

M. KREUTZBERG

INGLISE KEELE ÕPIK

II



RK „TEADUSLIK KIRJANDUS“

TARTU, 1945

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KESKKOOLI VIII KLASSILE



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TARTU ÜLIKOOLI
RAAMATUKOGU

LESSON 1.

Home from the Holidays.

Last week the Allans returned from the **seaside**, where they had spent their summer holidays. Mrs. Allan and her two daughters, Lucy and Alice, had stayed there for six weeks, but Mr. Allan and the boys, Charlie and Jim, had spent only four weeks at the seaside. Mr. Allan is always very busy, and he never takes longer holidays.

The boys had been **camping** with their **companies** of **pioneers**. They usually go camping every summer with the pioneers. Charlie and Jim had had a very good time in the camp, and they had made many new friends there. Afterwards they had gone to the seaside to spend the **rest** of the summer holidays with their parents and sisters.

The Allans had **enjoyed** the fine summer days at the seaside and had had a very good rest. Now they all looked brown and **healthy**.

When the children met their friends, they had many things to tell them about the happy time at the seaside.

Questions: 1. Where had the Allans spent their holidays? 2. Does Mr. Allan take long holidays every year? 3. Why not? 4. How many weeks had he spent at the seaside? 5. How long had Mrs. Allan and the girls stayed there? 6. Where had the boys been before they went to the seaside? 7. Where do you usually spend your summer holidays? 8. Do you go camping every year?

Irregular Verbs.

Infinitive:	Past:	Past Participle:
be	was, were	been
go	went	gone
have	had	had
meet	met	met
make	made	made
spend	spent	spent
take	took	taken [<i>teɪkən</i>]
tell	told	told

Exercise 1. Use the right form of the verb.

Example: I had (make) some mistakes in my exercise. I had made some mistakes in my exercise.

1. Frank and Fred had (spend) some weeks on their uncle's farm before they went to the seaside. 2. The boys told their parents that they had (have) a very good time in the country. 3. They had (make) friends with their cousins. 4. There had (be) many other nice boys, too, in the village. 5. The boys were sorry that they had not (take) their dog with them. 6. Mr. Thomson had not (tell) the boys to take their dog with them. 7. When Frank and Fred had (go) to the seaside, their cousins missed them very much.

Exercise 2. Do or does?

1. Where — you live? 2. Where — your aunt live? 3. — you go to see her sometimes? 4. Where — the Allans usually spend their holidays? 5. Why — Mr. Allan never take long holidays? 6. Where — his sons go every summer? 7. — they always enjoy their holidays in the camp? 8. — girls also go camping?

Pronounce and translate: thank, think, three, third, thirteen, thirty, throw, threw, through; they, them, then, this, these, that, those.

LESSON 2.

September.

There are twelve months **throughout** the year,
From January to December;
And the finest month of all the twelve
Is the merry month of September!
The beautiful month of September!
Then apples so red
Hang overhead,
And nuts **ripe**-brown
Come **showering** down
In the beautiful days of September!

Positive:

fine

long

Comparative:

finer ['fainə]

longer ['lɒŋgə]

Superlative:

finest ['fainɪst]

longest ['lɒŋgɪst]

Exercise 1. Form the comparative and the superlative:

large, —, —; bright, —, —; cold, —, —; strong, —, —; white, —, —;
sweet, —, —; dark, —, —; nice, —, —; warm, —, —; old, —, —; ripe,
—, —; short, —, —.

Exercise 2. Do, did, or done?

1. Who has — it? 2. — they return from the seaside last week?
3. Last summer the boys — not go camping. 4. What — you do yes-
terday? 5. Have you — your lessons? 6. — you see the pioneers
there? 7. — you know him? Yes, I —; that is my cousin Jim.

Exercise 3. To, at, or from?

1. — what o'clock do you go — school in the morning? 2. We
are — school now. 3. When do you usually come home — school?
4. Do you go — the seaside every summer? 5. Last summer we
spent a month — the seaside. 6. When we returned — the seaside, we
began to work again.

Exercise 4. Tell the time:

8.10, 8.15, 8.30, 8.35, 8.45, 8.55, 9.

Pronounce and translate: each, easy, eat, heat, lead, meat, neatly,
reach, read, reason, seaside, seat, teacher; breast, head, healthy,
heavy, instead, meadow, ready.

LESSON 3.

September.

(Continued.)

There are flowers enough in the summer-time,
More flowers than I can remember;
But **none** with the **purple, gold,** and red,
That **dye** the flowers of September!
The **gorgeous** flowers of September!
And the sun looks through
A clearer blue,
And the **moon** at night
Sheds a clearer light
On the beautiful flowers of September!

Positive:	Comparative:	Superlative:
merry	merrier ['meriə]	merriest ['meriist]
grey	greyer ['greiə]	greyest ['greiist]

Exercise 1. Form the comparative and the superlative:

busy, —, —; clear, —, —; poor, —, —; hungry, —, —; strange, —, —; kind, —, —; happy, —, —; small, —, —; pretty, —, —; funny, —, —; heavy, —, —.

Exercise 2. Was or were?

1. Our grandfather—a captain. 2. I—a little boy when he died. 3. He—83 years old when he died. 4. His cottage—near the sea, not far from a big wood. 5. There—many gorgeous flowers in his garden. 6. Once we—there in September. 7. The days—fine, and we—very happy there.

Exercise 3. Translate:

1. Me veetsime oma suvevaheaja mererannas. 2. Ema, mina ja minu õeke veetsime seal kaks kuud. 3. Minu isa ja minu vennad veetsid mererannas ainult ühe kuu. 4. Minu isa on ikka nii kibedasti ametis ja tema puhkeae on lühike. 5. Minu vennad veetsid mõned nädalad laagris. 6. Siis tulid ka nemad mereranda. 7. Eile tulime tagasi mererannast.

Exercise 4. Find the opposites:

far, young, long, healthy, clean, cold, high, good, open, up, dead; short, sick, dirty, low, down, shut, alive, old, near, hot, bad.

Pronounce and translate: clear, dear, hear, year; early, heard; great.

LESSON 4.

The First School Day.

It was a bright September morning. The sky was clear and blue, and the sun was shining in through the bedroom windows. The children woke up earlier than usual. They were too excited to stay in bed, because it was the first school-day after the summer holidays.

Little Alice, too, was excited. She had **even dreamt** of her school. Alice was afraid to be **late**. She was ready to go to school long before the others came down to breakfast.

After breakfast Charlie **started off** to his school. The **Secondary** School for boys, which he **attends**, is **rather** far from his home. Jim hurried to the **Elementary** School for boys, which is not far, just round the corner. Lucy had to take a **bus (omnibus)** to reach the Secondary School for girls. She has quite a long **journey** to make every morning, because her school is very far from her home.

The bus was **crowded**, and so were the streets. There were **crowds** of pupils hurrying to their schools, and crowds of people were hurrying to their **offices** and shops.

Questions: 1. Why did the children wake up so early? 2. Who woke up earlier than the others? 3. What had she dreamt of? 4. What did the bigger children do after breakfast? 5. What school does Charlie attend? 6. What school does Jim attend? 7. What school do you attend? 8. Why must Lucy take a bus every morning? 9. Why are the streets so crowded in the morning?

Positive:	Comparative:	Superlative:
big	bigger ['bigə]	biggest ['bigist]
wet	wetter ['wetə]	wettest ['wetist]
red	redder ['redə]	reddest ['redist]

Exercise 1. Form the comparative and the superlative:

sleepy, —, —; high, —, —; late, —, —; dirty, —, —; sad, —, —; great, —, —; easy, —, —; dear, —, —; red, —, —; healthy, —, —; big, —, —;

Exercise 2. Fill the blanks with: who, whose, whom, what, when, where, why, which, how.

1. — do you feel to-day? 2. — son is Jim? 3. — is his brother? 4. With — had they been camping? 5. — did they go to the sea-side? 6. — is always very busy? 7. — of these boys is your cousin Edgar? 8. — do you usually spend your holidays? 9. — do you not answer my question?

Exercise 3. Form questions:

1. Charlie Fuller spent his holidays *in the country*.
2. *His uncle* had invited him to spend some weeks on his farm.
3. Charlie liked *to live in the country*.
4. He felt *very happy*.
5. He spent his days *in working, fishing, playing, and bathing*.
6. Charlie's cousin Peter asked *Charlie* to go nutting with him.
7. Charlie promised to return *in autumn*.
8. Uncle Jim drove him *to the station*.

Pronounce and translate: far, farm, farmer, fast, feed, fed, feel, felt, fall, fell, fish, fishing, find, found, finish, firm, four, five, fine.

LESSON 5.

The First School Day.

(Continued.)

When it was time for little Alice to start off to her school, mother went to **accompany** her. Alice knew where the big house of the Elementary School for Girls was; she had passed it many times, but it was her **very first** school-day, and she was glad that mother went to take her there.

At half past eight they left home. When they reached the school-house, they found many little girls there **already**. There was much **noise** in the big schoolhouse.

At first Alice was a little afraid of so much noise, of so many **strange** girls. Then came Miss Marlow, her **form-mistress**, and led Alice to her seat in the class-room. When Miss Marlow spoke to her, Alice answered in a very low voice.

The little girl, who sat **beside** Alice, looked very pretty in her red **frock**. Alice liked her. Soon she began to talk to her little neighbour whose name was Daisy. Alice was no longer afraid of the strange girls.

Then the **bell rang**.

The form-mistress came in and said the children were to go to their morning **assembly**.

Irregular Verbs.

Infinitive:	Past:	Past Participle:
begin	began	begun [bi'gʌn]
come	came	come
dream	dreamt	dreamt
find	found	found
hang	hung	hung
lead	led	led
ring	rang	rung
sit	sat	sat
speak	spoke	spoken
wake	woke (waked)	waked (woken)

Questions: 1. Who took Alice to her school? 2. Do mothers usually accompany their little girls on their first school-day? 3. What was Alice afraid of? 4. Who was her form-mistress? 5. Where did she lead Alice? 6. Who sat beside Alice? 7. Where were the children to go when the bell rang?

Exercise 1. Use the right form of the verb.

Example: I have (begin) to work. I have begun to work.

1. The bell has (ring). 2. The pupils have (go) to their morning assembly. 3. They have (begin) to sing. 4. Have you (find) a seat? 5. Who has (lead) you to your seat? 6. Have you (speak) to Miss Marlow? 7. I have (sit) here for several hours. 8. Who has (hang) that picture there? 9. Have you (wake) little Alice? 10. What have you (dream) of?

Exercise 2. Fill the blanks with: of, off, at, to, in, beside, with, from, for, by.

1. — half past eight the boys started — — their school. 2. Daisy attends an elementary school — girls. 3. Who is sitting — you?

4. Are you afraid — these big strange boys? 5. There is much noise — this classroom. 6. — whom is Alice playing there? 7. Where are you coming —? 8. Do you live — the river? 9. What did you dream — last night?

Exercise 3. Translate:

1. Eile oli mu esimene koolipäev. 2. Ma ärkasin väga vara. 3. Ma kartsin hilineda. 6. Mu ema tuli mind saatma (yiis minu kooli). 5. Alguses ma natuke kartsin võõraid lapsi. 6. Mulle meeldis üks tütarlaps punases kleidis. 7. Peagi helises kell. 8. Klassijuhataja tuli ja käskis lapsi minna kogunemisruumi.

Exercise 4. Tell the date:

9. IX, 11. X, 12. XI, 13. XII, 1. I, 2. II, 3. III.

Pronounce and translate: baby, bake, basket, bathe, become, because, begin, behind, bell, beside, bird, blue, boat, bough, breeze, burst, bus, busy.

LESSON 6.

The Children's Experiences at School.

At the dinner table there was much talk that day. It was the beginning of a new **term**, and the children had so much to tell of their experiences at school.

Charlie was delighted. His school was going to have a **football match** that term. The whole school had been delighted to hear it. The **headmaster** had said: "I hope every boy will attend **football practice**." He had told the boys to go into **training** as soon as possible. But the headmaster had also said that at the same time they must not **neglect** their school-work. The boys had promised to work very hard that term.

Charlie said he knew many boys **among** his **school-fellows** who were very good at football.

Charlie said: "I am **sure** our school will **win**."

Infinitive.

have

Present.

I }
you } have

he }
she } has
it }

we }
you } have
they }

Past.

I }
you }
he }
she } had
it }
we }
you }
they }

Present Perfect.

I }
you } have had

he }
she } has had
it }

we }
you } have had
they }

Past Perfect.

I }
you }
he }
she } had had
it }
we }
you }
they }

Future.

I shall have

you }
he } will have
she }
it }

we shall have

they }
you } will have

Questions: 1. Why was there much talk at the dinner table that day? 2. What was Charlie's school going to have that term? 3. What did Charlie say? 4. Why was he so sure? 5. What had the headmaster told the boys to do? 6. What do boys and girls sometimes neglect? 7. Are you good at games?

Exercise 1. Shall or will?

1. We—have a football match this term. 2. The boys—have great fun. 3. They all—enjoy it. 4. Are you sure that your school—win? 5. We—win this time. 6. My school-fellows—attend football practice. 7. I—go into training as soon as possible. 8. We—not neglect our school-work. 9. We—work very hard. 10. The headmaster—be delighted.

Exercise 2. Give the infinitive:

gone,—; begun,—; sat,—; taken,—; told,—; made,—; led,—; dreamt,—; found,—; spoken,—; rung,—; hung,—; came,—; been,—; had,—; spent,—; woke,—.

Exercise 3. A or an?

1. September is—merry month. 2.—old man and—old woman were sitting under—apple-tree. 3. Which do you want,—apple or—cake? 4. We found—empty basket. 5. What—nice red frock! 6. Daisy came—hour too late. 7. This is—easy lesson.

Exercise 4. Make sentences:

1. What school	we shall win.
2. I attend	I have to take the bus to reach my school.
3. My school	football match last year?
4. Every morning	told the boys to go into training.
5. It is quite	to have a football match this term.
6. We are going	a secondary school.
7. We all	do you attend?
8. The headmaster	are delighted.
9. I am sure	is rather far from my home.
10. Had you a	a long journey.

Pronounce and translate: pack, pan, pay, pen, pepper, pick, pig, poor, pound, practice, pretty, pull, pupil, put.

LESSON 7.

The Children's Experiences at School.

(Continued.)

Jim said his school was going to make a **trip** to some place. The boys thought it great fun. But they had not yet **fixed** the day for their trip, because they had not yet **decided** where to go.

Then it was Alice's **turn** to tell of her experiences at school. She liked Miss Marlow very much. Her form-mistress had been kind to her, and she was quite delighted. She liked her little school-fellows too. Then she said she had got a **time-table** for the following week. She **fetched** the time-table and showed it to the others. She felt very **proud**.

Lucy said that among the new girls in her class there was one who had come from India. Her name was Enid Tanner. Enid's father had died in India. Then her uncle had asked her mother to come to England. Enid's mother had sold everything they had in India and had come to Europe to live with her brother.

Lucy described the little **stranger** as a very nice girl.

Questions: 1. What did Jim say? 2. Had they fixed the day for the trip? 3. Why not? 4. What did the boys think of it? 5. Who felt very proud? 6. What did she show to the others? 7. What was the name of the new girl in Lucy's class? 8. Where had she come from? 9. Were Enid's parents alive? 10. What had Enid's mother done before she left India? 11. What was Enid's uncle?

Exercise 1. Fill the blanks with: among, at, for, into, to, from, of.

1. Please, tell me — your experiences — school. 2. Are there any boys — your school-fellows who are good — games? 3. Are you going — have a football match this term? 4. Our headmaster told us — attend football practice. 5. We must go — training as soon as possible. 6. This is your time-table — the following week. 7. Where has this stranger come —? 8. Did you speak — him?

Exercise 2. Translate:

1. Koolijuhataja tuli klassi. 2. Ta rääkis poistega. 3. Ta käskis alata treeningut niipea kui võimalik. 4. Ma olen päris kindel, et

meie kool võidab. 5. Kas olete määranud kindlaks väljasõidu päeva? 6. Kas olete otsustanud, kuhu sõita (minna)? 7. Ei, me ei ole veel otsustanud. 8. Me peame sel semestril tublisti töötama. 9. Kas olete saanud tunnikava järgmiseks nädalaks? 10. Jah, see on minu magamistoas. 11. Ma võin ta siia tuua ja teile näidata.

Exercise 3. Form the plural:

1. This man is my neighbour. 2. That boy is Tom's cousin. 3. I am your pupil. 4. Who is this lady? 5. This lady is my form-mistress. 6. The bell is ringing. 7. Do you know that stranger? 8. Is your son a pioneer, Mrs. Brown?

Exercise 4. Put in the missing forms:

have, had, —; —, was, been; dream, —, dreamt; speak, spoke, —; —, —, led; ring, —, rung; come, —, —; —, found,—; begin, —, —; sit, —, —; —, —, gone; take,—, —; —, —, spent; tell, —, —; make, —, —.

Pronounce and translate: call, camp, can, captain, carriage, carry, cat, catch, came, company, corn, count, counter, country, cousin, cow, crowd, crowded, cross, class, close, clean.

LESSON 8.

Numerals.

Ten and ten are twenty. Three times ten are thirty. **Add** ten to thirty and you have forty. Twice twenty-five make fifty. Three times twenty are sixty. Add ten to sixty and you have seventy; ten more, and you have eighty. Three times thirty make ninety. Twice fifty are a **hundred**.

One hundred and sixty-two and one hundred and thirty eight make three hundred. Three hundred **subtracted** from five hundred make two hundred. Two hundred **divided** by forty are five. Four times two hundred and fifty make one **thousand**. Six hundred and forty-four and five hundred and seventy make one thousand two hundred and fourteen.

Infinitive.

be

Present.

I am
 you are
 he }
 she } is
 it }
 we }
 you } are
 they }

Present Perfect.

I }
 you } have been
 he }
 she } has been
 it }
 we }
 you } have been
 they }

Past.

I was
 you were
 he }
 she } was
 it }
 we }
 you } were
 they }

Past Perfect.

I }
 you }
 he }
 she } had been
 it }
 we }
 you }
 they }

Future.

I shall be
 you }
 he } will be
 she }
 it }

we shall be
 you } will be
 they }

Exercise 1. Fill the blanks:

1. — times 25 make 100.
2. 42 subtracted from 400 make —.
3. 99 divided by — are 33.
4. 575 — 225 make 800.
5. Three — 55 make 165.
6. 635 subtracted from 1000 are —.
7. Ten — 150 make 1500.
8. 120 divided by — make 30.

Exercise 2. Form the past and the future.

Example: I am glad to see you. I was glad to see you. I shall be glad to see you.

1. I am very happy to be at home.
2. Father is very busy.
3. Miss Marlow is very kind to Daisy.
4. Charlie is delighted.
5. They are quite excited.
6. The children are tired.

Pronounce and translate: game, gay, gave, get, give, go, gold, gone, gray, great, ground.

LESSON 9.

A Clever Boy.

A teacher was asking **arithmetic** questions, to which his pupils were to write down the answers. One of his questions was, "How many times can 16 be subtracted from 240?"

The teacher thought, of course, that the boys would **simply** divide 240 by 16.

One of the boys wrote down this answer:

240	240	240	240
-16	-16	-16	-16
<hr/>	<hr/>	<hr/>	<hr/>
224	224	224	224

"I can do this any **number** of times."

Exercise 1. Fill the blanks:

1. 18 can be subtracted from 270 — times.
2. 135 divided by 27 makes —.
3. 455 and 145 are —.
4. 99 — by 3 are 33.
5. Four times 55 make —.
6. 241 subtracted from — makes 59.
7. 175 added to 427 are —.
8. 19 can be subtracted from — five times.

Exercise 2. Form questions:

1. A teacher *was asking* arithmetic questions.
2. *His pupils* were to write down answers to those questions.
3. One of the questions was: "How many times can 16 be subtracted from 240?"

4. The teacher thought *that all his pupils knew how to divide 240 by 16.*
5. Seventy can be subtracted from 210 *three times.*
6. Four times forty are *one hundred and sixty.*

Exercise 3. Shall or will?

1. We all—be very glad to see you again.
2. You—have a fine time in the country.
3. Your cousin—show you his rabbits.
4. He—go boating with you.
5. You—return in autumn.
6. I—be very happy.
7. I—write this exercise to-morrow, I am too tired to-day.
8. I am afraid the children—neglect their lessons.
9. Of course, they—do it.

Exercise 4. Translate:

1. Ma käin tütarlaste (poeglaste) keskkoolis.
2. Minu kool on kaunis kaugel (minu) kodust.
3. Ma pean täna hommikul omnibusega sõitma.
4. Ma kardan hilineda.
5. Kus koolis käib (attend) su väike vend?
6. Ta käib algkoolis.
7. Kuhu läheb su isa igal hommikul?
8. Mu isa läheb (ona) kontorisse.
9. See tänav on ikka rahvarohke.
10. Kõige suuremad kauplused on sel tänaval.

Pronounce and translate: darling, date, daughter, dead, describe, dine, dining-room, dinner, dirty, door, dress, drink, drive, dry.

LESSON 10.

The Allans.

Jim Allan says:

“My **surname** (family name) is Allan, and my **Christian** name is James, but I am usually called Jim by the other **members** of the family. I am nearly eleven years of **age**. I am a pioneer. I live with my parents at 124, Garden Street.

My father, whose name is George, is forty-three years old.

My mother's name is Maud. She is forty years old.

I have a brother Charles; we call him Charlie. Charlie is fourteen years of age.

My **older** sister Lucy is thirteen. My younger sister Alice is **about** four years younger than I am. We are healthy children.

We all go to school. Charlie and Lucy go to a secondary school. Alice and I go to an elementary school.

We love our home very much.

We are a happy family."

Questions: 1. What is your surname? 2. What is your father's (mother's) Christian name? 3. How many are you in all? 4. How old is your elder sister? 5. What are you (is your little sister) called by the other members of the family? 6. Where do you live?

My **elder** brother is four years older than I.

Charlie is the **eldest** child of the family.

My **eldest** brother is older than your **eldest** brother.

Exercise 1. a) **elder or older?**

1. She is about two years — than you. 2. Have you met my — sister? 3. My — brother is much — than my cousin. 4. Are you — than your friend? 5. Is this young lady your — sister?

b) **eldest or oldest?**

1. His — son is our neighbour. 2. Mr. Stone is the — man in the village. 3. How old is your — brother? 4. The — daughter of my — friend is my pupil. 5. Who is the — boy in your class?

Exercise 2. Complete these sentences:

1. My father's father is my —. 2. My mother's brother is my —. 3. My mother's sister is my —. 4. My aunt's sons and daughters are my —. 5. My father and my mother are my —. 6. I, my brothers, and my sisters are their —. 7. We are members of the same —.

Pronounce and translate: talk, taste, tea, teach, term, ticket, till, time, together, town, train, training, trouble, true, try.

LESSON 11.

Charlie's Letter to his Friend.

Dear Albert,

I was very glad to find your letter when I came home from the summer holidays. I like the **photos** you have sent. What a **wonderful** place your home must be! Next summer I hope to come and see your home.

We had a fine time at the seaside. We had always so much to do that the days were too short. We went for long walks along the **beach**. We often **visited** a fishing village, where we watched the fishermen going out to sea, or coming home with their **catch**. It was so very **interesting** to watch them at their work. Once we went **rowing** in a fisherman's boat, and another time we went **sailing** in a sailing-boat. We enjoyed it very much. We also made short trips to some other places.

Day after day we went down to the beach to watch the **tide** coming in and going out. My little sister Alice had never been to sea before, so she got **frightened** by the big **waves**.

We also had great fun bathing every day.

Irregular Verbs.

Infinitive:	Past:	Past Participle:
do	did	done
feel	felt	felt
get	got	got
hear	heard	heard
know	knew	known [<i>noun</i>]
say	said	said
see	saw	seen [<i>si:n</i>]
sell	sold	sold
send	sent	sent
show	showed	shown [<i>soun</i>]
think	thought	thought
win	won	won
write	wrote	written [<i>ritn</i>]

Exercise 1. Form the present perfect.

Example: I (do) my lessons. I have done my lessons.

1. I (get) your letter to-day. 2. You (write) a long letter this time. 3. You (send) me such wonderful photos. 4. I think I (see) these photos before. 5. Your cousin Lucy (show) them to me. 6. I (hear) that your father (sell) his house near the beach. 7. I am sorry he (sell) it; I (know) the place such a long time. 8. I (spend) many fine days at the seaside.

Exercise 2. Fill the blanks with: in, by, at, for, about, out, with, among, along, of, to.

1. My uncle is fifty years — age. 2. He is — four years older than my father. 3. He is called Jim — his brothers. 4. Every day we went — long walks — the beach. 5. We liked — look — the wonderful white sailing-boats. 6. We watched them going — — sea. 7. One day we went fishing — a fisherman's boat. 8. We returned — a very good catch. 9. There are many — my school-fellows who have never been — the seaside. 10. The tide is coming —.

Exercise 3. Translate:

1. See tütarlaps on minu vanem õde. 2. Ta on umbes kaks aastat vanem kui mina. 3. Mis on su vanima venna nimi? 4. Kumb (which) on vanem, su vanim vend või su vanim õde? 5. Minu vend on vanem kui minu õde. 6. Ta on vanim laps perekonnas.

Pronounce and translate: hand, half, happen, hard, hare, head, heavy, help, hide, high, hole, honey, horse, hot, hurry.

LESSON 12.

Charlie's Letter to his Friend.

(Continued.)

The holidays are over, and we have returned to our school-work. But we still remember the happy time we spent at the seaside or in our camp. How fine it was to sit round the camp fire! Do you still remember that big boy Dick, who had been in the **Soviet Union** and could speak **Russian**? He used to tell us such interesting stories.

This term I hope to work very hard. My last school **report** was not good, you know. My father said I **ought** to work harder. So, you see, I have to **make up** for my bad report. Last term I wanted to **improve** my bad **German**, so I used to read German books. But at the same time I neglected **French**, and, as I have never been very **fond** of French, I neglected it **completely**. That's why I have to **study** very hard this term.

But still I hope to find time to attend football practice.

I am sorry I have no time to tell you of my experiences at school. I hope to do so next time.

Sincerely yours,

Charles Allan.

Questions: 1. Was your last school report good? 2. What must you do when your school report is bad? 3. Why had Charlie to study very hard? 4. What must you do when you have neglected your Estonian? 5. What books had Charlie read? 6. Why had he read German books? 7. What had he neglected at the same time? 8. Who had told him to work harder?

Positive:	Comparative:	Superlative:
wonderful	more wonderful	most wonderful
interesting	more interesting	most interesting

Exercise 1. Form the comparative and the superlative:

clever, —, —; healthy, —, —; proud, —, —; excited, —, —; grey, —, —; sure, —, —; beautiful, —, —; pretty, —, —; comfortable, —, —; lovely, —, —; wide, —, —.

Exercise 2. Form questions:

1. Peter has never been *to the seaside*.
2. He is very fond *of fishing*.
3. *Mrs. Allan's children* liked rowing very much.
4. They learned to row *in a fishing village*.
5. *A fisherman* took them sailing in his boat.
6. They enjoyed sailing *very much*.
7. They *took many photos of the fishing village*.
8. This wonderful place is *Albert's home*.
9. Charlie got a long letter *from Albert*.
10. Albert had sent him *some photos*.

Exercise 3. Fill the blanks:

1. Four — twenty are eighty. 2. Seventy-five and — are one hundred. 3. Thirty subtracted from one hundred and five make —. 4. — times seventy-two make two hundred and eighty-eight. 5. Ninety divided by — make thirty. 6. Six hundred — from one thousand make —. 7. — divided by four make forty-five.

Pronounce and translate: wait, wake, walk, want, warm, wash, watch, water, way, weather, week, well, wet.

LESSON 13.

The Brook.

I like to watch the merry brook,
Go **rippling** on its way;
It sings me such a happy song
All through the summer day.
It tells me **tales** of many things
As on the **grass** I lie,
About the **hills** from which it came,
And where it goes, and why.
And if I had a **tiny** boat,
A-sailing I would go,
And **hasten** with the brook to **join**
The river **deep** and slow.

Bob is as old as Edgar. Charlie is older than Jim.
--

Exercise 1. Fill the blanks with as — as, than.

1. Alice is younger — Lucy. 2. Daisy is — old — Alice. 3. I am — busy — you are. 4. Peter is — clever — Charlie. 5. He is cleverer — I am. 6. This story is more interesting — that. 7. To-day the streets are more crowded — they were yesterday.

Exercise 2. Put in the missing forms:

do, —, —; —, saw, —; —, felt, —; —, knew, —; sell, —, —; send —, —; —, —, thought; —, —, won; say, —, —; —, —, written; —, —, spoken; —, —, shown; —, —, heard; get, —, —; —, —, found.

Exercise 3. Make sentences:

1. read, I, last, German, used, term, to, books.
2. English, your, must, you, improve.
3. have, you, work, neglected, your, completely.
4. up, to, for, report, have, bad, your, make, you.
5. you, to, harder, ought, work.

Exercise 4. Translate:

1. Peetri viimane koolitunnistus oli halb. 2. Ta peab parandama (oma) eesti keele. 3. Peeter peab eestikeelseid raamatuid lugema. 4. Peeter, sa peaksid rohkem töötama. 5. Sa ei tohi hooletusse jätta oma koolitööd. 6. Ma tean, sa armastad mängu. 7. Sa ei tohi unustada, et sa pead (have to) heaks tegema oma halva tunnistuse.

Pronounce and translate: what, when, where, which, while, white, who, whole, whom, whose, why.

LESSON 14.

The Picnic.

One fine Saturday morning the parents sent their children on a picnic. The children were delighted, of course, to make the trip. Mrs. Allan packed a basketful of good things for them to eat and away they went.

What a day it was!

