "VANITY FAIR"

(abridged and adapted)

My dearest, sweetest Amelia,

What a change between today and yesterday. Yesterday I felt at home with you and your parents. Now I am friendless and alone.

Sir Pitt is not what we foolish schoolgirls always imagined a baronet to be. He is an old, short, vulgar and very dirty man; he wears old clothes, smokes cheap tobacco and speaks like an uneducated peasant.

Yesterday, after I left you, I was taken to Sir Pitt's townhouse and was made to pass the night in an old bed by the side of his old housekeeper.

Early in the morning we started in a coach for Sir Pitt's country place. I made the journey outside for the greater part of the way. At first I was placed inside the coach. But when we got to a place called Leakington, where the rain began to fall very heavily — will you believe it? — I was forced to come outside; for Sir Pitt is the owner of the coach and, as a passenger came at Mudbury who wanted an inside seat, I had to go outside in the rain, where, however, a young gentleman from Cambridge College kindly gave me one of his several overcoats.

This gentleman seemed to know Sir Pitt quite well, and he laughed at him all the time, calling him a greedy and vulgar old man.

Four miles from Sir Pitt's country place, a carriage and four

fine horses were waiting for us, and in that carriage we entered the baronet's park. The road leading to the house is a mile long and Sir Pitt said that the trees growing on either side of the road were worth six thousand pounds.

Suddenly we saw two little boys gathering sticks for firewood under the trees. At Sir Pitt's order, a servant jumped out of the carriage and rushed to the boys. We heard him beating the poor children. I was going to ask Sir Pitt, "Why are those boys being beaten?" But I did not dare to address him. Then we drove on. At the door of the house all the servants were ready to meet us and

* * *

Here, my dear, I was interrupted last night by loud knocking on my door: and who do you think it was? Sir Pitt in his nightcap and dressing-gown — such a figure! He came forward and seized my candle. "No candles after eleven o'clock, Miss Becky," he said. "Go to bed in the dark. If you do not wish me to come for the candle every night, you must be in bed at eleven."

Sir Pitt's house is an old-fashioned red-brick building with tall chimneys. On the ground floor there is a big hall, on the walls of which hang pictures of many generations of Crawleys. On the first floor there are about twenty bedrooms. My new pupils have taken me through all these rooms this morning. The schoolroom is on the second floor, with my room on one side and my pupils' room on the other side of it.

Half an hour after our arrival yesterday, the dinner-bell was rung and I came down with my two pupils. They are very thin little girls, ten and eight years old.

Sir Pitt was already in the dining-room when we entered. Everything on the table was made of silver, but the dinner was very simple. It consisted of mutton, potatoes and cabbage. Ale and water were served to us, young ladies, in wineglasses. There was little conversation at table.

After dinner we left Sir Pitt alone with his son and went to another room. There Lady Crawley took out her knitting and the girls began to play cards. There was only one candle lighted. After a few questions from Lady Crawley, I had to choose for amusement between a book of sermons and an article on the corn-laws I found on the table.

So we sat for an hour until steps were heard. The men joined us and my pupils were made to read a long dull sermon to us. Was it not a pleasant evening?

At ten the servants were told to call Sir Pitt to prayers. Sir Pitt came in, very red in the face (he was drunk, I think). Then all the servants came in. After prayers we received our candles, and then we went to bed.

Saturday. This morning my pupils introduced me to the stables and to the gardener, who took us to the greenhouse. There grapes were being picked. The girls asked the gardener for some grapes, but he said Sir Pitt had counted every bunch and he would lose his job if he gave any away.

Lady Crawley is always knitting. Sir Pitt is always drunk, every night; I believe he drinks with the headservant. Sir Pitt's son is always reading sermons.

A hundred thousand grateful loves to your dear papa and mamma.

Ever and ever your own
Rebecca

New words

talented
author
vanity
fair
upper
greedy
governess
vulgar
inside
either
worth
stick
dressing-gown
mutton
card
amusement
dull
grapes

Notes to the text

country place mõisamaja
come for the candle küünla järele tulema
Miss Becky = Miss Rebecca
loves *siin:* südamlikud tervitused (Kirjades sõpradele ja omastele kaasaegses inglise keeles: my (best) love to ...)

Grammar

§§ 8—9. The Present and Past Continuous Passive. (See p. 219)
Exercises to Lesson 20, p. 145.

H. G. WELLS (1866—1946)

LESSON 21

FROM "THE INVISIBLE MAN"

(adapted)

Griffin, a young scientific research worker, teaches physics to students at a London college. He is so deeply interested in science that he often spends the whole night making experiments. One day he discovers that all matter can be made invisible. Successful experiments with a piece of woollen cloth, a pillow and a cat prove that his theory is correct. He is eager to carry on his research, but by this time he has spent all his money and his neighbours have become suspicious of him. To keep his discovery a secret he must escape from the people to whom he owes money: so he makes himself invisible and leaves the house.

After some andventures in the streets of London, he manages to get some clothes. Then he goes to a little village called Iping, where he intends to continue his work. He stops at an inn owned by Mrs. Hall, who is glad to have a guest in winter. But soon she, too, gets suspicious of him because he differs from other people. Besides, he has no money and is unable to pay for his room and meals.

* * *

The stranger went into his room about half past five in the morning and remained there until noon. No one dared to go near him. Three times he rang his bell furiously, but no one answered.

About noon he suddenly opened his door and stood looking at the three or four people in the bar-room.

"Mrs. Hall," he said.

Someone went and called Mrs. Hall. She appeared after an interval.

"Why haven't you prepared my meals and answered my bells? Do you think I live without eating?"

"Why isn't my bill paid?" said Mrs. Hall. "That's what I want to know. You told me three days ago that you had no money."

"Well, I've found some," said Griffin.

"I wonder where you found it?" said Mrs. Hall.

"What do you mean?" said the stranger angrily.

"That I wonder where you found it," said Mrs. Hall. "And before I give you any breakfasts you must tell me some things that I do not understand and that nobody understands. I want to know how it is that your room was empty and how you got in again. You did not come in by the door."

Suddenly the stranger raised his gloved hands and said "Stop!" in a voice that made her silent.

"You don't understand who I am and what I am," he said. "I'll show you. Indeed, I'll show you."

He put his hand over his face. "Here!" he said and stepped forward. He handed Mrs. Hall something which she accepted automatically. But when she saw what it was, she screamed loudly and dropped it. It was the stranger's nose! pink and shining on the floor.

Then he removed his eye-glasses and his hat, and began to tear off the bandages that were round his head.

Mrs. Hall, standing open-mouthed, screamed again and moved to the door. The bandages and false hair flew into the bar, making a boy jump to avoid them. Everybody had expected to see wounds, but there was nothing. For the man who stood there shouting was a man's figure up to the coat-collar and then — there was nothing, nothing at all.

The people in the street heard shouts and screams. Looking up the street, they saw Mrs. Hall run out of the inn and fall down. Then they heard Millie, the servant, scream. Coming from the kitchen at the noise in the bar, she had suddenly seen the headless stranger from behind.

People came running towards the inn, and in a short time a crowd of perhaps forty had gathered in front of the house. There was much confusion because everyone tried to look through the open door and see what the stranger was doing.

At last Mr. Hall appeared with Jaffers, the village constable. Mr. Hall marched straight to the door of the stranger's room, which he found open.

"Constable," he said, "do your duty."

"What does all that mean?" asked the headless figure, which had a piece of bread in one hand and some cheese in the other.

"Head or no head," said the constable, "I am going to arrest you."

Suddenly the bread and cheese were thrown down, then off came the stranger's left glove. But the next moment the constable had seized the stranger's left arm and caught his invisible throat. Griffin tried to free himself, and in the struggle they both fell down together.

"Why," said Mr. Hall suddenly, "I can see down his collar. That is not a man at all. It's just empty clothes. Look! I could put my arm down —"

He stretched out his hand, but drew it back when he heard: "Keep your fingers out of my eye!" And then the voice went on: "The fact is that I'm all here — head, hands, legs and all the rest of it, but I'm invisible and that is not a crime."

"But money has been stolen from a house in the neighbourhood," said the constable, "and everything points —"

"Nonsense," said the Invisible Man.

"I hope so, sir," replied the constable. "But I've got my instructions."

"Well," said the stranger, "I'll come. I'll come." With these words he suddenly sat down, and before anyone could understand his intentions, the slippers, socks and trousers had been kicked off under the table. Then he sprang up again and tore off his coat.

"Here, stop that!" said the constable. "Hold him!" If he gets the things off —"

"Hold him!" cried everyone. "Shut the door! Here he is! I've got something!"

In the struggle that followed, Jaffers was struck by his unseen enemy and he fell heavily on the ground, face upwards. The Invisible Man escaped, leaving the people of Iping in fear and panic.

New words

invisible	tear	crime
successful	bandage	reply
bar-room	explanation	intention
bill	constable	slipper
scream	march	spring
shining	stretch	upwards

Notes to the text

What do you mean? Mida te tahate sellega ütelda?
nothing at all mitte midagi
head or no head (olgu tal) pea või mitte
I can see down his collar ma näen (kraest) tema sisse
that is not a man at all see ei ole üldsegi inimene
I've got my instructions = I have instructions
Exercises to Lesson 21, p. 149.

JOHN GALSWORTHY (1867—1933)

LESSON 22

FROM "THE MAN OF PROPERTY"

(abridged and slightly adapted)

The following Sunday Soames called for Bosinney in a carriage, and drove him to the station. On arriving at Robin Hill, they found no cab, and started to walk the mile and a half to the site.

It was the lst of August — a perfect day, with a burning sun

and cloudless sky — and in the straight, narrow road leading up the hill their feet kicked up a yellow dust.

"Gravel soil," remarked Soames, and sideways he glanced at the coat Bosinney wore. Into the side-pockets of this coat were thrust bundles of papers, and under one arm was carried a queer-looking stick. Soames noticed these and other peculiarities. If the fellow can build houses, what do his clothes matter, he thought.

"I told you," he said, "that I want this house to be a surprise, so don't say anything about it. I never talk of my affairs until they're carried through."

Bosinney nodded.

They turned into a half-made road and Soames took the lead to the agent's cottage. There the agent, a tall man named Oliver, with a heavy face and grey beard, welcomed them. During lunch, which Soames hardly touched, he kept looking at Bosinney, and once or twice passed his silk handkerchief over his forehead. The meal came to an end at last, and Bosinney rose.

"You've got business to talk over," Bosinney said, "I'll just go and look about a bit." Without waiting for a reply he went out.

Soames spent nearly an hour in the agent's company, looking at ground-plans and discussing things.

"Your people," said Soames, "ought to come down in their price to me, considering that I shall be the first to build."

The agent shook his head.

"The site you've chosen, sir," he said, "is the cheapest we've got. Sites at the top of the slope are much dearer."

"Mind," said Soames, "I've not decided; it's quite possible I shan't build at all. The ground rent's very high."

With these words, taking up his umbrella, he put his chilly hand into the agent's, withdrew it without the faintest pressure, and went out into the sun.

He walked slowly towards the site in deep thought. The larks sprang up in front of his feet, the air was full of butterflies, a sweet fragrance rose from the wild grasses.

Soames walked with his eyes on the ground, but when he arrived at the site, Bosinney was nowhere to be seen. After waiting some little time, he went in the direction of the slope.

The place was lonely; its silence was only broken by rabbits running to their holes, and the song of the larks.

At last he caught sight of Bosinney. The architect was lying

under a large oak tree, which stood on the edge of the slope. Soames had to touch Bosinney on the shoulder before he looked up.

"Hallo! Forsyte," said Bosinney, "I've found the very place for your house! Look here!"

Soames stood and looked, then he said coldly, "You may be very clever, but this site will cost me half as much again."

"Hang the cost, man. Look at the view!"

Almost from their feet, ripe corn stretched to a small dark wood. A plain of fields and hedges spread to the distant grey-blue downs. The sky was so blue, and the sun so bright, that an eternal summer seemed to reign over the landscape.

Soames looked. His cheeks flushed. To live here in sight of all this, to be able to point it out to his friends, to talk of it, to possess it!

"For about eight thousand I could build you a palace," said Bosinney.

Soames had become very pale — a struggle was going on within him. He dropped his eyes, and said stubbornly, "I can't afford it."

And slowly, with his mousing walk, he led the way back to the first site. They spent some time there discussing the new house, and then Soames returned to the agent's cottage. He came out in about half an hour, and, joining Bosinney, started for the station.

"Well," he said, hardly opening his lips, "I've taken that site of yours, after all."

And again he was silent, wondering how it was that this fellow, whom he despised, had made him change his decision.

New words

property
call for
site
perfect
matter
fellow
affairs
nod
forehead
a bit
butterfly
nowhere
rabbit
architect
hedge
distant
flush
possess
afford
decision

Notes to the text

what do his clothes matter mis tähtsust on ta riietel
took the lead kõndis ees
he kept looking ta vaatles kogu aeg

to come down in their price hinda alandama
considering that arvestades, et
mind pidage meeles
caught sight of silmas, märkas
the very place õige koht
will cost me half as much again läheb mulle poole rohkem maksma
hang the cost mis tähendab hind
in sight of all this kõike seda nähes
that site of yours teie valitud krunt
after all siiski

Grammar

§§ 17—23. The Use of the Tenses. (See p. 227)
Exercises to Lesson 22, p. 155.

LESSON 23

FROM "DEATH OF A HERO"

by R. Aldington

(born in 1892)

(abridged and adapted)

Long before he was fifteen George Winterbourne was living a double life — one for school and home, another for himself. He played the fine, healthy English schoolboy who was fond of games and used slang. Upstairs in his room, when no one could see him, he read Keats and Shakespeare or spent hours over painting-blocks. His mother was worried about him: it was so unboyish, so unhealthy, all this love of pictures and books of poetry. It would be much nicer for the boy to be manly. Wasn't he old enough to have a gun licence and learn to kill things?

So George got a gun licence, and went out shooting in autumn. He killed several wood-pigeons. Then one frosty November morning he fired at some birds, killed one and wounded another, which fell down on the grass. He picked up the dying bird, which struggled weakly in his hand. He left the bleeding body on the grass and hurried home. Never again, never, never again would he kill things. He oiled his gun as he had been told to do, put it

away and never touched it again. After that he painted more than ever, and thus ended one of the many attempts to "make a man" of George Winterbourne.

The business of "making a man" of George was continued at school, but with no success.

"We want our boys to become strong, manly fellows," the headmaster of the school used to say to parents. "We prepare for the universities, of course, but our pride is in our excellent Sports Record. Besides, there is an Officers' Training Camp at our school. Every boy must have six months' training there and will be able to take up arms for his country, if necessary."

George hated the idea of the O.T.C. — he didn't quite know why, but he somehow didn't want to learn to kill. He had, however, to undergo the drill. He went hard and stubborn. He didn't disobey, but he didn't really obey either. They could do nothing with him and so, after a few drills, he was sent to the Geography Class. It had been organized for those boys who were excused from attending the O.T.C.

George was often punished because he did not attend games. As a punishment he had to do thousands of lines of written work. Because of this, he lost many half-holidays, the hours when he could sketch and paint and think about things and be happy with Keats and Shakespeare and Turner.

He got a very bad report that term and no remove. He was reprimanded by the headmaster of the school. But did the headmaster know that the stubborn, hard-faced boy in front of him was not listening to him, but was silently reciting to himself Keats' "Ode to a Nightingale"?

"If you go on like this, Winterbourne," said the headmaster, "you will disgrace yourself, your parents, and your school. You take little or no interest in the School life, and your Sports Record is bad. Your conduct at the O.T.C. was unmanly. What you do when you leave the sports-ground and run home, I do not know. It cannot be anything good. Most, indeed all, your fellow-pupils are fine manly fellows. Why cannot you imitate them? Speak out and tell me."

No answer.

"What do you do in your free time?"

No answer.

"Now, for the last time, will you tell me why you neglect your work and games?"

No answer.

"Very well. Bend down." And George was beaten with a birch-rod. But he did not make a sound and there were no tears in his eyes. He turned silently to go when the headmaster called him back.

"Stop. Kneel down at that chair and let us together pray God that he will make you into a really manly fellow."

They prayed. Or rather, the headmaster prayed, and George remained silent.

New words

slang
painting-block
unboyish
unhealthy
manly
gun
licence
pigeon
frosty
bleed
attempt
pride
train
undergo
drill
disobey
punishment
remove
reprimand
recite
nightingale
disgrace
conduct
fellow-pupil
neglect
kneel
pray

Notes to the text

gun licence jahiluba
take up arms relvi haarama, võitlema
O.T.C. = Officers' Training Camp
he went hard *siin:* ta muutus kinniseks
he didn't really obey either kuid ega ta käsku ka ei täitnud (eitavas lauses tähendab *either* «samuti», «ka»; tarvitatakse *also* asemel)
who were excused from attending kes olid vabastatud osavõtust
William Turner (1775—1851) inglise maalikunstnik; maalis meisterlikult merd ja taevast.
if you go on like this kui sa nii edasi jätkad

Grammar

§ 25. The Use of the Comma. (See p. 231)
Exercises to Lesson 23, p. 159.

JACK LINDSAY (born in 1900)

LESSON 24

FROM "BETRAYED SPRING"

(abridged and adapted)

An English soldier, Dick Baxter, is on his way home from Burma, where he fought three years, defending the British colonies against the Japanese.

Before the war Baxter was a miner in Lancashire. In 1943 he was about to marry Patricia Hemans, but was sent overseas earlier than he had expected.

When Dick Baxter is demobilized in 1946, he comes home a different man.

* * *

If Dick had come back in summer weather, he would not have found the contrast so extreme. But on this dull autumn day he discovered that three years in India, Burma and Malaya had made him forget what things were really like at home.

He dozed and woke by turns. The rain was beating against the carriage windows. He sat up with more interest when he heard the name of a familiar station and the clear, hard Lancashire voices, which made him feel at home at last. He put on his demob coat, took his suitcase and hurried out. On the platform he stopped for a moment, not knowing where to go. Then he went towards the Way Out. It was raining hard. He wondered if his telegram had

arrived in time; if anyone had come to meet him. But as he left the station, no one recognized him, no one was there to meet him. He felt disappointed. He wondered why Alice, his sister, had not come.

Outside, he went to the nearest corner where the trams stopped. He knew that No. 23 would take him almost all the way home. But he had to wait nearly a quarter of an hour in the rain till the right number came up. He climbed to the top of the tram, where he found a seat. He lighted a cigarette and looked out of the window. The tram went through the town centre, then turned into an industrial district with workshops and slum houses.

He now felt a growing wish to be at home. When he got off the tram, it was still raining. He walked fast. Soon he stopped before a house with a small garden, about two feet deep. He knocked at the door and stood, waiting with a beating heart. He heard someone move a chair, and then the door opened. It was his sister Alice. She stared, then cried out, "Oh, it's Dick!" and stepped back. He came in and put the suitcase down, unbuttoning the difficult buttons of his demob coat. "Dick," Alice said again, more loudly and kissed him on the cheek. "Oh — oo, you're wet. Why didn't you send a telegram? Mother was getting nervous."

"I did send a telegram," said Dick. Then he heard his mother at the kitchen door.

"Yes, mum, here I am."

Alice let him pass. He got his coat off at last, threw it down on a chair and opened his arms to his mother's embrace. She kissed him, sobbing. "What a fool I am. I said to myself that I would not cry. And look at me. What an old fool I am."

He embraced his mother, happy now, happy that he was at home at last.

His father was standing by the kitchen range with a newspaper in his hand.

Dick felt the tears rising to his eyes, but he controlled himself and said:

"Why, mum, you look younger. It's a fact."

She laughed and her laugh was young.

"I've never known that time and worry make a face look younger," she said, wiping her eyes with the corner of her flowered apron and looking round for something to do.

Mr. Baxter came slowly forward.

"Hallo, son ... So you're back again. Sorry we couldn't find a better day to welcome you. Take a seat, Dick."

"And I'll make you a cup of tea," said Mrs. Baxter. "Alice, bring that old pair of slippers and I'll warm them. Come and sit by the fire, Dick."

* * *

On Friday Dick went to call for Patricia Hemans. They had agreed to go to a dance. Patricia had not got home from work yet. When she came in, she ran upstairs to dress.

They went out. "Let's walk a bit," Dick said.

She said nothing and they walked on in silence. Then he reminded her of the dance. "What about your shoes?" he asked.

"I've got my dancing pair in the bag here," Patricia said and after some time she added, "What's on your mind, Dick?"

"There's something I want to tell you," he said.

"What?" Her voice was suddenly sharp.

"I'm going back to the mine," he said calmly.

She paused and then said:

"I hoped you would find some different kind of job. Something better-paid or at least with better chances. I must say I find it difficult to understand why anyone should want to go into a mine. Hard, dangerous work, not very well paid and no future to it."

"I've made up my mind," Dick said in a hard voice. "I'm going back to the mine. Do you still want to marry me?"

She turned her head to look at him and then, after a pause, said:

"No, I don't want to marry you. It isn't only because you are going back to the mine. I've the feeling that you are angry with me. What do you blame me for?"

"I don't blame you," Dick replied. "But I feel that I can't find my place in life since I came back."

And suddenly a hatred of the unchanged world filled his thoughts. If people only knew all the things he had seen during the war. How could the world go on as if nothing had happened? Dick didn't know what changes he had expected, but it was a shock to see that things had hardly changed at all in England.

The mines where he had worked before the war, however, were nationalized and that's why he had decided to go back to work there. The miners talked about the changes that would take place

in the mines, and Dick wanted to play a part in the reorganization work. He hoped that mechanization would be introduced in the mines and that he would be given a chance to study electrical engineering, which he had always been greatly interested in.

Dick began to look forward to the day when he would once again go down into the mine.

* * *

In a few months, however, Dick saw that the conditions of work had not improved in the nationalized mines. Some of the miners were saying that it was hardly possible that things would improve so long as England remained a capitalist country.

New words

betray	platform	calmly
demobilize	stare	blame
Burma	unbutton	shock
Japanese	button	nationalize
contrast	mum	reorganization
extreme	embrace	engineering
doze	control	look forward (to)
familiar	apron	improve
demob	remind	

Notes to the text

what things were really like at home missugune oli olukord kodumaal
by turns vaheldumisi
demob coat = demobilization coat
the Way Out väljapääs
I did send a telegram aga ma saatsin ju telegrammi
What's on your mind? Mis on sul südamel?
I've made up my mind ma olen otsustanud
How could the world go on as if nothing had happened? Kuidas võis kõik maailmas edasi minna, nagu ei oleks midagi juhtunud?

Exercises to Lesson 24, p. 164.

EXERCISES TO LESSON 15

Pronunciation Exercise.

[θ, ð, s, z]

thick	sick	thick	that	sat	that
thing	sing	thing	they	say	they
thaw	saw	thaw	though	so	though

There are thirteen theatres in that city.

There were thousands of thirsty soldiers in the desert.

After the thunderstorm the thermometer rose three degrees.

The sympathies of those who know the truth are with the Soviet people.

Exercise 1.

Fill in the blanks with verbs in the Past Indefinite, the Past Perfect or the Past Continuous Tense.

1. Tom ... up at seven o'clock, ..., ... and ...	get, wash, dress, have
breakfast. Then he ... his school-bag and ... for	take, leave
school. When he ... to school, he ... that he	get, find, leave
his physics text-book at home. So he ... back to	run
get it. But it ... him more time than he ... . When	take, expect
he ... the classroom, the lesson already. The	enter, begin
teacher ... a new problem in mathematics.	explain
2. Father ... home for dinner at half past one.	come
My brother Rein ... in twenty minutes before. The	come
rest of us ... soup when father came in. We ...	eat, sit
down to table without waiting for father because	
Rein ... in a hurry. He ... first and ... good bye.	be, finish, say
When he ..., the others ... their dinner.	leave, still + have

Exercise 2.

Translate.

1. Eile kell 5 istusin ma pargis suure puu all. 2. Kui kell lõi pool kuus, ma tõusin ja lahkusin pargist. 3. Ma jalutasin aeglaselt koju. 4. Kell lõi parajasti kuus, kui ma avasin oma toa ukse.

5. Kui me jõudsime bussipeatusse, oli buss nr. 3 parajasti ära läinud. 6. Buss peatus ja me sisenesime (get on). 7. Kui jõudsime Kohilasse, nägime, et palju inimesi ootas bussi. 8. Me olime väga näljased, sest me ei olnud terve päeva midagi söönud. 9. Me läksime sööklasse ja tellisime lõunasöögi. 10. Kui me olime lõunat söönud, läksime Kohila keskkooli.

Exercise 3.

Change the sentences.
Model: They *worked* in the garden every day
They *used to work* in the garden every day.

1. Frank came home late on Wednesdays. 2. Edith wrote to her parents once a week. 3. Our friends came to see us every Sunday. 4. For years James subscribed to that magazine. 5. Charles went to the cinema very often. 6. Some years ago Kitty made her dresses herself. 7. When our aunt was alive, Mother discussed things with her. 8. When Father worked at the factory, he got up at five in the morning.

Exercise 4.

Fill in the conjunctions.

1. They began to feel tired ... they had walked three kilometres.	enne kui
2. They had not walked three kilometres ... they began to feel tired.	kui
3. ... I met him last week, I told him the news.	kui
4. Wait ... you get an answer to your letter.	kuni
5. ... he had posted the letter, he began to wait for an answer.	niipea kui
6. ... we approached the station, we heard the train coming nearer and nearer.	(sel ajal) kui
7. ... we reached the station, we found that the train had not yet arrived.	kui
8. She smiled to herself ... she walked along the road.	(sel ajal) kui
9. I went to see him ... I heard that he was in hospital.	niipea kui

Exercise 5.

The verbs *say* and *tell*.

Fill in the verbs *say* or *tell* in the Past Indefinite Tense.

1. The sailor ... the others a long story of adventure. 2. He ... that he had sailed many seas. 3. He ... them many interesting facts about foreign lands. 4. The carpenter ... his friends about the ships that he had built. 5. He ... that the ships he had built were strong. 6. The miller ... not ... a word about his work. 7. He ... not ... them how he cheated the villagers. 8. The cook ... some anecdotes to those who were sitting near him. 9. The humorous story that the merchant ... made everybody laugh. 10. The ploughman ... that he could not remember any good story. 11. The student ... he was fond of reading scientific books. 12. He ... his friends a story from English history and he ... it very well. 13. He ... he was never tired of teaching people. 14. The women ... very little. 15. The old doctor ... nothing at all. 16. At last the weaver ... to them, "This is how my story begins."

Exercise 6.

Translate the following sentences, paying special attention to the Past Participles.

1. The coal mined in that district burns very well. 2. The meat imported from South America to England is always frozen. 3. The sheep raised on those state farms gave very much wool last year. 4. Most of the books published last year have been sold. 5. Anything printed on such bad paper is almost unreadable. 6. Those rivers and lakes connected by canals will give them hundreds of kilometres of inland waterways. 7. They still keep up some old customs introduced hundreds of years ago.

Exercise 7.

Change the sentences, using Past Participles instead of attributive clauses.
Model: The facts *that are mentioned above* are very important.
The facts *mentioned above* are very important.

1. The medicine that was prescribed by the doctor has cured my eyes. 2. All the pupils who were registered before the 25th of August have received the necessary text-books. 3. Everything that

was explained at the last lesson must be remembered. 4. The frozen fish that was wrapped up in the newspaper began to melt at once. 5. All the guests that were invited by my sister arrived early. 6. The questions that were discussed at the last meeting interested everybody. 7. The sports club that was organized last June has over a hundred members now. 8. The cotton textiles that are produced at that mill will be sent all over the country.

Exercise 8.

The Past Indefinite, the Past Continuous and the Past Perfect.

Fill in the correct tenses.

When the student of Oxford ... at the inn, he ... about twenty pilgrims there already. He ... them what they ... for. They ... him that some robbers ... on the road the week before and that was why they ... to stay at the inn and wait. They ... the student to join their company.	arrive find, ask wait, tell see (*passive*) decide ask
When thirty pilgrims ... at the inn, they ... to start on their journey. Before they ..., the innkeeper's wife ... them all a good breakfast. As soon as their horses ..., they ... in the inn-yard.	gather, decide leave serve feed (*passive*), gather
At last the whole company ... ready to start.	be
They ... on in silence until they ... into the big road. Then the first pilgrim ... his tale. Before they ... the next inn, some of them ... their stories.	ride, turn begin reach, finish

Exercise 9.

Finish the sentences, using the Present Perfect Tense.

1. You needn't go and buy any bread because I ... (buy) ... .
2. John is not at home, he ... (go) ... .
3. I had not seen Nora for a long time until I met her this morning. I said to her, "I ... (not + see) ... ."
4. I came to this town two years ago. Now I can say that I ... (live) ... .

5. I went to the cinema on Monday and on Wednesday. So this week I ... (be) ... .

6. I bought a book yesterday and took it to my friend. I said to him, "I ... (bring) ... ."

Exercise 10.

Translate into English.

1. Kui Villu möödunud suvel Tartus oli, külastas ta kohti, kus ta lapsepõlves oli mänginud. 2. Me teame, et Aino hästi laulab. Ta laulab kaks või kolm laulu meie järgmisel klassiõhtul. 3. Ma ei kuulnud, kui sa sisse tulid, sest ma lugesin huvitavat raamatut. 4. Harald ei näe ega kuule meid, sest ta loeb midagi huvitavat (something interesting). 5. Kas sa tunned meest, kes kõneleb meie direktoriga? 6. Helistame Arnole. Kell on kümme. Ta ei maga veel (yet). 7. Minu vennad magavad selles toas. 8. Kas sa sööd tooreid (raw) porgandeid? Jah, ma armastan tooreid porgandeid, kuid ma ei söö keedetud porgandeid. 9. Mida kass seal praegu sööb? Ta sööb väikest kala, mille poisid hommikul jõest püüdsid. 10. Sa oled selle harjutuse halvasti teinud. Vaata, kui palju vigu sa oled teinud! Ma kirjutan selle (it) ümber (rewrite) enne järgmist tundi.

Exercise 11.

Fill in the blanks.

1. *right, rightly*
Both your answers are ... .
Dickens's works ... belong to the classics of the 19th century.
2. *literary, literature*
That scientist has written some books on Russian ... .
His ... works are known everywhere.
3. *sympathy, sympathize, sympathetic, sympathetically*
That woman has a ... heart.
She ... with all her friends and neighbours.
She looked at us with kindness and ... .
She talked ... with the sick child.
4. *humour, humorous, humorously*
Jack tells stories in such a very ... way.
He told the tale so ... that we all laughed.
All his stories and anecdotes are full of ... .

5. *eager, eagerly*
We were ... to hear the rest of the story.
They listened ... to every word he said.
6. *realistic, realistically*
Elizabeth Gaskell's "Mary Barton" is written ... .
Next they studied the works of the ... writers of the 19th century.

EXERCISES TO LESSON 16

Pronunciation Exercise

[iə]	[uə, juə]	[ɛə]
beer fear here	poor sure cure	care pair their
period ['piəriəd]	during ['djuəriŋ]	parents ['pɛərənts]
serious ['siəriəs]	furious ['fjuəriəs]	Mary ['mɛəri]
Siberia [sai'biəriə]	curious ['kjuəriəs]	Sarah ['sɛərə]
material [mə'tiəriəl]	Europe ['juərəp]	Clara ['klɛərə]
hysteria [his'tiəriə]	European [juərə'piən]	dairy ['dɛəri]

Exercise 1.

Translate.

1. Lembit kannab neid kingi iga päev. — Kust ta need ostis? — Ta ostis need kingakauplusest Viru tänavas.
2. Millal su kleit valmis saab? — See saab valmis kolmapäeval. Kas sa nägid riiet, mille ma ostsin?
3. Kas sa pesid juba isa särgi? — Ei, ei pesnud. Ma pesen selle pärast lõunat.
4. Su õde õmbles parajasti midagi, kui ma teda nägin söögitoas. — Ja mina mõtlesin, et ta on läinud vanaema vaatama.
5. See mantel on liiga kallis. Kui müüja tuleb kabiini (fitting-room), ma palun teda tuua mulle odavama mantli.

Exercise 2.

Translate.

1. John ütleb, et ta on kaotanud töökoha. — Kas ta naine teab juba seda? — John rääkis temale sellest eile. — Mida hakkab John nüüd tegema (Future)?

2. Mida need naised teevad? — Nad koovad vaipa. — Kas sa nägid vaipa, mille nad möödunud kuul tegid?

3. See mees ütles mulle, et ta on kirjutanud selle artikli ühe päevaga (in one day), kuid ma ei usu teda. Arvan, et tal kulus rohkem aega selle kirjutamiseks. Kas te olete tema artiklit lugenud? — Ei, veel ei ole.

4. Allan on kodus, kuid ta ütles mulle tund aega tagasi, et ta läheb kell kuus välja. — Mida ta praegu teeb? — Ma ei tea; arvan, et pakib oma asju. Ta sõidab Leningradi (leave for) homme kell kaksteist.

Exercise 3.

Change the sentences.

Model: He *played* volley-ball every day.
He *used to play* volley-ball every day.

1. Dick went for a walk every evening. 2. He took his dog with him. 3. He played with the dog on Sunday afternoon. 4. The dog slept at the door of his room. 5. Dick gave the dog some sugar every morning.

Exercise 4.

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

1. The dramatist ... his friends that his new play would be performed in January.
2. The dramatist ... the actors that he liked their costumes.
3. The man ... that it was forbidden to smoke on the stage.
4. One of the spectators ... , "I enjoyed the play very much indeed."
5. The actors ... that they had studied the text closely.
6. The teacher ... the pupils that the performance had begun already.
7. Some spectators ... to the actors, "A good play is difficult to find."

Exercise 5.

Translate.

1. "The Globe" was a theatre built by a company of actors. 2. Many plays performed at "The Globe" were written by Shakespeare.

3. The theatre is known to be very popular in the Soviet Union. 4. That play can't be performed on a small stage. 5. The dramatist wants you to wear that costume in the play. 6. Which part is John expected to play in that drama? 7. We believed that young man to be a good actor. 8. The place of action must be marked in the programme.

Exercise 6.

Fill in the blanks with words from Lesson 16.

1. The peoples of the Soviet Union and of India are friends though they ... from one another very much. 2. ... is the capital of Italy. 3. Young people like to wear ... clothes. 4. School-children are ... to be out in the streets at late hours. 5. Pete got an ... mark for his English dictation yesterday. 6. Mike's answers always ... his German teacher. 7. ... are used in teaching geography. 8. A ... house is a house made of wood. 9. That vase will fall down. Why did you put it on the ... of the table? 10. ... is a kind of beer.

Exercise 7.

Translate the verbs.

The Flowering of the Strange Orchid ('ɔ:kid — orhidee)
by H. G. Wells.

Winter Wedderburn was a lonely man. (Tal oli) a little greenhouse where he (kasvatas) orchids.

One morning he (ütles) to his aunt who (pidas) house for him, "After breakfast I (lähen) to a shop that (müüb) plants brought from foreign countries. Perhaps I (ostan) some interesting plants there."

"Do you (tahad) to buy some plants that (kuulusid) to the young scientist who (suri) in India?" she asked.

"Yes," (ütles) Wedderburn. "Batten (suri) in India and now they (tõid) his orchids to London."

Wedderburn's aunt (käskis) him to take his umbrella with him when he (läheb) to London. She (arvas) that it (hakkab sadama) soon.

When Wedderburn (tagasi tuli), he (oli) happy. He (oli ostnud) some rare orchids.

His aunt (sisenes) the dining-room at six o'clock. She (nägi), that Wedderburn (on pannud) the orchids on the table-cloth and (uurib) a plant that he (hoiab) in his hand.

"Look! I (ostsin) all these," he said. "And how (sulle meeldib) the one that I (hoian) in my hand? The shop-assistant (ütles) me that Batten (leiti) dead with one of these orchids under his body."

"It (ei näe välja) nice," said his aunt.

"But I (loodan) its flowers (on) beautiful," said Wedderburn. "Tomorrow I (olen) very busy. I (istutan) all of them."

Exercise 8.

Translate the verbs.

The next few days Wedderburn (oli) very busy in his greenhouse. Some days (möödusid). One morning Wedderburn (näitas) his aunt the new orchid, which (oli kasvatanud — develop) many little roots. They (rippusid) round the flower-pot.

On the day when the orchid (hakkas) to flower, there was a strong sweet smell in the greenhouse. When Wedderburn (tuli) to the greenhouse, he (jäi seisma) in surprise. The new orchid was more beautiful than he (oli oodanud — expect). And the smell! He (lähenes) the thermometer, which was near the orchid. He (tahtis) to see if thermometer (on) right. And suddenly (tal oli) the feeling that everything (virvendas — swim) before his eyes.

By half past four his aunt (oli keetnud — make) tea according to their custom. But Wedderburn (ei tulnud) in. She (läks) to the greenhouse, (avas) the door and (hüüdis) his name. But Wedderburn (ei olnud) in the greenhouse. She (imestas) where he (on läinud). But then she (nägi) him: he (lamas) at the foot of the new orchid. She (sööstis) to him. There was some blood ([blʌd] veri) on his cheek, and the roots of the plant were round his neck. She (ei saanud aru) what (on juhtunud). She (püüdis) to pull him away from the plant, but the smell in the greenhouse was so strong that she (tundis) she (minestab) in another minute.

Exercise 9.

Translate the verbs.

Suddenly (tal oli) a brilliant idea. She (haaras) a flower-pot and (viskas) it at the window of the greenhouse. Fresh air (hak-

kas) to pour in through the broken window-pane. One by one she (kõrvaldas) the orchid roots from Wedderburn's neck.

The gardener, who (oli kuulnud) the window-pane break, came running to the greenhouse and she (palus) him to bring some water. When she (oli pesnud) Wedderburn's face, he (avas) his eyes at last. She (seletas) to him that he (minestas) in the greenhouse.

Wedderburn (oli kaotanud) much blood. They (andsid) him brandy and (kandsid) him upstairs to bed.

Wedderburn (oli) happy. (Tal ei olnud kunagi olnud) an adventure in his life before.

EXERCISES TO LESSON 17

Pronunciation Exercise

Read quickly.

[iː] or [i]				[uː] or [u]			
sheep	ship	rid	read	roof	goods	took	spoon
fill	feel	feet	fit	food	foot	shook	tooth
sit	seat	eve	if	stood	boot	noon	book
speed	spit	it	eat	root	wood	choose	fool

Eve feels that she is not fit for that work.
Did you eat pig's feet on New Year's Eve?
At noon we shall go to the wood on foot.
The food cooked by our cook is always good.

Exercise 1.

Translate the sentences, paying special attention to the modal auxiliary verbs *shall* and *will*; *should* and *would*.

1. The vicar's wife said, "George shall have a new coat before he goes to London; I promise him that." I will go to the party whether the new dress is ready or not by that time. Will you come to the cinema with me this afternoon?

2. You have a bad tooth, you should go to the dentist. The headmaster's orders were that everybody should be in by ten o'clock. "I would rather be a guard in a prison," said George's cousin. She would talk and read to the sick child until he fell asleep.

Exercise 2.

Change from direct to indirect speech. In the questions use the verb *ask*.

1. George Primrose said to his cousin Tom, "I have come to London to earn a living." 2. Tom asked George, "Where were you educated?" 3. George replied, "I graduated from Oxford University three years ago." 4. Tom said, "What work can you do?" 5. George said, "I can teach languages." 6. Then Tom said, "What kind of work are you most interested in?" 7. To this George said, "I want to work in a boarding-school." 8. Tom laughed and said, "I don't advise you to go there." 9. "Do you suppose that I can't manage boys?" asked George. 10. After a pause Tom said, "George, you will soon be disappointed." 11. George asked, "Have you ever worked in a boarding-school, Tom?" 12. Tom asked George, "Can you cut a boy's hair?" 13. "Must the teachers cut the boys' hair?" asked George in surprise. 14. "That's news to me, too," added Tom.

Exercise 3.

Adverbial Clauses of Time and Condition.

Fill in the verbs in the Present or the Future Indefinite.

1. If it . . . to rain, we . . . back.	begin, come
2. When the rain . . . , we . . . a game of tennis.	stop, play
3. As soon as he . . . better, he . . . to a sanatorium in the south.	get, go
4. I . . . a letter while you . . . away.	write, be
5. You . . . better if you . . . a walk before going to bed.	sleep, take
6. You . . . your work before we	finish, return
7. I . . . at the station until the next train	wait, arrive
8. She . . . the house until the children . . . home from school.	not + leave, come
9. The dog . . . that curtain if you . . . him.	tear, not + stop
10. When spring . . . , the birds	come, return
11. Those plants . . . better if you . . . them regularly.	grow, water

Exercise 4.

Change the sentences from the present to the past.

1. The miller says that all his children like to work in the field and in the kitchen garden. 2. The editor hopes that his eldest son

will become a lawyer. 3. The carpenter tells us that his daughter, Stella, will soon marry. 4. The parents agree that their second son is a good musician. 5. They are glad he does not want to be a captain. 6. The dentist knows that he cannot give all his children a higher education. 7. They are glad that they sent Jack to Oxford in his youth. 8. Jack explains to his brothers why he must go to London. 9. They are sure that Jack will soon find work there. 10. His father thinks that he will be able to earn lots of money in the capital. 11. Jack understands at once that his cousin is very clever. 12. He hears that his cousin has tried to find work in many places. 13. Jack even believes that he can earn money by writing short stories. 14. But he soon finds out that he is mistaken. 15. He sees that there are many young people out of work in London.

Exercise 5.

Translate the sentences, paying special attention to the modal auxiliary verbs *might, could, ought.*

1. They decided to send Jack to London because there he might find a good job. Don't jump on a moving bus, you might hurt yourself.

2. I'm so hungry — I could eat a horse. As she speaks both German and French, she could be a teacher of foreign languages.

3. The children ought to help their mother more. The teacher said that we ought to read more at home.

Exercise 6.

Fill in the articles, where necessary.

... Scotland

... greater part of North Scotland is mountainous country known by ... name of The Highlands. There are not many settlements in that part of ... Scotland. In ... west, many long arms of ... sea reach far inland, making ... coast irregular. ... islands which lie off ... western shores are very interesting geologically and they attract many tourists ['tuərists]. ... greater part of ... coast population is engaged in ... fishing.

To ... south of the Highlands there is some level country and then ... mountains begin again. ... lowlands in ... south of ... Scotland are ... chief agicultural as well as ... industrial districts

of ... country. Here ... coal-fields are found and ... iron ore is mined. ... large cities have grown up in ... south, such as Glasgow and Liverpool. Many railways and ... large ship canals have been built to connect ... industrial districts. ... Glasgow is ... second largest city in ... Great Britain. It is ... port and ... important industrial centre. ... Glasgow has long been famous for ... shipbuilding.

There are some fertile valleys in ... central part of ... Scotland, but ... richest farmlands are in ... south-west. ... dairy-farming is highly developed and ... grain is grown.

Exercise 7.

Change the following sentences from indirect to direct speech.

Their old friend, the captain, asked George how his father was. George thanked him and said that his father was in good health. Then the captain asked George how many sisters and brothers he had. George said that he had two sisters and three brothers. The captain asked George if he was the eldest of the vicar's children. George replied that he was. Then the captain asked George where his parents lived. George told him that they had moved to a country place the week before. Then the captain asked what George's London address was. George told him that he was staying at his cousin's house in the East End. Then the captain told George that his ship would sail to Holland in a few days. George asked if he might go with him.

Exercise 8.

Change the sentences.

Model: a) If there *is* a concert at the club, we *shall go* there.
b) If there *were* a concert at the club, we *should go* there.
c) If there *had been* a concert at the club, we *should have gone* there.

1. If there is a dictionary here, I shall look up the new words.
2. If there is a river near-by, they will camp there.
3. If there are any mistakes in your work, you will not get a good mark.
4. I shall study French if I have time.
5. They will sing the new song if they know the words.
6. You will understand them if they speak slowly.
7. If the shoes are size 37, I shall buy them.

Exercise 9.

Fill in the blanks with words from Lesson 17.

1. Gill's wife left the baby in the ... of her mother. 2. What was the ... of the medicine if it didn't cure the child's eyes? 3. When the farmer had not met his neighbour, Smith, for a long time, he said, "Smith still owes me some money. That's why he ... meeting me." 4. Very many people came to the meeting; there were not enough chairs for everybody, so some long ... were brought in. 5. Puddingcome and his friends were all good ... , so they formed a band. 6. The vicar's income was not enough to ... a family of eight. 7. George Primrose wandered from village to village and at night he slept in some ... hut. 8. When he had travelled through France, he ... to go to Italy. 9. Some French peasants told the stranger that the government demanded very heavy ... every year. 10. My cousin went to the newspaper office and offered his ... as a reporter. 11. Bulldogs ['buldɔgz] are, as a rule, very ... dogs.

Exercise 10.

Translate into English.

Enne kui George kodunt lahkus, andis isa talle soovituskirja. Ta andis pojale ka tema onupoja aadressi Londonis. Kui noormees pealinna jõudis, läks ta kohe onupoja majja. Onupojal oli hea meel näha George'i, keda ta polnud palju aastaid kohanud. Ta jutustas George'ile oma elust ja tööst. Ta rääkis, et ta töötas (ühes) koolis kaks aastat. Kuid siis oli ta sunnitud (be forced to) lahkuma. Onupoeg arvas, et koolijuhataja (the headmaster) ei olnud temaga sellepärast rahul, et ta keeldus lapsi karistamast.

Siis George küsis, mida onupoeg soovitab tal teha. Onupoeg soovitas tal hakata ajalehe reporteriks (a newspaper reporter). Ta arvas, et George on sobiv niisugusele tööle.

Exercise 11.

Translate into English.

See idee meeldis George'ile väga. «See on kõige huvitavam töö, mida ma tean,» ütles onupoeg.

«Sul tuleb (will have to) jälgida kõike (everything), mis linnas juhtub,» ütles onupoeg. «Kui kuskil on tulekahju, pead sa seal

olema. Sul tuleb kirjutada kõigest, mida sa näed ja kuuled. Ja sa pead oma jutud tegema huvitavaks. Sul tuleb käia (attend) matustel ja neid kirjeldada. Sa ju tead, et Londoni elanikud (Londoners) on alati huvitatud tänavaõnnetustest. Kui sa juhtud midagi sellesarnast (anything like that) tänaval nägema, saad sa kirjutada oma ajalehe jaoks väga huvitava artikli. Siis on toimetaja sinuga rahul, kuna kõik (everybody) tahavad tema lehte osta.»

