A-4858 I eks

TOIMETAJA P. VAARASKO

Sundeksem
2. VII. 4
4. VII

Inglise keele õpik

IX

KLASSILE

RK

»PEDAGOOGILINE KIRJANDUS«
TALLINN 1946

ESTICA
A-9858
1 ex.

TOIMETAJA P. VAARASK

INGLISE KEELE ÕPIK

KESKKOOLI IX KLASSILE

RK
„PEDAGOOGILINE KIRJANDUS“
TALLINN 1946

Est.

Bibliotheca
Universitatis
Tartuensis
1946: 0495

7920

FIRST LESSON.

LONG LIVE INTERNATIONAL YOUTH DAY!

It is a day in September. The schoolchildren have had their first week of lessons and are crowding in the streets to take part in the demonstrations on International Youth Day.

The happy Soviet children march proudly along the streets of their town, with banners, flags and flowers in their hands, singing songs about their country, their leaders and their heroes.

The sun is shining brightly, playing upon the smiling faces of the healthy sunburnt boys and girls who returned a few days ago from summer camps, sanatoriums and villages.

There is no country in the world where the youth feels so joyful and happy as in the U. S. S. R. In our country all the children receive a good education free of charge, and when they finish their studies at school they can receive higher education, can become specialists in any branch of science.

What a pleasure it is to study quietly, to graduate from institutes and universities and begin a useful, happy life, taking part in the building up of our Soviet land, defending it and making it glorious!

Long live International Youth Day!

Long live our leaders!

Exercises.

I. Answer the following questions.

1) When do we celebrate International Youth Day? 2) Why do the schoolchildren crowd in the street on International Youth Day? 3) How do the happy Soviet children march along the streets of their towns? 4) What do they carry in their hands? 5) What songs do they sing? 6) Do our children receive a good education? 7) Do the parents have to pay for their children's education? 8) Do our students pay for their education? 9) Where are many of them sent in spring? 10) Where are the students sent directly they have finished their studies at school?

II. Write questions referring to the words in italics.

1) The sun is shining *brightly.* 2) *The happy Soviet children* march proudly along the streets. 3) We see *the smiling faces of the children.* 4) In our country all the children receive *a good education.* 5) Later on they will go *to different institutes.*

III. Use the correct tense instead of the infinitive in brackets.

1) Every morning we (to go) to school. 2) Where is Mary? Look, she (to sit) at the window; she (to read) a book. 3) Mary (to read) books very often. 4) She (to like) to read. 5) What she (to read) now? 6) I think she (to read) an English book. 7) We (to have) dictation very often. 8) Peter (to write) a letter to his friend. 9) He often (to write) letters to him. 10) (to shine) the sun now? 11) Yes, it (to shine) now. 12) The sun seldom (to shine) in October.

Word-building.

I. Noun	Adjective	Adverb
specialist	special	specially
nation	national	—
joy	joyful	joyfully

I. Noun	Adjective	Adverb
glory	glorious	gloriously
difference	different	differently
pride	proud	proudly
quiet	quiet	quietly

II. Noun	Verb
demonstration	demonstrate
decoration	decorate
education	educate

Phonetic Exercise.

uɪ	ʌ	au	ɔɪ	ɑɪ
juɪə skuɪlz ˈbjuɪtəful	ˈsʌnbəɪnt bʌt	ˈpraudli kraud ˈflauəz ˈhauziz taunz	ˈglɔɪriəs wɔɪm	vɑɪst pɑɪt ˈmɑɪtʃiŋ brɑɪntʃ

æ	ei	iə	i
flæg ˈbænə ˈintə(ɪ)ˈnæʃnl hændz ˈhæpi kæmp sænəˈtɔɪriəm	ˈeiˈtiɪnə dei edju(ɪ)ˈkeiʃən ˈgrædjueit ˈpleisiz	ˈglɔɪriəs ˈhiərouz aiə ˈsaiəns ˈkwaiətli	ˈtʃildrən ˈhæpi wið ˈvilidʒiz ˈspeʃəlist ˈhauziz diˈrektli ˈinstitjuɪt ˈbildiŋ

SECOND LESSON.

PERSEVERE.

Drive the nail aright, boys,
Hit it on the head;
Strike with all your might, boys,
While the iron's red.

When you've work to do, boys,
Do it with a will;
They who reach the top, boys,
First must climb the hill.

Though you stumble oft, boys,
Never be downcast;
Try, and try again, boys, —
You'll succeed at last!

Exercises.

I. Insert the following words:

drive, might, strike, reach, succeed, climb, try.

1) He will ... at last. 2) They will soon ... the town. 3) Strike with all your .... 4) You must ... the hill. 5) You can ... the nail into the wood with a hammer. 6) You can do it if you .... 7) ... the iron while it is hot *(Proverb)*.

II. Give the opposites to the following words:

hot, top, first, succeed, life, go seldom, big, in.

III. Learn the poem by heart.

Phonetic Exercise.

ai	ei	e	iː	əː	w
draiv	neil	hed	riːtʃ	wəːk	wɛə
rait	ə'gein	red	sək'siːd	həːt	wil
straik	deiz	sed	spiːk	həːd	wɔːk
mait	'peipəz	'letə		fəːst	wail
wail	'seiiŋ	'nevə		pəːsi'viə	wen
klaim	ðei				
trai					

THIRD LESSON.

NEWTON AND HIS DOG DIAMOND.

This happened when Newton was fifty years old. He had been hard at work more than twenty years studying a very difficult subject. One day he went out of his room, in which his little dog, Diamond, was sleeping before the table. On the table lay a heap of written papers. They contained all the facts which Newton had found out during those twenty years. When his master was in another room little Diamond rose, jumped upon the table and overthrew the lighted candle. The papers at once caught fire and were all burned.

Newton opened the door of his study, and saw that the fire had destroyed the labours of twenty years. There stood little Diamond, who had done all the mischief.

Newton looked sadly at his dog. He did not beat him for what he had done. He patted him on the head as kindly as usual though he was very sad.

"O Diamond, Diamond," cried he, "you little know the mischief you have done."

Exercises.

I. Write sentences with the following words:

candle, overthrew, to find out, to catch fire, to destroy, to pat, contain, mischief.

II. Put questions referring to the words in italics.

1) Newton was studying *a very difficult subject.* 2) *Little Diamond* was lying before the table. 3) The lighted candle was standing *on the table.* 4) *The kind man* did not beat his dog.

III. Use the correct past tense instead of the infinitive in brackets.

1) Peter came home when his brother (to return) already. 2) When we returned from school, our father was not at home; he (to go) to his work. 3) When I (to enter) the book-shop my friend already (to buy) several books. 4) We went to bed when the sun (to set) already. 5) When we (to reach) the river, our friends (to catch) many fish. 6) I handed in my dictation to the teacher when four other boys of our class already (to hand in) theirs. 7) John (to lose) my book that I (to give) him. 8) Annie (to find) her copy-book that she (to leave) in the classroom. 9) Peter returned to town, when all his comrades (to begin) their lessons. 10) I (to translate) the text before Henry (to come) to see me.

IV. Give other expressions for:

one day; to be hard at work; he went out of his room; to rise; to find out; to work very hard; to stand up; to learn; once; he left the room.

V. Say what difference there is in the meaning of the following words:

to light, to burn, to catch fire.

VI. Tell the story in your own words.

VII. Insert the correct preposition.

1) Many people were crowding ... the street ... International Youth Day. 2) He has taken part ... many demonstrations. 3) We were carrying banners ... our hands. 4) Has your friend returned ... the camp? 5) We have learned a story ... Newton and his dog. 6) It will be cold ... winter.

Word-building.

Noun	Adjective	Adverb
difficulty	difficult	—
sleep	sleepy	sleepily
mischief	mischievous	mischievously
sadness	sad	sadly
kindness	kind	kindly

Compound words

'schoolchildren
'sunburnt
'overthrow *(noun)*
'over'throw *(verb)*

Phonetic Exercise.

juɪ	juə	əɪ	i	w	ɑɪ
njuɪtn 'juɪguəl	'djuəriŋ	jəɪz wəɪk bəɪd	'fifti 'stʌdiiŋ 'difikəlt litl 'mistʃif	wʌn 'twenti	hɑɪd 'mɑɪstə hɑɪt

ʌ	ou	iɪ	aiə	ei	æ
'sʌbdʒikt dʒʌmpt ə'nʌðə ʌp	rouz ðouz 'ouvə'oruɪ oupnd	'liɪviŋ hiɪp	'daiəmənd 'faiə	'peipəz kən'teiniŋ teibl 'leibəz	fækts kændl 'sædli 'pætid

FOURTH LESSON.

NEWTON AND HIS DINNER.

A certain gentleman went to see Newton just before dinner-time. When he asked for him, the servant told him that Newton was in his study and that he could not disturb him. The visitor, who wished very much to speak to Newton, decided to wait till dinner-time, and sat down in the dining-room. Half an hour later, dinner was brought in — a boiled chicken under a cover. An hour passed, and Newton did not appear. The gentleman felt hungry and began to eat the chicken. When he had finished, he covered up the empty dish and told the servant to boil another chicken for his master. But before that was ready, Newton came down to dinner. When he found the gentleman in the dining-room, he said, "I beg your pardon, Sir, because you had to wait so long. But allow me to take my short dinner first, for I am quite tired and hungry." Saying this, he took up the cover, and, finding the dish empty, he said with a smile, "See, Sir, what we learned people are! I quite forgot I had dined already."

Exercises.

I. Answer the following questions.

1) Who went to see Newton one day? 2) At what time did he go to see Newton? 3) What did Newton's servant tell him? 4) Did the visitor want to see Newton? 5) What did he decide to do? 6) Where did he sit down to wait for Newton? 7) What was brought in after a time? 8) What was there under a cover? 9) Did Newton appear after an hour? 10) Why did the visitor begin to eat the boiled chicken? 11) What did he do when he had eaten the chicken? 12) What did he tell the servant?

II. Put questions referring to the words in italics.

1) *Before dinner was ready* Newton came down to dinner. 2) He saw the gentleman *in the dining-room.* 3) *You* had to wait very long. 4) *Newton* was quite tired and faint. 5) He took up *the cover.* 6) He saw an *empty* dish. 7) *Learned* people are often absent-minded. 8) Newton thought *that he had already eaten.* 9) *He* thought that he had forgotten about it.

III. Translate the following sentences into Estonian.

1) He asks me where I live. 2) He asked me where I lived. 3) He knows that this boy is a very good pupil. 4) I knew that she had been ill all that time. 5) I understood that he did not know his lesson. 6) I know that he always prepared his lessons. 7) He knew that he always prepared his lessons. 8) I know that he has prepared his lessons. 9) I knew that he had prepared his lesson. 10) He said that my sister was a very good girl. 11) He said that he had already been at the meeting. 12) I thought that he had never been there. 13) I thought you were in Moscow. 14) I think he is at school now. 15) I knew that he had already come from the camp.

IV Translate the following sentences into English.

1) Ma mõtlen, et ta on praegu koolis. 2) Ma tean, et ta käis jalgpalli mängimas. 3) Ma tean, et ta on parim jalgpallimängija. 4) Ta sõidab Leningradi, kui isa saab puhkust. 5) Ta ütles, et ta oli Leningradis. 6) Ta ütleb, et ta isa on haige. 7) Ta ütles, et ta isa oli haige. 8) Ma tean, et ta on ette valmistanud oma õppetunnid.

V. Complete the following sentences.

1) One day a certain gentleman decided ....
2) He knew that Newton ....

3) The servant told him that Newton ....
4) The visitor wanted ... in the dining-room.
5) I beg your pardon because ....

VI. Write a dialogue between Newton's servant and the visitor.

VII. Give the opposites to the following words:

day, short, empty, the first, happy, summer, to forget, good, to finish, useful, old, difficult, out of the room, little, before.

VIII. Insert an article where necessary.

1) ... Newton had ... little dog whose name was ... Diamond. 2) Newton had been hard at work studying ... very difficult subject. 3) He was sitting one day before ... table while his dog was sleeping on ... chair near ... table. 4) On ... table lay ... heap of written papers. 5) These papers contained all ... facts that ... great man had found out during twenty long years. 6) Newton went to ... other room, and, when ... little Diamond awoke, he rose and overthrew ... lighted candle. 7) ... fire destroyed all ... papers at which ... great man was working.

Word-building.

Verb		Noun	
light	wish	light	wish
study	dine	study	dinner
jump	cover	jump	cover
serve		servant, service	

Phonetic Exercise.

iː	əɪ	e	ɔ	aiə	ʌ
spiːk piːpl	fəɪst ˈləɪnid səɪtn	ˈredi ˈempti went lesnz	lɔŋ əˈlɔŋ sɔŋz	ˈtaiəd ˈsaiəns	ˈstʌdi mʌtʃ ˈhʌŋgri wʌn əˈnʌðə

au	ɔi	w	juɪ
daun faund əˈlau	bɔild ˈdʒɔiful bɔilz	wail wen wɔtˈevə ˈkwaiətli	njuɪtn ˈbjuɪtəful ˈedju(ɪ)keit

FIFTH LESSON.

HOW MARK SAVED HIS FATHER.

(The story of a French revolutionary.)

... The boy handed the letter to Jean, one of the soldiers at the prison door. It was for the head man of the prison, but Jean turned it over and over as if he thought there was something wicked in it. While he did so, the boy could see a face looking at him behind the grating of the window close to the door — a pale, haggard face. It was his father's. He had been three weeks in prison, because he was a revolutionary. Mark knew that very soon his father would be tried, and after the trial he would be killed.

Mark was only twelve, but he was a very clever boy. He used to come every day and talk to the soldiers, and make friends with them. They never guessed who he was, or that

it was his father he was really talking to while he seemed to be talking to them.

The second soldier, Pierre, was very fond of dozing in the sun. To-day the sun was very hot indeed, and he was sleepy. So when he woke up and saw it was only Mark, he got sleepy again. "I shall take you to the head man myself," Jean said; and that was just what Mark wanted.

When they reached the head man's room they found he was not in; so Jean told Mark that he would go to find him, and Mark was left alone.

As soon as Jean was out of sight, Mark ran down the passage towards his father's cell. In a moment he had drawn the bolt and opened the door.

"Quick, father!" he whispered. "There is only Pierre outside. He will be asleep."

Very carefully Mark unbolted the outer door and looked out. As he expected, Pierre was dozing in the sun. They stole past him noiselessly. Behind a wall, two horses which Mark had brought were standing ready saddled. Jean returned to the gate ten minutes afterwards. He expected to find Mark talking to Pierre, but he found only Pierre, who was still asleep.

And that was how Mark saved his father.

Exercises.

I. Answer the following questions.

1) Whose son was Mark? 2) How old was he? 3) Why did he come to the prison one day? 4) To whom did he hand the letter? 5) For whom was the letter? 6) Why did the soldier turn it over and over? 7) Whose face could the boy see behind the grating of the window? 8) How long had Mark's father been in prison already? 9) Why was he in

prison? 10) What did the enemies want to do with Mark's father? 11) What kind of boy was Mark? 12) Why did Mark come to the prison door every day? 13) Did the soldiers guess whose son he was? 14) Did Jean and Mark find the head man in? 15) What did Jean tell Mark? 16) Where did he go himself? 17) When did Mark run down the passage? 18) Where did he run? 19) What had he done in a moment? 20) What did he whisper in his father's ear? 21) How did Mark unbolt the outer door? 22) What was Pierre doing at that time? 23) How did they steal past him?

II. Put questions to the words given in italics.

1) The second soldier was *Pierre.* 2) He was very fond *of dozing in the sun.* 3) *To-day* the sun was very hot, indeed. 4) *He* was sleepy. 5) He saw *that Mark was standing at the prison door.* 6) *He* got sleepy again. 7) Jean took *the boy* to the head man of the prison. 8) *Mark* had brought *two* horses. 9) *They* were standing *behind a wall.* 10) Yes, the horses were saddled. 11) Jean returned *to the gate ten minutes afterwards.* 12) He expected *to find Mark.* 13) He found *nobody.* 14) Mark saved *his* father *in this way.*

III. Use the correct form of the verb in brackets.

1) Mark often (to go) to the prison. 2) He handed Jean a letter which he (to write) at home. 3) While Jean (to turn) the letter over, Mark (to look) at his father, who (to stand) behind the grating of the window. 4) Jean thought that there (to be) something wicked in the letter. 5) The soldiers thought that their prisoner (to be tried) the next day. 6) The soldiers did not guess that Mark (to be) their prisoner's son. 7) Mark (to run) to his father's cell and (to

open) it. 8) When Mark and his father passed Pierre, he (to doze) in the sun. 9) The horses which Mark (to bring) (to stand) ready saddled. 10) When Jean (to return) to the gate ten minutes later he (to find) Pierre who (to sleep).

IV. Say whether the words given in italics are verbs, nouns or adjectives.

1) *Hand* me this letter, boy. 2) His *work* is very useful. 3) They *work* very well. 4) He covered his eyes with his *hand*. 5) *The head* man of the prison was not in. 6) Our *village* school is on a river. 7) This *village* is very beautiful. 8) We must all *study* English well. 9) Newton was busy in his *study* when the gentleman came. 10) Mark had brought a *saddle*. 11) He will *saddle* the horses.

V. Write a beginning to the following sentences.

1) ... a letter to Jean.
2) ... that there was something wicked in it.
3) ... a face looking at him.
4) ... a boy of twelve.
5) ... friends with them.
6) ... sleepy again.
7) ... guess who Mark was.

VI. Complete the following sentences.

1) As soon as Mark ....
2) Mark knew that very soon ....
3) Mark handed a ....
4) The man at the window ....
5) The boy unbolted ....
6) The horses which Mark had brought ....

VII. Make up sentences using the following expressions:

to make friends with ... , used to come, was fond of, as soon as ... , in a moment, to guess, out of sight.

VIII. Write a short plan of this story.

IX. Give the opposites to the following words:

empty, weak, asleep, unbolt, outer, to find, open, behind, nobody, still asleep, close to, appear, at first, to lose, to shut, in front of, full, strong, far from, at last, everybody, inner, to bolt, to disappear, still awake.

X. Analyse the following sentences.

1) The boy handed the letter to Jean. 2) Mark came to the prison door every day. 3) Mark's father was standing behind the grating of the window. 4) Jean took Mark to the head man. 5) Mark gave Jean a letter.

XI. Translate the following sentences.

1) Do you take part in their work? 2) Education in our country is free of charge. 3) To keep alive we must eat and drink. 4) Be careful, this branch can catch fire. 5) He feels hungry and wants to go home. 6) I hope we shall make friends with you. 7) Mark ran down the passage. 8) We used to go to the woods in summer. 9) Pierre was fond of taking a doze in the sun. 10) Is your father in? 11) The boy began to run and was soon out of sight. 12) In a moment we began to follow him.

XII. Translate the following sentences into English.

1) Mark mõtleb, et ta näeb isa. 2) Mark mõtles, et ta näeb isa. 3) Sõdurid ei teadnud, et Mark on revolutsionääri poeg. 4) Nad ei aimanud, kes Mark on. 5) Pierre mõtles, et ta tukub natuke.

Phonetic Exercise.

ou	ɔ:	i	i:	ei
ˈsouldʒə ˈwindou douz wouk ˈʌnˈboultid ˈmoumənt stoul	ˈhɔ:siz tɔ:dz drɔ:n dɔ: brɔ:t	prizn ˈwikid ˈkwikli ˈwispə witʃ ˈminit	si: inˈdi:d ˈsli:pi	ˈgreitiŋ peil feis

æ	e	ai	w	r
ˈhægəd ræn ˈstændiŋ ˈpæsidʒ sædld	frend ges ˈnevə sel	biˈhaind faind sait wail	twelv ˈwindou wouk ˈa:ftəwədz	ˈgreitiŋ prizn brɔ:t red

SIXTH LESSON.

IVAN SUSANIN.

In the year 1612, when the Poles were in Moscow, about two hundred Polish horsemen came to a little village near Kostroma. They robbed all the peasants in the village and then asked for a man to show them the way to Moscow. They had lost their way in the snow and could not find the road. Nobody wanted to help them.

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

"Show us the way," cried the Poles, "or we will 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. If I lead them into a swamp I shall be able to help to save my country."

He went in front and the two-hundred horsemen followed him. For many hours they went on in the forest. "Where is the road," they cried.

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

"He wants money," said one of the leaders. "Give him gold. Now, show us the way or we will kill you."

"In half an hour we shall be on the road," said Susanin, "and you will be able to go to Moscow."

By-and-by the ground got soft, and there was water under the fresh snow which had not yet frozen. Farther and farther they went over the swamp, until the horses could neither go farther nor turn back.

"So," said Ivan Susanin, when they stopped. "You thought I was a traitor to sell my country for your gold. You will never be able to get out of this swamp. You will all die here,"

The Poles killed Ivan Susanin but they did not get to Moscow, — they found their death in the swamp.

In the same year the Russian people led by Minin and Pozharsky drove the Poles out of Russia.

Exercises.

I. Answer the following questions.

1) In what year did Polish horsemen come to a little village near Kostroma? 2) What did they do in the village? 3) Why could they not find the road? 4) Did anybody want to help them? 5) Whom did the Poles order to show them

the way? 6) What did Ivan Susanin say to himself before going with the Poles?

II. Put questions referring to the words in italics.

1) *"Show us the way,"* cried the Poles. 2) Susanin went *in front.* 3) The horsemen followed *him.* 4) *For many hours* they went on in the forest. 5) In half an hour we shall be *on the road.* 6) There was water under the fresh snow. 7) The Polish horsemen were not able *to get out of the swamp.* 8) *The Poles* killed Ivan Susanin.

III. Read the following numerals:

175, 2345, 7018, 25101, 381045.

IV. Read the following dates:

1812; 9.I, 1905; 25.X, 1917; 5.XII, 36; 21.VI, 41.

V. Say what difference there is in the meaning of the following

1) The Poles (to come) to Moscow in 1612. 2) They (to lose) their way in the snow and were unable to find the road that (to be) on the other side of the forest. 3) The Poles thought that Susanin (to want) money. 4) Susanin knew that the Poles (to find) their death in the swamp. 5) In 1612 the Russians (to drive) the Poles out of Russia.

Phonetic Exercise.

ʌ	ɔ	ɑɪ	ɔɪ	e
frʌnt	ˈfɔrɪst	fɑɪ	lɔɪst	help
ˈhʌndrəd	rɔbd	ɑɪskt	wɔɪk	jet
ˈmʌni	sɔft	ˈfɑɪðə	ˈwɔɪtə	sel
ˈkʌntri	gɔt	ˈɑɪnsə	ˈhɔɪsmən	freʃ
ˈʌndə	ˈfɔlou	hɑɪf		
ʌnˈtil				

ou	iː	ei	i
snou	liːd	eibl	wil
poulz	liːdz	seiv	ˈvilidʒ
ould	ˈsiksˈtɪn	wei	ʌnˈtil
gould		ˈtreitə	kil
roud		seim	big
frouzn			

REVIEW.

I. Use the correct tense of the verb given in brackets.

1) ... you ... part in the demonstration on International Youth Day? (to take) 2) We ... already ... several weeks of lessons. (to have) 3) We ... already ... several weeks of lessons when this boy came to our class from another school. (to have) 4) I decided at once that he ... my friend very soon. (to be) 5) ... you already ... your translation when I came? (to finish) 6) No, I ... just ... it when you came. (to finish) 7) I told him that my brother ... the village by the 10th of September last year. (to leave) 8) He promised that he ... us next week. (to visit) 9) He said that he ... never ... such an interesting film. (to see) 10) ... you ... the book which I ... you last week? (to read, to give)

II. Answer the following questions.

1) At what school do you learn? 2) When did you return from the country? 3) How many lessons have you had today? 4) How many pupils are there in your class? 5) Have you read any interesting English stories? 6) Do you ever learn English poems by heart? 7) Do you sometimes write them from memory? 8) What English story do you like best?

9) Can you speak English already? 10) Do you often speak English at your lessons? 11) What do you want to study after school? 12) What branch of science do you like best? 13) What do you want to become? 14) Do you want to become a pilot or an engineer? 15) Do you live in a town or in a village?

Word-building.

Noun	Adjective	Adverb	Verb
wonder	wonder**ful**	wonder**fully**	wonder
passage	—	—	pass
care	{careless / careful}	{carelessly / carefully}	care
soft**ness**	soft	soft**ly**	soft**en**
rescue	—	—	rescue
empti**ness**	empty	—	empty
trial	—		try

III. Insert an article where necessary.

1) ... certain gentleman went to see ... Newton just before dinner-time. 2) ... visitor wished very much to speak to ... Newton, and said he would wait in ... dining-room. 3) Half ... hour later ... dinner was brought in, ... boiled chicken under ... cover. 4) ... hour passed, but Newton did not appear. 5) ... gentleman began to feel hungry now and began to eat ... chicken. 6) He covered up ... empty dish and told ... servant to boil ... other chicken for his master. 7) Finding ... dish empty, Newton said to ... visitor with ... smile, "See, Sir, what we ... learned people are!" 8) Mark held ... letter in his hand; ... letter was to ... head man of ... prison. 9) ... boy could see ... face, ... face of his father. 10) Mark's father was ... revolutionary. 11) ... Mark was

only twelve, but he was ... clever boy. 12) ... second soldier, Pierre, was very fond of dozing when ... sun was warm. 13) Soon ... Mark left ... room. 14) In ... moment he had drawn ... bolt and opened ... door. 15) Mark unbolted ... outer door. 16) Behind ... wall two horses were standing saddled.

IV. Give the opposites to the following words:

to give, far, careless, down, asleep, many, often, nobody, quickly, to begin, big, high, small, to unbolt, to open, wicked, long, under, loud, thick.

V. Write the ordinal numerals to the following cardinal numerals:

thirty-one, sixty-two, thirty, forty, five, one hundred and seven, eight, ninety, twelve, twenty, a hundred, a thousand.

VI. Underline the suffixes in the following words:

international, demonstration, proudly, revolutionary, beautiful, playing, education, boiled, hungry, guilty, difficulty, unbolted.

VII. Insert the correct preposition.

1) The visitor asked ... Newton. 2) Newton was ... his study. 3) He sat down ... the dining-room. 4) There was a boiled chicken ... a cover. 5) The visitor told the servant to boil another chicken ... his master. 6) The letter was ... the head man ... the prison. 7) Jean thought that there was something wicked ... the letter. 8) A pale face was looking ... the boy. 9) Peter has made friends ... another boy. 10) ... a moment the boy had drawn the bolt. 11) Pierre was dozing ... the sun. 12) ... the wall two horses were standing.

VIII. Give other words for:

to hand, wicked, close to the window, good, he used to come every day, he talked to the soldiers, they never guessed who he was, he got sleepy again, people are crowding in the street, joyful.

IX. Use *much or many, little or few.*

1) He has ... work to do. 2) The postman has ... letters in his bag. 3) She has a ... English books. 4) We have ... time to read. 5) Little Diamond did ... mischief.

X. Use *some, any, no, something, anything, nothing, somebody, anybody, nobody.*

1) Have you ... time to-day? 2) I'm afraid I have ... time. 3) In the Botanical Gardens you can see ... flower you like. 4) Let us buy ... flowers for our mother. 5) Have you ... flowers to sell? No, I have ... flowers. 6) Peter knows ... but does not want to tell me ... 7) Peter, do you know ...? 8) I can't do ... for you now, as I have ... time. 9) ... has been here already. 10) Has ... been here already? 11) No, ... has been here before us. 12) ... of our pupils want to become airmen. 13) Will ... of you go to the university? 14) Yes, I think, ... will.

XI. Join each pair of sentences into one using one of the following conjunctions: *when, and, that, while, though.*

1) a. Newton was writing at his table. b. His dog Diamond was sleeping near the fire.

2) a. Newton was in another room. b. Little Diamond overthrew the lighted candle.

3) a. The papers caught fire. b. They were all burned.

4) a. Newton opened the door of his study. b. He saw the mischief Diamond had done.

5) a. He saw the fire. b. The fire had destroyed the labour of twenty years.

6) a. Newton patted Diamond on the head. b. He was very sad.

XII. Pronounce the words:

flæg	frʌnt	wɔɪm	douz
kæmp	kʌm	wɔɪk	wouk
ræn	rʌn	ˈhɔɪsmən	ˈsouldʒə
sædl	sʌdn	tɔɪdz	roud
ˈmeni	ˈmʌni	brɔɪt	oupnd
ˈhægəd	ˈhʌndrəd	wɔɪtə	ˈʌnˈboultid
ˈstændiŋ	ˈsʌnbəɪnt	ˈglɔːriəs	frouzn
piːpl	ˈbildiŋ	faɪ	fəɪst
spiːk	ˈstʌdiiŋ	haɪd	həɪt
liːd	ˈvilidʒiz	ˈmaɪstə	səɪtn
inˈdiːd	ʌnˈtil	braɪntʃ	bəɪd
səˈksiːd	ˈsiksˈtiːn	haɪt	həɪd
riːtʃ	witʃ	ˈaɪftəwədz	pəɪsiˈviə

SEVENTH LESSON.

DICKON KILLS THE KING'S DEER.

(From "Bows against the Barons" by Geoffrey Trease.)

Dickon is the principal hero of the novel "Bows against the Barons" by G. Trease. Unable to bear the oppression of his rulers Dickon escapes to Sherwood, where the famous outlaw and friend of the poor, Robin Hood, offers him shelter. The following extract shows how the poor people were oppressed.

... Dickon passed by the cottages, saying good night to those who stood round their doors. His own home was at the far end of the village, some distance from the rest. It was surrounded by the great trees of the forest.

"You're late, my son," said his mother.

She was a tired, grey little woman, who had too much work and too little food. She put a wooden plate with vegetables in front of him. He took an oatcake and began to eat it before replying.

"Have you seen what the deer have done to our garden?"

"No." Dickon frowned. "Have they been at the crops again?"

"Yes. They've rooted up a lot and trampled more. A month's food destroyed in a night."

"I'd like to kill one of the deer, then we'll have meat and our vegetables too," said Dickon.

"Hush!" She looked out of the doorway into the gathering darkness. "Someone will hear you. You know what it means to touch the king's deer!"

"Well, why can't the king keep them off our fields? He comes here about once a year to hunt and all the rest of the time they trample our crops and eat our roots and undo the work we do. They don't allow us to do anything. We starve but the deer grow fat. It is not right."

"It has always been so," said his mother, "and I suppose it always will be. So long as we keep alive somehow to do our masters' work and fight their wars, they don't care how poor we are."

"I'd like to teach them!"

She smiled. "Boy's words! You'd better go and sleep now. There's much work to do to-morrow."

(To be continued)

Exercises.

I. Answer the following questions.

1) What did Dickon pass by? 2) To whom did he say good night? 3) Where was his own house? 4) What was it surrounded by? 5) What did Dickon's mother say to him when he came in? 6) What kind of woman was Dickon's

mother? 7) What did she put in front of him? 8) What did Dickon take? 9) What did his mother ask him? 10) What had the king's deer done? 11) In what way did Dickon want to get food for his mother and family?

II. Put questions referring to the words in italics.

1) *Someone* will hear you. 2) *The king's deer* destroy the crops of the poor. 3) The deer eat *their roots*. 4) They undo the work *which the peasants do*. 5) Dickon says *he will be glad to teach them*.

III. Change the following sentences into indirect speech.

1) Dickon's mother said, "You are late." 2) The mother said, "The King's deer have rooted up our crops." 3) Dickon said, "Our food is destroyed." 4) Dickon said, "I should like to kill one of the deer." 5) She said, "Somebody will hear you." 6) Dickon said, "We shall have meat and vegetables." 7) The mother said to Dickon, "You will have much work to do."

IV. Insert a preposition where necessary.

1) ...whom does this book belong? 2) The boy passed ... the cottages. 3) Dickon's house was ... the far end ... the village. 4) His house was surrounded ... trees. 5) The mother put a wooden plate ... vegetables ... front ... Dickon. 6) The king's deer have been ... the crops again. 7) A month's food was destroyed ... a night. 8) She looked out ... the doorway ... the gathering darkness. 9) Peter is a favourite ... the schoolchildren.

V. Translate the following sentences.

1) I'd like to become a pilot. 2) John would like to be a sailor. 3) He'd like to see our great heroes. 4) She'd like to be a parachutist. 5) We'd like to speak English well. 6) They

like to help us. 7) Your brother had better go there at once. 8) You had better prepare your lessons now. 9) We had better prepare our slogans. 10) They had better stay here.

VI. Change the following sentences into the plural.

1) This woman has a gray sheep. 2) This deer is very beautiful. 3) That branch is covered with snow. 4) He held his umbrella in his hand. 5) There is a knife in my pocket. 6) This leaf is green. 7) That man is a great hero. 8) My glass is broken. 9) I see a fox in a cage.

VII. Write a beginning to the following sentences.

1) ... at the far end of the village.
2) ... by the great trees of the forest.
3) ... too little food.
4) ... an oatcake.
5) ... done in our garden?
6) ... destroyed in a night.
7) ... will hear you.
8) ... once a year.
9) ... to the forest now.
10) ... a beautiful deer.

VIII. Translate the following sentences into English.

1) Dickon ütles: „Ma tahaksin tappa hirve.“ 2) „Ma tahaksin praegu süüa,“ ütles poiss. 3) Oleks parem, kui sa valmistaksid tunnid ette täna. 4) Oleks parem, kui sa läheksid liuväljale homme. 5) Ta tahaks rohkem lugeda. 6) Oleks parem, kui te räägiksite oma tundides inglise keelt.

IX. Write a dialogue between Dickon and his mother.

Phonetic Exercise.

iə	ou	ɔ:	ɔ	e	a:
diə 'hiərou	bou bouz souz ðouz oun 'outkeik	'autlɔ: dɔ:z 'ɔ:lmoust wɔ:n	'ɔfə 'kɔtidʒiz 'fɔrist krɔps	'ʃeltə ə'prest	pa:st fa: 'da:knis

ai	æ	au	dʒ	ʃ
nait traid ri'plai rait	træmpl 'gæðə iks'trækt	raund fraun 'autlɔ:	'vilidʒ 'vedʒitəbl 'kɔtidʒ	'ʃædou ʃi:

EIGHTH LESSON.

DICKON KILLS THE KING'S DEER.

(Continued.)

Dickon was sleeping ... His dreams were sad. He dreamt it was winter again, and there was no food in the hut. In the king's forest there were hares and rabbits and birds and deer, but they were not for the poor.

Suddenly he woke up. He heard the sound of hoofs on the ground. He listened for a moment. It was no dream. The noise came from outside. "Who is there?" he thought. He caught up his bow and arrows, opened the door, and looked out.

Five or six deer were eating his vegetables. As he watched, a week's food for the family was eaten up before his eyes.

This was too much! Thoughtlessly he aimed an arrow and let it fly at one of the deer. The deer leapt in the air, fell over, and soon it lay still.

The rest of the deer had run into the forest. Dickon was alone, with the dead deer, under the moon. He stepped forward and examined the dead animal. By-and-by he realized the terrible thing he had done.

"What have I done?" he said, "I have killed one of the king's deer!"

He stood thinking. He did not know what to do.

Everything in the forest belonged to the king. To fell a tree was a crime, even to cut a branch... And he had killed one of the king's deer! "What will they do with me?" he thought. He was sure he would be tried for this, surely they would cut off his ears or one of his hands.

Dickon thought again. "No, they will not cut off my hand, because I shall not be able to work for my master. It will be my ears," he decided.

He looked round helplessly. Where could he be safe?

Suddenly Dickon realized where he would be safe. Sherwood! That was the place where he would run to! Robin Hood, the friend of the poor, would surely defend him...

He waited no longer. Noiselessly he went back to the hut and took a few things necessary to him. For food he took only a few oatcakes, and, as he was passing the dead deer, he cut himself a piece of the meat.

Then he noiselessly slipped into the forest.

Exercises.

I. Answer the following questions.

1) Who was sleeping? 2) Whose dreams were sad? 3) What did he dream about? 4) When did Dickon awake? 5) Why did he awake? 6) Was it a dream he saw? 7) Where

did the noise come from? 8) What did he catch up? 9) What did he do next? 10) What did he see? 11) What were the deer doing? 12) What was eaten up before his eyes? 13) Why did Dickon aim at one of the deer? 14) Did his arrow kill the deer? 15) Where did the other deer run? 16) What did he examine? 17) Did he realize what he had done? 18) Whose deer did he kill?

II. Put questions referring to the words in italics.

1) *Everything in the forest* belonged to the king. 2) *To fell a tree* was a crime. 3) *He* would be tried for that. 4) They would cut off *his ears or one of his hands.* 5) They would not cut off his hand, *because he would be unable to work.* 6) They would cut off *his ears.* 7) Dickon decided to run away *to Sherwood.* 8) *Robin Hood* was there. 9) *Robin* Hood was *the friend of the poor.* 10) No, he waited no longer. 11) He took *a few things* with him. 12) *Noiselessly* he slipped into the forest.

III. Form adjectives and adverbs from the following words, using the suffixes *-ful, -less, -y, -ible, -ly:*

thought	terror	happiness
noise	wonder	laziness
beauty	guilt	hunger
use	emptiness	sleep

IV. In the following sentences change direct speech into indirect.

a) 1) The teacher says to me, "Do you know this story?" 2) Peter says to me, "Is this story difficult?" 3) The teacher asked me, "Was Dickon's house far from the rest?" 4) The teacher asked me, "Was Dickon's house surrounded by the big trees of the forest?" 5) The teacher asks the pupil, "Had Dickon's mother enough food?" 6) She asked me,

"Did Dickon's mother put the wooden plate in front of him?" 7) Dickon's mother said to him, "Have you seen what the king's deer have done in our garden?" 8) Dickon asked his mother, "Have they been at the crops again?" 9) Dickon said to his mother, "Have the king's deer rooted up our vegetables?" 10) Dickon said, "Is it right?" 11) Dickon said to his mother, "Will the poor ever teach the rich?" 12) He asked, "Is there much work to do?" 13) He asked, "Will there be much work to do?" 14) She said, "May I take this book?" 15) They asked, "Will he be at the meeting?"

b) 1) The teacher asked the pupil, "Who was sleeping?" 2) Mary says to Annie, "What did Dickon dream about?" 3) Annie said to Mary, "What season was it?" 4) The teacher said, "In whose forest were there deer and rabbits and birds?" 5) Peter says to George, "Where did the rest of the deer run?" 6) Mary asks Olga, "What did Dickon realize?" 7) The teacher asked, "Whose deer has he killed?" 8) Mike says to Ann, "To whom did everything in the forest belong?" 9) The teacher said, "Who will be punished for that?" 10) Mike says to Peter, "Where could Dickon be safe?" 11) The teacher said to the pupils, "Do you know stories about Robin Hood?" 12) The teacher asked the pupils, "Have you read any stories about Robin Hood?" 13) The teacher says ta Mary, "Where did Robin Hood live?" 14) Ann asks Peter, "In what wood did Robin Hood live?" 15) George asks Ann, "What did Dickon take with him?"

V. Give the opposites to the following words:
empty, strong, wicked, asleep, to bolt, to do, night, thoughtless.

VI. Give the names of all the animals you know.

VII. Join each pair of sentences into one using one of the following conjunctions: *and, because, that, when, therefore, why.*

1) a. Dickon's mother said to him. b) He was late.

2) a. Dickon's mother looked old and tired. b. She had had a hard life.

3) a. She brought a wooden plate with vegetables. b. She put it on the table.

4) a. Dickon took an oatcake. b. He began to eat it.

5) a. The mother looked out of the doorway. b. She was afraid.

6) a. It was midnight. b. The moonlight was pouring in through the hole in the roof. c. Dickon awoke.

VIII. Write sentences with the following words and expressions: all through the night, thanks to, he'd like to, so long as, you'd better ..., was safe, by-and-by, they have been at it again.

IX. Write a short plan of the story.

X. Tell the story in your own words according to the plan.

Phonetic Exercise.

uː	iː	i	ʌ	e	ɔɪ
huːf	ˈsliːpiŋ	ˈdikən	trʌbld	dremt	kɔɪt
muːn	driːmz	ˈwintə	hʌt	fel	əɔɪt
luːs	ˈiːtiŋ	kiŋ	intəˈrʌpt	rest	
fuːd	wiːk	kil	ˈʌndə	ded	
	ˈiːtn	ˈtʃimni	kʌt	stept	
		lisnd		ˈterəbl	

ei	ɔ	u	ɛə	æ	əɪ
əˈgein	wɔtʃt	stud	ðɛə	ˈræbit	bəɪdz
eim	ˈlɔŋgə	tuk	hɛəz	ˈærou	həɪd
eimd	ˈfɔrist	rum	ɛə	ˈfæmili	səɪv
lei				ˈænimәl	ou
eibl					houl
seif					

NINTH LESSON.