The sun was shining all the time and it was rather warm. The children were in **high spirits**. They ran about and **shouted**, they sang songs, and played games, they even **climbed** trees. When they came to a small brook, Jim tried to jump over it, but he fell into the water. The water was not deep, so only his **shoes** and **stockings** got wet. The other children laughed, but Jim said it was not **fair** to laugh at him. "**Never mind**, Jim," said Charlie, "take off your shoes and stockings, they will soon get dry in the sun."

Jim is **not so strong as** his brother.

Bob is **not so clever as** Edgar.

Exercise 1. Fill the blanks with as — as, so — as, than.

1. They are not—good at games—we are. 2. Bob is better at football—Edgar. 3. He is much bigger—his sister. 4. Is Dick—strong—Albert? 5. He is stronger—Albert. 6. I am not—busy—you are. 7. To-day it is—cold—it was yesterday.

Exercise 2. Read:

1. My birthday is on 14. IV. 2. My mother's birthday is on 28. VI. 3. New Year's Day is on 1. I.

Exercise 3. Give the meaning of these words and make sentences with them:

die	know	meat	tale
dye	no	meet	tail
hole	knew	right	threw
whole	new	write	through

Exercise 4. Read:

$22 + 33 =$	$300 - 150 =$	$2 \times 20 =$	$90 : 3 =$
$35 + 69 =$	$575 - 145 =$	$3 \times 33 =$	$180 : 6 =$
$47 + 90 =$	$700 - 355 =$	$4 \times 55 =$	$155 : 5 =$

Pronounce and translate: wide, wife, will, win, wind, window, winter, wish, without, woman, women, wood, work, worm.

LESSON 15.

The Picnic.

(Continued.)

Near a big wood they found a fine **spot** covered with **soft green** grass.

They stopped to camp there. The boys **gathered** dry **sticks**, and soon a big fire was **burning**.

Then Lucy opened the basket and took out all **sorts** of good things to eat — **sandwiches**, cake, sweets, and **fruit**. They were rather hungry and they enjoyed the **meal**.

When every **bit** of their dinner was eaten, and the basket was empty, they filled it again with ripe nuts, which they had gathered for their parents.

Late in the afternoon, the train carried them back to the town. Their parents had come to meet them at the station. And then there was no end of telling of what they had been doing and how they had enjoyed the day.

Questions: -1. When did Mrs. Allan send her children on a picnic? 2. How did the children like it? 3. Where did they stop to camp? 4. What did the boys gather? 5. What did Lucy find in

the basket? 6. Who had packed the basket? 7. What did the children do when every bit of their dinner was eaten? 8. When did they return? 9. What did they tell their parents?

Irregular Verbs.

Infinitive:	Past:	Past Participle:
burn	burnt	burnt
eat	ate [et]	eaten [i:tn]
fall	fell [fel]	fallen [fɔ:ln]
lie	lay [lei]	lain [lein]
read	read [red]	read [red]
shine	shone [ʃɔn]	shone
sing	sang	sung [sʌŋ]

Exercise 1. Form the past:

1. A boy (fall) into a brook. 2. He (get) quite wet. 3. He (take) off his wet clothes and (hang) them to dry on a bush. 4. Then he (make) a fire and (lie) down near it. 5. The sun (shine) on him, and he (feel) very warm. 6. Soon he (fall) asleep. 7. The boy (dream) that he (be) sailing in a boat. 8. When he (wake), he (find) that the fire had (burn) down.

Exercise 2. Translate:

1. Eile me läksime piknikile. 2. Me kõik olime heas tujus. 3. Me laulsime ja hüppasime ringi (about). 4. Me isegi ronisime puude otsa. 5. Me olime laagris metsa ääres. 6. Me tegime suure tule. 7. Me korjasime palju pähkleid. 8. Pähklid olid pruunid ja küpsed. 9. Mu väike vend kukkus sügavasse ojja. 10. Kes tõmbas ta välja?

Exercise 3. Complete the sentences:

1. The sky is — and —. 2. The grass is — and —. 3. The sticks are —. 4. The river is —. 5. The water is —. 6. The fruit are —. 7. The sun is —. 8. The fire is —. 9. The trees are —. 10. The cake tastes —.

Pronounce and translate: Jim, enjoy, join, journey, June, July, January.

LESSON 16.

A Brave Boy.

One day some boys **belonging** to a seaside village went out together fishing in a boat. Only one of the boys, called John, was a good swimmer. None of the rest could swim.

When they had caught a large number of fish, they began to think of rowing home. Then suddenly one of them caught a very big fish. The others rushed to the **side** to see it, and the boat turned over.

"**Hold on** to the boat!" shouted John.

The other boys managed to get hold of the boat.

Then John took one of the boys under his left **arm** and swam towards the **shore**. When he reached the shore, he called for help, but nobody heard him. The tide was **rising**, and there was no time to **lose**. John swam back to the boat and took the next boy. **Although** John was a strong boy and a good swimmer, he got very tired. He reached the shore with some **difficulty**.

Meanwhile the boy whom he had saved had run to the village to call for help. Some fishermen rowed out in a boat to save the rest.

Thus the other boys, too, were saved.

Exercise 1. Form questions:

1. The story is called *A Brave Boy*.
2. The boys lived *in a fishing village*.
3. One day they went *fishing in a boat*.
4. The boat belonged *to John's father*.
5. *John* was a good swimmer.
6. *None of the rest* could swim.
7. *When they had caught many fish*, they began to row towards the shore.
8. The boat turned over *because the boys rushed to one side of the boat*.
9. John told the boys *to hold on to the boat*.
10. He saved *two* boys.
11. *Some fishermen from the village* saved the rest.

Exercise 2. Form the comparative and the superlative:

difficult, —, —; strong, —, —; dry, —, —; soft, —, —; brave, —, —; tired, —, —; hungry, —, —; fair, —, —; delighted, —, —; foolish, —, —.

Exercise 3. Any or some?

1. — boys went down to the shore. 2. They met — fishermen. 3. The boys asked: "Have you caught — fish to-day?" 4. The fishermen had — fish in a basket. 5. The boys wanted to make a fire, but they could not find — dry sticks. 6. They found — dry grass instead. 7. Have you gathered — nuts to-day? 8. No, I have not gathered —. 9. Have you taken — interesting photos this summer? 10. Yes, I have taken —.

Pronounce and translate: accompanied, belonged, climbed, described, enjoyed, hastened, gathered, joined; crowded, decided, divided, neglected, shouted, subtracted, visited; fetched, fixed, rushed, watched.

LESSON 17.

The Leaves.

"Come, little leaves," said the wind one day,
"Come over the meadows with me and play!
Put on your **dresses** of red and gold,
Summer is gone, and days grow cold."

Soon the leaves heard the wind's loud call,
Down they came **fluttering one and all**,
Over the fields they **danced** and flew,
Singing their soft little songs they knew.

Dancing and flying the little leaves went.
Winter had called them, and they were **content**.
Soon fast asleep in their **earthy** beds,
The snow **laid a blanket** over their heads.

Exercise 1. As — as, so — as, or than?

1. I hope you will be — content — we are. 2. I think I shall be happier — you are. 3. Is Bob — brave — John? 4. No, he is not — brave — John is. 5. John is much braver — his friends. 6. Have you seen Lily dancing? Does she dance — well — her sister? 7. She dances better — her sister. 8. These photos of her are not — interesting — those. 9. This blanket is softer — that.

Exercise 2. Form negative sentences.

Example: I like to dance. I do not like to dance. I liked to dance. I did not like to dance.

1. I attend football practice every day.
2. This boat belongs to my father.
3. Dick and Bob neglected their school-work.
4. Alice and Daisy took French lessons last year.
5. They improved their French.
6. We danced at her birthday party yesterday.
7. I like his soft voice.
8. He sings this song as well as his brother.

Exercise 3. Translate:

1. Täna on palju külmem kui eile. 2. Mu käed on külmad kui jää. 3. Ma arvan (mõtlen), täna on niisama soe kui eile. 4. Kui vana on Peeter? Ta on umbes kaks aastat vanem kui Dick. 5. Tom on niisama vana kui Dick. 6. Alice on noorem kui Jim. 7. Mina olen vanem kui teie.

Exercise 4. Give the missing forms:

eat, —, —; —, found, —; —, —, laid; know, —, —; —, —, gone; sing, —, —; take, —, —; read, —, —; lie, —, —; —, —, burnt; meet, —, —; send, —, —; hear, —, —; —, showed, —; think, —, —; —, did, —; —, saw, —; sell, —, —; —, said, —; write, —, —.

Pronounce: Allan, Charlie, Jim, Alice, George, Maud, Enid, Lucy, Daisy, James.

LESSON 18.

Taro and the Turtle.

(A Japanese Fairy Tale.)

Long ago there lived in a fishing village in Japan a young fisherman named Urashima Taro. Every day he went out to sea to catch fish, and every time he returned with a good catch. In a day he usually caught more fish than any other man in a week. The village people liked Taro, for he was kind and honest. He also loved animals and birds.

One summer evening, when Taro was returning to the village, he heard a great noise. A group of children were shouting and making a terrible noise. When Taro came nearer, he saw that the village children had caught a turtle, and now they were beating it with sticks and throwing stones at it.

Questions: 1. What is the heading of the fairy-tale which you are reading? 2. What was Taro? 3. Why did the village people like him? 4. What did Taro hear once when he was returning to the village? 5. What did he see?

I have a red pencil and a blue one.

I have some white roses and some red ones.

Exercise 1. One or ones?

1. Jim has a good report, but Bob has a bad —. 2. Alice has a blue frock, but Daisy has a red —. 3. Here are your old copy-books, where are the new —? 4. I don't like white flowers, but I am fond of red —. 5. Here is a big basket, and there is a tiny — for you. 6. These sticks are wet, find some dry —.

Exercise 2. Fill the blanks with: at, in, of, over, to, under, for, with, by, from.

1. Divide fifty — two and you get twenty-five. 2. Thirty-one subtracted — sixty make twenty-nine. 3. Add forty — fifty and you get ninety. 4. Some bad boys threw stones — our dog. 5. They beat the poor animal — sticks. 6. We have gathered these nuts — our parents. 7. We saw some dead leaves flutter — the meadow. 8. My dog is lying — the chair. 9. The fire is burning — the fire-place. 10. What are you thinking —?

Exercise 3. Form questions:

1. *In autumn* the trees lose their leaves.
2. Then the ground is covered *with dead leaves*.
3. Sometimes *a strong wind* makes the dead leaves flutter and dance.
4. It often rains *in autumn*.
5. *Winter* is coming.
6. *Soon the snow* will cover the ground.
7. Then we can *skate and slide*.

Pronounce and translate: brought, caught, thought; laid, paid; kept, slept.

LESSON 19.

Taro and the Turtle.

(Continued.)

Taro went up to the group of children and said: "Will you give me that turtle? I should like to have it."

"No," cried the children, "we have caught the turtle and it belongs to us!"

"It is true, you have caught the turtle," said Taro, "but I will pay you for it, I will give you money for it." Now the children agreed to give him the turtle. Taro gave the children some pieces of silver. The children ran away laughing and shouting.

Taro took the turtle and said to it: "Poor thing, you need no longer be afraid of these bad boys who wanted to kill you. They can no longer hurt you. I am glad I could rescue you. I will put you back into the water. But be careful, or they will catch you again, and then there will be nobody to rescue you a second time."

He carried the turtle to the shore and put it into the water. Soon Taro saw the turtle sink under the water.

Questions: 1. How did Taro save the turtle? 2. Why did he rescue the turtle? 3. Where did he carry it? 4. What did he say before he put the turtle into the water?

Exercise 1. Form the past perfect.

Example: Enid said that her father (die) in India. Enid said that her father had died in India.

1. Taro (be) fishing, and now he was returning home with a good catch. 2. He saw a group of children who (catch) a turtle. 3. The children (find) some sticks, and now they were beating the turtle. 4. After Taro (give) the children some pieces of silver, they ran away. 5. When Taro came home, his parents asked him where he (be). 6. Taro told them how he (rescue) a turtle whom some bad children (be) beating with sticks.

Exercise 2. One or ones?

1. A dog has killed Tom's black rabbit, now he has only a white — left. 2. His uncle is going to give him a black rabbit and a grey —. 3. In the camp there were some very clever boys, and, of

course, some rather dull —, too. 4. I have finished reading my English story-book; now I have got a new —. 5. In our garden there are red flowers and some purple —.

Exercise 3. Fill the blanks with: hurt, help, rescued, shore, making, crying, happened, among.

1. Who is — this terrible noise? 2. Why are you —? 3. Who has — you? 4. What — to the boys who went out fishing? 5. Were there many good swimmers — them? 6. Who called for —? 7. Who — two of them? 8. How did John reach the —?

Pronounce and translate: catch, fetch, match, watch, beach, French, rich.

LESSON 20.

Taro and the Turtle.

(Continued.)

The next day Taro went out fishing in his boat. The weather was very fine, and Taro felt very happy, happier than he had ever felt before, **though** there was no **special reason** for it.

Sitting in his boat, Taro remembered the turtle and how he had saved its life. Taro had heard that turtles live to be a thousand years old.

“What a pity that the life of all **human beings** is so very short!” said Taro to himself.

Then suddenly Taro heard a voice calling “Urashima Taro!”

Taro stood up in his boat looking round, but he could not see any human being. Then looking down into the water he noticed **close** by his boat the same turtle whose life he had saved.

“Did you call me by my name?” asked Taro.

In **reply** the turtle **nodded** its head.

Questions: 1. How did Taro feel when he went fishing the next day? 2. Had he any special reason for it? 3. What did he remember? 4. What had he heard people say about turtles? 5. What did Taro say to himself? Repeat his words. 6. What did he hear then? 7. Whom did he see close by his boat? 8. What did Taro ask? Repeat his question. 9. What did the turtle do in reply?

Exercise 1. Form the past:

1. I (run) down to the shore. 2. Some birds (rise) from the ground and (fly) over my head. 3. They (make) a terrible noise. 4. I (see) a group of fishermen standing on the shore. 5. They (be) looking at a sailing boat which was sailing towards the shore. 6. The boat (begin) to sink. 7. Some men (hold) on to the boat. 8. The fishermen (go) to rescue the sailors. 9. It (grow) dark. 10. I (cannot) see what happened then.

Irregular Verbs.

Infinitive:	Past:	Past Participle:
beat	beat	beaten
fly	flew [<i>flu:</i>]	flown [<i>floun</i>]
grow	grew	grown
hold	held	held
hurt	hurt	hurt
lay	laid	laid
lose	lost	lost
pay	paid	paid
put	put	put
rise	rose	risen
run	ran	run
sink	sank [<i>sæŋk</i>]	sunk [<i>sʌŋk</i>]
stand	stood [<i>stud</i>]	stood
swim	swam	swum [<i>swʌm</i>]
throw	threw	thrown [<i>θroun</i>]

Exercise 2. Translate:

1. Need on väga head õunad. Palun, võtke üks magus (õun). 2. Kas teie olete korjanud need pähkliid? Palun, andke muile mõned valminud. 3. Teil on palju lilli. Kas tohin võtta mõned punased? 4. Eile püüdsime palju väikesi kalu ja mõned suured.

Exercise 3. Anything or something?

1. Have you — to tell me? 2. Yes, I have — very interesting to tell you. 3. Have you lost —? 4. No, I have not lost —. 5. Is there —

I can do for you? 6. Come here, I will show you —. 7. Have you ever seen — so beautiful? 8. No, I have never seen — so wonderful. 9. That is — for you.

Pronounce and translate : fly, flew, flown, grow, grew, grown, throw, threw, thrown.

LESSON 21.

Taro and the Turtle.

(Continued.)

Then the turtle said: "Yesterday you saved my life. To-day I have come to thank you, kind Taro." The turtle was silent and then it said: "Have you ever heard of the **Sea-King's palace**?"

"No," said Taro, "where is it?"

"It is very far down on the **bottom** of the **ocean**," said the turtle. "It is the most wonderful palace you can **imagine**. It is **built** of the finest **crystal**. The **floors** are made of **pearls** that are as white as milk, and of **shells** that have the most gorgeous **colours**: green, gold, purple, red and silver-grey."

The turtle was silent again, and then it said:

"**Would you like to see** the Sea-King's palace, Taro?"

"Yes, I should like to see it," replied Taro.

"Well, then I will take you there," said the turtle.

Exercise 1. Form questions:

1. Taro had saved the *turtle's* life.
2. The turtle told him *of the Sea-King's palace*.
3. The Sea-King's palace was *on the bottom of the ocean*.
4. It was built *of the finest crystal*.
5. The floors were made *of pearls and shells*.
6. Taro wanted to see *the Sea-King's palace*.
7. The turtle promised Taro *to take him there*.

Exercise 2. Read:

$3 \times 75 =$	$100 : 4 =$	$200 - 145 =$	$500 + 550 =$
$2 \times 57 =$	$170 : 2 =$	$165 - 35 =$	$800 + 700 =$
$4 \times 30 =$	$666 : 3 =$	$120 - 80 =$	$340 + 790 =$
$6 \times 40 =$	$505 : 5 =$	$480 - 95 =$	$420 + 920 =$

Exercise 3. Choose the right definition:

1. accompany	very beautiful
2. close	to begin
3. reply	part of the school-year
4. special	a game played between two persons or groups
5. named	to go with
6. term	near
7. match	not usual
8. crowd	a place for doing business
9. gorgeous	called
10. start	to go to another place and bring a thing from it
11. fetch	a large number of people
12. office	answer

Exercise 4. Form the comparative and the superlative:

kind, —, —; terrible, —, —; loud, —, —; fast, —, —; content,
—, —; close, —, —; gorgeous, —, —; honest, —, —; late, —, —;
deep, —, —.

Pronounce and translate: light, might, right, content, late, honest,
fast, part, built.

LESSON 22.

Taro and the Turtle.

(Continued.)

And then the turtle began to grow. It grew and grew, and when it was big enough for a man to sit on its back, it said to Taro: "Jump on my back, Taro."

Taro sat on the back of the turtle, and the journey began. Deep, deep down they went, faster and faster.

Soon they saw the Sea-King's palace rising in front of them. It was a **splendid building**. It was even more beautiful than Taro had imagined. It was built of **shining** white crystal.

"We have arrived. This is the Sea-King's palace," said the turtle.

Then many strange fish, the **servants** of the Sea-King, came to meet them. They led Taro into the palace, up the shining crystal **staircase**, into a big **hall**.

Questions: 1. Why did the turtle return to Taro? 2. Where did he take Taro? 3. Describe the Sea-King's palace? 4. Who were the Sea-King's servants? 5. Where did they lead Taro?

I wash **myself**.

You wash **yourself**.

He washes **himself**.

She washes **herself**.

We wash **ourselves**.

You wash **yourselves**.

They wash **themselves**.

Exercise 1. Fill the blanks:

1. We wash — in the bathroom. 2. I wash — twice a day. 3. Bob and Dick, have you washed —? 4. These two boys don't want to wash — every day. 5. Charlie washes — very carefully, he always looks so neat. 6. Lucy, too, washes — very carefully. 7. How long does it take you to wash and dress —, Lucy?

Exercise 2. Fill the blanks with than, as — as, so — as.

1. The Sea-King's palace was even more beautiful — Taro had imagined it to be. 2. The crystal staircase was — splendid — the palace. 3. The walls were — gorgeous — the floors. 4. Now Taro was happier — ever before. 5. Taro thought the human beings were not — kind — the beings on the bottom of the ocean. 6. These colours are more beautiful — those.

Exercise 3. Form the plural:

king, —; reason, —; palace, —; dress, —; shoe, —; journey, —; difficulty, —; photo, —; tale, —; leaf, —; wife, —; building, —; staircase, —; hall, —; man, —.

Pronounce and translate: imagine, journey, Japanese, Japan, jump, join.

LESSON 23.

Taro and the Turtle.

(Continued.)

In the big splendid hall Taro saw the Sea-King with many lords and ladies. At his side was his beautiful daughter. The beauty of the princess was so great that Taro stood silent, he was not able to say a word.

“Welcome, kind Taro, welcome to the Sea-King’s palace!” he heard the Sea-King say.

“Welcome, kind Taro!” said the princess. “Yesterday you saved the life of a turtle. That turtle was my brother. Because of your kind heart we sent the turtle to ask you to come and live with us. Would you like to stay here **for ever**? You will never grow old, and we have always summer here. **You shall** live here **free** from all **care**. We all shall love you, and you will be very happy.”

Questions: 1. Whom did Taro see in the great hall? 2. Why was he unable to speak? 3. What did the little princess say to him? Repeat her words.

Exercise 1. Fill the blanks with: lords, free, King, able, care, for ever, princesses, difficult, palace, fairy-tales.

1. This work is too —, I am not — to do it. 2. I should like to live — from all —. 3. I should like to stay here —. 4. In England there are many rich — and ladies. 5. I have read that — George is a kind man. 6. The king’s daughters are called —. 7. Some girls like to read — about kings and princesses. 8. I should like to see a king’s —.

Exercise 2. Give other words for:

I am fond of, —; reply, —; close, —; I am able, —; save, —; named, —; to attend school, —.

Exercise 3. Translate:

1. Kes elab selles toredas palees? 2. Kelle tütar on see ilus noor daam? 3. Keda te nägite suures saalis? 4. Kes tervitas teid? 5. Kellega te tantsisite? 6. Kes saatis (viis) teid sinna? 7. Kelle jaoks on need ilusad kingad siin? 8. Kellele kuuluvad need kleidid?

Exercise 4. Give the missing forms:

say, —, —; —, —, flown; hurt, —, —; lose, —, —; —, —, paid; throw, —, —; —, grew, —; —, —, beaten; —, —, sunk; —, —, risen; —, —, held; —, ran, —.

Pronounce and translate: fairy, free, for ever, floor, to be fond of, fly.

LESSON 24.

Taro and the Turtle.

(Continued.)

Taro was delighted. To stay there for ever, to be always with the little princess whose beauty was so **charming!**

And Urashima Taro said he would stay there.

A happy time began for Taro. He quite **forgot** his **former** life.

He and the little charming princess would go from hall to hall in the Sea-King's palace, and Taro never got tired of **admiring** all the beauty he saw everywhere.

But the most wonderful thing was the garden with four **seasons**.

In the **east** corner the fruit-trees were covered with **blossoms**, and the birds were singing in the **branches**. In the south corner the trees were green, and it was always warm there. In the **west** corner he saw the most gorgeous autumn flowers and rich fruit hanging from the trees. In the **north** corner everything was covered with ice and snow.

Exercise 1. Form questions:

1. *The little princess welcomed Taro very kindly.*
2. *She asked him to stay there for ever.*
3. *Taro was delighted because he liked the charming princess.*
4. *Taro never got tired of admiring the beauty of that palace.*
5. *One day the little princess led him into the garden with four seasons.*
6. *This garden was the most wonderful thing on the bottom of the ocean.*
7. *The garden had four corners.*
8. *In each corner Taro saw a season.*
9. *He liked the east corner best because there the trees were always covered with lovely blossoms.*
10. *He did not like the cold north corner with its ice and snow.*

Exercise 2. Use the right form:

- a) 1. I am speaking to you, please, look at (I). 2. These Russian books belong to (we). 3. Enid is a nice girl, I am very fond of (she). 4. John is a brave boy, we all admire (he). 5. Two boys held on to the boat; some fishermen saved (they).

b) 1. I cannot find (I) umbrella. 2. It is raining very hard, may I take (you) new umbrella? 3. Tell Bob not to neglect (he) school-work. 4. Please, be so kind and help Lucy to write (she) French exercise. 5. (We) parents went to see (they) friends.

Exercise 3. Complete these sentences:

1. I dress —. 2. You dress —. 3. We dress —. 4. She dresses —. 5. He dresses —. 6. They dress —. 7. You (pl.) dress —.

Pronounce and translate: charming, choose, chose, chosen, branch, French.

LESSON 25.

Taro and the Turtle.

(Continued.)

Taro found that everything was wonderful in this strange world on the bottom of the ocean.

Sometimes they would play with the little gold and silver fish that came at the call of the little princess. They would catch the biggest fish and ride on their backs through the cool shining water, cheerful and happy.

One day, when they had nearly risen out of the water, a dark shadow fell on them. It was a big sailing ship. With all the sails it looked like a white bird flying over the water.

Another time, when they were playing with pearls and shells near the shore, they could hear the village children shouting on the shore. This made Taro think of his own world. This made him think of his home and his old parents who might be waiting for him.

The Present Tense.

The Simple Present.

She **sings** well.

He **reads** much.

I often **write** letters.

The Continuous.

Listen, she **is singing**.

He **is reading** a very interesting book now.

I **am writing** a letter to my friend.

She **sings now** = she **is singing**.

He **reads now** = he **is reading**.

Exercise 1. Form the present continuous:

1. The sun (shine) and the weather is fine. 2. Let us go for a walk, I (wait) for you. 3. Many people (stand) and (admire) them. 4. Some children (gather) nuts. 5. Those boys (make) a fire. 6. Now the fire (burn).

Exercise 2. Fill the blanks with: in, on, of, to, for, from, with, at.

1. — whom does this garden belong? 2. It belongs — our neighbour, Mr. Smith. 3. — spring the fruit-trees are covered — blossoms, then the garden looks lovely. 4. Then the birds sing — the branches — the trees. 5. I like — watch the shadows which fall — the ground, they are so interesting. 6. Let us run down — the shore, the air is cooler there. 7. Look — this sailing boat. 8. It looks very beautiful — its white sails. 9. Whom are you waiting —, Cecil? 10. I am waiting — Peter; he is returning — a ride.

Exercise 3. Read:

1. Ninety — from three hundred and ten make two hundred and twenty. 2. — one hundred and eighty-nine to two hundred and eleven and you get four hundred. 3. One hundred and seventy — by two makes eighty-five. 4. Four — thirty-three make one hundred and thirty-two.

Pronounce and translate: shore, shoe, shining, shadow, shout, shell, surely.

LESSON 26.

Taro and the Turtle.

(Continued.)

Taro was not **satisfied** with the life in the Sea-King's palace. He was used to working hard, but here he spent his days in playing only. He began to **long** for his own world, for other human beings. Taro **fought against** this longing, but **in vain**.

One day Taro said to the little princess:

"I cannot stay here any longer, I feel I must return home. Surely my old parents are waiting for me."

The little princess grew very sad and **begged** Taro not to leave her. But Taro said:



"Let me go and see my old parents, then I will return and stay with you for ever."

Then the little princess gave him a box made of pearls and shells.

"Urashima Taro," said the princess, "take this box. It **contains** something very **valuable** for you. **Keep** it carefully until you return. You must never for any reason open it."

Questions: 1. How did Taro spend his days in that strange world? 2. Why was he not satisfied with that sort of life? 3. What made him think of his own world? 4. What did he decide to do? 5. What did he say to the little princess? Repeat his words. 6. Why did the little princess feel sad? 7. What did she give him? 8. What did she say? Repeat her words.

Exercise 1. Fill the blanks with: cool, satisfied, cheerful, longing, world, hard, begged, admire.

1. I am not — with this sort of life. 2. I am used to working —. 3. The two cousins had a ride in the — morning air. 4. They returned — and happy. 5. They are the best boys in the —. 6. I — them very much. 7. I am — for my own people. 8. I have — my father to forget it.

Exercise 2. Form the present continuous:

1. Our cousin Ann (stay) with us. 2. She (take) French lessons. 3. She (work) very hard. 4. She (improve) her French. 5. She (begin) to long for her home. 6. Ann (miss) her sisters and brothers. 7. Her parents (wait) for her. 8. I (try) to make her feel cheerful and happy.

Exercise 3. Translate these sentences and use the present continuous:

1. Kaks poissi seisavad merekaldal ja pilluvad kive vette. 2. Vesi särab ja virvendab. 3. Tõus on tulemas. 4. Üks vana kalur istub kivil. 5. Ta suitsetab piipu. 6. Ta vaatab poisse ja noogutab pead. 7. Ta mõtleb ajale, kus ta ise oli väike poiss.

Pronounce and translate: silver, splendid, servant, self, sail, subtract, simply, surname, stick, stocking.

LESSON 27.

Taro and the Turtle.

(Continued.)

Taro promised to do as he was told by the princess. Then the princess called a big turtle to carry Taro back to his own world. He said good-bye to the little princess and sat on the back of the turtle. The turtle **landed** him safely on the shore near his village.

Taro hurried through the village, meeting many people on his way. But he did not know them, they were strangers to him. Even the village **seemed** to have changed. Everything looked so **different**. Taro **wondered** how **rapidly** everything had changed. He came to the spot where his father's house had stood. To his great **surprise** he found a new building there. Strange people were going in and out of the door **as if** they lived there. Taro had **expected** to find his parents. He felt **disappointed**. He did not know these people. He asked one of the strangers where his parents were.

"I am Urashima Taro," he said, "I lived in this house some weeks ago."

Irregular Verbs.

Infinitive:	Past:	Past Participle:
build	built	built
fight	fought	fought
forget	forgot	forgotten
keep	kept	kept
ride	rode	ridden

Exercise 1. Form questions:

1. Taro promised *not to open the box*.
2. *The big turtle* carried him back to his own world.
3. They landed *on the shore*.
4. Taro met *many strangers* on his way to the village.
5. Taro thought *the village had changed very much*.
6. In its place was *a new building*.
7. Taro felt *disappointed*.

8. He had expected to find his parents.
9. Taro asked one of the strangers *where his parents were*.
10. He said: "I lived in this house some weeks ago."

Exercise 2. Give the missing forms:

hold, —, —; sit, —, —; stand, —, —; fight, —, —; build, —, —; think, —, —; hear, —, —; know, —, —; spend, —, —; say, —, —; pay, —, —; lay, —, —; lie, —, —; write, —, —.

