# English

VIII

see aastu pd.

ARH

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A-3744

A. EHIN * H. OLE

# ENGLISH

ÕPIK KESKKOOLI VIII KLASSILE

ARHIIVKOGU

EESTI RIIKLIK KIRJASTUS
TALLINN 1961

Kinnitatud Eesti NSV Haridusministeeriumi poolt

Tartu Riiklik Ülikool
Raamatukogu
189727

# ARHIIVKOGU

# PART I

## LESSON 1.

Foneetika.

### Täishäälikute lugemine rõhulises kinnises silbis.

| | | |
|---|---|---|
| a | [æ] | Sam |
| o | [ɔ] | Tom |
| u | [ʌ] | Huck |
| e | [e] | Ben |
| i, y | [i] | Dick |

Kinnine silp lõpeb kaashäälikuga.

#### 1. Täishääliku [æ] hääldamine.

Täishääliku [æ] hääldamisel avage suu avaralt alumise lõua järsu liigutusega allapoole. Huuled tõmmake laiali.

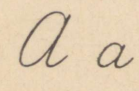
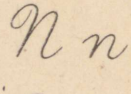
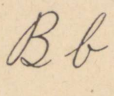
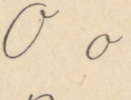
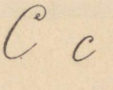
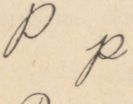
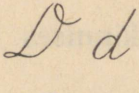
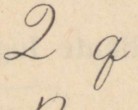
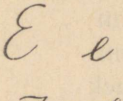
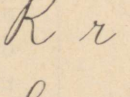
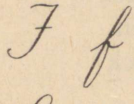
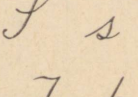
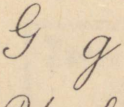
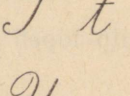
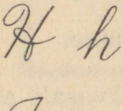
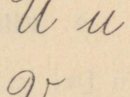
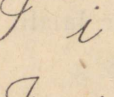
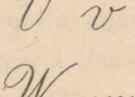
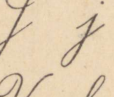
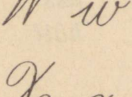
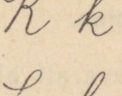
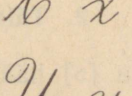
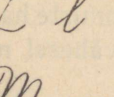
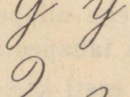
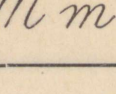
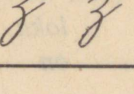
| Võrrelge: eesti keeles | inglise keeles |
|---|---|
| *äss* | *ass* |
| *kätt* | *cat* |

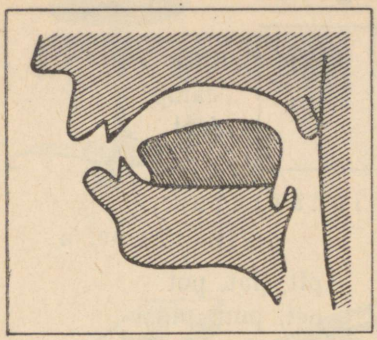
#### 2. Täishääliku [ɔ] hääldamine.

Täishääliku [ɔ] hääldamisel avage suu avaralt alumise lõua järsu liigutusega allapoole. Tõmmake keel alumiste hammaste juurest tugevasti tahapoole. Huuled ümardage vähesel määral.

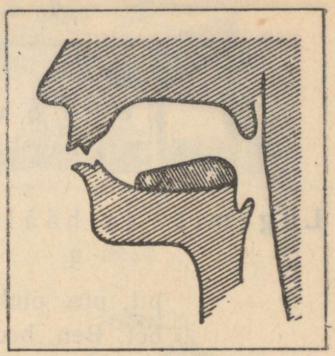
| Võrrelge eesti keeles | inglise keeles |
|---|---|
| *lokk* | *lock* |
| *on* | *on* |

## INGLISE TÄHESTIK.

| Trükitäht | Kirjatäht | Tähe nimetus | Trükitäht | Kirjatäht | Tähe nimetus |
|---|---|---|---|---|---|
| A a |  | [ei] | N n |  | [en] |
| B b |  | [biː] | O o |  | [ou] |
| C c |  | [siː] | P p |  | [piː] |
| D d |  | [diː] | Q q |  | [kjuː] |
| E e |  | [iː] | R r |  | [ɑː] |
| F f |  | [ef] | S s |  | [es] |
| G g |  | [dʒiː] | T t |  | [tiː] |
| H h |  | [eitʃ] | U u |  | [juː] |
| I i |  | [ai] | V v |  | [viː] |
| J j |  | [dʒei] | W w |  | ['dʌbljuː] |
| K k |  | [kei] | X x |  | [eks] |
| L l |  | [el] | Y y |  | [wai] |
| M m |  | [em] | Z z |  | [zed] |



Keele asend
eesti **o**
moodustamisel.



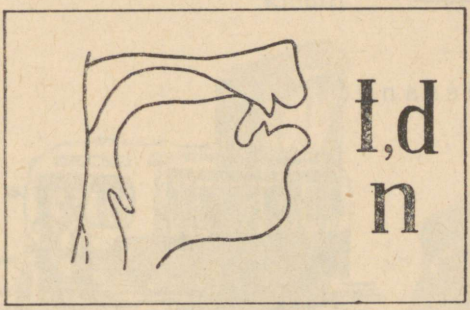
Keele asend
inglise [ɔ]
moodustamisel.

### 3. Kaashäälikute [p, t, k, b, d, g, m, n] hääldamine.

a. [p, t, k] on helitud kaashäälikud. Hääldamisel tekib nende kaashäälikute ja järgneva täishääliku vahel tugev õhuvool.

b. [b, d, g] on helilised kaashäälikud (nagu vene keeleski). Eesti keeles nad ei ole helilised.

c. Inglise keeles tõuseb häälikute [n, t, d] moodustamisel




keele ots vastu hammasvalli.

d. [m, n] on helilised kaashäälikud. Sõna lõpus on nad helilisemad ja pikemad kui eesti keeles.

| Võrrelge: | eesti keeles | inglise keeles |
|---|---|---|
| | *ämm* | *am* |
| | *Ann* | *Ann* |

### 4. c, ck lugemine.

| | | |
|---|---|---|
| ck | [k] | lock |
| c + a, o, u | [k] | camp |
| c + kaashäälik | [k] | fact |

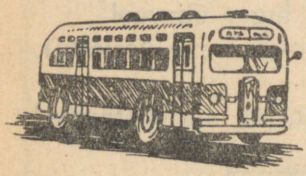
Lugemis- ja hääldamisharjutus.

| I | II |
|---|---|
| pit, pin, pick | pit, pat, pot |
| bet, Ben, beck | pet, pun, pin |
| cat, cap, can | din, den, don |
| but, bun, buck | bus, big, black |
| dot, don, dock | dog, man, cat |
| pack, act, pact | |

## LESSON 2.

## Häälik [ə].

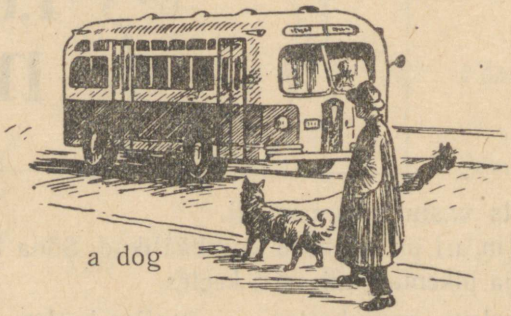
Grammatika.



a bus

Nimisõna bus ees seisab umbmäärane artikkel:
a bus [ə ˈbʌs] (üks mingisugune) buss.
Artikkel on nimi- ja omadussõna ees rõhuta.

Lugemisülesanne.



a cat

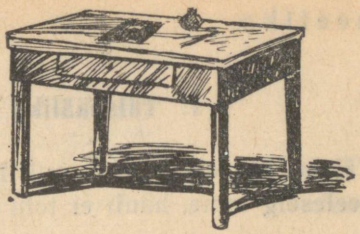
a dog

a man

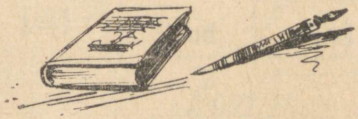
a red bus, a big dog, a black cat



a lamp



a desk



a book a pen



a hat



a cap



a pan



a cup



a nest



a hen



a clock



a flag

a black hen, a big clock, a red flag
a dog and a cat, a hen and a nest
a bus and a man, a desk and a book

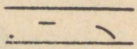
### 1. Täishääliku [ə] hääldamine.

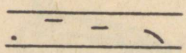
Täishäälik [ə] esineb ainult rõhuta silbis. Tema moodustamisel on keeleselg lame, huuli ei tohi ümardada.

2.

| oo + k [u]k | book |
|---|---|

3. Tonogramm.




Inglise keeles tõuseb hääl lause esimese rõhulise silbiga ja langeb järk-järgult kuni viimase rõhulise silbini.

Omadussõna ja nimisõna ühendites on mõlemad sõnad rõhutatud.

### Lugemis- ja hääldamisharjutus.

| I | II |
|---|---|
| sick, sack, suck | a pan, a man, a can |
| took, look, hook | a book, a hook, a nook |
| hot, hat, hut | a duck, a buck, a cut |
| dog, beg, bed | a cot, a lock, a nod |
| spin, span, spun | |

Kirjutamisülesanne.

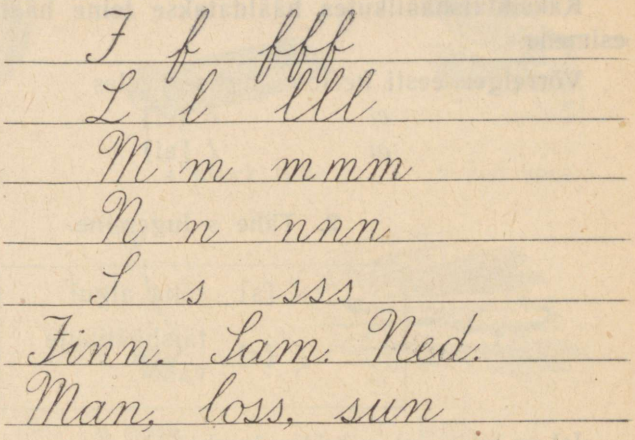
F, f [ef]

L, l [el]

M, m [em]

N, n [en]

S, s [es]




### Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

### Ülesanne 2.

Kirjutage järgmised sõnad ja märkige täishäälikud transkriptsioonimärgiga.
Näide: men [e].
Man, miss, mess, moss, must, bin, ban, bun, less, land, soft, sin.

## LESSON 3.

Foneetika.

### Täishäälikute lugemine rõhulises lahtises silbis.

| | | | |
|---|---|---|---|
| a | [ei] | David | Dave |
| o | [ou] | no | note |
| u | [ju:] | cubic | cube |
| e | [i:] | he | Pete |
| i, y | [ai] | I, my | line |

Lahtine silp lõpeb täishäälikuga. Rõhulisele täishäälikule võib kirjas järgneda üks kaashäälik + «tumm» e.

### 1. Kaksiktäishäälikute hääldamine.

Kaksiktäishäälikutes hääldatakse teine häälik nõrgemalt kui esimene.

Võrrelge: eesti keeles inglise keeles

| | |
|---|---|
| *ei* | *a* [ei] |
| *ai* | *I* [ai] |

### 2. Tähe s lugemine.

| | | |
|---|---|---|
| s | [s] | sõna algul |
| | [z] | täishäälikute vahel. |

[s] on helitu, [z] — heliline kaashäälik.

Lugege: sun, sin, rose, rise, use.

Lugemis- ja hääldamisharjutus.

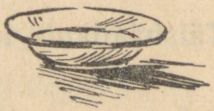
I

| | |
|---|---|
| mane, mate, made | line, lane, lone |
| rose, hope, slope | tape, type, cube |
| mute, tune, tube | duke, date, dyke |
| he, me, Pete | stoke, lake, like |
| mite, kite, site | he, me, my |

Lugemisülesanne.



Pete and Mike



a big plate



a black line



a big cake



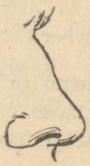
a black tube



a red rose



a face



a nose



a plane



a fly



a tulip



a pine

Kirjutamisülesanne.

A, a [ei] *A a aaa*

O, o [ou] *O o ooo*

U, u [ju:] *U u uuu*

E, e [i:] *E e eee*

I, i [ai] *I i iii*

*I. Ann. Enid. U.S.A.*

## Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

## Ülesanne 2.

Kirjutage järgnevad sõnad ja märkige täishäälikud transkriptsioonimärgiga.
Näide: Line [ai].

Line, fly, home, tune, tulip, go, plate, nose, be, side.

### To the Teacher

Beginning with Lesson 4 we recommend to introduce dialogues. For this purpose draw simple outline pictures of those objects of Lessons 2, 3 and 4 which are not in the classroom. Make the pictures big enough to be seen by everybody.

The first questions to be asked are the following: 1. Is this a (book, pen, desk, etc.)? 2. Is that a (lamp, bus, dog, etc.)? 3. What is this? 4. What is that?

Give an oral translation of the questions in order to make the pupils understand them. Tell your pupils what answers you expect them to give.

Answers to Questions 1 and 2: Yes, it is. No, it is not. No, it is not, it is a (book, pen, desk, etc.).

The answer to Questions 3 and 4: It is a (book, pen, desk, etc.).

Don't allow the pupils to ask the above questions until they have sufficiently practised the sounds [ð], [w] and the combination of sounds [zð] in *is this* (Lessons 6, 7).

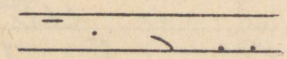
## LESSON 4.

### See.

I ˈ**see** a ˈman.
I ˈsee a ˈdog.
I ˈsee a ˈplate.
I ˈsee a ˈbook.
I ˈsee a ˈbus.
I ˈsee a ˈcat.

I ˈsee a ˈcake.
I ˈsee **a ˈcopy-book.**
I ˈsee a ˈtulip.
I ˈsee a ˈblack ˈtube.
I ˈsee **a ˈgreen ˈbox.**
I ˈsee **a** ˈred **ˈbag.**

### Take.



ˈTake my ˈbook, Fanny.

| | |
|---|---|
| 'Take my 'copy-book, Val. | 'Take a 'plate. |
| 'Take my 'pen, Rose. | 'Take a 'cake. |
| 'Take my 'bag, Clif. | 'Take a 'tulip. |
| 'Take my 'box, Pete. | 'Take a 'rose. |

Lugemisharjutus.

I

| | |
|---|---|
| pan — pane | met — mete |
| not — note | cod — code |
| back — bake | hid — hide |
| duck — duke | can — cane |
| pin — pine | pet — Pete |

II

like, lake, luck, lick
hop, hope, type, dyke
cute, cut, sit, side
be, he, plan, plane

Foneetika.

1. ee [i:] see

**2. Kaashäälikute [f, v] hääldamine.**

[f] ja [v] moodustatakse alumise huule ja ülemiste hammaste vahel. [f] on helitu, [v] heliline kaashäälik.

Loe: fan, van; vat, fat; vine, fine.

**3. Kahekordsete kaashäälikute lugemine.**

Inglise keeles loetakse kahekordseid kaashäälikuid ühe häälikuna, näit. Fanny ['fæni].

**4. Rõhuta sõnad lauses.**

Isikulised ja omastavad asesõnad on lauses rõhuta.

Üte lause keskel ja lõpus on rõhuta.

Kirjutamisülesanne.

B, b [bi:]

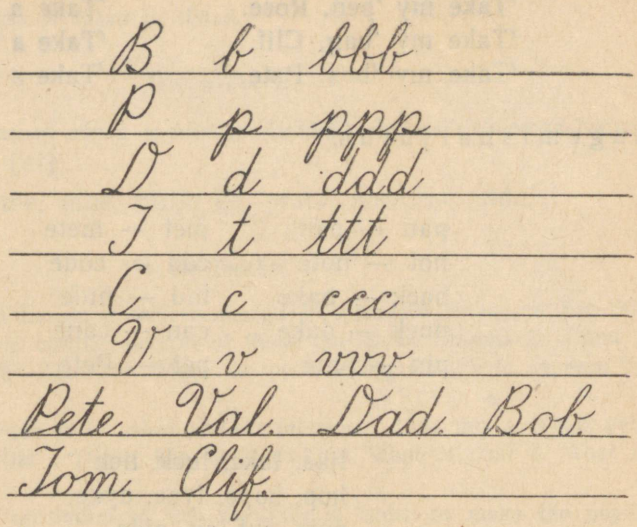
P, p [pi:]

D, d [di:]

T, t [ti:]

C, c [si:]

V, v [vi:]




### Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

### Ülesanne 2.

Kirjutage inglise keeles:

1. Punane kott. 2. Must tuub. 3. Suur punane buss. 4. Minu koolilaud. 5. Minu suur koer. 6. Minu punane roos. 7. Minu roheline kott. 8. Ma näen suurt lennukit. 9. Ma näen kooki ja taldrikut. 10. Ma näen roosi ja tulpi.

## LESSON 5.

### JOHN HILL.

**My 'name** is 'John 'Hill. I am **a 'pupil.** I **'go to 'school.** My 'school is **in 'Lane Street. I 'like** my 'school.

Grammatika.

**Infinitiiv: be (olema).**

Olevik (Present Indefinite).

I am
he is
she is
it is

**am, is**

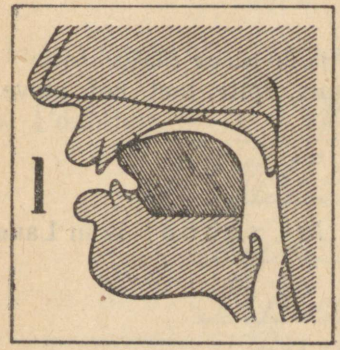
| Rõhuline vorm | Rõhuta vorm |
|---|---|
| I ˈam [ai ˈæm]<br>he ˈis [hi ˈiz] | I am [aim] a ˈpupil.<br>he is [hiiz] a ˈpupil. |

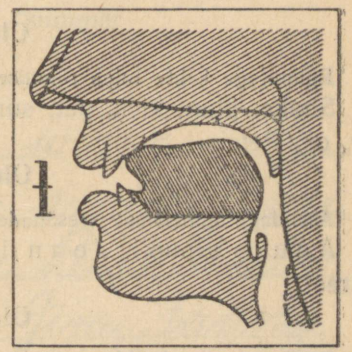
Eessõna **to.**

| Rõhuline vorm | Rõhuta vorm |
|---|---|
| to [tuː] | to [tə] ˈschool |

| | |
|---|---|
| oo [uː] | school |
| j [dʒ] | John |
| sh [ʃ] | she |
| l „hele“ [l] sõna ja silbi algul | Lane |
| l „tume“ [l] sõna ja silbi lõpus | Hill |

„hele“ [l] „tume“ [l]




Lugege: like, pupil, Lilly, Bill, school, hill.

Lugemis- ja hääldamisharjutus.

fool, cool, steel
leek, feel, bell
sheet, shoot, flush
Jack, Jim, jet
look, loop, film

Kirjutamisülesanne.

K, k [kei] *K k kkk*

J, j [dʒei] *J j jjj*

H, h [eitʃ] *H h hhh*

X, x [eks] *X x xxx*

*Kale – Kate. John. Jack. Henry. Hume. skill. joke. hush. box – box. tert – text.*

### Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

### Ülesanne 2.

Rühmitage kahte tulpa rõhulise 1) kinnise ja 2) lahtise silbiga sõnad:
Shake, plan, kick, pet, sum, side, mute, spite, met, hot, stove, by, ox, Pete.

### Ülesanne 3.

Asendage nimisõnad asesõnadega:
Ann is a pupil. John is a pupil. My school is in Lane Street.

### Ülesanne 4.

Tõlkige inglise keelde:
1. Minu kool on suur. Ta on Paide tänaval. 2. Minu kooli-

laud on must. 3. Minu koolikott on roheline. 4. Dick, võta mu raamat! 5. Ann, võta mu sulg! 6. Fred on õpilane. 7. Mulle meeldib Tiit Pent. 8. Mulle meeldib mu koer Spot.

## LESSON SIX.

### AT 'SCHOOL.

It is **Sep'tember. 'Summer** is **'over.** In Sep'tember **we** 'go **'back** to 'school. At 'school we **'study 'English.** We **'speak** 'English. We 'read and 'write 'English at 'school.

Dan, read Lesson 5 **(five).** Betty, write Lesson 6 (six).

Foneetika.

**Hääliku [w] hääldamine.**

Hääliku [w] hääldamisel ümardatakse huuled tugevasti. Keel tõmmatakse alumiste hammaste juurest tahapoole (nagu vilistamisel).

Lugege: wind, west, wide, will, wine, wish.

| | |
|---|---|
| er, or, ur, ar rõhuta silbis [ə] | September |
| wr sõna algul [r] | write |
| ea [i:] | speak |

Lugemis- ja hääldamisharjutus.

'doctor, 'dollar, 'reader
di'rector, in'spector, 'over
'write, 'grammar, 'summer

Kirjutamisülesanne.

W, w ['dʌblju:]

*W w www*
*Will, well, winter. Kate, kick, Dan, Bess, Hector, September, Jim, Fanny, Mike, Nick, Eve.*

### Ülesanne 1.

Kirjutage ära ülaltoodud tähed ja sõnad.

### Ülesanne 2.

Kirjutage järgmised sõnad ja märkige esimene kaashäälik transkriptsioonimärgiga.

Näide: Jack [dʒ]

Clif, shot, jam, jet, camp, shop.

### Ülesanne 3.

Tõlkige inglise keelde:

1. September on möödas. 2. John Hill on koolis. 3. Ta on õpilane. 4. Mina olen õpilane. 5. Minu kool on Linda tänaval. 6. Koolis me loeme ja kirjutame.

## LESSON SEVEN.

### EDITH AND ANN SMITH AT HOME.

**At two o'clock** school is over. **When** school is over, my **sisters** Edith and Ann go home. At home **they help** Mother. They help Mother **to cook dinner.** They **have dinner** at **three** o'clock.

At home they like to read a **good** book.

Foneetika.

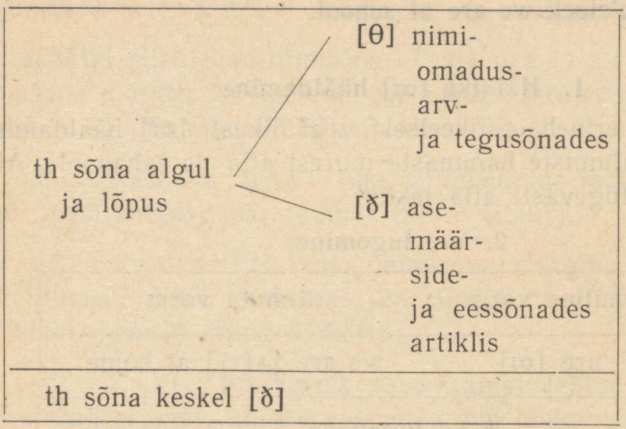
1.

| | |
|---|---|
| ei, ey [ei] | they |
| wh [w] | when |

### 2. Häälikute [θ] ja [ð] hääldamine.

[θ] ja [ð] hääldamisel asetage keel hammaste vahele. Keel olgu lame ja lõtv. Ärge laske huultel läheneda keelele. [θ] on helitu, [ð] — heliline kaashäälik.

*th* **lugemine**




Lugemis- ja hääldamisharjutus.

| [θ] | [ð] |
|---|---|
| thin, thick | the, then |
| moth, myth | they, that |
| think, thank | them, this |
| thunder, theme | thee, with |
| tooth, teeth | these, those |

### Ülesanne 1.

Täitke lüngad eessõnadega, kus vajalik:

1. Ann is ... school. 2. Dick and Bob go ... school. 3. We study ... school. 4. Jane is ... home. 5. Edith and Lily go ... home when school is over. 6. My home is ... Lane Street.

### Ülesanne 2.

Tõlkige inglise keelde:

1. Ma loen ja kirjutan koolis. 2. Tom ja Edith räägivad inglise keelt. 3. Nad õpivad inglise keelt koolis. 4. Minu ema on kodus. 5. Mina abistan oma (my) ema. 6. Mulle meeldib lugeda head raamatut.

## LESSON EIGHT.

### I GO TO SCHOOL.

I **live** in Bond Street. I live in **house** No. 1 **(number one)**. My school is in Lane Street, house No. 3. I go to school **by bus**

No. 7 (seven). I **meet** my **friends** Pete and Rose Yale **at the bus-stop.** At eight o'clock we are at school.

Foneetika.

### 1. Hääliku [ɑː] hääldamine.

Häälik [ɑː] erineb eestikeelsest *a* häälikust. [ɑː] hääldamisel tõmmake keel alumiste hammaste juurest alla- ja tahapoole. Alumine lõug on tugevasti alla lastud.

### 2. *are* lugemine.

| Rõhuline vorm | Rõhuta vorm |
|---|---|
| we ˈare [ɑː] | we are [ə(r)] at home |

### 3. *y* lugemine.

| | | |
|---|---|---|
| y | [j] sõna ja silbi algul täis-hääliku ees | Yale |
| | [ai] lahtises silbis | my |

### 4. *ou* lugemine.

| | |
|---|---|
| ou [au] | house |

Lugemis- ja hääldamisharjutus.

yet, jet, type
jam, yam, by
Yankee, Clyde, yes

Grammatika.

### 1. Artiklid.

Inglise keeles on kaks artiklit.

| Umbmäärane | | Määrav | |
|---|---|---|---|
| rõhuline | rõhuta | rõhuline | rõhuta |
| ˈa [ˈei]<br>ˈan [ˈæn] | a [ə] ˈbook<br>an [ən] ˈEnglish ˈbook | ˈthe [ˈðiː] | the [ðə] ˈbook<br>the [ði] ˈEnglish ˈbook |

Lauses on artiklid rõhuta. Täishäälikuga algava sõna ees kasutatakse eri vorme.

Artiklid piiritlevad nimisõna. Umbmäärase artikliga nimisõna märgib: 1) üht eset või isikut teiste esemete või isikute hulgast, 2) üht eset või isikut teatud liigist.

Näit.: Take a book (üks mingisugune raamat; mingi raamat teiste hulgast; üks raamat (mitte vihik)).

Määrava artikliga nimisõna märgib: 1) kindlat eset või esemeid antud olukorras, 2) ainukest eset antud olukorras, 3) kõiki esemeid antud olukorras.

Näit.: Take the book (see raamat; teatud raamat; varem nimetatud raamat; ainuke raamat antud olukorras).

Take the books (need raamatud; teatud raamatud; varem nimetatud raamatud; kõik raamatud antud olukorras).

Teatud juhtudel jäetakse inglise keeles artikkel ära.

Näit.: I go to school by bus. I am at school. I am at home.

## 2. Infinitiiv: be.

Present Indefinite (Olevik).

| Jaatav vorm | Küsiv vorm |
|---|---|
| I 'am | 'am I? |
| you 'are | 'are you? |
| he 'is | 'is he? |
| she 'is | 'is she? |
| it 'is | 'is it? |
| we 'are | 'are we? |
| you 'are | 'are you? |
| they 'are | 'are they? |

Kirjutamisülesanne.

Y y [wai] *Y y yyy*

G g [dʒiː] *G g ggg*

R r [ɑː] *R r rrr*

*Yale, Yates, yes, Greek, good, golf; Rose, red.*

**Ülesanne 1.**

Kirjutage ülaltoodud tähed ja sõnad.

**Ülesanne 2.**

Täitke lüngad tegusõna *be* vormidega:

1. I ... a pupil. 2. John Black ... my friend. 3. You ... a good pupil. 4. Dan and Ned ... at school. 5. We ... at home. 6. My dog ... in the street. 7. Summer ... over.

**Ülesanne 3.**

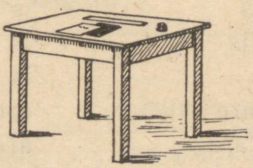
Tõlkige inglise keelde:

1. Ann on minu õde. 2. Kas ema on kodus? 3. Kas Rose on koolis? 4. Kas Tom on õpilane? 5. Kas sa oled hea õpilane? 6. Sam ja Huck käivad koolis. Nad sõidavad kooli bussiga. 7. Ma näen Lillit autobussi peatuses.

## LESSON NINE.

### WHAT IS THIS? WHAT IS THAT?

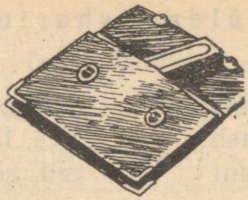
'What is 'this?



It is a 'desk.
It is 'my 'desk.

My **'textbook** is **on my 'desk.**
My 'copy-book is **under my 'textbook.**

'What is 'this?



It is a 'bag.
It is 'my 'bag.

My **'pencil-box** is **in my 'bag.**
'What is 'this? It is **a 'blackboard.**




'Take **the 'chalk** and 'go **to the 'blackboard.**
'Is 'this a 'copy-book? '**Yes,** it 'is.
'Is 'that a 'pencil-box? '**No,** it is '**not.**
'Is 'this **a** 'red **'pencil?** 'No, it is 'not.
'Is 'that a 'green 'pencil? 'Yes, it 'is.

Pange tähele: What is **this**? **It** is a desk.
Mis **see** on? **See** on koolilaud.

Foneetika.

**1. Hääliku [ɔ:] häälda mine.**

Hääliku [ɔ:] häälda misel ümardage huuled, keel tõmmake alumiste hammaste juurest alla- ja tahapoole, näit. blackboard ['blækbɔ:d].

**2.**

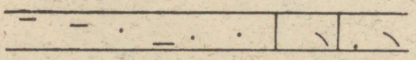
| | | |
|---|---|---|
| a + lk | [ɔ:] k | chalk |
| a rõhulises kinnises silbis [w] järel | [ɔ] | what [wɔt] |
| c + e, i, y | [s] | pencil |

Lugemis- ja hääldamisharjutus.

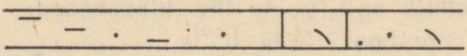
| I | II |
|---|---|
| chalk, blackboard | pencil, fancy |
| cash, wash | nice, face |
| hand, want | cell, cent |
| cap, wasp | cite, icy |

**Üld- ja eriküsimused.**

Üldküsimus on suunatud kogu lausele ja algab tegusõnaga; ta vastab eestikeelsele k a s - küsimusele. Vastuses on y e s või n o. Üldküsimuse lõpul hääl tõuseb.

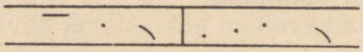


'Is 'this a pencil-box? Yes, it 'is.



'Is 'that a 'blackboard? 'No, it is 'not.

Eriküsimus on suunatud ühele lauseliikmele ja algab küsiva sõnaga. Eriküsimuse lõpul hääl langeb nagu jutustavas lauses.



'What is 'this? It is a 'desk.

Lugemis- ja hääldamisharjutus.

| | |
|---|---|
| 'Is 'this a 'copy-book? | 'Yes, it 'is. |
| 'Is 'that a 'textbook? | 'No, it is 'not. |
| 'Is 'John a 'pupil? | 'Yes, he 'is. |
| 'Is 'school 'over? | 'No, it is 'not. |

II

| | |
|---|---|
| 'What is 'this? | It is a 'bag. |
| 'What is 'that? | It is a 'box. |
| 'What is 'this? | It is a 'flag. |
| 'What is 'that? | It is a 'blackboard. |

**Infinitiiv: be.**

Present Indefinite (Olevik).

Eitav vorm.

| | |
|---|---|
| I am not | we are not |
| you are not | you are not |
| he is not | |
| she is not | they are not |
| it is not | |

**Ülesanne 1.**

Kirjutage järgmised sõnad kahes tulbas, vastavalt *c* tähe lugemisreegleile:

Näide: c [k] c [s]
cake Greece

Grace, cape, clap, cut, cider, fancy, cost, clock.

**Ülesanne 2.**

Tõlkige inglise keelde:

1. Mis see on? 2. See on karp. 3. See on roheline karp. 4. Mis see on? 5. See on tahvel. 6. Kriiditükk on minu koolilaual. 7. Minu must pliiats on (minu) pinalis. 8. Minu koolikott ei ole (minu) koolilaual. 9. Minu vihik ei ole (minu) õpiku all. 10. Ma näen punast bussi. 11. Ma kohtan Rose'i bussipeatuses.



**LESSON TEN.**

**MY FRIEND FRED QUIN.**

'This is 'John 'Quin.
He is **a 'teacher.**





'This is 'Grace 'Quin.
She is **a 'doctor.**

My 'friend 'Fred 'Quin is a 'pupil.
**His 'sister** 'Lizzie is a 'pupil **'too.**
**His 'brother** 'Jack is **an 'officer.**

Fred 'Quin is my 'friend. I **'often** 'go to 'see him. 'John 'Quin is his **'father.** 'Grace 'Quin is his **'mother.**

'What is his 'father? He is a 'teacher. 'What is his 'mother? She is a 'doctor.

Fred **has a** sister and brother. What is his sister Lizzie? She is a pupil. What is his brother Jack? He is an officer.

Foneetika.

| | | |
|---|---|---|
| qu | [kw] | Quin |
| z | [z] | Lizzie |
| ch | [tʃ] | teacher |

**qu [kw].**

*q* esineb ainult koos järgneva *u*-tähega. Ühendis [kw] ümardage huuled juba [k] hääldamisel.

Lugege: quick, quite, quell, quest, queen;
buzz, jazz, zinc, Zoo, zest;
teach, each, chin, cheek, chest.

Lugemis- ja hääldamisharjutus.

Üldküsimused.

'Is 'John 'Quin a 'teacher? Yes, he 'is.
'Is 'Grace 'Quin a 'doctor? Yes, she 'is.
'Is 'Lizzie an 'officer? 'No, she is 'not.
'Are you a 'teacher? No, I am 'not.
'Are you a 'pupil? 'Yes, I 'am.

Grammatika.

**Infinitiiv: have**

Olevik (Present Indefinite).

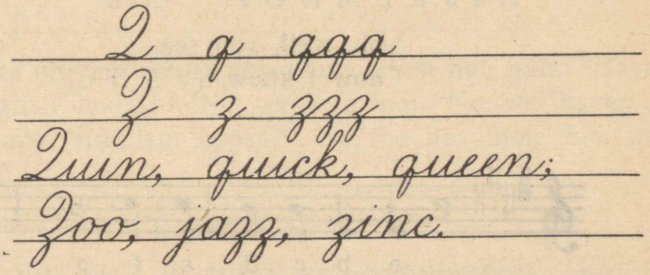
| Jaatav vorm | Küsiv vorm |
|---|---|
| I have a 'textbook<br>Mul on õpik<br>You have a textbook<br>he has a textbook<br>she has a textbook<br>we have a textbook<br>you have a textbook<br>they have a textbook | 'Have I a 'textbook[2]? |

Üldküsimusele anname lühivastuse, näit. 'Have you a 'textbook[2]? 'Yes[1], I 'have[1]. 'Has 'Fred a 'textbook[2]? 'Yes[1], he 'has[1].

Kirjutamisülesanne.

Q q [kju:]

Z z [zed]




**Ülesanne 1.**

Kirjutage ülaltoodud tähed ja sõnad.

### Ülesanne 2.

Kirjutage järgmised laused eitavas vormis:

1. Bob Quin is a pupil. 2. Fanny is his sister. 3. They are at school. 4. We are at home at nine o'clock. 5. I am a teacher. 6. My friend is an officer.

### Ülesanne 3.

Kirjutage järgmised laused küsivas vormis:

1. My friend is at school. 2. The pen and the pencil are in the pencil-box. 3. The red pencil is on the desk. 4. School is over. 5. It is nine o'clock. 6 You are a doctor.

### Ülesanne 4.

Täitke lüngad tegusõna *have* vormidega:

1. Lizzie Quin — a big brother. 2. Fred and Jack — one sister. 3. We — a good doctor at school. 4. I — a green hat. 5. — Pete a dog? 6. — you a black cat? 7. — Grace Quin a big bag? 8. — the teacher a lamp on the desk?

### Ülesanne 5.

Tõlkige inglise keelde:

1. Ema ei ole kodus. 2. Fred ei ole mu sõber. 3. Heinol on sõber. Tema sõber ei ole õpilane. 4. Ma ei ole arst. 5. Ben'il on koer. Tema koer ei ole suur. 6. Minu pliiats ei ole minu pinalis. 7. Minu õpik ei ole minu koolilaual, ta on minu kotis.

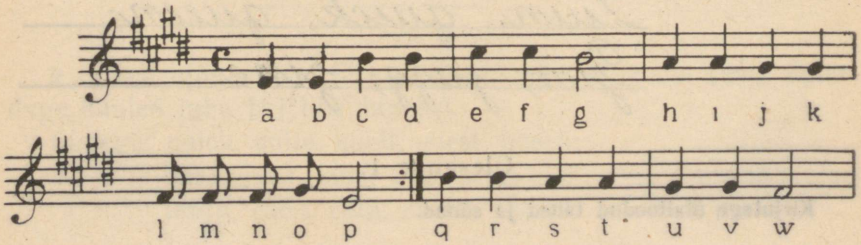
## LESSON ELEVEN.

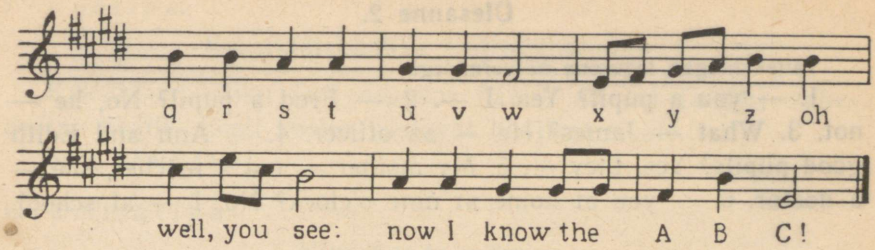
**A B C.**

A B C D E F G  Q R S T U V W
H I J K L M N O P  X Y Z

oh, **well,** you see,
**now** I **know** the A B C.

*W. A. Mozart.*






Foneetika.

| | | |
|---|---|---|
| ow | [au] | now |
| | [ou] | know |
| kn | [n] | know |

Lugege täht-tähelt: write, know, teacher, box, John, yes, pen, study, English.

Grammatika.

**Infinitiiv: have.**

Present Indefinite (Olevik).

| Eitav vorm | |
|---|---|
| I have no paper | we have no paper |
| you have no paper | you have no paper |
| he has no paper<br>she has no paper | they have no paper |

Lühivastustes üldküsimustele tarvitame eitust **not**, näit.: 'Have you 'many 'English 'books? [2] 'No, we have 'not. 'No, we 'haven't. 'Has 'Peter 'many 'English 'books?[2] 'No, he has 'not. 'No, he 'hasn't.

**Ülesanne 1.**

Kirjutage järgmised sõnad ja märkige transkriptsioonimärgiga rasvaselt märgitud tähtede lugemine:

Bus, is, rose, Smith, sister, she, brother, teacher, text, jazz, yes, Quin, pencil, they, can, Sam, cent.

### Ülesanne 2.

Täitke lüngad tegusõna *be* vormidega:

1. — you a pupil? Yes, I —. 2. — Fred a pupil? No, he — not. 3. What — James? He — an officer. 4. — Ann and Edith good pupils? Yes, they —. 5. My mother — not a teacher, she — a doctor. 6. — you at home at nine o'clock? No, I — at school.

### Ülesanne 3.

Tõlkige inglise keelde:

1. Kas see on õpik? Jah, on. 2. Kas too on vihik? Jah, on. 3. Kas see on must pliiats? Ei ole. 4. Kas too on must pliiats? Jah, on. 5. Kas see mees on arst? Jah, on. 6. Kas Grace Quin on õpetaja? Ei ole, ta on arst.

### Ülesanne 4.

Muutke laused eitavateks:

1. I have a textbook on my desk. 2. Clif has a sister. 3. Kate has a black hen. 4. This man has a black cap. 5. I have a red pencil in my pencil-box.

## LESSON TWELVE.

### AT THE LESSON.

Lessons **begin** at eight o'clock. **What time is it?** It is eight o'clock. The pupils **stand up.**

Teacher. **Take your seats.**
The pupils **sit down.**

Teacher. Take your books. **Open** your books. Read Lesson 4 **(four).**
The pupils read the **text.**

Teacher. You know your lesson **well. Shut** the books.
The pupils shut **their** books.

Teacher. Take your copy-books and your pens. Write your names on the copy-books.
The pupils take their copy-books and their pens. They write their names on their copy-books.

Foneetika.

**Kaksiktäishääliku [ɛə] hääldamine.**

Kaksiktäishääliku [ɛə] esimene häälik on [e] ja [æ] vahepealne häälik. Eesti keeles vastavat häälikut ei ole.

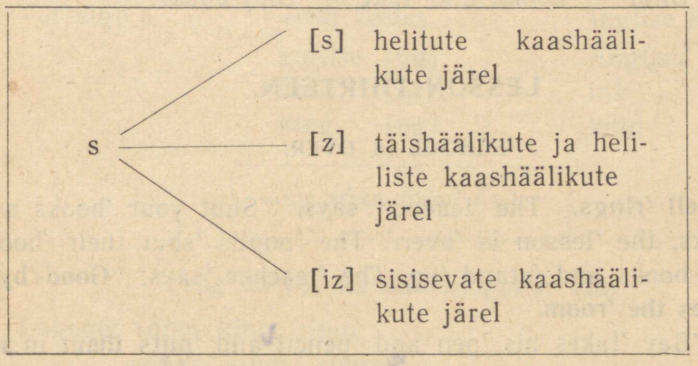
Näit. *their* [ðɛə].

Grammatika.

**Nimisõnade mitmus.**

Nimisõnade mitmus moodustatakse lõpu -s abil, sisisevate kaashäälikute järel -es abil.

Mitmuse lõpu -(e)s lugemine.




Lugege: plates, cakes, streets, cats, schools, friends, lessons, bags, brothers, sisters, doctors, teachers, roses, boxes, buses.

**Ülesanne 1.**

Tõlkige järgnevad laused. Pange tähele omastava asesõna tõlkimist eesti keelde.

1. This is my book. 2. Take my book. 3. I often go to see my friends. 4. When I go to school, I often meet my friend at the bus-stop. 5. Is this your pencil? 6. Take your pencil. 7. I often meet your friend in the street when I go to school. 8. Take your seats. 9. Shut your books. 10. You know your lesson well.

**Ülesanne 2.**

Tõlkige inglise keelde:

1. Võta oma raamat! 2. Sa tead (oma) õppetundi hästi. 3. Ma tean (oma) inglise keele õppetundi hästi. 4. Jane, võta istet!

5. Jane ja Nelly, võtke istet! 6. Sulgege (oma) raamatud! 7. Kirjuta oma nimi (oma) vihikule! 8. Dick ja Dan võtavad (oma) sulepead ja kirjutavad oma nimed (oma) vihikutele.

### Ülesanne 3.

Täitke lüngad määrava või umbmäärase artikliga. (Umbmäärane artikkel — üks teiste hulgast, üks sellesse liiki kuuluv; määrav artikkel — kindel, ainuke, kõik antud olukorras.)

1. I have — father and — mother. 2. My father is — teacher. 3. My mother is — doctor. 4. I am — pupil. 5. It is — pen. 6. — pupils are at school. 7. This is — good pencil. Take — pencil. 8. Shut — books and take — copy-books.

## LESSON THIRTEEN.

### SCHOOL IS OVER.

The **'bell 'rings.** The 'teacher **'says,** "'Shut your 'books and 'copy-books, the 'lesson is 'over." The 'pupils 'shut their 'books and 'copy-books and 'stand 'up. The 'teacher 'says, "**Good-'bye**" and **'leaves the 'room.**

'John 'Bay 'takes his 'pen and 'pencil and **'puts them** in his 'pencil-box. He 'takes his 'books and 'copy-books and 'puts them in his 'schoolbag.

At the 'bus-stop he 'meets his 'brother 'Ben. They 'go 'home **to'gether.**

Foneetika.

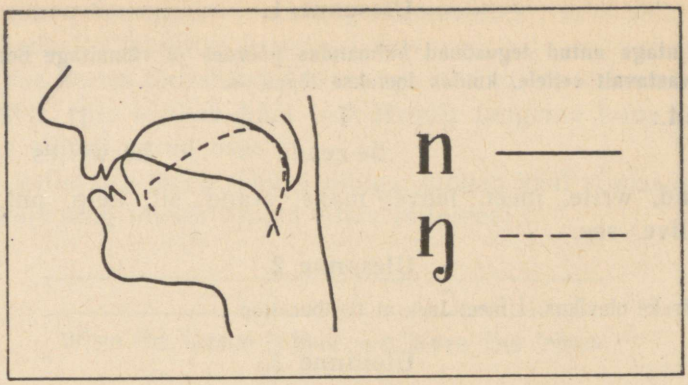
1.

| ai, ay [ei] | Bay, say |
|---|---|

Erand: says [sez].

### 2. Häälik [ŋ].

Häälik [ŋ] ei erine vastavast eestikeelsest häälikust, näit. sõnades *king* ja *kink*. Eesti keeles järgnevad talle alati häälikud [k] või [g]. Inglise keeles võib [ŋ] esineda koos [k] või [g] häälikutega või ka ilma nendeta. [ŋ] on heliline häälik.




| Võrrelge: | eesti keeles | | inglise keeles | |
|---|---|---|---|---|
| | inglise | [ŋg] | English | [ŋg] |
| | kink | [ŋk] | ink | [ŋk] |
| | king | [ŋg] | king | [ŋ] |

| -ng sõna lõpul [ŋ] |
|---|

-ng on [ŋ] ka muutelõppude ees.

Lugege: song, king, ring
songs, kings, rings

Grammatika.

**Infinitiiv: speak.**

Present Indefinite (Olevik).

| | |
|---|---|
| I speak English | we speak English |
| you speak English | you speak English |
| he speaks English | they speak English |
| she speaks English | |

Olevikus liidame ainsuse 3. pöördele lõpu **-s**. Seda lõppu **-s** loeme samade reeglite järgi kui mitmuse lõppu **-s**.

Lugege: he meets, she likes, he writes, she puts, it stops, she opens, it rings, he reads, she knows, it begins.

### Ülesanne 1.

Kirjutage antud tegusõnad kolmandas pöördes ja rühmitage need kahte tulpa, vastavalt sellele, kuidas loetakse lõppu **-s**.

| Näit.: | I | II |
|---|---|---|
| | he reads | he writes. |

Read, write, meet, leave, make, stand, sit, help, put, open, shut, live, see.

### Ülesanne 2.

Pöörake olevikus: I meet Jack at the bus-stop

### Ülesanne 3.

Tarvitage antud tegusõnu nõutavas vormis:

| | |
|---|---|
| 1. We — in Tallinn. My friend — in Tartu. | live |
| 2. You — English well. My sister — English well too. | read |
| 3. Ben — his lesson well. Jim and Mike — their lesson well too. | know |
| 4. When the bell —, the pupils — the room. The teacher — the room too. | ring, leave |
| 5. Edith and Lizzie — at the bus-stop at nine o'clock. | meet |

## LESSON FOURTEEN.

### I GET UP.

I ˈget ˈup at ˈseven o'clock. I **ˈwash** and **ˈdress. I have ˈbreakfast with** my ˈfather and ˈmother. When ˈbreakfast is ˈover, I **ˈsay good-ˈbye** to ˈFather and ˈMother and ˈleave the ˈroom. I **ˈput ˈon** my ˈhat and **ˈcoat,** ˈtake my ˈschoolbag and ˈgo to ˈschool.

Foneetika.

1.

| | |
|---|---|
| oa | [ou] |

coat

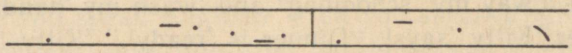
**2. Pikemate lausete lugemine.**

Pikemad laused jagunevad lugemisel ja rääkimisel osadeks nagu eesti keeleski. Igale osale järgneb paus. Üksiku osa moodustavad sõnad, mis on sisult omavahel lähedalt seotud. Näit.:

Tööviljakuse tõstmiseks | tuleb igas ettevõttes | sihikindlalt võidelda | edasise tehnilise progressi eest.

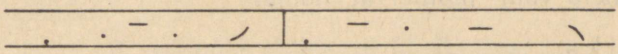
Inglise keeles tõuseb hääl lause iga üksiku osa esimesel rõhulisel silbil. Siis hakkab hääl järk-järgult langema kuni viimase rõhulise silbini antud osas.

Kui antud osa lõpeb rõhuta silbiga, langeb hääl viimases rõhulises silbis ning tõuseb rõhuta silbis (silpides).



When the 'lesson is 'over, we 'leave the 'room.

Kui antud osa lõpeb rõhulise silbiga, toimuvad hääle langus ja tõus samas silbis.



When I 'go to 'school[2], I 'meet my 'friend 'Jack[1].

Tõusvat meloodiat märgime numbriga 2, langevat — numbriga 1. Tõusvat meloodiat kasutame, kui mõte on lõpetamata.

### Ülesanne 1.

Täiendage järgmised laused:

1. Henry ... at seven o'clock. 2. He meets ... at the bus-stop. 3. The bell ... at nine o'clock. 4. When school is over, the pupils .... 5. ... is over. 6. Take .... 7. Leave .... 8. Put on your .... 9. At home I ... my mother.

### Ülesanne 2.

Pöörake olevikus: I get up at seven o'clock.

### Ülesanne 3.

Täitke lüngad tegusõna *be* oleviku vormidega:

1. We ... pupils. 2. I ... at school. 3. ... your copy-books on the desks? 4. My pencil ... black, your pencil ... not black. 5. ... the lesson over? 6. My sister ... not at home. 7. His brother ... an officer. 8. My father and mother ... doctors.

### Ülesanne 4.

Tõlkige inglise keelde:

1. Minu ema tõuseb üles kell 6. 2. Ma einetan kell 7. 3. Ma

kohtan seda meest Luite tänaval. 4. Minu sõbrad räägivad inglise keelt hästi. 5. Ma näen teie nime tahvlil. 6. Ellen teab seda teksti hästi.

## LESSON FIFTEEN.

### I COME HOME FROM SCHOOL.

When I ˈcome ˈhome **from** ˈschool[2], I ˈ**take** ˈ**off** my ˈhat and ˈcoat[1]. I ˈ**put** aˈ**way** my ˈschoolbag[2] and ˈwash my ˈ**hands**[1].

My ˈsister ˈKitty ˈsays[1], "Dinner is ˈ**ready**[1]." ˈKitty is **a** ˈgood ˈ**cook**[1]. She ˈoften ˈhelps ˈMother to ˈcook ˈdinner[1].

We ˈ**lay the** ˈ**table**[2] and ˈsit ˈdown to ˈdinner[1].

ˈDo you ˈcome ˈhome at ˈtwo oˈclock?[2] ˈDo you ˈcome ˈhome by ˈbus?[2] ˈDo you ˈhave ˈdinner ˈwith your ˈfather and ˈmother?[2] ˈDo you ˈhelp your ˈmother at ˈhome?[2]

Foneetika.

| | |
|---|---|
| ea + d tavaliselt [e]d | ready |

**Täheühendite lugemise kordamine.**

I

| | |
|---|---|
| ee | street, meet, fleet |
| ea | speak, teacher, tea |
| oo | school, too, cool |
| oo + k | book, cook, look |
| ai, ay | say, lay, rain |
| oa | coat, boat, oak |

II

| | |
|---|---|
| sh | she, shut, wash |
| ch | teacher, chalk, match |
| th [θ] | thin, thick, Smith |
| th [ð] | they, them, that |
| | father, brother, together |
| ng [ŋ] | ring, king, song |
| ng [ŋg] | English, angry, hungry |
| qu | Quin, quick, queen |
| | write, writer, wrong |

Grammatika.

**1. Infinitiiv: speak.**

Present Indefinite (Olevik).

| Küsiv vorm | |
|---|---|
| 'Do I 'speak 'English? | do we speak English? |
| do you speak English? | do you speak English? |
| does he speak English? | do they speak English? |
| does she speak English? | |

Oleviku küsiv vorm moodustatakse abitegusõna **do** [du:], **does** [dʌz] ja põhitegusõna **infinitiivi** abil.

**2. Sõnade järjekord küsilauses.**

a) Sõnade järjekord jutustavas lauses.

| I | II | III | IV |
|---|---|---|---|
| John | speaks | English | well |

b) Sõnade järjekord küsilauses.

| 0 | I | II | III | IV |
|---|---|---|---|---|
| Does | John | speak | English | well? |

Küsilauses seisab abitegusõna aluse ees.

**Lühivastused.**

| | |
|---|---|
| 'Do you 'speak 'English[2]? | 'Yes[1], I 'do[1]. |
| | 'No[1], I do 'not[1]. |
| | 'No[1], I 'don't[1]. |
| 'Does 'John 'speak 'English[2]? | 'Yes[1], he 'does[1]. |
| | 'No[1], he does 'not[1]. |
| | 'No[1], he 'doesn't[1]. |

Üldküsimusele anname lühivastuse (Yes, I do; No, I do not jne.). Üldküsimuses ja lühivastuses sellele on abitegusõna rõhuline.

Lühivastuses on eituse **not** ees abitegusõna rõhuta. Näit.: 'No, I do 'not [du 'nɔt]. 'No, he does 'not [dəz 'nɔt].

Lühivormid: 'No', I 'don't ['dount]. 'No', he 'doesn't' ['dʌznt].

### Ülesanne 1.

Täiendage antud laused:

1. When I go to school, I ..... my hat and coat. 2. When I come to school, I ..... my hat and coat. 3. When I come home ... school, dinner is ready. 4. I help my sister to lay ..... 5. We sit down ..... 6. Wash ..... 7. Put away ..... 8. I ... to school by bus. 9. I ... from school with my friends. 10. Say good-bye to .....

### Ülesanne 2.

Pöörake olevikus: Do I get up at seven o'clock?

### Ülesanne 3.

Muutke laused küsitavateks:

1. You get up at seven o'clock. 2. Father leaves the house at eight o'clock. 3. Mike knows his lesson well. 4. We live in Pikk Street. 5. They speak English at their English lessons.

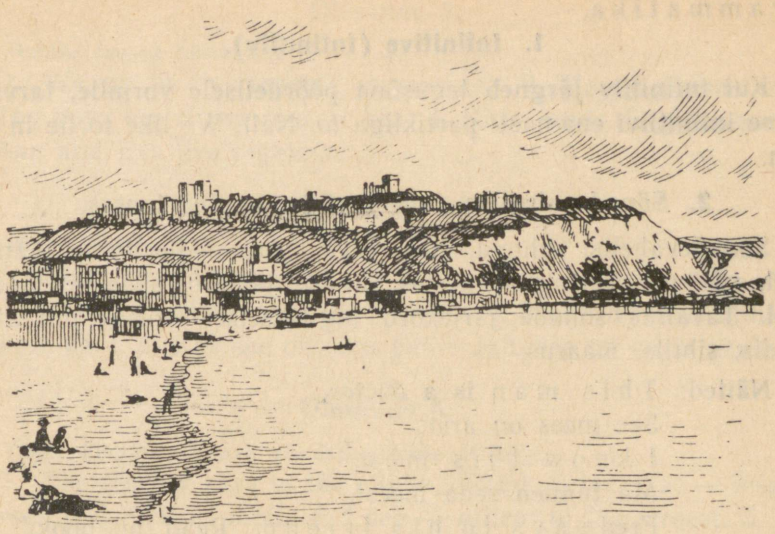
## LESSON SIXTEEN

### AT THE SEASIDE.

### I

'Harry and his 'friend 'John 'live at 'Dover. **In 'summer** 'Harry and 'John 'often 'go to the 'seaside; they **'bathe** and **'swim** in **the 'sea.** 'Harry is **a 'good 'swimmer.**

'Harry and 'John 'like to **'lie in the 'sun.** They 'like to **'watch the 'ships** and **'boats 'out at 'sea.**



The Cliffs of Dover.

