

N. JEGOROVA ja I. STRŽALKOVSKAJA

INGLISE
KEELE
ÕPIK

KESKKOOLI  KLASSILE

*Eesti Riiklik Kirjastus
Tallinn*

A-18372

N. JEGOROVA JA I. STRŽALKOVSKAJA

INGLISE KEELE ÕPIK

KESKKOOLI XI KLASSILE

TOIMETAJA P. VAARASK



EESTI RIIKLIK KIRJASTUS
TALLINN 1950

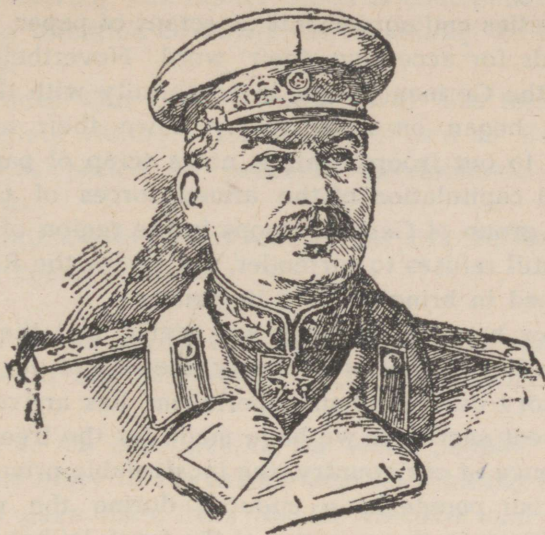
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Tartu Riikliku Ülikooli
Raamatukogu

8029

ARHIIVKOGU



AN ADDRESS TO THE PEOPLE.

May 9, 1945.

J. V. Stalin.

Comrades! Fellow countrymen and countrywomen!

The great day of victory over Germany has arrived. Fascist Germany, forced to her knees by the Red Army and the troops of our Allies, has admitted defeat and has announced her unconditional surrender.

On May 7 a preliminary act of surrender was signed in Rheims. On May 8, in Berlin, representatives of the German High Command, in the presence of representatives of the Supreme Command of the Allied troops and of the Supreme Command of the Soviet troops, signed the final act of surrender, which came into effect at 24 hours on May 8.

Knowing the wolfish habits of the German rulers who regard treaties and agreements as scraps of paper, we have no grounds for accepting their word. Nevertheless, this morning, the German troops, in conformity with the act of surrender, began *en masse* to lay down their arms and surrender to our troops. This is not a scrap of paper. It is the actual capitulation of the armed forces of Germany. True, one group of German troops in the region of Czechoslovakia still refuses to surrender, but I hope the Red Army will succeed in bringing it to its senses.

We now have full grounds for saying that the historic day of the final defeat of Germany, the day of our people's great victory over German imperialism, has arrived.

The great sacrifices we have made for the freedom and independence of our country, the incalculable privation and suffering our people have endured during the war, our intense labours in the rear and at the front, laid at the altar of our motherland, have not been in vain; they have been crowned by complete victory over the enemy. The age-long struggle of the Slavonic peoples for their existence and independence has ended in victory over the German aggressors and German tyranny.

Henceforth, the great banner of the freedom of the peoples and peace between the peoples will fly over Europe.

Three years ago Hitler publicly stated that his task included the dismemberment of the Soviet Union and the severance from it of the Caucasus, the Ukraine, Byelorussia, the Baltic and other regions. He definitely said: "We shall destroy Russia so that she shall never be able to rise again." This was three years ago. But Hitler's insane ideas were fated to remain unrealized — the course of the war scattered them to the winds like dust. Actually, the very opposite of what the Hitlerites dreamed of in their delirium occurred. Germany is utterly defeated. The German troops

are surrendering. The Soviet Union is triumphant, although it has no intention of either dismembering or destroying Germany.

Comrades! Our Great Patriotic War has terminated in our complete victory. The period of war in Europe has closed. A period of peaceful development has been ushered in.

Congratulations on our victory, my dear fellow countrymen and countrywomen!

Glory to our heroic Red Army, which upheld the independence of our country and achieved victory over the enemy!

Glory to our great people, the victor people!

Eternal glory to the heroes who fell fighting the enemy and who gave their lives for the freedom and happiness of our people!

Sing to our Motherland, glory undying,
Bulwark of peoples in brotherhood strong!
Flag of the Soviets, peoples' flag flying,
Lead us from vict'ry to victory on!

LESSONS.

FIRST LESSON.

SPEECH DELIVERED AT A RECEPTION IN THE KREMLIN
TO HIGHER EDUCATIONAL WORKERS.

May 17, 1938.

J. V. Stalin.

Comrades, permit me to propose a toast to science and its progress, and to the health of the men of science.

To the progress of science, of that science which does not fence itself off from the people and does not hold aloof from them, but which is prepared to serve the people and to transmit to them all the benefits of science, and which does not serve the people under compulsion, but voluntarily and willingly. [Applause.]

To the progress of science, of that science which will not permit its old and recognized leaders smugly to invest themselves in the robe of high priests and monopolists of science; which understands the meaning, significance and omnipotence of an alliance between the old scientists and the young scientists; which voluntarily and willingly throws open every door of science to the young forces of our country, and affords them the opportunity of scaling the peaks of science, and which recognizes that the future belongs to the young scientists. [Applause.]

To the progress of science, of that science whose devotees, while understanding the power and significance of the established scientific traditions and ably utilizing them in the interests of science, are nevertheless not willing to

be slaves of these traditions; the science which has the courage and determination to smash the old traditions, standards and views when they become antiquated and begin to act as a fetter on progress, and which is able to create new traditions, new standards and new views. [Applause.]

In the course of its development science has known not a few courageous men who were able to break down the old and create the new, despite all obstacles, despite everything. Such scientists as Galileo, Darwin — and many others — are widely known. I should like to dwell on one of these eminent men of science, one who at the same time was the greatest man of modern times. I am referring to Lenin, our teacher, our tutor. [Applause.] Remember 1917. A scientific analysis of the social development of Russia and of the international situation brought Lenin to the conclusion that the only way out of the situation lay in the victory of Socialism in Russia: This conclusion came as a complete surprise to many men of science of the day. Plekhanov, an outstanding man of science, spoke of Lenin with contempt, and declared that he was “raving”. Other men of science, no less well-known, declared that “Lenin had gone mad”, and that he ought to be put away in a safe place. Scientists of all kinds set up a howl that Lenin was destroying science. But Lenin was not afraid to go against the current, against the force of routine. And Lenin won. [Applause.]

Here you have an example of a man of science who boldly fought an antiquated science and laid the road for a new science.

But sometimes it is not well-known men of science who lay the new roads for science and technology, but men entirely unknown in the scientific world, plain, practical men, innovators in their field: Here, sitting at this table, are

Comrades Stakhanov and Papanin. They are unknown in the scientific world, they have no scientific degrees, but are just practical men in their field. But who does not know that in their practical work in industry Stakhanov and the Stakhanovites have upset the existing standards, which were established by well-known scientists and technologists, have shown that they were antiquated, and have introduced new standards which conform to the requirements of real science and technology? Who does not know that in their practical work on the drifting ice-floe Papanin and the Papaninites upset the old conception of the Arctic, in passing, as it were, without any special effort, showed that it was antiquated, and established a new conception which conforms to the demands of real science? Who can deny that Stakhanov and Papanin are innovators in science, men of our advanced science?

There you see what "miracles" are still performed in science!

I have been speaking of science. But there are all kinds of science. The science of which I have been speaking is *advanced science*.

To the progress of our advanced science!

To the men of advanced science!

To Lénin and Leninism!

To Stakhanov and the Stakhanovites!

To Papanin and the Papaninites! [Applause.]

Explanatory Notes.

to permit — to allow.

to scale — to climb.

determination — decision, resolution.

smash — break to pieces.

antiquated — no longer in use.

despite — in spite of.

modern — of the present time, new.

entirely — wholly.

plain — simple, ordinary.

innovator — one who introduces something new.

conception — idea.

Exercises.

Pronounce:

use	know	but	fire
unification	old	smug	tired
utilize	coast	compulsion	science
universe	toast		quiet

Word-Building:

Verb	Noun	Adjective	Adverb
	science	scientific	scientifically
practise	practice	practical	practically
conclude	conclusion	conclusive	conclusively

- I. Translate the text into Estonian with the help of the dictionary.
- II. Make up a list of new words.
- III. Find the synonyms of the following words in the text:
allow, wholly, simple, idea, bravery, fight, famous, work.

SECOND LESSON.

HEROES OF SOVIET LAND.

Great are the expanses of our land; they cover one sixth of the globe. Its sixteen republics form one great Socialist country, the only one in the world. In the north there is eternal ice, and in the south it is so hot that tea and orange and lemon trees grow.

In natural wealth it is the richest country in the world. Zinc and lead are obtained from the island of Vaigatch. In the Polar Regions of the Urals there are gold, platinum and many other valuable natural deposits. Coal is mined in some of the regions of high Arctic latitude. Natural wealth is still being discovered thanks to the Arctic exploration work which is being carried on by the Soviet Government.

Great are the heroes of Soviet land, men of the new Stalin epoch. Some of them enjoy a half-legendary fame. Such, for instance, was Chapayev, of whom many songs are sung and many folk-tales are told.

Valeri Chkalov, another of the legendary heroes reared by Comrade Stalin, showed glorious examples of an iron will. Everybody remembers the two great flights under the leadership of Chkalov and Gromov from Moscow to the United States via the North Pole. It was a journey such as Jules Verne might have written about in one of his novels. It has been Chkalov's dream to make a flight round the globe without a single landing. His death was a great blow to the country and he is mourned in every corner of our land. His name will remain with us and will enter the glorious annals of the history of socialism as that of a pioneer of science. Chkalov may be compared to Columbus, for, like the latter, he has discovered a new way to America.

When in the Arctic, Papanin declared: "We shall continue our work calmly, surrounded by eternal silence and eternal snow and ice, knowing that our great country is thinking of us and caring for us."

What at one time seemed quite impossible in the Arctic is being done scientifically and systematically to-day. The local production of foodstuffs is being organized with local supplies and vegetables. Reindeer-breeding is being systematically encouraged as well as the breeding of animals for their furs.

The General Administration of the Northern Sea Route considers it one of its chief tasks to develop Soviet trade in the Arctic. Formerly uninhabitable deserts are being turned into habitable and productive land.

The nomadic tribes of the north are being changed into cultured peoples. Their cultural level is being raised.

Modern apartment houses, hospitals, schools and cinemas are being built.

Thus many cities have sprung up in the Arctic in places once populated only by a few Laplanders: Kirovsk in the Murmansk region and Igarka, another Arctic city, the inland port on the great Yenisey River. Komsomolsk with its young heroic inhabitants is well known to everybody.

Soviet women are not lagging behind the men. They no longer confine themselves to the narrow circle of family life, but are ready to give up their lives to the service of their country.

Thousands of young girls offered to go to the Sakhalin, to Nikolaevsk on the Amur, and to Komsomolsk.

It is because of the heroism and enthusiasm of the people that our Soviet Land is invincible.

Explanatory Notes.

expanse — (here) large tract of land; territory.

to explore — to search for, to go into for the purpose of discovery.

annals — a narrative of events written year by year; historical records.

deposit — layer of matter.

eternal — that lasts for ever without beginning or end; everlasting.

formerly — before.

to lag behind — to stay behind.

invincible — one who cannot be conquered, unconquerable.

Exercises.

Pronounce:

carry	talk	corner	copper	gold
landing	walk	mourn	common	folk
valuable	chalk	explore	offer	motor
expanse	saw	foremost	cotton	floe

Word-Building:

Verb	Noun	Adjective	Adverb
explore	exploration, explorer		
mine	mine, miner		
	wealth	wealthy	
	culture	cultural	
glorify	glory	glorious	gloriously
signify	significance	significant	significantly
discover	discovery		
	eternity	eternal	eternally
create	creation, creator	creative	
prosper	prosperity	prosperous	

I. Give the synonyms to the following words:

territory, riches, determination, travel, job, daring, courage, idea, to allow.

II. Give the opposites to the following words:

progress, wealth, to forget.

III Fill in the blanks with the words from the text.

- 1) Ice which never melts is called
- 2) Coal, iron, lead and petroleum are
- 3) The people who live in a town are its
- 4) The town has a . . . of 10,000.
- 5) A hot dry place where nothing grows is called a
- 6) Places where people cannot live are
- 7) Arctic animals are bred for their

THIRD LESSON.

CHARLOTTE BRONTË.

(1816—1855).

Charlotte Brontë, an English 19th century novelist, was a contemporary of Dickens, Thackeray and Elizabeth Gaskell.

She wrote five novels, among which "Jane Eyre" the story of a poor governess, occupies the first place. Besides an interesting plot the book also contains the famous description of "Lowood Charity School", which ranks with some of the descriptions of English schools of those days by Ch. Dickens and W. M. Thackeray.

Charlotte Brontë's realistic presentation of life and manners deserved her the high praise of Karl Marx.

LOWOOD.

(From "Jane Eyre" by Charlotte Brontë.)

The great noise lasted for some minutes, during which Miss Miller repeatedly exclaimed: "Silence!" "Order!" When it was quiet again, Miss Miller walked from class to class. A distant bell rang. The girls were marched into another room to breakfast.

How happy I was at the prospect of getting something to eat! The dining-room was a great gloomy room; on two long tables smoked basins of something hot, which sent forth a bad odour.

The girls whispered: "Disgusting! The porridge is burnt again."

I ate a spoonful or two of my portion without thinking of its taste; but burnt porridge is almost as bad as rotten potatoes.

The spoons moved slowly. Breakfast was over, and none had breakfasted.

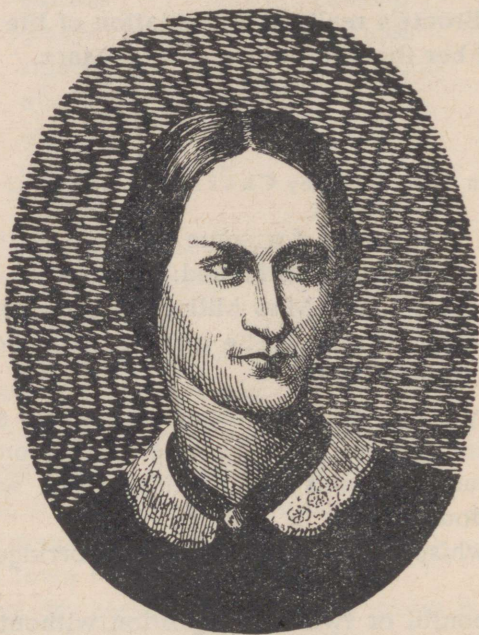
One of the teachers tasted the porridge and exclaimed: "Awful stuff! How shameful!" We left the dining-room and went to the school-room.

A clock in the school-room struck nine; Miss Miller cried: "Silence! To your seats!"

"Monitor of the first class, fetch the globes!"

While the direction was being carried out, we sat silent.

The superintendent of Lowood, having taken her seat before a pair of globes placed on one of the tables, commenced giving a lesson in geography; the lower classes were called by the teachers; they were having repetitions in



history, grammar, writing and arithmetic while music lessons were being given to some of the elder girls.

The length of each lesson was measured by the clock, which at last struck twelve. Then Miss Temple, the superintendent, rose: "I have a word to address to the pupils," said she.

"You had this morning a breakfast which you could not eat; you must be hungry. I have ordered that a lunch of bread and cheese shall be served to all."

The teachers looked at her with surprise. "It is being done on my responsibility," she added and left the room.

Meantime the bread and cheese was brought and was being distributed to the delight of the whole school.

Then we were ordered to go into the garden. The stronger among the girls ran about and played games, but many pale and thin ones gathered together for shelter and warmth in the verandah; and amongst these, I heard frequently the sound of a cough.

(To be continued.)

Explanatory Notes.

contemporary — one who lives at the same time with another person.

to rank — to set in line, to place, to class or classify.

distant — far off, far away.

spoonful — as much as fills a spoon.

stuff — material of which something is or may be made.

to shelter — to protect.

Exercises.

Pronounce:

taste	measure	enough	quite
basin	treasure	rough	light
place	pleasure	cough	delight
face			bright

- I. a) State whether *spoonful* is a noun or an adjective.
b) Build a noun from the adjective *distant*.
- II. Give the synonyms to the following words:
delight, pair, to commence, to fetch, order, frequently.
- III. Give the opposites to the following words:
gloomy, silent, low, to commence, strong, pale, warm, frequent.
- IV. Convert the following simple sentences into complex sentences.

1) The superintendent, having taken her seat before a pair of globes placed on the table, commenced giving a lesson in geography.

2) Having written their exercises, the girls rose and marched out of the room.

3) Having told the girls to keep quiet, Miss Miller walked out of the room.

V. Write out from the text all the sentences in the past continuous passive tense and translate these sentences into Estonian.

VI. Put the verbs in brackets into the proper tense.

1) While the grammar lesson (to be given) to the pupils, they sat silent.

2) While the exercises (to be written) by the pupils, the teacher walked silently from one desk to another.

3) While food (to be distributed) among the pupils, they sat in the dining-room.

VII. Translate into English:

1) Sellal kui nooremad tütarlapsed mängisid aias, vane-maile tütarlastele anti muusikatunde.

2) Seda teen ma just praegu.

3) Sellal kui õpilastele seletati grammatikat, olid nad väga tähelepanelikud.

VIII. Write five questions based on the story.

FOURTH LESSON.

LOWOOD.

(Continued.)

My first quarter at Lowood seemed an age; and not the golden age either.

During January, February, and part of March, the deep snows prevented our going beyond the garden walls. Our clothing was insufficient to protect us from the severe cold: we had no boots, the snow got into our shoes and melted

there. We had no gloves. Our hands and feet were inflamed. How we longed for the light and heat of a good fire when we got back after our walk! But, to the little ones at least, it was denied: each hearth in the schoolroom was immediately surrounded by elder girls and behind them the younger children gathered in groups.

Our supply of food was hardly sufficient to keep alive a delicate invalid.

Our only consolation came at tea-time, in the shape of a double ration of bread with a little butter on it.

The Sunday evening was spent in repeating by heart the Church Catechism and listening to long sermons, which made us yawn.

Half a dozen little girls, overpowered with sleep, would fall down and be taken up half dead. Then they would be pushed into the centre of the school-room and obliged to stand till the sermon was finished.

One afternoon there came Mr. Brocklehurst, a clergyman, who directed everything at Lowood and to whom Miss Temple had to answer for all she did. It was Mr. Brocklehurst who bought all our food and all our clothes.

When he came into the room, Miss Temple rose to greet him. He stood beside her and began speaking low in her ear. I happened to be seated at the top of the room and heard everything they said.

"There is one thing that surprised me," he said. "I found in settling accounts with the housekeeper, that lunch, consisting of bread and cheese, has twice been served to the girls during the past fortnight. How is this? I look over the regulations and find no such meal as lunch mentioned. Who introduced this innovation? and by what authority?"

"I must be responsible for it, sir," replied Miss Temple; "the breakfast was so ill prepared the pupils could not pos-

sibly eat it; and I dared not allow them to remain fasting till dinner-time."

"Madam, the aim of this institution is to accustom the girls to be patient."

"Man shall not live by bread alone."

"You do not seem to follow my educational plan, and put bread and cheese, instead of burnt porridge, into these children's mouths. You may thus feed their bodies, but you little think how you starve their souls!"

Explanatory Notes.

insufficient — not sufficient.

to be inflamed — (*here*) to redden with fever.

to deny — to declare anything to be untrue; (*here*) to refuse.

immediately — at once.

supply — provision.

consolation — comfort.

ration — portion of food.

manager — director.

housekeeper — one who looks after or keeps the house.

fortnight — *short for* fourteen nights; fourteen days.

ill prepared — badly prepared.

to dare — not to be afraid.

Exercises.

Pronounce:

yawn

bought

fortnight

supply

alive

either

sufficient

patient

innovation

I. a) Form nouns from the following verbs:

to starve, to execute, to institute, to educate, to introduce, to innovate.

b) Form nouns from the adjectives *patient* and *distant*.

c) Turn the adjectives *educational*, *revolutionary*, *progressive* into nouns.

II. Give the synonyms to the following words:

to protect, sufficiently, to surprise, to consist of, twice, to get accustomed, instruction.

III. Give the opposites to the following words by adding proper negative prefixes to them:

educated, sufficient, prepared, regular, responsible, possible.

IV. Pick out of the story all the irregular verbs and give their three principal forms.

V. State whether *shall* in this story is used to denote merely the future tense or to express command. Write out two sentences where it expresses command.

VI. Write out from "Lowood" (both parts) all the passive constructions in the past tense.

VII. Write questions referring to the words in italics.

1) *Music lessons* were being given to the elder girls.

2) Music lessons were being given to *the* elder girls.

3) It is being done on *my* responsibility.

4) *It* is being done on my responsibility.

5) The teachers looked *at her* in surprise.

VIII. Write out from the story (both parts) all the words referring to food and make up five sentences using them.

IX. Answer the following questions:

1) What kind of school does Charlotte Brontë describe in her novel?

2) Did rich parents send their children to such schools?

3) What are children that have no parents called?

4) With whose descriptions of school life in the middle of the nineteenth century in England would you compare Charlotte Brontë's description of Lowood?

5) Whose praise had it deserved?

6) Do you remember an episode in "Oliver Twist" dealing with the insufficient rations accorded to poor orphans in a similar school? Say what you remember about it.

7) Who robbed the children of their food and clothes?

8) What kind of man was Mr. Brocklehurst?

9) What was his educational plan?

- X. Write a short outline of the story.
- XI. Write a composition about bourgeois schools for the children of the poor. Describe how the children were fed, clothed and treated there.

FIFTH LESSON.

ORDER OF THE DAY OF THE PEOPLE'S COMMISSAR OF DEFENCE OF THE U. S. S. R.

No. 130.

Moscow, May 1, 1942.

Comrades, Red Armymen and Red Navymen, commanders and political instructors, partisans, men and women, working men and working women, peasants, men and women, men and women engaged in intellectual pursuits, brothers and sisters on the other side of the front, in the rear of the German fascist troops, who have temporarily fallen under the yoke of the German oppressors!

On behalf of the Soviet Government and of our Bolshevik Party, I greet and congratulate you on the occasion of the First of May!)

Comrades! This year the peoples of our country are celebrating International May Day amidst our Patriotic War against the German fascist invaders. The war has laid its impress on every phase of our life. It has laid its impress also on this day, the May First holiday. In view of the fact that we are at war, the working people of our country have waived their holiday in order to spend the day in intensive work for the defence of our country: Living at one with our fighters at the front, they have made the May First holiday a day of toil and struggle in order to render the front the greatest possible assistance and to supply it with the largest possible quantities of rifles, machine guns, artillery, mor-

tars, tanks and aircraft, ammunition, grain, meat, fish and vegetables.

This means that in our country front and rear constitute a single, indivisible fighting camp, ready to overcome all obstacles on the road to victory over the enemy.

J. Stalin

People's Commissar of Defence of the U.S.S.R.

Explanatory Notes.

temporarily — lasting only for a time.

on behalf of — as representing, in the name of.

impress — characteristic mark.

in view of — considering.

assistance — help.

aircraft — aeroplanes.

ammunition — military stores (of powder, shot, shell, etc.).

single — so much as one, only one.

to overcome — to master, to be victorious.

Exercises.

Pronounce:

assistance	ammunition	engage	vegetables
artillery	indivisible	invader	intensive
political	single	waive	intellectual

Word-Building:

Verb	Noun	Adjective
instruct	instructor, instruction	instructive
oppress	oppressor, oppression	oppressive
defend	defence	defensive
invade	invader, invasion	invasive
assist	assistance	assistant
	difficulty	difficult
	victory	victorious
impress	impress, impressibility	impressible

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

II. Make up a list of new words.

III. Write out from the text all the words referring to the war.

IV. Find the synonyms of the following words in the text:

to master, only one, help, aeroplanes, military stores, considering, irregular warfare.

V. Analyse the following sentences:

1. The war had laid its impress on every phase of our life.

2. In view of the fact that we were at war, the working people of our country had waived their holiday rest in order to spend the day in intensive work for the defence of our country.

3. This means that in our country front and rear constituted a single, indivisible fighting camp, ready to overcome all obstacles on the road to victory over the enemy.

VI. Translate the following sentences into Estonian:

1. They greeted us on behalf of the Soviet Government.

2. We defended our fatherland against the German-fascist invaders.

3. The working people of our country supplied the front with the largest possible quantities of ammunition, grain, meat, fish and vegetables.

4. The war laid its impress on every phase of our life.

5. We were living at one with our fighters at the front.

VII. Translate the following sentences into English:

1) Rinne ja tagala kujutasid meil ühtset ja lahutamatu sõjalaagrit.

2) Nõukogude Liidu kangelane tervitas koosolekut oma polgu nimel.

3) Miitingul viibis palju partisane.

4) Me loobusime puhkepäevast, et intensiivselt töötada kodumaa kaitseks.

5) Meie maa töötajad varustasid rinnet püssidega, kuulipildujatega, kahuritega, miinipildujatega, tankidega ja lennukitega.

6) Meie maa rahvad pidasid sõda saksa fašistidega.

7) Me ületasime kõik raskused ja saavutasime võidu vaenlase üle.

VIII. Answer the following questions:

1. To whom and on what occasion was the Order of the Day addressed?
2. In what war were the peoples of our country engaged?
3. What impress had the war laid on the May First holiday?
4. With what did the working people of our country supply the front?
5. What fighting camp did front and rear in our country constitute?

SIXTH LESSON.

OSCAR WILDE.

(1856—1900)

Wilde, a well-known dramatist, novelist, short-story writer and poet, was a representative of the theory of "art for art's sake", sometimes also called the theory of "pure art".

The æsthetes who supported it denied the educational value of art and literature.

Wilde declared all art to be perfectly useless. Bernard Shaw, his great contemporary, was one of Wilde's opponents in this respect.

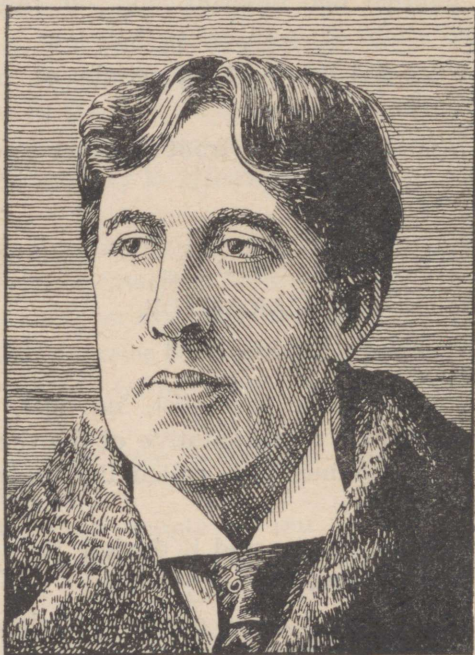
Wilde is famous for his epigrammatic style, his brilliant wit and his paradoxes.

He wrote a number of comedies: "Lady Windermere's Fan", "The Importance of being Earnest", "The Ideal Husband" and "The Woman of no Importance".

They are written in an easy style, but lack any serious purpose.

Wilde's only novel, "The Picture of Dorian Gray", presents his æsthetic theory. The book is rich in paradoxes on life and art.

Besides the above works he wrote several volumes of prose tales, among which the tales of "The Happy



Prince", "The Nightingale and the Rose", "The Devoted Friend" are considered to be the best.

Though an æsthete, Oscar Wilde sometimes introduces social motives in his works.

Thus, we have the problem of social inequality in all of the above tales.

In "The Devoted Friend" he shows the exploitation of

the poor by the rich, who, like the miller, pretend to be doing things for others, while they have nothing but their own interests in view.

This tale is a satire on bourgeois life, the greedy, hypocritical, selfish miller being a typical representative of that class.

THE DEVOTED FRIEND.

By Oscar Wilde.

Little Hans had a great many friends, but the most devoted friend of all was big Hugh the Miller.

Indeed so devoted was the rich Miller to little Hans, that he would never go by his garden without leaning over the wall and plucking some flowers or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit season.

"Real friends should have everything in common," the Miller used to say, and little Hans smiled and felt very proud of having a friend with such noble ideas.

Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything in return, though he had much flour stored in his mill, and six cows, and a large flock of woolly sheep.

Little Hans worked in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he suffered a good deal from cold and hunger, and often had to go to bed without any supper but a few dried pears, or some hard nuts. In the winter, also, he was very lonely, as the Miller never came to see him.

"There is no good in my going to see little Hans as long as the snow lasts," the Miller used to say to his wife, "for when people are in trouble they should be left alone. So

I shall wait till the spring comes, and then I shall pay him a visit, and he will be able to give me a large basket of flowers, and that will make him so happy."

"But could we not ask little Hans up here?" said the Miller's youngest son. "If poor Hans is in trouble, I will give him half my porridge."

"What a silly boy you are!" cried the Miller; "I really don't know what is the use of sending you to school. You seem to learn nothing. If little Hans came up here, and saw our warm fire, and our good supper, and our red wine, he might be envious, and envy is a terrible thing. Besides, if Hans came here, he might ask me to let him have some flour on credit, and that I could not do. Flour is one thing and friendship is another."

"How well you talk," said the Miller's wife, pouring herself out a large glass of warm ale.

"Lots of people act well," answered the Miller, "but few people talk well, which shows that talking is much the more difficult thing of the two."

As soon as the winter was over, the Miller said to his wife that he would go down and see little Hans.

"What a good heart you have!" cried his wife; "you are always thinking of others. Don't forget to take the big basket with you for the flowers."

So the Miller went down the hill with the basket on his arm.

"Good morning, little Hans," said the Miller.

"Good morning," said Hans, smiling from ear to ear.

"How have you been all the winter?"

"It is very good of you to ask. I am afraid I had rather a hard time of it, but now the spring has come, I am quite happy and my flowers are doing well."

"How lovely your primroses are looking, by-the-by," said the Miller.

"It is a most lucky thing for me that I have so many. I am going to bring them into the market and buy back my wheelbarrow with the money."

"You don't mean to say you have sold it?"

"The fact is I was obliged to. You see the winter was a very bad time for me, and I really had no money at all to buy bread with."

"Hans," said the Miller, "I will give you my wheelbarrow; it is true one side of it is gone, and there is something wrong with the wheels. I have got a new wheelbarrow for myself. Yes, you may set your mind at ease."

"And now as I have given you my wheelbarrow, you would like to give me some flowers in return. Here is the basket, and mind you fill it quite full."

"Quite full," said little Hans sorrowfully, for he knew that if he filled it, he would have no flowers left for the market.

But he would sooner have the Miller's good opinion than money, so he ran and plucked all his pretty primroses and filled the Miller's basket.

(To be continued.)

Explanatory Notes.

paradox — a statement presenting the reverse of what is usually considered to be true, a self-contradictory statement.

a great many — very many.

mill — one who owns a mill.

but a few dried pears — only a few dried pears.

trouble — difficulty, sorrow.

to pay a visit — to go to see somebody.

to be doing well — to succeed, to prosper.

lovely — very pretty.

primrose — a kind of flower.

Exercises.

Pronounce:

turn	pluck	common	sold	market
return	hunger	flock	alone	-basket
burn	supper	got	noble	art
purpose	suffer		going	barn

- I. a) Form adjectives from the following nouns by adding proper adjective-forming suffixes to them:

friend, wool, hunger, thirst, truth.

- b) Form nouns from the following adjectives by adding proper noun-forming suffixes to them:

difficult, happy, real, great, rich, hard.

- II. Give the opposites to the following adjectives:

lucky, happy, true, real, new, selfish, pretty, easy.

- III. Write out from the story all the sentences containing *shall* and *will* and state their function in the following manner:

"I will give you my wheelbarrow."

Here *will* expresses intention or resolution.

- IV. Pick out all the sentences containing *should* and *would* and state their function.

- V. Translate into English:

- 1) Kas te oleksite nii lahke ja tooksite mulle homseks selle raamatu?
- 2) Mis kasu on sellest, kui ma teda külastan talvel?
- 3) Mölder ütleb oma naisele, et ta kavatseb saata Hansu enda asemel turule.
- 4) Ara sellepärast muretsel!

- VI. Write out of the text all the sentences containing *mind*. Write 4 sentences using *would you mind* containing the following verbs:

to open, to bring, to go, to tell.

- VII. Fill up the blanks with *shall* or *will*.

You — return this book to me. He — have my wheelbarrow. He — get a bad mark if he does not prepare his lesson. — you give me some plums, cherries and pears?

— I open the window? Who — tell me how to explain this word?

VIII. Turn the dialogues into indirect speech.

IX. Answer the following questions:

- 1) Who was little Hans' most devoted friend?
- 2) What did the miller usually do when he passed by Hans' garden?
- 3) What did the miller say about friendship?
- 4) Did their neighbours think it natural that the miller never gave his friend anything in return?
- 5) Why did the miller come to see little Hans only in summer?
- 6) Would little Hans sooner have friendship than money?
- 7) What did Hans hope to buy back?
- 8) Was the miller as kind, unselfish and devoted a friend as he pretended to be?
- 9) What are people called who pretend to be what they are not?

SEVENTH LESSON.

THE DEVOTED FRIEND.

(Continued.)

The next day the Miller came to Hans' cottage with a large sack of flour.

"Dear little Hans, would you mind carrying this sack of flour for me to the market?"

"Oh, I am so sorry," said Hans, "but I am really very busy to-day."

"I think that, considering that I am going to give you my wheelbarrow, it is unfriendly of you to refuse."

So Hans ran for his cap and set off to the market with the big sack over his shoulder.

It was a very hot day, the road was dusty and Hans was very tired.

Early the next morning the Miller came down to get the money for his sack of flour.

"I want you to come up to the mill as soon as you are dressed and mend my barn roof for me."

"Do you think it would be unfriendly of me if I said I was busy?" Hans asked in a timid voice.

"I do not think it is much to ask of you, considering that I am going to give you my wheelbarrow!"

Hans worked all day at the Miller's barn. When he had finished, the Miller said: "I want you to drive my sheep to the mountain to-morrow."

Somehow he was never able to look after his flowers at all, for the Miller always sent him off on long errands or got him to help at the mill.

Hans was afraid his flowers would think he had forgotten them.

But he worked for the Miller who said beautiful things about friendship.

One evening little Hans was sitting by the fireside when a loud knock came at the door.

Hans opened the door and saw the Miller, standing there with a lantern in his hand.

"Dear little Hans," cried the Miller, "my little boy has fallen off a ladder and hurt himself. It is such a bad night that it has just occurred to me that it would be much better if you went for the Doctor instead of me."

"Certainly. I take it quite as a compliment and will start off at once. But you must lend me your lantern, as the night is so dark that I am afraid I might fall into the ditch."

The Miller said it was his new lantern and refused to give it to Hans.

After he had been walking for about three hours, Hans came to the Doctor's house.

"Who is there?" cried the Doctor.

"Little Hans, Doctor."

"What do you want, little Hans?"

"The Miller's son has fallen from a ladder, and the Miller wants you to come at once."

The Doctor came downstairs, and rode off in the direction of the Miller's house, little Hans walking behind him.

The storm grew worse and worse, the rain fell in torrents, little Hans could not keep up with the horse.

He lost his way, fell into a deep hole and was drowned. His body was found the next morning.

Everybody went to little Hans' funeral, as he was so popular, and the Miller was the chief mourner.

"As I was his best friend," he said, "I should have the best place." And he walked at the head of the procession.

"I had as good as given him my wheelbarrow and now I don't know what to do with it. It is very much in my way."

Explanatory Notes.

a cottage — a small house.

to set off — to start off; to leave for.

to mend — to repair, to improve.

to look after — to take care of.

by the fireside — near the fire.

to occur — (here) to come to one's mind.

to keep up with — to go at the same rate, to go at the same speed.

as good as ... — nearly, almost.

as good as given him my wheelbarrow — nearly given him my wheelbarrow.

Exercises.

Pronounce:

walk

beautiful

lend

sack

chalk

refuse

mend

ladder

talk

use

send

stand

accuse

bend

lantern

- I. a) Turn the adverb *certainly* into an adjective.
b) State the two parts in the word *downstairs*.
Write another word of the same type that you know and make up two sentences using it.
c) Build nouns from the words *to grow* and *true* by adding a proper noun-forming suffix.

II. Translate into Estonian the following sentences containing the accusative with the infinitive:

- 1) I want you to come up to the mill.
- 2) I want you to mend my barn roof for me.
- 3) I want you to drive my sheep to the mountain tomorrow.
- 4) "The Miller wants you to come at once," said little Hans to the doctor.

III. Translate the following sentences into English using the accusative with the infinitive:

- Stodius*
- 1) Möldri noorem poeg tahtis, et Hans tuleks veski juurde.
 - 2) Hans kuulis, kui keegi uksele koputas.
 - 3) Mölder teadis, et Hans on hea mees.
 - 4) Mölder nägi oma poega redelilt kukkuvat.
 - 5) Hans soovis, et mölder laenaks talle oma uut laternat.

IV. a) Write out of the story all the idiomatic expressions with *mind* such as:

would you mind, to make up one's mind, to change one's mind,

and make up five sentences using them.

b) Make up three sentences using the following idiomatic expressions with the verb *to pay*:

to pay attention to ...

to pay a visit to ...

to pay a compliment to ...

c) Make up four sentences using the following idiomatic expressions:

I had better, I had rather, I had sooner, I should sooner.

- V. Write out two of the miller's paradoxes (about people in trouble and about people talking well).
- VI. 1) Characterize the miller, using the following adjectives:
greedy, selfish, hypocritical, sly.
2) Characterize little Hans, using the following adjectives:
unselfish, good, natural, kind-hearted, hard-working.
- VII. Dramatize the story.

EIGHTH LESSON.

HANDFUL OF SALT.

(From the Newspapers.)

The battery cook, a freckled youngster of medium height, was busy stirring the cabbage soup. His left arm was in a sling. I knew he had been wounded in a hand-to-hand skirmish with some Germans and was curious to know the details.

"It was salt that started the whole business," the cook told me. "I was carrying some salt over to the cauldron when I stumbled and dropped it into the mud. That happened to be the last of my stock.

"What was I to do? How could I serve the men a saltless dinner?

"As there was a village not far from where we were stationed, I walked over to get some salt from the peasants. I was already on my way back when two German suddenly sprang at me from behind some bushes.

"Taking a big handful of the salt, I threw it right into their faces. It did the trick all right. While they were trying to clear their eyes, I slipped my rifle off my shoulder and got in a couple of blows with the butt. One of the Germans was knocked out completely, but the other had time to knife my arm before I ran him through with my bayonet.

"I bandaged up my arm, took the pistols off the Germans and set off on my way back to my kitchen. Then suddenly I remembered I had used up all the salt in the fight with the Germans. There was nothing for it, but to go back to the village for more.

"Excuse me," I said, "But I had to use the salt you gave me myself. I still haven't got any to cook the men's dinner with."

"I then told them what had happened. They were tickled at the idea of my having salted Fritz, and gave me some more salt.

"I was late with dinner that day, but the men all agreed that I had a valid excuse."

Explanatory Notes.

handful — enough to fill the hand.

youngster — an active or lively boy.

mud — mixture of dirt and earth with water.

to spring — to jump from the ground.

it did the trick all right — it accomplished the purpose.

to clear — to make clear.

to get in — to deliver (a blow).

a couple of — two.

to knock out — to defeat.

to knife — to cut or stab with a knife.

to run through — to pierce.

to bandage up — to bind up.

to set off — to begin going.

to use up — to use the whole.

to tickle — to stir the sense of humour.

valid — sound, well-grounded.

Exercises.

Pronounce:

stumble	right	detail	stir	soup
couple	height	medium	skirmish	wounded
youngster	behind	completely	German	threw
	while	agreed	serve	knew

I. Fill in the blanks with the words from the text.

1) The battery cook had been wounded in a . . . skirmish with some Germans, and his arm was in a

2) He was carrying some salt over to the . . . when he . . . and dropped it into the . . .

3) The battery was . . . near a village.

4) Two Germans suddenly . . . at him from behind some . . .

5) The cook threw a big . . . of salt right into their

6) It did the . . . all right.

7) One of the Germans was . . . out completely.

8) He suddenly remembered that he had . . . up all the salt.

9) The cook was . . . with dinner that day, but the men all . . . that he had a . . . excuse.

II. Write out the following sentences and analyse the *ing*-form in each of them:

1) The battery cook, a freckled youngster of medium height, was busy stirring the cabbage soup.

2) Taking a big handful of the salt, I threw it right into their faces.

3) They were tickled at the idea of my having salted Fritz.

III. Translate into English:

1) Minu õde on keskmist kasvu, aga tema mees on pikka kasvu.

2) Ta oli huvitatud teada saama üksikasju.

3) See peotäis soola oli viimane minu tagavaras.

4) Me peatusime küla läheduses.

5) Ma olin juba tagasi tulemas, kui silmasin kaht sakslast.

6) Ta oli haavatud ja sidus ise oma käe.

7) Midagi polnud parata, oli tarvis pöörduda tagasi külla soola järele.

8) Ma jutustasin neile kõik, mis minuga juhtus.

IV. Answer the following questions:

- 1) Who had been wounded in a hand-to-hand skirmish with some Germans?
- 2) What started the whole business?
- 3) Where did the cook go to get some salt?
- 4) What happened when he was on his way back?
- 5) What did the cook do with his handful of salt?
- 6) What were the Germans trying to do?
- 7) Who wounded the cook?
- 8) What did he suddenly remember on his way back to the kitchen?
- 9) Where did he go back again?
- 10) Did he have a valid excuse?

V. Write a short outline of the story.

VI. Relate the story in your own words.

GRAMMAR REVIEW.

I. Insert the proper tense of the verbs given in brackets.

- 1) Soviet engineers (to plan) new aeroplanes which (to set) new records in world aviation.
- 2) When the Soviet scientists (to establish) a permanent meteorological station at the North Pole?
- 3) I never (to be) in the South.
- 4) The miller's wife (to sit) by the fireside when her husband (to come) into the room.
- 5) "As soon as the winter (to be) over, I (to pay) little Hans a visit," said the miller.
- 6) When little Hans (to mend) the miller's barn roof, the miller (to send) him off on a long errand.
- 7) Little Hans (to work) for two hours, then he (to stop) for a rest.
- 8) The night (to grow) darker and darker and little Hans (to lose) his way.
- 9) "This time next year I (to work) again in my little garden," thought Hans falling asleep.

10) "If you (to wait) here, I (to go) and (to get) you the book," said Fred.

11) After he (to turn) the basket upside down, he (to understand) what the matter (to be).

12) I just (to answer) his letter.

13) As soon as I (to be) ready, I (to send) you a note.