Exercise 3. Make sentences:

- | | | | | | | | | | | |
|---|---|---------------------|---------------|---------------------------------|----------------------------------|----------------------------------|-----------------------------|--|----------------------|------------------------|
| <ol style="list-style-type: none"> 1. Once Mrs. Brown 2. I promised to 3. I enjoyed this 4. Yesterday 5. I had expected 6. To my great 7. I wondered why 8. I did not know 9. I felt | <table border="0"> <tr><td style="border-left: 1px solid black; padding-left: 5px;">where she had gone.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">disappointed.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">everything looked so different.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">surprise she had left the house.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">gave me a valuable book to read.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">interesting book very much.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">I went to return the book to Mrs. Brown.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">to find her at home.</td></tr> <tr><td style="border-left: 1px solid black; padding-left: 5px;">be very careful of it.</td></tr> </table> | where she had gone. | disappointed. | everything looked so different. | surprise she had left the house. | gave me a valuable book to read. | interesting book very much. | I went to return the book to Mrs. Brown. | to find her at home. | be very careful of it. |
| where she had gone. | | | | | | | | | | |
| disappointed. | | | | | | | | | | |
| everything looked so different. | | | | | | | | | | |
| surprise she had left the house. | | | | | | | | | | |
| gave me a valuable book to read. | | | | | | | | | | |
| interesting book very much. | | | | | | | | | | |
| I went to return the book to Mrs. Brown. | | | | | | | | | | |
| to find her at home. | | | | | | | | | | |
| be very careful of it. | | | | | | | | | | |

Pronounce and translate: rise, surprise, reason, wise, animals, beings, colours, lords, blossoms, seasons.

LESSON 28.

Taro and the Turtle.

(Continued.)

"Urashima Taro!" said the man. He was very much **surprised** to hear this name. "It seems to me I have heard this name," he said. "Oh, now I know! Urashima Taro was the fisherman who **was drowned** in the ocean long ago."

"This is a bad **joke**," said Taro. "**Believe** me, I am Urashima Taro. I was not drowned. I have been away only three weeks. Can you tell me where my parents are?"

"I do not know what you are talking about! Everybody in the village knows about Urashima Taro who was drowned in the ocean about three hundred years ago."

Taro stood there very silent. What was this? Three weeks ago

he had left the village, and **since** then everything had changed. He really did not know what to think of it. He grew very sad.

He felt so terribly **lonely**.

Questions: 1. Why was the stranger surprised when he heard Taro's name? 2. Why could he not believe Taro's story? 3. What did he say? Repeat his words.

Exercise 1. Form negative sentences:

1. Some people like to joke. 2. We want to stay here for ever.
3. The boys went to ride. 4. This box contains something valuable.
5. She gave me something. 6. Peter returned the book to Mr. Brown.
7. I like all seasons. 8. I feel very happy. 9. He nodded in reply.
10. This boy hurt my dog. 11. The dog frightened him.

Exercise 2. Translate these sentences and use the present continuous:

1. Mõned vanad madrused istuvad jõekaldal. 2. Nad suitsetavad.
3. Nad naljatavad ja naeravad. 4. Nad jutustavad kõiksugu jutte.
5. Praegu üks neist kirjeldab oma elu Jaapanis ja Indias. 6. Üks poiss tuleb teed mööda (piki teed) oma hobusega.

Exercise 3. Give the meaning of these phrases and make sentences with them:

to be fond of	to feel lonely
to be surprised	two years ago
to be disappointed	since yesterday
to be satisfied	in reply
to be drowned	because of

Pronounce and translate: although, age, brave, Christian name, hasten, though, thus, sandwich.

LESSON 29.

Taro and the Turtle.

(Continued.)

"I will return to the Sea-King's palace! I have lost my parents. No one knows me here. There I shall live with my friends and with the kind little princess who loves me."

He wondered how he could find his way back to the little princess.

Then he remembered the valuable box the little princess had given him. Perhaps there was something in it that could help him to find his way back to the Sea-King's palace. Taro decided to open the box. He opened the box.

A **cloud** of white **smoke** rose from the box and covered his face.

Then a very strange thing happened. Taro's **hair** became snow-white. He suddenly became very, very old. He felt too **weak** to stand, he felt too weak to walk, he felt too weak to live.

He fell to the ground dead.

If Taro had not **broken** his promise! Then Taro would have found the turtle to carry him back to the Sea-King's palace.

Questions: 1. Why did Taro want to return to the Sea-King's palace? 2. Why did he not return there **at once**? 3. What did he remember then? 4. What did he expect to find in the box? 5. What happened when he opened the box? 6. Why did he die? 7. What would have happened if Taro had kept his promise?

Exercise 1. Solve these problems:

1. There are nine boys in the class, and two thirds of the class are girls. How many children are there in the class altogether?
2. Susy will be 15 years old in 1950. How old is she now?
3. Bob had to copy 2452 words. Every day he copied 613 words. He started on Monday morning. When did he finish?

Exercise 2. Make sentences with: who, whose, whom, what, which, when, where, why, how.

Exercise 3. Form the plural of these nouns:

cloud, —; fox, —; joke, —; sandwich, —; box, —; branch, —; phrase, —; life, —; line, —; fairy, —.

Pronunciation: Write down six words in which the letter *a* has the same sound as in *rather*.

LESSON 30.

How Lucy wrote a Composition.

Yesterday Lucy had to write a composition. She had to describe the town she lived in. She liked this work. She took her copy-book and began writing at once. First of all she wrote the date in the

margin. Then she wrote the heading and after it she left a **blank line.** She tried to make her sentences short and clear. She only used the words she knew well. But she could not **avoid** making a few mistakes in her **spelling.**

When she had finished her composition, she read it through with great care. She noticed her mistakes. Although Lucy did not like to cross out words, she had to. This was the only **proper** way to **correct** her mistakes.

Lucy was afraid it might be **necessary** to rewrite her work, but her teacher said that it was not necessary.

Questions: 1. How often do you write compositions? 2. What had Lucy to describe? 3. What is the first thing to do when you start writing a composition? 4. What do you leave after the heading? 5. Where do you write the date? 6. Which is the proper way of correcting your mistakes? 7. What do you usually do when you have finished writing?

Present.	Past.
I must write a letter to-day.	I had to write a letter yesterday.
I must study very hard this term.	I had to study very hard last term.
We all must work.	We all had to work.

Exercise 1. Must or had to?

1. I have neglected my English, now I — work very hard. 2. Yesterday I — write a very long and difficult exercise. 3. Some days ago I — buy a new exercise-book because I had lost my old one. 4. — you copy these sentences? 5. I — take a bus yesterday, because I was afraid to be late. 6. Now I think I — be going.

Exercise 2. Fill the blanks with the words: date, proper, avoid, composition, rewrite, spelling, cross out, heading:

1. We write a — once a week. 2. Do you make many mistakes in your —? 3. If possible, — making mistakes. 4. Do not forget to leave a blank line after the —. 5. Where do you usually write the —?

6. Do you know which is the — way to correct your mistakes? 7. I have to — the mistakes in my spelling. 8. Sometimes I must — my composition.

Exercise 3. Give opposites:

good, —; wet, —; rich, —; dead, —; live, —; dry, —; weak, —; in front, —; cool, —; few, —; night, —.

Pronunciation: Write down six words in which the letter *a* has the same sound as in *cat*.

LESSON 31.

The Town we live in.

Lucy wrote:

The town we live in is rather big. It is built on a river.

Our town has many streets. Some streets are fine and **straight**. These are the **main** streets. The main streets are in the middle of the town. In these streets are the most beautiful buildings. Here are also the best shops, and many offices. These streets are always crowded. Many people go there **on business**, others go to look at the shop windows.

Lots of **cars** and **taxis** are always driving in these streets.

These streets look very fine at night when they are **lighted** by **electric lamps**. Then they look like a sea of light. It is a most splendid sight.

Exercise 1. Form questions:

1. Our town lies *on the banks of a deep river*.
2. We live *on the left bank of the river*.
3. *In the middle of the town* are the best shops.
4. His office is *in one of the main streets*.
5. The main streets look very fine *at night when they are lighted*.
6. I like this sight *very much*.

Exercise 2. Must or had to?

1. You — take this picture to your aunt's room this afternoon.
2. When we were in the country, we — work very hard.
3. You

— not talk now. 4. You — always speak in a loud voice. 5. Yesterday I — take a taxi to come here in time. 6. Last week Lucy — write several compositions.

Exercise 3. Make sentences:

1. long, and, is, straight, this, street.
2. shops, are, these, in, best, the, town, our.
3. that, what, in, are, shop, things, there, window?
4. the, are, buildings, most, in, the, beautiful, streets, main.
5. crowded, are, how, streets, these.

Pronunciation: Write down six words in which the letter *a* has the same sound as in *ball*.

LESSON 32.

The Town we live in.

(Continued.)

There are also many **by-streets** in our town. Most of the by-streets are **narrow**, and they are **less** straight than the main streets. The buildings in these streets are less beautiful, and here are only few shops. These streets are never crowded, not even on Sundays.

Some houses have small gardens with flowers and bushes in them. These gardens look lovely in spring when the bushes are covered with blossoms.

Our house is in a **quiet** by-street. We live on the right bank of the river. On the left bank is our old **town hall**. We can **cross** the river by several **bridges**.

There are also several fine parks and **squares** in our town. On fine days you can see lots of children playing there.

There are also several **churches** in our town. Most of them are fine old buildings.

Exercise 1. Translate:

1. Mõõdunud aastal ma pidin saksa keelt õppima.
2. Ma pidin lugema palju saksakeelseid raamatuid.
3. Mis ma pean teile jutustama?
4. Te peate mulle jutustama jutu jaapani kalurist.
5. Kalur pidi printsessile tõotama tagasi tulla.
6. Kas tema ka peab seda lugu jutustama?
7. Muidugi ta peab.

Positive:	Comparative:	Superlative:
good } well }	better	best [<i>best</i>]
bad } ill }	worse [<i>wɔ:s</i>]	worst [<i>wɔ:st</i>]
many } much }	more	most
little	smaller (<i>väiksem</i>) less (<i>vähem</i>)	smallest least [<i>li:st</i>]

Exercise 2. Form the comparative:

1. My mother is (well) to-day than she was yesterday. 2. But my grandmother is (ill) to-day. 3. My father's black horse is (good) than the brown one. 4. I have (little) money than my cousin. 5. Taro caught (many) fish than any other fisherman. 6. This little boy is (small) than his sister. 7. My cousins drink (much) milk than I. 8. The weather is bad, and it is growing still (bad).

Pronunciation: Write down six words in which the letter *a* has the same sound as in *name*.

LESSON 33.

Too Clever.

Fred came from school the first half-year
As **learned** as could be,
And wished to show to all **around**
How **smart** a boy was he.
And so at dinner he began:
“**Papa**, you think you see
Two **roasted chickens** on that **dish**,
Now I'll **prove** them three.
First this is one, and that is two,
As **plain** as plain can be.
I add the one **unto** the two,

And two and one are three!"
"Just so," then answered his papa,
"If **what** you say is true,
I'll take one, **mamma** takes one,
The third we leave to you."

Exercise 1. Form the superlative:

1. The (good) shops are in this street. 2. In that shop you can buy the (interesting) story-books. 3. Let us cross the river here. This is the (splendid) bridge I know. 4. It is a (wonderful) sight. 5. What a funny little car! I think this is the (small) car I ever saw. 6. This is the (short) way to the station. 7. The (large) of these buildings is the town hall. 8. This is the (bad) mistake in my composition.

Exercise 2. Use the right pronoun:

1. You must improve — bad spelling. 2. Why don't you correct — mistakes? 3. Must I rewrite — composition? 4. We live in — own house. 5. Yesterday I saw Mr. and Mrs. West driving in — new car. 6. Tom has lost — ball in the garden. 7. Some children and — nurses were sitting on the benches in the park. 8. Has Miss White returned from — walk?

Exercise 3. Give other words for:

named, beg, rescue, begin, plain, in front, a few, lots, proper, close, reply, papa, I am fond, I am able, mother, very beautiful.

Pronunciation: Write down six words in which *o* has the same sound as in *hot*.

LESSON 34.

A Red Indian Story.

Many years ago two boys lived on a farm in America. It was so long ago that there were few white people in that country. There were no villages, there were only **single** farms here and there, and round them were great woods.

The houses of the white people were built of wood with strong heavy doors.

Far away in the woods there lived many Indians who **hated** the white people, because they had come to take away their country from them. Sometimes the Indians would come where the white people lived, and would kill or take with them **any** white person whom they could find. They even would **attack** and burn the houses of the white people.

One cold winter morning the two brothers, John and William, were going skating on the river. **In order to** reach the river, they had to pass through a **thick** wood. John, the elder brother, started first. He threw his skates over his **shoulder** and ran off **whistling** towards the river. William, the younger brother, had to stay behind to fill with wood the box beside the fireplace.

Questions: 1. Where did the Red Indians live? 2. From where had the white people come who lived on a single farm? 3. Why did the Red Indians hate the white people? 4. What did they do sometimes?

Positive:	Comparative:	Superlative:
far	farther ['fa:ðə]	farthest
near	nearer	{ nearest next
old	{ older elder	{ oldest eldest

Exercise 1. a) Nearest or next?

1. — day Aunt Mary took the children for a drive in her new car.
2. This is the — way to the town hall.
3. — time we shall go for a walk along the river bank, where I want to show you the new bridge.
4. — Sunday she will have her birthday party.
5. Only her — friend will be invited.

b) Oldest or eldest?

1. This princess is the king's — sister.
2. Which is the — of his servants?
3. Which is the — town in our country?
4. Which is the — church in our town?
5. My — sister knows it.

Exercise 2. Solve these problems:

1. Mary's birthday is on the seventeenth of March. Susy is nine days younger than Mary. When is Susy's birthday?

2. Susy is twice her brother's age. Her brother is three times younger than her mother. Her grandmother, who is 72 years old, is twice her mother's age. How old is Susy?
3. Alice is younger than Lucy and older than Daisy. Which is the youngest of the three?
4. How many days are there between 1. V and 31. X?

Exercise 3. Give the missing forms:

know, —, —; give, —, —; be, —, —; lose, —, —; build, —, —; come, —, —; have, —, —; see, —, —; show, —, —; find, —, —; write, —, —; read, —, —; put, —, —; shut, —, —; say, —, —; lay, —, —; pay, —, —.

Pronunciation: Write down as many words as you know in which *o* has the same sound as in *no*.

LESSON 35.

A Red Indian Story.

(Continued.)

Indians had not been seen near the farm for many years, so John was not in the least afraid. As he went through the wood towards the river, two Indians, with **painted** faces, jumped from behind the trees where they had been hiding. Before John could run away, he was caught, and his hands were **tied** behind his back.

Then they heard William shout as he came running down the **path** after his brother. John knew that the Indians might kill him if he **warned** his brother. But he was brave, and before the Indians could stop him, he cried out: "Indians! Indians!" The Indians were very **angry** and **struck** him. But he did not **fear** them.

William heard the shout of warning and ran as fast as he could back to the farm. The Indians, **however**, did not turn to follow him.

Questions: 1. Where was John going when the Red Indians caught him? 2. Why had William not come with him? 3. What did John do when he heard his brother shout? 4. Why was he not afraid of the Red Indians? 5. What did the Red Indians do after John had warned his brother?

Exercise 1. Fill the blanks with the words: Europe, England, North, hated, single, attacked, in order, whistle, woods.

1. In the big — of — America there lived many Red Indians.
2. They — the white people.
3. The white people had come from — and some other countries of —.
4. The Red Indians often — the white farmers.
5. On a — farm there lived two brave boys.
6. Please, don't — so loud, I don't like it.
7. What must you do every morning — to reach your school?

Exercise 2. Form questions:

1. Frank met *some strangers* in the street.
2. They asked Frank *to show them the nearest way to the town hall*.
3. Frank felt *very proud*.
4. He led the strangers *to the town hall*.
5. The strangers *thanked Frank*.
6. They admired *the interesting old building*.
7. Then they went to see *some other interesting places*.

Exercise 3. Translate:

1. Milline on vanim sild teie linnas?
2. Minu vanim õde võib teile seda öelda.
3. Palun, tulge meid vaatama järgmisel (tuleval) pühapäeval.
4. Millal on teil järgmine prantsuse keele tund?

Pronunciation: Write down as many words as you know in which *o* has the same sound as in *forty*.

LESSON 36.

A Red Indian Story.

(Continued.)

Taking John with them, they started up the river bank towards their village, many **miles** away. On and on they **travelled** for many days, following an old Indian path. The only food that John got **during** that journey was some bits of dried meat.

All through this long **march** John still carried his skates. The Indians looked wondering at his skates. They did not know what skates were. When they reached the Indian village, John was given to an

Indian woman who had lost her own boy a year before. She was good to him and **treated** him well.

Once the Indian boys wanted to **test** John's **courage**. They formed two lines, while each boy held a stick in his hand. Then they **ordered** John to run down between the two lines of boys. They held their sticks ready to beat him. But John was not afraid of them. He was strong and brave. He suddenly jumped upon the first Indian boy and took his stick away from him. Then he struck **right** and left, and the Indian boys ran away.

The Indian men had been looking on. They liked John's courage and laughed long and loud when the boys ran away.

After this the Indian boys made **peace** with John. They never tried to test his courage again and they never **quarrelled** with him.

Questions: 1. Where did the Red Indians take John? 2. What food did he get during the long march? 3. To whom was John given when they reached the village? 4. How did she treat him? 5. How did the Indian boys test John's courage? 6. What did John do? 7. Who admired his courage?

Past Tense.

Simple Past.

I **saw** it yesterday.

It **happened** some days ago.

Past Continuous:

While I **was reading**, Lucy **was writing** her composition.

We **were reading** when the teacher came in.

Exercise 1. Use the past continuous:

1. A taxi (drive) very fast. 2. A gentleman (sit) in it. 3. I (take) a walk. 4. I (come) down the main street. 5. I (enjoy) the fine sight. 6. A group of children (stand) in front of a shop window. 7. They (admire) the fine things in the window. 8. Some ladies (leave) the shop. 9. A car (wait) for them. 10. I (begin) to feel cold.

Exercise 2. Fit together the right parts:

- | | |
|---------------------|-------------------------------|
| 1. I got very tired | your courage. |
| 2. How long is | to travel? |
| 3. We cross | like to joke. |
| 4. I admire | that what you say is true. |
| 5. Would you like | teacher order you to do? |
| 6. Do your friends | during the long march. |
| 7. Do you quarrel | a mile? |
| 8. You must prove | the river by several bridges. |
| 9. What did you | treat you well? |
| 10. Sometimes we | with your friends? |

Exercise 3. Must or had to?

1. After the headmaster had fixed the day for the match, the boys — practise very hard. 2. In order to become a good player, you — practise as often as possible. 3. — you practise every day? 4. Before the boys reached the bridge, they — cross a big square. 5. They got so tired that they — take a taxi. 6. I could not finish my composition because I — solve some very difficult problems.

Pronunciation: Write down as many words as you know in which *u* has the same sound as in *shut*.

LESSON 37.

A Red Indian Story.

(Continued.)

John had lived with the Indians a year. It was a **rough** life they led, but John was strong and made for rough life. He had learned to speak their **language**, but they did not **trust** him and they always watched him. All this time John had kept his skates carefully hidden.

One winter day, when the ice was thick and **smooth**, John took his skates and went down to the river. Many of the Indians followed him. They wanted to see what he was going to do there. They **crowded** round him on the ice.

John decided to play a **trick** on them. He made an Indian boy skate with his skates, but the boy fell on the smooth ice, and the Indians laughed merrily. They thought it great fun.

Each of the boys **in turn** tried on the skates with the same **result**. What fun it was for the Red Indians, and how they laughed!

Irregular Verbs.

Infinitive:	Past:	Past Participle:
become	became	become
break	broke	broken
drive	drove	driven
strike	struck	struck

Exercise 1. Use the proper tense:

1. The white men (work) in the field when the Red Indians attacked them. 2. William (fill) the box with firewood when his brother left the house. 3. John (run) down the path towards the river when two Red Indians stopped him. 4. They (tie) his hands behind his back when they heard William shout. 5. When they (march) towards their camp, they saw a hare. 6. Some old women (quarrel) when they reached the camp.

Exercise 2. Fill the blanks with suitable adjectives:

1. The ice is — and —. 2. Life in the far North is very —. 3. The Red Indians had — faces. 4. There were only — farms here and there. 5. The farm-houses had — and — doors. 6. John was a — boy. 7. He was very — too. 8. The Indian woman was — to John. 9. Her — boy had been very — and had died a year before.

Exercise 3. Form the comparative and the superlative:

bad, —, —; cheerful, —, —; near, —, —; good, —, —; far, —, —; well, —, —; valuable, —, —; weak, —, —; rough, —, —.

Exercise 4. Give the meaning of these words and make sentences with them:

hair	peace	died
hare	piece	dyed
hour	there	weak
our	their	week

Pronunciation: Write down as many words as you know in which *u* has the same sound as in *burn*.

LESSON 38.

A Red Indian Story.

(Continued.)

When they were tired of this **sport**, they asked John to put on the skates. John did so with great care. John was a very good **skater**. He, however, made them believe he could not skate at all. He fell many times and made the Indians laugh. They were in high spirits and did not notice that each time he fell, he was a little farther out on the ice.

All at once John jumped up. Away he flew, skating for his life. Down the river he went **quick** as a bird. The Indians rushed after him with great noise and shouting. The Indians were good **runners**, but John on his skates was better still, and the Indians were soon left behind.

He knew that the river must **flow** towards the ocean, and that near the ocean there lived white people.

Exercise 1. Form the present participle:

run, —; lie, —; carry, —; skate, —; burn, —; put, —; tie, —; hate, —; leave, —; test, —; shut, —; die, —; become, —; drive, —; break, —.

Exercise 2. Use the past continuous:

1. While the Red Indians (tie) John's hands behind his back, he (think) of his brother. 2. During the long march John (carry) his skates. 3. John (put) on his skates while the Indian boys crowded round him. 4. He (do) so with great care. 5. The Red Indians rushed after John while their wives and children (shout) and (cry). 6. John (skate) down the river when all at once he saw a farm-house.

Exercise 3. Translate these sentences and use the past continuous:

1. Sel ajal kui Charles harjutas jalgpalli, teised lapsed jalutasid (take a walk). 2. Kui nad läksid üle silla, nad nägid purjepaate purjetamas jõge mööda alla. 3. Sel ajal kui isa töötas kontoris, meie mängisime uusi mängu. 4. Kui Lucy kirjutas vanaemale kirja, meie vaatasime ülesvõtteid. 5. Eile, kui me lahendasime ülesandeid, koolijuhataja tuli klassi. 6. Me just lõpetasime oma tööd, kui kell helises.

Exercise 4. Form questions:

1. The Red Indians went *along a narrow path*.
2. They looked at *John's skates*.
3. They had never seen *skates*.
4. The Indian woman treated John *as if he had been her own son*.
5. She had lost her own boy *a year before*.
6. Once *a group of Indian boys* wanted to test John's courage.
7. *John did not fear the boys*.
8. He decided *to play a trick on them*.

Pronunciation: Write down as many words as you know in which *i* has the same sound as in *hill*.

LESSON 39.

A Red Indian Story.

(Continued.)

On and on he skated.
It was terribly cold.

John got **awfully** tired and hungry, but he did not stop to rest. He did not **mind** cold and **hunger**.

When night came, the moon rose. He skated on in the moonlight.

He had been skating, thus for hours. Then suddenly he heard a dog **barking**. After a while he saw the smoke of a white man's house rising, and he knew that he was safe.

After a long **refreshing** sleep he told the white people the story of his **escape**. The kind white people took him to his parents. You can imagine the **joy** and surprise of his people when they saw him. They could scarcely believe he had returned.

Questions: 1. How long had John been living in the Indian village? 2. What had he learned? 3. What did he do one winter day? 4. What was his plan? 5. How did he escape? Tell all about it. 6. Why could the Red Indians not catch him? 7. Why did he skate towards the ocean? 8. What did the kind white people do after he had told them his story?

Noun:

hunger

friend

wonder

Adjective:

hungry

friendly

wonderful

Exercise 1. Form adjectives:

love, —; beauty, —; care, —; earth, —; fun, —; sleep, —; Estonia, —; England, —.

Exercise 2. Fill the blanks with: avoid, disappointed, different, as if, necessary, contain, satisfied, expect, made, margin.

1. It seems to me that I have — many mistakes in my composition.
2. Are you — with my translation? 3. Is it — to rewrite it? 4. I am surprised, I did not — to find many mistakes. 5. It looks — you had not written it yourself. 6. You must — making mistakes. 7. You must not write in the —. 8. I am sorry you are —. 9. These are two — colours. 10. What does the box —?

Exercise 3. Read:

1. I have hurt myself. 2. You have hurt —. 3. He has hurt —.
4. She has hurt —. 5. We have hurt —. 6. You have hurt —. 7. They have hurt —.

Pronunciation: Write down as many words as you know in which *i* has the same sound as in *time*.

LESSON 40.

Falling Snow.

See the pretty **snow-flakes**
Falling from the sky;
On the **walls** and **house-tops**
Soft and thick they lie.

On the **window-ledges**,
On the branches **bare**;
Now, how fast they gather,
Filling all the air.

Look into the garden
 Where the grass was green:
 Covered by the snow-flakes,
 Not a **blade** is seen.
 And the bare black bushes
 All look soft and white;
 Every **twig** is **laden**,
 What a pretty sight!

Exercise 1. Who, whose, whom, what, or which?

1. — is running down the path? 2. — jumped out from behind the tree? 3. Of — did John warn his brother? 4. — turn was it to put on the skates? 5. — of these young men is the best skater? 6. — do you think of this story? 7. — was the result of their long talk?

Exercise 2. Fill the blanks with: of, with, on, in, from, after, between, to, towards.

1. He could scarcely stand — the smooth ice. 2. Be quick and put — your skates. 3. They all rushed — the boy — great noise and shouting. 4. The boy told us the story — his escape. 5. — its banks the river shone like silver. 6. Most rivers flow — the ocean. 7. He took a boat — his neighbour. 8. He went — fish — the boat. 9. The fisherman was drowned — the sea.

Exercise 3. Answer the following questions:

1. What languages do you study?
2. Can you speak Russian?
3. Are you speaking Russian just now?
4. What is your mother tongue?
5. What languages do you speak besides Estonian?
6. Which language do you like best?

Exercise 4. Read:

$6 \times 25 =$	$100 - 55 =$	$1860 : 6 =$
$5 \times 15 =$	$150 - 36 =$	$972 : 9 =$
$8 \times 18 =$	$200 - 79 =$	$1536 : 3 =$

Pronunciation: Write down six words in which *ir* has the same sound as in *first*.

LESSON 41.

The Quarrel.

Two boys, Tom and Henry, had a quarrel. They had found a **walnut**, and each of them wanted to have it. "I saw it first," said Tom, "and **therefore** it belongs to me." "I picked it up," said Henry, "and so it is **mine**!" As they could not agree, they asked a big boy to **settle** their quarrel.

"Give me the nut," said the big boy as he **placed** himself between them. After he had opened the nut, he took one **shell** and said to Tom: "I will give this shell to you, because you saw it first."

Then turning to Henry, he said: "I will give you the other shell, because you picked it up; but the **kernel** I will keep for my trouble."

Possessive Pronouns.

This is	{	my	walnut; it is	{	mine
		your			yours
		his			his
		her			hers
		its			its
		our			ours
		your			yours
their	theirs				

Exercise 1. Use the right pronoun:

1. This is (I) ticket; where is (you)? 2. May I take (you) pencil; I have lost (I). 3. He gave her (he) book, because she had lost (she). 4. These are (you) skates; where are (we)? 5. (We) compositions are bad; Lucy and Enid say that (they) are very good. 6. I have had (I) breakfast; have you had (you)?

Exercise 2. Translate:

1. Vabandage mind, mul pole aega; pean lahendama mõned ülesanded. 2. Kas peate täna selle töö lõpetama? 3. Muidugi pean. 4. Ma pidin ootama kaua (a long time), enne kui selle juturaamatu sain. 5. Miks peate alati nii kaua ootama? 6. Kas pidite oma harjutusi näitama õpetajale? 7. Jah, pidime (küll).

Exercise 3. Form negative sentences:

1. The boys found some walnuts. 2. They began to quarrel. 3. They settled their quarrel. 4. The big boy took the kernel. 5. It is snowing. 6. I see some snow-flakes falling. 7. The trees and bushes are covered with snow. 8. The blades of grass are still green. 9. Some birds are singing in the branches.

Exercise 4. Give the meaning of these phrases and make sentences with them:

on and on	not at all	in high spirits
in turn	all the time	never mind
tired of	in order to	of course
all at once	from behind	for hours
as if	on business	of wood

Pronunciation: Write down ten words in which *e* has the same sound as in *bell*.

LESSON 42.

The Story of Mother Christmas.

"My dear," said Mother Christmas, "it's **no use**. You can't go this time."

"**Nonsense**," said Father Christmas. "Of course I shall go. I have always taken out the presents. If I don't go, the children will miss me and feel disappointed."

"Let me go this time," said Mother Christmas.

"It's **impossible** for you to think of it with a **cold** like that on you. You are ill and must stay at home. I can manage very well. It was I who packed up all the presents, and I know where to take them."

"And how are you going to manage the **reindeer** with all the **telegraph wires** about?" said Father Christmas. "No, my dear, that's nothing for a woman. It's a man's **job**. Please, **mix** me a hot drink before I start."

Exercise 1. Give adjectives to these nouns:

care, —; heat, —; cold, —; sleep, —; stranger, —; business, —; hunger, —; use, —; beauty, —; love, —.

Exercise 2. Use the right pronoun:

1. I have shown you my presents, now I should like to see (you).
2. (I) are not so fine as (you).
3. You must see Henry's presents, (he) are the finest.
4. Whose new book is this? It's (they).
5. Whose box is this? It's (we).

Exercise 3. Fill the blanks with: at all, because of, fight, fond, tricks, since, mind, tired, ago, escape, quarrel.

1. I am very — of Red Indian stories.
2. I never get — of them.
3. But can you imagine, my sister Pearl doesn't like them —.
4. Some days — I read a most interesting story about a young Indian.
5. The other Indians admired him — his great courage.
6. He liked to — and did not — cold and hunger.
7. Sometimes he used to — with the other young men in the camp and play — on them.
8. Once he was caught by some white men, but he managed to —.
9. — that he was very careful.