Foneetika.

1.

| | |
|---|---|
| ie sõna lõpul [ai] | lie |

**2. Täishäälikute lugemine rõhuta silbis.**

Rõhuta silbis täishäälikud taanduvad, s. t.

| | | | |
|---|---|---|---|
| **a, o, u** | tavaliselt | [ə] | ˈsoda |
| **i, y** | | [i] | ˈFanny |
| **e** | | [i] | beˈgin |
| | | [ə] | ˈmoment |

Eesti keeles ei taandu täishäälikud rõhuta silbis. Vene keelele on täishäälikute taandumine rõhuta silbis omane, näit. капитан [kəpiˈtan].

Grammatika.

### 1. Infinitive (Infinitiiv).

Kui infinitiiv järgneb tegusõna pöördelisele vormile, tarvitatakse infinitiivi enamasti partikliga *to*. Näit. We like to lie in the sun.

### 2. Sõnadevaheliste suhete väljendamine lauses.

Sõnadevahelisi suhteid, mida eesti keeles väljendame käänete abil, väljendame inglise keeles sõnade järjekorra ja eessõnade abil. Tavaline sõnade järjekord ingliskeelses lauses on: alus, öeldis, sihitis, määrus.

Näited: This man is a doctor.
See mees on arst.
I know this man.
Ma tunnen seda meest.
Fred says to his friend, "Read this book."
Fred ütleb oma sõbrale: „Loe seda raamatut!"
Dick meets his friend at the bus-stop.
Dick kohtab oma sõpra bussipeatuses.

Lugemisharjutus.

| I [ə] | II [i] |
|---|---|
| 'sofa, 'pilot, 'minus | 'David, 'Fanny, 'jelly |
| 'gallop, 'focus, 'comma | be'gin, res'pect, de'tector |
| ca'nal, 'scandal, 'vacant | pre'tend, de'fend, re'public |
| 'moment, 'compliment, 'patent | |

### Ülesanne 1.

Lugege järgmised sõnad täht-tähelt:
Sun, boat, over, like, they, Grace, watch.

### Ülesanne 2.

Tarvitage antud tegusõnu nõutavas vormis:

| | |
|---|---|
| 1. Henry — at seven o'clock. | get up |
| 2. He — his schoolbag and — his hat and coat. | take, put on |
| 3. He — good-bye to his father and mother. | say |
| 4. The bell —, and the lessons —. | ring, begin |
| 5. Henry and his friends — to go to school. | like |

### Ülesanne 3.

Muutke laused küsivateks:

1. We go to the seaside in summer. 2. Harry swims well. 3. The boys see a boat out at sea. 4. Kitty reads English books. 5. Ann and Eve live together.

### Ülesanne 4.

Tõlkige inglise keelde:

1. Mulle meeldib supelda meres. 2. Jälgi toda ujujat! Ta ujub hästi. 3. Kas sa oled hea ujuja? Ei ole. 4. Mulle meeldib lamada päikese käes. 5. Kas see on sinu paat? Jah, see on minu paat.

### Ülesanne 5.

Täitke lüngad määrava või umbmäärase artikliga.

1. The teacher says to the pupils, "Read — text." 2. — lesson is over. 3. Leave — room. 4. I see — officer in the streeet. 5. Do you know — good doctor?

## LESSON SEVENTEEN.

### AT THE SEASIDE.

### II

'John **'wants** to 'be **a 'sailor**. His 'father is **a 'seaman** 'too. 'When he is at 'Dover, he 'often 'takes 'John and 'Harry 'out to 'sea. They 'go in **a 'motor-boat or** in **a 'sailing-boat.** They 'like to 'go 'out to 'sea and **'look at** the **'white** 'chalk **'cliffs** of 'Dover.

'John and 'Harry 'often **'go 'fishing** to'gether. **The 'boys** 'like to 'go 'fishing **'very 'much.**

Foneetika.

1. | oi, oy [ɔi] | boy

### 2. Rõhuta sõnad lauses.

Täishäälikud taanduvad lauses ka rõhuta sõnades. Lauses on tavaliselt rõhuta: artiklid, ees- ja sidesõnad, isikulised ja omastavad asesõnad, abitegusõnad, tegusõnade *be* ja *have* vormid.

Näit: at [æt], kuid at [ət] the seaside.

Lugemisharjutus.

a 'sailor, a 'motor-boat
the 'sailor, the 'motor-boat
at 'school, at 'home
to 'go to 'school, to 'go to the 'seaside
to 'go in a 'boat, to 'lie in the 'sun
'Open your 'books and 'copy-books.
She is a 'good 'swimmer.

Eriküsimused küsivate sõnadega *when, where.*

| | | I | II | III |
|---|---|---|---|---|
| | | John | lives | at Dover. |
| | 0 | | | |
| | Does | John | live | at Dover? |
| ? | | | | |
| Where | does | John | live? | — |

Küsivad sõnad seisavad küsilauses abitegusõna ees.

### Ülesanne 1.

Moodustage eriküsimused järgnevatele lausetele.
Joonistage skeemid ülalantud eeskuju kohaselt.

1. The bell rings at eight o'clock. 2. The pupils leave the schoolhouse at two o'clock. 3. We wash in that room.

### Ülesanne 2.

Tõlkige eesti keelde:

1. John knows his lesson well. Do you know your lesson well, Clif? 2. Harry speaks English. Does his friend speak English? 3. Do you help your mother to lay the table? 4. Do you wash your hands when you come home from school? 5. Your brother lives in Tallinn. Does your sister live at Tartu?

### Ülesanne 3.

Tõlkige inglise keelde:

1. Kes on su isa? Ta on meremees. 2. Mina tahan saada meremeheks. 3. Suvel ma käin isaga kalal. 4. Kas teie käite kalal? 5. Kas te elate Tallinnas? 6. Kas sinu sõber Harry ujub hästi?

## LESSON EIGHTEEN.

### SPORTS AND GAMES.

I

'Boys and '**girls** 'like 'sport and 'games.

When 'school is 'over, my 'friends and 'I 'often 'go to **the 'sportsground.** On the 'sportsground we '**run, 'jump** and '**play** 'games.

In 'summer we 'go 'sailing and 'fishing. We 'often 'bathe and 'swim in the 'sea.

**In 'winter** we '**go 'skating.** We 'skate at **the 'skating-rink.**

Foneetika.

**1. Täishääliku + r lugemine rõhulises kinnises silbis.**

| | | |
|---|---|---|
| a + r | [ɑː] | farm |
| o + r | [ɔː] | form |
| u + r | | Burns |
| e + r | [əː] | her |
| i, y + r | | girl |

Täishääliku järel on r kinnises silbis „tumm", s. t. teda ei loeta.

**2. Täishääliku [əː] häälduamine.**

Hääliku [əː] häälduamisel on keeleots alumiste hammaste juures. Keel on suus lame, huuled ümardamata.

Lugege: irk, kirk, shirk, shirt, herd.

Lugemisharjutus.

| I | II |
|---|---|
| car, bar, start | her, fern, term |
| for, or, snort | sir, firm, stir |
| cur, fur, burn | girl, flirt, shirt |

**Ülesanne 1.**

Kirjutage lugemisharjutusest välja esimene tulp ja märkige täishääliku + r lugemine transkriptsioonimärgiga.

Näide: **car** [ɑː].

### Ülesanne 2.

Tarvitage järgnevais lauseis oleviku küsivat vormi:

1. You speak English well. 2. They go to school. 3. They study English. 4. Ann reads English books. 5. She gets up at nine o'clock. 6. Peter wants to be a sailor. 7. He meets his friend at the seaside. 8. They skate in winter. 9. You live with your father and mother. 10. We know Edith Yale.

### Ülesanne 3.

Vastake järgmistele üldküsimustele:

1. Do you go to school? 2. Do you get up at seven? 3. Do your lessons begin at nine o'clock? 4. Do you like sports? 5. Do you bathe in summer? 6. Does your friend skate in winter? 7. Does your friend live in Tallinn? 8. Does your mother cook your dinner? 9. Do you help your mother?

### Ülesanne 4.

Vastake järgmistele eriküsimustele:

1. Where do Harry and John live? 2. When do they go to the seaside? 3. Where do they bathe. 4. Where do they go with their father?

## LESSON NINETEEN.

### SPORTS AND GAMES.

II

**On 'fine 'days** 'Peter, 'Ned and 'Nelly 'go to the 'school 'sportsground. 'Peter and 'Ned 'play '**football.** 'Nelly 'plays '**basketball** with **her 'friends.** She is **a** 'good '**player.** '**Sometimes** the 'teachers 'come and 'play 'with them.

**On 'rainy 'days** 'Peter and 'Nelly 'play '**chess** with their 'friends at the '**club.** They 'like to 'play 'chess. 'Nelly 'plays 'chess 'very 'well. She is a 'good 'player. 'Chess in an '**interesting** 'game.

Foneetika.

| | | |
|---|---|---|
| a + ll | [ɔ:]ll | all |
| a + sk | [ɑ:]sk | bɑsket |

Lugemisharjutus.

| I | II |
|---|---|
| far, short, perch, bird | all, ball, call, small |
| Byrd, hurt, farm, north | ask, task, basket, mask |
| burst, pert, skirt, port | |

III

their, where, there

Grammatika.

Eriküsimused küsiva sõnaga *what*.

| | | I<br>Peter | II<br>plays | III<br>chess. |
|---|---|---|---|---|
| | 0<br>Does | Peter | play | chess? |
| ?<br>What | does | Peter | play? | — |

**Ülesanne 1.**

Moodustage üld- ja eriküsimused järgnevatele lausetele. Joonistage skeemid ülalantud eeskuju kohaselt.

1. Aino and Enn study English. 2. School begins in September. 3. Jane lives at Dover.

**Ülesanne 2.**

Vastake järgmistele küsimustele:

1. 'Do you 'play 'games? [2] 2. 'Does 'Peter 'play 'chess? [2] 3. 'Does 'school begin in Sep'tember? [2] 4. 'When do we 'skate? [1] 5. 'Where do we 'skate? [1] 6. 'Where do we 'bathe? [1] 7. 'When do we 'bathe? [1] 8. 'Where do the 'pupils 'play 'games? [1] 9. 'Where do the 'pupils 'play 'chess? [1]

## LESSON TWENTY.

### BE FRIENDS.

'Tom is a 'black 'boy. He 'lives in A'merica. 'One 'day he **'falls 'down** in the 'street and **'breaks** his **'arm.** 'Billy, a 'white 'boy, 'helps 'Tom to 'get 'up and **'takes** him **to the 'doctor.** 'Tom 'says to 'Billy, "**'Why** do you 'want to 'help me? 'You are 'white, and 'I am 'black. 'White 'boys are 'not my 'friends. They **'always 'fight me.**"

'Billy 'says, "My 'father is a **'worker.** He 'says **that** 'black **'people** and 'white 'people **must** be 'friends. They must 'fight to'gether **for a 'better 'life.**"

Foneetika.

| | | |
|---|---|---|
| w + or | w [ɔɪ] | worker |
| -ight | [ait] | fight |

Hääldamisharjutus.

Helilised ja helitud kaashäälikud.

**B**e friends [z] and **f**ight toget**h**er **f**or a **b**etter life.

### Ülesanne 1.

Täitke lüngad sõnadega tekstist:

1. Tom and Billy — in America. 2. One day Tom — down in the street. 3. He — his arm. 4. Billy — Tom to get up. 5. He — Tom to the doctor. 6. Billy —, "We must fight together for a better life."

### Ülesanne 2.

Moodustage üldküsimused:

1. Billy, live, in America.
2. Billy, help, Tom.
3. Billy and Tom, go, to the doctor.

### Ülesanne 3.

Moodustage eriküsimused:

1. Tom, fall down, where.
2. Tom, break his arm, where.
3. The boys, go together, where.

## Ülesanne 4.

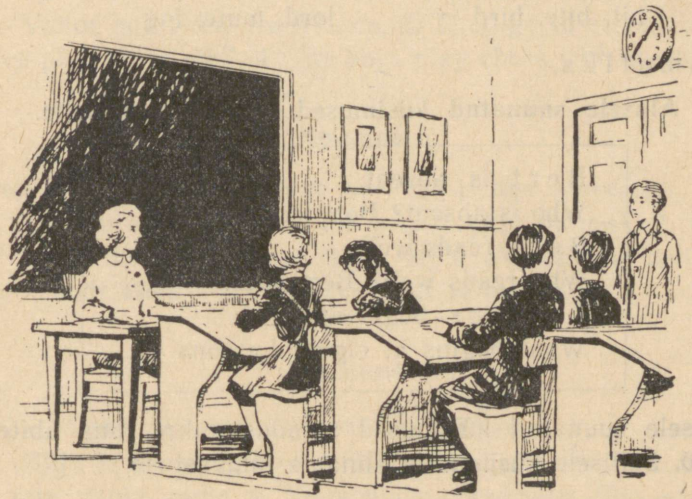
Täiendage järgmised laused inglise keeles. Pidage silmas artikli tarvitamist ja ärajätmist.

| | |
|---|---|
| 1. Dan and Bob get up at seven. They wash, dress and . . . | söövad hommikueinet |
| 2. When they go to school, they meet their friends . . . | tänaval |
| 3. When school is over, they go . . . | koju |
| 4. Their mother says, . . . | lõuna on valmis |
| 5. They lay the table and . . . | istuvad lõunalauda |
| 6. In summer Dan and Bob like . . . and . . . | lamada päikese käes, supelda meres |
| 7. We often take a boat and . . . | läheme merele |

## LESSON TWENTY-ONE.

### IN THE CLASSROOM.

I



It is eight o'clock. The pupils and the teacher are in the classroom. The teacher **asks** Fred, "**Who** is **absent** today?" Fred says, "Bert is."

Bert comes in. He is **late.** The teacher says, "You are late, Bert."
"**Excuse my coming late,**" says Bert.
The teacher **tells** Bert to take his seat. "You **must not** be late to school," says the teacher.

Foneetika.

| | |
|---|---|
| a + ss tavaliselt [ɑɪ]ss | class |
| Rõhuta täishäälikuid ei loeta tavaliselt lõpu **n** ja **l** ees. | lesson ['lesn]<br>pencil ['pensl] |

Lugege: pupil, pencil, open, seven, student, lesson.

Lugemisharjutus.

Täishäälikute lugemine rõhulises kinnises silbis, lahtises silbis, kinnises silbis järgneva *r* tähega.

| I | II |
|---|---|
| pat, pate, part | pan, perch, birch |
| not, note, north | code, hurt, nut |
| cut, cute, curt | park, first, leg |
| pet, Pete, pert | girl, Quin, lake |
| bit, bite, bird | lord, mute, fog |

Grammatika.

**Alusele suunatud küsimused ja vastused neile.**

Bert is absent.
Who is absent? Bert is.
Bert reads well.
Who reads well? Bert does.
Lessons begin at eight.
What begins at eight? Lessons do.

Alusele suunatud küsimused moodustatakse ilma abitegusõnata *do*. Sellisele küsimusele anname lühivastuse.

**Ülesanne 1.**

Moodustage alusele suunatud küsimused:
1. Kitty helps Mother to cook dinner. 2. John and Harry

live at Dover. 3. Father often takes John out to sea. 4. Sam White is a good sailor.

### Ülesanne 2.

Andke lühivastused:

Who is absent today? Hille and Riina . . . .
2. Who knows the lesson well? Lembit . . . .
3. Who likes to play football? Peter and Bert . . . .
4. Who wants to go to the skating-rink? I . . . .
5. Who has a friend in Narva? Ellen . . . .

### Ülesanne 3.

Answer the questions:

1. When do lessons begin? 2. Where are the pupils at eight o'clock. 3. What does the teacher ask Fred? 4. What does Fred say? 5. Who is late? 6. What does Bert say?

### Ülesanne 4.

Märkige järgmistes lausetes rõhud ja lugege õigete rõhkudega:

1. Victor and Fred are friends. 2. They go to school together. 3. They play chess well. 4. The boys play chess with their friends.

### Ülesanne 5.

Lugege järgmised laused õigete pausidega ja õige meloodiaga:

1. On the sportsground[2] the pupils play games[1]. 2. On fine days[2] we go to the seaside[1]. 3. At eight o'clock[2] the bell rings[1]. 4. My friends Henry and Harry[2] want to be sailors[1].

### Ülesanne 6.

Täitke lüngad määrava või umbmäärase artikliga:

1. Billy is — white boy. 2. His father is — worker. 3. Chess is — interesting game. 4. Nelly plays chess well. She is — good player. 5. I see — big boy on the sportsground. Do you know — boy? 6. Basketball and football are interesting games. We like to play — games.

## LESSON TWENTY-TWO.

### IN THE CLASSROOM.

II

'Bert 'takes his 'English 'book **'out of** his 'schoolbag and 'puts it on the 'desk. The 'teacher 'says to the 'pupils, "'Open your 'books **at 'page** 'three. 'Read 'lesson 'two."

The 'pupils 'open their 'books. The 'teacher 'tells 'Ann to read 'lesson 'two. 'Ann be'gins to 'read the 'lesson. She does 'not 'read 'well. The 'teacher 'says, "'Ann, you 'don't 'read 'well. You **'make 'many mis'takes.**"

The 'teacher 'tells the 'pupils to **'translate** the 'text from 'English **into 'Estonian.**

Foneetika.

| | | |
|---|---|---|
| g + a, o, u | [g] | go |
| g + kaashäälik | | ground |
| g + e, i, y tavaliselt | [dʒ] | page |

Grammatika.

**Infinitiiv: speak.**

Present Indefinite (Olevik).

| Eitav vorm | |
|---|---|
| I do not speak English | we do not speak English |
| you do not speak English | you do not speak English |
| he does not speak English | they do not speak English |
| she does not speak English | |

Oleviku eitav vorm moodustatakse abitegusõna **do, does** + + eituse **not** ja põhitegusõna **infinitiivi** abil. Lühivormid: I 'don't 'know, he 'doesn't 'know.

**Ülesanne 1.**

Pöörake olevikus: I do not go to school in summer.

### Ülesanne 2.

Translate into Estonian.

1. At two o'clock Kitty lays the table. 2. Does Kitty cook dinner? Yes, she does. 3. We don't come home late. 4. When do you wash your hands? 5. Do we make many mistakes in English? No, you don't. 6. I don't know that girl. 7. Do you play basketball? Yes, I do. 8. I do not take off my coat at the skating-rink. 9. Where does this bus go? 10. This bus does not go to Pirita. 11. What do you put in your schoolbag when you go to school?

### Ülesanne 3.

Answer the questions:

1. What does Bert say when he is late? 2. Where does Bert put his textbook? 3. What do the pupils read at the lesson? 4. Who reads lesson two? 5. Does Ann read well? 6. Does she make many mistakes? 7. What does the teacher say?

## LESSON TWENTY-THREE.

### RAIN, NO GAME.

George is a schoolboy. He doesn't like to work much. One day the teacher says to the pupils, "Open your copy-books. Take your pens and write **about the last** football **match.**"

The pupils begin to write. George writes three **words** and **puts up** his hand.

"I am ready, **Comrade** teacher," he says and **gives** the teacher his copy-book.

The teacher opens the copy-book and reads:

"Rain, no game."

Foneetika.

| a + st [ɑɪ] st | last |
|---|---|

Lugemis- ja hääldamisharjutus.

1. a + st
   last, past, fast
2. w + or [wəɪ]
   work, worker, word, worse

**Sihitis, kaudne sihitis, eessõnaline sihitis.**

| Alus | Öeldis | Kaudne sihitis | Sihitis |
|---|---|---|---|
| I | II | III[1] | III |
| George | gives | the teacher | his copy-book. |
| George | gives | me | his copy-book. |

1. Tegusõnale *give* järgneb vahetult kaudne sihitis; see vastab küsimusele k e l l e l e?

| Alus | Öeldis | Sihitis | Eessõnaline sihitis |
|---|---|---|---|
| I | II | III | IV |
| George | gives | his copy-book | to the teacher. (not to James) |
| George | gives | his copy-book | to me (not to James). |

2. Tegusõnaga *give* võime tarvitada ka eessõnalist sihitist. Eessõnaline sihitis (kellele?) järgneb sihitisele.

Võrrelge: George g i v e s m e his copy-book.
George a n n a b m u l l e oma vihiku.

George g i v e s his copy-book t o m e.
George a n n a b vihiku m i n u l e.

3. Tegusõnaga *say* tarvitatakse eessõnalist sihitist; kaudset sihitist tegusõnaga *say* tarvitada ei saa.

Näit.: The teacher s a y s t o t h e p u p i l s, "Open your copy-books."

**Ülesanne 1.**

Questions:

1. What is George? 2. Does he like to work much? 3. What does the teacher say one day? 4. What does George write? 5. Do you go to football matches?

### Ülesanne 2.

Muutke antud laused eitavateks:

1. The football match begins at seven. 2. They want to go to the football match today. 3. Jim lives in Bond Street. 4. He speaks English well. 5. Becky knows that game. 6. I play chess. 7. You make many mistakes in English. 8. They study English with Comrade White.

### Ülesanne 3.

Translate into English:

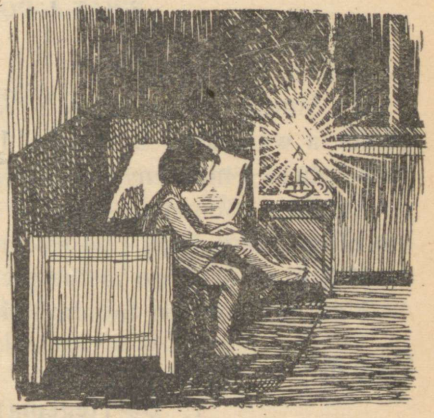
1. Võtke (oma) vihikud! 2. Kirjutage viimasest korvpallivõistlusest! 3. Mida te teate viimasest võistlusest? 4. George näeb tahvlil viga ja tõstab (oma) käe. 5. Kas te olete valmis? Jah, oleme. 6. Andke mulle (oma) vihikud!

## LESSON TWENTY-FOUR.

### BED IN SUMMER.

*R. L. Stevenson.*

In ˈwinter² I ˈget ˈup at ˈnight¹.
And ˈdress by ˈyellow ˈcandle-light¹.
In ˈsummer², ˈquite the ˈother ˈway²
I ˈhave to ˈgo to ˈbed by ˈday¹.



Lugemis- ja hääldamisharjutus.

I

-ight

fight, light, night, sight, might

II

w, qu [w, kw]

| | |
|---|---|
| win, Quin | what, squat, cot |
| west, quest | will, quill, kill |
| white, quite | wash, squash |

### Ülesanne 1.

Moodustage küsimused sõrendatud sõnadele. Kasutage tabelit õppetükist 19.

1. In winter we go skating. 2. In summer we bathe in the sea. 3. The pupils know their lesson well. 4. He comes home from school at two. 5. He plays football with his comrades.

### Ülesanne 2.

Translate into English.

1. George ei tööta palju. 2. See buss ei lähe Viljandisse. 3. Ma ei tea seda sõna. 4. Meile ei meeldi see raamat. 5. Mulle ei meeldi too mees. 6. Ma ei lähe magama kell 8. 7. Dick ei tõuse üles ööse l. 8. Mulle ei meeldi too kollane mantel. 9. Isa ei tule koju kell 7.

## LESSON TWENTY-FIVE.

### WHAT I DO ON SUNDAY.

I

On Sundays I do not go to school. I get up late. **If** it is fine, I **go for a walk after** breakfast. I **take the bus** and go to **the town park,** where I meet my friends. There are many people in the park on Sundays. Sometimes we go out to sea in a motor-boat. There are often many ships and sailing-boats out at sea.

If **it is rainy,** I **go to the pictures,** play games or read a book. I do not work on Sundays, I **do** my **lessons** on **Saturdays.**

Grammatika.

### 1. Do (tegema) põhitegusõnana.

| |
|---|
| He does his work well. |
| He does not do his work well. |
| He doesn't do his work well. |
| Does he do his work well? |

Pidage meeles, et küsivate ja eitavate vormide moodustamisel põhitegusõnast *do* (tegema) tarvitame abitegusõna *do*.

## 2. There is, there are.

| | |
|---|---|
| + | There is a 'book on the 'table. |
| — | There is no book on the table. |
| ? | Is there a book on the table? |

*There is, there are*-lausete tõlkimisel eesti keelde alustame koha- või ajamäärusega:

Laual on raamat.
Laual ei ole raamatut.
Kas laual on raamat?

Võrrelge lauseid: There is a book on the table.
Laual on (üks mingisugune) raamat.
The book is on the table.
(See, teatud) raamat on laual.

*There is, there are* ei ole lauses rõhulised.

### Ülesanne 1.

Translate into Estonian.

1. There is a ball under the table. 2. There are two boys in the classroom. 3. There is a mistake in this word. 4. There are many people in the street. 5. There is no football match today. 6. There are no sailors in that boat. 7. Are there many sailors on that ship? 8. Is there a meeting at school today? 9. Are there many pictures in your book? 10. There is no blackboard in this room.

### Ülesanne 2.

Kirjutage järgmised laused ja märkige ühe kriipsuga abitegusõna *do* ja kahe kriipsuga põhitegusõna *do*:

1. Do you go to school on Sundays? 2. When do you get up? 3. What do you do after breakfast? 4. Do you like to go for a walk? 5. I don't do my lessons on Sundays. 6. What do you do on rainy Sundays?

### Ülesanne 3.

Tõlkige ülesanne 2 suuliselt eesti keelde ja vastake küsimustele.

## LESSON TWENTY-SIX.

### WHAT I DO ON SUNDAY.

II

On 'Sundays[2] 'dinner is at 'three[1]. I 'like 'Sunday 'dinners 'very 'much[1].

**On 'week-days[2]** my 'father and my 'brother 'Paul[2] do 'not 'come 'home for 'dinner[1]. They have their 'dinner at **the 'factory** where they 'work. On 'Sundays[2] they have 'dinner 'with **us**[1].

'Mother 'always 'cooks a 'very 'good 'dinner on 'Sundays[1].

'After 'dinner[2] **some** 'friends 'come to 'see us[1] or 'we go to 'see them. We **have a 'good 'time** to'gether[1].

We 'go to 'bed at 'ten. We 'do not 'go to 'bed 'late on 'Sundays[1], **be'cause** on **'Monday 'morning** 'Father and 'Paul must 'be at the 'factory at 'seven[2] and 'I must 'be at 'school at 'eight[1].

Foneetika.

| au, aw [ɔ:] | Paul |
|---|---|

Grammatika.

**1. Põhi- ja abisõnad lauses.**

'Father and 'Paul 'go to 'work at 'seven.

Nimi-, omadus-, tegu-, arv-, ase- ja määrsõnad on põhisõnad. Neil on lauses iseseisev tähendus.

Artiklid, abitegusõnad, ees- ja sidesõnad on abisõnad. Neil puudub lauses iseseisev tähendus.

Põhisõnad on lauses tavaliselt rõhulised, abisõnad rõhuta. Isikulised ja omastavad asesõnad on tavaliselt rõhuta, näit.: They 'do their 'work 'well.

**2. Personal Pronouns (Isikulised asesõnad).**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Nim. | **I** | **you** | **he** | **she** | **it** | **we** | **you** | **they** |
| Sih. | **me** | **you** | **him** | **her** | **it** | **us** | **you** | **them** |

Isikulised asesõnad nimetavas käändes on lauses aluseks:
**She** plays well. Ta mängib hästi.
Peale nimetava käände on isikulistel asesõnadel veel sihitise

kääne, mis vastab eesti keeles omastavale, osastavale, alaleütlevale ja koos eessõnadega teistele käänetele:

On Sundays our friends come to see **us.** Pühapäeviti meie sõbrad tulevad meid vaatama.

They often have dinner with **us.** Nad söövad sageli lõunat meiega koos.

Give **us** six plates, Emma. Anna meile kuus taldrikut, Emma!

Asesõna **it** tõlgitakse sageli eesti keelde asesõnaga **see.**

Näit.: He put the bag on the ground and opened **it.** Ta pani koti maha ja avas **selle.**

### Ülesanne 1.

Answer the questions.

1. Does your father go to work on Sundays? 2. When does he go to work on week-days? 3. Do you go to bed late on Sundays? 4. What do you do when your friends come to see you? 5. Do you like to go to the pictures?

### Ülesanne 2.

Korrake tegusõna *be* pööramist ja täitke lüngad tegusõna *be* vormidega:

1. On Sundays dinner — at three. 2. On week-days Father and Paul — not at home at two. 3. — that girl a good cook? Yes, she —. 4. We — at school at eight. 5. — you ready? No, I — not. 6. — I late? No, you — not. 7. — it fine today? Yes, it —. 8. Look, there — a big ship at sea. 9. There — many people in the park on Sundays.

### Ülesanne 3.

Kriipsutage alla põhisõnad ja asetage vajalikud rõhud lasuses:

1. Write three words. 2. Write the text in your copy-books. 3. There is a meeting at school today. 4. The last lesson is over at two.

### Ülesanne 4.

Moodustage laused tegusõnaga *must* antud näite kohaselt:

Näide: We are at school at eight o'clock.
We must be at school at eight o'clock.

1. On Monday morning Father is at the factory at seven. 2. On week-days we get up at seven. 3. We go to bed at ten. 4. They work together. 5. They help their comrades. 6. They do their work well.

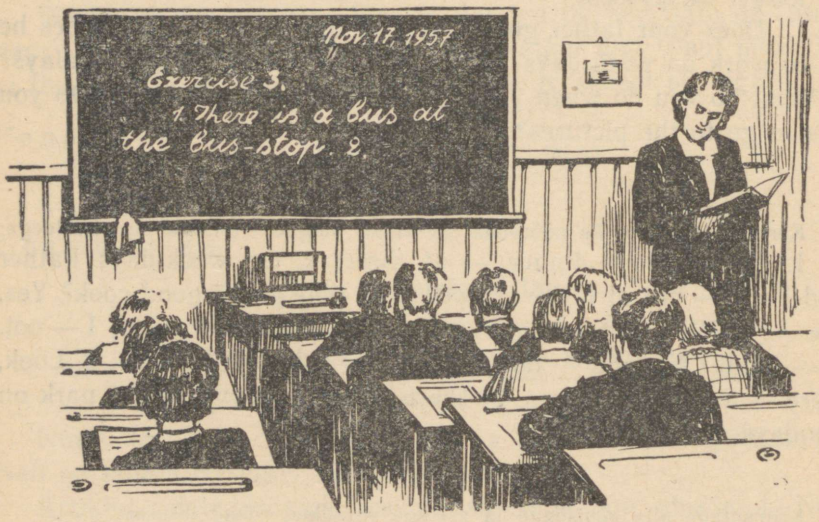
## Ülesanne 5.

Translate into English.

1. Võta raamat ja ava ta! 2. Võtke raamatud ja avage nad! 3. Anna mulle kriit, Vello! 4. Kas sa tahad meiega mängida, Aadu? 5. Anna meile pall, Rein! 6. Henn Viik on õpetaja. Ma tunnen teda. 7. Heli Viik on arst. Kas sa tunned teda?

## LESSON TWENTY-SEVEN.

### OUR CLASSROOM.




This is a picture of our classroom. It is a **large** and **light** room. There are desks for the pupils and a table for the teacher. There are **inkpots** on the desks. There is **ink** in the inkpots. There is a large blackboard on **the wall.** There are some pictures on the walls too.

There are many boys and girls in the classroom. The teacher is **there** too.

It is an English lesson. There is **an exercise** on the blackboard. It is a **translation** exercise.

Teacher. **Correct** your exercises. When you are ready, take your **diaries** and **write down** your **homework.**

Hääldamisharjutus.

[ɔː]

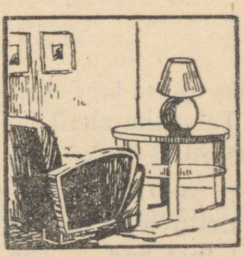
There is a blackboard on the wall.
George, take the chalk.
Paul und Maud always go for a walk after dinner.

Grammatika.

**Koha-eessõnad.**



Put the lamp on the table.



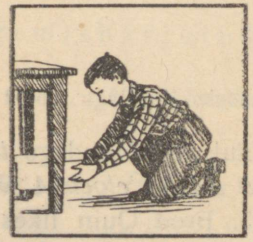
The lamp is on the table.



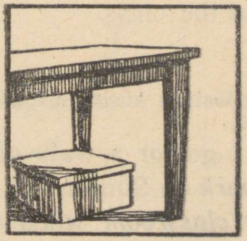
Go to the table.



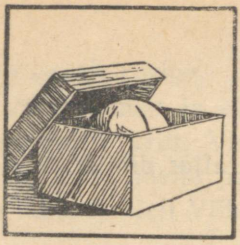
Stand at the table.



Put the box under the table.



The box is under the table.



The ball is in the box.



Take the ball out of the box.

### Exercise 1.

Täitke lüngad koha-eessõnadega:

1. Take the chalk and go — the blackboard. 2. Stand — the blackboard. 3. Take your English book — — your schoolbag and put it — your desk. 4. There is no ink — this inkpot. 5. There are many pictures — the walls — our classroom. 6. Where is my ball? It is — that bed. 7. The bags and boxes are — that bus. Run — the bus and take them — — the bus. 8. We must go home now. Take your hat and coat and jump — — the boat.

### Exercise 2.

Muutke järgnevad laused eitavateks:

1. There is a bus at the bus-stop. 2. There is a blackboard in this room. 3. There are red roses in that basket. 4. There is a meeting after school today.

### Exercise 3.

Muutke järgnevad laused küsivateks:

1. There is a bed in that room. 2. There is a candle on the table. 3. There are good pictures in that book. 4. There are ten girls in the class.

### Exercise 4.

Moodustage küsimused kursiivis trükitud sõnadele. Kasutage tabelit õppetükist 19.

1. I go for a walk *after dinner*. 2. Paul and Maud go *to the town park* on Sundays. 3. The bell rings *at eight o'clock*. 4. We go *to our classroom* when the bell rings. 5. Fred Quin likes *that picture*. 6. We put *our books* and *copy-books* in our schoolbags when we go to school.

## Exercise 5.

Translate into English:

1. Kirjutage see tõlkeharjutus! 2. Tõlkige tekst inglise keelest eesti keelde! 3. Parandage (oma) vead! 4. Avage (oma) päevikud! 5. Kas te olete valmis? 6. Kirjutage üles (oma) kodused ülesanded!

## LESSON TWENTY-EIGHT.

### KITTENS OR APPLES.

I

Mr. Brown has **a little fruit shop.** He **sells apples** and other fruit.

Mr. Brown has five kittens. He doesn't know what to do with them. He **places** them in a basket and puts the basket on a box in the street **in front of** the shop. On the basket he puts **a piece of paper** with the words: "**Please** take one."

Mr. Brown **also** has some boxes **full of** apples in front of the shop.

Some boys **pass** the shop and see the kittens. They read the words on the paper. They take the piece of paper and put it on a box full of apples. **Then** they go away.

When Mr. Brown comes out of his shop, he sees **only** two or three apples in the apple-box, but the five kittens are **still** in the basket.

Lugemisharjutus.

Nimisõnade mitmuse lõpu lugemine.

shops, baskets, streets, parks
kittens, apples, words, tables
dogs, days, teachers, friends
boxes, classes, pieces, houses
pages, buses, roses, matches

**Tegusõnade oleviku 3. pööre ainsuses.**

| | | | |
|---|---|---|---|
| 1. | pass | — he passes | [iz] |
| | wash | — he washes | |
| | watch | — he watches | |
| | place | — he places | |
| 2. | go | — he goes | [gouz] |
| | do | — he does | [dʌz] |
| 3. | study | — he studies | [stʌdiz] |

1. Sisisevate häälikutega lõppevatele tegusõnadele liidame **-es** [-iz]. Tummale **e**-le liidame -**s**.

2. **o**-lõpulistele tegusõnadele liidame **-es**.

3. **-y** muutub kaashääliku järel **-i**-ks ja sellele liidame **-es**. Võrrelge: study — he stud**ies**; pl**ay** — he pl**ays**.

**Exercise 1.**

Answer the questions.

1. What does Mr. Brown sell in his little fruitshop? 2. Where does he place his five kittens? 3. What does he write on a piece of paper? 4. Where does he put the piece of paper? 5. What boxes has Mr. Brown in front of the shop? 6. Who sees the kittens? 7. What do the boys do with the piece of paper? 8. What does Mr. Brown see in the apple-box when he comes out of his shop? 9. Are the five kittens still in the basket?

**Exercise 2.**

Answer the questions.

1. Have you a sister? 2. Have you a brother? 3. Have you four lessons today? 4. Have you many pupils in your class? 5. Has your schoolhouse many classrooms? 6. Have you a football match on Sunday? 7. Has your friend a cat? 8. Has your friend a dog?

**Exercise 3.**

Täitke lüngad tegusõnadega: a) jaatavas ja b) eitavas vormis:

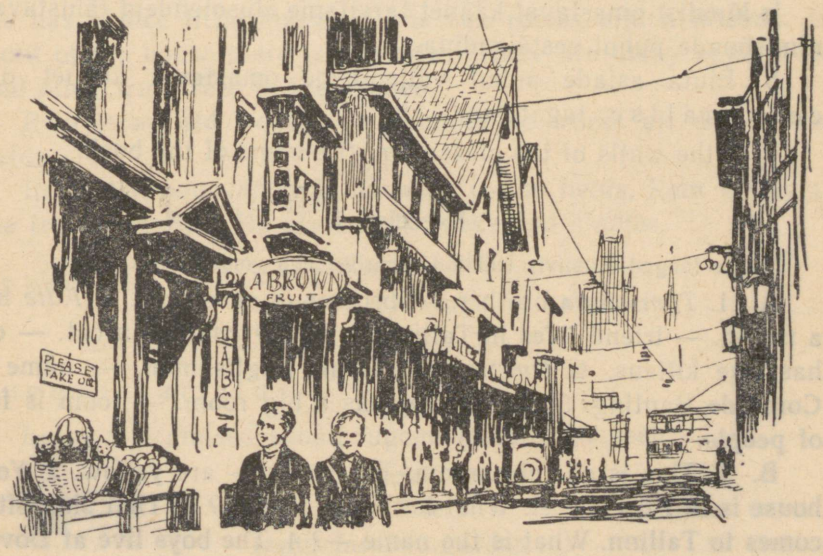
| | | |
|---|---|---|
| 1. | a) Paul — a fruit shop when he goes to school. | pass |
| | b) Fred — a fruit shop when he goes to school. | |

| | | |
|---|---|---|
| 2. | a) Ann — her hands when she comes home from school. | wash |
| | b) Rose — her hands when she comes home from school. | |
| 3. | a) Mr. Brown — the basket in front of his shop. | place |
| | b) Mr. Brown — the piece of paper on an apple-box. | |
| 4. | a) Sometimes my father — to the pictures with me. | go |
| | b) He — to the pictures on week-days. | |
| 5. | a) Comrade Yates — his work well. | do |
| | b) Comrade Phips — his work well. | |
| 6. | a) Lembit — English at school. | study |
| | b) Linda — English at school. | |

## LESSON TWENTY-NINE.

### KITTENS OR APPLES.

II




**There is, there are.**

Moodustage laused pildi juurde:

1. There is a fruit shop in this street.
2. . . . . in front of Mr. Brown's shop.
3. . . . . on a box.
4. . . . . in the boxes.
5. . . . . in the basket.
6. . . . . on the basket.
7. . . . . in the street.

Hääldamisharjutus.

Helilised ja helitud kaashäälikud.

Five friends [z], a big basket, a black box, a piece of [əv] paper.

Put a piece of paper on the basket and place the basket on a box.

Grammatika.

**Ainsuse omastav kääne.**

a) Ainsuse omastava käände (The Possessive Case) lõpp 's liidetakse ainsuse nimetavale:

the doctor's name, the boy's copy-book.

's lõpulist omastavat käänet tarvitame elusolendeid tähistavate nimisõnade puhul eestäiendina.

b) Eluta asjade puhul väljendame omastavat käänet of-eessõnalise tagatäiendi abil:

the walls of the classroom, the name of the book.

**Exercise 1.**

Täitke lüngad kursiivis trükitud nimisõnadega omastavas käändes:

A. 1. *Tom* has a brother. — brother is an officer. 2. *Kate* has a friend. — friend lives in Tallinn. 3. *Her friend* has a cat. — cat has five kittens. 4. *Our teacher* is an **Englishman.** — name is Comrade Banting. 5. *The doctor* has a big room. — room is full of people.

B. 1. This is our classroom. The walls — are yellow. 2. Your house is in Pikk Street. What is the number —? 3. That ship often comes to Tallinn. What is the name —? 4. The boys live at Dover. They see the cliffs —.

### Exercise 2.

Translate into English:

1. Palun võtke mõned õunad! Nad on väga head. 2. Võtke tükk paberit! 3. Minu kassil on viis poega. 4. Aseta nad korvi! 5. Mr. Brown müüb puuvilja. 6. Kaupluse ees on ainult viis kasti (There are . . .). 7. Kui John läheb kooli, möödub ta puuviljakauplusest. 8. Mr. Brown on veel (oma) kaupluses.

### Exercise 3.

Read:

Lesson 29, exercise 4, page 20; 26 days, 8 apples, 1 basket, 2 houses, 3 pictures, 7 candles, 25 pupils.

## LESSON THIRTY.

### IN THE COUNTRY.

My brother Rein lives in the country. His home is **thirty**-five **kilometres** from Tallinn. I always **spend** my summer at my brother's.

Rein likes country life very much. He works on **a state farm.** He has **a nice** little house. It has two rooms and **a kitchen.** In front of the house there is **a garden.** There are many apple-**trees** and other fruit-trees in the graden.

Rein is **a field worker.** In summer he works **all day** in the fields.

In winter, when there is no work in the fields, Rein works at **the tractor station.** He also reads books and studies.

Foneetika.

| -tion | [ʃ(ə)n] | station |
|---|---|---|

Lugemisharjutus.

Lugege järgmised sõnad lugemisreeglite kohaselt:

kitchen, spend, tractor
nice, state, life
farm, farmer, garden
all, tree, thirty

### Exercise 1.

Answer the questions:

1. Where does Rein live? 2. Who spends the summer at his place? 3. Where does Rein work? 4. Does he like country life? 5. What is there in front of his house? 6. What trees are there in his garden? 7. Where does he work in winter?

### Exercise 2.

Moodustage antud näite kohaselt küsimused alusele.

Näide: The boys play football after school.
Who plays football after school?

1. Rein works in the garden in summer. 2. Lessons begin at eight. 3. Jane lays the dinner-table at two. 4. Mr. Brown sells apples. 5. My brother likes country life. 6. The textbook lies on my friend's desk. 7. Mr. Brown has many fruit-trees.

### Exercise 3.

Moodustage antud näite kohaselt küsimused öeldisele.

Näide: On Sundays we go for a walk.
What do we do on Sundays?

1. Mr. Brown sells apples. 2. At seven o'clock the girls go to school. 3. At ten o'clock the children go to bed. 4. In summer we bathe in the sea. 5. In winter we skate. 6. We run, jump and play games on the sportsground.

### Exercise 4.

Translate into English:

1. Mul on kaks õde ja kolm venda. 2. Kas sul on palju õdesid ja vendi? Ei ole, mul on ainult üks õde. 3. Meil on täna inglise keele tund. 4. Teil ei ole täna inglise keele tundi. 5. Mr. White'il on väike kauplus. 6. Tal ei ole kaupluses õunu. 7. Henryl ei ole sulge. 8. Kas sul on hea sulg? Jah, on.

## LESSON THIRTY-ONE.

### THE COUNTRY MOUSE AND THE TOWN MOUSE.

I

The country mouse lives in the country. Her friend lives in town. One summer day the town mouse comes to see her friend in the country.

The country mouse is **glad** to see the town mouse and asks her to **stay** to dinner. "**Thank you**," says the town mouse. She takes off her hat and coat and helps her friend to put the dinner **things** on the table.

When dinner is ready, the town mouse sees that there is only



**corn** on the plates. She **says to herself, "What a funny dinner!** No cake, no **cheese**, only corn."

"Come to my place now," says the town mouse to the country mouse after dinner.

**So** the two mice go to town.

Lugemisharjutus.

Lugege järgmised sõnad lugemisreeglite kohaselt:

glad, thank, thing
mice, corn, funny
cheese, stay, say

## Possessive Pronouns (Omastavad asesõnad).

| |
|---|
| **my** room |
| **your** garden |
| **his** coat |
| **her** hat |
| **its** name |
| **our** ball |
| **your** pencil |
| **their** desk |

Eesti keelde tõlgitakse omastavad asesõnad vastavate asesõnadega **minu, sinu** jne. või asesõnaga **oma.** Eesti keeles jääb asesõna **oma** ära, kui on selge, kellele asi kuulub, inglise keeles aga tarvitatakse ka sel puhul omastavat asesõna.

Näit.: Ann has a brother. We often help her (tema) brother.
Ann has many friends. She is always glad to see her (oma) friends.
After breakfast Ann puts on her (—) hat and coat and goes to school.

### Exercise 1.

Korrake tegusõna *have* pööramist jaatavas, küsivas ja eitavas vormis.

### Exercise 2.

Täitke lüngad tegusõna *have* vormidega:

1. Rein — a brother who lives in town. 2. — Rein and Enn a sister? Yes, they — 3. Rein — a nice little house. 4. The house — two rooms. 5. — Rein many fruit-trees in his garden? 6. — you a garden in front of your house? No, we —. 7. — Lilly an English lesson today? No, she —. 8. — your friends a motor-boat? Yes, they —.

### Exercise 3.

Muutke laused eitavateks:

1. He has apple-trees in his garden. 2. The country mouse has corn in her house. 3. We have a garden in front of our house. 4. We have mice in our kitchen. 5. We have an English lesson today.

### Exercise 4.

Täitke lüngad nõutavate määrustega:

| | |
|---|---|
| 1. My brother lives . . . . | in the country |
| 2. I want to go . . . on Sunday. | to the country |
| 3. Father is not . . . . | |
| 4. When does he come . . . ? | at home |
| 5. It is late; you must go . . . . | home |
| 6. When are you . . . ? | |
| 7. Mr. Brown sells apples . . . . | in the street |
| 8. My brother works on a state farm; in summer he works . . . . | in the fields |
| 9. I see many buses . . . . | |

### Exercise 5.

Täitke lüngad määrava või umbmäärase artikliga:

1. My brother Rein works at — state farm. 2. He is — field worker. 3. He has — nice little house. 4. In front of — house there is — garden.

### Exercise 6.

Täiendage laused:

Näit.: *He* has a brown coat. It is *his* coat.

1. I have a little garden. It is . . . . 2. We have a nice boat. It is . . . . 3. She has a basket. It is . . . . 4. You have a big ball. It is . . . . 5. They have a green box. It is . . . . 6. Mr. Brown has a fruit-shop. It is . . . . 7. Dick and Bob have a dog. It is . . . . 8. Kitty has a cat. It is . . . .

## LESSON THIRTY-TWO.

### THE COUNTRY MOUSE AND THE TOWN MOUSE.

### II

When the mice come to town, they are very **hungry.** "Come to the kitchen," says the town mouse to her friend. "There are nice things to **eat** there."

The two mice run to the kitchen. "There is a cake **here**," says the town mouse.

They go to the table. "Look, here it is," says the town mouse.

The mice begin to eat the cake. **Suddenly** they **hear** a **noise.** "What is that?" asks the country mouse. "It is the cat," says the town mouse. "Run!"

The mice run away. "Why must we run away when the cat comes?" asks the country mouse. "She **can eat** us **up**," says her friend.

Foneetika.

**1. Täishäälikute lugemine rõhulises lahtises silbis.**

Täishäälik + r + täishäälik.

| | | |
|---|---|---|
| a + re | [ɛə] | Clare, Mary |
| o + re | [ɔɪ] | more |
| u + re | [juə] | cure |
| e + re | [iə] | here |
| i, y + re | [aiə] | fire, tyre |

Võrrelge: Clare [klɛə] — Mary ['mɛərɪ]; fire [faiə] — firing ['faiəriŋ]; store [stɔɪ] — story ['stɔɪri].

Erandid lugemisreeglile: are [ɑ:], there [ðɛə], where [wɛə].

**2.**

| | | |
|---|---|---|
| ear | [iə] | hear |

Lugemisharjutus.

| I | II |
|---|---|
| fare, share, stare | sire, sore, rare, shore |
| snore, bore, shore | bare, bore, mire, core |
| pure, cure, mure | pure, hire, mere, tyre |
| mere, here, sere | |
| dire, tire, wire | |

Grammatika.

**1. Nimisõnade liigid ja artikli tarvitamine.**

| **Loendatav: esemed, isikud** | **Loendamatu: aine, mõiste** |
|---|---|
| a book, a boy | ink, time |
| two books, two boys | — — |

Nimisõnad võivad tähistada: 1) loendatavaid esemeid või isikuid, 2) loendamatut ainet või mõisteid.

Ainenimede ja abstraktsete nimisõnadega umbmäärast artiklit tavaliselt ei tarvitata.

### 2. Tegusõnad *can* ja *must*.

Tegusõnade *can* ja *must* pöördelistele vormidele järgneb infinitiiv ilma partiklita *to*. Näit. She can eat us up. We must run away.

### Exercise 1.

Questions:

1. Where does the country mouse live? 2. Where does the town mouse live? 3. What do the mice put on the table? 4. Does the town mouse like her friend's dinner? 5. Where do the mice go after dinner? 6. Why do they go to the kitchen? 7. What do they begin to eat in the kitchen? 8. What do they hear suddenly? 9. Why do the mice run away when the cat comes?

### Exercise 2.

*Be* or *have:*

1. I — hungry. 2. Who — in the kitchen? 3. I — cheese for breakfast every day. 4. We — nice things to eat. 5. — dinner ready? 6. The town mouse — no corn. 7. Clare — a cat. 8. Clare's cat — five kittens. The kittens — very funny. 9. Who — absent? Bert and Betty —. 10. — you glad to see your comrades, Mary? 11. Clif — no brothers and no sisters. 12. Clif's father — not a seaman.

### Exercise 3.

*No* or *not:*

1. Your friends are — at home. 2. This girl is — hungry. 3. The cat is — in the kitchen. 4. We are — late. 5. The garden is — in front of the house. 6. I am — a field worker. 7. We have — time today. 8. The players have — ball. 9. I have — paper. 10. There is — chalk in the classroom. 11. There is — ink in that inkstand.

### Exercise 4.

Translate into English:

1. Ann elab maal, Fanny elab linnas. 2. Fanny läheb oma sõpra vaatama. 3. Ann ütleb: „Mul on hea meel sind näha." 4. Ann palub Fannyt jääda lõunaks. 5. Nad katavad laua. 6. Kui (lõuna) toidunõud on laual, istuvad nad lauda. 7. „Milline hea lõuna!" ütleb Fanny.

### Exercise 5.

*can, must*

Translate into English:

1. Me peame minema linna. 2. Me peame ostma (ühe) palli. 3. Ma võin teiega kaasa tulla (with you). 4. Rein peab töötama põllul; sa võid teda aidata.

## LESSON THIRTY-THREE.

### THE COUNTRY MOUSE AND THE TOWN MOUSE.

III

Then the two mice go to **the dining-room.** "What a good **smell!"** says the country mouse.

"There is some cheese here", says the town mouse, "**but** you must not eat it. It is in **the trap**."

"What is a trap?" asks the country mouse.

The town mouse **shows** her the trap.

"Do you see that piece of cheese there?" says the town mouse. "But if you begin to eat it, down comes **something** and **kills** you."

The country mouse looks at the trap. "I want to go home," she says. "I don't like your house. There is a cat in the kitchen, and a trap in the dining-room. My home in the country is better. There is no cat there and there are no traps in the field."

Lugemisharjutus.

scar, scare, Mary
corn, core, story
cur, cure, fury
her, here,
fir, fire, firing

**Umbmäärased asesõnad** *some, any, no.*

| | |
|---|---|
| + I see **some** books on the table. | Ma näen laual raamatuid. |
| — I do not see **any** books on the table. | Ma ei näe laual raamatuid. |
| ? Do you see **any** books on the table? | Kas sa näed laual raamatuid? |
| — **I see no** books on the table. | Ma ei näe laual raamatuid. |

1. *Some, any* väljendavad umbmäärast hulka või arvu.
2. *Some* tarvitatakse jaatavas, *any* küsivas ja eitavas lauses.
3. Eituse väljendamiseks võime kasutada nimisõna ees *any* või *no*. Tegusõna eitava vormi puhul kasutame *any*, jaatava vormi puhul *no*.

Näit.: I do not see any books on the table.
I see no books on the table.

Ingliskeelses lauses võib esineda ainult üks eitus.

### Exercise 1.

Answer the questions:

1. To what room do the mice go now? 2. Why is there a good smell in the dining-room? 3. Where is the cheese? 4. Do the mice eat it? 5. Why does the country mouse want to go home?

### Exercise 2.

Translate into Estonian:

1. Take some apples. 2. Show me some interesting books. 3. Is there any paper on the table? 4. Are there any pencils in your pencil-box? 5. Are there any mice in your kitchen? 6. There are some kittens in the basket. 7. I hear no noise in the house. 8. I don't hear any noise in the house. 9. There are some sailing-boats on the sea. 10. I see no sailors in that boat. 11. I don't see any sailors in the boat.

### Exercise 3.

Muutke *there is-*, *there are*-laused küsilauseteks:

1. There is a mouse in the trap. 2. There are many people in the street. 3. There is a meeting today. 4. There is a mistake on the blackboard. 5. There are many apple-trees in the town park.