14) She (to live) in this town for five years and she likes it ever so much.

II. Insert the definite or the indefinite article where necessary and explain why you do so.

1) Both — M. Twain and O. Henry are American writers.

2) Florida is — southern town.

3) She is — excellent teacher.

4) — girl I have told you about is staying at my friend's house.

5) — fire and — water are elements.

6) — water in this river is clearer than in — other.

7) At five o'clock in the afternoon — terrible storm came on.

8) — storm lasted for 24 hours.

9) Leningrad is situated on — Neva.

10) — childhood is — happiest time in our life.

III. Insert the proper preposition in the following sentences:

1) Ten minutes later the stranger was — his door.

2) I have stayed — the country — two months.

3) He took a purse — his pocket.

4) While living — the Volga, he got acquainted — many interesting people.

5) A little child fell — the river and was drowned.

6) I go — bed — supper.

7) — ten o'clock — the morning we arrived — Washington.

8) We usually go — the market to buy fruit and vegetables.

IV. Analyse the following sentences:

- 1) The next morning the miller came to little Hans' cottage.
- 2) One evening little Hans was sitting by the fireside.
- 3) Everybody went to little Hans' funeral.
- 4) John went to the cinema late in the evening.
- 5) I shall meet him in the hall.
- 6) You must go to the meeting immediately.

V. Translate the following sentences into English:

- 1) XI klassi õpilased peavad lugema Dickensit originaalis.
- 2) Kas te ei sooviks minna teatrisse "Tom Sawyerit" vaatama?
- 3) Lapsepõlves ma tavatsesin lugeda "Tom Sawyerit", kuni teadsin teda peaaegu peast.
- 4) Kõneleja ütles, et ta vastab küsimustele järgmisel koosolekul.
- 5) Meie inglise keele õpetaja soovib, et me kirjutaksime kirjandi teemale: „Mispärast me õpime inglise keelt“.
- 6) Ma nägin, kui ta võttis raamatu ja pani selle oma portfelli.
- 7) Kui ma olin suvel maal, ma ujusin sageli ja lamasin tundide viisi päikese käes.
- 8) Teie peaksite parandama oma käekirja.

NINTH LESSON.

SHELLEY.

(1792—1822)

Percy Bysshe Shelley is one of the greatest lyricists of world literature. Like his famous contemporary — Byron, Shelley is a representative of revolutionary romanticism in England.

Ever since his childhood, Shelley had felt a great enthusiasm for the French Revolution. Like Byron too he became an outcast and died in exile.

In 1811 he was expelled from Oxford University for writing an essay called "The Necessity of Atheism". The university authorities offered to forgive him if he promised



to give up his revolutionary and atheistic ideas, but he refused to do so, and broke with his family and with his class as a whole for ever.

Shelley visited many parts of Ireland, making revolutionary speeches on different social and political questions of the hour.

He was greatly influenced at the time by the political doctrine of William Godwin, author of "The Political Jus-

tice". Godwin's theory is reflected in Shelley's earlier works, such as: "Queen Mab" and "The Revolt of Islam". A little later Shelley married Godwin's daughter in spite of public opinion; and his two little children by his first wife were taken away from him by the Lord Chancellor, as Shelley's second marriage was thought to be immoral.

The young poet had to leave England and go to the continent.

He went to Switzerland, where he met Byron, and then to Italy and lived there till his death, which was as tragic as his life.

Shelley was very fond of boating. He had a boat named "Ariel" after the wood spirit in Shakespeare's comedy, "The Tempest". One day, as Shelley was boating on a lake, a storm came on and he was drowned. As the poet had always been a confirmed atheist, his friends did not bury him, but burned his body on the spot where it had been washed up.

Shelley was a utopian socialist and his revolutionism bears a somewhat abstract character in his earlier poems. But in 1819 he turns to open revolt. This is best seen in his "Song to the Men of England", from which extracts are given below, and in "The Mask of Anarchy".

Shelley's poetry possesses great emotional power, lyric beauty and rhythmic grace. In it he protests against tyranny and oppression. In "Prometheus Unbound" he rebels against social injustice and expresses his militant love of humanity.

SONG TO THE MEN OF ENGLAND.

By Shelley.

Men of England, wherefore plough
For the lords who lay ye low?

Wherefore weavé with toil and care
The rich robes your tyrants wear?

Wherefore feed and clothe and save
From the cradle to the grave,
Those ungrateful drones who would
Drain your sweat — nay, drink your blood?

Wherefore, Bees of England, forge
Many a weapon, chain, and scourge,
That these stingless drones may spoil
The forced produce of your toil?

Have ye leisure, comfort, calm;
Shelter, food; love's gentle balm?
Or what is it ye buy so dear
With your pain and with your fear?

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

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

Shrink to your cellars, holes, and cells;
In halls you deck another dwells.
Why shake the chains ye wrought? Ye see
The steel ye tempered glance on ye.

With plough and spade and hoe and loom
Trace your grave, and build your tomb,
And weave your winding sheet, till fair
England be your sepulchre!

Explanatory Notes.

an outcast — one who is cast away, driven out.

to break with — to stop every intercourse with, to stop being friendly.

doctrine — theory.

to compel — to force, to oblige.

to establish — to found.

wherefore (*poet.*) — why.

ye (*poet.*) — you.

to lay low (*poet.*) — oppress.

toil — hard labour.

robe — dress, clothes.

to feed — to give food.

drone — male bee, a non-worker, one who lives on the labour of others, a parasite.

to drain — to make dry.

nay (*poet.*) — no.

idle — lazy.

wealth — riches.

to bear — to carry.

to heap — to collect.

Exercises.

Pronounce:

theory	re'tell	low	reap	wear
authority	com'pel	robe	heap	bear
enthusiasm	ex'pel	clothe	seed	tear
atheism	re'bel	drone	feed	care

I. a) Add a negative prefix to the following words and translate them into Estonian:

truth, true, rest, pleasant, comfortable, natural, to dress.

b) Write out from the poem an adjective in the function of a noun and give three others of your own.

Make up your sentences with adjectives used as nouns.

c) Form nouns from the following verbs:

to weave, to toil, to reap, to spin, to read, to write, to act, to paint, to conduct.

II. Answer the following questions:

- 1) What did Shelley feel great enthusiasm for?
- 2) Why was he expelled from Oxford University?
- 3) Whom was he influenced by in the earlier period of his life?

- 4) Why was he obliged to leave England?
- 5) Whom did he meet in Switzerland?
- 6) Where did Shelley settle with his family?
- 7) What were the sad circumstances of Shelley's death?
- 8) In which of his poetic works did Shelley turn to open revolt?

III. Put the poem into prose.

IV. Learn the poem by heart.

TENTH LESSON.

WASHINGTON IRVING.

(1783—1859)

Irving, an American writer of note, is famous for his quiet humour, delicate observation and comic drawing of strange characters and incidents. Irving is fond of treating the seeming supernatural, which in the end he usually explains quite rationally.

His "Sketch Book", from which the present story is taken, is an account of his wanderings through America and Europe.

The stories contained in that collection, "Rip Van Winkle", "The Spectre Bridegroom", "The Legend of Sleepy Hollow", rank among his best works. The story below is an imitation of a folk-tale.

THE SPECTRE BRIDEGROOM.

By W. Irving.

On a high mountain in a wild part of Europe there stood many, many years ago an old castle.

The owner of the castle had but one child, a daughter, who, it was said, had not her equal in all the country. She had been brought up with great care by two maiden aunts.

By the time she was eighteen she could read without difficulty, had made considerable progress in writing; could sign her own name without missing a letter; could play a number of songs on the harp and guitar.

When she was eighteen she was engaged to a nobleman



and the marriage was arranged, though the young people had never seen one another. The young man had been recalled from the army for the purpose, and was on his way to his bride.

A letter had been received from him, mentioning the day and hour when he might be expected to arrive.

The castle was making preparations for his reception. The aunts had quarrelled about the bride's dress in the

morning. So the young lady had taken advantage of it and dressed according to her own taste, which was a good one. Everything was ready to receive the guest, but he delayed to make his appearance.

While they were waiting for him in the castle, an interesting scene was going on in the forest.

The bridegroom met on his way one of his friends, his youthful companion-in-arms with whom he had served in the army.

While they were riding through a wood, they were attacked by a gang of robbers. They defended themselves bravely but the bridegroom received a mortal wound and was carried to the city.

On his death-bed he begged his friend to go instantly to the castle and explain the cause of his not keeping his appointment with his bride.

"Unless this is done," he said, "I shall not sleep quietly in my grave." His friend promised him to do as he wished. The poor young man soon died.

Meanwhile at the castle they were still expecting the guest. Night was drawing near, but no guest arrived.

The banquet could no longer be postponed. The meats were already overdone, the cook in an agony. They were obliged to begin the feast without the presence of the guest.

Suddenly they heard the sound of a horn that gave notice of the approach of a stranger. The drawbridge had been let down, and the stranger was before the gate. He was a tall, pale gallant cavalier, romantic-looking and melancholy.

"I am sorry to arrive so late," said the stranger.

But his host did not let him speak.

The stranger tried several times to stop his eloquence but in vain.

At that moment there appeared the blushing bride. He looked at her with admiration. A sweet smile was playing

about her lips. She was quite pleased with so gallant a cavalier.

Her father led the way to the untasted banquet.

(To be continued.)

Explanatory Notes.

a writer of note — an outstanding writer.

had but one child — had only one child.

maiden aunts — not married aunts.

to recall — to call back.

to delay — (*here*) to be late.

mortal wound — deadly wound.

cause — reason.

to arrive — to come.

to postpone — to put off.

overdone — (*here*) overcooked.

drawbridge — a bridge which may be drawn up and let down at will.

to blush — to grow red in the face.

Exercises.

Pronounce:

talk	super'natural	delay	let
walk	super'vision	play	get
chalk	superin'tendent	lay	guest

I. a) Form nouns from the following verbs:

to own, to rob, to prepare, to explain, to receive, to arrange, to appear, to defend.

b) Form adjectives from the following nouns by adding an adjective-suffix to them:

beauty, youth, care, hope, joy.

II. Find three compound and three complex sentences in the text; write them out, underline the conjunctions, and say what clauses they contain.

III. Say what parts of the sentences the words given in italics are and write questions referring to these words.

1) *In a wild romantic part of Europe* there stood many, many years ago an old castle.

2) She had been brought up with great care by two maiden aunts.

3) She had been brought up *with great care* by two maiden aunts.

4) He was carried *to the city*.

5) The castle was making preparations *for his reception*.

6) The bridegroom received *a mortal wound*.

7) She could sign her own name *without missing a letter*.

IV. Write out the three following sentences, underline the gerund and state its function in the sentence; translate these sentences into Estonian.

1) She made considerable progress in writing.

2) She could sign her own name without missing a letter.

3) He explained the cause of his not keeping his appointment.

V. Translate into English the following sentences using gerund with the possessive.

1) Ta ei osanud seletada oma hilise saabumise põhjust.

2) Millisel põhjusel te ei pidanud oma lubadust?

3) Nad kiitsid heaks, et ta võtab inglise keele tunde.

VI. Answer the following questions:

1) Where was the castle situated?

2) How many children did its owner have?

3) What had the girl learned to do ?

4) Had the young people ever seen each other?

5) What happened to the young men in the forest?

6) What was the impression the young people produced upon one another?

ELEVENTH LESSON.

THE SPECTRE BRIDEGROOM.

(Continued.)

The young man took little notice of the company, but seemed lost in admiration. There was tenderness and gravity in his manner. The bride looked quite happy.

As the evening advanced, his conversation with the bride became more and more mysterious. He became gloomy. There were pauses in the conversation. The host began to relate wild tales and supernatural legends.

One story followed another. Some of the ladies were frightened into hysterics when the goblin horseman carried away the fair Leonora, a story which since had been put into verse, and is read by all the world.¹

The bridegroom listened to this tale with deep attention.

As the story drew to a close, he began to rise from his seat, growing taller and taller until he seemed to the bride's father to be almost a giant.

The moment the tale was finished, he took farewell of the company.

"What! going to leave the castle at midnight?" asked the father.

He told him a chamber was ready for him if he wished to rest. But the stranger shook his head and said mysteriously: "I have an appointment in the cathedral."

He sprang upon his horse and was lost in the darkness of the night.

Two ladies fainted at once.

The next day there arrived the news of the bridegroom's murder and his funeral in the cathedral.

The young bride felt very miserable.

On the night of the second day, as the castle clock was striking midnight, a sound of music came from the garden.

The bride rose and, accompanied by one of her aunts, stepped to the window and saw among the trees the figure of her bridegroom.

¹ Washington Irving refers to Bürger's famous ballad "Lenore".

The next morning, at breakfast, the news was brought to her father, that her room was empty, the window was open. Then her aunt related the scene in the garden and concluded that the spectre must have carried off his bride.

The father felt quite miserable. His only daughter had either been carried away to the grave, or he was to have some wood-demon for his son-in-law, and perhaps a troop of goblin grandchildren.

Suddenly a lady was seen approaching the castle on a horse. She galloped up to the gate, sprang from her horse and fell at her father's feet. It was his lost daughter, and the companion at her side — the Spectre Bridegroom. His appearance was improved since his last visit. His dress was splendid, he was no longer pale and melancholy, his eyes sparkled with joy.

The mystery was cleared up.

The bridegroom related his adventure with his friend; he told how he had come to the castle to deliver the unwelcome news, but how the girl's father had interrupted him and he could not tell his tale; how deeply impressed he was by the young girl's beauty and how he had wedded her.

The old man loved his daughter; he was happy she was alive and that her husband was not a goblin.

Matters, therefore, were happily arranged. The young couple was pardoned on the spot. And so the story ends.

Explanatory Notes.

to take notice of — to pay attention to.

host — master of the house.

to take farewell of somebody — to say good-bye to somebody.

midnight — 12 o'clock in the night (*from* "middle of the night").

to clear up — to make clear, (*here*) to explain.

Exercises.

Pronounce:

often	observe	relate	brighten
whistle	reserve	tale	frighten
castle	resolve	chamber	light
listen		faint	

- I. a) Write out from the story the words with negative prefixes as in *untasted, unwelcome*.
b) Form adjectives with negative meanings from *successful, comfortable, happy, fortunate*.
c) Form nouns from the following verbs: *to improve, to employ, to arrange, to manage, to pay*, and make up five sentences using them.
d) Write five words with the suffix *-ness*.
- II. a) Make up two sentences of your own using the idiomatic expression: *on the spot*.
b) Make up two sentences using the word *only* in the function of an adjective.
- III. Answer the following questions:
 - 1) What stories did the host relate?
 - 2) Why did the bride's father feel unhappy when his daughter disappeared?
 - 3) How was the mystery cleared up?
- IV. Write a short outline of the story.
- V. Relate it in your own words.

TWELFTH LESSON.

WHEN FIGURES SOUND LIKE MUSIC.

Great were our sufferings, hardships and privations during the Great Patriotic War. No capitalist country could have withstood such an ordeal by fire, blood and iron as ours did. Our socialist system proved to be very firm. We

won our victory under the leadership of the great Stalin. And now we want to create a life worthy of a victorious people.

Wide as was the scope of our previous Five-Year-Plans, that of the present, the new Stalinist Five-Year-Plan, is still wider.

Some people think that figures are a dull matter. But the figures of the new Five-Year-Plan sound like music, they sound like a solemn and stately marching song, created by a victorious people who have returned to peaceful labour.

19.5 million tons of cast iron;

25.4 million tons of steel;

250 million tons of coal;

35.4 million tons of oil;

82 milliard kilowatt-hours of electric-power;

500 thousand automobiles;

127 million tons of grain;

4 milliard 686 million metres of cotton fabrics — will constitute the output by 1950 in the Soviet Union.

A few illustrations will enable you to realize the scope of these figures more fully.

If we could sew up together all the cotton fabrics which will be produced by our factories in one year, to say nothing of wool and silk, a brightly-coloured belt might be wound round the globe 117 times. And 1 milliard 556 million dresses could be made out of it.

What does the term “kilowatt-hour” mean? It amounts approximately to three days’ work done by one strong man. The electric power that will be generated in the Soviet Union will accomplish in one year the work which it would have taken 1 million strong men 820 years to do.

Oil is sometimes called the “blood of machinery”. It sets in motion aircraft, tank or automobile engines. If we

poured into one reservoir all the oil which will be extracted in our country in one year, it would form a sea. .

If we could load the amount of coal that will be dug out from our pits in one year, we should want 12 trains to hold it. And what immense trains too! Each the length of the distance from Moscow to Vladivostok.

You will have kept in mind the figure of 500 thousand automobiles. Well, that means that two new automobiles will come off the conveyors of the motorworks of our country every single minute.

And what do such figures as 19.5 millions tons of cast iron and 25.4 million tons of steel imply? They are of the greatest importance.

"Metal is the foundation of our industry," comrade Stalin has declared. No town or village could exist if deprived of metal. Our mills and factories would become motionless; work would stop on our collective farms. Our country would become unable to withstand an enemy.

According to the present Five-Year-Plan, the total of our cattle will be increased, as compared to 1940, by 29%, that of pigs by 35%, and that of sheep and goats by 62%.

Countless flocks and herds belonging to our collective farms will be coming home in the evening from their pasturages, exhaling the sweet odour of new milk.

Our new Five-Year-Plan will enable us not only to recover all the losses caused by the war, but also to make our country more powerful, more prosperous and flourishing than it was before.

Explanatory Notes.

hardship — trouble, burden.

privation — loss, hardship.

to withstand — to bear, to oppose,
to resist.

ordeal — a hard test, a trial.

fabric — cloth, stuff, tissue.

immense — very large, vast.

foundation — basis, ground.

countless — uncountable, innumerable, very many.

to create — to build up, to form,
to make.

scope — size, range.

solemn — serious, grave, grand,
majestic.

output — production.

pasturage — grazing ground for
sheep and cattle.

to exhale — to smell or spread
the smell.

odour — smell, perfume, scent.

Exercises.

Pronounce:

autumn

column

solemn

reply

apply

imply

arrive

deprive

contrive

Word-Building:

Verb	Noun	Adjective	Adverb
deprive	privation victory	private victorious	privately victoriously
create	{ creation creator creature	creative	creatively
enable	peace ability	peaceful able	peacefully ably
signify	significance	significant	significantly
approximate	approximation	approximate	approximately
destroy	{ destruction destroyer	destructive	destructively

I. Give the opposites to the following words:

war, destruction, victory, peace, ability, significance.

II. Give the synonyms of the following words:

powerful, prosperous, immense, solemn.

III. Give the synonyms of the following verbs:

remember, imply, win, create, withstand, smell.

IV. Translate the text into Estonian.

V. Answer the following questions:

- 1) What do we call a woman who makes dresses?
- 2) What do we call a man who makes shoes?
- 3) What are dresses usually made of?
- 4) What are shoes made of?
- 5) What stuff is your winter coat made of?
- 6) What fabrics do you prefer (or like best) for making summer frocks (dresses)?
- 7) What sets in motion an aircraft engine?
- 8) What is the difference between the words "flock" and "herd"? (They are both translated into Estonian by means of one word — kari).

THIRTEENTH LESSON.

A FLIGHT OVER OUR COUNTRY.

If we make a flight over our native country, we shall see its great rehabilitation. We shall see our towns and villages, burnt by the fascist invaders, rise from the ashes. We shall see our victorious people engaged in the building up of a new communist society.

Now we are flying over Moscow. We see the ruby stars of the Kremlin sparkle; we see many palaces, museums, factories and mills standing out below us.

Here, in the heart of our Fatherland, the Supreme Soviet passed the law of the post-war Stalinist Five-Year-Plan. And now construction is going on in every corner of our great country.

Here is Stalingrad covered with scaffolding. Hundreds of new buildings may be discerned. Agricultural machinery for our collective farms is again coming off the conveyor of the famous Stalingrad tractor-works.

The mines, blast-furnaces and open hearth furnaces of Magnitogorsk, Taghil and Stalinsk appear below. According to the new Five-Year-Plan, Siberia, the Urals

and other regions of the RSFSR will supply $\frac{3}{5}$ of the steel smelted in our country.

We are flying over the Ukraine. Light wreaths of smoke are rising from the tractors in the fields. Sugar-beet growers are working in the fields of the collective and state farms. The Ukraine will provide us with large quantities of golden wheat and will supply still larger quantities of sugar-beet. The output of sugar in our country by 1950 will amount to 400 thousand tons; $\frac{2}{3}$ of this sugar will be furnished by Ukrainian refineries.

We have now reached Donbass — the “all-union stoke-hold”. More and more coal-mines spring up here every-day. Immense trains loaded with cast iron and steel are leaving the yards of the metal works there. . .

We fly on in a south-eastern direction. The snow summits of the Caucasian mountains are now left behind. We have reached sunny Georgia, the birth-place of the great Stalin. We see below tangerine groves and tea-plantations; we distinguish the dams of hydro-electric power stations on the tamed rivers; we can discern large manganese ore-fields and coal-mines.

We are now approaching Armenia. Its green orchards and vineyards flash beneath the wings of our plane. We catch sight of its copper-mines, its textile factories, its rubber and glass factories, its hydro-electric power stations.

The lace-work of the oil-derricks appears below. We have reached the oil-fields of Azerbaijan. Oil is the foundation of the republic's wealth. It is extracted not only from under the ground, but also from under the sea. We see vast cotton fields stretching beneath us. The building of the hydro-electric power station on the Kura-river, which presents the chief construction of the new Azerbaijan Five-Year-Plan, looks like some huge ant-hill. This magnificent

structure will supply many towns with electric power and provide the outlying fields with water.

We are flying over the green waters of the Caspian sea. Fishing boats are rocking on its waves. Tankers loaded with oil are sailing toward the mouth of the Volga.

We change our course and fly over land again. Turkmenia is below. We behold a forest of oil-derricks once more. And further on stretch boundless cotton fields.

The same panorama opens before us as we fly over Uzbekistan, Tadjikistan and Kirghizia. Our Central Asian republics supply us with cotton, oil, coal, silk and cotton fabrics. The present output of these articles will be increased by the end of the Five-Year-Plan.

Boundless are the vast expanses of the Kazakh S.S.R.; fertile are its steppes, great is its natural wealth. The sheep and cows grazing on its meadows are very fat. Kazakhstan supplies us with corn, coal, copper, zinc, oil and meat.

Let's change our course once more and fly north-west where along the coast of the Baltic Sea lie our three young Baltic republics.

Lithuania, Latvia and Estonia produce an ever increasing quantity of textile goods, knitted-garments and shoes. We glance at the ships loaded at the ports of Klaipeda, Libava, Riga and Tallinn.

In the north we fly over the forests of the Karelo-Finnish S.S.R., in the west — over the fields and the factories of Byelorussia; in the south — over the orchards and vineyards of Moldavia.

Our cities, towns and villages look very beautiful when they are decorated for holidays. With every year they will look still more beautiful. Under the leadership of our beloved Stalin our country is advancing further and further on the way to the glorious prosperity and happiness of its peoples.

Explanatory Notes.

sparkle — glitter, shine.

to discern — to see, to observe.

wreath — crown.

to dash — to rush, to fly, to speed.

summit — top, height.

to distinguish — to see, to discern.

to tame — to make one obey, to conquer.

to stretch — to spread, to extend.

magnificent — noble, stately.

boundless — infinite.

coast — sea-shore.

goal — aim, object.

Exercises.

Pronounce:

reserve	teeth	knife
preserve	wreath	knot
observe	beneath	knit
discern		

Word-Building:

Verb	Noun	Adjective	Adverb
bind	bounds boundary		
provide	provision		
distinguish	distinction	{ distinctive distinguished	distinctively
discern	discernment magnificence	discerning magnificent	

- I. Translate the text into Estonian.
- II. Make up a list of new words.
- III. Give the synonyms for the following adjectives:
immense, magnificent, forward, festive, famous, victorious, brave.
- IV. Give the opposites of the following words:
top, construction, rise, land, beneath, enemy, victory.

V. Underline "the accusative with the infinitive" construction in the text.

VI. Fill in the blanks with suitable words:

- 1) Iron — the main — of natural — in that region.
- 2) Oil is being — from under the bottom of the sea.
- 3) A — panorama suddenly — — us.
- 4) That new power-station will — with electricity the — towns and villages.
- 5) — garments wear well.
- 6) Shoes are generally made of —.
- 7) Cattle are grazing on the —.
- 8) Grapes grow in —.
- 9) Apples and pears grow in —.
- 10) Vegetables are grown in — —.

VII. Translate the following sentences into English:

- 1) Päikesepaistelises Gruusias kasvavad sidrunid ja mandariinid.
- 2) Armeenias me näeme toredaid puuviljaaedu.
- 3) Kesk-Aasias kultiveeritakse puuvilla.
- 4) Meie Balti vabariigid toodavad tekstiilkaupu, trikotaaži ja jalanõusid.
5. Me nägime, kuidas töötab ja ehitab uut elu võitmatu Nõukogude Liit.

FOURTEENTH LESSON.

A MOUNTAIN EAGLE.

J. V. Stalin.

I first became acquainted with Lenin in 1903. True, it was not a personal acquaintance; it was maintained by correspondence. But it made an indelible impression upon me, one which has never left me throughout all my work in the Party. I was in exile in Siberia at the time. My know-

ledge of Lenin's revolutionary activities since the end of the nineties, and especially after 1901, after the appearance of the *Iskra*, had convinced me that in Lenin we had a man of extraordinary calibre. I did not regard him as a mere leader of the Party, but as its actual founder, for he alone understood the inner essence and urgent needs of our Party. ... Lenin was not just one of the leaders, but a leader of the highest rank, a mountain eagle, who knew no fear in the struggle and who boldly led the Party forward along the unexplored paths of the Russian revolutionary movement.

Explanatory Notes.

to found — to establish.

inner — internal.

urgent — requiring immediate action or attention.

to regard — to consider.

boldly — bravely.

unexplored — not explored.

Exercises.

Pronounce:

read

eagle

leader

teacher

mere

near

clear

dear

movement

improvement

truth

youth

Word-Building:

Verb

acquaint

impress

introduce

revolt

convince

act

Noun

acquaintance

person

impression

introduction

{ revolution
{ revolutionary

conviction

{ act, action
{ activity

Adjective

personal

introductory

revolutionary

convincing

active

Adverb

personally

actively

practise	practice	practical	practically
lead	{ leadership		
	{ leader	leading	
explore	{ explorer		
	{ exploration		

- I. Make up a list of new words.
- II. Write three sentences with the following verbs:
to establish, to convince, to regard.
- III. Make a written translation of the article.

GRAMMAR REVIEW.

- I. Insert the proper tense of the verbs given in brackets.

1) After the young man (to send) his bride a letter, he (to begin) to get ready for the long journey.

2) While they (to prepare) for the feast, the young man (to meet) with an accident.

3) Unless you (to do) this work correctly, I not (to change) your mark.

4) I just (to receive) a letter from a friend of mine.

5) You ever (to hear) the story of Lenore?

6) As the castle clock (to strike) midnight, the girl (to step) to the window and (to see) her bridegroom.

7) How long you (to study) at this school?

- II. Insert the proper prepositions.

1) He was educated in England, but at the age — 17 returned to India.

2) He was put to bed and nursed by a kind old woman who knew something of medicine.

3) The bridegroom met at his way one of his friends — whom he had served in the army.

4) He sprang in his horse and was lost in the darkness — the night.

5) He looked — the window ^{at} the sky and ^{at} the sunlit garden.

6) She galloped — the gate, sprang — her horse and fell ^{to} her father's feet.

III. Insert the proper article and explain your reason for doing so.

1) — two latter stories are — new type of animal story that came into — fashion in — nineties of — last century.

2) She was — daughter of — miller.

3) He was — traveller in — East.

4) — owner of — castle had — daughter, who was — most beautiful girl in all — country.

5) — next day — lady was seen approaching — castle on — horse.

IV. Turn the following sentences into indirect speech:

1) "Unless this is done," he said, "I shall not sleep quietly in my grave."

2) The doctor said to the unhappy wife: "We shall nurse him and when your husband is well he will start working again."

3) "He will never be able to work as he did before," she replied.

4) "Oh yes, he will," said the doctor.

5) "Now I am going back to my patients," he continued.

V. Write out the following sentences, underline the *ing*-forms and state whether they are gerunds or present participles and what function they have in the sentence.

1) Shelley was expelled from the Oxford University for writing an essay called "The Necessity of Atheism".

2) Shelley visited many parts of Ireland making revolutionary speeches.

3) Shelley was drowned while boating during a storm.

4) This girl is very good at writing compositions.

- 5) He sent her a letter, mentioning when he could arrive.
- 6) Passing by a wood, they were attacked by robbers.
- 7) The castle was making preparations for his reception.

VI. Write down sentences 2, 3 and 6 from the preceding exercise and make them complex.

VII. Write down the following complex sentences and say what clauses they contain:

1) After Shelley had married Mary Godwin, he was forced to leave England.

2) A letter had been received mentioning when he would come.

3) Although night was drawing near no guest arrived.

VIII. Turn the following sentences into the passive.

+ 1) Soviet engineers are building big, fast aeroplanes that will reach the eastern American cities by way of the North Pole.

2) We are building new motor-roads.

3) We are mining coal in the Arctic Region.

4) The Soviet Government is erecting new cities in the Arctic.

5) The teacher was giving an English lesson to the elder girls.

6) The speaker made a brilliant speech.

7) I shall take my sister to Moscow with me.

FIFTEENTH LESSON.

Dick

CHARLES DICKENS.

(1812—1870)

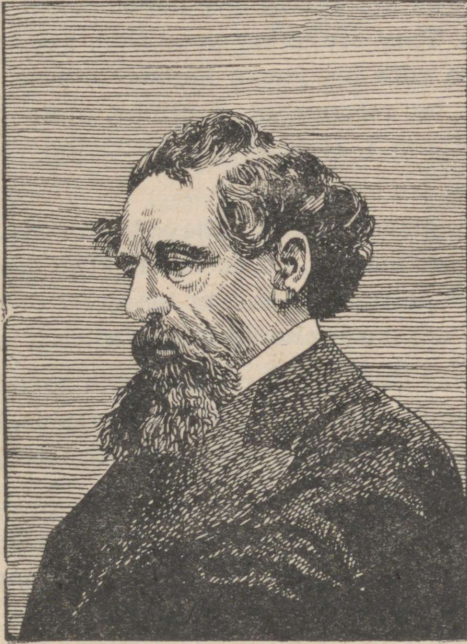
Dickens came of a petty bourgeois family.

His father was ruined when Charles was a little boy.

He had to go through many hardships, while his father was in a debtors' prison, and learned at an early age what capitalist exploitation was like.

His early life was one of want and poverty.

Dickens worked at a blacking factory and was one of the poor exploited children, whom he so masterfully depicted in his later life. Dickens began his literary career as a newspaper reporter.



At twenty-five he attained fame with the publication of the "Pickwick Papers" (in 1837), a great masterpiece, full of farce, pathos, caricature and humour.

That work consists of loosely bound incidents, presenting each a separate story in itself.

His "Papers" are remarkable for their dynamic power. Over a thousand characters, humorous, pathetic or grotesque move in them, to the delight of the reader.

Mr. Pickwick is an English Don Quixote; Sam Weller, his servant, is a nineteenth century Sancho Pansa.

The following novels rank among his best: "Bleak House", "Dombey and Son", "David Copperfield", "A Tale of two Cities".

Dickens does not reveal any development of character in his heroes. They are either good from beginning to end, as is the case with his young heroes, or else wicked rich men, whom he reforms at a stroke, like his Scrooge ("Christmas Carol"), Dombey, or Tackleton ("The Cricket on the Hearth").

The author himself seems to have been conscious of this, for speaking of Dombey, he declares: "The next issue will present all the personages nine or ten years older than they now are, but not much altered in character."

Dickens was chiefly preoccupied with social abuses; he protested against workhouses, debtors' prisons, bad schools, the exploitation of children, the abuses of the law courts.

Though an original observer, Dickens does not offer a very wide range of social portraits, ignoring the army, the fleet, parliament and the industrial world, except in his "Hard Times", where he does not give us a typical representative of the proletarian class in Stephen.

His attitude is negative not only towards the bourgeoisie, but towards the landed aristocracy as well.

It is fully displayed in "David Copperfield", in "Bleak House" and in "Our Mutual Friend".

Among his portrait gallery we have the unforgettable Mr. Pecksniff ("Martin Chuzzlewit"), Mr. Bounderby ("Hard Times"), Mr. Dombey ("Dombey and Son").

Explanatory Notes.

want — need.

blacking factory — a factory that produces substance used for blacking leather.

masterfully — with great skill, mastery.

to depict — to describe.

to attain — to get, to reach.

masterpiece — best work of a writer, painter, etc.

delight — great pleasure, joy.

at a stroke — suddenly, at once.

to alter — to change.

to ignore — to pay no attention.

to display — (*here*) to describe, to show.

Exercises.

Pronounce:

fame

pathos

range

attain

unfor'gettable

contra'diction

intro'duction

abuse

mutual

humour

issue

Note the silent *b* in *debt*, *debtor*.

- I. a) Give the synonyms of the following words:

want, to depict, delight, for instance, to alter, to ignore.

Write five sentences using them.

- b) Give the opposites to the following words:

wisdom, servant, best, wicked, negative, bitter, definite.

- II. Translate the text into Estonian consulting the dictionary.

- III. Answer the following questions:

1) What do you know about Dickens's early life?

2) When did Dickens become famous?

3) What are the "Pickwick Papers" famous for?

4) Whom do Mr. Pickwick and Sam Weller remind us of?

5) Which of Dickens's novels have you read in translation?

6) What social abuses does Dickens protest against in his novels?

7) Are the characters of his heroes static or dynamic?

8) What is Dickens's style famous for?

9) What literary school does Dickens belong to?

- IV. Relate Dickens's biography in your own words.

SIXTEENTH LESSON.

Jo.

JO.

By Ch. Dickens.

The extract below has been taken from "Bleak House", where Dickens revolts against the abuses of the law.

Jo belongs to Dickens's picture gallery of homeless, oppressed children.

He is a street sweeper, has no parents or relatives, and is quite as ignorant as the children of the poor were at the time according to the testimony of Marx (Capital, v. I) and Engels (Conditions of the Working Class).

Jo is not the hero of the novel and appears in its pages only occasionally, therefore the student must not expect any unity and should consider the present extracts as three separate sketches, just as Dickens presents them in the novel.

Sketch I is a scene at the Court of Law. A half-starved, beggarly looking boy is brought before the Coroner as a witness capable of throwing some light on the circumstances of the mysterious death of a poor man.

The passage has not been adapted and presents Jo's answers to the questions being put to him.

I.

"Oh, here's a boy, gentlemen!"

Here he is, very muddy, very hoarse, very ragged.

"Now, boy! Name?" — "Jo." Nothing else that he knows about. Never heard that everybody has two names. Doesn't know that Jo is short for a longer name. Thinks it long enough for him.

Finds no fault with it. "Spell it?" — "No."

He can't spell it. No father, no mother, no friends.

Never been to school. What's home?

Knows a broom is a broom, and knows it's wicked to tell a lie.

"This won't do, gentlemen!" says the Coroner. "Put the boy aside."

II.

Sketch II presents a picture of Jo's sad existence ("Jo lives — that is to say, Jo has not yet died").

What is Jo?

Jo is a little outlaw with a broom.

He sweeps his crossing all day long.

When asked a question he replies: "Don't know anything."

He knows that it's hard to keep the mud off the crossing in dirty weather, and harder still is to live by doing it. Jo lives — that is to say, Jo has not yet died — in a dirty place, known to the like of him by the name of Tom-all-alone's.¹

It is a black street, avoided by all decent people.

The ruined houses contain by night a swarm of misery.

It must be a strange state to be like Jo!

To pass through the streets, and be moved on. Jo comes along. The day changes into night and becomes dark and drizzly.

Jo sweeps his crossing among the mud and wheels and the horses, and gets but a little sum to pay for the shelter of Tom-all-alone's.

Twilight comes on; gas begins to start up in the shops; the lamplighter with his ladder runs along the pavement.

A wretched evening begins to close in.

(To be continued.)

Explanatory Notes.

passage — (*here*) extract.

muddy — dirty.

crossing — the place where
several streets cross.

to be moved on — to be told to
move on.

drizzle — fine rain.

to come on — to begin.

¹ A house where tramps, beggars and homeless children used to spend the night.

the like of him — people such as he, people who are like him.
 swarm — (here) collection, crowd (swarm = a body of bees).
 gas begins to start up — (here) to flash up; to appear.
 wretched — very miserable.
 to close in — (here) to come to an end.

Exercises.

Pronounce:

few	home	ex'pel	passage	street
use	close	ex'pect	manage	sweep
abuse	revolt	ex'tend	carriage	weep
refuse	motion	ex'tract	ladder	wheel

I. a) Form nouns from the following words:

muddy, dirty, ruined, ragged.

b) Translate the idiomatic expression *to find fault with* into Estonian.

Make up two sentences using it.

c) Form adjectives from the following nouns:

mist, fog, sun, snow, dirt, luck.

II. Answer the following questions:

- 1) What did Jo find no fault with?
- 2) What did he think long enough for him?
- 3) Could he spell or read?
- 4) Did he go to school?
- 5) What was it he knew?
- 6) What was he obliged to do in the streets?
- 7) What does the first part of Jo's story end with?
- 8) What descriptions is Dickens famous for?

III. Relate the two sketches in your own words.

SEVENTEENTH LESSON.

Dust.

JO.

(Continued.)

In Sketch III Dickens draws the picture of a supper-party at the house of a wealthy man, Mr. Snagsby.

The Snagsby family expect Mr. Chadband and his wife. Mr. Chad-

band is a selfish bourgeois who pretends to be a kind and unselfish man. He is a hypocrite like Mr. Pecksniff or like the Miller in "The Devoted Friend".

Little Jo stands beneath the window of Mr. Snagsby's house and sees all the preparations for the reception of the guests.

It is at that moment that the constable comes and tells him to move on, for beggars are not allowed to stop on the same spot.

III.

Mr. and Mrs. Snagsby expect to receive company. The expected guests are rather select than numerous, being Mr. and Mrs. Chadband, and no more.

Mr. Snagsby, in his best coat, looking at all the preparations says to Mrs. Snagsby: "At what time did you expect Mr. and Mrs. Chadband, my love?" The bell at the door tinkles and Mr. Chadband and Mrs. Chadband make their appearance.

He is a large yellow man with a fat smile.

He moves softly, not unlike a bear who has been taught to walk upright, and looks as if he wanted to grovel. His wife is a stern, silent woman.

"My friends," says Mr. Chadband, "peace be on this house! On the master of the house, on the mistress of the house, on the young maidens, and on the young men!"

"My friends," he proceeds, "what is this which we now see as being spread before us?"

"Refreshment. We need refreshment, my friends, because we are but mortal, because we are but of the earth, because we are not of the air. Can we fly, my friends? No! We are calculated to walk. Could we walk, my friends, without strength, my friends? Our legs would refuse to bear us.

"We derive our strength from bread in various form, from butter, from the milk which is yielded us by the cow, from the eggs which are laid by fowl, from ham, from

tongue, from sausage, and from such like. Then let us partake of the good things which are set before us."

Having said these words, Mr. Chadband sits down at Mr. Snagsby's table, and helps himself.

At that moment the servant whispers to Mr. Snagsby that he is wanted.

Mr. Snagsby says rising: "Perhaps this good company will excuse me for half a minute," and leaves the room.

When he comes downstairs he sees a police constable holding a ragged boy by the arm. "This boy," says the constable, "although he's been told to many times, won't move on —"

"I'm always moving on, Sir," cries the boy, wiping away his tears with his arm. "I've always been moving and moving on ever since I was born. Where can I possibly move to, Sir, more than I do move?"

"He won't move on," says the constable calmly, "therefore I am obliged to take him into custody."

"Oh, my eye. Where can I move to?" cries the boy desperately, beating his bare feet upon the floor of Mr. Snagsby's passage.

"My instructions are that you are to move on."

"But where?" cries the boy.

"Well! Really, constable, you know?" says Mr. Snagsby.

"Really that does seem a question."

By this time Mr. and Mrs. Chadband and Mrs. Snagsby have appeared upon the stairs.

"The question is," says the constable, "whether you know this boy. He says you do."

"No, he doesn't," Mrs. Snagsby cries out.

"I do know something of this lad and I can't say there's any harm; perhaps on the contrary, constable."

"You are very poor, aren't you?" says the constable.

"Yes, I am indeed, Sir, very poor in general," replies Jo

"Constable," says Mr. Snagsby, "I have no doubt he will move on. You know you really must do it, my lad."

The constable bids the company good afternoon and walks away.

Jo is requested to follow into drawing-room. On seeing him, Mr. Chadband rises and says:

"My young friend, you are to us a pearl, you are to us a diamond, you are to us a gem, a jewel. And why, my friend?"

"I don't know," replies Jo.

"Because you are a human boy! Because you are capable of receiving the lessons of wisdom, of profiting by the speech which I now deliver for your good. Because you are in a state of darkness."

At these words Jo gives a terrible yawn. He wants to go away.

After Jo leaves Mr. Snagsby's house he finds a dark corner, where he sits and munches a piece of bread, given to him by Mr. Snagsby. There he sits, the sun going down, the river running fast, the crowd flowing by him in two streams — everything moving on to some purpose and to one end — until he is stirred up, and told to move on too.

Explanatory Notes.

to expect to receive company — expect guests, or visitors.

to make one's appearance — to appear, to come.

to walk upright — to walk upon its hind legs.

to proceed — to continue.

refreshment — food.

to derive — to draw, to take.

to yield — to produce.

passage — (*here*) corridor.

lad — a young boy, a youth.

to bid — (*here*) to say.

to request — to ask.

to munch — to eat slowly.

to stir — to move.

oh my eye — exclamation of surprise.

Exercises.

Pronounce:

health	beneath	weather	first
wealth	reveal	feather	stir
selfish	receive	whether	dirt
guest	proceed		mirth

- I. a) Write out from the text the nouns having the suffix *-ment* as in *refreshment*.
b) Form nouns from the following verbs:
to pay, to move, to manage, to pave.
c) Write three adjectives with the suffixes: *-ful*, *-less*, *-al* (as *mortal*).
d) Build adjectives from the following words:
strength, power, weakness, height.
e) Build nouns from the following words:
weak, idle, quiet, silent, lonely.
- II. Give the opposites to the following words:
stern, silent, soft, large, fat, beautiful, pleasant, downstairs, darkness, stupidity, peace.
- III. Expand the following contracted sentences:
1) Having concluded, Mr. Chadband sat down at Mr. Snagsby's table.
2) Having finished his meal, he stood up.
- IV. Contract the following sentences:
1) When he comes downstairs he sees a police constable holding a ragged boy by the arm.
2) After Jo leaves Mr. Snagsby's house he finds a dark corner and sits down to rest.
3) Mr. Snagsby asks permission of the company and leaves the room.
- V. Translate the following passive sentences into Estonian:
1) At that moment the servant whispers to Mr. Snagsby that he is wanted.