Exercise 4. Find the rhymes:

- | | | | | | |
|----------|--------------------|---|----------|--------------------|---|
| 1. Quick | <i>rhymes with</i> | — | 6. Hate | <i>rhymes with</i> | — |
| 2. Rough | " | — | 7. Fear | " | — |
| 3. Burn | " | — | 8. While | " | — |
| 4. Peace | " | — | 9. Flake | " | — |
| 5. Pearl | " | — | 10. Bare | " | — |

LESSON 43.

The Story of Mother Christmas.

(Continued.)

Mother Christmas said no more. She gave her husband a glass of hot drink. I believe she had put something more than lemon and sugar into the hot water. It certainly made Father Christmas very sleepy. He sat quietly in his big chair by the fireplace. He felt so warm and comfortable there. Soon he began to nod.

Mother Christmas was moving about the room very quietly and softly. She put on her husband's great red fur-coat and his red fur-cap. Then she quietly went out of the room.

Plup, plup, plup!

There was a noise of light feet flying over the snow.

Plup, plup, plup!

Softer and softer it grew. At last it **died away** in the **distance**.

Father Christmas still slept by the fire.

Questions: 1. Why could Father Christmas not take out the presents? 2. Who wanted to go in his place? 3. Did Father Christmas agree to this? 4. What did he say? 5. What did he ask Mother Christmas to mix him? 6. How did he feel after he had drunk it? 7. What did Mother Christmas do while her husband was asleep?

Adjective:

quiet

sure

real

awful

Adverb:

quietly

surely

really

awfully

Exercise 1. Form adverbs:

quick, —; honest, —; careful, —; cross, —; special, —; safe, —; clever, —; usual, —; plain, —; complete, —; neat, —; proper, —; wonderful, —; rough, —; sincere, —; sudden, —; proud, —; nice, —.

Exercise 2. Form the past continuous:

1. Father Christmas (sit) in his big comfortable chair by the fireplace.
2. He (think) of the children who (wait) for their presents. 3. Mother Christmas (mix) a hot drink for her husband. 4. She (move) about the room softly and quietly. 5. Large snow-flakes (fall) from the sky.
6. Some bells (ring) in the distance.

Exercise 3. Give opposites:

hate, —; slow, —; main-street, —; weak, —; less, —; far, —; left, —; possible, —; few, —; north, —; well, —; west, —; cool, —; foolish, —; happy, —; wide, —; top, —.

Pronounce and translate: James, job, join, joy, joke, journey, jump, just.

LESSON 44.

The Story of Mother Christmas.

(Continued.)

When Father Christmas woke up, it was quite dark. It didn't take him much time to **understand** what had happened. He hurried to the reindeer **stable**—it was empty.

The snow was falling thickly. Poor Father Christmas was greatly troubled.

What was to be done?

He had no other **sledge**, no other reindeer, and, of course, it was quite impossible to follow his wife.

And besides he felt quite ill.

He had no one to send after her, for they lived in a lonely cottage, and they had no servants.

He really did not know what to do.

At last an **idea** came to him.

He decided to **ring up** the Fairy Queen and ask her to help him. The Fairy Queen was always very kind and **helpful**.

Exercise 1. Form questions:

1. The children *were quarrelling*.
2. They were quarrelling *because each of them wanted to tell his story first*.
3. Now it was *Jim's* turn to tell a fairy-tale.
4. His story was *about Father Christmas*.
5. Father Christmas has *two* reindeer.
6. The children believe *that Father Christmas fills their stockings with nice presents during the night*.
7. The children *hang their stockings before the fireplace*.

Exercise 2. Translate:

1. Kelle kasukas see on? See on minu (oma).
2. Kas see on Pearl mütts? Jah, see on tema (oma).
3. Kus on teie (omad)? Nood kelgud on meie (omad).
4. Kas see on Henry kelk? Ei, see ei ole tema (oma).
5. Kas nood kelgud seal kuuluvad Bobile ja Tomile? Jah, need on nende (omad).

Exercise 3. Solve these problems:

1. Jim must be at the station at a quarter past four. It takes him twenty-five minutes to walk there. When must he leave home?
2. There are 92 apples in two boxes. One box contains 8 apples more than the other. How many apples are there in each box?
3. Six girls want to go on a picnic. Pearl and Molly cannot go on Monday or Friday. Mary can only go on Tuesday, Thursday or Friday. Ellen can only go in the afternoon. Kitty can go only on Monday, Tuesday and Friday. Susy cannot go on Tuesday morning. On what day can they all go? Must they go in the morning or in the afternoon?

Pronounce and translate: cottage, courage, bridge, sledge, ledge, language, margin, gorgeous, George.

LESSON 45.

The Story of Mother Christmas.

(Continued.)

Father Christmas was very glad that he had remembered the Fairy Queen. He was sure she was the only person who could help him in his trouble.

And so he rang up the Fairy Queen.

He said: "My wife went to take out the presents this year, because I have such a cold in the head. Now there is a terrible snow-storm, and I'm afraid she may lose her way or **stick somewhere**. May I ask you to help me to find her."

"Oh dear, oh dear," said the Fairy Queen, "wait until I put on my **spectacles** in order to see where your wife is."

While the Fairy Queen was looking for her spectacles and putting them on, Father Christmas was **impatiently** waiting for the **news**.

Questions: 1. What did Father Christmas notice when he woke up? 2. Of what was he afraid? 3. Why did he not follow his wife? 4. Why did he not send anyone after her? 5. Who was the only person to help him in his trouble? 6. What did he say to the Fairy Queen when he had rung her up? Repeat his words. 7. What did she say? Repeat her words.

Adjective:	Adverb:
terrible	terribly
merry	merrily

Exercise 1. Form adverbs:

possible, —; happy, —; silent, —; smooth, —; angry, —; comfortable, —; plain, —; clear, —; heavy, —; beautiful, —; regular, hungry, —; cheerful, —; easy, —; impatient, —.

Exercise 2. Form the future:

1. I am afraid there (be) a snow-storm. 2. Be careful, or you (catch) a cold. 3. I (put) on my fur-coat and my warm cap. 4. In the evening my mother (mix) me a glass of hot lemon water, and that (do) me much good. 5. I hope I (be) quite all right to-morrow. 6. Tell this poor man to go to Mr. Brown, he (get) a job there.

Exercise 3. Form the plural:

idea, —; sledge, —; ledge, —; glass, —; coat, —; fur, —; mouse, —; foot, —; piece, —; dish, —; reindeer, —; distance, —; fairy, —.

Exercise 4. Make sentences:

1. in, one, poor, day, cottage, woman, winter, sitting, her, was, a.
2. her, was, husband, she, waiting, for, impatiently.
3. gone, in, had, to, he, morning, town, the.
4. and, it, yet, he, not, returned, dark, had, growing, was.
5. a, there, snow-storm, was, terrible.
6. the, lose, her, that, was, his, or, husband, woman, afraid, somewhere, might, way, stick.

Pronounce and translate: Charles, chicken, choose, chose, chosen, beach, branch, catch, French, march, match, watch.

LESSON 46.

The Story of Mother Christmas.

(Continued.)

In a minute or two he heard the Fairy Queen speaking again. "She is caught in telegraph wires, the sledge, and the reindeer all are caught in the wires. I can see them quite plainly through my spectacles. What would you like me to do?"

"Oh dear, oh dear," said poor Father Christmas. "I'm afraid the only thing to do is to cut the wires. The **wire-cutter** is in the box under the seat of the sledge, but surely she will never think of that?"

"Would you like me to send her a **message**?" said the Queen.

"Oh, if you will be so kind," said Father Christmas. He felt very **grateful**.

And the Fairy Queen sent a **messenger** to Mother Christmas.

Meanwhile poor Mother Christmas was in great trouble. She simply could not get out of the wires.

It was **dreadful**.

Exercise 1. Somebody, anybody, or nobody?

1. Has — rung me up while I was away? 2. No, — has. 3. Did you try to ring up the Browns? Yes, I did, but it's no use, there is — at home. 4. That's quite impossible. I passed their house, the windows were lighted, and I saw — move about the room. 5. I saw —'s shadow against the window. 6. Then, of course, — must be in. 7. I shall ring once more, and if there isn't — to answer me, we must go and see what the matter is.

Exercise 2. Give nouns to these adjectives:

careful, —; lovely, —; useful, —; helpful, —; comfortable, —; difficult, —; cold, —; wonderful, —; beautiful, —; sleepy, —.

Exercise 3. Translate:

1. Kas teil on külmal? 2. Te peate kasuka selga panema. 3. See kasukas on liiga raske. 4. On täitsa võimatu selles liikuda. 5. Uskuge mind, ma ei saa oma käsi liigutada. 6. Olge ettevaatlik! 7. Kui te kasukat selga ei pane, saate (tulevik) kindlasti külmetuse. 8. Mul on juba nohu. 9. Paluge oma ema, et ta teile õhtul kuuma joogi valmistaks (segaks).

Exercise 4. Find the word in each line that does not fit in with the rest:

1. grey, green, red, snow, blue, white.
2. palace, hall, staircase, room, wall, flour.
3. lamp, table, fireplace, hare, chair.
4. town hall, building, cup, cottage.

Pronunciation: Write down six words in which *th* has the same sound as in *path*.

LESSON 47.

The Story of Mother Christmas.

(Continued.)

Large snow-flakes were falling. They fell on Mother Christmas's ['krisməsiz] hair, and nose, and spectacles. She put up her hand to brush one off her ear.

"Hi," said a **thin** voice. "You must not treat me like that. I'm the Queen's messenger. I've message for you from the Queen."

Mother Christmas listened, took off her spectacles, cleaned them, and put them on again. A tiny person was sitting on her left arm. He really looked like a snow-flake in his white cap and coat, but he was very much alive. "The wire-cutter is in the box under the seat," he said and was off. He wanted to go home to bed, I believe.

Mother Christmas found the wire-cutter and used it. At last all the difficulties were **overcome**. Mother Christmas **delivered** the presents and got back safely. You may imagine what a welcome she **received** from her husband, and what a lot they had to talk about before they went to bed.

And the reindeer in their stable laughed loud and long that night.

"There must have been a dreadful storm last night," people said on Christmas morning, "quite a lot of telegraph wires are down."

Questions: 1. What did the Fairy Queen see when she put on her spectacles? 2. What had Mother Christmas to do in order to get her sledge out of the telegraph wires? 3. Who told her to do so? 4. What did the Fairy Queen's messenger look like? 5. What did Mother Christmas do when she had overcome her difficulties? 6. What did people say on Christmas morning?

Exercise 1. Form negative sentences:

1. She waited for a messenger. 2. She got a message before she left the house. 3. She took all her things with her. 4. She put on her heavy fur-coat. 5. She met some people on her way to the station. 6. She missed the train. 7. Somebody had come to see her off.

Exercise 2. Fill the blanks with: in, from, off, into, on, with, to, of.

1. May I come —? 2. Please, brush the snow — your cap. 3. Did you come alone, or has anybody come — you? 4. Did you come — a sledge? 5. Have you any news — your cousin Mary? 6. Have a cup — tea. 7. Please, put some lemon — my tea. 8. When you have had your tea, you must go — bed at once.

Pronunciation: Write down ten words in which *th* has the same sound as in *gather*.

LESSON 48.

Old and New.

Ring out the old, O bells!
Too late it is to weep
Or make amends —
Ring out the sad old things,
But leave old friends!

Ring in the new, O bells!
The new we need,
The kindly heart and hand
The friendly deed.

Ah! ring us all the good
The New Year sends —
New hopes, new joys —
But leave old friends!

Irregular Verbs.

Infinitive:	Past:	Past Participle:
leave	left	left
stick	stuck	stuck
teach	taught	taught
understand	understood	understood

Exercise 1. Make sentences:

- | | |
|-----------------------|-------------------------------------|
| 1. I have been | rather difficult. |
| 2. Now I have | I don't understand everything. |
| 3. It is a book about | good idea! |
| 4. It contains | impatiently waiting for a new book. |
| 5. But it is written | and tell me all about the reindeer. |
| 6. The language is | better than I do. |
| 7. I am afraid | received it. |
| 8. I should like | the reindeer. |
| 9. That's a | many fine pictures. |
| 10. You know French | grateful to you. |
| 11. You can read it | in French. |
| 12. I am really very | to see it. |

Exercise 2. Street, road, way, or path?

1. In a town there are several main —. 2. We stood on the top of a hill and looked down at the white — where some farmers were driving in their carriages. 3. The — was far from the hill-top, and the carriages and the people in them seemed very small. 4. We went along a narrow — till we came to a lonely cottage. 5. We asked the kind people, who lived in the cottage, to show us the — to the nearest village.

Exercise 3. Make sentences containing the following words:

hear	knew	tide	red
here	new	tied	read
know	past	too	road
no	passed	two	rode

Pronunciation: Write down six words in which *ch* has the same sound as in *much*.

LESSON 49.

Housework.

Mrs. Allan has no **maid**, so she has to do the housework herself. Her children help her as much as they can. While Mrs. Allan is getting breakfast ready in the morning, the children make their beds, clean their shoes, and brush their clothes. Then they **air** and **tidy**

their rooms. In the afternoon Lucy always helps her mother to **lay** the dinner-table. After dinner Lucy and Alice **clear** the table and wash the dishes. They also clean the knives and **forks**. Very often the boys do this work. On Saturdays the children help their mother to **cook** the meals. They wash and cut the **vegetables** and **peel potatoes**, and do all kinds of work.

No **cooking** is done on Sundays. All meals are **prepared** on Saturdays. Thus Mrs. Allan can have a complete rest on Sundays.

Questions: 1. Do you help your mother in her housework? 2. Who airs and tidies your rooms in the morning? 3. How do you help your mother in the afternoon? 4. Can you cook? 5. Which do you like better, to cook or to wash the dishes?

Singular.

Nominative case:	My sister is singing.
Possessive case:	{ I like my sister's voice. I like the voice of my sister .
Objective case:	I love my sister .

Plural.

Nominative case:	My sisters are singing.
Possessive case:	{ I like my sisters' voices. I like the voices of my sisters .
Objective case:	I love my sisters .

Exercise 1. Use the proper case:

1. Mr. (Stone) son had gone to America twenty years ago. 2. Mr. Stone had not heard much about his (son) life in America. 3. He had soon stopped writing, as if he had forgotten his (father) address. 4. Now some days ago Mr. Stone received a letter from America which contained good news and his (son) and (granddaughters) photos. 5. You can imagine the old (man) joy and surprise.

Exercise 2. Give adjectives to these adverbs:

completely, —; beautifully, —; proudly, —; cleverly, —; heavily, —; specially, —; clearly, —; usually, —; plainly, —; terribly, —; happily, —; possibly, —; comfortably, —.

Exercise 3. Translate:

1. Minu isa nimi on George. 2. Minu vendade nimed on Charles ja James. 3. Minu onutütarde nimed on Elsie ja Mary. 4. Mis on teie sõprade nimed? 5. Kas need tütarlapsed on teie naabrite tütrede? 6. Nende tütarlaste nimed on Eeva (Eve) ja Florence.

Pronunciation: Write down six words in which *ou* has the same sound as in *noun*.

LESSON 50.

How Jim once Missed His Lessons.

Seven o'clock. It is time to get up. Jim **rubs** his eyes. He feels so very sleepy. He wants to stay in bed. He turns his face to the wall and goes to sleep again. Mother comes in and asks why he does not get up. Jim **complains** that he has a **sore throat** . Then mother starts writing a **note** to Jim's teacher to say that Jim has to stay in bed. Charlie takes the note and rushes out. When father, Lucy, and Alice have gone, mother begins to do her housework.

Jim spends all the morning in bed. At first he likes it. Soon, however, he begins to feel dull. He feels a little **ashamed** too, seeing his mother's sad face. But it is so very hard to **confess** that he has no sore throat at all. He has told a **lie** . He is a bad boy. Mother **pours** some **medicine** into a **spoon** and makes him take it.

Exercise 1. Copy Lesson 50 and use the past instead of the present.

Exercise 2. Use the present continuous:

1. It (strike) seven. 2. Jim (lie) in his bed. 3. He (rub) his eyes. 4. He (complain) of his sore throat. 5. Jim's mother (write) a note. 6. Jim (begin) to feel dull. 7. His mother (mix) him a medicine. 8. She (look) at her son with sad eyes.

Exercise 3. Form questions to these answers:

1. Henry is in America.
2. He was about twenty-two years old when he went there.
3. Yes, he often does.
4. No, he has not changed very much.
5. Sometimes he sends his photos.
6. Now he is about twenty-seven years old.

Exercise 4. Give the missing forms:

send, —, —; strike, —, —; stick, —, —; teach, —, —; —, lay, —; bring, —, —; think, —, —; —, —, felt; —, fell, —; break, —, —; know, —, —; —, —, left; drive, —, —; ride, —, —; rise, —, —; —, lost, —; —, beat, —; sink, —, —; throw, —, —.

Pronunciation: Write down six words in which *ee* has the same sound as in *seem*.

LESSON 51.

How Jim once Missed His Lessons.

(Continued.)

Then he hears the bell ring. It's the **postman**. The postman brings a letter. It is from Aunt Mary. Aunt Mary writes that Jim and Alice may go with her to the pictures (cinema) that afternoon.

Jim takes Aunt Mary's letter and reads it over and over again. He feels very unhappy.

"Is this not a **just punishment**?" he says to himself, "and **no doubt** I have **deserved** it."

Mother says she is very sorry for him because he cannot go to the pictures.

Then Jim begins to cry very **bitterly**. He confesses he has told a lie by complaining of his sore throat. Mother is very sad, but she is not cross with him. She does not **punish** him. She speaks kindly to him. Jim promises never to do it again.

He is really very sorry for what he has done.

Questions: 1. What did Jim complain of one morning? 2. Was he really ill? 3. Why did he tell a lie? 4. What did Jim's mother say in the note she wrote to his teacher? 5. Was it true? 6. Who made Mrs. Allan tell a lie? 7. How did Jim feel when he was left alone?

8. Did he like the medicine his mother gave him? 9. How do you know? 10. What did the postman bring? 11. What did Aunt Mary write in her letter? 12. How did Jim feel after he had read the letter? 13. Why did he cry? 14. How did his mother treat him when he confessed that he had told a lie? 15. What did Jim promise?

Exercise 1. Copy Lesson 51 and use the past instead of the present.

Exercise 2. Fill the blanks with: lies, job, nonsense, punishment, twice, note, forks, grateful, messenger, spoons.

1. The postman delivers letters — a day. 2. A — is a short written message. 3. A — is a person who carries a message. 4. To be — means to be thankful. 5. A — is a piece of work. 6. Some people often talk —. 7. If you tell —, you deserve —. 8. When you eat, you use —, knives, and —.

Exercise 3. Form the comparative and the superlative:

grateful —, —; simple, —, —; unhappy, —, —; helpful, —, —; quick, —, —; smart, —, —; true, —, —; heavy, —, —; thick, —, —; short, —, —; splendid, —, —; near, —, —; far, —, —; good, —, —; old, —, —; bad, —, —; well, —, —.

Exercise 4. Find the rhymes:

- | | |
|----------------------|-----------------------|
| 1. Air rhymes with — | 7. Maid rhymes with — |
| 2. Ear " " — | 8. Cook " " — |
| 3. Doubt " " — | 9. Tied " " — |
| 4. Sore " " — | 10. Stable " " — |
| 5. Throat " " — | 11. Deliver " " — |
| 6. Spoon " " — | 12. Mix " " — |

LESSON 52.

Spot.

I am going to tell you about my dog. I have wanted a dog for years, and now at last I've got one. Father has given him to me as a birthday present.

He is a fox-terrier. He is white, with just one black spot on him. That's why he is called Spot.

Father said when he gave Spot to me that he was the most **intelligent** dog he had ever seen.

Spot is very clever, I'm sure.

I wish you could see his face when he looks up at you as if he knew and understood what you said.

Father said that Spot had been well **trained**, and that we must not **spoil** him.

Spot can do some tricks. I shall teach him some more.

I give him hard food, that's good for his **teeth**. Spot has fine white teeth. Always, when I come home, Spot jumps at me and barks with **delight**.

What do birds do ?	They sing and fly about.
What do birds make ?	They make their 'nests.
What do bakers make ?	They make bread and cakes.
What do bakers do ?	They sell bread and cakes.
What do pupils do ?	They do their lessons.
What do pupils make ?	They make mistakes.

Exercise 1. Do, make, done, or made?

1. What is the first thing to—when you begin to write a composition? 2. Be careful, don't—any mistakes. 3. Have you—many mistakes in your exercise? 4. What did you—yesterday? 5. Yesterday I—some cakes. 6. This box is—of silver and crystal. 7. Who has—this nice little basket? 8. What is it—of? 9. Can you—a basket? 10. Look, the window is broken. Who has—it?

Exercise 2. Give opposites:

unhappy,—; love,—; sell,—; thin,—; remember,—; unintelligent,—; ungrateful,—; bitter,—; deliver,—; possible,—; add,—; patiently,—; somewhere,—; receive,—.

Exercise 3. Translate:

1. Mida sa teed (praegu)? 2. Ma ei tee (praegu) midagi. 3. See ei ole aus, ära tee seda. 4. Kas sa oskad (can you) selliseid asjakesi

teha? 5. Mul on kahju, et ma pole õppinud neid tegema. 6. Kas Ellen oskab kooki teha? 7. Jah, oskab küll. Ta sageli aitab emal kooke teha.

Pronunciation: Write down ten words in which *ea* has the same sound as in *tea*.

LESSON 53.

Skiing.

The **nasty** weather had **lasted** for weeks. Everybody was tired of rain and grey skies. At last frost had come and snow had fallen. One bright **frosty** Sunday morning Charlie, Lucy, and Jim took their skis and went skiing. Alice could not go with the bigger children, so she went to skate with Daisy.

How fine it was to ski over the smooth snow **glittering** in the sunshine.

The children felt cheerful and happy.

When they were skiing down from the top of a hill, Jim happened to fall into a deep hole full of soft white snow. He could not come out of it, so Charles went to **pull** him out. But Charlie was not very careful, and he, too, fell into the hole. It was Lucy who pulled them out. Lucy laughed at the boys and said they were like two snow-men. When they were skiing in a wood along a narrow path, Charlie pulled down the branches of some trees, and the thick soft snow fell on Lucy who was skiing behind him. Now it was the boys' turn to laugh.

Exercise 1. Form questions:

1. One Sunday morning the children *went skiing*.
2. *The sun was shining, and there was no wind.*
3. They enjoyed skiing *very much*.
4. They went skiing *over the hills and fields*.
5. One of the boys *fell into a deep hole and could not come out of it*.
6. *The other children* pulled him out.
7. *Henry* had stayed at home.
8. He had complained *of his sore throat*.

9. When he heard how much fun the other children had had, he felt *very sorry*.
10. Henry is very fond of *winter sports*.

Exercise 2. Form the plural:

hole, —; message, —; tooth, —; sky, —; photo, —; vegetable, —; leaf, —; potato, —; soul, —; wife, —; spoon, —; foot, —; mouse, —; box, —; angel, —; ski, —; skate, —; sledge, —.

Exercise 3. Form the future:

1. I hope this bright frosty weather (last). 2. I am very glad we (go) skiing to-morrow. 3. We (have) much fun, I am sure. 4. Of course, you (enjoy) skiing. 5. This afternoon we (go) skating. 6. The ice is hard and smooth, and there (be) many skaters. 7. My uncle (take) us for a drive in his big sledge. 8. What fun that (be)!

Pronunciation: Write down six words in which *l* has the same sound as in *call*.

LESSON 54.

Susan Morton.

Lucy had a school friend named Susan Morton. As Susan's father, Mr. Morton, got a **post** in a small country town, the family **moved** there.

Susan was a **good-natured** girl, very **frank** and very **lively**. She was always getting into trouble at school because of her **boyish habits**. On her school reports she had very **seldom** "very good" for **conduct**.

She was not good at her lessons, but she was **excellent** at games.

The other girls were very fond of Susan, and when she left, they missed her very much. But nobody missed her so much as Lucy.

Susan had promised to write to her from her new home as soon as she could find time. Some weeks had passed, and Lucy was longing for a letter from her friend. Then one day she got a letter from Susan Morton.

Possessive Case.

Plural.

This is **men's** job.

Now we have the **children's** hour.

Exercise 1. Use the proper case:

1. To the (boys) great delight the cold weather lasted for some weeks. 2. The parents invited their (children) friends to come and stay in the country while there was enough snow. 3. Their (neighbours) children joined them, and they cleared the ice on the river where they could skate. 4. The (workmen) boys, too, came to help them, and they all were in high spirits, and there was much fun. 5. All day long people could hear the (children) loud talk on the ice or in the fields, where they went skiing.

Exercise 2. Give adjectives to these adverbs:

frankly, —; bitterly, —; sweetly, —; happily, —; usually, —; really, —; foolishly, —; sincerely, —; impatiently, —; completely, —; gratefully, —; neatly, —; beautifully, —.

Exercise 3. Solve these problems:

1. A train can carry 896 persons. It starts from one station with $\frac{2}{7}$ (two sevenths) of that number. How many persons can get in before the train is full?
2. A postman walks 17 miles a day for 6 days a week, and six miles on Sunday. How many miles will the postman walk in 26 weeks?
3. We must be at the station half an hour before the train starts. The train starts at 10.57. It takes us 20 minutes to walk to the station. When must we leave home?

Exercise 4. Find the rhymes:

there, storm, air, peel, rabbit, note, pull, coat, complain, made, mean;
form, plain, boat, throat, habit, full, maid, meal, hole, care, chair.

LESSON 55.

Susan's Letter to Lucy.

Mill Hill,
Blackmoor,
October 10th, 1939.

My Darling Lucy,

Did you think I was dead? Well, I am not. I'm very much alive. I've a half holiday to-day. It is raining cats and dogs, so we cannot have our **hockey** to-day, and I feel I must write to you.

You should see the place we live in. I don't expect you can easily find it on the **map** of England. Oh, Lucy, darling, you have

no idea what it looks like. As we live on the top of a hill near the town, I have to walk to school every morning. And no bus to get into. There are only two main streets in this town.

The **queerest** thing about the place is how they talk here. When I came here, I couldn't understand half of what they said. I'm glad we have got a nice little cottage to live in. I have a lovely bedroom. The sun shines in every morning — when it does shine.

Exercise 1. Use the right form:

1. (Who) spectacles are these? Are they (you)? 2. No, they are not (I). 3. They belong to Mr. Stone. They are (he). 4. Do all these umbrellas belong to Mrs. Brown? Are they all (she)? 5. No, they are (she) (pupils) umbrellas. 6. (Who) map is this? Is it (Mr. Brown) map? 7. Yes, it is (he). 8. Are these your skis? No, they are not (we). 9. They belong to those girls. They are (they).

Exercise 2. Translate:

1. Ann ja Mari läksid oma vanavanemaid külastama. 2. Tütarlaste vanavanemad elavad ühes väikeses linnas. 3. Nende vanaisa on seal pagar. 4. Vanavanemate rõõm oli suur, kui nad nägid oma lapselapsi (grandchildren). 5. Laste onu on õpetaja samas linnas. 6. Ann ja Mari on head mängijad ja neil oli palju lõbu (nalja) oma onulaste seltsis (company).

Exercise 3. Give the positive:

shortest, —; funniest, —; queerest, —; nicest, —; most valuable, —; thinnest, —; easiest, —; best, —; most, —; biggest, —; worst, —; next, —; eldest, —; farthest, —; least, —; most useful, —; dullest, —; nearest, —; oldest, —.

Exercise 4. Form questions:

1. Susan Morton lived in *Blackmoor*.
2. *Her father* had a post there.
3. Susan had promised to *write to Lucy*.
4. *She kept her promise*.
5. In her letter to Lucy Susan described *the small town she lived in*.
6. Susan could not understand the people there *because they had a queer way of talking*.

Pronunciation: Write down ten words in which *ow* has the same sound as in *window*.

LESSON 56.

Susan's Letter to Lucy.

(Continued.)

And then the school, my dear! Everything is so quite different here. I've had many queer experiences here, but now I'm **getting on** rather well, I think. If only I could **pay more attention** to mathematics! I hate to think of mathematics. Well, you are not very fond of mathematics **either**, so you will understand.

I like **drawing, history, geography** and **science** very well. I'm very fond of Miss Williams who teaches us French and **music**. I don't like **needlework**, and about **Latin** I had better not say anything.

Our sports are hockey and **net-ball**.

I've **found** a friend here. Her name is Ruth. She does not **differ** very much from me. You ought to see her. She makes things lively wherever she goes.

Well, I've written quite enough. It's your turn now to write to me. Don't forget to tell me about Charlie and Jim. How does Charlie like his French?

With many **kisses**,

Your Susan Morton.

Questions: 1. What sort of girl was Susan Morton? 2. Why did she sometimes get into trouble at school? 3. Why did the other girls like her? 4. Why was she not excellent at her lessons? 5. Which subjects did Susan like best? 6. Which subjects did she not like at all? 7. What was the name of Susan's new friend? 8. What did she write about her to Lucy? 9. What did she tell Lucy about the people's way of talking at that small town? 10. Why had Mr. Morton's family moved there?

Exercise 1. Describe the town you live in.

Exercise 2. Make sentences:

- | | | |
|------------------------|--|--------------------------------|
| 1. What subjects | | fond of geography and science. |
| 2. Which subjects | | more attention to my lessons. |
| 3. Of all the subjects | | lessons twice a week. |
| 4. My brother is very | | of net-ball. |
| 5. We have drawing | | do you play in your school? |

- | | | |
|--------------------|--|----------------------------|
| 6. I must pay | | are taught in your school? |
| 7. Who teaches | | play hockey? |
| 8. What games | | do you like best? |
| 9. Do you often | | I like history best. |
| 10. I am very fond | | you music? |

Exercise 3. Form the past perfect:

1. Susy's father (get) a post in another town. 2. They (move) there before we returned from the seaside. 3. Susy (write) a letter to me. 4. She (leave) a nice present for me. 5. She (spend) all her pocket-money to buy it. 6. She (visit) all her friends. 7. She (promise) to write to them. 8. She (not forget) any of them.