HOW THE DOG AND THE HORSE WERE TAMED.

(From "The Cat That Walked by Himself" by R. Kipling.)

Part I.

This happened when the tame animals were wild. The Dog was wild, and the Horse was wild, and the Cow was wild, and the Sheep was wild, and the Pig was wild — as wild as wild could be — and they walked in the Wet Wild Woods. But the wildest of all the wild animals was the Cat. He walked by himself, and all places were alike to him.

Of course the Man was wild too. He was very wild. He did not even begin to be tame till he met the Woman, and she told him that she did not like living in his wild ways. And she found a nice dry cave to live in and they began to keep house.

One night after a good supper the Woman sat up doing her hair. She took the bone of the shoulder of mutton and she looked at the wonderful marks on it, and she threw more wood on the fire, and she made a Magic. She made the first Singing Magic in the world.

Then Wild Horse beat with his wild foot and said, "Oh my Friends and Oh my Enemies, why have the Man and the Woman made that great light in their cave?"

Wild Dog with his wild nose smelled the smell of the roast mutton, and said. "I will go up and see and look, and say; for I think it is good. Cat, come with me."

"Nenni!" said the Cat. "I am the Cat that walks by himself, and all places are alike to me. I will not come."

"Then we can never be friends again," said Wild Dog, and he went off to the Cave. But when he had gone a little way

the Cat said to himself, "All places are alike to me, I shall go too and see and look and come away, when I like."

So he went after the Wild Dog softly, very softly, and hid himself where he could hear everything.

When Wild Dog reached the mouth of the cave he sniffed the beautiful smell of the roast mutton, and the Woman heard him and laughed, and said, "Here comes the first. Wild Thing out of the Wild Woods, what do you want?"

Wild Dog said, "Oh my Enemy and Wife of my Enemy, what is this that smells so good in the Wild Woods?"

Then the Woman took up a roasted mutton bone threw it to Wild Dog, and said, "Wild Thing out of the Wild Woods, taste and try."

Wild Dog tasted the bone and said, "Oh my Enemy and Wife of my Enemy, give me another."

The Woman said, "Wild Thing out of the Wild Woods, help my Man to hunt through the day and guard this cave at night and I will give you as many roast bones as you need."

"Ah!" said the Cat, listening. "This is a very wise Woman, but she is not so wise as I am."

Wild Dog crept into the cave and laid his head on the Woman's lap, and said, "Oh my Friend and Wife of my Friend, I will help your Man to hunt through the day, and at night I will guard your cave."

"Ah!" said the Cat, listening. "That is a very foolish Dog." And he went back through the Wet Wild Woods waving his wild tail. But he never told anybody.

When the Man woke up, he said, "What is Wild Dog doing here?" And the Woman said, "His name is not Wild Dog any more, but the First Friend, because he will be our friend for always and always and always. Take him with you when you go hunting."

(To be continued)

Exercises.

I. Answer the following questions.

1) When did this happen? 2) What animals were quite wild then? 3) What was the wildest animal of all? 4) Was the Man wild too? 5) When did the Man begin to be tame? 6) Did the Woman like living in such wild ways? 7) How did the Woman do the first Magic? 8) Who first saw the light in the cave? 9) What did Wild Dog smell with his wild nose? 10) What did Wild Dog decide to do? 11) Whom did he invite to go with him? 12) Did the Cat want to go with the Dog? 13) Did Wild Dog go alone? 14) What did the Cat say to himself? 15) How did the Cat go after Wild Dog? 16) Where did the Cat hide himself? 17) What did Wild Dog begin to do when he reached the mouth of the cave? 18) What did the Woman say when she heard Wild Dog? 19) What did Wild Dog ask the Woman? 20) What did the Woman give Wild Dog to taste?

II. Put questions referring to the words in italics.

1) *As Wild Dog liked the bone,* he asked for another. 2) The Woman asked the dog *to guard their cave at night.* 3) Wild Dog crept *into the cave.* 4) He laid his head on *the Woman's lap.* 5) The Cat went back *through the Wet Wild Woods.*

III. Insert the correct preposition.

1) All places are alike ... the cat. 2) The woman did not want to live ... such wild ways. 3) The woman threw some wood ... the fire. 4) The cat went ... the dog. 5) The dog guards the house ... night. 6) The Cat went back ... the Wet Wild Woods. 7) The dog will be our friend ... always and always and always.

IV. Use the correct tense instead of the infinitive in brackets.

1) Long, long ago the cat and the dog (to be) wild. 2) The man (to begin) to be tame after he (to meet) the woman. 3) The woman (to begin) to live in the cave she (to find). 4) The woman (to do) her hair, when she (to decide) to make her first magic. 5) The horse (to notice) the light that the woman (to make). 6) When the dog (to go) away the cat (to begin) to follow him. 7) The dog smelled the mutton the woman (to roast). 8) "Wild Thing of the Wild Woods, why ... you (to come) here?" 9) If you help my husband, I (to give) you as many roasted bones as you like," the woman said. 10) The cat went back to the woods from which he (to come).

V. Complete the following sentences.

1) Many, many years ago....
2) All the animals of the forest were....
3) The woman did not like....
4) The woman made the first....
5) Wild Dog decided....
6) Wild Dog tasted....
7) "You must help my Man....
8) Wild Dog crept....
9) The woman found a nice cave....
10) "Wild Dog will be our....

VI. Write a short plan of this story.

VII. Translate the following sentences into English.

1) Võta see kriit! Ärge ajage tunnis juttu! 3) Tõlkige see harjutus! 4) Las ta loeb teksti läbi. 5) Kirjutagem see harjutus! 6) Lugegem see luuletus koos! 7) Las nad lähevad koju. 8) Las ta kirjutab uued sõnad tahvlile. 9) Ärge unustage õppida uusi sõnu! 10) Las ta läheb koju.

VIII. Write a dialogue between the Dog and the Woman.

to write — to **re**write
to pay — to **re**pay
to organize — to **re**organize
to visit — to **re**visit

Phonetic Exercise.

w	æ	ŋ	ei	uː	u	ʌ
wəɪld wet waild wudz	ˈmædʒik hæpnd ˈæniməl kæt	ˈsiŋiŋ θiŋ	keiv weiz teim teil	ˈduːiŋ tuː θruː ˈfuːliʃ	fut wudz	ˈsʌpə mʌtn ˈwʌndə hʌnt

aiə	au	iː	ɔɪ	ai	ou
ˈfaiə ˈhaiə ˈtaiəd	kau faund hau	siːt kiːp biːt riːtʃt	wɔɪk kɔɪs ˈɔɪlwəz	drai lait trai	roust boun ˈʃouldə ˈgouiŋ wouk

TENTH LESSON.

HOW THE DOG AND THE HORSE WERE TAMED.

(Continued.)

Part II.

Next night the Woman cut great green armfuls of fresh grass from the water-meadows and dried it before the fire, so that it smelt like new hay, and she sat at the mouth of the cave and plaited a halter, and she looked at the shoulder-of-mutton bone, and she made a Magic. She made the second Singing Magic in the world.

Out in the Wild Woods all the wild animals wondered what had happened to Wild Dog, and at last Wild Horse beat the ground with his foot and said, "I will go and see and say why Wild Dog has not returned. Cat, come with me."

"Nenni!" said the Cat. "I am the Cat who walks by himself, and all places are alike to me. I will not come."

But he followed Wild Horse softly, very softly, and hid himself where he could hear everything.

When the Woman heard Wild Horse, she laughed and said, "Here comes the second. Wild Thing out of the Wild Woods, what do you want?"

Wild Horse said, "Oh my Enemy and Wife of my Enemy, where is Wild Dog?" The Woman laughed and said, "Wild Thing out of the Wild Woods, you did not come here for Wild Dog, but for the sake of this good grass."

And Wild Horse said, "That is true; give it me to eat."

The Woman said, "Wild Thing out of the Wild Woods, bend your wild head and wear what I give you, and you shall eat the wonderful grass three times a day."

"Ah," said the Cat, listening, "This is a clever Woman, but she is not so clever as I am."

Wild Horse bent his wild head, and the Woman threw the plaited halter over it, and Wild Horse breathed on the Woman's feet and said, "Oh my mistress, and wife of my master, I will be your servant, for the sake of this wonderful grass."

"Ah," said the Cat, listening, "that is a very foolish Horse." And he went back through the Wet Wild Woods, waving his wild tail. But he never told anybody.

When the Man and the Dog came back from hunting, the Man said, "What is Wild Horse doing here?" And the Woman said, "His name is not Wild Horse any more, but the

First Servant, because he will carry us from place to place for always and always and always. Ride on his back when you go hunting."

Exercises.

I. Answer the following questions.

1) What did the woman cut next night? 2) What did she do with the grass she had cut? 3) What did the grass smell like? 4) What did she plait sitting at the mouth of the cave? 5) Who wondered what had happened to the dog? 6) Who decided to go to the cave? 7) Did the horse invite the cat to go with him? 8) Did the cat follow the horse? 9) What did the woman ask the horse? 10) Had the horse come for the sake of the dog? 11) What did the horse want to eat? 12) What had the horse to wear in order to eat the wonderful grass three times a day? 13) What did the cat think about the woman? 14) Did Wild Horse bend his wild head? 15) What did the woman throw over the horse's head?

II. Put questions referring to the words in italics.

1) *Wild Horse* breathed on the Woman's feet. 2) The Horse promised *to be their servant.* 3) The Cat thought *that the Horse was very foolish. 4) The Cat* never told anybody about what he had seen. 5) *The man and the dog* came back from hunting. 6) The horse is *our first servant.* 7) The horse carries *us* from place to place. 8) *When the man went hunting* he rode on the horse's back.

III. Write the beginning to each of the following sentences.

1) ... armfuls of fresh grass.
2) ... in the Wild Wet Woods.
3) ... the first Singing Magic in the world.
4) ... very, very softly.
5) ... plaited a halter.

6) ... for your sake.
7) ... three or four times a day.
8) ... came back from hunting.
9) ... from place to place.
10) ... when you go hunting."

IV. Insert an article where necessary.

1) ... dog is our first friend. 2) We are reading ... very interesting story by Kipling. 3) ... story is about ... taming of ... dog and ... horse. 4) ... first men lived in caves. 5) When ... Man met ... Woman she told him that she did not like to live in his wild ways. 6) ... Woman found ... nice dry cave to live in. 7) One night ... Woman made ... Magic. 8) She made ... first Magic in ... world.

V. Change the following sentences into indirect speech.

1) Wild Dog said, "I will go to the Man's cave." 2) The Cat said, "I am the Cat that walks by himself, and all places are alike to me." 3) He said, "I will not come." 4) The Woman said to the Wild Dog, "Taste this mutton bone." 5) The Woman said to the Wild Dog, "What do you want?" 6) The Wild Dog said, "Give me another bone." 7) The Woman said to the Wild Dog, "Help my man to hunt." 8) She said to the Wild Dog, "I will give you as many roast bones as you need." 9) The Cat said to himself, "This is a very wise Woman, but she is not so wise as I am." 10) Wild Horse said to the Cat, "Come with me." 11) The Woman said to the Horse, "Bend your wild head." 12) The Man said to the Woman ,"What is Wild Horse doing in our cave?" 13) The Woman said to the Man, "His name is not Wild Horse any more, but the First Servant." 14) She said to the Man, "Ride on his back when you go hunting."

VI. Tell how the Horse was tamed.

VII. Write a dialogue between the Horse and the Woman.

Phonetic Exercise.

ɔ	ɑ:	iə	e	au
ˈfɔlou ˈsɔftli	lɑ:f gɑ:d ˈɑ:mful grɑ:s	niə diə	ˈmedou smel sed bend hed	mauə haus kauz

z	ə:	u:	ɛə	æ
ˈænimәlz dɔgz raidz	ri'tə:nd tə:n hə:d	tru: hu: əru:	wɛə bɛə	ˈplætid ˈmædʒik bæk ˈkæri

ELEVENTH LESSON.

AT ARTEK.

(From "Red Comet" by Geoffrey Trease.)

Peter and Joy, two English children, come to the Soviet Union on board the amphibian "Red Comet". The airman Jim takes them to different parts of the Union. Michael Markov, their fellow-traveller, tells them many interesting things about the Soviet Union. The two children are surprised at everything they see and hear in our wonderful country.

On their flight they meet with an accident and have to land.

1. THE ACCIDENT.

..."Red Comet" hat to land.

Down, down, down... into the waiting unknown.

Joy clung to her brother. Silently, like an autumn leaf, the plane was falling, falling. Peter looked through the

window, he could not shut his eyes, like Joy. He must know. And the gray sea rushed up to meet them!

There was a slight shock and then they were riding on the waves ...

Joy was the first to speak. "What's that?" she said. "Listen!"

None of the others could hear anything. They looked anxiously about them.

"Listen!" cried Jim suddenly.

In the distance they could hear the chug-chug of a motor-boat.

"Shout," ordered Jim, "All together. We don't want to stay here in the fog."

They all shouted, but no answering cry came to their ears.

Michael took the small pistol he always wore and fired three shots.

Crack! Crack! Crack! went the pistol.

Suddenly a siren moaned through the fog. Voices in Russian were heard across the sea. The aviators shouted again, and this time there was an answer.

2. PIONEERS SAVE THE AVIATORS.

Next moment a motor-boat made its way through the mist. In the motor-boat there were boys and girls with eager and curious young faces, some bare-headed, some with white linen hats. All wore red ties.

"Pioneers?" asked Michael.

"Pioneers of Artek!" came the proud answer from a dozen throats.

A rope was thrown, caught and attached to the amphibian. In this manner "Red Comet" approached the shores of the Crimea.

"I can see a mountain," said Peter very soon.

"Why!" laughed Joy. "It looks like a big bear drinking from the sea."

"So it does," agreed Jim.

„It is named Bear Mountain," said Michael. "And at its foot, by the seashore, is Artek, where there is a Pioneer Camp. These children are on their way back there from an excursion. It will be a good place to stop."

"Red Comet" was tied to the pier and the four fliers climbed ashore — straight into the arms of several hundred children. It was only with difficulty that one of the camp-organizers was able to push through them to Michael's side, and invite the unexpected visitors to a meal.

(To be continued)

Exercises.

I. Answer the following questions.

1) From what country did Peter and Joy come to the U. S. S. R.? 2) What did they meet with on their flight? 3) Why did Joy cling to her brother? 4) Was Peter as much afraid as his sister was? 5) Who was the first to speak? 6) Why was Joy the first to speak? 7) What did they suddenly hear? 8) What did Jim order the others to do? 9) Did any answering cry come to their ears? 10) What did Michael do? 11) What did they suddenly hear?

II. Put questions referring to the words in italics.

1) Next moment *a motor-boat* made its way through the mist. 2) All wore *red ties.* 3) Michael asked *if they were pioneers of Artek.* 4) "Red Comet" approached *the shores of the Crimea.* 5) Peter said *that he could see a mountain.* 6) Artek is *at the foot of a mountain.* 7) The four fliers climbed *ashore.*

III. Change the following sentences into indirect speech.

1) Jim said, "We do not want to stay here in the fog." 2) Michael said, "Are you pioneers?" 3) The children said proudly, "We are pioneers of Artek." 4) Peter said, "I can see a mountain." 5) Joy said, "This mountain looks like a bear." 6) Michael said, "The mountain is called Bear Mountain."

IV. Insert *some, something, any, anything, no, nothing.*

1) Joy thought that she had heard .... 2) But Peter heard .... 3) They all listened but ... answering cry came. 4) They soon heard ... words in Russian. 5) They saw ... boys and girls in the boat. 6) Peter did not hear ... at first.

V. Use one of the following words: *rope, anxiously, approaching, rushed, surprised, clung, excursion, Bear Mountain.*

1) The children were greatly ... to see the pioneer camp at Artek. 2) Joy was afraid and ... to her brother. 3) The sea ... to meet the amphibian. 4) Joy looked ... at her brother. 5) A motor-boat was .... 6) The children in the boat threw a .... 7) The mountain is named .... 8) The children were returning from an ....

VI. Tell about Peter and Joy.

Phonetic Exercise.

æ	v	i	ei	ai	iə
ˈæksidənt ˈtrævlə ˈæŋkʃəsli	klʌŋ ˈʌnˈnoun ˈsʌdnli ˈdʌzn ˈwʌndəful	lisn ˈdistəns ˈmauntin ˈwindou	ˈeivieitə plein eimd weivz	slait səˈpraizd kraiˈmiə	kraiˈmiə ˈkjuəriəs

θ	ʃ	aɪ	ɔɪ	ou	w
θrout θroun θruː	ʃɔː əʃɔː ˈæŋkʃəs ˈʃautid iksˈkəːʃ(ə)n	laɪft ˈaɪnsə aɪmz	bɔɪd kɔɪt ˈʃɔɪtə ˈɔɪtəm	moun ˈʌnˈnoun θroun əˈproutʃ	ˈwindou weivz ˈwʌndəful

TWELFTH LESSON.

AT ARTEK.

(Continued.)

They sat down in a big, open-sided hut, from which they could see the blue water below. All around them sat the pioneers, four to a table, just as in a restaurant. The camp-organizer, whose name was Boris, jumped up and shouted:

"Comrade-Pioneers, our guests are tired and hungry. Questions later, please. To-night we will have a meeting, and they will tell you about themselves."

"What a meal!" whispered Peter to his sister. "Is this a camp or a hotel?"

They began with macaroni soup, and went on to hot chicken with potatoes. And there was fresh fruit to finish with.

"Now it is the dead hour," said Boris. "The boys and girls lie down till tea-time."

"What?" cried Jim, when it was translated to him. "Do they have to eat again?"

"Only tea and cakes," Michael said to him.

Peter and Joy got Pioneer uniforms of white shorts, shirt or blouse, and linen hats. After the dead hour they had their tea.

Tea was a jolly meal. After tea there was a big meeting. The four fliers sat in the middle and two or three hundred children gathered round. Olga and Ivan, two children who could speak English, sat behind Peter and Joy and translated every word they heard to the English children.

Michael told the children a lot about the plane. He promised to show it to them in the morning, then he asked if there were any questions — and then such a lot of questions came!

"What a lot they know about aeroplanes!" said Peter.

"Of course!" said Ivan. "We have every chance to learn. Our country needs airmen. Some of these boys — and the girls also — will go in for that when they leave school."

"We have a slogan," whispered Olga in his other ear: 'From the model to the glider, from the glider to the plane.' We learn step by step."

At the end of the meeting everyone cheered the fliers, and then it was seven o'clock and supper-time, with a vegetable salad, rice pudding, stewed fruit and cakes.

"Come on, comrades," said Olga, "we're having a camp-fire to-night, and we must get seats in front."

The camp-fire was heaped up in the centre of a broad open space above the beach. The Pioneers, six or seven hundred of them, sat on stone seats which went up the hill-side in rows.

"This is our new open-air theatre," said Ivan.

"We have all sorts of concerts and sport displays here. But till this year there were only wooden benches."

The camp-fire concert began with the Internationale.

There were dances, and songs, and acrobatics, while the fire leapt higher and higher, the stars came out in the sky, and a great moon rode up behind the palms and the cypresses.

It was ten before the concert ended and the fire was out.

Then the children had a hot drink, and some minutes afterwards the camp was silent, the children were sleeping.

Exercises.

I. Answer the following questions.

1) Where did the fliers and all the children sit down? 2) What did the camp-organizer Boris shout to the children? 3) What did Peter whisper to his sister? 4) What did the children have for their meal? 5) What did Peter and Joy get to put on? 6) How many children gathered round the fliers? 7) Who sat behind Peter and Joy? 8) Who translated everything to the English children? 9) What did Michael promise to show the children? 10) What did he ask them?

II. Put questions referring to the words in italics.

1) *"What a lot they know about aeroplanes,"* said Peter. 2) The *Soviet* children have every chance to learn. 3) We learn *step by step.* 4) *The camp-fire* concert began. 5) Yes, the flames leapt up. 6) It was ten *before the concert ended.* 7) *Some minutes afterwards* the children were sleeping.

III. Change the following sentences into indirect speech.

1) The camp-organizer said to the children, "Our guests are tired and hungry." 2) He said, "We shall ask them later." 3) Peter whispered to his sister, "I like this meal." 4) He said to his sister, "Is it a camp or a hotel?" 5) Boris said to Peter and Joy, "It is the dead hour." 6) Jim asked, "Do the children have to eat again?" 7) Michael explained, "They will have tea and cakes." 8) Peter said to Michael, "Soviet children know a lot about aeroplanes." 9) Michael said, "Some of these boys and girls will become fliers." 10) Olga said to Joy, "We shall have a concert in the evening."

IV. Insert an article where necessary.

1) ... Pioneer Camp at Artek is at ... foot of ... mountain. 2) When ... fliers saw that ... plane was falling, Joy clung to her brother and shut her eyes. 3) Joy was ... first to speak. 4) They soon saw ... motor-boat. 5) Michael had ... small pistol. 6) He took ... pistol and fired. 7) Suddenly ... siren moaned through ... fog. 8) Peter said that he could see ... mountain. 9) ... mountain looked like ... bear. 10) It was ... Bear Mountain.

V. Write a short plan of the story.

VI. Make up sentences using the following expressions:

a lot about ..., all sorts of ..., to go in for ..., a great moon rode up behind the palms and cypresses.

VII. Write a conversation between the English girl, Joy, and Olga.

Phonetic Exercise.

iː	e	əː	ɑː	ɔː	ə
biːtʃ ʃiːt kiːp hiːt	ˈsentə ˈendid gest	ʃəːts bəːdz ˈdəːti	tʃɑːns pɑːmz ˈrestərɑːŋ	ʃɔːts brɔːd bɔːd ˈjuːnifɔːm	ˈkənsət ˈwispə pəˈteitou

æ	ai	ei	iə	ou	aiə
ˈsæləd ækroˈbætiks mækəˈrouni ˈgæðə	ˈglaidə ˈsaiprisiz rais slait	speis disˈplei ˈɛəroplein	ˈɵiətə tʃiəz hiəz	roud houˈtel ɵrout	ˈtaiəd ˈsaiərin

REVIEW.

I. Use the correct tense instead of the infinitive in brackets.

1) Mary said that she always (to take) part in the demonstrations. 2) Mary said that she (to take) part in the demonstration on International Youth Day. 3) I know that mother (to return) to town to-morrow. 4) We hoped that we (to meet) our old teacher next week. 5) My brother says that he (to graduate) from his Institute this spring. 6) Mike said that many people (to crowd) in the streets already. 7) The children hoped that they (to get) sunburnt in summer. 8) Mike knew that he (to get) a good education at his school. 9) Peter said that he (to like) aviation as his speciality. 10) Dick came into the classroom and said to the teacher that he (to be) ill for three days.

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

1) The teacher said to the pupil, "Tell me the story about Newton." 2) The teacher asked the pupil, "Where does little Paul live?" 3) Mike said to Lena, "Give me that book." 4) Lena said to Mike, "I shall give it to you to-morrow." 5) Fred asked Peter, "Can you swim well?" 6) Peter asked Dick, "How shall you translate this text?" 7) Mary said to Lena, "I want to go to Moscow when I have my vacation." 8) The children said to their teacher, "Shall we read about Dickon at home?" 9) Mary said, "Mother, help me to translate this article." 10) Peter said to John, "Have you seen our new school?"

III. Translate the following sentences into English.

1) Dickon ei võinud kauemaks koju jääda. 2) „Robin Hood võib mind aidata," mõtles poiss. 3) Ma ei tohi siia jääda.

4) Ma võin jõuda Sherwoodi metsani (tulevik). 5) Dickon mõtles, et ta võib jõuda Sherwoodi metsani. 6) Dickon pidi põgenema. 7) Ta lõikas tüki liha, et oleks midagi süüa.

IV. Write the three degrees of comparison of the following adjectives:

careful, little, empty, vast, high, beautiful, proud, wonderful, good, far, bad, lazy.

V. Use *some, any, no, somebody, anybody, nobody, something, anything, nothing.*

1) Is there ... on the table? 2) I think there is ... there. 3) There are ... pictures on the wall. 4) Mary has not ... French books. 5) There is ... on the window. 6) There is not ... in the boat. 7) Is there ... in this room? 8) Yes, there are five pupils in this room, ... have gone into the yard. 9) On what day may I call on you? You may call and see me on ... day you like. 10) Does ... know ... about Robin Hood? 11) We all know ... about him. 12) I have ... books to give you. 13) Will these copy-books do? Yes, ... copy-book will do.

VI. Analyse the following sentences.

1) Long, long ago the first men lived in caves. 2) One day the dog came to the man's cave. 3) The woman gave the dog a mutton bone. 4) The dog will be our friend for always and always and always. 5) The horse is man's first servant.

Ex bibl. univ. Tart

VII. Join each pair of sentences into one using one of the following conjunctions: *that, but, and, when, if, because.*

1) a. The Woman took a bone. b. She began to make a Magic.

2) a. Wild Dog smelled the smell of the roast mutton. b. He decided to go to the man's cave.

3) a. Wild Dog asked the Cat to go with him. b. The Cat did not want to go.

4) a. Wild Dog said. b. He would never be Wild Cat's friend again.

5) a. I shall give you as many roast bones as you like. b. You guard our cave at night.

6) a. The Woman called Wild Dog their first friend. b. He will be their friend for always and always and always.

THIRTEENTH LESSON.

"LENIN IS DEAD, BUT HIS WORK LIVES FOREVER."

(From "A Short History of the U. S. S. R." by Prof. Shestakov.)

Death of Lenin. On January 21st, 1924, at the age of 54, after a long and severe illness, the great Lenin passed away in Gorki, near Moscow. The toilers of the whole world lost their leader, who had prepared for and brought about the proletarian revolution, and in the years of hardship had saved it from innumerable enemies. There passed away the man who had done more for humanity than anyone had done before.

The millions of toilers grieved their loss. During the biting January frosts, long lines of toilers in Moscow filed past his bier to take a last farewell of their great leader. Their hearts were filled with grief and also with a firm determination to continue marching along the path mapped out by Lenin.

Amidst sounds of mournful music Lenin was buried at the Kremlin wall. There he lies to-day, in a marble mausoleum, in a glass coffin, with the Order of the Red Banner pinned to his breast.

And on visiting Moscow the toilers from all parts of our country go to the mausoleum in order that the image of the leader who led the people to freedom and to a life of happiness may be imprinted in their memory.

Exercises.

I. Translate the text into Estonian with the help of the dictionary.

II. Answer the following questions.

1) How old was Lenin when he died? 2) Where did he die? 3) From whom had Lenin saved the proletarian revolution? 4) In what month did the toilers of Moscow file past his bier to take a last farewell of their great leader? 5) Where was Lenin buried?

III. Pick out the verbs and arrange them in two columns.

Regular	Irregular

IV. Write a) adjectives with the suffixes *-ful, -ous, -less, -y, -an,* and b) nouns with the suffixes *-ment, -ness, -ion, -ship.*

Phonetic Exercise.

ei	iə	ɔi	ou	ɛə
eidʒ greit ə'wei	si'viə niə mɔisə'liəm	'tɔiləz in'dʒɔi	houl wouk houm	pri'pɛəd proule'tɛəriən 'fɛə'wel

au	ai
ə'baut saundz kraud laud	'baitiŋ lainz faild aiz

FOURTEENTH LESSON.

ALEXEI STAKHANOV.

Alexei Stakhanov was born in a landless peasant family that lived in a small village in the Orel Province. His father, like his grandfather and like most of the poor peasants in the village, had one great desire — to buy a horse and enough land to feed their family.

Under the tsar this desire remained but a desire, and the old man, like his fathers before him, went to work in the mines, with the dream of a horse and land in his soul. Among Alexei's earliest memories are endless conversations about how good life would be if there were only a horse and a tiny plot of land. On his death-bed, Alexei's grandfather told his son to work hard, to work night and day and to earn enough money for a horse and a small plot of land. "The mine is a curse, get out of the mine," said the old man. Alexei's father followed the advice. He worked hard, he worked day and night, but the horse was not bought. He died saying something about a gray horse and a green field.

Alexei was twelve when his father died, shortly after the October Revolution, leaving him a poor hut, three young children to care for and a dream. Being now the head of the family, Alexei went to work for the miller, a kulak. He carried heavy sacks of grain and flour, did domestic work and took care of the miller's horses. The miller promised to sell him a fine colt cheap if he worked well. Alexei was overjoyed. He worked harder than ever, hoping to realize his and his forefathers' dream, but when the end of the year came, the boy was driven out of the house without any money.

Here Alexei was given his first lesson in the class struggle. He began to hate first the miller, then all masters, employers, kulaks.

Later Alexei, still a landless and horseless peasant, worked as farm hand for one kulak or another. By 1927, however, when the younger children had grown up and could take care of themselves, Alexei felt a bit freer. He put on his best shoes, threw his little wooden trunk over his shoulder and, like hundreds of thousands of other young peasants, made his way to the mining region of the Donets Basin. His plan was to work a year or two, save some money, buy a horse and return to the village, and work there on his own plot of land.

At first Alexei was afraid of the mine. "The mine is a curse; get out of the mine," he remembered his grandfather's last words. He was afraid that the mine would take all the strength out of him. However, he grew used to it, and became more and more a part of the life in the mine. His first work was that of a driver.

The attention of his superiors was attracted by his love for horses and the excellent care he took of them. He was appointed head driver and had to take care of seventy horses. Life became a little easier. For a time Alexei abandoned the thought of returning to the village and decided to bring his family from the village. But just when his life became easier, there occurred a new and disturbing development in the mines: mechanization was introduced, electric cars, etc. The number of horses in the mine was reduced.

Soon Alexei learnt that there would be no horses to take care of. Alexei made up his mind to leave the mine and return to the village, but his fellow-countryman Dyukanov dissuaded him from this plan, and Alexei remained to work in the mine where a new life soon began for him. He began to study at an evening school. Soon he could read newspapers and books. Then he felt prepared to take courses

to raise his qualifications and registered for a six months' course on the pneumatic drill. By the end of six months he was quite an expert. He began to overtake others and surpass not a few of the older miners ... The Party and Trade Union organizations helped him increase his output.

And then the memorable day, the 31st of August, 1935, came, and all the world learnt about Stakhanov's great achievement, about the record set by him, and Alexei Stakhanov, the unknown miner, the former illiterate peasant, suddenly became famous.

His method, in all its details, was discussed and studied in every shop, mine, factory and collective farm, and thus every citizen of our country learnt about the great hero of labour, Alexei Stakhanov.

Exercises.

I. Answer the following questions.

1) Where was Alexei Stakhanov born? 2) What great desire had his father? 3) Could this desire be realized under the tsar? 4) How old was Alexei when his father died? 5) Where did Alexei go to work? 6) What did he have to do for the miller? 7) What did the miller promise to give young Stakhanov? 8) Could Alexei realize his father's desire? 9) What did the miller pay Stakhanov at the end of the year? 10) Who taught Alexei the first lesson in the class struggle?

II. Put questions referring to the words in italics.

1) Yes, Stakhanov *was driven out* of the miller's house without any money. 2) Alexei began to hate *all masters.* 3) Later Alexei worked *for one kulak or another.* 4) *When the younger children grew up,* Alexei felt a bit freer. 5) He threw *his little wooden trunk* over his shoulder.

6) *Alexei* made his way to the *mining* region of the Donets Basin. 7) His plan was *to work a year or two, save some money, buy a horse and return to the village.* 8) At first Alexei was afraid *of the mine.* 9) Yes, soon he was appointed head driver. 10) He had to take care *of seventy horses.*

III. Change the following sentences into the passive voice.

1) Everybody knows Stakhanov. 2) Workers studied his method. 3) The miller drove Alexei out of his house. 4) The miller exploited Stakhanov. 5) Stakhanov teaches the young workers to work. 6) Stakhanov's achievement attracted everybody's attention.

IV. Change the following sentences into the active voice.

1) Dickon thought that he would be punished by his masters. 2) Dickon's dreams were interrupted by the sound of hoofs. 3) A week's food for the family was eaten by the deer before Dickon's eyes. 4) Dickon's crops were trampled down by the animals. 5) Dickon's house was surrounded by big trees. 6) One of the deer was killed by Dickon.

V. Write sentences with the following words:

desire, landless, dream, tiny, implored, advice, plot, sack, flour, colt.

VI. Insert the correct preposition.

1) ... his father's death Alexei became the head ... the family. 2) ... the end of the year the boy was driven ... ... the miller's house ... any money. 3) Later Alexei worked ... one kulak or another. 4) Soon his younger brothers and sisters grew up and could take care ... themselves. 5) Alexei threw his little wooden trunk ... his shoulder and made his way ... the mining region ... the Donets Basin. 6) Soon

Alexei got used ... the mine. 7) His love ... the horses attracted everybody's attention. 8) He now abandoned the thought ... returning ... the village. 9) He decided to bring his family ... the village. 10) Alexei's fellow-countryman dissuaded him ... his plan and Alexei remained ... the mine, where a new life soon began ... him.

VII. Underline the suffixes in the following words:

development, mechanization, electric, liquidate, achievement, memorable, suddenly, famous, employer, wooden, earliest, shortly.

VIII. Give the opposites to the following words:

literate, remember, last, a little, easier, to begin, older, well, to love, everybody, tiny, clever, tame, to fall asleep, enemy.

IX. Tell about:

1) Stakhanov's father.
2) Stakhanov's childhood.
3) Stakhanov's coming to the Donets Basin.
4) His work at the Donets Basin.

X. Translate the following sentences.

1) The pistol went unexpectedly. 2) Mary was the first to go there. 3) The boat made its way to the bank. 4) They told us a lot about motor-boats. 5) He has all sorts of books. 6) We shall go in for our examinations in spring. 7) A great moon rode up behind the palms and cypresses. 8) The Woman began to keep house. 9)The fir-tree is green all through the year. 10) He will do it for the sake of his friend.

XI. Translate the following sentences into English.

1) Aleksei isa ei saanud hobust osta. 2) Ta võis sellest ainult unistada. 3) Isa ei tahtnud, et tema poeg töötaks kaevanduses. 4) Vanamees lootis osta väikese tüki maad ja töötada sellel. 5) Aleksei otsustas osta varsa. 6) Mölder ei tahtnud poisile tema raha tagasi anda.

Phonetic Exercise.

æ	e	i	ɑɪ	ɔɪ
ˈlændlis ˈfæmili ˈkærid	peznt deə lesn	ˈvilidʒ ˈmʌni ˈilnis	ˈfɑɪðə hɑɪd ˈmɑɪstəz	smɔɪl hɔɪs wɔɪk

ou	uə	ʌ	əɪ	aiə
soul ouvəˈteik ˈhiərou	puə əbˈskjuə ˈdʒænjuəri	iˈnʌf ˈmʌni hʌt trʌŋk	kəɪs wəɪk ˈəɪli	diˈzaiəz ˈhaiə ˈdaiərî

XII. Make up sentences, using the following expressions:

shortly after, to care for ..., to grow used to ..., to make up one's mind, to take care of ..., before long, to take courses.

FIFTEENTH LESSON.

GULLIVER IN THE LAND OF THE LILLIPUTIANS.

(From "Gulliver's Travels" by Jonathan Swift.)

Lemuel Gulliver was shipwrecked ... His ship was thrown upon an island.

He was tired and wanted to sleep. He lay down on the grass which was very short and soft, and slept there for about nine hours.

When he awoke it was daylight. He tried to rise, but was not able to move. Lying on his back, he found that his arms and legs were strongly tied on each side to the ground, and his hair, which was long and thick, was also tied down in the same manner. He felt several strings across his body. He could only look upwards.

The sun began to grow hot, and the light hurt his eyes. He heard a strange noise about him, but as he was unable to move, he could see nothing but the sky.

In a little time Gulliver felt something alive moving on his left leg, which, advancing slowly forward over his breast, came almost up to his chin; when, all at once, he saw that it was a man not six inches high, with a bow and arrow in his hands. At the same time Gulliver felt at least forty more of the same kind following the first.

Gulliver was greatly astonished, and cried so loudly that they all ran back; and some of them, as Gulliver learnt afterwards, were hurt with the falls they got by jumping from his sides upon the ground. However, the tiny creatures soon returned, and one of them approached Gulliver's face and raising his hands and eyes cried out in a shrill but clear voice, "Hekinah degul." The others repeated the same words several times, but Gulliver could not understand what they wanted to say.

Gulliver lay all this while in great uneasiness. At last trying to get loose, he broke the strings that tied his left arm to the ground. By lifting it to his face, he saw how they had bound him; at the same time, with a strong pull, which gave him great pain, Gulliver loosened the strings

that tied down his hair on the left side, so that he was able to turn his head about two inches.

When he had done it there was a great shout of shrill voices, and after it had stopped Gulliver heard one of them cry aloud, "Tolgo phonoc;" in an instant he felt over a hundred arrows shot into his left hand. They pricked him like many needles; and besides, they shot other arrows into the air. Arrows fell on Gulliver's body, his face and hands.

Gulliver began to groan with pain, and when he tried again to get loose, they shot more arrows at him. Gulliver decided to lie still till night when he would free himself.

Exercises.

I. Answer the following questions.

1) What happened to Gulliver? 2) Where did he lie down? 3) When did he awake? 4) Why could he not rise? 5) What did Gulliver hear? 6) Why could he see only the sky? 7) What did he feel moving on his left leg? 8) What had the tiny creature in his hands? 9) Was the tiny creature alone or were there many others? 10) Why did the tiny creatures run back in a fright? 11) What did Gulliver learn afterwards?

II. Put questions referring to the words in italics.

1) One of the tiny creatures cried out *in a shrill voice.* 2) No, Gulliver could not understand what they wanted. 3) Gulliver soon discovered *how they had tied him.* 4) He was now able *to turn his head about two inches.* 5) *The creatures* ran off a second time. 6) Yes, the arrows pricked him like needles. 7) Arrows fell *on Gulliver's body, his face and hands.* 8) *Gulliver* began to groan. 9) They shot many arrows at Gulliver *because they tried to kill him.* 10) Gulliver decided to lie still till *night.* 11) *At night* he would free himself.

III. Analyse the following sentences.

1) Gulliver saw an island before him. 2) The short grass was very soft. 3) A human creature was advancing towards his chin. 4) The tiny creatures soon returned to him. 5) Gulliver heard their shrill voices. 6) The strong pull gave poor Gulliver great pain. 7) The sharp arrows pricked him like needles.

IV. Analyse the following compound sentences in tabular form.

1) Lemuel Gulliver was shipwrecked and his ship was thrown upon an island. 2) He tried to rise, but his legs were tied. 3) The sun began to shine brightly, and the light hurt his eyes. 4) He heard a strange noise about him, but he could see nothing. 5) Something moved on his left leg, and Gulliver saw a little creature on it.

V. Translate the following sentences into English.

1) Ta oli harjunud kõnelema inglise keelt. 2) Me sundisime teda jutustama meile kõik. 3) Ta väriseb külmast. 4) Peetril on kolmkümmend rubla ekskursiooni jaoks. 5) Puu süttis põlema. 6) Ärge lükake klaasi ümber. 7) Ärge eksitage Georgi, ta kirjutab tõlget. 8) Pierre armastas päikese käes tukkuda. 9) Meil tuleb korrata seda jutustust (tulevik). 10) Kas teile meeldib see jutt?

VI. Insert one of the following words: *back, strongly, upwards, daylight, unable, strings, hurt, chin, alive.*

1) When Gulliver awoke it was .... 2) He was ... to move. 3) Gulliver was lying on his .... 4) His legs were ... tied. 5) He felt several ... across his body. 6) He could only look .... 7) The light ... his eyes. 8) He felt

something ... moving on his left leg. 9) The tiny creatures came almost to his ...

VII. Make up sentences using the following expressions:

to get a full sight of, to get loose, all this while.

