

TOIMETAJA P. VAARASK

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VII ja VIII

KLASSILE

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»PEDAGOOGILINE KIRJANDUS«

TALLINN 1946

INGLISE KEELE ÕPIK

VII ja VIII KLASSILE

TOIMETANUD NING EESTIKEELSE GRAMMATILISE OSA JA
SÕNASTIKUGA VARUSTANUD

P. VAARASK

RK

„PEDAGOOGILINE KIRJANDUS“
TALLINN 1946

Est.



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FIRST LESSON.

THE END OF SUMMER.

It is the second half of August, but the weather is still fine and the sun shines brightly. The apples are already ripe in my uncle's garden, and we eat them every day.

The trees in the woods and gardens look very beautiful. Their leaves are of different colours now; some are still green, others are yellow and red. The ground is already covered with dry leaves which fall whenever the wind blows. In the woods you can still find flowers, berries and mushrooms, and every day we go there to gather them.

The days are much shorter now, the air much cooler. In the evening it is sometimes very cool indeed. We cannot play late in the evening, and we go to bed much earlier now.

In the morning and in the day-time, when it is nice and sunny, I do not want to think about leaving, but when the dark evening comes, I think it is already time to go back to town and home.

Mother says that in two days we shall leave for Tallinn.

Our lessons will begin in a week. I am very glad that I shall see my comrades again. How many interesting stories we shall tell one another! I shall tell them all about my village friends and about my work on the farm.

And they, too, will tell me everything about their life in summer. I am sure they will also be glad to see me. Well, then, in two days we shall leave for Tallinn.

There are many good horses on our farm; Uncle will take one of them and drive us to the railway-station.

There we shall take the train which leaves at 11 p. m. Early in the morning we shall be in Tallinn once more.

Father will meet us at the station, and we shall all go home together.

Exercises.

I. Copy the sentences with new words and underline these words.

II. Answer the following questions:

1) What month is it? 2) Is the weather still fine? 3) How does the sun shine? 4) In whose garden are there ripe apples? 5) What colour are the leaves in August? 6) With what is the ground already covered? 7) When do the leaves fall? 8) Are there still mushrooms in the woods? 9) Are the days in August shorter than in July? 10) Why can't the children play late in the evening in August? 11) Does the boy want to go back to town when it is nice and sunny? 12) What does his mother say? 13) When will lessons begin? 14) Why is the boy glad to go back to town?

III. Put questions to the following sentences:

1) Our lessons will begin *in a week*. 2) *My comrades* will tell me *interesting stories*. 3) I shall tell them *about our farm*. 4) There are many good horses *on this farm*. 5) *My uncle* will drive us *to the station*. 6) Our train will start *at 5 p. m.* 7) *My friends* will meet me at the railway-station. 8) We shall go *home together*. 9) Our lessons began *last week*.

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

Bright, clean, cold, cool, dark, fine, great, old, large, late, new, loud, low, near, nice, sweet, easy, early, dirty, happy, lazy, angry.

V. Change the following sentences into the plural:

1) The leaf is quite red. 2) The berry is still green.
3) He knows this story. 4) There is a village near the station. 5) He has a good horse. 6) I shall be very busy on that day.

VI. Make sentences with the following words:

Weather, to shine, leaf (leaves), ground, flower, mushroom, covered, whenever, pick, cool, sunny, to leave for, village, glad, to drive, to meet, train, railway-station.

VII. Insert the correct preposition:

1) It is the second half ... August. 2) We shall be ... Tallinn early ... the morning. 3) My brother will meet me ... the station. 4) Our train leaves ... 9 a. m. 5) Who will drive you ... the station? 6) We shall begin our lessons ... a week. 7) Tell me something ... your farm. 8) My parents work ... a farm. 9) When will he leave ... Tallinn? 10) When do you go ... bed? 11) Do you work ... the evening? 12) The ground is covered ... red and yellow leaves.

VIII. Change the following sentences from the Present into the Future:

1) The weather is still beautiful. 2) There are many ripe apples in our garden. 3) The leaves are of different colours. 4) The ground is covered with dry leaves. 5) We have some flowers. 6) It is very dark. 7) I am so glad to see you. 8) Uncle is in Tallinn. 9) There is much snow to-day. 10) There are some new pupils in our class. 11) There is much to tell you. 12) We have many lessons. 13) We live in the country in summer. 14) My comrade speaks English very well. 15) We go back to town in autumn. 16) Our lessons begin in September.

SECOND LESSON.

HOW I LIVED IN THE COUNTRY IN SUMMER.

Three days ago our family returned from the country, for it was time to begin our lessons again. In summer we lived in a beautiful village on the right bank of the river. My uncle is a farmer. He lives in this village, and works on the farm. When the school-year was over, we went there and lived two months in the village. What a jolly time we had there! We got up early in the morning, and ran down to the river to bathe. How pleasant it was to bathe in the river! We bathed and swam, and then returned home and had our breakfast, which we enjoyed very much, I can tell you! After breakfast we went to the woods to gather berries and mushrooms. Sometimes we saw squirrels jumping about in the trees, sometimes we saw hares and ran after them, but, of course, we could not catch them. When we returned home with our berries and mushrooms, we were very hungry. We ate our dinner, and then went to the river bank again.

When our farmers began haymaking, we helped them as much as we could.

Formerly our village was a very poor one. Now there are many machines which help our farmers in their work. They have tractors, combines, and many other machines. There are many large new houses with gardens, and there is a large school in the middle of the village. There is also a large reading-room, where our farmers can read books, newspapers and magazines. One can go to the reading-room, take newspapers and magazines, and read them for hours.

Exercises.

I. Answer the following questions:

- 1) When did the boy's family return from the village?
- 2) Why did they return to town?
- 3) Where did he live in

summer? 4) On which bank of the river did he live? 5) What is his uncle? 6) Where does he live? 7) How long (how many months) did the boy live in the country? 8) When did the children get up? 9) What sort of time had he and his comrades in the country? 10) Why did they run down to the river? 11) Did they have breakfast when they returned to the village? 12) Where did they go after breakfast? 13) What animals did they see in the wood? 14) Could they catch the hares? 15) With what did they return home?

II. Put questions to the following sentences:

1) When our farmers began haymaking *we* helped them as much as we could. 2) *Formerly* our village was very poor. 3) Machines help *our farmers*. 4) *In the past* the houses in our village were poor and old. 5) There is a large school *in the middle of our village*. 6) In the reading-room our farmers read *books, newspapers and magazines*. 7) At a former time *many of the people in the village* could not read at all. 8) They *can all read and write* now. 9) They go to *the reading-room*. 10) *They* read books and newspapers.

III. Write the Infinitive of the following verbs given in the Past:

Returned, lived, were, was, went, had, got up, ran, bathed, swam, enjoyed, saw, helped.

IV. Write sentences using the following words:

Machine, newspaper, bank, jolly, to return, reading-room, haymaking, hare, berry, bathe, enjoy, pleasant, to swim, farm.

V. Change the following sentences from the Present into the Past:

1) He sometimes returns home at four o'clock. 2) Does he come to school in time? 3) We live in a beautiful village. 4) Our lessons are over and we can go home. 5) I always

get up very early. 6) I enjoy reading very much. 7) In the morning I go to bathe in the river. 8) Sometimes we see hares in the woods. 9) Can you catch a hare? 10) Does haymaking begin in summer? 11) Our village is very large. 12) There are many large new houses in our village. 13) Do the farmers read magazines? 14) Can this young man read and write? 15) He takes newspapers and reads them.

VI. Insert the correct preposition:

1) When did your family return ... the country? 2) We shall return ... Tallinn ... two days. 3) Where did you live ... summer? 4) My brother works ... a farm. 5) How pleasant it is to bathe ... the river! 6) There is a squirrel ... that tree. 7) ... the past our village was a very poor one. 8) Many machines help the farmers ... their work. 9) There is a school ... the middle ... the village. 10) I sometimes read ... hours.

VII. Find the subject and the predicate and underline them:

1) Our family returned from the country yesterday. 2) The children bathe in the river. 3) My brother gathered many mushrooms yesterday. 4) Squirrels jump about in the trees. 5) We ate our dinner in the garden.

THIRD LESSON.

THE TWENTY SECOND.

(From "It Actually Happened" by M. Shkapskaya.)

It was June 22, a fine warm summer day.

In the pioneer camp there were about 2,000 children. The children were playing games, swimming and running about in the garden.

Suddenly a German aeroplane roared by. The children hid wherever they could. But the bullets and shrapnel found them everywhere. In the middle of the path a girl fell down,

she was wounded in the legs. Another girl was wounded in the eye.

A part of the building caught fire. It was the wing where the tiniest children were. The flames enveloped it so quickly that the little children had no time to go downstairs. They ran about and rushed to the open windows.

They were afraid to jump from such a height. But as the flames crept upwards, they began to throw themselves one after the other through the open windows. However, only the older children took this risk. The others who remained in the building cried in despair.

“Jump quickly!” those who were outside cried up to them, waiting to catch them. But it was too late. The roof fell and buried all who remained inside.

A tall tongue of fire leapt up above the house. Even the roaring of the fire could not drown that terrible cry which was carried down to those who were standing below.

Exercises.

I. Answer the following questions:

- 1) What kind of day was it?
- 2) How many children were there in the pioneer camp?
- 3) What were the children doing?
- 4) What happened suddenly?
- 5) Where did the children hide?
- 6) Did the bullets and shrapnel find them everywhere?
- 7) Who fell down in the middle of the path?
- 8) What caught fire?
- 9) What wing was it?
- 10) Why did the children have no time to go downstairs?
- 11) What did they do?
- 12) Were they afraid to jump from such a height?
- 13) When did they begin to throw themselves through the open windows?
- 14) Who took this risk?
- 15) What did the others do?
- 16) What did those who were outside cry up to them?
- 17) Whom did the roof bury?
- 18) What leapt up above the house?
- 19) Could the roaring of the fire drown the terrible cry?

II. Put questions to the following sentences:

1) The children were running about *in the garden*. 2) *A girl* was wounded in the legs. 3) The flames crept *upwards*. 4) They were waiting *to catch them*. 5) *That terrible cry* was carried down to those who were standing below.

III. Change the following sentences into the plural:

1) This girl was wounded in the eye. 2) That little child had no time to go downstairs. 3) That terrible cry was carried down. 4) This building was big.

IV. Find the subject and predicate in the following sentences and underline them:

1) The children were playing games. 2) The bullets and shrapnel found them everywhere. 3) The others who remained in the building cried in despair. 4) The roof fell. 5) Even the roaring of the fire could not drown that terrible cry.

FOURTH LESSON.

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 will 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 make three.”

“Just so,” then answered his papa;
“If what you say is true,
I will take one, mamma takes one,
The third — we leave for you!”

Exercises.

I. Answer the following questions:

1) About whom is this poem? 2) Who came from school one day? 3) Was Fred a learned boy? 4) What did he wish to show? 5) What did he want to prove? 6) How many chickens were there on the dish? 7) Did the parents leave a chicken for Fred?

II. a) Change the following sentences from the Present into the Past:

1) Fred goes to a school in England. 2) He comes home. 3) He wishes to show them his new books. 4) He is a very smart boy. 5) He begins school in the morning. 6) He thinks he is a smart boy. 7) He has lessons in the morning.

b) Change sentences 1, 2, 5, 7 from the Present into the Future.

III. Change the following sentences from the singular into the plural:

1) This boy learns his lessons very well. 2) That chicken is very small. 3) There is a new dish on the table. 4) The day is very short. 5) There is a cherry on the dish. 6) The coach is at the door.

IV. Write the story of the poem in prose.

V. Insert the correct article where necessary:

1) I returned from ... country in ... second half of ... August. 2) ... weather is cold now. 3) We like to play in ... sun. 4) I have ... apple in my basket. 5) Have you ... English book? 6) ... trees in our woods and gardens look very beautiful. 7) ... ground is covered with yellow

leaves. 8) The rose is ... beautiful flower. 9) Which is ... shortest day in the year? 10) We have our lessons in ... morning. 11) It is time to go to ... school. 12) We shall have ... English dictation in ... week. 13) In ... summer I lived on ... collective farm. 14) ... collective farm is on ... right bank of ... Don. 15) In summer he lived in ... beautiful village; ... village is on ... Dnieper. 16) What ... jolly time I had in summer! 17) My uncle is ... collective farmer. 18) I met ... boy in the street; ... boy is ... pupil of our school. 19) There is ... river in our village; ... river is beautiful; we sometimes bathe in ... river. 20) I see ... squirrel in the tree; ... squirrel is jumping from branch to branch. 21) George has ... little hare; he gives ... hare some grass and some bread. 22) There is ... fox in the cage; give ... fox some bread. 23) There is ... reading-room in our school.

VI. Put personal pronouns in place of the nouns given in italics:

1) *Fred* came home from school. 2) *Fred's parents* were at table. 3) The mother gave *Fred* a plate of soup. 4) Fred began to eat *the soup*. 5) *The mother* asked *Fred* about his lessons. 6) Fred told *his parents* everything about his school. 7) *Fred* saw a *chicken* on the dish. 8) He said to *his parents*, "There are three chickens on *the dish*." 9) *The mother and the father* asked *Fred* to prove that. 10) Fred wanted to eat *the chicken*.

VII. Give opposites to the following words:

Little, many, often, never, early, happy, fast, small, morning, day, country.

FIFTH LESSON.

THE BRAGGART.

Part I.

Once two friends, Henry and George, went to a forest to gather berries and mushrooms. Suddenly Henry said, "I

am afraid that we may meet with some wild animals. I see the tracks of their paws on the ground. What shall we do if we meet them here?"

George was a great braggart, and he said, "If we meet with any wild animals, we shall defend each other like brave men. I have a strong arm, a brave heart and . . ."

At that moment they heard a low growl, and a big brown bear came out of the thicket.

In a moment George climbed up a tree like a squirrel. He forgot all about his promise, and left his friend alone. But Henry was a brave boy, and he at once decided what to do. He could not run away, for it was already too late, and he could not fight with the bear. He thought, "If I try to run away, the bear will catch me. But if I pretend to be dead, he will not touch me."

So he lay down on the ground, and pretended to be dead.

Exercises.

I. Answer the following questions:

1) Where did Henry and George go? 2) Why did they go there? 3) What did Henry say suddenly? 4) What did they see on the ground? 5) Who was a great braggart? 6) What did he say? 7) How did George promise to fight? 8) What did they hear at that moment? 9) What animal came out of the thicket? 10) Where did George climb? 11) What did he forget about? 12) With whom did he leave his friend? 13) Was Henry a brave boy? 14) What did he decide to do? 15) Where did he lie down?

II. Put questions to the following sentences:

1) Two friends went to a forest to gather berries and mushrooms. 2) I am not afraid of wild animals. 3) He saw the tracks of their paws on the ground. 4) George was a great braggart. 5) We shall defend each other like brave

men. 6) Henry was a brave boy. 7) A big brown bear came out of the thicket. 8) George could climb like a squirrel. 9) He climbed up a tree. 10) Henry decided what to do. 11) He could not run away. 12) It was already too late. 13) He could not fight with the bear. 14) If I pretend to be dead the bear will not touch me.

III. Make sentences using the following words:

Forest, suddenly, animal, track, paw, braggart, defend, brave, growl, thicket, dead, touch, lie, lay.

IV. Join the following pairs of sentences into one, using the conjunction given in brackets and changing the tense if necessary:

1) I shall defend you. We shall meet with some wild animals. (*if*) 2) I shall see my friend. I shall go to Tallinn. (*when*) 3) He will pretend to be dead. The bear will not touch him. (*if*) 4) George will climb up a tree. He will see a bear. (*when*) 5) I shall come to see you. I shall be free. (*if*) 6) She will go to the Zoo. She will be in Tallinn. (*when*) 7) We shall go boating. The weather will be fine. (*if*) 8) He will go to the garden. He will finish his lessons in time. (*if*)

SIXTH LESSON.

THE BRAGGART.

Part II.

The bear came up to poor Henry while George looked down from his tree. He thought, "If I get down, the bear will tear me to pieces. Henry will know how to defend himself." Poor Henry was more dead than alive when the bear came near him. The bear thought that Henry was dead. He did not even touch him, but went back to the thicket, leaving him on the ground. When George saw that there was no bear under the tree, he came down. "Well, dear Henry," he said, "what did the bear tell you?"

"He told me," answered Henry, "never again to trust a braggart like you, and it will be long before I trust you again."

Exercises.

I. Answer the following questions:

1) What did George think when the bear came up to Henry? 2) Why was he afraid to climb down and help Henry? 3) How did Henry feel when the bear came near him? 4) Why did the bear go away without touching Henry? 5) Where did the bear go back?

II. Put questions to the following sentences:

1) George came down from the tree. 2) He saw that there was no bear under the tree. 3) He said, "What did the bear tell you?" 4) I never trust braggarts. 5) The braggart pretended to be very brave. 6) He was not brave at all.

III. Find all the verbs in the Past, and write the Infinitive of these verbs.

IV. Join the following pairs of sentences into one, using the conjunction given in brackets and changing the tense if necessary:

1) It will be long. I shall trust you. (*before*) 2) I shall tell him everything. He will come. (*as soon as*) 3) He will go to the thicket. He will meet a bear. (*if*) 4) I shall go to gather mushrooms. I shall have time. (*when*) 5) Everybody will like you. You will be a good boy. (*if*) 6) You will see him. He will come here to-morrow. (*when*)

V. Change the following sentences from the Future into the Past:

1) He will return to the thicket. 2) He will pretend to be dead. 3) I shall climb up a tree. 4) The bear will come out of the thicket. 5) They will hear a low growl. 6) I shall forget everything about it. 7) The bear will come near him. 8) He will not touch Henry. 9) George will not defend Henry.

VI. Find the subject and the predicate and underline them:

1) A big brown bear came out of the thicket. 2) George's friend was a brave boy. 3) Henry lay down on the ground. 4) He pretended to be dead. 5) Poor Henry was more dead than alive.

VII. Complete the following sentences:

1) Once two friends 2) I shall defend you if
3) I heard a 4) Henry was a brave boy, and
5) Poor Henry was 6) I shall never 7) He came out of
8) The boys were 9) I shall try
10) I promised

SEVENTH LESSON.

DARWIN AND THE TWO BOYS.

Two English boys, friends of Darwin, decided one day to play a trick on the great naturalist. They caught a butterfly, a grasshopper, a beetle and a centipede, and out of them they made a strange insect. They took the centipede's body, the butterfly's wings, the grasshopper's legs, and the beetle's head, and glued them all together. Then, with their new bug in a box, they knocked at Darwin's door.

"We caught this bug in a field," they said; "Can you tell us what it is?"

Darwin looked at the bug and then at the boys. He smiled and asked, "Did it hum when you caught it?"

"Yes," they answered, nudging each other.

"Well then," said Darwin, "it is a humbug."

Exercises.

I. Answer the following questions:

1) Who decided one day to play a trick on Darwin?
2) What was Darwin? 3) Did Darwin know these boys?
4) What insects did they catch? 5) What did they make out

of these insects? 6) What parts of these insects did they take? 7) What did they do with the parts of these insects? 8) Where did they put the new bug? 9) At whose door did they knock with their new bug? 10) What did they tell the great naturalist? 11) What did they ask Darwin? 12) At whom did Darwin look? 13) Did he understand that it was a trick? 14) What did he ask the two boys? 15) What did the boys say? 16) What did the naturalist call the boys' insect?

II. Put questions to the following sentences:

1) *Two English boys decided one day to play a trick on Darwin.* 2) *They caught a butterfly.* 3) *They glued the parts together.* 4) *The boys knocked at Darwin's door.* 5) *They caught the bug in a field.* 6) *Darwin looked at the boys.*

III. Find the subject and the predicate in the following sentences:

1) *Two English boys caught a butterfly, a grasshopper, a beetle and a centipede.* 2) *The butterfly has beautiful wings.* 3) *The grasshopper hops in the grass.* 4) *The beetle lives in the grass.* 5) *The centipede has many legs.* 6) *The boys glued the parts together.* 7) *They went to the naturalist's house.* 8) *Darwin looked at the boys.* 9) *He saw the strange insect.* 10) *He understood the boys' trick at once.*

IV. Insert the correct preposition:

1) *The two boys played a trick ... the great naturalist.* 2) *They made a strange insect ... the different parts.* 3) *They put the new insect ... a box.* 4) *... this bug they went ... the naturalist's house.* 5) *The boys knocked ... Darwin's door.* 6) *They caught the bug ... a field.* 7) *The naturalist looked ... the boys.*

V. Write the names of all the insects you know.

VI. Find the Adverbials of time and underline them:

1) *Our family returned from the country yesterday.* 2) *The children bathe in the river.* 3) *My brother gathered many*

mushrooms yesterday. 4) Squirrels jumb about in the trees.
5) We ate our dinner in the garden.

