

1948
*J. V. Belova * L. R. Todd*

ENGLISH

INGLISE KEELE

ÕPIK

VII - VIII KLASSILE



RK

› PEDAGOOGILINE KIRJANDUS ‹

TALLINN 1948

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LESSONS.

Part I.

LESSON ONE.

THE SUN AND THE WIND.¹⁾

'One 'bright 'windy 'day² the 'wind 'met the 'sun² and 'said,¹ "I am 'stronger than 'you."¹

"You are 'not 'stronger than 'I,"¹ 'said the 'sun.¹

"I 'am,"¹ 'said the 'wind.¹

They 'said 'this to 'each 'other² 'many 'times a 'day² for 'six 'weeks.¹

At 'last the 'wind 'said,¹ "Shall we 'see 'who is the 'stronger?"²

"I 'should 'like to 'do 'that,"¹ 'said the 'sun,¹ "but 'how 'can we?"

"Do you 'see 'that 'man?"² 'said the 'wind.²

"Do you 'mean the 'man with a 'cloak on his 'shoulders?"² 'asked the 'sun.²

"Yes,"¹ 'said the 'wind.¹ "That is the 'man whom I 'mean.¹ If 'you can 'make him 'take his 'cloak 'off,² 'you are 'stronger than 'I,¹ but if 'I can 'make him 'take it 'off,² 'I am 'stronger than 'you.¹ 'Let us 'each 'try.¹ 'I shall 'try 'first."¹

Then the 'wind 'blew and 'blew.¹ But the 'more it 'blew,² the 'more the 'man 'pulled his 'cloak² a'round him,¹ be'cause the

1) Järgnevad sõnad on erandeiks lugemis- ja õigekirjutusreegleist. Enne lugema hakkamist otsida need üles erandite nimistust ja kontrollida nende häälendamist —

are, could, do, many, one, other, pull, said, shall, shone, should, shoulder, this, very, who, whom, whose, wind, yes, you.

Lugeda ja tõlkida tekst raamatu lõpus olevate sõnastike abil.

Numbrid 1 ja 2 ülal sõnade taga tähistavad intonatsioonitüüpi, mille järgi tuleb seada hääle kõrgust. Number 1 märgib, et hääl langeb viimase rõhulise silbi häälendamise juures; number 2 märgib, et hääl sel puhul tõuseb. Ligemalt vaata grammatika osa § 21.

'wind was 'very 'cold.¹ The 'wind **could** 'not 'blow the 'cloak 'off.¹

"It is 'my 'turn 'now,"¹ 'said the 'sun.¹ Then the 'sun 'came 'out² and 'shone 'very 'brightly.¹

"How 'hot it is!"¹ 'said the 'man.¹ "I must 'take my 'cloak 'off,"¹ and he 'took it 'off.¹

'Whose 'victory 'was it?¹ It was the 'sun's 'victory.¹

Märkused.

who is the stronger? kes on the more...the more mida
tugevam? enam...seda enam

I shall try first mina proovin
esimesena

Harjutused lugemis- ja õigekirjutusreegleile

(§§ 1—10, 38—39, 116, 127—128).

I. Lugeda järgnevad sõnad —

bit bid	pet met	back man	hop lop	hug tub
bite bide	Pete mete	bake mane	hope lope	huge tube

II. Kirjutada kahte veergu sõnad, milledes tähed *y* ja *w* väljendavad (1) vokaalhäälikuid, (2) konsonanthäälikuid —

yes, very, brightly, you, flying, gyms, yet, my, boy, yellow, body, lying, your, only, young, trying, yesterday;

wind, how, we, week, swim, down, know, with, was, window, water, wash, blow, wall, Moscow, were, new.

III. Kirjutada kahte veergu sõnad, milledes täht *u* väljendab (1) vokaalhäälikut, (2) konsonanthäälikut —

sun, quick, pupil, us, quite, gun, round, question, music, but, quarter, union, quite, house, square.

IV. Lugeda järgnevad sõnad ja kirjutada iga sõna algvorm —

Näidis: ladies — lady, crying — cry, eightieth — eighty

babies, tries, thirtieth, cried, easier, happiest, happily, dried, countries, carried, families, twentieth, cries, trying, ugliest.

V. Kirjutada kahte veergu nimisõnad umbmäärase artikliga
(1) *a* ja (2) *an* —

a shelf, an egg, a boy, a girl, an ear, a face, an arm, a hand, an eye, a foot, an uncle, a year, a hero, an hour, a week, a bag, an apple, a window.

VI. Kirjutada kahte veergu nimisõnad, millede ees määrav artikkel *the* loetakse (1) [ðə] ja (2) [ði] —

the hero, the union, the banner, the army, the hat, the wind, the end, the year, the ice, the thing, the ear, the evening, the enemy.

Harjutused teksti juurde.¹⁾

I. Vastata küsimustele —

1) Was it a bright windy day when the wind said to the sun, "I am stronger than you"? 2) What did the wind say to the sun? 3) What did the sun answer? 4) What did the sun and the wind say to each other many times a day? 5) What did the wind see one day? 6) What had the man on his shoulders? 7) Did the sun and the wind each try to make the man take his cloak off? 8) How did the wind try to make the man take his cloak off? 9) What did the man do when the wind blew? 10) How did the sun try to make the man take his cloak off? 11) What did the man do when the sun shone very brightly? 12) Which was the stronger, the sun or the wind?

II. Kursiivsõnade asemele panna nende vastandid —

1) When it is very *hot*, we put on our coats. 2) If the weather is *cold*, Kitty takes her warm dress off. 3) In summer the days are always *dark*. 4) There are many *bright* days in winter.

III. Moodustada lihtminevik verbidest —

ask, see, say, pull, make, try, blow, like, come.

IV. Täita lüngad sobivate sõnadega —

1) Is it Tom's... to be on duty? 2) The wind... the boy's hat... 3) When we come into the room, we... our coats and when we go out, we put on our coats.

¹⁾ Harjutustes tõlkida iga lause, et täpselt mõista selle tähendust.

V. Lugada ja tõlkida eesti keelde —

- 1) The 'bright 'sunny 'morning² 'made us 'get 'up² 'very 'early.¹
- 2) My 'brother 'said to me,¹ "Shall we 'go to the 'river?"²
- 3) "I should 'like to 'bathe," 'said I,¹ "but I am a'fraid² that the 'water² is 'very 'cold in the 'morning."¹
- 4) "Let us 'go and 'see,"¹ 'said my 'brother.¹ "I shall 'try 'first."¹

VI. Tõlkida inglise keelde —

1) „Andke mulle raamat, palun.“ — „Ma ei tea, missugust raamatut te mõtlete.“ 2) Täna on minu kord korrapidajaks olla. 3) Mida tugevamini puhus tuul, seda tugevamini mähkis mees end mantlisse. 4) Päike tuli välja pärast lõunat. 5) Kui palav on täna! Kui külm oli eile! 7) Õpilased aitasid üksteist. 8) Kelle raamat see on? 9) Õpetaja laskis õpilasel selle harjutuse ümber kirjutada.

VII. Õppida jutt pähe.

Grammatilised harjutused (§§ 1—21).

I. Tõlkida ja määrata kursiivsõnade liigid (§§ 1—7) —

A. 1) Yesterday they had a long *talk*. 2) "Please don't *talk*." 3) I *work* quickly. 4) This *work* is not difficult. 5) I *like* to go to the cinema. 6) I want a pencil *like* this. 7) She is sitting at the *open* window. 8) "I can't *open* the door." 9) "Please stand *still*." 10) I *still* have time to go there.

B. 1) Long *walks* in the wood are very pleasant. 2) She always *walks* there when she is not tired. 3) Where are your *skis*? 4) He *skis* very well. 5) It *rains* very much in autumn. 6) The autumn *rains* began early. 7) There are some *bandages* in this box. 8) She *bandages* his arm in the morning. 9) This is my *friend's* book. 10) Two of my *friends* came to see me.

II. Moodustada küsimused kursiivsõnadele (§ 20) —

1) *The wind* blew his hat off. 2) *Children* like *cherries*. 3) *Mary* went to see her friend. 4) *The Soviet soldier* carried a banner.

III. Moodustada laused (§§ 17—21) —

- | | |
|---|---|
| 1) Pears, do, children, like? | 7) Hot, is, how, it! |
| 2) An egg, the girl, for break-
fast, had. | 8) Here, doing, are, what,
you? |
| 3) Bag, the, put, the, book,
into, the, boy. | 9) Autumn, is, in, there, fruit,
much. |
| 4) Cloak, the man, his, around,
pulled, him. | 10) This, is, whose, book? |
| 5) A plate of cakes, on the
table, put, my mother. | 11) Cold, he, winds, like, not,
does. |
| 6) A pig, does, grass, eat? | 12) Sit, come, and, in, down. |
| | 13) It, cold, is, how! |

LESSON TWO.

SUMMER HOLIDAYS.

Some schoolchildren like to go back to school in September after the summer holidays, and other children do not. **Before** the Great Patriotic War began in 1941, **most** Soviet children who lived



in big towns spent the summer in the country. Some went to villages and country houses with their parents; others went to pioneer camps in the country or near the sea. They played games in the garden, or went for walks in the forest, where it is always

cool and pleasant in summer. Some boys and girls like to read very much, and **during** the summer months they sit **out-of-doors**, or lie on the ground and read books. Most boys and girls like to **bathe and swim**, and so pioneer camps are **usually** near a river, a lake, or the sea.

After the 22nd of June, 1941, very many of our men went to the **front** to defend our Soviet **fatherland**. School boys and girls did not spend their summer holidays in quite the **same way** as **before**. They went to the collective farms and helped to do the work of the men who were at the front. They often did quite **hard** work. They made hay and helped with the harvesting. Our Army and our people **needed** much corn and Soviet school boys and girls worked in the fields yellow with ripe corn. In this way they helped the Soviet Army to fight for our country against the German fascists. The hard work out-of-doors in the fields made their bodies strong, and when school began again, they were ready to work **hard** at their books.

Proverb. Make hay while the sun shines.

'Here is a 'story² about a 'little 'English 'boy² who did 'not 'want² to 'go 'back to 'school² 'after the 'summer 'holidays.¹ He 'wanted some 'more 'days at 'home.¹ So he 'telephoned to his 'teacher² and 'tried to 'speak like his 'father.¹

"'Smith is 'ill in 'bed,"¹ he 'said.¹ "'He 'cannot 'go to 'school² for 'three or 'four 'days."¹

"'Oh,"¹ 'said the 'teacher,¹ "'I'm 'sorry to 'hear 'that.¹ "'Who is 'speaking?"¹ "'My 'father, sir,"¹ 'answered the 'boy.¹

Märkused.

not...in quite the same way mitte täiesti samal viisil
 some more days veel mõned päevad
 I'm sorry mul on kahju, mind kurvastab

Harjutused lugemis- ja õigekirjutusreegleile

(§§ 11—16, 40, 121, 138—144).

I. Lugeda järgnevad sõnad —

can lack	rod cock	must luck	met mess	sit fill
cane lake	rode coke	muse Luke	mete these	site file

Erandid lugemis- ja õigekirjutusreegleist — answer, body, country, door, fascist, field, forest, front, girl, great, house, month, most, of, oh, other, people, pleasant, proverb, river, school, second, some, two, usually, were, where.

II. Kirjutada kahte veergu sõnad, milledes täht *r* (1) loetakse, (2) ei loeta —

red, drink, dark, Mary, bright, her, first, Russian, American, story, for, street, brown, merry, garden, hero, bird, cry, morning.

III. Kirjutada kahte veergu sõnad, milledes täht *s* sõna lõpus väljendab (1) helilist häälikut [z], (2) helitut häälikut [s] —

takes, this, pencils, class, helps, cries, tables, yes, days, thus, us, arms, chess, wants, tries, wars, base, works, heroes, use *n.*, lamps, pass, babies, stands, house, looks, knives, sees, desks, bodies, sofas, use *v.*, paints, boys, blows, shelves, bus, mouse.

IV. Kirjutada kahte veergu sõnad, milledes täht *d* sõna lõpus väljendab (1) helilist häälikut [d], (2) helitut häälikut [t] —

worked, tried, passed, called, looked, played, cried, lived, washed, liked, lied, opened, rained, talked, dressed, answered.

V. Kirjutada kahte veergu sõnad, milledes (1) tähte *e* sõna lõpus ei loeta, (2) täht *e* väljendab häälikut [i] ja lisandab silbi —

time, houses, helped, biggest, bodies, asked, opened, defended, dressed, wanted, passed, dresses, heroes, washes, washed, apples, cherries, shouted, twentieth, classes, faces, happiest, noses, fortieth, quickest, knives, nicest, invented.

VI. Lugeda järgnevad sõnarühmad, rõhutades nimisõnu —

in a house, in a room, in a bag, in a box, in a town.

on a table, on a chair, on a lake, on a river.

of a man, of a woman, of a girl, of a boy.

from a town, from a village, from a forest, from a lesson.

with a book, with a dog, with a stick, with an apple.

VII. Kriipsutada alla sõna *to* ühe joonega, kui ta loetakse [tu], ja kahe joonega, kui ta loetakse [tə] —

A. to the table, to a desk, to my house, to our school, to a river.

B. to eat, to drink, to ask, to answer, to say, to speak, to talk.

Harjutused teksti juurde.

I. Vastata küsimustele —

1) In what month do children go back to school? 2) Do all schoolchildren like to go back to school after the summer holi-

days? 3) Where did most Soviet children spend the summer holidays before 1941? 4) What did they do in the country? 5) When did many of our men go to the front? 6) What did school boys and girls do during the Great Patriotic War? 7) Did they live in the same way as before? 8) Where does corn grow? 9) In what season is corn ripe? 10) What makes our bodies strong?

II. Kirjutada lihtminevikus —

spend, go, need, lie, read, help, swim, bathe, speak.

III. Kirjutada õige eessõna —

1) Their country house was... a little lake. 2) The schoolboys worked... the fields... the summer holidays. 3) You must work hard... your English. 4) My brother was... the front... 1945. 5) The boy was ill... bed... five days and could not go... school.

IV. Täita lüngad sobivate sõnadega tekstist —

1) The school year... begins in September. 2) Do you... your pen? I should like to use it. 3) I have no time to go and see her, but I shall... to her tomorrow morning. 4) This is not the... paper, you gave me different paper last week. 5) A child's mother and father are its...

V. Lugeda ja tõlkida eesti keelde —

- 1) The 'winter 'holidays² are in 'January.¹
- 2) In the 'summer² the 'children 'went for 'walks² in the 'forest.¹
- 3) My 'sister 'likes to 'read 'very 'much.¹
- 4) 'Most 'boys and 'girls² can 'swim.¹
- 5) Be'fore the 'Great Patri'otic 'War be'gan,² he 'lived in 'Leningrad.¹
- 6) They could 'not 'live² in the 'same 'way² as be'fore.¹
- 7) I am 'sorry to 'hear² that she is 'ill.¹
- 8) She 'wants some 'more 'days² to 'finish 'this 'work.¹

VI. Tõlkida inglise keelde —

1) Ma vajan veel seda raamatut. 2) Suvel ma armastan lugeda väljas. 3) Ta luges suvel palju raamatuid. 4) Ta tuli koju viieks päevaks. 5) See on väga ilus küla. 6) Ma elan suures linnas, kuid mu onu elab maal. 7) Ta ei teinud seda harjutust nii nagu mina.

VII. Jutustada poisist, kes ei tahtnud kooli minna pärast suvevaheaega.

Grammatilised harjutused (§§ 22—41).

I. Kirjutada küsimused kursiivosale (§ 20) —

- 1) The Great Patriotic War began *in 1941*.
- 2) Some pioneer camps are *near the sea*.
- 3) Very many of our men went to the front *to defend our Soviet fatherland*.
- 4) The Soviet Army fought *hard* against the fascists.

II. Panna lause alus ainsuse 3. pöördesse ja muuta vastavalt öeldis (§ 23) —

- 1) I am not afraid of dogs.
- 2) We speak to that man every morning.
- 3) You do not swim very often.
- 4) I usually see Tom every day.
- 5) I have no time to speak to you now.

III. Kirjutada lihtolevikus (§ 23) —

- 1) My father went to work every day.
- 2) We made hay and helped with the harvesting.
- 3) He was very tired and sleepy.
- 4) He took his hat off at the door.
- 5) We were ready to go to bed.
- 6) He had no parents.

IV. Kirjutada lihtminevikus (§ 26) —

- 1) Does he know your brother?
- 2) He can ski very well.
- 3) They have very good skis.
- 4) My sisters are very young.
- 5) He is not old.
- 6) Can he read English?

V. Määrata, kas verb *be* esineb järgnevais lauseis põhi-, side- või abiverbina (§§ 32—35) —

- 1) There *is* some bread on the table.
- 2) The pioneers *are* bathing in the river.
- 3) We *were* at the cinema yesterday.
- 4) Sasha *is* absent from school.
- 5) The yellow leaves *are* falling.
- 6) Winter *is* a very cold season.
- 7) Bob *was* at school yesterday at 8 o'clock.
- 8) The fascists *are* our enemies.

LESSON THREE.

THE BLIND TOYMAKER.

From "The Cricket on the Hearth".

By Charles Dickens.

Caleb Plummer and his **blind daughter** Bertha live alone in a little **wooden** house. They make **toys** for children and work for **Mr. Tackleton**, the **toy-merchant**. Their house stands near the **toy-shop** where Mr. Tackleton lives.

Bertha does not know that their house is old and **ugly**, with dirty walls and black **ceilings**. She does not know that her father is a tired old man with grey hair. She does not know that the **master** for whom they work is hard and **cruel**. Oh dear, no! She **thinks** that she lives in a bright, pretty little home and that her father is a **clever** young man with black hair. She thinks, too, that the toy-merchant, their master, is **kind** and good.

This was all Caleb's work. When his blind daughter was a **baby**, he wanted to make her happy. So he did not give her a **true**



picture of their life. He told her only about pleasant things. She thought that **everything** was nice and pleasant. She was happy and she is happy now.

The toymaker's home is very funny. Their **living-room** is their **work-room** too. On **shelves** around it there are many dolls, dolls' houses, dolls' tables and chairs, and a lot of bright **material** out of which the blind girl makes **clothes** for the dolls. There are other children's toys there too — wooden cats and dogs, chickens and birds, brown bears, lions and tigers, monkeys, and other animals; there are bright red wooden soldiers and boxes of little wooden knives, forks and spoons.

Erandid lugemis- ja õigekirjutusreegleist — bear, ceiling, clever, continued, eye, full, give, good, heart, hearth, live, monkey, pretty, soldier, there, tiger, ugly, wooden, young.

Bertha and her father are sitting at work at a big table. She is making a doll's dress and he is **painting** a doll's house.

(To be continued.)

Proverb. A happy heart is better than a full purse.

Märkused.

a little wooden house puumajake
oh dear, no! oh ei!
to be continued järgneb

Harjutused lugemis- ja õigekirjutusreegleile (§§ 11—19, 122, 130—131, 134—136, 145).

I. Lugada —

gap	gape	not	note	tub	tube	met	mete	bit	bite
tack	take	rod	rode	cub	cube	pet	Pete	fin	fine
pan	pane	hop	hope	cut	cute	then	these	lick	like
man	mane	rob	robe	nut	mute	wet	Swede	Sid	side

II. Kirjutada kahte veergu sõnad, mis kuuluvad (1) esimesse silbitüüpi, (2) teise silbitüüpi —

quick, try, she, bag, much, ring, bed, shot, we, my, must, stove, face, he, nine, so, on, nice, by, plus, quite, thank, those, will, me, bus, then, ink, life, be, write, rose, shut, I, late, wave, no.

III. Kirjutada kahte veergu sõnad, milledes täht *c* väljendab (1) häälikut [k], (2) häälikut [s] —

came, dance, Moscow, call, pencil, music, face, can, nice, became, doctor, place, cold, December, ice, once.

IV. Kirjutada kahte veergu sõnad, milledes täht *g* väljendab (1) häälikut [g], (2) häälikut [dz] —

gun, began, begin, village, slogan, dog, girl, page, green, leg, bigger, German, egg, give, good, August, big, gift, tiger, large, get, finger, barge, edge.

V. Kirjutada kahte veergu sõnad konsonantühenditega (1) *ch* ja (2) *sh* —

shelf, chick, chair, dish, chalk, shall, chess, short, she, catch, fish, cherry, shout, child, shine, match, stitch.

VI. Asetada omadussõna nimisõna ette ja vajaduse korral muuta umbmäärase artikli kuju —

an apple (*red*), a man (*young*), a book (*English*), a year (*happy*), a face (*ugly*), an orange (*yellow*), an egg (*white*).

VII. Kriipsutada alla määrav artikkel ühe joonega, kui ta loetakse [ði], ja kahe joonega, kui ta loetakse [ðə] —

the long way, the ugly face, the strong wind, the other day, the left arm, the young people, the warm spring, the open sea, the English book.

Harjutused teksti juurde.

I. Vastata küsimustele —

1) Whose daughter is Bertha? 2) What do Caleb Plummer and his daughter do? 3) Where does Mr. Tackleton live? 4) Where does Caleb Plummer's house stand? 5) Is his house pretty? 6) Why is it ugly? 7) Is Bertha's father a clever young man with black hair? 8) What is he then? 9) Is Mr. Tackleton good and kind? 10) What is he then? 11) Why didn't Caleb give his daughter a true picture of their life? 12) What is there on the shelves round the walls of the living-room? 13) What does Bertha make? 14) What does Caleb make? 15) Who paints the wooden toys?

II. Moodustada lihtminevik —

make, stand, know, try, call, give, tell, paint, sit, think, live.

III. Täita lüngad sobivate sõnadega tekstist —

1) This pupil is very ..., he always knows his lessons. 2) The ... is only four months old, but it smiles all the time. 3) This girl can draw and ... very well. 4) Children are sometimes ... to animals. 5) The ... old man gave an apple to each child. 6) Mr. Tackleton was a ... master. 7) I ... that I shall go home now; I am very tired. 8) I have a book of ... stories about animals.

IV. Lugada ja tõlkida —

- 1) 'Caleb 'told his 'daughter² 'only about 'pleasant 'things.¹
- 2) Their 'living-room was their 'work-room, 'too.¹
- 3) The 'blind 'toymaker² had a 'lot of 'bright ma'terial.¹
- 4) There were 'many 'children's 'toys 'there, 'too.¹
- 5) The 'blind 'girl's 'father² 'paints 'dolls' 'houses.¹
- 6) They 'lived in a 'little 'wooden 'house.¹

V. Tõlkida inglise keelde järgnevad laused —

1) Külades on palju puumaju. 2) Nad tegid mänguasju lastele. 3) Ta on suur tütarlaps tumedate juustega. 4) Caleb tahtis teha oma tütre õnnelikuks. 5) Ta ei rääkinud talle ebameeldivatest asjadest nende elus. 6) Oli selge päev. 7) Tal on eresinine kleit. 8) Mr. Tackleton oli vali ja julm inimene. 9) Ta sundis Calebit ja Berthat palju töötama. 10) Calebi töö ei olnud raske, kuid ta töötas väga palju.

VI. Kirjeldada tuba, kasutades järgnevaid sõnu —

wall, ceiling, door, window, floor, table, chair, bed, shelf, bookcase, sofa.

VII. Jutustada "The Blind Toymaker".

Grammatilised harjutused (§§ 42—50, 143—158).

I. Lõpetada järgnevad laused kohamäärustega (§ 17) —

- 1) She put her books
- 2) I am sitting
- 3) There were toys
- 4) Nell is walking

II. Asetada mitmusesse (§§ 143—144) —

1) The boy is sitting on a chair. 2) She has a box of paints and likes to use it. 3) My sister is putting on her new dress. 4) Is this your ski? 5) Was that his picture? 6) There was an apple on the table. 7) The woman read a story to her child. 8) He put his bag on the chair.

III. Asetada kursiivsõnad omastavasse käändesse (§§ 145—148) —

1) The legs of the tiger are very strong. 2) The books of my sister are in that bookcase. 3) The schoolbags of the pupils were on their desks. 4) The living-room of my uncle is very pleasant. 5) The rifles of the Soviet Army men were on their shoulders. 6) The clothes of the German soldiers were old, ugly and dirty.

IV. Vastata küsimustele, tarvitades omastavat käänet (§§ 145—148) —

- | | |
|----------------------------------|---|
| 1) Whose daughter was blind? | 4) Whose copy-books are these? |
| 2) Whose dress is very nice? | 5) Whose are these shoes and stockings? |
| 3) Whose toys were on the floor? | |

V. Tõlkida (§§ 153—154) —

1) I don't like to write with a pencil. 2) The door of her room was open. 3) They went there by tram. 4) Did you show your work to your teacher? 5) She spoke to the father of the two children. 6) She was pleased with his work.

VI. Tõlkida eesti keelde (§ 42) —

1) We have a big bookcase in our living-room. 2) October has thirty-one days. 3) We have breakfast at 8 o'clock. 4) Have you time to help me with my English? 5) Will you have a cup of tea? 6) Caleb Plummer and his daughter had a hard master. 7) This table has only three legs. 8) Mr. Tackleton had an ugly face. 9) That man hasn't any hair on his head.

LESSON FOUR.

THE BLIND TOYMAKER.

(Continued.)

As 'Caleb and his 'daughter 'work,² they be'gin to 'talk.¹

"You were 'out in the 'rain 'last 'night² in your 'beautiful 'new 'overcoat,"¹ 'says 'Bertha.¹

"'Yes,¹ in my 'beautiful 'new 'overcoat,"¹ 'answers 'Caleb.¹ He 'looks at a 'coat of 'rough 'sack-cloth² that is 'hanging on a 'line² to 'dry.¹

"'How 'glad I 'am² that you 'bought it, Father."¹

"It's 'too 'good a 'coat for 'me,¹ 'that 'bright 'blue 'coat² with its 'shining 'buttons."¹

"'Too 'good!"² 'cries the 'blind 'girl.² She 'stops her 'work for a 'minute² and 'laughs.¹ "'Nothing is 'too 'good for my 'clever 'father,² with his 'smiling 'face² and 'black 'hair!¹ 'Nothing is 'too 'good for 'him!"¹

'Caleb be'gins to 'sing.¹

"'What!² 'Are you 'singing?² 'Why are you 'singing?"¹ 'says a 'rough 'voice,¹ as 'Mr. 'Tackleton 'comes 'in.¹ "'I 'don't 'sing.² 'I have 'no 'time to 'sing.² 'I 'hope that you can 'work 'too. 'I 'can't 'sing when I 'work."²

"'You 'don't 'see how the 'master is 'smiling at me,"¹ 'says 'Caleb in his 'daughter's 'ear.¹ "He is **pre'tending** to be 'hard and 'cruel,¹ you 'know."¹

The 'blind 'girl 'laughs.¹ Then she 'takes 'Mr. 'Tackleton's 'hand² and 'kisses it.¹

"What is the 'idiot 'doing?"¹ 'asks the 'toy-merchant,¹ and 'pulls his 'hand 'roughly a'way.¹

"I am 'thanking you for the 'little 'tree,¹ the 'beautiful 'little 'tree,"¹ 'answers 'Bertha.¹ She 'brings 'forward a 'little 'rose-tree² with a 'yellow 'rose on it.¹ She 'thinks² that the 'rose-tree² is a 'present² from her 'master.¹ She does 'not 'know² that 'all "the 'master's 'presents"² 'come from her 'father,¹ and that he 'often 'goes 'with'out his 'dinner² to 'buy them.¹

"What does the 'idiot 'mean?"¹ 'asks 'Mr. 'Tackleton.¹ He 'gives 'Caleb some 'rough 'orders² and 'then 'goes a'way² 'with'out a'nother 'word.¹

"He 'didn't 'want 'thanks, you see,¹ and he 'smiled at 'me 'all the 'time,"¹ 'said 'Caleb 'brightly,¹ when the 'door was 'shut.¹

"Mr. 'Tackleton is my 'best 'friend,"¹ 'said 'Bertha.¹ "He is 'always 'very 'kind to me."¹

Proverbs. There is no place like home.

No rose without a thorn.

Märkused.

you were out in the rain	sa	goes without his dinner	jääb
olid väljas vihma käes		lõunata	
last night eile õhtul		without another word	enam
you know tead		sõnagi lausumata	
		you see näed, mõistad	

Harjutused lugemis- ja õigekirjutusreegleile

(§§ 20—21, 41, 109—111, 114, 148—150).

I. Lugada —

dark mark		port lord		cur purr		her merge		fir stir
dare mare		pore lore		cure pure		here mere		fire tire

II. Kirjutada kahte veergu sõnad, mis kuuluvad (1) III silbitüüpi, (2) IV silbitüüpi —

bird, more, care, sport, here, arm, fur, tyre, star, mere, bar, bare, first, her, fire, Byrd, cur, tired, third, cure, shirt.

Erandid lugemis- ja õigekirjutusreegleist — beautiful, begin, buy, come, don't, friend, laugh, minute, nothing, present, rough, says.

III. Kirjutada kahte veergu sõnad, milledes täheühend *th* väljendab (1) helilist häälikut [ð], (2) helitut häälikut [θ] —

this, these, third, that, those, fifth, with, three, Bertha, the, thirty, then, than, thing, think, thirteen, their, Smith, father, mother, thousand, they, there, through, brother, sixth, together, other, another, ninth.

IV. Kirjutada kolme veergu sõnad, milledes ei loeta (1) tähte *h*, (2) tähte *w*, (3) täheühendit *gh* —

where, light, wrote, which, daughter, what, high, when, bright, who, why, eight, write, whom, white, night, whose, wrong, whole.

V. Lugeda järgnevad sõnarühmad —

A. Rõhutades nimisõna —

in the sky, in the forest, in the river, in the village;
on the table, on the ceiling, on the sofa, on the wall;
at the lesson, at the table, at the window, at the blackboard.

B. Rõhutades asesõna ja nimisõna —

with this man, with that boy, with these pupils, with this girl.

VI. Lugeda järgnevad sõnarühmad, rõhutades nimisõnu —

- A. a boy and a girl a pen and a pencil a tram and a car
a man and a woman a flag and a banner a table and a chair
- B. a dress or a coat a spoon or a fork a bed or a sofa
a book or a toy a cup or a glass an apple or a pear

Harjutused teksti juurde.

I. Vastata küsimustele —

1) Was Caleb out in the rain in his overcoat? 2) Where did he put his overcoat to dry? 3) Did Caleb buy his overcoat, or did he make it? 4) What does Bertha say when her father tells her that the coat is too good for him? 5) Does Mr. Tackleton smile when he comes into the room? 6) Does Caleb say that Mr. Tackleton is smiling at him? 7) Why does Caleb say that Mr. Tackleton is smiling at him? 8) Why does Bertha kiss Mr. Tackleton's hand? 9) Who gave Bertha a rose-tree as a present? 10) Was Mr. Tackleton kind to Bertha? 11) Who was always kind to Bertha?

II. Tarvitada õiget eessõna —

1) Don't go out... the rain... your new hat. 2) Please look... my home-work. 3) These clothes are too big... your little sister. 4) Our baby smiles... us all the time. 5) I want to say something... your ear. 6) She kissed her mother and thanked her... her present. 7) The old woman loved children and was always very kind... them. 8)... summer we can go... coats, because it is warm then.

III. Täita lüngad sobivate sõnadega tekstist —

1) She washed the clothes and they... very quickly in the hot sun. 2) Don't speak so... to the little boy; you will make him cry. 3) The teacher called my name, I came... and she gave me a copy-book. 4) He has a very interesting book about Russian painters with many... pictures in it. 5) "...your coat up," she said.

IV. Lugeda ja tõlkida eesti keelde —

- 1) "How 'glad I 'am to 'see you,"¹ 'said her 'mother.¹
- 2) She 'stopped her 'work for a 'minute² and 'laughed.¹
- 3) "I have 'no 'time to 'sing,"² 'says the 'toy-merchant as he 'comes 'in.²
- 4) 'Caleb 'says² that his 'master² is 'only pre'tending to be 'hard and 'cruel.¹
- 5) "What does she 'mean?"¹ he 'asked.¹

V. Tõlkida inglise keelde —

1) See mantel on liiga suur teie väikesele vennale. 2) Ta ei ole haige, ta vaid teeskleb haiget. 3) Mu tütar tõuseb hommikul alati rõõmsa naeratava näoga. 4) Caleb jäi sageli lõunata, sest ta tahtis osta kingitust oma pimedale tütrele. 5) On teil veel üks raamat? See ei ole huvitav. 6) „Ma loodan, et te olete alati head (lahked) loomade vastu,“ ütles isa. 7) Tema mantlil on kuus nööpi. 8) Ema riputas pesu kuivama.

VI. Kirjutada mõned laused Berthast, Calebist ja Mr. Tackletonist.

VII. Kirjutada mõned laused oma vanemaist, kasutades järgnevaid sõnu —

love, kiss, kind, presents, birthday, New Year, May Day, the 7th of November, shopping, buy, thank, cinema, dinner, family, help, tired.

Grammatilised harjutused

(§§ 51—55, 159—163, 165—168).

I. Moodustada küsimused kursiivosale (§§ 165—166) —

1) *Caleb Plummer* loved his daughter very much. 2) I saw *your mother* in the street yesterday. 3) The rose-tree was a present *from Bertha's father*. 4) He gave *Caleb* some rough orders. 5) *Mr. Tackleton's* voice was rough. 6) These are *my* skates. 7) I saw *an elephant* at the Zoo. 8) He gave *the little girl* a doll's house. 9) *The tram* stops near our house. 10) He wrote his exercise *with a pen*.

II. Asetada kursiivis trükitud asesõna sulgudes antud vormi, muutes vastavalt laused (§§ 159—163) —

- 1) I put my bag on the desk. (3rd pers. sing. fem.)
- 2) He is speaking to us about his friend. (3rd pers. plur.)
- 3) You will tell me about that. (3rd pers. sing. fem.)
- 4) They hope that you are better now. (3rd pers. sing. fem.)
- 5) He does not know where his brother is. (1st pers. plur.)

III. Tõlkida inglise keelde (§ 133) —

- 1) Ta andis mulle oma portfelli.
- 2) Ma näitan talle oma harjutust.
- 3) Palun, tooge mulle oma töö.
- 4) Ta pesi käsi.
- 5) Ma tahan oma harjutuse läbi lugeda.
- 6) Ta pani kübara pähe ja väljus toast.

IV. Kirjutada ära ja tõlkida suuliselt järgnevad laused. Kriiputada alla küsivad asesõnad ühe joonega ja siduvad asesõnad kahe joonega (§§ 165—168).

1) Who is the tall man that is talking to our teacher? 2) The dress which Bertha was making was for one of the dolls. 3) Which dress do you like best? 4) Whose copy-book is this? 5) The girl who spoke to me is in our class. 6) What time is it? 7) Is this the boy to whom you spoke? 8) Have you a pencil which writes well? 9) We have a boy in our class whose mother is an English teacher.

V. Muuta järgnevad laused eitavaiks ja küsiv-eitavaiks (§§ 51—55) —

- N ä i d i s: She likes to read — (1) She does not like to read.
 (2) Does she not like to read?
 1) You want this portrait. 5) She works at a mill.
 2) The dog smells the meat. 6) He knows my uncle.
 3) We like to sing when we work. 7) He often smiled at us.
 4) They went home early. 8) The commander gave him an order.

VI. Missuguseis lauseis on verb *do* abiverb ja missuguseis — pōhiverb (§§ 51—52)?

- 1) He *did* his work very well. 5) *Do* you know where Misha Sedov lives?
 2) I can't *do* this exercise. 6) He *did* not come home that day.
 3) *Do* not speak so quickly. 7) *Does* the tram stop here?
 4) When *do* you *do* your home-work? 8) Why *do* you say that?

LESSON FIVE.

THE TWENTY-SECOND OF JUNE, 1941.

From "It Actually Happened".

By M. Shkapskaya.

The '2'nd of 'June,² '19'41,² was a 'beautiful 'warm 'summer 'day² in Lithu'ania.¹ At a 'pioneer 'camp at Pa'langa,² there were **about** 'two 'thousand 'children.¹ 'School was 'over² and 'these Lithu'anian 'children² were 'spending their 'holidays² in the 'country.¹ They al'ready 'knew² of the 'treacherous in'vasion of our 'country² by the 'German 'fascists,² but they did 'not 'know² what the 'news 'meant.¹ 'That 'morning² they were 'playing 'games,² 'swimming² and 'running a'bout in the 'garden² as 'usual.¹

'Suddenly² a 'German 'aeroplane 'roared a'bove them² and 'bombs 'fell.¹ Then the 'fascists in the 'plane² be'gan to 'fire at the 'children² from their ma'chine-guns.¹ The 'children 'tried to 'hide where they 'could,² but the 'bullets 'caught them 'everywhere.¹ 'One 'little 'girl² 'fell 'down on the 'grass.¹ She was 'wounded in the 'leg.¹ A'nother 'one² was 'wounded in the 'eye.¹

Then a 'part of the 'house² be'gan to 'burn. It was the 'part² where the 'youngest 'children 'lived.¹ The 'fire 'spread 'so 'quickly² that the 'children had 'no 'time² to 'go 'down'stairs.

Exceptions — above, aeroplane, bullet, bury, death, Lithuania, machine, meant, tongue, treacherous, usual, wound.

They 'ran in 'terror² from 'one 'open 'window² to a'nother,¹ but they were a'fraid to 'jump.¹ The 'windows were 'too 'high.¹

“'Jump,¹ 'jump!¹ We shall 'catch you,”¹ 'cried 'those² who were 'standing out'side.¹



The 'older 'children be'gan to 'jump² 'one 'after the 'other² from the 'windows,¹ but the 'younger 'ones² re'mained in the 'house.¹

“'Jump,¹ 'jump!¹ 'Don't be a'fraid,¹ 'jump!”¹ 'came a'gain from be'low.¹

But it was 'too 'late.¹ The 'roof 'fell 'in² and 'buried 'all 'those² who re'mained in'side.¹ A 'great 'roaring 'tongue of 'fire² 'suddenly 'rose 'up² 'higher than the 'house;¹ but the 'roaring of the 'fire² could 'not 'drown the 'terrible 'cry² that 'came 'down² to 'those who were 'standing be'low.¹

Slogan. Long live our glorious Soviet Army and its Commander-in-Chief, Generalissimo of the Soviet Union, Comrade Stalin!

Explanatory Notes.

were running about in the garden jooksid aias ringi
 came again from below kuuldus jälle alt
 that came down to those mis kandus nendeni

Exercises on Rules of Reading and Spelling (§§ 22—25, 124).

I. Lugeda —

far	fare	for	fore	cur	cure	her	here	fir	fire
car	care	or	more	purr	pure	nerve	mere	third	tire
bar	bare	nor	pore	nurse	mure	serve	sphere	dirt	dire
star	stare	cork	core	lurch	lure	berth	mere	first	wire

II. Kirjutada kahte veergu sõnad, milledes vokaalid *oo* väljendavad häälikuid [u] ja [u:] —

too, took, tool, good, look, zoo, room, foot, pool, moon, stood, nook, spoon, book, noon, rook, wood, cook, doom.

III. Kirjutada kolme veergu sõnad vokaalühenditega *ou*, *oi* (*oy*) ja *our* ja kirjutada sõnade kõrvale vastavad foneetilise transkriptsiooni märgid —

boy, hour, house, joy, our, mouth, oil, flour, coin, out, toy, sour, mouse, count, boil, bound, shout, soil, round, ground.

IV. Lugeda —

sink	sank	sang	song	sing	singing
rink	rank	rang	wrong	ring	ringing
brink	bank	bang	long	bring	bringing
think	thank	hang	strong	fling	flinging

V. Teha samasugune tabel, nagu on antud lugemis- ja õigekirjutusreeglite all § 24, ja asetada vastavasse lahtreisse järgnevad sõnad —

pole, tap, dirt, flour, sit, tape, fur, mete, myth, tar, site, boil, type, pure, top, lyre, port, cute, more, Byrd, met, noun, hut, her, care, here, hook, fire.

VI. Lugeda järgnevad sõnarühmad, rõhutades nimisõnu —

- | | |
|-------------------------------|----------------------------------|
| A. a chair and a table | a year and a day |
| a teacher and a pupil | a banner and a slogan |
| B. a car _{or} a tram | a pear _{or} an apple |
| a bear _{or} a monkey | a sister _{or} a brother |

VII. Lugada järgnevad liitsõnad —

a birthday, a pencil-box, a schoolbag, a skating-rink;
a blackboard, a classroom, a copy-book, a schoolboy;
a toymaker, a toyshop, a toy-merchant, a rose-tree;
a living-room, a dining-room, a bedroom, a work-room.

Exercises to the Text.

I. Answer the following questions —

1) Where were there about two thousand children on the 22nd of June, 1941? 2) What were the children doing that morning? 3) What did they suddenly see above them? 4) What did the fascists do? 5) What did the children do when bombs fell and bullets caught them? 6) Were any children wounded? 7) Which part of the house began to burn? 8) Why had the children no time to go downstairs? 9) What did the children upstairs do? 10) Why were they afraid to jump from the windows? 11) What did those who were standing outside cry to the children at the windows? 12) Did the younger ones jump? 13) Why was it too late? 14) What did those who were standing below hear when the roof fell in?

II. Correct the sense¹⁾ of the following sentences by using antonyms²⁾ instead of the italicized words³⁾ —

1) There is air *nowhere*. 2) The sky is *below* us. 3) You go *downstairs* if you want to go on the roof of a house. 4) We *put* on our hats and coats when we go inside.

III. Fill in suitable words⁴⁾ from the text —

1) The lions at the Zoo were ... for their dinner. 2) The camp fire ... very brightly. 3) He will be home at six o'clock as ... 4) The Russians ... all they could from the Germans and burned what they could not ... or take away. 5) All the people went into the forest when the fascists came to the village; no one⁵⁾ ... there. 6) Every morning at 7 o'clock Moscow time we hear the ... over the radio.

¹⁾ correct the sense parandage mõte

²⁾ by using antonyms kasutades vastandtähenduslikke sõnu

³⁾ instead of the italicized [i'tælisaizd] words kursiivis trükitud sõnadega asemel.

⁴⁾ fill in suitable words täitke lüngad sobivate sõnadega

⁵⁾ no one mitte keegi

IV. Read and translate into Estonian —

- 1) The 'war be'gan² on the '2'nd of 'June,² '19'4'1.¹
- 2) When we 'heard about the be'ginning of the 'war,² we did 'not 'know what the 'news 'meant.¹
- 3) 'That 'morning² she 'got 'up 'very 'early² as 'usual.¹
- 4) The 'bullets 'caught the 'children 'everywhere.¹
- 5) 'Suddenly the 'roof 'fell 'in² and 'buried 'all 'those² who re'mained in'side.¹

V. Translate into English —

- 1) Meie klassis on umbes nelikümmend õpilast.
- 2) Kell helises ja tund lõppes.
- 3) See uudis on väga huvitav.
- 4) Kuulid Nõukogude armee kuulipildujaist tabasid igal pool saksa sõdureid.
- 5) Neil ei ole praegu aega vastata neile küsimustele.
- 6) Ainult Ellen jäi koju.
- 7) Lennuk tõsis kõrgemale ja kõrgemale.
- 8) Külas oli hirmus tulekahju.
- 9) Leedu on NSVL-i osa.

VI. Write some sentences about the summer holidays¹⁾ —

- (Did you go to a collective farm? What did you do there?
Did you go to a pioneer camp? What did you do there?
Did you go to a country house or to a village with your parents? What did you do there?)

VII. Name²⁾ all the parts of a house that you know.

VIII. Fill in the blanks³⁾ with the names of the parts of the body —

A man has a . . . , a body, two . . . , two . . . , two . . . , and two He has a . . . , a mouth and two . . . on his face. He hears with his In his mouth he has a . . . and many

IX. Learn the story by heart⁴⁾.

Grammar Exercises

(§§ 172—177, 219—221, 103—107, 113—117, 119).

I. Make the subject⁵⁾ of the following sentences plural and make all the other necessary changes⁶⁾ (§§ 172—174) —

1) Read Lesson 2 once more; that will help you to write this exercise.

2) name nimetage

3) fill in the blanks täitke lüngad

4) by heart pähe

5) subject alus

6) necessary changes vajalikud muudatused

1) *This part* of the house is wooden. 2) *This book* on the table is Russian, but *that one* in the book-case is English.

II. Fill in *this, that, these or those* (§§ 172—174) —

1) ... news is very interesting. 2) ... day some friends came to see us. 3) Let us go and sit at ... table near the window; it is too dark at ... one. 4) ... apples are not very good; let us try ...

III. Complete¹⁾ the following sentences using the pronoun *one* or *ones* with an adjective (§§ 175—177) —

1) I have a blue pencil and Thomas²⁾ has a 2) Last winter was not a very 3) These stockings are not Lena's. She has ... and these are 4) Rosie has blue eyes and Betty has

IV. Fill in the blanks with *one, the other, some, others* (§§ 175—177) —

1) I have two pencils; ... is green and ... is red. 2) Two of these books are English, and ... is Russian. 3) There are many trees in the park, ... are old and ... are quite young. 4) Here is ... shoe, but I do not know where ... is.

V. Read the following numbers (§ 219) —

156, 202, 875, 1066, 1139, 1945, 2843.

VI. Read the following dates (§ 220) —

7th November, 1917; 1st January, 1905; 23rd March, 1945; 15th July, 1866.

VII. Write in words the ordinal numerals corresponding to the following cardinal numerals (§ 220) —

14, 2, 24, 40, 70, 95, 3, 15.

VIII. Answer the following questions (§ 117) —

1) What were you doing at five o'clock yesterday?
2) What was your mother (or father) doing yesterday at eleven o'clock in the morning?

¹⁾ complete lõpetage

²⁾ inglise nimena kirjutatakse **Thomas** ['tɔməs], lühendatult **Tom** — eesti nimena **Toomas**.