2) He has repeatedly been told to move on.

Write two similar sentences of your own.

VI. Translate the following sentences into English:

1) Mulle öeldi, et seda raamatut olevat raske saada.

2) Talle öeldi, et teda jäetavat teiseks aastaks sellesse klassi.

3) Mulle sageli helistatakse telefoniga.

4) Seda küsimust arutati mitu korda.

VII. Turn the following sentences into indirect speech:

1) "This boy," said the constable, "although he has been repeatedly told, will not move on."

2) "I am always moving on, Sir," cried the boy desperately.

3) "He will not move on," said the constable calmly, "therefore I am obliged to take him into custody."

4) "The question is," said the constable, "whether you know this boy."

5) "I know something of this boy and I cannot say there is any harm," said Mr. Snagsby.

VIII. Make up four sentences with the following expressions:

to be wanted, to be told, to be obliged, to be instructed;
e. g. *My teacher told me I was wanted.*

IX. Dramatize this scene in the following way: let four pupils represent Jo, the constable, Mr. Snagsby and Mr. Chadband.

X. Note the emphatic use of *to do* in the sentence:

"Where can I move to, Sir, more than I do move?"

Find another sentence in the story where *to do* is used emphatically.

XI. Answer the following questions:

1) What did Mr. Chadband look like?

2) What did Mrs. Chadband look like?

3) What did Mr. Chadband speak about before they sat down?

4) What kind of description does the second sketch contain?

- XII. Relate all you know about Jo.
- XIII. Read sketches I and II in the past tense.
- XIV. Write out from the text all the words referring to food and add to them those you remember.
- XV. Write a short paraphrase of the story.

EIGHTEENTH LESSON.

MARIA BAIDA.

By L. Ozerov.

The Sevastopolites called her "fearless Marusya" when she was still a Red Cross instructor. Before that she had worked behind the counter in a village store. But when the war broke out she decided that her place was at the firing line. After work she attended nursing courses and when the Germans penetrated to the Crimea her nimble fingers applied a bandage just as skilfully as she had formerly done up paper parcels. She was appointed Red Cross instructor of a rifle battalion, and it was here that she gained her fame as a fearless young woman.

But the desire grew in her to take her place on the firing line. At last she got her wish: she was assigned to a scout platoon. The life of a scout hardened Maria, polished her talent for calm courage, and put a still keener edge on her hatred for the enemy. Maria now knew firmly that when the test came she would not flinch.

The day of the test came, a hot June day, and through the thunder and roar of the Sevastopol battles the whole front heard the name of Maria Baida.

Maria and her comrades — automatic-riflemen — were in the front lines. This night the Germans lit up the whole terrain with flares, and as soon as the faint light of dawn appeared they began to send over hundreds of bombs and shells. Together with Sergeant-Major Mosienko and two

Red Army men Maria kept a close watch on the German lines. As soon as the fascists went over the top her automatic rifle spoke. In a few minutes she had accounted for ten enemy soldiers.

The Germans pressed forward from all directions. The handful of automatic-riflemen had to change their positions constantly as they repulsed the furious attacks of the enemy. Maria sprang from trench to trench, quickly taking up a convenient position and opening fire. Ten more fascists were laid low by her accurate fire.

Then the ammunition gave out. Maria jumped up and ran quickly through the communication trench to the supply base. On the way the girl caught sight of a wounded Red Army man. She quickly bandaged his wound and helped him to the dressing station. Then she seized several discs and three grenades and ran back to the spot where the unequal skirmish was taking place between the handful of Soviet men and a company of German automatic-riflemen.

Suddenly she heard a strange noise and saw four Germans leading off one of our men.

"They want to take him alive," thought Maria and she decided to save her comrade.

A short burst rang out. Three Germans fell. The fourth was wounded. The Red Army man was saved, and the girl hastened back to her friends.

The Germans were crawling along the ravines over the fields, through the vineyards. Everywhere she saw gray uniforms. Maria lay prone in a ditch and began to shoot the Hitlerites one by one.

Thus two hours passed. As many as a hundred fascists had already been accounted for. But the enemy continued to push forward. Suddenly a grenade burst near Maria, wounding her in the head and arm. One of her comrades

dressed her wound. She took up her automatic rifle again and opened fire. Michael saw her pale face and shouted at her:

"Go to the rear."

"I'm going to stick it out to the end!" Maria objected firmly.

Soon for the second time only one disc remained between the two of them. The girl fired half a disc and again set off for more ammunition. She had not crawled more than two metres when she noticed three Germans close by under a tree. She threw a grenade. The three Germans remained on the spot.

Another few metres and she noticed a fourth soldier. She squeezed the trigger. But the shot did not follow... The German sprang to his feet and began to come towards her aiming his automatic rifle at her. It was a matter of seconds. Maria jumped forward and with a mighty swing split the skull of the German with the barrel of her rifle. From the dead soldier she took his gun and five magazines, and as if nothing had happened returned to Mosienko saying:

"Here you are, Misha. Now we're supplied..."

With the German automatic rifle Maria Baida worked havoc among the fascists. Every shot told. Platoon after platoon was thrown into the attack. But all their attacks were repulsed.

Night came on. Maria and her comrades who had been fighting all day in encirclement decided to make their way to their own unit. Picking her way through the trenches, Maria found and bandaged eight wounded men. To each one she said frankly and honestly:

"There are only a few of us here. Almost everyone is wounded. But if we stick together the Germans won't get us. I know every bush here. We'll make our way through."

Maria led her comrades ahead to their battalion. For three hours they groped their way through the darkness and peril of the night. Wounds ached, blood oozed through hastily made dressings, but still they kept on, encouraged by this wonderful girl, tender as a sister and brave as a legendary hero.

At last they heard the familiar challenge.

"Halt! Who goes?"

"Friends," replied Maria loudly.

The sentry recognized her immediately. The men crowded around the girl. Everyone wanted to shake hands with her.

A very short time passed and her comrades once again congratulated the fearless riflewoman. The heroine of Sevastopol Sergeant-Major Maria Karpovna Baida had become a Hero of the Soviet Union.

Explanatory Notes.

nimble — swift, quick.

to apply a bandage — to bandage.

to do up a parcel — to pack (fasten) a parcel.

to harden — to make hard.

desire — wish.

to put a keener edge — to make stronger.

to flinch — to draw back.

flare — bright light.

faint — pale, weak.

dawn — first light, daybreak.

to keep a close watch — to watch closely.

to repulse — to drive back.

trench — deep ditch dug by troops.

to lay low — to upset.

to give out — to be exhausted.

to catch sight of — to begin to see.

to dress a wound — to put dressing on a wound.

skirmish — irregular fight.

to lie prone — to lie with face downwards.

to stick it out — to continue to resist.

to work havoc — to destroy.

to grope the way — to feel about.

to halt — to stop.

Exercises.

Pronounce:

fearless	nursing	store	parcel
rear	firmly	formely	harden
near	skirmish	roar	darkness
appear	burst	forward	sergeant

Word-Building:

Verb	Noun	Adjective	Adverb
instruct	{instructor instruction	instructive	
apply	appliance	applicable	
nurse	nurse		
	skill	former	formerly
	fame	skilful	skilfully
assign	assignment	famous	
harden	hardness	hard	
hate	{hate hatred	hateful	hatefully
thunder	thunder	thunderous	
account	account	accountable	
light	light	light	
hasten	haste	hasty	hastily

- I. Translate the text into Estonian with the help of the dictionary
- II. Make up a list of new words.
- III. Give the opposites to the following words.

to harden, to appear, to keep on, to attack, fearless, convenient, unequal, familiar, alive, everyone, front, light, top, quickly, everywhere, hatred.

- IV. Find the synonyms of the following words in the text:

swift, daybreak, to pack, wish, to feel about, to draw back, to be exhausted, to drive back, to stop.

V. Fill in the blanks with the words from the text.

- 1) She was not a coward, she was a . . . young woman.
- 2) When the war . . . , he was not in Moscow.
- 3) My sister works behind the . . . in a store.
- 4) Maria was . . . Red Cross instructor.
- 5) The . . . of Soviet men had to fight against a . . . of German automatic-riflemen.
- 6) Suddenly the ammunition
- 7) The Red Cross instructor helped the wounded man to the . . . station.
- 8) The Germans wanted to take him
- 9) Everywhere we saw grey
- 10) The automatic-riflemen lay . . . in a ditch.
- 11) A grenade . . . near them.
- 12) The Red Army man split the skull of the fascist with the . . . of his rifle.

VI. Translate the following sentences into Estonian.

- 1) When the war broke out, I began to attend nursing courses.
- 2) My husband was assigned to a scout platoon.
- 3) The life at the front put a still keener edge on his hatred for the fascists.
- 4) The Sergeant-Major kept a close watch on the German lines.
- 5) Many fascists were laid low by their accurate fire.
- 6) When the ammunition gave out, the rifleman ran quickly to the supply base.
- 7) The sergeant and the men lay prone in a ditch.
- 8) We decided to stick it out to the end.
- 9) The man set off for more ammunition.
- 10) It was a matter of seconds.
- 11) She worked havoc among the fascists.
- 12) Blood oozed through hastily made dressings.

VII. Translate the following sentences into English:

- 1) Tema ema töötab kaubamajas leti taga.
- 2) Võitlejad valvasid hoolsasti fašiste.
- 3) Peotäis nõukogude inimesi lõi tagasi kõik fašistide rünnakud.
- 4) Sakslased ei saanud teda elusalt kätte.
- 5) Punaarmee lane ruttas oma väesalka (detachment).
- 6) Julge tütarlaps tuli tagasi, nagu poleks midagi juhtunud.
- 7) Kuna ta oli peast haavatud, tütarlaps sidus tal haava kinni ja viis ta sidumispunkti (dressing-station).
- 8) Haavatud püüdsid pääseda oma väeosa juurde.
- 9) Valvesõdur tundis nad ära.
- 10) Igaüks tahtis suruda naissangari kätt.

VIII. Answer the following questions:

- 1) Where had Maria Baida worked before the war broke out?
- 2) What did she do when the war broke out?
- 3) What effect did the life of a scout have on Maria?
- 4) When did the whole front hear the name of Maria Baida?
- 5) When did the Germans begin the attack?
- 6) Who kept a close watch on the German lines?
- 7) How did the handful of automatic-riflemen fight against the Germans?
- 8) Whom did Maria meet when she was on her way to the supply base?
- 9) Whom did Maria save on her way back?
- 10) What did Maria do when she returned to her friends?
- 11) Why did Maria not go to the rear when she was wounded?
- 12) What happened to Maria when she ran again for more ammunition?
- 13) How did she get a German gun and five magazines?

- 14) How were the German attacks repulsed?
- 15) What did Maria and her comrades decide to do when night came?
- 16) What happened on their way to their unit?
- 17) What did everyone want to do when Maria returned to her unit?
- 18) What did Maria Baida become a short time after?

IX. Make a short outline of the story.

X. Tell the story in your own words.

NINETEENTH LESSON.

BYRON.

(1738—1824)

Shelley, a prophet of genius, and Byron, with his wild ardour and bitter satire upon contemporary society, have the greatest number of readers among the working class.

Engels (Vol. III, p. 520).

Lord George Gordon Byron, great romantic poet and rebel, was a contemporary of Shelley. He came of an ancient aristocratic family.

Before he was of age, Byron produced a slender volume of poetry called "Hours of Idleness", bearing the following inscription upon it: "Series of poems original and translated by George Gordon Byron, a minor."

The critics of the "Edinburgh Review" attacked the young poet saying that this statement was unnecessary as his verse showed his age.

Byron never forgave them and three years later wrote his first satire "English Bards and Scotch Reviewers" where he displayed his gifts in attacking his enemies of the "Edinburgh Review".

Byron's life was as eventful and as unconventional as his poetry.

In 1812 he made two fiery revolutionary speeches in the House of Lords, one in defence of the Luddites¹, the other on behalf of Ireland.



It was on account of these two speeches and perhaps due to his divorce from his wife, Miss Milbanks, that the poet was compelled to leave England.

He describes his parting with his native land in the first

¹ Luddites — a name assumed by machine-breakers, who called themselves so after a legendary apprentice Ludd, who, having revolted against his master, killed the latter. He is often called King Ludd.

canto of "Childe² Harold's Pilgrimage". On leaving England, Byron went to Switzerland, where he made friends with Shelley.

After this Byron settled in Italy, where he found a rich field of action.

That country was then suffering under the yoke of the Austrian emperors, and our poet joined the Italian carbonari³, a revolutionary organization that was struggling for the national independence of Italy.

Byron remained in Italy until 1823.

When Greece began its struggle for independence against Turkey, he threw all his energies into the cause and died at Missolonghi in 1824, "engaged in the attempt to restore the country to its original state of freedom".

Besides "Childe Harold", an account of his wanderings through Europe, Byron wrote a number of dramas, among which "Manfred" and especially "Cain" occupy a prominent place. In "Cain" Byron expresses his revolt against God's tyranny.

It is incorrect to associate Byron with Byronism alone, a literary current so called after its creator.

He soon outgrew it and some years later he parodied his own oriental tales ("The Corsair", "Lara", and the "Giaour") in his masterpiece "Don Juan", a satiric in verse. It is as a satirist that we value Byron most in our country. "Don Juan" with its satire on manners, education, and religion ranks among the best specimens of satire in world literature. Byron and Shelley had a considerable influence upon the Chartist poets E. G. Jones, Massey and Cooper.

² Childe — an archaic word denoting a youth of noble birth.

³ Carbonari — charcoal burners.

SONG FOR THE LUDDITES.

I

As the Liberty Lads o'er the sea
Bought their freedom, and cheaply, with blood,
So we, boys, we
Will die fighting, or live free,
And down with all kings but King Ludd.

II

When the web that we weave is complete,
And the Shuttle exchanged for the Sword,
We will fling the winding-sheet
O'er the despot at our feet,
And dye it deep in the gore he has pour'd.

III

Though black as his heart its hue,
Since his veins are corrupted to mud,
Yet this is the dew,
Which the tree shall renew
Of Liberty, planted by Ludd!

Explanatory Notes.

before he was of age — before he **a lad** — boy.

was twenty-one.

slender — (*here*) thin.

minor — a person that is under
twenty-one.

liberty — freedom.

the Liberty Lads o'er the sea —

French revolutionaries of 1789.

complete — finished.

gore — (*poet.*) blood.

hue — colour.

Exercises.

Pronounce:

re'bel

title

lay

current

due

com'pel

minor

display

suffer

excuse

ex'pel

fighting

portray

struggle

ex'cel

striking

stay

Luddite

Word-Building:

Verb	Noun	Adjective	Adverb
	ardour	ardent	ardently
inscribe	inscription		
	event	eventful	
	romance	romantic	romantically
	society	social	socially
produce	production	productive	productively
satirize	satire	satiric	satirically
consider	consideration	considerable	considerably

I. a) Form nouns from the following adjectives:

idle, minor, bitter, satiric, major.

b) Form adjectives from the following nouns:

independence, legend, speciality.

c) Form nouns from the following verbs:

to occupy, to create, to correct, to settle, to attack, to express.

II. Give the opposites to the following words:

ancient, a minor, following, to attack, uneventful, conventional, rich, independent, to be idle, oriental, national, active.

III. Give the synonyms of the following words:

idle, to name, wealthy, prominent, mature, to force.

IV. Answer the following questions:

1) What did Engels say of Shelley and Byron?

2) What was Byron's first work called?

3) What did the critics of the "Edinburgh Review" say of Byron's first work?

4) What satire did Byron write in answer to his enemies of the "Edinburgh Review"?

5) What speeches did Byron make in 1812?

- 6) Why did he have to leave England?
 - 7) Where did he go to?
 - 8) What did Byron do in Italy?
 - 9) What kind of organization were the Italian carbonari?
 - 10) Where did Byron die?
 - 11) Which of Byron's works have you read?
 - 12) Why is it incorrect to associate Byron only with Byronism as a literary current?
 - 13) What kind of a poem is "Don Juan"?
 - 14) In what way does "Don Juan" differ from Byron's oriental tales "The Corsair", "Lara", and the "Giaour"?
- V. Write a composition about Byron.
- VI. Translate the poem into Estonian.

GRAMMAR REVIEW.

I. Insert the correct tense of the verbs in brackets.

- 1) When the boy (to come) into the garden his aunt (to dig out) some little roots there.
- 2) After he (to tell) his aunt all his adventures, she (to take) him to the cottage.
- 3) "I (to be) very unhappy since my dear mother (to die)," said the orphan.
- 4) When Mr. Snagsby (to come) downstairs, he (to see) a police constable who (to hold) a ragged boy by the arm.
- 5) "Unless you (to move) on I (to take) you into custody."
- 6) After Jo (to leave) Mr. Snagsby's house he (to find) a dark corner and (to sit) there for a rest.
- 7) When you (to read) "David Copperfield"?
- 8) I (to finish) this book by the time you come to see me.
- 9) I (to write) my composition at this time to-morrow.

II. Insert the definite or the indefinite article where necessary.

1) Jones escaped from his father's house when he was — boy of ten.

2) His life was one of — want and — poverty.

3) When he comes downstairs he sees — police constable holding — ragged boy by — arm.

4) There he sits, — sun going down, — river running fast.

III. Insert a preposition where necessary.

1) I joined — the Communist Party — 1925.

2) When Greece began its struggle — independence — Turkey, Byron threw all his energies — the cause and died — Missolonghi — 1824, engaged — the attempt to restore the country — its original state of freedom.

3) The boy ran away — his master's house and got — his aunt's cottage.

4) There came — the house a lady.

5) She took him — the house and put him — the sofa.

6) We came running — the stairs as if the house were — flames.

IV. Put the following sentences into the passive:

1) The castle was making preparations for his reception.

2) Dickens depicted the sufferings of the poor.

3) The critics attacked the young poet.

4) Mr. and Mrs. Snagsby have invited some guests.

5) I was translating this text when I heard the bell ring.

V. Insert the correct form of the verb, making it agree with the subject in number and in person.

1) Shelley and his wife (to stay) in Italy when Byron came there.

2) Jones as well as Shelley and Byron (to be) the son of an aristocrat.

3) Either you or he (to have) to make this report.

4) Neither Byron nor Shelley (to be) on good terms with the English Government.

5) Don Quixote with his servant Sancho Pansa (to be) unforgettable characters in world literature.

VI. Complete the following conditional sentences:

- 1) If I have any spare time to-morrow, I
- 2) If he knew English well, he
- 3) If she had her leave last year, she
- 4) I shall go to the South next summer if I
- 5) They would come to see us if they
- 6) He would not have been so late if he

VII. Analyse the following simple sentences:

- 1) After the failure of the Chartist movement Jones deserted the chartists.
- 2) Marx in his letter to Engels makes many references to the poet.
- 3) Dickens began his literary career as a newspaper reporter.
- 4) In 1812 Byron made two revolutionary speeches in the House of Lords.
- 5) They went down before dawn to see the sun rise.

VIII. Analyse the following complex sentences:

- 1) When the poet was a boy of eleven he escaped from his father's estate to help the Poles, who were then in insurrection.
- 2) After his Swiss period, Byron settled in Italy, where he found a rich field of action.
- 3) Byron had to leave England, because he had made two revolutionary speeches.
- 4) When Byron had left England he went to Switzerland, where he made friends with Shelley, who was staying there.
- 5) That Byron had to leave England is a thing easily explained.
- 6) It is important that you should know it.

IX. Translate the sentences below into English using the following conjunctions:

as well as, neither — nor, either — or, and, with.

1) Mina ega minu vennad ei tantsi.

2) Šefid olid kutsunud oma piduõhtule nii õpetajaid kui õpilasi.

3) Teie võite teie õde peate tooma mulle raamatu.

4) Nii mina kui mu sõbrad on hästi ette valmistatud kevadisiks eksameiks.

5) See naisterahvas oma lapsega käib sageli meie aias jalutamas.

X. Put the following sentences into indirect speech:

1) "Why have you not answered my letter?"

2) "It is because I am very busy just now."

3) "Come and stay with us in the country."

4) "I am afraid life in the country will seem dull to me."

5) "I shall be very sorry if you don't come."

6) "Oh, don't, I shall try and do my best to come with you for a couple of days."

XI. Use the nominative with the infinitive (or the passive construction) in the following sentences:

1) Jo (to be told) repeatedly to move on.

2) Little Hans (to be wanted) at the mill.

3) The constable said Mr. Snagsby (to be wanted) downstairs.

TWENTIETH LESSON.

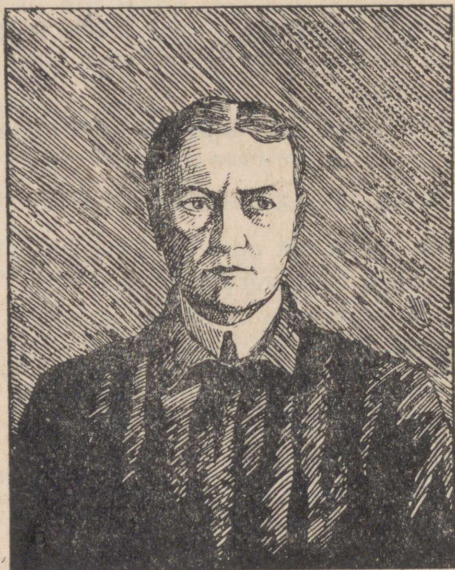
O. HENRY.

(1862—1910)

O. Henry, a well-known American short-story writer, whose real name was Porter, came of a poor petty-bourgeois family.

Many of his stories were written in prison, where he had been put on a false charge.

O. Henry is a great master of the technique of the short story. His powers of invention are great. He is fond of keeping his reader in suspense; when the reader is expecting



one ending, the author surprises him with another, entirely unexpected.

The story we offer is an illustration of his favourite devices.

‘WITCHES’ LOAVES.

By O. Henry.

Miss Martha Meacham kept the little bakery on the corner. Miss Martha was forty, she possessed two false teeth and a sympathetic heart.

Two or three times a week a customer came in whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard. He spoke English with a strong German accent. His clothes were worn and darned in places. But he looked neat, and had very good manners. He always bought two loaves of stale bread. Fresh bread was five cents a loaf. Stale ones were two for five. Never did he call for anything but stale bread.

Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. No doubt he lived in a garret where he painted pictures and ate stale bread and thought of the good things to eat in Miss Martha's bakery.

Often when Miss Martha sat down to her chops and light rolls and jam and tea, she would sigh and wish that the gentle-mannered artist might share her tasty meal instead of eating the dry crusts in his garret. Miss Martha's heart was a sympathetic one.

In order to test her theory as to his occupation, she brought from her room one day a painting that she had bought at a sale. It was a Venetian scene. A marble palace stood in the foreground. For the rest there were gondolas, clouds and sky.

Two days later the customer came in.

"Two loaves of stale bread, if you please," he said. "You have here a fine picture, madam," he continued. "Yes?" said Miss Martha. "You think it is a good picture?"

"The palace," said the customer, "is not well drawn; its perspective is not true." He took his bread and went out.

Yes, he must be an artist. Miss Martha took the picture back to her room.

What a thing it would be if genius were backed by a bakery, and a sympathetic heart! But these were day-dreams, Miss Martha.

The customer kept on buying stale bread. Never a cake, never a pie, never any fresh bread. She thought he began looking thinner and discouraged. She wanted to add something good to eat to his purchase. But she dared not. She knew the pride of artists.

Miss Martha began to dress better and look after her complexion.

One day the customer came in for his stale loaves. While Miss Martha was reaching for them, a fire-engine came past. He ran to the door to look.

Suddenly inspired, Miss Martha seized the opportunity. On the bottom shelf behind the counter was a pound of fresh butter she had bought ten minutes before. With a breadknife Miss Martha made a deep slash in each of the stale loaves, put a great quantity of butter inside and pressed them together. When the customer turned once more, she was tying the paper around them.

For a long time that day she thought about him and imagined his surprise and pleasure at discovering the butter in the loaves.

Suddenly the front door bell tinkled furiously. Somebody was coming in, making a great deal of noise. Miss Martha hurried to the door. Two men were there. One was a young man she had never seen before. The other was her artist. His face was very red, his hat was on the back of his head, his hair in disorder. He clenched his two fists and shook them at Miss Martha shouting:

"Blockhead, old cat, you have ruined me!" His young companion took him by the collar.

"Come on," he said, "you have said enough," and dragged the angry one out of the bakery.

"I think you ought to be told, ma'am," he said, "what it is all about. This gentleman's name is Blumberger. He's an architectural draughtsman. I work in the same office with

him. He has been working hard for three months drawing a plan for a new city-hall. It was a prize competition. He finished inking the lines yesterday. You know, a draughtsman always makes his drawing in pencil first. When it's done, he rubs out the pencil lines with handfuls of stale breadcrumbs. That's better than India rubber. Blumberger has been buying the bread here. Well, to-day ... you know, ma'am, that butter isn't ... well, Blumberger's plan isn't good for anything now, except to cut up into railroad sandwiches."

Miss Martha went to the back room. She took off her blue silk blouse and put on the old brown serge blouse she used to wear.

Explanatory Notes.

customer — a buyer.

neat — tidy.

occupation — (here) profession.

painting — (here) picture.

to back — (here) to support, to help.

slash — cut.

what it is all about — what is the matter.

Exercises.

Pronounce:

stale

butter

quantity

complexion

cake

customer

quality

collection

bakery

crust

quarter

production

I. Give the opposites to the following words:

dry, top, background, silence, pleasure, to buy, to discourage.

II. Form nouns from the following verbs:

to possess, to occupy, to continue, to inspire, to complete.

III. Complete the following sentences:

1) I shall tell you all about it if. ...

2) Miss Martha would never have buttered the loaves if. ...

3) If I had known that before,

4) If he had not run to the door to look at a fire-engine,

5) Miss Martha thought she would invite him to share her meal if. ...

IV. Translate the following sentences into English:

1) Te võite teha selle joonise pliiatsiga (in pencil).

2) Ta jätkas joonistamist hoolimata helistamisest.

3) Me kasutasime juhust ja kutsusime oma õpetaja osa võtma meie muusikaringi tööst.

4) Ma viskasin ära oma portfelli, mis oli nii kulunud, et ta enam kuhugi ei kõlvanud.

5) Meie klassi õpilased on väga huvitatud suusaspordist.

V. Write out from the text sentences containing *ing*-forms, state whether these are gerunds or present participles and what function they have in the sentence.

VI. Relate the story in your own words.

TWENTY-FIRST LESSON.

JACK LONDON.

(1876—1916)

Jack London, American novelist and short-story writer, spent his childhood near San-Francisco in Oakland, where his father owned a ranch.

When he was ten, his father was ruined and Jack was obliged to help his family by selling newspapers.

He read many books of romance and adventure and longed for the sea.

During the winter of 1893—1894 he worked in a jute mill. Then he became a tramp, wandering over the United States and Canada.

He described these years of wandering in a book called "The Road". Some years later he entered the university of California, but soon had to give up his studies and take a job in a laundry. He spent his spare time studying and preaching socialism.



Some time after he left for Klondike and later went to the gold fields of Alaska. There he had an attack of scurvy, and came back. He was made famous by his book "The Call of the Wild". "Martin Eden" is another of his well-known books. The story is mainly autobiographical.

The present story was written in 1911 and included into a volume of short stories called "When God Laughs". It describes the labour conditions on the plantations.

THE CHINAGO.

By Jack London.

Ah Cho did not understand French. He sat in the crowded court-room, very weary and bored. He thought of the stupidity of the Frenchmen who took so long to find out the murderer of Chung Ga, and who did not find him at all. The five hundred coolies on the plantation knew that Ah San had done the killing, and here was Ah San not even arrested.

Ah Cho had done nothing of which to be afraid. He had no hand in the killing.

It was true he had been present at it and Schemmer, the overseer on the plantation, had rushed into the barracks immediately afterward and caught him there, along with four or five others, but what of that?

Chung Ga had been stabbed only twice.

It was clear that five or six men could not have inflicted two wounds. At the most, if a man had struck but once, only two men could have done it.

Ah Cho was twenty-two years old. He sat quietly while the magistrate performed the Judgement. His three companions were also quiet when the interpreter explained that the four of them had been found guilty of the murder of Chung Ga, and that Ah Chow should have his head cut off, Ah Cho serve twenty years in prison in New Caledonia, Wong Li twelve years and Ah Tong ten years.

There was no use in getting excited about it. Even Ah Chow remained expressionless as a mummy, though it was his head that was to be cut off.

The five Chinagos were taken back to jail.

They were not shocked nor grieved. The heavy punishment for a crime they had not committed was no stranger

than the countless strange things that the white masters did.

In the weeks that followed, Ah Cho often looked at Ah Chow with mild curiosity.

His head was to be cut off by the guillotine that was being erected on the plantation.

For him there would be no old age. As for himself, Ah Cho was not afraid. Twenty years were merely twenty years.

(To be continued.)

Explanatory Notes.

to long for — to wish something very strongly.

jute — a plant imported chiefly from Bengal and used for making bags, sacks, etc.

tramp — one who travels from place to place on foot.

to wander — to travel (on foot) without any definite aim.

weary — very tired; worn out with fatigue.

to have a hand in — to take part in.

along with four others — together with four others.

interpreter — one who translates or explains; one who translates from a foreign language.

curiosity — desire to know or learn.

Exercises.

Pronounce:

utility	punisch	white	man
stupidity	rush	time	stab
university	struck	fine	sat
unity	funny	crime	hand

I. a) Note the noun-suffix in the words:

murderer, interpreter, overseer.

Form nouns from the following verbs:

to work, to lead, to toil, to manage, to write.

b) Note the noun-suffix in *judgement* and *punishment*.

Write five more words with the same suffix.

c) Note the negative suffix in *expressionless* and *countless*.

Write five adjectives with this suffix.

d) Pay attention to the negative prefix in the following words:

interpret — **mis**interpret.

interpretation — **mis**interpretation.

understand — **mis**understand.

fortune — **mis**fortune.

Write four sentences using the words with this prefix.

II. Analyse the sentences given below in the following way:

a) Write out simple sentences and say by what part of speech every part of each sentence is expressed.

b) Write out compound sentences, underline the conjunction and analyse the sentences in the same way as you did with simple ones.

c) Write out complex sentences and say what clauses they contain.

1) He sat in the crowded room, very tired and bored.

2) He thought of the stupidity of the Frenchmen who took so long to find out the murderer of Chung Ga.

3) The five hundred coolies on the plantation knew that Ah San had done the killing.

4) He had been present at the killing and the overseer caught him there.

5) It was clear that five men could not inflict two wounds.

6) He sat quietly while the magistrate performed the judgement.

7) The five Chinagos were taken back to jail.

8) He was young, but for him there would be no old age.

III. Change the following sentences into the active:

1) Ah San was not even arrested.

2) Chung Ga was stabbed only twice.

3) The five Chinagos were taken back to jail.

IV. Answer the following questions:

- 1) What do you know of J. London's childhood?
- 2) In what book did he describe his years of wandering?
- 3) What books by J. London have you read?
- 4) What stories belong to his Alaska period?
- 5) Where is the present story taken from?
- 6) What does this story tell us about?

TWENTY-SECOND LESSON.

THE CHINAGO.

(Continued.)

Cruchot was a gendarme. He was stupid. Cruchot it was who received the order from the judge to the jailer to deliver over to Cruchot the person of Ah Chow.

Now, it happened that the judge had given a dinner the night before to the captain and officers of the French man-of-war. His hand was shaking when he wrote out the order, and he did not read it over.

It was only a Chinago's life he was signing away, anyway. So he did not notice that he had omitted the final letter in Ah Chow's name.

The order read "Ah Cho", and when Cruchot presented the order, the jailer showed to him the person of Ah Cho. Cruchot took that person beside him on the seat of a wagon and drove away.

Ah Cho was glad to be out in the sunshine and smiled. He thought Schemmer had sent for him to be brought back to the plantation. Schemmer wanted him to work.

He smiled with such good nature that even Cruchot was astonished.

"You are funny," he said at last.

Ah Cho smiled again.

"You laugh too much," said Cruchot. "One's heart should be full of tears on a day like this."

"I am glad to get out of jail."

"Well, well," said Cruchot finally, "so you don't know?"

"Know what?" Ah Cho asked in alarm. "Won't Schemmer let me work for him any more?"

"Not after to-day," Cruchot laughed.

It was a good joke. "You see, you won't be able to work after to-day. A man with his head off can't work, eh?"

Ah Cho was silent. Then he spoke: "Is Schemmer going to cut off my head?"

Cruchot nodded. "It is a mistake," said Ah Cho, gravely, "I am not the Chinago that is to have his head cut off. I am Ah Cho. The judge has determined that I am to stay twenty years in New Caledonia. I am not Ah Chow."

"Shut up!" shouted Cruchot.

Soon they reached the plantation and the mules trotted up to the foot of the guillotine in the shade of which stood the impatient sergeant. Ah Cho was hurried up the ladder of the guillotine. Beneath him he saw assembled all the coolies of the plantation.

Schemmer had decided that the event would be a good object-lesson, and so he called in the coolies from the fields and compelled them to be present. As they caught sight of Ah Cho they saw the mistake, but they said nothing. The whites had doubtlessly changed their minds. Instead of taking the life of one innocent man, they were taking the life of another innocent man. Ah Cho looked at the sergeant and said to him: "The judge said that Ah Chow was to have his head cut off," he began. The sergeant was thinking of the fifteen-mile ride before him, and of Berthe, the pretty girl who was waiting for him at the end of it.

"Well I am not Ah Chow. I am Ah Cho. The jailer has made a mistake. Ah Chow is a tall man, and you see

I am short." The sergeant looked at him and saw the mistake.

"Schemmer!" he called. "Come here. Look at him. Is he the Chinago?"

Schemmer was surprised.

"Look here," he said finally, "we can't postpone this affair. I've lost three hours work already out of those five hundred Chinagos. I can't take them a second time from their labour. Let's cut off his head just the same. It is only a Chinago."

"All right," replied the sergeant.

"Go ahead with it. He is only a Chinago, it is true!"

Explanatory Notes.

man-of-war — war-ship.

to sign — to put one's name on paper.

to omit — to leave out.

impatient — not patient.

grave — serious.

to determine — to decide.

doubtless — without any doubt.

to postpone — to put off.

Idiomatic Expressions.

to catch sight of ... — to notice suddenly, to remark.

to change one's mind — to change one's resolution.

to make up one's mind — to decide, to resolve.

to afford something — to have sufficient money to pay for something.

Exercises.

Pronounce:

jail	stop	ride	reach	fear
shake	trot	drive	beach	near
mistake	nod	final	beat	tear
shade	drop	sign.	seat	clear

Word-Building:

Verb	Noun	Adjective	Adverb
	impatience	impatient	impatiently
	nature	natural	naturally
omit	omission		
fill	fullness	full	fully
sign	signature		
plant	plantation		

- I. Make up four sentences with the following verbs:
to omit, to fill, to sign, to plant.
- II. Answer the following questions:
- 1) Why did the judge make a mistake?
 - 2) Which letter did he omit in Ah Chow's name?
 - 3) What did this mistake lead to?
- III. Analyse these sentences in the following way:
- a) Write out compound sentences, underline the conjunction and say by what part of speech every part of each sentence is expressed.
 - b) Write out complex sentences and say what clauses they contain.
- 1) The judge had given a dinner the night before and he had drunk very much. 2) His hand was shaking when he wrote out the order. 3) He did not notice that he had omitted the final letter in Ah Chow's name. 4) When Cruchot presented the order the jailer showed him the person of Ah Cho. 5) He thought that the overseer had sent for him. 6) The coolies saw the mistake, but they said nothing. 7) He was thinking of a pretty girl who was waiting for him. 8) The sergeant looked at the coolie and he saw the mistake.
- IV. Pick out of the text one sentence containing the construction "accusative with the infinitive".
- Write four sentences of your own containing this construction.
- V. Put the following sentences into indirect speech:

1) "You are funny," said Cruchot, "why do you laugh?"

2) "I am not going to work on the plantation?" asked Ah Cho in alarm.

3) "I am not the Chinago that is to have his head cut off. I am to stay twenty years in New Caledonia," said Ah Cho.

4) Ah Cho said to the sergeant, "The jailer has made a mistake; Ah Chow is a tall man and I am short."

5) "Come here! Look at him!" shouted the sergeant to the overseer.

VI. Write a short outline of the story.

VII. Write a composition about Jack London.

GRAMMAR REVIEW.

I. Insert the proper tense of the verbs given in brackets.

1) Two years ago I (to be) in Moscow, but I (to be) never there since.

2) I (to know) comrade B. for ten months.

3) When (to see) you him?

4) I (to see) him yesterday.

5) I (to finish) that book by the time you (to come) to-morrow.

6) We (to walk) for four hours and we are very tired.

7) I (to buy) a new watch because I (to break) my old one.

8) They (to play) chess, when he knocked at the door.

9) Ring me up before you (to come).

10) Come to see me as soon as you (to arrive) in Moscow.

II. Insert the proper form of the verb or complete the following sentences:

1) You shall read this book whether you ... (to like) it or not.

2) I ... (to come) late if I ... the bus.

- 3) If it . . . fine weather, we might go for a walk.
- 4) We shall go on an excursion to-morrow, if it . . . not rain.

5) I shall consider the matter settled, unless you . . . object to it.

6) I shall do that, if . . .

III. Turn the following sentences into the passive:

1) Soviet engineers are constructing many powerful aeroplanes.

2) Brave Soviet pilots are planning wonderful new flights.

3) The Soviet Government is turning the Arctic into a habitable and productive land.

4) The doctors in the Arctic are taking special care of the health of our polar explorers.

IV. Put the following sentences into indirect speech:

1) "Go away," said the constable to Jo.

2) "Where am I to go?" he replied.

3) Jo said, "I have been very unhappy since my parents died. I have been taught nothing."

4) "What shall we do with him?" asked Mr. Snagsby.

5) "I shall take him into custody," the constable declared.

V. Translate the following sentences using the accusative with the infinitive.

1) Ma pidasin teda targaks inimeseks.

2) Ma teadsin tal olevat hea mälu.

3) Meie õpetaja soovib, et meie hästi valdaksime inglise keelt.

4) Ta nägi oma tädi keetvat moosi.

5) Harri kuulis teda trepist alla jooksvat.

VI. Translate the following sentences into English using the present participle:

- 1) Jane astus aeda, viies kaasa hommikusöögi.
- 2) Olles käskinud õel kütta vannitoa ahju, pani ema mu diivanile.

3) Olles andnud mulle suppi, läks ta jälle aeda.

VII. Insert the correct form of the verb, agreeing with the subject in number and person.

1) Miss Miller and Jane (to be) in the dining-room when the other pupils entered it.

2) Either the miller or Hans (to have) to go to the market.

3) Mr. Chadband with his wife (to be expected) at Mr. Snagsby's house.

4) Mr. Chadband as well as his wife (to be) going to enjoy the refreshment.

5) Mr. Snagsby as well as his guests (to be) astonished when they heard the bell ring.

VIII. Write out the following sentences, underline the attributes in them and say by what part of speech they are expressed.

1) Her parents got ruined.

2) She had a lovely face.

3) The young man was an Englishman.

IX. Write out the following sentences and say whether the words in italics are extensions of time, place or manner.

1) They brought their baby *to the city*.

2) They brought their baby to the city *to be nursed*.

3) *One day* we went out for a walk.

4) We came back *late in the evening*.

5) I put down my portfolio *on the sofa*.

6) My wife was sitting *in the dining-room*.

7) His wife cried *with joy*.

X. Write out the following sentences and say which of them are simple sentences and which are compound ones.

1) She was the daughter of a worker.

- 2) Her parents died of cholera and she was left alone.
- 3) One day he came back late in the evening and held something heavy in his arms.

XI. Write out the following sentences, underline the conjunctions, and say which of these sentences are compound, complex, or simple sentences.

- 1) My wife was sitting in the dining-room.
- 2) They put the sick man down on the sofa and his wife began to nurse him.
- 3) When he went away we walked back to the mill.

XII. Say what kind of subordinate clauses the following sentences contain:

- 1) The children in the Soviet Union are happy because everybody is kind to them.
- 2) One day, when the weather was fine, we went out for a walk.
- 3) He was put to bed because he was feeling very ill.

XIII. Expand the following simple sentences into complex ones.

- 1) The young girl cried with horror on hearing these words.
- 2) He fell over the cliff while gathering some plants.
- 3) Being a good-natured boy, Hans did not get angry with the miller.

XIV. Insert *should* or *would* in the following sentences:

- 1) He — sit for hours in his garden reading poetry.
- 2) — you kindly tell me the time?
- 3) You — do all you can to help the weak pupils to master English.
- 4) We — remember that it is our duty to work well.
- 5) He — work more.
- 6) I — not eat anything more.

XV. Insert the definite or the indefinite article where necessary.

1) — horse is — animal. 2) — horses are — animals.
 3) — iron, — copper and — zinc are — minerals. 4) — time
 is money. 5) — history, — geography and — literature
 are our favourite subjects. 6) — spring is — delightful
 season. 7) — dinner is the principal meal of — day. 8) He
 was sent to — school. 9) Byron was — English poet
 of — 19th century. 10) While — boy he wrote — volume
 of — poems. 11) “— School for Scandal”, — comedy of
 Sheridan’s, was written when — author was but 26 years
 old. 12) We shall be out of — town for — next fortnight.
 13) When do you leave — town? 14) I went to his house
 with — intention of telling him about — news. 15) — great
 poets Byron, Shelley, Lermontov and Pushkin all died at
 — early age.

XVI. Insert *to* before the infinitive where necessary.

1) You may — go. 2) He could not — speak. 3) You
 ought — know better. 4) I watched him — cross the street.
 5) We saw them — come upstairs. 6) I turned — see what
 was going on. 7) The students were obliged — wait.

XVII. Put the right adjective in the right place.

great	}	Newton was a — man. We live in a — house.
large		
fresh	}	I have got a — supply of eggs, but I cannot say whether they are — or not.
new		
old	}	His library contains many — editions of — authors.
ancient		

SHERIDAN.

(1751—1816)

Richard Brinsley Sheridan is one of the greatest 18th century dramatists. His two best known comedies are



“The Rivals” (1775) and “The School for Scandal” (1775). In “The School for Scandal” he depicts the upper society of London given up to scandal and intrigue. This comedy

is remarkable for its brilliant and witty dialogue of which the extract below may serve as a good illustration.

"The School for Scandal" has been produced with great success in the Soviet Union.

EXTRACT FROM "THE SCHOOL FOR SCANDAL".