EXERCISES TO LESSON 18

Pronunciation Exercise

Read quickly.

[ɑ:], [æ] or [ei]

advance	land	jar	fact	handle
attract	cattle	gravy	mass	darling
surpass	castle	art	plastics	drama
flatter	guard	action	elastic	dramatist
taste	carpenter	character	spectator	marmalade
mark	blanket	fashion	carpet	pane
escape	tale	channel	ale	changeable
persuade	knapsack	partner	path	fatal
practise	ashes	canal	tax	calendar

Aunt Martha ['mɑ:θə] asked Father if the path divided the park in half.

That black cat always catches fat rats.

When Jane came to the skating-rink, Kate was skating with Jack Shane.

Exercise 1.

Translate the sentences into Estonian.

1. Could you help me to lift this box? 2. I came here with the hope that I might find you at home. 3. His cousin's advice was that he should become a writer. 4. But nobody in London would buy George's book. 5. I can't let you have the dictionary because father might need it. 6. The boy won't take the medicine. 7. It was my idea that Ellen should sing a solo ['soulou]. 8. If it should rain, we

shall stand under some trees. 9. George Primrose would sit in the park all day because he had nowhere to go. 10. If those shoes were size 38, I might wear them. 11. You could write a better composition, I'm sure.

Exercise 2.

Fill in the prepositions where necessary.

1. Ivanhoe was the son ... an Anglo-Saxon nobleman. 2. He had been away ... England ... a long time. 3. When he returned ... England, he learned that a tournament would be held ... the town ... Ashby. 4. He decided to take part ... the tournament without making himself known. 5. Many people attended ... the tournament. 6. Rebecca and her father were ... them. 7. ... the second day ... the tournament Ivanhoe was wounded ... the side. 8. His wound was so serious that ... the tournament he fell unconscious ... the ground. 9. Rebecca, who happened to be not far ... the place, approached ... him. 10. "The young knight has been kind ... my father. We must take him ... our house," she said ... her servants. 11. Late ... the evening, when Ivanhoe woke up, he could not remember what had happened ... him.

Exercise 3.

Translate.

Models: a) Object clauses.
Ma ei tea, *mis on selles karbis.*
I don't know *what is in that box.*
b) Attributive clauses.
Anna mulle raamat, *mis on sinu laual.*
Give me the book *that (which) is on your table.*

1. Ma tean, mis te eile tegite. 2. Nad küsisid mehelt, mis juhtus tema perekonnaga. 3. Jutt õnnetusest, mis juhtus teisipäeval, levis üle kogu maa. 4. Arstirohi, mis on selles pudelis, on teie jaoks. 5. Paljud inimesed võtsid osa võistlustest, mis kestsid kaks päeva. 6. Kas sa mäletad, mida Enn sulle eile ütles? 7. Ütle mulle, mis sind huvitab. 8. Võistlused, mis huvitavad mu venda, ei huvita mind. 9. Korrake, mis ma ütlesin! 10. Lause, mis on tahvlil, ei ole õige.

Exercise 4.

Name the tense of the verbs.

1. We shan't study Walter Scott's biography. 2. Have all of you read "Ivanhoe" in Estonian? 3. Is anyone reading the book now? Rebecca will be remembered by everybody who reads the novel. 5. Rebecca knew that all Jews had been despised for centuries. 6. Rebecca had got her knowledge of medicine from an old Jewish woman. 7. She said that she would cure Ivanhoe's wounds. 8. Walter Scott's novels are read with great interest by young and old.

Exercise 5.

Fill in the auxiliary verbs.

1. ... you consider Rebecca to be an interesting character? 2. When ... the Normans conquer England? 3. When Ivanhoe woke up, he could not understand what ... happened to him. 4. Rebecca and her father ... taken to a Norman castle by Sir Brian, who ... fallen in love with the beautiful Jewish girl. 5. Sir Brian told Rebecca that he ... take her to some foreign country. 6. When Sir Brian entered the room, Rebecca ... talking to Ivanhoe. 7. Ivanhoe said to Rebecca, "You ... cured my wounds." 8. The knights said, "The witch ... soon be burned." 9. But Rebecca ... not burned.

Exercise 6.

Translate.

1. Rebecca thanked Ivanhoe for helping her in great danger. 2. Sir Brian did not succeed in taking Rebecca out of England by force. 3. Ivanhoe was not afraid of defending Rebecca's cause. 4. He accused Sir Brian of being a cruel man. 5. The knights said to Sir Brian, "We are against your keeping the Jews in this castle." 6. The Norman knights were surprised at Sir Brian's falling in love with Rebecca.

Exercise 7.

Translate.

1. Möödunud nädalal toimusid Leningradis kergejõustikuvõistlused. Kas te võtsite neist osa? 2. Kohtumise (match) algul ei

teadnud keegi, kes võidab mängu. 3. Kas te eelistate võrkpalli korvpallile? 4. Me teame, et sa püstitasid uue rekordi. 5. Elmar Pikk purustas eile rekordi kettaheites. 6. Kõik usuvad, et sa tuled odaviskes esikohale. 7. Mulle öeldi, et 35 sportlast võistlevad tuleval pühapäeval Komsomoli-nimelisel staadionil (the Komsomol Stadium). 8. Meie meeskond oli õnnetu, sest me ei oodanud (expect), et kaotame mängu. 9. Kes võitis esikoha 100 m jooksus? 10. Me saabusime staadionile, kui võistlus oli juba alanud.

Exercise 8.

Fill in *some* where necessary.

1. "Ivanhoe" and "Kenilworth" ['kenilwəːθ] are ... historical novels by Walter Scott. 2. Last year we read ... historical novels by H. Sienkiewicz [sen'kjevitʃ]. 3. Ivanhoe and Sir Brian were ... knights. 4. ... knights had gathered to watch the fight. 5. There were ... Norman castles in the neighbourhood. 6. Ivanhoe saw that there were ... prisoners in the castle already. 7. ... Normans, not Anglo-Saxons, lived in the castle. 8. On his way to York, Isaac met ... Jews. 9. ... women who were considered to be ... witches were burnt alive at that time.

Exercise 9.

Fill in words from Lesson 18.

Hitler intended to ... the Soviet Union and make it a German colony. 2. Some prisoners succeeded in ... from the prison camp. 3. That man was arrested, but he didn't know what he was ... of. 4. Such a big crowd gathered at the place of the accident that I lost my friend in the ... . 5. Wounds and cuts (lõikehaavad) should be ... as soon as possible. 6. That young woman is interested in medicine and ... to enter the medical faculty of Tartu University. 7. Our friends want to ... their new flat with modern furniture. 8. The man saved the boy at the ... of his life. 9. We shan't need that book now, put it ... . 10. If you ... up your books, there will be more room on the writing-table.

EXERCISES TO LESSON 19

Pronunciation Exercise.

[ɔ:], [ɔ] or [ou]

ore	collar	reproachfully	thaw
sob	ordinary	Norman	close
note	poetry	novel	majority
performance	import	board	golden
poem	globe	boarding-school	nobleman
costume	robber	swollen	toe
conflict	frost	cough	poet
support	law	honest	economy
ode	toast	prologue	rotten

Maud ordered Paul to call the girls to the hall.
John, Tom and Bob like modern novels.
A moment ago that poet was reading his odes.

Exercise 1.

Where can the adverbs of indefinite time stand in the following sentences?

1. I set the alarm before going to bed at night because my brother forgets to do so. (usually, always)
2. It takes me more than ten or twelve minutes to wash and dress in the morning. (never)
3. I make my bed before I go to school in the morning. (always)
4. I do some morning exercises, too, but I have no time for that. (usually, sometimes)
5. Mother makes porridge for breakfast. (usually)
6. She says that we should eat something hot in the morning. (always)
7. She fries potatoes and boils eggs for us. (sometimes)
8. We have sausage for breakfast. (seldom)
9. We finish breakfast with a cup of coffee. (always)
10. I have been late to school. (never)
11. Linda is absent from school. (seldom)
12. They come to school by bus. (sometimes)

Exercise 2.

Translate into English.

1. Meie koolis algavad tunnid alati kell pool kaheksa. 2. Mõnikord on meil ringikoosolek (a club meeting) pärast tunde. 3. Meie peres on lõuna tavaliselt kell kaks. 4. Kas sul on kunagi hammas valutanud (have toothache)? 5. Minu õel valutab sageli pea. 6. Nora käib kinos harva, kuid käib sageli teatris. 7. Mall kritiseerib harva teiste tööd. 8. Tavaliselt väljendab Peeter Roht oma mõtteid väga selgesti. 9. Nelly on kogu oma eluaeg (all her life) koeri kartnud. 10. Tom ei karda kunagi midagi. 11. Kas selles jões on keegi kunagi ära uppunud?

Exercise 3.

Change from the Active to the Passive in two ways where possible.
Model: I showed the children a picture-book.
a) A picture-book was shown to the children.
b) The children were shown a picture-book.

1. You promised me these books long ago. 2. Ellen's father gave her a watch on her eighteenth birthday. 3. Rose White will teach them English. 4. The band will give a concert next Saturday. 5. Dora will teach music at your school next autumn. 6. The doctor ordered me to stay in bed. 7. She told us the whole story when we returned. 8. The geography teacher demonstrated some new maps at yesterday's lesson. 9. When I was in hospital, my friends brought me lots of flowers.

Exercise 4.

Translate the sentences, paying special attention to the gerunds.

1. On a cold day one can keep warm by walking fast. 2. A heavy fall of snow prevented the expedition from coming here. 3. We thought of going to the concert tonight. 4. They went to the club instead of going to the cinema. 5. What did she say about your staying out so long? 6. We had lost all hope of getting there before nightfall. 7. I had some difficulty in finding their house. 8. She likes your being so much interested in physics. 9. Have you ever heard of people walking in their sleep. 10. Please excuse my interrupting you.

Exercise 5.

Fill in the articles where necessary.

1. ... great English poet, Byron, was born in ... England in ... year 1788. He belonged to ... old aristocratic family and was educated at ... Cambridge University.

In 1812 he made ... speech in the House of Lords, in which he bravely defended ... weavers in ... north of England who were left without ... work and ... bread. This increased still more ... conflict which already existed between ... poet and ... ruling class of ... England. In 1816 he was forced to leave ... land of his birth, never to return.

2. Byron travelled much in ... south and ... east of ... Europe. He lived in ... Italy for a few years. There he joined ... Italian movement for ... national liberation. Later he became interested in ... struggle of ... Greek people against ... Turks. In ... Greece he fought ... side by ... side with ... Greek patriots ['peitriəts] until he caught the fever and died in 1824.

3. Many of ... Byron's poems have been translated into ... other languages. Like Shelley, Byron loved ... freedom and hated ... tyranny. In his great epic ['epik] poems he tells his readers how ... people in ... past ages fought and died for ... freedom.

Exercise 6.

Translate.

1. Shelley made a long speech directed against British rule in Ireland. 2. The writer's views expressed so clearly in that article are progressive. 3. Many novels written in the eighteenth and nineteenth centuries are still popular today. 4. The knight lying unconscious on the ground was the son of a well-known Anglo-Saxon nobleman. 5. Ivanhoe was wounded at a tournament held near Ashby. 6. The advice given to Isaac by the knight Ivanhoe had saved the Jew's life. 7. A young woman wearing an expensive dress came into the room where Ivanhoe lay.

Exercise 7.

Fill in the correct tenses of the verbs.

One evening a poor peasant ... home from market. He ... still some miles from home. Having already ridden about twenty miles that day, both	return be

he and his old horse ... tired. So he ... to stop and rest for half an hour. Having tied his horse to a tree by the side of the road, he ... down and soon ... asleep. Waking up suddenly, he ... that another man ... near the same tree and ... his horse there. He ... well dressed and his horse ... young and in good condition.	be, decide sit fall, see stop, tie be, be
"Don't tie your horse to that tree!" ... the peasant to the newcomer. "My horse ... rather wild, he might hurt yours. I ... you to tie your horse to another tree."	shout be advise
But the rich man ... to listen to the poor man's advice and ... proudly, "I will not take orders from anyone." He ... tying his horse to the same tree. Then he ... down at some distance and ... to eat his lunch.	refuse say finish sit, begin
Before many minutes ... , the men ... a noise that ... them jump to their feet. The horses .... The poor man's horse ... the other so furiously that, before the men ... them, the rich man's horse ... dead on the ground.	pass, hear make, fight attack can stop lie
The rich man ... very angry. "See what your horse ... to mine! You ... for the horse," he ... , shaking his fist at the poor man. "I ... you pay, or you shall go to prison!"	get do, have to pay, cry make

Exercise 8.

Fill in the prepositions where necessary.

The next day the poor man and the rich man appeared ... the judge ([dʒʌdʒ] kohtunik).

"This man's horse killed my horse ... the road yesterday," said the rich man ... the judge. "I demand the price ... my horse. If he cannot pay, he must be sent ... prison."

"Is it true that your horse killed this man's horse?" said the judge ... the poor man. But the man made no answer ... the question adressed ... him.

"Can't you speak?" asked the judge. But the man remained

silent. Many more questions were addressed ... the owner ... the wild horse, but he would not answer ... them.

At last, seeing that it was useless to ask ... any more questions, the judge turned ... the rich man and said. "It is all in vain. This peasant cannot speak."

"But I know he can speak," said the rich man. "He can speak as well as you and me. He spoke ... me ... the road yesterday."

"Is that so?" said the judge. "What did he say ... you?"

"He told ... me not to tie my horse ... that tree," replied the rich man. "He said that his horse might hurt mine."

"Ah," said the judge, "now I see how matters stand. You knew that it was dangerous to tie your horse ... that tree. You knew what might happen ... your horse, and still you tied your horse there. It is not this man's fault that your horse was killed."

Having sent the rich man away, the judge asked ... the poor man why he had refused to speak.

"I wanted you to hear the story ... his lips, not ... mine," replied the man. "I was afraid you might doubt my words."

Exercise 9.

Fill in the following words: *act, bear* (Past), *defence, feelings, idle, outstanding, robes, seeds, toil.*

1. In modern English the noun *clothes* is used instead of ... .
2. Towards the end of the sixteenth century there was quite a number of ... dramatists in London besides William Shakespeare.
3. Shelley wrote some articles in ... of the Irish people who were fighting for national independence.
4. ... is another word for hard physical work.
5. In spring we plant the ... and in autumn we reap the harvest.
6. Two boys were caught in the ... of stealing apples.
7. Don't tell her friend about that, it may hurt her ... .
8. The worker was ... for about twenty minutes because his machine was out of order.
9. The arms that Ivanhoe ... at the tournament were lent to him by Isaac the Jew.

Exercise 10.

Change the sentences. Where necessary, use adverbials of future time in place of the adverbials of past time, as for example *tomorrow, next Sunday (term, month).*

Model: If he had come here *yesterday*, he would have heard the news.
If he comes here *tomorrow*, he will hear the news.

1. If you had offered Salme the ticket *yesterday*, she would have accepted it.
2. If they had stayed a little longer *last Sunday*, they would have seen the races.
3. If your brother had worked harder *last term*, he would have passed the examination.
4. If the new method had been introduced *last month*, they would have got better results.
5. If you had wrapped up those books better, they would not have got wet.

Exercise 11.

Translate the questions.

1. Millise koha omab Shelley inglise kirjanduses? 2. Kus sai Shelley (oma) hariduse? 3. Kui vana oli Shelley, kui ta astus ülikooli? 4. Mille vastu avaldas ta protesti? 5. Mille eest ta ülikoolist välja heideti? 6. Kellega oli noor poeet konfliktis (in conflict)? 7. Mitu aastat rändas ta ühest kohast teise? 8. Millise liikumisega ühines ta Iirimaal? 9. Mis sundis teda Inglismaalt lahkuma? 10. Kas ta pöördus veel kunagi (ever) Inglismaale tagasi? 11. Kuidas Shelley suri? 12. Mida kritiseeris Shelley oma poliitilises luules? 13. Kelle õigusi ta kaitses? 14. Kui kaua uskus ta rahuliku revolutsiooni teooriasse? 15. Mis juhtus Manchesteris 1819. a.? 16. Kas ta kirjutas lüürilisi luuletusi? 17. Kas Shelley oli looduse armastaja? 18. Kuidas iseloomustab (characterize) Marx Shelley't ja Byronit?

EXERCISES TO LESSON 20

Pronunciation Exercise

[ɘ:]

serve	circle	furniture	word	earn
service	shirt	church	work	earth
servant	thirst	purpose	world	learn
prefer	stir	burn	worse	early

fertile	dirty	hurt	worst	earn
German	thirsty	curtain	worth	earth

The servants saw that the furniture and the curtains were burning.

Bert prefers birches to firs.

Those girls learn thirty words of German for every meeting of the German circle.

Exercise 1.

Use the Present Continuous Passive. Translate the sentences.

1. Many houses (build) in Tallinn now.
2. A deep canal (dig) between those two rivers.
3. That question (discuss) at the meeting in the director's room.
4. That speech by Harry Benson (translate) into Estonian for tomorrow's newspaper.
5. A new examination text in Russian (prepare) by Comrade Nittim.
6. The pictures you sent us (examine) by a special committee.
7. Nylon coats and dresses (show) to dressmakers in the hall of our club.

Exercise 2.

Translate, paying special attention to the order of words.

1. Me saime eile tädilt kirja. 2. Nad sõidavad 20. märtsil Rakveresse. 3. Kas te lähete kolmapäeval Elleni sünnipäevale (birthday party)? 4. George ostis eile isa jaoks huvitava raamatu. 5. Me saadame Ainole tuleval nädalal kimbu roose. 6. Becky toob sulle pärast kontserti oma sõnastiku. 7. Ta saab sulle seda reeglit selgitada. 8. Kirjeldage meile oma koolimaja! 9. Ma nägin teie kasvuhoones haruldasi taimi. 10. Kas te ei käinud suvel Pauliga lõunas?

Exercise 3.

Change from the Active to the Passive.

Model: They are practising an English song in that room.
An English song is being practised in that room.

1. She is baking cheese cakes (kohupiimakook) in the kitchen.
2. We are burning dry leaves in the garden.

3. They are emptying your boxes in the cellar (['selə] kelder).
4. He is painting that house on the corner.
5. They are correcting your examination papers (eksamitööd) downstairs.
6. We are organizing a School of Foreign Languages here.
7. She is scolding a boy from our class in the Teachers' Room.

Exercise 4.

Translate.

1. You should read Thackeray's "Vanity Fair" in the Estonian translation. 2. The book might interest you. It is considered to be one of the best novels in nineteenth century English literature. 3. The picture of the social life of the upper classes drawn by Thackeray is realistic. 4. Thackeray's idea that the world is Vanity Fair cannot be accepted. 5. By building up Socialism without help from outside we have shown the world what can be achieved in a comparatively short time. 6. We want everybody to understand that the Soviet Union will never make war on any country, if it is not attacked. 7. Much is being done by the Soviet government to end the cold war.

Exercise 5.

Read the sentences quickly, filling in *all*.

1. We have read that novel. 2. They are at the meeting. 3. You will be able to write that examination paper well. 4. These girls can sing and dance. 5. We were looking for the lost keys. 6. You heard the noise, didn't you? 7. We know that novelist well. 8. You are good musicians. 9. They have much work. 10. We hate tyranny. 11. We have finished the exercise.

Exercise 6.

Translate, paying special attention to the use of the tenses.

1. Loeng oli huvitav. Sm. Tann oli selle (it) hästi ette valmistanud. 2. Meil ei ole täna matemaatikatundi, sest õpetaja haigestus. 3. Elmar kavatseb õppida ajalugu, kui ta lõpetab keskkooli. 4. Nelly saab psühholoogias rahuldava hinde. 5. Meil ei olnud möödunud aastal geograafiatunde. 6. Keemia on mulle alati meeldinud.

7. Kui direktor tuppa astus, parandas eesti keele õpetaja IX klassi kirjandeid. 8. Miks sa puudusid neljapäeval kirjandustunnist? 9. Õpetaja ütles mulle, et ta tahab minuga rääkida. 10. Ta küsis minult, mis on mu lemmikaine.

Exercise 7.

Give quickly affirmative or negative short answers to the following questions.

1. Is "Vanity Fair" a realistic novel?
2. Have you read the book in Estonian?
3. Did you like it? (or: Do you intend to read it?)
4. Is Becky Sharp the central figure of the novel?
5. Had she many friends?
6. Was Becky Sharp a kind girl?
7. Were the Crawleys rich people?
8. Was Sir Pitt's house old-fashioned?
9. Had Sir Pitt any fine horses?
10. Did Becky Sharp like the Crawleys?
11. Do you like them?

Exercise 8.

Fill in the blanks with new words from Lesson 20.

1. On Sundays most places of ... are closed in England. 2. Comrade Lipp paid 300 roubles for that old picture, but it is ... more than three hundred. 3. Who is the ... of the play "Lea"? 4. We can't understand how John can spend so much time playing .... 5. Don't read the book if it is .... 6. Everything was ready for the ... of the guests. 7. When Jack comes home, he takes off his suit and puts on his .... 8. Grandfather is so old that he cannot walk without a .... 9. ... people are never satisfied with what they have. 10. ... cannot be grown in Estonia, our climate is not warm enough. 11. The meat of sheep is called ... .

Exercise 9.

Translate the questions and answer them.

1. Mis oli Becky eesmärk elus?
2. Kus viibis Becky enne, kui ta läks tööle kasvatajana?
3. Keda ta kirjeldab oma kirjas Ameliale?
4. Missugune oli Pitt Crawley?

5. Kuidas sõitis (make the journey) Becky Crawley'de mõisa (country place)?
6. Miks ei saanud ta sõita postitõlla sees (inside the coach)?
7. Kes naeris kogu tee (all the way) Pitt Crawley üle?
8. Mis juhtus, kui nad sõitsid (drive) läbi pargi?
9. Kes näitas Beckyle maja?
10. Missugune oli Crawley'de maja?
11. Mis üllatas Beckyt lõuna ajal (at dinner)?
12. Mida tegid perekonnaliikmed pärast lõunat?
13. Mis kella ajal (at what time) läksid kõik magama?
14. Miks ei saanud Becky (oma) saabumise õhtul oma kirja lõpetada?

Exercise 10.

Use the Past Continuous Passive. Translate the sentences.

1. Grapes (pick) in the greenhouse at three o'clock.
2. A carpet (weave) in that workroom when we entered.
3. A cap (knit) for the baby when it fell ill.
4. Fruit (serve) to the guests when I left the dining-room.
5. The last game of cards (play) when the clock struck twelve.
6. Tobacco (cut) in that room when the fire broke out (puhkes).
7. The hall (decorate) for International Womens' Day when we visited the club.
8. A feature film (show) in the hall when the snowstorm began.

EXERCISES TO LESSON 21

Reading Exercise

1. Read the nouns without the adjectives.
Model: a strong arm — an arm.

a sharp eye, an elder brother, an electric stove, a good actor, a busy inspector, a hardworking agronomist, a higher education, an important question, a long arrow, a short address, a young oak, a ripe orange, a red apple, a soft egg, an open door, a happy end, a good ear, a fine example.

2. Read the following pairs of words with the indefinite article.

... brilliant idea, ... agricultural district, ... active leader, ... kind uncle, ... old aunt, ... unemployed worker, ... easy problem, ... excellent mark, ... rare element, ... outdoor game, ... empty box, ... low armchair, ... English house.

3. [ði] or [ðə]

the early train, the yearly rent, the unknown signature, the well-known scientist, the happy family, the unhappy emigrant, the young artist, the white rose, the Italian painter, the united members, the wide ocean.

Exercise 1.

Translate.

1. Rebecca expected to reach the place before nightfall. 2. She was supposed to teach the girls English literature and French. 3. "You shall not burn the candle after eleven o'clock," said the master of the house. 4. They would sit round the fire after supper, doing nothing. 5. If the gardener gave Rebecca a bunch of grapes, he might lose his job. 6. The grapes were being packed just then, ready for the market. 7. That man ought to pay more attention to his clothes. 8. He should pay his servants higher wages. 9. Rebecca would rather walk in the garden than sit in her cold, fireless room. 10. A peasant would have been punished if he had been seen in the park. 11. You should read that book, it is worth reading. 12. What is the matter with this drawer? It won't open. 13. It was late, but she decided to write a letter instead of going to bed.

Exercise 2.

Fill in the verbs in the Present and Past Continuous Active or Passive.

1. Where are Bill and Tom? They ... firewood in the bushes.	gather
2. They looked on while the ashes	remove
3. The tents ... when we arrived with the provisions.	put up
4. Some pioneers ... the place around the camp.	clear
5. Soon everybody could smell the fish that	cook

6. Where are Ann and Helmi? They ... everything for the guests.	prepare
7. Everything ... for the arrival of the guests.	prepare
8. Some pupils ... the floor of the corridor, and in the classroom the windows	sweep clean
9. Some women ... the cows just now.	milk
10. The cows ... just now, so don't interrupt Ann's work.	milk

Exercise 3.

Change from the Active to the Passive. If the subject is a pronoun, no *by*-phrase is necessary.

1. Griffin discovered a new method of making things invisible. 2. Someone stole some money from the inn-keeper's bed-room one night. 3. He rang the bell three times. 4. Suddenly the man tore off the bandages himself. 5. They removed all the bottles of medicine from his room. 6. Someone called Mrs. Hall into the bar-room. 7. She has prepared no breakfast for the new guest. 8. By that time he had spent all his money. 9. Did she serve him any dinner that day? 10. Did his friends offer him help? 11. He felt that someone was pushing him towards the door. 12. The constable ought to arrest the invisible man.

Exercise 4.

Translate the following:

a) Begin each sentence with the words *I know* ... .

1. ... millist raamatut sa loed.
2. ... kuhu sa tahad homme minna.
3. ... kus sa ostsid need lilled.
4. ... mida ta siis ütleb.
5. ... kui kauaks ta sinna jääb.

b) Begin each sentence with the words *I didn't know* ...

1. ... millal nad siia tulevad.
2. ... kas ta siia tuleb või mitte.
3. ... miks keegi seal ei peatunud.
4. ... kas sa reedel tood selle raamatu mulle.
5. ... mida ta mõtleb meie kingitusest.

Exercise 5.

Read the following direct questions as indirect questions:

1. What do you think about it?	Tell me ...
2. Does he speak French?	You asked me ...
3. What does this word mean?	Ann wanted to know ...
4. Where have you been so long?	She expected me to tell her ...
5. Did they really go there on foot?	I wonder ...
6. When have you met those people?	Enn asked his sister ...
7. Will you do something for them?	I wondered ...
8. Will everything be ready by Wednesday?	She was eager to hear ...

Exercise 6.

Word formation

1. Make nouns from the following adjectives and give their meaning, using the suffix *-ness*.

Model: bitter — bitterness; happy — happiness

clear	dark	greedy	lazy	polite	sick
clever	eager	ill	lovely	sad	ugly
damp	fond	kind	mad	shy	weak

2. The verbs are given below, find the nouns, as for example:

inhabit v. — inhabitant n.

succeed v. — success n.

advise	defend	hate	recommend
arrive	describe	intend	refuse
confuse	direct	invite	serve
criticize	furnish	perform	sympathize

3. Give the meaning of each word a) when used as a noun and b) when used as a verb.

1. He will *support* the family. She needs our *support.*
2. *Push* the cart up the hill? Give it a strong *push.*
3. Who will *dress* the child? The *dress* was made of silk.

4. *Will* you help us a little? She has a strong *will* of her own.
5. Nobody can *force* you to go there. They will not use *force*.
6. Who will *guard* the tents? Who was their *guard*?
7. Their *return* was not expected so soon. He will soon *return*.
8. The steps were made of *cement*. He will *cement* the pieces together.
9. That was an *act* of kindness. They like to *act* in plays.
10. The prisoner's *escape* was soon discovered. Who helped him to *escape*?

Exercise 7.

Change from the Passive to the Active. Use some pronoun or name for the subject of the Active verb where necessary.

1. I was not satisfied with his answers. 2. We were forbidden by our parents to go near the river when the water was high. 3. Two boys were expelled from our technical club last month. 4. That book has been criticized very much. 5. The butter should be kept in a cold place. 6. The milk ought to be boiled at once. 7. Ivanhoe was wounded in the side by the Norman knight. 8. The villagers were often cheated by the miller. 9. Everyone was asked to tell a funny story on the way to Canterbury. 10. England was conquered by the Romans about two thousand years ago.

Exercise 8.

Join the pairs of sentences, using the preposition *instead of* followed by a gerund.

Model: I shall play chess at home. I shall not go to the club.
Instead of going to the club, I shall play chess at home.

1. The Invisible Man left London secretly. He did not pay his debts.
2. He stood at the door and looked at the people. He did not enter the bar-room.
3. Mrs. Hall began to scold Griffin. She would not give him any breakfast.
4. He entered his room through the window. He did not come in by the door.
5. He opened the door and called Mrs. Hall. He did not ring the bell this time.
6. He frightened her terribly. He did not give Mrs. Hall an explanation.

7. The young scientist carried on research work at home. He did not work at a laboratory.

Exercise 9.

Fill in the blanks with new words from Lesson 21.

1. The man's hat was pulled over his eyes and only the white ... round his head were visible.
2. So far all his tricks had been ... and he had escaped punishment every time.
3. Griffin took off his gloves and then seized a piece of bread with his ... hands.
4. "According to the law he will be punished for the ... ," said the lawyer.
5. The constable could not understand Mrs. Hall's ... of how everything had happened at the inn.
6. I'll have to answer the letter, but I shall try to make the ... as short as possible.
7. She had to ... her neck in order to look over the edge of the brick wall because it was rather high.
8. The sun ... so brightly, that we had to look for shade.
9. It is our ... to go on a long walking-tour along the coast next summer.
10. The boy climbed ... until he could reach the apple with his hand.
11. When the children saw the polar bear coming towards them, they all began to ... .
12. They finished their dinner, paid the ... and left the restaurant.
13. When she had read the letter, she ... it to pieces.
14. Take off your heavy boots and put on these house ... .
15. When he heard that terrible noise, he ... to his feet and rushed out of the door.

Exercise 10.

Translate the questions and answer them.

1. Millest oli Griffin väga huvitatud?
2. Mida avastas ta ühel päeval?
3. Kas ta katsed õnnestusid?
4. Miks pidi ta kodunt lahkuma?

5. Kas tal läks korda (manage) oma avastust salajas hoida?
6. Mida kavatses ta Ipingis teha?
7. Kas võõrastemaja omanik võttis ta hästi vastu?
8. Miks hakkas ta uustulnukat kahtlustama?
9. Mis juhtus ühel päeval?
10. Kas külaline oli oma arved regulaarselt tasunud?
11. Miks imestas Mrs. Hall, et noormehel on raha?
12. Kuidas hirmutas teadlane vihast naist?
13. Mille tõmbas mees oma näolt?
14. Mida nägid ja kuulsid inimesed, kes tänaval olid?
15. Miks karjatas Millie, kui ta köögist väljus?
16. Kui palju inimesi kogunes maja ette?
17. Mida kavatses konstaabel teha?
18. Miks pidi Griffin oma riided seljast ära võtma?
19. Miks oli vaja kiirustada?

EXERCISES TO LESSON 22

Pronunciation Exercise

Voiced and voiceless consonants.

The tablets are in the drawer of the dentist's table.
The dramas written by that dramatist are dull.
Most feature films are dubbed now.
How did Griffin dare to tear off his bandages?
Why didn't he pay the bill in the bar-room?
There were bundles of papers in the pockets of Bosinney's coat.
Oliver had a heavy face and a grey beard.

Exercise 1.

Read the sentences quickly, changing them from the Active to the Passive. If the subject is a pronoun, the *by*-phrase is unnecessary.

1. Soames drove Bosinney to the station in a carriage. 2. They paint that summer-house every year. 3. Bosinney spent much time on discussing the plan with Soames. 4. They will build a new road there. 5. Bosinney chose the site for Soames. 6. They send that fellow to London every month. 7. She found a watch in the tram. 8. They will welcome the guests in the hall. 9. They hold a meeting there every week.

Exercise 2.

Read the sentences quickly, changing them from the Active to the Passive.

1. He had finished the plan of the house by the 1st of July. 2. Bosinney has built a nice house for Soames. 3. He has worn that coat a long time already. 4. He said that everybody had praised the plan. 5. We must pay that bill by Friday. 6. We cannot use that building material here. 7. You ought to remove those stones to some other place. 8. You should buy some new instruments for the workers. 9. They told us that they had prepared everything for the experiment. 10. They inform us that they will send us a motor next week.

Exercise 3.

Read quickly, filling in *both*.

1. They were tired in the evening. 2. They enjoyed the beautiful landscape. 3. The workers will take the six o'clock train. 4. We have spoken to the agent already. 5. You know the way to the station. 6. They dislike talking about their personal affairs. 7. We prefer the site on the hill. 8. They are convinced that there will be much trouble because of that accident. 9. They pay a high rent for their rooms. 10. The men have been lawyers for ten years.

Exercise 4.

Translate, using the Passive.

1. Need faktid tehakse teatavaks (known) tuleval nädalal. 2. Pärast õnnetust ei ole antud mingeid (no) selgitusi. 3. Teie artiklit on ajalehtedes kritiseeritud. 4. Noormees ütles, et ta on ülikoolist välja heidetud. 5. Tuleval nädalal võtab esietendusest osa (osa võtma — attend) kolm valitsuse liiget. 6. Lühikese ajaga on meie maal palju saavutatud. 7. Uudis võeti vastu (receive) suure huviga. 8. Seda probleemi arutatakse tuleval teisipäeval. 9. Ma ütlesin talle, et tema ettepanek (offer) võeti juba vastu (accept). 10. Ma lootsin, et tema äraütlemist (refusal) mõistetakse. 11. Millal rakendatakse (introduce) uut meetodit? 12. Kui palju rauamaaki on sel kuul sisse veetud?

Exercise 5.

Read quickly, filling in:

a) *good* or *well*

1. We live in a ... house. It is ... built. 2. I have many ... friends. They know me ... . 3. She speaks English ... . Her French is ... too. 4. J. Smuul writes ... . All his books are ... written. 5. Linda Sild is a ... teacher. She has a ... knowledge of English. 6. Ann is a ... daughter to her parents. 7. Think things over ... before you make a decision.

b) *bad* or *badly*

1. That work is ... done. 2. Tom was often punished though he was not a ... boy. 3. It is difficult to understand people whose pronunciation is ... . 4. Ellen is not ... at heart, but her manners are very ... indeed. 5. No one enjoyed the play. It was ... acted and ... sung. 6. ... company is a dangerous thing for young people.

Exercise 6.

Translate, using the Passive.

1. Meie vastus saadeti teile 30. jaanuaril. 2. See ehitusplats on juba müüdud. 3. Tuleval aastal istutatakse siia sirelipõõsaid. 4. Selles aias kasvatatakse igal aastal palju lilli. 5. Ann ütles, et roosid on juba kastetud. 6. Tuleval aastal ehitatakse siia kolm suurt kasvuhoonet. 7. Mida on sellesse kasti külvatud? 8. Selle puu oksi lõigatakse igal kevadel. 9. Dick ütles, et aeda on puhastatud (clear) kividest. 10. Homme keedetakse (make) nendest apelsinidest marmelaadi.

Exercise 7.

Change from the Active to the Passive.
Model: They showed me some new instruments.
Some new instruments were shown (to) me.
I was shown some new instruments.

1. You gave that boy a knife yesterday. 2. They offered him some interesting work at that factory. 3. She teaches them German now. 4. They promised her a good job there. 5. They showed us

some old pictures that we hadn't seen. 6. The committee awarded the athlete a prize. 7. They will pay him a large sum of money for his services to the factory.

Exercise 8.

Translate.

1. Hilda Frost was accused of taking the money. 2. That story cannot be believed. 3. The medicine recommended by that doctor cured Mother of her headaches. 4. Children should go to bed early. 5. Grandmother would sit near the stove all day. 6. Having lost the key to his room, Lembit could not get in. 7. Everybody wants Allan to succeed in getting the first prize. 8. Boys and girls are expected to be polite to their teachers and parents. 9. Let's go and talk to the girls sitting in the shade of that big oak-tree. 10. If we knew Kate's address, we would go to see her. 11. Kindly return the books I lent you last week. 12. I cannot accept the job offered to me. It is too difficult for me. 13. When I was at school, my friend used to correct my mistakes in pronunciation.

Exercise 9.

Fill in new words from Lesson 22.

1. In our country, land is the ... of the people. 2. We have heard of your ... to go to live in the country. 3. He has lived many years in England and his knowledge of the language is .... 4. Why did you ... your head if you do not agree with me? 5. Paul is going to take Stella to the theatre. He will ..... her at half past six. 6. Mike sees his brother so seldom that he doesn't know anything about his brother's .... 7. Books are so expensive in England that few people can ... to buy them. 8. The girl's face ... when she understood that we did not believe her. 9. Let's go home now, I'm ..... tired already. 10. The soldier's head is bandaged because he was wounded in the .... 11. Soames was eager to ... things that other people did not ....

Exercise 10.

Answer the questions.

1. Why did Soames Forsyte call for Bosinney on Sunday? 2. How did they go from the station to the building site? 3. What

was the weather like? 4. What did Soames notice as he walked at Bosinney's side? 5. Why didn't Soames want Bosinney to speak about the house to anyone? 6. What was the land-agent's name? 7. What did the agent's wife give them? 8. What did Bosinney do after lunch? 9. What did Soames do after lunch? 10. Which sites were the dearest? 11. Had Soames chosen a site at the top of the slope? 12. Where did Soames find the architect when he left the agent's cottage? 13. Why did Bosinney recommend Soames to take the site on the slope? 15. What was Soames' answer? 16. Which site did Soames take after all?

EXERCISES TO LESSON 23

Reading Exercise

[i:] or [e]

heat	measure	east	scream	cream
heavy	death	head	wealth	meaning
healthy	dead	breath	leather	breakfast
stream	lead	breathe	weather	meadow

Exercise 1.

Put in the commas where necessary.

1. We went to Viljandi on Tuesday the second of June. 2. As we arrived rather late we went straight to our cousin's house. 3. When we had had supper our cousin said "Tomorrow we shall show you the town." 4. His younger brother Harold promised to take us to the lake. 5. He said that a new cinema had recently been opened in the town. 6. The old woman sitting at the table was Aunt May their father's sister. 7. Having got up early the next morning we were ready to go out at half past nine. 8. Everything seen that day interested us greatly. 9. We bought some picture postcards which we intended to send home to our parents. 10. "After dinner you might go to the cinema" said Uncle John. 11. Being the youngest in the family Harold was sent to buy the tickets. 12. The boy went out at once but he soon returned and said that there were no more tickets.

Exercise 2.

Change the sentences.

Models: a) Is this your knife?
Is this knife yours?
b) Does this pen belong to you?
Is this pen yours?

1. Are these your gloves? 2. Will this be my place? 3. Are these our things? 4. Were those your slippers? 5. Does this bicycle belong to him? 6. Which room belongs to them? 7. Does this umbrella belong to her?

Exercise 3.

Change from the Active to the Passive. If the subject is a pronoun, no *by*-phrase is necessary.

A. 1. The school sent George and the other boys to the O.T.C. 2. They drilled the boys there a couple of hours every day. 3. The director reprimanded some of the boys for using slang. 4. They must stretch both sides of the tent as far as possible. 5. George recited the poem very well. 6. He had torn a page out of his painting-block. 7. They put out the fire in less than an hour. 8. Most of the boys enjoyed camp life.

B. 1. You should not give up systematic study. 2. They must not neglect the pronunciation of those difficult sounds. 3. Somebody has closed the box-office already. 4. The bad acting may disappoint your friend. 5. The noise will confuse the child. 6. The shop-assistant will wrap up the soap and toothpaste for you. 7. The frost may prevent them from playing the last match. 8. Our collective farm has already surpassed the other collective farms in the production of meat. 9. The dairy workers are weighing the milk just now.

Exercise 4.

Put in the commas where necessary.

A. 1. He can show you all that is worth seeing in the town because he has lived there all his life. 2. As he had lived in the town for many years he knew it very well. 3. When he received our telegram he came back at once. 4. He did not return until he received the telegram. 5. Now I remember that I have read this book. 6. Would you like to know what I think of it? 7. He always

raises his hat when he meets me in the street. 8. When he entered the room he greeted everyone. 9. If I were you I should buy that dictionary. 10. I would have come earlier if you had told me that you could not be there at nine.

B. 1. The river which we shall have to cross is not very wide. 2. The Volga which is the longest river in Europe flows into the Caspian Sea. 3. Ellen Smith who sang at the concert last night is still quite young. 4. The young man who sang "O, My Baby" is a student of the music school.

Exercise 5.

Translate the following:

a) Begin each sentence with the words *We knew* ...

1. ... et see raamat ei ole huvitav.
2. ... mida sa ütled selle kohta (to that).
3. ... kuhu nad on läinud.
4. ... millal kontsert algab.
5. ... millest nad kõnelesid.
6. ... keda te kutsute (invite).

b) Begin each sentence with the words *They wanted to know* ...

1. ... kuidas meile see jutt meeldib.
2. ... kui kaugel me elame.
3. ... kuhu poisid olid läinud.
4. ... millal nad tagasi jõuavad.
5. ... miks õnnetus oli juhtunud.
6. ... kes mängu võitis.
7. ... kas sa uisutada oskad.

Exercise 6.

Change the sentences, using *succeed in* (doing something).

Model: The boys in the boat managed to avoid the rocks in the river.
The boys in the boat *succeeded in avoiding* the rocks in the river.

1. At last I managed to make them understand the beauty of that poem.
2. At last she managed to find the words in her dictionary.
3. In the end, Helmi managed to pack all her things into one suitcase.
4. After some work and worry, George managed to paint a good landscape picture.

5. That day he managed to kill only two wood-pigeons.
6. He managed to write only fifty lines of Greek in an hour.
7. That day he managed to run up to his room unnoticed (märkamatult).
8. At last his mother managed to get a gun licence for him.
9. She managed to send him to a training camp in July.

Exercise 7.

Read these sentences in the form of indirect speech, making the necessary changes in the personal and possessive pronouns.

1. "I am going to the cinema with my brother." (She says . . .)
2. "I shall take my family to the seaside." (He says . . .)
3. "My sister has not finished her homework yet." (Harry says . . .)
4. "My brother passed his examination very well." (Mary tells me . . .)
5. "I have written a letter to my cousin." (Hilda says . . .)
6. "I have written letters to several of my friends." (Arthur tells me . . .)
7. "We shall go to see our aunt next Sunday." (They say . . .)
8. "We have finished all our exercises already." (They tell us . . .)

Exercise 8.

Change the sentences.

Model: a) He will come if he has time.
b) He would come if he had time.
c) He would have come if he had had time.

1. George will continue his studies it he passes the examinations well. 2. If he is old enough, he will get a gun licence. 3. If the boys disobey, they will be sent to the geography class. 4. The pupils will be reprimanded if they are late. 5. If that boy refuses to take part in the drills, his conduct will be considered bad.

Exercise 9.

Fill in the articles where necessary.

One day . . . unemployed worker was walking along . . . street in . . . London, looking for . . . work. In his pocket he had only two or three pennies, not enough for . . . meal.

Passing ... eating-house, he stopped to look in at ... window. As he had eaten nothing that day, ... smell of ... fried meat made his mouth water. So he stood near ... open door, enjoying ... smell of ... food. ... hungry man imagined himself eating ... good dinner. But just then ... owner of ... shop came to ... door and looked out. When he saw ... man standing there, he said angrily:

"You must pay me half the price of ... dinner because you have enjoyed ... smell of one."

Hearing this, ... man took out his pennies and jingled them in his hand.

"Did you hear that?" he said and put ... pennies back in his pocket. "Now my debt is paid. ... sound of ... money pays for ... smell of ... food."

Exercise 10.

Put in the commas where necessary.

Pat lay in bed waiting for the clock to strike ten. When the clock began to strike he got up and went down to the kitchen trying to make as little noise as possible. He intended to go for a walk with Jean a girl whom he had met at a school party. While he was putting on his boots in the kitchen he suddenly heard a loud knock at the door. At first he thought that it was his elder brother Bob who had gone to a meeting of the strike committee. But just then somebody shouted "Open the door at once!"

As nobody opened the door the lock was broken and in came four armed men. They had come to arrest Bob they said. While they were searching the house Pat tried to get away but one of the men caught him in the yard and brought him back.

In one of the men Pat now recognized Jean's brother whom he had seen once or twice before. Then quick as lightning the thought came to Pat: Jean's family is on the side of the enemies of the workers.

Having searched the house and found nothing the chief of the armed men began to question Pat about Bob and the other members of the strike committee. Understanding the danger the boy was very careful in his answers and they learned nothing from him. At last the four armed men went away but they threatened to come back.

Only an hour had passed since Pat had got up in order to go for a walk with Jean but how much had happened in that short period of time!

Exercise 11.

Fill in the blanks with new words from Lesson 23.

1. He made a brave ... to save the box of instruments when the boat turned over on the lake yesterday.

2. My uncle was taken to hospital this morning, and he had to ... an operation at once.

3. If you neglect your studies now, you will not get your ... at the end of the term.

4. Tom had several bad marks in his report that month, which was a ... to the whole group.

5. That season Jack and Fred were our champions and the ... of our school.

6. One stands on one's feet and ... on one's knees.

7. In school-boy ... there are many words and expressions which cannot be found in an ordinary dictionary.

8. Not all the words ending in the suffix *-ly* are adverbs, as for example the word ..., which is an adjective from the noun *man*.

EXERCISES TO LESSON 24

Reading Exercise

Read the words.

height	idle	confusion	unconscious	pigeon
honest	able	provision	patience	nephew
hour	cycle	decision	patient	cousin
courage	table	musician	impatient	conquer
architect	contrast	adventure	dictionary	waltz
possess	conflict	picture	tradition	bush
possessive	conduct	furniture	attention	reprimand

Exercise 1.

Put the commas where necessary.

