J. GODLINNIK ja M. KUZNETS

INGLISE KEELE ÕPIK

KESKKOOLI V KLASSILE

RK
„PEDAGOOGILINE KIRJANDUS"

A-18411

J. GODLINNIK ja M. KUZNETS

INGLISE KEELE ÕPIK

KESKKOOLI V KLASSILE

TOIMETANUD NING SÕNASTIKUGA, EESTI-KEELSE GRAMMATILISE OSAGA JA LUGEMISREEGLITEGA VARUSTANUD P. VAARASK

RK

„PEDAGOOGILINE KIRJANDUS"
TALLINN 1950

Eesti NSV Haridusministeeriumi poolt kinnitatud.

2
Tartu Riikliku Ülikooli
Raamatukogu
7509

ARHIIVKOGU

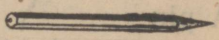
Ortoeepiline eelkursus.

§ 1.

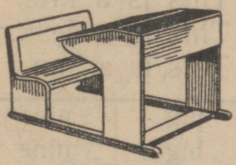
E e

[e]

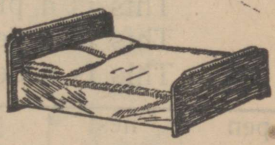
A pen.



A pencil.



A desk.



A bed.

A hen.

A nest.

This is a pen.
This is a desk.
This is a hen.

Th = [ð]

This is a pencil.
This is a bed.
This is a nest.

§ 2.

I i

[i] [ai]

A pin.

A kite.

A pine.

A pig.

This is a pin.
This is a pig.
This is a pen.
This is a bed.

This is a pine.
This is a kite.
This is a desk.
This is a hen.

pen	nest	pin	pig	pine	kite
hen	best	tin	big	nine	it
ten	test	in	dig	dine	set

§ 3.

A a

[æ]

A bag.

A flag.

A map.

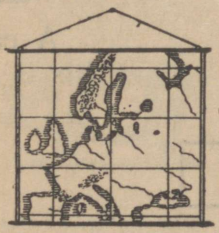
A cat. A rat.

This is a map.
This is a bag.
This is a flag.
This is a red flag.

This is a cat.
This is a black cat.
This is a rat.
This is a big rat.

map	bag	cat	nest	time	black
cap	rag	rat	nine	Tim	cap
tap	flag	sat	is	fan	pencil

Harjutus.

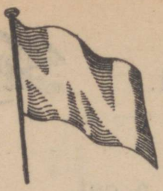


1. This is a

2. This is a

3. This is a

4. This is a



5. This is a red

6. This is a black

§ 4.

A a

[ei]

A plate.
This is a plate.

A cake.
This is a cake.

J [dʒ]

This is Jane.

Jane has a cat.
Jane has a map.
Jane has a cake.
Jane has a black cat.
Jane has a pen.
Jane has a map and a pen.

i

[i]	[ai]
pin	pine
big	kite
pig	nine
dig	dine

a

[æ]	[ei]
map	Jane
cat	cake
rat	plate
bag	lake

Harjutus.

1. This is a

2. This is a

3. This is a

4. This is a

5. Jane has a

6. Jane has a

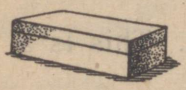
§ 5.

Oo

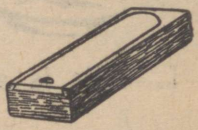
[ɔ]

This is Tom.

This is a dog.
This is Spot.



This is a box.



This is a pencil-box.

This is Tom. Tom has a dog. Spot is a dog. Spot is a big dog.

This is Jane. Jane has a cat. Jane has a black cat.

This is a pen. This is a pencil-box.

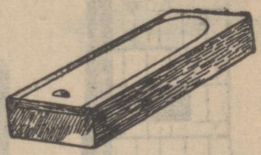
This is a plate. This is a cake. Jane has a plate and a cake.

This is a kite. This is a big kite. Tom has a big kite.

this bathe that then	Tom Spot dog fog	box six fox fix	pin pen pine pan

Harjutus.

1. This is a big

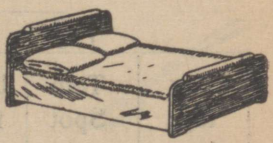


2. Jane has a

3. Tom has a big

4. This is a

5. This is a

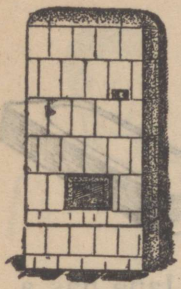


6. This is a

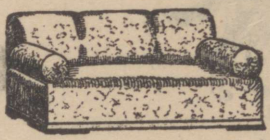
§ 6.

Oo

[ou]



This is
a stove.



This is
a sofa.

This is
a rose.

Y = [j]

Is this a stove? Yes, it is.
Is this a sofa? Yes, it is.
Is this a rose? Yes, it is.
Is this a pencil-box? Yes, it is.
Is this a dog? Yes, it is.
Is this a cat? Yes, it is.
Is this a pig? Yes, it is.
Is this a hen? Yes, it is.

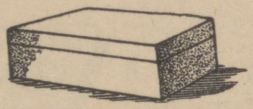
O

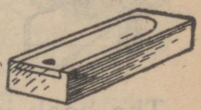
[ɔ]			[ou]		
dog	Tom	box	rose	stove	sofa
fog	Spot	fox	nose	home	hope
log	not	pencil-box	pose	hole	bone

Harjutus.

1. This is a

2. This is a

3. This is a big 



4. This is a

5. This is a black

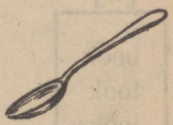
6. This is a red

§ 7.

oo

[u] [u:]

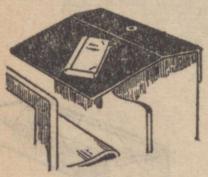
This is a book.



This is a spoon.

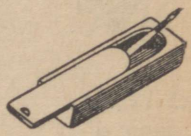
Is this a book? Yes, it is.
Is this a spoon? Yes, it is.
Is this a plate? No, it is not a plate, it is a spoon.
Is this a sofa? No, it is not a sofa, it is a bed.
Is this a dog? No, it is not a dog, it is a cat.

On



The book is **on** the desk.

In



The pen is **in** the pencil-box.

The cat is **on** the sofa.

The cat is **in** the box.

oo

[u]	[u:]
book	spoon
took	moon
look	noon

o

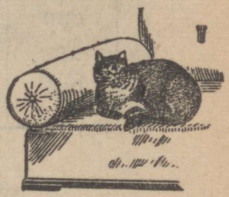
[ɔ]	[ou]
Spot	stove
stop	bone
hop	note
top	stone

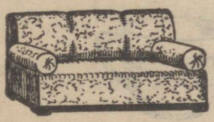
Harjutus.

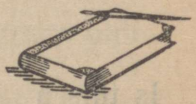
1. This is a

4. The cake is on the

2. This is a

5. The cat is on the 

3. This is a 



5. The pen is on the

§ 8.

Uu

[ʌ]

This is a bus.

This is a cup.

This is a bus. Is this a bus? Yes, it is.

This is a cup. Is this a cup? Yes, it is.

This is a plate. This is a spoon. This is a plate, and this is a spoon.

This is a cup. This is a spoon. The spoon is in the cup. Jane has a cup and a spoon.

This is a plate. This is a cake. The cake is on the plate.

cup	nut	the	net	pin
up	hut	this	not	pen
bus	cut	that	note	pan

Harjutus.

1. Is this a ?—Yes, it is a ...

2. Is this a ?—Yes, it is a ...

3. Is this a ?—Yes, it is a ...

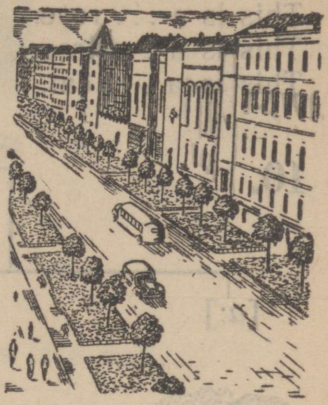
§ 9.

ee

[i:]

This is a tree.

This is a street.



This is a tree. It is a pine-tree. It is a green pine-tree.

This is a street. The bus is in the street. Tom is in the bus.

This is a flag. The flag is red. The flag is in the street.

Is this a green pine-tree? Yes, it is.

Is this a red rose? Yes, it is.

e

[e]

bed	pen
Ned	hen
fed	ten
red	men

ee

[i:]

tree	street
free	feet
see	greet
bee	green

Harjutus.

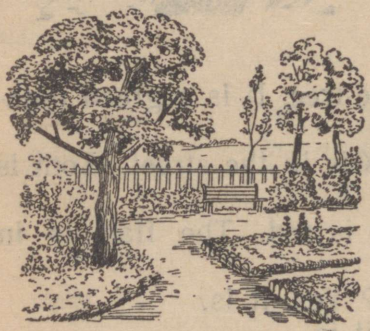
Täita lüngad sõnadega: ***red, green, black, big.***

1. This is a . . . rose.
2. This is a . . . tree.
3. This is a . . . cat.
4. This is a . . . dog.
5. This is a . . . flag.
6. This is a . . . hen.

§ 10.

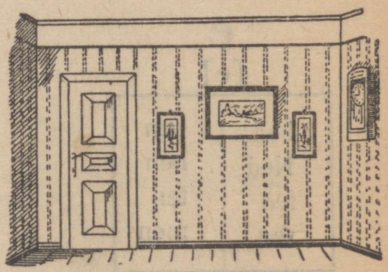
Aa

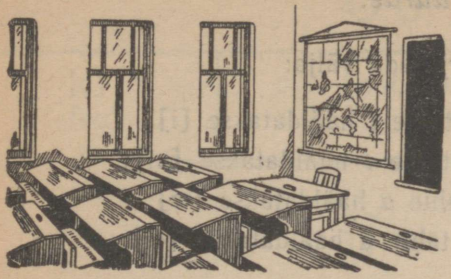
[*a:*] [ɔ:]



This is a garden.

This is a wall.





This is a classroom.

This is a ball.

This is a classroom. Is Tom in the classroom? No, Tom is not in the classroom, Tom is in the garden. Tom has a ball.

Is Jane in the garden? No, Jane is not in the garden, Jane is in the classroom.

a

[*a*:]		[ɔ:]	
garden	arm	ball	call
classroom	farm	wall	hall
grass	park	all	fall
glass	dark	tall	small

Harjutusi eelkursuse juurde.

Kirjutada välja:

1) kolm sõna, milles tähte *i* hääldatakse [i];
2) kaks sõna, milles tähte *i* hääldatakse [ai];
3) viis sõna, milles tähte *a* hääldatakse [æ];
4) kolm sõna, milles tähte a hääldatakse [ei];
5) riim sõnale *pen*;
6) kõik sõnad, milles tähte *o* hääldatakse [ɔ];
7) kõik sõnad, milles tähte *o* hääldatakse [ou];
8) kõik sõnad, mille lõpul esineb tumm *e*;
9) kõik koolitarvete nimed;
10) loomade ja lindude nimed;
11) kõigi värvide nimed, näiteks: punane, must jne.

Ii

[i]	pin, pig, it, is, this
[ai]	pine, kite

Aa

[æ]	cat, rat, map, bag, black, flag, has
[ei]	cake, plate, Jane
[ɑ:]	garden, classroom
[ɔ:]	ball, wall

O o

[ɔ] [ou]	dog, Spot, not, Tom, box stove, rose, sofa, no

U u

[ʌ]	cup, bus

E e

[e]	bed, pen, desk, yes, hen, nest

e e

[i:]	street, tree, green

o o

[u] [u:]	book spoon

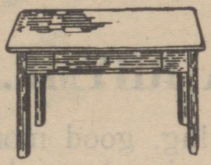
Inglise tähestik.

A a [ei]
B b [bi:]
C c [si:]
D d [di:]
E e [i:]
F f [ef]
G g [dʒi:]
H h [eitʃ]
I i [ai]
J j [dʒei]
K k [kei]
L l [el]
M m [em]
N n [en]
O o [ou]
P p [pi:]
Q q [kju:]
R r [*a*:]
S s [es]
T t [ti:]
U u [ju:]
V v [vi:]
W w ['dʌblju:]
X x [eks]
Y y [wai]
Z z [zed]

1. First Lesson.

GOOD MORNING!

A copy-book.



A table.

A chair.

Good morning, children!
Good morning!
This is a *copy-book*. This is a *table*.
This is a *chair*.
Is this a copy-book? Yes, it is.
Is this a book? No, it is not.
What is this? It is a copy-book.
Is this a table? Yes, it is.
Is this a desk? No, it is not.
What is this? It is a table.
Is this a desk? No, it is not.
Is this a chair? Yes, it is.
What is this? It is a chair.
Is this a pencil-box? No, it is not.
Is this a pencil? Yes, it is.
What is this? It is a pencil.
Is this a pen? Yes, it is.
Is this a pencil? No, it is not.

What is this? It is a pen.
This is a pencil. The pencil is red.
This is a table. The table is black.
This is a book. The book is good.
This is a dog. The dog is big.

A RHYME.

Good morning, good morning!
Good morning to you!
Good morning, good morning,
We are glad to see you!

Hääldamine.

[ə:]	[u]	[ɛə]
irst	g**oo**d b**oo**k	ch**air**

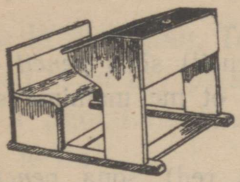
[ei]	[ɔ]	[tʃ]
t**a**ble pl**a**te	**wh**at	**ch**air **ch**ildren

Märkusi: I. Tähte *c* hääldatakse **i** ees nagu [s], näiteks: *pencil.*

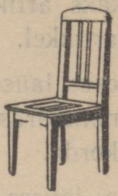
II. Tähele panna järgnevate sõnade hääldamist:
is = [iz]; *this* = [ðis].
what = [wɔt]; *h*-d ei hääldata.

Exercises.

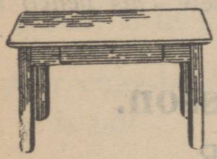
Täita lüngad.



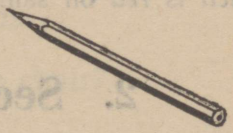
1. This is a



2. This is a



3. This is a



4. This is a

II. Kirjutada järgnevad laused küsivas vormis.

1. This is a classroom.
2. This is a table.
3. This is a chair.
4. This is a desk.
5. This is a plate.
6. This is a cup.
7. This is a spoon.
8. This is a cake.

III. Kirjutada needsamad laused eitavas vormis.

Näide: *This is not a classroom.*

Grammatika.

Artikli tarvitamine.

1) This is a pencil. 2) The pencil is red. Inglise keeles on kaks artiklit: *a* — umbmäärane artikkel ja *the* — määrav artikkel.

Esimeses lauses (This is a pencil) sõna *pencil* on tarvitatud umbmäärase artikliga, sest et me mainime seda eset esimest korda.

Teises lauses (The pencil is red) sõna *pencil* esineb määrava artikliga, sest siin on kõne juba mainitud, s. o. tuntud esemest.

Selles lauses *the* asendab sõna *this* = see.
The pencil is red on samaväärne lausele *This pencil is red.*

2. Second Lesson.

MY AND YOUR.

Stand up!
↑ up

Sit down!
↓ down

My book is on the desk. *Your* book is on the table.

My book is red. Your book is green.
My pencil is black. Your pencil is green.
My pen is on the desk. Your pen is on the table.

Where is your pen, Tom?
My pen is in my pencil-box.
Is your pencil in your pencil-box?
No, it is not.
Where is it?
It is in the desk.

Where is your pencil, Bob?
My pencil is in my pencil-box.

Is your copy-book *under* the chair?
No, it is not.

Where is it?
It is on the desk.

Is your pencil under the desk, Tom?
No, it is not.

Where is your pencil?
It is in the desk.

Is your pen in the pencil-box, Bob?
No, it is not.

Where is your pen?
It is on the desk.

[ð]	[ɛə]	[ɔ:]
this **th**e	wh**e**re ch**air**	**your** m**or**ning

[ʌ]	[au]	[ai]	[ə]
under **u**p	d**ow**n	m**y**	**u**nder

Exercises.

I. Anda jaatavad lühivastused.

Näide: Is this a pen? *Yes, it is.*

1. Is this a desk?
2. Is this a table?
3. Is this a copy-book?

II. Anda eitavad lühivastused.

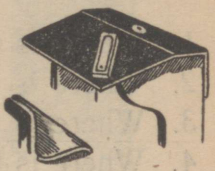
Näide: Is this a bag? *No, it is not.*

1. Is this a pencil-box?
2. Is this a pencil?
3. Is this a map?

III. Täita lüngad.

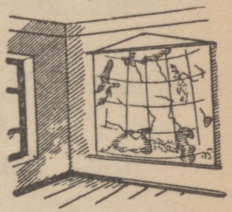
1. My pen is . . . my pencil-box.

2. My pencil-box is . . . my desk.



3. Your book is . . . your desk.

4. The map is . . . the wall.



5. Your ball is . . . the chair.

IV. Vastata kolme lausega igale küsimusele.

Näide: Where is the pencil?

The pencil is in the pencil-box.
The pencil is on the desk.
The pencil is under the desk.

1. Where is the book?
2. Where is the copy-book?
3. Where is the pencil-box?
4. Where is the pen?
5. Where is the pencil?
6. Where is the ball?

3. Third Lesson.

IN THE CLASSROOM.

The *teacher* is in the classroom.
The *pupils* are in the classroom *too.*
T e a c h e r. Where is your pencil-box, Tom?
T o m. My pencil-box is on the desk.
T e a c h e r. Where are your books, Tom and Bob?
B o b. *Our* books are on the desks.
T e a c h e r. Is your pen on the desk, Tom?
T o m. No, it is not.
T e a c h e r. Where is your pen?
T o m. It is in the pencil-box.
T e a c h e r. Where are your pencils?
T o m. *They* are in the pencil-box too.
T e a c h e r. Where are your copy-books, Tom and Bob?

B o b. Our copy-books are in our *schoolbags*.
T e a c h e r. Where are your schoolbags?
B o b. They are in our desks.
T e a c h e r. *Open* your books, children! Stand up, Tom! *Take* your book! *Read* the lesson! Sit down!

SING A SONG.

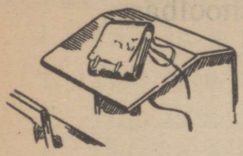
Sing a song,
Do, re, mi.
Sing a song,
One, two, three.

Hääldamine.

[i:]	[*a*:]	[ou]	[ei]
te**a**cher r**ea**d thr**ee**	**are** g**ar**den	**o**pen n**o**	t**a**ke th**ey**

[ə:]	[auə]	[ɵ]	[u:]
th**ir**d f**ir**st	**our**	**th**ree **th**ird	sp**oo**n t**oo**

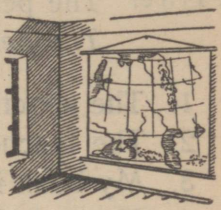
Exercises.

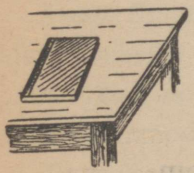


I. Vastata küsimustele.

1. Where is the schoolbag?

2. Where is the map?





3. Where is the copy-book?

II. Lugemisharjutus.

[s]

One book. Two books.
One cat. Two cats.
One map. Two maps.
One cup. Two cups.
A desk. Desks.
A copy-book. Copy-books.

[z]

One pen. Two pens.
One pencil. Two pencils.

One table. Two tables.
One schoolbag. Two schoolbags.
A dog. Dogs.
A chair. Chairs.

III. Kirjutada mitmuses.

Näide: The pen is on the desk.
The pens are on the desks.

1. The pencil is on the desk.
2. The teacher is in the classroom.
3. My book is on the table.
4. My copy-book is not under the chair.
5. Our map is on the wall.
6. The pen is not on the desk.

IV. Kirjutada *is* või *are.*

1. Tom . . . in the classroom.
2. Tom and Jane . . . in the classroom.
3. Where . . . your book?
4. Where . . . your copy-books?
5. . . . your pen in the pencil-box?
6. . . . your pencils in the pencil-box?

V. Kirjutada järgnevad laused küsivas vormis:

Näide: This is a pen. *Is this a pen?*

1. This is a map.
2. This is a chair.
3. This is a desk.
4. This is a classroom.

VI. Kirjutada järgnevad laused eitavas vormis.

Näide: This is a pen. *This is not a pen.*

1. This is a pencil-box.
2. This is a map.
3. This is a desk.
4. This is a classroom.

VII. Vastata küsimustele.

1. Where is the teacher?
2. Where is Tom?
3. Where are Tom and Bob?

GRAMMATIKA.

Käskiv kõneviis ja tegevusnimi.

Read — loe; lugege. *To read* — lugeda, lugema.

Sit down! — istu; istuge. *To sit down* — istuda, istuma.

Read! Sit down! on käskiv kõneviis. Inglise keeles käskivat kõneviisi nimetatakse *Imperative* [im'perətiv].

To read, to sit down on tegevusnimi. Inglise keeles tegevusnime nimetatakse *Infinitive* [in'finitiv].

Tegevusnime ees tarvitatakse eessõna *to.*

Mitmuse moodustamine.

One book. — Two books. [s]
One pencil. — Two pencils. [z]

1. Nimisõnade mitmuse lõpp on *s*, mida häälda-takse [s] helitute häälikute (*k, p, t, f*) järel ja [z] heliliste häälikute järel.

2. Umbmäärast artiklit *a* (=one) mitmuses ei tarvitata.

A pen. — Pens.
A book. — Books.
A map. — Maps.

4. Fourth Lesson.

TOM AND JANE.

Tom is a boy.

Tom and Bob are boys.

Jane is a girl.

Jane and Kitty are girls.

Tom is a *boy*. Jane is a *girl*.
Who is a boy? Tom is.
Who is a girl? Jane is.

Is Bob a boy? Yes, *he* is.
Is Kitty a girl? Yes, *she* is.
Is Bob a *schoolboy?* Yes, he is.
Is Kitty a *schoolgirl?* Yes, she is.
Are Tom and Bob schoolboys? Yes, they are.
Are Jane and Kitty schoolgirls? Yes, they are.
Tom, Bob, Kitty and Jane are *schoolchildren.*

TEACHER AND PUPILS.