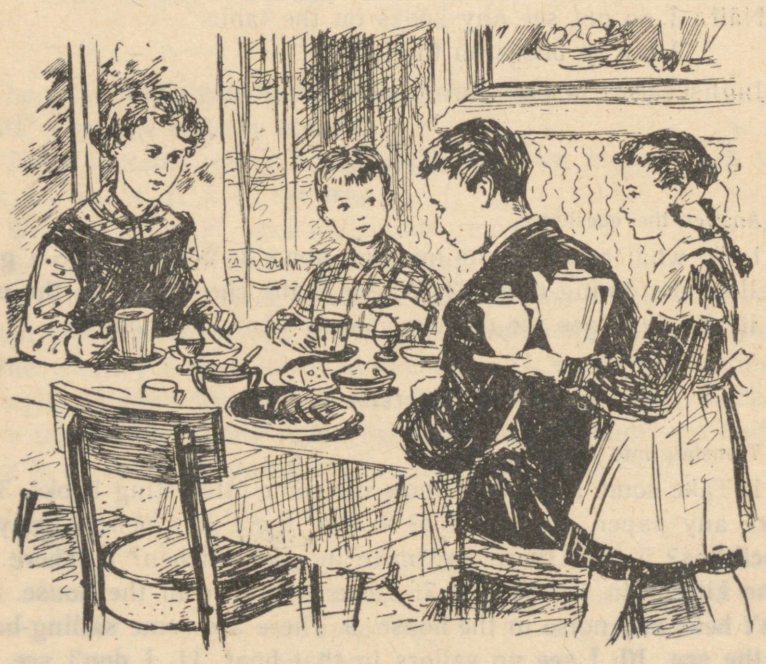
### Exercise 4.

Muutke *there is-*, *there are*-laused eitavateks:

1. There is a cat in the kitchen and a trap in the dining-room. 2. There are apples in that box. 3. There is a football match in October. 4. There is a shop in that house. 5. There is a bus at the bus-stop.

## LESSON THIRTY-FOUR.

### WE HAVE BREAKFAST.



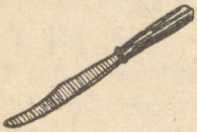
bread, butter, sugar, milk, coffee; an egg



a cup



a spoon



a knife



an egg-cup



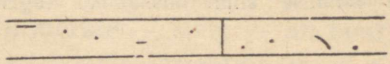
a coffee-pot

1. When do you have breakfast on week-days?
2. When do you have breakfast on Sundays?
3. Who lays the table?
4. What things do you put on the table?
5. What **food** do you put on the table?
6. Do you take sugar in your coffee?
7. Do you take milk in your coffee?
8. Do you have milk or coffee for breakfast?
9. What do you say to Mother when breakfast is over?

Foneetika.

**Valikküsimused.**

Valikküsimustes tarvitame sidesõna **or.**



'Is he a 'teacher² or a 'doctor¹?

Valikküsimus koosneb kahest osast. Esimene osa on üldküsimus ja lõpeb hääle tõusuga. Teises osas langeb hääl lause lõpus.

Lugemis- ja häältamisharjutus.

1. 'Is 'Dick at 'home² or at 'school¹?
2. 'Do you 'play 'football² or 'basketball¹?
3. 'Does 'Paul 'live in the 'country² or in 'town¹?

Grammatika.

**1. Väljendid tegusõnaga** *have.*

Väljendites **I have breakfast, I have dinner, I have a good time** jne. *I have* ei tähenda „*mul on*".

**I have breakfast** tähendab *ma einetan;* **I have dinner** *ma lõunatan;* **I have a good time** *ma veedan aega lõbusalt.*

Küsiv ja eitav vorm niisugustest väljenditest moodustatakse abitegusõna *do, does* abil. Näit.: When do you have breakfast? I don't have dinner at home.

**2. Nimisõnade mitmus.**

| | Ainsus | Mitmus |
|---|---|---|
| 1. | country | countries |
| 2. | knife | knives |
| 3. | man | men |
| | mouse | mice |

1. **-y** kaashääliku järel muutub mitmuses **i**-ks, juurde liidame **-es.** Võrrelge: **country** — **countries; day** — **days.**
2. **f, fe** muutuvad mitmuses **v**-ks; juurde liidame — **es** või **s.**
3. Üksikutel sõnadel on mitmuses eri vorm.

**Exercise 1.**

Rühmitage järgmised sõnad nelja tulpa, vastavalt rõhulise silbi täishääliku lugemisele. Märkige rõhulise silbi täishääliku lugemine transkriptsioonimärgiga.

Näide:

| I | II | III | IV |
|---|---|---|---|
| Kinnine silp | Kinnine silp **r** tähega | Lahtine silp | Lahtine **silp** + **r** + täishäälik |
| cat [æ] | car [ɑɪ] | Kate [ei] | care [ɛə] |

Smell, here, her, Bert, kitchen, girl, fire, mice, garden, Clare, farmer, page, trap, tube, pupil, funny, pure, shop, corn, more.

**Exercise 2.**

Täitke lüngad asesõnadega *some* või *any:*

1. Is there — milk on the table? 2. Is there — food in the kitchen? 3. Here are — eggs for you. 4. There are — girls in the

garden. 5. Are there — plates on the table? 6. Here is — sugar for the cake. 7. Is there — bread on the plate? 8. Is there — coffee in the coffee-pot?

### Exercise 3.

Täitke lüngad asesõnadega *no* või *any:*

1. He plays — games. 2. Why doesn't he play — games? 3. I see — mistakes on the blackboard. 4. I don't see — mistakes on the blackboard. 5. I take — milk in my coffee. 6. Why don't you take — milk in your coffee? 7. I don't see — players on the sportsground. I see — players on the sportsground. 9. We sell — fruit here.

### Exercise 4.

*there is, there are*

Translate into English:

1. Söögitoas on suur laud. 2. Laual on neil tassi. 3. Laual on suur taldrik. Taldrikul on leiba. 4. Kohvikannus on kohvi. 5. Munapeekrites on munad. 6. Laual ei ole suhkrut. 7. Laual ei ole nuga.

## LESSON THIRTY-FIVE

### HOW MANY.

**a second — sixty — a minute**
a minute — sixty — **an hour**
an hour — twenty-four — a day
a day — seven — **a week**
a week — four — **a month**
a week — **fifty**-two — **a year**
a month — twelve — a year

1. How many seconds are there in a minute?
   There are sixty.
2. How many minutes are there in an hour?
3. How many hours are there in a day?
4. How many days are there in a week?
5. How many weeks are there in a month?
6. How many weeks are there in a year?
7. How many months are there in a year?

## Lugemis- ja hääldamisharjutus.

[w, v, f].

one, twenty, where
seven, eleven, very
funny, fine, knife
five, twelve, twenty-five

### Exercise 1.

Vastake eespool toodud küsimustele.

### Exercise 2.

Answer the questions:

1. How many lessons have you today? 2. How many brothers and sisters have you? 3. How many days has September? 4. How many days has October? 5. How many boys are there in your class? 6. How many girls are there in your class?

### Exercise 3.

Lesson, lessons or hour, hours.

1. The last — is over. 2. We speak English at our English —. 3. There are sixty minutes in an —. 4. There are twenty-four — in a day. 5. You must go to your —.

### Exercise 4.

Kirjutage arvud tähtedega:

7, 17, 4, 14, 2, 12, 1, 11, 5, 15, 3, 13, 8, 18.

### Exercise 5.

Lugege täht-tähelt:

Jack, George, week, month, year, twelve, four.

### Exercise 6.

Täitke lüngad umbmäärase või määrava artikliga:

1. Mr. Brown has five kittens. He puts — kittens in — basket and places — basket on — box. 2. — box is in front of — shop. 3. On — basket he puts — piece of paper with — words: "Please take one." 4. Some boys pass — shop and see — kittens. 5. They read — words on — paper. 6. They take — piece of paper and put it on — box of apples. 7. When Mr. Brown comes out of his shop, there are only two or three apples in — apple-box, but — kittens are still in — basket.

## LESSON THIRTY-SIX.

### HOW TO CHOOSE GEESE.

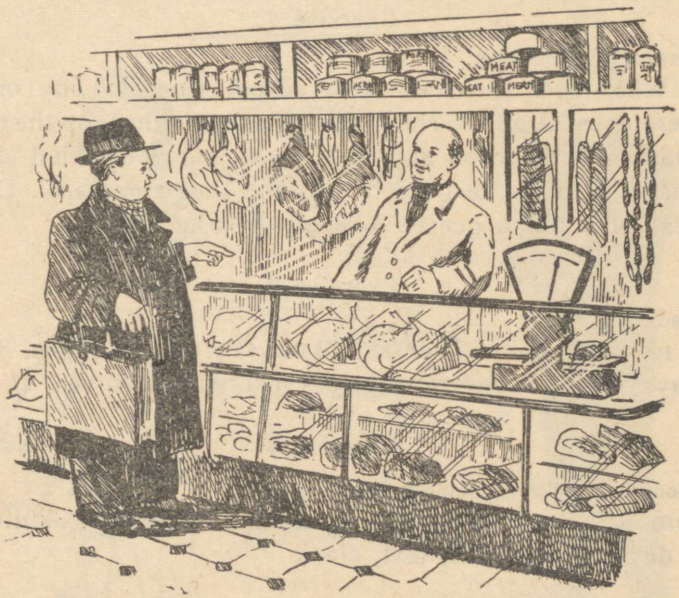
It is **the end** of **December.** The cook of a school for boys in **England** goes to a shop to **buy** geese for the **New** Year dinner.

There are twelve geese on the **counter.** He says to the shopman, "Can you choose six **tough** geese for me?»

The shopman, who is glad to sell the tough geese, chooses six geese.

"Here they are," he says.

"Thank you," says the cook. "Please give me the other six, and a **happy** New Year to you."



Lugemisharjutus.

Lugege järgmised sõnad, mida ei loeta lugemisreeglite kohaselt; märkige rõhuline täishäälik transkriptsioonimärgiga:

other, mother, brother, month, front, come, some; foot, good; put, full; piece, field, father; sugar, together; give, live; there, where; break, breakfast, country, minute; any, many.

Grammatika.

## Numerals (Arvsõnad).

| | | | |
|---|---|---|---|
| 20 | twenty | 60 | sixty |
| 30 | thirty | 70 | seventy |
| 40 | forty | 80 | eighty |
| 50 | fifty | 90 | ninety |

100 a (one) hundred
110 one hundred and ten
250 two hundred and fifty
1000 a (one) thousand
1140 one thousand one hundred and forty

### Exercise 1.

Answer the questions:

1. What does the cook of a school want to buy one day? 2. Where does he go? 3. How many geese are there on the counter? 4. What does the cook say to the shopman? 5. What does the shopman do? 6. Is he glad to sell the tough geese. 7. Does the cook take the tough geese? 8. What does he take?

### Exercise 2.

Read:

12 men, 42 pupils, 21 desks; 13 new words, 258 pages, 30 years, 365 days, 1000 kilometres; 6 pieces of bread, 4 knives, 11 spoons.

### Exercise 3.

Moodustage mitmus nimisõnadest:

man, officer, teacher, sailor, mouse, ship, bus, knife, year, week, day, country, box, text, class.

### Exercise 4.

Tõlkige eesti keelde:

when — kui, millal.

1. When Dan comes home, dinner is ready. 2. When does he come home? 3. He comes home when the lessons are over. 4. When are the lessons over? 5. When dinner is over, he goes to the sportsground. 6. When he comes home, he does his lessons. 7. When does Dan go to bed?

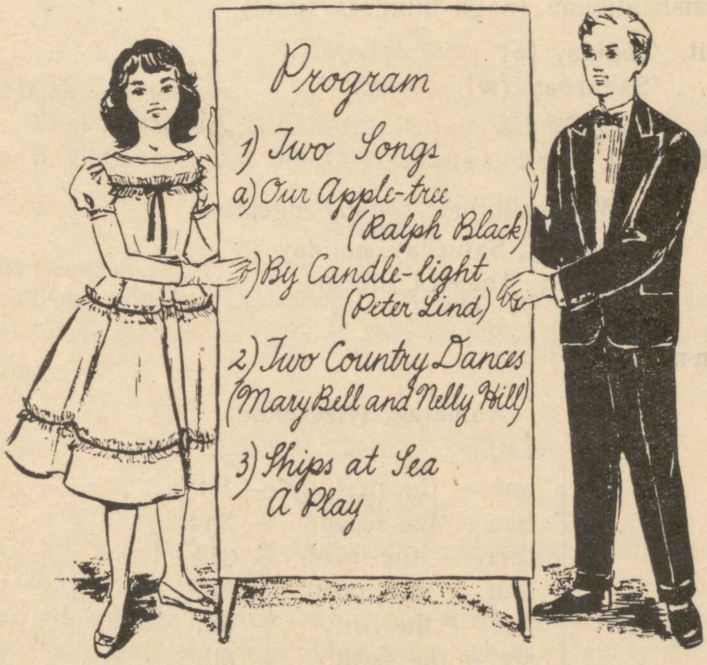
# PART II

## LESSON THIRTY-SEVEN.

### BACK AT SCHOOL.

The winter **holidays** are over. On the 11th of **January** we go back to school. We are glad to see our comrades **again.**

Our class wants to have a **party** on the 31st of January. So we have a meeting after lessons and **discuss the program.** We know




that Mary and Nelly **dance** well and Ralph and Peter are good **singers.** So we ask Mary and Nelly to dance at the party and Ralph and Peter to **sing** some **songs.** We have some good **actors** in our class; so we **decide** to have **a play** too. The teacher helps us to choose the songs and the play.

Phonetics.

1.

| | | |
|---|---|---|
| ph | [f] | phonetics |

## 2. Sõnarõhk.

a) Inglise keeles on rõhk tavaliselt sõna esimesel silbil, näit.: 'teacher, 'pencil, 'country.

b) Eesliidetega sõnades on rõhk tavaliselt teisel silbil, näit.: de'cide, be'gin.

c) Kolme- ja enamasilbilistes sõnades on rõhk tavaliselt lõpust arvates kolmandal silbil, näit.: 'holiday.

Lahtise rõhulise silbi täishäälik loetakse nendes sõnades lühikese täishäälikuna (nagu kinnises silbis).

Näit. 'ho|liday [ɔ]
'Sa|turday [æ]

Reading Exercise.

Mitmesilbiliste sõnade lugemine:
factory, Saturday, holiday
family, America, officer

Grammar.

### Numerals (Arvsõnad).

| | |
|---|---|
| one — the first | — 1st |
| two — the second | — 2nd |
| three — the third | — 3rd |
| four — the fourth | — 4th |
| five — the fifth | — 5th |
| six — the sixth | — 6th |

Järgarvud moodustatakse lõpu **-th** abil.
Erandid: the first, the second, the third.
Järgarvudega tarvitame määravat artiklit.

### Exercise 1.

Questions:

1. When are the **schoolchildren** back at school? 2. What do they want to have on the 31st of January? 3. Why do they meet after lessons? 4. Who dances well? 5. Who are good singers? 6. Do they want to have a play at the party? 7. Who helps the children to choose the songs and the play?

### Exercise 2.

Korrake põhiarvud 1—1000.

### Exercise 3.

Kirjutage järgmised arvud:
213, 840, 1512, 59, 314.

### Exercise 4.

Tranlate into English:

1. Viies õppetund. 2. Esimene kuu. 3. Kolmas nädal. 4. Teine aasta. 5. Neljas päev. 6. Kuues võistlus.

### Exercise 5.

Ask questions:

1. I buy *bread* at that shop. 2. Mother buys fruit *at that shop.* 3. This state farm sells *eggs.* 4. Enn and Raivo go to town *in the morning.*

## LESSON THIRTY-EIGHT.

### WE ARE SIX.

We are six: Father, Mother, my brothers Tom and Harry, my sister Maud and **myself.**

We are a large **family.** Our family name is Blake. My name is Mary. I am fourteen years **old.** I go to school. I am in the eighth class.

Maud is twenty. She wants to be a singer. She goes to the **Music** School. She must study five years. She sings very well.

Tom and Harry are ten and twelve. They go to school. Tom is in the fourth and Harry in the sixth class.

Father and Mother are workers. They work at a **shoe** factory. They work **seven hours a day.** On Saturdays they work six hours. After **working hours** we often go to the country for **the week-end.**

Pronunciation Exercise.

I

[θ, fθ, sθ]

three, thirteen, thirty
five, fifth, the fifth
six, sixth, the sixth

II

[sθ, zð]

This Thursday is the fifth of the month.

Grammar.

**1. Numerals (Arvsõnad).**

| | |
|---|---|
| seven — the seventh | twenty — the twentieth |
| eight — the eighth | thirty — the thirtieth |
| nine — the ninth | etc. |
| ten — the tenth | |
| eleven — the eleventh | |
| twelve — the twelfth | |
| thirteen — the thirteenth | |
| etc. | |

**2. Nimisõnade piiritlemine artikliga või umbmäärase asesõnaga.**

a) Give me an apple. Anna mulle õun (üks õun).
Give me some apples. Anna mulle õunu (mõned õunad).
b) Give me an apple. Anna mulle õun (mitte pirn).
Give me apples. Anna mulle õunu (mitte pirne).

a) Umbmäärase artikli *a, an* nimisõna ees asendame mitmuses asesõnaga *some* umbmäärase arvu või hulga väljendamiseks.

b) Umbmäärane artikkel nimisõna ees jääb mitmuses asendamata, kui rõhutatakse liiki kuuluvust.

## Exercise 1.

Questions:

1. How many are they in the Blake family? 2. How old is Mary Blake? 3. How old is Maud? 4. What does she want to be? 5. Where does she study music? 6. How old are Tom and Harry? 7. Where do their father and mother work? 8. How many hours a day do they work? 10. Do they work seven hours on Saturday?

## Exercise 2.

Read the dates:

1. The 7th of November. 2. The 31st of December. 3. The 3rd of October 4. The 1st of January. 5. The 9th of January. 6. The 22nd of September. 7. The 12th of September.

## Exercise 3.

Tarvitage antud lausetes ainsuse 3. pööret; tehke lausetes vajalikud muudatused:

1. On week-days I get up at seven; I wash and dress and have breakfast.
2. I meet my friend at the bus-stop.
3. When I come home, I put away my schoolbag and have dinner.
4. I study music at the Music School.
5. I don't go to the Music School by bus.
6. I don't dance well.
7. I always discuss things with my friends.
8. I say good-bye to my friends when I leave them.

## Exercise 4.

Täitke lüngad umbmäärase artikliga või asesõnaga *some*, kus vajalik:

Näit.: 1. Ben's father is — worker. Ben's father is a worker.
2. Ben's father and mother are — workers. Ben's father and mother are workers.

1. Henry is — good actor. 2. Tom and Jane are — good actors too. 3. Mary and Harry are — pupils. 4. Mr. Gray and Mr. Quince are — officers. 5. Mr. Carr is — shopman. 6. There are — apples

in that basket, not roses. 7. There are — candles, not pencils in that box. 8. You have many interesting books, Clif. Give me — books for the holidays, please. 9. I see a blackboard and — pictures in that classroom. 10. You sing well, Clyde. Sing us — songs.

## LESSON NINE.

### SOLOMON GRUNDY.*

Solomon Grundy
**Born** on Monday,
At school on **Tuesday,**
**Married** on **Wednesday,**
**Ill** on **Thursday,**
Worse on **Friday,**
**Died** on Saturday,
**Buried** on Sunday;
This is the end
of Solomon Grundy.

Grammar.

**Aja-eessõnad** *in, on, at.*

| |
|---|
| in 1955 |
| in winter |
| in September |
| on Monday |
| on the 1st of September |
| on Monday, the 1st of September |
| at four o'clock |

in 1955 — in 'nineteen ('hundred and) 'fifty-'five

Võrrelge:

| kaks rõhku: | üks rõhk: |
|---|---|
| 'nine'teen | 'nineteen 'hundred |
| 'fif'teen | 'fifteen 'boys |

* "Solomon Grundy" on tuntud inglise lastesalm, mis aitab lastel nädalapäevi meeles pidada.

## Exercise 1.

Fill in the blanks:

1. — is the first day of the week. 2. — is the second day of the week. 3. — is the third day of the week. 4. — is the fourth day of the week. 5. — is the fifth day of the week. 6. — is the sixth day of the week. 7. — is the seventh day of the week.

## Exercise 2.

i n, o n, a t.

1. School begins — September. 2. School begins — the first of September. 3. We go to school — week-days. 4. We have no English lesson — Friday. 5. The first lesson begins — eight o'clock. 6. We have a basketball match — Wednesday, the twenty-ninth of January. 7. The pupils have a meeting — the 12th of January. 8. We have a New Year party — January. 9. We get up — seven and go to bed — ten.

## Exercise 3.

Lugege õigete rõhkude ja pausidega:

We have 'six 'lessons on 'Monday[1].

On 'Tuesday[2] 'school is 'over at 'one[1].

Our 'English 'lessons[2] are on 'Wednesday and 'Saturday[1].

Our 'English 'teacher's 'name[2] is 'Comrade 'Hobbs[1].

On 'Thursday[2] we 'meet after the 'lessons[2] and 'sing 'English songs[1].

We do 'not 'go to 'school on 'Sunday[1].

## Exercise 4.

Translate into English:

1. Võta Elleni eeskava! 2. Meile meeldis Peetri laul. 3. Õpetajale meeldis Aili tants. 4. See on minu sõbra istekoht. 5. Selle laulja nimi on Paul Miller. 6. Sm. Laur on meie kooli õpetaja. 7. Selle vabriku töölised töötavad kuus tundi päevas.

## LESSON FORTY.

### AT THE SKATING-RINK.

All the boys and girls in our class can skate. When **the weather** is **cold,** we take our **skates** and go to the school skating-rink in **the afternoon.**

**Yesterday** school was over at one. At three o'clock we were ready to go to the skating-rink. It was a **bright** cold day. There were no **clouds** in the **sky.** There are many **such** days in **February.**

The ice was very good. There were many boys and girls on the ice. We were glad to be out on such a fine day. Our English teacher was with us. He skates very well.

At five we were at home. We were hungry and **tired.**

Grammar.

**Infinitiiv: be.**

Past Indefinite (Lihtminevik).

| Jaatav vorm | Küsiv vorm | Eitav vorm |
|---|---|---|
| I 'was we were<br>you were you were<br>he was<br>she was they were<br>it was | 'was I[2]? | I was 'not |

Phonetics.

**was, were.**

| Rõhuline vorm | Rõhuta vorm |
|---|---|
| I 'was [wɔz]<br>we 'were [wə:] | I was [wəz] 'late 'yesterday<br>We were [wə] 'late 'yesterday. |

Lühivormid *'wasn't*, *'weren't* on alati lauses rõhulised. Samuti on *was*, *were* rõhulised üldküsimuses ja lühivastuses sellele, näit.: 'Was he 'late 'yesterday[2]? 'Yes[1], he 'was[1]. 'No[1], he 'wasn't[1], kuid:

'No[1], he was 'not[1]. 'Were they 'ill 'yesterday[2]? 'Yes[1], they 'were. 'No[1], they 'weren't, kuid: 'No[1], they were 'not[1].

Reading Exercise.

a + ll all, ball, fall
a + lk chalk, walk, talk
a + ss pass, class, grass
a + st last, past, fast
a + sk ask, basket, mask

### Exercise 1.

Asendage olevik lihtminevikuga, muutke ajamäärsõnad:

1. It is a cold day today. 2. We are glad to be out on such a day. 3. There are many pupils at the skating-rink. 4. There are no clouds in the sky. 5. The ice is good today. 6. It is the 3rd of February. 7. It is Thursday today. 8. Are you tired after school? 9. Nick is not absent today. 10. Nick is not ill today. 11. Are your friends in town today? No, they are not. They are in the country.

### Exercise 2.

Translate into Estonian:

1. It is winter. 2. It is the second of February. 3. It was very cold in 1942. 4. It was a bright winter day. 5. It is late. 6. It was rainy yesterday. 7. It is Thursday, the 5th of November.

### Exercise 3.

Form sentences:

1. We, holidays, work, not, do, on.
2. We, January, school, back, are, in, at.
3. Write, blackboard, word, that, the, on.
4. Friend, my, family, large, has, a.
5. Comrade Quince, shoe factory, works, at, a.

## LESSON FORTY-ONE.

### A DIALOGUE.

CLARE. **'How do you 'do[1]**, May? 'Were you at your 'school party yesterday[2]?

MAY. 'Yes[1], I 'was[1].

CLARE. 'Now[2], 'tell me 'all a'bout it[1]. 'Who was '**present**[1]?

MAY. 'All the 'pupils of our 'class were 'present[1], and there were 'many '**guests** 'too[1]. There were **about** '**ninety** 'people there[1].

CLARE. 'Were there 'many 'teachers at the 'party 'yesterday[2]?

MAY. 'Yes[1], there 'were[1]. They were '**pleased with** our party[1].

CLARE. 'Was the 'program 'interesting[2]?

MAY. We had a 'play[2], some 'songs[2] and some 'dances[1]. '**Everybody** had a 'good 'time[1]. You 'know, Clare[1], I **had** my 'new 'dress **on**[1].

CLARE. '**What is** your 'new 'dress '**like**[1]?

MAY. You must 'come and 'see it[1]. 'Come on 'Saturday[1]. 'Oh[1], I must 'go now[1]. My 'music lesson be'gins at 'five. Good-'bye, Clare[2].

CLARE. Good-'bye, May[1].

Grammar.

**Infinitive: have.**

Past Indefinite.

| Jaatav vorm | Küsiv vorm | Eitav vorm |
|---|---|---|
| I 'had we had<br>you had you had<br>he had<br>she had they had<br>it had | 'had I? | I had 'no 'lessons 'yesterday. |

Pronunciation Exercise.

[ə]

Tom, Bob, John, shop, box.
Tom and Bob want a box of blocks.

**Exercise 1.**

Questions:

1. How many people were there at the school party? 2. Was May there too? 3. What do you say when you meet your friend? 4. What do you say when you leave your friend? 5. Had you a music lesson yesterday?

### Exercise 2.

Use the Past Indefinite:

1. Larry Flint has a large family. 2. We always have a good time at our school parties. 3. The workers have a club at their factory. 4. They have some good actors at their club. 5. The shopman has twelve geese on the counter.

### Exercise 3.

Translate into English:

1. Kus sa olid eile? Ma olin maleklubis. 2. Kas Joe ja Bill olid kohal? Jah, nad olid. 3. Meil oli eile peoõhtul palju külalisi. 4. Õpetajad olid rahul meie peoõhtuga. 5. Mul oli peoõhtul uus kleit seljas. 6. Jutustage mulle oma peoõhtust!

### Exercise 4.

Ask questions:

1. May was *at the school party* yesterday. 2. *The program* was interesting. 3. *Our teacher* was pleased with the party. 4. We were at the skating-rink *on Sunday-afternoon.*

## LESSON FORTY-TWO.

### DOCTOR JOHN DOLITTLE.

(After H. Lofting).

I

Doctor John Dolittle lived many years **ago** when our **grandfathers** and **grandmothers** were little children. He was a good doctor.

He lived in a little town in England. His house was very small, but there was a big garden **behind** it. There were many fine old trees in the garden.

The Doctor had a sister. His sister's name was Sarah. She cooked the food and he worked in the garden.



Doctor Dolittle liked **animals.** There were some animals and **birds** in his house and garden. He had a dog, Gip; **a duck,** Dab-Dab; **a pig,** Gob-Gob; **a parrot,** Polynesia, and many other animals and birds.

Sarah was very **angry with** her brother, because the house was full of animals.

Phonetics.

| | |
|---|---|
| i + nd [ai]nd | behind |

Grammar.

**Reeglipäraste tegusõnade lihtminevik.**

**Infinitive: work.**

Past Indefinite.

| Jaatav vorm | Küsiv vorm | Eitav vorm |
|---|---|---|
| I 'worked[1] we worked<br>you worked you worked<br>he worked<br>she worked they worked<br>it worked | 'Did I 'work[2]? | I 'did not 'work[1] |

Reeglipärastel tegusõnadel on lihtminevikus lõpp **-ed.** Küsiv ja eitav vorm moodustatakse abitegusõna **did** ja põhitegusõna **infinitiivi** abil; *did* on lihtminevik abitegusõnast *do.*

Lühivorm: I 'didn't 'work = I 'did not 'work.

Phonetics.

**Mineviku lõpu -ed lugemine.**

| | | | |
|---|---|---|---|
| **-ed** | [t] | helitute kaashäälikute järel | worked |
| | [d] | täishäälikute ja heliliste kaashäälikute järel | played<br>lived |
| | [id] | [t, d] järel | decided |

Reading Exercise.

He danced, he thanked, he asked, he jumped, he placed, he passed, he killed, he lived, he opened; he wanted, he decided.

**Exercise 1.**

Make the sentences negative:

1. Jim's grandfather lived in England. 2. Sarah worked in the garden. 3. Sarah liked animals. 4. Bob played with his dog after school.

### Exercise 2.

Make the sentences interrogative:

1. They lived at Pärnu in summer. 2. They decided to go to the country for the week-end. 3. Peter stayed with his friend in January. 4. We danced at the party. 5. We discussed the play at the lesson.

### Exercise 3.

Make the sentences affirmative:

1. Did Dr. Dolittle like animals? 2. Did Dr. Dolittle work in the garden? 3. Did he live in England? 4. This man didn't work at a shoe factory. 5. The girl didn't want to be a singer.

### Exercise 4.

Fill in the blanks:

1. Dr. Dolittle lived many years —. 2. His house was very —. 3. There was a big garden — it. 4. Dr. Dolittle liked —. 5. The house was — — animals. 6. Sarah was — — her brother. 7. Parrots and ducks are —.

## LESSON FORTY-THREE.

### DOCTOR JOHN DOLITTLE.

### II

Doctor Dolittle was very **poor.** People didn't want to come to him, because his house was so **dirty** and there were animals **everywhere.** When he **walked** in the street, people said, "There goes Dr. Dolittle. He is a **clever** doctor, but now he is very poor. He has no **money,** and there are **holes** in his **socks.**" But the dogs and the cats ran **after** him, and the children of the town liked him.

One day the parrot said to the Doctor, "You are the **best** doctor in **the world.** People don't like you. Why don't you work for the animals?"

"There are so many animal doctors in England," said Dr. Dolittle.

"That's **true,**" answered the parrot, "only they don't know **anything** about animals. But you do. Do you know that animals can **talk?**"

So Dr. Dolittle **learned** the animal **language.** The parrot was his teacher.

Phonetics.

| ear + kaashäälik | [əː] kaashäälik | learn |
|---|---|---|

Pronunciation Exercise.

Täishäälikute taandumine rõhuta silbis:

actor, parrot, England
clever, weather, answer
January, February, animal
become, behind, begin

Grammar.

**Ebareeglipäraste tegusõnade lihtminevik.**

**Infinitive: run.**

Past Indefinite.

| Jaatav vorm | | Küsiv vorm | Eitav vorm |
|---|---|---|---|
| I 'ran | we ran | 'Did I 'run[2]? | I 'did not 'run |
| you ran | you ran | | I 'didn't 'run |
| he ran | | | |
| she ran | they ran | | |
| it ran | | | |

a) Ebareeglipärastel tegusõnadel muutub lihtminevikus tüvetäishäälik.

b) Küsiv ja eitav vorm moodustatakse abitegusõna **did** ja põhitegusõna **infinitiivi** abil.

c) Ebareeglipäraste tegusõnade vormid antakse õpikus; reeglipäraste tegusõnade vorme ei anta.

Past Indefinite.

| Infinitive | Past Indefinite |
|---|---|
| say | said [sed] |
| run | ran |

**Exercise 1.**

Questions:

1. Where did Doctor Dolittle live? 2. Who lived with him? 3. Who cooked the food? 4. What animals and birds had Doctor Dolittle? 5. Why was Sarah angry with her brother? 6. Why was Doctor Dolittle poor? 7. Why did people not go to him? 8. Who still ran after him? 9. What did the parrot say one day? 10. What did Doctor Dolittle learn?

**Exercise 2.**

Use the Past Indefinite:

1. Dr. Dolittle works for the animals. 2. When he walks in the street, people look at him because there are holes in his socks. 3. Does Dr. Dolittle like animals and birds? 4. Do the animals like him? 5. People don't like his dirty house. 6. Dr. Dolittle wants to learn the animal language. 7. What do people say about Dr. Dolittle? 8. Why do the children like him?

**Exercise 3.**

Where?

1. Dr. Dolittle was the best doctor . . . . 2. He lived . . . . 3. There were animals . . . in his house. 4. There was a big garden . . . . 5. There were fine old trees . . . . 6. When the Doctor was poor, there were holes . . . . 7. When he walked . . . , people looked at him.

**Exercise 4.**

Translate into English:

1. Dr. Dolittle oli tark. 2. Ta oli tark mees. 3. Dr. Dolittle'i maja oli väike, ta aed oli suur. 4. Tal oli tark papagoi. 5. Kas Dr. Dolittle'i maja oli must? 6. Kas ta loomad olid näljased?

7. Kas ta toad olid külmad? 8. Vaene Dr. Dolittle oli väsinud. 9. Oled sa näljane? 10. Oled sa väsinud? 11. On su käed mustad?

### Exercise 5.

Moodustage puuduvad laused:

1. + Jack stayed in the country two weeks.
   —
   ?
2. +
   ?
   — Lizzie did not pass the fruit shop.
3. +
   ? Did Sarah cook well?
   —

## LESSON FORTY-FOUR.

### THE MONTHS AND THE SEASONS.

There are four seasons in the year: **spring**, summer, **autumn** and winter. There are twelve months in the year: January, February, **March, April, May, June, July, August**, September, October, November and December. Which month of the year is January? It is the first month.

Questions:

1. What are the names of the spring months?
2. When does spring begin?
3. What are the names of the summer months?
4. When does summer begin?
5. What season comes after summer?
6. Name the autumn months.
7. When does autumn begin?
8. When does winter begin?
9. Which are the winter months?
10. When does the year begin?
11. What is the date today? (What's the date today? What date is it today?)

12. What season have we now?
13. Which month of the year is March?
14. Which is the last month of the year?
15. When were you born?

Pronunciation Exercise.

[ɔ:]

born, corn, shore, morning small, fall, ball
Paul, Maud, August, autumn four, fought, blackboard
chalk, talk, walk

Grammar.

**Interrogative Pronouns.**

Who? What? Which?

| | | |
|---|---|---|
| 1. **who?** | kes? | **Who** is there? |
| **whom?** | keda? | **Whom** do you see there? |
| 2. **what?** | mis? | **What** is there? |
| **what?** | mida | **What** do you see there? |
| 3. **What + nimisõna?** missugune, mis + nimisõna | | **What books** do you read? |
| 4. **which + nimisõna** missugune, kes teatud arvust või hulgast? mitmes? | | **Which boy** is the best in the class? (Kes poistest.....) **Which month** is January? (Mitmes kuu.....) |

**Exercise 1.**

Answer questions 1—15.

**Exercise 2.**

1. January is the first month of the year.
2. February.....
3. .....

**Exercise 3.**

Read:

1. Karl Marx was born on the 5th of May, 1818. He died on the 14th of March, 1883. 2. Lydia Koidula was born on Decem-

ber 24, 1843. She died on August 11, 1886. 3. Charles Dickens was born on February 7, 1812. He died on June 9, 1870.

### Exercise 4.

Ask questions:

1. **Grandfather** is an old man. 2. We learn **English** at school. 3. **Dinner** is ready. 4. November is the **eleventh** month. 5. The pupils discussed **the program.** 6. Saturday is the **seventh** day of the week.

### Exercise 5.

Use the Past Indefinite:

1. The children (ask) the teacher a question. 2. The teacher (answer) the question. 3. After lesson the boys (run) to the skating-rink. 4. Dr. Dolittle (have) a clever parrot. 5. One day the parrot (say), "You must learn the animal language." 6. Dr. Dolittle (learn) the animal language. 7. Dr. Dolittle (be) a good doctor.

## LESSON FORTY-FIVE.

### THE SAILOR AND THE CAPS.

### I

This **happened** in Africa. A sailor was on his **way** to a town where he wanted to sell some bright red caps. He went **through** a



**forest.** The day was very **hot,** and the sailor was tired. He decided **to take a rest.** He saw a large tree. He put his bag on the **ground,** opened it, took out a cap and put it on his **head.** Then he lay down under the tree and **went to sleep.**

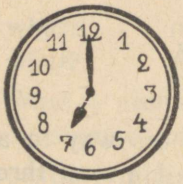
## Reading Exercise.

Lugege järgmised sõnad lugemisreeglite kohaselt:

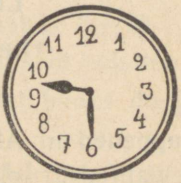
cap, happen, Africa
rest, went, empty
same, wake, woke

keep, sleep, took
lay, way, cry

### What Time is it?



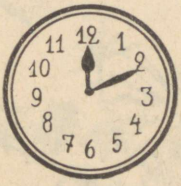
It is seven (o'clock).



It is **half past** nine (o'clock).



It is **a quarter** to eleven.



It is ten (minutes) past twelve.

## Phonetics.

| | |
|---|---|
| w + ar w[ɔɪ] | war [wɔɪ]<br>quarter ['kwɔɪtə] |

## Past Indefinite.

| Infinitive | Past Indefinite |
|---|---|
| lie | lay |
| see | saw |
| put | put |
| take | took |
| go | went |

### Exercise 1.

Make the sentences interrogative and negative:

1. The bag lay on the ground. 2. He took a cap out of his bag. 3. He put it on his head. 4. He saw many people on his way home. 5. He went there on Monday. 6. This happened two years ago.

### Exercise 2.

Tarvitage asesõnade nõutavaid vorme:

1. Football is an interesting game. We often play ... with our comrades. 2. We meet our comrades at the club. We play chess with .... 3. Jane is a good girl. I like ... very much. 4. We have many friends. They often come to see ... on Sunday. 5. Ann is ill. Edith must go and help .... 6. You were late to school today. I saw ... in the street at eight o'clock. 7. I was at the skating-rink yesterday, but you didn't see ....

### Exercise 3.

Translate into English:

1. Mis juhtus eile? 2. Aafrika on kuum maa. 3. Madrus oli väsinud. 4. Ta tahtis puhata. 5. Ta heitis maha ja uinus. 6. Ta pani mütsi pähe. 7. Tal oli müts peas. 8. Tal olid kotis mõned erepunased mütsid.

### Exercise 4.

Translate into English:

1. Tõuse üles, kell on $^1/_2$7. 2. Hommikueine on kell $^1/_2$8. 3. Kool algab kell 8. 4. Kool lõpeb kell $^3/_4$2. 5. Meie koosolek algab homme kell $^1/_4$3. 6. Kell on $^1/_2$11, me peame minema magama.

## LESSON FORTY-SIX.

### THE SAILOR AND THE CAPS.

### II

Two hours passed. The sailor **woke up** and took his bag. There were no caps in it, it was **empty.** He heard a noise in the tree. He looked up and saw that the tree was full of **monkeys.** All the monkeys had bright red caps on their heads.



"Give me back my caps," **cried** the sailor.

The monkeys heard his angry **voice** and looked at him; not one monkey took off his cap.

The sailor was very angry. He didn't know what to do. So he took off his cap and **threw** it on the ground. He cried **in a loud** voice, "Take this cap too!" And what happened then? The little animals took their caps off and threw them on the ground. The sailor put the caps in the bag and went on his way.

Pronunciation Exercise.

[w]

We went away for the week-end.
I went for a walk with William.

Grammar.

**Past Indefinite.**

| Infinitive | Past Indefinite |
|---|---|
| cry | cri**ed** |

Võrrelge: play — played, cry — cried.

**Past Indefinite.**

| Infinitive | Past Indefinite |
|---|---|
| wake (up) | woke (up ) |
| hear [hiə] | heard [həːd] |
| throw | threw |
| give | gave |
| do | did |

**Exercise 1.**

Use the Past Indefinite:

1. Yesterday I (wake up) at 8. I did not — up at 7. 2. He (take) the red cap, he did not — the black cap. 3. I (see) him in the street. Did you — him at the party? 4. Pete (do) his work on

Friday. Did John — his work on Thursday? 5. Ann (throw) you the ball. You didn't — it back. 6. The child (cry) in a loud voice. Why did it — ? 7. You (give) the cook some butter for the cake yesterday, but you didn't — her any sugar.

### Exercise 2.

Questions:

1. What did the sailor want to sell? 2. Where did he go? 3. Why did the sailor want ta take a rest? 4. Where did he put his bag? 5. What did he take out of it? 6. Where did he lie down? 7. Were the caps in the bag when the sailor woke up? 8. What did he hear? 9. What did he see in the tree? 10. What did he say to the monkeys? 11. Did the monkeys give him back the caps? 12. What did the sailor do with his cap? 13. What did the monkeys do with their caps?

### Exercise 3.

Translate into English:

1. Mina tunnen teid. Kas teie tunnete mind? 2. Näidake meile oma vihikuid, palun! 3. Charles ja James abistavad Johni ja John abistab neid. 4. Jane on aias. Kas sa näed teda? 5. Dick läks koju kaks tundi tagasi (ago). Bob läks temaga.

### Exercise 4.

*Some, any*

Make the sentences interrogative:

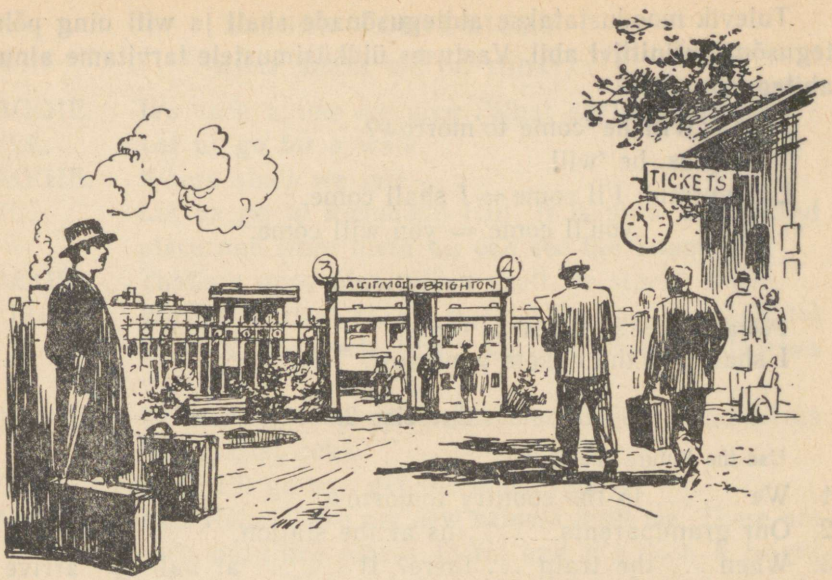
1. There were some caps in the sailor's bag. 2. There were some monkeys in the tree. 3. There were some doctors at the meeting. 4. I see some children in the garden. 5. The pupils sing some English songs at their music lessons.

## LESSON FORTY-SEVEN.

### GOING TO BRIGHTON.

Bill and Bertha will go to Brighton **tomorrow.** They will go to see their **grandparents.** They will spend ten days there.

Tomorrow morning they will get up at seven. Their **train leaves** at a quarter to eleven. They will **pack** their things **before** breakfast. They will take only **a** small **suit-case** with them.




At half past nine they will go to the station. They will go there **by tram.** They will buy their **tickets** at **the ticket-office.** They want to have **corner** seats so that they can look out of **the window.**

The train will **arrive at** Brighton at ten minutes past twelve.

Reading Exercise.

| a | ar |
|---|---|
| [w] + a | [w] + ar |
| pack, tram, cap | March, farm, start |
| wash, want, watch | war, quarter, warm |

Grammar.

**Future Indefinite (Lihttulevik).**

| Affirmative | Interrogative |
|---|---|
| I shall 'come to'morrow[1]<br>you will come tomorrow<br>he will come tomorrow<br>she will come tomorrow<br>it will come tomorrow<br>we shall come tomorrow<br>you will come tomorrow<br>they will come tomorrow | 'Shall I 'come to'morrow[2]? |

Tulevik moodustatakse abitegusõnade **shall** ja **will** ning põhitegusõna **infinitiivi** abil. Vastuses üldküsimustele tarvitame ainult abitegusõna.

Näit.: 'Will he 'come to'morrow?
'Yes, he 'will.

Lühivormid: I'll come = I shall come,
you'll come = you will come.

### Exercise 1.

Pöörake jaatavas ja küsivas vormis:

I shall buy the tickets tomorrow.

### Exercise 2.

Use the Future Indefinite:

| | |
|---|---|
| 1. We ..... to the country tomorrow. | go |
| 2. Our grandparents ..... us at the station. | meet |
| 3. When ... the train ... there? It ... ... at half past three. | arrive |
| 4. What ... we ... with us? We ... ... a small bag and a suit-case. | take |
| 5. What ... you ... in the country? | do |
| We ..... for walks and work in the garden. | go |
| 6. When ... you ... back? We ... ... back on Thursday. | be |

### Exercise 3.

Make up sentences:

1. Grandparents, live, country, my, the, in.
2. We, go, see, them, shall, to.
3. We, take, suit-case, small, only, shall, us, with, a.
4. Grandfather, arrive, breakfast, will, before.
5. Grandfather, spend, days, some, will, us, with.

### Exercise 4.

Questions:

1. How many days will Bill and Bertha spend at Brighton? 2. Who lives at Brighton? 3. When will Bill and Bertha pack their things? 4. What will they take with them? 5. How will they go to the station? 6. When will they arrive at Brighton?

## LESSON FORTY-EIGHT.

### WHAT SHALL WE DO TODAY?

MAGGIE. It's such a fine morning. What shall we do today?
NELL. **Let us go for a walk.**
MAGGIE. Where shall we go?
NELL. Let us go to Richmond Hill. It is such a **beautiful** place and from there we can see the Thames.
MAGGIE. That's a good **idea.** When shall we start?
NELL. We can start at 11. Let us take the bus. We shall not be back for **lunch.** Shall we take some **sandwiches** with us?
MAGGIE. **Of course.** Make some cheese sandwiches and let us buy a fruit cake.
NELL. Well, I'll go and **get** the lunch **ready.**
MAGGIE. And I shall take my new **camera** with me. There are such beautiful places there, and it's such a bright sunny day. Let us **take** some **pictures!**
NELL. Will your sister Kitty come with us?
MAGGIE. No, she won't. She isn't in town today.
NELL. It's half past ten. At a quarter to eleven we must be ready to go.

Pronunciation Exercise.

**Helilised ja helitud kaashäälikud.**

two, do; town, down; pack, back; pig, big.
Pack your bag and go back to town.

Grammar.

**Future Indefinite.**

| Negative |
|---|
| I shall not come tomorrow |
| you will not come tomorrow |
| he ..... |
| she |
| it |
| we |
| you |
| they |

Lühivormid: I 'shan't 'come = I shall 'not come;
you 'won't 'come = you will 'not come.
I shan't [ʃaːnt].
you won't [wount].

### Exercise 1.

Pöörake:

I shall not start at two.
I shan't start at two.

### Exercise 2.

Use the Future:

| | |
|---|---|
| 1. We ... ... a meeting on Friday. | have |
| 2. ... you ... to the meeting? Yes, I ... | go |
| 3. Who ... ... at the meeting? Comrade Frost ... . | speak |
| 4. ... you ... your camera with you? Yes, I ... | take |
| 5. ... the meeting ... at twelve? No, it ... not. | begin |
| 6. When ... it ... over? It ... ... over at three. | be |
| 7. ... we ... to Richmond after the meeting? No, we ... not. | go |

### Exercise 3.

Translate into Estonian:

1. Take the bus at eleven. 2. Take some sandwiches with you. 3. Let us take some pictures. 4. Our friends will not come with us. 5. Get everything ready for dinner. 6. It's a sunny day today. 7. Let us go and pack our things.

### Exercise 4.

Translate into English:

1. On ilus hommik. 2. Lähme jalutama! 3. See on hea mõte. 4. Sõidame bussiga! 5. Kas sa tuled homme meiega? Jah, muidugi. 6. Võta (oma) raamat kaasa!

### Exercise 5.

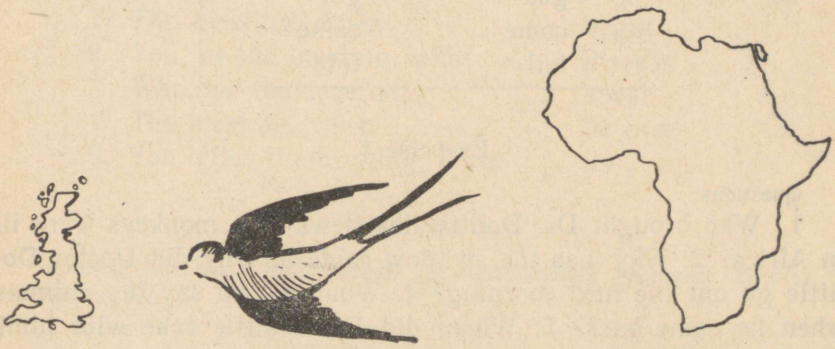
Questions:

1. Where will Nell and Maggie go? 2. Will they go there by tram? 3. Will they be back for lunch? 4. What will they have for lunch? 5. Why will they take a camera with them? 6. Why will Kitty not go with them?

## LESSON FORTY-NINE.

### DR. DOLITTLE'S JOURNEY TO MONKEYLAND.

### I



One **evening** in December a **swallow brought** Dr. Dolittle **the news** that many monkeys were ill in Africa. The swallow was very cold, but **soon** she **got warm** in Dr. Dolittle's home. "Won't you go to Africa and help the monkeys?" asked the swallow.

The **next** morning the Doctor woke up **early.** He wanted to **get** a ship for his journey. So he went out. He soon came back and said to the animals, "We can go to Africa. A sailor will give me his ship."

The Doctor decided to take the parrot, Polynesia, the monkey, Chee-Chee, the dog, Gip, the duck, Dab-Dab and the pig, Gab-Gab with him. The parrot and the monkey were very glad to go to Africa. It was their home country, and they had many friends there.

The journey **lasted** six **long** weeks. On their way to Africa they saw many interesting things. At last they arrived in Monkeyland. It was very hot there. There were many monkeys everywhere in the trees. When they saw the Doctor, they cried "Hurrah!" and jumped down to the ground. They told the Doctor that hundreds and thousands of monkeys were ill in Monkeyland.

Grammar.

## Past Indefinite.

| Infinitive | Past Indefinite |
|---|---|
| bring | brought |
| get | got |
| come | came |
| tell | told |

### Exercise 1.

Questions:

1. Who brought Dr. Dolittle the news that monkeys were ill in Africa? 2. Why was the swallow cold? 3. Why did Doctor Dolittle go out the next morning? 4. What did he say the animals when he came back? 5. Whom did Dr. Dolittle take with him? 6. Why were the parrot and the monkey happy to go to Africa? 7. How long did the journey last? 8. Where did they arrive at last? 9. What did the monkeys do when they saw Dr. Dolittle? 10. What did they tell him?

### Exercise 2.

Kasutage küsimuste moodustamisel lihttulevikku; pöörake tähelepanu sõnade järjekorrale küsilausetes.

Näide:

| | | I | II | III |
|---|---|---|---|---|
| | | The doctor | will come | at two |
| | 0 / Will | the doctor | come | at two? |
| ? / When | will | the doctor | come? | |
| | | Who | will come | at two? |

Üldküsimused.

| | |
|---|---|
| 1. You, a meeting, tomorrow | have |
| 2. The teachers, at the meeting | be present |
| 3. The meeting, at ten | begin |

b) Eriküsimused.

| | |
|---|---|
| 1. The meeting, when | begin |
| 2. You, at the meeting, what | discuss |
| 3. Who, at the meeting | speak |
| 4. The meeting, when | be over |
| 5. You, after the meeting, what | do |

### Exercise 3.

Pöörake olevikus, lihtminevikus ja lihttulevikus jaatavas, küsivas ja eitavas vormis:

I come from school at two.

### Exercise 4.

Täitke lüngad määrava või umbmäärase artikliga, kus vajalik:

1. One day — sailor was on his way to — town in Africa. 2. He had — bag with him. 3. There were — caps in — bag. 4. The sailor went through — forest. 5. — day was hot, and — sailor was tired. 6. He put his bag on — ground, took out — cap and put it on his head. 7. Then he lay down under — tree and went to sleep. 8. When he woke up, — bag was empty. 9. He heard a noise and saw that there were — monkeys in the trees. 10. — monkeys had — red caps on their heads. 11. When — sailor took off his cap and threw it on — ground, — monkeys took off their caps too and threw them on the ground.

## LESSON FIFTY.

### DR. DOLITTLE'S JOURNEY TO MONKEYLAND.

II

Dr. Dolittle said to the monkeys, "**Build** a big house with **grass** walls for the **sick** monkeys. Build **another** house for me and my friends."

Now the Doctor worked day and night. The monkeys helped him. But so many monkeys were ill that many other animals also came to help them.

Soon all the monkeys were **well** again, and there were no sick monkeys in Monkeyland. Now the doctor decided to go back to England.

"Why does the good man want to leave us?" asked the monkeys.

But **nobody** knew.

"We must go and ask him to stay with us," said the great **Gorilla.**




The monkeys went to the Doctor's house. "Please stay with us," they said to the Doctor. "We shall build you a new house, we shall make you a better bed, we shall give you **everything that** you **need."**

The Doctor answered, "I must go back to England. I must **pay** the sailor who gave me the ship when I needed it for the journey."

When the Doctor was ready to leave, the monkeys **invited** him to dinner. They had many good things to eat: fruit, **honey, nuts.**

After dinner the Doctor said, "I am **sorry** that I must leave you. Don't **forget** me. I **hope** you will always be happy."

Pronunciation Exercise.

**Helilised ja helitud kaashäälikud.**

Don't forget to invite the doctor to dinner.

Grammar.

**1. Past Indefinite.**

| Infinitive | Past Indefinite |
|---|---|
| build | built |
| know | knew |

**2. Imperative (Käskiv kõneviis).**

| | |
|---|---|
| Jaatav vorm | Go there. |
| Eitav vorm | Don't go there.<br>Do not go there. |

**Exercise 1.**

Questions:

1. What did the monkeys build? 2. Why did the Doctor work day and night? 3. Who helped him? 4. When did the Doctor decide to leave Monkeyland? 5. Did the monkeys know why he wanted to leave? 6. What did the great Gorilla say? 7. Did the Doctor stay in Monkeyland? 8. Was the Doctor sorry to leave Monkeyland?

**Exercise 2.**

Use the Present Indefinite or the Future Indefinite:

1. We need another chair. There is a **chair** in my room. Who (bring) it here? 2. Paul has his music lessons on Tuesdays, but next Tuesday he (have) no lesson. 3. Maud is a good singer. She (sing) some English songs at our party on May Day. 4. Comrade Fletcher is a good worker. He always (do) his work well.

5. Mr. Jobson is a shopman. He (sell) geese. 6. We want to buy a goose for Sunday dinner. We (buy) it at Mr. Jobson's shop. 7. My grandparents are very old. I often (go) to see them. 8. Our grandmother is ill. We (go) to see her tomorrow.

