

J. Belova · L. Todd

INGLISE
KEELE ÕPIK

IX
KLASSILE

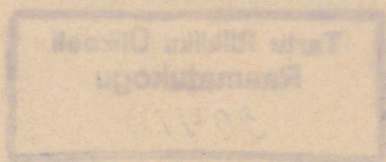
Eesti Riiklik Kirjastus

30410

A-20913
J. BELOVA JA L. TODD

INGLISE KEELE ÕPIK

IX KLASSILE



EESTI RIIKLIK KIRJASTUS
TALLINN 1956

Originaali tiitel:

Е. В. Белова и Л. Р. Тодд. ENGLISH. Учебник английского языка для
8-го класса средней школы. Утвержден Министерством просвещения
РСФСР. Учпедгиз, 1956.

Kinnitatud Eesti NSV Haridusministeeriumi poolt.

2

Tartu Riikliku Ülikooli
Raamatukogu

30410

АРХИВКОГУ



LESSON ONE

THE LEADER'S BIRTHPLACE

On the 21st of December, 1949, the peoples¹ of our Socialist land celebrated the seventieth birthday of the great leader of all the peoples, the great Stalin. Stalin's seventieth birthday was celebrated not only by us Soviet people, but also by the workers and peasants of the whole world. Presents were sent to Stalin from every corner of the earth; many, many thousands of letters and telegrams of greeting came to the Kremlin for the great leader. This was the way the working people all over the world showed their love for their great

teacher and leader, whose name was the symbol of friendship among the nations, the symbol of peace, freedom and socialism.

Joseph Vissarionovich Stalin (Djugashvili), the great leader of the peoples, was born in a small one-storey brick house in the town of Gori in Georgia. This house is now a national museum, and visitors come to see it from all parts of our great Soviet land, even from its very borders.² Visitors come from the People's Republics of Eastern Europe, from Northern Korea, from China. Workers' delegations from capitalist countries always want to see the house in Gori before they leave the first Socialist country in the world.

Here is what a Leningrad pioneer wrote about her visit to Gori in 1948.

"I go up the steps of a wooden porch into a small low house. My heart beats fast. I see that one of my comrades of the Leningrad delegation has taken out his notebook. Yes, we must write down everything and remember it all our lives.

"The house has two rooms. The Djugashvili family lived in one of them. The furniture is very simple: a wooden divan, a dinner-table with a table-cloth on it and four stools round it. On the table there is a water-jug, a glass and a kerosene lamp. There are two cupboards in the wall, one for dishes, and the other for clothes. A samovar, a bowl and a mirror stand on a chest of drawers by the wall. The only other things³ in the room are a bread-box and a chest, which held almost all the belongings of the Djugashvili family.

"The roof of the house is flat, so a marble pavilion with a glass top was built over the house to protect it from the rain and wind. Round the house there is a garden.

"I have long wanted to see the birthplace of the great Stalin. Now, as I look at this little house, I understand still better why our people call Stalin their best friend, and in the most important moments of their lives, their thoughts turn to him. The great leader, so loved by the peoples, himself loves and knows the people. He was born in a working-class family and from childhood has known the lives of workers and peasants. He has given his life to the struggle for the happiness of the peoples.

"That is what the little house in Gori told me."

Explanatory Notes

¹ peoples rahvad. Sõnal *people* on kaks tähendust: 1) *a (the) people* rahvas, mitmus *peoples*; 2) *people* — inimesed; seda sõna asendab ainsuses *a person* isik

² from its very borders otse piiri äärest (piiridelt)

³ the only other things ainsad teised asjad

STALIN

by *A. Surkov*

STALIN!

Sounding
 over,
 and over,
in every corner
 throughout the world,
this luminous word
 is a banner unfurled
 in far-away lands
 and close to our border.
For the Javanese rebel,
 the worker of China,
the Italian farm hand,
 the French miner,
the fighter of Viet-Nam,
 the Tennessee Negro,
the name's
 a torchlight,¹
 a flag, a beacon.
I've been to most countries
 under the sun,
I visited England,
 and passed through Iran,
I saw Scandinavia, the Alps,
 and discovered,
wherever hardship
 round workers' homes hovered,
STALIN's name,
 like a friendship's beginning,
in all tongues
 sounded warm and winning — — —

Explanatory Notes

¹ the name's (the name is) a torchlight — see nimi on tunglaks

Grammar Exercises

I. Underline the form-words in the following sentences. Translate the sentences into Estonian.

1. Do you write out all the new words in your notebook?
2. I shall tell my comrades about my visit to the Lenin Museum.
3. I don't think I have ever seen such a beautiful garden.
4. On what day was she born?

II. Construct 1) general questions, 2) special questions beginning with *what* and *where*.

1. There was a mirror on the table.
2. The mirror was on a low shelf on the wall.
3. There will be a Y.C.L. meeting in our classroom tomorrow.
(Do not make a question with *where* for this sentence.)
4. The Y.C.L. meeting will be in our classroom.

III. Underline the predicates in the following sentences. Name the tense used and explain in Estonian why it is used. Translate the sentences into Estonian. (See Grammar §§ 1—4, 10—14, 18—19.)

1. This chest holds all my belongings.
2. Has he told you whom he saw yesterday?
3. You have bought a good overcoat. It will protect you from the cold winds.
4. I spoke to him yesterday, but I haven't seen him today yet.
5. He comes to see us almost every day, but he won't come today.
6. Now I understand what you mean. You didn't use the right tense.

IV. Fill in the correct tense of the verbs in the margin (Present Perfect or Past Indefinite). (See Grammar §§ 18—19.)

- | | |
|---|-----------------------------------|
| 1. ...you ... your homework? | do |
| 2. ...you ... your homework this morning or last night? | do |
| 3. ...he ... his face and hands? Is he ready for breakfast? | wash |
| 4. ...he ... before breakfast? | wash |
| 5. She ...her son two pieces of bread and butter and an egg, and then ... to get the coffee. The boy ... everything and ... from the table. | give
go out,
eat up, get up |
| 6. "Why...you ...?" she said, as she...back into the dining-room. "You...your coffee. Here it is. Sit down and drink it." | get up, come
have + not |

Exercises to the Text

- I. Read and translate the text with the help of the vocabulary at the end of the book¹.
- II. Prepare a small notebook with an alphabet in which you will write down in alphabetical order all the international words you meet in your English studies this year (see Note p. 135).
- III. Make a list of all the words in the text which can be called "furniture". Add any other words that you know. Give the Estonian equivalents.
- IV. A. Translate the following prepositional groups into Estonian, paying attention to the meaning of the prepositions:

in the house, at the factory, at the door, from Leningrad, about this book, to the window, to the cinema, into the room, with his friend, on the desk, round the garden, for my sister, for the friendship of the peoples, by the wall, over the bed.

B. Make complete sentences using the above prepositional groups, e. g.:
My mother is *in the house*.
I am standing *at the door*.

Lexical Exercises

- I. Give the Estonian forms of the following international words and try to find Estonian equivalents if there are any:

revolution n, revolutionary a, class n, tactical a, plan n, fact n, characteristic a, crisis n, dictatorship n, public a, party n, discipline n, coalition n, moment n, risk v, republic n.
- II. Translate into Estonian, paying attention to the abstract nouns formed by adding the suffix *-ship* to nouns:

e. g. leader — leadership.
 1. The membership of the British-Soviet Society in Great Britain is constantly increasing.
 2. The people of Kazakhstan are famous for their horsemanship.
 3. As they grew to manhood, their childish friendship developed and strengthened.
 4. The neighbours helped us to settle the question of the ownership of the dog.
 5. He looked back to his studentship as a happy period in his life, when everything seemed simple and easy.

¹ See ülesanne käib ka järgnevatel tundidel kohta.

LESSON TWO

Grammar Exercises (§§ 4—8, 15—17, 43)

- I. Underline the predicates in the following sentences. Name the tense and the voice (active or passive). Translate the sentences into Estonian.

1. The books will be put into boxes, then they will be sent to the bookshops.
2. They will put some book-shelves on this wall.
3. He put his hands in his pockets.
4. What have you sent him?
5. Why were you sent home yesterday? Were you ill?
6. When did you send the letter?
7. By whom is the expedition led?
8. Who led the expedition?
9. He has often led expeditions in these mountains.

- II. Change the following sentences into the passive.

1. A marble pavilion protects the house.
2. The boys will paint the roof of the house.
3. Her daughters gave her three dishes as a birthday present.

- III. Change the following sentences into the passive. (Omit the *by*-phrase.)

1. You must do three of these exercises for tomorrow.
2. You can find the book you need in any library.
3. Put the apples for the children on the table where we can see them; we may forget them.

- IV. Change the following sentences into the active. Use any suitable subject if there is no indication of the subject in the sentence.

1. These letters were received yesterday.
2. The box will be taken to the station in a few minutes.
3. This chest of drawers was bought twenty years ago and it still looks new.
4. This furniture is made by the best furniture-factory in Moscow.

- V. Translate into Estonian.

1. There will be fine weather tomorrow, I think.
2. There must be plenty of water near a city.
3. There may not be any apples in that shop — go to the fruitshop; there have been very good ones there these last few days.
4. There can be no life where there is no air.
5. Look, there's a light in the window.
6. Can there be anyone in the house?
7. There may be someone at home by six o'clock.
8. There has been nobody here since yesterday.

- VI. Find the Past Participles in the following sentences and underline them. Then translate—the sentences into Estonian.

1. We meet at a given time every Friday to read the newspaper.
2. The stories given in this book are very simple.
3. What is the name of the lost dog in Chekhov's story?
4. I lost my cap in the wood.
5. We found a child lost in the park and took it to the militia-station.

Lexical Exercises

I. Form nouns from the following verbs by adding the suffix *-er*, e. g.:

lead — leader (juht), write — writer (kirjanik)

(Pay attention to the spelling.) The words you form will have the meanings given in brackets:

build — (ehitaja) light — (süütaja)
fly — (lendur) swim — (ujuja)

II. Translate into Estonian and give the verbs from which the italicized nouns are formed.

1. The whole family are well-known *singers*.
2. The Soviet Army is the *defender* of the borders of our country.
3. Who is the *translator* of Dickens's works?
4. His *hearers* agreed with him.

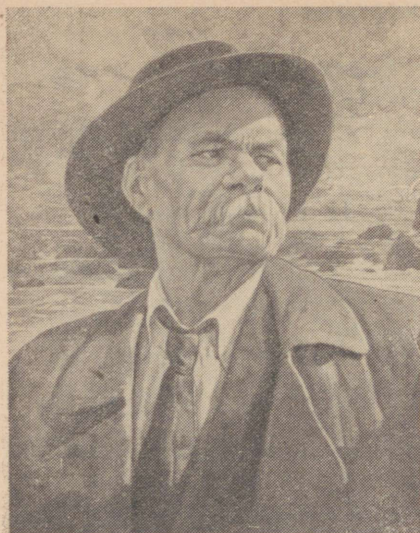
III. Look up the meaning of the italicized words in the vocabulary at the end of the book, then translate the sentences into Estonian.

1. Soviet *science* and *technique* work for the *good* of the people.
2. The pictures of the *modern* Soviet *artists* are very *popular* with our people. Many of them show the *heroic deeds* of our working people.
3. Gorky *created* many *treasures* of world *literature*; he is the *favourite*-writer of very many people.
4. The Soviet man knows how to *overcome* *difficulties*.
5. Michurin showed Soviet *scientists* the way to change *nature*.

BOOKS FOR SOVIET BOYS AND GIRLS

In our Soviet country much thought and care is given¹ to children. No government in the world spends so much money on the health and education of children as our Soviet Government. The children of today² will be the men and women of tomorrow³, who will finish the building of communism in our country. Therefore the health and education of children are very important.

From the first days of Soviet power, the Government gave great care and attention to the needs of young people. Right after the Revolution our Government decided that a whole library of good new books must be created for children, and put this important task in the hands⁴ of Maxim Gorky. The great writer gathered together writers, scientists, and other people who knew many interesting things⁵, and asked them to write books for children. He also invited the very best artists⁶ to make pictures for these books. Further, Gorky said that there must be a special publishing-house of children's literature. Today we have not only a special publishing-house where children's books are published, but also a special printing-house where only children's books are printed.



In no country are so many children's books printed as in our country, and there have never been in any country so many good writers of children's books as in our country.

Scientific fantastic stories are popular with our boys and girls. Such stories show how man⁷ with the help of science and technique can change nature for the good of mankind, or can make the work of men easier. Other favourite books are those about heroic deeds at the front and in the rear. All our boys and girls like books about the way Soviet people overcome difficulties in their work. They particularly like books about

boys and girls who work together to help grown-ups.

The young Soviet readers ask for good interesting books about real life and creative work.

Besides books by our own writers, classic and modern, translations of the works of progressive classic and modern foreign writers are published in the U.S.S.R., many of them by the Publishing-House of Children's Literature. Our Soviet people know and love the treasures of world literature.

Explanatory Notes

- ¹ much thought and care is given palju tähelepanu ja hooft pühendatakse
- ² the children of today tänased lapsed
- ³ the men and women of tomorrow tuleviku (homsepäeva) mehed ja naised
- ⁴ put this ... task in the hands ... usaldas selle ülesande ...
- ⁵ many interesting things palju huvitavaid asju, palju huvitavat
- ⁶ the very best artists kõige paremad kunstnikud
- ⁷ man ilma artiklita = mankind inimene, inimkond

Exercises to the Text

- I. Give uncountable nouns corresponding to the following countable nouns:
child, man, scientist, friend.
- II. Make compound nouns according to the following model:
a house where books are published — a publishing-house (kirjastus)
a table at which people dine — a dining-table (söögilaud)
 1. a room in which people dine — (söögituba)
 2. materials of which houses are built — (ehitusmaterjalid)
 3. a car in which a person may sleep — (magamisvagn)
 4. a table at which people write — (kirjutuslaud)
- III. Give the 2nd and 3rd forms of the following verbs:
write, take, stand, hold, build, understand, give, send, go, tell, spend, put, know, overcome, be, make, leave, see.

IV. Fill in suitable words from the text.

1. Yura got a difficult task, but I got a very ... one.
2. Meresyev in Boris Polevoy's story "A Story of a ... Man" was terribly hungry and weak, but he did not stop moving through the forest. To move on all the time was the most ... thing for him then.
3. Soviet pioneers will never forget the brave ... of Pavlik Morosov.
4. A Soviet writer must know the life and work of the Soviet people very well, and at the same time he must know and love the ... of Russian literature.
5. The book is interesting, it is ... on nice white paper in large letters, and has good coloured pictures, so its young ... will like it.
6. He has very good ..., he is never ill.

V. Write special questions asking about the italicized parts of the following sentences. Write the short answers to your questions, e. g.:

The young Soviet readers ask for books about real life.

Question: Who ask for books about real life?

Short answer: The young Soviet readers do.

1. *Gorky invited the best artists* to make pictures for children's books.
2. *The education of Soviet children* is very important.
3. *Science and technique* make the work of men easier.

VI. Answer the following questions:

1. Do you like scientific fantastic stories?
2. Which do you like best — books about heroic deeds at the front or about heroic deeds in the rear?
3. Have you ever talked about a book with the author?
(If the answer is *yes*, then say a few words about the book and the author.)

VII. Read and translate "Poison for the Minds of American Children" at home and answer the following questions:

1. Why does Chukovsky say that as soon as one of the comics appears on his table, it seems to him he is in a den of thieves and bandits?
2. Why do the few articles against comics that appear in American newspapers and magazines do almost no good?
3. Who are fighting for peace and democracy?

POISON FOR THE MINDS OF AMERICAN CHILDREN

A well-known writer of children's stories in our country is K. Chukovsky. Chukovsky, who knows English very well, is, of course, interested in English and American books for children. In an article in a Soviet newspaper he wrote about the favourite magazines of American children. These magazines are called 'Comics', and every week millions and millions of comics are published by different publishing-houses. For every American boy and girl, five different comics full of brightly coloured pictures are published every week.

What is there in these magazines? you will ask.

Chukovsky writes: "As soon as one of these magazines appears on my table, it seems to me that I am in a den of thieves and bandits."

Before the eyes of the young readers, one of the 'heroes' robs ships and banks, steals pictures. Another destroys a railway and then robs the trains, a third is a murderer; a fourth steals things made of gold from museums; a fifth is a specialist in diamonds, and so on and so forth¹. These are the heroes of stories for children!

In all the stories of the comics there is a 'superman' who can do anything. To jump over a New York skyscraper is nothing to him. He is a detective, and his work is to fight³ the gangsters. But it is clear from these magazines that even a 'superman' is not strong enough to fight crime in modern America.

The most successful children's writer in America is the one who² can write stories showing new or cleverer ways to rob, steal and kill. All the achievements of science and technique are used by the bandits in children's comics.

The publishers of comics make very much money out of these magazines. They make more than publishing-houses in America have ever made before.

The number of crimes committed by children in the U.S.A. is growing fast. There are many reasons for this, but certainly comics play their part. From time to time articles appear in American newspapers and magazines against comics, but these articles do almost no good. One such article ends: "It is useless to tell children not to read comics, and it is just as useless to try to waken even a spark of conscience in the publishing-houses or the writers of comics."

But there are good children's books and stories in America too, and many of them. The heroes in them are good and strong and real. The writers of these books want to see peace-loving, honest American children. These writers love their country and want to see a peace-loving America. The American people, like the peoples of all the countries of the world, wants peace and is fighting for peace. Our country, the first Socialist country in the world, is the leader in this great struggle. In the end⁴ American children and all the children of the world will be saved from war and such fascist poison like American children's comics.

Explanatory Notes

¹ and 'so on and 'so forth jne. jne.

² ... is the one who ... on see, kes (pange tähele sõna *one* mitmetähenduslikkust. Vt. sõnastik)

³ his work is to fight ... tema töö on võidelda ...

⁴ in the end lõpuks

LESSON THREE

Grammar Exercises (§§ 1—5, 15—17)

I. Translate into Estonian, e. g.:

I *can* (am able to) do this exercise. Ma võin (suudan) teha selle harjutuse.
Can that girl be Lena? Kas võib see tütarlaps olla Lena?

1. I *can't* come to see you tomorrow, I shall be too busy. 2. *Can* it really be six o'clock already? Two hours have passed like twenty minutes! 3. He *can't* be in Moscow. He went to Leningrad only yesterday evening. I saw him in the Leningrad train. 4. Anybody *can* do that. It's quite easy. 5. Tigers *can* be found in Siberia.

II. Translate into Estonian, e. g.:

May I come in? Kas ma tohin sisse tulla?
I may come back soon. Võib-olla ma tulen varsti tagasi.

1. You *may* go home when you have finished the translation. 2. You *may* not have time to do the whole translation, but do as much as you can in one hour. 3. There *may* be time to do that in the evening. 4. "*May* we speak to you for a moment?" the boys said to the director. 5. We *may* not find them at home, he said, but we *may* leave the letter with someone who lives in the same house.

III. Translate into Estonian, e. g.:

I *mustn't* be late. Ma ei tohi hilineda.
You *must* be tired. Teie olete muidugi väsinud.

1. We *mustn't* forget to tell Galya about it. 2. Look, how dark it has become; it *must* be late already. 3. I haven't that book, but it *must* be in the library. 4. There aren't any English books in this library, but there *must be* some in the Central Library. 5. Why *must* we go to the theatre so early? Can't we go half an hour later?

IV. Use the verbs *can*, *could*, *may* or *must* instead of the italicized words. Make any other necessary changes in the sentences, e. g.:

I *shall have to* speak to him.
I *must* speak to him.

Will he *be able to* come with us?
Can he come with us?

Perhaps he *will* come by the morning train.
He *may* come by the morning train.

1. *Perhaps* I *shall* come home earlier tonight.
2. Will you *let* him come with me to the cinema?
3. We *have to* be there at six o'clock.
4. You *will have to* get up early to do your homework.
5. I *shall not be able to* get you the book today.
6. He *will have to* do his homework this evening.
7. They *were not able to* go to the cinema that evening.

V. Translate into Estonian paying special attention to the sentences where the subject of the passive construction is the indirect object of the active construction.

Compare:

- (1) The new machines were shown (to) the visitors.
Uusi masinaid näidati külalistele.
- (2) The visitors were shown the new machines.
Külalistele näidati uusi masinaid.

1. The children will all be given presents.
2. I was sent a box of fruit.
3. A box of fruit was sent me.
4. They were told stories while they waited.
5. We were shown some beautiful pictures.

VI. Change the following sentences into the passive in two ways, e. g.:

Leo's father brought this for him.
This was brought (to) Leo by his father.
Leo was brought this by his father.

1. Volly gave Mike a book for his birthday.
2. My mother tells the children stories every evening.
3. Lydia will show you the new book of pictures.

Lexical Exercises

Look up the meaning of the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. As they turned the corner, a large village *appeared* in front of them.
2. A group of boys *riding* on low horses were *driving* a number of sheep and cows along the road.
3. The boy *dropped* his load of sticks at the door of the house.
4. They meant to *return* the same day, but the *population* of the village were so kind that they *remained* there for three days.
5. Today *neither* gold *nor* silver money is used, paper money takes its place.
6. Many *attempts* were made, and many people *perished* before the tops of the highest mountains were reached.

IVAN SUSANIN

At the end of the year 1612, the Russian people, led by Minin and Pozharsky, drove the Poles out of Moscow. But there were still bands of Polish horsemen in the country, which rode from village to village robbing and killing the population. The Poles hoped to unite these bands and make an attempt to seize Moscow once more.

At the beginning of 1613, about two hundred Polish horsemen appeared in a little village near Kostroma. They robbed all the peasants in the village and then asked for a man to show¹ them the way to Kostroma. They could not find the road in the thick forests, and nobody wanted to help them.

"You will have to go through that forest," said an old man, whose name was Ivan Susanin. "The road is on the other side."

"Show us the way," cried the Poles, "or we shall kill everyone in the village."

"I am old," said Ivan Susanin. "I may not be able to walk so far."

But to himself he said: "I shall have to show them the way, but if I lead them into the thick of the forest, they will perish there and I shall help to save my country."

He went in front, and the two hundred horsemen followed him. For many hours they rode on through the forest.

"Where is the road?" they cried. "We must be near the road by now."²

"I am old," answered Susanin. "Perhaps I have lost my way."

"He wants money," they said to one another.

"Give him gold," said one. "If he is given gold, he will lead us on to the road."

"Get some money for him," said another, "but if he doesn't show us the way, we shall kill him."

"We shall soon be on the road now," said Susanin when he was given the money, "and you will be able to go on to Kostroma."

But the trees closed round the band of Poles, and it became darker and darker, though it was still the middle of the day. The low branches tore the clothes of the horsemen and dropped their loads of soft white snow on their heads.

"This cannot be the road," the men said to one another, but they continued to follow those in front.

"So," said Ivan Susanin when they stopped, "you can neither go farther nor turn back. You will never be able to get out of this place alive. You will remain here and you will perish here. I am not a traitor and will not sell my country for your gold."

Ivan Susanin was killed by the Poles, but they did not get to Kostroma — they died in the thick of the forest.

The story of Ivan Susanin's deed became known to many Russian people of that time and it was repeated by other Russian patriots, just as in our times it was repeated by Soviet patriots during the Great Patriotic War. German fascists were more than once³ led into the thick of the forest or into swamps from which not one man returned. They perished there, or they were killed by partisan bullets.

Explanatory Notes

¹ asked for a man to show... nõudsid inimest, kes näitaks...

² by now nüüd, selleks ajaks

³ more than once enam kui üks kord

Exercises to the Text

- I. Give the 2nd and 3rd forms of the following verbs:
rob, ride, find, lead, cry, lose, give, become, die, sell, drive.

II. Change the italicized words so that the sentence has the opposite meaning.

1. She is very *strong*. 2. This exercise is quite *difficult*. 3. She has *small* blue eyes. 4. I *remembered* the story. 5. She is very *careful* with her books. 6. The sheep were feeding at the *top* of the hill. 7. This pencil is too *hard*. 8. Bread is *bought* in shops.

III. Join the following sentences, using *neither ... nor*, e. g.:

They did not look at him. They did not listen to him.
They *neither* looked at him *nor* listened to him.

1. They could not go forward. They could not turn back.
2. He could not hear. He could not speak.
3. They did not see us. They did not hear us.
4. She did not smile. She did not laugh.

IV. Fill in suitable words from the text.

1. Alma-Ata is much ... from Moscow than Kuibyshev is.
2. I had news from my brother yesterday; he says that Grandfather is ... and well.
3. The Poles thought that Ivan Susanin wanted ...
4. When the fascists were driven out of our country, people ... to their old homes.

V. Translate into English.

1. Nad ratsutasid läbi metsa.
2. Nad läksid mööda teed.
3. Võib-olla ma ei suuda käia nii kaugele.
4. Võib-olla ta on veel elus.
5. Sussanini tegu korralti rohkem kui ühe nõukogude kangelase poolt.
6. Nad pöördusid külla tagasi vihma tõttu (because of).
7. Nad kartsid teelt eksida.

VI. Answer the following questions.

1. By whom were the Russian people led when they drove the Poles out of Russia?
2. Who appeared in a little village near Kostroma in the year 1613?
3. What did the Polish horsemen do in the village?
4. Why couldn't they find the road to Kostroma?
5. What did they have to go through?
6. Who went in front of them through the forest?
7. What did he lead the horsemen into?
8. What was Susanin given by the Poles?
9. What did Susanin say when they could neither go farther nor turn back?
10. What happened to Ivan Susanin?

LESSON FOUR

Grammar Exercises (§§ 9, 23—27, 44—46)

I. Translate the following sentences into Estonian.

1. The boys *remaining* in the room began to play chess.
2. He walked up and down the room *repeating* the poem to himself.
3. *Going* to the Kremlin to receive their orders, the collective farm heroes of labour talked about the life of the Russian peasants before the Revolution. They had to plant the landlords' fields first, *leaving* their own little fields until the end of spring, when it was already too late.

II. Translate into Estonian, paying attention to the *ing*-forms.

1. *Reading* books out-of-doors is his favourite way of *spending* the summer holidays, but he likes *swimming* and *going* on excursions too. 2. You can learn what the new words mean by *looking* them up in the vocabulary. 3. Before *going* to meet his friend he went home to change his clothes.

III. Translate into English, using the *ing*-form.

1. Nähes, et ta on üksi, hakkas poiss karjuma (shout).
2. Ta läks mööda teed, ajades lambaid enda ees.
3. Nad läksid mööda teed, mis viis Kostromasse.
4. Ta mõtles (of) hakata õpetajaks.

IV. Underline the *ing*-forms and state their function in the sentence. Then translate the sentences into Estonian.

1. The remaining cakes were given to the children. 2. The cakes remaining from the evening were given to the children. 3. They went out to meet the returning women. 4. Returning home after a good holiday is always pleasant. 5. They went home quickly, protecting themselves from the rain by walking under the trees. 6. In our country much attention is paid to protecting the health of the workers. 7. Our children are under the protecting care of the Soviet government.

Lexical Exercises

I. Translate into Estonian, paying attention to the place of the preposition.

- | | |
|--|---|
| 1. What is he looking at? | 4. This is the book I told you about. |
| 2. Is that the man you spoke to yesterday? | 5. I decided to go home and wait. That was the only thing I could think of. |
| 3. What are you doing that for? | |

II. Translate into Estonian.

1. She *came home* at 6 o'clock.
2. Mother says we must *go home* at 9 o'clock.
3. He *came into* the room and greeted me.
4. *Go into* Mother's room and ask her to let us go to the cinema this afternoon.
5. She *came up* to me and gave me her hand.
6. He *went up* to them and began to talk.
7. Night was *coming on*.
8. What is *going on* here? Are you dancing?
9. He *came back* for his hat, and I got it for him.
10. "Oh, I have lost my cup," said Misha, "let's *go back* along the road and find it."
11. "*Come out* where we can talk," I said to my friend.
12. You must not *go out* while you are ill.
13. When he saw this he *came forward* and spoke to us.
14. He *went forward* and spoke to her.
15. The children have *gone away*; there is no one here now.
16. "*Come away* from the water, children," said the mother.
17. "*Come in*," she said when she heard me at the door.

III. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. There was a great *storm* and the *waves* were very high. 2. David Copperfield ran to the *shore* to see the ship which the wind was driving on to the *rocks*. 3. The people could see the *sailors*, and wanted to save them from *death*. 4. They sent a boat to the ship, but it *overturned*, and the men in it were almost *drowned*. 5. The *danger* was very great, and everyone was afraid there was no *hope* for the men who were *holding on* to the ship.

ROBINSON CRUSOE BEGINS HIS LIFE ON THE ISLAND

from "Robinson Crusoe" by Daniel Defoe

(The ship in which Robinson Crusoe was sailing from South America to Africa was caught in a storm and thrown on a rock. The sailors got into a small boat, but it was overturned, and Robinson Crusoe found himself in the water.)

PART I

The waves covered me again and again, carrying me nearer and nearer the shore. One very large one¹ threw me against a rock and nearly killed me. Seeing the next wave almost on top of me, I held on to the rock and waited until it was past² before I tried to reach the shore. I held my breath as the wave covered me, and then, as soon as it was past, I ran with all my strength. I was now so near the shore that the next wave, though it covered me, did not carry me away, but threw me up on the stones. I crawled out of the water, then climbed up the rocks and sat down on the grass, free from danger.

I was now safe on shore.³ My life was saved, when a few minutes before there seemed to be no hope at all.⁴ I walked about on the shore, thinking of all my comrades who were drowned, and that I was the only one⁵ who was saved. I never saw them afterwards, or any sign of them but three of their hats,⁶ one cap, and two shoes belonging to different men.

I looked at the ship. She was very far from shore.⁷ How was it possible that I could get on shore?

Soon I began to look round me, to see what kind of place I was in, and decide what to do next. I lost heart⁸ at what I saw. I was wet, I had no clothes, I had no food or drink. I had no weapon. I could not kill animals for food; I could not defend myself against any animal that wanted to kill and eat me. In a word,⁹ I had nothing about me but a knife,¹⁰ a pipe and a little tobacco in a box. This was all I had. Night was coming on,¹¹ and I began with a heavy heart to think of a way¹² to protect myself from wild animals.

All I could think of was to get up into the branches of a thick tree growing near me. I decided to sit there all night and think about death, for I saw no hope of life.

I was very thirsty, so I walked about a quarter of a mile along the shore looking for fresh water. To my great joy I found a small river running into the sea. I drank some water and put a little tobacco in my mouth. Then I went back to the tree and climbed up into it. I cut a thick stick for a weapon. Soon I fell asleep, for I was very tired. To my surprise, I slept very well.

(To be continued)

Explanatory Notes

- ¹ one very large one üks väga suur (laine)
² it was past ta (laine) möödus
³ I was now safe on shore ma olin nüüd ohutult kaldal

Artikli puudumine nimisõna *shore* ees näitab, et mõeldud ei ole konkreetset, teadaolevat kallast, millel asus Robinson, vaid randa, maismaad vastandina merele.

Võrrelda:

- I walked *along the shore*. Ma kõndisin mööda kallast.
The ship was very far *from shore*. Laev oli rannast väga kaugel.
I began to think how to get *to shore*. Ma hakkasin mõtlema, kuidas pääseda (maale) kaldale.
- ⁴ there seemed to be no hope at all näis, et ei olnud üldse mingit lootust.
⁵ I was the only one ma olin ainus (inimene)
⁶ ...but three of their hats... peale nende kolme kübara, ...välja arvatud ainult nende kolm kübarat
Sõna *but* niisugustes eitavates lausetes tähendab *peale, ainult, välja arvatud*.
⁷ she was very far from shore ta (laev) oli rannast väga kaugel
Laeva puhul tarvitab inglane naissoost asesõna *she*.
⁸ I lost heart ma olin meeleteitel
⁹ in a word ühe sõnaga, lühidalt
¹⁰ I had nothing about me but a knife mul polnud midagi kaasas peale noa
¹¹ night was coming on õõ lähenes
¹² to think of a way... mõtlema, kuidas (mil viisil) ...

Exercises to the Text

I. Give the nouns corresponding to the following verbs:
hope, drink, die, live, sing, rain, need.

II. Underline the connective pronouns in the following sentences, then write the translation of the sentences, underlining the corresponding Estonian pronouns.

1. He looked around him to see what kind of place he was in. 2. He had to decide what to do next. 3. He was surprised at what he saw. 4. He could not defend himself against any animal that wanted to kill him. 5. He was thinking about all his comrades who were drowned. 6. He got into the branches of a tree which grew near him.

III. Fill in suitable words from the text.

1. When a person is hungry, he wants food, when he is ..., he wants drink. 2. Men may be attacked by wild animals in the thick forests of Siberia, so they have a ... about them to defend themselves. 3. He ... his finger with a knife. 4. "Whose are these shoes?" "They ... to Lena Smirnova." 5. In summer and autumn there is plenty of ... fruit and berries. 6. He is very small, do you think it is safe to let him ... up such high trees? 7. "Look up the road, Ann. Is Leo coming home yet?" "No, there is no ... of him yet."

IV. Translate into Estonian paying attention to the meanings of the preposition *about*.

1. It is about six o'clock. 2. Have you any money about you? 3. We were walking about the forest looking for mushrooms. 4. He asked me about my sister's health. 5. Please don't walk about the room like that.

V. Fill in the blanks with the Past Indefinite Tense or the Past Continuous Tense of the verbs in the margin.

- | | |
|---|------------------------|
| 1. They ... tea when I ... home. | drink, come |
| 2. He ... along the river when the boat ... | walk, pass |
| He ... me about it when he ... home. | think, come |
| 3. The old man ... about his plan when he ... asleep. | think, fall |
| 4. Mary ... the words on the blackboard and we ... them
in our notebooks. | write, write |
| 5. "What ... you ... yesterday at five o'clock? Do you
remember?" "I ... my homework." | do
do |
| 6. They ... their coats to go for a walk when it ... to
rain. So they ... at home. | put on, begin
stay. |

VI. Translate into Estonian.

1. Have you *any* books on Dickens? I want to read about him. I have read *some* books by Dickens and I am interested in him.
2. "Can *anyone* tell me how to go to Julia Sidorova's home?" "Yes, take *any* bus that goes from here towards the railway station and ride for three stops."
3. *Everywhere* you go in our country you see new houses, new factories, new streets, roads and bridges.
4. Please bring me an apple, Mary, *any* one you like.
5. That is a very easy question; *anyone* can answer it.
6. "What shall I do now, Mother?" asked little Yura. "*Anything* you like, my boy," she answered.

VII. Answer the following questions.

1. What did Robinson Crusoe do when he was thrown up on the shore?
2. What did he think of as he walked about on the shore?
3. What did he see that belonged to his drowned comrades?
4. Why did Robinson Crusoe lose heart when he began to look around him?
5. How did he decide to protect himself from wild animals during the night?
6. Where did he find fresh water?
7. What did he do before he fell asleep?

VIII. Read and translate Part II of "Robinson Crusoe Begins His Life on the Island."

ROBINSON CRUSOE BEGINS HIS LIFE ON THE ISLAND

PART II

When I woke up it was already daytime, the weather was fine and the storm was over. I was surprised to see¹ that the ship was now only about a mile from shore. I wished I was on her.² I wanted to save some things I needed.

When I came down from my home in the tree, I looked about me again, and the first thing I found³ was the boat. It lay on the shore about two miles on my right hand.⁴ I walked along the shore to get it, but found an inlet of water between it and me. So I came back, for I wanted to get to the ship where I hoped to find some food.

A little after noon, the sea was quite smooth, and the tide was so far out that I could get about a quarter of a mile from the ship. Then I took off my clothes and swam out to her. I found a small piece of rope hanging down her side, and with great difficulty I

climbed on to her. You may be sure the first thing I did was to see what was spoiled and what was not touched by the water. I found that all the ship's provisions were dry, so I filled my pockets with biscuit and ate it as I went about the ship. Now I wanted nothing but⁵ a boat to take the things I needed to the shore.

I looked about me and found I could make a raft with boards and pieces of rope. Then I got three sailor's chests and lowered them down on to the raft. The first of them I filled with provisions — bread, rice, three Dutch cheeses, five pieces of dried meat and some corn. Then I took some boxes full of bottles of wine. Next I found clothes for myself; but I did not take many, for there were other things which I was in greater need of.⁶ These were tools to work with on shore. At last I found the carpenter's chest, which was more useful to me than a chest of gold. I lowered it down to my raft as it was.

My next care was to find some ammunition and arms. There were two guns in the great cabin and two pistols. I found three barrels of powder, two of them dry and good. The third was wet. Those two I got to my raft with the arms.

Now I thought I was very well loaded and began to think how to get to shore with everything, for I had neither sail, oar nor rudder.

There was a little wind and that blew me to the land. Then I found that a strong current of the tide was carrying me into an inlet. Two or three times I was nearly overturned; but at last I pushed my raft on to a flat piece of ground and tied it to a tree.

My next work was to find a good place to live, a place where I could keep my goods safe.

Explanatory Notes

- ¹ I was surprised to see... ma olin üllatatud, nähes...
- ² I wished I was on her ma soovisin, et oleksin olnud laeval
- ³ the first thing I found esimene asi, mis ma leidsin
- ⁴ on my right hand minust paremal pool
- ⁵ I wanted nothing but... ma ei vajanud midagi peale...
- ⁶ which I was in greater need of mille järgi mul oli suurem vajadus.

LESSON FIVE

Grammar Exercises (§§ 1—5, 40—41)

1. Translate the following sentences into Estonian, e. g.:

I heard him open the door. Ma kuulsin teda ust avavat (kui ta avas ukse).

1. We watched them turn the corner and disappear.
2. Meresyev felt the bear touch him, but he did not move.
3. Shall we be able to hear the telephone ring from here?
4. Tamara saw the waves carry the boat away.
5. They watched the ship sail away from the shore.
6. Have you heard Mikhailov sing the part of Susanin in Glinka's "Ivan Susanin"?

II. Underline the infinitives, then translate the sentences into Estonian.

1. We are working to make our country the best country in the world to live in. 2. We want to overcome the difficulties nature puts before us. 3. We shall do it; Soviet people can do anything, because they know they are doing it for themselves. 4. Under the leadership of the Communist Party and the Soviet Government, Soviet people are planting forests to change nature in the dry parts of our country and so make the land give more corn. 5. To make these great new electric power-stations we had to make the river run in a different place; to do that was quite possible for our engineers.

III. Translate into English, paying attention to the infinitives.

1. Ta *tahab* teiega rääkida.
2. Kas ma *võin* teiega kokku saada (meet) homme kell 6?
3. Ema *laskis* poisil koduse ülesande ümber kirjutada. Ta ütles: „*Tarvis on kirjutada* hästi nii (both) klassis kui kodus.”
4. *Lähme* täna kinno.
5. Ta *läks* jaama emale vastu.
6. Meie *armastame* vaadata neid pilte.
7. “Mis ma *pean* tegema, et kõike seda teada?” küsis poiss.

Lexical Exercises

I. Translate into Estonian.

1. He *has got* a little boat and pretends to be a sailor. 2. I've *got* the book you need. 3. *Have you got* anything by Dickens in Estonian? 4. I *haven't got* your pen.

II. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. “What is the *reason* for the little girl's *tears*?” “Her brother has *made a joke* about her pictures of houses.”
2. In July this river is *no longer* deep, anyone can *bathe* in it.
3. She *bathed* her eyes in cold water.
4. We are very *grateful* for your help.
5. We wished to go to the *lectures* on Soviet writers, but they are on Tuesdays when we are busy.
6. The door to a full and useful life is not closed to *deaf* and *dumb* people in our country; but in capitalist countries the lives of such people are usually *wasted*.
7. In England there is a *society* called the “Society of Friendship with the Soviet Union”.

THE AUTHOR'S LECTURE IN NEWARK

by Mark Twain

You may remember that I lectured in Newark not long ago for the young gentlemen of the — Society. During the afternoon of that day,¹ I was talking to one of the young gentlemen of the Society. He said he had an uncle, who for some reason or other seemed to be no longer able to feel any emotion. With tears in his

eyes, this young man said: "Oh, if I could only² see him laugh once more! Oh, if I could only see him with tears in his eyes!" I was moved. I felt quite sorry³ for the young man.

I said: "Bring him to my lecture. I'll make him show some emotion."

"Oh, if you could only do it! Our family will be very grateful to you if you can make him laugh, if you can bring tears to those dry eyes."

I was deeply moved. I said: "My son, bring the old man to my lecture. I have some jokes in that lecture that will make him laugh if there is any laugh in him. And if those don't work,⁴ I have got others that will make him cry or kill him, one or the other." Then the young man thanked me from the bottom of his heart⁵ and went to get his uncle.

The young gentleman put his uncle in the second row of benches that night, and I began on him.⁶ I tried him with light jokes, then with heavy jokes; I told him bad jokes and I told him good ones; I fired old jokes at him.⁷ I fired red-hot new ones; I warmed up to my work,⁸ and attacked him on the right and left, in front and behind; I talked until I was hoarse and sick and angry; but I never moved him once — I never saw a smile or a tear on his face! I was more surprised than I can tell. I closed the lecture at last with one last shout and fired my best joke right at him.

Then I sat down exhausted.

The president of the Society came up and bathed my head with cold water and said: "What made you so excited towards the end?"

I said: "I was trying to make that old fool laugh in the second row."

And he said: "Well, you were wasting your time, because he is deaf and dumb and blind."

Now, didn't that old man's nephew behave badly⁹ towards a stranger like me? Now, didn't he?

Explanatory Notes

¹ during the afternoon of that day selle päeva õhtupoolikul. Nimisõna afternoon tähendab aega k. 12—18.

² if I could only . . . kui ma ainult võiksin . . .

³ I felt quite sorry mul oli päris kahju

⁴ if those don't work kui need ei mõju

⁵ from the bottom of his heart (oma) südame põhjast

⁶ I began on him ma hakkasin tema kallal tööle

⁷ I fired old jokes at him ma ründasin teda vanade naljadega

⁸ I warmed up to my work ma sattusin hoogu

⁹ Now, didn't he behave badly towards me? Didn't he? Noh, kas ta ei toiminud (käitunud) minuga halvasti? Kas pole tōsi? Teises lauses verb *didn't* asendab eelmise lause kogu õeldisgruppi.

Exercises to the Text

- I. Write out all the sentences in the text which contain an infinitive without *to*.
- II. Give the 2nd and 3rd forms of the following verbs:
feel, bring, know, see, make, cry, catch, find, try, hold, carry, begin, eat, think, grow, drink, sleep.
- III. Write the following sentence in direct speech, e. g.:
He *said* he *had* a little sister.
"I *have* a little sister," he *said*.
He *said* he *had* an uncle, who for some reason or other *seemed* to be no longer able to feel any emotion.
- IV. Fill in suitable words from the text.
1. This bag is quite ..., a child can carry it.
 2. He shouted so much at the football match that he came home quite
 3. There is a very ... lake high in the mountains of Kazakhstan.
 4. He gave a great ... when we told him the joke.
 5. Don't let the children eat many of those berries. They may make them ...
 6. When you have a lot of homework, the most important thing is not to ... your time.
- V. Fill in the blanks with *some, any, no, a, the* or leave them empty where necessary.
1. We use ... pencils and ... pens when we write.
 2. Please give me ... water to drink.
 3. At what time will ... Y. C. L. meeting begin?
 4. I got ... letter from my brother yesterday.
 5. I had ... bread and butter and ... egg for breakfast this morning.
 6. Here is ... book that you left on my table yesterday.
 7. Pass me ... piece of ... bread, please.
 8. What is ... name of ... street in which you live?
 9. ... sun was already high in ... sky.
 10. Have you bought ... new books?
 11. ... house must have ... windows and ... doors.
 12. There is ... time to do that now. Let us do it tomorrow.
- VI. Form adverbs from the following adjectives, then fill in the blanks in the sentences with suitable ones:
beautiful, deep, easy, careful, quick, happy, good.
1. The girls are talking and laughing ... after the examination, for all of them have answered ...
 2. They ... crossed the street.
 3. Carry the plates ...
 4. This task is not difficult; you can do it ... in half an hour.
 5. How ... she sings!
 6. I am ... grateful to you for what you have done for me.
- VII. Answer the following questions.
1. What did Mark Twain do in Newark?
 2. Whom was he talking to on the afternoon of that day?
 3. What did the young gentleman's uncle no longer feel?
 4. What did the young gentleman want to see?
 5. What did he say to Mark Twain?
 6. What did Mark Twain answer?
 7. What did the young man do then?
 8. Where did the young man put his uncle at the lecture?
 9. What kind of jokes did Mark Twain tell the old man?
 10. Why was Mark Twain very much surprised?
 11. Why didn't Mark Twain see a smile or a tear on the old man's face?

REVISION I

SOVIET RAILWAYS

PART I

On the passenger platform at the Vladivostok railway station, there is a post with the figure 9,337 kilometres on it. Such a milestone cannot be found anywhere else in the world. The total length of all the railway lines in the U.S.S.R. is equal to three times the length¹ of the Equator. The United States of America is the only country² which has a greater total length of railways than we have; but the length of our railways is increasing, while in the U.S.A. it is becoming less. Many railways there have stopped running³ because of the competition of motor transport. The rails are pulled up and sold as old iron. Thus in forty years the total length of the American railways has become forty thousand kilometres less.

The railway map of our country is changing all the time, for each five-year plan added new lines, thus laying the foundation of industry and advanced agriculture in non-Russian, formerly wild, undeveloped parts of our country. These new lines nearly all cross former desert and roadless country far from Moscow. In old Russia the distant parts of the country from which raw materials came were connected by rail⁴ with the Centre, but they were not connected with each other. Under Soviet power all parts of the country are in a state of rapid growth — industry is developing in all of them — and so close connection between them is necessary.

(To be continued)

Explanatory Notes

¹ is equal to three times the length ... võrdub kolmekordse ... pikkusega

² the only country ainus maa

³ have stopped running on lõpetanud tegevuse, on käigust ära jäänud

Verb *run* peale tähenduse *jooksma* tähendab veel: *sõitma*, *liikuma* (trammis, rongi jne. kohta), *käima* (masina kohta).

⁴ by rail = by railway raudteel

Artikli puudumine nimisõna *rail* ees näitab, et siin ei mõeldaks mitte konkreetset raudteed, vaid raudteed kui liiklusvahendit. Samuti tarvita- takse: *by train* rongiga, *by tram* trammiga, *by aeroplane* lennukiga, *by land* maad mööda, *by sea* merd mööda, *by water* veeteed mööda, veeteel.

Grammar Exercises

1. Fill in the comparative or superlative form of the adjective or adverb in brackets according to the meaning of the sentence.

1. The ... enemies are those who pretend to be friends. (*dangerous*)

2. Let me carry the ... of the two bags. (*heavy*)

3. Which of the lectures did you like ...? (*well*)
4. It is quite cool in this room even on the ... day. (*hot*)
5. Do this work first; it is ... than the other. (*important*)

II. Change into the passive in two different ways, e. g.:

Her friends *gave her some books.*
Some books were given her by her friends.
She was given some books by her friends.

1. A boy showed her the way.
2. Mother will send you a box of fruit.
3. A boy from the collective farm brings the pioneers milk every morning.

III. Fill in the blanks with the correct word of the two in brackets.

1. You ... find such a beautiful place as this anywhere in the South, I'm sure. (*will, won't*)
2. I ... tell you nothing about him, I'm sorry. (*can, can't*)
3. He ... to tell someone how happy he was. (*wanted, didn't want*)
4. ... no one know the answer to the question? (*does, doesn't*)

IV. Fill in the blanks with *may* or *can*.

1. Let us walk quicker. We ... be late.
2. ... you answer a simple question in English?
3. I ... not tell you where they live; I don't know.
4. "... I look at this book?" "Yes, you ..."
5. I ... find some toys for the baby, I think.
6. There ... be some of your books in my cupboard; look and see.

V. Translate into Estonian, paying attention to the meanings of *can, may, must*

1. There must be a mistake here somewhere.
2. Tell him he can bring the book back tomorrow if he hasn't finished it.
3. Can you swim?
4. Why can't you do the exercise?
5. There can't be anybody at home, for no one answers the telephone.
6. Must we come exactly at 6 o'clock, or may we come a little later?
7. We must go early to get good places, for there may be many people there.

VI. Translate into Estonian, paying attention to the pronoun *it*.

1. There are twenty-five pupils in our class; it is not large.
2. "Where is my bag?" "It is on the chair by the window."
3. It was very late when we came home yesterday.
4. Isn't it time for the bell yet?
5. It'll be very pleasant to spend more time in the fresh air when the holidays come.
6. "It is important to remember this," said the teacher.
7. Someone came to the door. It was Lena.

VII. Join the following sentences using the complex object, e. g.:

I saw Michael; he went into that shop.
 I saw Michael go into that shop.

1. I heard him. He shut the door of his room.
2. We watched the children. They climbed to the top of the trees.
3. Nobody saw him. He left the house.

VIII. Fill in the blanks with the correct tense (Past Indefinite, Past Continuous, Present Perfect) of the verbs in the margin.

Just before Mark Twain's lecture..., an old man...
and... a place in front. All the time Mark Twain..., the
old man... there and never even...
The other people... loudly all the time.
"I... Mark Twain tell such funny jokes before," ...
one of the listeners to his friend, "and I... to his lectures."
Nobody but a few young men... why Mark Twain...
so excited, and they... louder than anyone, for they...
that he... to make the old man in the front row laugh.
They also... that the old man... deaf, dumb and blind.

	begin
	lead in (<i>pass.</i>)
	give (<i>pass.</i>), talk
	sit, smile
	laugh
	never+hear, say
	often+be
	know, get
	laugh, know
	try
	know, be

IX. Translate the following sentences into Estonian, paying attention to the infinitives and to the *ing*-forms.

1. Boris's comrades were very angry with him for coming to school without learning his lessons, and he never did it again.
2. Mark Twain couldn't make the old man laugh, though he tried very hard to do it.
3. Finding that the ship was near the shore, Robinson Crusoe began to think of a way of reaching it.
4. Many more writers are needed to make good books for children.

X. Analyse the following sentences.

1. She was not at home yesterday.
2. Who gave you those cherries?
3. When did you see him leave the house?

GULLIVER IN THE LAND OF THE GIANTS

from "Gulliver's Travels" by Jonathan Swift

(After Gulliver returned from his voyage to Lilliput, he could not stay at home for long, and soon started on another voyage on a ship sailing to Surat in the North of India. The ship met with storms and terrible winds which drove it out of its course. They had plenty of food, but very little water. So once when they came to an unknown land, they sent a boat to the shore for water. Gulliver went with the sailors and while they were looking for water, he went for a walk along the shore in the opposite direction. When he turned round to go back, he saw the men rowing back to the ship as rapidly as they could. Gulliver was opening his mouth to shout to them, when he saw a giant walking after them in the sea.)

Gulliver didn't stay to watch them, but ran away to hide. He first climbed up a hill and looked around him. The first thing that¹ surprised him was the length of the grass, which was about twenty feet high. Then he saw a highway, as it seemed to him, through a field of corn, which was nearly forty feet high. Soon he saw a man walking towards him. He was about as high as the highest church. Gulliver ran to hide in the corn.

He was found a little later by a farmer, who thought at first he was some kind of little animal.² Gulliver made all kinds of signs and the farmer understood he was a man and took him home. He had dinner with the farmer's family.)

When dinner was over, my master went out to the fields again, and as I understood by his voice, told his wife to take care of me. I was very tired and sleepy. When my mistress saw this, she put me on her own bed and covered me with a clean white handkerchief bigger than the mainsail of a large ship.

I slept about two hours and dreamed I was at home with my wife and children. This made me feel even more sorrowful when I awoke and found myself alone in a great room between two and three hundred feet³ wide and more than two hundred high, lying on a bed twenty yards wide and eight yards from the floor.