Teacher. Are *you* a schoolboy, Tom?
Tom. Yes, *I am.*
Teacher. Are you a schoolgirl, Jane?
Jane. Yes, I am.
Teacher. Are you schoolboys, Tom and Bob?
Bob. Yes, *we are.*
Teacher. Are you schoolgirls, Jane and Kitty?
Kitty. Yes, we are.
Teacher. Am I a teacher, Tom?
Tom. Yes, you are.
Teacher. Are you a teacher?
Tom. No, I am not. I am your *pupil.*
Teacher. Is Kitty my pupil?
Tom. Yes, she is.
Teacher. Bob, are you and Tom my pupils?
Bob. Yes, we are.
Teacher. Are Kitty and Jane my pupils?
Bob. Yes, they are.

Teacher. Where are you, Kitty?
Kitty. I am in the classroom.
Teacher. Where are Bob and Tom?
Kitty. They are in the classroom too.

Hääldamine.

[ɔi]	[ə:]	[i:]	[u:]
b**oy**	g**ir**l f**ir**st th**ir**d	h**e** sh**e** w**e**	y**ou** sch**oo**lboy wh**o**

[ɔ:]	[ʃ]	[ɵ]
your **four**	**sh**e	**th**ird four**th**

Märkus: *who* = [hu:]; *w*-d ei hääldata.

Exercises.

I. Vastata kirjalikult:

1. Is Jane a girl?
2. Is Tom a boy?
3. Are Jane and Kitty girls?
4. Are Tom and Bob boys?

5. Are you a schoolboy?
6. Are you a schoolgirl?
7. Are you a teacher?

II. Täita lüngad.

1. I . . . your pupil.
2. He . . . a boy.
3. She . . . a girl.
4. It . . . a book.
5. We . . . children.
6. You . . . a teacher.
7. They . . . schoolboys.

III. Kirjutada mitmuses.

Näide: The book is on the desk.
The books are on the desks.

1. She is a girl.
2. He is your pupil.
3. I am not a teacher.
4. You are a pupil.
5. The ball is under the chair.

IV. Kirjutada küsivas kõnes.

1. Jane is a girl.
2. Jane and Kitty are schoolgirls.
3. They are schoolchildren.
4. They are in the classroom.

Grammatika.

Verbi *to be* olevik (Present).

Jaatav vorm		*Küsiv vorm*		*Eitav vorm*	
I am You are He is She is It is	in the classroom.	Am I Are you Is he Is she Is it	in the classroom?	I am not You are not He is not She is not It is not	in the classroom.
We are You are They are		Are we Are you Are they		We are not You are not They are not	

You tarvitamine.

You (teie) tarvitatakse ka ainsuse 2. pöördes.

It tarvitamine.

Inglise keeles on kõik eluta olendite nimed asjasugu. Nende tähistamiseks tarvitatakse asesõna **it.**

Võib näiteks öelda *The table is black* asemel **It** *is black; The book is red* asemel **It** *is red* ja *The pen is on the desk* asemel **It** *is on the desk.*

Mitmuses tarvitatakse **it** asemel **they.**

The books *are on the table.* **They** *are on the table.*
The book *is on the table.* **It** *is on the table.*

5. Fifth Lesson.

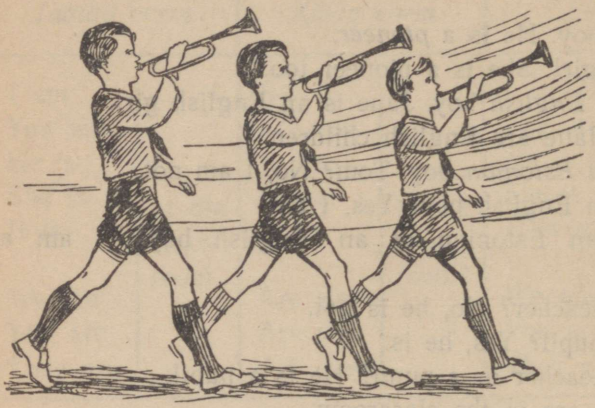
TOM AND JANE ARE PIONEERS.

Tom is a boy. He is a *pioneer.*
Jane is a girl. She is a pioneer too.
Tom is an *English* boy. Jane is an English girl.
Tom and Jane are English children.
Are you *an Estonian* boy, Tom? No, I am not.
Are you an English boy? Yes, I am.
Are you an Estonian *or* an English boy? I am an English boy.
Is Bob a teacher? No, he is not.
Is Bob a pupil? Yes, he is.
Is Bob a teacher or a pupil? He is a pupil.
The pupils are in the classroom.
Who is in the classroom? The teacher and the pupils are in the classroom.

TEACHER AND PUPILS.

Teacher. *Come here,* Bob! *Give me* your copy-book.
Bob. *Here is* my copy-book.
Teacher. Give me your copy-books, Jane and Kitty.
Jane. *Here are* our copy-books.
Teacher. Where is your pencil, Tom?
Tom. My pencil is on the desk.
Teacher. Give me the pencil!
Tom. Here it is.
Teacher. *Thank you.* Where is your book, Bob?
Bob. My book is on the desk.
Teacher. Where are your books, Tom and Bob?
Tom. Our books are on the desks.

Teacher. Open your books, children. Stand up, Kitty! Read the lesson. Thank you. Sit down! Take your book, Tom, and read: *One, two, three, four, five.*



Pioneers.
We pioneers
are *always*
ready.

Hääldamine.

[i]	[aiə]	[iə]	[ʌ]	[ʃ]	[ɵ]	[ŋ]
give	**pi**oneer	pio'n**ee**r h**e**re	c**o**me **u**p **u**nder	Engl**i**sh sh**e**	**th**ank fif**th** four**th** **th**ird	Engl**i**sh thank morn**ing**

Märkus.

read, red; or, first, garden.

Tähte **r** hääldatakse ainult täishääliku **ees** (*read, red*); mujal (*or, first*) **r**-i ei häälda [ɔ:, fə:st].

Exercises.

I. Vastata küsimustele.

1. Are you a boy?
2. Are you a girl?
3. Are you a schoolboy?
4. Are you a schoolgirl?
5. Are you a pioneer?
6. Are you an English boy?
7. Are you an English girl?

II. Kirjutada mitmuses.

1. He is an English pioneer.
2. She is an English girl.
3. I am not an English boy.

III. Koostada 3 käsklauset.

Näide: *Read this lesson!*

IV. Moodustada kolm küsimust neile vastustele:

1. No, he is not an English pioneer.
2. No, this is not a classroom.
3. Yes, she is an English girl.

V. Koostada antud sõnadest laused.

Näide: this, pencil-box, is, a, not. — *This is not a pencil-box.*

1. he, pioneer, a, is.
2. Estonian, we, children, are.
3. am, boy, a, I.

Dictation.

This is a pencil. This is a copy-book. Is this a table? No, it is not; it is a desk. What is this? It is a chair.

GRAMMATIKA.

A ja *An.*

A boy. An English boy.

Umbmäärasel artiklil on kaks kuju:

1. *a* [ə], kui järgnev sõna algab kaashäälikuga;
2. *an* [ən], kui järgnev sõna algab täishäälikuga.

Omadussõnad.

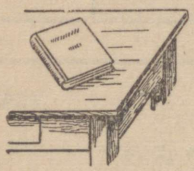
An Estonian boy. Estonian boys.
One English book. Two English books.
An Estonian boy. An Estonian girl.
A red flag. Red flags.

Omadussõnad (*Estonian*, *English*, *red*, etc.) inglise keeles ei käändu.

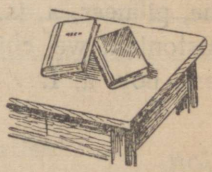
Rahvust tähistavad omadussõnad kirjutatakse suure algustähega.

6. Sixth Lesson.

WHAT IS THERE ON THE TABLE?



There is a book on the table.



There are two books on the table.

I.

There is a book on the table.
There is a copy-book on the desk.
There is much *ink* in the *inkstands.*
Is there a book on the table? Yes, there is.
Is there a pen in the pencil-box? Yes, there is.
Is there much ink in the inkstands? Yes, there is.
There are two books on the table.
There are three pens in the pencil-box.
There are two inkstands on the desk.
Are there two books on the table? Yes, there are.
Are there three pens in the pencil-box? Yes, there are.
Are there two inkstands on the desk? Yes, there are.

II.

There is *no* book on the table.
There is no pencil-box in the desk.
There is no ink in the inkstand.
Is there a copy-book on the table?
No, there is no copy-book on the table?
Is there an English book on the chair?
No, there is no English book on the chair.
Is there an Estonian book on the desk?
No, there is no Estonian book on the desk.
There are no copy-books on the table.
There are no pencils on the chair.
There are no inkstands on the table?
Are there *many* copy-books on the table?
No, there are no copy-books on the table.
Are there many inkstands on the chairs?
No, there are no inkstands on the chairs.
Are there many Estonian books on the desks?
No, there are no Estonian books on the desks.

[ɛə]	[æ]	[ou]	[ŋ]
there where	map inkstand stand flag black	no open	ink

Exercises.

I. Kirjutada ümber tekst I.

II. Kirjutada sellest tekstist kolm lauset, kus esineb *there is.*

III. Kirjutada välja kolm lauset, kus esineb *there are.*

IV. Kirjutada tekstist II kolm lauset, kus esineb *there is no*, ja kolm lauset, kus esineb *there are no.*

V. Kirjutada küsivas vormis:

1. There is much ink in the inkstand.
2. There is a copy-book on the desk.
3. There is a cake on the plate.
4. There is a spoon in the cup.
5. There are many books in the schoolbag.
6. There are many trees in the garden.
7. There are two inkstands on the desk.

VI. Kirjutada eitavas vormis:

1. There is a cup on the table.
2. There is a bus in the street.
3. There are many boys in the garden.
4. There are many plates on the table.

Dictation.

There is an inkstand on my desk. There is much ink in the inkstand. There are two Estonian books and three English books in my schoolbag.

GRAMMATIKA.

There is ja *There are.*

1.

There is a book on the table.
There are many books on the table.

There is —
There are — } on, on olemas

Väljendites *there is* ja *there are* esinevat sõna *there* ei tõlgita eesti keelde.

2. Küsivad laused väljenditega *there is* ja *there are* moodustatakse järgmiselt:

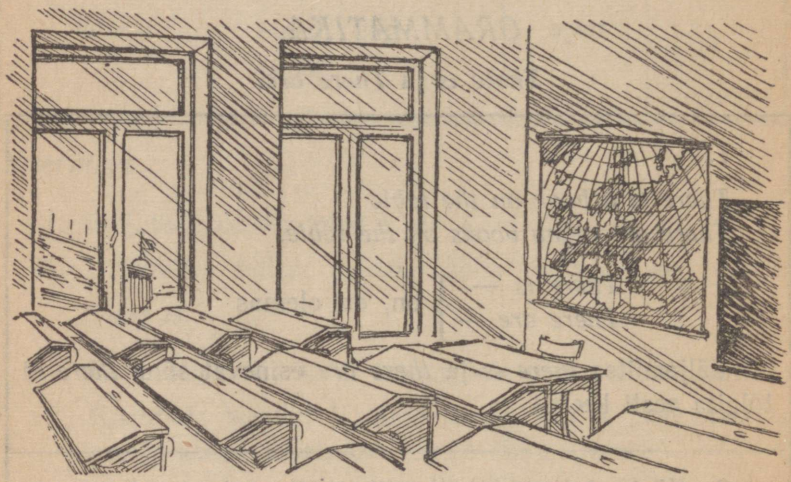
Is there *a book on the table?*
Are there *many books on the table?*

3. Eitavad laused väljenditega *there is* ja *there are* moodustatakse järgmiselt:

There is no *book on the table.*
There are no *books on the table.*

7. Seventh Lesson.

OUR CLASSROOM.



This is our classroom. There is a *blackboard* in the classroom. There is a map. There is a table and there is a chair. There are many desks in our classroom. Where is the blackboard? It is on the wall. Where is the map? It is on the wall too.

How many blackboards are there in the classroom? There is *only* one. How many maps are there in the classroom? There is only one. How many tables are there in the classroom? There is only one. How many books are there on the table? There are two. How many copy-books are there on the table? There are three. How many walls are there in the classroom? There are four. Are there many desks in the classroom? Yes, there are many.

Hääldamine.

[ɵ]	[æ]	[ou]	[ɔ:]	[ɔ:]	[au]
seventh	blackboard black cat	only open no	wall ball	blackboard your morning	down how

Exercises.

I. Täita lüngad sõnadega *is* või *are.*

1. There . . . a pen in my pencil-box.
2. There . . . two books on the table.
3. There . . . a blackboard on the wall.
4. There . . . six children in the classroom.

II. Kirjutada küsivas vormis:

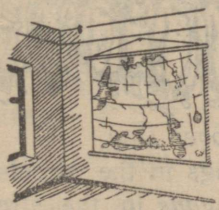
1. There is a table in our classroom.
2. There is a chair in our classroom.
3. There are three copy-books in my desk.
4. There are five boys here.

III. Kirjutada eitavas vormis:

1. There is a book on my table.
2. There are many inkstands on the desks.
3. There is a map on this wall.

IV. Täita lüngad eessõnadega.

1. There is much ink . . . the inkstand.



2. There is a map . . . the wall.

3. There is a ball . . . the table.

V. Vastata järgmistele küsimustele.

1. How many inkstands are there on the table?
2. How many walls are there in the classroom?
3. How many pens and pencils are there in your pencil-box?

Dictation.

Stand up! Take your book! Open the book! Read the first lesson! Sit down!

8. Eighth Lesson.

RED OCTOBER DAY.

To-day is *Red October Day.*

There are many flags in the streets. The flags are red. There are many *slogans* in the streets. There are many slogans in our classroom. The slogans are on the walls. Read the first slogan, Tom!

"Long Live Red October Day!"
Read the second slogan, Bob!
"Long Live the Soviet Army!"
And you, Ned, read the third slogan.
"Long Live Comrade Stalin!"

Hääldamine.

[ou]	[i:]	[ei]	[i]	[α:]
slogan	street he	day	live	army
October	tree read	they	give	garden
only	me teacher			

Exercises.

I. Kirjutada välja loosungid õppetükist nr. 8.

II. Lõpetada laused väljenditega: *on the walls, in the streets, red flag, slogan on the wall.*

1. There are many red flags...
2. There are many slogans...
3. There is a...
4. This is a...

III. Koostada laused järgmistest sõnadest:

Näide: books, are, there, two, table, on, the. — *There are two books on the table.*

1. slogans, streets, there, in, are, the, many.
2. there, a, flag, red, is, here.
3. wall, the, on, slogan, read, the.

IV. Kirjutada sõnadega: 4, 5, 2, 3, 1.

V. Moodustada küsimused neile vastustele:

1. slogans, streets, there, in, are, the, many.
2. Yes, there are many slogans in our classroom.
3. Yes, there are many slogans in the streets.

Dictation.

It is Red October Day. There are many flags in the streets. There are many slogans in the streets. Long Live Red October Day! Long Live the Soviet Army!

9. Ninth Lesson.

COLOURS.

There are many *things* in our classroom.
What *colour* are they?
The blackboard is black.
The table is black too.
The desks are *brown.*
The chairs are brown too.
The walls in our classroom are green.

Teacher. Come here, Bob! Take the *chalk!* What colour is the chalk?

Bob. It is *white.*

Teacher. Is this book red?

Bob. Yes, it is.

Teacher. Is this book brown?

Bob. No, it is not.

Teacher. What colour is it?

Bob. It is green.

Teacher. Is this your copy-book, Kitty?

Kitty. Yes, it is.

Teacher. What colour is it?

Kitty. It is *blue.*

Teacher. Is your pencil blue or green, Tom?

Tom. My pencil is green.

Teacher. What colour is this pencil?

Tom. It is brown.

Teacher. What colour is my pencil?
Tom. Your pencil is *yellow*.
Teacher. Is your book yellow, Tom?
Tom. Yes, it is.
Teacher. And your pencil-box?
Tom. It is yellow too.
Teacher. Take your pens and *write*: black, brown, white, red, green, blue, yellow.

Hääldamine.

[ŋ]	[ʌ]	[ai]	[aiə]	[au]	[ou]	[ɔ:]
thing morn- ing	colour come	white write nine	pioneer	brown down how	yellow	chalk

Märkus. w-d sõnas **write** [rait] ei hääldata.

Exercises.

I. Anda lühivastused:

Näide: Is your pencil black? *Yes, it is.* *No, it is not.*

1. Is your book green?
2. Is your pencil-box yellow?
3. Is the chalk white?
4. Are the desks brown?

II. Vastata küsimustele:

1. What colour is your pencil?
2. What colour is our flag?
3. What colour are the walls in your classroom?
4. What colour are your copy-books?
5. What colour is the blackboard?

TRÜ Raamatukogu

6. Is the blackboard black or brown?
7. Are your desks brown or black?

III. Koostada laused:

Näide: blackboard, is, there, wall, on, the, a. — *There is a blackboard on the wall.*

1. wall, the, on, map, a, is, there.
2. there, boys, are, girls, and, the, in, classroom, many.
3. desk, my, in, is, there, chalk, no.

Dictation.

The rose is red. My book is blue. This pencil is green. This box is yellow. The chalk is white. What colour is the blackboard? It is black.

10. Tenth Lesson.

WE ARE FRIENDS.

My *name* is Tom Brown. I am an English boy. I *have* two *friends*.

One is an English boy. *His* name is Bob. The *other* is an Estonian boy. His name is Lembit.

Bob and Lembit are pioneers. I am a pioneer too. I have a red *tie*.

Jane *has* three friends. *Her* friends are Kitty, Mary and Linda.

Kitty and Mary are English girls. Linda is an Estonian girl. Jane, Kitty, Mary and Linda are pioneers.

Bob, Lembit and I are schoolboys. Jane, Kitty, Mary and Linda are schoolgirls. We are schoolchildren. Schoolchildren *have* books, copy-books, pens and pencils.

Jane has an English book. There are many *pictures* in *her book*. Bob has an Estonian book. There are many pictures in his book too.

Lembit and Linda have Estonian books. They have English books too.

FROM ONE TO TEN.

1. One boy.

2. Two boys.

3. Three girls.

4. Four girls.

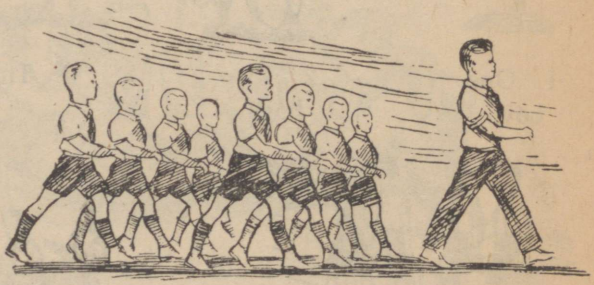
5. Five pupils.

6. Six pupils.

7. Seven children.

8. Eight children.

9. Nine pioneers.



10. Ten pioneers.

Hääldamine.

[ei]	[æ]	[e]	[ai]	[ə:]	[ə]	[ʌ]	[ð]	[tʃə]
name **eight** **eighth**	have has black	friend	tie	her	under October colour	other come colour	other they	picture

Exercises.

I. Vastata küsimustele:

1. Is Tom Brown an English boy or an Estonian boy?
2. How many friends has he?
3. Are his friends English boys?
4. How many friends has Jane?
5. Are her friends English girls?
6. Who are pioneers?

II. Asetada lünka *he, she, I, we, you* või *they.*

1. ... have an English book.
2. ... has a red tie.
3. ... has a red tie too.
4. ... have a friend.
5. ... have four lessons to-day.
6. ... have many pictures.

III. Kirjutada *have* või *has.*

1. Tom and Jane ... four friends.
2. I ... eight Estonian books.
3. He ... a red book.
4. She ... nine copy-books.
5. We ... a good classroom.

IV. Asendada alus sõnaga *he, she* või *it.*

1. *Tom* has a red tie.
2. *The map* is on the wall.
3. *Kitty* has many friends.
4. *The chalk* is white.
5. *This boy* is a pioneer.

Dictation.

A pioneer has a red tie. Pioneers have red ties. His friend is an Estonian boy. Her friend is an English girl.

GRAMMATIKA.

Verbi *to have* olevik (Present).

Jaatav vorm		Küsiv vorm	
I have	a picture.	Have I	a picture?
You have		Have you	
He has		Has he	
She has		Has she	
It has		Has it	
We have		Have we	
You have		Have you	
They have		Have they	

Tabelist nähtub, et verb *to have* omab erivormi ainult ainsuse 3. pöördes:

I, we, you, they — **have**; aga *he, she, it* — **has.**

11. Eleventh Lesson.

THE FAMILY.

Tom has a *father*. His name is John Brown. He is a *doctor*. Tom has a *mother*. Her name is Ann Brown. She is a teacher. John and Ann Brown have three children. They are: Tom, Jane and Fred. Tom has a *sister* Jane and a *brother* Fred. Tom has one sister and one brother. Jane has two brothers. Tom and Fred are her brothers. She has *no* sisters. Fred has one sister. Jane is his sister. Tom and Jane are pioneers. Fred is a *little* boy. He is not a pioneer.

Tom, Jane and Fred have an *uncle*. His name is Tom Brown. He is an *officer*.

Tom has a friend. His name is Bob.

Bob has a father. His father is a *worker*.

Bob has no brothers. He has no sisters.

A RIDDLE.

My uncle has a brother. He is not my uncle. What is he then?

(My father)

Hääldamine.

[ɑ:]	[ʌ]	[ə:]	[æ]	[dʒ]
father classroom army	mother brother other	worker third her	family Ann	Jane John

Exercises.

I. Vastata küsimustele:

1. Has Tom a sister?
2. Has Fred a brother?

3. How many brothers has Jane?
4. How many sisters has Fred?
5. Have you a brother?
6. How many children has John Brown?
7. Is John Brown a doctor?
8. Is Ann Brown a teacher?
9. Is Tom Brown an officer?

II. Kirjutada lõppu *pioneers, a teacher, a brother, a father:*

1. We have . . . .
2. We are . . . .
3. He is . . . .
4. He has . . . .

III. Kirjutada **have** või **has:**

1. He . . . a pencil.
2. She . . . a box.
3. We . . . five books.
4. They . . . two maps.

Dictation.

My brother and my sister are pioneers. My father is a worker. My mother is a teacher. They have three children.

GRAMMATIKA.

Verbi *to have* (omama) eitav vorm.

I have no map — ma ei oma maakaarti.
You have no map.
He (she) has no map.