VII. Write the following sentences, using the noun with "of" instead of the Possessive Case:

1) My brother's book is quite new. 2) My mother's dress is blue. 3) The boys took the centipede's body, the butterfly's wings, the grasshopper's legs, and the beetle's head. 4) The teacher's pencil is red. 5) The boy's marks are excellent.

EIGHTH LESSON.

PAREPARATIONS FOR THE SEVENTH OF NOVEMBER.

Soon we shall celebrate the anniversary of the Great Socialist October Revolution. We shall decorate our school with flags, placards, and green branches of fir-trees. In our schoolrooms we shall hang up different slogans and portraits of our leaders. Our director will make a report about the anniversary of the Great Socialist October Revolution. We shall have a concert at school, and we shall prepare different poems and songs. I shall recite a beautiful English poem. Mary and Peter will sing revolutionary songs in English.

All our boys and girls will take part in the demonstration on the Seventh of November. They will go to the Red Square and see our leaders there.

The town will be beautifully decorated. The streets will be full of people carrying red banners, flags, different placards, and portraits of our leaders. Everybody will feel gay and happy. All the toilers and schoolchildren will sing different songs and march gaily along. When they reach the tribune, they will greet our leaders.

In the evening thousands of electric bulbs and red stars will light up the streets of our town.

Long live the Great Socialist October Revolution!

Long live our Red Army and our Red Navy!

Long live Comrade Stalin!

Exercises.

I. Answer the following questions:

- 1) When do children begin to decorate their schools?
- 2) For what holidays do they decorate their schools?
- 3) What great holidays are there in the U.S.S.R.? 4) With what do children decorate their schools? (*or: What do children decorate their schools with?*) 5) What colour is the flag of the U.S.S.R.? 6) What trees are always green?
- 7) Do fir-trees grow in your garden? 8) Do you hang up placards in your school? 9) Shall you prepare any slogans for the holiday? 10) Shall you decorate your school?
- 11) Whose portraits shall you hang up? 12) Shall you have a concert in your school? 13) Shall you prepare any English songs and poems for the concert? 14) Who will recite poems in English? 15) Who will sing English revolutionary songs? 16) Who will take part in the demonstration on the Seventh of November? 17) To what square do the toilers of Moscow march on the Seventh of November? 18) Do schoolchildren take part in the demonstration on the Seventh of November? 19) Whom do we see on the tribune on the Seventh of November and on the First of May. 20) Do all the schoolchildren take part in the demonstration? 21) Is your house decorated with flags and electric bulbs?

II. Put questions to the following sentences:

- 1) Our town will be beautifully decorated.
- 2) We shall decorate all our classrooms.
- 3) We shall prepare many English songs and poems.
- 4) People will carry red flags and banners.
- 5) We shall make some beautiful placards.
- 6) Peo-

ple will feel gay and happy. 7) They will sing different songs. 8) We shall march gaily along. 9) When we reach the tribune, we shall greet our leaders. 10) In the evening thousands of electric bulbs will light up the streets of our town.

III. Translate the following sentences:

1) We shall have a great holiday on the seventh of November. 2) Women have their special holiday on the eighth of March. 3) Red Army Day is on the twenty-third of February. 4) We shall have our examinations on the tenth of June. 5) We begin our lessons on the first of September. 6) To-day is the fifteenth of October. 7) He was born on the fifth of January in the year nineteen twenty-three. 8) He began to go to school in the year nineteen thirty-three. 9) Lenin was born in eighteen seventy. 10) Lenin died in nineteen twenty-four. 11) Father will return from Moscow on the twentieth of December. 12) We have no lessons on the thirtieth of January.

IV. Write the corresponding ordinal numerals to the following cardinals:

one	six	eleven	sixteen
two	seven	twelve	seventeen
three	eight	thirteen	eighteen
four	nine	fourteen	nineteen
five	ten	fifteen	twenty
	thirty		eighty
	forty		ninety
	fifty		a hundred
	sixty		a thousand
	seventy		a million.

V. Write sentences with ordinals formed from the following numerals:

One, two, three, five, nine, twelve, twenty.

VI. Translate the following sentences using the future tense:

- 1) Ma võtan osa meelevaldusest ja näen meie juhte.
- 2) Me läheme Punasele Väljakule 7. novembril.
- 3) Me deklameerime inglise luuletusi.
- 4) Ta (naiss.) deklameerib ilusa inglise luuletuse.
- 5) Me võtame osa meelevaldusest.
- 6) Me kanname lippe.
- 7) Me näeme tribüünil oma juhte.

VII. Change the following sentences from the Past into the Future:

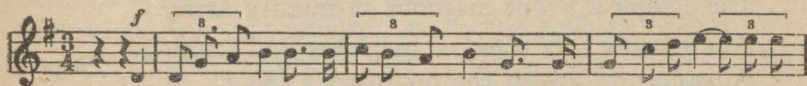
- 1) We decorated our classroom with flags.
- 2) We were in the Red Square.
- 3) We had our holidays.
- 4) She made a very good placard.
- 5) We hung up different portraits.
- 6) We prepared some English poems.
- 7) I recited a beautiful English poem.
- 8) Our schoolchildren greeted the leaders.
- 9) The English teacher asked me to read this story.
- 10) Was he in the Red Square?

VIII. Tell how you prepared for the Seventh of November in your school.

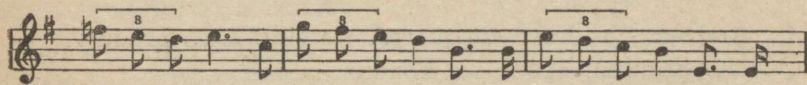
SONG ABOUT STALIN.

Words by Iniushkin.

Translated by Ben Blake.



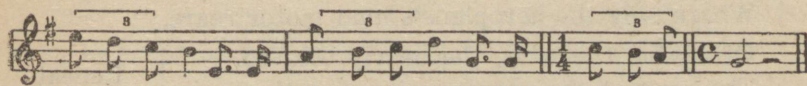
From border to border, by valley and mountain, Where on - ly the eag - le sails



proud-ly a-long, Of Stal-in the wi-se, the dear-ly be-lov-ed, The



hearts of the peo-ples are weav-ing a song. Of Stal-in the wi-se, the



dear-ly be-loved, The hearts of the peoples are weav-ing a song.

SONG ABOUT STALIN.

1. From border to border, by valley and mountain,
Where only the eagle sails proudly along,
Of Stalin, the wise, the dearly beloved, } Repeat
The hearts of the people are weaving a song. }
2. More swift than the eagle the song goes a-winging,
And sets the oppressor to trembling with fright.
No fortified outpost, no barbed-wire border } Repeat
Can halt the clear music's unfaltering flight. }
3. No whip and no bullet can smash it to silence,
From trench and from barricade the melody floats.
The wheels of the rickshaw, the lips of the coolie, } Repeat
The plough of the peon, all ring out its notes. }
4. And raising this song like a conquering banner
The People's Front marches in mighty array.
And raising this song, so inspiring and flaming, } Repeat
Advances to sweep the oppressors away. }
5. And we who have conquered, we sing it so proudly,
The Stalinist epoch we honour as one.
We sing of our new life so happy and splendid, } Repeat
We sing of the joy of our victories won. }
6. From border to border, o'er valley and mountain,
Where only the aeroplane's loud motor roars,
Of Stalin, the wise, the dearly beloved, } Repeat
The song of the peoples triumphantly soars. }

NINTH LESSON.

MONTHS AND SEASONS.

Our school-year begins in autumn, on the first of September. We return to school ready to continue our lessons, and we try to learn as well as we can all through the year. In September it is still warm. The first days of September are sometimes as beautiful as they are in August. In October there is much rain, and it is colder than in September. Sometimes there is a light frost, but sometimes it is very dirty in the street.

In November and December the days are very short. They are shorter than in January and February. December and January are very cold months, they are the coldest months of the year both in the North and in the South. February is sometimes as cold as January. In winter it snows very often.

March is not so cold as February. The sun begins to shine again, and the days are much lighter. In April and May the weather becomes warmer and warmer. In May it is sometimes very hot indeed. We have our holidays in July and August. Many of us children go to the country, where we spend the whole summer. Some of us go to relations who live on farms, others go to the camps. It is as pleasant to go to a farm as to a camp.

Most of us like sport very much. In winter we often go skating and skiing. In spring, summer and autumn we play football. We have several football teams. My brother's team is not so good as ours; there are some weak players in it. But our volley-ball team is not so good as his. His is much better. It is the best of our teams.

When we live in the country, we often go boating. It is very pleasant to row on the river on a fine sunny day in summer.

hot indeed. 4) We still go to school *in May*. 5) Then we have *our examinations*. 6) We have our holidays *in July and August*. 7) We go *to the country* in summer. 8) We spend *two months* in the country. 9) *Our relations* live on farms. 10) My friends like *to go to the pioneer camp*. 11) We like *sport* very much. 12) I skate very often *in winter*. 13) *Our* football team is not so good as theirs. 14) *Your* volley-ball team is not so good as ours. 15) We like *to go boating* on a fine sunny day.

III. In the following sentences insert *as ... as*, *not so ... as*:

1) Your boat is... good... our boat. 2) Her skates are... new... my skates. 3) His skis are... long... my skis. 4) There is... much snow in March... in February. 5) My lesson is... difficult... your lesson. 6) September is... warm... August. 7) Our school is... large... theirs. 8) Our garden is... beautiful... that garden. 9) These leaves are... red... those. 10) March is... cold... February. 11) Our vacation is... long... yours. 12) Their farm is... good... ours. 13) I do not like sport... much... he does. 14) He likes skating... much... skiing. 15) Volley-ball is... interesting... football.

IV. In the following sentences use *my* or *mine*, *your* or *yours*, *his*, *her* or *hers*, *its*, *our* or *ours*, *their* or *theirs*:

1) Our camp is better than.... 2) ... skates are newer than.... 3) ... boat is larger than.... 4) This tree looks very beautiful;... leaves are red and yellow. 5) ... school is smaller than.... 6) ... skates are better than.... 7) ... football team is stronger than... 8) My book is cleaner than.... 9) mushrooms are smaller than.... 10) Our village is bigger than.... 11) ... ball is newer than.... 12) ... lesson is as easy as.... 13) ... boat is not so new as....

V. Change the following sentences from the Present into the Past and Future:

1) The school-year begins in autumn. 2) We return to school in September. 3) We continue our lessons. 4) We try to learn our lessons well. 5) There is much rain in October. 6) The days are short in winter. 7) In winter it snows very often. 8) We have our examinations in spring. 9) We have our holidays in summer. 10) We skate in winter. 11) He skis very much. 12) I go boating in summer.

VI. Give opposites to the following words:

To give, with, to begin, warm, light, good, worse, short, pleasant.

VII. Insert the correct article:

1) Two English boys decided to play... trick on Darwin. 2) They caught... butterfly,... grasshopper,... beetle and... centipede. 3) They made... strange insect. 4) They took... new insect to Darwin. 5) They put... new insect in... box. 6) We shall soon have... holiday. 7) We shall take part in... demonstration on... Seventh of November. 8) Peter has... red flag in his hand. 9) Our director will make... report. 10) John will recite... beautiful English poem;... poem is by Stevenson. 11) Thousands of electric bulbs will decorate... streets of our town in... evening. 12) There was... light frost in... morning. 13) In... November and December... days are very short. 14)... December and... January are... coldest months. 15)... days are much longer in... March. 16) We spend... whole summer in... country. 17) We like to play... football. 18) Peter's team is... best in our school. 19) What... interesting book this is! 20) There is... new house in this street.

TENTH LESSON.

SUMMER AND WINTER SPORTS.

I live in a small town. My sister and I like our town very much. We have many friends. As soon as our lessons are over, we all return home and have our dinner. Then we go to the park, which is not far from our house, and spend some hours there. In winter we go on skis or skate on the pond in the park. The younger children make snowmen or throw snowballs at each other. But best of all they like to toboggan down the hillock in the park. They are never tired of tobogganing. Up they go with their sledges behind them, and then down they come with a rush.

In summer my father sometimes goes with us on his free day to a lake which is not far from our town. There he takes a boat, and we go rowing on the lake. Sometimes we go fishing and catch fish which we bring home to our mother. When the weather is fine, we sometimes row to the farthest end of the lake, rest on the bank for some time, and then row back. I can row well and always help my father. My friend Paul can also row, but he does it much worse than I do, because he has less practice.

Last summer we had a boat race and enjoyed it very much indeed. It was one of the best days of the summer for us boys. Hundreds of people watched the rowers from the bank. When the race was over, the winners received prizes, and were very much pleased with them.

Next year I shall take part in the boat race, and I hope I shall not be among the worst rowers.

Exercises.

I. Answer the following questions:

- 1) Where does the boy live?
- 2) Has he any brothers?
- 3) Have they many friends in this town?
- 4) When do they go to the park?
- 5) Is the park far from their house?

6) When do the children skate and ski? 7) What do the younger children make in the garden? 8) What do they throw at each other? 9) Why do they throw snowballs at each other? 10) What do they like best? 11) Do only little children like tobogganing? 12) Do you sometimes rush down hillocks on your sledge? 13) Where does the boy sometimes go with his father in summer? 14) Has the boy's father a boat of his own? 15) Do you sometimes row in summer? 16) Are you a good rower? 17) Does the boy sometimes go fishing? 18) What does he do with the fish? 19) Do the boy and his father sometimes row to the farthest end of the lake? 20) What do they do there? 21) Is the boy a good rower? 22) Are you a good swimmer? 23) Is your friend a good rower? 24) Are your friends good football players?

II. Put questions to the following sentences:

1) *My friend* rows worse than I do. 2) He has *very little* practice. 3) He has less *practice* than I. 4) Last summer we had *a boat race*. 5) We enjoyed the race *very much indeed*. 6) Yes, it was the best day of the summer. 7) Many people stood *on the bank*. 8) They watched *the rowers*. 9) The winners received *prizes*. 10) Yes, I shall take part in the next boat race.

III. Translate the following sentences:

1) He lives far from here. 2) They live in the far North. 3) They must go farther. 4) You must go to a village farther on. 5) We rowed to the farthest end of the lake. 6) He reads much, my friend reads more, and I read most of all. 7) John is a bad rower. 8) Paul is a worse rower than John. 9) Mike is the worst rower of our village. 10) He plays football worse than I. 11) I skate very little. 12) My sister skates less than I. 13) She is the best volley-ball player. 14) Ann plays better than Mary. 15) Our rowers row very well. 16) She has a good sledge. 17) My sledge is better than hers. 18) Your boat is better than ours.

IV. Write sentences using the following words:

Hillock, to row, snowball, race, to watch, less, to take part, to hope, prize, winner, to fish, rower, better, toboggan, to pretend, to be tired of, lake, worse, farther.

V. Change the following sentences from the Present into the Past and Future:

1) I take part in the boat race. 2) The race is over in the evening. 3) It is the best day of summer. 4) We enjoy the boat race very much. 5) The winners receive prizes. 6) We have boat races every summer. 7) We rest on the bank. 8) We row to the far end of the lake. 9) The weather is fine. 10) We bring the fish to our mother. 11) We rush down the hillock. 12) Children like tobogganing. 13) We spend some hours on the lake. 14) They live in a large town.

VI. Insert the correct preposition:

1) ... what do the children play? 2) ... last we came ... a lake. 3) Did he return ... the country yesterday? 4) We were ... dinner. 5) What do you see ... the dish? 6) Do your lessons begin ... autumn? 7) We learn hard all ... year. 8) I shall return ... town ... August. 9) My father works ... a farm. 10) We skate ... the pond in the park. 11) I shall take part ... the boat race.

VII. Read the first two paragraphs of the text in the Past.

ELEVENTH LESSON.

A VISIT TO MOSCOW AND A VISIT TO LENINGRAD.

I.

Mary knew about Moscow from books, photographs, and newspapers, and she wanted very much to go there. She wanted so much to go to the Red Square and the Lenin Mausoleum, to see the Kremlin, and to ride on the underground railway...

And a year ago the great day came at last, and she saw Moscow.

When the summer holidays came, she was sent together with the best pupils of her school on an excursion to Moscow.

Early in the morning she began to pack her things, and when it was time to go to the railway-station, Mary and her mother went there. Mary joined the group of children who were standing with the teacher on the platform in front of the carriage.

Soon the children got in. The train began to move. Mary waved her hand to her mother until she could see her no longer.

The children looked out of the window until it grew dark and they fell asleep. The teacher woke them the next morning, and told them that the train was near Moscow.

The first thing that the children saw when they arrived in Moscow was the Metro. They left the station and soon came to a building with a big letter M on it. How wonderful was the Metro! The marble walls and columns, the bright lamps! And then, what fun it was to step on to the escalator and go down, down, down! They all got into the train, and soon came to the station where they had to get out. Again the marble walls, this time of a different colour, the lamps, the columns.

After lunch and a rest, they went out to see the streets of Moscow. They went to the Pioneer House and stayed there a long time. They enjoyed everything that they saw there.

Next morning they went to the Lenin Museum, and in the evening their teacher took them to the Lenin Mausoleum. The children had plenty to talk about that evening before they fell asleep.

Oh, there were so many places they visited — the Mu-

seum of the Revolution, the Moscow Zoo, the Park of Culture and Rest, the Picture Gallery.

Mary enjoyed every day of her excursion, and when she returned home, she often told her friends about the beautiful sights of Moscow.

II.

One day in summer father came home and told us that he intended to go to Leningrad and visit his brother who works there at one of the factories. We were very glad to go to Leningrad and see its beautiful sights. When we arrived in Leningrad, we were so tired that we went to bed at once. In the morning father took us out with him. How long and broad the streets of Leningrad seemed to me! They are longer and much more beautiful than ours. The houses in our town are mostly two-storeyed: but in Leningrad they are many-storeyed.

Father took us to the Pioneer Palace, where we saw many interesting things. Next day we went to the Vyborg House of Culture and saw a play.

Another day he took us to the Zoo, and we saw many wild animals in their cages. We stood a long time looking at the elephant, and father told us a lot about elephants. Then we went to the monkeyhouse and looked at the monkeys and their tricks. They are such funny animals! After the Zoo we went to the Kirov Islands, where we walked about a long time. I think it is one of the most picturesque places in Leningrad. We did not want to leave the islands, but father said it was time to go home, as our uncle was already at home waiting for us.

We asked father to show us some of the places round Leningrad, and he promised to take us to Petrodvorets and to show us the fountains. When the next morning came, we went to the Baltic Railway Station, where we took the

train to Petrodvorets. The fountains, palaces and gardens were still more beautiful than the pictures of them, and no less beautiful was the sea. Father promises to take us out to Pushkin when we come to Leningrad next time.

Exercises.

I. Answer the following questions:

1) Where did Mary want to go? 2) What did she want to ride on? 3) When did Mary see Moscow at last? 4) Where was Mary sent together with the other udarniks of her school? 5) What did Mary begin to do early in the morning? 6) With whom did Mary go to the railway-station? 7) Whom did Mary join on the platform? 8) How long did the children look out of the window? 9) Who woke them the next morning? 10) What did the children see first in Moscow? 11) To what building did they come? 12) What did they see there? 13) Did they like the escalator? 14) Where did they go after lunch and a rest?

II. Put questions to the following sentences:

1) The children went to the Pioneer House. 2) They stayed a long time there. 3) Next morning they went to the Lenin Mausoleum. 4) Mary enjoyed every day of her excursion. 5) She often told her friends about the beautiful sights of Moscow.

III. Insert the correct preposition:

1) ... the third day Mary went... the Museum... the Revolution. 2) ... lunch the children went to see the streets of Moscow. 3) Mary could tell many things... Moscow. 4) The children got... the train. 5) Mary knew... Moscow... books. 6) She wanted to go... the Red Square. 7) She wanted to ride... the underground railway. 8) Mary went... an excursion... Moscow. 9) The children were already... the platform. 10) Their teacher was... them. 11) They all stood... the carriage. 12) The children waved

their hands... their parents. 13) They looked... the windows. 14) Their train was at last... Moscow. 15) They arrived... Moscow early... the morning. 16) They came... a building... a big letter M... it.