While I was lying here, two rats climbed up on the bed and ran smelling backwards and forwards. One of them came up almost to my face. I rose in a fright and took out my sword to defend myself. These ugly animals attacked me on both sides. One of them put his forefeet on my shoulder, but I was able to strike him hard with my sword before he could hurt me. He fell down at my feet, and the other, seeing his dead comrade, ran away, but not without one good wound on his back, which I gave him as he ran.

After this, I walked slowly backwards and forwards on the bed to get back my breath and calm my beating heart. These rats were as big as the largest dog, but much fiercer and quicker. I measured the tail of the dead rat, and found that it was two yards long less one inch⁴.

Soon after my mistress came into the room, and seeing me all covered with blood, she ran and took me up in her hand. I pointed to the dead rat, smiling and making other signs to show I was not hurt. At this she was very glad, and called her servant to take up the dead rat and throw it out of the window. Then she set me on a table, where I showed her my sword all red with blood. Then I wiped it on my coat and put it away.

Explanatory Notes

¹ the first thing that ... esimene asi, mis ...

² some kind of little animal mingi väike loom

³ between two and three hundred feet 200—300 jalga

⁴ less one inch üks toll vähem

LESSON SIX

Grammar Exercises (§§ 6—8, 20, 32—33)

- I. Copy the following sentences, underlining the verbs which are in the Past Perfect Tense, then translate them into Estonian. Explain why the Past Perfect Tense is used.

1. Misha's face was very white because he had been ill.

2. She thought that the man who had come to see her when she was not at home was her brother.

3. When we told Mike how beautiful the park was he was sorry that he had not been able to come with us.
4. He tried to remember the games he had played long ago with his little brother.
5. Lydia gave the story she had written to her teacher.
6. When we had dinner we went for a walk.

II. Fill in the blanks with the Past Indefinite or the Past Perfect of the verbs in the margin.

- | | | | | | | | | | | | |
|--|---|-----------|--|--------------|--|----|--|-----------|--|-----------|--|
| <ol style="list-style-type: none"> 1. The train ... by the time Leo ... the station, so he could not say good-bye to his friends. 2. When I ... that I ... to bring the book you need, I ... very angry with myself. 3. When Robinson Crusoe ... the rocks on to the grass and ... out of danger, he ... to think of his comrades who were drowned. | <table border="0"> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">go, reach</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">find, forget</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">be</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">climb up,</td> <td></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">be, begin</td> <td></td> </tr> </table> | go, reach | | find, forget | | be | | climb up, | | be, begin | |
| go, reach | | | | | | | | | | | |
| find, forget | | | | | | | | | | | |
| be | | | | | | | | | | | |
| climb up, | | | | | | | | | | | |
| be, begin | | | | | | | | | | | |

III. Translate the following sentences into Estonian and explain the use of the tense in the subordinate clauses.

1. Jenny asks whether you still need her magazine "Smena". She says you have had it for at least a month.
2. Mike said he knew where to find the book.
3. Leo told us that his sister learned music and could play the piano very well.
4. Oh, you are back in Leningrad! I thought you were in Moscow.

IV. Put the following sentences into indirect speech, e. g.:

"Who is there?" he asked. He asked who was there.

"Have you a pencil?" the teacher asked me.

The teacher asked me whether I had a pencil.

1. "Is the river Oressa in Byelorussia?" he asked.
2. "When does your mother come from work?" she asked the girl.
3. "Do you know where the Fedotovs live?" we asked a little boy.
4. "Are there many trains to your station on Sundays, Boris?" asked Leo.
5. "Do you often meet my sister at the library?" he asked me.
6. "Which of you can answer my question?" the teacher asked her pupils.
7. "Do you think that simple food is better for children than rich food?" she asked the doctor.

Lexical Exercises

I. Form abstract nouns adding the suffix *-hood* to the following nouns, e. g.:
child — childhood (lapsepõlv)

Your new words will have the meanings given in brackets:

- | | |
|---------------------|-------------------------|
| mother — (emapõli) | boy — (poisikesepõli) |
| father — (isapõli) | girl — (tütarlapsepõli) |
| man — (mehepõli) | brother — (vendlus) |
| woman — (naisepõli) | |

II. Form abstract nouns adding the suffix *-ness* to the following adjectives, e. g.:
happy — happiness (õnn)

Your new words will have the meanings given in brackets:

- | | |
|------------------|------------------------|
| dark — (pimedus) | ill — (haigus) |
| quick — (kiirus) | fearless — (kartmatus) |
| weak — (nõrkus) | easy — (kerigus) |

III. Add the prefix *dis-* to the following verbs and so form new verbs with different meanings, e. g.:

arm (relvastama) — disarm (desarmeerima, relvitustama)

Your new words will have the meanings given in brackets:

appear — (kaduma)

unite — (lahutama)

continue — (katkestama)

agree — (mitte nõustuma)

like — (mitte sallima)

IV. Look up the italicized words in the vocabulary, then translate the sentences into Estonian.

1. This is your pencil. You *dropped* it just now.

2. The Soviet Army took hundreds of thousands of German soldiers prisoner at Stalingrad and *disarmed* them.

3. He returned to his *native* village *at least* once every year *in order to* visit his parents.

4. Do you think it *matters* whether we have supper at 7 o'clock or at 10 past 7?

5. He bought the *magazine* "Ogonyok" every week and read it from cover to cover.

6. Nikolai Ostrovsky had very much he wanted to tell the Soviet people, so *in spite of pain* and weakness, he worked at his books many hours a day. While he lived, he was *surrounded* by the care and love of the Soviet Government and the Soviet people.

A HERO FROM A CITY OF HEROES

from "the Youth of Heroic Leningrad"

by V. Ivanov

In the third month of the Great Patriotic War, Leningrad was surrounded by the German fascists. Their airmen bombed its beautiful palaces, theatres, museums and libraries, its hospitals, its factories and its public buildings. They dropped bombs on civilians, on defenceless women and children. Day after day the fascist artillery bombarded the city, using shrapnel in order to kill civilians.

The young workers of Leningrad left their machines and the students of Leningrad left their books in order to defend their native city. There are hundreds and hundreds of stories of brave men and heroic deeds, some of which have appeared in newspapers and magazines, but many of which are known only to a few. Here is one story of heroism.

On one sector of the front, a party of German soldiers reached the line held by a unit of the Soviet Army. They silently surrounded Lazarev, a young Soviet soldier, in order to take him prisoner. At last someone saw them and firing began, but it was too late to save Lazarev. A German fascist had already thrown himself on the Soviet soldier from behind¹ and had disarmed him. Then his hands were quickly tied, and the party turned back towards the German headquarters, making their prisoner walk in front of them.

On the way they came to a place which Lazarev recognized. He had been there before, and knew that Soviet soldiers had mined it.

He did not think of his own life. He decided to lead the German fascists to their death. He walked as much as possible² to the right in order to bring them straight into the minefield. "I shall be killed too, I know," he thought, "but what does that matter? I shall die for Stalin and my country, and at least fifteen fascists will pay for my death with their lives."

Lazarev marched forward fearlessly.

Before they had gone much farther, one of the German fascists came into contact with a mine. There was a terrible explosion and several Germans fell at once. Other mines began to explode too. Lazarev fell and lost consciousness.

It was already night when he came to himself. Bodies of dead Germans were lying all around him. He was badly wounded³ and had lost much blood, but in spite of pain and weakness, he was able to move. Slowly he crawled back and at last reached his unit.

Explanatory Notes

¹ from behind tagant

² as much as possible niipalju kui võimalik

³ he was badly wounded ta oli raskesti haavatud

Exercises to the Text

I. Write out all the sentences containing the Past Perfect. Explain why it is used.

II. Fill in suitable words from the text.

1. A few minutes after the partisans had mined the railway line, there was a terrible ...

2. The Soviet soldier led his ... to headquarters.

3. In spite of the firing, the ... girl continued to help the wounded.

4. The city was ... from the air and ... by heavy guns for many months.

5. Though Meresyev's feet gave him terrible ..., he did not show it; he hoped to save them.

6. It doesn't ... when you come. I shall be at home all day tomorrow.

7. "I haven't seen my ... town for six years," he said.

III. Translate into English.

1. Hoolimata oma haavatud jalast, jätkas ta vaenlase tulistamist.

2. Päev päeva järel, hoolimata näljast (hunger) ja nõrkusest, kangelaslikud Leningradi inimesed (people) jätkasid töötamist rinde heaks.

3. Vähemalt kakskümmend fašisti sai surma, kui miin lõhkes.

IV. Write questions asking about the italicized parts of the following sentences.

1. *A party of German soldiers* reached the line held by a unit of the Soviet Army.

2. They silently *surrounded Lazarev in order to take him prisoner.*

3. It was too late to save Lazarev, *because a German had thrown himself on Lazarev from behind and had disarmed him.*

4. The party *turned back towards the German headquarters.*

5. They made Lazarev walk *in front of them.*

V. Answer the following questions.

1. When was Leningrad surrounded by the German fascists? 2. What buildings were bombed by fascist airmen? 3. Why did the fascist artillery use shrapnel? 4. Why did the young workers of Leningrad leave their machines? 5. Why did the students of Leningrad leave their books? 6. What did Lazarev do?

LESSON SEVEN

Grammar Exercises (§§ 20, 32—33, 35)

I. Explain why the Past Perfect is used in the following sentences, then translate them into Estonian.

1. He didn't know where his friends had gone.
2. The boy's parents told him that they had decided to send him to a music school. He was very glad because he had wanted to write songs as long as he could remember.
3. At our Pioneer House there was a very interesting exhibition of the things that the pioneers had made in their circles.

II. Change the following sentences from indirect speech to direct speech.

1. Annie answered that she had seen the film about Michurin several months ago. 2. Lydia said she had not seen it yet. 3. Boris told me that he wanted to make a radio-set. 4. He told me that he had made a radio-set. 5. Leo said he often went to see Boris. 6. Leo said he had gone to see Boris that day.

III. Put the following sentences into indirect speech, e. g.:

"I shall soon see you again," he said.
He said *he would soon see me* again.

1. "He will never go there again," said his mother. 2. "Who will read the next story?" he asked. 3. "Will you come and see me on Friday?" she asked her friend. 4. "Will you need the book for a long time?" he asked me. 5. "I shall soon know the poem perfectly," she said. 6. "How shall I be able to see Boris?" he asked.

IV. Put the following sentences into indirect speech.

1. "I shall finish the book by Monday and then you can have it," he said to me. 2. "I saw him last year," she answered. 3. "Do you think this is really correct?" I asked my father. 4. "I shall meet you at the theatre," he answered. 5. "He began the work a week ago," I was told. 6. "I haven't seen your notebook," Mary answered.

Lexical Exercises

I. Form nouns from the following verbs by adding the suffix *-ion*. The nouns will have the meanings given in brackets, e. g.:

translate — translation (tõlge)

protect (kaitse)	create (looming, loomine)
correct (parandus)	direct (juhis)

II. Give the verb corresponding to the following nouns in *ion*:

connection (ühendamä)	population (asustama)
dictation (dikteerima)	education (kasvatama)

III. Form negative adjectives, having the meanings given in brackets, from the following words by putting the negative prefix *un-* before them, e. g.:

happy — unhappy (õnnetu)

smiling (mittenaeratav)	kind (ebalahke)
true (ebaõige)	pleasant (ebameeldiv)
usual (ebaharilik)	important (tähtsuseta)
known (tundmatu)	interesting (ebahuvitav)
safe (ohklik)	

IV. Add the prefix *re-* [ri:] to the following verbs. The meanings of the verbs thus formed are given in brackets, e. g.:

enter — re-enter (uuesti sisenema)	read — re-read (uuesti lugema)
open (uuesti avama)	paint (uuesti värvima)
tell (ümber jutustama)	wash (uuesti pesema)
build (ümber ehitama)	plant (ümber istutama)
write (uuesti või ümber kirjutama)	

V. Translate the following sentences into Estonian.

(NOTE. You will not find the italicized word in the vocabulary though you will find the words from which they are formed.)

1. Harris found George very ill. He went out at once and in half an hour *reappeared* with a doctor. "Why have you brought a doctor?" said George in an *ungrateful* voice. 2. I must *recopy* my letter. I have spilt ink on it and Valya will be *unable* to read it. 3. The two sisters are quite *unlike* each other. 4. It seems to me you have given me too much money. Please *recount* it.

VI. Look up the italicized words in the vocabulary, then translate the sentences into Estonian.

1. You *had better* get your things together in the evening for you must *start* early in the morning. 2. When she had *packed* all the things in the suitcase under her mother's *directions*, she closed and *fastened* it. 3. Mother *cooked* the meat, then packed it in a *basket* with some bread and gave it to her son to eat on the *trip*. 4. They *lit* a fire in the forest and cooked and ate a *meal* before they *parted*, he forward to his new *job* and she back to her studies.

HOW WE PACKED

from "Three Men in a Boat" by Jerome K. Jerome

PART I

We made a list of the things we wanted to take on our trip before we parted that evening. The next day, which was Friday, we got them all together¹ and met in the evening to pack. We got a big suitcase for the clothes, and two large baskets for the food and the cooking things. We moved the table up against the window, put everything in the middle of the floor and sat round and looked at it.

I said I would pack.

I am rather proud of my packing. Packing is one of those many things that I feel I know more about than any other person living. I told George and Harris that they had better leave the matter to me. They agreed so readily that I was a little surprised. George lit his pipe and sat down in the arm-chair, and Harris put his feet on the table and lit a cigar.

This was not quite what I wanted. What I had meant, of course, was that I should direct the job, and that Harris and George would do things² under my directions.

However, I did not say anything, but started the packing. It seemed a longer job than I had thought it was going to be³, but I finished the suitcase at last, and I sat on it and fastened it.

"Aren't you going to put the boots in?" said Harris.

And I looked round, and found I had forgotten them. That's just like Harris⁴. He didn't say a word until I had shut the suitcase and fastened it. And George laughed. It did make me so angry⁵.

I opened the suitcase and packed the boots in, and then just as I was going to close it, a horrible thought came into my head⁶. Had I packed my tooth-brush? I don't know how it is⁷, but I never know whether I've packed my tooth-brush.

My tooth-brush is a thing that makes my life unhappy when I'm travelling. I dream that I haven't packed it and wake up and get out of bed and look for it. And, in the morning, I pack it before I have used it, and have to unpack again to get it, and it is always at the bottom of the suitcase; and then I repack and forget it, and have to run upstairs for it at the last moment, and carry it to the railway station in my pocket-handkerchief.

Of course I had to take everything out now, and, of course, I couldn't find it. Of course, I found George's and Harris's eighteen times over⁸ but couldn't find my own. I put the things back one by one⁹, and held everything up¹⁰ and shook it. Then I found it inside a boot. I repacked once more.

When I had finished, George asked if the soap was in¹¹. I said I didn't care whether the soap was in or whether it wasn't. I shut the suitcase and fastened it. Then I found that I had packed my tobacco in it, and had to re-open it. It got shut up at last at 10.05 p. m.¹². Then the baskets had to be packed.

(To be continued)

Explanatory Notes

¹ we got them all together me kogusime nad kõik kokku

² would do things *siin* teevad kõike

³ ... than I had thought it was going to be ... kui ma olin arvanud (et see on)

⁴ that's just like him see on just tema moodi (käitumisviisi)

⁵ it did make me so angry see tegi mind tõesti vihaseks. Verbi *did* on siin tarvitatud rõhutamise otstarbel.

- ⁶ a thought came into my head mulle tuli pähe mõte
⁷ how it is kuidas see juhtub, millest see tuleb
⁸ eighteen times over kaheksateistkümnel korral
⁹ one by one ükshaaval
¹⁰ held everything up tõstsin kõik üles
¹¹ if the soap was in kas seep on sees (*be in sees olema*)
¹² 10.05 p. m. kell 10.05 õhtul; lühend *p. m.* tuleneb ladina keelest *post meridiem*
 ['poust mi'riidiəm] — pärast keskpäeva

Exercises to the Text

- I. Write out the sentences containing the Future in the Past.
- II. Make four columns, headed 1st form, 2nd form, 3rd form and *ing*-form. Put the following forms in the correct columns, underline them, then give the remaining three forms:
 met, feel, leave, lit, meant, thought, forgotten, did, going, thrown, been, fell, lying, lost, run.
- III. Arrange the following words in pairs of antonyms:
 buy, meet, start, open *v*, light *a*, weakness, life, stop, safe, heavy, strength, part, close *v*, dangerous, death, sell.
- IV. Fill in the correct prepositions or adverbs.
1. Move the table the window; the room will seem larger.
 2. "My son will come the evening," said the collective farmer. "He is a Hero of the Soviet Union and I am very proud . . . him. Now he is the head doctor . . . the hospital . . . our village. Three doctors work . . . his directions.
- V. Answer the following questions.
1. Why did George and Harris agree so readily when the author said he would pack?
 2. Why does the author think he knows more about packing than any other person living?
 3. Why was the author not pleased when his friends sat down and began to smoke?
 4. Why did George's laugh make the author angry?
 5. How does the author carry his tooth-brush to the railway station?
 6. Why did he hold everything up and shake it when he was looking for the tooth-brush?

LESSON EIGHT

Grammar Exercises (§§ 18—20, 29—35)

- I. Copy the following sentences underlining the Present Perfect Continuous with one line and the Past Perfect Continuous with two lines. Then translate the sentences into Estonian.
1. How long have you been learning English?
 2. Mother asked me whether I had been waiting for her long. I answered that I had only just come home and hadn't been waiting for her at all.

3. I have been trying to ring him up since I came home, but nobody answers the telephone.

4. It has been raining all day, and I think it will rain all night.

II. Change the following sentences into indirect speech beginning with *She said*...

1. It has been snowing all day.

2. Boris and Leo have been standing there talking for more than an hour.

3. Annie has been looking for her notebook.

III. Explain why the Present Perfect Continuous is used in some of the following sentences and the Present Perfect in others. Then translate them into Estonian.

1. I have read "Far from Moscow". It is one of the best books I have read for a long time.

2. My brother has been reading that book all this week; he can't put it down, it is so interesting.

3. The boys have been doing their lessons for a long time; they will soon finish, I think.

4. When they have done their lessons, they are going outside to play football.

5. I have never lived in Odessa.

6. My sister has been living in Leningrad for ten years.

Lexical Exercises

I. Form nouns from the following verbs by adding the noun-forming suffix *-ing*. Your nouns will have meanings given in brackets:

teach (õpetamine)

fight (võitlemine)

hear (kuulmine)

sing (laulmine)

paint (maalikunst)

cry (nutmine)

read (lugemine)

draw (joonistamine)

II. Translate the following sentences into Estonian paying attention to the italicized words.

1. *Have you got* any coloured pencils? 2. We *got* home at six o'clock. 3. There was no bridge and we couldn't *get over* the river. 4. Can you *get* shoes in this shop? 5. Where did you *get* this book? 6. They have gone to the theatre and won't *get back* till late. 7. The little boy *got up* the tree, but he couldn't *get down* again; his big brother had to *get him down*. 8. Some ink has *got on* my fingers and I can't *get it off*. 9. The boys found it was not so hard to *get out* of the window into the garden, but it was almost impossible to *get into* the room through the window. 10. The monkey put the ball into the box through the hole and then couldn't *get it out*.

III. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. Our family is very large, so when Mother buys a *jar* of *strawberry jam* it is soon empty.

2. Mother put some tea into the *teapot*, then put some hot water from the *kettle* into it.

3. Galya carelessly *spilt* her tea on the table-cloth.

4. There were *tomatoes* and meat *pies* for supper.

5. "It's bedtime, Leo," said Mother. "Put your book away." "Oh, Mother!" *exclaimed* the boy. "How can I go to bed now! This is the most *exciting* place in the whole story. I must read *the rest* of the chapter (peatükk)."

HOW WE PACKED

PART II

Harris said that he thought he and George had better do the rest. "You have been working long enough," he said to me. I agreed and sat down.

They began well, evidently meaning to show me how to do it. "Wait till you have been doing it for a while," I thought, but said nothing. I only waited. I looked at the plates and cups and kettles, and bottles, and jars, and pies and stoves and cakes, and tomatoes, etc., and felt the thing would soon become¹ exciting.

It did.² They started with breaking a cup. That was the first thing they did.

Then Harris packed the strawberry jam on top of a tomato. They had to take the tomato out with a teaspoon.

And then it was George's turn, and he stepped on the butter. I didn't say anything, but I came over³ and sat on the edge of the table and watched them. It made them nervous and excited, and they stepped on things and put things behind them, and then couldn't find them when they wanted them; and they packed the pies at the bottom and put heavy things on top.

They spilt salt over everything, and as for the butter⁴! I never saw two men do more with half a pound of butter in my whole life than they did. After George had got it off his shoe, they tried to put it in the kettle. It wouldn't go in,⁵ and what *was* in wouldn't come out. They got it out at last with a spoon and put it down on a chair, and Harris sat on it, and it stuck to him and they went looking for it all over the room.

"I know I put it down on that chair," said George looking hard at the empty seat.

"I saw you do it myself, not a minute ago⁶," said Harris.

Then they started round the room again looking for it; and then they met again in the centre and looked at each other.

George said it was the strangest thing he had ever heard of. Harris said he couldn't understand it.

Then George got round behind Harris⁷ and saw it.

"Why, it's here all the time!" he exclaimed angrily.

"Where?" cried Harris turning round.

"Stand still, can't you!"⁸ roared George, flying after him.

And they got it off and packed it in the teapot.

Montmorency also helped, of course. He came and sat down on things, just when they were wanted, and he thought that whenever Harris or George put out their hands for anything it was his cold wet nose that they wanted⁹. He put his leg into the jam, and he pretended that the lemons were rats and got into the basket and killed three of them before Harris could drive him away with the frying-pan.

The packing was done at 12.50; Harris looked at the baskets and said he hoped nothing would be broken. George said that if anything was broken it *was* broken¹⁰. The thought seemed to make him happier and he said he for one¹¹ had been working long enough and was ready for bed. We were all ready for bed, so we went upstairs.

Explanatory Notes

¹ **the thing would soon become ...** asi muutub varsti ...

² **it did *siin*:** nii juhtuski

Verb *did* asendab eelmise lause predikaati (kogu öeldisgruppi).

³ **I came over** ma tulin juurde

⁴ **and as for the butter!** ja mis puutub võisse

⁵ **it wouldn't go in** see ei tahtnud sisse mahtuda

Verb *would* väljendab siin visa vastupanu: ei tahtnud sisse minna.

⁶ **not a minute ago** vähem kui minuti eest

⁷ **got round behind Harris** läks tagant ümber Harrise

⁸ **stand still, can't you!** seisa paigal (jäa seisma), kas sa ei saa või!

⁹ **it was his cold wet nose that they wanted** siis oli see just tema külm märg nina, mida nad vajasisid

Konstruksiooni *it was (is) ... that ...* tarvitatakse rõhutamise otstarbel, näiteks: They wanted to see *Michael*. Nad tahtsid näha Michaeli. It was *Michael* (that) they wanted to see. Just *Michael* oli see, keda nad tahtsid näha.

¹⁰ **it was broken** siis oli see (juba) katki

Sõna *was* on tekstis eraldatud kursiiviga rõhutamise otstarbel.

¹¹ **he for one ...** tema omalt poolt ...

Exercises to the Text

I. In the text there are two cases of the use of the Present Perfect Continuous and one case of the Past Perfect Continuous. Write out the sentences containing them, and explain why they are used.

II. Copy the following sentences. Underline the auxiliary verb *do* with one line, the notional verb *do* with two lines, and the verb *do* standing instead of a notional verb with three lines.

1. I felt the thing would soon become exciting. It did. They started with breaking a cup. That was the first thing they did. I didn't say anything, I just watched them.

2. I never saw two men do more with half a pound of butter than they did.

III. Fill in the correct prepositions.

The author thought that when his friends had been packing ... a while, things would become exciting. They started ... breaking a cup. George packed the pies ... the bottom ... the basket and then put heavy things ... top ... them. They spilt salt ... everything. The butter stuck ... Harris's clothes. They walked ... the room looking ... it. George looked ... the empty seat ... the chair ... which he had put the butter. Then he got round ... Harris and saw it.

IV. Fill in suitable words from the text.

1. We had very good ... at the concert and were ... to hear Kate sing.
2. It was the first time Kate had to sing before many people and she felt ... and ... at first.
3. When she ... forward, however, we could see that she had forgotten her nervousness and excitement.
4. "How well she is singing!" we ... to each other.
5. The listeners were evidently pleased, for they called her back several times. It was so ...! Some of them even got up from their ... in their excitement.

V. Write questions asking about the italicized parts of the following sentences.

1. Harris said *that he thought he and George had better do the rest.*
2. They had to take *the tomato* out with a teaspoon.
3. I came over and sat *on the edge of the table.*
4. *They* began well.
5. *George* put the butter down *on a chair.*

VI. Fill in the blanks with the correct tense (Future Indefinite or Future in the Past) of the verbs in the margin.

- | | |
|---|----------|
| 1. I know we ... late. | |
| 2. I asked whether he ... at home or not. | not + be |
| 3. "When ... you ... ready?" he asked. | be |
| 4. I can't say whether Bob ... the work perfectly, but he ... his best. | be |
| 5. He asked me whether I ... Olga there. | do |
| 6. Are you sure that we ... time to do that? | do |
| 7. I was afraid he ..., "I don't think I ... come." | see |
| 8. I didn't know what he ... about. | have |
| | say, can |
| | speak |

VII. Write the answers to the following questions.

1. Who decided to do the rest of the packing?
2. What did George and Harris evidently mean to do when they began to pack so well?
3. What did they have to pack into the baskets?
4. What did they start with doing?
5. Where did Harris pack the strawberry jam?
6. What did George and Harris do when the author came over and sat on the edge of the table?
7. Why did they do those things?

LESSON NINE

Grammar Exercises (§§ 15—17, 40—42, 44—45)

1. Copy the following sentences, underline the predicate of the principal clause and the complex object, then translate the sentences into Estonian, e. g.:

My mother *wants me to come home* early today.
Ema *tahab, et ma tuleksin* lāna vara koju.

1. What does he want you to do?
2. When do you want me go to the library?
3. Boris's father, who is an engineer, wished his son to become an engineer too, but Boris wanted to study nothing but music and poetry.

4. The pioneer leader told us to be very careful when we lit a fire in the woods.

5. Caleb Plummer wanted his blind daughter to be happy, so he told her what was not true about their life.

6. The camp doctor allowed only the biggest boys and girls to bathe in the river, for the water was very cold.

II. Join the following pairs of sentences to make one simple sentence, e. g.:

He was reading in the garden. She saw him.
She saw him reading in the garden.

1. The girl was singing. I heard her. 2. They were talking about libraries. He heard them. 3. You and your friend were walking along Kirov Street yesterday. I saw you. 4. The little girls were playing on the grass. We watched them. 5. The ship was leaving the port. He stood and looked at it.

Lexical Exercises

I. Make adjectives from the following nouns by adding the suffix *-y*, e. g.:

noise — noisy (kärarikas)

(Pay attention to the spelling.)

Your adjectives will have the following meanings:

rain (vihmane)

wind (tuuline)

snow (lumine)

cloud (pilvine)

sun (päikesepaisteline)

sugar (suhkrune)

II. Translate into Estonian.

1. It was a cold, *starry* night. 2. The sky was full of little *silvery* clouds. 3. "It is *wintry* weather today, isn't it? Very cold and wet for May." 4. The old man looked at us with his *watery* eyes. 5. What strange *hairy* leaves this plant has! 6. We walked along a *grassy* path. 7. "Don't touch my book with your *buttery* fingers," said Boris to Pavel.

SISSY'S "MISTAKES"

from "Hard Times" by Charles Dickens

PART I

Sissy Jupe was the daughter of a clown in a circus. Her father wanted her to have a better life than he had, so he sent her to school¹ whenever he could. He liked her to read stories to him.

Mr. Gradgrind, a rich merchant and member of Parliament, had opened a school for the children of the town of Coketown where he lived. When the circus came to Coketown, Sissy went to Mr. Gradgrind's house to ask permission to go to the school. Mrs. Gradgrind allowed her to go.

One day Mr. Gradgrind visited the school. He told Mr. McChoakumchild, the new teacher, that he wanted him to teach the boys and girls nothing but facts².

"Facts alone are wanted³ in life," he said. "Nothing else will ever be of any use⁴. This is how I bring up my own children, and this is how I bring up these children."

In the middle of his speech, he suddenly saw the new girl.

"Girl Number Twenty," he said. "I don't know that girl. Who is that girl?"

"Sissy Jupe, sir," explained Number Twenty.

"Sissy is not a name," said Mr. Gradgrind. "Don't call yourself Sissy. Call yourself Cecilia."

"It's Father who calls me Sissy, sir," said the young girl.

"Then tell him he mustn't. Let me see. What is your father?"

"He belongs to the circus, sir."

"We don't want to know anything about that here," said Mr. Gradgrind angrily.

On his way home from the school, Mr. Gradgrind passed by the tent belonging to the circus. He paid no attention to the noisy music coming from it until a turn in the road brought him to the back of the tent. There he saw a number of children trying to see what was going on inside. Suddenly he saw among them his own eldest children, Louisa and Thomas. Louisa was looking through a hole in the wall. He was very angry and took them home at once.

While he was trying to understand why Louisa and Thomas were interested in the circus, he suddenly remembered that there was a girl from there at his school. Then he was told that Louisa and Thomas had seen the girl when she came to the house in his absence. Mrs. Gradgrind explained what had happened.

"The girl wanted to come to the school, and you Mr. Gradgrind wanted girls to come to the school, and Louisa and Thomas both said that the girl wanted to come, and that you Mr. Gradgrind wanted girls to come, and how was it possible to say she couldn't come?" said Mrs. Gradgrind.

Mr. Gradgrind decided to go at once to the place⁵ where Sissy and her father lived to tell Mr. Jupe that his daughter was not the right kind of girl⁶ for the school in Coketown.

When he got there, however, he was told that Mr. Jupe had gone away, thinking that Sissy was in good hands. Mr. Gradgrind decided to take the girl into his own house as a servant and allow her to go to school. But she must never see the people of the circus any more, though they were kind people and she loved them. Besides that, Sissy must not speak to anyone about her past life.

Sissy could not remember her lessons, and could not understand what she had to learn. So Louisa, who was nearly sixteen, sometimes tried to help her.

(To be continued)

Explanatory Notes

¹ he sent her to school ta saatis ta (tütre) kooli

Artikli puudumine nimisõna *school* ees näitab, et seda sõna on siin tarvitatud abstraktses mõttes ja tähendab kooli kui õppeasutust (mitte konkreetset koolimaja) — *kooli minema* = *õppima*.

Samuti näitab artikli puudumine sõnade *bed* ja *table* ees, et ei mõelda konkreetset eset, vaid sellega seotud tegevust, näit.: She went *to bed*. Ta läks magama. They were sitting *at table*. Nad istusid lauas, s. o. söid.

Artikli tarvitamine sõnade *school*, *bed*, *table* ees näitab, et mõeldakse konkreetset eset, näit.: My father visited *the school*. Mu isa külastas kooli (s. o. teatavat kooli). Mother was sitting *on the bed*. Ema istus voodil. The family were sitting *at the table*. Perekond istus laua juures (teatava konkreetse laua ümber).

² nothing but facts mitte midagi peale fakte; ainult faktid

³ facts alone are wanted vajatakse ainult fakte

⁴ be of use kõlbama, kasuks olema

⁵ went to the place läks sinna (kohta)

⁶ was not the right kind of girl ei olnud kohane tütarlaps

Exercises to the Text

I. Read the text and then write the translation.

II. Write out the sentences containing cases of the complex object after *want*, *like* and *allow*.

III. Make four columns, headed 1st form, 2nd form, 3rd form and *ing*-form. Put the following forms in the correct columns, underline them, then fill in the remaining three forms:

sent, teach, bring, found, seen, gone, speak, tried, knew, paying.

IV. Translate the following sentences into Estonian, e. g.:

We were asked to write an article for the wall newspaper.

Meid paluti kirjutada seinalehele artikkel.

1. He was answered in one short word.

2. She was told to return home at once.

3. They were shown the way to the station.

4. The pupils were given five minutes to finish the translation.

V. Fill in suitable words from the text.

1. "When my leg was broken," said Leo, "one of my comrades came every day to ... me; he brought me the homework and told me what they had learned and what had ... at school that day."

2. Soviet children are ... to love their free Socialist land and to hate every kind of exploiter of men.

VI. Fill in the blanks with the definite article where necessary (see Explanatory Note 1).

1. I shall go to ... bed early as I am very tired.

2. We had a very long day at ... school today, and I am ready for ... bed.

3. When I was in ... bed, Mother came to talk to me. I asked her to sit down on ... bed.

4. I have a cat that likes to lie on ... bed in my room. Sometimes it even gets into ... bed where no one can see it.

5. Yesterday I did not feel well. I got up as usual, but Mother said, "I see that you are not well. Get back into ... bed at once. I won't allow you to go to ... school today. I shall go to ... school and tell your teacher that you can't come."

LESSON TEN

Grammar Exercises (§§ 32—35)

I. Copy the following sentences, underlining the absolute forms of the possessive pronouns. Then translate the sentences into Estonian (see Explanatory Notes, p. 45).

1. "Maria Vasilievna gave each of us a new pencil today, Mother," said Yura. "Mine is blue."

2. "Those stockings are not yours; you have put on mine," said Lena to Valya.

3. "Here are Leo's shoes, but where are Mike's? I can't find his," said Mother.

4. Nora and I have lost our pens. Hers is brown and mine is green. Has anyone seen them?

5. This cat is not ours. Ours has black feet and this one has white feet. Sasha, go and ask the Petrovs whether it is theirs.

II. Put the following sentences into indirect speech, e. g.:

"*Were you doing your homework in the afternoon yesterday or did you leave it till the evening, Leo?*" asked Yura. "*I almost came to ask you to go to the theatre with me, but I remembered that you nearly always do your homework in the evening.*"

Yura asked Leo whether *he had been doing his homework in the afternoon yesterday or whether he had left it till the evening*. Then he said that *he had almost come to ask Leo to go to the theatre with him, but he had remembered that Leo nearly always did his homework in the evening*. (Note that *whether* must be repeated.)

1. "I have been reading 'The Young Guard' by Fadeyev all week," said Nick. "I am reading it for the third time."

2. "Leo himself was reading 'Far from Moscow' by Azhayev yesterday," said Mike. "He will give it to me when he has finished it."

3. "I was thinking about you last night, Lydia," said Nadya. "Have you decided to go with your parents to Omsk, or will you remain here with your aunt until you finish school?" she asked.

Lexical Exercises

Look up the italicized words in the vocabulary, then translate the following into Estonian.

In the nineteenth century English merchants, members of Parliament and mill-owners often spoke about the *prosperity* of the *nation*. By that they meant that they themselves were in a *prosperous state*. The millions of workers they exploited were in a terrible state; *for instance*, they received very little money and almost *starved*; they worked sixteen or eighteen hours a day; they lived in holes and corners; they were not allowed to unite in order to fight for a better life.

SISSY'S "MISTAKES"

PART II

"But oh, Miss Louisa," Sissy said, "I am so stupid."

Louisa laughed and told her she would be wise by and by.

"You don't know," said Sissy, half crying¹, "what a stupid girl I am. All through school hours² I make mistakes. Mr. and Mrs. McChoakumchild call me up over and over³ again just to make mistakes. I can't help them⁴. They seem to come natural to me."

"Mr. and Mrs. McChoakumchild never make any mistakes themselves, I suppose, Sissy?"

"Oh, no," she answered, "they know everything."

"Tell me some of your mistakes."

"I am almost ashamed," said Sissy. "But one day, for instance, Mr. McChoakumchild was explaining to us about Natural Prosperity."

"*National*, I think it was," said Louisa.

"Yes, it was. But isn't it the same?"⁵ she asked.

"You had better say *National*, as he did."

"National Prosperity. And he said: 'Now, this schoolroom is⁶ a nation. And in this nation there are fifty millions of money. Isn't this a prosperous nation? Girl Number Twenty, isn't this a prosperous nation and aren't you in a prosperous state?'"

"What did you say?" asked Louisa.

"Miss Louisa, I said I didn't know. I thought I couldn't know whether I was in a prosperous state or not, unless I knew who had got the money, and whether any of it was mine⁷. But that had nothing to do with it,"⁸ said Sissy.

"That was a great mistake of yours⁹, Sissy."

"Yes, Miss Louisa, I know it was, now. Then Mr. McChoakumchild said he would try me again. And he said: 'This school-room is a very large town, and in it there are a million inhabitants, and only twenty-five are starved to death in the streets in a year. What have you to say¹⁰ about that proportion?' And I said — for I could not think of anything better — that I thought it must be just as hard upon those who starved, whether the others were a million or a million million. And that was wrong too."

"Of course it was."

"Then Mr. McCoakumchild said he would try me once more. And he said: 'I find that in a given time a hundred thousand persons went to sea on long voyages and only five hundred of them were drowned or burnt to death. What is the percentage?' And I said, miss, I said it was nothing."¹¹

"Nothing, Sissy?"

"Nothing, miss, — to the relations and friends of the people who were killed¹². I shall never learn," said Sissy. "And the worst of all is that although my poor father wished me to learn, and although I want to learn because he wished me to, I am afraid I don't like it."

Explanatory Notes

- ¹ half crying pooleldi nuttes
- ² all through school hours kõigi koolitundide ajal, kogu koolitöö ajal
- ³ over and over again ikka ja jälle
- ⁴ I can't help them ma ei saa neid (vigu) ära hoida
- ⁵ but isn't it the same? kuid kas see pole seesama?
- ⁶ now, this school-room is siin sõna now tähendab *oletame et, näiteks*
- ⁷ whether any of it was mine kas midagi sellest on minu oma

Omastav asesõna *mine*, samuti ka teised omastavad asesõnad *his, hers, ours, yours, theirs* on absoluutsed omastavad asesõnad. Nad asendavad nimisõnu ja seega erinevad omastavatest asesõnadest *my, his, her, our, your, their*, mis täiendavad nimisõnu, seistes viimaste ees, ja mis sarnanevad oma funktsioonilt omadussõnadele:

This is *my hat* and that is *yours*.
See on minu kübar ja too on sinu (oma).
Mine is black, and *yours* is blue.
Minu oma on must ja sinu oma on sinine.

- ⁸ that had nothing to do with it sellel polnud midagi tegemist sellega
- ⁹ that was a great mistake of yours see oli üks teie suuri vigu (eksitusi)

Kui absoluutse omastava asesõna ees seisab eessõna *of*, siis ta märgib üht teiste hulgast:

He met *a friend of his* in the train.
Rongis ta kohtas üht oma sõpradest.
Mary is *an old friend of hers*.
Mary on üks tema vanu sõpru.

- ¹⁰ what have you to say ... mis on teil ütelda ...
- ¹¹ it was nothing ... see ei tähenda midagi ...
- ¹² who were killed kes said surma, hukkusid
- ¹³ I am afraid ma kardan; siin: pean tunnistama

Exercises to the Text

- I. Read and translate orally the conversation between Sissy and Louisa.
- II. Arrange the following words in two columns, the nouns in the first column, and their corresponding adjectives in the second:
nature, national, prosperity, emptiness, nervous, silent, strong, danger, prosperous, nation, nervousness, dead, empty, dangerous, silence, natural, strength, death.
- III. Write the conversation between Louisa and Sissy in indirect speech.
Begin like this: "Sissy said that all through school hours she made mistakes"
End here: "Miss Louisa, I said I didn't know."
Study the following before you begin to write.
 1. Louisa told Sissy that she supposed...
 2. Louisa said she thought it was National...

3. Sissy agreed that it was, but asked ...
4. Louisa told Sissy, she had better say ...

IV. Fill in suitable words from the text.

1. I shall not be able to find the place ... you give me exact directions how to go there.
2. Are you not ... of yourself? How can you make such a stupid mistake?
3. I suppose the ... thing to do is to wait until the weather gets warmer and start on our excursion, but I want to go today.

V. Answer the following questions in Estonian.

1. Why didn't Sissy like school?
2. Why was Sissy not so stupid as she thought she was?
3. Why was Mr. Gradgrind wrong when he said, "Facts alone are wanted in life. Nothing else will ever be of use"?

REVISION II

SOVIET RAILWAYS

PART II

Besides building new railway lines, the Soviet Government has improved old lines and electrified many on which the traffic is particularly heavy¹. By the end of the period of the first post-war five-year plan, it will be possible to travel the whole length of the Urals² from Karpinsk in the North to Chelyabinsk in the South by electric train. Electric locomotives are taking the place³ of steam engines on the line between the Urals and the Kuzbas. Soon Siberia will have the longest electric railway in the world.

Railways meet at big cities. For instance seven lines meet in Sverdlovsk and eleven in Moscow.

Formerly railway junctions were not planned, and through traffic lost much time because the marshalling-yards were too small, and it was impossible to make them larger because of the houses around⁴. During one of the five-year plans, our railway engineers built a railway to the east of Moscow, called the Moscow Eastern Semi-circle. The circle was completed during the Great Patriotic War. Thus trains carrying wood from the North to the South and coal from the South to the North go round Moscow⁵ instead of passing through it.

Old Russia had fine railway engineers and inventors, but in tsarist times the railways were as backward as the national economy as a whole⁶. Industry was weak and the equipment of the railways was very poor. For instance, when the train ran downhill⁷, the engine whistled and the brakemen on the train turned the hand brakes.

Today railway transport is quite different. Soviet industry has given the railways many thousands of locomotives, hundreds of thou-

sands of cars and oil-cisterns. The trains, especially goods trains, go much faster than before the Revolution. All of them have automatic brakes invented by Soviet engineers. Transport in the Soviet Union is organized on Socialist principles and we make fuller and better use⁸ of every locomotive, of every car and every kilometre of line than the capitalist countries do. The U.S.S.R. carries more tons of goods per kilometre⁹ than the U.S.A., and now holds the first place¹⁰ in the world in this respect. The U.S.S.R. is a great railway power.

Explanatory Notes

- ¹ the traffic is particularly heavy liiklemine on eriti elav
- ² the whole length of the Urals Uraali täies pikkuses
- ³ are taking the place asendavad
- ⁴ because of the houses around ümbritsevate majade tõttu
- ⁵ go round Moscow käivad ümber Moskva
- ⁶ as a whole tervikuna
- ⁷ ran downhill sõitis mäest alla
- ⁸ make fuller and better use kasutame täielikumalt ja paremini ära
- ⁹ per kilometre kilomeetri kohta
- ¹⁰ holds the first place omab esikoha

Grammar Exercises

- I. Translate the following sentences into Estonian, paying attention to the word *one*.
 1. These are good apples, but the best ones grow in Alma-Ata.
 2. "Please give me one of your pencils; I forgot to bring one."
 3. "Take an apple, Lucy; which one would you like?"
 4. He needed a pen, but there wasn't one anywhere.
- II. Join the following sentences, using the complex object with the *ing-form*, e. g.:

Do you *remember him* that day? *He was talking* to the director.
Do you *remember him talking* to the director that day?

 1. I can see the train. It is coming.
 2. Lena sat and watched the rain. It was beating down her flowers.
 3. Did you hear Kozlovsky last night? He was singing over the radio.
- III. Change the following sentences into indirect speech, using the complex object, e. g.:

"Please come for a walk with me, Lydia," said Annie. (*wanted*)
Annie *wanted Lydia to go for a walk with her*.

 1. "Return the books to your aunt, Leo," said Mother (*wished*).
 2. "Lena, please help me with my homework," said Valya. (*wanted*)
 3. "You must come home from school at once," said Father to his eight-year-old son. (*told*)
 4. "Please take me for a walk, Lena," said little Galya. (*would like*)
- IV. Translate the following sentences into Estonian, paying attention to the words *very, only and but*.
 1. We have plenty of time, it is only eight o'clock.
 2. Miss Trotwood was David Copperfield's only relation.
 3. It did nothing but rain that day.
 4. There are very few apples on this tree, but there are many on those young ones.
 5. You are the very person I wanted to see! How very glad I am that you have come.

V. Fill in the blanks with *little, a little, few, a few*, and then translate into Estonian.

1. There was still ... time before the train left. 2. I have too ... time today, but I shall come again in ... days. 3. There is ... hope now that he will come in time to go with us. 4. There was no rain that summer, so there were ... apples in our garden. 5. I can only tell you ... about it now, as I have very ... time. 6. He will come back in ... minutes.

VI. Translate the following sentences into Estonian, then change them into the active voice.

1. That picture was put there by my father.
2. He was followed by five or six small children.
3. The fascists were driven out of our country by the Soviet Army.

VII. Make the following sentences passive, then translate the sentences containing the passive into Estonian.

1. In summer the boys often drive the horses to the fields.
2. Ivan Susanin led the Poles into the thick of the forest.
3. More than one Soviet patriot repeated the deed of Ivan Susanin.

VIII. Put the following sentences into indirect speech.

1. "He has been a very brave boy," said the pioneer leader. 2. "Have you get a Russian-English dictionary?" he asked me. 3. "Where have you put my bag?" he asked his sister. 4. "I went to the Russian Museum first, and then to the Public Library," she said.

IX. Give the *ing*-forms at the following verbs:

drop, cry, step, ride, fly, cut, keep, explode, die, lie, suppose.

X. Analyse the following sentences.

1. She held my hand in hers.
2. Sissy Jupe's father wanted his daughter to go to school.
3. How long have you been waiting for us?
4. Listen! Do you hear someone singing?

THE ARRIVAL OF MISS MURDSTONE

from "David Copperfield" by *Charles Dickens*

(David Copperfield's mother married Mr. Murdstone while David was visiting the relations of his nurse Peggotty. David comes home to find he has a new father, whom he immediately dislikes.)

We dined alone, we three together. He seemed to be very fond of my mother — I am afraid I didn't like him any better for that — and she was very fond of him. I gathered from what they said that an elder sister of his was coming to stay with them, and that she was expected that evening.

After dinner, when we were sitting by the fire, and I was wondering if I could run away to Peggotty without offending the master of the house, a coach drove up to the garden gate, and he went out to receive the visitor. My mother followed him. I was following her when she turned round at the parlour-door, and taking me in her arms as she used to do,¹ whispered to me to love my new father and do what he told me. She did this quickly, as

if it were wrong;² and then, putting out her hand behind her, held mine in it, until we came near to where he was standing in the garden, where she let mine go, and put hers on his arm.

It was Miss Murdstone who had arrived, and an unpleasant-looking lady she was; dark, like her brother, whom she was very much like in face and voice. She brought with her two hard black boxes, with her initials on them in hard brass nails. When she paid the coachman, she took her money out of a hard steel purse, and she kept the purse in a very jail of a bag³ which hung upon her arm by a heavy chain, and shut up like a bite. I had never, at that time, seen such a metallic lady as Miss Murdstone was.

She was brought into the parlour with many expressions of welcome, and there formally recognized my mother as a new and near relation. Then she looked at me and said:

"Is that your boy, sister-in-law?"

"Yes," said my mother.

"Generally speaking," said Miss Murdstone, "I don't like boys. How do you do, boy?"

I replied unwillingly that I was very well and that I hoped she was the same. Miss Murdstone expressed her opinion of me in two words:

"Wants manner!"⁴

After saying this loudly and clearly, she asked my mother to show her to her room.⁵

Explanatory Notes

¹ as she used to do [juust] nagu ta tavaliselt tegi

² as if it were wrong [rõn] nagu oleks see väär

³ in a very jail of a bag kotis nagu tõelises türmis

⁴ wants manner käitumisviis jätab soovida

⁵ to show her to her room saata (juhatada) teda tema tuppa

LESSON ELEVEN

Grammar Exercises (§§ 15—17, 36—42)

I. Translate the following sentences into Estonian, paying attention to the adverbial clauses of real condition.

1. We shall be very pleased if Leo comes with us.
2. If you bring me your exercise-book, I shall show you your mistake.
3. If Mike was ill, he was not at school, of course.
4. You may come with me to the station if your mother allows you.

II. Underline the tense form (Subjunctive Mood) in the if-clause with one line and the tense form (Conditional Mood) in the principal clause with two lines in the following sentences of unreal condition referring to the present or future; then translate the sentences into Estonian.

1. Would you go with me to the cinema on Sunday if I invited you?
2. If you were me, what institute would you go to?
3. I should go to the Institute of Foreign Languages if I were you; you are so good at English.
4. If he walked home, he would have more time in the fresh air.

Lexical Exercises

I. Translate the following into Estonian, paying attention to the change in meaning of the verb made by the adverb or adverb-like preposition.

1. Sonya forgot to *shut* the door.
2. "Please go and *shut up* the hens, Nick, it is already dark," said Nick's mother.
3. Mr. Gradgrind *shut* his children *off* from all games with children of their own age.
4. You had better *shut* the dog *up* in the house when you leave, or else it will follow you.
5. Do you hear your cat, Galya? It is *shut out*. Go and open the door and let it in.

II. Give the nouns corresponding to the following verbs by adding the suffix *-ation*, e. g.:

invite — invitation (kutse)

(Pay attention to the spelling.)

The nouns will have the meanings given in brackets:

observe — (vaatlus)

prepare — (ettevalmistus)

continue — (järg)

form — (moodustamine; formatsioon)

examine — (eksam, uurimine)

plant — (istandus)

exploit — (ekspluateerimine)

III. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. The clerk in the *booking-office* weighed the passengers' luggage on the scales which stood behind the *counter*.
2. We *booked* good places in the train for the children and sent them to Kiev in care of the *guard*.
3. He tried to *enter* the room by the window, but as there was no *ladder* anywhere he could do nothing because of the *height* of the window.
4. You may *keep* library books for ten days only.
5. Mother *filled* a plate with meat and potatoes and *offered* it to the visitor.

DAVID COPPERFIELD IS LEFT TO BE CALLED FOR

from "David Copperfield" by Charles Dickens

(When David Copperfield was a little boy he lived very happily with his mother in the country at Blunderstone in Suffolk. His father had died before he was born.)

When he was about seven or eight, his mother married a Mr. Murdstone, who with his sister, Miss Jane Murdstone, was very cruel to the boy. David was taught by his mother under the direction of Mr. Murdstone, and in the presence of Mr. Murdstone and his sister. They made him so nervous that he forgot all he had learned. One day Mr. Murdstone took him upstairs to punish him because he could not repeat his lessons. Mr. Murdstone struck the boy once with a rod and at the same moment David bit the hand that was holding him. The boy was terribly beaten then and after that shut up in his room for five days. David's mother was told that he was a bad boy and had to be sent to school.

So David was sent to a school near London. He travelled to London in care of the guard.)

(The coach has just reached the end of the journey.)

"Is there anybody here for a boy booked in the name of Murdstone from Blunderstone, Suffolk, to be left till called for?"

Nobody answered.

"Try Copperfield, if you please,¹ sir," said I, looking helplessly down from my seat on the top of the coach.

"Is there anybody here for a boy booked in the name of Murdstone, from Blunderstone, Suffolk, but calling himself Copperfield, to be left till called for?" said the guard. "Come! Is there anybody?"²

No. There was nobody.

A ladder was brought and I got down. The coach was empty of passengers by this time, the luggage was very soon taken out, the horses were taken away, and now the coach itself was pushed out of the way.³ Still nobody came for the boy from Blunderstone, Suffolk.

More solitary than Robinson Crusoe, who had nobody to look at him and see that he was solitary, I went into the booking-office and by invitation of the clerk on duty, passed behind the counter and sat down on the scales on which they weighed the luggage. Here as I sat looking at the parcels and books, one thought after another passed through my mind.

"Supposing nobody comes for me," I thought, "how long will they keep me here at the booking-office? Will they keep me long enough to spend the seven shillings I have in my pocket? Shall I have to sleep at night in the booking-office with the other luggage, or shall I have to go out every night and come again the next morning to be left till called for? If I started off at once and tried to walk back home, how could I find my way, how could I walk so far? If I offered myself as a soldier or a sailor, they probably wouldn't take me, for I am so small."

These thoughts and a hundred other such thoughts filled me with terror. My terror was at its height when a man entered and said something to the clerk. The clerk pushed me off the scales, and pushed me over to him as if I were weighed, bought and paid for⁴.