Word-building.

able	**un**able
possible	**im**possible
attentive	**in**attentive
employed	**un**employed

VIII. Write a plan of this story.

IX. Tell the story in your own words according to the plan.

Phonetic Exercise.

ai	ou	ɑː	ŋ	z
ˈailənd nain traid	əroun ˈwouk ˈɔːlmoust ˈærou bou	ɑːmz grɑːs	striŋz wiŋz lɔŋ	ˈʌpwədz ˈraiziz aiz

ɔː	iː	i	iə	ə
ɔː sɔː fɔːlz kɔːz	ˈkriːtʃə ətˈliːst ʌnˈiːzi ˈsiːziz	əik tʃin ˈintʃiz	ˈpiəz ˈpiəsiŋ ˈpiəsiz	əˈlaiv ədˈvɑːns ˈhjuːmən

SIXTEENTH LESSON.

OLIVER TWIST IN THE WORKHOUSE.

(From "Oliver Twist" by Ch. Dickens.)

(Adapted.)

Workhouses in England are managed by a special system. It is a system of giving the people in the workhouse the least possible food. In fact, the poor people in England have either to die of hunger quickly outside the workhouse, or to die of hunger slowly inside it.

But the workhouse to which Oliver now came was perhaps the worst of all. Day after day the boys received for dinner nothing but very thin gruel with no bread, but of course with plenty of water.

The room in which the boys received their dinner was a large stone hall. At one end of this hall there was a big kettle of gruel. The master stood beside the kettle with a big spoon and gave out the gruel. Of this each boy had a very little basin and no more. The basins were never washed. The boys polished them with their spoons so that they shone.

Boys have, of course, very good appetites. For a long time the boys in the workhouse all suffered from the most terrible hunger, but then one of them — a big tall boy — said that he could eat his neighbour if he did not get a second basin of gruel for dinner.

The boy who said this had a wild, hungry eye and his neighbour was a thin and weak little child.

So all the other boys believed him. They thought he could really eat the little boy. That same evening they cast lots.

The question was: who must go to the master after supper and ask for some more gruel? They all drew tickets and the lot fell to Oliver. He had to ask the master for some more gruel.

Evening came and the boys took their places. The master stood beside the kettle and gave out the gruel. The gruel was soon finished and the boys began to look at Oliver. His neighbours even pushed him a little. He rose from his place and went to the master with basin and spoon in hand.

"Please, Sir, I want some more."

The master was a fat, strong man, but he turned very pale when he heard this. For some time he looked at. Oliver as if paralysed with astonishment.

"What?" he said at last in a very weak voice.

"Please, Sir," answered Oliver, "I want some more."

The master took Oliver by the arm and began beating him on the head with the big spoon.

Then he ran downstairs as quickly as he could.

The authorities were sitting at a meeting downstairs when the master ran into the room and addressed the chairman:

"Mr. Limbkins, I beg your pardon, Sir! Oliver Twist has asked for more."

There was a general start. You could see horror on every face.

"For more!" said Mr. Limbkins. "Answer me clearly. Do I understand right that he asked for more after eating his supper?"

"He did, Sir," answered the master.

"That boy will be hung," said a gentleman in a white waistcoat, "I know that boy will be hung."

Nobody said anything against this, but a heated discussion started immediately. The question was: "What must we now do with Oliver?" Soon they came to a decision and Oliver was locked up in the cellar. Next day a bill was put on the wall of the workhouse. On this bill the following was written:

FIVE POUNDS

will be given to anybody who takes the boy

Oliver Twist

from the workhouse and teaches him a useful trade.

The gentleman in the white waistcoat read the bill next morning.

"I never was so sure of anything in my life," he said to himself, "I never was surer of anything in my life that this boy will be hung."

Exercises.

I. Answer the following questions.

1) What can you say about the workhouses in England? 2) What sort of workhouse was the one to which Oliver came? 3) What did the boys receive for dinner? 4) Was the room in which the boys were fed large or small? 5) What was there at one end of this hall? 6) Who stood beside the kettle? 7) What had he in his hand? 8) Why were the basins never washed? 9) What did a big tall boy say one day after he had suffered a long time from the most terrible hunger? 10) Who was the neighbour of the big tall boy?

II. Put questions referring to the words in italics.

1) All the other boys believed *him.* 2) They thought *he could really eat the little boy.* 3) Yes, that same evening they cast lots. 4) The lot fell *to Oliver.* 5) Oliver had to ask *the master* for some more gruel. 6) *When evening came,* the boys took their places. 7) *The gruel* was soon finished. 8) The boys began to look *at Oliver.* 9) *Oliver* rose from his place. 10) He went to the master *with basin and spoon in hand.*

III. Say whether the following sentences are simple, compound, or complex.

1) Evening came and the boys took their places. 2) The master stood beside the kettle and gave out the gruel. 3) When the gruel was finished, the boys began to look at Oliver. 4) His neighbours even pushed him a little. 5) Oliver went to the master with basin and spoon in hand. 6) The master was a fat, strong man, but he turned very pale when he heard this. 7) For some time he looked at Oliver as if paralysed with astonishment. 8) The master took Oliver by the arm and began beating him on the head with the big spoon. 9) Then he ran downstairs as quickly as he could. 10) The authorities were sitting at a meeting downstairs.

IV. Say what subordinate clauses the following complex sentences contain.

1) The boys' basins were never washed because they polished them with their spoons. 2) After the boys had long suffered from a most terrible hunger, they decided to ask for more. 3) When Oliver had drawn the ticket, he had to go to the master. 4) Oliver went where the boys had sent him. 5) The master beat Oliver because he had asked him for some more gruel. 6) The fat master ran downstairs as quickly as he could. 7) The authorities were sitting downstairs when the master came to them. 8) As the authorities had never heard such things before, they were greatly astonished.

V. Say whether the clauses given in italics stand for subjects or objects.

1) A big tall boy said *that he could eat his neighbour.* 2) *That the little boys believed him* was clear. 3) The little boy believed *what the big boy had said.* 4) All the other boys thought *he could really eat the little boy.* 5) Oli-

ver answered *that he wanted some more gruel.* 6) The master could see *that the authorities were astonished.* 7) *That the boy would be hung* was the master's opinion.

VI. Make up sentences with the following words and expressions:

downstairs, addressed, supper, waistcoat, discussion, decision, cellar, bill, trade, paralysed, gruel, kettle, spoon; to receive nothing but ..., to cast lots, the lot fell to ....

VII. Underline the prefixes and suffixes in the following words:

immediately, decision, useful, astonishment, beating, bossible, terrible, capable.

VIII. Write a short plan of this story.

IX. Tell about Oliver in your own words, according to the plan.

Phonetic Exercise.

æ	ʃ	i	iː	uː
ˈmænidʒd fæt ˈpærəlaizd	ˈspeʃəl əˈstəniʃt disˈkʌʃən	ˈsistim ˈslouli θin	piːpl liːst riˈsiːv wiːk biˈliːv	fuːd spuːn

ʌ	ð	au	əː	uə
ˈhʌŋgə ˈhʌŋgri ˈsʌfəd ˈsʌpə	ˈaiðə ðiːz ðouz ðɛə	ˈautˈsaid hauˈevə	wəːst təːnd həːd	gruəl ˈʃuəli ˈpuəli

SEVENTEENTH LESSON.

THE RED ARMY AND OUR FRIENDS ABROAD.

The Soviet Union is the Socialist Fatherland of the toilers of the whole world. Its strength lies in its Red Army which is equipped along the most up-to-date technical and scientific lines, in its heroic Red Army men, and in its marshals and commanders.

The strength of the U. S. S. R. lies also in the fact that the whole people, men, women, and children, are ready to shed their last drop of blood for their dearly beloved country.

The Red Army stands for liberty and justice, and it has won the admiration of all freedom-loving nations.

The Red Army has saved the peoples of the Soviet Union from German fascist slavery.

The complete defeat of Hitlerite Germany and the establishment of peace is the greatest service rendered to mankind by the Red Army. For what would have happened to the democratic world had there been no powerful Red Army to break the fascist war machine and save European civilization from an awful fate?

Exercises.

I. Answer the following questions.

1) In what does the strength of the Red Army lie? 2) How is the Red Army equipped? 3) What is it famous for? 4) Who are ready to shed their blood for their dearly beloved country? 5) Whose fatherland is the Soviet Union? 6) What are increasing numbers of workers, peasants, and intellectuals in the capitalist countries fighting? 7) Who sympathizes with the U. S. S. R.? 8) Who wish it success? 9) What makes the U. S. S. R. mightier still?

II. Write sentences with the following words:

beloved, strength, peace, support, equipped, scientific, famous, heroic, marshal, increase, intellectual, to combat.

III. Underline the suffixes in the following words:

toiler, increasing, mightier, supporting, successful, sympathize, uniting, strength, beloved, firmer, equipment, technical, commander, heroic.

IV. Analyse the following sentences in tabular form.

1) In the street I saw many people. 2) I saw that there were many people in the street. 3) Everybody knows that Newton was a great man of science. 4) When our young people graduate from their institutes they begin to work. 5) Our workers are sent to sanatoriums that they might return healthy and strong. 6) We love our country because it is the best country in the world. 7) He translated the article as well as he could. 8) He had not worked in summer and therefore could not pass the examination.

V. Say whether the following sentences are simple, compound, or complex; if they are complex, say what clauses they contain.

1) As I am free to-day, I shall go to the skating-rink. 2) My father was very pleased when he saw my excellent marks. 3) My elder brother Alexander is a good specialist, he knows everything about radio. 4) Last week I went to see my friend, and he showed me his new books. 5) It is pleasant to read good books. 6) That you learn English well is very pleasant. 7) It is easy to write this exercise.

VI. Say by what part of speech every part of each sentence is expressed.

1) The boy's marks are very good. 2) His skates are new. 3) He has given me his new skates. 4) The brave are always

praised. 5) It is a bird. 6) The village school stands on a hill. 7) As it was very cold, we remained in the room. 8) My friends have gone to the country. 9) In the morning I saw that it was raining. 10) Skating is a pleasant and healthy exercise. 11) Is this the pencil you are looking for?

VII. Join each pair of simple sentences into complex sentences, using one of the following conjunctions: *that, when, after, why, because.*

1) a. The Woman had had her supper. b. She began doing her hair.

2) a. Wild Horse saw the great light in the Man's cave. b. He decided to go there.

3) a. The Cat said. b. All places were alike to him.

4) a. The Man came home. b. He was tired.

5) a. He wanted to know. b. The horse was in the cave.

6) a. Wild Horse came to the Woman. b. The Woman had made a Singing Magic.

7) a. The Man's life became easier. b. He had a horse.

8) a. The Dog became the Man's first friend. b. The Horse became the Man's first servant.

Phonetic Exercise.

ɔ:	ə:	i	ou	ɑ:
ə'brɔ:d mɔ: 'wɔ:laik	'fə:mə wə:ld	i'kwipt saiən'tifik 'wimin 'tʃildrən	moust hi'rouik houl	'ɑ:mi kə'mɑ:ndə lɑ:st

ei	e	ʌ	θ
ə'geinst 'feiməs	'redi sed peznt sək'ses	'kʌntri i'nʌf 'nʌθiŋ 'nʌmbə bi'lʌvd	streŋθ 'simpəθaiz

EIGHTEENTH LESSON.

WRITTEN IN MARCH.

1. The cock is crowing,
   The stream is flowing,
   The small birds twitter,
   The lake doth glitter,
   The green field sleeps in the sun.

2. The oldest and youngest
   Are at work with the strongest;
   The cattle are grazing
   Their heads never raising;
   There are forty feeding like one.

3. There's joy in the mountains;
   There's life in the fountains;
   Small clouds are sailing,
   Blue sky prevailing,
   The rain is over and gone!

William Wordsworth.

Exercises.

I. Answer the following questions.

1) Have you ever lived in the country in spring? 2) What season do you like best? 3) What season is it now? 4) What season is coming? 5) Is it already warm and sunny in March?

6) Do you feel happy when spring comes? 7) When do the snow and the ice begin to melt? 8) When does the stream begin to flow again? 9) Why do the birds twitter gaily? 10) When does the lake glitter? 11) Are the fields in our country green in March? 12) Where do the farmers work in spring? 13) What are the cattle doing in the meadow? 14) Where is there joy?

II. Write sentences with the following words:

stream, to flow, to sleep, cattle, twitter, lake, field, sun, to graze, to feed, mountain, to sail, rain.

III. Give the opposites to the following words:

healthy, to appear, to dress, pleasant, unable, to dislike, to displease, tame, wet, to begin, the first, light, never, loudly, everything, night, nobody, better, clever, higher, North, long, left, young, incapable, many, badly, to die, downstairs, asleep, easy, sadly, pale, to shut, friend, up, to sell, empty, cold, to borrow, more difficult, much, possible, quickly.

IV. Learn the poem by heart.

Phonetic Exercise.

θ	au	i	ou	ei
fifθ ˈwəɪdzwə(ː)θ wəɪθ	ˈmauntin ˈfauntin	ˈtwitə ˈglitə ˈwiljəm ˈfɔɪti wið	ˈouvə ˈkrouiŋ ˈflouiŋ ˈouldist	ˈgreiziŋ ˈreiziŋ ˈseiliŋ priˈveiliŋ rein leik
				æ
				kætl

ə:	ʌ	i:	ɔ	ai
bə:dz wə:k	dʌl sʌn 'jʌŋgist	stri:m fi:ld sli:ps	gɔn strɔŋ	skai laif
ɔ:				au
smɔ:l 'fɔ:ti				klaudz 'mauntin

NINETEENTH LESSON.

THE EIGHTH OF MARCH.

The eighth of March is a great day in our country. It is International Women's Day. Every year the proud happy women of the Soviet Union greet this day with new victories and new achievements.

And, indeed, there is much to be proud of! Our women have equal rights with men; they can study and become teachers, tractor-drivers, engineers, captains; they may elect and be elected. We know many famous Soviet women who have been elected to the Supreme Soviets of the U. S. S. R. and the Union Republics. Everywhere you can see portraits of famous women-Stakhanovites, which decorate the walls of factories, mills, schools, and other establishments.

We have many great women in our country. The Stakhanov movement has given our country such heroines as Dusya Vinogradova, Maria Demchenko, Praskovya Makarova, Evdokya Fedorova, and many others.

Only in our country where there is no unemployment and no poverty can the woman feel happy and sure of her future.

The Soviet woman is taken great care of by her socialist fatherland, and that is why she dearly loves her mighty country and gladly works to make it still more beautiful and strong.

Shoulder to shoulder with their husbands, sons and brothers, the glorious Soviet women patriots defended the freedom and independence of their Socialist Country during the Great Patriotic War.

On the eighth of March the Soviet women demonstrate their solidarity, and, under the leadership of our leader and teacher comrade Stalin, march hand in hand with their husbands and fathers to new victories of communism.

Exercises.

I. Answer the following questions.

1) When is International Women's Day? 2) What are the women of the U. S. S. R. proud of? 3) When were many famous women elected to the Supreme Soviets? 4) What movement has given great heroines of labour to our country? 5) Why can the woman of the U. S. S. R. feel happy? 6) Have many women become Voroshilov shots? 7) Of what society are they members? 8) What do the women of the U. S. S. R. demonstrate on the eighth of March?

II. Find attributive clauses in the following sentences and underline them.

1) The eighth of March is a day which the happy proud women of the Soviet Union greet every year with new victories and achievements.

2) Women who live in our country have equal rights with men.

3) We know many famous Soviet women who were elected to the Supreme Soviets on the 12th of December, 1937, and on the 26th of June, 1938.

4) On the eighth of March you can see many portraits of famous women-Stakhanovites which decorate the walls of factories, mills, schools and other establishments.

5) The Stakhanov movement has given our country great heroines of labour whom everybody knows.

6) We know such great heroines as Dusya Vinogradova and Maria Demchenko are.

III. Say what part of the sentence the words given in italics are.

1) The woman *who met Dickon in the doorway* was his mother. 2) The house *which stood at the far end of the village* belonged to Dickon's mother. 3) Dickon took the wooden plate *that his mother had given him.* 4) The cake *which the mother gave Dickon was made* of oats. 5) The vegetables *that grew in Dickon's garden* were destroyed by the king's deer. 6) The boy *whom we see returning home* is Dickon.

IV. Say what words join the clauses of the above sentences.

V. Say what words are omitted in the following sentences.

1) Dickon ate the oatcake his mother had given him. 2) Dickon killed the deer he saw eating his crops. 3) The woman Dickon saw in the doorway was his mother. 4) The deer Dickon killed belonged to the king.

VI. Join each pair of sentences into one using conjunctions.

1) This is the house. We live in it. 2) This book is an interesting one. I have read it. 3) This is the book. I bought it yesterday. 4) You left the house. I live in it now.

VII. Change the following simple sentences into complex sentences, using suitable relative pronouns.

1) The ship approaching the shore was an ice-breaker. 2) The boy trying to keep back the water saved his village. 3) The book lying on the table belongs to Peter. 4) The children skating on the river are pupils of our school. 5) The man coming here is our teacher of English. 6) The flowers growing in our garden are roses.

7) The pupils sitting at the table are reading an English book. 8) Children going to school are called schoolchildren. 9) The man in the boat is my brother.

VIII. Write the biography of a famous Soviet woman.

Phonetic Exercise.

θ	æ	ɑː	ʌ	u	əː	tʃ
eitə sevnə fifə nainə	ˈhæpi intəˈnæʃnl kæn træktə kæptinz	mɑːtʃ ˈfɑːðə	ˈkʌntri mʌtʃ ˈstʌdi sʌtʃ ˈhʌzbənd	ˈwumən luk ˈpuʃiz	jəː	witʃ ˈtiːtʃə tʃaild

au	e	uː	v	ə	iː
praud əˈbaut əˈlaud	ˈevri iˈlekt twelfə	njuː skuːlz ˈmuːvmənt huː	ˈviktəri ˈbreivəri	əˈtʃiːvmənt əˈtein əˈwei əˈdrəitnis	ˈiːkwəl ˈtiːtʃiz

REVIEW.

I. Answer the following questions.

1)Have you heard about Jonathan Swift? 2) Have you read "Gulliver's Travels" by Jonathan Swift? 3) Was Jonathan Swift an English or an American writer? 4) Did you read "Gulliver's Travels" when you were a little child? 5) What happened to Gulliver's ship? 6) What islands do you know? 7) By whom was "Oliver Twist" written? 8) Was the author an English or an American writer? 9) What books by Dickens have you read in Estonian? 10) To what workhouse did Oliver Twist come? 11) Were the children who lived there fed well? 12) Did they get enough food? 13) What did the boys decide to do one day? 14) Why was it Oliver's duty to go to the master? 15) What sort of man was the master? 16) How did the master answer Oliver? 17) Why did he beat the poor hungry boy? 18) What did the gentleman in a white waistcoat say about Oliver?

II. Change the following sentences into the active voice.

1) The town will be decorated by the people. 2) Coloured lights will be seen everywhere. 3) Speeches were made by workers.

III. Change the following sentences into the passive voice.

1) Man tamed many animals. 2) The Woman made the first Singing Magic. 3) The woman made a great fire. 4) She saw everything. 5) The dog tasted the mutton-bone. 6) The hunter killed a bird. 7) The woman plaited a halter. 8) The cat heard everything.

IV. Find attributive clauses in the following complex sentences and underline them.

1) People who killed the king's deer were severely punished.

2) The arrows which were shot at Gulliver pricked him like needles.

3) Tom took the present that his mother had given him.

4) The visitor who had come to see Newton decided to wait for him in the dining-room.

5) The story you are reading now is very interesting.

6) The house in which we live is very large.

V. Analyse the following sentences.

1) The book that we have read is very good. 2) That Mike will not come is clear. 3) We know what you have said. 4) He knows many English poems, because he is very good at English. 5) When winter comes, we shall skate. 6) I shall live where you lived before. 7) She sings as well as she can. 8) I think Peter learns better than Mike.

VI. Form nouns from the following verbs:

to swim, to observe, to add, to row, to build, to fish, to feed, to pay, to examine.

VII. Build new words by adding suffixes or prefixes to the following (omitting the unnecessary letters in them):

high, north, thick, bright, possible, dark, history, amuse, literate, special, collect, develop, anxious, real, healthy, nation, write, achieve, teach, happy, heauty , wool, child, wood, victory, wonder, end, dress, remark, ill, able, do.

VIII. Insert an article where necessary.

1) John has got ... very good mark for ... dictation he wrote yesterday. 2) ... story I am going to tell you happened many years ago. 3) I'm going to tell you ... very interesting story. 4) ... boys suddenly saw ... cave before them. 5) ... horse is ... very useful domestic animal. 6) ... dog was man's first friend. 7) ... White Sea is in

... North. 8) For ... long time they were sailing down ... Volga. 9) He has done ... same exercise. 10) Give this copy-book to ... girl who is sitting behind you. 11) Gulliver saw ... many tiny creatures.

TWENTIETH LESSON.

VALERI CHKALOV.

Valeri Pavlovich Chkalov was born in 1904 in the village Vasilevo, Gorki Region. His father was a boiler-maker and worked in the shipyards.

Chkalov began to study early but soon had to go to work. First he finished a village school, then he entered a technical school, but did not finish it.

In the winter of 1918 Chkalov, then a boy of 14, began to work with his father. In the same year, as soon as navigation opened on the Volga, he began to work as a stoker on a dredger. In the following spring he worked on a passenger ship.

In 1920, when he was only sixteen, he joined the Red Army as a volunteer. Here he saw aeroplanes for the first time, and decided to become an airman. He worked so well that he was sent to an aviation school in Moscow. He graduated from that school in 1923, and in 1930 became a test-pilot.

The work of a test-pilot is to test new aeroplanes and is therefore very risky.

On May 5, 1935, he was awarded the Order of Lenin for his daring and courage shown while testing new aeroplanes, and in 1936 he was awarded the title of Hero of the Soviet Union for a non-stop flight from Moscow to Udd (now Chkalov) Island.

In 1937, Chkalov with two companions, Baidukov and Belyakov, flew across the North Pole to America.

This great hero perished on the 15th of December 1938 while testing a new plane. V. P. Chkalov will never be forgotten, the memory of his daring deeds will live through ages yet to come.

Exercises.

I. Answer the following questions.

1) In what year was Valeri Pavlovich Chkalov born? 2) What was his father? 3) Did he begin to work early or late? 4) What school did he enter? 5) What did he begin to do when he was a boy of fourteen? 6) What did he begin to do when navigation opened on the Volga in 1918? 7) How old was he when he joined the Red Army as a volunteer? 8) When did he see aeroplanes for the first time?

II. Put questions referring to the words in italics.

1) Chkalov was sent *to an aviation school in Moscow.* 2) *In 1923* he graduated from the aviation school. 3) The work of a testflier is *to test new aeroplanes.* 4) Yes, it is very risky. 5) *Only the best and the most courageous pilots* are given that kind of work. 6) While testing new machines Chkalov more than once showed *great daring and presence of mind.* 7) On May 5, 1935, he was awarded *the Order of Lenin.* 8) *In 1936* he was awarded the title of Hero of the Soviet Union.

III. Translate the following sentences into English.

1) Kui harjutus oli kirjutatud, ma andsin selle õpetajale. 2) Kui harjutus oli kontrollitud, andis õpetaja selle mulle tagasi. 3) Kui teda (naiss.) paluti seda luuletust deklameerida, ta deklameeris seda väga hästi. 4) Teda (meess.) kutsuti külla tema sõbra poolt. 5) Seda sangarit armastati kõigi

poolt. 6) Teda ei unustata iialgi (tulevik). 7) Tema elulugu kirjutatakse peatselt.

IV. Write the three main forms of the following verbs:

to sit, to run, to say, to cry, to give, to fall, to find, to sleep, to die, to carry, to stand, to get, to rise, to teach, to pull, to begin, to wake, to know, to feel, to bring, to catch.

V. Change the following sentences into the active voice.

1) Many good books are read by these boys. 2) I was sometimes invited home by my friends. 3) These placards were made by us. 4) We were questioned by our teachers every day. 5) Interesting excursions will be organized for us by our teachers. 6) You are praised by the teacher. 7) These letters were written by me. 8) I am taken care of by my parents. 9) Young trees will be planted by our schoolchildren.

VI. Insert the correct preposition.

1) Chkalov's father worked ... shipyards. 2) Chkalov was brought up ... his elder sister. 3) ... the winter ... 1918 he began to work ... his father. 4) He worked as a stoker ... a dredger. 5) ... the spring ... 1919 he already worked ... a passenger ship. 6) ... 1920 he saw aeroplanes ... the first time. 7) He was sent ... an aviation school ... Moscow. 8) ... 1923 he graduated ... that school.

VII. Say whether the following sentences are simple, compound or complex and what clauses the complex sentences contain.

1) Chkalov was born in 1904. 2) When he was six years old his mother died. 3) After his mother had died, Chkalov was brought up by his elder sister. 4) First he entered a village school, then he went to a technical school. 5) When he was a boy of 14, he began to work with his father. 6) As soon as navigation opened on the Volga in 1918, he began

to work as a stoker on a dredger. 7) In the following spring he worked on a passenger ship. 8) When he was a boy of sixteen, he joined the Red Army as a volunteer. 9) In 1920 he saw aeroplanes for the first time and decided to become an aviator.

VIII. Join each pair of simple sentences into one complex sentence using suitable conjunctions.

1) a. He worked hard. b. They sent him to an aviation school.

2) a. He graduated from that school. b. He became a test-pilot.

3) a. The work of a test-pilot is to test new aeroplanes. b. It is very risky.

4) a. Chkalov was testing new aeroplanes. b. He showed great daring and presence of mind.

IX. Analyse the following sentences.

1) Chkalov was born in 1904 in the Gorki Region. 2) There were many children in his father's family. 3) Chkalov's father worked in the shipyards. 4) Valeri Pavlovich finished a village school. 5) When navigation opened on the Volga, he began to work on a dredger. 6) There is much risk in the work of a test-pilot. 7) Chkalov showed much daring and presence of mind. 8) There are many daring pilots in our country.

Phonetic Exercise.

j	ɔ:	ou	i:	æ
jəɪz ˈʃipjɑɪd juɪə	ɔɪtəbaiˈɔgrəfi ˈɔɪəə ɔɪt	ˈstoukə ʃoud ˈfəlouiŋ	ˈriːdʒən ˈtiːtʃəz ˈtiːtʃiz	biˈgæn ˈnæviˈgeiʃən ˈpæsindʒə

iə	ei	aɪ
vɔlən'tiə	nævi'geiʃən	'aɪmi
'hiərou	eivi'eiʃən	'ʃipjaɪd
kəm'pænjən	'grædjueit	haɪd

TWENTY-FIRST LESSON.

STORY OF THE GREAT FLIGHT.

Chkalov, Baidukov and Belyakov took off from the Schelkovo aerodrome and flew to the North. The weather was fine, and the airmen soon saw the coast at the White Sea.

They flew over the White Sea and came out on the Kola Peninsula, where they met with clouds, through which they could no longer see the earth.

The fliers had to fly even higher than before in order to break through a big cloud. In doing so the plane was covered with thin ice.

When they reached the Barents Sea they could not see anything, because of the clouds. Then the fliers turned east. The weather was fine again and they continued in the direction of Franz-Josef Land. There again they had to break through the clouds. The plane became completely coated with ice, which covered the stabilizer, the wings and the frame of the radio compass. The thickness of the ice reached $1^1/_2$ cm. This ice did not thaw but remained on the plane for almost 20 hours.

The fliers reached Franz-Josef Land. They heard the radio beacon of Rudolf Island, but did not see the island itself, it was covered by the clouds.

Later on their way to the North Pole they again met with clouds and had to turn to the left.

As they approached the north coast of Canada, they rose to the height of about 5,700 m. but were still in the clouds. They continued to rise but it became difficult as there was not enough oxygen.

Continuing the flight they saw land from a height of 3,000 m. and they soon saw Banks Island (one of the islands in Northern Canada). Then they flew along the 123rd meridian and found themselves at Cape Barrow on the Canadian Coast. The weather became fine again, the sun shone brightly.

Avoiding the Great Bear Lake which was still covered with ice, the fliers reached the Mackenzie River. Here once more they ran into heavy clouds. It was possible to turn off the route, but the fliers decided to fly straight on towards the west. In this way they at last reached the Pacific Ocean.

Then they flew along the coast and spent the night over the ocean. It was morning when they again reached the coast.

They utilized the radio beacons of the Seattle—San Francisco airline and finished their heroic flight in Portland.

Great was the joy of all the people of our Union when they heard of this historical flight, great was the joy of all the people in Portland who greeted the heroic fliers of the great Soviet Union!

ðə ˈwait ˈsiː	ˈkænədə	məˈkenzi ˈrivə
ðə ˈkoulə piˈninsjulə	kəˈneidjən ˈkoust	ˈðə pəˈsifik ˈouʃən
ðə ˈbaɪrənts ˈsiː	ˈbæŋks ˈailənd	siˈætl
ˈfrænts ˈdʒouzif lænd	ˈkeip ˈbærou	ˈsænfrənˈsiskou
ˈruːdəlf ˈailənd	greit ˈbɛə ˈleik	ˈpɔːtlənd

Exercises.

I. Trace on your map all the places passed by the aviators on their heroic flight.

II. Make a list of words referring to travels and flights.

III. Answer the following questions.

1) From what aerodrome did Chkalov, Baidukov and Belyakov take off? 2) In what direction did they fly? 3) Could the fliers at first see the coast of the White Sea? 4) Where did they meet with clouds? 5) On what peninsula did they come out? 6) Why was the plane slightly covered with ice? 7) Why could the fliers see nothing when they reached the Barents Sea? 8) When did they rise to a great height? 9) Where did they finish their heroic flight? 10) What were the feelings of all our people when they heard of this historical flight?

IV. Put questions referring to the words in italics.

1) The fliers could see *the coast of the White Sea.* 2) The fliers flew *to the North.* 3) The ice did not thaw *for a long time.* 4) It remained on the plane *for almost twenty hours.* 5) The fliers reached *Franz-Joseph Land.* 6) They heard the radio beacon *of Rudolf Island.* 7) They met *with clouds* again. 8) In this way they flew *to the Pacific Ocean.* 9) It was morning when they came out *on shore.* 10) They finished their heroic flight *in Portland.*

V. Translate the following sentences into English.

1) Oli talv. 2) Väljas oli väga külm. 3) Sadas lund. 4) Oli väga pime. 5) Kell oli ainult neli. 6) Varsti läheb soojemaks. 7) Läheb valgemaks. 8) Kas septembris on soe või külm? 9) See on selge, et nad tulevad koosolekule. 10) Veel on väga vara. 11) Raske on tõlkida seda lauset.

VI. Underline the subordinate clauses in the following complex sentences and say whether they are noun clauses, adverbial clauses or attributive clauses.

1) After Chkalov, Baidukov and Belyakov had taken off from the Schelkovo aerodrome, they began to fly higher and higher.

2) They soon met with clouds which cut them off from the earth.

3) When they reached the Barents Sea, they could not see anything, because of the clouds.

4) The plane became coated with ice, which covered the stabilizer, the wings and the frame of the radio compass.

5) While they were flying towards the north coast of Canada, they rose to the height of 5,700 m.

6) Avoiding the Great Bear Lake which was still covered with ice, the fliers reached the Mackenzie River.

7) Great was the joy of all the people of our Union when they heard of this historical flight.

VII. Insert an article where necessary.

1) The airmen took off from ... Schelkovo aerodrome and flew to ... North. 2) ... weather was fine at ... first. 3) They could see ... coast of ... White Sea. 4) They soon came to ... Kola Peninsula. 5) Soon they were cut off from ... earth. 6) They wanted to break through ... big clouds. 7) While they were trying to do this ... plane got slightly covered with ... ice. 8) Near ... Barents Sea they could not see anything. 9) They then proceeded to ... East. 10) They flew in ... direction of ... Franz-Josef Land. 11) ... thickness of ... ice reached $1^1/_2$ cm. 12) ... ice did not melt for ... long time. 13) They rose to ... very great height. 14) The airmen soon saw ... Banks Island. 15) Soon they were flying over ... Canadian Coast. 16) They reached

... Makenzie River. 17) It was possible to turn to ... left. 18) They flew to ... Pacific Ocean. 19) It was ... morning when they came out on ... shore. 20) They finished their flight in ... Portland.

VIII. Translate the following sentences into English.

1) Poiss riietus ja läks kooli. 2) Hommikul me peseme end alati külma veega. 3) Kuhu peitis end väike Fred, ma ei näe teda. 4) Ära peida end, Fred! 5) Nüüd mina peidan end, aga sina otsi mind, Fred. 6) Mary on end ka kusagile peitnud. 7) Nüüd on kõik lapsed end kusagile peitnud.

Phonetic Exercise.

ai	ɔɪ	ɛə	ə	ou	uɪ
flait hai ˈslaitli ais kwait	ˈstɔɪri ˈɔɪdə nɔɪə	ˈɛərədroum ˈɛəlain ˈɛəmən bɛə	prəˈsiɪd ˈkænədə ˈɔksidʒən məˈridiən pəˈsifik	koust ˈreidiou poul rouz ˈkoulə	fluɪ ˈduɪiŋ suɪn ruɪt

e	ʌ	i	au	əɪ	ei	aiə
ˈweðə məˈkenzi west	ˈkʌvəd ˈkʌmpəs	piˈninsjulə wiŋz ˈəiknis iˈnʌf siˈætl	klaudz auə ˈauə auəz	əɪə priˈfəɪd	breik plein freim kəˈneidjən	ˈflaiəz

TWENTY-SECOND LESSON.

MUSHROOMS IN BRONX PARK.

(From "Jews Without Money" by Michael Gold.)

In his book "Jews Without Money" Michael Gold describes the poverty and misery of the Jewish emigrants who, having fled from the European pogroms, came to America and settled in the East Side of New York.

Mrs. Gold, the author's mother, having spent her childhood in a Hungarian village, could not forget its beautiful forests, fields and meadows and missed them greatly when she came to live in the East Side of New York where "no grass is found, no big living trees, no flowers", where the children play in dusty streets while their miserable parents work like slaves for their bosses.

The following extract tells us how the author, his mother and sisters went for the first time to hunt for mushrooms.

... In the forest everything suddenly became cool and green. It was like going into a mysterious house. The trees were like walls, their leaves made a ceiling. Clear, sweet voices sang through the house. These were the birds. The birds lived in the house. Little ants and beetles ran about under our feet. They lived on the floor of the house.

My mother walked in front of us. Her face looked younger. She stopped mysteriously every few minutes and sniffed the air.

"I am smelling out the mushrooms," she explained. "I know how to do that. I learned it in Hungary. Each mushroom has its own smell. The best ones grow under oak trees."

"I want to pick some," said Esther.

"No!" said my mother, sharply, "you must never do that. You are an American child, and don't know about these things. Some mushrooms are poison! They will kill you! Never pick them."

"Do they come on strings?" I asked.

"Those are grocery store mushrooms," explained my mother. "Ach, America, the thief, where children only see dry dead mushrooms in grocery stores. Wait, I will show you!"

We were surprised at our mother. She was always slow-moving and careful. Now she jumped and laughed like a girl.

"Stop! I think there are mushrooms under those leaves!" she said. "Let me scratch a little and find out. Yes, yes! Do you see? My nose is still sharp after all these years! What a pretty silver cap it has! It is a birch-mushroom. Its parents are those birch trees. When mushrooms grow near pine trees they are green, and taste of pine. But the oak mushroom is the finest of all. It is a beautiful brown."

We followed her, as she poked around under the trees and bushes for her beloved mushrooms. She found many, and lifted her skirt to make a bag for them. Each new mushroom reminded her of Hungary and of things she had never told us. She talked in a low voice. She stooped to the mushrooms, and her eyes shone like a child's.

"Ach, how people love the mushrooms in Hungary! In the season everyone is in the forest with a big basket to hunt for mushrooms. We had our favourite spot where we went year after year. We never picked mushrooms, but cut them close to the roots, like this. It means they will grow again next year. Two other Jewish girls and I always went hunting together.

"I used to know the names of all the birds, and their songs. I knew good snakes and bad ones, and killed the bad ones with a stick. I knew where to find berries. I could walk twenty miles in a forest and find my way back. Once,

two girls and I were lost in a forest for days and found our way back! Ach, what fun there was in Hungary!"

Suddenly my mother flung her arms around each of us, and kissed Esther and me.

"Ach," she said, "I'm so happy in a forest! You American children don't know what it means! I am happy!"

Exercises.

I. Translate the first paragraph with the help of the dictionary.

II. Answer the following questions.

1) What was the forest like? 2) What were the trees like? 3) What did the leaves make? 4) What voices sang in the forest? 5) What could be seen on the ground? 6) Why did Mrs. Gold look younger than usual? 7) Why did she stop mysteriously every few minutes? 8) When did the author's mother learn how to hunt for mushrooms? 9) Why did she leave Hungary? 10) What mushrooms did Mrs. Gold like best? 11) Why did her mother not allow Esther to pick mushrooms? 12) Do the children of American workers go to summer camps in summer? 13) Are excursions organized for them? 14) Do you like to pick mushrooms?

III. Write questions referring to the words in italics.

1) This mushroom tastes *of pine.* 2) We followed *our mother.* 3) She poked around *under the trees.* 4) *She* found very many mushrooms. 5) Every mushroom reminded her *of Hungary.* 6) She talked *in a low voice.* 7) Her eyes shone *like a child's.* 8) *People in Hungary* are very fond of mushrooms. 9) In the season everyone is in the forest *with a big basket to hunt.* 10) *We* had our favourite spots. 11) We never *picked* mushrooms. 12) We cut them *close to the roots.* 13) I knew the names *of all the birds.* 14) I

killed *bad* snakes with a stick. 15) I could walk twenty miles *in a forest.* 16) Suddenly Mike's mother *flung her arms* around her children.

IV. Change the following sentences from the active voice into the passive.

1) We shall find many berries. 2) The children will see ants and beetles in the forest. 3) He will pick some birch-mushrooms. 4) He will give me a piece of string. 5) We shall see beautiful birch-trees and pine-trees in the forest. 6) We shall follow our mother. 7) I shall remind you of that. 8) She will like you. 9) We shall cut the mushrooms close to the roots. 10) He will kill this snake with his stick. 11) He will write his translation to-day. 12) Collective farmers plough the fields with tractors. 13) They will meet him to-morrow.

V. Change the following sentences from the passive voice into the active voice.

1) Many vegetables will be sold by our collective farms. 2) This medicine must be taken by her. 3) I shall be asked by the teacher to-day. 4) Many interesting excursions will be organized for our city children. 5) Many places will be visited by them.

VI. Insert the correct preposition.

1) Little ants and beetles will run ... your feet. 2) She walked ... front ... us. 3) This mushroom tastes ... pine. 4) Everything reminded her ... her village. 5) We talked ... a low voice. 6) Year ... year they lived ... the East Side of New York. 7) We were sitting close ... the window. 8) Once we were lost ... a dark forest. 9) The mother flung her arms ... her children. 10) Everyone will be ... the forest to-morrow.

VII. Write a short plan of the text.

VIII. Use the words *the other, others,* or *another* in the following sentences.

1) To-day we have begun to read a new story; in a few days we shall read .... 2) I don't want to read this book, give me .... 3) I have two friends; one is John and ... is Peter. 4) I can't write with this pen, give me .... 5) Two girls entered the classroom; one was Kitty, ... was Lily. 6) Several boys and girls are still in the classroom, ... have gone into the garden. 7) One hand is called the right hand and ... is called the left one. 8) He has two brothers; one is still a schoolboy, ... is a student. 9) Three boys have already come, ... will come later. 10) This book is not mine, it belongs to ... boy.

Phonetic Exercise.

uː	ou	iː	iə	ɵ
kuːl ˈmuːviŋ ruːts dʒuː	ˈgouiŋ ˈgrousəri slou	ˈgriːn ˈsiːliŋ swiːt biːtlz	misˈtiəriəs kliə	ɵruː ɵriː

əː	æ	ʌ	i
bəːdz bəːtʃ skəːt	ænts kæp ˈhæpi bæk	ˈhʌŋgri ˈmʌðə frʌnt	ˈminit snift striŋz

TWENTY-THIRD LESSON.

WELCOME, SUNNY MAY.

(Song.)

Welcome! Welcome, summer!
Welcome, sunny May!
Hark the bees so busy,
Humming all the day;
Butterflies are flitting
On their wings so white,
Now among the shadows,
Now in sunshine bright.