IX. Fill in the blanks using the Past Tense or the Past Continuous Tense of the verbs in the margin¹⁾ (§§ 107, 117) —

- | | |
|--|----------------------|
| 1) Many people ... in the garden when the roof of the burning house ... in. | stand
fall |
| 2) On the 22nd of June, 1941, the pioneers of the camp ... the same things as on the 21st of June. | do |
| 3) I ... to school when I suddenly ... my uncle, but he ... me. | go, see
not + see |
| 4) We ... in the classroom at the English lesson when the director ... in. | sit
come |
| 5) At 7 o'clock yesterday I ... to the news over the radio. | listen |

LESSON SIX.

PLANS FOR SUNDAY.

Dialogue.

(It is 'Saturday after'noon² and 'school is 'over for the 'week.¹ 'Peeter²⁾ 'Raud and 'Leo 'Tanner,² who 'live in the 'same 'street,² are 'going 'home to'gether.¹⁾

LEO: 'What are you 'doing to'morrow, Peeter?¹

PEETER: 'Nothing.² 'Why?¹

LEO: 'I should 'like to 'go to the 'forest² for 'mushrooms.¹
I 'think 'that will be the 'most 'interesting 'thing to 'do.¹
'What do 'you 'think?¹

PEETER: 'Not a 'bad 'idea, Leo.¹

LEO: 'Mother will 'give us a 'good 'lunch² and 'so we shall be 'able² to 'spend the 'whole 'day 'there² and 'not be 'hungry.¹ 'Let's de'cide to 'go, Peeter.¹
('Eve 'Tanner,² 'Leo's 'cousin,² 'comes 'out of the 'girls' 'school² as the 'two 'boys are 'passing it.¹⁾

LEO: Hal'lo, Eve!² 'Come 'home with us.¹

EVE: Hal'lo, Leo!² Hal'lo, Peeter!²

PEETER: Hal'lo!² 'How are 'things, Eve?¹

EVE: 'All 'right.² 'What are you 'doing to'morrow?¹

LEO: 'Going to the 'forest for 'mushrooms, I think.¹

EVE: It's 'too 'late to 'go to the 'forest.¹ It will be 'cold and 'wet,¹ and be'sides² the 'mushrooms will be 'under the

Exceptions — course, cousin, get, idea, Monday, never, sure together, weather, Wednesday, won't, would.

¹⁾ in the margin lehekülje äärel

²⁾ Selles jutustuses esineb eesti nimena Peeter; inglise nimena kirjutatakse see pärisnimi Peter ['pi:tə].

- 'dead 'leaves¹ and we 'shan't be 'able to 'see them.¹
I 'don't 'want to 'go.¹
- LEO: 'Nobody 'asked you.¹ I 'asked 'Peeter,¹ 'that's 'all.²
And it 'won't be 'cold and 'wet.¹ It's 'going to be 'like
to'day,¹ as 'fine and 'warm as in 'summer,¹ 'only the
'days are 'much 'shorter 'now, of 'course.¹
- EVE: 'Yes,¹ but you 'know² that the 'weather 'changes 'very
'often in 'autumn.¹ I 'think it will 'rain to'morrow.¹
- LEO: 'No, it 'won't.¹ 'Look how 'bright the 'sky is.¹
- PEETER: You 'never 'know,¹ but 'let's 'go to the 'forest.¹ I should
'like to.¹
- LEO: 'All 'right.² If it 'rains,² we 'shan't 'go,¹ and we 'shan't
'get any 'mushrooms,¹ 'that's 'all.²
- PEETER (to 'Leo): I 'think 'Eve **would** 'like to 'come 'with us.¹ She
can 'ask 'Lydia 'Mandri if she 'wants to,¹ and 'then
we shall be 'four.¹
- LEO: 'Not a 'bad i'dea.¹ 'Let's 'ask 'Enn 'Tammist,¹ and his
'sister 'too.¹ The 'more the 'merrier, you know.¹
- PEETER: 'Do you 'hear, Eve?² We're 'going to 'make a 'big
'party for to'morrow.¹ We'll 'go to 'Enn 'Tammist's by
'train² and 'then we'll 'go from 'his 'house² to the
'forest.¹
- EVE: 'I'll 'ask 'Lydia.¹ It will be 'more 'interesting for
'me² if 'she 'comes.¹ I'm 'sure she will be 'able to.²
- LEO: 'Yes,¹ 'let her 'come,¹ and 'Annie 'Miller, 'too.¹
(Eve 'goes 'into the 'doorway of her 'house.¹)
- EVE: Good'bye!² 'Oh!¹ 'What 'train shall we 'take to'morrow?²
- LEO: I'll 'ring you 'up² and 'let you 'know.¹
- EVE: 'All 'right.² 'Then 'I'll 'ring 'Lydia 'up.¹ Good'bye,
Peeter.² (She 'goes 'up the 'stairs.¹)
- PEETER: We can 'go to the 'country² 'even if it 'rains.¹ We can
'spend the 'day at 'Enn's.¹
- LEO: 'Yes,¹ of 'course.¹ And 'Enn 'knows² where 'all the 'best
'mushrooms 'grow.¹ I'm 'sure we shall 'have a 'fine
'time.¹

The Days of the Week:

Sunday, Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday.

Explanatory Notes.

why? mis siis?	we shall be four	meid on neli
the most interesting thing to do kõige huvitavam	(tul.)	
how are things? kuidas läheb?	the more the merrier	mida enam, seda lõbusam
going to the forest = we are going to the forest	I'll let you know	annan teile teada, teatan teile
you never know ei või kunagi teada		

Exercises on Rules of Reading and Spelling

(§§ 26—41, 152—153).

I. Kirjutada kahte veergu sõnad, milledes täht *x* väljendab häälikuid [ks] ja [gz] —

express, exist, except, excite, exam, excel, excess, excuse, exert, expect, expel, explore.

II. Liigitada järgnevad sõnad vastavalt neljale silbitüübile — begin, invite, along, alone, inside, pretend, regard, before, protect, enquire, escape, discard, insult, extend, prepare, include, result, regard, inform.

III. Kirjutada kahte veergu sõnad, milledes rõhuta algsilbi vokaal väljendab häälikut [i] või [ə] —

about, today, defend, tonight, invite, perhaps, receive, become, again, forget, arrive, partake, confuse, include, intend.

IV. Kirjutada kahte veergu sõnad, milledes rõhuta lõppsilbi vokaal väljendab häälikut [i] või [ə] —

meeting, leader, bottom, sofa, merry, picture, village, better, minus, cottage, doctor, August, morning, butter, baby, bullet, during, thirty, under, forest, mortar.

V. Lugeda järgnevad sõnarühmad, rõhutades verbi —

A. she takes it, he writes them, she brings it, he reads it, she shuts it, it eats them, he drinks it, she hangs it.

B. we hide them, you spend it, they name him, you bring her, I ask them, we like her, they love him, I know her.

Exercises to the Text.

I. Answer the following questions —

- 1) On what day is school over for the week? 2) Why will the boys not be hungry even if they spend the whole day in the forest?
- 3) When is the weather always fine and warm? 4) Are some

autumn days like summer days? 5) Which are shorter, autumn days or winter days? 6) What will the boys do if it rains? 7) Does it snow in autumn? 8) Which boy is kinder to Eve, Leo or Peeter?

II. Fill in the blanks with suitable words from the text —

1) When you want to go into a house, you must pass through the 2) I'm... it is going to rain. 3) I must ... a new exercise-book, my old one is full. 4) Your clothes are ... with the rain; you must ... them. 5) It is raining now, but I think the weather will ... before evening. 6) Eve Tanner's father and Leo Tanner's father are brothers, and so Eve and Leo are 7) It was a ... day on Sunday, so the boys went to the country. 8) She went there by

III. Read and translate into Estonian —

1) I 'think the 'most 'interesting 'thing² will be to 'go to the 'forest.¹

2) Hal'lo!² 'How are 'things, Peeter?¹

3) My 'mother is as 'old as my 'father.¹

4) She is 'going to 'do 'something² 'much 'more 'interesting to'morrow.¹

5) We shall have a 'much 'more 'interesting 'time² than 'they.¹

6) 'Let them 'do what they 'like.¹

7) 'Do the 'exercise like 'that² if you 'want to,² but 'I 'think it is 'wrong.¹

8) 'Ask him to 'ring me 'up to'morrow 'morning.¹

IV. Translate into English —

1) Ta tahaks minna metsa seenile. 2) Missuguse rongiga nad sõitsid? 3) Leo on palju vanem oma vennast. 4) „Kas Te ei tahaks meiega kinno minna?“ „Tänan, ma tahaksin väga.“ 5) Ta oli mu venna parim sõber, kuid mina ei tundnud teda. 6) Kas te lähete homme kooli? 7) Mine sinna, kui tahad, kuid mina ei tule. 8) Nüüd on õppetund lõppenud.

V. Name all the things which you know that you can see in the country.

VI. Make two or three sentences about what you are going to do next Sunday.

Grammar Exercises

(§§ 222—235, 58—63, 67—68, 108).

I. Fill in the positive, comparative or superlative degree of the adjective in brackets¹) according to the sense²) (§ 223) —

¹) in brackets sulgudes

²) ac'cording to the sense vastavalt mõttele

1) ... children went to bed first. (*young*) 2) My sister is ... than my brother. (*young*) 3) I am not so ... as I once was. (*young*) 4) This flower is as ... as that one. (*pretty*) 5) This kitten is ... than that one. (*pretty*) 6) She is ... of all the girls, I think. (*pretty*)

II. Fill in the words omitted ¹⁾ (§§ 223—226) —

1) Peter is ... old ... Tom. 2) Tom is older ... his brother. 3) Who is the oldest ... the family? 4) Summer is warmer ... winter. 5) A motor-car is slower ... an aeroplane. 6) Summer is the warmest ... the four seasons. 7) My hands are cold ... ice. 8) Odessa is not ... big ... Leningrad.

III. Fill in the positive, comparative or superlative degree of the adjectives in brackets (§§ 223—225) —

1) This cake is ... than that one. (*good*) 2) This stove is ... of all. (*big*) 3) Jack was ... with his present than Henry was. (*pleased*) 4) I think that I am ... of fire than of anything. (*afraid*) 5) We hear about many ... deeds, and each one seems ... than the last. (*heroic*) 6) She is ... of all the girls that I know. (*beautiful*) 7) The weather was cold, and so he put on ... clothes that he had. (*warm*) 8) I am sure that you are not ... than I am. (*young*)

IV. Make adverbs of the following adjectives and fill in the blanks with suitable ones (§ 227) —

clever, different, pleasant, nice, pretty, bright, quick, bad, beautiful, good, cruel, happy, gay, kind.

1) The girls played ... in the garden. 2) She smiled 3) The children walked ... out of the room. 4) She laid the table 5) He did his work 6) The boys made the kite 7) Bob writes very ... from Enn. 8) The sun shone ... that day. 9) The pupil answered the question very 10) She spoke ... to the little boy. 11) The boy hit the dog ... with a stick. 12) She dresses her baby very 13) They danced ... all evening. 14) He paints pictures

V. Put the italicized verbs into the future (§ 108) —

1) He *is* twelve years old. 2) *Do* they not go to the cinema with you? 3) I hope we *are* not late. 4) I *was* ready at six o'clock. 5) *Do* they do this exercise without help?

VI. Fill in the blanks using the Present Tense, the Present Continuous Tense or the Future Tense of the verbs in the margin (§§ 104, 114, 108) —

¹⁾ o'mitted vahele jäetud

1) In autumn the forest ... the same as it ... in summer.	not + be, be
2) If the boys ... to the forest on Sunday as they ... to, they ... that the leaves on the trees ... yellow, red and brown, and that they ... to the ground when the wind	go want, see be, fall blow
3) Soon all the leaves ... and the trees ... bare.	fall, be
4) In winter most people ... to the forest for pleasure.	not + go
5) Only those who ... ski-ing ¹⁾ ... there.	like, go
6) Leo ... skating better than ski-ing and so he ... to the forest in winter. He ... to the skating-rink.	like not + go, go

VII. Write the following sentences using the shortened forms of the verbs (§§ 40, 49, 54, 60) —

1) She is not ill. 2) I am ready. 3) Is he not here? 4) Will you not help me? 5) I shall not be there. 6) It will be too late soon. 7) I have not the book that you need. 8) Do you not think that it is time to go? 9) He will come in a minute. 10) We did not know anything about it. 11) I hope we shall not be late. 12) He does not want to go home. 13) They are going to play in the garden. 14) It is too late to go to the forest. 15) I will ring her up and let her know.

LESSON SEVEN.

A VISIT.

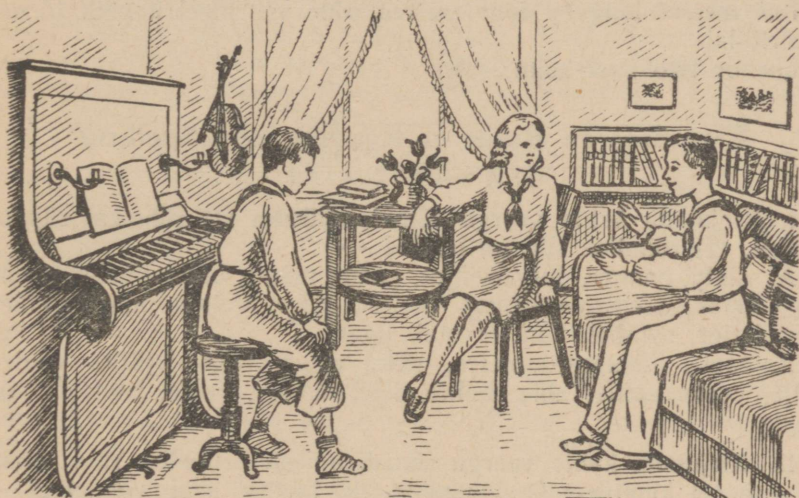
Last week my school-friend, Enn Tammist, who lives with his parents in a nice little house about twelve kilometres from Tallinn, invited me to spend the week-end with him. Enn and his father, who is an engineer, go to town every day except Sunday. Enn goes to school and his father goes to work. They take the electric train. Enn has two sisters, one older and one younger than he is, and a small brother.

Well, I got out of the electric train at Enn's station on Saturday afternoon and walked to the Tammists' house. There is a large garden round it. I went in at the gate and walked along the path to the front door. In front of the house there are many flowers and a large tree, but its leaves were already yellow and brown. Behind the house there are a few fruit trees.

1) ski-ing ehk skiing ['ʃiɪn, 'skiɪn] suusatamine

I rang the bell and Enn's sister Mall opened the door. I asked for Enn, and she told me to come in. I hung up my hat and coat, and then she took me into the living-room. Here was Enn, who came forward smiling. He shook hands with me and said, "Toomas, let me introduce you to my mother."

"Mother," he said, "this is my friend Toomas Telling. You know all about him from me, I'm sure." Enn's mother said, "How do you do? I'm very glad to meet you." I said "How do you do?" to her, shook hands, and then we all sat down.



The living-room is a large room about five metres long by four metres wide. One or two good water-colours hung on the walls, and there was a piano on one side of the room. The whole family likes music very much, and most of them play or sing. Enn's little brother, Mart, is learning to play the violin.

On the other side of the room there was a large sofa. On a small table near the window there were some beautiful flowers and a few newspapers and magazines. The shelves round the walls were full of books.

While we were talking, Enn's mother came in. "Dinner is ready," she said. We went to the dining-room and sat down to

Exceptions — kilometre, magazine, piano, soup, visit.

dinner. First we had soup, then fish and potatoes, and after that sweet apples from the garden.

(To be continued.)

Proverbs. Hunger is the best sauce.
Enough is as good as a feast.

Explanatory Notes.

I rang the bell ma helistasin
how do you do? tere! (sõna-sõnalt kuidas te elate?)
five metres long by four metres wide viis meetrit pikk ja neli
meetrit lai
one or two paar-kolm; mõni

Exercises on Rules of Reading and Spelling (§§ 42—54, 118).

I. Kirjutada kahte veergu sõnad, milledes (1) rõhuline silp on kinnine, (2) rõhuline silp on lahtine —

A. sixty, banner, duty, winter, poem, minus, butter, baby, under, sofa, Peter, doctor, washing, button, rider, going, number, flier, later, letter, symbol, lion, crystal, tiger.

B. table, struggle, metre, rifle, apple, bugle, little, centre, kettle, cycle, settle, able, bottle, idle, simple, noble, middle, title, jungle.

II. Kirjutada kahte veergu sõnad, milledes rõhulise silbi vokaal loetakse (1) kinnise silbi vokaalina, (2) lahtise silbi vokaalina —
even, seven, driver, clever, travel, ever, novel, proverb, never, level, river, over.

III. Kirjutada kahte veergu sõnad, milledes (1) täht *r* on vokaali järel ja (2) täht *r* on kahe vokaali vahel —

thirty, Mary, morning, era, firmly, army, parents, German, hero, forty, story, during, firing, corner, pardon, sharer, garden.

IV. Kirjutada kahte veergu sõnad, milledes rõhuta silbi vokaal (1) loetakse [ə], (2) ei loeta —

paper, open, pupil, lesson, doctor, slogan, sentence, pencil, little, signal, brother, student, table, absent, parcel, order, grammar, pardon, mortar.

V. Lugada järgnevad sõnarühmad, asetades rõhu põhiverbile —
he is walking, she is writing, we are reading, they are swimming, it is crying, I am coming, you are going.

VI. Lugada järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

the next page	the left side	the big shelf
the best book	the black desk	the left hand
the red apple	the green grass	the long dress
the fat cook	the brown dog	the grey cat

Exercises to the Text.

I. Answer the following questions —

1) Where does Enn Tammist live? 2) How far is Enn's home from Tallinn? 3) What is Enn's father? 4) How do the Tammists go to town? 5) What is there in front of the Tammists' house? 6) Are there fruit-trees behind the house or in front of it? 7) Who opened the door when Toomas rang the bell? 8) Whom did Toomas ask for? 9) What did Enn do when Toomas came into the living-room? 10) What did Enn say when he introduced Toomas to his mother? 11) What did Enn's mother say? 12) What was there on a small table near the window of the living-room? 13) What had they for dinner?

II. Construct ¹⁾ questions about the italicized parts of the following sentences —

1) He walked *along the path*. 2) Toomas spent the week-end *with Enn*. 3) There were flowers *in front of the house*. 4) Enn introduced Toomas *to his mother*. 5) There were shelves *round the walls*.

III. Fill in the blanks with prepositions —

1) He went in ... the gate. 2) He hung up his overcoat before he went ... the living-room. 3) There was a book-case ... one side ... the room. 4) Enn's mother knew all ... Toomas ... Enn. 5) The table stood ... the window. 6) They went ... the dining-room. 7) We walked ... Maxim Gorky Street. 8) The whole family was ... home ... Paul, who is in the Soviet Army.

IV. Fill in the blanks with words which are opposite in meaning ²⁾ to those italicized —

1) This tree is *small*, but that one is 2) Tom stood ... Bob, and Mike *behind* Bob. 3) The front door was *shut*, so we went to the back door, and found it 4) Her nose was *ugly*, but her mouth and eyes were

1) construct [kən'strakt] moodustage

2) opposite in meaning vastandtähendusega

V. Translate into English using *very* or *very much* —

- | | |
|---------------------------|--|
| 1) See õun on väga magus. | 4) Ta veetis aega väga hästi. |
| 2) Ma armastan väga õunu. | 5) Ma tahan väga tutvuda teie sõbraga. |
| 3) Laps oli väga väike. | |

VI. Fill in the blanks with suitable words from the text —

- 1) We go into a house by a door, and into a garden by a ...
- 2) As I was going home, I... my old friend Robert Smith in the street.
- 3) The streets in Leningrad are very ...
- 4) Most people who like music play the ... or the ...
- 5) The ... of the Moscow metro are very beautiful.

VII. Read and translate into Estonian —

- 1) 'Last 'week² I in'vited my 'school-friend² to 'spend the 'week-end 'with me.¹
- 2) We 'always 'take the e'lectric 'train² when we 'go to 'Tallinn.¹
- 3) In 'front of the 'house² there is a 'large 'tree.¹
- 4) 'Enn's 'sister² 'told me to 'come 'in.¹
- 5) "'Let me intro'duce you² to my 'friend,'" she said.¹
- 6) "'How do you 'do?² I'm 'very 'glad to 'meet you,'" I said.¹

VIII. Translate into English —

- 1) Nad istusid lõunastama.
- 2) Ennu ema istus sohval.
- 3) Luggage teile tutvustada mu sõpra Leo Kuusikut.
- 4) Ta viis mu söögituppa.
- 5) Ta võttis laualt ajakirja ja hakkas seda lugema.
- 6) Ta raputas puud ja mõned õunad kukkusid maha.
- 7) Ma surusin oma seltsimehe kätt.
- 8) See tuba on neli meetrit pikk ja kolm meetrit lai.
- 9) Toa ühes seinas (ühel küljel) oli klaver, teises seinas — sohva.
- 10) See pilt on kõige ilusam.
- 11) Paljud õpilastest olid juba klassis.
- 12) Meie sõitsime omnibusega, aga tema — tram-miga.

IX. Make a few sentences about a garden —

(Whom do you know who has a garden? Are there flowers in the garden? Are there any roses there? Are there fruit-trees in the garden? Do you like to work in a garden? Does it help to make your body strong?)

X. Name all the things that you know which are (1) in a living-room, (2) in a dining-room.

XI. Make a few sentences about a living-room or a dining-room.

Grammar Exercises (§§ 178—185, 197—202).

I. Translate into Estonian (§§ 178—180) —

- 1) I have a few apples, and I shall give them to the children.
- 2) He has few English books; he won't be able to give you any.
- 3) There is very little time before the train leaves. I don't think you will have time to tell him the whole story.
- 4) There is still a little time. You will have time to tell him the story.

II. Fill in the blanks with *few*, *a few*, *little*, *a little* (§§ 178—180) —

- 1) I have ... tea. Will you please buy some?
- 2) There is ... butter in that dish. Eat it with your bread.
- 3) He has ... English books, and I am sure he will be able to give you one.
- 4) As it was a very wet day, there were ... people in the streets.
- 5) ... children can read when they are only three years old.
- 6) I should like to spend ... days in the country.
- 7) In winter there are ... sunny days.
- 8) Please give me ... ink.
- 9) There is ... time to go there now. I'm afraid you will be late for school.

III. Fill in the blanks with *much* or *many* (§§ 178—180) —

- 1) She has ... friends.
- 2) We haven't ... time and I don't want to be late.
- 3) ... spring flowers are yellow.
- 4) There is ... long grass in that field.
- 5) ... people say that this winter will be a cold one.
- 6) There is ... interesting news in today's paper.

IV. Fill in the definite or indefinite article (§§ 197—202) —

- 1) My father is ... tall man.
- 2) My brother has ... violin and he is learning to play it.
- 3) Do you play ... piano?
- 4) I like to listen to ... violin over ... radio.
- 5) Leo took ... apple and Peeter took ... pear.
- 6) ... sun does not shine brightly in winter.
- 7) The children sat on ... ground.
- 8) Our house has two gates, ... big one and ... little one. ... little one is usually open, but ... big one is always shut.
- 9) Is there ... bookcase in your room?
- 10) Please sit down on ... sofa.
- 11) This is ... very small book, but it is very interesting.

V. Fill in the blanks with the Present Tense, the Present Continuous Tense or the Future Tense of the verbs in the margin (§§ 105, 108, 114) —

- Bertha Plummer and her father ... at the table | sit
in their living-room. Bertha ... a doll's dress and | make
Caleb ... a doll's house. | paint
Caleb ... the house, and ... up from his chair. | finish, get
"I ... some more work," he He ... to a | need, say, go
shelf and ... some wooden animals from it. "I ... | take, paint

these animals," he... to Bertha. As he... down again, Mr. Tackleton... the door and... in. He... the animals on the table and... roughly, "Why... you... those animals? I... wooden soldiers. I... any soldiers in the shop. I told you that yesterday."

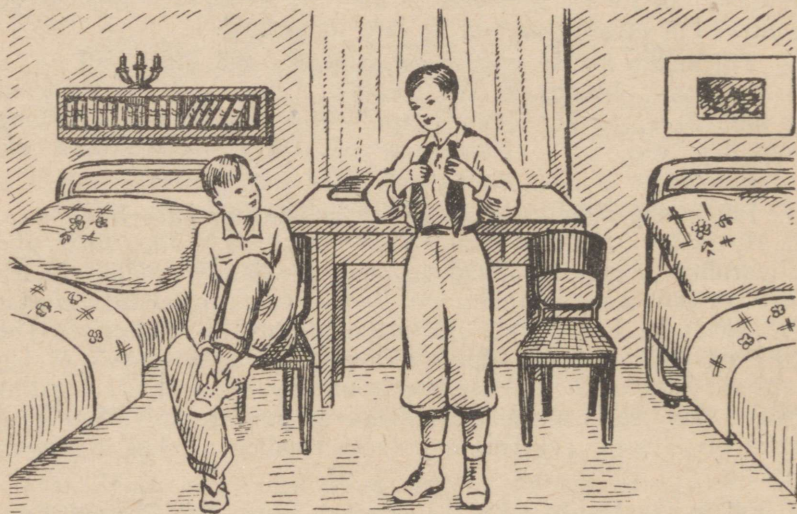
say, sit
open
come, see, say
paint, want
not + have

LESSON EIGHT.

A VISIT.

(Continued.)

When dinner was over, Enn's mother and Mall took the **dishes** to the **kitchen** and washed them while Enn's father, Enn and I went back to the living-room, where Enn's father **had a smoke**.



The younger children went out into the garden to play till **bed-time**. After a quarter of an hour Enn's mother came in, saying, "Mall will bring in the **coffee** and cake in a few minutes." While we were taking our coffee, we **listened** to the news over the radio.

"Will you have another cup of coffee, Toomas?" Enn's mother asked me.

"No, thank you," I answered.

Then Mall played some Tchaikovsky on the piano. She played very well.

It was now eleven o'clock and I was already a little sleepy. Enn's father saw this and said to his son, "Enn, your friend must be tired. Take him up to your room."

Upstairs there are three bedrooms and a bathroom. We went to Enn's room and he said, "Here you are. Mother put another bed in my room for you. Make yourself at home. If you want to wash, you will find soap in the bathroom. Here are your towels. There are sheets, three blankets and one pillow on your bed: Is there anything else that you would like?"

"Oh no, there is nothing else," I answered. "I have everything that I want."

Then he said, "I'm afraid that we have breakfast early — about 8 o'clock; but if you sleep late, you can, of course, have it when you get up. Only we shan't wait for you."

"I should like to have breakfast with you," I answered.

"All right," he said. "I shall waken you at half past seven. That will give you time to wash and dress before breakfast."

"Good," I said. "Thank you very much. Goodnight."

"What nice people Enn's family are!" I said to myself as I undressed.

Proverb. It's the early bird that catches the worm.

Explanatory Notes.

after a quarter of an hour veerand tunni pärast	must be tired on kindlasti väsinud
in a few minutes mõne minuti pärast	here you are ole lahke
another cup of coffee veel üks tass kohvi	make yourself at home tee, nagu oleksid kodus
	I'm afraid siin pean ütlema

Exercises on Rules of Reading and Spelling

(§§ 55—59).

I. Kirjutada kahte veergu sõnad, milledes rõhuta silbi vokaal väljendab häälikut [i] või [ə] —

began, across, upon, event, along, depend, suppose, forgive, arrive, refuse, suspect, advice, describe, produce, insist, perform, partake, mistake, forget, became, invite, upset, intend, object.

Exceptions — coffee, son, yourself.

II. Kirjutada oleviku partitsiip —

stand, take, help, plane, care, plan, hate, hop, bar, rest, hope, skate, share, sit, make, go, write, tell, fire, shine, back, wash, beg, ring, box, cure.

III. Kirjutada järgnevat verbide põhivorm —

A. making, wiring, selling, saving, robbing, hoping, curing, sitting, closing, stirring, giving, stopping, staring, swimming, taking, thinking.

B. stopped, closed, asked, smiled, shared, barred, dressed, flamed, turned, started, dared, jumped, cured, placed, planned.

IV. Kirjutada algvõrdes —

hotter, safer, thinnest, brighter, smaller, later, richer, finest, happier, bigger, barer, truer.

V. Moodustada nimisõnad —

write, read, ride, share, boil, go, hire, skate, mine, trade, fly, call, swim, stop, think.

VI. Lugada järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

the red rose, the late hour, the brave boy, the next line, the dark corner, the best worker, the burning house, the first quarter, the third person, the early hour.

VII. Lugada järgnevad liitsõnad —

an arm-chair, a living-room, a dining-room, a bathroom; a newspaper, a water-colour, an overcoat, a kilometre; the fatherland, the motherland, the sunshine, the week-end.

Exercises to the Text.

I. Answer the following questions —

- 1) What did Mall and her mother do when dinner was over?
- 2) What did the boys do? 3) What did the younger children do?
- 4) What did they listen to while they were taking their coffee?
- 5) Did Toomas have another cup? 6) What did Mall do after that?
- 7) Was Toomas a little sleepy at eleven o'clock? 8) So what did he and Enn do? 9) What was there on Toomas's bed? 10) About what time do the Tammists have breakfast? 11) At what time will Enn waken Toomas?

II. Fill in suitable words from the text —

- 1) ... to me and I shall tell you a story. 2) My father likes to ... after dinner. 3) I am always ... at bed-time and fall asleep

at once when I go to bed. 4) People sleep in a bedroom and wash in a... 5) We wash with... and water. 6) A bed has a pillow, two... and one or more... on it.

III. Read and translate into Estonian —

1) She 'asked her 'daughter² to 'take the 'dishes² to the 'kitchen.¹

2) "Will you 'have a'nother 'cup of 'tea?" she asked.²

3) 'After a 'quarter of an 'hour² he 'came 'back.¹

4) At e'leven o'clock² he was a 'little 'sleepy.¹

5) 'After 'dinner² we 'took 'coffee.¹

6) "'Make your'self at 'home,¹" he 'said to me.¹

7) I 'asked him² to 'waken me² at 'half 'past 'seven.¹

8) "'What 'nice 'people² 'Enn's 'family 'are!¹" I 'said to my'self as I un'dressed.¹

9) 'Is there 'anything 'else that you would 'like?²

IV. Translate into English —

1) Me kuulasime (*some*) Tšaikovskit raadiost. 2) Mu isa tahtis suitsetada. 3) Mida ma võin veel teha teie heaks? 4) Ann tahaks teiega maale sõita. 5) Millised ilusad lilled on teil aias! (verb *have*.) 6) Milline ilus ilm on täna!

V. Name all the things that you know which are in a bedroom.

VI. Say what you do when you get up in the morning. Use the following words —

put on, clothes, stockings, shoes, bathroom, kitchen, wash, soap, water, hands, face, teeth, dry, towel, have breakfast, tea, coffee, bread, eggs, butter.

Grammar Exercises (§§ 169—170, 186—196, 203—204).

I. Translate into English (§§ 169—170) —

1) Ma vaatasin end peeglist (*mirror*). 2) Tom vaatas end peeglist. 3) Vaadake end peeglist! 4) Ann vaatas end peeglist. 5) Me vaatasingime end peeglist. 6) Nad vaatasid end peeglist. 7) Leo ütles endamisil: „Kui kenad inimesed nad on!“ 8) Ma tegin, nagu oleksin kodus. 9) „Kui hea ta on,“ ütles Ann endamisil.

II. Fill in the blanks with the correct reflexive pronouns (§§ 169—170) —

1) The collective farmers hid... in the forest where the Germans could not find them. 2) "How kind he is," she said to... 3) "You must not let... be late, Annie," said Comrade Tamm.

4) "You must not let... be late, boys," said Enn's father. 5) The old man walked along the street talking to... 6) I didn't know... in my sister's clothes.

III. Fill in the blanks with *some, any* or *no* (§§ 186—189) —

1) Is there... interesting news in the paper today? 2) We have... coffee, but we have... tea. 3) Please bring me... soap.

4) "Did you get... presents for your birthday?" "Of course, I did."

IV. Fill in the blanks with *anyone, someone, no one, everyone* (§§ 193—194) —

1) ... was glad to hear the good news. 2) ... knew where to go. 3) If you can't find the house, ask ... in the street. ... knows it. 4) I think that there is ... at home, but if you don't find ..., please wait for me. 5) Is there ... there?

V. Fill in the blanks with the definite or indefinite article (§§ 203—204) —

1) When did... doctor come, in... morning or in... afternoon? 2) Which of these books is... most interesting? 3) ... legs of... table were round. 4) There was... little table near... window with... magazine and... newspaper on it. 5) Is this... house in which Leo and his cousin Eve lived last year? 6) ... oldest son was in... Soviet Army at that time. 7) ... mother of these children is ill and... pioneer from our school goes to their house every day to help them. 8) ... most difficult thing is to get into... train, for there are always very many people. 9) ... book you gave me is very interesting. 10) He came back on... ninth of May. I think that was... happiest day in my life. 11) "Please, come to ... blackboard," said ... teacher. 12) Is he in... sixth or ... seventh class?

REVISION I.

Exercises on Rules of Reading and Spelling (§§ 1—59).

I. Liigitada järgnevad sõnad vastavalt neljale silbitüübile —
he, pup, sire, port, hate, pure, hen, sir, here, pull, sit, hat, purr, hop, hare, site, herd, hope, pore, hard.

II. Kirjutada kahte veergu sõnad, milledes sõnalõpuline s väljendab (1) helilist häälikut [z], (2) helitut häälikut [s] —

beds, looks, farms, bathes, games, arms, fights, hates, rains, sits, apples, brings, feeds, bats, bags, hears, rats, sings, caps, balls, fires, bites, forks, gives, boys, friends, sees, sleeps, hats, tastes, falls, Jim's, Jack's, Annie's, Mary's.

III. Kirjutada kahte veergu sõnad, milleles sõnalõpuline *d* väljendab (1) helilist häälikut [d], (2) helitut häälikut [t] —

rained, moved, passed, killed, laughed, lived, showed, touched, rowed, jumped, loved, shouted, played, liked, covered, dressed, saved, opened, marched, answered, danced, worked, washed, asked.

IV. Kirjutada mitmuses —

paint, bag, day, face, body, knife, dress, nose, army, hero, skate, shelf, class, country, life, place, rose, baby.

V. Kirjutada järgnevatest verbidest (1) lihtoleviku airisuse kolmas pööre, (2) lihtminevik, (3) oleviku partitsiip —

work, live, play, skate, dress, fly, touch, hate, cry, hope, dance, stop, kiss, try, hop, plant, answer, reach, add, land, want.

VI. Kirjutada kesk- ja ülivõrdes —

small, large, big, easy, cold, hot, early, quick, long, happy, wide, ugly, clever, funny, fine, nice.

VII. Moodustada määrsõnad järgnevaist omadussõnadest —

late, funny, nice, bright, pretty, rough, fine, usual, happy, cruel, merry, dear, busy, dry, real, quick, clever.

VIII. Moodustada järgarvud järgnevaist põhiarvudest —

three, thirteen, thirty, five, forty, twelve, nine, one, two.

IX. Paigutada järgnevad sõnad näidisekohaselt tabelisse —

Ühesilbilised sõnad		Kaheasilbilised sõnad	
Kinnine silp	Lahtine silp	Rõhuline kinnine silp	Rõhuline lahtine silp
badge	page	struggle	bugle

table, bridge, tense, riddle, plunge, since, little, able, sledge, sickle, rifle, later, China, club, bugle, battle, home, centre, help, metre, name, letter, judge, dinner, ridge, sing, badge, jungle, candle, duty.

X. Paigutada omadussõna nimisõna ette, muutes vajaduse korral umbmäärast artiklit —

a man (*young*), a boy (*American*), an address (*wrong*), a voice (*angry*), a coat (*warm*), an attack (*sudden*), a lesson (*easy*), an order (*rough*).

XI. Lugada järgnevad sõnariühmad, rõhutades omadussõna ja nimisõna —

A. in the bright sun, in the hot summer, in the cold winter, in the best group, in the sixth class, in the pure water, in the second part, in the wooden house.

B. on the next Monday, on her last visit, on the brown sofa, on her white bed, on her square table.

C. of the kind woman, of the brave soldier, of the English book, of the missing money, of the sweet honey.

D. with his clever dog, with its red tongue, with her young teacher, with her left foot, with his pretty mother, with their nice present, with your little brother, with her kind heart.

XII. Lugada järgnevad sõnarühmad, rõhutades verbi ja määr-sõna —

he takes it off, she cuts it up, it drinks it up, she gives it back, he hangs it up, she picks them up, he brings them in, it keeps them off, she sends them out, she lets them in, she turns it on, he turns it off, she ties them up.

XIII. Lugada järgnevad liitnimisõnad —

football, volley-ball, tea-things, sackcloth;
a school-child, a school-friend, a pencil-box, a copy-book;
the day-time, the bed-time, the sunshine, the doorway;
a toy-shop, a living-room, a dining-room, a bedroom.

Lexical¹⁾ Exercises.

I. Fill in the blanks with the correct prepositions —

1) She looked ... her baby sister. 2) ... that time there were no large towns there. 3) ... this way we were able to help him. 4) The cup was full ... hot water. 5) We shall go to see her ... the afternoon. 6) Leo is ... the garden ... Peeter. 7) The forest is very pleasant ... summer. 8) I shall spend my holidays ... a different way this winter. 9) The big boys and girls worked ... the fields last summer. 10) All the pupils are working hard ... their English. 11) Her father was ... the front fighting against the Germans. 12) "You cannot go ... school ... three or four days," said the doctor. 13) Bertha Plummer was sitting ... work ... a big table. 14) "Thank you ... the nice present." 15) "You must be kind ... your little sister, Leo," said his mother. 16) I think that tomorrow will be ... today. 17) We rang the bell and asked ... Leo.

II. Make short sentences using the following expressions —

at school, to school, at the front, to the front, in the forest, at the forest, in the same way, in the room, into the room.

¹⁾ lexical leksikaalne, sõnavaraline

III. Construct three sentences with the same construction¹⁾ as the following —

The sun made the man take off his cloak.

The boy made the dog go home.

IV. Translate into English —

1) Ta aitas oma emal nõusid pesta. 2) Me vajame enam inglise keele raamatuid. 3) Ta on rahul oma tööga. 4) Me sõitsime maale rongiga. 5) Caleb vaatas oma vana palitut. 6) Lapsed kuulasid juttu. 7) Õpilane ei suutnud vastata küsimusele. 8) Ta kohtas oma onupoega tänaval.

V. Complete the following sentences by adding adverbials of place or time —

1) My father went 2) Boys and girls go 3) I telephoned to my mother 4) They like to swim 5) We live 6) Let us go for a walk 7) We spent three weeks at a collective farm 8) They were

VI. Bertha Plummer tells about herself —

(My name is I live)

Grammar Exercises.

I. Arrange²⁾ the following words so as to make two correct English sentences out of each group, each with a different meaning —

Example. Leo, home, Eve, before, came.

(1) Leo came home before Eve.

(2) Eve came home before Leo.

1) the sun, the wind, to, 3) the boy, at once, you, to,
talked, one day. speak, must.

2) stronger, the boy, the 4) their copy-books, yester-
girl, than, was. day, the pupils, the teacher, gave

II. Make the following sentences negative³⁾ if they are affirmative⁴⁾, and affirmative if they are negative —

1) The pupil did not answer the teacher's question. 2) I was sitting in the train at five o'clock yesterday. 3) He goes to the cinema every Sunday. 4) The wind blew hard that day.

III. Make the following sentences interrogative⁵⁾ if they are declarative⁶⁾, and declarative if they are interrogative —

¹⁾ construction [kən'strʌkʃn] konstruktsioon, ehitus

²⁾ arrange [ə'reɪndʒ] korraldage

³⁾ negative ['negətɪv] eitav

⁴⁾ affirmative [ə'færmətɪv] jaatav

⁵⁾ interrogative [ɪntə'rɒgətɪv] küsiv

⁶⁾ declarative [dɪ'klærətɪv] jutustav

- 1) Did he see the new portrait of Comrade Stalin? 2) The pupil is standing at the blackboard. 3) She likes her new box of paints. 4) They were not having lunch at half past one. 5) Are you not ready to go to school? 6) You must go home at once.

IV. Fill in the blanks with the correct tense (Past or Past Continuous) of the verbs in the margin —

- | | |
|---|-----------------------|
| 1) She ... in while I ... my homework. | come, do |
| 2) I ... among my books, but I ... find the one I | look, not+can
want |
| 3) I ... your mother when I ... to school, but she ... me. | meet, go
not+see |
| 4) They ... through the forest at 8 o'clock in the evening. | go |
| 5) At that time we ... in the river near the camp. | bathe |
| 6) When the camp fire ... brightly, all the pioneers ... down round it and ... to sing. | burn
sit, begin |

V. Fill in the blanks with the correct tense (Present, Present Continuous, Future) of the verbs in the margin —

- | | |
|--|--------------|
| 1) If you ... back in half an hour, I ... ready. | come, be |
| 2) She must buy some buttons; there ... only six here and she ... eight. | be
need |
| 3) She always ... to bed about 10 o'clock. | go |
| 4) ... you ... to school now? | go |
| 5) I ... happy only when I ... home. | be, be |
| 6) I ... that story. | not+know |
| 7) ... you ... the birds? How pleasantly they ... | hear
sing |
| 8) If he ... Eve, he ... her about it. | see, tell |

VI. Translate into English —

- 1) „Olete valmis?“ küsis ta. 2) Ma lõpetan varsti oma kodutöö. 3) On teil viljapuid aias? 4) Leo läks kooli, kui teie nägite teda. 5) Tal on kaks uut sõpra. 6) Kas Mary tunneb teda? 7) Kas olete kodus kell 6? 8) Mis teeb Tom praegu? 9) Leo on Eve onupoeg. 10) Ma mõtlen, et ta on söögitoas. 11) Kas teete seda minu pärast? 12) Enamik puid ei oma talvel lehti.

VII. When you have translated the above sentences, underline all the notional verbs with one line, the auxiliary verbs with two lines and the link-verbs with three lines.

VIII. Make the italicized words in the following sentences plural. Don't forget to make the other necessary changes —

- 1) The *child's* book was on the table. 2) Is your *sister's* baby a boy or a girl? 3) This *knife* is too small. 4) A *goose* has short legs. 5) A *mouse* has a long tail. 6) That *man's* face is very kind. 7) He often talks about a *hero* of the Great Patriotic War.

IX. Translate into English —

- 1) Mul on uus raamat nõukogude kangelastest. See on väga huvitav. 2) Ma arvan, et vihma hakkab sadama. 3) On liiga hilja, et minna kinno. 4) Ta armastab istuda meie akna juures. Aknast me võime näha Punast väljakut. 5) Ta pani kaela oma pioneri-sidememe. See on uus. 6) „Mis ma nüüd pean tegema?“ ütles ta endamisi. 7) Kes kirjutab selle raamatu? 8) Poiss, kes seda ütles, on üks parimaid õpilasi meie klassis. 9) Kumba neist pliiatseist te tahate, rohelist või punast? 10) Pioneerid läksid jõe äärde ja pesid end. 11) Riee, mida ma vajan, peab olema kas must või pruun. 12) Kelle idee see oli?

X. When you have translated the above sentences, underline all the pronouns in them and state what kind they are.

XI. Fill in the correct form (positive, comparative or superlative) of the adjective or adverb in brackets —

- 1) Which of these exercises is the ... , the first or the second? (*difficult*) 2) Toomas's work was not so ... as Enn's. (*hard*) 3) Nobody worked ... at his English than Leo did. (*hard*) 4) Bob was ready ... than Tom was. (*soon*) 5) This lake is much ... than the one near our house. (*large*) 6) Caleb Plummer was not so ... as his daughter. (*clever*) 7) Of all the pupils, Enn speaks English ... (*correctly*) 8) The children were trying to see who could look ... (*funny*) 9) "I want to put on my ... dress," said the little girl. (*good*) 10) This is one of ... villages near Leningrad. (*beautiful*) 11) Which is ... day in the year? (*long*) 12) The ... the sun shone, the ... it became. (*bright, hot*) 13) Ring him up. That will be ... (*quick*) 14) Which of these flowers is the ... of all? (*pretty*) 15) The ... thing of all was that I was late for school. (*bad*)

XII. Fill in the blanks with words that are opposite in meaning to those italicized —

- 1) *Many* buses go along that street, but only ... along this one. 2) Sometimes I have *much* homework and other times only ... 3) There are only *a few* dishes to wash after breakfast, but after dinner there are ... 4) There was ... interesting news in yesterday's paper, but in today's there is only *a very little*.

XIII. Translate into English —

- 1) On teil puid maja ees? 2) Keegi ei teadnud, kust leida palli. 3) Tänan teid, mul on kõik, mida vajan. 4) Enn andis mulle õunu oma aiast. 5) Te leiate oma sullepea kuskilt toast. 6) Ma ei näinud seal kedagi, keda tunnen. 7) Mul ei ole aega oodata. 8) Ma ei näinud teda kuskil. 9) Kas vajate kedagi, kes teid aitaks? (et teid aidata) 10) Ma ei tea sellest midagi.

LESSON NINE.

ANDROCLES AND THE LION.

Once there was a slave in Carthage whose name was Androcles. His master was so cruel to him that he ran away. He hid himself in the forest, but he could find no **food** there and soon **became** very **weak**. One day he came to a large **cave**. He went **in**, lay **down** and soon **fell asleep**.

Suddenly Androcles heard a terrible **noise**. There was a **wild animal somewhere** near. He tried to **go away**, but at the **mouth** of the cave he met a great lion, which was roaring and making a terrible noise.

"It will kill me," cried Androcles in terror. "What shall I do?"

But to the slave's great **surprise**, the lion came slowly **towards** him. It did not **seem** to be **angry**. Then Androcles saw that it **limped**. He went up to the great animal, **lifted** its paw from the ground and looked at it. He saw a very large thorn in it. He pulled it out and **at once** the lion **felt** better. It began to jump about like a dog and licked the slave's hands and feet with joy.

Now Androcles was not afraid of the lion, and when night came, he lay down **beside** the lion in the cave, and they slept together. In the **day-time**, when the lion killed an animal for food, it always brought some to Androcles. For a few months the two friends lived together in the cave, and Androcles was very pleased with his new life.