By R. B. Sheridan.

Act II.

Scene I.

A room in Sir Peter Teazle's house. Enter Sir Peter and Lady Teazle.

Sir Peter. Lady Teazle, Lady Teazle, I'll not bear it!

Lady Teazle. Sir Peter, Sir Peter, you may bear it or not, as you please! but I ought to have my own way in everything, and what's more, I will too. What! though I was educated in the country, I know very well what women of fashion in London should do.

Sir Peter. Very well, madam, very well; so a husband is to have no influence, no authority?

Lady Teazle. Authority! No, to be sure: if you wanted authority over me, you should have adopted me, and not married me: I am sure you were old enough.

Sir Peter. Old enough! Well, well, Lady Teazle, though my life may be made unhappy by your temper, I'll not be ruined by your extravagance! To spend as much to furnish your drawing-room with flowers in winter.

Lady Teazle. And am I to blame, Sir Peter, because flowers are dear in cold weather? You should find fault with the climate, not with me. For my part, I'm sure I wish it was spring all the year round, and that roses grew under our feet!

Sir Peter. Oh madam, — if you had been born to

this I shouldn't wonder, at your talking thus; but you forget what your situation was when I married you.

Lady Teazle. No, no, I don't; it was a very disagreeable one, or I should never have married you.

Sir Peter. Yes, madam, you were the daughter of a plain country squire. You used to wear linen gowns with a bunch of keys at your side.

Lady Teazle. Oh yes, I remember it very well, and a curious life I led. My daily occupation was to inspect the dairy and superintend the poultry.

Sir Peter. I'm glad you have so good a memory. This was your situation: and what have I done for you? I have made you a woman of fashion, of fortune, of rank — in short, I have made you my wife.

Lady Teazle. Well, then, there is but one thing more you can make me to add to the obligation.

Sir Peter. My widow, I suppose.

Lady Teazle. Hem! Hem!

Sir Peter. I thank you, madam, for, though your conduct may disturb my peace of mind, it shall not break my heart.

Lady Teazle. Now, Sir Peter, since we have finished our daily quarrel, I suppose I may go to Lady Sneerwell's house.

Sir Peter. A charming set of acquaintances you have made there!

Lady Teazle. They are all people of rank, fortune and of reputation.

Sir Peter. They are utterers of falsehoods, coiners of scandal.

Lady Teazle. I have nothing against the people I abuse. I do it out of pure good humour. But Sir Peter, you know you promised to come to Lady Sneerwell's too.

Sir Peter. I shall come just to look after my own character.¹

Lady Teazle. Then you must come quick after me, or you will be too late. So good-bye. (*Goes out.*)

Sir Peter. Though I cannot make her like me, there is a great satisfaction in quarreling with her. (*Goes out too.*)

SAMUEL TAYLOR COLERIDGE.

(1772—1834).



Coleridge, a great English romantic poet, was the contemporary of Byron and Shelley.

¹ Here it means reputation.

The extracts below have been drawn from one of his longer poems "The Ancient Mariner", which is thought to be his masterpiece. They describe a storm that drives the ship to the South Pole.

THE ANCIENT MARINER.

By S. Coleridge.

And now there came both mist and snow,
And it grew wondrous cold:
And ice, mast-high, came floating by,
As green as emerald.

The ice was here, the ice was there,
The ice was all around:
It cracked and growled, and
 roared and howled,
Like noises in a swound!

Down dropt the breeze, the sails dropt down,
'Twas sad as sad could be;
And we did speak only to break
The silence of the sea!
All in a hot and copper sky,
The bloody Sun, at noon,
Right up above the mast did stand,
No bigger than the Moon.

Day after day, day after day,
We struck, nor breath, nor motion,
As idle as a painted ship
Upon a painted ocean.

Water, water everywhere,
And all the boards did shrink;
Water, water everywhere,
Nor any drop to drink.

RISE, LIKE LIONS AFTER SLUMBER.

By Shelley.

I.

Men of England, heirs of glory,
Heroes of unwritten story,
Nurslings of one mighty mother,
Hopes of her and one another!

II.

Rise, like lions after slumber,
In unvanquishable number!
Shake your chains to earth, like dew
Which in sleep had fall'n on you!
Ye are many — they are few!

TO-MORROW.

By Shelley.

Where art thou, beloved To-morrow?
When young and old, and strong and weak,
Rich and poor, through joy and sorrow,
Thy sweet smiles we ever seek,
In thy place — ah well-a-day
We find the thing we fled — To-day.

CHILDE HAROLD.

By Byron.

Canto I.

Adieu, adieu! my native shore
Fades o'er the waters blue;
The Night-winds sigh, the breakers roar,
And shrieks the wild sea-mew.

Yon Sun that sets upon the sea
We follow in his flight;
Farewell awhile to him and thee,
My native Land — Good Night.

HEBREW MELODIES.

By Byron.

SUN OF THE SLEEPLESS.

Sun*of the sleepless! melancholy star!
Whose tearful beam glows tremulously far,
That show's the darkness thou canst not dispel,
How like art thou to joy remember'd well!
So gleams the past, the light of other days,
Which shines, but warms not with its powerless rays;
A night-beam Sorrow watcheth to behold,
Distinct, but distant — clear — but, oh how cold!

I SAW THEE WEEP.

I saw thee weep — the big bright tear
Came o'er that eye of blue;
And then methought it did appear
A violet dropping dew;
I saw thee smile — the sapphire's blaze
Beside thee ceased to shine;
It could not match the living rays
That fill'd that glance of thine.
As clouds from yonder sun receive
A deep and mellow dye,
Which scarce the shade of coming eve
Can banish from the sky,
Those smiles unto the moodiest mind
Their own pure joy impart;
Their sunshine leaves a glow behind
That lightens o'er the heart.

JONES.

(1813—1869)

In Chartism it is the whole working class which arises against the bourgeoisie, and attacks, first of all, the political power, the legislative rampart with which the bourgeoisie has surrounded itself. Chartism has proceeded from the Democratic Party which arose between 1780—1790 with and in the proletariat, gained strength during the French Revolution, and came forth after the peace as the Radical Party. It had its headquarters then in Birmingham, and Manchester, and later in London; it extorted the Reform Bill from the oligarchs of the old Parliament by a union with the liberal bourgeoisie and has steadily consolidated itself since then as a more pronounced working-men's party in opposition to the bourgeoisie.

From "Conditions of the Working Class in England" by Friedrich Engels.

Ernest Charles Jones is an outstanding chartist poet.

When a boy of eleven, he escaped from his father's house in Germany to help the Poles, who were then in insurrection.

He was educated in England and became a barrister of note.

But he gave up law to join the chartists, and associated with the so called "physical force chartists" who were for revolutionary action as contrasted with the "moral force chartists" who confined themselves to a peaceful propaganda of their political views. Jones collaborated with O'Connor, who headed the "physical force chartists", wrote for "The Northern Star" and distinguished himself as a chartist. Karl Marx and Friedrich Engels corresponded with Jones, who provided them with all kind of necessary information with regard to the progress of this revolution.

nary movement in England (1845—1848), and fully recognized his great poetic gift.

After the failure of the monster petition in 1848, Jones deserted the chartists and returned to the bar.

In one of his letters to Engels, Marx expresses his indignation at this betrayal of the cause of the working class.

SONG OF DEMOCRACY.

By Ernest C. Jones.

The land it is the landlord's;
The trader's is the sea;
The ore the usurer's coffer fills,
But what remains for me?

The camp, the pulpit, and the law,
For rich men's sons are free,
Theirs, theirs are learning, art, and arms.
But what remains for me?

I pay for all their learning,
I toil for all their ease;
They render back in coin for coin,
Want, ignorance, disease.

We bear the wrong in silence,
We store it in our brain;
They think us dull — they think us dead;
But we shall rise again!

A trumpet through the land will ring;
A heaving thro' the mass;
A trampling thro' their palaces,
Until they break like glass!

We'll cease to weep by cherished graves.
From lonely homes will flee,
And still as rolls our million-march,
Its watchword brave shall be:

The coming hope — the future day
When Wrong to Right shall bow,
And hearts that have the courage, men,
To make that future "now".

THE SONG OF THE LOWER CLASSES.

By Ernest C. Jones.

We plough and sow — we're so very, very low
That we delve in the dirty clay,
Till we bless the plain — with the golden grain,
And the vale with the fragrant hay.

Our place we know — we're so very low,
'Tis down at the Landlord's feet:

We're not too low — the bread to grow,
But too low the bread to eat.

Down, down we go — we're so very, very low,
To the hell of the deep-sunk mines,
But we gather the proudest gems that glow
When the crown of a despot shines.

We're low — we're low — we're very, very low.

Yet from our fingers glide

The silken flow and the robes that glow
Round the limbs of the sons of pride.

And what we get — and what we give,

We know, and we know our share;

We're not too low the cloth to weave,

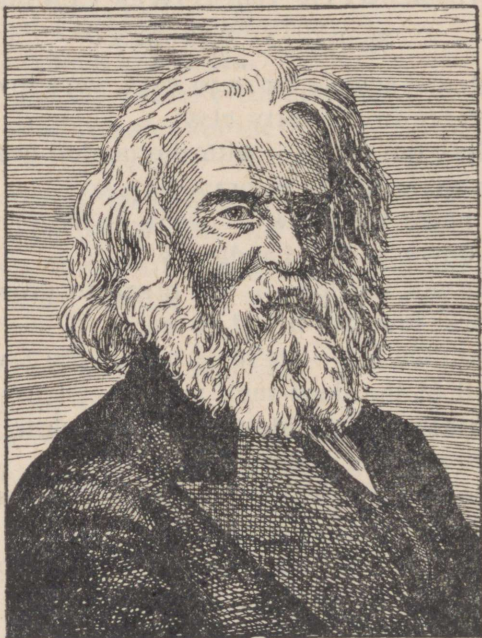
But too low the cloth to wear!

We're low — we're low — we're very, very low,
And yet when the trumpets ring,

The thrust of a man's arm will go
Thro' the heart of the proudest king.
We're low — we're low — our place we know,
We're only the rank and file,
We're not too low — to kill the foe,
But too low to touch the spoil.

LONGFELLOW.

(1807—1882)



Henry Wadsworth Longfellow, a great 19th century American poet, was a humanist and a democrat.

During the period preceding the American civil war he joined the anti-slavery movement and contributed much

to its development, depicting the exploitation of the Negroes in his poetry.

The extract below is from "The Song of Hiawatha", his masterpiece. The poem describes a half-legendary Indian chief — Hiawatha. It tells the reader of Hiawatha, how he grew to manhood and became a famous hunter.

It depicts in a vivid manner the life of birds and animals, and abounds in beautiful pictures of nature.

"The Song of Hiawatha" is an imitation, both in subject and metre, of the great Finnish epic, "The Kalevala", with which Longfellow had become acquainted during his visit to Europe. Its beautiful rhythm imitates that of a folk song.

HIAWATHA.

(Extract.)

By Longfellow.

IV.

Out of childhood unto manhood
Now had grown my Hiawatha,
Skilled in all the craft of hunters,
Learned in all the lore of old men,
In all youthful sports and pastimes,
In all manly arts and labours.
Swift of foot was Hiawatha;
He could shoot an arrow from him,
And run forward with such fleetness,
That the arrow fell behind him!
Strong of arm was Hiawatha;
He could shoot ten arrows upward,
Shoot them with such strength and swiftness,

That the tenth had left the bowstring
Ere the first to earth had fallen!
He had mittens, Minjekahwun,
Magic mittens made of deerskin;
When upon his hands he wore them,
He could smite the rocks asunder,
He could grind them into powder.
He had moccasins enchanted,
Magic moccasins of deerskin;
When he bound them round his ankles,
When upon his feet he tied them,
At each stride a mile he measured!

ELIZABETH GASKELL.

(1810—1865)

Elizabeth Gaskell, English novelist and biographer, was the daughter of W. Stevenson, a farmer.

She spent her childhood in a little provincial town, Knutsford, which has been masterfully drawn in her story "Cranford".

In 1829 she married William Gaskell and came to live in Manchester.

It is there she wrote "Mary Barton", a book that laid the foundation of her literary career.

It assured to her the friendship of Dickens, for whose magazine "Household Words" she wrote her "Cranford", the most popular of her books, which presents a realistic, humorous picture of provincial life. The book is an accepted classic.

CRANFORD.

By E. Gaskell.

Our Society.

(Chapter I.)

In the first place, Cranford is in possession of the Amazons; all the owners of houses are women. If a married couple comes to settle in the town, somehow the gentleman disappears; he is either frightened to death by being the only man in the Cranford evening parties, or he is said to be with his regiment, his ship, or engaged in business all the week in the great neighbouring commercial town of Dumble.

In short, whatever does become of the gentlemen, they are not at Cranford.

What could they do if they were there?

The surgeon has his round of thirty miles, and sleeps at Cranford, but every man cannot be a surgeon.

For deciding all questions of literature and politics without troubling themselves with unnecessary reasons or arguments; for obtaining clear and correct knowledge of everybodys affairs in the parish — the ladies of Cranford are quite sufficient. "A man" — as one of them observed to me once, "is so in the way in the house."

Their dress is very independent of fashion, as they observe. "What does it signify how we dress here at Cranford, where everybody knows us?" And if they go from home, their argument is the same, "What does it signify how we dress here where nobody knows us?"

Then there were rules and regulations for visiting and calls; and they were announced to any young people, who might be staying in the town.

"My friend," they would say, "never let more than three days pass between receiving a call and returning it; and also you are never to stay longer than a quarter of an hour."

"But am I to look at my watch? How am I to find out when a quarter of an hour has passed?"

"You must keep thinking about the time, my dear, and not allow yourself to forget it in conversation."

As everybody had this rule to their minds, whether they received or paid a call, of course no serious subject was ever spoken about.

We kept ourselves to short sentences and were punctual to our time.

I imagine that a few of the gentlefolks of Cranford were poor, and had some difficulty in making both ends meet.

We none of us spoke of money, because that subject was connected with commerce and trade; though some might be poor, we were all aristocratic.

There were one or two consequences arising from this which might be introduced into many circles of society to their great improvement.

For instance, the inhabitants of Cranford kept early hours and therefore the whole town was abed and asleep by half-past ten.

Then, it was considered "vulgar" to give anything expensive in the way of eatable or drinkable at the evening entertainments. Bread and butter and biscuits were all that was wanted.

There, economy was always "elegant" and money-spending always "vulgar", a sort of sour grapism.

SELECTIONS FROM "A TALE OF TWO CITIES".

By Charles Dickens.

Chapter I.

THE PERIOD.

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the

epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way.

There were a king with a large jaw and a queen with a plain face, on the throne of England; there were a king with a large jaw and a queen with a fair face, on the throne of France.

France rolled down hill, making paper money and spending it. Under the guidance of her Christian pastors, she entertained herself, besides, with such humane achievements as sentencing a youth to have his hands cut off, his tongue torn out with pincers, and his body burned alive, because he had not kneeled down in the rain to do honour to a dirty procession of monks which passed within his view, at a distance of some fifty or sixty yards.

In England there was hardly any amount of order and protection to justify much national boasting. Daring burglaries by armed men, and highway robberies took place in the capital itself every night. The highwayman in the dark was a City tradesman in the light; the mail was attacked by seven robbers, and the guard shot three dead, and then got shot dead himself by the other four, after which the mail was robbed in peace; prisoners in London jails fought battles with their turnkeys; thieves tore off diamond crosses from the necks of noble lords at Court drawing-rooms; and nobody thought any of these occurrences much out of the common way.

All these things, and a thousand like them, came to pass in and close upon the dear old year one thousand seven hundred and seventy-five.

Monseigneur, one of the great lords in power at the Court, held his fortnightly reception in his grand hotel in Paris. Monseigneur was about to take his chocolate. Monseigneur could swallow a great many things with ease, and was supposed to be rather rapidly swallowing France; but his morning's chocolate could not get into the throat of Monseigneur, without the aid of four strong men besides the Cook.

Yes, it took four men to conduct the happy chocolate to Monseigneur's lips. One lacquey carried the chocolate-pot, a second frothed the chocolate with the little instrument he bore for that function; a third presented the favoured napkin; a fourth poured the chocolate out. It was impossible for Monseigneur to do without one of these attendants on the chocolate.

Monseigneur had been out at a little supper last night, where the Comedy and the Grand Opera were charmingly represented. Monseigneur was out at a little supper most nights, with charming company. So polite and so impressible was Monseigneur, that the Comedy and the Grand Opera had far more influence with him than the needs of all France.

Monseigneur had one truly noble idea of general public business, which was, to let everything go on in its own way; of particular public business, Monseigneur had the other truly noble idea that it must all go *his* way—tend to *his* own power and pocket. Of his pleasures, general and particular, Monseigneur had the other truly noble idea, that the world was made for them.

He went downstairs into the courtyard, got into his carriage, and drove away.

His man drove as if he were attacking an enemy.

With a wild rattle and clatter the carriage dashed through

streets and swept round corners, with women screaming before it, and seizing children out of its way.

At last, one of its wheels suddenly came to a sickening little jolt, and there was a loud cry from a number of voices.

"What has gone wrong?" said Monseigneur, calmly looking out.

A tall man in a nightcap had caught up a bundle from among the feet of the horses, and had laid it on the pavement, weeping wildly over it.

"Pardon, Monsieur the Marquis!" said a ragged and sad-looking man, "it is this man's child."

As the tall man suddenly got up from the ground, and came running at the carriage, Monsieur the Marquis clapped his hand for an instant on his sword-hilt.

"Killed!" shrieked the man, in wild desperation, extending both arms, and staring at him. "Dead!"

The people closed round, and looked at Monsieur the Marquis. Monsieur the Marquis ran eyes over them all, as if they had been mere rats come out of their holes.

He took out his purse.

"It is extraordinary to me," said he, "that you people cannot take care of yourselves and your children. One or the other of you is for ever in the way. How do you know what injury you have done my horses? See! Give him that!"

He threw out a gold coin, without deigning to look at the assemblage a second time. Then Monsieur the Marquis leaned back in his seat with the air of a gentleman who had accidentally broken some common thing, and had paid for it, and could afford to pay for it.

JEROME K. JEROME.

(1859—1927)

Jerome Klapka Jerome was an English short-story writer, dramatist, journalist and actor.

Like Dickens he had known the darker side of life, for his father had died in poverty when he was fourteen, and his mother had died soon after. He often changed his professions, working in turn as clerk, actor and editor. Jerome is famous for his humour, which he often combines with a sensitive understanding of the suffering and hardships of the toiling masses.

The story of "Three Men in a Boat" ranks among his best works.

THE MAN WHO WOULD MANAGE.

By Jerome K. Jerome.

It was told me that at nineteen months of age he wept because his grandmother would not allow him to feed her with a spoon; and that at three and a half he was fished out of the water-butt, where he had climbed for the purpose of teaching a frog to swim.

Two years later, he injured his left eye, showing the cat how to carry kittens without hurting them.

His desire was always to help others. He would spend whole mornings explaining to elderly hens how to hatch eggs; and would give up an afternoon's blackberrying to sit at home and crack nuts for his pet squirrel. Before he was seven he would argue with his mother upon the management of children, and reprove his father for the way he was bringing him up.

As a child, nothing gave him greater pleasure than mind-ing other children. He would take upon himself this duty of his own accord, without hope of reward or gratitude. It was the same to him whether the other children were older than himself or younger, stronger or weaker; whenever and wherever he found them he set to work to "mind" them. All his energies went to the instruction of others, leaving

none for his own purposes. He would invite some boys to his house and teach them to box.

"Now try and hit me on the nose," he would say, standing before them in an attitude of defence. "Don't be afraid. Hit as hard as you can."

And they would do it; and as soon as he had recovered from his surprise, and a little stopped the bleeding, he would explain to them how they had done it all wrong, and how easily he could have stopped the blow if they had only hit him properly.

At parties of all kinds he was especially prominent; and, on such occasions, being in his most good-natured mood, was most to be dreaded. No man worked harder for the enjoyment of others, or produced more universal wretchedness.

One Christmas afternoon, calling upon a friend, I found some fourteen or fifteen elderly ladies and gentlemen trotting solemnly round a row of chairs in the centre of the drawing-room while Poppleton played the piano. Every now and then Poppleton would stop, and everyone would drop wearily into the nearest chair, evidently glad of a rest — all but one, who would go quietly away, followed by the envying looks of those left behind.

I stood by the door watching the strange scene. Presently an escaped player came towards me, and I asked him what the ceremony was supposed to signify.

"Don't ask me," he answered, "some of Poppleton's damned tomfoolery." Then he added savagely: "We've got to play forfeits after this."

The servant was still waiting a favourable opportunity to announce me. I gave her a shilling not to, and got away unnoticed.

After a good dinner, he would suggest an impromptu

dance, and want you to roll up mats, or help him to move the piano to the other side of the room.

He never spared himself. It was he who would volunteer to see the old ladies off to the station, and who would never leave them until he had seen them safely into the wrong train.

He it was who would play "wild beasts" with the children, and frighten them into fits that would last all night.

He loved to manage a wedding. Once he planned matters so that the bride arrived at the altar three-quarters of an hour before the groom, and once he forgot the clergyman.

At a funeral he would point out to the grief-stricken relatives how much better it was that the corpse was dead, and express a pious hope that they would soon join it. So far as intention went he was the kindest man alive.

MARK TWAIN.

(1835—1910)

Twain, whose real name was Samuel Langhorne Clemens, is one of the greatest American novelists and short-story writers.

He was born at Florida, near the town of Hannibal, Missouri.

His father died in poverty and Twain began working at many trades, doing all kind of chance work: printing, piloting and journalism.

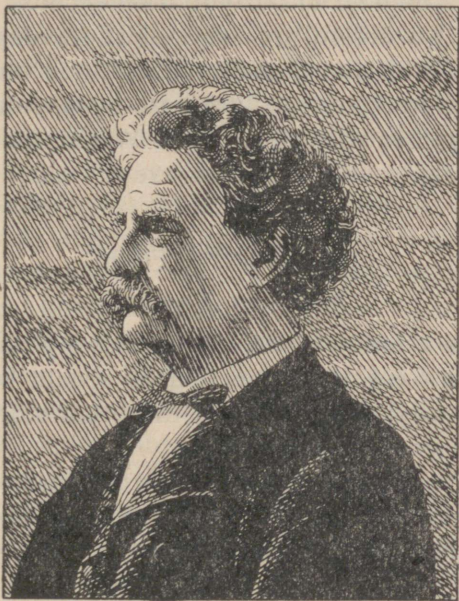
It is while living on the Mississippi, engaged as a pilot on board a steamboat, that he acquired a rich store of literary material.

He became famous after the publication of his story of "The Celebrated Jumping Frog of Calaveras County" which appeared in book form in 1866.

Twain says in the "North American Review", 1894: "The

‘Jumping Frog’ was the first piece of writing of mine that spread itself through the newspapers and brought me into public notice.”

Twain produced in all twenty-five volumes of prose fiction, which includes several masterpieces belonging not only to American, but to world literature.



Among the latter we have: “Tom Sawyer”, the story of a boy, presenting a faithful picture of 19th century America; “Huckleberry Finn”, “The Prince and the Pauper”, a historical romance, with an interesting plot and characters, and the satirical tale of “A Connecticut Yankee at the Court of King Arthur”.

Twain owes much from the point of view of style and realistic presentation of life and manners to his great con-

temporary Bret Harte, of whom he says, "It is he who trained and schooled me patiently."

He is sometimes called the American Dickens, whom he tried to imitate in his book "The Gilded Age". In his humorous depictions he followed the methods of Shakespeare and Cervantes. His Jim Smiley (the hero of "The Jumping Frog") is the rival of Mr. Micawber in "David Copperfield".

Twain will be dear to our youth on account of his democratic ideals, his ardent protest against slavery and for his close contact with the masses, which have elected him to his high place in American literature by popular vote.

Twain together with Bret Harte, Washington Irving and Longfellow represent the democratic spirit of pioneer America.

THE JUMPING FROG.

By Mark Twain.

There was a fellow once, Jim Smiley by name.

He was so fond of betting that he would bet whenever he could get anybody to bet on the other side; and if he could not he would change sides.

If there was a dog-fight, he would bet on it; if there was a chicken fight, he would bet on it; if there were two birds sitting on a fence, he would bet you which one would fly first.

One day he caught a frog and said he would educate him. He called his frog Daniel Webster, felt very proud of him, kept him in a little latticed box and would carry him to the village for some bet.

Daniel Webster was a gifted frog and Smiley taught him to jump so high that he could outjump any other frog.

But he was modest and natural, for all he was so gifted.

One day a stranger saw Smiley with his frog and asked him: "What is it you have got there in that box?"

"It is only a frog," Smiley answered. The fellow took Daniel, examined him carefully, turned him from one side and from the other and asked again: "What is he good for?"

"Well," Smiley replied in a careless, indifferent-like tone, "he is good enough for one thing: he can outjump any other frog in the Calaveras county. And I'll bet forty dollars," he continued, "he will do it."

"I am but a stranger here," the fellow replied, "and I have no frog; but if I had one, I should bet you."

"Well, nothing can be easier," Smiley cried out: "If you hold my box a minute, I'll go and get you a frog."

The stranger took the box, put his forty dollars upon those of Smiley and sat down to wait.

While Smiley was away looking for a frog in some swamp near by, the fellow got Daniel out of the box, opened his mouth, took a teaspoon and filled him with shot; then he put him down upon the floor.

At last Smiley returned with another frog. "Now," he said to the stranger, "if you are ready, put him alongside of Daniel with their forefeet upon the same line and I'll give the signal. One, two, three — advance!"

They pinched the frogs from behind. The new frog jumped smartly. Daniel lifted up his shoulders like a Frenchman, but he could not jump. The fellow took the money and went away.

Smiley was a good deal surprised. At last he said: "One would believe that he is stuffed." He took Daniel by the skin of the neck, lifted him up and cried: "Why, if he does not weigh five pounds."

He turned Daniel upside down and there came out of the frog's mouth a double handful of shot. Then he understood all.

He set the frog down and ran after that fellow, but he never caught him.

"PUNCH, BROTHERS, PUNCH."

By Mark Twain.

Will the reader please look at the following verses, and see if he can discover anything harmful in them?

"Conductor, when you receive a fare,
Punch in the presence of the passenger!
A blue trip slip for an eight-cent fare,
A buff trip slip for a six-cent fare,
A pink trip slip for a three-cent fare,
Punch, brothers, punch with care!
Punch in the presence of the passenger!"

I came across these verses in a newspaper, not long ago, and read them a couple of times.

They took instant possession of me. All through breakfast they went waltzing through my brain; and when, at last, I finished my breakfast, I could not tell whether I had eaten anything or not. My head kept humming. "A blue trip slip for an eight-cent fare, a buff trip slip for a six-cent fare," and so on and so on.

The day's work was ruined. I tried to read; but there was nothing visible upon the page except: "Punch! Punch in the presence of the passenger."

Two days later I went to keep an appointment with a friend of mine. He stared at me, but asked no questions. We started for a walk.

My friend talked and talked. I said nothing; I heard nothing. At last he said — "Mark, are you sick? I never saw a man look so worn and absent-minded. Say something, do!"

I said without enthusiasm — "Punch, brothers, punch with care! Punch in the presence of the passenger!"

My friend's face lighted with interest. He said — "Why, what a charming verse it is! It is almost music. I have nearly caught the rhymes myself. Say them over just once more, and then I'll have them, sure." I said them over. Then

my friend said them. The next time and the next he got them right.

Now a great burden seemed to fall from my shoulders. That torturing verse departed out of my brain, and a sense of rest and peace descended upon me.

As I parted with my friend, I said — "Haven't we had a good time! But now I remember, you haven't said a word for two hours. Come, come, out with something!"

My friend looked at me sadly, drew a deep sigh, and said — "Punch, brothers, punch with care! Punch in the presence of the passenger!" A pang shot through me as I said to myself, "Poor fellow, poor fellow! *he* has got it now."

I did not see my friend for two or three days after that. Then, on Tuesday evening, he came to see me. He was pale and worn. He lifted his eyes to my face and said — "Ah, Mark, those heartless rhymes have haunted me like a nightmare day and night, hour after hour, to this very moment."

My friend's hopeless eyes rested upon mine, and then he said impressively — "Mark, you do not say anything. You do not offer me any hope. Something tells me that my tongue is doomed to repeat for ever these heartless rhymes. There, there, it is coming on me again: "a blue trip slip for an eight-cent fare, a buff trip slip for a —"

Thus murmuring fainter and fainter, my friend sank into a peaceful trance.

How did I finally save him from the asylum? I took him to a neighbouring university and made him discharge the burden of his persecuting rhymes into the eager ears of poor unthinking students.

How is it with them now? The result is too sad to tell.

PRESENT-DAY ENGLISH.

Since the 5th century, the story of English is one of continual change and of the rise of innumerable dialects.

During the Elizabethan period a certain standard of speech became recognized. This standard was based on London English. Its gradual rise in importance was due to the city's authority as a centre of trade and of government. This spoken standard developed into what is now known as Received Standard English, which may be heard in any part of the English-speaking world.

By the side of the widespread central type which is recognized as a standard, English speech at the present time exhibits many varieties or dialects. Some of these have grown up, and are spoken in particular parts of the country. These are called Regional Dialects.

Other types of English are not primarily of local or regional origin, but are current among certain sections or classes of the population, and owe such peculiarities as distinguish them from other dialects to differences of social status and occupation. Those varieties or dialects which have grown up within particular sections or social divisions are called Class Dialects.

Pure Regional Dialects are limited to particular parts of the country, while the class Dialects vary from class to class, and also from district to district.

Like most peoples with an ancient civilization, the English have developed a common dialect which is used in writing by all Englishmen, no matter what Regional or Class Dialect they may speak. This written standard is also called Received Standard English. It was regional in origin, and is now quite definitely, a Class Dialect. It developed during the 14th century from one of the contemporary variants of London English — that spoken in court circles and among men of rank. This dialect has been the chief vehicle of literature since G. Chaucer (1340—1400).

There exist innumerable varieties of speech, all more or less resembling Received Standard, but differing from it in

all sorts of subtle ways. These dialects may be called Modified Standard English. It is a mistake to assume that all educated persons invariably speak Received standard. Many highly educated people speak very distinct forms of English, variously modified by regional or by different class dialects. Little difference between Received and Modified Standard-English can be traced in the written language. It is in pronunciation and colloquial idiom that the distinction emerges.

There are some differences between the language of London and the language of New York across the Atlantic, but these differences are slight and they tend to decrease rather than increase with time. American pronunciation has far more in common with the speech of Northern England than with that of Southern England. The most obvious connecting link between Northern British and General American pronunciation is undoubtedly their common preservation of both final *r* and *r* before a consonant. Quicker and cheaper means of communication enable people living on opposite sides of the Ocean to meet more often and to hear one another speak. Most important in this regard is wireless, which brings them daily into close intercourse with one another and so tends to make for greater uniformity of their speech.

SPOKEN ENGLISH AND BROKEN ENGLISH.

A Record of G. B. Shaw's Speech for Foreign Students.

I.

Let me introduce myself: Bernard Shaw.

I am asked to give you a specimen of spoken English.

I am now going to suppose that you are a foreign student of the English language; and that you desire to speak it well enough to be understood when you travel in the British Com-

monwealth or in America, or when you meet a native of these countries. Or it may be that you are yourself a native but that you speak in a provincial or cockney dialect of which you are a little ashamed, or which perhaps prevents you from obtaining some employment which is open to



those only who speak what is called "correct English". Now, whether you are a foreigner or a native, the first thing I must impress on you is that there is no such thing as ideally correct English. No two British subjects speak exactly alike. I am a member of a committee established by the British Broadcasting Corporation for the purpose of deciding how the utterances of speakers employed by the Corporation should be pronounced in order that they should

be a model of correct English speech for the British Islands. All the members of that Committee are educated persons whose speech would pass as correct and refined in any society or any employment in London. Our chairman is the Poet Laureate, who is not only an artist whose materials are the sounds of spoken English, but a specialist in their pronunciation. One of our members is Sir Johnston Forbes-Robertson, famous not only as an actor but for the beauty of his speech. I was selected for service on the Committee because, as a writer of plays, I am accustomed to superintend their rehearsals and to listen critically to the way in which they are spoken by actors who are by profession trained speakers (being myself a public speaker of long experience). That committee knows as much as anyone knows about English speech; and yet its members do not agree as to the pronunciation of some of the simplest and commonest words in the English language. The two simplest and commonest words in any language are "yes" and "no". But no two members of the committee pronounce them exactly alike. All that can be said is that every member pronounces them in such a way that they would not only be intelligible in every English-speaking country but would stamp the speaker as a cultivated person as distinguished from an ignorant and illiterate one. You will say: "Well: that is good enough for me: that is how I desire to speak." But which member of the committee will you take for your model? There are Irish members, Scottish members, Welsh members, Oxford University members, American members: all recognizable as such by their differences of speech. They differ also according to the county in which they were born. Now, as they all speak differently, it is nonsense to say that they all speak correctly. All we can claim is that they all speak presentably, and that if you speak as they do, you will be understood in any English-

speaking country and accepted as a person of good social standing. I wish I could offer you choice among them all as model: but for the moment I am afraid you must put up with me — an Irishman.

II.

I have said enough to you about the fact that no two native speakers of English speak it alike; but perhaps you are clever enough to ask me whether I myself always speak it in the same way.

I must confess at once that I do not. Nobody does. I am at present speaking to an audience of many thousands of gramophonists, many of whom are trying hard to follow my words, syllable by syllable.

As a public speaker I have to take care that every word I say is heard distinctly at the far end of large halls containing thousands of people. But at home, when I have to consider only my wife sitting within six feet of me at breakfast, I take so little pains with my speech that very often, instead of giving me the expected answer, she says, "Don't mumble and don't turn your head away when you speak. I can't hear a word you are saying." And she also is a little careless. Sometimes I have to say "What?" two or three times during our meal; and she suspects me of growing deafer and deafer and deafer, though she does not say so, because as I am now over seventy, it might be true.

No doubt I ought to speak to my wife as carefully as I should speak to a queen, and she to me as carefully as she would speak to a king. We ought to; but we don't. ("Don't", by the way, is short for "do not".)

We all have company manners and home manners.

Suppose I forget to wind my watch and it stops, I have to ask somebody to tell me the time. If I ask a stranger, I say "What o'clock is it?" The stranger hears every

syllable distinctly. But if I ask my wife, all she hears is "clock'st". That is good enough for her; but it would not be good enough for you. So I am speaking to you now much more carefully than I speak to her; but please don't tell her!

I am now going to address myself especially to my foreign hearers. I have to give them another warning of quite a different kind. If you are learning English because you intend to travel in England and wish to be understood there, do not try to speak English perfectly, because, if you do, no one will understand you. I have already explained that though there is no such thing as perfectly correct English, there is presentable English which we call "Good English"; but in London nine hundred and ninety nine out of every thousand people not only speak bad English but speak even that very badly.

Even among English people, to speak too well is a pedantic affectation. In a foreigner it is something worse than affectation; it is an insult to the native who cannot understand his own language when it is too well spoken. That is all I can tell you: the record will hold no more. Good-bye.

Lesson 2.

The Passive Voice. Passiiv.

The Present Continuous Tense. Oleviku kontinuitiiv.

Research work is being carried on by the Soviet Government on a large scale.

Our roads are being built by outstanding Soviet engineers.

Nõukogude valitsuse poolt teostatakse laiaulatuslikku teaduslikku uurimistööd.

Meie maanteid ehitatakse silmapaistvate nõukogude inseneride poolt.

Rule.

The Present Continuous Passive denotes an action which is being carried on at the present moment.

Reegel.

Oleviku passiivi kontinuitiiv tähistab käesoleval hetkel toimuvat tegevust.

Lesson 3.

The Passive Voice.

The Past Continuous Tense.

Passiiv.

Mineviku kontinuitiiv.

When we entered the hall, Beethoven's symphony was being played.

At five o'clock yesterday the wall was still being painted.

Kui me astusime saali, mängiti parajasti Beethoveni sümfooniast.

Eile kella viie ajal värviti veel seinu.

The Past Continuous Passive denotes an action which was being carried on at a given moment in the past.

Mineviku passiivi kontinuitiiv tähistab mineviku kindlal momendil toimuvat tegevust.

Lesson 6.

The Various Uses of *Shall* and *Will*.

Shall ja *will* tarvitamise eri juhud.

1. { I shall learn my lesson.
They will come in time.

2. We will help you.

3. { He shall remember it
for ever.
You shall come to my
place to-morrow.

4. { Will you pass that book
to me?
Will you tell me the
time?

1. { Ma õpin oma õppetunni.
Nad tulevad õigel ajal.

2. Me meeldi aidame
teid.

3. { Ta peab seda mäletama
igavesti.
Te peate homme tulema
minu juurde.

4. { (Palun) andke mulle
see raamat.
Ütelge palun, mis kella-
aeg on.

Rules.

Reeglid.

1. **Shall** in the 1st person and **will** in the 2nd and 3rd persons express the simple future.

2. **Will** in the 1st person expresses intention or resolution.

1. **Shall** esimeses ja **will** teises (2.—3.) ja kolmandas pöördes väljendavad tulevikku.

2. **Will** esimeses pöördes väljendab tahet, kavatsust, otsust.

3. **Shall** in the 2nd and 3rd persons expresses a compulsion, a threat or a promise.

4. **Will** in the 2nd person (in the interrogative form) expresses a polite request.

3. **Shall** 2. ja 3. pöördes väljendab kohustust, ähvardust, lubadust.

4. **Will** teise pöörde küsimuses väljendab viisakat ettepanekut.

The Various Uses of *Should*.

Should tarvitamise eri juhud.

1. I said I should do that exercise.

2. We should go to the cinema if we had time.

3. You should be more attentive.

1. Ma ütlesin, et teen selle harjutuse.

2. Me läheksime kinosse, kui meil oleks aega.

3. Te peaksite olema tähelepanelikumad.

Rules.

1. **Should** is used instead of **shall** in the subordinate clause if the verb of the principal clause is in the past. (Sequence of tenses.)

2. **Should** is used for the 1st person in the principal clause of a conditional sentence (second and third types).

3. **Should** in the 2nd and 3rd persons expresses compulsion.

Reeglid.

1. **Should** tarvitatakse kõrvallauses **shall** asemel, kui pealause verb on minevikus. (Aegade järjestus.)

2. **Should** tarvitatakse ole-tuskõneviisi (tingiva kõne) pealause esimeses pöördes teises ja kolmandas tingimuslausete liigis.

3. **Should** teises ja kolmandas pöördes väljendab kohustust.

Colloquial Use of *Should*.

Should kõnekeeles.

- | | |
|-------------------------------------|---------------------------------------|
| 1. I should like to read this book. | 1. Ma tahaksin lugeda seda raamatut. |
| 2. Why should you do that? | 2. Mispärast te peaksite seda tegema? |

The Various Uses of *Would*.

Would tarvitamise eri juhud.

- | | |
|--|---|
| 1. He said he would do that exercise. | 1. Ta ütles, et ta teeb selle harjutuse. |
| 2. They would go to the cinema if they had time. | 2. Nad läheksid kinosse, kui neil oleks aega. |
| 3. Hans would work all day in his garden. | 3. Hans tavatses töötada terve päeva oma aias. |
| 4. I would point it out to you. | 4. Ma tahaksin juhtida teie tähelepanu sellele. |
| 5. Would you mind opening the window? | 5. Kaste oleksite nii lahke ja avaksite akna? |

Rules.

1. **Would** is used instead of **will** in the subordinate clause if the verb in the principal clause is in the past. (Sequence of tenses.)

2. **Would** is used in the 2nd and 3rd persons in the principal clause of a condi-

Reeglid.

1. **Would** tarvitatakse **will** asemel kõrvallauses, kui pealause verb on minevikus (aegade järjestus, kaudne tulevik).

2. **Would** tarvitatakse oletuskõneviisi (tingiva kõne) pealause teises ja kolmandas

tional sentence (second and third types).

3. **Would** for all persons expresses an habitual action in the past (instead of **used to**).

4. **Would** in the 1st person expresses readiness or willingness.

5. **Would** in the 2nd person expresses a polite request.

pöördes (teise ja kolmanda liigi tingimuslauseis).

3. **Would** mineviku kõigis pöördeis väljendab korduvat tegevust (**used to** asemel).

4. **Would** esimeses pöördes väljendab valmisolekut või soovi.

5. **Would** teise pöörde küsimuses väljendab viisakat ettepanekut.

Lesson 7.

Accusative with the Infinitive.

Infinitiiviga akusatiiv.

1. I believe that she is brave.
2. I believe her to be brave.

- Ma usun, **et ta** on vapper.
2. Ma pean teda vapraks.

Rule 1.

The infinitive may replace a subordinate clause; in this construction the subject of the subordinate clause is used in the accusative case and the predicate is expressed by the infinitive. That is why the whole construction is called the **Accusative with the Infinitive**.

Reegel 1.

Infinitiiv võib asendada kõrvallause; selles konstruktsioonis kõrvallause subjekt on akusatiivis ja predikaati väljendatakse infinitiivibil. Seepärast nimetataksegi seda konstruktsiooni **infinitiiviga akusatiiviks**.

I want him to play chess.

They desired her to sing.
He expects us to come in
time.

He wishes me to do this
work.

We see them skate.

I hear him sing.

I felt her touch my hand.

Ma soovin, et ta mängiks
malet.

Nad soovisid, et ta laulaks.
Ta loodab, et me tuleme
õigel ajal.

Ta soovib, et mina teeksin
selle töö.

Me näeme neid uisutamas
(uisutavat).

Ma kuulen teda laulvat.

Ma tundsin teda puuduta-
vat minu kätt.

Rule 2.

The **Accusative with the Infinitive** is used after verbs expressing desire, supposition and a perception of the senses.

Note: The particle *to* of the Infinitive is omitted after verbs expressing a perception of the senses.

Reegel 2.

Infinitiiviga akusatiivi tarvitatakse verbide järel, mis väljendavad soovi, oletust ja meeltetaju.

Märkus: Meeltetajusid väljendavate verbide järel tarvitatakse puhtast infinitiivi (s. o. ilma eessõnata *to*).

Lesson 17.

Passive with the Infinitive or Nominative with the Infinitive.

Infinitiiviga passiv ehk infinitiiviga nominatiiv.

We believe him to work
well.

He is believed to work
well.

Me usume, et ta töötab
hästi.

Teda ustakse töötavat
hästi.

They supposed her to
know her lesson well.
She was supposed to know
her lesson well.

Nad oletasid, et ta teab
oma tundi hästi.
Teda arvati teadvat oma
tundi hästi.

Rule 1.