The man took me by the hand.

"You're the new boy?" he said.

"Yes, sir," I said.

I supposed I was. I didn't know.

"I'm one of the masters at Salem House," he said.

Explanatory Notes

¹ if you please palun

² Come! Is there anybody? Noh, kas on kedagi?

³ out of the way teelt eest ära

⁴ as if I were weighed, bought and paid for nagu oleksin ma (juba) kaalutud, ära ostetud ja tasugi mu eest kätte saadud

Exercises to the Text

I. There are two unreal conditional sentences in the text. Underline the verbs in the Subjunctive Mood with one line, the verbs in the Conditional Mood with two lines. Write the Estonian translation.

II. Fill in the blanks with the correct preposition where necessary.

1. He went ... the booking-office to book seats ... the Leningrad—Moscow train.
2. We live ... the country ... Petrovskoye, a small village ... the Moscow Region.
3. David's mother married ... a Mr. Murdstone.
4. Mr. Murdstone married ... David's mother.
5. David was shut up ... his room ... five days.
6. The guard got down ... his seat ... the top of the coach.
7. ... that moment a man entered ... the room.

III. Translate into Estonian, paying attention to the use of the passive voice.

1. The parcel will be called for during the afternoon.
2. "Please give me the money to pay for the books." "They were paid for when they were ordered."
3. David was brought his meals by Miss Murdstone while he was shut up in his room.

IV. Translate into Estonian, paying attention to the complex objects.

1. Robinson Crusoe had nobody to look at him and see that he was solitary.
2. I hope you have somebody to help you to carry the parcel; it is very heavy.
3. Grandmother likes us to go and see her very often. She likes to hear us talk about our school and our friends.

V. Fill in suitable words from the text.

1. Yura was ... because he pushed his little sister and she fell down.
2. The ... from Moscow to the Far East is very interesting.
3. Please ... my dog until I come back from Leningrad.
4. A ... can be carried from place to place but stairs cannot.
5. The thought passed through his ... that he had better explain everything to his mother.
6. Annie says she is much better and will ... be back at school the day after tomorrow.

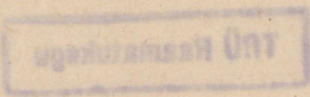
VI. Answer the following questions.

1. Why did David feel more solitary than Robinson Crusoe?
2. Why did David think of offering himself as a soldier or a sailor?
3. What do you think the man said to the clerk?
4. Which parts of this description of "David Is Left to Be Called for" do you like best? Explain why.

LESSON TWELVE

Grammar Exercises (§§ 10—14, 18—20, 23—27, 36—39)

I. Underline the Subjunctive Mood in the *if*-clause with one line and with two lines the Conditional Mood in the principal clause of the following unreal conditional sentences referring to the past. Then translate the sentences into Estonian.



1. If it had not snowed so hard, the boys would have been home sooner.
2. If we had left the road and gone through the forest, we should have lost our way.
3. It would not have been so cold if there had been no wind.
4. The boys would have been very hungry if their mother had not given them so much bread and meat.
5. If they had known that the weather would be so cold, they would not have gone on their excursion.

II. State whether the following are sentences a) of real condition, b) of unreal condition referring to the present or future, c) of unreal condition referring to the past. Then translate them into Estonian.

1. If George had been careful, he would not have broken a cup.
2. If Leo had six apples and someone gave him three more, how many would he have?
3. If there is not enough salt in the soup, you can put some more in.
4. If we started now, we should get to the village by evening.
5. If the matter is really important, I am quite ready to take a letter to Boris's father at once.
6. If the weather had not been so cold, we should have gone on an excursion during the winter holidays.
7. She told me that if I forgot to water my flowers, they would die.

Lexical Exercises

I. Form compound adjectives from the following attributive clauses, then translate them into Estonian, e. g.:

potatoes *which have been badly cooked* — *badly-cooked* potatoes.

1. a dress which has been well made.
2. a dictation which has been well written.
3. a house which was badly built.
4. a story which is well told.

II. Translate into Estonian, paying attention to the italicized words.

1. The children *ate* their dinner and went out into the garden.
2. They were very hungry and *ate up* everything on the table.
3. The coat is too big for Galya, so Mother has put it away till she *grows* a little taller.
4. "You must wait till you *grow up* before you can work in a factory like Father," said Mother to my little brother.
5. The door is *shut*; you had better knock.
6. The house is *shut up*, the family are all away.

III. Translate the following sentences into Estonian, paying special attention to the meaning and use of the word *about*.

1. He spoke *about* Nekrassov's "Russian Women".
2. The wind blew the girl's hair *about* her face.
3. They were walking *about* the garden.
4. Fanny was *about* to do her homework when her friend came in.
5. There are *about* 10,000 books in this library.
6. Peter was *about* to leave the classroom when the teacher called him back.
7. People were standing *about* waiting for the train.

IV. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. The book has ten *chapters*.
2. *Candles* are not much used today.

3. The girl asked her mother to *waken* her at six o'clock because she wanted to learn her *history* lesson again.

4. The *thin* young man entered a well-lit waiting-room and was told to *take a seat* on one of the benches that surrounded the walls.

5. There was a *quantity* of coloured cotton material on the table. Lydia *wondered* what it was for.

6. All kinds of cruel *punishments* are used in many English schools even today.

7. Annie was too nervous to eat any *supper* — all she could do was to *swallow* a few *spoonfuls* of soup.

8. "What a strange *business!*" exclaimed Robinson Crusoe, when he saw the mark of a man's foot.

JANE EYRE AT SCHOOL

from "Jane Eyre" by *Charlotte Brontë*

PART I

(Jane Eyre is a poor orphan brought up by her aunt, Mrs. Reed. Mrs. Reed and her children are very cruel to the girl. One day Jane tells Mrs. Reed what she thinks of her, and Mrs. Reed is very angry. After that Jane is sent to Lowood Institution, a charity-school for poor girls, directed by a clergyman called Mr. Brocklehurst. The aim of this school, like the aim of Mr. Gradgrind's school in Dickens' "Hard Times", was¹ to bring up children to be useful servants of the rich.

Jane Eyre is brought to Lowood on a cold winter evening, hungry and tired. She is told to go with Miss Miller, one of the teachers.)

I was taken into the great school-room where about eighty girls of every age from nine or ten to twenty were learning their lessons. They were all dressed alike in ugly brown dresses. Miss Miller ordered the monitors to put away the books and bring in the supper trays. On each tray there were small pieces of thin, dry oat-cake, a jug of cold water and one glass. I couldn't eat any oat-cake, I was too tired and excited, but I drank some water, for I was thirsty.

After supper the classes marched upstairs to the bedroom, a long cold room lit by one candle. In ten minutes the girls were lying in the long rows of beds, two in each, and the light was blown out. That first night I slept in Miss Miller's bed.

I was wakened by a bell very early the next morning. In the light of the one candle the girls were washing and dressing. It was so cold that I put on my clothes with difficulty.

The bell rang again and we marched downstairs to the cold, badly-lit school-room. Miss Miller read prayers. Then came the order: "Form classes."² The girls formed four semi-circles round four tables. A distant bell was heard and three teachers at once entered the room. Each walked to a table and took her seat. Miss Miller took the chair at the fourth table around which the smallest children stood. I was put at the bottom of this class³.

Now the business of the day began. Chapters from the Bible were repeated, chapters from the Bible were read. This went on for

an hour. Then the bell rang a fourth time and the classes were marched into another room for breakfast. On the tables there were bowls containing a small quantity of burnt porridge. I was so hungry that I swallowed one or two spoonfuls, but that was all. No one ate much, though all were hungry.

At nine o'clock lessons began. All four classes had their lessons in the same large school-room. At twelve o'clock the order was given: "To the garden."

The day was cold and wet, and only a few of the strongest girls ran about and played games. The others stood about in the warmest places they could find. I had spoken to no one yet, but I did not feel unhappy. By and by I saw a girl sitting on a stone bench; she was reading a book. She happened to look up⁴ as she turned a page and I said to her.

"Is your book interesting?"

"I like it," she answered.

"What is it about?" I continued.

"You may look at it," said the girl, giving me the book. There were no pictures in it. I returned it to her. She was about to⁵ continue reading when I began to ask her about the school and the teachers. She answered all my questions, then I asked her about herself.

"Have you been long here?"

"Two years."

"Are you an orphan?"

"My mother is dead."

"Are you happy here?"

"You ask rather too many questions. I have given you enough answers for the present⁶. I want to read."

But at that moment the bell rang for dinner, and all re-entered the house. The dinner was little better than the breakfast — badly-cooked potatoes and some strange pieces of meat. I ate what I could and wondered if the meals would be like this every day.

After dinner we went back to the school-room; lessons continued till five o'clock.

The only event of the afternoon was that I saw Miss Scatcherd, the history teacher, send the girl I had talked to in the garden into the middle of the great school-room where she had to stand for half an hour with all eyes on her⁷.

"How can she stand there so quietly?" I wondered. "She doesn't cry, she doesn't seem ashamed⁸. If I were in her place, I would wish the earth to open and swallow me up. She must be thinking of something else, not of her punishment. I wonder what kind of a girl she is."⁹

Soon after five o'clock we had another meal, a cup of coffee and a small piece of brown bread¹⁰. I ate up my bread and drank up my coffee at once. I should have been glad if there had been

more. I was still hungry. Half an hour's rest followed this meal, then study; then the glass of water and the piece of oat-cake, prayers and bed. Such was my first day at Lowood.

(To be continued)

Explanatory Notes

- ¹ the aim ... was ... eesmärk ... oli ...
- ² Form classes! Moodustage klassid! (s. o. rühmituge klasside järgi)
- ³ at the bottom of this class selle klassi kaugemas otsas (kus olid halvemad õpilased)
- ⁴ she happened to look up ta juhtus üles vaatama
- ⁵ she was about to ta kavatses, pidi hakkama
- ⁶ for the present käesolevaks korraks
- ⁷ with all eyes on her kõik silmad temale pööratud
- ⁸ she doesn't seem ashamed ta ei näi häbenevat
- ⁹ what kind of a girl she is mis laadi tütarlaps see õige on
- ¹⁰ brown bread jame nisuleib, sepik

Exercises to the Text

- I. At the end of the text there is one sentence of unreal condition referring to the present (or future) and one sentence of unreal condition referring to the past. Write out these sentences.
- II. Arrange the following words in pairs of antonyms:
thin, full, wise, take a seat, alike, stupid, upstairs, eldest, thick, stand up, hard, different, empty, soft, downstairs, youngest.
- III. Fill in suitable words from the text.
 1. The first important ... in his life was when he went to school; the second when he became a young pioneer.
 2. The frying-pan was very hot and Boris ... his fingers.
 3. The boy's parents were killed by the fascists in 1941 and he became an ... at the ... of three.
- IV. Fill in the blanks with the correct tense of the verbs in the margin (Past Indefinite, Past Continuous, Past Perfect, Present Indefinite, Present Perfect).

Griboyedov ... in Moscow on January 15, 1795. He ... English, French, German and Italian when still a child. He ... a student of the Moscow University at a very early age. He ... there, when Napoleon ... his invasion of Russia. Griboyedov ... into the army and soon ... a very good officer. After the Russian people ... Napoleon out of Russia. Griboyedov ... a Russian diplomatic servant.

Griboyedov ... literature very much and he ... a number of works, but it ... his play "Wit Works Woe"¹ that ... him famous. Many lines from the play ... proverbs, and people ... them very often without knowing that they ... by Griboyedov.

In February 1829 Griboyedov ... in Teheran in Persia (now Iran) by enemies of Russia.

be born
learn
become
study
begin, go
become
drive
become
like, write
be
make
become, repeat
write (pass.)
kill (pass.)

- V. Put the conversation between Jane Eyre and the girl into indirect speech.
- VI. Read at home Part II of "Jane Eyre at School".

¹ "Wit Works Woe" — «Häda mõistuse pärast».

JANE EYRE AT SCHOOL

PART II

The next day began as before; but this morning no one washed; the water in the jugs was frozen. The weather had changed during the night and a cold north-east wind blew in through the badly-closed windows.

Before the long hour and a half of prayers and Bible reading was over, I thought I should die of cold. Breakfast-time came at last, and this morning the porridge was not burnt; the quality was not bad, the quantity was small. How small my portion seemed!

I had now become a regular member of the fourth class, and was given regular tasks. I was not accustomed to learn things by heart¹, and the lessons seemed to me long and difficult. So I was glad when about three o'clock Miss Smith, the sewing teacher, sent me to sit in a quiet corner of the school-room with some sewing. Most of the girls were now sewing, but one class still stood round Miss Scatcherd's chair reading. As all was quiet, the subject of their lessons could be heard, and the way each girl² read or answered questions. I observed the girl I had talked to in the garden. At the beginning of the lesson, her place had been at the top of the class³, but for some mistake in pronunciation she was suddenly sent to the bottom. Even in that place, Miss Scatcherd continued to make such remarks as the following⁴ to her:

"Burns, you are standing on the side of your shoe."⁵

"Burns, you are holding your chin unpleasantly high."

"Burns, you must hold your head up. I will not allow you to stand before me like that,"⁶ etc., etc.

When the girls had read a chapter through⁷ twice, they were told to close their books, and were questioned. It seemed a difficult lesson and many of the girls could not answer the questions. Burns, however, had remembered everything and was ready with answers on every point.

I thought Miss Scatcherd would praise her, but instead of that, she suddenly cried out:

"You dirty girl! You have never cleaned your nails this morning!"

Burns made no answer⁸. I wondered at her silence. "Why," thought I, "does she not explain that she could neither clean her nails nor wash her face, as the water was frozen?"

Miss Smith now called me and began to talk to me, so I could not continue to observe Miss Scatcherd's movements. When I returned to my seat, I saw Burns leave the class and come back in a minute carrying a bundle of short sticks tied at one end. She gave this to Miss Scatcherd with a bow.

Miss Scatcherd struck her ten or twelve times on the neck with this rod. I could not go on with my sewing, my hands shook with anger, but Burns's face did not change its expression.

"Take the rod away!" exclaimed Miss Scatcherd. "Nothing can correct you of your bad habits."

(To be continued)

Explanatory Notes

- ¹ learn things by heart (palu) pähe õppima
- ² and the way each girl ja viis, kuidas iga tütarlaps...
- ³ at the top of the class klassi eesotsas (kus seisid paremad õpilased)
- ⁴ as the following nagu näiteks
- ⁵ on the side of your shoe kinga serval.
- ⁶ like that niimoodi
- ⁷ had read [red] a chapter through olid lugenud peatüki läbi
- ⁸ made no answer ei vastanud midagi

LESSON THIRTEEN

Grammar Exercises (§§ 32—42)

I. A. Copy the following sentences, underline the verbs in the Indicative Mood with one line, those in the Subjunctive Mood with two lines and those in the Conditional Mood with three lines. After each sentence write (*real*), (*unreal, present, future*), or (*unreal, past*) according to the sentence.

B. Translate the sentences into Estonian.

1. If Jane Eyre had not told Mrs. Reed what she thought of her, she would not have had to go to Lowood.

2. "If the porridge were not burnt," thought the little girl, "I would eat it all up, but I can't eat any more of this."

3. The school-room would not have been so cold if the fires had been bigger.

4. It is not cold here in winter unless the north-east wind blows.

5. In most English schools the good pupils have places at the top of the class, and the bad ones at the bottom. If a pupil answers badly, he is sent to the bottom of the class.

6. If the quantity of food given to the pupils at Lowood had been larger, they would not have been so hungry.

II. Change the forms of the verbs in the following unreal conditional sentences so that the sentences refer to the past. Make any other necessary changes.

1. If I were not so busy, I should go for a walk.

2. Peter could go with you if it were not late, but he must go to bed.

3. "If you went to bed a little earlier, you would be able to get up in the morning when other people do."

III. Answer the questions given in brackets about the following conditional sentences, e. g.:

If Boris *had seen* Alec, he *would have told* him not to come.

Question: Did Boris tell Alec not to come?

Answer: No, he didn't.

Question: Why didn't he?

Answer: He did not see Alec, so he could not tell him not to come.

(NOTE: The answers to the questions may be given in Estonian. If you give them in English, pay great attention to the tenses.)

1. If Lydia had been more careful, she would not have made mistakes in her dictation. (Did Lydia make mistakes in her dictation? Why did she?)

2. If you had not given Leo your book, he would not have been able to do his homework. (Did Leo do his homework? Why was he able to do his homework?)

3. If I had no work to do, I should go with the boys to the cinema. (Have I work to do? Have the boys gone to the cinema yet?)

4. If I had had no work to do, I should have gone with the boys to the cinema. (Have the boys gone to the cinema yet? Why didn't I go with them?)

Lexical Exercises

I. Make verbs from the following adjectives by adding the suffix *-en*, e. g.:

deep — deepen (süvendama, süvenema).

Your verbs will have the following meanings:

short — (lühendama, lühenema)

bright — (selginema, helgemaks muutuma)

dark — (pimenema, hämaiduma, pimestama, tumestama)

weak — (nõrgenema, nõrgestama)

black — (mustama, mustenema)

sad — (kurvastama, kurvaks tegema, kurvastuma)

worse — (halvenema, halvendama)

white — (valgustama)

sweet — (magustama)

ripe — (küpsema)

II. Translate the following sentences into Estonian, paying attention to the italicized words.

1. *Look!* There's Tom and his father. Evidently they are going to *look at* the pictures in the Picture Gallery too.

2. Some of our favourite pictures were in another room and we had to *look for* them.

3. "*Look at* that portrait. Doesn't that girl *look like* our Galya?" "Yes, when Galya doesn't *look well*."

4. Little Mike got tired of *looking at* the pictures and went to the window to *look out*.

5. When he gets tired of anything, he always likes to *look out* of the window.

6. By and by a bell rang. Then a man *looked into* the room where we were and said, "It's closing-time."

III. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. Try and *get* your elder brother to help you with your history.

2. "It is your own *fault* that you have *hurt* yourself, Mary," said Leo *severely*. "I told you not to climb up that tree. Now you must just *bear* the pain."

3. "Sometimes it is difficult to *avoid* mistakes. It is your duty to learn from your mistakes and *correct* them," said Maria Ivanovna.

JANE EYRE AT SCHOOL

PART III

The half-hour before evening studies began was the only time during the day that the pupils of Lowood could talk freely in the school-room.

On the evening of the day on which I had seen Miss Scatcherd strike her pupil Burns with the rod, I moved alone as usual among the benches and tables, yet not feeling sad or lonely. When I passed the windows, I sometimes looked out. It was snowing fast. If I put my ear close to the window I could hear the wind crying outside.

Probably, if I had left a good home and kind parents, this would have been the unhappiest hour of the day; the wind would have saddened my heart; the noise in the school-room would have made me feel lonely; as it was, I was filled with a strange excitement, I wished the wind to cry more wildly, I wished the darkness to deepen and the noise in the room to become still louder.

Jumping over benches, crawling under tables, I made my way to one of the fire-places. There, on her knees, I found Burns reading by the light of the fire.

"Is it still the same book?" I asked, coming behind her.

"Yes," she said, "and I have just finished it."

In five minutes more² she shut it up. I was glad of this. "Now," thought I, "I can perhaps get her to talk."³

I sat down by her on the floor.

"What is your name besides Burns?"

"Helen."

"Do you come a long way from here?"⁴

"I come from a place farther north;⁵ quite near Scotland."

"Will you ever go back?"

"I hope so,⁶ but nobody can be sure of the future."

"You must wish to leave Lowood?"

"Why? I was sent to Lowood to get an education. It would be silly if I went away without one."

"But that teacher, Miss Scatcherd, is so cruel to you."

"Cruel? Not at all. She is severe. She dislikes my faults."

"And if I were in your place, I should dislike her; if she struck me with that rod, I should get it from her hand; I should break it under her nose."⁷

"Probably you would do nothing of the sort; but if you did, Mr. Brocklehurst would expel you from the school; that would be a great grief to your relations. It is much better to suffer in silence what hurts nobody but yourself, than to hurt other people."

"But then it seems terrible to be struck with a rod like that and to be sent to stand in the middle of a room full of people. And you are such a big girl; I am much younger than you, and I could not bear it."

"Yet it would be your duty to bear it if you could not avoid it; it is weak and silly to say you cannot bear what you must bear."

I heard her with wonder. I could not understand her. Still less could I understand^s why she did not hate Miss Scatcherd.

(To be continued)

Explanatory Notes

¹ I made my way tungisin

² in five minutes more viis minutit hiljem

³ I can perhaps get her to talk võib-olla ma saan panna teda rääkima

⁴ Do you come a long way from here? Kas te olete kaugelt pärit?

⁵ I come from a place farther north ma elan siit põhjapool

⁶ I hope so ma loodan küll

⁷ under her nose siin: tema silma all

⁸ still less could I understand veel vähem võisin ma aru saada, veel vähem sain ma aru.

Exercises to the Text

I. Read the first part of the text (to the beginning of the conversation) once, and make a list of the words unknown to you. Then read it again, trying to guess the meanings of the new words. Now find in the vocabulary and write down the meanings of the words in your list. Then write the Estonian translation of this part of the text.

II. Read and translate orally the rest of the text.

III. In the text there are five sentences of unreal condition referring to the present (or future), one referring to the past and one sentence of real condition. Write them out.

IV. Translate the following sentences, paying attention to the pronoun *what*.

1. What is in this bottle? 2. What is your favourite book? 3. I didn't hear what you said. 4. I wonder what kind of a girl she is. 5. Jane didn't understand what Helen said. 6. Do what you are told at once. 7. What did you say to him?

V. Translate the following sentences into English, e. g.:

Ma tahan, et see kiri läheks täna ära.

I want this letter to go today.

Ma tahaksin, et ta teaks seda.

I should like him to know that.

1. Ta tahab, et teie teda aitaksite. 2. Me tahame, et kõik selle läbi loeksid. 3. Ma tahaksin, et arst teda läbi vaataks (examine). 4. Nad tahtsid, et ma jutustaksin neile mingi loo (jutu). 5. Ma ei taha, et ta seda teaks. 6. Ta tahtis, et tema sõber tuleks temaga kaasa.

VI. Change the tense of the principal clause in the following sentences from present to past. Make the necessary corresponding change of tense in the subordinate clause.

1. I know I shall see him. 2. I know you have seen him. 3. I know you see him almost every day. 4. I think they will be ready soon. 5. He thinks you are busy. 6. I think she has left the city. 7. I wonder where they have gone. 8. He wonders what will happen to them. 9. I wonder how often he goes to the library.

VII. Fill in suitable words from the text.

1. There will ... be time to buy some books and magazines at the railway station, don't you think so?
2. When children fall down, they often ... their knees.
3. She said she never ate porridge, she ... it.
4. There was great ... among the children when Father brought home a New-Year tree.
5. We live very ... to our school; we have only to cross the street.
6. The monitor ... the ink-pots with ink.
7. He did not ... much pain, for the wound was a clean one.
8. You will come to school after the holidays at nine o'clock as ...

VIII. Write ten questions about Part III of the text which your comrades will answer orally in class.

IX. Read at home Part IV of "Jane Eyre at School".

JANE EYRE AT SCHOOL

PART IV

My first quarter at Lowood seemed an age; and not the golden age either.¹ I could not get accustomed to all the rules of the institution and the tasks that were set me.² The fear of breaking a rule, or of not being able to carry out a task, was worse than the physical hardships I had to suffer, though these were many and great.³

During January, February and part of March, first the deep snows, and then the muddy roads prevented us from going anywhere outside the garden walls, except to go to church⁴; but still we had to pass an hour in the open air every day. Our clothing was thin and there was too little of it to protect us from the severe cold; we had no boots, the snow got into our shoes; we had no gloves, and our hands became stiff and covered with chilblains, as were our feet⁵. I remember well how I suffered every evening from the chilblains on my feet, and how painful it was to put the swelled, stiff toes into my shoes in the morning.

Then the small quantity of food we received was a great hardship; with the big appetites of growing children, we had hardly enough to keep alive a delicate invalid. One of the results of this semi-starvation was that whenever they had an opportunity, the big girls, by means of promises or threats, often got the portion of the little ones. Many a time⁶ I have divided the small piece of brown bread we received at tea-time between two big girls; and after giving half my cup of coffee to a third, I have swallowed the rest in tears, forced from me by my hunger.

Explanatory Notes

¹ and not the golden age either ja hoopiski mitte kuldne ajastu

² that were set me mis mulle anti

³ these were many and great neid oli palju ja nad olid suured (rasked)

⁴ except to go to church välja arvatud kirikusseminek

⁵ as were our feet samuti kui meie jalad

⁶ many a time nii mõnigi kord, mitmel korral

Grammar Exercises (§§ 44—47)

I. Translate into Estonian the following sentences containing gerunds.

1. Think before speaking.
2. After finding the new word in the dictionary, I wrote it down and went on reading.
3. What do you mean by saying that?
4. Instead of going home after school, the girls went for a walk.
5. Chalk is used for writing on the blackboard.
6. Working in the garden is very good for the health of pupils and students.

II. Translate into Estonian the following sentences containing verbal nouns.

1. He spent much time on the copying of his literature lectures.
2. The students found the reading of English newspapers rather difficult at first.
3. We sat by the river-side listening to the running of the water.
4. The cleaning of the room was done by the girls themselves.

III. Point out the *ing*-forms in the following sentences, stating which of them are gerunds. Translate the sentences into Estonian.

1. He spent the whole evening with us, telling us about the changed life of the peoples in the Far North.
2. In this picture you can see a pioneer giving flowers to a Hero of Socialist Labour.
3. Running water is always better than standing water.
4. Leo likes learning history.
5. Lydia could retell the English story she had read without looking at the book.
6. Everyone ran to meet the people returning from the city.

IV. State whether the *ing*-forms in the following sentences are gerunds or participles.

(NOTE: Combinations of gerund and noun are often considered compound words and written with a hyphen, e. g.: *writing-table*.)

1. Never jump off a moving train.
2. Take your reading-books and open them at page 19.
3. The collective farms took their corn to the government receiving point.
4. The dying man called for his son.
5. "You haven't packed the cooking things," said George to Harris.

Lexical Exercises

I. Translate into Estonian.

1. The waves *carried away* the boat.
2. The dog *carried* first the child and then the child's doll *out* of the burning house.
3. We *carried* him *to* the hospital — he was too weak to walk.
4. Peter *carried out* the task very well.
5. This train always *carries* many people going to work.

II. Look up the italicized words in the vocabulary, then translate the sentences into Estonian.

1. Today there are a great many good new *hardy varieties* of fruit-trees, which do not suffer from the severe *cold* of the Russian winter.

2. In 1935 Academician Lysenko set *himself the task of developing new qualities* in millet (hirss). He carried out many *experiments* with the help of collective farmers.

3. Michurin *refused* to go *abroad* and live in America.

4. There is *room* for three people on this bench.

5. Boris *saved up* every rouble his father or mother gave him to buy skis.

6. We came to the *conclusion* that it was *necessary* to ask the professor to explain to us why there are so many *exceptions* to the rule.

IVAN VLADIMIROVICH MICHURIN

"We cannot wait for favours from Nature: we must take them from her."

I. V. Michurin

Part I

From his very youth Ivan Vladimirovich Michurin was interested in fruit-growing, like his father, his grandfather and his great-



grandfather. He saw how little attention was paid in Russia to the growing of good fruit-trees and the raising of new varieties. There were very few good kinds of apples and pears in Central and Northern Russia at that time. Foreign varieties were imported, but they were unable to withstand the severe winters.

At the age of nineteen Michurin began to work in the goods

office at the Kozlov Station on the Ryazan-Urals railway. In 1874 he married the daughter of a worker. This made his parents very angry and they refused to have anything more to do with him¹. His duties at the railway station did not prevent him from studying the life of plants and particularly fruit-bearing plants.

In the little garden of his home in Kozlov he began raising varieties of fruit-trees which would be able to withstand the cold of the North Russian winter. Here, however, there was room² for very few trees, and so he saved up money out of his small wages to rent a piece of land. He and his wife dug the ground themselves, then carried the trees on their own backs to the new place. It was not until 1895³ that he was able to buy land outside the town.

At first Michurin tried, as others had done, to acclimatize good foreign varieties of fruit-trees. Soon, however, he came to the conclusion that this was useless, and that it was necessary to find quite new ways of carrying out the task he had set himself. He began to cross hardy northern varieties with non-hardy southern varieties. He made experiment after experiment and found that he could develop in the young hybrid the qualities he needed. This was something quite new in the science of plant-growing.

The tsarist government knew nothing about Michurin's work, so they were very much surprised when they learned about it from abroad. A Canadian professor had written that in 1898 a congress of farmers had met in Canada after a very severe winter. It was stated at this congress that all the old varieties of cherry-trees in Canada, both European and American, had perished. The only exception was the "Michurin Plodorodnaya" from the town of Kozlov in Russia.

(To be continued)

Explanatory Notes

- ¹ they refused to have anything more to do with him nad loobusid temaga läbi käimast (tegemist tegemast)
² there was room oli ruumi
³ it was not until 1895 that see oli alles 1895. a., kui

Exercises to the Text

- I. Read the text and write the translation in the way explained on p. 61.
- II. There are two verbal nouns in the text, two compound nouns formed from a noun and a gerund, and three gerunds. Find them and write out the sentences containing them.
- III. Fill in the correct prepositions.
1. Polzunov was interested ... machines ... his very youth.
 2. ... that time there were very few machines of any kind.
 3. Polzunov went to work ... the age of fourteen.
 4. For many years Michurin worked ... the Kozlov railway station.
 5. He saved up money to rent a piece of land ... his small wages.

IV. Fill in the articles where necessary.

On ... 800th anniversary of ... Moscow, all ... people of ... Soviet capital seemed to be out-of-doors. ... 7th of ... September, 1947 was ... beautiful warm autumn day. All ... central squares and streets were flooded with ... people: ... men and ... women, ... boys and ... girls, old and young. They walked slowly, moving like ... river, ... banks of which were ... buildings on either side. There were ... portraits, ... pictures and ... placards everywhere; ... long pieces of ... red material with ... slogans on them hung from ... roofs and balconies of many of ... houses, and there were ... flags, ... bright red flags everywhere.

V. Fill in suitable words from the text.

1. The ... of the workers in England are very low and the capitalists ... to raise them.
2. The English government tries to ... the workers from fighting to raise their ...
3. Many Russian revolutionaries went ... to avoid the tsarist gendarmes¹.
4. Sergei Lagunov's elder brother perished in a storm in the Black Sea when he was only a boy. The fishing boat he was in could not ... the terrible wind and the great waves.
5. "It is ... to dig the ground well, and your plants will grow well," said the collective farmer to the schoolchildren.
6. Jane Eyre said that the ... of the porridge the girls had for breakfast on her second day at Lowood was better, but the quantity was small.

VI. Write questions asking about all parts of the following sentences.

1. In 1874 Michurin married the daughter of a worker. (5 questions)
2. There were very few good kinds of apples in Central Russia at that time. (3 questions)
3. His duties at the railway station did not prevent him from studying the life of plants. (5 questions)

VII. Read and translate the text "Luther Burbank" Part I at home and answer the following questions.

1. What did Michurin say of Burbank?
2. What did Academician Lysenko say of him?
3. Why was Scopes brought to trial?
4. What did Burbank do when he heard about this trial?

LUTHER BURBANK

PART I

At the same time as Ivan Vladimirovich Michurin was raising new varieties of fruit-trees in Russia, an American, named Luther Burbank, was doing the same thing¹ in California, U.S.A. Burbank, who was born six years before Michurin, was the son of an American farmer, and like Michurin, got little education in his youth. He did all kinds of work² and suffered great need in order to save up money to buy a small piece of land where he could carry on his experiments on plants. During his fifty years' work, he raised many

¹ a gendarme [ʒɑ:n'dɑ:m] — sandarm.

new varieties of vegetables, fruit-trees and other plants. Burbank was especially successful in raising new kinds of plums.

The 'scientists' of America did not recognize Burbank as a real scientist — in their eyes he was only a 'talented gardener'. They did not believe in his work. I. V. Michurin, however, knew Burbank's work very well and he said of him: "Only a person who understands the ways Nature carries on her evolutionary work, can raise new varieties of plants."

Burbank knew Darwin's works very well and remained true to Darwinism all his life. Academician T. D. Lysenko said that Burbank was one of the best Darwinists in capitalist countries.

In 1926 a secondary school-teacher called Scopes³, who lived in the town of Dayton in Tennessee, U.S.A., was brought to trial because he did not believe that the world was created in six days and taught the principles of Darwinism to his pupils. Burbank raised his voice in protest against this trial and in defence of Darwinism. In 24 hours a storm of hatred broke on his head. He answered all the letters he received from his angry 'God-fearing' fellow-countrymen and tried to explain their mistakes to them.

But this difficult struggle with his unknown enemies and the indignation he felt were too much for a man of seventy-seven. He fell ill and died on the 11th of April, 1926.

(To be continued)

Explanatory Notes

¹ the same thing — *sedasama*

² he did all kinds of work *ta tegi igasugust tööd*

³ called Scopes *nimega Scopes*

LESSON FIFTEEN

Grammar Exercises (§§ 15—22)

- I. Name the tenses used in the following sentences, then translate the sentences into Estonian.
 1. This mountain has never been climbed before.
 2. She told me that those newspapers had been carefully put away where they would not be lost.
 3. Why have these cups been put here in this cupboard?
 4. Evidently Nick had been told to go home at once when I gave him what his mother asked for, for he refused even to take a cup of tea.
 5. "Invitations have been sent to all the old pupils to be present at the school's thirtieth anniversary," said the director.
 6. All the passengers in the bus were listening to the story of the boy who had been saved from drowning by the quickness of the driver.
- II. Change the following sentences from the active to the passive. Omit the *by*-phrase.
 1. They have forgotten the story.
 2. Has anybody explained the rules of the game to you?
 3. They haven't brought back my skates.

III. Translate into Estonian.

1. These books *have to be returned* to the library today.
2. What *have you been doing* since I saw you last?
3. Azhayev's book "Far from Moscow" *has been translated* into English.
4. There are many good Soviet books which still *have to be translated* into English.

IV. Translate into Estonian, paying attention to the gerunds.

1. He came home without finding the pencil he had lost.
2. You can't answer these questions without knowing history.
3. She went to bed quietly without waking anyone.

Lexical Exercises

Look up the meanings of the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. The apples on this tree are *bitter*, but by crossing this variety with another, Michurin *greatly improved* it.
2. There was *general disappointment* among the girls when they were told not to go on their excursion because of the severe cold.
3. This professor carries on *experimental* work in *agriculture* and often travels from one *state* or *collective farm* in the *district* to another.
4. People always send and receive *greetings* and good *wishes* during the two weeks *preceding* and following New Year's Day.
5. Almost all the *scientific-research institutions* in our country have been *established* since the Revolution.

IVAN VLADIMIROVICH MICHURIN

PART II

The wonderful new varieties of fruit-trees raised by Michurin became known in the United States of America. In 1907 the U.S. Department of Agriculture sent a professor named Meyer to pay a visit to Michurin in his nursery-garden at Kozlov, and ask him to go to America and continue his work there. Professor Meyer said he would buy all the plants and trees in Michurin's garden for America, and promised to give Michurin much money in advance. At the time Michurin was in great need of money to carry on his work, yet his answer was: "No, I love my own country and my own people. I shall remain in Russia."

All this was known to the tsarist government, but still Michurin received no real help. The only thing they gave him was the Cross of St. Anne. He continued to work for the good of mankind without paying any attention to his own needs. In 1914 bitter disappointment forced these words from him: "The years have passed, and my strength is gone! I have worked so many years for the general good of mankind, yet I have nothing to keep me in my old age."

In three years came the Great October Socialist Revolution. Michurin did not leave his nursery-garden once during the whole period of the February Revolution; but on the very day after the

power had been seized by the Soviets of Workers', Soldiers' and Peasants' Deputies, he appeared at the newly established District Land Commissariat and said: "I want to work for the new state power."

The first person to pay attention to² Michurin after the Revolution was Vladimir Ilyich Lenin. Michurin was given everything he needed to carry on his great work. Now he had money and land and many assistants to help him. Good laboratories were built and scientific-research institutions were established. His creative power developed greatly. In fifteen years of Soviet power, Michurin raised twice as many³ new varieties as in the preceding 45 years taken together. In 1934, already an old man of almost eighty, he wrote: "Life has become different, full of meaning, interesting and joyful."

In the same year in Kozlov, now called Michurinsk, there was a great celebration in honour of the 60th anniversary of the scientific activity of Ivan Vladimirovich Michurin. During the celebration, Michurin received a telegram of greeting and good wishes from Comrade Stalin.

Since Michurin's death in 1935, many new experimental selection stations have been built in different parts of our country, and today thousands of Michurinists are continuing the work of their teacher. Michurinist gardens have been planted on state and collective farms all over the Soviet Union. Many schools have Michurinist gardens too. The aim of the Michurinists is⁴ to raise new varieties of plants and improve old ones, in order to enrich our Soviet land. First place among the followers of Michurin is held by Academician T. D. Lysenko.

Explanatory Notes

¹ my strength is gone mu jõud on kadunud

² the first person to pay attention to esimene isik, kes pööras tähelepanu

³ twice as many kaks korda niipalju

⁴ the aim ... is ... eesmärk on ...

Exercises to the Text

- I. Read the text once and make a list of the words unknown to you. Then read it again writing down what you think is the meaning of the words in your list. Next make sure that you have guessed the meanings correctly by looking up the words in the vocabulary, and make any necessary corrections. Now write the Estonian translation of the text.
- II. There are two sentences in the text containing the Present Perfect Passive and one containing the Past Perfect Passive. Find them and write them out.
- III. Translate into English paying attention to the negatives.
 1. Keegi ei teadnud, kus ta elab.
 2. Ma ei näinud teda kuskil.
 3. Ta ei (ole) toonud mingeid raamatuid.
 4. On väga pime, ma ei näe midagi.

IV. Read "Luther Burbank" Part II at home and answer the following questions.

1. What happened to Burbank's nursery-garden after he died?
2. Why was Michurin a greater scientist than Burbank?
3. Why is Burbank's work lost and Michurin's living?

LUTHER BURBANK

PART II

What happened to the work done by Luther Burbank after his death? you will ask. Are there any followers of Burbank today who carry it on? No; Burbank's methods of changing nature have been forgotten; many of the varieties of plants which he raised have been given new names. Even Burbank's nursery-garden in California no longer exists. After his death the land and the plants on it were sold to anybody who wanted them. Academician T. D. Lysenko wrote that bourgeois science never recognized Burbank as a scientist because the results of his work contradicted the Mendelist theory of heredity. Therefore the theoretical achievements of such talented people as Burbank are never developed in capitalist countries and die with their discoverers.

Though Burbank was a master of the art of raising new varieties of plants, there is no question that our fellow-countryman Ivan Vladimirovich Michurin was much the greater scientist.¹ Michurin worked out a number of methods by means of which he could develop in plants any quality he needed. These methods are used successfully by Michurinists today. Michurin's discoveries were based not only on careful observation but had a deep theoretical basis.

How great is the difference between the fate of Luther Burbank's life-work² and Ivan Vladimirovich Michurin's!

Burbank's work is lost.³ The imperialist system cannot ensure the progress of science for the good of mankind. This is quite clear from the fact that⁴ in the U.S.A. atomic energy was first used to make bombs, while in our Socialist land it is used in peaceful construction work.

Michurin's great work on the other hand⁵ is living and developing. It was recognized by Lenin and Stalin in the first days of Soviet power. Michurinist ideas are today the basis of our advanced Soviet agrobiolgy. Michurinist men of science do very much to help the Soviet people in their struggle with Nature.

Explanatory Notes

¹ much the greater scientist palju suurem teadlane

² life-work elutöö

³ work is lost töö on kaotsi läinud

⁴ clear from the fact that ... selgub tõsiasjast, et ...

⁵ on the other hand teisest küljest

LESSON SIXTEEN

Grammar Exercises (§§ 15—17, 23—28)

I. Point out the Present and Past Continuous Passive in the following, then translate the sentences into Estonian.

1. Under the five-year plans all parts of our country are being developed according to the general needs of the whole country.
2. Everyone listened carefully while the text was being read.
3. Let us go for a walk while dinner is being cooked.
4. Though it was early, there was great activity in the pioneer camp — blankets were being shaken, bags and suitcases were being put in order, boots and shoes were being cleaned.

II. Change the following sentences into the passive. Omit the *by*-phrase.

1. They are building these houses for the workers of our factory.
2. We are deciding the question right now — just wait a minute.
3. Are they showing the new film at this cinema-theatre?

III. Translate into Estonian (see Explanatory Notes, p. 73).

1. The meeting *is to begin* at a quarter past seven.
2. "What *are we to do*? It is raining heavily and we promised to be home early."
3. "Why are you late? I have been waiting for half an hour. Did you forget we *were to meet* at six o'clock?"

Lexical Exercises

I. Translate into Estonian without looking up the italicized words. You must guess their meaning by studying their formation.

1. He carefully *reread* the letter before answering it.
2. The town of Simbirsk was *renamed* Ulyanovsk.
3. In a few seconds she *reappeared*, saying that the director would receive us.
4. She liked to make and *remake* her clothes.
5. I shall have to *relearn* this poem: I have quite forgotten it.
6. "How can I *repay* you for all your kindness?" she said.

II. Look up the italicized words in the vocabulary, then translate the sentences into Estonian.

1. The *mighty* river *overflowed* its *banks* and there was a terrible *flood*.
2. *Steamers* go up and down the river all summer.
3. There was a great peasants' *uprising* in England in the 14th century led by Wat Tyler.
4. *Oil* is brought to Moscow *by way of* the Volga and *timber* is carried to the south *by* the same *means*.
5. "The *main* thing to do," he said, "if we wish to get good *crops* on these dry steppes, is to *irrigate* the land."
6. If you are *in a hurry*, we can take a bus.

THE VOLGA

The Volga is the largest river in Europe. It rises in a swamp in the Valdai Hills and flows out from under the green logs of an old well made by some unknown person to mark a place dear to Russian people.

The silvery stream flows under tall birches and firs; it runs through a number of lakes; it receives tributaries on the left and on the right, and by the time it reaches Kalinin, it is already a mighty river.

But it is in no hurry to leave its forest-covered birthplace, and makes a sharp turn to the north up to Shcherbakov. From there it turns south again to Gorky where it is joined by the Oka.

Now the Volga runs on, a roadway to the lands where live many of the peoples who march together with the Russian people — the Marij and Chuvashes the Tatars and Azerbaijanians the Turkmenians and the Kazakhs.

The mighty river becomes wider and wider. After taking in the waters¹ of the Kama, it becomes over two kilometres wide in some places. During the spring floods the river rises very high and overflows its banks for many kilometres on either side.²

In the dry steppes the Volga has no tributaries, but itself divides up into a main stream and a number of channels, which run in and out³ of one another. At the mouth⁴ of the Volga there is a broad delta, cut up by a great number of channels. The river carries down much mud and sand and so the delta grows larger year by year.⁵

The Volga is the main waterway of the European part of the U.S.S.R. It strengthens the economic unity of our country. By means of the Moscow Canal, it unites the forests of the North with the capital and with the steppes of the South. River steamers carry timber and factory-made goods⁶ to the South, and oil, corn, salt, fish and cotton to the North.

The Volga has seen centuries of Russian history. The early Russian merchants sailed down the Volga on their way to the East; Afanasy Nikitin went to India by way of the Volga. The Volga saw the great people's uprisings led by Stepan Razin and Emelian Pugachev. Here Lenin was born. The Volga gave us Gorky and Chkalov. On the Volga stands the hero city of Stalingrad.

Today the Volga is the scene of much of the peaceful work of Soviet people. Along the middle and lower Volga new electric power-stations are being built; plans are being made by our scientists to irrigate the fields with Volga water. In fact, the whole river is to be remade.⁷ The work of remaking has already begun; it is a gigantic task, one that is possible of fulfilment only in a Socialist country.

Explanatory Notes

¹ after taking in the waters olles võtnud endasse veed

² on either side kummalgi pool, mõlemal pool

³ run in and out voolavad sisse ja välja

⁴ at the mouth suudmes

⁵ year by year aastast aastasse

⁶ factory-made goods vabrikukaubad

⁷ is to be remade tuleb ümber muuta

is on siin modaalverb ja väljendab vajadust.

Exercises to the Text

I. Read the text, then write the Estonian translation.

II. Copy the sentence which contains two cases of the use of the Present Continuous Passive.

III. Fill in the blanks with the definite or indefinite article where necessary.

... Mississippi is ... great river in the United States of ... America. It is ... very dangerous river because of its great floods ... farmers who live along ... banks of ... Mississippi have tried to build ... walls. But it is of ... little use for one farmer to build such ... wall if ... next farmer does not build one too ... work of making ... banks of ... river higher is ... work of ... states through which ... river runs. They could build ... walls where they are needed. They could plant ... trees on ... banks to hold ... soil. But governments of these states have no money to spend on such work.

IV. Fill in suitable words from the text.

1. The Amur is a great ... in the Far East, up and down which run large and small river-steamers.

2. The Soviet Union is very rich in ..., without which modern aeroplanes, motor-cars, buses, ships, etc. would not be able to move.

3. When a river ... its banks, it covers the land on either side with ... and ...

4. There are no forests on the southern steppes of our country, so ... for building has to be brought from the North.

5. The hero city of Stalingrad was the ... of the great battle which was the turning-point in the war against Hitler-Germany.

6. The ... of each five-year plan strengthens our country and improves the life of our working people.

V. Answer the following questions in Estonian.

1. How did some unknown person mark the place where the Volga rises?

2. What makes the Volga a mighty river by the time it reaches Kalinin?

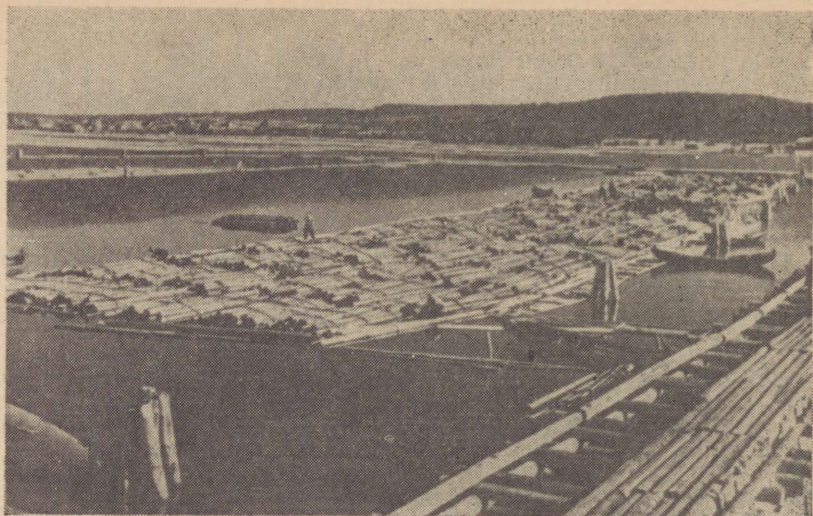
3. Why does the Volga overflow its banks in the spring?

4. Why does the Volga delta grow larger year by year?

REVISION III

SOVIET WATERWAYS

It is a matter of common knowledge¹ that to carry goods by water is much cheaper than to carry them by rail. Therefore one would think² that in advanced capitalist countries, like Great Britain and the United States of America, there would be a wide network of canals joining one river to another and so making a waterway from one end of the country to another. True, there is such network of canals in England, but many of them have fallen into



disuse and are today simply places of amusement for the local population.

Most of the canals in England were made by private people for profit before the days of railways. Barges loaded with building materials, coal, iron etc. were pulled from place to place by horses. But the owners of the canals could not withstand the competition of the railways and could not keep the canals in repair, so they have become filled up with sand and mud. Very few canals are much used today for carrying freight and people from one part of the country to another.

In America there are ships on the Mississippi and St. Lawrence Rivers and on the Great Lakes.³ There are canals but there is no great network of canals joining one river system to another as in our country. The government of the U.S.A. can do little to improve the lives of the people by making food and other goods cheaper.

Our Soviet Government on the other hand has at heart⁴ the interests of the whole country and the whole people. This is why our government spends so much money on building canals and deepening rivers. Every year there are new ships on our rivers better and faster than the old ones, and more barges carrying oil, cotton, timber, grain, vegetables, etc. The small rivers are also being opened to freight traffic. River freight traffic has appeared for the first time in the formerly backward regions. For instance, ships on the Pechora River cross the Arctic Circle. Ships have appeared on Lake Issyk-Kul, which lies among the snow-capped mountains⁵ of Kirghizia. This is how the natural waterways of our country are being developed.

At the same time artificial waterways are being created. Great canals have been dug in our country by the Soviet Government. The Stalin White Sea — Baltic Canal, which was opened in 1938, shortened the water route from the Baltic Sea to the White Sea by many thousands of kilometres. The Moscow Canal, which joins the Moscow River to the Volga, is another great Soviet Canal. It was opened in 1937. This canal made Moscow a big river port. Before 1937 only small ships could reach Moscow by the shallow Moscow River. Freights like timber and building stone were carried from the Volga to Moscow by rail instead of by cheap water transport.

Besides making Moscow into a large river port, the construction of the Moscow Canal has provided the capital of our country with all the water and electricity it needs.

Volga water raised the water level of the Moscow River near the city by three metres and thus made the river navigable.⁶ Large river boats now pass freely from Moscow to the Volga and along that river to the Caspian Sea.

The Mariinskaya system of canals, which was built at the beginning of the last century to join St. Petersburg to the Volga, is now being reconstructed and deepened. Soon Leningrad will be united by a deep, heavy-traffic waterway to the centre of our country.

The Mariinskaya system of canals, which was built at the beginning of the last century, joins Leningrad by a waterway to the centre of our country.

In the South new canals are also being made. The first to be opened was⁷ the Lenin Volga—Don Canal. It was opened to traffic in the summer of 1952. Donets coal will now be carried to the Volga and Volga timber to the Don by water.

In our country there is no competition between railways, waterways, roads and airways. Together they form the country's united transportation system. Ships, motor traffic and trains work together in co-operation. Therefore waterways, which are the cheapest of all means of transport, are very important and will play a great part in the building of communism.

Explanatory Notes

¹ it is a matter of common knowledge on üldtuntud tõsiasi

² one would think võiks arvata

³ Great Lakes Suured Järved (USA ja Kanada vahel)

⁴ has at heart on südamelähedane

⁵ the snow-capped mountains lumiste harjadega mäed

⁶ navigable — laevatatav

⁷ the first to be opened was — esimene (kanal), mis pidi avatama olei (infinitiiv to be opened on siin täiendiks)

Grammar Exercises

I. Translate the following sentences into Estonian, paying attention to the different functions and meanings of the verb *have*.

1. Have you got any books by Alexei Tolstói? 2. Have you ever travelled down the Volga by river-steamer? 3. I'm sorry, I haven't time to talk, I'm in a hurry to get to school; I have to be there early today. 4. I thought I had given my coloured pencils to Sonya but she says she hasn't got them. 5. We have a lot of homework to do for tomorrow; you will have to go to the cinema without me.

II. Join the following pairs of sentences to make one simple sentence containing a complex object, e. g.:

He came home half an hour ago. Tom saw him.
Tom saw him come home half an hour ago.

1. He went into the house. I saw him. 2. She said that everything was all right. I heard her. 3. He threw his boots on the floor. His mother heard him. 4. Someone put his hand on my shoulder, I felt him do it.

III. Fill in the blanks with the comparative or superlative degree of the adjective or adverb in brackets.

1. We'll wait for a ... day for our excursion. (*dry*)
2. A bus goes ... than a tram. (*fast*)
3. We have gone ... today than I expected. (*far*)
4. Take one of these apples, they are the ... of all. (*nice*)
5. He became ... and ... and soon left the hospital. (*well*)
6. Some of the ... rivers in the world are in our country. (*long*)
7. Please be ... next time. (*careful*)
8. As he went on, the box seemed to become ... and ... (*heavy*)
9. My sister is the ... girl in her class. (*big*)
10. What is the ... thing to do now? (*important*)

IV. Change the italicized nouns into absolute possessive pronouns.

1. This is my book and that is *my elder brother's*. 2. These shoes are *Olga's*. 3. He couldn't find his own tooth-brush, but he found *George's and Harris's* over and over again.