But one day, when Androcles was walking about in the forest, some soldiers found him and took him back to his cruel master.

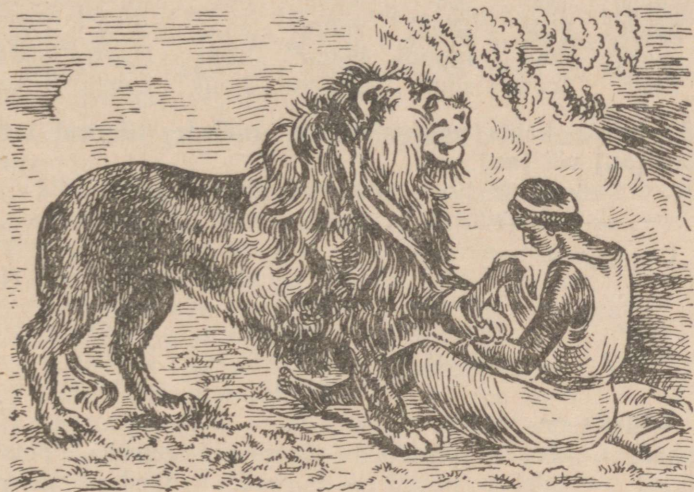
In those days a slave who ran away had to fight a hungry lion in the public arena. Thousands of people came to see the **fight**. Androcles stood in the **middle** of the arena and waited. In a minute there was a terrible **roar** and a lion ran in. In one **jump**

Exceptions — Androcles, governor, public.

it **reached** the slave. Then Androcles shouted not with terror, but with joy, **for** the lion lay down and began to lick his feet. It was his old friend, the lion of the cave.

The governor of Carthage then **ordered** Androcles to **explain** everything to the people. The slave told his story.

"This is the same lion," he said. "And we love each other like brothers."



The people were very pleased at the story and they asked the governor to let Androcles live.

"Live and be free," they shouted. "Live and be free."

Others shouted, "Let the lion be free too. Let the lion and the slave be free."

The governor of the town had to agree. "Go free," he said to Androcles, "and take the lion with you. You may have it."

Explanatory Notes.

became very weak jäi väga
nõrgaks
what shall I do? mis ma pean
tegema?
in the day-time päeval

the two friends mõlemad sõbrad
in those days tol ajal
in one jump ühe hüppega
let the lion be free laske lõvi
vabaks

Exercises on Rules of Reading and Spelling (§§ 60—72).

I. Lugada —

A. boil	coin	boy	veil	they	book	foot	too
oil	join	joy	vein	grey	look	good	zoo
soil	voice	toy	rein	prey	took	wood	soon
coil	noise	coy	skein	whely	hook	stood	moon

B. cause	saw	out	round	our	how	power
pause	paw	shout	sound	sour	now	tower
sauce	law	mouth	pound	hour	down	bower
Paul	draw	south	ground	flour	town	flower

II. Kirjutada kahte veergu sõnad, milledes digraaf *ow* loetakse kas [au] või [ou] —

snow, crowd, show, now, low, how, throw, town, al'low, know, grow, cow, down, own, slow, grown, row, be'low, known, blow.

III. Lugada —

valley	famous	colour	Moscow
alley	nervous	favour	yellow
volley	joyous	ardour	fellow
		odour	window

IV. Lugada —

tacked — tact	planned — planned	pined — pinned
missed — mist	hoped — hopped	filed — filled
trussed — trust	fused — fussed	liked — licked

V. Kirjutada kolme veergu järgnevad verbid, milledes lõpp *-ed* loetakse [d] või [t] —

begged, closed, camped, passed, worked, used, dressed, lived, filled, placed, stepped, washed, looked, caused, showed, snowed.

VI. Lugada järgnevad sõnarühmad, rõhutades omadussõna ja nimisõna —

a sunny morning, a long talk, a red cherry, an English book, a summer month, a strong body, a wooden house, an old man, a hard master, an ugly face, a bright material, a true picture.

the open window, the Arctic Ocean, the windy night, the young woman, the early visit, the late hour, the warm clothes, the icy water, the ugly picture, the sweet apple.

VII. Ülaltoodud sõnarühmade kriptutada alla määrav artikkel ühe joonega, kui ta loetakse [ði], ja kahe joonega, kui ta loetakse [ðə].

Exercises to the Text.

I. Answer the following questions —

- 1) What was Androcles? 2) Where did he live? 3) In what country was there once a town by the name of Carthage? 4) Why did Androcles run away? 5) Where did he hide himself? 6) Why did he soon become very weak? 7) Where did he fall asleep? 8) What did Androcles suddenly hear? 9) Why did he try to go away? 10) What did he meet at the mouth of the cave? 11) Did the lion seem to be angry? 12) What was there in the lion's paw? 13) Why did it limp? 14) What did Androcles do when he saw the thorn? 15) What did the lion do then?

II. Construct questions about the italicized part of the following sentences —

- 1) There was a *wild animal* somewhere near.
- 2) He met a great lion *at the mouth of the cave*.
- 3) *Androcles and the lion* soon became friends.
- 4) *For a few months* the friends lived together in the cave.
- 5) *Androcles* was very pleased with his new life.
- 6) One day *some soldiers* found Androcles.
- 7) Androcles had *to fight a hungry lion*.
- 8) *Thousands of people* came to see the fight.
- 9) Androcles stood *in the middle of the arena*.
- 10) Androcles shouted with joy, *for the lion lay down and began to lick his feet*.
- 11) The governor of Carthage ordered Androcles *to explain everything*.
- 12) He had *to agree to let Androcles and the lion go free*.

III. Give the Past Tense of the following verbs —

lie, fall, run, explain, hear, meet, see, go, feel, begin, tell, agree, make, try, go, come, hide, find, sleep, bring, take, stand.

IV. Correct the sense ¹⁾ of the following sentences by using antonyms instead of the italicized words —

- 1) Caleb Plummer was a *cruel* father.
- 2) If people have very little food, they become *strong*.
- 3) The lion is a *small* animal.
- 4) People usually work *at night*.
- 5) He was an *old* man about eighteen years old.
- 6) My dress is quite *old*. I bought it last week.

V. Fill in the blanks with the correct prepositions —

- 1) They walked for a few hours and then came ... an old house ... the middle ... the forest.
- 2) ... his great surprise the animal

¹⁾ sense mõte, tähendus

walked slowly ... him. 3) Don't be afraid, go up ... him and speak. 4) She lifted the child ... the floor. 5) ... a minute everyone was shouting ... joy at the news. 6) The lion licked Androcles ... a dog. 7) Sit down ... me and tell me your story. 8) Why are these people coming ... us?

VI. Fill in the blanks with suitable words from the text —

1) He was very sleepy, so he ... down on the sofa and ... at once. 2) She ... to be tired for she was walking very slowly. 3) "Is that true?" he asked in great ... 4) Don't make a ..., the baby is asleep. 5) I am ... with myself because I couldn't answer such an easy question. 6) Annie ... better now; she will come to school tomorrow. 7) He ... them to take the boxes to the station. 8) I ... that you were right and I was not.

VII. Read and translate into Estonian —

1) I 'know a 'boy² whose 'name is 'Michael¹).
 2) She was 'ill² and be'came 'very 'weak.¹
 3) "'What shall I 'do?" she cried.¹
 4) She was 'not 'smiling,² but she did 'not 'seem to be 'angry.¹
 5) An'drocles had to 'fight a 'hungry 'lion² in the 'public a'rena.¹
 6) "'Let the 'lion be 'free 'too!"¹ 'cried the 'people.¹
 7) They a'greed to 'come 'back² in a 'minute.¹

VIII. Translate into English —

1) Kuberner käskis Androklost seletada kõik. 2) Ohvitser andis Nõukogude soldatitele käsu tulistada sakslasi. 3) Mõlemad poisid aitasid teineteisel teha kodust ülesannet. 4) Las Tom vastab küsimusele. 5) Nad leppisid kokku, et kohtuvad kell 9. 6) Kas te nõustute minuga? 7) Lapsed karjusid rõõmu pärast. 8) Keset tuba oli suur laud. 9) Rong saabub (reach) Odessasse hommikul. 10) Kahe minuti pärast me jõuame majani.

IX. Imagine²) that you are Androcles. Tell your story. Begin like this —

My name is Androcles. I live in Carthage. Once I was a slave. My master was a very cruel man, so I ran away ...

Grammar Exercises (§§ 70—86, 205—207).

I. Make the following sentences (1) past, (2) future. Add the words *yesterday* or *tomorrow* according to the sense. Translate your sentences into Estonian (§ 78) —

¹) Michael [maikl], lühendatult Mike — Mihkel

²) imagine [i'mædʒin] kujutlege

1) I must go there. 2) He must go to the doctor. 3) He must wait for them.

II. Fill in the blanks with *can* or *may* (§ 71) —

1) ... you speak English? 2) I need a pencil. ... I take this one for a minute? 3) You ... come tomorrow at 5 o'clock, I shall not be busy then. 4) Enn ... draw pictures very well. 5) ... you come at 5 o'clock tomorrow? Please come if you are not busy. 6) ... anyone tell me who brought this present? 7) Give me your exercise-books; then you ... go home.

III. Fill in the blanks with the definite article where necessary (§§ 205—206) —

... USSR is a very large country. ... Siberia, ... Byelorussia, ... Kazakhstan, ... Ukraine and ... Crimea are all parts of our country. There are some very big rivers in ... Soviet Union, for example, ... Volga, ... Ob, and ... Lena. In ... United States of ... America, there are also some very large rivers, for example, ... Mississippi. There are some seas near our country, for example, ... White Sea and ... Black Sea. ... Odessa in ... Ukraine and Sevastopol in ... Crimea are on ... Black Sea.

IV. Fill in the definite or indefinite article (§ 207) —

1) My father is ... engineer. He works at ... factory¹⁾ in ... little town not far from Saratov. It is ... new factory, and it is ... very large one. My father helped to build ... factory.

2) At last Androcles found ... cave. He went in and lay down on ... ground. It was quite dark in ... cave and soon Androcles fell asleep. Suddenly he heard ... terrible roar. "What is that?" said ... slave in terror. "I am sure it is ... roar of ... lion. I must get out of ... cave." He went to ... mouth of ... cave and there he saw ... great animal. Yes, Androcles was right: ... animal at ... mouth of ... cave was really ... lion. "What shall I do?" said Androcles. "... lion will eat me."

LESSON TEN.

SCHOOL-FRIENDS.

A Dialogue.

(At 'school.¹ 'Eve 'Tanner and 'Lydia 'Mandri² are 'talking in the 'corridor² 'during the 'interval.¹)

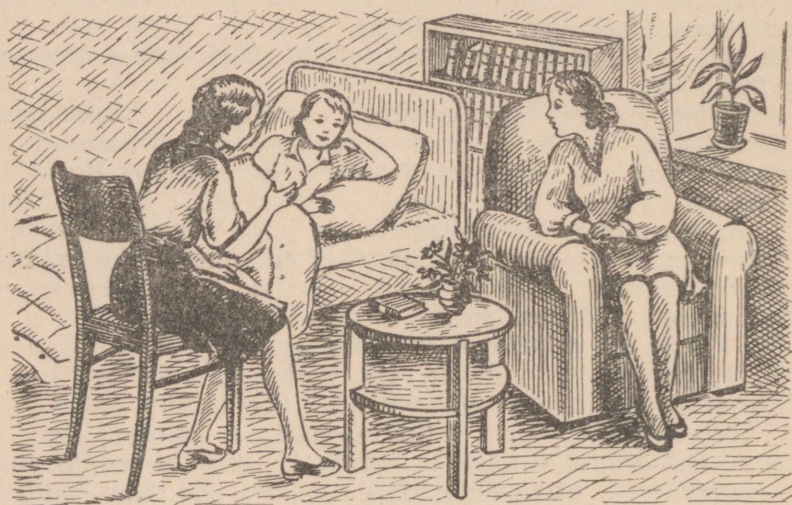
LYDIA: 'Annie 'isn't at 'school to'day.¹ I 'wonder 'why.¹ She is 'never 'absent.¹

Exceptions — busy, floor, lieutenant.

¹⁾ factory vabrik, tehas

EVE: Per'haps she's 'ill.¹ 'Let's 'go and 'see her after 'school.¹
'Do you 'know her ad'dress?²

LYDIA: 'No,¹ but I'm 'sure Comrade 'Tamm 'does.¹ 'Let's 'ask
her 'during the 'next 'interval.¹
(The 'bell 'rings² and the 'girls 'go into the 'class-
room.¹)
(An 'hour 'later.¹)



LYDIA (*'going 'up to Comrade 'Tamm, their 'teacher¹*): Comrade
'Tamm,¹ 'do you 'know 'Annie 'Miller's ad'dress?² She
is 'absent to'day² and Eve and I² should 'like to 'go and
'see her.¹

COMRADE TAMM: 'Yes,¹ she is 'ill.¹ Her 'mother 'came 'in² to
'tell me 'so² 'this 'morning.¹ The 'poor 'girl is 'all a'alone.¹
Her 'mother 'works till 'late 'this 'evening,² and her
'father,² a lieu'tenant in the 'Soviet 'Army,² is a'way from
'home.¹ I 'wanted to 'go and 'see her,¹ but I am 'too
'busy to'day.¹ If 'you 'two can 'go,² I shall be 'very 'glad.¹
She 'lives at '16 'Broad Street,² 'flat '9,² on the 'third
'floor.¹

EVE: 'Thank you 'very 'much, Comrade Tamm.¹ We shall
'certainly 'go.¹ (*To 'Lydia¹*) She 'lives 'quite 'near the
'school.¹ We 'needn't 'take a 'tram.¹ It's 'only a 'five
'minutes' 'walk from 'here.¹

(After 'school.¹ 'Eve and 'Lydia are 'walking a'long 'Broad Street.¹)

LYDIA: The 'odd 'numbers are on 'this 'side of the 'street,¹ 'see? ² (*She 'points to the 'number '3 on a 'house.¹*) We must 'cross the 'street.¹ Six'teen is an 'even 'number.¹

EVE: 'Yes.¹ (*They 'cross the 'street² and con'tinue on their 'way.¹*) 'Look!¹ 'This 'house is 'No. '10.¹ We shall 'have to 'cross 'that 'side-street,² and 'Annie's 'house will be in the 'next 'block.¹ 'Don't you 'think so?²

LYDIA: 'Do you 'think she will be in 'bed?²

EVE: 'Yes,¹ of 'course,¹ if she is 'really 'ill.² 'Here is 'No. '14,¹ 'Annie's is the 'next 'house.¹
(*They 'stop in 'front of 'No. '16² 'Broad Street.¹*)

LYDIA: There's 'only 'one 'doorway.¹ It must be 'here,² and 'up the 'stairs.¹ (*They 'go 'up the 'stairs² 'looking at the 'numbers of the 'flats.¹*)

EVE: 'Yes,¹ 'three 'flats on 'each 'floor.¹ 'No. '9 is on the 'third 'floor 'all 'right.¹ (*They 'reach the 'third 'floor and 'find 'No. '9.¹*)

LYDIA: 'There's the 'bell.¹ 'You 'ring,¹ 'will you?² I 'wonder 'who will 'open the 'door.¹
(*A 'voice from in'side¹*): 'Who's 'there?¹

EVE: 'That's 'Annie's 'voice.¹ 'May we 'come 'in, Annie?² We 'want to 'see you.¹ (*The 'door 'opens² and the 'girls 'see 'Annie² 'standing in the 'doorway² with a 'coat on 'top of her 'nightdress.¹ Her 'face is 'red and she 'looks 'very 'hot.¹*)

ANNIE: 'Oh,¹ 'come 'in, girls,¹ 'do!¹ I'm 'so 'glad to 'see you.² I'm 'all a'lone.¹

LYDIA (*'shutting the 'door¹*): 'You 'go 'back to 'bed at 'once, Annie.¹ We shall 'take 'off our 'things² and 'then 'come into your 'room.¹ (*'Annie 'goes.¹*)

EVE: She 'looks 'very 'ill,¹ 'don't you 'think so?² (*They 'go into 'Annie's 'room² and 'see her al'ready 'back in 'bed.¹*)

ANNIE: 'Sit 'down, girls, please.² There are 'plenty of 'chairs.¹ (*'Lydia 'sits 'down on a 'chair near the 'bed; 'Eve 'takes an 'arm-chair near the 'window.¹*)

(To be continued.)

Explanatory Notes.

<p>I wonder why ei tea (oleks huvitav teada), miks an hour later tund hiljem go and see her teda vaatama minema to tell me so mulle seda ütles is away from home on ära sõitnud till late this evening täna hilisõhtuni</p>	<p>Annie's is the next house Anne maja on järgmine we shall take off our things me võtame oma üliriided ära don't you think so? mis sa arvad? (eks ole nii?) she looks very hot on näha, et tal on palavik this morning täna hommikul</p>
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Exercises on Rules of Reading and Spelling (§§ 73—79).

I. Lugada —

A.	rain	chair	day	boat	boar	toe	low	lie	lies	lied
	pain	air	may	coat	oar	foe	blow	tie	ties	tied
	pail	pair	gay	road	roar	goes	snow	die	dies	died
	sail	fair	say	load	soar	floes	show	pie	tries	tried

B.	tea	hear	see	deer	feud	new	due	suit
	sea	ear	bee	beer	deuce	few	sue	fruit
	eat	near	meet	steer	feud	blew	blue	juice
	meat	dear	feet	sneer	deuce	drew	true	sluice

II. Kirjutada kahte veergu sõnad, milles digraafid on samaväärsed (1) II silbitüübi, (2) IV silbitüübi vokaalidega —

paint, sleep, speak, chair, May, soap, flow, aflow, afraid, air, dye, chew, rear, lie, fruit, pay, free, seat, toes, hear, teeth, steer, knew, beer.

III. Lugada —

A.	list — least	ill — eel	dip — deep	rich — reach
	it — eat	kill — keel	hit — heat	rid — read
	did — deed	mill — meal	cliff — leaf	slip — sleep
	sit — seat	fill — feel	live — leave	will — wheel

B.	marries	married	Willie	Sunday	captain	certain
	carries	carried	Annie	Monday	mountain	curtain

IV. Kirjutada kolme veergu sõnad, milles digraaf ea väljendab häälikuid [i:], [e] või [ə:] —

speak, head, learn, beat, deal, bread, early, seam, dead, team, earn, spread, beam, heard, eat.

V. Lugada järgnevad laused langeva intonatsiooniga —

- | | | |
|----|--|---|
| A. | I'm 'glad to 'hear it. ¹ | She's 'reading a 'book. ¹ |
| | I'm 'glad to 'see you. ¹ | He's 'writing a 'letter. ¹ |
| | The 'teacher is at 'home. ¹ | We're 'coming at 'once. ¹ |
| | It 'wasn't 'ready. ¹ | I 'can't under'stand it. ¹ |
| B. | 'Come 'in. ¹ 'Sit 'down. ¹ | 'Stand 'up. ¹ 'Go 'out. ¹ |
| | 'Close the 'door. ¹ | 'Come to the 'table. ¹ |
| | 'Open your 'books. ¹ | 'Read 'this 'story. ¹ |
| C. | 'How 'hot it is! ¹ | 'What a 'cold 'day! ¹ |
| | 'How 'late you are! ¹ | 'What 'fun! ¹ |

Exercises to the Text.

I. Answer the following questions —

1) When do Lydia and Eve speak to Comrade Tamm about Annie Miller? 2) How does Comrade Tamm know that Annie is ill? 3) What is Annie's address? 4) Why can't Comrade Tamm go to see Annie? 5) How far is Annie's home from the school? 6) Who rings the bell when the girls reach Annie's flat? 7) What does Eve say when Annie asks, "Who's there?" 8) What do the girls do before they go into Annie's room?

II. Answer the following questions —

e. g.¹) — (a) Who is Annie Miller? (She is Lydia's and Eve's friend.) (b) What is Annie Miller? (She is a schoolgirl.)

1) What is Annie Miller's father? 2) What is Enn Tammist's father? 3) What is Comrade Tamm? 4) Who is Comrade Tamm? 5) Who is Leo Tanner? 6) What are Leo Tanner and Peeter Raud? 7) Who is Peeter Raud?

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

1) I... who will get 5 for control-work²). 2) They... the station in plenty of time for the train. 3) What is the ... of your flat? Is it sixteen? 4) He came at... when I called him. 5) At school there is a short... after each lesson. 6) He... the street and walked along the other side. 7) I am sorry, but I am too... to go to the cinema with you today. 8) She... to a tall man walking

1) e. g. [i'r'dʒi:] = for example, näiteks

2) control-work [kən'troulwɜ:k] kontrolltöö

on the other side of the street and said, "That is my uncle".
9) The workers were very... before the Revolution, sometimes they couldn't even feed their children.

IV. Read and translate into Estonian —

1) "She does 'not 'know my ad'dress,¹ but I'm 'sure 'you 'do."¹

2) An 'hour 'later² they 'came 'back.¹

3) 'Annie was 'absent 'yesterday,² and she is 'absent a'gain to'day.¹

4) He 'told me 'so 'yesterday.¹

5) I was 'all a'one when she 'came 'in.¹

6) Her 'brother,² an 'officer in the 'Soviet 'Army,² is a'way from 'home.¹

7) 'Does he 'live at '10 'Gorky Street,² 'flat '14,² on the 'second 'floor?²

8) You 'needn't 'bring the 'book,² I 'don't 'need it 'now.²

9) "'May I 'take 'this 'book?"² — "'Certainly."¹

V. Translate into English —

1) On see tõesti tõsi? 2) Ta viitas põiktänavale, öeldes: „Ta elab kuskil sel tänaval.“ 3) Kui nad jõudsid jõe äärde, nad istusid ja hakkasid sööma oma keskpäeva-einet (lunch). 4) Ei tea (oleks huvitav teada), kes on meie uus inglise keele õpetaja. 5) Mu isa on kodunt ära. 6) See on hea raamat, eks ole? 7) Ma ei ole kodus enne hilisõhtut. 8) Pange see tekk teiste peale. 9) Ta tuli tagasi kahe tunni pärast. 10) Me peame sõitma trammiga. On liiga hilja, et minna jalgsi.

VI. Tell everything that the girls do on their way to Annie's home. (Use the Present Tense.)

VII. Name all the clothes that you know.

VIII. Describe¹⁾ the way you go to school (or to a friend's house).

Begin in the following way:

When I go to school, I...

If I want to go to the house of my friend, I...

Use the following words —

along, street, cross, round, corner²⁾ (if you need it), walk, take the tram, address, floor, number, odd, even, path, doorway, stairs.

IX. Dramatize³⁾ the dialogue.

1) describe [dɪs'kraɪb] kirjeldage

2) corner nurk

3) dramatize ['dræmətaɪz] dramatiseerige

Grammar Exercises (§§ 56—57, 64, 208, 236—243).

I. Fill in the blanks with *anything, nothing, something* or *everything* (§ 192) —

1) There is ... on the floor; what is it? 2) I'm sure he will be able to do ... for you. 3) Can I do ... to help you? 4) Nobody knew ... about his plans. 5) I'm afraid I can do

II. Translate the following sentences into Estonian (§§ 56—57) —

1) Do come and see me, I'm all alone. 2) I don't know your cousin, but my brother does. 3) "Did you recognize your old school-friend?" — "Yes, I did." 4) I didn't cross the street, did you? 5) Help me with this exercise, Nina, do! 6) He did all the exercises correctly. 7) The first group of skiers didn't reach the village that day, but the second group did.

III. Translate the following sentences into Estonian (§§ 71, 73, 75) —

1) You needn't drink the coffee if you don't like it. 2) You mustn't be late. If you are late, you won't be able to see the film, and you will have to go home. 3) "May I have your English book?" — "No, you can't, I am reading it." 4) "May I speak to the director?" — "No, you can't. He is busy." 5) I must finish this book tomorrow. 6) I can come at 2 o'clock. 7) Tom may go to the cinema, but Leo mustn't, because he has too much homework. 8) You will have to get a ticket for Mike, but Bob is only four. You needn't get one for him."

IV. Fill in the blanks with *may, can, needn't* or *must* (§§ 71, 73, 75) —

1) You ... take a tram; the place is very far from here. 2) I ... skate and ski, but I ... n't play tennis. 3) "... I speak to you for a moment, Comrade Tamm?" "Yes, you" 4) She ... not sleep at night and ... go to the doctor. 5) "You ... buy any bread today," said my mother, "we have plenty for today." 6) We ... take a tram, the place is very near. 7) "... you come with me to the cinema on Sunday? Go and ask your mother if you... " 8) "... we walk there or ... we take a tram?"

V. Fill in the blanks with the definite article where necessary (§ 208) —

1) I shall go to ... bed at once as I am very tired. We had a long day at ... school today. 2) When I was in ... bed,

Mother came to talk to me. I asked her to sit down on ... bed. 3) I have a cat that likes to lie on ... bed in my room. Sometimes it even gets into ... bed and no one can see it. 4) Yesterday I was not well. I got up as usual, but Mother said, "I see that you are ill. Get back into ... bed at once. I won't let you go to ... school today. I shall go to ... school and tell your teacher that you can't come."

VI. Arrange the following words so as to make correct sentences (statements or commands) (§§ 236—238, 243) —

- 1) Annie's, yesterday afternoon, I, in, cousin, met, the park.
- 2) Two, on, put, your, tonight, blankets, bed.
- 3) Too, he, now, is, to speak, you, busy, to.
- 4) Two, the street, were, friends, along, walking, the, together.
- 5) For, today, don't, school, late, be.
- 6) In, come, half an hour, back.

LESSON ELEVEN.

SCHOOL-FRIENDS.

(Continued.)

LYDIA: 'What's the 'matter 'with you, Annie? ¹ You 'look 'so 'hot! ¹

ANNIE: 'Yes, ¹ I have 'fever. ¹ I 'hope it is 'only the 'grippe ¹ and 'not 'something 'worse. ¹ The 'doctor will 'come 'this 'evening, ¹ when 'Mother is at 'home. ¹

EVE: 'Can we 'do 'anything 'for you, Annie? ² Per'haps you would 'like some 'tea? ¹ 'I shall 'go and 'put 'on the 'kettle. ¹

ANNIE: 'Thank you 'so much. ² I am 'very 'thirsty, ¹ and 'tea is 'always the 'best 'thing when you are 'thirsty, ¹ 'isn't it? ¹ ('Eve 'goes to the 'kitchen. ¹)

LYDIA: Comrade 'Tamm 'wanted to 'come and 'see you, ¹ but she is 'too 'busy to'day. ¹

ANNIE: I am 'very 'fond of Comrade 'Tamm. ¹ 'She and 'Mother are 'old 'friends. ¹

EVE ('coming 'back from the 'kitchen ¹): The 'kettle will be 'boiling 'very 'soon. ¹ 'Where do you 'keep your 'cups and 'saucers, Annie? ¹

ANNIE: In the 'kitchen 'cupboard,² on the 'top 'shelf.¹ You'll 'find 'sugar,² 'milk² and 'biscuits² on the 'middle 'shelf,² and 'bread and 'butter 'too.¹ 'Have 'tea with me,¹ 'will you, girls?²

LYDIA: 'Thank you 'very 'much.¹ We should 'like to.¹ It's 'great 'fun to be a'alone² with'out 'any 'grown-'ups,¹ 'isn't it?¹

ANNIE: 'Yes,¹ when 'you're 'here;¹ but 'not when I'm 'quite a'alone, and 'ill 'too.¹
(*'Eve 'brings 'in the 'tea-things.*¹)



LYDIA: 'Can you 'read, Annie?² 'Do you 'need any 'books?²

ANNIE: I can 'read 'only a 'little.¹ I 'get a 'headache if I 'read 'much,² and a headache is 'still 'worse than 'fever.¹ But I should 'like some 'books.¹ 'Have you any 'interesting 'ones?²

LYDIA: 'Yes,¹ a 'few.¹ But I can 'bring you 'some from the 'library to'morrow,¹ if you 'like.²

ANNIE: 'Oh, 'do!¹ I shall be 'very 'grateful 'to you.¹ I 'haven't 'any 'new 'books 'just 'now.¹

Exceptions — biscuit, cupboard, headache, library, sugar.

- EVE: 'Who 'gets 'supper¹) when your 'mother 'comes 'home 'late?¹
- ANNIE: 'I 'usually 'do;¹ but 'Mother will 'have to 'get it to'night.¹ 'I 'can't.²
- EVE: 'What 'time does she 'come 'home?¹
- ANNIE: At 'half past 'nine.¹
- EVE: 'Lydia,¹ let 'us 'get 'supper for 'Annie's 'mother.¹ 'We can 'get 'everything 'ready²),² and 'when she 'comes² she will 'have to 'warm it,¹ 'that's 'all.²
- LYDIA: 'Yes,¹ 'let's.¹ 'What 'fun!¹
- ANNIE: 'Oh,¹ 'that's 'very 'nice of you.²
- LYDIA: 'That's 'nothing.² 'What shall we 'make for 'supper?¹
- ANNIE: 'Something 'not 'difficult.¹ 'What about 'vegetable 'soup² and 'boiled 'rice with 'butter?¹
- LYDIA: 'Good.¹ 'That's 'not 'difficult.²
- ANNIE: You'll 'find 'everything you 'need² in the 'kitchen 'cup-board.¹ The 'vegetables are on the 'bottom 'shelf² in a 'wooden 'box,¹ and the 'rice is on the 'second 'shelf.¹ There 'aren't 'many po'tatoes.¹ 'Put them 'all in the 'soup.¹
- EVE: We shall 'find 'everything,¹ I'm 'sure.¹
- LYDIA: We'll 'get the 'vegetables 'ready for the 'soup² and then the 'kettle will be 'boiling for 'tea.¹ (*They 'go to the 'kitchen.*¹)

Explanatory Notes.

- | | |
|------------------------------|--|
| What's the matter with you? | We can get everything ready |
| Mis teil viga? | me võime kõik valmis teha |
| the best thing to do | kõige parem |
| it's great fun on väga lõbus | What fun! kui lõbus (huvitav)! |
| if you like kui sa tahad | that's very nice of you see on väga kena teist |

Exercises on Rules of Reading and Spelling (§§ 80—87).

1. Lugada ja kirjutada kahte veergu sõnad, milledes kaks vokaali moodustavad (1) digraafi ja (2) juhusliku vokaalühendi —

¹) get supper = prepare supper

²) get everything ready = prepare everything

- A. toe, goer, goes, floe, poem, poet
- B. flies, flier, tie, pies, drier, trial, lion
- C. true, bluer, truest, dual, ruin
- D. tea, real, people, seat

II. Lugada —

- | | | | | | | | | |
|----|------|-------|-------|--------|------|--------|--|--|
| A. | find | child | high | fight | old | hold | | |
| | kind | mild | sigh | bright | told | fold | | |
| | bind | wild | sight | might | sold | older | | |
| | mind | mild | night | light | bold | folder | | |
| | hind | wild | right | tight | cold | colder | | |
-
- | | | | | | | | | | |
|----|------|-------|-------|------|--------|--------|-------|------|------|
| B. | all | salt | talk | calm | dance | can't | pass | ask | bath |
| | ball | malt | chalk | palm | chance | shan't | class | mask | path |
| | tall | false | walk | half | France | plant | glass | task | lath |

III. Kirjutada kahte veergu järgnevad sõnad, milledes täht *a* loetakse [ei] ja [a:] —

last, path, haste, father, lath, bathe, past, faster, change, caster, taste, rather, lathe, after, nasty, stranger, branch, paste, danger, fast.

IV. Kirjutada kahte veergu sõnad, milledes täht *a* loetakse [ɔ:] ja [ɔ] —

want, warm, wash, war, watch, wall, was, walk.

V. Kirjutada kahte veergu sõnad, milledes täht *o* loetakse [ə:] ja [ʌ] —

word, wonder, work, world, won, worry.

VI. Lugada järgnevad laused langeva intonatsiooniga —

- | | |
|-------------------------------------|----------------------------------|
| 'What's the time? ¹ | 'How do you 'do? ¹ |
| 'Where can I 'find it? ¹ | 'What's your 'name? ¹ |
| 'When are you 'going? ¹ | 'How 'old are you? ¹ |

VII. Lugada järgnevad laused tõusva intonatsiooniga —

- | | | |
|----|--|--|
| A. | 'Shall I 'read? ² | 'May we 'come 'in? ² |
| | 'Did you 'find him there? ² | 'Will he 'bring it? ² |
| | 'Must he 'go there? ² | 'Can he 'do that? ² |
| B. | 'Come 'in, please. ² | 'Sit 'down, please. ² |
| | 'Ring me 'up, please. ² | 'Give me your 'pen, please. ² |

Exercises to the Text.

I. Answer the following questions —

- 1) What is the matter with Annie?
- 2) When will the doctor come?
- 3) What is the best thing to drink when you are thirsty?

- 4) What does Eve do in the kitchen? 5) Where do the Millers keep their cups and saucers? 6) What do they keep on the middle shelf of the kitchen cupboard? 7) What is worse for Annie, fever or a headache? 8) Who usually gets dinner when Annie's mother comes home late? 9) What do the girls do to help Annie and her mother? 10) What will the girls put in the soup?

II. Fill in the blanks with suitable adjectives from those below —

- 1) Helen looks ... 2) Your new dress looks very 3) My mother looked ... when I told her what I wanted to do. 4) The Plummers' room looked very ... with all the wooden toys on the shelves around it. 5) You look ...; why don't you go to bed? 6) Annie looks ... today than she did yesterday. She really looks very 7) He is only fourteen, but he looks much

tired, funny, pretty, ill, older, surprised, sleepy, worse.

III. Fill in the blanks with the correct prepositions —

- 1) It is nice ... her to get tea for me. 2) We are very fond ... our pioneer leader. 3) Annie was very grateful ... me ... the magazine that I brought her. 4) The girls got dinner ... Annie's mother. 5) ... that time Annie's father was ... the front. 6) The pupils went ... the class-room. 7) He lives ... 25 Karl Marx Street, flat 15, ... the third floor, but he is away ... home just now. 8) She went back ... bed.

IV. Fill in the blanks with suitable words from the text —

- 1) When I am hungry I eat, and when I am ... I drink.
2) If you want to make tea or coffee, you must ... some water.
3) We keep dishes in a ... and books in a bookcase.
4) She is only sixteen, but she looks quite like a ...
5) I am very ... for your help; thank you very much.
6) The soup is already cold; let me ... it a little.
7) She is very ... of flowers and has a beautiful garden full of flowers in front of the house.

V. Read and translate into Estonian —

- 1) "What's the 'matter with your 'mother?"¹ She 'looks 'quite 'ill."¹ — "I'm 'sure she has the 'grippe¹ or 'something 'worse."¹
2) We 'keep our 'books in a 'bookcase² and on 'shelves.¹
3) "'May we have 'tea with you?"² — "'Certainly,¹ 'do, girls!"¹

- 4) 'I shall 'have to 'get 'dinner to'day² as 'Mother has 'fever.¹
- 5) "You will 'find the 'books you 'need² in my 'bag."¹
- 6) "I'm 'very 'fond of her,¹ and 'she 'likes 'me, 'too."¹
- 7) "'Oh,¹ 'that's 'very 'nice of you," she said.²

VI. Translate into English —

1) Mis tal viga on? Ta näib nii väsinud. 2) Pangem katel tulele ja joogem teed. 3) Pange need asjad kappi keskmisele riulile. 4) Kas ma teen praegu õhtusöögi valmis? Me läheme kinno täna õhtul. 5) Oli väga kena teist helistada mulle. Ma olen nii tänulik teile. 6) On väga lõbus käia liuväljal pärast kooli. 7) Kus te hoiate vanu ajalehti? 8) Kui lõbus! Ma tahaksin teha seda! 9) Kõige parem on sõita hommikul esimese rongiga. 10) Te võite õhtust süüa praegu, kui tahate.

VII. Describe everything that Eve does at Annie's flat.

VIII. Say what you must do when you get tea for somebody. Use the following words and expressions —

kitchen, put on the kettle, lay the table, tea-things, cups, saucers, plates, teaspoons, sugar, milk, biscuits, cut¹), bread, butter, when the kettle boils, make the tea, hungry, thirsty, sit down.

IX. Dramatize the dialogue.

Grammar Exercises (§§ 244—262, 209—218, 118).

I. Complete the question part of the following sentences (§§ 251—256), e. g. —

It 'isn't 'raining,¹ 'is it?²

You are 'coming 'home 'early to'night,¹ 'aren't you?²

1) It's not dangerous to swim in this river, ... it? 2) That is the kitchen, ... it? 3) You are ready, ... you? 4) We are not going to be late, ... we? 5) You are listening to me, ... you? 6) They are waiting for you, ... they? 7) He is very fond of her, ... he?

II. Arrange the following words so as to make correct sentences (questions, general or special) (§§ 244—250, 257—262) —

1) These, where, did, biscuits, you, nice, buy. 2) Home, tomorrow evening, will, at, you, be. 3) Old, you, how, are. 4) My,

¹) cut lõikama

who, sister's, found, pen. 5) About, yesterday, you, that, did, speak. 6) No, copy-book, why, there, name, is, on, this. 7) To, yesterday, Annie, you, speak, that, about, did. 8) This, is, without, copy-book, whose, a name.

III. Translate into English (§§ 71, 73, 75) —

1) Te peate talle jaama vastu minema. 2) Ei tarvitse soojendada suppi, see on veel üsna tuline. 3) Kas ta peab kogu aja voodis lamama või võib ta päeval üheks tunniks tõusta? 4) Ta ei või tõusta praegu. Ta võib tõusta alles siis, kui ma ütlen (teile). 5) Teil ei tarvitse mind oodata, ma tulen hilja. 6) Kas ma tohin aidata teid? 7) Mis ma võin teha teie heaks? 8) Ma võin tulla homme kell 6.

IV. Make the following sentences future (§§ 77—78) —

1) You must come to school early. 2) Leo can't come with us. 3) I must speak to your parents. 4) We had to take the morning train. 5) I could not go with them.

V. Fill in the blanks with the correct tense of the verbs in the margin (§ 106) —

1) When she . . . , she will have to warm the supper.	come
2) If you . . . me what to do, I shall get dinner for you.	tell
3) We shall go when Enn . . . ready.	be
4) I shall telephone to her when I . . . home.	come
5) Please tell me when you . . . news of him.	get
6) I shan't go to the concert if you . . . with me.	not + come
7) He will be surprised when he . . . you, I am sure.	see

VI. Make the italicized words in the following sentences plural and make all the other changes necessary (§§ 209—213) —

1) He has an *apple* and not a *pear*. 2) I have an English *book*. 3) The teacher gave me a *pencil*, not a *pen*. 4) I saw a little *boy*. 5) He was playing with a *kite* (not a *ball* or a *rope*) in the garden. 6) I found a *potato* on the floor and my mother told me to put it in the box.

VII. Put one line under the words used instead of the indefinite article and two lines under the definite article and those words

that are used instead of the definite article. Then carefully translate the sentences into Estonian (§§ 214—218) —

1) There is butter (and not tea) in this dish. 2) This bread is brown. 3) I like brown bread and my sister likes white bread. 4) Please pass me some bread. 5) Please buy me some sugar. 6) Did you buy the sugar (which I asked you to buy me)? 7) There is no sugar in this dish. 8) Here is your bread. 9) Do you like coffee? 10) Have you any tea? 11) Where is the soap? I want to wash my hands.

LESSON TWELVE.

THE 'WOLF IN 'SHEEP'S 'CLOTHING.

A 'wolf 'once 'saw some 'sheep² 'feeding at the 'foot of a 'hill.¹ 'Wanting to 'eat 'some of them,² he 'thought of a 'plan.¹ He 'put 'on the 'skin of a 'sheep,² and in 'this 'way,² 'going 'in a'mong the 'sheep,² he was 'able to 'kill 'many of them.¹ The 'shepherd did 'not 'recognize his 'enemy² be'cause he 'looked like a 'sheep.¹

"'Why do so 'many of my 'sheep disap'pear?"¹ he 'asked him'self.¹

'But,² as they con'tinued to disap'pear,² he be'came 'more 'watchful.¹ At 'last he 'saw the 'wolf.¹ 'Finding a 'thick 'rope,² he 'quickly 'threw it 'round the 'wolf's 'neck.¹ 'Then he 'took him to a 'tree² that 'grew at the 'top of the 'hill² and 'hanged him.¹

'Two 'other 'shepherds² were 'passing the 'place at 'that 'time,¹ and they were 'very 'much sur'prised² to 'see a 'sheep 'hanging from a 'tree² at the 'top of the 'hill.¹

"'What does 'that 'mean, brother?"¹ 'asked 'one of the 'men in sur'prise.¹ "'Is it 'possible that you 'hang 'sheep?"²

"'No,"¹ 'answered the 'shepherd,¹ "but I 'hang 'wolves when I 'catch them,² 'even if they are 'dressed in 'sheep's 'clothing."¹

When the 'two 'men under'stood their mis'take,² and 'saw that 'what the 'shepherd 'said was 'true,² they 'said:¹

"'You are 'quite 'right, brother.¹ The 'most 'dangerous 'enemies are 'those² who pre'tend to be 'friends."¹

Proverbs. No one is too old to learn.
It is never too late to learn.
Hear first and speak afterwards.

Exceptions — among, shepherd, wolf.

Explanatory Notes.

he thought of a plan ta mõtles välja plaani

Exercises on Rules of Reading and Spelling (§§ 88—97).

I. Lugeda —

A. Rõhk lõppsilbil:

understand	introduce	correspond	rearrange
undertake	interrupt	contradict	supervise

B. Rõhk lõpust teisel silbil:

remember	imagine	expensive	September	November
consider	continue	collective	December	October

C. Rõhk lõpust kolmandal silbil:

animal	family	yesterday	cardinal	numeral	poetry
hospital	victory	Saturday	circular	funeral	diamond
interval	enemy	holiday	article	unity	violet

D. Rõhk algsilbil:

nature — natural	circle — circular	music — musical
miner — mineral	organ — organize	unit — unity

II. Kirjutada ainsuse 3. pööre ajavormis (1) Present Tense, (2) Past Tense, (3) Present Participle —

pretend, organize, express, introduce, understand, invite, expect, invade, explore, invent, construct, examine, prepare.

III. Moodustada määrsõnad lõppliite *-ly* abil —

pretty, wonderful, happy, extensive, easy, cruel, careful, different.

IV. Moodustada nimisõnad lõppliite *-er* abil —

organize, open, invade, explore, carry, begin.

V. Kujundada nimisõnad, jättes ära liited *-ful* ja *-less* —

useful, helpless, beautiful, wonderful, useless, careful, penniless, careless, friendless.

VI. Lugeda laused —

A. She 'lives 'quite 'near the 'school.¹

We 'needn't 'take a 'tram.¹

It's 'only a 'five 'minutes' 'walk from 'here.¹

- B. 'Open the 'door,¹ 'will you? ²
'Ring me 'up,¹ 'will you? ²
'Have 'tea with me,¹ 'will you? ²

Exercises to the Text.

I. Answer the following questions —

- 1) What did a wolf once see? 2) What were the sheep doing?
3) What did the wolf want to do? 4) Why did the wolf think of a plan to catch some sheep? 5) Where did the wolf go in the skin of a sheep? 6) Why was he able to kill many of the sheep?
7) Why didn't the shepherd recognize his enemy? 8) Who was the shepherd's enemy? 9) What was the question the shepherd asked himself? 10) Why did he become more watchful? 11) What did the shepherd do with the thick rope he found? 12) What did he do then? 13) Who was passing the place at that time? 14) Why were these two shepherds surprised? 15) What question did one of them ask? 16) What answer did the shepherd give? 17) What did the other shepherds say when they saw that what the shepherd said was true?

II. Construct questions about the italicized parts of the following sentences —

- 1) *The shepherd's* enemy looked like a sheep.
2) The child was dressed in *its mother's* clothes.
3) *The two men* understood *their* mistake.
4) The baby looks like *its* father.
5) He pretended to be *my* friend, but he was *my* enemy.
6) The wolf pretended to be *the little cats'* mother.

III. Fill in the blanks with *very* or *very much* —

- 1) Caleb and his daughter were ... happy. 2) I should like ... to meet your brother. 3) We were ... surprised to hear the news.
4) I want ... to remain at home today. 5) It is ... possible that I shall go to Tartu next week.

IV. Fill in the blanks with the correct prepositions —

- 1) The sheep were feeding ... the foot ... a hill. 2) ... this way the wolf was able to kill many sheep. 3) Your sister is looking ... you. 4) Trees grew ... the top ... the hill. 5) We were skating ... that time. 6) The teacher thought ... a game that the pupils could play in English. 7) ... the books lying ... her table

there were a few English ones. 8) "Are you still ... Tallinn?" she said looking ... me ... surprise. "Didn't you go ... Haapsalu last week?" 9) A rope hung ... the wall.

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

- 1) She made no ... in her dictation.
- 2) Lions and tigers are ... animals.
- 3) The giraffe has a very long ... and so it can eat the leaves of high trees.
- 4) "Goodbye," he said and ... into the darkness. I never saw him again.
- 5) "Don't you ... me?" she asked. "I am your old friend Bertha." "Is it ...?" I asked in "You look quite different from my old friend." "Don't be ...," she answered. "The Germans nearly killed me."
- 6) The Soviet soldiers ... hand-grenades at the German tanks, and many of them began to burn.
- 7) This is the ... where the boy hid the banner from the fascists.

VI. Read and translate into Estonian —

- 1) 'Wanting to 'kill 'some of the 'sheep,² the 'wolf 'thought of a 'plan.¹
- 2) The 'shepherd 'took the 'wolf to a 'tree.¹
- 3) 'Is it 'possible that you 'read 'this 'thick 'book on 'Sunday?²
- 4) 'Take the 'books,¹ I 'don't 'need them.¹
- 5) They were 'passing the 'place at 'that 'time.¹
- 6) I 'saw that 'what he 'said was 'true.¹
- 7) "'Hang 'wolves when you 'catch them,² 'even if they are 'dressed in 'sheep's 'clothing," he said.¹

VII. Translate into English —

- 1) See, mis te räägite, on tõsi. 2) Laps oli haige, tal oli palavik. 3) Ta jätkas tööd. 4) Kõige ohtlikumad vaenlased on need, kes teesklevad, nagu oleksid nad sõbrad. 5) Meil on kodus paljud neist raamatuist. 6) Mõned neist loomadest on ohtlikud. 7) Lambanahast teeme mantleid, saapaid ja palju teisi asju. 8) Teades, et ma ootan teda, ta telefoneeris mulle.