1. Dick wondered if his telegram had arrived in time. 2. His mother said "Take a seat Dick." 3. Alice returned holding a yellow envelope in her hand. 4. Mr. Baxter took the book lying on the table in front of him and began to read it. 5. If the telegram had arrived in time the Baxters would have gone to meet Dick at the station. 6. Dick spoke slowly choosing his words with care. 7. When Patricia Hemans came in the Baxters were having tea. 8. Patricia asked Dick about his journey home and he was able to have a good look at her. 9. This discovery made him feel that at last he was no longer a stranger but a member of the family circle. 10. When one tries to explain things to others one never knows how things will be understood. 11. Alice was sure Patricia would come with her if she was at home. 12. The tram approaching the stop was going in the opposite direction.

Exercise 2.

Translate.

1. See puusepp teeb meile tuleval kuul pingi. 2. Insener ütles, et tema töö on väga raske. 3. Me teadsime, et ta on lõpetanud tehnikumi. 4. Bob tegi sel nädalal palju tööd. 5. Vaata, missuguse ilusa liblika nad kinni püüdsid! 6. Kuula, ööbik laulab sirelipõõsastes! 7. Kust sa ostsid selle joonistusploki? 8. Teine vahetund algab harilikult kümme minutit enne kümmet, kuid täna algab ta viis minutit varem. 9. Ta ütleb, et ta on kaotanud oma juhiloa (driving licence). 10. Poiss oli kindel, et direktor teda karistab. 11. Kui sa tuled pool kümme, me teeme selle töö koos. 12. Kui me klassi astusime, kandis Betty ette üht Shelley luuletust. 13. Õpetajale ei meeldinud pilt, mille Lembit oli maalinud. 14. Mida te olete kuulnud nende poiste käitumise kohta? 15. Hilda lubas tulla kolmveerand kuus, kuid ta ei ole tulnud. Ei tea (I wonder), kas ta hilineb või (kas) ta ei tule.

Exercise 3.

Translate.

When?

1943. aastal	ühel soojal kevadpäeval
jaanuaris	maikuus

esmaspäeval
teie saabumise päeval
esimesel aprillil
kümme minutit pärast kahte
tuleval nädalal
möödunud aastal
sel kolmapäeval
2. juunil 1959
reedel, 1. juulil 1960
neljapäeval, 13. märtsil 1958
teisipäeval
kell 6 õhtul
kaks minutit enne seitset
1960. aastal
igal laupäeval
möödunud kuul
tuleval pühapäeval
12. veebruaril 1930
teisipäeval, 17. juunil 1958
laupäeval, 9. aprillil 1960

Exercise 4.

Fill in *mine, yours, his, hers, ours, theirs.*

1. You neglect your work, but Pete doesn't neglect ... . 2. I have shown my driving licence to the inspector, but you haven't shown ... . 3. Harry took his suitcase and I took ... . 4. You will call for your friends and Kate will call for ... . 5. You don't like to speak about your affairs and we never speak about ... . 6. I have sold my camera. Paul and Mike, are you going to sell ...? 7. We have no English grammar. We shall ask our friends to give us ... .

Exercise 5.

Change the sentences.
Model: He says *he will not betray* his comrades.
He says *he is not going to betray* his comrades.

1. Dick says that it will rain today. 2. He says that he will send his parents a telegram. 3. Don't go to the kitchen. Dick will show us the presents he has brought. 4. Mrs. Baxter said, "Now I shall unpack your things, Dick." 5. Mother says that she will make tea now. 6. You needn't hurry. We shall not wait for you. 7. Make a fire in the kitchen range. We shall fry some eggs. 8. Cover the sick child well. I shall air the room now.

Exercise 6.

Translate.

1. That industrial district is known to be in ruins. 2. Many of the English soldiers sent to Burma died of fever there. 3. The man dozing in the corner of the railway carriage was a demobilized

soldier. 4. If Dick had taken a taxi (['tæksi] takso), his clothes would not have got wet in the rain. 5. Having taken off his wet coat, Dick did not know where to put it. 6. The years of war cannot be forgotten. 7. There are still many things in the world that should be changed. 8. Mr. Baxter wanted Dick to return to the mine. 9. Dick asked his father if things had changed much at the mine. 10. Patricia did not expect Dick to marry her.

Exercise 7.

No or *not*

Make the sentences negative.

1. There was a camera on the table. 2. The young man had a suitcase with him. 3. There was a red signal at the corner. 4. That young miner does his work well. 5. There was a blanket on the bed. 6. Dick's friend was a dentist. 7. Patricia Hemans was a factory-girl. 8. There is a way out of the situation. 9. The other young man in the carriage was a demobilized soldier. 10. These soldiers do physical exercises every morning.

Exercise 8.

Fill in the blanks with prepositions where necessary.

1. Wait ... me. 2. Ask Jim ... a pencil. 3. What happened ... you? 4. What are you interested ...? 5. I want to talk ... you. 6. Don't laugh ... them. 7. Look ... the blackboard. 8. Explain the rule ... us. 9. Stay ... home. 10. Send ... the doctor. 11. We cannot agree ... you. 12. They have reached ... the top of the hill already. 13. She wants to get rid ... her headaches. 14. That family consists ... three people. 15. She succeeded ... finding her friends. 16. We were prevented ... coming. 17. Don't separate the child ... its mother. 18. Who will look ... the sick child today? 19. Where did you look ... the lost eye-glasses? 20. You must take part ... our work. 21. Will you attend ... the meeting? 22. When did you arrive ... Tapa? 23. How did you get ... that village? 24. ... whom does this picture belong? 25. Describe your schoolhouse ... us.

Exercise 9.

Put the commas where necessary.

Before George Winterbourne was sixteen he had read through most of the English poets. Having no one to talk to openly no one from whom he could learn what he wanted to know he had turned to the English poets and painters and they had become his real friends. The other boys at school were good enough fellows but the things that were very important to George meant nothing to them. When George was fifteen he knew what he wanted to say in paint but he couldn't say it.

One day Mr. Slush a well-known writer of that time said to George's mother "There's something in that boy of yours Mrs. Winterbourne. He'll do something in the world."

"Oh do you think so Mr. Slush?" said George's mother who was flattered by the writer's words. "He's just a healthy, happy schoolboy trying to please his mother."

"I believe that there's an artist in him" said Mr. Slush.

But Mrs. Winterbourne exclaimed "If I thought that I would beat him till all such nonsense was beaten out of him."

Exercise 10.

Fill in the blanks with new words from Lesson 24.

1. Your dress will soon be dirty if you don't wear an ... in the kitchen. 2. Wanting to take off his coat, the Invisible Man began to ... it quickly. 3. Everybody ... when they saw the headless figure. 4. The mother ... and kissed the child. 5. John was angry with his friend and was about to give him a sharp answer, but he ... himself and said calmly, "We must blame ourselves for what happened yesterday." 6. Is the word "politeness" ... to all of you? 7. William must go to a meeting at eight. ... him of it. 8. It has always been the aim of the Soviet government to ... the living and working conditions of the population. 9. The ... of secondary education will give the young people of the Soviet Union more skill and knowledge. 10. The peoples of the world are ... ... to the time when there will be no wars. 11. The ... between the West End and the East End of London is extreme. 12. In our country the land was ... after the Great October Socialist Revolution.

Exercise 11.

Translate the questions and answer them.

1. Kas Dick Baxter tuli koju suvel või sügisel? 2. Missugune oli ilm tema saabumise päeval? 3. Kas keegi tuli talle vastu? 4. Miks oli Dick pettunud? 5. Kui kaua tuli tal trammi oodata? 6. Missuguse trammiga ta sõitis? 7. Miks kõndis ta kiiresti, kui ta trammilt maha läks? 8. Kes avas temale ukse? 9. Kas Alice tundis oma venna kohe ära? 10. Mida tegi Dick, enne kui ta ema embas? 11. Miks ütles Mrs. Baxter, et ta on narr? 12. Mida tegi Mr. Baxter, kui Dick saabus? 13. Mida kavatsesid Dick ja Patricia teha reedel? 14. Mida küsis Patricia Dickilt, kui nad kõndisid tänaval? 15. Mida oli Dick otsustanud teha? 16. Miks ei tahtnud Patricia, et Dick läheks tagasi kaevandusse? 17. Missuguse küsimuse esitas Dick Patriciale? 18. Milline oli Patricia vastus? 19. Miks oli Dick õnnetu? 20. Miks oli ta otsustanud kaevandusse tagasi minna? 21. Mida mõistis Dick varsti?

TEXTS FOR TRANSLATING WITH A DICTIONARY

THE ENGLISH LANGUAGE

We may divide the history of English into three periods, viz. Old English (up to c. 1150), Middle English (c. 1150 — c. 1450) and Modern English.

The history of English begins with the invasion of Britain by the Anglo-Saxons. The earliest invaders were Jutes, who occupied the southern part of England in the middle of the fifth century. The Jutes were followed by the Angles and Saxons, who, in the course of two centuries, conquered almost the whole of the country.

The language spoken by the invaders belonged to the great Germanic family of languages; its nearest relations are Dutch and various dialects spoken in North Germany.

Old English differed greatly from Modern English. It had the same complicated gender system as the other European languages. Nouns, adjectives and pronouns were declined. There were four cases (nominative, genitive, dative and accusative), and the case-endings were numerous. The verb had only two tenses, the present and the past.

For almost three centuries after the Norman Conquest in 1066, two languages were spoken in England — French at the court, among the nobility and in administration circles; English — by the common people.

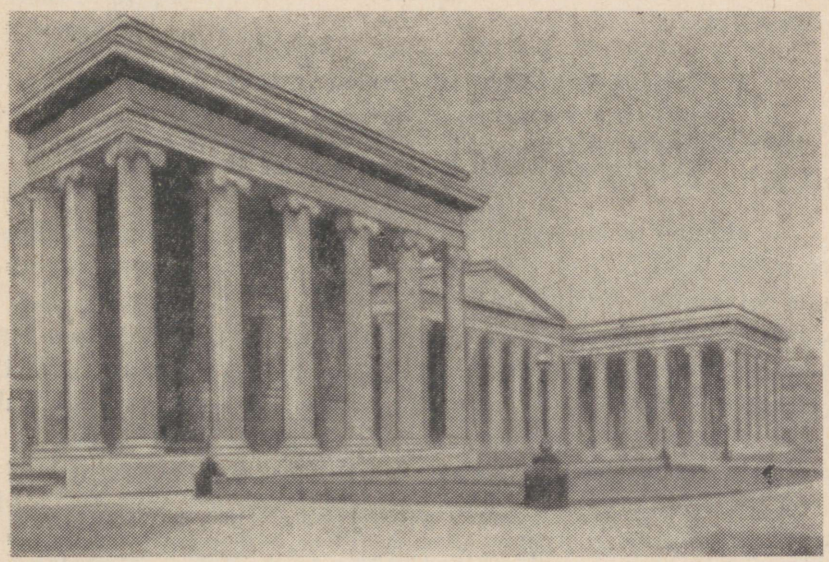
In the struggle between the two languages, English and French, the English language was victorious. The number of French loan-words is very large in English, but the grammatical structure of the language has remained Germanic, though great changes took place during the Middle English and Modern English periods. Already in Middle English the system of the declension of nouns and adjectives was greatly simplified, and in Modern English very little is left of the Old English case-endings.

The vocabulary has increased from about 20,000 words of Old English to more than 400,000 registered in the Oxford English Dictionary.

Old English and Middle English were read phonetically, i. e. the sounds corresponded to the letters: *time* was read [tiːmə] in Middle English, *was* [was], *tooth* [toːθ]. In the Modern English period great changes have taken place in pronunciation which are not reflected in spelling. That's why it is so difficult for foreigners to read and write English.

THE BRITISH MUSEUM

The British Museum, which was founded in the year 1753, is situated in London. It is the largest national museum in England and is considered to be one of the richest in the world.



The museum and its court-yards occupy an area of about seven acres. The front of the building, including the wings, is three hundred ninety feet in length, and is surrounded by forty-four columns, each of which is forty-five feet high, with a diameter of

five feet at the base. The portico is decorated with a group of figures in stone, representing the progress of civilization.

The British Museum has a rich collection of antiquities: coins, medals, maps and drawings. The museum is especially famous for its library of about five million ancient and modern books. There is also a large collection of valuable manuscripts and about ten thousand books which were printed before the year 1500. The unique collection of about two thousand written scrolls of papyrus was brought from Egypt when it became a British colony in the nineteenth century.

From the biography of Karl Marx we learn that he was often seen working in the Reading Room of the British Museum during the years he lived as an emigrant in London. In May and June of 1908, Lenin also spent much of his time in the Reading Room.

In 1941, during one of the many German air raids on London, a bomb struck the building of the British Museum and about a hundred and fifty thousand books were destroyed by fire.

ANGLO-SOVIET CULTURAL EXCHANGES

From an Article by H. Campbell Creighton ['kreitn], Secretary British Society for Cultural Relations with the U.S.S.R.

The signing of an agreement on Anglo-Soviet cultural exchanges in the first half of 1959 opens a new period in cultural relations between our two countries.

Far-sighted people in Great Britain have long recognized the value of cultural links with the U.S.S.R., and, as far back as 1924, a group of English writers, artists, architects and professional people came together to form a society to promote exchanges.

It is quite fashionable today, in 1959, to recognize the contribution that Soviet scientists are making to world knowledge, and the importance for British science, business and industry, of knowing Russian and keeping abreast of technical developments in the U.S.S.R. In 1924, this was far from the case. But there were people who had eyes and could see.

In an article published in the "Manchester Guardian" in 1926 the late Professor L. Abercrombie (then President of the British Society for Cultural Relations with the U.S.S.R.) remarked that

Russia was making history in literature, in the theatre, in painting, music, mathematics and science. Professor Abercrombie's remarks of 1926 are even more true today. Then the Soviet economy was only just recovering from the destruction of the First World War and the Civil War. The five-year plans still belonged to the future. The building of socialism had scarcely begun, and was the subject of acute political and theoretical controversy. The census of 1926 revealed that the urban population was only about a sixth of the total, and the towns were as small islands in a vast sea of unorganized, backward peasants.

How different today! The census of 1959 reveals the Soviet Union on the verge of becoming an urban civilization, with nearly half its 208 million people living in cities. In these teeming cities, factories and mills turn out a stream of goods, making the U.S.S.R. the second greatest industrial power in the world. What tremendous labour has been performed, changing the countryside, bringing hundreds of new towns into being, educating millions upon millions of people!

(abridged)

FROM THEODORE DREISER'S LETTER

to W. Z. Foster, Chairman of the Central Committee of the Communist Party of the U.S.A.

Hollywood, California,
July 20, 1945.

Dear Mr. Foster,

I am writing this letter to tell you of my desire to become a member of the American Communist organization.

This request is rooted in convictions that I have long held and that have been strengthened and deepened by the years. I have believed intensely that the common people, and first of all the workers — of the United States and of the world — are the guardians of their own destiny and the creators of their own future. I have endeavoured to live by this faith, to explore its full meaning in the lives of men and women.

It seems to me that faith in the people is the simple and profound reality that has been tested and proved in the present world crisis. Fascism derided that faith, proclaiming the end of human rights and human dignity.

But the democratic peoples of the world demonstrated the power that lay in their unity, and a tremendous rôle was played in this victory by the Soviet Union.

Communists all over the world have played a vital part in welding the unity of the peoples that insures the defeat of fascism. Theirs were the first and clearest voices raised against the march of aggression in China, Ethiopia and Spain.

During the years when fascism was preparing for its projected conquest of the world, American Communists fought to rally the American people against fascism. They saw the danger and they proposed the remedy. Marxist theory enabled them to cast a steady light on the true economic and social origins of fascism; Marxism gave them also a scientific understanding of the power of the working people as a force in history which could mobilize the necessary intelligence, strength and heroism to destroy fascism, save humanity and carry on the fight for further purposes.

More and more it is becoming recognized in our country that the Communists are a vital and constructive part of our nation, and that a nation's unity and a nation's democracy is dangerously weakened if it excludes the Communists.

These historic years have deepened my conviction that widespread membership in the Communist movement will greatly strengthen the American people together with the anti-fascist forces throughout the world, in completely stamping out fascism and achieving new heights of world democracy, economic progress and free culture. Belief in the greatness and dignity of Man has been the guiding principle of my life and work. The logic of my life and work leads me therefore to apply for membership in the Communist Party.

Sincerely,
Theodore Dreiser

(abridged)

SPUTNIKS AND LUNIKS

by Dr. E. H. S. Burhop

The accuracy with which the space vehicles fired by Soviet rockets have been put into orbits prescribed for them has earned a great deal of admiration from scientists in the West.

Both Soviet and American technicians have succeeded in getting satellites into orbits around the sun.

To get a satellite into the neighbourhood of the moon is a more difficult task because the speed and direction of the firing must be controlled very accurately. The satellite is first put into a closed orbit around the earth. Then, at a certain stage, probably when it is passing through the point of its orbit closest to the earth, the final-stage rocket is fired to increase its speed.

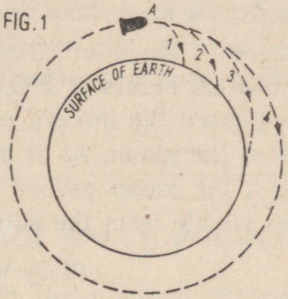


Fig. 1. Missile launched from point A above the earth with increasing speed follows orbits 1, 2, and 3. Finally, when the launching speed is 17,700 miles per hour, the missile goes right round the earth in a circular orbit and becomes a satellite (orbit 4).

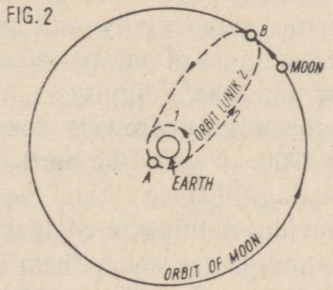


Fig. 2. Hitting the moon — 1 is the initial closed orbit of rocket about the earth. At *A* the last stage is fired and rocket goes into orbit 2. At *B* it is moving at about 450 miles per hour almost parallel to the moon. The moon moving on its orbit at 2,270 miles per hour, overtakes the rocket and a hit occurs.

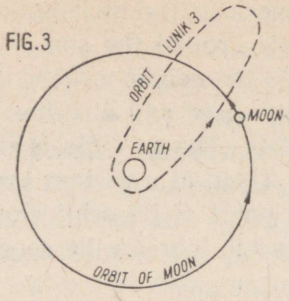


Fig. 3. Looping the moon — the satellite is put into an elliptical orbit with farthest and nearest points at 290,000 and 25,000 miles from the earth. When it passed the moon's orbit the first time, it went within 4,000 miles of the moon. As it passed on, moving at about 500 miles per hour, the moon passed under it so that the far side of the moon was visible from the satellite.

(Daily Worker, October 10, 1959)

IN THE NAME OF PEACE

by Archie Johnstone

The Soviet people, in whose hearts the North Atlantic Pact was expected to strike terror were calmly and proudly going from victory to victory over the forces of nature and over everything that limits man's happiness and man's dignity.

I am thinking of the mighty projects for re-making nature which were started in 1950. It would be hard to find words which could exaggerate their significance. Even the word "historic" is inadequate; history provides nothing to compare with them.

The first point of significance about them is that such mighty projects are possible only in a Socialist country where planning is for the people.

The second great point of significance is that the Soviet socialist plan is a plan of peace, a plan for peace, a plan which needs one thing above all others — peace.

Some readers may wonder why I stress what are to them obvious facts about the peaceful significance of socialist planning.

But in this book I am speaking to two audiences at once, one in the socialist world and one in the capitalist world. And matters which hardly need be mentioned to that first audience must be emphasized to that second audience which has to fight against a never-ceasing campaign of suppression, distortion and falsehood. Socialist planning is planning for peace — no one with any knowledge of the facts would dare to dispute that statement. Yet if that one simple, commonplace truth were made generally known to the peoples of Western Europe, the peoples of Western Europe would recognize their rulers as war-mongering liars and throw them out and rid the world of the menace of war. Small wonder, then, that the warmongers consider as their most valuable weapon their propaganda machine — the weapon with which they try to kill their greatest enemy, truth.

(abridged)

THIRD SOVIET SPACE ROCKET IN FLIGHT

In accordance with the planned programme of scientific research on October 7 at 6:30 a. m., instruments on the automatic interplanetary station were switched on to obtain a photograph of the invisible part of the moon with subsequent transmission of this image to the earth.

For photographing the moon, the automatic interplanetary station was equipped with a system of orientation and phototelevision apparatus with special devices for automatic treatment of the film.

The photography process was timed so that the station in its orbit was between the moon and the sun with about 70 per cent of the invisible side of the moon illuminated. The station was then at a distance of 60 to 70 thousand kilometers from the lunar surface.

The moon was photographed for about 40 minutes. Treatment of the film (development and fixing) was accomplished automatically on board the interplanetary station.

The signals of the photographic images of the moon were transmitted to earth by means of a special electronic system.

The U.S.S.R. Academy of Sciences set up a committee to give names to the craters, mountain chains and other features of the invisible part of the moon.

Operation of the automatic interplanetary station during the first circuit has shown that:

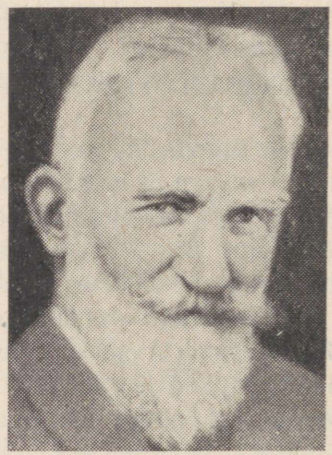
the flight of a space vehicle over a complex, pre-calculated orbit has been successfully accomplished; the problem of orientation of a vehicle in space has been solved; radiotelecommunication and the transmission of television images over cosmic distances has been accomplished; an image of the hidden side of the moon hitherto inaccessible to investigation has been obtained together with a number of other scientific results.

(Culture and Life 11, 1959)

BERNARD SHAW, THE SOCIAL REFORMER

The importance of most of the plays of Bernard Shaw lies in their social ideas. In his comedies the questions of property, marriage, education, religion and science are dealt with.

By exposing the evils of our civilization Bernard Shaw hopes to stimulate the desire for reform.



He holds the view that money is the root of all evil. He considers the right to a sufficient income to be as sacred as the right to live. Our present system of the distribution of wealth is monstrously wrong, he says. There are people who do not work, but live in luxury, while others, who work, must starve. In "Cashel Byron's Profession" Bernard Shaw says of the heroine that her

annual income was equal to the income of five hundred workmen. How can such a state of things be remedied? Bernard Shaw suggests that everybody should work and earn his income. We should work for the benefit of our country, and the latter should take care of us. But what is to be done with those who refuse to work for their living? They should be compelled to work by the government, says B. Shaw.

The capitalist is considered by Shaw to be a robber, who lives at the expense of his fellow men. Capitalism creates fear because those who possess money are afraid of losing it. Money divides people into classes, and a constant war is going on between them. Law and order are nothing but institutions which are intended to keep the opressed and the poor in subjection.

In "The Doctor's Dilemma" B. Shaw attacks the medical profession. What most patients need, says B. Shaw, is not medicine, but more leisure, better clothes, better food and better ventilation in their homes.

Social reform goes together with religious reform. The historical form of christianity suits the ruling classes admirably, but it is of no use to the poor and the oppressed, says B. Shaw.

FROM "THE NOVEL AND THE PEOPLE"

by Ralph Fox

(1900—1937)

I

Marxism is a materialist philosophy. It believes in the primacy of matter and that the world exists outside of us and independently of us. But Marxism also sees all matter as changing, and accepts nothing as immutable.

"Being determines consciousness" is the Marxist definition of the relation between matter and spirit. This must be the basis of the artist's creative work whether it is his actual view or not. For all imaginative creation is a reflection of the real world in which the creator lives. It is the result of his contact with that world and his love or hatred for what he finds in that world.

Marx certainly believed that the material mode of life determined the intellectual. But he never for a moment considered that the connection between the two was a direct one, easily observed and mechanically developing.

II

The difficulties facing the serious writer today are profound ones. A writer more than any other artist expresses his country. His novels are translated and read throughout the world. The England of yesterday was judged abroad by Wells, Kipling, Galsworthy and Conrad. The England of today is judged by Huxley chiefly, and after him by a few younger writers.

The novelist, therefore, has a special responsibility both to the present and the past of his country.

The point which troubles the mind of the writer today is the social question. Can a novelist remain indifferent to the problems of the world in which he lives? Can he shut his ears to the clamour of preparing war, his eyes to the state of his country, can he keep his mouth closed when he sees horror around him?

More and more novelists understand that they live in a time in which the fate of humanity is being decided. They are aware that there are two important views as to the future of civilization. One view believes that civilization will continue to develop on the basis of private property, war and insane egoism expressed in the dictatorial state. The other view believes that humanity is fighting for new values, based on social property, which shall banish war, destroy nationalism, and replace it by the free growth of healthy nations co-operating with one another in a world civilization.

Most writers, to a greater or less degree, incline to the second view. Some of them, more clear-sighted than others, feel that such a new civilization will come largely as a result of the struggle now being led by the working class and that the beginning of that new civilization is already apparent in the Soviet Union.

(abridged)

LIVE AS GOOD NEIGHBOURS

(From the Summary of N. S. Khrushchov's Speech held at the Press Club in Washington, U.S.A., on Sept. 16, 1959)

Above all I should like to stress that we have come to you with the very best intentions and in all sincerity. We have brought with us a feeling of friendship for the American people and a sincere desire to secure an improvement in relations between our countries and the consolidation of world peace. This is the main object of our visit.

We should like to meet an agreement with your Government on vitally important questions. Such questions are many. But of these I should like to mention, in the first place, questions relating to the easing of international tension and the termination of the cold war, disarmament, the peace treaty with Germany, world trade, and the improvement of relations between our countries.

The best and most reliable method of making war impossible is to place all countries, without exception, in a position in which they will have no means of warfare at their disposal, in other words, to solve the disarmament problem.

The Soviet people long ago made their choice in favour of peace. We are sure that the American people also want peace. But if our interests coincide in the most important thing, the question of safeguarding peace, then we have to march shoulder to shoulder and join our efforts and energies to secure a decisive change in the climate of international relations. So let us think about how to achieve Soviet-American co-operation.

As for the Soviet Union, it is prepared to examine any proposals which may promote the establishment of good-neighbourly relations between the U.S.S.R. and the U.S.A.

(Moscow News)

GEORGE GORDON BYRON
(1788—1824)

THE GLADIATOR

FROM "CHILDE HAROLD'S PILGRIMAGE"

I see before me the Gladiator lie:
He leans upon his hand — his manly brow
Consents to death, but conquers agony,
And his drooped head sinks gradually low —
And through his side the last drops, ebbing slow
From the red gash, fall heavy, one by one,
Like the first of a thunder-shower; and now
The arena swims around him — he is gone,
Ere ceased the inhuman shout which hailed the wretch who won.

He heard it, but he heeded not — his eyes
Were with his heart, and that was far away;
He recked not of the life he lost nor prize,
But where his rude hut by the Danube lay,
There were his young barbarians all at play,
There was their Dacian mother — he, their sire,
Butchered to make a Roman holiday —
All this rushed with his blood — Shall he expire
And unavenged? Arise! ye Goths, and glut your ire.

DIALOGUES

GREETINGS

A. What do English people say when they meet in the street?
B. If they are old friends, they both say "Hallo".
A. But if they are not?
B. Then they say "How do you do?"
A. Do they both say "How do you do?"
B. Certainly. "How do you do?" is only a greeting.
A. What is the answer to the question "How are you?"
B. Usually it is: "Very well, thank you."
A. What do English people say on leaving?
B. They usually say "Good-bye", but among friends you can also say "So long!"

CONGRATULATIONS

A. It's your birthday today, isn't it? I wish you many happy returns of the day!
B. Thank you. When is your birthday?
A. It is on the 8th of July.
B. How old will you be then?
A. I'll be nineteen. I'm a year older than you.

* * *

A. They say that you won the first prize in discus-throwing yesterday.

---

how are you? kuidas käsi käib?
on leaving lahkumisel, lahkudes
so long! nägemiseni
congratulations [kəngrætju'leiʃ(ə)nz] õnnitlemine, õnnitlus
many happy returns of the day! palju õnne sünnipäevaks!

B. I did, but it came quite unexpectedly.
A. Allow me to congratulate you on your success.
B. Thank you, but I must go on training hard if I want to be among the first at the next contest.

* * *

A. Listen, the clock is striking twelve!
B. A Happy New Year to you!
A. Thank you. The same to you.

OUR FAMILY

A. Whom does your family consist of? (How many are there in your family?)
B. Our family is quite large: seven altogether.
A. I didn't know that! How many sisters and brothers have you?
B. One sister and two brothers. My sister is the eldest, she's twenty already.
A. Are both your brothers younger than you are?
B. Yes, they are both of school-age: one is twelve, the other is fifteen.
A. I suppose there's a grandmother or a grandfather living with you.
B. Yes, my father's mother lives with us now. My other grandparents are dead.
A. Do any of your relatives live near you?
B. Only one of my aunts does. The rest live in the country, not far from Paide.

OUR NEW FLAT

A. By the way, where do you live now? I heard that you had moved.
B. Yes, we moved into a new flat two weeks ago.

---

unexpectedly ['ʌniks'pektidli] ootamatult
congratulate [kən'grætjuleit] õnnitlema (millegi puhul **on**)
go on training treeningut jätkama
seven altogether [ɔ:ltə'geðə] kokku seitse
relatives ['relətivz] sugulased
the rest teised, ülejäänud
move [mu:v] kolima

A. What's your new address?
B. 58 Pine Street, flat number 17. Come and see us if you have time. The house is not far from the bus-stop.
A. Thanks. I'll certainly drop in some evening. Is your flat in one of those big new houses?
B. Yes, the house is quite new. It got finished only a few months ago.
A. So I suppose you have all the modern conveniences in your flat.
B. Oh yes! We have electricity, water and gas, and central heating. And we've got a wonderful bathroom with hot and cold water.

AT TABLE

A. It's seven o'clock. Is supper ready?
B. It is. Will you lay the table, please?
A. Certainly. What have we for supper today?
B. Boiled potatoes and cream cheese.
A. And what shall we have with tea?
B. I made some biscuits with nuts and raisins.
A. How nice! I'm so hungry. I haven't eaten anything since one o'clock. I was too busy.

* * *

B. Help yourself to some potatoes. And here is the cream cheese. It's nice and fresh.
A. Will you pass me the salt, please? — Thank you.
B. Don't use too much salt. It's bad for the health.
A. Shall I pour out the tea now?
B. Do, please, while I go and get the plate of biscuits from the cupboard.

---

drop in sisse astuma
conveniences [kən'viːniənsiz] mugavused
cream cheese ['kriːm'tʃiːz] kohupiim; koorejuust
raisins ['reiznz] rosinad
help yourself to some potatoes palun võtke kartuleid
fresh värske
pass me ulatage mulle
cupboard ['kʌbəd] kapp, köögipuhvet

IN THE MORNING

A. How are you this morning? How did you sleep?
B. I'm quite all right, thank you. I slept very well.
A. I was afraid you would sleep badly because of the noise in the street.
B. I didn't hear anything. Noise or no noise — I always sleep well.
A. But in the country there is no noise at night, is there?
B. Not so much as in the city, of course. But there are lots of lorries and cars and motor-cycles at our collective farm now. So it isn't as quiet as it used to be.

A BAD COLD

A. You don't look well this morning.
B. That's true. I don't feel well.
A. You are not going to fall ill, I hope.
B. Oh no. It's only a cold, I'm sure.
A. That's too bad! Why don't you go to bed?
B. If I don't feel better tomorrow, I'll go and see a doctor.
A. That's right. And you must stay in bed for a day or two. That's the best thing for a bad cold.

A RAINY SUNDAY

A. It's raining again, isn't it?
B. It certainly is. It's pouring.
A. What bad luck! And I wanted to go to the stadium this afternoon.
B. You can't go in such weather.
A. It may stop raining soon and then I'll be able to go.
B. There's not much hope, I'm afraid. Look at those black clouds. It's going to rain all day.
A. If it doesn't stop raining before two, the football match will be put off, I suppose.

---

car = **motor-car**
as it used [ju:st] to be nagu varem (oli)
that's too bad! küll on kahju!
I'll go and see a doctor ma lähen arsti juurde
put off edasi lükkama

IN THE CLOAKROOM

A. Come along! Don't be so slow. I'm waiting.
B. I can't find my galoshes. Oh, here they are. I'll be ready in a minute.
A. Well, I'm going.
B. All right. I'll catch up with you.

* * *

B. Shall we go to the club this evening?
A. Yes, I suppose we might. We have only a few pages of history to read and those two problems in physics to do for tomorrow.
B. But don't forget we must hand in our compositions tomorrow. I haven't finished mine yet.
A. Mine's as good as finished. I only have to rewrite it.
B. If we get everything done by eight, we can go to the club, can't we?
A. Not a bad idea. Ring me up when you are ready to go.

IN THE STREET

A. Excuse me, can you tell me the way to the Estonia Concert Hall?
B. Certainly. This is Lauristin Street. Go along this street until you reach the corner of Victory Square. Then turn to the right.
A. Oh, I didn't know I was so near Victory Square. My hotel is in Victory Square, you know.
B. So you are staying at the Palace Hotel?
A. I am. I have been here for a couple of days only. That's why I know Tallinn so badly.
B. Well, when you reach the hotel, go straight on until you see the building of the Estonian Theatre on your left.
A. It is ten minutes past seven, and the concert of the Male Choir begins at half past. Shall I get there in time?

---

come along! tee kähku!
galoshes [gə'lɔʃiz] kalossid
catch up (with) järele jõudma
I suppose we might [mait] arvan, et võiksime (minna)
Male Choir ['meil 'kwaiə] meeskoor

B. It won't take you more than ten minutes to get there.
A. I'm very much obliged to you.
B. Not at all.

AT THE INQUIRY OFFICE

A. Could you tell me how I can travel to X?
B. Do you want to go by rail?
A. I do, I don't like travelling by sea or by air.
B. If you go by rail, you will have to change trains twice.
A. I don't mind that. Where shall I have to change trains?
B. At Y and at Z.
A. And how long will it take me to reach X?
B. You will get there on the third day.
A. Thank you very much for the information.

AT THE HOTEL

A. Have you any vacant rooms at the hotel?
B. What kind of room would you like?
A. A room with a bath on the ground floor.
B. Sorry, we have no vacant rooms on the ground floor, but there is a very nice room with a bath on the second floor.
A. May I see it?
B. Yes, certainly.

* * *

B. How do you like the room?
A. It suits me. How much do you charge for it?
B. Two roubles a day.
A. All right, I'll take it.
B. How long do you intend to stay?

I'm very much obliged [ə'blaidʒd] **to you** ma olen teile väga tänulik
not at all pole tänu väärt (*tarvitatakse vastusena tänusõnadele*)
inquiry [in'kwaiəri] järelepärimine
inquiry office teadete büroo
change trains ümber istuma
I don't mind that see ei tähenda midagi
information [infə'meiʃ(ə)n] informatsioon
vacant ['veikənt] vaba, tühi, vakantne
suit [sju:t] sobima
how much do you charge for it? kui palju see maksab? (kui palju te selle eest nõuate?)
intend [in'tend] kavatsema

A. Not long, only three or four days.
B. Shall I send up your luggage?
A. Do, please.
B. If there's anything you need, press the button.
A. I certainly shall, thank you.

ELECTIONS

A. You know, I am eighteen now. So I have the right to vote this year.
B. Do you know where your election-station is?
A. Of course, I do. It is in Pikk Street.
B. And who is running for candidate in the election-district?
A. Comrade Mitt is. He has been deputy to the Supreme Soviet of the U.S.S.R. for some years already.
B. By whom was he nominated?
A. He was nominated by the workers of his factory.
B. Did you meet him during the election campaign?
A. I saw him at the election meeting at his factory. He spoke about his work as deputy to the Soviet of the Union.
B. And how did you like his report?
A. I was very much interested in everything he said. I am sure he will be elected again.

---

luggage ['lʌgidʒ] reisipakid, pagas
press [pres] suruma, vajutama
button ['bʌtn] nööp; *siin:* (kella) nupp
elections [i'lekʃ(ə)nz] valimised
vote [vout] hääletama, valima
election-station valimisjaoskond
run for candidate ['kændidit] kandideerima
election-district valimisringkond
deputy ['depjuti] rahvasaadik, deputaat
Supreme [sju(:)'pri:m] **Soviet** Ülemnõukogu
nominate ['nɔmineit] (kandidaati) üles seadma, esitama
campaign [kæm'pein] kampaania
report [ri'pɔ:t] ettekanne, aruanne

LET'S TURN OUR HANDS

by Joe Wallace

(born in 1890)

Let's turn our hands to useful things[1]
And make this land we prize[2]
With all our sinews and our skills[2]
A people's paradise,[1]
Where all may have[1] and all may hope,[1]
On factories and farms:[1]
Brothers,[1] it's time to raise our hearts[2]
And time to drop our arms.[1]

Let's turn our hands to gentle things:[1]
To stroke a maiden's hair,[1]
To lift a baby shoulder high,[1]
To ease an old man's care.[1]
Too long[1] — how long![1] — we've spent our strength
On wars[1] and war's alarms:[1]
Brothers,[1] it's time to raise our hearts[2]
And time to drop our arms.[1]

Wallace ['wɔlis]
let's turn our hands to useful things hakakem tegelema kasulike asjadega
this land we prize see maa, mida me hindame (armastame)
sinews ['sinjuːz] lihased, kehaline jõud
paradise ['pærədais] paradiis
where all may have kus kõigil võib (varandust) olla
on factories and farms *siin:* nii vabrikukui põllutöölised
to raise our hearts *siin:* õilsamaks saada
arms relvad
gentle ['dʒentl] õrn, leebe
stroke [strouk] silitama
ease [iːz] kergendama
strength [streŋθ] jõud
alarm [ə'lɑːm] häire, ärevus

YOUR ARM IS STRONG ENOUGH

by Joe Wallace

Your arm is long enough[2]
To reach the stars,[1]
Your arm is strong enough[2]
To break all bars.[1]
Your arm has skill enough[2]
To set all wheels in motion,[1]
To skim the sky with ships,[1]
To mine beneath the ocean.[1]

IF I KNEW

by R. L. Stevenson
(1850—1894)

If I knew the box[2] where the smiles were kept,[2]
No matter how large the key[2]
Or strong the bolt,[2] I would try so hard,[2]
'Twould open,[1] I know, for me.[1]

Then over the land and sea broadcast[2]
I'd scatter the smiles to play,[1]
That the children's faces[2] might hold them fast[2]
For many and many a day.[1]

If I knew a box[2] that was large enough[2]
To hold all the frowns I meet,[1]
I would gather them,[1] every one,[1]
From nursery, school, and street.[1]

---

star [stɑ:] taevatäht
bar [bɑ:] tõke, tõkkepuu
wheel [wi:l] ratas
set in motion ['mouʃ(ə)n] käima panema
to skim the sky with ships tõusta kõrgele taeva alla
beneath [bi'ni:θ] all
no matter how large the key ükskõik kui suur võti ka ei oleks
bolt [boult] riiv
'twould — it would
broadcast [brɔ:d'kɑ:st] laiali
scatter ['skætə] paiskama, laiali puistama
fast [fɑ:st] kõvasti, kindlasti
frown [fraun] kulmukortsutus; kuri pilk
nursery ['nə:sri] lastetuba

Then,[2] folding and holding,[2] I'd pack them in[2]
And turn the monster key.[1]
And hire a giant[1] to drop the box[2]
To the depths of the deep, deep sea.[1]

THE SUN HAS LONG BEEN SET

by William Wordsworth
(1770—1850)

The sun has long been set,
The stars are out by twos and threes,
The little birds are piping yet
Among the bushes and the trees;
There's a cuckoo, and one or two thrushes,
And a far-off wind that rushes,
And a sound of water that gushes,
And the cuckoo's sovereign cry
Fills all the hollow of the sky.

NOTHING WILL DIE

by Alfred Tennyson
(1809—1892)

When will the stream be weary of flowing[2]
Under my eye?[1]
When will the wind be weary of blowing[2]
Over the sky?[1]
When will the clouds be weary of fleeting?[1]
When will the heart be weary of beating?[1]
And nature die?[1]

---

monster ['mɔnstə] koletis, peletis
hire ['haiə] palkama, üürima
giant ['ʤaiənt] hiiglane
depth [depθ] sügavus
Wordsworth ['wəːdzwəːθ]
by twos and threes kahe- ja kolmekaupa
pipe viiksuma
cuckoo ['kukuː] kägu
thrush [θrʌʃ] rästas
gush [gʌʃ] purskama, pursates voolama
sovereign ['sɔvrin] *siin*: kõlav
hollow ['hɔlou] **of the sky** taevavõlv
weary ['wiəri] väsinud, tüdinud
fleet [fliːt] kiiresti mööduma

Never,[1] oh! never,[2] nothing will die;[1]
The stream flows,[1]
The wind blows,[1]
The cloud fleets,[1]
The heart beats,[1]
Nothing will die.[1]
Nothing will die;[1]
All things will change[2]
Through eternity.[1]

THE SONG OF THE SHIRT

by Thomas Hood
(1799—1845)

With fingers weary and worn,
With eyelids heavy and red,
A woman sat, in unwomanly rags,
Plying her needle and thread, —
Stitch! stitch! stitch!
In poverty, hunger, and dirt;
And still with a voice of dolorous pitch
She sang the "Song of the Shirt"!
Work — work — work!
While the cock is crowing aloof!
And work — work — work
Till the stars shine through the roof!
Work — work — work!
Till the brain begins to swim!
Work — work — work —
Till the eyes are heavy and dim!

---

eternity [i(:)'tə:niti] igavik
Thomas ['tɔməs]
Hood [hud]
weary ['wiəri] väsinud, roidunud, tüdinud
worn [wɔ:n] väsinud, kurnatud, kulunud
eyelid ['ailid] silmalaug
unwomanly ['ʌn'wumənli] ebanaiselik
rag [ræg] kalts
ply [plai] kiiresti liigutama
needle ['ni:dl] nõel
thread [θred] niit, lõng
stitch [stitʃ] piste; õmblema
poverty ['pɔvəti] vaesus
dolorous ['dələrəs] kaeblik, kurb
pitch [pitʃ] helikõrgus
cock [kɔk] kukk
crow [krou] kirema
aloof [ə'lu:f] eemal, kaugemal
brain [brein] peaaju
dim [dim] ähmane

Work — work — work!
My labour never flags;
And what are its wages? A bed of straw,
A crust of bread — and rags.
That shattered roof — and this naked floor —
A table — a broken chair —
And a wall so blank my shadow I thank
for sometimes falling there!