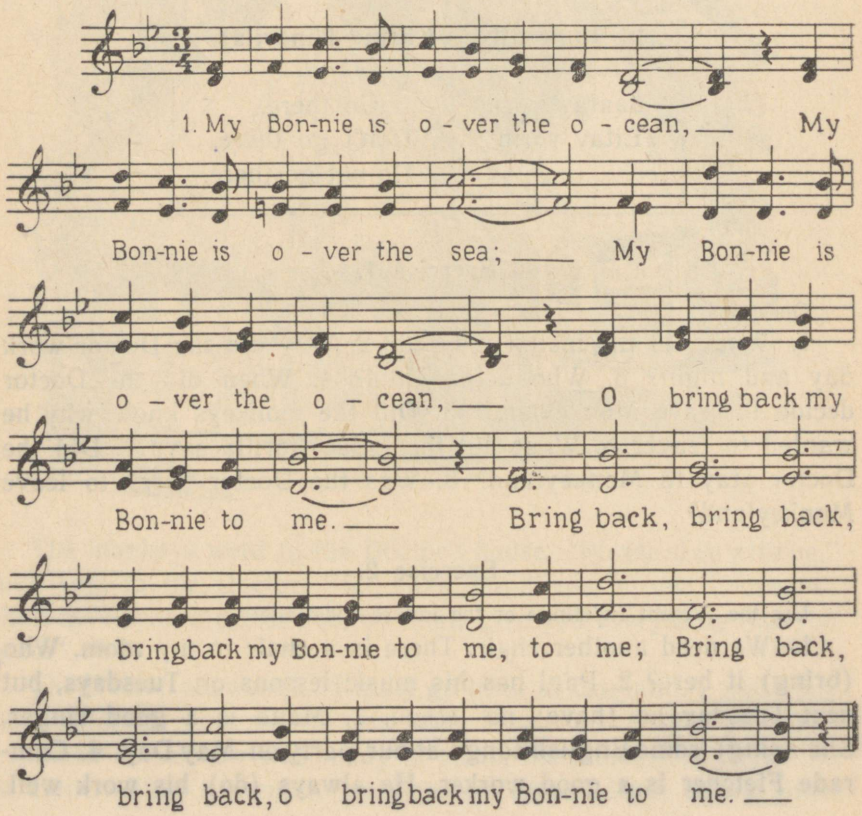
### Exercise 3.

Translate into English:

1. Loe seda raamatut, ta on huvitav! 2. On hilja, ära mine sinna! 3. Mine ja osta leiba, võid ja juustu! 4. Ära pane oma asju lauale; lõuna on valmis, kata laud! 5. Ära paki oma asju, me ei sõida (go) homme Brightonisse (ingl. k. kohamäärus, ajamäärus)! 6. Aidake teda, ta on väga väsinud!

## LESSON FIFTY-ONE.

### MY BONNIE.



O **blow, ye winds**, over the **ocean**,
And blow, ye winds, over the sea,
O blow, ye winds, over the ocean,
And bring back my Bonnie to me.

Bring back, bring back,
Bring back my Bonnie to me, to me;
Bring back, bring back,
O bring back my Bonnie to me.

## Reading Exercise.

Lugege järgmised sõnad, mida ei loeta lugemisreeglite kohaselt.

Monday, Tuesday, Wednesday, Thursday
eleven, present, clever, forest
poor, program, patriotic, great
both, beautiful, journey, through
answer, autumn, half, buy

## Grammar.

### 1. Past Indefinite.

| Infinitive | Past Indefinite |
|---|---|
| begin | began |
| become | became |

### 2. Artikli puudumine.

1. John Dolittle, Africa, England, London, Bond Street, English
2. spring, April, Thursday
3. breakfast

Artiklit ei tarvitata:

1. pärisnimedega, maade, linnade, tänavate ja keelte nimetustega;
2. aastaaegade, kuude ja päevade nimetustega;
3. einete nimetustega.

### Exercise 1.

Make up sentences with the words:

1. Tuesday, 2. Dover, 3. America, 4. autumn.

### Exercise 2.

Use the Present Indefinite, Past Indefinite or Future Indefinite:

I

Many years ago there (be) a boy who (want) to become a sailor. One day he (go) to his father and (say), "Father, I (want) to go to sea." "No," (say) the boy's father. "You (be) only twelve years old. You must go to school." But the boy (not + go) to school. He (run) away from his parents and (go) to sea.

II

The weather (be) fine, and the boy (be) happy. But soon the wind (begin) to blow. The ship (go) up and down, up and down. The boy (become) **seasick.** He (say), "I (not + want) to become a sailor. I (go) home to my parents."

When he (come) home, he (go) back to school and (study) **hard.** Some years (pass). One day the boy's father (take) him out to sea. When they (be) on the ship, the boy (say), "I still (like) the sea."

He (become) a sailor and (like) his work very much.

### Exercise 3.

[k]

**c, ck** or **k.**

pa—, o'clo—, ba—;
—ill, —a—e, li—e, too—;
—ap, musi—, —loud, —ounter.

## LESSON FIFTY-TWO.

### AT THE CLUB.

I

Kaarel Kippar works at **a toy** factory. His friends Tanel Toom and Villem Nurk work at the **same** factory. They work seven hours a day, from seven in the morning to three in the afternoon. From



twelve to one they do not work, it is the lunch hour. They have lunch at the lunch-room.

Now it is five o'clock. Kaarel Kippar, Tanel Toom and Villem Nurk are at the factory club. At the club they have **a hall** for meetings and parties, **a library** and two rooms where the workers can take a rest after working hours. Here they can read **newspapers,** play chess or **listen to the radio.**

Look at the room in the picture. It is a light room with a large window; the window is **shut.** The **door** to the music room is **open.**

There are ten workers in the room, six men and four **women.** Kaarel Kippar and Villem Nurk are playing chess. What is Tanel Toom doing? He is listening to Urve Padrik, who is reading a **letter.** It is a letter from **India.** In 1955 Urve was in India together with some other workers. Now she has some friends in India. Urve often gets interesting letters from her **Indian** friends.

A girl is coming from the music room. She is Tanel Toom's sister. Her name is Linda Toom. She has a newspaper in her hand. Her friend Aino Rand is taking a newspaper from the table. She knows that there is **an** interesting **article** on **the international situation** in it and wants to read the article.

Grammar.

**Infinitive: read.**

Present Continuous (Kestev olevik).

| Affirmative | Interrogative | Negative |
|---|---|---|
| I am reading (now)<br>you are reading<br>he is reading<br>she is reading<br>it is reading<br>we are reading<br>you are reading<br>they are reading | Am I reading? | I am not reading |

Present Continuous moodustatakse abitegusõna **be** oleviku ja põhitegusõna **-ing** vormi abil.

-ing vorm: infinitiiv + ing.

Näit.: read — reading; kuid: come — coming, sit — sitting.

Üldküsimusele ja alusele suunatud küsimusele antakse lühivastus:

'Are you 'reading, Grace[2]? 'Yes[1], I 'am[1]. 'No, I am 'not. 'Who is 'reading[1]? 'I am[1].

**Ajavormide Present Continuous ja Present Indefinite tarvitamine.**

| Present Continuous | Kestev olevik |
|---|---|
| Fred is reading an English book (now). | .....loeb praegu... |

Present Continuous väljendab tegevust, mis toimub olevikus ja kestab kõnesoleval momendil või perioodil.

| Present Indefinite | Olevik |
|---|---|
| 1. Fred reads English books. | ... loeb ... (oskab lugeda). |
| 2. Fred reads English books every day. | ...loeb iga päev (korduv tegevus). |
| 3. Fred goes to the table, takes his book and begins to read. | ...läheb, võtab ...ja hakkab lugema (mitu üksteisele järgnevat tegevust). |

Present Indefinite väljendab üldiselt asetleidvat tegevust, korduvat tegevust või mitut üksteisele järgnevat tegevust.

Pöörake kestva oleviku jaatavas, küsivas ja eitavas vormis: I am doing my lessons (now).

**Exercise 2.**

Use the Present Continuous:

| | |
|---|---|
| 1. Where are the children? They ... in the garden. They ... their lessons. | play<br>not + do |
| 2. What are you doing? I ... an exercise. | write |
| 3. It is half past seven. There are many pupils in the street. They ... to school. | go |

| | |
|---|---|
| 4. Listen! The bell ... . | ring |
| 5. It is a quarter to two. The children ... the schoolhouse. | leave |
| 6. Look at the boys. They ... . | fight |
| 7. Where is James? He ... his things in his room. He ... in the field. | pack<br>not + work |
| 8. Jane ... in the dining-room. Where is she? | not + lay the table |
| She ... Mother in the kitchen. | help |

### Exercise 3.

Give short answers:

At the Lesson.

1. Who is reading the questions? Bert —.
2. Who is writing the questions on the blackboard? Peter —.
3. Are the other pupils writing the questions too? Yes, they —.
4. Are you writing the questions? Yes, I —.
5. Who is looking at the text on the blackboard? The teacher —.

### Exercise 4.

Täitke lüngad nõutavate isikuliste või omastavate asesõnadega:

1. Kaarel Kippar is a worker. Tanel Toom is — friend. Can you see — in the picture?
2. Urve Padrik is reading a letter. — comrades are listening to —.
3. Linda Toom is coming from the music room. Tanel Toom is — brother.
4. Aino Rand is a good girl. Linda Toom likes —.

## LESSON FIFTY-THREE.

### AT THE CLUB.

II

Questions:

1. How many rooms do you see in the picture?
2. Is the door to the music room shut?
3. How many windows are there in the room?

4. How many men do you see in the picture?
5. How many women do you see in the picture?
6. Who is reading a letter?
7. Who is listening to Urve?
8. Who is playing chess?
9. Who is coming in from the music room?
10. Who is taking a newspaper from the table?
11. How many workers are standing at the window?
12. What are they doing? They are looking out of the window. They **are waiting for** their friends. They will go to a basketball match together.
13. What do you see on **the bookcase**? We see **a vase** of **flowers.**
14. What do you see in the music room? We see **a piano** and a chair.
15. Who is sitting at the piano?
16. Who is standing at the piano?
17. What is the **young** man doing?

Pronunciation Exercise.

[ɛə]

Clare, Sarah, Mary, parents, chair, where, there.
Where are Clare, Sarah, Mary and their parents?

**Exercise 1.**

Moodustage puuduvad laused:

1. + Frank is reading a newspaper.
   — . . . . . .
   ? . . . . . ?
2. + . . . . . .
   — . . . . . .
   ? Are the workers discussing the article on the international situation?
3. + . . . . . .
   — The women are not looking at the things on the counter.
   ? . . . . . ?

4. + They are choosing hats.
   — . . . . . .
   ? . . . . . ?
5. + . . . . . .
   — Mabel and Tony are not dancing in the hall.
   ? . . . . . ?

## Exercise 2.

Present Indefinite or Present Continuous.

| | |
|---|---|
| 1. How do you do, Comrade Blake? Where . . . you . . . ? I . . . to the station. | go |
| 2. Look! Some boys . . . to the boat. | run |
| 3. Maud . . . the letter out of her bag, . . . it and . . . to read it to her friends. | take, open begin |
| 4. This pupil . . . English well. | speak |
| 5. Do you know the young man who . . . in the music room? | sing |
| 6. We . . . the newspapers every day. | read |
| 7. What . . . you . . . ? I . . . honey and nuts. I always . . . them at this shop. | buy |
| 8. . . . you . . . for me? No, I . . . for my brother. | wait |

## Exercise 3.

Translate into English:

1. Lastele meeldivad mänguasjad. 2. See naine töötab mänguasjade vabrikus. 3. Ta töötab seitse tundi päevas. 4. Meil on viis inglise keele tundi nädalas. 5. Kas sulle meeldib see artikkel? 6. Kas uks on suletud? Ei, ta on lahti. 7. Kas see noormees tantsib hästi? Jah.

## Exercise 4.

Täitke lüngad umbmäärase või määrava artikliga, kus vajalik:

— swallow brought Dr. Dolittle the news that many monkeys were ill in Africa.

"Won't you go and help — monkeys?" asked — swallow.

— Doctor needed a ship for his journey.

— sailor gave him his ship.

— journey lasted six weeks.

When the Doctor arrived in Monkeyland, he said to the monkeys, "Build — big house for — sick monkeys."

When — monkeys were well again, the Doctor said, "I must go back to England. I must pay — sailor for — ship."

## LESSON FIFTY-FOUR.

### A SPRING DAY IN ENGLAND.



a lake



a road



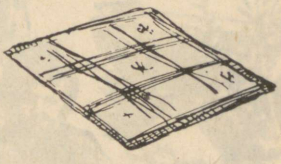
a garden-seat.



grass and flowers



a bottle of milk



a cloth



a tin

colours: blue, brown

This is the picture of an English park on a spring day.

1. What do you see in the park?
2. What do you see in the sky?
3. Whom do you see in the picture?
4. What colour is the water of the lake?



5. What colour is the sky?
6. What colour is the grass?
7. What colour are the flowers?
8. How many children do you see **near** the big old tree?
9. Where are the boys sitting?
10. What is one of the boys doing?
11. What is there on the ground near the tree?
12. What is a girl taking out of the lunch-basket?
13. What are two girls putting on the white cloth?
14. Who is standing near the lake?
15. What has the boy with him?
16. What is he doing?
17. What is there near the boy with the camera?
18. Who are sitting on the garden-seat?
19. What are the girls doing?
20. Who is walking **along** the road?
21. Is it a fine day?
22. Are the children having a good time?

Grammar.

**1. Omadussõnade võrdlemine.**

The red pencil is long.
The yellow pencil is long**er.**
The black pencil is **the** long**est.**

Pange tähele: big — bigger — the biggest;
happy — happier — the happiest.

Võrrelge: gay — gayer — the gayest.

Ühesilbilised omadussõnad ja osa kahesilbilisi omadussõnu moodustavad kesk- ja ülivõrde sufiksite **-er** ja **-est** abil.

| beautiful — more beautiful — the most beautiful |
|---|

Mitmesilbilised omadussõnad moodustavad kesk- ja ülivõrde **more** ja **most** abil.

Ülivõrdega kasutame määravat artiklit, näit.: the youngest brother; kuid: my youngest brother, Jane's youngest brother.

Keskvõrdega kasutame võrdlemisel sidesõna **than** (kui): Charles is younger than William. Basketball is more interesting than volleyball.

### 2. Much, many; little, few.

Sõnu *much* ja *little* tarvitame nimisõnadega ainsuses.
Näit.: much water — palju vett; little water — vähe vett.
Sõnu *many* ja *few* tarvitame nimisõnadega mitmuses.
Näit.: many cups — palju tasse; few cups — vähe tasse.

### Exercise 1.

Tarvitage omadussõnu kesk- või ülivõrdes:

1. In winter the nights are ... (long) than the days. 2. Which is the ... (cold) month of the year? 3. The Black Sea is ... (large) than the Red Sea. 4. Which is the ... (interesting) article in the newspaper? 5. Is your brother ... (old) or ... (young) than you are? 6. Dick is the ... (young) child in the family.

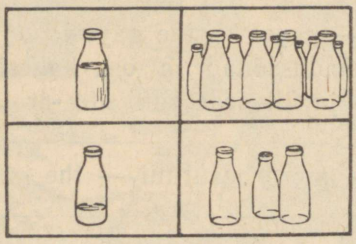
### Exercise 2.

Translate into English:

1. Mis värvi on sinu uus kleit? Ta on sinine. 2. Mis värvi on Williami kingad? Nad on pruunid. 3. Mis värvi on teie klassi seinad? Nad on rohelised. 4. Minu toa aknad on lahti. 5. Kus on Fanny lilled? 6. Osta pudel piima! 7. Anna mulle tass kohvi! 8. Võta tükk leiba! 9. Anna talle tükk paberit! 10. Johnil on aias kast õunu.

### Exercise 3.

Much, many; little, few:



much milk  many bottles
little milk  few bottles

1. — grass, 2. — flowers, 3. — coffee, 4. — sugar, 5. — time, 6. — lakes, 7. — sandwiches, 8. — ink.

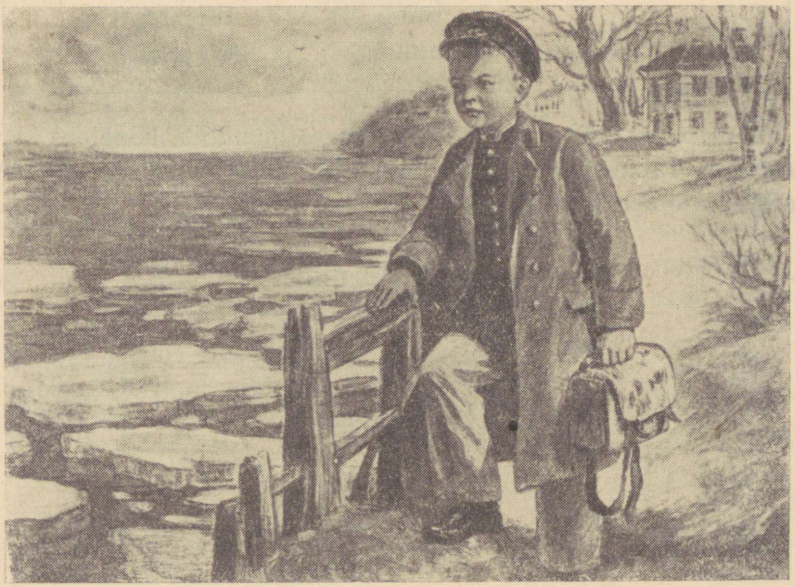
## LESSON FIFTY-FIVE.

### VLADIMIR ILYICH LENIN.

Our great **leader** Vladimir Ilyich Lenin was born in Simbirsk on April 22, 1870. There were six children in the family. Volodya had two brothers and three sisters. He was very **fond of** his elder brother Sasha.

Little Volodya was a very good pupil at school. At home he studied music and **foreign** languages with his mother. Volodya was a **lively** boy. After school hours he liked to **run about** in the garden and to play games.

In 1887 Vladimir Ilyich **entered** Kazan **University,** but he could not **finish** it.



When V. I. Lenin was a **student,** he studied the works of Marx and Engels and the **conditions** of **the working class** in **Russia.** In 1900 he **founded** the newspaper "Iskra". The workers read the paper with great **interest.** "Iskra" helped V. I. Lenin to found the Bolshevik **Party,** which **led** the working class to victory in 1917.

Workers of the **whole** world know and **love** V. I. Lenin.

Reading and Pronunciation Exercise.

w + or

work, worker, word, world, worse, worst.

Grammar.

**1. Omadussõnade võrdlemine.**

*Ebareeglipärased võrdevormid.*

| Algvõrre<br>Positive | Keskvõrre<br>Comparative | Ülivõrre<br>Superlative |
|---|---|---|
| good | better | the best |
| bad | worse | the worst |
| old | older | the oldest |
| | elder | the eldest |

Vorme **elder, the eldest** tarvitame eestäiendina, kõneldes sama perekonna liikmete vanusest, näit.: **my elder brother,** kuid: My brother is **older than** I am.

**2. Past Indefinite.**

| Infinitive | Past Indefinite |
|---|---|
| read [iː] | read [e] |
| lead | led |

**Exercise 1.**

Questions:

1. When was V. I. Lenin born? 2. Where was he born? 3. How many brothers and sisters had he? 4. What was his elder brother's name? 5. With whom did Vladimir Ilyich study music and foreign languages? 6. Was Vladimir Ilyich a good pupil at school? 7. What did he like to do after school hours? 8. What university did Vladimir Ilyich enter in 1887? 9. Could he finish Kazan Univer-

sity? 10. **Whose** works did he study when he was a student? 11. What newspaper did he found? 12. Who read "Iskra" with great interest? 13. In what year did he found the Bolshevik Party? 14. Whom did V. I. Lenin and the Bolshevik Party lead to victory?

### Exercise 2.

Ask questions:

1. *The workers read* "Iskra" with great interest. 2. In Kazan Vladimir Ilyich Lenin studied the works *of Marx and Engels.* 3. Workers of the whole world know and love *Vladimir Ilyich Lenin.* 4. Volodya studied foreign languages *with his mother.* 5. The workers listened to *V. I. Lenin* with great interest.

### Exercise 3.

Fill in the blanks with the Comparative or Superlative:

| | |
|---|---|
| 1. Jim is ... pupil in his class. | good |
| 2. Jane's classwork was ... than Dick's. | good |
| 3. You have so many things. You must take a ... suit-case. | big |
| 4. The weather is cold. Put on a ... coat. | warm |
| 5. Last Tuesday was ... day in April. | warm |
| 6. The weather was ... in the morning than it is now. | bad |
| 7. I saw your ... sister in the park. | old |
| 8. Is Ned ... than Fred? | old |

### Exercise 4.

Form nouns to the following verbs:

Example: work — work**er.**

1. lead, 2. teach, 3. play, 4. sing, 5. help, 6. found, 7. write, 8. speak.

### Exercise 5.

Present Indefinite, Present Continuous or Future Indefinite:

| | |
|---|---|
| 1. The children ... to Brighton next summer. | go |
| 2. My friend ... well. | swim |

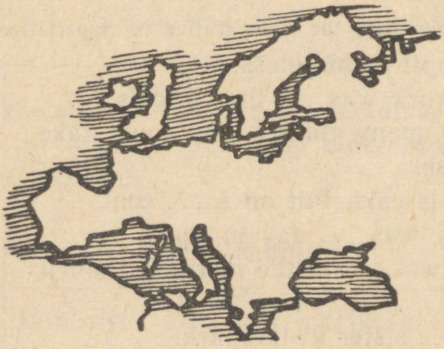
| | |
|---|---|
| 3. It is three o'clock. Clare ... to her music lesson. | go |
| 4. Father always ... the newspaper in the evening. | read |
| 5. Rose cannot go out with you, she ... her lessons. | do |

## LESSON FIFTY-SIX.

### CAPTAINS COURAGEOUS.

(After R. Kipling).

I



It was May. Harvey Cheyne, an American boy of fifteen, and his mother were on a ship that was going to **Europe.** Everybody on the boat knew that Harvey's father was a very **rich** man, because Harvey talked about it so much.

One day Harvey **smoked a strong cigar;** it made him sick and he fell into the sea.

When he opened his **eyes,** he saw that he was lying on a bed in a small room. There was only a table and a bed in it. The room **smelled** of fish. When Harvey listened, he heard the noise of **water** near him.

"Where am I?" asked Harvey. A boy, who was sitting in a corner of the room, came up to Harvey.

"Who are you?" asked Harvey.

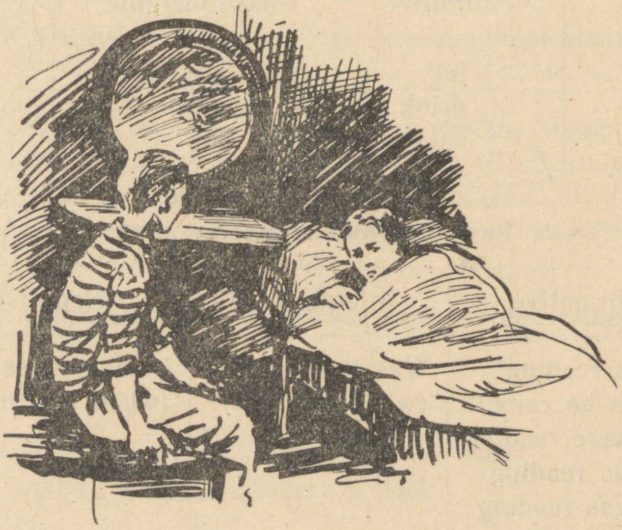
"I am Dan Troop," said the boy. "My father is the captain of this boat. I am the cook's helper and I do the dirty work on the boat. One of our men **pulled** you out of the water yesterday. I am glad you are better now. Will you have some coffee?"

He brought a cup of coffee and a plate of sandwiches.

"Isn't there any milk?" asked Harvey.

"Well, no," said the boy. "We are on a boat. There will be no milk for many months."

Harvey was hungry. He **drank** the coffee and ate the sandwiches.



"Tell me now, how did you fall into the sea?" asked Dan.

"There was **a storm** and I was seasick," said Harvey.

"A storm? There was no storm yesterday," said Dan. "Now, dress **quickly. Dad** wants to see you. He is waiting for us on **deck**."

"Your dad can come down here, if he wants to talk to me. Tell him to take me to New York **at once.** I'll pay him."

"Dad," cried Dan, "he says that you must come down, if you want to see him. Do your hear, dad?"

"**Send** him to me at once," came the answer, and Harvey knew that he had to **obey.** When he went up, he decided to tell the captain how rich his father was.

## Reading Exercise.

Lugege järgmised sõnad lugemisreeglite kohaselt:

| | | | |
|---|---|---|---|
| rich, | smoke, | strong, | drink |
| storm, | send, | quick, | dad |
| deck, | 'pocket, | face, | shout |
| turn, | try, | clean, | proud |

## Grammar.

### 1. Past Indefinite.

| Infinitive | Past Indefinite |
|---|---|
| fall | fell |
| drink | drank |
| eat | ate |

### 2. Past Continuous (Kestev minevik).

| Affirmative | Interrogative | Negative |
|---|---|---|
| I was reading[1] (when he came).<br>you were reading<br>he was reading<br>she was reading<br>it was reading<br>we were reading<br>you were reading<br>they were reading | Was I reading[2] (when he came)? | I was not reading[1] (when he came). |

Past Continuous moodustatakse abitegusõna **be** lihtmineviku ja põhitegusõna **-ing** vormi abil.

Üldküsimusele ja alusele suunatud küsimusele antakse lühivastus:

'Was 'Dick 'reading[2] when you 'came[2]? 'Yes[1], he 'was[1]. 'No, he 'wasn't[1].

'Who was 'speaking[1] when you 'came[1]? 'John was.

## Ajavormi Past Continuous tarvitamine.

| Kõnesolev moment minevikus | Past Continuous |
|---|---|
| 1. At five o'clock | Ann was doing her lessons. |
| Kell viis tegi Ann parajasti koolitööd. | |
| 2. It was evening. | Ann was doing her lessons. |
| Oli õhtu. Ann tegi parajasti oma koolitööd. | |
| 3. When Lilly came in, | Ann was doing her lessons. |
| Kui Lilly astus tuppa, tegi Ann parajasti koolitööd. | |

Past Continuous väljendab minevikus toimuvat tegevust, mis oli kõnesoleval momendil või perioodil alles lõpetamata.

Kõnesolevat momenti minevikus võivad väljendada: 1. ajamäärus, 2. aega tähistav lause, 3. teine tegevus minevikus (Past Indefinite).

Past Continuous tõlgitakse eesti keelde lihtminevikuga.

### Exercise 1.

Pöörake mineviku jaatavas, küsivas ja eitavas vormis:

I was writing a letter at seven o'clock.

### Exercise 2.

Moodustage puuduvad laused:

1. \+ We were taking our breakfast at eight.
   — . . . . . .
   ? . . . . . ?
2. \+ . . . . . .
   — . . . . . .
   ? Was Jack going to school when you saw him in the street?
3. \+ . . . . . .
   — Mary was not playing the piano when Clare entered the room.

? . . . . . ?

4. + . . . . . .

— . . . . . .

? Were the girls packing their things at eleven?

### Exercise 3.

Questions:

1. Where were Harvey and his mother going? 2. What month was it? 3. How old was Harvey? 4. What do you know about his father? 5. Why did Harvey become sick one day? 6. What happened to him? 7. Where was he when he opened his eyes? 8. Whom did he see in the room? 9. What was the boy's name? 10. What was the boy's father? 11. What did Dan bring Harvey? 12. Who was waiting for Harvey on deck? 13. What did Harvey decide to tell the captain?

### Exercise 4.

Translate into English:

1. Eile oli torm. 2. Meie olime merehaiged. 3. Kapten oli tekil. 4. Riietu kiiresti! 5. Lähme sinna kohe! 6. Ärge suitsetage siin! 7. Tooge mulle tass kohvi ja võileibu! 8. Söö seda kooki; see on väga hea. 9. Kas te joote kohvi? 10. Viige Harvey New Yorki! 11. Poiss kuulas kapteni sõna.

## LESSON FIFTY-SEVEN.

### CAPTAINS COURAGEOUS.

### II

Captain Troop was standing on deck and waiting for Harvey.

"Good afternoon, young man," said the captain. "Now let us hear all about you. What is your name? Where do you come from?"

Harvey gave his name, the name of the boat and asked the captain to take him back to New York at once.

"Do you know who my father is?" asked the boy. "He is one of the richest men in New York. Everybody in America knows Harvey Cheyne."

And then he asked, "When shall we **get** to New York?"

"In September," said the captain. "We are working here for our bread, and we'll go back to **shore** in autumn."

Harvey put his hand in his **pocket.** He wanted to take out his money and show the captain that he could pay him. But he **found** only some **wet** cigars.

"Give me back my money. I had a hundred and thirty-five **dollars** in my pocket," said Harvey to the captain.

Old Troop's **face** suddenly **changed.**

"Young man, where did you get one hundred and thirty-five dollars?" he asked.

"It was part of my pocket-money that my father gives me every month," answered the boy.

"Oh! One hundred and thirty-five dollars is only part of your pocket-money for one month! We don't see half of a hundred dollars in a month. **We can't** go back, it is the fishing season. You will stay here and help Dan. **A little** work will do you good. I shall give you ten and a half dollars a month."

"Take me to New York at once," **shouted** Harvey. "My father will give you **enough** money to pay for this dirty boat. And you **owe** me a hundred and thirty-five dollars."

After that everything happened very quickly. The next minute Harvey was lying on the deck, and the captain was looking down at him.

"Now his head will be **clearer**," said Captain Troop to Dan. Then he **turned** and went to his **cabin.**

Grammar.

**Past Indefinite.**

| Infinitive | Past Indefinite |
|---|---|
| find | found |

Pronunciation Exercise.

[s], [z], [ʃ], [ʒ], [tʃ], [dʒ]
courageous, captains courageous
sea, shore, seashore
fish, season, fishing season
change, changed, changes
The captain's face changed.

## Exercise 1.

Questions:

1. Where was Captain Troop waiting for Harvey? 2. What did Harvey ask Captain Troop to do? 3. Could Captain Troop take him back at once? 4. Why not? 5. Why did Harvey put his hand into his pocket? 6. Was there any money in his pocket? 7. What did Harvey say to the captain? 8. Did Harvey get much pocket-money? 9. Did Captain Troop and his men get half of a hundred dollars a month? 10. Did Harvey want to work on the boat?

## Exercise 2.

Use the Past Indefinite or the Past Continuous.

| | |
|---|---|
| 1. The boy knew that the captain ... for him. | wait |
| 2. When he came on deck, the captain ... to one of his men. | talk |
| 3. The boy became sick and ... into the water. | fall |
| 4. One of the sailors pulled Harvey out of the water and ... him to his cabin. | take |
| 5. Captain Troop became angry, he ... and ... to his cabin. | turn, go |
| 6. It was evening. The men ... in their cabin. One of them ... a newspaper, the others ... to him. | sit<br>read, listen |

## Exercise 3.

Translate into English:

1. Kuidas teie nimi on? 2. Minu nimi on Mary Brown. 3. Sa pead oma nägu pesema, Becky; ta on must. 4. Kas su käed on märjad? 5. Võtke käed taskust välja! 6. Ärge pange käsi taskusse! 7. Oli sügis; oli külm ja märg. 8. Sügisel tuleb meie laev tagasi (Future). 9. Millal me jõuame koju? Me jõuame koju kell $^1/_4$9 (Future).

## Exercise 4.

Tarvitage omadussõnu keskvõrdes:

1. May is ... (warm) than April. 2. In April the days are ... (long) than in March. 3. It is ... (cold) today than it was yesterday. 4. In Africa it is ... (hot) than in England. 5. Is America ... (large) than Africa? 6. Is Tartu ... (small) than Tallinn? 7. In summer our town is ... (beautiful) than in autumn.

### Exercise 5.

Tarvitage omadussõnu ülivõrdes:

1. Show us the ... (beautiful) places in your town. 2. Give me the ... (small) piece of cake. 3. Susan is the ... (nice) girl in the class. 4. How old is your ... (young) brother? 5. What is there in the ... (big) box? 6. Which was the ... (interesting) match on Friday?

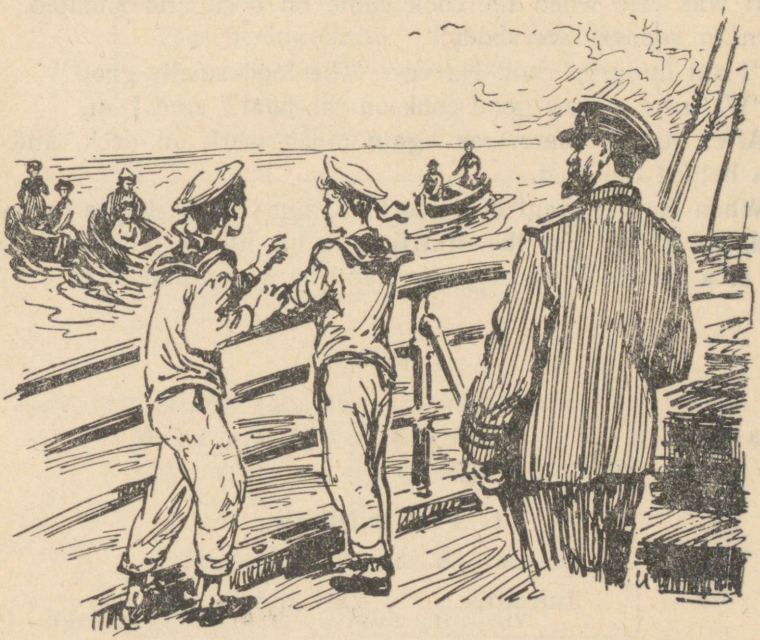
## LESSON FIFTY-EIGHT.

### CAPTAINS COURAGEOUS.

### III

Some minutes passed. Harvey **sat up** and looked at Dan.

"You made dad angry," said Dan. "We know **nothing** about your money."



"How **foolish** I was," said Harvey. "I **lost** my money in the water, of course. Where is your father?"

"In his cabin," answered Dan. When Harvey entered the captain's cabin, he said, "I am here to say that I **am sorry,** captain."

"**That's all right**," said Captain Troop. "Now go and help Dan. The men will be back soon."

"I shall **try** to work," said Harvey. "Only it is very new to me."

Soon the fishing boats began to arrive. Dan and Harvey helped the men to **empty** the boats and to pull them up on deck.

"Ah-ha," said Manuel, one of the men to Harvey. "You are quite well now. This time **last night the fish** were fishing for you. Now you are fishing for the fish."

"Manuel is the man who **saved** your life," said Dan.

"I could not leave him in the sea, of course," said Manuel. "Dan, my boy, **clean** the boat for me, it is dirty."

Harvey turned to Manuel.

"**May I** clean the boat for you?" he asked.

Dan showed Harvey how to wash a boat and Harvey worked hard for about an hour.

It was late when the cook came on deck and shouted. "Sit down to **supper**, everybody."

"I am hungry," said Harvey. "The food smells good."

"We have a very good cook on the boat," said Dan.

After supper there was again much work on deck, and the boys helped the men.

When Harvey went down to his cabin that night, he was very tired, but happy. **For the first time** in his life he felt that he was one of **a group** of working men, and he was **proud** of it.

Grammar.

**1. Past Indefinite.**

| Infinitive | Past Indefinite |
|---|---|
| sit | sat |
| make | made |
| lose | lost |
| feel | felt |

## 2. Modal Verbs (Modaaltegusõnad).

*Can.*

| Present Indefinite | Past Indefinite |
|---|---|
| I can | I could |
| I cannot, I can't | I could not, I couldn't |
| Can I? | Could I? |

C a n väljendab oskust või võimelisust teatud tegevuseks:
Harvey can swim. Harvey oskab (suudab) ujuda.
We can do it today. Me võime seda täna teha.

*Must.*

| Present Indefinite | Past Indefinite |
|---|---|
| I must | — |
| Must I? | — |

M u s t väljendab tegevuse teostamise vajadust:
You must do it at once.
Sa pead seda kohe tegema.

*May.*

M a y tarvitatakse lubamise väljendamiseks:
May I go out? Yes, you may.
Kas ma tohin välja minna? Jah, tohid.

### Modaaltegusõnade iseärasused.

1. Modaaltegusõnadel puudub infinitiiv.
2. Modaaltegusõnu c a n, m a y, m u s t tarvitatakse koos põhitegusõna infinitiiviga:

L i l l y c a n s p e a k English.
D a n m u s t t r a n s l a t e the text.
M a y I h e l p you?

Põhitegusõna infinitiivi ees ei tarvitata pärast modaaltegusõnu partiklit to.

3. Modaaltegusõnade oleviku ainsuse 3. pöördes puudub lõpp -s:

He can swim.
She must go to the doctor.

### Exercise 1.

Fill in the blanks with can, may, must.

1. It is very cold. You — put on a warm coat. 2. Lembit knows English well. He — read English books. 3. There is a piece of cake in the kitchen. — I take it, Mother? 4. You have many mistakes in your dictation, Nelly. You — write the dictation again. 5. Phil cannot come today; — he come tomorrow? 6. I can't translate the text. Who — help me? 7. You — obey your mother.

### Exercise 2.

Questions:

1. Did Captain Troop and Dan know anything about Harvey's money? 2. What did Harvey say when he entered the Captain's cabin? 3. What did the captain answer? 4. Did Harvey want to work now? 5. Whom did he help? 6. What did the men do? 7. Whose boat was dirty? 8. Whom did Manuel ask to clean his boat? 9. Who cleaned it? 10. Why was Harvey glad when supper was ready? 11. What did the men and the boys do after supper? 12. Why was Harvey proud that night?

### Exercise 3.

Put into the Past and Future Indefinite:

1. Mike goes to see his friend every day. 2. The captain is on deck at twelve. 3. He takes the train to Leeds every Saturday. 4. My friend helps me with my English every day.

### Exercise 4.

Give the Past Indefinite:

a) work, happen, love, stop, try, empty, decide, pull, study.

b) know, bring, lead, build, make, come, tell, run, become, see, hear, throw.

### Exercise 5.

Translate into English:

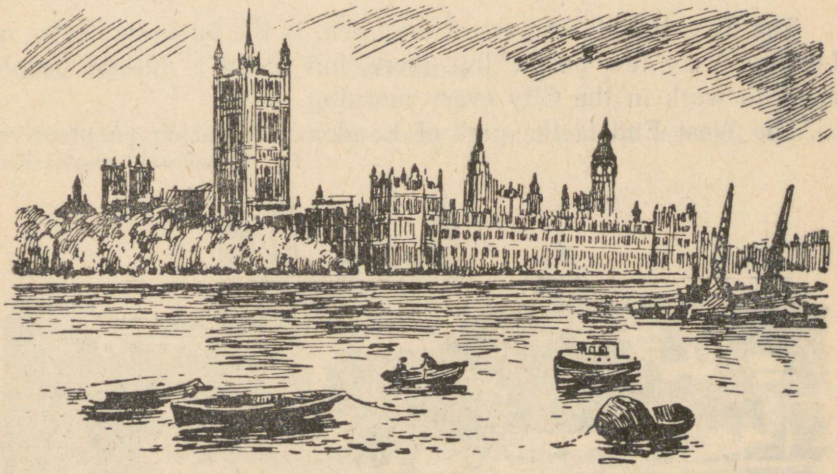
1. Väike Dick kukkus eile vette. 2. James tõmbas lapse veest välja. 3. Ta päästis lapse elu. 4. Meie oleme uhked James'ile. 5. Millal sa nägid James'i esimest korda?

## LESSON FIFTY-NINE.

### LONDON.

London, **the capital** of England, is one of the largest **cities** in Europe. About eight **million** people live there.

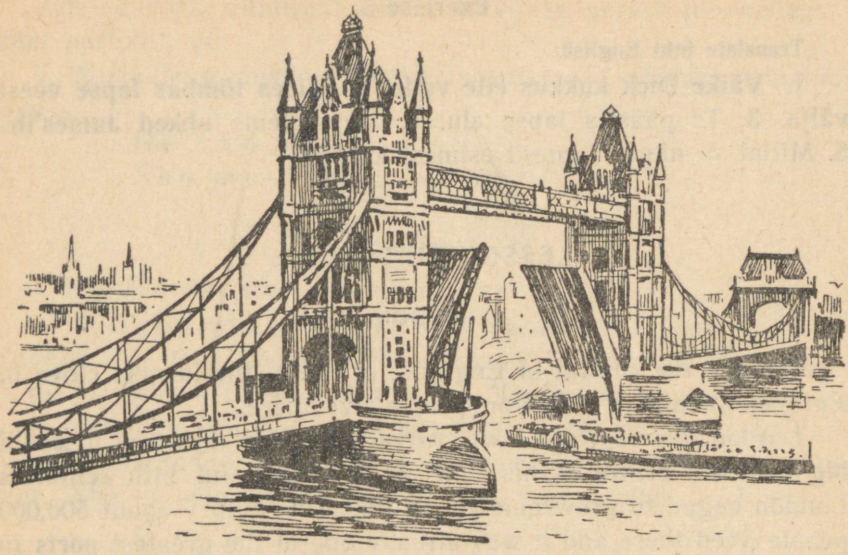
London is a very old town. **Already** Tacitus says that it was a big **business centre** at his time. In the 13th and 14th **centuries** London began to **grow** quickly. In the 17th century about 500,000 people lived there and it was already one of the greatest **ports** in the world.



The Houses of Parliament.

London lies on **both** banks of the Thames. The **industrial** part of the town is on **the right bank** of **the river.**

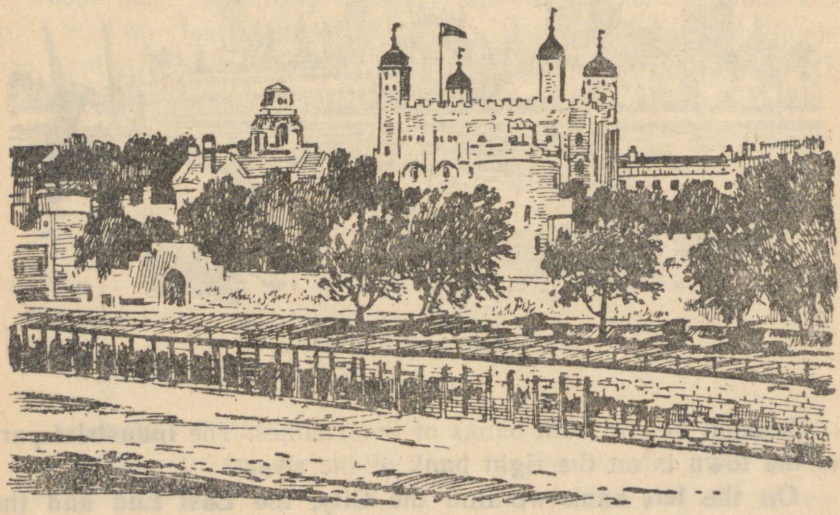
On the **left** bank we find the City, the **East** End and the **West** End.



Tower Bridge.

The City, the oldest part of the town, is the business centre of London. Very few people live there, but about a million people come to work in the City every morning.

The West End is the part of London where rich people live.



The Tower of London.

It has beautiful streets with beautiful **buildings** and fine shops. There are many large parks near the West End.

In the East End the streets are dirty and the houses are **miserable.** There are no gardens, no flowers, no trees there; only smoke and **dirt.** There are always children in the streets; this is the only place where the children of the poor can play their games.

When V. I. Lenin was in London and saw how rich the people in the West End were and how miserable the life of the workers in the East End was, he said: "Two **nations.**"

Reading Exercise.

Mitmesilbiliste sõnade lugemine.

holiday, family, university
animal, negative, camera
capital, century, Tacitus
officer, Saturday, victory

**Exercise 1.**

Märkige lugemisharjutuses esinevate sõnade rõhud ja rõhuliste silpide täishäälikute lugemine.

Näit.: h**o**liday [ɔ].

**Exercise 2.**

Questions:

1. What is London? 2. Is it an old town? 3. What does Tacitus say about London? 4. In what century did Tacitus live? 5. How many people lived in London in the 17th century? 6. On what river does London lie? 7. On what bank does the industrial part of the town lie? 8. What do we find on the left bank of the Thames? 9. What is the City? 10. Who lives in the West End? 11. What are the streets and the buildings in the West End like? 12. What are the streets and the houses in the East End like? 13. Where do the children of the poor play their games? 14. Why did V. I. Lenin say that there were two nations in London?

## Exercise 3.

Translate into English:

Much, many; little, few.

1. Täna meil on palju aega. 2. Meil on täna vähe tunde. 3. Spordiväljakul on palju õpilasi (there are . . .). 4. Taldrikul on vähe leiba. 5. Taldrikul on vähe juustuvõileibu. 6. Meie peoõhtul oli palju külalisi. 7. Selles tekstis on vähe uusi sõnu. 8. Meil oli talvel palju tööd.

## Exercise 4.

Moodustage eriküsimused:

a) a l u s e l e:

1. Lie, on both banks of the Thames, what.
2. Live, in the West End, who.
3. Say, that London was a big business centre in the first century, who.

b) k o h a - j a a j a m ä ä r u s e l e:

1. London, begin to grow, quickly, when.
2. The industrial part of the town, be, where.
3. London, lie, where.
4. Tacitus, live, when.

# HOME READING

## SCHOOL.

(After Langston Hughes).

### I

It is September. So it is time to go back to school. Sandy, a **Negro** boy, has to go back to school too.

"Wash your **face**, Sandy," says Sandy's mother. "They must not say that you are **dirty**. Do you hear me?"

"Yes, I do," Sandy **answers**.

In Stanton the Negro **children** study only four years under Negro teachers. After that they begin to study together with the white children, and their teachers are white.

### II

When Sandy comes to school on the first of September, the school **yard** is full of children. The bell rings, and Sandy and all the other children go into the schoolhouse.

When Sandy **finds** his class, the room is full of boys and girls. There are two Negro girls in the class, but no other Negro boys.

Then the teacher comes in.

"Children, sit down," she says.

The children sit down. The teacher gives **each** child a piece of paper.

---

**I**

**Hughes** [hjuːz]
**a Negro** ['niːgrou] neeger
**a face** nägu
**'dirty** must, määrdunud
**answer** ['ɑːnsə] vastama
**a child** [tʃaild] laps
**children** [tʃildr(ə)n] lapsed

**II**

**a yard** õu
**find** [faind] leidma
**each** iga-(-üks)

"Now, children, write down your names on the paper," she says.

The children write their names and give the papers back to the teacher. She goes to her table and places them in **alphabetical order.**

"Now, children," she says, "stand up when I **call out** your names. Go to the wall and stand there. When I call out your names again, take your seats in alphabetical order."

### III

The teacher begins to call out the names. The children stand up and go to the wall. When the teacher calls out their names again, the white children sit down **in turn.** Then the teacher says to the three Negro children, "You three, take the seats **at the back.**"

Annie Butler, a Negro girl, says to Sandy, "I must sit **behind** Zwick because I am a Negro."

Sandy does not say **anything,** but he **feels** that he wants to **cry.**

When he goes home after school, he tells his father and mother that he must sit at the back, because he is a Negro. His sister Harriet says, "It is **the same** at our school. The white girls like me, because I can sing and dance, but when it is time to go home, they all say good-bye to me in the classroom, because they don't want to walk home with a Negro girl."

## RATS IN HAMELIN.

### I

Hamelin was a nice little town. There were many trees in the town and a **river** and a **hill near-by.**

---

**alphabetical** [ælfə'betikl] tähestikuline
**order** järjekord; kord
**call out** hüüdma, välja kutsuma

**III**

**in turn** järgemööda
**at the back** taga
**behind** [bi'haind] taga
**anything** ['eniθiŋ] midagi
**feel** tundma; tunduma
**cry** nutma
**same** sama

**I**

**a rat** rott
**a river** ['rivə] jõgi
**a hill** mägi
**near-by** ['niə'bai] lähedal

But there were very many rats in Hamelin. The houses were full of rats; there were rats in the streets too.

"Why are there so many rats in our town?" say the people of Hamelin one day. "We must **get rid of them.** They eat our bread, our butter, our cheese and our cakes."

So the people go to the **Mayor** and say, "Help us to get rid of the rats."

"What can I do?" says the Mayor.

## II

Suddenly they hear a noise.

"It is a rat," says the Mayor to himself.

But it is not a rat. A man comes in. His coat is half yellow and half red, and he has a **pipe** in his hand.

The man **walks** up to the Mayor. "**Sir**," he says, "people call me the **Piper.** I can help you, if you give me a thousand **pieces of gold.**"

"Take five thousand," says the Mayor, "but kill all the rats."

"Very well," says the man.

## III

The man goes out into the street. There he begins to play on his pipe.

All the rats run out of the houses. There are big rats, little rats, black rats, white rats, **brown** rats. They all run after the Piper, who goes down to the river. The rats **follow** him. They fall into the river and **get drowned.**

---

**get rid of** lahti saama (millestki)
**a mayor** [meə] linnapea

**II**

**half** [haːf] pool
**a pipe** vilepill
**walk up to** kellegi juurde astuma
**a piper** pillipuhuja

**sir** härra
**gold** [gould] kuld; kuldraha
**a piece of gold** kuldmünt

**III**

**brown** pruun
**follow** ['fɔlou] järgnema
**get drowned** [draund] uppuma

## IV

Then the Piper goes back to town.

"Give me my five thousand pieces of gold now," he says to the Mayor.

"Here are ten pieces of gold for you," says the Mayor.

"Give me my five thousand, I have no time to **wait**," says the Piper.

The Mayor **throws** ten pieces of gold on the table.

"Take them or leave them," he says to the man.

The Piper leaves the room, but he does not take the ten pieces of gold.

## V

Now the Piper is in the street again. He begins to play on his pipe. He plays a **sweet**, wild **melody.**

The doors of the houses open and the children run out. They begin to **dance to the music.**

The Piper goes up one street and down the other street, and the children follow him **everywhere.**

"Come back! Come back!" call the mothers. "It is late. You must go to bed."

But the children do not stop.

Then the Piper leaves the streets and takes the children out of the town.

"Come back! Come back!" call the fathers.

"**Bring** back our children, Piper," call the mothers.

The Piper does not hear. He **goes on** and on. He takes the children to the hill. When the children are near the hill, they see a door in the hill. It opens, and the Piper goes in. The children follow him. When the last child is in, the door shuts and **never** opens again.

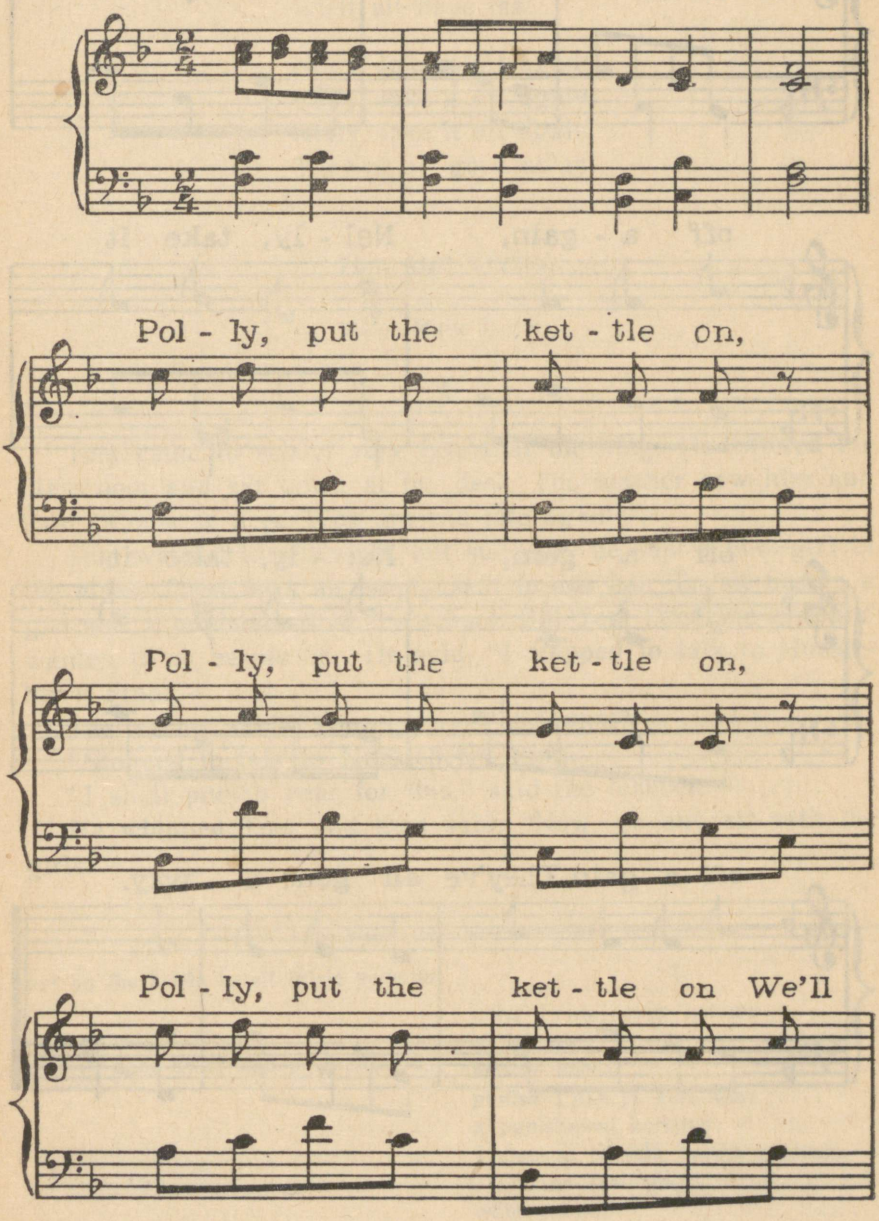
---

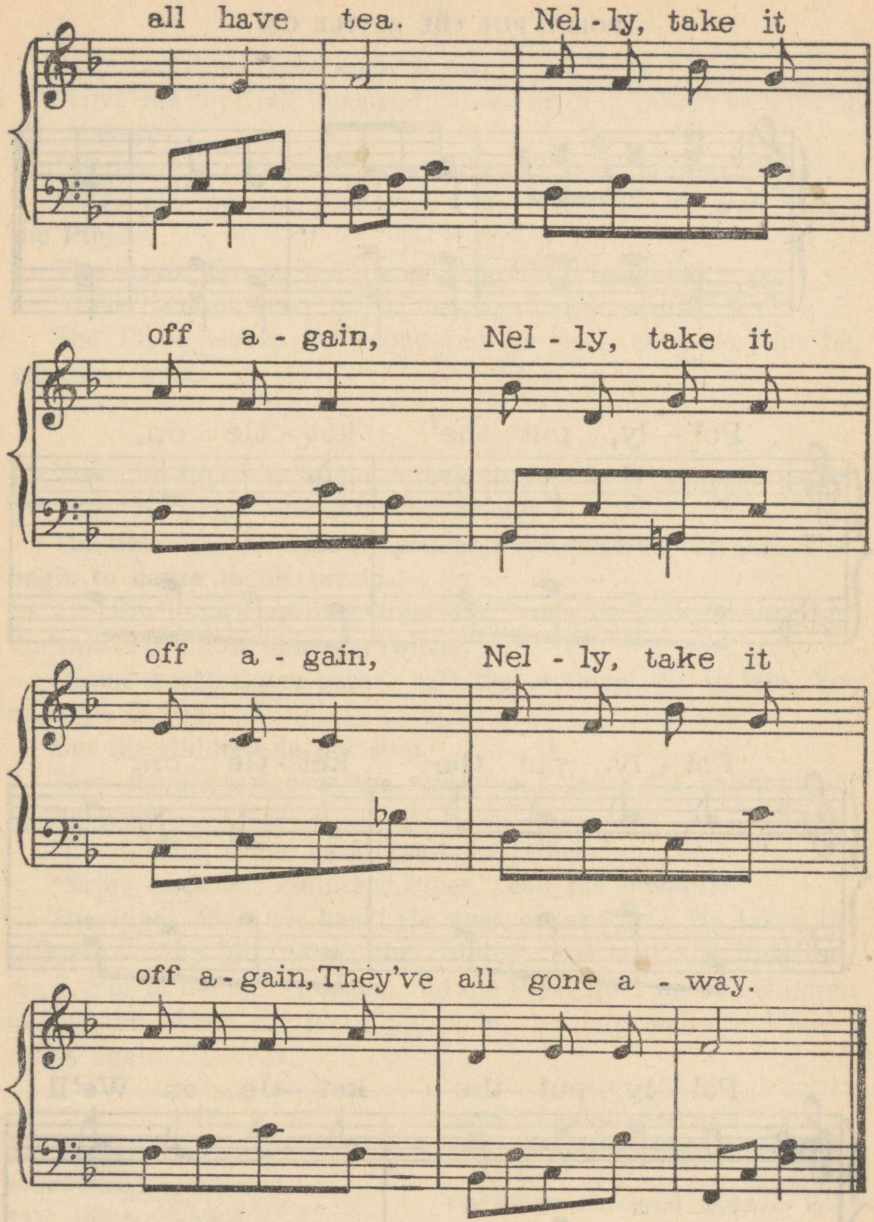
**IV**

**wait** ootama
**throw** [θrou] viskama
**leave** jätma; lahkuma

**V**

**sweet** mahe; magus
**melody** ['melədi] meloodia
**dance to music** tantsima muusika saatel
**everywhere** ['evriwɛə] igalpool, igale poole
**bring** tooma
**'go 'on** edasi minema
**never** ['nevə] (ei) iialgi


Pol - ly, put the ket - tle on,
Pol - ly, put the ket - tle on,
Pol - ly, put the ket - tle on We'll


all have tea. Nel - ly, take it
off a - gain, Nel - ly, take it
off a - gain, Nel - ly, take it
off a - gain, They've all gone a - way.