IV. Write sentences using the following words:

Pack, carriage, holidays, fell asleep, building, columns, Metro, excursion, arrived, the Zoo, the Pioneer House.

V. Tell what Mary saw in Moscow.

VI. Answer the following questions:

1) What did the father tell the children one day in summer? 2) Whom did he intend to visit? 3) Where did his brother work? 4) Were the children glad to go to Leningrad? 5) What did they want to see? 6) Why did the children go to bed when they arrived? 7) Are the streets of Leningrad longer and broader than the streets of your town? 8) Where are the houses many-storeyed? 9) Is the house you live in as large as your friend's house? 10) Where did the father take his children first? 11) What animals did the children see? 12) Where were the animals? 13) Who told the children about elephants? 14) Did the children like the monkeys? 15) To what islands did their father take them? 16) Are the Kirov Islands picturesque? 17) Did the children's father promise to show them the places round Leningrad?

VII. Put questions to the following sentences:

1) We asked father to take us to Petrodvorets. 2) Father showed us the fountains. 3) We went to the Baltic Railway Station. 4) People like to go to Petrodvorets. 5) There are many beautiful parks at Petrodvorets. 6) We enjoyed our excursion. 7) We liked Petrodvorets. 8) The fountains of Petrodvorets are very beautiful.

VIII. Write the comparative or the superlative degree of the adjectives given in brackets:

1) Which town is (old), Moscow or Leningrad? 2) Which

town is (large) in the U. S. S. R. ? 3) This story is (interesting) of the three. 4) Which is (long) river in the U. S. S. R. ? 5) This picture is (good) than that. 6) This picture is (bad) than that. 7) This dictation is (difficult) of all. 8) I am (tired) than you.

IX. Change the following affirmative sentences into interrogative sentences:

1) Father promised to take us there. 2) I liked the elephant. 3) He intended to go to Leningrad. 4) He works in Leningrad. 5) They go to the country in summer. 6) I looked at the monkeys. 7) He comes to this village every year. 8) Mother is waiting for us. 9) She will meet us.

X. Change the following sentences from the Future into the Past:

1) I shall come home at twelve. 2) He will tell me everything. 3) She will be very tired. 4) We shall go to bed at once. 5) The mother will take her boy to the country. 6) I shall wake up in the morning. 7) We shall stay there. 8) Our friends will wait for us. 9) We shall be pleased to see you. 10) We shall go to the pioneer camp. 11) We shall not go to the park. 12) He will pass all his examinations.

XI. Say what you do on an off day.

TWELFTH LESSON.

THE TWELFTH OF DECEMBER, 1937.

There is only one country in the world where every man and woman has the right to elect and be elected. This country is the U.S.S.R. In our country elections of deputies are universal, equal, direct and secret. All this we owe to our great leader Comrade Stalin.

George will never forget the twelfth of December, 1937. It was a great day, indeed. The town was decorated with flags and portraits of the best men and women of our country.

On that day all the people of the U.S.S.R. voted for their candidates to the Supreme Soviet.

Young and old took part in the elections.

How George envied them! He would like so much to take part too, but as he is only a boy of fourteen, he must wait till his turn comes. George's parents went to the polling-place and voted for their candidates. His sister Annie, a girl of eighteen, was very proud: she voted for the first time in her life. Even George's old grandmother did not remain at home. She did not walk to the polling-place — a motor-car came to fetch her and then took her home again. When she came home from the polling-place, there were tears in her eyes, she was so pleased and happy!

Exercises.

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

II. Answer the following questions:

1) What day will George never forget? 2) What was the town decorated with? 3) For whom did all the people of the U.S.S.R. vote on that day? 4) Why did George envy them? 5) Could George take part in the elections? 6) Where did his parents go? 7) Why was his sister proud? 8) Did George's grandmother remain at home on that day? 9) How did she go to the polling-place?

III. Put questions to the following sentences:

1) Elections took place on the twelfth of December, 1937.
2) All the people of the U.S.S.R. took part in them.
3) George's parents voted for their candidates. 4) Annie voted for the first time in her life. 5) They all went to the polling-place. 6) They elected the best people of our country.

IV. Write the Infinitive of the following verbs given in the Past:

Voted, took, envied, went, remained, came, fetched, lived, stood, saw.

V. Change the following sentences from the Past into the Present:

1) George envied his sister Annie. 2) Annie went to the polling-place. 3) She voted for her candidate. 4) The old grandmother did not remain at home. 5) She took part in the elections. 6) She was so pleased and happy.

VI. Find the Adverbials of Time and Place in the following sentences:

1) George's parents went to the polling-place. 2) The young girl voted for her candidate in the morning. 3) George's old grandmother went to the polling-place too. 4) A motor-car came to fetch the old woman at nine o'clock. 5) Annie voted for the first time in her life in 1937. 6) All the people of the U.S.S.R. elected their deputies on the 12th of December.

VII. Insert the correct preposition:

1) Father took us ... the Zoo. 2) ... the morning father took us out ... him. 3) How broad the streets seemed ... me! 4) ... the twelfth of December all the people ... the U.S.S.R. voted ... their candidates ... the Supreme Soviet. 5) Young and old took part ... the elections. 6) George's parents went ... the polling-place. 7) Annie voted ... the first time ... her life. 8) Tears were ... the old woman's eyes, she was so happy.

THIRTEENTH LESSON.

EDISON AND HIS ASSISTANT.

Edison was the greatest inventor of the nineteenth century. Thanks to him we have electric light, we can speak over the telephone, we enjoy the cinema, and apply electricity to the needs of everyday life.

Edison took the greatest delight in his work. When he was at work on some new experiment, he forgot everything and everybody, and lost all sense of time.

One day all the assistants and workers of his laboratory had to work from early morning till late at night without a break.

By 10 o'clock in the evening everybody was dead tired, and even Edison himself fell asleep over his work.

While he was sleeping, one of the workers played a trick on him: he set the clock 6 hours ahead.

After a few minutes of sleep, Edison awoke and saw with surprise that it was already 4 o'clock and that his assistants were still at work. "Is it as late as that?" he said. "What are you doing here at such an hour? Quick, put your tools aside, and go home!"

In a moment everybody was ready to go.

Edison was the last to leave the laboratory. But great was his surprise when he saw the streets full of people, the lights burning, and the buses and motor-cars moving in all directions. In the street he saw a clock in one of the shop windows. It was only a few minutes past ten. Edison at once understood the trick of his assistants, and as he was a man with a sense of humour, he began to laugh, and laughed all the way home.

Exercises.

I. Answer the following questions:

- 1) Who was the greatest inventor of the nineteenth century?
- 2) To whom do we owe electric light?
- 3) To what can we apply electricity?
- 4) Did Edison take a great delight in his work?
- 5) What did he forget when he was at work on some new experiment?
- 6) Did he lose all sense of time when he was at work?
- 7) How had all the assistants and workers of Edison's laboratory to work one day?
- 8) At what time did Edison fall asleep in his laboratory?
- 9) What did one of the workers do while Edison was sleeping?
- 10) How did the worker set the clock?

II. Put questions to the words given in italics:

1) *After a few minutes of sleep*, Edison awoke. 2) He saw *that it was already 4 o'clock*. 3) *His* assistants were still at work. 4) He said, "*Is it as late as that?*" 5) The workers put *their tools* aside. 6) Everybody *was* ready to go. 7) *Edison* was the last to leave the laboratory. 8) *In the street* he saw a clock. 9) It was *only a few minutes past ten*.

III. Insert the correct article where necessary:

1) Ann lives in ... small town. 2) We skate on ... pond in ... park. 3) The boys often throw ... snowballs at one another. 4) Mary and Peter are tobogganing down .. hillock in park. 5) Yesterday we went rowing on ... lake. 6) George is ... good swimmer; last year he received ... prize. 7) My father is ... worker; he works at ... factory. 8) ... factory where my father works is very large. 9) We stood ... long time looking at ... elephant. 10) ... Zoo in our town is very good. 11) What ... beautiful fountain! 12) We shall never forget ... twelfth of ... December. 13) Annie is ... girl of eighteen, George is ... boy of fourteen. 14) Peter stayed at ... home; he did not go to ... skating-rink. 15) Who was ... greatest inventor of ... nineteenth century? 16) We apply... electricity to... needs of everyday life. 17) Edison took ... greatest delight in his work. 18) He lost all sense of ... time. 19) After ... few minutes of sleep ... Edison awoke. 20) He has ... few English books. 21) It is such ... good story. 22) In ... moment we were ready to go home.

IV. Put personal pronouns instead of the nouns given in italics:

1) *Edison's workers* played a trick on him. 2) Does *Peter* know this English poem? 3) Yes, he knows *this English poem* very well. 4) Take *your tools* and go home. 5) *The workers* left the laboratory. 6) *The streets* were full of people. 7) *George's* grandmother went to the polling-place.

8) *The old woman* was happy. 9) There were tears in *the old woman's eyes*. 10) George envied *his sister*.

V. Underline the object in the following sentences:

1) We have electric light. 2) We enjoy the cinema. 3) Edison forgot everything when he was at work. 4) He saw many people in the street. 5) Edison understood the trick of his workers. 6) We read many different books. 7) A motor-car took the old woman to the polling-place. 8) The boy saw many interesting things in Leningrad. 9) We elected our candidates. 10) The children liked the beautiful fountains of Petrodvorets. 11) Mary and Ann take their sledges. 12) We see a lake. 13) These children know many English words. 14) Mary is reciting a poem.

VI. Insert the Adverbs given in brackets in their right place:

1) He comes to his lessons in time (always). 2) Do you come here (sometimes)? 3) He goes to the country in winter (never). 4) I meet my comrades in this street (often). 5) He plays football (seldom). 6) She is ill (seldom). 7) They are here (always). 8) George has bad marks (never). 9) Will she go there (often) 10) Did you see her last year (often)? 11) He is lazy (never).

VII. Translate the following sentences:

1) He had to go there yesterday. 2) Mother has to return to town to-morrow. 3) Peter had to learn that poem. 4) You and Mary have to sing this song. 5) Annie had to take part in their work.

GRAMMAR REVIEW.

I. Change the following sentences from the Present into the Past:

1) The sun shines brightly. 2) The leaves begin to fall. 3) The wind blows. 4) I tell my comrade many interesting stories. 5) We leave town in summer. 6) We return to town in autumn. 7) We bathe in the river. 8) We get up at seven

o'clock. 9) We sometimes see squirrels and hares in the wood. 10) We run after hares, but we seldom catch them. 11) He often plays tricks on his friends. 12) Kitty knows many English poems. 13) We hang up different placards. 14) We sing beautiful songs. 15) We go to town in autumn. 16) We play football. 17) We spend three months in the country. 18) He shuts the door after him. 19) Children throw snowballs at each other. 20) Mary rushes down the hillock. 21) These boys catch some fish. 22) We watch the swimmers. 23) He takes part in our work. 24) We read much. 25) Our boys row very well. 26) They intend to visit Leningrad. 27) We go to school in the morning. 28) On off days father takes us for long walks. 29) I promise to come in time. 30) We enjoy our excursions. 31) The town is decorated with flags. 32) Ann's sister votes for her candidate. 33) I take part in the elections. 34) We come home in the evening.

II. Change the following sentences from the singular into the plural:

1) This girl takes part in the elections. 2) Our deputy is a very young man. 3) That day was very cold. 4) This man is a great hero. 5) This house is new. 6) He told me an interesting story. 7) This cherry is quite red. 8) He learns his lessons very well. 9) This berry is still green. 10) There is a monkey in the cage.

III. Use *as...as*, *not so...as* in the following sentences:

1) This fountain is ... beautiful ... that. 2) This lesson is ... difficult ... that. 3) My books are ... new ... his. 4) Our farm is ... good ... theirs. 5) Her sledge is ... new ... mine. 6) Your village is ... large ... ours.

IV. Translate the following sentences:

1) Ma oskan palju inglise luuletusi. 2) Minu kaaslane oskab rohkem. 3) Peeter oskab kõige rohkem. 4) See raamat on huvitavam kui too. 5) Meie paat on niisama hea kui teie

oma. 6) Teie õpilased on niisama head pioneerid kui meie omad. 7) Kes on kõige parem õpilane teie klassis? 8) Millal on kõige lühem päev aastas? 9) Mai on kõige ilusam kuu. 10) Volga on kõige pikem jõgi Euroopas.

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

Good, bad, far, interesting, big, large, small.

VI. Insert *some, any, no, something, anything, nothing, somebody, anybody, nobody*:

1) George has ... in his pocket. 2) Nell has not ... in her pencilbox. 3) There are ... apples on the table. 4) There are still ... flowers in the garden. 5) There are ... gardens in our town. 6) Paul has ... balls. 7) There are ... beautiful streets in our town. 8) I see ... 9) Do you know ... here? 10) Have you ... friends in the country? 11) The boys caught ... butterflies. 12) There are ... portraits in our school. 13) Are there ... new houses in your village? 14) ... will come here to-morrow. 15) There are ... good players in our football team. 16) Are there ... good rowers in your village? Yes, there are ... 17) I did not see ... yesterday. 18) There is ... in the room. 19) Have you ... English books to give me? 20) I worked for ... hours yesterday. 21) Did you prepare ... yesterday?

VII. Insert *much* or *many* in the following sentences:

1) There is ... coal in the U.S.S.R. 2) There are ... forests in our country. 3) We need ... steel. 4) We have ... machines.

VIII. Insert *little* or *few* in the following sentences:

1) I have very ... time to-day. 2) They have ... English books. 3) There is ... snow in the street. 4) There are ... leaves on the branches of the trees.

IX. Translate the following sentences:

1) Peeter ja Paul oskavad (võivad) rääkida inglise keelt.

2) Jüri oskab ka rääkida inglise keelt. 3) Me ei oska lugeda seda teksti: seal on uusi sõnu. 4) Eile me olime vabad ning võisime minna uisuteele. 5) Kas te oskate (võisite) rääkida inglise keelt möödunud aastal? 6) Ta peab valmistama ülesandeid homseks. 7) Ta peab homme tooma raamatu. 8) Ma pidin eile ostma selle raamatu. 9) Te pidite seda kirjutama.

X. Join each pair of sentences into one using the conjunction given in brackets:

1) Peter will go to the skating-rink. The weather will be fine. (*if*) 2) George will read this book. He comes home. (*when*) 3) Mary will have her dinner. She will come from school. (*as soon as*) 4) You will like this book. You will read it. (*if*) 5) They will know English. They will learn well. (*if*) 6) I shall see George. I shall go to the river. (*when*) 7) We shall go boating to-day. There is no rain. (*if*)

LEARN.

Learn and learn as Lenin said,
 Learn and sing and go ahead;
 Our ties are tongues of flame
 Which to all the world proclaim
 This immortal name: LENIN.

Life is sunshine,	Life requires
Life is storms,	Steel and tyres,
Life is manifold	Coal and peat,
In forms.	Corn and wheat —

Hearts of fire
 That never tire,
 Hands of skill,
 And iron will.

M. Lebedinskaya

FOURTEENTH LESSON.

A BRAVE GIRL.

Helen lives in Lisbon. Her father is a communist, and the police watch him strictly. Once Helen was returning home from school. It was about twelve o'clock. Suddenly she saw her father on the other side of the street. A stranger was following him. Helen understood at once that the man was a spy.

How could she tell her father about the spy? May be her father had some secret documents on him. Helen crossed the road and said loudly:

"Daddie, give me some money for the tram," and quite softly she added, "Father, be careful, a spy is after you."

Helen's father gave her some money, and quickly disappeared round the corner.

Very often party meetings take place in the house of Helen's father. The police try to find out where the workers have their meetings. When the workers have such meetings, Helen has to stay in the street and tell the workers when the police come. The girl sits on the steps pretending to play.

Whenever she sees a stranger who may be a spy, she runs to the house and tells the workers about the danger.

In the evening Helen and her friends go about Lisbon with communist leaflets and try to put them up in places where everybody can see and read them.

Exercises.

I. Answer the following questions:

1) Whose father lives in Lisbon? 2) Why do the police watch him so strictly? 3) What time was it when Helen was returning home one day? 4) Whom did she see suddenly on the other side of the street? 5) Who was following Helen's

father? 6) What did Helen understand at once? 7) What did Helen think at once? 8) What did she tell her father? 9) What did her father do? 10) Where do party meetings often take place? 11) What has Helen to do when the workers have their meetings? 12) What do Helen and her friends do with communist leaflets?

II. Put questions to the words given in italics:

1) *Helen's* father is a communist in Lisbon. 2) It is about *two o'clock*. 3) *Helen* saw her father in the street. 4) Helen crossed *the road*. 5) Helen played *in the street*. 6) Helen's friends put up *leaflets* in the streets of Lisbon. 7) *Everybody* could see the leaflets.

III. Complete the following sentences:

1) When Helen was returning home 2) The police tried to find out 3) The girl pretended 4) In the evening Helen and her friends

IV. In the following sentences use the Past or the Past Continuous of the verb given in brackets:

1) He (to gather) mushrooms when I (to see) him. 2) They (to work) from three to five. 3) At one o'clock I (to have dinner). 4) It (to rain) the whole day yesterday. 5) When I (to live) in the country, I often (to go) for long walks. 6) Helen (to see) her father when he (to cross) the street. 7) Helen (to notice) the spy when he (to follow) her father. 8) He (to read) a very interesting book yesterday. 9) Three days ago he (to return) from the country. 10) Mary (can) not prepare her lessons, as she (to be) ill yesterday. 11) It (to rain) when we (to return) home. 12) The children (to play) in the garden when we (to see) them.

V. Translate the following sentences:

1) Eile ma kohtasin tänaval oma sõpra. 2) Ta jalutas tänaval, kui ma kohtasin teda. 3) Ma kirjutasin seda harjutust kella ühest kaheni. 4) Ma küsin poissi, kes istub akna juures. 5) Ma küsin poissi, kes istus akna juures.

6) Kuhu te praegu lähete? 7) Ma lähen kooli. 8) Ma läksin kooli, kui Maria kohtas mind. 9) Poisid nägid jänest, kui ta jooksis metsa. 10) Kus on sinu vend? Ta kalastab. 11) Ma läksin jõe äärde, kus mu vend kalastas. 12) Eile sadas lund kogu päeva. 13) Kell kolm ma naasin koolist. 14) Kell neli ma olin juba kodus.

VI. Find the object in the following sentences and underline it:

1) The police watch Helen's father strictly. 2) Helen suddenly saw her father. 3) A stranger was following him. 4) The workers had their meetings in Helen's house. 5) Helen and her friends put up communist leaflets.

VII. Write the Past of the following verbs:

To pick, to eat, to tell, to say, to begin, to enjoy, to bathe, to swim, to give, to wish, to prove, to leave, to thank, to look, to take, to pretend, to see, may, can, to catch.

VIII. Form other words from the following:

Birth, strange, danger, soft, leaf, fly, snow, some, ball, row, win, far, sun, elect, wonder, car, electric, every, assist, direct, loud, meet, care.

FIFTEENTH LESSON.

ROBINSON CRUSOE'S FIRST VOYAGE.

(After Daniel Defoe.)

Robinson Crusoe was born in the town of York in the year 1632. He was the third son of the family, and his father wanted to make him a lawyer, but young Crusoe wanted to go to sea.

Robinson's father did not want his son to go to sea. One morning he asked the boy to come to his room, where he was lying ill in bed. He asked him to give up his foolish idea. There were tears in his eyes, and he was so sad that he could not say anything more. Young Crusoe promised his father to give up the idea of going to sea.

But after some weeks he forgot about his promise. He was in Hull one day with a friend who was going to sea, and the friend asked him to go with him. Crusoe agreed, and left Hull in a ship that was going to London. He did not even send a letter to his father and mother to tell them what he was doing.

When the ship was in the open sea, the wind became very strong and the sea very stormy. Only then Robinson Crusoe thought about his parents and about his promise to them.

At last there came a change in the weather; and on the sixth day the ship got to Yarmouth Roads. Here they had more bad weather, worse than before, and it was so stormy that they had to cut the masts.