TWILIGHT

by George Gordon Byron
(1788—1824)

It is the hour[2] when from the boughs[2]
The nightingale's high note is heard;[1]
It is the hour[2] when lover's vows
Seem sweet[2] in every whispered word;[1]
And gentle winds[2] and waters near,[2]
Make music to the lonely ear.[1]

Each flower the dews have gently wet,[1]
And in the sky the stars are met,[1]
And on the wave is deeper blue,[2]
And on the leaf a browner hue,[1]
And in the heaven[2] that clear obscure,[2]
So softly dark,[2] and darkly pure,[2]
Which follows the decline of day,[2]
As twilight melts beneath the moon away.[1]

---

flag [flæg] raugema, lõdvenema
wages ['weidʒiz] palk
crust [krʌst] kooruke
shattered ['ʃætəd] lagunenud
naked ['neikid] paljas
blank [blæŋk] tühi
shadow ['ʃædou] vari
twilight ['twailait] videvik
bough [bau] oks
nightingale ['naitiŋgeil] ööbik
note [nout] noot; heli, kõla
vow [vau] tõotus
gentle ['dʒentl] pehme, leebe, õrn
wet [wet] niisutama
are met = **have met**
hue [hju:] värving, värvus
heaven ['hevn] taevas
clear obscure [əb'skjuə] hele-tumedus, valguse ja varju tugev kontrast (kunstis eriti iseloomulik Rembrandti maalidele)
pure [pjuə] puhas, selge
decline [di'klain] **of day** (päeva)lõpp, loojak
melt [melt] sulama
beneath [bi'ni:θ] all

THE ANT AND THE CRICKET

A silly young cricket,[2] accustomed to sing
Through the warm sunny months[2] of gay summer and spring,[2]
Began to complain,[2] when he found that at home[2]
His cupboard was empty,[2] and winter was come.[1]

Not a crumb to be found
On the snow-covered ground.[1]
Not a flower could he see,[1]
Not a leaf on a tree; —[1]

"Oh[2], what will become,"[2] said the cricket,[2] "of me?" [1]

At last,[2] by starvation and famine made bold,[2]
All dripping with wet,[2] and all trembling with cold,[2]
Away he set off to a miserly ant,[1]
To see[2] if, to keep him alive,[2] he would grant

Him shelter from rain,[2]
And a mouthful of grain.[1]
He wished only to borrow[1]
And repay it to morrow:[1]
If not,[2] he must die of starvation and sorrow.[1]

Said the ant to the cricket,[1] "I'm your servant and friend.[1]
But we,[2] ants,[2] never borrow,[1] we,[2] ants,[2] never lend.[1]
But tell me,[1] dear sir,[1] did you lay nothing by[2]
When the weather was warm?"[2] Said the cricket,[1] "Not I.[1]

---

ant [ænt] sipelgas
cricket ['krikit] rohutirts; kilk
silly ['sili] rumal
accustomed [ə'kʌstəmd] harjunud
gay [gei] lõbus, lustiline
complain [kəm'plein] kaeblema
cupboard ['kʌbəd] kapp, toidukapp
was come = had come
crumb [krʌm] (leiva)raas
famine ['fæmin] nälg
bold [bould] julge
dripping ['dripiŋ] **with wet** läbimärg
set off ['set 'ɔf] teele asuma
miserly ['maizəli] kitsi, ihne
grant [gra:nt] lubama, andma
shelter ['ʃeltə] peavari, vari, ulualune
repay [ri'pei] tagasi maksma
sorrow ['sɔrou] kurvastus, mure
lay by ['lei 'bai] tagavaraks koguma

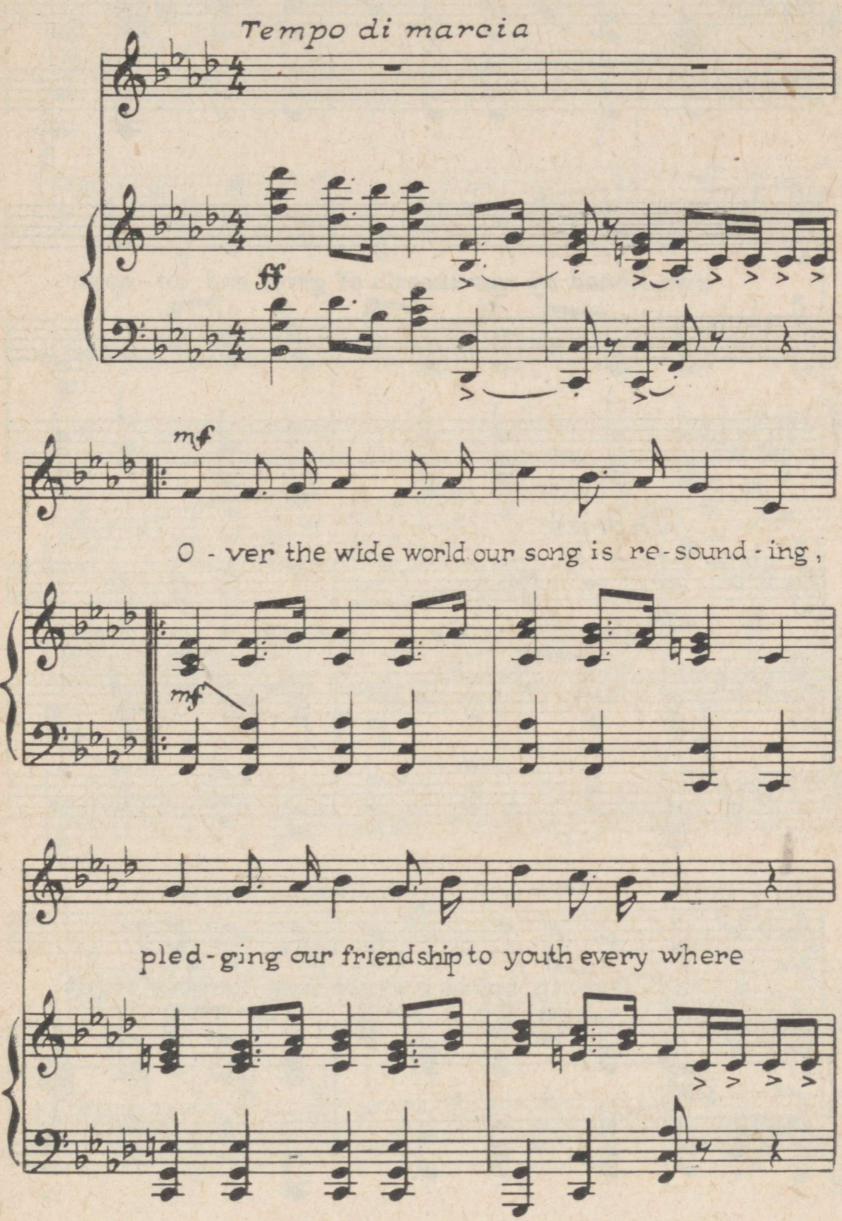
My heart was so light[2]
That I sang day and night,[1]
For all nature looked gay."[1]
"You sang, sir, you say?[2]
Go then," said the ant,[2] "and dance winter away."[1]

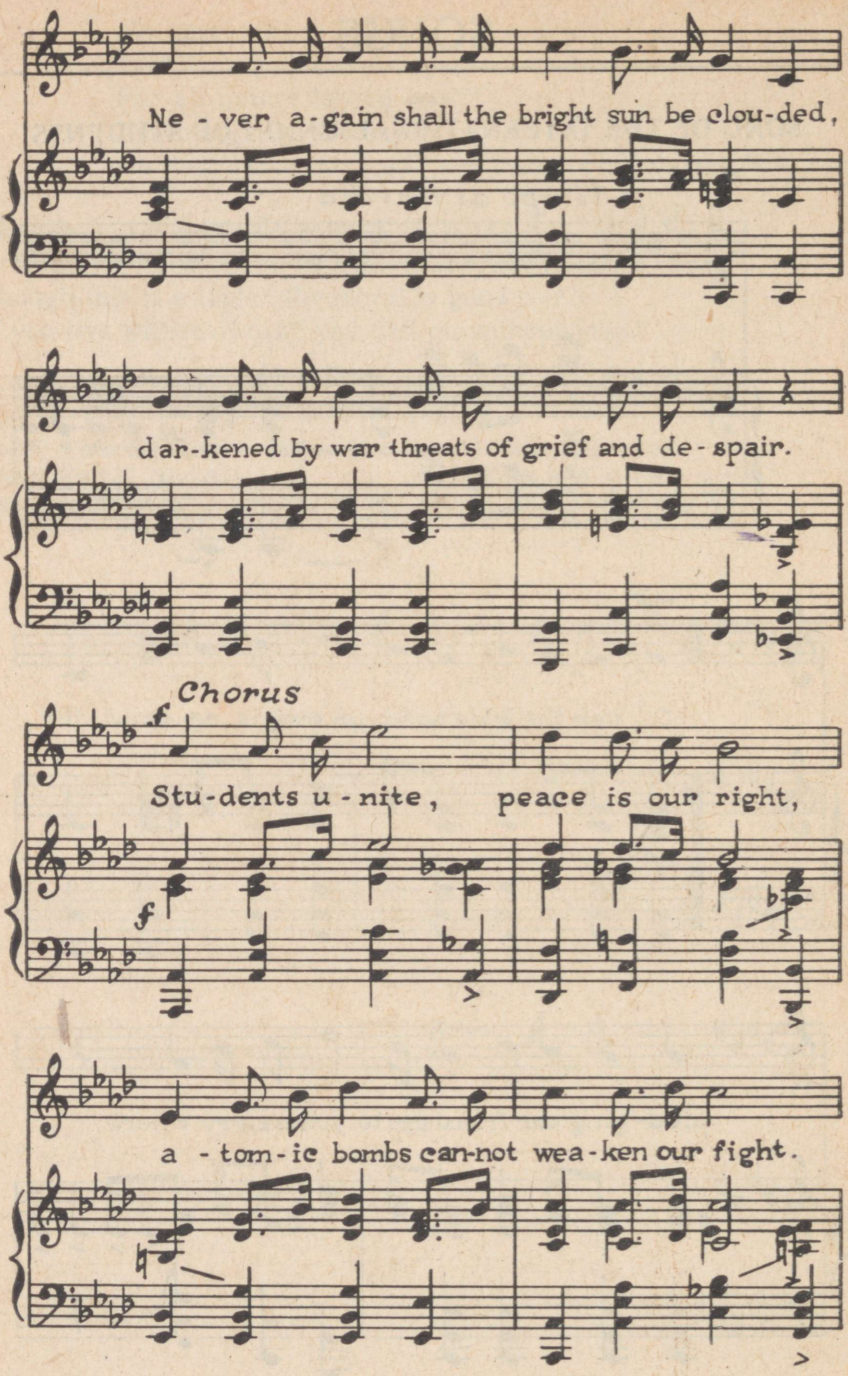
Thus ending,[2] he hastily opened the wicket,[2]
And out of the door[2] turned the poor little cricket.[1]
Though this is a fable,[2] the moral is good: —[1]
If you live without work,[2] you will go without food.[1]

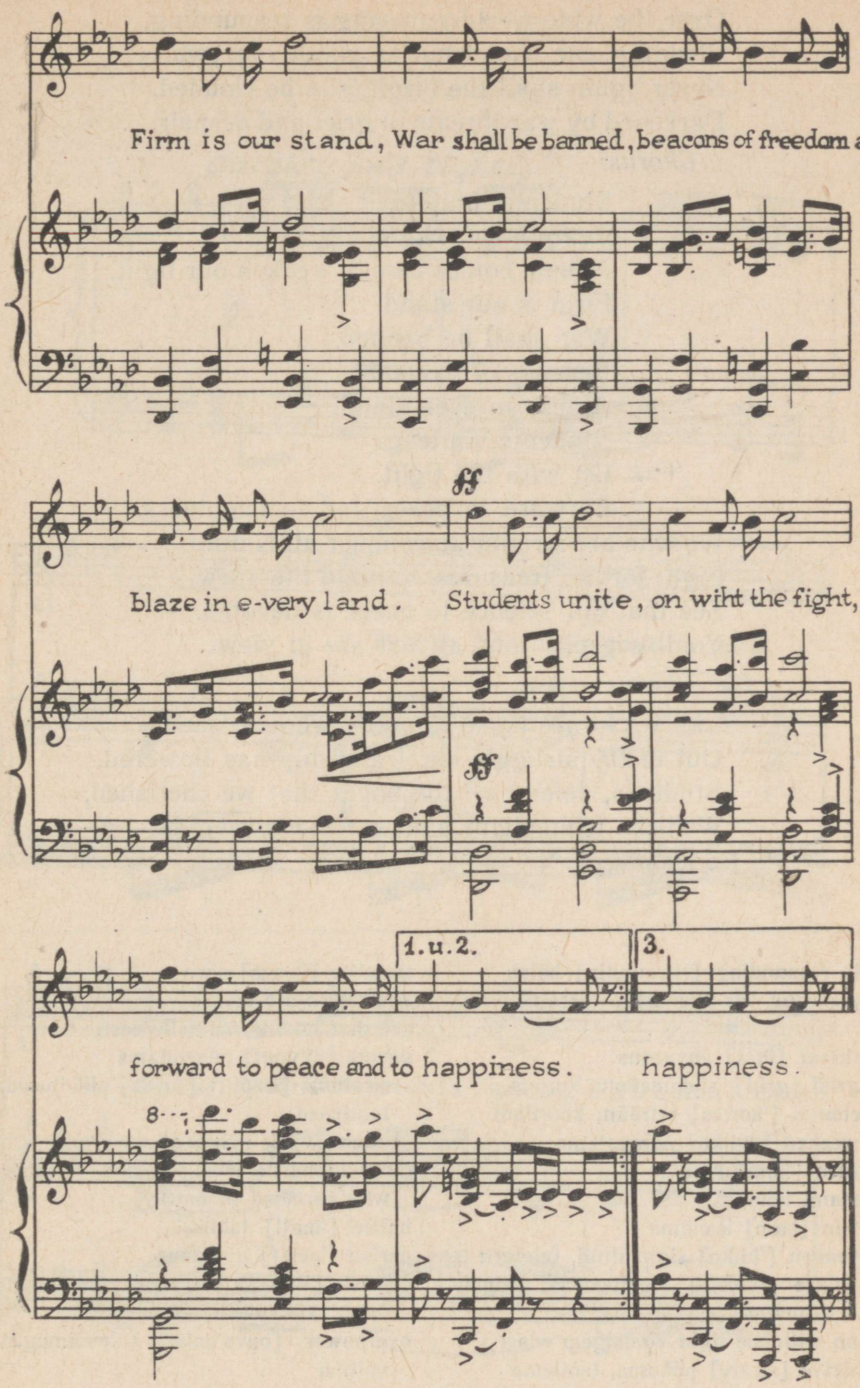
---

hastily ['heistili] kiiresti, kähku
wicket ['wikit] jalgvärav
fable ['feibl] valm
moral ['mɔr(ə)l] moraal
go without food söömata olema

SONG OF THE INTERNATIONAL UNION OF STUDENTS




Ne - ver a-gain shall the bright sun be clou-ded,
dar-kened by war threats of grief and de-spair.
Chorus
f
Stu-dents u-nite, peace is our right,
f
a-tom-ic bombs can-not wea-ken our fight.


Firm is our stand, War shall be banned, beacons of freedom a-
ff
blaze in e-very land. Students unite, on wiht the fight,
ff
1.u.2.
3.
forward to peace and to happiness. happiness.
8

Over the wide world our song is resounding,
Pledging our friendship to youth everywhere.
Never again shall the bright sun be clouded,
Darkened by war threats of grief and despair.

Chorus:

Students, unite!
Peace is our right,
Atomic bombs cannot weaken our fight.
Firm is our stand,
War shall be banned,
Beacons of freedom
Ablaze in every land.
Students, unite!
On with the fight,
Forward to peace and to happiness.

We who are striving to conquer all Nature,
Fight for her treasures, to build life anew,
See that our science to peace is devoted.
Youth's aspirations at last are in view.

Chorus:

Can we forget those in battle who perished?
Out of the struggle our friendship has flowered,
Students, defend all the hopes that we cherished,
We'll be triumphant and war overpowered.

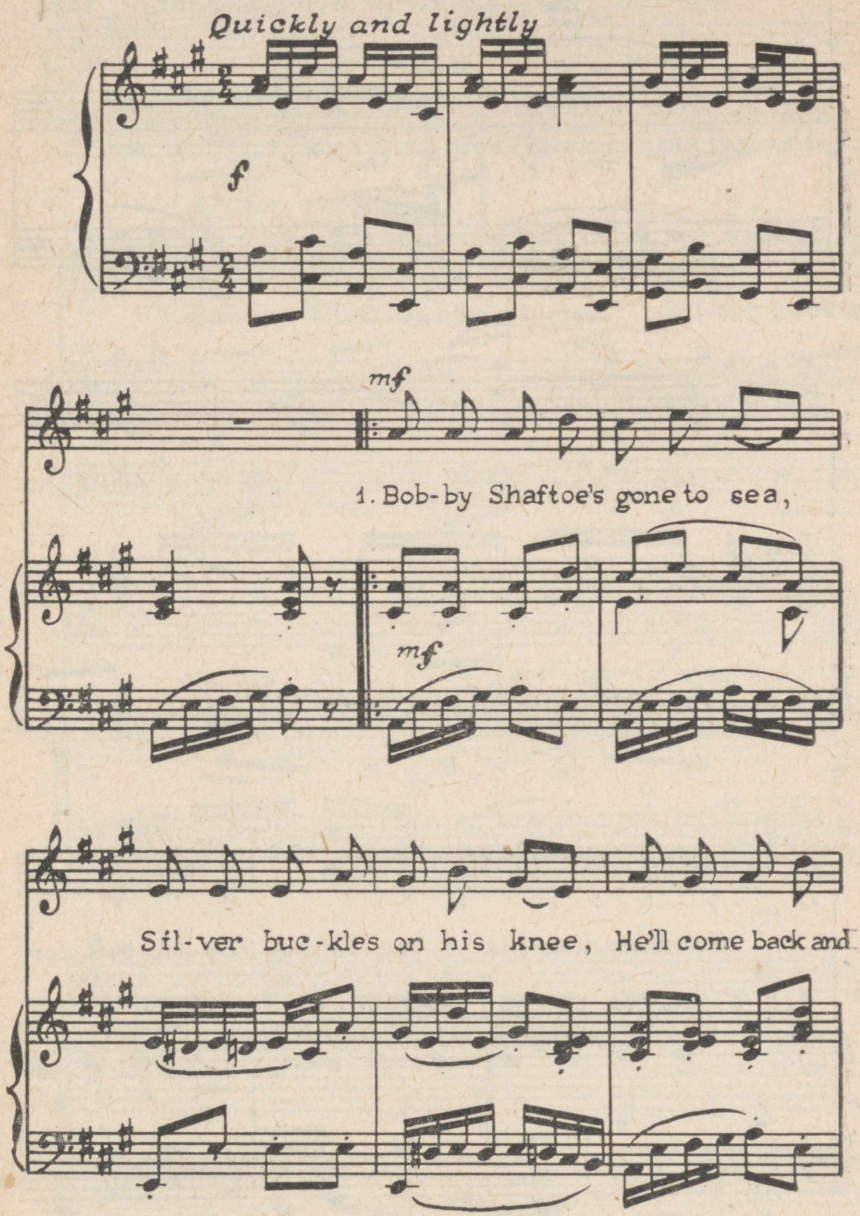
Chorus:

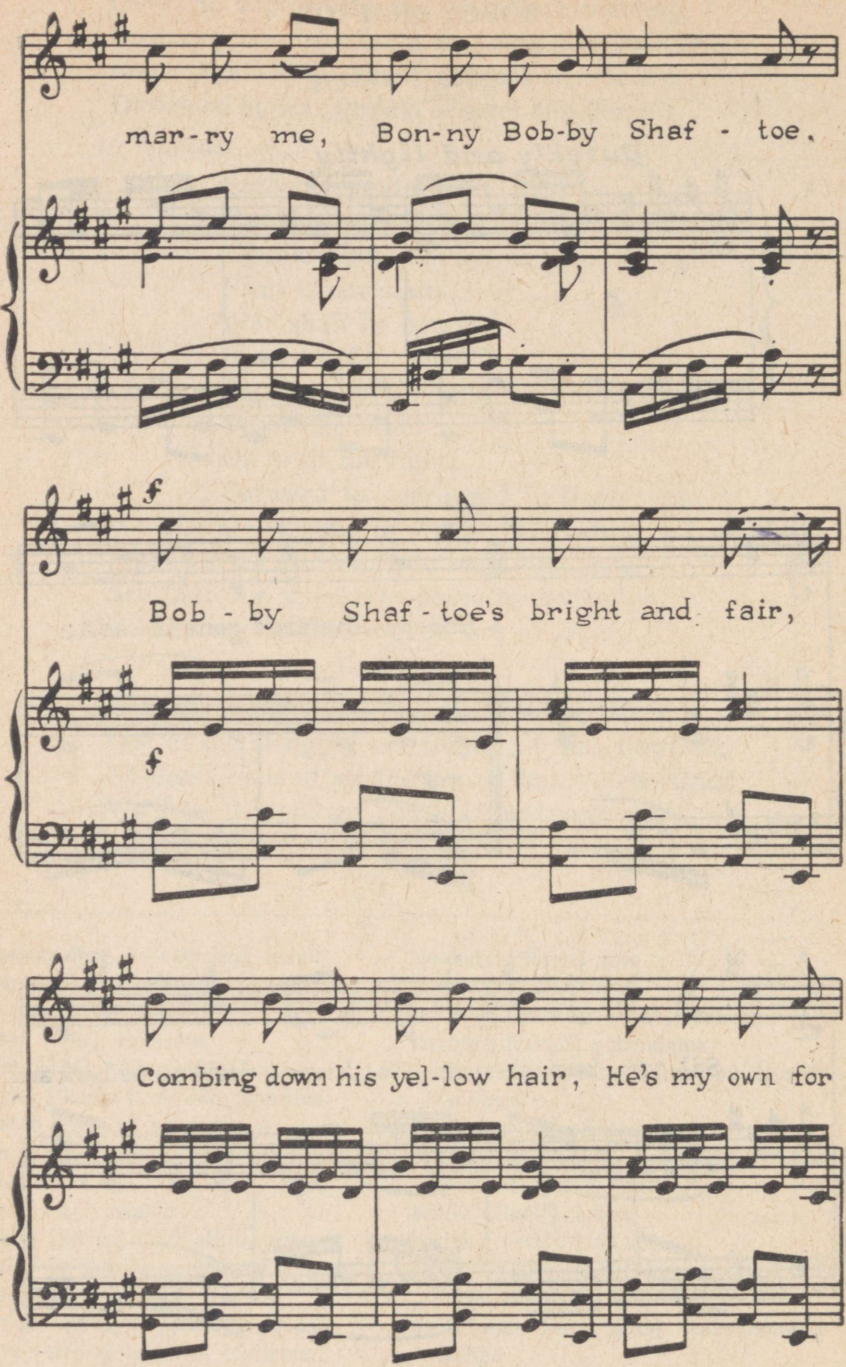
---

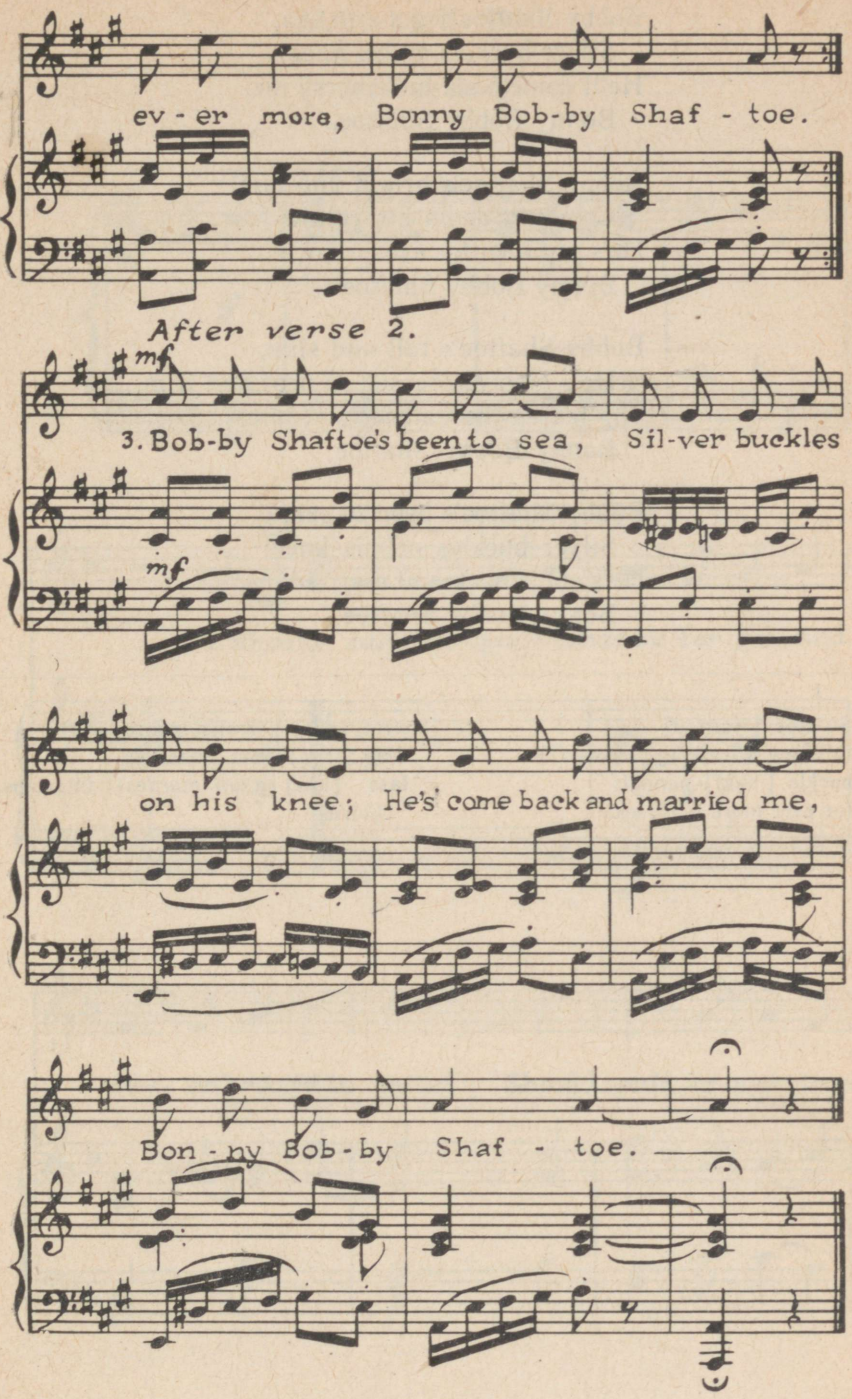
is resounding [ri'zaundiŋ] kõlab
pledging our friendship tõotades sõprust
threat [θret] ähvardus
grief [gri:f] südamevalu, kurbus
chorus ['kɔ:rəs] refrään; koorilaul
weaken ['wi:kn] nõrgestama
firm [fə:m] kindel
stand hoiak
ban [bæn] keelama
beacon ['bi:kn] signaaltuli, tuletorn
ablaze [ə'bleiz] leegitsemas, lõõmav, lõõmamas
on with the fight võidelgem edasi
strive [straiv] püüdma, taotlema
treasure ['treʒə] aare
anew [ə'nju:] uuesti
see that hoolitsema selle eest, et
devote [di'vout] pühendama
aspirations [æspi'reiʃ(ə)nz] püüdlused, taotlused
in view [vju:] nähtaval
those in battle who perished = **those who perished in battle**
battle ['bætl] lahing
perish ['periʃ] hukkuma
cherish ['tʃeriʃ] hellitama, kalliks pidama, südames kandma
overpower [ouvə'pauə] (ülevõimuga) võitma

BOBBY SHAFTOE

English Folksong




mar-ry me, Bon-ny Bob-by Shaf - toe,
f
Bob - by Shaf - toe's bright and fair,
f
Combing down his yel-low hair, He's my own for


ev - er more, Bonny Bob-by Shaf - toe.
After verse 2.
mf
3. Bob-by Shaftoe's been to sea, Sil-ver buckles
mf
on his knee; He's come back and married me,
Bon - ny Bob - by Shaf - toe.

Bobby Shaftoe's gone to sea,
Silver buckles on his knee;
He'll come back and marry me,
Bonny Bobby Shaftoe.

Bobby Shaftoe's bright and fair,
Combing down his yellow hair,
He's my own for ever more,
Bonny Bobby Shaftoe.

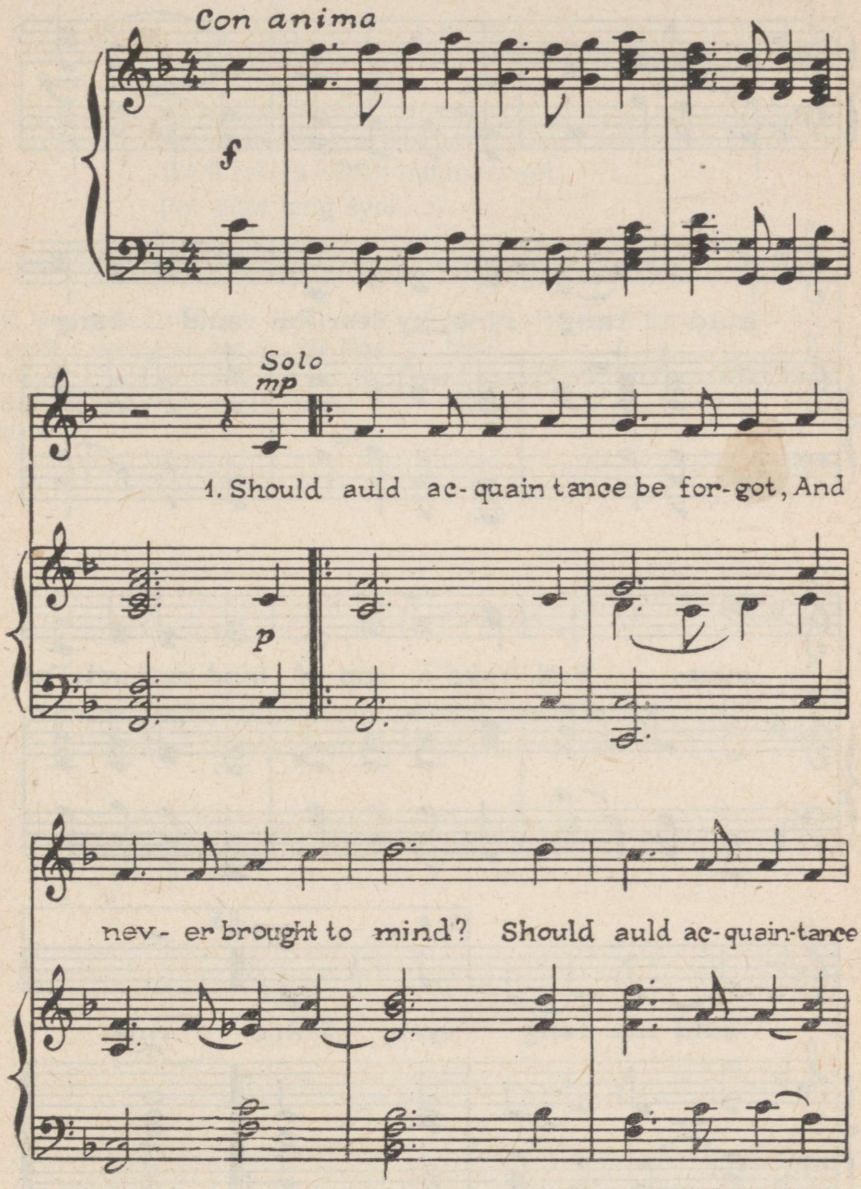
Bobby Shaftoe's tall and slim,
He's always dressed so neat and trim,
The lasses they all look at him,
Bonny Bobby Shaftoe.

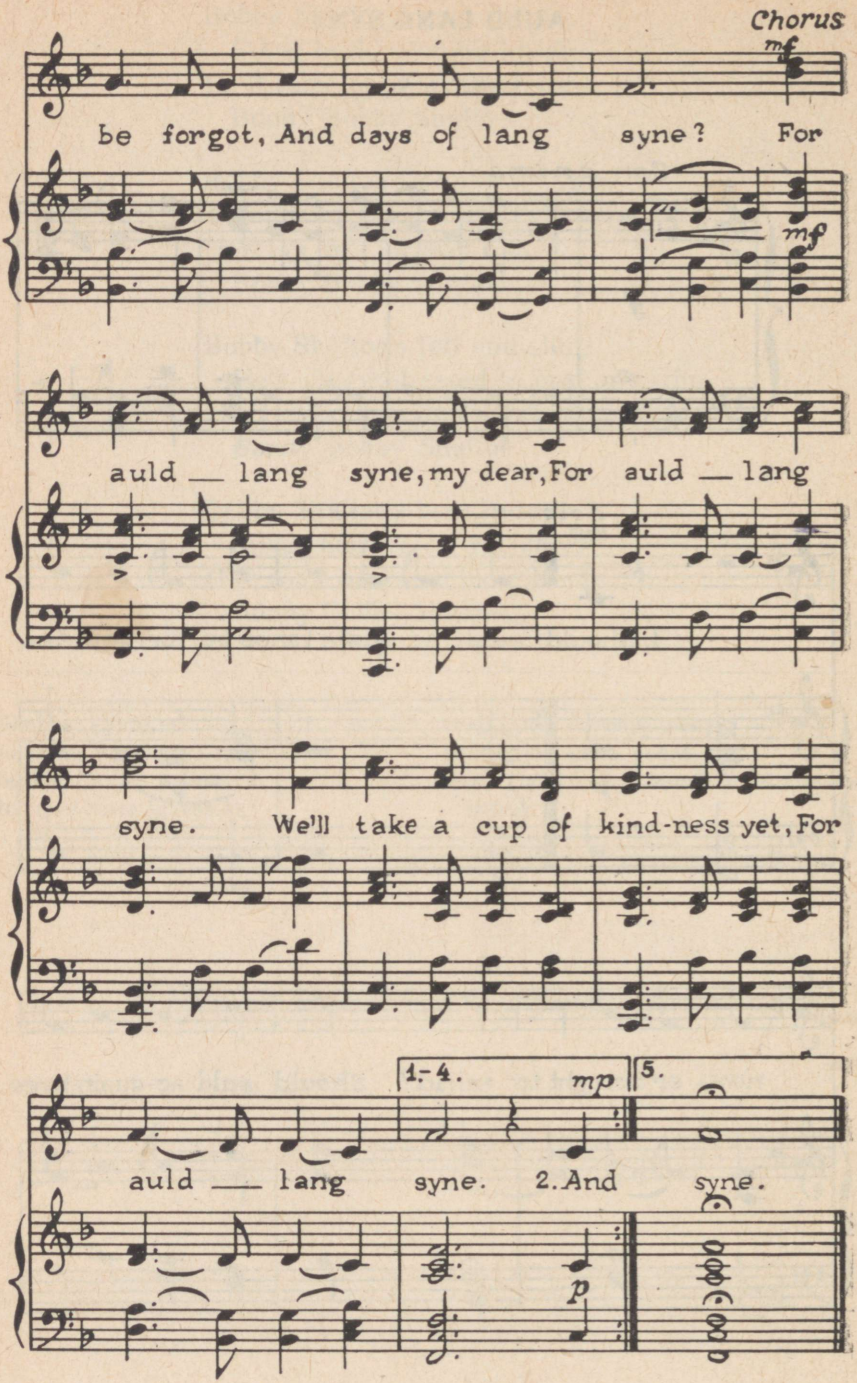
Bobby Shaftoe's been to sea,
Silver buckles on his knee;
He's come back and married me,
Bonny Bobby Shaftoe.

Shaftoe ['ʃaːftou]
folksong ['fouksɔŋ] rahvalaul
buckle ['bʌkl] pannal
for ever more igaveseks
neat [niːt] korralik, puhas
trim [trim] kena, puhas
lass [læs] (*šoti murdes*) tütarlaps, tüdruk

AULD LANG SYNE

Scottish Song




Chorus
mf
be forgot, And days of lang syne? For
mp
auld — lang syne, my dear, For auld — lang
syne. We'll take a cup of kind-ness yet, For
1.-4.
mp
5.
auld — lang syne. 2. And syne.
p

Should auld acquaintance be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And days of lang syne?

Chorus:

For auld lang
syne, my dear,
For auld lang syne.
We'll take a cup of kindness yet,
For auld lang syne.

---

auld lang syne ['ɔːld 'læŋ 'sain] (*šoti murdes*) vana hea aeg (= **old long since**)

acquaintance [ə'kweintəns] tuttav (isik)

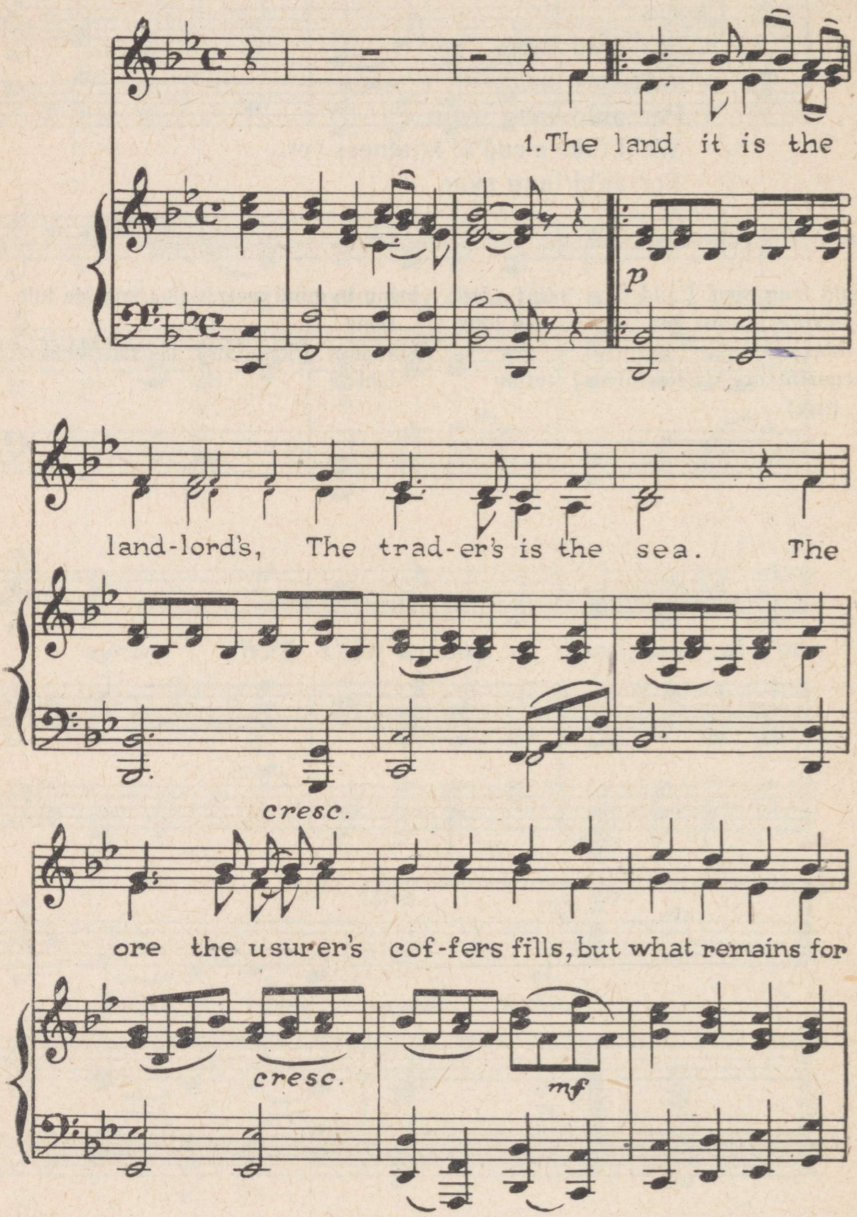
bring to mind meenutama, meelde tuletama

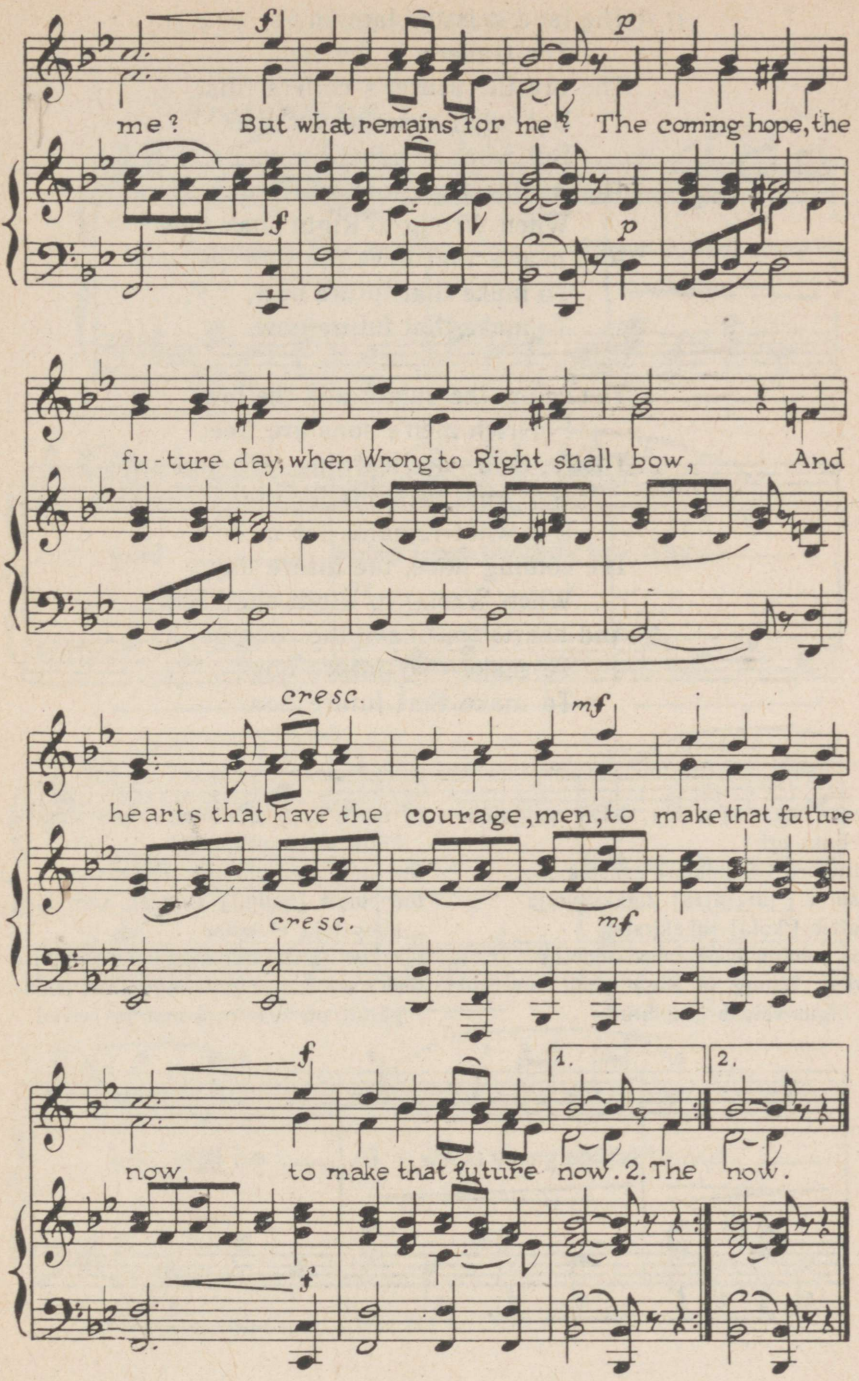
kindness ['kaindnis] heasüdamlikkus, lahkus

SONG OF THE WAGE SLAVE

Ernest Jones

(1819—1869)

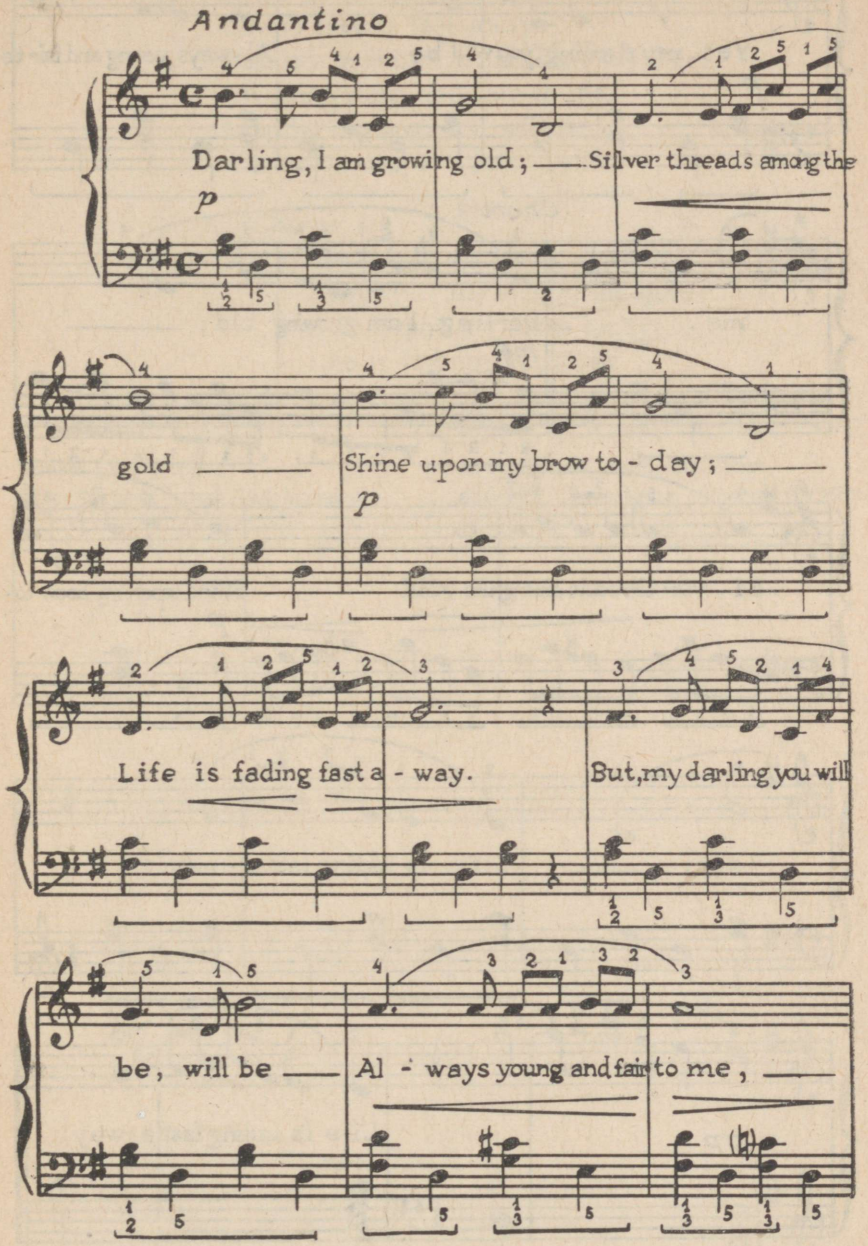
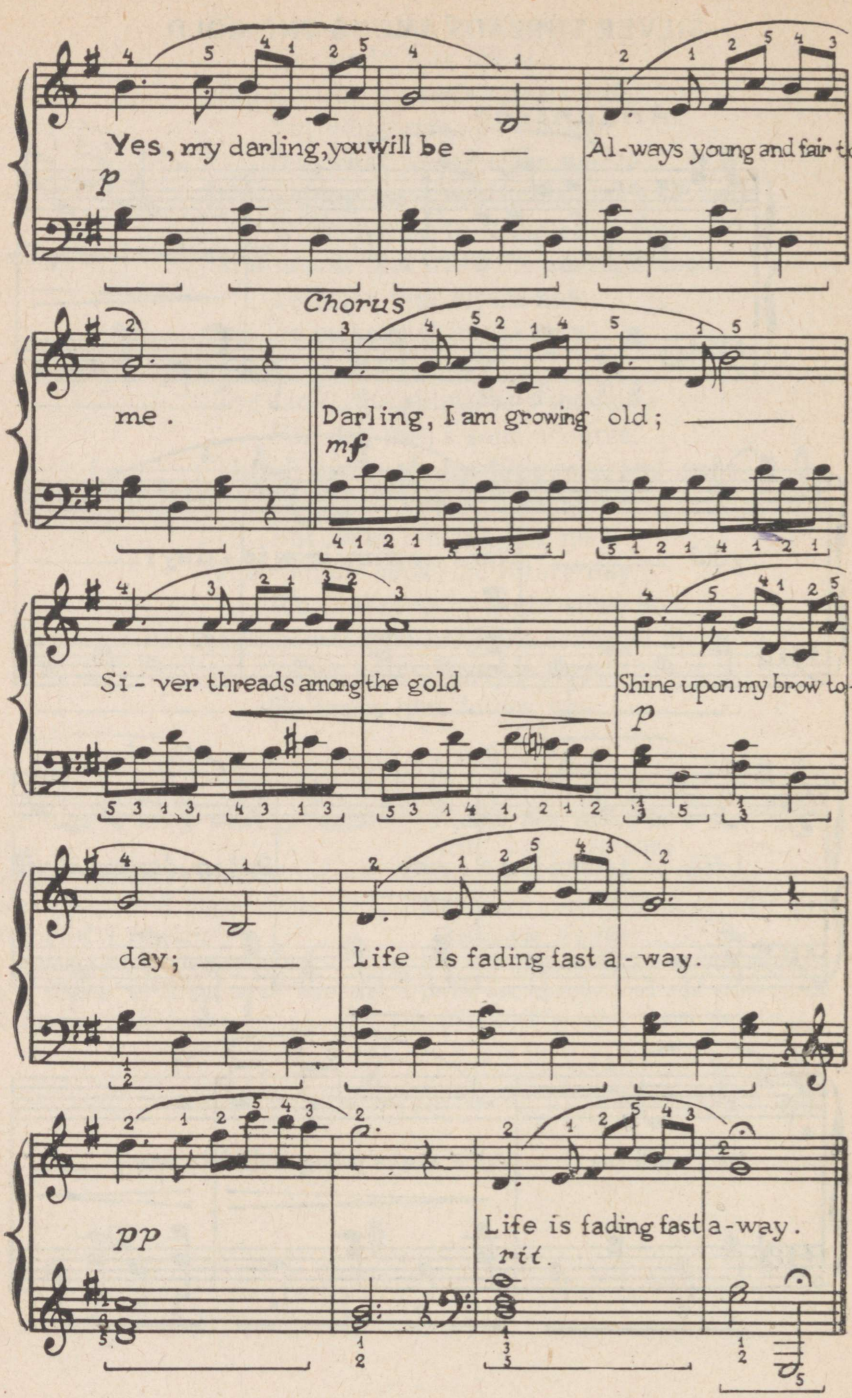



f
p
me? But what remains for me? The coming hope, the
f
p
fu-ture day, when Wrong to Right shall bow, And
cresc.
mf
hearts that have the courage, men, to make that future
cresc.
mf
f
1.
2.
now, to make that future now. 2. The now.
f

The land it is the landlord's,
The trader's is the sea,
The ore the usurer's coffers fills,
But what remains for me?
But what remains for me?
The coming hope, the future day,
When Wrong to Right shall bow,
And hearts that have the courage, men,
To make that future now,
To make that future now.