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.

Nelly, take it off again,
Nelly, take it off again,
Nelly, take it off again,
They've all gone away.

## TOM AND BECKY.

(After Mark Twain).

### I

Tom came to school very late that morning. He **entered** the classroom and sat down at his desk. The teacher saw him and said, "Come up here. Why are you late again?"

Tom wanted to tell a **lie,** but suddenly he saw a new girl in the class. There was an empty seat **beside** her. To sit beside a girl was a **punishment** in the school. But Tom liked the girl and wanted to sit beside her. He said, "**I stopped to talk to** Huckleberry Finn."

The teacher said, "You — you — did what?"

"Stopped to talk to Huckleberry Finn."

"I shall **punish** your for this," said the teacher.

He **whipped** Tom and then said, "Now, go and sit with the girls."

---

**put on the kettle** katelt tulele panema
**tea** tee
**have tea** teed jooma
**they've gone away** nad on ära läinud

I

**enter** ['entə] sisse astuma
**a lie** vale
**be'side** kõrval
**punish** ['pʌniʃ] karistama
**a punishment** karistus
**I stopped to talk to** ma peatusin, et rääkida (kellegagi)
**whip** peksma

## II

Tom took the seat beside the new girl. Soon the other children **forgot** him. When Tom looked at the girl, she **turned** her head away. Tom put an apple before her. She **pushed** it away. Tom put it back. She pushed it away again. Then Tom wrote on a piece of paper, "Please take it, I have another."

The girl looked at the words, but did not take the apple. Now the boy began to **draw** something. The girl **whispered,** "Let me see it." Tom showed her his **drawing.** It was a house.

## III

The girl liked the drawing and said, "It is nice. Draw a man."

Tom drew a man.

"What a beautiful man! Now draw me."

Tom drew a girl.

"How nice," said the girl. "I am sorry that I cannot draw."

"I can **teach** you," whispered Tom.

"Oh, when?"

"**At noon.** Do you go home for dinner?" — "Today I shall stay," said the girl.

"**All right,**" said Tom. "What is your name?"

"Becky Thatcher. And what is your name? Oh, I know. It is Thomas Sawyer."

"Don't call me Thomas. Call me Tom," said the boy.

Then Tom **began** to write something. "Let me see," said Becky and she **tried** to take the paper from Tom. But Tom did not want to give it to her. She tried again and again.

---

**II**

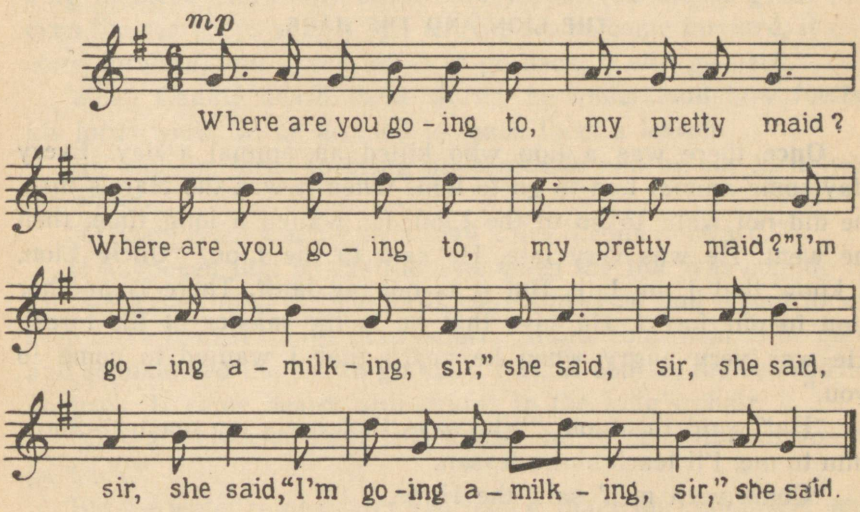
**forget** (*min.* forgot) unustama
**turn** pöörama
**push** [puʃ] lükkama
**write** (*min.* wrote)
**draw** (min. *drew* [druː]) joonistama
**whisper** sosistama
**drawing** joonistus

**III**

**teach** õpetama
**at noon** keskpäeval, lõunaajal
**all right** hüva
**Thomas** ['tɔməs]
**begin** (*min.* began) algama, hakkama
**try** (*min.* tried) püüdma, katsuma

**At last** he showed her the words on the paper: "I **love** you."
"Oh, you **bad** boy!" said Becky.
At that moment the teacher took Tom by the **ear**.

### WHERE ARE YOU GOING TO, MY PRETTY MAID?




Where are you going to, my pretty maid?
Where are you going to, my pretty maid?
"I'm going a-milking, sir," she said.
"I'm going a-milking, sir," she said.

What is your father, my pretty maid?
What is your father, my pretty maid?
"My father 's a farmer, sir," she said.
"My father 's a farmer, sir," she said.

---

**at last** viimaks
**love** [lʌv] armastama
**bad** paha
**an ear** kõrv
**pretty** ['priti] ilus, kena
**a maid** tütarlaps
**milk** piim
**go a-milking** lüpsma minema (**vana** vorm)
**a farmer** talunik

Then I can't marry you, my pretty maid!
Then I can't marry you, my pretty maid!
"Nobody asked you, sir," she said.
"Nobody asked you, sir," she said.

## THE LION AND THE HARE.

### I

**Once** there was a lion who killed an animal a day. **Every** day some animal had to go to him. When it was the Hare's **turn**, he did not want to go to the Lion. He waited a long time, then he went. He was very late. He said to the Lion, "**Uncle** Lion, I know that I am late. But it is not my **fault**. There is another lion in our forest. He says that he is the **master** of the forest. He was very angry when he heard that I wanted to come to you."

"Ha!" said the Lion. "Who says that he is my master? Show him to me. I'll teach him a lesson."

"Come with me," said the Hare.

### II

They went a long way. At last they came to a large river.

"Now look into the river," said the Hare.

The Lion looked. There was another lion in the water.

"That is the lion who told me that he was your master," said the Hare.

The angry Lion jumped into the river, and the other animals never saw him again.

---

**marry** abielluma
**a lion** ['laiən] lõvi
**a hare** [hɛə] jänes
**once** [wʌns] ükskord
**every** ['evri] iga
**turn** kord
**an uncle** onu
**it is my fault** see on minu süü
**a master** peremees
**ha!** [hɑ:] haa! (või nii!)

## THE DISOBEDIENT SEA.

Canute was **king** of England from 1017 to 1035.

The English **lords** always **praised** him. They said much that was true, but they also said much that was not true.

One day king Canute went with some of his lords to the seashore. One of the lords said, "O Canute, you are the greatest king in the world. Many peoples **obey** you. You are so great that **even** the sea obeys you. If you tell the sea to come **forward,** it will come forward, and if you tell it to go back, it will go back."

When Canute heard **these** words, he **understood** how **foolish** his lords were. So he decided to **teach** them **a lesson.**

He told the lords to bring an **armchair** and he sat in it **near the water.**

"O sea!" cried Canute in a loud voice, "come forward."

It happened that it was the time when **the tide** was coming in. The sea came forward. The lords were **surprised** and began to say even more foolish things than **before.** Canute told them to be **quiet** and **commanded** the sea to go back. But, of course, the sea did not go back. It came nearer and nearer to the king's chair.

"O sea," he cried in a still louder voice, "I command you to go back."

But the water came nearer and soon it made the king's **feet wet.**

Then Canute looked at his lords and said, "You see, my lords, how foolish your praises were."

---

**disobedient** [disə'biːdiənt] sõnakuulmatu
**Canute** [kə'njuːt] *pr. n.*
**a king** kuningas
**a lord** lord
**praise** kiitma; kiitus
**laugh** [lɑːf] naerma
**a people** rahvas; mitm. peoples rahvad
**obey** [ə'bei] sõna kuulama
**'even** isegi
**forward** ['fɔːwəd] edasi
**this** (mitm. these) see
**understand** (min. understood [ʌndə'stud]) aru saama, mõistma
**'foolish** rumal
**teach** õpetama
**teach a lesson** õpetust andma
**an 'armchair** tugitool
**the tide** tõus (ka mõõn)
**the tide was coming in** tõus algas parajasti
**water** ['wɔːtə] vesi
**sit** (min. sat) istuma
**near** lähedal
**surprised** [sə'praizd] üllatunud
**be'fore** ennem, varem
**quiet** [kwaiət] vaikne
**be quiet** vait olema
**command** [kə'mɑːnd] käskima
**make** (min. made) tegema
**a foot** [fut] (mitm. feet) jalg
**wet** märg

## THE SELFISH GIANT.

(After Oscar Wilde).

### I

Every day, on their way home from school the children went to play in the Giant's garden.

It was a large garden, with many fine trees and beautiful flowers. The birds sang in the trees so **sweetly** that the children often stopped their games and listened to their songs.

"How happy we are in this garden!" they cried to each other.

The Giant was away. **He was on a visit** to his friend. He was away seven years. Then he came back. When he arrived, he saw the children in the garden.

"What are you doing here?" he cried in a loud voice. "It is my garden, and you must not play here." The children ran away.

So he built a **high** wall **round** the garden.

He was a very selfish Giant.

### II

Now the children had no place where they could play their games. They tried to play on the road, but the road was full of **stones.** They often walked round the Giant's wall when school was over, and talked about the beautiful garden behind the wall.

"How happy we were there," they said to each other.

Then the spring came. There were little **blossoms** and little birds everywhere. Only in the garden of the selfish Giant it was still winter. The birds did not want to sing, and the trees forgot to **blossom.**

Once a beautiful flower put out its head, but when it saw that there were no children, it **slipped back** into the ground again. The only people who were pleased were the Snow and **the Frost.**

---

**I**

**'selfish** isekas
**a giant** ['dʒaiənt] hiiglane
**sweetly** armsalt
**he was on a visit** ta oli kūlas
**high** [hai] kõrge
**round** ümber

**II**

**a stone** kivi
**a blossom** õis
**blossom** õitsema
**slip back** tagasi lipsama
**the frost** pakane

"I cannot understand why the spring is so late," said the selfish Giant.

But the spring never came. It was always winter in the Giant's garden.

## III

One morning the Giant was lying in his bed. Suddenly he heard some sweet music. There was a little bird singing at his window.

He opened the window and looked out. In every tree that he could see there was a little child. The trees were in blossom, because they were glad to see the children back again. The birds were flying about and singing happily. The flowers were looking up through the green grass and **laughing.**

The Giant went out into the garden. When the children saw him, they all ran away, and the winter came back to the garden again. Only one little boy did not run away, because he did not see the Giant. He was trying to **climb up a tree,** but he could not, because he was too small.

The Giant came up to him, took him in his hand and put him up into the tree. The tree began to blossom at once. The birds came and sang again. The little boy thanked the Giant and **kissed** him. When the other children saw it, they came back, and with them came the spring.

"It is your garden now, little children," said the Giant.

He pulled down the wall, and every day the children came and played in the Giant's garden.

Years passed, and the Giant **grew** very old and **weak.** He sat in an armchair and watched the children at their games.

"I have many beautiful flowers," he said, "but the children are the most beautiful flowers of all."

---

III

**laugh** [lɑːf] naerma
**climb** [klaim] **up a tree** puu otsa ronima
**kiss** suudlema
**grow old** vanaks jääma
**weak** nõrk

## SPRING IS COMING.

I shall open wide my window,
Letting in the laughing breeze
That is telling happy stories
To the flowers, to the trees;
For the spring, the spring is coming,
'tis good-bye to all the snow!
Yes, I know it, for the swallows
Have come back to tell me so.

---

**open wide** pärani avama
**letting in** lastes sisse
**a breeze** kerge tuul
**a story** jutt
**for** sest et
**'tis** = it is
**have come back** on tulnud tagasi

# FONEETIKA (PHONETICS).

## I

### LUGEMISREEGLID.

#### Tähed ja häälikud.

Eesti keelt loetakse tavaliselt nii, nagu seda kirjutatakse. Inglise keelt on raskem lugeda, kuna paljud muudatused, mis on toimunud sajandite jooksul inglise häälikutes, ei ole leidnud kajastust kirjas.

Inglise keeles on 26 tähte ja 46 häälikut. Täishäälikute märkimiseks on 6 tähte ja kaashäälikute märkimiseks 20 tähte. Tähte **y** kasutatakse nii täis- kui kaashääliku märkimiseks.

Kaashäälikute lugemine on inglise keeles üldiselt lihtne. Raskusi teeb aga täishäälikute lugemine, kuna 6 tähe **a, o, u, e, i, y** abil tähistatakse inglise keeles 22 täishäälikut [iː, i, e, æ, uː, u, ʌ, ɔː, ɔ, ɑː, əː, ə, ei, ɛə, ai, au, iə, uə, ou, ɔi, aiə, auə].

Inglise keele õppimisel on tähtis meeles pidada, et kirjas koosnevad sõnad tähtedest, kõnes — häälikutest. Tähti me loeme, häälikuid hääldame. Eesti keeles nimetame täishäälikuteks ja kaashäälikuteks nii tähti kui ka vastavaid häälikuid. Allpool on tegemist t ä h t e d e g a, kui kõneldakse täis- või kaashäälikute l u g e m i s e s t; h ä ä l i k u t e g a on tegemist, kui kõneldakse täishäälikute või kaashäälikute h ä ä l d a m i s e s t (ehk moodustamisest).

Kirjas kasutatakse häälikute märkimiseks foneetilisi transkriptsioonimärke, mis eraldatakse tavalisest kirjast kandiliste sulgudega.

## Täishäälikute lugemine.

### Täishäälikute *a, o, u, e, i, y* lugemine rõhulises silbis.

Täishäälikute lugemine rõhulises silbis oleneb silbitüübist. Silbid võivad olla kinnised või lahtised. Silpi, mis lõpeb kaashäälikuga, nimetame kinniseks, näit. *not* [nɔt]. Silpi, mis lõpeb täishäälikuga, nimetame lahtiseks, näit. *no* [nou]. Silp loetakse samuti lahtiseks, kui rõhulisele täishäälikule järgneb üks kaashäälik + tumm e (mida ei loeta), näit. *note* [nout].

Rõhuliste täishäälikute lugemine kinnises ja lahtises silbis.

| Tähed | Kinnises silbis | Lahtises silbis |
|---|---|---|
| a | [æ] cat | [ei] cake |
| o | [ɔ] not | [ou] note |
| u | [ʌ] bus | [juː] tube |
| e | [e] pen | [iː] Pete |
| i, y | [i] Dick | [ai] Mike |

Rõhulise täishääliku lugemisele kinnises ja lahtises silbis avaldab mõju järgnev r täht.

Rõhuliste täishäälikute + *r* lugemine kinnises ja lahtises silbis.

| Tähed | Kinnises silbis r tähega | Lahtises silbis järgneva r tähega |
|---|---|---|
| **a** | [ɑ:] car | [ɛə] Clare |
| **o** | [ɔ:] sport | [ɔ:] more |
| **u** | [ə:] turn | [juə] cure |
| **e** | [ə:] her | [iə] here |
| **i, y** | [ə:] girl | [aiə] fire |

Rõhulise täishääliku järel on **r** kinnises silbis tumm, näit. *car* [kɑ:]. Lahtisele silbile järgnevat **r** tähte ei loeta tumma **e** ees sõna lõpul, näit. *Clare* [klɛə]; kuid *Mary* [mɛəri].

**Rõhuliste täishäälikute *a, o, i* lugemise sõltuvus neile järgnevaist või eelnevaist kaashäälikutest.**

Inglise keeles avaldavad mõned kaashäälikud mõju nendele järgnevate või eelnevate täishäälikute lugemisele.

Kinnises silbis avaldavad tähe **a** lugemisele mõju ühendid kaashäälikutega **s, l** ja **f**; tähe **o** lugemisele — ühend **ld** ja tähe **i** lugemisele — ühendid **ld, nd, ght.**

Tähtede **a** ja **o** lugemisele kinnises silbis avaldab mõju eelnev **[w]**.

| Tähed | Järgneb | Loetakse | Näited |
|---|---|---|---|
| a | ss | | pass |
| | st | | past |
| | sk | [ɑ:] | ask |
| | lf | | half |
| | ft | | after |
| a | ll | [ɔ:] | all |
| | lk | | talk |
| o | ld | [ou] | old |
| | ld | | child |
| i | nd | | find |
| | ght | [ai] | right |

| Eelneb | Tähed | Loetakse | Silbitüüp | Näited |
|---|---|---|---|---|
| [w] | a | [ɔ] | kinnises silbis | want |
| | a | [ɔ:] | kinnises silbis r tähega | warm |
| | o | [ə:] | kinnises silbis r tähega | word |

**Digraafide lugemine rõhulises silbis.**

Tingituna inglise keele ajaloolisest arengust on inglise keeles pikkade täishäälikute ja kaksiktäishäälikute märkimiseks kirjas sageli mitu võimalust. Peale üksiktähtede kasutatakse nende häälikute väljendamiseks kirjas d i g r a a f e. Digraafiks nimetame kahe tähe ühendit, millega märgitakse üht häälikut. Lühikest täishäälikut märgitakse digraafiga ainult erandjuhtudel.

| Digraafid | Loetakse esimest tähte lahtise silbi-tüübi järgi | Loetakse teist tähte lahtise silbi-tüübi järgi | Loetakse mõlemat tähte | Loetakse | Näited |
|---|---|---|---|---|---|
| **ai, ay**[1] | [ei] | | | | say |
| **ee** | [iː] | | | | street |
| **ea** | [iː] | | | | speak |
| **oa** | [ou] | | | | boat |
| **ow**[2] | [ou] | | | | snow |
| **ui** | [juː] | | | | suit-case |
| Sõna lõpus: **ie (ye)** | [ai] | | | | lie |
| **eu, ew** | | [juː][3] | | | feudal, new |
| **ei, ey** | | | [ei] | | vein, they |
| **oi, oy** | | | [ɔi] | | boil, boy |
| **au, aw** | | | | [ɔː] | Paul, saw |
| **oo** | | | | [uː] | school |
| **oo + k** | | | | [u]k | book |
| **ou, ow**[2] | | | | [au] | out, now |

Märkus 1. Sõna lõpul ei kirjutata tähti **i** ja **u**; täht **i** asendatakse tähega **y**; täht **u** tähega **w**.

Märkus 2. Sõnade lugemist, milles esineb digraaf **ow**, tuleb kontrollida sõnastikust, kuna neil on kaks lugemisviisi: [ou] või [au].

Märkus 3. [juː] asendatakse [uː]-ga häälikute [r], [tʃ], [dʒ] ja kaashääliku + [l] järel, näit. *new* [njuː], kuid *threw* [θruː].

**Digraafide lugemise sõltuvus neile järgnevaist kaashäälikutest.**

Digraaf **ea + d** loetakse tavaliselt [ed], näit. *head*, *bread*, *ready*.

Panna tähele: read [riːd] lugema, lead [liːd] juhtima, viima.

Digraaf **ea + r** loetakse [iə], näit. *near*, *hear*, *clear*.

**ear + kaashäälik** loetakse [əː] + kaashäälik, näit. *heard*, *learn*.

**Täishäälikute *a, o, u, e, i, y* lugemine rõhuta silbis.**

Eesti keeles loetakse täishäälikuid ühesuguselt nii rõhulises kui rõhuta silbis. Inglise keeles loetakse täishäälikuid rõhuta silbis taandunud häälikutena.

| | | |
|---|---|---|
| **a, o, u** tavaliselt | [ə] | 'so**f**a, 'pil**o**t, 'f**o**cus<br>ca'n**a**l, col'l**e**ct, sup'pr**e**ss |
| **i, y** | [i] | 'D**a**vid, 'F**a**nny |
| peamiselt eesliidetes | | |
| **e** | [i] | be'**g**in |
| | [ə] | '**m**oment |

Ühendid **ar, or, ur, er, ir, yr** rõhuta silbis loetakse ebamäärase häälikuna:

*'doll***ar** ['dɔlə], *'doct***or**, *'summ***er**; *c***or***'rect, s***ur***'prise.*

Rõhuta täishäälikuid ei loeta tavaliselt lõppsilbis **n** ja **l** ees: *lesson* ['lesn], *garden* ['gaːdn], *pencil* ['pensl,], *student* ['stjuːdnt].

## Kaashäälikute lugemine.

Suurem osa inglise kaashäälikutest (b, d, f, h, k, l, m, n, p, r, t, v) loetakse vastavate häälikutena [b, d, f, h, k, l, m, n, p, r, t, v]. Kaashäälikud **c, g, s** loetakse kahel viisil.

**Kaashääliku *c* lugemine.**

| | | |
|---|---|---|
| **c** | [s] | **e, i, y** ees: *cent, dance* |
| | [k] | **a, o, u** ja kaashäälikute ees: *cat, cry* |

**Kaashääliku *g* lugemine.**

| | | |
|---|---|---|
| **g** | [dʒ] | **e, i, y** ees: *page* |
| | [k] | **a, o, u** ja kaashäälikute ees: *game, ground* |

Erandid: get, give, forget, girl, geese, begin.

**Kaashääliku *s* lugemine.**

| | | | |
|---|---|---|---|
| **s** | [s] | sõna algul ja lõpus: | *sun, gas* |
| | [z] | täishäälikute vahel: | *rose* |

**Kaashäälikute *j, w, x, y, z* lugemine.**

| | |
|---|---|
| **j** | [dʒ] näit. *John* |
| **w** | täishäälikute ees [w], näit. *we* |
| **x** | [ks] näit. *text* |
| **y** | täishäälikute ees [j], näit. yes |
| **z** | [z] näit. zinc |

**Täheühendite *ph, ch, sh* lugemine.**

| | |
|---|---|
| **ph** | [f] näit. *Philip* |
| **ch** | [tʃ] näit. *chess* |
| **sh** | [ʃ] näit. *she* |

**Täheühendite *qu* lugemine.**

| | |
|---|---|
| **qu** | [kw] näit. *quick* [kwik] |

**Täheühendi *th* lugemine.**

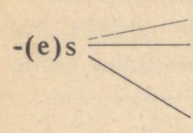
| | | | | |
|---|---|---|---|---|
| **th** | sõna algul ja lõpus | [θ] | nimi-, omadus-, arv- ja tegusõnades | *smith, thick, thousand, thank* |
| | | [ð] | artiklis, asemäär-, side- ja eessõnades | *the, they, then, that, with* |
| **th** | sõna keskel | [ð] | | *mother* |

**Täheühendi *ng* lugemine.**

| | | | |
|---|---|---|---|
| **ng** | [ŋ] | sõna lõpul: | *sing, song* |
| | | muutelõppude ees tegu- ja nimisõnades: | *sing, singing, songs* |
| | | tegijanimes: | *singer* |
| | [ŋg] | omadussõnade kesk- ja ülivõrdes: | *longer, youngest* |

### Nimi- ja tegusõnade muutelõppude lugemine.

(1) **Nimisõnade mitmuse lõpu -(*e*)*s* lugemine.**




[s] helitute kaashäälikute järel: *books*
[z] täishäälikute ja heliliste kaashäälikute järel: *boys, bags*
[iz] sisisevate kaashäälikute järel: *roses, boxes*

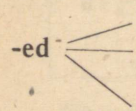
(2) **Omastava käände lõpu *'s* lugemine.**

Vt. nimisõnade mitmuse lõpu **-(e)s** lugemine.

(3) **Tegusõnade oleviku ainsuse 3. pöörde lõpu -(*e*)*s* lugemine.**

Vt. nimisõnade mitmuse lõpu **-(e)s** lugemine.

(4) **Tegusõnade mineviku lõpu *-ed* lugemine.**




[t] helitute kaashäälikute järel: *worked*
[d] täishäälikute ja heliliste kaashäälikute järel: *played, lived*
[id] [t, d] järel: *wanted, decided*

## II

### INGLISE KEELE HÄÄLIKUTE HÄÄLDAMINE.

Inglise keeles on 22 täishäälikut ja 24 kaashäälikut. Inglise häälikute hääldamine erineb eesti häälikute hääldamisest.

### Täishäälikud.

Üksiktäishäälikuid: 12 [iː, i, e, æ; uː, u, ʌ, ɔː, ɔ, ɑː, əː, ə].
Kaksiktäishäälikuid: 8 [iə, ei, ɛə, ai, au, uə, ou, ɔi].
Kolmiktäishäälikuid: 2 [aiə, auə].

#### Üksiktäishäälikud (monoftongid).

**[iː]** Inglise häälik [iː] sarnaneb pika eesti *i*-ga, kuid inglise häälik seevastu on tumedama kõlaga kui eesti häälik. See tuleb sellest, et inglise keeles keeleselg ei tõuse [iː] hääldamisel nii kõrgele kõva suulae eesosa suunas kui eesti keeles.

Võrdle eesti k. *piik*
inglise k. *peak* [piːk]

**[i]** Inglise [i] sarnaneb lühikese eesti *i*-ga. Inglise keeles on keeleselja tõus [i] hääldamisel tunduvalt madalam kui

lühikese eesti *i* hääldamisel. Seetõttu meenutab inglise [i] häälikut [e]. Häälik [i] on *i* ja *e* vahepealne häälik.

Võrdle eesti k. *tipp*
inglise k. *tip* [tip]

[e] Inglise [e] erineb vähe vastavast eesti häälikust. Ta moodustamise koht on aga tagapoolsem ja madalamal kui eesti hääliku oma. Sellest tuleneb ka ta lahtisem kõla.

Võrdle eesti k. *test*
inglise k. *test* [test]

[æ] Inglise [æ] erineb tunduvalt vastavast eestikeelsest häälikust. Erinevus saavutatakse sellega, et alumine lõug laskub järsu liigutusega allapoole; huuled on tahapoole tõmmatud ja rohkem avatud kui eesti keeles. Keeleselja esiosa tõuseb veidi kõva suulae suunas.

Võrdle eesti k. *kätt*
inglise k. *cat* [kæt]

[uː] Inglise [uː] hääldamisel ei tõuse keeleselja tagaosa nii kõrgele pehme suulae suunas kui vastava eesti hääliku hääldamisel. Huuled on tugevasti ümardunud nii inglise kui eesti hääliku hääldamisel. Eesti keeles lükkuvad huuled tugevasti ettepoole, inglise keeles aga mitte.

Võrdle eesti k. *tuum*
inglise k. *tomb* [tuːm]

[u] Inglise [u] hääldamisel on keel tunduvalt madalamal ja ei ole nii palju taha tõmbunud kui eestikeelse *u* hääldamisel. Keeleots on alumiste hammaste juures. Huuled on ümardunud, kuid ei lükku ettepoole nagu eesti keeles.

Võrdle eesti k. *kukk*
inglise k. *cook* [kuk]

[ʌ] Kui hääldame eesti häälikut *o* tahapoole tõmbunud huultega, saame hääliku [ʌ].

Võrdle eesti k. *kamm*
inglise k. *come* [kʌm]

[ɔː] Inglise [ɔː] moodustamisel tõmbub keeleots alumiste hammaste juurest tahapoole. Keel on palju madalamas asendis kui eesti *o* häälduamisel; keeleselja tagaosa tõuseb veidi pehme suulae suunas. Huuled on ümardunud ja vähesel määral ettepoole lükkunud. Keele madala ja tagapoolse asendi tõttu on häälik madala tooniga.

Võrdle eesti k. *tool*
inglise k. tall [tɔːl]

[ɔ] Inglise [ɔ] hääldamisel laskub alumine lõug tugevasti alla; keeleots tõmbub alumiste hammaste juurest tahapoole. Keel on veel madalamas asendis kui [ɔː] puhul. Keeleselja tagaosa tõuseb veidi pehme suulae suunas. Huuled on avatud ja ümardunud, kuid ette ei lükku. Häälik [ɔ] erineb tugevasti lühikesest eesti *o*-häälikust.

Võrdle eesti k. *lokk*
inglise k. *lock* [lɔk]

[ɑː] Inglise [ɑː] hääldamisel on keeleots eemaldunud alumistest hammastest. Keel on väga madalas asendis. Keeleselja tagaosa on veidi tõusnud pehme suulae suunas. Huuled on tugevasti avatud; nad ei ümardu. Keele madala tagapoolse asendi tõttu on häälikul madal toon.

Eesti *a* hääldamisel on kogu keel rohkem eespool ja kõrgemas asendis.

Võrdle eesti k. *paat*
inglise k. *part* [pɑːt]

[əː] Inglise [əː] hääldamisel on keeleots alumiste hammaste juures. Keel on ühtlaselt tõstetud — ükski keeleosa ei tõuse teisest kõrgemale. Huuled on kergelt tahapoole tõmbunud; ümardada neid ei tohi. Keeleselja ühtlast tõusu saab kontrollida läbi väheavatud huulte suhupistetud pliiatsi või pulga abil: [əː] hääldamisel jääb pliiats horisontaalses asendis lamama keeleseljale.

Häälikul [əː] ei ole midagi ühist eesti *ö*-häälikuga.

Võrdle eesti k. *köök*
inglise k. *kirk* [kəːk]

[ə] Häälik [ə] esineb ainult rõhuta silbis. Tema hääldamisel on keel ühtlaselt tõstetud, huuli ei tohi ümardada. Ta sarnaneb inglise häälikuga [ʌ], näit. *a book* [ə 'buk] või häälikuga [əɪ], näit. *workers* ['wəɪkəz].

**Kaksiktäishäälikud (diftongid).**

Erinevalt eesti keelest hääldatakse inglise kaksiktäishäälikutes teine häälik palju nõrgemalt kui esimene.

[ei] Kaksiktäishäälikus [ei] on esimene häälik lahtisem kui vastav eesti häälik. Teine häälik [i] on palju nõrgem ja seetõttu ei ole nii selge kui eesti kaksiktäishäälikus.

Võrdle eesti k. *ei*
inglike k. *a* [ei]

[ai] [au] Häälikutes [ai] ja [au] on esimene häälik eesvokaal, s. o. kogu keel on eespool, keeleselja esiosa tõuseb vähesel määral kõva suulae suunas. Keeleots on surutud alumiste hammaste taha, huuled on tugevasti avatud.

[a] hääldamiseks tuleb hääldada [æ] ja suruda keeleselja esiosa madalamale.

Teine häälik on nõrk [i], mis sarnaneb *e*-ga või nõrk [u], mis sarnaneb *o*-ga.

Võrdle eesti k. *mai, laud*
inglise k. *my* [mai], *loud* [laud]

[ɛə] Häälikus [ɛə] on esimene häälik [e] ja [æ] vahepealne häälik. Hääliku moodustamisel on keeleots alumiste hammaste juures; keeleselja eesosa on tõstetud kõva suulae suunas kõrgemale kui [æ] puhul, kuid madalamale kui [ə] puhul. Huuled on pisut tahapoole tõmmatud.

Näit. *Clare* [klɛə].
Eesti keeles vastav häälik puudub.

[ou] Kaksiktäishäälikus [ou] ei erine esimene häälik kuigi palju eesti *o*-häälikust; ta on viimasest eespoolsem ja meenutab eesti *õ*-d. Teine häälik on nõrk [u].

Näit. *home* [houm]

[ɔi] Kaksiktäishäälikus [ɔi] on [ɔ] vähem lahtine kui üksikhäälikuna. Teine häälik on nõrk [i].
Näit. boy [bɔi].

[iə] Kaksiktäishäälikus [iə] on [i] selgem kui üksikhäälikuna.
Näit. *hear* [hiə].

[uə] Kaksiktäishäälikus [uə] ei lükku huuled u hääldamisel ette. Teine häälik on nõrk [ə].
Näit. *poor* [puə].

**Kolmiktäishäälikud (triftongid).**

[aiə] Kolmiktäishäälikutes [aiə] ja [auə] hääldatakse kahte viimast häälikut palju nõrgemini kui esimest.
[auə] Näit. *tired* [taiəd]
*flower* [flauə]

## Tähtsamad erinevused eesti ja inglise kaashäälikute vahel.

**(1) Kaashäälikud [t, d, n, l].**

Häälikuid [t, d, n, l] moodustatakse inglise keeles teisiti kui eesti keeles. Inglise keeles tõmmatakse kogu keel pisut tahapoole ja ülestõstetud keeleots asetatakse risti vastu hammasvalli (vt. läbilõige suuõõnest lk. 5); eesti keeles on keeleots suundunud ettepoole. Erineva moodustamise tõttu on inglise [t, d, n, l] tumedama kõlaga kui eesti keeles.

Pane tähele: häälikute [θ] ja [ð] ees ei erine [t, d, n, l] moodustamise viis eestikeelsest.

**(2) Kaashäälikud [p, t, k].**

Inglise keeles on kaashäälikud [p, t, k] aspireeritud, eesti keeles mitte. Aspireeritud kaashääliku hääldamisel tekib tugev õhuvool kaashääliku ja järgneva täishääliku vahel. Õhuvoolu tunneme, kui asetame käe mõne sentimeetri kauguses suu ette.

Võrdle eesti k. *park*
inglise k. *park* [pɑ:k]

**(3) Kaashäälikud [b, d, g].**

Inglise keeles on kaashäälikud [b, d, g] helilised nagu näiteks vene keeleski. Nende moodustamisest võtavad osa häälekur-

rud. Häälekurdude tegevust võime jälgida, kui asetame käe kõrisõlmele: helilise hääliku hääldamisel tunneme värinat. Eesti keeles ei ole *b*, *d*, *g* helilised; nad on lihtsalt tugevate kaashäälikute *p*, *t*, *k* lühem ja nõrgem aste.

**Helilised ja helitud kaashäälikud inglise keeles.**

Helilised kaashäälikud: [b, d, g, v, ð, z, ʒ, dʒ].

Helitud kaashäälikud: [p, t, k, f, θ, s, ʃ, tʃ].

Eriti tugeva helilisusega on kaashäälikud: [l, m, n, ŋ, j, r, w].

Inglise keeles võivad [l, m, n] koos eelneva kaashäälikuga moodustada silbi; näit. *table* ['teibl], *garden* ['gɑ:dn] on inglise keeles kahesilbilised.

**„Hele" ja „tume" [l].**

Hele [l] erineb vähe vastavast eesti häälikust. Tema tumedam kõla on tingitud keeleotsa erinevast asendist hääliku moodustamisel *. [l] on hele sõna ja silbi algul. Sõna ja silbi lõpus tarvitame tumedat [l]. Tumeda [l] hääldamisel on keeleselja tagaosa tõusnud ja keskosa alla laskunud **.

Näit. „hele" [l] *like*

„tume" [l] *school*

**Kaashäälikud [θ, ð].**

Kaashäälikute [θ] ja [ð] moodustamiseks asetatakse keeleots hammaste vahele. Keel on lõtv ning kujult lai ja lame. Keeleküljed puudutavad hambaid. Ülemiste hammaste esirea ja keele vahel tekib pilu. Õhuvool tungib läbi pilu, tekitades kahinat. Keel ei tohi puudutada huuli ega ulatuda hammastest ettepoole. [θ] on helitu, [ð] heliline häälik.

Eesti keeles [θ] ja [ð] ei esine.

Näit. thank [θ], this [ð].

**Kaashäälik [w].**

Kaashääliku [w] hääldamisel tuleb huuled tugevasti ümardada ja keeleots tõmmata alumiste hammaste juurest tahapoole nagu vilistamisel.

Näit. *week* [wi:k], *when* [wen]

*w* avaldab mõju eelnevatele kaashäälikutele [k, t, s], mida hääldatakse [w] ees ümardunud huultega, näit. *twenty*, *quickly*.

---

* Vt. lk. 15 ja 170.

** Vt. lk. 15.

### Kaashäälik [ŋ].

Kaashäälik [ŋ] esineb eesti keeles alati koos järgneva *k*- või *g*-häälikuga. Inglise keeles esineb ta niihästi koos häälikutega [k] või [g] kui ka ilma nendeta. [ŋ] hääldamiseks tuleb hääldada eestikeelne sõna *rong*, jättes ära *g*-hääliku.

Hääliku kindlaks omandamiseks tuleb häälikut pikendada [ŋ ŋ ŋ].

### Kaashäälik [r].

Inglise [r] moodustatakse hoopis erinevalt eesti *r*-häälikust. Eesti keeles väriseb *r* hääldamisel keeletipp. Inglise keeles on keeleots liikumatu.

Õige [r] hääliku saavutamiseks tuleb, hääldades pikka *a*-häälikut, tõsta keeleots.

### Sulghäälikute ühendite hääldamine.

Inglise keeles on järgmised sulghäälikud: [p, t, k, b, d, g, m, n, ŋ]. Nad moodustatakse õhutee sulgemise ja uuesti avamise teel; näit. [p] hääldamiseks sulgevad huuled õhutee, kui aga huuled uuesti avatakse, tekib [p].

Õpetajal tuleb jälgida sulghäälikute ühendite õiget hääldamist. Nende ühendite hääldamisel avatakse õhuvoolule tee alles pärast teise sulghääliku moodustamist, näit. *sit down.* [t] hääldamiseks on keeleots tõusnud hammasvallile ja seda ei eemaldata sealt enne, kui on hääldatud ka [d]. [t] ja [d] vahel on paus. Pausi ajal ei pääse õhuvool välja.

## III

### RÕHK.

### Sõnarõhk.

(1) Kahesilbilistes sõnades langeb rõhk tavaliselt esimesele silbile:

ˈsummer, ˈwindow, ˈweather.

(2) Eesliidetega kahesilbilistes sõnades langeb rõhk tavaliselt tüvele: beˈgin, deˈcide, inˈvite.

(3) Mitmesilbilistes sõnades langeb rõhk tavaliselt kolmandale silbile lõpust:

ˈfactory, ˈofficer, ˈvictory, uniˈversity.

Lahtise rõhulise silbi täishäälik loetakse neis sõnades lühikese täishäälikuna (nagu kinnises silbis):

ˈfa|mily, ˈca|mera.
[æ] [æ]

(4) Liitnimisõnades on rõhk tavaliselt liitnimisõna esimesel osal:

ˈdining-room, ˈbasketball.

Liitnimisõnades ei taandu tavaliselt rõhuta sõna täishäälik:

blackboard [ˈblækbɔːd], bookcase [ˈbukkeis].

Erand: ühendid sõnaga *man,* näit. Englishman [ˈiŋgliʃmən].

(5) Kaks rõhku on arvsõnadel 13—19:

ˈthirˈteen, ˈfifˈteen.

## Lauserõhk.

Eesti keeles on lauses kõik sõnad rõhutatud. Ingliskeelses lauses on rõhutatud tähendust kandvad sõnad, põhisõnad, s. o. nimisõnad, omadussõnad, asesõnad (näitavad ja küsivad), arvsõnad, tegusõnad ja määrsõnad.

On ˈSaturday ˈFather and ˈMother ˈwork from ˈeight to ˈtwo.

Sõnavahelisi suhteid väljendavad sõnad (abisõnad) — artiklid, ees- ja sidesõnad, abi- ja modaaltegusõnad — on lauses rõhuta. Rõhuta on ka isikulised, omastavad ja siduvad asesõnad.

ˈFred ˈknows your ˈbrother. He ˈknows him ˈwell.

Abi- ja modaaltegusõnad on rõhulised üldküsimustes ja lühivastustes neile:

ˈCan he ˈread ˈEnglish? ˈYes, he ˈcan.
ˈDo you ˈknow ˈBill ˈBaker? ˈYes, I ˈdo.

Kahe rõhuga sõnades jääb üks rõhkudest ära, kui sõnale eelneb või järgneb rõhulise silbiga lõppev või algav sõna:

ˈnineˈteen — kahe rõhuga
ˈnineteenˈhundred — ühe rõhuga, kuna hundred algab rõhulise silbiga.

Tähele panna: -t e e n tuleb hääldada pika [i:]-ga ka rõhuta silbis.

Saatelause on tavaliselt rõhuta:

"I must 'go to the 'library," said Dick.

Üte on rõhuta lause keskel ja lõpus:

'Come 'home, Jane.

## IV

### RÜTM.

Inglise keeles on kujunenud välja omapärane rütm: rõhulised silbid esinevad vaheldumisi rõhuta silpidega. Iga rõhuline silp moodustab järgneva või järgnevate rõhuta silpidega rütmilise ühiku. Lause iga rütmilise ühiku hääldamiseks kuluv aeg peab olema võrdne. Sellest järeldub, et mida suurem on silpide arv rütmilises ühikus, seda kiiremini tuleb silpe hääldada.

'Tom 'goes to 'school in the 'morning.

– | – ⏑ | – ⏑ ⏑ | – ⏑ |

## V

### FRASEERIMINE.

Pikemad laused jagunevad lugemisel ja kõnelemisel lõikudeks nagu eesti keeleski. Igale lõigule järgneb paus. Üksiku lõigu moodustavad sõnad, mis on sisult omavahel lähedalt seotud.

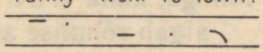
Näit. Tööviljakuse tõstmiseks | tuleb igas ettevõttes | sihikindlalt võidelda | edasise tehnilise progressi eest.

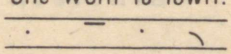
When I come home from school, | I put away my bag | and wash my hands.

## VI

### INTONATSIOON.

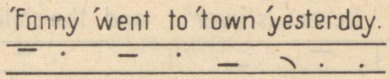
Inglise lause meloodia on langev nagu eesti keeleski. Inglise lauses tõuseb hääl esimese rõhulise silbiga ja langeb järk-järgult.



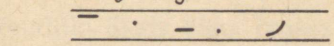
Inglise keelt iseloomustab kaks meloodiat: langev meloodia, mida märgime numbriga 1, ja tõusev meloodia, mida märgime numbriga 2.

Nii langeva kui ka tõusva meloodiaga lausetes toimub pidev hääle langus ja meloodia madalaim toon saavutatakse viimases rõhulises silbis. Langeva meloodiaga lauses toimub inglise keelele iseloomulik hääle järsk langus viimases rõhulises silbis. Viimasele rõhulisele silbile järgnevad rõhuta silbid on samal tasemel.

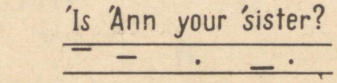



Tõusva meloodiaga lauses on meil kaks võimalust:

a) lause lõpeb rõhulise silbiga. Nii langus kui ka tõus toimuvad viimases rõhulises silbis.




b) lause lõpeb rõhuta silbiga (silpidega). Hääle langus toimub viimases rõhulises silbis, hääle tõus — rõhuta silbis (silpides).




Langevat meloodiat tarvitame:

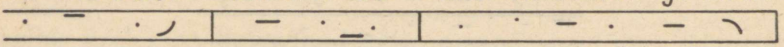
1) jutustavates lausetes;
2) eriküsimustes;
3) valikküsimuste teises osas;
4) käsklausetes;
5) hüüdlausetes.

Tõusvat meloodiat tarvitame:

1) üldküsimustes;
2) valikküsimuste esimeses osas;
3) käsklausetes palve väljendamiseks.

**Pikemate lausete meloodia.**

Pikemates lausetes, mis jagunevad lõikudeks, tõuseb hääl iga lõigu esimese rõhulise silbiga ja langeb siis pidevalt kuni viimase rõhulise silbini. Üksiku lõigu meloodia oleneb tema tähenduslikust iseseisvusest. Lõpetamata mõtte puhul tarvitame tõusvat meloodiat, lõpetatud mõtte puhul langevat meloodiat.



# GRAMMATIKA (GRAMMAR)

## I

### SÕNALIIGID.

Inglise keeles on järgmised sõnaliigid (Parts of Speech):

1. nimisõna (noun)
2. artikkel (article)
3. arvsõna (numeral)
4. omadussõna (adjective)
5. asesõna (pronoun)
6. tegusõna (verb)
7. määrsõna (adverb)
8. eessõna (preposition)
9. sidesõna (conjunction)

Missugusesse sõnaliiki üksik sõna lauses kuulub, sõltub antud sõna ülesandest lauses:

He is at work (nimisõna). Ta on tööl. He w o r k s from 9 to 5 (tegusõna). Ta töötab üheksast viieni. He does his work w e l l (määrsõna). Ta teeb oma tööd hästi. He is quite w e l l (omadussõna). Ta on üsna terve.

## II

### PÕHISÕNAD JA ABISÕNAD LAUSES.

Nimi-, omadus-, arv-, ase-, tegu- ja määrsõnad on p õ h i s õ n a d. Neil on lauses iseseisev tähendus.

Artiklid, abitegusõnad, modaaltegusõnad, ees- ja sidesõnad on a b i s õ n a d. Neil puudub lauses iseseisev tähendus.

## III

### SÕNADEVAHELISTE SUHETE VÄLJENDAMINE LAUSES.

Sõnadevahelisi suhteid lauses väljendatakse 1. g r a m m a t i l i s t e l õ p p u d e, 2. a b i s õ n a d e ja 3. s õ n a d e j ä r j e k o r r a abil.

Inglise keeles on väga vähe grammatilisi muutelõppe ja lause-

liikmete omavaheliste suhete väljendamisel on seepärast suur tähtsus abisõnadel ning sõnade järjekorral lauses. Eesti keeles on sõnadel rohkearvuliselt muutelõppe, mille abil väljendatakse sõnade omavahelisi suhteid. Abisõnade osa lauses on seepärast eesti keeles väiksem ja sõnade järjekord eestikeelses lauses on vabam kui ingliskeelses.

## IV

### NIMISÕNA (THE NOUN).

Nimisõnadel on a i n s u s (Singular) ja m i t m u s (Plural). Inglise keeles on nimisõnal ainult n i m e t a v ja o m a s t a v kääne.

### 1. Nimisõnade mitmus.

Nimisõnade mitmus (Plural of Nouns) moodustatakse lõpu **-(e)s** abil. Ainsusele liidame tavaliselt lõpu

**-s:**

| | | | |
|---|---|---|---|
| ains. | book | boy | rose |
| mitm. | books | boys | roses |

Mitmuse lõpu hääldamine oleneb tüve lõpphäälikust. Tähele panna: house [haus], houses [hauziz].

**-es** esineb

**a. sisisevate kaashäälikute järel:**

| | | | | |
|---|---|---|---|---|
| ains. | bus | dress | match | box |
| mitm. | buses | dresses | matches | boxes |

**b. kaashääliku + y järel** (y muutub -i-ks):

| | | | |
|---|---|---|---|
| ains. | country | kuid: | boy |
| mitm. | countries | | boys |

**c. f (fe) järel** (f muutub -v-ks):

| | | |
|---|---|---|
| ains. | leaf | knife |
| mitm. | leaves | knives |

**d. o-ga lõppevate sõnade järel:**

| | |
|---|---|
| ains. | negro |
| mitm. | negroes |

Järgmistel nimisõnadel on mitmuses e r i n e v a d vormid:

| | | | | | | |
|---|---|---|---|---|---|---|
| ains. | man | woman | child | goose | foot | mouse |
| mitm. | men | women | children | geese | feet | mice |

### 2. Ainsuse omastav kääne.

a) Ainsuse omastava käände (The Possessive Case) lõpp 's liidetakse ainsuse nimetavale:

the doctor's name, the boy's copy-book.

's lõpulist omastavat käänet tarvitame elusolendeid tähistavate nimisõnade puhul eestäiendina.*

b) Eluta asjade puhul väljendame omastavat käänet of-eessõnalise tagatäiendi abil:

the door **of** the classroom, the name **of** the book.

### 3. Eesti käänete väljendamine inglise keeles.

a) Inglise keeles saame alust eraldada sihitisest sõna asendi järgi lauses. Alus seisab lauses alati esimesel kohal, sihitis kolmandal kohal (öeldise järel):

**The child** is in the garden. Laps on aias. I saw **the child** in the garden. Nägin last aias.

b) Nimisõna (asesõna) koos eessõnaga võib olla lauses eessõnaliseks sihitiseks, eessõnaliseks tagatäiendiks, ruumi-, aja-, viisi-, otstarbemääruseks jne.:

I gave the book **to the children.** Andsin raamatu lastele. The boys go **to school in the morning.** Poisid käivad koolis hommikul. They went home **by train.** Nad sõitsid koju rongiga.

## V

### NIMISÕNA PIIRITLEJAD.

Nimisõna piiritlejateks (Determinatives) on: artiklid, arvsõnad, asesõnad (omastavad, näitavad, umbmäärased, küsivad). Need sõnad piiritlevad nimisõna, ilma et nad seda kirjeldaks.

Näit. She takes **two books** out of **her schoolbag** and puts them on **the table.**

## VI

### ARTIKKEL (THE ARTICLE).

Artikkel on nimisõna piiritlevaks sõnaks. Inglise keeles on kaks artiklit: umbmäärane artikkel **a** [ei]** ja määrav artikkel **the** [ði:]:

---

* Mõningais väljendites on eestäiendi juurde kuuluv nimisõna ära jäetud: at my brother's (place), at Mr. Brown's (shop).

** Täishäälikuga algava sõna ees **an** [æn].

a man, an apple; the man, the apple.
Kaashääl. ees: a [ə] man; the [ðə] man
Täishääl. ees: an [ən] apple; the [ði] apple

### 1. Umbmäärane artikkel.

Umbmäärane artikkel (The Indefinite Article) on kujunenud arvsõnast one (üks). Umbmäärast artiklit tarvitatakse ainsuses koos nimisõnaga:

a) tähenduses üks mingisugune ese või isik samasuguste esemete või isikute hulgast:

Give me **a book.** Anna mulle (üks) raamat!

Umbmäärase arvu väljendamiseks mitmuses asendatakse umbmäärane artikkel umbmääraste asesõnadega **some, any, no:**

Give me **some books.** Anna mulle raamatuid (mõned raamatud).

b) Umbmäärast artiklit koos nimisõnaga tarvitatakse tähenduses ese või isik teatud liigist:

Fred is **a sailor.** Fred on meremees.

Kui on tegemist rohkem kui ühe eseme või isikuga teatud liigist, mitmuses piiritlejat ei esine:

Fred and Tom are **sailors.** Fred ja Tom on meremehed.

### 2. Määrav artikkel.

Määrav artikkel (The Definite Article) on tähenduselt lähedane näitavale asesõnale that. Määravat artiklit tarvitatakse ainsuses ja mitmuses koos nimisõnaga, et väljendada:

a) kindlat, tuntud, varemmainitud eset või isikut (esemeid või isikuid):

This is an interesting *book.* Read **the book.** Loe seda raamatut!

b) ainukest eset või isikut antud olukorras (maailmas):

**The sky** is blue. Take **the cake.** Võta kook! (Laual on ainult üks kook).

c) kõiki esemeid või isikuid antud olukorras:

The bell rang, and **the pupils** went into the classroom. Kell helises ja õpilased läksid klassi. (Kõik õpilased antud olukorras.)

### 3. Artikli puudumine.

a) Loendamatut ainet või abstraktseid (üldistatud) mõisteid väljendavate nimisõnadega ei tarvitata umbmäärast artiklit:

We have **bread, butter** and **cheese** for breakfast. Meil on hommikueineks leiba, võid ja juustu. Edith and May like **music.** Edith ja May armastavad muusikat.

b) Määravat artiklit võib tarvitada nii loendatavate kui loendamatute nimisõnadega:

What colour are **the pencils?** Mis värvi on pliiatsid? What colour is **the ink?** Mis värvi on see tint? How do you like **the song?** Kuidas sulle meeldib see laul? How do you like **the music?** Kuidas sulle meeeldib see muusika?

c) Artiklit ei tarvitata pärisnimedega, maade, linnade, tänavate ja keelte nimetustega:

**John Dolittle** lived in **England;**

aastaaegade, kuude ja päevade nimetustega:

**February** is a cold month;

einete nimetustega:

**Breakfast** is at eight and **dinner** at two.

### 4. Väljendeid artikli tarvitamisega.

a) umbmäärase artikliga:

take a seat — istuge, võtke istet!
take a rest — puhkama
take a picture — pildistama, ülesvõtet tegema.
go for a walk — jalutama minema; jalutamas käima
have a good time — aega lõbusasti veetma
in a loud voice — valju häälega
eight hours a day — kaheksa tundi päevas

b) määrava artikliga:

take the bus — bussiga sõitma
take (the child) to the doctor — (last) arsti juurde viima
go to the pictures — kinos käima; kinno minema
at the seaside — mererannas

at the skating-rink, on the ice — liuväljal
in the country — maal
in the field — põllul
in the street — tänaval
in the sun — päikese käes
in the morning — hommikul
in the evening — õhtul
in the afternoon — õhtupoolikul

c) ilma artiklita:

1. to school — kooli
2. at school — koolis
3. go to school — koolis käima
4. to town — linna
5. in town — linnas
6. at home — kodus
7. home — koju
8. out to sea — merele
9. out at sea — merel
10. go to sea — meremeheks hakkama
11. at work — tööl
12. on deck — pardal
13. at night — öösel
14. by train — rongiga
15. lesson one, part two
16. at page three — kolmandal leheküljel.

## VII

### ARVSÕNA (THE NUMERAL)

1. Arvsõnad (Numerals) jagunevad põhi- ja järgarvsõnadeks (Cardinals and Ordinals).

Põhiarvsõnad*

Liitarvsõnades seisab kümnete ja sadade vahel sidesõna **and:**

315 — three hundred and fifteen.