A sentence containing the Accusative with the Infinitive may be put into the passive voice. Then the object becomes the subject of the sentence. That is why this construction is called either the **Passive with the Infinitive** or the **Nominative with the Infinitive**.

Reegel 1.

Lauset, mis sisaldab infinitiiviga akusatiivi, võib asetada passiivi. Sel juhul objekt muutub subjektiks. Sellepärast seda konstruktsiooni nimetatakse **infinitiiviga passiiviks** ehk **infinitiiviga nimetavaks**.

We hear him speak.

He is heard to speak.

I saw her fall.

She was seen to fall.

Me kuuleme teda kõnelevat.

Teda kuuldakse kõnelevat.

Ma nägin teda kukkuvat.

Teda nähti kukkuvat.

Rule 2.

In the passive construction the Infinitive is **always** preceded by the particle **to**.

Reegel 2.

Passiivi konstruktsioonis infinitiivi ees seisab **alati** eessõna **to**.

It seems that she likes
children.

She seems to like children.

It appears that they are
tired.

They appear to be tired.

Näib, et ta armastab lapsi.

Ta näib armastavat lapsi.

Näib, et nad on väsinud.

Nad näivad olevat väsinud.

The Nominative with the Infinitive is also used with the verbs **to seem** and **to appear** instead of a subordinate clause.

Infinitiiviga nimetavat tarvitatakse samuti verbidega **to seem** ja **to appear** kõrvalause asemel.

Lesson 19.

Agreement.

Ühildumine.

- | | |
|---|---|
| 1. Greek and Latin are classic languages. | 1. Kreeka ja ladina keel on klassikalised keeled. |
| 2. Whisky and soda is a popular drink in England. | 2. Whisky ja sooda on populaarne jook Inglismaal. |
| 3. A cat with her kittens is lying in the sun. | 3. Kass poegadega lamab päikese käes. |

Rules.

1. When the subject includes two or more words joined together by means of the conjunction **and**, the verb is in the Plural.

2. When two words joined by **and** express one notion (a single notion), the verb is in the Singular.

3. When two words are joined together by **with**, the verb is in the Singular.

Reeglid.

1. Kui subjekt sisaldab kaks või enam sõna, mis on seotud sidesõnaga **and**, siis verb on mitmuses.

2. Kui kaks sõna on seotud sidesõnaga **and** ja väljendab ühte mõistet, siis verb on ainsuses.

3. Kui kaks sõna on seotud sõnaga **with**, siis verb on ainsuses.

Literature as well as music is widely spread in the U. S. S. R.

My friend as well as his brothers is at home.

Kirjandus, samuti kui muusika, on laialt levinud NSV Liidus.

Mu sõber, samuti ka tema vennad, on kodus.

Rule.

If the nouns joined together by means of the conjunction **as well as** differ in person or number, the verb agrees with the first noun.

Reegel.

Kui nimisõnad, mis on seotud sidefraasiga **as well as**, erinevad pöördes või arvus, siis verb ühildub esimese nimisõnaga.

Either my sister or my brother has to return the book to you.

Neither my sister nor her friends were at the theatre yesterday.

Selle raamatu tagastab teile kas minu õde või vend.

Eile ei olnud teatris minu õde ega tema sõbratare.

Rule.

When two nouns are joined together by the conjunction **either ... or** or **neither ... nor**, the verb agrees in person and in number with the last noun of the subject.

Reegel.

Kui kaks nimisõna on seotud sidesõnadega **either — or** või **neither — nor**, siis verb ühildub pöördes ja arvus subjekti viimase nimisõnaga.

INVERSION.

The usual English fixed word-order with the subject preceding the predicate is sometimes changed so that the predicate precedes the subject. Such word-order is called inversion.

There may be grammatical inversion which is required by the structure of a given sentence, and emphatic inversion in which emphasis is laid on some part of a sentence.

Inversion may be complete (full) when the subject is preceded by a finite verb of the predicate, and partial when one or more secondary parts of the predicate group precede the subject.

Complete Inversion:

Is she a teacher?

Down came the boy.

Partial Inversion:

Two years ago she came to Moscow.

There she met her friend.

INVERSIOON.

Tavaline kindel inglise sõnade järjestus lauses, kus subjekt eelneb predikaadile, muudetakse mõnikord nii, et predikaat eelneb subjektile. Niisugust sõnade järjestust nimetatakse inversiooniks.

Lauses võib esineda grammatiline inversioon, mida nõuab antud lause struktuur, ja emfaatiline inversioon, mille juures rõhutatakse mõnda lauseliiget.

Inversioon võib olla täielik, kui subjekti ees asetseb predikaatverbi pöördeline vorm, ja osaline, kui subjekti ees asetseb lause kõrvalliige predikaatrühmast (tavaliselt adverbiaal):

Täielik inversioon:

Kas on ta õpetaja?

Alla tuli poiss.

Osaline inversioon:

Kaks aastat tagasi tuli ta Moskvasse.

Seal ta kohtas oma sõpra.

Crammatical Inversion:

The subject is placed after the predicate verb in the following cases:

1) In interrogative sentences:

Why is she not here?
Has she already done this work?
How did you get there?
When does the sun rise?

Note 1. When the subject is expressed by an interrogative word or words such as: who, what, which, how many, etc., normal order is used:

Who went away?
What lies here?
What book is this?
How many students live there?

Note 2. Indirect questions (in subordinate clauses) are considered as affirmative sentences in English and as such require normal word-order:

I can't tell you where he is.

Grammatiline inversioon:

Subjekt asetatakse predikaatverbi järele järgmistel juhtudel:

1) Küsivais lauseis:

Miks ei ole ta siin?
Kas on ta juba teinud selle töö?
Kuidas saite te sinna?
Millal tõuseb päike?

Märkus 1. Kui subjektiks on küsivad sõnad: who, what, which, how many jne., siis tarvitatakse normaalset sõnade järjestust:

Kes läks ära?
Mis lamab siin?
Mis raamat see on?
Kui palju üliõpilasi elab seal?

Märkus 2. Kaudseid küsimusi (kõrvallauseis) käsitletakse inglise keeles nagu jutustavaid lauseid ja sel-listena nad nõuavad normaalset sõnade järjestust: Ma ei või ütelda teile, kus ta on. Küsige,

Ask if he can come to see me to-morrow afternoon.

Do you know what this word means?

2. In exclamatory sentences:

Long live the Soviet Army.

May you be happy.

What achievements have I seen!

How beautiful upon the mountains are the feet of him that bringeth good tidings.

3. In introducing a quotation, when the subject of the introductory sentence is a noun or an indefinite pronoun:

"This is for you," said my friend.

"May we open the window?" said somebody in the room.

4. In conditional clauses (if-clauses) without if:

Had I been there (= if I had been), it would not have happened.

kas ta saab tulla mind vaatama homme pärast lõunat.

Kas te teate, mis see sõna tähendab?

2. Hüüdlauseis:

Elagu Nõukogude armee.

Olge õnnelikud.

Milliseid saavutusi ma olen näinud!

Kui ilusad on selle jalad mägedel, kes toob häid sõnumeid.

3. Otsese kõne saatelauses, kui selle subjektiks on nimisõna või umbmäärane asesõna:

"See on teie jaoks," ütles mu sõber.

"Kas me võime avada akna?" ütles keegi toas.

4. Tingimuslauseis, kui tingimussõna if on ära jäetud:

Oleksin mina olnud seal (= kui mina oleksin olnud), seda ei oleks juhtunud.

Were it not so cold, I
should go bathing.

Could he come, we
should be greatly pleased.

5. In sentences expressing
a comparison:

The longer he toiled, the
more hopeful seemed
the task.

6. In sentences beginning
with there is, there
are:

There are many
streets in this town.

There is a great monu-
ment in that square.

There are four seasons in
the year.

7. In the following confirma-
tive expressions: so am I,
so have I, so do I, so
can we, nor (neither) do
I, neither have I, etc.:
You are tired; so am I.

They have often been
there; so have I.

I did not see her; neither
did he.

He cannot speak Chinese;
nor can I.

Kui poleks nii külm, ma
läheksin suplema.

Kui ta saaks tulla, oleks
meil väga hea meel.

5. Võrdlauseis:

Mida enam ta töötas, seda
lootusrikkam näis olevat
ülesanne.

6. Fraasidega there is,
there are algavais lau-
seis:

Selles linnas on palju tä-
navaid. (Sõna-sõnalt: seal
on palju tänavaid selles
linnas).

Tollet platsil on suur mo-
nument.

Aastas on neli aastaaega.

7. Järgmistes kinnitavais väl-
jendeis: mina ka, mina ka
mitte:

Te olete väsinud — mina
ka.

Nad on sageli olnud
seal — mina ka.

Ma ei näinud teda — tema
ka mitte.

Ta ei oska rääkida hiina
keelt — mina ka mitte.

Emphatic Inversion.

A word becomes emphatic when it is put in an unusual position. The word or phrase emphasized is placed at the beginning or at the end of the sentence.

For the sake of emphasis inversion is chiefly used with adverbials, objects and predicatives:

1. Inversion of Adverbials takes place:

- a) In sentences beginning with negative or restrictive adverbs: never, hardly, scarcely, only then, etc.:

Never was there a more splendid sight than the Red Square in Moscow on the First of May.

Hardly had he begun to play when a crowd gathered around him.

Much have I travelled. Little did we think about it then.

Ne'er¹⁾ saw I, never felt, a calm so deep.

Emfaatiline inversioon.

Sõna muutub rõhutatuks, kui ta asetatakse ebatavalisele kohale. Rõhutatud sõna või fraas asetatakse lause algusse või lõppu.

Rõhutamise otstarbel tarvitatakse inversiooni peamiselt adverbiaalidega, objektiga ja predikatiiviga.

1. Adverbiaali inversioon leiab aset:

- a) negatiivsete ja piiravate adverbidega algavais lauseis: ei iialgi, vaevalt, alles siis jne.:

Iialgi ei olnud toredamat vaadet kui Punane Väljak Moskvas esimesel mail.

Vaevalt oli ta alustanud mängimist, kui rahvahulk kogunes ta ümber. Palju olen ma reisinud. Vähe mõtlesime meie sellest siis.

Ei iialgi näinud ma, ei iialgi tundnud nii sügavat rahu.

¹⁾ ne'er [nɛə]

Scarcely had I time to finish the letter when she came in.

Only then did I understand what she meant.

b) With adverbs of manner:

Silently and patiently did the doctor listen to the patient. Thus spoke the orator.

So was it when my life began.

c) With adverbs of place and direction:

Here is a telegram. There goes my sister Mary.

Up stood the man and protested.

Down fell the watch.

Out rushed the boy.

Note. When the subject is expressed by a pronoun only partial inversion takes place:

Here he comes.

There she goes.

Up he stood.

Down it fell.

Out he rushed.

Vaevalt oli mul aega lõpetada kiri, kui ta sisse tuli.

Alles siis sain ma aru, mis ta mõtles.

b) Viisimäärsõnadega:

Vaikselt ja kannatlikult kuulatas arst patsienti.

Nii kõneles kõnemees.

Nii oli see, kui mu elu algas.

c) Koha- ja suunamäärsõnadega:

Siin on telegramm.

Seal läheb mu õde Mary.

Mees tõusis püsti ja protestis.

Maha langes uur.

Välja tormas poiss.

Märkus. Kui subjektiks on asesõna, siis esineb ainult osaline inversioon:

Siin ta tuleb.

Seal ta läheb.

Püsti ta tõusis.

Maha ta langes.

Välja ta tormas.

2. Inversion of the object takes place with an emphatic negative object which is placed at the head of a sentence:

Not a word did he say, not a sigh did he breathe.

Not a drum did they hear.

3. Full inversion of the predicative takes place when the subject is a noun or an indefinite pronoun:

Uneasy lies the head that wears the crown (Shakespeare).

Bright and sunny was the day of the demonstration.

But: Cold and lifeless she lay (the subject is a personal pronoun).

2. Objekti inversioon toimub rõhutatud negatiivse objektiga, mis asetatakse lause algusse:

Ühtki sõna ta ei öelnud, ühtki ohet ta ei hinganud.

Ühtki trummi nad ei kuulnud.

3. Täielik predikaatiivi inversioon toimub, kui subjektiks on nimisõna või umbmäärane asesõna:

Rahutu on pea, mis kannab krooni. (Shakespeare).

Hele ja päikesepaisteline oli demonstratsioonipäev.

Aga: Külmana ja elutuna ta lamas (aluseks on isikuline asesõna).

SYNTACTICAL COMPLEXES.

There are Syntactical Complexes in the English language, that is complex parts of a sentence.

SUNTAKTILISED KOMPLEKSID.

Inglise keeles esinevad süntaktilised kompleksid, s. o. lause liitliikmed.

A Syntactical Complex consists a nominal part — Noun or Pronoun, and of a verbal part — Infinitive, Gerund or Participle.

Among Syntactical Complexes the most important are the Complex Object, the Complex Subject, Prepositional Complexes with *for* and the Independent Participial Construction.

Every Syntactical Complex may be developed into a subordinate clause, its nominal part then becoming the subject and its verbal part — the predicate of the subordinate clause.

I. Complex Object.

The Complex Object may consist of the Accusative with the Infinitive or of the Accusative with the Participle (Present or Past).

A) Accusative with the Infinitive:

1. I want you to learn this poem by heart.
2. He liked his sister to play the piano.

Süntaktiline kompleks koosneb nominaalosast — nimi- või asesõnast, ja verbaalosast — infinitiivist, gerundiumist või partitsiibist.

Süntaktiliste komplekside hulgast on tähtsaimad liitobjekt, liitsubjekt, kompleksid eessõnaga *for* ja iseseisev kesksõnaline konstruktsioon.

Igast süntaktilisest kompleksist võib moodustada kõrvallause, mille aluseks on kompleksi nominaalosa ja öeldiseks — verbaalosa.

I. Liitobjekt.

Liitobjekt võib koosneda akusatiivist infinitiiviga või akusatiivist partitsiibiga.

A) Akusatiiv infinitiiviga:

1. Ma tahan, et teie õpiksite selle luuletuse pähe.
2. Talle meeldis, kui tema õde mängis klaverit.

3. We have never seen Mark ride.
4. They heard the old man laugh heartily.
5. I watched her button one of her gloves.

B) Accusative with the Participle:

1. We heard her singing a beautiful song.
2. She saw the boy running along the road.
3. They watched the letters posted.
4. I had my photo taken.
5. He will have his hair cut.
6. She must have her shoes mended.

II. Complex Subject.

The Complex Subject consists of the Nominative with the Infinitive the Predicate being in the Passive.

1. He is said to be a good pupil.
2. He is said to have been a good pupil last year.

3. Meie pole kunagi näinud Marki ratsutavat.
4. Nad kuulsid vanameest südamlikult naervat.
5. Ma jälgisin, kui tema nööbistas üht oma kinnast.

B) Akusatiiv partitiiviga:

1. Meie kuulsime, kui ta laulis ilusat laulu.
2. Ta nägi poissi jooksmas mööda teed.
3. Nad jälgisid kirjade postiga ärasaatmist.
4. Ma lasksin end pildistada.
5. Tal tuleb lasta juuksed lõigata.
6. Ta peab laskma oma kingad parandada.

II. Liitsubjekt.

Liitsubjekt koosneb infinitiiviga nominatiivist, kusjuures predikaat on passiivis.

1. Räägitakse, et ta olevat hea õpilane.
2. Räägitakse, et ta olevat olnud hea õpilane möödunud aastal (= Teda öeldakse olevat olnud...).

3. Five enemy aeroplanes are reported to have been brought down.
4. Two more towns were reported to have been taken by our troops.

III. Prepositional Complexes with *for* (*for*-Complexes).

These complexes may appear in the form of the complex subject, complex attribute or complex adverbial preceded by the preposition *for*.

1. For a young girl to stand all alone in the darkness was very hard.
(Complex Subject)
2. This is a good book for you to read.
(Complex Attribute)
3. They stopped at the stream for the horses to drink.
(Complex Adverbial)

IV. Independent Participial Construction.

This construction may be developed into an adverbial

3. Teatatakse, et viis vaenlase lennukit olevat alla lastud.
4. Teatati, et meie vägede poolt olevat võetud veel kaks linna.

III. Eessõnalised kompleksid ehk *for*-kompleksid.

Need kompleksid võivad esineda liitsubjekti, liitatribuudi või liitadverbiaali kujul, millele eelneb eessõna *for*.

1. Noorel tütarlapsel oli väga raske seista üksi pimeduses.
(Liitsubjekt)
2. See on hea raamat teile lugemiseks.
(Liitatribuut)
3. Nad peatusid jõekese juures hobuste jootmiseks (= et hobused saaksid juua).
(Liitadverbiaal)

IV. Iseseisev kesksõnaline konstruktsioon.

Sellest konstruktsioonist võib moodustada määrus-

clause of time, cause or condition.

1. The rain set in, John having reached home (= after John had reached home...).
2. A storm coming on, we fled to shelter (= as a storm was coming on...).
3. Weather permitting, we shall start to-morrow (= if weather permits...).

PUNCTUATION (THE COMMA).

1. The comma is used between two or more words of the same part of speech:

It was a wide, rough road.

The sky was blue, clear and high.

2. When words of the same class are used in pairs, each pair is separated by a comma:

Old and young,
men and women,
Negro and white
were drawn into participation in the May Day Celebration.

lause (ajamäärus-, põhjusemäärus- või tingimusmääruslause).

1. Vihma hakkas sadama, Johni olles koju jõudnud (= kui John oli koju jõudnud...).
2. Tormi lähenedes me põgenesime varju (= kuna torm lähenes...).
3. Ilmastiku lubades me asume homme teele (= kui ilmastik lubab...).

KIRJAVAHEMÄRGID (KOMA).

1. Koma tarvitatakse kahe või mitme ühesuguse lauseliikme vahel:

See oli lai, konarlik tee.

Taevas oli sinine, selge ja kõrge.

2. Kui sama liigi sõnad esinevad paaris, siis eraldatakse komaga iga paar:

Vanad ja noored, mehed ja naised, neegrid ja valged olid kaasa tõmmatud maipäeva pühitsemisest osa võtma.

3. The comma is used to separate a noun in apposition from the rest of the sentence:

In the east, mountain peaks, fingers of snow, glittered above the mist.

William, the eldest brother, was a brave man.

4. The comma is used to separate the nominative of address from the rest of the sentence:

Friends, Romans, countrymen, lend me your ears. (Shakespeare).

Note. A comma is used in the salutation of letters: My Dear Charles, Dear Comrade, .

5. Parenthetical words and Phrases are separated by commas (however, moreover, therefore, too, accordingly, consequently, namely, finally, etc.): Strictly speaking, he was not a writer. She knew, of course, that someone would come.

3. Koma tarvitatakse lisandi eraldamiseks lauses:

Idas mäetipud, lumesõrmed, särased üleval udu kohal.

William, vanim vend, oli vapper mees.

4. Koma tarvitatakse ütte eraldamiseks lauses:

Sõbrad, roomlased, kaasmaalased, kuulge mind. (Shakespeare).

Märkus. Koma tarvitatakse kirjas kõnetluse järel: Minu kallis Karl, Kallis (lgp.) seltsimees, .

5. Kiilsõnad ja kiilfraasid eraldatakse komaga (siiski, pealegi, seepärast, ka, järelikult, nimelt, lõpuks):

Täpselt öeldes, ta polnud kirjanik.

Ta teadis, muidugi, et keegi tuleb.

It was, to be sure,
a rainy night.

I was determined, how-
ever, that he should
finish.

6. Adverbial phrases at the
beginning of a sentence
are separated by com-
mas:

In front of the
dogs, on wide
snowshoes, walked
a man.

Having finished
the lesson, the teach-
er went home.

On their meeting,
all nature seemed to be
full of joy and beauty.

7. Independent participial
constructions are separa-
ted by commas:

Weather permit-
ting, we shall start to-
morrow.

It being very late,
I went home.

My friend being
very busy, I could
not see him.

The problem hav-
ing been solved,
we can conduct the ne-
cessary experiments.

Oli kindlasti vihmane öö.

Minu otsus oli siiski kin-
del, et tema peab lõpe-
tama.

6. Adverbiaalsed fraasid
lause algul eraldatakse
komaga:

Koerte ees, laiadel suus-
kadel, liikus mees.

Olles lõpetanud tunni,
läks õpetaja koju.

Nende kohtamisel näis
kogu loodus olevat täis
rõõmu ja ilu.

7. Iseseisvad kesksõnalised
konstruktsioonid eralda-
takse komaga:

Kui ilmastik lubab, asume
me homme teele.

Kuna oli väga hilja, läk-
sin ma koju.

Kuna mu sõber oli väga
tegevuses, ei saanud ma
teda näha.

Probleemi olles lahenda-
tud, võime me teostada
vajalikud katsed.

8. Coordinate clauses are generally separated by commas:

The sun was shining, and everything looked bright.

I asked him about it, but he could not tell me anything.

We were anxious to see him, so I called at his house.

9. As a general rule the comma is used to separate a subordinate clause from the main clause when it is long or when it is out of its usual order (i. e., when it precedes the main clause):

Long before we saw the sea, its spray was on our lips.

(Dickens)

When the day broke, it blew harder and harder.

If you have not settled it, I'll tell you what to do.

10. An attributive clause is not separated from the main clause when it is a

8. Rindlaused eraldatakse harilikult komaga:

Päike paistis ja kõik näis hele olevat.

Ma küsitlesin teda selle üle, aga tema ei osanud mulle midagi ütelda.

Me ihkasime teda näha ja nii ma külastasin teda.

9. Üldreeglina koma tarvitatakse kõrvallause eraldamiseks pealausest, kui ta on pikk või kui ta ei ole harilikus järjestuses (s. o. kui ta on pealause ees).

Ammu enne, kui me nägime merd, tema vaht oli meie huultel.

(Dickens)

Kui päev koitis, hakkas üha kõvemini puhuma.

Kui teie ei ole seda õienanud, ma ütlen teile, mis teha.

10. Täiendlauset ei eraldata pealausest, kui ta on piirav lause; koma tarvi-

restrictive clause; a comma is used when it is a descriptive clause:

My mother, who has just returned from the country, is in good health (descriptive).

The professor, who lives next door to me, has discovered a new gas (descriptive).

The professor who lives next door to me has discovered a new gas (restrictive).

He was a tall, handsome youth, who looked like a sailor (descriptive).

The sea was getting rougher with every wave that broke along the rocky beach (restrictive).

11. The Subject, Object and Predicative Clauses are not separated by commas: What you told me about him proved to be wrong (Subject Clause).

He said that he would never return (Object Clause).

tatakse kirjeldava täiendlause eraldamiseks:

Minu ema, kes äsja tuli tagasi maalt, on hea terve juures (kirjeldav).

Professor, kes elab kõrvalmajas, on avastanud uue gaasi.

See professor, kes elab kõrvalmajas, on avastanud uue gaasi (piirav).

See oli pikakasvuline nägus noormees, kes nägi välja nagu meremees (kirjeldav).

Meri muutus tormismaks iga lainega, mis murdus vastu kaljuranda (piirav).

11. Alus-, öeldis- ja sihitislauseid ei eraldata komaga:

Mis te mulle tema kohta ütlesite, osutus valeks (aluslause).

Ta ütles, et ta ei tule iialgi tagasi (sihitislause).

The problem is how we shall get this medicine (Predicative Clause).

12. A comma is often used to show that a word has been left out:

Moscow is the capital of the Soviet Union, Paris, of France, and Rome, of Italy.

Probleem seisneb selles, kuidas me saame selle rohu.

12. Koma tarvitatakse sageli sõna ärajätku näitamiseks: Moskva on Nõukogude Liidu pealinn, Pariis — Prantsusmaa ja Rooma — Itaalia.

Special Difficulties in the Use of the Articles.

I. *Most, the most, a most*: — *most writers, most books* (when a majority is meant):

The most important question of the day (the question of the greatest importance).

I have read a most interesting book (a very interesting book). *This is the work of a most famous writer* (a very famous writer).

This work is most important (very important).

Compare: *In our age he is a most interesting writer, with: He is the most interesting writer of our age.*

II. *Few, a few, the few; little, a little, the little*: — *We have few books* (not many — negative). *You have a few pencils* (some at least — affirmative). *We have given away the few pencils we had.*

You read little (not much). *You read a little* (some at least). *Do you understand the little you read?*

III. *Next, the next* — meaning place or order, is always used with the definite article: *I live in the next house. The next pupil will answer.*

Next — meaning time, may be used both with or without the definite article:

a) Always without the article: I shall do it next year, week, month, summer, etc. (adverb of time — tulevane).

b) With the article: *In May I shall go to the South, but the next* (the following — järgmine) *month I shall be busy working in town. There was much unrest in India at that time; the next year brought a new wave of strikes. We arrived there on Monday night; the next morning found us tired and sleepy.*

Note. Remember the expressions: *He lives next door. Next to nothing.*

IV. *Last, the last; — last week, last year* (möödunud, adverb or time). But: *I was not present at the last meeting. She lives in the last house but one. We went there the last week of our stay* (viimane).

Note. Do not forget that *last night* = eile õhtul.

V. The article with numerals: a) *the second, a second, the third, etc. The second lesson is very difficult. It is the fifth day of his illness.* But: *He made a second voyage* (we do not know how many voyages he may make in the future). *He married a second time.* b) *Three, the three; two, the two, etc.: He saw two men.* But: *The two* (mõlemad) *travellers we met asked us many questions.*

Put in the article where necessary.

1) ... most of the students do their work well. What is ... most popular novel of our days? Which of you smokes ... most of all?

2) ... few books I have managed to read please me very much. You have but ... few friends (mõned). You have ... few friends (vähe, vähesed).

3) In August you were in Moscow, but where did you

go ... next month? Are you going to the country ... next month? Who lives ... next door? Take ... next door to ... right.

4) ... last month of my stay in Moscow was exceedingly tiring because I went to ... theatre almost every night. Is there ... theatre in your town? I slept badly ... last night. This is ... last night of our stay here.

5) Are you reading ... second or ... third lesson? I repeated my question ... second time, but nobody answered me.

6) ... two articles I have read are long and difficult. We are going to stay here ... two or three days.

7) I went to ... bed very late. Go to ... bed and put it in order.

Special Difficulties in the Use of Prepositions.

Discriminate between the following:

1. *At the house, in the house.*

All the ceilings ... my house have just been white-washed. I have some people staying ... my house.

2. *At the beginning, in the beginning; at the end, in the end.*

There were many empty seats ... the beginning (... the end) of the concert. ... the beginning (... the end) I felt bored.

3. *At a distance, in the distance.*

Our little village is situated ... a distance of 5 miles from the railway station. You live ... some distance from here. Can you see anything ... the distance?

4. *At the moment, in a moment.*

... the very moment of our departure we found that we had left behind some of our documents. ... a moment they were brought to us.

5. *At the time, in the time* (the epoch).

Russian women began to take part in social life ... the time of Peter the First. Russia ... that time was a very backward country.

6. *At the age, in the age* (the epoch).

He died ... the age of 54. He died ... an age of great industrial changes.

7. *At the corner, in the corner.*

You seem most uncomfortable sitting ... the corner of the table. Is there anything ... the corner of the room?

8. *At the bottom, on the bottom.*

There is some water ... the bottom of the glass. There is a spot ... the bottom of the glass (outside).

9. *At the same time, in the same time.*

You and I reached Leningrad ... the same time: i. e. at 10 a. m. (samal ajal). You and I reached Leningrad ... the same time; i. e. in two hours (sama aja jooksul).

10. *At the place, in the place.*

If I were ... your place I should act differently. We met ... the same place.

11. *In the picture, on the picture.*

... this picture we see a farmer with his family. That inkspot ... the picture has spoiled it.

12. *Through the window, out of the window.*

The window is closed, look ... it; it is open, look ... it.

13. *In the sun, on the sun.*

There are some spots ... the sun. I like to bask ... the sun.

14. *In the south, on the south (north, west, east).*

... the south the Soviet Union is bordered by the Black Sea. It is hot ... the south.

Exercises on the Use of Prepositions.

I. Fill in the spaces with *at* or *in*, and give suitable answers.

- 1) ... what time do you generally go to your work ... summer and ... winter? 2) Where would you like to spend your summer holidays, ... the south or ... the north? 3) Many countries were then ... war. 4) Is there a good library ... the Kirov works? 5) When will the delegation arrive ... Leningrad? 6) What are you working ...? 7) Are you clever ... needle work? 8) Is it advisable to spend hours and hours ... the sun? 9) Will you be ... home ... three hours time? 10) Does your dog bark ... strangers? 11) Have you ever slept ... the open air ... warm weather?

II. Illustrate by examples the difference in meaning between:

- 1) at the theatre, in the theatre; 2) at sea, in the sea.

SOME VERBAL IDIOMS.

As in other languages, so in English, prepositions are used with certain verbs (denoting simple fundamental actions), to form compound verbs whose meaning is more limited. Although in English the verb and the preposition remain separate, they denote only one single idea — the verb or the preposition, or both, losing their original meaning.

Here are some examples:

For. *Do for* = kill; *make for* = go towards; *look for* = seek.

On. *Get on* = succeed; *put on* = assume; *set on* = attack; *turn on* = (1) open (water, electric light, etc.), (2) attack; *take on* = (1) engage, (2) lament; *go on* = continue; *come on* = make progress.

Off. *Make off* = run away secretly; *get off* = escape; *set off* = make more beautiful by contrast; *turn off* = close (water, electric light, etc.); *cut off* = intercept;

take off = (1) remove, (2) burlesque; *go off* = (1) fare, (2) explode; *come off* = take place, happen.

Under. *Go under* = perish.

Over. *Make over* = transfer; *get over* = get well after an illness; *turn over* = reverse; *take over* = assume; *go over* = pass or move to *that* position; *come over* = move to *this* position; *look over* = examine; *see over* = supervise.

Up. *Do up* = weary; *make up* = (1) repose, (2) adorn with cosmetics; *get up* = (1) rise, (2) ascend with difficulty, (3) organize or prepare; *put up* = lodge; *set up* = establish; *turn up* = (1) cut into pieces, (2) distress; *run up* = raise or rise quickly; *take up* = (1) assume, (2) occupy, (3) arrest; *go up* = (1) rise, (2) be promoted; *come up* = be discussed.

Down. *Do down* = ruin; *get down* = descend with difficulty; *set down* = write; *turn down* = refuse; *cut down* = reduce; *run down* = (1) fail, (2) slander; *take down* = write; *go down* = sink; *come down* = descend; *look down upon* = despise.

In. *Do in* = kill; *get in* = enter with difficulty; *put in* = (1) insert, (2) enter; *set in* = begin; *turn in* = go to bed; *cut in* = intercept; *run in* = arrest; *take in* = deceive; *go in* = enter that place; *come in* = enter this place; *look in* = pay a short visit.

Into. *Get into* = enter with difficulty (for instance, a shirt); *go into* = examine; *come into* = inherit; *look into* = examine.

At. *Get at* = (1) reach, (2) tease, (3) bribe; *set at* = defy; *go at* = attack; *look at* = regard.

To. *Get to* = reach with difficulty; *set to* = apply oneself; *take to* = like; *see to* = supervise.

Out. *Do out* = clean; *make out* = understand; *put out* = extinguish; *get out* = (1) escape, (2) extract; *set out* =

(1) allot, (2) display; *turn out* = (1) expel, (2) produce, (3) appear; *run out* = fail; *cut out* = shape by cutting; *take out* = obtain; *go out* = be extinguished; *come out* = (1) flower, (2) enter society; *look out* = (1) be on watch, (2) select.

Round. *Get round* = evade; *turn round* = rotate; *go round* = revolve; *come round* = regain consciousness.

Through. *Get through* = pass with difficulty; *put through* = direct, propel; *run through* = spend; *go through* = suffer; *look through* = examine; *see through* = (1) penetrate, (2) understand thoroughly, (3) persist to the end.

About. *Get about* = walk with difficulty; *set about* = begin; *run about* = run in all directions; *come about* = happen; *look about* = look in all directions; *see about* = consider.

Across. *Get across* = traverse with difficulty; *put across* = make convincing; *cut across* = pass by a shorter course; *come across* = find.

After. *Run after* = pursue; *take after* = resemble; *look after* = supervise.

By. *Put by* = save (money); *set by* = store; *come by* = obtain.

With. *To be done with* = to be finished; *set with* = adorn with; *go with* = harmonize with; *go without* = to deny oneself.

Key to the Exercises on Special Difficulties in the Use of the Articles and Prepositions.

Put in the article where necessary.

1) Most of the students do their work well. What are the most popular novels of our days? Which of you smokes most of all? 2) The few books I have managed to read

please me very much. You have but a few friends. You have few friends. 3) In August you were in Moscow, but where did you go the next month? Are you going to the country next month? Who lives next door? Take the next door to the right. 4) The last month of my stay in Moscow was exceedingly tiring, because I went to the theatre almost every night. Is there a theatre in your town? I slept badly last night. This is the last night of our stay here. 5) Are you reading the second or the third lesson? I repeated my question a second time, but nobody answered me. 6) The two articles I have read are long and difficult. We are going to stay here two or three days. 7) I went to bed very late. Go to the bed and put it in order.

Discriminate between the following.

1) in my house ... at my house; 2) at the beginning (end) ... in the beginning (end); 3) at a distance ... at some distance ... in the distance; 4) at the moment ... in a moment; 5) in the time ... at that time; 6) at the age ... in an age; 7) at the corner ... in the corner; 8) at the bottom ... on the bottom; 9) at the same time ... in the same time; 10) in your place ... at the same place; 11) in this picture ... on the picture; 12) through it ... out of it; 13) on the sun ... in the sun; 14) on the south ... in the south.

I. Fill in the spaces with *at* or *in*.

1) at what time ... in summer ... in winter; 2) in the south or in the north; 3) at war; 4) at the Kirov works; 5) in Leningrad; 6) working at; 7) at; 8) in the sun; 9) at home in three hours' time; 10) bark at; 11) in the open air in warm weather.

II. Illustrate by examples the difference in meaning between:

1) I was *at the theatre* last night, I saw a new comedy. Many workers are busy with reconstruction work *in this theatre* (building). 2) There are many ships *out at sea*. There were many bathers *in the sea*.

WORD-BUILDING.

SUFFIXES.

I. Noun-Forming Suffixes.

Suffixes forming abstract, collective and material nouns.

1. **-dom**: freedom, wisdom.
2. **-hood**: manhood, childhood, boyhood, neighbourhood.
3. **-ship**: friendship, leadership, township, workmanship, relationship.
4. **-th** (forms abstract nouns from adjectives and verbs): long — length; strong — strength; true — truth; grow — growth.
5. **-ing** (forms abstract nouns from verbs and nouns): to earn — earnings; to sweep — sweepings; to understand — understandings.
6. **-ment** (forms nouns from verbs); to govern — government; to agree — agreement; to develop — development.
7. **-ance, -ence**: distance, ignorance; conference, reference.
8. **-ty** (forms abstract nouns from adjectives): equality, liberty, fraternity.
9. **-ation, -tion**: to examine — examination; to expect — expectation; to dictate — dictation.
10. **-ry** (forms nouns from nouns — collective nouns mostly): slave — slavery, poet — poetry, peasant — peasantry.
11. **-er, -or** (noun-suffixes, denoting the agent or doer): do — doer, teach — teacher, work — worker; direct — director.
12.

-ate	} (also denote the agent or doer): agent, student; candidate,
-ent	
-ist	

 delegate; communist, socialist.

II. Adjective-Forming Suffixes.

1. **-y**: greed — greedy, thirst — thirsty, hunger — hungry, ease — easy, dirt — dirty, mud — muddy, glass — glassy.
2. **-ly** (forms adjectives from nouns): man — manly, day — daily, hour — hourly.

3. **-ful** (forms adjectives from abstract nouns; denotes the presence of a given quality in a high degree):
 beauty — beautiful, i. e. full of beauty.
 power — powerful, i. e. full of power.
 hope — hopeful, joy — joyful.
4. **-less** (forms adjectives with a negative meaning from nouns): use — useless, fear — fearless, home — homeless.
5. **-ern**: north — northern, south — southern, etc.
6. **-ward** (denotes direction): backward, homeward, forward, northward, etc.
7. **-ed** (forms adjectives from some nouns): gift — gifted, talent — talented; red hair — red-haired; blue eyes — blue-eyed.
8. **-ing** (forms present participles which are used as adjectives): promise — promising, surprise — surprising.
9. **-ant, -ent**: ignorant, extravagant, distant, competent.
10. **-ary**: extraordinary, revolutionary.
11. **-ese** (forms adjectives from names of countries): Chinese, Portuguese.
12. **-able, -ible** (forms adjectives from nouns and verbs): notable, remarkable, drinkable; possible, flexible.
13. **-ic**: despotic, economic, domestic.
14. **-al**: political, social, physical.
15. **-ive**: active, conservative.
16. **-en**: golden, wooden, woollen.

III. Verb-Forming Suffixes.

1. **-ize**: to colonize, to revolutionize. (*Also spelt -ise.*)
2. **-fy**: to magnify, to specify, to qualify.
3. **-ate**: to agitate, to propagate.
4. **-en**: to widen, to quicken.

IV. Adverb-Forming Suffixes.

The only adverb-forming suffix is **-ly**.

It forms adverbs: a) from nouns: partly, namely.

b) from adjectives: badly, fully, slowly.

c) from participles: decidedly.

Prefixes.

All the parts of speech may have the same prefixes as a rule.

Negative Prefixes.

mis (meaning wrong): to mislead (to lead in a wrong way); to misunderstand; interpretation — misinterpretation.

un: unkind, unemployment, to unlock.

in: indifferent, injustice, involuntary.

Note: **in-** before **m**, **p** and **b** becomes **im-**; before **l** and **r** it becomes **il-** and **ir-**.

im: immortal, imperfect, improvable, impossible, importance.

il: illiterate, illogical, illegal.

ir: irrational, irresponsible, irregular, irreligious.

de: to degenerate, to decompose, demobilization.

dis: to dislike, disobedience, disorganization, disarmament.

Other Prefixes.

inter (between, among): international, intercourse, intermingle.

pre (before): pre-war, pre-revolutionary, presuppose.

post (after): post-war, postscript, post-graduate.

re (again): to reconstruct, to rewrite, to re-read, to react, to renew, to reform.

sub (under): subtropical, submarine, subdivision.

super (above, over): superman, supernatural.

semi (half): semi-tropical, semicolon, semicircle.

co, **com**, **con**, **col** (with, together): cooperation, collaboration, coordination.

contra, **counter** (against): contradiction, counter-attack.

PREPOSITIONS.

at: The lesson begins *at* nine o'clock.

in: In summer we get up early *in* the morning.

on: School begins *on* the 1st of September.

from: Last year I stayed in the country *from* July to September.

till (until): Our lessons will continue *till* June.

before: Many people were illiterate *before* the Revolution.

after: *After* our examinations we shall have our winter vacation.

during: Many children go to the country *during* their summer vacation.

by: Our studies are *over by* the 15th June.

for: In summer all schoolchildren rest *for* two months.

between: Come and see me *between* four and five.

Prepositions of Place.

The following prepositions answer the question *where*.

on: The pencil-box is *on* the desk.

in: The books are *in* the schoolbag.

at: The teacher is standing *at* the blackboard.

I learn *at* school.

above: The lamp is *above* the table.

under: The cat is *under* the table.

before:

in front of: } The teacher is sitting { *before*
 } *in front of* the pupils.

near: The stove is *near* the door.

between: He sat *between* his two sisters.

among: The boy was standing *among* his comrades.

across: Tom lives *across* the street.

Prepositions of Direction.

The following prepositions answer the questions *whence*, *whither* and *where*.

into: I am putting the books *into* the bag.

out of: I am taking the money *out of* the pocket.

from: I come *from* school at 12 o'clock in the morning.

to: I go *to* school at eight o'clock in the morning.

up: I am going *up* the stairs.

down: I am going *down* the stairs.

across: The children are running *across* the field.

along: I met him walking *along* the street.

Some Prepositions Taking the Place of Estonian Case Endings.

Omastav: *of* — I have heard the song *of* the blossoms and the old chant *of* the sea.

Sisseütlev: *into* — The thief threw the things *into* the Thames.

to — I am going *to* the theatre to-night.

Seesütlev: *in* — Hope springs eternal *in* the human breast.

at — My sister is not *at* home to-day.

Seestütlev: *out of* — He wipes a tear *out of* his eyes.

from — Our sportsmen arrived *from* Moscow last Monday.

Alaleütlev: *to* — The champions have come back *to* Estonia.

into — The labourer went *into* the field.
on — We have to go *on* a long journey.
Alalütlev: *on* — Sugar is *on* the table.
at — There is a ship *at* sea.
in — *In* winter we get up *at* night.
Alaltütlev: *from* — I have received a letter *from* a friend.
off — The miller's son fell *off* the ladder.
Ilmaütlev: *without* — Zeal *without* knowledge is a frenzy.
Kaasaütlev: *with* — *With* a smile and a song we are marching along.
Rajav: *as far as* — Go *as far as* the station and then turn to the left.
Saav: *to* — The lion tore the ass *to* pieces.
into — A caterpillar turns *into* a butterfly.
for — He was imprisoned *for* life.
by — The work was finished *by* sunset.
Olev: *as* — He served *as* an army volunteer.
As prose style this is good.

Latin Abbreviations.

A few of the most important Latin abbreviations used in English are given below.

Abbreviation	in full	English
e. g.	exempli gratia	for instance
i. e.	id est	that is (to say)
viz.	videlicet	namely
cf.	confer	compare
cp.	compara	compare
q. v.	quod vide	which see
ab in(it).	ab initio	from the beginning
ad fin.	ad finem	toward the end
ad lib.	ad libitum	at pleasure
c(ap).	caput	chapter, head
cc.	capita	chapters, heads
et seqq.	et sequent -es, -ia	and those that follow
etc.	et cetera	and the rest, and so on
ib(id).	ibidem	in the same place
loc. cit.	loco citato	in the passage cited
Q. E. D./F.	quod erat demonstrandum/faciendum	which was to be proved/done

TABLE OF TENSES.