The camp, the pulpit, and the law,
For rich men's sons are free;
Theirs, theirs are learning, art, and arms —
But what remains for me?
But what remains for me?
The coming hope, the future day,
When Wrong to Right shall bow,
And hearts that have the courage, men,
To make that future now,
To make that future now.

---

wage slave ['weidʒ sleiv] palgatööline; ori
landlord ['lændlɔːd] mõisnik
usurer ['juːʒ(ə)rə] liigkasuvõtja
coffer ['kɔfə] rahakirst
the coming hope tulevikulootus
when Wrong to Right shall bow kui õigus võidab ülekohtu
to make that future now see tulevik kätte võita juba nüüd
the camp *siin*: ohvitseri elukutse
the pulpit ['pulpit] kantsel; *siin*: kirikuõpetaja elukutse
the law [lɔː] *siin*: kohtuniku elukutse
theirs are learning, art and arms nende päralt on teadus, kunst ja relvad

Andantino
Darling, I am growing old; Silver threads among the
p
gold Shine upon my brow to - day;
p
Life is fading fast a - way. But, my darling you will
be, will be Al - ways young and fair to me,

Yes, my darling, you will be
Al-ways young and fair to
p
Chorus
me.
Darling, I am growing old;
mf
Si-ver threads among the gold
Shine upon my brow to-
p
day;
Life is fading fast a-way.
pp
Life is fading fast a-way.
rit.

Darling, I am growing old;
Silver threads among the gold
Shine upon my brow today;
Life is fading fast away.
But, my darling, you will be, will be
Always young and fair to me,
Yes, my darling, you will be
Always young and fair to me.

Chorus:

Darling, I am growing old;
Silver threads among the gold
Shine upon my brow today;
Life is fading fast away.

---

thread [θred] niit
silver threads hõbehallid juuksed
brow [brau] kulm, otsaesine
fade [feid] kustuma, luituma, närtsima

THE INDEFINITE PRONOUNS

one, other, another, all, both

§ 1. One

1. **One** must always think before **one** speaks.
   Alati peab mõtlema, enne kui kõnelda.
2. When **one** is late, **one** must not enter the classroom until the lesson is over.
   Kui keegi hilineb, ei tohi ta minna klassi enne, kui tund lõpeb.
   One must help **one's** neighbours.
   Igaüks peab oma naabreid aitama.
3. When **one** is ill, **one** must stay in bed.
   Kui ollakse haige, peab voodisse jääma.
4. **One** must wash **one's** hands before meals.
   Enne söömist peab (oma) käsi pesema.

1. Tavaliselt umbmäärast asesõna **one** eesti keelde ei tõlgita.
2. Asesõna **one** võib tõlkida asesõnadega *keegi, igaüks, kõik* abil.
3. Asesõna **one** koos öeldisega vastab sageli tegusõnale umbisikulises tegumoes.
4. Umbmäärasest asesõnast **one** moodustatakse omastav asesõna **one's.**

§ 2. Other, another

1. The **other** boy was my brother.
   Teine poiss oli minu vend.
   The **other** boys are unpacking the provisions.
   Teised poisid pakivad toidumoona lahti.
2. One tent was much larger than **the other.**
   Üks telk oli teisest palju suurem.
   Two boys are unpacking the tent, **the others** are making a fire.
   Kaks poissi püstitavad telki, teised teevad lõket.

3. There were two knapsacks there. One belonged to Edward, **the other** to his nephew.
Seal oli kaks seljakotti. Üks kuulus Edwardile, teine tema vennapojale.
4. I have eaten one apple. May I take **another** (apple)?
Ma sõin ühe õuna. Kas ma tohin võtta veel ühe?

1. Umbmäärast asesõna **other** tarvitatakse niihästi ainsuses kui ka mitmuses esineva nimisõnaga.

2. Asesõnu **the other** (teine) ja **the others** (teised) tarvitatakse ka ilma nimisõnata.

3. **The other** tähendab *teine kahest.*

4. **Another** tähendab *veel üks* või *teine samasugune mitme hulgast.*

§ 3. All, both

Umbmäärased asesõnad **all** (kõik, kogu) ja **both** (mõlemad), kui nad laiendavad alust, võivad seista:

1. nimisõna ees:

All the boys went fishing.
All the boys were hungry.
All the boys have gone home.
All the boys must come here at two.
Both (the) boys went fishing.
Both (the) boys have gone home.

2. a) tegusõna lihtaja ees:

The boys **all** went fishing.
The boys **both** went fishing.

b) tegusõna *be* Present ja Past Indefinite vormi järel:

The boys are **all** hungry.
The boys are **both** hungry.
They were **all** hungry.
They were **both** hungry.

c) tegusõna liitaegade puhul esimese abiverbi järel:

The boys have **all** gone home.
The boys have **both** gone home.
They have **all** gone home.
They have **both** gone home.

d) modaalverbi ja infinitiivi vahel:

The boys must **all** come here at two.
The boys must **both** come here at two.
They must **all** come here at two.
They must **both** come here at two.

Pange tähele, et umbmäärased asesõnad **all** ja **both** seisavad lauses samal kohal, kui umbmäärased ajamäärsõnad.

Võrrelge:

The boys always play here.
The boys will always play here.
The boys must always play here.
The boys are always here at two.

The boys **all play** here.
The boys **will all play** here.
The boys **must all play** here.
The boys **are all** here today.
They **all live** here.
We **must both go** there.
You **are both** tired.

3. Umbmäärased asesõnad **all** ja **both**, kui nad laiendavad sihitist ja määrust, seisavad nimisõna ees, kuid asesõna järel:

Do you know **all the boys**?
Do you know **them all**?
You will find chalk in **both (the) boxes.**
You will find chalk in **them both.**

§ 4. THE POSSESSIVE NOUN-PRONOUNS

(Nimisõnalised omastavad asesõnad)

1.	I	mine	1.	we	ours
2.	you	yours	2.	you	yours
3.	he	his	3.	they	theirs
	she	hers			
	it	—			

1. Omastavaid asesõnu **mine, yours** jt. ei tarvitata koos nimisõnaga:

This handkerchief is **mine.**
See taskurätt on minu oma.
Your toothbrush is in the kitchen and **mine** is in the bathroom.
Sinu hambahari on köögis ja minu oma on vannitoas.

Võrrelge: Tom is *my friend.* Tom on minu sõber.
Tom is *a friend of mine.* Tom on üks minu sõpru.

THE VERB

The Modal Auxiliaries

§ 5. Abitegusõnu **shall, will, should, would** tarvitatakse ka modaalverbidena.

1. The child **shall take** the medicine.
   Laps peab rohtu võtma.
2. You **shall not beat** the dog.
   Sa ei tohi koera lüüa.
3. **Shall I open** the window?
   Kas ma teen akna lahti? (Kas te soovite, et ma akna lahti teen?)
   Shall I read now?
   Kas mina pean nüüd lugema? (Kas te soovite, et mina nüüd loen?)

1. **Shall** 2. ja 3. pöördes tähendab *pead, peate, peab, peavad* ja on alati rõhuline.
2. **Shall not** 2. ja 3. pöördes tähendab *ei tohi* ja on alati rõhuline.
3. Küsivas lauses **shall I, shall he (she), shall they** tähendab *kas te tahate, et ma (ta, nad) . . . .*

1. I **will go** there today though it is late.
   Ma tahan täna sinna minna, kuigi on hilja.
   This lock **will not open** (won't open).
   See lukk ei taha lahti minna.
2. **Will** you **help** me, please?
   Palun, kas sa aitaksid mind?

1. **Will,** kui ta on rõhuline, väljendab tahet.
2. Küsivas lauses väljendab **will** viisakat ettepanekut või palvet.

1. You **should get up** earlier.
   Sa peaksid varem tõusma.
   He **should wear** wollen socks in winter.
   Ta peaks talvel villaseid sokke kandma.

2. They **should not speak** so loud here.
Nad ei tohiks siin nii kõvasti rääkida.

1. **Should**, kui ta on rõhuline, tähendab kõikides pööretes *peaksin, peaksid, peaks* jne.
2. **Should not** tähendab tõlkes *ei tohiks.*

1. When he was tired, he **would go and talk** to his neighbours.
Kui ta oli väsinud, ta läks tavaliselt naabritega vestlema.
2. Fred tried to explain that to Ann, but she **would not listen.**
Fred püüdis seda Annele selgitada, kuid Ann ei tahtnud kuulata.
I **would rather stay** at home today.
Ma pigem jääksin täna koju.

1. **Would** kõikides pööretes väljendab korduvat tegevust minevikus.
2. **Would,** kui ta on rõhuline, väljendab tahet.

§ 6. Modaalverbid **may, might**

Ajalooliselt on **might** minevikuvorm modaalverbist **may.**

1. Don't go on the ice, it **may break.**
Ärge minge jääle, see võib puruneda.
Don't go on the ice, it **might break.**
Ärge minge jääle, see võib puruneda.
2. He stood up so that everybody **might see** him.
Ta tõusis püsti, et igaüks võiks teda näha (näeks teda).

1. Modaalverbi **might** tarvitatakse **may** asemel, kui oletus on vähe tõenäoline.
2. **Might** võib esineda tähenduses *võiksin, võiksid, võiks* jne.

§ 7. Modaalverb **could**

Could you give me your dictionary for a minute?
Kas te võiksite mulle hetkeks oma sõnaraamatu anda?

Could võib esineda tähenduses *võiksin, võiksid, võiks; saaksin, saaksid, saaks* jne.

§ 8. The Present Continuous Passive

Present Continuous Passive moodustatakse abitegusõna **be** Present Continuous vormidest (*I am being, he (she, it) is being, we are being, you are being, they are being*) ja põhitegusõna kolmandast põhivormist.

Your compositions **are being corrected** just now.
Teie kirjandeid parandatakse just praegu.
A stadium **is being built** by the pupils of that school.
Selle kooli õpilased ehitavad staadioni.

The Present Continuous Passive of the verb **TEACH**		
Jaatav vorm:	I am being taught you are being taught he / she / it } is being taught	we are being taught you are being taught they are being taught
Eitav vorm:	I am not being taught you are not being taught he / she / it } is not being taught	we are not being taught you are not being taught they are not being taught
Küsiv vorm:	am I being taught? are you being taught? is { he / she / it } being taught?	are we being taught? are you being taught? are they being taught?

§ 9. The Past Continuous Passive

Past Continuous Passive moodustatakse abitegusõna **be** Past Continuous vormidest (*I was being, he (she, it) was being, we*

were being, you were being, they were being) ja põhitegusõna kolmandast põhivormist.

When I left the garden, the second flower-bed **was being dug.**
Kui ma läksin aiast ära, kaevati teist lillepeenart.
At three the flowers **were being watered** by the gardener.
Kell kolm kastis aednik (parajasti) lilli.

The Past Continuous Passive of the verb **TEACH**		
Jaatav vorm:	I was being taught you were being taught he / she / it } was being taught	we were being taught you were being taught they were being taught
Eitav vorm:	I was not being taught you were not being taught he / she / it } was not being taught	we were not being taught you were not being taught they were not being taught
Küsiv vorm:	was I being taught? were you being taught? was { he / she / it } being taught?	were we being taught? were you being taught? were they being taught?

§ 10. The Passive Infinitive

(Passiivi infinitiiv)

Passiivi infinitiiv moodustatakse abitegusõnast **be** ja põhitegusõna kolmandast põhivormist:

be written **be built** **be washed**

The Active Infinitive	The Passive Infinitive
(to) write	(to) be written
(to) build	(to) be built
(to) wash	(to) be washed

Võrrelge:

Active	Passive
We *must write* this exercise in ink.	This exercise *must be written* in ink. See harjutus tuleb kirjutada tindiga.
You *may write* that exercise in pencil.	That exercise *may be written* in pencil. Toda harjutust võib kirjutada pliiatsiga.
They *can build* a house there.	A house *can be built* there. Sinna võib ehitada maja.

§ 11. Conditional Sentences

(Tingimuslaused)

Tingimuslaused koosnevad pealausest ja kõrvallausest sidesõnaga **if** (*if-lause*):

He will come here tomorrow **if he has time.**
If he has time, he will come here tomorrow.

Inglise keeles esineb kõige sagedamini kolme tüüpi tingimuslauseid, kus aegade tarvitamine pea- ja kõrvallauses allub eri reeglitele:

1. She **will get** there quickly if she **takes** the bus.
   Ta jõuab sinna kiiresti, kui ta sõidab bussiga.
2. She **would get** there quickly if she **took** the bus.
   Ta jõuaks sinna kiiresti, kui ta sõidaks bussiga.
3. She **would have got** there quickly if she **had taken** the bus.
   Ta oleks kiiresti sinna jõudnud, kui ta oleks bussiga sõitnud.

Verb tingimuslausete pea- ja kõrvallauses

Tüüp	Pealauses	Kõrvallauses (*if-lauses*)
1.	Future Indefinite	Present Indefinite
2.	should (would) + Infinitive	Past Indefinite
3.	should (would) + have + III põhivorm	Past Perfect

Märkus 1. Teise tüübi *if*-lausetes esineb ainsuse 1. ja 3. pöördes **was** asemel **were:**

I should read more *if I were you.*
Ma loeksin rohkem, kui ma oleksin teie asemel.
He would help you *if he were here.*
Ta aitaks teid, kui ta oleks siin.

Märkus 2. Kaasaegses inglise keeles tarvitatakse tingimuslausetes sageli **should** asemel **would** ka esimeses pöördes:

I would go there if I had time = *I should go* there if I had time.

§ 12. Accusative with the Infinitive

(Akusatiiv infinitiiviga)

Konstruktsiooni *akusatiiv (sihitis) infinitiiviga* tarvitatakse järgmiste tegusõnadega:

1) **see, hear, watch, feel** ja teiste meeltetaju väljendavate verbidega; infinitiiv esineb sel juhul ilma partiklita **to;** konstruktsiooni tõlgime sihitislause või *vat*-vormi abil;

2) **want, like, wish** ja teiste tahet väljendavate verbidega; infinitiiv esineb sel juhul partikliga **to;** konstruktsiooni tõlgime sihitislause abil;

3) **ask, tell, order** ja teiste käsku või palvet väljendavate verbidega; infinitiiv esineb sel juhul partikliga **to;** konstruktsiooni tõlgime *da*-tegevusnime või sihitislause abil;

4) verbidega **make** tähenduses *sundima, panema (midagi tegema)* ja **let** tähenduses *laskma*; infinitiiv esineb ilma partiklita **to**; konstruktsiooni tõlgime *ma-* ja *da*-tegevusnime abil;
5) **expect, consider, believe, suppose** ja teiste arvamist ning oletust väljendavate verbidega; infinitiiv on partikliga **to**; konstruktsiooni tõlgime tavaliselt sihitislause abil.

We expected **them to come** early.
Me arvasime (lootsime), et nad tulevad vara.
They consider **Jack to be** our best chess-player.
Nad arvavad, et Jack on meie parim maletaja.
Nad peavad Jacki meie parimaks maletajaks.
The boys believed **the ice to be** thick enough.
Poisid arvasid (uskusid), et jää on küllalt paks.
We supposed **the match to take place** at five.
Me arvasime (oletasime), et võistlus toimub kell viis.

§ 13. Nominative with the Infinitive

(Nominatiiv infinitiiviga)

1. **Everybody** is expected **to come** early.
Oodatakse (loodetakse), et kõik tulevad vara.
Jack is considered **to be** our best chess-player.
Arvatakse, et Jack on meie parim maletaja.
Jacki peetakse meie parimaks maletajaks.
The match was supposed **to take place** at five.
Arvati (oletati), et võistlus toimub kell viis.
The ice was believed **to be** thick enough.
Arvati (usuti), et jää on küllalt paks.
They were known **to go** there every summer.
Oli teada, et nad käivad seal igal suvel.
2. **Ann** is said **to know** English well.
Räägitakse, et Ann oskab hästi inglise keelt.

Konstruktsiooni *nominatiiv (alus) infinitiiviga* tarvitatakse järgmiste verbidega passiivis, mida tõlgime tavaliselt eesti keelde umbisikulise tegumoega:

1) **expect, consider, believe, suppose, know** ja teiste arvamist ning oletust väljendavate verbidega; konstruktsiooni tõlgime tavaliselt sihitislause abil;

2) verbiga **say**; konstruktsiooni tõlgime sihitislause abil.

Märkus. Konstruktsiooni *nominatiiv infinitiiviga* võib asendada põimlausega järgmiselt:

Everybody is expected *to come* early.	It is expected that *everybody will come* early.
Jack is considered *to be* our best player.	It is considered that *Jack is* our best player.
The match was supposed *to take place* at 5.	It was supposed that *the match would take place* at 5.
The ice was believed *to be* thick enough.	It was believed that *the ice was* thick enough.
They were known *to go* there every summer.	It was known that *they went* there every summer.
Ann is said *to know* English well.	It is said that *Ann knows* English well.

§ 14. How to Translate the Gerund into Estonian

A.

1. Shake before **using!**
   Enne tarvitamist loksutada!
2. Did you succeed in **getting** tickets?
   Kas teil õnnestus pileteid saada?
3. They crossed the stream by **stepping** on the stones.
   Nad ületasid oja kividele astudes.
4. She hurried on without **looking** back.
   Ta ruttas tagasi vaatamata edasi.
   Something prevented him from **coming** here.
   Miski takistas teda siia tulemast.
5. After **posting** the letters, he went for a walk.
   Kui ta oli kirja posti pannud, läks ta jalutama.
   He passed the group of boys without **greeting** them.
   Ta möödus poisterühmast, ilma et oleks neid tervitanud.
   Instead of **going** home for dinner, she had a light meal in the lunchroom.
   Selle asemel et lõunaks koju minna, sõi ta sööklas kerge eine.

Gerundiumi tõlgitakse eesti keelde mitmel viisil:

1. *mine*-lõpulise nimisõnaga;
2. *da*-tegevusnimega;
3. *des*-vormiga;
4. *mata-* ja *mast*-vormi abil;
5. kõrvallause abil.

B.

1. Excuse **my interrupting** you.
   Vabandage, et ma teid katkestasin.
   I didn't know anything about **his getting** the first prize.
   Ma ei teadnud midagi sellest, et ta esimese auhinna sai.
2. I insist on **Fred's helping** you.
   Ma nõuan, et Fred sind aitaks.
   We all wondered at **the pupils' not understanding** the question.
   Me kõik imestasime, et õpilased ei saanud küsimusest aru.

1. Omastavat asesõna gerundiumi ees tõlgitakse eesti keelde kõrvallause alusena.
2. Omastavas käändes nimisõna, mis seisab gerundiumi ees, tõlgitakse eesti keelde kõrvallause alusena.

§ 15. The Perfect Participle

(Perfekti kesksõna)

Perfekti kesksõna moodustatakse kesksõna **having** ja põhitegusõna kolmandast põhivormist:

having cooked **having written**

Having cooked the dinner, mother lay down to rest.
Keetnud lõuna valmis, heitis ema puhkama.
Having written two letters, he went out to post them.
Kirjutanud kaks kirja, läks ta neid posti viima.

Perfekti kesksõnaga lauselühend tõlgitakse eesti keelde *nud*-lühendi abil.

Võrrelge:

Present Participle	Perfect Participle
writing *kirjutades*	having written *(olles) kirjutanud*
taking *võttes*	having taken *(olles) võtnud*
answering *vastates*	having answered *(olles) vastanud*
arriving *saabudes*	having arrived *(olles) saabunud*
being *olles*	having been *(olles) olnud*

§ 16. The Indirect and Prepositional Object as the Subject of the Passive Construction

(Kaud- ja eessõnaline sihitis passiivlause alusena)

Active Construction	Passive Construction
1. She gave **the boy** a book.	A book was given to the boy. Poisile anti raamat. **The boy** was given a book. Poisile anti raamat.
They offered **him** a good job.	A good job was offered to him. Temale pakuti hea töökoht. **He** was offered a good job. Temale pakuti hea töökoht.
2. They sent for **the doctor.**	**The doctor** was sent for. Saadeti arsti järele.
Everybody laughed at **the dirty boy.**	**The dirty boy** was laughed at by everybody. Kõik naersid räpase poisi üle.

1. Mõnede verbidega, näit. **give, bring, show, tell, send, offer,** võib nii *otsene* kui *kaudsihitis* olla passiivlause aluseks.

2. Aktiivlause *eessõnaline sihitis* võib esineda alusena vastavas passiivlauses.

§ 17. The Present Indefinite

Näide	Tarvitatakse
1. We **read** the newspaper every day. They often **help** their neighbours. John always **leaves** the house at 7. Jane **takes** music lessons.	korduva tegevuse väljendamiseks olevikus;
2. Linda **speaks** English well. Father **works** at a factory. Cows **give** us milk and sheep **give** us wool.	tegevuse väljendamiseks, mis on alusele pidevalt omane (mis iseloomustab alust);
3. The sun **rises** in the east and **sets** in the west. Light **travels** more quickly than sound.	lausetes, mis väljendavad üldkehtivat tõde;
4. The doctor **comes** into the sickroom. He **takes** the thermometer, **shakes** it well and **gives** it to the patient.	mitme üksteisele järgneva tegevuse väljendamiseks seotud jutustuses;
5. I **see** what you are doing. This bottle **contains** three litres of petroleum. Everybody **knows** that chemist.	kestva oleviku asemel verbidega *see, hear, know, contain, consist, belong, love, like, want, hate* ja mõnede teistega, mis väljendavad seisundit olevikus;
6. When he **finishes** the experiment, he will write down the results. If you **leave** that polymer on the fire, it will melt.	tuleviku asemel ajamäärus- ja tingimuslausetes.

§ 18. The Past Indefinite

Näide	Tarvitatakse
1. Yesterday / Last week / Two months ago / In 1958 / During the holidays / Before going there — we **worked** together for a long time.	tegevuse väljendamiseks, mis toimus minevikus;
2. The doctor **came** into the sick-room. He **took** the thermometer, **shook** it well and **gave** it to the patient.	seotud jutustuses mitme üksteisele järgneva tegevuse väljendamiseks, mis toimusid minevikus;
3. Last year we often **attended** the meetings of our technical club.	koos vastavate määrustega korduva tegevuse väljendamiseks minevikus;
4. He said that he **knew** Russian well. She was glad that you **were** interested in her experiments.	sihitislauses oleviku asemel, kui pealause öeldis on minevikus.

§ 19. The Future Indefinite

Näide	Tarvitatakse
1. We **shall finish** school in spring. Vilma **will be** a laboratory worker.	tegevuse väljendamiseks, mis toimub tulevikus;
Tomorrow / Next week / In 1963 / In two months / During the next term — they **will begin** a new experiment.	

2. The laboratory workers **will** sometimes **consult** a physicist. They **will publish** the results of their experiments every week.	koos vastavate määrustega korduva tegevuse väljendamiseks tulevikus.

Märkus. *I am going (to), he is going (to)* jne. tarvitatakse koos põhiverbi infinitiiviga tuleviku väljendamiseks:
Lembit *is going to buy* an English-Estonian dictionary tomorrow.

§ 20. The Present Continuous

Näide	Tarvitatakse
1. It **is snowing** (at this moment). Look! The boys **are playing** snowballs in the street.	tegevuse väljendamiseks, mis toimub kõnelemise momendil (tegevuse alguse ja lõpu kohta ei ole midagi öeldud);
2. Helmi **is going** to Viljandi tomorrow.	verbidega *come, go, start, arrive, return* tuleviku väljendamiseks.

§ 21. The Past Continuous

Näide	Tarvitatakse
1. Last Saturday at seven / When I came in, / At that moment / While I was resting, } they **were listening** to a concert over the radio.	tegevuse väljendamiseks, mis toimus teatud momendil minevikus (tegevuse alguse ja lõpu kohta ei ole midagi öeldud);
2. I asked him what he **was writing.**	sihtislauses oleviku asemel, kui pealause öeldis on minevikus.

§ 22. The Present Perfect

Näide	Tarvitatakse
1. The Soviet people **have** (already) **built** up Socialism. We **have** all **been** to Moscow. (So now we know what Moscow is like.)	minevikus toimunud tegevuse väljendamiseks, mille tagajärjed ulatuvad olevikku;
2. That factory **has increased** its output this year. He **has** never **seen** a parrot (in his lifetime).	tegevuse väljendamiseks, mis toimus ajaühikus, mis ei ole veel möödunud (*today, this week, this month, this year, in one's lifetime*);
3. We **have lived** here for three years. We **have had** two class meetings since the first of December.	mõnede verbidega, nagu *live work, be, have, see* jt. tegevuse väljendamiseks, mis algas minevikus ja kestab kõnelemise momendil.

§ 23. The Past Perfect

Näide	Tarvitatakse
1. When we arrived, By the time we arrived, By that time } the performance **had begun** (already). The play did not interest the boy because he **had seen** it before. We knew the actor. We **had met** him before. The director wanted to see the scenery that the artist **had prepared** for the new play.	tegevuse väljendamiseks, mis lõpetati teatud momendiks minevikus;
2. We learned that Helmi **had acted** in several plays already. She said she **had bought** three tickets the day before.	sihitislauses ajavormide Present Perfect ja Past Indefinite asemel, kui pealause öeldis on minevikus.

Võrrelge:

a) When she *had finished* her homework, she *went* to the skating-rink. = She didn't go to the skating-rink until she had finished her homework.
b) When she *finished* her homework, she *went* to the skating-rink. = She finished her homework and then went to the skating-rink.

§ 24. Verbi ajad, mis ei kuulu keskkooli programmi

Verbi aeg	Näide	Tarvitatakse
1. Future Perfect	When you come tomorrow, I **shall have written** my composition already. Kui sa homme tuled, olen ma kirjandi juba kirjutanud.	tegevuse väljendamiseks, mis lõpetatakse enne teatud momenti tulevikus;
2. Future Continuous	1. Tomorrow at 4 o'clock I **shall be doing** my homework. Homme kell 4 ma teen oma koduseid ülesandeid. 2. When you come here tomorrow, he **will be writing** his composition. Kui sa homme tuled, kirjutab ta (parajasti) kirjandit.	tegevuse väljendamiseks, mis toimub teatud momendil tulevikus;
3. Present Perfect Continuous	Ain **has been waiting** for you for twenty minutes already. Ain ootab sind juba kakskümmend minutit.	tegevuse väljendamiseks, mis algas minevikus ja kestab kõnelemise momendil;
4. Past Perfect Continuous	When we arrived, they **had been writing** invitations for two hours already. Kui me saabusime, olid nad juba kaks tundi kutseid kirjutanud.	tegevuse väljendamiseks, mis algas minevikus ja kestis teatud momendini minevikus;
5. Future Perfect Continuous	By the first of June we **shall have been studying** English for four years. Esimeseks juuniks oleme inglise keelt neli aastat õppinud.	tegevuse väljendamiseks, mis algab enne teatud momenti ja kestab teatud momendini tulevikus.

§ 25. Tähtsamad koma tarvitamise reeglid inglise keeles

Koma tarvitamine inglise keeles erineb tunduvalt koma tarvitamisest eesti keeles. Allpool on antud tähtsamad reeglid koma tarvitamise kohta inglise keeles.

1. Määruse järel, mis seisab aluse ees, tarvitatakse koma lauseliikmete paremaks eraldamiseks:

After the English lesson, plans for the next excursion [iks'kə:ʃ(ə)n] were **discussed.**

2. Rindlauseid, mis on seotud sidesõnaga *and*, võib eraldada teineteisest komaga:

   The air was full of butterflies, and a sweet fragrance rose from the wild grasses.
   It was the 1st of August and the corn was ripe.

3. Põimlauses ei eraldata sihitislauset pealausest komaga:

   We hope that you will be satisfied with our work.
   George knew he had disobeyed the headmaster.

4. Määruslause eraldatakse komaga ainult siis, kui ta eelneb pealausele:

   When George was being reprimanded by the headmaster, he remained silent.
   George remained silent when he was being reprimanded by the headmaster.

5. Täiendlause eraldatakse pealausest komaga ainult siis, kui ta esineb kõrvallausena, mille võib ka ära jätta:

   I know a man who is very much interested in geology.
   Ma tean (üht niisugust) meest, kes on väga huvitatud geoloogiast.
   Do you know the scientist who was at the head of the expedition?
   Kas te tunnete (seda) teadlast, kes oli ekspeditsiooni eesotsas?
   My eldest brother, who is interested in geology, took part in an expedition last summer.
   Minu vanim vend, kes on huvitatud geoloogiast, võttis möödunud suvel ekspeditsioonist osa.
   He raised his left hand, which was bandaged.
   Ta tõstis vasaku käe, mis oli sidemeis (= ta tõstis vasaku käe ja see oli sidemeis).

6. Kesksõnalised lauselühendid, kui nad on lauses määruseks, eraldatakse komaga:

   Joining Bosinney, Soames started for the station.
   Having discussed the plan with the agent, he returned to the building site.

7. Kesksõnalisi lauselühendeid, mis on lauses täiendiks, ei eraldata komaga:

   The silence was only broken by rabbits running to their holes.
   The architect building that house graduated from London University.
   Bosinney did not like the site chosen by Soames.
   The guests invited to the party arrived between four and five.

8. Saatelause eraldatakse otsesest kõnest komaga:

   He said, "I've found the very place for your house."
   "I shan't take that site," said Soames, "because I can't afford it."
   "I could build you a palace for eight thousand," said Bosinney.
   M ä r k u s. Saatelause eraldatakse otsesest kõnest kooloniga, kui otsest kõnet alustatakse uuest reast ja see koosneb mitmest lausest.

I

KESKSÕNALISTE LAUSELÜHENDITE TÕLKIMINE

Adverbiaalsed kesksõnalised lauselühendid

1. Going home yesterday, he lost his fountain-pen.
   Eile koju minnes kaotas ta täitesulepea.
2. Having bought some provisions, they went back to the camp.
   Ostnud toiduaineid, läksid nad laagrisse tagasi.

Atributiivsed kesksõnalised lauselühendid

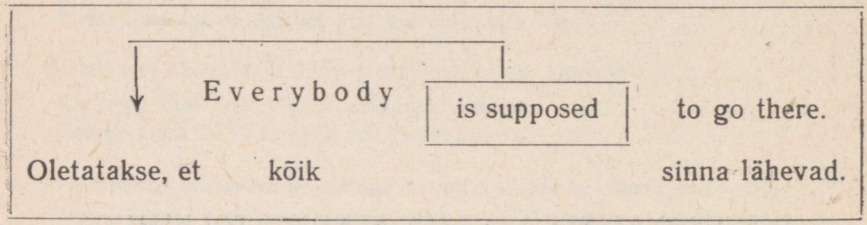
1. **The woman** working at this table is a doctor.
   Naine, *kes selle laua juures töötab*, on arst.
2. We know **the methods** used there.
   Me tunneme **meetodeid,** *mida seal kasutatakse.*
   Me tunneme *seal kasutatavaid* **meetodeid.**

   The plan discussed at the meeting was accepted.
   Plaan, *mida koosolekul arutati*, võeti vastu.
   Koosolekul arutatud **plaan** võeti vastu.

II

THE NOMINATIVE WITH THE INFINITIVE

1. Its translation into Estonian



2. Its equivalent — a complex sentence (põimlause)

a) *Everybody* is supposed *to go* there.
b) It is supposed that *everybody will go* there.

III

THE TENSES IN THE ACTIVE

	Present	Past	Future
Indefinite	I write He writes	I wrote He wrote	I shall write He will write
Continuous	I am writing He is writing	I was writing He was writing	(ei ole keskkooli programmis)
Perfect	I have written He has written	I had written He had written	(ei ole keskkooli programmis)

IV

THE TENSES IN THE PASSIVE

	Present	Past	Future
Indefinite	It is written They are written	It was written They were written	It will be written They will be written
Continuous	It is being written They are being written	It was being written They were being written	(puudub)
Perfect	It has been written They have been written	It had been written They had been written	(ei ole kesk-kooli programmis)

V

QUESTIONS

The Indefinite Tenses Active

When	do did will	they go there?

The Perfect Tenses Active

Where	have had	they gone already?

The Continuous Tenses Active

Where	are were	they going?

The Indefinite Tenses Passive

What	is was	he taught?

What will he be taught?

The Perfect Tenses Passive

What	has had	he been taught?

The Continuous Tenses Passive

What	is was	he being taught?

THE AUXILIARY VERB *BE*

Active	Passive		
Continuous	Indefinite	Perfect	Continuous
Pres. Cont. he is teaching	**Pres. Indef.** he is taught	**Pres. Perf.** he has been taught	**Pres. Cont.** he is being taught
Past Cont. he was teaching	**Past Indef.** he was taught	**Past Perf.** he had been taught	**Past Cont.** he was being taught
	Fut. Indef. he will be taught		

VII
THE TENSES — ACTIVE AND PASSIVE

		Present	Past	Future	Future-in-the-Past
ACTIVE	Indefinite	I write	I wrote	I shall write	I should write
	Continuous	I am writing	I was writing	I shall be writing	I should be writing
	Perfect	I have written	I had written	I shall have written	I should have written
	Perfect Continuous	I have been writing	I had been writing	I shall have been writing	I should have been writing
PASSIVE	Indefinite	It is written	It was written	It will be written	It would be written
	Continuous	It is being written	It was being written	(puudub)	(puudub)
	Perfect	It has been written	It had been written	It will have been written	It would have been written
	Perfect Continuous	(puudub)	(puudub)	(puudub)	(puudub)

VIII

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
28. fight	fought	fought
29. find	found	found
30. fly	flew	flown
31. foresee	foresaw	foreseen
32. forget	forgot	forgotten
33. forgive	forgave	forgiven
34. freeze	froze	frozen
35. get	got	got
36. give	gave	given
37. go	went	gone
38. grow	grew	grown
39. hang	hung	hung

Infinitive	Past Indefinite	Past Participle
40. have	had	had
41. hear	heard	heard
42. hide	hid	hidden
43. hold	held	held
44. hurt	hurt	hurt
45. keep	kept	kept
46. know	knew	known
47. lay	laid	laid
48. lead	led	led
49. leave	left	left
50. let	let	let
51. lie	lay	lain
52. lose	lost	lost
53. make	made	made
54. meet	met	met
55. misunderstand	misunderstood	misunderstood
56. mow	mowed	mown
57. overcome	overcame	overcome
58. overhear	overheard	overheard
59. pay	paid	paid
60. put	put	put
61. read	read	read
62. ride	rode	ridden
63. ring	rang	rung
64. run	ran	run
65. say	said	said
66. see	saw	seen
67. sell	sold	sold
68. send	sent	sent
69. set	set	set
70. sew	sewed	sewn
71. shake	shook	shaken
72. shine	shone	shone
73. shoot	shot	shot
74. show	showed	shown
75. shut	shut	shut
76. sing	sang	sung
77. sit	sat	sat
78. sleep	slept	slept
79. sow	sowed	sown
80. speak	spoke	spoken
81. spend	spent	spent
82. spin	span	spun

Infinitive	Past Indefinite	Past Participle
83. spit	spat	spat
84. spread	spread	spread
85. stand	stood	stood
86. steal	stole	stolen
87. stick	stuck	stuck
88. strike	struck	struck
89. sweep	swept	swept
90. swim	swam	swum
91. take	took	taken
92. teach	taught	taught
93. tell	told	told
94. think	thought	thought
95. throw	threw	thrown
96. understand	understood	understood
97. wake	woke	woken
98. wear	wore	worn
99. weave	wove	woven
100. win	won	won
101. write	wrote	written

A

able [ˈeibl] *a.* suuteline, võimeline
about [əˈbaut] *prep.* (millegi) kohta, millestki; *adv.* ümber, ringi; umbes
above [əˈbʌv] *prep.* üle, kohal
abridged [əˈbridʒd] 8 *p.p.* lühendatud
abroad [əˈbrɔːd] 7 *adv.* välismaal
absent [ˈæbs(ə)nt] *a.* puuduv
to be absent puuduma
absolutely [ˈæbsəluːtli] 8 *adv.* täielikult, täiesti
accept [əkˈsept] *v.* vastu võtma
accident [ˈæksid(ə)nt] *n.* juhus, juhtum, õnnetusjuhtum
according [əˈkɔːdiŋ] 4 *adv.* vastavalt (millelegi **to**)
accordion [əˈkɔːdiən] *n.* akordion, lõõtspill
accusative [əˈkjuːzətiv] *n.* akusatiiv, sihitav (kääne)
accuse [əˈkjuːz] 18 *v.* süüdistama
ache [eik] *v.* valutama; *n.* valu
achieve [əˈtʃiːv] *v.* saavutama
achievement [əˈtʃiːvmənt] *n.* saavutus
acquainted [əˈkweintid]
get acquainted (with) (kellegagi, millegagi) tuttavaks saama
across [əˈkrɔs] *prep.* üle
act [ækt] 19. *n.* tegu, toiming; (näidendi) vaatus; *v.* tegutsema; näitlema
action [ˈækʃ(ə)n] 16 *n.* tegevus
active [ˈæktiv] *a.* aktiivne
actor [ˈæktə] *n.* näitleja
adapted [əˈdæptid] *a.* adapteeritud, kohandatud
add [æd] *v.* lisama
address [əˈdres] *v.* kõnetama, pöörduma (kellegi poole); *n.* aadress
return address saatja aadress
adjective [ˈædʒiktiv] *n.* omadussõna
admit [ədˈmit] *n.* juurdepääsu võimaldama, vastu võtma
adore [əˈdɔː] 8 *v.* jumaldama
advanced [ədˈvaːnst] 1 *a.* eesrindlik, edumeelne
adventure [ədˈventʃə] 8 *n.* seiklus, erakordne sündmus
adverb [ˈædvəːb] *n.* määrsõna
adverbial [ədˈvəːbiəl] *n.* määrus
advertisement [ədˈvəːtizmənt] *n.* kuulutus
advice [ədˈvais] 17 *n.* nõuanne, nõu
advise [ədˈvaiz] *v.* soovitama; nõu andma
affair [əˈfɛə] 22 *n.* asi, lugu; sekeldus
affirmative [əˈfəːmətiv] *a.* jaatav
afford [[əˈfɔːd] 22 *v.* (endale) lubama, võimaldama
afraid [əˈfreid]
be afraid (of) kartma
Africa [ˈæfrikə] *pn.* Aafrika
after [ˈɑːftə] *prep.* pärast, taga, järel(e)
afternoon [ˈɑːftəˈnuːn] *n.* pärastlõuna, õhtupoolik
in the afternoon pärast lõunat, õhtupoolikul
afterward [ˈɑːftəwəd] = **afterwards** *adv.* hiljem
again [əˈge(i)n] *adv.* uuesti, jälle

age [eidʒ] *n.* vanus; ajastu
agent ['eidʒənt] 22 *n.* agent, esindaja
ago [ə'gou] *adv.* (teatav aeg) tagasi
agree [ə'gri:] *v.* nõustuma, nõus olema
agricultural [ægri'kʌltʃ(ə)r(ə)l] *a.* põllumajandus-, põllumajanduslik
agriculture ['ægrikʌltʃə] *n.* põllumajandus
agronomist [ə'grɔnəmist] *n.* agronoom
ahead [ə'hed] **(of)** 2 *adv.* ees
aim [eim] 1 *n.* eesmärk, siht; *v.* sihtima
air [ɛə] *n.* õhk; *v.* tuulutama
by air lennupostiga; lennukiga
airless ['ɛəlis] *a.* õhutu, lämmatav
alarm [ə'lɑ:m] = **alarm-clock** *n.* äratuskell
Aldington ['ɔ(:)ldiŋt(ə)n] *pn.*
ale [eil] 16 *n.* õlu
Alice ['ælis] *pn.*
alive [ə'laiv] *pred. a.* elus, elav
all [ɔ:l] *pron.* kõik
all day kogu päev
all-union üleliiduline
allow [ə'lau] *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
although [ɔ:l'ðou] 2. *conj.* olgugi et, kuigi
always ['ɔ:lw(e)iz] *adv.* alati
ambulance ['æmbjuləns] *n.* kiirabiauto
Amelia [ə'mi:ljə] *pn.*
America [ə'merikə] *pn.* Ameerika
among [ə'mʌŋ] *prep.* seas, hulgas; sekka, hulka
amputate ['æmpjuteit] *v.* amputeerima, ära lõikama
Amsterdam ['æmstə'dæm] 11 *pn.* Amsterdam
amusement [ə'mju:zmənt] 20 *n.* lõbustus
analysis [ə'nælisis] *n.* analüüs
and [ænd, ənd, nd] *conj.* ja
Andrew ['ændru:] *pn.*
anecdote ['ænikdout] *n.* anekdoot
anger ['æŋgə] *n.* viha
Anglo-Saxon ['æŋglou'sæks(ə)n] 18 *n.* anglosaks; *a.* anglosaksi
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 ['ɑ:nsə] *v.* vastama; *n.* vastus
antonym ['æntənim] *n.* antonüüm, vastandsõna
any ['eni] *pron.* mõni, keegi; 6 ükskõik missugune
anybody ['enibɔdi] *pron.* ükskõik kes, keegi
anyone ['eniwʌn] *pron.* ükskõik kes, keegi
anything ['eniθiŋ] *pron.* midagi (*eitavas ja küsivas lauses*)
apartment [ə'pɑ:tmənt] *n.* korter
apartment house paljukorteriline üürimaja
apparatus [æpə'reitəs] *n.* aparaat
appear [ə'piə] *v.* ilmuma
apple ['æpl] *n.* õun
applause [ə'plɔ:z] 6 *n.* kiiduavaldused, aplaus
application [æpli'keiʃ(ə)n] 12 *n.* rakendamine
apprentice [ə'prentis] *n.* õpipoiss
approach [ə'proutʃ] *v.* lähenema
April ['eipril] *n.* aprill
apron ['eipr(ə)n] 24 *n.* põll
aristocratic [æristə'krætik] 19 *a.* aristokraatlik
arm [ɑ:m] n. käsivars
armchair ['ɑ:m'tʃɛə] *n.* tugitool
armed ['ɑ:md] *a.* relvastatud
arms [ɑ:mz] 19 *n.* relvad
army ['ɑ:mi] *n.* armee, sõjavägi
around [ə'raund] *prep.* ümber
arrest [ə'rest] *v.* vahistama, arreteerima; *n.* arest, vahistamine
arrival [ə'raiv(ə)l] 17 *n.* saabumine
arrive [ə'raiv] *v.* saabuma

arrow ['ærou] *n.* nool
art [ɑ:t] 15 *n.* kunst
Arthur ['ɑ:θə] *pn.*
article ['ɑ:tikl] *n.* artikkel
leading article juhtkiri
artist ['ɑ:tist] *n.* kunstnik
as [æz, əz] *conj.* nagu, kui; sel ajal kui, kuna; et
as ... as *conj.* nii ... kui
as well as ka, samuti
Ashby ['æʃbi] *pn.*
ashes ['æʃiz] 3 *n.* tuhk
Asia ['eiʃə] *pn.* Aasia
aside [ə'said] 18 *adv.* kõrvale
ask [ɑ:sk] *v.* küsima
ask for (something) (midagi) paluma
asleep [ə'sli:p] *pred. a.* magav
to be asleep magama
assistant [ə'sistənt] *n.* assistent, abiline
astonishingly [əs'tɔniʃiŋli] 8 *adv.* üllatavalt
atheism ['eiθiizm] 19 *n.* ateism, jumalaeitamine
athlete ['æθli:t] *n.* sportlane, atleet
Atlantic [ət'læntik] *n.* Atlandi ookean (= **the Atlantic Ocean**)
atomic [ə'tɔmik] *a.* aatomi-, aatom-
attack [ə'tæk] *n.* atakk, rünnak; haigushoog; *v.* ründama, kallale tungima
attempt [ə'tempt] 23 *n.* katse, püüe; *v.* katsuma, püüdma
attend [ə'tend] *v.* osa võtma
to attend school koolis käima
to attend lectures loengutel käima
attention [ə'tenʃ(ə)n] 14 *n.* tähelepanu
attic ['ætik] *n.* katuse- e. pööningukamber
attract [ə'trækt] 14 *v.* külge tõmbama
attributive [ə'tribjutiv] *a.* täiend-, atributiivne
August ['ɔ:gəst] *n.* august
aunt [ɑ:nt] *n.* tädi
Australia [ɔ(:)s'treiliə] 9 *pn.* Austraalia
author ['ɔ:θə] 20 *n.* autor
automatic [ɔ:tə'mætik] *n.* automaatpüss; 5 *a.* automaat-
automation [ɔ:tə'meiʃ(ə)n] 1 *n.* automatiseerimine
autumn ['ɔ:təm] *n.* sügis
auxiliary [ɔ:g'ziljəri] *a.* abi-
auxiliary verb abiverb
avoid [ə'vɔid] 17 *v.* vältima, ära hoidma
award [ə'wɔ:d] *v.* määrama, andma
away [ə'wei] *adv.* ära, eemal(e)
awfully ['ɔ:f(u)li] 5 *adv.* hirmsasti, väga, kohutavalt