Liitpõhiarvsõnade liiteks on arvudes 13—19: **-teen** (eesti keeles: -teist) ja kümnetes **-ty** (eesti keeles: -kümmend):

thir**teen;** thir**ty.**

Järgarvsõnad

Järgarvsõna ees seisab määrav artikkel või mõni teine nimisõna piiritleja:

**the** third lesson; **our** third lesson.

Alates arvsõnast 4 moodustatakse järgarvsõnad vastavatest põhiarvsõnadest liite **-th** abil. Arvsõnadel one, two, three on eri vormid: the first, the second, the third.

---

* Vt. Lessons 35, 36.

Kümnete liites muutub **y** liite *-th* ees **ie**'ks:

twenty — the twen**tie**th

4. Kuupäevi ja aastaarve väljendatakse järgmiselt:

the 1st of January, 1957 — *loe* the first of January, nineteen (hundred and) fifty-seven.

January 1, 1957 — loetakse nagu eespool või: January the first, nineteen fifty-seven.

## VIII

### OMADUSSÕNA (THE ADJECTIVE).

Inglise keeles on omadussõnal (Adjective) sama vorm ainsuses ja mitmuses; omadussõna ei käändu:

Take the **red** pencil. Take the **red** pencils. Võta punane pliiats! Võta punased pliiatsid!

Omadussõna muutub võrdlemisel.

### Omadussõnade võrdlemine.

1. Ühesilbilised omadussõnad ja osa kahesilbilisi omadussõnu moodustavad kesk- ja ülivõrde lõppude **-er** ja **-est** abil.

long — longer — the longest
nice — nicer — the nicest
big — bigger — the biggest
happy — happier — the happiest

a. ühekordne lõpukaashäälik kahekordistub lühikese kaashääliku järel;
b. **y** muutub kaashääliku järel **i**-ks.

2. Mitmesilbilised omadussõnad moodustavad kesk- ja ülivõrde määrsõnade **more** ja **most** abil:

Your book is **more interesting.** Which is **the most interesting** book?

3. Mõningatel omadussõnadel on erinevad vormid alg-, kesk- ja ülivõrdes:

| | | |
|---|---|---|
| good | better | the best |
| bad | worse | the worst |
| old | older | the oldest |
| | elder | the eldest |

Vorme *elder, the eldest* tarvitame eestäiendina, kui jutt on sama perekonna liikmete vanusest:

My elder brother is a student.

*Kuid:* My brother is older than I am.

4. Keskvõrde puhul tarvitatakse omadussõna järel sidesõna **than** (kui):

George is younger **than** James.

5. Ülivõrdega tarvitame omadussõna ees määravat artiklit. Artikli asemel võib esineda ka omastav asesõna või nimisõna omastavas käändes:

the youngest brother, my youngest brother, Ben's youngest brother.

## IX

### ASESÕNA (THE PRONOUN).

### Isikulised asesõnad (Personal Pronouns).

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Nim. | **I** | **you** | **he** | **she** | **it** | **we** | **you** | **they** |
| Sih. | **me** | **you** | **him** | **her** | **it** | **us** | **you** | **them** |

Isikulised asesõnad nimetavas käändes on lauses aluseks:

**She** plays well. Ta mängib hästi.

Peale nimetava käände on isikulistel asesõnadel veel sihitise kääne, mis vastab eesti keeles omastavale, osastavale, alaleütlevale ja koos eessõnadega ka mõnedele teistele käänetele:

Jack saw t h e m in the street. Jack nägi n e i d tänaval. He gave t h e m the basket. Ta andis n e i l e korvi. He went w i t h t h e m. Ta läks n e n d e g a.

### Omastavad asesõnad (Possessive Pronouns).

**my, your, his, her, its, our, your, their**

Omastavaid asesõnu tõlgitakse eesti keelde asesõnadega minu, sinu jne. või asesõnaga o m a; mõnikord jääb omastav asesõna tõlkimata:

Where is **my** dog? Kus mu koer on? We shall see **our** friends again. Me näeme oma sõpru jälle. Take off **your** hat. Võta kübar peast!

### Umbmäärased asesõnad (Indefinite Pronouns).

a) **Some, any, no**

1. S o m e, a n y väljendavad umbmäärast hulka või arvu.

S o m e tarvitatakse jaatavas, a n y küsivas ja eitavas lauses:

He made **some mistakes.** Ta tegi vigu. Did he make **any mistakes?** Kas ta tegi vigu? He **did not make any mistakes.** Ta ei teinud vigu.

2. Eituse väljendamiseks võime nimisõna ees kasutada asesõnu a n y või n o. Tegusõna eitava vormi puhul kasutame a n y, jaatava vormi puhul n o. Inglise keeles ei tarvitata lauses kahekordset eitust.

Näit. I do n o t see a n y mistakes on the blackboard. I see n o mistakes on the blackboard. Ma ei näe tahvlil vigu.

3. Umbmääraste asesõnadest moodustatakse järgmised tuletatud asesõnad: s o m e t h i n g, a n y t h i n g, n o t h i n g, s o m e b o d y, a n y b o d y, n o b o d y. Neid asesõnu tarvitatakse lauses ainult nimisõnaliselt, s. o. alusena või sihitisena.

I did not see a n y t h i n g. Ma ei näinud midagi. S o m e b o d y wants to see you. Keegi tahab teiega kokku saada.

### b) much, many; little, few

1. Umbmääraseid asesõnu m u c h ja l i t t l e tarvitame loendamatute nimisõnadega.

Näit. much ink, little ink. Palju tinti, vähe tinti.

2. m a n y ja f e w tarvitame loendatavate nimisõnadega mitmuses.

Näit. many ink-pots, few ink-pots. Palju tindipotte, vähe tindipotte.

### Näitavad asesõnad (Demonstrative Pronouns).

| | |
|---|---|
| ains. | **this, that** |
| mitm. | **these, those** |

Näitavaid asesõnu võime tarvitada nii nimisõnaliselt kui omadussõnaliselt.

Näit. This is an interesting picture. Do you know that article?

### Küsivad asesõnad (Interrogative Pronouns).
### who? what? which? what + nimisõna? which + nimisõna?

1. Asesõnu w h o, w h o s e, w h o m (eessõna + whom) tarvitatakse elusolendite puhul.

Näit. W h o is absent? Kes puudub? W h o s e b o o k is this?

Kelle raamat see on? Whom do you want to see? Kellega te soovite kokku saada? To whom did he write? Kellele ta kirjutas?

2. Asesõna what ja eessõna + what tarvitatakse asjade puhul.

Näit. What is in that box? Mis on selles karbis? What do you see in the picture? Mida te näete pildil? With what do you write? Millega te kirjutate?

What tarvitatakse isikute puhul, kui tahetakse jõuda selgusele nende elukutses või erialas.

What is your father? He is a worker. Kes su isa on? Ta on tööline.

What does he want to become? Kelleks ta tahab saada?

3. What nimisõna ees on lauses täiendiks.

Näit. What colour is your dress? Mis värvi on su kleit? What books do you want? Missuguseid raamatuid te tahate?

4. Which ja eessõna + which tarvitatakse esemete ja isikutega, kui on tegemist valikuga teatud hulgast või arvust; which tarvitatakse ka tähenduses „mitmes".

Näit. Which of the boys is Bill Jenkins? Kumb poistest on Bill Jenkins (kui on tegemist kahe poisiga)? Kes poistest on Bill Jenkins (kui on tegemist mitme poisiga)? To which of the two boys shall I give the ball? Kummale poisile ma annan palli? Which month of the year is June? Mitmes kuu aastas on juuni?

5. Which nimisõna ees on lauses täiendiks.

Which picture shall we take for our dining-room? Missuguse pildi (teatud arvust) võtame oma söögitoa jaoks?

### Siduvad asesõnad (Relative Pronouns).

### who, which, that

1. Who, whose, whom, eessõna + whom tarvitatakse elusolendite puhul.

Näit. The man who talked to the children was a doctor. Mees, kes lastega kõneles, oli arst.

2. Which ja eessõna + which tarvitatakse eluta asjade puhul.

Näit. Do you like the story which we are reading? Kas teile meeldib jutt, mida me loeme?

3. That (kes, keda, mis, mida) tarvitatakse nii eluta asjade kui elusolendite puhul.

Näit. You must take the bus that stops at this corner. Te peate sõitma bussiga, mis peatub sel nurgal. Billy helped the child that fell in the street. Billy aitas last, kes kukkus tänaval.

4. Pange tähele koma puudumist täiendlause ees ja järel.

## X

### EESSÕNA (THE PREPOSITION).

Eessõna tarvitatakse koos nimi- või asesõnaga. Nad väljendavad nimi- või asesõna suhet mõne muu sõnaga lauses.

Write your name **on** the copy-book! Kirjuta nimi vihikule. Eessõna *on* seob sõna *the copy-book* (vihik) sõnaga *write* (kirjuta). We go **to** school **in** the morning. Me käime koolis hommikul. Sõna *to* on seotud sõnaga *school*; sõna *in* on seotud sõnaga *the morning*; mõlemad: *to school* ja *in the morning* on seotud tegusõnaga *go*.

Koha-eessõnad: on, in, under, at, by, near, behind, before, in front of, through, across.

We went through a forest. There are fruit-trees in front of the house. There is a lake behind the house.

Suuna-eessõnad: to, from, on, in, into, under, out of:

Does the bus go to Nõmme? The boy fell into the water.

Aja-eessõnad: in, on, at, before, after, from — to:

After working-hours we go to our club. I have a music lesson from four to five.

## XI

### EESTI KÄÄNETE VASTEID INGLISE KEELES.

Inglise keeles väljendatakse sageli eessõnade abil suhteid, mida eesti keeles väljendatakse käändelõppude abil.

#### (1) Eessõnalise sihitise väljendamine.

to, for — alaleütlev.

What did Jim say to you? Mida Jim sulle ütles? Here are some apples for the children. Siin on lastele mõned õunad.

from — alaltütlev.

I got a letter from my sister. Ma sain õelt kirja.

about — seestütlev.

Tell me about the football match. Jutustage mulle jalgpallivõistlusest.

with — kaasaütlev.

Bob will come with us. Bob tuleb meiega. I shall write with a pen. Ma kirjutan sulega.

for — saav.

Come home for dinner. Tule lõunaks koju.

### (2.) Eessõnalise tagatäiendi väljendamine.

of — omastav.

The windows of our room are open. Meie toa aknad on avatud. It is the end of January. On jaanuari lõpp.

of — osastav.

Take a cup of coffee. Jooge tass kohvi! Here is a piece of paper. Siin on tükk paberit.

### (3.) Ruumiliste suhete väljendamine.

to, in, into — sisseütlev.

The ship came to Tallinn. Laev tuli Tallinna. Put the things in your bag. Pane asjad kotti. Jump into the boat. Hüppa paati!

Tegusõnaga *put* tarvitatakse *into* asemel *in*.

in, at — seesütlev.

Do you live in that house? Kas sa elad selles majas? Let us meet at the bus-stop. Saame kokku bussipeatuses.

from, out of — seestütlev.

My friend came from Leningrad yesterday. Mu sõber tuli eile Leningradist. Take the apples out of the basket. Võta õunad korvist välja!

on, to — alaleütlev.

Put the books on the table. Pane raamatud lauale! I must go to the meeting. Pean minema koosolekule.

on, at, in — alalütlev.

We have a good cook on the boat. Meil on laeval hea kokk. We did not see Tom at the meeting. Me ei näinud Tomi koosolekul. Dr. Dolittle lived in England. Dr. Dolittle elas Inglismaal.

from — alaltütlev.

The boys came from the skating-rink. Poisid tulid liuväljalt.

### (4.) Ajaliste suhete väljendamine.

in — seesütlev.

School begins in September. Õppetöö algab septembris.

in, on — alalütlev.

In summer we do not go to school. Suvel meie ei käi koolis. We shall have a meeting on Friday, the 4th of April. Meil on koosolek reedel, neljandal aprillil.

for — saav.

Write the exercise for tomorrow. Kirjutage see harjutus homseks.

from...to — seestütlev...rajav.

We have lunch from twelve to one. Meil on keskpäevaeine kella kaheteistkümnest üheni.

### (5.) Viisi- ja otstarbesuhete väljendamine.

by, in — kaasaütlev.

We shall go to town by bus. Me sõidame linna bussiga. They went in a motor-boat. Nad sõitsid mootorpaadiga. He spoke in a loud voice. Ta kõneles valju häälega.

for — saav.

We have a big hall for our meetings. Meil on suur saal kogunemisteks. I need the book for my work. Ma vajan seda raamatut oma tööks.

## XII

### VÄLJENDEID EESSÕNADEGA.

Pange tähele tegusõnu ja omadussõnu, mida tarvitatakse kindlate eessõnadega eessõnaliste sihitiste puhul:

a) listen to somebody, something — kedagi, midagi kuulama
look at somebody, something — kellelegi, millelegi vaatama
say to somebody — kellelegi ütlema
speak to somebody — kellegagi rääkima
talk to somebody — kellegagi vestlema
wait for somebody, something — kedagi, midagi ootama

b) angry with somebody — kellelegi pahane olema
fond of somebody, something — kedagi, midagi armastama
full of something, somebody — täis midagi, kedagi
proud of somebody, something — uhke olema kellelegi, millelegi

c) järgmisi tegusõnu ei tarvitata eessõnadega:
*leave:* We left the classroom. Me lahkusime klassist.
*pass:* The boys passed the shop. Poisid möödusid kauplusest.
*enter:* Harry entered the room. Harry astus tuppa.
*ask:* Ask Mother. Küsi emalt!

d) Pange tähele väljendeid:

in the field — põllul
in the street — tänaval
in the country — maal
in the picture — pildil
in summer — suvel
in the morning — hommikul
at night — öösel
on fine days — ilusa ilmaga
in Tallinn — Tallinnas (*in* suuremate keskuste puhul)
at Keila — Keilas (*at* väiksemate linnade puhul)
at school — koolis
at home — kodus
at work — tööl
at the club — klubis

## XIII

## TEGUSÕNA (THE VERB).

### Üldajad.

Üldajad (Indefinite Tenses) väljendavad:

a) fakte ja sündmusi olevikus, minevikus või tulevikus;

b) tavaliselt või korduvalt toimuvat tegevust olevikus, minevikus või tulevikus;

c) mitut üksteisele järgnevat tegevust olevikus, minevikus või tulevikus.

#### Olevik.

Olevik (Present Indefinite) moodustatakse tegusõna algvormist. Kõik oleviku pöörded, välja arvatud ainsuse 3. pööre, on ilma pöördelõputa.

Ainsuse 3. pöördel on lõpp **-s** või **-es.**

| | | | | |
|---|---|---|---|---|
| *algvorm* | work | play | wash | study |
| *3 p. ains.* | works | plays | washes | studies |

a) sisisevatele kaashäälikutele liidetakse lõpp **-es;**

b) **y** kaashääliku järel muutub **i**-ks, millele liidetakse lõpp **-es:** *carry — carries;*

c) tegusõnade **go** ja **do** 3 p. ains. on *goes* [gouz], *does* [dʌz];

d) lõpu -s |(-es) hääldamine oleneb tüve lõpphäälikust.

**Küsivad** ja **eitavad** vormid moodustatakse abitegusõna **do** (does) ja põhitegusõna **infinitiivi** abil. Küsivas vormis seisab abitegusõna aluse ees. Eitavas vormis seisab eitus **not** abitegusõna järel.

**Does** James know that town? We **do not** know it.

#### Lihtminevik.

1. Reeglipäraste tegusõnade lihtminevik (Past Indefinite) moodustatakse tegusõna algvormist lõpu **-ed** abil. Kõigis pööretes on sama lõpp.

| | | | | | | |
|---|---|---|---|---|---|---|
| *algvorm* | work | play | want | live | study | stop |
| *Past Ind.* | worked | played | wanted | lived | studied | stopped |

a) kui sõna lõpeb **e**-ga, liidetakse ainult **-d.**

b) **y** kaashääliku järel muutub **i**-ks, millele liidetakse lõpp **-ed.**

c) ühekordse kaashäälikuga lõppevas sõnas, milles kaashäälikule eelneb lühike täishäälik, kahekordistub kaashäälik lõpus, millele liidetakse -ed.

d) lõpu -ed hääldamine oleneb tüve lõpphäälikust.

2. Ebareeglipärastel tegusõnadel muutub sõna tüve täishäälik või esineb eri vorm.

| | | | | |
|---|---|---|---|---|
| Näit. | *algvorm* | do | go | read |
| | *Past Ind.* | did | went | read |

3. **Küsivad** ja **eitavad** vormid moodustatakse abitegusõna do mineviku vormi **did** ja põhitegusõna **infinitiivi** abil. Küsivas vormis seisab abitegusõna aluse ees, eitavas vormis seisab eitus **not** abitegusõna järel:

**Did** he know the town? He **did not** live there.

### Tulevik.

1. Tulevik (Future Indefinite) moodustatakse abitegusõnade **shall** ja **will** ja põhitegusõna **infinitiivi** abil.

2. 1. pöördes ainsuses ja mitmuses tarvitatakse abitegusõna **shall,** 2. ja 3. pöördes **will.** Küsivas vormis seisab abitegusõna aluse ees; eitavas vormis seisab eitus **not** abitegusõna järel.

Näit. We **shall** go to the country tomorrow. **Will** Charles come with you? He **will not** leave town tomorrow.

### Kestvad ajad.

Kestvad ajad (Continuous Tenses) väljendavad kõnesoleval momendil või perioodil lõpetamata tegevust olevikus, minevikus või tulevikus.

Kõnesolevat momenti või perioodi võib väljendada:

(1) *ajamäärusega või aega tähistava lausega:*

Now we are studying the 54th lesson. It was a bright day in February. The children were skating on the ice.

(2) *teise tegevusega, mida väljendame tegusõnaga üldajas:*

When I **entered** the hall, Comrade Tuisk was speaking.

Kestvad ajad moodustatakse abitegusõna **be** vastavate aegade ja põhitegusõna **-ing vormi** abil.

-ing vorm moodustatakse tegusõna algvormist lõpu **-ing** abil:

| | | | | |
|---|---|---|---|---|
| *algv.* | work | come | run | lie, die |
| *-ing vorm* | working | coming | running | lying, dying |

Kui tegusõna algvorm lõpeb tumma **e**-ga, kaob **e** enne lõpu lisamist.

Kui ühekordsele kaashäälikule eelneb sõnas lühike täishäälik, kahekordistub kaashäälik enne lõpu lisamist.

Eri vormid on tegusõnadel: lie, die.

### Oleviku ja mineviku kestvad vormid.

### (Present Continuous, Past Continuous).

(1) Present Continuous moodustatakse abitegusõna **be olevikust** ja põhitegusõna **-ing** vormist. Küsivas vormis seisab abitegusõna aluse ees, eitavas vormis seisab eitus **not** abitegusõna järel:

Peter and John **are going** home now. **Are** Peter and John going home now? Peter and John **are not** going home now.

(2) Past Continuous moodustatakse abitegusõna **be lihtminevikust** ja põhitegusõna **-ing** vormist. Küsivas vormis seisab abitegusõna aluse ees, eitavas seisab eitus **not** abitegusõna järel:

Peter and John **were going** home when we met them. **Were** Peter and John going home when we met them? Peter and John **were not going** home when we met them.

Present Continuous tõlgitakse eesti keelde tavaliselt olevikuga ja Past Continuous lihtminevikuga.

### Käskiv kõneviis.

1. Tegusõna käskiva kõneviisi (The Imperative Mood) jaatava vormi **2.** pööre ainsuses ja mitmuses on ühesugune ja moodustatakse tegusõna algvormist.

Eitav vorm moodustatakse abitegusõna **do,** eituse **not** ja põhitegusõna **algvormi** abil:

**Take** that book. **Do not take** that book. Don't take that book (do not = don't). Võtke see raamat! Ärge võtke seda raamatut!

Käskiva kõneviisi **1.** ja **3.** pööre moodustatakse abitegusõna **let, isikulise asesõna sihitise käände** ja põhitegusõna **algvormi** abil.

Näit. Let us go back. Mingem tagasi!

## Abi- ja modaaltegusõnad.

Abitegusõnad: be, do, shall, will.

Modaaltegusõnad: can, must, may.

Abitegusõnad ja modaaltegusõnad (Auxiliary and Modal Verbs) on põhitegusõna (iseseisva tegusõna) juurde kuuluvad abistavad sõnad.

Küsilausetes seisavad abi- ja modaaltegusõnad lause ees, põhitegusõna seisab aluse järel:

**Does** the train **leave** at 5? Kas rong väljub kell 5? **Shall** we **see** you tomorrow? Kas me näeme Teid homme?

Abi- ja modaaltegusõnad esinevad põhitegusõna asendajatena, asetegusõnadena lühivastustes:

Did you meet Comrade Kask? Yes, I did (No, I did not. No, I didn't). Can Fred help us? Yes, he **can** (No, he cannot. No, he can't). Kas te kohtasite sm. Kaske? Jah, kohtasime. Kas Fred saab meid aidata? Jah, saab.

### Tegusõna **be**.

1. Tegusõna **be** võib esineda põhitegusõnana tähenduses *olema, eksisteerima:*

We **are** at school. There **were** many children in the garden.

2. Abitegusõna **be** aitab moodustada kõiki kestvaid aegu (Continuous Tenses).

What **were** you **doing** when they came? Mida te (parajasti) tegite, kui nad tulid? We **were writing** our translation. Me kirjutasime oma tõlget.

3. Kõnekeeles tarvitatakse abitegusõna **be** järgmisi lühivorme:

| | | | | | |
|---|---|---|---|---|---|
| I am | I'm | [aim] | we are | we're | [wiə] |
| he is | he's | [hiːz] | you are | you're | [juə] |
| she is | she's | [ʃiːz] | they are | they're | [ðeiə] |
| it is | it's | [its] | | | |

| | | |
|---|---|---|
| is not | isn't | ['iznt] |
| are not | aren't | ['ɑːnt] |
| was not | wasn't | ['wɔznt] |
| were not | weren't | ['wəːnt] |

## Tegusõna **do**.

1. Tegusõna **do** võib esineda põhitegusõnana tähenduses *tegema, täitma:*

Edith **did** her work well. Edith tegi oma töö hästi.

2. Abitegusõnana **do** aitab moodustada a) küsivat ja eitavat vormi olevikus ja lihtminevikus (Present Indefinite ja Past Indefinite):

Did you read the article yesterday? Kas sa lugesid seda artiklit eile?

b) käskiva kõneviisi 2. pöörde eitavat vormi.

**Do not be** late for the lesson. Ärge hilinege tundi!

3. Kõnekeeles tarvitatakse abitegusõna **do** järgmisi lühivorme:

| | | | | | |
|---|---|---|---|---|---|
| do not | don't | ['dount] | does not | doesn't | ['dʌznt] |
| did not | didn't | ['didnt] | | | |

## Abitegusõnad **shall** ja **will**.

1. Abitegusõnad **shall** ja **will** aitavad moodustada tulevikku (Future Indefinite). Abitegusõna **shall** tarvitatakse **1.** pöördes ainsuses ja mitmuses, **will 2.** ja **3.** pöördes ainsuses ja mitmuses.

I shall translate the text. Paul and Ralph will be present too.

2. Kõnekeeles tarvitatakse abitegusõnadega **shall** ja **will** järgmisi lühivorme:

| | | | | | |
|---|---|---|---|---|---|
| I shall | I'll | [ail] | they will | they'll | [ðeil] |
| he will | he'll | [hi:l] | shall not | shan't | ['ʃɑ:nt] |
| we shall | we'll | [wi:l] | will not | won't | ['wount] |
| you will | you'll | [ju:l] | | | |

## Modaaltegusõnad **can, may, must**.

1. Modaaltegusõnad on ebatäielikud ehk defektiivsed tegusõnad, neil puuduvad infinitiiv ja paljud teised tegusõna vormid.

2. Ainsuse oleviku 3. pöördes puudub neil lõpp -s:

Jim **can** play the piano. Lily **must** lay the table.

3. Modaaltegusõnu **can, may, must** tarvitatakse koos põhitegusõna infinitiiviga; pärast modaaltegusõnu ei tarvitata infini-

tiivi ees partiklit *to*. Modaaltegusõnad koos infinitiiviga väljendavad tegevuse teostamise võimalikkust või vajalikkust:

You **must leave** the classroom. Peate lahkuma klassist. **May** the boys **go** home? Kas poisid tohivad koju minna?

### Can.

1. **Can** väljendab *oskust* või *võimelisust* teatud tegevuseks:

We can see everything. Me võime (suudame) näha kõike.

2. Tegusõnal **can** on järgmised vormid:

*Pres. Indef.*: I can, I cannot, can I? jt.

*Past Indef.*: I could, I could not, could I? jt.

*Näit.* Dick cannot skate. Can you teach him? Dick ei oska uisutada. Kas te saate teda õpetada?

3. Kõnekeeles tarvitatakse modaaltegusõnaga **can** järgmisi lühivorme:

cannot — can't [kɑ:nt]; could not — couldn't ['kudnt]

### Must.

1. **Must** väljendab *tegevuse teostamise vajadust, sundust, kohustust*:

I must do my homework now. Ma pean nüüd oma koduseid ülesandeid tegema.

2. Tegusõnal **must** on järgmised vormid:

*Pres. Indef.*: I must, must I? jt.

*Näit.* When must you go? Millal te peate minema?

### May.

1. **May** väljendab *lubamist* (eitavas vormis ka *keeldu*), *palvet*.

2. Tegusõnal **may** on järgmised vormid:

*Pres. Indef.*: I may, I may not, may I? jt.

*Näit.* You may take my pen. May I take a cup?

## Tegusõna **have.**

1. Tegusõna have võib esineda põhitegusõnana tähenduses *omama* (*mul on*).

I **have** a brother and a sister.

2. a. Eitavas vormis tarvitatakse tegusõna *have* eitusega *no* järgneva nimisõna ees.

I have **no** brother and **no** sister.

b. Lühivastustes tarvitatakse eitust *not.*

Have you a brother? No, I **have not.**

3. Tegusõna *have* võib esineda koos järgneva nimisõnaga eri tähendustes.

| | |
|---|---|
| to have breakfast | einetama |
| to have dinner | lõunat sööma |
| to have supper | õhtust sööma |
| to have a good time | aega lõbusasti veetma |

Eitav ja küsiv vorm niisugustest väljenditest moodustatakse abitegusõna *do* abil.

I have dinner at two. Ma söön lõunat kell 2.

I **don't** have dinner at four. Ma ei söö lõunat kell 4.

When **do** you have dinner? Millal te sööte lõunat?

## Infinitiiv.

1. Kui infinitiiv (Infinitive) järgneb iseseisva tähendusega tegusõnale, seisab infinitiivi ees partikkel **to:**

The boys begin **to** read. We want **to** listen to them. Father decided **to** go to the country on Saturday. Poisid hakkavad lugema. Me tahame neid kuulata. Isa otsustas laupäeval maale sõita.

2. Modaaltegusõnade järel esineb infinitiiv ilma partiklita *to:*

We **must go** at once. My friend **cannot come,** she is ill. Peame kohe minema. Mu sõber ei saa tulla, ta on haige.

## XIV

### MÄÄRSÕNA (ADVERB).

1. Küsivad määrsõnad: when? where? how? why? Need määrsõnad võivad olla ka siduvateks sõnadeks, mis ühendavad kõrvallauseid pealausetega:

Why are you late, Bert? Tell us **why** you are late. Miks sa hilinesid, Bert? Ütle meile, miks sa hilinesid?

2. Ajamäärsõnad: now, then, often, never, sometimes, always, soon, still, already, today, yesterday jt.

3. Kohamäärsõnad: here, there, everywhere, back, away jt.

4. Mõõtu, hulka, määra väljendavad määrsõnad: very, too, only, much, little jt.

5. Viisimäärsõnad: quickly, well.

## XV

### SIDESÕNA (CONJUNCTION).

Sidesõnad (Conjunctions) ühendavad üksikuid sõnu või ka terveid lauseid.

1. Rinnastavad sidesõnad: and, but, both... and jt.

*Näit.* I took the basket, **and** John took the bag. They fought **both** on sea **and** on land (nii merel kui ka maal).

2. Alistavad sidesõnad: that (et), when (kui), because, if jt.

He saw **that** the trees were full of monkeys. Ta nägi, et puud olid täis ahve.

3. Pea- ja kõrvallause või -laused ühendatakse põimlauseks sidesõnade või siduvate ase- ja määrsõnade abil:

They liked the doctor **because** he was good to them (sidesõna). They knew **where** he lived (siduv sõna — määrsõna). **When** school is over, wo go home (sidesõna). Do you know **when** the train leaves (siduv sõna — määrsõna)?

# XVI

## LAUSELIIKMED (PARTS OF THE SENTENCE).

1. Lause pealiikmed on alus (Subject) ja öeldis (Predicate); kõrvalliikmed on sihitis (Object), määrus (Adverbial), täiend (Attribute).

2. Alus väljendab tegijat; öeldis väljendab seda, mida öeldakse tegija kohta, selle tegevust või olukorda. Alus ja öeldis ühilduvad arvus ja isikus.

The bus **stops** there. The buses **stop** there. The boy **was tired.** The boys **were tired.**

3. Sihitis väljendab asja või isikut, millele on suunatud öeldisega väljendatud tegevus.

We study English. Jane sees us.

Kaudne sihitis väljendab isikut või asja, kelle või mille jaoks või heaks tegevus toimub (kellele? millele?). Kaudset sihitist tarvitatakse tegusõnadega give, tell, show, bring, teach, build, pay, owe, buy, write. Ta seisab vahenditult tegusõna järel.

Show them the pictures. Give Jim the ball. Can you tell us the time?

Eessõnaline sihitis väljendab eessõna ja sellele järgneva sõna (või sõnaderühma) abil asja või isikut, millele on suunatud tegevus (võrrelge käänete tarvitamist eesti keeles, peatükk XI).

The cake and the roses are from Frank. Our friends came with us. What did you say to the teacher?

Tegusõnaga say tarvitatakse eessõnalist sihitist; kaudset sihitist sellega tarvitada ei saa.

4. Määrusega väljendatakse aja-, koha-, viisi- jt. suhteid lauses.

The boat arrives at Dover at five o'clock. It is very early.

Tegusõnadega leave, enter tarvitatakse eesti keeles kohamäärust, inglise keeles sihitist.

Leave the room, boys! We entered the hall.

5. Täiend on nimisõna täiendav sõna ja kuulub eelneva või järgneva sõna juurde ees- või tagatäiendina.

The doctor has a large room. The doctor's room is light. The windows of the room are open.

6. Siduvate sõnade abil ühendatakse lauseliikmeid omavahel või iseseisvaid lauseid liitlauseiks.

Bill and Bertha will go to Brighton. Paul knows that he must be at the factory at seven.

## XVII

### SÕNADE JÄRJEKORD LAUSES (WORD ORDER).

1. Sõnade järjekord ingliskeelses laiendamata lihtlauses on järgmine: esimesel kohal seisab alus (Subject), teisel öeldis (Predicate). Laiendatud lihtlauses seisab kolmandal kohal sihitis (Direct Object) või kaudne sihitis (Indirect Object — kellele?), neljandal — eessõnaline sihitis (Prepositional Object) või määrus (Adverbial).

| I | II | III | IV |
|---|---|---|---|
| Alus | Öeldis | Sihitis | Määrus |
| We | speak | English | at our English lessons. |
| Alus | Öeldis | Sihitis | Eessõnaline sihitis |
| I | thanked | my comrades | for their help. |

2. Lauses, milles esinevad sihitis (keda? mida?) ja kaudne sihitis, seisab kaudne sihitis vahenditult öeldise järel.

| I | II | III[1] | III |
|---|---|---|---|
| Alus | Öeldis | Kaudne sihitis | Sihitis |
| Dick | showed | Fred | his new book. |

Kaudse sihitise asemel võib tegusõnadega give, tell, show jt. tarvitada eessõnalist sihitist. Eessõnaline sihitis seisab sihitise järel ja tõstab rohkem esile temaga väljendatud mõistet kui kaudne sihitis.

| I | II | III | IV |
|---|---|---|---|
| Alus | Öeldis | Sihitis | Eessõnaline sihitis. |
| Dick | showed | his new book | to Fred (not to James). |
| | Give | the basket | to Maggie (not to Lily). |

# XVIII

## LAUSELIIGID

## (Kinds of Sentences)

### Jutustav lause.

Jutustavas lauses kinnitatakse või eitatakse mingit fakti; tal on langev intonatsioon:

The winter holidays are over. The workers meet at the club after working hours.

Eitavas lauses seisab eitus *not* põhitegusõna ees; tegusõna *be* puhul — põhitegusõna järel:

Clyde does **not** work at our factory. He is **not** our worker. Clyde ei tööta meie vabrikus. Ta ei ole meie tööline.

### Käsklause.

Käsklause väljendab käsku või palvet. Lause lõpus on punkt; erilise rõhuga väljendatud lause lõpus — hüüumärk. Käsku väljendavat lauset hääldatakse langeva intonatsiooniga, palvet väljendavat lauset tõusva intonatsiooniga:

Open your textbooks. Open the window, please.

Käsklause algab öeldisega, alus enamasti puudub. Muidu on sõnade järjekord sama, mis jutustavas lauses.

Take the brown bag. Don't take that big suit-case.

### Küsilause.

Küsimused võivad olla a) üldküsimused, b) eriküsimused ja c) valikküsimused.

#### (1) Üldküsimused.

Üldküsimused väljendavad *kahtlust*, *ebakindlust* ja nõuavad lühikest kinnitavat või eitavat vastust: **yes** või **no.**

Üldküsimus algab abi- või modaaltegusõnaga. Vastuses esine-

vad pärast jaatust või eitust asesõna ja abi- või modaaltegusõna. Üldküsimuse korral tõuseb hääl lause lõpus:

Did you take the diary, Mary? Yes, I did.

Can John come at five? No, he cannot.

(2) Eriküsimused.

Eriküsimused algavad küsiva sõnaga ja on suunatud eri lauseliikmeile. Eriküsimustes langeb hääl lause lõpus.

Alusele suunatud küsimuses on sõnade järjekord sama, mis jutustavas lauses. Vastus koosneb nimi- või asesõnast ja abi- või modaaltegusõnast:

Who comes after me? Bertha does. Who must do it? Harry must.

Teistele lauseliikmetele suunatud küsimustes on, nagu üldküsimusteski, põhitegusõna teisel kohal ning alus esimesel. Abi- või modaaltegusõna on sel korral aluse ees ja küsiv sõna abi- või modaaltegusõna ees. Vastus peab olema täielik.

Eriküsimused lause kohta *The sailor put his bag on the ground.*

| ? | 0 | Alus | Öeldis | Sihitis | Määrus |
|---|---|---|---|---|---|
| What | did | the sailor | do | — | — ? |
| What | did | the sailor | put | — | on the ground? |
| Where | did | the sailor | put | his bag | — ? |
| | | Who | put | the bag | on the ground? |

(3) Valikküsimused.

Valikküsimused koosnevad kahest osast, mis on seotud sidesõnaga **or.** Valikküsimused algavad abi- või modaaltegusõnaga. Lause esimese poole lõpus, enne sidesõna *or*, hääl tõuseb; lause teise osa lõpus hääl langeb.

Valikküsimus nõuab täielikku vastust:

Will they walk to the station or take the bus? They will walk.

**Hüüdlause.**

Hüüdlause väljendab mingit tugevat tunnet: rõõmu, üllatust, viha, vaimustust, pahameelt. Hüüdlause algab tavaliselt sõnadega **what, how.** Hüüdlause hääldatakse langeva intonatsiooniga:

What a good smell! How happy we are! Milline hea lõhn! Kui õnnelikud me oleme!

### There is, there are.

Lausetes, milles esineb *there is, there are,* seisab öeldis **is** või **are** aluse ees; järgneb koha- või ajamäärus.

Eesti keelde tõlkimisel alustame koha- või ajamäärusega:

There are some flowers on the table. Laual on lilli. There is no meeting today. Täna pole koosolekut. Are there any letters in the box? Kas kastis on kirju?

### Umbisikulised laused.

Asesõna **it** esineb alusena umbisikulistes lausetes, mis väljendavad *looduslikke nähtusi* ja *aega:*

It is winter. On talv. It was a cold February day. Oli külm veebruarikuu päev. It is late. On hilja. What time is it? Mis kell on? What date is it today? Mis kuupäev täna on?

## XIX

### NIMI- JA OMADUSSÕNADE TULETAMINE.

### (DERIVATION OF NOUNS AND ADJECTIVES)

(1) Nimisõnade tuletamine:

a. liite **-er** abil:

| | |
|---|---|
| work | worker |
| speak | speaker |
| play | player |

b. sõnade **liitmise** abil:

black + board = blackboard
class + room = classroom
foot + ball = football
ink + pot = ink-pot
bus + stop = bus-stop
garden + seat = garden-seat

(2) Omadussõnade tuletamine:
liite **-y** abil

| | |
|---|---|
| rain | rainy |
| sun | sunny |

## XX

### SÕNADE POOLITAMINE. (DIVISION OF WORDS)

1. Sõnade poolitamine toimub hääldamisüksuste järgi:
pa-per, doc-tor, sta-tion, Eng-lish,
beau-ti-ful, stu-dent.

Tähele panna: th, ch, sh, ph, ck, ng moodustavad ühe hääliku ja neid tähti ei tohi lahutada.

2. Mitme konsonandi korral kuulub esimene neist eelmisesse silpi, järgmised järgnevasse silpi:
big-ger, cor-rect, swim-mer, coun-try, chil-dren, hun-dred.

3. Ühesilbiliselt hääldatavaid sõnu ei poolitata:
writes, life, house, fire.

Tähele panna: bl, pl, br, dr, tr moodustavad silbi ja kantakse koos üle:
ta-ble, peo-ple, cen-tre, li-brary.

Inglise keeles ei kanta üle vähem kui kolm tähte: li-brary.

4. Sõnu poolitatakse tuletusliidete ja muutelõppude järgi:
com-ing, teach-ers, numer-als, young-est.

## XXI.

### SUURE ALGUSTÄHE TARVITAMINE.

1. Erinevalt eesti keelest kirjutatakse suure algustähega kuude ja päevade nimetused.
It is **Saturday,** the 7th of **September.**

2. Isikuline asesõna **I** kirjutatakse alati suure tähega.
When **I** come home, **I** wash my hands.

3. Sõnad Father ja Mother kirjutatakse suure algustähega, kui neid tarvitatakse ilma asesõnata või artiklita.
Võrrelge: My father is a seaman.
Ask **Father** to help you.

4. Tiitlid Comrade, Mr., Mrs., Miss (preili) kirjutatakse suure algustähega järgneva nime ees.

I want to see **Comrade** Green. The boys passed **Mr.** Brown's shop.

5. Pealkirjas kirjutatakse põhisõnad suure algustähega. **What I Do** on **Sunday. The Country Mouse** and the **Town Mouse.**

# EXERCISES

## I

### LUGEMISREEGLID.

*Exercise 1.*

Lugeda lugemisreeglite kohaselt:

sock send cap cup
but bank bed best
deck duck pig big

*Exercise 2.*

Lugeda lugemisreeglite kohaselt:

face save hole ice
use date brave hope
late try quite state

*Exercise 3.*

Lugeda lugemisreeglite kohaselt:

stop glad sell still
ink us kill hat
went well west six

*Exercise 4.*

Lugeda lugemisreeglite kohaselt:

paper music pupil
student open over
arrive decide invite

*Exercise 5.*

Lugeda lugemisreeglite kohaselt:

start part her large
park dirt port March
storm turn garden form

*Exercise 6.*

Lugeda lugemisreeglite kohaselt:

Clare more here
story shore cure
fire corner parents

*Exercise 7.*

Lugeda lugemisreeglite kohaselt:

cloud rain week
east may proud
found eat wait
toy coat lie

*Exercise 8.*

Lugeda lugemisreeglite kohaselt:

loud voice train
way sleep praise
three clean shout
few road food

*Exercise 9. (Lessons 1—62).*

**[ou]** or **[au]**

snow now town brown
grow blow how show
know down window yellow

*Exercise 10.*

**ph, sh, ch** lugemine:
Phil shout such
shut rich phone
fish lunch March

*Exercise 11. (Lessons 1—62).*

[ɑ:], [ɔ:] or [ɔ]
war wash warm
talk last watch
after quarter swallow
ask wall fall

*Exercise 12. (Lessons 1—62).*

Ebareeglipärane lugemine:
enough tough young
course journey country
month colour honey

*Exercise 13.*

Lugeda sõnad:
old cold hold
child wild mild
find be'hind mind
right fight light

*Exercise 14.*

[s] or [k]
case place corn
cry nice cup
ice 'music 'victory

*Exercise 15.*

[dʒ] or [j]
John Jane Jim
yes yellow year
jump James Jack

*Exercise 16.*

[θ] or [ð]
thousand thing thank
mother other weather
they them their
cloth Smith Thursday
then there this

## II

### INGLISE HÄÄLIKUTE HÄÄLDAMINE.

*Exercise 17.*

| [p], [b] | [t], [d] | [k], [g] |
|---|---|---|
| pen Ben | ten den | cap gap |
| pet bet | tan Dan | cut gut |
| pat bat | tuck duck | cot got |
| pad bad | tick Dick | |

*Exercise 18.*

[t], [d], [n], [l]

ten den Ned led
tin din net let
dot not lot

*Exercise 19.*

[l], [n] sõna lõpus

bell well tell
man men pen

*Exercise 20.*

„Hele" ja „tume" [l]

left leave land
smell sell apple
fill hill feel

*Exercise 21.*

[ŋ]

bring sing ring
sang rang song
flying lying dying

*Exercise 22.*

[w]

when week went
we will wet
war warm want
wash watch what

*Exercise 23.*

[tʃ], [dʒ]

chess page
cheese jump
teach Jane
such John

*Exercise 24.*

[f], [v], [w]

fine vine wine
feel veal wheel
fend vent went

*Exercise 25.*

[z]

is has does
lives loves gives
toys plays ways

*Exercise 26.*

[iː], [i]

eat it feel fill
leave live feet fit
seat sit need knit

*Exercise 27.*

[e]

sell smell send
spend west rest
deck wet best

*Exercise 28.*

[æ]

glad bad hat
bank blank cap
grammar actor tractor

*Exercise 29.*

[uː], [u]

school food fool
book took look

*Exercise 30.*

**[ou]**

hope home smoke
know snow blow
coat boat road

*Exercise 31.*

**[ʌ]**

cup but shut
nut duck must
supper butter summer

*Exercise 32.*

**[ɔɪ]**

sport form corn
ball hall wall
talk walk chalk

*Exercise 33.*

**[ɔ]**

pot hot Tom
long strong song
John got not

*Exercise 34.*

**[ɑɪ], [ɔɪ]**

part farm March
pass class last
part — port
farm — form

*Exercise 35.*

**[ei]**

make made lake
face skate date
state late place

*Exercise 36.*

**[ai]**

time ice nice
my sky fly
try fine line

*Exercise 37.*

**[ɛə]**

Clare Mary
their chair
where parents

*Exercise 38.*

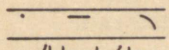
**[əɪ]**

girl her turn
work word world

## III

**RÕHK.**

*Exercise 39.*




a red line
a fine day

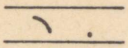
a good book
a green box
a red bag

*Exercise 40.*



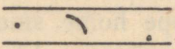
be'gin
decide
invite
a!ong
across
myself
behind

*Exercise 41.*



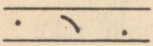
'swimmer
summer
sunny
funny
yellow
window
actor

*Exercise 42.*



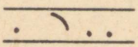
I 'know him
he likes it
we see her
they hear them
they help her

*Exercise 43.*



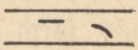
ə 'blækbɔɪd
ə 'bukkeis
ðə 'spɔːtsgraund
ðə 'bʌsstɔp
ən 'iŋkpɔt
mai 'houmwɔɪk
ə 'sjuːtkeis

*Exercise 44.*



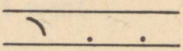
a 'family
a camera
a victory
an officer
an animal
a capital
a century

*Exercise 45.*



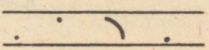
'thir'teen
'four'teen
'fif'teen
'six'teen
'seven'teen
'eigh'teen
'nine'teen

*Exercise 46.*



'wait for me
look at him
speak to her
listen to them
proud of her

*Exercise 47.*



in the morning
in the evening
at the table
in the building
in the garden

## IV

### NIMISÕNA.

*Exercise 1. (Lessons 1—62).*

Asetada mitmusesse; teha kõik muud vajalikud muudatused:

1. She is a n o l d w o m a n already. 2. Where did you buy t h i s g o o s e? 3. A c h i l d likes toys. 4. A m a n came up to

me and asked me the way to the station. 5. A m o u s e was eating cheese on the kitchen table when I came in. 6. This English teacher is a n E n g l i s h m a n.

*Exercise 2. (Lessons 1—62).*

Translate into English:

a) 1. Õpetaja raamat. 2. Tomi päevik. 3. Sm. Paali sõbrad. 4. Meie sõbra vanemad. 5. Minu ema kiri. 6. Sinu õe hääl. 7. Johni fotoaparaat. 8. Kalju hääldamine. 9. Üliõpilaste vastus. 10. Papagoi sõnad. 11. Kapteni kajut.

b) 1. Klassi seinad. 2. Aprilli lõpp. 3. Doveri kaljud. 4. Jõe kaldad. 5. Kahekõne tekst. 6. Tema kleidi värv. 7. Mee lõhn.

c) 1. Tükk leiba. 2. Pudel piima. 3. Tass kohvi. 4. Taldrik võiieibu. 5. Kott pähkleid. 6. Kast puuvilja. 7. Vaas lilledega.

*Exercise 3. (Lessons 1—62).*

Write in the plural:

toy, family, holiday, journey, century, library, play, way, Monday, country, party.

## V

### ARTIKKEL.

*Exercise 4. (Lessons 1—27).*

Täita lüngad umbmäärase või määrava artikliga:

1. There is — cake on the plate. John, take — cake and give it to Pete. 2. There is — book on your table. Put — book on my table. I want to read it in the morning. 3. Do you like — pictures in our classroom? 4. There is — mistake on the blackboard. Correct — mistake. 5. Do you know — boy who helps your friend? 6. There is — candle on your table. Take — candle to my room.

*Exercise 5. (Lessons 38—49).*

Täita lüngad umbmäärase või määrava artikliga, kus vajalik:

1. Jaak Taal works at — shoe factory. 2. There are seventy workers in — factory. 3. — workers have — club. 4. Jaak Taal is — good actor. 5. Mai Münt and Peet Pent are — good actors too.

6. On May Day — workers will have — play at — club. 7. Jaak Taal says that — play will be interesting.

*Exercise 6. (Lessons 38—50).*

Täita lüngad asesõnaga s o m e, kus vajalik:

1. There are — sandwiches, not cakes on the plate. 2. There are — mistakes in your work. 3. I want to buy a camera. Show me — cameras, please. 4. There are — new words in this text. 5. There are — balls on the table. Choose one, please. 6. There are — socks, not shoes in the boxes. 7. Parrots and ducks are — birds.

*Exercise 7. (Lessons 38—52).*

Tarvitada mitmuses; umbmäärane artikkel asendada asesõnaga s o m e või jätta ära:

1. This is a n E n g l i s h b o o k, not a n E s t o n i a n b o o k. 2. A c h i l d was playing in the garden when I entered it. 3. He is a t e a c h e r. 4. Give the child a n u t and a n a p p l e. 5. I know a s a i l o r who can help you. 6. She is a c l e v e r g i r l.

*Exercise 8. (Lessons 1—62).*

Täita lüngad umbmäärase artikliga, kus vajalik:

1. There is — garden behind our house. 2. There is — water in that inkpot. 3. Drink — cup — milk. 4. There is — honey in that cup. 5. There is — exercise on the blackboard. 6. This is — butter, not cheese. 7. This is — pencil, not — pen. 8. There is — water in that bottle, not milk. 9. Do you like — country life?

*Exercise 9. (Lessons 1—62).*

Täita lüngad määrava artikliga, kus vajalik:

1. We have no English lesson — Thursday. 2. — April is a spring month. 3. There are many flowers in our garden in — summer. 4. There are many clouds in — sky today. 5. There are many rainy days in — autumn. 6. Don't eat in — street. 7. In summer we like to lie in — sun. 8. — breakfast is at half past nine on — Sunday. 9. Will you be at — home at eight in —

evening? 10. The train arrives at — Dover at four in — morning. 11. This girl can speak — Estonian and English. 12. — London is — capital of — England. 13. Tallinn is — capital of — Estonia.

## VI

### ASESÕNA.

*Exercise 10. (Lessons 1—31).*

Asendada nimisõnad omastavate asesõnadega his või her:

1. Kate's diary. 2. Fred's exercise. 3. William's ball. 4. Eve's father. 5. Rein's friends. 6. Mary's teacher. 7. Mother's hat. 8. My brother's room.

*Exercise 11. (Lessons 1—56).*

Asendada nimisõna sister nõutava isikulise või omastava asesõnaga:

1. William has a sister. Everybody likes —. 2. — is 18 years old. 3. — name is Jane. 4. — has a beautiful voice. 5. Everybody likes to listen to — because she sings so well. 6. — works very much.

*Exercise 12. (Lessons 1—61).*

Asendada pärisnimi Harvey nõutava isikulise või omastava asesõnaga:

1. Harvey was a rich American boy of fifteen. 2. When — was on — way to Europe, — fell into the sea. 3. Some sailors pulled — out of water. 4. When — opened — eyes again, — was lying on a bed in a small room. 5. A boy came up to — and asked — if — was well again. 6. Harvey asked the captain to take — to New York at once. 7. — told the captain that — father was a very rich man. 8. The captain could not take — to New York because it was the fishing season. 9. In autumn the boat went back to shore, and Harvey went home to — parents.

*Exercise 13. (Lessons 1—62).*

Tarvitada isikuliste asesõnade nõutavaid vorme:

1. The window is open; shut —, the room is cold already. 2. If you are hungry, I shall give — some sandwiches. 3. Ann will be in town tomorrow. We shall invite — to dinner. 4. The

bag is full of nuts, empty —. 5. Here is your book. I found — in my room. 6. We must go there together. Wait for —. I can't come with you now. 7. I got two letters from Mother yesterday; read —. 8. Where is the captain? We want to speak to —. 9. When we needed a camera, our teacher gave — his camera.

## VII

### KÜSIV ASESÕNA JA MÄÄRSÕNA.

*Exrecise 14. (Lessons 1—37).*

Täita lüngad küsivate asesõnadega who, what või küsivate määrsõnadega when, where, why:

1.— can help me? 2. — do you do your lessons? 3. — don't you know your lessons? 4. — can correct the mistake on the blackboard? 5. — do you go after lessons? 6. — are you at home? 7. — knows you here? 8. — are you so happy? 9. — is there in this bag?

*Exercise 15. (Lessons 1—37).*

Täita lüngad küsivate asesõnadega who, what või küsivate määrsõnadega when, where, why:

1. — do you see in that picture? 2. — must we write this exercise? 3. — has no paper? 4. — don't you work? 5. — does the bell ring? 6. — do you do in the morning? 7. — must go to the doctor today? 8. — is your friend Bill Baker? 9. — do you have for breakfast? 10. — don't you eat any cheese?

*Exercise 16. (Lessons 38—45).*

Täita lüngad küsivate määrsõnadega how, how many, how long:

1. — brothers and sisters have you? 2. — old is your sister? 3. — do you like my new dress? 4. — windows has this room? 5. — do you know that? 6. — did you stay in the country? 7. — do you say that in English? 8. — were you at Pärnu? 9. — did you spend the holidays?

*Exercise 17. (Lessons 1—58).*

Täita lüngad asesõna w h o vormidega:

1. — teaches you Estonian? 2. For — is this book? 3. — pencil-box is this? 4. — did the teacher ask at the lesson? 5. — is your best friend? 6. — do you know here? 7. With — did you go to the library on Saturday? 8. — money is that? 9. — did you meet on your way to the fruit shop?

## VIII

### EESSÕNA.

*Exercise 18. (Lessons 1—27).*

Täita lüngad koha-eessõnadega, kus vajalik:

1. In the morning Paul goes — school. 2. He is not late — school. 3. He is — school from eight to two. 4. There are many pupils — the streets in the morning. 5. Paul meets his friend — the bus-stop. 6. At eight o'clock Paul is — his classroom. 7. Lessons begin. The pupils take their books and copy-books — — their bags and put them — their desks. 8. At the English lessons some pupils go — the blackboard and write their home exercises — the blackboard. 9. When the bell rings, the pupils leave — room. 10. After lessons Paul goes — home. 11. When he comes home — school, he has dinner. 12. After dinner he goes — a walk. 13. At four o'clock he is — home and begins to do his lessons.

*Exercise 19. (Lessons 1—29).*

Täita lüngad koha- või aja-eessõnadega, kus vajalik:

1. Linda and Aino live — Viljandi. 2. They have some friends — Tallinn. 3. — summer Linda and Aino go — Tallinn to see their friends. 4. — fine days they go — the seaside. 5. There are many people — the seaside in summer. 6. Some people lie — the sun, others bathe — the sea. 7. It is interesting to watch the ships out — sea. 8. Linda and Aino like to go out — sea in a sailing-boat.

*Exercise 20. (Lessons 1—37).*

Täita lüngad eessõnadega by, for, in, on, to, with, kus vajalik:

1. Do you go to school — bus? 2. Do you live — the country or — town? 3. Do you pass — our schoolhouse when you go to work? 4. Do you go to the pictures — your friend? 5. Ask your friend to stay — dinner. 6. Do you have goose — dinner today? 7. There is no butter — the table. Go — the kitchen. There is some butter — a plate there. 8. Dinner is ready. Sit down — dinner. 9. We want to buy a goose — the New Year dinner.

*Exercise 21. (Lessons 1—62).*

Fill in the blanks with the prepositions at, by, for, in, of, to, with:

1. We are proud — our country. 2. Will you go to the club — tram? 3. Look — the picture on the wall. 4. Fred's dictation is full — mistakes. 5. Are you angry — him? 6. Wait — Fred at the street corner. 7. Invite your friends — dinner. 8. The dining-room smells — cheese. 9. When shall we arrive — Manchester? 10. When shall we get — Manchester? 11. It was a quarter to eight. Many people were waiting — the tram at the tram-stop. 12. Look — that boy. How well he skates! 13. I can't hear you. Speak — a loud voice. 14. Henry is very fond — his brother.

*Exercise 22. (Lessons 1—62).*

Fill in the blanks with the prepositions after, before, from, from-to, in, on, out of, to, under.

1. Always read the articles — the international situation in the newspapers. 2. If you get a letter — a friend, don't forget to answer it. 3. Go home — lessons. 4. Always wash your hands — dinner. 5. Take a rest — two — four. 6. Boys, don't put your hands — your pockets. 8. Don't put your head — — the window of a bus. 9. The wind is very strong today. Don't stand — that old tree.