Larks are gaily soaring
To the clouds of morn,
O'er the dewy meadows,
O'er the fields of corn.
Happy birds are singing
On the leafy spray,
Welcome to the summer,
And to sunny May!

Exercises.

I. Learn the poem by heart.

II. Write the poem from memory.

III. Copy the words with double consonants.

IV. Make a list of adjectives and write sentences with them.

REVIEW.

I. Say whether the following sentences are simple, compound or complex and what subordinate clauses the complex sentences contain.

1) The first men could only travel on foot. 2) When the first men had tamed the horse they began to ride on horse-

back. 3) The woman told the man that she did not like living in his wild ways. 4) The cat went after the wild horse very softly and then he hid himself where he could hear everything. 5) "That the dog should become our first friend is absolutely necessary," the woman thought. 6) When the man woke up he asked what the wild horse was doing in the cave. 7) Tell how the first animals were tamed.

II. Give a detailed analysis of the following sentences.

1) It was cool in the forest. 2) Clear voices sang in the wood. 3) Michael's mother stopped every few minutes and sniffed the air. 4) She explained that she was smelling out the mushrooms. 5) She knew how to do it. 6) Esther said that she wanted to pick some mushrooms. 7) When mushrooms grow near pine-trees they are green. 8) The mother went so quickly that the children could hardly follow her. 9) Michael's mother said that she felt happy in the forest. 10) The children did not know how to find mushrooms because they had never been in a forest before.

III. Write three simple sentences, three compound sentences and three complex sentences of your own.

IV. Write three sentences with the introductory word *there* and three sentences with the introductory word *it*.

V. Use the particle *to* before the infinitive where necessary.

1) I can ... tell him where she lives. 2) He had ... dress and ... go to school. 3) You may ... take my book. 4) Don't ... begin talking again. 5) I wish I might ... stay at home. 6) Mary wanted ... stay at home. 7) Capitalists make little children ... work for them. 8) Can you ...

speak English a little? 9) You had better ... read the story once more. 10) I must ... write a dictation now. 11) The teacher will make you ...speak English. 12) You had better ... go home now.

VI. Give all the forms of reflexive pronouns.

VII. Give three examples of intransitive verbs.

VIII. Say whether the following verbs are transitive or intransitive.

1) Dickon killed the king's deer. 2) He stood speechless. 3) Dickon ran to Sherwood. 4) He wanted protection. 5) Robin Hood lived in Sherwood. 6) He would protect the poor boy.

IX. Give six sentences with the verbs *can* and *must* (or their equivalents) in the present, past and future indefinite.

X. Translate the following sentences into English.

1) Henry tõusis vara, riietus ja pesi end kiiresti ning jooksis kooli. 2) Teie peate ise need laused tõlkima. 3) Ma loen selle luuletuse ise. 4) Las ta kirjutab kõik ise! 5) Ärge peitke end! 6) Ta ei tahtnud ise kirjutada. 7) Seda te kirjutasite ise. 8) Ta oli nii õnnelik, et ta ei uskunud iseennast.

XI. Change the following sentences into indirect speech.

1) She said to me, "My children will go to a pioneer camp." 2) She asked him, "Do you know who has given me this book?" 3) The teacher said to her pupils, "Now you can go home, children." 4) The boy cried, "Spring has come and many birds have returned." 5) The teacher said to the boy, "Go to your place." 6) My mother asked me, "Have you many lessons to prepare?"

XII. Say whether the following sentences contain statements, questions or commands.

1) Mike said, "I want to go to the country." 2) Tom said, "May I stay at home, mother?" 3) Tom said to Fred, "Come with me."

XIII. Insert the correct preposition:

1) ... summer our children leave ... pioneer camps. 2) Camps are situated ... different places. 3) ... summer pioneer camps are visited ... many children. 4) We are proud ... our achievements. 5) There are many famous women ... our country. 6) We shall be ... the country ... short time. 7) Can you ride ... horse-back? 8) Do you like to go ... foot? 9) There are many ways ... going ... place ... place. 10) ... autumn birds fly ... warm countries, but ... spring they return ... us. 11) What is this table made ...? 12) The boy went ... a flag ... his hand. 13) Different excursions are organized ... our children. 14) We shall go ... the woods to pick berries and mushrooms.

XIV. Insert an article where necessary.

1) John has ... boat. 2) ... boat is quite new. 3) Let us take ... bus that is coming. 4) ... snow thaws in ... sun. 5) Mary's sister is ... parachutist. 6) We have read ... story by Kipling. 7) .. story is about ... horse and ... dog. 8) ... shores of ... great ocean were seen. 9) ... White Sea is in ... North. 10) In summer we lived on ... island. 11) Where is there ... peninsula? 12) ... sun has already set. 13) There are many stars in ... sky. 14) ... moon gives less light than ... sun.

XV. Use *other, another, the other,* or *others.*

1) Twenty pupils are in the yard, all ... pupils are in the classroom. 2) I don't want to read this book, give me ... 3) I have two friends, one is in Moscow, ... is here. 4) Some of these pupils will go to pioneer camps, ... will go to sanatoriums. 5) I shall have to buy ... books for reading.

XVI. Translate the following sentences into English.

1) Me lugesime sellist huvitavat juttu! 2) Ma kirjutasin sellesama harjutuse. 3) Ta teab sellist huvitavat mängu. 4) Mike on selline hea jalgpallimängija. 5) Me hakkame elama sellessamas külas. 6) Temal on sellised head raamatud. 7) Nad said sellised head numbrid.

I. THE MONTHS.

January brings the snow,
Makes our feet and fingers glow.
February brings the rain,
Thaws the frozen lake again,
March brings breezes sharp and chill,
Shakes the dancing daffodil;
April brings the primrose sweet,
Scatters daisies at our feet.
May brings flocks of pretty lambs,
Sporting round their fleecy dams,
June brings tulips, lilies, roses,
Fills the children's hands with posies,
Hot *July* brings thunder-showers,
Apricots, and gilly-flowers;
August brings the sheaves of corn;
Then the harvest home is borne.
Warm *September* brings the fruit;
Sportsmen then begin to shoot.
Brown *October* brings the pheasant;
Then to gather nuts is pleasant.
Dull *November* brings the blast —
Hark! the leaves are whirling fast.
Cold *December* brings the sleet,
Blazing fire and New-Year treat.

Sara Coleridge.

II. NO!

(The poet's description of a London fog in November.)

No sun — no moon!
No morn — no noon!
No dawn — no dusk — no proper time of day!
No sky — no earthly view —
No distance looking blue —
No road — no street — no "t'other side the way."
No travelling at all — no locomotion,
No inkling of the way — no notion.
"No go" — by land or ocean.
No mail — no post —
No news from any foreign coast —
No warmth, no cheerfulness, no healthful ease.
No comfortable feel in any member —
No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds,
No — vember!

Thomas Hood.

III. THE SEA.

Ah! what pleasant visions haunt me
As I gaze upon the sea!
All the old romantic legends,
All my dreams, come back to me.

Till my soul is full of longing
For the secrets of the Sea,
And the heart of the great ocean
Sends a thrilling pulse through me.

H. W. Longfellow.

IV. I REMEMBER.

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn.
He never came a wink too soon,
Nor brought too long a day;
But now I often wish the night,
Had borne my breath away!

I remember, I remember,
Where I used to swing;
And thought the air must rush as fresh
To swallows on the wing:
My spirit flew in feathers then,
That is so heavy now, —
And summer pools could hardly cool
The fever of my brow!

I remember, I remember,
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance;
But now 'tis little joy
To know I'm farther off from heaven
Than when I was a boy.

Thomas Hood.

V. NOTHING WILL DIE.

When will the stream be aweary of flowing
Under my eye?
When will the wind be aweary of blowing
Over the sky?

When will the clouds be aweary of fleeting?
When will the heart be aweary of beating?
And nature die?
Never, oh! never, nothing will die;
The stream flows,
The wind blows,
The cloud fleets,
The heart beats —
Nothing will die.

A. Tennyson.

VI. THE ANT AND THE CRICKET.

A silly young cricket, accustomed to sing
Through the warm sunny months of gay summer and spring,
Began to complain, when he found that at home
His cupboard was empty, and winter was come.

Not a crumb to be found
On the snow-covered ground
Not a flower could he see,
Not a leaf on a tree; —

"Oh, what will become," said the cricket, "of me?"
At last, by starvation and famine made bold,
All dripping with wet, and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant
Him shelter from rain,
And a mouthful of grain.
He wished only to borrow
And repay it to-morrow:
If not, he must die of starvation and sorrow.
Said the ant to the cricket,"I'm your servant and friend;
But we ants never borrow, we ants never lend.

But tell me, dear sir, did you lay nothing by
When the weather was warm?" Said the cricket, "Not I!
My heart was so light
That I sang day and night,
For all nature looked gay."
"You sang, sir, you say?
Go then," said the ant, "and dance winter away."
Thus ending, he hastily opened the wicket,
And out of the door turned the poor little cricket.
Though this is a fable, the moral is good: —
If you live without work, you will go without food.

VII. THE ARTIST'S CATS.

An artist had a cat and a kitten, of which he was very fond. One day a friend called to see him, and found two holes in the bottom of his door, one large, the other small. He said to the artist:

"My friend, why are there two holes in the bottom of your door?"

"Well, they are there to let the cats in and out, of course."

"But why have you two holes? Wouldn't one do as well?"

"Why, you stupid fellow! How could the big cat go through the little hole?"

"Very true, but couldn't the little cat go through the big hole?"

"Ha! Ha! Indeed she could. Dear me! I never thought of that!"

VIII. THE STOUT LADY ON THE ICE.

During a hard frost, a lady, who was very stout, but was very fond of skating, went down to a lake to spend a few hours on the ice. Very soon she had a bad fall; and, as she was very heavy and stout, she was unable to get up.

She sat on the ice, looking very sad.

A man came skating up to her, and helped her to rise.

"It is your first time on the ice, I suppose," he said.

"No," she replied, "It is not my first; but it shall be my last, thank you."

IX. THE DOG AND THE CAKES.

A man once had a dog whose name was Tiger.

He had thick black hair, with a large spot of white on the breast.

He was as brave as a lion, but he never quarrelled, for dogs were afraid to attack him.

His master often sent him on errands, and he always seemed very proud of the trust his master placed in him, and would trot along, looking neither to the right nor to the left.

Often, when his master called at the baker's, Tiger was with him, and sometimes his master let him carry home the basket filled with cakes.

At last Tiger knew what the basket was for, and, if his master put a note in it so that baker could understand what he wanted, Tiger would go and fetch the things alone.

One morning his master sent him to the baker's for some cakes; and away he went with the basket in his mouth. The baker read his master's note, put the cakes in the basket, as he had often done before, and Tiger set off for home.

On the road home Tiger met another dog, who thought he would turn back and go with him, just for the sake of company.

They had gone but a little way, when the strange dog began to smell at the basket, and, finding there was something nice inside, pushed his nose into it, and took one of the cakes.

All the other dogs seemed to know there was something good to eat in the basket, and they at once began to help themselves to the cakes.

Tiger looked round in terror. It was enough to drive the poor fellow wild to see the cakes going one by one. What could he do with so many dogs?

He saw that he would never be able to get the cakes home, so he joined in the feast himself, and helped to finish them.

X. HOW TOBACCO WAS BROUGHT TO ENGLAND.

The tobacco-plant and the potato were brought to England in the sixteenth century.

Walter Raleigh, a famous English seafarer of that time, sailed across the seas to America, in search of new lands, and he brought back both these plants with him.

When he was in America, he had seen the Indians smoke, and before long he began to smoke himself.

When he returned to England, and was sitting by the fire one day, he began to smoke. In the middle of his smoking, the door opened, and in came his friend. This man had never in his life seen any one smoke, and did not know that there was such a plant as tobacco. So, when he saw the smoke coming from Raleigh's mouth, he thought that he was on fire! He cried out in alarm, and ran to fetch a bucket of water to put the fire out; and Walter Raleigh was half-drowned before he had time to explain what he was really doing.

XI. A DISH OF TEA-LEAVES.

Long ago there lived a widow in England. She had a son, who was a sailor. Once the sailor went to China. On his return he brought his mother a pound of tea. She was very

pleased, because she had heard that the tea was very nice, but she did not know how to prepare it. She told her friends about it and invited some of them to come and try it with her. They talked a great deal about this, for it was really their first tea party.

At last the day came, and they all arrived in good time. There were cakes and bread-and-butter on the table, and in the middle was one dish upon which all eyes were soon fixed.

The cover was, then, raised and the hopeful party beheld a dish of tea leaves.

This was served out in small portions to all the guests, who began to eat it with pepper and salt, just as they ate cabbage or other vegetables.

In the middle of the meal the sailor came in. When he saw all the party eating tea leaves, he began to laugh merrily, and no wonder.

"Where is the tea, mother?" he asked.

"Here, my son," replied she. "Pray sit down and have some."

"Why, those are only the leaves," said he and laughed again, "where is the water in which they were boiled?"

"The water!" cried the mother, "why, I threw it away, of course!"

XII. THE FRENCHMAN AND THE MUSHROOM.

A Frenchman happened to be in Switzerland at an inn where they spoke only German; and as he could not speak German, it was difficult for him to explain what he wanted.

Among other things he wanted some mushrooms, but could not make his landlord understand this. At last a brilliant idea struck him. He took a piece of charcoal and drew on the wall a picture of a mushroom. The landlord smiled and

hurried off to fetch what he now thought the Frenchman wanted.

"At last!" exclaimed the Frenchman, "It was a clever idea to draw a mushroom, now I'll soon eat my favourite dish!"

The landlord returned in a few minutes, carrying — not the mushrooms but a big umbrella.

XIII. SWIFT AND THE BOY.

Dean Swift had a friend, who often sent little presents to him. These presents were generally brought by the same servant, a boy. Swift was rather stingy, and he never gave the boy anything for his trouble.

One day the boy called with a present from his master to the Dean. The Dean's servant let the boy into the house, and the boy walked quickly up to the door of the study, pushed it rudely open, and called out,

"Master has sent you a present."

Swift, who was writing at a table, turned round and said, "My boy, that is not the way to deliver a present. I will show you how it ought to be done. You sit down in my chair."

The boy sat down, and the Dean went out of the room. Presently he came and knocked at the door. "Come in," said the boy. The Dean came in, and said, "If you please, Sir, Master presents his compliments to you, and begs you will accept of a small present he has sent you." "Does he?" replied the boy, "then return my best thanks to him, and here's half-a-crown for yourself."

The Dean began to laugh, he took the boy's hint; and after that the boy never forgot to follow the Dean's instructions in politeness.

XIV. THE SAILOR AND THE MONKEYS.

A sailor once went ashore on the coast of South America. He had with him a number of blue woollen caps which he wanted to sell. On his way to the town at some distance from the coast, he had to pass through a forest, in which there were great numbers of monkeys.

At noon, as the sun was right overhead, the sailor decided to have a rest as it was very hot. He lay down under the shade of a large tree, took one of the caps out of his bundle, put it on his head, and soon fell asleep.

When he awoke, he found, to his surprise, that the caps were all gone!

Soon he heard a loud noise among the thick branches above him, and he looked up.

He saw the trees alive with monkeys, and on the head of each monkey was a blue woollen cap!

The little animals had watched his actions, had stolen his caps, while he slept, and had put them on, and now they did not pay any attention to his shouts.

When the sailor saw that he could not get his caps back, he pulled off the one which he had on his head, and threw it on the ground, crying out, "If you want to keep the rest, you may take this one, too?"

To his surprise, the little animals at once did the same. Each pulled off the cap from his head and threw it on the ground. The sailor quickly gathered up his caps and went to the town to sell them there.

XV. THE BRAVE LITTLE DUTCH BOY.

In some parts of Holland the land lies so low, that the people who live there have to build great walls of sand and earth, to keep out the sea. These walls are called dykes.

Sometimes the waves break down these walls, and then the sea rushes in through the break, and spreads over the land.

Very often people lose houses, cattle and sheep and even their own lives in this way.

Once, when a little peasant boy was going home in the evening, he saw a hole in one of the dykes, through which the water was trickling.

His father had often told him that if this happened, and the water was not stopped, it might soon make the hole so big, that the sea would flow over the land. At first he thought he would have to tell his father. But then he said to himself, "It may be dark before father can come and we shall not be able to find the hole again. Or it may get so large that it will be too late to stop it. I shall have to stay here and do the best I can alone." The brave little boy sat down, and put his hand in the hole, to keep back the water that was trickling through. There he stayed, hour after hour, in the cold and the dark, all through the night!

In the morning, a peasant came past and saw him. He could not think what the boy was doing there. So he called out to him,

"What are you doing there, my boy?"

"There is a hole in the dyke," said the boy, "and I am keeping back the water."

Poor little boy! He was so cold and tired that he could scarcely speak.

The man who understood the danger came quickly and set him free. He got the hole closed up, and thus the land was saved, thanks to the brave little Dutch boy.

XVI. A SHOOTING PARTY.

(Adapted from Charles Dickens.)

The following extract is taken from Dickens' novel "The Pickwick Club" and describes one of the many episodes that happened to the members of this club.

Mr. Pickwick was awakened by the bright morning sun. He jumped out of bed and opened the window. The morning was bright and warm.

Mr. Pickwick looked into the garden and saw there Mr. Wardle.

"How are you?" asked Mr. Wardle. "Beautiful morning, isn't it? Come out! Your friend, Mr. Winkle, and I are going out to shoot rooks before breakfast. He is very good shot, your friend, isn't he?"

"I have heard him say he is a very good one," answered Mr. Pickwick, "but I never saw him aim at anything."

"Well," said Mr. Wardle, "he will come presently; let us go into the rookery."

Mr. Pickwick and Mr. Wardle went down to the rookery and there were joined by Mr. Tupman, Mr. Snodgrass and Mr. Winkle.

"This is the place," said Mr. Wardle stopping after a few minutes of walking. The voices of the rooks showed well enough where they were.

"Come along," shouted Mr. Wardle, addressing Mr. Winkle, "a good shot like you must fire the first shot."

Mr. Winkle answered with a forced smile, and took up the gun that was offered to him by Mr. Wardle.

Mr. Wardle nodded, and two ragged boys began to climb up two of the trees.

"What are those boys for?" asked Mr. Pickwick very much surprised.

"They are here to frighten the rooks," answered Mr. Wardle. "Shall I begin?"

"If you please," said Mr. Winkle, glad that he was not the first to begin.

"Stand aside, then."

The boys shouted and shook a branch with a nest on it. Half a dozen young rooks flew out. Mr. Wardle fired. Down fell one bird and off flew the others.

"Now, Mr. Winkle," said Mr. Wardle, "fire away." Mr. Winkle took his gun. There was a pause — a shout — a flapping of wings — a faint click.

"Hello," said Mr. Winkle.

"Won't it go?" asked Mr. Pickwick.

"Missed fire," said Mr. Winkle, who was very pale.

"Strange," said Mr. Wardle, taking the gun. "Never knew this gun to miss fire before. Why, I don't see anything of the cap."

"Oh," said Mr. Winkle, "I forgot the cap."

The mistake was corrected. Mr. Winkle stepped forward. The boys shouted — four rooks flew out. Mr. Winkle fired. There was a scream as of a man — not a rook — in pain.

Mr. Tupman had saved the lives of many birds by receiving a portion of the charge in his left arm...

Mr. Tupman was carried into the house. There his arm was examined and dressed by a doctor who said that the wound was a very slight one.

The whole company sat down to breakfast.

Mr. Pickwick alone was silent. His confidence in Mr. Winkle was lost — nearly lost — because of the accident in the morning.

XVII. AN ABSENT-MINDED MAN.

(Adapted from Jerome K. Jerome.)

Mrs. Pratt had driven to see her mother, leaving her husband to follow with the baby and baby's complete change of clothing.

At eleven o'clock sharp Pratt set out with the perambulator.

"I'm sure I have forgotten something," said Pratt to himself, stopping for the fourth time to scratch his head.

"Flannel petticoat, bibs, socks — no, it isn't that. There is something missing — now let's start at the baby's head and work downwards; bonnet, bib, flannel petticoat, socks" ... But even this method could not help him.

Pratt travelled upwards from socks to bonnet; then went through a day in baby's life from morning till night — still no result.

He was slowly moving on when he met one of his friends, Stillkins. "Look here, Stillkins, think over your family and tell me what your babies wear. Start from morning and work down to the night."

"Seems to me," said Stillkins, "your head wants some fresh air."

"You see," said Pratt, "I'm taking the baby to his mother and I've forgotten one of his things, — remind me what it is."

Stillkins at once said: "Bibs?"

"No, I've thought about them dozens of times."

"Lace collars? Socks? Handkerchiefs?"

"No, it isn't that," said Pratt.

Stillkins tried to guess again. But with no result. He was so interested in the problem that he forgot his own business and walked on with Pratt.

Presently young Mowitt crossed the road. "Three heads are better than two. I say, Mowitt, I've forgotten something belonging to the baby. Can't you tell me what it is?"

"Bibs," said Mowitt brilliantly. Pratt swore at him and Stillkins added a few words.

But Mowitt, too, became interested and joined the procession.

The steps of the father became slower and as he approached his destination.

When at last they reached the grandmother's house, the men trying to guess what the forgotten thing was had increased in number.

They waited on the road to hear the result while the miserable Pratt pulled the perambulator up the stone steps.

Mrs. Pratt and her mother ran to take the child...

Suddenly Mrs. Pratt stared at Pratt and Pratt's knees shook under him.

"I know I've forgotten something, Lizzie," he whined, "I've tried to remember, Stillkins and Mowitt... also..."

"You, idiot," shrieked Mrs. Pratt, "Where is baby?"

XVIII. HOW TOM TRIED TO STAY AT HOME FROM SCHOOL.

(From "Tom Sawyer" by Mark Twain.)

(Adapted)

Monday morning always found Tom miserable, because it began another week's slow suffering in school.

Tom lay thinking. Suddenly he realized that he wished to be ill in order to stay at home. He began to think what to complain of. But as he was quite well, there was nothing to complain of. He thought again. Suddenly he discovered something. One of his teeth was loose. How glad he was he had discovered it! He was ready to begin groaning, when he thought that his aunt would pull the loose tooth out, and

that would hurt. So he decided to hold the tooth in reserve for the present, and seek further. Then the boy drew his sore toe from under the sheet and held it up to examine it. He did not know the symptoms of mortification, but he decided to pretend to have a mortified toe, and he began to groan.

His brother Sid slept in the same room, but he did not hear his groans. Tom began to groan louder, and it seemed to him he really began to feel a pain in the toe.

Still no result from Sid. Tom was trying to wake up Sid and he groaned louder than before. But Sid heard nothing and continued to sleep.

"Sid, Sid," cried Tom, and he shook him. Sid began to stir, and Tom groaned louder and louder. Sid yawned and began to stare at Tom, who continued to groan. Sid said:

"Tom! say, Tom!"

No answer.

"Tom, Tom, what is the matter, Tom?" And Sid shook Tom and looked at his face anxiously.

Tom groaned out:

"Oh, don't, Sid. Don't shake me!"

"Why, what is the matter, Tom? I must call auntie."

"No, never mind. It will be over by-and-by. Don't call anybody."

"But I must! Don't groan so, Tom. How long have you been this way?"

"Hours. Oh, don't stir so, Sid. You'll kill me."

"Tom, why didn't you wake me sooner? Oh, Tom, don't groan so! What's the matter?"

"I forgive you everything, Sid. Everything you've ever done to me. When I'm gone..."

"Oh, Tom, you are not dying, are you? Oh, don't groan, Tom."

"I forgive everybody, Sid. Tell them so, Sid. And, Sid, you give my cat with one eye to that new girl who has come to town, and tell her —"

At these words Sid seized his clothes and ran away.

In the meantime it seemed to Tom that he was suffering in reality and his groans had become quite real.

Sid ran downstairs and said:

"Oh, Aunt Polly, come! Tom is dying."

"Dying!"

"Yes, madam. Don't wait, come quick."

But she ran upstairs and her face grew white, and her lips trembled. When she reached the bedside, she asked:

"Tom, what is the matter with you?"

"Oh, auntie. I'm..."

"What is the matter with you — what is the matter with you, child?"

"Oh, auntie, my sore toe is mortified!"

Aunt Polly fell into a chair and laughed a little, then cried a little, then did both together.

When she felt a little better, she said :

"Tom, how you have frightened me. Now shut up that nonsense and climb out of this." No more groans were heard. The boy felt a little foolish and he said:

"Aunt Polly, it seemed mortified, and it hurt so I never minded my tooth at all."

"Your tooth, indeed! What's the matter with your tooth?"

"One of them is loose, and I feel a terrible pain."

"There, there now, don't begin that groaning again. Open your mouth. Well, your tooth is loose, but you are not going to die about it. Mary, get me a silk thread, and a chunk of fire out of the kitchen."

Tom said:

"Oh, please, auntie, don't pull it out, it does not hurt any more. I wish I may not stir if it does. Please don't, auntie. I don't want to stay at home from school."

"Oh, you don't now. So all this groaning was because you wanted to stay at home from school and go fishing. Tom, Tom, I love you so, and you seem to try every way you can to break my old heart."

By this time the dental instruments were ready. Aunt Polly made one end of the silk thread fast to Tom's tooth with a loop and tied the other to the bed-post. Then she seized the chunk of fire and suddenly brought it almost into the boy's face. In a moment the tooth hung by the bed-post, and Tom was perfectly cured now. He had to dress and go to school.

First Exercise.

In the following words underline the letters standing for the sound [i]:

children, happy, village, quickly, houses, specialist, building, which, directly, horses, daisies, portrait, daddie, pretty, pity, predicate, preposition, landed.

First Dictation.

1) Many people live in our vast country. 2) Our children receive a good education. 3) Little Diamond was sleeping in front of the table. 4) The boy thought that his friend was in the next room. 5) The grandfather is dozing in the sun. 6) The horses were already saddled. 7) The gate is closed. 8) Draw the bolt and open the door. 9) Mark was only twelve years old. 10) Mike has many friends in his school.

Second Exercise.

In the following sentences pick out words with double consonants and copy them in your copy-books.

1) We had six lessons yesterday. 2) Our children are the happiest in the world. 3) I have seen many beautiful banners in the street. 4) In summer I generally live in a village. 5) Father has many different books in his study. 6) This exercise is not difficult. 7) Have you written your Russian exercise? 8) Newton patted Diamond on the head. 9) Little

Diamond overthrew the burning candle. 10) Dinner is at five o'clock. 11. Our villagers killed a big bear. 12) Mark ran towards the passage. 13) The horses were saddled. 14) Nina writes her exercises very carefully. 15) A little cottage stood at the foot of the hill. 16) Suddenly they heard somebody's cry. 17) Our village is much bigger than theirs.

Second Dictation.

1) Mother has given me a nice present. 2) We generally have six lessons a day. 3) The boy went quickly to the door. 4) We have read an interesting poem. 5) The poor butterfly was caught by the boy. 6) In summer the weather was very fine. 7) The little boy wanted to save his father. 8) There were many pine-trees in the forest.

Third Exercise.

In the following sentences pick out all the words with double vowels and copy them.

1) These are all schoolchildren of the eighteenth school. 2) The streets of our town are broad and beautiful. 3) Do you feel well to-day child? 4) We all receive a good education free of charge. 5) My friend took my English dictionary yesterday, he wants to look up some words in it. 6) The door was open, and I could see some children in the next room. 7) Annie has already fifteen English books. 8) The trees in our garden are quite yellow. 9) The lesson seems to be quite easy. 10) We go to school in the morning. 11) Annie has nice warm woollen stockings. 12) Mike has black boots on. 13) I shall meet my friend to-day. 14) Father will soon return from Moscow.

Third Dictation.

1) My brother has a box full of books. 2) Books give us great happiness. 3) The cat hid her kittens under the chair. 4) This man's strength is great. 5) Can you see what I have in my hand? 6) Our cattle are in the meadow. 7) That land lies very low. 8) Mother brought me a plate with vegetables. 9) Fine oats grew in the field. 10) The crops are very good this year. 11) Deer are very beautiful animals. 12) The boys have gone to the forest to gather mushrooms and berries.

Fourth Exercise.

Group the words with the sounds [ei] and [æ] into two columns:

education, pay, graduate, late, catch, pat, date, grating, anxious, saddle, complain, land, save, thanks, passage, stayed, cap, animal, way, favourite, gather, trample.

Fourth Dictation.

1) The hunter killed two hares. 2) A bird has built her nest near the chimney. 3) Moonlight was pouring in through the window. 4) Long, long ago people killed animals with arrows. 5) Dickon aimed at a deer and then killed it. 6) Domestic animals are very useful. 7) The branches of this tree are covered with snow. 8) Mother gave Bob a piece of cake. 9) Peter and Fred are riding along the road. 10) We read newspapers every day.

Fifth Exercise.

Group the following words with the sounds [i:] and [ai] into two columns:

sleeping, midnight, dream, outside, eating, realized, crime, decide, seeing, speak, night, writing, asleep, climbing, heaps, right, grief, alive, leaves, keep.

Fifth Dictation.

1) Monkeys are funny animals. 2) My friend's cap is on the peg. 3) Our collective farmers have many sheep. 4) Mary entered the room with a little kitten on her shoulder. 5) Somebody is coming to us. 6) My sister's tie is red. 7) The mouse disappeared through a hole in the floor. 8) Our house is a short distance from here. 9) Boys like to play at war. 10) Mike has made a bow and several arrows. 11) It is necessary to copy this text.

Sixth Exercise.

Group the words with the sounds: [əɪ], [iɪ], [ʌ], [æ], [u], [ɑɪ], [ɔ], [au], [ei] into nine columns:

1) The first men could travel only on foot. 2)My skates and my skis are quite new. 3) The roads in our country are very good now. 4) It is very pleasant to travel in summer. 5) Our boys read different magazines. 6) Motor-cars can cover long distances. 7) There are many deep rivers in our country. 8) Now we have electric trains. 9) Yesterday we passed through a very big forest.

Sixth Dictation.

1) Bears can sometimes be tamed. 2) The fox is a wild animal. 3) Cows, sheep, horses and dogs are domestic animals. 4) We had supper at nine o'clock. 5) Dogs guard our houses at night. 6) The first men were hunters and fishers. 7) The best grass grows in the water-meadows. 8) Several boys were walking in the woods. 9) The horse carries us from place to place. 10) The first men lived in caves. 11) Where were you yesterday? 12) We went to see the sea. 13) Two of our friends were there, too.

Seventh Exercise.

Group the words with the sounds: [iə] and [ɛə] into two columns:

hero, wear, pair, dear, deer, hair, clear, here, chair, bear, hear, glorious, scarcely, daring, realize, aerodrome.

Seventh Dictation.

1) There are many daring airmen in our country. 2) Can you show a peninsula on your map? 3) The sky is covered with gray clouds. 4) The river is frozen. Thick ice covers it. 5) The bird spread its wings for flight. 6) The airmen could already see the radio beacons on the coast. 7) Anne's brother is a Red Army man. 8) There is a great number of military schools in our union. 9) Our Army men have the right to vote. 10) We are all ready to protect our Socialist Fatherland.

Eighth Exercise.

Group the words with the sounds [u:], [au] and [u] into three columns and underline the letters standing for those sounds:

move, wood, put house, youth, true, wool, proud, stood, shoot, truth, mushrooms, cool, crowd, cloud, cows, would, put, prove, mouth, foot, outlaw.

Eighth Dictation.

1) The lake glittered at some distance. 2) There are high mountains in our district. 3) The fountain is playing from morning till night. 4) Mike's brother is a tractor-driver. 5) Men and women in our country have equal rights. 6) International Women's Day is on the eighth of March.

7) There are many heroines among our women. 8) Peter is a very good shot. 9) Many famous women were elected to the Supreme Soviets in 1937 and 1938. 10) Annie is our best sportswoman.

Ninth Exercise.

Group the words with the sounds: [ɑ:], [ou] and [ɔ:] into three columns and underline the letters standing for those sounds:

coat, doorway, past, sharp, water, war, flow, talk, last, vast, doze, bolt, grant, sorrow, course, rather, both, oatcake, horse, article, own, arms.

Ninth Dictation.

1) There are many factories in our town. 2) My friend lives in the South. 3) There are many machines on our collective farm. 4) The heat is great to-day. 5) We like fruit and vegetables. 6) In capitalist countries many workers die of starvation. 7) In winter we wear warm clothes. 8) The bank of our river is very high. 9) In summer our boys go in for rowing, fishing, bathing and swimming. 10) My friend will take part in our excursion. 11) I received a very good mark yesterday. 12) We shall live in a pioneer camp for two months.

Tenth Exercise.

Group the words with the sounds [ʌ], [au] and [ou] into three columns and underline the letters standing for those sounds:

cutting, how, mutton, cow, hut, hunt, just, humming, sunny, now, among, butterfly, clouds, town, struggle, discover, struck, bulbs.

Tenth Dictation.

1) On Monday Mike missed his lessons as he was ill. 2) Peter had some gruel for breakfast. 3) Oliver Twist suffered from the most terrible hunger. 4) The boys decided to cross the swamp. 5) Stay where you are. 6) Gulliver's ship was caught in a terrible storm. 7) Oak-trees, pine-trees and fir-trees grow in this forest. 8) Father has a very good collection of stamps. 9) Our boat has just passed an island. 10) He has a warm winter coat. 11) The first men lived in caves.

First Lesson.

The Past Perfect Tense.

Enneminevik.

1. a) went to school at half past eight.

   b) Father left home at 8 o'clock.

   I went to school when father had left home.

2. a) Peter read the poem.

   b) Then he began to translate it. Peter began to translate the poem after he had read it.

3. a) I returned to the town.

   b) I lived there before.

   I returned to the town where I had lived before.

4. a) John came to the skating-rink at 4 o'clock.

   b) Peter went home at 2 o'clock.

   John came to the skating-rink when Peter had already gone home.

RULE.

In each of these four sentences we see two verbs denoting two past actions. But these actions did not take place at the same time, and the tenses are not the same. One of them is a tense which we already know and which is called the **Past Tense**, the other is a new

REEGEL.

Igas ülaltoodud lauses esineb kaks verbi. Nad väljendavad mineviku tegevust, mis ei toimu üheaegselt. Seepärast on ka ajavormid erinevad. Hilisem tegevus esineb meile juba tuntud lihtmineviku vormis (**Past Tense**). Ajavormi, mille kaudu on väljendatud lihtmine-

one, and is called the **Past Perfect Tense.**

We use the **Past Perfect Tense** to show a past action, which is completed before another past action took place.

vikule eelnev, varasem tegevus, nimetatakse **enneminevikuks (Past Perfect Tense).**

E. g.

After I had dined I went to the skating-rink.

Formation of the Past Perfect Tense.
Enneminevіku moodustamine.

The Past Perfect Tense is formed with the help of the **Past Tense** of the auxiliary verb *to have (had)* and the **Past Participle** of the principal verb.

Enneminevik moodustatakse abiverbi *to have* lihtmineviku *(had)* ja pööratava verbi mineviku kesksõna abil.

E. g.

I had written.

They had gone.

Past Perfect of the Verb *to write.*
Verbi *to write* enneminevik.

Affirmative.	Interrogative.	Negative.
Jaatav.	Küsiv.	Eitav.
I had written	had I written?	I had not written
you had written	had you written?	you had not written
he (she, it) had written	had he (she, it) written?	he (she, it) had not written
we (you, they) had written	had we (you, they) written?	we (you, they) had not written.

Shortened Answers in the Past Perfect.

Lühendatud vastused enneminevikus.

Had you already read the newspaper when I came?

Yes, I had.

No, I had not. No, I hadn't.

Second Lesson.

Sequence of Tenses. Rule I.

Aegade tarvitamine kõrvallauses. Reegel I.

Principal Clause. Pealause.		Subordinate Clause. Kõrvallause.
1. I think	(that)	he is very busy (at the present time).
I know	(that)	he was very busy (before, not now).
I believe	(that)	he will be very busy (in the future, not now).
We say	(that)	we do our lessons in the morning.
They say	(that)	they have done their lessons.
He knows	(that)	she did her lessons in the evening.
You suppose	(that)	we had done our lessons when you came.
We think	(that)	we shall do our lessons well.
2. We have thought	(that)	he was very busy.
3. I shall say	(that)	I am very busy.
I shall say	(that)	I was very busy.
I shall say	(that)	I shall be very busy.
We shall say	(that)	we do our lessons in the morning.
We shall say	(that)	we have done our lessons.
We shall say	(that)	we did our lessons in the evening.
We shall say	(that)	we had done our lessons when you came.
We shall say	(that)	we shall do our lessons.

RULE I.

If the verb in the principal clause is in the present, present perfect or future tense, the verb in the subordinate clause may be in any tense required by the sense.

REEGEL I.

Kui pealause verb on olevikus, eelolevikus või tulevikus, siis kõrvallause verb võib olla igas ajas, mida nõuab lause tähendus.

Third Lesson.

Sequence of Tenses. Rule II.
Aegade tarvitamine kõrvallauses. Reegel II.

Principal Clause. Pealause.		Subordinate Clause. Kõrvallause.
I thought	(that)	he was very busy (at the time of my saying it).
I knew	(that)	he had been very busy (before).
I believed	(that)	he would be very busy (in the future).
We said	(that)	we did our lessons in the morning.
They said	(that)	they had done their lessons.
He knew	(that)	she had done her lessons in the evening.
You supposed	(that)	we had done our lessons when you came.
We thought	(that)	we should do our lessons well.
He had supposed	(that)	you had done your lessons.

RULE II.

If the verb in the principal clause is in the past time, the verb in the subordinate clause must be in the past time **(Past, Past Perfect** or **Future in the Past).**

REEGEL II.

Kui pealause verb on lihtminevikus või enneminevikus, siis peab kõrvallause verb olema lihtminevikus, enneminevikus või kaudses tulevikus **(Past, Past Perfect** või **Future in the Past).**

Note I.

If we change the verb in the principal clause into the past tense, we must make the following changes in the subordinate clause:

The **Present Tense** is changed into the **Past Tense.**

The **Present Perfect Tense** is changed into the **Past Perfect Tense.**

The **Past Tense** is also changed into the **Past Perfect Tense.**

The **Future** is changed into the **Future in the Past.**

Märkus I.

Kui pealause verb on asetatud minevikku, siis esinevad kõrvallauses järgmised muudatused:

olevik asendatakse lihtminevikuga;

eelolevik ja lihtminevik — enneminevikuga;

tulevik — kaudse tulevikuga **(Future in the Past).** Viimast vormi tarvitatakse tuleviku väljendamiseks mineviku lähtekohast.

Note II.

In the Future Tense we use the verb *shall* with the first person, and the verb *will* with the second and third persons; in the Future in the Past we use the verb *should* with the first person and the verb *would* with the second and third persons.

Märkus II.

Tuleviku esimeses pöördes tarvitatakse abiverbi *shall,* teises ja kolmandas pöördes — *will;* kaudse tuleviku (Future in the Past) esimeses pöördes tarvitatakse abiverbi *should,* teises ja kolmandas pöördes — *would.*

Past.		Future in the Past.
I said	(that)	I should come at twelve o'clock.
You said	(that)	you would come at twelve o'clock.
He said	(that)	he would come at twelve o'clock.
She said	(that)	she would come at twelve o'clock.
We said	(that)	we should come at twelve o'clock.
They said	(that)	they would come at twelve o'clock.

Fourth Lesson.

The Verbs *can, may, must* and Their Equivalents.
Verbid *can, may, must* ja nende ekvivalendid.

1. *Can* and *be able.*

Present.

1. He *can* read English well

Or:

Present.

He *is able* to read English well.

Past.

2. He *could* read English well.

Or:

Past.

He *was able* to read English well.

Future.

3. none

Future.

He *will be able* to read English well.

RULE.

Instead of the verb *can* we can use the verb *to be able.*

The verb *can* has no future form, and we use the verb *to be able* in the **Future Tense.**

REEGEL.

Verbi *can* asemel võib tarvitada verbi *to be able.*

Verbil *can* puudub tuleviku vorm ja selle asemel tarvitatakse tuleviku väljendamiseks verbi *to be able.*

2a. *May* and *be allowed.*

Present.	Present.
1. He *may* go home at once.	He *is allowed* to go home at once.
Or:	
Past.	Past.
2. He *might* go home at once.	He *was allowed* to go home at once.
Or:	
Future.	Future.
3. none.	He *will be allowed* to go home at once.