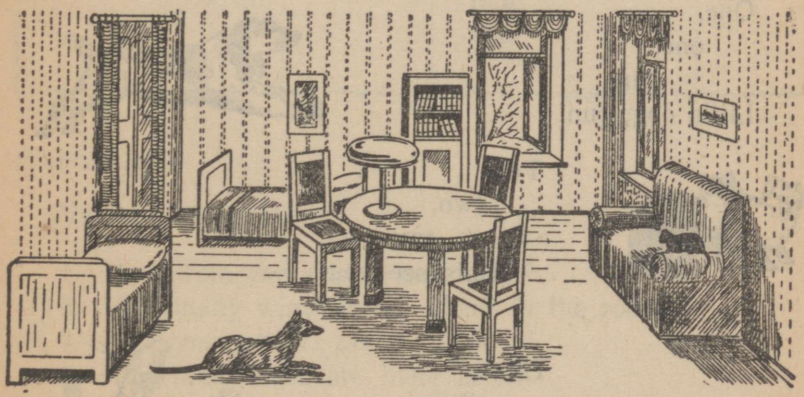
Verbi *to have* eitavas vormis tarvitatakse eitavat partiklit **no** nimisõna ees, kusjuures artikkel **a** langeb välja.

Verbi *to have* olevik (Present).

Eitav vorm	
I have You have He has She has It has	no pictures.
We have You have They have	

12. Twelfth Lesson.

THE ROOM.



Tom and Jane have a *nice room.* There are two *windows* in it. In one wall there is a *door.*

Is the door *open?* No, the door is not open; it is *shut.*

Are the windows shut? One window is shut, the other window is open.

The door and the windows are white.

What colour are the walls? They are blue.

There are two pictures on the walls. There are two beds, a sofa, a table, three chairs and a *bookcase* in the room.

Tom and Jane have many books. They have Estonian books and English books. The books are in the bookcase. There are many pictures in *their* books.

There is a *lamp* in the room. The lamp is on the table.

The children are not in the room. Who is in the room? Spot, the dog, and Pussy, the cat, are in the room.

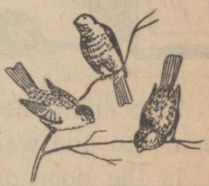
Where are they? Spot is on the *floor* and Pussy is on the sofa.

A RHYME.

One,
one,
one
Little dog, run!

Two,
two,
two
Cats see you.

Three,
three,
three
Birds in a tree.



Four,
four,
four
Rats on the floor.

A RIDDLE.

What has four legs, but is not an animal?

(pəq ∀)

Hääldamine.

[θ]	[ai]	[ou]	[ɔ:]	[ʌ]	[ɛə]
twelf**th**	nice nine write **tie**	win**dow** yel**low**	**door** **floor** **four** **your**	shut Russian	**their**

Exercises.

Vastata küsimustele:

1. Have Tom and Jane a nice room?
2. How many windows are there in the room?
3. How many doors are there in it?
4. How many beds are there in it?
5. Is there a sofa in the room?
6. How many tables are there in the room?
7. Where are the pictures?

8. What colour are the walls?
9. Is there a bookcase in the room?
10. Where is Spot?
11. Where is Pussy?
12. Are there many pictures in your room?
13. How many beds are there in your room?
14. Is there a lamp in your room?

II. Kirjutada neli lauset oma toa kohta. Alustada iga lause väljendiga *there is* või *there are.*

III. Kirjutada sõnadega arvud 1—10.

IV. Kirjutada *have, has, am, is* või *are:*

1. There ... many pictures in our book.
2. We ... a nice room.
3. Jane ... a cat.
4. Spot ... on the floor.
5. I ... a pioneer.

Dictation.

I have a nice room. There are two windows and one door in it. There is a bed in my room. Is there a sofa in your room? My books are in my bookcase. There are many pictures in my books.

Review.

(Lessons 1—12.)

I.

This is a classroom. There are many boys and girls in the classroom. They are pupils.

Where is the teacher? The teacher is in the classroom.

Is there a blackboard in the classroom? Yes, there is.

Where is the blackboard? It is on the wall.

Where is the map? It is on the wall too.

How many walls are there in the classroom? There are four.

How many windows and doors are there in it? There are three windows and one door.

Are the windows shut? One window is open; the other windows are shut.

There are many desks and chairs in the classroom. What colour are they? They are brown.

How many tables are there in the classroom? There is only one. What colour is it? It is black.

The pupils have many books, copy-books, pens and pencils. They have many Estonian and English books too.

What is this, Tom? It is my pencil-box.

What colour is your pencil-box? It is yellow. There is a pen in my pencil-box.

What is this, Bob? It is a lamp. There are six lamps in the classroom.

What colour is the chalk, Kitty? It is white.

What colour is your copy-book? It is blue.

Have you a tie, Jane? Yes, I have. What colour is it? It is red.

II.

Has Tom a dog? Yes, he has.

Has Jane a cat? Yes, she has.

How many dogs have you? I have only one dog.

Have you a cat? No, I have no cat.

III.

I have a father, a mother, two brothers and a sister. My brothers are pioneers. I am a pioneer too. My sister is a little girl; she is not a pioneer. My friend Kitty has no sisters. My friend Bob has no brothers.

How many children are there in your family?

Review Exercises.

I. Kirjutada *am, is* või *are.*

1. We ... pioneers.
2. I ... a girl.
3. He ... a pupil.
4. Tom, Jane and Fred ... children.
5. This ... a copy-book.
6. I ... an Estonian boy.

II. Kirjutada järgnevad laused mitmuses.

Näide: There is a pen on the table. *There are many pens on the tables.*

1. I have a green pencil.
2. A pioneer has a red tie.
3. She has an English book.
4. There is a map on the wall.
5. Where is the lamp? The lamp is on the table.
6. Where is the cat?
7. He has a dog.
8. Is there a copy-book in the desk?

III. Kirjutada järgnevad laused eitavas vormis.

Näide: This is a table. *This is not a table.*

1. I am a boy.
2. I have a dog.
3. There are many pictures in your book.
4. We are in the classroom.
5. I am an English girl.
6. There is a bed in this room.
7. He has a brother.
8. He is an English boy.
9. This is a stove.
10. This is a sofa.

IV. Kirjutada järgnevad laused küsivas vormis.

Näide: This is a classroom. *Is this a classroom?*

1. There is a bookcase in his room.
2. This is a good pen.

3. This is an Estonian book.
4. There are many red pencils in the pencil-box.
5. Tom has a nice room.
6. His father is a worker.
7. Her mother is a teacher.
8. I am in the classroom.
9. The chalk is white.
10. There are two pictures on the wall.
11. There is a blackboard in the classroom.
12. They have many friends.

V. Kirjutada *have*, *has*, *am*, *is* või *are*.

1. Tom ... an English boy.
2. Tom ... a father and a mother.
3. My name ... Kitty.
4. The pupils ... in the classroom.
5. We ... red ties.
6. There ... many red flags in the streets.
7. I ... not a teacher.
8. Jane ... two brothers.
9. I ... not an English boy; I ... an Estonian boy.
10. Tom and Jane ... many friends.

VI. Kirjutada järgnevad laused ainsuses.

Näide: We are boys. *I am a boy.*

1. There are two pictures on the wall.
2. They have many friends.
3. Where are your books?
4. We have many balls.
5. Our cups are on the table.

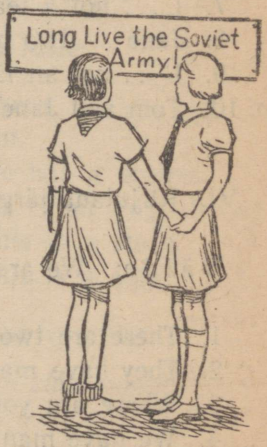
13. Thirteenth Lesson.

WE ARE READING.

Tom is *read*ing
a book.
He is reading a book.

Jane is
*read*ing
a slogan.
She is
reading a
slogan.

Tom and Bob are
*read*ing a book.
They are reading a book.



Jane and
Kitty are
*read*ing a
slogan.
They are reading a slogan.

I.

Who is reading a book? Tom is.
Is Tom reading a book? Yes, he is.
Is Tom reading a slogan? No, he is not.
What is Tom reading? He is reading a book.
Who is reading a slogan? Jane is.
Is Jane reading a slogan? Yes, she is.
Is Jane reading a book? No, she is not. What is Jane reading? She is reading a slogan.
Are Tom and Bob reading a book? Yes, they are.
Are Tom and Bob reading a slogan? No, they are not.
What are Tom and Bob reading? They are reading a book.
Are Jane and Kitty reading a slogan? Yes, they are.
Are Jane and Kitty reading a book? No, they are not.
What are they reading? They are reading a slogan.

II.

Teacher. What are you reading, Tom?
Tom. I am reading a book.
Teacher. What are you reading, Jane?
Jane. I am reading a slogan.
Teacher. What are you reading, Tom and Bob?
Bob. We are reading a book.
Teacher. What are you reading, Kitty and Jane?
Kitty. We are reading a slogan.

Exercise.

Kirjutada ümber ja kriipsutada alla **is reading** ja **are reading.**

Dictation.

I am reading a book. What book are you reading? I am reading an English book. Tom is reading an Estonian book. Kitty and Jane are reading a slogan.

GRAMMATIKA.

Oleviku kestev vorm. (Present Continuous.)

I am reading.	*We are reading.*
He is reading.	*You are reading.*
She is reading.	*They are reading.*

Oleviku kestev vorm koosneb abiverbi „**olema**" vastavast pöördest ja põhiverbi *ing*-vormist (*am, is, are reading*).

14. Fourteenth Lesson.

AT THE ENGLISH LESSON.

It is an English lesson. The pupils are in the classroom. They are *learning* English. The pupils are sitting *at* their desks. The teacher is sitting too. She is sitting at the table. Tom is not sitting; he is standing. He is reading the lesson.

Teacher. *Go to* the blackboard, Tom. Where are you *going?*

Tom. I am going to the blackboard.

Teacher. Where are you standing *now?*

Tom. I am standing at the blackboard.

Teacher. Take the chalk and write: one, two, three, four. What are you *doing?*

Tom. I am writing.

Teacher. Are you writing in your copy-book?

Tom. No, I am not writing in my copy-book. I am writing on the blackboard.

Teacher. Are you writing or reading, Bob?

Bob. I am writing.

Teacher. What is Kitty doing?

Bob. She is writing too.

Teacher. Are you and Kitty writing on the blackboard?

Bob. No, we are not writing on the blackboard. We are writing in our copy-books.

Hääldamine.

[ə:]	[i:]	[ɛə]	[ou]	[au]	[u:]
learn	read teacher	their there where	go no	now down how	do who

Exercises.

I. Täita lüngad sõnadega *is, am, are.*

1. I ... reading an Estonian book.
2. He ... writing a dictation.
3. She ... reading an English book.
4. We ... writing in our copy-books.
5. You ... writing on the blackboard.
6. They ... standing.

II. Täita lüngad sõnadega *I, he, she, we, you, they.*

1. Am ... reading?
2. Are ... writing?
3. Is ... going to the blackboard?
4. Is ... writing in her copy-book?
5. Are ... learning English now?
6. Where are ... sitting?

III. Kirjutada õige eessõna (*to, at, in, on*).

1. I am going ... the window.
2. I am sitting ... my desk.
3. She is writing ... her copy-book.
4. He is going ... the blackboard. The blackboard is ... the wall.
5. The pen is ... the pencil-box. The pencil-box is ... my desk.

IV. Vastata küsimustele.

1. Are the pupils learning English now?
2. Where are they sitting?
3. Are you standing?
4. Are you reading?
5. Are you writing?
6. What are you doing?
7. What is Bob doing?

Dictation.

I am writing in my copy-book. My copy-book is blue. This is my English copy-book. Now I am reading my English lesson. Tom is writing a dictation. The teacher is standing at the blackboard.

Present Continuous verbist *to stand.*

Jaatav vorm	*Küstv vorm*	*Eitav vorm*
I am standing	am I standing?	I am not standing
you are standing	are you standing?	you are not standing
he is standing	is he standing?	he is not standing
she is standing	is she standing?	she is not standing
it is standing	is it standing?	it is not standing
we are standing	are we standing?	we are not standing
you are standing	are you standing?	you are not standing
they are standing	are they standing?	they are not standing

Märkus.

e-lõpulised verbid kaotavad *e ing*-lõpu ees.

Näiteks:

to write — I am writing
to take — I am taking.

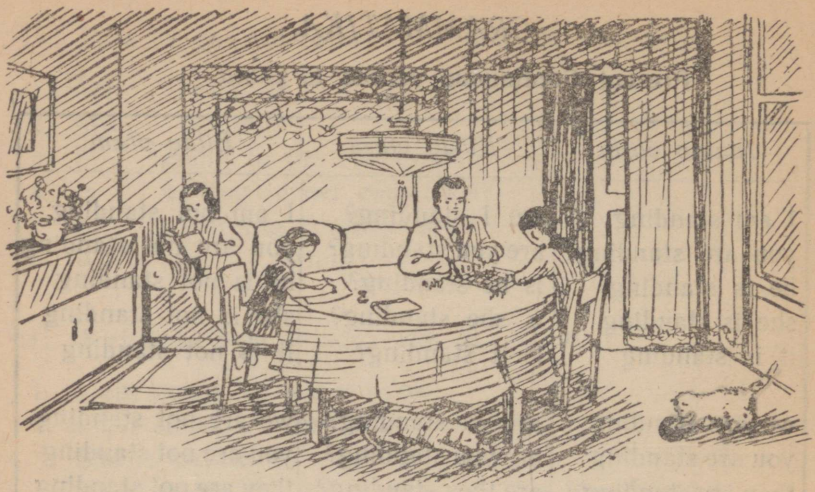
Tähele panna, et verbi *to sit ing*-lõpu ees t kahekordistub, et säilitada kinnine silp:

to sit — I am sitting.

15. Fifteenth Lesson.

AT HOME.

Tom and Jane are *at home*. What are they doing? Jane is learning her lessons. She is sitting at the table. There is a copy-book on the table. Jane has a pen in her *hand*. She is writing in her copy-book. What is she writing? She is writing an English exercise.



Is Tom learning his lessons? No, he is not learning his lessons now, he is *playing chess*. He is playing chess *with* his father. Mother is *here* too. She is sitting on the sofa. She has a book in her hand. She is reading. Where is little Fred? He is not here. He is in bed. He is *sleeping*.

What are Spot and Pussy doing? Spot is under the table. He is sleeping. Pussy is not sleeping; she is playing with a ball.

A DIALOGUE.

T o m. Lembit, is your father in Tallinn?

L e m b i t. No, father is not in Tallinn now. He is in the country.

T o m. And where is your mother, Lembit?

L e m b i t. Mother is here. My mother is a teacher.

T o m. My mother is a teacher too. And your father?

L e m b i t. Father is a *doctor*.

T o m. Is your mother an English teacher?

L e m b i t. Oh no! Mother is an Estonian teacher.

T o m. Have you many brothers and sisters?

L e m b i t. No, I have no brothers and I have no sisters. And you, Tom?

T o m. I have a brother and a sister. Jane is eleven, and Fred is four. *Please*, come to our *house* to play chess.

Hääldamine.

[ou]	[ei]	[ə:]	[ɔ:]	[i:]	[ð]	[aiə]
home stove	play day	thirteen third	ball wall	sleep street	with there	dialogue pioneer

Exercises.

I. Vastata küsimustele.

1. Are Tom and Jane at home?
2. Where is Jane sitting?
3. What has she in her hand?
4. What is on the table?
5. What is Jane doing?
6. What is Tom doing?
7. What is Mother doing?
8. Is little Fred sleeping?
9. What is Spot doing?
10. What is Pussy doing?

II. Kirjutada küsimused neile vastustele:

1. No, we are not at home.
2. Yes, we are in the room.
3. Yes, Fred is in bed.
4. No, he is not sleeping.

III. Koostada laused antud sõnadest.

N ä i d e: sleeping, Fred, is. — *Fred is sleeping.*

1. blackboard, the, on, writing, is, Tom.
2. dog, the, Fred, playing, is, with.
3. cat, sleeping, the, is, bed, the, on.

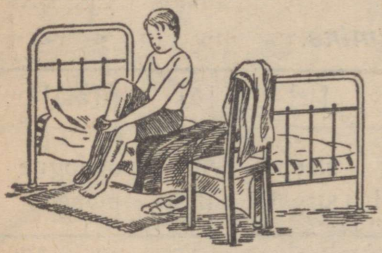
Dictation.

Lembit has a father and a mother. His father is a doctor. He is not here now. Lembit has no brothers and he has no sisters. His mother is an Estonian teacher.

16. Sixteenth Lesson.

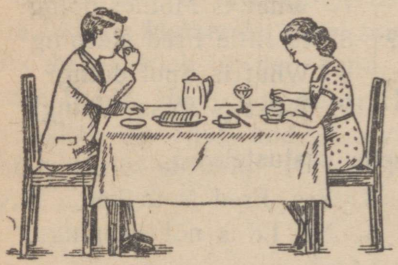
MORNING.

Look at the first picture! It is morning. Tom is at home. He is sitting on his bed. He is *dressing*.



What is Tom doing in the second picture? In this picture he is *washing*.

In the third picture Tom and Jane are at *breakfast*. They are having their breakfast. What are they *eating?*



They are eating *bread-and-butter* and *eggs*. Are they *drinking?* Yes, they are drinking *tea*.

Look at the fourth picture! What are Tom and Jane doing now? Now they are going *to school*.

In *which* pictures is Tom sitting? In which picture is he standing?

Hääldamine.

[u]	[u:]	[ɔ]	[e]	[i:]	[ʌ]	[ŋ]
look book	school room	wash what	breakfast bread dress	tea eat please	butter under up	drink English

Exercises.

I. Vastata kirjalikult neile küsimustele.

1. What is Tom doing in the first picture?
2. What is Tom doing in the second picture?
3. Look at the third picture! What are Tom and Jane doing? What are they eating? What are they drinking?
4. Where are Tom and Jane going in the fourth picture?

II. Vastata. In which picture is Bob sitting, standing, going to school?

III. Täita lüngad sõnadega *sitting, washing, drinking, eating.*

1. The pupils are ... at their desks.
2. Tom and Jane are ... bread-and-butter.
3. I am ... my hands.
4. Who is ... tea?

IV. Kirjutada eitavas vormis.

1. He is drinking.
2. They are washing.
3. She is eating.
4. I am having my breakfast.
5. My sister is drinking tea.
6. We are going home.

V. Koostada laused antud sõnadest.

Näide: is, a, this, picture. — *This is a picture.*

1. chair, a, sitting, is, on, Tom.

2. is, her, washing, she, hands.
3. going, children, are, school, to.

Dictation.

What is Tom doing? He is washing. Is Fred dressing? No, he is not dressing, he is sleeping. Now Tom is having his breakfast. He is eating bread-and-butter and drinking tea. Now they are going to school.

17. Seventeenth Lesson.

GETTING UP.

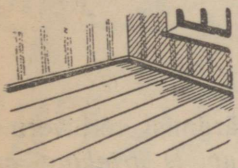
It is morning. Tom, Jane and Fred are *getting up*. What is Tom doing? He is dressing. He is *putting on* his *shirt*. Jane is dressing too. What is she putting on? She is putting on her red tie. Mother is washing little Fred. She is washing his hands and *face*.

Now the children are *ready*. They are sitting at the table.

They are having their breakfast. They are eating bread-and-butter and drinking tea. Mother has a cup of tea in her hand, *but* she is not drinking. She is giving little Fred his tea.

A RHYME.

One, two
(1, 2)
Look at your shoe.

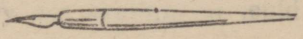


Three, four
(3, 4)
Look at the floor.

Five, six
(5, 6)
Look at the bricks.

Seven, eight *(7, 8)*
Look at the plate.

Nine, ten *(9, 10)*
Look at your pen.



Hääldamine.

[ə:]	[e]	[ʌ]	[ŋ]
shirt	ready	cup	sitting
girl	bread	but	getting
third	breakfast	butter	washing
			drinking

Exercises.

I. Vastata küsimustele.

1. What is Tom putting on?
2. What is Jane putting on?
3. Who is washing little Fred?
4. Is little Fred drinking?
5. Who is giving little Fred his tea?
6. What has Mother in her hand?
7. Is Mother drinking tea?

II. Kirjutada viis lauset, tarvitades järgmisi verbivorme: *am putting on, are washing, is getting up, is drinking, am eating.*

Näide: *Jane is getting up.*

Dictation.

Tom and Jane are getting up. Now they are dressing and washing. Jane has a red tie. Little Fred has no tie. Tom is putting on his shirt. Now they are having their breakfast. Tom is eating bread-and-butter. Fred is drinking tea. His cup is blue.

18. Eighteenth Lesson.

WINTER.

Look at this picture! There are many children in it. It is *winter*. It is *very cold*. The *ground* is white with *snow*. The children are *skating*. They are skating on the *ice*. Tom and Jane are here too. They are on the ice with their friends Linda and Lembit. They are *all* skating. Jane is learning to skate, Linda is *helping* Jane.

Are all the children skating? No, not all the children are skating. Two boys are not skating. What are they doing? They are *skiing*. Fred and Spot are here too. Fred is not skating. He is playing with Spot. Spot is *running*. Fred is running too.

Hääldamine.

[ou]	[ei]	[ai]	[ɔ:]	[ʌ]
home cold	skate face	ice nice	all ball	run under

Exercises.

I. Vastata küsimustele.

1. Are there many children in the picture?
2. How many children are there in the picture?
3. Is it cold in winter?
4. Are the children skating?
5. Are the children skating on the snow or on the ice?
6. Are Tom and Jane on the ice?
7. Is the ice cold?
8. Is the snow cold?
9. Who is with Tom and Jane?
10. Are all the children skating?
11. How many children are not skating?
12. Who is helping Jane?
13. What are two boys doing?
14. What is Fred doing?
15. Is Spot sitting?

II. Koostada küsimused.

1. No, we are not skating.
2. Yes, I am learning to skate.
3. No, he is not running.
4. Yes, we are looking at the picture.

III. Kirjutada 3. pöördes.

1. I am not skating.
2. I am running.
3. I am helping my friend.
4. I am skiing.

Dictation.

It is cold in winter. We are on the ice. We are skating. I am learning to skate. My brother is helping me. My friend is not skating. She is skiing. My sister is running.

Märkus. to skate — skating.
to run — running.

Review.

(Lessons 13—18.)

I.

Go to the blackboard, Bob! Where are you going? I am going to the blackboard. Tom, what is Bob doing? He is going to the blackboard. Where is he standing now? He is standing at the blackboard. Is he standing at the window? No, he is not standing at the window; he is standing at the blackboard. Is Kitty standing? No, she is not standing; she is sitting. Who is sitting at the table? The teacher is sitting at the table.