## IX

### TEGUSÕNA.

*Exercise 23. (Lessons 1—33).*

Tarvitada eitavas vormis:

1. James comes home at five. 2. We spend the summer in the country. 3. Daisy's brother works at the tractor station. 4. Jack and Dick go for a walk after dinner. 5. They are hungry. 6. Fred Quin likes that picture. 7. This boy wants to be a seaman. 8. You are late to school today. 9. We have a chess club at our school. 10. Father and Mother are at home after six. 11. That girl cooks well. 12. There is an inkpot on that table. 13. I have a large table in my room. 14. My sister helps me to cook dinner.

*Exercise 24. (Lessons 1—36).*

Tarvitada küsivas vormis:

1. You study English at school. 2. Boys like to play football. 3. Mother knows where Comrade Green lives. 4. That English teacher is an Englishman. 5. They have a big room. 6. Their home is three kilometres from Tallinn. 7. There are many old trees in the town park. 8. I hear a noise. 9. You have a large dining-room at your school. 10. Kate wants to go home. 11. There are roses in that basket. 12. Mother buys milk, butter and cheese at the shop in Lane Street.

*Exercise 25. (Lessons 1—53).*

Asendada 1. pööre 3. pöördega; teha lauses kõik muud vajalikud muudatused:

1. I always have a good time at school parties. 2. I am tired today. 3. I am glad to see your friends. 4. I need some eggs. 5. I always forget your doctor's family name. 6. I don't eat much honey. 7. Do I know that play? 8. I have a parrot in my room.

*Exercise 26. (Lessons 54—62).*

Asetada mitmusesse; teha kõik muud vajalikud muudatused:

1. This worker reads the newspapers with great interest.

2. Is this girl fond of toys? 3. I am pleased with your answer. 4. Your answer is clear. 5. My sister is washing in the kitchen. 6. This road leads to the lake. 7. Our friend has little money. 8. At three o'clock the boy was fishing at the river.

*Exercise 27. (Lessons 1—56).*

Fill in the blanks with the Present Indefinite, Past Indefinite or Future Indefinite of the verb b e:

1. Take away these boxes, they — empty. 2. It is four o'clock now. At six we — back. 3. — you at the station when the train arrived? 4. Take a rest, you — tired. 5. There — nobody in our classroom when I came to school. 6. Tomorrow your Estonian teacher — at school from nine to twelve. 7. The children — tired yesterday. 8. Who — your English teacher next year? 9. — you present at the meeting yesterday? 10. You work well, I — pleased with you.

*Exercise 28. (Lessons 1—51).*

Fill in the blanks with the Present Indefinite, Past Indefinite or Future Indefinite of the verb h a v e:

1. Last year we — five very good pupils in our class; this year we — eight. 2. Next week we — no English lessons, our teacher is ill. 3. It is the 22nd of March today; on the 30th the eighth class — a party. 4. The boys and girls discussed the program yesterday, and Jenny — a good idea. They — an interesting dialogue at the party. 5. Jim — many friends, they will help him. 6. Last Thursday the children went to the country; they — a good time there.

*Exercise 29. (Lessons 40—48).*

Put into the Past Indefinite:

A sailor i s on his way to a town where he w a n t s to sell some bright red caps. The day i s very hot, and the sailor i s tired. He d e c i d e s to take a rest. He s e e s a large tree. He p u t s his bag on the ground, o p e n s it, t a k e s out a cap and

puts it on his head. Then he lies down under the tree and goes to sleep.

Two hours pass. The sailor wakes up and takes his bag. There are no caps in it, it is empty. He hears a noise in the tree. He looks up and sees that the tree is full of monkeys. All the monkeys have bright red caps on their head.

"Give me back my caps," cries the sailor.

The monkeys hear his angry voice and look at him; not one monkey takes off his cap.

The sailor is very angry. He doesn't know what to do. So he takes off his cap and throws it on the gound. He cries in a loud voice. "Take this cap too." And what happens then? The little animals take their caps off and throw them on the ground. The sailor puts the caps in the bag and goes on his way.

*Exercise 30 (Lessons 40—53).*

Esitada küsimused sõrendatud sõnadele; teha vajalikud muudatused tegusõna vormides:

1. The boys packed their things before breakfast. 2. They took only a small suit-case with them. 3. They went to the station by tram. 4. They arrived at Hampton at twelve. 5. Many monkeys were ill in Africa. 6. A swallow brought Dr. Dolittle that news in December. 7. The swallow got warm in Dr. Dolittle's home. 8. The doctor said to the animals, "We can go to Africa". 9. The parrot had many friends in Africa. 10. The journey lasted six long weeks.

*Exercise 31. (Lessons 1—61).*

Use the Past Indefinite:

A Clever Parrot.

A man (have) a parrot. The parrot (can) only say the words, "Of course".

The parrot always (give) the same answer to every question.

The man (need) money. So he (decide) to sell the parrot.

"Who will buy my parrot?" he (cry) in the street: "Twenty dollars for my parrot".

A young man (turn) to the parrot and (say), "Shall I pay twenty dollars for you?"

"Of course", (answer) the parrot.

The young man (be) so pleased that he (give) twenty dollars for the bird and (take) it home.

Soon he (understand) that "of course" were the only words the parrot (know).

One day a friend (come) to see the young man. The young man (show) him the parrot and (say), "It was foolish of me to throw so much money away."

"Of course," (cry) the bird.

*Exercise 32. (Lessons 1—52).*

Use the Past Indefinite and the Future Indefinite:

1. We live in the country in autumn. 2. Every year in June Mike comes to see us. 3. In summer Ann gets up early. 4. Ben does his homework in the afternoon. 5. The girl feels tired after the journey.

*Exercise 33. (Lessons 1—62).*

Present Indefinite, Present Continuous or Future Indefinite:

| | |
|---|---|
| 1. I must finish my work quickly. My friends — for me in the park. | wait |
| 2. Do you see the sailor who — a cigar? | smoke |
| 3. Ned needs thirty dollars. Sam — him the money tomorrow. | give |
| 4. Frank always — his parents. | obey |
| 5. Where are your friends? Dan — his boat, and Nelly — supper. | clean<br>cook |
| 6. Betty can't do that exercise. Who — her? | help |
| 7. Every month George — his mother some money. | send |

*Exercise 34. (Lessons 54—61).*

Past Indefinite or Past Continuous:

| | |
|---|---|
| 1. The child — when we found him in the garden. | sleep |
| 2. We — the program yesterday. | change |

| | |
|---|---|
| 3. When we entered the music room, James — the piano. | play |
| 4. When Harvey came on deck, the men — up the boats. | pull |
| 5. Aino took her copy-book and — the mistakes in the dictation. | correct |
| 6. When George was ill, his friends — him the lessons every day. | bring |

*Exrecise 35. (Lessons 1—62).*

Täita lüngad tegusõna infinitiiviga (partikliga to või ilma):

| | |
|---|---|
| 1. We can't — to the library today. | go |
| 2. Does Maud want — a doctor or a teacher? | become |
| 3. Do you like — to music? | listen |
| 4. We tried — the tin, but we couldn't. | open |
| 5. Must we — present at that meeting? | be |
| 6. May we — that newspaper? | take |
| 7. When did you decide — the program? | change |
| 8. You must not — late to school. | be |

## X

### TÕLKEHARJUTUSED.

*Exercise 36. (Lessons 1—30).*

Translate into English:

Mida me teeme tööpäevadel.

1. Tööpäevadel me tõuseme kell 7. 2. Me peseme ja riietume. 3. Siis me einetame ja läheme kooli. 4. Meile meeldib käia koolis. 5. Meil on koolis palju sõpru. 6. Pärast tunde me läheme koju. 7. Kodus me aitame ema katta lauda. 8. Kui lõuna on valmis, me istume lauda. 9. Meie ema on hea kokk. 10. Pärast lõuna-sööki me peseme sööginõusid. 11. Siis me läheme jalutama. 12. Meie linnas on suur park. 13. Me käime pargis jalutamas. 14. Kui me tuleme koju, me teeme oma koolitöö. 15. Me teeme oma koolitöö hästi.

*Exercise 37. (Lessons 1—28).*

Translate into English:

Sport ja mängud.

1. Meile meeldivad sport ja mängud. 2. Meie koolil on suur spordiväljak. 3. Seal me jookseme, hüppame ja mängime mänge. 4. Paljud poisid mängivad jalgpalli. 5. Tüdrukud ei mängi jalgpalli, kuid nad mängivad korvpalli. 6. Meil toimuvad koolis jalgpalli- ja korvpallivõistlused.

*Exercise 38. (Lessons 1—36).*

Translate into English:

Tallinn suvel.

1. Me elame Tallinnas. 2. Tallinn ei ole väga suur linn. 3. Me armastame oma linna. 4. Tallinnas me võime sõita välja merele mootorpaadiga või purjepaadiga. 5. Suvel me võime sõita mereranda. 6. Ilusa ilmaga (on fine days) on mererannas palju inimesi. 7. Nad lamavad päikese käes, mängivad palli ja suplevad meres. 8. Tallinnas on suur park. 9. Pargis on palju vanu puid. 10. Pühapäeviti käivad paljud inimesed pargis jalutamas.

*Exercise 39. (Lessons 1—39).*

Translate into English:

Kahekõne.

Aino: Kui suur on teie perekond?
Linda: Meid on ainult neli.
Aino: Kas sul on õde või vend?
Linda: Mul on vend.
Aino: Mul on kolm venda. Kui vana on sinu vend?
Linda: Ta on 18 aastat vana.
Aino: Kas ta on õpilane?
Linda: Jah, ta on 11. klassis.
Aino: Kas ta on hea vend?
Linda: Jah, ta aitab mind alati (*always* seisab tegusõna ees). Kas sinu vennad aitavad sind?

Aino: Jah, nad on head poisid.
Linda: Kas su vennad mängivad malet?
Aino: Jah, nad mängivad malet hästi. Tule meid laupäeval vaatama! Poisid mängivad alati malet laupäeval. Tule oma vennaga!

*Exercise 40. (Lessons 1—59).*

Translate into English:

Poodniku kassid.

Ühel poodnikul oli kass ja kassipoeg. Ta armastas neid väga. Ühel päeval tuli (üks) sõber teda vaatama. Ta nägi kaht auku toa ukses. Üks auk oli suur, teine (the other) oli väike. Ta küsis poodnikult: „Miks on ukses kaks auku?"
„Need on kasside jaoks," ütles poodnik.
„Kuid miks sa tegid (make) kaks auku?"
„Kuidas võib suur kass käia läbi väikese augu?" ütles poodnik.
„Väga õige (true), kuid kassipoeg võib käia läbi suure augu."
„Muidugi," ütles poodnik, „kui rumal ma olin."

*Exercise 41. (Lessons 1—62).*

Translate into English:

Betty Flint.

I

1. Minu nimi on Betty Flint. 2. Ma sündisin Bristolis 25. veebruaril 1944. a. 3. Mu isa oli meremees. Ta suri 1945. a. 4. Ta oli ainult kolmkümmend aastat vana, kui ta suri. 5. Ma elan ema juures. 6. Mu ema on tööline. 7. Kui ma olin 6 aastane, hakkasin ma koolis käima (läksin kooli). 8. Nüüd olen ma juba 13 aastat vana.

II

9. Talvel ma elan linnas. 10. Suvel ma käin maal. 11. Mu vanaisa ja vanaema elavad maal. 12. Ma armastan vanaisa ja vanaema väga. 13. Mu vanavanemad ei ole rikkad, kuid mõnikord saadavad nad meile raha (some money). 14. Nad teavad, et me vajame nii palju asju. 15. Ema töötab palju (hard), kuid meil on vähe raha.

16. Praegu on juuli. 17. Ma veedan (Future Indefinite) augustikuu maal. 18. Ma sõidan vanavanemate juurde (to). 19. Mul on hea meel sõita maale. 20. Ma pakkisin eile asjad. 21. Ema tõi mulle pileti (määrava artikliga). 22. Nüüd on kõik (everything) valmis. 23. Kell 11 olen (Future Indefinite) ma jaamas ja kell 2 olen ma maal. 24. Seal töötan ma (Future Indefinite) aias. Õhtupoolikul käin ma (Future Indefinite) pikkadel jalutuskäikudel (for long walks). 25. Augustis on jõevesi (the water in the river) soe. 26. Maal ma suplen (Future Indefinite) iga päev ja joon palju piima. 27. Mulle meeldib maaelu.

## XI

### ANTONYMS.

*Exercise 42. (Lessons 1—58).*

Give antonyms:

it is late
he is present
she is ill
the box is full
in front of the house
ask him
sell the camera
begin your work
put on the new dress
enter the room
shut the window

*Exercise 43. (Lessons 1—62).*

Give antonyms:

a large room
a big boy
an old woman
a foolish answer
a bad boy
hot weather
a good question
a clean table-cloth
a rich man
warm water
a sunny day
the first lesson
a black dress

# VOCABULARY TO LESSONS

## LESSON 2.

**bus** buss
**desk** koolilaud; kirjutuslaud
**book** raamat
**pen** sulg; sulepea
**lamp** lamp
**man** mees; inimene
**dog** koer
**cat** kass
**red** punane
**big** suur
**black** must
**hat** kübar, kaabu
**cap** müts
**nest** pesa
**hen** kana
**pan** pann
**cup** tass
**clock** seina-, lauakell
**flag** lipp
**and** (rõhuta [ənd]) ja (*sidesõna*)

## LESSON 3.

**plate** taldrik
**cake** kook
**rose** roos
**line** joon; rida
**tube** tuub
**face** nägu
**nose** [nouz] nina
**plane** lennuk
**fly** kärbes
**tulip** tulp
**pine** mänd

## LESSON 4.

**I** mina
**my** minu, (minu) oma
**see** nägema
**I see** näen
**copy-book** ['kɔpibuk] vihik
**green** roheline
**box** karp; kast
**bag** kott
**take** võtma; võta! võtke!

## LESSON 5.

### John Hill.

**John** [dʒɔn] *pn.*
**name** nimi
**'pupil** õpilane
**go** minema; käima
**school** [skuːl] kool
**go to school** koolis käima; kooli minema
**street** tänav
**in 'Lane Street** Lane'i tänaval
**like** meeldima; armastama
**I like my school** mulle meeldib minu kool
**be** olema
**Present Indefinite** ['preznt in'definit] olevik
**he** tema (*meess.*)
**she** tema (*naiss.*)
**it** tema (*kesks.*)

## LESSON 6.

### At School.

**lesson** ['lesn] õppetund; õppetükk
**six** kuus
**at school** [ət 'skuːl] koolis
**Sep'tember** september
**summer** suvi

**is over** on möödas
**we** (rõhuta [wi]) meie
**we go to school** me läheme kooli
**back** tagasi
**study** ['stʌdi] õppima
**English** ['iŋgliʃ] inglise keel
**speak** kõnelema; rääkima
**read** lugema
**write** kirjutama
**five** viis

## LESSON 7.

### At Home.

**seven** ['sevn] seitse
**home** kodu; koju
**at home** kodus
**two** [tu:] kaks
**at two o'clock** [ət'tu:ə'klɔk] kell kaks
**when** kui
**sister** õde
**sisters** ['sistəz] õed
**they** nemad
**help** aitama; abi
**they help** nad aitavad
**mother** ['mʌðə] ema
**cook** keetma; kokk
**'dinner** lõuna
**have** [hæv] **dinner** — lõunat sööma
**three** [θri:] kolm
**good** [gud] hea

## LESSON 8.

### I Go to School.

**eight** [eit] kaheksa
**live** [liv] elama
**house** [haus] maja
**number** ['nʌmbə] number
**No.** = **number**
**one** [wʌn] üks
**by bus** bussiga
**meet** kohtama, kokku saama
**friend** [frend] sõber
**friends** [frendz] sõbrad
**at the bus-stop** bussipeatuses
**you** [ju:] (rõhuta [ju]) teie; sina

## LESSON 9.

### What is This? What is That?

**nine** [nain] üheksa
**what** mis, mida
**this** see
**that** too, see seal
**textbook** õpik
**on** peal, peale
**on my desk** minu koolilaual
**'under** all, alla
**under my textbook** minu õpiku all
**'pencil-box** pinal
**in** sees, sisse
**in my bag** kotis
**blackboard** ['blækbɔ:d] tahvel
**chalk** kriit
**'go to the 'blackboard** mine tahvli juurde
**yes** jah
**no** ei
**not** mitte
**'pencil** pliiats

## LESSON 10.

### My Friend Fred Quin

**ten** kümme
**teacher** õpetaja
**doctor** arst
**his** tema (*omastav asesõna*); (tema) oma
**too** ka
**brother** ['brʌðə] vend
**officer** ['ɔfisə] ohvitser
**often** ['ɔfn] sageli
**go to see** külastama
**him** teda (*meess.*)
**father** ['fɑ:ðə] isa
**have** [hæv] omama
**he has** [hæz] tal on

## LESSON 11.

### A B C.

**eleven** [i'levn] üksteist
**oh** [ou] oh
**well** nii

**now** [nau] nüüd
**know** [nou] teadma

## LESSON 12.
### At the Lesson.

**twelve** [twelv] kaksteist
**at the lesson** tunnis
**begin** [bi'gin] algama, alustama
**time** aeg
**what time is it?** mis kell on
**it is nine o'clock** kell on üheksa
**stand up** püsti tõusma
**your** [jɔ:] (rõhuta [jə]) sinu; teie (*omastav asesõna*); (sinu, teie) oma
**seat** iste
**take your seat** istu! istuge!
**take your seats** istuge!
**sit down** istuma
**open** ['oupn] avama
**four** [fɔ:] neli
**text** tekst
**well** hästi
**shut** sulgema
**their** [ðɛə] nende (*omast. asesõna*), (nende) oma

## LESSON 13.
### School is Over.

**thirteen** ['θə:'ti:n] kolmteist
**school is over** koolitöö on lõppenud
**bell** (kooli-) kell
**ring** helisema
**say** ütlema
**good-bye** [gud'bai] head aega
**leave** lahkuma
**room** [rum] ruum; tuba
**put** [put] panema
**them** (rõhuta [ðəm]) neid; nad (*sihitise käänе*)
**together** [tə'geðe] koos

## LESSON 14.
### I Get Up.

**fourteen** ['fɔ:'ti:n] neliteist
**get up** tõusma
**wash** pesema
**dress** riietuma
**breakfast** ['brekfəst] hommikueine
**have breakfast** ['hæv 'brekfəst] einestama (hommikul)
**with** [wið] koos; -ga (*kaasaütl.*)
**say good-bye (to)** head aega ütlema, hüvasti jätma
**put on** selga panema
**coat** mantel, palitu

## LESSON 15.
### I Come Home from School.

**fifteen** ['fif'ti:n] viisteist
**come** [kʌm] tulema
**from** (rõhuta [frəm]) -st; -lt
**from school** koolist
**take off** (seljast) ära võtma
**put away** [ə'wei] ära panema
**hand** käsi
**ready** valmis
**table** ['teibl] laud
**lay the table** lauda katma
**sit down to dinner** (lõunasöögiks) lauda istuma

## LESSON 16.
### At the Seaside. I

**sixteen** ['siks'ti:n] kuusteist
**seaside** ['si:said] mererand
**at the seaside** mererannas
**sea** meri
**in summer** suvel
**bathe** [beið] suplema
**swim** ujuma
**swimmer** ujuja
**lie** lamama
**sun** päike
**in the sun** päikese käes
**watch** jälgima
**ship** laev
**boat** paat
**out** välja, väljas
**out at sea** väljas merel
**cliff** kalju
**the cliffs of** [əv] **Dover** Doveri kaljud
**infinitive** [in'finitiv] infinitiiv

## LESSON 17.

### At the Seaside. II

**seventeen** ['sevn'ti:n] seitseteist
**want** tahtma
**'sailor** madrus, meremees
**he wants to be a sailor** ta tahab saada meremeheks
**seaman** ['si:mən] meremees
**motor-boat** mootorpaat
**go in a boat** paadiga sõitma
**or** või; ehk
**'sailing-boat** purjepaat, purjelaev
**go out to sea** merele minema
**look at** (the cliffs) (kaljusid) vaatama
**white** valge
**fish** kala; kalastama
**go fishing** kalal käima
**boy** poiss
**very much** väga
**they like it very much** see meeldib neile väga
**where** [wɛə] kus, kuhu
**when** [wen] millal

## LESSON 18.

### Sports and Games. I

**eighteen** ['ei'ti:n] kaheksateist
**sport** sport
**game** mäng
**girl** tütarlaps
**'sportsground** spordiväljak
**run** jooksma
**jump** hüppama
**play** mängima
**winter** talv
**in winter** talvel
**go skating** uisutamas käima
**go sailing** laevaga sõitmas käima
**go bathing** suplemas käima
**skate** uisutama
**'skating-rink** liuväli
**at the skating-rink** liuväljal

## LESSON 19.

### Sports and Games. II

**fine** ilus; tore
**day** päev
**on fine days** ilusa ilmaga
**foot** [fut] jalg
**ball** [bɔ:l] pall
**football** ['futbɔ:l] jalgpall
**basket** ['ba:skit] korv
**basketball** korvpall
**her** temá (*naiss. omastav asesõna*); (tema) oma
**player** mängija
**sometimes** ['sʌmtaimz] mõnikord
**rainy** vihmane
**chess** male
**club** klubi
**at the club** klubis
**interesting** ['intrəstiŋ] huvitav

## LESSON 20.

### Be Friends

**twenty** kakskümmend
**be** olema; ole! olge!
**America** [ə'merikə] Ameerika
**fall down** maha kukkuma
**break** [breik] murdma
**arm** käsivars
**take to** (the doctor) viima (arsti juurde)
**why** miks
**always** ['ɔ:lwəz] alati
**fight** [fait] võitlema; kaklema
**me** (rõhuta [mi]) mind; mulle
**they fight me** nad tulevad mulle kallale
**work** töö; töötama
**worker** tööline
**that** (rõhuta [ðət]) et
**people** ['pi:pl] inimesed; rahvas
**must** (rõhuta [məst]) peab, peavad
**life** elu
**'better** parem
**for** (rõhuta [fə]) eest; jaoks
**for a better life** parema elu eest

## LESSON 21.

### In the Classroom I

**'classroom** klass, klassiruum
**ask** [ɑːsk] küsima
**who** [huː] kes
**'absent** puuduv
**be' absent** puuduma
**today** täna
**late** hilja
**he is late** ta hilines
**excuse my coming late** [iks'kjuːz] vabandage, et ma hilinesin
**tell** ütlema; käskima
**you must not be late** sa ei tohi hilineda
**answer** [ɑːnsə] vastus; vastama
**question** ['kwestʃ(ə)n] küsimus

## LESSON 22

### In the Classroom. II

**out of** (the schoolbag) -st, (millegi) seest, (koolikotist)
**page** lehekülg
**open your books at page three** avage raamatud leheküljel kolm
**make** tegema
**many** ['meni] palju
**mis'take** viga
**translate** [trɑːns'leit] tõlkima
**Estonian** [es'touniən] eesti keel
**Estonia** [es'touniə] Eesti
**into** ['intuː] (rõhuta [intu, intə]) -sse
**translate into Estonian** tõlkige eesti keelde

## LESSON 23.

### Rain, No Game.

**rain** vihm
**no game** mängu ei ole
**George** [dʒɔːdʒ] *pn.*
**about** (the match) millegi kohta; millestki, -st (võistlusest)
**last** viimane
**match** võistlus
**word** sõna
**put up your hand** tõsta käsi
**comrade** ['kɔmrid] seltsimees
**give** [giv] andma

## LESSON 24.

### Bed in Summer.

**bed** voodi
**go to bed** magama minema
**night** öö
**at night** öösel; pimedas
**yellow** ['jelou] kollane
**candle** küünal
**light** valgus
**by candle-light** küünlavalgusel
**quite** üsna, hoopis
**other** ['ʌðə] teine, muu
**quite the other way** hoopis vastupidi
**I have to go** ma pean minema
**by day** päeva ajal

## LESSON 25.

### What I Do on Sunday. I

**do** [duː] tegema
**Sunday** ['sʌndi] pühapäev
**if** kui (*tingimuslausetes*)
**it is fine** (today) (täna) on ilus ilm
**walk** jalutuskäik
**go for a walk** jalutama minema; jalutamas käima
**after** ['ɑːftə] pärast
**take the bus** bussiga sõitma
**town** [taun] linn
**park** park
**it is rainy** (today) (täna) on vihmane
**picture** ['piktʃə] pilt
**go to the pictures** kinno minema; kinos käima
**I do my lessons** ma õpin (teen oma koolitööd)
**Saturday** ['sætədi] laupäev
**meeting** ['miːtiŋ] koosolek

## LESSON 26.

### What I Do on Sunday. II

**ˈweek-day** tööpäev
**for dinner** lõunaks
**have dinner** lõunastama
**factory** [ˈfæktəri] vabrik
**us** (rõhuta [əs]) meid; meile
**with us** meiega
**some** [sʌm] (rõhuta [səm]) mõned, mõni
**have a good time** aega lõbusalt veetma
**because** [biˈkɔz] sest et
**Monday** [ˈmʌndi] esmaspäev
**ˈmorning** hommik
**her** [hɔ:] (rõhuta [hə]) teda; temale (*naiss.*)
**personal pronoun** [ˈpɔ:sn(ə)l ˈprounaun] isikuline asesõna

## LESSON 27.

### Our Classroom.

**our** [ˈauə] meie (*omast. asesõna*); (meie) oma
**large** suur
**light** valge
**for** (the teacher) (rõhuta [fə]) (õpetaja) jaoks
**ink** tint
**ˈinkpot** tindipott
**wall** sein
**there** [ðɛə] seal
**exercise** [ˈeksəsaiz] harjutus
**translation** [trɑ:nsˈleiʃ(ə)n] tõlge
**correct** [kəˈrekt] parandama
**diary** [ˈdaiəri] päevik (*mitm.* **diaries**)
**write down** üles kirjutama
**ˈhomework** kodused ülesanded

## LESSON 28.

### Kittens or Apples. I

**kitten** [ˈkitn] kassipoeg
**apple** õun
**Mr. Brown** [braun] härra Brown
**Mr.** lühend sõnast **mister**
**little** väike
**fruit** [fru:t] puuvili
**shop** kauplus
**sell** müüma
**place** asetama, paigutama; koht
**in front of** [inˈfrʌnt əv] (the shop) (kaupluse) ees, ette
**a piece of paper** [əˈpi:s əv ˈpeipə] paberitükk
**please** palun
**also** [ˈɔ:lsou] samuti
**full** [ful] of (apples) täis (õunu)
**pass** mööduma
**then** siis
**only** [ˈounli] ainult
**still** ikka veel

## LESSON 29.

### Kittens or Apples II

**Englishman** [ˈiŋgliʃmən] inglane
**of** [əv] (rõhuta [əv]) *eessõna omast. käände moodustamiseks*

## LESSON 30.

### In the Country.

**thirty** [ˈθə:ti] kolmkümmend
**country** [ˈkʌntri] maa (vastand linnale)
**in the country** maal
**kilometre** [ˈkiləmi:tə] kilomeeter
**spend** veetma
**at my brother's (place)** oma venna juures
**place** koht
**ˈstate farm** sovhoos
**work on a state farm** sovhoosis töötama
**nice** kena
**house** [haus] maja (mitm. **houses** [ˈhauziz])
**ˈkitchen** köök
**ˈgarden** aed
**tree** puu
**field** [fi:ld] põld
**work in the fields** põllul töötama

**all** kõik
**all day** kogu päev
**'tractor station** traktorijaam
**tractor** traktor
**station** ['steiʃ(ə)n] jaam

## LESSON 31.

### The Country Mouse and the Town Mouse. I.

**mouse** [maus] hiir (*mitm.* **mice**)
**in town** linnas
**glad** rõõmus
**I am glad** mul on heameel
**ask** paluma
**stay** (to dinner) (lõunaks) jääma
**thank** tänama
**thank you** tänan (sind, teid)
**thing** asi, ese
**dinner things** sööginõud
**corn** teravili
**herself** [hə'self] tema ise
**she says to herself** ta ütleb endamisi
**funny** naljakas, imelik
**what a funny dinner!** missugune naljakas lõuna!
**cheese** juust
**come to my place** tule minu poole
**so** nii
**go to town** linna minema, sõitma
**possessive** [pə'zesiv] **pronoun** omastav asesõna

## LESSON 32.

### The Country Mouse and the Town Mouse. II

**hungry** näljane
**eat** sööma
**eat up** ära sööma
**here** siin
**'suddenly** äkki
**hear** kuulma
**noise** müra
**I can** (come) võin (tulla)
**every** ['evri] iga

## LESSON 33.

### The Country Mouse and the Town Mouse. III

**'dining-room** söögituba
**smell** lõhn
**but** (rõhuta [bət]) kuid, aga
**trap** lõks
**show** [ʃou] näitama
**something** ['sʌmθiŋ] midagi
**kill** tapma
**any** ['eni] mõni (*eitavas ja küsivas lauses*)

## LESSON 34.

### We Have Breakfast.

**knife** nuga (mitm. **knives**)
**spoon** lusikas
**egg** muna
**egg-cup** munapeeker
**coffee** ['kɔfi] kohv
**coffee-pot** kohvikann
**bread** [bred] leib
**butter** või
**sugar** ['ʃugə] suhkur
**I take sugar im my coffee** ma joon kohvi suhkruga
**milk** piim
**food** toit

## LESSON 35.

### How Many.

**how many** ['hau 'meni] kui palju, mitu
**second** ['sek(ə)nd] sekund
**sixty** kuuskümmend
**minute** ['minit] minut
**hour** tund
**week** nädal
**month** [mʌnθ] kuu
**fifty** viiskümmend
**year** [jəː] aasta

## LESSON 36.

### How to Choose Geese

**how** [hau] kuidas
**choose** valima
**goose** [guːs] hani (mitm. **geese** giːs])
**end** lõpp
**December** [diˈsembə] detsember
**England** [ˈiŋgləndˌ] Inglismaa
**buy** [bai] ostma
**new** [njuː] uus
**counter** [ˈkauntə] lett
**tough** [tʌf] vintske
**happy** [ˈhæpi] õnnelik
**numeral** [ˈnjuːm(ə)r(ə)l] arvsõna
**forty** [ˈfɔːti] nelikümmend
**seventy** [ˈsevnti] seitsekümmend
**eighty** [ˈeiti] kaheksakümmend
**ninety** [ˈnainti] üheksakümmend
**hundred** [ˈhʌndrəd] sada
**thousand** [ˈθauz(ə)nd] tuhat

## LESSON 37.

### Back at School.

**part** osa
**holiday** [ˈhɔlid(ə)i] püha
**winter holidays** talvine koolivaheaeg
**January** [ˈdʒænjuəri] jaanuar
**again** [əˈgen] uuesti, jälle
**party** koosviibimine
**disˈcuss** arutama
**programm** [ˈprougræm] eeskava
**dance** [dɑːns] tantsima
**dance** tants
**sing** laulma
**singer** [ˈsiŋə] laulja
**song** laul
**actor** näitleja
**deˈcide** otsustama
**play** näidend
**phonetics** [foˈnetiks] foneetika
**ˈgrammar** grammatika
**child** [tʃaild] laps (mitm. **children** [ˈtʃildr(ə)n])

## LESSON 38.

### We are Six.

**we are six** meid on kuus
**myˈself** mina ise
**family** perekond
**old** [ould] vana
**music** [ˈmjuːzik] muusika
**shoe** [ʃuː] king
**eight hours a day** kaheksa tundi päevas
**ˈworking hours** töötunnid
**the week-end** nädalalõpp
**pronunciation** [prənʌnsiˈeiʃ(ə)n] hääldamine
**date** kuupäev

## LESSON 39.

### Solomon Grundy.

**Solomon** [ˈsɔləmən] *pn.*
**born** sündinud
**I was born** ma sündisin
**Tuesday** [ˈtjuːzdi] teisipäev
**married** [ˈmærid] abiellunud
**Wednesday** [ˈwenzdi] kolmapäev
**ill** haige
**Thursday** [ˈθəːzdi] neljapäev
**worse** [wəːs] haigem
**Friday** [ˈfraidi] reede
**die** [dai] surema
**died** [daid] suri; surnud
**buried** [ˈberid] maetud
**fill in** täitma
**blank** lünk

## LESSON 40.

### At the Skating-rink.

**the weather** [ˈweðə] ilm
**cold** külm
**skates** uisud
**ˈafterˈnoon** pärastlõuna, õhtupoolik
**in the afternoon** pärast lõunat
**yesterday** [ˈjestədi] eile
**bright** ere
**a bright day** selge päev
**cloud** pilv
**sky** taevas

**such** niisugune
**February** ['februəri] veebruar
**ice** jää
**on the ice** liuväljal
**tired** ['taiəd] väsinud
**Past** [pa:st] **Indefinite** lihtminevik
**form** moodustama
**'sentence** lause

## LESSON 41.

### A Dialogue

**dialogue** ['daiəlɔg] kahekõne
**'how do you 'do?** tere!
**present** ['preznt] kohal
**be present** kohal olema
**guest** [gest] külaline
**about** (ninety people) umbes (90 inimest)
**pleased with** (our party) rahul (meie peoõhtuga)
**everybody** ['evribɔdi] kõik; igaüks
**you know, Clare...** tead, Clare...
**have on** (a new dress) kandma (uut kleiti)
**what is your dress like?** kuidas näeb välja su kleit?
**use** tarvitama

## LESSON 42.

### Doctor John Dolittle. I

**Dolittle** ['du:litl] *pn.*
(many years) **a'go** (palju aastaid) tagasi
**'grandfather** vanaisa
**'grandmother** vanaema
**small** väike
**be'hind** taga
**Sarah** ['sɛərə] *pn.*
**animal** ['ænim(ə)l] loom
**bird** lind
**duck** part
**pig** siga
**'parrot** papagoi
**Polynesia** [pɔli'ni:ziə] *pn.*
**angry with** (her brother) pahane (venna peale)
**affirmative** [ə'fə:mətiv] jaatav
**negative** ['negətiv] eitav
**interrogative** [intə'rɔgətiv] küsiv

## LESSON 43.

### Dr. John Dolittle. II

**poor** [puə] vaene
**dirty** räpane, must
**everywhere** ['evriwɛə] kõikjal, igal pool
**walk** kõndima; jalutama
**clever** ['klevə] tark
**money** ['mʌni] raha
**hole** auk
**sock** sokk
**run, ran** jooksma
**after** järel, järele
**best** parim
**world** maailm
**say, said** [sed] ütlema
**true** [tru:] õige
**that's true** = **that is true** see on õige
**'anything** midagi (eitavas ja küsivas lauses)
**talk** kõnelema, vestlema
**learn** [lə:n] õppima
**language** ['læŋgwidʒ] keel

## LESSON 44.

### The Months and the Seasons.

**season** aastaaeg; hooaeg
**spring** kevad
**autumn** ['ɔ:təm] sügis
**March** märts
**April** ['eipril] aprill
**May** mai
**June** [dʒu:n] juuni
**July** [dʒu'lai] juuli
**'August** ['ɔ:gəst] august
**name** nimetama; nimi
**which** mitmes; kes, missugune (teatud arvust või hulgast)
**what** missugune
**whom** [hu:m] keda; kelle; kellele

## LESSON 45.

### The Sailor and the Caps. I

**'happen** juhtuma
**'Africa** Aafrika
**way** tee
**on his way** teel
**through** [θru:] läbi
**forest** ['fɔrist] mets
**hot** kuum, palav
**rest** puhkama; puhkus
**take a rest** puhkama
**on the ground** maha; maas
**see, saw** nägema
**put, put** panema
**take, took** võtma
**head** [hed] pea
**lie, lay** lamama, lebama
**lie down** pikali heitma
**go, went** minema
**sleep** magama; uni
**go to sleep** uinuma
**quarter** ['kwɔ:tə] veerand
**half** [hɑ:f] pool
**past** [pɑ:st] möödas

## LESSON 46.

### The Sailor and the Caps. II

**wake up, woke up** ärkama
**'empty** tühi
**in the tree** puu otsas
**monkey** ['mʌŋki] ahv
**cry** hüüdma; nutma
**throw** [θrou], **threw** [θru:] viskama
**loud** vali
**voice** hääl
**in a loud voice** valju häälega
**do** [du:], **did** tegema
**give, gave** andma
**hear** [hiə] **heard** [hə:d] kuulma

## LESSON 47.

### Going to Brighton.

**going to Brighton** ['brait(ə)n] sõit Brightonisse
**tomorrow** [tə'mɔrou] homme
**grandparents** vanavanemad (vanaisa ja vanaema)
**train** rong
**leave** väljuma
**pack** pakkima
**be'fore** enne
**suit-case** ['sju:tkeis] kohver
**tram** tramm
**'ticket** pilet
**'ticket-office** piletikassa
**corner** nurk
**so that** nii et
**window** ['windou] aken
**arrive** [ə'raiv] saabuma
**Future** ['fju:tʃə] **Indefinite** lihttulevik
**make up** (sentences) moodustama (lauseid)

## LESSON 48.

### What Shall We Do Today?

**Maggie** ['mægi] *pn.*
**let us go for a walk** läheme jalutama
**hill** küngas; mägi
**beautiful** ['bju:tiful] ilus
**the Thames** [temz] *pn.*
**idea** [ai'diə] mõte, idee
**start** alustama; teele asuma
**lunch** keskpäeva-eine
**'sandwich** (kahe viilakuga) võileib
**of course** [əv'kɔ:s] muidugi
**get ready** valmis panema, valmis seadma
**camera** ['kæmərə] fotoaparaat
**sunny** päikesepaisteline
**take pictures** pildistama, ülesvõtteid tegema

## LESSON 49.

### Dr. Dolittle's Journey to Monkeyland. I

**journey** ['dʒə:ni] reis
**land** maa

**evening** ['i:vniŋ] õhtu
**swallow** ['swɔlou] pääsuke
**bring, brought** tooma
**news** uudis
**be cold** külma tundma
**I am cold** mul on külm
**soon** varsti
**get, got** saama; hankima
**warm** soe
**get warm** soojenema
**won't you go** kas sa ei tahaks minna
**next** järgmine
**early** ['ə:li] vara, varane
**come, came** tulema
**last** kestma
**long** pikk
**tell, told** jutustama
**hurrah** [hu'ra:] hurraa!
**how long** kui kaua

## LESSON 50.

### Dr. Dolittle's Journey to Monkeyland. II

**build** [bild], **built** ehitama
**grass** rohi
**(the) sick (monkeys)** haige, *kuid*: the monkeys are ill
**another** [ə'nʌðə] teine, veel üks
**well** terve
**nobody** ['noubədi] ei keegi
**know, knew** teadma
**gorilla** [gə'rilə] gorilla
**everything** kõik, iga asi
**that** [ðæt] (rõhuta [ðət]) kes, mis (*siduv ases.*)
**need** vajama
**pay** maksma
**in'vite** kutsuma
**honey** ['hʌni] mesi
**nut** pähkel
**I am sorry** mul on kahju
**for'get** unustama
**hope** lootma
**imperative** [im'perətiv] käskiv kv.
**chair** [tʃeə] tool

## LESSON 51.

### My Bonnie is Over the Ocean.

**bonnie** *siin*: kallim
**ocean** ['ouʃ(ə)n] ookean
**blow** [blou] puhuma
**ye** teie (*luulekeeles*)
**the wind** [wind] tuul
**over the ocean** teispool ookeani
**begin, began** alustama, algama
(study) **hard** kõvasti, tublisti (õppima)
**seasick** merehaige
**become, became** saama, muutuma
**hard** [ha:d] tugev

## LESSON 52.

### At the Club. I

**toy** mänguasi
**same** sama
**hall** saal
**library** [laibrəri] raamatukogu
**newspaper** [nju:speipə] ajaleht
**listen (to)** ['lisn] kuulama
**radio** ['reidiou] raadio
**in the picture** pildil
**door** [dɔ:] uks
**open** avatud
**shut** suletud
**woman** ['wumən] (mitm. **women** ['wimin]) naine
**letter** kiri
**India** India
**Indian** india
**article** artikkel
**international** [intə'næʃn(ə)l] rahvusvaheline
**situation** [sitju'eiʃ(ə)n] olukord
**Present Continuous** ['preznt kən'tinjuəs] kestev olevik
**short** lühike

## LESSON 53.

### At the Club. II

**wait for** (a friend) ootama (sõpra)
**bookcase** ['bukkeis] raamatukapp

**vase** [vɑːs] vaas
**vase of flowers** vaas lilledega
**flower** ['flauə] lill
**piano** ['pjænou] klaver
**young** [jʌŋ] noor

## LESSON 54.

A Spring Day in England.

**lake** järv
**road** tee
**'garden-seat** aiapink
**bottle** pudel
**tin** konservikarp
**cloth** laudlina
**colour** ['kʌlə] värv
**what colour is...** mis värvi on...
**blue** [bluː] sinine
**near** [niə] lähedal
**brown** [braun] pruun
**a'long** piki, mööda
**than** (rõhuta [ðən]) kui (*võrdlauses*)
**little** vähe
**few** [fjuː] vähe

## LESSON 55.

Vladimir Ilyich Lenin.

**leader** juht
**be fond of** armastama
**'elder** (brother) vanem (vend)
**a foreign** ['fɔrin] **language** võõrkeel
**lively** ['laivli] elav
**'run a'bout** ringi jooksma
**'enter** sisse astuma
**university** [juni'vəːsiti] ülikool
**can, could** [kud] suutma, oskama
**finish** ['finiʃ] lõpetama
**student** ['stjuːd(ə)nt] üliõpilane
**condition** [kən'diʃ(ə)n] tingimus, olukord
**the working class** töölisklass
**Russia** ['rʌʃə] Venemaa
**interest** ['intrist] huvi
**found** asutama
**the Bolshevik Party** bolševike partei
**lead, led** juhtima, viima
**whole** [houl] terve, kogu
**love** [lʌv] armastama
**positive** ['pɔzitiv] algvõrre
**comparative** [kəm'pærətiv] keskvõrre
**superlative** [sju'pəːlətiv] ülivõrre
**worse** [wəːs] halvem
**the worst** [wəːst] halvim
**whose** [huːz] kelle
**noun** nimisõna
**following** ['fɔlouiŋ] järgnev, järgmine
**verb** [vəːb] verb

## LESSON 56.

Captains Courageous. I

**Harvey Cheyne** ['hɑːvi 'tʃein]
**captain** ['kæptin] kapten
**courageous** [kə'reidʒəs] julge, vahva
**Europe** ['juərəp] Euroopa
**rich** rikas
**smoke** suitsetama; suits
**strong** kange, tugev
**cigar** [si'gɑː] sigar
**make sick** südant pahaks tegema
**fall, fell** langema, kukkuma
**eye** [ai] silm
**lying** -ing vorm tegusõnast *lie*
**smell of** (fish) lõhnama millegi järele
**water** ['wɔːtə] vesi
**come up to** ligi astuma
**pull** [pul] tõmbama
**will (you)** tahad (sa)
**drink, drank** jooma
**eat, ate** [et] sööma
**storm** torm
**quickly** kiiresti
**dad** isa (*koduselt*)
**he wants to see you** ta tahab sinuga kokku saada
**on deck** pardal, tekil
**at once** [wʌns] otsekohe
**send** saatma
**obey** [ə'bei] sõna kuulama
**Past Continuous** kestev minevik

## LESSON 57.

### Captains Courageous. II

**get** (to New York) saabuma (kuhugi)
**shore** [ʃɔ:] (mere-) kallas, rand
**'pocket** tasku
**find** [faind], **found** leidma
**wet** märg
**'dollar** dollar
**change** [tʃeindʒ] muutuma; muutma
**we can't** [ka:nt] (go back) meie ei saa (tagasi minna)
**a little** (work) natuke
**shout** karjuma, hüüdma
**enough** [i'nʌf] küllalt, küllaldane
**dirty** *siin*: närune
**owe** [ou] võlgnema
**clear** selge
**turn** pöörduma
**cabin** ['kæbin] kajut

## LESSON 58.

### Captains Courageous. III

**sit up, sat up** istukile tõusma
**nothing** ['nʌθiŋ] ei midagi
**foolish** ['fu:liʃ] rumal
**lose** [lu:z], **lost** kaotama
**I am sorry** vabandage mind
**I am here to say that I am sorry** ma tulin vabandust paluma
**that's all right** hüva!
**try** püüdma
**empty** tühjendama
**last night** eile õhtul
**ah-ha** [ɑ'ha:] ahaa!
**fish** (mitm. **fish**) kala
**save** päästma
**clean** puhastama
**may I?** tohin ma?
**'supper** õhtusöök
**time** kord
**for the first time** esimest korda
**feel, felt** tundma
**group** [gru:p] grupp
**proud of** (it) uhke (sellele)

## LESSON 59.

### London.

**London** ['lʌndən] *pn.*
**capital** ['kæpitl] pealinn
**city** ['siti] suurlinn
**the City** Londoni kesklinn
**million** ['miljən] miljon
**already** [ɔ:l'redi] juba
**Tacitus** ['tæsitəs] *pn.*
**business** (centre) ['biznis] äri, äriline (keskus)
**centre** ['sentə] keskus
**century** ['sentʃuri] sajand
**grow** [grou] kasvama
**port** sadam
**both** [bouθ] mõlemad
**bank** kallas
**industrial** [in'dʌstriəl] tööstuslik
**right** parem
**river** ['rivə] jõgi
**left** vasak
**east** ida
**west** lääs
**'West End** (linnaosa Londonis)
**'East End** (linnaosa Londonis)
**building** ['bildiŋ] hoone
**miserable** ['mizərəbl] vilets
**dirt** mustus
**the poor** vaesed
**nation** ['neiʃ(ə)n] rahvus
**parliament** ['pɑ:ləmənt] parlament
**tower** ['tauə] torn
**the Tower** vana linnus Londonis
**bridge** [bridʒ] sild

A

**about** [ə'baut] 23 *prep.* (millegi) kohta, millestki; 41 *adv.* ümber, ringi; umbes
**absent** ['æbs(ə)nt] 21 *a.* puuduv
**to be absent** puuduma
**actor** ['æktə] 37 *n.* näitleja
**affirmative** [ə'fəːmətiv] 42 *a.* jaatav
**Africa** ['æfrikə] 45 *pn.* = Aafrika
**after** ['ɑːftə] 25 *prep.* pärast; taga, järel(e)
**afternoon** ['ɑːftə'nuːn] 40 *n.* pärastlõuna, õhtupoolik
**in the afternoon** pärast lõunat
**again** [ə'gen] 37 *adv.* uuesti, jälle
**ago** [ə'gou] 42 *adv.* (teatav aeg) tagasi
**all** [ɔːl] 30 *pron.* kõik
**all day** kogu päev
**all right** hüva
**along** [ə'lɔŋ] 54 *prep.* piki, mööda
**already** [ɔːl'redi] 59 *adv.* juba
**also** ['ɔːlsou] 28 *adv.* samuti, ka
**always** ['ɔːlwəz] 20 *adv.* alati
**America** [ə'merikə] 20 *pn.* Ameerika
**and** (rõhuta [ənd]) 6 *conj.* ja
**angry** (with) ['æŋgri] 42 *a.* pahane, vihane (kellegi peale)
**animal** ['ænim(ə)l] 42 *n.* loom
**another** [ə'nʌðə] *pron.* 50 teine, veel üks
**answer** ['ɑːnsə] 21 *v.* vastama; *n.* vastus
**any** ['eni] mõni (eitavas ja küsivas lauses)
**anything** 43 *pron.* midagi (eitavas ja küsivas lauses)
**apple** ['æpl] 28 *n.* õun
**April** ['eipril] 44 *n.* aprill
**arm** [ɑːm] 20 *n.* käsivars
**arrive** [ə'raiv] 47 *v.* saabuma
**article** ['ɑːtikl] 52 *n.* artikkel
**ask** [ɑːsk] 21 *v.* küsima; paluma
**at** 6 *prep.* juures, -s
**August** ['ɔːgəst] 44 *n.* august
**autumn** ['ɔːtəm] 44 *n.* sügis
**away** [ə'wei] 15 *adv.* ära

B

**back** [bæk] 6 *adv.* tagasi
**bag** [bæg] 4 *n.* kott
**ball** [bɔːl] 19 *n.* pall
**bank** [bæŋk] 59 *n.* kallas
**basket** ['bɑːskit] 19 *n.* korv
**basketball** ['bɑːskitbɔːl] 19 *n.* korvpall
**bathe** [beið] 16 *v.* suplema
**be** [biː] 5 *v.* olema
**be cold** ['biː 'kould] 49 külmetama
**beautiful** ['bjuːtiful] 48 *a.* ilus
**because** [bi'kɔz] 26 *conj.* sest et
**become** [bi'kʌm] 51 *v.* muutuma, saama
**bed** 24 *n.* voodi
**go to bed** magama minema
**before** [bi'fɔː] 47 *prep.* enne
**begin** [bi'gin], **began** [bi'gæn] 12 *v.* algama, alustama
**behind** [bi'haind] *prep.* 42 taga; taha
**bell** 13 *n.* (kooli-) kell
**Bertha** ['bəːθə] *pn.*
**best** 43 *a.* (ülivõrre sõnast **good**) parim
**better** ['betə] 20 *a.* (keskvõrre sõnast **good**) parem

**big** 2 *a.* suur
**bird** [bəːd] 42 *n.* lind
**black** [blæk] 2 *a.* must
**blackboard** [ˈblækbɔːd] 9 *n.* tahvel
**blank** [blæŋk] 39 *n.* lünk
**blow** [blou] 51 *v.* puhuma
**blue** [bluː] 54 *a.* sinine
**boat** [bout] 16 *n.* paat, laev
  **go in a boat** paadiga sõitma
**(the) Bolshevik Party** [ˈbɔlʃevik ˈpaːti] 55 bolševike partei
**bonnie** [ˈbɔni] 51 *n.* kallim
**book** [buk] 2 *n.* raamat
**bookcase** [ˈbukkeis] 53 *n.* raamatukapp
**born** [bɔːn] 39 *v.* sündinud
**both** [bouθ] 59 *pron.* mõlemad
**bottle** [ˈbɔtl] 54 *n.* pudel
**box** [bɔks] 4 *n.* karp; kast
**boy** [bɔi] 17 *n.* poiss
**bread** [bred] 34 *n.* leib
**break** [breik] 20 *v.* murdma
**breakfast** [ˈbrekfəst] 14 *n.* hommikueine
  **have breakfast** einestama (hommikul)
**bridge** [bridʒ] 59 *n.* sild
**bright** [brait] 40 *a.* ere
  **a bright day** selge päev
**Brighton** [ˈbrait(ə)n] *pn.*
**bring** [briŋ], **brought** [brɔːt] 49 *v.* tooma
**brother** [ˈbrʌðə] 10 *n.* vend
**brown** [braun] 54 *a.* pruun
**build** [bild], **built** [bilt] 50 *v.* ehitama
**building** [ˈbildiŋ] 59 *n.* hoone
**buried** [ˈberid] 39 *v.* maetud
**bus** [bʌs] 2 *n.* buss
  **by bus** bussiga
**business** [ˈbiznis] 59 *n.* äri
**bus-stop** [ˈbʌsstɔp] 8 *n.* bussipeatus
  **at the bus-stop** bussipeatuses
**but** (rõhuta [bət]) 33 *conj.* kuid, aga
**butter** [ˈbʌtə] 34 *n.* võiv
**buy** [bai] 36 *v.* ostma
**by** 8 *prep.* juures, abil
  **by bus** bussiga
  **by day** päeva ajal

## C

**cabin** [ˈkæbin] 57 *n.* kajut
**cake** [keik] 3 *n.* kook
**camera** [ˈkæmərə] 48 *n.* fotoaparaat
**can** [kæn], (rõhuta [kən]), **could** [kud] (rõhuta [kəd]) 32 *v.* võin, võisin; suudan, suutsin
**candle** [ˈkændl] 24 *n.* küünal
**cap** [kæp] 2 *n.* müts
**capital** [ˈkæpitl] 59 *n.* pealinn
**captain** [ˈkæptin] 56 *n.* kapten
**cat** [kæt] 2 *n.* kass
**centre** [ˈsentə] 59 *n.* keskus
**century** [ˈsentʃuri] 59 *n.* sajand
**cigar** [siˈgaː] 56 *n.* sigar
**chair** [tʃɛə] 50 *n.* tool
**chalk** [tʃɔːk] 9 *n.* kriit
**change** [tʃeindʒ] 57 *v.* muutuma; muutma
**cheese** [tʃiːz] 31 *n.* juust
**chess** [tʃes] 19 *n.* male
**child** [tʃaild] 37 *n.* laps
**children** [ˈtʃildr(ə)n] lapsed
**choose** [tʃuːz] 36 *v.* valima
**city** [ˈsiti] 59 *n.* suurlinn
  **the City** Londoni kesklinn
**classroom** [ˈklaːsrum] 21 *n.* klass, klassiruum
**clean** [kliːn] 58 *v.* puhastama
**clear** [kliə] 57 *a.* selge
**clever** [ˈklevə] 43 *a.* tark
**cliff** [klif] 16 *n.* kalju
**clock** [klɔk] 2 *n.* kell
  **nine o'clock** kell üheksa
**cloth** [klɔθ] 54 *n.* laudlina
**cloud** [klaud] 40 *n.* pilv
**club** [klʌb] 19 *n.* klubi
**coat** [kout] 14 *n.* mantel, palitu
**coffee** [ˈkɔfi] 34 *n.* kohv
**coffee-pot** [ˈkɔfipɔt] 34 *n.* kohvikann
**cold** [kould] 40 *a.* külm

**colour** ['kʌlə] 54 *n.* värv;
**what colour is ...** mis värvi on ...
**come** [kʌm], **came** 15 *v.* tulema
**comparative** [kəm'pærətiv] 55 *n.* keskvõrre
**comrade** ['kɔmrid] 23 *n.* seltsimees
**condition** [kən'diʃ(ə)n] 55 *n.* tingimus, olukord
**cook** [kuk] 7 *n.* kokk; v. keetma
**copy-book** ['kɔpibuk] 4 *n.* vihik
**corn** [kɔ:n] 31 *n.* teravili
**corner** ['kɔ:nə] 47 *n.* nurk
**correct** [kə'rekt] 27 *v.* parandama
**counter** ['kauntə] 36 *n.* lett
**country** ['kʌntri] 30 *n.* maa
**in the country** maal
**courageous** [kə'reidʒəs] 56 *a.* vahva, julge
**cry** [krai] 46 *v.* hüüdma; nutma
**cup** [kʌp] 2 *n.* tass