VIII. Tell the story of the wolf in sheep's clothing.

IX. Make a picture in words, using the Present and the Present Continuous Tenses.

Begin: "It is a bright summer day in the country. I am sitting"

Use the following words —

field, hill, river, top, foot, sheep, grass, trees, feed, eat, dog, among, children, bathe, ball, throw, lunch, and any other words you like.

Grammar Exercises (§§ 263—272).

I. Fill in the blanks with *somewhere*, *anywhere* and *everywhere* (§ 195) —

1) We didn't go ... last Sunday. 2) You will find the book that you need ... among those on that shelf. 3) I couldn't find my English copy-book ... in my bag. 4) Apples do not grow ... in the USSR. 5) The wounded Soviet soldier gave the banner to a boy and told him to hide it "We shall come back," he said.

II. Change the italicized finite verbs into participles (§§ 271—272), e. g. —

A. The shepherd *found* a thick rope, and quickly threw it round the wolf's neck. — *Finding* a thick rope, the shepherd quickly threw it round the wolf's neck.

1) The wolf *wanted* to eat some of the sheep, so he thought of a plan.

2) The shepherd *took* the wolf to a tree, and hanged him.

3) The pupil *knew* that his friend had the book he needed, so he went to his friend's home.

B. A wolf once saw some sheep *which were feeding* at the foot of a hill. — A wolf once saw some sheep *feeding* at the foot of a hill.

1) The two shepherds saw a sheep *which was hanging* from a tree.

2) I looked through the window and saw a tall man *who was coming* to our house.

3) The children saw some Soviet Army tanks *which were moving* along the road to their village, and ran to meet them.

III. In the following passages ¹⁾ put one line under the indefinite article and under those words that are used instead of the indefinite article; put two lines under the definite article and under those words that are used instead of the definite article. Then

1) passage [ˈpæsɪdʒ] löige

translate the whole passage carefully¹⁾ into Estonian (§§ 209—213) —

A wolf once saw some sheep feeding at the foot of a hill. As there was a shepherd there, he was afraid to go near them. "I should like to eat a sheep," he said to himself, "I am very hungry, but I am afraid of that man." Then he thought of a plan. Here is his plan. He got the skin of a sheep and put it on, saying to himself, "The man, who is my enemy, will not recognize me because I look like a sheep. I shall go and kill many sheep and have a great feast²⁾." The wolf had a great feast, because the shepherd did not recognize his enemy at first. But at last the shepherd saw the wolf. He threw a rope round the animal's neck and caught him. There were some trees at the top of the hill, so the shepherd took the wolf there, and hanged him on a tree.

IV. State which of the following sentences are compound and which are complex. Underline the conjunctive words (§§ 263—265) —

1) That is the man whom I mean. 2) School boys and girls on the collective farms helped to do the work of the men who were at the front. 3) Bertha Plummer did not know that the man for whom they worked was hard and cruel. 4) She was making a doll's dress and he was painting a doll's house. 5) Mr. Tackleton couldn't sing when he worked. 6) School was over and these Lithuanian children were spending their holidays in the country. 7) The fire spread so quickly that the children had no time to go downstairs. 8) They ran in terror from one open window to another but they were afraid to jump. 9) While we were taking our coffee we listened to the news over the radio. 10) At the mouth of the cave there was a great lion which was roaring and making a terrible noise.

LESSON THIRTEEN.

DIFFERENT KINDS OF BUILDINGS.

'Thousands of 'years a'go² 'men did 'not 'live in 'houses² like 'those in 'which they 'live to'day.¹ 'Sometimes they 'lived in 'trees,¹ 'using the 'leaves² to 'keep the 'rain 'off.¹ In 'colder 'coun-

1) carefully hoolikalt

2) feast pidusöök

tries,² and in 'places where there were 'no 'trees,² they 'often 'lived in 'caves.¹ If they could 'not 'find a 'cave,² they 'made 'big 'holes² in the 'side of a 'hill.¹ They 'used 'pieces of 'wood and 'leaves² to 'make a 'kind of 'roof at the 'mouth.¹ In 'front of 'such 'cave 'homes,² 'these 'men of 'long a'go² had to 'build a 'wall of 'stones² to 'keep 'animals 'off.¹ 'Later² 'men 'learned to 'make 'houses of 'trees² in'stead of 'living in 'trees,¹ and to 'use 'dried 'mud for the 'walls² and 'grass for the 'roof.¹

In Egypt they became very clever in the use of dried mud from which they made **bricks**. The Egyptians dried their bricks in the sun, and soon they became **almost** as **hard** as stone. Then with these bricks they made houses and shops and even large **public buildings**. Some Egyptian buildings, **for example**, the pyramids, are still standing after many hundreds of years.

The Greeks learned to make buildings out of stone, buildings that were beautiful and **useful** at the same time. The Egyptians and the Romans built many fine public buildings too, but not one of them was so beautiful as the Parthenon in Athens.

About a hundred years ago, men found a new building material in the ground. They called it cement. Builders put cement, **sand** and water together to make **concrete**, a material which is as strong as stone. Today men build **roads, bridges**, shops and large public buildings of concrete. Concrete is **cheaper** than bricks. It is easier to build with concrete than with stone. Concrete does not burn like wood. Then it is possible to make concrete grey, **pink**, yellow, or any other colour. So it is easy to understand why concrete is now taking the place of more **expensive** building materials.

Proverbs. Everything must have a beginning.
Great things have small beginnings.

Explanatory Notes.

today *siin* tänapäeval
these men of long ago need
endiste aegade inimesed
it is easy on kerge

they became very clever nad
muutusid väga osavaks
put together segama
it is possible on võimalik

Exceptions — almost, Athens, build, built, example, piece, use, useful.

Exercises on Rules of Reading and Spelling

(§§ 98—108, 151).

I. Liigitada järgnevad sõnad näidisekohaselt, arvestades rõhulist silpi —

Rõhuline silp			
Kinnine	Lahtine	r vokaali järel	r vokaalide vahel
assistant	excited	according	desiring

important, inventor, explorer, pretending, preparing, decided, overturn, introduce, understand, overtake.

II. Kirjutada kolme veergu sõnad, milledes esimese rõhulise silbi täishäälik loetakse vastavalt I silbitüübile, II silbitüübile ja III silbitüübile —

adjective, definite, diamond, family, Germany, possible, unity, recognize, Parthenon, opposite, violet, circular, numeral, terrible.

III. Lugeda —

translation	invention	position	e,xami'nation
dictation	collection	condition	i,magi'nation
formation	conjunction	petition	,hesi'tation

IV. Kirjutada kahte veergu sõnad, millede esimene rõhuta silp loetakse [i] ja [ə] —

discover, surround, arrange, exception, construction, perfection, suspended, excited, assistant, surprising, important, according, professor, succeeded, description, inventor, correction.

V. Kirjutada kolme veergu sõnad, milledes rõhujärgne silp loetakse [ə], [i] ja [ju(:)] —

communist, accurate, Italy, elephant, typical, cinema, industry, opposite, absolute, calendar, Canada, syllable, possible, formula, difficult, consonant, enemy.

VI. Lugeda järgnevad laused —

A. 'Ann 'lives on the 'third 'floor.

'How 'ill she looks! ¹

'Go to 'bed at 'once, Annie.¹

'Who is on 'duty to'day? ¹

- B. 'Shall we 'go by 'tram? 2
 'May I 'have 'this 'newspaper? 2
 'Will you 'pass me the 'sugar, please.2
 'Can you 'tell me the 'time? 2

Exercises to the Text.

I. Answer the following questions —

- 1) What did men live in thousands of years ago? 2) What did they often do if they could not find a cave? 3) What did they put on top of these holes to make a roof? 4) Why did cave men 1) build a wall of stones in front of their caves? 5) What building materials did men first use? 6) What did the Egyptians make bricks from? 7) How did they dry their bricks? 8) How hard were their bricks? 9) What Egyptian buildings are still standing? 10) What building material did the Greeks use? 11) Where is the Parthenon? 12) Where does cement come from?

II. Construct questions asking about the italicized parts of the following sentences —

- 1) They used the leaves *to keep the rain off*.
 2) They called this new building material *cement*.
 3) Concrete is now taking the place of *more expensive building materials*.
 4) The Romans built *many fine public buildings*.
 5) *The Egyptians* built the pyramids.
 6) *Concrete* is cheaper than bricks.

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

- 1) Once men could not cross wide rivers, but now engineers can ... a ... over the widest river. 2) This ... goes all the way from Tallinn to Narva. 3) His fourteenth birthday is the day after tomorrow, so he is ... fourteen now. 4) ..., ..., ... and ... are all building materials.

IV. Complete the following sentences by using a suitable group of words from below —

- 1) Men made houses of trees instead of ... 2) We took a tram instead of ... 3) Instead of ..., they made it of concrete. 4) Instead of ..., he went to see his friend.

*walking to the station; going home early that evening;
 living in trees; building the house of stone.*

1) cave men koopaelanikud

V. Fill in the blanks with words opposite in meaning to those italicized —

- 1) Some books are *cheap*, but others are quite
- 2) These exercises are not at all ¹⁾ *difficult*; in fact they are quite
- 3) A German dictionary ²⁾ is *useless* to me, as I don't know the language, but an English one will be very

VI. Read and translate into Estonian —

- 1) I 'met 'Eve at the 'cinema ² 'two 'days a'go.¹
- 2) She 'sometimes 'comes to 'see me,² but 'not 'very 'often.¹
- 3) They 'planted 'trees ² to 'keep the 'wind 'off.¹
- 4) They 'shut the 'door ² to 'keep the 'wind 'out.¹
- 5) He 'went to the 'skating-rink ² in'stead of 'learning his 'lessons.¹
- 6) 'Bertha was 'very 'clever ² at 'making 'toys.¹
- 7) She is 'beautiful ² and at the 'same 'time 'very 'clever.¹
- 8) It is 'easy to under'stand ² why 'everybody is 'fond of her.¹
- 9) I shall 'have to 'go there at 'once.¹

VII. Translate into English —

- 1) Pange mantel selga, see kaitseb teid vihma eest. 2) Selle asemel et helistada, ta kirjutas mulle. 3) Kuivatatud savi ei ole nii hea seinte jaoks kui tsement. 4) See harjutus on sama kerge kui teised (*as others were*). 5) Laagri ligidal oli väike mets. 6) Nad ehitasid puumaju, sest seal oli palju metsa. 7) Ma lähen leiba ostma. Võin osta ka teile, kui soovite. 8) See pliiaats asendab (tulevik) vana, mis on liiga lühike. 9) Nad pidid ehitama silla üle jõe. 10) Odavam ja kergem on ehitada maju betoonist kui telliskivist.

Grammar Exercises (§§ 87—102).

I. Fill in the blanks with a suitable present or past participle used as an adjective from those below (§ 97) —

- 1) ... fruit and vegetables are very useful. 2) The other two shepherds did not know that the ... sheep was really a wolf.
- 3) There were many ... wooden toys on the shelves in the Plummers' living-room. 4) He came to school with a ... head.
- 5) Thanks to ³⁾ the Soviet Army there are now no more ... fascists in our country. 6) On Victory Day the streets were full

1) **not at all** ... sugugi mitte ...

2) **dictionary** ['dikʃənri] sõnaraamat

3) **thanks to** tänu

of ... people. 7) She put the ... child on the bed. 8) Look at all the ... birds. 9) Never jump on to a ... train.

hanged, bandaged, dried, hated, painted, smiling, flying, sleeping, moving.

II. State whether the *-ing*-forms in the following sentences are (1) present participles, (2) participles used as adjectives or (3) gerunds (§§ 98—102) —

1) Stop *running* in the corridor. 2) Out of the gate came a group of *running* children. 3) He walked there instead of *running* as I told him to, and of course, was late. 4) Who is that boy *running* along the street? 5) American people often call *talking* pictures "talkies". 6) *Talking* of books, I think most of you read too few books about travel. 7) Children learn very much by *talking* to people about their work. 8) We like *talking* to heroes of the Great Patriotic War.

III. Fill in the blanks with the indefinite article where necessary (§§ 211—214) —

1) The boy took ... stone and threw it over the bridge into the river.

2) In Greece¹⁾ there are not many trees and so the Greeks made their houses of ... stone or of ... dried mud.

3) When ... mud is dry²⁾ it is very hard.

4) The Egyptians made ... bricks out of ... mud.

5) In ... places where there are ... great forests as in Russia, for example, ... men build ... houses of ... wood.

6) There is ... beautiful wood not far from the city.

IV. Put the adverbs in brackets in the correct place in the sentence (§§ 238—239) —

1) The Egyptians dried their bricks in the sun. (*always*)
2) Very long ago, people lived in caves. (*often*) 3) I knew that he was your uncle. (*never*) 4) We go to school at 8 o'clock. (*usually*) 5) He is not late. (*often*) 6) I am in the train at that time. (*usually*) 7) I shall see him again. (*never*) 8) You will not be a school-boy. (*always*) 9) I do not meet him. (*often*) 10) I shall speak to him again. (*never*)

1) Greece [gri:s] Kreeka

2) dry kuiv

LESSON FOURTEEN.

SCHOOL-FRIENDS.

In Lesson Ten we met the school-friends Eve Tanner and Lydia Mandri. In fact we met Eve even earlier, in Lesson Six, for she is the cousin of Leo Tanner. If you remember, Eve and Lydia went to visit Annie Miller, the third member of the trio, who was ill. This lesson is the continuation of Lessons Ten and Eleven.

(The kitchen in Annie Miller's flat. Eve Tanner and Lydia Mandri are preparing vegetables for soup.)

EVE: 'Annie has a 'lot of 'books in her 'room,¹ 'hasn't she?²

LYDIA: 'Yes.¹ 'Do you 'think she has 'read them 'all?²

EVE: I 'think so.² I 'know she is 'fond of 'reading.¹ She has 'read Tol'stoy's "'War and 'Peace"² and 'Pushkin's "'Eu'gene O'negin".¹ I 'think she has 'read 'most of the 'Russian 'classics,¹ and be'sides 'that,² she 'knows 'many 'poems by 'heart.¹

LYDIA: I 'like 'English 'books 'very 'much.¹ I have 'read 'quite a 'lot of 'books by 'Dickens² and 'Jack 'London² and 'Fenimore 'Cooper¹ — in 'Estonian trans'lations, of 'course.¹

EVE: 'Who is 'Fenimore 'Cooper?¹ I have 'never 'heard of him.¹

LYDIA: 'Oh,¹ he is an A'merican 'writer² who 'wrote 'stories² about the 'Red 'Indians.¹ "'The 'Last of the 'Mohicans"² is his 'best-known 'novel.¹

EVE: 'Oh,¹ I have 'heard of 'that 'book.¹ 'Leo was 'talking a'bout it the 'other 'day.¹ I've 'read "'The 'Three Muske'teers",¹ 'That's by an 'English 'author,¹ 'isn't it?² I've for'gotten his 'name.¹

LYDIA: 'Oh, 'dear 'no!¹ "'The 'Three Muske'teers" is by Du'mas,¹ a 'well-known 'French 'writer² of the 'nineteenth 'century.¹ You are 'thinking of the 'picture² "'The 'Three Muske'teers"² that we 'saw at the 'cinema 'some 'time a'go,¹ 'aren't you?² 'That 'film is an A'merican 'one,¹ 'don't you re'member?² They 'all 'speak 'English 'in it² in'stead of 'French.¹

Exceptions — author, classics, forget, London, novel, pour, trio.

EVE: 'Yes,¹ I re'member 'very 'well.¹ 'Look,¹ the 'kettle's 'boiling.¹ 'Where's the 'salt?¹ 'Ah,¹ 'here it 'is.¹ (*Puts some in the 'saucepan.*¹) 'Now,² 'put the 'soup 'on² and 'let's 'go 'back to 'Annie² and 'have 'tea.¹ (*A 'few 'minutes 'later in 'Annie's 'room.*¹ 'Lydia is 'pouring 'out the 'tea.¹)

EVE: 'Lydia and I were 'talking about 'books, Annie.¹ You have 'read 'very 'many 'books,¹ 'haven't you? ²

ANNIE: 'Yes,¹ I 'have.¹ I'm 'very 'fond of 'reading¹ and 'Mother 'always 'buys me 'books² for 'birthday and 'New Year 'presents.¹

LYDIA: 'Have you 'heard the 'story of the 'two 'girls² who 'wanted to 'give a 'New Year 'present to a 'friend,² but they 'didn't 'know 'what to 'send? ²

ANNIE: 'No, I 'haven't.¹ 'Tell us.¹

LYDIA: 'One 'said,¹ "'Let's 'give her a 'clock or a 'watch."¹ "'What's the 'use of 'giving her a 'clock?"¹ 'said the 'other.¹ "'She 'doesn't 'want 'that.¹ She's 'got a 'clock.¹ And a 'watch is 'too ex'pensive.¹ I 'think we should 'send her a 'book."¹ "'But,"¹ 'said the 'first 'girl,¹ "she's 'got a 'book, 'too,¹ 'hasn't she?" ²

Explanatory Notes.

I think so	seda ma arvan	she's got = she has got
the other day	neil päevil, hiljuti	I think we should ... ma arvan,
what's the use of ...	mis kasu	et peaksime ...
on (pole mōtet) ...		

Exercises on Rules of Reading and Spelling

(§§ 109—114, 117—119, 123, 125, 132, 134—135).

I. Kirjutada eri veergudesse sõnad ühesuguste konsonanttähtede-
dega, mida ei loeta —

knife, autumn, write, whose, half, high, white, caught, column,
calf, wrong, know, whom, chalk, bomb, often, brought, talk,
palm, wring, stalk, knew, whole, writer, who, walk, bright, known,
listen, thought, why, eight.

II. Lugada —

- A. riff — rife — reef — roof — surf | telephone photograph
cliff — life — leaf — hoof — serf | telegraph elephant
- B. fill — file — feel — fool — fall
will — while — wheel — wool — wall
till — tile — teal — tool — tall
pill — pile — peal — pool — pall
- C. back — bake — beak — book — bark | ice face pence | music
lack — lake — leak — look — lark | nice lace fence | magic
- D. buzz breeze size | rise nose has his | hiss tense plus
fuzz freeze prize | wise rose as is | miss sense thus
- E. gave five serve solve | shelf — shelves knife — knives
cave drive nerve twelve | leaf — leaves wife — wives
- F. bag — badge egg — edge | page range damage
log — lodge leg — ledge | age strange cottage
jug — judge big — bridge | stage ar'range village

III. Moodustada mitmus —

flat, bench, bone, leaf, rope, page, song, stick, sled, sledge,
bag, tense, judge, face, road, dress, bridge, coat, dish, leg, fence,
flake, wave, knife.

IV. Lugada —

- 1) "Of 'course," he said,¹ "I'll 'go there at 'once."¹
- 2) "'No," he said,¹ "I've 'never 'been there."¹
- 3) "I've 'called 'several 'times," he said,¹ "and 'never 'found you there."¹
- 4) 'Then I 'went to 'bed,¹ for it was 'getting 'late.¹
- 5) 'Why did she 'come 'now,¹ when we are so 'busy?¹
- 6) He 'couldn't 'come,¹ as he was a 'way from 'home.¹
- 7) The 'sun was 'shining,¹ and 'everything 'looked 'bright.¹

Exercises to the Text.

I. Answer the following questions —

- 1) In what lesson did we first meet Eve Tanner?
- 2) What are Eve and Lydia doing in Annie's flat?
- 3) What do they talk about while they are preparing the vegetables?
- 4) What books has Arnie read besides "War and Peace" and "Eugene Onegin"?
- 5) Does Lydia like English books very much?
- 6) What kind of books does Lydia like very much?
- 7) Did Fenimore Cooper write books about Indians?
- 8) What kind of books did Fenimore Cooper write?
- 9) Who is Leo?
- 10) In what century did Dumas live?

II. Construct questions asking about the italicized parts of the following sentences —

- 1) Annie has *a lot of books*.
- 2) Lydia likes *English books*.
- 3) Leo was talking about "*The Last of the Mohicans*" the other day.
- 4) They saw "*The Three Musketeers*" at the cinema.
- 5) She knew *the poem* by heart.

III. Fill in the blanks with the correct prepositions —

- 1) Have you read "Peter the First" ... Alexei Tolstoy?
- 2) They went back ... Annie.
- 3) I know this story ... heart.
- 4) They went back ... Annie's room.
- 5) What shall we get her ... a birthday present?
- 6) Stone does not burn ... wood.
- 7) Engineers often build bridges ... concrete.
- 8) The pyramids are still standing ... many hundreds of years.
- 9) We like to have buildings beautiful and useful ... the same time.
- 10) The children were playing ... the sun.

IV. Fill in suitable words from the text —

- 1) My mother is a ... of the Communist Party and I am a ... of the Young Communist League.¹⁾
- 2) I shall never ... my first day at school.
- 3) Do you ... the name of the well-known American ... who wrote stories about Red Indians?
- 4) We now have good ... of many English books.
- 5) A ... is a hundred years.

V. Read and translate into Estonian —

- 1) 'Are you a 'member of the 'Young 'Communist 'League? ²
- 2) She has 'read a 'lot of 'English 'books ² in 'Russian 'translations.¹
- 3) I 'met her at my 'school-friend's 'house ² 'some 'time a'go.¹
- 4) "They 'haven't been 'here 'yet,¹ 'have they?" ²
- 5) She 'often 'came to 'visit me ² when I was 'ill.¹
- 6) The 'book "The 'Three Muske'teers" ² is by a 'French 'author,¹ 'isn't it? ²
- 7) He 'talked to me about 'this 'book ² the 'other 'day.¹
- 8) "What's the 'use of 'going 'there 'now? ¹ It's 'much 'too 'late," ¹
- 9) I 'think we should 'give her a 'nice 'book.¹

1) the Young Communist League [li:g] Kommunistlik Noorsoo Ühing

VI. Translate into English —

1) Ma ei tundnud Peetrit ära, kui nägin teda hiljuti. 2) Mõned pioneerid lugesid, teised mängisid mängu. 3) Nad kohtusid esmarkordselt pioneerilaagris. 4) Mis mõte on sinna praegu minna? On liiga hilja. 5) „Kas Ann on siin?“ — „Ma mõtlen, et on.“ 6) Ma nägin teda mõne päeva eest, möödunud kuu lõpul. 7) See on inglise film, kuid too oli ameerika. 8) Mis kasu on temaga rääkimisest? Ta ei saa midagi teha.

VII. Tell the story about the two girls who wanted to send a New Year present to a friend.

VIII. Dramatize the dialogue.

IX. Using the material¹⁾ of lessons 10, 11, 14, say all you can about Annie Miller, Eve Tanner and Lydia Mandri. (You may add anything you like from your own imagination²⁾; for instance³⁾ you may describe the appearance of each of the girls.)

X. Make four or more sentences about each of the writers mentioned⁴⁾ in this lesson (or any others you like) —

In what century did he live?

In what country did he live and in what language did he write?

What books did he write?

What books by him have you read?

Grammar Exercises (§§ 120—124, 69).

I. Make the following sentences negative, interrogative and negative-interrogative (§ 120—121) —

1) I have read this newspaper. 2) He has introduced his sister to me. 3) You have made a mistake. 4) She has seen the new picture at the cinema. 5) They have washed their hands. 6) We have finished our homework.

II. Complete the question part of the following sentences (§§ 251—256) —

1) You have read “Anna Karenina”, ...? 2) You haven't seen the picture yet, ...? 3) She hasn't got a clock, ...? 4) I have met you somewhere before, ...? 5) We have time to go home first, ...? 6) They haven't been here yet, ...? 7) You have put salt in the soup, ...?

1) material [mə'tiəriəl] materjal
2) imagination kujutlusvõime
3) for instance näiteks
4) mentioned ['menʃnd] mainitud

III. Fill in the blanks with the correct tense (§§ 121—124) —

“... you ... the new picture at the Udarnik Cinema?”	see
“No, I ... it yet, but I hope I ... to go next week. Is it easy to get tickets?” ¹⁾	not + see, can (Future)
“No, it is not, but if you ... in the morning, it is much easier. I ... yesterday morning and we ... our tickets in half an hour.”	go go get

IV. Translate into English (§§ 120—124) —

1) Kas olete kuulnud kuulsast (tuntud) ameerika kirjanikust Mark Twainist? 2) Kas olete kuulnud juttu kahest tütarlapsesest? 3) Ma ei tundnud teda ära, kui nägin teda eile. Ta on väga muutunud. 4) Ma ei ole veel lugenud seda raamatut. 5) Ma kirjutasin harjutuse. Kas pean selle andma teile? 6) Ma ei saa teile ütelda autori nime, ma olen selle unustanud.

V. Fill in the blanks with *should* or *must* (§ 69) —

1) “You ... not go out in the rain without a coat,” said Eve to Mary. 2) Lessons begin at nine o'clock; so everyone ... be here a few minutes before nine. 3) Everyone who goes in a tram or a train or a bus ... have a ticket. 4) You ... go to a pioneer camp in summer; you need country air. 5) I can't answer your question now; I ... speak to the director first. 6) “What do you think? ... I buy a red dress or a blue one for next summer?” “I think you ... get a blue one.” 7) ... we do this homework for tomorrow or for Monday?

LESSON FIFTEEN.

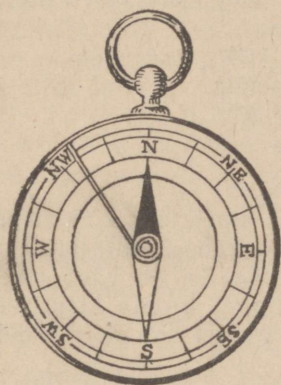
EXPLORING.

When a boy reads about Magellan, the first man to sail a ship round the world, or Marco Polo, who travelled overland to the Far East in the thirteenth century, or Papanin and his comrades at the North Pole, he will perhaps want to leave his home and explore the world.

There have been many great travellers who have learned to observe things for themselves and to depend on themselves in a

¹⁾ get tickets saama pileteid

difficulty. But there are other **explorers** who have never gone far from their **own** homes.



Schoolchildren can become explorers without leaving the **district** in which they live. People who observe their own home district **carefully** learn to understand better other parts of the world and the people who live there.

You will perhaps say, "Oh, I know all about my own village (or my own town)," — but *do* you?

Have you **ever** walked **right round** your village or your town? Do you know all the bridges over the rivers in your district? Where is the highest **point** near your school? How high is this point above sea level? Could you sit at your desk and make a very **simple** map of your village?

Have you ever looked at a **Government** map of your district? From one of these maps you will **probably** learn many new and interesting **facts** about places quite near your home. Get such a map of your own district and learn to read it, that is, to understand how map-makers show roads, **railways**, rivers, bridges, paths and other interesting facts. If you are a true explorer, you will not be happy **until** you have made a map of your own village.

In the Great Patriotic War, many school boys and girls were able to help the Soviet Army and the partisans because they knew their home district well. Many became **scouts** and **guides** because they knew how to observe things and were able to depend on themselves in a dangerous and **unknown** situation.

WIND AND WEATHER.

The 'South 'Wind² 'brings 'wet 'weather,¹

The 'North 'Wind² 'wet and 'cold to'gether.¹

The 'West 'Wind² 'always 'brings us 'rain,¹

The 'East 'Wind² 'blows it 'back a'gain.¹

Explanatory Notes.

in a **difficulty** raskes olukorras, raskuses
without leaving ... lahkumata
that is ... s. o.

Exceptions — ever, gone, government, level, observe, travel.

Exercises on Rules of Reading and Spelling

(§§ 115, 120, 127, 133, 146—147, 151).

I. Lugada —

- A. want — wane war — ware
 was — waste warm — ware
 squad — wave quarter — square
 won — wove word — wore
 wonder — woke work — wore
 worry — woe worm — swore
- B. paw — war — pause new — deuce — Eu'gene
 draw — ward — cause few — feud — Eu'phrates

II. Moodustada Past Tense —

hate, pick, warm, reach, hang, rob, skate, watch, fit, place, work, note, boil, drown, paint, change.

III. Lugada —

- A. picture nature | nation ex'ception E'gyptian
 torture future | station in'vention es'sential
- B. Russian — de'cision | of'ficial — mu'sician
 mission — di'vision | de'licious — sus'picion

IV. Anda iga sõna algvorm, jättes ära lõpud —

tries, easier, drying, days, marrying, happily, cried, armies, played, babies, carried, laziest, dutiful, crying, earlier, studying.

V. Lugada järgnevad sõnarühmad —

A. Rõhk nimisõnal —

at the station, at the theatre, at the lesson;
 in the sky, in the corner, in the world;
 on the ground, on the shelf, on the table.

B. Rõhk verbil ja nimisõnal —

send the letter, open the door, find the box, put them on the table, put them on the desk.

C. Rõhk asesõnal ja nimisõnal —

all the pupils, all the children, all the toys, all the books, all the pencils, all the pens.

VI. Lugada järgnevad laused —

- 1) "As to 'that,' he said,² "I'm 'not at 'all 'sure.'"¹
- 2) "'May I 'stay a 'little 'longer?" she asked.²
- 3) A 'wolf 'once 'saw some 'sheep² 'feeding at the 'foot of a 'hill.¹

4) 'Two 'other 'shepherds² were 'passing the 'place² at 'that 'time.¹

5) She 'thinks² that the 'rose-tree² is a 'present from her 'master.¹

6) 'That 'morning² they were 'playing 'games,² 'swimming² and 'running a'bout in the 'garden² as 'usual.¹

Exercises to the Text.

I. Answer the following questions —

1) Who was the first man to sail round the world? 2) How did Marco Polo travel to the Far East? 3) How did Papanin and his comrades go to the North Pole? 4) How did they come back to the USSR? 5) What do we call people who explore the world? 6) What must travellers and explorers learn to do? 7) What does a Government map of a district show? 8) Why were many school boys and girls able to help the Soviet Army and the partisans in the Great Patriotic War? 9) Why could many of them become scouts and guides?

II. Ask questions about the italicized parts of the following sentences —

1) *When a boy reads about Magellan, or Marco Polo, or Papanin,* he will perhaps want to explore the world.

2) From one of these maps you will probably learn *many new and interesting facts about places quite near your home.*

3) He knows *all the bridges across the rivers in his own home district.*

4) They all know *how map-makers show rivers, roads, railways, paths, bridges and other interesting facts.*

III. Translate the following sentences into English, using the preposition *without* followed by the *-ing*-form —

1) Õpilased võivad saada uurijaiks, lahkumata piirkonnast, milles nad elavad. 2) Ta lahkus toast sõna lausumata. 3) Ta möödus minust tänaval, mind ära tundmata. 4) Ta läks koju, ootamata oma venda.

IV. Fill in the blanks with suitable words from the text —

1) He found the place without any

2) A scout must be able to . . . on himself in any situation.

3) I shall . . . see him on Wednesday, but I am not quite sure.

- 4) The work is very ...; you will have no difficulty with it.
- 5) Potatoes grow very well in our
- 6) When you are learning a language you must... the words and sentences very carefully and remember them correctly.

V. Read and translate into Estonian —

- 1) 'Shall you be 'able to de'pend on your'self in a 'difficulty? ²
- 2) In 'what 'century ² did 'Marco 'Polo 'travel over'land to the 'Far 'East? ¹
- 3) 'This 'clever 'boy will be a 'true 'explorer; ¹ he has 'learned to ob'serve 'things for him'self. ¹
- 4) We can 'learn 'many 'new and 'interesting 'facts ² with'out 'leaving our 'own 'home 'district. ¹
- 5) You 'needn't 'take a 'tram; ¹ the 'place is 'quite 'near your 'house. ¹
- 6) She 'left the 'room ² with'out 'saying a'nother 'word. ¹
- 7) 'Have you 'ever 'heard about Ma'gellan? ²
- 8) He will 'not be 'happy ² until he 'gets 'this 'book. ¹

VI. Translate into English —

1) See on minu inglise keele raamat; ma otsin selle möödunud nädalal. 2) See koht (the place) on üsna lähedal meie majale. 3) Kas te võite usaldada end raskes olukorras? 4) Ta teab kõik omaenda piirkonnast. 6) Küla ei olnud suur ja me käisime selle kiiresti läbi. 7) Palun oodake siin, kuni ma tulen tagasi. 8) Ma ootan (tul.), kuni te lõpetate õppimise, siis läheme koos jalutama.

VII. Answer as many of the questions in the text as you can.

VIII. Speak or write about Papanin's expedition ¹⁾ to the North Pole —

(Where did some Soviet planes fly in the summer of 1937? Whom did they carry to the North Pole? Did the four men make a camp on the ice? What did they take with them? Did the planes fly back to Moscow? Did Papanin and his men live on the ice from May 21, 1937 to February 19, 1938? When they were on the ice, did they send news of themselves by radio all over the world? Did they send news of the weather over the North Pole? While they were on the ice, did some Soviet airmen fly to America? What were the names of those Soviet airmen? Did the news of the weather over the North Pole Station help those fliers? Did the four men learn much about the sea and

¹⁾ **expe'dition** ekspeditsioon, uurimisretk

the movement¹⁾ of the ice near the North Pole? Did they show that there was no dry land near the North Pole?)

Grammar Exercises (§ 133).

I. Fill in the blanks with the correct tense of the verbs in the margin (§§ 122—124) —

As you know, Russian people... always... be
great explorers. For example, Afanasy Nikitin ... travel
overland to Persia (Iran) and India in the fifteenth
century. He ... a book about the things he write, see
If we ... at a map of the North, we ... the names of
Russian explorers like Bering and Laptev. look, see
Early in the nineteenth century a number of²⁾
Russian explorers ... in the South Seas and in
the Antarctic³⁾. They ... important discoveries⁴⁾. make
Between 1871 and 1884 Miklukha-Maklai ... in
the South. He ... much about the people he ... travel,
with, and then ... about them. Many expeditions learn, meet
... different parts of Siberia and the Far East. write
explore

After the Great October Socialist Revolution,
our government... expeditions to all parts of send
our great country. Now we ... much more about know
our country than we ever ... before. ... you ... know, read
any books about Russia and Soviet explorers?

II. Put the following sentences into indirect speech. Do not change the tense of the verb *say* (§ 133), e. g. —

"I like your dress, Eve," she says. — She says she likes Eve's dress.

- 1) "You are quite right, Mary," he says.
- 2) "I shall certainly meet him at the station," Eve says.
- 3) "We have finished the exercises," the girls say to the teacher.
- 4) "I think that hat is too expensive for you," Lydia's mother says. "You must buy something cheaper."
- 5) "I have never been to the South," says Jane.

1) **movement** [ˈmʊvmənt] liikumine

2) **a number of** mitmed

3) **Ant'arctic** Antarktis, Lõunanabamaad

4) **dis'coveries** avastused

6) "I am sure your shoes are in the cupboard," says Leo's mother.

7) "I want to visit Enn tomorrow," says Leo.

III. Put the following sentences into indirect speech (§ 133), e. g. —

"Come in, Tom," he says. He *tells (asks)* Tom to come in.

"Don't talk, please," said the teacher to the boys. The teacher *asked (told)* the boys not to talk.

1) "Put on the kettle, Annie," said Annie's mother.

2) "Remain at home," she says to the little boy.

3) "Don't forget to bring me the magazine, Bob," said Michael.

4) "Please introduce me to your friend," says Enn's mother to her son.

5) "Don't pretend to be busy," says the boy's mother.

IV. Join the following simple sentences to make compound sentences. Use the conjunctions in brackets (§ 264) —

1) Some boys and girls like to read much. They sit out-of-doors. They read many books. (*so, and*) 2) They played games in the garden. They went for walks in the forest. (*or*) 3) The children at the camp *knew* of the treacherous invasion of *our* country by the German fascists. They did not know what it meant. (*but*) 4) I rang the bell. Enn's sister opened the door. (*and*)

LESSON SIXTEEN.

THE BLIND TOYMAKER.

(In Lessons Three and Four we read about Bertha Plummer, the blind toymaker, and her father Caleb. You remember how Caleb **deceived** his daughter. He never told her the **truth** when the truth was **unpleasant** or ugly. So poor Bertha thought that Mr. Tackleton, their master, was kind and good, when he was really hard and cruel.)

Now a very **sad** thing **happened**. As you know, Bertha **imagined** that Mr. Tackleton was full of **thought** and **care** for her, and she fell in love with him, not with him as he was, of course, but as she imagined he was. One day she heard that he was going **to get**

married. This news gave her so much **pain** that she could not hide it from her father.

“Great ‘heaven!” said he,¹ under‘standing the ‘truth at ‘once.¹ “‘Have I de‘ceived you,² my ‘poor ‘Bertha,² from the ‘time you were a ‘baby² ‘only to ‘break your ‘heart?”² ‘Bertha ‘said ‘nothing.¹ She was be‘ginning to under‘stand.¹ For ‘some ‘days ‘afterwards² she ‘went a‘bout² ‘sad and ‘silent.¹

“‘Bertha, my ‘dear,”¹ ‘said ‘Caleb at ‘last.¹ “I have ‘some-thing to ‘say to you.¹ ‘Hear me ‘kindly,¹ ‘**though** I have been ‘cruel to you.”¹

“‘Cruel to ‘me?² ‘You ‘cruel to ‘me?”² ‘cried ‘Bertha.²

“My ‘poor ‘one,¹ my ‘dear ‘blind ‘daughter,¹ the ‘eyes you ‘trusted² have been ‘false to you.¹ The ‘world in ‘which you ‘live² does ‘not e‘xist² as ‘I have ‘painted it.¹ I have **sur‘rounded** you with ‘fancies.”¹

“But ‘living ‘people are ‘not ‘fancies, Father;¹ you ‘cannot ‘change ‘them.”¹

“I have ‘done so, my ‘child.¹ The ‘man who is ‘getting ‘married to‘day² is ‘not the ‘man² you i‘magine he is.¹ He is a ‘hard ‘master to us ‘both,¹ ‘ugly² and as ‘hard and ‘heartless² as he can ‘be.”¹

“‘Oh, ‘heavens!¹ ‘How ‘blind I have ‘been!¹ ‘How ‘could you, Father,¹ de‘ceive me, and ‘I ‘so ‘helpless!”¹

‘Poor ‘Caleb ‘hung his ‘head.¹

“‘Answer me, Father,”¹ ‘said ‘Bertha.¹ “‘What is my ‘home ‘like?”¹

“A ‘poor ‘place, Bertha,¹ a ‘very ‘poor ‘place.”

“And the ‘presents of ‘which I have ‘been so ‘careful?”²

‘Caleb did ‘not ‘answer.¹

“I ‘see,¹ I under‘stand,”¹ ‘said ‘Bertha,¹ “and ‘now I am ‘looking at my ‘kind ‘loving ‘father.¹ ‘Tell me what ‘he is ‘like.”¹

“An ‘old ‘man, my ‘child,¹ ‘thin and ‘grey-‘haired,¹ a ‘poor, ‘tired ‘old ‘man.”¹

The ‘blind ‘girl ‘threw her‘self on the ‘floor in ‘front of him,² and ‘took his ‘grey ‘head in her ‘arms.¹ “I have been ‘blind,” she cried,¹ “‘now I ‘see.¹ I have ‘never ‘truly ‘seen my ‘father.¹ I have been ‘happy,¹ but I shall be ‘happier² ‘now that I ‘know what you are.¹ I am ‘not ‘blind, Father,² ‘any ‘longer.”¹

Exceptions — both, deceive, done, fancy, heaven, imagine, though, truth.

Explanatory Notes.

my poor one vaeseke
 what is my home like? missugune on mu kodu?

Exercises on Rules of Reading and Spelling.

I. Kirjutada kolme veergu järgnevad sõnarühmad, kus omastava käände lõpp 's loetakse [s], [z] või [iz] —

a girl's hat, a boy's cap, a cat's head, a wolf's neck, our mother's room, her children's toys, my baby's eyes, Michael's book, Jack's pencil, Thomas's parents.

II. Kirjutada algvorm muutelõputa —

likes, places, blocks, benches, barges, hopes, boys, dances, smokes, cries, wives, tenses, prices, cars, matches, boxes, cares, horses, foes, lies, bathes, draws, dresses, waves, skates, baths, tries, voices, cabs, days.

III. Kirjutada Present Participle —

read, beg, take, look, dry, hope, bark, mine, tie, stare, act, ride, lie, smoke, blow, hear, stop, pay, fire, roar.

IV. Liigitada järgnevad sõnad näidisekohaselt eri lahtritesse —

Sõna loetakse				
I tüübi järgi		II tüübi järgi		III tüübi järgi
Monograaf	Digraaf	Monograaf	Digraaf	r vokaali järel
pick	rook	Nile	deal, cool	dark

beef, tack, mark, mile, cliff, page, tool, peak, hoof, badge, serf, meal, knife, curl, take, large, look, mill.

V. Lugeda järgnevad verbid kolmes põhivormis —

do — did — done	throw — threw — thrown
go — went — gone	grow — grew — grown
be — was — been	know — knew — known
see — saw — seen	blow — blew — blown
draw — drew — drawn	fall — fell — fallen
fly — flew — flown	beat — beat — beaten
show — showed — shown	eat — ate — eaten
	give — gave — given

shake — shook — shaken
take — took — taken
write — wrote — written
drive — drove — driven
ride — rode — ridden
rise — rose — risen

VI. Lugada —

- 1) I 'know she is 'fond of 'reading.¹
- 2) I 'think she has 'read 'most of the 'Russian 'classics.¹
- 3) 'Jump,¹ 'jump!¹ 'Don't be a'fraid,¹ 'jump!¹
- 4) 'Look how 'bright the 'sky is.¹
- 5) 'What 'train shall we 'take to'morrow?¹
- 6) 'What 'time does she 'come 'home?¹
- 7) " 'What 'fun!" she said.¹
- 8) 'How 'glad I 'am to 'see you!¹

Exercises to the Text.

I. Answer the following questions —

- 1) What did Bertha Plummer imagine that Mr. Tackleton was?
- 2) What happened because she imagined Mr. Tackleton was full of thought and care for her?
- 3) What news did she hear one day?
- 4) Did this news give her pain because she loved him, or because she was sorry for the girl to whom he was going to get married?
- 5) Why couldn't Bertha hide her pain from her father?
- 6) Why did she go about sad and silent for some days afterwards?
- 7) What did Caleb say to his daughter at last?
- 8) Did the world in which Bertha lived exist as her father painted it?
- 9) Why did Caleb say, "The eyes you trusted have been false to you"?
- 10) What was Mr. Tackleton really like?
- 11) Was Caleb sorry when Bertha said, "How could you, Father, deceive me, and I so helpless"?
- 12) How do you know that?
- 13) What was Bertha's father really like?
- 14) Why did Bertha say, "I am not blind, Father, any longer"?

II. Make adjectives from the following nouns by adding the suffix *-ful* (= full of) —

care, help, use, joy, pain, beauty.

III. Make adjectives from the following nouns by adding the suffix *-less* (= without) —

care, help, mother, heart, father, pain, use.

IV. Fill in the correct adjectives from those below —

1) These exercises are very 2) How ... the trees are in spring with their young green leaves! 3) Please be ... with these cups and saucers. They break easily. 4) My daughter tries to help me in the kitchen, but sometimes she is ... and breaks dishes. 5) It is ... to go now, no one will be at home. 6) The fascists were very cruel in our towns and villages; they killed many ... babies and left others ... and ... 7) She has a very ... headache. It is ... to make her talk now. Let her lie quietly.

painful, beautiful, helpless, careful, fatherless, useful, motherless, heartless, careless, useless.

V. Fill in the correct prepositions —

1) This cup is full ... water. 2) She couldn't hide her pain ... her father. 3) ... the time I was a child ... last year I lived ... Leningrad. 4) Some children are cruel ... animals instead of being kind ... them. 5) Mr. Tackleton was a hard master ... the Plummers. 6) She is a good mother ... her children. 7) The girl sat ... the floor ... front ... her baby brother. 8) The mother took her baby ... her arms. 9) Why are they looking ... the roof ... the house?

VI. Fill in the blanks with suitable words from the text —

1) The town of Komsomolsk did not ... before the Great October Socialist Revolution.

2) "Keep ...," said the teacher. "I don't want any talking just now."

3) No one will ever forget what ... on the 22nd of June, 1941.

4) When he first came home from the hospital, he looked very ... but he soon became fatter¹⁾.

5) She was full of ... for her pupils.

6) Caleb loved his daughter very much; but once his kindness brought her much....

VII. Read and translate into Estonian —

1) 'Bertha 'Plummer 'fell in 'love with 'Mr. 'Tackleton, the 'toy-merchant.¹⁾

¹⁾ became fatter kosus (muutus tüsedamaks)

2) She i'magined² that he was 'full of 'thought and 'care 'for her.¹

3) " 'Didn't you 'know² that she was 'going to 'get 'married?"²

4) She 'trusted him,² 'though he was 'false to her.¹

5) He was 'hard and 'cruel to them 'both.¹

6) 'This 'news 'gave me 'much 'pain² and 'almost 'broke my 'heart.¹

7) When she 'heard 'that,² she was 'silent for 'some 'minutes.¹

8) He was a 'poor, 'tired 'old 'man,¹ 'thin and 'grey-'haired.¹

VIII. Translate into English —

1) Ma ei tunne end enam väsinuna. 2) Mul on teile midagi ütelda. 3) Ta mõtles, et ta isa on noor ja lõbus. 4) Ärge petke mind; ma olen kindel, et teie ei räägi õigust. 5) Ta ei ütelnud midagi. 6) Keegi ei kuulnud teda, kuigi ta hüüdis mitu korda.