2b. *May* and *perhaps.*

1. He *may* read well but his spelling is bad.	*Perhaps* he reads well but his spelling is bad.
2. He *may* not be able to walk so far.	*Perhaps* he will not be able to walk so far.
RULE.	*REEGEL.*
The verb *may* is used to express: a) **permission,** and b) **supposition.**	Verbi *may* tarvitatakse, et väljendada: a) **luba** ja b) **oletust.**
In the first case, instead of the verb *may* we can use the verb *to be allowed.*	Esimesel juhul võib tarvitada verbi *may* asemel verbi *to be allowed.*
In the second case instead of the verb *may* we can use the adverb *perhaps.*	Teisel juhul võib tarvitada verbi *may* asemel adverbi *perhaps.*
The verb *may* has no future form, and in the Future Tense we use: a) the verb *to be allowed,* and b) the adverb *perhaps.*	Verbil *may* pole tuleviku vormi ja selle asemel tarvitatakse tuleviku väljendamiseks a) verbi *to be allowed* ja b) adverbi *perhaps.*

3. *Must* and *have to.*

Present.

1. I *must* write these exercises for to-morrow.
2. He *must* buy some copy-books.

Past.

none.

Future.

none.

RULE.

Instead of the verb *must* we can use the verb *to have* to.

As the verb *must* is used only in the Present we use the verb *to have to* instead of it in the **Past** and in the **Future.**

Present.

1. I *have to write* these exercises for to-morrow.
2. He *has to* buy some copy-books.

Past.

1. I *had to* write these exercises for to-morrow.
2. He *has to* buy some copy-books.

Future.

1. I *shall have to* write these exercises for to-morrow.
2. He *will have to* buy some copy-books.

REEGEL.

Verbi *must* asemel võib tarvitada verbi *to have to.*

Et verbi *must* tarvitatakse ainult olevikus, siis mineviku vormides ja tulevikus tarvitatakse selle asemel verbi *to have to.*

Fifth Lesson.

Direct and Indirect Speech.
(Statements)

Otsene ja kaudne kõne.
(Jutustavad laused)

I. Direct Speech. **Otsene kõne.**

1. The pupil says, "I know my lesson well."
2. The pupil said, "I know my lesson well."
3. The pupil said, "I have bought a new book."

4. The pupil said, "I shall go to the skating-rink."
5. My friend said, "My mother will soon return."

In the above sentences we repeat the exact words of the speaker.

Ülaltoodud lauseis korratakse muutumatult kõneleja sõnu.

Indirect Speech. Kaudne kõne.

1. The pupil says that he knows his lesson well.
2. The pupil said that he knew his lesson well.
3. The pupil said that he had bought a new book.
4. The pupil said that he would go to the skating-rink.
5. My friend said that her mother would soon return.

In the above sentences we give a report of the words of the speaker.

Ülaltoodud näiteis esinevad kõneleja väljendused ümberjutustatult kõrvallauseis.

Note I.

If the verb *to say* is followed by the indirect object (a noun or a pronoun) we use the verb *to tell* in Indirect Speech.

Märkus I.

Kui verbile *to say* järgneb kaudne sihitis (nimi- või asesõna), siis tarvitatakse kaudses kõnes *to say* (*to*) asemel *to tell.*

The pupil *said to me,* "I know my lesson well."
The pupil *told me* that he knew his lesson well.

II. a) Direct Speech. Otsene kõne.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. The pupil says,	"I like to read English books."
2. The pupil says,	"My brother was in the country in summer."
3. The pupil says,	"I have just come."
4. The pupil says,	"We shall go to the camp in summer."

Indirect Speech. Kaudne kõne.

Principal Clause. Pealause.	Connective Word. Sidesõna.	Subordinate Clause. Kõrvallause.
1. The pupil says	that	he likes to read English books.
2. The pupil says	that	his brother was in the country in summer.
3. The pupil says	that	he has just come.
4. The pupil says	that	they will go to the camp in summer.

b) Direct Speech. Otsene kõne.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. The pupil has said,	"I like to read English books."
2. The pupil has said,	"My brother was in the country in summer."
3. The pupil has said,	"I have just come."
4. The pupil has said,	"We shall go to the camp in summer."

Indirect Speech. Kaudne kõne.

Principal Clause. Pealause.	Connective Word. Sidesõna.	Subordinate Clause. Kõrvallause.
1. The pupil has said	that	he likes to read English books.
2. The pupil has said	that	his brother was in the country in summer.
3. The pupil has said	that	he has just come.
4. The pupil has said	that	they will go to the camp in summer.

c) Direct Speech. Otsene kõne.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. The pupil will say,	"I like to read English books."
2. The pupil will say,	"My brother was in the country in summer."
3. The pupil will say,	"I have just come."
4. The pupil will say,	"We shall go to the camp in summer."

Indirect Speech. Kaudne kõne.

Principal Clause. Pealause.	Connective Word. Sidesõna.	Subordinate Clause. Kõrvallause.
1. The pupil will say	that	he likes to read English books.
2. The pupil will say	that	his brother was in the country in summer.
3. The pupil will say	that	he has just come.
4. The pupil will say	that	they will go to the camp in summer.

RULE.

The Present, the Present Perfect and the Future Tense in the Principal Clause may be followed by any tense in the Subordinate Clause (Sequence of Tenses, Rule I).

REEGEL.

Kui pealauses esineb olevik, eelolevik või tulevik, siis võib kõrvallauses esineda ükskõik missugune aeg. (Aegade tarvitamine kõrvallauses, reegel I.) Siin esineb igas kõrvallauses see ajavorm, mis on vastavas otseses kõnes.

III. a) Direct Speech. Otsene kõne.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. The pupil said,	"I like to read English books."
2. The pupil said,	"My brother was in the country in summer."
3. The pupil had said,	"I have just come."
4. The pupil had said,	"We shall go to the camp in summer."

b) Indirect Speech. Kaudne kõne.

Principal Clause. Pealause.	Connective Word. Sidesõna.	Subordinate Clause. Kõrvallause.
1. The pupil said	that	he liked to read English books.
2. The pupil said	that	his brother had been in the country in summer.
3. The pupil had said	that	he had just come.
4. The pupil had said	that	they would go to the camp in summer.

RULE.

The Past in the Principal Clause must be followed by the Past in the Subordinate Clause (Sequence of Tenses, Rule II).

In example 1(b) the Past is followed by the Past (instead of the Present in Direct Speech).

In example 2(b) the Past is followed by the Past Perfect (instead of the Past in Direct Speech).

In example 3(b) the Past Perfect is followed by the Past Perfect (instead of the Present Perfect in Direct Speech).

In example 4(b) the Past Perfect is followed by the Future in the Past (instead of the Future in Direct Speech).

REEGEL.

Kui pealause on minevikus (Past, Past Perfect), siis on ka kõrvallause minevikus. (Aegade tarvitamine kõrvallauses, reegel II.)

Näites 1-b esineb lihtminevik nii pea- kui kõrvallauses, kuna otsese kõne kõrvallauses esineb olevik (1-a).

Näite 2-b pealauses esineb lihtminevik, aga kõrvallauses on enneminevik — otsese kõne lihtmineviku asemel (2-a).

Näites 3-b esineb enneminevik nii pea- kui ka kõrvallauses, kuna otsese kõne kõrvallauses esineb eelolevik (3-a).

Näites 4-b esineb pealauses enneminevik, kõrvallauses aga kaudne tulevik — otsese kõne tuleviku asemel (4-a).

Omission of the connective word *that* in Indirect Speech.
Sidesõna *that* väljajätt kaudses kõnes.

Direct Speech. Otsene kõne.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. The pupil said,	"I shall take part in social work."
2. She said,	"I have drawn two diagrams."
3. They said,	"We lived there very long."
4. He says,	"I work at a factory."

Indirect Speech. Kaudne kõne.

Principal Clause. Pealause.	Connective Word. Sidesõna.	Subordinate Clause. Kõrvallause.
1. The pupil said	*(that)*	he would take part in social work.
2. She said	*(that)*	she had drawn two diagrams.
3. They said	*(that)*	they had lived there very long.
4. He says	*(that)*	he works at a factory.

RULE.

The connective word *that* in Indirect Speech may be omitted.

REEGEL.

Sidesõna *that* võib kaudses kõnes välja jääda.

Direct and Indirect Speech. Indirect Questions.
Otsene ja kaudne kõne. Kaudsed küsimused.

I. Direct questions. Otsesed küsimused.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. I said to my pupil,	"Do you know your lesson?"
2. He said to me,	"Have you seen the new film?"
3. He said to her,	"Does your brother learn English?"
4. She said to me,	"Did you live in the camp."
5. She says to me,	"Are you busy?"

Indirect Questions. Kaudsed küsimused.

Principal Clause.	Connective Word.	Subordinate Clause.
1. I asked my pupil	if (whether)	he knew his lesson.
2. He asked me	if (whether)	I had seen the new film.
3. He asked her	if (whether)	her brother learned English.
4. She asked me	if (whether)	I had lived in the camp in summer.
5. She asked me	if (whether)	I was busy.

RULE I.

The connective words *if, whether* introduce the indirect question.

RULE II.

In indirect questions the subject stands before the verb, the auxiliary verb *to do (does, did)* is omitted (as in statements).

REEGEL I.

Kaudse küsimuse sissejuhatuseks tarvitatakse sidesõnu *if, whether.*

REEGEL II.

Kaudses küsimuses alus seisab verbi ees, abiverbi *do (does, did)* ei tarvitata.

II. Direct Questions. Otsesed küsimused.

Principal Clause.	Subordinate Clause.
1. He said to them,	"Where do you learn?"
2. She said to them,	"When do you prepare your lessons?"
3. I said to her,	"How does your brother learn English?"
4. You said to me,	"Why do you read only Russian books?"

Indirect Questions. Kaudsed küsimused.

Principal Clause.	Connective Word.	Subordinate Clause.
1. He asked them	where	they learned.
2. She asked them	when	they prepared their lessons.
3. I asked her	how	her brother learned English.
4. You asked me	why	I read only Russian books.

RULE III.

If the direct questions are introduced by the interrogative words *where, when, how, why, what,* the latter are used as connective words in Indirect Speech; the auxiliary verb is omitted and the subject is placed before the verb.

REEGEL III.

Kui otsene küsimus algab küsivate sõnadega *where, when, how, why, what,* siis tarvitatakse neid sidesõnadena kaudses kõnes, abiverb langeb välja ja alus asetatakse verbi ette.

Seventh Lesson.

Imperative Sentences.

1. Give me your copy-book.
2. Go to the blackboard.
3. Read this text, please.
4. Tell me this story in your own words.

Käsklaused.

1. Anna mulle oma vihik.
2. Mine tahvli juurde.
3. Loe seda teksti, palun.
4. Jutusta mulle see jutt oma sõnadega.

5. Let me help you.
6. Let him take your book.
7. Let her recite the poem.
8. Let us read the poem.
9. Let them read first.

5. Las ma aitan sind.
6. Las ta võtab sinu raamatu.
7. Las ta deklameerib luuletuse.
8. Lugegem luuletus.
9. Las nad loevad enne.

RULE.

The above sentences express commands and requests; such sentences are called **Imperative Sentences.**

The Imperative form in the second person is the same as the infinitive, but without the particle *to.*

To express the imperative form in the first and third persons the verb *to let* is used.

REEGEL.

Ülaltoodud laused väljendavad käsku või soovi; neid lauseid nimetatakse **käsklauseiks.**

Käskkõne 2. pööre on vormilt nagu tegevusnimi ilma eessõnata *to.*

Et väljendada käsku 1. ja 3. pöördes, tarvitatakse verbi *let* koos tegevusnimega.

Negative Form of the Imperative Sentences.

Käsklausete eitav vorm.

1. Do not (don't) forget to return me this book.
2. Do not (don't) come late to the meeting.
3. Do not go to the skating-rink to-day.
4. Don't speak Russian.

RULE.

To express the negative form of the imperative we use the auxiliary verb *to do* and the negative particle *not* before the verb.

REEGEL.

Et väljendada käskluse eitavat vormi, tarvitatakse abiverbi *do* ja eitavat adverbi *not.*

Eighth Lesson.

Direct and Indirect Speech. Indirect Commands.
Otsene ja kaudne kõne. Kaudsed käsud.

Direct Commands. Otsesed käsud.

Principal Clause. Pealause.	Subordinate Clause. Kõrvallause.
1. He said to me,	"Read the story aloud."
2. I said to her,	"Give me your exercise book."
3. She said to me,	"Take your book, please."
4. The commander said,	"Go there at once."

Indirect Commands. Kaudsed käsud.

1. He told me to read the story aloud.
2. I told her to give me her exercise book.
3. She begged (asked) me to take my book.
4. The commander ordered them to go there at once.

RULE I.

In Indirect Speech the Imperative is changed into the Infinitive.

REEGEL I.

Otsene käskkõne muutub kaudses kõnes tegevusnimeks.

RULE II.

We introduce commands or requests in Indirect Speech by the verbs *to tell, to ask, to command, to order, to beg, to advise.*

REEGEL II.

Kaudses kõnes alustatakse käsku või soovi verbidega *tell, ask, order, beg, advise.*

Ninth Lesson.

Passive Voice. Passiiv.

Active Voice. Aktiiv.	Passive Voice. Passiiv.
1. Our teachers correct our exercises.	Our exercises are corrected by our teachers.
2. They write many English exercises.	Many English exercises are written by them.
3. The postman delivers letters.	Letters are delivered by the postman.
4. We build many new houses every year.	Many new houses are built (by us) every year.
5. Our children visit different summer-camps.	Different summer-camps are visited by our children.
6. We organize many excursions in spring.	Many excursions are organized (by us) in spring.

Passive of the Verb *to write.*

	Active Voice.	Passive Voice.
Present	I write a letter	A letter is written by me
Past	I wrote a letter	A letter was written by me
Present Perfect	I have written a letter	A letter has been written by me
Past Perfect	I had written a letter	A letter had been written by me
Future	I shall write a letter	A letter will be written by me
Future Perfect	I shall have written a letter	A letter will have been written by me

RULE I.

All the passive tenses are formed with the help of the auxiliary verb *to be* and the **Past Participle** of the principal verb.

RULE II.

When we change a sentence from the active voice into the passive voice, the object of the active sentence becomes the subject of the passive sentence, and the subject of the active sentence is placed after the predicate and takes the preposition *by*.

Note.

The subject of the active voice can be omitted in the passive if it is not emphasized.

E. g.

I see them.
He asked me.
She will invite us.

REEGEL I.

Kõik passiivi ajad moodustatakse abiverbi *to be* ja pööratava verbi mineviku kesksõna abil.

REEGEL II.

Kui muudame aktiivlause passiivlauseks, siis muutub aktiivlause sihitis passiivlause aluseks ja aktiivlause alus paigutatakse öeldise järele eessõnaga *by*.

(Eesti keeles on passiiv umbisikuline, inglise keeles isikuline.)

Märkus.

Aktiivlause alus võib passiivis jääda välja, kui talle ei lange loogilist rõhku.

Näiteks:

They are seen (by me).
I was asked (by him).
We shall be invited (by her).

Tenth Lesson.

§ 1. Attribute. Täiend.

1. The *happy Soviet* children are marching proudly along the streets.
2. Our children receive a *good* education.

1. *What* children are marching proudly along the streets?
2. *What* education do our children receive?

In the above sentences the words in italics qualify nouns. Such words are called **attributes.**

Ülaltoodud lauseis kursiivis trükitud sõnad täiendavad nimisõnu ja seepärast neid sõnu nimetatakse täiendeiks.

Analysis of a Simple Sentence in Tabular Form.

Subject with its Attribute	Predicate	Object with its Attribute	Extensions
1. The happy Soviet children	are marching	—	1) proudly 2) along the streets.
2. Our children	receive	a good education.	

Lihtlause analüüsi tabel.

Alus oma täiendiga	Öeldis	Sihitis oma täiendiga	Määrused
1. Õnnelikud nõukogude lapsed	sammuvad	—	1) uhkelt 2) mööda uulitsaid
2. Meie lapsed	saavad	hea hariduse	—

§ 2. Compound Sentences. Lauserind.

1. It was dinner-time, *and* a certain man came to see Newton.
2. The visitor wished very much to speak to Newton, *and,* therefore, he decided to wait for him in the dining-room.
3. An hour passed, *but* Newton did not appear.
4. The visitor ate the chicken, and the servant boiled another for his master.
5. He will do it himself *or* I shall do it for him.

RULE.

Each of the above sentences consists of two simple sentences joined by the conjunctions *and, but, or.* Such sentences are called **Compound sentences.**

Note I.

Compound sentences can consist of more than two simple independent sentences.

Note II.

Simple sentences that make a compound sentence are called **Clauses.**

REEGEL.

Iga ülaltoodud lause koosneb kahest iseseisvast lihtlausest, mis on ühendatud sidesõnaga *and, but, or.* Niisuguseid lauseid nimetatakse **lauserinnaks.**

Märkus I.

Lauserind võib koosneda ka enam kui kahest iseseisvast lihtlausest.

Märkus II.

Lihtlauseid, mis moodustavad lauserinna, nimetatakse **osalauseiks** (clauses). Osalauseks laiemas mõttes nim. iga lauset, mis esineb liitlause osana.

Analysis of Compound Sentences.

Lauserinna analüüs.

1. Pierre was sitting outside, but he was sleeping quietly.

2. Mark had brought two horses, and now they were standing behind the wall.

3. Little Mark handed the soldier a letter, and the soldier took it.

Clauses	Connective word	Subject with its attribute	Predicate	Object with its attribute		Extensions
				Indirect object	Direct object	
1. a) Pierre was sitting outside		Pierre	was sitting			outside
	but					
b) he was sleeping quietly.		he	was sleeping			quietly
2. a) Mark had brought two horses		Mark	had brought		two horses	
	and					
b) now they were standing behind the wall.		they	were standing			behind the wall
3. a) Little Mark handed the soldier a letter		little Mark	handed	the soldier	a letter	
	and					
b) the soldier took it.		the soldier	took		it	

Eleventh Lesson.

Complex Sentences. Lausepõim.

1. When winter comes, *I begin to skate.*
2. When I finish my lessons, *I shall read an interesting book.*
3. *We shall stay three days* where we lived last year.
4. *Tom came home very early* because it was very cold on the skating-rink.
5. *Tom brought his copy-book to Mark* so that he (Mark) could copy the new English words.

RULE.

Each of the above sentences consists of two clauses. The clauses in italics contain the main assertion and

REEGEL.

Iga ülaltoodud lause koosneb kahest lausest. Laused kursiivis sisaldavad peaväite ja neid nimetatakse **pea-**

are called **Principal clauses**; the clauses in ordinary type contain explanatory assertions and are called **Subordinate clauses.**

Sentences which consist of one principal clauses and one or more subordinate clauses are called **Complex sentences.**

Explanatory assertions can refer to time, place, cause, purpose, etc.

Adverbial Clauses.

1. I dine when I come home. (When do you dine?)
2. Peter lives where I lived last year. (Where does Peter live?)
3. I can't go to the skating-ground because I am ill. (Why can't you go to the skating-ground?)
4. I shall give you my book that you may read it. (For what purpose shall you give me your book?)
5. He speaks as he thinks. (How does he speak?)

RULE.

In the above sentences the subordinate clauses refer to *time, place, cause, purpose* and *manner;* they play the part of adverbial extensions in the complex sentence and are called **Adverbial clauses.**

lauseiks; laused harilikus kirjas sisaldavad seletavaid väiteid ja neid nimetatakse **kõrvallauseiks.**

Lauseid, mis koosnevad ühest pealausest ja ühest või enamast kõrvallausest, nimetatakse **lausepõimiks.**

Seletavad väited võivad viidata ajale, kohale, põhjusele, eesmärgile jne.

Määruslaused.

REEGEL.

Ülaltoodud lauseis kõrvallaused viitavad *ajale, kohale, põhjusele* ja *viisile;* nad täidavad määruste aset liitlauses ja neid nimetatakse **määruslauseiks.**

There are various adverbial clauses.

Adverbial clauses are introduced by different conjunctions, for instance:

Määruslauseid on mitmesuguseid.

Määruslaused algavad mitmesuguste sidesõnadega, näiteks:

When, where, after, as, before, because, as long as, if, till, until, that, etc.

Subject Clauses and Object Clauses.

Alus- ja sihitislaused.

§ 1.

1. *What you told me* is quite true.
   (What is quite true?
   (Your information — what you told me — is quite true.)
2. *That Mike will get a good mark for his English exercise is clear.* (What is clear?)
3. *Where Mike keeps is boxes with butterflies* is not known.
   (What is not known?)

RULE.

In the above complex sentences the italicized clauses play the part of the subject; such clauses are called **Subject clauses.**

Subject clauses are introduced by the following connective words:

REEGEL.

Ülaltoodud lausepõimis kursiivis trükitud kõrvallaused asendavad alust ja neid nimetatakse **aluslauseiks.**

Aluslaused algavad järgmiste sõnadega:

that, whether, if, who, what, which, where, how, etc.

§ 2.

1. I know *where you live.* (What do you know?)
2. He thinks *that Michael will come.* (What does he think?)
3. The teacher asked me *whether I had bought this book.* (What did the teacher ask me?)
4. I don't know *what you ask me.* (What don't you know?)
5. Lily said, *"Let's go home now."* (What did Lily say?)

RULE.

In the above complex sentences the italicized clauses play the part of the Object; such clauses are called **Object clauses.**

REEGEL.

Ülaltoodud lauseis kursiivis trükitud kõrvallaused asendavad sihitist ja neid nimetatakse **sihitislauseiks.**

Twelfth Lesson.

Adjective (Attributive) Clauses. Täiendlaused.

1. The book *that you are reading* will interest you. (What book will interest you?)
2. I know the pupil *you are speaking of.* (What pupil do you know?)
3. The picture *which (that) hangs on the wall* belongs to me. (What picture belongs to me?)
4. The boy, *who has answered so well,* is our best pupil. (What boy is our best pupil?)
5. This is the same book *that you use.* (What book is this?)
6. Such pupils *as learn well* may be sent to camps in summer. (What pupils may be sent to camps in summer?)
7. I like the sanatorium *where (in which) I spent the last summer.* (What sanatorium do I like?)

In the above complex sentences the italicized subordinate clauses play the part of attributes. Such clauses are called **Attributive clauses.**

They may be introduced by the relative pronouns: *who, whom, that, which, same, such,* and by the conjunctions: *that, when, where, how, why.*

Ülaltoodud lauseis kursiivis trükitud kõrvallaused asendavad täiendeid ja neid nimetatakse **täiendlauseiks.**

Nad võivad alata järgmiste siduvate asesõnadega: *who, whom, that, which, same, such,* ja sidesõnadega *that, when, where, how, why.*

Omission of the Relative Pronoun before Attributive Clauses.
Siduva asesõna väljajätmine täiendlause algul.

1. The girl *whom* you saw yesterday is my cousin.
2. Here is the picture *which* you want to buy.
3. I know the woman *that* you are speaking about.

1. The girl you saw yesterday is my cousin.
2. Here is the picture you want to buy.
3. I know the woman you are speaking about.

RULE.

Relative pronouns that introduce Attributive clauses can be omitted if they are used in the Objective case.

REEGEL.

Siduvad asesõnad täiendlause algul võivad jääda välja kui nad esinevad sihitise käände(i)s.

Thirteenth Lesson.

The Introductory Word *there* in a Sentence.
Sissejuhatav sõna *there* lauses.

1. There is a beautiful garden in our street.
2. There are many flowers in the garden.

Introductory word	Subject Group		Predicate Group	
	Attribute	Subject	Predicate	Extensions
There	a beautiful	garden	is	1. in our street
There	many	flowers	are	2. in the garden

RULE.

The word *there* in the above sentences has no meaning of its own, it is simply an introductory word.

REEGEL.

Sõnal *there* ülaltoodud lauseis ei ole iseseisvat tähendust, ta esineb lihtsalt sissejuhatava sõnana.

Tabular Form for the Analysis of Different Sentences.

Mitmesuguste lausete analüüsi tabel.

Sentence Lause	Clause Osalause	Kind of clause Osalause liik	Connective word Siduv sõna	Subject with its attribute Alus oma täiendiga	Predicate Öeldis	Object with its attribute Sihitis oma täiendiga	Extensions Määrused
1. The boys cast lots and Oliver drew the ticket (compound sentence)	1. The boys cast lots	inde-pen-dent		The boys	cast	lots	
	2. Oliver drew the ticket	inde-pen-dent	and	Oliver	drew	the ticket	
2. The boy went quickly to the door (simple)	—	—	—	The boy	went	—	1. quick-ly 2. to the door
3. I think that the teacher will ask me (complex sentence)	1. I think 2. The teacher will ask me	prin-cipal subor-dinate (object clause)	that	I the teacher	think will ask	that the teacher will ask me (dir. obj).	

Sentence Lause	Clause Osalause	Kind of clause Osalause liik	Connective word Siduv sõna	Subject with its attribute Alus oma täiendiga	Predicate Öeldis	Object with its attribute Sihitis oma täiendiga	Extensions Määrused
4. We have been where you lived last year (complex sentence)	1. We have been	principal		We	have been		where you lived last year
	2. You lived last year	subordinate (adverbial) clause)	where	you	lived	—	
5. I shall give you my copy-book when I finish my exercises (complex sentence)	I. I shall give you my copy-book	principal		I	shall give	you (ind. obj.) my copy-book (dir. obj.)	When I finish my exercises
	2. I finish my exercises	subordinate (adverbial clause)	when	I	finish	my exercises (dir. obj.)	
6. The boy who is sitting in front of you always gets good marks (complex sentence)	1. The boy always gets good marks	principal		The boy who is sitting in front of you	gets	good marks	always
	2. who is sitting in front of you	subordinate (attributive clause)	who		is sitting		in front of you

Fourteenth Lesson.

Impersonal Sentences. Umbisikulised laused.

1) It is winter. 2) It was spring. 3) It rains in autumn. 4) It was very hot last summer. 5) It was cold yesterday. 6) It is getting warmer. 7) It is raining. 8) It is dark. 9) It is quite light. 10) It is late.

RULE.

In the above sentences the pronoun *it* does not stand for any definite person or thing; it is called **Impersonal subject.** Such sentences are called **Impersonal sentences.**

REEGEL.

Ülalmainitud lauseis asesõna *it* ei esine mingi kindlaksmääratud isiku või asja asemel, teda nimetatakse siin **umbisikuliseks aluseks.** Selliseid lauseid nimetatakse **umbisikulisteks lauseteks.**

The Introductory *it*.

1. **It** is difficult to learn this poem.
2. **It** is pleasant to hear about your life in the camp.
3. **It** is easy to do this.

Lauset sissejuhatav *it*.

1. What is difficult? To learn *this poem* is difficult.
2. What is pleasant? *To hear about your life in the camp* is pleasant.
3. What is easy? *To do this* is easy.

RULE.

In the above sentences the word *it* is an introductory word but not the subject of the sentence. The real subject is the infinitive construction.

REEGEL.

Ülalmainitud lauseis sõna *it* ei ole lause alus, vaid lauset sissejuhatav sõna. Lause tõeline alus on tegevusnimi.

Fifteenth Lesson.

Uses of the Indefinite Pronouns *some, any, no.*

Umbmääraste asesõnade *some, any, no* tarvitamine.

I.

1) Annie has found *some* mushrooms in the forest.
2) Has Peter found *any* mushrooms in the forest?
3) Yes, he has found *some* (mushrooms in the forest).

4) No, he has found *no* mushrooms in the forest.
5) No, he has not found *any* (mushrooms in the forest).
6) I must return *some* books to the library.
7) Shall you take *any* books from the library?
8) Yes, I shall take *some* (books from the library).
9) No, I shall not take *any* (books from the library).
10) No, I shall take *no* books (from the library).

II.

1) What books can I get at this library?
You can get there *any* books you like.
2) When may I come to see you?
You may come at *any* time.

RULE.

Some is used in affirmative sentences.

Any is used in interrogative and negative sentences instead of *some*.

When *any* is used in affirmative sentences, it has the meaning of *no matter which*.

REEGEL.

Some tarvitatakse jaatavais lauseis.

Any tarvitatakse küsivais ja eitavais lauseis *some* asemel.

Kui *any* tarvitatakse jaatavais lauseis, siis tähendab ta *iga, ükskõik missugune*.

The Indefinite Pronouns *other, others* **and** *another.*

Umbmäärased asesõnad *other, others* **ja** *another.*

1) Two pupils have given me their copy-books; one is Jim, the *other* is Mike (there ar only two).

2) Two copy-books are lying on my desk; one is for English exercises, the *other* is for Russian dictations (there are only two).

3) I came to the bookshop, and the shopman showed me a book, I did not like it and asked to give me *another* (there were more than two).

4) My friend does not live in this house, he lives in *another* (more than two).

5) We know many *other* poems.

6) I have *other* English books as well.

7) Fourteen pupils have got "excellent" for their dictation, all the *others* have got "good" for it.

8) Seven boys are playing in the garden, *others* have already come.

RULE I.

The Indefinite pronoun *other is preceded* by the definite article if only two persons or things are meant.

RULE II.

The indefinite pronoun *another* is used when more than two persons or things are meant.

RULE III.

If the noun is in the **plural** we use the pronoun *other* before it.

RULE IV.

If the pronoun *other* **replaces** a noun in the plural, it is used as a real noun and has *s* at the end *(others).*

REEGEL I.

Umbmäärase asesõna *other* ees seisab määrav artikkel, kui jutt on kahest isikust või asjast.

REEGEL II.

Umbmäärast asesõna *another* tarvitatakse siis, kui jutt on enam kui kahest isikust või asjast.

REEGEL III.

Kui nimisõna on *mitmuses,* siis tarvitatakse asesõna *other* selle ees.

REEGEL IV.

Kui asesõna *other* esineb mitmuses nimisõna asemel, siis tarvitatakse teda kui tõelist nimisõna ja tal on lõpp s (others).

Reflexive Pronouns. Enesekohased asesõnad.

I dress *myself*
You dress *yourself*
he dresses *himself*
she dresses *herself*
it dresses *itself*

we dress *ourselves*
you dress *yourselves*
they dress *themselves*

RULE.

The above pronouns are called *reflexive,* because they show that the action of the verb influences the doer himself. They are always placed immediately after the verb.

REEGEL.

Ülalmainitud asesõnu nimetatakse *enesekohaseiks,* sest nad näitavad, et verbi tegevus on suunatud tegijale endale. Nad on lauses alati vahetult verbi järel.

E.g.:

I shall do it myself.
She will go there herself.
We shall write it ourselves.

RULE.

In the above sentences the reflexive pronouns are used to emphasize the fact that the action is performed by the doer without any help.

REEGEL.

Ülalmainitud lauseis tarvitatakse enesekohaseid asesõnu tõsiasja rõhutamiseks, et tegevus saadetakse korda tegija enda poolt, ilma kõrvalise abita.

LIST OF IRREGULAR VERBS.

Infinitive	*Past Tense*	*Past Participle*	*Tõlge*
B			
to be	was, were	been	olema
to bear	bore	born	sünnitama
to bear	bore	borne	kandma
to beat	beat	beaten	lööma, peksma
to become	became	become	saama, (kellekski, millekski), muutuma
to begin	began	begun	algama
to bend	bent	bent	painutama, painduma
to bid	bade	bidden	käskima
to bite	bit	bitten	hammustama
to blow	blew	blown	puhuma
to break	broke	broken	katki tegema, murdma
to break out	broke out	broken out	lahti puhkema
to bring	brought	brought	tooma
to build	built	built	ehitama
to buy	bought	bought	ostma
C			
I can (Present)	I could	—	võin, võisin
to cast	cast	cast	viskama, heitma
to catch	caught	caught	püüdma (kinni)
to choose	chose	chosen	valima
to cling	clung	clung	kinni hoidma, küljes rippuma
to come	came	come	tulema
to creep	crept	crept	roomama, pugema
to cut	cut	cut	lõikama
D			
to dig	dug	dug	kaevama
to do	did	done	tegema
to draw	drew	drawn	joonistama, tõmbama
to dream	dreamt *(also* dreamed)	dreamt *(also* dreamed)	und nägema
to drive	drove	driven	sõitma, ajama

Infinitive	*Past Tense*	*Past Participle*	*Tõlge*
E			
to eat	ate	eaten	sööma
F			
to fall	fell	fallen	kukkuma, langema
to feed	fed	fed	toitma, toituma
to feel	felt	felt	tundma
to fight	fought	fought	võitlema, kaklema
to find	found	found	leidma
to flee	fled	fled	põgenema
to fling	flung	flung	viskama, pilduma
to fly	flew	flown	lendama
to forget	forgot	forgotten	unustama
to forgive	forgave	forgiven	andestama
G			
to get	got	got	saama
to give	gave	given	andma
to go	went	gone	minema, käima
to grow	grew	grown	kasvama
H			
to hang	hung	hung	rippuma, riputama
to have	had	had	omama, evima
to hide	hid	hidden	peitma
to hold	held	held	hoidma
to hurt	hurt	hurt	vigastama, haavama, haiget tegema
K			
to keep	kept	kept	pidama, hoidma
to know	knew	known	teadma, tundma
L			
to lay	laid	laid	panema
to lay by	laid by	laid by	kõrvale panema
to leap	leapt	leapt	hüppama

Infinitive	*Past Tense*	*Past Participle*	*Tõlge*
to leave	left	left	lahkuma, maha jätma
to lend	lent	lent	laenama (kellelegi)
to let	let	let	laskma, lubama
to lie	lay	lain	lamama
to lose	lost	lost	kaotama
M			
to make	made	made	tegema, valmistama
I may	I might	—	võin, tohin, võisin, tohtisin
to meet	met	met	kohtama
P			
to pay	paid	paid	maksma
to put	put	put	panema
R			
to read	read	read	lugema
to ride	rode	ridden	ratsutama
to rise	rose	risen	tõusma
to run	ran	run	jooksma
S			
to say	said	said	ütlema
to see	saw	seen	nägema
to seek	sought	sought	otsima
to sell	sold	sold	müüma
to send	sent	sent	saatma
to set	set	set	asetama, loojuma
to shake	shook	shaken	raputama, rappuma
to shed	shed	shed	valama
to shine	shone	shone	paistma
to shoot	shot	shot	laskma (püssi)
to shut	shut	shut	sulgema
to sing	sang	sung	laulma
to sit	sat	sat	istuma
to sleep	slept	slept	magama

Infinitive	*Past Tense*	*Past Participle*	*Tõlge*
to smell	smelt	smelt	haistma, lõhnama
to sow	sowed	sown	külvama
to speak	spoke	spoken	rääkima
to spend	spent	spent	veetma, kulutama, raiskama
to spin	spun	spun	ketrama
to spoil	spoilt	spoilt	rikkuma, hellitama
to spread	spread	spread	laotama, levima
to spring	sprang	sprung	hüppama
to stand	stood	stood	seisma
to steal	stole	stolen	varastama, hiilima
to strike	struck	struck	lööma (hoopi)
to strive	strove	striven	püüdma, taotlema
to swear	swore	sworn	vanduma
to sweep	swept	swept	pühkima
to swim	swam	swum	ujuma
to swing	swung	swung	kiikuma
T			
to take	took	taken	võtma
to teach	taught	taught	õpetama
to tear	tore	torn	rebima
to tell	told	told	ütlema, jutustama
to think	thought	thought	mõtlema
to throw	threw	thrown	viskama, pilduma
to thrust	thrust	thrust	torkama, tõukama
U			
to understand	understood	understood	aru saama
W			
to wake up (awake)	woke up (awoke)	woke up (awoke)	ärkama
to wear	wore	worn	kandma (riietust)
to weave	wove	woven	kuduma (kangast), punuma
to win	won	won	võitma

A.

abandon [əb'ændən] maha jätma, loobuma
able (to be) [tə bi: eibl] võimeline olema
about [ə'baut] üle, kohta; **to be about** midagi tegema asuma
absent (to be) ['æbsnt] puuduma
absent-minded ['æbsnt-'maindid] hajameelne
accent ['æks(ə)nt] rõhk, hääldamine
accept [ək'sept] vastu võtma
accident ['æksidənt] juhus, õnnetusjuhtum
accompany [ə'kʌmp(ə)ni] saatma (helindit), kaastama, kaaslema
according [ə'kɔ:diŋ] vastavalt
accurate ['ækjurit] täpne, korralik
accustumed [ə'kʌstəmd] harjunud, tavaline
achieve [ə'tʃi:v] saavutama
achievement [ə'tʃi:vmənt] saavutus
acrobatics [ækro'bætiks] akrobaatika, tasakaalukunst
add [æd] lisama
addition [ə'diʃ(ə)n] lisandus, liitmine
address [ə'dres] kõnetama; aadress
adjective ['ædʒiktiv] omadussõna
admiration [ædmə'reiʃ(ə)n] imetlus
admit [əd'mit] juurdepääsu võimaldama; tunnustama, möönma
adroitness [əd'rɔitnis] osavus
advance [əd'vɑ:ns] edasi liikuma, edutama, edusamme tegema
adventure [əd'ventʃə] seiklus
adverb ['ædvə:b] määrsõna
advice [əd'vais] nõuanne
aerodrome ['ɛərədroum] lennuväli
affirmative [ə'fə:mətiv] jaatav
afraid of (to be) [tə bi: ə'freid əv] kartma
after ['ɑ:ftə] pärast, järel
afternoon ['ɑ:ftə'nu:n] õhtupoolik
afterwards ['ɑ:ftəwədz] pärastpoole, hiljem
again [əg'e(i)n] jälle, uuesti
against [ə'ge(i)nst] vastu
age [eidʒ] vanus, iga; ajajärk
ago [ə'gou] (teatav aeg) tagasi; **long ago** ammugi
agree [ə'gri:] nõustuma
ahead [ə'hed] edasi, ette; ees, eel
aim [eim] sihtima, taotlema; siht, eesmärk
air [ɛə] õhk
alarm [ə'lɑ:m] alarm, hädalärm; häirima, alarmeerima; **to be alarmed** ärevuses olema

alike [ə'laik] sarnane
alive [ə'laiv] elav, elus; **alive with** kubisev, kihav
all [ɔ:l] kõik, terve
at all [ət'ɔ:l] üldse
allow [ə'lau] lubama, laskma
almost ['ɔ:lmoust] peaaegu
alone [ə'loun] üksi
along [ə'lɔŋ] piki, mööda, kaasa
aloud [ə'laud] valju häälega
already [ɔ:l'redi] juba
also ['ɔ:lsou] ka
although [ɔ:l'ðou] kuigi, ehkki
always ['ɔ:lwəz] alati
a. m. (ante meridiem) ['ei 'em] enne keskpäeva
am [æm, əm] olen
amaze [ə'meiz] hämmastama
America [ə'merikə] Ameerika
among [ə'mʌŋ] hulgas, seas
amphibian [æm'fibiən] kahepaikne, siin: vesilennuk (aerohüdroplaan)
amuse [ə'mju:z] lõbustama, meelt lahutama
amusement [ə'mju:zmənt] lõbustus, meelelahutus
analyse ['ænəlaiz] analüüsima
anchor ['æŋkə] ankur
and [ænd, ənd] ja
angry ['æŋgri] kuri, vihane
animal ['æniməl] loom
anniversary [æni'vəːs(ə)ri] aastapäev
another [ə'nʌðə] teine
answer ['ɑ:nsə] vastus
ant [ænt] sipelgas
anxious ['æŋkʃəs] ärev, murelik, rahutu, ihkav
any ['eni] mingi, igasugune, milline tahes
anybody ['enibɔdi] keegi; kes tahes
anything ['eniθiŋ] mingi asi; mis tahes
appear [ə'piə] ilmuma
appetite ['æpitait] isu
apple [æpl] õun
apply [ə'plai] tegevusse rakendama, tarvitama, kellegi poole pöörduma
appoint [ə'pɔint] määrama
appointed [ə'pɔintid] määratud
approach [ə'proutʃ] lähenema
apricot ['eipricɔt] aprikoos (vili ja puu)
April ['eipril] aprill
aright [ə'rait] õieti, õigesti, otse
arithmetic [ə'riθmətik] aritmeetika
arm [ɑ:m] käsivars, käsi
armed [ɑ:md] relvastatud
armful ['ɑ:mful] sületäis
around [ə'raund] ümberringi, ümber
arrest [ə'rest] ar(r)eteerima, vahistama
arrive [ə'raiv] saabuma, pärale jõudma
arrow ['ærou] nool
art [ɑ:t] kunst
article ['ɑ:tikl] artikkel, kirjutis; asi, ese
artillery [ɑ:'tiləri] suurtükivägi
artist ['ɑ:tist] kunstnik
as [æz, əz] nagu, nii
as .... as [æz .... æz] nii .... nagu (kui)

ashore [ə'ʃɔ:] kaldal(e)
aside [ə'said] kõrval(e)
ask [ɑ:sk] küsima
asleep (to be) [tə bi: ə'sli:p] magama, magamas
ass [æs] eesel
assist [ə'sist] abistama
assistant [ə'sistənt] assistent, abiline
astonish [əs'tɔniʃ] üllatama, hämmastama
astonishment [əs'tɔniʃmənt] üllatus, hämmastus
at [æt, ət] mingil ajal, olukorras, juures (tähistab ligiolekut)
ate [et] lihtminevik sõnast **to eat** (sööma)
attach [ə'tætʃ] kinni siduma, ühendama
attack [ə'tæk] ründama; rünnak
attain [ə'tein] saavutama
attend [ə'tend] hoolitsema, käima, osa võtma (koosolekust, loengust jne.)
attention [ə'tenʃ(ə)n] tähelepanu
attentive [ə'tentiv] tähelepanelik
attract [ə'trækt] külge tõmbama, kütkestama
August ['ɔ:gəst] august
aunt [ɑ:nt] tädi
author ['ɔ:θə] autor
authorities [ɔ(:)'θɔritiz] valitsusvõimud
autobiography [ɔ:tobai'ɔgrəfi] autobiograafia, enda kirjutatud elulugu
autumn ['ɔ:təm] sügis
avenue ['ævinju:] allee, puiestee
aviation [eivi'eiʃ(ə)n] lennuasjandus
avoid [ə'vɔid] vältima, hoiduma
awake (awoke, awoke) [ə'weik, ə'wouk] üles ärkama, äratama
awaken [ə'weik(ə)n] äratama
awarded (to be) [ə'wɔ:did] autasustatud olema
away [ə'wei] ära, eemale; kaugel
awkward ['ɔ:kwəd] kohmakas, kohmetu; piinlik