D

**dad** [dæd] 56 *n.* isa, taat (*famil.*)
**dance** [dɑ:ns] 37 *v.* tantsima; *n.* tants
**date** [deit] 38 *n.* kuupäev
**day** [dei] 19 *n.* päev
**seven hours a day** seitse tundi päevas
**December** [di'sembə] 36 *n.* detsember
**decide** [di'said] 37 *v.* otsustama
**deck** [dek] 56 *n.* tekk, laevalagi
**on deck** pardal
**desk** [desk] 2 *n.* koolilaud, kirjutuslaud
**dialogue** ['daiəlɔg] 41 *n.* kahekõne
**diary** ['daiəri] 27 *n.* päevik
**die** [dai] 39 *v.* surema
**dinner** ['dinə] 7 *n.* lõuna;
**have dinner** lõunatama
**sit down to dinner** lõunalauda istuma
**dining-room** ['dainiŋrum] 33 *n.* söögituba
**dirt** [də:t] 59 *n.* mustus
**dirty** ['də:ti] 43 *a.* räpane, must; 57 närune
**discuss** [dis'kʌs] 37 *v.* arutama
**do** [du:], **did** [did] 25 *v.* tegema; 15 (abi- ja aseverb)
**I do my lessons** teen oma koolitööd
**doctor** ['dɔktə] 10 *n.* arst
**dollar** ['dɔlə] 57 *n.* dollar
**dog** [dɔg] 2 *n.* koer
**door** [dɔ:] 52 *n.* uks
**down** [daun] 12 *adv.* maha, maas; alla, all
**dress** [dres] 14 *v.* riietuma
**drink** [driŋk], **drank** [dræŋk] 56 *v.* jooma
**duck** [dʌk] 42 *n.* part

E

**early** ['ə:li] 49 *adv.* vara; *a.* varane
**east** [i:st] 59 *n.* ida
**East End** linnaosa Londonis
**eat, ate** [et] 32 *v.* sööma
**eat up** 32 *v.* ära sööma
**egg** [eg] 34 *n.* muna
**egg-cup** ['egkʌp] 34 *n.* munapeeker
**eight** [eit] 8 *num.* kaheksa
**eighteen** ['ei'ti:n] 18 *num.* kaheksateist
**eighty** ['eiti] 36 *num.* kaheksakümmend
**eleven** [i'levn] 11 *num.* üksteist
**elder** ['eldə] 55 *a.* vanem (kellestki)
**empty** [em(p)ti] 46 *a.* tühi; 58 *v.* tühjendama
**end** [end] 36 *n.* lõpp
**England** ['iŋgland] 36 *pn.* Inglismaa
**English** ['iŋgliʃ] 6 *n.* inglise keel; *a.* inglise; ingliskeelne
**Englishman** ['iŋgliʃmən] 29 *n.* inglane
**enough** [i'nʌf] 57 *a.* küllalt, küllaldane
**enter** ['entə] 55 *v.* sisse astuma
**Estonia** [es'touniə] *pn.* 22 Eesti
**Estonian** [es'touniən] 22 *n.* eesti keel; eestlane; *a.* eesti, eestikeelne
**Europe** ['juərəp] 56 *pn.* Euroopa
**evening** ['i:vniŋ] 49 *n.* õhtu

**every** ['evri] 32 *pron.* iga
**everybody** ['evribɔdi] 41 *pron.* kõik, igaüks
**everything** ['evriθiŋ] 50 *pron.* kõik, iga asi
**everywhere** ['evriwɛə] 43 *adv.* kõikjal, igalpool
**excuse** [iks'kju:z] 21 *v.* vabandama
**excuse my coming late** vabandage, et ma hilinesin
**exercise** ['eksəsaiz] 27 *n.* harjutus
**eye** [ai] 56 *n.* silm

F

**face** [feis] 3 *n.* nägu
**factory** ['fæktəri] 26 *n.* vabrik
**fall** [fɔ:l], **fell** [fel] 20 *v.* kukkuma
**family** ['fæmili] 38 *n.* perekond
**father** ['fɑ:ðə] 10 *n.* isa
**February** ['februəri] 40 *n.* veebruar
**feel** [fi:l], **felt** [felt] 58 *v.* tundma
**few** [fju:] 54 *pron.* vähe
**field** [fi:ld] 30 *n.* põld, väli
**work in the fields** põllul töötama
**fifteen** ['fif'ti:n] 15 *num.* viisteist
**fifty** ['fifti] 35 *num.* viiskümmend
**fight** [fait], **fought** [fɔ:t] 20 *v.* võitlema; kaklema
**fill in** ['fil 'in] 39 *v.* täitma
**find** [faind], **found** [faund] 57 *v.* leidma
**fine** [fain] 19 *a.* ilus, tore
**finish** ['finiʃ] 55 *v.* lõpetama
**first** [fə:st] 37 *num.* esimene
**fish** [fiʃ] (mitm. **fish**) 17 *n.* kala; *v.* kalastama;
**go fishing** kalal käima
**five** [faiv] 6 *num.* viis
**flag** [flæg] 2 *n.* lipp
**flower** ['flauə] 53 *n.* lill
**fly** [flai] 3 *n.* kärbes
**following** ['fɔlouiŋ] 55 järgnev
**fond, be fond** (of) 55 armastama
**food** [fu:d] 34 *n.* toit
**foolish** ['fu:liʃ] 58 *a.* rumal
**foot** [fut] (mitm. **feet**) 19 *n.* jalg
**football** ['futbɔ:l] 19 *n.* jalgpall
**for** (rõhuta [fɔ:]) 20 *prep.* jaoks; eest; -ks
**foreign** ['fɔrin] 55 *a.* välis-, välismaine
**foreign language** võõrkeel
**forest** ['fɔrist] 45 *n.* mets
**forget** [fə'get], **forgot** [fə'gɔt] 50 *v.* unustama
**form** [fɔ:m] 40 *v.* moodustama
**forty** ['fɔ:ti] 36 *num.* nelikümmend
**four** [fɔ:] 12 *num.* neli
**fourteen** ['fɔ:'ti:n] 14 *num.* neliteist
**found** [faund] 55 *v.* asutama
**Friday** ['fraidi] 39 *n.* reede
**friend** [frend] 8 *n.* sõber
**from** (rõhuta [frəm]) 15 *prep.* -st, -lt; juurest
**fruit** [fru:t] 28 *n.* puuvili
**full** [ful] 28 *a.* täis
**funny** ['fʌni] 31 *a.* naljakas, imelik
**future** ['fju:tʃə] 47 *n.* tulevik

G

**game** [geim] 18 *n.* mäng
**garden** ['gɑ:dn] 30 *n.* aed
**garden-seat** ['gɑ:dnsi:t] 54 *n.* aiapink
**George** [dʒɔ:dʒ] 23 *pn.*
**get** [get], **got** [gɔt] 49 *v.* saama; hankima; 57 saabuma
**get up** tõusma
**girl** [gə:l] 18 *n.* tütarlaps
**give** [giv], **gave** 23 *v.* andma
**glad** [glæd] 31 *a.* rõõmus
**I am glad** mul on heameel
**go** [gou], **went** [went] 5 *v.* minema; käima
**good** [gud] 7 *a.* hea
**good-bye** [gud'bai] 13 head aega
**say good-bye** (to) hüvasti jätma
**goose** [gu:s] (mitm. **geese** [gi:s]) 36 *n.* hani
**gorilla** [gə'rilə] 50 *n.* gorilla
**grammar** ['græmə] 37 *n.* grammatika
**grandfather** ['grændfɑ:ðə] 42 *n.* vanaisa
**grandmother** ['grændmʌðə] 42 *n.* vanaema

**grandparents** ['grændpɛərənts] 47 *n.* vanaisa ja vanaema, vanavanemad
**grass** [grɑːs] 50 *n.* rohi
**great** [greit] *a.* suur
**green** [griːn] 4 *a.* roheline
**ground** [graund] 45 *n.* maa, maapind
**group** [gruːp] 58 *n.* grupp
**grow** [grou] 59 *v.* kasvama
**guest** [gest] 41 *n.* külaline

H

**half** [hɑːf] 45 *n.* pool
**hall** [hɔːl] 52 *n.* saal
**hand** [hænd] 15 *n.* käsi
**happen** ['hæpn] 45 *v.* juhtuma
**happy** ['hæpi] 36 *a.* õnnelik
**hard** [hɑːd] 51 *adv.* kõvasti; *a.* kõva
**hat** [hæt] 2 *n.* kübar
**have** [hæv] 10 *v.* omama;
**I have a new dress** mul on uus kleit;
**I have a new dress on** mul on uus kleit seljas;
**I have to go** ma pean minema
**he** (rõhuta [hiː]) 5 *pron.* tema (meess.)
**head** [hed] 45 *n.* pea
**hear** [hiə], **heard** [həːd] 32 *v.* kuulma
**help** [help] 7 *v.* aitama; *n.* abi
**hen** [hen] 2 *n.* kana
**her** [həː] (rõhuta [hə]) 33 *pron.* (sihit.) teda; temale (*naiss.*); 19 *pron.* tema (oma)
**herself** [hə'self] 31 *pron.* tema ise
**she says to herself** ta ütleb endamisi
**here** [hiə] 32 *adv.* siin
**hill** [hil] 48 *n.* küngas, mägi
**him** [him] 10 *pron.* (sihit.) teda; temale (*meess.*)
**his** [hiz] 10 *pron.* tema (oma)
**hole** [houl] 43 *n.* auk
**holiday** ['hɔlid(e)i] 37 *n.* püha
**winter holidays** talvine koolivaheaeg
**home** [houm] 7 *n.* kodu; koju
**at home** kodus
**homework** ['houmwəːk] 27 *n.* kodused ülesanded
**honey** ['hʌni] 50 *n.* mesi
**hope** [houp] 50 *v.* lootma
**hot** [hɔt] 45 *a.* kuum, palav
**hour** ['auə] 35 *n.* tund
**house** [haus] (mitm. **houses** ['hauziz]) 8 *n.* maja
**how** [hau] 36 *adv.* kuidas
**how many** kui palju, mitu
**how long** kui kaua
**how do you do?** tere!
**hundred** ['hʌndrəd] 36 *num.* sada
**hungry** ['hʌŋgri] 32 *a.* näljane

I

**I** [ai] 4 *pron.* mina
**ice** [ais] 40 *n.* jää
**on the ice** liuväljal
**idea** [ai'diə] 48 *n.* mõte, idee
**if** [if] 25 *conj.* kui (*tingimuslausetes*)
**ill** [il] 39 *a.* haige
**imperative** [im'perətiv] 50 *n.* käskiv
**in** [in] 9 *prep.* sees, sisse
**in front of** [in 'frʌnt əv] 28 ees, ette
**infinitive** [in'finitiv] 16 *n.* infinitiiv
**India** ['indiə] 52 *pn.* India
**Indian** *a.* india
**industrial** [in'dʌstriəl] 59 *a.* tööstuslik
**ink** [iŋk] 27 *n.* tint
**inkpot** ['iŋkpɔt] 27 *n.* tindipott
**interest** ['intrist] 55 *n.* huvi
**interesting** ['intrəstiŋ] 19 *a.* huvitav
**international** [intə'næʃn(ə)l] 52 *a.* rahvusvaheline
**interrogative** [intə'rɔgətiv] 42 *a.* küsiv
**into** ['intuː] (rõhuta [intu, intə]) *prep.* sisse, -sse
**invite** [in'vait] 50 *v.* külla kutsuma
**it** [it] 5 *pron.* tema; teda; (*kesks.*) see; seda

J

**January** ['dʒænjuəri] 37 *n.* jaanuar
**John** [dʒɔn] 5 *pn.*

**journey** ['dʒəːni] 49 *n.* reis
**July** [dʒu'lai] 44 *n.* juuli
**jump** [dʒʌmp] 18 *v.* hüppama
**June** [dʒuːn] 44 *n.* juuni

## K

**kill** [kil] 33 *v.* tapma
**kilometre** ['kiləmiːtə] 30 *n.* kilomeeter
**kitchen** ['kitʃin] 30 *n.* köök
**kitten** ['kitn] 28 *n.* kassipoeg
**knife** [naif], (mitm. **knives**) [naivz] 34 *n.* nuga
**know** [nou], **knew** [njuː] 11 *v.* teadma

## L

**lake** [leik] 54 *n.* järv
**lamp** [læmp] 2 *n.* lamp
**land** [lænd] 49 *n.* maa
**language** ['læŋgwidʒ] 43 *n.* keel
**large** [laːdʒ] 27 *a.* suur
**last** [laːst] 23 *a.* viimane
**last night** 58 eile õhtul
**last** [laːst] 49 *v.* kestma
**late** [leit] 21 *adv.* hilja
**be late** hilinema
**lay** [lei] 15 *v.* panema
**lay the table** lauda katma
**lead** [liːd], **led** [led] 55 *v.* juhtima, viima
**leader** ['liːdə] 55 *n.* juht
**learn** [ləːn] 43 *v.* õppima
**leave** [liːv] 13 *v.* lahkuma; 47 väljuma
**left** [left] 59 *a.* vasak
**lesson** ['lesn] 6 *n.* õppetund; õppetükk
**at the lesson** tunnis
**letter** ['letə] 52 *n.* kiri; kirjatäht
**library** ['laibrəri] 52 *n.* raamatukogu
**lie, lay** [lai, lei] 16 *v.* lamama; 59 asuma
**lie down** 45 pikali heitma
**life** [laif] 20 *n.* elu
**light** [lait] 24 *n.* valgus; 27 *a.* valge
**by candlelight** küünlavalgusel
**like** [laik] 5 *v.* meeldima; armastama
**I like my school** mulle meeldib minu kool
**like** [laik] 41 *a.* sarnane, taoline
**what is your dress like?** kuidas näeb välja su kleit?
**line** [lain] 3 *n.* joon; rida
**livley** ['laivli] 55 *a.* elav
**listen** (to) ['lisn] 52 *v.* kuulama
**little** ['litl] 28 *a.* väike; 54 vähe
**a little** 57 natuke
**live** [liv] 8 *v.* elama
**London** ['lʌndən] *pn.*
**long** [lɔŋ] 49 *a.* pikk
**how long** kui kaua
**look** (at) [luk] 17 *v.* vaatama
**lose** [luːz], **lost** [lɔst] 58 *v.* kaotama
**loud** [laud] 46 *a.* vali
**love** [lʌv] 55 *v.* armastama; *n.* armastus
**lunch** [lʌntʃ] 48 *n.* keskpäeva-eine

## M

**Maggie** ['mægi] *pn.*
**make** [meik], **made** [meid] 22 *v.* tegema
**make up** moodustama
**man** [mæn] (mitm. **men**) [men] 2 *n.* mees; inimene
**many** ['meni] 22 *pron.* palju
**March** [maːtʃ] 44 *n.* märts
**married** ['mærid] 39 *v.* abiellunud
**match** [mætʃ] 23 *n.* võistlus
**may** [mei] 58 *v.* tohin
**May** [mei] 44 *n.* mai
**me** [miː] (rõhuta [mi]) 20 *pron.* (sihit.) mulle; mind
**meet** [miːt] 8 *v.* kohtama, kokku saama
**meeting** ['miːtiŋ] 25 *n.* koosolek
**milk** [milk] 34 *n.* piim
**million** ['miljən] 59 *num.* miljon
**minute** ['minit] 35 *n.* minut
**miserable** ['mizərəbl] 59 *a.* vilets

**mistake** [mis'teik] 22 *n.* viga
**mister** ['mistə] 28 *n.* härra
**Mr.** = **mister** (*lühend; tarvit. pärisnimede ees*)
**Monday** ['mʌndi] 26 *n.* esmaspäev
**money** ['mʌni] 43 *n.* raha
**monkey** ['mʌŋki] 46 *n.* ahv
**month** [mʌnθ] 35 *n.* kuu
**morning** ['mɔ:niŋ] 26 *n.* hommik
**mother** ['mʌðə] 7 *n.* ema
**motor-boat** ['moutəbout] 17 *n.* mootorpaat
**mouse** [maus] (mitm. **mice** [mais]) 31 *n.* hiir
**much** [mʌtʃ] 17 *pron.* palju
**music** ['mju:zik] 38 *n.* muusika
**must** [mʌst] (rõhuta [məst]) 20 *v.* pean
**must not** ei tohi
**my** [mai] 4 *pron.* minu (oma)
**myself** [mai'self] 38 *pron.* mina ise

## N

**name** [neim] 5 *n.* nimi; 44 *v.* nimetama
**nation** ['neiʃ(ə)n] 59 *n.* rahvus
**near** [niə] 54 *prep.* lähedal
**need** [ni:d] 50 *v.* vajama
**negative** ['negətiv] 42 *a.* eitav
**nest** [nest] 2 *n.* pesa
**new** [nju:] 36 *a.* uus
**news** [nju:z] 49 *n.* uudis
**newspaper** ['nju:speipə] 52 *n.* ajaleht
**next** [nekst] 49 *a.* järgmine
**nice** [nais] 30 *a.* kena
**night** [nait] 24 *n.* öö
**at night** öösel
**nine** [nain] 9 *num.* üheksa
**nineteen** ['nain'ti:n] 19 *num.* üheksateist
**ninety** ['nainti] 36 *num.* üheksakümmend
**no** [nou] 9 ei; ei mingi, ei ükski
**nobody** ['noubədi] 50 *pron.* ei keegi
**noise** [nɔiz] 32 *n.* müra
**nose** [nouz] 3 *n.* nina
**not** [nɔt] 9 *adv.* mitte
**nothing** ['nʌθiŋ] 58 *pron.* ei midagi
**noun** [naun] 55 *n.* nimisõna
**November** [no'vembə] *n.* november
**now** [nau] 11 *adv.* nüüd
**number** ['nʌmbə] 8 *n.* number
**numeral** ['nju:m(ə)r(ə)l] 36 *n.* arvsõna
**nut** [nʌt] 50 *n.* pähkel

## O

**obey** [ə'bei] 56 *v.* sõna kuulama
**ocean** ['ouʃ(ə)n] 51 *n.* ookean
**o'clock** [ə'klɔk] *vt.* **clock**
**October** [ok'toubə] *n.* oktoober
**of** [ɔv] (rõhuta [ɔv]) 29 *prep.* omast. käände väljendamiseks
**of course** [ɔv'kɔ:s] 48 muidugi
**officer** ['ɔfisə] 10 *n.* ohvitser
**often** ['ɔfn] 10 *adv.* sageli
**oh** [ou] 11 *interj.* oh
**old** [ould] 38 *a.* vana
**on** [ɔn] 9 *prep.* peal, peale; -l, -le
**once** [wʌns] 56 *adv.* ükskord
**at once** 56 otsekohe
**one** [wʌn] 8 *num.* üks
**only** ['ounli] 28 *adv.* ainult
**open** ['oupn] 12 *v.* avama; 52 *a.* avatud
**or** [ɔ:] 17 *conj.* või; ehk
**other** ['ʌðə] 24 *pron.* teine, muu
**our** ['auə] 27 *pron.* meie (oma)
**out** [aut] 16 *adv.* välja, väljas
**out** [aut] **of** [ɔv] 22 *prep.* seest; -st
**over** ['ouvə] 6 *adv.* mööda; 51 *prep.* üle
**owe** [ou] 57 *v.* võlgnema

## P

**pack** [pæk] 47 *v.* pakkima
**page** [peidʒ] 22 *n.* lehekülg
**pan** [pæn] 2 *n.* pann
**paper** ['peipə] 28 *n.* paber
**park** [pa:k] 25 *n.* park
**parliament** ['pa:ləmənt] 59 *n.* parlament
**parrot** ['pærət] 42 *n.* papagoi

**part** [paːt] 37 *n.* osa
**party** ['paːti] 37 *n.* koosviibimine; partei
**pass** [paːs] 28 *v.* mööduma
**past** [paːst] 46 *prep.* mööda, möödas
**past** [paːst] 40 *n.* minevik
**pay** [pei] 50 *v.* maksma
**pen** [pen] 2 *n.* sulg; sulepea
**pencil** ['pens(i)l] 9 *n.* pliiats
**pencil-box** ['pens(i)lbɔks] 9 *n.* pinal
**people** [piːpl] 20 *n.* inimesed; rahvas
**piano** ['pjænou] 53 *n.* klaver
**picture** ['piktʃə] 25 *n.* pilt
**go to the pictures** kinos käima
**take a picture** 48 pildistama
**piece** [piːs] 28 *n.* tükk
**pig** [pig] 42 *n.* siga
**pine** [pain] 3 *n.* mänd
**phonetics** [fo'netiks] 37 *n.* foneetika
**place** [pleis] 28 *v.* asetama, paigutama; 30 *n.* koht, paik
**at my brother's place** oma venna juures
**plane** [plein] 3 *n.* lennuk
**plate** [pleit] 3 *n.* taldrik
**play** [plei] 18 *v.* mängima; 38 *n.* näidend
**player** ['ple(i)ə] 19 *n.* mängija
**please** [pliːz] 28 palun
**pleased** (with) 41 rahul (millegagi)
**pocket** ['pɔkit] 57 *n.* tasku
**Polynesia** [pɔli'niːziə] 42 *pn.*
**poor** [puə] 43 *a.* vaene
**port** [pɔːt] 59 *n.* sadam
**positive** ['pɔzitiv] 55 *n.* algvõrre
**possessive** [pə'zesiv] 31 *a.* omastav
**present** ['preznt] 41 *a.* kohalolev, käesolev
**be present** kohal olema
**present** ['preznt] 5 *n.* olevik
**Present Indefinite** [in'definit] 5 lihtolevik
**Present Continuous** [kən'tinjuəs] 17 kestev olevik
**program** ['prougræm] 37 *n.* programm
**pronoun** ['prounaun] 26 *n.* asesõna
**pronunciation** [prənʌnsi'eiʃ(ə)n] 38 *n.* hääldamine
**proud** (of) [praud] 58 *a.* uhke (millegi üle)
**pull** [pul] 56 *v.* tõmbama
**pupil** ['pjuːp(i)l] 5 *n.* õpilane
**put** [put], **put** [put] 13 *v.* panema
**put on** 14 selga panema
**put up your hands** 23 tõstke käed!

## Q

**quarter** ['kwɔːtə] 46 *n.* veerand
**question** ['kwestʃ(ə)n] 21 *n.* küsimus
**quickly** ['kwikli] 56 *adv.* kiiresti
**quite** [kwait] 24 *adv.* üsna; hoopis

## R

**radio** ['reidiou] 52 *n.* raadio
**rain** [rein] 23 *n.* vihm
**rainy** ['reini] 19 *a.* vihmane
**read** [riːd], **read** [red] 6 *v.* lugema
**ready** ['redi] 15 *a.* valmis;
**get ready** 48 valmis panema, valmis seadma
**read** [red] 2 *a.* punane
**rest** [rest] 52 *v.* puhkama; *n.* puhkus
**take a rest** puhkama
**rich** [ritʃ] 56 *a.* rikas
**right** [rait] 59 *a.* parem
**ring** [riŋ], **rang** [ræŋ] 13 *v.* helisema
**river** ['rivə] 59 *n.* jõgi
**road** [roud] 54 *n.* tee
**room** [rum] 13 *n.* ruum, tuba
**rose** [rouz] 3 *n* roos
**run** [rʌn], **ran** [ræn] 18 *v.* jooksma
**run about** ringi jooksma
**Russia** ['rʌʃə] 55 *pn.* Venemaa

## S

**sailing-boat** ['seiliŋbout] 17 *n.* purjepaat, purjelaev

**sailor** ['seilə] 17 *n.* madrus, meremees
**same** [seim] 52 *pron.* sama
**sandwich** ['sæn(d)witʃ] 48 *n.* (kahe viilakuga) võileib
**Sarah** ['sɛərə] *pn.*
**Saturday** ['sætədi] 25 *n.* laupäev
**save** [seiv] 58 *v.* päästma
**say** [sei], **said** [sed] 13 *v.* ütlema
**school** [skuːl] 5 *n.* kool
**at school** koolis
**to go to school** koolis käima
**sea** [siː] 16 *n.* meri;
**out at sea** väljas merel
**go out to sea** merele minema
**go to sea** meremeheks hakkama
**seaman** ['siːmən] 17 *n.* meremees
**seasick** ['siːsik] 51 *a.* merehaige
**seaside** ['siːsaid] 16 *n.* mererand
**at the seaside** mererannas
**season** ['siːzn] 44 *n.* aastaaeg; hooaeg
**seat** [siːt] 12 *n.* iste
**take your seat** istu! istuge!
**second** ['sekənd] 35 *n.* sekund; 37 *num.* teine
**see** [siː], **saw** [sɔː] 4 *v.* nägema;
**go to see** külastama
**sell** [sel] 28 *v.* müüma
**send** [send] 56 *v.* saatma
**sentence** ['sentəns] 40 *n.* lause
**September** [sep'tembə] 6 *n.* september
**seven** ['sevn] 7 *num.* seitse
**seventeen** ['sevn'tiːn] 17 *num.* seitseteist
**seventy** ['sevnti] 36 *num.* seitsekümmend
**she** [ʃiː] (rõhuta [ʃi]) 5 *pron.* tema (*naiss.*)
**ship** [ʃip] 16 *n.* laev
**shoe** [ʃuː] 38 *n.* king
**shop** [ʃɔp] 28 *n.* kauplus
**shore** [ʃɔː] 57 *n.* (mere-)kallas, rand
**short** [ʃɔːt] 52 *a.* lühike
**shout** [ʃaut] 57 *v.* karjuma, hüüdma
**show** [ʃou] 33 *v.* näitama
**shut** [ʃʌt] 12 *v.* sulgema; 52 suletud
**sick** [sik] 50 *a.* haige
**make sick** 56 südant pahaks tegema
**sing** [siŋ], **sang** [sæŋ] 37 *v.* laulma
**singer** ['siŋə], 37 *n.* laulja
**sister** ['sistə] 7 *n.* õde
**sit** [sit], **sat** [sæt] 12 *v.* istuma
**sit up** istukile tõusma
**sit down** istuma
**situation** [sitju'eiʃ(ə)n] 52 *n.* olukord
**six** [siks] 6 *num.* kuus
**sixteen** ['siks'tiːn] 16 *num.* kuusteist
**sixty** ['siksti] 35 *num.* kuuskümmend
**skate** [skeit] 18 *v.* uisutama
**go skating** uisutamas käima
**skates** [skeits] 40 *n.* uisud
**skating-rink** ['skeitiŋriŋk] 18 *n.* liuväli
**at the skating-rink** liuväljal
**sky** [skai] 40 *n.* taevas
**sleep** [sliːp] 45 *v.* magama; *n.* uni
**go to sleep** uinuma
**small** [smɔːl] 42 *a.* väike
**smell** [smeł] 33 *n.* lõhn;
**smell** (of) 56 *v.* lõhnama (millegi järele)
**smoke** [smouk] 56 *v.* suitsetama; *n.* suits
**so** [sou] 31 *adv.* nii
**so that** *conj.* nii et
**sock** [sɔk] 43 *n.* sokk
**Solomon** ['sɔləmən] *pn.*
**some** [sʌm] 26 *pron.* (rõhuta [səm]) mõned, mõni
**something** ['sʌmθiŋ] 33 *pron.* midagi
**sometimes** ['sʌmtaimz] 17 *adv.* mõnikord
**song** [sɔŋ] 37 *n.* laul
**soon** [suːn] 49 *adv.* varsti
**sorry** ['sɔri] 50 *a.* kurvastav
**I am sorry** 50 mul on kahju
**I am sorry!** vabandage mind!
**speak** [spiːk] 6 *v.* kõnelema, rääkima
**spend** [spend] 30 *v.* veetma

**spoon** [spuːn] 34 *n.* lusikas
**sport** [spɔːt] 18 *n.* sport
**sportsground** ['spɔːtsgraund] 18 *n.* spordiväljak
**spring** [spriŋ] 44 *n.* kevad
**start** [staːt] 48 *v.* alustama; teele asuma
**stand** [stænd] 12 *v.* seisma
**stand up** püsti tõusma
**state farm** ['steit faːm] 30 *n.* sovhoos
**station** ['steiʃ(ə)n] 3 *n.* jaam
**stay** [stei] 31 *v.* jääma; viibima
**still** [stil] 28 *adv.* ikka, veel
**stop** [stɔp] 8 *n.* peatus
**storm** [stɔːm] 56 *n.* torm
**street** [striːt] 5 *n.* tänav
**strong** [strɔŋ] 56 *a.* kange, tugev
**student** ['stjuːd(ə)nt] 55 *n.* üliõpilane
**study** ['stʌdi] 6 *v.* õppima
**such** [sʌtʃ] 40 *pron.* niisugune, selline
**suddenly** ['sʌdnli] 32 *adv.* äkki
**sugar** ['ʃugə] 34 *n.* suhkur
**suit-case** ['sjuːtkeis] 47 *n.* kohver
**summer** [sʌmə] 6 *n.* suvi
**in summer** suvel
**sun** [sʌn] 16 *n.* päike
**in the sun** päikese käes
**Sunday** ['sʌndi] 25 *n.* pühapäev
**sunny** ['sʌni] 48 *a.* päikesepaisteline
**superlative** [sju'pəːlətiv] 55 *n.* ülivõrre
**supper** ['sʌpə] 58 *n.* õhtusöök
**swallow** ['swɔlou] 49 *n.* pääsuke
**swim** [swim] 16 *v.* ujuma
**swimmer** ['swimə] 16 *n.* ujuja

T

**table** ['teibl] 15 *n.* laud
**lay the table** 15 lauda katma
**Tacitus** ['tæsitəs] 59 *pn.*
**take** [teik], **took** [tuk] 4 *v.* võtma; 20 viima
**take off** 15 seljast võtma
**take the bus** 25 bussiga sõitma
**talk** [tɔːk] 43 *v* kõnelema, vestlema
**teach** [tiːtʃ] *v.* õpetama
**teacher** ['tiːtʃə] 10 *n.* õpetaja
**tell** [tel], **told** [tould] 21 *v.* ütlema; käskima
**ten** [ten] 10 *num.* kümme
**text** [tekst] 12 *n.* tekst
**textbook** ['tekstbuk] 9 *n.* õpik
**Thames** [temz] 48 *pn.*
**than** [ðæn] (rõhuta vorm [ðən]) 54 *conj.* kui (*võrdluses*)
**thank** [θæŋk] 31 *v.* tänama
**thank you** tänan (sind; teid)
**that** [ðæt] 9 *pron.* too, see seal; 20 *conj.* rõhuta [ðət] et; 50 *pron.* (*siduv ases.*) rõhuta [ðət] mis, kes
**their** [ðɛə] 12 *pron.* nende (oma)
**them** (rõhuta [ðəm]) 13 *pron.* (sihit.) neid; neile
**then** [ðən] 28 *adv.* siis
**there** [ðɛə] 27 *adv.* seal
**they** [ðei] 7 *pron.* nemad
**thing** [θiŋ] 31 *n.* asi, ese
**third** [θəːd] 37 *num.* kolmas
**thirteen** ['θəː'tiːn] 13 *num.* kolmteist
**thirty** ['θəːti] 30 *num.* kolmkümmend
**this** [ðis] 9 *pron.* (mitm. **these** [ðiːz])
**thousand** ['θauz(ə)nd] 36 *num.* tuhat
**three** [θriː] 7 *num.* kolm
**through** [θruː] 45 *prep.* läbi
**throw** [θrou], **threw** [θruː] 45 *v.* viskama
**Thursday** ['θəːzdi] 39 *n.* neljapäev
**ticket** ['tikit] 47 *n.* pilet
**ticket-office** ['tikitɔfis] 47 *n.* piletikassa
**time** [taim] 12 *n.* aeg; kord
**what time is it?** Mis kell on?
**for the first time** 58 esimest korda
**have a good time** 26 aega lõbusalt veetma
**tin** [tin] 54 *n.* konservikarp, karp konserve
**tired** ['taiəd] 40 *a.* väsinud
**to** [tuː] (rõhuta [tu, tə]) 5 *prep.* poole; -sse

**today** [tə'dei] 21 *adv.* täna
**together** [tə'geðə] 13 *adv.* koos, kokku
**tomorrow** [tə'mɔrou] 47 *adv.* homme
**too** [tuː] 10 *adv.* ka; liiga
**tough** [tʌf] 36 *a.* vintske
**tower** ['tauə] 59 *n.* torn
**the Tower** vana kindlus Londonis
**town** [taun] 25 *n.* linn
**go to town** 31 linna minema
**in town** linnas
**toy** [tɔi] 52 *n.* mänguasi
**tractor** ['træktə] 30 *n.* traktor
**tractor station** traktorijaam
**train** [trein] 47 *n.* rong
**tram** [træm] 47 *n.* tramm
**translate** [trɑːns'leit] 22 *v.* tõlkima
**translation** [trɑːns'leiʃ(ə)n] 27 *n.* tõlge
**trap** [træp] 33 *n.* lõks
**tree** [triː] 30 *n.* puu
**true** [truː] 43 *a.* õige
**try** [trai] 58 *v.* püüdma
**tube** [tjuːb] 3 *n.* tuub
**Tuesday** ['tjuːzdi] 39 *n.* teisipäev
**tulip** ['tjuːlip] 3 *n.* tulp
**turn** [tɜːn] 57 *v.* pöörduma
**twelve** [twelv] 12 *num.* kaksteist
**twenty** ['twenti] 20 *num.* kakskümmend
**two** [tuː] 7 *num.* kaks

## U

**under** ['ʌndə] 9 *prep.* all, alla
**university** [juni'vəːsiti] 55 *n.* ülikool
**up** [ʌp] 12 *adv.* üleval, üles
**us** [ʌs] (rõhuta [əs]) 26 *pron.* meid; meile
**use** [juːz] 41 *v.* tarvitama

## V

**vase** [vɑːz] 53 *n.* vaas
**verb** [vəːb] 55 *n.* tegusõna
**very** ['veri] 17 *adv.* väga
**very much** 17 väga
**voice** [vɔis] 46 *n.* hääl
**in a loud voice** valju häälega

## W

**wait** (for) [weit] 53 *v.* ootama
**wake** [weik], **woke** [wouk] 46 *v.* ärkama
**wall** [wɔːl] 27 *n.* sein
**walk** [wɔːk] 43 *v.* jalutama; 25 *n.* jalutuskäik
**go for a walk** jalutama minema, jalutamas käima
**want** [wɔnt] 17 *v.* tahtma
**warm** [wɔːm] 49 *adj.* soe
**get warm** soojenema
**wash** [wɔʃ] 14 *v.* pesema
**watch** [wɔtʃ] 16 *v.* jälgima
**water** ['wɔːtə] 56 *n.* vesi
**way** [wei] 45 *n.* tee
**we** [wiː] (rõhuta [wiː]) 6 *pron.* meie
**weather** ['weðə] 40 *n.* ilm
**Wednesday** ['wenzdi] 39 *n.* kolmapäev
**week** [wiːk] 35 *n.* nädal
**week-day** ['wiːkdei] 26 tööpäev
**week-end** ['wiːkend] 38 nädalalõpp
**well** [wel] 12 *adv.* hästi; 11 *interj.* noh! nii!; 50 *a.* terve (*ainult õeldistäitena*)
**west** [west] 59 *n.* lääs
**West End** linnaosa Londonis
**wet** [wet] 56 *a.* märg
**what** [wɔt] 9 *pron.* mis, mida; 31 missugune
**when** [wen] 7 *conj.* kui; 17 *adv.* millal
**where** [wɛə] 17 *adv.*; *conj.* kus; kuhu
**which** [witʃ] *pron.* (*siduv ases.*) mis; (*küsiv ases.*) mitmes; kes, missugune (teatud arvust või hulgast)
**white** [wait] 17 *a.* valge
**who** [huː] 21 *pron.* kes
**whole** [houl] 55 *a.* terve, kogu
**whom** [huːm] 44 *pron.* keda
**whose** [huːz] 55 *pron.* kelle
**why** [wai] 20 *adv.* miks
**will** [wil] 56 *v.* tahan

**wind** [wind] 51 *n.* tuul
**window** ['windou] 47 *n.* aken
**winter** ['wintə] 18 *n.* talv
**with** [wið] 14 *prep.* -ga (kaasaütl.)
**woman** ['wumən] 52 *n.* naine (mitm. **women** ['wimin])
**word** [wəːd] 23 *n.* sõna
**work** [wəːk] 20 *n.* töö; *v.* töötama
**worker** ['wəːkə] 20 *n.* tööline
**working hours** ['weːkiŋ auəz] 38 *n.* töötunnid
**the working class** 55 *n.* töölisklass
**world** [wəːld] 43 *n.* maailm
**worse** [wəːs] 39 *a.* haigem; halvem
**the worst** kõige halvem
**write** [rait] 6 *v.* kirjutama
**write down** 27 *v.* üles kirjutama

## Y

**ye** [jiː] 51 *pron.* teie (*luulekeeles*)
**year** [jəːː] 35 *n.* aasta
**the New Year** ['njuː jəːː] 36 uusaasta
**yellow** ['jelou] 24 *a.* kollane
**yes** [jes] 9 jah
**yesterday** ['jestədi] 40 *adv.* eile
**you** [juː] (rõhuta [ju]) 8 *pron.* teie; sina
**young** [jʌŋ] 53 *a.* noor
**your** [jɔːː] (rõhuta [jɔ]) 12 *pron.* teie, sinu (oma)

## TABELID

### I

| Infinitive: **be** | | |
|---|---|---|
| Present Indefinite | Past Indefinite | Future Indefinite |
| Affirmative | Affirmative | Affirmative |
| I am | I was | I shall be |
| you are | you were | you will be |
| he is | he was | he will be |
| we are | we were | we shall be |
| you are | you were | you will be |
| they are | they were | they will be |
| Interrogative | Interrogative | Interrogative |
| am I? | was I? | shall I be? |
| are you? | were you? | will you be? |
| is he? | was he? | will he be? |
| are we? | were we? | shall we be? |
| are you? | were you? | will you be? |
| are they? | were they? | will they be? |
| Negative | Negative | Negative |
| I am not | I was not | I shall not be |
| you are not | you were not | you will not be |
| he is not | he was not | he will not be |
| we are not | we were not | we shall not be |
| you are not | you were not | you will not be |
| they are not | they were not | they will not be |

| Infinitive: **have** | | |
|---|---|---|
| Present Indefinite | Past Indefinite | Future Indefinite |
| Affirmative | Affirmative | Affirmative |
| I have | I had | I shall have |
| you have | you had | you will have |
| he has | he had | he will have |
| we have | we had | we shall have |
| you have | you had | you will have |
| they have | they had | they will have |
| Interrogative | Interrogative | Interrogative |
| have I? | had I? | shall I have? |
| have you? | had you? | will you have? |
| has he? | had he? | will he have? |
| have we? | had we | shall we have? |
| have you? | had you? | will you have? |
| have they? | had they? | will they have? |
| Negative | Negative | Negative |
| I have not | I had not | I shall not have |
| you have not | you had not | you will not have |
| he has not | he had not | he will not have |
| we have not | we had not | we shall not have |
| you have not | you had not | you will not have |
| they have not | they had not | they will not have |
| Järgneva nimisõnaga: | Järgneva nimisõnaga: | Järgneva nimisõnaga: |
| I have no paper | I had no paper | I shall have no paper |
| . . . . . | . . . . . | . . . . . |

Infinitive: **work**

| Present Indefinite | Past Indefinite | Future Indefinite |
|---|---|---|
| Affirmative | Affirmative | Affirmative |
| I work | I worked | I shall work |
| you work | you worked | you will work |
| he works | he worked | he will work |
| we work | we worked | we shall work |
| you work | you worked | you will work |
| they work | they worked | they will work |
| Interrogative | Interrogative | Interrogative |
| do I work? | did I work? | shall I work? |
| do you work? | did you work? | will you work? |
| does he work? | did he work? | will he work? |
| do we work? | did we work? | shall we work? |
| do you work? | did you work? | will you work? |
| do they work? | did they work? | will they work? |
| Negative | Negative | Negative |
| I do not work | I did not work | I shall not work |
| you do not work | you did not work | you will not work |
| he does not work | he did not work | he will not work |
| we do not work | we did not work | we shall not work |
| you do not work | you did not work | you will not work |
| they do not work | they did not work | they will not work |

| Present Continuous | Past Continuous |
|---|---|
| Affirmative | Affirmative |
| I am working | I was working |
| you are working | you were working |
| he is working | he was working |
| we are working | we were working |
| you are working | you were working |
| they are working | they were working |
| Interrogative | Interrogative |
| am I working? | was I working? |
| . . . . . | . . . . . |
| Negative | Negative |
| I am not working | I was not working |
| . . . . . | . . . . . |

| Modal Verbs: **can, may, must** | |
|---|---|
| Present Indefinite | Past Indefinite |
| Affirmative<br>I can<br>you can<br>he can<br>we can<br>you can<br>they can<br>Interrogative<br>can I?<br>. . . . . .<br>Negative<br>I cannot<br>. . . . . | Affirmative<br>I could<br>you could<br>he could<br>we could<br>you could<br>they could<br>Interrogative<br>could I?<br>. . . . . .<br>Negative<br>I could not<br>. . . . . |
| Present Indefinite | Past Indefinite |
| Affirmative<br>I may — I must<br>you may — you must<br>he may — he must<br>we may — we must<br>you may — you must<br>they may — they must<br>Interrogative<br>may I? — must I?<br>Negative<br>I may not — I must not | |

## Irregular Verbs

| Infinitive | | Past Indefinite | Infinitive | | Past Indefinite |
|---|---|---|---|---|---|
| be | (40)* | was, were | know | (50) | knew |
| become | (51) | became | lead | (56) | led |
| begin | (51) | began | lie | (45) | lay |
| bring | (49) | brought | lose | (58) | lost |
| build | (50) | built | make | (58) | made |
| come | (49) | came | put | (45) | put |
| do | (46) | did | read | (55) | read |
| drink | (56) | drank | run | (43) | ran |
| eat | (56) | ate | say | (43) | said |
| fall | (56) | fell | see | (45) | saw |
| feel | (58) | felt | sit | (58) | sat |
| find | (57) | found | take | (45) | took |
| get | (49) | got | tell | (53) | told |
| give | (46) | gave | throw | (46) | threw |
| go | (45) | went | | | |
| have | (41) | had | wake up | (46) | woke up |
| hear | (46) | heard | | | |

* Number tegusõna taga märgib õppetükki, kus see tegusõna esineb.

## VI

### Küsilausete struktuur.

| ? | 0 | I<br>Alus | II<br>Öeldis | III<br>Sihitis | IV<br>Määrus |
|---|---|---|---|---|---|
| | | Ann | helps | Mother | every day. |
| | Does | Ann | help | Mother | every day? |
| Whom | does | Ann | help | — | every day? |
| When | does | Ann | help | Mother? | |
| | | Who | helps | Mother | every day? |
| | | Ann | helped | Mother | every day. |
| | Did | Ann | help | Mother | every day? |
| Whom | did | Ann | help | — | every day? |
| | | Who | helped | Mother | every day? |
| | | Ann | will help | Mother | tomorrow. |
| | Will | Ann | help | Mother | tomorrow? |
| When | will | Ann | help | Mother? | — |
| | | Who | will help | Mother | tomorrow? |
| | | Ann | is helping | Mother | at home. |
| | Is | Ann | helping | Mother | at home? |
| Whom | is | Ann | helping | — | at home? |
| | | Who | is helping | Mother | at home? |
| | | Ann | was helping | Mother | at home. |
| | Was | Ann | helping | Mother | at home? |
| Where | was | Ann | helping | Mother? | — |
| | | Who | was helping | Mother | at home? |

| ? | 0 | I<br>Alus | II<br>Öeldis | III<br>Sihitis | IV<br>Määrus |
|---|---|---|---|---|---|
| | | Ann | can help | Mother | now. |
| | Can | Ann | help | Mother | now? |
| Whom | can | Ann | help | — | now? |
| When | can | Ann | help | Mother? | |
| | | Who | can help | Mother | now? |
| | | Ann | must help | Mother | now. |
| | Must | Ann | help | Mother | now? |
| Whom | must | Ann | help | — | now? |
| | | Who | must help | Mother | now? |
| | | Ann | is | | at school. |
| | Is | Ann | — | | at school? |
| Where | is | Ann? | — | | — |
| | | Ann | has | a bag | in her hand. |
| | Has | Ann | — | a bag | in her hand? |
| What | has | Ann | — | — | in her hand? |

## VII

**Personal Pronouns** **Possessive Pronouns**

| **who**? kes | **whom**? keda?<br>**to whom**? kellele? | **whose**? kelle? |
|---|---|---|
| I | me | my |
| you | you | your |
| he | him | his |
| she | her | her |
| it | it | its |
| we | us | our |
| you | you | your |
| they | them | their |

## Rõhuliste täishäälikute lugemine kinnises ja lahtises silbis.

| Häälikud. / Tähed. | Kinnises silbis | Lahtises silbis | Kinnises silbis r tähega | Lahtises silbis järgneva r tähega |
|---|---|---|---|---|
| a | [æ] cat | [ei] cake | [ɑː] car | [ɛə] Clare |
| o | [ɔ] not | [ou] note | [ɔː] sport | [ɔː] more |
| u | [ʌ] bus | [juː] tube | [əː] turn | [juə] cure |
| e | [e] pen | [iː] Pete | [əː] her | [iə] here |
| i, y | [i] Dick | [ai] Mike | [əː] girl | [aiə] fire |

Märkus. [juː] asendatakse [uː]-ga häälikute [r], [tʃ], [dʒ] ja kaashääliku +[l] järel, näit. *June* [dʒuːn].

## IX

**Rõhuliste täishäälikute a, o, i lugemise sõltuvus neile järgnevaist või eelnevaist kaashäälikutest.**

| Tähed | Järgneb | Loetakse | Näited |
|---|---|---|---|
| **a** | ss<br>st<br>sk<br>lf<br>ft | [ɑɪ] | pass<br>past<br>ask<br>half<br>after |
| **a** | ll<br>lk | [ɔɪ] | all<br>talk |
| **o** | ld | [ou] | old |
| **i** | ld<br>nd<br>ght | [ai] | child<br>find<br>right |

| Eelneb | Tähed | Loetakse | Silbitüüp | Näited |
|---|---|---|---|---|
| [w] | **a** | [ɔ] | Kinnises silbis | want |
| [w] | **a** | [ɔɪ] | Kinnises silbis **r** tähega | warm, quarter |
| [w] | **o** | [əɪ] | Kinnises silbis **r** tähega | word |

## X

## Digraafide lugemine rõhulises silbis.

| Häälikud / Digraafid | Loetakse esimest tähte lahtise silbitüübi järgi | Loetakse teist tähte lahtise sibitüübi järgi | Loetakse mõlemat tähte | Loetakse | Näited |
|---|---|---|---|---|---|
| **ai, ay** [1] | [ei] | | | | rain, say |
| **ee** | [iː] | | | | street |
| **ea** | [iː] | | | | speak |
| **oa** | [ou] | | | | boat |
| **ow** [2] | [ou] | | | | know |
| **ui** | [juː] | | | | suit-case |
| Sõna lõpus: **ie** | [ai] | | | | lie |
| **eu, ew** | | [juː] | | | feudal, new |
| **ei, ey** | | | [ei] | | vein, they |
| **oi, oy** | | | [ɔi] | | boil, boy |
| **au, aw** | | | | [ɔː] | Paul, saw |
| **oo** | | | | [uː] | school |
| **oo** + **k** | | | | [u]k | book |
| **ou, ow** [2] | | | | [au] | out, now |

Märkus 1. Sõna lõpul asendatakse täht **i** tähega **y**; täht **u** tähega — **w**.
Märkus 2. Sõnade lugemist, milles esineb digraaf **ow**, tuleb kontrollida sõnastikust; neid loetakse kahte viisi — [ou] või [au].

## VIII

## Digraafide lugemise sõltuvus neile järgnevaist kaashäälikutest.

| | | |
|---|---|---|
| **ea** + **d** tavaliselt | [e] + d | ready, head |
| **ea** + **r** | [iə] | near, clear |
| **ear** + **kaashäälik** | [əː] + kaashäälik | heard, learn |

## CONTENTS.

### Lessons


| | | Page |
|---|---|---|
| 1. | Lesson 1 | 3 |
| 2. | Lesson 2 | 6 |
| 3. | Lesson 3 | 9 |
| 4. | Lesson 4 | 12 |
| 5. | John Hill | 14 |
| 6. | At School | 17 |
| 7. | Edith and Ann at Home | 18 |
| 8. | I Go to School | 19 |
| 9. | What is this? What is that? | 22 |
| 10. | My Friend Fred Quin | 25 |
| 11. | A B C | 28 |
| 12. | At the Lesson | 30 |
| 13. | School is Over | 32 |
| 14. | I Get Up | 34 |
| 15. | I Come Home from School | 36 |
| 16. | At the Seaside I | 38 |
| 17. | At the Seaside II | 41 |
| 18. | Sports and Games I | 43 |
| 19. | Sports and Games II | 44 |
| 20. | Be Friends | 46 |
| 21. | In the Classroom I | 47 |
| 22. | In the Classroom II | 50 |
| 23. | Rain, No Game | 51 |
| 24. | Bed in Summer | 53 |
| 25. | What I Do on Sunday I | 54 |
| 26. | What I Do on Sunday II | 56 |
| 27. | Our Classroom | 58 |
| 28. | Kittens or Apples I | 61 |
| 29. | Kittens or Apples II | 63 |
| 30. | In the Country | 65 |
| 31. | The Country Mouse and the Town Mouse I | 66 |
| 32. | The Country Mouse and the Town Mouse II | 69 |
| 33. | The Country Mouse and the Town Mouse III | 72 |
| 34. | We Have Breakfast | 74 |
| 35. | How Many | 77 |
| 36. | How to Choose Geese | 79 |
| 37. | Back at School | 81 |
| 38. | We are Six | 83 |
| 39. | Solomon Grundy | 86 |
| 40. | At the Skating-rink | 88 |
| 41. | A Dialogue | 89 |
| 42. | Doctor John Dolittle I | 91 |
| 43. | Dr. John Dolittle II | 94 |
| 44. | The Months and the Seasons | 97 |
| 45. | The Sailor and the Caps I | 99 |
| 46. | The Sailor and the Caps II | 102 |
| 47. | Going to Brighton | 104 |
| 48. | What Shall We Do Today? | 107 |
| 49. | Dr. Dolittle's Journey to Monkeyland I | 109 |
| 50. | Dr. Dolittle's Journey to Monkeyland II | 111 |
| 51. | My Bonnie is Over the Ocean | 114 |
| 52. | At the Club I | 116 |
| 53. | At the Club II | 120 |
| 54. | A Spring Day in England | 123 |
| 55. | Vladimir Ilyich Lenin | 127 |
| 56. | Captains Courageous I | 130 |
| 57. | Captains Courageous II | 134 |
| 58. | Captains Courageous III | 137 |
| 59. | London | 141 |


### Home Reading.


School. After Langston Hughes 145
Rats in Hamelin 146
Polly, Put the Kettle On 149
Tom and Becky. After Mark

Page

Twain . . . . . 151
Where are you going to, my Pretty Maid? . . . . . 153
The Lion and the Hare . . . . 154
The Disobedient Sea . . . . . 155
The Selfish Giant. After Oscar Wilde . . . . . 156
Spring is Coming . . . . . 158

**Foneetika (Phonetics).**

I. Lugemisreeglid . . . . . 159
Tähed ja häälikud . . . . 159
Täishäälikute lugemine . . 160
Digraafide lugemine rõhulises silbis . . . . . 162
Täishäälikute a, o, u, e, i, y lugemine rõhuta silbis . 164
Kaashäälikute lugemine . . 164
Nimi- ja tegusõnade muutelõppude lugemine . . . 166

II. Inglise keele häälikute hääldamine . . . . . 166
Täishäälikud . . . . . 166
Üksiktäishäälikud . . . 166
Kaksiktäishäälikud . . 169
Kolmiktäishäälikud . . 170
Tähtsamad erinevused eesti ja inglise kaashäälikute vahel . . . . . 170

III. Rõhk . . . . . 172
Sõnarõhk . . . . . 172
Lauserõhk . . . . . 173

IV. Rütm . . . . . 174

V. Fraseerimine . . . . . 174

VI. Intonatsioon . . . . . 174

**Grammatika (Grammar).**

I. Sõnaliigid . . . . . 177

II. Põhi- ja abisõnad lauses 177

III. Sõnadevaheliste suhete väljendamine lauses . . 177

IV. Nimisõna (The Noun) . 178
1. Nimisõnade mitmus (Plural of Nouns) . 178
2. Ainsuse omastav käände (The Possessive Case) . . . . . 179
3. Eesti käänete väljendamine inglise keeles 179

V. Nimisõna piiritlejad (Determinatives) . . . . 179

VI. Artikkel (The Article) . 179
1. Umbmäärane artikkel (The Indefinite Article) . . . . . 180
2. Määrav artikkel (The Definite Article) . . 180
3. Artikli puudumine . 181
4. Väljendeid artikli tarvitamisega . . . . 181

VII. Arvsõna (The Numeral) 182

VIII. Omadussõna (The Adjective) . . . . . 183

IX. Asesõna (The Pronoun) 184
Isikulised asesõnad (Personal Pronouns) . . 184
Omastavad asesõnad (Possessive Pronouns) 184
Umbmäärased asesõnad (Indefinite Pronouns) 184
Näitavad asesõnad (Demonstrative Pronouns) 185
Küsivad asesõnad (Interrogative Pronouns) . 185
Siduvad asesõnad (Relative Pronouns) . . . 186

X. Eessõna (The Preposition) . . . . . 187

XI. Eesti käänete vasteid inglise keeles . . . . 187

Page

XII. Väljendeid eessõnadega 189

XIII. Tegusõna (The Verb) . 191
Üldajad (Indefinite Tenses) . . . . . 191
Olevik (Present Indefinite) . . . . . 191
Lihtminevik (Past Indefinite) . . . . . 191
Tulevik (Future Indefinite) . . . . . 192
Kestvad ajad (Continuous Tenses) . . . 192
Oleviku ja mineviku kestvad vormid (Present Continuous ja Past Continuous) . . 193
Käskiv kõneviis (The Imperative Mood) . . 193
Abi- ja modaaltegusõnad (Auxiliary and Modal Verbs) . . . . . 194
Tegusõna **be** . . . . . 194
Tegusõna **do** . . . . . 195
Abitegusõnad **shall** ja **will** . . . . . 195
Modaaltegusõnad . . . 195
Modaaltegusõna **can** . . 196
Modaaltegusõna **must** . 196
Modaaltegusõna **may** . 196
Tegusõna **have** . . . . 197
Infinitiiv . . . . . 197

Page

XIV. Määrsõna (The Adverb) . 198

XV. Sidesõna (The Conjunction) . . . . . 198

XVI. Lauseliikmed (Parts of the Sentence) . . . . 199

XVII. Sõnade järjekord lauses (Word Order) . . . . 200

XVIII. Lauseliigid (Kinds of Sentences) . . . . . 201
Jutustav lause . . . . 201
Käsklause . . . . . 201
Küsilause . . . . . 201
Hüüdlause . . . . . 202
*There is-, there are*-lausued . . . . . 203
Umbisikulised laused . . 203

XIX. Nimi- ja omadussõnade tuletamine (Derivation of Nouns and Adjectives) . 203

XX. Sõnade poolitamine (Division of Words) . . . 204

XXI. Suure algustähe tarvitamine . . . . . 204
**Harjutused (Exercises)** . 206
**Sõnastik (Vocabulary)** . 238
**Tabelid (Tables)** . . . 250

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