In the middle of the night Crusoe woke up and saw that water was getting into the ship. Everybody had to help to pump the water out, but the ship was soon full of water and after rowing hard for some time, they landed near Yarmouth, and from there they went to the town on foot.

But Robinson did not return to his father and mother. He had some money, and so he went to London. There he met a man who had a ship and wanted to go to Guinea. He liked the boy and promised to take him with him. So Crusoe went on his second voyage.

Exercises.

I. Answer the following questions:

- 1) Did Crusoe promise his father not to go to sea? 2) Did he forget about his promise? 3) Did he want to become a sailor? 4) Where was the ship going in which Crusoe left Hull? 5) On what day did the ship come to Yarmouth Roads? 6) Did Crusoe write a letter to his father and mother? 7) What did the sailors have to do with the masts? 8) When did Crusoe wake up? 9) What did he see when he woke up in the middle of the night? 10) Where did the

sailors land? 11) Where did they go on foot? 12) Did Robinson return to his father and mother? 13) Whom did he meet in London? 14) Where did he go from London?

II. Put questions to the following sentences:

1) Robinson Crusoe was born *in 1632*. 2) He was born *in the town of York*. 3) His father wanted *to make him a lawyer*. 4) *Crusoe* wanted to go to sea. 5) *His father* was ill at that time. 6) Crusoe saw *that there were tears in his father's eyes*. 7) He promised *to give up his idea*. 8) He soon forgot *about his promise*. 9) *His friend* asked him to go with him. 10) The ship was going *to London*.

III. Translate the following sentences:

1) When I came home, my father was reading a newspaper. 2) At three o'clock I was walking in the park. 3) I was doing my lessons from three to five. 4) It was snowing the whole day yesterday. 5) When I came to see my friend, he was lying ill in bed. 6) He woke up when the water was already getting into the ship.

IV. Translate the following sentences:

1) Mu vend sündis 5. mail 1930. 2) Ma hakkasin õppima 1. septembril 1932. 3) Ta lõpetas kooli 20. juunil 1934. 4) Millal sa oled sündinud? 5) Mis aastal on sinu õde sündinud?

V. Give the Past of the following verbs:

To make, to have, to be, to send, to take, to say, may, can, to give up, to promise, to go, to come, to invite, to think, to wake up, to meet.

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

Great, old, unhappy, much, bad, good, strong, far.

VII. Join each pair of sentences into one using conjunctions:

1) Crusoe liked the sea. He wanted to become a sailor.
2) Crusoe decided to go to sea. His father wanted to make

him a lawyer. 3) Crusoe did not return home. He went to Guinea. 4) Crusoe woke up in the middle of the night. He saw that the sea was very stormy.

VIII. Translate the following sentences:

1) I want you to go to school. 2) She wanted him to read this book. 3) We wanted them to come and see us. 4) She wants me to return in time. 5) His father wanted him to be a lawyer. 6) I want her to be my friend. 7) They want us to write letters. 8) She wants her son to be a good pupil.

IX. Relate the story about Crusoe.

SIXTEENTH LESSON.

I.

THE ARMAMENTS OF THE RED ARMY.

The Red Army consists of infantry, cavalry, artillery, armoured troops and air force.

Infantry and cavalry are equipped with the following arms: rifles, automatic rifles, submachine-guns, machine-guns, trench-mortars and anti-tank guns. All these weapons are called fire-arms. Cavalry men have also sabres and spears which are called cold steel arms.

The arms of artillery are: field guns, heavy guns, howitzers and anti-aircraft guns.

Armoured troops consist of armoured cars, armoured trains and light, medium and heavy tanks. They are armed with machine-guns and guns. There are tanks which are armed with fire-throwers.

Air force consists of different kinds of aeroplanes: fighters, bombers, attack planes, scout planes (also called reconnaissance planes), auxiliary planes and ambulance planes. Fighters, bombers and attack planes carry bombs and are armed with machine-guns and sometimes with guns.

The Red Army is armed with the best up-to-date material. Our artillery and our air force are the best in the whole world. The Red Army is very powerful and our commanders and men are brave and love their country. They are always ready to defend it and to destroy the enemy.

Exercises.

I. Answer the following questions:

1) What does the Red Army consist of? 2) What arms are infantry and cavalry equipped with? 3) What arms are called fire-arms? 4) Who have also sabres and spears? 5) What arms are called cold steel arms? 6) What are the arms of artillery? 7) What do armoured troops consist of? 8) What weapons are tanks armed with? 9) Are there tanks which are armed with fire-throwers? 10) What kinds of aeroplanes does air force consist of? 11) What weapons are fighters, bombers and attack planes armed with?

II. Put questions to the following sentences:

1) All these weapons are called *fire-arms*. 2) Field guns and howitzers are the *arms of artillery*. 3) Light, medium and heavy tanks are armed *with machine-guns and guns*. 4) Yes, some tanks *are armed* with fire-throwers. 5) *Fighters* carry bombs. 6) The Red Army is armed with *the best up-to-date* material. 7) Our artillery and air force are *the best in the whole world*. 8) Our commanders and men are always ready *to defend our country and to destroy the enemy*.

III. Translate the following sentences:

1) Kuulipildujaid, kergeid kuulipildujaid, miinipildujaid, automaatpüsse ja vintpüsse nimetatakse tulirelvadeks, aga mõõku ja odasid — külmrelvadeks. 2) Suurtükivägi on varustatud välikähurite ja õhutõrjekahuritega. 3) Kerged, keskmised ja rasked tankid on varustatud kuulipildujatega ja kahuritega, kuid mõnikord ka leegiheitjatega.

II.

THE TROPHIES OF THE RED ARMY.

(From a Communiqué.)

In the region of the town N. our troops advanced and occupied several populated places. The German Army suffered heavy losses. The Red Army routed many fascist divisions, destroyed thousands of fascist soldiers and officers, captured and destroyed their armaments.

In the course of a fortnight the fascists lost killed over 16 thousand soldiers and officers.

During that period of time our troops destroyed 86 enemy aeroplanes, 24 guns, 4 ammunition dumps and 173 motor-cars.

The unit of the captain K. captured the following trophies: 68 guns, 7 tanks, 90 trench-mortars, 424 machine-guns, 107 anti-tank guns and many other arms and munitions.

Exercises.

I. Answer the following questions:

- 1) What did our troops do in the region of the town N.?
- 2) What losses did the German Army suffer? 3) What did the Red Army rout and capture? 4) What armaments did our troops destroy during that period of time? 5) What trophies did the unit of the captain K. capture?

II. Put questions to the following sentences:

- 1) *The German Army* suffered heavy losses.
- 2) *The Red Army* destroyed *thousands of fascist soldiers and officers*.
- 3) *Our troops* destroyed four ammunition dumps *during that period of time*.
- 4) *The unit of the captain K.* captured 107 anti-tank guns.

III. Translate into English:

- 1) Meie diviis hävitas palju vaenlase sõdureid ja ohvitsere.
- 2) Vaenlane kaotas tuhandeid sõdureid ja ohvitsere tape-

tuina. 3) Meie komandörid ja punaarmeelased said saagiks palju trofeesid: kahureid, tanke, miinipildujaid, raskeid ning kergeid kuulipildujaid ja tankitörjekahureid. 4) Meie väed hävitasid palju vaenlase lennukeid, relvi ja sõjamoonaladusid. 5) Kapten K. väeüksus sai saagiks palju relvi ja sõjamoona.

SEVENTEENTH LESSON.

DICK AND MIKE.

Dick. Hullo, Mike, why have you not been to school to-day?

Mike. I have not been to school to-day, because I fell ill yesterday and had to stay at home.

Dick. Has the doctor been to see you?

Mike. Yes, he has. He says I must stay in bed for a few days, as I have a bad cold. Where have you come from?

Dick. I have come from the post-office. I have just been there to buy some stamps and envelopes and to send a money-order. I'm on my way home now.

Mike. What did you do at the English lesson?

Dick. Oh, ever so many things. First, we read the fifteenth lesson, then we asked questions.

Mike. What has the teacher given you to do for homework?

Dick. She has given us a poem to learn and some exercises to write. After the lesson we all stayed at school and made slogans for Red Army Day. Now I must go home, as my mother is waiting for me.

Mike. Come to see me to-morrow.

Dick. All right. I'll come. Good-bye.

Mike. Good-bye, Dick.

Exhib. 101

Exercises.

I. Answer the following questions:

- 1) What are Mike and Dick?
- 2) Who has not been to school to-day?
- 3) Why has he not been to school to-day?
- 4) Why does he have to stay at home?
- 5) Has the doctor been to see him?
- 6) Why does Mike have to stay in bed for a few days?
- 7) Where has Dick come from?
- 8) Who has
- 10) What did the children do at the English lesson?
- 11) What has the teacher given them to do for homework?

II. Put questions to the following sentences:

- 1) Peter has been *to school to-day*
- 2) *After the lessons* the children stayed at school.
- 3) They made *slogans*.
- 4) They had their holidays *a month ago*.
- 5) *Dick* will come to-morrow.
- 6) Kitty will help *her friends* to make slogans.
- 7) *Dick's* mother is waiting for him at home.

III. Copy the three principal forms of the following verbs:

to be — was, were — been	to do — did — done
to have — had — had	to take — took — taken
to ask — asked — asked	to see — saw — seen
to work — worked — worked	to buy — bought — bought
to invite — invited — invited	to give — gave — given.

IV. Translate the following sentences:

- 1) Me olime Tallinnas sel aastal.
- 2) Mul on täna viis tundi.
- 3) Ta valmistas kõik oma ülesanded.
- 4) Ma palusin oma seltsimeest aidata mind.
- 5) Ta töötab väga palju sel aastal.
- 6) Onu kutsus mind külla.
- 7) Ta võttis selle raamatu Peetrilt.
- 8) Kas te nägite teda täna?
- 9) Nad parajasti ostsid neid raamatuid.
- 10) Ta andis mulle täna kolm inglise raamatut.
- 11) Ma ei võtnud seda raamatut.
- 12) Kas nad kutsusid teid külla?
- 13) Ma ei näinud veel teie seltsimeest.
- 14) Kas te ostsite need raamatud?
- 15) Kas õpetaja küsis sind täna?

V. Change the following sentences from the Past into the Present Perfect:

1) He did his lessons very well. 2) I had much work to do. 3) They worked very much. 4) They invited us to their camp. 5) She had two lessons. 6) Did you see the children in the garden? 7) Did you buy this English book? 8) He did not give me his book. 9) They were not on the skating-rink.

VI. Write 10 sentences of your own, using the verbs given in exercise III.

VII. Find adverbials of place and underline them:

1) Dick bought some stamps at the post-office. 2) Crusoe went to Guinea. 3) George and Peter go to school in the morning. 4) The children saw squirrels in the wood. 5) George lived in the country in summer. 6) There are many tractors in our village. 7) Peter and George bathe in the river. 8) There is much snow in the street. 9) Helen lives in Lisbon.

VIII. a) Make nouns from the following verbs:

To fish, to row, to sail, to skate, to ski, to speak, to work, to fight, to read.

b) Make adjectives:

Beauty, care, use, electricity, England, storm, happiness, greatness.

EIGHTEENTH LESSON.

THE INQUISITIVE MAN.

— Hullo, my friend! Where have you come from!

— I have come from the Natural History Museum. I spent about three hours there. What beasts! What birds! What butterflies, beetles and flies! What tiny little lady-birds! There are some smaller than a pin's head.

— And did you see the elephant? It probably looked like a mountain, didn't it?

— What do you say? An elephant? Is there an elephant there?

— There is.

— Well, well. I'm afraid I never noticed the elephant.

(After Krylov.)

Exercises.

I. Answer the following questions:

1) Where has the inquisitive man come from? 2) What has he seen there? 3) What insects has he seen there? 4) Did he see the elephant? 5) Why did he not notice the elephant?

II. Put questions to the following sentences:

1) The inquisitive man has returned from the Natural History Museum. 2) He has seen many interesting things there. 3) He spent some time there. 4) He noticed some very beautiful butterflies. 5) The inquisitive man told his friend about the Natural History Museum.

III. Use the correct tense of the verb given in brackets:

1) Peter (to catch) a big beetle to-day. 2) To-day we (to be) to the Natural History Museum. 3) Yesterday George's mother (to buy) him new skis. 4) Helen (to write) a very good dictation yesterday. 5) (To buy) you the envelopes? 6) I (to be) to the post-office an hour ago. 7) When Helen (to cross) the street, she (to see) her father. 8) When Crusoe (to wake up), he saw that the water (to fill) the ship. 9) What you (to do) now? I (to write) a letter to my friend. 10) I (to get) a good mark for my English poem. 11) Yesterday father (to get) two tickets, and to-morrow we (to go) to theatre. 12) (To read) you "Tom Sawyer"? 13) Yes, I (to read) it last year. 14) (To like) you it? 15) Yes, I (to like) it very much. 16) And (to read) you "Robinson Crusoe"? 17) Yes, I (to read) it this year.

IV. Insert the correct article where necessary:

- 1) Mary saw Helen on... other side of... street.
- 2) Helen's father is... communist.
- 3) Robinson wanted to become... sailor.
- 4) When he woke up... sea was very stormy.
- 5) The ship is in... open sea.
- 6) Let us go on... foot.
- 7) ... floor in our room is brown.
- 8) ... ground is covered with... snow.
- 9) Peter is ill, and must keep... house for two days.
- 10) Is there... post-office in this street?
- 11) Here is... post-office.
- 12) Let us go to... post-office and buy some stamps.

V. Translate the following sentences:

- 1) Mother is waiting for me at home, so is father.
- 2) I have five lessons to-day, so has my brother.
- 3) I have a very good English book, so has Mary.
- 4) I am a teacher, so is Jack.
- 5) He has many good pupils, so have we.
- 6) He is a worker, so are we.
- 7) They have decorated their school, so have we.
- 8) You have a holiday, so have I.
- 9) He is going to the post-office, so am I.
- 10) I have been to school to-day, so have the other children.

NINETEENTH LESSON.

IN A COUNTRY INN.

(After Jerome K. Jerome.)

George remembered a very funny thing that happened to his father once. His father was travelling with another man through Wales, and, one night, they stopped at a little inn. There they saw some other young man, and they joined them and spent the evening with them.

They had a very jolly evening, and sat up late. George's father and his friend had to sleep in the same room, but in different beds. They took a candle, and went up. But the candle went out suddenly, and they had to undress and find their beds in the dark. They thought they were going to dif-

ferent beds, but in the dark they climbed into the same bed. And so one got in with his head at the top, and the other with his legs on the pillow.

There was silence for a moment, and then George's father said: "Joe!"

"What's the matter, Tom?" asked Joe from the other end of the bed.

"Why, there's a man in my bed," said George's father. "His feet are on my pillow."

"What a strange thing, Tom," answered the other; "there is a man in my bed, too."

"What are you going to do?" asked George's father.

"I am going to push him out," Joe answered.

"So am I," said George's father.

There was a short fight, the sound of a heavy fall on the floor, and then a voice said:

"I say, Tom!"

"Yes!"

"How have you got on?"

"Well, my man has pushed me out."

"So has mine. I say, I don't like this inn, do you?"

Exercises.

I. Answer the following questions:

1) What sort of story did George remember? 2) To whom did it happen? 3) Where did George's father stop? 4) Who was also there? 5) Did they spend the evening with them? 6) Did they go to bed early? 7) Had they to sleep in the same room? 8) What did they take when they went to their room? 9) Was it light in the room when they were undressing? 10) What mistake did they make? 11) What did they think? 12) Did they like the inn? 13) And why not?

II. Write the beginning to the following sentences:

1) ... a very funny thing. 2) ... through Wales. 3) ... evening with them. 4) ... in the dark. 5) ... a good English book. 6) ... with flags and placards. 7) ... a beautiful English poem. 8) ... stamps and envelopes. 9) ... take part in decorating our school. 10) ... was covered with ice.

III. Tell the story about the two friends.

IV. Translate the following sentences:

1) Mul on vend, (ja) temal samuti. 2) Ta on õpilane, mina samuti. 3) Me ehtisime oma punast nurka, samuti ka nemad. 4) Ta nägi neid täna, mina ka. 5) Temal (meess.) on mõned õunad, samuti temal (naiss.). 6) Meil on hea kool nagu neilgi. 7) Temal on klassis palju häid õpilasi, teil samuti. 8) Ta ostis täna hea raamatu nagu meiegi. 9) Meil on lipud ja plakatid, teil samuti. 10) Teil on palju sõpru nagu meilgi.

TWENTIETH LESSON.

THE BEAR IN SCHOOL.

First Part.

A boy walking in the woods many years ago, in a part of America where bears used to live, one day found the cub of a black bear. It was very young, and looked like a little dog covered all over with thick brown hair.

The boy carried it home. After he had fed it, he decided to tame it. Soon the little cub became as tame as a dog.

Every day the boy had to go to school, and he sometimes took his bear with him. The bear used to stay in the fields till school was over.

At first the other boys were afraid of Henry's bear, but very soon they became great friends.

Many of them used to bring their dinners to school in small bags or baskets, and hang them on pegs on the wall.

When dinner-time came, the children took their bags and baskets down, ate their dinners, and always gave something to the bear.

Things went on in this way for a long time; but one day the animal found its way to the woods from which it had come, and did not return. Henry and his friends looked for the bear everywhere, but they could not find it.

Exercises.

I. Answer the following questions:

1) Where did the boy find a little cub? 2) What sort of cub did he find? 3) What did it look like? 4) With what sort of hair was it covered? 5) Where did the boy carry the cub? 6) What did the boy decide to do with the cub? 7) Where did the boy go every day? 8) Who used to go with him? 9) Where did the bear stay till school was over? 10) Who were afraid of Henry's bear? 11) Did they soon become friends?

II. Put questions to the following sentences:

1) The children used to bring their dinners in bags and baskets. 2) The baskets hung on pegs on the wall, 3) When dinner-time came, the children used to take their bags and baskets down. 4) When they ate their dinners, they always gave the bear something. 5) One day the bear found its way to the woods. 6) Henry and his friends looked for the bear everywhere. 7) They could not find it.

III. Translate the following sentences:

1) The boys used to walk in the woods. 2) Bears used to live in that part of the wood. 3) When I was a little boy, I used to toboggan down a hillock. 4) I used to go boating in summer. 5) The bear used to follow the boy. 6) The children used to hang their baskets on pegs.

IV. Translate the following sentences:

1) Kui poiss jalutas metsas, nägi ta karupoega. 2) Ta kartis, kui kohtas karu. 3) Eile ma olin koolis, kuid täna on puhkepäev ja ma jään koju. 4) Kus on lapsed? Nad on aias, nad mängivad praegu jalgpalli. 5) Kas sa oled kunagi (ever) näinud valget karu? 6) Ma nägin valget karu kuu aega tagasi. 7) Kus sa nägid teda? 8) Ma nägin teda loomaaias. 9) Kus elavad valged karud? 10) Nad elavad põhjas (ilma-kaar). 11) Lapsed õpivad alati päeval. 12) Praegu nad istuvad koolipinkides ja õpivad. 13) Homme me läheme loomaaeda. 14) Kas te teate, kus on loomaaed?

V. Insert the correct prepositions:

1) We walked... the woods. 2) Every day the boy had to go ... school. 3) The children were not afraid ... the cub. 4) They used to bring their dinners ... school ... small bags or baskets. 5) The baskets hung ... the wall. 6) They came ... school ... nine o'clock. 7) He found his way ... the woods. 8) Henry looked ... his bear everywhere.

VI. Analyse the following sentences:

1) The children's bags hung on the walls. 2) At twelve o'clock the boys ate their dinners in the dining-room. 3) The bear ate bread and apples. 4) At last the bear found its way to the wood.

VII. Change the following affirmative sentences into interrogative sentences:

1) Bears live in these woods. 2) He found a little bear cub. 3) It looked like a dog. 4) Tigers live in this country. 5) He goes to the skating-rink every day. 6) They were afraid of the bear. 7) They will become great friends. 8) Their baskets are hanging on pegs. 9) He met his friend near the school. 10) He found his way to the woods and went away.

VIII. Make nouns from the following verbs:

To feed, to live, to drive, to work, to quarrel, to land, to cry, to skate, to sail.

IX. Tell the story about the bear.

TWENTY-FIRST LESSON.

THE BEAR IN SCHOOL.

Second Part.

Many years passed away, and great changes took place in the school. The old teacher died, and a new one took his place.