V. Fill in the blanks with absolute possessive pronouns.

1. This is your basket, where is (*1st pers. sing.*)?
2. I shall pack my suitcase first, and then help you to pack (*2nd pers.*).
3. This is not our soap, (*1st pers. plur.*) is white.

VI. State whether the following conditional sentences 1) are real or unreal 2) refer to the present, future or past. Then translate the sentences into Estonian.

1. We have tea to offer you if you don't like coffee.
2. If he hadn't been in a hurry, he would have seen us.
3. If he thought we should come at nine o'clock, he made a big mistake.
4. If we climbed to the top of that hill, we should be able to see the whole city below us.
5. If Tanya's train is not late, I can go to meet her, but if it is, then someone else will have to go.

VII. Fill in the blanks with the correct tense of the verb in the margin (Present, Past and Future Indefinite, Present Perfect, Present Perfect Continuous).

For a long time the collective farmers of this district ... about building a new bridge over the river, but nothing ... Now they ... six new motor-lorries. so of course something must be done at once.

Yesterday there ... a meeting and it ... to build the bridge this year. The collective farmers ... and ... timber for it during the winter. Then in the spring when the ground ... soft again, they ... the bridge.

talk
do (*pass.*), buy

be, decide (*pass.*)
cut
prepare
be, build

VIII. Fill in the blanks with the definite or indefinite article where necessary.

The fly is one of ... most dangerous enemies of man. It is dangerous because it carries ... diseases. The fly does not care whether ... food it eats is dirty or clean. ... food it likes best is often ... dirtiest that can be found. Then it may fly into ... house where ... good clean food is kept and begin to walk all over it and eat it. Soon ... good food becomes unfit for ... people to eat. Often ... person who is preparing ... food cannot tell that it is unfit for ... people to eat, and so ... food is put on ... table and eaten. Those who eat such food become dangerously ill. Whenever you see ... flies in ... house, kill them at once. If you live in ... hot part of the country where there are always many flies, you must cover ... open windows so that ... flies cannot get into ... rooms.

IX. Divide the following sentences into clauses, stating what kind of clause each is. Then translate the sentences into Estonian. Underline the connective words.

1. Jane Eyre could not understand why Helen Burns did not hate Miss Scatcherd.

2. David Copperfield decided to run away to his father's aunt, whom he had never seen.

3. It was summer-time when he left London.

4. One man told him to walk on until he came to some houses facing the sea.

5. My clothes were enough to frighten the birds from my aunt's garden as I stood by the gate.

6. David lay on the sofa while his aunt wondered what to do with him.

7. As soon as Robinson Crusoe found himself on dry land, he began to wonder what had happened to his fellow-sailors.

X. Analyse the following sentences.

1. This is George's book, where is yours?

2. They have been waiting a long time for you.

3. The boy learned very much by watching and helping the tractor-drivers.

HOW DAVID COPPERFIELD RUNS AWAY

from "David Copperfield" by Charles Dickens

(David Copperfield's mother died when he had been at school about a year. He was called home and for a long time was given nothing to do. Mr. Murdstone and his sister hated him and paid no attention to him, except that they did not allow him to make friends¹ with anyone or go to see his old nurse Peggotty, who was now married. He read the books in the house over and over again and went for lonely walks.

One day, however, he was sent to London to work in the wine-cellars of the firma of Murdstone and Grinby, wine-merchants. He received very small wages and suffered terribly from hunger. Besides that, he hated the work of washing wine bottles, which he had to do from morning till night.

At last he decided to run away to his father's aunt, Miss Betsey Trotwood, whom he had never seen. Miss Trotwood had come to see David's mother the very day David was born, and when she was told that the child was a boy, she left the house and had never been seen since. David learnt from Peggotty, to whom he wrote, that Miss Trotwood lived somewhere in Brighton.

It was summer-time when he left London. His box containing the few clothes he still had, and his week's wages were stolen, so instead of going to Brighton in the coach, he had to walk. In order to buy something to eat, he sold all the clothes he was wearing except his shirt and trousers. After a number of unpleasant adventures he at last reached Brighton. The next thing was² to find his aunt's house.

All morning he asked people whether they knew where Miss Trotwood lived, but they laughed at him and made jokes. At last, however, one man told him to walk on until he came to some houses facing the sea.)

I walked on a long way without coming to the houses he had spoken of. But at last I saw some in front of me. I went into a little shop and asked if they would have the kindness³ to tell me where Miss Trotwood lived. I was answered by a young woman, who turned round quickly.

"My mistress?" she said. "What do you want with her⁴, boy?"

"I want," I replied, "to speak to her, if you please."

"To beg of her, you mean," said the young woman.

"No," I said "indeed!" But suddenly remembering that I came for no other purpose⁵, I fell silent and felt my face burn.

My aunt's servant, as I supposed she was from what she had said, walked out of the shop, telling me that I could follow her if I wanted to know where Miss Trotwood lived. I followed the young woman, and we soon came to a very pretty little cottage, with a small garden full of flowers in front of it.

"This is Miss Trotwood's," said the young woman. "Now you know; and that's all I have got to say."

With these words she hurried into the house and left me standing at the garden gate. By this time my shoes were so torn that they no longer looked like shoes, my hat was crushed and bent. My shirt and trousers, dirty with heat, grass and the ground I had slept on — and torn besides — were enough to frighten the birds from my aunt's garden as I stood at the gate. From head to foot I was almost white with chalk and dust.

I stood and looked up at the house. At an upstairs window I saw a pleasant-looking gentleman with a grey head, who shut one eye, nodded his head at me several times, shook it at me as often, laughed and went away.

I was wondering what to do⁶, and was almost ready to go away when there came out of the house a lady with a handkerchief

tied over her cap, wearing an apron with a big pocket and carrying a great knife. I knew her immediately to be Miss Betsey, for she walked out of the house exactly as my poor mother had said, when she walked up our garden path at Blunderstone.

"Go away!" said Miss Betsey, shaking her head and making a cut in the air with her knife. "Go along! No boys here!"

I watched her, with my heart in my mouth⁷, as she marched to a corner of her garden and bent to dig up something there. Then I went softly in and stood beside her, touching her with my finger.

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

She started and looked up.

"If you please, aunt."

"Eh!" exclaimed Miss Betsey in a tone of the greatest surprise.

"If you please, aunt, I am your nephew."

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

"I am David Copperfield of Blunderstone, Suffolk — where you came on the night when I was born and saw my dear Mama. I have been very unhappy since she died. I have been taught nothing and put to work⁸ not fit for me. It made me run away to you. I was robbed when I started and have walked all the way and have never slept in a bed since I began the journey." Here I burst into a flood of tears.

My aunt sat on the path, staring at me, until I began to cry. Then she got up in a great hurry and took me into the parlour. I couldn't stop crying, and she put me on the sofa with a shawl under my head and the handkerchief from her own head under my feet to prevent them from dirtying the cover. Then she sat down behind a green screen where I could not see her face, and I heard her saying over and over again, "Mercy on us! Mercy on us!"⁹

After a time she rang the bell. "Janet," said my aunt, when her servant came in. "Go upstairs, give my compliments to¹⁰ Mr. Dick, and say I wish to speak to him."

Janet was a little surprised to see me lying on the sofa, but she went upstairs without saying anything. My aunt, with her hands behind her, walked up and down the room until the gentleman who had nodded at me from the upstairs window came in.

"Mr. Dick," said my aunt, "don't be a fool, because nobody can be cleverer than you are when you wish. So don't be a fool."

The gentleman was serious immediately. "Mr. Dick," continued my aunt, "you have heard me speak of David Copperfield? Now don't pretend you have forgotten."

"David Copperfield," said Mr. Dick, who did not seem to me to remember much about it. "David Copperfield. Oh yes, to be sure David, certainly."

"Well," said my aunt, "this is his boy, his son. He would be as

like his father as it's possible to be if he was not so like his mother too."

"His son?" said Mr. Dick. "David's son? Indeed!"

"Yes," my aunt went on, "and he has run away. Now, here you see young David Copperfield, and the question I put to you is, what shall I do¹¹ with him?"

"What shall you do with him?" said Mr. Dick. "Oh! do with him?"

"Yes," said my aunt. "Come, I want some advice."

"Why, if I were you,"¹² said Mr. Dick, thinking and looking vacantly at me, "I should —" The sight of me seemed to give him a sudden idea and he added quickly, "I should wash him."

"Janet," said my aunt, turning round with a quiet triumph, which I did not then understand, "Mr. Dick sets us all right¹³. Heat the bath!"

Explanatory Notes

- ¹ make friends sõpradeks saama, sõbrutsema
- ² the next thing was järgmine asi oli
- ³ ... if they would have the kindness ... kas nad oleksid nii lahked
- ⁴ what do you want with her? mis te tahate temast?
- ⁵ for no other purpose ei mingiks muuks otstarbeks
- ⁶ I was wondering what to do ma ei teadnud, mis teha
- ⁷ with my heart in my mouth julguse kaotanud (sõnasõnalt: süda suus)
- ⁸ put to work pandi tööle
- ⁹ Mercy on us! Halastust!
- ¹⁰ give my compliments to ... tervilage minu poolt ...
- ¹¹ what shall I do? mis ma pean tegema?
- ¹² if I were you kui ma oleksin teie asemel
- ¹³ sets us all right seab kõik korda

LESSON SEVENTEEN

Grammar Exercises (§§ 40—42, 44—47)

- I. Point out the adverbial clauses of purpose in the following sentences, then translate the sentences into Estonian (see Explanatory Notes, p. 83).

1. I shall come home as early as I can, so that you may have plenty of time to go to your meeting.

2. Mother put our boots near the stove, so that they might dry more quickly.

3. Please repeat what must be done, so that no mistake may be made.

4. The teacher spoke very slowly, so that all the pupils might understand him.

5. Petrov said he would tell his friend the story of his life, so that he might understand why he was going to leave Leningrad and go to Sverdlovsk where he had been offered work.

II. State the function of the *ing*-forms in the following sentences, then translate the sentences into Estonian.

1. *Seeing* a steamer, the boys ran to the bank of the river to look at it.
2. After *looking* at the steamer they went back to their game of football.
3. *Being* absent that day, he did not know the reason for *uniting* the two classes for the *singing* lesson.
4. She lay on the grass *watching* the birds *flying* from tree to tree.
5. There are *flying* fish in the warmer oceans and seas of the world.
6. The boys were *running* about in the garden and *jumping* over each other on the grass.
7. The Great Patriotic war ended a few days after the *taking* of Berlin.

Lexical Exercises

I. Translate the following sentences into Estonian, paying attention to the adverbs *away* and *out*:

1. The little boy *ran away* from his mother.
2. "No, I won't," he said as he turned and *walked away*.
3. The Petrovs don't live in this house any more, they have *gone away* to Kiev.
4. When the visitors had *gone away*, Lena felt very lonely till her mother and father came home from work.
5. David Copperfield was *sent away* to school.
6. Lomonossov's father didn't want his boy to read and tried to *keep him away* from books. Sometimes he even *took a book away* from him.
7. He opened the box and a bird *flew out*.
8. If anyone comes, say I *have gone out* for half an hour.
9. The children *ran out* into the fresh air of the garden.
10. At the circus we saw six little dogs *jump out* of the clown's pockets.
11. The thick walls of the houses *keep out* the cold in winter.
12. Janè Eyre *was sent out* of the classroom because she couldn't answer the question.

II. Look up the italicized words in the vocabulary, then translate the following sentences into Estonian.

1. He *pointed to* the *chief* of the Indian *tribe* who was sitting on the ground with his pipe in his hand, watching the soldiers move the *cannon* and *point it at* the camp.
2. *Hardly* anyone was *prepared* to listen to such a long *report*, so it was decided to allow the speaker one hour only.
3. Because of his *illness* he had to *give up* his plan of *arriving* at his sister's on the 30th of April and spending the May holidays with her.
4. In capitalist countries there is one *law* for rich people and another for poor people.
5. Bourgeois governments always break the *treaties* they *sign* sooner or later.

THREE MEN WHO RAN AWAY

from "The Last Frontier" by Howard Fast

PART I

(The American Indians long fought a losing battle¹ against the white men in America. In the end they signed treaties so that some of their land might remain with them². The treaties were broken and the Indians' lands were sold. Something had to be done with the Indians, so they were all sent to Oklahoma, a dry, treeless part of the country, and not allowed to leave. Oklahoma was called Indian Territory. Among the last of the tribes to be sent³ to Indian Territory were the Northern

Cheyennes. These people came from forest lands in the North and suffered terribly in Indian Territory from illness and starvation.

Agent Miles who was in charge of the territory, gave them less food than the other Indian tribes because they had not become Christians.

In the middle of a burning-hot dry summer after the tribe had been over a year in Indian Territory, the Cheyenne chiefs asked Agent Miles to let them go back to their old home. Miles refused.

Then three men from the tribe ran away. After that Miles drove to Fort Reno to ask Colonel Mizner to station a company of soldiers near the agency.

While he was absent, the whole tribe of Cheyennes moved eight miles to a cooler place, still on Indian Territory, where there was a stream and a small wood. Colonel Mizner sent a company of cavalry against the Indians with orders to arrest all the young men of the tribe, by force if necessary. He said he wanted to prevent the Indians from doing anything to harm people.

The Indians refused to give up their young men, and the soldiers were given orders to prepare for battle the next day.

Agent Miles did not know what to do. Colonel Mizner had done much more than he had been asked to do. Miles did not want Colonel Mizner to use force, for the Indians had not done anything against the law; they were still on Indian Territory and living peacefully. In the end he sent Seger, his assistant, to tell the captain in charge of the company that he would not allow fighting on Indian Territory.

Then Seger went into the Indian camp to get the chiefs to come to the agency to talk to Agent Miles.)

Colonel Mizner and a lieutenant rode up to the agency early the next morning. Miles was in his office when the two officers arrived; Seger and Trueblood, his assistants, and Edmond Guerrier, the interpreter, were also there.

For the half hour before the Indians came, little was said, and hardly anyone moved, except once⁴ when Seger rose to open the window wider. Miles sat at his desk, working on a report. At last Seger pointed to the window and said: "There they come."

Everyone turned to see. Three Indians were riding towards the house, two of them old men. They rode slowly and thoughtfully, and behind them ran a crowd of Indian children. At the house they got off their horses.

"The young man is Crow," Seger said. "The other two are Little Wolf and Wild Hog."

Seger lit his pipe and went out to bring the chiefs in. There was silence in the room until he returned. Miles stopped writing.

When the Cheyennes entered, they shook hands with everyone in the room and then took their places against one of the walls and waited. But the silence continued. Then Little Wolf said something and Guerrier translated:

"He wants to know why you sent for them."

Mizner smiled suddenly. Miles said: "He knows why I sent for them."

"He says he doesn't know. He says they were living peacefully and doing nothing to harm any man. Even when the white soldiers camped near their village and pointed a cannon at them, they continued to live peacefully. Isn't that what the white men want?"

Now the agent turned to Little Wolf and said: "Three of your men have run away. You know that no Indian can leave the reservation unless I say he may. It is against the law. Now you must give me ten of your young men to hold here as prisoners, and then the soldiers will go out and find the three who ran away. When those three men are brought back, I will let your ten men go free."⁵

(To be continued)

Explanatory Notes

¹ long fought a losing battle pidasid kaua tagajärjetut võitlust

² so that some of their land might remain with them et osa nende maast jääks neile alles

Otstarbemääruslauseis (adverbial clauses of purpose) verb *may* kaotab oma otsese tähenduse ja moodustab põhiverbiga ühise tähendusterviku:

Start as early as you can, *so that you may come back* before evening. Asuge võimalikult vara teele, et te jõuaksite tagasi enne õhtut.

She spoke slowly, *so that we might understand her*. Ta rääkis aeglaselt, et me temast aru saaksime (= võiksime aru saada).

³ among the last of the tribes to be sent viimaste suguharude hulgas, keda pidi saadetama

⁴ except once välja arvatud üks kord

⁵ I will let ... go free ... ma lasen ... vabaks ...

Exercises to the Text

I. Write out the sentence containing an adverbial clause of purpose. Rewrite it changing the verb in the principal clause to the present. Do not forget to make the necessary change in the subordinate clause.

II. Translate the following sentences into Estonian, paying attention to the noun attributes.

1. There is no *forest* land in Oklahoma, it is all *grass* land.

2. The workers in capitalist countries get only *starvation* wages.

3. Several *cavalry* companies were sent against the Indians.

4. The *reservation* Indians had mostly become Christians because the agent gave more food to Christians.

5. The Great *October* Socialist Revolution put the *state* power in our country in the hands of the working class.

6. There are Michurinist *selection* stations all over our country.

7. These pupils have good *pronunciation* habits, they read English well.

8. We flew to Kiev in one of the new *passenger* planes.

III. Arrange the following verbs and nouns in pairs according to their meaning. Give the Estonian:

invite, punishment, hope, lecture, explosion, direct, sit, wish, greet; hope, lecture, direction, invitation, punish, explode, seat, greeting, wish.

IV. Make a study of the *ing*-forms in the text.

V. Translate the following sentences into Estonian, paying attention to the infinitives.

1. Soviet planes were the first to fly over the North Pole.
2. The last tribe to be sent to Indian Territory were the Northern Cheyennes.
3. The first man to send a radio telegram was Popov.
4. "Who is the next pupil to answer?" asked the examiner.

VI. Fill in the blanks with the correct prepositions.

1. The girl was sent ... the village where her grandmother lived, because she had been suffering ... a severe illness.
2. Our teacher told us to begin to prepare ... the examination ... plenty of time.
3. The pioneer leader sent the two best runners at the camp and asked them to take a telegram ... the Post Office.
4. The boy pointed his toy pistol ... the dog.
5. He pointed ... a little old house and said, "That is a very famous house. I'll tell you ... it when we get home."

VII. Fill in suitable words from the text.

1. Washing in cold water won't ... you; it will strengthen you.
2. You must do all your homework and ... your books for the next day's lessons before you go to bed.
3. A ... of school-boys and girls were waiting at the park gates.
4. "You must ... your letter to Aunt Lena, Annie. She won't know who wrote it if you don't," said Mother.
5. "At what time does the train ... from Odessa?" the man asked.

VIII. Write ten questions about the text which your fellow-pupils will answer.

IX. Read and translate at home the first part of "The Nanais on their Own Land" and answer the following questions.

1. Why did the chief engineer wish to speak to the old men?
2. Why was Hodger so proud of his wife?
3. What did Hodger mean when he said that the old Nanais didn't wash themselves too often yet, but they liked to watch his mother washing the children?

THE NANAIS ON THEIR OWN LAND

from "Far from Moscow" by *Vasili Azhayev*

PART I

(Beridze, the chief engineer of a great construction job in the Far East, and his assistant, Kovshov, are making an inspection of the places through which the oil pipe-line they are building is to run.¹ It is winter-time and the engineers travel on skis. The construction line runs near Tyvlin, a Nanai village or camp, as it is called, on the banks of the river Adun. Together with Rogov, head of the section at Tyvlin, the engineers go to visit Maxim Hodger, chairman of the Tyvlin Soviet. Beridze wants to find out from the old men if their village was ever under water during the spring floods.)

Maxim Hodger's house was full of people. They sat on benches at the table, along the walls and on the floor. The old men sat in a corner, silently smoking their pipes. The young people occupied seats nearer the door. Hodger and two more Nanais² sat at the chairman's table talking together. When the engineers came in, Hodger jumped up to meet them.

"Please, dear guests," Hodger said in a friendly voice. "I've been waiting and waiting. We have been attending to some business in the meantime."³

"Please go on with it, don't pay any attention to us," Beridze said. "We'll have a talk⁴ with the old men in the corner."

"Our business won't run away, but you will," Hodger protested, leading the guests into another room.

The walls in this room were covered with newspapers and hung with mirrors and squirrel-skins. There was a large modern bedstead in the middle of the room. Then there was a writing-desk with a typewriter on it. Behind a low screen two women sat on the floor before a little low table. One of them was turning the handle of a sewing-machine, the other was finishing a fur mitten.

On bear-skins on the floor near the stove two little boys lay asleep. Near them an old woman with a pipe in her teeth stood bathing a child. Several old Nanais were watching her with deep interest. On seeing the guests, the old woman quickly took the child out of the water and covered it with a sheet which one of the Nanais was holding with an air of importance.⁵

"They don't wash themselves too often yet, but they like to watch my mother washing the children," Hodger said. "These are all my sons, and that's my wife," he added, pointing to the children and to a small good-looking woman⁶ who came out from behind the screen. "Here are the guests, Katya. They have come at last."

"Whom are these for?" Beridze asked the hostess, looking at the unfinished mitten she held in her hand.

"For you and your comrade," the woman said with a bright smile. "And we are making fur boots for you too. You will wear them and think of Tyvlin."

"She's a fine little woman," Hodger said proudly, putting his hand on his wife's shoulder. "She teaches the children and finds time to do other work too. She's making warm things for the boys at the front — all the women in the camp are helping her."

They began to move about the table, preparing supper for the guests. Bear meat, dried venison, fish and berries appeared on a white table-cloth.

(To be continued)

Explanatory Notes

- ¹ the oil pipe-line is to run õlitorustik peab läbima
- ² two more Nanais veel kaks nanailast
- ³ in the meantime vaheajal
- ⁴ we'll have a talk me kõneleme
- ⁵ with an air of importance tähtsa ilmega
- ⁶ a small good-looking woman väike nägus naisterahvas

LESSON EIGHTEEN

Grammar Exercises (§§ 1—9, 40—42)

- I. Translate the following sentences into Estonian, paying attention to the use of the verb *should*, a) as an auxiliary verb, b) as a modal verb (see Explanatory Notes 2, p. 88).

1. I think you *should* go to bed, you look ill.
2. I said I *should* meet him at 5 o'clock.
3. If I were you, I *should* study music, you sing so well.
4. Tell him he *should* read "Far from Moscow" by V. Azhayev.
5. They asked their teacher whether they *should* join the literature circle. She told them they *should*.
6. If they are friends, they *should* help each other more.

- II. Translate the following sentences into Estonian, paying attention to the infinitives. Point out those sentences which contain the complex object.

1. He said he was too tired even to read and has gone to bed.
2. The Cheyenne Indians on Indian Territory had very little to eat because first of all the American government did not give enough money to feed the Indians, and secondly because the agent gave more to those who were ready to become Christians.
3. It is useless to say the job must be done; somebody must do it.
4. Which is better, to go for a walk before doing my homework, or to go after?
5. We wanted you to come with us to the concert, but we couldn't let you know about it; you have no telephone.
6. Would you like me to help you wash these dishes?
7. The collective farm was surrounded by forest, which did much to protect the fields from the wind.
8. I didn't hear anyone open the door, so I was very much surprised to hear Leo's voice say, "Good morning, Boris".

Lexical Exercises

- I. Translate the following sentences into Estonian, paying attention to the formation of parts of speech by conversion.

1. The floor is *wet* with rain.
2. The rain came in at the window and *wet* the floor.
3. All the peoples of our country are *free*.
4. The peoples of colonial countries are fighting to *free* themselves from the imperialists.

5. There are *crowds* of people in the streets on holidays.
6. People *crowded* into the room, for they all wanted to hear the report.
7. A regiment of soldiers was *stationed* near the *camp* of the building workers.
8. The tourists *camped* near the railway *station*.
9. She *cleaned* the kettle with sand.
10. Please give me a *clean* plate.
11. The children were drinking *milk*.
12. Lena liked to *milk* the cow.

II. Look up the meaning of the italicized words in the vocabulary, then translate the sentences into Estonian.

1. Before a battle soldiers are usually given dry *rations* sometimes enough for two or three days.
2. Nina *stared* at her friend in wonder; what did she mean?
3. "It would be a *shame* not to go and visit Annie when she is in the hospital," said Lucy. "She *expects* to be home in about ten days. Who can come with me tomorrow?"
4. "I don't *care* for myself," Father said, "but the girls will be sorry that we shall be unable to go to the theatre as we had planned."
5. Tamara *nodded* and smiled at me as I passed through the office where she works.
6. It very often happens in bourgeois society that *innocent* people suffer for those who are *guilty*.

THREE MEN WHO RAN AWAY

PART II

As the interpreter finished translating, Little Wolf said something to Wild Hog. The other nodded. Little Wolf shook his head slowly. "That's no good,"¹ he said. "I cannot do what you ask. How can you find three men in a country big enough to hide a thousand men? Is that the law of the white men that innocent people should suffer² for those who are guilty? The ten men have done nothing, but you want to put them in jail and keep them there until they die. How many Cheyennes have you sent to jail in Florida? Have any of them ever returned? No, I cannot give up ten men for three men you will never see again."

Mizner was still smiling. Miles said angrily:

"You will give up those men or receive no more rations from me! I'll give you nothing to eat until I get them! You'll starve until they are brought back! I want those men, and I want them at once!"

Little Wolf shook his head. "I cannot give up those men. It is no use to say³ you will starve us; we are starving already. But I cannot give up those men. I am a friend to the white people; I have been for a long time. I saw that it was better to work with the white men than to die fighting them. For myself, I do not care⁴; I am an old man, but I saw that only a little of the tribe was left. It is a terrible thing⁵ when a whole nation dies, but if we have to

die, it is better to die fighting than by what you call the white man's law. Maybe you think I do not know, but I have been to Washington, and I spoke to the president and I shook hands with him⁶. He said there should be peace between us⁷; I have tried to keep that peace."

Miles shook his head. He was hardly listening to the interpreter's words. He was watching Mizner's smile.

"You must give up the ten men," Miles said. "I want them here, and I want them here today."

Little Wolf smiled in a strange way. "We have been friends, Agent Miles," he said. "But I cannot do what you ask. I must do what I think is right. I cannot do what you ask."

"Then you'll starve."

The two other Cheyennes looked at Little Wolf. Then Little Wolf went from person to person, shaking hands with each.

"I'll expect the ten men today," Miles said.

"I am going back to camp," Little Wolf smiled. "We will do what we have to do, both you and I, Agent Miles. Here at this agency you fed some of my people, so it would be a shame if I wet the ground here with blood. But this is what I must do, and what I am going to do. I am going to take my people and go back north, to our own home in the Black Hills. We want to go peacefully, and as long as no one tries to stop us, we will go peacefully. But if you must send your soldiers after us, wait until we are a little way⁸ from the agency. Then if you want to fight, I will fight you."

Miles stared at him without speaking. Mizner said:

"By God⁹, Miles, you're a fool if you don't jail the three of them now while they're here!"

"Let them go, Seger," Miles said.

"Miles, you don't mean to let them ride out of here?"

"They came at my request," Miles said, "I told them they would be free to come and go. That's the least I can do."¹⁰

Explanatory Notes

¹ that's no good sellest pole mingit kasu

² that ... people should suffer et ... inimesed peavad kannatama

Verb *should* väljendab siin kohustust, sundi

³ it is no use to say pole mõtet rääkida

⁴ for myself, I do not care mis puutub minusse, siis mulle on ükskõik

⁵ it is a terrible thing on kohutav

⁶ I shook hands with him surusin tema kätt, ma andsin talle kätt

⁷ he said there should be peace between us ta ütles, et meie vahel peab olema rahu

⁸ until we are a little way kuni me oleme natuke maad eemal

⁹ by God jumala pärast (ausõna)

¹⁰ that's the least I can do see on kõige vähem, mida ma võin teha

Exercises to the Text

- I. Arrange the following nouns and adjectives in pairs according to their meaning. Give the Estonian:

height, dangerous, nation, favour, presence, excited, peace, central, experiment, active, present, danger, weak, high, excitement, experimental, weakness, favourite, centre, activity, peaceful, national.

- II. Make a study of the infinitives in the text.

- III. Translate the following sentences into Estonian, paying attention to the connectives.

1. I have done only half of my homework, and I shall not go skating until I have done the rest of it.
2. "While there is life there is hope."
3. We shall leave for the station as soon as Lydia arrives.
4. You may keep my book as long as you like.
5. The working class in capitalist countries will continue the struggle against capitalism as long as capitalism exists.

- IV. Write questions asking about all the parts of the following sentences. *

1. Little Wolf smiled in a strange way. (3 questions)
2. Miles stared at Little Wolf without speaking. (4 questions)
3. Miles was watching Mizner's smile. (4 questions)

- V. Fill in the blanks with the definite or indefinite article or leave them empty according to the meaning.

In ... August, 1878, ... Northern Cheyenne Indians, about 300 men, women and children, left Indian Territory to go home to ... hills among which they had lived for ... centuries. They travelled nearly two thousand miles on their little horses. They had to fight ... number of ... battles against ... companies of U.S. cavalry which were sent to bring them back. They never began ... battle — they only defended themselves when they were attacked. ... chief, Little Wolf, was very clever and over and over again he was able to lead his people out of ... danger. In ... October and ... November, 12,000 officers and men of ... U.S. army were trying to catch them. ... Indians suffered terribly from ... hunger, but still they moved on. They thought that if they did not reach ... hills, it would be better to die than to live by ... white man's law.

At one moment ... tribe broke into two parts and took ... different ways.

One group was found almost dead with ... cold, ... hunger and ... thirst in ... sandhills of Nebraska, but they refused to surrender. Then ... soldiers were ordered to bring ... cannon and fire it into ... middle of ... dying men, women and children. They fired twice and then ... Indians surrendered. ... soldiers were ordered to send them back to Indian Territory, but they ran away again. This time ... soldiers and ... officers killed every man, woman and child of them.

... other group, under ... leadership of Little Wolf, was not caught and got to ... hills in winter, and they were able to hide there. They found plenty of ... wild animals for ... food and ... soft green grass for their tired horses.

- VI. Read and translate at home "The Nanais on their Own Land" Part II.

- VII. Speak about the following.

1. The life of the Nanai people before the Revolution and the life of the American Indians, as shown in lessons 17 and 18.

2. Show how the Soviet government helps the Nanai people, while the American government destroyed the Indian people.

THE NANAIS ON THEIR OWN LAND

PART II

While the hostess went out for something and Hodger was in the other room, Rogov began talking about the Nanais.

"They're honest and truthful and can't bear deceit. They repay kindness a hundred times. A fine people! They go to work as if it were¹ a festival. Whether it's fishing or putting up a new house for a neighbour, they do everything in co-operation. And they're ready to help us too, making roads for example. It does my heart good² to look at them."

Katya brought in a dish of large pickled cucumbers. Putting it on the table, she told the guests, not without an air of pride³, that they were from their own vegetable garden. Hodger came back and invited the guests to the table. Rogov helped himself to a cucumber⁴ and said to Hodger:

"Vegetables are taken as a matter of course⁵ in the Nanai camps now but several years ago there wasn't a Nanai who would eat⁶ cucumbers, tomatoes or potatoes. Agriculture now gives you no less than fishing and hunting — isn't that so?"

The Nanai nodded. "Vegetables and livestock bring us even more than fish," he said.

"Not so long ago I myself saw some funny things," Rogov went on. "The Nanais, for instance, simply couldn't understand why a potato had to be dug into the earth. And I remember cases when a Nanai planted potatoes and stood over the patch for hours⁷ waiting to see what would happen. Then he would lose patience⁸ and would dig the potato out again and prove to himself that he had been deceived — the potato was the same as it was before." Rogov gave a friendly laugh⁹.

Hodger, who was following Rogov's words with interest, added with a smile, "It was still harder getting used to the cows."

"No one knew how to milk a cow and no one wanted to know how," Rogov broke in. "The school-teachers and the doctor had to do that, and at milking time the whole camp stood around them in a crowd and roared with laughter¹⁰. They couldn't understand why a cow ate hay — 'dry grass' — instead of fish. One would go up and put a dried fish under the cow's nose and be surprised that she turned her head away. But that's all a thing of the past. They're living the new way now."

"We've become our own masters," Hodger said. "Our people had almost died out. The shamans and the merchants made their lives terribly hard. After epidemics there was hardly anyone left in the camps. The learned men¹¹ said that all the Nanais would die out by the forties¹². At the end of the last century there were five thousand Nanais, and by nineteen fifteen there were already less

than four thousand. But after the Revolution things became different¹³. The population is well over five thousand¹⁴ now. We know no epidemics or want. We have our own written language. The young people are able to read and write, and some of the people of this village are studying at high school."

Katya Hodger offered the guests more food and drink, but they got up and thanked her. The host, too, got up. They returned to the big room, where the company was talking loudly.

Explanatory Notes

- ¹ as if it were nagu oleks see
- ² it does my heart good see rõõmustab minu südant
- ³ not without an air of pride mitte ilma uhkusetundeta
- ⁴ helped himself to a cucumber võttis (lausa) endale kurgi
- ⁵ as a matter of course endastmõistetav asi
- ⁶ who would eat ... kes oleks tahtnud süüa
Siin verb *would* väljendab tahet, soovi.
- ⁷ for hours tundide viisi
- ⁸ { he would lose patience ta harilikult kaotas kannatuse
one would go up keegi harilikult läks juurde
Kahes eelmises lauses verb *would* väljendab harjumust.
- ⁹ gave a friendly laugh [lɑ:f] naeratas sõbralikult
- ¹⁰ roared with laughter ['lɑ:ftə] mõirgas naerust
- ¹¹ the learned ['lɜ:nɪd] men õpetatud mehed
- ¹² by the forties neljakümnendaiks aastaiks
- ¹³ things became different elu (asjad) muutus(id) teistsuguseks
- ¹⁴ is well over five thousand on kaugelt üle viie tuhande

REVISION IV

SOVIET ROADS

There were few automobiles in Russia before the Revolution, and those that existed were to be found¹ only in the city streets. Today, automobiles carry passengers and freight not only from street to street, but also from place to place all over the country. For more or less² short distance, goods are carried by motor-lorry and not by train. On the main roads outside of Moscow, lorries and cars follow one another in a never-ending stream. Motor-lorries join the collective farms deep in the country with railway stations and river ports.

But automobiles do not only make short journeys. Motor highways³ are beginning to join city to city in our country. Such a highway, for example, has been laid from Moscow to Minsk — a broad smooth road with no sharp turns or railway crossings. Cars do not simply run along this highway, they fly along. Motor highways of this kind brings cities "closer" to each other.

Among the other highways which are now being laid, is one from the Centre to the Crimea. There will be a filling station at

every hundred kilometres⁴ and a hotel at every three hundred kilometres. People from Moscow, Leningrad and Kharkow will be able to travel to the Black Sea in their own cars.

Automobiles are particularly needed in the mountain regions, where no railways have been built yet. Formerly a narrow path led over the Pamirs, and goods were carried along it on the backs of horses and camels. Today an automobile road runs through the whole of the Pamirs. Stalinabad and Tashkent are joined by a motor road which crosses three mountain ranges, each of which is nearly of the same height as the Caucasus.

Motor transport⁵ is continuing to develop in all parts of our country. The Moscow, Gorky and Yaroslavl automobile plants, all of which were built in Soviet times, make hundreds of thousands of excellent cars and lorries.

Motor highways bring cities "closer" to each other and thus change the geography of our country. The appearance of the country changes and becomes more and more cultured⁶.

Explanatory Notes

¹ were to be found *võis leida* (leidus)

² more or less *enam või vähem, enam-vähem*

³ a motor highway *automagistraal*

⁴ at every hundred kilometres *iga saja kilomeetri peale*

⁵ motor-transport *auto-transport*

⁶ cultured [*'kultʃəd*] — *kultuurne*

Grammar Exercises

I. Translate the following sentences into Estonian, paying attention to the different functions and meanings of the verb *be* and its forms.

1. I am afraid he won't be able to come tonight; he said he was very busy.

2. "It's time to go home, Lena," said Valya. "We promised Mother we would be home at eight o'clock."

3. We have been told that there is to be a concert at school on the 15th of June. Are you going to be there?

4. As she sat in the train she wondered what her mother was doing at that moment.

5. The pioneer leader said that no one was to bathe in the river without permission.

6. Early vegetables are already being gathered in the fields in the south of our country.

II. Name the tenses used in the following sentences and explain why they are used. Then translate the sentences into Estonian.

1. In Central Asia an "Uzbek Sea" is being built by the collective farmers. It will be formed in the valley of the river Zarovshan, not far from Samarkand.

2. The Chumysh Dam on the River Chu in Kirghizia was built during one of the five-year plans. The irrigated fields have been planted with hemp (kanep) which grows taller than a man on horseback. The Great Chu Canal, which had been begun in 1941, was continued in spite of the war. Workers from Frunze went to help the collective farmers who were digging the Canal.

3. The Nanai people had been dying out for many years, and scientists of tsarist times thought they would die out completely in a few years. The coming of Soviet power, however, made a great change in their lives. Soviet doctors and teachers showed them how to live, and they have become prosperous. Their numbers have been growing since the Revolution, and now there is no fear that they will die out.

III. State whether the following conditional sentences 1) are real or unreal, 2) refer to the present, future or past. Then translate the sentences into Estonian.

1. If we had known that Boris was ill, we should have sent for the doctor sooner, but he didn't say anything and he looked quite well.

2. If people expect guests, they prepare for them.

3. "If I told you how to go to Uncle Boris's house, would you be able to take him this letter, Nick?" "Of course I would, Father."

IV. Make four columns headed 1st form, 2nd form, 3rd form and *ing*-form. Put the following forms in the correct columns, underline them, then fill in the remaining three forms:

arriving, found, set, threw, nod, driven, flown, wetting, overflow, hurt, heaten, bitten, cut, flying, died, try.

V. Translate into Estonian, paying attention to the different meanings of *can*, *may*, *must*, *should*, *is to* (etc.) and *has to* (etc.).

1. What do you think, should I go to the theatre tonight, or should I offer the ticket to Peter and stay at home myself and study?

2. Can that really be Michael? I thought, he was in Baku.

3. I can't promise you that you will meet your old friend Alexei there, but you may, for I know he often goes there.

4. How old is Mary now? She must be twenty-five.

5. Anna Pavlovna says we must be at school tomorrow at 8.30 instead of 9 o'clock.

6. The pioneer leader says there is to be a meeting at 6 o'clock today of those who wish to go on a tramp to the Valdai hills.

7. "Shall we all have to be present at the Komsomol meeting?" "Certainly."

8. I told him he should go to the doctor, for he looks very ill.

9. I knew that the book was to be published soon, but I did not know that it could already be bought.

VI. Translate the following passage into Estonian (see Explanatory Note 8 on page 91).

There was always great excitement in the house when uncle Podger decided to do a job himself. For instance there would be a picture which had to be hung. Uncle Podger would say. "Oh, you leave that to me. I'll do that." Then he would take off his coat and begin. He would lift the picture and drop it. It would come out of the frame and he would try to save the

glass, and cut himself, and then he would jump round the room looking for his handkerchief, because it was in the pocket of the coat he had taken off and he did not know where he had put the coat and everyone had to start looking for his coat, while he would dance around in everybody's way.

(From "Three Men in a Boat" by J. K. Jerome.)

VII. Choose the correct form of the verb and fill in each blank.

1. Nobody ... at home that evening. (*remained, didn't remain*)
2. I ... nothing about what she said in her speech. (*don't know, know*)
3. Nothing ... make me forget them. (*will, won't*)
4. I ... never seen such a crowd of people. (*haven't, have*)
5. He ... nobody there. (*saw, didn't see*)
6. ... there nobody in the kitchen? (*isn't, is*)
7. Nobody ... make me believe such a story. (*will, won't*)
8. There ... something you can do. (*isn't, is*)
9. He ... no attention to what people were doing. (*paid, didn't pay*)
10. I ... her speaking to somebody. (*didn't hear, heard*).

VIII. Fill in the correct tenses of the verbs in the margin.

THE LION AND THE ASS GO HUNTING

A Fable

A lion and an ass ... to go hunting together. Soon they ... to a cave where many wild goats ... The lion ... outside at the mouth of the cave and the ass ... inside. There he ... and ... a great noise to frighten the goats out of the cave. When the lion ... very many of them, the ass ... out and ...:

"I ... these goats very well, haven't I? I ... them all out of the cave."

"Yes, indeed," ... the lion, "and I ... you that you ... me too, if I ... you to be an ass."

agree
come, live, stand
go
kick, make
kill
come, say
fight, drive

say, tell, frighten
know + not

IX. Translate into English, using the complex object.

1. Ma nägin, et lapsed jooksid jõe äärde. 2. Ma tahan, et teie tõlgiksitate selle lause. 3. Ta laskis (made) meil selle luuletuse pähe õppida. 4. Ma tahan, et te veedate suve meie juures. 5. Ta kuulis, et keegi astus tuppa.

X. Analyse the following sentences.

1. Popov became famous because he sent the first radio telegram. 2. The boy learnt very much by watching his father drive the tractor. 3. He asked me if there was any hope of reaching the place by five o'clock. 4. If you had not wakened me, I should have been late for school.

THE HAPPY PRINCE

by Oscar Wilde

High above the city, on a tall column, stood the statue of the Happy Prince. He was covered all over with thin leaves of fine gold, for eyes he had two bright sapphires, and a large red ruby shone in his sword.

He was very much admired indeed.

"Why can't you be like the Happy Prince?" a mother asked her little boy, who was crying for the moon.¹ "The Happy Prince never cries for anything."

"I am glad there is someone in the world who is quite happy," said a disappointed man as he looked at the wonderful statue.

One night there flew over the city a little Swallow. His friends had gone away to Egypt six weeks before, but he had stayed behind for he was in love with the most beautiful Reed. He had met her early in the spring as he was flying down the river after a big yellow moth. He had stopped to talk to her.

"Shall I love you?" said the Swallow, who liked to come to the point at once. The Reed made him a low bow. So he flew round and round her, touching the water with his wings. This lasted all through the summer.

"How foolish he is," said the other Swallows, "she has no money and far too many relations." And indeed the river was quite full of Reeds. Then when the autumn came, they all flew away.

After they had gone he felt lonely, and began to grow tired² of the Reed. "She has no conversation," he said, "and besides she is always bowing to the wind. Then she likes to stay at home, and I love travelling. My wife should love travelling also."

"Will you come away with me?" he said finally to her; but the Reed shook her head, she loved her home too much.

"You have been playing with me," he said. "I am going to the Pyramids. Good-bye!" and he flew away.

All day long he flew, and at night-time he arrived at the city. "Where shall I spend the night?" he said. "I hope the town has made preparations."

Then he saw the statue on the tall column. "I will spend the night up there," he cried. "It is a fine place with plenty of fresh air." So he flew down between the feet of the Happy Prince.

"I have a golden bedroom," he said softly to himself as he looked round, and he prepared to go to sleep; but just as he was putting his head under his wing, a large drop of water fell on him. "What a curious thing!" he cried, "there is not a cloud in the sky, the stars are quite clear and bright, and yet it is raining. The climate in the North of Europe is really terrible."

Then another drop fell.

"What is the use³ of a statue if it cannot keep the rain off?" he said. "I must look for another place," and he decided to fly away.

But before he had opened his wings, a third drop fell, and he looked up, and saw — Ah! what did he see?

The eyes of the Happy Prince were filled with tears, and tears were running down his golden cheeks. His face was so beautiful in the moonlight, that the little Swallow was filled with pity.

"Who are you?" he said.

"I am the Happy Prince."

"Why are you crying then?" asked the Swallow. "You have made me very wet."

"When I was alive and had a human heart," answered the statue, "I did not know what tears were. In the daytime I played with my friends in the garden, and in the evening I led the dance in the palace. Round the garden ran a very high wall, but I never asked what lay outside it, everything about me was so beautiful. My people called me the Happy Prince. So I lived and so I died. And now that I am dead they have set me up here so high that I can see all the ugliness and all the unhappiness of my city, and though my heart is made of lead, I cry at what I see."

"What! is he not solid gold?" said the Swallow to himself.

"Far away," continued the statue in a low musical voice, "far away in a little street there is a poor house. One of the windows is open, and through it I can see a woman seated at a table. Her face is thin and worn. She is making a beautiful dress for a lady to wear at the next ball. In a bed in the corner of the room her little boy is lying ill. He has a fever, and is asking for oranges. His mother has nothing to give him but river water, so he is crying. Swallow, Swallow, little Swallow, will you take her the ruby out of my sword? I cannot move from this column."

"I am waited for in Egypt," said the Swallow. "My friends are flying up and down the Nile."

"Swallow, Swallow, little Swallow," said the Prince. "Will you not stay with me for one night and be my messenger? The boy is so thirsty, and the mother so sad."

"I don't think I like boys," answered the Swallow. "Last summer when I was staying on the river, there were two boys who were always throwing stones at me. They never struck me, of course; we swallows fly too well for that; but still I didn't like it."

But the Happy Prince looked so sad that the little Swallow was sorry. "It is very cold here," he said, "but I will stay with you one night and be your messenger."

"Thank you, little Swallow," said the Prince.

So the Swallow took the great ruby from the Prince's sword and flew away with it in his beak over the roofs of the town.

He passed by the palace and heard the sound of dancing. A beautiful girl came out on the balcony with her lover. "How wonderful the stars are," he said to her, "and how wonderful is the power of love!"

"I hope my dress will be ready in time for the ball," she answered, "but the dressmakers are so lazy."

He passed over the river and saw the ships. At last he came to the poor house and looked in. The boy was throwing himself about in his fever, and the mother had fallen asleep, she was so tired. He flew in and laid the great ruby on the table. Then he

flew round and round the bed. "How cool I feel," said the boy, "I must be better." And he fell into a sweet sleep.⁴

Then the Swallow flew back to the Happy Prince, and told him what he had done. "It is curious," he said, "but I feel quite warm now, though it is so cold."

"That is because you have done a good action," said the Prince. And the little Swallow began to think, and then he fell asleep. Thinking always made him sleepy.

When day broke, he flew down the river and had a bath. "What a remarkable thing," said a professor as he was passing over the bridge. "A swallow in winter!" And he wrote a long letter about it to the local newspaper.

"Tonight I go to Egypt," said the Swallow. He spent the day visiting the town.

When the moon rose he flew back to the Happy Prince. "Can I do anything for you in Egypt?" he cried; "I am just starting."

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"I am waited for in Egypt," answered the Swallow. "Tomorrow my friends will fly up the Nile."

"Swallow, Swallow, little Swallow," said the Prince, "far away across the city I see a young man in a small room under the roof of a big house. He is sitting at a desk covered with papers. His hair is brown, and his lips are red, and he has large blue eyes. He is trying to finish a play for the Director of the Theatre, but he is too cold to write any more. He has no fire and he is weak from hunger."

"I will wait with you one night longer," said the Swallow, who really had a good heart. "Shall I take him another ruby?"

"Alas! I have no ruby now," said the Prince, "my eyes are all that I have left. They are made of the finest sapphires that were brought from India a thousand years ago. Take one of them and carry it to him. He will sell it and buy food and firewood and finish his play."

"Dear Prince," said the Swallow, "I cannot do that." And tears filled his eyes.

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So the Swallow took the Prince's eye and flew away to the student's room. It was easy enough to get in, as there was a hole in the roof. He flew in through this and entered the room. The young man had his head in his hands, so he did not hear the sound of the bird's wings, and when he looked up, he found the beautiful jewel lying on the table.

"Oh!" he cried. "This is from some great admirer. Now I can finish my play." And he looked quite happy.

The next day the Swallow flew down the river where the big ships were. He watched the sailors at work. "I am going to Egypt,"

cried the Swallow, but nobody heard him, and when the moon rose, he flew back to the Happy Prince.

"I have come to say good-bye," he cried.

"Swallow, Swallow, little Swallow," said the Prince, "will you not stay with me one night longer?"

"It is winter," answered the Swallow, "and the cold snow will soon be here. In Egypt the sun is warm. Dear Prince, I must leave you, but I will never forget you, and next spring I will bring you back two beautiful jewels in place of those you have given away. One shall be redder than a red rose, and the other shall be as blue as the great sea."

"In the square below," said the Happy Prince, "there stands a little match-girl. She has let her matches fall⁵ into the water. They are wet and she cannot sell them. Her father will beat her if she does not bring home some money, and she is crying. She has no shoes or stockings and nothing on her head. Take my other eye and give it to her, and her father will not beat her."

"I will stay with you one night longer," said the Swallow, "but I cannot take your other eye. You would be quite blind if I did that."

"Swallow, Swallow, little Swallow," said the Prince, "do as I command you."

So he took the Prince's other eye and flew down with it. He flew past the match-girl and put the jewel into her hand. "What a pretty piece of glass!" cried the little girl. And she ran home, laughing.

Then the Swallow came back to the Prince. "You are blind now," he said, "so I will stay with you always."

"No, little Swallow," said the poor Prince, "you must go away to Egypt."

"I will stay with you always," said the Swallow, and he slept at the Prince's feet.

All the next day he sat on the Prince's shoulder and told him stories of what he had seen in strange lands.

"Dear little Swallow," said the Prince, "you tell me wonderful things. But tell me about the suffering of men and of women. Fly over my city, little Swallow, and tell me what you see there."

So the Swallow flew over the great city, and saw the rich eating and drinking and dancing in their beautiful houses, while the beggars were sitting at their gates. He flew into dark narrow streets and saw the white faces of starving children.

Under a bridge two little boys were lying in one another's arms to try and keep themselves warm.⁶ "How hungry we are!" they said. "You must not lie here," shouted the policeman, and they went out into the rain.

Then he flew back and told the Prince what he had seen.

"I am covered with fine gold," said the Prince, "you must take it off, leaf by leaf, and give it to my poor people. People always think that gold can make them happy."

Leaf after leaf of the fine gold the Swallow took off, till the Happy Prince looked quite dull and grey. Leaf after leaf of the fine gold he took to the poor, and the children's faces grew rosier, and they laughed and played games in the street. "We have bread now," they cried.

Then the snow came, and after the snow came the frost. The streets looked as if they were made of silver, they were so bright and shining.

The poor little Swallow grew colder and colder, but he would not leave the Prince, he loved him too well. He ate crumbs when he could find them, and tried to keep himself warm by flapping his wings.

But at last he knew that he was going to die. He had just strength to fly up to the Prince's shoulder once more. "Good-bye, dear Prince!" he whispered. "Will you let me kiss your hand?"

"I am glad that you are going to Egypt at last, little Swallow," said the Prince, "you have stayed too long here; but you must kiss me on the lips, for I love you."

"I am not going to Egypt," said the Swallow. "I am going to the House of Death.⁷ Death is the brother of Sleep, is he not?"

And he kissed the Happy Prince on the lips and fell down dead at his feet.

At that moment there was a sound inside the statue, as if something had broken. The fact is that⁸ the statue's heart of lead had broken right in two. It certainly was a terribly hard frost.

Early the next morning the Mayor was walking in the square below with the Town Councillors. As they passed the column he looked up at the statue. "Dear me! How ugly the Happy Prince looks!" he said.

"How ugly indeed!" cried the Town Councillors, who always agreed with the Mayor, and they went up to look at it. "The ruby has fallen out of his sword, his eyes are gone, and he is golden no longer," said the Mayor; "in fact he is little better than a beggar!"

"Little better than a beggar," said the Town Councillors.

"And here is a dead bird at his feet!" continued the Mayor. "We must not allow birds to die here."

So they pulled down the statue of the Happy Prince. Then the Mayor held a meeting to decide what was to be done⁹ with the metal. "We must have another statue, of course," he said, "and it shall be a statue of myself."

"Of myself," said each of the Town Councillors, and they quarrelled.

When I last heard of them, they were quarrelling still.

Explanatory Notes

- ¹ was crying for the moon nõudis, et talle kuu antaks
² began to grow tired of hakkas tüdinema
³ what is the use mis kasu on
⁴ he fell into a sweet sleep ta vajus magusasse unne
⁵ she has let ... fall ... ta on lasknud ... kukkuda ...
⁶ to try and keep themselves warm et püüda hoida endid soojana
⁷ Death — surm

Isikustamise puhul on mõisted, mis väljendavad jõudu, mehisust ja julmust, meessoost.