Are you playing, Tom and Bob? No, we are not playing. We are learning. What are you learning? We are learning English. What are Kitty and Ann learning? They are learning English. Are you writing or reading now, Tom? I am writing. What is Ann doing? She is writing too.

II.

It is morning. The children are getting up. They are dressing. Tom is putting on his shirt. Jane is putting on her shoes. Mother is washing little Fred. She is washing his hands and face.

The children are ready. They are having their breakfast. They are having their breakfast with their father and mother. They are drinking tea. They are eating bread-and-butter.

III.

It is winter. It is very cold to-day, and many children are skating and skiing.

Look at this boy! His name is John. Is he running? No, he is not running. He is on the ice. He is learning to skate. He is skating with his friend Tom. Is Tom helping John? Yes, Tom is helping John. John has a sister. She is here too. What is she doing? She is skating. Is it winter now? Yes, it is winter. Is it cold in winter? Yes, it is very cold in winter.

Are you skating now? No, we are not skating. Are you playing? No, we are not playing. What are you doing? We are reading and writing.

Review Exercises.

I. Kirjutada *am*, *is* või *are*:

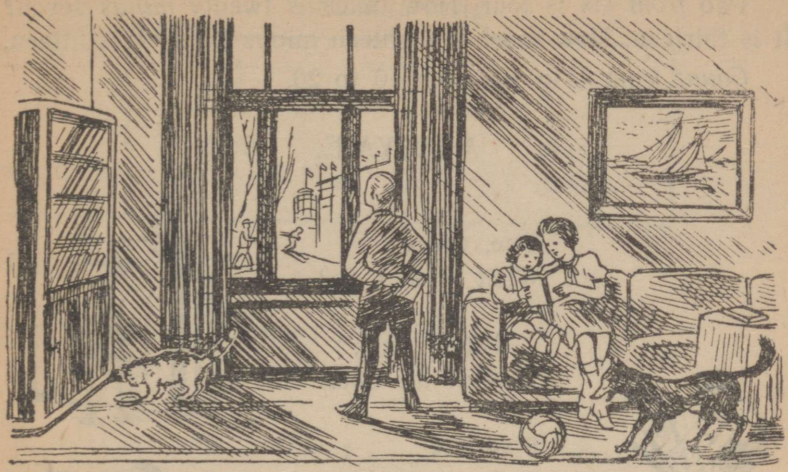
1. The children ... playing with a ball.
2. Many boys ... skiing.
3. Tom ... skating.
4. I ... not skating now, I ... doing my lessons.

II. Kirjutada küsivas vormis:

1. His father is working now.
2. They are going to school.
3. Her mother is reading a book.
4. Jane and Fred are sitting on the sofa.

III. Kirjutada eitavas vormis:

1. The children are drinking tea now.
2. I am writing an exercise.
3. Bob is running.
4. This girl is washing her face.



IV. Kirjutada, mida näeme sellel pildil.

19. Nineteenth Lesson.

COUNTING.

11 eleven	*12* twelve	*13* thirteen	*14* fourteen	*15* fifteen

16 sixteen	*17* seventeen	*18* eighteen	*19* nineteen	*20* twenty

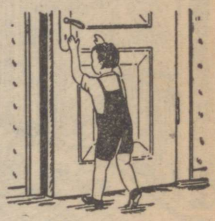
$2 + 2 = 4$ $6 - 2 = 4$

Two and two is four. *How much* is four *plus* one? Four plus one is five. How much is six plus three plus two? It is eleven. Ten an ten is twenty.

Two *from* six is four. How much is twenty *minus* seven? It is thirteen. How much is eighteen minus three? It is fifteen.

Count from 1 to 10, from 10 to 20.

A RHYME.



One, two;
What must I do?

Three, four;
Shut the door.

Five, six;
Pick up sticks.

Seven, eight;
Take the plate.

Nine, ten;
A good black hen.

21 twenty-one	*22* twenty-two	*23* twenty-three	*24* twenty-four

25 twenty-five	*26* twenty-six	*27* twenty-seven	*28* twenty-eight

29 twenty-nine	*30* thirty

Hääldamine.

[au]	[ʌ]	[ai]
count	much plus up	nine minus

Exercises.

I. Arvutada suuliselt inglise keeles.

How much is:

10 + 10	17 + 1	9 — 4	10 — 9
25 + 5	12 + 6	15 — 3	30 — 15

II. Kirjutada inglise keeles.

9 + 3 = 12	27 — 9 = 18
13 + 6 = 19	30 — 7 = 23

III. Panna lünka *am*, *is*, *are*, *have* või *has*.

1. Tom ... a dog.
2. Lembit and Bob ... pioneers.
3. They ... red ties.
4. I ... an Estonian boy.
5. He ... a good pupil.

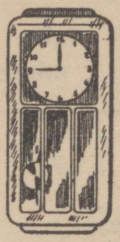
Dictation.

Tom has thirteen English books and Jane has twelve. Lembit has twenty-five Estonian books and Linda has nineteen. Ten plus seven is seventeen. Thirty minus eighteen is twelve.

20. Twentieth Lesson.

THE CLOCK.

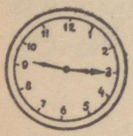
What *time* is it?



It is

nine *o'clock.*

It is

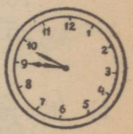


a *quarter past* nine.

It is

half past nine.

It is



a *quarter to* ten.

It is

ten o'clock.

It is

five *minutes* past ten.

WHAT TIME IS IT?

It is a quarter to eight *in the morning*. We are getting up. We are dressing and washing.

It is a quarter past eight. We are having our breakfast.

It is half past eight. We are going to school.

At nine o'clock we are *at* school.
It is two o'clock.
We are going *home*.
At half past two we are at home.
At night we are in bed.
What time is it now?

TICK! TOCK!

"Tick," the clock says,
"Tick, tock, tick!
What you have to do,
Do quick!"

HOW MUCH IS IT?

Teacher. *Tell* me, Jane, how much is twenty plus seven.

Jane. Twenty plus seven is twenty-seven.

Teacher. *Good.* How much is twenty-one plus nine, Linda?

Linda. Twenty-one plus nine is thirty.

Teacher. Very good. Tell me, John, how much is thirty minus fifteen.

John. Thirty minus fifteen is fifteen.

Teacher. *Right.* Now, Kitty, tell me, how much is thirty minus twenty-two.

Kitty. It is seven.
Is this right?

Hääldamine.

[ai]	[ɔ]	[ɵ]	[kw]
ri**gh**t ni**gh**t ti**m**e	wa**s**h wha**t**	twenti**eth** **th**irteen	**qu**arter **qu**ick

Exercise.

Kirjutada ingliskeelsete sõnadega.

3.15; 5; 7.30; 1.45.

Dictation.

What time is it? It is nine o'clock in the morning. We are at school. It is a quarter past two. I am going home. It is half past two. I am at home now.

21. Twenty-First Lesson.

MY DAY.

I *get up* at half past seven. I *wash* and *dress*. At eight I *have* my breakfast. I *drink* a cup of tea and *eat* bread-and-butter and eggs.

At a quarter past eight I go to school. I come to school at a quarter to nine. At school I learn, I read and write.

At two o'clock I go home. I come home at half past two. At home I eat, do my lessons, and play. At half past nine I *go to bed*. At night I sleep.

Hääldamine.

[u:]	[ʌ]	[e]	[ai]	[ei]	[ou]
do	butter	breakfast	night	play	home
who	cup	bread	right	day	go

Exercises.

I. Kirjutada tekst vihikusse ja tõmmata verbide alla kriips.

II. 1) *I sleep at night.*

2) *Now I am not sleeping*; *I am reading a book.*

Selgitada lähemalt lauses 1 ja 2 väljendatud tegevuse sisulist ja vormilist erinevust.

Dictation.

I come home at half past two. My brothers and sisters are at home too. We play ball or chess. At night we sleep.

22. Twenty-Second Lesson.

WHEN AND WHERE?

Do you *get up* at half past seven? Yes, I do.

Do you wash and dress in the morning? Yes, I do.

Do you go to school in the morning? Yes, I do.

Do you sleep at night? Yes, I do.

When do you go to school? I go to school at a quarter past eight.

Where do you go at a quarter past eight? I go to school.

When do you come home? I come home at half past three.

Where do you come at half past three? I come home.

When do you go to bed? I go to bed at half past nine.

Where do you go at half past nine? I go to bed.

Do you get up at six? No, I *do not*; I get up at half past seven.

Do you play at the lesson? No, I do not; at the lesson I learn.

Do you go to bed at seven? No, I do not; I go to bed at half past nine.

Do you sleep in the *day-time?* No, I do not; I sleep at night.

A POEM.

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.

R. L. Stevenson.

Hääldamine.

[w]	[ai]	[e]	[e]
when where what wash	by my	bed pen red hen	get desk dress

Exercises.

I. Vastata küsimustele.

1. Do you play at home?
2. Do you play chess?
3. Do you read English books?
4. Do you sleep in the day-time or at night?
5. When do you get up?
6. When do you go to school?
7. When do you come to school?
8. When do you come home?
9. When do you go to bed?

II. Koostada küsimused.

1. Yes, I get up at eight.

2. Yes, I go to bed at half past nine.
3. Yes, I sleep at night.
4. Yes, we go to school in the morning.
5. Yes, we play in the garden.

III. Kirjutada eitavas vormis.

1. You go to school.
2. I come home at five o'clock.
3. I give lessons.
4. We play in the morning.
5. We sleep in the day-time.

Dictation.

When do you get up? I get up at half past seven. Where do you go in the morning? I go to school. Where do you learn? I learn at school. Where do you play? I play in the garden. When do you sleep? I sleep at night.

GRAMMATIKA.

Olevik (Present).

Küsiva vormi moodustamine

	I sleep	Mina magan
do	I sleep?	Kas mina magan?
	we sleep	Meie magame
do	we sleep?	Kas meie magame?
	you sleep	Teie magate
do	you sleep?	Kas Teie magate?
	they sleep	Nemad magavad
do	they sleep?	Kas nemad magavad?

Näiteist nähtub, et oleviku küsiv vorm moodustatakse verbi **do** abil.

Eitava vormi moodustamine

I		sleep	Mina magan
I	do not	sleep	Mina ei maga
we		sleep	Meie magame
we	do not	sleep	Meie ei maga
you		sleep	Teie magate
you	do not	sleep	Teie ei maga
they		sleep	Nemad magavad
they	do not	sleep	Nemad ei maga

Oleviku eitav vorm moodustatakse verbi **do** ja eitussõna **not** abil.

23. Twenty-Third Lesson.

WORK AND PLAY.

Tom and Jane are English children, but they do not *live* in *England.* They live in the *Soviet Union.* They live in Tallinn. Tom and Jane have a father and a mother. Their father is a doctor. Their mother is a teacher. Tom and Jane have an uncle. Their uncle is an officer. He is in the Soviet Army.

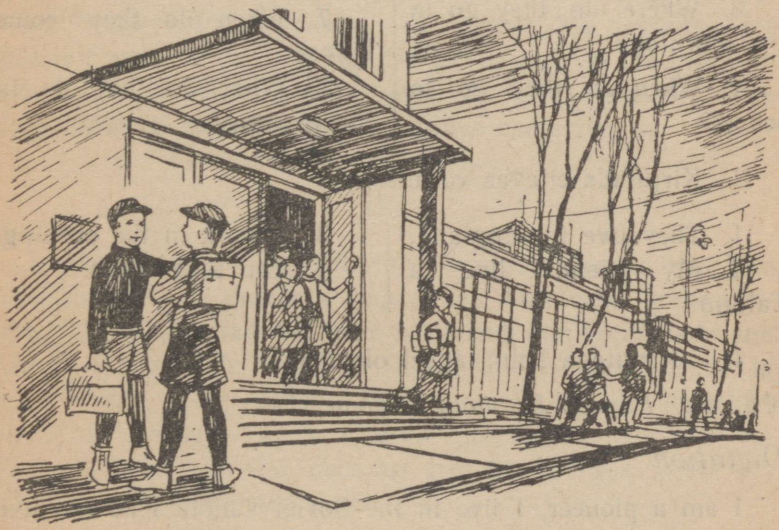
Tom and Jane go to school. They go to school in the morning. At school they have English and Estonian lessons. They *speak* English at their English lessons. They speak Estonian at their Estonian lessons.

After school they go home. They come home *from* school in the *afternoon.* At home they do their lessons, but they do not *work all* day. In the *evening* they play. They play chess or *volley-ball.* They have time *for work* and *play.* We all have time for work and play.

Do you play volley-ball? Do you play chess?

What *do* you do in the evening?

SCHOOL IS OVER.



School is over,
Oh! what fun!
Lessons finished —
Play begun.

Hääldamine.

[i]	[ei]	[i:]	[ɑ:]	[ai]	[ju:]	[ʌ]
live give	play day	speak teacher eat	after afternoon	time five ice	union pupil	but butter

Exercises.

I. Vastata küsimustele.

1. Are Tom and Jane English children?
2. Where do they live?
3. Where do they go in the morning?
4. When do they go to school?
5. Do they speak Estonian?
6. Where do they go after school?
7. When do they come home?
8. What do they do in the evening?

II. Kirjutada eitavas vormis.

1. They live in England.
2. My friends live in Tallinn.
3. I work in the evening.
4. You play chess.

III. Kirjutada kolm lauset olevikus.

Näide: *I speak Estonian at home.*

Dictation.

I am a pioneer. I live in the Soviet Union. I do not live in England. My mother is a worker. My father is a teacher. We work in the morning and in the afternoon. We do not work at night. At night we sleep.

Verb *to do.*

What do you do in the evening? — Mis te teete õhtul?
Selles lauses esimene **do** on abiverb (tähenduseta),
teine **do** aga tähenduseline põhiverb (tegema).

24. Twenty-Fourth Lesson.

WHAT DOES TOM DO?

I.

Tom *learns* at school. At school he *reads* and *writes*. He *comes* home in the afternoon. He learns his lessons. He *does* not work in the evening. He *works* only in the morning and in the afternoon. Fred does not go to school. Tom *plays* chess in the evening. Jane plays chess too.

II.

In the morning Tom gets up, *washes, dresses* and has his breakfast. He drinks a cup of tea and eats bread-and-butter. After breakfast he takes his books and copy-books and *goes* to school. He works at school in the morning and in the afternoon. After school Tom comes home. At home he learns his lessons. He is a good pupil. But he does not work all day. In the evening he plays chess with his father or with his sister Jane.

Fred is a little boy. He does not play chess. He has many *toys:* a *horse*, a *bus*, a *tank*, a *plane* and a *gun*. Tom and Fred play at *soldiers*.

THE WIND.

When the wind blows,
Then the mill goes;

When the wind drops,
Then the mill stops.

Now the wind is blowing,
So the mill is going.

Hääldamine.

[ʌ]	[ou]	[s]	[z]	[iz]
does gun	goes soldier	writes works	learns reads	washes dresses

Exercises.

I. Täita lüngad sõnadega **do, does.**

1. ... you play chess?
2. ... they go to school in the morning?
3. ... we learn English at school?
4. ... he play chess with his friends?

II. Kirjutada 3. pöördes.

1. I go to school in the morning.
2. I write dictations at school.
3. I come home in the afternoon.

III. Kirjutada 1. pöördes.

1. He washes his face in the morning.
2. He works in the afternoon.
3. She eats bread-and-butter in the morning.

IV. Koostada küsimused.

1. Yes, we drink tea in the morning.
2. Yes, we play volley-ball.
3. No, we do not work in the evening.
4. Yes, my friend lives in Tallinn.
5. Yes, she speaks English.

V. Kirjutada kolm lauset oma hommikuse tegevuse kohta.

Dictation.

My brother goes to school in the morning. What does he do after school? He plays volley-ball or skates. In the evening he plays chess.

GRAMMATIKA.

3. pöörde muutelõpp.

1.

I eat. He eats. She eats.

Ainsuse 3. pöördes on verbidel muutelõpp **s**.

Lõppu **s** hääldatakse [s] — **p, t, k** järel (näit.: *Tom write**s**, Tom work**s***) ja [z] heliliste häälikute järel (näit.: *Fred play**s*** [pleiz]).

2.

	he works
does	he work?

	she works
does	she work?

Verbi küsiva vormi ainsuse 3. pöördes tarvitatakse abiverbi **does**.

3.

he		works
he	does not	work

she		works
she	does not	work

Verbi eitava vormi ainsuse 3. pöördes tarvitatakse abiverbi **does** ühes eitussõnaga **not**. Kui lauses on abiverb **does**, siis põhiverb ei oma muutelõppu **s**.

4.

Kui verb lõpeb tähega **o** või tähtedega **sh**, **ss**, siis on ainsuse 3. pöördes lõpp — **es**. Näit.: *goes*, *does*, *dresses*, *washes*.

Lõpu **o** järel **es**-i hääldatakse [z]. Näit.: *does* [dʌz]; *goes* [gouz]; **ss** ja **sh** järel **es**-i hääldatakse [iz]. Näit.: *dresses* ['dresiz]; *washes* ['wɔʃiz].

Olevik (Present) verbist *to stand*.

Jaatav vorm	Küsiv vorm	Eitav vorm
I stand	do I stand?	I do not stand
you stand	do you stand?	you do not stand
he stands	does he stand?	he does not stand
she stands	does she stand?	she does not stand
it stands	does it stand?	it does not stand
we stand	do we stand?	we do not stand
you stand	do you stand?	you do not stand
they stand	do they stand?	they do not stand

25. Twenty-Fifth Lesson.

MOTHER HEN.

Mother Hen is sitting on ten eggs. *Crack!* — One egg *breaks* and a little *chick hops out*, all *round* and yellow. He says, *"Here I am!"*

There are now only nine eggs under Mother Hen. Crack! A second chicken hops out and says. "Here I am!"

How many eggs are there now under Mother Hen?

Crack! Crack! Crack! How many eggs are there now under Mother Hen? How many chicks has she?

Crack! Crack! Crack! Crack! How many little yellow chicks has Mother Hen now? How many eggs are there in the nest?

Hääldamine.

[ei]	[e]	[ei]	[e]	[au]	[au]
break	breakfast	play day	says	now down how brown	round out

Exercises.

I. Vastata küsimustele.

1. How many eggs has Mother Hen?
2. Where are the eggs?
3. What colour is the first chick?
4. What colour are all the chicks?

II. Asetada lõppu *black, white, blue, red, green, brown, yellow.*

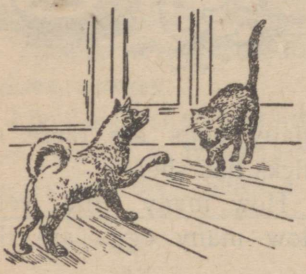
1. The chicks are ...
2. My tie is ...
3. The blackboard is ...
4. Our books are ...

5. The door is ...
6. The chalk is ...
7. Our desks are ...
8. Our flags are ...

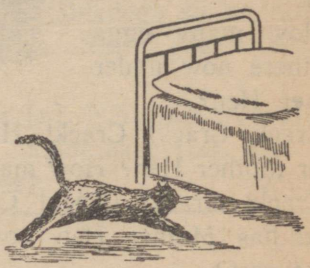
III. Asetada lünkadesse eessõnad: *on, in, at, to.*

1. We speak English ... the English lesson.
2. Fred does not go ... school.
3. The hen is sitting ... the eggs.
4. The eggs are ... the nest.

IV. Täita lüngad vastavate eessõnadega.

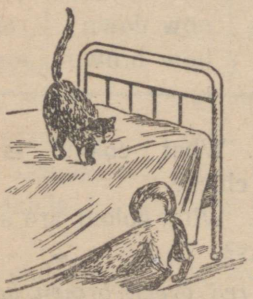


The dog is playing ... the cat.



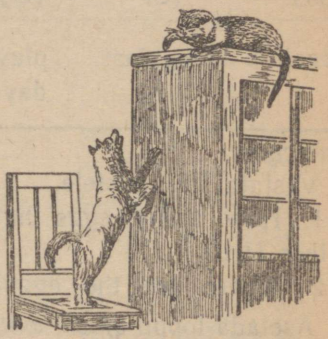
The cat is running ... the bed.

The cat is ... the bed.



The dog is ... the bed.

The cat is ... the bookcase.



The dog is ... the chair.

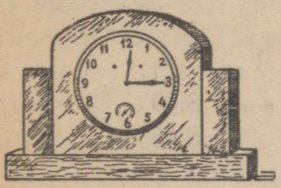
Dictation.

Our black hen is sitting on twelve eggs. The eggs are in the nest. The brown hen has seven little chickens. They are round and yellow.

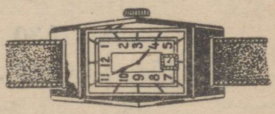
26. Twenty-Sixth Lesson.

THE WATCH.

Tom has a *watch*. His friend *asks him*, "Tom, what time is it *by your watch*?" Tom says, "It is six o'clock."



A clock.



A watch.

A little later Tom says, "It is five past six."

He says, "Jane, it is time to go to bed!" Jane does not like bed-time. She says, "No, you *silly*! It is only twenty past eight."

A little later Mother says, "Tom, I *must go out* at half past eight. Is it half past eight?"

Tom says, "Yes, mother, it is half past eight now."

PLAY-TIME.

Now's the time for merry play,
No more lessons for to-day.

Hääldamine.

[ɔ]	[ɑ:]	[ai]	[ʌ]
watch	ask	like	must
what	classroom	time	but
wash		five	plus
			much

Exercises.

I. Kirjutada sõnadega.

7	7.30	8	8.30
7.15	7.45	8.15	8.45

II. Vastata küsimustele.

1. At what time do you get up?
2. At what time do you go to school?
3. At what time do you come to school?
4. At what time do you go home?
5. At what time do you go to bed?
6. Have you a watch?

III. Asetada eessõnad: *from, of, with, for, in.*

1. Tom comes home ... school ... the afternoon.
2. I drink a cup ... tea.
3. I play chess ... my brother.
4. We have time ... work and ... play.

IV. Arvutada suuliselt inglise keeles.

7 + 7	13 + 15	16 + 9
28 — 21	30 — 19	17 + 8

Dictation.

I have a watch. I like to tell the time by it. By my watch it is now half past twelve. By the clock it is twenty-five to one.

27. Twenty-Seventh Lesson.

DAN IS LATE.