IX. Memorize¹⁾ and dramatize the conversation between Caleb and Bertha.

X. Make a few sentences about Caleb Plummer. (Use the Past Tense.)

XI. Make a few sentences about Mr. Tackleton. (Use the Past Tense.)

XII. Describe Bertha —

(How old was she? Was she tall or short, fat²⁾ or thin? Was her face pleasant or unpleasant? Was her mouth small or large? Was her nose straight or turned-up³⁾, large or small? Were her blind eyes open or shut? If open, what colour were they? Was her hair long or short? What colour was it? Were her hands clever? What did she do with them? Was she gay and happy? Why?)

Grammar Exercises (§§ 134—135).

I. Change the following sentences into indirect speech. Do not change the tense of the verb *ask* (§ 134), e. g. —

"Why *do you continue* to deceive me?" asks the boy's mother. The boy's mother asks why *he continues* to deceive her.

1) memorize = learn by heart, õppige pähe

2) fat paks, tüse

3) turned-up ülespidi

- 1) "When did you study history¹⁾, Father?" asks the boy.
- 2) "What is the news?" she asks every day.
- 3) "Why am I so thirsty?" Tom asks.
- 4) "What have you prepared for dinner?" asks Annie's mother.
- 5) "Where did you put the milk?" asks Olga.
- 6) "Who has seen the monkeys at the Zoo?" asks the teacher.
- 7) "When do you go to bed?" the doctor asks me.
- 8) "What are you doing on Sunday?" Leo asks Peeter.
- 9) "What would you like to do during the holidays?" asks Lydia's mother.
- 10) "Who was the first man to sail round the world?" asks the teacher.

II. Change the following questions into indirect speech (§ 135), e. g. —

"Can Leo go to see Peeter?" Enn wonders.

Enn wonders *whether Leo can go to see Peeter.*

"Does Leo know that?" I ask.

I ask *whether Leo knows that.*

- 1) "Is it time to say good-bye?" she asks.
- 2) "Is there anyone at home?" I wonder.
- 3) "Have you had dinner?" she asks me.
- 4) "Will it rain?" I wonder.
- 5) "Have you time to help me with my homework, Mother?" the boy asks.
- 6) "Does it often snow in England in winter?" she asks the Englishman.
- 7) "Would you like to come with me, Annie?" she asks.
- 8) "Shall I get the vegetables ready for the soup?" asks Mary.

III. Fill in the correct tense (Present Perfect or Past) of the verbs in the margin (§§ 122—124) —

- | | |
|---|------------|
| 1) ... you ... your homework? | do |
| 2) ... you ... your homework this morning or last night? | do |
| 3) "The eyes that you false to you," said Caleb. | trust, be |
| 4) Bertha ... Caleb's eyes, and they ... false to her. | trust, be |
| 5) "I ... cruel to you, my dear daughter," said the old man. | be |
| 6) Caleb ... not really cruel to his daughter; he only ... to make her happy. | be
want |
| 7) "... you ... your face and hands? Are you ready for breakfast?" | wash |
| 8) ... you ... before breakfast? | wash |

1) **history** ajalugu

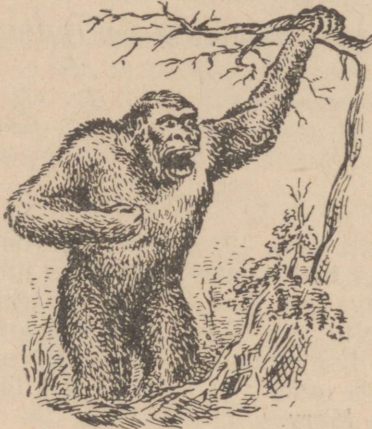
LESSON SEVENTEEN.

SOME WILD ANIMALS.

THE GORILLA.

Have you ever thought why animals are so different from one another? In Africa there is a kind of monkey which is called the

gorilla. A gorilla can walk on two legs and use its other two legs as arms. It has five toes on each foot and the toes on the front feet are almost like fingers.



It is interesting to study why the gorilla has had to stand on its back legs and use its front legs as arms and its toes as fingers.

Gorillas make their homes in tropical forests near rivers where the trees and bushes are very thick. So the best place for them to live is the tree tops. When a gorilla wants to go quickly from one

place to another, it travels along the branches, swinging itself from tree to tree. Living and travelling among trees, gorillas have had to use their bodies in different ways from many other animals. As a result, their bodies have become fitted for the kind of life they live. Gorillas are very large, strong animals, yet they eat only vegetable food, especially fruit and nuts.

THE TIGER.

In the forests of India there are not so many trees and the bushes are not so thick as they are in the hot wet parts of Africa. This kind of forest is called the jungle. The jungle is the home of the tiger. It is difficult for other animals to see the tiger as it makes its way through the long grass, because of the black and orange stripes on its body. With shining green eyes the tiger runs through the jungle-looking for food.

Exceptions — bush, mouse, orange, study.

The tiger, like the lion, kills and eats the weaker animals that live in and near the jungle. So it must be able to move without making a noise. It must also be able to jump very far **in order to** catch the animal it wants to kill. That is why the tiger has a body that can jump so far, legs that are so terribly strong, and **paws** that can walk so **quietly**.

As you see, the tiger's body, too, is also fitted for the kind of life it lives. It is the same with all wild animals. If an animal's body is not fitted for the kind of life it must live, it will **die** in the **struggle** for **existence**.



Proverbs. Nothing falls into the mouth of a sleeping fox.
It's a poor mouse that has only one hole.

Explanatory Notes.

which is called mida nimetatakse
make their homes elavad

Exercises on Rules of Reading and Spelling.

I. Kirjutada järgnevate nimisõnade mitmus —

hour, lady, paint, sofa, toy, tie, dress, mark, fox, march, fog, cart, shirt, hope, price, size, smile, act, tyre, nose, desk, day.

Liigitada kolme veergu nimisõnad, milledes lõpp **-(e)s** loetakse [s], [z] ja [iz].

II. Moodustada ajavormi Present Tense ainsuse 3. pööre —

try, count, work, smile, hope, go, hear, see, blow, lie, say, change, point, care, skate, catch, pay, turn, reach, play, dress.

Liigitada kolme veergu verbid, millede lõpp **-(e)s** loetakse [s], [z] ja [iz].

III. Kirjutada kolme veergu verbid, milledes lõpp **-ed** loetakse [t], [d] ja [id] —

dressed, cared, added, seemed, closed, tried, crossed, wanted, robbed, smiled, mixed, marched, worked, painted, died, reached,

turned, scored, warmed, packed, formed, played, judged, cried, roared, stopped, used, washed, cured.

Kirjutada nende verbide infinitiiv.

IV. Lugeda pōhivormid —

break	— broke	— broken	drink	— drank	— drunk
speak	— spoke	— spoken	sink	— sank	— sunk
choose	— chose	— chosen	sing	— sang	— sung
hide	— hid	— hidden	ring	— rang	— rung
forget	— forgot	— forgotten	begin	— began	— begun
tear	— tore	— torn	swim	— swam	— swum
wear	— wore	— worn			
bear	— bore	— born	come	— came	— come
lie	— lay	— lain	run	— ran	— run

V. Lugeda järgnevad sõnarühmad —

'better and 'better	'shut or 'open	'here and 'there
darker and darker	drink or eat	there and then
larger and larger	paper or ink	far and near
wider and wider	Peter or I	pure and clear

VI. Lugeda järgnevad laused —

- 1) 'Can you 'read, Annie?² 'Do you 'need any 'books?²
- 2) 'Is it 'possible that you 'hang 'sheep?²
- 3) 'Pass me the 'sugar, please.²
- 4) 'Come and 'see me 'soon.²
- 5) Her 'mother 'came 'in² and 'told me 'so² 'this 'morning.¹
- 6) I have 'read 'quite a 'lot of 'books by 'Dickens² and 'Jack 'London² and 'Fenimore 'Cooper.¹
- 7) It is 'Saturday after'noon² and 'school is 'over for the 'week.¹
- 8) He 'put 'on the 'skin of a 'sheep,² and in 'this 'way,² 'going 'in a'mong the 'sheep,² he was 'able to 'kill 'many of them.¹

Exercises to the Text.

I. Answer the following questions —

- 1) In what country does the gorilla live?
- 2) What kind of animal is the gorilla?
- 3) How does the gorilla walk?
- 4) How does it use its other two legs?
- 5) What are the toes on its front feet like?
- 6) Where do gorillas make their homes?
- 7) Why are the tree tops the best place for them to live?
- 8) How do

gorillas move from one place to another? 9) What kind of food do gorillas eat? 10) In what country does the tiger live? 11) What is the forest in India usually called? 12) Where do tigers make their homes? 13) Why is it difficult for other animals to see the tiger as it makes its way through the long grass? 14) What kind of eyes has the tiger? 15) What kind of food do tigers eat, meat or vegetable food? 16) Why must a tiger be able to jump very far?

II. Ask questions about the words that are attributes ¹⁾ in the following sentences, e. g. —

The tiger has terribly strong legs. *What kind of legs has the tiger?*

1) Gorillas eat vegetable food. 2) They are very large strong animals. 3) Gorillas make their homes in tropical forests. 4) The tiger has long black and orange stripes on its body. 5) It has a body that can jump very far.

III. Arrange the following words in pairs of antonyms —

live, difficult, front, unknown, easy, small, back, strong, peace, pleasant, weak, useful, die, remember, large, top, known, cheap, sad, unpleasant, war, useless, happy, forget, bottom, expensive.

IV. Translate into English using *without* followed by the *-ing*-form —

1) Keegi ei vōi saada head hinnet, ilma et ta õpiks hoolsasti. 2) Meie ei saa elada söömata ja joomata. 3) Ta kadus kellelegi sõna lausumata. 4) Vabandage, ma rääkisin mõtlematult.

V. Join the following sentences by changing the second sentence *without* followed by the *-ing*-form, e. g. —

The tiger can move quietly. *It does not make a noise.*

The tiger can move quietly *without making a noise.*

1) He went home. He did not find his copy-book. 2) We can learn English. We do not live in England. 3) He walked very quickly. He did not stop to rest.

VI. Fill in the blanks with suitable words from the text —

1) Don't make a ...; everyone is asleep. 2) The apples on the tree were very heavy and the ... broke. 3) ... are like small trees. 4) I like ... soup with very little water in it. 5) People eat many different kinds of ..., like meat, fish, bread, potatoes and vegetables. 6) Some ... animals, like lions and tigers, are terribly dangerous. 7) Many animals and plants die in the ... for existence.

¹⁾ **attribute** [ˈætrɪbjʊ:t] täiend

VII. Read and translate into Estonian —

- 1) His 'mother does 'not 'like the 'kind of 'life he 'lives.¹
- 2) 'What 'kind of 'monkey² did you 'see on 'Sunday?¹
- 3) Does she 'like 'this 'kind of 'book?²
- 4) We must be 'able to 'read and 'write 'English.¹
- 5) He 'made his 'way through the 'thick 'forest.¹
- 6) She 'left the 'room² with'out 'saying a'nother 'word.¹
- 7) 'Have you 'ever 'thought why 'English is 'difficult?²
- 8) 'Has the 'little 'girl 'ever 'been to the 'Zoo?²

VIII. Translate into English —

1) Kass püüab ja surmab linde ja väikesi loomi. Sellepärast ta liigubki nii tasa. 2) Esimesed inimesed tegid oma elamud puudele ja koobastesse. 3) Ta otsis raamatut raamatukapi ülemisel riiulil. 4) Kuigi gorillad söövad taimtoitu, on nad väga tugevad loomad. 5) Ta heitis magama väga hilja, sellepärast ta ei saanud tõusta hommikul ning hilines kooli. 6) Lapsed aitasid üksteisel riietuda. 7) Ta läks vaikselt, et mitte teha müra. 8) Nõukogude tankid tungisid läbi Saksamaa metsade.

IX. Speak about the elephant —

(In what countries do elephants live? Do they live in places where there is long grass and in forests where the trees and bushes are not thick? Which is larger, the Indian elephant or the African one? What kind of food do elephants eat? Do elephants move about in families? Do they all go together to drink in water-holes and rivers? Why is the elephant's skin so thick? Have you ever seen an elephant? Do people ride¹⁾ on elephants?)

X. Speak about the camel²⁾ —

(Do camels live in dry places in hot countries where there is much sand? Is there much or little water in such places? Is there much or little food? Can a camel go without food or water for a long time? Has a camel a hump³⁾ on its back? Have some camels two humps? Do camels carry water and food in their humps? Does the camel's hump get smaller if it has to go without food or water for a long time? What does this fact show? Do people ride on camels? Do they use camels to carry things from place to place?)

1) ride ratsutama

2) camel ['kæm(ə)] kaamel

3) hump küür

Grammar Exercises.

I. Change the following sentences into indirect speech. Do not change the tense of the verb *say* or *ask* (§§ 133—135) —

1) "Have the eyes you trusted been false to you?" asks Caleb.
2) "The world in which you live does not exist as I have painted it," says Caleb to his daughter. 3) "What is my home like?" Bertha asks. 4) "Now I am looking at my kind loving father," says the blind girl. 5) "Tell me what my father is like," she asks. 6) "I have been happy, but I shall be happier now that I know what you are," she says.

II. Fill in the blanks with the definite or indefinite article where necessary (§ 207) —

One day two English boys, who were ... friends of Darwin, the great naturalist¹⁾, wanted to make him laugh. They caught ... butterfly²⁾, ... grasshopper³⁾, ... beetle⁴⁾ and ... centipede⁵⁾, and out of them they made ... new bug⁶⁾. They took ... centipede's body, ... butterfly's wings, ... grasshopper's legs and ... beetle's head and glued⁷⁾ them all together. Then, with their new bug in ... box, they went to Darwin's room.

"We caught this bug in ... field," said one of them. "Can you tell us what it is?"

Darwin looked at ... bug and then at ... boys. He smiled and asked, "Did it hum⁸⁾ when you caught it?"

"Yes," they answered.

"Well, then," said Darwin, "it is ... humbug⁹⁾."

REVISION II.

Exercises on Rules of Reading and Spelling.

I. Teha tabel, nagu toodud lugemis- ja õigekirjutusreeglite all § 24, ja asetada vastavasse lahtritesse järgnevad sõnad —

1) **naturalist** ['nætʃərəlist] looduseurija

2) **butterfly** liblikas

3) **grass-hopper** rohutirts

4) **beetle** põrnikas

5) **centipede** ['sentipi:d] sadajalg

6) **bug** mardikas

7) **glue** kleepima

8) **hum** sumisema

9) **humbug** pettus, ninapidivedamine (*sõnademäng*: sumisev mardikas)

A. cook, coke, her, cap, size, dyke, cur, met, care, out, cut, tyre, mete, gyps, cape, sit, core, Byrd, cute, here, cock, coil, site, car, cord, our, sir, cure.

B. order, human, better, banter, sofa, during, cycle, person, dinner, parcel, tyrant, number, diner, parent, syntax, paper, era, offer, Peter, story, burden, spiral, dirty, myrtle.

II. Paigutada järgnevad sõnad näidisekohaselt tabelisse —

Ühesilbilised sõnad		Kaheasilbilised sõnad	
Kinnine silp	Lahtine silp	Rõhuline kinnine silp	Rõhuline lahtine silp
badge	page	apple	cable

tense, sledge, table, centre, bridge, twelve, ladle, judge, riddle, since, bugle, little, sense, range, pulse, ridge, jungle, solve, cycle, cripple, metre, battle, noble, struggle, change, sickle, twelve, pence, plunge, cage, candle, bottle, rifle, fence, twinkle, title, rage.

III. Kirjutada nelja veergu sõnad, millede rõhulise silbi vokaalid loetakse vastavalt I silbitüübile, II silbitüübile, III silbitüübile ja IV silbitüübile —

practical, colony, nursery, pyramid, victory, enemy, ornament, charity, possible, numeral, spherical, cardinal, summary, mineral, purity, mystery, attribute, probable, furious, cylinder, sensible, circular, natural, certainly, continent, origin, history, funeral, firmament, tyranny, sentiment, article, customer, furniture, family, formula, symphony, personal, criminal, regular.

Eelnevais sõnades kriipsutada alla rõhujärgsed lõppsilbid, mis väljendavad (1) vokaalhäälikut [ə] — ühe joonega, (2) vokaalhäälikut [i] — kahe joonega, (3) silpi moodustavaid konsonanthäälikuid [n] ja [l] — kolme joonega.

IV. Kirjutada kolme veergu järgnevad sõnad, milledes keskmine rõhujärgne silp väljendab (1) vokaalhäälikut [ə], (2) vokaalhäälikut [i], (3) konsonanthäälikuid [n] või [l] —

officer, Canada, interval, tendency, institute, probable, general, gentleman, cinema, Africa, recently, elephant, absolute, unity, settlement, elegant, openly, history, animal, spectacle, industry, certainty, energy, constancy, cavalry, suitable, different, factory, syllable.

V. Lugada järgnevad verbid —

make — made — made	lose — lost — lost
have — had — had	leave — left — left
sell — sold — sold	mean — meant — meant
tell — told — told	sleep — slept — slept
say — said — said	feel — felt — felt
hear — heard — heard	meet — met — met
feed — fed — fed	sit — sat — sat
lead — led — led	shoot — shot — shot
read — read — read	get — got — got
hold — held — held	fight — fought — fought
stand — stood — stood	
find — found — found	

think — thought — thought

bring — brought — brought

buy — bought — bought

teach — taught — taught

catch — caught — caught

shut — shut — shut

cut — cut — cut

put — put — put

let — let — let

set — set — set

VI. Kirjutada iga sõna algvorm, jättes ära lõpu —

A. facts, dresses, armies, knives, hares, toys, squires, parties, toes, years, barges, losses, cages, clouds, birches, faces, sleeves, apples, nerves, places, torches, bridges.

B. boils, marches, changes, bathes, tries, judges, sees, hopes, cares, plays, roars, ties, skates, frees, flies, passes.

C. curving, choosing, printing, voting, raising, leaving, changing, sharing, shutting, loading, sleeping, curing, stopping.

D. blotted, parted, skipped, waved, charged, cabled, shaded, shaved, rotted, noted, buzzed, hated, struggled, cracked.

E. happily, brightly, easily, bravely, nicely, cruelly, beautifully, usually.

F. earlier, finer, tidiest, latest, thinner, easiest, nicest, bravest.

G. beautiful, careful, plentiful, dutiful, penniless, hopeless, merciless.

H. greatness, fineness, easiness, happiness, suddenness, laziness.

I. writer, reader, beginner, skater, explorer, swimmer, thinker, reporter, producer.

VII. Lugada järgnev valm —

THE 'ANTS AND THE 'GRASSHOPPER.¹

By 'Aesop.¹

'One 'cold 'winter's 'day² some 'ants were 'looking at their 'storehouse,² in which they 'kept the 'corn² they had 'gathered in 'summer.¹

'Just 'then² a 'grasshopper 'came 'up to them.¹ He 'looked 'very 'thin and 'hungry,² and he 'asked them to 'give him² 'something to 'eat.¹ They 'asked him² 'why he had 'no 'corn of his 'own.¹

"'Why," said they,² "did you 'not 'gather 'grain in the 'summer?"¹

"'Oh,¹ I had 'no 'time," he answered;¹ "I was 'always 'singing."¹

'Then they 'laughed and 'said,¹ "'If you 'chose to 'sing all the 'summer,² you may 'go and 'dance all the 'winter."¹

Lexical Exercises.

I. Fill in the blanks with as many different prepositions as you can. Then translate all your sentences into Estonian —

1) We went ... the river. 2) He spoke ... his school-friends.
3) The baby was ... its mother's bed. 4) I walked to school ... my teacher. 5) She was sitting ... the window. 6) Eve went home ... Annie.

II. Fill in the blanks with a suitable preposition-like adverb —

1) Many people were walking ... in the park. 2) My son will ring you ... in the evening. 3) She took ... her coat, hung it ...

ant — sipelgas

grasshopper rohutirts

Aesop ['i:so:p] Aisopos

one cold winter's day — tavaliselt one cold winter day

storehouse varaait

had gathered ['gæðəd] olete kogunud

you chose te arvasite heaks

and came 4) She took ... her coat, put it ... and went
5) Please sit 6) Lessons will soon be 7) They went ... into
the garden. 8) My father is going ... tomorrow. 9) I always get
... at seven o'clock. 10) The baby got ... on a chair. 11) Help
the child to get ... off the chair. 12) Androcles pulled the thorn
... of the lion's paw. 13) The girl lay ... beside her mother.
14) Shall I put ... the kettle for tea? 15) The wolf went ... among
the sheep. 16) She put ... a large hat to keep the sun 17) She
went ... with a sad, unhappy face.

III. Translate into English —

1) Olge nagu kodus. 2) Kardan, et ema ei ole kodus (tul.).
3) „Palun, ulatage mulle suhkrut.“ — „Olge lahke.“ 4) Kus on
mu saapad? Ahaa, siin nad on. 5) Oli kord poiss, keda hüüti
Jack'iks. 6) Päeval on seal väga palav, aga öösel külm. 7) Henry
näib olevat haige. Tal on arvatavasti palavik. 8) Tunni aja
pärast me olime jälle kõik koos. 9) Me peame minema sm. Tamme
juurde. 10) Toomast ei ole täna kohal. Ei tea, mispärast. 11) Teil on
täiesti õigus. Mary maja on järgmine. 12) Ma ei tule täna koju enne
hilisõhtut. 13) Suurtes linnades (*cities*) asendavad (*replace*) puumaju
telliskivi- ja kivimajad. 14) Ma käisin neil päevil Gorki-nimelises
pargis (*the Gorky Park*). Seal on just nüüd väga ilus. 15) Ei ole
mõtet minna jaama, kui ei ole enam ronge. 16) Missugune on see
koht? 17) Kes on see tütarlaps? 18) Kes on teie isa?

IV. Make one or two sentences using the Present Tense (the
Present Tense and the Present Continuous Tense according to the
sense) —

- (1) about a windy day (wind, blow, trees, leaves, grass, hat);
- (2) about a hot day (morning, sun, shine, brightly, wind, under,
tree, cool, afternoon, bathe, swim, river, if, windy, not so hot);
- (3) about a snowy day (ground, white, people, walk, street,
shoulders, snow, thick, little, children, play, make, snowman, throw,
snow-balls).

V. Tell the story of Bertha Plummer and her father
(Lessons 3, 4) using the Past Tense (the Past Tense and the Past
Continuous Tense according to the sense).

VI. Tell all you can about the people in the texts that you have
studied.

VII. Say all the things you have done today. Begin like this:
“Today I have done many things, I have ...”

Grammar Exercises.

I. Translate into English using the verbs *may, can, can't, must, mustn't, needn't, should, shouldn't* —

1) Kas tohin sisse astuda? 2) Me peame alati üksteist aitama. 3) Te võite sõita trammiga, mis möödub teie majast. 4) Te peaksite palitu selga panema. Ma mõtlen, et hakkab vihma sadama. 5) Seda harjutust ei ole vaja teha homseks, tehke see esmaspäevaks. 6) Ma ei saa rääkida teiega praegu, tunnid algavad kümne minuti pärast ja mina ei tohi hilineda. 7) Teie ei peaks rääkima nii karmilt lapsega. Ta hakkab nutma. 8) Ärge oodake mind, ma võib-olla hilinen. 9) Kas te saate tulla homme kell 6 õhtul?

II. Arrange the following words or groups of words in correct order ¹⁾ —

1) He, come, yesterday morning, to Moscow, didn't? 2) We, tomorrow morning, shall be, in Odessa. 3) In the train, tonight, shall, sleep, not, I. 4) You, for some minutes, can, here, remain? 5) Till evening, they, in the forest, hid. 6) We, in the classroom, at this time, yesterday, were sitting.

III. Complete the following sentences by adding a subordinate adverbial clause containing the verb and any other words given in brackets —

1) I shall go to the country tomorrow if ... (*not, rain*) 2) I shall speak to him about it when ... (*see*) 3) Do you know whom I met as ...? (*come, home*) 4) What will you do when ...? (*be, over*) 5) Did you see any of your friends while ...? (*look at, pictures, picture gallery*) 6) I went to bed early because ... (*be*) 7) Do you always hang up your coat and hat when ...? (*take off*) 8) The children were playing in the garden while ... (*have coffee*) 9) Was Annie at home when ...? (*ring up*) 10) Please put on the kettle while ... (*be, kitchen*)

IV. Translate into English using the *-ing-form* —

1) Ta läks raudteejaama, lootes näha oma vana sõpra, kes sõidab (on his way) Leningradi. 2) Ta oli nii väsinud, et heitis voodisse lahti riietumata. 3) Selle asemel et minna raamatukogusse, läks ta pildigaleriisse. 4) Ta vaatas talle otsa naeratavate silmadega. 5) Ta lähenes väikesele majale, mis asetses suures aias.

¹⁾ in correct order õiges järjestuses

V. When you have translated the above sentences, underline the *-ing*-forms and say whether they are gerunds, present participles or adjectives.

VI. Write the following sentences choosing ¹⁾ the correct form of the two given in brackets —

1) Nobody (*won't, will*) help you if you don't help yourself. 2) I (*have, haven't*) seen anybody like that. 3) I (*don't know, know*) no one of that name. 4) (*Can, can't*) you say nothing? 5) No one (*hasn't, has*) been here. 6) I (*spoke, didn't speak*) to nobody.

VII. Fill in the blanks with the indefinite article where necessary —

When I want to write something, I take ... pen and ... ink. Then I get ... piece of ... paper. Sometimes I use ... pencil if I cannot find ... pen. But when I want to draw ... picture, I always take ... pencil. It is difficult to draw with ... pen. Some people draw ... pictures very well, but I can't. If I draw ... animal, nobody can say what animal it is, ... dog or ... cat or ... tiger. But I must say that I can write very well with ... pen. When I have ... exercise to do for my teacher, I always write very well, and my teacher says that I write better than anyone else in my class.

VIII. Put the following sentences into indirect speech without changing the tense of the verb in the principal clause —

1) "Do you mean the man with a cloak on his shoulders?" asks the sun. 2) "How can we do that?" he asks. 3) "I am sorry to hear that," says the teacher. 4) "I hope you can work too," says Mr. Tackleton. 5) "Don't be afraid," he said to the child. 6) "I should like to go to the park on Sunday," says Leo. 7) "What train shall we take?" asks Eve. 8) "Is there anything else you would like?" Enn asks Toomas. 9) "Live and be free," the people shouted to Androcles. 10) "Have you read 'War and Peace'?" Lydia asks Annie.

IX. Fill in the blanks with the Past Tense or the Past Continuous Tense of the verbs in the margin —

I ... a magazine when someone ... the door bell. I ... to the door, ... it and ... one of my school-friends. "I ... along the street," he ... , "I ... that you ... here, so I ... and ... in to see you." "I am very glad to see you," I ... , "please come in."	read, ring go, open, see pass, say know, live, stop come answer
---	--

¹⁾ choosing valides

X. Fill in the blanks with the correct tense of the verbs in the margin —

School days ... very busy ones and it often ... that we can't always do what we should like to. For example, we ... all the books we ... to read during the school-year. Soon the holidays ... here and we must use them well. Of course every one ... to rest¹⁾ during the summer. But we ... that the best rest²⁾ for people who ... ill ... to do something different. It ... especially good to do those things that you ... to do during the year, but ... because you ... too little time. If you ... the books you ... during the year, if you ... the museums³⁾ you ... during the year, and so on⁴⁾, you ... happy. "I ... everything I ... to, and I ... very glad," you ... to your friends when you ... back to school.

be
happen
read + not, want

be
want
know
not + be, be, be
want
not + can, have
read, not + read
visit
not + visit, feel
do, want, be
say, go

XI. Fill in the definite or indefinite article where necessary —

We have ... large cupboard in our kitchen with three shelves. On ... top shelf we keep ... dishes, like ... cups, ... saucers and ... plates. There is also ... box on this shelf in which we keep ... spoons, ... knives and ... forks. On ... middle shelf we keep ... salt, ... sugar, ... butter and ... bread. If we have ... eggs or ... cake or ... biscuits, we always put them on ... middle shelf too. ... bottom shelf is the place where we keep ... vegetables. When Mother buys ... potatoes or other vegetables, we put them in ... box on ... bottom shelf.

XII. Translate into English using either the Present Perfect or the Past —

1) Kas olete käinud Moskvas? 2) Ma ei ole lõpetanud oma kodutööd. Ma ei või veel välja minna. 3) „Küsisid sa oma isalt, kas sa võid õppida sõudmist?“ — „Jah, küsisin.“ — „Mis ta ütles?“ 4) Minu õde on väga palju kasvanud pioneerilaagris möödunud suvel. 5) Tema vend on väga palju kasvanud selle suvega. Ta on nüüd peaaegu niisama pikk kui mina. 6) Me elasime Odes-

1) rest *v.* puhata

2) rest *n.* puhkus

3) museum [mju'ziəm] muuseum

4) and so on jne.

sas, kui ma olin laps. Me sõitsime siia alles möödunud aastal. 7) Kas te olete näinud täna Borisi? 8) Kahjuks ei või ma ütelda, mille kohta see film on. Ma ei ole seda veel näinud. 9) Ema on väsinud. Ta tuli äsja töölt koju. Rääkige talle uudist, kui ta on veidi puhunud. 10) Ma kohtasin teda trammis mõni kuu tagasi.

Part II.

LESSON EIGHTEEN.

I'VAN SU'SANIN.

In the 'year '16'12,² when the 'Poles were in 'Moscow,² about 'two 'hundred 'Polish 'horsemen² 'rode into a 'little 'village near Kostro'ma.¹ They 'robbed all the 'peasants in the 'village² and 'then 'asked for a 'man² to 'show them the 'way to 'Moscow.¹ They could 'not 'find the 'road in the 'snow,¹ and 'nobody 'wanted to 'help them.¹

"You will 'have to 'go through 'that 'big 'forest,"¹ 'said an 'old 'man² whose 'name was I'van Su'sanin.¹ "The 'road is on the 'other 'side."¹

"'Show us the 'way,"¹ 'cried the 'Poles,¹ "or we shall 'kill 'everyone in the 'village."¹

"I am 'old,"¹ 'said I'van Su'sanin.¹ "I may 'not be 'able to 'walk so 'far."¹

But to him'self he 'said,¹ "I shall 'have to 'show them the 'way,¹ but 'if I 'lead them into a 'swamp,² I shall 'help to 'save my 'country."

He 'went in 'front² and the 'two 'hundred 'horsemen 'followed him.¹ For 'many 'hours² they 'rode 'on through the 'forest.¹

"'Where is the 'road?" they cried.¹

"I am 'old,"¹ answered Su'sanin.¹ "'Per'haps I have 'lost my 'way."¹

"He 'wants 'money,"¹ they 'said to 'one a'nother.¹

"'Give him 'gold,"¹ said 'one of the 'leaders.¹ "'Now 'show us the 'way,² or we shall 'kill you."¹

Exceptions — money, neither, peasant, soul.

"We shall 'soon be on the 'road 'now,"¹ 'said Su'sanin,¹ "and you will be 'able to 'go to 'Moscow."¹

But 'soon the 'ground be'came 'soft² and there was 'water under the 'snow.¹ 'Farther and 'farther they 'went over the 'swamp² until the 'horses could 'neither 'go 'farther² nor 'turn 'back.¹

"So,"¹ said I'van Su'sanin' when they 'stopped,¹ "You will 'never be 'able² to 'get 'out of the 'swamp a'live.¹ You will



re'main 'here² and you will 'die 'here.¹ I am 'not a 'traitor² and will 'not 'sell my 'country² for 'your 'gold."¹

I'van Su'sanin was 'killed by the 'Poles,¹ but they did 'not 'get to 'Moscow¹ — they 'died in the 'swamp.¹

In the 'same 'year,² the 'Russian 'people,² 'led by 'Minin and Po'zharsky,² 'drove the 'Poles 'out of 'Russia.¹

The 'story of I'van Su'sanin² is 'known to 'all the 'Russian 'people,¹ and 'during the 'Great Patri'otic 'War² I'van Su'sanin's 'deed² was re'peated by 'more than 'one 'Soviet 'patriot.¹ 'Fas-cists were 'more than 'once 'led into 'swamps² from 'which 'not

'one 'man re'turned.¹ They 'died in the 'swamp² or were 'killed by 'partisan 'bullets.¹ 'More than 'one 'Soviet 'hero² 'gave his 'life for his 'country² in the 'same 'way² as I'van Su'sanin 'did.¹

PATRIOTISM.

'Breathes there a 'man with 'soul so 'dead,²
Who 'never to him'self has 'said,²
" 'This is my 'own, my 'native 'land'? ²

Walter Scott.

Explanatory Notes.

by more than one ... enam kui ühe (mitmete) poolt ...
more than once enam kui ükskord (mitmel korral)

Exercises to the Text.

I. Answer the following questions —

1) Who rode into a little village near Kostroma in the year 1612? 2) What did the Polish horsemen do in the village? 3) Why couldn't they find the road to Moscow? 4) What had they to go through? 5) Who went in front of them through the forest? 6) What did he lead the horsemen into? 7) What did they give Susanin to make him show them the way? 8) What did Susanin say when the horses could neither go farther nor turn back? 9) What happened to Ivan Susanin? 10) By whom were the Russian people led when they drove the Poles out of Russia?

II. Change the italicized words to their opposites —

1) She is very *strong*. 2) This exercise is quite *difficult*. 3) She has *small* blue eyes. 4) He *lived* in Tashkent. 5) Mr. Tackleton was a very *pleasant* man. 6) The story is *known* to *everyone*. 7) I *remembered* the story. 8) The biscuits are on the *bottom* shelf of the cupboard. 9) She looked very *happy*. 10) She is very *careful* with her books. 11) This picture is very *expensive*. 12) The sheep were feeding at the *top* of the hill.

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

rob, ride, find, lead, cry, lose, give, become, die, sell, drive.

IV. Join the following sentences using *neither ... nor*, e. g. —

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

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

V. Fill in suitable words from the text —

- 1) Will you buy the book for me too? How much ... shall I give you?
- 2) Tallinn is much ... from Moscow than Leningrad is.
- 3) I had news from my brother in the Soviet Army yesterday, he is ... and well.
- 4) The Poles thought that Ivan Susanin wanted....
- 5) When the fascists were driven out of our country, people ... to their old homes.

VI. Read and translate into Estonian —

- 1) It 'happened in '16'12.¹
- 2) The 'Russian 'people,² 'led by 'Minin and Po'zharsky,² 'drove the 'Poles 'out of 'Russia.¹
- 3) The 'fascists were 'more than 'once 'led into 'swamps.¹
- 4) She 'asked for a 'man² to 'show her the 'way to the 'village.¹
- 5) He will 'have to 'go there at 'once¹ as it is 'late.¹
- 6) 'Everyone was 'glad to 'see him² when he 'came 'back from the 'country.¹
- 7) He may 'not be 'able to 'go there 'just 'now.¹

VII. Translate into English —

1) Nad nõudsid üht inimest neile teed näitama. 2) Ta palus ajalehte, et seda lugeda. 3) Nad ratsutasid läbi metsa. 4) Nad läksid mööda teed. 5) Võib-olla ma ei suuda käia nii kaugele. 6) Võib-olla on ta veel elus. 7) Susanini tegu korraldab enam kui ühe nõukogude kangelase poolt. 8) Nad pöördusid külla tagasi vihma tõttu. 9) Nad ei tahtnud teelt eksida.

VIII. Memorize and dramatize the conversation between Ivan Susanin and the Polish horsemen.

Grammar Exercises (§§ 109—111).

I. Translate the following sentences into Estonian; then make each one negative, interrogative and negative-interrogative (§§ 109—111) —

- 1) He was followed by his dog.
- 2) Pens and pencils are sold here.
- 3) We were led to our places.
- 4) The story was repeated.
- 5) The horses were driven to the river to drink.

II. Translate the following sentences into Estonian, then change them into the active voice (§§ 109—111). —

1) That picture was put there by my father. 2) He was followed by five or six small children. 3) Almost everyone in the village was killed by the fascists. 4) The fascists were driven out of our country by the Soviet Army.

III. Make the following sentences passive, then translate the sentences containing the passive into Estonian (§§ 109—111) —

1) The boys often drive the sheep to the field. 2) Ivan Susanin led the Polish horsemen into a swamp. 3) More than one Soviet patriot repeated the deed of Ivan Susanin. 4) The fascists burned the village. 5) The partisan killed the fascists.

IV. Translate into English using the present participle (§§ 98—99) —

1) Omades väga tugevaid jalgu, võivad tiigid hüpata väga kaugele. 2) Nähes, et ta on üksi, hakkas poiss karjuma (*shout*). 3) Ta läks mööda teed, ajades lambaid enda ees. 4) Nad läksid mööda teed, mis viis Kostromasse.

LESSON NINETEEN.

GREAT RIVERS OF THE WORLD.

THE EUPHRATES.

In Asia Minor, more than seven thousand years ago, there was a great city at the **mouth** of the river Euphrates. The cities which were built along this river are the first great cities we know of.

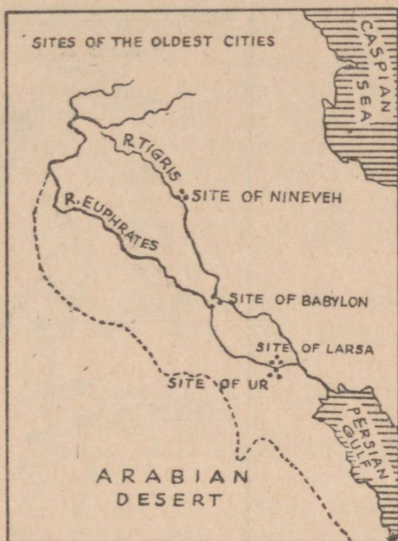
By means of **canals** the water was taken from the river to farms and even to cities. **Although** those early builders **took** great care of their canals, they did not plant trees on the sides of the **mountains** where the river Euphrates began. As there were no

Exceptions — although, Asia, canal, city, desert, discover, flood, heavy, ocean, push.

trees to hold the soil, it was **washed down** into the river by **heavy** rains.

As time passed, very much mud and sand was **carried down** by the river to the sea. At the mouth of the river, this mud and sand **sank** to the **bottom**. Little by little the bottom rose higher and higher, until at last new land was **formed** which **pushed** the sea farther and farther away. The result of this **formation** of new land was that a city which once stood near the sea, found itself many kilometres from it. Then there were sometimes great **floods** which **broke down** the walls of the canals. At last the water stopped **flowing** in them, and as a result the **greatness** of the cities along the Euphrates **passed away**.

The Euphrates still carries down much sand and mud which sinks to the bottom at the place where the waters of the river meet the waters of the sea. In this way the formation of new land at the mouth of the river Euphrates continues to this day.

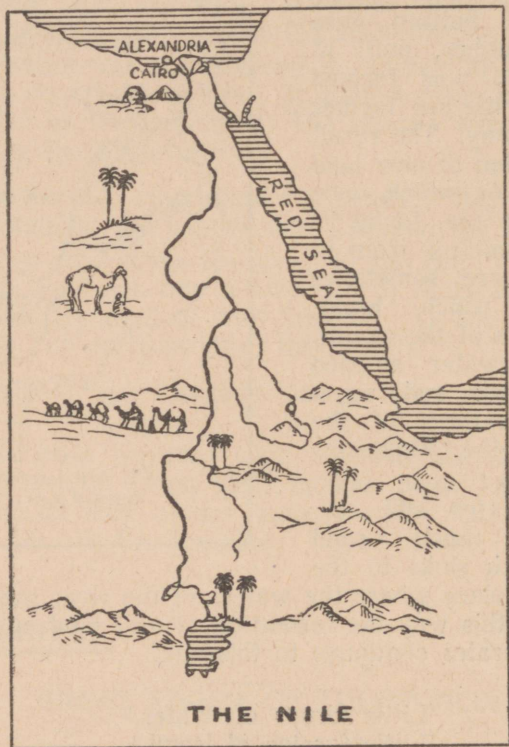


'Little 'drops of 'water,²
'Little 'grains of 'sand²
'Make the 'mighty 'ocean²
And the 'pleasant 'land.¹

THE NILE.

The **lower** Nile flows in a long **narrow valley** through the **desert** of North Africa into the Mediterranean Sea. Although it rains very **seldom** in Egypt, every summer the waters of the Nile rise and **flood** the whole of the long narrow valley. Explorers **discovered** the **cause** of these floods not more than a hundred years ago. Before their **discoveries** people living in Egypt wondered very much about the **yearly** floods of their great river.

The Nile is formed of two branches, the White Nile and the Blue Nile. The White Nile rises in mountain lakes where there is plenty of rain, **both** in summer **and** in winter. The Blue Nile rises



in districts where it rains heavily in the summer months, but very little at other times. When the waters of the Blue Nile are low in the winter months, the White Nile keeps the lower Nile full of water. But in the summer months, when both the Blue Nile and the White Nile are full, the lower Nile cannot hold so much water and the river flows over its banks. The water covers the land in the narrow valley and leaves behind a **rich soil** in which everything grows well.

It was the river Nile with its yearly flood that made Egypt a great country many thousands of years ago, and it is the river Nile which the people of Egypt thank for their food today.

Exercises to the Text.

I. Answer the following questions —

1) Where is the river Euphrates? 2) Where were the first great cities of the world built? 3) How was water taken from the Euphrates to farms and cities? 4) Why was the soil washed down into the river by heavy rains? 5) Where did the mud and sand carried down by the river sink to the bottom? 6) What happened little by little at the mouth of the river? 7) Why did a city that once stood near the sea find itself many kilometres from it? 8) What broke down the walls of the canals? 9) Why did the greatness of the cities along the Euphrates pass away? 10) What do we call the place where the waters of a river meet the waters of the sea? 11) Does the formation of new land at the mouth of the river Euphrates continue to this day? 12) Why does it?

II. Ask questions about the river Nile, beginning with the given interrogative word. The subject and the verb are given in brackets —

- | | |
|--|--|
| 1) Where (the lower Nile, flow)? | 8) When (the lower Nile, flow over)? |
| 2) What (the waters of the Nile, do)? | 9) Why (the lower Nile, flow over)? |
| 3) When (explorers, discover)? | 10) What (the water, cover)? |
| 4) What (the names of the two branches, be)? | 11) What (the water, leave behind)? |
| 5) Where (the White Nile, rise)? | 12) When (Egypt, be)? |
| 6) Where (the Blue Nile, rise)? | 13) What (the people of Egypt, thank)? |
| 7) When (the White Nile, keep)? | |

III. Give the answers to your questions about the Nile.

IV. Give the Past Tense, Past Participle and Present Participle of the following verbs —

build, know, take, begin, hold, carry, meet, sink, stand, break, flow, rise, flood, continue, keep, leave, grow.

V. Translate into English using the infinitive with *to* after *begin* and *continue*, and the *-ing*-form after *stop* —

- | | |
|--|-----------------------------------|
| 1) Ta hakkas õppima inglise keelt. | 4) Me lakkasime töötamast kell 6. |
| 2) Nad lakkasid jutlemast. | 5) Ta hakkab paremini töötama. |
| 3) Vesi voolas edasi (jätkas voolamist) kanalitesse. | 6) Ta jätkas kirjutamist. |
| | 7) Ma lakkan seal käimast. |

VI. Add the suffix *-ness* to the following adjectives to form nouns which will have the meaning given in brackets, e. g. —
great — *greatness* (suurus)

blind (pimedus)	rough (karedus)
bright (heledus)	small (väiksus)
cheap (odavus)	thick (paksus; tihedus)
expensive (kallidus)	thin (õhuksus; kõnnus)
false (valskus)	ugly (inetus)
hard (karmus)	good (headus)

VII. Fill in a suitable noun from those below, then translate the sentences into Estonian —

- 1) Everyone was surprised at the ... of Little Dorritt.
- 2) She was pleased at the ... of the pupil's answer.
- 3) Her shining eyes and bright smile showed her ...
- 4) Thank you for your ... to me.
- 5) The ... of her face makes me think she is ill.
- 6) She came back to school yesterday after her ...

happiness, redness, smallness, cleverness, kindness, illness.

VIII. Fill in the blanks with suitable words from the text —

1) A ... is much larger than a town. 2) By ... of hard work, he learned to read and speak English well in two years. 3) If we have mountains in a place, we must also have ... 4) ... rain fell and we could not go out. 5) Stones are heavier than water and so they always ... to the bottom. 6) The Volga river ... into the Caspian Sea. 7) Please ... my bag while I put on my coat. 8) We must always take ... of books. 9) Papanin and his men ... many important facts about the movement of the ice at the North Pole. 10) Many Russian rivers have a high ... and a low ... 11) It ... snows in April, but it often rains. 12) The collective farmers of Kazakhstan have built many ..., and places which were once dry ... are now like gardens.

IX. Read and translate into Estonian —

- 1) 'These 'cities² are the 'first 'great 'cities² we 'know of.¹
- 2) 'Those 'early 'builders² 'took 'great 'care of their ca'nals.¹
- 3) It is 'she who 'takes 'care of the 'child.¹
- 4) 'Little by 'little² the 'bottom 'rose 'higher and 'higher.¹
- 5) The 'result of 'this 'was² that he 'lost his 'way in the 'forest.¹
- 6) As a re'sult² the 'greatness of the 'cities along the Eu'phrates 'passed a'way.¹

7) He 'found him'self at the 'foot of a 'mountain.¹

8) The 'waters of the 'Nile² 'flood the 'whole of the 'long 'narrow 'valley.¹

X. Translate into English —

1) Olge korralikud (*tidy*) ja kandke hoolt oma riiete (*clothes*) eest. 2) Palju liiva ja savi uhutakse alla selle jõe poolt. 3) Neis paikades, kus on tugevad tuuled, istutatakse puid ja põõsaid, selleks et hoida pinnast. 4) Liiv kanti ära jõe poolt. 5) Laps lükkas õe eemale. „Ma ei taha sinuga mängida,“ ütles ta. 6) Paljudes Aasia osades sajab vihma väga harva. 7) Ta on ainult kuue aastane, kuid ta oskab juba lugeda ja kirjutada. 8) Ta tänas oma sõbratari kingituse eest.

XI. Speak about the Volga river, or any other river in the Soviet Union —

(Where does it rise? Is it long or short, wide or narrow? Does it flow N., S., E. or W.? What does it flow into (the Black Sea, the Caspian Sea, the Arctic Ocean)? Does it often flood? Does it flood in spring? Does it carry down great pieces of ice in spring?)