- ⁸ the fact is that asi on selles
⁹ ... what was to be done mis teha
-

'WRITTEN IN 'MARCH¹

The 'cock is 'crowing,¹
 The 'stream is 'flowing,¹
 The 'small 'birds 'twitter,¹
 The 'lake doth 'glitter,¹
 The 'green 'field 'sleeps in the 'sun;¹

The 'oldest and 'youngest²
 Are at 'work with the 'strongest;¹
 The 'cattle are 'grazing,²
 Their 'heads 'never 'raising;¹
 They are 'forty 'feeding like 'one!

Like an 'army de'feated²
 The 'snow hath re'treated²
 And 'now doth 'fare 'ill²
 On the 'top of the 'bare 'hill;¹
 The 'ploughboy is 'whooping² —
 a'non¹ — a'non:¹

There's 'joy in the 'mountains;¹
 There's 'life in the 'fountains;¹
 'Small 'clouds are 'sailing,¹
 'Blue 'sky pre'vailing;¹
 The 'rain is 'over and 'gone!¹

William Wordsworth

Explanatory Notes

are at work — on tööļ
 doth fare ill — (lumel) läheb halvasti

'TWILIGHT¹

The 'twilight is 'sad and 'cloudy,¹
 The 'wind 'blows 'wild and 'free,¹
 And like the 'wings of 'sea birds²
 'Flash the 'white 'caps of the 'sea.¹

But in the 'fisherman's 'cottage²
There 'shines a 'ruddier 'light,¹
And a 'little 'face at the 'window²
'Peers 'out into the 'night.¹

Close,² 'close it is 'pressed to the 'window²
As 'if those 'childish 'eyes²
Were 'looking into the 'darkness²
To 'see some 'form a'rise.¹

And a 'woman's 'waving 'shadow²
Is 'passing 'to and 'fro,¹
'Now 'rising to the 'ceiling,²
'Now 'bowing and 'bending 'low.¹

'What 'tale do the 'roaring 'ocean²
And the 'night 'wind,² 'bleak and 'wild,²
As they 'beat at the 'crazy 'casement,²
'Tell to 'that 'little 'child?¹

And 'why do the 'roaring 'ocean,²
And the 'night 'wind,² 'wild and 'bleak,²
As they 'beat at the 'heart of the 'mother²
'Drive the 'colour from her 'cheek?¹

Henry Wadsworth Longfellow

THE 'POET'S 'SONG¹

The 'rain had 'fallen,¹ the 'Poet a'rose,¹
He 'pass'd by the 'town² and 'out of the 'street.¹
A 'light 'wind 'blew from the 'gates of the 'sun,¹
And 'waves of 'shadow 'went 'over the 'wheat.¹

And he 'sat him 'down in a 'lonely 'place²
And 'chanted a 'melody 'loud and 'sweet²
That 'made the 'wild-swan 'pause in her 'cloud,²
And the 'lark 'drop 'down at his 'feet.¹

The 'swallow 'stopt as he 'hunted the 'fly,¹
The 'snake 'slipt 'under a 'spray,¹
The 'wild 'hawk 'stood with the 'down on his 'beak,²
And 'stared,¹ with his 'foot on the 'prey.¹

And the 'nightingale 'thought,¹ "I have 'sung many 'songs,¹
But 'never a 'one so 'gay,¹
For he 'sings of what the 'world will 'be²
When the 'years have 'died a'way."¹

Alfred Tennyson

Explanatory Notes

he sat him down — ta istus
of what the world will be — sellest, milline on maailm (tulevik)

MY 'NATIVE 'LAND² — GOOD 'NIGHT!¹

From "Childe 'Harold"¹

"A'dieu,² a'dieu!¹ my 'native 'shore²
'Fades o'er the 'waters 'blue;¹
The 'Night-winds 'sigh,² the 'breakers 'roar,²
And 'shrieks the 'wild 'sea-mew.¹
Yon 'Sun that 'sets upon the 'sea²
We 'follow in his 'flight;¹
Fare'well a'while to 'him and 'thee,¹
My 'native 'Land² — Good 'Night!¹

"With 'thee,² my 'bark,² I'll 'swiftly 'go²
A'thwart the 'foaming 'brine;¹
Nor 'care what 'land thou 'bear'st me 'to,²
So 'not a'gain to 'mine.¹
'Welcome,¹ 'welcome,¹ ye 'dark' blue 'waves!¹
And 'when you 'fail my 'sight,²
'Welcome,¹ ye 'deserts,¹ and ye 'caves!¹
My 'native 'Land² — Good 'Night!¹

George Gordon Byron

Explanatory Notes

so not again to mine — kuid ainult mitte minu (maale)
when you fail my sight — kui te kaote vaatepiirilt (silmist)

THE 'ROLLING OF THE 'THUNDER¹

(A fourteen-year-old English girl wrote this answer to the warmongers and sent it to the English Communist newspaper. "The Daily Worker". It was published on November 21, 1949.)

'Now our 'time is 'drawing 'nearer,¹
O ye 'men of 'Blood and 'Tears!¹
And our 'liberty 'grows 'dearer,¹
Though we 'toil and 'sweat for 'years.¹

'We shall 'rise² and 'march like 'thunder,¹
'Echoing 'through your 'walls of 'lies;¹
'We'll no 'more be 'trampled 'under.¹
'He who 'bars our 'pathway² 'dies!¹

When the 'time of 'blood is 'finished,²
When our 'people 'free shall 'stand,²
'Then our 'love shall 'not di'minish²
For our 'free and 'happy 'land.¹

'Men of 'war,¹ now 'heed my 'warning,¹
For I 'see a 'new 'life 'dawning.¹

THE VERB

FINITE AND NON-FINITE FORMS OF THE VERB

Finite Forms of the Verb

§ 1. Verbi pöördelisi vorme (finite forms of the verb) tarvita-
takse nimisõnadega ja isikuliste asesõnadega (nimetavas käändes),
mis näitavad, millist pööret mõeldakse lauses (1., 2. või 3.). Verbi
pöördeline vorm on lauses öeldiseks ja ühildub alusega:

I write out all the new words in my notebook.

Olga writes out all the new words in her notebook.

Verbi pöördelised vormid jagunevad liht- ja liitvormideks (simple
and compound). Liitvormid on: lihtoleviku ja lihtmineviku (Pre-
sent Indefinite and Past Indefinite) jaatav vorm ja käskiva kõne-
viisi (Imperative Mood) 2. pööre.

§ 2. Present Indefinite sarnaneb verbi I algvormiga, ilma
eriliste lõppudeta kõigis pöördes, välja arvatud ainsuse 3. pööre,
millel on lõpp (e)s (hääldatakse [s], [z], [iz]). Käskiva kõne-
viisi 2. pööre sarnaneb samuti verbi I algvormiga ja tal ei ole
eri lõppu. Võrreldes Present Indefinite'i vorme ja käskiva kõne-
viisi (Imperative Mood) 2. pööret vastavate vormidega eesti keeles:

I read — ma loen. *We read* — me loeme.

He reads — ta loeb. *They read* — nad loevad.

You read — te loete, sa loed. *Read* — loe, lugege.

§ 3. Past Indefinite on sarnane verbi II algvormiga. Mõnedel
verbidel II algvorm erineb I algvormist lõpuga -ed (hääldatakse
[t], [d], [id] ainsuse ja mitmuse kõigis pöördes:

I algvorm	stop	love	invite
II algvorm	stopped	loved	invited
	[stɒpt]	[lʌvd]	[in'vaitid]

I worked very hard last week.

Peter worked very hard last week.

Teistel verbidel II algvorm erineb I algvormist

- 1) tüve vokaali muutumisega,
- 2) lõppkonsonandi muutumisega,

- 3) lõpuga -t,
4) või ei erine üldse:

I algvorm	write	send	burn	put
II algvorm	wrote	sent	burnt	put

Non-Finite Forms of the Verb

§ 4. Pöördelised liitvormid koosnevad abiverbide pöördelistest ja põhiverbide mittepöördelistest muudetest.

Verbi mittepöördelised vormid (non-finite forms ehk verbals) väljendavad tegevust, olenemata isikust, kes seda teostab.

Mittepöördelised vormid ei väljenda iseseisvalt öeldist, kuid koos abiverbidega nad moodustavad verbi pöördelised liitvormid, mis on lauses öeldiseks.

Mittepöördelisi verbivorme on kolm: Infinitive, Past Participle ja *ing*-vorm.

§ 5. Infinitiiv (the Infinitive) on verbi mittepöördeline vorm, mis vastab eesti tegevusnimele. Ta langeb ühte verbi I algvormiga, sest tal ei ole mingit erilist tunnust.

paint — maalima	wash — pesema
see — nägema	drink — jooma

Verbi I algvorm koos abiverbidega do, let, shall, will kuulub järgmiste pöördeliste liitvormide koosseisu:

- 1) Present Indefinite'i ja Past Indefinite'i küsiv ja eitav vorm;
- 2) Käskiva kõneviisi (Imperative Mood) 2. pöörde eitav vorm;
- 3) Käskiva kõneviisi jaatava vormi kõik pöörded, välja arvatud 2. pööre;
- 4) Tuleviku (Future Tense) kõik vormid ja pöörded:

- 1) I *do not understand* what he says.
He *did not do* his homework yesterday.
- 2) *Don't speak* so slowly.
- 3) *Let us go* to the Museum of the Revolution.
- 4) They *will be* at the station by six.

Pöördelised liitvormid, mis koosnevad abiverbi pöördelistest ja põhiverbi mittepöördelistest vormidest, moodustavad liiterviku, mis tõlgitakse eesti keelde vastavalt eesti grammatika nõuetele:

- (I) *do not understand* ... (ma) ei saa aru ...
(He) *did not do* ... (ta) ei teinud ...
Don't speak ... ärge rääkige ...
Let us go ... lähme ...
(They) *will be* ... (nad) on (tulevikus) ...

§ 9. Mittepöördeline *ing*-vorm vastab eesti keele oleviku kesk-
sõnale ja *des*-vormile:

walking — kõndiv, kõndides
jumping — hüppav, hüppates

ing-vorm koos abiverbi *be* pöördeliste vormidega on kestvate aegade
(Continuous Tenses) pöördeliste liitvormide koostisosaks:

They are *singing*. Nad on laulmas (laulavad).
What were you *doing* yesterday at 10 o'clock?
Mis te tegite eile kella 10 ajal?

The Conjugation of the Verb

§ 10. Verb muutub ajas ja seda nimetatakse pööramiseks
(conjugation).

Inglise keeles on kolm üldaega: olevik (Present), minevik
(Past) ja tulevik (Future).

Igal ajal on neli vormi:

- 1) indefiniitne (Indefinite)
- 2) kestev (Continuous)
- 3) perfektiiivne (Perfect)
- 4) kestev-perfektiiivne (Perfect Continuous)

Seega on kindla kõneviisi (Indicative Mood) aktiivis (Active
Voice) järgmised ajavormid:

Indicative Mood

Tenses in the Active Voice		
1. Present Indefinite	5. Past Indefinite	9. Future Indefinite
2. Present Continuous	6. Past Continuous	10. Future Continuous
3. Present Perfect	7. Past Perfect	11. Future Perfect
4. Present Perfect Continuous	8. Past Perfect Continuous	12. Future Perfect Continuous

Passiivis (Passive Voice) on vähem ajavorme kui aktiivis:

Indicative Mood

Tenses in the Passive Voice		
1. Present Indefinite	4. Past Indefinite	7. Future Indefinite
2. Present Continuous	5. Past Continuous	8. Future Perfect
3. Present Perfect	6. Past Perfect	—
—	—	—

Indefinite Tenses in the Active Voice

§ 11. Kolmest Indefinite Tense'st on kaks aega — Present Indefinite ja Past Indefinite — lihtajad. Kolmas aeg — Future Indefinite — koosneb abiverbidest *shall* (ainsuse ja mitmuse 1. pöördes), *will* (ainsuse ja mitmuse 2. ja 3. pöördes) ja põhiverbi I algvormist:

Indefinite Tenses in the Active Voice	
Present Indefinite	We <i>translate</i> every text He <i>translates</i> every text
Past Indefinite	We <i>translated</i> every text He <i>translated</i> every text
Future Indefinite	We <i>shall translate</i> every text They <i>will translate</i> every text.

Indefinite Tenses väljendavad fakte olevikus, minevikus ja tulevikus, täpsustamata tegevuse kestust ja järjestussuhet (selle jaoks on teised ajavormid — Continuous ja Perfect).

Indefinite Tenses — Present, Past ja Future — tarvitatakse järgmistel juhtudel:

- 1) faktide ja vääramata tõdede väljendamiseks.

I *speak* English and he *speaks* French. Twice two is four.
The earth *is* round. The Great Patriotic War *began* in 1941.
This river *will dry up* in five years.

- 2) tavaliselt või alaliselt toimuvate tegevuste väljendamiseks.

We *go* to school every day.
I always *took* a bus when we lived in Gorky Street.
Next term we *shall have* English lessons twice a week.

- 3) Üksteisele järgnevate tegevuste väljendamiseks (jutustusel):

All night and all day she *walks on* (*walked on*).
She *stops* (*stopped*) only a few minutes in the middle of the day to have some dinner. At last she *arrives* (*arrived*) at a village.
On Sunday I *shall get up* very early. After breakfast I *shall go* to the station. I *shall take* the 9.15 train and (*shall*) *go* to the country.

§ 12. Indefinite Tenses tarvitatakse kõnemoendil toimuvate sündmuste väljendamiseks ka nende verbidega, mis vormilt ei näita kestvate tegevust.

I see what she is doing.
 I don't understand what you mean.
 He did not hear what they were saying.

Verbid, mida ei tarvitata kehtvas vormis, moodustavad erirühma. Nad ei näita tegevust ja sellise verbiga väljendatud öeldise kohta ei või esitada küsimust «Mida teeb alus?»

Sellesse rühma kuuluvad verbid *be* ja *have*, meeltetajusid ja vaimseid protsesse väljendavad verbid ja veel mõned verbid, mis ei näita tegevust:

be	see	love	like	know
have	hear	hate	want	mean
feel	fear	need	believe	
understand		contain		
recognize		consist		
seem		belong		

§ 13. Ajavormi Present Indefinite tarvitatakse peale eespool loetletud juhtude veel:

1) lähemas tulevikus toimuva tegevuse väljendamiseks verbiga *come, go, begin, start, finish*:

He goes to Leningrad in a few days.
 Ta sõidab Leningradi mõne päeva pärast.
 They come back on Sunday.
 Nad tulevad tagasi pühapäeval.
 We finish Part I next week.
 Me lõpetame I osa tuleval nädalal.

§ 14. 2) Ajavormi Present Indefinite tarvitatakse tulevikus toimuva tegevuse väljendamiseks ajamäärus- ja tingimuslauseis. Need laused täidavad ajamääruse või tingimuse osa liitlauseis, vastavad küsimustele

when? millal?
 in what case? missugusel juhul?

ja liituvad pealausega järgmiste alistavate sidesõnade abil:

if	when	before
kui	kui	enne kui
after		while
pärast seda kui		sel ajal kui; kuna
as long as		till, until
niikaua kui; kuni		kuni
as		as soon as
kuna		niipea kui

I shall speak to him when he comes to see me.

She will read her book till it is dark.
 kuni
 kuni

As soon as he comes home, they *will have* dinner.

niipea kui

If they come to Moscow, we shall see them.

kui

Kuna eesti keeles puudub eri vorm tuleviku väljendamiseks, siis tarvitatakse siin olevikku pea- ja kõrvallauses. Vene keeles kasutatakse niisugustes liitlausetes tulevikku nii pea- kui kõrvallauses. Inglise keeles tarvitatakse pealauses tulevikku, kuna kõrvallause verb on olevikus.

Märkus: See reegel käib ainult määruslausete kohta. Sihitlause, mis vastab küsimusele *mida?*, võib verb olla tulevikus, kui seda nõuab lause tähendus:

I do not know { when he *will come back*.
if he *will come back* on Sunday.

Ma ei tea, { millal ta tuleb tagasi.
kas ta tuleb tagasi pühapäeval.

Indefinite Tenses in the Passive Voice

§ 13. Indefiniitsed ajad — Present, Past ja Future — passiivis (Passive Voice) koosnevad abiverbi *be* vastavatest põhiaegadest ja põhiverbi 3. algvormist:

Indefinite Tenses in the Passive Voice	
Present Indefinite	Every text <i>is translated</i> by the pupils. Iga tekst tõlgitakse õpilaste poolt.
Past Indefinite	Every text <i>was translated</i> by the pupils. Iga tekst tõlgiti õpilaste poolt.
Future Indefinite	Every text <i>will be translated</i> by the pupils. Iga tekst tõlgitakse (tulevikus) õpilaste poolt.

Aegade tarvitamine passiivis on põhiliselt niisamasugune nagu aktiiviski.

Vahe aktiivi ja passiivi vahel on järgmine:

Aktiivis (Active Voice) on tegevust teostav isik lause aluseks, kuna sihitiseks on isik või ese, kellele või millele on suunatud tegevus.

Active Voice	<i>Ann translates every text.</i> Ann tõlgib iga teksti.
--------------	---

Passiivis (Passive Voice) on aluseks tegevuse objekt, s. o. isik või ese, kellele või millele on suunatud tegevus, kuna sihitiseks on tegevuse teostaja. Seejuures esineb sihitis koos eessõnaga *by*.

Passive Voice	<i>Every text is translated by Ann.</i> Iga tekst tõlgitakse Anne poolt.
---------------	---

Passiivi tarvitatakse juhtudel, kui kõneobjektiks on isik, kellele on suunatud tegevus, ja kui tegevuse teostaja ei ole lauses oluline.

Neil juhtudel, kui on selge, kes teostab tegevust, ei mainita lauses tegevuse teostajat üldse.

Active Voice	<i>We publish many children's books in the Soviet Union.</i> Me kirjastame palju lasteraamatuid Nõukogude Liidus.
--------------	--

Passive Voice	<i>Many children's books are published in the Soviet Union.</i> Nõukogude Liidus kirjastatakse palju lasteraamatuid.
---------------	---

§ 16. Võimalus suunata või üle kanda tegevust teisele isikule või asjale on sihiliste verbide (Transitive Verbs) omaduseks. Näiteks, tegevus, mis on väljendatud verbidega *give, take, get, receive, order, tell, say*, kandub üle teisele isikule või asjale.

I gave her two newspapers.
 Ma andsin talle kaks ajalehte.

Verbe, mille tegevust ei ole võimalik suunata teisele isikule või asjale, nimetatakse sihituteks verbideks (Intransitive Verbs), näiteks verbid *go, come, live, work, jump*.

Mõned verbid võivad esineda nii sihilistena kui ka sihitutena, olenevalt nende tähendusest lauses:

Transitive Verbs	Intransitive Verbs
<i>She opens the door and comes in.</i>	The door <i>opens</i> , and she comes in.
<i>Ta avab ukse ja tuleb sisse.</i>	Uks <i>avaneb</i> ja ta tuleb sisse.

Vene keele passiivis võib ainult otsene sihitis olla lause aluseks. Eesti passiivis ehk umbisikulises tegumoes ei ole üldse lause alust.

Inglise keeles võib passiivis lause aluseks olla mitte ainult otsene sihitis (Direct Object), vaid ka kaudsihitis (Indirect Object).

Active Voice	Michael gave <i>Peter</i> (Indirect Object) <i>my magazine</i> (Direct Object). Mihkel andis Peetrile minu ajakirja.
Passive Voice	1) <i>My magazine was given</i> (to) Peter by Michael. Minu ajakiri anti Peetrile Mihkli poolt. 2) <i>Peter was given</i> my magazine by Michael. Peetrile anti minu ajakiri Mihkli poolt.

Eesti keelde tõlgitakse inglise isikuline passiiv umbisikulise tegumoega.

I was asked to bring back the magazine.
Mind paluti ajakiri tagasi tuua.

He was told to rewrite the exercise.
Tal kästi harjutus ümber kirjutada.

They were given many books to read during the vacation.
Neile anti palju raamatuid koolivaheajal lugemiseks.

Märkus. Lauses, mille verb on passiivis, võib inglise keeles aluseks olla mitte ainult otsene sihitis ja kaudsihitis, vaid isegi eessõnaga sihitis (Prepositional Object):

Active Voice	Passive Voice
<i>They laughed at Betty.</i> Nad naersid Betti üle. <i>They will send for the doctor.</i> Nad saadavad arsti järele.	<i>Betty was laughed at.</i> Betti üle naerdi. <i>The doctor will be sent for.</i> Saadetakse arsti järele.

§ 17. Lauseid modaalverbidega *can, may, must* tarvitatakse inglise keeles väga sageli passiivis, kuid eesti keelde on neid loomulikum tõlkida impersonaalse tähendusega aktiivis:

“This poem *must be learnt* by heart,” said Ann.
“Selle luuletuse peab pähe õppima,” ütles Ann.

Her dress *can be remade*.
Tema kleidi võib ümber teha.

These books *can be found* in any library.
Neid raamatuid võib leida igas raamatukogus.

Perfect Tenses in the Active Voice

§ 18. Perfektiivsed ajad (Perfect Tenses) — Present, Past ja Future — koosnevad abiverbi *have* vastavatest indefiniitsetest vormidest ja põhiverbi 3. algvormist:

Perfect Tenses in the Active Voice	
Present Perfect	<i>I have done</i> my lessons. <i>I have been</i> to Moscow.
Past Perfect	<i>I had done</i> my lessons by that time. <i>I had done</i> my lessons when she came back.
Future Perfect	<i>I shall have done</i> my lessons by that time. <i>I shall have done</i> my lessons when she comes back.

Perfektiivsed ajad kirjeldavad olevikus, minevikus või tulevikus antud momendile eelnevat tegevust või olukorda.

The Present Perfect Tense

§ 19. Present Perfekt'i kasutatakse tegevuse väljendamiseks, mis küll eelneb antud oleviku ajamomendile, kuid mis oma tagajärgedega on seotud olevikuga.

Oma olemuselt on see oleviku ajavorm ja teda ei või tarvitada selgelt väljendatud mineviku ajaühikuga, sellepärast ei ole õige näiteks niisugune lause:

I have written a letter *yesterday*, vaid peab olema: *I wrote* a letter *yesterday*.

Näiteid:

I have written a letter to my sister.

Ma kirjutasin (olen kirjutanud) õele kirja (kiri on valmis kirjutatud ja saadetakse ära).

She has taken out her notebook.

Ta on võtnud välja oma märkmiku (ja hakkab kirjutama).

She has given all her life to her children.

Ta on pühendanud kogu oma elu lastele (ja teeb seda ka praegu).

He has known me from childhood.

Ta tunneb mind juba lapsepõlvest saadik (s. o. kuni käesoleva ajani ja arvatavasti edaspidigi).

Vahe Past Indefinite'i ja Present Perfect'i vahel seisab selles, et Past Indefinite väljendab tegevust, mis on toimunud minevikus ega ole seotud oleviku ajaühikuga. Lauses näitavad seda harilikult selgelt väljendatud või mõeldavad mineviku ajaühikud, nagu:

yesterday — eile
last week — möödunud nädalal
two days (hours) ago — kaks päeva (tundi) tagasi
on Tuesday — teisipäeval
last summer — mineval suvel
at that time — tol ajal
just now — just praegu (s. o. mõni hetk tagasi)
before — varemalt, ennemalt
in (the year) 1945 — 1945. aastal.

Samuti tarvitatakse Past Indefinite'i möödunud aja kohta käivatest küsimustes:

When did you come back home?
Millal te tulite koju tagasi?
At what time did he go home?
Mis ajal ta läks koju?

Present Perfect'i tarvitatakse:

1) kui tegevuse aeg on määramata, kuid tegevuse mõju või tegevuse tagajärjel tekkinud olukord kestab olevikus edasi:

We have begun to build a new metro line.
Me oleme alustanud uue metrooliini ehitamist (ja ehitame seda praegugi).

I have opened the window.

Ma avasin akna (ja ta on praegu lahti).

2) kui tegevuse aeg on ebamäärane, kuid on selge, et tegevus on seotud olevikuga, millele harilikult viitavad umbmäärsed ajamäärused:

always — alati	not yet — veel mitte
never — ei iialgi	often — sageli, tihti
already — juba	seldom — harva
ever — millalgi, kunagi	just — parajasti, just

I have never been to Stalingrad.

Ma ei ole kunagi käinud Stalingradis (kuni käesoleva ajani).

She has already seen this film.

Ta on juba näinud seda filmi (ja tunneb seda filmi praegu).

I have not seen him yet.

Ma ei ole teda veel näinud (kuni praeguse momendini).

3) kui tegevus on toimunud, kuid ajaühik, millele viitavad lauses oleviku ajamäärused, kestab edasi.

today — täna
this week — käesoleval nädalal
this month — käesoleval kuul
this year — käesoleval aastal
this winter — sel talvel.

We *have worked* very hard *this month*.
Sel kuul me oleme töötanud väga tugevasti.
They *have had* a good rest *today*.
Täna on nad hästi puhunud.

Märkus: Ajamäärust *this morning* (täna hommikul) võib mõista kahel viisil: 1) oleviku ajaühikuna:

I *have seen* him *this morning*.

Ma olen näinud teda täna hommikul (öeldud hommikul).

2) mineviku ajaühikuna:

I *saw* him *this morning*.

Ma nägin teda täna hommikul (öeldud siis, kui hommik on möödunud, s. o. päeval või öhtul).

Samuti on lauses *He came back today* (ta tuli täna tagasi) keskendatud tähelepanu tagasituleku momendile kui möödunud päevaosale.

4) määruslauseis, mis väljendavad pealause tegevusele eelnevat tuleviku tegevust:

When I *have written* the letter, I *shall go* to the post office.

Kui mul kiri on (valmis) kirjutatud, siis ma lähen postkontorisse.

The Past Perfect Tense

§ 20. Past Perfect näitab, et tegevus lõpetati (1) teatud momendiks minevikus või (2) enne teist-tegevust minevikus.

We *had finished* the composition by 2 o'clock.

Kella kaheks me olime (juba) lõpetanud kirjandi.

He bought a new red pencil because he *had lost* his old one.

Ta ostis uue punase pliiatsi, sest et ta oli vana pliiatsi ära kaotanud.

Past Perfect'i tarvitatakse peamiselt sellistes põimlausetes, kus pealause ja kõrvallause verb ei väljenda üheaegseid tegevusi, vaid niisuguseid tegevusi, millest üks toimub enne teist. Eelnevat tegevust väljendab Past Perfect ja järgnevat tegevust Past Indefinite või Past Continuous:

After I *had written* the letter, I went to the post office.

Pärast seda kui ma olin kirjutanud kirja, läksin ma postkontorisse.

He didn't begin to read his new book until he *had done* his lessons.

Ta ei hakanud lugema uut raamatut enne, kui ta oli valmistanud oma õppetunnid.

I noticed that somebody was writing at the table only when I *had* already *entered* the room.

Alles siis, kui ma olin juba tuppa astunud, märkasin, et keegi kirjutab (oli kirjutamas) laua juures.

The Future Perfect Tense

§ 21. Future Perfect näitab, et tegevus viiakse lõpule (1) teatud momendiks tulevikus või (2) enne teist tegevust tulevikus.

I shall have had my breakfast by 9 o'clock.

Ma olen (juba) einestanud kella 9-ks.

We shall have done our lessons *when* Father comes home.

Meil on tunnid (juba) valmistatud, kui isa koju tuleb.

Future Perfecti tarvitatakse peamiselt niisugustes põimlausetes, kus ühele tuleviku tegevusele eelneb teine tuleviku tegevus. Eelnevat tegevust väljendab Future Perfect ja järgnevat tegevust — Future Indefinite. Sidesõnadega *if, when, before* jne. algavais määruslauseis on verb tuleviku asemel olevikus ja eeltuleviku (Future Perfect) asemel eelolevikus (Present Perfect).

We shall have done our lessons *when* Father comes home.

Perfect Tenses in the Passive Voice

§ 22. Perfektiivsed ajad — Present, Past ja Future — passiivis koosnevad abiverbi *be* vastavatest perfekti aegadest ja põhiverbi 3. algvormist.

Perfect Tenses in the Passive Voice	
Present Perfect	Many new towns <i>have been built</i> in the Urals. Uraalis on ehitatud palju uusi linnu.
Past Perfect	He was surprised to see how many fine houses <i>had been built</i> in the town. Ta oli üllatatud, nähes, kui palju ilusaid maju oli ehitatud linnas.
Future Perfect	Many new houses <i>will have been built</i> in Moscow by the end of the year. Aasta lõpuks on Moskvas ehitatud palju uusi maju.

Perfect Tenses passiivis, nagu aktiiviski, näitavad, et tegevus eelneb teatud momendile või teisele tegevusele olevikus, minevikus või tulevikus.

A new novel *has been written* by K. Simonov.

K. Simonovi poolt on kirjutatud uus romaan.

After the letter *had been written* it was given to me to take to the post office.

Pärast seda, kui kiri oli (valmis) kirjutatud, anti ta minule posti viimiseks.

The letter *will have been written* when you ring me up.

Kiri on (juba) kirjutatud, kui teie mulle helistate (tulevikus).

Continuous Tenses in the Active Voice

§ 23. Continuous Tenses (kestvad ajad) — Present, Past ja Future — koosnevad abiverbi *be* vastavatest indefiniitsetest vormidest ja põhiverbi *ing*-vormist.

Continuous Tenses in the Active Voice	
Present Continuous	He <i>is doing</i> his lessons.
Past Continuous	He <i>was doing</i> his lessons at that time. He <i>was doing</i> his lessons when I came to see him.
Future Continuous	He <i>will be doing</i> his lessons at that time. He <i>will be doing</i> his lessons when I come to see him.

Continuous Tenses väljendavad lõpetamata tegevust, mis on alanud enne kõnemomenti ja kestab edasi sellel momendil olevikus, minevikus või tulevikus.

§ 24. Present Continuous väljendab tegevust, mis kestab edasi käesoleval momendil:

I *am reading* English grammar.

Ma loen inglise grammatikat.

We *are building* the best metro in the world.

Me ehitame parimat metrood maailmas.

Verbidega *do, go, come* Present Continuous väljendab lähimat tulevikku:

What *are you doing* on Wednesday evening?

Mis te teete kesknädala õhtul?

They *are coming* on the 25th.

Nad tulevad 25-ndal.

§ 25. Past Continuous väljendab pidevat tegevust, mis algas enne teatud momenti või enne teise tegevuse algust minevikus ja kestis edasi sel momendil või teise tegevuse algamisel:

She *was playing* the piano at 3 o'clock yesterday.

Ta mängis klaverit eile kella 3 ajal.

She *was playing* the piano when I came in.

Ta mängis (parajasti) klaverit, kui ma sisse astusin.

§ 26. Future Continuous väljendab pidevat tegevust, mis algab enne teatud momenti või enne teise tegevuse algust tulevikus ja kestab edasi sel momendil või teise tegevuse algamisel:

We *shall be writing* a composition tomorrow at 10 o'clock.

Homme kell 10 me kirjutame kirjandit.

§ 27. Verb *go* kestab vormis, kui talle järgneb infinitiiv, väljendab kavatsust tulevikus midagi teha ja teda tarvitatakse lähima tuleviku tähenduses:

I *am going to write out* the new words.

Ma kavatsen välja kirjutada uued sõnad.

She *was going to go out* when I rang her up.

Ta kavatses välja minna, kui ma talle helistasin.

Continuous Tenses in the Passive Voice

§ 28. Present Continuous ja Past Continuous passiivis koosnevad abiverb *be* vastavaist kestvaist aegadest (Continuous Tenses) ja põhiverbi 3. algvormist:

Continuous Tenses in the Passive Voice	
Present Continuous	A new bridge <i>is being built</i> near our house. Meie maja lähedal ehitatakse uut silda.
Past Continuous	This bridge <i>was being built</i> when we came back from the country. Seda silda ehitati, kui me tulime maalt tagasi.

M ä r k u s: Future Continuous Tense'i ei tarvitata passiivis.

Continuous Tenses passiivis, samuti nagu aktiiviski, väljendavad pidevat tegevust, mis algab või algas enne teatud momenti olevikus või minevikus ja kestab või kestis edasi sel momendil:

A new power-station *is being built* in our town.

Meie linnas ehitatakse praegu uut jõujaama.

Everyone was silent while the letter *was being read*.

Igaüks vaikis sellal, kui kirja ette loeti.

Perfect Continuous Tenses

§ 29. Perfect Continuous moodustatakse abiverbi *be* vastavaist perfektide aegadest (Perfect Tenses) ja põhiverbi *ing*-vormist.

Perfect Continuous Tenses näitavad, et pidev tegevus, mis algas enne teatavat momenti olevikus, minevikus või tulevikus, kestab edasi teatava ajavahemiku vältel kuni selle momendini:

Perfect Continuous Tenses	
Present Perfect Continuous	(1) I <i>shall have been writing</i> this letter for half an hour. Ma kirjutan seda kirja juba pool tundi. (2) I <i>have been writing</i> this letter since half past two. Ma kirjutan seda kirja kella poole kolmest alates.
Past Perfect Continuous	(1) I <i>had been writing</i> this letter for half an hour when she came back. Ma olin kirjutanud seda kirja juba pool tundi, kui ta tagasi tuli. (2) By three o'clock I <i>had been writing</i> this letter for half an hour. Kella kolmeks ma olin kirjutanud seda kirja juba pool tundi.
Future Perfect Continuous	(1) I <i>shall have been writing</i> this letter for half an hour when she comes back home. Ma olen kirjutanud seda kirja juba pool tundi (selle ajani), kui ta koju tagasi tuleb. (2) By three o'clock I <i>shall have been writing</i> this letter for half an hour. Kella kolmeks olen ma juba pool tundi seda kirja kirjutanud.

The Present Perfect Continuous Tense

§ 30. Present Perfect Continuous tõlgitakse eesti keelde täismineviku, lihtmineviku või oleviku vormiga olenevalt kontekstist:

How long *have you been studying* English?

Kui kaua te juba õpite inglise keelt?

I have been studying English for four years.

Ma õpin inglise keelt juba neli aastat.

They *have been working* very hard for the last two days.
Viimase kahe päeva jooksul nad *töötasid* (on *töötanud*) väga kõvasti.

He *has been living* in this town all his life.
Ta *on elanud* selles linnas kogu oma senise elu.

For several days now she *has been painting* this picture.
Ta *maalib* juba mitu päeva seda pilti.

We *have been waiting* for her since 6 o'clock.
Me *ootame* teda juba kella kuuest alates (saadik).

What *have you been doing* since I saw you last?
Millega *te olete tegelnud* sellest ajast saadik, kui ma teid viimati nägin.

The Past Perfect Continuous Tense

§ 31. Ajavormi Past Perfect Continuous tarvitatakse peamiselt põimlausetes ja ta väljendab pidevat tegevust, mis toimus minevikus teatava ajavahemiku vältel enne teist mineviku tegevust, mis on väljendatud Past Indefinite'i või Past Continuous abil:

He *had been living* in the town for many years before I *met* him.

Ta *oli elanud* linnas juba palju aastaid, enne kui ma teda *kohtasin*.

She *was wondering* what her brother *had been doing* since morning.

Ta *tahtis* teada, millega tema vend *oli tegelnud* hommikust saadik.

Märkus: 1. Verbe, mida ei tarvitata kestvas vormis, tarvitatakse perfekti aegades (Perfect Tenses) ka kestvate perfekti aegade tähenduses (Perfect Continuous):

We *have known* him for eight years.

Me tunneme teda juba kaheksa aastat.

I *had heard* a noise for some time before the door opened.

Ma kuulsin müra juba tükk aega enne, kui uks avanes.

2. Kestvaid perfektiaegu ei tarvitata passiivis.

Sequence of Tenses

Aegade järjestus

§ 32. Inglise keeles on olemas aegade järjestuse reegel, mis puudub eesti ja vene keeles. See reegel käib niisuguste sihitislausete (Object Clauses) kohta, kus pealause verb on minevikus. Kui pealause verb on olevikus, siis võib kõrvallause verb olla, nagu eesti ja vene keeleski, igas ajas, mis vastab lause mõttele:

I think (that)	he studies French. he studied French. he will study French.
Ma mõtlen, et	ta õpib prantsuse keelt. ta õppis prantsuse keelt. ta õpib (tulevikus) prantsuse keelt.

Samuti ka siis, kui pealause verb on tulevikus, võib kõrvalause verb olla igas ajas, mis vastab lause mõttele:

I shall find out whether	he studies French. he studied French. he will study French.
Ma uurin välja, kas	ta õpib prantsuse keelt. ta õppis prantsuse keelt. ta õpib (tulevikus) prantsuse keelt.

Vene ja eesti keeles ka sel juhtumil, kui pealause verb on minevikus, võib kõrvalause verb olla igas ajas, mis vastab lause mõttele:

Ma mõtlesin, et	ta õpib prantsuse keelt. ta õppis prantsuse keelt. ta õpib (tulevikus) prantsuse keelt.
Я думал что	он изучает французский язык. он изучал французский язык. он будет изучать французский язык.

Inglise keeles on see aga teisiti: kui pealause verb on minevikus, siis kõrvalause verb ei tohi olla olevikus ega tulevikus, sest seda ei luba aegade järjestuse reegel.

Kui pealause verb on minevikus, siis kõrvalauses tarvitatav Past Indefinite või Past Continuous näitab, et kõrvalauses väljendatud tegevus on üheaegne pealauses väljendatud tegevusega:

I thought (that) he studied French.

Ma mõtlesin, et ta õpib prantsuse keelt.

I saw (that) it was raining.

Ma nägin, et vihma sajab.

She knew (that) I lived in a small house.

Ta teadis, et ma elan väikeses majas.

Ann said (that) she took music lessons.

Ann ütles, et ta võtab muusikatunde.

Kõigis neis näiteis avaldub pealause verbi aja mõju kõrvalause verbi ajale. See nähtus on iseloomustav jutustusele minevikus.

Samuti kehtib aegade järjestuse reegel kaudses kõnes (Indirect Speech) pealause verbide *say, tell* ja *ask* minevikuvormide puhul, s. o. kõrvallause verb ei tohi olla olevikus (ega tulevikus):

Present Tense	He <i>tells</i> me (that) his sister <i>studies</i> French. Ta ütleb mulle, et tema õde õpib prantsuse keelt. She <i>asks</i> me what I <i>am doing</i> . Ta küsib minult, mis ma (praegu) teen.
Past Tense	He <i>told</i> me (that) his sister <i>studied</i> French. Ta ütles mulle, et tema õde õpib prantsuse keelt. She <i>asked</i> me what I <i>was doing</i> . Ta küsis minult, mis ma (praegu) teen.

Kaudse kõneviisi lause kujutab endast põimlauset, kus kõrvalauseks on sihitilause, milles verbi aeg oleneb pealause verbi ajast:

Direct Speech	They <i>said</i> to me, "We <i>like</i> this story very much." Nad ütlesid mulle: «Meile meeldib see jutt väga.» I <i>asked</i> them, "Do you <i>like</i> this play?" Ma küsisin neilt: «Kas teile meeldib see näidend?»
Indirect Speech	They <i>told</i> me (that) they <i>liked</i> that story very much. Nad ütlesid mulle, et neile meeldib see jutt väga. I <i>asked</i> them whether they <i>liked</i> that play. Ma küsisin neilt, kas neile meeldib see näidend.

Aegade järjestuse reegel ei kehti neis põimlauseis, kus kõrvalause väljendab üldtuntud ümberlukkamatuid tõdesid:

The little girl already *knew* that *there are* twenty-six letters in the English alphabet.

Väike tütarlaps teadis juba, et inglise tähestikus on 26 tähte.

The children *learnt* at that lesson that *there are* four cardinal points: (the) North, (the) South, (the) East and (the) West.

Selles tunnis lapsed said teada, et on olemas neli ilmakaart: põhi, lõuna, ida ja lääts.

§ 33. Kui pealause verbiks on aeg Past Indefinite ja kõrvalause verb on eelminevikus (Past Perfect), siis see näitab, et

kõrvallauses väljendatud tegevus toimus enne pealause väljendatud tegevust:

I thought (that) she *had studied* French
Ma mõtlesin, et ta on õppinud prantsuse keelt.

I *knew* (that) he *had seen* her.
Ma teadsin, et ta oli näinud teda.

He *did not know* I *had learnt* the poem by heart.
Ta ei teadnud, et ma olin luuletuse pähe õppinud.

Sama reegel kehtib ka kauses kõnes: kui pealause verbid *say, tell* või *ask* on lihtminevikus, siis näitab Past Perfect Tense'i tarvita mine kõrvallauses, et kõrvallausega väljendatud tegevus toimus enne pealausega väljendatud tegevust:

Direct Speech	He <i>said</i> to me,	{ "I packed all my things yesterday." "I <i>have</i> packed all my things."
	Ta ütles mulle:	{ «Ma pakkisin eile kõik oma asjad.» «Ma olen pakkinud kõik oma asjad.»
	She <i>said</i> to me,	{ "Have you packed your things?" "When did you pack your things?"
	Ta ütles mulle:	{ «Kas te olete pakkinud oma asjad?» «Millal te pakkisite oma asjad?»

Indirect Speech	He <i>told</i> me (that)	{ he <i>had</i> packed all his things yesterday. he <i>had</i> packed all his things.
	Ta ütles mulle,	{ et ta pakkis kõik oma asjad eile. et ta pakkis kõik oma asjad.
	She <i>asked</i> me,	{ whether I <i>had</i> packed my things. when I <i>had</i> packed my things.
	Ta küsis minult,	{ kas ma olen pakkinud oma asjad. millal ma pakkisin oma asjad.

§ 34. Kui pealause verbis esinev aeg on Past Indefinite, väljendab kõrvallauses tarvitatud Past Perfect Continuous lõpetamata tegevust, mis algas ja jätkus enne pealausega väljendatud tegevust:

I *thought* (that) he *had been working* since morning.
Ma mõtlesin, et ta töötab (pidevalt) juba hommikust saadik.

Direct Speech	I <i>said</i> to him, "How long <i>have you been waiting</i> for me?" Ma ütlesin talle: «Kui kaua te mind juba ootate?» He <i>answered</i> , "I <i>have been waiting</i> for you half an hour." Ta vastas: «Ma ootan teid juba pool tundi.»
Indirect Speech	I <i>asked</i> him how long he <i>had been waiting</i> for me. Ma küsisin, kui kaua ta mind juba ootab. He <i>answered</i> (that) he <i>had been waiting</i> for me half an hour. Ta vastas, et ta ootab mind juba pool tundi.

The Future in the Past Tense

§ 35. Kui pealause verb on *minevikus*, siis ei tarvitata inglise keeles kõrvallauses olevikku ega tulevikku.

Tuleviku väljendamiseks tarvitatakse sel puhul erilist ajavormi — Future in the Past — sõna-sõnalt — tulevik minevikus:

Present Tense	She <i>knows</i> (that) I <i>shall pack</i> the things. Ta teab, et ma <i>pakin</i> asjad (tulevikus). I <i>think</i> (that) he <i>will study</i> French. Ma mõtlen, et ta õpib (tulevikus) prantsuse keelt.
Past Tense	She <i>knew</i> (that) I <i>should pack</i> the things. Ta teadis, et ma <i>pakin</i> asjad (tulevikus). I <i>thought</i> (that) he <i>would study</i> French. Ma mõtlesin, et ta õpib (tulevikus) prantsuse keelt.

Ajavormi Future in the Past tarvitatakse, kui jutustuses ja kaudses kõnes mineviku ajavormis räägitakse tuleviku sündmustest. Future in the Past verb koosneb abiverbidest *should*, *would* ja põhiverbi esimesest algvormist. *Should* (minevik verbist *shall*) tarvitatakse 1. pöördes: *would* (minevik verbist *will*) tarvitatakse 2. ja 3. pöördes.

I (we) *knew* that (you, they) *would go* to the theatre.

Ma teadsin, et ta (te, nad) *läheb* (lähete, lähevad) teatrisse (jne.).

Ajavormil Future in the Past, samuti nagu teistel üldaegadel, on neli vormi: 1) Indefinite, 2) Continuous, 3) Perfect, 4) Perfect Continuous.

Direct Speech	He <i>said</i> to me, "I <i>shall come back</i> very soon." Ta ütles mulle: «Ma tulen väga ruttu tagasi.» I <i>asked</i> him, "When <i>shall</i> we go to see my grandfather?" Ma küsisin temalt: «Millal me läheme vanaisa vaatama?»
Indirect Speech	He <i>told</i> me (that) he <i>would come back</i> very soon. Ta ütles mulle, et ta <i>tuleb</i> väga ruttu tagasi. I <i>asked</i> him when we <i>should</i> go to see my grandfather. Ma küsisin temalt, millal me läheme vanaisa vaatama.

Future in the Past		
Future Indefinite in the Past		I <i>should translate</i> this text. ma tõlgin selle teksti (tulevikus).
Future Perfect in the Past	He thought (that) Ta mõtles, et	I <i>should have translated</i> that text by 12 o'clock. ma olen tõlkinud selle teksti kella kaheteist- kümneks.
Future Continuous in the Past		I <i>should be translating</i> that text at that time. ma tõlgin sel ajal parajasti teksti.
Future Perfect Continuous in the Past		by 10 o'clock I <i>should have been translating</i> that text for half an hour. kella 10-neks olen ma juba pool tundi tõlkinud seda teksti.

Conditional Sentences

§ 36. Tingimuslaused (conditional sentences) erinevad aegade tarvitamise poolest kõigist teistest lauseliikidest.

Tingimuslause sisaldab tingimuse (condition), millest olevalt võib (võiks) toimuda pealause väljendatud tegevus:

If my uncle is in Tallinn, he comes to see us.
 Kui minu onu on Tallinnas, ta tuleb (käib) meid vaatama(s).
If I knew her address, I should write her a letter.
 Kui ma teaksin tema aadressi, ma kirjutaksin talle kirja.
 Tingimuslause vastab küsimustele:

in what case? on what condition?
 millisel juhul? mis tingimusel?

Tingimuslause sidesõnadeks on:

if unless suppose, supposing (that)
 kui kui ... ei oletagem, oletades, et (aga kui)

If he comes home early, he plays chess with his brother.

Kui ta tuleb vara koju, siis ta mängib vennaga malet.

We shall be late *unless he comes in the next five minutes.*

Me jääme hiljaks, kui ta ei tule järgmise viie minuti jooksul.

Supposing nobody comes, how long will they keep me?

Oletades, et keegi ei tule, kui (aga kui) kaua nad siis mind kinni peavad?

Tingimuslause võib asetseda nii pealause ees kui selle järel.

If he comes home early, he plays chess with his brother.

He plays chess with his brother *if he comes home early.*

Märkus: Koma pannakse alati tingimuslause järele (s. o. kui tingimuslause asetseb pealause ees). Kui aga tingimuslause on pealause järel, siis teda harilikult komaga ei eraldata.

Tingimuslused jaotatakse kahte liiki:

- 1) reaalse tingimusega tingimuslused (sentences of real condition);
- 2) ebareaalse tingimusega tingimuslused (sentences of unreal condition).

Sentences of Real Condition

§ 37. Reaalse tingimusega tingimuslused väljendavad tingimust kui reaalsel fakti ja nad võivad kehtida oleviku, mineviku ja tuleviku kohta:

Present	If he <i>has</i> time, he <i>walks</i> to his work. Kui tal <i>on</i> aega, siis ta <i>läheb</i> (käib) tööle (tööl) jala.
Past	If he <i>had</i> time, he <i>walked</i> to his work. Kui tal <i>oli</i> aega, ta <i>läks</i> (käis) tööle (tööl) jala.
Future	If he <i>has</i> time, he <i>will walk</i> to his work. Kui tal <i>on</i> aega, ta <i>läheb</i> (käib) (tulevikus) tööle (tööl) jala.

Reaalse tingimusega lauseis tarvitatakse kindla kõneviisi (Indicative Mood) vastavaid aegu, mis näitavad reaalseid fakte.

Mis puutub aegade järjestusse tuleviku kohta käivais põimlauseis, siis inglise ajamäärus- ja tingimislauseis tarvitatakse kõrvalause verbi olevikus, kuna pealause verb on tulevikus:

We shall be very pleased if you come with us.

Meil on väga hea meel, kui te tulete meiega kaasa.

Kuna inglise verb ei väljenda aspekti sel kujul nagu vene verb, siis võib järgmist lauset tõlgendada vene keele seisukohalt kahel viisil, s. o. imperfektiivses ja perfektiivses aspektis:

If he *has* time, he *will walk* to his work.

1) Если у него *будет* время, он *будет ходить* на работу пешком.

Kui tal *on* aega, ta *käib* (tulevikus) tööle jala.

2) Если у него *будет* время, он *пойдёт* на работу пешком.

Kui tal *on* aega, ta *läheb* (tulevikus ühekordselt) tööle jala.

Sentences of Unreal Condition

§ 38. Ebarealse tingimusega tingimislauseid väljendavad tingimust mitte kui reaalsel fakti, vaid kui oletust, ja nad võivad esineda oleviku, tuleviku ja mineviku puhul.

Inglise keeles on kaks ebarealse tingimusega lausetüüpi:

1) esimene lausetüüp esineb oleviku ja tuleviku puhul

2) teine lausetüüp esineb mineviku puhul:

1) If he *had* time (**now, tomorrow**), he *would walk* to his work.

Kui tal *oleks* aega (praegu, homme), ta *läheks* tööle jala.

2) If he *had had* time (**yesterday**), he *would have walked* to his work.

Kui tal *oleks olnud* aega (eile), ta *oleks läinud* tööle jala.

Ebarealse tingimusega inglise lauses, mis käib oleviku või tuleviku kohta —

If I *came* home early, I *should play* chess with my brother — oletus väljendatakse verbi eri vormidega pea- ja kõrvallause. Kõrvallause verb on nn. oletuskõneviisis (Subjunctive Mood), pealause verb aga tingivas kõneviisis (Conditional Mood). Kaasaeelses inglise keeles on oletuskõneviisi ühte langenud kindla kõneviisi minevikuga:

Indicative Mood	If he <i>had</i> time, he <i>walked</i> to his work. Kui tal <i>oli</i> aega, ta <i>läks</i> (käis) tööle (tööl) jala.
Subjunctive Mood	If he <i>had</i> time, he <i>would walk</i> to his work. Kui tal <i>oleks</i> aega, ta <i>käiks</i> (läheks) tööle (e) jala.

Tingiv kõneviis pealauses näitab, et kõrvallause verb ei väljenda reaalsel fakti, vaid oletust.

Oletuskõneviisi vorm on säilinud ainult verbil *be*: vormi *were* tarvitatakse mitte ainult mitmuses, vaid ka ainsuse kõigis pöördteis:

If there *were* no air, we *should not be able* to live.

Kui *poleks* õhku, *ei saaks* me elada.

If he *were* here, he *would help* me.

Kui ta *oleks* siin, ta *aitaks* mind.

Märkus: Kõnekeeles esineb ka vorm *was*: If he *was* here, he would help me.

Pealause verb esineb tingivas kõneviisis (Conditional Mood). Tingiva kõneviisi verb koosneb abiverbist *should* või *would* ja põhiverbi I. algvormist (samuti nagu Future in the Past, vt. § 35):

If I had the book, I *should give* it to you.

Kui mul *oleks* (see) raamat, ma *annaksin* ta teile.

§ 39. Mineviku kohta käivas ebareaalse tingimusega lauses väljendatakse tingimuse oletus kõrvallauses oletuskõneviisi (Subjunctive Mood) perfektiivse vormiga ja tagajärje oletus pealauses tingiva kõneviisi (Conditional Mood) perfektiivse vormiga:

If we *had started* earlier, we *should have got* to the village by evening.

Kui me *oleksime asunud* teele varem, me *oleksime jõudnud* õhtuks külla.

If he *had known* my address, he *would have written* to me.