It is half past seven in the morning. Dan is in bed. His father says, "Time to get up, Dan!" "*All right*, father," says Dan. But Dan does not get up. When he gets up, it is a quarter to nine. It is *late*. Dan has no time to wash his hands and face. He has to put on a *dirty* shirt. He does not put on his red tie. Dan has no time for breakfast. He runs to school. When he comes to school, it is twenty minutes past nine. He is late.

When Dan is in the classroom, the children *laugh* and *say*, "How dirty you are today, Dan!"

BE TIDY.

Learn this little lesson
As well as you can,

Be tidy like Tom,
Not dirty like Dan.

Hääldamine.

[ei]	[ʌ]	[ə:]	[ɑ:]
face	run	dirty	are
late	cup	shirt	classroom
say	must	thirty	laugh
day	much	girl	

Exercises.

I. Vastata küsimustele.

1. What does father say at half past seven?
2. What does Dan say?
3. When does he get up?
4. Is it late?
5. Does Dan wash his hands and face?
6. What does he put on?
7. Does he put on his tie?
8. What do the children say when Dan comes to school?

II. Kirjutada eitavas vormis.

1. Dan gets up at half past seven.
2. Dan washes his face.
3. We run to school.
4. Dan has time for breakfast.
5. I have pictures in my book.

III. Kirjutada küsivas vormis.

1. They live in Tallinn.
2. He speaks English.
3. The children play volley-ball.

4. Fred is a little boy.
5. Tom has a good watch.
6. Tom and Dan have many books.
7. She works in the afternoon.
8. Bob and Kitty are pioneers.

Dictation.

Dan is late to-day. He runs to school. His face and hands are dirty. His shirt is dirty too. When Dan comes to school, the children laugh.

Review.

(Lessons 19—27.)

I.

Bob gets up at eight o'clock in the morning. He dresses, washes his hands and face, and has his breakfast. He drinks a cup of tea and eats bread-and-butter and an egg. After breakfast he goes to school. He has many friends at school. At school he reads and writes. But he does not work all the time. He has time for work and for play.

II.

Do children speak English at school? Yes, they speak English at their English lessons. Is Lembit an Estonian or an English boy? He is an Estonian boy. Is Tom an Estonian boy? No, he is not; he is an English boy. Does he speak Estonian? Yes, he speaks Estonian and English. Does he learn Estonian at school? Yes, he learns Estonian and English.

III.

When do the children come home? They come home in the afternoon. They do their lessons at home. In the evening they do not work. They play. They like to play chess and volley-ball. At half past nine they go to bed.

Review Exercises.

I. Kirjutada ainsuse 3. pöördes.

Näide: I play chess. *He plays chess. She plays chess.*

1. I get up at eight o'clock.
2. I dress in the morning.
3. I wash my face in the morning and in the evening.
4. I eat bread-and-butter in the morning.
5. I drink a cup of tea in the morning.
6. I go to school after breakfast.

II. Kirjutada küsivas vormis.

1. The pupils read at school.
2. Bob writes dictations and exercises at school.
3. Tom and Jane live in the Soviet Union.
4. Tom likes to tell the time.
5. They speak English with their teacher.
6. She learns Estonian and English at school.

III. Kirjutada eitavas vormis.

1. He lives in England.
2. They work in the evening.
3. We play in the morning.
4. She goes to school in the afternoon.
5. I work all the time.

IV. Kirjutada *do, does, is, are, have, has* õigesse kohta.

1. Where ... you live?
2. ... Tom at school? No, he ... not at school; he ... at home.
3. Where ... Tom and Jane? They ... at the lesson.
4. Tom ... not play all the time.
5. Tom ... a watch.
6. I ... not like bed-time.
7. I ... a friend; my friend ... an English boy.
8. I ... a father and a mother.
9. When ... Tom go to school?
10. When ... he come from school?

V. Kirjutada eessõnad *in, on, with, from, under, to, at* õigesse kohta.

1. We go ... bed ... half past nine ... the evening.
2. We work ... school ... the morning.
3. Count ... ten ... twenty.
4. Children come home ... school ... the afternoon.
5. When I have no lessons, I play ... my little brother.
6. The lamp is ... the table.
7. The eggs are ... the hen.

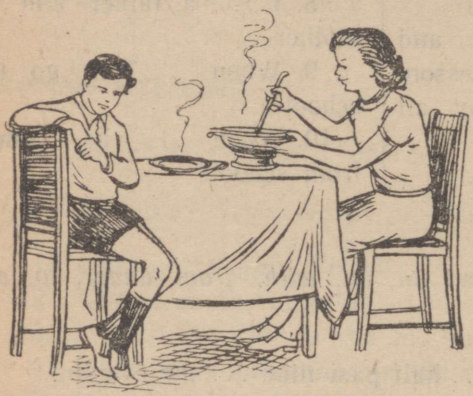
VI. Kirjutada mitmuses.

1. I learn English.
2. He speaks English and Estonian.
3. A little chicken hops out, all round and yellow.
4. I do not sleep in the afternoon.
5. She eats an egg in the morning.

28. Twenty-Eighth Lesson.

THE SOUP.

Mother and Bob are sitting at the table. They are having their *dinner*.



"I do not like this *soup*. I do not *want* to eat it," says Bob and *lays down* the spoon.

"All right," says Mother. "Do not eat it."

After dinner Mother and Bob work in the garden. In the evening Mother gives Bob a plate of soup.

"Oh, this soup is good," says Bob.

It is the *same* soup.

A PROVERB.

Hunger is the best sauce.

A RHYME.

One, two, three, four,
Mary at the cottage door.
Five, six, seven, eight,
Eating cherries from a plate.

Hääldamine.

[i]	[u:]	[ɔ]	[u]	[ei]
dinner give	soup spoon who do	want wash	put book	same play

Exercises.

I. Vastata küsimustele.

1. What are Mother and Bob having?
2. Where are they sitting?
3. What does Bob say?
4. What do Mother and Bob do after dinner?
5. What soup does Mother give Bob in the evening?

II. Asetada järgmised sõnad õigesse kohta: *dinner*, *want*, *spoon*, *plate*, *bread*.

1. Give me a ... of soup.
2. We have our ... at home at three o'clock in the afternoon.
3. We eat soup with a ... .
4. There is no ... on the table.
5. Jane and little Fred ... to play with a ball.

III. Kirjutada eitavas vormis.

1. Bob is sitting at the desk.
2. Mother and Bob are having their dinner.
3. I want to eat this soup.
4. I am working in the garden.

5. Mother gives Bob the same soup.
6. He lays down the spoon.

Dictation.

Bob has his dinner at one o'clock in the afternoon. Bob does not want to eat the soup. He lays down the spoon on the table. Give me a plate of soup.

29. Twenty-Ninth Lesson.

SPRING.

Spring is here.

It is not cold now; it is *warm*. The *sky* is blue. The *sun* is *shining*. There is no snow on the ground. The streets

and gardens are not white now. There is no ice, and the children do not skate.

What colour are the trees in spring? They are green. The *birds sing* in the green trees.

Are there many *flowers* in spring? Yes, there are many flowers in spring. There are many flowers in our garden.

WHEN IS IT?

The sun is shining,
The flowers are blooming;
The sky is blue,
The rains are few.

The snow is falling,
The wind is blowing;
The ground is white
All day and all night.

Hääldamine.

[ai]	[i]	[ou]	[au]
sky	very	snow	ground
my	ready	blow	out
by	silly	window	round
try	dirty	yellow	count

[ə:]	[auə]	[ʌ]
bird thirteen	flower	sun run
third shirt	our	hunger

Exercises.

I. Vastata küsimustele.

1. Is it warm or cold in spring?
2. Is it warm in winter?

3. Does the sun shine at night?
4. When does the sun shine?
5. What colour is the snow?
6. What colour are the trees in spring?
7. Are there many flowers in spring?

II. Koostada küsimused.

1. Yes, there is much snow in winter.
2. No, the ground is not white in spring.
3. No, the children do not skate in spring.
4. Yes, we like spring.
5. Yes, the sun is shining.
6. No, the birds are not singing now.

Dictation.

It is warm in spring. The sky is blue. The sun is shining. Many birds sing in the green trees. Look at our garden! There are many flowers in it.

30. Thirtieth Lesson.

WHAT THE RAIN DOES.

"What does the *rain* do?" asks the teacher.
Tom says, "It *makes* the flowers *grow*."
Bob says, "It makes the *grass* green."
"It makes the *leaves* grow too," says John.
"It gives us *water*," says Kitty.

RAIN.

Rain, rain,
Go away,

Come again
Another day,

Tom and Jane
Want to play.

Hääldamine.

[ei]	[ei]	[ei]	[ð]	[ʌ]	[ou]	[ɑ:]
rain again	way day	make same	another brother	us plus much shut	grow blow snow	grass classroom ask

Exercises.

I. Täita lüngad sõnadega *gives, makes, grow, sing, shines.*

1. Rain ... the grass green.
2. Rain ... the flowers grow.
3. Rain ... the leaves green.
4. It ... us water.
5. Flowers ... in the garden.
6. Birds ... in spring.
7. The sun ... after the rain.

II. Kirjutada mitmuses.

1. There is a flower on the table.
2. He skates well.
3. She has a cat.
4. I am playing in the garden.
5. A pioneer has a red tie.

III. Vastata küsimustele.

1. What colour are the leaves in spring?
2. What colour is the grass?
3. What colour is the sky in spring?
4. What colour is our flag?
5. What colour are the chairs in the classroom?

IV. Kirjutada eitavas vormis.

1. There are many copy-books in our desk.
2. We are writing now.
3. He speaks English.
4. They are singing now.
5. I have a pencil-box.
6. They want to play.

Dictation.

When the rain comes, the children go home. After the rain they go out to play. The leaves and grass are green after the rain. Rain makes the flowers grow.

31. Thirty-First Lesson.

IN THE GARDEN.

It is spring. The sky is blue. It is not *raining*. Tom and Jane are working in their little garden. They are *planting* flowers.

It is very nice in the garden to-day. The grass is green and the birds are singing.

They work *till* seven o'clock. Then Mother says, "It is time to *go in* and have dinner." But Tom and Jane say, "It is *so* nice here. We *don't* want to go in. *Let us have* dinner in the garden."

Mother says, "All right; run and *bring* the little brown table and help me to bring the *dinner things*."

Tom and Jane run in and bring the table and *some* plates. Mother brings the soup and the bread.

Tom and Jane are very *gay*. They like to eat in the garden.

They say, "Mother, let us eat in the garden all the *summer*."

A PROVERB.

Rain at seven, fine at eleven.

Hääldamine.

[ŋ]	[ei]	[ei]
bring song sing bringing thing	gay. say	rain again

Exercises.

I. Vastata küsimustele.

1. Where are Tom and Jane working?
2. What are they planting?
3. Is it nice in the garden?
4. When does Mother want to go in?
5. Where do they want to have their dinner?
6. What do they bring?
7. What does Mother bring?
8. Do they like to eat in the garden?
9. Do we eat in the garden in winter?

II. Lugeda nr. 31 esimeses pöördes. Alata nii:

It is spring. The sky is blue. It is not raining. I am working in my little garden.

III. Paigutada iga sõna õigesse kohta: *garden, grass, planting, bring, raining, eat, gay.*

1. It is ... now.
2. We are ... flowers.
3. It is nice in our ...
4. The ... is green.
5. ... me a chair.
6. We ... in the garden.
7. Tom and Jane are ...

Dictation.

When it is warm, it is nice to have dinner in the garden. Tom and Jane bring the dinner things. Mother brings the soup and bread. They are all very gay.

32. Thirty-Second Lesson.

MAY.

In the *merry month* of *May*
All the little birds are gay.
They all hop and sing and say:
"Winter days are *far away*,
Welcome, welcome, merry May!"

In the merry month of May
All the *violets* are gay,
They all *dance* and sing and say:
"Winter days are far away;
Welcome, welcome, merry May!"

In the merry month of May
All the pioneers are gay.
They all laugh and sing and say:
"Winter days are far away,
Welcome, welcome, First of May!"

M. Lebedinskaya.

Hääldamine.

[ei]	[ʌ]	[ɑ:]	[aiə]
May gay	month come	far dance	violet pioneer

Exercise.

Koostada laused.

Näide: dance, to, like, we. — *We like to dance.*

1. gay, very, we, to-day, are.
2. month, warm, May, is, a.
3. dance, like, to, we, sing, to, and.
4. trees, grow, leaves, on.

Dictation.

I am a month. I am warm. The sky is blue. The flowers bloom. The trees are green. The birds sing. What month am I?

33. Thirty-Third Lesson.

MAY DAY.

It is May Day.

There is a big *demonstration* to-day. There are many *people* in the streets. They are *carrying* red flags, *banners* and slogans. Schoolboys and schoolgirls are here too.

There is a *band in front*. The band is playing, and the children are singing and dancing. They are very gay.

All the people are very gay to-day. Many people sing and dance in the streets.

It is spring. The sky is blue. The sun is shining. The day is very warm. When the people come to the *tribune*, they *cry*: Hurrah!

Long Live the First of May!
Long Live the Soviet Union!
Long Live Our Great Leader Comrade S t a l i n!

Hääldamine.

[eiʃən]	[æ]	[ʌ]	[ai]	[i:]	[ŋ]
demonstration dictation	band banner flag	front come	cry sky my	people	sing spring thing

Exercises.

I. Vastata küsimustele.

1. Is there a demonstration in the picture?
2. Are there many people in the streets?
3. What are they carrying?
4. Are they carrying flags in their hands?
5. What colour are the flags?
6. Is there a band in front?
7. What are the children doing?
8. Are all the people gay?
9. Are there many slogans in the streets?

II. Kirjutada mitmuses.

1. I am singing.
2. There is a big demonstration to-day.
3. There is a slogan on the wall.
4. The band is playing.
5. He is carrying a banner.

III. Kirjutada loosungid tekstist välja.

Dictation.

There is a big demonstration in the street. Many people are in the streets. They are singing and dancing. They are carrying flags.

Review Exercises.

I. Kirjutada *am*, *is* või *are*.

1. The children ... playing volley-ball.
2. Many people ... carrying red banners and slogans.
3. Bob ... skating.
4. I ... not reading now; I ... writing.
5. Jane ... having her breakfast.

II. Kirjutada küsivas vormis.

1. Bob is working in the garden.
2. They are eating soup.
3. The sun is shining.
4. The flowers are blooming.

III. Kirjutada eitavas vormis.

1. The children are playing in the garden.
2. I am eating soup.
3. Tom is putting on a dirty shirt.
4. We are singing.

5. This girl is dancing.
6. I am running to school.

IV. Kirjutada lünka *my*, *your*, *his*, *her*, *our* või *their*.

1. Tom has a father; ... father is a worker.
2. I have a sister; ... sister is a pioneer.
3. Jane has a cat; ... cat is black.
4. You have a watch; ... watch is very good.
5. We have English and Estonian books. There are many pictures in ... books.
6. Tom and Jane have a mother; ... mother is a teacher.
7. Bob has a friend; ... friend goes to school.

V. Kirjutada vastav verbivorm.

1. Tom ... in winter. He ... now. (*skates* or *is skating*)
2. We ... a dictation now. We ... dictations at school. (*write* or *are writing*)
3. I ... my face in the morning and in the evening. I ... my hands and face now. (*wash* or *am washing*)
4. Jane ... chess in the evening. Now Jane ... chess with her father. (*plays* or *is playing*)

VI. Kirjutada eitavas vormis.

1. There is a pen in my pencil-box.
2. There are many flowers in the box.
3. I have a watch.
4. The hen has many chickens.
5. My brother lives here.
6. I like soup.
7. The bookcase stands in our room.
8. I am looking at the picture.
9. They are going home now.
10. I get up at nine o'clock in the morning.
11. She goes to bed at nine o'clock in the evening.

VII. Täita lüngad eessõnadega *with, in, on, at, to.*

1. We eat soup ... a spoon.
2. Give me a plate ... soup.
3. It is warm ... spring.
4. There is much snow ... the ground.
5. The teacher is standing ... the blackboard.
6. We skate ... the ice.
7. We go ... school.

VIII. Asetada lünka *do, does, have* või *has.*

1. ... children play volley-ball in the garden?
2. They ... many flowers in their hands.
3. ... Bob skate in winter?
4. ... you write English dictations?
5. Jane ... her breakfast in the morning.
6. ... Jane speak Estonian?

IX. Kirjutada küsivas vormis.

1. Bob is working at home.
2. They are eating bread-and-butter.
3. People work in the day-time.
4. People sleep at night.
5. He gives lessons.
6. She lives in Tallinn.

X. Kirjutada eitavas vormis.

1. The children are planting flowers.
2. I am eating bread.
3. He is putting on a shirt.
4. We are dancing.
5. The girl is running.
6. I am running home.
7. I get up at six o'clock in the morning.
8. They work here.

9. He goes to bed at eight in the evening.
10. He likes bed-time.

XI. Moodustada klambreis olevaist asesõnadest omastavad asesõnad ja paigutada nad õigesse kohta.

Näide: ... brother is a worker. (I)
My brother is a worker.

1. ... father is a doctor. (I)
2. ... mother is a doctor too. (I)
3. ... sister is a teacher. (she)
4. ... teacher is here. (we)
5. ... friend is a pioneer. (he)
6. ... friends are in the garden. (they)
7. ... pen is here. (you)

LISALEKTÜÜR[1].

A COMPOSITION.

A teacher is giving a lesson to a class of boys and girls. She says to the children, "Take your pens and copy-books and write a composition on 'The Last Football Match.' "

All the children take their pens and copy-books and begin to write. One boy writes three or four words and lays down his pen. He looks at the teacher.

The teacher asks him, "Is your composition ready?"

"Yes, it is," says the boy.

The teacher takes his copy-book and reads, "Rain, no game."

---

composition [kɔmpə'zɪʃən] kirjand
class [klɑ:s] klass
last [lɑ:st] möödunud, viimane
football ['futbɔ:l] jalgpall

[1] Lisalektüüri lugemisele võib asuda pärast 25. õppetükki.

match [mætʃ] võistlus
to begin [brˈgɪn] algama
word [wə:d] sõna
to lay down [ˈleɪ ˈdaun] maha panema, loobuma
to ask [ɑ:sk] küsima
ready [ˈredɪ] valmis
rain [reɪn] vihm
game [geɪm] mäng

THE ROBIN AND THE CHICKEN.

A robin comes down from a tree. On the ground he sees a chicken.

"What a funny bird," says the robin.

"What a very funny chicken," says the chicken.

"Oh, how big you are!" says the robin.

"Oh, how little you are!" says the chicken.

"Can you sing?" asks the robin.

"No," says the chicken. "Can you crow?"

"No," says the robin.

Then they go away. Each thinks that the other is very silly.

---

robin [ˈrɔbɪn] lepalind-punarind
to come down [ˈkʌm ˈdaun] alla laskuma
to see [si:] nägema
funny [ˈfʌnɪ] naljakas
bird [bə:d] lind
can you sing? Kas te oskate laulda?
to ask [ɑ:sk] küsima

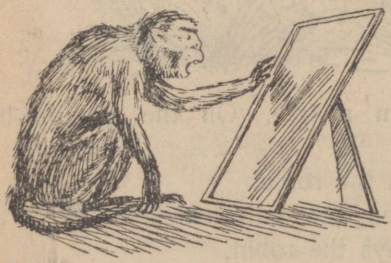
to crow [krou] kirema
then [ðen] siis
away [ə'weɪ] ära, eemale
each [iːtʃ] igaüks
to think [θɪŋk] mõtlema
that [ðæt, ðət] et
silly ['sɪlɪ] rumal

THE MONKEY AND THE LOOKING-GLASS.

Jack and Jim are two young monkeys. One morning people come and take Jack away. The other monkey has no friend to play with.

There is a looking-glass on the table. Jim comes to the table and looks in the looking-glass.

"Here you are at last," he cries. He rubs his head and looks again. The monkey in the looking-glass rubs his head too.



He waves his hand, and the other monkey waves his hand. He makes a face, and the monkey makes a face too.

"Oh, ho," cries Jim, "you make faces at me!"

Then he strikes with his hand, howls with pain and runs away.

---

monkey ['mʌŋkɪ] ahv
looking-glass ['lukɪŋ-glɑːs] peegel
young [jʌŋ] noor
people [piːpl] inimesed
to take away ['teɪk ə'weɪ] ära viima
the other monkey has no friend to play with teisel ahvil pole mängusõpra
here you are siin sa oledki
at last [ət 'ɑːst] viimaks

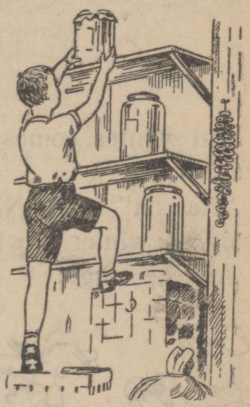
to cry [kraɪ] karjuma, hüüdma
to rub [rʌb] hõõruma
head [hed] pea
again [ə'geɪn] jälle
to wave [weɪv] lehvitama
to make a face [tə 'meɪk ə 'feɪs] grimassi tegema
then [ðen] siis
to strike [straɪk] lööma
to howl with pain ['haul wɪð 'peɪn] ulguma valu pärast

PEPPER, SUGAR AND SALT.

Mother has three pots on her shelf. There is sugar in one, salt in another and pepper in the third.

One day Mother goes out. Fred gets on a chair and slips his fingers into the first pot. Then he licks his fingers and says, "Oh, how salty!" He slips his finger into the second pot and licks it. "Oh, how hot!" he says. Then he slips his finger into the third pot and licks it again. "Oh, how sweet," he says.

What is in the first pot?
What is in the second pot?
What is in the third pot?



---

pepper ['pepə] pipar
sugar ['ʃugə] suhkur
salt [sɔ:lt] sool
pot [pɔt] pott
shelf [ʃelf] riiul
to get on peale ronima
to slip [slip] pistma, libistama
finger ['fɪŋgə] sõrm
to lick [lɪk] lakkuma
salty ['sɔ:ltɪ] soolane
hot [hɔt] kuum, palav (siin: kõrvetav)
then [ðen] siis
again [ə'geɪn] jälle
sweet [swi:t] magus

THREE LITTLE PIGS.

1.

Niff-Niff, Snuff-Snuff and Naff-Naff are three little pigs. They live in a wood. They play all day.

One day Naff-Naff says:

"Winter is coming. In winter Big Bad Wolf is very hungry. It is cold now at night. We must make a house and all live there."

"No, no!" says Niff-Niff. "Winter is not coming. We have time to play and sing."

2.

But winter comes. It is cold. Niff-Niff makes a little straw house.

"Ha, ha!" says Niff-Niff. "My house is ready. I am not afraid of winter now! I am not afraid of Big Bad Wolf."