B.

baby ['beibi] väike laps, beebi
back [bæk] selg; tagasi; taha
bad [bæd] halb
baker ['beikə] pagar
ball [bɔ:l] pall
band [bænd] orkester; salk, jõuk
bandage ['bændidʒ] köidis, (haava-) side; siduma
bank [bæŋk] kallas (jõe); pank
banner ['bænə] (riigi, sõjaväe) lipp, loosungilipp
banner-bearer ['bænə-'bɛərə] lipukandja
bare [bɛə] paljas, katmatu; tühi
bare-headed [bɛə-'hedid] palja peaga

Barents-Sea [ˈbaɪrənts ˈsiː] Barentsi meri

bargain [ˈbaːgin] sisseost, tehing, kokkulepe, kaup

bark [baːk] haukuma

barley [ˈbaːli] oder

baron [ˈbærən] parun

barren [ˈbær(ə)n] aher, viljatu

basin [beisn] vaagen, pesukauss

basket [ˈbaːskit] korv

bathe [beið] kümblema, suplema

battle [ˈbætl] lahing

be (was, been) [biː, wɔz, biːn] olema

beach [biːtʃ] madal (lainetest uhutud) rand

beacon [ˈbiːk(ə)n] tuletorn, signaaltuli

bear (bore, borne) [bɛə, bɔː, bɔːn] kandma, taluma

bear [bɛə] karu

beast [biːst] metsloom

beat (beat, beaten) [biːt; ˈbiːtn] peksma, lööma

beautiful [ˈbjuːtəful] ilus

because [biˈkɔz] (konj.) seepärast et

become (became, become) [biˈkʌm, biˈkeim] muutuma, saama (millekski, kellekski)

bed [bed] voodi; **to go to bed** magama minema

bedpost [ˈbedpoust] voodipost

bee [biː] mesilane

beetle [ˈbiːtl] mardikas, sitikas

before [biˈfɔː] ees, enne; **before long** peagi

beg [beg] paluma; **to beg one's pardon** [tə ˈbeg wʌnz ˈpaːdn] andeks paluma, vabandama

beggar [ˈbegə] kerjus

begin (began, begun) [beˈgin, biˈgæn, biˈgʌn] algama

beginning [biˈginiŋ] algus

behind [biˈhaind] taga, järel

behold (beheld, beheld) [biˈhould, biˈheld] silmama, märkama

being [biːiŋ] olend, olemine

believe [biˈliːv] uskuma

bell [bel] helistamise kell

belong [biˈlɔŋ] kuuluma (kellelegi, millelegi).

beloved [biˈlʌvd] armastatud

below [biˈlou] all, allpool

bench [bentʃ] pink

bend (bent, bent) [bend, bent] kummardama, kummarduma, painutama, painduma

berry [ˈberi] mari

beside [biˈsaid] kõrval

besides [biˈsaidz] peale (millegi, kellegi), lisaks

best [best] parim

better [ˈbetə] parem, paremini

between [biˈtwiːn] vahel

beyond [biˈjɔnd] teiselpool, taamal

bib [bib] rinnalapp, pudipõll

bier [biə] surnuraam, (kanderaam)

big [big] suur

bill [bil] kuulutus, plakat; arve

birch [bəːtʃ] kask

birchmushroom [ˈbəːtʃmʌʃrum] kaseseen

bird [bəːd] lind

birth [bəːθ] sünd
birthday [ˈbəːθdei] sünnipäev
bite (bit, bitten) [bait, bit, bitn] hammustama
black [blæk] must
blackboard [ˈblækbɔːd] klassitahvel
blade [bleid] rohu- või kõrsviljaleht, mõõga-, noatera
blast [blɑːst] tuulepuhang, iil
blazing [ˈbleiziŋ] leegitsev lõõmav
blocks of ice [ˈblɔks əv ˈais] jäärünkad
blood [blʌd] veri
bloody [ˈblʌdi] verine
Bloody Sunday [ˈblʌdi ˈsʌndi] „verine pühapäev"
bloom [bluːm] õitsemine, õitseaeg, õitsema
blossom [ˈblɔsəm] õis, õitsema
blouse [blauz] pluus
blow (blew, blown) [blou, bluː, bloun] puhuma
blue [bluː] sinine
board [bɔːd] (laeva-) parras, plank; **on board** pardal
boat [bout] paat; **to go boating** [tə gou ˈbouting] paadiga sõitma
body [ˈbɔdi] keha
boil [bɔil] keema
boiler [ˈbɔilə] boiler, (vee- või auru-) katel
boiler-maker [ˈbɔilə-meikə] katelsepp
bold [bould] julge, jultunud
bolshevik [ˈbɔlʃəvik] bolševik
bolt [boult] riiv, riivistama
bone [boun] luu, kont
bonnet [ˈbɔnit] naisterahvakübar
book [buk] raamat
book-case [ˈbuk-keis] raamaturiiul
boot [buːt] saabas
boot-maker [ˈbuːt-meikə] saapategija, saabassepp
boot-shop [ˈbuːt-ʃɔp] saapakauplus
border [ˈbɔːdə] piir
border-guard [ˈbɔːdə-gɑːd] piirivalvur
border-post [ˈbɔːdə-poust] piiripost
born (to be) [bɔːn] sündinud
borrow [ˈbɔrou] laenuks võtma
boss [bɔs] peremees, tööjuhataja, ülevaataja
both [bouθ] mõlemad
both ... and [ˈbouθ ənd] niihästi ... (kui ka)
bottle [bɔtl] pudel
bottom [ˈbɔtəm] põhi, alus
bound [baund] köidetud, seotud (mineviku partitsiip verbist **to bind** [baind])
bourgeoisie [ˈbuəʒwɑːˈziː] kodanlus, keskklass
bow [bou] vibu
box [bɔks] karp
boy [bɔi] poiss
bracket [ˈbrækit] sulg, klamber
braggart [ˈbrægət] hoopleja
branch [brɑːntʃ] oks; osakond, haru
brave [breiv] vapper, vahva
bravery [ˈbreivəri] vaprus, vahvus

bread [bred] leib
break [breik] avaus, murrukoht
break (broke, broken) [breik, brouk, brouk(ə)n] murdma, murduma; **break through** läbi murdma
breakfast [ˈbrekfəst] hommikueine
breast [brest] rind
breath [breθ] hing(us), hingetõmme
breathe [briːð] sisse hingama
breeze [briːz] kerge tuuleke
brick [brik] telliskivi
brigade [briˈgeid] brigaad
bright [brait] hele, särav; terane, tark
brilliant [ˈbriljənt] hiilgav, sädelev
bring (brought, brought) [briŋ, brɔːt] (kaasa) tooma
broad [brɔːd] lai
broom [bruːm] põrandahari, luud
brother [ˈbrʌðə] vend
brow [brau] kulm, otsmik
brown [braun] pruun
brush [brʌʃ] hari; pühkima
brush-wood [ˈbrʌʃ-wud] võsastik, padrik
bucket [ˈbʌkit] ämber
bug [bʌg] lutikas, putukas
bugle [ˈbjuːgl] jahisarv (muusikariist)
build (built, built) [bild, bilt] ehitama
building [ˈbildiŋ] ehitis
bundle [ˈbʌndl] kimp, komps, pundar
burden [ˈbəːdn] koormus, kandam
burn [bəːn] põletama, põlema
bus [bʌs] omnibus
busy [ˈbizi] tegev, tegevuses olev
but [bʌt] aga
butter [ˈbʌtə] või
butterfly [ˈbʌtəflai] liblikas
buy (bought, bought) [bai, bɔːt] ostma
by [bai] juures, kõrval, mööda, kaudu, abil
by-and-by [ˈbai-ənd-ˈbai] varsti, vähehaaval, aegamööda

C.

cab [kæb] sõiduvoorimehevanker, troska
cabbage [ˈkæbidʒ] kapsas
cage [keidʒ] linnu- või loomapuur
cake [keik] kook, keeks
calculation [kælkjuˈleiʃ(ə)n] arvutlus, kalkulatsioon
calendar [ˈkælində] kalender
California [kæliˈfɔːnjə] Kalifornia
call [kɔːl] hüüdma, kutsuma; hüüd, kutse
call on [ˈkɔːl ˈɔn] külastama
call out [ˈkɔːl ˈaut] hüüdma, välja kutsuma
calm [kɑːm] rahulik, (tuule-) vaikus
camp [kæmp] laager
camp-fire [ˈkæmp-faiə] laagrituli; rühm laagritule ümber

I can (could) [kæn, kud] võin
can (watering-) [ˈwɔːtəriŋ kæn) kastekann
Canada [ˈkænədə] Kanada
Canadian [kəˈneidjən] kanada; kanadlane
candidate [ˈkændidit] kandidaat
candle [kændl] küünal
candy [ˈkændi] kompvek, suhkurmaiustus
cap [kæp] müts, tong (sütik)
capable [ˈkeipəbl] võimeline
The Cape of Good Hope [ðə ˈkeip əv ˈgud ˈhoup] Healootuse neem
captain [ˈkæptin] kapten
capture [ˈkæptʃə] tabama, vangistama
care [kæə] hool; hoolitsema
under the care of (kellegi hoole all
careful [ˈkɛəful] ettevaatlik, hoolikas
carriage [ˈkæridʒ] vagun, vanker
carry [kæri] kandma
cart [kaːt] veovanker
case [keis] kaasus, kääne
cast (cast, cast) [kaːst] viskama, heitma
cast down (to be) [tə biː ˈkaːst ˈdaun] rõhutud meeleolus olema
cast lots [ˈkaːst ˈlɔts] liisku heitma
cat [kæt] kass
catch (caught, caught) [kætʃ, kɔːt] püüdma, tabama; **to catch a bad cold** [ˈkætʃ ə ˈbæd ˈkould] raskesti külmetuma; **to catch fire** [ˈkætʃ ˈfaiə] tuld võtma, süttima
cattle [kætl] veised, kari(loomad)
Caucasian [kɔːˈkeiziən] kaukaasia
Caucasus [ˈkɔːkəsəs] Kaukasus, Kaukaasia
I caught [kɔːt] lihtmin. verbist **catch** püüdsin
cause [kɔːz] põhjustama, põhjus
cave [keiv] koobas
cease [siːs] lakkama
ceiling [ˈsiːliŋ] lagi
celebrate [ˈselibreit] pühitsema
cell [sel] (vangi-) kong, kamber
cellar [ˈselə] kelder
cent [sent] sent
central [ˈsentrəl] keskne, tsentraalne
centre [ˈsentə] keskus, tsentrum
century [ˈsentʃuri] sajand
certain [səːtn] kindel; teatav
certainly [ˈsəːtnli] kindlasti, kahtlemata
chair [tʃɛə] tool
chalk [tʃɔːk] kriit
chance [tʃaːns] juhus, võimalus
change [tʃeindʒ] vahetama, muutuma; vahetus, muutus
change of clothes [tʃeindʒ əv klouðz] tagavara-ülikond, riiete vahetus, ümberriietumine
chapter [ˈtʃæptə] peatükk

character [ˈkæriktə] iseloom
charcoal [ˈtʃɑːkoul] puusüsi
charge [tʃɑːdʒ] laeng, laadima, maks
free of charge maksuvaba
chat [tʃæt] vestlema, kergesisuline vestlus
cheaply [ˈtʃiːpli] odavasti
cheek [tʃiːk] põsk
cheer [tʃiə] kiiduhüüetega ergutama
cheerfulness [ˈtʃiəfulnis] rõõmsameelsus
chemical [ˈkemikəl] keemiline
cherry [ˈtʃeri] kirss
chess [tʃes] male(mäng)
chicken [ˈtʃikin] kanapoeg
child [tʃaild] laps
childhood [ˈtʃaildhud] lapsepõlv
childish [ˈtʃaildiʃ] lapselik, lapsik
children [ˈtʃildrən] lapsed
chill [tʃil] külm
chimney [ˈtʃimni] korsten
chin [tʃin] lõug
China [ˈtʃainə] Hiina(maa)
choice [tʃɔis] valik
choose (chose, shosen) [tʃuːz, tʃouz, tʃouzn] valima
chorus [ˈkɔːrəs] koor; **in chorus** kooris
chronic [ˈkrɔnik] krooniline
chug-chug [ˈtʃʌg-ˈtʃʌg] mootorpaadi müra (onomatop.)
chunk of fire [ˈtʃʌŋk əv ˈfaiə] tuletukk
cinema [ˈsinimə] kino
circle [səːkl] ring, sõõr
circumstance [ˈsəːk(ə)mstəns] asjaolu; (pl.) olukord
citizen [ˈsitizn] kodanik
civil [ˈsivil] tsiviil-, mittesõjaväeline; **civil war** [ˈsivil ˈwɔː] kodusõda
clasp [klɑːsp] ümber haarama, embama; haare, embus
class [klɑːs] klass
classroom [ˈklɑːsrum] klassituba
class-struggle [ˈklɑːs-strʌgl] klassivõitlus
clean [kliːn] puhas
clear [kliə] selge
click [klik] klõpsatus; klõpsatama
climb [klaim] ronima
cling (clung, clung) [kliŋ, klʌŋ, klʌŋ] (millegi) küljes rippuma, (millestki) kinni pidama, liibuma
clock [klɔk] seina-kell, tunnikell
close to [ˈklous tə] ligi, läheduses
close up [ˈklouz ˈʌp] sulgema
cloth [klɔːθ] riidematerjal; **bound in cloth** [ˈbaund in kˈlɔːθ] lõuend köites
clothes [klouðz] (valmis)riided, rõivad
cloud [klaud] pilv
cm. = centimetre [ˈsentimiːtə] sentimeeter
coal [koul] süsi, kivisüsi
coast [koust] (mere-)rand, rannik
coat [kout] kuub

coated with ice [ˈkoutid wið ˈais] jääga kaetud
cock [kɔk] kukk
coffee [ˈkɔfi] kohv
cold [kould] külm, pakane; **it is cold** on külm
collar [ˈkɔlə] krae
collection [kəˈlekʃ(ə)n] kogu, kollektsioon
collective [kəˈlektiv] ühine, kollektiivne; **collective farm** [kəˈlektiv fɑːm] kolhoos, kollektiivne majapidamine
colour [ˈkʌlə] värv, värvus
colt [koult] varss; sälg
column [ˈkɔləm] sammas, (sõjaväe-)kolonn
combine [ˈkɔmbain] kombain
come (came, come) [kʌm, keim, kʌm] tulema
come up [ˈkʌm ˈʌp] ligi astuma
come down [ˈkʌm ˈdaun] alla tulema
comet [ˈkɔmit] komeet
comfortable [ˈkʌmf(ə)təbl] mugav
command [kəˈmɑːnd] käskima
commander [kəˈmɑːndə] komandör
commune [ˈkɔmjuːn] kommuun, kogukond
communist [ˈkɔmjunist] kommunist
company [ˈkʌmp(ə)ni] selts, seltskond
comparative [kəmˈpærətiv] võrdlev, (gramm.) keskvõrre, komparatiiv
comparison [kəmˈpærisn] võrdlus, (gramm.) komparatsioon
compass [ˈkʌmpəs] kompass
complain of [kəmˈplein əv] millegi üle kaebama
complete [kəmˈpliːt] täielik
complicated [ˈkɔmplikeitid] keeruline, komplitseeritud
comrade [ˈkɔmrid] seltsimees
conceal [kənˈsiːl] peitma, varjama
concert [ˈkɔnsət] kontsert
confidence [ˈkɔnfid(ə)ns] usaldus
conjunction [kənˈdʒʌŋkʃ(ə)n] ühendus, (gramm.) sidesõna
conscious [ˈkɔnʃəs] teadlik
consciousness [ˈkɔnʃəsnis) teadlikkus, teadvus
consent [kənˈsent] nõustuma, nõusolek
consider [kənˈsidə] arvestama, (millekski) pidama, kaalutlema
consist [kənˈsist] koosnema
consolation [kɔnsəˈleiʃ(ə)n] lohutus, troost
consonant [ˈkɔnsənənt] kaashäälik, konsonant
constitution [kɔnstiˈtjuːʃ(ə)n] konstitutsioon
contain [kənˈtein] sisaldama
continue [kənˈtinjuː] jätkama
continuous [kənˈtinjuəs] pidev, katkestamata, vahetpidamatu
continuously [kənˈtinjuəsli] pidevalt, katkestamatult
cook [kuk] (toitu) keetma
cook — kokk, köögitüdruk

cool [ku:l] jahe, vilu
copper [ˈkɔpə] vask, vaskraha
copy [ˈkɔpi] ära kirjutama, kopeerima
core [kɔ:] südamik; tuum
corn [kɔ:n] (vilja-)tera; teravili
corner [ˈkɔ:nə] nurk
corpse [kɔ:ps] laip
correct [kəˈrekt] (vigu) parandama, korrigeerima
cossack [ˈkɔsæk] kasakas
cost (cost, cost) [kɔ:st] maksma, väärt olema
cottage [ˈkɔtidʒ] väike (maa)maja, suvila
I could [kud] võisin, suutsin, võiksin
count [kaunt] loendama; arvestama, arvutlema
country [ˈkʌntri] maa; küla (vastandina linnale)
courage [ˈkʌridʒ] julgus, südikus
courageous [kəˈreidʒəs] julge, südikas
course [kɔ:s] kurss, kursus; jooks, käik; **of course** — muidugi
cover [ˈkʌvə] katma
cover [ˈkʌvə] kaas, kate
covered [ˈkʌvəd] kaetud
cow [kau] lehm
crack [kræk] plaksatus; **crack goes the whip** — kõlab piitsaplaksatus
crackle [krækl] ragisema, plaksatuma; praksuma
crackling of the whip [krækliŋ əv ðə wip] piitsaplaksatus
create [kriˈeit] looma
creature [ˈkri:tʃə] olend, olevus
creek [kri:k] kitsas, maasse ulatuv merelaht, abajas
creep (crept, crept) [kri:p, krept, krept] roomama
crew [kru:] laevameeskond, laevapere
cricket [ˈkrikit] kilk
crime [kraim] roim, kuritegu
Crimea [kraiˈmiə] Krimm
crop [krɔp] (vilja-) lõikus, (vilja-) saak, põlluvili
cross [krɔ:s] risti üle minema
cross [krɔ:s] tige, pahur
crow [krow] kirema
crowd [kraud] rahvahulk, mass
cruel [kruəl] julm, karm
crumb [krʌm] (leiva-)raas, raasuke, palake
crutch [krʌtʃ] kark
cry [krai] karjuma, nutma, hüüdma
crystal [kristl] kristalne
cub [kʌb] metslooma-kutsikas, lapsepõngerjas
cultivated [ˈkʌltiveitid] kultiveeritud, viljeldud
cultural [ˈkʌltʃ(ə)r(ə)l] kultuuriline
cup [kʌp] tass, karikas
cupboard [ˈkʌbəd] (lauanõude-ja toidu-) kapp
cure [kjuə] ravima, tervistama
curious [ˈkjuəriəs] uudishimulik
curse [kə:s] needus

custard ['kʌstəd] munakreem või munakook
cut (cut, cut) [kʌt] lõikama
cypress ['saipris] küpress

D.

daddy ['dædi] (fam.) isa, taat
daffodil ['dæfədil] kollane nartsiss
dainty ['deinti] maiuspala
daisy ['deizi] karikakar
dam [dæm] emaloom
dance [dɑ:ns] tants; tantsima; **dance away** [dɑ:ns ə'wei] tantsu lööma
danger ['deindʒə] hädaoht
dangerous ['deindʒrəs] ohtlik
dangle [dæŋgl] kõlkuma, ripnema, tolgendama
dare [dɛə] julgema
daring ['dɛəriŋ] julgus; julge, uljas
dark [dɑ:k] pime, tume, **in the dark** [in ðə 'dɑ:k] pimedas
date [deit] kuupäev, daatum
dawn [dɔ:n] koit, koidik
day [dei] päev; **to-day** [tə 'dei] täna; **day-time** ['dei-taim] päeva-aeg
dead [ded] surnud, elutu
dead-tired ['ded-'taiəd] puruväsinud
deal (a great deal) [ə'greit 'di:l] palju, hulk
dean [di:n] dekaan
dear [diə] kallis
dear me ['diə mi:] (imestushüüuna) heldeke! taevake!
dearly loves ['diəli 'lʌvz] armastab väga
death [deθ] surm
deathbed ['deθbed] surivoodi
deceive [di'si:v] petma, tüssama
December [di'sembə] detsember
decide [di'said] otsustama
decision [di'siʒ(ə)n] otsustamine, otsus; **to come to a decision** otsusele jõudma
deck [dek] laevalagi
decorate ['dekəreit] kaunistama, dekoreerima
decorated ['dekəreitid] kaunistatud, dekoreeritud
deed [di:d] tegu
deep [di:p] sügav
deer [diə] hirv
defence [di'fens] kaitse
defend [di'fend] kaitsma
degree [di'gri:] aste; kraad, pügal
delight [di'lait] ülim rõõm, sulnidus; **delighted** [di'laitid] täis ülimat rõõmu; **to take a delight** [tə teik ə di'lait] suurt rõõmu tundma
deliver [di'livə] kätte toimetama, üle andma
demand [di'mɑ:nd] nõue, nõudlemine
demonstration [demən'trei-ʃ(ə)n] demonstratsioon, meeleavaldus
dental ['dentl] hamba-; hammashäälik
deputy ['depjuti] rahvasaadik, deputaat

describe [dis'kraib] kirjeldama
desire [di'zaiə] soov, ihaldus
desk [desk] pult, koolipink
destination [desti'neiʃ(ə)n] otstarve, sihtkoht
destroy [dis'trɔi] hävitama
detail ['di:teil] detail, üksikasi
develop [di'veləp] arenema
development [di'veləpmənt] arenemine, areng
dew [dju:] kaste
dewy ['dju:i] kastene
dialogue ['daiəlɔg] dialoog, kahekõne
dictation [dik'teiʃ(ə)n] etteütlus, diktaat
dictionary ['dikʃənri] sõnaraamat
die [dai] surema
difference ['difrəns] vahe, erinevus
different ['difr(ə)nt] erinev, erisugune
difficult ['difik(ə)lt] raske, raskesti mõistetav või teostatav
dig (dug, dug) [dig, dʌg, dʌg] kaevama, tuhnima
dimpling stream ['dimpliŋ stri:m] virvendav vetevool
dining-room ['dainiŋrum] söögituba
dinner ['dinə] lõunasöök, dinee
direct [di'rekt] sirge, otsene
direction [di'rekʃ(ə)n] siht, suund, juhtimine, instruktsioon
directly [di'rektli] otsekohe, jalamaid
dirty [də:ti] määrdunud, räpane
disagreeable [disə'griəbl] ebameeldiv
disappear [disə'piə] kaduma, haihtuma
disappointed [disə'pɔintid] pettunud
discover [dis'kʌvə] avastama
discovery [dis'kʌv(ə)ri] avastus
discussion [dis'kʌʃ(ə)n] diskussioon, vaidlus, arutlus
dish [diʃ] vaagen; roog
display [dis'plei] näitama, (vaatamiseks) välja panema
dissuade (from) [di'sweid] maha laitma, ära kallutama, mitte soovitama
distance ['dist(ə)ns] kaugus, vahemaa; **in the distance** [in ðə 'dist(ə)ns] kaugel, kauguses
distant ['distənt] kauge, eemalolev
district ['distrikt] piirkond
disturb [dis'tə:b] segama, rahu rikkuma, häirima
division [di'viʒən] jagamine, jaotus, diviis, divisjon
do (did, done) [du, did, dʌn] tegema; **to do away with** ['du: ə'wei wið] kõrvaldama, lõpetama, hävitama; **to do one's best** ['du: wʌnz 'best] tegema kõik, mis võimalik; **to do one's hair** ['du: wʌnz 'hɛə] juukseid kammima, soengut tegema
document ['dɔkjumənt] dokument

dog [dɔg] koer
dollar [dɔlə] dollar
domestic [dɔ'mestik] kodune, kodu-
Donets-Basin [dɔ'nets-'beisn] Donetsi bassein
door [dɔ:] uks
doorway ['dɔ:wei] ukseava
doth [dʌθ] = does
double ['dʌbl] kahekordne
doubt [daut] kahtlus; **no doubt** ['nou 'daut] pole kahtlust
down [daun] alla, maha
downcast ['daunkɑ:st] rõhutud, nukker
downstairs ['daun'steəz] alumisel(e) korral(e), trepist alla
downwards ['daunwədz] allapoole
doze [douz] tukkuma
dozen ['dʌzn] tosin
draw (drew, drawn) [drɔ:, dru:, drɔ:n] joonistama, tõmbama, vedama
dream [dri:m] unenägu, unelm
dredge (dredʒ] (põhja-) süvendaja, põhjavõrk
dredger ['dredʒə] bagerlaev
dress [dres] kleit, riided, spordidress
drill [dril] puur, puurimismasin
drink (drank, drunk) [driŋk, dræŋk, drʌŋk] jooma
dripping wet ['dripiŋ 'wet] läbimärg
drive (drove, driven) [draiv, drouv, drivn] ajama, sõitma; **to drive away** ['draiv ə'wei] ära sõitma; **to drive a motor-car** ['draiv ə 'moutə 'kɑ:] autot juhtima; **to drive the nail** ['draiv ðə 'neil] naela sisse lööma; **to drive wild** ['draiv 'waild] hulluks ajama
driver ['draivə] autojuht; hobuseajaja (kaevanduses)
drop [drɔp] maha pillama; langema, tilkuma
drown [draun] uputama, uppuma
dry [drai] kuiv
dull [dʌl] igav
during ['djuəriŋ] (aja) kestel, vältel
Dutch [dʌtʃ] hollandi
dusk [dʌsk] videvik
dusty ['dʌsti] tolmune
duty ['dju:ti] kohustus, kohusetäitmine, kohus
dying ['daiiŋ] surev
dyke [daik] (kaitse-) tamm, pais

E.

each [i:tʃ] kumbki, igaüks; **each other** ['i:tʃ 'ʌðə] teineteist
eager [i:gə] innukas, agar
ear [iə] kõrv
early [ə:li] vara
earn [ə:n] teenima (raha)
earner ['ə:nə] (raha-)teenija
earth [ə:θ] maa, maakera
earthly ['ə:θli] maine
ease [i:z] muretus, sundimatus, rahu, kergus
easy ['i:zi] kerge; mittenõudlik
eat (ate, eaten) [i:t, et, i:tn] sööma

echo [ˈekou] kaja
education [edju(ː)ˈkeiʃ(ə)n] kasvatus, haridus
educational [edju(ː)ˈkeiʃnl] kasvatuslik; hariv
effekt [iˈfekt] efekt, mõju, toime
egg [eg] muna
eight [eit] kaheksa
eighteen [ˈeiˈtiːn] kaheksateist-kümmend
eighty [ˈeiti] kaheksakümmend
either [ˈaiðə] kumb tahes, see või teine; **either ... or** [ˈaiðə ... ɔː] kas ... või
elect [iˈlekt] (välja) valima, hääletusel valima; **to be elected** [tə ˈbiː iˈlektid] valitud olema
elections [iˈlekʃ(ə)nz] valimised
electric [iˈlektrik] elektri-
electricity [ilekˈtrisiti] elekter
elephant [ˈelifənt] elevant
eleven [iˈlevn] üksteistkümmend
elsewhere [ˈelsˈwɛə] mujal
emigrant [ˈemigr(ə)nt] emigrant, väljarändaja
employer [imˈplɔiə] tööandja
empty [ˈem(p)ti] tühi
end [end] lõpp, ots
endlessly [ˈendlisli] lõpmatult
enemy [ˈenimi] vaenlane
energy [ˈenədʒi] energia
engine [ˈendʒin] masin; vedur
engineer [endʒiˈniə] insener
England [ˈiŋgländ] Inglismaa
English [ˈiŋgliʃ] inglise, inglise keel
enjoy [inˈdʒɔi] nautima
enter [ˈentə] sisse astuma
enthusiasm [inˈəjuːziæzm] entusiasm, ülim vaimustus
enthusiastically [inəjuːziˈæstikəli] entusiastlikult, vaimustunult
envelope [ˈenviloup] ümbrik
envy [ˈenvi] kadedus
episode [ˈepisoud] episood, vahesündmus
equal [ˈiːkwəl] võrdne
erect [iˈrekt] sirgelt seisev, sirge
errand [ˈerənd] käskjala ülesanne
escalator [ˈeskəleitə] eskalaator, jooksev (isetõstev) trepp
escape [isˈkeip] pääsema; ära jooksma
especially [isˈpeʃ(ə)li] eriti
establishment [isˈtæbliʃmənt] asutis
Esther [ˈestə] Ester
Europe [ˈjuərəp] Euroopa
European [juərəˈpiən] euroopa, euroopalik
evade [iˈveid] kõrvale hoidma; pagema, vältima
even [iːv(ə)n] isegi
evening [ˈiːvniŋ] õhtu
event [iˈvent] sündmus, juhtumus
ever [ˈevə] alati; **ever so much (many)** üliväga; **for ever** fɔr ˈevə] alatiseks, igavesti
every [ˈevri] igaüks
everybody [ˈevribɔdi] iga isik, kõik

everyone ['evriwʌn] igaüks
everything ['evriəiŋ] kõik, iga asi
everywhere ['evriwɛə] kõikjal
examination [igzæmi'neiʃ(ə)n] eksam
examine [ig'zæmin] eksamineerima
excellent ['eks(ə)lənt] suurepärane, oivaline
exchange [iks'tʃeindʒ] vahetus
excursion [iks'kəːʃ(ə)n] ekskursioon; rännak
exercise ['eksəsaiz] harjutus
exhibition [eksi'biʃ(ə)n] näitus
expel [iks'pel] välja heitma; välja tõukama
experienced [iks'piəriənst] kogenud, vilunud
expert ['ekspəːt] ekspert, asjatundja
explain [iks'plein] seletama, selgitama
explore [iks'plɔː] uurima
extension [iks'tenʃ(ə)n] lauselaiend, (gramm.) adverbiaal
extract ['ekstrækt] väljavõte (raamatust), katkend
eye [ai] silm

F.

fable [feibl] valm
fact [fækt] fakt, tõsiasi; **in fact** [in 'fækt] õigupoolest, õieti
factory ['fækt(ə)ri] vabrik, suurtehas
fade [feid] närtsima, närbuma
fail [feil] puudu jääma; ebaõnnestuma, luhtuma
faint [feint] nõrk, jõuetu
fairy ['feəri] haldjas, fee
fairy-tale ['feəriteil] muinasjutt
fall (fell, fallen) [fɔːl, fel, 'fɔːlən] kukkuma; **she had a bad fall** ta kukkus ja sai palju haiget; **to fall over** ['fɔːl 'ouvə] ümber kukkuma
family ['fæmili] perekond
famine ['fæmin] nälg, näljahäda
famous ['feiməs] kuulus
fancy ['fænsi] kujutlusvõime, mõttekujutus
far [fɑː] kauge, kaugel
farm [fɑːm] talu
farm-hand ['fɑːmhænd] talusulane, farmitööline
farmer ['fɑːmə] talunik
farther ['fɑːðə] kaugemal(e), kaugem
farthest ['fɑːðist] kaugeim
fascism ['fæʃizm] fašism
fast [fɑːst] kiiresti, nobedasti; kiire
fasten [fɑːsn] kinnitama, kinni siduma
fat [fæt] rasvane, lihav, nuumatud
father ['fɑːðə] isa
fatherland ['fɑːðələnd] isamaa
fatherless ['fɑːðəlis] isatu
favourable ['feiv(ə)rəbl] soodus; heatahtlik
favourite [feiv(ə)rit] lemmik-; soosik
fear [fiə] hirm; **for fear of** [fə'fiər'əv] hirmu pärast

fearless ['fiəlis] kartmatu, julge
feast [fi:st] pidusööming, pidustus
feather ['feðə] (linnu-)sulg
February ['februəri] veebruar
feed (fed, fed) [fi:d, fed, fed] toitma, söötma
feel (felt, felt) [fi:l, felt, felt] kompima, tundma; **to feel at home** ['fi:l ət 'houm] end tundma nagu kodus
feeling ['fi:liŋ] tunne
feet [fi:t] jalad
fell [fel] (puud) maha raiuma või saagima
fellow ['felou] poiss, vennas, kaaslane
fellow-countryman ['felou 'kʌntrimən] kaasmaalane
fellow-pupil ['felou 'pju:pl] kaasõpilane
fellow-traveller ['felou 'trævlə] kaasreisija
fence [fens] tara, aed; taraga ümbritsema
fetch ['fetʃ] tooma
fever ['fi:və] palavik
few [fju:] vähesed; **a few** [ə'fju:] mõned
field [fi:ld] põld, väli, nurm
fifteen [fif'ti:n] viisteistkümmend
fifth [fifə] viies
fifty ['fifti] viiskümmend
fight (fought, fought) [fait, fɔ:t, fɔ:t] võitlema, kaklema, sõdima
fight [fait] võitlus, kaklus
fill [fil] täitma
film [film] film, kile
find (found, found) [faind, faund, faund] leidma; **find out** ['faind 'aut] avastama, üles leidma, paljastama
fine [fain] ilus, selge (eriti ilmade kohta), peen
finger ['fiŋgə] sõrm
finish ['finiʃ] lõpetama
fir-tree ['fə:tri:] kuusk
fire ['faiə] tuli, tulikahju; **to be on fire** ['bi ɔn'faiə] põlema
fire ['faiə] tulistama
first [fə:st] esimene
fish [fiʃ] kala; kalu püüdma; **to go fishing** [tə'gou f'iʃiŋ] kalastama minema
fisher ['fiʃə] kalur
five [faiv] viis
fix [fiks] kindlaks määrama
fixed [fikst] kindlaks määratud
flag [flæg] lipp
flame [fleim] leek
flannel [flænl] flanell; flanellist
flap [flæp] lapiku asjaga lööma, lehvitama, plaksutama
flash [flæʃ] sähvatus; sähvatama, välkuma
flatten out [flætn] lamenema
flee (fled, fled) [fli:, fled] põgenema
fleecy ['fli:si] villataoline, sassis
fleet [fli:t] laevastik
fleet [fli:t] mööda libisema
flier ['flaiə] lendur
flight [flait] lend

fling (flung, flung) [fliŋ, flʌŋ, flʌŋ] paiskama, viskama, heitma

flit [flit] vilksatades lendama, vilksatama

float [flout] ujuma, veepinnal püsima, hõljuma

flock [flɔk] kari, hulk, salk

floor [flɔː] põrand

flour ['flauə] jahu

flow [flou] voolama

flower ['flauə] lill

flower-bed ['flauəbed] lillepeenar

fly (flew, flown) [flai, fluː, floun] lendama

fly [flai] kärbes

fog [fɔg] (tihe) udu

foliage ['fouliidʒ] lehestik

follow ['fɔlou] järgnema, seirama

following ['folouiŋ] järgmine

foolish [fuːliʃ] rumal, mõtlematu

foot [fut] jalg; jalg (pikkusmõõt); alus; (mäe-) jalg; **on foot** [ɔn 'fut] jalgsi

football ['futbɔːl] jalgpall

for [fɔː, fɔ, fə] jaoks; sest

forbid (forbade, forbidden) [fə'bid, fə'bæd, fə'bidn] keelama

force [fɔːs] jõud

forced [fɔːst] sunnitud

forces ['fɔːsiz] sõjavägi

forefather ['fɔːfaːðə] esiisa

forefinger ['fɔːfiŋgə] nimetissõrm

foreign ['fɔrin] välismaine

foreigner ['fɔrinə] välismaalane

forest ['fɔrist] mets, põlismets, laas

forget (forgot, forgotten) [fə'get, fə'gɔt, fə'gɔtn] unustama

forgive (forgave, forgiven) [fə'giv, fə'geiv, fə'givn] andestama

fork [fɔːk] kahvel, hark haru

form [fɔːm] moodustama

fortune ['fɔːtʃ(ə)n] õnn, saatus

forty ['fɔːti] nelikümmend

fountain ['fauntin] purskkaev

four [fɔː] neli

fourteen ['fɔː'tiːn] neliteistkümmend

fox [fɔks] rebane

frame of the radio compass ['freim əv ðə reidiou 'kʌmpəs] raadiokompassi raam

France [frɑːns] Prantsusmaa

Franz Josef Land ['frænts'dʒouzif 'lænd] Franz Josephi maa

free [friː] vaba

free of charge ['friː əv 'tʃɑːdʒ] tasuta

freedom ['friːdəm] vabadus

freeze (froze, frozen) [friːz, frouz, frouzn] külmama, külmetama

freight train ['freit 'trein] kaubarong

French [frentʃ] prantsuse

Frenchman ['frentʃmən] prantslane

fresh [freʃ] värske

friend [frend] sõber; **to make friends with** [tə meik frendz wið] sõpradeks saama, sõbrustama

fright [frait] hirm, kohkumine

frighten ['fraitn] hirmutama, kohutama

fro (to and fro) ['tu ənd 'frou] edasi-tagasi, sinna-tänna

from [frɔm] (millegi) juurest, -lt

front [frʌnt] esikülg; **in front of** [in 'frʌnt 'əv] ees

frost [frɔːst] pakane, külm; **biting frost** ['baitiŋ frɔːst] käre külm

frown [fraun] kulmu kortsutama

frozen [frouzn] külmunud

fruit [fruːt] puuvili, vili

full [ful] täis

fully ['fuli] täitsa, täielikult

fun [fʌn] nali

funeral ['fjuːn(ə)r(ə)l] matus

funny ['fʌni] naljakas, kentsakas

furious ['fjuəriəs] raevune; pöörane

further ['fəːðə] kaugemal(e), edaspidine

future ['fjuːtʃə] tulevik

G.

gaily ['geili] lõbusalt, lustakalt

game [geim] mäng

garden [gaːdn] aed

garret ['gærit] pööning, ärklituba

gate [geit] värav

gather ['gæðə] koguma, korjama; kogunema

gay [gei] lõbus

gaze [geiz] üksisilmi vahtima

general ['dʒen(ə)r(ə)l] üldine; **general start** ['dʒenərəl 'staːt] üldine hämmastus

generally ['dʒen(ə)rəli] tavaliselt

gentleman ['dʒentlmən] härrasmees; aumees

Geoffrey Trease ['dʒefri 'triːz] (pn.) inglise kirjanik

get (got, got) [get, gɔt, gɔt] saama, muutuma

get down ['get 'daun] maha astuma, alla laskuma

get a full sight of ['get ə 'ful 'sait əv] (midagi) täielikult, hästi nägema

get in ['get 'in] sisse astuma

get loose ['get 'luːs] vabanema; vallanduma

get on ['get 'ɔn] edasi jõudma; edasi minema

get out ['get 'aut] välja tulema

get up ['get 'ʌp] üles tõusma

giant [dʒaiənt] hiiglane

gigantic [dʒai'gæntik] hiiglaslik

gillyflower ['dʒiliflauə] levkoi

girl [gəːl] tütarlaps

give (gave, given) [giv, geiv, givn] andma

give up ['giv 'ʌp] loobuma

glad [glæd] rõõmus

gladness ['glædnis] rõõm

glass [glaːs] klaas

glass-factory ['glaːs 'fæktəri] klaasivabrik

gleam [gliːm] kuma, (nõrk) paiste; kumama, (nõrgalt) kiirgama

glide [glaid] libisema, liuglema

glider [ˈglaidə] purilennuk

glitter [ˈglitə] sädelema, vilklema

glorious [ˈglɔːriəs] suurepärane, kuulus

glow [glou] hõõguma, õhetama, eredalt põlema

glue [gluː] kleepima, liimima, liim

go (went, gone) [gou, went, gɔn] minema

go ashore [ˈgou əˈʃɔː] (laevalt) maabuma, maale minema

go down [ˈgou ˈdaun] alla minema, alla vajuma

go to bed [ˈgou tə ˈbed] magama minema

gone (be) [ˈbiː ˈgɔn] ära minema;

when I'm gone kui mind enam ei ole

good [gud] hea

good-bye [ˈgud ˈbai] jumalaga

government [ˈgʌv(ə)nmənt] valitsus

graduate [ˈgrædjueit] akadeemilist kraadi omandama, ülikooli lõpetama

grain [grein] viljatera; teravili

grammar [ˈgræmə] grammatika

gramophone [ˈgræməfoun] grammofon

grandfather [ˈgrændfaːðə[vanaisa

grandmother [ˈgrændmʌðə] vanaema

grant [graːnt] annetama, lubama

grass [graːs] rohi, muru

grasshopper [ˈgraːshɔpə] rohutirts

grating [ˈgreitiŋ] trellid, võre

gravy [ˈgreivi] praekaste, lihakaste

gray (grey) [grei] hall

graze [greiz] (karjamaal rohtu sööma

great (greit] suur

great deal of [greit ˈdiːl əv] palju, suur hulk

greedy [griːdi] ahne

green [griːn] roheline

greet [griːt] tervitama

greeting [ˈgriːtiŋ] tervitus

grief [griːf] kurbus, südamevalu

grieve [griːv] kurvastama

groan [groun] ägama, oigama

grocery store [ˈgrous(ə)ri ˈstɔː] koloniaalkaupade ladu

ground [graund] maapind, alusvärv

group [gruːp] grupp, rühm

grow (grew, grown) [grou, gruː, groun] kasvama, muutuma

grow fat [ˈgrou ˈfæt] rasvuma

growl [graul] urisema, urisemine

grown up [ˈgroun ˈʌp] täiskasvanud

gruel [gruəl] kört

grunt [grʌnt] röhkima

guard [gaːd] valvur, kaitse; valvama, kaitsma

guess [ges] aimama, oletama

guest [gest] külaline

guide [gaid] juhtima; teejuht
guilt [gilt] süü
guilty [ˈgilti] süüdlane
gull [gʌl] kajakas
gun [gʌn] püss, kahur

H.