Kui ta *oleks teadnud* minu aadressi, ta *oleks mulle kirjutanud*.

Kontekstist on alati arusaadav, millise aja kohta käib tingimus-oletus, kuid inglise keeles näitavad juba ajavormid, kas tingimus käib oleviku (tuleviku) või mineviku kohta:

Oleviku ja tuleviku kohta käiv tingimus-oletus.	
Principal Clause	Subordinate Clause
Conditional Mood	Subjunctive Mood
We <i>should be</i> very pleased Me <i>oleksime</i> väga rahul,	if you <i>came</i> with us (now, tomorrow). kui te <i>tuleksite</i> meiega kaasa (nüüd, homme).
Mineviku kohta käiv tingimus-oletus.	
Principal Clause	Subordinate Clause
Conditional Mood	Subjunctive Mood
We <i>should have been</i> very pleased Me <i>oleksime olnud</i> väga rahul,	if you <i>had come</i> with us (yesterday). kui te <i>oleksite tulnud</i> meiega kaasa (eile).

VERBALS

The Infinitive

§ 40. Infinitiivil on verbi ja nimisõna funktsioonid. Verbi funktsioonis infinitiiv võib 1) kuuluda liitõeldise koosseisu verbidega *can, may, must*, 2) omada otsest sihitist, 3) olla laiendatud määrsõnaga:

- 1) *Can you come tomorrow at 10 o'clock?*
Kas te võite tulla homme kell 10?
- 2) *We must always do our duty.*
Me peame alati täitma oma kohust.
- 3) *They were surprised to see me so early.*
Nad olid üllatunud nähes mind nii vara.

Omades nimisõna süntaktilisi funktsioone, võib infinitiiv lauses olla:

1) aluseks, 2) öeldistäiteks (nominaalpredikaadi osaks), 3) otseseks sihitiseks, 4) määruseks (peamiselt otstarbe-, põhjus- ja tagajärjemääruseks):

- 1) *To do that homework was quite easy for me.*
It was quite easy for me *to do that homework.*
Mul oli päris kerge teha seda kodust ülesannet.
- 2) *Your duty is to learn well.*
Teie kohus on hästi õppida.
- 3) *We should like to go to the lecture on Soviet writers.*
Me tahaksime minna loengule nõukogude kirjanikest.
- 4) *He went to the station to meet his sister.*
Ta läks jaama, et kohata oma õde.

I was too busy *to go* to the station.

Ma olin liiga koormatud tööga, et jaama minna.

Neis funktsioonides tarvitatakse infinitiivi ees tunnust *to*. Otsarbe- ja põhjusemääruse infinitiivi korral on tal tähendus *et; selleks et*:

To write the dictation well we had to repeat the rules of spelling.

Et kirjutada diktaat hästi, pidime kordama õigekirja reegleid.

Infinitiivi tarvitatakse ilma tunnuset *to*: 1) modaalverbide *can, may, must* ja modaalfraasi *had better* (oleks parem, kui; pigemini) järel; 2) verbi *let* (lubama, laskma) järel, 3) verbi *make* (panema midagi tegema) järel:

- 1) *May I explain this rule to you?*
Kas ma võin seletada teile selle reegli?
- 2) *We had better go to the station as early as we can.*
Oleks parem, kui me läheksime jaama nii vara kui võimalik.

3) *Let me see* what you have done.

Lubage, ma vaatan, mis te olete teinud.

4) The teacher *made* Michael *rewrite* the exercise.

Õpetaja pani Mihkli harjutust ümber kirjutama.

§ 41. Infinitiivi tarvitatakse ilma tunnuseeta *to* liitsihitises (Complex Object) verbide *hear, see, feel, watch* järel, mis väljendavad meeltetajusid.

Liitsihitis koosneb otsesest sihitisest (nimisõnast või asesõnast sihitavas käändes) ja infinitiivist.

Eesti keelde tõlgitakse ta harilikult sihitislauselga või *vat-*vormiga:

Every morning I *hear her open* the window.

Igal hommikul ma kuulen, kui ta avab akna.

Annie *saw Mike come* out of the house.

Annie nägi Mike'i majast välja tulevat (majast väljuvat).

We *watched the boy take* the little bird, *climb up* the tree and *put* it in the nest.

Me vaatasime, kuidas poiss võttis linnupoja (väikese linnu), ronis puu otsa ja pani ta pessa.

She *felt the dog touch* her hand with its nose.

Ta tundis, et koer puudutas oma ninaga tema kätt.

§ 42. Liitsihitises tarvitatakse infinitiivi tunnusega *to* verbide *like [should (would) like], want, wish, tell, allow*, jmt. järel.

See liitsihitis koosneb otsesest sihitisest (nimisõnast või isikulisest asesõnast sihitavas käändes) ja infinitiivist.

Eesti keelde tõlgitakse ta harilikult sihitislauselga:

My grandmother *likes me to read* to her.

Minu vanaemale meeldib, kui ma talle ette loen.

I *should like you to come* tomorrow.

Ma tahaksin, et te tuleksite homme.

Peter *wants his sister to help* him.

Peeter tahab, et ta õde teda aitaks.

My father *wishes me to become* an engineer.

Minu isa tahab, et ma saaksin inseneriks.

The Past Participle

§ 43. Mineviku kesksõnal on nii inglise kui eesti keeles lauses omadussõna funktsioonid ja ta võib esineda 1) täiendina ja 2) öeldistäitena:

1) She took away the *broken* glass.

Ta koristas ära purunenud klaasi.

The little girl showed me her *cut* finger.

Väike tütarlaps näitas mulle oma katkilõigatud sõrme.

2) She was *surprised* when she heard that.

Ta oli üllatatud, kui ta kuulis seda.

Sophy [ˈsoufi] *was dressed* in white on her birthday.

Sophy oli rietatud valgesse (kleiti) oma sünnipäeval.

3) Mineviku kesksõna võib asendada verbi pöördelisi vorme täiendlauses:

Show me the story *translated* by your friend.

Show me the story *which was translated* by your friend.

Näidake mulle teie sõbra poolt tõlgitud juttu.

Näidake mulle juttu, mis on tõlgitud teie sõbra poolt.

The Present Participle

§ 44. Present Participle (*ing*-vorm) on verbi mittepöördeline vorm, millel on palju mitmesuguseid funktsioone.

Present Participle võib olla 1) täiendiks ja 2) asendada pöördelisi vorme täiendlauses:

1) Underline the *corresponding* Estonian pronouns.

Kriipsutage alla vastavad eestikeelsed asesõnad.

I like her *smiling* face.

Mulle meeldib tema naeratav nägu.

2) They went out to meet the *returning* women.

They went out to meet the women *who were returning*.

Nad läksid välja, et vastu minna tagasitulevatele naistele.

Nad läksid välja, et vastu minna naistele, kes tulid tagasi.

Present Participle võib samuti asendada pöördelisi vorme koondlauses, rind- ja põimlauses:

{ *Taking* a knife, she cut the bread into two halves.

{ She *took* a knife *and* cut the bread into two halves.

{ Võttes noa, lõikas ta leiva pooleks.

{ Ta võttis noa ja lõikas leiva pooleks.

{ *Wanting* to speak to her, I went to see her.

{ I *wanted* to speak to her; I went to see her.

{ Tahtes temaga rääkida, läksin ma teda vaatama.

{ Ma tahtsin temaga rääkida, sellepärast läksin ma teda vaatama.

{ *Going* to school, he met his uncle.

{ *As he was going* to school, he met his uncle.

{ Minnes kooli, kohtas ta oma onu.

{ Kui ta kooli läks, kohtas ta oma onu.

§ 45. Present Participle on liitsihitise koostisosaks verbide *hear*, *see*, *watch*, *feel* järel.

See liitsihitis koosneb otsesest sihitisest — nimi- või asesõnast sihitavas käändes — ja *ing*-vormist:

I heard Ann singing that beautiful song.

Ma kuulsin, kui Ann laulis seda ilusat laulu.

They saw me walking to school.

Nad nägid, kui ma läksin kooli.

She watched the boys playing in the garden.

Ta jälgis poisse, kui nad mängisid aias.

I felt the fresh air come in through the window.

Ma tundsin, kuidas värsket õhku tuli läbi akna sisse.

Vahe selle konstruktsiooni ja infinitiiviga liitsihitise vahel seisab selles, et infinitiiviga konstruktsioon väljendab ühekorra tegevust, kuna *ing*-vormiga konstruktsioon väljendab kestva tegevust, mis algas varem ja kestab pidevalt edasi antud momendil:

I heard her say these words.

Ma kuulsin, kui ta ütles need sõnad.

I heard him speaking to the director.

Ma kuulsin, kui ta rääkis direktoriga.

We saw her run into the house.

Me nägime, kui ta jooksis majja.

We saw her running about in the garden.

Me nägime teda aias ringi jooksvat.

The Gerund

§ 46. Inglise keeles on veel olemas *ing*-vorm, mida nimetatakse gerundiumiks. Gerundiumil, nagu infinitiivilgi, on verbi ja nimisõna funktsioonid. Verbi funktsioonis gerundium võib

1) olla liitõeldise osaks, 2) omada otsest sihitist, 3) omada määrust:

1) She went on remaking her dress.

Ta jätkas kleidi ümbertegemist.

2) I like reading interesting books.

Ma armastan lugeda huvitavaid raamatuid.

3) She likes walking very fast.

Ta armastab kõndida väga kiiresti.

Nimisõna funktsioonis gerundium võib olla lauses:

1) aluseks,

2) õeldistäiteks,

3) otseseks sihitiseks,

4) eessõnaga sihitiseks:

1) Sleeping in the open air made him very strong.

Magamine vabas õhus tegi teda väga tugevaks.

2) Seeing is believing.

Näha tähendab uskuda.

3) My brother likes fishing.

Minu vend armastab kalastamist.

4) She thinks of *going* there tomorrow.

Ta mõtleb minna sinna homme.

Gerundiumi ees võib olla eessõna:

Instead of going to the theatre, we went to the cinema.

Teatrisse mineku asemel me läksime kinno.

He liked my plan of *spending* the summer in the country.

Talle meeldis minu plaan veeta suvi maal.

After finding the new words in the dictionary, I write them down.

Pärast uute sõnade leidmist sõnastikust ma kirjutan nad välja.

She walked very quickly *without stopping* to rest.

Ta kõndis väga kiiresti, peatumata puhkuseks.

*I helped him *by getting* the book he needed.

Ma aitasin teda talle vajaliku raamatu hankimisega (hankides talle raamatu, mida ta vajas).

Märkus: Gerundiumil võib olla täiend — omastav asesõna või nimisõna omastavas käändes:

His *studying* English helps him to know better his own language.

Inglise keele õppimine aitab tal paremini tunda tema oma keelt.

We were pleased with *Andrew's coming*.

Meil oli heameel Andrese tuleku üle.

The Verbal Nouns

§ 47. Gerundiumiga ühtib vormilt tegu-nimisõna (Verbal Noun), mille lõpus on samuti *-ing*. Tegu-nimisõnal on nimisõna tunnused ja nimisõna süntaktilised funktsioonid. Tegu-nimisõna võib lauses olla aluseks, öeldistäiteks, otseseks ja eessõnaga sihitiseks.

Tegu-nimisõna, nagu iga nimisõna, võib omada artiklit (ja teisi laiendeid), ta võib esineda mitmuses ja tal võib olla nimisõnaline täiend eessõnaga:

The bathing and *swimming* in this river are excellent.

Suplemine ja ujumine selles jões on ülihea.

She has *a liking* for music.

Tal on kalduvus muusikale.

He was busy with *the copying* of his notes.

Ta oli tegevuses oma märkmete ümberkirjutamisega.

Abbreviations (Lühendid)

<i>a</i>	adjective (omadussõna)
<i>adv</i>	adverb (määrsõna)
<i>conj</i>	conjunction (sidesõna)
<i>int</i>	interjection (hüüdsõna)
<i>mod v</i>	modal verb (modaalverb)
<i>n</i>	noun (nimisõna)
<i>num</i>	numeral (arvsõna)
<i>pl</i>	plural (mitmus)
<i>pred a</i>	predicative adjective (õeldistäteline omadussõna, tarvitav ainult õeldistätitena)
<i>pr n</i>	proper noun (pärisnimi)
<i>pron</i>	pronoun (asesõna)
<i>prep</i>	preposition (eessõna)
<i>v i</i>	verb intransitive (sihitu verb)
<i>v t</i>	verb transitive (sihiline verb)
<i>v t & i</i>	verb transitive and intransitive (sihiline ja sihitu verb)

Number, mis seisab sõna (või väljendi) järel, viitab õppetükile, milles sõna esineb esimest korda.

Tähed A, E, P, R näitavad, et antud sõna esineb lisalektüüri tekstis (Additional Reading), harjutuses (Exercises), luuletuses (Poems) või kordamistunni esimeses tekstis (Revision).

Sõnad, mis kuuluvad õpiku leksikaalsesse miinimumi, on eraldatud poolrasvase sõrendusega. Tähekesega on märgitud rahvusvahelised sõnad.

Märkus: Vastavalt juhendile, mis on antud esimese õppeteksti juurde kuulavas harjutuses II, tuleb igast õppetekstist välja kirjutada eri vihikusse tähestiku järjestuses kõik õpikus esinevad rahvusvahelised sõnad. Seejuures on vajalik märkida nende sõnade hääldamiserisused inglise keeles ja samuti nende tähenduserisused võrreldes emakeelega. Tõlge tuleb anda mitte ainult rahvusvahelise sõnaga, vaid võimalikult ka vastava eestikeelse sõnaga. Näiteks võib tõlkida ingliskeelset sõna *international* [intə(:)næʃnl] sõnadega *internatsionaalne* ja *rahvusvaheline*; sõna *symbol* ['sɪmb(ə)l] võib tõlkida sõnadega *sümbol*, *märk*, *võrdkju*.

On vajalik pöörata erilist tähelepanu rahvusvahelistele sõnadele, kuna neil on igas keeles isegune vorm ja hääldamine.

Võrrelge näiteks rahvusvahelisi sõnu: eesti keeles — aktiivne, energia, sektsioon, sotsialist; vene keeles — активный, энергия, секция, социалист; inglise keeles — active ['æktiv], energy ['enədʒi], section ['seksʃən], socialist ['souʃəlɪst].

On olemas rahvusvahelisi sõnu eri tähendusega eri keeltes. Näiteks inglise keeles sõna *student* (ladina päritoluga) tähendab mitte ainult üliõpilast, vaid ka õpetlast, teadusliku töö harrastajat, õppijat ja uurijat üldse. Rahvusvahelisel sõnal *magazine* [ˌmæɡəˈziːn] (araabia päritoluga) on inglise keeles mitu tähendust: 1. sõjamoonaladu; lõhkeainete ladu; tulirelva padrunisalg; 2. ajakiri. Kuid eesti keeles tähendab see sõna veel *suurkauplust*, milline tähendus puudub inglise keeles. Vene sõnavarast rahvusvahelisteks muutunud sõnade näiteks võib olla sõna *совет* (советский) oma poliitilises tähenduses. Inglise keeles see sõna esineb *Soviet* [ˈsɒviət, ˈsoʊviət] kujul: *the Soviet Union* — Nõukogude Liit; *Soviet power* — nõukogude võim; *the Supreme Soviet* — Ülemnõukogu.

A

able *a* võimeline; **be able** — võima, olema võimeline

about *prp* millestki, millegi üle, millegi suhtes, mööda, ümber, ümberringi; umbes, ligikaudu; juures, ligidal; *adv* ümberringi, kõikjal, igalpool; **be about to** ... 12 midagi tegema hakkama

above [əˈbʌv] *prp* kohal, üle; *adv* üleval; *E a* eespoolmainitud

abroad 14 [əˈbrɔːd] *adv* välismaal

absent *a* puudu; **be absent** puuduma, mitte kohal olema

absolute *E a* absoluutne, täielik, piiramatu

abstract *E a* abstraktne; eraldatud

academician 15 [əˌkædəˈmɪʃjən] *n* akadeemik

acclimatize 14 [əˈklaɪmətaɪz] *v* aklimatiseerima, kliimaga (ilmastikuga) kohandama

according (to) *prp* vastavalt

accustomed 12 *a* harjunud; **be**

(**get**) **accustomed (to)** harjuma

achievement *A* [əˈtʃiːvmənt] *n* saavutus

across *prp* üle, põiki, teisel pool

action *A n* tegevus, tegu

active *E a* aktiivne; *gramm.* aktiiv

activity 15 *n* tegutsemine, aktiivsus

add *R v* lisandama, lisama, juurde panema

adieu *P* [əˈdjuː] *int* (prantsuse k.) head aega

adjective *E n* omadussõna

admire *A v i* vaimustuma, imetlema

admirer *A n* austaja, imetleja

advance 15 [ədˈvɑːns] *n* edasijõudmine, edu; avanss; **in advance** 15 ette, (raha kohta) avansina

advanced *R* [ədˈvɑːnst] (millestki, kellestki) ees, eesrindlik

adventure *A n* juhtumus, seiklus

adverb *E* [ədˈvɔːb] *n* määrsõna;

adverbial clause *E* määruslause

advice *A n* nõuanne, nõu

afraid *pred a* hirmul, ehmunud;

be afraid (of) kartma

after [ˈɑːftə] *prp* pärast, hiljem, järel, taga, järgi; *cj* peale seda kui

afterwards 4 [ˈɑːftəwədʒ] *adv*
hiljem, pärastpoole *

a'gainst *prp* vastu

age 12 *n* vanus, iga; **A** ajastu:
old age 15 vanadus

***agency** 17 [ˈeidʒənsi] *n* agen-
tuur; tegevus, toime; **agent** 17
n agent; tegur

a'go *adv* tagasi; **long ago** ammu;
not long ago 5 hiljuti, mitte
ammu

a'gree *v i* nõustuma

***agriculture** 15 *n* põllundus, põllu-
majandus

***agrobi'ology** **A** *n* agrobioloogia

ah! **A** [ɑː] *int* ah! (kaastunde-
imestuseväljendus)

aim 12 *n* siht, eesmärk

air *n* õhk; **A** ilme, välimus; **air-**
man 6 (*pl* **airmen**) *n* lendur;
airway **R** lennuliin, õhuliin

alas! [əˈlaɪs] *int* oh!, oh häda!,
paraku

a'like 12 *pred a* samasugune, sar-
nane; *adv* samuti, sarnaselt

a'live 3 [əˈlaɪv] *pred a* elus, elu-
sana

allow 9 [əˈlau] *v t* lubama, luba-
andma

al'most [ˈɔːlmoust] *adv* peaaegu

a'long *prp* mööda, piki, pikuti;
adv kaasa, edasi

***alphabet** **E** [ˈælfəbɪt] *n* tähestik,
alfabeet

alpha'betical *a* tähestikuline

Alps (the) **P** [ælpz] *pr n* Alpid

al'though 10 [ɔːlˈðəʊ] *cj* kuigi,
ehkki, ehk küll

a'mong [əˈmʌŋ] *prp* seas, keskel,
hulgas

ammunition **A** *n* sõja- või laske-
moon, padrunid

a'musement **R** *n* meelelahutus, aja-
viide, lõbustus

***analyse** **E** [ˈænləaɪz] *v t* analüü-
sima, liigendama, osadesse lahu-
tama

ancient **R** [ˈeɪnʃənt] *a* vanaaegne,
aantiikne, muistne, põline, iidne

anger **A** [ˈæŋgə] *n* viha, paha-
meel

a'n'gry [ˈæŋgri] *a* pahane, vihane,
kuri; **be angry** 5 vihastuma, viha-
seks saama, vihane olema; **make**
angry 8 vihastama, vihaseks
tegema

angrily 8 [ˈæŋgrɪli] *adv* vihaselt

anniversary 15 [ˌæniˈvɜːsri] *n*
aastapäev

a'non **P** *adv* otsekohe, jalamaid;
aeg-ajalt, ikka ja jälle

a'n'swer [ˈɑːnsə] *v t* vastama;
n vastus

ap'pear 3 *v i* ilmuma, nähtavale-
tulema

***appetite** **A** [ˈæpɪtaɪt] *n* (söögi)-
isu

apron **A** [ˈeɪprən] *n* põll

a'rise **P** (a'rose, a'risen) *v i* tõus-
ma, ilmuma, esile kerkima, tek-
kima, üles tõusma

a'r'm *n* käsi, käsivars; **arm-chair**
7 *n* tugitool

arms **A** *n pl* relvad

a'rose *see* **arise** *

a'r'ound *prp* ümber, ümber-
ringi, mööda; *adv* ümber, ümber-
ringi

***arrange** **E** [əˈreɪndʒ] korraldama,
seadma, asetama; sobitama, le-
pitama; kokku leppima

***ar'rest** **A** *v t* areteerima, vahis-
tama; peatama

ar'rival **A** *n* saabumine, kohale-
jõudmine

a'r'rive 17 *v i* saabuma, kohale-
jõudma, kordaminekut saavu-
tama

art **A** *n* kunst; oskus

***article** **A** *n* kirjutus; **E** artikkel

artificial **R** [ˌɑːtɪˈfiʃəl] *a* kunstlik

***ar'tillery** 6 *n* suurtükivägi, kahur-
vägi

***artist** 2 *n* kunstnik; artist

as *cj* nagu; nii kui, samal ajal kui; kuna, niisama, kuigi; 9 kellenagi; as for 8 mis -sse puutub; af if 11 otseku; as long as 7 niikaua kui; as soon as 4 niipea kui

a'shamed 10 *a* häbistatud; be ashamed (of) häbenema

Asia R ['eifə] *n* Aasia

a'sleep *pred a* magamas; be asleep magama; fall asleep magama jääma, uinuma

ass E [æs] eesel

*as'sistant 15 *n* assistent, abiline

at *prp* juures, sees, ligidal, (millegi) pärast

ate [et] see eat

athwart P [ə'θwɔ:t] *prp* põiki üle, risti vastu

*atomic [ə'tɔmɪk] *a* aatomi-, aatomiline

*at'tack *v t* kallale tungima, ründama, atakeerima

at'tempt 3 *n* katse, püüe; make an attempt katset tegema

at'tend (to) A *vi siin:* millegagi tegelema; tähele panema, hoolitsema; osa võtma; saatma

at'tention 2 *n* tähelepanu; pay attention 9 tähelepanu pöörama

*'attribute E *n gramm.* täiend, atribuut

at'tributive E *gramm.* atribuutiivne, atribuudina tarvitav, täiendav

aunt 12 [aunt] tädi

*author 5 ['ɔ:θə] *n* autor

*automatic R [ɔ:tə'mætɪk] *a* automaat(ne), iseliikuv, -toimiv

*automobile R [ɔ:tə'məbi:l] *n* auto

auxiliary E [ɔ:g'ziljəri] *a* abi-

a'void 13 *v t* ära hoidma, vältima; hoiduma

a'wake A (awoke, awoke or awaked) *vi* ärkama

a'way *adv* ära, kaugele (väljendab liikumist, eemaldumist); be away ära olema, eemal (mitte kodus)

a'while P *adv* mitte kauaks, hetkeks; tükiks ajaks

B

back *adv* tagasi, taha; *n* selg; (mingi asja) tagakülge; be back tagasi pöörduma, tagasi tulema

backward R ['bækwəd] *a* mahajäänud

backward(s) A ['bækwəd(z)] *adv* tagasi; tagurpidi, tahapoole

bad *a* halb; badly *adv* halvasti; raskesti, tõsiselt (haava kohta)

*balcony A ['bælkəni] *n* palkon, lahtine rõdu

ball¹ *n* pall; kera

*ball² A *n* ball, tantsupidu

Baltic R ['bɔ:ltɪk] *a* balti

*band *n* orkester; 3 salk, jõuk

*bandit A *n* bandiit, (tee)röövel

'banditism A *n* banditism

bank¹ 16 *n* (jõe)kallas

*bank² A *n* pank

ban'ner *n* (riigi-, sõjaväe- jne.) lipp

bar P *v t* tõkestama, takistama

bare P *a* paljas, katmata; tühi, lage

*barge [bɑ:dʒ] R *n* pargas, lamedapõhjaline veolaev

*bark P *n* parklaev (kolmemastiline kauba'aev)

barrel A ['bærəl] *n* vaat, tünn

*base A [beɪs] *v t* rajama, baseerima; põhjendama

*basis A ['beɪsɪs] *n* baas, alus

basket 7 ['bæskɪt] *n* korv

bath A [bɑ:θ] vann; have a bath kümblema, vanni võtma, vanni minema

bathe [beɪð] *v t & i* suplema; vannitama, (üleni) pesema, uht(u)ma

battle 17 *n* lahing, võitlus

be (was — were, been) *vi* olema, elama, (ennast) tundma; *abiverb*; *sideverb e. köide*; 16 *mo-daalverb* (väljendab kohustust)

beacon P [ˈbi:kən] *n* majak, tule-
torn

beak R *n* nokk

bear¹ 13 [beə] (**bore, borne**) *v t*
kannatama, taluma; P kandma,
(üle) vedama

bear² [beə] *n* karu

bear'st P [beəst] = **bearest** (*arh.*
2. pööre ainsuses)

beat (**beat, beaten**) *v t* lööma,
peksma, taguma

beaten see **beat**

beautiful [ˈbjʊ:tɪfʊl] *a* kena,
ilus; **beautifully** *adv* ilusasti

be'came see **become**

be'cause *cj* sellepärast et, sest
et; **because of** *prp* millegi tõttu,
millegi tagajärjel

become [bi'kʌm] (**became, be-
come**) *v i* muutuma, (kellekski,
millekski) saama; sünnis olema

'bedroom 12 *n* magamistuba

'bedstead A *n* voodi

'bedtime E *n* magamamineku aeg

been see **be**

before *prp* ees, ette, enne; *adv*
ees(pool), ette(poole); *va-*
rem(alt), enne, ennem(alt); *cj*
enne kui

beg (of) A *v i* (kellelki midagi)
paluma, nuruma; luba paluma

be'gan see **begin**

beggar A *n* kerjus

begin [bi'gin] *v t & i* algama,
alustama; **be'ginning** 3 *n* algus

begin see **begin**

behave 5 [bi'heiv] *v i* ennast ülal
pidama, käituma

behind [bi'haind] *prp* (millegi,
kellegi) taga, taha, järel; *adv*
taga(pool), taha(poole)

believe A [bi'lɪv] *v t* uskuma

bell *n* kell; **ring the bell** A (kella)
helistama

be'long 4 *v i* kuuluma; **belong-
ings** 1 *n pl* asjad, omand, va-
randus; päraldised, juurdekuulu-
vad esemed

below A [bi'lou] *adv prp* all, alla

bench 5 *n* pink

bend A (**bent, bent**) *v i* kummar-
dama, kummarduma; R *n* (tee-)
käänak; painutus

bent see **bend**

berry A [ˈberi] *n* mari

beside [bi'saɪd] *prp* kõrval,
juures

besides [bi'saɪdz] *prp* peale,
(millelegi, kellelegi) lisaks; *adv*
pealegi, peale selle, liiatigi

best *a adv* (ülivõrre sõnadest
good ja well) kõige parem, pa-
rim

Betsy Trotwood [ˈbetsi ˈtrɒtwʊd]
A *pr n* (ees- ja perekonnanimi)

better *a adv* (keskvõrre sõna-
dest **good ja well**) paremini,
enam; **you had better** 7 on pa-
rem (kui te)

be'tween 18 *prp* (kahe eseme või
isiku) vahel

beyond 1 [bi'jɒnd] *prp* sealpool,
teispool, väljaspool, väljapoole;
taga

Bible 12 [ˈbaɪbl] *n* piibel

birch 16 *n* kask, kasepuu

'bir th day *n* sünnipäev

'birthplace 1 *n* sünnikoht

***biscuit** A [ˈbɪskɪt] biskviit, kui-
vik, küpsis

bit 11 see **bite**

bite 11 (**bit, bitten**) *v t* hammus-
tama; A *n* suutäis, hammustus

bitter 15 *a* kibe

blank E *n* tühik, tühi koht, lünk

blanket E [ˈblæŋkɪt] *a* vaip

bleak P *a* külm, kõle, rõõmutu

blew [blu:] see **blow**

blind [blaɪnd] *a* pime

blood 6 [blʌd] *n* veri; **'bloodshed**
P *n* verevalamine, veresaun

blow [blou] (**blew, blown**) *v t*
& *i* puhuma; **blow out** 12 ära
puhuma, kustutama (küünalt)

- Blunderstone** 11 ['blʌndəstoun] *pr n* (asula) nimetus
- board** A [bɔ:d] *n* laud
- boat** *n* paat
- *bomb** 6 [bɒm] *n* pomm; 6 *v t* pommitama, pomme viskama
- *bombard** 6 [bɒm'ba:d] *v* pommitama (kahurväe kohta)
- book** 11 *v* piletit tellima; **'booking-office** 11 *n* piletikassa
- boot** 7 *n* saabas
- border** *n* piir
- born** 1 *a* sündinud; **be born** 1 sündima
- both** [bəʊ] *pron* mõlemad; **both... and** 14 *conj* niihästi... (kui ka)
- bottle** 8 *n* pudel
- bottom** *n* (alus)põhi, alumine osa, (laua, klassi jne.) kaugeim ots
- bought** [bɔ:t] *see* buy
- *bourgeois** A ['bu:ʒwɑ:] /kodalik
- bow** P [bau] *v i* kummardama; *A n* kummardus
- bowl** 1 [boul] *n* kauss; (veini)karikas
- box** *n* karp, kast, laegas
- brackets** E ['brækɪts] *n pl* klambriid, sulud
- brake** R *n* pidur; **'brakesman** R *n* pidurdaja (*Am.* konduktor)
- branch** 3 [brʌntʃ] *n* (puu)oks, haru
- brass** A *n* messing, valgevask
- break** [breik] (**broke, broken**) *v t & i* purunema, murduma, katkema; purustama, katki tege-ma, läbi murdma
- break in** A katkestama (jutuajamist), vahele segama
- breaker** P ['breikə] *n* murdlaine
- breath** 4 [breə] *n* hing(us), hingetõmme, hingeõhk
- brick** 1 A *n* telliskivi
- bridge** *n* sild
- bright** [braɪt] *a* hele, selge, särav, hiilgav, lõbus
- brightly** A *adv* heledasti, säravalt; lõbusasti
- Brighton** A ['braɪtn] *pr n* (linna nimi)
- brine** P *n* merevesi; soolvesi; soolane vesi
- bring** (**brought, brought**) *v t* tooma, esile tooma; **bring in** 17 (sisse) tooma; **bring up** 9 (üles) kasvatama
- Britain** R ['brɪtn] **Great Britain** *pr n* Suurbritannia
- broad** 16 [brɔ:d] *a* lai
- Brocklehurst** 12 ['brɒklə:st] *pr n* (perekonnanimi)
- broke** *see* break
- broken** *see* break
- brought** [brɔ:t] *see* bring
- build** [bild] (**built, built**) *v t* ehitama; järk-järgult koguma; taastama
- building** 2 *n* ehitus, ehitamine; 6 ehitis, hoone
- building materials** R ehitusmaterjalid
- built** [bilt] *see* build
- bullet** 3 ['bulɪt] *n* kuul
- bundle** A *n* kimp, komps, pundar
- Burbank** A ['bɜ:bæŋk] *pr n* (perekonnanimi)
- burn** 3 A (**burned, burned or burnt, burnt**) *v t & i* põlema, põletama; **burning** 17 *a* põletav, põlev
- Burns** 12 *pr n* (perekonnanimi)
- burst** A (**burst, burst**) *v i* plahvatama, purskama, puhkema
- business** 14 ['biznɪs] *n* asi, tegevus, toiming, amet; (koosoleku) päevakord
- but** *conj* kuid, aga, ent, kui mitte, et mitte; 4 *prp* välja arvatud, peale; *adv* vaid, ainult
- buy** [bai] (**bought, bought**) *v t* ostma
- by** *prp* juures, kõrval, mööda, juurde, ligi; poolt **This is a book by Dickens** *see* on Di-

ckensi teos (kirjutatud Dickensi poolt); **by train** rongiga; **by and by** 10 varsti, peagi
Byron ['baɪərən], **George Gordon P pr n Byron** (inglise luuletaja)

C

cabin 4 ['kæbɪn] *n* kajut
California A ['kæli'fɔ:njə] *pr n* Kalifornia
call *v t & i* kutsuma, nimetama, hüüdma; **call up** 10 äratama; sõjaväkke võtma; välja kutsuma; **call for** (kellegi, millegi) järele tulema, nõudma; **to be called for** 11 nõudmiseni
calm A [kɑ:m] *v t* vaigistama; *a* rahulik
came see come
camel R ['kæml] *n* kaamel
camp *n* laager; laagriplats; 17 *v i* laagris asuma, laagrisse paigutama
can (could) *mod v* (väljendab võimalust, võimet) võima, võimeline olema
Canada 14 ['kænədə] *pr n* Kanada
Canadian 14 [kə'næɪdʒən] *a* kanada
***canal** 16 [kə'næl] *n* kanal; **the Moscow Canal** 16 Moskva-nimeline kanal
candle 12 *n* küünal
cannon 17 *n* suurtükk, kahur
cap *n* müts; A tanu, P (laine-)hari, tipp, otsakate
capital ['kæpɪtl] *n* pealinn
***capitalist** *a* kapitalistlik; R *n* kapitalist
***captain** 17 ['kæptɪn] *n* kapten
car R *n* (trammi)vagun; *ameer.* raudteevagun; vanker; auto
care *n* hool; 7 *v* hoolitsema, hoolt kandma; **I don't care** 7 mulle on ükskõik, ma ei hooli (põrumugi); **take care (of)** hoolit

kandma, hoolitsema; **in care of** 11 kellegi hoolde (jäetud), kellegi hoolde all; **careful** *a* hoolas, hoolikas, ettevaatlik, hoolitsev; **carefully** *adv* ettevaatlikult, hoollega, hoolsasti; **careless** *adv* hooletu, ettevaatamatu; **carelessly** *adv* hooletult, ettevaatamatult
carpenter A ['kɑ:pɪntə] *n* puusepp
carried see carry
carry (carried, carried) *v t* kandma, vedama, üle kandma; **carry away** 4 ära viima, ära kandma; **carry on** 15 jätkama, (edasi) toimetama; **carry out** 15 täide viima
case A [keɪs] *n* juht, juhtum
casement P ['keɪzmənt, 'keɪsmənt] *n* *poet.* aken
catch (caught, caught) *v t* (kinni) püüdma, tabama, jõudma (rongile jne.)
cattle P *n* (tähenduselt *pl*) sarvloomad, (kari)loomad, veised
Caucasus (the) R ['kɔ:kəsəs] *n* Kaukasus
caught [kɔ:t] *see catch*
***cavalry** 17 *n* ratsavägi
cave P *n* koobas
Cecilia 9 [si'sɪljə] *pr n* Cecilia
ceiling ['si:lɪŋ] *n* lagi
celebrate 1 *v t* pühitsema; **celebration** 15 *n* pühitsemine
centre 8 *n* tsentrum, keskus, keskpunkt; **central** 14 *a* keskne, tsentraalne
century 16 ['sentʃuri] *n* aastasada, sajand
certainly A ['sɔ:ɪnli] *adv* muidugi, kindlasti
chain A *n* kett, ahel, ahelik
chairman A *n* koosoleku juhataja, (juhatus) esimees, president
change [tʃeɪndʒ] *v t & i* muut(uma), vahetama; E *n* muutus, muudatus, vahetus; vaheldus

channel 16 *n* kanal, väin
chant P [tʃɑ:nt] *v t* laulma, leelutama; laulus kiitma
charge [tʃɑ:dʒ] 17 *n* hool, hoolitus; **be in charge of** (millegi või kellegi) eest hoolitsema või vastutav olema; (sõjav.) käsutama
charity 12 [tʃæriti] *a* heategevus; **charity-school** vaestekool
Charles 9 [tʃa:rlz] *pn*
Charlotte Brontë [tʃarlət 'brɒnti] 12 *pr n* Charlotte Brontë
cheap R *a* odav
check up E *v t* kontrollima
cheek A *a* põsk, pale
cheese A *n* juust
cherry *n* kirss; **cherry-tree** 14 kirsi-puu
chess *n* male
chest 1 *n* kast, kohver
chest of drawers A [tʃrɔ:z] kummut
Cheyennes 17 [tʃei'enz, ʃai'enz] *pr n* šaieenid (indiaanlaste suguharu)
chief 17 [tʃi:f] *n* pealik; A *a* peamine, tähtsaim
chilblain [tʃilblein] A *n* külma-muhk, -vill
Childe Harold P [tʃaɪld hæɪəld] *pr n*
childhood [tʃaɪldhʊd] 1 *n* lapsepõli
childish P *a* lapselik
chin A *n* lõug
China 1 *pr n* Hiina
choose E (chose, chosen) *v t* (välja) valima
***Christian** 17 [kristjən] *n* kristlane
church A *n* kirik
***cigar** 7 [si'ga:] *n* sigar
circle 1 *n* ring; R sõrmus; rõngas
***circus** 9 *n* tsirkus
***cistern** R *n* tsistern, paak

city ['siti] *n* suurlinn, vanaaegne linn
civilian 6 [si'viljən] *n* era- e. tsiviilisik
***classic** 2 ['klæsik] *a* klassikaline
clause E *n* gramm osalause
clean *a* puhas; A *v t* puhastama
clear R *a* selge; **clearly** A *adv* selgesti
***clergyman** 12 ['klɜ:dʒimən] *n* vaimulik, kirikuõpetaja
clerk 11 [klɜ:k] *n* (kontori)ametnik
clever ['klevə] *a* arukas, tark, osav
***climate** A ['klaɪmɪt] *n* kliima
climb [klaɪm] *v t & i* ronima, üles minema, aeglaselt tõusma
close 3 [klaʊz] *v t* sulgema; 5 lõppema, lõpetama
close 2 [klaʊs] *a* lähedane, ligidane; **close to** ligidal
clothes [klaʊðz] *n pl* riided, pesu, rõivad; **clothing** ['klaʊðɪŋ] A *n* riided, kehakate, rõivad
cloud R *n* pilv, pilvitus; **cloudy** P *a* pilvine
***clown** 9 [klaʊn] *n* klaun, veiderdaja
coach [kəʊtʃ] 11 *n* (posti)tõld
***coachman** A *n* kutsar, voorimees
coal R *n* kivisüsi
cock P *n* kukk
***coffee** ['kɒfi] *n* kohv
Coketown 9 ['kəʊktaʊn] *pr n* (linna nimi)
cold *a* külm; 12 *n* külm
colonel 17 ['kɒnl] *n* kolonel, polkovnik
***co'lonial** E *a* koloniaal-, koloniaalne
coloured ['kɒləd] A *a* värviline
***column** R ['kɒləm] *n* sammak; veerg; kolonn
come [kʌm] (came, come) *v t* tulema, (sisse) sõitma; **come back** tagasi tulema; **come down** alla tulema, laskuma, maha astu-

- ma; **come forward** esile tulema, välja astuma; **come in** sisse tulema; **come near** lähene-ma, ligidale tulema; **come out** välja tulema, välja astuma, ilmu-ma, nähtavale tulema; **come over** 7 üle tulema, juurde tule-ma; külastama; võimusesse haa-rama; **come to oneself** 6 toi-buma; **come to see someone** kedagi külastama, kellegi juurde minema; **come up (to)** saabuma, üles tulema
- ***comic** A ['kɒmɪk] a koomiline, naljakas; **comics** pl naljalehed, -ajakirjad
- command** A [kə'mɑ:nd] v käskima
- ***commissariat** 15 [kə'mɪ'sɛəriət] n komissariaat
- com'mit** A v t (midagi paha) toi-me panema, teostama, tegema
- common** R a üldine, lihtne, hari-lik
- ***communism** ['kɒmjʊ(:)nɪzəm] n kommunism
- communist** ['kɒmjunist] a kommu-nistlik, kommunismi-
- ***company** A [kʌmpəni] n selts-kond; selts; kompanii, kauba-ühing; 17 rood
- com'pare** E v t võrdlema, **com'para-tive** E a võrdlev
- compe'tition** R n võistlus
- complete** R [kəm'pli:t] v t viimist-lema, lõpule viima; E a täius-lik, täielik, lõpetatud; **completely** E adv täiesti
- '**complex** E a liit-, liidetud, osadest koosnev, keeruline, komplitseeritud
- '**compliments** A n pl tervitused
- '**compound** E a keeruline, kokku-pandud, liit-
- conclusion** 14 [kən'klu:ʒən] n järeldus, lõppotsus
- con'dition** 14 n tingimus; **con'ditio-nal** E a tingiv, konditsio-naalne
- ***congress** 14 [kɒŋgres] n kong-ress
- conjunction** E [kən'dʒʌŋkʃən] n sidesõna
- con'nect** R v t siduma, ühendama;
- con'nection** R n seos, ühendus;
- con'nective** E a ühendav, siduv, side-
- conscience** A ['kɒnsjəns] n südame-tunnistus
- consciousness** 6 ['kɒnʃəsnis] n teadvus
- consider** A [kən'sɪdə] v t arvama, millekski pidama, kaalutlema
- ***con'struct** E v t ehitama, kokku seadma, konstrueerima; **con'struction** R n konstruktsioon, konstrueerimine; 15 ülesehitus
- ***contact** 6 n kontakt, kokkupuutu-mine
- con'tain** 12 v t sisaldama
- con'tinue** [kən'tɪnju:] v t & i jätkama, järgnema; **to be conti-nued** järgneb
- contra'dict** A v t vastu rääkima, vastuolus olema
- conver'sation** A n vestlemine, jutu-ajamine, konversatsioon
- con'vert** E v t muutma, (ümber) pöörama
- con'version** [kən'vɔ:ʃən] E n ümberpööramine, * -pöördumine, konversioon
- cook** 12 v t keetma, küpsetama; keema, küps(e)ma
- cool** a jahe
- ***co-operation** A [kəʊɒpə'reɪʃən] n koostöö, kaasaaitamine, kooperat-sioon
- Copperfield** 11 pr n (perekonna-nimi)
- ***copy** E ['kɒpi] v t ära kirjutama, kopeerima, järele tegema
- corn** n (vilja)tera, teravili
- corner** n nurk
- ***correct** 13 v t parandama; a õige, veatu, korrektn

corres'pond E *v i* vastama, vastav
 olema
corres'ponding E *a* vastav
cottage A *n* väike (maa)maja
cotton 16 *n* puuvill
could [kud] see can
'councillor A *n* nõukogu-liige
count *v t & i* loetlema, (üles)-
 lugema, kaasa arvama; arves-
 tama; arvesse tulema
countable E *n* loendatav (nimi-
 sõna)
counter 11 *n* (poe)lett, müügilaud
country ['kʌntri] *n* maakoht,
 kodumaa, isamaa; maa (vastand
 linnale); **in the country** maal
***course** R [kɔ:s] *n* jooks, käik,
 suund, kurss
of course [əv (əf) 'kɔ:s] *adv*
 muidugi
cover ['kʌvə] *v t* katma; E *n*
 kate, kaitse, kaas, (raamatu)
 ümbris; A kate, ümbris
cow [kau] *n* lehm
crawl 4 *v i* roomama; **crawl back**
 6 tagasi roomama; **crawl out** 4
 välja roomama
crazy P *a* lagunened, logisev, mõ-
 ranened
create 2 [kri:(i)'eit] *v t* looma
creative 2 [kri:(j)'eitiv] *a* loov
cried [kraid] see cry
crime A *n* kuritegu, roim
Crimea (the) A [krai'miə] *n*
 Krimm
crop 16 *n* (vilja)lõikus, -saak
cross 15 *v t* ristama, ristuma,
 (risti) üle minema; *n* rist
crossing R *n* ristumiskoht, üle-
 minekukoht
crow 17 [krou] *n* vares; P *v i* ki-
 rema
crowd 18 [kraud] *n* (tähenduselt
pl) rahvahulk
cruel ['kruəl] *a* karm, julm,
 halastamatu
crumb A [krʌm] *n* (leiva)raasuke

crush A *v t* puruks muljuma, purus-
 tama
Crusoe 4 ['kru:sou] *pr n*
cry (cried, cried) *v i* karjuma;
 5 nutma; **cry out** hüüatama
cucumber 4 ['kju:kəmbə] *n* kurk
 (kurgi)
cupboard 1 ['kʌbəd] *n* kapp, puh-
 vet
curious A ['kjuəriəs] *a* uudis-
 himulik; veider
current A ['kʌrənt] *n* vool, voo-
 lus
cut (cut, cut) 16 *v t* lõikama (ära);
cut up (tükkideks) lõikama, lahti
 lõikama

D

daily P *a* igapäevane, päeva-
dance *v i* tantsima; A *n* tants
danger 4 ['deɪndʒə] *n* hädaoht
dangerous *a* hädaohtlik
Daniel Defoe 4 ['dæniəl də'fou]
pr n
darkness 13 *n* pimedus
Darwin A ['dɑ:wɪn] *pr n*
daughter ['dɔ:tə] *n* tütar
dawn P [dɔ:n] *v i* koitma, sel-
 guma
Dayton A *pr n* (linn)
dead [ded] *a* surnud
deaf 5 [def] *a* kurt
dear *a* kallis, armas
death A (deθ) *n* surm
deceit A [di'si:t] *n* pettus, petmine,
 valelikkus
deceive A [di'si:v] *v t* petma
de'cide *v t* otsustama
deed 2 *n* tegu
deep *a* sügav; **deepen** 13 *v t & i*
 süvenema, süvendama; **deeply**
 5 *adv* sügavasti, sügavalt
de'feat P *v t* lõõma, võitma (lahin-
 gus, võitluses); *n* lüüasaamine,
 kaotus

defend *v t* kaitsma; **de'fence**
A n kaitse; **de'fenceless** *6 a* kaitsetu

'definite *E a* definiitne, määratud, kindel; täpne, selge

***de'legation** *1 n* delegatsioon, saatkond

***'delicate** *A* ['delikit] *a* delikaatne, õrn, hell; nõrga tervisega

***delta** *16 n* (jõe) suudmeala, delta

***de'mocracy** *A n* demokraatia

den *A n* koobas, urgas

***de'partment** *15* osakond, departemang

***'deputy** *15 n* rahvasaadik, delegaat, deputaat

de'scription *E n* kirjeldus

desert *R* ['dezət] *n* kõrb

desk *n* koolipink, 17 kirjutuslaud, pult

des'troy *A v t* hävitama

de'tachment *E n* väesalk

***de'tective** *A n* salapolitseinik, detektiiv

develop *14* [di'veləp] *v t & i* arendama, arenema

diamond *A* ['daɪəmənd] *n* teemant (kalliskivi)

Dickens, Charles *9* ['dɪkɪnz] *pr n* (kirjaniku nimi)

dictionary *E* ['dɪkʃənri] *n* sõnastik, sõnaraamat

did see do

die *v i* surema; **die away** *P* vaibuma, kustuma, unustusse vajuma; **die out** *A* (välja) surema, vaibuma, kustuma

difference *A* ['dɪfr(ə)ns] *n* erinevus

different ['dɪfr(ə)nt] *a* erinev, lahkuminev; eri- e. isesugune (*pl-ga*)

difficult ['dɪfɪkəlt] *a* raske; **difficulty** *2 n* raskus, kitsikus, kimbatu

with difficulty *12* raskusega

dig *14* (dug, dug) *v t* kaevama, **dig up** *14 A* välja kaevama

diminish *P* [di'mɪnɪʃ] *v i* vähenema, vähenema, kahanema

dine *A v i* lõunastama, lõunat sööma

'dining-room *n* söögituba

'dinner-table *1 n* söögilaud

***di'plomatic** *E a* diplomaatiline, diplomaatiasse puutuv, targu ja osavalt toimiv

di'rect *7 v t* juhtima, suunama; *ε a* otsene, sirge; ***direction** *7 n* direktsioon, juhatus; direktiiv, juhtnõor(id); suund, siht; ***director** *A n* juhataja, direktor

di'rty *a* määrdunud; *A v t* määrima

disappear *5* [disə'piə] *v t* kaduma

disappoint *A* [disə'pɔɪnt] *v t* pettumust valmistama

disap'pointment *15 n* pettumus

disarm *6* [dis'ɑ:m] *v t* desarmeerima

discover *P* [dis'kʌvə] *v t* avastama; **dis'coverer** *A* [dis'kʌvərə] *n* avastaja; **dis'covery** *A* [dis'kʌvəri] *n* avastamine, avastus

disease *E* [di'zi:z] *n* haigus

dish *1 n* vaagen; *pl* sööginõud

dis'like *13 v t* mitte sallima, põlgama

'distance *R n* kaugus, vahemaa

'distant *12 a* kaugel, eemalolev; eemalhoitud

'district *15 n* ringkond, rajoon, piirkond, jaoskond

disuse *R* [dis'ju:s] *n* tarvitamatus, mittetarvitus; **fall into disuse** tarvitusest kõrvalduma, tarvitamiseks muutuma, iganema

***di'van** *1 n* diivan

di'vide *16 v t* jagama, jaotama

do [du:] (**did, done**) tegema, toimetama, täide viima; tegutsema; *abiverb; rõhutamisverb*

done [dʌn] *see do*

doth P [dʌθ] *poet.* — **does** (*arh. ainsuse 3. p.*)
down¹ [daun] *adv* alla, all; *prp* alla, mööda
down² P [daun] *n* udusuled, ebed, udemed
'downhill R *adv* mäest (künkast) alla, allamäge
'down'stairs 12 *adv* all, alla, alumisel(e) korral(e)
drank see drink
draw [drɔ:] (**drew, drawn**) *v t* joonistama, joonestama
draw near P *v i* liginema, lähinema
dream 7 *v i* unistama, unelema
dress *v t & i* riietuma, riietama; *n* riided, kleit
'dressmaker A *n* õmbleja
drew see draw
dried A [draid] *a* kuivatatud
drink (**drank, drunk**) *v t* jooma; 4 jook; **drink up** 12 kuivaks jooma
drive 3 [draiv] (**drove, driven**) *v t & i* ajama, juhtima, sõitma, sõidutama; **drive away** 8 ära ajada; **drive out** 3 välja ajama; **drive up** A (juurde) sõitma; **driver** E *n* (auto)juht, voormees
driven ['drivn] *see drive*
drop 3 *v t & i* maha pillama, kukkuma; A *n* piisk, tilk
drove [drouv] *see drive*
down 4 [draun] *v i* uppuma, be drowned 4 ära uppuma; **drowned** 4 *a* uppunud
drunk see drink
dry *a* kuiv
dug see dig
dull A *a* tuhm, igav, tuim
dumb 5 [dʌm] *a* tumm
during ['djuəriŋ] *prp* kestel, vältel; ajal, jooksul; **during the war** sõja ajal, sõja kestel; **during the summer** suvel; Note: **during** vastab küsimusele *when?* —

millal? for vastab küsimusele *how long?* — kui kaua?
dust A *n* tolm
Dutch A *a* hollandi
duty *n* kohustus, kohusetäitmine; **be on duty** 11 teenistuskohuste täitmisel olema, korrapidajaks olema

E

each *pron* igaüks, kumbki
ear [iə] *n* kõrv
early ['ɔ:li] *adv* vara, *a* varane
earth [ə:θ] *n* maa, maakera
east *n* ida; **eastern** 1 *a* ida-
easy 2 *a* kerge
eat (**ate, eaten**) *v t* sööma; **eat up** 12 ära sööma
echo P ['ekou] *v i* (vastu) kajama
***economy** R *n* [i(i)'kɒnəmi] majandus, ökonoomia
eco'nomie [i:kə'nɒmik] 16 *a* ökonoomiline, majanduslik
edge 8 *n* äär, serv
'edu'cation 2 *n* [edju(i)'keif(ə)n] kasvatus(töö), haridus
e. g. E ['i'dʒi:] *lad. exempli gratia* näiteks (vastab *ingl. for example, for instance*)
Egypt ['i:dʒipt] *pr n* Egiptus
eh! A [ei] *int* eh!, noh!, eks! (väljendab küsimust, imestust)
either 16 ['aiðə] *pron* ükskõik kumb, üks või teine; *a* kumbki; **either ... or** *cj* kas (... või); samuti, ka
elder A *a* vanem; **eldest** 9 *a* kõige vanem, vanim
***electric** *a* elektri-, elekter-;
'elec'tricity R *n* elekter;
e'lectrify R *v t* elektrifitseerima, elektrijõule üle viima
else 9 *adv* veel, muu, teine. muidu
***e'motion** 5 *n* emotsioon, meeleliigutus, erutus