And he sings:

"Who's afraid of
Big Bad Wolf,
Big Bad Wolf,
Big Bad Wolf?"

3.

Snuff-Snuff makes a little house of twigs: Niff-Niff comes to see Snuff-Snuff.

"Good morning, Snuff-Snuff! Is your house ready?"

"Oh yes," says Snuff-Snuff. "Come and see it."

"It is very nice," says Niff-Niff. "Now let us go to see Naff-Naff."

The two little pigs run to see Naff-Naff. They dance all the time; they sing and play.

They come to the big tree where Naff-Naff lives. They see that his house is not ready.

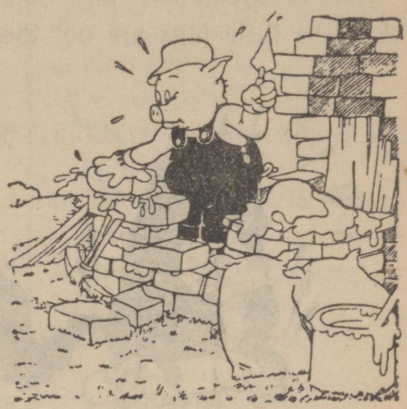
"Ha, ha!" laugh the little pigs. "Why is your house not ready?"

"Are your houses ready?" says Naff-Naff.

"Oh yes! They are ready?" say the little pigs.

"My house is made of straw," says Niff-Niff.

"And my house is made of twigs," says Snuff-Snuff.



"Ha, ha!" says Naff-Naff, "Your houses are very good for Big Bad Wolf, but not for you. I am making my house of bricks."

4.

Big Bad Wolf is very hungry. "Where are my nice little pigs?" says he. "It is time for a good dinner."

When he sees the little straw house, he laughs.

Then he blows. He blows and he blows. He blows three times, and he blows the house down. But Niff-Niff runs out and runs to Snuff-Snuff.

"Big Bad Wolf is here," says Niff-Niff. "Let's run to brother Naff-Naff! His house is very good and strong; it is made of bricks. Run!"

And the little pigs run to Naff-Naff.

5.

Now Big Bad Wolf comes to the little house made of twigs. He blows, and he blows the house down.

"Here is my dinner!" says the Wolf.

But the little pigs are not there.

6.

Then Big Bad Wolf comes to the brick house.

Two of the little pigs are afraid of Big Bad Wolf. They hide under the bed. But Naff-Naff is not afraid. He begins to make tea.

Big Bad Wolf begins to blow. He blows and he blows, but he cannot blow the house down.

He gets on to the roof — and falls into the hot water. It is very hot.

Big Bad Wolf howls with pain. He runs away, far away from the little pigs.

And the little pigs dance and play and sing:

"Who's afraid of Big Bad Wolf,
Big Bad Wolf,
Big Bad Wolf!"

1.

wood [wud] mets
bad [bæd] halb
wolf [wulf] hunt
hungry ['hʌŋgrɪ] näljane
must [mʌst] peab
to make [meɪk] tegema
house [haus] maja (**houses** ['hauzɪz] majad)
there [ðɛə] seal
to sing [sɪŋ] laulma

2.

straw [strɔ:] õled, õlest
I am not afraid [ə'freɪd] ma ei karda
who's afraid = who is afraid kes kardab

3.

twigs [twɪgz] hagu, raod
to come to see külastama tulema
to see nägema
to go to see külastama minema
let us go lähme
to dance [dɑ:ns] tantsima
to laugh [lɑ:f] naerma
why [waɪ] mispärast
is made [ɪz 'meɪd] on tehtud
brick [brɪk] tellis(kivi)

4.

dinner ['dɪnə] lõunasöök
to blow [blou] puhuma
three times ['θri: 'taɪmz] kolm korda
to blow down ['blou 'daun] maha puhuma
to run out välja jooksma
let's run jookskem
strong [strɔŋ] tugev

6.

then [ðen] siis
two of kaks (neist)
to hide [haɪd] peitma
to begin [bɪ'gɪn] algama
to get on to peale, üles ronima
to fall [fɔ:l] langema
into ['ɪntu, intə] sisse
hot [hɔt] palav, keev, kuum
water ['wɔ:tə] vesi
to howl with pain ulguma valu pärast
away [ə'weɪ] ära, eemale
far [fɑ:] kaugel(e)

LITTLE RED RIDING HOOD.

Little Red Riding Hood is a little girl with blue eyes and yellow hair. She has a red hood and so people call her "Little Red Riding Hood". She lives with her mother.

ACT I.

A room in Little Red Riding Hood's house.

Mother. I want to send a cake and some eggs to Grandmother. Please give me a basket and help me to pack it.

L. R. R. H. May I go to Grannie and take her the basket, Mother?

Mother. Yes, dear, you may.

L. R. R. H. Where is the basket, Mother?

Mother. It is under the table, darling, and the eggs are in the basket.

L. R. R. H. Here it is. Where is the cake, Mother?

Mother. It is in that dish. Thank you. Now, a clean napkin to cover the basket. That's right. Put your red hood on, dear, and take your shawl.

L. R. R. H. Good-bye, Mother.

Mother. Don't be long, darling! Go straight there, do not speak to anyone on the way, and come back quickly. Kiss your grandmother and give her my love.

ACT II.

In the wood.

Little Red Riding Hood is picking flowers and berries. A wolf comes in.

L. R. R. H. Oh, which is the way to Grannie's cottage? I do not know where to go!

Wolf. Where are you going, little girl?

L. R. R. H. I am going to my grandmother's cottage. I have a present for her from my mother. My Grannie lives all alone in the middle of the wood. She has a pretty cottage. But I do not know how to get there.

Wolf. I can show you the way. Go this way, little girl. And now good-bye. I cannot go with you. I have something very important to do.

L. R. R. H. Thank you, Mr. Wolf. Good-bye!

ACT III.

In the grandmother's house.

The wolf is in bed. He has the grandmother's cap on. Little Red Riding Hood knocks at the door.

Wolf. Come in!

L. R. R. H. Good morning, Grannie! How are you?

Wolf. I have a cold. I am quite ill.

L. R. R. H. (unpacks her basket). Here are some presents for you, Grannie! Some eggs, a cake, some berries and flowers.

Wolf. Come here, child.

L. R. R. H. Oh, Grannie, what big eyes you have!

Wolf. The better to see you, my dear.

L. R. R. H. What big ears you have, Grannie!

Wolf. The better to hear you, my dear.

L. R. R. H. And oh, Grannie, what big teeth you have!

Wolf (jumps out of the bed). The better to eat you, my dear! (The door opens, and a woodcutter comes in. He kills the wolf.)

Woodcutter. Now this is the end of that nasty wicked beast!

(Grandmother jumps out of the wolf's skin. Little Red Riding Hood's mother comes running in.)

Mother. Oh, my little darling, where are you? Why don't you come home to your mother?

(Sees the picture.)

All. Thank you, brave woodcutter. Thank you very, very much!

Red Riding Hood ['red 'raɪdɪŋ hud] Punamütsike
hood [hud] kottmüts, kapuuts
eye [aɪ] silm
hair [hɛə] juuksed
and so ja seepärast
people [pi:pl] inimesed
to call [kɔ:l] nimetama, hüüdma

ACT I.

act [ækt] vaatus
Little Red Riding Hood's house Punamütsikese maja
to want [wɔnt] soovima, vajama
to send [send] saatma

cake [keɪk] kook, keeks, tort
some [sʌm] mõni, mõned
grandmother ['grænmʌðə] vanaema
basket ['bɑ:skɪt] korv
to pack [pæk] pakkima
may I go? ['meɪ aɪ 'gou?] kas tohin minna?
Grannie ['grænɪ] vanaemake
to take [teɪk] viima
her [hə:] temale (naiss.)
dear [dɪə] kallis
darling ['dɑ:lɪŋ] kallike, kullake
that [ðæt] too (= see seal)
dish [dɪʃ] vaagen, toit
clean [kli:n] puhas
napkin ['næpkɪn] salvrätik
to cover ['kʌvə] katta
that's right nii jah!
shawl [ʃɔ:l] sall
good-bye [gud-'baɪ] head aega
don't be long ära jää kauaks
straight there ['streɪt 'ðɛə] otse sinna
do not speak to anyone [du nət 'spi:k tu 'enɪwʌn] ära kõnele kellegagi
on the way [ɔn ðə 'weɪ] teel
back [bæk] tagasi
quickly ['kwɪklɪ] kiiresti
to kiss [kɪs] suudlema
give her my love ['gɪv hə: maɪ 'lʌv] tervita teda minu poolt (**love** armastus)

ACT II.

wood [wud] mets
to pick [pɪk] noppima, korjama
flower ['flauə] lill
berries ['berɪz] marjad
wolf [wulf] hunt
which is the way? ['wɪtʃ iz ðə 'wei?] millist teed minna?
Grannie's vanaemakese
cottage ['kɔtidʒ] majake (maal)
to know [nou] teadma, tundma
where [wɛə] kuhu
present [preznt] kingitus
all alone [ɔ:l ə'loun] täiesti üksinda
middle [mɪdl] keskkoht
pretty ['prɪtɪ] nägus
to get there sinna jõuda
can [kæn] ma võin
to show [ʃou] näidata
I cannot [aɪ 'kænɔt] ma ei või
something ['sʌmθɪŋ] midagi
important [ɪm'pɔ:tənt] tähtis
I have something very important to do mul on midagi väga tähtsat teha

Mr. = ['mɪstə] = **Mister** härra (perekonnanime ees kirjas tarvitatakse lühend Mr.)

ACT III.

he has the grandmother's cap on tal on vanaema tanu peas
to knock (at) [nɔk] koputama
come in [kʌm 'in] sisse!
how are you? ['hau 'ɑ: ju:] kuidas käsi käib?
I have a cold [kould] mul on külmetus
quite [kwaɪt] täiesti
ill [ɪl] haige
to unpack [ʌn'pæk] lahti pakkima
child [tʃaɪld] laps
the better to see you et sind paremini näha
ears [ɪəz] kõrvad
the better to hear you [hɪə] et sind paremini kuulda
teeth [ti:ə] hambad
to jump [dʒʌmp] hüppama
out of [aut ɔv] välja
woodcutter ['wudkʌtə] puuraiuja
to kill [kɪl] tapma
end [end] lõpp
nasty ['nɑ:stɪ] vastik, jälk
wicked ['wɪkɪd] kuri
beast [bi:st] metsloom
skin [skɪn] nahk
wolf's skin ['wulfs 'skɪn] hundi nahk
Red Riding Hood's mother comes running in Punamütsikese ema tuleb joostes sisse
why [waɪ] mispärast
all [ɔ:l] kõik
brave [breɪv] vahva, vapper

ARVSÕNAD.

1	one [wʌn]	the first [fəːst]
2	two [tuː]	the second ['sekənd]
3	three [θriː]	the third [θəːd]
4	four [fɔː]	the fourth [fɔːθ]
5	five [faɪv]	the fifth [fɪfθ]
6	six [sɪks]	the sixth [sɪksθ]
7	seven [sevn]	the seventh [sevnθ]
8	eight [eɪt]	the eighth [eɪtθ]
9	nine [naɪn]	the ninth [naɪnθ]
10	ten [ten]	the tenth [tenθ]
11	eleven [ɪ'levn]	the eleventh [ɪ'levnθ]
12	twelve [twelv]	the twelfth [twelfθ]
13	thirteen ['θəː'tiːn]	the thirteenth ['θəː'tiːnθ]
14	fourteen ['fɔː'tiːn]	the fourteenth ['fɔː'tiːnθ]
15	fifteen ['fɪf'tiːn]	the fifteenth ['fɪf'tiːnθ]
16	sixteen ['sɪks'tiːn]	the sixteenth ['sɪks'tiːnθ]
17	seventeen ['sevn'tiːn]	the seventeenth ['sevn'tiːnθ]
18	eighteen ['eɪ'tiːn]	the eighteenth ['eɪ'tiːnθ]
19	nineteen ['naɪn'tiːn]	the nineteenth ['naɪn'tiːnθ]
20	twenty ['twentɪ]	the twentieth ['twentɪɪθ]
21	twenty-one ['twentɪ-'wʌn]	the twenty-first ['twentɪ'fəːst]
30	thirty ['θəːtɪ]	the thirtieth ['θəːtɪɪθ]

ASESÕNAD.

Isikulised		Omastavad	
I ma	We me	my minu	our meie
he, she, it } ta	you te	his, her, its } tema	your teie
	they nad		their nende

INGLISE HÄÄLIKUTE TABEL.

I. Täishäälikud		II. Kaashäälikud	
i:	tree, he, teacher, read	p	pen, pencil, pin, pine, pig
i	pin, sit	b	bed, bag, box, book
e	pen, lesson	t	table, take, tree
æ	bag, stand, cat, black	d	dog, desk
ɑ:	garden, are, classroom	k	kite, come, cat, school
ɔ	dog, on, box	g	go, give, garden, green
ɔ:	wall, morning, or	l	lamp, little, live, long
u	good, book	m	map, morning, my
u:	spoon, school, too, who	n	no, not
ʌ	bus, up, under, come	ŋ	sing, song, English, thank
ə:	first, girl, third	f	flag, first, four, fourth, fifth
ə	a pen, under, teacher	v	stove, give, five
ei	take, table, plate, cake	θ	three, third, thank, fourth, fifth
ou	open, stove, rose, sofa, no	ð	this, the pen, they
ai	pine, kite, I, my, rhyme	s	sit, spoon, second, lesson, books, desks, yes
au	down, how, now	z	is, has, boys, pens, girls, dogs, chairs, schoolbags
ɔi	boy, toy	r	rat, red, rose, read, tree, Russian, street, green
iə	hear, pioneer	ʃ	she, English, Russian
ɛə	chair, where	ʒ	measure, pleasure, treasure
aiə	pioneer	h	he, hen, has, here, who
auə	our	tʃ	children, chair, teacher
		dʒ	Jane, John
		w	wall, what, where, we, one
		j	yes, you, your

i [i]

This is a pin. This is a pig. The pig is big. Sit here! It is winter. In winter it is cold. He has six sisters.

i [ai]

This is a nice picture. I like it. I have a big kite. What time is it? It is nine. There are five pines in the garden. We are on the ice. The sun shines.

e [e]

Fred is in bed. Get up, Fred! It is ten. Where is your pen, Tom? It is in the pencil-box. Where is your red pencil? It is in the desk.

a [ei]

This is a cake. It is on the plate. Take the cake, Jane. He is washing his face. It is late. What is your name? My name is Jane. My sister has the same name.

a [æ]

Jane has a bag in her hand. The lamp is on the table. The inkstand is on the desk. Our flag is red. The map is on the wall. Here is a big rat. Stand up, Tom!

o [ɔ]

My father is a doctor. Is your copy-book on the table? No, it is not. Your box is on the floor. Spot is a dog.

o [ou]

I do not want to go home. Is this rose white? No, it is not. This rose is red. The stove is warm.

u [ʌ]

In the morning I drink a cup of tea and eat bread-and-butter. We have much fun in summer. Five plus two is seven. Shut the door, Bob. This is my Estonian book. Let us run. We are sitting in the bus.

o [ʌ]

May is a merry month. What colour is this flower? It is blue. My mother says, "Bring me some plates and spoons!" When does your brother come home? He comes home at one.

oo [u:, u]

We have a good room. There is a bookcase in our room. There are many books in the bookcase. Look at the pictures in the books. Tom is at school. Jane is at school too.

e, ee [i:]

There are nineteen trees in our garden. They are green. Three little boys are in the street. What is she doing? She is sleeping.

ea [i:]

Fred is eating an egg. Please, give me a cup of tea. The leaves are green in spring. Read the fifth lesson, please. We speak English with our teacher.

ea [e]

Tom and Jane are having their breakfast. They are eating bread-and-butter and eggs. Now they are ready to go to school.

all [ɔ:l]

Where is your ball, Lembit? It is under the sofa. Where are all the children? They are at the lesson. There are four walls in our classroom.

ay [ei]

We say: "Let us play. It is very gay. The day is warm. We do not want to go away."

ou [au]

In winter the ground is white with snow. This is a big house. The ball is round. Let us go out. Count from one to ten.

ow [au]

Sit down! What are you doing now? How many chairs are there in this room? There are four. They are all brown.

ow [ou]

Grass grows in spring. Snow is white. Put your yellow box on the window.

ir [ə:]

This shirt is dirty. Is this little girl reading the first lesson? No, she is not, she is reading the third. Birds sing in the green trees. Thirteen plus seventeen is thirty.

ck [k]

There is a blackboard in our classroom. What colour is the table? It is black. Is there a clock in your room? Yes, there is; it is on the wall. The hen has ten yellow chickens.

ng [ŋ]

Bring me this song. Let us sing it. In spring it is warm. We work in the morning, and we play in the evening.

wh [w]

What time is it? When do you get up? Where do you go in the morning? Which lesson are you reading? What colour is the chalk? It is white.

ÕPPETÜKKIDE SÕNASTIK.

Eelkursus.

pen [pen] kirjutussulg
pencil ['pensl] pliiats
desk [desk] koolipink, pult
bed [bed] voodi
hen [hen] kana
nest [nest] pesa
this is ['ðis iz] see on
pin [pin] nööpnõel
pine [pain] mänd
pig [pig] siga
kite [kait] tuulelohe
map [mæp] maakaart
cat [kæt] kass
bag [bæg] kott
flag [flæg] lipp
red [red] punane
black [blæk] must
rat [ræt] rott
big [big] suur
plate [pleit] taldrik
cake [keik] kook, tort
has [hæz] omab, evib
and [ænd] ja
dog [dɔg] koer
box [bɔks] karp, kast
pencil-box ['pensl-bɔks] pinal
stove [stouv] ahi
rose [rouz] roos
sofa ['soufə] sohva
yes [jes] jah
it is [it iz] see on
book [buk] raamat
spoon [spuːn] lusikas
no [nou] ei, mitte
not [nɔt] ei mitte
on [ɔn] peal
in [in] sees
the [ðə, ði, ðiː] määrav artikkel
cup [kʌp] tass
bus [bʌs] omnibus
tree [triː] puu
street [striːt] tänav
green [griːn] roheline
garden [gaːdn] aed
classroom ['klaːsrum] klassituba
ball [bɔːl] pall
wall [wɔːl] sein, müür

LESSON 1. (1. õppetund)

first [fəːst] esimene
lesson [lesn] õppetund
good morning ['gud 'mɔːniŋ] tere hommikust!
children ['tʃildrən] lapsed
copy-book ['kɔpi-buk] vihik
table [teibl] laud
chair [tʃɛə] tool
what [wɔt] mis
rhyme [raim] riim, salmik
you [juː] te, teie
to you [tə 'juː] teile
we are glad to see you meil on hea meel teid näha
exercise ['eksəsaiz] harjutus

LESSON 2.

second [sekənd] teine
my [mai] minu
your [jɔ:] (sinu) teie (om.)
where [wɛə] kus
under ['ʌndə] all
stand up ['stænd 'ʌp] tõuse, tõuske püsti
sit down ['sit 'daun] istu, istuge

LESSON 3.

third [ɵə:d] kolmas
teacher ['ti:tʃə] õpetaja
pupil ['pju:pl] õpilane
are [ɑ:] oleme, olete, nad on
too [tu:] ka
our [auə] meie (om.)
they [ðei] nad
schoolbag ['sku:lbæg] koolikott, ranits
to open [tu 'oupn] avama
to take [tə 'teik] võtma
to read [tə 'ri:d] lugema
to sing [tə 'siŋ] laulma
song [sɔŋ] laul
do, re, mi ['dou, 'rei, 'mi:] do, re, mi
keep in time ['ki:p in 'taim] hoida takti, pidada takti

LESSON 4.

fourth [fɔ:ɵ] neljas
boy [bɔi] poiss
girl [gə:l] tütarlaps
who [hu:] kes
he [hi:] ta (meess.)
she [ʃi:] ta (naiss.)
schoolboy [sku:lbɔi] koolipoiss
schoolgirl ['sku:lgə:l] koolitüdruk
schoolchildren ['sku:ltʃildrən] koolilapsed
I [ai] ma, mina
am [æm] olen
we [wi:] me, meie

LESSON 5.

fifth [fifə] viies
pioneer [paiə'niə] pioneer
an [ən] umbmäärane artikkel
English ['iŋgliʃ] inglise
Estonian [es'touniən] eesti
or [ɔ:] või, ehk
come here ['kʌm 'hiə] tule, tulge siia
give me ['giv mi:] anna, andke mulle
here is ['hiər iz] siin on
here are ['hiər ɑ:] siin on (mitmus)
thank you ['ɵæŋk ju:] tänan teid
dictation [dik'teiʃən] etteütlus, diktaat
always ['ɔ:lwəz] alati
ready ['redi] valmis

LESSON 6.

sixth [siksə] kuues
there is [ðɛər iz, ðɛəz], **there are** [ðɛər ɑ:] on (olemas)
much [mʌtʃ] palju (kogus)
many ['meni] palju, paljud (arv)
ink [iŋk] tint
inkstand ['iŋkstænd] tindipott
Russian ['rʌʃən] vene

LESSON 7.

seventh [sevnə] seitsmes
blackboard ['blækbɔ:d] klassitahvel
how many ['hau 'meni] kui palju
only ['ounli] ainult

LESSON 8.

eighth [eitə] kaheksas
Red October Day ['red ɔk'toubə 'dei] Oktoobrirevolutsiooni püha
day [dei] päev
to-day [tə-'dei] täna
slogan ['slougən] loosung
long live ['lɔŋ 'liv] elagu
Soviet Army ['sɔviet 'ɑ:mi] Nõukogude Armee
comrade ['kɔmrid] seltsimees

LESSON 9.

ninth [nainə] üheksas
colour ['kʌlə] värv
thing [θiŋ] asi
brown [braun] pruun
chalk [tʃɔ:k] kriit
white [wait] valge
blue [blu:] sinine
yellow ['jelou] kollane
to write [rait] kirjutama

LESSON 10.

tenth [tenə] kümnes
friend [frend] sõber, sõbratar
name [neim] nimi
to have [hæv] omama, evima
his [hiz] tema (om.)
the other [ði 'ʌðə] teine
tie [tai] (kaela)side
her [hə:] tema (om. naiss.)
picture ['piktʃə] pilt

LESSON 11.