Pronunciation: Write down six words in which y has the same sound as in *reply*.

LESSON 57.

The Stamp Album.

Jim has a stamp album. He is very proud of his valuable **collection**. He has a great number of very interesting stamps. His uncle is a captain, and he sends Jim and Charlie letters and picture **postcards** from all **parts** of the world. When Jim gets a letter from a **foreign** country, he **sticks** the stamp in his album. There are also other boys in his form who collect stamps. **Almost** all the boys are **interested** in stamps.

One day Jim asked Bob to come and see him. He promised to show him his collection of stamps. Bob came and brought his stamp album with him. The boys talked of the stamps and **compared** them. Jim and Bob **exchanged** some stamps. Jim gave Bob a **Chinese** stamp and got from him a **Soviet** stamp in exchange.

Questions: 1. What do many boys and girls collect? 2. Who feels very proud of his collection? 3. Who sends him letters and picture postcards from all parts of the world? 4. What is Jim's uncle? 5. Who came to see Jim one afternoon? 6. What did the boys do? 7. What did Jim give Bob? 8. What did he get in exchange?

Every boy likes to play games.
Each boy in our class is good at football.
Every room has a door.
Each room in this house has two windows.

Exercise 1. Each or every?

1. We go to see him — day. 2. He gave a photo to — of his friends. 3. — of these boys is good at some game. 4. — summer we go to the seaside. 5. We went fishing three times, and — time we returned with a good catch. 6. — fisherman must have a boat. 7. I know — fisherman in this village. 8. There are many houses on — side of the street.

Exercise 2. Give other words for:

not many, —; a great number, —; queer, —; to give something and to receive something else for it, —; not often, —; great pleasure, —; just, —; quick of understanding, —; very good, —.

Exercise 3. Make sentences:

1. of, who, collection, has, valuable, a, stamps?
2. differ, very, stamps, much, do, these?
3. postcards, do, picture, collect, you?
4. I, in, of, kinds, very, interested, much, am, collections, all.
5. foreign, in, you, like, countries, would, to, travel?
6. map, find, your, on, can, this, country, you?

Exercise 4. Find the rhymes:

- | | |
|----------------------|-----------------------|
| 1. Map rhymes with — | 6. Mill rhymes with — |
| 2. Each " " — | 7. Habit " " — |
| 3. Queer " " — | 8. Glitter " " — |
| 4. Lamps " " — | 9. Net " " — |
| 5. Kiss " " — | 10. Spot " " — |

LESSON 58.

Mr. Allan's Illness.

One afternoon, when Mr. Allan came home from his office, he felt very queer. "Oh, it's nothing, it will pass," he said to himself. But it did not pass. In the evening he felt worse. He had a very bad headache — a very **unusual** thing with him — and he had no **appetite**. He had **fever**. His throat was sore, and he was **coughing** all the time.

Mrs. Allan said the best thing to do was to send for a **doctor**.

Then they sent for Dr. West who lived next door. Soon Dr. West came.

Mrs. Allan: "Good afternoon, doctor. It's such a **comfort** you have come."

Dr. West: "Well, where is your husband?"

Mrs. Allan: "My husband is in bed. This way, please."

Dr. West: "How are you, Mr. Allan? Of what do you complain?"

Mr. Allan: "I feel quite **miserable**. My whole **body** seems to ache."

Dr. West **examined** Mr. Allan very carefully. Then he said: "You are very ill, Mr. Allan. You have a bad **flu**. You must keep your bed and be very careful. I will **prescribe** you a medicine. I hope you will feel better when I come to see you to-morrow."

Questions: 1. What must you do when you are very ill? 2. What does the doctor usually ask when he comes to visit a sick person? 3. What does he do then? 4. Of what did Mr. Allan complain? 5. What did the doctor say after he had examined Mr. Allan? Repeat his words. 6. Have you ever had a bad flu? 7. Did your parents send for a doctor then?

Exercise 1. Each or every?

1. Dr. West visited Mr. Allan four times, and — time he examined him very carefully. 2. Mrs. Allan had a very hard time now; — day she had to do her housework and — night she sat for some hours at her sick husband's bed. 3. — of her children tried to help her. 4. — of them was sorry for father and for mother as well. 5. Mr. Allan's friends came to see him, and — of them told him some good news in order to make him feel more cheerful.

Exercise 2. Fill the blanks with: of, at, in, into, for, from.

1. What is there — the letter-box? 2. Did the postman bring anything — me? 3. — whom did you get this interesting picture

postcard? 4. It is — Uncle John. 5. You must stick this stamp — your stamp album. 6. Look — these stamps very carefully and compare them. 7. They differ — those I have received — Uncle John before. 8. What a nice collection — foreign stamps you have. 9. It is something to be proud —.

Exercise 3. Translate:

1. Iga aasta kord tuleb onu John meid külastama. 2. Igaüks meist saab siis ühe kingi. 3. Iga kord ta toob midagi huvitavat. 4. Ta tunneb iga lapse soove. 5. Ta peatub meie juures harilikult ühe nädala, ja iga päev ta jutustab meile oma elamustest. 6. Me naudime iga lugu, nad on nii põnevad. 7. Meil on kahju iga kord, kui ta lahkub.

Pronunciation: Write down ten words in which *s* has the same sound as in *miserable*.

LESSON 59.

Robin.

Robin sang sweetly
When the days were bright.
“Thanks! Thanks for summer!”
He sang with all his might.

Robin sang sweetly
In the autumn days.
“There are fruits for every one.
Let all give **praise!**”

In the cold and wintry weather
Still hear his song.
“Somebody must sing,” said Robin,
“**Or** winter will seem long.”

When the spring came back again
He sang: “I told you so!
Keep on singing through the winter;
It will always go!”

I have few friends. She has little money.
--

Exercise 1. Few or little?

1. We have very — time, we cannot go with you.
2. Susy had — friends in the new school.
3. Bob has very — interesting stamps.
4. There are — subjects which I like.
5. I have very — to say.
6. There are — people who have not had the flu.
7. I have missed only — lessons.

Exercise 2. Give the missing forms:

—, —, stuck; understand, —, —; lose, —, —; —, —, taught;
—, —, rung; speak, —, —; eat, —, —; drink, —, —; sleep, —, —;
give, —, —; —, bought, —; —, —, brought; find, —, —; see, —, —;
spend, —, —; begin, —, —; send, —, —; —, wrote, —; read,
—, —; sell, —, —.

Exercise 3. Must or had to?

1. When I returned from school, I felt so miserable that I — go to bed at once.
2. My mother gave me some medicine, which I did not like, but I — take it.
3. Then mother covered me up with soft warm blankets, and I — keep quiet.
4. To-day I feel much better, but mother says I — still keep my bed.
5. You — never drink cold water when you have a sore throat or when you cough.
6. You — not talk either.

Exercise 4. Make six sentences with: nonsense, collect, spoil, examine, dreadful, exchange.

Pronunciation: Write down three words in which *gh* has the same sound as in *rough*.

LESSON 60.

The Story of Ali Cogia.

Once upon a time there lived in the city of Bagdad a man whose name was Ali Cogia.

Now it happened that Ali Cogia wished to go on a journey across the desert. All he had besides a little home, was a thousand pieces of gold. He feared to take the gold with him, knowing how often robbers attacked travellers and robbed them.

After much thought he believed that he had made an excellent plan. He took a large **jar** and put the thousand pieces of gold into it. Then he filled up the jar with ripe **olives** and closed the jar. Taking the jar to a rich **merchant** who was his friend, he told him of the journey he was about to make. Then he asked the merchant to keep the jar of olives for him until he should return.

"Certainly, my friend," said the merchant. "Here is the **key** to my **warehouse**. Open it and put your jar where you think best. You shall find it there when you return."

So Ali put his jar in his friend's warehouse, **locked** the door, returned the key to his friend, said good-bye to him, and went upon his journey.

Questions: 1. Where did Ali Cogia live? 2. Can you find Bagdad on the map of Asia? 3. What had Ali Cogia besides his little home? 4. Why was he afraid to take the gold with him when he went on a journey? 5. Where did he want to go? 6. Where did Ali Cogia hide his money? 7. What is an olive? 8. Why do olive-trees not grow in our country? 9. Where did he take the jar of olives? 10. Where did the merchant tell him to put the jar? 11. Who locked the door of the warehouse?

Exercise 1. Form the future:

1. We (read) an interesting story. 2. I hope you (like) it. 3. Ali Cogia (go) on a journey. 4. His journey (take) him across a desert. 5. Ali said: "I am afraid I (meet) some robbers. They (rob) me." 6. He (hide) his money in a big jar. 7. Then he (carry) the jar to his friend. 8. His friend (take) care of the jar. 9. He (place) the jar in the warehouse.

Exercise 2. Give nouns to these verbs:

travel, —; rob, —; run, —; name, —; reply, —; kiss, —; sing, —; skate, —; punish, —; drink, —; collect, —; play, —; teach, —; pronounce, —.

Exercise 3. Make sentences containing the following words: hare, hair, hour, our, peace, piece, there, their, weak, week.

Pronunciation: Write down ten words in which y has the same sound as in happy.

LESSON 61.

The Story of Ali Cogia.

(Continued.)

Seven years went by, and still the traveller had not returned to Bagdad. One evening when the merchant was having **supper** with his family, his wife **expressed** the wish to have some olives.

"You **remind** me of the olives that Ali Cogia left with me," said the merchant. "He has been away seven years. As I have never heard from him, he must be dead. We may eat his olives if they are still good."

He took a lamp and a dish, and went to the warehouse. He soon returned saying he had tasted the olives, but they were bad and could not be eaten. He did not tell his wife that he had **discovered** Ali's **secret** in his warehouse.

Now this merchant had been an honest man, but the love of gold made him **dishonest**. He spent the night in thinking how he might take the money without being **found out**, should Ali return and ask for his jar.

By the morning he had made a plan and he **carried it out**.

Questions: 1. How long had Ali Cogia been away from Bagdad? 2. What was his friend, the merchant, doing one evening? 3. What did his wife wish to have? 4. Of what did she remind her husband? 5. What did the merchant say when he returned from the warehouse? Repeat his words. 6. What plan did he make? 7. Did he carry it out? 8. How did he do it?

He had **a few** (some) friends in this town.
This lesson is **a little** difficult.

Exercise 1. Few, a few, little, or a little?

1. — hours later we went down to the river. 2. We saw — pioneers there already. 3. It was — difficult to find a suitable place for our camp. 4. We had — friends in the camp. 5. We had — money with us. 6. — boys were playing football when we reached the camp.

Exercise 2. Ask questions:

1. *Uncle John likes to travel in foreign countries.*
2. *He has been to China and Japan.*
3. *He is very much interested in the history of these countries.*
4. *He often reads books about these countries.*
5. *He is sorry he does not speak Chinese.*
6. *He often describes the places he has visited.*

Exercise 3. Fill the blanks with: tied, on business, for hours, all at once, in order, on a journey, from behind, robbed, hiding.

1. Once a merchant went —. 2. He wanted to go to Bagdad —. 3. — to reach the city he had to cross a desert. 4. — some robbers jumped out — a big stone, where they had been —. 5. They stopped the merchant and — his hands behind his back. 6. Then they — him of his money, took his beautiful horse, and rode away. 7. The merchant lay there — before some travellers found him half dead.

Exercise 4. Find the rhymes:

- | | | | |
|---------------|----------------------|------------|----------------------|
| 1. Collection | <i>rhymes with</i> — | 6. Trained | <i>rhymes with</i> — |
| 2. Lock | " " — | 7. Spot | " " — |
| 3. Jar | " " — | 8. Delight | " " — |
| 4. Prescribe | " " — | 9. Bitter | " " — |
| 5. Habit | " " — | 10. Teach | " " — |

LESSON 62.

The Story of Ali Cogia.

(Continued.)

Some time after this Ali Cogia returned to Bagdad. One of the first things he did was to go to the merchant for his jar of olives. The merchant received him in the most **obliging manner**.

"My dear friend," said the dishonest merchant, "there is the key to my warehouse. You will find your jar as you left it."

When Ali reached his home, he opened the jar. To his surprise he found it full of olives, but his money was gone.

"Is it possible that the man, whom I **supposed** to be my best friend should be **guilty** of such a bad deed?" He felt disappointed.

He at once returned to his friend and said to him: "My good friend, before going upon the journey, I put a thousand pieces of gold into that jar under the olives. I can't find them now. If you have had **need** of them and have used them, I shall wait until you can pay back. Only give me a written note that you will do so."

Questions: 1. What was one of the first things Ali Cogia did when he returned to Bagdad? 2. How did the merchant receive him? 3. What did he call Ali Cogia? 4. How did Ali Cogia feel after he had examined the jar? 5. What had he always supposed the merchant to be? 6. What did he say when he returned to the merchant? Repeat his words.

Exercise 1. Do, make, done, or made?

1. Stop now, you must not — me laugh again. 2. What are you going to — this afternoon? 3. I think I shall — my lessons first. 4. Your new frock looks very pretty, who has — it? 5. Can you — your frocks yourself? 6. When are Bob and Peter going to — their trip? 7. They are going to — it to-morrow. 8. I am still taking that medicine, it has — me much good.

Exercise 2. Complete these sentences:

1. Jim has a fine stamp —.
2. He often gets letters and — from foreign countries.
3. He — the valuable stamps in his — —.
4. Sometimes his friends come to examine his —.
5. Then they — and — some stamps.
6. Yesterday Jim gave Bob a French — and got from him a Chinese stamp in —.

Exercise 3. Translate:

1. Kas teie peitsite võtme? 2. Kas mäletate, kus ta on? 3. Võti on selles kruusis. 4. Palun, võtke võti ja lukustage uks. 5. Kas uks on lukustatud? 6. Viige see võti hr. Brown'ile. 7. Ma oletan, et teie ei karda seda teha. 8. Ma ei tea, mida vastata.

Exercise 4. Make sentences containing the following phrases: as if, tried of, not at all, in turn, of course, never mind.

Pronounce and translate: carriage, cottage, courage, message, ledge, sledge, village, intelligent, vegetable, exchange.

LESSON 63.

The Story of Ali Cogia.

(Continued.)

The dishonest merchant **denied** he had ever seen Ali's gold. He **pretended** to be very angry and said that Ali had **offended** him. "You left the jar in my warehouse," he said. "You found it in the same place. You took it away. Now you come and ask me for a thousand pieces of gold. I wonder you don't ask me for pearls and **diamonds**. Go away from here at once."

Many people heard the noise of the quarrel. They stopped to listen, and they heard Ali say: "We shall go to our **wise judge** who will **try** you for what you have done."

"With all my heart," said the dishonest merchant, "we shall see which of us is **in the wrong**. Remember, you have to prove that what you say is true."

Questions: 1. What did the dishonest merchant pretend to be? 2. What did he say? Repeat his words. 3. Who heard the noise of their quarrel? 4. What did the people hear Ali Cogia say? 5. Repeat the merchant's reply.

Exercise 1. Form the present participle:

break, —; lock, —; examine, —; taste, —; suppose, —; cut, —; mix, —; rub, —; remind, —; rob, —; plan, —; travel, —; keep, —; quarrel, —; lie, —; tie, —; study, —.

Exercise 2. Form the present continuous:

1. I (study) very hard this term. 2. I (get) on rather well. 3. I (take) drawing lessons. 4. I (draw) a picture of a sick-room. 5. A little boy (lie) in bed. 6. He (pretend) to be ill. 7. His mother (prepare) a medicine for him. 8. She (mix) something in a glass. 9. The medicine must be bitter, for the boy looks quite unhappy. He (rub) his nose with his hand, ready to cry.

Exercise 3. Answer these questions:

1. When have you no appetite?
2. How do you feel when you have a bad flu?
3. What must you not do when you have a sore throat or when you cough?
4. What is the best thing to do when you are very ill?
5. How can you make your sick friend feel more cheerful?

Exercise 4. Form adverbs:

wise, —; miserable, —; angry, —; secret, —; unusual, —; different, —; good-natured, —; frank, —; excellent, —; bitter, —; grateful, —.

Pronounce and translate: deserve, exchange, express, offend, pretend, remind, suppose.

LESSON 64.

The Story of Ali Cogia.

(Continued.)

Ali Cogia took the dishonest merchant before the judge, to whom he told all that had happened. He expected that the judge would settle their quarrel. The judge asked who had been **present** when all this took place. When Ali told him that no one had been present **except** the dishonest merchant and himself, the judge **set** the merchant free. He said that **since** Ali Cogia could not prove that what he said was true, nothing could be done to the merchant.

Ali was not satisfied with this **sentence**. He wrote at once to the **Caliph** who **ruled** Bagdad, telling him the whole matter and begging him to try the merchant himself. The Caliph answered that he would try the merchant and that the **trial** would take place the next day.

Questions: 1. What did Ali Cogia expect the judge to do? 2. Why did the judge set the dishonest merchant free? 3. Why could Ali Cogia not prove his words? 4. Was he satisfied with the sentence? 5. To whom did Ali Cogia write now? 6. What did he say in his letter to the Caliph? 7. What did the Caliph answer?

She **looks** pale and tired.
Look at this picture.
 What are you **looking for**?
Look here, I want to tell you something.
 She **looks like** her mother.
 The children are playing, and the parents
 are **looking on**.
Look out! The train is coming in.

Exercise 1. Make sentences with: to look, to look at, to look for, to look like, to look on.

Exercise 2. Form negative sentences:

1. The judge believed Ali Cogia's story.
2. He could prove his words.
3. Somebody had been present when all this took place.
4. The merchant confessed that he had taken the money.
5. The judge punished the dishonest man.
6. Ali Cogia was satisfied with the sentence.

Exercise 3. Translate:

1. Meie olime heas tujus ja läksime edasi teerada mööda. 2. Meie muidugi uskusime, et tunneme [past!] teed. 3. Meie olime juba tundide yiisi rännanud, kui äkki kõvasti vihma sadama hakkas. 4. Kui vihm lakkas, olime kõik täitsa märjad. 5. Et oma rõivaid kuivatada, pidime suure tule tegema. 6. „Pole viga,“ ütles Peeter, „varsti oleme [future!] jälle kuivad.“ 7. Oli päris võimatu tuld teha. 8. Igaüks meist katsus kordamööda, kuid asjata. 9. Viimaks tüdinesime sellest. 10. Ei olnud sugugi mõnus (meeldiv) olla märgades rõivastes märjas metsas.

Exercise 4. Form the comparative and the superlative:

obliging, —, —; wise, —, —; good, —, —; unusual, —, —; miserable, —, —; valuable, —, —; much, —, —; little, —, —; ill, —, —; near, —, —; thin, —, —; many, —, —; far, —, —; big, —, —; well, —, —; bad, —, —.

Pronunciation: Write down ten words in which *c* has the same sound as in *since*.

LESSON 65.

The Story of Ali Cogia.

(Continued.)

That evening the Caliph was walking through the city accompanied by a higher **officer**. They were dressed in such a way as to **prevent** any one from knowing who they were.

As they passed a **courtyard** in a quiet by-street where a group of children were playing, they heard one boy saying: "Let us play at judge and **court**. We will try Ali Cogia and the merchant."

To this the other boys agreed, for they all had heard about Ali Cogia and his friend. The boy who had **suggested** playing the game took the part of the judge. He sat very **gravely** on a stone bench. Several other boys were **ready** to **act** as court officers. Another boy was to act the part of Ali and yet another boy was to be the dishonest merchant.

The boys did not know that hidden in the shadow watching their game were the Caliph and his officer.

Then the trial began.

Questions: 1. When did the Caliph usually go for a walk? 2. Who accompanied him? 3. Why did he go for a walk in the evening? 4. What did they hear when they were passing a courtyard in a quiet by-street? 5. What game did one of the boys suggest? 6. Were the other boys ready to act the play? 7. Who took the part of the judge? 8. Where were the Caliph and his officer watching the play?

Exercise 1. Copy these sentences and fit in as—as, so—as or than.

1. Bagdad is much larger — any other city in the east. 2. Ali Cogia was not — rich — his friend. 3. The old judge was supposed to be much wiser — the young one. 4. In this town there are more olive merchants — in any other town. 5. These olives are not — good — those in that jar. 6. This jar is finer — that over there.

Exercise 2. Form interrogative sentences:

1. There were some robbers in the desert.
2. They had attacked some travellers.
3. Ali Cogia had heard of the robbers in the desert.

4. He believed the story.
5. He wanted to go on a journey.
6. He could take his money with him.

Exercise 3. Each or every?

1. — of these jars is filled with olives. 2. On the bottom of — of these jars there are some pieces of gold. 3. Give a piece of gold to — of these poor boys. 4. — olive merchant was interested in Ali Cogia's story. 5. In — house people were talking about Ali Cogia and his friend. 6. — man thought that the merchant was an honest man.

Exercise 4. Fill the blanks with: offended, acting, officers, dishonest, bench, pretended, suggested, court.

1. Some children were playing at judge and —. 2. The boy who had — the game was — the part of the judge. 3. He was sitting on a stone —. 4. In front of him were standing two boys, the — merchant and Ali Cogia. 5. The merchant — to be angry and —. 6. Several other boys were acting as court —.

Pronunciation: Write down ten verbs in which the ending *ed* is pronounced as in *prevented*.

LESSON 66.

The Story of Ali Cogia.

(Continued.)

The judge (sitting on a bench, while in front of him stand Ali Cogia and the dishonest merchant): "What **charge**, Ali Cogia, have you to bring against this merchant?"

Ali Cogia (**bowing** almost to the ground before the judge): "Sir, I **considered** this man my best friend. I believed I could trust him. Before leaving the city to go on a journey, I carried to him a jar of olives, asking him to keep it for me until I returned. He kindly gave me the key of his warehouse. I placed the jar in the warehouse, locked the door and returned the key to the **owner**, said good-bye to him, and left Bagdad. I had put a thousand pieces of gold in the jar and covered them with olives before closing the jar. After being away

seven years I returned and went to my friend for the jar. He said I would find it where I had left it. And I did. But upon taking it home and opening it, I found it full of olives only. My money was gone. I returned to this man and asked him about the gold. But he **declared** that he knew nothing of the money. Then in **anger** he ordered me to leave the house."

Judge (turning to the merchant): "What have you to say to this charge?"

Dishonest M. (bowing before the judge): "Sir, so far as I know, this man has told the **exact truth**. I also told the exact truth when I said I knew nothing of the gold."

Exercise 1. Translate:

1. Mida teie otsite? 2. Ma otsin oma asju. 3. Kas teie vaatasite seda pilti? Palun, vaadake teda. 4. See tütariaps näeb kena välja. 5. Ta sarnleb oma emaga. 6. Kas teie vaatasite pealt, kui (while) poisid treenisid? 7. Jah, vaatasin. Mul meeldib rohkem (better) pealt vaadata, kui ise treenida. 8. Ettevaatust, üks auto tuleb!

Exercise 2. Form the past perfect:

1. His wife reminded him of the olives which he (forget). 2. He said that he (taste) the olives. 3. He did not tell his wife that he (discover) Ali Cogia's secret. 4. That night he dreamt that the owner of the gold (return). 5. Nobody could believe that the rich merchant (take) Ali Cogia's money. 6. The dishonest merchant said that Ali Cogia (offend) him.

Exercise 3. Give opposites:

foolish, —; top, —; dishonest, —; deny, —; nasty, —; wise, —; find, —; in front of, —; up, —; look like, —; unkind, —; bottom, —; confess, —; differ, —; north, —; east, —.

Pronunciation: Write down ten verbs in which the ending *ed* has the same sound as in *deserved*.

Exercise 4. Use the proper case:

1. Ali Cogia felt ashamed of his (friend) bad deed. 2. The olive (merchants) children heard of this story. 3. The (children) delight was great when the officers allowed them to be present at the trial. 4. They could scarcely hear the (judge) words. 5. The merchant denied that he had seen (Ali Cogia) gold.

LESSON 67.

The Story of Ali Cogia.

(Continued.)

Judge: "I should be glad to see the jar of olives. (Turning to Ali:) Have you brought the jar, Ali Cogia?"

Ali Cogia: "No, Sir, I have not."

Judge: "Then go and fetch it at once." (Ali bows, leaves the court, and soon returns with a jar which he places before the judge with another deep bow.)

Judge: "Is this the jar you left with the merchant?"

Ali Cogia: "Yes, Sir."

Judge (turning to the merchant): "Is this the jar that was left with you by Ali Cogia?"

Merchant: "It is, Sir."

Judge: "Take off the **cover** of the jar, Ali Cogia. Let me see and taste the olives. (Tasting a few of the olives:) Oh, these are fine olives, good and sweet. I do not think that olives kept for seven years would be so good. (Turning to one of the court officers:) Send for some olive merchants. I should like to hear what they may have to say about this matter." (Court officers bring in two olive merchants who bow before the judge.)

Judge: "Are you **olive** merchants?"

The O. M.: "Sir, we have both been olive merchants for many years."

Judge: "Then tell me how long olives will keep **fresh** and **fit** for eating?"

1st O. M.: "Well, Sir, olives will hardly be **worth** anything the third year. By that time they will have **neither** taste **nor** colour."

He **gets** fine presents from his uncle.

They **have got** a good pen to write.

The children **got** home safely.

They are **getting on** very well.

How are you **getting on** at school?

It is **getting** dark.

Exercise 1. Make six sentences containing the verb get in its various meanings.

Exercise 2. Complete these sentences:

1. A reindeer is an —.
2. Olives are —.
3. Hardly means —.
4. Red Indians live in —.
5. A church is a —.
6. A Caliph is a —.
7. To discover means to —.
8. To take place means —.
9. Bakers are —.

Exercise 3. Solve these problems:

1. Two boys start walking to meet each other from two towns. The distance between the towns is $10\frac{1}{2}$ miles (ten miles and a half). One boy walks at 3 miles an hour and the other at 4 miles an hour. They start walking at 11 o'clock. At what o'clock will they meet?
2. There are 188 miles from London to York, and 205 miles from York to Edinburgh. How many miles are there between London and Edinburgh?
3. A ship sailed from Southampton at 11.30 on December 15th and arrived in New York, in America, at 3.15 on December 21st. How many days, hours, and minutes was the ship sailing?

Exercise 4. Give the missing forms:

get, —, —; —, was, —; —, —, said; —, gave, —; lie, —, —; —, —, laid; —, took, —; lose, —, —; —, —, written; —, —, brought; —, made, —; dream, —, —; forget, —, —; —, sent, —; ring, —, —; —, —, sung; find, —, —; put, —, —; —, —, done; —, saw, —.

Pronunciation: Write down ten verbs in which the ending *ed* is pronounced as in *rushed*.

LESSON 68.

The Story of Ali Cogia.

(Continued.)

Judge: "Look at these olives in that jar and taste them. Then tell me how long it is since these olives were put into that jar."
(Both olive merchants take a few olives and taste them.)

2nd O.M.: "Sir, these are very good fresh olives."

Judge: "You must be **wrong**. Ali Cogia says he put these olives into the jar seven years ago."

1st O.M.: "Sir, I am sure these olives are quite fresh."

2nd O.M.: "Yes, Sir, and I am sure there is not an olive merchant in Bagdad who will not say the same."

Dishonest M.: "Sir, let me —"

Judge: "Hold your tongue! You are a **thief**! Away with him, officers. Send him to **prison**."

Dishonest M. (falling on his **knees**): "Oh, Sir, don't send me to prison. I am ready to return Ali Cogia his thousand pieces of gold. They are buried in a strong **iron** box under the floor of my warehouse."

Judge: "Very good! Ali Cogia shall have his money. But you shall go into prison. Away with this **false** friend and dishonest merchant."
(The court officers lead away the dishonest merchant.)

Trees **grow** in woods.
We **grow** many useful plants.
The children **grew up** on their
grandmother's farm.
It is **growing** cold.

Exercise 1. Make eight sentences containing the verb grow in its various meanings.

Exercise 2. Form the plural of nouns ending in y a) after a consonant, b) after a vowel. Give as many examples as you can.

Exercise 3. Make sentences:

1. village, one, we, the, in, day, walking, were.
2. saw, along, a, running, street, the, we, dog.
3. of, followed, a, him, crowd, children.
4. an, had, bad, a, empty, tied, boy, the, can, poor, to, leg, animal's.
5. can, shouting, terrible, making, children, noise, the, was, a, and, the, were, laughing, and.

Exercise 4. Translate:

1. Ma pidasin teda oma parimaks sõbraks.
2. Ma oletasin, et ta on [past] aus ja õiglane mees.
3. Mul on väga kahju, et olen usal-

danud oma valelikku sõpra. 4. Ma ei usalda teda enam (any longer).
5. Ma kardan (I am afraid), et te eksite. 6. Ärge salake seda.

Pronunciation: Write down ten verbs in which the ending *es* has the same sound as in *misses*.

LESSON 69.

The Story of Ali Cogia.

(Continued.)

When the **play** was over, the boys ran home **well pleased**. None of them had seen the Caliph and his officer. The boy who had acted the part of the judge **entered** the house to which the courtyard where they had been playing belonged.

“Come here in the morning,” said the Caliph to his officer, “and bring that boy-judge to me. He shall try the **case** of the real Ali Cogia. I cannot find words to express how I admire that **bright** boy. See that the judge who set free the merchant is present when the case is tried by this boy. Also **see to it** that Ali Cogia’s jar of olives is ready when the boy calls for it, and that two olive merchants are where they can be easily called.”

Questions: 1. Who was well pleased when the play was over? 2. Who else was pleased? 3. Whom did the Caliph admire? 4. Where did the bright boy live? 5. What did the Caliph order his officer to do? 6. For what purpose had he to bring the boy to the Caliph?

It was late, and I **became** sleepy.
He **became** a judge.
What **became** of the dishonest man?

Exercise 1. Make six sentences containing the verb **become** in its various meanings.