I had [hæd] omasin (impf. verbist **to have**)
I had to [ˈhæd tə] pidin, oli vajadus
haggard [ˈhægəd] kurnatud, kõhnunud
hair [hɛə] juuksed, juus
half [haːf] pool
hall [hɔːl] (koosoleku-, kontserdi jne.) saal
halter [ˈhɔːltə] ohelik, nöör
hammer [ˈhæmə] vasar, haamer
hand [hænd] käsi
hand [hænd] kätte andma, ulatama
hand in hand [ˈhænd in ˈhænd] käsikäes
handkerchief [ˈhæŋkətʃif] taskurätik
hang up (hung, hung) [hæŋ, hʌŋ, hʌŋ] riputama
happen [ˈhæpn] juhtuma
happily [ˈhæpili] õnnelikult
happy [ˈhæpi] õnnelik
hard [haːd] kõvasti; karm, kõva ränk; **to be hard at work** [tə ˈbiː ˈhaːd ət ˈwəːk] kõvasti töötama
hardly [ˈhaːdli] vaevalt
hardship [ˈhaːdʃip] (elu-)raskus, kitsikus, vaev
hare [hɛə] jänes
hark! [haːk] kuula!
harsh [haːʃ] kare, karm
hastily [ˈheistili] kähku
harvest [ˈhaːvist] (vilja-)saak, (vilja-)lõikus
harvesting [ˈhaːvistiŋ] (vilja-)lõikus
hat [hæt] kübar
hate [heit] vihkama
hatter [ˈhætə] kübaramüüja, kübarategija
haunt [hɔːnt] sageli külastama; kummitama
have (had, had) [hæv, hæd] omama
hay [hei] hein
haymaking [ˈheimeikiŋ] heinategu, heinaaeg
he [hiː] tema (maskul.)
head [hed] pea
head [hed] pealkirjastama; eesotsas olema
headman [ˈhedˈmæn] ülemus, pealik, eestööline
health [helə] tervis
healthful [ˈheləf(u)l] tervislik
healthy [ˈheləi] terve; tervislik
heap [hiːp] kuhi, hunnik
heap up [ˈhiːp ˈʌp] kuhjama
hear (heard, heard) [hiə, həːd] kuulma
heart [haːt] süda
heated [ˈhiːtid] soojendatud; kuum, köetud, ülesköetud
heaven [hevn] taevas (usulises tähenduses); **the heavens = the sky**
heavy [ˈhevi] raske, raskekaaluline

hedge [hedʒ] hekk, põõsastara
height [hait] kõrgus
help [help] abi, aitama
helpless [ˈhelplis] abitu
helplessly [ˈhelplisli] abitult
help oneself to [ˈhelp wʌnˈself] enesele võtma
hen [hen] kana
her [həː] tema(oma) (fem.)
herd [həːd] kari
here [hiə] siin
hero [ˈhiərou] kangelane
heroic [hiˈro(u)ik] kangelaslik
heroine [ˈherouin] heroiin, kangelanna
hesitate [ˈheziteit] kõhklema, viivitama
hide (hid, hidden) [haid, hid, hidn] peitma, varjama
high [hai] kõrge; **higher education** [ˈhaiəredju(ː)ˈkeiʃ(ə)n] kõrgem haridus
high-road [ˈhaiˈroud] (suur) maantee
highly pleased [ˈhaili ˈpliːzd] väga rahul
hillock [ˈhilək] (väike) küngas
him [him] temale, teda (maskul.)
hind [haind] tagumine, taga
hint [hint] vihjama, vihje
his [hiz] tema (oma) (maskul.)
historical [hisˈtɔrik(ə)l] ajalooline
history [ˈhist(ə)ri] ajalugu
hit (hit, hit) [hit] lööma; tabama
hole [houl] auk
hold (held, held) [hould, held] hoidma, pidama
holiday [ˈhɔlədi] püha, puhkepäev
Holland [ˈhɔlənd] Holland
home [houm] koju; kodu; **at home** [ət ˈhoum] kodus
honest [ˈɔnist] aus
honour [ˈɔnə] au
hoof [huːf] kabi
hop [hɔp] hüplema, kekslema
hope [houp] lootus; lootma
hopeful [ˈhoupf(u)l] lootusrikas
horror [ˈhɔrə] hirm; jubedus
horse [hɔːs] hobune
horseman [ˈhɔːsmən] ratsanik; ratsaväelane
horse-back (on) [ɔn ˈhɔːsbæk] ratsa
hospital [ˈhɔspitl] haigla
hot [hɔt] kuum, palav
hotel [ho(u)ˈtel] võõrastemaja, hotell
hour [ˈauə] tund; **for hours** [fər ˈauəz] tundide viisi
house [haus] maja
house-top [ˈhaustɔp] majakatus
how [hau] kuidas
how long [ˈhau ˈlɔŋ] kui kaua **how long have you been this way** kui kaua sa tunned end juba nii
how many [ˈhauˈmeni] kui palju (mitmuse kohta)
how much [ˈhau ˈmʌtʃ] kui palju (ainsuse kohta), kui suur hulk
howl [haul] ulguma, undama, vinguma

huge [hjuːdʒ] hiiglasuur, tohutu
hum [hʌm] sumin; sumisema
human [ˈhjuːmən] inimeslik, inim-
humour [ˈhjuːmə] huumor
hundred [ˈhʌndrəd] sada
Hungarian [hʌŋˈgɛəriən] ungari
hunger [ˈhʌŋgə] nälg
hungry [ˈhʌŋgri] näljane
hurry [ˈhʌri] ruttama, kiirustama
hurt (hurt, hurt) [həːt] haiget tegema, vigastama
husband [ˈhʌzbənd] mees (abikaasa)
hush [hʌʃ] tasa!
hut [hʌt] hurtsik, onn

I.

I [ai] mina
ice [ais] jää
ice-breaker [ˈaisbreikə] jäämurdja
ice-floe [ˈaisflou jääpank (ujuv)
idea [aiˈdiə] idee
idiot [idiət] idioot
if [if] kui (tingimuslauses)
ignorance (ˈign(ə)r(ə)ns] teadmatus; võhiklus
ill [il] haige
ill success halb edu, ebaõnn
illiteracy [iˈlit(ə)rəsi] kirjaoskamatus
illiterate [iˈlit(ə)rit] kirjaoskamatu
image [ˈimidʒ] kuju; kujutelm; peeglipilt
imagine [iˈmædʒin] kujutlema
immediate [iˈmiːdjət] viivitamatu; otsene
immortal [iˈmɔːtl] surematu
implore [impˈlɔː] anuma
impossible [imˈpɔsibl] võimatu
in [in] sees
inch [intʃ] toll
increase [inˈkriːs] suurenema
indeed [inˈdiːd] tõepoolest
independence [indiˈpendəns] sõltumatus, iseseisvus
independent [indiˈpendənt] sõltumatu, iseseisev
Indian [ˈindjən] india
infinitive [inˈfinitiv] infinitiiv
inhabitant [inˈhæbitənt] elanik
ink [iŋk] tint
inkling [ˈiŋkliŋ] vihje
inkstand [ˈiŋkstænd] tindipott
inn [in] võõrastemaja
innkeeper [ˈinkiːpə] võõrastemajapidaja
inquisitive [inˈkwizitiv] uudishimulik
inscription [insˈkripʃ(ə)n] pealkiri
insect [ˈinsekt] putukas
insert [inˈsəːt] sisse või vahele paigutama (näit. **to insert a word in a line**)
inside [ˈinˈsaid] sees, seespool, sisekülg, sisemus
instant [ˈinstənt] hetk
instantly [ˈinstəntli] otsekohe, jalamaid
instead of [inˈsted əv] (selle) asemel
institution [instiˈtjuːʃ(ə)n] asutis
instruction [inˈstrʌkʃ(ə)n] instruktsioon, korraldus, juhatus

instrument ['instrumənt] tööriist, vahend
intend [in'tend] kavatsema
interest ['intrist] huvi, huvitama
interested ['intristid] huvitatud
international [intən'næʃnl] rahvusvaheline
interrupt [intə'rʌpt] katkestama, vahele segama
into ['intə] sisse
introduce [intrə'dju:s] tutvustama, sisse viima
invent [in'vent] leiutama
invention [in'venʃ(ə)n] leiutis
inventor [in'ventə] leiutaja
invite [in'vait] kutsuma, paluma (millestki osa võtta)
Ireland ['aiələnd] Iirimaa
Irish ['airiʃ] iiri
iron ['aiən] raud
Isaac Newton (Sir) [sə:(r) 'aizək 'nju:tn] suur inglise filosoof ja matemaatik
island ['ailənd] saar
it [it] tema (neutr.)
italics [i'tæliks] kursiiv, kaldkiri
its [its] tema (omast. k., neutr.)

J.

January ['dʒænjuəri] jaanuar
Jean [dʒi:n] nimi
Jew [dʒu:] juut
Jewess ['dʒu(:)is] juuditar
Jewish ['dʒu(:)iʃ] juudi-
Jim [dʒim] mehe nimi (= **James**)
job [dʒɔb] töö, toiming
join [dʒɔin] ühinema
jolly ['dʒɔli] lõbus, lustiline
joyless ['dʒɔilis] rõõmutu
judge [dʒʌdʒ] kohut mõistma; kohtunik
July [dʒu(:)'lai] juuli
jump [dʒʌmp] hüppama
June [dʒu:n] juuni
junior ['dʒu:njə] noorem
just [dʒʌst] just, parajasti, õiglane, paras

K.

keen [ki:n] terav, lõikav; innukas
keep (kept, kept) [ki:p, kept] hoidma, pidama
keep house ['ki:p 'haus] maja pidama
keep out ['ki:p 'aut] mitte sisse laskma, eemale hoidma
kettle [ketl] katel
kick [kik] jalaga lööma
kill [kil] tapma, surmama
kind [kaind] lahke, sõbralik
kiss [kis] suudlus, suudlema
kitchen ['kitʃin] köök
kite [kait] paberist lohe
kitten ['kitn] kassipoeg
knee [ni:] põlv
knife [naif] nuga
knock [nɔk] koputama
know (knew, known) [nou, nju:, noun] teadma

L.

laboratory ['læbərətəri, lə'bɔrətəri] laboratoorium
labour ['leibə] töö
lace [leis] pits, pael

laden [leidn] laaditud
lady-bird ['leidibəːd] lepatriinu
lake [leik] järv
lamb [læm] (lamba-)tall
land [lænd] maa
land [lænd] maabuma
landless ['lændlis] maata, maatu
landlord ['lændlɔːd] (suur-) maaomanik, võõrastemaja-, maja- või korteriperemees
language ['læŋgwidʒ] keel, väljendusviis
lap [læp] rüpp, süli
largeness ['laːdʒnis] suurus, avarus
lark [laːk] lõoke
last [laːst] möödunud; **the last** viimane, viimne; **at last** viimaks; **to last** kestma
late [leit] hilja, hiline, äsjane; hiljuti surnud
latter ['lætə] viimane, viimatimainitud
laugh [laːf] naerma
law [lɔː] seadus
lawyer ['lɔːjə] advokaat, õigusteadlane
lay (laid, laid) [lei, leid] panema, asetama
lay bi ['lei 'bai] kõrvale panema, edasi lükkama
lazy ['leizi] laisk
lead (led, led) [liːd, led] juhtima
leader ['liːdə] juht
leadership ['liːdəʃip] juhtimine, juhatus
leaf (leaves) [liːf, liːvz] leht
leaflet ['liːflit] leheke, lendleht
leafy ['liːfi] lehtedega kaetud
leak [liːk] lekk, lekkimiskoht, lekkima
leap [liːp] hüppama
leap-year ['liːp-jəː] liigpäevaaasta
learn [ləːn] õppima
learned ['ləːnid] õpetatud
least [liːst] vähim, kõige vähem
leave (left, left) [liːv,left] jätma, maha jätma; **leave (the room)** lahkuma (ruumist)
leave for [liːv fɔː] kuhugi sõitma
left [left] vasak; **to the left** vasakule
leg [leg] jalg, koib, säär
legend ['ledʒ(ə)nd] legend
leisure ['leʒə] jõudeaeg, tegevusetus
lend (lent, lent) [lend, lent] laenuks andma
length [leŋθ] pikkus, vältus
less [les] vähem
lesson ['lesn] õppetund, õppetükk
let (let, let) [let] laskma, lubama, üürile andma; **let us go** lähme, mingem
letter ['letə] kiri, täht
level ['levl] lood, tasapind, tase, ühetasane
lie (lay, lain) [lai, lei lein] lamama
lie [lai] valetama, vale
lieutenant [lef'tenənt] leitnant
life [laif] elu
lift [lift] tõstma, tõstetool, lift
light [lait] valgus, valge, valgustama, süütama

lighthouse ['laithaus] majakas, tuletorn
lighted ['laitid] süüdatud, valgustatud
like [laik] harrastama, meeldima
like [laik] nagu, sarnane
Lilliputian [lili'pju(ɪ)ʃi(ə)n] liliputlane, käämbus
lily ['lili] liilia
line [lain] vooderdama; lineerima; joon
linen ['linin] lõuend; pesu
lion ['laiən] lõvi
lip [lip] huul
liquidate ['likwideit] likvideerima, tegevust lõpetama
listen ['lisn] kuulama
listener ['lisnə] (pealt-)kuulaja; **listen to** (midagi, kedagi) kuulama
literate ['litərit] kirjaoskaja; **half literate** ['haːf 'litərit] poolkirjaoskaja; **illiterate** [i'litərit] kirjaoskamatu
little [litl] väike, vähe
live [liv] elama
lock [lɔk] lukustama
locomotion [loukə'mouʃ(ə)n] liikumine, transport
long [lɔŋ] pikk; **long live** [lɔŋ liv] elagu!; **before long** [bi'fɔː 'lɔŋ] varsti
longing ['lɔŋiŋ] igatsus
look [luk] vaatama
look for ['luk fɔː] otsima
look forward to ['luk'fɔːwəd tə] heameelega, ootama
look down upon ['luk'daun ə'pɔn] põlgama
loom [luːm] kangaspuud
loop [luːp] silmus, silmust moodustama
loose (luːs] vaba, kinnitamata; **the tooth was loose** hammas liikus
loosen [luːsn] vabastama, lõdvendama
lose [lost, lost) [luːz, lɔːst] kaotama
lot [lɔt] saatus, liisk; **the lot fell to Oliver** liisk langes Oliverile
lot (of) ['lɔt əv] palju
loud [laud] vali, valjuhäälne
low [lou] madal
luck [lʌk] õnn, õnnelik juhus
lunch [lʌntʃ] keskpäeva-eine
lung [lʌŋ] kops

M.

m. = meter ['miːtə] meeter
macaroni [mækə'rouni] makaron
machine [mə'ʃiːn] masin
machine-gun [mə'ʃiːn-gʌn] kuulipilduja
Mackenzie River [mə'kenzi 'rivə] Mackenzie jõgi
mad [mæd] hullumeelne
Madagascar [mædə'gæskə] Madagaskar
magazine [mægə'ziːn] ajakiri
magic ['mædʒik] nõia-, maagiline nõidus
mail [meil] post, postisaadetis
make (made, made) [meik, meid] tegema

make friends with [meik ˈfrendz wið] sõbrustama
make fun of [ˈmeik ˈfʌn əv] pilkama
mamma [məˈmɑː] mamma
man (men) [mæn, men] mees; inimene
manage [ˈmænidʒ] juhatama, juhtima; korraldama, toime tulema
manifold [ˈmænifould] mitmekesine, paljukujuline
many [ˈmeni] palju
map [mæp] geograafiline kaart
map out [mæp aut] ette plaanitsema, läbi mõtlema, plaani koostama
march [mɑːtʃ] marssima
March [mɑːtʃ] märts
mark [mɑːk] märk, tähis
market [ˈmɑːkit] turg
mast [mɑːst] mast
mat [mæt] (põranda)vaip, matt
matter [ˈmætə] asjaolu; **what is the matter** [ˈwɔt iz ðə ˈmætə] milles asi on? **it doesn't matter the least** see ei tähenda midagi
mausoleum [mɔːsəˈli(ː)əm] mausoleum, uhke hauamonument
May [mei] mai
I may (might) [mei, mait] võin
meadow [ˈmedou] aas
mean (meant, meant) [miːn, ment] tähendama, mõtlema
meaning [ˈmiːniŋ] tähendus
meantime (in the) [ˈmiːnˈtaim] vahepeal, vaheajal
measles [ˈmiːzlz] leetrid
meat [miːt] liha
mechanisation [mekəniˈzeiʃən] mehhaniseerimine
mechanism [ˈmekənizm] mehhanism, masinavärk
meet (met, met) [miːt, met] kohtama
meeting [ˈmiːtiŋ] koosolek, miiting
mellow [ˈmelou] küps, pehme, muhe, mure(-da)
member [ˈmembə] liige
memorable [ˈmem(ə)rəbl] mälestav, mälestusväärne
memory [ˈmeməri] mälu, mälestus
men [men] inimesed, mehed
mental [mentl] vaimne
meridian [məˈridiən] meridiaan
merry [ˈmeri] lõbus
method [ˈmeθəd] meetod
Metro [metˈrou] maa-alune raudtee
mice [mais] hiired
Michael [ˈmaikl] Mihkel
middle [ˈmidl] keskmine, keskkoht
midnight [ˈmidnait] kesköö
might [mait] võim, jõud; **with all my might** kõigest jõust
might [mait] võiks (imperfekt verbist **may** võin, tohin)
mighty [ˈmaiti] võimas
mild [maild] pehme, õrn
mile [mail] miil
mill [mil] vabrik, tehas, veski
miller [ˈmilə] mölder
mind [maind] meel, mõistus

mind [maind] tähelepanu pöörama; **mind!** arvesta, pea meeles! **never mind** ['nevə 'maind] pole viga

mine [main] minu oma

mine [main] kaevandus

minute ['minit] minut

mischief ['mistʃif] pahandus, üleannetus

misconduct [mis'kɔndəkt] sündsuseta käitumine

miserable ['miz(ə)r(ə)bl] haletsemisväärne, õnnetu

miserly ['maizəli] ihnus, kitsi

misery ['mizəri] õnnetus, viletsus

miss [mis] mööda laskma, puudust tundma; **miss fire** [mis faiə] mitte lahti minema (relva kohta); **there is something missing** seal puudub midagi

mist [mist] udu

mistake [mis'teik] viga, eksitus

moan [moun] oigama

model ['mɔdl] mudel, modell, eeskuju

moist [mɔist] niiske

Molucca Island [mə'lukə 'ailənd] Moluki saar

moment ['moumənt] moment, hetk

money ['mʌni] raha

money-order ['mʌni ɔ:də] postirahakaart, rahaülekanne

monkey ['mʌŋki] ahv

moon [mu:n] kuu

moral ['mɔrəl] moraal; moraalne

more [mɔ:] enam

morn [mɔ:n] = **morning** ['mɔ:niŋ] hommik

mortification [mɔ:tifi'keiʃ(ə)n] (siin:) gangreen, kärbus

mortified ['mɔ:tifaid] kärbunud

most [moust] kõige enam

mostly ['moustli] enamasti

mother ['mʌðə] ema

motion ['mouʃən] liikumine

motor-car ['moutə-kɑ] auto

mount [maunt] üles minema; istuma (hobuse selga)

mountain ['mauntin] mägi

mouse [maus] hiir

mouth [mauθ] suu

mouth of the cave ['mauθ əv ðə 'keiv] koopasuu

mouthful ['mauθful] suutäis

move [mu:v] liikuma, liigutama; **move on** minema

movement ['mu:vmənt] liikumine

Mrs. = **Mistress** ['misiz] proua

much [mʌtʃ] palju

mumble ['mʌmbl] pomisema

muscle ['mʌsl] muskel, lihas

museum [mju(:)'ziəm] muuseum

mushroom ['mʌʃrum] seen

music ['mju:zik] muusika

I must [mʌst] pean

mutton ['mʌtn] lambaliha

muzzle ['mʌzl] (looma) nina, kroon; suukorv; (tulirelva) toruots

my [mai] minu

mysterious [mis'tiəriəs] salapärane

naked ['neikid] paljas, alasti
name [neim] nimi; nimetama
namely ['neimli] nimelt
narrow ['nærou] kitsas
native ['neitiv] kodumaine; pärismaalane
nature ['neitʃə] loodus
natural ['nætʃrəl] looduslik; loomulik
naturalist ['nætʃrəlist] loodusteadlane
navigation [nævi'geiʃən] navigatsioon, laevandus
navy ['neivi] merevägi
near ['niə] ligi, lähedal, lähedane
necessary ['nesisəri] vajalik, tarvilik
need [niːd] vajama; vajadus, puudus
needle [niːdl] nõel
negative ['negətiv] eitav
negro ['niːgrou] neeger
neighbour ['neibə] naaber
neighbouring ['neibəriŋ] naabruses olev
neither-nor ['naiðə-nɔː] ei-ega
nenni ['neni] ei, ei!
nervous ['nəːvəs] närviline
nest [nest] pesa
network ['netwəːk] võrgustik, võrk
never ['nevə] ei iialgi
never mind ['nevə 'maind] pole viga!
new [njuː] uus
newspaper ['njuːspeipə] ajaleht
nice [rais] kena, meeldiv, nägus
night [nait] öö; **at night** [ət 'nait] öösel
night-rack ['nait 'ræk] pilveke
nine [nain] üheksa
nine-pins ['nainpinz] keeglid
nineteen ['nain'tiːn] üheksateistkümmend
ninety ['nainti] üheksakümmend
ninth [nainθ] üheksas
no [nou] ei; mitte mingisugune
nobody ['noubədi] mitte keegi
nod [nɔd] noogutama; noogutus
nominative ['nɔminətiv] nimetav kääne
none [nʌn] mitte ükski
nonsense ['nɔnsəns] mõttetus
non-stop flight ['nɔn'stɔp 'flait] otselend, vahepeatusteta lend
north [nɔːθ] põhi; **far-north** ['fɑː 'nɔːθ] kauge põhi
North Pole ['nɔːθ 'poul] põhjanaba
northern ['nɔːðən] põhjapoolne
northward ['nɔːθwəd] põhja poole
nose [nouz] nina
not [nɔt] ei, mitte
note [nout] sedelike, märge, noot
nothing ['nʌθiŋ] mitte midagi
notice ['noutis] märkama, tähele panema
notice ['noutis] tähelepanu; teade

notion [ˈnouʃən] arusaamine, idee, mõiste
noun [naun] nimisõna
novel [nɔv(ə)l] romaan
November [noˈvembə] november
now [nau] nüüd
nucleus [ˈnjuːkliəs] tuum; rakk
nudge [nʌdʒ] küünarnukiga müksama
number [ˈnʌmbə] number, arv; **a number of** [ə ˈnʌmbər əv] rohkesti
numeral [ˈnjuːm(ə)r(ə)l] arvsõna
numerous [ˈnjuːm(ə)rəs] arvukas, arvurohke

O.

oatcake [ˈoutkeik] kaerakakk
object [ˈɔbdʒikt] ese; siht; sihitis
objective [əbˈdʒektiv] eesmärk, objektiivne; sihitav kääne
obscure [əbˈskjuə] tundmatu, tume
observation [ɔbzə(ː)ˈveiʃən] tähelepanek; vaatlus
observe [əbˈzəːv] tähele panema, uurima, uurivalt vaatlema
occur [əˈkəː] esinema, juhtuma
ocean [ˈouʃ(ə)n] ookean
October [ɔkˈtoubə] oktoober
of [ɔv, əv] (omastavat tähendav eessõna)
off [ɔːf] ära, eemal, eemale
officer [ˈɔfisə] ohvitser, ametnik
often [ɔːfn] sageli
old [ould] vana
Oliver [ˈɔlivə] Oliver, ingl. eesnimi
on (upon) [ɔn, əˈpɔn] peal, peale
once [wʌns] (üks-) kord
one [wʌn] üks
only [ˈounli] ainult
onward [ˈɔnwəd] edasi!
open [ˈoup(ə)n] avama; avatud
operation [ɔpəˈreiʃ(ə)n] operatsioon
opportunity [ɔpəˈtjuːniti] sobiv juhus
opposite [ˈɔpəzit] vastas-, vastand
oppress [əˈpres] rõhuma, alla suruma
oppression [əˈpreʃ(ə)n] rõhumine, surve
or [ɔː] või, ehk
orange [ˈɔrindʒ] apelsin
order [ˈɔːdə] käskima; käsk
order [ˈɔːdə] kord; **in order to** [in ˈɔːdə tu] et
ordinal [ˈɔːdinəl] järgarv
organize [ˈɔːgənaiz] organiseerima
organizer [ˈɔːgənaizə] organisaator
other [ˈʌðə] teine, teised
ought to [ˈɔːt tu] peaksin, peaksid, jne.
our [ˈauə] meie
out [aut] välja, -st
outer [ˈautə] välispidine, väline
outlaw [ˈautlɔː] väljaspool seadust seisev inimene, lindprii

outside [ˈautˈsaid] väljas, väljaspool
over [ˈouvə] üle
overhaul [ˈouvəˈhɔːl] põhjalikult revideerima, kontrollima (eriti masinaid), et kõrvaldada või vältida defekte
overhead [ˈouvəˈhed] üle pea, ülal
overjoyed [ˈouvəˈdʒɔid] ülirõõmus
overshadow [ˈouvəˈʃædou] varju jätma
overtake [ˈouvəˈteik] kätte saama, järele jõudma
overthrow [ˈouvəˈərou] kummutama, ümber lükkama
owe [ou] võlgnema
own [oun] oma
of my own [əv mai ˈoun] minu oma, isiklik
oxygen [ˈɔksidʒən] hapnik

P.

Pacific Ocean [pəˈsifik oˈuʃ(ə)n] Vaikne ookean
pack [pæk] pakkima
page [peidʒ] lehekülg
pain [pein] valu
paint [peint] värvima; maalima
painted [ˈpeintid] maalitud
pair [ˈpɛə] paar
palace [ˈpælis] loss, palee
palm [paːm] palm; peopesa, pihk
papa [pəˈpaː] papa, isa
Papaninites [pəˈpaːninaits] papaaninlased
paper [peipə] paber
parade [pəˈreid] paraad
paragraph [ˈpærəgraːf] lõige, katkend
paralyzed [ˈpærəlaizd] halvatud
parents [ˈpɛərənts] vanemad
park [paːk] park
part [paːt] osa
part with [paːt wið] lahkuma (millestki, kellestki)
particularly [pəˈtikjuləli] eriti
partisan [ˈpaːtiˈzæn] partisan
partly [ˈpaːtli] osaliselt
party [ˈpaːti] peoseltskond; partei; pidu
passage [ˈpæsidʒ] vahekäik, läbikäik
passenger [ˈpæsindʒə] reisija
passer-by [ˈpaːsə] ˈbai] mööda-mineja
passing [ˈpaːsiŋ] mööduv
past [paːst] mööda; minevik (gramm.)
past indefinite [paːst inˈdefinit] lihtminevik (gramm.)
past perfect [ˈpaːst ˈpəːfikt] enneminevik (gramm.)
pat [pæt] tükk, kamakas
pat [pæt] patsutama, paitama
patient [peiʃnt] kannatlik
pause [pɔːz] paus; peatuma
pavement [ˈpeivm(ə)nt] sillutis; kõnnitee
paw [pɔː] käpp
pay (paid, paid) [pei, peid, peid] maksma
pear [ˈpɛə] pirn
peasant [ˈpez(ə)nt] talupoeg
peep (aut) [piːp aut] piiluma, välja piiluma

peg [peg] pulk, nagi
pen [pen] (kirjutus-)sulg
pencil [pensl] pliiats
pencil-box ['penslbɔks] pinal
penetrate ['penitreit] läbima, tungima
peninsula [pin'insjulə] poolsaar
people [pi:pl] inimesed, rahvas
pepper ['pepə] pipar
perambulator ['præmbjuleitə] lapsevanker
perfect ['pə:fikt] täiuslik
perfection [pə'fekʃ(ə)n] täiuslikkus
perfectly ['pə:fiktli] täielikult, täiuslikult
perhaps ['præps, pə'hæps] võibolla, vahest
period ['piəriəd] periood, ajavahemik
perish ['periʃ] hävima
persevere [pə:si'viə] püsiv olema, kindlaks jääma
personal ['pə:sn(ə)l] isiklik, isikuline
petticoat ['petikout] aluskuub
pheasant ['feznt] faasan
phenomenon [fi'nɔminən] nähtus; fenomen
photograph ['foutəgræf, -grɑ:f] foto, ülesvõte
pick [pik] noppima
pick up ['pik 'ʌp] üles korjama
picture ['piktʃə] pilt
piece [pi:s] tükk
piecework ['pi:s'wə:k] tükitöö
pier ['piə] sadamasild, muul
pierce ['piəs] läbistama, sisemusse tungima
pig [pig] siga
pillow ['pilou] padi
pin [pin] nööpnõel; kinni pistma
pine tree ['paintri:] mänd
pink [piŋk] roosa
pioneer [paiə'niə] pioneer
pistol [pistl] püstol
pity ['piti] kaastunne; haletsema, kaasa tundma
placard ['plækɑ:d] plakat, müürileht
place [pleis] koht; **in place of** asemel
place one's trust in usaldama
plain [plein] lihtne, labane, selge
plait [plæt] palmima; pats, palmik
plaited ['plætid] punutud, palmitud
plan [plæn] plaan
plane [plein] lennuk
plant [plɑ:nt] taim; istutama
plate [pleit] taldrik
platform ['plætfɔ:m] platvorm
play [plei] mängima
playground ['pleigraund] mänguväljak
pleasant ['pleznt] meeldiv
please [pli:z] olge lahke! palun!
pleased [pli:zd] rahul, rahuldatud
pleasure ['pleʒə] lõbu, heameel
plenty of ['plenti əv] palju, rohkesti
plot of land ['plɔt əv 'lænd] maatükk
p. m. (post meridiem) ['pi:'em] pärast keskpäeva

pneumatic drill [nju'mætik 'dril] pneumaatiline puur (puurimisvahend)
pocket ['pɔkit] tasku
poem ['pouim] luuletus
pogrom [pɔ'grɔm] juutidevastane rüüsterünnak, pogromm
poison ['pɔizn] mürk
poke [pouk] toppima, tõukama
polar ['poulə] polaarne
Pole [poul] poolakas
police [pə'liːs] politsei
Polish ['pouliʃ] poola, poola keel
polish ['pɔliʃ] poleerima
polite [pə'lait] viisakas
politeness [pə'laitnis] viisakus
political [pə'litikl] poliitiline
polling-place ['poulin 'pleis] valimiskoht
pond [pɔnd] tiik
pool [puːl] loik
poor ['puə] vaene
portion ['pɔːʃən] portsjon
Portland ['pɔːtlənd] Portland
portraid ['pɔːtrit] portree
position [pə'ziʃən] asend, olukord, positsioon
possible ['pɔsibl] võimalik
post [poust] post; tulp
post-office ['poust'ɔfis] postkontor
posy [pouzi] lillekimp
pound [paund] nael, naelsterling
pour [pɔː] kallama
poverty ['pɔvəti] vaesus
power [pauə] võim, võimsus, jõud
practice ['præktis] praktika
praise [preiz] kiitus, kiitma
pray [prei] palun
precious ['preʃəs] hinnaline
predicate ['predikit] öeldis (gramm.)
prefer [pri'fəː] eelistama
preparation [prepə'reiʃ(ə)n] ettevalmistus
prepare [pri'peə] ette valmistama
preposition [prepə'ziʃən] eessõna
presence of mind ['prezns əv 'maind] külm rahu
present ['preznt] olevik (gramm.); kingitus
at present [ət 'preznt] praegusel ajal, hetkel
present compliments [pri'zent 'kɔmplimənts] tervitusi edasi andma
presently [prezntli] kohe, peatselt
president ['prezidənt] president
press oneself ['pres wʌn'self] end suruma
pretend [pri'tend] teesklema
pretty ['priti] ilus, nägus
prevail [pri'veil] ülekaalus olema
price [prais] hind
prick [prik] torkama
pride [praid] uhkus
primary ['praiməri] esialgne
primrose ['primrouz] priimula (lill), nurmenukk
principal ['prinsəpəl] peamine, tähtsaim
print [print] trükk, trükkima
prison [prizn] vangla

prize [praiz] auhind
probably [ˈprɔbəbli] tõenäoliselt
problem [ˈprɔblem] probleem
proceed [prəˈsiːd] jätkama
process [ˈprouses] protsess
procession [prəˈseʃən] rongikäik, edasiliikumine
proclaim [prəˈkleim] kuulutama
promise [ˈprɔmis] lubama
promotion [prəˈmouʃən] ülendamine
pronoun [ˈprounaun] asesõna (gramm.)
pronounce [prəˈnauns] häälduma
proper [ˈprɔpə] oma, kohane, sobiv
proposal [prəˈpouzl] ettepanek
prose [prouz] proosa
prosper [ˈprɔspə] õitsema, edenema
protect [prəˈtekt] kaitsma
protector [prəˈtektə] kaitsja
protest [prəˈtest] protesteerima
proud [praud] uhke
prove [pruːv] tõestama, osutuma
proverb [ˈprɔvəb] vanasõna
provision [prəˈviʒən] moon, provisjon
prune [pruːn] kuivatatud ploom
pudding [ˈpudiŋ] puding
pull [pul] tõmbama
pull off ära rebima
pulse [pʌls] pulss
pump [pʌmp] pump
pupil [pjuːpl] õpilane
purse [pəːs] rahakott
push [puʃ] tõukama
put (put, put) [put] panema, asetama
put the fire out tuld kustutama
put on [put ɔn] selga, pähe, jalga panema
put off edasi lükkama
put up peatuma (asukohta leidma)

Q.

qualification [kwɔlifiˈkeiʃən] kvalifikatsioon
quarrel [ˈkwɔr(ə)l] riid, tüli; riidlema, tülitsema
quarter [ˈkwɔːtə] veerand, 1/4 dollarit
question [ˈkwestʃ(ə)n] küsimus
quick [kwik] kiire
quiet [ˈkwaiət] vaikne, rahulik
quite [kwait] üsna, täiesti
quiver [ˈkwivə] värisema, vankuma; nooltetupp

R.