Grammar Exercises

(§§ 127—129, 132, 136—137, 140, 142).

I. Translate the following sentences into Estonian, then make them active (§§ 109—111) —

- 1) Great cities were built along the river Euphrates by men of long ago.
- 2) Much mud and sand is carried down by the river to the sea.
- 3) The cause of the Nile floods was discovered by explorers not more than a hundred years ago.
- 4) The sea was pushed farther and farther away by this new land.
- 5) The North was explored by many Russian travellers.

II. Make the following sentences passive and then translate the sentences with the passive into Estonian (§§ 109—111) —

- 1) Those early builders did not plant trees.
- 2) Every summer the river floods the whole of the long narrow valley.
- 3) Great floods broke down the walls of the canals.
- 4) In the winter the White Nile keeps the lower Nile full of water.
- 5) The water covers the land in the narrow valley.

III. Fill in the blanks with the definite or indefinite article where necessary (§§ 200—206) —

... Mississippi is ... great river in the United States¹⁾ of ... America. It is ... very dangerous river because of its great floods. ... farmers who live along ... banks of ... Mississippi have tried to build ... walls. But it is of ... little use for one farmer to build such ... wall if ... next farmer does not build one too. ... work of making ... banks of ... river higher is really ... work of a central²⁾ government, which can build ... walls where they are needed and which can plant ... trees on ... banks to hold ... soil.

IV. Change the following sentences into indirect speech (§§ 136—137), e. g. —

"I *am* going to school," said the boy.

The boy *said* that he *was* going to school.

1) "Mary is going to take the little children to the park," said the mother. 2) "Push the door open," he said to the boy. 3) "The Nile flows over its banks every year," said the teacher. 4) "I seldom see you now, Eve," said Annie. 5) "I don't know the cause of the floods," said the farmer. 6) "Don't hold the bag all the time, boys," said the pioneer leader. 7) "You can put it on the ground," he said.

LESSON TWENTY.

PARTISANS.

In 1943, before Byelorussia was **freed** from the fascist invaders, Boris Yampolsky, **special** correspondent of the newspaper "Izvestia", **flew** over the German **lines** in a partisan aeroplane and spent five months in the German **rear** with the Byelorussian partisans. In his **articles** he has told us many terrible things about the **sufferings** of the Byelorussian people under the fascists, and many interesting and **wonderful** things about the partisans.

In all the three years of the German occupation of Byelorussia, there was not a day that Germans were not shot, **choked** or **stabbed** by the hand of a partisan. There was not a night when the Germans slept in peace. Day and night **mines exploded whenever** a German **appeared**. Their whole life was **mined**. And often we do not know who **laid** the mines. Perhaps we shall never know.

1) **the United States of America** Ameerika Ühendriigid

2) **central** kesk-

They are unknown heroes, **plain** Russian people. Many of them are not on the partisan records, and had neither rifle nor machine-gun. All they had was a Russian patriot's heart and a little T. N. T.¹⁾

On the high bank of the river Oressa, open to the wind and the sky, there is a grave. Three **maples** stand above it. Here lies Fanya Kononova, a Byelorussian teacher.

In October 1941 the Germans **tortured** her on this **spot**. She was covered with **blood**. An angry German sergeant-major was **questioning** her.



"How many partisans are there in the forest?" he asked.

"As many as there are trees," answered the teacher.

"How many partisans have been to your place?"

"My mother had two **tons** of corn. We made **gruel** of it but could feed **less** than half of them."

They **cut** out her eyes, **tied** a stone round her neck and threw her into the river.

Partisans **on foot** or **on horseback** travelling along the great partisan road always stopped at the grave under the red maples.

Exceptions — blood, record, sergeant, special, ton.

¹⁾ T. N. T. [ˈtɪrˈenˈtɪr] — trinitrotoluool (lõhkeaine nimetus)

The Germans wanted to **find out** from Fanya Kononova how many partisans there were in the woods. **Just** as you cannot count the trees in the forest, the **stars** in the sky, the grains of sand on the river bottom, so the Germans could not count the partisans of Byelorussia.

THE LAST WORDS OF A YOUNG SOVIET HEROINE.

"I'm not afraid to die.

It is a great happiness to die for one's people.

Farewell, comrades! Stalin will come."

Zoya Kosmodemyanskaya.

Explanatory Notes.

under the fascists fašistide ajal
have been to your place on käinud teie juures
for one's people oma rahva eest

Exercises to the Text.

I. Answer the following questions —

1) Who wrote this story? 2) Who is Boris Yampolsky? 3) Where did Boris Yampolsky spend five months? 4) What did the partisans of Byelorussia do? 5) What happened whenever a German appeared? 6) Why do we not know who laid the mines? 7) What do we know about the people who laid the mines? 8) Where is the grave of Fanya Kononova? 9) What answer did Fanya Kononova give the German sergeant-major when he asked, "How many partisans are there in the forest"? 10) And what answer did she give when he asked, "How many partisans have been to your place"? 11) Did the partisans remember Fanya Kononova when they stopped at her grave? 12) Why did partisans always stop at Fanya Kononova's grave?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

fly, spend, throw, tell, cut, tie, sleep, lay, stand, put, lie.

III. Form negative adjectives from the following adjectives by putting the negative prefix *un-* before them, e. g. —

known — *unknown* (tundmatu)

smiling
true

usual
well

kind
pleasant

happy
healthy

IV. Fill in the blanks with a suitable adjective from those below —

1) I did everything I could for him, but when I went away, he said in an ... way, "I didn't ask you to help me."

2) The two girls are so ... that no one thinks that they are sisters.

3) I am quite ... to answer your questions.

4) Don't take that book to read, it is quite

5) She felt ... yesterday, and didn't go to school.

uninteresting, unable, ungrateful, unlike, unwell.

V. Arrange the following in pairs of antonyms —

low, below, peace, wide, rich, high, appear, less, day, often, narrow, war, more, disappear, night, above, seldom, poor.

VI. Fill in the blanks with the correct prepositions —

1) Please go away and leave me ... peace. 2) A house once stood ... this spot, but it was burned ... the fascists. 3) The ground was covered ... fallen apples. Children were picking them up and putting them ... boxes. 4) How many times have you been ... the cinema this month? 5) I do not take a tram to go ... school; I go ... foot. 6) The train does not stop ... this station. 7) Leningrad stands ... the mouth ... the river Neva. 8) ... this day the waters of the Nile rise every summer and flood the fields of Egypt. 9) The saucepan was full ... gruel. 10) "... last you are here," he said. "Why are you so late?"

VII. Fill in the blanks with suitable words from the text —

1) Please ... the bread, will you? 2) Twenty minutes is more than a quarter of an hour, but ... than half an hour. 3) Don't be ..., I didn't do it on purpose. 4) Our English teacher wrote an ... for the wall newspaper. 5) He is a ... friend of children and often visits them at their schools. 6) Every Soviet soldier has a red ... on his cap¹⁾. 7) The scout ... his horse to a tree while he went nearer to the enemy guns. 8) The mines ... and the bridge flew into the air. 9) Whenever a German ..., the sniper²⁾ saw him and shot him at once. 10) He is a ... airman, three times Hero of the Soviet Union.

¹⁾ cap müts

²⁾ sniper täpsuslaskur

VIII. Translate into Estonian —

- 1) I have 'heard of 'that be'fore.¹
- 2) I shall 'see you be'fore he 'comes.¹
- 3) He 'flew over the 'German 'lines² in an 'aeroplane.¹
- 4) 'Many of them² are 'not on the 'partisan 'records.¹
- 5) An 'angry 'German 'sergeant-'major² was 'questioning her.¹
- 6) 'How many 'partisans have 'been to your 'place?¹
- 7) I 'wanted to 'find 'out 'from her² when her 'brother 'came 'back from the 'front.¹

IX. Translate into English —

1) Mis aastal vabastati Valge-Vene fašistidest? 2) Partisan läks läbi saksa lahinguliinide. 3) Inimeste kannatused fašistide valit-suse all olid kohutavad. 4) Võib-olla meie ei saa kunagi teada, kes pani selle mini. 5) Ta oli rietatud lihtsasse sinisesse kleiti. 6) Ta sõitis sinna ratsa, kuid tuli tagasi jalgsi. 7) Kas olete kunagi käinud mu õe juures maal?

X. Make a few sentences about Zoya Kosmodemyanskaya —

(Was the young heroine a Moscow girl? How old was she when the Great Patriotic War began? Did she become a partisan in the autumn of 1941? Was she caught by the Germans in the village of Petrishchevo in December 1941? Did the fascists question her? Did they want to know where the partisans were hiding? Did she answer? Did they torture her then? Was she covered with blood? Did they make her walk almost without clothes through the snow? Did she answer then? Did they tie a rope round her neck and hang her? What were her last words?)

Grammar Exercises (§§ 136—137, 141).

I. Put the following sentences into indirect speech after the verb *know* in the form given in brackets (§§ 134—135), e. g. —

“Where did Boris Yampolsky spend five months?” (*Do you know*)

Do you know where Boris Yampolsky spent five months?

- 1) How many trees are there in the forest? (*Do you know*)
- 2) Where did partisans travelling along the great Byelorussian partisan road always stop? (*I know*)
- 3) How many tons of corn had Fanya Kononova's mother? (*We know*)
- 4) What did she make of the corn? (*Do you know*)

5) How did Boris Yampolsky cross the German lines? (*He knows*)

6) Who killed those Germans? (*We may never know*)

II. Change the following sentences into indirect speech (§§ 136—137, 141), e. g. —

“Who is there?” he *asked*. He *asked* who *was* there.

“Have you a pencil?” the teacher *asked* me.

The teacher *asked* me whether I *had* a pencil.

1) “Is the river Oressa in Byelorussia?” he asked. 2) “When does your mother come home from work?” she asked the girl.

3) “Do you know where the Fedotovs live?” we asked a little boy.

4) “Are there many trains to your station on Sundays, Enn?” asked Leo. 5) “Do you often meet my sister at the library?” he asked me.

6) “Which of you can answer my question?” the teacher asked her pupils. 7) “Do you think that plain food is better for children than rich food?” she asked the doctor.

III. Put into the passive (§§ 109—111) —

1) Who laid those mines? 2) An angry German sergeant-major questioned her. 3) The scout tied the horse to a tree. 4) The sniper shot ten fascists that day. 5) American people drink much coffee.

IV. Put into the active. Supply a suitable subject where necessary (§§ 109—111) —

1) Every day Germans were shot, choked or stabbed by partisans.

2) Byelorussia was freed from the fascist invaders.

3) No people were seen there that day.

4) These books are read with pleasure by every child.

LESSON TWENTY-ONE.

JOKES.

Every language has its own **jokes**, many of which it is **impossible** to translate into any other language. **Therefore** these jokes are difficult to understand, especially for those who don't know the language **perfectly**. In every language there are words which have more than one **meaning**, and funny stories are often **based** on this fact. If we know only one meaning of a word, or if we do not think of its second meaning at once, it may happen that we do not see a joke¹⁾. Sometimes such jokes are made **on purpose**, other times they happen **by chance**.

1) see a joke = understand a joke

Can you see this joke? It is based on the two meanings of the word *country*.

LADY: 'Are 'these 'eggs 'good? ²

SHOPMAN: 'Oh, 'yes! ¹ They are 'just 'in from the 'country. ¹

LADY: 'Yes, ¹ but from 'what 'country? ¹

The lady in this story wanted to make the shopman laugh, and made the joke on purpose. Don't you think so?



Here is another joke based on the two meanings of the verb *paint*.

'One 'day a 'painter, ² 'looking 'out of his 'window, ² 'saw an 'old 'countryman 'going 'by ² and 'thought the 'man would 'make a 'good 'subject ² for a 'picture. ¹ So he 'sent 'out his 'servant ² to 'tell the 'man ² that her 'master would 'like to 'paint him. ¹ The 'old 'man 'hesitated ² and 'asked what the 'painter would 'pay him. ¹

She 'said ² he would 'probably 'give him a 'pound. ¹ The 'man 'still 'hesitated. ¹

"Come 'on," she said, ² "it's an 'easy 'way to 'earn a 'pound." ²

"Oh, ¹ I 'know 'that," he answered. ¹ "I was 'only 'wondering ² 'how I should 'get the 'paint 'off 'afterwards." ¹

In this story, the old man did not think of the second meaning of the verb *paint*, and so he made a joke without meaning to.

Exceptions — base, enough, language, purpose.

Here is a third joke, and that will be **enough** for one lesson.

A 'traveller 'once 'went to a 'country ho'tel² to have 'dinner.¹ He 'ordered 'dinner² and the 'waiter 'brought him a 'plate of 'soup.¹ 'Putting it on the 'table before the 'traveller,² he 'went to the 'window² and 'looked 'out.¹

"It 'looks like 'rain, sir," he said.¹

"'Yes,"¹ 'said the 'traveller,¹ as he 'tasted his 'soup.¹ "It 'tastes like 'rain, 'too."¹

Can any of these jokes be translated into Estonian and still remain jokes?

Proverb. It is easy to swim if another holds your head.

Explanatory Notes.

more than one meaning mitu tähendust

come on noh, lähme

without meaning to tahtmatult

Exercises to the Text.

I. Answer the following questions —

1) Have words only one meaning, or do they sometimes have several meanings? 2) Are funny stories sometimes based on the fact that words have more than one meaning? 3) On what are funny stories sometimes based? 4) How many meanings do you know of the word *country*? What are they? 5) How many meanings do you know of the word *make*? What are they? 6) Do people always make jokes on purpose? 7) Which jokes do you think are funnier, those that a person makes on purpose, or those that are made by chance? 8) Which of the three jokes in this lesson do you like best?

II. Ask questions about the third joke in the text using the interrogative words given. The subject and the verb are given in brackets —

- | | |
|------------------------------|----------------------------------|
| 1) Who (go)? | 6) Where (he, put)? |
| 2) Where (a traveller, go)? | 7) Where (he, go)? |
| 3) Why (a traveller, go)? | 8) What (he, say)? |
| 4) Who (bring)? | 9) What (the traveller, answer)? |
| 5) What (the waiter, bring)? | 10) Why (the traveller, say)? |

III. Arrange the following words in order to make correct sentences. Pay attention to the position of *enough*, e.g. —

I have *enough* pencils (Mul on küllalt pliiatseid).

The dinner is not hot *enough* yet (Lõunasöök ei ole veel küllaldaselt kuum).

- 1) We, enough, to go, time, the station, to, have.
- 2) To, fine, the weather, enough, is, to go, today, the country.
- 3) Enough, you, to, make, eggs, a cake, have?
- 4) Hard, Bob, doesn't, enough, work.
- 5) Today, I, for, enough, have, work.

IV. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) Some parts of the country are *poor* in forests. 2) It is quite *impossible* to fly in such weather. 3) I *often* see him now. 4) Next, to our great surprise, Enn *appeared*. 5) My brother earns *more* money than my sister does. 6) There are some *high* trees in the garden. 7) A boy in my class lives in the flat *above* us. 8) I don't like dresses that are too *wide*.

V. Fill in suitable words from the text —

1) How much money does he ... a month? 2) I met him quite by ... in the street after ten years, but he remembered me 3) "This apple ... very good." "Does it? Let me ... it." 4) The Englishman didn't know any French and couldn't ... the dinner he wanted. 5) The ... in big hotels can usually speak foreign 1) languages a little. 6) It took me a long time to ... the mud ... my boots. 7) You may laugh, but I don't think it's a 8) He was angry when he found that she was not at home. "She knew that I was coming on ... to see her," he said. 9) It is a long English poem, but she knows it by heart

VI. Read and translate into Estonian —

- 1) 'This 'joke was 'difficult to under'stand.¹
- 2) 'Can you 'see 'this 'joke?² And 'here is a'nother 'joke.¹
- 3) She 'wanted to 'make us 'laugh.¹
- 4) I 'think 'that 'man will 'make a 'good 'subject² for a 'picture.²
- 5) "'Come 'on," she said,² "'don't hesitate."²
- 6) She 'made a 'joke² without 'meaning to.¹
- 7) "'Sometimes she was 'gay,² 'other times she was 'sad.¹
- 8) "It 'looks like 'rain,"¹ 'said the 'traveller,¹ as he 'tasted his 'soup.¹

1) foreign [ˈfɔrɪn] vōõr-

III. Change the following sentences into indirect speech (§ 139, 141) e. g. —

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

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

IV. Change the construction of the following sentences by using present participles instead of the italicized verbs (§§ 271—272) —

1) "Dinner will be on the table in a minute," she said, as she *cut* the bread.

2) When he *found* that it was already two o'clock, he decided to go into the building without waiting for his friends.

3) Motor-lorries which *carried* great loads of boxes followed one after the other along the road.

4) "This seems a very interesting book," he said, as he *turned* over the pages and *looked* at the pictures.

LESSON TWENTY-TWO.

TRAVELLING.

At the present time, by **steamships**, aeroplanes and **express** trains, a man can travel round the world in a few weeks, and we



know that in the **future** new and still quicker ways of travelling from place to place will be **invented**. In the old days, **however**, when there were no trains or aeroplanes or **motor-cars**, a traveller

thought it was a long **journey** to go fifty or sixty kilometres. Do you know how men made journeys and carried things from one land to another before such wonderful things as aeroplanes and steamships were known?

Thousands of years ago, men had to walk and carry things themselves just as they do now when they are in a part of the country where there are no roads. Sometimes they carried great **loads** on their **backs**, as men do even now in China and Africa.

Then **someone** found that a man could pull a **much heavier** load than he could carry, and so sledges were made. It is **not** at all hard to pull a heavy load on a **sledge**.



Men learned many hundreds of years ago to use animals for carrying and pulling loads. Even today animals are very useful for this purpose in parts of the country where it is difficult to build good roads. In Egypt one can see long trains of camels carrying loads **across** the dry sands where roads can **hardly** be built. In North China among the mountains where roads are narrow and rocky, one finds many little donkeys, slowly making their way from one city to another. Down in the valleys one can see camels too. In India there are camels, donkeys and also elephants which help men to go from place to place and carry greater loads.

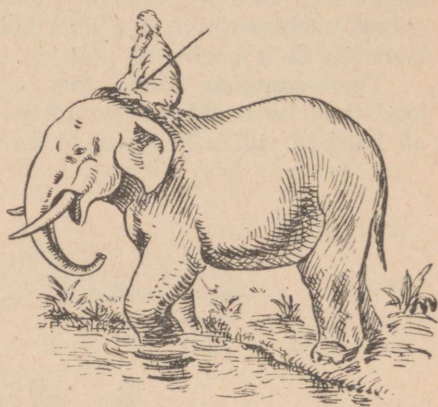
Then someone thought of making a **wheel**. This was the **beginning** of a new and quicker way of travelling. By **adding** two wheels to a sledge, men made a **cart**, and in a cart far heavier ¹⁾ loads could be carried. The first carts were heavy and moved

Exceptions — camel, journey.

¹⁾ far heavier kaugelt raskem(ad)

slowly, but it was not long before a better kind of wheel was made and a better, lighter kind of cart.

All kinds of animals were used and in many places are still used to pull carts or sledges. In Europe horses are most often used, but in different parts of Asia one can see carts pulled



by donkeys, bullocks and other animals. In the Far North men make quite long journeys on sledges pulled over the snow by reindeer or dogs. In Belgium dogs pull little carts about the streets of country towns and villages.

(To be continued.)

Explanatory Notes.

today	tānapäeval, praegu	making their way	liikumask edasi
in the old days	endistel aegadel	it was not long before	varsti,
one can see	võib näha		peagi
one finds	leitakse, kohatakse		

Exercises to the Text.

I. Answer the following questions —

1) How did men travel from place to place thousands of years ago? 2) How did they carry loads? 3) What fact made someone think of making a sledge? 4) In what season is it easiest to pull a sledge? 5) What animals do you know that are used for carrying and pulling loads? 6) In what kinds of places are camels used for the same purpose? 7) In what kinds of places are donkeys

used? 8) Where are dogs used? 9) How are they used? 10) How were the first carts made?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

think, know, carry, build, see, find, pay, bring.

III. Translate into English using the verb *think* followed by *of* and the *-ing*-form, e. g. —

Then someone *thought of making* a wheel.

1) Ma mõtlesin talle saata mõned oma mänguasjadest. 2) Me kavatsesime minna jaama talle vastu. 3) Ma mõtlesin minna mööda (*follow*) seda väikest teerada; see viib ta maja juurde. 4) Mis te kavatsete teha? 5) Keegi ei kavatsenud teda külastada.

IV. Answer the following questions by using *by* followed by the *-ing*-form, e. g. —

How did men make a cart? *By adding* two wheels to a sledge.

1) How did you help your mother this morning? (*wash the dishes*)

2) How do boys and girls learn things at school? (*listen to the teacher; read books*)

3) How can a person get warm ¹⁾ when he is cold? (*jump, run*)

V. Fill in the blanks with the correct prepositions —

1) He came ... the village ... purpose to visit us. 2) It is a very long journey ... Leningrad ... Vladivostok if you go ... train, but if you go ... aeroplane, it becomes much shorter. 3) ... the old days people did not travel much, but ... the present time they travel very much. 4) A man can carry a far heavier load ... his back than he can ... his hands. 5) ... the days when there were no forks people used their fingers ... eating. 6) This river is not very wide, I am sure you can swim ... it. 7) Camels are used to carry loads ... hot dry parts of the country.

VI. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) These plants grow only in *dry* places.

2) There are apple-trees at the *back* of the house.

3) It is *hard* to build good roads in this district.

4) We sang songs at the *beginning* of the meeting.

5) My friend who is ill is *better* today than he was yesterday.

¹⁾ get warm sooja saada

VII. Fill in the blanks with suitable words from the text —

- 1) If you ... six to nine, you get fifteen.
- 2) Some carts have two ..., others have four.
- 3) It is possible that he will come tonight, but much more ... that he will come only tomorrow.
- 4) Our engineers have ... many new kinds of machines ¹⁾, guns and aeroplanes.
- 5) This is an ... train, it goes much quicker than the others.
- 6) He made part of the ... by train and part by steamship.

VIII. Read and translate into Estonian —

- 1) In the 'future ² 'new 'ways of 'travelling from 'place to 'place ² will be in'vented.¹
- 2) 'Even to'day 'animals are 'very 'useful ² for 'carrying and 'pulling 'loads.¹
- 3) In 'Egypt ² one can 'see 'long 'trains of 'camels.¹
- 4) In the 'Arctic ² 'dogs are 'used to 'pull 'sledges.¹
- 5) By 'adding 'two 'wheels to a 'sledge ² 'men 'made a 'cart.¹
- 6) It was 'not 'long ² before a 'better 'kind of 'wheel was 'made.¹

IX. Translate into English —

1) Ma suutsin temast vaevalt aru saada. 2) Hea õpilane õpib alati väga usinasti. 3) Töö ei olnud raske. 4) Mul oli raske vastata sellele küsimusele. 5) See ei olnud raske küsimus. 6) Ta lõi tugevasti kepiga palli. 7) See oli väga kõva puu. 8) Meil oli vaevalt aega kooli minna. 9) Neid nuge tarvitatakse ainult leiva lõikamiseks (*for cutting*). 10) Selle asemel et sõita rongiga, läks ta lennukiga. 11) Ta läks ära mind ootamata. 12) Kiireim vahend sinna jõudmiseks (*of going there*) on omnibus. 13) Ma kavatsen täna Anne külastada. 14) Te jõuate sinna kiiremini, kui sõidate trammiga.

X. Make a few sentences about a journey that you once made, or that someone you know once made —

(Where did you make the journey? How long was it? How did you travel? What places did you pass through? Did you learn anything while you were making the journey?)

XI. Make a few sentences about the different animals that are used for carrying and pulling loads.

¹⁾ machine [mə'ʃi:n] masin

Grammar Exercises (§§ 109—112).

I. Put the following into the passive (§§ 109—112) —

- 1) All of you will see the books. 2) We shall take the big things to the station in a cart. 3) In the spring the collective farmers will build a new road from their farm to the railway station. 4) Explorers will make many new discoveries in little known parts of our country. 5) We shall forget nothing, I tell you.

II. Put the following into the active. The subject of the active construction is given in brackets (§§ 109—111) —

- 1) Each of these little sledges will be pulled by six dogs. (*six dogs*)
 2) Some salt will be added and the soup will be ready. (*we*)
 3) We shall be told where to go. (*someone*)
 4) Still more wonderful things will be invented in the future. (*men*)
 5) The work will be begun tomorrow. (*I*)

III. Fill in the correct tense of the verbs in the margin —

I ... only fourteen years old, but I ... quite a lot over the Soviet Union already. My father ... an engineer and he ... in many different places.

When the Great Patriotic War ..., we ... in Tallinn. In July 1941, my father ... to the Soviet Army, for the Soviet Army ... engineers just as much as it ... riflemen, artillery-men and tankmen¹⁾.

Now my brother ... also in the Soviet Army. He ... a tankman. At the beginning of the war my mother, my younger brother and I ... Tallinn, and ... to Tashkent. We ... there till the Soviet Army ... Tallinn.

Now we ... to Tallinn and ... anywhere else until father ... home.

be, travel

be, work

begin, live

go

need

need

be

be

leave, go, live

free

return, not + go

come

IV. Put into the passive (§§ 109—112) —

- 1) Anyone can do such a simple piece of work. 2) Even small children can understand this. 3) No one could ride that horse. 4) Anyone may visit him at any time.

¹⁾ riflemen, artillery-men and tankmen laskurid, kahurväelased ja tankistid

V. Put into the passive. Do not say by whom the action is performed¹). That is not important (§§ 109—112), e. g. —

You can't *translate* this joke into Estonian.

This joke can't *be translated* into Estonian.

1) They could discover nothing about those people. 2) You can't break these dishes. 3) You can't keep fish in hot weather; you must eat it at once.

VI. Put the following sentences into indirect speech (§§ 131, 136, 141) —

"I know that," he said. — He said (that) *he knew* that.

"Do camels carry loads across the dry sands of Egypt?" he asked. — He asked *whether camels carried* loads across the dry sands of Egypt.

1) "Nothing can be done about it now," he said to himself.

2) "It is a long journey to Tashkent," she said.

3) "You can't carry such a load," said Tom.

4) "Animals are very useful for carrying and pulling loads," he said.

5) "In Belgium dogs are used to pull little carts," he read.

6) "Who wants to come with me?" he asked.

7) "Has your cart two wheels or four?" he asked.

8) "Can roads be built across dry sands?" she asked.

9) "What animals do people in India use for pulling and carrying loads?" the teacher asked.

LESSON TWENTY-THREE.

TRAVELLING.

(Continued.)

'After 'carts were in'vented,² 'men 'found that in 'many 'places² they could 'not 'take their 'carts² because the 'roads were 'too 'narrow² or 'too 'rough.¹ 'Roads must be 'hard,² 'wide² and 'straight,¹ and 'then 'carts can be 'used² to 'carry 'corn,² 'butter,² 'eggs,² 'milk² and 'other 'food 'products² from the 'farms to the 'cities.¹ So 'men were 'not 'long² in 'building 'good 'strong 'roads² on which their 'carts could 'go 'farther² with 'greater 'loads² than 'ever be'fore.¹

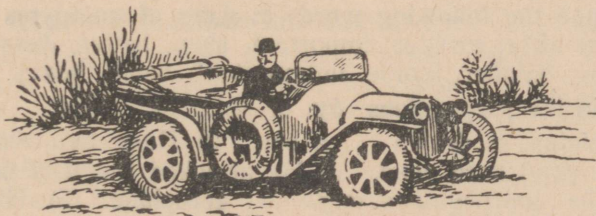
1) the action is performed tegevus teostatakse, sooritatakse

'Then 'carriages were 'built² 'pulled by 'fast 'horses.¹ 'Stage 'coaches ap'peared 'next² in which 'several 'people could 'ride to'gether² and 'make 'long 'journeys.¹ 'Stage 'coaches² were 'pulled



by 'six or 'even 'ten 'horses.¹ At 'definite 'places² along the 'road between 'one 'town or 'village and a'nother,² there were 'inns² at which the 'horses were 'changed² and the 'passengers had their 'meals.¹ The 'driver and the 'guard of the 'stage 'coach² were 'always 'armed with 'guns and 'pistols² because the 'coach was 'sometimes at'tacked by 'robbers.¹

Do you know the story about the man travelling in a stage coach who told the robbers who attacked them where one of the lady passengers kept her money? If you don't, you will find it on page 194, where you can read it. We have no time to tell the story just now.



When the motor-car was invented, it was soon found that better roads were needed. Roads which were good enough for stage coaches were not good enough for motor-cars and **motor-lorries**. It often happened that a motor-car could not move because of the thick mud on the roads, and horses had to be found to pull the car out of the mud.

One of the most **important** results of all these **changes** in ways of travelling is that there are now good roads from farms into

Exceptions — carriage, guard, passenger, product.

villages, from villages into towns, and from towns into cities. By means of these roads **distant** parts of large countries like the Soviet Union, the United States, Canada and Australia are brought together. The different countries of Europe are also **joined** together by means of such roads. There are few better ways of helping one's country to go forward than by building and **keeping up** good roads.

In later lessons we shall read about other means of travelling, about travelling **by water** and **by rail**.

Exercises to the Text.

I. Answer the following questions —

1) Why could men not take their carts in many places? 2) What kind of roads were men not long in building? 3) Is a stage coach a kind of large carriage in which several people can make long journeys? 4) What is a stage coach? 5) What were there at definite places along the road by which stage coaches travelled? 6) Do motor-cars and motor-buses¹⁾ take the place of carriages and stage coaches on the roads today? 7) What takes the place of carriages and stage coaches today? 8) What is one of the most important results of all these changes in ways of travelling? 9) How are different parts of our country joined together?

II. Arrange the following words in pairs of antonyms —

fast, near, after, greater, important, slow, better, distant, light, before, strong, smaller, worse, unimportant, weak, heavy.

III. Fill in the prepositions *by* or *with* —

1) This picture is drawn ... a pen. 2) These two villages are joined ... a good hard road. 3) He attacked the wild dog ... a stick. 4) The journey was made ... aeroplane. 5) The fascist scouts were attacked ... two Soviet soldiers and killed. 6) The Soviet soldiers were armed ... machine-guns and hand-grenades.

IV. Fill in the prepositions *among* or *between* —

1) There is no railway ... these towns yet. 2) He looked ... his books for the one he wanted. 3) She walked ... the children, holding each by the hand. 4) There was one little black girl ... the children playing in the garden. 5) He put the paper ... the pages of a book.

¹⁾ **motor-buses** autobused

V. Translate into English using the *-ing*-form preceded by the preposition *in* or *by* —

1) Ta tuli kiiresti (*be not long*) tagasi. 2) Ma teen kiiresti valmis oma kodutöö. 3) Ta vastab alati väga ruttu kirjadele (*letters*). 4) Ma aitan emal puhastada (*get ready*) juurvilja supi jaoks. 5) Te võite aidata mind, kui lähete ja ostate leiba. 6) Kuhu ta peitis oma raha?

VI. Fill in the blanks with suitable words from the text —

1) At ... times of the day the radio gives us the exact¹) Moscow time. 2) There were ... magazines and a newspaper on the table. 3) There were many ... in the bus, some sitting and some standing. 4) Please be especially careful when you copy this paper, for it is very 5) We found a great ... in her, she looked very old, and her hair once thick, dark and straight, was now almost white and very thin²). 6) The two parts of Budapest—Buda and Pest—are ... by means of several wide bridges. 7) When they were travelling through the African forests, they were once ... by a lion. 8) This is a very ... train, you will be there in two hours instead of the usual three hours. 9) Motor-cars take the place of carriages today and ... take the place of carts. 10) We usually have three ... a day: breakfast, dinner and supper. 11) The Soviet soldiers were ... with rifles and hand-grenades.

VII. Read and translate into Estonian —

1) 'Carts can be 'used to 'carry 'corn,² 'butter,² 'eggs,² 'milk,² and 'other 'food 'products² from the 'farms to the 'cities.¹
2) 'Men were 'not 'long² in 'building 'good 'strong 'roads.¹
3) She 'made a 'long 'journey.¹
4) 'Nelly was 'sitting on the 'sofa² between 'Kitty and 'Mary.¹
5) I 'found 'this 'letter among your 'books.¹
6) It was 'soon 'found² that 'better 'roads were 'needed.¹
7) 'Horses had to be 'found² to 'pull the 'motor-car² 'out of the 'mud.¹

VIII. Translate into English —

1) Ma külastan teid varsti teiskordselt. 2) Varsti leiti, et teed ei olnud küllalt head autode jaoks. 3) Ta aitas mind, kirjutades ümber luuletuse. 4) On olemas palju vahendeid ühest kohast teise liiklemiseks.

¹) exact [ig'zækt] täpne

²) thin hõre, õhuke

IX. Give the names of the meals and say about what time people have them, and what they eat.

X. Name the food products that you know, and if you can, say where they come from, for example:

Milk comes from the cow¹⁾.

Corn grows in the fields of the collective farms.

XI. What means of going from place to place do you see in the district where you live? Make one sentence about each of them.

Grammar Exercises (§ 112).

I. Translate into English (§ 112) —

1) Pärast seda kui leiutati autod, tehti paremad teed. 2) Selle jutustuse võib leida 194-ndalt leheküljelt. 3) Vett võib tuua jõest. 4) Selle töö jaoks on vaja palju inimesi. 5) Laps tuli viia haiglasse. 6) Nende juttude keel on väga lihtne ning neid võib igaüks lugeda.

II. Change the following questions into indirect speech after the forms of the verb *know* or *wonder* which are given in brackets (§ 141) —

1) When will he come? (*I wondered*) 2) What time²⁾ do we go to the station? (*When will you know*) 3) Where does she keep her pencils? (*Do you know*) 4) Who will change pens with me? (*I wondered*) 5) Where does that road go? (*Did you know*) 6) How long is the journey? (*He didn't know*)

III. Fill in the correct article (definite or indefinite) where necessary (§ 207) —

When I was ... small boy, I lived in ... village about fifty kilometres from ... Tallinn. Behind our house there was ... hard, wide, straight road. It went to ... Tartu, my father told me. I understood that ... Tartu was ... fine city, and I wanted to go there. Every day I went and sat on ... side of ... road. I liked to look at ... carts and ... motor-lorries that passed up and down it. Sometimes ... fast motor-car went past, and then I said to myself, "I wonder where that car is going. I should like very much to be in it. One day I shall have ... car and I shall ride up and down in it on ... roads that I have built." I already knew that I wanted to be ... engineer who builds ... roads. I wanted to build ... roads everywhere in ... country.

¹⁾ cow [kau] lehm

²⁾ what time = at what time

Now I am ... engineer and I am doing what I wanted to do when I was ... child. I have already built ... roads from ... villages to ... towns and from ... towns to ... cities. We shall build ... roads everywhere, my fellow-workers and I.

REVISION III.

Lexical Exercises.

I. Fill in the blanks with the prepositions *in, into, to* or *at* —

1) Let us go for a walk ... the park. 2) Are you going ... the country for the week-end? 3) Please translate this sentence ... English. 4) Can you tell me the way ... the nearest village? 5) The road led them ... the middle of a great forest. 6) We must stop ... the first house we come ... and ask the way. 7) The city of Tallinn is nearly ... the mouth of the river Pirita. 8) He drove the sheep ... the field. 9) Which of these roads leads ... Põlva? 10) I like to spend the summer ... the country. 11) Let us go for a walk ... the mouth of the river. 12) The village is ... the middle of a thick forest. 13) We went ... the park and sat down to rest. 14) He was standing ... the window looking out ... the street.

II. Fill in the blanks with preposition-like adverbs —

1) A few of them were tired and remained in the village, but most of them went ... to the river. 2) Ivan Susanin led the Poles ... and ... through the forest. 3) None ¹⁾ of the Polish horsemen got ... of the swamp. 4) The cat jumped into the box and I couldn't make it get 5) The Soviet Army drove the Germans ... of our country. 6) The soil was washed ... into the river. 7) Please put the flowers ... on the table. 8) The children sat ... on the floor and began to cut little dolls ... of white paper. 9) The spring floods carried the ice ... to the sea. 10) Please find ... Mary's address, will you? I think Annie knows it. 11) My mother is coming ... to town from the country tomorrow. 12) She looked ... of the window and saw that it was raining. 13) She sent her daughter ... to buy a bottle ²⁾ of milk. 14) Come ..., it won't take you long to do it. 15) There was ink on his fingers and he couldn't get it 16) I went to the window and looked ..., but I could see nothing. 17) The dog pulled the child ... of the water.

¹⁾ none ei keegi

²⁾ bottle pudel

III. Translate into English —

1) Ei ole üldse hilja; meil on küllalt aega. 2) Hobused ei saanud minna edasi ega pöörduda tagasi. 3) Niisuguseid asju müüakse raamatukauplustes. Neid võib osta igal ajal. 4) Sinna viib ainult üks tee. 5) Ma ei suuda leida musti sokke. Näib, et nad on kadunud. 6) Kas te teate, millal rong väljub? 7) Ma kardan, et kalas ei ole küllalt soola. Palun proovige! 8) Mis supp see on? Maitset sarnaneb see seenesupiga. 9) Vanal ajal reisid inimesed postitõldadega või ratsa. Meie ajal reisivad nad raudteed mööda, autoga või õhu kaudu. 10) Varsti ilmusid Annie ja Lydia. 11) Kas te olete kaotanud midagi? 12) Me eksisime metsas ja pidime veetma seal öö. 13) Taškendis sajab väga harva vihma. 14) Supp ja lihtne toit on paremad kui magustoit, kui tunned end tõesti näljasena.

IV. Speak about a road along which you have gone some time or other —

(Between what points does it run? Is it a hard road or a soft one? Is it smooth or rough? Does it run over hills, through mountains and valleys, through fields of grass or corn? Does it cross rivers? What rivers? Does it pass by lakes and through villages and towns? What goes along it (carts, motor-cars, lorries, men on horseback, people on foot, buses, sledges, donkeys, camels)? What kind of loads are carried in the carts, motor-lorries, and so on? Was it used by the Soviet Army during the Great Patriotic War? If so, what went along it? Where to?)

Grammar Exercises.

I. Make compound sentences of the following pairs of simple sentences, by joining them by means of the conjunctions *and*, *but* or *so* —

1) Most boys and girls like to bathe and swim. Pioneer camps are usually near a river, a lake, or the sea. 2) The Polish horsemen could not find the road in the snow. None of the peasants wanted to help them. 3) Ivan Susanin was killed by the Poles. They did not get to Moscow. 4) Fanya Kononova and her mother made gruel of their corn. It could feed less than half of the partisans. 5) In every language some words have more than one meaning. Funny stories are often based on this fact. 6) The old

man did not think of the second meaning of the verb *paint*. He made a joke without meaning to. 7) He ordered dinner. The waiter brought him a plate of soup. 8) The first carts moved very slowly. Soon a better kind of wheel was made and a better kind of cart.

II. Make complex sentences of the following pairs of simple sentences by joining them by means of the relative pronouns *which* or *who*. The verb in the principal clause is italicized (NOTE. In constructing the complex sentences you may find it necessary to omit ¹⁾ certain words.) —

1) Some people observe their own home district carefully. They *learn* to understand better other parts of the world. 2) Every language *has* its own jokes. It is impossible to translate many of them into any other language. 3) Then he *took* the wolf to a tree. This tree grew at the top of a hill. 4) Stage coaches *appeared* next. Several people could ride together in them. 5) Fascists *were* more than once *led* into swamps. Not one man returned from them alive. 6) Dumas *is* a well-known French writer of the 19th century. He wrote "The Three Musketeers". 7) In Africa there *is* a kind of monkey. It is called gorilla. 8) There *have been* many great travellers. These men learned to observe things for themselves.

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

... April is ... second month of spring. In ... South ... trees are already green, but in ... North there are no leaves on ... trees yet. Only ... grass is green. ... May is ... very pleasant month. There are ... leaves on ... trees now and they are full of ... singing birds. It is warm outside and in ... middle of ... day it is sometimes quite hot. Then we open ... windows of our houses and ... cool fresh ²⁾ air comes into ... rooms. In ... June there are ... roses in ... gardens and at ... end of ... month there are ... ripe cherries for us to eat. What is ... colour of ... ripe cherry?

IV. Put into indirect speech the conversation between Leo, Eve and Peeter in Lesson 6. Begin with Peeter's speech near the end of the lesson —

1) o'mit välja jätta

2) fresh värške

“Do you hear, Eve? We’re going to make a big party for tomorrow...”

and continue to the end of the dialogue. Begin like this —

Peeter asked Eve whether she had heard ... Then he explained to her that...

Be careful in your use of pronouns. If it is not clear to whom *he*, *she* or *they* refer, you must use proper nouns.

NOTE 1. LEO: Yes, let her come, and Annie Miller too.

In indirect speech this will be: Leo agreed and told to invite Lydia and Annie Miller too.

NOTE 2. LEO: Yes, of course. And Enn... In indirect speech this will be: Leo agreed and added that Enn...

V. Put into the active. Supply ¹⁾ any suitable subject, e.g. — Those books mustn't be touched.

You mustn't touch those books, OR *No one must touch* those books.

1) She mustn't be deceived.

2) These cherries can't be eaten yet, they are not ripe.

3) Dinner can be ordered only in half an hour.

4) The pictures may be seen at the Picture Gallery ²⁾.

VI. Fill in the blanks with the correct tense of the verbs in the margin —

1) The Poles ... out of Russia in 1612. drive (passive)
In the battles ³⁾ which ended in victory
for Russia, the people ... by Minin and lead (passive)
Pozharsky.

2) You may be sure that nothing ... forget (future passive)
There ... books to read and indoor ⁴⁾ be
games to play on wet days. For fine days
there ... balls, ropes ⁵⁾ and other things be
that ... in playing outdoor ⁶⁾ games. The use (passive)
month at the camp ... happily by all the spend (passive)
children, whether it ... or not. rain

3) Although the German scout ... very move
carefully and ... behind the grass and keep

1) sup'ply pange

2) the Picture Gallery pildigalerii

3) battle lahing

4) indoor tubased

5) ropes hüppenöörid

6) outdoor vabaõhu-

bushes he ... by a Soviet sniper. The sniper ... and the scout ...

see (passive)
fire, kill (passive)
take (passive)

4) After lunch we ... by bus to the beautiful building where the meeting was to be held.

5) These books ... only to pupils of the seventh and higher classes. Younger children ... them.

give (passive)
not + understand

6) "Eve, please go and ask Annie where the salt ...," said Lydia. "I can't find it."

keep (passive)

LESSON TWENTY-FOUR.

A HERO FROM A CITY OF HEROES.

From "The Youth of Heroic Leningrad".

By V. Ivanov.

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

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

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

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

Exceptions — consciousness, death, palace, prisoner.

it. He did not think of his own life. He decided to lead the Germans to their **death**. He walked as much as possible to the right in order to bring them straight into the **mine-field**. He knew that he would be killed too, but what did that **matter**? He decided that he would die for Stalin and his country and at **least** fifteen fascist dogs would pay for his death with their lives.



Lazarev marched forward **fearlessly**.

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

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

Explanatory Notes.

from behind tagant
as much as possible niipalju kui vōimalik

Exercises to the Text.

I. Answer the following questions —

- 1) When was Leningrad surrounded by the German fascists?
- 2) What buildings were bombed by fascist airmen?
- 3) Why did the fascist artillery use shrapnel?
- 4) Why did the young workers of Leningrad leave their machines?
- 5) Why did the students of Leningrad leave their books?
- 6) What was Lazarev?
- 7) By whom was he taken prisoner?
- 8) Where did the party of German soldiers want to take their prisoner?
- 9) What did they come to on their way?
- 10) What did Lazarev know about that place?
- 11) What did he decide to do?
- 12) Why did he walk as much as possible to the right?
- 13) What happened when one of the Germans came in contact with a mine?
- 14) Was Lazarev killed in the explosion, or was he only wounded?
- 15) What did he see when he came to?
- 16) What did he do when he came to?
- 17) What do we call people like Lazarev?

II. Ask questions about the italicized parts in the following sentences —

- 1) *The young workers of Leningrad left their machines.*
- 2) *This story has not appeared in any newspaper.*
- 3) *Lazarev knew that Soviet soldiers had mined the place.*
- 4) *He decided to lead the Germans to their death.*
- 5) *He knew that he would be killed too.*

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

drop, leave, take, throw, die, make, recognize, think, lead, know, pay, go, fall, come, lose, lie, tie, hold.

IV. Fill in the blanks with suitable words from the text —

- 1) The girl wanted to go to the front, so she ... to become a sniper.
- 2) A few minutes after the partisans had mined the railway line, there was a terrible
- 3) The Soviet soldier led his ... to the headquarters.
- 4) In spite of the firing, the ... girl continued to help the wounded.
- 5) The city was ... from the air and ... by heavy guns for many months.
- 6) In all our towns, cities and villages there are ... where people can go to read newspapers and magazines and from which they can get books.

7) She works at a shoe

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

9) "I haven't seen my . . . town for six years," he said. "Six years ago I left it to become a . . . of a Moscow Institute."

V. Read and translate into Estonian —

1) The 'students 'left their 'books² in 'order to de'fend their 'native 'city.¹

2) The 'line was 'held² by a 'unit of the 'Soviet 'Army.¹

3) They 'reached the 'line² 'held by a 'unit of the 'Soviet 'Army.¹

4) He was 'badly 'wounded² and had 'lost 'much 'blood.¹

5) 'Lazarev 'fell² and 'lost 'consciousness.¹

6) He 'came 'to² 'late at 'night.¹

7) He de'cided that he would 'die² for 'Stalin and his 'country.¹

8) They 'made their 'prisoners 'walk in 'front of them.¹

VI. Translate into English —

1) Ta oli raskesti haavatud, kuid oli võimeline roomama oma üksuse juurde. 2) Hoolimata oma haavatud jalast jätkas ta tulistamist vaenlase pihta. 3) Päev päeva järel, hoolimata näljast ja nõrkusest, kangelaslikud Leningradi inimesed jätkasid töötamist rinde heaks. 4) Vähemalt kakskümmend fašisti sai surma (tapeti), kui lõhkes miin.