Exercise 2. Read:

360 — 170 =	90 + 65 =	10 × 10 =	1500 : 30 =
400 — 261 =	102 + 98 =	10 × 61 =	1800 : 25 =
270 — 157 =	693 + 67 =	25 × 40 =	900 : 60 =

Exercise 3. Choose the right words:

1. (Who, whose, whom) did you see yesterday?
2. Work as (hard, hardly) as you can.
3. Everyone found (their, his) seat.
4. I will (teach, learn) him to read.
5. Jim (became, got, grew) a birthday present.
6. It was (quite, quiet) dark.
7. She (sat, set, seat) down on a chair.
8. We went (at, in, to) the country.
9. I am (pleasant, pleased) with this play.
10. She is (pretending, preventing) to be offended.

Exercise 4. Find the rhymes:

- | | |
|-----------------------|------------------------|
| 1. Deed rhymes with — | 6. Wrong rhymes with — |
| 2. Pretend " " — | 7. Court " " — |
| 3. Sir " " — | 8. Remind " " — |
| 4. Thief " " — | 9. Express " " — |
| 5. Knee " " — | 10. City " " — |

LESSON 70.

The Story of Ali Cogia.

(Continued.)

The next day when the boy **appeared** before the Caliph he seemed to be frightened.

"Well, my son," said the Caliph, "I heard the trial yesterday, and I am well pleased with you. You shall see the real Ali Cogia and the merchant who had the jar."

Calling Ali Cogia and the merchant before him, the Caliph said: "This boy will try your case."

And the boy-judge tried the case just as he had tried it when playing with his friends. The dishonest merchant confessed that he had **stolen** Ali's gold, and told where it was hidden. Thus he hoped to escape punishment. But the Caliph sent him to prison, he did not **pardon** him.

Then he turned to the judge who had set the merchant free and said: "Learn from this child how to do your **duty** with greater care."

Then the Caliph praised the bright boy-judge and his mother who had **brought him up** a just and intelligent boy.

Questions: 1. What did the Caliph say to the boy when he appeared before him the next day? 2. What did the boy-judge do? 3. Did the merchant still deny that he had taken Ali Cogia's gold? 4. How did he hope to escape punishment? 5. What was the sentence? 6. What could the real judge learn from the boy-judge? 7. Why did the Caliph praise the boy's mother?

Exercise 1. Form questions:

1. Ralph is a *bright* boy.
2. His parents died *when he was four years of age*.
3. *His grandfather* has brought him up.
4. His grandfather is a *judge*.
5. He has taught his grandson *French and riding*.
6. All people love Ralph *for he is honest, just, and intelligent*.
7. He will go to London *to study there*.
8. His grandfather will send him *to travel* when he is grown up.

Exercise 2. Find the word in each line that does not fit in with the rest:

1. charge, case, judge, trial, sentence, game.
2. false, honest, kind, obliging, frank.
3. robber, thief, olive, prison, steal, punishment.
4. dish, cup, glass, pearl, spoon, fork.
5. river, desert, ocean, brook, sea.

Exercise 3. Form the plural of nouns ending in f or fe. Give as many examples as you can.

LESSON 71.

Baby Seed Song.

Little brown brother, oh! little brown brother,
Are you **awake** in the dark?

Here we lie **cosily**, close to each other:

Hark to the song of the **lark**.

"Waken!" the lark says, "waken and dress you;

Put on your green coats and gay,
Blue sky will shine on you, sunshine caress you —
Waken! 'tis morning — 'tis May!"

Little brown brother, oh! little brown brother,
What kind of flower will you be?
I'll be a **poppy** — all white like my mother;
Do be a poppy like me!
What! you are a sun-flower? How I shall miss you
When you're (you are) grown **golden** and high!
But I shall send all the bees up to kiss you;
Little brown brother, good-bye.

Exercise 1. Fill the blanks with the words: lark, caresses, songs, seeds, heads, cosily, asleep, grow, wake, up, green, flowers, them, sunshine, gay, shine, warm, grass.

1. The little — lie — buried in the earth. 2. They are not dead, they are only — there. 3. In spring, when the sun begins to —, the little seeds — from their long winter sleep. 4. The soft, — April rain makes them —. 5. They put their tiny — out of the ground. 6. When they see the bright — and hear the — singing, they think it's time to put on their — and — coats. 7. Very soon soft green — and most beautiful spring — appear. 8. The sun — them, the wind kisses —, and the birds sing their most beautiful — to them.

Exercise 2. Form the plural of the nouns ending in ch, sh, x.

Exercise 3. Hard, hardly, near, or nearly?

1. — every merchant in Bagdad was interested in Ali Cogia's case.
2. On the morning of the trial the streets — the Caliph's palace were crowded with people. 3. — half the town had come to hear the trial. 4. The people could — believe that the merchant was guilty of such a deed. 5. They thought that Ali Cogia could — have so much money though they knew that he used to work very —. 6. The real judge could — believe his eyes when he saw that the little boy, who was standing — the Caliph, was going to try the case once more. 7. The merchant tried very — to escape punishment.

Exercise 4. Translate:

1. Me kasvasime üles vanaisa talus. 2. Minu vanemast vennast sai põllumees, mu nooremast vennast saab merimees ja mina tahan ohvitseriks saada. 3. Kuidas jõuate edasi koolis? 4. Täna, ma jõuan üsna hästi edasi. 5. Kuidas saate läbi oma onuga? 6. Meie saame väga hästi läbi. 7. Mul on nii kahju (sorry for) onust, ta jääb vanaks. 8. Pean ruttama koju, pimeneb.

Pronunciation: Write down ten words in which *a* has the same sound as in *asleep*.

Exercise 5. Form adjectives:

Example: doubt — doubtless.

hope, —; power, —; care, —; cover, —; leaf, —; bottom, —; use, —; water, —; penny, —; heart, —.

Pronunciation: Write down four words in which *ai* has the same sound as in *railway*.

LESSON 72.

The Photos.

Lucy has many nice photos. She has **arranged** them beautifully in an album. This album is rather big, and its covers are made of **leather**. It is a birthday present from her **grandmother**.

Sometimes Lucy likes to look at the photos of her **relatives**. There is a photo of her grandmother taken in her **youth**. Lucy likes her grandmother in her **broad hat**, but Charlie says she looks funny. Lucy remembers her granny (grandmother) very well, she was a great **favourite** of her granny.

There is also a photo of Lucy herself taken in her first year. She was a **fat** baby then.

Besides the photos of her relatives, Lucy has a great many photos of her friends taken at picnics and parties.

Charlie, too, is very much interested in taking photos. He has a **camera**, and he often gives Lucy interesting photos taken by himself.

Questions: 1. Who had given the beautiful album to Lucy? 2. Of what were the covers made? 3. When was the photo of her granny

taken? 4. How did Lucy like it? 5. What did Charlie say? 6. When was the first photo of Lucy herself taken? 7. Where were the photos of her friends taken? 8. Can you take photos? 9. Have you a camera?

Conjugation of the verb "to work".

Infinitive.	Present Participle.	Past Participle.
work	working	worked
Simple Present.		Present Continuous.
I } you } he } she } it } we } you } they }	work hard works " work "	I am } you are } he } she } it } we } you } they }
		is } are }
		working hard
Simple Past.		Past Continuous.
I } you } he } she } it } we } you } they }	worked hard	I was } you were } he } she } it } we } you } they }
		was } were }
		working hard
Present Perfect.		Present Perfect Continuous.
I } you } he } she } it } we } you } they }	have } has } have }	I } you } he } she } it } we } you } they }
		worked hard
		been working hard

Past Perfect.		Past Perfect Continuous.	
I you he she it we you they	} } had worked } hard	I you he she it we you they	} } had been working } hard
Future.		Future Continuous.	
I shall you he she it we shall you they	} } will } work } hard	I shall you he she it we shall you they	} } will } be working } hard

Exercise 1. Rewrite the story and put back every word in its proper place:

late
the favourite
treated
said
been
when
thought
gladly
turning
what
know
thinking
had
replied
see.

One morning two boys were for school.
One of them was of the master,
but the other was always unkindly.
The first boy that
he had dreaming of going to America,
and he had heard the school-bell
he had it was the ship-bell.
The master excused him,
and to the other boy,
he asked he had to say for himself.
The boy didn't what answer to give
and it best to do
as the first boy done,
he: "Please, sir,
I was waiting to Tom off."

Exercise 2. Copy Lesson 72 and use the past instead of the present.

Exercise 3. Translate:

1. Kas olete huvitatud ülesvõtetest? 2. Palun, vaadake neid ülesvõtteid siin, kas nad ei ole kenad? 3. Kes need on teinud? 4. Mu onupoeg tegi need ühel väljasõidul rohelisse. 5. Kas teie onupojal on hea kaamera? 6. Jah on. Ta sai selle onult sünnipäevakingina. 7. Kes on see daam? 8. See on minu vanaema. 9. See ülesvõte on tehtud tema nooruses. 10. Vaadake siia, see paks beebi on minu vend.

Exercise 4.

- | | |
|-----------------------------------|-----------------------|
| 1. <i>Girl</i> is a noun. | Give some more nouns. |
| 2. <i>Pretty</i> is an adjective. | „ „ „ adjectives. |
| 3. <i>She</i> is a pronoun. | „ „ „ pronouns. |
| 4. <i>Run</i> is a verb. | „ „ „ verbs. |
| 5. <i>Plainly</i> is an adverb. | „ „ „ adverbs. |
| 6. <i>At</i> is a preposition. | „ „ „ prepositions. |
| 7. <i>The</i> is an article. | „ two „ articles. |

Pronounce and translate: fail, fairy, false, favourite, fit, flake, flu, foreign, fork, frank, French, fresh.

LESSON 73.

A German's Bad English.

A young German was in England for the first time. One day he was walking about in the streets of London. Feeling very hungry, he entered a **restaurant** in order to get some dinner. The place was crowded with people, and the **waiters** were very busy serving them.

The young German ordered a **beefsteak**. He patiently waited for his meal. At last, having waited more than half an hour, he grew impatient and called out loudly: "Waiter, when shall I become a beefsteak?" — "Never, I hope, Sir!" answered the waiter. All who heard it were greatly **amused**.

Can you correct the mistake the young German made?

English Money.

In a **pound** there are twenty **shillings**.

In a shilling there are twelve **pence**.

£ 1 = one pound | 1 s. = one shilling

£ 5 = five pounds | 10 s. = ten shillings

1 d. = one penny = two halfpence

3 d. = three pence

Exercise 1. Solve these problems:

1. Lucy wants to buy eleven penny stamps and eight halfpenny stamps. How much will the stamps cost altogether?
2. Charlie wants to buy a new football which costs 9s., but he has only 6s. 8d. (6/8). How much money does he need?
3. Jim wants to buy three books. Each book costs 1s. 6d. (1/6). How much money will he need to buy the books?
4. If each book costs 7s. 6d. (7/6), how many can you buy with £ 6?

Exercise 2. Each or every?

1. — spring many birds return from the warmer countries and begin to build their nests.
2. In — tree you can hear them sing their songs.
3. In a field we found two larks' nests. There were some eggs in — of them.
4. The eggs are lovely; — has tiny dark spots on it.
5. — day the mother lark is sitting on her eggs.
6. Very soon there will be young birds in — nest.

Exercise 3. Make sentences containing the words: picnic, camera, photo, amuse, favourite, greatly.

Pronounce and translate: cap, caress, close, cosily, cost, case, collect, cover, courtyard, cup, cooking, confess.

LESSON 74.

A Funny Description of Football.

A Chinese who had seen a football match for the first time wrote to one of his friends:

"The English have a funny game. They get the **skin** of a pig, then sew it up in the shape of an **orange** and the **size** of a man's head; then they fill it with air.

Now they begin to drive the skin about with their feet. Some kick it quickly, some slowly. Those who cannot kick it, kick the legs of those who are nearest to them. He who has been kicked tries to overthrow those who kicked him.

During the whole game a man keeps whistling short tunes."

Irregular Verbs.		
Infinitive:	Past:	Past Participle:
set	set	set
steal	stole	stolen
awake	awoke	awaked
spread	spread	spread
lend	lent	lent
sew	sewed	sewn

Exercise 1. Solve these problems:

1. How much must you add to 3s. 8d. to make 10s.?
2. Divide 7s. between Dick and Ben so that Ben gets 6d. more. How much will Ben get?
3. If three quarters of Ben's money is £ 1, how much money has he?
4. Jim's school is going to the cinema. There are 202 children, but 58 cannot go. The tickets cost 6d. each. How much will the tickets cost altogether?
5. Charlie has 2s., Bob has three times as much as Charlie, and Henry has twice less than Bob. How much money have they altogether?

Exercise 2. Translate:

1. Mida sa kavatsed osta selle raha eest (selle rahaga)?
2. Ma kavatsen osta jalgpalli.
3. Kui palju maksab üks hea jalgpall?
4. See (ta) maksab umbes 8 šillingit.
5. Kas sul on nii palju raha?
6. Ei ole; mul on ainult 5 š. 2 penni.
7. Ma vajan 2 š. 10 penni.
8. Onu Jim lubas mulle anda 2 šillingit.
9. See on tõesti väga lahke onust.
10. Ma loodan, et ema annab mulle 10 penni.

Exercise 3. Give the infinitive:

driven, —; given, —; taken, —; sewn, —; struck, —; stolen, —; spread, —; sold, —; ridden, —; stuck, —; hidden, —; travelled, —; robbed, —; tried, —; quarrelled, —; rubbed, —; broken, —; shaken, —.

Exercise 4. What o'clock is it? or what is the time?

It is — 10.15, 10.20, 10.30, 10.35, 10.45, 10.55, 11.

Pronunciation: Write down three words in which *ow* has the same sound as in *cow*.

Exercise 5. Make sentences with: into English, in English; into the house, in the house; into the country, in the country; into Estonian, in Estonian; from Estonian into English.

Exercise 6. Answer these questions:

1. Who is sitting in front of you?
2. " " " behind you?
3. " " " on your left?
4. " " " on your right?
5. What do you see in front of you?
6. " " " " when you look behind you?
7. " " " " on your desk?
8. " " " " when you look out of the window?
9. " " " " when you look at the blackboard?
10. " " " " when you open the door?

Exercise 7. Count a) from 1—30, b) by tens from 10—100, c) by hundreds from 100—1000.

Pronounce and translate: darling, dead, death, dear, deed, deny, desert, despair, doubtless.

Exercise 8. Make sentences with: to school, from school; home, at home, from home.

Exercise 9. Answer these questions:

1. What do you do in the morning?
2. " " " " in the afternoon?
3. " " " " in the evening?
4. " " " " in the night?

5. What do you do in autumn?
6. " " " " in winter?
7. " " " " in spring?
8. " " " " in summer?

Exercise 10. Translate:

eesti keelest inglise keelde, inglise keeles, Inglismaale, Inglismaal, Inglismaalt, kuidas käsi käib? suur tänu, ma olen päris terve, heameelega, muidugi, heldeke! viimaks, äkki, heas tujus, kordamööda, selleks et, mitte sugugi, pole viga, tüdinenud, nagu, kõva häälega, suure hoolega, nad tavatsesid tulla, natukese aja pärast, sajab nagu oavarrest, nohu, pole mingit mõtet, mida pidi nüüd tegema, mul pole aimugi, midagi muud, tähelepanu osutama, häbenema, mis veel? teelt eksima, lauda katma, aasta eest, vastuseks, üles kirjutama, sügavas unes, tübli jalgpallimängus, koolis käima, armastama, kartma.

Pronunciation: Write down some words in which *k* is mute as in *know*.

LESSON 75.

Three Little Fish.

Three little fish a-swimming went
 Upon a summer day,
 Full many a **wondrous** thing they found,
 And very pleased were they.
 At night they saw the sun grow red
 Behind the **crooked spire**:
 "There must be something wrong," they said,
 "Let's hurry home, and get to bed
 Before the world's on fire!"

_VOCABULARY.

1.

- Allan** [ˈælən]
seaside [ˈsiːsaɪd] — mererannik; ranna-
 suvituskohht
Lucy [ˈluːsi]
Alice [ˈælis]
camp [kæmp] — laager; laagris
 olema
company [ˈkʌmpəni] — kompanii;
 seltskond
pioneer [paɪəˈniə] — pioneer
have a good time — hästi lõbutse-
 ma, aega lõbusasti veetma
make new friends — uusi sõprusi
 sõlmima
rest [rest] — ülejäänud osa, jääk;
 puhkus
enjoy [ɪnˈdʒɔɪ] — nautima
healthy [ˈhelθi] — terve
past participle [ˈpɑːtɪsɪpl] — mine-
 viku partitsiip (kesksõna)

2.

- throughout** [θruːˈaʊt] — läbi
hang, hung, hung [hæŋ, hʌŋ] —
 rippuma; riputama
ripe [raɪp] — küps, valminud
shower [ˈʃaʊə] — vihmavaling, rahe-
 hoog; valama (vihma, rahet)
come showering [ˈʃaʊərɪŋ]
down — sajavad alla

- positive** [ˈpɒzɪtɪv] — algvõrre
comparative [kəmˈpærətɪv] — kesk-
 võrre
superlative [sjuˈpɜːlətɪv] — ülivõrre

3.

- continued** [kənˈtɪnjuːd] — jätkatud;
 järg
none [nʌn] — mitte ükski
purple [pɜːpl] — purpur; tumelilla
gold [ɡəʊld] — kuld
dye [daɪ] — värvima
gorgeous [ˈɡɔːdʒəs] — tore, värv-
 küllane
moon [muːn] — kuu
shed, shed, shed [ʃed] — valama;
 puistama

4.

- usual** [ˈjuːʒuəl] — harilik
even [iːvn] — isegi, koguni
dream, dreamt, dreamt [driːm,
 dremt] — und nägema
late [leɪt] — hilja
be late — hilinema
long before — ammu enne kui
start [stɑːt] — algama
start off — teele asuma
secondary [ˈsekəndəri] **school** —
 keskkool

attend [ə'tend] — osa võtma, külastama
attend a school — koolis käima
rather ['ra:ðə] — õige, üsna
elementary [eli'mentəri] **school** — algkool
bus, omnibus [bas, 'ɔmnibəs] — omnibus
journey ['dʒə:ni] — reis, teekond
crowd [kraud] — rahvahulk
crowded ['kraudid] — täis rahvast, rahvarohke
so were — samuti olid
office ['ɔfis] — kontor

5.

accompany [ə'kampəni] — saatma (kedagi), kaasa minema (kõllegagi)
very first — üsna esimene
leave home — kodunt lahkuma
already [ɔ:l'redi] — juba
noise [nɔiz] — kära, müra, lärm
at first — alguses
strange [streindəʒ] — võõras, tundmatu (adj.)
form-mistress ['fɔ:m-'mistris] — klassijuhatajanna
Marlow ['ma:lou]
beside [bi'said] — kõrval
frock [frɔk] — kleit
no longer — mitte enam
bell [bel] — kell
ring, rang, rung [riŋ, ræŋ, ran] — helisema
were to go — pidid minema
assembly [ə'sembli] — kogunemine, koosviibimine

6.

experience [iks'piəriəns] — kogemus; elamus
beginning — algus
term [tə:m] — semester
football ['fʊtbɔ:l] — jalgpall
match [mætʃ] — võistlus
the school was going to have a match — koolil pidi tulema võistlus
headmaster ['hedma:stə] — direktor, koolijuhataja
practice ['præktis] — harjutamine
training ['treiniŋ] — treening
as soon as possible — niipea kui võimalik
neglect [ni'glegt] — hooletusse jätma
among [ə'mʌŋ] — hulgas, seas
school-fellow ['sku:lfe:lou] — kaasõpilane
sure [ʃuə] — kindel
good at football — tubli jalgpallimängus
win, won, won [win, wʌn] — võitma
present [preznt] — olevik
present perfect ['pə:fikt] — täisminevik
past perfect — enneminevik
future ['fju:tʃə] — tulevik

7.

trip [trip] — väljasõit; lühike ekskursioon
fix [fiks] — kindlaks määrama
decide [di'said] — otsustama
turn [tə:n] — (järje)kord
time-table — tunnikava
fetch [fetʃ] — tooma

proud [praud] — uhke
India ['indjə]
Enid ['i:nid]
Tanner ['tænə]
England ['iŋglənd] — Inglismaa
Europe ['juərəp] — Euroopa
stranger ['streindəʒə] — võõras
(nimisõna)

8.

numeral ['nju:mərəl] — arvsõna
add [æd] — liitma
hundred ['hʌndrɪd] — sada
subtract [səb'trækt] — lahutama
divide [di'vaɪd] — jagama
thousand ['θaʊzənd] — tuhat

9.

clever ['klevə] — tark, arukas
arithmetic [ə'riθmətik] — aritmeetika
arithmetic questions — arvutusülesanded
they were to write down — nad pidid üles kirjutama
simply ['sɪmpli] — lihtsalt
would divide — jagavad
(kaudse kõnev. tulevik)
number ['nʌmbə] — arv
any — mis tahes, milline tahes
any number of times — loendamatu kordi

10.

surname ['sə:neɪm] — perekonnanimi
Christian ['krɪstjən] **name** — ristiniimi
James [dʒeɪmz]
member ['membə] — liige

age [eɪdʒ] — vanus
eleven years of age — üksteist aastat vana
with my parents — vanemate juures
George [dʒɔ:dʒ]
Maud [mɔ:d]
Charles [tʃɑ:lz]
elder ['eldə] — vanem
about [ə'baʊt] — umbes
in all — ühtekokku
complete [kəm'pli:t] — lõpeta, täienda

11.

Albert ['ælbət]
photo ['fəʊtəʊ] — ülesvõte
wonderful ['wʌndəfʊl] — imeilus
beach [bi:tʃ] — liivarand, plaaž
along [ə'lɒŋ] — piki, mööda
visit ['vɪzɪt] — külastama
fishing village — kaluriküla
catch [kæʃ] — püük, saak
interesting ['ɪntrɪstɪŋ] — huvitav
row [rou] — sõudma
sail [seɪl] — purjetama
sailing boat — purjepaat
tide [taɪd] — tõus ja mõõn
she had never been to sea — ta polnud mere ääres käinud, olnud
frightened [fraɪtnd] — kohkunud, kohutatud
wave [weɪv] — laine

12.

over — möödas
Soviet Union ['souviət 'junjən] — Nõukogude Liit
Russian [rʌʃ(ə)n] — vene; venekeelne; vene keel

who used [ju:st] **to tell** — kel oli viisiks jutustada, kes harilikult jutustas

report [ri'pɔ:t] — koolitunnistus

I ought [ɔ:t] **to work harder** — peaksin rohkem töötama

you see — saad aru

make up — heaks tegema, hüvitama

improve [im'pru:v] — parandama

German [dʒə:mən] — saksa keel

French [frentʃ] — prantsuse keel

to be fond [fɒnd] **of** — armastama
completely [kəm'pli:tli] — põhjalikult

study ['stadi] — õppima

sincerely [sin'siəli] — otsekoheselt

13.

brook [bruk] — oja

rippling ['ripliŋ] — kergelt lainetades, virvendades

tale [teɪl] — jutt, lugu

grass [grɑ:s] — rohi

hill [hil] — mäekink

if I had — kui mul oleks

tiny ['taini] — pisike, tilluke

I would go — ma läheksin

hasten [heɪsn] — ruttama

join [dʒɔɪn] — ühinema, kaasuma

deep [di:p] — sügav

as — as — niisama kui

14.

picnic ['pɪknɪk] — piknikk, väljasõit rohelisse

basketful — korvitäis

in high spirits ['spɪrɪts] — heas tujus

run about — ümber jooksuma

shout [ʃaʊt] — hõikama, karjuma

climb [klaɪm] — ronima

shoe [ʃu:] — king

stocking ['stɒkɪŋ] — sukk

fair [feə] — ilus; aus

never mind ['nevə 'maɪnd] — pole viga

meaning ['mi:nɪŋ] — tähendus

15.

spot [spɒt] — koht

soft [sɒft] — pehme; tasane

green [gri:n] — roheline

gather ['gæðə] — korjama

stick [stɪk] — hagu; pulk, kepp

burn, burnt, burnt [bɜ:n, bɜ:nt] — põlema

sort [sɔ:t] — liik, sort

sandwich ['sænwɪdʒ] — kaetud võileib

fruit [fru:t] — puuvili

meal [mi:l] — söömaaeg

bit [bɪt] — suutäis

had come to meet them — olid neile vastu tulnud

there was no end of telling — polnud otsa ega lõppu jutustamisel

16.

belong [bi'lɒŋ] — kuuluma

none of the rest — ei ükski teisest

side [saɪd] — külg

turned over — läks ümber

hold, held, held [hould, held] — hoidma

get hold of — kinni võtma (haarama) millestki

arm [a:m] — käsivars

shore [ʃə:] — (mere, järve) kallas

rise, rose, risen [raiz, rouz, rɪzn] — tõusma

lose, lost, lost [lu:z, lɒst] — kaotama

although [ɔ:l'dəu] — ehkki, kuigi

difficulty ['dɪfɪkəlti] — raskus

with some difficulty — mõningate raskustega

meanwhile ['mi:nwaɪl] — vahepeal

thus [ðəs] — niiviisi

were saved — päästeti

17.

leaf, pl. leaves [li:f, li:vz] — leht

dress [dres] — kleit, rõivad, rüü

call — hüüd; kutse

flutter ['flʌtə] — lendlema, heljuma

one and all — kõik koos

dance [da:ns] — tantsima

fly, flew [flu:], flown [floun] — lendama

content [kən'tent] — rahul, rahuldunud

fast asleep — sügavas unes

earth [ə:θ] — maa; muld

earthy ['ə:θi] — mullane

lay, laid, laid [lei, leɪd] — panema

blanket ['blæŋkɪt] — villane voodivaip

negative ['negətɪv] — eitav

18.

turtle [tɜ:tl] — kilpkonn

Japanese [dʒæpə'ni:z] — jaapani

fairy ['fɛəri] — fee, muruneid

fairy-tale — muinasjutt, muistend
ago [ə'gəu] — enne; varemini

a year ago — aasta eest

Japan [dʒə'pæn] — Jaapan

named [neɪmd] — nimega

Urashima [juərə'si:mə]

Taro ['ta:rou]

honest ['ɒnɪst] — aus

animal ['æniməl] — loom

group [gru:p] — grupp, salk

terrible ['terɪbl] — hirmus

beat, beat, beaten [bi:t, bi:tn]

— peksma

19.

I should like to have it — tahaksin teda (seda) endale

silver ['sɪlvə] — hõbe

some pieces of silver — mõned hõberahad

poor thing — vaeseke

need [ni:d] — vajama, tarvitsema

hurt, hurt, hurt [hɜ:t] — haiget tegema, vigastama

rescue ['reskju:] — päästma

careful ['keəfʊl] — ettevaatlik, hoolikas

20.

though [ðəu] — ehkki

special [speʃl] — eriline

reason [ri:zn] — põhjus

he remembered — talle meenus

live to be a thousand years old — elavad tuhat aastat vanaks

human ['hju:mən] — inim-

being ['bi:iŋ] — olend

stand, stood, stood [stud] — seisma

close [kləʊs] — ligidal

close by — üsna juures
reply [ri'plai] — vastus; vastama
in reply — vastuseks
nod [nɔd] — noogutama

21.

king [kiŋ] — kuningas
palace ['pælis] — palee, loss
bottom ['bɔtəm] — põhi
ocean [oufn] — ookean
imagine [i'mædzin] — kujutlema
build, built, built [bild, bilt] —
ehitama
crystal [kristl] — kristall
floor [flo:] — põrand
pearl [pɜ:l] — pärl
shell [ʃel] — konnakarp, austri-
karp
colour ['kɒlə] — värv
would you like to see? — kas
tahaksid näha?
choose, chose, chosen [tʃu:z, tʃouz,
tʃouzn] — valima
definition [defi'nifən] — määratlus,
definiitsioon
person [pɜ:sn] — isik

22.

splendid ['splendid] — tore
building ['bildiŋ] — ehitis
shining ['ʃainiŋ] — särav
strange — kummaline
servant [sɜ:vnt] — teenija
staircase ['steəkeis] — trepp
hall [hɔ:l] — eeskoda, saal
self, pl. selves [self, selvz] — ise;
ennast

23.

lord [lɔ:d] — lord, isand
beauty ['bju:ti] — ilu
princess [prin'ses] — printsess
able [eibl] — suuteline
welcome ['welkəm] — teretulnud;
tervitama

because of — (millegi) tõttu, pärast
for ever — igavesti
you shall — sa pead
free [fri:] — vaba
care [kɛə] — hool; mure
unable [a'neibl] — võimetu

24.

charming ['tʃɑ:miŋ] — võluv
admire ['æd'maiə] — imetlema
forgot [fə'gɒt] — unustas
former ['fɔ:mə] — endine
they would go — nad tavatsesid
käia, minna
season [si:zn] — aastaaeg
east [i:st] — ida
blossom ['blɒsəm] — õis
branch [brɑ:ntʃ] — oks
west [west] — lääts
north [nɔ:θ] — põhi

25.

world [wɜ:ld] — maailm
ride, rode, ridden [raid, roud,
ridn] — ratsutama; ratsasõit
cool [ku:l] — jahe
cheerful ['tʃiəful] — rõõmus
shadow [ʃædou] — vari
sail [seil] — puri
might [maɪt] be waiting — võib-olla
ootavad

listen [*lɪsn*] — kuulama, kuulatama
tense [*tens*] — aeg, ajavorm (verbil)
present tense — olevik
continuous [*kən'tɪnjuəs*] — kestev, jätkuv

26.

was not satisfied [*'sætɪsfaɪd*] — ei rahuldunud
he was used [*ju:st*] — ta oli harjunud
long [*lɒŋ*] — igatsema
longing — igatsus
fight, fought, fought [*faɪt, fɔ:t*] — võitlema; purelema
against [*ə'geɪnst*] — vastu
in vain [*veɪn*] — asjata
beg [*beg*] — paluma
contain [*kən'teɪn*] — sisaldama
valuable [*'væljuəbl*] — väärtuslik
keep, kept, kept [*ki:p, kept*] — hoidma, pidama

27.

land — maale viima; maabuma
seem [*si:m*] — näima
different [*'dɪfrənt*] — erinev, teistsugune
wonder [*'wʌndə*] — imestama; teada tahtma, pead murdma, endalt küsima
rapidly [*'ræpɪdli*] — kiiresti
surprise [*sə'praɪz*] — imestus, üllatus; üllatama
as if — nagu
expect [*ɪks'pekt*] — lootma, ootama
disappointed [*'dɪsə'pɔɪntɪd*] — pettunud

28.

be surprised — üllatuma
be drowned [*draʊnd*] — uppuma
was drowned — uppus
joke [*dʒʊk*] — nali; naljatama
believe [*bɪ'li:v*] — uskuma
be away — ära olema
since [*sɪns*] — (sest)saadik;
since yesterday — eilsest saadik
lonely [*'ləʊnli*] — üksildane
phrase [*freɪz*] — fraas, kõnekäänd

29.

cloud [*klaʊd*] — pilv
smoke — suits
hair [*heə*] — juus
weak [*wi:k*] — nõrk, jõuetu
break [*breɪk*], **broke** [*brouk*], **broken** [*broukn*] — murdma; katki tegema
would have found — oleks leidnud
at once — otsekohe
solve [*sɒlv*] — lahendada
problem [*'prɒbləm*] — probleem, ülesanne
one third [*əθ:d*] — kolmandik
altogether [*ɔ:ltə'geðə*] — üldse; ühtekokku
noun [*naʊn*] — nimisõna
pronunciation [*prənənsi'eɪʃn*] — hääldamine

30.

composition [*kɒmpə'zɪʃn*] — kirjand
margin [*'mɑ:dʒɪn*] — (lehekülje) äärline
line [*laɪn*] — rida
blank line — tühi rida
avoid [*ə'vɔɪd*] — hoiduma, vältima
few [*fju:*] — vähesed

a few = some

spelling ['speliŋ] — õigekiri

she had to = she had to do so

proper ['prɒpə] — õige, korralik

necessary ['nesisəri] — vajalik

rewrite ['ri:'rait] — ümber kirjutama

be going — minema

31.

straight [streit] — sirge

main [mein] street — peatänav

on business — äriasjus

lot [lɒt] — hulk

car [ka:] — auto

taxi ['tæksi] — taksiauto

lighted ['laitid] — valgustatud

electric [i'lektrik] — elektri-

lamp [læmp] — lamp

sight [sait] — vaade

little — vähe

32.

by-street — kõrvaltänav

most of — enamik

narrow ['nærou] — kitsas

less [les] — vähem

quiet [kwaiət] — vaikne, rahulik

town hall ['taun 'hɔ:l] — raekoda

cross [krɔ:s] — üle minema

bridge [bridʒ] — sild

square [skweə] — avalik plats; ruut

church [tʃə:tʃ] — kirik

33.

learned ['lɜ:nid] — õpetatud, teadus-
likult haritud

around [ə'raund] — ümberringi;
(tema) ümber

smart [smɑ:t] — tragi; teravmeelne

papa [pə'pa:] — papi, papa

roasted ['roustid] — praetud

chicken [tʃikn] — kanapoeg; kana-
praad

dish [diʃ] — vaagen, liud

prove [pru:v] — tõendama

plain [plein] — lihtne, selge

unto = to

what = that which (see, mis)

mamma [mə'ma:] — mammu, mamma

pronoun ['prounaun] — pronoomen,
asesõna

34.