eleventh [i'levnə] üheteistkümnes
family ['fæmili] perekond
father ['fɑ:ðə] isa
doctor ['dɔktə] doktor
mother ['mʌðə] ema
sister ['sistə] õde
brother ['brʌðə] vend
little [litl] väike
uncle [ʌŋkl] onu
officer ['ɔfisə] ohvitser
riddle [ridl] mõistatus
worker ['wə:kə] tööline
then [ðen] siis

LESSON 12.

twelfth [twelfə] kaheteistkümnes
room [ru:m] tuba
nice [nais] kena
window ['windou] aken
door [dɔ:] uks
open [oupn] avatud
shut [ʃʌt] suletud
bookcase ['bukkeis] raamatukapp
their [ðɛə] nende
lamp [læmp] lamp
pussy ['pusi] kiisu; (Pussy — kassi nimi)
floor [flɔ:] põrand
run [rʌn] (jooksma) jookse
cats see you ['kæts 'si: ju:] kassid näevad teid
birds [bə:dz] linnud
legs [legz] jalad, sääred
but [bʌt] aga
animal ['æniməl] loom
review [ri'vju:] ülevaade, kordamine

LESSON 13.

thirteenth ['θə:'ti:nə] kolmeteistkümnes

LESSON 14.

fourteenth ['fɔː'tiːnθ] neljateistkümnes
at the lesson tunnis
to learn [ləːn] õppima
at [æt] juures
to go [gou] minema
to [tə, tu, tuː] juurde
where [wɛə] kuhu, kus
now [nau] nüüd
to do [tə 'duː] tegema

LESSON 15.

fifteenth ['fif'tiːnθ] viieteistkümnes
at home [ət 'houm] kodus
hand [hænd] käsi
to play [plei] mängima
chess [tʃes] male
with [wið] -ga
here [hiə] siin
to sleep [sliːp] magama
dialogue ['daiəlɔg] kahekõne
country ['kʌntri] maa
please [pliːz] palun, ol(g)e hea
house [haus] maja
come to our house tul(g)e meile

LESSON 16.

sixteenth ['siks'tiːnθ] kuueteistkümnes
to look at [luk] vaatama (peale)
to dress [dres] riietuma
to wash [wɔʃ] pesema
breakfast ['brekfəst] hommikueine
at breakfast [ət 'brekfəst] einestamas
to eat [iːt] sööma
bread-and-butter ['bredn'bʌtə] võileib
egg [eg] muna
to drink [driŋk] jooma
tea [tiː] tee
to school [tə 'skuːl] kooli
school [skuːl] kool
which [witʃ] milline

LESSON 17.

seventeenth ['sevn'tiːnθ] seitsmeteistkümnes
getting up ['getiŋ 'ʌp] ülestõusmine
to get up ['get 'ʌp] üles tõusma
to put on ['put 'ɔn] (pähe, kaela, selga, kätte, jalga) panema
shirt [ʃəːt] särk
face [feis] nägu
ready ['redi] valmis
but [bʌt] aga
shoe [ʃuː] king
brick [brik] tellis(kivi)

LESSON 18.

eighteenth ['ei'tiːnθ] kaheksateistkümnes
winter ['wintə] talv
cold [kould] külm
it is very cold ['veri 'kould] on väga külm
very ['veri] väga
ground [graund] maapind
snow [snou] lumi
to skate [skeit] uisutama
ice [ais] jää
all [ɔːl] kõik
to help [help] aitama
to ski [ʃiː] suusatama
to run [rʌn] jooksma
skis [ʃiːz, skiːz] suusad
silver ['silvə] hõbedane, hõbe

warm [wɔːm] soe
I am warm — mul on soe
I can [kæn] ma võin, suudan, oskan
I am as warm as warm can be mul on nii soe, nagu üldse olla võib
to try [trai] proovima
try [trai] proovi
to catch [kætʃ] püüdma

LESSON 19.

nineteenth ['nain'tiːnθ] üheksateistkümnes
counting ['kauntiŋ] arvutlus, loendus
how much ['hau 'mʌtʃ] kui palju
plus [plʌs] plus
twenty ['twenti] kakskümmend
from [frɔm] -lt, -st
minus ['mainəs] miinus
to count [kaunt] loendama
from ... to -st ... kuni
thirty ['θəːti] kolmkümmend
I must [mʌst] ma pean
to shut [ʃʌt] sulgema
shut — sule!
to pick up ['pik 'ʌp] üles korjama
pick up — võta üles
stick [stik] kepp

LESSON 20.

twentieth ['twentiiθ] kahekümnes
clock [klɔk] tunnikell
time [taim] aeg
what time is it? ['wɔt 'taim iz it?] mis kell on?
it is nine o'clock ['nain ə'klɔk] kell on üheksa
quarter ['kwɔːtə] veerand
it is a quarter past nine [paːst] kell on veerand kümme
half [haːf] pool
it is a quarter to ten kell on kolmveerand kümme
minute ['minit] minut
at nine o'clock kell üheksa
at school koolis
home koju, kodu
night [nait] öö; **at night** öösel
says [sez] ütleb
what you have to do mis teil (sul) on tarvis teha
do quick tee (tehke) ruttu
tell me ['tel miː] öelge (ütle) mulle
good [gud] hea
right [rait] õige

LESSON 21.

to go to bed magama minema

LESSON 22.

when [wen] kui
day-time ['dei-taim] päevaaeg
poem ['pouim] luuletus
by [bai] abil, juures
candle-light ['kændl-lait] küünlavalgus
summer ['sʌmə] suvi
quite [kwait] täiesti, hoopis
the other way [ði 'ʌðə 'wei] teisiti
I have to go to bed mul tuleb minna magama
by day päeva ajal, päeval

LESSON 23.

work [wəːk] töö
to work töötama

play [plei] mäng
to play mängima
to live [liv] elama
England [iŋgləndˌ] Inglismaa
Soviet Union ['səviet 'juːnjən] Nõukogude Liit
to speak [spiːk] kõnelema
after ['ɑːftə] pärast
from [frɔm] -st, -lt
in the afternoon õhtupoolikul
all [ɔːl] kõik
in the evening ['iːvniŋ] õhtul
volley-ball ['vɔli-'bɔːl] käsipall
school is over ['skuːl iz 'ouvə] kool on möödas, koolitöö on lõppenud
what fun ['wɔt 'fʌn] milline nali, kui lõbus
lessons finished ['lesnz 'finiʃt] tunnid on lõppenud
play begun ['plei bi'gʌn] mäng on alanud

LESSON 24.

toy [tɔi] mänguasi
horse [hɔːs] hobune
tank [tæŋk] tank
plane [plein] lennuk
soldier ['souldʒə] sõdur
to play at soldiers sõdureid mängima
gun [gʌn] püss
wind [wind] tuul
to blow [blou] puhuma
mill [mil] veski
to drop [drɔp] langema, lakkama, vaibuma
to stop [stɔp] peatuma

LESSON 25.

to break [breik] murd(u)ma, purunema
chick, chicken [tʃik, 'tʃikin] kanapoeg
to hop out ['hɔp 'aut] välja hüppama
round [raund] ümmargune
says [sez] ütleb
here I am ['hiər ai 'æm] siin ma olengi!

LESSON 26.

watch [wɔtʃ] uur
to ask [ɑːsk] küsima
by your watch teie uuri järgi
a little later [ə litl 'leitə] natuke hiljem
to like [laik] harrastama
silly ['sili] rumal(ake)
I must [mʌst] ma pean
to go out väljuma
rule [ruːl] reegel
mind the clock ['maind ðə 'klɔk] jälgi kella!
keep the rule ['kiːp ðə 'ruːl] järgi reeglit!
to try [trai] püüdma, proovima
in time [in taim] õigel ajal
now's = now is
merry [meri] rõõmus
no more ['nou 'mɔː] mitte enam
for to-day tänaseks

LESSON 27.

Dan is late Dan on hiljaks jäänud
late [leit] hiline
it is late on hilja
all right [ɔːl 'rait] hea küll
dirty ['dəːti] määrdunud, räpane, must

to laugh [lɑːf] naerma
to say [sei] ütlema
be tidy ['taidi] ole korralik, puhas
as well as you can nii hästi, nagu sa võid; nii hästi, nagu te suudate
like [laik] nagu

LESSON 28.

soup [suːp] supp
dinner ['dinə] lõunasöök
to want [wɔnt] vajama, soovima
to lay down ['lei 'down] ära panema, **down** — maha, alla
the same [ðə 'seim] seesama
proverb ['prɔvəb] vanasõna
hunger ['hʌŋgə] nälg
the best [best] parim
sauce [sɔːs] kaste, soust
cottage ['kɔtidʒ] majake (maal)
cherries ['tʃeriz] kirsid

LESSON 29.

spring [spriŋ] kevad
it is warm [wɔːm] on soe
sky [skai] taevas
sun [sʌn] päike
to shine [ʃain] paistma
bird [bəːd] lind
to sing [siŋ] laulma
flower [flauə] lill
to bloom [bluːm] õitsema, õilmitsema
rain [rein] vihm, vihmasadu
the rains are few [ðə 'reinz ɑː 'fjuː] vihma(sadusid) on vähe
to fall [fɔːl] langema, sadama, kukkuma

LESSON 30.

thirtieth ['θəːtiɪθ] kolmekümnes
to make [meik] tegema, sundima, valmistama
to grow [grou] kasvama
to make grow kasvama panema
grass [grɑːs] rohi
leaves [liːvz] lehed
us [ʌz] meid, meile
water ['wɔːtə] vesi
away [ə'wei] eemale, ära
go away min(g)e ära
again [ə'gein] jälle
another [ə'nʌðə] teine

LESSON 31.

it is raining ['reiniŋ] vihma sajab
to plant [plɑːnt] istutama
till [til] kuni (aeg)
to go in sisse minema
so [sou] nii
don't [dount] = do not
let [let] käskkõne 1. ja 3. pöörde abisõna: las
let me go, let us go, let him (her) go
to have dinner lõunastama
to bring [briŋ] (kaasa) tooma
dinner things ['dinə θiŋz] lõunasööginõud
some [sʌm] mõned
gay [gei] lõbus, lustiline
summer ['sʌmə] suvi
fine [fain] selge, ilus

LESSON 32.

May [mei] mai
merry ['meri] rõõmus, lustiline
month [mʌnθ] kuu (kalendri)
far away ['fɑːr ə'wei] kaugel eemal

welcome ['welkəm] tere tulemast!
violet ['vaiəlit] kannike
to dance [dɑ:ns] tantsima

LESSON 33.

May Day — 1. mai
demonstration [demən'streiʃən] meeleavaldus-rongkäik
people [pi:pl] inimesed
to carry ['kæri] kandma
banner ['bænə] lipp, loosungilipp
band [bænd] puhkpilli-orkester
in front [in 'frʌnt] ees
tribune ['tribju:n] tribüün
to cry [krai] hüüdma
hurrah [hu'rɑ:] hurraa
great [greit] suur
leader ['li:də] juht

TÄHESTIKULINE SÕNASTIK.

A

a [ə], **an** [ən] umbmäärane artikkel
after [ɑːftə] pärast, järel
afternoon ['ɑːftə'nuːn] õhtupoolik
again [ə'gein] jälle
all [ɔːl] kõik
always ['ɔːlwəz] alati
I am [ai 'æm] ma olen
American [ə'merikən] ameerika
and [ænd] ja
animal ['æniməl] loom
another [ə'nʌðə] teine, veel üks
are [ɑː] on (mitmus)
army ['ɑːmi] armee
as ... as [æz] niisama ... kui
ask [ɑːsk] küsima
at [æt, ət] juures
away [ə'wei] eemale

B

bag [bæg] kott
ball [bɔːl] pall
***band** [bænd] puhkpilli-orkester
banner ['bænə] lipp, loosungilipp
be [biː] olema
bed [bed] voodi
begin [bi'gin] algama
best [best] parim
big [big] suur
bird [bəːd] lind
black [blæk] must
blackboard ['blækbɔːd] klassitahvel
***bloom** [bluːm] õitsema, õilmitsema
blow [blou] puhuma
blue [bluː] sinine
book [buk] raamat
bookcase ['bukkeis] raamatukapp
box [bɔks] karp, kast
boy [bɔi] poiss
bread [bred] leib
break [breik] murd(u)ma, purunema
breakfast ['brekfəst] hommikueine
***brick** [brik] tellis(kivi)
bring [briŋ] (kaasa) tooma
brother ['brʌðə] vend
brown [braun] pruun
bus [bʌs] omnibus
but [bʌt] aga
butter ['bʌtə] või
by [bai] juures, abil

C

***cake** [keik] keeks, kook, tort
I can [kæn] ma võin, suudan
***candle-light** ['kændl-lait] küünlatuli, küünlavalgus
carry ['kæri] kandma
cat [kæt] kass
catch [kætʃ] püüdma
chair [tʃɛə] tool
chalk [tʃɔːk] kriit

Märkus: tärnikesega * on märgitud passiivsõnad.

***cherry** ['tʃeri] kirss
chess [tʃes] male
***chick, chicken** [tʃik, 'tʃikin] kanapoeg
children ['tʃildrən] lapsed
classroom ['klaːsrum] klassituba
clock [klɔk] tunnikell
cold [kould] külm
colour ['kʌlə] värv
come [kʌm] tulema, tule, tulge
comrade ['kɔmrid] seltsimees
copy-book ['kɔpi-buk] vihik
***cottage** ['kɔtidʒ] majake maal, suvila
count [kaunt] loendama
counting ['kauntiŋ] arvutlus, loendus
cry [krai] hüüdma
cup [kʌp] tass
country ['kʌntri] maa

D

dance [daːns] tantsima
day [dei] päev
to-day [tə-'dei] täna
demonstration [demən'streiʃən] meeleavaldus-rongkäik
desk [desk] koolipink, pult
***dialogue** ['daiəlɔg] kahekõne
***dictation** [dik'teiʃən] etteütlus, diktaat
dinner [dinə] lõunasöök
dirty ['dəːti] määrdunud, must, räpane
do [duː] tegema
do [dou] do (muus.)
doctor ['dɔktə] doktor
dog [dɔg] koer
door [dɔː] uks
down [daun] alla, maha
to dress [dres] riietuma
drink [driŋk] jooma
drop [drɔp] langema, vaibuma

E

eat [iːt] sööma
egg [eg] muna
eight [eit] kaheksa
eighteen ['ei'tiːn] kaheksateist-kümmend
eighteenth ['ei'tiːnə] kaheksa-teistkümnes
eighth [eitə] kaheksas
eleven [i'levn] üksteistkümmend
eleventh [i'levnə] üheteistküm-nes
England [iŋgləndˌ] Inglismaa
English ['iŋgliʃ] inglise, inglise keel
evening ['iːvniŋ] õhtu
exercise ['eksəsaiz] harjutus
Estonian [es'touniən] eesti

F

face [feis] nägu
fall [fɔːl] langema
family ['fæmili] perekond
far [faː] kaugel
father ['faːðə] isa
few [fjuː] vähesed
fifteen ['fif'tiːn] viisteistküm-mend
fifteenth ['fif'tiːnə] viieteistküm-nes
fifth [fifə] viies
fine [fain] ilus, selge
finish ['finiʃ] lõpetama
first [fəːst] esimene
five [faiv] viis
flag [flæg] lipp
floor [flɔː] põrand

flower [flauə] lill
for [fɔː] jaoks
four [fɔː] neli
fourteen ['fɔː'tiːn] neliteistkümmend
fourteenth ['fɔː'tiːnθ] neljateistkümnes
fourth [fɔːθ] neljas
friend [frend] sõber, sõbratar
from [frɔm] -lt, -st
front [frʌnt] esikülg
in front [in 'frʌnt] ees
fun [fʌn] nali, lõbu

G

game [geim] mäng
garden [gaːdn] aed
gay [gei] lõbus, lustiline
get up [get 'ʌp] üles tõusma
girl [gəːl] tütarlaps
give [giv] andma
glad [glæd] rõõmus
go [gou] minema
to go to bed magama heitma
good [gud] hea
good morning ['gud 'mɔːniŋ] tere hommikust!
grass [graːs] rohi
great [greit] suur
green [griːn] roheline
ground [graund] maapind
grow [grou] kasvama
gun [gʌn] püss

H

half [haːf] pool
hand [hænd] käsi
have [hæv] omama, çvima
I have to ma pean
he [hiː] ta (meess.)
help [help] aitama
hen [hen] kana
her [həː] tema, teda (om. naiss.)
here [hiə] siin, siia
him [him] teda (meess.)
his [hiz] tema (om. meess.)
home [houm] kodu, koju
at home kodus
***hop out** ['hɔp 'aut] välja hüpata
horse [hɔːs] hobune
house [haus] maja
how [hau] kuidas
how many ['hau 'meni] kui palju(d)
how much ['hau 'mʌtʃ] kui palju
***hunger** ['hʌŋgə] nälg
***hurrah** [hu'raː] hurraa

I

I [ai] ma
ice [ais] jää
in [in] sees
ink [iŋk] tint
inkstand ['iŋkstænd] tindipott
it [it] see, ta (asjasoost)

K

keep [kiːp] hoidma, pidama
***kite** [kait] tuulelohe (mänguasi)

L

lamp [læmp] lamp
late [leit] hilja, hiline
later ['leitə] hiljem
laugh [laːf] naerma
lay [lei] asetama, panema
leader ['liːdə] juht
learn [ləːn] õppima
leaves [liːvz] lehed
leg [leg] jalg, säär, koib
lesson [lesn] õppetund

let [let] laskma (käskkõne 1. ja 3. pöörde abisõna)
like [laik] meeldima, harrastama; nagu
little [litl] väike
live [liv] elama
long [lɔŋ] kaua
long live ['lɔŋ 'liv] elagu
look [luk] vaatama

M

make [meik] sundima, valmistama, tegema
many ['meni] palju(d)
map [mæp] maakaart
May [mei] mai
me [mi:] mind, mulle
merry ['meri] lõbus, lustlik
mi [mi:] mi (helitoon)
mill [mil] veski
mind [maind] jälgima, hoolitsema, järele vaatama
minus ['mainəs] miinus
minute ['minit] minut
month [mʌnθ] kuu (kalendri)
more [mɔ:] rohkem, enam
morning ['mɔ:niŋ] hommik
Moscow ['mɔskou] Moskva
mother ['mʌðə] ema
much [mʌtʃ] palju (kogus)
I must [mʌst] ma pean
my [mai] minu

N

name [neim] nimi
nest [nest] pesa
nice [nais] kena, meeldiv, ilus
night [nait] öö
at night öösel
nine [nain] üheksa
nineteen ['nain'ti:n] üheksateistkümmend
nineteenth ['nain'ti:nθ] üheksateistkümnes
ninth [nainθ] üheksas
no [nou] ei
not [nɔt] ei, mitte
now [nau] nüüd

O

October [ɔk'toubə] oktoober
of [ɔv, əv] eessõna omastava käände asevormi moodustamiseks
officer ['ɔfisə] ohvitser
on [ɔn] peal
one [wʌn] üks
only ['ounli] ainult
open [oupn] avatud
or [ɔ:] või, ehk
other ['ʌðə] teine
the other way [ði 'ʌðə 'wei] teisiti
our [auə] meie (om.)
out [aut] välja

P

past [pa:st] pärast, möödunud, minevik
pen [pen] sulg (koos sulepeaga)
pencil [pensl] pliiats
pencil-box ['pensl-bɔks] pinal
people [pi:pl] inimesed
to pick up [pik 'ʌp] üles korjama
picture [piktʃə] pilt
pig [pig] siga, põrsas
***pin** [pin] nööpnõel
***pine** [pain] mänd
pioneer [paiə'niə] pioneer
***plane** [plein] lennuk

to plant [plɑːnt] istutama
plate [pleit] taldrik
play [plei] mängima, mäng
please [pliːz] palun, ol(g)e hea
plus [plʌs] plus
***proverb** ['prɔvəb] vanasõna
pupil [pjuːpl] õpilane
***pussy** ['pusi] kiisu
put [put] panema
to put on [put 'ɔn] selga (jne.) panema
to put down ära panema, maha panema, kirja panema

Q

quarter ['kwɔːtə] veerand
***quick** [kwik] kiire, kärmas
quite [kwait] täiesti, hoopis

R

rain [rein] vihm
***rat** [ræt] rott
***re** [rei] re (helitoon)
read [riːd] lugema
ready [redi] valmis
red [red] punane
***review** [ri'vjuː] ülevaade, tagasivaade
***rhyme** [raim] riim, salmik
***riddle** [ridl] mõistatus
right [rait] õige
all right [ɔːl 'rait] hea küll
room [ruːm] tuba
rose [rouz] roos
round [raund] ümmargune
rule [ruːl] reegel
run [rʌn] jooksma
Russian ['rʌʃən] vene, vene keel

S

the same [seim] seesama
***sauce** [sɔːs] kaste, soust
to say [sei] ütlema
school [skuːl] kool
at school koolis
to school kooli
schoolbag ['skuːlbæg] ranits
schoolboy ['skuːlbɔi] koolipoiss
schoolchildren ['skuːltʃildrən] koolilapsed
schoolgirl ['skuːlgəːl] koolitüdruk
second ['sekənd] teine
see [siː] nägema
send [send] saatma
seven [sevn] seitse
seventeen ['sevn'tiːn] seitseteistkümmend
seventeenth ['sevn'tiːnθ] seitsmeteistkümnes
seventh [sevnθ] seitsmes
she [ʃiː] ta (naiss.)
shine [ʃain] paistma
shirt [ʃəːt] särk
shoe [ʃuː] king
shut [ʃʌt] sulgema; suletud
silly ['sili] rumal
silver ['silvə] hõbedane, hõbe
sing [siŋ] laulma
sister ['sistə] õde
sit [sit] istuma
six [siks] kuus
sixteen ['siks'tiːn] kuusteistkümmend
sixteenth ['siks'tiːnθ] kuueteistkümnes
sixth [siksθ] kuues
skate [skeit] uisutama
ski [ʃiː] suusatama
skis [ʃiːz] suusad
sky [skai] taevas
sleep [sliːp] magama
slip [slip] pistma, libistama

slogan ['slougən] loosung
snow [snou] lumi
so [sou] nii
sofa ['soufə] sohva
soldier ['souldʒə] sõdur
some [sʌm] mõned, mõni
song [sɔŋ] laul
soup [su:p] supp
Soviet Union ['sɔviet 'ju:njən] Nõukogude Liit
speak [spi:k] kõnelema
spoon [spu:n] lusikas
spring [spriŋ] kevad
stand [stænd] seisma
to stand up püsti tõusma
stick [stik] kepp
stop [stɔp] peatama
stove [stouv] ahi
street [stri:t] tänav
summer ['sʌmə] suvi
sun [sʌn] päike

T

table [teibl] laud
take [teik] võtma
tank [tæŋk] tank
tea [ti:] tee
teacher ['ti:tʃə] õpetaja
tell [tel] ütlema, jutustama
ten [ten] kümme
tenth [tenθ] kümnes
thank [θæŋk] tänama
thank you ['θæŋk ju:] tänan (teid)
the [ðə, ði, ði:] määrav artikkel
their [ðɛə] nende
then [ðen] siis
there is, there are [ðɛər iz, ðɛər a:] on, on olemas
they [ðei] nad
thing [θiŋ] asi
third [θə:d] kolmas
thirteen ['θə:'ti:n] kolmteistkümmend
thirteenth ['θə:'ti:nθ] kolmeteistkümnes
thirtieth ['θə:tiiθ] kolmekümnes
thirty ['θə:ti] kolmkümmend
this [ðis] see
three [θri:] kolm
***tidy** ['taidi] korralik, puhas
tie [tai] (kaela)side
till [til] kuni
time [taim] aeg
to [tə, tu, tu:] juurde
too [tu:] ka
toy [tɔi] mänguasi
tree [tri:] puu
***tribune** ['tribju:n] tribüün
try [trai] proovima, püüdma, katsuma
twelfth [twelfθ] kaheteistkümnes
twelve [twelv] kaksteistkümmend
twentieth ['twentiiθ] kahekümnes
twenty ['twenti] kakskümmend
two [tu:] kaks

U

uncle [ʌŋkl] onu
under ['ʌndə] all
us [ʌs] meid, meile

V

very ['veri] väga
***violet** ['vaiəlit] kannike
***volley-ball** ['vɔli-'bɔ:l] käsipall

W

wall [wɔːl] sein
want [wɔnt] vajama, soovima, tahtma
warm [wɔːm] soe
wash [wɔʃ] pesema
watch [wɔtʃ] uur
water [wɔːtə] vesi
we [wiː] me
welcome ['welkəm] tere tulemast
well [wel] hästi
what [wɔt] mis
when [wen] kui (aeg), millal
where [wɛə] kus, kuhu
which [witʃ] milline
white [wait] valge
who [huː] kes
wind [wind] tuul
window ['windou] aken
winter ['wintə] talv
with [wið] -ga
work [wəːk] töö, töötama
worker ['wəːkə] tööline
write [rait] kirjutama

Y

yellow ['jelou] kollane
yes [jes] jah
you [juː] teie (sina)
your [jɔː] teie (om.)