	Active.	Passive.
Present	I write many exercises. We construct many factories.	Many exercises <i>are written</i> (by me). Many factories <i>are constructed</i> (by us).
Past	I wrote many exercises yesterday. We constructed many factories last year.	Many exercises <i>were written</i> (by me) yesterday. Many factories <i>were constructed</i> (by us) last year.
Future	I shall write many exercises to-morrow. We shall construct many factories next year.	Many exercises <i>will be written</i> (by me) to-morrow. Many factories <i>will be constructed</i> (by us) next year.
Present Perfect. Eel-olevik	I have written many exercises this week. We have constructed many factories.	Many exercises <i>have been written</i> (by me) this week. Many factories <i>have been constructed</i> (by us).
Past Perfect. Eel-minevik	I had written many exercises before you came. We had constructed many factories by the end of the last year.	Many exercises <i>had been written</i> (by me) before you came. Many factories <i>had been constructed</i> (by us) by the end of the last year.
Future Perfect. Eel-tulevik	I shall have written many exercises when you come. We shall have constructed many factories by the end of this year.	Many exercises <i>will have been written</i> (by me) when you come. Many factories <i>will have been constructed</i> (by us) by the end of this year.
Present Continuous	I am writing many exercises now. We are constructing many factories now.	Many exercises <i>are being written</i> (by me) now. Many factories <i>are being constructed</i> (by us) now.
Past Continuous	I was writing my exercises when you came. We were constructing many factories at that time.	My exercises <i>were being written</i> (by me) when you came. Many factories <i>were being constructed</i> (by us) at that time.

	Present.	Past.	Future.
General	My sister <i>learns</i> at school. I <i>write</i> many exercises.	My sister <i>learned</i> at school last year. I <i>wrote</i> exercises yesterday.	My sister <i>will study</i> at the University next year. I <i>shall write</i> many exercises to-morrow.
Perfect	My sister <i>has learned</i> at this school. I <i>have written</i> many exercises this week.	My sister <i>had learned</i> at school before she entered the University. I <i>had written</i> my exercises by ten o'clock yesterday evening.	My sister <i>will have finished</i> her studies at the University by the year 1952. I <i>shall have written</i> my exercises when you come to-morrow.
Continuous	My sister <i>is learning</i> at school. I <i>am writing</i> my exercises now.	My sister <i>was learning</i> at school when I entered the school. I <i>was writing</i> my exercises at ten o'clock yesterday morning.	My sister <i>will be studying</i> at the University when I finish my school. I <i>shall be writing</i> my exercises at ten o'clock to-morrow morning.
Perfect Continuous	My sister <i>has been learning</i> at the University for two years. I <i>have been writing</i> my exercises since ten o'clock in the morning.	My sister <i>had been learning</i> at school for five years when I began my studies there. Yesterday I <i>had been writing</i> my exercises from ten till eleven.	My sister <i>will have been learning</i> at the University when I finish my studies at school. I <i>shall have been writing</i> my exercises to-morrow morning from ten till eleven.

LIST OF IRREGULAR VERBS.

Infiniti- tive	Past	Past Parti- ciple	Infiniti- tive	Past	Past Parti- ciple
arise	arose	arisen	dream	dreamt	dreamt
awake	a) awoke b) awaked	a) awoke b) awaked	drink	drank	drunk
be	was, were	been	drive	drove	driven
bear	bore	a) born b) borne	dwell	dwelt	dwelt
beat	beat	a) beaten b) beat	eat	ate	eaten
become	became	become	fall	fell	fallen
begin	began	begun	feed	fed	fed
bend	bent	bent	feel	felt	felt
bind	bound	bound	fight	fought	fought
bite	bit	bitten	find	found	found
blow	blew	blown	flee	fled	fled
break	broke	broken	fling	flung	flung
breed	bred	bred	fly	flew	flown
bring	brought	brought	forbid	forbade	forbidden
build	built	built	forget	forgot	forgotten
burn	burnt	burnt	forsake	forsook	forsaken
burst	burst	burst	freeze	froze	frozen
buy	bought	bought	get	got	got
cast	cast	cast	give	gave	given
catch	caught	caught	go	went	gone
choose	chose	chosen	grind	ground	ground
cling	clung	clung	grow	grew	grown
come	came	come	hang	a) hung b) hanged	a) hung b) hanged
cost	cost	cost	have	had	had
creep	crept	crept	hear	heard	heard
cut	cut	cut	hide	hid	hidden
deal	dealt	dealt	hit	hit	hit
dig	dug	dug	hold	held	held
do	did	done	hurt	hurt	hurt
draw	drew	drawn	keep	kept	kept
			kneel	knelt	knelt
			know	knew	known

Infiniti- tive	Past	Past Parti- ciple	Infiniti- tive	Past	Past Parti- ciple
lay	laid	laid	shrink	shrank	shrunk
lead	led	led	shut	shut	shut
leap	a) leapt b) leaped	a) leapt b) leaped	sing	sang	sung
leave	left	left	sink	sank	sunk
lend	lent	lent	sit	sat	sat
let	let	let	sleep	slept	slept
lie	lay	lain	slide	slid	slid
light	lit	lit	smell	smelt	smelt
lose	lost	lost	sow	sowed	sown
make	made	made	speak	spoke	spoken
mean	meant	meant	speed	sped	sped
meet	met	met	spell	spelt	spelt
pay	paid	paid	spend	spent	spent
put	put	put	spill	spilt	spilt
read	read	read	spin	spun	spun
rid	rid	rid	split	split	split
ride	rode	ridden	spoil	spoilt	spoilt
ring	rang	rung	spread	spread	spread
rise	rose	risen	spring	sprang	sprung
run	ran	run	stand	stood	stood
saw	sawed	sawn	steal	stole	stolen
say	said	said	stick	stuck	stuck
see	saw	seen	sting	stung	stung
seek	sought	sought	strike	struck	struck
sell	sold	sold	swear	swore	sworn
send	sent	sent	sweep	swept	swept
set	set	set	swell	swelled	swollen
sew	sewed	sewn	swim	swam	swum
shake	shook	shaken	swing	swung	swung
shape	shaped	a) shaped b) shapen	take	took	taken
shied	shed	shed	teach	taught	taught
shine	shone	shone	tear	tore	torn
shoot	shot	shot	tell	told	told
show	showed	shown	think	thought	thought
			throw	threw	thrown
			thrust	thrust	thrust

Infiniti- tive	Past	Past Parti- ciple	Infiniti- tive	Past	Past Parti- ciple
tread	trod	trodden	weep	wept	wept
wake	a) woke b) waked	a) waked b) woken	win	won	won
wear	wore	worn	wind	wound	wound
weave	a) wove b) weaved	woven	wring	wrung	wrung
			write	wrote	written

ALPHABETIC VOCABULARY.

A.

ability *s.* [ə'biliti] võime, oskus
aboard *adv.* [ə'bɔ:d] laeval, laeva pardal

abound *v.* [ə'baund] külluses olema või esinema, rohkesti olema, kubisema

absent-minded *adj.* [æbsnt-'maɪndɪd] hajameelne

abstain *v.* [æbs'tein] hoiduma, keelduma

abuse *v.* [ə'bju:z] kuri- või väär-
 tarvitama, teotama, sõimama

accept *v.* [æk'sept] vastu võtma, nõusolekuga vastama

acceptance *s.* [æk'septəns] heakskiit, tunnustus, vastu-
 võtmine

accomplish *v.* [ækəmpliʃ] soo-
 ritama, täide viima

account *s.* [ə'kaunt] jutustus, aruanne

account for *v.* [ə'kaunt] aru
 andma; *siin:* tapma

accumulate *v.* [ækju:mjuleit] kuhjama

accurate *adj.* [ækjuri:t] täpne, õige

accuse *v.* [ækju:z] süüdistama

accustom *v.* [æk'astəm] harju-
 tama (millegagi = to)

ache *v.* [eik] valutama

achievement *s.* [ə'tʃi:vmənt] saavutus, täideviimine

acknowledge *v.* [æk'nɒlɪdʒ] (õige-
 gek) tunnistama

admiration *s.* [ædmə'reɪʃən] vaimustus, imetlus

admire *v.* [əd'maɪə] imetlema

adopt *v.* [əd'ɒpt] adopteerima, omaks võtma, tarvitusele võt-
 ma

advantage *s.* [əd'vɑ:ntɪdʒ] pa-
 remus, eelis

advice *s.* [əd'vaɪs] nõuanne

advise *v.* [əd'vaɪz] nõu andma, soovitama

advocate *v.* [ædvəkeɪt] kaitse-
 ma

aerial *adj. s.* [æəriəl] õhuline, õhu-; antenn

affectation *s.* [æfek'teɪʃən] teesklus, edevus

afford *v.* [ə'fɔ:d] võimaldama, pakkuma, andma

age *s.* [eidʒ] iga, ajajärk

agree *v.* [ə'gri:] nõustuma

agreement *s.* [ə'gri:mənt] nõus-
 olek, kokkulepe

ahead *adv.* [ə'hed] ees, edasi, ette, eel

aid *s.* [eid] abi

aim *s.* [eɪm] siht; *v.* sihtima

alarm *s.* [ə'lɑ:ɪm] häire, segadus

ale *s.* [eɪl] õlu

alongside *adv.* [ə'lɒŋ'saɪd] kõr-

vu(ti), (laeva)külje all, parda
 ääres; ~ of (millegi) kõrval
alter v. [ɔ:l̩tə] muutma, muutu-
 ma
altogether adv. [ɔ:l̩tə'geðə] täi-
 esti; üldiselt
ammunition [æmju'niʃən] sõja-
 moon
amuse v. [əm'ju:z] lõbustama,
 meelt lahutama, naerma aja-
 ma
amusement s. [əm'ju:zmənt] lõ-
 bustus, meelelahutus, ajaviide
ancient a. [ˈeɪnʃənt] vana, vana-
 aegne, muistne, antiikne
ankle s. [æŋkl] pahkluu (liiges)
announce v. [ə'naʊns] teadus-
 tama, teatavaks tegema, kuu-
 lutama
announcement s. [ə'naʊnsmənt]
 teadaanne, kuulutus
antiquated adj. [ˈæntikweɪtɪd]
 vanamoeline, iganenud
anxiously adv. [ˈæŋksɪəsli] rahu-
 tult, kannatamatult, läbema-
 tult
anyway adv. [ˈeniwei] mingil
 viisil, kuidagiviisi, igal juhul
appear v. [ə'piə] näima, ilmu-
 ma
appearance s. [ə'piərəns] ilmu-
 mine; välimus
apply v. [ə'plai] rakendama,
 tarvitama
appoint v. [ə'pɔɪnt] määrama,
 nimetama
appointment s. [ə'pɔɪntmənt]
 määramine, nimetamine, mää-
 ratud või kokkulepitud aeg
appreciate v. [ə'pri:ʃieɪt] kõr-
 gelt hindama, hindama

approve v. [ə'pru:v] heaks kiit-
 ma, kiitma
ardent adj. [ˈaɪdənt] tulihinge-
 line, innukas, äge, tuline, põ-
 lev
ardour s. [ˈaɪdə] tulisus, pala-
 vus, innukus, ägedus, vaimus-
 tus
area s. [ˈɛəriə] pindala, maa-
 ala; ulatus- või tegevuspiir-
 kond
argue v. [ˈɑ:gju:] tõestama,
 veenma, vaidlema
argument s. [ˈɑ:gjumənt] põh-
 jendus, argument, väide,
 tõestus
arms s. pl. [ɑ:mz] relvad
arrange v. [ə'reɪndʒ] korral-
 dama
arrangement s. [ə'reɪndʒmənt]
 korraldamine, korraldus
arrow s. [ˈærou] nool
art s. [ɑ:t] kunst
artilleryman s. [ɑ:'tɪlərimæn]
 suurtükiväelane
ash s. [æʃ] tuhk
ashamed adj. [ə'sheɪmd] häbenev
assemble v. [ə'sembl] koguma,
 kokku kutsuma, kogunema,
 kokku tulema
assertion s. [ə'sə:ʃən] kinnita-
 mine, väitmine, väide
assiduously adv. [ə'sɪdʒuəsli]
 väsimatult, lakkamatult
assign v. [ə'saɪn] määrama
assume v. [ə'sju:m] oletama,
 eeldama, endastmõistetavaks
 pidama
assurance s. [ə'ʃuərəns] kinni-
 tus, kindelolek

assure *v.* [ə'ʃuə] veenma, kindlasti väitma
asunder *adv.* [ə'sʌndə] tükki-deks, lahus
asylum *s.* [ə'sailəm] varjula, varjupaik; **lunatic asylum** hullumaja
attain *v.* [ə'tein] saavutama
attempt *v.* [ə'tempt] katsuma, ette võtma
attend *v.* [ə'tend] hoolitsema, osa võtma (loenguist, talitusest) jne.
attendants *s.* [ə'tendənts] teenijad, saatjaskond
audience *s.* [ˈɔ:diəns] kuulajas-kond, pealtkuulajad
automatic-rifleman *s.* [ɔ:tə'mæ-tik-'raiflmæn] automaatur
avoid *v.* [ə'vɔid] ära hoidma, hoiduma, vältima

B.

back *v.* [bæk] toetama
bakery *s.* ['beikəri] pagaritöös-tus, pagariäri
banish *v.* ['bæniʃ] maalt välja saatma, pagendama
bandage *v.* ['bændidʒ] siduma; *s.* side
banquet *s.* ['bæŋkwit] bankett, pidusöök
bar *s.* [bɑ:] kohus, advokatuur
barrel *s.* ['bærəl] (püssi) toru, raud, vaat
barn *s.* [bɑ:n] küün, rehi
barrister *s.* ['bæristə] advokaat
base *s.* [beis] baas, alus, põhi
basin *s.* [beisn] kauss, vaagen vesikond
basket *s.* ['bɑ:skit] korv

battalion *s.* [bə'tæljən] pataljon
battery *s.* ['bætəri] patareid
bay *s.* [bei] merelaht
bayonet *s.* ['beiənɪt] tääk
beam *s.* [bi:m] kiir
bear (**bore**, **borne**) *v.* [beə, bɔ:, bɔ:n] kandma, taluma
beard *s.* [biəd] habe
behave *v.* [bi'heiv] käituma, üles pidama
behold (**beheld**, **beheld**) *v.* [bi-'hould, bi'held] nägema, märkama
bet *s.* [bet] kihlvedu; *v.* kihlavedama
betrayal *s.* [bi'treiəl] reetmine
birth *s.* [bɜ:θ] sünd(-imine), tekimine
blackberry *s.* ['blækbəri] murakas
blame *v.* [bleim] laitma, tõrelema
bleed *v.* [bli:d] verd jooksmas
bleeding *s.* ['bli:diŋ] verejooks
blockhead *s.* ['blɒkhed] puupea, tola
blood *s.* [blʌd] veri
blow *s.* [blou] löök, hoop
blush *v.* [blʌʃ] punastama
board *s.* [bɔ:d] laud
boast *v.* [bəʊst] kiitlema, hooplema
bomb *s.* [bɒm] pomm
bone *s.* [bəʊn] kont
bore *v.* [bɔ:] tüütama; *s.* igavus, tüütu asi, tüütu isik
(be) born *v.* [bɔ:n] sündima
bottom *s.* ['bɒtəm] põhi, alus; *adj.* kõige alumine, madalaim osa

bowstring *s.* [bəʊstriŋ] vibu-
nõör

brain *s.* [breɪn] aju

breadcrumb *s.* [ˈbredkrəm] leiva-
raasuke

break with *v.* [ˈbreɪk ˈwið] kat-
kestama, järsult lõpetama
(suhted, harjumused)

breaker *s.* [breɪkə] laine (*poet.*),
murdlane

breast *s.* [brest] rind

bride *s.* [braɪd] pruut

bridegroom *s.* [ˈbraɪdgrum] peig-
mees

brigand *s.* [ˈbrɪɡənd] teeröövel

bring up (brought, brought) *v.*
[brɪŋ, brəʊt] kasvatama

**British Broadcasting Corpora-
tion** (= B. B. C.) Briti Raa-
dioringhääling

broadcasting [ˈbrɔːdkɑːstɪŋ] raa-
diosaatmine ringhäälingu kau-
du

broom *s.* [bruːm] luud

brutality *s.* [bruːˈtælɪti] toorus,
brutaalsus

brute *s.* [bruːt] toores inimene,
elajas

buff *adj.* [bʌf] tuhmkollast
värvi, kahkjaskollane, õle-
värvi

bullet *s.* [ˈbulɪt] kuul, padrun

bunch *s.* [bʌntʃ] kimp

burglar *s.* [ˈbɜːglə] murdvaras

burglary *s.* [ˈbɜːgləri] murdvar-
gus

burst (burst, burst) *v.* [bɜːst]
lõhkema, lõhki ajama, lõhki
minema, puhkema, pahva-
tama

bush *s.* [bʊʃ] põõsas

business *s.* [ˈbiznis] toiming, te-
gevus, äri

butt *s.* [bʌt] püssipära

C.

cabbage *s.* [ˈkæbɪdʒ] kapsas

call upon *v.* [ˈkɔːl əˈpɒn] külas-
tama

canto *s.* [ˈkæntəʊ] laul (luule-
tuse osa)

capable *adj.* [ˈkeɪpəbl] võime-
line, suuteline

care *s.* [kæə] hool(sus), tähele-
panu; ettevaatus; *v.* hoolit-
sema

carriage *s.* [ˈkærɪdʒ] tõld

carry off *v.* [ˈkæri ˈɔːf] ära vii-
ma

castle *s.* [kɑːsl] loss

cathedral *s.* [kəˈθiːdrəl] pea-
kirik, katedraal, piiskopikirik

cauldron *s.* [kɔːldrən] katel

cavalryman *s.* [ˈkævəlɪmən]
ratsaväelane

cease *v.* [siːs] lakkama

celebrated *adj.* [ˈselɪbreɪtɪd] sil-
mapaistev, kuulus

certainty *s.* [ˈsɜːntnti] kahelda-
matu fakt, kindlus, kindel
teadmine või veendumus

for a certainty — kahtlematult

chain *s.* [tʃeɪn] kett, ahel

chairman *s.* [ˈtʃeəmən] koos-
oleku juhataja, komisjoni esi-
mees

challenge *s.* [ˈtʃælɪndʒ] (tunnis-
mehe) hõige, väljakutse

chamber *s.* [ˈtʃeɪmbə] tuba,
kamber

chancellor *s.* [ˈtʃɑːnsələ] kants-
ler

charity *s.* [ˈtʃæriti] heategevus, halastus, ligimesearmastus
charm *s.* [tʃɑːm] võlu, võluvus, nõidus, sarm
chat *s.* [tʃæt] vestlus, õdus jutuaajamine
check *v.* [ˈtʃek] kontrollima
cherish *v.* [ˈtʃeriʃ] hellitama; (lootust) hellitama
choice *s.* [tʃɔis] valik
choose *v.* [tʃuɪz] valima, eelistama
chop *s.* [tʃɒp] kotlet, karbonaad
Christmas *s.* [ˈkrɪsməs] jõulud
circle *s.* [səːkl] ring
circumstance *s.* [ˈsəːkəmstəns] olukord, seisukord
citizen *s.* [ˈsitizn] kodanik
claim *v.* [kleim] nõudlema
clatter *s.* [ˈklætə] klirin, klõbin, kolin
clear *v.* [kliə] puhastama; *adj.* puhas, selge
clench *v.* [klentʃ] kokku pigistama (hambaid, rusikad)
clergyman *s.* [ˈklɛɪdʒimən] vaimulik, kirikuõpetaja
cling, (clung, clung) *v.* [kliŋ, klɒŋ] taklema, (millegi) külge hakkama, küljes rippuma, liibuma
close *adj.* [klaus] suletud; *siin* ainiti (üksisilmi)
coast *s.* [kəʊst] rand
cockney *s.* [kəkni] Londoni väikekodanlik päriselanik ja selle murrak
coffer *s.* [ˈkɒfə] kast, raudrahakast

coffin *s.* [ˈkɒfin] puusärk
coin *s.* [kɔin] metallraha, münt
combine *v.* [kəmˈbaɪn] ühendama, kombineerima
comfort *v.* [ˈkʌmfət] lohutama, rahustama; *s.* lohutus; rahustus
commemoration *s.* [kəmeməˈreɪʃən] aastapäeva pühitsemine, mälestus, mälestamine
commence *v.* [kəˈmens] algama
commerce *s.* [ˈkɒmə(:)s] kaubandus
commercial *adj.* [kəˈmɛɪʃl] kaubanduslik
committee *s.* [kəˈmiti] komiisjon, komitee
commodity *s.* [kəˈmɒditi] tarbese, kauba-artikkel
commonwealth *s.* [kəmənweɪl] riik
communicate *v.* [kəˈmjʊnɪkeɪt] edasi andma, ühendusse astuma
communication *s.* [kəmjʊniˈkeɪʃən] edasiandmine, ühendus
companion-in-arms *s.* [kəmˈpænjən-in-ˈɑɪmz] kaasvõitleja, relvavend
company *s.* [ˈkʌmpəni] seltskond, kompanii, rood
compel *v.* [kəmˈpel] sundima
competent *adj.* [ˈkɒmpɪtənt] kompetentne, asjatundlik
complete *v.* [kəmˈpliːt] viimistlema, lõpule viima, lõpetama
completely *adv.* [kəmˈpliːtli] täiesti
complexion *s.* [kəmˈplekʃən] näovärv, jume

complicated *adj.* ['kɒmplikeitɪd] komplitseeritud, keerukas
comprise *v.* [kəm'praɪz] sisaldama, kaasa arvama
compulsion *s.* [kəm'pʌlʃən] sund
conceal *v.* [kən'si:əl] varjama
conceited *adj.* [kən'si:ɪtɪd] enast täis, kehkjas
conception *s.* [kən'sepʃən] mõte, idee, kujutus
conclude *v.* [kən'klu:ɪd] järeldama, lõpetama, sõlmima
conclusion *s.* [kən'klu:ʒən] lõpp, järeldus, lõpparvamus
conduct *s.* ['kɒndʌkt] käitumine, ülespidamine
confessor *s.* [kən'fesə] pihhiisa, pihtija, usutunnistaja
confine *v.* [kən'faɪn] piirama
confirmed *adj.* [kən'fə:md] *siin:* veendunud
congratulate *v.* [kən'grætjuleit] õnne soovima, õnnitlema
conquer *v.* ['kɒŋkə] võitma, vallutama
conquest *s.* ['kɒŋkwɛst] võitmine, vallutamine
consider *v.* [kən'sɪdə] kaalutlema, arutlema, pidama (millekski)
considerable *adj.* [kən'sɪdərəbl] arvestamisväärne, märkimisväärne, tunduv, suur, tähtis
consolation *s.* [kɒnsə'leiʃən] lohutus, trööst
consolidate *v.* [kən'sɒlɪdeɪt] kindlustama
constable *s.* ['kɒnstəbl] politseinik

constantly *adv.* ['kɒnstəntli] sageli, tihti, pidevalt
construction *s.* [kən'strʌkʃən] ehitus, konstruktsioon
consume *v.* [kən'sju:m] hävitama, tarbima, tarvitama
contain *v.* [kən'teɪn] sisaldama
contemporary *adj.* [kən'tempərəri] kaasaegne
contest *s.* ['kɒntest] võistlus, võitlus
contradiction *s.* [kɒntrə'dɪkʃən] vasturääkivus, vasturääkimine
convenient *adj.* [kən'vi:njənt] mugav, sobiv, käepärane
convince *v.* [kən'vɪns] veenma, tõendama
cook *s.* [kuk] kokk; *v.* keetma
copper *s.* ['kɒpə] vask
coroner *s.* ['kɒrənə] vägivaldsete surmajuhtude ametlik uurija, surmajuhtude uurimise kohtunik
corporation *s.* [kɒ:pə'reɪʃən] ühing, korporatsioon
corpse *s.* [kɒ:ps] laip, surnukeha
correspond *v.* [kɒrɪ'spɒnd] vastatama, korrespondeerima, vastavuses olema
corrupt *v.* [kə'rʌpt] rikkuma, kõdunema, mädanema, kõlbeliselt laostuma, ära ostma
coryphaeus, *pl.* **coryphaei** *s.* [kɒrɪ'fi:əs, kɒrɪ'fi:] (kreeka) koori juht, juhtiv isik teaduses, kunstis, poliitikas
cost *s.* [kɒ(:)st] hind, kulu
cough *s.* [kɒ(:)f] köha
counter *s.* ['kauntə] lett
couple *s.* ['kʌpl] paar

courage *s.* [ˈkʌrɪdʒ] julgus
courageous *adj.* [kəˈreɪdʒəs] julge
court *s.* [kɔ:t] kohus, õukond, hoov, õu, mänguväljak
courtyard *s.* [ˈkɔ:tˈjaɪd] õu, hoov
coward *s.* [ˈkauəd] argpüks, pelgur
crack *v.* [kræk] raksatama, raksuma, praksatama, praksuma, mõranema, purunema
cradle *s.* [kreɪdl] häll
craft *s.* [krɑ:ft] kunst, osavus, kavalus, pettus; rakendus-kunst; vee- või õhusõiduk
crag *s.* [kræg] kaljurünk, kalju
crawl *v.* [krɔ:l] roomama
creation *s.* [kriˈeɪʃən] looming, loomine
creator *s.* [kriˈeɪtə] looja
creature *s.* [ˈkri:tʃə] olend, inimene, loom
credit *v.* [ˈkredit] uskuma; krediteerima
cross *s.* [krɒ(ɪ)s] rist
crossing *s.* [ˈkrɒ(ɪ)ʃɪŋ] risttee, üleminek, ülesõit
crown *s.* [kraun] kroon
cruel *adj.* [kruəl] karm, õel, julm, halastamatu
crush *v.* [krʌʃ] puruks muljuma, purustama, täielikult lõõma
crust *v.* [krʌst] koorik, koor, kest, (leiva) kooruke; väline koor või kest
cultivate *v.* [ˈkʌltiveɪt] kultiveerima, viljelema, harima
cultivation *s.* [kʌltiˈveɪʃən] viljelus, harimine, kultiveerimine

cupful *s.* [ˈkʌpful] tassitais
curiosity *s.* [kjuəriˈɒsɪti] uudis-himu, haruldus, kurioosum
curious *adj.* [ˈkjuəriəs] uudis-himulik, teadusehimuline, veider
curve *s.* [kəɪv] käänak, kõver
custody *s.* [ˈkʌstədi] vahistus, valve
custom *s.* [ˈkʌstəm] harjumus, komme
customer *s.* [ˈkʌstəmə] ostja, kaubatarvitaja, klient

D.

damned *adj.* [dæmd] neetud
dare *v.* [dæə] julgema, tohtima
daring *adj.* [ˈdæərɪŋ] julge, uljas, kartmatu
darn *v.* [dɑ:n] nõeluma
dart *s.* [daɪt] nool, viskoda; sööst
dash *v.* [dæʃ] sööstma, tormama
dawn *s.* [dɔ:n] koit
daybreak *s.* [ˈdeɪbreɪk] koidik
deceit *s.* [diˈsiɪt] pettus
decent *adj.* [diːsnt] viisakas
decide *v.* [diˈsaɪd] otsustama
decison *s.* [diˈsɪʒən] otsus
declare *v.* [diˈkleə] avaldama, teatama
decompose *v.* [diːkəmˈpouz] lagunema, mädanema
deer *s.* [diə] hirv
defeat *s.* [diˈfiɪt] lüüasaamine, kaotus; *v.* võitma, (lahingus) lõõma
defence *s.* [diˈfens] kaitse
deign *v.* [deɪn] suvatsema, armu-

likult valmis olema, heaks
 arvama (midagi teha)
delay *v.* [di'lei] viivitama
delight *s.* [di'lait] ülim rõõm,
 sulnidus
deliver *v.* [di'livə] üle andma,
 vabastama, päästma, kätte
 toimetama, väljastama
to deliver a speech kõnet pi-
 dama
delve *v.* [delv] kaevama
demolish *v.* [di'məliʃ] purusta-
 ma
deny *v.* [di'nai] eitama, ära üt-
 lema, salgama
depart *v.* [di'pɑ:t] lahkuma,
 väljuma, ära sõitma
depict *v.* [di'pikt] kujutama, kir-
 jeldama
depiction *s.* [di'pikʃən] (piltli-
 kult) kujutamine, kirjelda-
 mine
deposit *s.* [di'pəzɪt] deposiit,
 hoius; tagatissumma, sisse-
 maks; sade, sadestik, sades-
 tunud lademik, sete
depth *s.* [depə] sügavus, süga-
 vik
derive *v.* [di'raɪv] tuletama, pä-
 rit olema, põlvnema
descent *s.* [di'sent] põlvnemine;
 allalaskumine, allatulek, -mü-
 nek
deserve *v.* [di'zə:v] (ära) teeni-
 ma, väärima
design *v.* [di'zain] kavatsema,
 plaanitsema, projekteerima,
 määrama, kavandama, kavan-
 deid tegema või joonistama;
 s. kavatsus, kava, plaan, mus-
 terjoonis

desire *v.* [di'zaɪə] soovima, ih-
 kama, ihaldama
despair *s.* [dis'pɛə] meeleheide
desperate *adj.* [ˈdesp(ə)rit] mee-
 leheitlik, lootuseta
despite *prep.* [dis'paɪt] (millestki)
 hoolimata, (millegi) kiuste
destiny *s.* [ˈdestɪni] saatus
destroy *v.* [dis'trɔɪ] hävitama
destroyer *s.* [dis'trɔɪə] hävitaja
detail *s.* [ˈdi:teɪl] detail, üksik-
 osa, -joon; osa, kild (tervi-
 kust)
determine *v.* [di'tə:mɪn] (kind-
 laks) määrama, otsustama;
 determineerima, piiristama,
 piiritlema
determinedly *adv.* [di'tə:mɪndli]
 otsustavalt, resoluutselt, kind-
 lameelselt, energiliselt
develop *v.* [di'veləp] arendama,
 arenema
development *s.* [di'veləpmənt]
 arendamine, arenemine, areng
device *s.* [di'vaɪs] võte, ettevõte
devote *v.* [di'vəʊt] pühendama
devoted *adj.* [di'vəʊtɪd] ustav,
 andunud
dew *s.* [dju:] kaste
diamond *s.* [ˈdaɪəmənd] teemant
dig (dug, dug) *v.* [dɪg, dʌg] kae-
 vama
dignity *s.* [ˈdɪgnɪti] auväärsus,
 väärikus
disappear *v.* [disə'piə] kaduma,
 haihtuma
disappoint *v.* [disə'pɔɪnt] pettu-
 must valmistama
disc *s.* [disk] ketas
discouraged *adj.* [dis'kʌrɪdʒd]

araks tehtud, heidutatud, julguse kaotanud

disease *s.* [di'zi:z] haigus

disobedience *s.* [disə'bi:djəns] sõnakuulmatus

display *v.* [dis'plei] osutama, (üles) näitama, esile tooma, (vaatamiseks) välja panema

distance *s.* ['distəns] distant, kaugus, vahemaa

distant *adj.* ['distənt] kauge, eemalolev; eemalehoiduv, külm

distinguish *v.* (from) [dis'tiŋ-wiʃ] eristama

district *s.* ['distrikt] distrikt, ringkond, piirkond, rajoon, jaoskond

distrust *s.* [dis'trəst] umbusaldus

disturb *v.* [dis'tə:b] rahutuks tegema, (kellegi) rahu rikkuma, segama, häirima

ditch *s.* [ditʃ] kraav

divorce *v.* [di'vɔ:s] (abielu) lahutama

do up (did, done) *v.* [du:, (did, dʌn)] kinni siduma, sisse pak-kima

domain *s.* [do'mein] domeen, vürsti või kuninga maaomand; riik, valdkond (*ret.*); piirkond, ala

doom *s.* [du:m] saatus

doubt *v.* [daʊt] kahtlema, *s.* kahtlus

drag *v.* [dræg] lohistama, tassima

drain *v.* [drein] kuivatama

draughtsman *s.* [draɪftsmən] joonistaja

dread *v.* [dred] kartma

dream *v.* [dri:m] unistama;
dream = day-dream unistus, unelm

dreary *adj.* [driəri] sünge, morn, kurb

dress *v.* [dres] riietuma, rõivastuma, sidet või plaastrit peale panema

dressing station *s.* ['dresɪŋ 'stei-ʃən] (mil.) sidumispunkt

drift *v.* [drift] ajuma (vooluga), kaasa kanduma, triivima

drinkable *adj.* ['drɪŋkəbl] jook-dav

drive (drove, driven) *v.* [draɪv, drouv, 'drɪvn] ajama, juhtima (sõidukit), kihutama, sundima

driver *s.* [draɪvə] ajaja, vankrijuht, voorimees, autojuht

drizzle *v.* [drɪzl] tibama, uduvihma sadama

drone *s.* [droun] isamesilane, lesk (mesilane)

drop *v.* [drɒp] langetama, kuku-tama, (maha) pillama

drown *v.* [draʊn] uppuma, upu-tama

drum *s.* [drʌm] trumm

dull *adj.* [dʌl] tuhm, tuim, loid; nüri, igav

dusk *s.* [dʌsk] hämarik, videvik, pimedik, hämarus

duty *s.* ['dju:ti] kohus, kohustus

dwell (upon) *v.* [dwell] peatuma, viibima, püsima (mingi aine juures)

dye *v.* [dai] värvima, jumestama

E.

eagle *s.* i:gl] kotkas

ease *s.* [i:z] muretus, kergendus

eatable *adj.* [iɪtəbl] söödav, söömiskõlblik

edge *s.* [edʒ] äär, serv

editor *s.* [ˈeditə] redaktor, toimetaja

educated *adj.* [ˈedju(:)keɪtɪd] haritud, kasvatatud

efficiency *s.* [iˈfiʃənsi] (töö) jõudlus, saavutusvõime, võimelisus

eject *v.* [i(:)dʒekt] välja heitma, välja viskama

eloquence *s.* [ˈeləkwəns] kõneosavus, ilukõnel(is)us

embrace *v.* [imˈbreɪs] embama, sülelema, kaisutama

emerald *s.* [ˈemərəld] smaragd

emergency *s.* [iˈmɛdʒənsi] kriitiline, hädaolukord, (äkki esilekerkiv) häda, (ettenägematu) ohtlik juht(um)

employer *s.* [imˈplɔɪə] tööandja

employment *s.* [imˈplɔɪmənt] teenistus, töö

emulation *s.* [emjuˈleɪʃən] võistlus

enchanted *adj.* [inˈtʃɑːntɪd] nõiutud, võlutud

encirclement *s.* [inˈsɜːklmənt] ümbritsus, ümberpiiramine

encourage *v.* [inˈkærɪdʒ] julgustama, õhutama (midagi tege ma), ergutama, soodustama

endure *v.* [inˈdʒuə] taluma, välja kannatama, vastu pidama

engage *v.* [inˈgeɪdʒ] teenistusse võtma, palkama, kohustama; köitma, kütkestama, kihlama

engagement *s.* [inˈgeɪdʒmənt] kohustus, tõotus, kihlus, kokkulepe

engender *v.* [inˈdʒendə] tekitama, esile kutsuma

engineering *s.* [endʒɪˈniəriŋ] inseneriteadus, tehnika

enjoy *v.* [inˈdʒɔɪ] nautima, lõbutundma, kasutama

enjoyment *s.* [inˈdʒɔɪmənt] nauding, lõbu, mõnu

enterprise *s.* [ˈentəpraɪz] (julge, ohtlik) ettevõte; julgustükk

entertain *v.* [entəˈteɪn] lõbus-tama, meelelahutust pakkuma

entertainment *s.* [entəˈteɪnmənt] lõbustus, meelelahutus

entreat *v.* [inˈtriːt] anuma, tungivalt paluma

envy *v.* [ˈenvi] kadestama; *s.* kadedus

epoch *s.* [ˈɪpək] epohh, ajastu

equip *v.* [iˈkwɪp] varustama

equipment *s.* [iˈkwɪpmənt] varustamine, varustus

ere *prep.* [ɛə] enne, enne kui

erect *v.* [iˈrekt] püstitama

escape *v.* [isˈkeɪp] vältima, kõrvale hoiduma, pääsema

especial *adj.* [isˈpeʃəl] spetsiaal, eriline

essay *s.* [ˈeseɪ] essee, (lühike) proosateos

essential *adj.* [iˈsenʃəl] oluline, olulise tähtsusega

establish *v.* [isˈtæblɪʃ] rajama, asutama, maksma panema

estate *s.* [isˈteɪt] kinnisvara, mõis

eternal *adj.* [iˈtəːnl] igavene

event *s.* [iˈvent] sündmus, juhtumus, lõpptulemus

evident *adj.* [ˈevidənt] ilmne, silmanähtav

exaggeration *s.* [igzædzə'reiʃən] liialdus
examine *v.* [ig'zæmin] uurima, küsitlema, üle kuulama
excel *v.* [ik'sel] ületama, parem olema, silma paistma
exchange *v.* [iks'tʃeindʒ] vahetama, ümber vahetama
excite *v.* [ik'sait] ärritama, erutada, üles kihutama
excitement *s.* [ik'saitmənt] ärritus, ärevus, erutus, elevus
excuse *v.* [iks'kju:z] vabandama, andestama; *s.* [iks'kju:s] vabandus, ettekääne
execute *v.* ['eksikju:t] täide viima või saatma, täitma, sooritama, hukkama
exhaust *v.* [ig'zɔ:st] kurnama, nõrgestama, (tühjaks) imema
exile *s.* ['eksail] pagendus, maa-pagu, pagulane
expanse *s.* [iks'pæns] avarus, (suur) avar lagendik, maa-ala
expel *v.* [iks'pel] välja heitma, välja ajama, välja tõukama
expense *s.* [iks'pens] kulutus, väljaminekud
experience *s.* [iks'piəriəns] kogemus
expert *s.* ['ekspə:t] ekspert, asjatundja
explanation *s.* [eksplə'neiʃən] seletus, seletamine
exploration *s.* (eksplə'reiʃən) uurimine, selgitamine, uurimisreis
explore *v.* [iks'plɔ:ɪ] uurima (maid)
expose *v.* [iks'pouz] välja pane-ma, eksponeerima

extend *v.* [iks'tend] sirutama, ulatama, ulatuma, küündima
exterminate [iks'tə:mineit] hävitama, välja juurima
extinguish *v.* [iks'tingwiʃ] kustutama, summutama, hävitama
extort *v.* [iks'tɔ:t] välja pressima
extravagance *s.* [iks'trævigəns] liialdus, ebatavalisus, pillamine
extremely *adv.* [iks'tri:mlɪ] äärmiselt, väga

F.

fable *s.* [feibl] valm, luulejutt, väljamõeldis, õpetlik (looma) jutt
facilities *s.* [fə'silitiz] hõlbustused, soodustused, võimalused
fade *v.* [feid] närbuma, närt-sima
faint *v.* [feɪnt] minestama, nõrkema, *adj.* nõrk, jõuetu, ram-metu
faintly *adv.* ['feintlɪ] nõrgalt, aralt
fair *adj.* [feə] ilus, kena, kaunis
false *adj.* [fə:ls] võlts, vale, väär, eba-, eksi-, valelik, petlik, truudusetu, reetlik
falsehood *s.* ['fə:lsʃud] vale, valetamine, valskus
fame *s.* [feim] kuulsus
familiar *s.* [fə'miljə] hästitund, tuttavlik
farewell *s.* ['feə'wel] jumalaga-jätt

farming *s.* ['fɑ:miŋ] põllu-
majandus
fascinate *v.* [fæsineit] paeluma,
võluma
fast *v.* [fɑ:st] paastuma
fat *adj.* [fæt] rasvane, ram-
mus
fate *s.* [feit] saatus
fatherland *s.* ['fɑ:ðəlænd] isa-
maa, isade maa
favourable *adj.* ['feivərəbl] soo-
dus(tav), heatahtlik
favoured *adj.* ['feivəd] soodus-
tatud, eelistatud seisukorras
favour *s.* ['feivə] heatahtlus,
heakskiit, poolehoid, soosing
fearless *adj.* ['fiəlis] kartmatu,
julge
feast *s.* [fi:st] pidustus, pidu-
päev, pidusööming
feebly *adv.* ['fi:blɪ] nõrgalt,
jõuetult
feed (fed, fed) *v.* [fi:nd, fed]
toitma, söötma
fence *v.* [fens] tõkestama, pii-
rama, taraga ümbritsema,
eraldama
fencing *s.* ['fensiŋ] vehklemine,
tara
fertilizer *s.* ['fə:tilaizə] (kunst-)
väetis, ramm(utis)
fever *s.* ['fi:və] palavik
fiction *s.* ['fikʃən] fiktsioon,
väljamõeldis, ilukirjandus, ro-
maanikirjandus
fiend *s.* [fi:nd] põrguline, paha-
rett
fiendish *adj.* ['fi:ndiʃ] kuratlik
final *adj.* ['fainəl] lõplik, lõpp-;
viim(a)ne
fire *s.* ['faɪə] tuli, leek; *v.* süü-

tama, põlema panema; tulis-
tama, tulirelvast laskma
fire-engine *s.* ['faɪərendʒin] tu-
letõrje masinprits
fireplace *s.* ['faɪəpleis] kamin,
kolle
fist *s.* [fist] rusikas
fit *s.* [fit] hoog, sööst, paslik-
kus, sobimus
flame *s.* [fleim] leek
flaming *adj.* ['fleimiŋ] leegitsev,
lõõmav, tuline
flare *s.* [fləə] lõke(ndus), loit;
hele (signaal)tuli
flash *v.* [flæʃ] välgatama, väl-
kuma, sähvatama, telegrafee-
rima
flask *s.* [fla:sk] plasku, pudel
flee (fled, fled) *v.* [fli:, fled]
põgenema, kaduma, haihtuma
fleet *s.* [fli:t] laevastik
fleetness *s.* ['fli:tnis] kiirus, põ-
gusus, nobedus
flesh *s.* [fleʃ] liha (toores)
flexible *adj.* ['fleksəbl] painduv
flier *s.* [flaɪə] lendur
flight *s.* [flait] lend, kiire möö-
duvus, pagemine
flinch *v.* [flintʃ] tagasi pörka-
ma, tagasi kohkuma (millegi
eest), taganema
fling *v.* [fliŋ] viskama, heitma,
pilduma
float *v.* [flaʊt] ujuma, ujumil
olema
flock *s.* [flɒk] kari, hulk, parv,
salk
floe *s.* [flou] (ujuv) jääpank
flour *s.* ['flauə] jahu
flourish *v.* ['fla:riʃ] hästi kasva-
ma, edenema, õitsema

flow v. [flou] voolama, voogama, hoovama, jooksuma
flush v. [flʌʃ] punastama, õhetama, punetama
foe s. [fou] vaenlane
foolishness s. [ˈfu:liʃnis] rumalus
foreground s. [ˈfɔ:graund] esiplaan
foresee (foresaw, foreseen) v. [fɔ:si:, fɔ:ˈsɔ:, fɔ:ˈsi:n] ette nägema
foresight s. [ˈfɔ:sait] ettenägelikkus, -vaatlikkus
forever adv. [fəˈrevə] alatiselt, alatiseks, alalõpmata
forfeits s. [ˈfɔ:fits] (pl.) pandimäng
forge v. [fɔ:dʒ] metalli taguma, se pistama, võltsima (dokumendi)
formerly adv. [ˈfɔ:məli] varemalt, ennemalt
fortnight s. [fɔ:tnait] kaks nädalat
fortune s. [ˈfɔ:tʃən] õnn, õnnelik juhus; saatus; varandus.
forward adv. [ˈfɔ:wəd] ette, ettepoole
foul adj. [faul] jalk, järe, ilge, räpane, must
fountain s. [ˈfauntin] purskkaev
fowl s. [faul] kodulind, sulgloom
fragrant adj. [ˈfreigrənt] hea lõhnaline, meeldivalt lõhnav
frail adj. [freil] nõrk, õrn, habras
fraternity s. [frəˈtə:niti] vendlus, vennastus
freckle s. [frekl] tedretäht,

tähn, v. tedretähtedega katma, tedretähtedega kattuma
frequent adj. [ˈfri:kwənt] sage, korduv, palju esinev
fresh adj. [freʃ] värske
friendship s. [ˈfrendʃip] sõprus
frog s. [frɒg] konn
frontier s. [ˈfrʌntjə] riigipiir, -raja
froth v. [frɔ:θ] vahutama, vahule ajama
function s. [ˈfʌŋkʃən] funktsioon, toime, tegevus
funeral s. [ˈfju:nərəl] matus, matusetalitus, -rong
funny adj. [ˈfʌni] naljakas, kentsakas
fur s. [fə:] karusnahk
furiously adv. [ˈfjuəriəsli] raevunult, raevukalt, maruliselt
furnish v. [ˈfə:niʃ] varustama, möbleerima