Red Indian ['indjən] — indiaanlane

single [siŋgl] — üksik

of wood — puust

hate [heit] — vihkama

they would come — neil oli viisiks
tulla, nad tavatsesid tulla

where — sinna, kus

any — kes tahes; mis tahes; iga

attack [ə'tæk] — kallale tungima,
ründama

burn — põletama

William ['wɪljəm]

in order ['ɔ:də] to — (selleks) et

thick [θɪk] — tihe, paks

shoulder ['ʃouldə] — õlg

whistle [wɪsl] — vilistama

stay behind — maha jääma

35.

they had not been seen — neid
polnud nähtud

not in the least — mitte sugugi

paint [peɪnt] — maalima, värvima

from behind — tagant

hide — peidus olema
tie [tai] — siduma
path [pa:θ] — teerada
warn [wɔ:n] — hoiatama
angry ['æŋgri] — vihane
strike, struck, struck [straik, strak]
— lööma
fear [fiə] — kartma; hirm
however [hau'evə] — aga, ent

36.

mile [mail] — miil (1,6 km)
travel [trævl] — reisima, rändama
follow — jälgima; minema mööda
(teerada)
during ['djuəriŋ] — kestel, jooksul
march [ma:tʃ] — rännak; marssimine
treat [tri:t] — kohtlema
test [test] — proovima, proovile
panema
courage ['kari:dʒ] — julgus
order ['ɔ:də] — käskima
right [rait] — parem (käsi, pool);
paremat kätt, paremale poole
peace [pi:s] — rahu
quarrel [kwɔrl] — tülitsema, riidlemä;
tüli, riid
simple [simpl] — lihtne
player ['pleiə] — mängija
practise ['præktis] — harjutama

37.

rough [raf] — karm
lead a rough life — karmi elu
elama
language ['læŋgwidʒ] — keel
trust [trast] — usaldama
smooth [smu.ð] — sile, tasane

crowd — kogunema
trick [trik] — trikk, temp
try on — jalga proovima
in turn — kordamööda
result [ri'zalt] — tulemus
adjective ['ædʒiktiv] — adjektiiv,
omadussõna

38.

tired — tüdinenud
sport [spɔ:t] — nali, lõbutsemine;
sport
skater — uisutaja
all at once — äkki
quick [kwik] — kiire, kärmas
runner — jooksja
better still — veel parem
flow [flou] — voolama

39.

awfully ['ɔ:fuli] — koledasti
mind [maind] — tähele panema;
hoolima (millestki)
hunger ['hʌŋgə] — nälg
bark [ba:k] — haukuma
after a while — natukese aja pärast
refreshing [ri'frefiŋ] — karastav
escape [is'keip] — pääsema; pääs
joy [dʒɔi] — rõõm

40.

snow-flake [fleik] — lumehelve
wall [wɔ:l] — sein; müür
top [tɒp] — ülemine osa; tipp
house-top — majahari, katus
window-ledge [ledʒ] — aknasimss
bare [beə] — paljas
gather — kogunema

blade [bleid] — (rohu)kõrs
twig [twig] — raag; oksake
laden [leidn] — koormatud
tongue [tan] — keel (elund)
mother tongue — emakeel
besides [bi'saidz] — peale(gi)

41.

walnut ['wɔ:lɒt] — kreeka pähkel
first — esimesena
therefore ['ðɛəfɔ:] — sellepärast
mine [main] — minu (oma)
settle — lahendada
place — asetama
shell — (pähkli) koor
kernel [kə:nl] — tera, tuum
keep — endale jätma
trouble — tülitamine; vaev;
 for my trouble — vaevatasuks
possessive [pə'zɛsɪv] — omastav

42.

Mother Christmas [krisməs] — nääri-
vana naine
Father Christmas — näärivana
use [ju:s] — kasu, tarvitamine
it's no use — pole mingit mõtet
can't [kɑ:nt] = **cannot**
nonsense ['nɒnsəns] — mõttetus,
rumalus
impossible [im'pɒsɪbl] — võimatu
take out — välja viima; laiali kandma
cold — külmetus
a cold like that — selline külmetus
a cold in the head — nohu
reindeer ['reɪndiə] — põhjapõder,
põhjapõdrad

telegraph ['telɪgrɑ:f] — telegraaf
wire [waɪə] — traat
job [dʒɒb] — (juhuslik, ajutine) töö
mix [mɪks] — segama

43.

she said no more — ta ei öelnud
 midagi enam
husband ['hʌzbænd] — abielumees,
 abikaasa
glass [glɑ:s] — klaas
lemon ['lemən] — sidrun
move [mu:v] — liikuma; liigutama
fur [fɜ:] — karusnahk
fur-coat [kəʊt] — kasukas
cap [kæp] — müts
plup [plʌp] — jalgade müdinat jäl-
 jendav hääliitsus
die away — vaibuma, vaikima
distance ['dɪstəns] — kaugus
adverb ['ædvɜ:b] — adverb, määr-
 sõna

44.

**understand, understood, under-
stood** — [ʌndə'stænd, ʌndə'stʊd]
 — mõistma, aru saama
stable [steɪbl] — tall
greatly = **very much**
what was to be done? — mis
 pidi nüüd tegema?
sledge [sledʒ] — saan; kelk
idea [ai'diə] — idee, mõte
ring up — telefoneerima, helistama
Fairy Queen [kwi:n] — murueit
helpful ['helpfʊl] — abivalmis

45.

- storm [stɔ:m] — torm
 snow-storm — lumetuisk
 she may lose — võib-olla ta kaotab
 lose the way — teelt eksima
 stick, stuck, stuck [stik, stak] — kinni jääma
 somewhere — kuski
 look for — otsima
 spectacles ['spektəklz] — prillid
 impatiently [im'peɪfntli] — kärsitult
 news — uudis; teated

46.

- she is caught in the wires — ta on traatidesse kinni jäänud
 what would you like me to do? — mida sooviksite, et ma peaksin tegema?
 wire-cutter ['kətə] — traadilõikamise käärid
 message ['mesɪdʒ] — sõnum
 messenger ['mesɪndʒə] — käskjalg, sõnumitooja
 dreadful ['dredfʊl] — kole, hirmus

47.

- put up her hand — tõstis käe
 brush [brʌʃ] — harjama; hari
 brush off — ära pühkima
 hi [haɪ] — hüüatus (tähelepanu äratamiseks)
 thin [θɪn] — peenike, õhuke
 like that — selliselt
 was off — läks, oli läinud
 overcome — jagu saama; (raskusi) ületama

- deliver [dɪ'livə] — kätte toimetama
 get back — tagasi jõudma
 welcome — vastuvõtt
 receive [rɪ'si:v] — saama, vastu võtma
 down — maas
 miss a train — rongist maha jääma

48.

- weep [wi:p] — nutma
 amends [ə'mendz] — korvamine, hüvitamine
 to make amends — korvama, hüvitama
 need [ni:d] — vajama
 deed [di:d] — tegu
 hope [həʊp] — lootus
 teach, taught, taught [ti:tʃ, tɔ:t] — õpetama

49.

- maid [meɪd] — teenija(tüdruk)
 air [ɛə] — tuulutama
 tidy ['taɪdɪ] — puhastama; puhas
 lay the table — lauda katma
 clear — koristama
 fork [fɔ:k] — kahvel
 cook [kʊk] — keetma, toitu valmistama
 vegetable ['vedʒɪtəbl] — aedvili
 peel [pi:l] — koorima
 potato, pl. potatoes [pə'teɪtəʊ] — kartul
 cooking — toitude valmistamine
 prepare [prɪ'peə] — valmistama
 are prepared — valmistatakse
 Nominative ['nɒmɪnətɪv] — nimetav
 Possessive [pə'zesɪv] — omastav

Objective [əb'dʒektiv] — sihitav
Eve [i:v]
Florence [flɔ'rəns]

50.

miss — puuduma (tundidest)
rub [rʌb] — hõõruma
complain [kəm'pleɪn] — kaebama
sore [sɔ:] — valus
throat [θrəʊt] — kurk
note [nəʊt] — sedel, kirjake
feel ashamed [f'eɪʃəmd] — häbi tund-
ma, häbenema
confess [kən'fes] — üles tunnistama,
pihtima
lie [laɪ] — vale; valetama
pour [pɔ:] — valama
medicine ['medsɪn] — arstim, rohi
spoon [spu:n] — lusikas

51.

postman ['pəʊstmən] — kirjakandja
just [dʒʌst] — õiglane
punishment ['pʌnɪʃmənt] — karistus
no doubt [daʊt] — kahtlemata
deserve [dɪ'zɜ:v] — pälvima
bitterly ['bɪtəli] — kibedasti
punish ['pʌnɪʃ] — karistama
thankful — tänulik

52.

spot [spɒt] — täpp
fox-terrier ['teriə] — foksterrier
intelligent [ɪn'telɪdʒənt] — intelli-
gentne, tark
trained [treɪnd] — treenitud; õpe-
tatud
spoil [spɔɪl] — rikkuma

tooth, pl. **teeth** [tu:θ, ti:θ] — hammas
delight [dɪ'lait] — vaimustus
baker ['beɪkə] — pagar

53.

ski [ʃi:] — suusk; suusatama
skiing — suusatamine
nasty ['nɑ:sti] — halb, vastik
last [lɑ:st] — püsima, kestma
frosty — külm
glitter ['glɪtə] — sätendama
skater ['skeɪtə] — uisutaja

54.

Susan [su:zn]
Morton [mɔ:tn]
post [pəʊst] — koht, teenistus
move [mu:v] — kolima
good-natured ['neɪtʃəd] — heasüdam-
lik
frank [frænk] — otsekohene, ava-
meelne
lively ['laɪvli] — elav
boyish ['bɔɪɪʃ] — poisilik
habit ['hæbɪt] — harjumus, komme
seldom ['seldəm] — harva
conduct ['kɒndʌkt] — käitumine
excellent ['eksələnt] — väga hea,
suurepärane

55.

mill [mɪl] — veski
Blackmoor ['blækmuə]
it is raining cats and dogs — sa-
jab nagu oavarrest
hockey ['hɒki] — hoki (mäng)
you should see — sa peaksid nä-
gema

map [mæp] — maakaart
you have no idea — sul pole aimugi
queer [kwɪə] — veider
about the place — selle koha (linna) suhtes, juures

56.

get on — edasi jõudma; läbi saama (naabritega)
attention [ə'tenʃn] — tähelepanu
pay attention — tähelepanu osutama
mathematics [mæθi'mætiks] — matemaatika
either ['aiðə] — kumbki
not... either — samuti mitte
you are not fond of it either — sulle ka ei meeldi, sina samuti ei armasta

drawing ['drɔ:ɪŋ] — joonistamine
history ['hɪstəri] — ajalugu
geography [dʒi'ɔgrəfi] — maateadus
science ['saɪəns] — loodusteadus
Williams ['wɪljəmz]
music ['mju:zɪk] — muusika
needlework ['ni:dlwɜ:k] — käsitöö („nõelatöö“)
Latin ['læɪn] — ladina keel
net-ball [net] — võrkpall
differ ['dɪfə] — erinema
kiss [kɪs] — suudlema; suudlus
subject ['sabdʒɪkt] — õppeaine

57.

stamp [stæmp] — kirjamark
album [ælbəm] — album
collect [kə'lekt] — koguma
collection [kə'lekʃn] — kogu

postcard ['poustkɑ:d] — postkaart
part [pɑ:t] — osa
foreign ['fɔ:rɪn] — välismaine
stick, stuck, stuck — kleepima
almost [ɔ:lmoust] — peaaegu
interested ['ɪntrɪstɪd] — huvitatud
compare [kəm'peə] — võrdlema
exchange [ɪks'tʃeɪndʒ] — vahetama (vastastikku); vahetus
in exchange — vastu (millegi eest)
Chinese [tʃaɪ'ni:z] — hiina; hiinlane
Russian ['rʌʃən] — vene; venelane
else [els] — muu; veel
something else — midagi muud
what else? — mis veel?

58.

unusual [ʌn'ju:zʊəl] — ebaharilik, ebatavaline
appetite ['æpɪtaɪt] — isu
fever ['fi:və] — palavik
cough [kɔ:f] — köhima; köha
doctor ['dɒktə] — arst
Dr. = doctor
comfort — lohutus
miserable ['mɪzərəbl] — vilets, halb
body ['bɒdi] — keha
ache — valutama
examine [ɪg'zæmɪn] — uurima, läbi vaatama; eksamineerima
flu [flu:] — influentsa
you must keep your bed — te peate voodisse jääma
prescribe [prɪ'skraɪb] — rohusedelit (rohtu) kirjutama
hard time — raske aeg
as well — samuti
letter-box — kirjakast

59.

robin ['rɒbɪn] — punarind, lepalind
praise [preɪz] — kiitus
wintry ['wɪntri] — talvine
or — muidu, vastasel korral
keep on singing — laula lakkamatult,
 laula edasi
keep quiet — paigal, rahul püsima

60.

Ali Cogia ['æli 'kɒdʒiə]
city ['sɪti] — suurlinn
Bagdad ['bægdæd]
desert ['dezət] — kõrb
robber ['rɒbə] — röövel
traveller ['trævlə] — reisija
rob [rɒb] — röövima
thought [θɔ:t] — mõte; mõtlemine
jär [dʒɑ:] — kruus
fill up — ääreni, üleni täitma
olive ['ɒlɪv] — oliiv (õlipuu vili)
merchant ['mɑ:tʃənt] — kaupmees
he was about to make — (mida)
 ta kavatses teha
key [ki:] — võti
wares [weəz] — kaup, kaubad
warehouse ['weəhauz] — kaubaladu,
 -ait
lock [lɒk] — lukustama
return — tagasi andma
Asia ['eɪʒə] — Aasia

61.

go by — mööduma
supper ['sʌpə] — õhtusöök
express [ɪks'pres] — väljendama
remind [rɪ'maɪnd] — meenutama
I have not heard from him — ma
 pole temalt teateid saanud

he must be dead — ta on vist
 surnud
they could not be eaten — nad olid
 söömiseks kõlbmatud
discover [dɪs'kʌvə] — avastama
secret ['si:kri:t] — saladus; salajane
now — olgu öeldud, et
dishonest [dɪs'ɒnɪst] — ebaaus, autu
find out — avastama, paljastama
 (süütegu)
should Ali return — kui Ali peaks
 tagasi tulema
by the morning — hommikuks
carry out — täide viima, teostama
China ['tʃaɪnə] — Hiina

62.

for his jar — oma kruusi järele
obliging [ə'blaɪdʒɪŋ] — sõbralik,
 lahke
manner ['mænə] — viis, komme
suppose [sə'pəʊz] — oletama, arvama
guilty ['gɪlti] — süüdi
need [ni:d] — vajadus

63.

deny [di'naɪ] — salgama; eitama
pretend [pri'tend] — teesklema
offend [ə'fend] — solvama
diamond ['daɪəmənd] — teemant
wise [waɪz] — tark; elutark
judge [dʒʌdʒ] — kohtunik
try [traɪ] — süütegu arutama, kohut
 mõistma
be in the wrong — süüdi olema
present participle — oleviku partit-
 siip (kesksõna)
sick-room — haigetuba

64.

- settle — korraldama; lahendama
 be present [preznt] — juures viibima
 except [ik'sept] — välja arvatud
 set free — vabastama
 since [sins] — et, kuna
 nothing can be done — midagi ei saa teha
 sentence — kohtuotsus
 Caliph ['keilif] — kaliif
 rule [ru:l] — valitsema
 trial ['traial] — kohtumõistmine; protsess
 look — vaatama; välja nägema
 look at — vaatama (kedagi, midagi)
 look for — otsima
 look here! — pane tähele!
 look like — sarnanema
 look on — pealt vaatama
 look out! — ettevaatust!

65.

- officer ['ɔfisə] — ohvitser; ametnik
 prevent [pri'vent] — takistama
 courtyard ['kɔ:t'ja:d] — õu
 court [kɔ:t] — kohus
 suggest [sə'dʒest] — ette ppanema
 gravely ['greivli] — tõsiselt, tõsise ilmega
 act [ækt] — näitlema; tegutsema
 yet another — lisaks veel üks
 play — näidend

66.

- charge [tʃa:dʒ] — süüdistus
 bow [bau] — kummarduma; kummardus

- Sir [sə:] — isand, härra
 consider [kən'sidə] — pidama; arvamama
 owner ['ounə] — omanik
 upon taking it home — selle koju viinud
 declare [di'kleə] — avaldama, teatama
 anger ['æŋgə] — viha, pahameel
 so far as I know — niipalju kui mina tean
 exact [ig'zækt] — täpne
 truth [tru:θ] — tõde

67.

- cover ['kʌvə] — kate; kaas
 fresh [frefʃ] — värske
 fit — kõlvuline
 worth [wɜ:θ] — väärt
 neither ['naiðə] — nor [nɔ:] — ei — ega
 he gets fine presents — ta saab ilusaid kinke
 I have got a good pen — mul on hea sulg.
 the children got home safely — lapsed jõudsid õnnelikult koju
 they are getting on very well — nad saavad väga hästi läbi
 how are you getting on at school? — kuidas jõuate koolis edasi?
 it is getting dark — pimeneb, läheb pimedaks
 various ['veəriəs] — mitmesugune
 London ['lʌndən]
 York [jɔ:k]
 Edinburgh ['edinbərə]
 Southampton [sau'θæmptən]

68.

- you must be wrong** — teie eksite kindlasti
thief, pl. **thieves** [θi:f, θi:vz] — varas
away with him — koristage ta minema!
prison [prɪzn] — vangla
knee [ni:] — põlv
iron [aɪən] — raud
false [fɔ:ls] — vale, valelik
grow [grəʊ] — kasvama; kasvata-ma; muutuma
grow up — üles kasvama
it is growing cold — läheb kül-maks
plant [plɑ:nt] — taim

69.

- over** — möödas; läbi
well pleased [pli:zd] — väga rahul
enter [ɛntə] — sisse astuma
case [keɪs] — kohtuasi, -protsess
bright [braɪt] — tark, terane
see to it — selle eest hoolitsema
call for — nõudma
purpose [pə:pəs] — otstarve
for what purpose? — milliseks ots-tarbeks? milleks?

70.

- appear** [ə'piə] — ilmuma
steal, stole, stolen [sti:l, stəʊl, stəʊln] — varastama
pardon [pɑ:dn] — andestama; armu andma
duty [dju:ti] — kohustus
bring up — kasvatama

- anecdote** [ˈænikdɔ:t] — anekdoot
greatly troubled — väga mures
bottle [bɒtl] — pudel
Ralph [rælf]
grown up — täiskasvanud

71.

- seed** [si:d] — seeme
awake [ə'weɪk] — ärkvel
in the dark — pimedas
cosily [ˈkɔ:zɪli] — mugavasti, huba-selt
hark [hɑ:k] — kuulama
lark [lɑ:k] — lõoke
waken! [weɪkn] — ärka!
coat [kəʊt] — kuub
gay [geɪ] — lustiline; kirju
caress [kə'res] — kallistama
poppy ['pɒpi] — magun
golden [gəʊldn] — kuldne

72.

- arrange** [ə'reɪndʒ] — korraldama
leather ['leðə] — nahk
relative ['relatɪv] — sugulane
youth [ju:θ] — noorus
broad [brɔ:d] — lai
hat [hæt] — kübar
favourite ['feɪvərɪt] — lemmik
fat [fæt] — lihav, paks
camera ['kæməərə] — kaamera, foto-aparaat

73.

- German** — sakslane
restaurant ['restərɔ:ŋ] — restoran
waiter ['weɪtə] — kelner

beefsteak ['bi:fsteik] — praetud loomaliha
amuse [ə'mju:z] — lõbustama
pound [paund] — nael
shilling ['ʃiliŋ] — šilling
pence [pens] — rahaväärtus pennides
cost, cost, cost [kɒst] — maksma, väärt olema

74.

description [dis'kripʃən] — kirjeldus
the English — inglased
skin [skin] — nahk
sew, sewed, sewn [sou, soud, soun] — õmblema
sew up — kokku, kinni õmblema
orange ['ɔrindʒ] — apelsin
size [saiz] — suurus
kick [kik] — lööma (jalaga)

overthrow [ouvə'θrou] — ümberpaiskama
keep whistling — ühtelugu, vahetpidamata vilistama
tune [tju:n] — viis, meloodia

75.

a-swimming went — ujusid, läksid ujuma
full many a — nii mõnigi
wondrous ['wʌndrəs] — hämmastav
crooked ['krukið] — kõver
spire [spaiə] — (terav) torn
there must be something wrong — kõik ei ole korras
is on fire — põleb
before the world's on fire — enne kui maailm põlema süttib

A

able [eibl] — suuteline
about — umbes; **be about to do** — kavatsema teha
accompany [ə'kampəni] — saatma (kedagi), kaasa minema (kellegagi)
ache [eik] — valutama
act [ækt] — näitlema; tegutsema
add [æd] — liitma; lisama
adjective [ʼædziktiv] — adjektiiv, omadussõna
admire [əd'maiə] — imetlema
adverb [ʼædvə:b] — adverb, määr-sõna
against [ə'geinst] — vastu
age [eidʒ] — vanus; **eleven years of age** — üksteist aastat vana
ago [ə'gou] — enne; varemini; **a year ago** — aasta eest
air [eə] — tuulutama
album [ʼælbəm] — album
almost [ʼɔ:lmoust] — peaaegu
along [ə'lɔŋ] — piki, mööda
already [ɔ:l'redi] — juba
although [ɔ:l'ðou] — ehkki, kuigi
altogether [ɔ:ltə'geðə] — üldse, ühtekokku
amends [ə'mendz] — kompensatsioon, hüvitus; **to make amends** — korvama, hüvitama
among [ə'manŋ] — hulgas, seas

amuse [ə'mju:z] — lõbustama
anecdote [ʼænikdout] — anekdoot
angel [eindʒl] — ingel
anger [ʼæŋgə] — viha, pahameel
angry [ʼæŋgri] — vihane
animal [ʼæniməl] — loom
any — kes tahes; mis tahes, milline tahes; **any number of times** — loendamatu kordi
appear [ə'piə] — ilmuma
appetite [ʼæpitait] — isu
arithmetic [ə'riəmatik] — aritmeetika; **arithmetic questions** — arvutusülesanded
arm [a:m] — käsivars
around [ə'raund] — ümberringi; (tema) ümber
arrange [ə'reindʒ] — korraldama
as — **as** — niisama kui; **as if** — nagu; **as soon as possible** — niipea kui võimalik; **as well** — samuti
ashamed [ə'feimd] — häbenev; **be ashamed** — häbenema, häbitundma
Asia [ʼeifə] — Aasia
assembly [ə'sembli] — kogumine, koosviibimine
assembly room — kogunemisruum
at first — alguses; **at once** — otsekohe; **all at once** — äkki

attack [ə'tæk] — kallale tungima, ründama
attend [ə'tend] — osa võtma, külastama; **attend a school** — koolis käima
attention [ə'tenʃn] — tähelepanu; **pay attention** — tähelepanu osutama
avoid [ə'vɔɪd] — hoiduma
awake [ə'weɪk] — ärkvel
away with him — koristage ta minema
awfully ['ɔ:fuli] — koledasti

B

baker ['beɪkə] — pagar
bare [beə] — paljas
bark [bɑ:k] — haukuma
basketful — korvitäis
be off — ära minema
beach [bi:tʃ] — liiyarand, plaaž
beat, beat, beaten [bi:t, bi:tn] — peksma
beauty ['bju:ti] — ilu
because of — (millegi) tõttu, pärast
beefsteak [bi:'fsteɪk] — praetud loomaliha
beg [beg] — paluma
beginning — algus
being ['bi:ɪŋ] — olend
believe [bi'li:v] — uskuma
bell [bel] — kell
belong [bi'lɒŋ] — kuuluma
beside [bi'saɪd] — kõrval
besides [bi'saɪdz] — peale(gi)

better still — veel parem
bit [bit] — suutäis
bitterly — kibedasti
blade [bleɪd] — (rohu)kõrs
blank [blæŋk] — tühi, tühjaks jäetud (rida)
blanket ['blæŋkɪt] — villane voodivaip
blossom ['blɒsəm] — õis
body ['bɒdi] — keha
bottle [bɒtl] — pudel
bottom ['bɒtəm] — põhi
bow [bau] — kummarduma; kummardus
boyish ['bɔɪɪʃ] — poisilik
branch [brɑ:ntʃ] — oks
break, broke, broken [breɪk, broʊk, broʊkn] — murdma; katki tegema; purunema
bridge [brɪdʒ] — sild
bright [braɪt] — tark, terane
bring up — kasvatama
broad [brɔ:d] — lai
brook [bru:k] — oja
brush [brʌʃ] — harjama; hari; **brush off** — ära pühkima
build, built, built [bɪld, bɪlt] — ehitama
building ['bɪldɪŋ] — ehitis
burn, burnt, burnt [bɜ:n, bɜ:nt] — põlema, põletama
bus, omnibus [bʌs, 'ɒmnɪbʌs] — omnibus
business ['bɪznɪs] — äri; **on business** — äriasjus
business ['bɪznɪs] **man** — äriees
by-street — kõrvaltänav
by the morning — hommikuks