Inglise keele lugemisreeglid.

Inglise tähed ja häälikud.

Inglise keeles on 26 tähte ja 46 häälikut. Seepärast tähistatakse ühe ja sellesama tähega mitut häälikut. Iga vokaaltähe kohta tuleb vähemalt neli häälikut, välja arvatud täht o, millele vastab ainult kolm häälikut rõhulises silbis.

Kuidas on selles olukorras võimalik teada ühe või teise tähe lugemisviisi?

Seda on võimalik teada, kuna lugemine oleneb kolmest põhitingimusest: 1) silbitüübist, milles esineb vastav täht, 2) rõhust ja 3) antud tähe seosest teiste tähtedega.

Vokaaltähtede lugemine rõhulises silbis.

Vokaalide lugemise hõlbustamiseks on koostatud käesolev lugemisjuhiste koondtabel nelja silbitüübi alusel. Selles tabelis esinevate silbitüüpidega tuleb õpilastel tutvuda kolmanda õppeveerandi lõpul, koondades õpitud sõnad tabelisse lisaks tüüpsõnadele.

Rõhuliste vokaalide lugemise tabel.

Silbi-tüübid / Tähed	I	II	III	IV
	Kinnine silp vok. + kons. välja arvatud r	Suhteliselt lahtine silp. Ühekordne kons. + tumm e	Vokaal + r	Vokaal + re
a	cat	cake	car	care
o	not	note	nor	more
u	cup	cube	fur	cure
e	hen	Eve	her	here
i	pin	pine	fir	fire
y	myth, lynx	type	Byrd	tyre

Silbitüübid.

On olemas neli silbitüüpi:

I tüüp. Kinnine silp, mis lõpeb konsonanttähega, kuid mitte r-tähega. Niisuguses silbis kõik vokaaltähed tähistavad lühikesi häälikuid.

I silbitüübi tabel.

Tähed	Häälikud	Näiteid
a	[æ]	cat
e	[e]	pen
i	[i]	pin
y	[i]	myth
o	[ɔ]	not
u	[ʌ]	gun

II tüüp. Lahtine silp, mis lõpeb vokaaltähega. Kui lõpptäheks on tumm vokaal e, siis nimetatakse silpi suhteliselt (relatiivselt) lahtiseks, s. o. kirjas lahtiseks ja häälda-mises kinniseks.

Näiteks: plate, pine, note, cube.

Teises silbitüübis vokaaltähed väljendavad pikka või kaksikhäälikut.

II silbitüübi tabel.

Tähed	Häälikud	Näiteid
a	[ei]	plate
e	[i:]	me, Pete
i	[ai]	pine
y	[ai]	fly
o	[ou]	no, rose
u	[ju:]	cube
u (r, j järel)	[u:]	June, rule

III tüüp. See on silp, mille lõpus asetseb vokaali järel r ja mille häälikud on pikad [a:, ɔ:, ə:].

III silbitüübi tabel.

Tähed	Häälikud	Näiteid
a + r	[ɑ:]	star
e + r	[ə:]	her
i + r	[ə:]	girl
o + r	[ɔ:]	fork
u + r	[ə:]	hurt

IV tüüp. Selle silbitüübi lõpus on **-re**.

IV silbitüübi tabel.

Tähed	Häälikud	Näiteid
a + re	[ɛə]	hare
e + re	[iə]	here
i + re	[aiə]	fire
y + re	[aiə]	tyre
o + re (nagu III tüübis)	[ɔ:]	more
u + re	[juə]	cure

Rõhk.

Kõik öeldu kehtib lugemisreeglite kohta ainult rõhuliste silpide suhtes.

Rõhuta silbis vokaalid **a, o, u** taanduvad [ə]-häälikuks ja **e, i, y** [i]-häälikuks.

Rõhuta silbi lugemine.

Tähed	a, o, u	e, i, y
Häälikud	[ə]	[i]
Rõhujärgne silp	'sofa 'breakfast 'bottom 'autumn	'latest 'army 'classes 'volley 'active
Rõhueelne silp	a'gain for'get cor'rect up'on Co'lumbus	be'gin e'leven in'stead gym'nasium

Kahesilbilistes sõnades asetseb rõhk tavaliselt esimesel silbil, kui see ei ole prefiks, näiteks:

'father, 'mother, 'sister, 'brother.

Eesliitega sõnades asetseb rõhk sõnatüvel, näiteks: a'way, be'gin, be'come, for'get, re'turn.

Vokaalühendid.

Kahe vokaaltähe ühendis loetakse harilikult ainult esimene täht. ja II silbitüübi järgi.

Tähed	Häälikud	Näiteid
ai	[ei]	rain
ay	[ei]	day
ee	[i:]	sheep
ea	[i:]	tea
ie	[ai]	tie
ye	[ai]	good-bye
oa	[ou]	coat
ow	[ou]	show
ue	[ju:]	due
ue (l, r järel)	[u:]	blue, true

Kui vokaalide ühendile järgneb täht **r**, siis vokaalid loetakse IV silbitüübi järgi.

Tähed	Häälikud	Näiteid
ai + r	[ɛə]	**chair**
ea + r	[iə]	**ear**
oa + r	[ɔ:]	blackboard

Ühend **o + o** märgib häälikut [u] või [u:]. **k**-tähe ees loetakse ühend **oo** lühidalt: book [buk], look [luk]; bloom [blu:m], school [sku:l], spoon [spu:n].

Ühend **ou** märgib häälikut [au], ühendid **oi**, **oy** märgivad häälikut [ɔi].

Tähed	Häälikud	Näiteid
ou	[au]	mouse, house
oi	[ɔi]	coin, boil, oil
oy	[ɔi]	boy, toy

ow märgib tavaliselt, kuid mitte alati, häälikut [ou]: **blow**, **grow**, Moscow. On sõnu, kus **ow** loetakse [au], näiteks: brown, cow, down, how.

ou + r loetakse harilikult [auə], näiteks: our, hour.

w ja y.

Tähed **w** ja **y** võivad märkida täis- ja kaashäälikut. Kaashäälikut nad märgivad vokaaltähe ees, näiteks sõnas **yes** **y** märgib [j]-häälikut, ja sõnas **we** **w** märgib häälikut [w]. Teistel juhtudel **w** ja **y** märgivad vokaalhäälikuid.

Täht **y** asendab (dubleerib) tähte **i** kõigis neljas silbitüübis, näiteks:

I tüüp	II tüüp	III tüüp	IV tüüp
pin myth	pine rhyme	fir Byrd	fire tyre

aw ja **au** märgivad pikka häälikut [ɔ:] — saw, autumn.
ew märgib häälikut [ju:] — few, new; **ew** loetakse [u:], kui ta esineb **l** või **r** järel — blew, grew.
qu märgib häälikut [kw] — quarter, square.
wa märgib häälikut [wɔ] — want, wash.
wa + **r** loetakse [wɔ:] — warm, war.
w + **or** loetakse [wə:] — work, word.

Konsonantide mõju vokaalidele.

Tähed	Häälikud	Näiteid
a + ll	[ɔ:l]	all, ball
a + lk	[ɔ:k]	chalk, talk, walk
a + ss	[ɑ:s]	grass, pass
a + st	[ɑ:st]	fast, last
a + sk	[ɑ:sk]	ask, task
o + ld	[ould]	old, cold
i + ld	[aild]	child, wild, mild
i + gh	[ai]	night, light, right

Konsonanttähed.

Mõned konsonandid, nagu vokaalidki, märgivad mitut häälikut.
Täht **c** loetakse **i**, **e**, **y** ees nagu [s] — pencil, nice, icy.
Teistel juhtudel **c** loetakse nagu [k].

Täht s märgib häälikut [s]:

1) sõna algul ja konsonantide ees: say, desk, last;

2) verbide oleviku ainsuse 3. pöörde lõpus helitute konsonantide järel: asks, sleeps, takes, writes;

3) nimisõnade mitmuse lõpus helitute konsonantide järel: cats, books, lips.

Täht s märgib häälikut [z]:

1) kahe vokaali vahel: busy [bizi], easy [i:zi];

2) verbide oleviku ainsuse 3. pöörde lõpus heliliste konsonantide järel: reads, learns, tells, goes, comes;

3) nimisõnade mitmuse lõpus vokaalide ja heliliste konsonantide järel: boys, girls, tables, chairs.

Tähte r loetakse ainult vokaalide ees, näiteks: run, rat. Teistel juhtudel teda üldse ei loeta: army, chair.

Konsonantühendid.

Tähed	Häälikud	Näiteid
ch	[tʃ]	chair, child, teacher
ck	[k]	clock, black, pick
sh	[ʃ]	she, shoe, finish
ng	[ŋ]	ring, thing
nk	[ŋk]	ink, think
th	[ð]	father, mother, this, that, them, there
	[ɵ]	fourth, fifth, thick, thin

Järgnevail juhtudel mõnda tähte ei loeta:

k ei loeta n ees: know [nou], knife, knee;

w ei loeta r ees: write [rait], wrong;

h ei loeta w järel: when [wen], what [wɔt], why [wai];

b ei loeta m järel: climb, thumb, dumb, bomb [klaim, ɵʌm, dʌm, bɔm].

Mõnede lõppude lugemine.
Lõpp **-ture** loetakse [tʃə]: 'picture.
Lõpp **-tion** loetakse [ʃn]: revolution, composition.

Kolme tähe reegel.

Täht **k** peab asetsema ühesilbilises sõnas kolmandal kohal alates vokaalist: look, clock.

Ühesilbilises sõnas lõpphäälik **k** märgitakse ühendiga **ck** või üksiktähega **k**. Kui sõnas on ainult üks vokaaltäht, siis häälik **k** märgitakse täheühendiga **ck**: duck, pick.

Kui aga sõnas on kaks vokaaltähte, siis häälik **k** märgitakse tähega **k**: book, look.

Nelja tähe reegel.

Kui ühesilbiline sõna lõpeb häälikuga [tʃ] konsonandi järel, siis see häälik märgitakse tähtedega **ch**: bench.

Kui aga **t**-hääliku ees on vokaal, siis [tʃ]-häälik märgitakse täheühendiga **tch**: scratch, match, watch.

Seega neis sõnades peab alati olema neli tähte, alates vokaaltähega: b/ench, m/atch, w/atch.

Foneetilise transkriptsiooni märgid.

(Hääldusmärkide nimistu.)

Vokaalid.

Jrk. nr.	Hääldus-märgid	Näiteid
1.	i:	he, me, tree, green, tea, teacher, read, Pete
2.	i	pin, big, myth, gyps, will
3.	e	pen, lesson, bread
4.	æ	cat, black, bag, stand
5.	ɑ:	are, ask, class, dark, last, garden, dance

6.	ɔ	on, box, dog, watch
7.	ɔ:	all, or, morning, wall, more, saw, August, warm, walk
8.	u	good, book, look
9.	u:	school, too, who, moon, blue, true, few, new
10.	ʌ	up, bus, but, under, come, gun, fun
11.	ə:	her, girl, first, word, work
12.	ə	away, sofa, under, a pen
13.	ei	take, make, table, day, grey, rain, cake
14.	ou	no, home, snow, rose, open, coat
15.	ai	I, my, pine, kite, fly, try, why
16.	au	cow, how, now, down, brown, mouse, house
17.	ɔi	boy, toy, toil, oil, boil, soil
18.	iə	ear, hear, here, near, pioneer
19.	ɛə	chair, where, air, care, rare, there
20.	uə	sure, poor, pure, cure
21.	aiə	fire, pioneer, tyre, wire
22.	auə	our, hour, tower, flower, flour, power

Konsonandid.

Jrk. nr.	Hääldus-märgid	Näiteid
1.	p	pen, pencil, pin, pine, pig, lip, stop, map
2.	b	bed, bag, box, big, book, Bob
3.	t	ten, table, take, tree, at, cat, fat
4.	d	desk, dog, read, bed, red
5.	k	cat, duck, look, come, chick
6.	g	go, give, garden, grow, green, grey, big, bag

7.	m	map, man, morning, warm, Tom
8.	n	no, not, nice, on, spoon, pin
9.	ŋ	long, morning, bring, English, song
10.	f	five, flag, four, fifth, off, laugh, half
11.	v	over, love, stove, have, live, eleven, evening, of
12.	θ	thin, thick, thanks, fifth, seventh, tenth
13.	ð	then, this, that, mother, father, brother, together
14.	s	six, sister, seven, Soviet, sun, lesson, yes
15.	z	is, has, boys, girls, busy, easy, rose, Zoo
16.	ʃ	she, sheep, Russian, finish, wash, wish
17.	ʒ	measure, pleasure, treasure
18.	tʃ	child, much, watch, catch, teacher, picture, cherries
19.	dʒ	Jack, Jane, cottage, village, June, John
20.	h	hand, hat, he, hen, here, who, has
21.	l	little, live, long, lamp, ball, all, call, small, till, help, cold, riddle, silver
22.	r	red, rose, tree, green, street, very, Mary, merry
23.	w	we, white, when, what, warm, wall, one
24.	j	yes, you, young, yesterday, yellow.

Milleks on vajalik foneetiline transkriptsioon (hääldusskiri)?

Eespool on toodud kõik püsivamad inglise tähtede ja täheseoste lugemisreeglid.

Kuid peab tunnistama, et muutlike ajalooliste tingimuste tõttu on inglise keeles tekkinud erandlikke häälduamisviise, mis raskendavad ja segavad keeleõppija tööd.

Et ületada ka erandliku hääldamise raskused, on vajalik osata täpselt märkida iga erandliku sõna hääldamisviis. Selleks ei piisa eesti keeles olevaist märkidest, vaid peab kasutama rahvusvahelisi hääldusskirja märke. Hääldusskirjas vastab igale märgile ainult üks häälik, mispärast hääldusskirja lugemisel ei ole võimalik eksida, kui häälikud ja neile vastavad märgid on ära õpitud.

Näiteks ei eksi eestlane, lugedes inglise sõna [θin], kui ta tunneb rahvusvahelist hääldusskirja. Aga ta eksib paratamatult, kui ta püüab ainult eesti keele oskusega lugeda inglise normaalkirja (thin). Sellepärast inglise keele sõnastikes esinebki hääldusskiri paralleelselt normaalkirjaga.

Reegleist erineva hääldamisega sõnade nimestik.

another	[ə'nʌðə]	autumn	['ɔːtəm]
any	['eni]	bear	[bɛə]
April	[eiprəl]	breakfast	['brekfəst]
brother	[brʌðə]	listen	[lisn]
busy	['bizi]	live	[liv]
calendar	['kælində]	love	[lʌv]
ceiling	[siːliŋ]	many	['meni]
cinema	[sinimə]	minute	['minit]
climb	[klaim]	Monday	['mʌndi]
colour	[kʌlə]	month	[mʌnθ]
come	[kʌm]	mother	[mʌðə]
country	[kʌntri]	ninth	[nainθ]
cuckoo	['kukuː]	once	[wʌns]
cupboard	['kʌbəd]	one	[wʌn]
do	[duː]	often	[ɔːfn]
door	[dɔː]	other	['ʌðə]

eight	[eit]	pretty	['priti]
eleven	[ilevn]	proverb	['prɔvəb]
English	[iŋgliʃ]	puss	[pus]
every	['evri]	put	[put]
eye	[ai]	river	['rivə]
family	[fæmili]	Saturday	['sætədi]
father	['faːðə]	said	[sed]
floor	[flɔː]	says	[sez]
friend	[frend]	school	[skuːl]
forehead	[fɔrid]	seven	[sevn]
four	[fɔː]	some	[sʌm]
full	[ful]	Soviet	['sɔviet]
give	[giv]	two	[tuː]
great	[greit]	very	['veri]
halfpenny	['heipəni]	Wednesday	['wenzdi]
have	[hæv]	who	[huː]
holiday	['hɔlədi]	women	['wimin]
hour	[auə]	year	[jəː, jiə]
January	['dʒænjuəri]	you	[juː]
people	[piːpl]	your	[jɔː]

SISUKORD.

Eelkursus 3
Harjutusi eelkursuse juurde 18
Inglise tähestik 20

Lesson 1.
Good Morning . . 21
A Rhyme 22

Grammatika
Artikli tarvitamine 24

Lesson 2.
My and Your . . 24

Lesson 3.
In the Classroom . 29
Sing a Song (Rhyme) 30

Grammatika
Käskiv kõneviis ja tegevusnimi . . . 33
Mitmuse moodustamine 33

Lesson 4.
Tom and Jane . . . 34
Teacher and Pupils 35
Verb *to be* 38
Olevik (Present) verbist *to be* . . 38
you tarvitamine . 38
it tarvitamine . . 38

Lesson 5.
Tom and Jane are Pioneers 39
Teacher and Pupils 39
A Rhyme 40

Grammatika
A ja *An* 42
Omadussõnad . . 42

Lesson 6.
What is There on the Table? . . . 42

Grammatika
There is ja *there are* 45

Lesson 7.
Our Classroom . . 46

Lesson 8.
Red October Day . 48

Lesson 9.
Colours 50

Lesson 10.
We are Friends . . 52
From One to Ten 53

Grammatika
Olevik (Present) verbist *to have* . 56

Lesson 11.
The Family 57
A Riddle 57
Eitav vorm verbist *to have* 58

Lesson 12.
The Room 59
A Rhyme 60
A Riddle 61
Review (Lessons 1—12) 62

Lesson 13.
We are Reading . 66

Grammatika
Oleviku kestev vorm (Present Continuous) . . . 68

Lesson 14.
At the English Lesson 68

Grammatika
Present Continuous verbist *to stand* 71

Lesson 15.
At Home 71
A Dialogue 72

Lesson 16.
Morning 74

Lesson 17.
Getting up 76
A Rhyme 77

Lesson 18.
Winter 79
Review (Lessons 13—18) 81

Lesson 19.
Counting 83
A Rhyme 84

Lesson 20.
The Clock 86
What Time Is It? 86
Tick! Tock! (Rhyme) 87
How Much Is It? 87

Lesson 21.
My Day 88

Lesson 22.
When and Where? 89
A Poem 90

Grammatika
Olevik (Present) . 91

Lesson 23.
Work and Play . . 92
School is Over (Rhyme) 93

Grammatika
Verb *to do* 95

Lesson 24.
What Does Tom Do? 95
The Wind (Rhyme) 96

Grammatika
3. pöörde lõpp . . 97
Olevik (Present) verbist *to stand* 98

Lesson 25.
Mother Hen . . . 99

Lesson 26.
The Watch 101
Play-Time (Rhyme) . . . 102

Lesson 27.
Dan is Late . . . 103
Be Tidy (Rhyme) 103
Review (Lessons 19—27) 105

Lesson 28.
The Soup 108
A Proverb . . . 108
A Rhyme 108

Lesson 29.
Spring 110
When Is It? . . . 111

Lesson 30.
What the Rain Does 112
Rain (Rhyme) . . 113

Lesson 31.
In the Garden . 115
A Proverb . . . 115

Lesson 32.
May (Poem) . . . 117

Lesson 33.
May Day 118
Review Exercises 120

Lisalektüür.

A Composition 124
The Robin and the Chicken 125
The Monkey and the Looking-Glass 126
Pepper, Sugar and Salt 127
Three Little Pigs 128
Little Red Riding Hood 132

Arvsõnad 137
Asesõnad 137
Inglise häälikute tabel 138
Dictations 139
Õppetükkide sõnastik 142
Tähestikuline sõnastik 150
Inglise keele lugemisreeglid 157
Foneetilise transkriptsiooni märgid 164

4. trükk.

Vastutav toimetaja
P. Vaarask.

Ladumisele antud 21. XI 1949.
Trükkimisele antud 19. XII 1949.
Trükiarv 8000. Paber 56×79,1/16.
Trükipoognaid 10,75. Trükikoda
„Hans Heidemann", Tartu, Valli-
kraavi 4. Tellimise nr. 3043.
MB 09506.
На эстонском языке.
И. Годлинник и М. Кузнец.
Учебник английского языка
для V класса

Rbl. 3.—

A
18 A 11
7509

TÜ RAAMATUKOGU
1 0300 00431080 3