VII. Tell the story of how young Soviet soldier Lazarev led at least fifteen fascists to their death.

VIII. Make a list of all the English military words that you know.

Grammar Exercises

(§§ 125, 127, 130, 136, 138, 140—142).

I. Change the tense of the principal clause in the following sentences from present to past. Make the necessary corresponding change of tense in the subordinate clause (§§ 125, 127—131) —

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

II. Fill in the blanks with the correct tense (Past or Past Perfect) of the verbs in the margin (§§ 125, 130) —

1) Lazarev ... the place because he ... there before.	recognize, be
2) Before the war they ... students of the same institute and so they ... friends.	be be
3) I ... that you ... to him about that.	know, speak
4) No one... where she....	know, go
5) He ... very weak because he ... much blood.	be, lose
6) Before the fascist ... what was happening, the Soviet soldier ... him.	know disarm
7) He ... home to get the book he....	return, forget
8) When Annie's mother ... home, she ... that the two girls... dinner for her,... the tea-things, ... everything they ... to make Annie feel better.	come, find get, wash do, can

LESSON TWENTY-FIVE.

THE 'WALKING 'STAMP.¹

'Yesterday I was 'writing a 'long 'letter² to 'one of my 'sisters² when a 'friend 'came 'in.¹

"'Just a 'moment," I 'said to him.¹ "I 'must 'finish 'this 'letter.¹ To'day's 'newspaper is 'over 'there² on 'that 'table.¹ Per'haps you 'haven't 'seen it yet."¹

He 'sat 'down with the 'newspaper² and 'read it² while I 'finished my 'letter,² 'put it into an 'envelope² and ad'dressed it.¹

'After 'that² we 'talked a 'little² and 'then I 'said,¹ "I must 'post my 'letter,¹ but I 'haven't a 'stamp.¹ 'Have 'you 'one by 'chance?"²

"'No,¹ I'm 'sorry I 'haven't," he answered.¹

"'Well," I said,² "I shall 'have to 'go to the 'Post Office,¹ as I 'want 'this 'letter to 'go to'day.¹ My 'sister 'always 'answers my 'letters at 'once² and I 'try to 'answer 'hers at 'once 'too.¹ It's a 'pity 'not to 'post a 'letter² when you have 'written it,¹ 'isn't it?"¹

"'I'll 'come 'with you," 'said my 'friend.¹ "We can 'talk on the 'way."¹

Exceptions — allow, climb, envelope, pity, post.

I 'lighted a ciga'rette² and 'put 'on my 'hat.¹ But it 'wasn't 'mine.¹ It was 'too 'small for me.¹ "Is 'this 'hat 'yours?"² I 'asked my 'friend.² "It is 'certainly 'not 'mine.¹ It 'won't 'go 'on me."¹

"I'm 'sorry," he answered.² "I 'always 'take 'someone 'else's 'hat by mis'take."² He 'gave me 'mine,² and 'I 'gave him 'his.¹

We 'reached the 'Post Office² before I had 'finished my ciga'rette.¹ "You 'go 'in² and 'get me a 'stamp,¹ 'will you?" I said.² "'Smoking is 'not al'lowed in the 'Post Office,² and I 'want to 'finish my ciga'rette.¹

"All 'right," he said,² "'give me your 'letter."¹



My 'friend 'went 'in,² 'bought a 'stamp at the 'window where 'stamps are 'sold,² 'wetted the 'back of it,² and was 'going to 'stick it² in the 'right-hand 'top 'corner of the 'envelope² when he 'dropped it.¹ He was 'just 'going to 'pick it 'up² 'when,² — 'can you i'magine it?² — the 'stamp be'gan to 'walk.¹ It 'walked 'very 'slowly,¹ but it 'really 'walked.¹ It 'reached the 'wall² and be'gan to 'climb 'up it.¹

My 'friend 'ran to the 'door,² 'shouting,¹ "'Come 'here,¹ 'quick!¹ There's a 'stamp 'walking 'in 'here.¹

I 'threw a'way my ciga'rette² and 'went into the 'Post Office.¹ There was 'no mis'take a'bout it!¹ A 'stamp was 'climbing 'up the 'wall.¹ It 'reached the 'ceiling,² 'slowly 'crossed it² and 'came 'down a'gain² by the 'opposite 'wall.¹

I 'took the 'stamp 'off the 'wall² before 'anyone 'else 'could,² and 'turned it 'over.¹

'Can you i'magine 'what it 'was?² An 'ordinary 'stamp² 'stuck on the 'back² of a 'big 'fly!¹

Proverbs. Two heads are better than one.

Four eyes are more than two.

Explanatory Notes.

just a moment oodake üks hetk

over there vaat seal

I want this letter to go ma tahan, et see kiri läheks ära

There was no mistake about it selles ei olnud mingit kahtlust
(eksistust)

Exercises to the Text.

I. Answer the following questions —

- 1) What do you put a letter into after you have written it?
- 2) What do you write on the envelope?
- 3) What do you put in the right-hand top corner of the envelope?
- 4) What do you do when you want to stick a stamp on a letter?
- 5) What do you do when you have addressed your letter and put a stamp on it?
- 6) When you want to post a letter, must you take it to the Post Office, or may you drop it in a letter-box¹⁾?
- 7) Where can we buy stamps and envelopes?
- 8) What is not allowed at the Post Office?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

take, ride, attack, keep, find, write, read, see, sit, put, try, come, give, say, buy, sell, wet, stick, begin, throw.

III. Change the meaning of the following sentences by using antonyms instead of the italicized words —

- 1) I shall *finish* my homework in a few minutes.
- 2) He *took* the letter *out of* his bag.
- 3) Have you *dried* your hands?
- 4) The bag was very *light*.
- 5) I *dropped* my pencil *on* the floor.
- 6) Our collective farm *sold* some horses *to* the farm in the next village.

IV. Translate the following sentences into English, e. g. —

Ma tahan, et see kiri läheks ära täna.

I want this letter to go today.

Ma tahaksin, et ta teaks seda.

I should like him to know that.

- 1) Ta tahab, et te aitaksite teda.
- 2) Me tahame, et kõik loeksid selle läbi.
- 3) Ma tahaksin, et ta läheks arsti juurde.
- 4) Nad tahtsid, et ma jutustaksin neile mingi jutu.
- 5) Kas te tahaksite, et ma kirjutaksin teie eest kirja.
- 6) Ma ei taha, et ta teaks seda.
- 7) Ta tahtis, et ta sõber läheks temaga.

¹⁾ letter-box postkast

V. Fill in the blanks with the correct prepositions —

1) They talked ... the way ... the Post Office. 2) He put the money ... an envelope and stuck it. 3) This coat is not mine, it won't go ... me. 4) You must stick the stamp ... the right-hand corner of the envelope, not ... the left-hand one. 5) He bought a stamp ... the window where stamps are sold. 6) The walking stamp came down ... the opposite wall. 7) He took the book ... the table and gave it ... me.

VI. Fill in the blanks with suitable words from the text —

1) All boys and many girls like to ... up trees. 2) You must ... your letter if you want it to go. 3) You must ... the back of the stamp if you want it to ... to the envelope. 4) It's a ... that you were not at the concert¹). It was very good. 5) "I won't ... you to go outside and play until you have done your homework," said the boy's mother. 6) They will wait for us at the ... of the street near the library. 7) My best friend lives on the ... side of the same street as I live in. 8) He is a Hero of the Soviet Union, but he looks like any ... young man.

VII. Read and translate into Estonian —

- 1) "Just a 'moment," I 'said to him.¹ "I 'must 'finish 'this 'letter."¹
2) "I 'haven't 'seen to'day's 'newspaper yet."¹
3) He will 'have to 'go to the 'Post Office.¹
4) She 'wants me to 'post 'this 'letter at 'once.¹
5) "It's a 'pity to be 'late for the 'concert," she said.¹
6) "'Where are our 'hats?"¹ "'Mine is on the 'table,² and 'yours is on the 'chair."¹
7) "I'm 'sorry," he said.² "I've 'taken 'your 'pen by mis'take."¹
8) 'Smoking is 'not al'lowed 'here.¹
9) There was 'no 'mistake a'bout it!¹ It was 'my 'hat.¹
10) I 'picked 'up the 'stamp² before 'anyone 'else 'could,² and 'turned it 'over.¹

VIII. Translate into English —

1) Ärge kahelge, see kiri on teile. 2) Kas teil ei ole juhuslikult tükikest paberit? 3) Kahju on hilineda, teie ei näe algust. 4) Siin ei ole suitsetamine lubatud. 5) Ma võtsin eksikombel kellegi vihiku. 6) Kas te olete juba kirjutanud nendele kirjadele aadressid? 7) Ta vastas otsekohe kirjale. 8) Oodake üks hetk, ma tahan süüdata paberossi. 9) Palun, tõstke see kiri üles (*will you?*) 10) Karu ronis

¹) 'concert [*'kõnsət*] kontsert

puu otsa. 11) Ma tulin koju enne teisi (*before anyone else did*) ja valmistasin lõunasöögi.

IX. Say what you do when you have written a letter to someone.

X. Tell the story of the walking stamp in the third person. Begin like this —

“Once a man wrote a letter to his sister. He wanted the letter to go at once, but he had no stamp....”

Grammar Exercises (§ 164).

I. Make the infinitives in the following sentences negative (§ 93), e. g. —

Ask her *to write* this letter at once.

Ask her *not to write* this letter at once.

1) Tell him to do that work today. 2) It's a pity to say goodbye. 3) I want her to go there. 4) I asked him to come at six o'clock tomorrow. 5) It's a pity to post a letter when you have written it.

II. Change the italicized nouns into possessive pronouns (§ 164) —

1) This is my book and that is *Bob's*. 2) That hat is *Eve's*.

3) There is your mother; and there is *Betty's and Lydia's*.

III. Translate into English (§ 164) —

1) Ta andis kummalegi meist uue pliiatsi. Minu oma oli sinine.
2) Need sukad ei ole sinu; sa oled jalga pannud minu omad. 3) See kass ei ole meie oma; meie oma oli must. 4) Nora ja mina kaotasime oma sullepead (pens). Tema oma oli roheline, aga minu oma pruun.

IV. Fill in the correct tense (Present, Present Perfect, Future) of the verbs in the margin (§§ 105, 108, 121—124) —

I ... a letter to my brother in the Soviet Army.

just + write

He ... to get my letters and I ... to get his.

like, like

After I ... the envelope I ... my letter into it.

address, put

When my sister ... a letter, she ... it into the envelope first, and then ... the address, but

write, put

I ... it ... easier to write on an envelope when there ... no letter inside it. I ... a stamp

write

in the right-hand top corner because letters sent to the men in the Soviet Army ... stamps.

think, be

be, not + stick

not + need

Soviet soldiers ... stamps on their letters before they ... them either ¹⁾.

Now I ... out and ... my letter in the post-box ²⁾. After that I ... home and ... my lessons. When I ... them, I ... supper.

not + put
post
go, drop
come, do
finish, have

V. Put the following sentences into indirect speech (§§ 133—142) —

1) "I shall finish the book tomorrow and then you can have it," he said to me. 2) "I didn't take the tram yesterday," she said, "I walked all the way." 3) "I saw him last year," she answered. 4) "Do you think this is really correct?" I asked my father. 5) "I shall meet you here tomorrow," he answered. 6) "He began the work a week ago," I was told. 7) "The library will move into a new building next month," he explained.

LESSON TWENTY-SIX.

CANALS.

The cheapest way to carry heavy goods from one place to another is by water. Therefore a country which has many large rivers up and down which **river-steamers** and barges can pass, **possesses** a very important **means** of **transport**. The Soviet Union has many such rivers; for example, the Volga, the Dnieper and the great Siberian rivers.

In England there are no very wide rivers, but many of the English rivers are **deep** enough for barges, and heavy goods like bricks, stone, cement and other building materials, and also **coal** and **iron**, are carried from one part of the country to another in barges. In order to make water transport still better, canals were built to join one river to another, so that now it is possible to travel from one end of England to the other by water.

In our country there are many large and important canals and now it is possible to travel by water from the White Sea in the North to the Black Sea in the South. But you can speak about our great canals like the Moscow — Volga or the Baltic — White Sea Canal **yourselves**. I want to tell you something about the Suez Canal, which joins two seas — the Red Sea and the Mediterranean

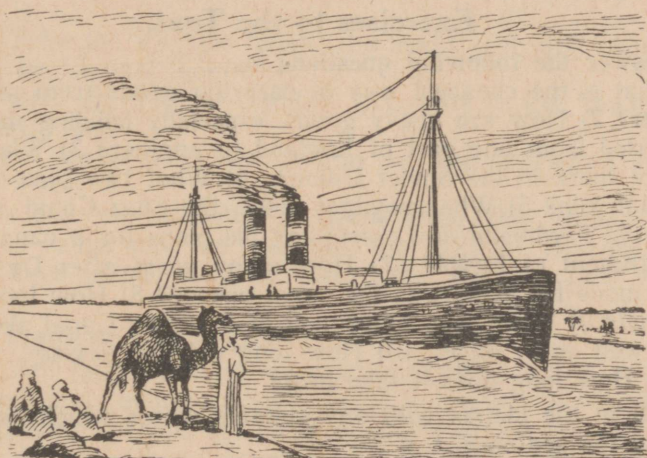
Exceptions — possess, southern.

¹⁾ **either** ['aiðə] samuti (at the end of a negative sentence)

²⁾ **post-box** postkast

Sea — and thus shortens the voyage from Europe to India and Australia and other eastern or southern countries by several weeks.

In the year 1854, Ferdinand de Lesseps, a great French engineer, laid before the government of Egypt plans for a canal to join the Red Sea and the Mediterranean Sea. The idea of such a canal was not a new one. Hundreds of years before, men had cut small canals between the river Nile and the Red Sea. But these canals had been of little use because the ships making voyages to the Far East were large ships, too large for such small canals. It was necessary to build a long straight canal, deep enough for these ships to pass through.



Although the Egyptian government saw at once how useful such a canal would be to the whole world, work on the canal itself was not begun until 1859. De Lesseps had difficulty in getting enough money and men to finish the work. At last, fifteen years after De Lesseps had first made his plans, the canal was opened. It is one hundred miles long. At first it **took** more than thirty-six hours to go through the canal. As the canal was too narrow for ships to pass each other, several places were made wider and ships had to pass there. At first, **movement** was allowed only by day, but after the **invention** of electric lights it became possible for ships to move at night as well as by day.

Now the canal is much wider than it was at first, and instead of taking a day and a half, the passage takes about fifteen hours.
Proverb. That is good wisdom which is wisdom in the end.

Explanatory Notes.

laid plans esitas plaanid
for a canal to join kanali ehitamiseks, mis ühendaks
of little use vähe kasu
for these ships to pass through et need laevad pääseksid läbi
had difficulty in getting oli raske saada
for ships to pass each other selleks, et laevad saaksid mööduda
üksteisest

Exercises to the Text.

I. Answer the following questions —

1) What is the cheapest way of carrying goods from one place to another? 2) How are heavy goods, especially building materials, often carried from one part of England to another? 3) What great canals are there in the Soviet Union? 4) What two seas does the Suez Canal join? 5) What voyages does the Suez Canal shorten? 6) When did Ferdinand de Lesseps lay his plans for a canal before the government of Egypt? 7) How many years after De Lesseps had first made his plans was the canal opened? 8) How long is the Suez Canal? 9) When was movement in the Suez Canal allowed at night as well as by day? 10) How long did the passage take at first? 11) How long does it take now?

II. Fill in the blanks with any suitable words which will give sense ¹⁾ to the sentence, e. g. —

The canal was too *narrow* for *ships* to *pass* each other.

1) Now the canal is ... enough for ... to pass each other at any place. 2) This English book is too ... for me to read. 3) This tea is too ... for ... to drink. 4) Is it too late for ... to ... there now? 5) It is important for ... to ...

III. Fill in the blanks with the correct prepositions —

1) He had much difficulty ... getting the books he needed. 2) The road is very rough, so it is better to go there ... day. 3) It is not good ... children to read late ... night. 4) The Suez Canal is useful ... the whole world. 5) This knife is ... little use, you can't cut ... it. 6) Will these goods go ... water or ... rail?

¹⁾ sense mõte, tähendus

7) You can travel ... one end of the country ... the other ... means ... rivers and canals.

IV. Fill in the blanks with suitable words from the text —

1) The Soviet Union ... many wide and deep rivers. 2) It was a very good ... to visit the Pushkin museum before we studied his poems. 3) Before you bathe in a river, you should know how ... it is. 4) Both ... and ... are found in the ground. 5) We make a ... by sea and a journey by land. 6) It is ... for everyone to know at least one foreign¹⁾ language. 7) From the hill we could see the ... of the city shining far below us in the darkness.

V. Read and translate into Estonian —

- 1) It 'took me an 'hour and a 'half² to 'do my 'homework.¹
- 2) 'This i'dea is 'not a 'new one,¹ I have 'read a'bout it be'fore.¹
- 3) "'Take the e'lectric 'train," he said.¹ "It will 'shorten your 'journey by 'several 'hours."¹
- 4) There are e'lectric 'lights² 'not 'only in the 'town,² but in the 'country 'too.¹
- 5) The 'work was 'not be'gun on the 'railway² until 'six 'months a'go.¹
- 6) He had 'no 'difficulty² in trans'rating 'this 'text.¹
- 7) The ca'nal was 'too 'narrow² for 'ships to 'pass each 'other.¹
- 8) 'These ca'nals were of 'little 'use,² because they were 'too 'narrow.¹

VI. Translate into English —

1) Kõigil linna tänavail on elektrivalgustus. 2) Alguses võisid laevad mööduda üksteisest vaid teatud kohtades. 3) Nii tütarlastele kui ka poistele meeldib see raamat. 4) Inglismaal ei ole väga pikki jõgesid. 5) Suessi kanal on praegu palju laiem, kui ta oli alguses. 6) Kulus enam kui kolmkümmend kuus tundi, et läbida kanal. 7) Teil kulub palju aega selle raamatu läbilugemiseks, ta on liiga paks (*thick*). 8) Tal ei olnud raske leida seda kohta. 9) Kanal on küllalt sügav selleks, et suured laevad pääseksid läbi. 10) See raamat toob teile vähe kasu, ta on kirjutatud neljanda klassi jaoks.

VII. Speak about the Suez Canal.

VIII. Speak about one of our Soviet canals —

(What seas or rivers does it join? When was it started? How long did it take to build it? How is it used? What goods are carried on it and by what means are they carried? Is it wide

¹ foreign ['fɔrɪn] vōõr-

enough for ships to pass at any point, or are there special places where ships must pass? Is it deep enough for river-steamers to go up and down it or are there only barges on it? How are the barges pulled?)

Grammar Exercises.

I. Fill in the blanks with the correct tense (Past, Past Perfect or Future in the Past) of the verbs in the margin (§§ 130—131) —

THE PANAMA¹⁾ CANAL.

From the time of Christopher Columbus²⁾ plans ... to build a canal which ... the Atlantic Ocean³⁾ to the Pacific Ocean⁴⁾. make (pass.), join

When De Lesseps ... the Suez Canal, he ... to make such a canal. The French ... on one from 1880—1888, but the work It ... too expensive, and besides, many of the workers ... of fever. finish
want, work
stop (passive)
be
die

In 1904 the Government of the United States ... the work again. The American engineers ... the mistakes of the French, and in spite of many very great difficulties, they ... able to finish the Panama Canal in ten years. It ... in 1914, just before the First World War. begin
study
be
open (passive)

II. Fill in the blanks with the correct emphatic pronouns (§ 171) —

1) The story ... is interesting, but the book is too long. 2) I shall visit him ... and see what is the matter. 3) And can you imagine whom I saw? Henry 4) "But you must read the book ..., girls; then you will understand better what I mean," said the teacher of literature. 5) "I'm sorry I can't help you," said the librarian, "but we ... haven't enough copies of that book."

III. Translate into English (§ 171) —

1) Ta pani ise kirja posti. 2) Ärge paluge kedagi teist (*else*) sinna minna, minge ise. 3) Sel päeval pidi ema ise valmistama õhtusöögi. 4) Ma räägin temaga ise. 5) Nad tulid ise, et võtta raamatuid raamatukogust.

1) Panama [ˈpænəˈmaː]

2) Cristopher Columbus [ˈkristəfə kəˈlambəs]

3) the At'lantic Ocean Atlandi ookean

4) the Pa'cific Ocean Vaikne ookean

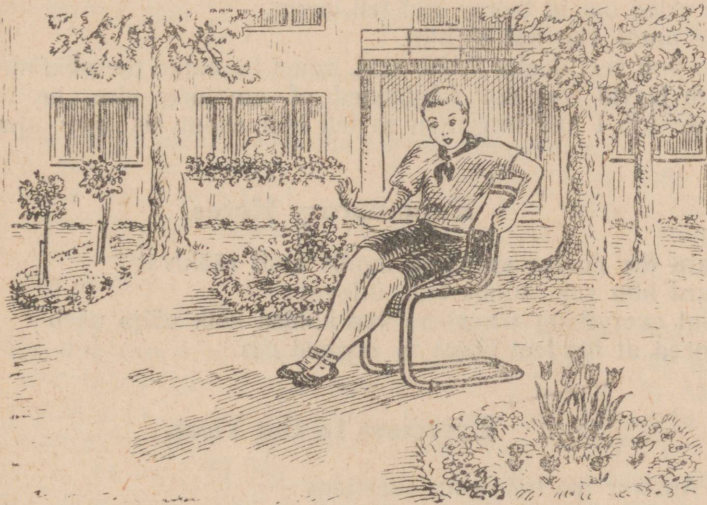
IV. Put the following sentences into indirect speech (§§ 138—141) —

1) "He has been a very brave boy," said the doctor. 2) "Have you got a Russian-English dictionary?" he asked me. 3) "Where have you put my bag?" he asked his sister. 4) "I went to the Post Office first, and then to the Public Library," she said. 5) "When did you return to Leningrad?" he asked us. 6) "Did you finish reading the book yesterday?" she asked her friend.

LESSON TWENTY-SEVEN.

IN HOSPITAL.

David lay in his bed looking up at the ceiling. He had been blind, but now he could see. He did not move because he was afraid to lose this wonderful new thing — this **gift of sight**. Near



the door of the ward, the doctor was standing beside the nurse. David heard the doctor speaking to her. He heard him say that David had been a very brave boy. David felt **proud** as he heard the doctor's words.

Exceptions — either, gift, given, lose, shadow.

The operation that had given the boy his sight had been a very **painful** one, but David had not shown any **fear either** before the operation **or** during the operation itself. And he was not **frightened** by the new world, the world of sight that was opening out to him.

The nurse had been very kind to him. She herself had **described** very carefully what everything would be like. And of course that was why he was not frightened.

"I think he will be all right now," he heard the doctor say. "I'll come and see him again tomorrow. Now put him out in the **sunshine** for a **while**. He will like that."

The nurse put him in a chair, and he was taken out into the garden.

For a while he sat there looking at nothing **in particular**. Suddenly his heart jumped and then seemed to stop with terror; he sat there too frightened to move. Then he rose up, holding out his hands to keep off that great black thing in front of him that danced at his feet and seemed at any moment **as if** it would **strike** him.

He cried out in terror and fell down.

The nurse ran out to him.

"So you see, doctor," she said, when he came the next morning, "though David was not frightened of anything else, he was of that, because I had forgotten to tell him about his own **shadow**."

Explanatory Notes.

heard the doctor speaking kuulis arsti rääkivat

heard him say kuulis teda ütlevat

what everything would be like kuidas kõik välja näeb

danced at his feet liikus ta jalgade ees

Exercises to the Text.

I. Answer the following questions —

- 1) Where was David?
- 2) Had he had an operation?
- 3) Why was David in hospital?
- 4) What was the result of the operation?
- 5) Why was the doctor pleased with David?
- 6) Why was David not frightened by the world of sight?
- 7) What happened to David while he was sitting out in the sunshine?
- 8) What had he seen that made him cry out in terror?
- 9) Why was he frightened by his own shadow?

II. Ask as many questions as you can, the answers to which are in the following sentences, e. g. —

The nurse had been very kind to him. 1) Who had been very kind to him? 2) What had the nurse been to him? 3) To whom had the nurse been very kind?

1) The nurse put him in a chair (4). 2) He was taken out into the garden (2). 3) The nurse ran out to him (3). 4) She had forgotten to tell him about his own shadow (5).

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

lie, see, lose, hear, speak, feel, give, show, take, put, rise, hold, strike, cry, fall, run, forget.

IV. Join the following sentences by means of *either... or*, e. g. —

David had not shown any fear before the operation. He had not shown any fear during the operation itself.

David had not shown any fear *either* before the operation *or* during the operation itself.

1) It did not rain in the morning. It did not rain in the afternoon.

2) The book is in the bookcase. It is on the table.

3) You can go there by train. You can go there by bus.

V. Fill in the blanks with the correct prepositions —

1) He sat... an arm-chair... the sunshine... a little while.

2) Everyone was very kind... us when we were... hospital.

3) You have dropped something. What is that lying... your feet?

4) The train will come... any moment now. 5) She took us out... the garden.

VI. Fill in the blanks with suitable words from the text —

1) The dog was very large and the little girl was... by it. 2) A person who takes care of sick people is called a.... 3) Are you doing anything in... now? I should like you to... how to go to Enn Tammist's place. 4) Thank you very much for your birthday... to me. 5) He... the table with his hand, saying, "I know I can do it." 6) It was very... for her to speak about the death of her husband and children at the hands of the fascists.

VII. Read and translate into Estonian —

1) I 'saw him 'hold 'out his 'hand to the 'doctor² as he 'said good'bye.¹

2) She did 'not 'seem to be 'frightened² by the 'noise.¹

3) 'David 'knew what 'everything would be 'like.¹

- 4) 'That is 'why² he was 'not 'frightened² by the 'new 'world.¹
 5) He 'saw the 'shadow² 'dancing at his 'feet.¹
 6) We 'feel 'proud² when the 'teacher is 'pleased with us.¹
 7) For a 'while² he 'sat 'there 'looking at 'nothing in par'ticular.¹
 8) He 'heard the 'doctor 'say² that she would be 'all 'right.¹
 9) 'David 'held 'out his 'hands² to 'keep 'off the 'great 'black 'thing² in 'front of him.¹

VIII. Translate into English —

1) Näis, nagu ei tuleks ta kunagi. 2) Ta oli liiga hirmunud, et liikuda. 3) Ma tulen ise teiega. 4) Ta kirjeldas, kuidas kõik välja näeb (tul.). 5) Me oleme väga uhked Nõukogude armeele. 6) Fanya Kononova ei kartnud, kui saksa veltveebel usutles teda.

IX. Tell David's story as if you were David himself. Begin like this —

Until I was ten years old I could not see. I was quite blind. Then one day I was taken to a hospital for an operation. The doctor said that I should be able to see. Before the operation the nurse described very carefully what everything would be like

X. Imagine that you are the nurse (or the doctor) and tell David's story in simple words.

Grammar Exercises (§§ 273—274).

I. Join the following pairs of sentences to make one simple sentence (§ 273), e. g. —

He was reading in the garden. She saw him.

She saw him reading in the garden.

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

II. Join the following pairs of sentences to make one simple sentence (§ 274), e. g. —

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

Tom saw him come home half an hour ago.

1) He went into the house. I saw him. 2) She said that everything was all right. I heard her. 3) He threw his boots on the floor. His mother heard him. 4) He addressed the envelope and put a stamp on it. I saw him.

III. Copy all the sentences in the text containing the Past Perfect Tense. There are six sentences.

LESSON TWENTY-EIGHT.

OBSERVATION.

'Once 'two 'merchants² who were 'travelling in the 'desert by 'night² 'lost 'one of their 'camels.¹ The 'camel was 'loaded with 'corn,² 'honey² and a 'bag of 'gold,¹ and the 'merchants 'wanted 'very much² to 'find him.¹

An 'old 'man,² who had 'spent 'all his 'life in the 'desert,² 'noticed them² and 'said,¹ "I 'see you have 'lost a 'camel!"¹

"'Yes,¹ we 'have," they answered.¹

"'Was he 'not 'blind in his 'right 'eye,² and 'lame in his 'left 'leg?"² continued the 'old 'man.²

"'He 'was!"¹ 'answered the 'merchants.¹

"'And 'was he 'not 'loaded with 'honey on 'one 'side² and with 'corn on the 'other?"²

"'He 'certainly 'was!"¹ ex'claimed the 'merchants 'joyfully.¹ "And 'as you have 'seen him so 'lately² and 'noticed him so 'well,² I 'hope you will be 'able to 'show us² 'where he is 'now,"¹ 'added 'one of them.¹

"'My 'friends,"¹ 'said the 'old 'man,¹ "I have 'never 'seen your 'camel!"¹

"'A 'pretty 'story!"¹ 'said the 'merchants.¹ "But 'where is the 'bag of 'gold² which 'formed 'part of his 'load?"¹

"'I have 'seen 'neither your 'camel² nor your 'bag of 'gold!"¹ re'peated the 'old 'man 'calmly.¹

When the 'merchants 'heard this,² they 'seized the 'old 'man² and 'took him be'fore a 'judge.¹ But 'nothing could be 'found u'pon him² to 'prove that he had 'stolen the 'gold.¹ Yet the 'merchants were 'not 'satisfied² and 'called him a ma'gician.¹ Then the 'old 'man² with 'great 'calmness² ad'dressed the 'judge:¹

"'My 'life in the 'desert² has 'taught me to 'notice 'things.¹ So when I 'crossed the 'footprints of a 'camel,² I 'knew at 'once² that he had 'run a'way from his 'owner,¹ for I 'saw 'no 'other 'footprints in the 'sand.¹ I 'knew that the 'animal was 'blind in 'one 'eye,² because he had 'bitten the 'grass² 'only on 'one 'side of his 'path.¹ I could 'tell from the 'footprints² that he was 'lame,² for 'some were 'deeper than 'others.¹ There were a 'great 'number of 'flies² and some 'grains of 'wheat² 'near the 'place where he had

'lain 'down,² so it was 'clear to me² that his 'load con'sisted of 'corn and 'honey." ¹

"This is the 'man² who can 'help you to 'find your 'camel," ¹ 'said the 'judge to the 'merchants.¹ "You have 'lost 'much 'time by 'bringing him before 'me.¹ If you 'find the 'animal 'now,² I shall be 'very 'much sur'prised." ¹

Explanatory Notes.

a pretty story! kena lugu!

tell from the footprints otsustama jalajälgede järgi

Exercises to the Text.

I. Answer the following questions —

1) What happened to two merchants who were once travelling in the desert by night? 2) Why did the merchants want very much to find their camel? 3) Whom did the merchants meet when they were looking for their camel? 4) Where had this old man spent all his life? 5) Had his life in the desert taught him to observe things carefully? 6) What had his life in the desert taught him? 7) What did the merchants think when the old man said he had never seen their camel? 8) Why did they take him before a judge? 9) How did the old man address the judge? 10) How did he know that the camel whose footprints he had seen had run away? 11) How did he know that the camel was blind in one eye? 12) How did he know that the animal was lame? 13) How did he know that it was loaded with corn and honey? 14) Did the judge think that the merchants had made a mistake by bringing the old man before him? 15) What did he say to them?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

lose, show, hear, seize, steal, teach, bite, lie, find.

III. Arrange the following words in two columns, one column with nouns, the other with verbs —

occupation, observe, continuation, form, translation, occupy, explode, observation, invent, translate, continue, invention, explosion, formation.

Exceptions — honey, prove, seize.

IV. Fill in the blanks with suitable words from the text —

1) It was quite ... to all of us that Class 8 B would get the Red Banner on the first of May. 2) Did you ... what time it was as you passed the street-clock? 3) The barges were ... with coal. 4) You mustn't ride the horse today; it is 5) Leo has not been here ..., so I don't know when his parents will return. 6) "What fine weather it is today!" she 7) She ... the child by the shoulder and pulled it off the road just in time. 8) I can ... that I am right by showing you Chapter III in this book. 9) The family ... of father, mother and three children, two boys and one girl. 10) Do you agree that nobody ... Bob's bag, that he simply left it somewhere? 11) Who is the ... of this pen? I found it lying on my desk. 12) Be careful; this dog sometimes ... people. 13) The director of the school ... the pupils, telling them of the great victory of the Soviet Union over the German fascists.

V. Read and translate into Estonian —

- 1) "He will 'certainly 'come in 'time,"¹ ex'claimed 'Mother.¹
- 2) She has 'not been 'here 'lately.¹
- 3) "'These 'brothers are 'very 'like each 'other;¹ I 'can't 'tell 'one from the 'other", she said.¹
- 4) It was 'clear to the 'old 'man² that the 'load con'sisted of 'corn and 'honey.¹
- 5) The 'camel was 'loaded with 'honey on 'one 'side² and with 'corn on the 'other.¹
- 6) The 'merchants 'took the 'old 'man before the 'judge.¹
- 7) They could 'not 'prove² that he had 'stolen the 'gold.¹
- 8) His 'life in the 'desert² has 'taught him to 'notice 'things.¹

VI. Translate into English —

1) Ma ei ole teda näinud ega temaga rääkinud, kuid ma tean temast kõik. 2) Ma nägin teda ja rääkisin temaga täna. 3) Homme külastab Lydiat kas Ann või Mary. 4) Kas te saate vahet teha (*tell the difference*) nende kahe õe vahel? Nad on väga sarnased, eks ole? 5) Klass koosnes kolmekümnest poisist. 6) On teile kõik selge? 7) Minge kohe postkontorisse, ärge kaotage aega. 8) Ta kaotas palju aega minnes jalgsi, selle asemel et sõita trammiga. 9) Ärge kartke, koer ei hammusta teid.

VII. Tell the story as if you were the old man. Begin your story like this —

"Once I was crossing the desert where I have lived all my life. As I walked, I came to some footprints in the sand ..."

VIII. Tell the story as if you were one of the merchants. Begin the story like this —

“Once another merchant and I were crossing the desert by night. We had many camels. During the night...”

Grammar Exercises.

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

The fly is one of ... most dangerous enemies of man. It is dangerous because it carries ... diseases¹⁾. The fly does not care whether ... food it eats is dirty or clean²⁾. ... food it likes best is often ... dirtiest that can be found. Then it may fly into ... house where ... good clean food is kept and begin to walk³⁾ all over it and eat it. Soon ... good food becomes unfit³⁾ for ... people to eat. Often ... person who is preparing ... food cannot tell that it is unfit for ... people to eat, and so ... food is put on ... table and eaten. Those who eat such food become dangerously ill. Whenever you see ... flies in ... house, kill them at once. If you live in ... hot part of the country where there are always many flies, you must cover ... open windows so that ... flies cannot get into ... rooms.

II. Put the following passage from the text into indirect speech —

Begin from “An old man, who had spent all his life in the desert, noticed them and said, ‘I see ...’” down to “‘I have seen neither your camel nor your bag of gold!’ repeated the old man calmly.”

III. Fill in each blank with one of the following words —

someone, anyone, no one

1) I saw ... I knew at the theatre. 2) There may be ... I know at the party. I don't want to go. 3) I have never seen ... do that before. 4) I am afraid there is ... in the house; ... answers the bell. 5) If ... comes while I am out, please ask him to stay. 6) ... must be at home, the window is open.

somewhere, anywhere, nowhere

1) I haven't seen him ... 2) I know the place is ... here, but

1) disease [di'zi:z] haigus

2) clean puhas

3) unfit kõlbmatu

I don't exactly know where. 3) "I've looked everywhere for my other boot, it's ... here." "What, ...? What is that under the chair?"

LESSON TWENTY-NINE.

GEORGE STEPHENSON.

We often find that men who have made wonderful and useful things in this world were **born** in poor homes. Lomonosov, Edison and Tsiolkovsky were all sons of poor parents. George Stephenson, who became **famous** because he made the first **real railway engine**, was also very poor as a boy. By strong will-power and hard work, he made himself into a great leader in the building of the first railways in England.

When he was only eight years old, he had to work to help his parents. At that **age** he was paid twopence a day to **look after** some **cows**, but he was not satisfied with this kind of work. He wanted to be with his father, who looked after a small **steam-engine** which pumped water out of a **mine**. He was not allowed to work with his father on the engine until he was fifteen. Then it was his **duty** to put coal on the fires under the boilers from which the engine got the **steam** that gave it **power**.

For two years he worked in this way, learning everything he could by **watching** the older men and asking them questions. Because they saw he wanted to learn, the older men helped him. One day, one of the engineers asked him whether he could read and write. The boy answered that he couldn't. He said he had always had to work so hard that he had never had either the time or the money to go to school. His friends told him about a special night-school in the town where boys who worked in the day-time could study in the evenings.

At this night-school, George Stephenson learned to read and write after he was fifteen years old. After a hard day's work, he went **regularly** to school every evening. But he learned as much in the **workshop** as he learned at school, for he studied every part of the engine and boiler until he knew **exactly** how they worked. Whenever anything **went wrong** with the engine, the other engineers always **sent for** Stephenson. He was **considered** the best-trained and most experienced man in the **engine-room**.

(To be continued.)

Exceptions — consider, twopence.

Explanatory Notes.

twopence a day kaks penni päevas
with this kind of work säärase tööga

Exercises to the Text.

I. Answer the following questions —

1) Was George Stephenson an Englishman? 2) In what country was he born? 3) Why did he become famous? 4) How did he make himself into a great leader in the building of the first railways in England? 5) What work did he do when he was only eight years old? 6) What work did George Stephenson's father do? 7) When was he allowed to work with his father? 8) Was his first work with his father to put coal on the fires under the boilers of the steam-engine? 9) What was his first work with his father? 10) What did one of the engineers say to him one day? 11) What did the boy answer? 12) What did his friends tell him about then? 13) Who studied at this special night-school? 14) When did George Stephenson learn to read and write? 15) What else did he study besides his lessons? 16) Whom did the other engineers send for whenever anything went wrong with the engine?

II. Change the meaning of the following sentences by using antonyms instead of the italicized words. Make any other necessary changes —

1) Go straight on till you come to the next corner, then turn to the *left*. 2) He went to the *wrong* house. 3) This book is *useful*; it has got what we need in it. 4) She *learns* singing at a music school. 5) My sister is *younger* than I am. 6) Have you *found* your bag, Leo? 7) My father works at the factory *at night*.

III. Answer the following questions by using *by* followed by the *-ing*-form of the verb in brackets, e. g. —

How did Stephenson learn all about the engine? (*watch*)
He learned all about the engine *by watching* the older men.

1) How did Stephenson become famous? (*make a railway engine*)
2) How did you get here so quickly? (*take a bus*)
3) How will you tell him the news? (*write a letter*)

IV. Translate into English according to the following example:
Talle maksti kaks penni päevas.
He was paid twopence a day.

- | | |
|--|--|
| 1) Talle maksti väga vähe (tema) töö eest. | 4) Teda kästi kohe arsti juurde minna. |
| 2) Neid paluti olla seal kell kaks. | 5) Teid ei palutud rääkida. |
| 3) Teda ei lubatud õhtul välja minna. | 6) Meid ei kästud täna varatulla. |
| | 7) Teid ei lubata (tul.) seda teha. |

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

1) It is my ... to help the teacher today. 2) This exercise is quite ..., you must do it again. 3) "You will never learn English if you don't study ... every day." 4) Who are ... the best pupils in your class? 5) Carefully ... me do it, and then you will do it yourself. 6) "I don't want a wooden engine," said the boy. "I want a ... one that can pull carriages." 7) The child put its fingers in the ... from the kettle and burned them. 8) I know ... where the house is, but I cannot remember the number, so I shall take you there. 9) Steam-engines always have large ... with great fires under them. 10) Aeroplane engines must have very great

VI. Read and translate into Estonian —

- 1) 'This 'kind of 'work could 'not 'satisfy him.¹
- 2) She was 'not al'lowed to 'go to the 'cinema² on 'week-days.¹
- 3) 'Something 'went 'wrong with the ma'chine,² and the 'workers 'sent for the engi'neer.¹
- 4) He 'always 'asked his 'mother 'many 'questions.¹
- 5) She was con'sidered the 'best 'pupil in her 'class.¹
- 6) After a 'hard 'day's 'work² he 'studied 'English 'regularly 'every 'evening.¹
- 7) He 'learned 'everything he 'could² by 'watching the 'older 'men.¹
- 8) He 'made him'self into the 'best-trained 'man in the 'engine-room.¹
- 9) At 'that 'time² they were 'paid 'very 'little for their 'work.¹

VII. Translate into English —

1) Ta sündis 1930. aastal. 2) Lapsena ei olnud ta tugev. 3) Kui ta oli päris väike, pidi ta hoolitsema venna ja õe eest. 4) Me võime sageli palju õppida, tähele pannes teisi inimesi. 5) Me peame saatma arsti järele. 6) Omnibusega juhtus midagi ja me pidime minema koju jalgsi. 7) Selles vanuses kirjutab ta juba luuletusi. 8) Ta käis õhtukoolis ja õppis seal lugema ja kirjutama. 9) Paljude õpetajate poolt peetakse seda raamatut parimaks.

VIII. Tell the story of George Stephenson's early life.

IX. Make a few sentences about a Russian inventor, for example, Popov, Yablochkov, Zhukovsky, Tsiolkovsky.

X. Make a little dialogue between George Stephenson's father and his eight-year old son after his first day's work looking after the cows.

Grammar Exercises.

I. Fill in the blanks with the correct tense of the verbs in the margin —

Griboyedov ... in Moscow on January 15, 1795. He ... English, French, German and Italian when still a child. He ... a student of the Moscow University¹⁾ at a very early age. He ... there when Napoleon ... his invasion of Russia. Griboyedov ... into the army and soon ... a very good officer. After the Russian people, with the help of the Russian winter, ... Napoleon out of Russia, Griboyedov ... a Russian diplomatic servant.

be born
learn
become
study
begin
go, become
drive
become

Griboyedov ... very fond of literature and he ... a number of works²⁾, but it ... his play "Wit Works Woe" that ... him famous. Many lines from the play ... proverbs, and people ... them often without knowing that they ... by Griboyedov.

be
write, be
make
become, repeat
write (passive)

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

kill (passive)

II. Put into direct speech the passage from the text beginning — "One day, one of the engineers ..." and ending "... in the evening."

LESSON THIRTY.

GEORGE STEPHENSON.

(Continued.)

One day George Stephenson was surprised to hear that in a town not far away a man had built an engine that could use its own power to move itself from one place to another. He **decided**

1) **university** [ˌjuːniˈvɜːsɪti] uilikoól

2) **works** teased

that he must see for himself whether this **strange** story was true. He spent many hours studying this new kind of engine. When he returned home, his head was full of plans for making an engine of this kind to carry people and goods **all over** England. He began to **dream** of new ways of travelling, not only in England, but all over the world.

After many years of hard work, he made the Rocket, the most famous engine in the world.

When people heard Stephenson had made an engine which could run at a **speed** of ten **miles** an hour, they **refused** to **believe** it. Some said that the boilers would **blow up** if the engine went at such a speed. Others were afraid that such engines would be very dangerous; they said they would never feel **safe** travelling behind them.

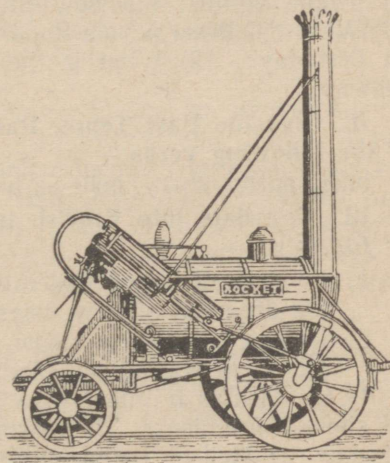
Stephenson said that engines would be as safe as stage coaches. He said that on a **certain** day he would drive his engine over the rails which he had built, and that it would pull several carriages with thirty people inside.

On the day¹⁾ thousands came to see this strange engine which could pull carriages along rails by its own power. Many **expected** the boilers to blow up. There were others, however, who saw the usefulness of the new invention, and who hoped that the engine would do what Stephenson said it could do.

To everyone's surprise, the Rocket did not blow up and no one died of fear. It ran not only at a speed of ten miles an hour, but for a while it went as fast as thirty miles an hour.

It was not long before Stephenson was asked to make engines and to build railways for other parts of England. It was clear that engines would make travelling not only quicker, but safer.

Now there are railways in all parts of the world. So it is not



Exceptions — believe.

¹⁾ on the day = on that day

strange that George Stephenson is considered a great man and that the first railway engine, the Rocket which he made, is the most famous engine in the world.

Explanatory Notes.

see for himself ise nägema

an engine of this kind selline masin, sedalaadi vedur

it was not long before varsti

Exercises to the Text.

I. Answer the following questions —

1) What did George Stephenson hear one day? 2) What did he decide that he must do? 3) What did he do when he saw the engine that could use its own power to move itself from one place to another? 4) What was his head full of when he returned home? 5) What did he make after many years of hard work? 6) What did Stephenson decide to do when he found that many people were against his engine? 7) Why were many people against it? 8) Were all people against the new invention? 9) Why were they not? 10) What did these people hope? 11) How fast did the Rocket run on that day? 12) What is the result of the building of this first railway?

II. Give the Past Tense, Past Participle and Present Participle of the following verbs —

build, spend, carry, believe, blow, feel, see, die, run.

III. Translate into English using the *-ing*-form preceded by *of* or *for*, e. g. —

1) Ta unistas uutest liiklemisvahenditest.

He dreamed of new ways of *travelling*.

2) Ta pea oli täis kavatsusi, kuidas ehitada vedur.

His head was full of plans *for making* an engine.

1) On olemas mitmeid viise selle tegemiseks. 2) On veel teine tee sinna pääsemiseks. 3) Missugused on teie kavatsused suve veetmiseks? 4) Meil on palju kavatsusi, kuidas teha oma maad kauneimaks maailmas.

IV. Fill in the blanks with the correct prepositions —

1) I shall go and see ... myself whether there is a river near the village or not. 2) These are the highest mountains ... the world. 3) Fast trains can now go ... a speed ... over a hundred kilometres an hour. 4) I can come again ... the 16th of May. Will you be ... home ... that day? 5) The engine moved ...

its own power. 6) ... everyone's surprise, the engine did not blow up. 7) She lived with us ... a while last winter.