G.

gain v. [gein] saavutama, võitma, (kasu) saama, poolehoidu võitma
gale s. [geil] tugev tuul, torm
gang s. [gæŋ] salk, jõuk, grupp; roimarite jõuk
garret s. [ˈgærət] katusekamber, ärklituba
gate s. [geit] värav
gay adj. [gei] lõbus
geese s. [gi:s] haned (pl. nimesõnast **goose**)
gem s. [dʒem] kalliskivi, vääris-kivi
gendarme s. [ʒɑ:ndɑ:m] sandarm, politseisõdur

generosity *s.* [dʒenəˈrɒsɪti] suur(e)meelsus, heldus
generous *adj.* [ˈdʒenərəs] helde, suur(e)meelne
genius *s.* [ˈdʒiːnjəs] geenius, suurvaim
gentlefolks *s.* [ˈdʒentlfouks] *s. pl.* härrasrahvas, aadel
germ *s.* [dʒəːm] idu, eos, alge, suge, pisik
giant *s.* [ˈdʒaɪənt] hiiglane
gift *s.* [ɡɪft] and, annetis, kink; andekus
gilded *adj.* [ˈɡɪldɪd] kullatud
glance *s.* [ɡlɑːns] pilk
glide *v.* [ɡlaɪd] libisema, liuglema
gloomy *adj.* [ˈɡluːmi] sünge, nukker
glory *s.* [ˈɡlɔːri] hiilgus, au-(paiste), kuulsus
glove *s.* [ɡlʌv] kinnas, sõrmkin-nas
glow *v.* [ɡlou] hõõguma, erga-ma, õhetama
glut *s.* [ɡlʌt] (üle)küllastus
goblin *s.* [ˈɡɒblɪn] paharett, pa-hatahtlik väike inetu mäe-vaim, paha vaim
gondola *s.* [ˈɡɒndələ] gondel (lameda põhjaga veneetsia paat)
good for something (to be) mil-lekski kõlblik
good-natured *adj.* [ˈɡʊd-ˈnei-tʃəd] healoomuline, lahke, vastutulelik
gore *s.* [ɡɔː] (tardunud) veri
gown *s.* [gaʊn] kleit, talaar
grant *v.* [ɡrɑːnt] rahuldama,

täitma, kinkima, lubama, and-ma
gratitude *s.* [ˈɡrætɪtjuːd] tänu-likkus, tänumeel
grave *s.* [ɡreɪv] haud
grave *adj.* [ɡreɪv] tõsine
gravity *s.* [ˈɡrævɪti] tõsidus, raskus
greed *s.* [ɡriːd] ahnus
greenhouse *s.* [ˈɡriːnhauz] kas-vuhoone
grenade *s.* [ɡrɪˈneɪd] (käsi)gra-naat
grief *s.* [ɡriːf] kurbus
grief-stricken *adj.* [ˈɡriːfˈstri-kən] kurb, nukker
grieve *v.* [ɡriːv] kurvastama, nukrutsema
grind (**ground, ground**) *v.* [ɡraɪnd, graʊnd] jahvatama
grobe *v.* [ɡruːp] kobama, koba-misi võl pimesi otsima
grovel *v.* [ˈɡrɒvl] lõmitama, (*piltl.*) roomama
guard *s.* [ɡɑːd] vaht, valvur, valve, vahtkond
guardian *s.* [ˈɡɑːdʒən] kaitsja, hooldaja, eestkostja
guerilla *s.* [ɡəˈrɪlə] partisaani-sõda
guerilla fighter *s.* [ɡəˈrɪlə ˈfaɪtə] partisan, siss
guess *v.* [ɡes] arvama, oletama, ära aitmama
guest *s.* [ɡest] külaline; võõras
guidance *s.* [ˈɡaɪdəns] juhtimine
guide *s.* [ɡaɪd] juht, nõuandja
guillotine *s.* [ɡɪləˈtiːn] giljotiin
guilty *adj.* [ˈɡɪlti] süüdlane, süüdioliev
guitar *s.* [ɡɪˈtaɪ] kitarr

H.

habit *s.* [ˈhæbit] harjumus
habitable *adj.* [ˈhæbitəbl̩] elamis- või asustamiskõlblik
halt *int.* [hɔːlt] seis (eriti sõdurite kohta; sõjaväeline käsklus)
ham *s.* [hæm] sink
hammer *s.* [ˈhæmə] haamer
handful *s.* [ˈhæn(d)ful] peotäis
handle *v.* [hændl̩] käsitsema, tegelema
hand-to-hand *adj.* [ˈhænd-tə-ˈhænd] käsitsi-
hardship *s.* [ˈhɑːdʃɪp] (elu)raskus, kitsikus, vaev
harness *v.* [ˈhɑːnɪs] rakmestama, rakendama
harp *s.* [hɑːp] kannel
hasten *v.* [ˈheɪsn̩] ruttama, kiirustama
hastily *adv.* [ˈheɪstɪli] ruttavalt, kiirustavalt, kähku
hatch *v.* [hætʃ] hauduma
hatred *s.* [ˈheitrid] viha(vaen)
haughty *adj.* [ˈhɔːti] kõrk, upsakas
haven *s.* [ˈheɪvn] sadam
havoc *s.* [ˈhævək] rüüstamine, laastamine
head *v.* [hed] eesotsas olema, juhtima, pealkirjastama
headquarters *s.* [ˈhedˈkwɔːtəz] (sõjaväe) peakorter, staap
health *s.* [helə] tervis
hearth *s.* [hɑːθ] kolle, kamin, tulease
heartily *adv.* [ˈhɑːtɪli] südamliselt, siiralt, jõuliselt tugevasti, hoogsalt

heaven *s.* [ˈhevn̩] taevas
height *s.* [haɪt] kõrgus; kasv
heir *s.* [eə] pärija
heiress *s.* [ˈeəɪs] naispärija
hence *adv.* [hens̩] siit, nüüdsest peale; järelikult
Hiawatha *s.* [haɪəˈwəə] Hiavatha
highway *s.* [ˈhaɪwei] maantee, peatee
highwayman *s.* [ˈhaɪweɪmən] (tee)röövel
hint *s.* [hɪnt] vihje
hit (hit, hit) lööma
Hitlerite *adj.* [ˈhɪtləraɪt] hitlerlik, hitleri-
hoarse *adj.* [hɔːs] kähisev, kähke, käheda häälega
hole *s.* [houl] auk
hop *v.* [hɒp] (üle) hüppama, hüplema, kekslema
horn *s.* [hɔːn] sarv
host *s.* [houst] peremees, majaisand, võõrustaja
hothouse *s.* [ˈhəʊhaus] kasvuhoone
howl *v.* [haul] ul(g)uma, viingu-
ma
hue *s.* [hjuː] värving, värv(us)
huge *adj.* [hjuːdʒ] hiiglasuur, tohutu
humane *adj.* [hjuː(ɪ)ˈmeɪn] inimlik, inimsõbralik, humaanne
humiliation *s.* [hjuː(ɪ)mɪliˈeɪʃən] alandamine, alandus
hunt *v.* [hʌnt] küttima, jahti pidama
hypocrisy *s.* [hɪˈpɒkrɪsi] silmakirja(li)sus
hypocrite *s.* [ˈhɪpɒkrit] silmakirjatseja

hypocritical *adj.* [hipə'kritik(ə)l] silmakirjalik, teesklev

I.

idea *s.* [ai'diə] idee, kujutus, mõte

identify *v.* [ai'dentifai] samastama, identifitseerima

ignorance *s.* ['ignərəns] teadmatus, asjatundmatus

ignore *v.* [ig'nəi] ignoreerima, tähele panemata jätma, mitte hoolima

illiterate *adj.* [i'lit(ə)rit] kirjaoskamatu, harimatu

imagine *v.* [i'mædʒin] kujutlema, ette kujutama

immoral *adj.* [i'mərəl] ebakõlbeline, ebamoraalne

impart *v.* [im'pɑ:t] osa andma; edasi andma, teatama

impatient *adj.* [im'peɪʃənt] kannatamatu, läbematu

impediment *s.* [im'pedimənt] tõkestus, takistus

impending *adj.* [im'pendɪŋ] möödumatu, möödapääsematu, ähvardav

impossible *adj.* [im'pɒsɪbl] võimatu

impostor *s.* [im'pɒstə] pettur, petis

impress *v.* (on) [im'pres] muljestama, muljet jätma

impressionism *s.* [im'preʃnɪzm] impressionism (kunstivool)

impressiveness *s.* [im'presɪvnɪs] väljenduslikkus, ilmekus

impromptu *adj.* [im'prɒmptju:] improviseeritud, ettevalmistamatamata

improve *v.* [im'pru:v] parandama, paremaks tegema, paremaks muutuma

inadequate *adj.* [i'nædikwɪt] mittekohaldane, mittevastav

include *v.* [in'klu:d] sisaldama, endasse mahutama, kaasa arvama

income *s.* ['ɪnkəm] sissetulek, tulu

increase *v.* [in'kri:s] suurenema, suurendama

incredulity *s.* [ɪnkrɪ'dju:lɪti] uskmatus, umbusk

independent *adj.* [ɪndɪ'pendənt] sõltumatu, iseseisev

indifferent *adj.* [ɪn'dɪfrənt] ükskõikne (millegi vastu), erapooletu

indignation *adj.* [ɪndɪg'neɪʃ(ə)n] pahandumine, meelepaha, nõrdimus, viha

inequality *s.* [ɪni(ː)'kwɒləti] võrdsusetus, ebavõrdsus

ineradicable *adj.* [ɪnɪ'rædɪkəbl] väljajuurimatu, hävitamatu, silumata

inertia *s.* [ɪ'nɜ:ʃiə] inerts, loidus, hootus

inexplicable *adj.* [ɪ'neksplɪkəbl] mitteseletatav, seletamatu

infectious *adj.* [ɪn'fekʃəs] nakav, külgehakkav

inflamed *adj.* [ɪn'fleɪmd] palavikus, palavikust punetama

inflict *v.* [ɪn'flɪkt] peale panema, sundima (**upon**); tekitama (haava, valu)

ingratitude *s.* [ɪn'grætɪtju:d] tänamatus

inhabit v. [in'hæbit] elutsema, asuma
inhabitant s. [in'hæbitənt] elanik
inhuman adj. [in'hju:mən] mitte-inimlik, toores
injure v. [in'dʒə] ülekohut tege-ma, vigastama, kahjustama
injustice s. [in'dʒʌstis] õigluse-tus, ülekohus
ink v. [ɪŋk] tindiga (jooni) märkima, tindiga (tušiga, trükimustaga) määrima
innocent adj. [inəsnt] süütu, ohutu, lihtsameelne
innovator s. [inoveitə] uuenda-ja, novaator
inquire v. [in'kwaɪə] (järele) uurima (**into**), teateid kogu-ma (**of, about**), pärima, kü-sima, küsitlenu
inquisitive adj. [in'kwizitiv] uudishimulik, päriv, küsitlev
inscription s. [in'skripʃən] sis-se- või pealekirjutus, pealki-ril, (nime) sissekannu
inspiration s. [inspi'reiʃən] inspiratsioon, loominguvai-mustus, elevus
instantly adj. [instəntli] silma-pilk, otsekohe, jalamaid
instructor s. [in'straktə] õpeta-ja, instruktor
insult s. [insalt] solvamine, solvang
intensify v. [intensifai] jõulise-maks tegema, süvendama, kõ-vendama
interaction s. [intə'rækʃən] vas-tastikune mõjutamine või mõju(s)tus, interaktsioon

intercourse s. [intə(ɪ)kəʊs] (seltskondlik, kaubanduslik) läbikäimine, vahekord
intermingle v. [intə'miŋgl] se-gunema, segama
internal adj. [in'tə:nl] sisemine, seesmine, sise-
interpreter s. [in'tə:pritə] tõlk, tõlgendaja
invade v. [in'veid] sisse tungi-ma, kallale tungima
invader s. [in'veidə] sissetungi-ja, anastaja
invaluable adj. [in'væljuebl] hindamatu, äraarvamatult kallis
invisible adj. [in'vizəbl] nähta-matu, nägematu
involuntary adj. [in'vələntəri] tahtmatu
inward adj. [inwəd] sisemine, seesmine
island s. [aɪlənd] saar
issue s. [isju:] väljaanne, käi-belelaskmine

J.

jail s. [dʒeɪl] vangla
jailer s. [dʒeɪlə] vangivaht, -valvur
jaw s. [dʒəʊ] lõualuu
jewel s. [dʒu:əl] juveel, kallis-kivi, väärisehu
job s. [dʒəb] töö, talitus, amet
join v. [dʒəɪn] ühendama, liit-ma, liituma
joint-stock company s. [dʒəɪnt-stək 'kʌmpəni] aktsiaselts
joke s. [dʒouk] nali
jolt s. [dʒoult] raputama, põru-tama, tõukama, rappuma

journey *s.* ['dʒə:ni] reis, tee-
kond
judge *s.* [dʒʌdʒ] kohtunik
judgement *s.* ['dʒʌdʒmənt]
(kohtu) otsus, kohtumõistmi-
ne
jug *s.* [dʒʌg] kann
jurymen *s.* ['dʒuərimən] vande-
kohtunikud, vannutatud me-
hed
justice *s.* [dʒʌstis] õiglus, õigus,
õigusemõistmine
justify *v.* ['dʒʌstifai] õigusta-
ma, õigeks mõistma, õigeks
tunnistama
jute mill *s.* ['dʒu:t'mil] džuudi-
vabrik

K.

keen *adj.* [ki:n] terav, vahe, lõi-
kav, terane, agar, innukas
kitchen *s.* ['kitʃin] köök
kneel (knelt, knelt) *v.* [ni:l,
nelt] põlvitama, põlvili lan-
gema
knock out *v.* [nək] oimetuks
lööma, põhjalikult lööma

L.

lack *v.* [læk] puudust tundma,
(millestki) ilma olema, puu-
duma, puudu olema
lacquey *s.* ['læki] teener
lad *s.* [læd] poiss, noormees
ladder *s.* ['lædə] redel
lake *s.* [leik] järv
lantern *s.* ['læntən] latern
Laplander *s.* ['læplændə] Lapi-
maa elanik, laplane
latitude *s.* ['lætiti:ju:d] geograa-
filine laius

lattice *adj.* ['lætist] võrega,
võrestikuga varustatud
laundry *s.* ['ləʊndri] pesukoda,
-maja, -köök
laureate *s.* ['ləʊri-it] laureaat
lawyer *s.* ['lə:jə] jurist, advo-
kaat
lay low (laid, laid) kummutama,
ümber lükkama; *siin:* rõhu-
ma
layer *s.* [ləə] kiht, kord
lean *v.* [li:n] nõjatama, nõjatu-
ma, naalduma, toetuma, kal-
lutama
lean *adj.* [li:n] lahja, kõhetu,
kõhn
leap *s.* [li:p] hüppama
leech *s.* [li:tʃ] (vere)kaan
legendary *adj.* ['ledʒəndəri] le-
gendaarne, muinaslooline
lemon *s.* ['lemən] sidrun
lever *s.* ['li:və] kang, hoob
liberation *s.* [libə'reiʃən] vabas-
tamine, vabastus
liberty *s.* ['libəti] vabadus
light up (lit, lit) *v.* [lait, lit]
valgustama, süütama, läitma,
süttima
lightning *s.* ['laitniŋ] välk
limit *s.* ['limit] piir, piirjoon
link *s.* [liŋk] lüli
litany *s.* ['litəni] litaania, pal-
veteenistus
lively *adv.* ['laivli] elavalt, erk-
salt
loaf *s.* [louf] (leiva)päts, suhk-
ru(pea)
local *adj.* ['loukəl] kohalik, lo-
kaalne, lokaal-
lofty *adj.* ['lɒ(:)fti] kõrge, uh-
ke, ülev

lonely *adj.* [ˈlounli] üksildane, eraldatud, üksik

long for *v.* [ˈlɒŋ fɔː] igatsema, ihaldama

longitude *s.* [ˈlɒndʒɪtjuːd] geograafiline pikkus, pikkuskraad

loose *adj.* [luːs] lahtine, vaba, lahe, oh(j)eldamatu

lore *s.* [lɔː] õpetus (traditsiooniline)

lucky *adj.* [ˈlʌki] õnnelik

M.

machine-gunner *s.* [məˈʃiːnɡənə] kuulipildur

mad *adj.* [mæd] hull, hullumeelne, meeletu

madman *s.* [ˈmædmən] hull, hullumeelne

magazine *s.* [mægəˈziːn] vintpüssimagasin, tulirelva (padruni)salv; ajakiri

magistrate *s.* [ˈmædʒɪstrɪt] rahukohtunik

magnify *v.* [ˈmæɡnɪfaɪ] suurendama

maiden *s.* [ˈmeɪdn] neiu

mail *s.* [meɪl] post, postisaadetised

main *s.* [meɪn] meri (poet.)

man *s.* [mæn] inimene, mees, sõdur, madrus

man-of-war *s.* [ˈmæn-əv-ˈwɔː] sõjalaev

mark *v.* [mɑːk] märkima, määristama, tähistama, märkama, tähele panema

market *s.* [ˈmɑːkɪt] turg

marquis *s.* [ˈmɑːkwɪs] markii (kõrgaadli tiitel)

marriage *s.* [ˈmæɪrɪdʒ] abielu, abiellumine, laulatus

mask *s.* [mɑːsk] mask

mast *s.* [mɑːst] mast

masterpiece *s.* [ˈmɑːstəpiːs] meistritöö, parim teos, toode

mature *adj.* [məˈtjuə] küps, valminud

member *s.* [ˈmembə] liige

meaning *s.* [ˈmiːnɪŋ] tähendus, mõte

measure *v.* [ˈmeɪʒə] mõõta, mõõtu võtta, hindama

medium *adj.* [ˈmiːdiəm] keskmine, (möödukas)

mellow *adj.* [ˈmelou] küps, pehme, mahe

memory *s.* [ˈmeməri] mälu

mend *v.* [mend] parandama

mention *v.* [ˈmenʃən] mainima, nimetama, kõnes puudutama

merchant *s.* [ˈmɜːtʃənt] kaupmees

merely *adv.* [ˈmiəli] ainult, üksnes, vaid

metre *s.* [ˈmiːtə] meeter; värsimõõt, meetrum (luuletuses)

mighty *adj.* [ˈmaɪti] vägev, võimas

mild *adj.* [maɪld] pehme, õrn, mahe, leebe

militant *adj.* [ˈmɪlɪtənt] sõjakas, sõdiv, võitlev

military *adj.* [ˈmɪlɪtəri] sõjaväeline, sõjaväe-, sõjaline, sõjamind

mind *v.* [maɪnd] tähele panema, hoolt kandma, hoolima, meelles pidama, pahaaks panema

mining *s.* [ˈmaɪnɪŋ] (mäe) kaevandustööd, mäetööd

minor *s.* [ˈmainə] alaealine; vähem
miserable *adj.* [ˈmizərəbl] õnnetu, armetu, vilets, haletsemisväärne
miss *v.* [mis] mitte tabama, mööda laskma, ebaõnnestuma
miss *s.* [nis] mittetabamine, möödalask, lasu nurjumine; preili
mission *s.* [ˈmiʃən] missioon, käsund, ülesanne, läkitus
mist *s.* [mist] udu, uduvihm
misunderstand *v.* [misʌndəˈstænd] valesti aru saama, vääriti mõistma
mitten *s.* [ˈmitn] labakinnas
mixture *s.* [ˈmikstʃə] segamine, segu
moan *v.* [moun] oigama, ägama
moccasin [ˈmækəsin] punanahksete jalats (hirvenahast)
mock *v.* [mæk] pilkama, mõnitama, narritama, irvitama
moderation *s.* [mədəˈreiʃən] mõõdukus, parajus, mõõdukamaks tegemine
modest *adj.* [ˈmədist] tagasihoidlik, vähenõudlik, mõõdukas, kombekas
monk *s.* [mʌŋk] munk
monster *s.* [ˈmɒnstə] koletis, peletis, monstrum
mood *s.* [muːd] tuju, meeleolu
moor *s.* [muə] raba
mortal *adj.* [ˈmɔːtl] surelik, maine, surmav, surma-,
mourn *v.* [mɔːn] leinama
mourner *s.* [ˈmɔːnə] leinaja, matuseline
moustache *s.* [məsˈtaɪʃ] vurrud

movie *s.* [ˈmuːvi] kinopilt (fam.) *pl.* **movies** kino
mud *s.* [mʌd] muda
mumble *v.* [ˈmʌmbəl] pomisema
mummy *s.* [ˈmami] muumia
munch *v.* [ˈmʌntʃ] mugima, matsutades sööma
murder *s.* [ˈmɜːdə] mõrv, mõrtsukatöö, tapmine
murmur *v.* [ˈmɜːmə] vulisema, kohisema, sumisema, ümisesema, nurisema; üminal (pominä) ütlema
mystery *s.* [ˈmɪstəri] saladus; salapärasus

N.

naked *adj.* [ˈneikid] alasti, paljas, katmata
napkin *s.* [ˈnæpkɪn] salvrätik
native *adj.* [ˈneɪtɪv] pärismaine
navy *s.* [ˈneɪvi] sõjalaevastik, merevägi
neat *adj.* [niːt] puhas, korralik
nightingale *s.* [ˈnaɪtɪŋgeɪl] ööbik
nimble *adj.* [ˈnɪmbl] nobe, kärmakas, vilgas
nineties *s. pl.* [ˈnaɪntɪz] üheksakümnendad aastad
noble *adj.* [ˈnəʊbl] suursugune suur(e)meelne, õilis
nobleman *s.* [ˈnəʊblmən] aadlik, aadlimees
nomadic *adj.* [ˈnɒˈmædɪk] rändav, kolija
nonsense *s.* [ˈnɒnsəns] mõtetusetus, rumalus, nonsenss
note *s.* [nəʊt] tähtsus, silmapaistvus, märg, toon, kõla, heli

of note silmapaistev, väljapaistev

nurse *v.* [nəɪs] pöetama

nursling *s.* [ˈnəɪslɪŋ] hoolealune, kasvandik

nut *s.* [nʌt] pähkel

O.

observe *v.* [əbˈzəɪv] järgima, tähele panema, silmas pidama, vaatlama; (määrusest) kinni pidama, täitma

obsolete *adj.* [ˈɒbsolɪt] igane-nud, vananenud, tarvitusest kaduv

obstacle *s.* [ˈɒbstəkl] tõke, takistus

obtain *v.* [əbˈteɪn] saavutama, kätte saama

occasion *s.* [əˈkeɪʒən] juhus, juhtum

occasionally *adv.* [əˈkeɪʒ(ə)nəli] juhuslikult, juhtuti, vahetevahel

occupation *s.* [ɒkjʊˈpeɪʃ(ə)n] okupeerimine, valdamine, valdus, enda alla haaramine, (elu)kutse, amet, tegevus

occur *v.* [əˈkɜː] juhtuma, ette tulema, leiduma, esinema

occurrence *s.* [əˈkɜːrəns] juhtumine, juhtum, sündmus

odd *adj.* [ɒd] liigne, liig-, lisa-, paarituarvuline (arvu kohta); veider, imelik

odour *s.* [ˈoʊdə] lõhn

offer *v.* [ˈɒfə] pakkuma

office *s.* [ˈɒfɪs] kontor, amet, ametiasutis

omit *v.* [oˈmɪt] minetama, rahu-

le jätma, tegemata jätma, välja jätma

omnipotence *s.* [ɒmˈnɪpətəns] kõikvõimsus, -võimus

opinion *s.* [əˈpɪnjən] arvamus, arvamine, vaade, veendumus, hinnang, hindav arvamus

opportunity *s.* [ɒpəˈtjuːnɪti] soodus juhus, kohasus, soodus võimalus

oppressor *v.* [əˈpresə] rõhuja, suruja

orchid *s.* [ˈɔːkɪd] orhidee

ore *s.* [ɔː] maak, ärts;

orphan *s.* [ˈɔːf(ə)n] orb, vaeslaps *e.* vaenelaps

ostentatious *adj.* [ɒstenˈteɪʃəs] välist hiilgust esitav, toretsev

outbreak *s.* [ˈaʊtbreɪk] purse, puhang

outcast *s.* [ˈaʊtkɑːst] väljatõugatu, põlatu, maalt väljasaadetu

outlaw *s.* [ˈaʊtlɔː] õigusteta, lindpree, põlastatu, killustatu

outline *s.* [ˈaʊtləɪn] piir- *e.* äärjoon, visand

outrageous *adj.* [aʊˈreɪdʒəs] teotav, solvav, pöörane, vihane

outward *adj.* [ˈaʊtwəd] väline, välispidine

overseer *s.* [ˈoʊvəsiə] üle- või järelevaataja

owner *s.* [ˈoʊnə] omanik

P.

paint *v.* [peɪnt] värvima, maalima

painting *s.* [ˈpeɪntɪŋ] maal

pang *s.* [pæŋ] (valu) kihvatus, kihk, vahk, piste
parcel *s.* ['pa:sl] pakk
parish *s.* ['pæriʃ] kihelkond
partake *v.* [pa:'teik] osa võtma, osa saama
parting *s.* ['pa:tiŋ] lahkumine, jumalagajätt, lahkumine
partisan *s.* [pa:'ti:zæn] partisan
pass *s.* [pa:s] kitsas läbikäik, (mäe)kuru, mäekitsus, lõhestik
passage *s.* ['pæsidʒ] läbikäik, vahekäik, koridor; lõige (kõnest või raamatust võetav), lõik
patch *s.* [pætʃ] lapp, paik, laik
pathos *s.* ['peioʊs] paatos, tundehoogsus
patience *s.* ['peɪʃəns] kannatlikkus, kannatus
patient *adj.* ['peɪʃənt] kannatlik
peace *s.* [pi:s] rahu
pear *s.* [peə] pirn
pearl *s.* [pɜ:l] pärl
peasant *s.* ['pezənt] talupoeg, maamees
penetrate *v.* ['penitreit] läbi tungima, läbistama, läbi imbuma; läbi nägema, aru saama
perfection *s.* [pə'fekʃən] täiuslikkus
to perfection täiuslikult, meistlikult
perform *v.* [pə'fɔ:m] täitma, teostama, sooritama, tegema
performance [pə'fɔ:məns] täitmine, teostamine, tegu, sooritus; ettekanne, etendus

perfume *s.* ['pɜ:fju:m] lõhn, parfüüm; lõhnaõli
peril *s.* ['peril] oht, surma- või hädaoht
perish *v.* ['periʃ] hukkuma, surema, kaduma
permit *v.* [pə'mit] lubama
persecute *v.* ['pɜ:sɪkju:t] jälitama, taga kiusama
personnel *s.* [pɜ:sə'nel] personaal, asutise või käitise isikuline koosseis
perturb *v.* [pɜ:tə'b] hämmeldama, ähmastama, häirima, segadusse viima
pet *s.* [pet] lemmik, helik, paljaps, lemmikloom
petal *s.* [petl] õieleht
pick up *v.* ['pɪk 'ʌp] üles noppima või võtma
pie *s.* [pai] pirukas
pierce *v.* [piəs] läbistama, läbitungima või pistma, torkama
pillow *s.* ['pilou] padi
pincers *s.* ['pinʒəz] (näpits) tangid, näpits
pinch *v.* [pɪntʃ] näpistama, pigistama
pink *adj.* [pɪŋk] roosa
pious *adj.* ['paɪəs] vaga, jumalakartlik
pistol *s.* ['pɪstl] püstol
plain *adj.* [pleɪn] lihtne, mitteilus, ilutu
plank *s.* [plæŋk] plank, paks laud
plant *v.* [plɑ:nt] istutama, s. taim
platoon *s.* [plə'tu:n] (mil.) rühm, laskurühm

plot *s.* [plɒt] maalapp, plats; salaplaan, -sepitsus, vandenõu

plough *v.* [plau] kündma

pluck *v.* [plæk] kitkuma, nop-pima

plum-tree *s.* ['plʌm-tri:] ploomi-puu

point-blank *adv.* ['pɔɪnt-'blæŋk] otsesihitud, otsene, otsekohe-ne, selgesõnaline

point out *v.* ['pɔɪnt 'aʊt] tooni-tama, rõhutama

poison *s.* ['pɔɪzn] mürk

pole *s.* [poul] poolus, naba, ritv, teivas

polish *v.* ['pɒlɪʃ] poleerima, häälima, läikivaks tegema, lihvima, ehtima

populate *v.* ['pɒpjuleɪt] rahvas-tama, rahvastikuga täitma

population *s.* ['pɒpjʊ'leɪʃən] rahvastik, elanikkond

porridge *s.* ['pɒrɪdʒ] puder

possess *v.* [pə'zes] omama, val-dama, valitsema

possession *s.* [pə'zeʃən] oma-mine, valdamine; omand(us), valdus

possible *adj.* ['pɒsɪbl] võimalik

post-graduate *s.* ['pəʊst-'græd-juɪt] aspirant, (pärast üli-kooli lõpetamist) õpingute jätkaja

postpone *v.* [pəʊst'pəʊn] edasi lük-kama

pour *v.* [pɔ:] valama, kallama, voolama

precede *v.* [pri'si:d] eelnema, eel või ees käima

prediction *s.* [pri'dɪkʃən] ennus-tus, ettekuulutus

prefer *v.* [pri'fəɪ] eelistama, paremaks pidama

present *v.* [pri'zent] esildama, esile tooma, ette näitama, esi-tama, ette panema, pakku-ma, andma

presentable *adj.* [pri'zentəbl] esinduslik

presently *adv.* ['prezntli] peagi, peatselt, varsti

preserve *v.* [pri'zəɪv] säilitama, hoidma, kaitsema, konser-v(eer)ima

press *v.* [pres] pressima, suru-ma, rõhuma, pigistama

prevent *v.* [pri'vent] takistama, ära hoidma

prey *s.* [preɪ] röövsaak, saak, ohver

priest *s.* [pri:st] preester

primrose *s.* ['primrouz] nurme-nukk, priimula

proceed *v.* [prə'si:d] edasi mi-nema, jätkama

proclaim *v.* [prə'kleɪm] välja kuulutama, avalikult teatama, proklameerima

produce *v.* [prə'dju:s] esile too-ma, tekitama, tootma, taotle-ma, valmistama, produtsee-rima

productive *adj.* [prə'dʌktɪv] esiletoov, tootev, tootlik, produktiivne

profit *s.* ['prɒfɪt] kasu

profound *adj.* [prə'faʊnd] sü-gav, sügavamõtteline; põhja-lik

prominent *adj.* [prə'mɪnənt] sil-ma- või väljapaistev, esile-tulev

promptly *adv.* ['prəm(p)tli] kii-
resti, viivitamatu, teoval-
milt

prone *adj.* [proun] silmili maas-
lamav, allapoole pööratud,
kalduv

prophet *s.* ['prəfit] prohvet

proper ['prəpə] omane, paras,
õige, kõlblik, sünnis

properly *adv.* ['prəpəli] õieti,
õigesti, õigustatult, õigusega,
sündsalt, korrapäraselt

propose *v.* [prə'pouz] ette pane-
ma, plaanitsema, kavatsema

prospect *s.* ['prəspekt] välja-
vaade

protection *s.* [prə'tekʃən] kait-
se, turve, protektsioon

proud *adj.* [praud] uhke

provide for *v.* [prə'vaɪd] varus-
tama, hoolitsema, ette näge-
ma või valmistama, varuks
seadma, ette määrama

provincial *adj.* [prə'vɪnʃəl] pro-
vintsiaalne

provision *s.* [prə'vɪʒən] hoolit-
sus, ettevarustus; (*pl.*) toit-
varustus, toidumoon

pulpit *s.* ['pʌlpɪt] kantsel,
kateeder

punch *v.* [pʌntʃ] kompostee-
rima, (auke) läbi lööma

punishment *s.* ['pʌnɪʃmənt]
karistus

purchase *s.* ['pɜ:tʃəs] ost, ost-
mine, ostetud asi

purpose *s.* ['pɜ:pəs] eesmärk,
siht, otstarve

put up with leppima, taluma

Q.

quantity *s.* ['kwəntɪti] kvanti-
teet, kogus, hulk

quarrel *v.* ['kwɒrəl] tülitsema,
riidlema

queen *s.* [kwi:n] kuninganna

R.

rage *v.* [reɪdʒ] raevutsema,
marutsema, möllama

ragged *adj.* ['ræɡɪd] narmen-
dav, närune

railings *s.* ['reɪlɪŋz] lasipuu,
lasing, lasila, käsipuu, reeling

rampart ['ræmpaɪt] kaitsevall

ranch *s.* [ræntʃ] rantšo, suur
karjakasvatus-farm (Ameer-
rikas)

range *s.* [reɪndʒ] rida, mäeahel-
lik, ulatus

rank *s.* [ræŋk] rida, rivi; ühis-
kondlik asend, klass; ameti-
aste, järjestus- või vanemus-
aste, rang

rank and file lihtsõdurid, liht-
rahvas

people of rank aristokraadid

rank *v.* [ræŋk] reastama, liigi-
tama; asetuma, liigituma,
juurde kuuluma

rapidity *s.* [rə'pɪdɪti] kiirus

rare *adj.* [rɛə] hõre, harv,
haruldane, haruldaset hea

rattle *v.* [rætl] ragitsema, koli-
sema, lõgistama, klõbistama

rave *v.* [reɪv] jampsema, soni-
ma, määrtsema

ravine *s.* [rə'vi:n] (mäe)lõhestik,
kuristik

reach v. [ri:tʃ] ulatama, ulatuma, küündima; saabuma, jõudma

realm s. [relm] kuningriik, riik (piltl.) valdkond

ream s. [ri:m] riis (paberikaubahik, = 20 raamatut)

reap v. [ri:p] (vilja) lõikama, põimama

rear v. [riə] (üles) kasvatama

rear s. [riə] tagala, (mil.) järelvägi

reason s. [ˈri:zn] põhjus, põhjendus, alus

rebel s. [ˈrebl] mässaja, v. [riˈbel] mässama, mässu tõstama, vastu hakkama

recall (from) v. [riˈkɔ:l] tagasi kutsuma

recent adj. [ri:snt] äsjane, hiljutine, uus, värske, uudis-aegne

reception s. [riˈsepʃən] vastuvõtmine, -võtt

record s. [ˈrekɔ:d] heliplaat, rekord

recognize v. [ˈrekənaiz] ära tundma, tunnustama

reel v. [ri:l] tuikuma, vaaruma, kerima, haspeldama, keerutama, keerlema

refined adj. [riˈfaɪnd] peen, rafineeritud

reflect v. [riˈflekt] peegeldama, reflekteerima; mõtisklema, meelisklema, (meelt) mõlgutama

refreshment s. [riˈfrefʃmənt] värskendus, kosutus, kehakinnitus

regard v. [riˈgɑ:d] vaatlama,

arvama, (millekski) pidama, (millesegi) puutuma

regardless (of) [riˈgɑ:dlis] hoolimata (millestki)

regenerated adj. [riˈdʒenəreitid] taassündinud, uuesti sündinud

regime s. [reˈʒi:m] režiim, valitsemisviis, -kord, valitsev kord

regiment s. [ˈredʒ(i)mənt] rügement

rehearsal s. [riˈhɜ:s(ə)l] näidendi **proov**

reign s. [rein] valitsus, valitsusaeg

reindeer s. [ˈreɪndiə] põhjapõder

relative adj. [ˈrelatɪv] relatiivne, suhteline

release v. [riˈli:s] vabastama, vabandama, lahti päästma, loovutama, (käest ära) andma

relief s. [riˈli:f] kergendus, leevendus, vabastus; abi, abistus, toetus

remark v. [riˈmɑ:k] märkama, tähele panema, märkust tege-ma (millegi kohta)

remarkable adj. [riˈmɑ:kəbl] tähelepanuväärne, silmapaistev

render v. [ˈrendə] vastu või tagasi andma, pakkuma; tasma, osutama

renew v. [riˈnju:] uuendama; uuesti algama, uuesti elustama

renounce v. [riˈnaʊns] loobuma, (ennast) lahti ütleva, maha salgama

report *v.* [ri'pɔ:t] teadustama, teatama, ette kandma, esitama, raporteerima

represent *v.* [repri'zent] kujudama, esitama, kirjeldama, representeerima

representative *s.* [repri'zentətiv] esindaja; rahvaesindaja, -saadik

reprove *v.* [ri'pru:v] etteheidet tegema, noomima, laitma

repulse *v.* [ri'pals] (kallaletungi) tagasi lööma või tõrjuma; *s.* tagasilöömine, tagasilükkamine

request *v.* [ri'kwest] paluma, nõudma

require *v.* [ri'kwaia] nõudma, vajama

research *s.* [ri'sə:tʃ] uurimus, (teaduslik) uurimine

resist *v.* [ri'zist] vastu seisma, vastu panema, vastupanu avaldama

resistance *s.* [ri'zistəns] vastu-seis, -panu, -pidamine, vastupanevus, takistus

respond *v.* [ris'pɒnd] vastama, kostma, vastust andma, vastuseks tegutsema (*am.*), vastutama, vastutav olema

restore *v.* [ris'tɔi] taastama, (uuesti) korda seadma või üles ehitama, restaureerima, tagasi andma

restraint [ris'treint] tagasi- või piirides hoidmine, oh(j)eldus, tõkestus

resume *v.* [ri'zju:m] uuesti või tagasi võtma, uuesti algama või alustama, jätkama

retire *v.* [ri'taia] taanduma, tagasi tõmbuma, (ametist) lahkuma, erru minema

reveal *v.* [ri'vi:l] ilmutama, avaldama, esile tooma, näitama

revelation *s.* [revi'leɪʃ(ə)n] ilmutamine, avaldamine, esiletoomine

reverse *adj.* [ri'və:s] ümberpöördud, vastupidine, tagurpidine, pahupidine

revive *v.* [ri'vaiv] taaselustuma, uuesti ellu ärkama, virguma; taaselustama, uuesti ellu äratama; virgutama, kosutama

reward *s.* [ri'wɔ:d] tasu

rifle *s.* [raɪfl] vintpüss

rifleman *s.* ['raɪflmən] kütipataljoni sõdur, laskur

rival *s.* ['raɪvəl] võistleja, vastane, rivaal

roar *s.* [rɔ:] möire, mürin, mühin

robber *s.* ['rɒbə] röövel

robbery *s.* ['rɒbəri] röövimine

robe *s.* [roub] rüü, pikk, lahtine rõivas; kleit; ametiriie, -rõivas, talaar

roll *v.* [roul] rullima, veerema, veeretama, pöörlema

roll *s.* [roul] rull, register, nimestik, nimistu; rull- e. prantssai

S.

sack *s.* [sæk] kott

sad *adj.* [sæd] kurb, armetu, vilets

saddle [sædl] sadul (ka jalgrattal jne.)