B

baby ['beibi] *n.* beebi, sülelaps
back [bæk] *n.* selg; *adv.* tagasi
backward ['bækwəd] *adv.* tagurpidi; *a.* mahajäänud
bacon ['beikən] *n.* läbikasvanud sealiha, peekon
bad [bæd] *a.* halb, **worse** [wə:s] halvem, **worst** [wə:st] halvim
bag [bæg] *n.* kott
bake [beik] *v.* küpsetama; küpsema
bakery ['beikəri] *n.* leivakauplus, pagariäri
ball [bɔ:l] *n.* pall, kera
banana [bə'nɑ:nə] *n.* banaan
band [bænd] 13 *n.* orkester, muusikakoor; laineala
bandage ['bændidʒ] 21. *n.* (haava) side; *v.* siduma
bank [bæŋk] *n.* kallas
bank [bæŋk] *n.* pank
bark [bɑ:k] *v.* haukuma
barley ['bɑ:li] *n.* oder
barn [bɑ:n] *n.* küün
baronet ['bær(ə)nit] 20 *n.* baronet (aadlitiitel)
bar-room ['bɑ:ru(:)m] 21 *n.* baar
basement ['beismənt] *n.* keldrikorrus
basket ['bɑ:skit] *n.* korv
basketball ['bɑ:skitbɔ:l] *n.* korvpall
bathe [beið] *v.* suplema
bathroom ['bɑ:θrum] *n.* vannituba
Baxter ['bækstə] *pn.*
bay [bei] *n.* (mere)laht

be [biː], **was** [wɔz, wəz], **were** [wəː, wə] **been** [bi(ː)n] *v.* olema, viibima, asetsema
bead [biːd] *n.* helmes, (klaas)pärl
bear [bɛə] *n.* karu
bear [bɛə], **bore** [bɔː], **borne** [bɔːn] 19 *v.* kandma, taluma
beard [biəd] *n.* habe
beardless [ˈbiədlis] *a.* habemetu
beat [biːt], **beat, beaten** [ˈbiːtn] *v.* lööma, peksma
beautiful [ˈbjuːtif(u)l] *a.* ilus, kaunis
beauty [ˈbjuːti] *n.* ilu, kaunidus; kaunitar, iludus
because [biˈkɔ(ː)z] *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
beer [biə] 13 *n.* õlu
before [biˈfɔː] *conj.* enne kui; *prep.* enne, ees, ette; *adv.* enne, varem
beggar [ˈbegə] 8 *n.* kerjus
begin [biˈgin], **began** [biˈgæn], **begun** [biˈgʌn] *v.* algama; alustama
Belgium [ˈbeldʒəm] 17 *pn.* Belgia
bench [bentʃ] 17 *n.* pink
beside [biˈsaid] 8 *prep.* kõrval
betray [biˈtrei] 24 *v.* reetma
bill [bil] 21 *n.* arve
bit [bit] 22 *n.* tükk, tükike
a bit natuke
bitter [ˈbitə] 8 *a.* kibe, mõru
blame [bleim] 24 *v.* süüdistama; laitma; *n.* laitus, süü
blank [blæŋk] *n.* lünk
blanket [ˈblæŋkit] 3 *n.* (voodi)vaip
bleed [bliːd], **bled** [bled], **bled** 23 *v.* verd jooksma
blind [blaind] *a.* pime
blow [blou], **blew** [bluː], **blown** [bloun] *v.* puhuma
blow [blou] *n.* hoop
blue [bluː] *a.* sinine
board [bɔːd] *n.* (sae)laud, plank; tahvel
boarding-school [ˈbɔːdiŋskuːl] 17 *n.* internaatkool
boat [bout] *n.* paat
go in a boat paadiga sõitma
bobtail [ˈbɔbteil] *n.* kärbitud sabaga hobune
Bodkin [ˈbɔdkin] *pn.*
boby [ˈbɔdi] 1 *n.* keha
boil [bɔil] *v.* keetma; keema
bold [bould] *a.* julge
Bolshevik [ˈbɔlʃivik] *n.* bolševik
Bolshevik Party bolševike partei
bomb [bɔm] *n.* pomm
bone [boun] *n.* kont, luu
bonnie [ˈbɔni] *(šoti murdes) a.* nägus, kena
bony [ˈbouni] 2 *a.* kondine, luine
book [buk] *n.* raamat
bookcase [ˈbukkeis] *n.* raamatukapp
boot [buːt] *n.* saabas
born [bɔːn] *a.* sündinud
borrow [ˈbɔrou] *v.* laenama
Bosinney [bɔˈsini] *pn.*
both [bouθ] *pron.* mõlemad
both ... and *conj.* nii ... kui
bottle [ˈbɔtl] *n.* pudel
bottom [ˈbɔtəm] *n.* põhi
at the bottom all, põhjas
bourgeois [ˈbuəʒwɑː] *a.* kodanlik; *n.* kodanlane
bow [bau] 8 *v.* kummardama; *n.* kummardus
box [bɔks] *n.* karp, kast
box-office [ˈbɔksɔfis] 6 *n.* (teatri) piletikassa
boy [bɔi] *n.* poiss
branch [brɑːntʃ] *n.* oks
brandy [ˈbrændi] 8 *n.* brändi, konjak
brave [breiv] *a.* vapper, julge
bread [bred] *n.* leib
break [breik], **broke** [brouk], **broken** [ˈbroukn] *v.* murdma
break up lõppema, katkema
breakfast [ˈbrekfəst] *n.* hommikueine
have breakfast einetama (hommikul)
breast [brest] *n.* rind

breath [breθ] *n.* hingus, hingetõmme
out of breath hingetu
breathe [bri:ð] *v.* hingama
Brian ['braiən] *pn.*
brick [brik] *n.* telliskivi
bridge [bridʒ] *n.* sild
brigade [bri'geid] *n.* brigaad
brigade-leader brigadir
bright [brait] *a.* elav, rõõmus; ere
a bright day selge päev
brilliant ['briljənt] *a.* hiilgav, tore
bring [briŋ], **brought** [brɔ:t], **brought** *v.* tooma
bring up 6 üles kasvatama
Britain ['brit(ə)n] *pn.* Britannia
Great Britain Suurbritannia
broad [brɔ:d] *a.* lai, avar
Broadway ['brɔ:dwei] *pn.* (New Yorgi peatänav)
Brom [brɔm] *pn.*
Brontë ['brɔnti] *pn.*
brother ['brʌðə] *n.* vend
brother-in-law mehevend; õemees
brown [braun] *a.* pruun
brush [brʌʃ] *n.* hari; *v.* harjama
build [bild], **built** [bilt], **built** *v.* ehitama
building ['bildiŋ] *n.* hoone, ehitus
bun [bʌn] *n.* saiake
bunch [bʌntʃ] *n.* kimp, kobar
bundle ['bʌndl] 22 *n.* kimp, komps
buried ['berid] *p. p.* maetud
Burma ['bə:mə] 24 *pn.* Birma
burn [bə:n], **burnt** [bə:nt], **burnt** *v.* põlema; põletama
burning ['bə:niŋ] *a.* põlev
burst [bə:st], **burst, burst** *v.* lõhkema; puhkema
to burst out välja pahvatama
bury ['beri] *v.* matma
bus [bʌs] *n.* buss
bus-stop bussipeatus
by bus bussiga
bush [buʃ] 10 *n.* põõsas
business ['biznis] *n.* äri
busy ['bizi] *a.* töörohke
to be busy tööga kinni olema
but [bʌt, bət] *conj.* kuid, aga; *prep.* välja arvatud, peale
butcher ['butʃə] *n.* lihunik
butter ['bʌtə] *n.* võI
butterfly ['bʌtəflai] 22 *n.* liblikas
button ['bʌtn] 24 *n.* nööp; *v.* nööpima, kinni nööpima
buy [bai], **bought** [bɔ:t], **bought** *v.* ostma
buyer ['baiə] *n.* ostja
by [bai] 5 *prep.* kõrval, juures; kaudu, teel
Byron ['baiər(ə)n] *pn.*
Bysshe [biʃ] *pn.*

C

cab [kæb] 22 *n.* voorimehe sõiduk, troska; taksiauto
cabbage ['kæbidʒ] *n.* kapsas
cabin ['kæbin] *n.* kajut
cake [keik] *n.* kook
calendar ['kælində] 14 *n.* kalender
California [kæli'fɔ:niə] *pn.* Kalifornia
call [kɔ:l] *v.* kutsuma, nimetama
call for 22 (kellegi, millegi) järele tulema
calmly ['kɑ:mli] 24 *adv.* rahulikult
Cambridge ['keimbridʒ] *pn.*
camera ['kæmərə] *n.* fotoaparaat
camp [kæmp] *n.* laager
can [kæn], *rõhuta* [kən], **could** [kud], *rõhuta* [kəd] *abiverb* võin, võid *jne.*; suudan, suudad *jne.*; oskan, oskad *jne.*
Canada ['kænədə] 9 *pn.* Kanada
canal [kə'næl] 9 *n.* kanal
candle ['kændl] *n.* küünal
Canterbury ['kæntəb(ə)ri] *pn.*
cap [kæp] *n.* müts
capital ['kæpitl] *n.* pealinn
capitalist ['kæpitəlist] *a.* kapitalistlik; *n.* kapitalist
captain ['kæptin] *n.* kapten
carbide ['kɑ:baid] 12 *n.* karbiit
carbon ['kɑ:bən] 12 *n.* süsinik
card [kɑ:d] 20 *n.* (mängu-, post-)kaart
care [kɛə] 17 *n.* hool, mure

careful ['kɛəf(u)l] *a.* ettevaatlik, hoolikas
careless ['kɛəlis] *a.* ettevaatamatu, hooletu
Carmen ['kaːmen] *pn.*
carpenter ['kaːpintə] 15 *n.* puusepp
carpet ['kaːpit] 8 *n.* (põranda)vaip
carriage ['kæridʒ] *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
case [keis] 11 *n.* juhtum, olukord
castle ['kaːsl] 18 *n.* loss
cat [kæt] *n.* kass
cattle ['kætl] 1 *n.* veised, kariloomad
catch [kætʃ], **caught** [kɔːt], **caught** *v.* kinni püüdma
catch cold külmetuma
catch fire tuld võtma
celebrate ['selibreit] *v.* pühitsema
celebration [seli'breiʃ(ə)n] *n.* tähistamine, pidu
cello ['tʃelou] 13 *n.* tšello (*pl.* **cellos**)
cement [si'ment] 14 *n.* tsement
cent [sent] *n.* sent; sada
per cent sajast, protsenti
Centigrade ['sentigreid] *a.* sajapügalane (termomeetri kohta)
centimetre ['sentimiːtə] *n.* sentimeeter
central ['sentrəl] *a.* tsentraalne, kesk-
centre ['sentə] *n.* keskus
century ['sentʃuri] *n.* sajand
certainly ['səːt(ə)nli] *adv.* kindlasti
chain [tʃein] 12 *n.* kett, ahel; *v.* aheldama
chair [tʃɛə] *n.* tool
chairman ['tʃɛəmən] *n.* esimees
chalk [tʃɔːk] *n.* kriit
champion ['tʃæmpiən] *n.* tšempion; eestvõitleja
championship ['tʃæmpiənʃip] *n.* esivõistlused
chance [tʃaːns] *n.* võimalus
change [tʃeindʒ] *v.* muutuma; muutma; *n.* muudatus; 5. vahetusraha
changeable ['tʃeindʒəbl] 9 *a.* muutlik
channel ['tʃænl] *n.* (looduslik) kanal
chapter ['tʃæptə] *n.* peatükk
character ['kæriktə] 18 *n.* iseloom, karakter
charity ['tʃæriti] *n.* heategevus, halastus
Charles [tʃaːlz] *pn.*
Charlotte ['ʃaːlət] *pn.*
Chaucer ['tʃɔːsə] *pn.*
cheap [tʃiːp] *a.* odav
cheat [tʃiːt] 15 *v.* petma
cheek [tʃiːk] *n.* põsk
cheese [tʃiːz] *n.* juust
chemical ['kemikl] 12 *a.* keemiline, keemia-
chemist ['kemist] *n.* keemik; apteeker
at the chemist's 4 apteegis
chemistry ['kemistri] *n.* keemia
chess [tʃes] *n.* male
chicken ['tʃikin] *n.* kanaliha; tibu
chief [tʃiːf] *n.* pealik, ülem, juht
chiefly ['tʃiːfli] 9 *adv.* peamiselt
child [tʃaild] *n.* laps (*pl.* **children** ['tʃildr(ə)n])
childhood ['tʃaildhud] *n.* lapsepõlv
chilly ['tʃili] 22 *a.* jahe, külm
chimney ['tʃimni] 14 *n.* korsten
China ['tʃainə] *n.* Hiina
Chinatown ['tʃainətaun] *pn.*
chloroform ['klɔrəfɔːm] *n.* kloroform (tuimastusvahend)
choose [tʃuːz], **chose** [tʃouz], **chosen** ['tʃouzn] *n.* valima
church [tʃəːtʃ] 13 *n.* kirik
Christmas ['krisməs] 13 *n.* jõulud
cigar [si'gaː] *n.* sigar
cigarette [sigə'ret] 8 *n.* pabeross; sigarett
cinema ['sinimə] *n.* kino
circle ['səːkl] 10 *n.* ring, sõõr; *v.* ringlema, tiirlema
city ['siti] *n.* suurlinn
the City Londoni kesklinn
classroom ['klaːsrum] *n.* klass, klassiruum
Claude [klɔːd] *pn.*
clause [klɔːz] *n.* osalause

clean [kliːn] *v.* puhastama; *a.* puhas
clear [kliə] *v.* koristama; saavutama (spordis); *a.* selge
clear away ära koristama
clever [ˈklevə] *a.* tark
cliff [klif] *n.* kalju
climate [ˈklaimit] *n.* kliima
climb [klaim] *v.* ronima
cloakroom [ˈkloukrum] *n.* riidehoid
clock [klɔk] *n.* (seina-, laua-)kell
at nine o'clock kell üheksa
close [klouz] *v.* sulgema
closely [ˈklousli] 16 *adv.* tihedalt
cloth [klɔθ] *n.* riie; laudlina
clothe [klouð] *v.* riietama
clothes [klouðz] *n.* riided, rõivad
cloud [klaud] *n.* pilv
cloudy [ˈklaudi] *a.* pilvine
club [klʌb] *n.* klubi; ring
cm. = **centimetre**
coach [koutʃ] 20 *n.* tõld, postitõld
coast [koust] *n.* (mere)rand
coat [kout] *n.* kuub, mantel, palitu
coffee [ˈkɔfi] *n.* kohv
coffee-pot [ˈkɔfipɔt] *n.* kohvikann
coffin [ˈkɔfin] *n.* kirst, puusärk
cold [kould] *a.* külm
a cold külmetus, nohu
a bad cold tugev külmetus
collar [ˈkɔlə] 8 *n.* krae
collective [kəˈlektiv] *a.* kollektiivne, ühine
collective farm kolhoos
collective farmer kolhoosnik
college [ˈkɔlidʒ] *n.* kolledž (eriaineline kõrgem õppeasutus)
colonial [kəˈlouniəl] *a.* koloniaal-, koloniaalne
colonialist [kəˈlouniəlist] *n.* kolonisaator
colonist [ˈkɔlənist] *n.* asunik
colony [ˈkɔl(ə)ni] *n.* koloonia, asumaa
colour [ˈkʌlə] *n.* värv, värvus
what colour is ... mis värvi on ...
Columbus [kəˈlʌmbəs] *pn.* Kolumbus
column [ˈkɔləm] *n.* veerg; sammas
comb [koum] *n.* kamm; *v.* kammima
combine [ˈkɔmbain] *n.* kombain
come [kʌm], **came** [keim], **come** *v.* tulema
comfortable [ˈkʌmf(ə)təbl] *a.* mugav, mõnus
comma [ˈkɔmə] *n.* koma
command [kəˈmaːnd] *v.* käskima; *n.* käsk
committee [kəˈmiti] *n.* komitee
common [ˈkɔmən] *a.* ühine, üldine; harilik
communism [ˈkɔmju(ː)nizm] *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] *adv.* võrdlemisi, suhteliselt
compete [kəmˈpiːt] *v.* võistlema
competition [kɔmpiˈtiʃ(ə)n] *n.* võistlus
composition [kɔmpəˈziʃ(ə)n] *n.* kirjand
comrade [ˈkɔmrid] *n.* seltsimees
concert [ˈkɔnsət] *n.* kontsert
condition [kənˈdiʃ(ə)n] *n.* tingimus, olukord
conduct [ˈkɔndəkt] 23 *n.* käitumine
conductor [kənˈdʌktə] 12 *n.* juht, juhtiv aine; dirigent; konduktor
conflict [ˈkɔnflikt] 19 *n.* konflikt, kokkupõrge
confuse [kənˈfjuːz] 5 *v.* segadusse viima
confusion [kənˈfjuːʒ(ə)n] 18 *n.* segadus
congress [ˈkɔŋgres] *n.* kongress
conjunction [kənˈdʒʌŋkʃ(ə)n] *n.* sidesõna
connect [kəˈnekt] 9 *v.* ühendama
conquer [ˈkɔŋkə] 18 *v.* vallutama
conservative [kənˈsəːvətiv] 14 *a.* konservatiivne
consider [kənˈsidə] 7 *v.* arvama; (millekski) pidama, lugema; arvesse võtma; kaalutlema

Considine ['kɔnsidain] *pn.*
consist [kən'sist] *v.* koosnema (millestki **of**)
constable ['kʌnstəbl] 21 *n.* konstaabel
construction [kən'strʌkʃ(ə)n] *n.* konstruktsioon
consult [kən'sʌlt] *v.* konsulteerima, (kelleltki) nõu küsima
consulting-room [kən'sʌltiŋrum] *n.* (vastuvõtu)kabinet
contain [kən'tein] 12 *v.* sisaldama
contest ['kɔntest] *n.* võistlus
continent ['kɔntinənt] *n.* manner
continue [kən'tinju:] *v.* jätkama
contrast ['kɔntra:st] 24 *n.* kontrast
control [kən'troul] 24 *v.* valitsema, juhtima, kontrollima; *n.* juhtimine, valitsemine, kontroll
conversation [kɔnvə'seiʃ(ə)n] *n.* vestlus, konversatsioon
convince [kən'vins] 7 *v.* veenma
cook [kuk] *n.* kokk; *v.* keetma
copy-book ['kɔpibuk] *n.* vihik
corn [kɔ:n] *n.* teravili
corner ['kɔ:nə] *n.* nurk
correct [kə'rekt] *v.* parandama; *a.* õige, korrektne
corridor ['kɔridɔ:] *n.* koridor
cost [kɔst], **cost, cost** *v.* maksma, väärt olema; *n.* hind, kulu
costume ['kɔstju:m] 16 *n.* kostüüm; riietus
cottage ['kɔtidʒ] *n.* väike (maa)maja, suvila
cotton ['kɔtn] *n.* puuvill
cough [kɔ(:)f] 4 *n.* köha; *v.* köhima
could [kud], *rõhuta* [kəd] *abiverb:* võisin, võisid *jne.*; oskasin, oskasid *jne.*
count [kaunt] v. loendama, lugema
counter ['kauntə] *n.* lett
country ['kʌntri] *n.* maa, riik
in the country maal
to the country maale
couple ['kʌpl] 5 *n.* paar; abielupaar
courage ['kʌridʒ] 18 *n.* julgus, vahvus
courageous [kə'reidʒəs] *a.* julge, vahva
course [kɔ:s] *n.* kursus; käik, kulg
of course muidugi
cousin ['kʌzn] 17 *n.* onu- *või* tädipoeg *või* -tütar
Coventry ['kɔv(ə)ntri] *pn.*
cover ['kʌvə] *v.* katma
cow [kau] *n.* lehm
cowboy ['kaubɔi] *n.* kauboi
craftsman ['kra:ftsmən] *n.* käsitööline
crane [krein] *n.* sookurg
Crawley ['krɔ:li] *pn.*
cream [kri:m] 14 *n.* koor; kreem
creep [kri:p], **crept** [krept], **crept** *v.* roomama
cricket ['krikit] 14 *n.* kriket *(pallimäng)*
crime [kraim] 21 *n.* kuritegu
critic ['kritik] *n.* kriitik, arvustaja
criticize ['kritisaiz] 19 *v.* kritiseerima, arvustama
crop [krɔp] *n.* (vilja)saak
cross [krɔs] *v.* ületama, risti üle minema, läbima
crossword ['krɔswə:d] *n.* ristsõna
crowd [kraud] *n.* rahvahulk
cruel ['kru(:)il] *a.* julm, karm, halastamatu
cry [krai] *v.* hüüdma, karjuma; nutma; *n.* hüüe
cup [kʌp] *n.* tass; karikas
cure [kjuə] 10 *v.* terveks ravima; *n.* ravi, kuur
Curie ['kü'ri:] *pn.* (*prantsuse perekonnanimi*)
curiously ['kjuəriəsli] 10 *adv.* uudishimulikult
curly ['kə:li] *a.* kähar, kräsus, lokkis
curtain ['kə:t(ə)n] *n.* eesriie, kardin
custom ['kʌstəm] 2 *n.* komme
customer ['kʌstəmə] *n.* ostja, klient
cut [kʌt], **cut, cut** *v.* lõikama
cycle ['saikl] *v.* jalgrattaga sõitma

dad [dæd] *n.* isa, taat (*koduselt*)
daily ['deili] *a.* igapäevane; *adv.* iga päev
dairy ['dɛəri] 9 *n.* meierei; piimakauplus
damp [dæmp] *a.* niiske
dance [dɑ:ns] *v.* tantsima; *n.* tants
dandy ['dændi] 12 *n.* keigar, moenarr, dändi
danger ['deindʒə] *n.* hädaoht
dangerous ['deindʒ(ə)rəs] *a.* ohtlik
dare [dɛə] *v.* julgema
dark [dɑ:k] *a.* tume, tõmmu; pime
in the dark pimedas
it is getting dark pimeneb
darling ['dɑ:liŋ] 8 *n.* lemmik
dash [dæʃ] *v.* söösti ma, tormama
date [deit] *n.* kuupäev
daughter ['dɔ:tə] *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] *n.* võlg
December [di'sembə] *n.* detsember
decigram ['desigræm] *n.* detsigramm (0,1 grammi)
deck [dek] *n.* tekk, laevalagi
on deck pardal
decide [di'said] *v.* otsustama
decision [di'siʒ(ə)n] 22 *n.* otsus
decorate ['dekəreit] *v.* kaunistama, dekoreerima
deep [di:p] *a.* sügav
deeply ['di:pli] *adv.* sügavalt
defeat [di'fi:t] *v.* (lahingus, võistlusel) lööma, võitma; *n.* lüüasaamine, kaotus
defence [di'fens] 19 *n.* kaitse
defend [di'fend] *v.* kaitsma
degree [di'gri:] *n.* kraad, pügal; teaduslik kraad
take a degree teaduslikku kraadi omandama
demand [di'mɑ:nd] 13 *n.* nõudmine; *v.* nõudma
demob [di'mɔb] = **demobilize**
demobilization ['di:moubil(a)i'zeiʃ(ə)n] 24 *n.* demobilisatisoon
demobilize [di:'moubilaiz] 24 *v.* demobiliseerima
democracy [di'mɔkrəsi] *n.* demokraatia
democratic [demə'krætik] *a.* demokraatlik
demonstrate ['demənstreit] *v.* demonstreerima
demonstration [demɔns'treiʃ(ə)n] *n.* demonstratsioon
Denmark ['denmɑ:k] 9 *n.* Taani(maa)
dentist ['dentist] 4 *n.* hambaarst
describe [dis'kraib] *v.* kirjeldama
description [dis'kripʃ(ə)n] *n.* kirjeldus
desert ['dezət] *n.* kõrb
desk [desk] *n.* koolilaud, kirjutuslaud
despair [dis'pɛə] *n.* meeleheide
despise [dis'paiz] 18 *v.* põlgama
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
Dickens ['dikinz] *pn.*
dictionary ['dikʃ(ə)n(ə)ri] 7 *n.* sõnaraamat
die [dai] *v.* surema
differ ['difə] 16 *v.* erinema
different ['difr(ə)nt] *a.* erinev, eri- e. isesugune; teistsugune
difficult ['difikəlt] *a.* raske
difficulty ['difikəlti] *n.* raskus
dig [dig], **dug** [dʌg], **dug** *v.* kaevama
dining-room ['dainiŋrum] *n.* sõögituba
dinner ['dinə] *n.* lõuna
have dinner lõunatama
sit down to dinner lõunalauda istuma

diploma [di'ploumə] *n.* diplom
direct [di'rekt] *a.* otsene
direct [di'rekt] *v.* juhtima
direction [di'rekʃ(ə)n] 5 *n.* suund; juhend
dirt [də:t] *n.* mustus
dirty ['də:ti] *a.* räpane, must; närune
disappear [disə'piə] *v.* kaduma
disappoint [disə'pɔint] 5 *v.* pettumust valmistama
to be disappointed pettuma
discover [dis'kʌvə] *v.* avastama
discoverer [dis'kʌvərə] *n.* avastaja
discovery [dis'kʌv(ə)ri] *n.* avastus
discrimination [diskrimi'neiʃ(ə)n] 11 *n.* diskriminatsioon, vahetegemine
discus ['diskəs] *n.* ketas
discus-throwing kettaheide
discuss [dis'kʌs] *v.* arutama
disease [di'zi:z] *n.* haigus, tõbi
disgrace [dis'greis] *n.* häbi; häbiplekk; 23 *v.* häbi tegema
disgraceful [dis'greisf(u)l] *a.* häbistav, häbiväärne
disguise [dis'gaiz] *v.* maskeerima, varjama
disguised [dis'gaizd] *a.* maskeeritud
dish [diʃ] *n.* roog, toit; vaagen; (*pl.*) sööginõud
dislike [dis'laik] *v.* mitte sallima
disobedient [disə'bi:diənt] *a.* sõnakuulmatu
disobey [disə'bei] 23 *v.* sõnakuulmatu olema; (käsku) täitmata jätma
distance ['dist(ə)ns] *n.* distants, kaugus
distribute [dis'tribju:t] *v.* levitama, laiali kandma
district ['distrikt] *n.* piirkond, rajoon
dive [daiv] 5 *v.* sukelduma; kätt sügavale pistma
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 eesuks
doorway ['dɔ:wei] *n.* ukseava
Doris ['dɔris] *pn.*
double ['dʌbl] *a.* kahekordne, topelt
doubt [daut] *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
doze [douz] 24 *v.* uinuma, tukkuma
dozen ['dʌzn] *n.* tosin
drama ['drɑ:mə] 6 *n.* draama
dramatist ['dræmətist] 16 *n.* draamakirjanik
draw [drɔ:], **drew** [dru:], **drawn** [drɔ:n] *v.* joonistama; tõmbama; kinni tõmbama
draw lots liisku võtma
drawer ['drɔ:ə] 5 *n.* laegas, sahtel
drawing ['drɔ:iŋ] *n.* joonis, joonistus; joonistamine
drawing-board joonistuslaud
technical drawing joonestamine
dream [dri:m] *v.* und *või* unes nägema
dress [dres] *v.* riietuma; *n.* kleit
dress a wound haava siduma
dressing-gown ['dresiŋgaun] 20 *n.* hommikumantel
drill [dril] 23 *n.* drill; *v.* drillima
drink [driŋk], **drank** [dræŋk], **drunk** [drʌŋk] *v.* jooma
drive [draiv], **drove** [drouv], **driven** ['drivn] *v.* ajama, juhtima; sõidutama, sõitma
drop [drɔp] *v.* kukkuda laskma
drop [drɔp] 13 *n.* tilk
drown [draun] 19 *v.* uputama
to be drowned uppuma
dry [drai] *a.* kuiv; *v.* kuivatama
dubbed [dʌbd] 6 *p.p.* dubleeritud
duck [dʌk] *n.* part
dull [dʌl] 20 *a.* igav, tuim; *(ilma kohta)* pilves
during ['djuəriŋ] *prep.* kestel
dusk [dʌsk] 8 *n.* videvik

dust [dʌst] *n.* tolm; *v.* tolmust puhastama
dusty ['dʌsti] *a.* tolmune
Dutch [dʌtʃ] *n.* hollandi keel
duty ['dju:ti] *n.* kohus, kohustus
to be on duty kohustetäitmisel olema

E

each [i:tʃ] *pron.* iga, igaüks (teatud hulgast)
each other teineteist
eager ['i:gə] 15 *a.* agar, innukas
ear [iə] *n.* kõrv
early ['ə:li] *adv.* vara; *a.* varane
earn [ə:n] *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] *a.* ida-
eat [i:t], **ate** [et], **eaten** ['i:tn] *v.* sööma
to eat up ära sööma
eating-house söökla
economic [i:kə'nɔmik] *a.* majanduslik
economical [i:kə'nɔmikl] *a.* kokkuhoidlik
economically [i:kə'nɔmikəli] *adv.* kokkuhoidlikult
economy [i(:)'kɔnəmi] 1 *n.* majandus
edge [edʒ] 16 *n.* äär
Edinburgh ['edinb(ə)rə] *pn.* Edinburgh
editor ['editə] *n.* toimetaja
educate ['edju(:)keit] *v.* kasvatama, õpetama, harima
education [edju(:)'keiʃ(ə)n] *n.* kasvatus, haridus
physical education kehaline kasvatus
Edward ['edwəd] *pn.*
effect [i'fekt] 10 *n.* efekt, mõju
egg [eg] *n.* muna
egg-cup ['egkʌp] *n.* munapeeker
eight [eit] *num.* kaheksa
eighteen ['ei'ti:n] *num.* kaheksateist
eighty ['eiti] *num.* kaheksakümmend
either ['aiðə] 12 *pn.* ükskõik kumb
either ... or ['aiðə ... 'ɔ:] *conj.* kas ... või
elastic [i'læstik] 12 *a.* elastne, venitatav; *n.* kummipael
elbow ['elbou] *n.* küünarnukk
elect [i'lekt] *v.* valima
electric [i'lektrik] *a.* elektri-
electricity [elek'trisiti] *n.* elekter
element ['eliмənt] *n.* element
elementary [eli'ment(ə)ri] *a.* elementaarne, alg-
elementary school 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
embrace [im'breis] 24 *v.* embama; *n.* embus
emigrant ['emigr(ə)nt] *n.* emigrant, väljarändaja
employ [im'plɔi] *v.* tööle palkama, rakendama
employer [im'plɔiə] *n.* tööandja
empty ['empti] *a.* tühi; *v.* tühjendama
end [end] *n.* lõpp; *v.* lõpetama
enemy ['enimi] *n.* vaenlane
energy ['enədʒi] *n.* energia
engaged [in'geidʒd]
to be engaged [in'geidʒd] **in** 9 (millegagi) tegelema
engine ['endʒin] *n.* masin, vedur; tuletõrjeauto
engineer [endʒi'niə] *n.* insener
engineering [endʒi'niəriŋ] 24 *n.* tehnika, inseneriasjandus
England ['iŋgland] *n.* Inglismaa
English ['iŋgliʃ] *n.* inglise keel; *a.* inglise, ingliskeelne
Englishman ['iŋgliʃmən] *n.* inglane
enjoy [in'dʒɔi] *v.* nautima
enormous [i'nɔ:məs] 8 *a.* tohutu, väga suur

enough [i'nʌf] *a.* küllalt, küllaldane; *adv.* küllalt
enrich [in'ritʃ] *v.* rikastama
enter ['entə] *v.* sisenema, sisse astuma
envelope ['enviloup] *n.* ümbrik
equal ['i:kwəl] *a.* võrdne
equivalent [i'kwivələnt] *n.* ekvivalent, samaväärne asi
era ['iərə] *n.* ajastu
escape [is'keip] 18 *v.* pääsema, vabanema; *n.* pääsemine, vabanemine
Eskimo ['eskimou] *n.* eskimo
especial [is'peʃ(ə)l] *a.* erakordne, eriline
especially [is'peʃ(ə)li] *adv.* eriti, üliväga
E.S.S.R. = **Estonian Soviet Socialist Republic**
Estonia [es'touniə] *pn.* Eesti(maa)
Estonian [es'touniən] *n.* eesti keel, eestlane; *a.* eesti, eestikeelne
eternal [i(:)'tə:n(ə)l] 22 *a.* igavene
Europe ['juərəp] *pn.* Euroopa
European [juərə'piən] 1 euroopa-, euroopalik; eurooplane
eve [i:v] 14 *n.* eelõhtu, eelpäev
even ['i:v(ə)n] *adv.* isegi, koguni
evening ['i:vniŋ] *n.* õhtu
event [i'vent] *n.* number (spordivõistluste kavas); sündmus
ever ['evə] *adv.* iialgi, kunagi
every ['evri] *adj.* iga
everybody ['evribɔdi] *pron.* kõik, igaüks
everything ['evriθiŋ] *pron.* kõik, iga asi
everywhere ['evriwɛə] *adv.* kõikjal, igal pool
exactly [ig'zæktli] 8 *adv.* täpselt, täpipealt
examination [igzæmi'neiʃ(ə)n] *n.* eksam
examine [ig'zæmin] *v.* eksamineerima; läbi vaatama, uurima
example [ig'za:mpl] *n.* näide
excellent ['eks(ə)lənt] *a.* oivaline, suurepärane, (erakordselt) hea
except [ik'sept] *prep.* välja arvatud
exclaim [iks'kleim] 10 *v.* hüüatama, hüüdma
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
exist [ig'zist] 1 *v.* eksisteerima
existence [ig'zist(ə)ns] *n.* olemasolu, eksistents
expect [iks'pekt] 7 *v.* ootama, lootma, arvama
expedition [ekspi'diʃ(ə)n] n. ekspeditsioon
expel [iks'pel] 19 *v.* välja heitma *(min.* **expelled)**
expense [iks'pens] *n.* kulutus, kulu
expensive [iks'pensiv] *a.* kulukas, kallis
experiment [iks'perimənt] *n.* eksperiment, katse
explanation [eksplə'neiʃ(ə)n] 21 *n.* selgitus
explain [iks'plein] *v.* selgitama
exploit [iks'plɔit] 9 *v.* ekspluateerima, kurnama
exploiter [iks'plɔitə] *n.* ekspluateerija, kurnaja
express [iks'pres] 19 *v.* väljendama
expression [iks'preʃ(ə)n] 7 *n.* väljend, väljendus
extraordinary [iks'trɔid(ə)n(ə)ri] 8 *a.* erakorraline, harukordne
extreme [iks'tri:m] 24 *a.* äärmine
extremely [iks'tri:mli] 8 *adv.* äärmiselt, väga
eye [ai] *n.* silm
eyeglasses ['aigla:siz] *n.* prillid

F

face [feis] *n.* nägu
fact [fækt] 12 *n.* fakt, tõsiasi
factory ['fæktəri] *n.* vabrik
faculty ['fækəlti] *n.* teaduskond, fakulteet
faint [feint] *v.* minestama; 22 *a.* nõrk
fair [fɛə] *a.* ilus, kena; blond

fair [fɛə] 20 *n.* laat
fairy ['fɛəri] *n.* haldjas, fee
fall [fɔ:l], **fell** [fel], **fallen** ['fɔ:l(ə)n] *v.* kukkuma
fall asleep magama jääma
fall ill haigestuma
false [fɔ:ls] *a.* vale, võlts
familiar [fə'miljə] 24 *a.* hästi tuntud, hästi tuttav, kodune, familiaarne
family ['fæmili] *n.* perekond
famous ['feiməs] *a.* kuulus
far [fa:] *adv.* kaugel; *a.* kauge
farewell ['fɛə'wel] *interj.* hüvasti
farm [fa:m] *n.* farm, talu
collective farm kolhoos
farmer ['fa:mə] *n.* farmer, talunik
collective farmer kolhoosnik
farmhouse ['fa:mhaus] *n.* talumaja
Farquar ['fa:kwə] *pn.*
fashion ['fæʃ(ə)n] 12 *n.* mood
fashionable ['fæʃ(ə)nəbl] 16 *a.* moodne
fast [fa:st] *adv.* kiiresti
fat [fæt] *n.* rasv; *a.* rasvane
fatal ['feitl] 13 *a.* saatuslik, fataalne
father ['fa:ðə] *n.* isa
fault [fɔ:lt] *n.* viga, puudus
favourite ['feiv(ə)rit] *n.* lemmik; *a.* lemmik-
fear [fiə] *n.* hirm
feature ['fi:tʃə] 6 *n.* iseloomustav joon, iseärasus
feature film kunstiline film
February ['februəri] *n.* veebruar
fee [fi:] *n.* tasu; õpperaha
feed [fi:d], **fed** [fed], **fed** *v.* toitma
feel [fi:l], **felt** [felt], **felt** *v.* tundma
feeling ['fi:liŋ] 19 *n.* tunne, tundmus
fellow ['felou] 22 *n.* (*fam.*) mees, poiss
fellow-pupil ['felou'pju:pil] 23 *n.* kaasõpilane
fellow-student ['felou'stju:d(ə)nt] *n.* kaasüliõpilane
felt [felt] *n.* vilt
fertile ['fə:tail] 9 *a.* viljakas
fever ['fi:və] *n.* palavik
have (a) fever palavikus olema
fibre ['faibə] 12 *n.* kiudaine, kude
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] *n.* kuju
fill [fil] *v.* täitma
fill in täitma (lünki)
filling ['filiŋ] 4 *n.* täitmine; täidis; hambaplomm
film [film] *n.* film
filter ['filtə] 12 *v.* filtreerima; *n.* filter, kurn
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
finger ['fiŋgə] 8 *n.* sõrm
finish ['finiʃ] *v.* lõpetama
Finland ['finlənd] *pn.* Soome(maa)
fire ['faiə] *n.* tuli, lõke, tulekahju
on fire põlemas, leekides
fireplace ['faiəpleis] *n.* kamin
firewood ['faiəwud] *n.* küttepuud
fir [fə:] = **fir-tree** *n.* kuusk
first [fə:st] *num.* esimene; *adv.* esiteks
fish [fiʃ] *n.* kala (*pl.* **fish**); *v.* kalastama
go fishing kalal käima
fishing-rod ['fiʃiŋrɔd] *n.* õngeritv
fist [fist] 10 *n.* rusikas
fit [fit] *v.* (rõiva kohta) sobima
to fit on (rõivast) selga proovima
fit [fit] 17 *a.* kõlblik, sobiv, sünnis
fitting-room ['fitiŋrum] *n.* (rõivaste selga proovimise) kabiin
five [faiv] *num.* viis
flag [flæg] *n.* lipp
flame [fleim] *n.* leek
flat [flæt] *n.* korter
flatter ['flætə] 11 *v.* meelitama
flight [flait] *n.* lend
floor [flɔ:] *n.* põrand; majakorrus
ground floor esimene majakorrus

flour [ˈflauə] *n.* jahu
flow [flou] *v.* voolama
flower [ˈflauə] *n.* lill
'flu [flu:] = **influenza** [influˈenzə] 4 *n.* influentsa, gripp
flush [flʌʃ] 22 *v.* punastama
fly [flai], **flew** [flu:], **flown** [floun] *v.* lendama
fly [flai] 3 *n.* kärbes
fog [fɔg] *n.* udu
foggy [ˈfɔgi] *a.* udune
fold [fould] *v.* kokku panema, kokku murdma
follow [ˈfɔlou] *v.* järgnema
following [ˈfɔlouiŋ] *a.* järgmine
fond [fɔnd] *a.* kiindunud (kellessegi, millessegi **of**)
food [fu:d] *n.* toit
fool [fu:l] *n.* narr, tola
foolish [ˈfu:liʃ] *a.* rumal
foot [fut] *n.* jalg (*pl.* **feet**)
football [ˈfutbɔ:l] *n.* jalgpall
footsteps [ˈfutsteps] *n.* sammud
footwear [ˈfutwɛə] *n.* jalatsid
for [fɔ:], *rõhuta* [fə] *prep.* jaoks, -ks; eest; poolt; *conj.* sest et
forbid [fəˈbid], **forbade** [fəˈbeid], **forbidden** [fəˈbidn] 16 *v.* keelama
force [fɔ:s] 14 *v.* sundima; *n.* jõud
forehead [ˈfɔrid] 22 *n.* laup, otsmik
foreign [ˈfɔrin] *a.* välis-, välismaine
foreign language võõrkeel
foreigner [ˈfɔrinə] *n.* välismaalane
foreman [ˈfɔ:mən] *n.* tööde juhataja
foresee [fɔ:ˈsi:] 5 *v.* ette nägema
forest [ˈfɔrist] *n.* (põlis)mets
forge [fɔ:dʒ] 19 *v.* (metalli) taguma
forget [fəˈget], **forgot** [fəˈgɔt], **forgotten** [fəˈgɔtn] *v.* unustama
forgive [fəˈgiv], **forgave** [fəˈgeiv], **forgiven** [fəˈgivn] *v.* andestama
form [fɔ:m] *v.* moodustama; *n.* vorm
forty [ˈfɔ:ti] *num.* nelikümmend
found [faund] *v.* asutama
fountain-pen [ˈfauntinpen] *n.* täitesulepea
four [fɔ:] *num.* neli
fourteen [ˈfɔ:ˈti:n] *num.* neliteist
forward [ˈfɔ:wəd] *adv.* edasi
fragrance [ˈfreigr(ə)ns] 22 *n.* (meeldiv) lõhn
frame [freim] *n.* (akna)raam
franc [fræŋk] *n.* frank (*prantsuse rahaühik*)
France [fra:ns] *n.* Prantsusmaa
François [fra:nˈswa:] *pn.* (*prantsuse eesnimi*)
Frederic [fredeˈrik] *pn.* (*prantsuse eesnimi*)
free [fri:] *a.* vaba; *v.* vabastama
freeze [fri:z], **froze** [frouz], **frozen** [ˈfrouzn] *v.* külmuma; külmetama; külmetuma
French [frentʃ] *a.* prantsuse, prantsuskeelne; *n.* prantsuse keel
Friday [ˈfraidi] *n.* reede
friend [frend] *n.* sõber
friendless [ˈfrendlis] *a.* sõpradeta
friendly [ˈfrendli] 18 *a.* sõbralik
friendship [ˈfrendʃip] *n.* sõprus
frighten [ˈfraitn] *v.* kohutama, hirmutama
to be frightened kartma, hirmu tundma
from [frɔm], *rõhuta* [frəm] *prep.* -st, -lt, juurest
front [frʌnt] *n.* esikülg; rinne, front
front door eesuks
in front of ees, ette
frost [frɔst] 14 *n.* külm, pakane
frosty [ˈfrɔsti] *a.* külm, härmane
frozen [ˈfrouzn] *a.* külmunud
fruit [fru:t] *n.* puuvili
fry [frai] *v.* praadima
frying-pan [ˈfraiiŋpæn] *n.* pann
fuel [ˈfjuil] 1 *n.* kütteaine, kütus
full [ful] *a.* täis
fun [fʌn] *n.* lõbu, nali
funeral [ˈfju:n(ə)rəl] *n.* matus
funny [ˈfʌni] *a.* naljakas, imelik
furious [ˈfjuəriəs] 2 *a.* raevukas, maruvihane, pöörane
furiously [ˈfjuəriəsli] 2 *adv.* raevukalt, maruvihaselt
furnish [ˈfə:niʃ] 18 *v.* sisustama, möbleerima
furniture [ˈfə:nitʃə] 8 *n.* mööbel

gallery ['gæləri] 13 *n.* galerii, rõdu
Galsworthy ['gɔ:lzwəði] *pn.*
game [geim] *n.* mäng
gang [gæŋ] *n.* jõuk
garden ['gɑ:dn] *n.* aed
garden-seat ['gɑ:dnsi:t] *n.* aiapink
gas [gæs] *n.* gaas
Gaskell ['gɑ:skl] *pn.*
gate [geit] 14 *n.* värav
gather ['gæðə] *v.* koguma, korjama
gaze [geiz] 8 *v.* üksisilmi vaatama
generation [dʒenə'reiʃ(ə)n] 20 *n.* põlvkond, generatsioon
generous ['dʒenərəs] 8 *a.* helde, suuremeelne
genius ['dʒi:niəs] *n.* geenius
gentleman ['dʒentlmən] *n.* härra, džentlmen
Geoffrey ['dʒefri] *pn.*
geography [dʒi'ɔgrəfi] *n.* maateadus, geograafia
geology [dʒi'ɔlədʒi] *n.* geoloogia
George [dʒɔ:dʒ] *pn.* Georg
Germany ['dʒə:məni] *pn.* Saksamaa
get [get], **got** [gɔt], **got** *v.* saama, hankima; saabuma
get in sisse pääsema, sisse saama
get on (with) edasi jõudma
get off maha tulema, maha minema
get out väljuma
get out! kao siit!
get ready valmistama; valmistuma
get rid (of) 7 lahti saama
get up tõusma
ghost [goust] *n.* vaim
giant ['dʒaiənt] 14 *a.* hiiglaslik; *n.* hiiglane, gigant
Gideon ['gidiən] *pn.*
Gill [gil] *pn.*
gipsy ['dʒipsi] *n.* mustlane
girl [gə:l] *n.* tütarlaps
give [giv], **gave** [geiv], **given** ['givn] *v.* andma
give in järele andma
give up 7 loobuma
glad [glæd] *pred. a.* rõõmus
I am glad mul on hea meel
Glasgow ['glɑ:sgou] *pn.*
glass [glɑ:s] *n.* klaas; *pl.* **glasses** prillid
globe [gloub] 16 *n.* gloobus; kera; maakera
glory ['glɔ:ri] *n.* au, kuulsus
glove [glʌv] *n.* kinnas
go [gou], **went** [went], **gone** [gɔn] *v.* minema, käima
go on jätkama; jätkuma
god [gɔd] *n.* jumal
gold [gould] *n.* kuld
Gold [gould] 18 *pn.*
golden ['gouldn] 16 *a.* kuldne, kuld-
Goldsmith ['gouldsmiθ] *pn.*
good [gud] *a.* hea
good-bye [gud'bai] head aega
say good-bye (to) hüvasti jätma (kellegagi)
goods [gudz] 1 *n.* kaubad
goose [gu:s] *n.* hani (*pl.* **geese** [gi:s])
Gordon ['gɔ:dn] *pn.*
governess ['gʌvənis] 20 *n.* guvernant, koduõpetajanna
government ['gʌv(ə)nmənt] *n.* valitsus
graduate ['grædjueit] *v.* (ülikooli, kooli) lõpetama
grain [grein] *n.* teravili
gram [græm] = **gramme** *n.* gramm
grammar ['græmə] *n.* grammatika
gramophone ['græməfoun] *n.* grammofon
grandfather ['grændfɑ:ðə] *n.* vanaisa
grandmother ['grændmʌðə] *n.* vanaema
grandparents ['grændpɛərənts] *n.* vanavanemad
granny ['græni] *n.* (*fam.*) vanaemake
grapes [greips] 20 *n.* viinamarjad
graphical ['græfik(ə)l] *a.* graafiline
grass [grɑ:s] *n.* rohi
grateful ['greitful] 10 *a.* tänulik
gravel ['græv(ə)l] 22 *n.* kruus, jäme liiv

gravy ['greivi] 15 *n.* praekaste
great [greit] a. suur
the Great Patriotic War Suur Isamaasõda
greedy ['gri:di] 20 *a.* ahne, ablas
Greek [gri:k] 17 *n.* kreeka keel; kreeklane
green [gri:n] *a.* roheline
greenhouse ['gri:nhaus] 12 *n.* kasvuhoone
greet [gri:t] *v.* tervitama
greetings ['gri:tiŋz] *n.* tervitused
grey [grei] *a.* hall
Griffin ['grifin] *pn.*
ground [graund] *n.* maa, maapind
group [gru:p] *n.* grupp
grow [grou], **grew** [gru:], **grown** [groun] *v.* kasvama; kasvatama; muutuma
grown-up ['groun'ʌp] 7 *a.* täiskasvanud; *n.* täiskasvanu
guard [ga:d] 17 *n.* valvur
guest [gest] *n.* külaline
gulf [gʌlf] 9 *n.* merelaht
Gulf-stream 9 *n.* Golfi hoovus
gun [gʌn] 23 *n.* püss
gunpowder ['gʌnpaudə] *n.* püssirohi
gym [dʒim] = **gymnastics**
gym shoes võimlemiskingad
gymnastics [dʒim'næstiks] *n.* võimlemine, gümnastika