C

caliph ['keilif] — kaliif
call — hüüd; kutse; **at his call** — tema kutsel; **call for** — nõudma
camera ['kæməɾə] — kaamera, foto-aparaat
camp [kæmp] — laager; laagris olema
cap [kæp] — müts
car [kɑ:] — auto
care [keə] — hool; mure
careful ['keəfʊl] — ettevaatlik, hoolikas; **careless** ['keəlis] — hooletu
caress [kə'res] — kallistama
carry out — täide viima, teostama
case [keis] — kohtuasi, -protsess
catch [kætʃ] — püük, saak
cattle [kætl] — kariloomad
cave [keiv] — koobas
charge [tʃɑ:dʒ] — süüdistus
charming ['tʃɑ:miŋ] — võluv
cheerful ['tʃiəfʊl] — rõõmus
chicken [tʃikn] — kanapoeg; kana-praad
China ['tʃainə] — Hiina
Chinese [tʃai'ni:z] — hiina; hiinlane
choose, chose, chosen [tʃu:z, tʃouz, tʃouzn] — valima
Christian ['kristʃən] **name** — ristiniimi
church [tʃɜ:tʃ] — kirik
city ['siti] — suurlinn
clear [kliə] — selge; koristama
clever ['klevə] — tark, arukas
climb [klaɪm] — ronima
close [kləʊs] — ligidal; **close by** — üsna juures
cloud [klaʊd] — pilv
coat [kəʊt] — kuub

cold — külmetus; **a cold in the head** — nohu
collect [kə'lekt] — korjama, koguma;
collection [kə'lekʃn] — kogu
colour ['kʌlə] — värv
comfort ['kʌmfət] — lohutus
company ['kʌmpəni] — kompanii; seltskond
comparative [kəm'pærətɪv] — kesk-võrre
compare ['kəm'peə] — võrdlema
complain [kəm'pleɪn] — kaebama
complete [kəm'pli:t] — lõpetama, täiendama
completely [kəm'pli:tli] põhjalikult, täielikult
composition [kɒmpə'ziʃn] — kirjand
conduct ['kɒndʌkt] — käitumine
confess [kən'fes] — üles tunnistama, pihtima
consider [kən'sɪdə] — pidama, arvama
contain [kən'teɪn] — sisaldama
content [kən'tent] — rahul, rahuldunud
continued [kən'tɪnjuəd] — jätkatud; järg
continuous [kən'tɪnjuəs] — kestev, jätkuv
cook [kuk] — keetma, toitu valmistama; **cooking** — toitude valmistamine
cool [ku:l] — jahe
cosy ['kouzi] — mugav, hubane
cost, cost, cost [kɒst] — maksma, väärt olema
cough [kɔ:f] — köhima; köha
courage ['kʌrɪdʒ] — julgus
court [kɔ:t] — kohus
courtyard ['kɔ:t'jɑ:d] — õu

cover [ˈkʌvə] — kate; kaas
coward [ˈkaʊəd] — argpüks
crooked [ˈkruːkɪd] — kõver
cross [krɔːs] — üle minema
crowd [kraʊd] — rahvahulk; kogu-
nema (hulgana)
crowded [ˈkraʊdɪd] — täis rahvast,
rahvarohke
crystal [kristl] — kristall

D

dance [daːns] — tantsima
dark; in the dark — pimedas
decide [diˈsaɪd] — otsustama
declare [diˈkleə] — avaldama, teatama
deed [diːd] — tegu
deep [diːp] — sügav
definition [defiˈniʃən] — määratlus,
definiitsioon
delight [diˈlaɪt] — vaimustus
deliver [diˈlɪvə] — kätte toimetama
deny [diˈnaɪ] — salgama; eitama
description [disˈkriːpʃən] — kirjeldus
desert [ˈdezət] — kõrb
deserve [diˈzɜːv] — pälvima
diamond [ˈdaɪəmənd] — teemant
die away — vaibuma
differ [ˈdɪfə] — erinema
different [ˈdɪfrənt] — erinev, teissu-
gune
difficulty [ˈdɪfɪkəlti] — raskus; **with
some difficulty** — mõningate ras-
kustega
disappointed [disəˈpɔɪntɪd] — pettu-
nud
discover [disˈkʌvə] — avastama
dish [dɪʃ] — vaagen, liud

dishonest [disˈɒnɪst] — ebaaus, autu
distance [ˈdɪstəns] — kaugus
divide [diˈvaɪd] — jagama
doctor [ˈdɒktə] — arst
doubt [daʊt] — kahtlus; kahtlema;
no doubt — kahtlemata
down — maas
dragon [ˈdræɡən] — lohe
draw [drɔː] — joonistama; **drawing**
— joonistamine
dreadful [ˈdredfʊl] — hirmus, kole
dream, dreamt, dreamt [driːm,
dremt] — und nägema
dress [dres] — kleit, rõivad, rüü
drown [draʊn] — uputama; **be
drowned** — uppuma
during [ˈdʒuəriŋ] — kestel, jooksul
duty [ˈdʒuːti] — kohustus
dye [daɪ] — värvima

E

ear [ɪə] — kõrv
earth [ɜːθ] — maa, muld
earthy [ˈɜːθi] — mullane
east [iːst] — ida
eat, ate, eaten [iːt, et, iːtn] —
sööma
either [ˈaɪðə] — kumbki; **not either**
— samuti mitte; **you are not
fond of it either** — sulle ka ei
meeldi, sina samuti ei armasta
elder [ˈeldə] — vanem
electric [iˈlektɪk] — elektri-
elementary [eliˈmentəri] **school** —
algkool
else [els] — muu; veel; **something
else** — midagi muud; **what else?**
— mis veel?

end [end] — lõpp; **there was no end of telling** — polnud otsa ega lõppu jutustamisel
England ['ɪŋglənd] — Inglismaa
the English ['ɪŋglɪʃ] — inglased
enjoy [ɪn'dʒɔɪ] — nautima
enter ['entə] — sisse astuma
escape [ɪs'keɪp] — pääsema; pääs
Europe ['juərəp] — Euroopa
even [i:vən] — isegi, koguni
exact [ɪg'zækt] — täpne
examine [ɪg'zæmɪn] — uurima, läbi vaatama; eksamineerima
excellent ['eksələnt] — väga hea, suurepärane
except [ɪk'sept] — välja arvatud
exchange [ɪks'tʃeɪndʒ] — vahetama (vastastikku); vahetus; **in exchange** — vastu (millegi eest)
expect [ɪks'pekt] — lootma, ootama
experience [ɪks'piəriəns] — kogemus, elamus
express [ɪks'pres] — väljendama
ever ['evə] — kunagi; **for ever** — igavesti

F

fair [feə] — ilus; aus
fairy ['feəri] — fee, muruneid; **fairy-tale** — muinasjutt
false [fə:ls] — vale, valelik
fast asleep — sügavas unes
fat [fæt] — lihav, paks
Father Christmas — näärivana
favourite ['feɪvərɪt] — lemmik
fear [fiə] — kartma; hirm
fetch [fetʃ] — tooma
fever ['fi:və] — palavik

few [fju:] — vähesed; **a few = some**
fight, fought, fought [faɪt, fɔ:t] — võitlema; purelema
fill up — ääreni, üleni täitma
find out — avastama, paljastama
fire — tuli; **be on fire** — põlema
firewood — põletuspuud
first — esimesena; **at first** — alguses; **very first** — üsna esimene
fishing village — kaluriküla
fit — kõlvuline
fix [fiks] — kindlaks määrama
floor [flɔ:] — põrand
flow [fləʊ] — voolama
flu [flu:] — influentsa
flutter ['flʌtə] — lendlema, heljuma
fly, flew, flown [flaɪ, flu:, floun] — lendama
follow [fɔ:ləʊ] — jälgima; minema mööda (teerada)
fond [fɒnd]; **be fond of** — armastama, kalliks pidama
football ['fʊtbɔ:l] — jalgpall
for ever — igavesti
foreign ['fɔ:rɪn] — välismaine
forget, forgot, forgotten [fə'get, fə'gɒt, fə'gɒtn] — unustama
fork [fɔ:k] — kahvel
former ['fɔ:mə] — endine
form-mistress [fɔ:m-mɪstrɪs] — klassijuhatajanna
fox-terrier ['teriə] — foksterrier
frank [fræŋk] — otsekohene, avameelne
free [fri:] — vaba; **set free** — vabastama
French [frentʃ] — prantsuse keel

fresh [fref] — värske
frightened [fraitnd] — kohkunud,
 kohutatud
frock [frɔk] — kleit
from behind — tagant
frosty — külm
fruit [fru:t] — puuvili
full many a — nii mõnigi
fur [fə:] — karusnahk; **fur-coat**
 — kasukas
future [fju:tʃə] — tulevik

G

gather [ˈgæðə] — korjama, kogu-
 ma; kogunema
gay [gei] — lustiline; kirju
geography [dʒɪˈɔɡrəfi] — maatea-
 dus
German [ˈdʒə:mən] — saksa keel;
 sakslane
get on — edasi jõudma; läbi saa-
 ma (kellegagi); **get back** — ta-
 gasi jõudma
glass [ɡlɑ:s] — klaas
glitter [ˈɡlɪtə] — sätendama
go by — mööduma
go a-swimming — ujuma, ujuma
 minema
gold [ɡəʊld] — kuld
golden [ɡəʊldn] — kuldne
good-natured [ˈneɪtəd] — heasü-
 damlik
gorgeous [ˈɡɔ:dʒəs] — tore, värvi-
 küllane
grass [ɡrɑ:s] — rohi
grateful [ˈɡreɪtful] — tänulik
gravely [ˈɡreɪvli] — tõsiselt, tõsise
 ilmega

greatly — väga; **greatly troubled**
 — väga mures
green [ɡri:n] — roheline
group [ɡru:p] — grupp, salk
grow, grew, grown [ɡrou, gru:,
 groun] — kasvama; kasvatama;
 muutuma; **grow up** — üles kas-
 vama; **grow cold** — külmaks
 minema; **grown up** — täiskasva-
 nud
guilty [ˈɡɪlti] — süüdi

H

habit [ˈhæbit] — harjumus, komme
hair [heə] — juus
hall [hɔ:l] — eeskoda; saal
hang, hung, hung [hæŋ, haŋ] —
 rippuma, riputama
hark [hɑ:k] — kuulama
hasten [heɪsn] — ruttama
hat [hæt] — kübar
hate [heit] — vihkama
headmaster [ˈhedma:stə] — direktor,
 koolijuhataja
healthy [ˈhelθi] — terve
heaven [hevn] — taevas
helpful [ˈhelpful] — abivalmis
hi [hai] — (hüüatus tähelepanu ära-
 tamiseks)
hide [haɪd] — peidus olema
hill [hɪl] — mäekink
history [ˈhɪstəri] — ajalugu
hockey [ˈhɒki] — hoki(mäng)
hold, held, held [həʊld, held] —
 hoidma; **get hold of** — kinni
 võtma (haarama) millestki
honest [ˈɒnɪst] — aus
hope [həʊp] — lootus

house-top — majahari, katus
however [hau'evə] — aga, ent
human ['hju:mən] — inim-
hundred ['handrid] — sada
hunger ['hʌŋgə] — nälg
hurt, hurt, hurt [hɑ:t] — haiget
tegema; vigastama
husband ['hʌzbənd] — abikaasa

I

idea [ai'diə] — idee, mõte; **you
have no idea** — sul pole
aimugi

imagine [i'mædʒin] — kujutlema
impatiently [im'peifəntli] — kärsi-
tult

impossible [im'pɒsibl] — võimatu
improve [im'pru:v] — parandama
intelligent [in'telidʒənt] — intelli-
gentne, tark

interested ['intristid] — huvitatud
interesting ['intristin] — huvitav
iron [aiən] — raud

J

Japan [dʒə'pæɪn] — Jaapan; **Japa-
nese** [dʒæpə'ni:z] — jaapani
jar [dʒɑ:] — kruus
job [dʒɒb] — (juhuslik, ajutine) töö
join [dʒɔɪn] — ühinema, kaasuma
joke [dʒouk] — nali; naljatama
journey ['dʒɔ:ni] — reis, teekond
joy [dʒɔi] — rõõm
judge [dʒʌdʒ] — kohtunik
just [dʒʌst] — õiglane

K

keep, kept, kept [ki:p, kept] —
hoidma, pidama; endale jätma;
keep one's bed — voodisse jää-
ma (haigena); **keep on singing**
— lakkamatult laulma, edasi laul-
ma; **keep quiet** — paigal, rahul
püsima

kernel [kə:nl] — tera, tuum

key [ki:] — võti

kick [kik] — lööma (jalaga)

king [kiŋ] — kuningas

kiss [kis] — suudlema; suudlus

knee [ni:] — põlv

L

laden [leidn] — koormatud

lamp [læmp] — lamp

land [lænd] — maa; maale viima;
maabuma; maanduma

language ['læŋgwɪdʒ] — keel

lark [la:k] — lõoke

last [la:st] — kestma, püsima

late [leit] — hilja; **be late** — hi-
linema

Latin ['lætin] — ladina keel

lay, laid, laid [lei, leid] — panema;
lay the table — lauda katma

lead, led, led [li:d, led] — juhtima,
juhutama; **lead a rough life** —
karmi elu elama (võitluses raskete
elutingimustega)

leaf, pl. leaves [li:f, li:vz] — leht
learned ['lə:nɪd] — õpetatud, tea-
duslikult haritud

least [li:st] — vähim; **not in the
least** — mitte sugugi

leather ['leðə] — nahk
lemon ['lemən] — sidrun
less [les] — vähem
letter-box — kirjakast
lie [lai] — vale; valetama
light [lait] — valgustama; **lighted**
 ['laitid] valgustatud
like that — selliselt
line [lain] — rida; **blank line** —
 tühi rida
listen [lɪsn] — kuulama, kuulatama
little — vähe
lively ['laɪvli] — elav
lock [lɒk] — lukustama
lonely ['ləʊnli] — üksildane
long — pikk; kaua; **no longer, not**
any longer — mitte enam
long [lɒŋ] — igatsema; **longing** —
 igatsus
look — vaatama; välja nägema; **look**
at — vaatama (kedagi, midagi);
look for — otsima; **look here!**
 — pane tähele! **look like** —
 sarnanema; **look on** — pealt vaa-
 tama; **look out!** — ettevaatust!
look up — otsima (sõna sõna-
 raamatust)
lord [lɔ:d] — lord, isand
lose, lost, lost [lu:z, lɒst] — kao-
 tama
lot [lɒt] — hulk

M

maid [meid] — teenija (tüdruk)
main [mein] street — peatänav
make new friends — uusi sõprusi
 sõlmima

make up — heaks tegema, hüvitama
mamma [mə'mɑ:] — ema
manner ['mænə] — komme, viis
map [mæp] — maakaart
march [mɑ:tf] — rännak; marssi-
 mine
margin ['mɑ:dʒɪn] — (lehekülje) äär
match [mætʃ] — võistlus
may [meɪ] — tohib; võib; **she may**
lose — võib-olla ta kaotab
meal [mi:l] — söömaag
meaning ['mi:nɪŋ] — tähendus
meanwhile ['mi:nwaɪl] — vahepeal
medicine ['medsɪn] — arstim, rohi
member ['membə] — liige
merchant ['mɑ:tfənt] — kaupmees
message ['mesɪdʒ] — sõnum
messenger ['mesɪndʒə] — käskjalg,
 sõnumitooja
might [maɪt] — võiks
mile [maɪl] — miil (1,6 km)
mill [mɪl] — veski
mind [maɪnd] — hoolima (millestki);
 tähele panema; **never mind** —
 pole viga; ära pane seda tähelegi
mine [maɪn] — minu (oma)
miserable ['mɪzərəbl] — vilets, halb
miss — puuduvana tundma; puu-
 дума (tundidest); **miss a train**
 — rongist maha jääma
mix [mɪks] — segama
moon [mu:n] — kuu
most of — enamik
Mother Christmas — näärivana
 naine
move [mu:v] — liikuma; liigutama;
 kolima
music ['mju:zɪk] — muusika

N

- named** [neɪmd] — nimega
narrow [ˈnærou] — kitsas
nasty [ˈnɑːsti] — halb, vastik
necessary [ˈnesisəri] — vajalik
need [niːd] — vajama, tarvitsema;
 vajadus
needlework [ˈniːdlwɜːk] — näputöö
negative [ˈnegatɪv] — eitav
neglect [ˈniːglegt] — hooletusse jätma
neither [ˈnaiðə] — **nor** [nɔː] — ei
 — ega
net-ball [net] — võrkpall
never mind [ˈnevə ˈmaɪnd] — pole
 viga
news [njuːz] — uudis; teated
nod [nɒd] — noogutama
noise [nɔɪz] — kära, müra
Nominative [ˈnɒminatɪv] — nimetav
none [nʌn] — mitte ükski
nonsense [ˈnɒnsəns] — mõttetus,
 rumalus
north [nɔːθ] — põhj (ilmakaar)
note [nəʊt] — sedel, kirjake
noun [naʊn] — nimisõna
now — ent; olgu öeldud, et
number [ˈnʌmbə] — arv
numeral [ˈnjuːmərəl] — arvsõna

O

- Objektive** [əbˈdʒektɪv] — sihitav
obliging [əˈblaɪdʒɪŋ] — sõbralik,
 lahke
ocean [oʊʃn] — ookean
offend [əˈfend] — solvama
office [ˈɔfɪs] — kontor
officer [ˈɔfɪsə] — ohvitser; ametnik

- olive** [ˈɔlɪv] — oliiv (õlipuu vilj)
or — muidu, vastasel korral
orange [ˈɔrɪndʒ] — apelsin
order [ˈɔːdə] — käskima
in order to — (selleks) et
ought [ɔːt]; **I ought to work harder**
 — ma peaksin rohkem töötama
over — möödas; läbi
overcome — jagu saama, kõrval-
 dama
overthrow [ouvəˈerou] — ümber pais-
 kama
owner [ˈaʊnə] — omanik

P

- paint** [peɪnt] — maalima; värvima
palace [ˈpælɪs] — palee, loss
papa [pəˈpaː] — isa
pardon [pɑːdn] — andestama; armu
 andma
part [pɑːt] — osa
participle [ˈpɑːtɪsɪpl] — partitiip
 (kesksõna)
past perfect — enneminevik
path [pɑːθ] — teerada
peace [piːs] — rahu
pearl [pɜːl] — pärl
peel [piːl] — koorima
person [pɜːsn] — isik
photo [ˈfəʊtəʊ] — ülesvõte
phrase [freɪz] — fraas, kõnekäänd
picnic [ˈpɪknɪk] — piknik, väljasõit
 roheline
pioneer [paɪəˈniə] — pioneer
place [pleɪs] — asetama
plain [pleɪn] — lihtne, selge
plant [plɑːnt] — taim

play — näidend
player ['pleiə] — mängija
pleased — rahul
poor thing — vaeseke
poppy ['pɒpi] — magun
Possessive [pə'zɛsɪv] — omastav
positive ['pɒzɪtɪv] — algvõrre
post [pəʊst] — koht, teenistus
postcard ['pəʊstkɑ:d] — postkaart
postman ['pəʊstmən] — kirjakandja
potato, pl. potatoes [pə'teɪtəʊ,
 pə'teɪtəʊz] — kartul
pound [paʊnd] — nael (ingl. raha)
pour [pɔ:] — valama
practice ['præktɪs] — harjutamine;
practise ['præktɪs] — harjutama
praise [preɪz] — kiitma
prayers [preəz] — palvus
prepare [pri'peə] — valmistama
prescribe [pri'skraɪb] — rohusedelit
 (rohtu) kirjutama
present [preznt] — olevik
present perfect ['pə:fɪkt] — täis-
 minevik
present tense — olevik
present — juuresolev; **be present**
 — juures viibima
pretend [pri'tend] — teesklema
prevent [pri'vent] — takistama
princess [prɪn'ses] — printsess
prison [prɪzn] — vangla
problem ['prɒbləm] — probleem,
 ülesanne
pronoun ['prəʊnaʊn] — pronoomen,
 asesõna
pronunciation [prə'nansi'eɪʃn] — hääldamine
proper ['prɒpə] — õige, korralik

proud [praʊd] — uhke
prove [pru:v] — tõendama
punish [ˈpʌnɪʃ] — karistama;
punishment ['pʌnɪʃmənt] — karistus
purple [pɜ:pəl] — purpur; tumelilla
purpose ['pɜ:pəs] — otstarve; **for what purpose?** — milliseks otstarbeks? milleks?

Q

quarrel [kwɔ:rl] — tülitsema, riid-
 lema; tüli, riid
queen [kwi:n] — kuninganna; **Fairy Queen** — murueit
queer [kwiə] — veider
quick [kwɪk] — kiire, karmas
quiet ['kwaɪət] — vaikne, rahulik

R

rapidly ['ræpɪdli] — kiiresti
rather ['rɑ:ðə] — õige, üsna
reason [ri:zn] — põhjus
receive [ri'si:v] — saama, vastu võtma
Red Indian ['ɪndjən] — indiaanlane
refreshing [ri'frefɪʃɪŋ] — karastav
reindeer, pl. reindeer ['reɪndiə] —
 põhjapõder
relative ['relatɪv] — sugulane
remember [ri'membə] — mäletama;
he remembered — talle meenus
remind [ri'maɪnd] — meenutama
reply [ri'plai] — vastus; vastama;
in reply — vastuseks
report [ri'pɔ:t] — koolitunnistus
rescue ['reskju:] — päästma

rest [rest] — ülejäänud osa, jääk;
puhkus

restaurant ['restərɔ:ŋ] — restoran

result [ri'zəlt] — tulemus

return — tagasi andma

rewrite [ri:'rait] — ümber kirjutama

rich [ritʃ] — rikas

ride, rode, ridden [raid, roud,
ridn] — ratsutama

right [rait] — parem (käsi, pool);
paremat kätt, paremale poole

ring, rang, rung [riŋ, ræŋ, rəŋ] —
helisema, helistama; **ring up** —
telefoneerima

ripe [raip] — küps, valminud

rippling ['ripliŋ] — kergelt laineta-
des, virvendades

rise, rose, risen [raiz, rouz, rizn]
— tõusma

roasted ['roustid] — praetud

rob [rɒb] — röövima

robber ['rɒbə] — röövel

robin ['rɒbin] — punarind, lepalind

row [rou] — sõudma

rub [rʌb] — hõõruma

rule [ru:l] — valitsema

run about — ümber jooksma

runner — jooksja

Russian ['rʌʃən] — vene; venekeel-
ne; vene keel; venelane

S

sail [seil] — puri; purjetama;

sailing-boat — purjepaat

sandwich ['sænwɪdʒ] — kaetud või-
leib

satisfied ['sætɪsfaid] — rahuldatud

scale [skeil] — soomus

school-fellow ['sku:lfe:lou] — kaas-
õpilane

science ['saɪəns] — loodusteadus

seaside ['si:said] — mererannik; ran-
nasuvituskoht

season ['si:zn] — aastaaeg

secondary ['sekəndəri] **school** —
keskkool

secret ['si:kri:t] — saladus; salajane

see — nägema; aru saama, mõist-
ma; **you see** — saad aru; **see**
to — hoolitsema (millegi eest)

seed [si:d] — seeme

seem [si:m] — näima

seldom ['seldəm] — harva

self, pl. selves [self, selvz] — ise;
ennast

sentence — kohtuotsus

servant [sə:vnt] — teenija

settle [setl] — korraldama; lahen-
dama

sew, sewed, sewn [sou, soud, soun]
— õmblema; **sew up** — kokku,
kinni õmblema

shadow ['ʃædou] — vari

shed, shed, shed [ʃed] — valama;
puistama

shell [ʃel] — konnakarp; austri-
karp; (pähkli) koor

shilling ['ʃiliŋ] — šilling

shining [ʃainiŋ] — särav

shoe [ʃu:] — king

shore [ʃɔ:] — (mere, järve) kallas

shoulder ['ʃouldə] — õlg

shout [ʃaut] — hõikama, karjuma

shower [ʃauə] — vihmavaling, rahe-
hoog; valama (vihma); **come**

showering down — alla sadama

sick-room — haigetuba
side [said] — külg
sight [sait] — vaade
silver ['silvə] — hõbe; a piece of silver — hõberaha
simple [simpl] — lihtne
simply ['simpli] — lihtsalt
since [sins] — (sest)saadik; et, kuna; since yesterday — eilsest saadik
sincerely [sin'siəli] — otsekoheselt
single [siŋgl] — üksik
Sir [sə:] — isand, härra
size [saiz] — suurus
ski [fi:] — suusk; suusatama; skiing — suusatamine
skin [skin] — nahk
sledge [sledʒ] — saan, kelk
smart [smɑ:t] — tragi; teravmeelne
smoke [smouk] — suits; suitsema
smooth [smu:ð] — sile, tasane
snow-flake [fleik] — lumehelve
so were — samuti olid
soft [sɔ:ft] — pehme; tasane; mahe
solve [sɔlv] — lahendada
somewhere — kusagil
sore [sɔ:] — valus
sort [sɔ:t] — liik, sort
soul [soul] — hing
Soviet Union — Nõukogude Liit
special [speʃl] — eriline
spectacles ['spektəklz] — prillid
spelling ['spelɪŋ] — õigekiri
spire [spaɪə] — (terav) torn
spirits ['spirits] — tuju; in high spirits — heas tujus
splendid ['splendid] — tore
spoil [spɔil] — rikkuma

spoon [spu:n] — lusikas
sport [spɔ:t] — nali, lõbutsemise; sport
spot [spɒt] — koht; täpp
square [skweə] — avalik plats; ruut
stable [steibl] — tall
staircase ['steikeis] — trepp
stamp [stæmp] — kirjamark
stand, stood, stood [stud] — seisma
start [stɑ:t] — algama; start off — teele asuma
stay behind — maha jääma
steal, stole, stolen [sti:l, stoul, stouln] — varastama
stick [stik] — pulk; kepp
stick, stuck, stuck [stik, stak] — kleepima; kinni jääma
stocking ['stɒkiŋ] — sukk
storm [stɔ:m] — torm; snow-storm — lumetuisk
straight [streit] — sirge
strange [streɪndʒ] — võõras, tundmatu; kummaline
stranger ['streɪndʒə] — võõras (nimisõna)
strike, struck, struck [straɪk, strak] — lööma
study ['stadi] — õppima
subject ['sʌbdʒɪkt] — õppeaine
subtract [səb'trækt] — lahutama
suggest [sə'dʒest] — ette panema
superlative [sju'pə:lətɪv] — ülivõrre
supper ['sʌpə] — õhtusöök
suppose [sə'pəuz] — oletama, arvama
sure [fʊə] — kindel
surname ['sə:neɪm] — perekonnanimi
surprise [sə'praɪz] — imestus, üllatus; üllatama; be surprised — üllatuma

T

take out — välja viima; läiali kandma
tale [teil] — jutt, lugu
taxi ['tæksi] — taksiauto
teach, taught, taught [ti:tʃ, tɔ:t] — õpetama
telegraph ['teligra:f] — telegraaf
tense [tens] — aeg, ajavorm (verbil)
term [tə:m] — semester
terrible ['teribl] — hirmus
test [test] — proovima, proovile panema
thankful — tänulik
therefore ['ðeəfɔ:] — sellepärast
thick [θik] — tihe, paks
thief, pl. thieves [θi:f, θi:vz] — varas
thin [θin] — õhuke, peenike
though [ðou] — ehkki
thought [θɔ:t] — mõte; mõtlemine
thousand ['θauzənd] — tuhat
throat [θrou] — kurk
throughout [θru:'aut] — läbi
thus [ðas] — niiviisi
tide [taid] — tõus ja mõõn
tidy ['taidi] — puhastama; puhas
tie [tai] — siduma
time-table — tunnikava
tiny ['taini] — pisike, tilluke
tired [taidəd] — tüdinenud
tongue [tʌŋ] — keel (elund); **mother tongue** — emakeel
tooth, pl. teeth [tu:θ, ti:θ] — hammas
top [tɒp] — ülemine osa; tipp; **house-top** — majahari, katus
town-hall [hɔ:l] — raekoda
train [trein] — treenima; **trained** — treenitud; õpetatud; **training** — treening
travel [trævl] — reisima, rändama

traveller ['trævlə] — reisija
treat [tri:t] — kohtlema
trial [traɪəl] — kohtumõistmine, protsess
trick [trɪk] — trikk, temp
trip [trip] — väljasõit; lühike ekskursioon
trouble [trabl] — tülitamine; vaev; **for my trouble** — vaevatasuks
troubled — mures
trust [trʌst] — usaldama
truth [tru:θ] — tõde
try [traɪ] — süütegu arutama, kohut mõistma
try on — jalga (selga) proovima
tune [tju:n] — viis, meloodia
turn [tɜ:n] — järjekord; **in turn** — kordamööda
turn over — ümber minema
turtle [tɜ:tl] — kilpkonn
twig [twɪg] — raag; oksake
twopence ['tʌpəns] — kaks penni, kahepennine

U

unable [ə'neɪbl] — võimetu
understand, understood [ʌndə'stænd, ʌndə'stʌd] — aru saama, mõistma
unto = to
unusual [ʌn'ju:zuəl] — ebaharilik, ebatavaline
use [ju:s] — kasu; tarvitamine; **it's no use** — sel pole mõtet
used [ju:st]; **who used to tell** — kel oli viisiks jutustada, kes harilikult jutustas; **he was used** — ta oli harjunud
usual [ju:zuəl] — harilik

V

- vain** [veɪn] — tühine; **in vain** — asjata
valuable [væljuəbl] — väärtuslik
various [ˈvɛəriəs] — mitmesugune
vegetable [ˈvedʒɪtəbl] — aedvili
visit [ˈvɪzɪt] — külastama

W

- waiter** [ˈweɪtə] — kelner
waken! [weɪkn] — ärka!
wall [wɔ:l] — sein; müür
walnut [ˈwɔ:lnʌt] — kreeka pähkel
wares [weəz] — kaup, kaubad
warehouse [ˈweəhaus] — kaubaladu, ait
warn [wɔ:n] — hoiatama
watch [wɒtʃ] — vaatlema
wave [weɪv] — laine
weak [wi:k] — nõrk, jõuetu
weep [wi:p] — nutma
welcome [ˈwelkəm] — teretunud; tervitama; vastuvõtt
west [west] — lääś
what = that which (see, mis)

- while** [waɪl] — viivuke; **after a while** — viivukese pärast, natukese aja pärast
whistle [wɪsl] — vilistama
win, won, won [wɪn, wʌn] — võitma
window-ledge [ˈledʒ] — aknasimss
wintry [ˈwɪntri] — talvine
wire [waɪə] — traat
wire-cutter [ˈkʌtə] — traadilõikamis-käärid
wise [waɪz] — tark; elutark
wonder [ˈwʌndə] — imestama; teadtahtma, pead murdma, endalt küsimine
wonderful [ˈwʌndəfʊl] — imeilus
wondrous [ˈwʌndrəs] — hämmastav
wood — puu, puit
world [wɜ:ld] — maailm
worth [wɜ:θ] — väärt
write down — üles kirjutama
wrong [rɔŋ] — vale; **be wrong** — eksima; **be in the wrong** — süüdi olema; **there must be something wrong** — kõik ei ole korras

Y

- yet another** — lisaks veel üks
youth [ju:θ] — noorus

Teine trükk.

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