- empty** 8 *a* tühi
- end** *n* lõpp; *A v t & i* lõppema, lõpetama
- enemy** ['enimi] *n* vaenlane
- *energy** *A n* energia, jõud
- engine** ['endʒɪn] *R n* masin, vedur
- *engineer** *n* insener
- enlarge** *R v t & i* suurendama, suurenema, avardama, avarduma, lahendama
- enough** [ɪ'naʊ] *a* küllaldane; *n* küllaldane hulk, küllalt
- enrich** 15 *v t* rikastama
- ensure** *A* [ɪn'ʃʊə] *v t* kindlustama, kindlust tagama
- enter** 11 ['entə] *v i* sisse astuma
- entire** *P* [ɪn'taɪə] *a* terve, kogu, täielik
- *epidemic** *A* [ɪpi'demɪk] *n* epideemia
- equal** *R* ['i:kwəl] *a* võrdne; oma- taoline; ühetasane, tasavägine
- equally** *R adv* võrdselt, vastavalt, tasavägiselt
- *equator** *R* [i'kweɪtə] *n* ekvaator
- equipment** *R* [i'kwɪpmənt] *n* varustus, varustis, varustamine, *rdt.* veerev koosseis
- *equivalent** *E* [i'kwɪ:vələnt] *n* ekvivalent
- especially** *A* [ɪ'speʃəli] *adv* eriti
- establish** *R* [ɪs'tæblɪʃ] *v t* rajama, asutama; kohale või ametisse seadma
- etc.** 8 [ɪt'setərə] *lad. et cetera* jne. = ja nõnda edasi (vastab ingl. *k. and 'so on*)
- Europe** 1 ['juərəp] *pr n* Euroopa;
- European** 14 [ˌjuərə'pi:(i)ən] *a* euroopa
- even** ['i:vən] *adv* isegi
- event** 12 *n* juhtumus, sündmus
- ever** ['evə] *adv* kunagi, iganes: alati, ikka, üha
- *evidently** 8 *adv* ilmselt, silmanähtavalt
- *evolutionary** *A* [ˌɪvə'lju:ʃnəri] *a* evolutsiooniline, arenemis-; arenev
- exact** *A* [ɪg'zækt] *a* täpne
- exactly** *A adv* täpselt, täpisealt; just nii
- *examination** *E n* eksam
- example** *E* [ɪg'zɑ:mpəl] *n* näide, eeskuju; **for example** *E* näiteks
- excellent** *R* [ˌeksələnt] *a* suurepärane, erakordselt hea või tubli
- except** *prp* peale, välja arvatud, mitte kaasa arvatud
- exception** 14 *n* erand
- excite** [ɪk'saɪt] *v t* ärritama, erutata;
- excited** 5 *a* ärritatud, erutatud
- exciting** 8 *a* erutav; **excitement** 13 *a* ärevus, erutus, ärritus
- exclaim** *A v t* hüüdma, hüüatama
- *excursion** *E* [ɪks'kɜ:ʃ(ə)n] *n* ekskursion
- exhausted** 5 [ɪg'zɔ:stɪd] *a* kurnatud, ülliväsinud
- exist** *A* [ɪg'zɪst] *v i* eksisteerima, olemas olema, elama, olema
- expect** 18 *v t* ootama, lootma; arvama
- *expedition** *E n* ekspeditsioon
- expel** 13 *v t* välja ajama, välja heitma
- *experiment** 12 *n* eksperiment, katse
- experimental** 15 *a* eksperimendialne, katseline, katse-
- explain** *v t* seletama; **explanatory** *E a* seletav, selgitav
- explode** 6 *v t & i* lõhkema, plahvatama
- *exploit** *E v t* eksploateerima
- exploiter** *n* eksploataator
- explosion** 6 [ɪks'pləʊʒən] *n* plahvatus
- express** *A v t* väljendama; **expression** *A* [ɪks'pres(ə)n] väljendus
- eye** [aɪ] *n* silm
- Eyre, Jane** [eə] 12 *pr n*

F

face *n* nägu; **A** näoga (teatud suunas) pöörama või pöörduma
***fact** *n* fakt, tõsiasi; **in fact** 16 tõeliselt, tegelikult
factory *n* vabrik, tehas
fade *P v i* järkjärgult kaduma, vähuma, kahanema, tuhmuma, lütuma, närbuma
fail *P v i* mitte küündima, ebaõnnestuma; **fail sight** silmist (vaatepilrilt) kaduma
fall (**fell, fallen**) *v i* kukkuma, langema, alla laskuma; **fall asleep** 4 magama jääma, uinuma; **fall down** **A** maha kukkuma; **fall ill** **A** haigestuma; **fall silent** **A** vait jääma
fallen see fall
famous **E** *a* kuulus, tuntud
***fantastic** 2 *a* fantastiline, ebatõeline
far (**farther, farthest** või **further, furthest**) *a* kauge; eemalolev; *adv* kaugel; **'far-a-way** **P** *a* kauge, eemalolev
fare *P v i* olema, elama
farewell **P** ['fæ'wel] *int* hüvasti! head reisi!
***farm** *n* farm; **'farm,hand** **P** *n* põllutööline, sulane; **state farm** 14 sovhoos
farther 3 ['fɑ:ðə] *a* *adv* see far
fast 1 *a* tugev, kindel, kiire, nobe; *adv* kiiresti, nobedasti, tugevasti, kõvasti
fasten ['fasn] *v t* kinnitama; kinni siduma, luku(s)tama, sulgema
fate **A** *n* saatus
fault 13 [fɔ:lt] *n* viga, eksimus
favour 13 ['feivə] *n* heatahtlus, poolehoid, soosing
favourite 2 *a* lemmik-; eelistatav
fear **A** *n* hirm, kartus; **fearlessly** 6 *adv* kartmatult

feed (**fed, fed**) *v t & i* toitma, söötma; (loomi) karjatama
feel (**felt, felt**) *v t & i* tundma, kobama, kompima
feel lonely **A** igavust tundma
fell see fall
'fellow,countryman **A** *n* kaasmaalane
felt see feel
***festival** ['festiv(ə)l] **A** *n* pidu, pidustus, pidupäev, püha
fever **A** ['fi:və] *n* palavik
fiend **P** [fi:nd] *n* põrguline, peletis, kurivaim
fierce **A** [fiəs] *a* metsik, äge, raevune
fight (**fought, fought**) *v t & i* võitlema, kaklema, sõdima
fighter **P** *n* võitleja, sõjamees
figure **R** ['figə] number, kuju, figuur
fill 11 *v t* täitma; **fill in** **E** lünka täitma, puuduvaga täiendama; **fill up** **R** täis täitma
filling station **R** *n* bensiinijaam
find (**found, found**) *v t* leidma, avastama; märkama, nägema
find oneself 4 olema, ennast leidma, oma võimete kohta selgusele jõudma; **find out** 17 leidma, avastama, välja uurima
fine *a* ilus, peen; selge
finish ['finiʃ] *v t & i* lõppema, lõpetama
fir 16 *n* kuusk
fire tuli, tulikahju; lõke; *v i* tulirelvast laskma, tulistama; **firing** 6 *n* tulistamine
'fire-place 13 *n* kamin
'firewood **A** *n* põletus- või küttepuid
firm (fəm) **A** *n* firma
first, at first *adv* esiteks, esiti, esimest korda
fish *n* (*pl* fish) kala, *v t* kalastama, kala püüdma
'fisherman **P** *n* kalur
fit **A** *a* sobiv, sünnis, kõlblik

- flame** P *n* leek, lõõm
flap A *v t* plaksutama, lehvitama (tiibu)
flash P *v i* välgatama, välkuma, sähvutama, sähvima
flat 1 *a* lame, lausik, madal; A *adv* lamedalt, lausikult, lausa
flew [flu:] see fly
flight P *n* lend, lennukaugus, -ulatus
flood 16 [flʌd] *n* suurvesi, üleujutus, uputus; (mere)tõus; *v t* ujutama, uputama
Florida 18 ['flɔridə] *pr n* Florida
flow 16 [fləʊ] *v i* voolama, voolama
flow out 16 välja voolama
flown see fly
fly¹ (flew, flown) *v i* lendama
fly² P *n* kärbes
follow ['fələʊ] *v t & i* järgnema, jälgima, jälitama, mõttekäiku jälgima; **follower** 15 *n* järelkäija, poolehoidja; **following** E *a* järgmine, järgnev
fond A *a* hell, armastav, õrn; **be fond of** A armastama
food *n* toit
fool 5 *n* narr, tola, lollpea
foolish A *n* rumal
foot [fʊt] *n* (*pl* feet) jalg; labajalg
for *prp* jaoks, heaks, -ks; eest, pärast, tõttu, suunās; *cj* sest, sest et
force 15 *v t* sundima; 17 *n* jõud, vägi, võim; **by force** 17 vägisi, vägivaldselt, jõuga
'forefeet A *n pl* esijalad
foreign ['fɔrɪn] *a* välismaine
forest ['fɔrɪst] mets, laas
forget [fə'get] (**forgot, forgotten**) *v t* unustama
forgot see forget
***form** 12 *v t* moodustama, kujundama; P *n* vorm, kuju, (inimese) figuur, tervislik olukord; **'form-words** E abisõnad; struktuursõ-
nad; **formation** E *n* moodustamine, kujundus, formeerimine
formally A *adv* formaalselt, vormiliselt, väliselt
former A *a* endine, eelmine, eespool mainitud; **formerly** R *adv* varemalt, ennemaļt
Fort Reno 17 ['rɪnoʊ] *pr n*
forties (the) A *n pl* neljakümnendad aastad
forward(s) ['fɔwəd(z)] *adv* edasi, ettepoole, ette, esile, eespool
fought see fight
found see find
foun'dation R *a* asutamine, rajamine, alus, alusmüür, vundament, põhi
***fountain** P ['fauntɪn] *n* purskkaev, allik(as), läte
frame E *n* raamistik, raam
free *a* vaba; **freedom** *n* vabadus; **set free** — vabastama
***freight** R [freɪt] *n* praht, iast, iadung, veetav kaup
French P *a* prantsuse
fresh R *a* värske
friend [frend] *n* sõber; **friendly** A *a* sõbralik; **friendship** 1 *n* sõprus
fright A *n* hirm, kohkumtne;
frighten A *v t* hirmutama, kohutama
fro P *adv to and fro* edasi-tagasi, sinna-tänna
from *prp* -st, -lt, juurest
***front** [frʌnt] *n* front, esikülg, rinne; **in front of** 6 *prp* ees; **in front** 3 *adv* (millegi) ees
frontier 17 ['frʌntjə] *n* piir, riigipiir
frost A *n* külm
frozen A ['frəʊzn] *a* külmunud
***fruit** [fruɪt] puuvili; **'fruitbearing** 14 ['fruɪtbeərɪŋ] *a* viljakandev; **'fruit-growing** 14 *n* puuviljakasvatamine; **'fruit-tree** 14 *n* viljapuu

'**fr**ying-pan 8 *n* praepann
ful'filment 16 *n* täitmine, täideviimine, teostamine; teostumine, täitumine
full [ful] *a* täis
 ***function** E ['fʌŋkʃ(ə)n] *n* funktsioon, toime
funny *a* naljakas, imelik, veider
fur A *n* karusnahk
furniture 1 ['fə:nitʃə] *n* mööbel, sisustus
further 2 ['fɜ:ðə] *adv* edasi, kaugemal(e); lisaks, peale selle
future ['fju:tʃə] *n* tulevik

G

game *n* mäng; **play games** 12 mängima
Ganges P ['gændʒɪz] *pr n*
gangster A ['gæŋstə] *n* gangster, bandiit
gardener A *n* aednik
gate *n* (aiav)ärav; P *pl* sisse- või väljapääs
gather ['gæðə] *v t & i* koguma, korjama, noppima; taipama, järeldama; **gather together** 2 koguma, (kokku) korjama
gave see give
gay P *a* lõbus
general 15 ['dʒenərəl] *a* üldine;
generally A *adv* üldiselt; **generally speaking** A üldiselt rääkides
gentleman 5 ['dʒentlmən] *n* (*pl* gentlemen) härra, härrasmees; aumees
George 7 [dʒɔ:dʒ] *n* Georg
Georgia 1 ['dʒɔ:dʒɪə] *n* Gruusia
 ***gerund** E ['dʒerənd] *n* gerundium
get (got, got) *v t & i* saama, hankima, muretsema; saavutama, võitma; muutuma; kindlustama; 13 veenma või laskma (midagi teha), põhjustama, mõju(s)-

tama; **get back** tagasi pöörduma; **get down** alla astuma, alla laskuma, maha astuma; **get in (into)** sisse astuma, sisse minema; **get off** maha tulema; maha võtma, puhastama, puhtaks tegema; **get out** välja võtma; välja minema, välja saama; **get up** üles minema, üles tõusma; **get used (to)** [ju:st] harjuma

giant A ['dʒaɪənt] *n* hiiglane
 ***gigantic** 16 [dʒaɪ'gæntɪk] *n* hiiglaslik, hiiglasuur
give [gɪv] (gave, given) *v t* andma; **give away** ära andma; **give back** tagasi andma; **give up** järele andma, loobuma, (millestki) ära ütlema
given ['gɪvən] see give
glass *n* klaas
glitter P *v i* sädelema, vilkuma
 ***globe** P *n* maakera, maailm; gloobus
glove [glɒv] *n* (sõrm)kinnas
go (went, gone) *v i* minema, käima, teele minema; **go and see someone** külastama, kellegi juurde minema; **go away** ära minema; **go back** tagasi minema; **go for a walk** jalutama minema; **go in** sisse minema; **go on** jätkama; edasi kestma; **go out** välja minema, väljuma; **go to bed** magama minema, magama heitma; **go up** juurde minema, tõusma, üles minema
goat A [gəʊt] *n* kits
God A *n* jumal; 'God-,fearing A *a* jumalakartlik
gold 3 *n* kuld
golden A *a* kuldne
gone [gɒn] see go
good [gʊd] *a* hea; 2 *n* kasu, hüve, hüvang, heaolu; **do no good** A ei mingit kasu tooma
 'good-looking A *a* nägus, ilusa välimusega
good night P *int* head ööd!

goods 14 *n* kaup; **goods office** 14
 kaubakontor; **goods train** R
 kaubarong
got see get; I have got minul on
government ['gʌvənmənt] *n*
 valitsus
Gradgrind 9 ['grædgraɪnd] *pr n*
 (perekonnanimi)
grain R *n* viljatera; teravili, kõrs-
 villi
'grand,father *n* vanaisa
grateful 5 ['greɪtful] *a* tänulik
graze P (greɪz) *v i* (karjamaal)
 rohtu sööma, (karjamaal) rohtu
 süüa laskma, (loomi) karjatama
'great-grand,father *n* vanaisa isa,
 vana-vanaisa
greatly 15 *adv* väga
Greek R *a* kreeka
greet *v i* tervitama; **greeting** 1 *n*
 tervitus
grew [gru:] *see grow*
grief 13 ['grɪ:f] *n* kurbus, südame-
 valu
Grinby A ['grɪnbɪ] *pr n* (pere-
 konnanimi)
***group** E [gru:p] *n* grupp
grow [grəʊ] (**grew, grown**) *v t &*
i kasvatama; kasvama; muutuma,
 (millekski, kellekski) saama; **grow**
up E (üles) kasvama
growth R [grəʊθ] *n* kasv
***guard** 11 [gɑ:d] *n* konduktor;
 E kaardivägi; *pl* kaardiväelased
Guerrier 17 ['gerɪə]. *pr n* (pere-
 konnanimi)
guess E [ges] *v t* arvama, oletama,
 ära aimama, mõtlema
guest A [gest] *n* külaline
guilty 18 ['gɪltɪ] *a* süüdi
Gulliver A ['gʌlɪvə] *pr n*

H

habit A ['hæbɪt] *n* harjumus
had see have
hair *n* juuksed

half [ha:f] *n* pool; 10 *adv* pooli-
 kult, pooleldi
handkerchief A ['hæŋkətʃɪf] *n*
 taskurätik
handle A *n* käepide, vark, sang; *v t*
 käsitsema, puudutama; tegelema;
 kohtlema
hang (hung, hung)-*v t & i* rippu-
 ma; riputama; **hang down** *v t*
 maha, alla langema, ripnema,
 longus olema
happen 9 *v i* juhtuma
happy *a* õnnelik; **happily** 11 *adv*
 õnnelikult; **happiness** 1 *n* õnn
hard *a* raske, kõva, karm, halas-
 tamatu, kalk, vali; ränk; *adv*
 kõvasti, rängalt, raskelt; visalt,
 üksisilmi, teraselt, ainiti (vaa-
 tama)
hardly 17 *adv* vaevalt, vaevu,
 raskusega
hardship A ['hɑ:dʃɪp] *n* (elu)raskus;
 kitsikus, vaev
hardy 14 *a* karastatud, vastupidav;
 julge, vapper
harm 17 *v t* kahju tekitama, paha
 tegema, halba, häda tegema
Harris 7 ['hærɪs] *pr n*
hate *v t* vihkama
hath P [hæθ] = **has** (*arh.* 3. p.
 sg.)
hatred A ['heitrɪd] *n* vihkamine
have (had, had) *v t* omama, saa-
 ma; evima (*abiverb; modaalverb*);
 pidama, sunnitud olema (tege-
 ma); **I have got** 5 minul on;
You had better 7 Teil oleks
 parem
hawk P [hɔ:k] *n* kanakull
hay *n* hein
head [hed] *n* pea; juht, ülem;
 E *v* etteotsa paigutama, juhti-
 vale kohale asetama; pealkir-
 jastama
headquarters 6 ['hed'kwɔ:təz] *n*
 staap
health 2 [helə] *n* tervis

- hear** [hiə] **(heard, heard)** *v i*
kuulma
- heard** [hɔ:d] **see hear**
- heart** [hɑ:t] *n* süda; **by heart** A
peast, pähe
- heat** A [hi:t] *n* soojus, kuumus,
palavus; *v t* soojendama
- heavy** 4 [ˈhevi] *a* raske, äge
(vihm), tormine (ilma kohta)
- heed** P *v t* tähelepanu pöörama,
tähele panema, märkama, hoo-
lima
- height** 11 [hait] *n* kõrgus; kõr-
gustipp, haripunkt
- held** **see hold**
- Helen** 13 [ˈhelin] *pr n*
- help** *v t* aitama, toitu ulatama;
(lauas) toitu jagama, *n* abi;
with the help of 2 abiga
- helplessly** 11 *adv* abitult
- hemisphere** P [ˈhemisfiə] *n* pool-
kera
- Henry** P *pr n*
- heredity** A [hiˈrediti] pärvus,
pärilikkus
- ***hero** [ˈhiərou] *n* (*pl* **heroes**)
sangar, kangelane; **heroic** 2
[hiˈrouik] *a* kangelaslik, san-
garlik, kangelas-; **heroism** 6 *n*
heroism, sangarlus, kangelas-
likkus
- hers** A *pron* tema (oma)
- herself** *pron* ennast, endale;
ise
- hid** **see hide**
- hidden** **see hide**
- hide** (**hid, hidden**) *v t & i* peit-
ma, varjama
- high** [hai] *a* kõrge
- highway** A *n* maantee, peatee
- hill** *n* künegas; mägi
- himself** 1 *pron* ise; ennast,
endale
- his** *pron* tema (oma)
- ***history** 12 *n* ajalugu
- hoarse** 5 [hɔ:s] *a* kähisev, kähe,
käheda häälega
- Hodger** A [ˈhɔdʒə] *pr n*
- hog** 17 *n* siga, nuumsiga, orikas
- hold** 4 [hould] (**held, held**) *v t*
hoidma, pidama, vastu pidama;
kehtima, maksev o'lema; ma-
hutama, sisaldama; (koosolekut)
pidama; **hold on** 4 kinni hoidma;
hold up 7 välja panema, näi-
tama; tõstma, toetama; peatama
- hole** 9 *n* avaus, auk, pesa
- honest** A [ˈɒnist] *a* aus
- honour** 15 [ˈɒnə] *n* au
- hope** *v i* lootma; 4 *n* lootus
- horrible** 7 [ˈhɔrəbl] *a* kohutav,
kole, hirmus
- horse** [hɔ:s] *n* hobune
- horseman** 3 (*pl* **horsemen**) *n*
ratsanik
- host** A [houst] peremees, maja-
isand; **hostess** A perenaine,
majaproua
- hot** *a* kuum, tuline
- ***hotel** R [houˈtel] *n* hotell, vöö-
rastemaja
- hover** P [ˈhɔvə] *v i* hõljuma,
• heljuma; ligidal viibima
- Howard Fast** 17 [ˈhauəd ˈfa:st]
pr n
- however** 7 [hauˈevə] *conj* *adv*
aga, ent, siiski
- human** A [ˈhju:mən] *a* inim-,
inimlik, inimes-
- humanism** P *n* humanism
- hung** **see hang**
- hunger** A [ˈhʌŋgə] *n* nälg
- hungry** [ˈhʌŋgri] *a* näljane;
I am hungry ma tahan süüa,
ma olen näljane
- hunt** A *v i* jahti pidama, küttima;
otsima, jälitama, taga ajama
- hurry** [ˈhʌri] (**hurried, hurried**)
v t & i ruttama; 16 *n* rutt, rut-
tamine; **be in a hurry** ruttama
- hurt** 13 (**hurt, hurt**) *v t & i* valu
või haiget tegema, vigastama,
viga tegema, valutama; (piltl.)
haavama, solvama

***hybrid** 14 [ˈhaɪbrɪd] *n* hübriid, värd, värdjas
hyphen E [ˈhaɪfən] *n* sidekriips, ühendamis- või silbitamismärk

I

***idea** [aiˈdiə] *n* idee, mõte
if *cj* kui, kas

ill *pred a* haige; **illness** 16 *n* haigus

immediately A [iˈmiːdʒətli] *adv* otsekohe, jalamaid

***imperialist** A [imˈpiəriəlist] *n* imperialist

***import** 14 *v t* sisse vedama, importima

importance A *n* tähtsus

important 1 *a* tähtis; ennast tähtsaks pidav

impossible R *a* võimatu

improve 15 [imˈpruːv] *v t* parandama, paremaks tegema; paranema

in *prp* sees, sisse; *adv* sees, seepool

inch A *n* toll

increase R [inˈkriːs] *v t & i* suurenema, (juurde) kasvama, paljunema, tugevamaks muutuma; (juurde) kasvõtama, suuredama

indeed *adv* tõesti, tõepoolest (väljendab rõhutamist, allakriipsutamist)

indefinite E *a* umbmäärane, määramatu, piiramatu

India 16 [ˈɪndʒə] *n* India

Indian 17 *n* indiaanlane; *a* india; indiaani, indiaanlaste

indication E *n* osutamine, näitamine, viitamine; tunnus(märk)

indignation A *n* meelepaha, nõrdimus

indirect E *a* kaudne

***industry** R *n* tööstus

inhabitant 10 [inˈhæbitənt] *n* elanik

***initials** A [iˈniʃəlz] *n. pl* initsiaalid, nimetähed

inlet A [ˈɪnlet] *n* fjord, lõhang, kitsas mereäht

innocent 18 *a* süütu

inside 7 *prp* sees; 9 *adv* sisse, sees

***inspection** A *n* ülevaatus, inspeksioon

instance 10 *n* näide: **for instance** näiteks

instead (of) R [inˈsted] *prp* asemel

institution 15 *n* asutus, institutsioon

***interest** R [ˈɪntrɪst] *n* huvi; 9 *v t* huvitama, huvi äratama; **be interested (in)** huvituma, huvi tundma

interesting [ˈɪntrɪstɪŋ] *a* huvitav

***international** E [ˌɪntəˈnæʃənl] *a* rahvusvaheline, internatsionaalne

interpreter 18 [inˈtə:prɪtə] *n* tõlgitseja, tõlgendaja; tõlk

into [ˈɪntu, ˈɪntə] *prp* sisse, -sse; -ks

***invalid** A [ˈɪnvəlɪd] *n* haige, invaliid, vigastatu

invasion E [inˈveɪʒən] *n* (vaenlase) sissetungimine

invent R *v t* leiutama; **inventor** R *n* leiutaja, leidur

invite *v t* külla kutsuma;

invitation 11 *n* küllakutse

iron R [ˈaɪən] *n* raud

***irrigate** 61 [ˈɪrɪgeɪt] *v t* niisutama, kastma, uhtuma, vesitama

island 4 [ˈaɪələnd] *n* saar

Italian P [iˈtæljən] *a* itaalia

italicize E [iˈtælɪsaɪz] *v t* kursiive. kaldkirjas eraldama, kursiivis välja tooma

its *pron* tema (oma)
itself *pron* ennast, enesele, endale

J

jail [dʒeɪl] *n* vangla; *v t* vangilpanema

jam 8 *n* keedis, moos

Jane 11 *pr n*

Janet A [ˈdʒænit] *pr n*

jar [dʒɑː] 8 *n* kann, purk, kruus

Javanese P [ˈdʒævəˈniːz] *a* jaava

Jerome K. Jerome 7 [dʒəˈroum keɪ dʒəˈroum] *pr n*

jewel A [ˈdʒu(:)ɪl] *n* kalliskivi

job 7 [dʒɔb] *n* töö, amet

join 16 *v t & i* ühendama, ühinema; 9 liituma, liitma, ühendama, ühinema

joke 5 [dʒoʊk] *n* nali; **make jokes** nalja tegema

Jonathan Swift R [ˈdʒɔnəθən] *pr n*

Joseph 1 [ˈdʒouzɪf] *pr n*

journey 11 [ˈdʒɔːni] *n* reisimine, matk, reis

joy *n* rõõm; **joyful** 15 *a* rõõmus

jug 12 [dʒʌg] *n* kann

jump *v t* hüppama, hüplema; **jump up** püsti kargama, üles hüppama

junction R [ˈdʒʌŋkʃən] *n* ühendamine, ühinemine; risttee, sõlmjaam

Jupe 9 [dʒuːp] *pr n* (perekonnanimi)

just *adv* täpselt, just nii, parajasti; vaevu, alles (praegu); lihtsalt, lausa, otse; **just now** alles praegu, äsja

K

keep (**kept**, **kept**) *v t & i* hoidma, pidama, ülal pidama; alal

hoidma, jääma; kaitsma, sisaldama; säilitama, säilitama

keep off ära hoidma, eemal hoidma

keep oneself warm soojenema, soojaks minema

kept see keep

kerosene 1 [ˈkerəsiːn] *n* petrooleum

kick E *v i* põtkama, jalaga lööma, tagant üles lööma

kill *v t* surmama, tapma; hävitama

kilometre [ˈkiloːmiːtə] *n* kilomeeter

kind¹ [kaɪnd] *a* lahke, hea, südamlik, armastusväärne

kind² 4 *n* liik, sort; **what kind of** 4 milline, missugune

kindness A [ˈkaɪndnis] *n* headus, lahkus, armastusväärsus

Kirghizia R [kəˈgɦiːziə] *pr n* Kirgiisia

kiss *v t & i* suudlema

knee 13 [niː] põlv

knew [njuː] *see know*

knife [naɪf] *n* (pl knives) nuga

knock 10 [nɒk] *v i* koputama, lööma

know [nou] (**knew**, **known**) *v t* teadma, teada saama; **knowledge** R [ˈnɒlɪdʒ] *n* teadmine

known [nəʊn] *see know*

Korea 1 [koˈriə] *pr n* Korea

Kremlin (the) 1 Kreml

L

laboratory 15 [ˈlæbərət(ə)ri, ləˈbərət(ə)ri] *n* laboratoorium

labour P [ˈleɪbə] *n* töö, vaev, pingutus, taotlus

ladder 11 *n* redel

lady A *n* daam

laid [leɪd] *see lay*

lain [leɪn] *see lie*

lake 16 *n* järv

land *n* maa

'landlord E *n* mõisnik, suurmaaomanik
language ['læŋgwɪdʒ] *n* keel, väljendusviis
large *a* suur
lark P *n* lõoke
last¹ *a* viimane, möödunud; A *adv* viimane kord, viimati, viimasena, at last lõpuks, viimaks; **last night** eile õhtul
last² A *v i* jätkuma, kestma
late *a* hiline, hilinenu(d); *adv* hilja; **be late** hilinema
later *adv* hiljem; **half an hour later** poole tunni pärast
laugh [lɑ:f] *v i* naerma; *n* naer;
laughter A ['lɑ:ftə] *n* naer
law 17 [lɔ:] *n* seadus, õigus; määrus; reegel, eeskiri; seadlus
lay¹ [lei] *see lie*
lay² R (**laid, laid**) *v t* panema, asetama; munema
lazy ['leɪzi] *a* laisk
lead¹ [led] *n* tina, seatina, pliiaatsitina, grafiit
lead² [li:d] (**led, led**) *v t* juhtima; juhendama
leader *a* juht; juhendaja; **pioneer leader** pioneerijuht; **leadership** *n* juhtimine
leaf (*pl leaves*) *n* leht
learn [lɜ:n] *v t & i* õppima, ära õppima; midagi teada saama
least 6 *n* kõige väiksem hulk, vähim aste; **at least** vähemalt
leave (**left, left**) *v i & t* jätma, maha jätma; ära sõitma
leaves *n pl of leaf*
***lecture** 5 ['lektʃə] *n* loeng; *v t* loengut pidama
led *see lead*
left¹ *see leave*
left² *a* pahem, vasak; **on the left** pahemal(t), vasakul(t)
leg *n* jalg; (ka tooli- jne. jalg)

lemon 8 ['lemən] sidrun
Lena ['li:nə] *n pr* Leena
length R [leŋθ] *n* pikkus
Leo ['li:ou] *p pr* Leo
less 13 *adv* (keskvõrre sõnast little) vähem; *prp* ilma
let¹ (**let, let**) *v t abiverb* käskivas kõnes; väljendab kutset, käsklust, luba; lubama, laskma, andma
let us go lahme, mingem; **let him do what he likes** las ta teeb, mls tahab; **let fall** A pillama, langetama; **let go** 17 ära laskma; **let in** E sisse laskma
letter *n* kiri; täht
***lexical** E ['leksikəl] *a* leksikaalne, sõnavaraline, sõnavara-, sõnas-tikuline
liberty P ['libəti] *n* vabadus
library ['laɪbrəri] *n* raamatukogu
lid A *n* kaas
lie¹ (**lay, lain**) *v i* lamama; **lie down** (pikali) heitma
lie asleep magama
lie² P *n* vale
***lieutenant** 17 [lef'tenənt] *n* leitnant
life (*pl lives*) elu
life-bartering P *a* eluga kaubitsev, eluga kauplev
lift E *v t* tõstma
light 12 (**lit, lit**) *v t* valgustama, süütama; *n* valgus, valgustus; *a* valge; kerge
like¹ *v t* armastama, meeldima; **I should like** ma tahaksin
like² *a* sarnane, ühesugune; *prp* nii, sarnaselt; **be like, look like** A sarnanema, sarnane olema
Lilliput R ['lɪlɪpʌt] *pr n*
line 6 *n* liin, joon; rida
lion E ['laɪən] lõvi
lip A *n* huul
list 7 *n* nimestik, nimekiri
listen ['lɪsn] *v i* kuulama, kuulatama

listener *n* kuulaja

*literature 2 ['lɪtərɪtʃə] *n* kirjan-
dus

lives [laɪvz] *n pl of life*

live-stock A ['laɪvstɔk] *n* elusloo-
mad, koduloomad

load 3 *n* kandam, koorem, raskus;
A *v t* laadima, koormama

*local A ['ləʊkəl] *a* kohalik

*locomotive R ['ləʊkə,məʊtɪv] *n*
lokomotiiv, vedur

log 16 *n* puupakk, palk

London 11 ['lʌndən] *pr n* London

lonely 13 ['ləʊnli] *a* üksik, üksil-
dane, mahajäetud

long *a* pikk; pikaajaline; aeglane,
kauakestev; *adv* kaua, ammu,
kaua aega; as long as 18 kuni,
nii kaua kui; how long 11 kui
kaua; no (not ... any) longer 5
mitte ... kauem, mitte ... enam

Longfellow, Henry Wadsworth P
['lɒŋ,feləʊ, 'henri 'wɔdzwə:ə]
pr n

look *v i* vaatama; look (well, ill)
välja nägema (hea, halb); näima;
look at (millelegi) vaatama; look
for otsima; look in A sisse astu-
ma, külastama; look like sarna-
nema, sarnane olema; look round
(about) ümber vaatama, ringi~;
look up otsa vaatama, silmi tõst-
ma; otsima (midagi käsiraama-
tust)

Lord A *n* issand, jumal; Oh Lord!
Oh, issand! Oh, jumal!

lorry R ['lɒri] *n* veoauto

lose [lu:z] (lost, lost) *v t & i* kao-
tama; (passive) hukkuma; lose
one's way 3 teelt eksima

lot: a lot (of) hulk, palju

loud 13 *a* vali, kõlav; loudly *adv*
valjusti

Louisa 9 [lu(:)'i:zə] *pr n*

love [lʌv] *v t* armastama; *n* armas-
tus; be in love A armunud ole-
ma; fall in love A armuma

lover A [lʌvə] *n* armastaja

low 1 [ləʊ] *a* madal; *adv* mada-
lalt

lower 16 ['ləʊə] *a* alumine; A *v t*
(alla) laskma (paati), madaldama,
langetama

Lowood 12 ['ləʊwud] *pr n* (koha-
nimi)

luggage 11 ['lʌgɪdʒ] *n* pagas:
reisipakid

luminous P ['lu:mɪnəs] *a* hele,
valgustandev, helendav, hiilgav,
särav

Luther A ['lu:ə] *pr n*

M

ma'am [mæm] A *n* (lüh. sõnast
madam) madam, proua

*machine 6 [məʃɪn] *n* masin

McChoakumchild 9 [m(ə)k 'tʃəʊ-
kamtʃaɪld] *pr n*

made see make

*magazine 6 [ˌmæɡə'zi:n] *n* aja-
kiri

main 16 *a* pea(minde)

'mainsail A peapuri

make (made, made) *v t & i* tege-
ma, valmistama, tootma; sun-
dima

mam(m)a A [mə'ma:] *n* mamma,
ema

mankind 2 [mæn'kaɪnd] *n* inim-
sugu, inimkond

manner A *n* (käitumis)viis, komme

map *n* maakaart, geograafiline
kaart

*marble 1 *n* marmor

*march *v t & i* marssima; (mars-
sides) ära viima, lahingusse vii-
ma, välja astuma

margin E *n* (lehekülje) äär, veer

mark 16 *v t* ära märkima; E *n*
märk, jälg, märke

Mark Twain 5 ['ma:k 'tweɪn]
pr n

- marry** 11 ['mæri] (**married, married**) *v t* abielluma
'marshalling-, yard R *n* sorteerimisjaam
***master** ['mɑ:stə] *n* peremees; 11 õpetaja; A meister
match A *n* tuletikk; E võistlus, matš
match-girl A *n* tikumüüja-tütarlaps
***material** [mə'tiəriəl] *n* materjal, riie
matter 6 *v i* tähtsust, tähendust omama (kellegi jaoks); 7 *n* ese, sisu, ollus, küsimus, asi; as a **matter of course** A iseenesest-mõistetav asi
may (might) *mod v* väljendab võimalust, võimalikkust, palvet, luba; **May I come and see you?** Kas ma tohin (võin) tulla teid vaatama? **It may be so.** Võimalik (võib-olla), et see on nii; **'maybe** 18 *adv* võib-olla
***mayor** A ['meə] *n* linnapea
meal 12 *n* söögiaeg, toit, söök
mean (meant, meant) *v t & i* arvama, ütelda tahtma, mõtlema, silmas pidama, tähendama
meaning E *n* tähendus
means 16 *n pl* vahend, (teostamis-) viis; **means of transport** R transpordivahendid; **by means of** 16 *prp* millegi abil
meant [ment] *see mean*
'mean'time A *adv* sel ajal, vahepeal
measure A ['meʒə] *v t* mõõtma
meat *n* liha
meet (met, met) *v t & i* kohtama, kohtuma
***melody** P ['melədi] *n* meloodia, (laulu)viis
member 9 *n* (perekonna, ühingu, partei) liige
'Mendelist A *a* mendeli
merchant 9 ['mætʃənt] *n* kaupmees
mercy A ['mɜ:si] *n* halastus, kaastunne; andestus; heldus
messenger A ['mesɪndʒə] *n* sõnumiviija, -tooja, käskjalg
met see meet
***metal** A ['metl] *n* metall; **metallic** A [mi'tælik] *a* metall-, metalne, metallist
***method** A ['meəð] *n* meetod
Michurinist 14 [mi'tʃu:rinist] *n* mitsuurinlane; *a* mitsuurini
middle *n* keskus, keskkohet; *a* keskmine, kesk-, vahepealne
might see may
mighty 16 *a* vägev, võimas, mõjukas
***mile** 4 [mail] *n* miil
Miles 17 [mailz] *pr n* (perekonnanimi)
'milestone R *n* miilikivi, miilipost, kilomeetripost; (piltl.) verstapost, tähis
milk *n* piim; A *v t* lüpsma
***million** ['miljən] *n* miljon
'mill-owner E *n* vabrikant
mind 11 [maɪnd] *n* mõistus, vaim
mine¹ 10 *pron* minu (oma)
***mine²** 6 *n* miin; *v t* mineerima; **'mine-field** 6 *n* miiniväli
miner P *n* kaevur, kaevandustöölaine
***minute** ['minit] *n* minut
mirror 1 ['mirə] *n* peegel
Miss 9 *n* neiu (tarvitatakse perekonna- või eesnime ees; 10 ilma perekonna- või eesnimeta, esineb murdekeeles)
Mississippi 10 (**the**) [,misi'sipi] *pr n*
mis'take 9 *n* viga, eksitus; **make a mistake** 9 eksima, viga tegema
mistress A ['mistris] *n* (maja-)perenaine
mitten A *n* labakinnas
***modal** E ['moudl] *a* modaal(ne)
***model** E ['mɒdl] *n* mudel, eeskuj

modern 2 ['mɔdən] *a* kaasaegne

money ['mʌni] *n* raha

monitor 12 ['mɒnɪtə] *n* klassivanem

monkey ['mʌŋki] *n* ahv

month [mʌnθ] 2 *n* kuu

Montmorency 8 [mɒn'mɔrənsi] *pr n* koera hüdnimi

moon 4 *n* kuu

'moonlight *A n* kuuvalgus

moth *A* [mɒθ] *n* ööliblikas; kol

***motor** *R* ['moutə] *n* mootor, jõumasin; liigutaja(-); **'motor-bus**

autobus; **'motor-car** (kerge) auto;

'motor-lorry ['lɔri] veoauto

mount *P v i* üles (mäkke) minema, tõusma (mäkke)

mountain ['mauntɪn] *n* mägi

mouth [mauθ] *n* suu; 16 ava

move [mu:v] *v t & i* liikuma, liigutama; **move on** edasi liikuma; edasi minema; **move up** edasi viima, (edasi, lähemale) nihutama

movement *A* ['mu:vmənt] *n* liikumine

Mr. 9 ['mɪstə] = **Mister** *n* härra (tarvitatakse vaid perekonnanime ees)

Mrs. 9 ['mɪsɪz] = **Mistress** *n* proua (tarvitatakse ainult perekonnanime ees abielunaise poole pöördumisel)

mud 16 *n* muda; pori; **muddy** *A*

a mudane, mudaga määrduvad

murderer *A* ['mɜ:dərə] *n* mõrvar

Murdstone 11 ['mɜ:dstəʊn] *pr n* (perekonnanimi)

***museum** [mju:'ziəm] *n* muuseum

mushroom *E n* ['mʌʃrʊm] seen

***musical** *A* ['mju:zɪk(ə)l] *a* muusikaalne

must *mod v* pean, peab jne. (väljendab üldist paratamatust, kohustust, sundi, käsklust, tõenäosust)

my'self *pron* ennast, endale

N

nail *A n* nael, küüs

name *n* nimi; *v t* nimetama; **in the name of** 11 (kellegi) nimel

Nanais (the) *A* [nə'naɪz] *n pl* nanailased

Napoleon *E* [nə'pəʊljən] *pr n*

narrow *A a* kitsas

***nation** 1 ['neɪʃən] rahvus

national ['næʃnəl] *a* rahvuslik, natsionaal(ne)

native 6 ['neɪtɪv] *a* kodumaine, pärismaine; sünni-, kodu-

***nature** 2 ['neɪtʃə] *n* loodus

***natural** 10 ['nætʃrəl] *a* loomulik, looduslik, naturaal-

near *prp* lähedal, ligidal; *adv* ligidal(e), lähedal(e); *A n* lähedane

nearly 4 ['ni:əli] *adv* ligikaudu, peaaegu

Ne'braska *E pr n*

necessary 14 ['nesɪsəri] *a* vajalik, (häda)tarvilik

neck *n* kael

need *v t* vajama, vajadust tundma; *n* vajadus, nõudmine; **be in need of** vajama, vajadust tundma

Negro *P* ['ni:grəʊ] *n* neeger

neighbour *A* ['neɪbə] *n* naaber

neither ... nor 3 ['naɪðə] *ci* ei ... ega

nephew 5 ['nevju:] *n* õe- või venna-poeg

***nervous** 8 *a* närviline

'network *R n* (raudteede)võrk

never ['nevə] *adv* mitte kunagi, iialgi

new *a* uus; **newly** 15 *adv* uuesti, hiljuti

Newark 5 ['nju:ək] *pr n* (linn Ameerikas)

news *E n pl* (tarvit. sg.) uudis(ed), teade, teated

newspaper *n* ajaleht

New York ['nju:'jɔ:k] *pr n*
next *a* järgmine, lähim; *adv* pä-
 rast, järgmisena, järgmine kord
nice *a* hea, kena, armas, täpne
nightingale P ['naitiŋgeil] *n* ööbik
Nile (the) A [nail] *pr n* Nilus(e
 jõgi)
nod 18 *v i* noogutama
noise *n* kära, müra; **make a**
noise käratsema, kära tegema;
noisy 9 *a* kärarikas
'non-hardy 14 *a* mittevastupidav
 (sort, liik), ebasüvis
'non-Russian R *n* mitte-venelane
noon A *n* keskpäev
no one ['nou wʌn] *pron* mitte
 keegi, mitte kedagi
nor P *conj* samuti mitte, ega ka
***normal** A *a* normaalne, harilik
north [nɔ:θ] *n* põhi, põhjakaar,
 põhjaosa (-pool) maast (riigist)
northern 1 ['nɔ:ðən] *a* põhja-;
north-east A *n* põhja-ida, kirre
note E *n* märkus
'notebook 1 *n* märkmik
notional E ['nouʃənl] *a* gramm.
 mõisteline (verb)
noun E *n* nimisõna
now [nau] *adv* nüüd, praegu,
 siis; sel ajal; nüüd kui, nüüd
 kuna, nüüd aga, oletame
nowhere E ['nouweə] *adv* mitte
 kusagil, mitte kuhugi
number 9 *n* number; arv, hulk;
 suur hulk; palju; **a number (of)**
 9 rida, hulk, mitu
nurse A [nɜ:s] *n* lapsehoidja, ämm
'nursery-garden 15 *n* istandik,
 taime- või puukool; taimelava

O

O [ou] P *int* ool! oh! (hüüe)
oar A [ɔ:] *n* aer
'oat-cake 12 *n* kaerakook
'object E *n* gramm. objekt, sihi-
 tis

observation A [ˌɔbzə(ɪ)'veɪʃ(ə)n] *n*
 tähelepanek, vaatlus
observe A [əb'zə:v] *v t* vaatlema,
 tähele panema, märkama
occupy A [ˈɔkjupaɪ] *v t* okupeerima,
 valdama, hõivama; (ametit) pi-
 dama
ocean P ['ouʃən] *n* ookean
o'er P [ɔə] *prp* = **over** üle, kohal
of [ɔv, əv] *prp* väljendab genitiivi
 käändesuhteid (kuuluvust, pärit-
 olu, materiaalset koosseisu), vas-
 tab enamasti eesti omastavale,
 seestütlevale
off *prp* ära, eemale; *adv* tarvita-
 takse eemaldumise ja eraldu-
 mise tähenduses
offend A *v t* haavama, solvama
offer 11 ['ɔfə] *v t* pakkuma
office 14 ['ɔfɪs] *n* kontor, kant-
 selei
oh! [ou] *int* oh! (hüüe)
oil 16 *n* õli (taime- või mineraal-);
 siin: nafta
oil pipe-line A naftajuhtmed (to-
 rustik)
Oklahoma 17 [ˌouklə'houmə] *pr n*
omit E [o'mit] *v t* vahele või
 välja jätma, mitte kaasa arva-
 ma
on *prp* peal, mööda; sees, sisse;
 millestki; *adv* edasi
once [wʌns] *adv* (üks)kord, ku-
 nagi, at **once** kohe, otsekohe;
once more veel kord
one [wʌn] *num* üks; *pron* teatud,
 keegi, inimene; tarvitatakse ees-
 pool mainitud nimisõna asemel.
I have a red pencil and a green
one. Mul on punane pliiats ja
 roheline pliiats
only ['ounli] *adv* ainult; *a* ainus
open *a* avatud, lahti(ne); *v t & i*
 ava(ne)ma
opinion A [ə'pi:njən] *n* arvamus
'opportunitiy A *n* [ˌɔpə'tju:nɪti]
 juhus, võimalus

- opposite** ['ɒpəzɪt] A *a* vastupidine, vastand-
- or** *cf* või, ehk; **or else** E või muidu
- orally** E ['ɔ:rəli] *adv* suuliselt
- orange** A ['ɔ:rɪndʒ] *n* apelsin
- order** *n* käsk; kord; korraldus, orden; *v t* käskima; tellima; **in order (to)** 6 selleks et, et
- ***organize** R ['ɔ:gənəɪz] *v t* organiseerima, korraldama
- orphan** 11 ['ɔ:fən] *n* vaenelaps, orb
- Oscar Wilde** A ['ɔ:skə 'waɪld] *pr n*
- ours** *pron* meie (oma)
- ourselves** *pron pl* (meie) ise, (meid) endid
- out (of)** *prp* -st, välja; *adv* väljas, -pool
- out-of-doors** ['autəv'dɔ:z] *adv* värskes õhus, väljas
- 'outside** 13 *adv* väljas, väljaspool; *prp* väljaspool, sealpool
- over** ['ouvə] *prp* üle, mööda, (millegi) kohal, kõrgemal; *adv* üle (tarvitatakse ülemineku tähenduses liikumist väljendavate verbidega); **all over the world** kogu maailmas; **over and over again** A korduvalt, ikka ja jälle; **be over** lõppenud, möödunud olema
- overcoat** ['ouvəkəut] *n* (meeste)palitu
- overcome** 2 [ˌouvə'kʌm] (**overcame**, **overcome**) *v i* (üle) jagu saama, võitma
- ,over'flow** 16 [ˌouvə'fləʊ] *v t & i* üle voolama, üle ujutama
- ,over'turn** 4 *v t* kummutama, ümber lükkama, kummuli ajama
- own** [aʊn] *pron* oma
- owner** ['aʊnə] *n* omanik, peremees
- pack** 7 *v t & i* pakkima (asju);
- packing** *n* pakkimine
- page** *n* lehekülg
- paid** see **pay**
- pain** 6 *n* valu; **painful** A *n* valus, piinarikas, valutekitav
- paint** *n* värv; *v t* värvima, maalima
- ***pair** E *n* paar
- palace** 6 ['pælis] *n* loss, palee
- Pamirs (the)** R [pa:'miəz] *pr n*
- paper** *n* paber; A *pl* ülestähendused; paberid; dokumendid; sedelid; artikkel, referaat
- parcel** 11 ['pa:sl] *n* pakk, saadetiis
- parent** ['peərənt] *n* vanem, isa, ema; *pl* vanemad
- ***parliament** 9 ['pa:ləmənt] *n* parlament
- parlour** A ['pa:lə] *n* elutuba, võõrastetuba, saal
- part**¹ *n* osa; osavõtt; **partly** *adv* osalt, osaliselt; **play a part** A osa mängima, teesklema
- part**² *v i* lahkuma, loovutama, loobuma
- particularly** 2 [pə'tɪkjʊləli] *adv* eriti, iseäranis
- ***party** *n* partei; 6 pool, võistkond
- pass**¹ *v t & i* mööduma, mööda sõitma; ületama, sooritama; üle andma, ulatama; üle minema, muutuma
- passage** E *n* koht, lõik, katkend
- pass'd** P [pa:st] = **passed**
- passenger** 11 ['pæsɪndʒə] *n* reisija
- ***passive** E ['pæsɪv] *a gramm.* passiivne (tegumood)
- past** 4 *a* läinud, möödunud; A *n* minevik, möödunu; *prp* järel, peale, läbi, möödas
- patch** A *n* lapp; maalapp; **a potato patch** kartulipeenar

path A [pɑ:θ] *n* tee, jalgrada
'pathway P *n* tee, teekond
patience A ['peɪʃəns] *n* kannatus
***patriot** 3 ['peɪtriət, 'pætriət] *n*
 patrioot
***patriotic** [ˌpætri'ɒtɪk] *a* patriootiline, isamaa-; **the Great Patriotic War** Suur Isamaasõda
***pause** P [pəʊz] *v i* peatust (pausi) tegema, peatuma
***pavilion** 1 [pə'vɪljən] *n* paviljon
pay 6 (paid, paid) *v t & i* maksma, tasuma; **pay attention** E tähelepanu pöörama; **pay a visit** (kedagi) külastama
peace 18 *n* rahu, vaikus; **peaceful** 16 *a* rahulik, vaikne, tasane; **peacefully** 17 *adv* rahulikult; **peace-loving** A *a* rahuarmastav
pear [peə] *n* pirn
peasant 1 ['pez(ə)nt] *n* talupoeg
peer P [piə] *v i* pinevalt silmitsema, pilluma
Peggotty A ['pegəti] *pr n*
people ['pi:pl] *n* inimesed; rahvas
***percentage** 10 [pə'sentɪdʒ] *n* protsent, protsendiline suhe
'perfectly E *adv* täiesti, hästi, täiuslikult, täiesti
perhaps [pə'hæps] *adv* võibolla, võimalik
***period** 15 ['piəriəd] *n* periood, ajajärk
perish 3 ['periʃ] *v i* hukkuma
permission 9 [pə'mɪʃ(ə)n] *n* luba
Persia E ['pɜ:ʃə] *pr n* Pärsia
***person** ['pɜ:sn] *n* isik, isiksus, olend, olevus, inimene; keegi (inimene)
***phrase** E [freɪz] *n* fraas
***physical** A [ˈfɪzɪkəl] *a* füüsiline
***piano** E [ˈpjænəʊ] *n* klaver, pianino; **play the piano** klaverit mängima
pickled A *a* soolatud, marineeritud

ple 8 *n* pirukas
piece [pi:s] *n* tükk, tükike; pala
pipe 4 *n* piip; A toru; **pipe-line** A torustik
***pistol** ['pɪstl] *n* püstol
pity A ['pɪti] *n* kaastunne, halastus
***placard** E [ˈplækəd] *n* plakat
place *n* koht; linn; kohake, asula; elamu; **take the place of** R asendada, kellegi asemel olema; **in place of** A asemel
***plan** *n* plaan; R *v t* plaanima, planeerima, plaani tegema
***planet** P ['plænɪt] *n* planeet
plant [plɑ:nt] *v t* istutama; *n* taim; R tööstuskäitis, tehas
***platform** R *n* platvorm
play *v i & t* mängima; A *n* mäng; pala
pleasant ['pleznt] *a* meeldiv; (if you) please palun
plenty *n* ohtrus, rohkus, küllus
ploughboy P ['pləʊbɔɪ] *n* künnipoiss, kündja
plum A *n* ploom
pocket ['pɒkɪt] *n* tasku
'pocket-handkerchief 7 *n* taskurätik
***poem** 1 ['pəʊɪm] *n* luuletus
***poet** P ['pəʊɪt] *n* poet; **poetry** *n* poeesia, luule
point 17 *v i* näitama, osutama; sihtima, suunama; A *n* punkt; moment; küsimuses olev asi, asja tuum, olemus, peamine; **on every point** iga punkti alusel (järgi); **come to the point** peamise (peaasja) juurde tulema, asja juurde tulema
poison A *n* mürk
Pole 3 *n* poolakas; **Polish** 3 ['pəʊlɪʃ] *a* poola
policeman A [pə'li:smən] *n* politseinik
poor 10 [puə] *a* vaene
***popular** 2 ['pɒpjulə] *a* populaar

laarne, rahvalik, rahva-, üldiselt armastatud

popu'lation 3 *n* rahvastik, elanikkond, elanikud

porch 1 *n* välis-eeskoda, sissekäik

porridge 12 ['pɒrɪdʒ] *n* kaerapuder, kört

***port** R *n* sadam

***portion** A ['pɔːʃən] *n* osa, jagu, portsjon, annus

possessive E [pə'zɛsɪv] *a* gramm. omastav (asesõna, kääne)

possible ['pɒsəbl] *a* võimalik

post R [pəʊst] *n* tulp, post, sammas

post office E *n* postkontor, posti osakond

post-war E ['pəʊst'wɔː] *a* pealesõjaaegne, sõjajärgne

potato(es) [pə'teɪtəʊ(z)] *n* kartul(id)

pound 8 *n* nael (ingl. = 453,6 g)

powder A ['paʊdə] *n* püssirohi

power 2 ['paʊə] *n* võim, valitsus; jõud, võimsus; **powerstation** *n* jõujaam

powerful P ['paʊəfʊl] *a* võimas, jõuline

praise A [preɪz] *v t* kiitma

prayer 12 [preɪ] *n* palve

precede 15 [pri'siːd] *v t* eelnema, eel käima

***predicate** E ['predɪkɪt] *n* öeldis, predikaat

prepa'ration A *n* (ette)valmistus, (ette)valmistamine

prepa're 17 *v t* valmistama, ette valmistama

prepo'sition E *n* gramm. eessõna;

prepo'sitional *a* eessõnaline, prepositsionaalne

presence 11 ['prezn] *n* juuresolek, kohalviibimine

present¹ ['preznt] *a* juuresolev, kohalviibiv; käesolev, antud; 12 *n* olevik; **for the present** 12 selleks korraks, esialgu

present² ['preznt] *n* kingitus

press P *v t* pigistama, suruma

pre'tend 8 *v i* teesklema

pretty ['prɪti] *a* nägus, kena, kaunis

pre'vail P *v i* võitu saama, võimust võtma, ülekaalus olema, valitsema, domineerima

pre'vent 14 *v t* takistama, segama, vältima, ära hoidma

prey P *n* saak

pride A *n* uhkus

***prince** A *n* prints

principal E ['prɪnsɪpl] *a* pea-, põhi-, tähtsaim, peamine

***principle** R *n* printsiip, põhimõte

print 2 *v t* trükkima; **printing-house** 2 *n* trükikoda

prisoner 6 ['prɪznə] *n* (sõja)vang; **take someone prisoner** kedagi vangī võtma