New boys filled the seats in the old school-house.

One very cold wintry day, while the teacher was out, the door was half open, and suddenly a large black bear walked into the school!

The boys were in terror. Some ran to the door, others ran to the tables. One big boy jumped out of the window. Two or three little girls hid under the desks. But one brave boy took a piece of wood and wanted to protect the other children.

But the bear did not touch any one. It walked quietly up to the fire and warmed itself. It seemed to be very much at home and to feel very glad to be in such a warm room.

It sat by the fire for a short time, and then walked up to the wall where the dinner baskets of the pupils were hanging. Standing on its hind feet, it put its paw into the baskets, and took out the bread and fruit and other good things and ate them. It then quietly walked out of the school by the way it had walked in.

In the meantime, the boy who had jumped out of the window had alarmed the village.

Several young men ran with their guns to shoot the bear. But suddenly one of them cried, "Stop! It's our old friend." They ran up to him, and saw that it was indeed the old friend of their school-days.

Exercises.

I. Answer the following questions:

1) What changes took place in the school? 2) What happened one very cold wintry day? 3) Who walked into the school? 4) Were the children afraid of the bear? 5) Where did the children run? 6) What did a boy jump out of? 7) Where did two or three little girls hide? 8) What did a brave boy take? 9) Why did he take a piece of wood? 10) Did the bear touch any one? 11) Where did he go? 12) Was he pleased to be in the warm room? 13) How long did he sit by the fire? 14) Where did he go then? 15) Whose baskets were hanging on the wall?

II. Put questions to the following sentences:

1) The bear put its paw into the baskets. 2) It ate some bread and fruit. 3) The bear walked out quietly. 4) The boy who had jumped out of the window had alarmed the village. 5) Several young men ran with their guns. 6) They wanted to shoot the bear. 7) They soon found the bear. 8) They soon found out that it was their old friend.

III. In the following sentences use personal pronouns instead of the nouns in italics:

1) I like *Peter* very much. *Peter* is a brave boy. 2) *George* forgot about *his friend*. 3) *Mary* wants to go with her mother. 4) *George's father* gave him a book. 5) *The children's parents* had gone to the country. 6) *Crusoe's father* did not want *his son* to go to sea. 7) *A squirrel* is jumping about in the tree. 8) I want to read *this book* 9) I see *my sister* in the garden.

IV. Insert the correct prepositions:

1) A large black bear walked ... the school. 2) Some children ran ... the door. 3) The boys were ... terror. 4) Some girls hid ... the desks. 5) A boy jumped ... the window. 6) He is sitting ... the fire. 7) The bear stood ... his hind feet. 8) The young men ran ... their guns.

V. Write the three principal forms of the following verbs:

To find, to be, to carry, to try, to die, to feed, to bring, to go, to become, to hang, to get, to make, to fill, to take, to walk, to hide, to touch, to sit, to stand, to eat, to alarm, to shoot.

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

1) At first the children were afraid of Henry's bear. Soon they became good friends. 2) The children hid themselves. They were afraid of the bear. 3) The bear came up to the food baskets. He was hungry. 4) Henry looked for his bear. He could not find it. 5) The bear walked in. A boy had left the door open. 6) The bear came up to the baskets. He found some bread and apples there. 7) A young man came up to the bear. He said it was their old friend.

VII. Complete the following sentences:

1) A boy walking in the woods 2) Do you know where bears ...? 3) The little bear looked like 4) The bear used to.... 5) The children always brought.... 6) When I lived on the collective farm I 7) Do you like ...? 8) As the door was open 9) He took a 10) The bear walked quietly 11) Standing on its hind feet 12) Seeing my friend in the street

VIII. Tell the story about the bear.

IX. Put *one* or *ones* instead of the nouns in italics:

1) I have a red pencil and a blue *pencil*. 2) I have seen brown bears and white *bears*. 3) He knows short poems and long *poems*. 4) We have a French teacher and an English *teacher*. 5) I write German words and English *words*.

X. Translate the following sentences:

1) Me jõudsime raudteejaama tunni aja eest. 2) Kui tuleb kevad, läheme laagrisse. 3) Kus on sinu vend? Ta töötab põllul. 4) Ta töötab alati sel ajal. 5) Tema vend sõidutab meid jaama. 6) Ilm on muutunud soojemaks. 7) Meie kolhoos sai uusi masinaid. 8) Kas sa oled kunagi supelnud meres? 9) Kas sulle meeldib heinategu? 10) Kas sa oled kunagi võtnud osa heinateost? 11) See lind lendab väga kõrgel. 12) Me olime juba õiendanud eksamid, kui te tulite. 13) Ma uisutasin, kui Jüri tuli. 14) Ma armastan paadiga sõita. 15) Kui ma kelgutasin mäest alla, nägin ma oma seltsimeest Peetrit. 16) Sadas lund kogu hommiku. 17) Ma olin juba lõpetanud kirjutamise, kui ta tuli. 18) Kui Kaarel tuli koju, oli tema ema juba naasnud töölt. 19) Kui ma olin juba uisuteele läinud, tuli minu onu maalt. 20) Me tulime linna, kus olime elanud mõni aasta tagasi.

TWENTY-SECOND LESSON.

YOUNG PRIVATE LAZAREV.

(From "The Youth of Heroic Leningrad" by V. I v a n o v.)

A group of German soldiers penetrated the line held by a unit of the Red Army and silently crept up to young private Lazarev and surrounded him. A German threw himself on Lazarev from behind and disarmed him. The fascists tied his arms and touching him with their bayonets marched him to the German Staff Headquarters.

They came to a place which Lazarev recognized. He had been here before, and knew that it was mined. He did not think of his own life, he decided to lead the Germans to their death. He tried to walk to the right as much as he could in order to bring them right into the mine field. He knew that he, too, would perish, but what did that matter?

At least fifteen German soldiers would pay with their lives for his death.

Lazarev marched forward. Suddenly one of the Germans came in contact with a mine. There was a terrible explosion, and several Germans fell at once. The other mines began to explode too.

Lazarev fell and lost consciousness. He came to at night. Bodies of dead Germans were lying around him. He himself was badly wounded and lost much blood. Though he was very weak, he crawled towards his own lines and at last reached his unit.

Exercises.

I. Answer the following questions:

- 1) What line did a group of German soldiers penetrate?
- 2) Whom did the Germans surround? 3) Where did the fascists march Lazarev? 4) To what place did they come?
- 5) What did Lazarev decide to do? 6) How and why did he try to walk? 7) Did he think of his own life? 8) What happened suddenly? 9) Who lost consciousness? 10) When did Lazarev come to? 11) Whose bodies were lying around him? 12) Was he badly wounded? 13) What did he reach at last?

II. Put questions to the following sentences:

- 1) The line was held *by a unit of the Red Army.* 2) A German disarmed the young private. 3) The fascists tied *his arms.* 4) He had been there before.

III. Analyse the following sentences:

- 1) German soldiers silently crept up to young private Lazarev. 2) They surrounded him. 3) Lazarev recognized the place.

IV. Tell the story in your own words.

TWENTY-THIRD LESSON.

THE BOY FROM URZHUM.

In the little district town of Urzhum you may still see a little wooden house where in 1886 Sergei Mironovich Kostrikov was born.

Seryozha's childhood was harsh and joyless.

His father died when he was about four, and when he was seven, his mother died too, and the parentless child was given to a children's home at Urzhum. The tsarist government used to send revolutionaries to Urzhum, and there little Seryozha made friends with some of them.

These revolutionaries were his first political teachers.

When Seryozha was at the primary school, he was a very good pupil and got excellent marks. He was a good comrade, and all his fellow-pupils liked him. Though poor and hungry himself, he was always ready to help his comrades.

In August, 1904, Seryozha left Urzhum for ever, and went to Tomsk to study there.

In 1905 Kostrikov-Kirov heard about "Bloody Sunday" in Petersburg, when the tsarist government shot down many workers.

The bolsheviks of Tomsk decided to organize an armed demonstration of protest. The workers who were to take part in it received arms. A young printer, Joseph Kononov, was appointed banner-bearer.

At the demonstration the people of Tomsk could see a youth side by side with the banner-bearer. This youth had come from Urzhum but a short time before. He was Sergei Kostrikov.

Suddenly the cossacks attacked the demonstrators and beat them. The police began to fire at them. About 2000 demonstrators were beaten and wounded. Sergei's coat was cut by a sabre, but he happily escaped death.

In the evening Sergei learned that the banner-bearer had been killed, and that his body was lying in the mortuary. Sergei knew that the red banner had remained in Kononov's pocket. "I must save the banner," said Kostrikov.

Without hesitating, he went to the mortuary. He climbed over the stone wall, evaded the guard, and penetrated into the mortuary.

At the young banner-bearer's funeral the red banner was flying again over the streets of Tomsk. It was the banner Sergei Kostrikov had saved.

Exercises.

I. Answer the following questions:

1) In what town may we still see the little house where Sergei Mironovich was born? 2) Was Seryozha's childhood joyful? 3) When did he lose his father? 4) When did his mother die? 5) Where did the parentless child live after his father's death? 6) Whom did the tsarist government send to Urzhum? 7) With whom did little Seryozha make friends at Urzhum? 8) Who were his first political teachers? 9) What sort of pupil was Seryozha? 10) What marks did he get? 11) Was he a good comrade? 12) Why did his fellow-pupils like him? 13) When did Seryozha leave Urzhum? 14) Why did he go to Tomsk? 15) What did he hear about in 1905? 16) What did the bolsheviks of Tomsk decide to organize? 17) What did the workers who took part in the demonstration receive? 18) Who was appointed banner-bearer?

II. Put questions to the following sentences:

1) At the demonstration the people of Tomsk could see a youth side by side with the banner-bearer. 2) This youth had come from Urzhum. 3) This youth was Sergei Kostrikov. 4) Suddenly the cossacks

attacked the demonstrators. 5) Sergei's coat was cut. 6) In the evening Sergei learnt that the banner-bearer had been killed. 7) Sergei decided to save the banner which had remained in the banner-bearer's pocket. 8) Sergei said to himself, "I must save the banner." 9) Without hesitating he went to the mortuary. 10) He climbed over the stone wall. 11) He saved the banner. 12) It was flying again over the streets of Tomsk.

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

Little, joyless, harsh, good, poor, young, brave.

IV. Write sentences using the following words:

Placard, branch, in the dark, tobogganing, to notice, peg, basket, suddenly, banner-bearer, slogan, touch, excellent.

V. Insert the correct article where necessary:

1) George remembered... very interesting story. 2) I had... very jolly day in... country. 3) They could see nothing in... dark. 4) What is... matter with you, Peter? 5) I have... headache to-day. 6) I caught... cold yesterday. 7) Henry had... little bear. 8) ... bear liked Henry. 9) ... few baskets were hanging on... pegs. 10) When the boys saw... bear, they were in terror. 11) What... good room it is! 12) He lived there for... short time. 13) Urzhum is... little town. 14) Peter and George will take... part in... demonstration next year. 15) Mary knew... twenty-second lesson very well.

VI. Translate the following sentences:

1) Kuhu sa lähed? 2) Ma lähen metsa. 3) Kas sa sageli jalutad metsas? 4) Ma parajasti nägin suurt rebast. 5) Kui ma jalutasin metsas, nägin väikest halli jänest. 6) Ma tahtsin teda kinni püüda, kuid ta jooksis ära. 7) Kui ma jooksen jänesele järele, püüan ta kinni (tuleviku vorm).

8) Meie poisid püüdsid eile väikese halli linnu ning tõid ta koju. 9) Kui ma tulin koolist koju, oli ema juba linnast naasnud. 10) Ma ei ole iialgi olnud Moskvas. 11) Me sõidame maale, kui mu isa saab puhkust. 12) Suvel Peeter läheb laagrisse. 13) Kui ma olin väike, tavatsesin ma kelgutada mäest alla. 14) Lapsed, kas te valmistasite täna-seks ülesanded? 15) Nõukogude lapsed peavad õppima võõr-keeli. 16) Kas te käisite (olite) möödunud nädalal looma-aias? 17) Jüri tuli loomaaeda, kui Peeter oli juba ära läi-nud. 18) Ma olin juba pileti ostnud, kui Jüri tuli. 19) Kas olete juba näinud elevanti, poisid? 20) Ei, me ei ole veel näinud teda, kuid me nägime kaht karu ja üht karupoega.

GRAMMAR REVIEW.

I. Translate the following sentences:

1) When the spring comes, George and Peter go to the country. 2) My brother went to the country last week. 3) When we came to the school, my brother had already gone home. 4) We shall return home earlier to-day. 5) They will go boating if they have time. 6) As soon as we return home, we shall have our dinner. 7) How many lessons have you had to-day? 8) This week I have read a very interesting English book. 9) Peter was walking in the woods, when he saw a little hare. 10) We could not go boating yesterday, as it was raining the whole day.

II. Change the following sentences from the singular into the plural:

1) This butterfly has beautiful wings. 2) He played a fine march. 3) My watch is new. 4) This bus is quite new. 5) There is a ladybird on the leaf. 6) The fox is in the cage. 7) This meadow is covered with flowers. 8) This youth is very tall. 9) There is a new circle in our school. 10) The old man had a watch.

III. Write sentences with ordinals formed from the following cardinal numerals:

Nine, one, three, four, twelve, five, eleven, twenty, thirty-one.

IV. Use the correct degree of the adjective given in brackets:

1) Peter's book is (new) than George's. 2) George's exercise is (good) than Peter's. 3) This picture is (beautiful) than that. 4) This table is (heavy) than that. 5) This picture is (beautiful) of all. 6) The river Volga is (long) in Europe. 7) Ann is (young) of the three girls. 8) George is (young) than Peter.

V. Use *little* or *few* in the following sentences:

1) There is... snow in the street. 2) There are... pine-trees in this wood.

VI. Translate the following sentences:

1) Peter wants George to come to his house. 2) My brother wants me to go to a farm. 3) I want you to read it for me. 4) Our teacher wants us to speak English. 5) Annie's sister wants her to write a letter. 6) I want my pupils to read and write English. 7) She wants me to go there. 8) They want us to prepare our lessons well. 9) I want her to come to my house. 10) They want you to be our teacher.

VII. Analyse the following sentences:

1) Robinson Crusoe went to Hull. 2) In spring we go to our camps. 3) George climbed up a tree. 4) Henry saw a big bear in the forest. 5) We have decorated our classrooms to-day. 6) Fred goes to school in the morning. 7) Helen's father gave her some money. 8) Helen saw a spy in the street. 9) A curious man saw many interesting things in the Natural History Museum. 10) Peter came to George's house.

VIII. Translate the following sentences:

1) Ma tahan, et te joonistaksite plakateid. 2) Ta oskas rääkida inglise keelt juba möödunud aastal. 3) Kas ma tohin võtta teie pliiatsi? 4) Me peame selle luuletuse homseks (ära) õppima. 5) Me pidime eile seda luuletust õppima. 6) Ta ei võinud eile metsa minna. 7) Ta tavatses hommi-kuti lugeda ajalehti. 8) Peeter tahab saada üliõpilaseks. 9) Jüri tahab, et Peeter tuleks temaga jõe äärde. 10) Heleene tahab, et tema isa annaks talle raha trammi jaoks.

IX. Insert *some, any, no, something, anything, nothing, somebody, anybody, nobody*:

1) Peter has... pencils. 2) George caught... butterflies yesterday. 3) Mary has... mistakes in her exercise. 4) George and Peter have not... mistakes in their dictations. 5) Ask him... about Edison. 6) George is a brave boy, he is afraid of... 7) I have not... in my pocket. 8) ... has come. 9) Has... come? 10) No, ... has come.

X. Use the correct tense of the verb given in brackets:

1) Peter returned home and began to count the mushrooms which he (*to gather*) in the forest. 2) When we came to the river, Peter and George (*to bathe*) already. 3) Mary (*to swim*) in the river when Annie came to the bank. 4) When George came home, his mother (*to prepare*) dinner. 5) Where is mother? She (*to roast*) a chicken. 6) The boys (*to catch*) a centipede. 7) George (*to return*) home and (*to tell*) his mother about lessons he (*to have*) at school. 8) Mary received "excellent" for the dictations she (*to write*). 9) When I came, my comrades (*to play*) in the meadow in front of the school. 10) If you (*to learn*) well, you (*to receive*) excellent marks. 11) George will go to the camp when spring (*to come*). 12) What you (*to do*) there, Paul? 13) I (*to draw*) a placard. 14) Where is Peter? Look, he (*to fish*) there behind that bush. 15) Peter gave

his mother the fish that he (*to catch*) in the river. 16) What you (*to do*) to-morrow? 17) I (*to read*) the book that Peter (*to give*) me yesterday. 18) Yesterday we (*to go*) to the Zoo where we (*to see*) the monkeys and (*to laugh*) at their tricks. 19) (*To see*) you the new monkey at the Zoo? 20) I (*to see*) it yesterday. 21) When we (*to have*) our examinations, we (*to do*) our best to pass them well.

XI. Form nouns from the following verbs:

Work, sing, write, hear, drive, skate, teach, swim, row, play, sail.

XII. Use other words which mean the same as the following:

To defend, to assist, assistant, fast, daddie, ever so many, beast, tiny, seat, to protect, several, joyless, excellent, picturesque.

XIII. Name the parts of speech of the words given in italics:

1) He *lives* in a village. 2) This brave man has saved many *lives*. 3) Darwin looked at the boys with a *smile*. 4) We *smile* when we are pleased. 5) It is a *fast* train. 6) Don't run so *fast*. 7) Mary came to a *pine-forest*. 8) Go to that *pine*. 9) I heard a *knock* at the door. 10) Don't *knock* at the door. 11) I like your *village* 12) Our *village* school is very good. 13) *Turn* to the right. 14) It is your *turn* to read, George. 15) When did you *land*? 16) The U.S.S.R. is a *land* of joy. 17) This bird can *fly* very high. 18) There is a *fly* on the wall. 19) George likes to read about *travels*. 20) This man often *travels*. 21) The leaves *fall* to the ground in autumn. 22) George heard a heavy *fall*.

To-day you can read on the gates of this park a blue inscription: "Children's Colony of the Central House of the Red Army."

In summer in the old park you may hear clear young voices; healthy, sunburnt children dressed in shorts and wearing white sun hats, play in the shade of the old pines. On the green lawns stand small tables, tiny tents, and summer houses.

In front of the house, in the centre of the park, are blossoming flower-beds, and apple-trees bend under their burden of fruit.

Further on is the dining veranda. To the left you may see the inscription "Our Vegetable Garden."

A number of seven- and eight-year-old gardeners are working in their vegetable garden. They are planting radishes and lettuce, and are watering the beds. Some have watering cans in their hands, others pick the ripe vegetables, which they will proudly take to the dining-room, where they will eat the "fruits of their own labour."

III. 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
See 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.

Now the bare black bushes
All look soft and white,
Every twig is laden —
What a pretty sight!

IV. SPANISH CHILDREN IN THE SOVIET UNION.

In Leningrad, in Tverskaya Street, there is a house where the little children from Spain have found a new home.

Great are the horrors of the war they have seen in Valencia, Madrid, Asturia and other parts of Spain.

They have left their heroic parents behind them, fighting for their country, for their freedom, and rights.

Though parentless, the Spanish children do not feel unhappy, for the Soviet Union has met them warmly, and is taking care of them.

Under the care of excellent teachers and instructors, the Spanish children are forgetting the horrors of the war in Spain.

School work began in October. The children study both Spanish and Russian. There are different circles, and among them are aviation and radio circles. Some children attend circles at the Pioneer Palace.

Everything is full of interest for them. When they saw snow for the first time, it was a great event. Of course, they made snowballs, and had snowball fights. They enjoy our Soviet winter and take part in skating, skiing and tobogganing.

The Spanish children have, indeed, found a second fatherland; they are like our own to us. Our Soviet children love them. Every boy and girl tries to do something for them. They are happy when they can be of some use.

V. THE HEROINE FROM OVIEDO.

It was in October, 1934. Oviedo had almost been taken by the soldiers who were attacking the revolutionary forces.

Among the revolutionaries there was a brave young communist girl, Aida Lafuente.

The heroic girl clasped her machine-gun, and firing at the enemy, cried, "Onward for the Revolution, comrades!"

The machine-gun began to crackle. But the soldiers were too many. They took Oviedo, and Aida Lafuente was arrested.