H

H [eitʃ] = **hydrogen**
hair [hɛə] *n.* juuksed
half [ha:f] *n.* pool
hall [hɔ:l] *n.* saal; esik
hallo [hæ'lou] *interj.* hallo(o)! (*hüüe tähelepanu äratamiseks; tervitus sõprade vahel*)
ham [hæm] *n.* sink
hand [hænd] *n.* käsi
handful ['hændful] *n.* peotäis
handkerchief ['hæŋkətʃif] *n.* taskurätt
handle ['hændl] 8 *n.* käepide
hang [hæŋ], **hung** [hʌŋ], **hung** *v.* rippuma; riputama
happen ['hæp(ə)n] *v.* juhtuma
happy ['hæpi] *a.* õnnelik
hard [ha:d] *adv.* kõvasti; *a.* kõva, raske
hardly ['ha:dli] *adv.* vaevalt
hardworking ['ha:dwə:kiŋ] 15 *a.* töökas
Harlem ['ha:ləm] *pn.* (*neegrite linnaosa New Yorgis*)
harvest ['ha:vist] *n.* lõikus
harvesting-combine ['ha:vistiŋ kɔmbain] *n.* teraviljakombain
hat [hæt] *n.* kübar, kaabu
hate [heit] *v.* vihkama
hatred ['heitrid] 19 *n.* vihkamine, vihavaen
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] *n.* hein
to make hay heina tegema
hayloft ['heilɔft] *n.* heinalakk
hay-making ['heimeikiŋ] *n.* heinategemine
he [hi:], *rõhuta* [hi] *pron.* (*meess.*) tema
head [hed] *n.* pea
headache ['hedeik] *n.* peavalu
headless ['hedlis] *a.* peata
headmaster ['hedma:stə] 17 *n.* koolijuhataja
health [helθ] *n.* tervis
healthy ['helθi] *a.* terve
heap [hi:p] 19 *v.* kuhjama; *n.* kuhi, hunnik
hear [hiə], **heard** [hə:d], **heard** *v.* kuulma
heart [ha:t] *n.* süda
heat [hi:t] *v.* kütma; *n.* kuumus, soojus
heating ['hi:tiŋ] *n.* kütmine
heaven ['hevn] taevas
good heavens! helde taevas!

heavy [ˈhevi] *a.* raske, ränk
hedge [hedʒ] 22 *n.* hekk
height [hait] 9 *n.* kõrgus
help [help] *v.* aitama; *n.* abi
Hemans [ˈhiːmənz] *pn.*
hen [hen] *n.* kana
Henry [ˈhenri] *pn.*
her [həː], *rõhuta* [hə] *pron. (naiss.)* teda; temale; tema (oma)
hero [ˈhiərou] *n.* kangelane
herring [ˈheriŋ] *n.* heeringas
herself [hə(ɪ)ˈself] *pron.* (tema) ise; end
she says to herself ta ütleb endamisi
here [hiə] *adv.* siin; siia
hey [hei] 13 *interj.* hei!
hide [haid], **hid** [hid], **hidden** [ˈhidn] *v.* peitma
high [hai] *a.* kõrge
high-jump [ˈhaidʒʌmp] *n.* kõrgushüpe
highway [ˈhaiwei] *n.* maantee, peatee
hill [hil] *n.* küngas
hilly [ˈhili] 9 *a.* künklik, mägine
him [him] *pron. (meess).* teda; temale
his [hiz] *pron. (mees.)* tema (oma)
historical [hisˈtɔrikl] 18 *a.* ajalooline
history [ˈhistəri] *n.* ajalugu
hold [hould], **held** [held], **held** *v.* pidama, hoidma
hole [houl] *n.* auk
holiday [ˈhɔlidei, ˈhɔlidi] *n.* püha
winter holidays talvine koolivaheaeg
Holland [ˈhɔlənd] *pn.* Holland
hollow [ˈhɔlou] *n.* org
holly [ˈhɔli] 14 *n.* astelpõõsas
home [houm] *n.* kodu; *adv.* koju
at home kodus
homeless [ˈhoumlis] *a.* kodutu
homeward [ˈhoumwəd] *adv.* kodu poole
homework [ˈhoumwəːk] *n.* kodused ülesanded
honest [ˈɔnist] 15 *a.* aus
honey [ˈhʌni] *n.* mesi
honour [ˈɔnə] *n.* au, austus
in honour of auks
hope [houp] *v.* lootma; *n.* lootus
hopeful [ˈhoupful] *a.* lootusrikas
hopefully [ˈhoupfuli] *adv.* lootusrikkalt
hopeless [ˈhouplis] *a.* lootusetu
horizontal [hɔriˈzɔnt(ə)l] *a.* horisontaalne
horizontally [hɔriˈzɔntəli] *adv.* horisontaalselt
horse [hɔːs] *n.* hobune
horseman [ˈhɔːsmən] *n.* ratsutaja, ratsanik
hospital [ˈhɔspit(ə)l] *n.* haigla
hotel [houˈtel] *n.* hotell, võõrastemaja
house [haus] *n.* maja (*pl.* **houses** [ˈhauziz])
household [ˈhaushould] *n.* majapidamine
housewife [ˈhauswaif] *n.* koduperenaine (*pl.* **housewives**)
hot [hɔt] *a.* kuum, palav
hour [ˈauə] *n.* tund
how [hau] *adv.* kuidas
how many kui palju, mitu
how long kui kaua
how do you do? tere!
however [hauˈevə] *conj.* siiski, ometi, aga
Hudson [ˈhʌdsn] *pn.*
human [ˈhjuːmən] 15 *a.* inim-
humour [ˈhjuːmə] 2 *n.* meeleolu, tuju, huumor
humorous [ˈhjuːmərəs] 15 *a.* humoristlik, naljatlev
hundred [ˈhʌndrid] *num.* sada
hunger [ˈhʌŋgə] *n.* nälg
hungry [ˈhʌŋgri] *a.* näljane
hunt [hʌnt] *v.* küttima, jahti pidama
hunter [ˈhʌntə] *n.* kütt, jahimees
hunting-spear [ˈhʌntiŋspiə] *n.* jahioda
hurrah [huˈraː] 2 *interj.* hurraa!
hurry [ˈhʌri] *v.* kiirustama, ruttama; *n.* rutt
I am in a hurry mul on kiire
hurt [həːt], **hurt, hurt** *v.* vigastama, haiget tegema; haiget saama
husband [ˈhʌzb(ə)nd] *n.* mees (abikaasa)
hush [hʌʃ] *interj.* tasa!

hut [hʌt] *n.* onn, hütt
hydroelectric [haidro(u)i'lektrik] *a.* hüdroelektri-
hydrogen ['haidrədʒən] *n.* vesinik
hymn [him] 13 *n.* kirikulaul
hysteria [his'tiəriə] *n.* hüsteeria

I

I [ai] *pron.* mina
ice [ais] *n.* jää
on the ice liuväljal
idle ['aidl] 19 *a.* tegevuseta, laisklev
Ichabod ['ikəbəd] *pn.*
idea [ai'diə] *n.* idee, mõte
if [if] *conj.* kui (*tingimuslausetes*); kas (*kaudsetes küsimustes*)
ill [il] *a.* haige
illness ['ilnis] 4 *n.* haigus
imagine [i'mædʒin] *v.* ette kujutama, kujutlema
imitate ['imiteit] *v.* matkima, jäljendama
immediately [i'mi:diətli] 8 *adv.* otsekohe, jalamaid
immense [i'mens] 8 *a.* tohutu, väga suur
immigrant ['imigrənt] *n.* sisserändaja, immigrant
impatient [im'peiʃ(ə)nt] 10 *a.* kannatamatu
impatiently [im'peiʃ(ə)ntli] 10 *adv.* kannatamatult
import [im'pɔ:t] 9 *v.* sisse vedama
important [im'pɔ:t(ə)nt] *a.* tähtis
impossible [im'pɔsibl] *a.* võimatu
impostor [im'pɔstə] 19 *n.* petis, pettur
impulsively [im'pʌlsivli] 8 *adv.* impulsiivselt
in [in] *prep.* sees; sisse
incident ['insid(ə)nt] *n.* vahejuhtum, intsident
income ['inkʌm] *n.* sissetulek, tulu
incorrect [inkə'rekt] 7 *a.* ebaõige, vigane
increase [in'kri:s] *v.* suurenema, kasvama; suurendama
indeed [in'di:d] *adv.* tõesti, tõepoolest
indefinite [in'definit] *a.* umbmäärane
independence [indi'pend(ə)ns] *n.* sõltumatus
India ['indiə] *pn.* India
Indian ['indiən] *a.* india
indirect [indi'rekt] *a.* kaudne
industrial [in'dʌstriəl] *a.* tööstuslik
industry ['indʌstri] *n.* tööstus
inform [in'fɔ:m] *v.* informeerima, teatama
inhabit [in'hæbit] *v.* elama
inhabitant [in'hæbit(ə)nt] *n.* elanik
initiative [i'niʃiətiv] *n.* initsiatiiv, algatusvõime, algatus
ink [iŋk] *n.* tint
inkpot ['iŋkpɔt] *n.* tindipott
inland ['inlənd] 9 *a.* sise-; *n.* sisemaa
inn [in] 15 *n.* kõrts, võõrastemaja
inner ['inə] 16 *a.* sisemine
inside ['in'said] 20 *adv.* sees, seespool
insist [in'sist] *v.* peale käima
inspector [in'spektə] *n.* inspektor
instead [in'sted] *adv.* selle asemel
instead of (millegi) asemel
instruction [in'strʌkʃ(ə)n] *n.* instruktsioon, juhend
instrument ['instrumənt] *n.* riist, instrument
insult [in'sʌlt] *v.* solvama
intend [in'tend] 18 *v.* kavatsema
intention [in'tenʃ(ə)n] 21 *n.* kavatsus
interest ['intrist] *n.* huvi; *v.* huvitama
to be interested in (millestki) huvitatud olema
interesting ['intristiŋ] *a.* huvitav
international [intə'næʃn(ə)l] *a.* rahvusvaheline, internatsionaalne
interrogative [intə'rɔgətiv] *a.* küsiv
interrupt [intə'rʌpt] *v.* katkestama
interval ['intəv(ə)l] *a.* vaheaeg
introduce [intrə'dju:s] 12 *v.* sisse tooma, sisse viima; tutvustama
invent [in'vent] 3 *v.* leiutama
invention [in'venʃ(ə)n] 12 *n.* leiutis
Inverara [invə'rɛərə] *pn.*
invisible [in'vizibl] 21 *a.* nähtamatu
invitation [invi'teiʃ(ə)n] *n.* (külla)kutse
invite [in'vait] *v.* külla kutsuma

Ireland ['aiələnd] *pn.* Iirimaa
Irene [i'ren] *pn.* *(prantsuse eesnimi)*
Irish ['aiəriʃ] *a.* iiri; iiri keel
the Irish Free State Iiri Vabariik
iron ['aiən] *n.* raud
island ['ailənd] *n.* saar
isolate ['aisoleit] *v.* eraldama, isoleerima
it [it] *pron.* tema; see
Italian [i'tæljən] *a.* itaalia; *n.* itaallane; itaalia keel
Italy ['itəli] *pn.* Itaalia
Ivanhoe ['aivə(ə)nhou] *pn.*

J

Jaffers ['dʒæfəz] *pn.*
James [dʒeimz] *pn.*
January ['dʒænjuəri] *n.* jaanuar
Japanese [dʒæpə'niːz] 24 *a.* jaapani; *n.* jaapanlane; jaapani keel
jar [dʒɑː] 8 *n.* purk, kruus
javelin ['dʒævlin] *n.* viskoda
jazz [dʒæz] *n.* džäss
Jew [dʒuː] 18 *n.* juut
jewelry ['dʒu(ː)ilri] 8 *n.* väärisehted
Jewish [dʒu(ː)iʃ] 18 *a.* juudi
jingle ['dʒiŋgl] *v.* kõlisema, helisema
job [dʒɔb] *n.* töö, amet
Joe [dʒou] *pn.*
John [dʒɔn] *pn.*
Johnsy ['dʒɔnsi] *pn.*
join [dʒɔin] *v.* liikmeks astuma, ühinema; ühendama
joke [dʒouk] *n.* nali; *v.* naljatama, nalja tegema
Joliot [ʒoli'o] *pn.* *(prantsuse perekonnanimi)*
jolly ['dʒɔli] *a.* lõbus
Joseph ['dʒouzif] *pn.*
journey ['dʒəːni] *n.* reis
July [dʒu'lai] *n.* juuli
jump [dʒʌmp] *v.* hüppama
June [dʒuːn] *n.* juuni
just [dʒʌst] *adv.* just, parajasti

K

Katherine ['kæθ(ə)rin] *pn.*
Katrine ['kætri(ː)n] *pn.*
Keats [kiːts] *pn.*
keen [kiːn] *a.* terane
keep [kiːp], **kept** [kept], **kept** *v.* pidama, hoidma; endale jätma
keep up 7 alles hoidma; korras hoidma
key [kiː] *n.* võti
kick [kik] *v.* jalaga lõõma; *n.* jalahoop
kill [kil] *v.* tapma
kilometre ['kiləmiːtə] *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
knapsack ['næpsæk] 3 *n.* seljakott
knee [niː] *n.* põlv
kneel [niːl], **knelt** [nelt], **knelt** 23 *v.* põlvitama
knife [naif] *n.* nuga *(pl.* **knives** [naivz])
knight [nait] 18 *n.* rüütel
knit [nit], **knit** *(or* **knitted** ['nitid]), **knit** *(or* **knitted**) *v.* kuduma
knock [nɔk] *v.* koputama; *n.* koputus
know [nou], **knew** [njuː], **known** [noun] *v.* teadma, tundma
knowledge ['nɔlidʒ] *n.* teadmised
Komsomol ['kɔmsɔməl] *n.* komsomol, Kommunistlik Noorsooühing
kopeck ['koupek] *n.* kopikas

L

laboratory ['læb(ə)rət(ə)ri, lə'bɔrət(ə)ri] *n.* laboratoorium
labour ['leibə] *n.* töö
labourer ['leibərə] *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
Lancashire ['læŋkəʃ(i)ə] *pn.*
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, vastu pidama
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] *v.* käiku panema; heitma, viskama
law [lɔ:] 14 *n.* seadus
lawyer ['lɔ:jə] 17 *n.* advokaat, jurist
lay [lei], **laid** [leid], **laid** *v.* panema
lazy ['leizi] *a.* laisk
lead [li:d], **led** [led], **led** *v.* juhtima, viima
lead away ära viima
leader ['li:də] *n.* juht
leadership ['li:dəʃip] 1 *n.* juhtimine
leaf [li:f] *n.* (puu)leht (*pl.* **leaves**)
learn [lə:n] *v.* õppima; teada saama
least [li:st] *adv.* kõige vähem (*ülivõrre määrsõnast* **little**)
at least vähemalt
leather ['leðə] *n.* (pargitud) nahk
leave [li:v], **left** [left], **left** *v.* jätma; lahkuma, väljuma
lecture ['lektʃə] *n.* loeng
left [left] *a.* vasak
leg [leg] *n.* jalg, jalasäär
legend ['ledʒ(ə)nd] *n.* legend
lend [lend], **lent** [lent], **lent** [lent] 5 *v.* laenama
less [les] *adv.* vähem (*keskvõrre määrsõnast* **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; 3 *a.* ühetasane
sea level merepind
liberation [libə'reiʃ(ə)n] 19 *n.* vabastus, vabastamine
library ['laibrəri] *n.* raamatukogu
licence ['lais(ə)ns] 23 *n.* luba
lie [lai], **lay** [lei], **lain** [lein] *v.* lamama
life [laif] *n.* elu (*pl.* **lives** [laivz])
lift [lift] *v.* üles tõstma
light [lait] *a.* hele, valge; *n.* valgus; 3 *v.* valgustama, süütama
by candle-light küünlavalgel
light [lait] 9 *a.* kerge, kergekaaluline
lighted ['laitid] *a.* valgustatud
lightning ['laitniŋ] 13 *n.* välk
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 su kleit välja?
like [laik] *prep.* nagu
lilac ['lailək] 8 *n.* sirel
limestone ['laimstoun] 12 *n.* lubjakivi
Lindsay ['lin(d)zi] *pn.*
line [lain] *n.* joon, rida
linguist ['liŋgwist] 7 *n.* keeleteadlane
lip [lip] 8 *n.* huul
listen ['lisn] *v.* kuulama
listen to him! kuulake teda!
literary ['lit(ə)rəri] 15 *a.* kirjanduslik, kirjakeelne
literature ['lit(ə)ritʃə] *n.* kirjandus
litre ['li:tə] 4 *n.* liiter
little ['litl] *a.* väike
a little natuke
live [liv] *v.* elama
lively ['laivli] *a.* elav
living-room ['liviŋrum] *n.* elutuba
load [loud] *v.* laadima
lock [lɔk] *n.* lukk; *v.* lukustama
lonely ['lounli] *a.* üksik, üksildane

long [lɔŋ] *a.* pikk
how long kui kaua
long [lɔŋ] 8 *v.* igatsema (midagi **for**)
Longpuddle ['lɔŋpʌdl] *pn.*
look [luk] *v.* vaatama
look at him vaata teda!
look for otsima
look after 8 järele vaatama, hoolitsema
look forward (to) 24 igatsusega ootama
looking-glass ['lukiŋglɑːs] *n.* peegel
lord [lɔːd] *n.* lord
lorry ['lɔri] *n.* veoauto
lose [luːz], **lost** [lɔst], **lost** *v.* kaotama
lot [lɔt] *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 ['luːsi] *pn.*
lunch [lʌntʃ] *n.* lantš, keskpäevane eine
lyric ['lirik] *a.* lüüriline

M

m. = **metre**
machine [mə'ʃiːn] *n.* masin
mad [mæd] *a.* hull, hullumeelne
madam ['mædəm] proua (*üttena*)
madly ['mædli] *adv.* meeletult
magazine [mægə'ziːn] *n.* ajakiri
Maggie ['mægi] *pn.*
magic ['mædʒik] *n.* nõiakunst, maagia
maid [meid] *n.* neiu
maiden = **maid**
mainland ['meinlənd] *n.* manner(maa)
maize [meiz] *n.* mais
majority [mə'dʒɔriti] 9 *n.* enamus
make [meik], **made** [meid], **made** *v.* tegema
to make friends sõprust sõlmima
to make up moodustama
Makepeace ['meikpiːs] *pn.*
Malaya [mə'leiə] 24 *pn.* Malaia
mamma [mə'mɑː] 20 *n.* mamma, memm, ema
man [mæn] *n.* mees; inimene; (*pl.* **men**)
manage ['mænidʒ] *v.* toime tulema, hakkama saama
to manage to do something millegi tegemisega toime tulema
Manchester ['mæntʃistə] *pn.*
Manhattan [mæn'hæt(ə)n] *pn.*
mankind [mæn'kaind] *n.* inimkond
manly ['mænli] 23 *a.* mehine
manner ['mænə] *n.* viis, maneer
table manners 15 lauakombed
Mansfield ['mænsfiːld] *pn.*
Manson ['mænsən] *pn.*
many ['meni] *pron.* palju
map [mæp] *n.* (maa)kaart
march [mɑːtʃ] 21 *v.* marssima; *n.* marss, marssimine
March [mɑːtʃ] *n.* märts
Marie [mɑː'riː] *pn.* (*prantsuse eesnimi*)
mark [mɑːk] *n.* hinne
mark [mɑːk] 2 *v.* märkima; *n.* märk
marmalade ['mɑːm(ə)leid] 14 *n.* (Inglismaal) keedis apelsinidest või sidrunitest
married ['mærid] *a.* abiellunud
marry ['mæri] 1 *v.* abielluma
mass [mæs] 12 *n.* mass, kogu, hulk
master ['mɑːstə] *n.* meister; 7 *v.* jagu saama, valdama, omandama
masterpiece ['mɑːstəpiːs] *n.* meistriteos
match [mætʃ] *n.* võistlus
material [mə'tiəriəl] *n.* materjal
mathematics [mæθə'mætiks] *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], **might** [mait] *abiverb* tohin, tohid *jne.*; võin, võid *jne.*
May [mei] *n.* mai

McDara [mək'dɛərə] *pn.*
me [mi:] *pron.* mind; mulle
meadow ['medou] *n.* aas, heinamaa
meal [mi:l] *n.* sõõk, söömaaeg
meaning ['mi:niŋ] *n.* tähendus
mean [mi:n] *v.* tähendama
means [mi:nz] 1 *n.* vahend
measure ['meʒə] 2 *v.* mõõtma; *n.* mõõt, määr
meat [mi:t] *n.* liha
mechanization [mekənai'zeiʃ(ə)n] 1 *n.* mehhaniseerimine
mechanize ['mekənaiz] 7 *v.* mehhaniseerima
medal ['medl] *n.* medal
medical ['medik(ə)l] *a.* arstlik, meditsiiniline
medicine ['medsin] *n.* arstirohi, arstim; 22 arstiteadus
meet [mi:t], **met** [met], **met** *v.* kohtama, kokku saama
meeting ['mi:tiŋ] *n.* koosolek
melt [melt] 12 *v.* sulama; sulatama
member ['membə] *n.* liige
mention ['menʃ(ə)n] *v.* mainima
merchant ['mə:tʃ(ə)nt] 15 *n.* kaupmees
merry ['meri] *a.* rõõmus, lõbus
metal ['metl] 1 *n.* metall
method ['meθəd] 12 *n.* meetod
metre ['mi:tə] *n.* meeter
Michael ['maik(ə)l] *pn.*
middle ['midl] *a.* keskmine; *n.* keskpaik
midnight ['midnait] *n.* kesköö
might [mait] 17 *abiverbi* **may** *min.*
mild [maild] *a.* mahe, pehme
mile [mail] *n.* miil
milk [milk] *n.* piim; *v.* lüpsma
mill [mil] *n.* veski; (puuvilla-, paberi-) vabrik
miller ['milə] *n.* mõlder
Millet [mi:'je] *pn. (prantsuse perekonnanimi)*
million ['miljən] *num.* miljon
mind [maind] *n.* meel, vaim, mõistus
mine [main] *pron.* 5 minu (oma)
mine [main] *n.* kaevandus; 1 *v.* kaevandama
miner ['mainə] *n.* kaevur
mineral ['min(ə)r(ə)l] 1 *n.* mineraal
mining ['mainiŋ] *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)* miss, neiu, preili
missing ['misiŋ] *a.* puuduv
mistake [mis'teik] *n.* viga
mistaken [mis'teikn] *a.* ekslik
to be mistaken eksima
mister ['mistə] *n.* härra; **Mr.** *(lühend. pärisnimede ees)* mr., mister, härra
mistletoe ['misltou] 13 *n.* puuvõõrik *(tarvitatakse Inglismaal dekoratsiooniks jõulu ajal)*
mistress ['mistris] *n.* perenaine
mixture ['mikstʃə] 8 *n.* segu, mikstuur
modal ['moudl] *a.* modaalne
model ['mɔdl] *n.* mudel, eeskuju; modell
modern ['mɔdən] *a.* moodne, nüüdisaegne
moment ['moumənt] *n.* hetk, moment
Monday ['mʌndi] *n.* esmaspäev
money ['mʌni] *n.* raha
money-order ['mʌniɔ:də] *n.* rahakaart
monk [mʌŋk] 15 *n.* munk
monkey ['mʌŋki] *n.* ahv
month [mʌnθ] *n.* (kalendri)kuu
Morgan ['mɔ:g(ə)n] *pn.*
morning ['mɔ:niŋ] *n.* hommik
Moscow ['mɔskou] *pn.* Moskva
most [moust] *adv.* kõige enam
mostly ['moustli] *adv.* enamasti, suuremalt osalt
mother ['mʌðə] *n.* ema
motor ['moutə] *n.* mootor
motor-boat ['moutəbout] *n.* mootorpaat
motor-car ['moutəkɑ:] *n.* sõiduauto
mount [maunt] *v.* tõusma (õhku jne.)
mountain ['mauntin] *n.* mägi
mountainous ['mauntinəs] *a.* mägine

mouse [maus] *n.* hiir *(pl.* **mice** [mais]); 22 *v.* [mauz] hiilima
mouth [mauθ] *n.* suu
move [mu:v] *v.* liikuma; liigutama
movement ['mu:vmənt] *n.* liikumine, liigutus
mow [mou], **mowed** [moud], **mown** [moun] *v.* niitma
mowing-machine ['mouiŋməʃi:n] *n.* niidumasin
Mr. = **mister**
Mrs. ['misiz] *(lühend. pärisnimede ees)* mrs., missis, proua
mud [mʌd] *n.* muda
muddy ['mʌdi] 5 *a.* mudane, porine, sogane
muff [mʌf] 8 *n.* muhv
mum [mʌm] 24 *n.* memm
mushroom ['mʌʃrum] *n.* seen
music ['mju:zik] *n.* muusika; noodid
musical ['mju:zik(ə)l] *a.* muusika-, muusikaline
musician [mju(:)'ziʃ(ə)n] 17 *n.* muusikamees, muusik
must [mʌst], *rõhuta* [məst] *abiverb* pean, pead *jne.*
must not ei tohi
mutton ['mʌtn] 20 *n.* lambaliha
my [mai] *pron.* minu (oma)
myself [mai'self] *pron.* (mina) ise; end, ennast

N

name [neim] *n.* nimi; nimetus; *v.* nimetama
Naples ['neiplz] *pn.* Naapoli
narrow ['nærou] *a.* kitsas
nation ['neiʃ(ə)n] *n.* rahvus, rahvas
national ['næʃn(ə)l] *a.* rahvuslik, natsionaalne
nationalization [næʃnəlai'zeiʃ(ə)n] *n.* natsionaliseerimine, riigistamine
nationalize ['næʃnəlaiz] 24 *v.* natsionaliseerima, riigistama
nationality [næʃə'næliti] *n.* rahvus (rahvusesse kuuluvus)
native ['neitiv] *n.* pärismaalane, kohalik elanik
natural ['nætʃ(ə)r(ə)l] 12 *a.* loomulik
nature ['neitʃə] *n.* loodus
near [niə] *prep.* lähedal; *adv.* lähedal; *a.* lähedane
near-by *adv.* läheduses
nearly ['niəli] *adv.* peaaegu
necessary ['nesis(ə)ri] *a.* vajalik
necessity [ni'sesiti] 19 *n.* vajadus
need [ni:d] *v.* vajama
needn't ['ni:dnt] = **need not** ei tarvitse
negative ['negətiv] *a.* eitav
neglect [ni'glekt] 23 *v.* hooletusse jätma
neighbour ['neibə] *n.* naaber
neighbourhood ['neibəhud] *n.* naabrus
neither ... nor ['naiðə ... 'nɔ:] *conj.* ei ... ega
nephew ['nevju:] 3 *n.* õe- või vennapoeg
nervous ['nə:vəs] *a.* närviline
nervously ['nə:vəsli] *adv.* närviliselt
nest [nest] *n.* pesa
never ['nevə] *adv.* mitte kunagi
nevertheless [nev(ə)ðə'les] *adv.* sellest hoolimata, siiski
new [nju:] *a.* uus
Newcastle ['nju:kɑ:sl] *pn.*
newcomer ['nju:kʌmə] 5 *n.* uustulnuk
newly ['nju:li] *adv.* hiljuti, äsja, vastnews [nju:z] *n.* uudis
newspaper ['nju:speipə] *n.* ajaleht
newsreel ['nju:zri:l] 6 *n.* kinokroonika
New York [nju:'jɔ:k] *pn.*
next [nekst] *a.* järgmine
Nicholas ['nik(ə)ləs] *pn.*
nice [nais] *a.* kena
night [nait] *n.* öö
at night öösel
nightfall ['naitfɔ:l] 17 *n.* videvik; öö algus
nightingale ['naitiŋgeil] 23 *n.* ööbik
nine [nain] *num.* üheksa
nineteen ['nain'ti:n] *num.* üheksateist
ninety ['nainti] *num.* üheksakümmend
no [nou] ei, mitte
No. = **number** ['nʌmbə] *n.* number

Nobel ['noubel] *pn.*
Nobel prize Nobeli preemia
nobleman ['noublmən] 18 *n.* aadlik, aadlimees
nobody ['noubədi] *pron.* mitte keegi
nod [nɔd] 22 *v.* noogutama; *n.* noogutus
noise [nɔiz] *n.* müra, kära
noiseless ['nɔizlis] *a.* käratu, hääletu
noisy ['nɔizi] 13 *a.* kärarikas, lärmikas
none [nʌn] 14 *pron.* mitte keegi, mitte ükski
non-ferrous ['nɔn'ferəs]
non-ferrous metal värviline metall
nonsense ['nɔns(ə)ns] *n.* mõttetus, rumalus
noon [nu:n] *n.* keskpäev
nor [nɔ:] *conj.* ega, ei ka, ka mitte
Norman ['nɔ:mən] 18 *n.* normann; *a.* normanni
north [nɔ:θ] *n.* 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; 8 pangatäht; paberraha
notebook ['noutbuk] *n.* märkmik
nothing ['nʌθiŋ] *pron.* mitte midagi
notice ['noutis] *v.* tähele panema; *n.* teadaanne
novel ['nɔv(ə)l] 8 *n.* romaan
novelist ['nɔv(ə)list] 20 *n.* romaanikirjanik
now [nau] *adv.* nüüd
nowadays ['nauədeiz] *adv.* tänapäeval, praegusel ajal
nuclear ['nju:kliə] *a.* tuuma-
nun [nʌn] 15 *n.* nunn
nut [nʌt] *n.* pähkel
nylon ['nailən] 12 *n.* nailon

O

oak [ouk] *n.* tamm
oats [outs] *n.* kaer, kaerad
obey [o'bei] *v.* sõna kuulma
obstacle ['ɔbstəkl] 7 *n.* takistus
occupy ['ɔkjupai] *v.* okupeerima, valdusse võtma
occur [ə'kə:] 12 *v.* juhtuma, esinema, ette tulema; pähe tulema; (*min.* **occurred** [ə'kə:d])
ocean ['ouʃ(ə)n] *n.* ookean
o'clock *vt.* clock
ode [oud] 19 *n.* ood
off [ɔ(:)f] *adv.* ära, eemal; eemale; maha
offer ['ɔfə] 11 *v.* pakkuma; *n.* ettepanek, pakkumine
office ['ɔfis] *n.* ametiasutus, kontor, kantselei
officer ['ɔfisə] *n.* ohvitser
official [ə'fiʃ(ə)l] *n.* ametnik
O'Flaherty [o(u)'fle(i)əti] *pn.*
often ['ɔfn] *adv.* sageli
oh [ou] *interj.* oh!
oil [ɔil] 1 *n.* õli, nafta; *v.* õlitama
old [ould] *a.* vana
old-fashioned ['ould'fæʃ(ə)nd] *a.* vanamoeline
Oliver ['ɔlivə] *pn.*
on [ɔn] *prep.* peal; peale; -l, -le; *adv.* edasi
once [wʌns] *adv.* üks kord; ükskord
at once otsekohe
one [wʌn] *num.* üks
onion ['ʌnjən] *n.* sibul
only ['ounli] *adv.* ainult; *a.* ainuke
open ['oupn] *v.* avama; *a.* avatud
opera ['ɔp(ə)rə] *n.* ooper
opportunity [ɔpə'tju:niti] *n.* võimalus
opposite ['ɔpəzit] *prep.* (millegi) vastas; vastu
or [ɔ:, ə] *conj.* või; ehk
orange ['ɔrindʒ] *n.* apelsin
order ['ɔ:də] *v.* tellima; *n.* tellimus; kord, järjekord
in order to 11 selleks et
ordinary ['ɔ:d(i)n(ə)ri] 11 *a.* tavaline, harilik
ore [ɔ:] 1 *n.* maak
organization [ɔ:gənai'zeiʃ(ə)n] *n.* organisatsioon
organize ['ɔ:gənaiz] *v.* organiseerima
other ['ʌðə] *pron.* teine, muu

otherwise ['ʌðəwaiz] 12 *adv.* teisiti; muidu, vastasel korral
ought [ɔːt] 17 *abiverb* peaksin, peaks, peaksime *jne.* (midagi tegema **to do**)
our ['auə] *pron.* meie (oma)
ours ['auəz] 5 *pron.* meie (oma)
out [aut] *adv.* välja; väljas
out of *prep.* seest; -st
outdoor ['autdɔː] *a.* vabaõhu-, väljas toimuv
outdoor games vabaõhumängud
output ['autput] *n.* toodang
outside ['aut'said] *prep.* väljaspool (midagi); *adv.* väljas
outstanding ['autstændiŋ] 19 *a.* silmapaistev, esileulatuv
over ['ouvə] *adv.* möödas; *prep.* üle
overcoat ['ouvəkout] *n.* mantel
overcome [ouvə'kʌm] *v.* ületama
overhear [ouvə'hiə], **overheard** [ouvə'həːd], **overheard** *v.* (kogemata) pealt kuulama
overwork [ouvə'wəːk] 4 *v.* üle töötama
owe [ou] *v.* võlgnema
own [oun] *v.* omama; *a.* oma, enda
owner ['ounə] *n.* omanik
Oxford ['ɔksfəd] *pn.*

P

pack [pæk] *v.* pakkima
page [peidʒ] *n.* lehekülg
pain [pein] *n.* valu
painful ['peinful] 10 *a.* valus, valuline
paint [peint] *v.* värvima; maalima
painter ['peintə] *n.* maalikunstnik; maaler
painting-block ['peintiŋblɔk] 23 *n.* joonistusplokk
pair [pɛə] *n.* paar
palace ['pælis] 22 *n.* palee
pale [peil] *a.* kahvatu
pan [pæn] *n.* pann
pancake ['pænkeik] *n.* pannkook
pane [pein] 12 *n.* aknaruut
panic ['pænik] *n.* paanika
papa [pə'paː] *n.* isa, papa
paper ['peipə] *n.* paber
parents ['pɛərənts] *n.* (lapse)vanemad
Paris ['pæris] *pn.*
park [paːk] *n.* park
parrot ['pærət] *n.* papagoi
parson ['paːsn] 13 *n.* kirikuõpetaja
part [paːt] *n.* osa
part of speech sõnaliik
partner ['paːtnə] 13 *n.* partner, kaaslane
party ['paːti] *n.* partei; koosviibimine
pass [paːs] *v.* mööduma; *n.* mäekuru
passage ['pæsidʒ] *n.* vahekäik, koridor
passenger ['pæs(i)ndʒə] *n. (laeval, rongil jne.)* reisija, sõitja
past [paːst] *prep.* mööda; *adv.* mööda; möödas
path [paːθ] 11 *n.* rada (*pl.* **paths** [paːðz])
patience ['peiʃ(ə)ns] 15 *n.* kannatlikkus, kannatus
patient ['peiʃ(ə)nt] *n.* haige; *a.* kannatlik
Patricia [pə'triʃə] *pn.*
patriotic [pætri'ɔtik] *a.* isamaaline, isamaa-
pause [pɔːz] *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] *a.* rahulik
peak [piːk] *n.* (mäe)tipp
peasant ['pez(ə)nt] 17 *n.* talunik, talupoeg, maamees
peculiarity [pikjuːli'æriti] 22 *n.* iseärasus
peel [piːl] *v.* koorima; *n.* koor, kest
pen [pen] *n.* sulg; sulepea
pen-and-ink *a.* sule-
pencil ['pens(i)l] *n.* pliiats
pencil-box *n.* pinal
penny ['peni] 5 *n.* penn
people ['piːpl] *n.* inimesed, rahvas
peoples rahvad
per [pəː] *prep.* kohta; kaudu, läbi
(five) per cent [pə'sent] (viis) protsenti
Percy ['pəːsi] *pn.*

perfect ['pə:fikt] 22 *a.* perfektne, suurepärane, täiuslik, veatu

perform [pə'fɔ:m] 16 *v.* mängima, etendama; sooritama

performance [pə'fɔ:məns] 6 *n.* etendus; täitmine

perhaps [pə'hæps] *adv.* võib-olla

period ['piəriəd] *n.* periood, ajajärk

permission [pə'miʃ(ə)n] *n.* luba

person ['pə:sn] *n.* isik

personal ['pə:sn(ə)l] *a.* isikuline; 18 isiklik

persuade [pə'sweid] 11 *v.* veenma

petroleum [pi'trouliəm] 12 *n.* nafta; petrooleum

Philip ['filip] *pn.*

phonetics [fou'netiks] *n.* foneetika

phrase [freiz] 7 *n.* fraas, kõnekäänd, väljend

physical ['fizikl] kehaline

physicist ['fizisist] *n.* füüsik

physics ['fiziks] *n.* füüsika

piano ['pjænou] *n.* klaver; pianiino

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] *n.* pirukas

piece [pi:s] *n.* tükk, pala

Pierre [pjer] *pn. (prantsuse eesnimi)*

pig [pig] *n.* siga

pigeon ['pidʒən] 23 *n.* tuvi

pile [pail] 18 *n.* hunnik, riit

pilgrim ['pilgrim] 15 *n.* palverändur

pillow ['pilou] *n.* padi

pine [pain] = **pine-tree** *n.* mänd

pioneer [paiə'niə] *n.* pioneer

pipe [paip] *n.* piip; 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

plain [plein] 22 *n.* tasandik, lauskmaa

plan [plæn] *n.* plaan; *v.* kavatsema, plaanitsema

plant [pla:nt] *n.* taim; *v.* istutama

plastics ['plæstiks] 12 *n.* plastmassid

plate [pleit] *n.* taldrik

platform ['plætfɔ:m] 24 *n.* platvorm

play [plei] *v.* mängima; *n.* näidend

player ['pleiə] *n.* mängija

pleasant ['pleznt] *a.* mõnus, meeldiv

please [pli:z] palun

pleased (with) rahul (millegagi)

plenty ['plenti] **(of)** 3 rohkesti, küllalt

plough [plau] *n.* ader, sahk; *v.* kündma

ploughman ['plaumən] *n.* künnimees, kündja

plum [plʌm] *n.* ploom

plural ['pluər(ə)l] *n.* mitmus

pneumonia [nju:'mouniə] *n.* kopsupõletik

pocket ['pɔkit] *n.* tasku

poem ['pouim] *n.* luuletus

poet ['pouit] 19 *n.* poeet, luuletaja

poetry ['pouitri] *n.* luule

lyric poetry tundeluule, lüürika

point [pɔint] *v.* osutama, näitama; 12 *n.* punkt; täpp; ots

poison ['pɔizn] 10 *n.* mürk; *v.* mürgitama

Poland ['pouləND] *pn.* Poola(maa)

polar ['poulə] *a.* polaarne, polaar-

Pole [poul] *pn.* poolakas

pole [poul] *n.* teivas

pole-vaulter ['poulvɔ:ltə] *n.* teivashüppaja

police [pə'li:s] *n.* politsei

police-station *n.* politseijaoskond

polite [pə'lait] *a.* viisakas

politeness [pə'laitnis] 11 *n.* viisakus

political [pə'litik(ə)l] *a.* poliitiline

polonium [pə'louniəm] *n.* poloonium

polymer ['pɔlimə] 12 *n.* polümeer

poor [puə] *a.* vaene, kehv

popular ['pɔpjulə] *a.* populaarne

population [pɔpju'leiʃ(ə)n] *n.* elanikkond

porridge ['pɔridʒ] *n.* puder

port [pɔ:t] *n.* sadam

portion ['pɔːʃ(ə)n] *n.* portsjon
positive ['pɔzitiv] *n.* algvõrre
possess [pə'zes] 22 *v.* omama
possessive [pə'zesiv] *a.* omastav
possible ['pɔsibl] *a.* võimalik
post [poust] *v.* posti panema
postage ['poustidʒ] *n.* postimaks
postcard ['poustkɑːd] *n.* postkaart
postman ['poustmən] *n.* kirjakandja
post-office ['poustɔfis] *n.* postkontor
pot [pɔt] *n.* pott
potato [pə'teitou] *n.* kartul
pound [paund] 2 *n.* nael (*kaaluühik*); naelsterling (*rahaühik*)
pour [pɔː] *v.* valama
power ['pauə] *n.* võim; jõud; suurriik
powerful ['pauəf(u)l] *a.* võimas
practical ['præktik(ə)l] *a.* praktiline
practice ['præktis] *n.* treening, praktika
practise ['præktis] 7 *v.* harjutama; tegelema
praise [preiz] *v.* kiitma; *n.* kiitus
pray [prei] 23 *v.* palvetama, paluma
prayer [præə] 20 *n.* palve, palvus
prefer [pri'fəː] 6 *v.* eelistama (*min.* **preferred**)
prefix ['pri(ː)fiks] *n.* prefiks, eesliide
prepare [pri'pɛə] *v.* ette valmistama
preposition [prepə'ziʃ(ə)n] *n.* eessõna, prepositsioon
prescription [pri'skripʃ(ə)n] 4 *n.* retsept
present ['preznt] *n.* kink, kingitus
present ['preznt] *a.* kohalolev; käesolev
be present kohal olema
press [pres] = **press-gang** *n.* sundvärbamissalk (eriti mereväkke värbamiseks)
press [pres] 8 *v.* suruma
pressure ['preʃə] 22 *n.* surve, rõhk
pretend [pri'tend] *v.* teesklema
pretty ['priti] *a.* kena, ilus
prevent [pri'vent] 3 *v.* takistama
price [prais] 27 *n.* hind
pride [praid] 23 *n.* uhkus
Primrose ['primrouz] *pn.*
print [print] 14 *v.* trükkima
prison ['prizn] 17 *n.* vangla
prisoner ['priznə] 18. *n.* vang
private ['praivit] *a.* era-, isiklik
prize [praiz] *n.* auhind, preemia
probably ['prɔb(ə)bli] *adv.* arvatavasti
problem ['prɔblim] *n.* ülesanne, probleem
proclaim [prə'kleim] *v.* kuulutama
produce [prə'djuːs] *v.* tootma
product ['prɔdəkt] 1 *n.* toode, saadus
production [prə'dʌkʃ(ə)n] *n.* tootmine
productivity [prɔdʌk'tiviti] 1 *n.* tootlikkus, produktiivsus
program ['prougræm] *n.* programm
progress ['prougres] *n.* progress, edu
progressive [prou'gresiv] ~~19~~ *a.* progressiivne, edumeelne
proletariat [prouli'teəriət] 9 *n.* proletariaat
promise ['prɔmis] *v.* lubama, lubadust andma; *n.* lubadus
prologue ['prouləg] 15 *n.* proloog, sissejuhatus
pronoun ['prounaun] *n.* asesõna
pronounce [prə'nauns] *v.* häälduma
pronunciation [prənʌnsi'eiʃ(ə)n] *n.* hääldamine
property ['prɔpəti] 22 *n.* vara, varandus
a man of property jõukas mees, varakas mees
protest [prə'test] 19 *v.* kinnitama, väitma; protesteerima, protesti avaldama
proud [praud] *a.* uhke (millelegi **of**)
prove [pruːv] *v.* tõestama
proverb ['prɔvəːb] *n.* vanasõna
provisions [prə'viʒnz] 3 *n.* toidumoon
psychology [sai'kɔlədʒi] *n.* psühholoogia
public ['pʌblik] *n.* publik, rahvas
publish ['pʌbliʃ] *v.* (trükis) avaldama
Puddingcome ['pudiŋkʌm] *pn.*
pull [pul] *v.* tõmbama
pumpkin ['pʌm(p)kin] *n.* kõrvits

punish ['pʌniʃ] *v.* karistama
punishment ['pʌniʃmənt] 23 *n.* karistus
pupil ['pju:pl] *n.* õpilane
purpose ['pə:pəs] *n.* eesmärk
push [puʃ] *v.* tõukama, lükkama
pushcart [puʃkɑ:t] *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] *a.* hämmeldunud