***private** R ['praɪvɪt] *a* era-, isiklik; privaatne

probably 11 ['prɒbəbli] *adv* tõenäoliselt, arvatavasti, vististi

profit R ['prɒfɪt] *n* kasu(m)

***progress** A ['prəʊgres] *n* edasiliikumine, progress

pro'gressive 2 *a* progressiivne

promise 15 ['prəmɪs] *v t* tõotama, lubama; *n* lubadus

pronoun E ['prəʊnaʊn] *n* asesõna

pro,nunci'ation A [prə,nansi'eɪʃn] *n* hääldamine

***pro'portion** 10 [prə'pɔːʃən] *n* proportsioon

pros'perity 10 *n* heaolu, jõukus, õitseng; **prosperous** 10 ['prɒspərəs] *a* õitsev, jõukas

pro'tect 1 *v t* kaitsma, (millegi eest) hoidma

***pro'test** A [prə'test] *v i* protesteerima; ['praʊtest] *n* protest

proud 7 *a* uhke; **proudly** *adv* uhkesti

prove A [pruːv] *v t* tõestama, tõendama; osutama

proverb E ['prɒvəb] *n* vanasõna

pro'vide R *v t* varustama, ette nägema või valmistama, varuks seadma

***provisions** A [prə'vizənz] *n pl* toidumoon, proviant

***public** 6 ['pʌblɪk] *a* ühiskondlik; avalik

***publish** 2 ['pʌblɪʃ] *v t* välja anda, avaldama, kirjastama

publisher A *n* väljaandja, kirjastaja

'**publishing-house** 2 *n* kirjastus

pull [pul] *v t & i* tõmbama, vedama, kiskuma

pull down A maha kiskuma, lammutama

punish 11 ['pʌnɪʃ] *v t* karistama; 'punishment 12 *n* karistus

purpose E ['pʊ:pəs] *a* siht, otstarve, eesmärk

purse A *n* rahakott

push 11 [puʃ] *v t* lükkama; tõukama; **push off** ära lükkama, teele asuma; **push out** välja lükkama; **push over** tõukama, mükama; *kõnek.* tagant tõukama, ergutama

put [put] (**put, put**) *v t* panema, mahutama, asetama; **put away** 12 ära koristama, ära panema; **put down** 8 panema, asetama, (üles) sisse kirjutama; **put in** sisse panema või seadma; esitama; **put in order** korda seadma; **put on** selga panema; **put out** 8 välja panema, (välja) sirutama (kätt), välja viskama; **put up** A ehitama, püstitada (hoonet)

***pyramid** A ['pɪrəmid] *n* püramiid

Q

quality 14 ['kwɒlɪti] *n* omadus, kvaliteet

quantity 12 ['kwɒntɪti] *n* hulk, kvantiteet

quarrel A ['kwɒrl] *v i* kaklema, riidlema, tülitsema

quarter 4 ['kwɔ:tə] *n* veerand; kvartal (veerandaasta); (õppe-)veerand

question ['kwɛstʃ(ə)n] *n* küsimus; A *v t* küsimus, küsimusi esitama

quick *a* kiire, nõbe, kärmas; **quickly** *adv* kiiresti

quiet 12 ['kwaɪət] *a* vaikne, rahulik

quietly *adv* vaikselt, rahulikult

quite *adv* täiesti, päris, väga

R

raft A [raɪft] *n* parv

rail R *n* rööbas; reis (teekond) raudteel

by rail raudteel

'**railway** *n* raudtee; **railway lines** R raudteeliinid; **railway station** raudteejaam

raise 14 *v t* tõstma; (üles) kasvatama

ran see run

rang see ring

range R [reɪndʒ] *n* mäeahelik

rapid R ['ræpɪd] *a* kiire, rutuline

rapidly A *adv* kiiresti

rat 8 *n* rott

rather 7 ['rɑ:ðə] *adv* ennemini, ennem, meelsamini, teatava määrani, üsna

***ration** 18 ['ræʃən] päevane toiduportsjon, ratsioon

raw [rɔ:] toores, välja töötamata

reach *v t* jõudma, saabuma, kohale sõitma

read [ri:d] (**read, read**) *v t & i* lugema; **reader** *n* lugeja

read [red] **see read**

ready ['redi] *a* valmis; **readily** 7 ['redɪli] *adv* valmisolevalt, kiiresti, kergesti

***real** 2 ['riəl] tõeline, tegelik, reaalne; **really** *a adv* tõeliselt, tegelikult, tõepoolest, tõesti

rear 2 [riə] *n* tagala

- *reason 5 [ˈri:zn] *n* põhjus; for some reason or other sel või teisel põhjusel
- rebel P [ˈrebl] *n* ülestõusnu, vastuhakkaja
- receive [riˈsi:v] *v t* saada; A (külalisi) vastu võtma
- recognize 6 [ˈrəkənaɪz] *v t* ära tundma
- *reconstruct R [ˈri:kənˈstrʌkt] *v t* taastama, ümber (uuesti) ehitama, rekonstrueerima
- re-hot 5 *a* tulipunane, tuline; pill. äge, tuline
- red-hot new tuliuus
- reed A *n* pilliroog
- re-enter 12 *v i* uuesti sisse astuma, uuesti sisse minema
- refer E *v i* viitama, osutama, näitama, vihjama, (millessegi, kellessegi) puutuma, (kellegi, millegi) kohta käima
- refuse 14 *v t & i* ära ütlema, keelduma
- regiment E *n* polk, rügement
- region R [ˈri:dʒən] *n* maa-ala, krai, oblast, rajoon
- *regular A [ˈregjulə] *a* korrapärane, reeglipärane, regulaarne, tõeline, ehtne
- relation 10 [riˈleɪʃən] *n* sugulane
- remain 3 *v i* jääma
- re-make 16 *v t* ümber tegema, uuesti tegema
- remark A *n* märkus
- remarkable A *n* tähelepanuväärne, silmapaistev
- remember *p t & i* mäletama, meelde tule(ta)ma
- rent 14 *v t* rentima, rendile võtma
- re-open 7 *v t* uuesti avama
- re-pack 7 *v t* uuesti pakkima
- repair R *n* parandus, remont; keep in repair (heas) (seisu-)korras pidama
- re-pay A *v t* tagasi maksuma; tasuma
- repeat 3 *v t* kordama
- reply A *v t & i* vastama
- report 17 *n* aruanne; jutustus
- *republic [riˈpʌblɪk] *n* vabariik
- request 18 [riˈkwest] *n* palve, nõudmine
- require E [riˈkwaɪə] *v t* nõudma
- research 15 [riˈsɔ:tʃ] *n* (teaduslik) uurimine
- *reservation 17 *n* varumine, tagavaraks hoidmine, reservatsioon; valitsuse poolt indiaanlastele määratud maa-ala Ameerika Ühendriikides
- respect R *n* suhe, austus; in this respect selles suhtes
- rest¹ *v i* puhkama; *n* puhkus
- (the) rest² 7 *n* ülejäänud, jääk
- *result A *n* resultaat, tagajärg
- retreat P *v i* taganema, ära minema
- return 3 *v t & i* tagasi pöörduma
- *revision R [riˈviʒən] *n* ülevaatus, läbivaatus, revisjon; siin: kordamistund, kordamine
- *revolution 2 [ˌrevəˈlu:ʃ(ə)n] *n* revolutsioon
- rich 9 *a* rikas; (vilja)rikas, rikkalik, ohter; the rich 12 *n* rikkad (inimesed)
- ride 3 (rode, ridden) *v i* ratsutama, sõitma (bussis, jalgrattal)
- right *a* parem; õige, ustav, truud, sobiv; terve; 2 *adv* otse, õigesti, õieti, täpselt, just nii, kohe
- ring (rang, rung) *v t & i* helistama, helistama
- ring up E telefoneerima; ring the bell A kella helistama
- rise (rose, risen) *v i* (üles) tõusma; tekkima; üles minema
- river [ˈrivə] *n* jõgi
- road [roud] *n* tee; roadless R *a* teedeta, teeta; roadway 16 *n* šossee, maantee, sõidutee

roar 8 [rɔ:] *v i* möirgama; roar
 with laughter A laginal naerma
 rob 3 *v t* röövima
 Robinson Crusoe 4 [ˈrɒbɪns(ə)n
 ˈkruːsɔ:] *pr n*
 rock 4 *n* kalju
 rod 11 *n* vits
 rode see ride
 roll P [roul] *v i* veerema; veereta-
 ma; mürisema
 roof 1 *n* katus
 room *n* tuba; 14 koht; ruum
 rope A [roup] *n* köis, nõör
 rose see rise
 rosy A [ˈrouzi] *a* roosa
 round *a* ümmargune; *prp adv*
 ümberringi; ringi
 route R [ru:t] *n* kurss, tee(kond),
 marsruut
 row¹ 5 [rou] *n* rida
 row² [rou] *v i* aerutama, sõudma
 *ruby A [ˈruːbi] rubiin
 rudder A *n* rool, tüür
 ruddy P *a* punakas-pruun
 rule R [ru:l] *v t* juhtima, juha-
 tama, valitsema; *n* määrus,
 juhis, seadlus; ruler A *n* valit-
 seja
 run (ran, run) *v i* jooksma, lii-
 kuma; voolama; läbi (mööda)
 minema, käima; run away ära
 jooksma

S

sad 13 *a* kurb; sadden 13 *v t & i*
 kurvastama, kurvaks tegema
 safe 4 *a* vigastamata, rikku-
 mata, terve; ohutu, kaitstud,
 julge
 said [sed] see say
 sail *v t & i* purjetama, (laeval)
 sõitma; A *n* puri; sailor 4 *n*
 meremees, madrus
 Salem House 11 [ˈseiləm haus] *n*
 (kooli nimi)

salt [sɔ:lt] *n* sool
 same *pron* sama; at the same
 time samal ajal
 sand 16 *n* liiv
 *sapphire A [ˈsæfaɪə] *n* safiir
 (taevasinine kalliskivi)
 sat see sit
 save 3 *v t* päästma, (alal) hoidma,
 säästma; save up 14 säästma,
 säästusid tegema, (raha) kokku
 hoidma
 saw [sɔ:] see see
 say (said, said) *v t* ütleva, rää-
 kima
 scales 11 [skeɪlz] *n pl* kaalud
 Scandi'navia P *pr n* Skandi-
 naavia
 Scatcherd 12 [ˈskætʃəd] *pr n*
 (perekonnanimi)
 *scene 16 [si:n] *n* tegevuskoht,
 stseen, (näite)lava
 school-room 10 *n* klass, klassi-
 ruum, klassituba
 science 2 [ˈsaɪəns] *n* teadus;
 scien'tific 2 *a* teaduslik; scien-
 'tific-research [riˈsɔ:ɪtʃ] 15 *a* tea-
 dusliku uurimise
 scientist 2 *n* teadusmees, tead-
 lane
 Scotland 13 *pr n* Šotimaa
 screen A *n* sirm, vari; vahesein,
 ekraan
 sea *n* meri
 'sea-mew [ˈsi:mju:] *n* merekajakas
 seat 8 *n* istekoht, tool; A *v t* istuma
 panema; be seated A istuma;
 take one's seat 12 istuma, istet
 võtma
 'secondary-school A [ˈsekəndəri] *n*
 keskkool
 *section A [ˈsekʃn] *n* sektsoon,
 osakond
 *sector 6 *n* sektor, osa; rinde-
 sektor, rindelõik
 see (saw, seen) *v t & i* nägema,
 märkama, vaatama; aru saama,
 teadma; go to see külastama,
 vaatama minema

see *v i* näima
seen *see see*
Seger 17 ['si:gə] *pr n*
seize 3 [si:z] *v t* haarama, oma valdusse võtma, vallutama
***se'lection** 15 *n* selektsioon, valik
sell 3 (sold, sold) *v t* müüma
'semi-'circle 12 *n* poolring; R pool rõngast
'semi-'star'vation A *n* poolnäljas olemine (elamine)
send (sent, sent) *v t* saatma, lähendada
sent see send
'sentence E *n* gramm. lause
***serious** A ['siəriəs] *a* tõsine
servant 9 ['sə:vənt] *n* teener, teenija
serve R *v i* teenima
set 14 *v t & i* panema, asetama, paigutama, sisse seadma, üles andma (tööd, ülesannet); P loojenema, looja minema; **set up** A püstitama, sisse seadma
several 6 ['sevrəl] *pron* mitmed
severe 13 [si'viə] *a* karm, vali;
severely *adv* karmilt, valjult, rangelt
sew A [sou] *v t & i* õmblema;
sewing *n* õmlustöö, õmblemine;
'sewing-machine *v* õmblusmasin
shadow P ['ʃædou] *n* vari
shake (shook, shaken) *v t & i* raputama, kiigutama, kiikuma; värisema; **shake hands** 17 kätt suruma; **shake one's head** 18 pead raputama
shaken see shake
shallow R ['ʃælou] *a* madal; pinnapealne, pealiskaudne
shaman A ['ʃæmən] *n* šamaan (P.-Aasia rahvaste preester — nõid)
shame 18 *n* häbi
sharp 16 *a* terav; lõikav, läbitungiv, järsk

shawl A [ʃə:l] *n* sall
sheep *n* (pl **sheep**) lammas
sheet A *n* voodilina
'shelter,belt 16 *n* kaitsevöönd, kaitsetsoon
shilling 11 *n* šilling (Inglise rahaühik, metallraha)
shine (shone, shone) *v i* särama, paistma; **shining** särav
ship 4 *n* laev
shirt *n* särk
shoe [ʃu:] *n* king
shone see shine
shook see shake
shop *n* kauplus, äri
shore 4 [ʃə:] *n* (mere)kallas, rand
short *a* lühike, lühiajaline
shorten R *v t & i* lühendada, lühendada, lühemaks muutuma
should 7, 11 abiverb; 18 *mod v* (väljendab kohustust)
shoulder ['ʃouldə] *n* õlg (õla)
shout *v i* kisama, hüüdma; hõikama; *n* hüüd, hõik, hõise, kisa
show [ʃou] (**showed, showed or shown**) *v t* näitama
shown see show
***shrapnel** 6 *n* šrapnell
shriek P [ʃri:k] *v i* kriiskama, läbilõikavalt karjuma, kisama
shut (**shut, shut**) *a* suletud; *v t* kinni panema; **shut up** 7 sulgema, lukustama; **shut off** 11 isoleerima; **shut out** 11 ukse taha jätma
Siberia R [sai'biəriə] *n* Siber
sick 5 *a* haige; põõritust tundev; (millestki) väsinud, tüdinud
side *n* külg, pool, äär, veer
sigh P [sai] *v i* ohkama
sight A *n* nägemine, vaade, vaatamisväärsus, vaatepilt
sign 4 [sain] *a* märk, tunnus; 17 *v t & i* alla kirjutama, allkirjandama
silence 13 ['sailəns] *n* vaikus

- silent** A *a* vaikiv, vaikne; **silently** 6 vaikselt
silly 13 *a* rumal
silver A *n* hõbe; **silvery** *a* hõbedane
simple *a* lihtne; **simply** *adv* lihtsalt
since *prp* sellest ajast; A *adv* sellest ajast peale, sestsaadik
sing (sang, sung) *v t & i* laulma
sir 9 [sə:] *n* härra (kõnetlusvorm)
Sissy 9 *pr n* (lühendusvorm **Cecilia**'st [si'siljə])
'sister-in-law A *n* vennanaine, meheõde, naiseõde
sit (sat, sat) *v i* istuma; **sit down** istuma, istet võtma
skin A nahk
sky *n* taevas, taevalaotus; **'sky-scraper** A *n* pilvelõhkujat
slave 12 *n* ori
sleep (slept, slept) *v i* magama; *n* uni; **sleepy** A *a* unine
slept see **sleep**
slip P *v i* libisema
slipt P = **slipped**
slow [slou] *a* aeglane
slowly ['slouli] *adv* aeglaselt
small *a* väike; tähtsusetu
smell *v t & i* nuusutama, lõhna tundma, lõhnama
smile 5 *v i* naeratama; *n* naeratus
smoke A *v t* suitsetama
smooth A [smu:ð] *a* sile, ühetasane
snake P *n* madu, uss
so *adv* nii, sel viisil, samuti; *cj* nii et, nõnda siis, sellepärast
soap 7 *n* seep
***socialism** ['souʃəlɪzəm] *n* sotsialism
socialist *a* sotsialistlik
society 5 [sə'saiəti] *n* ühiskond
***sofa** *n* diivan, sohva
soft 3 *a* pehme, vaikne; **softly** *adv* A vaikselt
soil E *n* mullapind, pinnas, muld, maa
sold see **sell**
***soldier** ['souldʒə] *n* sõdur
***solid** A ['sɒlɪd] *a* soliidne, kõva, kindel, tañke; läbini samast materjalist
'solitary 11 *a* üksildane, üksik
sometimes ['sʌmtaɪmz] *adv* mõnikord
somewhere ['sʌmwɛə] *adv* kuski, kusagil, kuhugi
son [sʌn] *n* poeg
soon *adv* varsti, pea; **as soon as** 4 niipea kui
sorrowful A ['sərouful] *a* kurb, murelik, haletsusväärne, armetu
sorry *pred a* kurvastav, kahetsev, haletsusväärne; **I am sorry** vabandage, mul on kahju, kahjuks; **feel sorry** kahetsema, kahju tundma
***sort** 13 *n* liik, sort, laad; **nothing of the sort** mitte midagi selletaolist
sound P *v i* kõlama, helisema
south *n* lõuna; riigi (maa) lõunaosa
southern 14 ['sʌðən] *a* lõunapoolne
spark A *n* säde
speak (spoke, spoken) *v i* rääkima, kõnelema
special 2 ['speʃ(ə)l] *a* spetsiaal(ne), eri-, eriline
***specialist** A ['speʃəlɪst] *n* spetsialist
speech 9 *n* kõne
spelling E *n* õigekiri
spend (spent, spent) *v t* (aega) veetma; 2 *v t* kulutama, raiskama
spent see **spend**
spill 8 (spilt, spilt) *v t* maha pillama, maha loksutama või loksuma

- spite** A [spait] *n* vimm, salaviha, pahatahtlikkus, kius, tigidus; **in spite of** *prp* vaatamata
spoil A *v t* rikkuma
spoke see **speak**
spoken see **speak**
spoon *n* lusikas; **spoonful** 12 *n* lusikatäis
spray P [sprei] *n* oks, võsu
square [skwæə] *n* väljak
squirrel A ['skwir(ə)] *n* orav
St. 15 [sənt, sint, snt] *a* lühend. Saint püha; **St. Anne** Püha Anna (tsaariaegne orden); **St. Laurence** R Püha Laurentsius (jõgi); **St. Petersburg** Sankt-Peterburg
stairs E *n pl* trepp
stand (stood, stood) *v i* seisma, olema; **stand up** püsti tõusma; **stand still** 8 rahulikult seisma jääma, liikumatult (vaikselt) seisma
star *n* täht
stare 18 [stæə] *v i* üksisilmi vahtima, jõllitama
start 7 *v t & i* algama, startima, teele asuma
starve 10 *v t & i* nälga surema, nälgima; näljaga piinama; **starvation** 17 *n* nälg, näljasurm
state¹ 14 *v t* teatama, konstateerima, väitma, (ette) kindlaks määrama; formuleerima
state² 15 *n* olukord, seisukord; riik; osariik (Ameerika Ühendriikides)
station *n* (raudtee)jaam, seisuvõi peatuskoht; vahtkond; *v t* sõjaväes palgutama, asetama
***statue** ['stætju:] *n* raidkuju
stay A *v i* jääma, viibima; **stay behind** maha jääma, viivitama
steadily ['stedili] *adv* püsivalt, vankumatult, kindlalt, muutmatult
steal A (stole, stolen) *v t* varastama
steam R *n* aur; 'steam-engine' *n* aurumasin, vedur
steamer 16 *n* aurulaev
steel R *n* teras
step 1 *n* aste; *pl* trepp; 8 *v t* astuma, sammuma
stick 8 (stuck, stuck) *v i* kleepima, kleepuma
stiff A *a* jäik, paindumatu, kange
still¹ *adv* ikka veel; veel, seni ajani, endiselt, siiski, ikkagi
still² 8 *a* vaikne, rahulik
stocking *n* sukk
stole see **steal**
stolen see **steal**
stone 4 *n* kivi
stood [stud] see **stand**
stool 1 *n* taburett, pink, iste
stop *v t & i* peatuma, peatama, lakkama, lõpetama; *n* peatus
stop P = **stopped**
storey 1 ['stɔ:ri] *n* korrus
storm 4 *n* torm, äike, orkaan
story *n* jutt, jutustus, lugu
stove *n* ahi
straight [streit] 6 *adv* otse
strange 8 [streindʒ] *a* võõras, veider, imelik
stranger 5 *n* tundmatu, võõras, kõrvaline isik
strawberry 8 ['strɔ:bəri] *n* maasikas (aed ~)
stream 16 *n* vool, hoovus, voolamine; jõgi, oja, nire
strength 4 [streŋθ] *n* jõud, tugevus; **strengthen** 16 *v t* suurendama, tugevdama, kindlustama
strike 11 (struck, struck) *v t* lööma, taguma
strong *a* tugev, kõva
struck see **strike**
struggle 1 *n* võitlus; P *v i*
stuck see **stick**
***student** ['stju:d(ə)nt] *a* üliõpilane
study ['stadi] *v t & i* õppima, uurima; 12 *n* uurimine, õppimine; *n pl* õpingud, õppimine; **make**

a **study** (of) põhjalikult (lähemalt) uurima
stupid 10 *a* rumal, juhm, tõnts, nürimeelne
 ***subject** A *n* teema; ese, aine; subjekt; *gramm.* alus
subordinate E [sə'bɔ:dɪnɪt] *a* alluv, alistuv, kõrval(lause)
successful A [sək'sesfʊl] *a* edukas, menukas
successfully *adv* edukalt, eduga, menuga, menukalt
such *pron* selline, säärane, niisugune
 ***sudden** A *a* järsk, äkiline
suddenly *adv* järsku, äkki, äkitselt
 ***suffer** 13 *v i* kannatama; **suffering** A *n* kannatus
 ***suffix** E *n* sufiks, järelliide
Suffolk 11 ['sʌfək] *pr n* (krahvkond)
sugar ['ʃʊgə] *n* suhkur
suit [sju:t] *n* ülikond
suitable E *a* sobiv, kohane
suitcase 7 ['sju:tkeɪs] *n* käsikohver, sumadan
sung see **sing**
superlative E [sju(:)'pɛ:lətɪv] *a* *gramm.* üli(võrre)
superman A ['sju:pəmən] *n* üliinimene
 ***supper** 12 *n* lõuna
suppose 10 [sə'pəʊz] *v t* oletama; **sup'posing** 11 *cj* oletame, oletades, aga kui
Surat A [su'ræt] *pr n*.
sure [ʃʊə] *pred a* kindel, veendunud; **to be sure** 4 muidugi; kindlasti; **make sure** E veenduma, kindlaks tegema; kindlustama, kindlaks tegema
sur'prise *n* üllatus; * *v t* üllatama; **surprised** *a* üllatunud
sur'render E *v i* alla andma, alistuma
swallow¹ 12 ['swələʊ] *v t* neelama

swallow² A ['swələʊ] *n* pääsuke
swam [swæm] see **swim**
swamp 3 [swɒmp] *n* soo, mäda-soo
swan P [swɒn] *n* luik
sweat P [swet] *v i* higistama, rasket tööd tegema, raske tööga vaevama
sweep, P (**swept**, **swept**) *v t* siin: kaasa kiskuma, kaasa viima, kütkestama, ahvatlema, veetlema
sweet *a* magus, meeldiv, õrn
swelled A *a* paistes, paistetanud, paisunud
swift P *a* kiire; **swiftly** P *adv* kiiresti
swim (**swam**, **swum**) *v i* ujuma
sword A [sɔ:d] *n* mõõk
 ***symbol** 1 ['sɪmbəl] *n* sümbol, embleem, märk
 ***system** A ['sɪstɪm] *a* süsteem

T

table *n* laud; ***table-cloth** 1 *n* laudlina
tail A *n* saba
take (**took**, **taken**) *v t* võtma; toitu võtma, sööma, jooma; aset võtma; **take away** 14 ära viima, koristama; **take care** (of) hoolitsema, hoolt kandma; **take off** ära võtma (riietuseset jne.); startima; **take out** välja võtma; **take one's place** A istuma, kohale asuma; **take the place** (of) R asendama, millegi kohal olema; **take up** A üles võtma, üles tõstma
taken see **take**
tale P *n* jutt; lugu; muinasjutt
 ***talented** A ['tæləntɪd] *a* andekas
talk [tɔ:k] *v i* kõnelema, jutlema, vestlema, rääkima; *n* kõne, jutlemine, jutuajamine, vestlus; **have a talk** A rääkima, juttu ajama, vestlema

tall *n* kõrge, pikk (kasvult)
task *2 n* ülesanne
taught [tɔ:t] *see teach*
tea *n* tee; **'teapot** *8 n* teekann;
'tea-spoon *8 n* teelusikas
teach (taught, taught) *v t & i*
 õpetama
tear¹ [tə] (tore, torn) *v t & i*
 rebima, rebenema, kiskuma, kä-
 ristama
tear² *5 [tiə] n* pisar
***technique** *2 [tek'nɪk] n* tehnika
teeth *n pl* hambad
***telegram** *1 [telɪgræm] n* tele-
 gramm
tell (told, told) *v t* ütleva, jutus-
 tama, rääkima
Tennessee *A [ˌtene'si:] pr n*
Tennyson, Alfred [ˌtenɪsn, 'ælfrið]
pr n
tens *1 n pl* kümned, kümneid
tense *E n gramm.* aeg
tent *9 n* telk
terrible [ˌterəbl] *a* hirmuära-
 tav, kole, hirmus, kohutav
terribly *11 adv* kohutavalt, kole-
 dasti
***territory** *17 [ˌterɪtəri] n* maa-ala;
 territoorium, kral
***terror** *11 n* (kabu-hirm), õudus;
 terror
than *cj* kui (tarvitatakse kesk-
 võrdega)
***theatre** [ˈθiətə] *n* teater
thee *P [ði:] pron (arh.)* sind,
 sinule
theirs *pron* nende oma
themselves *pron* neld endid,
 neile endile, nad ise
***theory** *A [ˈθiəri] n* teooria;
theoretical *a* teoreetiline
therefore *2 [ˈðeəfɔ:] adv* selle-
 pärast, järelikult
thick *3 a* paks; tihe
thicket *3 [ˈθɪkɪt] n* tihnik
thief *A [θi:f] n (pl thieves)*
 varas
thieves [θi:vz] (*see thief*) vargad

thin *12 a* lahja, peenike, õhuke,
 kõhn
thing *n* asi, ese
think [θɪŋk] (**thought, thought**)
v t & i mõtlema, mõtisklema,
 arvama
thirst *E n* janu
thirsty *12 [ˈθɜ:sti] a* janune(v); **be**
thirsty juua tahtma, janunema,
 janune olema
Thomas *9 [ˌtɒməs] pr n* Toomas
thou *P [ðəu] pron* sina
though *3 [ðəu] cj* kuigi, ehkki,
 ehk küll
thought¹ [θɔ:t] *see think*
thought² [θɔ:t] *n* mõte, hool,
 tähelepanu
thoughtfully *17 adv* hoolikalt, tä-
 helepanelikult
threat *A [θret] n* ähvardus
threaten *P v t* ähvardama
threw [θru:] *see throw*
through [θru:] *prp* läbi, kaudu,
 kestel; *adv* läbi, täiesti, algusest
 lõpuni; *R a* otsene, otseühen-
 dus(e)-, läbisõidu-
throughout *P [θru:'aut] adv* läbi ja
 läbi, otsast otsani, igas suhtes;
prp üle, läbi, kogu, kõikjal, üle
 kogu
throw [θrou] (**threw, thrown**)
v t viskama, loopima, heitma,
 paiskama
throw oneself *6* ennast heitma,
 sööstma, peale viskama, kallale
 tormama või kippuma
thrown [θroun] *see throw*
thunder *P [ˈθʌndə] n* müristamine,
 äike
thus *adv* nii, sel viisil
ticket *E n* pilet
tide *A n* (merel) tõus ja mõõn
tie *6 v t* siduma
till *prp* kuni; *cj* (selle ajani) kui
timber *16 n* ehitusmets, tarbepuu
tired [ˈtaɪəd] *a* väsinud; **grow**
tired (of) väsima, tüdinema

- to** [tu, tə] *prp* juurde, sisse, peale, -ni
***tobacco** 4 [tə'bækou] *n* tubakas
toe A [tou] *n* varvas
together [tə'geðə] *adv* koos
toll P *v i* töötama, vaeva nägema
told see tell
***tomato** 8 [tə'mɑ:tou] *n* tomat
***ton** R [tʌn] *n* tonn
***tone** A *n* toon, väljendusviis
tongue [tʌŋ] *n* keel; kõne
t o' n i g h t A *adv* täna õhtul
t o o *adv* samuti, ka; liiga, väga
took see take
tool A *n* tööriist
'tooth-brush 7 *n* hambahari
t o p *n* latv, tipp, ülemine osa; esimene koht; **on top of** peal, kohal
torchlight P [ˈtɔ:tʃlaɪt] *n* tõrvikuvalgus
tore see tear
torn see tear
total R [ˈtəʊtl] *a* kogu, terve, täis-
touch A [tʌtʃ] *v t* puudutama, kompima, katsuma
***tourist** E [ˈtuərist] *n* turist
towards [tə:dz] *prp* juurde, mööda, millegi suunas
t o w n [taun] *n* linn
traffic R *n* liiklemine; transport; kauplemine
train *n* (raudtee)rong
traitor 3 *n* reetur, äraandja
tramp 3 jalamatk
trample P *v t* tallama; sõtkuma
translate [trænsˈleɪt] *v t* tõlkima; **translation** *n* tõlge
***transport** R *n* transport; **transportation** R *n* ülevedu, ülevedamine, transport
travel [ˈtrævl] *v i* reisima, liikuma; *n* reis
tray 12 *n* kandmik
treasure 2 [ˈtrezə] *n* varandus, aare, kallisvara
treaty 17 [ˈtri:ti] *n* leping
trial A [ˈtraɪəl] *n* kohus, kohtulik asja-arutamine, kohtuprotsess
tribe 17 *n* suguharu
tributary 16 [ˈtribjutəri] *n* jõeharu, harujõgi, lisajõgi
tried [traɪd] **see try**
trip 7 *n* ekskursioon, välja-, lõbusõit
triumph A [traɪəmf] *n* triumf, võidutsemine, võidukäik, võidupidustus, -rõõm, suursaavutus
trousers P [ˈtrauzəz] *n pl* püksid
true [tru:] *a* tõeline, ustav, õige, truu; R õigus, õige
Trueblood 17 [ˈtru:blʌd] *pr n* (perekonnanimi)
truthful A [ˈtru:əfʊl] *a* ustav, õiglane, tõetruu, tõearmastaja
try (tried, tried) *v i* katsuma, püüdma, taotlema; A kohut mõistma
tsarist 14 [ˈtsa:rist] *a* tsaristlik, tsaari-
turn *n* järjekord, kord; pöörak, (tee)käänak; *v t & i* pöörlema, pöörama, pöörduma
turn away A ära pöörama, ära pöörduma
turn back 3 tagasi pöörama, tagasi pöörduma
turn round 3 ümber pöörduma
'turning-point E *n* pöördepunkt
twice 15 *adv* kaks korda, kahekordselt
twilight P [ˈtwaɪlaɪt] *n* hämarus, hämarik, videvik
twitter P *v i* siristama, vidistama
typewriter A [ˈtaɪpraɪtə] *n* kirjutusmasin
Tyvlin A *pr n* (kasakaküla)

U

- ugliness** A [ˈʌɡlɪnis] *n* inetus
ugly [ˈʌɡli] *a* inetu, vastik, ilge, ebameeldiv
un'able 14 *a* võimetu, saamatu, oskumata

uncle 5 ['ʌŋkl] *n* onu
 'un'countable *E n* loendamatu, luge-
 matu
 u n d e r *prp* all, alla, madalamalt
 ,under'line *E v t* alla kriipsutama
 ,u n d e r's t a n d (understood, under-
 stood) *v t* aru saama, mõistma
 ,under'stood s e e understand
 'unde'veloped *R a* arenemata
 'un'finished *A a* lõpetamata
 'un'furled *P a* heisatud, lahti laota-
 tud, lahti rullitud, avatud
 u n i o n ['ju:njən] *n* liit, ühing,
 ühendus
 unit 6 ['ju:nit] *n* sõjaväeüksus
 unite [ju:'nait] *a* ühendama, ühi-
 nema; **the United States** Ühend-
 riigid
 unity 16 ['ju:niti] *n* ühtlus, ühtsus,
 üksmeel, kooskõla
 'un'known 16 *a* tundmata tund-
 matu, teadmata
 u n l e s s 10 [ən'les] *cj* kui mitte,
 kui ei
 'un'pack 7 *v t* lahti pakkima
 unpleasant-looking *A* [ʌn'pleznt] *a*
 ebameeldiva välimusega
 unpleasantly *A* [ʌn'plezntli] *adv*
 ebameeldivalt
 u n t i l 7 *prp* kuni; *cj* (seniajani) kui;
 (senini) kui
 'un'willingly *A adv* vastu tahtmist,
 vastumeelselt
 u p *adv* ülal, üleval, üles, kõrge-
 mal(e); *prp* (midagi mööda)
 üles
 upon 10 [ə'pən] = on
 up'rising 16 *n* ülestõus
 'u p 's t a i r s 7 *adv* üles*(trepist);
 üles, üleval
 Urals (the) *R* ['juərəlz] *pr n pl*
 Uraalid
 U.S.(A.) = **the United States (of
 America)**
 u s e [ju:s] *n* tarvitamine, raken-
 damine; kasu; harjumus, tava;
 [ju:z] *v t* tarvitama, kasutama,
 rakendama; **used** [ju:st] (**to**) har-

jumusepäraselt toimima, tavatse-
 ma (tarvitatakse lihtminevikus)
 useful 12 ['ju:sful] *a* kasulik
 useless 14 ['ju:slis] *a* kasutu, tar-
 betu
 used *A* [ju:st] *a* harjunud; **be (get)
 used** harjuma
 U.S.S.R. (the) = **the Union of Soviet
 Socialist Republics** *n* NSVL
 u s u a l 13 ['ju:zʊəl] *a* tavaline,
 harilik
 as usual 13 nagu harilikult, nagu
 tavaliselt
 u s u a l l y *adv* harilikult, tavaliselt

V

vacantly *A* ['veikəntli] *adv* mõtte-
 tult, osavõtmatult
 valley *E* ['væli] *org*
 variety 14 [və'raɪəti] *n* sort, liik,
 mitmekesidus, mitmekesine valik
 vegetable ['vedʒitəbl] *n* juurvili;
 'vegetable 'garden *A n* juurvilja-
 aed
 venison *A* ['ven(i)zn] *s* hirveliha;
 (üldisemalt) jahiloomaliha
 verb *E n* verb, tegusõna
 Viet-Nam *P* ['vjet 'næm] *pr n*
 *visit ['vɪzɪt] *n* külaskäik, visiit;
 9 *v t* külastama; *A* vaatlema,
 ringkäigul vaatlema, silmitsema;
 visitor 1 külaline, sissesõitnu
 Vistula *P* ['vistjulə] *pr n* Visla
 *vocabulary *E* [və'kæbjuləri] *n*
 sõnastik; sõnavara, leksika
 v o i c e *n* hääl; *gramm.* tegumood,
 ütlusviis
 voyage 10 ['vɔɪdʒ] *n* (mere)reis

W

Wadsworth 7 ['wɒdzwə:θ] *pr n*
 wage(s) 14 ['weɪdʒ(ɪz)] *n* palk, töö-
 tasu
 w a i t (for) *v i* ootama
 wake (up) 7 (woke, waked) *v t & i*
 äratama, ärkama
 waken 12 *v t & i* äratama, ärkama

- walk** [wɔ:k] *v i* käima, kõndima, minema (jalgsi); *n* käik, jalutus-käik; **go for a walk** jalutama minema
want *v t* tahtma, soovima, mil-lestki puudust tundma, vajama; *A n* vajadus
warm [wɔ:m] *a* soe
warmonger P [ˈwɔ:mɒŋgə] *n* sõja-õhutaja
warm up 5 *v i* elavaks muutuma, elavamaks muutuma
warning P *n* hoiatus
was [wɔz] **see be**
Washington 18 [ˈwɒʃɪŋtən] *pr n*
waste 5 [weɪst] *v t* kulutama (energiat), raiskama (aega)
watch *v t* valvama, tähele pa-nema, jälgima
water [ˈwɔ:tə] *n* vest; *v t* kast-ma, niisutama
water-jug 1 *n* veekann
water-way 16 *n* veetee
Wat Tyler E [ˈwɒt ˈtaɪlə] *pr n* (nimi ja perekonnanimi)
wave 4 *n* laine; P *v* lainetama, hõljuma, lehvima; kõhkleva
way *n* tee, teekond; pool, külg, suund, vahemaa; viis, abinõu, komme, tegutsemis-, elamisviis
a little way mitte kaugel
a long way kaugel; **by way of** 16 teel, kaudu
weak *a* nõrk, **weakness** 6 *n* nõr-kus
weapon 4 [ˈwepən] *n* relv
wear A [weə] (**wore**, **worn**) *v t* (riideid) kandma
weather [ˈweðə] *n* ilm, ilmastik
weigh 11 [wei] *v t* kaaluma; kaalu-tema
welcome A [ˈwelkəm] *n* tervitus; *a* teretunud, meeldiv, meele-pärane; P *int* tere tulemast!
well (better, best) *adv* hästi; **be well** terve olema, ennast hästi (tervena) tundma; *int* nii, niisiis (hüüe)
'well-known A *a* hästituntud, kuu-lus
went see go
were see be
west 2 *n* lääse; **western** R *a* lääne-poolne
wet *a* märg, niiske; A *v* märjaks tegema
wheat P [wi:t] *n* nisu
when *adv* kunas, millal, kui, sel ajal kui, kuna, siis kui; **when-ever** 8 [wen'evə] *cj* igakord kui, millal iganes
where [weə] *adv cj* kus, kuhu;
wherever P [weər'evə] *adv cj* kus ka, kõikjal kus, igalpool kus, kus iganes
whether [ˈweðə] *cj* kas, kas või; **I don't know whether he is here or not.** Ma ei tea, kas ta on siin või mitte
while *cj* kuni, kuna, sel ajal kui; 8 *n* aeg, ajavahemik; **for a while** mõnda aega, mõni aeg, mõneks ajaks
whisper A [ˈwɪspə] *v t & i* sosis-tama, sosinal rääkima
whistle R [ˈwɪsl] *v* vilistama, vilet andma (signaalina)
whole [houl] *pron* kogu, terve; R *n* terve, kõik
whoop P [hu:p] *n* vali hõigatus, hüüatus; *v i* huilgama, kisa tõst-ma, valjult hõikama
why *adv* miks; *int* noh! ennäe! kuidas! (väljendab kannatama-tust, imestust, vastupanu, vastu-rääkimist)
wide *a* lai
wife A [waɪf] *n* (*pl* **wives**) *n* abi-kaasa, naine
wild [waɪld] *a* metsik; **wildly** R *adv* metsikult, meeletult, raevus
William P [ˈwɪljəm] *pr n*
wine A *n* vein, viin; **'wine-cellars** *n pl* veinikeldrid; **'wine-merchant** *n* veinikaupmees
wing A *n* tiib

winning P *a* kõitev, meeldiv; *siin*:
südamlik
wipe A *v t* (ära) pühkima, kuiva-
tama
wise 10 *a* tark, mõistlik
wish 10 *v t* soovima, tahtma; 15 *n*
soov, soovimine
with [wið] *prp* -ga; kaasas, ühes,
koos; juures
without [wi'ðaut] *prp* ilma
with'stand 14 (**with'stood**, **with-**
'stood) *v t* vastu seisma, vastu
pidama
wolf [wulf] *n* (*pl* wolves) hunt
wonder 13 [ˈwʌndə] *n* imestus;
ime; 12 *v i* imestama; huvi tunda-
ma, teada tahtma; **wonderful** 15
[ˈwʌndəfʊl] *a* imeline, imestus-
väärne, imekaunis
wood [wud] (sageli *pl*) mets; R
metsamaterjal; põletis-, kütte-
puud, **wooden** *a* puust
word *n* sõna; **in a word** 4 ühe
sõnaga
Wordsworth, William P [ˈwɔːdz-
wə(:)ə] *pr n*
wore *see* wear
work *n* töö; tegevus; tegu, toi-
ming; teos; *pl* teosed, looming;
v i töötama, tegelema (mille-
gagi); tegutsema; tegevust osu-
tama
world *n* maailm
worn [wɔːn] *see* wear
worse A [wɔːs] *a, adv* (kesk-
võrre sõnast **bad**) halvem, halve-
mini

worst 10 [wɔːst] *a, adv* (ülivõr-
re sõnast **bad**) kõige halvem,
halvim, kõige halvemini
would 7, 11 [wud] *abiverb*; A
väljendab harjumust, visadust,
püsivust ja pidevat tegevust
wound [wuːnd] *v t* haavama; *n*
haav; **wounded** [ˈwʌndɪd] *a*
haavatud
write [rait] (**wrote**, **written**) *v t*
& *i* kirjutama; **write down** 1
üles kirjutama, üles tähendama,
kirja panema; **write out** välja
kirjutama; **writer** 2 *n* kirjanik
'writing-desk A *n* kirjutuslaud,
kantseleipult
written *see* write
wrong 10 [rɒŋ] *a* mitteõige; vale
wrote *see* write

Y

yard R *n* õu; A jard (umbes 90 cm)
Y.C.L. (the Young Communist
League) [ˈwaɪ ˈsiː ˈel] *n* Ülelii-
duline Leninlik Kommunistlik
Noorsooühing
ye P [jiː] *arh.* = **you** *pron* teie
you *arh.* = **yonder** *see* seal
yet *adv* siiski; ent; juba, senini;
selle ajani; **not .. yet** veel
mitte
yours 10 [jɔːz] *pron* sinu, teie
yourself [jɔː'self, juə'self] *pr*
(*pl* yourselves) teid ennast, en-
did, (teie) ise
yourselves *pl* *see* yourself
youth 6 [juːə] *n* noorsugu, noored;
noormees; noorus (-iga, -aeg)

Contents.

LESSONS.	Page	New Material	GRAMMAR.
1. The Leader's Birthplace . Stalin (a poem by A. Sur- kov)	3 5		Revision Grammar 1. Indefinite Tenses in the Active Voice. 2. The Present Per- fect Tense. 3. The construction <i>there is, there are.</i>
2. Books for Soviet Boys and Girls	9		1. Indefinite Tenses in the Passive Voice. 2. The Past Participle. 3. <i>There is, there are</i> with <i>can, may,</i> <i>must.</i>
Poison for the Minds of American Children . . .	11		
3. Ivan Susanin	14		1. Indefinite Tenses in the Passive Voice. 2. The verbs <i>can,</i> <i>may, must.</i>
4. Robinson Crusoe Begins His Life on the Island (from "Robinson Crusoe" by D. Defoe)	18		1. Continuous Tenses in the Active Voice. 2. <i>The ing-form.</i> 3. Indefinite Pronouns.
Robinson Crusoe Begins His Life on the Island (Continued)	20		
5. The Author's Lecture in Newark (a story by M. Twain)	22	The Complex Ob- ject with the Infini- tive after the verbs <i>see, watch, hear,</i> <i>feel.</i>	1. The Infinitive. 2. Articles and the Pronouns <i>some,</i> <i>any, no.</i>
Revision I. Soviet Railways			25
Gulliver in the Land of the Giants (from "Gulliver's Travels" by Jonathan Swift)			27

6. A Hero from a City of Heroes (from "The Youth of Heroic Leningrad" by V. Ivanov) 30		1. The Past Perfect Tense. 2. Sequence of Tenses. 3. Direct and Indirect Speech.
7. How We Packed (from "Three Men in a Boat" by J. K. Jerome) 33	1. The Future in the Past.	1. Sequence of Tenses. 2. Direct and Indirect Speech. 3. Articles.
8. How We Packed (<i>Continued</i>) 37	Perfect Continuous Tenses	1. The Present Perfect Tense. 2. Sequence of Tenses.
9. Sissy's Mistakes (from "Hard Times" by Ch. Dickens) 40	1. The Complex Object with the Infinitive after the verbs <i>want, wish, like</i> . 2. The Complex Object with the <i>ing</i> -form after the verbs <i>see, watch, hear</i> .	1. The Passive Voice. 2. The Use of Articles with the nouns <i>school</i> and <i>bed</i> .
10. Sissy's Mistakes (<i>Continued</i>) 44	Possessive Pronouns (absolute form)	1. Sequence of Tenses. 2. Direct and Indirect Speech.
<i>Revision II. Soviet Railways (Continued)</i> 46		
The Arrival of Miss Murdstone (from "David Copperfield" by Ch. Dickens) 48		
11. David Copperfield is Left to be Called for (from "David Copperfield" by Ch. Dickens) 50	Conditional Sentences	1. The Passive Voice. 2. The Complex Object.
12. Jane Eyre at School (from "Jane Eyre" by Ch. Brontë) 54 Jane Eyre at School (<i>Continued</i>) 57	Conditional Sentences	1. The Use of Tenses. 2. Direct and Indirect Speech.

13. Jane Eyre at School (Continued) 60 Jane Eyre at School (Continued) 62	Conditional Sentences	1. Sequence of Tenses. 2. The Complex Ob- ject.
14. I. V. Michurin 64 Luther Burbank 66	The Gerund and the Verbal Noun	Articles.
15. I. V. Michurin (Conti- nued) 68 Luther Burbank (Conti- nued) 70	Perfect Tenses in the Passive Voice	The Passive Voice.
16. The Volga 71	1. Continuous Ten- ses in the Pas- sive Voice. 2. The verb <i>be</i> as Modal Verb.	1. The Passive Voice. 2. Articles.

<i>Revision III. Soviet Waterways</i>	73
How David Copperfield Runs Away (from "David Copperfield" by Ch. Dickens)	77

17. Three Men Who Ran Away (from "The Last Frontier" by H. Fast) . . . 81 The Nanais on Their Own Land (from "Far from Moscow" by V. Azhayev) . . 84	Adverbial Clauses of Purpose.	1. The <i>ing</i> -form. 2. The Infinitive.
18. Three Men Who Ran Away (Continued) 87 The Nanais on Their Own Land (Continued) 90	The verb <i>should</i> as Modal Verb.	1. The Infinitive. 2. Articles.

<i>Revision IV. Soviet Roads</i>	91
The Happy Prince (a tale by O. Wilde)	94

POEMS

Written in March (by W. Wordsworth)	101
Twilight (by H. W. Longfellow)	101
The Poet's Song (by A. Tennyson)	102
My Native Land — Good Night! (by Byron)	103
The Rolling of the Thunder	103

GRAMMAR

The Verb	105	Continuous Tenses	118
Finite and Non-Finite Forms		Perfect Continuous Tenses	120
of the Verb.	105	Sequence of Tenses	121
The Conjugation on the Verb	108	The Future in the Past	125
Indefinite Tenses	109	Conditional Sentences	126
Perfect Tenses	113	Verbals	130
Alphabetic Vocabulary			135

Белова Е. В. и Тодд Л. Р.
УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА ДЛЯ
9-го КЛАССА СРЕДНЕЙ ШКОЛЫ

На эстонском и английском языках.
Эстонское Государственное Издательство
Таллин, Пярну маantee 10

*

Toimetaja V. Rummel
Kunstiline toimetaja R. Tungla
Tehniline toimetaja A. Ruutsoo
Korrektorid H. Sinilaid ja H. Tillemann
Ladumisele antud 18. X 1955. Trükkimisele
antud 15. XII 1955. Paber 60×92, 1/16. Trüki-
poognaid 11,25. Arvutuspoognaid 13,30. Trüki-
arv 4000. MB-19701. Tellimise nr. 5244.
Trükikoda «Kommunist», Tallinn, Pikk tn. 2.

Hind rbl. 2.50

6—6



Rbl. 2.50

A-20913

TÜ RAAMATUKOGU



1 0300 00242912 6