safe *adj.* [seif] ohutu, vigastamata, kindel
sage *adj.* [seidʒ] tark, elutark
sandwich *s.* [ˈsænwidʒ] kaksikvõileib (lihaga, munaga, tomatiga, kurgiga jne.)
sapphire *s.* [ˈsæfaɪə] safiir (helesinise põhitooniga kaliskivi)
satisfaction *s.* [sætɪsˈfækʃən] rahuldus, rahuldustunne; rahuldust pakkuv asi või asjalu
satisfied *adj.* [sætɪsfaɪd] rahuldatud
save *prp.* [seiv] välja arvatud
scaffold *s.* [ˈskæfəld] ehitusplatvorm, telling; tapalava
scale *s.* [skeɪl] astmik, skaala; mõõtkava, mastaap
scarcely *adv.* [ˈskeəslɪ] vaevalt
scent *s.* [sent] lõhn, parfüüm
scheme *s.* [ski:m] skeem, kava, tegevusplaan, töökaava
scientific *adj.* [saɪənˈtɪfɪk] teaduslik
scoundrel *s.* [ˈskaʊndrəl] lurjus, kaabakas, (nurjatu) kelm
scout *s.* [skaut] piilur, maakuulaja, skaut
scurvy *s.* [ˈskɜ:vi] skorbuut
sea-mew *s.* [ˈsi:mju:] kalakajakas
secure *v.* [siˈkjʊə] kindel, kaitsitud
seed *s.* [si:d] seeme
seek *v.* [si:k] otsima
seize *v.* [si:z] haarama, oma valdusse võtma, vallutama; kinni võtma või pidama, arestima, aresti alla panema

seizure *s.* [ˈsi:ʒə] haarang, valdusse võtmine, vallutus; kinnipidamine, arestimine, konfiskeerimine, tabamine
select *v.* [siˈlekt] välja valima
selfish *adj.* [ˈselfɪʃ] isekas, omakasupüüdlik
selfishness *s.* [ˈselfɪʃnɪs] isekus, omakasupüüdlikkus
sentry *s.* [ˈsentri] vahimees, sõdur, tunnimees
serge *s.* [sɛɪdʒ] serš *e.* sarš (riidesort)
sergeant-major *s.* [ˈsɛɪdʒəntˈmeɪdʒə] vanem-seersant, vanem-allohviter
sermon *s.* [ˈsɜ:mən] jutlus
serve *v.* [sɜ:v] teenima, serveerima
service *s.* [ˈsɜ:vɪs] teenistus, teenimine; teenistusala; sõjaväe-teenistus; jumalateenistus
servile *adj.* [ˈsɜ:vɪl] orjalik, orjameelne; orja-, orjade-
servility *s.* [sɜ:vɪlɪtɪ] orjalikkus, orjameelsus
set off (set, set) *v.* [set] kaunistama, esile tõstma, teele asuma
set up *v.* [ˈsetʌp] üles seadma, püstitama; laduma
settle *v.* [ˈsetl] (maad) asustama, paiknema, (püsivalt) paigale asuma
shame *s.* [ʃeɪm] häbi, häbitunne, häbistus
share *v.* [ʃeə] jagama, osa saama
sheep *s.* [ʃi:p] lammas
shell *s.* [ʃel] (muna-, pähkli-)

koor, (tigu)karp, (kilpkonna)
 kilp; mürsk
shelter *s.* [ʃeltə] varju- ehk
 ulualune; vari, kaitse
shock *s.* [ʃɔk] vapustus, tõuge,
 šokk
shock *v.* [ʃɔk] vapustama, šo-
 keerima, rabama
shoot down (shot, shot) *v.*
 [ʃʊt, ʃɔt] (püssist, vibupüs-
 sist) laskma, maha laskma
short-sighted *adj.* [ʃɔ:t-ʹsaitid]
 lühinägelik
shot *s.* [ʃɔt] lask, pauk; kahuri-
 kuul; haavel, haavlid
shoulder *s.* [ʃəʊldə] õlg
shriek *v.* [ʃri:k] kriiskama, kil-
 juma
shrink (shrank, shrunk) *v.*
 [ʃriŋk, ʃræŋk, ʃrʌŋk] kokku
 tõmbuma, kortsuma, vanuma,
 tagasi kohkuma
shuttle *s.* [ʃʌtl] süstik
shy *adj.* [ʃai] kartlik, pelglik,
 häbelik
sickle *s.* [ʹsikl] sirp
sigh *v.* [sai] ohkama, õhkama,
 igatsema
sign *v.* [sain] alla kirjutama,
 allkirjaga varustama, märku
 andma
significance *s.* [sigʹnifikəns] tä-
 hendus, tähtsus, mõjukus
signify *v.* [ʹsignifai] tähendada,
 teatavaks tegema, avaldama
silk *s.* [silk] siid, siidriie
silly *adj.* [ʹsili] rumal, lollakas,
 kohtlane
sin *s.* [sin] patt, patustus
sincerity *s.* [sinʹseriti] puhtsü-

damlikkus, avameelsus, otse-
 kohesus, siirus
sinful *adj.* [ʹsinful] patune
sink (sank, sunk) *v.* [siŋk, sænk,
 sʌŋk] vajuma alla või põhja
 vajuma, uppuma
skilfully *adv.* [ʹskilfuli] osa-
 vasti
skirmish *s.* [ʹskə:miʃ] kokku-
 põrge
skull *s.* [skʌl] pealuu, kolp
slash *s.* [slæʃ] (mõõga-, noa-,
 piitsa-) hoop, lõök; pikk
 mõõga- või noahaav
slave *s.* [sleiv] ori
slavery *s.* [ʹsleivəri] orjus
slay *v.* [slei] slew, **slain** [slui,
 slain] tapma, surmama, sur-
 nuks lõõma
sledge *s.* [sledʒ] regi, saan, kelk
slender *adj.* [ʹslendə] sihvakas,
 sale
slide *v.* [slaid], **slid**, **slid**
 (slidden) [slid, slidn] libise-
 ma, liuguma
sling *s.* [sliŋ] ling
slip *v.* [slip] libisema, väärata-
 ma, eksima
slow-witted *adj.* [ʹslouʹwitid] pi-
 kaldase arusaamisega, tuim
slug *v.* [slʌg] (am.) taguma, kõ-
 vasti peksma
slumber *s.* [slʌmbə] uinak, uni,
 suik
smart *s.* [smɑ:t] kõrvetav valu
smartly *adv.* [ʹsmɑ:tlɪ] tragilt,
 moodsalt, elegantselt, valu-
 salt, teravalt
smite (smote, smitten) *v.*
 [smait, smout, smitən] lõõma,
 siin: purustama, katki tegema

smoothly *adv.* [ˈsmu:ðli] sile-
dalt, tasaselt, libedasti, suju-
valt, ladusasti, mahedalt
smugly *adv.* [ˈsmʌgli] endaga
rahulolevalt
sniper *s.* [ˈsnaɪpə] snaiper, täp-
suslaskur
snug *adj.* [snʌg] hubane, õdus,
mõnus, kodune
sob *v.* [sɒb] nuuksuma
sociable *adj.* [ˈsouʃəbl] selts-
kondlik, sõbralik, seltskonna-
social standing seltskondlik sei-
sund
society *s.* [səˈsaɪəti] ühiskond,
seltskond; selts, ühing
soil *s.* [soɪl] (mulla) pind, muld,
maa
solid *adj.* [ˈsɒlɪd] tahke, kõva,
kindel
solitary *adj.* [ˈsɒlɪtəri] üksik,
üksildane
sooner *adv.* [ˈsuːnə] pigemini,
ennem, varem
soothe *v.* [suːð] rahustama, lee-
vendama, mahendama
sorrow *s.* [ˈsɒrou] kurbus, kur-
vastus
sorrowful *adj.* [ˈsɒrəfʊl] kurblik,
kurvameelne
soul *s.* [saʊl] hing
sound *adj.* [saʊnd] terve
sow *v.* [sou] külvama
spare *v.* [speə] säästma, kokku
hoidma
sparkle *v.* [ˈspɑːkl] sätendama,
sädelema
special *adj.* [ˈspeʃəl] eriline, eri-
alaline, eri-, spetsiaalne
specify *v.* [ˈspesɪfaɪ] määrama,

määritlema, spetsifitseerima,
lähemalt iseloomustama
specimen *s.* [ˈspesɪmən] näidis-
eksemplar, proovieksemplar
spectacles *s.* [spektəklz] prillid
spectre *s.* [ˈspektə] viirastus,
tont
speed (**sped, sped**) *v.* [spiːd,
sped] kiirustama, ruttama
spin (**span, spun**) *v.* [spin,
spæn, spʌn] ketrama, heie-
tama, keerlema, tiirlema,
pöörlema
split (**split, split**) *v.* [splɪt]
lõhestama, lõhkuma, lõhkema
spoil *s.* [spɔɪl] sõja- või rööv-
saak
spread (**spread, spread**) *v.*
[spred] laotama, levitama,
levima
spring (**sprang, sprung**) *v.*
[sprɪŋ, spræŋ, sprʌŋ] hüppa-
ma
spy *v.* [spai] salakuulaja, spi-
oon, luuraja
squeeze *v.* [skwiːz] pigistama,
välja pigistama
squire *s.* [ˈskwaɪə] mõisnik
squirrel *s.* [ˈskwɪrəl] orav
stab *v.* [stæb] läbi pistma, pus-
sitama
stain *s.* [steɪn] plekk, laik
stale *adj.* [steɪl] seiskunud,
värskuse kaotanud, koltunud,
lahtunud
stamp *v.* [stæmp] märgistama
stamp *s.* [stæmp] postmark
stately *adj.* [ˈsteɪtli] väärikas,
majesteetlik, suursugune, tore
station *v.* [steɪʃən] paigutama,
asetama

stature *s.* ['stætʃə] kehakasv, pikkus
steal (**stole, stolen**) *v.* [sti:l, stoul, stoulən] varastama
stem *s.* [stem] (taime) vars, (puu) tüvi
stern *adj.* [stə:n] vali, kuri, karm
stick (**stuck, stuck**) *v.* [stik, stək] püstma, torkama, külge hakkama, kinni jääma, kleepuma, (fam.) taluma, välja kannatama
to stick out välja ulatuma
stiff *adj.* [stif] jäik, paindumatu, kange
stint *v.* [stint] (midagi) napilt andma, piirama, (kedagi) napilt varustama
stir *v.* [stəi] liigutama
stock *s.* [stək] tagavara, ladu; tarbvara
store *v.* [stɔ:] varuma, talletama, tagavaraks koguma, varustama
s. varu, tagavara; kaubaladu, kaubamaja
straighten *v.* ['streitn] õgvendama, sirgestama, joonde ajama
strangle *v.* ['stræŋgl] kägistama, lämmatama, summutama
streak *s.* [stri:k] triip, viir, jutt, vööt
striking *adj.* ['straɪkɪŋ] lõöv; streikiv; tabav, rabav, silmatorkav
strive (**strove, striven**) *v.* [straiv, strouv, 'strivən] püüdma, püüdlema, taotlema, jõudu pingutama, võitlema

stroke *v.* [strouk] silitama
stuff *v.* [stʌf] toppima, täis top-pima, liialt täitma
stupidity *s.* [stju(ɪ)'piditi] rumalus, juhmus, nürimeelsus, totrus
stumble *v.* ['stʌmbl] komistama
subject *v.* [səb'dʒekt] alistama, allutama, alla heitma, (midagi) osaks saada laskma
subject *s.* ['səbdʒɪkt] subjekt, alam
subjugation *s.* [sʌbdʒu'geɪʃən] ikestus, orjastus
submissive *adj.* [səb'misɪv] alistuv, järeleandlik, alandlik
submit *v.* [səb'mɪt] alistuma, järele andma (kellelegi, millelegi)
subsequent *adj.* ['sʌbsɪkwənt] pärastine, järgnev
substance *s.* ['sʌbstəns] substants, ollus, aine, aines, olu, olemus
succeed *v.* [sək'si:ɪd] järgnema, (to) kellegi järglaseks olema; menu omama, edu saavutama; järglaseks saama, pärima
sucker *s.* ['sʌkə] imeja; (bot.) juur, võsu
sufficient *adj.* [sə'fɪʃənt] küllaldane, piisav, küündiv, jätukuv
suffer *v.* ['sʌfə] kannatama; salima
suggest *v.* [sədʒest] sisendama, sugereerima; ette panema, vihjama, tähendama
suit *v.* [sju:t] sobitama, kohandama, sobivaks või kohaseks tegema

suitor *s.* [ˈsju:tə] kosija, kosi-lane
sullen *adj.* [ˈsʌlən] pahur, tusa-ne; trotslik, sünge, morn
summit *s.* [ˈsəmit] tipp, mäe-tipp; kõrgus- või haripunkt
superintend *v.* [ˈsju:pərinˈtend] järele vaatama, järelevaataja-na (tööd) juhtima, järelevaa-tajaks olema
superintendent *s.* [ˈsju:pərinˈten-dənt] järelevaataja, -valve-ametnik, superintendent
superior *adj.* [ˈsju:(i)ˈpiəriə] ülem, kõrgem, parem
supernatural *adj.* [ˈsju:(i)pəˈnæt-ʃ(ə)r(ə)l] üleloomulik
supply *v.* [səˈplai] varustama
suppress *v.* [səˈpres] maha või alla suruma, summutama
surface *s.* [ˈsə:fis] pind, välis-pind, väliskülg
surgeon *s.* [səɪdʒən] kirurg, haa-va-arst
surprise *v.* [səˈpraiz] üllatama, ootamatult vallutama
surrender *v.* [səˈrendə] alla and-ma, alistuma
surround *v.* [səˈraund] ümbrit-sema, ümber piirama
survive *s.* [səˈvaiv] üle elama, (kellestki) kauem elama, ellu jääma, elusana pääsema, säi-lima
suspect *v.* [səsˈpekt] kahtlusta-ma, kahtlaseks pidama
swallow *v.* [ˈswələu] neelama
swamp *s.* [swəmp] soo, mäda-soo
swarm *s.* [swə:m] parv, trobi-

kond, mesilasparv, -pere *pl.* (suur hulk)
swift *adj.* [swift] kiire, kärmas, kõrme
swindling *s.* [ˈswɪndliŋ] tüssa-mine, pettus
swing *s.* [swɪŋ] kiigutus, õõitse, hoog, kiik
sword *s.* [sɔ:d] mõõk
sympathetic *adj.* [sɪmpəˈθetik] kaasatundev, osavõtlik

T.

tankman *s.* [ˈtæŋkmæn] tankist
tap *s.* [tæp] kerge koputus või löök; kraan
tap *v.* [tæp] koputama; kasuta-ma, kättesaadavaks tegema, (vaadisse kraani jaoks) auku puurima
tasty *adj.* [ˈteisti] maitsev, hea-maitseline, maitsekas
temper *s.* [ˈtempə] meelelaad, tuju, mald
tempt *v.* [tempt] kiusama, kiu-satusse viima, ahvatlema
tender *adj.* [ˈtendə] õrn, hell
tenderness [ˈtendənɪs] õrnus, hellus, pehmus
tentacle *s.* [ˈtentəkl] kombits, katsesarv, tundel
terrain [təˈrein] maastik või maa-ala
test *v.* [test] (järele või läbi) katsuma, proovima, proovile panema, kontrollima
thaw *v.* [θə:] sulama, pakasest või tardumusest vabanema, (lahti) sulatama
thief *s.* [θi:f] varas

threaten [øretn] ähvardama, ähvardavalt tõotama
throat s. [ørou] kõri, kurk, neel
throne s. [øroun] troon
throw (threw, thrown) v. [ørou, ørut, øroun] viskama, heitma, paiskama, pilduma
thunder s. [ʔəndə] kõu, pikse-mürin, müristamine
thus adv. [ðəs] nõnda, nii, nõn-daviisi, nõnda siis
tickle v. [tikl] kõdistama s. kõ-di, nalja tegema (valmistama)
tidy adj. [ʔaidi] korralik, puhas
tie v. [tai] siduma
timid adj. [ʔimid] kartlik, pelg-lik
tinkle v. [tiŋkl] kõlisema, tili-sema, kõlistama
tip s. [tip] (peenetn või tera-vam) ots, teravik, tipp
toast s. [toust] tulel pruunistatud (lõigustatud) leib (sai); toost, tervisejoomine, lauakõ-ne
tomfoolery s. [təmʔfu:ləri] nar-rus, veiderdus, tembutus
top s. [tɔp] tipp, hari, latv, üle-mine ots
torture s. [ʔtɔ:tʃə] piinamine, piin
trade s. [treid] kaubandus, kauplemine, kaubitsemine, äri
trader [ʔtreidə] kaupleja, kau-bitseja
traitor s. [ʔtreitə] äraandja, ree-tur
tramp s. [træmp] hulkur, hul-gus

trample v. [træmpl] trampima; jalgedega või jalge alla sõt-kuma
trap s. [træp] lõks, püünis, rauad, klapp
travel v. [ʔtrævl] reisima, rän-dama
treat [tri:t] kohtlema, käitlema, käsitlema
treatment s. [ʔtri:tmənt] kohtle-mine, käitlemine, ravimine
treaty [ʔtri:ti] (riikidevaheline) leping; läbirääkimised
tremulous adj. [ʔtremjulas] väri-sev, vöbisev, vabisev
trench s. (ʔtrentʃ] sügav kraav, kaevik, kaitse- või jooksu-kraav
(trench)-mortar s. [trentʃʔmɔ:tə] miinipilduja (masin)
(trench) mortar man [(ʔtrentʃ] ʔmɔ:təʔmæn] miinipildur (isik)
trick s. [trik] trikk, kaval võte, nuke, kunsttükk; vemp
to do the trick siin: sihti saavu-tama
trigger s. [ʔtrigə] päästik, trikkel
trip s. [trip] välja- või lõbusõit
triumph s. [ʔtraɪəmf] triumf, võidurõõm, võidutsemine, võit
troops s. [tru:ps] sõjalised jõud, sõjavägi
trot v. [trɔt] traavima, traavida laskma
trouble s. [ʔtrabl] tüli, sega-dus, raskused, vaev, mure, häda
truly adv. [ʔtru:li] tõesti, tõeli-selt, tõega, tõepoolest, tõe-truult, ustavalt

trumpet *s.* ['trampit] trompet, pasun
trust *v.* [trast] usaldama
truth *s.* [tru:ə] tõde, tõepärasus
turnkey *s.* ['tə:nki:] vangivalvur
turn over *v.* ['tə:n 'ouvə] edasi andma, üle andma, ümber pöörama
tutor *s.* ['tju:tə] koduõpetaja, repetiitor, töö järelevaataja
twilight *s.* ['twailait] vidèvik, hämarik, hämarus
twisted *adj.* ['twistid] väänatud, keeratud, kokku põimitud
tyrant *s.* ['taiə(ə)nt] türann, vägivalle- või hirmuvalitseja

U.

ugly *adj.* ['ʌgli] inetu, vastik, ebameeldiv
unawares *adv.* ['ʌnə'weəz] mitte- e. ebateadlikult, teadmata, teadmatult, ootamatult
unconventional *adj.* ['ʌnkən'ven-ʃ(ə)nl] vaba, mitte seotud tingimustega
undoubtedly *adv.* [ʌn'dautidli] kahtlemata, kahtlematult
unequal *adj.* ['ʌn'i:kwəl] eba- võrdne
unfamiliar *adj.* ['ʌnfə'miljə] tundmata, mittetuntud, mitte tuttav
ungrateful *adj.* [ʌn'greitful] tänamatu
uniform *s.* ['ju:nifə:m] univorm, vormiriietud, -rõivastis, munder
unit *s.* ['ju:nit] ühik, üksus
unlucky *adj.* [ʌn'lʌki] õnnetu, õnnetusttoov

unnecessary *adj.* [ʌn'nesis(ə)ri] mittevajalik, tarbetu, asjatu
unprecedented *adj.* [ʌn'presi-dəntɪd] enneolematu, -nägematu, -kuulmatu
untapped *adj.* [ʌn'tæpt] kasutamatu, ammutamatu, algamata
unvanquishable *adj.* [ʌn'væŋkwɪʃəbl] võitmatu
unwilling *adj.* [ʌn'wiliŋ] mitte-nõustuv, mittepäriolev, mitte-sooviv
upheaval *s.* [ʌp'hi:vəl] üleskergitus, üleskerkimine (*piltl.*) põhjalik pöörang või pööre
upright *adv.* [ʌp'rait] püstiolevalt, püsti; vertikaalselt
uprising *s.* [ʌp'raiziŋ] mäss, ülestõus
upset *v.* [ʌp'set] ümber paiskama, segi paiskama, kummutama
upside-down *adv.* [ʌpsaid 'daun] ülapool-allapooles pööratud, pahupidi
upward *adv.* [ʌpwəd] ülespoole, üles, üle selle
urgent *adj.* [ʌ:dʒənt] tungiv, pakiline, edasilükkamatu, kiirvajalik
use up *v.* [ju:z] ära tarvitama, (tööga) ära kurnama
usurer *s.* ['ju:zəə] liigkasuvõtja
utilize *v.* ['ju:tilaiz] (ära) kasutama, utiliseerima
utter *v.* [ʌtə] kuuldavale tooma, väljendama, lausuma, ütleva
utterance *s.* [ʌt(ə)r(ə)ns] väljend

V.

vague *adj.* [veig] ebamäärane, ebaselge

vale *s.* [veil] org

valid *adj.* [ˈvælid] kehtiv, maksev, paikapidav; õigus- või seadusjõuline

valley *s.* [ˈvæli] org

valuable *adj.* [ˈvæljʊəbl] väärtuslik

value *s.* [ˈvæljʊ] väärtus

vanguard *s.* [ˈvæŋɡɑːd] eelvägi, avangard

vanish [ˈvæniʃ] kaduma, haihtuma, hääbuma

variety *s.* [ˈvəriəti] mitmekesisus, kogu mitmekesiseid esemeid; erim, teisend

various *adj.* [ˈvɛəriəs] mitmekesine, mitmesugune, eri

venture *v.* [ˈventʃə] sõandama, julgema, risk(eer)ima; väljendada või läheneda või ette võtta julgema

verse *s.* [vɛɪs] värss, värsirida, (luule või piibli) salm

via *prp.* [ˈvaɪə] (mingit) teed, (millegi) kaudu

victim *s.* [ˈvɪktɪm] ohver, ohvrikslangenu

victorious *adj.* [vɪkˈtɔːriəs] võidukas, võidurikas

victory *s.* [ˈvɪktəri] võit

violence *s.* [ˈvaɪələns] ägedus, vägivaldsus, -vald

voluntarily *adv.* [ˈvɒləntərɪli] tahtlikult, vabatahtlikult

volunteer *v.* [ˈvɒlənˈtiə] vabatahtlikult toimima või esine-

ma või ennast teenistuseks pakkuma;

vote *v.* [vout] hääletama

W.

wage *v.* [weɪdʒ] (sõda, võitlust) pidama

wail *v.* [weɪl] halisema, kaebama, kurtma, kaeblikult ulguma

wake up *v.* [ˈweɪk ˈʌp] äratama, ärkama

wander *v.* [ˈwɒndə] rändama, ekslema, sonima

want *s.* [wɒnt] vajadus, puudus, (millegi) puuduolek; puudus, vaesus, tarvidus

want *v.* [wɒnt] vajama, tarvitust tundma, puudust tundma, puudu jääma

watch *s.* [wɒtʃ] valve, valvustus
to keep watch valvama, valvust ootama, valvet pidama, vaatlema

watchward *s.* [ˈwɒtʃwɔːd] (sõjaväeline) leppesõna, parool, juhtlause, loosung

water-butt *s.* [ˈwɔːtəˈbʌt] veevaat

way *s.* [weɪ] tee; **to be in the way (in one's way)** segama, teel ees olema

wealth *s.* [welə] rikkus, jõukus

weapon *s.* [ˈwepən] relv, sõjariist

weary *adj.* [ˈwiəri] väsinud

weave (wove, woven) *v.* [wiːv, wouv, wouvən] kuduma (kangast), punuma, põimima

weaver *s.* [ˈwiːvə] kangur, kangakuduja

web *s.* [web] kude, koetis, kootud kangahulk; ämblikuvõrk, võrgend

wed *v.* [wed] abielluma, (kokku) laulatama, paari panema

Welsh *adj.* [welʃ] wales'i

wheat *s.* [wi:t] nisu

wheelbarrow *s.* ['wi:l bærou] (käsi)käru

wherefore *adv.* ['weəfɔ:] miks, mispärast, mistõttu

whirl *v.* [wɜ:l] keerutama, pöörlema, keerlema

whisper *v.* ['wispə] sosistama

whist *s.* [wɪst] vist (kaardimäng)

wicked *adj.* ['wɪkɪd] õel, kuri, paha

widow *s.* ['wɪdɒ] lesknaine

wild *adj.* [waɪld] metsik

win *v.* [wɪn] võitma

winding-sheet *s.* ['waɪndɪŋ-ʃi:t] surnulina

windmill *s.* ['wɪndmɪl] tuuleveski

wit *s.* [wɪt] teravmeelsus, taibukus, taip, arukus

witch *s.* [wɪtʃ] nõid, nõiamoor

within *adv.* [wɪ'ðɪn] seespool, sees, millegi piirides

witness *s.* ['wɪtnɪs] tunnistaja, tunnistus

wonderment *s.* [wʌndəmənt] imestus, hämmastus

wondrous *s.* [wʌndrəs] imestusväärne

worn *adj.* [wɔ:n] kulunud, kurnatud, roidunud, väsinud *v.* (wear, wore, worn)

worship *v.* ['wɜ:ʃɪp] palvelda, jumaldama, kummardama, palvust tegema

worshipper *s.* ['wɜ:ʃɪpə] palveldaja, jumaldaja, kummardaja

wound *s.* [waʊnd] haav; *v.* haavama

wretched *adj.* ['retʃɪd] vilets, armetu, haletsemisväärne, nurjatu, halb

wretchedness *s.* ['retʃɪdnɪs] viletsus, armetus, haletsemisväärus, nurjatus, halb

wrong *s.* [rɒŋ] ülekohus, ebaõiglus

Y.

yawn *v.* [jɔ:n] haigutama

yield *v.* [jɪld] tootma (saaki või tulu) andma, sisse tooma, järele andma, loovutama

yoke *s.* [jɒk] ike

ALPHABETIC VOCABULARY

to the Lessons containing J. V. Stalin's works:

1. An Address to the People.
2. Speech Delivered at a Reception in the Kremlin to Higher Educational Workers.
3. Order of the Day.
4. A Mountain Eagle.

A.

ably *adv.* [ˈeibli] osavalt, oskuslikult

accomplish *v.* [əˈkɒmplɪʃ] teostama

achieve *v.* [əˈtʃiːv] saavutama

acquaint *v.* [əˈkweɪnt] tutvuma, tutvustama

acquaintance *s.* [əˈkweɪntəns] tutvus

act [ækt] *s.* akt, toiming, *v.* toimima; **preliminary act** eelprotokoll; **act of surrender** kapitulatsiooniakt

activity *s.* [ækˈtɪvɪti] tegevus

actual *adj.* [ækˈtʃuəl] tõeline

actually *adv.* [ækˈtʃuəli] tõeliselt, tegelikult

address *s.* [əˈdres] pöördumine, kõne, läkitus

admit *v.* [əˈdmit] tunnustama

advanced *adj.* [ədˈvɑːnst] progressiivne, eesrindlik

aircraft *s.* [ˈækrɑːft] lennukid, lennuvägi

alliance *s.* [əˈlaɪəns] liit

ally [əlaɪ] *s.* liitlane; *v.* liituma, ühinema

all-union *adj.* [ˈɔːlˈjuːnjən] üleliiduline

aloof *adv.* [əluːf] eemal

amount to *v.* [əˈmaʊnt] ulatuma

annals *s.* [ˈænlz] kroonika, ajaraamat

ant-hill *s.* [ˈænthɪl] sipelgapesa

apartment *s.* [əˈpɑːtmənt] tuba; apartments korter ühel korrusel; **apartment houses** elukorteritega majad

applause *s.* [əˈplɔːz] kiiduaval-dused

approximately *adv.* [əˈprɒksɪˈmɪtli] ligikaudu

Arctic, the ['arktɪk] s. Põhja-polaarmaa; Arktis
ashes s. ['æʃɪz] tuhk, põrm
as it were nii ütelda
assistance s. [ə'sɪstəns] abi
at one üksmeeles, ühtne (elu)

B.

on behalf of *prep.* [ɒn bi'ha:f əv] nimel
belt s. vöö, rihm, vööde
benefit s. ['benɪfɪt] kasu, tulu
blast-furnace s. ['blɑːst fə'nɪs] kõrgahi
boldly *adv.* ['bəʊldli] julgelt
boundless *adj.* ['baʊndlis] pii-ritu, ääretu, lõpmatu
break down v. lammutama
bring it to its senses teda mee-lemõistusele tuua
bulwark s. ['bulwək] kaitsevall

C.

calibre s. ['kælibə] kaliiber
calmly *adv.* ['kɑːmli] rahulikult
celebrate v. ['selɪbreɪt] pühitsema
chief task peaülesanne
command s. [kə'mɑːnd] juhtimine (sõjaline); High Command ülemjuhatus Supreme Command kõrgem ülemjuhatus
compare v. [kə'mpeə] võrdlema
under compulsion sunniviisil
conform v. [kən'fɔːm] vastama (millelegi)
conformity s. [kən'fɔːmiti] vastavus (millelegi); in conformity(with) kooskõlas

constitute v. ['kɒnstɪtjuːt] moodustama
contempt s. [kən'tempt] põlgus
conveyer s. [kən'veiə] konveier
copper s. ['kɒpə] vask; copper-mine vasekaevandus
cotton s. [kɒtn] puuvill
course s. [kɔːs] käik; the course of the war sõja käik
create v. [kri'eɪt] looma
current s. ['kʌrənt] vool

D.

dam s. [dæm] kaitsetamm
degree s. [di'ɡriː] kraad, aste
delirium s. [di'lɪrɪəm] deliirium, jamps, raev, hullustus
demands s. [di'maɪndz] nõuded
deprive v. [di'praɪv] ilma jätma, ära võtma
desert s. ['dezət] kõrbe
determination s. [di'tɜːmɪ'neiʃən] otsustavus, meelekindlus
devotee s. [devou'tiː] entusiast, kirglik pooldaja
discern v. [di'zɜːn] eristama
discover v. [dis'kʌvə] avastama
dismember v. [dis'membə] tükeldama, ära jagama
dismemberment s. [dis'membə-mənt] tükeldamine
dust s. [dʌst] tolm

E.

effect s. [i'fekt] mõju, tagajärg
effort s. [ɛfət] jõupingutus
eminent *adj.* ['eminənt] silmapaistev
engaged *adj.* [ɪn'geɪdʒd] tegevus-
 sesolev

enter v. [ˈentə] sisse minema
enthusiasm s. [inəˈjuːziæzm] entusiasmi, suur vaimustus
entirely adv. [inˈtɪəli] täielikult
especially adv. [ɪˈspeʃəli] eriti, iseäranis
essence s. [esns] olemus
exhale v. [iksˈheɪl] välja hingama, lõhnama
existing adj. [ɪˈɡzɪstɪŋ] olemasolev, kehtiv, eksisteeriv
extract v. [iksˈtrækt] ekstraheerida
extraordinary adj. [iksˈtrɔːdnəri] erakorraline

F.

fabric s. [ˈfæbrɪk] riie
fated to remain unrealized määratud nurjumisele
fear s. [fiə] hirm
fence off [ˈfens ˈɔːf] eraldama
fertile adj. [ˈfɜːtaɪl] viljarikas
fetter s. [ˈfetə] kammits, ahel
field s. [fiːld] väli, ala
figures s. [ˈfɪɡəz] arvud, numbriid
firm adj. [fɜːm] kindel, tugev
flash s. [flæʃ] välgatus
folk-tales s. [ˈfoukteilz] rahvajutud
foodstuffs s. [ˈfuːdstʌfs] toidugaained
force s. [fɔːs] jõud, v. sundima; forced (brought) to her knees põlvili surutud
for instance [fərˈɪnstəns] näiteks
formerly adv. [ˈfɔːməli] varemalt, ennemalt

foundation s. [faʊnˈdeɪʃən] alus, baas, vundament
founder s. [ˈfaʊndə] rajaja, looja

G.

General Administration [ˈdʒenərəl ædminɪsˈtreɪʃən] üldadministratsioon
generate v. [ˈdʒenəreɪt] tekitama, tootma
Georgia s. [ˈdʒɔːdʒiə] Gruusia
give up v. [ˈɡɪv ʌp] loobuma
globe s. [ɡləʊb] maakera
glorious adj. [ˈɡlɔːriəs] kuulsusrikas
grain s. [ɡreɪn] teravili
graze v. [ɡreɪz] rohtu sööma (karjamaal)
greet v. [ɡriːt] tervitama
ground s. [ɡraʊnd] alus
grove s. [ɡrəʊv] salu, kasvanudus

H.

half-legendary adj. [ˈhaɪfˈledʒəndəri] pool-muinasjutuline
henceforth adv. [ˈhensˈfɔːθ] sellest peale, siitpeale, nüüdsest peale
howl s. [haʊl] ulumine, kisa
set up a howl kisa tõstma

I.

ice-floe s. [ˈaɪsfləʊ] jääpank
immense adj. [ɪˈmens] mõõtu suur, tohutu
imply v. [ɪmˈplaɪ] sisaldama
impress s. [ɪmˈpres] pitser, jäljend, märk
has laid its impress on vajutanud pitseri

impression *s.* [im'preʃən] mulje
incalculable *adj.* [in'kælkjuləbl] äraarvamata, loendamatu
indelible *adj.* [in'delibl] kustumata
indivisible *adj.* [indi'vizəbl] jagamatu
inland port sisesadam
inner *adj.* [inə] sisemine
in passing muuseas, mööda minnes
insane *adj.* [in'sein] meeletu, hull; **insane ideas** meeletud ideed
intellectual *adj.* [inti'lektjuəl] intellektuaalne, vaimne
intention *s.* [in'tenʃən] kavatus
introduce *v.* [intrə'dju:s] tutvusele võtma, sisse tooma
invest *v.* [in'vest] riietama
invincible *adj.* [in'vinsəbl] võitmatu
in view of silmas pidades, arvestades
iron *s.* [aiən] raud

K.

keep in mind meeles pidama, silmas pidama
kilowatt *s.* ['kilowət] kilowatt
knitted-garments ['nitid 'garmənts] kootud rõivad, trikotaažesemed

L.

labour *s.* ['leibə] töö
lace-work *siin:* võrk
lag behind maha jääma
landing *s.* ['ləndiŋ] maandumine

lay the road teed rajama
leadership *s.* ['li:dəʃip] juhtimine
lemon *s.* ['lemən] sidrun
load *v.* [loud] lastima, laadima

M.

machine-gun *s.* [mə'ʃiŋɡən] kuulipilduja
maintain *v.* [men'tein] pidama
manganese *s.* [mæŋɡə'ni:z] mangaan
man of science teadusemees
matter *s.* ['mætə] asi
metal works *s.* ['metlwə:ks] metallitehas
mere *adj.* [miə] lihtne, tühipaljas
mine *v.* [main] kaevandama
miracle *s.* ['mirəkl] imetegu
modern *adj.* ['mɒdən] moodne, kaasaegne
modern times uus aeg
monopolist *s.* [mə'nɒpəlɪst] monopolist
motor-works *s.* ['moutəwə:ks] mootoritehas
mortar *s.* ['mɔ:tə] miinipilduja

N.

native country ['neitiv 'kʌntri] sünnimaa, kodumaa
need *s.* [ni:d] vajadus
nevertheless *adv.* [nevəðə'les] siiski, hoolimata sellest
nomadic tribes [nɒ'mædɪk 'traɪbz] kolijad suguharud

O.

offered to go avaldas soovi minna, soovis minna

oil-derricks *s.* ['ɔil'deriks] õli
puurtornid
order of the day päevakäsk
orange *s.* ['ɔrindʒ] apelsin
ordeal *s.* ['ɔr'diəl] tuleproov
ore-fields *s.* ['ɔr'fi:ldz] maagi-
väljad
output *s.* ['autput] toodang
outstanding *adj.* [aut'stændiŋ]
väljapaistev, silmapaistev

P.

panorama *s.* [pænə'ra:mə] pano-
raam
pass the law seadust vastu
võtma
pasturage *s.* ['pɑ:stʃərɪdʒ] kar-
jamaa
path *s.* [pɑ:θ] rada
peaceful *adj.* ['pi:sful] rahulik
peaks *s.* [pi:kz] tipud
peoples *s.* [pi:plz] rahvad
pit *s.* kaevandus
plantation *s.* [plæn'teɪʃən]
istandus
platinum *s.* ['plætinəm] plaa-
tina
polar *adj.* ['pəʊlə] polaar-
post-war *adj.* ['pəʊstwɔ:] sõja-
järgne
power-station *s.* ['paʊəsteɪʃən]
jõujaam
preliminary *adj.* [pri'liminəri]
esialgne, eel-
prepared *adj.* [pri'peəd] valmis
previous *adj.* ['pri:vjəs] eel-
mine
privation *s.* [praɪ'veɪʃən] häda,
puudus
production *s.* [prə'dʌkʃən] toot-
mine

productive *adj.* [prə'dʌktɪv]
tootlik
progress *s.* ['prəʊgres] edu,
edenemine
propose a toast ette panna ter-
viseks juua, klaasi tõsta ter-
viseks
prosperity *s.* [prəs'perɪti] hü-
vang, õitseng
prosperous *adj.* ['prɒspərəs]
jõukas, edukas, õitsev, õnnel-
lik
provide with *v.* [prə'vaɪd]
varustama
prove *v.* [pru:v] osutuma
publicly *adv.* ['pʌblikli] avalik-
ult
pursuits *s.* [pə'sju:ts] tegevus-
ala, töö

R.

realize *v.* ['ri:əlaɪz] aru saama,
mõistma, ette kujutama; teos-
tama (kavatsust)
refer *v.* [ri'fɜ:] viitama, puu-
tuma (millesegi)
refineries *s.* [ri'fainərɪz] suhkru-
vabrikud
recover losses kaotusi tasa-
tege
render *v.* ['rendə] osutama
region *s.* ['ri:ndʒən] piirkond,
oblast, maa-ala
rehabilitation *s.* ['ri:əbili'teɪʃən]
taastamine
reindeer *s.* ['reɪndiə] põhja-
põder
requirements *s.* [ri'kwaiəmənts]
nõuded
reservoir *s.* ['rezəvwaɪ] reser-
vuaar, bassein, mahuti

rise from the ashes kerkima
 tuhast
robe *s.* [roub] rüü
rock *s.* [rɒk] kalju
routine *s.* [ru'i:ɪn] rutiin, tar-
 dunud mõtteviis
ruby [ru:bi] *s.* rubiin; *adj.*
 punane
ruler *s.* [ru:lə] valitseja

S.

sacrifice *s.* ['sækrɪfaɪs] ohver
safe place kindel koht
scale *v.* ronima, tõusma
scatter *v.* ['skætə] laiali pais-
 kama
scientific degree teaduslik kraad
scope *s.* [skoup] ulatus
scrap of paper paberilipakas
sea route ['si:rʊt] meretee
sense *s.* [sens] mõte, tähendus,
 aru
service *s.* ['sɜ:vɪs] teenimine
severance *s.* ['sevərəns] eralda-
 mine, lahtikiskumine
sew up *v.* ['sou 'ʌp] kinni õmb-
 lema
single [sɪŋɡl] ainus, ühtne
situation *s.* [sitju'eɪʃən] olu-
 kord, seisund
smash *v.* ['smæʃ] purustama
smelt *v.* sulatama
smug *adj.* eneseküllane, endaga
 rahulolev
solemn *adj.* ['sɒləm] pidulik
sparkle *v.* [spɑ:kl] sädelema
special *adj.* ['speʃəl] eriline
spring up *v.* tärkama, kerkima
standards ['stændədz] normid
state *v.* [steɪt] avaldama, tea-
 tama

steppes *s.* [steps] stepid
stoke-hold *s.* ['stoukhould]
 kütteruum
sufferings [sʌfərɪŋz] kannatu-
 sed
supply *s.* [sə'plai] varustus,
 tagavara
Supreme Soviet [sju:'pri:m
 'səviət] Ülemnõukogu

T.

tamed *adj.* ohjeldatud
tangerine *s.* ['tændʒə'ri:n] man-
 dariin (puuvili)
tanker *s.* [tæŋkə] tanklaev
temporarily *adv.* ['tempərəri:lɪ]
 ajutiselt
terminate *v.* ['tɜ:mɪneɪt] lõp-
 pema
toil and struggle töö ja võitlus
transmit *v.* [trænz'mɪt] üle
 andma, ülekannet tegema
triumphant *adj.* [traɪ'ʌmfənt]
 võidutsev
tutor *s.* ['tju:tə] õpetaja (era-)
tyranny *s.* ['tɪrəni] türannia

U.

unconditional *adj.* ['ʌnkən'di-
 ʃ(ə)nəl] tingimusteta
unexplored *adj.* ['ʌniks'plɔ:d]
 uurimata
uninhabitable *adj.* ['ʌnɪn'hæbi-
 təbl] asustamata, asustamis-
 kõlbmatu
uphold *v.* [ʌp'hould] toetama,
 kaitsma
usher in *v.* ['ʌʃə(r)'ɪn] sisse
 juhtima
utterly *adv.* ['ʌtəli] äärmiselt

V.

view [vju:] vaade, vaatekoht
in view of silmas pidades, arvestades
vineyard ['vinjəd] viinamarja-aed

W.

waive v. [weiv] loobuma, loovutama
will s. [wil] tahe
willing adj. ['wiliŋ] meeleldi valmisolev

willingly adv. ['wiliŋli] meeleldi, meelsasti
withstand v. [wið'stænd] vastu panna
wolfish adj. ['wulfiʃ] huntlik, hunditaoline; wolfish habits hundikombed
worthy adj. ['wə:ði] vääriv, väärikas

Z.

zinc [ziŋk] tsink

CONTENTS.

	Page
An Address to the People (By J. V. Stalin)	3
 Lessons	
1. Speech Delivered at a Reception in the Kremlin (By J. V. Stalin)	6
2. Heroes of Soviet Land	9
3. Lowood (Extract from "Jane Eyre" by Ch. Brontë)	13
4. Lowood (Continued)	16
5. Order of the Day № 130 (By J. Stalin)	20
6. The Devoted Friend (By O. Wilde)	25
7. The Devoted Friend (Continued)	29
8. Handful of Salt	33
 <i>Grammar Review</i>	 36
9. Song to the Men of England (By Shelley)	40
10. The Spectre Bridegroom (By W. Irving)	43
11. The Spectre Bridegroom (Continued)	47
12. When Figures Sound like Music	50
13. A Flight over Our Country	54
14. A Mountain Eagle (By J. V. Stalin)	58
 <i>Grammar Review</i>	 60
15. Charles Dickens	62
16. Jo (Extract from "Bleak House" by Ch. Dickens)	66
17. Jo (Continued)	68
18. Maria Baida (By L. Ozerov)	74
19. Song for the Luddites (by Byron)	84
 <i>Grammar Review</i>	 86
20. Witches' Loaves (By O. Henry)	90

21. The Chinago (By J. London)	96
22. The Chinago (Continued)	99
<i>Grammar Review</i>	103

Home-Reading

Extract from "The School for Scandal" (By R. B. Sheridan)	109
The Ancient Mariner (By S. Coleridge)	112
Rise, Like Lions after Slumber (By Shelley)	113
To-Morrow (By Shelley)	113
Childe Harold, Canto I (By Byron)	113
Hebrew Melodies (By Byron)	114
I Saw Thee Weep	114
Song of Democracy (By E. C. Jones)	116
The Song of the Lower Classes (By E. C. Jones)	117
Hiawatha (By Longfellow)	119
Cranford (By E. Gaskell)	121
Selections from "A Tale of Two Cities" (By Ch. Dickens)	122
The Man Who Would Manage (By Jerome K. Jerome)	126
The Jumping Frog (By M. Twain)	130
"Punch, Brothers, Punch" (By M. Twain)	132
Present-Day English	133
Spoken English and Broken English (G. B. Shaw)	135

Grammar

Lesson 2. Present Continuous Passive	140
Lesson 3. Past Continuous Passive	140
Lesson 6. The Various Uses of <i>shall</i> and <i>will</i> ; <i>should</i> and <i>would</i>	141
Lesson 7. The Accusative with the Infinitive	144
Lesson 17. The Nominative with the Infinitive	145
Lesson 19. The Agreement	147
Inversion	149
Syntactical Complexes	155
Punctuation (The Comma)	159
Special Difficulties in the Use of the Articles	164
Special Difficulties in the Use of Prepositions	166
Exercises on the Use of Prepositions	168
Some Verbal Idioms	168
Key to the Exercises on Special Difficulties in the Use of the Articles and Prepositions	170

Word-Building	172
Prepositions	174
Latin Abbreviations	177
Table of Tenses	178
List of Irregular Verbs	180
Alphabetic Vocabulary	183
Alphabetic Vocabulary to the Lessons containing J. V. Stalin's works	218

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