Q

quarter ['kwɔ:tə] *n.* veerand
question ['kwestʃ(ə)n] *n.* küsimus
queue [kju:] *n.* järjekord
quick [kwik] *a.* elav, kiire, nobe
quickly ['kwikli] *adv.* ruttu, nobedasti
quiet ['kwaiət] *a.* vaikne
be quiet vait olema
quite [kwait] *adv.* üsna, hoopis

R

rabbit ['ræbit] 22 *n.* küülik
race [reis] 11 *n.* rass, tõug
race [reis] *n.* võidujooks
radio ['reidiou] *n.* raadio
radio-active ['reidiou'æktiv] *a.* radioaktiivne
radio-activity ['reidiouæk'tiviti] *n.* radioaktiivsus
radium ['reidiəm] *n.* raadium
rail [reil] *n.* raudtee, (raudtee)rööbas
by rail raudteel
railway ['reilwei] *n.* raudtee
rain [rein] *n.* vihm
rainfall ['reinfɔ:l] 9 *n.* sademed, vihmasadu
rainy ['reini] *n.* vihmane
raise [reiz] 1 *v.* kasvatama; tõstma
range [reindʒ] *n.* pliit
kitchen range pliit
rare [reə] *a.* haruldane, harukordne
rather ['rɑ:ðə] *adv.* üsna, pigem
raw [rɔ:] 1 *a.* toor-, toores
ray [rei] *n.* kiir
X-ray ['eks'rei] *n.* röntgenirayon ['reiən] 12 *n.* kunstsiid
reach [ri:tʃ] *v.* jõudma; ulatuma
reactionary [ri'ækʃ(ə)nəri] 19 *a.* reaktsiooniline
read [ri:d], **read** [red], **read** [red] *v.* lugema
ready ['redi] *a.* valmis
get ready valmis panema, valmis seadma
real ['riəl] *a.* tõeline, tegelik, reaalne
realistic [riə'listik] 15 *a.* realistlik
really ['riəli] *adv.* tõesti, tõeliselt
reap [ri:p] 2 *v.* (vilja) lõikama
reason ['ri:zn] *n.* põhjus
Rebecca [ri'bekə] *pn.*
receive [ri'si:v] *v.* saama
recent ['ri:snt] *a.* hiljutine, äsjane
recently ['ri:sntli] *adv.* äsja, hiljuti
recite [ri'sait] 23 *v.* peast ütlema, ette kandma
recognize ['rekəgnaiz] *v.* ära tundma
recommend [rekə'mend] *v.* soovitama
recommendation [rekəmen'deiʃ(ə)n] 17 *n.* soovitus
record ['rekɔ:d] *n.* rekord
sports record spordisaavutused
record-holder *n.* rekordi omanik
rector ['rektə] 17 *n.* rektor
red [red] *a.* punane
reddened 8 *a.* punetav
Red Indian *n.* indiaanlane
refusal [ri'fju:z(ə)l] 11 *n.* keeldumine
refuse [ri'fju:z] *v.* keelduma
regards [ri'gɑ:dz] *n.* tervitused
register ['redʒistə] *v.* registreerima
regular ['regjulə] 2 *a.* korrapärane, regulaarne
reign [rein] 22 *v.* valitsema
relative ['relətiv] *a.* siduv; relatiivne
relatives ['relətivz] *n.* sugulased
remain [ri'mein] *v.* jääma
remain behind (teistest) maha jääma

remark [ri'mɑ:k] 22 *v.* tähendama; tähele panema

remember [ri'membə] *v.* mäletama, meeles pidama

remind [ri'maind] 24 *v.* meelde tuletama, meenutama

remove [ri'mu:v] 12 *v.* kõrvaldama, eemaldama

remove [ri'mu:v] 23 *n.* (ühest klassist teise) üleviimine

Renaissance [ri'neisns] 16 *n.* renessanss

rent [rent] *n.* üür

reorganization [ri:ɔ:gən(a)i'zeiʃ(ə)n] 24 *n.* ümberkorraldus

repeat [ri'pi:t] *v.* kordama

reply [ri'plai] 21 *v.* vastama; *n.* vastus

report [ri'pɔ:t] *n.* (kooli)tunnistus

reprimand ['reprimɑ:nd] 23 *v.* (ametlikult) noomima; *n.* noomitus

reproachfully [ri'proutʃfuli] 10 *adv.* etteheitvalt

republic [ri'pʌblik] *n.* vabariik

research [ri'sə:tʃ] *n.* uurimus, uurimine

respect [ri'spekt] 14 *n.* suhe; austus

rest [rest] *v.* puhkama; *n.* puhkus

take a rest puhkama

rest [rest] **(the rest)** *n.* jääk; ülejäänud, teised

restaurant ['restərənt] 14 *n.* restoran

result [ri'zʌlt] *n.* tagajärg

return [ri'tə:n] *v.* tagasi tulema, tagasi minema või pöörduma; *n.* tagasitulek, tagasipöördumine

return address 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)neri] *a.* revolutsiooniline

revolutionist [revə'lu:ʃ(ə)nist] 19 *n.* revolutsionäär

rice [rais] 9 *n.* riis

rich [ritʃ] *a.* rikas

Richard ['ritʃəd] *pn.*

riches ['ritʃiz] *n.* varad

rid [rid]

get rid of 17 lahti saama

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

rightly ['raitli] 15 *adv.* õigustatult

ring [riŋ], **rang** [ræŋ], **rung** [rʌŋ] *v.* helisema; helistama

ring up helistama, telefoneerima

ripe [raip] *a.* küps, valminud

rise [raiz], **rose** [rouz], **risen** ['rizn] *v.* tõusma

risk [risk] 18 *v.* riskeerima; *n.* risk, riisiko

rival ['raiv(ə)l] *n.* võistleja, rivaal

river ['rivə] *n.* jõgi

road [roud] *n.* tee

robber ['rɔbə] 15 *n.* röövel

robe [roub] 19 *n.* rüü

Robert ['rɔbət] *pn.*

Robeson ['roubsn] *pn.*

rock [rɔk] *n.* kalju, kaljurahn, kivimürakas

romantic [ro'mæntik] 19 *a.* romantiline; *n.* romantik

Rome [roum] 16 *pn.* Rooma

roof [ru:f] *n.* katus

room [ru(:)m] *n.* ruum, tuba

root [ru:t] 3 *n.* juur, juurikas

rose [rouz] *n.* roos

Rosemary ['rouzm(ə)ri] *pn.*

rosy ['rouzi] *a.* roosa

rotten ['rɔtn] 4 *a.* mädanenud, riknenud

I feel rotten tunnen end räbalasti

rouble ['ru:bl] *n.* rubla

round [raund] *prep.* ümber; *adv.* ringi, ümber

row [rou] *n.* rida

Roy [rɔi] *pn.*

rubber ['rʌbə] *n.* kummi

rude [ru:d] 11 *a.* jäme, viisakuseta

ruin [ru(:)in] 1 *n.* häving; *pl.* **ruins** varemed; *v.* hävitama, laostama

rule [ru:l] *n.* reegel; valitsus; *v.* valitsema
as a rule harilikult
ruler ['ru:lə] *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] *n.* rukis

S

sad [sæd] *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
saint [seint] 15 *n.* pühak
salary ['sæləri] 18 *n.* palk, tasu
salt [sɔ:lt] *n.* sool
same [seim] *pron.* sama
sanatorium [sænə'tɔ:riəm] *n.* sanatoorium
sandwich ['sæn(d)widʒ] *n.* (kahe viilukaga) võileib
Sarah ['sɛərə] *pn.*
sash [sæʃ] *n.* (üles-alla lükatav) aknaraam
sash window üles-alla lükatav aken
satirical [sə'tirik(ə)l] 20 *a.* satiiriline
satisfy [sætisfai] 16 *v.* rahuldama
Saturday ['sætədi] *n.* laupäev
sausage ['sɔsidʒ] *n.* vorst
save [seiv] *v.* päästma; säästma
savings ['seiviŋz] *n.* säästud
say [sei], **said** [sed], **said** [sed] *v.* ütlema
scarf [skɑ:f] *n.* kaelasall (*pl.* **scarfs** or **scarves** [skɑ:vz])
scenery ['si:nəri] 6 *n.* dekoratsioonid, maastikupilt
school [sku:l] *n.* kool
at school koolis
to school kooli
to go to school koolis käima
schoolmaster ['sku:lmɑ:stə] *n.* koolmeister
science ['saiəns] *n.* teadus
scientific [saiən'tifik] *a.* teaduslik
scientist ['saiəntist] *n.* teadlane
scold [skould] *v.* noomima
Scotland ['skɔtlənd] *pn.* Šotimaa
Scott [skɔt] *pn.*
Scottish ['skɔtiʃ] *a.* šoti
scream [skri:m] 21 *v.* kiljatama; *n.* kiljatus
sea [si:] *n.* meri
out at sea merel
to go out to sea merele minema
to go to sea meremeheks hakkama
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] *n.* saladus; *a.* salajane
secretly ['si:kritli] *adv.* salaja
section ['sekʃ(ə)n] *n.* osa, lõik, sektsioon
security [si'kjuəriti] *n.* julgeolek
see [si:], **saw** [sɔ:], **seen** [si:n] *v.* nägema
seed [si:d] 19 *n.* seeme
seem [si:m] *v.* näima
seize [si:z] *v.* haarama
seldom ['seldəm] *adv.* harva
self-satisfied ['self'sætisfaid] 20 *a.* endaga rahulolev
sell [sel], **sold** [sould], **sold** *v.* müüma

send [send], **sent** [sent], **sent** *v.* saatma
send for (kellegi, millegi) järele saatma
sensation [sen'seiʃ(ə)n] *n.* sensatsioon, kõmu
senses ['sensiz] 13 *n.* mõistus
sentence ['sentəns] *n.* lause; *v.* **sentence (to death)** surma mõistma
separate ['sepəreit] *v.* lahutama
September [səp'tembə] *n.* september
sequence ['si:kwəns] *n.* järg, järjekord
sequence of tenses aegade tarvitamine kõrvallauses
serious ['siəriəs] *a.* tõsine
seriously ['siəriəsli] *adv.* tõsiselt
sermon ['sə:mən] 13 *n.* jutlus
servant ['sə:v(ə)nt] 10 *n.* teener, teenija
serve [sə:v] 14 *v.* serveerima; teenima
service ['sə:vis] 17 *n.* teenistus
set [set], **set, set** *v.* loojuma (päikese kohta); püstitama, asetama, seadma
settlement ['setlmənt] *n.* asula
seven ['sevn] *num.* seitse
seventeen ['sevn'ti:n] *num.* seitseteist
seventy ['sevnti] *num.* seitsekümmend
several ['sev(ə)r(ə)l] *a.* mitu
sew [sou], **sewed** [soud], **sewn** [soun] *v.* õmblema
shade [ʃeid] 10 *n.* vari
shadowy ['ʃædoui] 8 *a.* varjutaoline
shake [ʃeik], **shook** [ʃuk], **shaken** ['ʃeikn] *v.* raputama, kõigutama
Shakespeare ['ʃeikspiə] *pn.*
shale [ʃeil] *n.* sau; kiltkivi
oil shale ['ɔilʃeil] põlevkivi
shall [ʃæl], *rõhuta* [ʃəl, ʃl] 17 *abiverb* pean, pead *jne.*
shape [ʃeip] 8 *n.* kuju; *v.* kujundama
sharp [ʃɑ:p] *a.* terav
she [ʃi:] *pron. (naiss.)* tema
sheaf [ʃi:f] 2 *n.* (vilja)vihk (*pl.* **sheaves** [ʃi:vz])
shed [ʃed] *n.* kuur
sheep [ʃi:p] 9 *n.* lammas (*pl.* **sheep**)
sheet [ʃi:t] *n.* poogen, (paberi)leht
shelf [ʃelf] *n.* riiul
Shelley ['ʃeli] *pn.*
shine [ʃain], **shone** [ʃɔn], **shone** [ʃɔn] 21 *v.* paistma, hiilgama
ship [ʃip] *n.* laev
shirt [ʃə:t] 14 *n.* (meeste)särk
shiver ['ʃivə] 8 *v.* värisema, vabisema
shock [ʃɔk] 24 *n.* vapustus, šokk; *v.* vapustama, šokeerima
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
should [ʃud], *rõhuta* [ʃəd] 17 *abiverb* peaksin, peaksid *jne; (seoses järgneva infinitiiviga väljendab ka tingivat kõneviisi)*
I should like to go ma tahaksin minna
shoulder ['ʃouldə] *n.* õlg
shout [ʃaut] *v.* karjuma, hüüdma
show [ʃou] **showed, shown** *v.* näitama
shut [ʃʌt], **shut, shut** *v.* sulgema
shy [ʃai] *a.* arg, tagasihoidlik
Siberia [sai'biəriə] 1 *pn.* Siber
sick [sik] *a.* haige
make sick südant pahaks tegema
sick-list ['siklist] 4 *n.* haigete nimestik
on the sick-list haiguslehel
side [said] *n.* külg
sideways ['saidweiz] 22 *adv.* külgepidi, küljetsi
sigh [sai] *v.* ohkama; *n.* ohe, ohkamine
sight [sait] *n.* nägemine, nägemismeel; vaatepilt
signal ['sign(ə)l] 2 *n.* signaal; *v.* signaliseerima, märku andma
signature ['signətʃə] *n.* allkiri

silence ['sailəns] *n.* vaikus
silent ['sailənt] *a.* vait, vaikne
silver ['silvə] *n.* hõbe
silvery ['silvəri] *a.* hõbedane
silk [silk] *n.* siid
silky ['silki] *a.* siidine, siidpehme
simple ['simpl] *a.* lihtne
Simpson ['sim(p)sn] *pn.*
since [sins] *prep.* saadik; -st peale
sincere [sin'siə] 8 *a.* siiras
sing [siŋ], **sang** [sæŋ], **sung** [sʌŋ] *v.* laulma
singer ['siŋə] *n.* laulja
singing-class ['siŋiŋkla:s] *n.* laulurühm
singular ['siŋgjulə] *n.* ainsus
sir [sə:] *n.* härra, söör (*alamaadli tiitel*)
sister ['sistə] *n.* õde
sit [sit], **sat** [sæt], **sat** *v.* istuma
sit down istet võtma
sit up istukile tõusma
site [sait] 22 *n.* ehituskrunt; asend
sitting-room ['sitiŋrum] *n.* elutuba
situated ['sitjueitid] *p. p.* asetsev, asuv
situation [sitju'eiʃ(ə)n] *n.* olukord; asend
six [siks] *num.* kuus
sixteen ['siks'ti:n] *num.* kuusteist
sixty ['siksti] *num.* kuuskümmend
size [saiz] 4 *n.* suurus, (kinga- *jne.*) number
skate [skeit] *v.* uisutama
go skating uisutamas käima
skates [skeits] *n.* uisud
skating-rink ['skeitiŋriŋk] *n.* liuväli
at the skating-rink liuväljal
sketch [sketʃ] *n.* joonis; skits, visand; skitseerima, visandama
ski [ski:, ʃi:] *v.* suusatama; *n.* suusk
go skiing suusatamas käima
skill [skil] *a.* osavus, vilumus
skilled ['skild] 3 *a.* vilunud, oskuslik
Sklodovska [sklɔ'dɔvskə] *pn.*
sky [skai] *n.* taevas
sky-lark = **lark** [la:k] *n.* lõoke
skyscraper ['skaiskreipə] 11 *n.* pilvelõhkuja
slang [slæŋ] 23 *n.* argoo, žargoon, släng; erikeel; salakeel
slap [slæp] *v.* kergelt lööma, laksu andma
sledge [sledʒ] *n.* regi; kelk
sleep [sli:p], **slept** [slept], **slept** *v.* magama; *n.* uni
go to sleep uinuma
sleepy ['sli:pi] *a.* unine
sleeve [sli:v] *n.* varrukas
sleigh [slei] *n.* saan
slightly ['slaitli] 8 *adv.* veidi, natuke; kergelt
slim [slim] 2 *a.* sale, sihvakas; kõhn
slipper ['slipə] 21 *n.* toaking
slogan ['slougən] *n.* loosung
slope [sloup] 22 *n.* nõlvak
slow [slou] *a.* aeglane
slowly ['slouli] *adv.* aeglaselt
slum [slʌm] 14 *n.* räpane agul (eriti Londonis), vaeste linnaosa
small [smɔ:l] *a.* väike
smell [smel] *n.* lõhn; v. lõhnama (millegi järele **of**)
smile [smail] *v.* naeratama; *n.* naeratus
smoke [smouk] *v.* suitsetama; *n.* suits
snake [sneik] 10 *n.* nõeluss, madu
sneeze [sni:z] 4 *v.* aevastama
snow [snou] *n.* lumi; *v.* lund sadama
snowman ['snoumən] *n.* lumemees
snowstorm ['snoustɔ:m] *n.* lumetuisk, lumetorm
snowy ['snoui] *a.* lumine
so [sou] *adv.* nii
so that *conj.* nii et
Soames [soumz] *pn.*
soap [soup] *n.* seep
sob [sɔb] 8 *v.* nuuksuma; *n.* nuukse, nuuksatus
social ['souʃ(ə)l] *a.* ühiskondlik, sotsiaalne
socialism ['souʃəlizm] *n.* sotsialism
socialist ['souʃəlist] *a.* sotsialistlik; *n.* sotsialist
society [sə'saiəti] *n.* ühiskond; selts
sock [sɔk] *n.* sokk
soft [sɔft] *a.* pehme

softly *adv.* pehmelt, tasaselt
soil [sɔil] 9 *n.* pind, muld, pinnas
soldier ['souldʒə] *n.* sõdur
solidarity [sɔli'dæriti] *n.* solidaarsus
solve [sɔlv] *v.* lahendama
some [sʌm], *rõhuta* [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 ['sʌninlɔ:] *n.* väimees
song [sɔŋ] *n.* laul
sonny ['sʌni] *n.* pojake
soon [su:n] *adv.* varsti
as soon as niipea kui
Sorbonne [sɔ:'bɔn] *pn.* (*Pariisi ülikool*)
sore [sɔ:] *a.* valus, haige
sorry ['sɔri] *a.* kurvastav
I am sorry mul on kahju
I'm sorry! palun vabandust
sound [saund] *n.* kõla, kõmin, heli; 18 *v.* kõlama; kõlada laskma
soup [su:p] *n.* supp
sour ['sauə] *a.* hapu
south [sauθ] *n.* lõuna (ilmakaar); *adv.* lõunasse
southern ['sʌðən] *a.* lõuna-, lõunapoolne
Soviet ['souviet] *n.* nõukogu; *a.* nõukogude
Soviet Union ['ju:njən] *pn.* Nõukogude Liit
sow [sou], **sowed** [soud], **sown** [soun] *v.* külvama
sowing ['souiŋ] *n.* külvamine
speak [spi:k], **spoke** [spouk], **spoken** ['spouk(ə)n] *v.* kõnelema; rääkima
spear [spiə] *n.* oda
specially ['speʃ(ə)li] 11 *adv.* eriti, eriliselt
spectator [spek'teitə] 16 *n.* pealtvaataja
speech [spi:tʃ] *n.* kõne
parts of speech sõnaliigid
speed [spi:d] 2 *n.* kiirus
spend [spend], **spent** [spent], **spent** *v.* aega veetma; kulutama
spend on kulutama (millegi peale)
spin [spin], **span** [spæn], **spun** [spʌn] *v.* ketrama
spirit ['spirit] *n.* vaim
high spirits hea tuju
spit [spit], **spat** [spæt], **spat** 10 *v.* sülitama
spoon [spu:n] *n.* lusikas
sport [spɔ:t] *n.* sport
sportsground ['spɔ:tsgraund] *n.* spordiväljak
spread [spred], **spread**, **spread** *v.* levima
spring [spriŋ] *n.* kevad
spring [spriŋ], **sprang** [spræŋ], **sprung** [sprʌŋ] 21 *v.* hüppama
sputnik ['sputnik] *n.* sputnik, Maa kunstlik kaaslane
square [skwɛə] *n.* nelinurk, ruut; väljak
stable ['steibl] *n.* (hobuse)tall
stadium ['steidiəm] *n.* staadion
stage [steidʒ] 6 *n.* lava
stagger ['stægə] 8 *v.* vaaruma
stall [stɔ:l] *n.* kiosk
stammer ['stæmə] 8 *v.* kogelema, kokutama, kogeldes ütlema
stamp [stæmp] *n.* postmark
stand [stænd], **stood** [stud], **stood** *v.* seisma; taluma
stand up püsti tõusma
stare [stɛə] 24 *v.* ainiti vaatama
start [stɑ:t] *v.* alustama; teele asuma (kuhugi **for**)
startle ['stɑ:tl] 8 *v.* ehmatama
starvation [stɑ:'veiʃ(ə)n] 27 *n.* nälgimine
starve [stɑ:v] *v.* nälgima, nälga surema
state [steit] *n.* riik
state farm sovhoos
station [steiʃ(ə)n] *n.* jaam
stay [stei] *v.* jääma, viibima

steal [sti:l], **stole** [stoul], **stolen** ['stouln] *v.* varastama

step [step] *n.* samm; 21 (trepi)aste; *v.* astuma, sammuma
take steps samme astuma

stick [stik], **stuck** [stʌk], **stuck** *v.* kleepima

stick [stik] 20 *n.* kepp

stiff [stif] *a.* kange

still [stil] *adv.* ikka veel

stir [stə:] 3 *v.* segama, liigutama

stocking ['stɔkiŋ] *n.* sukk

stomach ['stʌmək] 4 *n.* kõht; magu

stone [stoun] *n.* kivi

stony ['stouni] *a.* kivine

stop [stɔp] *v.* peatama; peatuma; *n.* peatus

storey ['stɔ:ri] *n.* (maja)kord, **korrus**

storm [stɔ:m] *n.* torm

story [stɔ:ri] *n.* lugu, jutt

stout [staut] 15 *a.* tüse

stove [stouv] *n.* ahi

straight [streit] *adv.* otse, sirgelt; *a.* sirge

strange [streindʒ] *a.* võõras, imelik

stranger ['streindʒə] *n.* võõras

straw [strɔ:] *n.* õlg (õle), õled

strawberry ['strɔ:b(ə)ri] *n.* maasikas

stream [stri:m] *n.* oja
Gulf-stream 9 Golfi hoovus

street [stri:t] *n.* tänav

strength [streŋθ] 2 *n.* jõud

stress [stres] *n.* rõhk

stretch [stretʃ] 21 *v.* venitama, sirutama

strike [straik], **struck, struck** *v.* lööma; *n.* streik

strong [strɔŋ] *a.* kange, tugev

struggle ['strʌgl] *v.* võitlema; *n.* võitlus

Stuart ['stjuət] *pn.*

stubborn ['stʌbən] 11 *a.* kangekaelne

student ['stju:d(ə)nt] *n.* üliõpilane

studies ['stʌdiz] *n. pl.* õpingud

study ['stʌdi] *v.* õppima, uurima

stupid ['stju:pid] 11 *a.* rumal

subject ['sʌbdʒikt] *n.* (õppe)aine

subscribe [səb'skraib] *v.* (ajalehte) tellima (**to**)

subscriber [səb'skraibə] *n.* (ajalehe, ajakirja) tellija

suburb ['sʌbə:b] *n.* eeslinn, agul

succeed [sək'si:d] 5 *v.* edu saavutama

success [sək'ses] *n.* edu, **kordaminek**

successful [sək'sesful] 21 *a.* edukas

such [sʌtʃ] *pron.* niisugune, **selline**

sudden ['sʌdn] *a.* äkiline

suddenly ['sʌdnli] *adv.* äkki

Sue [sju:] *pn.*

suffix ['sʌfiks] *n.* sufiks, **järelliide**

sugar ['ʃugə] *n.* suhkur

sugar-beet ['ʃugəbi:t] 1 *n.* suhkrupeet

suit [sju:t] *n.* ülikond

suit-case ['sju:tkeis] *n.* kohver

sum [sʌm] *n.* summa

summer ['sʌmə] *n.* suvi
in summer suvel

sun [sʌn] *n.* päike
in the sun päikese käes

sunburnt ['sʌnbə:nt] *a.* päevitunud

Sunday ['sʌndi] *n.* pühapäev

sunny ['sʌni] *a.* päikesepaisteline

sunrise ['sʌnraiz] 2 *n.* päikesetõus

sunshine ['sʌnʃain] *n.* päikesepaiste

superlative [sju(:)'pə:lətiv] *n.* ülivõrre

superstitious [sju(:)pə'stiʃəs] *a.* ebausklik

supper ['sʌpə] *n.* õhtusöök

support [sə'pɔ:t] *v.* toetama, ülal pidama; *n.* toetus

suppose [sə'pouz] 6 *v.* oletama, arvama, eeldama

sure [ʃuə] *a.* kindel, veendunud

surpass [sə'pa:s] 1 *v.* ületama, ette jõudma

surprise [sə'praiz] *n.* üllatus

surprised [sə'praizd] *p.p.* üllatunud

surround [sə'raund] *v.* ümbritsema

suspicious [səs'piʃəs] *a.* kahtlustav, kahtlustäratav

swallow ['swɔlou] *n.* pääsuke

swear [swɛə], **swore** [swɔ:], **sworn** [swɔ:n] 20 *v.* vanduma

sweat [swet] *n.* higi

Sweden ['swi:dn] *pn.* Rootsi(maa)

sweep [swiːp], **swept** [swept], **swept** *v.* pühkima
sweet [swiːt] *a.* magus; meeldiv
swiftly [ˈswiftli] *adv.* kiiresti
swim [swim], **swâm** [swæm], **swum** [swʌm] *v.* ujuma
swimmer [ˈswimə] *n.* ujuja
swimming-pool [ˈswimiŋpuːl] *n.* ujumisbassein, supelbassein
swollen [ˈswoulən] 4 *a.* paistetanud
sympathetically [simpəˈθetikəli] 5 *adv.* kaastundlikult
sympathy [ˈsimpəθi] 15 *n.* kaastunne
synthetically [sinˈθetikəli] 12 *adv.* sünteetiliselt
systematical [sistiˈmætik(ə)l] 7 *a.* süstemaatiline
systematically [sistiˈmætikəli] 7 *adv.* süstemaatiliselt

T

table [ˈteibl] *n.* laud
lay the table lauda katma
tablet [ˈtæblit] 4 *n.* tablett
tactfully [ˈtæktfuli] 8 *adv.* taktiliselt
tail [teil] *n.* saba
take [teik], **took** [tuk], **taken** [ˈteikn] *v.* võtma; viima
to take off seljast (peast, jalast) võtma
to take the bus bussiga sõitma
to take part osa võtma (millestki in)
to take place aset leidma, toimuma
to take steps samme astuma
tale [teil] 15 *n.* jutt
talent [ˈtælənt] *n.* talent
talented [ˈtæləntid] 20 *a.* andekas, talendikas
talk [tɔːk] *v.* vestlema, juttu ajama
talking [ˈtɔːkiŋ] *n.* rääkimine, jutuajamine
tall [tɔːl] *a.* (kasvult) pikk
taste [teist] 8 *n.* maitse; *v.* maitsma
tax [tæks] 17 *n.* maks (-u)
tea [tiː] *n.* tee
teach [tiːtʃ], **taught** [tɔːt], **taught** *v.* õpetama
teach a lesson õpetust andma
teacher [ˈtiːtʃə] *n.* õpetaja
team [tiːm] *n.* (jalgpalli- jne.) meeskond; brigaad
tear [tiə] *n.* pisar
tear [tɛə], **tore** [tɔː], **torn** [tɔːn] 21 *v.* kiskuma, rebima
technical [ˈteknikl] *a.* tehnika-, tehniline
teeth [tiːθ] *vt.* **tooth**
telegram [ˈteligræm] *n.* telegramm
telegraph [ˈteligrɑːf] *n.* telegraaf
telephone [ˈtelifoun] *n.* telefon
television [teliˈviʒ(ə)n] *n.* televisioon
tell [tel], **told** [tould], **told** *v.* ütlema; käskima
temperature [ˈtempritʃə] *n.* temperatuur, palavik
ten [ten] *num.* kümme
tennis [ˈtenis] *n.* tennis
tense [tens] *n.* aeg, ajavorm
tent [tent] *n.* telk
term [təːm] *n.* semester, poolaasta
half-term veerandaasta
terrible [ˈteribl] *a.* kohutav
test [test] *n.* test, katse
text [tekst] *n.* tekst
textbook [ˈtekstbuk] *n.* õpik
textiles [ˈtekstailz] *n.* tekstiilkaubad, riidekaubad
Thackeray [ˈθækəri] *pn.*
Thames [temz] *pn.*
than [ðæn, ðən] *conj.* kui (*võrdluses*)
thank [θæŋk] *v.* tänama
thank you tänan (sind, teid)
thankful [ˈθæŋkf(u)l] *a.* tänulik
that (*alati* [ðæt]) *pron.* too, see seal; (*pl.* **those** [ðouz])
that (*rõhuta* [ðət]) *conj.* et
that (*rõhuta* [ðət]) *pron.* mis, kes
thaw [θɔː] 9 *v.* sulama; *n.* sula, sulailm
theatre [ˈθiətə] *n.* teater
their [ðɛə] *pron.* nende (oma)
theirs [ðɛəz] 5 *pron.* nende (oma)
them [ðem], *rõhuta* [ðəm] *pron.* neid; neile
then [ðen] *adv.* siis
theory [ˈθiəri] 3 *n.* teooria

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] *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
thirsty ['θə:sti] 2 *a.* janune
thirteen ['θə:'ti:n] *num.* kolmteist
thirty ['θə:ti] *num.* kolmkümmend
this [ðis] *pron.* see, see siin; (*pl.* **these** [ði:z])
Thomas ['tɔməs] *pn.*
those [ðouz] *vt.* **that**
though [ðou] = **although**
thought [θɔ:t] *n.* mõte
thoughtless ['θɔ:tlis] 8 *a.* mõtlematu
thousand ['θauz(ə)nd] *num.* tuhat
threaten ['θretn] 3 *v.* ähvardama
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
thrust [θrʌst], **thrust, thrust** 22 *v.* pistma, torkama
thunderstorm ['θʌndəstɔ:m] 9 *n.* äike, äikesetorm
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
toast [toust] 14 *n.* tulel pruunistatud sai
tobacco [tə'bækou] *n.* tubakas
today [tə'dei] *adv.* täna
toe [tou] 12 *n.* varvas
together [tə'geðə] *adv.* koos
toil [tɔil] 19 *n.* (raske) töö; *v.* vaevaga töötama
tomorrow [tə'mɔrou] *adv.* homme
tone [toun] *n.* toon
tongue ['tʌŋ] *n.* keel
mother tongue emakeel
tonight [tə'nait] *adv.* täna õhtul või öösel
too [tu:] *adv.* samuti, ka; liiga
tooth [tu:θ] *n.* hammas (*pl.* **teeth** [ti:θ])
toothpaste ['tu:θpeist] 4 *n.* hambapasta
top [tɔp] *n.* tipp, ülemine osa või ots
at the top ülal
torn [tɔ:n] *a.* katkine, rebenenud
touch [tʌtʃ] 8 *v.* puudutama; *n.* puudutus
tough [tʌf] *a.* vintske
tour [tuə] *n.* ring- või huvireis, matk
walking tour jalgsimatk, jalamatk
tournament ['tuənəmənt] n. võistlused
towards [tɔ:dz] *prep.* (millegi, kellegi) poole, suunas
towel ['tauəl] *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] *a.* kergejõustiku-
tractor ['træktə] *n.* traktor
tractor station traktorijaam
trade [treid] *n.* amet
trade union ametiühing
trader ['treidə] *n.* kaupmees, kaubitseja
tradesman ['treidzmən] *n.* (17. sajandil) käsitööline

tradition [trə'diʃ(ə)n] 14 *n.* traditsioon, põline tava
traffic ['træfik] *n.* liiklus
train [trein] *n.* rong
by train rongiga
train [trein] 23 *v.* treenima
tram [træm] *n.* tramm
by tram trammiga
tramline ['træmlain] *n.* trammiliin
transcribe [træns'kraib] *v.* transkribeerima, foneetiliste märkidega kirjutama)
transport ['trænspɔ:t] 9 *n.* transport, vedu
trap [træp] *n.* lõks
travel [træv(ə)l] *v.* reisima (*min.* **travelled**); *n.* reisimine
tree [tri:] *n.* puu
tremble ['trembl] *v.* värisema
trick [trik] *n.* trikk, temp
triumph ['traiəmf] 8 *n.* võiduroom, triumf
triumphantly [trai'ʌmfəntli] *adv.* võidukalt, võiduroomsalt
trouble ['trʌbl] 5 *n.* tülin, segadus; *v.* tülitama
trousers ['trauzəz] *n. pl.* püksid
true [tru:] *a.* õige, tõele vastav
trumpet ['trʌmpit] 16 *n.* pasun; trompet
truth [tru:θ] 5 *n.* tõde
try [trai] *v.* püüdma
try on (selga, jalga jne.) proovima
tube [tju:b] *n.* tuub
Tuesday ['tju:zdi] *n.* teisipäev
tune [tju:n] *n.* viis, meloodia
turn [tə:n] *v.* pöörduma
turn [tə:n] *n.* kord
in turn kordamööda
turn out (hästi jne.) välja kukkuma
turnip ['tə:nip] *n.* naeris
twelve [twelv] *num.* kaksteist
twenty ['twenti] *num.* kakskümmend
twice [twais] *adv.* kaks korda
two [tu:] *num.* kaks
typhoon [tai'fu:n] 6 *n.* taifuun
tyranny ['tirəni] 19 *n.* türannia, hirmuvalitsus
tyrant ['taiərənt] 19 *n.* türann, hirmuvalitseja

U

ugly ['ʌgli] 17 *a.* inetu
ultraviolet ['ʌltrə'vaiəlit] 12 *a.* ultraviolett-, ultravioletne
umbrella [ʌm'brelə] *n.* vihmavari
unable [ʌn'eibl] 7 *a.* võimetu
unboyish ['ʌn'bɔiiʃ] 23 *a.* ebapoisilik
unbroke ['ʌn'brouk] = **unbroken** *a.* murdmata, terve
unbutton ['ʌn'bʌtn] 24 *v.* lahti nööpima
uncle ['ʌŋkl] *n.* onu
unconscious [ʌn'kɔnʃəs] 18 *a.* meelemärkusetu
under ['ʌndə] *prep.* all; alla
undergo [ʌndə'gou], **underwent, undergone** 23 *v.* läbi tegema, läbi elama
underground ['ʌndəgraund] *adv.* põranda all(a), maa all(a)
underline [ʌndə'lain] *v.* alla kriipsutama
understand [ʌndə'stænd], **understood** [ʌndə'stud], **understood** *v.* aru saama, mõistma
underwear ['ʌndəwɛə] *n.* aluspesu
undress ['ʌn'dres] *v.* lahti riietuma
unemployed ['ʌnim'plɔid] *a.* töötu
the unemployed töötatöölised
uneven ['ʌn'i:vn] 3 *a.* ebatasane, konarlik
unfamiliar ['ʌnfə'miljə] 7 *a.* tundmatu
unfortunately [ʌn'fɔ:tʃ(ə)nitli] 13 *adv.* õnnetuseks, kahjuks
unhappy [ʌn'hæpi] *a.* õnnetu
unhealthy [ʌn'helθi] 23 *a.* ebaterve, ebatervislik
union ['ju:njən] *n.* ühing, liit
trade union ametiühing
Union of Soviet Socialist Republics Nõukogude Sotsialistlike Vabariikide Liit
unit ['ju:nit] *n.* ühik
unite [ju:'nait] *v.* ühinema

United States of America Ameerika Ühendriigid
university [ju(ː)niˈvəːsiti] *n.* ülikool
unkind [ʌnˈkaind] *a.* ebasõbralik, ebalahke
unknown [ʌnˈnoun] *n.* teadmatu, tundmatu
unnecessary [ʌnˈnesis(ə)ri] *a.* mittevajalik
unpack [ˈʌnˈpæk] *v.* lahti pakkima
unprincipled [ʌnˈprinsipld] 20 *a.* printsiibitu; kõlblusetu
unsatisfactory [ˈʌnsætisˈfækt(ə)ri] 16 *a.* ebarahuldav
unsuccessful [ˈʌnsəkˈsesf(u)l] 12 *a.* edutu; ebaõnnestunud
until [ʌnˈtil] *conj.* kuni, enne kui; *prep.* kuni, -ni
untiringly [ʌnˈtaiəriŋli] *adv.* väsimatult
upper [ˈʌpə] 20 *a.* ülemine
uprising [ʌpˈraiziŋ] *n.* ülestõus
upstairs [ˈʌpˈstɛəz] *adv.* üleval; (trepist) üles
upwards [ˈʌpwədz] 21 *adv.* üles, ülespoole
us [ʌs], *rõhuta* [əs] *pron.* meid; meile
U.S.A. = **United States of America**
use [juːz] *v.* tarvitama
he used [juːst] **to do** ta tavatses teha
use [juːs] *n.* tarvitamine, kasutamine
useful [ˈjuːsf(u)l] *a.* kasulik
useless [ˈjuːslis] *a.* tarbetu
U.S.S.R. = **Union of Soviet Socialist Republics**
usual [ˈjuːʒuəl] *a.* harilik
as usual nagu harilikult
usually [ˈjuːʒu(ə)li] *adv.* harilikult, tavaliselt

V

vain [vein] *a.* asjatu, tühine
in vain asjatult, ilmaaegu
valley [ˈvæli] *n.* org
Van Brunt [vænˈbrʌnt] *pn.*
vanity [ˈvæniti] 20 *n.* edevus
Van Tassel [vænˈtæsl] *pn.*
vase [vaːz] *n.* vaas
vegetable [ˈvedʒitəbl] *n.* köögi- e. keeduvili
Venice [ˈvenis] 16 *pn.* Veneetsia
verb [vəːb] *n.* tegusõna, verb
verse [vəːs] 15 *n.* värss
vertical [ˈvəːtik(ə)l] *a.* vertikaalne, püstloodne
vertically [ˈvəːtik(ə)li] *adv.* vertikaalselt
very [ˈveri] *adv.* väga
very much väga
vicar [ˈvikə] 17 *n.* vikaar
victory [ˈviktəri] *n.* võit
view [vjuː] 19 *n.* vaade, vaatepilt; arvamus
villa [ˈvilə] *n.* villa; eramaja
village [ˈvilidʒ] *n.* küla
villager [ˈvilidʒə] 2 *n.* külaelanik
vine [vain] *n.* viinapuu
violin [vaiəˈlin] *n.* viiul
virgin land [ˈvəːdʒin ˈlænd] 1 *n.* uudismaa
visit [ˈvizit] *v.* külastama; *n.* külastus
voice [vɔis] *n.* hääl
in a loud voice valju häälega
volley-ball [ˈvɔlibɔːl] *n.* võrkpall
vulgar [ˈvʌlgə] 20 *a.* vulgaarne

W

wages [ˈweidʒiz] 10 *n.* (töölise) palk
wait [weit] *v.* ootama (kedagi, midagi **for**)
wake [weik], **woke** [wouk], **woken** [ˈwoukn] *v.* ärkama
wake up ärkama; äratama
Wakefield [ˈweikfiːld] *pn.*
Wales [weilz] *pn.* Wales
walk [wɔːk] *v.* jalutama; *n.* jalutuskäik
to go for a walk jalutama minema, jalutamas käima
walking tour [ˈwɔːkiŋ tuə] *n.* jalgsimatk
wall [wɔːl] *n.* sein
wall newspaper seinaleht

Walter ['wɔ:ltə] *pn.*
waltz [wɔ(:)ls] 13 *n.* valss
want [wɔnt] *v.* tahtma; vajama; *n.* puudus
wander ['wɔndə] *v.* rändama
war [wɔ:] *n.* sõda
warm [wɔ:m] *a.* soe; *v.* soojendama
warm up soojendama
Warsaw ['wɔ:sɔ:] *pn.* Varssavi
wash [wɔʃ] *v.* pesema
watch [wɔtʃ] *v.* jälgima, vaatlema
watch [wɔtʃ] *n.* uur, tasku- või käekell
watchmker ['wɔtʃmeikə] *n.* kellassepp
water ['wɔ:tə] *n.* vesi
waterfall ['wɔ:təfɔ:l] *n.* kosk
wave [weiv] *n.* laine
wax [wæks] *n.* vaha
way [wei] *n.* tee; (tegu)viis
in this way sel viisil
we [wi:], *rõhuta* [wi] *pron.* meie
weak [wi:k] *a.* nõrk
weakness [wi:knis] 15 *n.* nõrkus
wealth [welθ] 19 *n.* jõukus, rikkus
wear [wɛə], **wore** [wɔ:], **worn** [wɔ:n] *v.* (rõivaid) kandma
weather ['weðə] *n.* ilm
weave [wi:v], **wove** [wouv], **woven** ['wouvn] *v.* kuduma
weaver ['wi:və] *n.* kangur
Wednesday ['wenzdi] *n.* kolmapäev
weed [wi:d] *n.* umbrohi; *v.* umbrohust puhastama
week [wi:k] *n.* nädal
week-day tööpäev
week-end nädalalõpp
weigh [wei] *v.* kaaluma
welcome ['welkəm] *interj.* tere tulemast
well [wel] *adv.* hästi; *a.* terve (*ainult öeldistäitena*); *interj.* noh! nii!
well [wel] *n.* kaev
well-known ['wel'noun] *a.* hästi teatud *või* tuntud
Wells [welz] *pn.*
well-to-do ['weltə'du:] *a.* jõukas
west [west] *n.* lääs
the West End *linnaosa Londonis*
western ['westən] 9 *a.* lääne-
wet [wet] *a.* märg
whale [weil] *n.* vaal
whalebone ['weilboun] *n.* vaalaluu
what [wɔt] *pron.* mis, mida; missugune
wheat [wi:t] *n.* nisu
when [wen] *conj.* siis kui; *adv.* millal
whenever [wen'evə] *conj.* iga kord kui
where [wɛə] *adv., conj.* kus; kuhu
wherefore ['wɛəfɔ:] 19 *adv.* miks, milleks
wherever [wɛər'evə] *adv., conj.* ükskõik kus; ükskõik kuhu
whether [weðə] *conj.* kas (*kaudses küsimuses*)
which [witʃ] *pron.* mis; mitmes; kes; missugune (*teatud arvust või hulgast*)
while [wail] *conj.* sel ajal kui
whip [wip] 20 *v.* piitsutama; *n.* piits
whisper ['wispə] *v.* sosistama; *n.* sosin
in a whisper sosinal, sosistades
whistle ['wisl] *v.* vilistama; *n.* vile
white [wait] *a.* valge
who [hu:] *pron.* kes
whom [hu:m] *pron.* keda
whose [hu:z] *pron.* kelle (oma)
why [wai] *adv.* miks, mispärast
wide [waid] *a.* lai, avar
widely ['waidli] *adv.* laialdaselt
wife [waif] *n.* naine (abikaasa) (*pl.* **wives** [waivz])
wild [waild] *a.* metsik, tormine
wild-looking ['waild 'lukiŋ] *a.* metsiku välimusega
will [wil] *abiverb (seoses järgneva infinitiiviga väljendab tulevikku)* tahan, tahad *jne.*; 8 *n.* tahe
William ['wiljəm] *pn.*
win [win], **won** [wʌn], **won** *v.* võitma
wind [wind] *n.* tuul
window ['windou] *n.* aken
windy ['windi] *a.* tuuline
wine [wain] *n.* vein
wing [wiŋ] *n.* tiib

winner ['winə] 18 *n.* (mängu, võitluse) võitja
winter ['wintə] *n.* talv
in winter talvel
Winterbourne ['wintəbəːn] *pn.*
wipe [waip] *v.* pühkima; puhastama
wireless ['waiəlis] *n.* raadio
wish [wiʃ] *n.* soov; *v.* soovima
witch [witʃ] 18 *n.* nõid, nõiamoor
with [wið] *prep.* -ga *(kaasaütlev)*
withdraw [wið'drɔː], **withdrew** [wið'druː], **withdrawn** [wið'drɔːn] 22 *v.* tagasi tõmbama; tagasi tõmbuma
within [wi'ðin] 9 *adv.* seespool, sees
without [wi'ðaut] *prep.* ilma, -ta *(ilmaütlev)*
wonder ['wʌndə] *v.* imestama; *n.* ime
I wonder where he is ei tea, kus ta võib olla
wonderful ['wʌndəf(u)l] 10 *a.* imestusväärne, imepärane, imeilus
wood [wud] 1 *n.* mets
wooden ['wudn] 16 *a.* puu-
woollen ['wulin] *a.* villane
work [wəːk] *n.* töö; *v.* töötama
working hours töötunnid
the working class töölisklass
workday ['wəːkdei] = **working day** tööpäev, argipäev
workday unit tööpäev (tasumaksmise ühik kolhoosis)
work-room ['wəːkrum] *n.* töötuba
worker ['wəːkə] *n.* tööline
world [wəːld] *n.* maailm
worry ['wʌri] *v.* muretsema, rahutust tundma
worse [wəːs] *a.* halvem *(vt.* **bad**)
worst [wəːst] *a.* halvim *(vt.* **bad**)
worth [wəːθ] 20 *pred. a.* väärt
would [wud], *rõhuta* [w(ə)d] 17 *abiverb; seoses järgneva infinitiiviga väljendab ka tingivat kõneviisi* (**it would be better** oleks parem) *või harjumuspärast tegevust minevikus* (**he would sit there all day** tal oli harjumuseks istuda seal kogu päeva)
wound [wuːnd] 18 *n.* haav; *v.* haavama
wrap [ræp] 4 *v.* mähkima, mässima
write [rait], **wrote** [rout], **written** ['ritn] *v.* kirjutama
write down üles kirjutama
wrong [rɔŋ] *a.* vale, ebaõige; korrast ära

X

X-rays ['eks'reiz] *n. pl.* röntgenikiired

Y

yard [jɑːd] *n.* hoov, õu
Y.C.L. = **Young Communist League** [liːg] Kommunistlik Noorsooühing
year [jiə, jəː] *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 [juː], *rõhuta* [ju] *pron.* teie, sina
young [jʌŋ] *a.* noor
your [jɔː, jɔ, jə] *pron.* sinu (oma), teie (oma)
yours [jɔːz] 5 *pron.* sinu (oma), teie (oma)
youth [juːθ] *n.* noorus; noorsugu

Z

zero ['ziərou] *n.* null(punkt)

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