rabbit [ˈræbit] küülik
race [reis] võidujooks, võiduajamine
radio [ˈreidiou] raadio
radish [ˈrædiʃ] redis, rõigas
ragged [ˈrægid] kaltsus
rail [reil] rööbas
railway [ˈreilwei] raudtee
railway station [ˈreilwei ˈsteiʃən] raudteejaam
rain [rein] vihm, vihma sadama
it rains [it ˈreinz] sajab (vihma)

raise [reiz] tõstma
Raleigh ['rɔːli, 'raːli, 'ræli]
rank [ræŋk] auaste, -kraad
rat [ræt] rott
rather ['raːðə] pigemini; üsna, kaunis
ray [rei] kiir
reach [riːtʃ] saavutama; ulatama; **beyond the reach of daylight** väljaspool päevavalguse ulatuspiirkonda
read (read, read) [riːd, red, red] lugema
ready ['redi] valmis
real ['riəl] tõeline, reaalne
realize ['riəlaiz] selgesti aru saama; teostama
reality [ri'æliti] tõelisus, reaalsus
really ['riəli] tõepoolest, tõesti
reap [riːp] lõikama (vilja)
receive [ri'siːv] (kätte) saama
recite [ri'sait] deklameerima
recommend [rekə'mend] soovitama
record ['rekɔːd] rekord
to set a record rekordit üles seadma
recover [ri'kʌvə] terveks saama, paranema
recruit [ri'kruːt] nekrut
red [red] punane
reduce [ri'djuːs] vähendama
refer [ri'fəː] viitama, osutama; (kellessegi) puutuma; (kellegi) juurde juhatama
referring [ri'fəːriŋ] vastavalt, osutades
region ['riːdʒən] maa-ala, ala
register ['redʒistə] registreerima (-uma)
rejoice [ri'dʒɔis] rõõmustuma
relate [ri'leit] jutustama
relation [ri'leiʃən] sugulane
relationship [ri'leiʃənʃip] sugulus
remain [ri'mein] jääma
remark [ri'maːk] märkus
remarkable [ri'maːkəbl] tähelepandav
remember [ri'membə] mäletama, mälestama
remind [ri'maind] meenutama, meelde tuletama
repair-worker [ri'pɛə'wəːkə] remonttööline
repay [ri'pei] tasuma, hüvitama
repeat [ri'piːt] kordama
repetition [repi'tiʃən] kordamine
reply [ri'plai] vastama
report [ri'pɔːt] aruanne, aru andma
represent [repri'zent] esindama
require [ri'kwaiə] nõudma, vajama
reserve [ri'zəːv] reserv
reserved [ri'zəːvd] tagasihoidlik
respect [ris'pekt] austama; austus
rest [rest] puhkama; puhkus
restaurant ['rest(ə)rɔ̃ːŋ] restoran
result [ri'zʌlt] tulemus
return [ri'təːn] tagasi pöörduma; tagasitulek

return my best thanks anna üle mu tänu
review [riˈvjuː] ringvaade; üle vaatama; ülevaade
revolution [revəˈluːʃən] revolutsioon
revolutionary [revəˈluːʃnəri] revolutsionäär, revolutsiooniline
reward [riˈwɔːd] tasu, hüvitus
rewrite [ˈriːˈrait] uuesti kirjutama
rhyme [raim] riim
rice [rais] riis
rich [ritʃ] rikas
riddle [ridl] mõistatus
ride (rode, ridden) [raid, roud, ridn] ratsutama, sõitma
right [rait] parem; õige
all right [ˈɔːl ˈrait] hästi, õige, korras
ring [riŋ] sõrmus; helistama, helisema
ringlet [ˈriŋlit] rõngake; juukselokike
ripe [raip] küps
rise (rose, risen) [raiz, rouz, rizn] tõusma
risky [ˈriski] riskantne, ohtlik
river [ˈrivə] jõgi
road [roud] tee
roar [rɔː] möirgama
roast [roust] praadima, kõrvetama
roasted [ˈroustid] praetud
rob [rɔb] röövima
robber [ˈrɔbə] röövel
Robin Hood [ˈrɔbin ˈhud] Robin Hood, legendaarne kesk-aegne inglise röövlipealik ja vaeste aitaja
rocky [ˈrɔki] kaljune
rogue [roug] kelm
roll [roul] veerema, rullima
roller [ˈroulə] rull
romantic [rouˈmæntik] romantiline
roof [ruːf] katus
rook [ruk] külvivares
rookery [ˈrukəri] külvivareste pesastik
room [ruːm] tuba; ruum
root [ruːt] juur
root up [ˈruːt ˈʌp] välja juurima
rope [roup] köis
rose [rouz] roos
round [raund] ümmargune; ümber
route [ruːt] maršruut, tee
row [rou] rida
rude [ruːd] jäme, toores
rudely [ˈruːdli] jämedalt, toorelt
rule [ruːl] reegel; valitsema
ruler [ˈruːlə] valitseja; joonlaud
run (ran, run) [rʌn, ræn, rʌn] jooksma
rush [rʌʃ] tormama, sööstma
Russia [ˈrʌʃə] Venemaa
Russian [ˈrʌʃən] vene; vene keel; venelane

S.

sabre [ˈseibə] kõver mõõk, saabel
sack [sæk] kott
sad [sæd] kurb

saddle [ˈsædl] sadul; saduldama
safe [seif] vigastamata, ohutu, kaitstud, kindel
sail [seil] puri, purjetama
sailor [ˈseilə] meremees, madrus
sake of (for the sake of) [fə ðə ˈseik əv] (kellegi, millegi) pärast
sale [seil] müük
salt [sɔːlt] sool
same (the) [ðə ˈseim] sama, seesama
San-Francisco [ˈsænfræn ˈsiskou] pn.
sanatoorium [sænəˈtɔːriəm] sanatoorium, raviasutis
sand [sænd] liiv
Saturday [ˈsætədi] laupäev
sauce [sɔːs] kaste
sausage [ˈsɔsidʒ] vorst
save [seiv] päästma; **to save money** [tə seiv ˈmʌni] raha säästma
say (said, said) [sei, sed, sed] ütlema; **I say** [ai sei] kuule!, kuulge!
scarcely [ˈskɛəsli] vaevalt
scatter [ˈskætə] (laiali) puistama, laiali ajama, (laiali) puistuma, laiali põgenema
scene [siːn] stseen, näitelava
scent [sent] lõhn
school [skuːl] kool
schoolbag [ˈskuːlbæg] koolikott, ranits
schoolboy [ˈskuːlbɔi] koolipoiss
schoolchild [ˈskuːltʃaild] koolilaps
schoolchildren [ˈskuːltʃildrən] koolilapsed
schoolgirl [ˈskuːlgəːl] koolitüdruk
science [ˈsaiəns] teadus, loodusteadus
scrape [skreip] kaapima, kraapima, kratsima
scratch [skrætʃ] kriimustama, sügama, kritseldama; kriimustus, sügamine, kritseldus
scream [skriːm] kiljatama, karjatama, kriiskama
sculpture [ˈskʌlptʃə] skulptuur, raidkunst
scythe [saið] vikat
sea [siː] meri
seafarer [ˈsiːfɛərə] meresõitja, laevnik
seagull [ˈsiːgʌl] merikajakas e. kalakull
search of (in) [in ˈsəːtʃ əv] otsinguil
search-light [ˈsəːtʃlait] helgiheitja- e. prožektorivalgus
season [siːzn] aastaaeg; hooaeg, sesong
seat [siːt] iste
Seattle [siˈætl]
second [ˈsek(ə)nd] teine
secret [ˈsiːkrit] saladus; salajane, varjatud
see (saw, seen) [siː, sɔː, siːn] nägema
seek (sought, sought) [siːk, sɔːt, sɔːt] otsima
seem [siːm] näima
seize [siːz] haarama

select [si'lekt] välja valima, põimendama
sell (sold, sold) [sel, sould, sould] müüma
send (sent, sent) [send, sent, sent] saatma
sense [sens] tunne, aist, aru
sentence ['sentəns] lause
September [səp'tembə] september
servant ['sə:vənt] teenija, teener
serve [sə:v] teenima, serveerima, lauas teenima
service ['sə:vis] teenistus
set (set, set) [set] panema, asetama, seadma
set free ['set 'fri:] vabastama
set out ['set 'aut] teele asuma, välja panema
set a record ['set ə 'rekɔ:d] rekordit püstitama
settle ['setl] (püsivalt) paigutama; (maad) asustama; paiknema, (püsivalt) paigale asuma; kindlaks määrama
seven [sevn] seitse
seventeen ['sevn'ti:n] seitseteistkümmend
seventh ['sevnə] seitsmes
seventy ['sevnti] seitsekümmend
several ['sev(ə)rəl] mitmed, mõned, mõningad
shade [ʃeid] vari
shadow ['ʃædou] vari, peegeldus
shake (shook, shaken) [ʃeik, ʃuk, 'ʃeik(ə)n] raputama, rappuma
sharp [ʃɑ:p] terav; täpselt
she [ʃi:] tema (tarvit. naissoost isiku või mingi looma, asja jne. kohta, mida peetakse grammatiliselt naissooliseks)
sheaf (sheaves) [ʃi:f, ʃi:vz] (vilja-)vihk
sheep [ʃi:p] lammas
sheet [ʃi:t] voodilina, palakas; leht; õhuke kiht
shelf (shelves) [ʃelf, ʃelvz] riiul
shelter ['ʃeltə] varju- või ulualune, varjupaik
shepherd ['ʃepəd] lambur
Sherwood ['ʃə:wud] pn.
shine (shone, shone) [ʃain, ʃɔn, ʃɔn] paistma, läikima
ship [ʃip] laev
shipwreck ['ʃiprek] laevahukk
shipyard ['ʃipjɑ:d] laevatehas
shirt [ʃə:t] (meeste-)särk
shock [ʃɔk] vapustus, tõuge, šokk
shoe [ʃu:] king
shoot (shot, shot) [ʃu:t, ʃɔt, ʃɔt] (püssi) laskma
shooting party ['ʃu:tiŋ pɑ:ti] jaht
shop [ʃɔp] pood, äri-(ruum), töökoda; oste tegema
shopwoman ['ʃɔp wumən] müüjanna, poepidajanna
short [ʃɔ:t] lühike
shortly after ['ʃɔ:tli 'ɑ:ftə] natuke aega pärast ...
shorts [ʃɔ:ts] lühikesed (põlvedeni mitteulatuvad) püksid
shot [ʃɔt] lask, pauk, laskur

shoulder ['ʃouldə] õlg (omast., õla)

shout [ʃaut] hüüdma, hõikama, kisama

show (showed, shown) [ʃou, ʃoud, ʃoun] näitama

shower ['ʃauə] (vihma-) valing, sadu

shriek [ʃri:k] kriiskama, kiljuma

shrill [ʃril] kilav, läbilõikav, kriiskav

shut (shut, shut) [ʃʌt] sulgema; **shut up that nonsense** lõpeta see lollus; **shut out** ['ʃʌt 'aut] välja sulgema, ukse taha jätma

Siberia [sai'biəriə] Siber

side [said] külg, pool

sidewalk ['saidwɔ:k] kõnni- ehk jalgtee

sight [sait] nägemine, nägemismeel; vaade, vaatepilt; **to be out of sight** [tə 'bi: 'aut əv 'sait] silmist kaduma

silence ['sailəns] vaikus

silk [silk] siid, siid- (siidist)

silly ['sili] rumal, kohtlane; mõtlematu

silver ['silvə] hõbe, hõbedast, hõbedakarva

simple [simpl] lihtne; lihtsameelne

sin [sin] patt

sing (sang, sung) [siŋ, sæŋ, sʌŋ] laulma

singer ['siŋə] laulja, laulik

singular ['siŋgjulə] ainsus

sir [sə:] härra, armuline härra (tarvit. kõnetlusvormina, ilma järgneva nimeta); inglise alamaadli tiitel

siren ['saiərin] sireen

sister ['sistə] õde

sit (sat, sat) [sit, sæt, sæt] istuma

sit up ['sit 'ʌp] istukile tõusma; ennast istudes sirgu ajama

situated ['sitjueitid] asetsev, asuv; teatavas olukorras või seisundis olev

six ['siks] kuus

sixteen ['siks'ti:n] kuusteistkümmend

sixth [siksə] kuues

sixty ['siksti] kuuskümmend

size [saiz] suurus, mõõt, formaat

skate [skeit] uisutama

skates [skeits] uisud

skating-rink ['skeitiŋ riŋk] uisutee, liuväli

ski [ʃi:] suusk; suusatama

skilful ['skilful] osav

skill [skil] oskus, osavus, vilumus

skirt [skə:t] seelik

skull-cap [skʌl kæp] (vanade meeste) toamüts, „pigimüts"

sky [skai] taevas

skyward ['skaiwəd] taevapoolne; **skywards** taeva pool(e)

slave [sleiv] ori

sledge [sledʒ] regi, saan, kelk

sleep [sli:p] uni

sleep (slept, slept) [sli:p, slept, slept] magama

sleepy [ˈsliːpi] unine
sleet [sliːt] lobjakas, (poolsula lume- või rahe-)lörts
slender [ˈslendə] sihvakas, sale
slight [slait] tähtsusetu; habras, väike ning nõrk
slightly [ˈslaitli] veidi, natuke; pealiskaudselt
slip [slip] libisema
slogan [ˈslougən] loosung, hüüdlause, lööksõna
slow [slou] aeglane
sly [slai] kaval
small [smɔːl] väike
smart [smaːt] elegantne
smell [smel] lõhn, lõhnama, haistma; nuusutama
smoke [smouk] suitsetama
snake [sneik] madu, siug, uss
sneeze [sniːz] aevastama
snow [snou] lumi
so [sou] nii
soar [sɔː] hõljuma
socialism [ˈsouʃəlizm] sotsialism
socialist [ˈsouʃəlist] sotsialist
sock [sɔk] sokk (omast. soki)
sofa [ˈsoufə] sohva
soft [sɔːft] pehme
softly [sɔːftli] pehmelt
soldier [ˈsouldʒə] sõdur
solidarity [sɔliˈdæriti] solidaarsus, ühtekuuluvus, huviühisus
some [sʌm] mõni
somebody [ˈsʌmbədi] keegi
somehow [ˈsʌmhau] kuidagi(-viisi)
some more [ˈsʌm ˈmɔː] veel mõned
something [ˈsʌməiŋ] midagi, miski (mingi asi)
sometimes [ˈsʌmtaimz] mõnikord, vahel
somewhere [ˈsʌmwɛə] kuhugi, kuskil
song [sɔŋ] laul
soon [suːn] varsti; **as soon as** niipea kui; **no sooner said than done** (vaevalt) öeldud, (kui juba) tehtud
sore [sɔː] valus
sorrow [ˈsɔrou] mure
sorry [ˈsɔri] kurvastav, kurb; **I am sorry (for, about, that)** mul on kahju; **I'm sorry!** vabandust!
sort [sɔːt] sort, liik, laad
soul [soul] hing
sound [saund] hääl, heli, kõla
sound [saund] terve; **a sound beating** [ə ˈsaund ˈbiːtiŋ] tubli keretäis peksa
soup [suːp] supp
south [sauθ] lõuna
South America [ˈsauθ əˈmerikə] Lõuna-Ameerika
sow (sowed, sown) [sou, soud, soun] külvama
sowing [ˈsouiŋ] külv
space [speis] ruum, avarus, ruumi- või ajavahemik
spade [speid] labidas
Spain [spein] Hispaania
Spanish [ˈspæniʃ] hispaania
spare [spɛə] ülearune, tagavara-, vaba
speak (spoke, spoken) [spiːk, spouk, spoukən] kõnelema
speech [spiːtʃ] kõne

special [ˈspeʃəl] spetsiaalne, erialaline

specialist [ˈspeʃəlist] spetsialist

spelling [ˈspeliŋ] veerimine, ortograafia, õigekirjutus

spend (spent, spent) [spend, spent, spent] kulutama, raiskama; veetma

spirit [ˈspirit] vaim

spite of (in) [in ˈspait əv] (millestki) hoolimata

splendid [ˈsplendid] suurepärane, hunnitu, hiilgav

spoil (spoilt, spoilt) [spɔil, spɔilt, spɔilt] rikkuma

spoon [spuːn] lusikas

sport [spɔːt] sport; mänglema, kepsutama

spot [spɔt] täpp; koht

spray [sprei] oks; (vee-)pihu, pihustatud vedelik, piserdusvesi

spread (spread, spread) [spred] laotama, levitama; **the table is spread** laud on kaetud

spring [spriŋ] kevad; allikas, läte

spring (sprang, sprung) [spriŋ, spræŋ, sprʌŋ] hüppama

spy [spai] salakuulaja, spioon

squirrel [ˈskwirəl] orav

stabilizer [ˈstæbilaizə] stabilisaator

Stakhanovite [ˈstəˈkænɔvait] stahhaanovlane

stamp [stæmp] postmark

stand (stood, stood) [stænd, stud, stud] seisma

star [stɑː] taevatäht

stare [stɛə] ainiti, pärani silmi vahtima

start [stɑːt] alustama, startima, väljuma; võpatama

starvation [stɑːˈveiʃən] nälgimine, näljutamine

starve [stɑːv] nälgima, nälga surema

station [steiʃ(ə)n] jaam

stay [stei] peatuma, viibima, ajutiselt (kuskil) elama

steady [ˈstedi] püsiv, vankumatu, kindel

steal (stole, stolen) [stiːl, stoul, stoulən] varastama

steam [stiːm] aur

steamer [stiːmə] aurik

steel [stiːl] teras

steep [stiːp] järsk

step [step] samm

step [step] aste; sammuma; **step by step** samm-sammult; **to step forward** ettepoole astuma; **step on to** (millelegi) astuma

stewed fruit [ˈstjuːd ˈfruːt] vähese veega keedetud, hautatud puuvili

stick [stik] kepp

stick to [stik tə] külge jääma, kleepuma; millestki visalt kinni hoidma, visalt püsima

still [stil] tasa, vaikne; veel, veelgi

stimulus [ˈstimjuləs] ergutis, virgutis, ärritus, stiimul

stingy [ˈstindʒi] ihne, kitsi

stipend [ˈstaipend] kindel (eriti väike) töötasu

stir [stəː] liigutama; õhutama, erutama **(up)**
stocking [ˈstɔkiŋ] sukk
stoker [ˈstoukə] katlakütja, kütja
stone [stoun] kivi, kivine
stoop [stuːp] kummarduma, küüru tõmbuma, küürus käima, alanduma
stop [stɔp] peatama, peatuma
stop [stɔp] peatus
storey [ˈstɔːri] (maja-)kord
storm [stɔːm] torm
stormy [ˈstɔːmi] tormine
story [ˈstɔːri] jutt
stout [staut] kehakas, tugev, tüse
stove [stouv] ahi
straight [streit] otse, otsene, sirge
strait(s) [streit(s)] väin, merekitsus
strange [streindʒ] võõras, tundmatu; võõrastav, kummaline
stranger [ˈstreindʒə] tundmatu, võõras
stream [striːm] jõgi, oja, voolus, hoovus; voolama, hoovama
street [striːt] tänav
strength [streŋθ] jõud, tugevus, kindlus
stretch [stretʃ] sirutama, venitama; sirutuma
strict [strikt] vali, range, nõudlik, täpne
stride [straid] (pikk) samm, sammupikkus
strike (struck, struck) [straik, strʌk, strʌk] lööma, rabama, hämmastama
strive (strove, striven) [straiv, strouv, strivn] püüdma, püüdlema
strong [strɔŋ] tugev, kindel, kange (näit. veini kohta)
struggle [ˈstrʌgl] heitlus, võitlus
student [ˈstjuːdənt] õpilane, üliõpilane, student
study [ˈstʌdi] kabinet, töötuba; õppima, uurima
stumble [stʌmbl] komistama
stupid [ˈstjuːpid] rumal, juhm
subject [ˈsʌbdʒikt] alus, (aine-)ala, (kõne-, õppe- jne.) aine
suburb [ˈsʌbəːb] eeslinn, agul
succeed [səkˈsiːd] järgima, järglaseks olema; edu saavutama, menu omama
such [sʌtʃ] niisugune
sudden [sʌdn] äkiline, äkki, ootamatu
suffer [ˈsʌfə] kannatama
suffering [ˈsʌfəriŋ] kannatus
suggest [səˈdʒest] ette panema; sisendama
suit [sjuːt] sobima
suitable [ˈsjuːtəbl] sobiv, kohane
summer [ˈsʌmə] suvi
sun [sʌn] päike
sunburnt [ˈsʌnbəːnt] päikesest põlenud, pruunistunud
sunny [ˈsʌni] päikesepaisteline, päikeseküllane

sunshine [ˈsʌnʃain] päikesepaiste
superior [sjuˈpiəriə] ülem, kõrgem, üleolev
superlative [sju(ː)ˈpəːlətiv] ülivõrre (gramm.)
supper [ˈsʌpə] õhtusöök
suppose [səˈpouz] oletama, arvama, eeldama
Supreme Soviet [sju(ː)ˈpriːm ˈsɔviet] Ülemnõukogu
sure [ʃuə] kindel, veendunud
surely [ˈʃuəli] kindlasti, kahtlemata
surpass [səːˈpɑːs] ületama, üle olema, ette jõudma
surprise [səˈpraiz] üllatus
Susan [suːzn] Susanna
swallow [ˈswɔlou] pääsuke, neelama
swamp [swɔmp] soo, mädasoo, soomülgas
swan [swɔn] luik
swear (swore, sworn) [swɛə, swɔː, swɔːn] vanduma, tõotama
sweep (swept, swept) [swiːp, swept swept] pühkima
sweet [swiːt] magus
sweets [swiːts] maiustused, kompvekid
swift [swift] kiire, kärme
Swift [swift] inglise kirjanik (1667—1745)
swim (swam, swum) [swim, swæm, swʌm] ujuma
swing (swung, swung) [swiŋ, swʌŋ, swʌŋ] kiikuma, õõtsuma
Switzerland [ˈswitsələnd] Šveits
symptoms [ˈsimptəmz] sümptoomid, eeltunnused
system [ˈsistim] süsteem

T.

table [teibl] laud; **at table** [ət ˈteibl] laua ääres; lauas; **the table is spread** laud on kaetud
tail [teil] saba
take (took, taken) [teik, tuk, ˈteikən] võtma
take care [ˈteik ˈkɛə] ole ettevaatlik! ettevaatlikult!
take care of [ˈteik ˈkɛə(r)əv] hoolitsema
take courses [ˈteik ˈkɔːsiz] kursustel käima
take part [ˈteik pˈɑːt] osa võtma
take place [ˈteik ˈpleis] aset leidma, juhtuma
take off [ˈteik ˈɔːf] ära võtma (riideid), hüppeks või lennuks õhku tõusma
talk [tɔːk] kõnelus, vestlus; kõnelema, jutlema
tall [tɔːl] pikk, pikakasvuline
tame [teim] taltsutama; taltsas
target [ˈtɑːgit] märklaud
tart [tɑːt] tort
taste [teist] maitse; maitsma, (millegi) järele maitsma, maiku omama
tea [tiː] tee
teach (taught, taught) [tiːtʃ, tɔːt, tɔːt] õpetama

teacher ['ti:tʃə] õpetaja
team [ti:m] (jalgpalli- jne.) meeskond
tear [tiə] pisar
tear (tore, torn) [tɛə, tɔ:, tɔ:n] rebima, kiskuma
technical ['teknikəl] tehniline, tehnika-
teeth [ti:θ] hambad (ains. **tooth**)
telephone ['telifoun] telefon
tell (told, told) [tel, tould, tould] ütlema, rääkima, teatama; käskima
ten [ten] kümme
Alfred Tennyson ['ælfrid 'tenisn] inglise luuletaja
tense [tens] aeg (gramm.)
tent [tent] telk
tenth [tenθ] kümnes
terrible ['terəbl] kohutav, hirmuäratav
terror [terə] (kabu-)hirm
test-pilot ['test-pailət] proovilendur
text [tekst] tekst
than [ðæn, ðən] kui (võrdl.)
thank [θæŋk] tänama
thanks to [thæŋks tə] tänu (kellelegi, millelegi
that [ðæt; ðət] too, see, seal; mis, kes, missugune (rel. pron.); et
thaw [θɔ:] sulama, sulailm
the [ði:, ðə] määrav artikkel (gramm.)
the .... the mida .... seda
theatre ['θiətə] teater
their [ðɛə] nende
them [ðem, ðəm] neid, neile
then [ðen] siis, niisiis
there [ðɛə] seal
thermometer [θə'mɔmitə] termomeeter, kraadiklaas
these [ði:z] need
they [ðei] nemad
thick [θik] paks; tihe
thicket ['θikit] tihnik, padrik
thief [θi:f] varas
thing [θiŋ] asi, ese
think (thought, thought) [θiŋk, θɔ:t, θɔ:t] mõtlema
third [θə:d] kolmas
thirteen ['θə:'ti:n] kolmteistkümmend
thirty ['θə:ti] kolmkümmend
this [ðis] see
thoroughly ['θʌrəli] põhjalikult, täielikult, läbi ja läbi
though [ðou] kuigi, ehkki
thought [θɔ:t] mõte
thousand ['θauzənd] tuhat
thread [θred] niit
three [θri:] kolm
thrill [θril] (tundeliigutusest) värisema, tundevärinaid ja põnevust tekitama, tundevärin, -võbin; põnevushoog
thrilling ['θriliŋ] erutav, põnev
throat [θrout] kõri, kurk
throng [θrɔŋ] rahvatung
through [θru:] läbi
throughout [θru(:)'aut] läbi ja läbi, igas suhtes
throw (threw, thrown) [θrou, θru:, θroun] viskama
thumb [θʌm] pöial
thunder ['θʌndə] kõu, piksemürin

thunder-shower [ˈθʌndə ˈʃauə] tugev äikesevihm, vihmavaling
thus [ðʌs] nõndaviisi, nõnda
ticket [ˈtikit] pilet
tide [taid] tõus ja mõõn
tidy [ˈtaidi] korralik, puhas
tie [tai] side, kaelaside
till [til] kuni (ajas): **till tomorrow**
time [taim] aeg; **by that time** [baiˈðæt taim] selleks ajaks
tiny [ˈtaini] väike, tilluke
tired [ˈtaiəd] väsinud
title [taitl] tiitel, pealkiri, ameti-, aunimi
to [tuː, tu, tə] prep. -le, -ni, -ks, -sse, juurde, vastu külge jne.
tobacco [təˈbækou] tubakas
toboggan [təˈbɔgən] tobogan, spordikelk; kelgutama
toe [tou] varvas
together [təˈgeðə] koos, kokku
toil [tɔil] raske töö, töövaev
toiler [ˈtɔilə] ränga töö tegija, vaevanägija
to-morrow [təˈmɔrou] homme
tongue [tʌŋ] keel
too [tuː] ka, samuti
tool [tuːl] tööriist
tooth [tuːθ] hammas
top [tɔp] tipp, hari, latv, ülemine ots
topmast [ˈtɔpməst, -mɑːst] marssteng alumine teng (mastijätk)
touch [tʌtʃ] puutuma, kompima, kokku puutuma; puudutus, kompimine
tow [tou] pukseerima, veoköies vedama
toward, towards [tɔːd, tɔːdz] poole, suunas, vastu
tower [ˈtauə] torn, kindlustorn, kants
town [taun] linn
track [træk] jälg, rada
tractor [ˈtræktə] traktor
tractor-driver [ˈtræktə-ˈdraivə] traktorist
trade [treid] kaubandus, äri-(-tegevus), amet, oskusamet, käsitöö
trade union [treid ˈjuːnjən] ametiühing
tragic [ˈtrædʒik] traagiline
train [trein] treenima, harjutama, välja õpetama
train [trein] rong
training [ˈtreiniŋ] treening, harjutus
traitor [ˈtreitə] äraandja, reetur
tram [træm] tramm
tramp [træmp] raskel sammul astuma; matkama; hulkurina elama; hulkur
trample [træmpl] trampima, jalgade alla sõtkuma
translate [trɑːnsˈleit] tõlkima
travel [trævl] reisima, rändama
treat [triːt] kohtlema; käsitlema **(of)**; võõrustama
tremble [ˈtrembl] värisema
tress [tres] juuksekihar, -pats, -palmik
trial [ˈtraiəl] katse, proov; kohtulik asjaarutamine, kohtuprotsess
tribune [ˈtribjuːn] tribuun

trick [trik] trikk, kaval võte, vemp; **to play a trick** vingerpussi mängima
trickle [trikl] nirisema, nõristama
trip [trip] väljasõit, lõbusõit
trot [trɔt] traavima, sörkima, tasa jooksma
trouble [ˈtrʌbl] tülin, vaev, mure, häda
troubled [ˈtrʌbld] rahutu
true [truː] tõeline, õige; truu; **that is true** see on tõsi; õige
trunk [trʌŋk] kohver
trust [trʌst] usaldama, usaldus
try [trai] katsuma, proovima; kohut mõistma
tsarist [ˈzɑːrist] tsarist, tsaari pooldaja
tulip [ˈtjuːlip] tulp
tumble [ˈtʌmbl]ülepeakaela kukkuma, uperkuuti lendama
tumbling [ˈtʌmbliŋ] kukkuv
turn [tɜːn] pöörama, pöörduma
turn [tɜːn] ·kord, järjekord; pööre
turn out [ˈtɜːn ˈaut] osutuma; esile tooma, tootma; välja ajama või heitma
turn out the light valgust kustutama
turn pale [ˈtɜːn ˈpeil] kahvatama
twelve [twelv] kaksteistkümmend
twentieth [ˈtwentiiə] kahekümnes
twenty [ˈtwenti] kakskümmend
twig [twig] raag, oksake
twinkle [ˈtwiŋkl] vilkuma, sirama, sädelema, pilkuma
twinkling (in a) [in əˈtwiŋkliŋ] silmapilk
twitter [ˈtwitə] siristama, vidistama
two [tuː] kaks
type [taip] tüüp
tyre [ˈtaiə] rattarehv, -vits; rattakummi

U.

udarnik [uˈdɑːnik] löögitööline
ugly [ˈʌgli] inetu
umbrella [ʌmˈbrelə] vihmavari
unbolt [ʌnˈboult] riivist lahti tegema
unbroken [ʌnˈbroukən] katkestamatu
uncle [ˈʌŋkl] onu
under [ˈʌndə] all
underground [ˈʌndəˈgraund] maa-alune, maa all
underline [ʌndəˈlain] alla kriipsutama
understand [ʌndəˈstænd] aru saama
undo [ʌnˈduː] lahti päästma, tühistama
undress [ʌnˈdres] lahti riietuma
uneasiness [ʌnˈiːzinis] rahutus, ebamugav tunne
unemployment [ʌnimˈplɔimənt] töötaolek
unexpected [ʌnikˈspektid] ootamatu
uniform [ˈjuːnifɔːm] univorm, vorm
union [ˈjuːnjən] unioon, liit
unite [juːˈnait] ühendama, ühinema

universal [ju(ː)niˈvəɪs(ə)l] üldine, universaalne
university [ju(ː)niˈvəːsiti] ülikool
unknown [ˈʌnˈnoun] tundmatu
unnecessary [ʌnˈnesisəri] mittevajalik, tarbetu
unseen [ˈʌnˈsiːn] nähtamatu, nägematu
unship [ʌnˈʃip] maha laadima
until [ənˈtil] kuni
unusual [ʌnˈjuːʒuəl] ebatavaline
up [ʌp] üles
up-to-date [ˈʌptədeit] ajakohane, ajatasemel olev
upstairs [ˈʌpˈstɛəz] ülakorral, trepist üles
upwards [ˈʌpwədz] ülespoole
us [ʌs] meid
use [juːz] tarvitama, kasutama
use [juːs] kasu
U.S.S.R. Nõukogude Liit **(Union of Soviet Socialist Republics)**
usual [ˈjuːʒuəl tavaline
as usual — nagu harilikult
utilize [ˈjuːtilaiz] ära kasutama, utiliseerima

V.

vacation [vəˈkeiʃən] töövaheaeg, koolivaheaeg
vast [vaːst] laialdane, laiaulatuslik
vegetable [ˈvedʒitəbl] aedvili
veranda [vəˈrændə] veranda
verb [vəːb] pöördsõna (grамm.)
very [ˈveri] väga
vessel [vesl] nõu, anum
victorious [vikˈtɔːriəs] võidukas
victory [ˈviktəri] võit
view [vjuː] vaade; üle vaatama
vigilant [ˈvidʒilənt] valvas
village [ˈvilidʒ] küla
vineyard [ˈvinjəd] viinamägi; viinamarja-istandik
violence [ˈvaiələns] vägivald, ägedus
violent [ˈvaiələnt] äge, äkiline
violet [ˈvaiəlit] kannike
vision [ˈviʒ(ə)n] nägemus
visit [ˈvizit] külastus; külastama
visitor [ˈvizitə] külaline
voice [vɔis] hääl, tegumood (gramm.)
volley--ball [ˈvɔliˈbɔːl] lendpall, käsipall, võrkpall
volunteer [vɔlənˈtiə] vabatahtlik
vote [vout] hääletama; (valimis-) hääl
voyage [ˈvɔiidʒ] merereis

W.

wade [weid] läbi sumama
wages [ˈweidʒiz] töötasu, palk (füüsil. töö eest)
waif [weif] kodutu isik, omanikuta loom või asi
waist [weist] piht, talje
waistcoat [ˈweiskout] vest
wait [weit] ootama
wake (woke, woken) [weik, wouk, ˈwouk(ə)n] ärkama, äratama
walk [wɔːk] jalutama, kõndima
wall [wɔːl] sein, müür, vall

Walter Raleigh ['wɔːltə 'rɔːli, 'rɑːli, 'ræli] inglise teadus-, poliitika- ja meremees
want [wɔnt] tahtma, vajama
war [wɔː] sõda; **to be at war** kellegagi sõdima
warlike ['wɔːlaik] sõjakas
Wardle [wɔːdl] üks tegelasist Dickensi teoses „Pickwick Klubi"
warm [wɔːm] soe
warmth [wɔːmθ] soojus
warn [wɔːn] hoiatama
wash [wɔʃ] pesema
watch [wɔtʃ] vaatlema, valvama; (tasku- või käe-) kell
water ['wɔːtə] vesi
water-meadow ['wɔːtə-'medou] vesine aas
watering can ['wɔːtəriŋ kæn] kastekann
wave [weiv] laine, lainetama; lehvima, lehvitama
way [wei] tee
we [wiː] meie
weak [wiːk] nõrk
wear (wore, worn) [wɛə, wɔː, wɔːn] kandma (riietust), ära kandma
weather ['weðə] ilm, ilmastik
Wednesday ['wenzdi] kesknädal
week [wiːk] nädal
weep [wiːp] nutma
welcome ['welkəm] tere tulemast!
well [wel] hästi
went [went] imperfekt verbist **to go** minema
west [west] lääs
wet [wet] märg
what [wɔt] mis
whatever [wɔt'evə] **mis iganes**, mis tahes
wheat [wiːt] nisu
wheel [wiːl] ratas
when [wen] millal
whenever [wen'evə] millal iganes, iga kord kui
where [wɛə] kus, kuhu
whereupon [wɛərə'pɔn] mille järel, mille peal(e)
which [witʃ] missugune, milline
while [wail] sel ajal kui
whine [wain] kiunuma, virisema
whip [wip] piits
whirl [wəːl] pöörlema, keerlema, keerutama
whisper ['wispə] sosistama
white [wait] valge
who [huː] kes
whole [houl] terve
whom [huːm] keda
whose [huːz] kelle, mille
why [wai] mispärast, miks
why! [wai] (interj.) kuidas! noh! oh!
wicked ['wikid] õel, kuri, paha
wicket ['wikit] jalgvärav
widow ['widou] lesknaine
wife (wives) [waif, waivz] naine (abikaasa)
wild [waild] metsik
will [wil] tahe, tahtmine
win (won, won) [win, wʌn] võitma
wind [wind] tuul
wind (wound, wound) [waind, waund] keerama, keerlema, mässima; **wind up** üles keerama

window [ˈwindou] aken
window-sill [ˈwindou sil] aknalaud
wing [wiŋ] tiib
wink [wiŋk] pilgutama
winner [ˈwinə] võitja
winter [ˈwintə] talv
wise [waiz] tark
wish [wiʃ] soov, soovima
wit [wit] taip, teravmeelsus
with [wið] prep. -ga (millegagi, kellegagi) ühes
wither [ˈwiðə] närtsima, kuivama
within [wiˈðin] sees, seespool; **within speaking distance** kõnelemise kauguses
without [wiˈðaut] ilma, väljaspool
wolf (wolves) [wulf, wulvz] hunt
wolf-like [wulf-laik] hundisarnaselt
woman (pl. women) [ˈwumən, ˈwimin] naine
wonder [ˈwʌndə] ime, imestus: imestama
wonderful [ˈwʌndəf(u)l] suurepärane, imeilus
wood [wud] mets
woodland [ˈwudlənd] metsamaa, -maastik
woody [ˈwudi] metsane, metsaga kaetud
wool [wul] vill
wollen [ˈwulin] villane
word [wəːd] sõna
work [wəːk] töö
worker [ˈwəːkə] tööline
world [wəːld] maailm
worn-out [ˈwɔːn ˈaut] ärakurnatud, ärakulutatud
worse [wəːs] halvem, pahem
worst [wəːst] halvim, pahim
worth (to be) [tə biː wəːθ] väärt olema
worthy [ˈwəːði] vääriline, väärne, väärikas
would do (it) [it ˈwud ˈduː] küllalt
would like [wud laik] tahaks
wound [wuːnd] haav, haavama
wrap up [ˈræp ˈʌp] sisse mähkima
wrench out [ˈrentʃ ˈaut] välja väänama
wring (wrung, wrung) [riŋ, rʌŋ] ringutama (käsi ahastuses) kõvasti pigistama
write (wrote, written) [rait, rout, ˈritn] kirjutama

Y.

yard [jaːd] õu; inglise pikkusemõõt (0,9144 m)
yawn [jɔːn] haigutama
year [jəː] aasta
yellow [ˈjelou] kollane
yes [jes] jah
yesterday [ˈjestəd(e)i] eile
yet [jet] veel, siiski
you [juː] sina, Teie
young [jʌŋ] noor
your [jɔː] sinu, Teie
youth [juːθ] noorus, noormees

Z.

zone [zoun] tsoon, vöönd, piirkond
zoo (Zoological Gardens) [zuː] loomaaed

CONTENTS.

		Pages
Lesson	*1.* Long Live International Youth Day!	3
„	*2.* Persevere *(a poem)*	6
„	*3.* Newton and His Dog Diamond	7
„	*4.* Newton and His Dinner	10
„	*5.* How Mark Saved his Father	13
„	*6.* Ivan Susanin	18
Review		21
Lesson	*7.* Dickon Kills the King's Deer (from Bows "against the Barons" by Geoffrey Trease)	25
„	*8.* Dickon Kills the King's Deer (continued)	29
„	*9.* How the Dog and the Horse Were Tamed (from "The Cat That Walked by Himself" by R. Kipling)	34
„	*10.* How the Dog and the Horse Were Tamed (continued)	38
„	*11.* At Artek (from "Red Comet" by Geoffrey Trease)	42
„	*12.* At Artek (continued)	46
Review		50
„	*13.* "Lenin is Dead but His Work Lives Forever" (from "A Short History of the U.S.S.R." by Prof. A. Shestakov)	53
„	*14.* Alexei Stakhanov	55
„	*15.* Gulliver in the Land of the Lilliputians (from "Gulliver's Travels" by Jonathan Swift)	60
„	*16.* Oliver Twist in the Workhouse (from "Oliver Twist" by Charles Dickens)	65
„	*17.* The Red Army and Our Friends Abroad	70
„	*18.* Written in March (by Wordsworth)	73
„	*19.* The Eighth of March	75
Review		79
Lesson	*20.* Valeri Chkalov	81
„	*21.* Story of the Great Flight	85
„	*22.* Mushrooms in Bronx Park (from "Jews Without Money" by Michael Gold)	90
„	*23.* Welcome, Sunny May *(a song)*	95
Review		95

Home Reading

1. The Months (by Sara Coleridge) 100
2. No! (by Thomas Hood) 101

3. The Sea (by Longfellow) 101
4. I Remember (by Thomas Hood) 102
5. Nothing Will Die 102
6. The Ant and the Cricket 103
7. The Artist's Cats 104
8. The Stout Lady on the Ice 104
9. The Dog and the Cakes 105
10. How Tobacco Was Brought to England 106
11. A Dish of Tea-Leaves 106
12. The Frenchman and the Mushroom 107
13. Swift and the Boy 108
14. The Sailor and the Monkeys 109
15. The Brave Little Dutch Boy 109
16. A Shooting Party (from "The Pickwick Papers" by Charles Dickens) 111
17. An Absent-Minded Man (by Jerome K. Jerome) 113
18. How Tom Tried to Stay at Home from School (from "Tom Sawyer" by M. Twain) 114
Spelling Dictations and Exercises 118

Grammar 125

Lesson 1. Past Perfect 125
„ *2.* Sequence of Tenses. Rule I 127
„ *3.* Sequence of Tenses. Rule II 128
„ *4.* The Verbs **can, may, must** and Their Equivalents . . . 130
„ *5.* Direct and Indirect Speech. Statements 132
„ *6.* Direct and Indirect Speech. Questions 138
„ *7.* Imperative Sentences 139
„ *8.* Direct and Indirect Speech. Commands 141
„ *9.* Passive Voice 142
„ *10.* Attribute. Analysis of a Simple Sentence. Compound Sentences 143
„ *11.* Complex Sentences, Adverbial Clauses, Subject Clauses . 146
„ *12.* Attribute Clauses 149
„ *13.* Introductory word *there* 150
„ *14.* Impersonal Sentences. Introductory it 152
„ *15.* Indefinite Pronouns. Reflexive Pronouns 153
List of Irregular Verbs 157
Alphabetic Vocabulary 161

Vastutav toimetaja P. Vaarask.

Ladumisele antud 21. III 1946. Trükkimisele antud 17. VI 1946. Trükiarv 8700 eks. Paber 56×79, 1/16. Trükipoognaid 13,25. Trükitähti trükipoognas 33 728. Arvutuspoognaid 11,1. MB-03375. Tellimise nr. 854. Trükikoda „Tartu Kommunist" Tartu, Ülikooli 21/23.

На эстонском языке.
Учебник английского языка для IX класса.

Rbl. 7.—

Est.
A-9858
I