"What is your name?" the commander asked her.

"I am a young communist," the girl answered proudly.

"Put off that uniform," commanded the officer.

"I will sooner die than put off this uniform," the heroic girl replied.

"So you shall," said the officer, commanding his soldiers to shoot the girl.

And the heroic girl was shot.

Aida's last words were:

"Long live the Communist Party!"

VI. HOW MARUSYA CAPTURED A SPY.

Marusya lives not far from the border. Her village is in a wood. Beyond the wood there is a river where in summer Marusya and her friends bathe, swim, and catch fish.

Marusya is twelve years old. She goes to school and learns her lessons well. When she goes to school, she must pass through the wood.

One day Marusya went to school as usual. She had passed through part of the forest when suddenly she saw an old man on crutches approaching her. The man could hardly walk with the crutches. Marusya thought at once that he was a spy, but she was not afraid and went on. She even began to sing a song.

The man on crutches came nearer and nearer...

Marusya's heart beat violently. Now she could see the man quite clearly. How ugly he was, with his long thick hair, looking about him all the time.

Marusya went bravely on...

She now came up to the man, and said in a quiet voice:

"Good-morning."

"Good-morning, my dear," said the terrible old man.

Marusya passed the man, and went on, swinging her school-bag. She wanted to look back and put the man many questions, but she went on and on...

Suddenly she heard the man's voice.

"Tell me, my dear girl, am I far from the border? I'm a beggar, I beg for bread, but I am afraid to get to the forbidden zone. Where's the border, my girl?"

And he suddenly sneezed so loud that Marusya understood that he was not an old man, that he was only pretending to be old. Now she was sure that he was a spy. She at once decided to capture him. So she said:

"Do you see that pine-tree in the distance? That pine-tree grows on the very border."

"Oh," said the old man, "but where is the border-post?"

"Oh, it's right there, on the other side," said Marusya, and went on.

The old man sat down, pretending to take off his heavy boots.

Marusya went on walking for some time, then hid behind the bushes and looked back.

Suddenly she saw the old man take his crutches under his arm and go quickly in the direction of the pine-tree.

Marusya's heart beat violently. "Now the border guards will surely capture him," she thought. The border-post was just where the pine-tree was. She began to follow the man

unseen behind the bushes. The man went quicker and quicker, forgetting about his crutches and looking about him.

Marusya came nearer and nearer to the old man. She was now just behind him. Suddenly he hid behind the bushes. Marusya looked around, and saw the border guards near by. She sprang to the old man and took his crutch. The man was so surprised that he dropped the other crutch. Marusya began to shout at him.

A border guard appeared at once, and took the man by the collar. He tried to run away, but several Red Army men ran up, and the spy was captured.

The commander of the border guards praised the brave girl, and gave her a reward.

VII. THE TRAVELLING SINGERS.

1.

Once there was an ass who was very sad. He was getting old, and one day he heard his master say, "I must get rid of that ass. He is too old to work."

"I don't want to be killed," said the ass. "I will run away to the big town. There I will sing for pennies in the streets."

As he went along, he met a cat. The cat was very sad.

"Why do you look so sad?" said the ass.

"I am getting old," said the cat, "and I have heard my mistress say that she will get rid of me. I do not want to run about and catch mice," said the cat.

"Oh, come with me," said the ass; "I am going to the big town to sing for pennies, and you are a good singer at night."

So the ass and the cat went along together. Soon they met a dog, who looked very sad. "Why are you looking so sad?" said the ass. "My master says I am too old now," said the dog, "so he is going to send me away."

"Come with us," said the ass; "we are going to the big town to sing for pennies."

"Certainly I will," said the dog.

So the ass, and the cat, and the dog went along together.

2.

Next day they met a cock, who was crowing loudly.

"What is the matter?" said the ass. "I have run away from the cook," said the cock; "she wants to kill me for dinner."

"Come with us," said the ass. "We are going to the big town to sing for pennies."

"Yes," said the cock, "I will come."

So the ass, and the cat, and the dog, and the cock, all went along together.

When it began to get dark, they stopped, and the ass said, "Let us rest now for the night, and in the morning we will get up early and go on." The ass and the dog lay down on the ground under a tree, the cat got up into the branches, and the cock went up farther still and looked round. Then he came down again and said, "I can see a light over there. So perhaps there is a house. Let us go and see, for I am very hungry." When they came to the house, the donkey looked in at the window. "What can you see?" asked the dog and the cat and the cock.

"I can see a party of robbers having supper," said the ass.

"How can we turn them out?" they said. Then the ass lifted his front legs, and stood on the window sill, the dog jumped on to his back, the cat jumped on to the dog's shoulders, and the cock flew up on to the cat's head.

Then they all began to sing. The robbers were afraid, and when the animals broke the glass and got into the room, the robbers shouted with fear, and ran away as fast as they could.

3.

Then the animals sat down to supper, and when they had finished, they turned out the lights, and went to bed.

The cat lay down in front of the stove, the dog went to the door, the ass found some hay in the yard, and the cock went right up on top of the house.

Now the robbers had not gone far away, and when it was quiet again, they were sorry they had run off so quickly.

Then the captain said, "I will go back to the house and see who is there."

So he crept back into the room, but the cat sprang up, and scratched him. He was so afraid that he ran off at once, but as he passed the door, the dog bit his leg; as he crossed the yard, the ass kicked him, and the cock crowed as loudly as he could.

The captain thought that the house was full of enemies. He ran back to the robbers, and told them what had happened to him. The robbers were so afraid that they never went back. The animals all lived happily together, and I think they are still alive.

VIII. THE TWO BOTTLES.

(A Fairy Tale from Ireland.)

1.

Once upon a time there was a poor farmer named Mick Flynn. The rain had spoiled his crops for two years running, and there was nothing in the house to eat.

So his wife said to him, "Mick, my boy, take the cow to the market, and see that you get a good price for her."

Off he went to the market. On the way he met a strange little grey man, who said to him, "Micky, that is a fine cow you have there."

"Yes," said Mick, "she is a fine cow. Would you like to buy her?"

"Well," said the little man, "I'll give you this old bottle for her." Mick grew quite angry at this, and said, "Are you mad? Do you think that I will sell my fine cow for an old bottle?"

"Ah!" said the little man, "but this is no simple bottle. It will make you rich in very short time. All you have to do is to put the bottle on the ground and say 'Bottle, do your duty', and you will see what will happen."

So Mick gave the man his cow, and took home the old bottle. How angry his wife was when she saw what he had brought! But he soon told her all about the bottle, and she became as pleased as he was himself.

Mick set the bottle on the ground, and said, "Bottle, do your duty." At once two tiny fairies jumped out of it, and asked what he wanted. "Bring us a good dinner!" he said, "for we have nothing in the house to eat."

The two fairies quickly covered the table with plates full of food. When all was done, they went down into the bottle

again. So the farmer and his wife had the best dinner they had ever had in their lives.

Now Mick and his wife began to live much better. People soon began to wonder where they got their money from, but Mick told no one about his fairy bottle.

2.

Now Mick's landlord was a very greedy old man. He went over to see Mick, and asked him how he had got the money. At first Mick would not tell him; but the landlord asked him so many times that at last he told him everything.

"Now, Mick," said the landlord, "I will give you the farm on which you live if you give me the bottle." Mick thought a little, and gave the man the bottle.

But Mick had made a great mistake. The landlord took the bottle, and did not give him the farm. Mick and his wife became poorer and poorer, till at last they had nothing but one cow left.

So Mick's wife said to him again:

"Take the cow to the market and see that you get a good price for her."

Off he went, hoping to meet the little grey man again; and, sure enough, there he was in the very same place. "Micky," said he, "that is a fine cow you have there. Will you take an old bottle for her?"

"I will," said Mick in great joy; and the exchange was at once made.

Mick ran off with his bottle under his arm. When he was inside the house, he set it on the ground, and said, "Bottle, do your duty."

In a twinkling, two great, big men with thick sticks jumped out of the bottle, and beat poor Mick and his wife, till they fell upon the floor. Then the men went back into the bottle.

As soon as Mick felt better, he got up off the floor, put the bottle under his coat, and went to the house of his landlord. There he found the landlord, sitting at dinner with his friends.

"Well," he said to Mick, "what do you want now?"

"Nothing," said Mick, "only I have another bottle, a great deal better than the first one."

"Let us see what it can do then," said the landlord.

Mick set the bottle on the floor, and said:

"Bottle, do your duty." Out jumped the two great, big men with thick sticks, and beat the landlord and his friends, until they fell on the ground.

"Stop them, Micky Flynn," cried the landlord, "Stop them!"

Micky replied, "They will never stop, until I get my own bottle again; I can see it up there on the top of that shelf."

"Give it to him," said the landlord, "give it to him before we are all killed."

Mick put his bottle under his coat. The two big men at once jumped into the other one; and Mick carried both the bottles home with him.

He never parted again with his bottles, and he and his wife lived happily ever after.

IX. A STORY ABOUT A PARROT.

A man had a parrot that could only say the words: "There is no doubt about it." The parrot repeated the same words all day long. "There is no doubt about it. There is no doubt about it!"

To every question Poll always gave the same answer: "There is no doubt about it?"

One day its master went to market to sell it.

"Who'll buy my parrot?" cried he. "Twenty pounds for my parrot!"

A man heard the high price, turned to the parrot, and said, "Poll, are you worth twenty pounds?"

"There is no doubt about it!" was Poll's answer.

The man was so pleased that he bought the bird and carried it home.

Some time after he was sorry for his bargain.

Standing beside the cage of the parrot, he said, "What a fool I was to throw so much money away!"

"There is no doubt about it!" cried the bird. And this time the parrot was right.

X. TOM WHITEWASHES HIS AUNT'S FENCE.

(Adapted from "Tom Sawyer" by Mark Twain.)

Tom appeared with a bucket of whitewash and a brush. He looked at the fence. . . Thirty yards of broad fence nine feet high. He put the brush into the bucket, and passed it along the top part of the fence, repeated the operation, looked at the small part that was whitewashed, and sat down on a box.

Jim, the Negro boy, came jumping out at the gate with a bucket. Bringing water from the town-pump had always been hard work in Tom's eyes before, but now it did not seem so to him.

"Say, Jim, I'll fetch the water if you whitewash a little."

Jim shook his head, and said, "Can't, Master Tom. The old mistress told me I must go and get the water and not stop with anybody."

"Oh never mind what she said. She won't ever know, Jim. I'll give you a marble."

Jim did not know what to do. . . He put down the bucket, but in another minute he was flying down the street with

his bucket, and Tom was whitewashing the fence again, and aunt Polly was slowly disappearing from the field with a slipper in her hand...

But Tom's energy did not last long. He thought: "Soon the boys will come, and to make fun of me for having to work."

Just at his dark and hopeless hour Tom had a good idea. It was a brilliant idea, indeed. He took up his brush, and began to work again. The first boy was Ben Rogers. He appeared eating an apple. Tom did not even look at him, he continued to whitewash the fence. Ben looked at Tom a moment, then said:

"Hullo, Tom. Have you got to work to-day?"

Tom looked at Ben and said:

"What do you call work?"

"Why, isn't that work?"

"Well, may be it is, and may be it isn't. All I know, Tom Sawyer likes it."

"Oh, Tom, you don't want to say you like it?"

The brush continued to move.

"Like it? Well, I don't see why not. Does a boy white-wash a fence every day?"

That put things in a new light.

Tom passed his brush along the fence, without even looking at Ben. Ben watched every move, and getting more and more interested he said suddenly:

"Say, Tom, let me whitewash a little."

Tom was about to agree, but he said:

"No, no, I can't agree to that. You see, aunt Polly wants the fence to be whitewashed very well, especially here in the street. I'm afraid you won't be able to do it well."

"Oh, Tom, let me just try, only just a little. I'll give you the core of my apple."

"No, Ben, I'm afraid."

"I'll give you all of it."

Tom gave Ben the brush with joy in his heart. And while Ben worked in the sun, Tom sat in the shade near by, eating his apple and planning to make other boys work instead of him.

And, indeed, many other boys came. They all came to laugh at him, but soon remained and began to whitewash. And when the middle of the afternoon came, Tom felt a rich boy, because the boys had given him many things to have the chance of whitewashing the fence. Tom had a good time, plenty of company, and the fence was whitewashed.

Tom appeared before aunt Polly, who was sitting by an open window, and said:

"Mayn't I go and play now, aunt?"

"What, already? How much have you done?"

"It is all done, aunt."

"Tom, don't lie to me, I don't like it."

"I don't lie, aunt, it is all done."

Aunt Polly went out to see for herself. When she found the fence whitewashed, she was greatly surprised and said:

"Well, you can work, Tom!"

Then she asked Tom to go with her and gave him the best apple for his work.

XI. TWELVE HEROES.

(From "The Youth of Heroic Leningrad" by V. Ivanov.)

A squad of eleven riflemen, commanded by young Sergeant Pashin, advanced to attack the enemy at the approaches to Leningrad. The men captured a new position and began to dig in. The Germans made a counter-attack. Many tanks, covering scores of Germans armed with automatic rifles, advanced against this handful of men.

"Boys," said Pashin to his men, "behind us is Leningrad. Let us not disgrace our beautiful city. Not one step back!"

"Not one step back!" said each of the eleven men, and got ready to meet the advancing enemy.

The tanks came nearer and nearer.

"Fire!" commanded Pashin.

In a moment bottles of inflammable liquid and hand grenades were flying at the enemy tanks. The leading tank stopped and a tongue of fire leapt up from it. The German automatic riflemen fired at the brave defenders, but the fighters in their turn sent streams of bullets into the enemy ranks. The Germans were unable to advance a single step. Many dropped in the snow. The Germans then opened machine-gun fire on the squad's flanks. The brave fighters kept on firing at the enemy tanks. A second enemy tank caught fire, and soon several other tanks were damaged.

Bodies of dead Germans were lying around the position held by Pashin's men. But one by one they, too, were killed. They died, but they sold their lives very dearly.

This unequal struggle lasted a long time. At last Sergeant Pashin was the only one left alive. He was wounded, but he kept on firing at the enemy tanks. When he had used up all his ammunition, he rose to full height to throw a hand grenade. At that moment a machine-gun bullet hit him in the chest. He dropped dead.

Thus, all the riflemen of the squad were killed. But they carried out their orders. The position was captured and held. The fascists thought that they were met by a large force, and giving up hope of capturing the position retreated.

At that moment a larger force of Soviet troops arrived, and thanks to the heroism of "Pashin's men" — as these brave fighters are now called in Leningrad — this position was held for good.

PHONETIC EXERCISES.

First Exercise.

[ɪ]	[i:]	[e]	[æ]
stɪl	iit	'sekənd	æpl
ɪz	tri:z	'weðə	æplz
ɪt	grɪn	'evrɪ	kæn
ɪn	li:vz	'jelou	ðæt
'dɪfrənt	'i:vniŋ	red	ænd
pɪk	ɪn'di:d	we'nevə	hænd
əɪŋk	'li:vɪŋ	'berɪ	sæt
wɪl	wɪk	wen	lænd
wɪtʃ		tel	
'vɪlɪdʒ		ðen	

Second Exercise.

[ɔ:]	[ɒ]	[ɑ:]	[ʌ]	[ə]
'ɔ:ɡəst	wɒnt	hɑ:f	'kʌləz	'ə:li
ɔ:l'redɪ	hɒt	ɡɑ:dn	sʌn	'ə:lɪə
ʃɔ:t	nɒt	ɡɑ:dnz	'ʌðəz	tə:n
'ʃɔ:tə	'kɒmri:d	dɑ:k	'mʌʃrʊm	wə:k
'mɔ:niŋ		'fɑ:ðə	kʌmz	'wə:kə
hɔ:s		lɑ:st	'mʌðə	'wə:kɪŋ
'hɔ:ɪsɪz		fɑ:st	'sʌmə	
dɔ:			ʌŋkl	
'smɔ:lə			'kʌvəd	
			'sʌni	

Third Exercise.

[u]	[u:]	[ʊ]	[ʌ]
wud	ku:l	'weðə	'kʌntri
ɡud	'ku:lə	'kʌvəd	kʌt
'wudɪ	sku:lz	kə'lektɪv	mʌnəs
kud	tu:	'brekfəst	bʌt
buks	'bjʊ:təfʊl	'skwɪrəlz	ʃʌt
		mə'ʃi:nz	mʌtʃ
			'hʌŋɡrɪ

Fourth Exercise.

[i]	[əi]	[a:]	[e]	[u:]	[æ]	[ɪ]
li:v	fəist	haif	fred	pru:v	bɪ'gæn	'dɪnə
bi:	jə:	smɑ:t	'klevə	tru:	æd	eɪŋk
si:	'lə:nɪd	pə'pa:	bred	əru:	stænd	'tʃɪkɪnz
əri:	əə:d	'fa:ɪmə			hæt	'dɪʃɪz
	ri'təɪn					'vɪlɪdʒɪz
						wɪtʃ
						'fəksɪz

Fifth Exercise.

[əi]	[ə]	[ɪi]	[æ]
pɔ:	'fɔ:ɪst	mi:t	'brægət
kɔ:t	strɔŋ	fi:l	ə'tæk
wɔ:m		li:v	stænd
		tri:	kætʃ
			ræt

Sixth Exercise.

[aɪ]	[eɪ]	[aʊ]
ʃaɪnz	deɪ	graʊnd
tʌɪm	ðeɪ	'flaʊəz
raɪt	'reɪlweɪ	ə'baʊt
bɪ'haɪnd	steɪʃən	'maʊntɪŋ
dɪ'saɪd	'weɪvɪŋ	'haʊzɪz
dɪ'saɪdɪd	ə'geɪn	auəz
	beɪð	ə'raʊnd
	'heɪmeɪkɪŋ	

Seventh Exercise.

[ou]	[ɪə]	[eə]	[ɔɪ]	[aɪ]
blouz	hɪə	ðeə	bɔɪz	'daɪwɪn
koutʃ	dɪə	weə	tɔɪ	grɑ:s
'kɔ:ʃɪz	ɪə	pəə		pɑ:t
'roustɪd	nɪə	tʃeə		'glɑ:ɪsɪz
sou	klɪə			
'ʃɔ:ɪŋ				

Eighth Exercise.

[u:]	[e]	[æ]	[eɪ]	[a:]
su:n 'sku:lrum 'bju:təful 'stju:dənts əru:	sevne red sep'tembə	æni'vɔ:səri flægz 'plækɑ:dz 'bænəz	greit 'dekəreit demən'streɪʃən 'geɪli	'braɪntʃɪz ma:tʃ pɑ:ts hɑ:f

Ninth Exercise.

[uə]	[i:]	[ə]	[u:]	[aɪ]
ʃuə puə 'dʒænjuəri 'februəri	sɪznz stri:t ɪn'di:d 'ʃi:ɪŋ	fə:st lə:n rɪ'teɪn 'dɔ:ti jə:	kən'tɪnju: dʒu:n ʃu: mu:n	maɪld waɪld glɑ:d waɪl

Tenth Exercise.

[ɪ]	[w]	[e]	[æ]	[iə]
sɪŋ rɪŋ 'dɑ:nsɪŋ sprɪŋ wɪŋz eɪŋ eɪŋk sɔ:ŋz	'wɪntə waɪld wi: wɪl 'dɑ:wɪn wen 'skwɪrəl wʌn wət	'merɪ let 'tresɪz 'betə dɪ'sembə frendz 'sledʒɪz	hænd lənd kætʃ flægz 'bæne sæŋ 'præktɪs	nɪə klɪə hɪə ɪə dɪə

Eleventh Exercise.

[ə]	[aɪ]	[ɪ]	[ʌ]	[aʊ]
smə:ɪl wɔ: wɔ:lz spɔ:t	'praɪzɪz naɪt laɪt	'tʃɪldrən kɪtnz 'hɪlək 'fɪʃɪŋ	'ʌðə 'tʌtʃɪŋ 'mʌðə ə'mʌŋ	daʊn raʊnd hau

Twelfth Exercise.

[ð]	[v]	[ɔ:]	[ə:]	[ou]	[æ]
'fɑ:ðə	'vizit	brɔ:d	wə:ks	tould	'fæktəri
ðæt	'vizitɪd	ʃɔ:t	ɪks'kə:ʃən	'moustli	glæd
ðəə	'vilɪdʒɪz	spɔ:t	'wə:kə	houm	'pælisɪz
ðei	'veri		hæ:d	ʃou	'æniməlz
'mʌðə					

Thirteenth Exercise.