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

1) The boy ... of becoming an airman and liked to make aeroplane models¹. 2) He ... to go to the library first and then to the pioneer house. 3) At one time people did not ... that men would ever fly. 4) Fanya Kononova ... to tell the Germans how many partisans there were in the Byelorussian woods. 5) He spoke about the ... of knowing foreign languages. 6) I ... him to be here at six o'clock; probably his train is late.

VI. Read and translate into Estonian —

- 1) I could 'not be'lieve 'this 'strange 'story.¹
- 2) It was 'not 'long² before he was 'asked to 'build 'railways² in 'other 'parts of 'England.¹
- 3) She must 'go and 'see for her'self² 'whether she will 'like 'this 'place.¹
- 4) My 'brother 'dreamed of be'coming an engi'neer.¹
- 5) 'No one ex'pected him² to 'come 'back so 'early.¹
- 6) For a 'while she 'stood 'silent,¹ 'then she be'gan to 'speak.¹

VII. Translate into English —

1) Ükski ei tulnud enne kella kahte. 2) Ma ei näinud teatris kedagi, keda ma oleksin tundnud. 3) Varsti olid kõik valmis. 4) Raudtee muutus varsti mitte ainult kiiremaks ja ohutumaks kui postitõld, vaid ka odavamaks. 5) Auto sõitis 40-kilomeetrise tunnikirusega, kui ta möödus meist. 6) Raske on uskuda sellist juttu, kuid ometi juhtub sageli imelikke asju. 7) Oli siiski teisi, kes ei olnud uue leiutise vastu. 8) Ta reisis läbi kogu NSVL-i. 9) Meie linnas on palju häid raamatukogusid.

VIII. Write a dialogue between two people who have heard about the Rocket for the first time. (You can do this quite easily by putting into direct speech what is given in indirect speech in the text.)

IX. Write a dialogue between Stephenson and someone who is afraid of his engine. (Again use the indirect speech given in the text.)

X. Make a few sentences about some well-known Russian or Soviet man or woman.

¹) models ['mɒdlz] mudelid

Grammar Exercises.

I. Fill in the blanks with the correct tense of the verbs in the margin —

The first really useful steamship, the "Clermont", ... in 1807 in America. It ... able to move at a speed of four miles an hour, and ... goods and passengers from one place to another on the Great American Lakes.

build (pass.), be

carry

Soon men ... to cross the Atlantic Ocean in such a steamship. In 1819 the "Savannah" ... America for England. This ship ... sails¹⁾ as well as its steam-engine, and ... the Atlantic in twenty-eight days. When the "Savannah" ... near the coast of Ireland²⁾, people ... the smoke³⁾ and ... the ship ... Some Irish sailors⁴⁾ ... into a small boat⁵⁾ and ... after it. They ... to help to put out⁶⁾ the fire. But they ... catch the "Savannah", and so they ... a gun. They ... that ... the captain stop his ship. You can imagine the surprise of the Irish sailors when they ... that the ship ...

want

leave, use
cross

first + see (passive)

see, think, burn

get

go, want

can + not

fire, think, make

find

not + burn

II. Fill in each blank with one of the following words —
some, any, no

- 1) There were ... old friends of mine there, but I soon made ... new ones.
- 2) Have you ever seen ... of these pictures before?
- 3) There is ... water in the kettle; they have drunk it all, it seems.
- 4) If you have ... interesting books, I should like to read them.
- 5) Let us send Henry for ... milk.

something, anything, nothing

- 1) I was very sorry that I could do ... to help him.
- 2) "Do you know ... about the first aeroplane?" "I know ..., but I'm afraid ... that you don't know already."
- 3) There is ... lying

1) sails purjed

2) the coast of Ireland ['aɪələnd] Iirimaa rannik

3) smoke suits

4) Irish sailors iiri meremehed

5) boat paat

6) put out kustutada

on the floor over there; what is it? 4) What are you talking about?" "... in particular."

can, can't, could, couldn't

1) I'm afraid I ... tell you anything more about it. 2) Nobody knows whether he ... come or not. 3) The old man ... tell anyone where he had seen the camel because he had not seen it at all. 4) He ... prove to the merchants that he knew nothing of the lost camel, and so they took him before a judge.

LESSON THIRTY-ONE.

VICTORY DAY IN MOSCOW.

Many years will pass and many events will take place, but we shall never forget the spring of 1945 and that historic night when the whole world learned that the war with Germany was



over. After the fall of Berlin on the 2nd of May, it was clear to everyone that the day of **complete** victory was not far off. The word *victory* was on everyone's **lips**. Then it came at last, the victory which we had fought for, worked for and waited for so long. The **titanic** struggle that had **cost** so much **effort** and suffering had at last come to an end.

On the 9th of May, at two o'clock in the morning, the radio gave us the news. Some were expecting it and had not gone to bed. Others were **wakened** by the **triumphant** voice of the **announcer**: "Act of **Unconditional Surrender**..." The war was over.

In a second lights appeared in the windows; **telephones** began to ring. "**Congratulations**, friends, on victory! **Congratulations!**"

Early in the morning **crowds** of people in their holiday clothes were out in the streets. Who could stay at home on such a day! It was Victory Day, and a wonderful, bright sunny day after four days of rain! There were flags everywhere, red Soviet flags, flags of the United Nations, and portraits, portraits of Stalin and those who helped him to bring us triumphantly to Victory Day.

As the sun rose higher in the sky, more and more people **filled** the streets. **Strangers** kissed and **congratulated** each other. Everywhere there were happy smiling faces, young people walked from street to street, from square to square, singing, dancing, laughing, but always moving towards the Red Square and the Kremlin. Heroes of the Soviet Union and men **wearing orders** were **tossed** in the air. English, American, Polish and Czecho-Slovakian soldiers and officers got the same **attention** as Soviet soldiers and officers.

Towards nine o'clock in the evening, people **crowded** round the **loud-speakers** in the streets. Then in complete **silence** came the words of the announcer: "Comrade Stalin is at the microphone."

Holding their breath, the people listened to Comrade Stalin's short moving **speech**. A woman near me was crying **softly** as she listened. Her three sons would never return to her. But soon she smiled through her **tears**. Stalin's words filled her heart, and the hearts of **millions**, with joy and pride.

We have paid a high **price** for our victory. Thousands of young people have given their lives for our happiness. In our joy we remember them; they shall never be forgotten.

Following Comrade Stalin's speech came the Victory Salute — thirty **salvoes** from a thousand guns. The sky was crossed and recrossed by hundreds of **search-lights**. Red, green and **golden** stars fell from the sky. Every wide street and square was crowded with people; nobody remained at home, not even little children.

Exceptions — breath, microphone, titanic, wear.

Then came aeroplanes, one after another, each dropping more red, golden and green rockets. Moscow celebrated Victory Day far into the night.

SOVIET NATIONAL ANTHEM.

Unbreakable Union of freeborn Republics
Great Russia has welded forever to stand;
Created in struggle by will of the peoples,
United and mighty, our Soviet Land!

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

Through tempests the sunrays of freedom have cheered us,
Along the new path where great Lenin did lead.
Be true to the people, thus Stalin has reared us,
Inspired us to labour and valorous deed!

Sing to our Motherland, glory undying,
Bulwark of peoples in happiness strong!...
Our army grew up in the heat of grim battle,
Barbarian invaders we'll swiftly strike down.
In combat the fate of the future we settle,
Our country we'll lead to eternal renown!

Sing to our Motherland, glory undying,
Bulwark of peoples in glory so strong!...

Exercises to the Text.

I. Answer the following questions —

- 1) Have you the radio in your home? 2) Did you hear the triumphant voice of the announcer saying that the war was over?
- 3) If you didn't, how did you hear the news of our complete victory over Germany? 4) Whom did you first congratulate on victory? 5) What did you say? 6) Where were you on Victory Day?
- 7) What kind of day was it where you were? 8) What did you see on Victory Day where you were? 9) What did the Moscow people do to the heroes of the war? 10) Did they get the same attention where you were? 11) Where were you when Comrade Stalin made his speech?

II. Ask as many questions as you can about the part of the text which describes the Victory Salute in Moscow.

III. Give the Past Tense, Past Participle and Present Participle of the following verbs —

forget, fight, cost, go, rise, sing, wear, hold, pay, fall.

IV. Change the meaning of the following sentences by using antonyms instead of the italicized words —

1) She has a very *loud* voice. 2) There were some people in the room, who were speaking *softly*. 3) You have *forgotten* the book, haven't you? 4) He soon *fell asleep*. 5) The river is very *wide* at that place.

V. Fill in the blanks with the correct prepositions —

1) Is the meaning of this word clear ... you? 2) Late ... the evening I heard the telephone ring and ran to answer it. 3) What price did you pay ... your new coat? 4) She looked ... me ... silence ... a few seconds. 5) The streets of the city are always filled ... trams, buses, motor-cars and lorries ... the middle of the day. 6) Peeter congratulated Eve ... her birthday. "Many happy returns of your birthday, Eve," is what he said. 7) The room was full ... merry boys and girls. 8) The school-year will soon come ... an end. 9) The whole Soviet people worked and struggled very hard ... victory. 10) I am sure nobody remained ... home ... Victory Day. 11) They went ... square ... square singing.

VI. Fill in the blanks with suitable words from the text —

1) Marshal Zhukov's armies marched ... through the streets of Berlin. 2) A very interesting ... took place in June, 1945; the Academy of Sciences of the USSR celebrated its 220th anniversary. 3) The ... said that in a few minutes we should hear the pioneer news. 4) "... please, girls; we can't work if there is a noise in the class-room," said the teacher. 5) The boys ... round their teacher to say goodbye till next year. 6) When English people speak, they do not move their ... in the same way as Estonian people do. 7) We ... thick warm clothes in winter and thin cool ones in summer. 8) "What is the ... of this overcoat?" he asked the shopman.

VII. Read and translate into Estonian —

- 1) 'This his'toric e'vent 'took 'place in the 'spring of '19'4'5.¹
- 2) Our 'sufferings 'came to an 'end.¹
- 3) 'Crowds of 'people 'filled the 'streets.¹
- 4) 'Strangers con'gratulated each 'other.¹

5) We 'held our 'breath as we 'listened to the 'radio.¹

6) Then she 'smiled through her 'tears.¹

VIII. Translate into English —

1) Ta ärkab alati kella seitsme paiku. 2) See raamat ei ole kal-
lis, te peate selle ostma. 3) Hinge kinni pidades kuulasid lapsed
seda juttu. 4) Ta vaatas mulle imestusega otsa. 5) Ma maksin
kuuskümmend rubla nende saabaste eest, see ei ole kõrge hind.
6) Pioneerid kannavad alati punaseid kaelasidemeid. 7) Mis juhtus
eile pioneeride koosolekul? 8) Enn Tammist pidas huvitava kõne.
9) Kooliaasta on peaaegu lõppenud. 10) Ema silmad olid täis pisa-
raid.

IX. Make a few sentences about how you celebrated Victory Day.

X. Describe the Victory Salute in Moscow.

XI. Make a few sentences about someone you know who came back after the war was over.

(Who is he (she)? Where was he fighting? What did he do? Has he any orders or medals? Is he still in the army, or is he working again?)

Grammar Exercises.

I. Choose the correct form of the verb and fill in each blank —

1) Nobody ... at home that evening. (*remained, didn't remain*)
2) I ... nothing about what he said in his speech. (*don't know, know*)
3) Nothing ... make me forget them. (*will, won't*) 4) I ... never seen such a crowd of people. (*haven't, have*) 5) He ... nobody there. (*saw, didn't see*) 6) ... there nobody in the kitchen? (*isn't, is*) 7) Nobody ... make me believe such a story. (*will, won't*) 8) There ... something you can do. (*isn't, is*) 9) He ... no attention to what people were doing. (*paid, didn't pay*) 10) I ... her speaking to somebody. (*didn't hear, heard*)

II. Join the following simple sentences into complex sentences consisting of a principal clause and a subordinate adverbial clause. Use the conjunctions in brackets —

A. 1) The news of the unconditional surrender of Germany came. I was asleep in bed. (*when*) 2) My mother heard the news over the radio. She wakened me to tell me the wonderful news. (*when*) 3) Some people were expecting the news. They did not go to bed. (*as*) 4) The announcer was reading the act. There was complete silence. (*while*) 5) I really understood that the war was

over. Tears of joy ran down my face. (*when*) 6) People crowded round the microphones. They learned that Comrade Stalin would speak to them. (*when*)

B. (In the following sentences you must make a change in the tense of your subordinate clause.)

- 1) I shall make an effort to finish my homework. Will you wait for me? (*if*) 2) Dinner will be ready. You will come home. (*when*) 3) The telephone will ring. I shall go to answer it. (*if*) 4) Will you show me your letter? You will post it. (*before*) 5) You will give me your attention, I shall tell you the whole story. (*if*) 6) I shall get up. I shall waken you. (*when*)

III. Translate the following into English —

- 1) Te ei tohi välja (*outside*) minna, seni kui sajab vihma. 2) Äрге minge välja, enne kui vihmasadu lõpeb. 3) Kuna sajab vihma, te peate jääma tuppa (*inside*). 4) Palun lõpeta oma kodutöö enne, kui ma tagasi tulen. 5) Ma tõin talle raamatu tagasi, pärast seda kui olin selle läbi lugenud.

REVISION IV.

Lexical Exercises.

I. Fill in the blanks with the prepositions *through, about, along, under, over, round, between, among, beside, across, except or besides* —

- 1) They walked ... the forest looking for mushrooms. 2) You must go ... this street to the end and then turn to your left. 3) I walked ... my mother and father holding on to a hand of each. 4) An electric lamp hangs ... the writing-table. 5) The Moscow Metro runs deep ... the ground. 6) "Can you swim ... this lake?" "Not yet. When I can swim round it, then I shall not be afraid to swim ... it." 7) Everyone will go to camp, ... a few whose parents live in the country. 8) He jumped ... the low stone wall into the road. 9) It takes much longer to walk ... a field than to walk across it. 10) Who else was there ... you and Lydia? 11) We walked ... a long corridor and at last came to a door with the name we were looking for on it. 12) We walked for several kilometres ... the bank of the river. 13) Trains run every day ... Moscow and the capitals of the republics of the USSR. 14) Oh, he lives ... the street from here. I'll show you. 15) He sat down ... me and began to tell me about his life at the front.

II. Translate into English using the verb *get* (either with or without a preposition or preposition-like adverb) —

1) Õpilastel on koolivaheaeg kolm korda aastas. 2) Ära loe liiga palju, kui oled haige, sa saad peavalu. 3) Ta tõuseb igal hommikul kell 7. 4) Ma valmistan hommikueine, seni kui sina lähed ja ostad leiba. 5) Mõtled sa, et sa saad mu raamatud minu jaoks valmis panna? 6) Poole tunni jooksul me jõuame mõne suure jaama juurde ja te võite seal saada teed. 7) Mul ei ole enam selliseid pilte. 8) Kuidas saan ma tindi ära oma kleidilt? 9) Heida kohe voodisse, sa oled haige. 10) Mu vend ei ela enam meie juures; ta abiellus möödunud nädalal. 11) Tramm oli rahvast nii täis, et ma ei pääsenud sisse. 12) Me väljusime järgmises jaamas.

III. Translate into English using the word *order* —

1) Mida me tellime lõunaks? 2) Mu isal on kolm ordenit. 3) Arst käskis tal heita voodisse mõneks päevaks. 4) Ohvitser käskis sõdu-reid oma seltsimehi aidata. 5) Mida te tellisite keskpäeva-eineks?

IV. Translate into English using the word *like* —

1) Kuidas näeb ta praegu välja? 2) Ta armastab väga muusikat. 3) Mida te tahaksite homme teha? 4) Mulle ei meeldinud see film. 5) Mary sarnaneb väga oma õega. 6) Teie kübar on täpselt samasugune nagu minu oma. 7) Kuidas teile meeldis laagris?

V. Translate into English using the word *kind* —

1) Missugune ilm on täna? 2) Inimesed olid alati lahked tema vastu. 3) Ma ei ole kunagi näinud sellist autot. 4) Mulle meeldib selline töö.

VI. Translate into English —

1) Töö oli halvasti tehtud. 2) Noor võitleja¹⁾ oli raskesti haavatud. 3) Ma aitan (tul.) teda niipalju kui suudan. 4) „Kahjuks ei saa ma teid aidata homme. Ma pean minema emaga sisseoste tegema.“ — „Pole viga.“ 5) „Mis sul viga on? Miks sa nutad?“ 6) „Kardan, et me ei jõua esimesele rongile.“ — „Pole tähtis. Ronge on palju.“ 7) Kavad pioneerilaagri jaoks esitati komisjonile²⁾. 8) See on vana raamat ega ole sellepärast kellelegi vajalik. 9) Kui palju aega kulub teil selle raamatu läbilugemiseks? 10) Mul kulus tund, et jõuda jaamani. 11) „Millele te mõtlete?“ 12) Mu vend teenib 500 rubla³⁾ kuus. 13) Mõned inimesed võivad otsustada taeva järgi, missugune ilm on järgmisel päeval. 14) Mis on juhtunud? Miks ei ole omnibusi?

1) fighter

2) committee [kə'miti]

3) roubles [ru:blz]

VII. Which of all the lessons in the book did you find the most interesting? Give its contents ¹⁾ and say why you liked it if you can.

VIII. Tell one of the jokes in the book, either one from any of the lessons or from the additional reading.

IX. Give the contents of one of the stories for additional reading.

Grammar Exercises.

I. Make complex sentences of the following pairs of simple sentences by joining them by means of the relative adverbs *where* or *how* (the verb of the principal clause is italicized) —

1) The White Nile *rises* in mountain lakes. There is plenty of rain there both in summer and in winter. 2) Even today animals *are* very useful in some parts of the country. It is very difficult to build good roads in these parts. 3) Caleb Plummer deceived his daughter. You *remember* this. 4) In North China one *finds* many little donkeys among the mountains. Roads are narrow and rocky there. 5) Gorillas *make* their homes in tropical forests. The bushes and trees are very thick in these forests.

II. Make complex sentences of the following pairs of sentences by joining them by means of the conjunctions *when*, *while*, *because* or *as* (the verb of the principal clause is italicized) —

1) The older men *helped* young George Stephenson. They saw he wanted to learn. 2) The merchants heard these words. Then they *seized* the old man. 3) We reached the Post Office. Then I *asked* my friend to get me a stamp. 4) Yesterday I was writing a long letter. A friend *came in* at that time. 5) He was only eight years old. At that age he *had to work* to help his parents. 6) In the old days there were no trains or aeroplanes or motor-cars. A traveller *thought* then that it was a long journey to go fifty or sixty kilometres. 7) Time passed. Much mud and sand *was carried down* by the river to the sea. 8) Bertha *imagined* that Mr. Tackleton was full of thought and care for her. You know this. 9) The shepherd *did not recognize* his enemy. He looked like a sheep. 10) We were taking our coffee. We *listened* to the news over the radio. 11) Androcles *ran away* from his master. The master was very cruel to his slave.

III. Make one simple sentence out of the following pairs of simple sentences by joining them by means of the conjunction *in order to*, e. g. —

¹⁾ contents sisu

He went to the station to meet his mother. *He wanted to carry things for her.*

He went to the station to meet his mother *in order to* carry things for her.

1) Lazarev walked as much as possible to the right. He wanted to bring the Germans straight into the mine-field. 2) He took the stamp off the wall. He wanted to see why it walked. 3) Canals were built joining one river to another. The reason for doing this was to make water transport still better. 4) The tiger must be able to jump very far. It must catch and kill other animals for food. 5) The Soviet soldiers quietly surrounded the Germans. They wanted to take them prisoner.

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

In ... seventeenth century ... Poles were in ... Moscow. Once in ... year 1612, in ... middle of the winter, ... group of about two hundred Polish horsemen rode into ... little village near ... Kostroma. They could not find ... road to ... Moscow. They robbed all ... peasants in ... village and then asked for ... man to show them ... road. ... old man pointed to ... great forest and told them that ... road lay on ... other side of it. ... Poles ordered ... old man, whose name was Ivan Susanin, to show them ... way. They said that if he refused, they would kill all ... people in ... village. Ivan Susanin was ... great patriot, but he saw, however, that he would have to show them ... way. So he decided to lead them into ... swamp. When ... Poles found out that Ivan Susanin had deceived them and led them into ... place from which they could not get out, they killed him. Ivan Susanin was not afraid to die, for he knew that by causing 1) ... death of two hundred Polish horsemen, he was helping to save his country from ... enemy. At ... same time, he had saved ... lives of ... people of his native village.

V. Translate into English using absolute possessive pronouns or reflexive pronouns —

1) Vaadake, see aeg (*tense*) ei ole õige teie harjutuses. Minu omas on see õige. 2) Ta tuli ise ja seletas meile, miks on võimatu seda teha. 3) Te peate ise otsima seda. 4) Minu raamatud on laual, aga tema omad riiulil.

VI. Translate into English using the complex object construction —

1) cause põhjustama

1) Ma tahaksin, et te paneksite tähele, millal me lahkume: ma tahan teada, kui palju aega kulub meil sinna jõudmiseks. 2) Ma arvan, et ta ei ole (ma ei arva, et ta on) meeldiv poiss; ma kuulsin, kui ta keeldus aitamast oma ema. 3) Ma tahaksin, et te ärataksite mind homme hommikul vara. 4) Ta tahtis, et ma tuleksin (oma) sinises kleidis. 5) Ma nägin teda istuvat akna juures ja lugevat. 6) Kas te tahaksite, et ma teid aitaksin? 7) Ma olen väga sageli kuulnud teda raadios (over the radio) laulmas.

VII. Put into indirect speech the conversation between Eve and Lydia in Lesson 14. Begin at the beginning of the dialogue and continue as far as Eve's speech ending: "I've forgotten his name."

NOTE 1. In Eve's first speech omit *hasn't she* altogether.

NOTE 2. LYDIA: "Yes. Do you think ..." In indirect speech this will be: "Lydia agreed and wondered ..."

NOTE 3. EVE: "... That's by an English author, isn't it? I've forgotten ..." In indirect speech this will be: "She thought it was by an English author, and added that she ..."

VIII. Fill in the blanks with the correct tense of the verbs in the margin —

When Bertha Plummer ... that	hear
Mr. Tackleton, whom she ... and who	love
she ... her, ... to get married, she ...	think, love, go, become
very sad. She ... hide her pain from her	can + not
father, and when he ... it he ... what	notice, understand
he He ... to be kind to his poor	do, mean
blind girl by deceiving her; but the	
result ... that he ... cruel. At last he ...	show, be, decide
to tell her everything. Bertha ... believe	can + not
that her father ... cruel to her, but after	be
the old man ... her what kind of man	tell
Mr. Tackleton ..., and after he ... about	be, speak
himself and their poor home, she ... that	know
he ... cruel. But the knowledge ¹⁾ only ...	be + really, make
her love her father more dearly, for she ...	know
that he ... her only because he ... her	deceive, love
and ... her to be happy. She ... him that	want, tell
now she ... the truth, she ... still hap-	know, be
pier.	

¹⁾ knowledge [ˈnɒlɪdʒ] teadmine

POEMS.

THE 'STAR.¹

'Twinkle, 'twinkle, 'little 'star,¹
'How I 'wonder 'what you 'are!¹
'Up a'bove the 'world so 'high,²
Like a 'diamond in the 'sky.¹



'When the 'blazing 'sun is 'gone,²
'When he 'nothing 'shines u'pon,²
'Then you 'show your 'little 'light,²
'Twinkle, 'twinkle 'all the 'night.¹
'Then the 'traveller in the 'dark²
'Thanks you for your 'tiny 'spark;¹
He 'could not 'see which 'way to 'go,¹
If you 'did not 'twinkle 'so.¹
In the 'dark blue 'sky you 'keep,²
And 'even 'through my 'curtains 'peep,¹
For you 'never 'shut your 'eye²
Till the 'sun is in the 'sky.¹

As your 'bright and 'tiny 'spark²
'Lights the 'traveller in the 'dark,²
'Though I 'know not 'what you 'are,²
'Twinkle, 'twinkle, 'little 'star.¹

IF I 'KNEW.¹

If I 'knew the 'box² where the 'smiles were 'kept,²
No 'matter how 'large the 'key²
Or 'strong the 'bolt,² I would 'try so 'hard,²
'Twould 'open,² I 'know,² for 'me;¹

Then 'over the 'land and 'sea broad'cast²
I'd 'scatter the 'smiles to 'play,¹
That the 'children's 'faces might 'hold them 'fast²
For 'many and 'many a 'day.¹

If I 'knew a 'box² that was 'large e'nough²
To 'hold all the 'frowns I 'meet,²
I would 'gather them, 'every 'one,²
From 'nursery, 'school, and 'street;¹

'Then, 'folding and 'holding,² I'd 'pack them 'in²
And 'turn the 'monster 'key,¹
And 'hire a 'giant to 'drop the 'box²
To the 'depths of the 'deep, 'deep 'sea.¹

'WINDY 'NIGHTS.¹

When'ever the 'moon and 'stars are 'set,²
When'ever the 'wind is 'high,²
'All night 'long in the 'dark and 'wet,²
A 'man goes 'riding 'by.¹
'Late in the 'night² when the 'fires are 'out,²
'Why does he 'gallop¹ and 'gallop a'bout?¹

When'ever the 'trees are 'crying a'loud,²
And 'ships are 'tossed at 'sea,²
'By, on the 'highway², 'low and 'loud,²
'By at the 'gallop 'goes 'he;¹
'By at the 'gallop he 'goes,¹ and 'then²
'By he comes 'back² at the 'gallop a'gain.¹

R. L. Stevenson.

THE 'ARROW AND THE 'SONG.

I 'shot an 'arrow into the 'air — 1
It 'fell to 'earth,¹ I 'knew not 'where; 1
For so 'swiftly it 'flew,² the 'sight 2
Could not 'follow it in its 'flight.¹

I 'breathed a 'song into the 'air — 1
It 'fell to 'earth,¹ I 'knew not 'where; 1
For 'who has 'sight so 'keen and 'strong 2
That it can 'follow the 'flight of 'song? 1

'Long, 'long 'afterward,² in an 'oak 2
I 'found the 'arrow,¹ 'still un'broke; 1
And the 'song, from be'ginning to 'end,²
I 'found a'gain 2 in the 'heart of a 'friend.¹

Henry Wadsworth Longfellow.

THE 'VIOLET.¹

'Down in a 'green and 'shady 'bed 2
A 'modest 'violet 'grew; 1
Its 'stalk was 'bent,¹ it 'hung its 'head,²
As 'if to 'hide from 'view.¹

And 'yet it was a 'lovely 'flower,¹
Its 'colour 'bright and 'fair; 1
It 'might have 'graced a 'rosy 'bower,¹
In'stead of 'hiding 'there.¹

Yet 'thus it was con'tent to 'bloom,²
In 'modest 'tints ar'rayed; 1
And 'there dif'used a 'sweet per'fume 2
With'in the 'silent 'shade.¹

Then 'let me to the 'valley 'go,²
This 'pretty 'flower to 'see; 1
That 'I may 'also 'learn to 'grow 2
In 'sweet hu'mility.¹

Jane Taylor.

THE 'NAUGHTY 'BOY.¹

There was a 'naughty 'boy, ² And a 'naughty 'boy was 'he, ¹ He 'ran a 'way to 'Scotland, ² The 'people 'there to 'see — ¹ Then he 'found ² That the 'ground ² Was as 'hard, ² That a 'yard ² Was as 'long, ² That a 'song ² Was as 'merry, ² That a 'cherry ²	Was as 'red, ² That 'lead ² Was as 'weighty, ² That 'four'score ² Was as 'eighty, ² That a 'door was as 'wooden ² As in 'England — ¹ So he 'stood in his 'shoes ² And he 'wondered, ¹ He 'wondered, ¹ He 'stood in his 'shoes, ² And he 'wondered. ¹
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John Keats.

THE PARTS OF SPEECH.

A noun is the name of anything,
 As *School, Garden, Boy* or *Thing*.
 Adjectives tell the kind of noun
 As *Great, Small, Pretty, White* or *Brown*.

Instead of nouns, the pronouns stand,
 As *He, She, Us, Your* arm, *My* hand.
 Verbs tell us something being done —
To Read, Count, Laugh, Carry, Run.

How things are done the adverbs tell,
 As *Slowly, Quickly, Ill* or *Well*.
 Conjunctions join the words together,
 As men *and* women, wind *and* weather.

The preposition stands before
 A noun, as *by*, or *through* a door.
 The interjection shows surprise
 As *Oh!* How pretty! *Ah!* How wise!

Three little words you often see
 Are articles *a, an* and *the*.
 The whole are called the Parts of Speech
 Which reading, writing, speaking teach.

ADDITIONAL READING.

JOKES.

Here are some jokes. I wonder whether you will be able to see them easily.

1. In most towns in England you may take small dogs and other animals in trams and buses without tickets if you can carry them in your arms.

Here is a joke about a bus conductor and a dog.

A woman with a dog got on a London bus one wet day. The dog was a big one, and its feet were very dirty.

The woman said, "Oh, conductor, if I pay for my dog, may he have a seat like the other passengers?"

The conductor looked at the dog and then he answered, "Certainly, madam. He may have a seat like all the other passengers so long as he doesn't put his feet on it."

2. Do you know the story about the man having breakfast in an English hotel? He took a drink from his cup and then said to the waiter, "Waiter, is this tea or coffee?"

"Can't you tell the difference, sir, by the taste?"

"No," said the man, "I can't."

"Well," said the waiter, "if you can't tell the difference, what does it matter which it is?"

3. I think you will like this joke about the man who never lost his head in a difficult or dangerous situation.

There was a fire in the middle of the night at a country house where there were a number of guests. They all rushed outside when they heard the alarm. They did not even wait to put on their clothes. Dressed in blankets and overcoats they were standing watching the flames when another guest joined them.

"Why did you people get so excited?" he asked. "Now look at me. When I heard the alarm, I got out of bed, lighted a cigarette and quietly dressed myself. In fact I was putting on my tie when

I thought it was not the best tie to wear with the shirt I had on. So I took it off and put on another. I didn't lose my head at all. I never get excited in a difficult or dangerous situation."

"That's good," said one of his friends, "but why didn't you put on your trousers?"

THE MIGHTIEST IN THE WORLD.

Once upon a time there were two Rats. They had a comfortable home and many fine children, both sons and daughters, but the one they loved most was their youngest daughter. She was a beautiful little rat. She had the smoothest grey coat, and the brightest little eyes and such pretty little ears. Her parents thought she was the most beautiful thing in the world.



When she was old enough to get married, Mr. and Mrs. Rat became very serious.

"She must have a great husband," they said. "An ordinary husband is not good enough for her. He must be very mighty. Only the mightiest in the world is fit to marry our wonderful daughter."

But who was the mightiest? It was not easy to tell, and they didn't know. So they went to a very old and wise rat and asked him. His answer was:

"If you wish to give your daughter to the mightiest of all, then go to the Sun. I am sure that no one is mightier than the Sun."

So Mr. and Mrs. Rat went to the Sun (it is rather a long way) and asked him to marry their daughter.

But the Sun answered:

"Thank you very much for your kind offer, but please tell me, why did you choose me?"

"We chose you because we wished to give our daughter to the mightiest in the whole world, and of course no one can be mightier than you."

"I see," said the Sun; "but I'm afraid you are wrong. There is one mightier than I am, and you must give your daughter to him."

"Who can be mightier than you?" asked Mr. Rat.

"The Cloud is. When I wish to shine on the earth, a Cloud comes along and covers it, and my light cannot pass through it or drive it away. You must go to the Cloud."

So Mr. and Mrs. Rat went to the Cloud and told him their wish.

"You are wrong, if you think I am the mightiest," said the Cloud. "I am quite weak when the Wind blows on me. He drives me along and tears me to pieces, and I can do nothing against him."

So Mr. and Mrs. Rat went to the Wind.

But the Wind said:

"Yes, I am mightier than the Cloud. But I am not the mightiest in the world. The Wall is sometimes in my way, and I blow and blow, but I can't move it and I cannot pass through it."

Again Mr. and Mrs. Rat went on, until they came to the Wall.

But the Wall said:

"You are right. I can certainly hold back the Wind, I am mightier than he. But there is the Rat, who makes holes in me, — and I can do nothing against him. The best thing for you to do is to choose the Rat for your daughter's husband."

Then Mr. and Mrs. Rat were happy, for they saw that the Wall spoke words of wisdom. They went home again, and their beautiful daughter married a fine Rat, and they lived happily for many, many years. Perhaps they are still alive. Who knows?

A MISTAKE.

Once an Englishman and his wife were travelling in Italy. When they arrived in Rome, they took a room in one of the best hotels there. They had dinner in the dining-room of the

hotel, and then the Englishman went out to have a smoke and go for a walk about the streets of the great city. His wife, however, who was tired after the journey, went up to their room to rest.

The Englishman was walking quietly along the street looking around him, when an Italian caught up with him and pushed him to one side as he passed.

"How rough these Italians are!" he said to himself.

The man was just going round a corner when the Englishman put his fingers into his pocket to take out his watch and look at the time.

"My watch!" he cried. "That fellow who passed me just now has got it! He took it out of my pocket as he pushed me. I'll go after him and make him give it back!"

He soon caught up with the Italian. "Give me back my watch, you thief!" he shouted angrily.

The Italian shook his head and said something in Italian.

"I don't understand you, but I'll make you understand me," he shouted, shaking his fist in the Italian's face and pointing to the man's watch-pocket.

Again the Italian shook his head and began to speak very fast in his native language. This made the Englishman still more angry, and the Italian, very much frightened by this time, took out his watch and gave it to the Englishman, who put it in his own pocket and continued his walk.

When he returned to the hotel, he told the story to his wife. She silently pointed to the dressing-table. There lay the Englishman's own watch! He took the other one out of his pocket and looked at it. He was a thief without ever meaning to be one.

The next day he went to the police-station with a friend who could speak Italian.

"Oh," said the police-officer, "last night a man came in angry and excited. 'A foreigner attacked me,' he said, 'while I was taking my evening walk, and made me give him my watch.'"

"Tell him it was all a mistake," said the Englishman. "I am very sorry about it. All I can do is to apologize and ask you to return his watch to him."

THE WOODMAN'S AXE.

A woodman was cutting down a tree on the bank of a deep river. By chance his axe slipped from his hand, dropped into the water and sank to the bottom.

“Oh! I have lost my axe,” he cried. “What shall I do? The water is very deep and I am afraid to dive into it. What shall I do? Who can help me?”

Mercury, whose river it was, heard the poor man’s cries and appeared before him.



“What is the matter, poor woodman?” he asked. “What has happened that you are so sad and unhappy?”

Mercury listened to the man’s story and then said, “Perhaps I can help you.” At that he dived into the river and brought up a golden axe. “Is this it?” he asked. “No, that is not mine,” was the answer. Mercury dived a second time and this time brought up a silver axe. “Is this yours?” he asked. Again the answer was “no.” So Mercury dived a third time and this time brought up the very axe that the woodman had lost. “That is my axe,” cried the man joyfully and held out his hand for it. “Yes, this is my own good axe. Now I can work again.”

Mercury was so pleased with the fellow’s truthfulness and honesty that he at once made him a present of the other two axes and disappeared before the fellow could even say “Thank you”.

The woodman cut down his tree and then went home very pleased with his good fortune. He told his friends all about it, and one of them decided to try whether he could not have the same good fortune. So, going to the same place, as if to cut down a tree, he dropped his axe into the river and pretended to be very sad and unhappy because of his loss.

Mercury appeared as before, and when he was told that the cause of the fellow's unhappiness was the loss of his axe, he dived into the river. Again he brought up a golden axe. "Is this yours?" he asked.

"Yes, yes, it is," said the second woodman. "You are not telling the truth," said Mercury. "You shall neither have this axe nor the one that you so foolishly dropped into the water."

JOKES.

Here are some more jokes.

4. TOM. Have you heard about the baby that was fed on elephant's milk? It put on 11 lbs every day.

JANE. Oh, Tom! That's impossible. Whose baby was it?

TOM. The elephant's.

5. In a small town in England a confectioner once put a notice outside his shop.

"Try our cake at 6d. per lb. To pay more is to be robbed."

Across the street there was another confectioner's shop. The next day the following notice appeared outside this shop:

"Try our cake at 9d. per lb. To pay less is to be poisoned."

6. Once a mother was visiting London with her two girls. They had come to the National Portrait Gallery and the girls were looking at the notice. One of the girls said she would like to go in. So her sister ran up to her mother and said, "Mother, Mary says she would like to go in here and see the pictures."

"Oh," said the mother, "It's not worth going in there; they aren't real pictures, they are only paintings."

Do you understand the joke? Real pictures for this mother were the moving pictures which she saw at the cinema.

"YOUR MONEY OR YOUR LIFE!"

Once a stage coach was passing through a lonely part of England between two large towns. Inside there were four passengers, a poorly-dressed young woman, a short fat man of

about fifty and two farmers. The coach was coming near a dangerous piece of road, dangerous because coaches were sometimes stopped there by robbers. All the passengers were a little nervous, though they pretended not to be.

One of the farmers said, "If robbers attack us, I have nothing to be afraid of. I have only two pounds in my purse, and I shall gladly give them two pounds for my life."

The other said, "I also have very little money on me, but if they want it, let them look for it."



"Yes," said the young woman, "let them look for it. They won't find my money. I put most of it in my shoes. I have only a little in my purse. Don't you think that is a good hiding-place?" she added, turning to the short fat man in the corner.

"Yes," he answered, "people sometimes have very clever ways of hiding their money."

The coach was moving more slowly now, as they were going up a hill. The driver was shouting at the horses, which were tired, for the stage was a long one.

Suddenly five horsemen, with pistols in their hands and black masks over their eyes, galloped up, shouting, "Stop! Your money or your life!"

The coach stopped. What could the driver and the guard do against so many? The door was opened and the robbers ordered the terrified passengers to get out. They did so, and in answer to the demand "Your money or your life!", handed their purses

to the robbers. Then the short fat man added, "Look in that lady's shoes. You will find some more money there."

The robbers made the young woman sit down. They took off her shoes and there they found twenty pounds. While this was going on, no one saw the short fat man quietly get back into the coach and sit down in his old corner.

Soon the robbers galloped off, and the coach continued its journey. The young woman sat crying in her corner. The farmers kept silent, but looked angrily every now and then at the man in the corner. By and by they left the coach, and the man and the young woman continued the journey to London alone.

Just before they reached the city, the man handed the young woman a card with his name and address on it, saying, "Here is my address. Please come and see me tomorrow at twelve o'clock and I shall explain everything, I hope, to your satisfaction."

Next day, the young lady, who was in despair because she was penniless and friendless in the city, went to the address written on the card. It was a merchant's office, and the merchant, her fellow-traveller, was sitting at a desk. He rose as she entered, and after asking her to sit down, began to speak.

"I could not explain to you yesterday," he said, "that I was carrying a large sum of money with me from Manchester to London. When the robbers attacked us, I knew that the only way to save my money was to turn their attention to someone else. I did so, and as a result, was able to bring the money safely here, thanks to you. Therefore I wish to return your twenty pounds, together with an expression of my gratitude." At this, he handed the young lady the sum of one hundred pounds.

THE SORROW OF DEMETER.

In the fields of Enna, in the happy island of Sicily, the beautiful Persephone was playing with the girls who lived there with her. She was the daughter of Demeter, and everyone loved them both; for Demeter was good and kind to all, and no one could be more gentle and merry than Persephone. She and her companions were picking flowers from the field to make crowns for their long flowing hair. They had picked many roses and lilies and hyacinths which grew around them, when Persephone thought she saw a splendid flower far off. So away she ran as fast as she could to get it. It was a beautiful narcissus, with a hundred heads growing from one

stem; and the perfume which came from its flowers gladdened the sky above it and the earth and sea around it. Persephone put out her hand to take this splendid flower, when the earth opened, and a chariot stood before her drawn by four coal-black horses. In the chariot there was a man with a dark unsmiling face. He looked as if he could never smile and as if he had never been happy. In a moment he got out of his chariot, seized Persephone and put her on the seat by his side. Then he touched the horses with his whip, and they drew the chariot down into... the great hole, and the earth... closed over them again.

Soon the girls who had been playing with Persephone came up to the place where the beautiful narcissus was growing; but they could not see her anywhere.

"Here is the flower she ran to pick," they said, "and there is no place where she can be hiding."

Still for a long time they looked for her in the fields of Enna; and when evening came, they went home to tell Demeter that they did not know what had happened to Persephone.

Very terrible was the sorrow of Demeter when she was told that her child was lost. She put a dark cloak on her shoulders, and took a flaming torch in her hand, and went over land and sea to look for Persephone. But no one could tell her where she had gone. When ten days had passed, she met the goddess Hecate and asked her about her child.

"I heard her voice," said Hecate, "as she cried out when someone seized her. But I did not see it with my eyes, so I do not know where she has gone."

Then Demeter went to Helios, the sun-god, and said to him, "O Helios, tell me about my child. You see everything on the earth as you sit in the bright sun."

Then Helios said to Demeter, "I pity you for your great sorrow, and I will tell you the truth. It is Hades who has taken away Persephone to be his wife in the dark and gloomy land which lies down inside the earth."

Then the anger of Demeter was more terrible than her sorrow had been. She went down from Olympus and walked on a long way till she came to a country called Eleusis, just as the sun was going down into his golden cup behind the dark blue hills. There Demeter sat down by a fountain under some olive-trees.

Just then the daughters of Keleos, the king of Eleusis, came to the fountain for water. When they saw Demeter they knew from her face that she must have some great sorrow. They spoke kindly

to her and asked whether they could do anything to help her. Then she told them how she had lost and was looking for her child; and they said, "Come home and live with us. Our father and mother will give you everything that you wish and will do all that they can to soothe your sorrow."

So Demeter went down to the house of Keleos, and she stayed there a whole year. And all this time, although the daughters of Keleos were very gentle and kind to her, she continued to mourn for Persephone. She never laughed or smiled, and hardly spoke to anyone because of her great sorrow. Even the earth and the things which grow on the earth mourned with Demeter. There was no fruit on the trees; no corn came up in the fields; and no flowers bloomed in the gardens.

At last Zeus looked down from Olympus and saw that everything must die unless he could soothe the sorrow and anger of Demeter. So he sent Hermes down to Hades, to tell him to send Persephone to see her mother Demeter.

But before Hades let her go, he gave her a pomegranate to eat, because he did not wish her to stay away from him always, and he knew that she must come back if she tasted one pomegranate seed. Then the chariot was brought before the door of the palace, and Hermes touched the coal-black horses with his whip. Away they went as fast as the wind, until they came to Eleusis. Then Hermes left Persephone, and the coal-black horses drew the chariot away again to the dark home of King Hades.

The sun was sinking down in the sky when Hermes left Persephone, and as she came near the fountain she saw someone sitting near it in a long black cloak. She knew it must be her mother, who still mourned for her child. Then Demeter lifted up her face and saw Persephone standing before her.

Then the joy of Demeter was greater, as she held her daughter in her arms, than her sorrow had been. She asked her about all that had happened to her and said, "Now that you have come back to me, I shall never let you go away again. Hades shall not have my child to live with him in his gloomy palace."

But Persephone said, "It cannot be so, my mother. I cannot stay with you always, for before Hermes brought me away to see you, Hades gave me a pomegranate, and I have eaten some of the seeds. After tasting the seed, I must go back to him again when six months have passed. And I am not afraid to go, for although Hades never smiles nor laughs, and everything in his palace is dark and gloomy, still he is very kind to me. I think he feels

almost happy since I have been his wife. But do not be sorry, my mother, for he has promised to let me come up and stay with you for six months in every year. The other six months I must spend with him in the land which lies down inside the earth."

So Demeter was happy with her daughter Persephone, and the earth and all the things that grew in it felt that her anger and sorrow had passed away. Once more the trees bore their fruit, the flowers bloomed in the gardens and fields, and the golden corn waved like the sea in the soft summer wind.

The six months passed happily away, and then Hermes came with the coal-black horses to take Persephone back to the dark land. And she said to her mother, "Do not mourn for me. The gloomy king whose wife I am is so kind to me that I cannot be really unhappy, and in six months more he will let me come to you again."

But still, whenever the time came for Persephone to go back to Hades, Demeter thought of the happy days when her child was a merry girl playing with her companions and picking the bright flowers in the beautiful fields of Enna.

RIDDLES ¹⁾).

A riddle is a question, the answer to which is difficult to guess, because it depends on a play of words. Therefore it is quite impossible to translate such riddles from one language to another. A little girl, who knew both English and Russian, once learned some Russian riddles. She tried to tell these riddles in English to a friend who knew Russian badly, and she was very much surprised when she found that the riddles were not funny at all in English. In fact they had no meaning at all.

Here are some English riddles.

1. Why is the letter A like twelve o'clock?
2. What is the difference between a soldier and a young girl?
3. What comes twice in a moment, once in a minute and never in a hundred years?
4. What is it that gets larger the more you take from it?
5. Why do we all go to bed?
6. What is the difference between a school-master and an engine-driver?

¹⁾ You will find the answers in the second part of our English text-book.

7. Which letter of the alphabet goes all round Great Britain?
 8. Which is the strongest day in the week?
 9. When I eat, I live; but when I drink, I die. What am I?
 10. What is it that was tomorrow and will be yesterday?
 11. What is it that is black and white, and yet red all over?
 12. Why is the letter *T* like an island?
 13. What word becomes shorter by the addition of a syllable?
 14. When does a goose look like a snowball?
 15. What is it that we all like to have, but never want to keep?
 16. What relation is that child to its father, that is not its father's own son?
 17. What is everything doing at the same time?
 18. What belongs only to you, and yet is used more by others than by yourself?
 19. What colour were the winds and waves in the storm?
 20. Two geese before a goose, and two geese behind a goose, and one goose in the middle. How many geese in all?
 21. Which letter is the most useful to a deaf old woman?
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