[t]	[θ]	[r]	[d]	[e]	[ʌ]	[ə:]
taun	θɪŋ	raɪt	'dɪnə	'nevə	'mʌŋki	tə:n
təp	θɪŋk	raɪd	'dɑ:nsɪŋ	fə'get	'brʌðə	gə:l
tɪl	θəri	'brʌðə	'dɔ:ti	twelfə	ʌs	hə:
teɪk	twelfə	trɪks	dɪd	'depjʊti	'fʌni	'ə:lɪ
təɪm	fɪfə	brɔ:d	ɪn'di:d	'envɪ	ʌŋkl	
tould	sɪksə	'prɒmɪs	pri'tendɪŋ	'dekəreit	'sʌbə:b	
ɪn'tendɪd		ri'mein			'kʌntri	
					ʃʌŋ	

Fourteenth Exercise.

[tʃ]	[dʒ]	[n]	[aɪ]	[i:]
mʌtʃ	dʒɔɪ	nou	aɪlənd	'fɔ:ti:n
sʌtʃ	ɪn'dʒɔɪ	'nevə	aɪs	'eɪti:n
tʃeə	dʒɔɪn	'sʌni	sʌrt	pli:zd
tʃaɪld	dʒɔɪdʒ	nɒt	laɪt	sɪ:m
'tʃɪldrən	dʒæk	'mɔ:niŋ	laɪf	
'pɪktʃə		bɪ'gɪniŋ	laɪvz	
		'dɪnə		
		nɒkt		
		ə'nʌðə		
		æni've:səri		
		nɪə		

Fifteenth Exercise.

[ɪə]	[ʃ]	[f]	[s]	[ou]	[i:]
tɪə	ʃɔ:t	fi:l	'sɪstə	'pouliŋ-pleɪs	dri:m
'hɪərəu	ʃaɪn	fɔ:l	sɪt	'moutə-kɑ:	pli:zd
'hɪərəuz	ʃi:	fə:st	sɪ:m	nouz	pi:pl
		laɪf	'edɪsn	'ouvə	nɪ:dʒ
		'fɑ:ðə	sens		

Sixteenth Exercise.

[ɛə]	[z]	[h]	[tʃ]	[æ]
ðɛə	zu:	houm	'sentʃuri	'læbərətɪ
hɛə	'vɪzɪt	hiə	tʃɔ:k	kæn
'peərənts	'hauzɪz	hət	tʃeəz	mæn
wɛə	lɑ:nz	'hi:lək	'ma:tʃɪz	'dædi
bɛə	steɪz	hau		
		həi		

Seventeenth Exercise.

[ə]	[ou]	[u:]	[ɑ:]	[j]	[b]
ə'plai	ə'wouk	tu:lz	laɪf	jə:	bɪg
ɪn'ventə	'telɪfoun	mu:v	'aftə	ʃɒ	bɪt
ə'sɪst	'ouvə	'hju:mə	pɑ:ɪs	ʃɒŋgə	ə'baʊt
ə'sɪstənt	'wɪndou	'du:ɪŋ	la:ɪst	ʃɔ:k	bɛə
ə'hed					bɪŋ
sə'praɪzɪd					bɪ'fɔ:
ə'saɪd					

Eighteenth Exercise.

[l]	[ɔ]	[u:]	[p]	[g]	[eɪ]	[ʌ]
lɪl	wɔ:tʃ	sku:lz	pɪn	gou	streɪndʒ	'mʌnɪ
lɑ:n	'wɔ:tʃɪz	'kru:sou	pɛn	gʌn	'streɪndʒə	hʌl
fleɪm	'evrɪbɔ:di	'fu:lɪʃ	pɪg	gə:l	'deɪndʒə	lʌndən
luk	'rɔ:bɪnsn				pleɪs	'mʌðə
lɑ:dʒ	krɔst				'pleɪsɪz	dʒʌst
laɪf						
laɪ						
lɪp						

Nineteenth Exercise.

[aɪ]	[ɪə]	[k]	[m]	[ɔ:]	[ɑ:]	[ə:]
sɑɪd	aɪ'dɪə	kɪ:p	mɪdl	'stɔ:mɪ	'jaɪməθ	wɔ:s
'laɪŋ	tɪəz	ku:l	maɪld	mɔ:	pɑ:t	fɔ:ɪst
ɪn'vaɪt	dɪə	'kætʃɪz	'mʌðə	flɔ:	haɪd	bɔɪdz
nɑɪt	aɪ'dɪəz	kæmp	maʊs	ɔ:l	staɪz	
wɑɪt	hiə	kɔk	maɪs	wɔ:l		
aɪs						
aɪz						

Twentieth Exercise.

[i:]	[a:]	[ɪ]	[ɪə]	[eɪ]
bɪsts	flaɪz	pɪn	'rɪəlɪ	ə'freɪd
bɪtlz	laɪk	pɪtɪ	aɪ'dɪə	rɪ'leɪtɪd
sɪmd	'laɪɪŋ	'kwɪklɪ	dɪə	'weɪtɪŋ
sɪn	'klaɪmd	'swɪftlɪ	'nɪəlɪ	w'eɪtɪd
'fɪft'i:nə	'saɪləns	'gɪnɪ		weɪlz
		'pɪləʊ		

Twenty-first Exercise.

[ʊ]	[ə]	[æ]	[u:]	[ɔ]
θʊ	rɪ'membəd	hæpnd	əru:	stɒp
əæŋk	ə'nʌðə	'trævlɪŋ	du:	'dʒɔlɪ
'i:vnɪŋ	ə'geɪn	kændl	'mju:zɪk	tɒp
ʌŋkl	ə'gou	'mætə	ju:zd	tɒm
'rɪŋlɪts		bægz	fru:t	blɒsəmz
				lɒŋ

Twenty-second Exercise.

[ou]	[a:]	[au]	[ɔ:]
ould	dɑ:k	'fraunɪŋ	ɔ:l
snou	'braɪntʃɪz	faund	wɔ:m
'flouɪŋ	'laɪfɪŋ	ʃaut	fɔ:l
'medouz	'bɑ:skɪt		'ɔ:lwɛz
kout	haɪvz		wɔ:kt
	ə'laɪmd		'tɔ:kɪŋ
	ha:ʃ		

Twenty-third Exercise.

[aɪə]	[aʊə]
'taɪəd	'flaʊə
'aɪən	'ʃaʊəz
'haɪə	auəz
'faɪə	

First Exercise.

In the following sentences insert one of the words: *to bathe, reading-rooms, large, hare, newspapers, train, machines, turned, leaves, drive, good, sunny, to gather, bank.*

- 1) My father works on a ... farm.
- 2) The ... will leave the station at 9.15.
- 3) This apple is very ...
- 4) We walked along the ... of the river.
- 5) I often go to the river ...
- 6) Our farmers go to the ... to read magazines.
- 7) In our village there are many new ... which help our farmers in their work.
- 8) My friends saw a gray ... in the woods.
- 9) I ... my head, and saw my friend.
- 10) The weather is very ... to-day.
- 11) I like ... mushrooms.
- 12) My brother will ... me to the station.
- 13) The ... are quite yellow now.
- 14) I like to read....

First Dictation.

- 1) These two boys often read magazines.
- 2) It is quite cool to-day.
- 3) There are many mushrooms and berries in this forest.
- 4) The weather is still beautiful.
- 5) To-morrow we shall go to the railway-station.
- 6) There is a strong wind to-day.
- 7) In three days we shall return to town.
- 8) Whenever we come to the camp we have a jolly time there.
- 9) I shall help our farmers with their haymaking.
- 10) There are many newspapers and magazines in our reading-room.

Second Exercise.

Change the following sentences into the plural:

- 1) This man is very brave.
- 2) He saved your life.
- 3) This

berry is quite ripe. 4) That branch is covered with apples. 5) Fred sees a chicken on the dish. 6) There is a factory in our district. 7) Put this dish on the table. 8) He is a smart boy. 9) He marches in the street. 10) This is a beautiful song. 11) A bear's paw is strong. 12) This boy is not a braggart, I am sure.

Second Dictation.

1) The teacher shows us how to make placards. 2) The boy wants to try his new skates. 3) It is autumn now. 4) This house is the newest in the village. 5) Darwin was a great naturalist. 6) This butterfly is very beautiful. 7) Do you like to eat pears? 8) The boys caught a beetle. 9) We read the story about a braggart. 10) Henry saw a big bear in the forest. 11) The animal did not touch him.

Third Exercise.

Write the Past of the following verbs:

To pick, to drive, to meet, to turn, to bathe, to swim, to enjoy, to interest, to wave, to fly, to prove, to leave, to prepare, to give, to take, to try, to cut, to stop, to march, to reach.

Third Dictation.

1) He continues to work at that factory. 2) What a smart boy he is! 3) There are many dead leaves in our garden. 4) We shall have our vacation in summer. 5) We were in the country the whole summer. 6) Our camp is not far from Tallinn. 7) I like to skate and ski. 8) Our football team is very good. 9) Do you often play volley-ball? 10) All my relations are farmers. 11) Peter, don't nudge George. 12) The coach is already at the door. 13) I shall recite a beautiful English poem. 14) We marched gaily. 15) Electric bulbs light the streets of our town.

Fourth Exercise.

In the following sentences insert one of the words: *snowballs, yellow, boat-race, prizes, toboggan, hillock, branches, fields, coldest, snows.*

- 1) The ... are covered with snow.
- 2) In winter it ... very often.
- 3) The trees are quite ... in autumn.
- 4) December and January are the ... months.
- 5) Many ... of that tree are covered with snow.
- 6) The children throw ...
- 7) He likes to ... down the hillock.
- 8) Take your sledge and rush down the ...
- 9) My brother will take part in a ... in summer.
- 10) The winners will receive ...

Fourth Dictation.

- 1) The streets of our town are very broad.
- 2) Children like to toboggan down hillocks.
- 3) Last summer we had a boat-race.
- 4) What a beautiful sight I saw yesterday!
- 5) The elephant is the largest animal.
- 6) Is there a Zoo in your town?
- 7) We took a boat and rowed to the island in the middle of the lake.
- 8) The places round our town are very picturesque.
- 9) There are many fountains in this park.
- 10) Thousands of people watched the rowers.
- 11) The houses of Tallinn are many-storeyed.
- 12) He is watching a bird on the branch.
- 13) Peter has a new sledge.
- 14) Children like to have snow-fights.

Fifth Exercise.

Copy the following sentences and underline the words with double consonants:

- 1) Our polling-place was in the next house.
- 2) The boys are running down the hillock.
- 3) The mother gave her boy an apple.
- 4) Suddenly his father came out into the garden.
- 5) Edison's assistant played a trick on him.
- 6) The winners received prizes.
- 7) This book is thinner than that.
- 8) The

weather is very dull to-day. 9) He passed all his examinations yesterday. 10) Do you like to play volley-ball? 11) What are you cutting? 12) They are tobogganing in the garden.

Fifth Dictation.

1) Our cat is quite old. 2) The coach is at the door. 3) My pen writes well. 4) I have a box in my pocket. 5) These eggs are quite good. 6) The fountain is playing from morning till night. 7) Our farmers live well. 8) Our life is much easier now than it was in the past. 9) There is a white hare in the picture. 10) I cannot spell this difficult word. 11) In our country everybody has the right to study. 12) We leave town and go to our village, where we live all through the summer. 13) The man was a great inventor. 14) The telephone is a great invention. 15) They make many experiments in their laboratory.

Sixth Exercise.

Pick out words with the [i:] sound and with the sound [ai], and write them in two columns:

1) He feels very tired to-day. 2) The dog will bite you if you beat it. 3) He will certainly win the prize. 4) I am afraid she will soon die. 5) My son will read this book. 6) He is a very kind man. 7) There is a beetle on the leaf. 8) Can you see that high tree? 9) He knows even the most difficult words. 10) Is your sight good? 11) It seems he will be late. 12) Do you like our island? 13) The best team is theirs. 14) Birds can fly very high. 15) There is a light wind to-day.

Sixth Dictation.

1) Parents work for their children. 2) We saw the tracks of the bear's paws in the snow. 3) This boy is my friend. 4) A low growl was heard in the bushes. 5) Elephants are

big animals. 6) Henry was more dead than alive. 7) Foxes have bushy tails. 8) The man carried a bag full of fish. 9) We lay on the grass. 10) The hour was late, and the child fell asleep. 11) We wake up early in the morning.

Seventh Exercise.

Pick out words with the [ei] sound and the sound [æ], and write them in two columns:

1) They will carry flags and banners on the First of May. 2) What have you in your bag? 3) He lay on the ground. 4) Wake up, it is already late. 5) You will break the cup. 6) We like to read about our great heroes. 7) There are many brave men in our country. 8) Give me my plate, please. 9) You will see a mat at the door. 10) Yesterday our teacher took us to the Pioneer Palace. 11) I shall take part in this race. 12) Do you like to skate?

Seventh Dictation.

1) Cocks like to fight. 2) The dog lies on the mat at the door. 3) When were you born? 4) I want to be a sailor. 5) You must be more tidy. 6) He always has good ideas. 7) The sea was very stormy. 8) Masts are often made of wood. 9) I hope you will all write your dictation well. 10) We are all ready to defend our beautiful country.

Eighth Exercise.

Form other words from the following:

When, room, sun, to collect, meet, swim, hay, paper, thing, great, must, ball, snow, hill, to win, picture, up, thick, live, bush, sleep.

Eighth Dictation.

- 1) My mother fell ill yesterday.
- 2) She has to keep the house for several days.
- 3) I have caught a beautiful butterfly.
- 4) Give me a stamp and two envelopes, please.
- 5) I received a money-order yesterday.
- 6) We shall decorate our school beautifully.
- 7) My friend has prepared a beautiful placard.
- 8) We shall have a fir-tree on the First of January.
- 9) There are several portraits of our leaders in our school.
- 10) We have reached the tribune in the square.

Ninth Exercise.

One of the pupils spells aloud one of the words given in italics. Another pupil writes it on the blackboard; then he spells what he has written.

- 1) *Women* have their *holiday* on the *Eighth* of *March*.
- 2) Our brave *fliers* have *reached* the far *North*.
- 3) We read very *much*.
- 4) We met them *yesterday*.
- 5) Our mat is *quite* old.
- 6) I *beg* you to give me that *bag*.
- 7) We *sang* our songs *gaily*.
- 8) He has *found* a *mushroom*.
- 9) He will take it to his *mother*.
- 10) In our *English* reader there are many *interesting* stories.

Ninth Dictation.

- 1) We like to read about travels.
- 2) Once a very funny thing happened to my father.
- 3) The young men had to stay at an inn.
- 4) He spoke in a very loud voice.
- 5) Do not push him.
- 6) This pillow is very soft.
- 7) You can teach some birds to speak.
- 8) He has hidden some money.
- 9) They will never leave us.
- 10) He will say his lesson now.
- 11) We have electricity in our village.
- 12) He looked at the boys greatly surprised.
- 13) A good worker never quarrels with his tools.
- 14) Buses and motor-cars run in all directions.

Tenth Exercise.

In the following sentences insert one of the words: *still, fetch, sitting, bear, soft, deep, burning, moved, fight, humour, carefully, idea, museum, lady-bird, animals.*

1) The pillow is very 2) Robinson promised to give up his foolish 3) There is a beautiful . . . in our town. 4) This river is very 5) The two kittens decided not to . . . any longer. 6) The . . . is an insect. 7) There is a tame . . . in our village. 8) . . . me my book, please. 9) They sat quite 10) The cat is . . . by her side. 11) The candle is 12) Edison was a man with a sense of 13) They . . . very slowly. 14) Boys like 15) They walked very

Tenth Dictation.

1) I took my basket and ran away. 2) My seat is just in front of the teacher. 3) They were walking in the woods. 4) We have seen a bear cub at the Zoo. 5) Be quiet, children! 6) We have many enemies, but we have also many friends. 7) He has alarmed the village. 8) We have read several English stories this year. 9) The skin of the bear is brown. 10) I have told them to leave school, as the lessons are over.

FIRST LESSON.

("The End of Summer.")

§ 1.

The Future Tense. Tulevik.

I (we) *have* many lessons *to-day*.

I (we) *had* many lessons *yesterday*.

I (we) *shall have* many lessons *to-morrow*.

You *have* many lessons *to-day*.

You *had* many lessons *yesterday*.

You *will have* many lessons *to-morrow*.

He (she) *has* many lessons *to-day*.

They *have* many lessons *to-day*.

He (she, they) *had* many lessons *yesterday*.

He (she, they) *will have* many lessons *to-morrow*.

RULE.

To form the **Future Tense** we use: 1) the auxiliary verb *shall* with the Infinitive of the conjugated verb for the first person (singular and plural) and 2) the auxiliary verb *will* with the Infinitive for the second and third persons (singular and plural).

REEGEL.

Tuleviku moodustamisel tarvitatakse: 1) esimeses pöördes (ainsuses ja mitmuses) abiverbi *shall* koos pööratava verbi tegevusnimega; 2) teises ja kolmandas pöördes (ainsuses ja mitmuses) abiverbi *will* koos pööratava verbi tegevusnimega.

1) I (we) shall read.

2) You will read.

3) He (she, they) will read.

Conjugation of the verb *to go* in the Future Tense.

Verbi *to go* pööramine tuleviku ajavormis.

Affirmative form. Jaatav vorm.

I shall go to the country in summer.
You will go to the country in summer.
He (she, it) will go to the country in summer.
We shall go to the country in summer.
You (they) will go to the country in summer.

Interrogative form. Küsiv vorm.

Shall I go to the country in summer?
Shall you go to the country in summer?
Will he (she, it) go to the country in summer?
Shall we go to the country in summer?
Shall you go to the country in summer?
Will they go to the country in summer?

RULE.

In the interrogative form the auxiliary verbs *shall* (1st and 2nd persons) and *will* (3rd person) are placed before the subject of the sentence.

REGEL.

Küsiavas vormis asetatakse abiverbid *shall* (esimene ja teine pööre) ja *will* (kolmas pööre) lause aluse ette.

Negative form. Eitav vorm.

I shall not go to the country in winter.
You will not go to the country in winter.
He (she, it) will not go to the country in winter.
We shall not go to the country in winter.
You will not go to the country in winter.
They will not go to the country in winter.

RULE.

In the negative form the negation *not* is placed after the auxiliary verbs (*shall, will*).

REGEL.

Eitavas vormis asetatakse eituse *not* abiverbide (*shall, will*) järel.

Shortened forms of the Future Tense.**Sõnalühendeid tuleviku vormis.**

I shall be very busy to-morrow.

I'll be very busy to-morrow.

He will go there to-morrow.

He'll go there to-morrow.

Shortened Answers. Lühendatud vastused.

Affirmative form. Jaatav vorm.

Will they write exercises to-day? *Yes, they will.*

Shall you leave for Moscow to-morrow? *Yes, I shall.*

Negative form. Eitav vorm.

Shall you finish this book to-day?

No, I shall not.

No, I shan't.

Will she come here to-morrow?

No, she will not.

No, she won't.

§ 2.

Comparison of Adjectives ending in -y.**y-lõpuliste omadussõnade võrdlemine.**

Adjectives ending in *-y* preceded by a consonant change *y* into *i*, and add *-er* in the comparative degree and *-est* in the superlative degree:

easy—easier—the easiest.

Kui omadussõna lõpu *-y* ees on konsonant, muutub *y* *i*-ks ja sõnale lisandub keskvärdes *-er* ja ülivõrdes *-est*.

SECOND LESSON.

(“How I Lived in the Country in Summer.”)

§ 1.

The Main Parts of a Sentence. Lause pealiikmed.

¹ Our collective farmers ² live very well.

¹ The workers of our factory ² work very well.

¹ Their children ² play in the garden.

¹ Many beautiful flowers ² grow here.

RULE.

Every sentence has two main parts: the part which names the person or the thing we are speaking about and the part that tells us something about the person or thing.

REEGEL.

Igal lausel on kaks pealiiget: lauseliige, mis väljendab isikut või asja, kellest või millest kõneldakse, ja teine lauseliige, mis ütleb midagi isikust või asjast.

The part that names the person or thing is called the naming part or the subject; the part that tells us something about the person or thing is called the telling part or the predicate.

Lauseliiget, mis väljendab isikut või asja, nimetatakse aluseks; lauseliiget, mis ütleb midagi isikust või asjast, nimetatakse öeldiseks.

§ 2.

Plural of Nouns ending in -ss, -sh, -ch, -x.
ss-, sh-, ch- ja x-lõpuliste sõnade mitmus.

Singular:	class	bush	branch	fox
Plural:	classes	bushes	branches	foxes

RULE.

REEGEL.

Nouns ending in *-ss, -sh, -ch, -x* take *-es* in the plural.

ss-, sh-, ch-, x-lõpuliste nimisõnadele lisandub mitmuses *-es*.

§ 3.

Past Tense and Present Participle of verbs ending in -y.
y-lõpuliste verbide lihtminevik ja oleviku kesksõna.

Infinitive	Past	Present Participle
to try	tried	trying
to cry	cried	crying
to carry	carried	carrying
to enjoy	enjoyed	enjoying
to play	played	playing

RULE.

REEGEL.

Verbs in *-y* preceded by a consonant (e. g. *carry*) change *y* to *i* and take *-ed* in the Past Tense (e. g. *carried*).

Kui verbi lõpu *-y* ees on konsonant (näit. *carry*), muutub lihtminevikus *y* *i*-ks ja lisandub lõpp *-ed* (näit. *carried*).

Verbs ending in *-y* preceded by a vowel (e. g. *enjoy*) do not change the *y*, but only take *-ed* in the Past Tense (e. g. *enjoyed*).

Kui verbi lõpu *-y* ees on vokaal (näit. *enjoy*), siis lisandub lihtminevikus vaid *-ed* (näit. *enjoyed*).

Verbs ending in *-y* take *-ing* in the Present Participle, without changing the *y* (e. g. *trying*, *playing*).

Verbi lõpp *-y* ei muutu, kui lisandub *-ing* (näit. *trying*, *playing*).

THIRD LESSON.

Plural of *this* and *that*.

This ja that mitmus.

This berry is red.

That berry is ripe.

These berries are red.

Those berries are ripe.

Singular: *this*, *that*;

Plural: *these*, *those*.

FIFTH AND SIXTH LESSONS.

(“The Braggart.” Parts I and II.)

Compound Sentences. Rindlausend.

1. He came home.
2. They began their dinner.

He came home, *and* they began their dinner.

1. Peter came to see George.
2. George was not at home.

Peter came to see George, *but* George was not at home.

1. Learn your English well.
2. You will get bad marks.

Learn your English well, *or* you will get bad marks.

RULE.

Two simple sentences can be joined into one with the help of conjunctions (*and*, *but*, *or*, etc.) which form a sentence called a **Compound Sentence**.

REEGEL.

Kaht lihtlausend, mis ühendatud üheks lauseks side sõnade (*and*, *but*, *or*, etc.) abil, nimetatakse rindlausendeks.

**Use of the Future Tense with the Present
Tense after the Conjunctions *if, when, etc.***

**Oleviku tarvitamine sidesõnade *if, when jne. järel*
seoses tulevikuga.**

1. I shall live on a farm. 2. I shall help the farmers.
(2 sentences)

I shall help the farmers *when* I live on a farm.
(1 sentence)

1. He will go to the cinema. 2. His father will bring
tickets. (2 sentences)

He will go to the cinema *if* his father brings tickets.
(1 sentence)

1. We shall go to our camp. 2. Our lessons will be over.
(2 sentences)

We shall go to our camp *as soon as* our lessons are
over. (1 sentence)

RULE.

After the conjunctions *if, when, as soon as, before, after, till, until, etc.*, we use the **Present Tense**, when the principal clause is in the future.

REEGEL.

Sidesõnade *if, when, as soon as, before, after, till, until, etc.* järel tarvitakse olevikku, kui pealause on tulevikus.

SEVENTH LESSON.

("Darwin and the Two Boys.")

The Parts of a Sentence. Adverbials of Time and Place.

Lauseliikmed. Aja- ja kohamäärused.

1. To-day my son will return *at two o'clock*.
2. *To-morrow* we shall dance.
3. My sister will return *next year*.

In these three sentences, besides the subject and predicate, we have another part, which tells us about the time of the action, and which is called the **Adverbial of Time**. The Extension of Time may be placed either at the beginning or at the end of the sentence.

1. My son lost his book *in the street*.
2. We shall see them *in Tallinn*.
3. We shall have our examination *in this classroom*.

In these three sentences the words in italics tell us about the place of the action, and are called **Adverbials of Place**.

Neis kolmes lauses on peale aluse ja öeldise veel lause- liige, mis väljendab tegevuse aega ja mida nimetatakse **ajamääruseks**. Ajamäärust võib asetada lause algusse või lause lõppu.

Neis kolmes lauses kaldkirjaga sõnad väljendavad tegevuse kohta ja neid nimetatakse **kohamäärusteks**.

NINTH LESSON.

("Months and Seasons.")

Comparison. Võrdlemine.

My book is *as new as* your book.
His street is *as long as* our street.

RULE 1.

When we compare the qualities of things we use the words *as ... as*.

REGEL 1.

Asjade omaduste võrdlemisel tarvitatakse sõnu *as ... as*

My book is *not so new as* your book.
His street is *not so long as* our street.

RULE 2.

In a negative sentence we use the words *not so ... as*.

REEGEL 2.

Võrdluslausete eitavas vormis tarvitatakse sõnu *not so ... as*.

Possessive Pronouns in Comparison.

Omastava asesõna tarvitamine võrdlemisel.

{ Your book is not so new as *my book*.
{ Your book is not so new as *mine*.

{ My book is not so new as *your book*.
{ My book is not so new as *yours*.

{ My book is not so new as *his book*.
{ My book is not so new as *his*.

{ His book is not so new as *her book*.
{ His book is not so new as *hers*.

{ Their books are not so new as *our books*.
{ Their books are not so new as *ours*.

{ Our books are not so new as *their books*.
{ Our books are not so new as *theirs*.

RULE.

The Possessive Pronouns *my, your, his, her, its, our, their* are used with nouns.

REEGEL.

Omastavad asesõnad *my, your, his, her, its, our, their* tarvitatakse koos nimisõnadega.

The Possessive Pronouns *mine, yours, his, hers, its, ours, theirs* are used without nouns.

Omastavad asesõnad *mine, yours, his, hers, its, ours, theirs* tarvitatakse nimi-sõnadeta.

TENTH LESSON.

(“Summer and Winter Sports.”)

Irregular Comparison. Ebareeglipärane võrdlemine.

good } — better — the best
well }

bad } — worse — the worst
badly }

much } — more — the most
many }

far — farther — the farthest

ELEVENTH LESSON.

(“A Visit to Moscow and a Visit to Leningrad.”)

Comparison of Adjectives of more than one syllable.

Mitmesilbiliste omadussõnade võrdlemine.

beautiful — *more* beautiful — *the most* beautiful

difficult — *more* difficult — *the most* difficult

interesting — *more* interesting — *the most* interesting

useful — *more* useful — *the most* useful

RULE.

When we compare adjectives of more than one syllable, we use the word *more* to form the **Comparative Degree** and the words *the most* to form the **Superlative Degree**.

REEGEL.

Mitmesilbiliste omadussõnade võrdlemisel tarvitatakse keskvärde moodustamisel sõna *more* ja ülivörde moodustamisel *the most*.

THIRTEENTH LESSON.
 ("Edison and the Assistant.")

§ 1.

The Parts of a Sentence. Lauseliikmed.

The Object. Sihitis.

Subject	Predicate group
<i>He</i>	<i>runs</i> very quickly.
<i>They</i>	<i>work</i> very well.
<i>He</i>	<i>sees</i> his pupils.
<i>They</i>	<i>write</i> a dictation.

In the first two sentences the action of the verb does not pass over to another person or thing; in this case the verb is **intransitive**.

In the third and fourth sentences the action passes over to a person or thing; in this case the verb is **transitive**, and takes an **object**.

Kahes esimeses lauses verbi tegevus ei suundu mingile isikule või asjale; sel juhul verb on **sihitu**.

Kolmandas ja neljandas lauses tegevus on suunatud isikule või asjale; sel juhul verb on **sihiline** ja talle järgneb **sihitis**.

Subject	Object	Predicate
The two boys	met	a brown bear.
Our pupils	draw	beautiful placards.
My brother	received	the first prize.
The bear	saw	Henry.

§ 2.

Must and have to.

Present Tense. Olevik.

{ *I must go* to school to-day.
{ *I have to go* to school to-day.
{ *He must buy* a new copy-book.
{ *He has to buy* a new copy-book.

Past Tense. Lihtminevik.

I had to go to school yesterday.
He had to buy a new copy-book.

Instead of the verb *must* we can use the verb *to have* with the particle *to* (*to have to*). Verbi *must* asemel võib tarvitada verbi *have to*.

As the verb *must* is used only in the present, we use the verb *had to* instead of it in the past. Kuna verb *must* esineb ainult olevikus, tarvitatakse lihtminevikus selle asemel verbi *had to*.

Note. With *must* the Infinitive is used without the particle *to*. **Märkus.** *Must* puhul tarvitatakse tegevusnime ilma partiklita *to*.

§ 3.

Adverbs standing before Verbs. Adverbid verbi ees.

I always go to the country in spring.
He sometimes goes to the skating-rink.
He never gets bad marks.
Peter and John often go to the skating-rink.
Mary seldom goes there.

RULE.

The adverbs *always, never, often, seldom* and *sometimes* are placed **before** the verb.

REEGEL.

Adverbid *always, never, often, seldom* ja *sometimes* asetatakse verbi **ette**.

Peter is *always* in time.

John is *never* late.

Mary is *often* here.

Annie is *seldom* late.

We are *sometimes* ill.

RULE.

When we have the verb *to be* in a sentence, the adverbs *always, never, often, seldom, sometimes* are placed **after** the verb.

REEGEL.

Kui lauses on verb *to be*, siis adverbid *always, never, often, seldom* ja *sometimes* asetatakse verbi **järele**.

FOURTEENTH LESSON.

("A Brave Girl.")

Past Tense. Lihtminevik.

Past Continuous Tense. Mineviku kestev vorm.

1. I *got up* at 6 o'clock.
2. She *played* volley-ball *yesterday*.
3. He *worked* *yesterday*.
4. They *skated* *in the morning*.

In these four sentences we use the **Past Tense**, because the action of the verb took place **at a given moment in the past**.

Neis neljas lauses tarvitakse **lihtminevikku**, kuna verbi tegevus toimus **määratud ajal minevikus**.

1. I was getting up at 6 o'clock.
2. She was playing volley-ball when I saw her.
3. He was working from 9 till 4 yesterday.
4. They were skating the whole morning.

In these four sentences we use the **Past Continuous Tense**, because the action began before a **definite moment in the past** and was going on at that definite moment (examples 1 and 2), or was taking place during a definite period of time (examples 3 and 4).

Neis neljas lauses tarvita-
takse **mineviku kestva-
vormi**, kuna tegevus
algas enne **teatud aega
minevikus** ja kestab kō-
nesoleval **ajamomendil**
edasi (näited 1 ja 2) või
toimus teatud ajavahemi-
kus (näited 3 ja 4).

FIFTEENTH LESSON.

("Robinson Crusoe's First Voyage.")

The Accusative with the Infinitive. Sihitav koos tegevusnimega.

{ I want **John** to learn English well.

{ I want **him** to learn English well.

{ Peter wants **his mother** to help him.

{ Peter wants **her** to help him.

They want **us** to speak English.

She wants **them** to go to the skating-rink.

They want **me** to help them.

I want **you** to come in time.

{ I want **the placard** to be beautiful.

{ I want **it** to be beautiful.

Eestikeelsele lausele: Ma soovin, et sa õpiksid hästi — vastab inglise keeles: I want you to learn well.

SEVENTEENTH LESSON.

(“Dick and Mike.”)

§ 1.

The Present Perfect Tense.

1. They *have been* there.
I *have had* so much work!
He *has been* very busy.
2. I *have already had* an English lesson.
He *has just had* this book in his hands.
She *has often been* here.
3. I *have been* to Tartu to-day.
He *has been* to Tallinn **this month**.
He *has been* to our camp **this week**.
She *has been* to school **this year**.
They have had much work **this summer**.

RULE.

In these sentences the tense of the verb in italics is called the **Present Perfect Tense**. This tense expresses a completed action, the result of which is felt in the present. The time of the action is sometimes not mentioned at all; whenever it is indicated, it refers to a period of time which is not yet over (*to-day, this week, this month, etc.*).

REGEL.

Neis lauseis nimetatakse kaldkirjas trükitud verbi-
de ajavormi **Present Perfect**.
See aeg väljendab minevikus lõpetatud tegevust, mille tulemused on veel olevikus tuntavad. Mõnikord ei nimetata tegevuse aega üldse; kui see aga on mainitud, siis osutab see ajajühikule, mis ei ole veel möödunud (*täna, sel nädalal, käesoleval kuul jne.*).

Formation of the Present Perfect Tense.

Täisoleviku moodustamine.

To form the Present Perfect Tense we take the **Present Tense** of the auxiliary verb *to have* and the **Past Participle** of the principal verb.

Present Perfect'i moodustamiseks tarvitatakse abi-
verbi *to have* olevikku ja
pööratava verbi mineviku
kesksõna.

Every verb has three principal forms: the **Infinitive**, the **Past** and the **Past Participle**.

Igal verbil on kolm põhivormi: **tegevusnimi**, **lihtminevik** ja **mineviku kesksõna**.

Principal Forms of the Verbs *to have, to be, to do*.

Verbide *to have, to be, to do* põhivormid.

Infinitive	Past Indefinite	Past Participle
to have	had	had [hæd]
to be	was, were	been [bi:n]
to do	did	done [dʌn]

Present Perfect Tense of the Verb *to have*.

Täisolevik verbist *to have*.

Affirmative	Interrogative	Negative
I have had	have I had?	I have not had
you have had	have you had?	you have not had
he (she, it) has had	has he (she, it) had?	he (she, it) has not had
we (you, they) have had	have we (you, they) had?	we (you, they) have not had

Present Perfect Tense of the Verb *to be*.

Täisolevik verbist *to be*.

Affirmative	Interrogative	Negative
I have been	have I been?	I have not been
you have been	have you been?	you have not been
he (she, it) has been	has he (she, it) been?	he (she, it) has not been
we (you, they) have been	have we (you, they) been?	we (you, they) have not been

Principal Forms of Regular Verbs.

Reeglipärase verbide põhivormid.

Infinitive	Past Indefinite	Past Participle
to ask	asked [ɑ:skt]	asked [ɑ:skt]
to work	worked [wɔ:kt].	worked [wɔ:kt]
to live	lived [lɪvd]	lived [lɪvd]
to invite	invited [ɪn'vaɪtɪd]	invited [ɪn'vaɪtɪd]

Present Perfect Tense of the Verb *to ask*.

Täisolevik verbist *to ask*.

Affirmative	Interrogative	Negative
I have asked	have I asked?	I have not asked
you have asked	have you asked?	you have not asked
he (she, it) has asked	has he (she, it) asked?	he (she, it) has not asked
we (you, they) have asked	have we (you, they) asked?	we (you, they) have not asked

§ 3.

Shortened Answers. Lühendatud vastused.

Have you had many lessons to-day?

Yes, I have.

No, I have not. No, I haven't.

Has he had much work to-day?

Yes, he has.

No, he has not. No, he hasn't.

Has she been there to-day?

Yes, she has.

No, she has not. No, she hasn't.

Have your friends seen you this week?

Yes, they have.

No, they have not. No, they haven't.

§ 4.

Formation of the Past Participle of Regular Verbs.

Reeglipäraste verbide mineviku kesksõna moodustamine.

1. Regular verbs ending in a consonant take *-ed* in the Past Participle.

E. g. *to answer* — *answered*
to return — *returned*.

1. Reeglipärased verbid, mis lõpevad konsonandiga, moodustavad mineviku kesksõna lõpu *-ed* abil.

2. Regular verbs ending in *-e* take only *-d* in the Past Participle.

E. g. *to skate* — *skated*
to die — *died*.

2. Reeglipärased verbid, mis lõpevad tähega *-e*, moodustavad mineviku kesksõna lõpu *-d* abil.

3. Regular verbs ending in a consonant preceded by

3. Reeglipärastel verbidel, mille lõppkonsonandi ees

a short vowel double the consonant in the Past Participle.

E. g. *to stop* — *stopped*
to beg — *begged*.

4. Regular verbs ending in *-y* preceded by a consonant change *y* into *ied* in the Past Participle.

E. g. *to try* — *tried*
to cry — *cried*

RULE.

The Past Indefinite and the Past Participle of regular verbs are the same in form.

Note.

Pay attention to the pronunciation of the endings in the Past Indefinite and the Past Participle:

to live [liv] — lived [livd]
to play [plei] — played [pleid]
to ask [ɑ:sk] — asked [ɑ:skt]
to pick [pɪk] — picked [pɪkt]
to invite [ɪn'vaɪt] — invited [ɪn'vaɪtɪd]
to intend [ɪn'tend] — intended [ɪn'tendɪd]

RULE.

1. In verbs ending in a voiced consonant or in a vowel the ending *-ed* is pronounced [d].

E. g. *lived* [livd]
played [pleid].

asetseb lühike vokaal, kahekordistub lõppkonsonant mineviku kesksõna moodustamisel.

4. Reeglipärastes verbides, mis lõpevad tähega *-y*, muutub *y* mineviku kesksõna moodustamisel *ied*-ks juhul, kui *y* ees on konsonant.

REEGEL.

Lihtminevik ja mineviku kesksõna on reeglipärastel verbidel vormilt samad.

Märkus.

Pööra tähelepanu lihtmineviku ja mineviku kesksõna lõpu hääldamisele.

REEGEL.

1. Verbides, mis lõpevad heelilise konsonandiga või vokaaliga, lõpp *-ed* hääldub [d].

2. In verbs ending in a voiceless consonant the ending *-ed* is pronounced [t].
E. g. *picked* [pɪkt]
worked [wɜːkt]
2. Verbides, mis lõpevad helitu konsonandiga, lõpp *-ed* hääldub [t].
3. In verbs ending in *-t* (*-te*) or *-d* (*-de*) the ending *-ed* is pronounced [ɪd].
E. g. *invited* [ɪn'vaɪtɪd]
intended [ɪn'tendɪd].
3. Verbides, mis lõpevad tähtedega *-t* (*-te*) või *-d* (*-de*), lõpp *-ed* hääldub [ɪd].

§ 5.

The Past Participle of Irregular Verbs.

Ebareeglipäraste verbide mineviku kesksõna.

We know that there are not only regular verbs, but also irregular verbs.

Kõik verbid ei ole reeglipärased, on olemas ka ebareeglipäraseid.

The forms of the Past Participle of such verbs are formed quite differently, and we shall learn them gradually.

Selliste verbide mineviku kesksõna moodustatakse erinevalt ja neid me õpi me järkjärgult.

Principal Forms of the Irregular Verbs

take, see, buy, give, swim.

Ebareeglipäraste verbide *take, see, buy, give, swim* põhivormid.

Infinitive	Past Indefinite	Past Participle
to take	took	taken
to see	saw	seen
to buy	bought	bought
to give	gave	given
to swim	swam	swum

Present Perfect Tense of the Verb *to take*.

Täisolevik verbist *to take*.

Affirmative	Interrogative	Negative
I have taken	have I taken?	I have not taken
you have taken	have you taken?	you have not taken
he (she, it) has taken	has he (she, it) taken?	he (she, it) has not taken
we have taken	have we taken?	we have not taken
you have taken	have you taken?	you have not taken
they have taken	have they taken?	they have not taken

TWENTIETH LESSON.

("The Bear in School." Part I.)

§ 1.

The Past Perfect Tense. Enneminevik.

- a) I came home at 6 o'clock.

b) My little brothers and sisters had their dinner at 5 o'clock.

c) I *came* home when my little brothers and sisters *had* already *had* their dinner.
- a) I prepared my lesson.

b) Then I went to my friend's.

c) I *went* to my friend's when I *had prepared* my lesson.
- a) Peter came into the classroom at 12 o'clock.

b) We hung up the slogans at 11 o'clock.

c) Peter *came* into the classroom when we *had* already *hung up* the slogans.

4. a) She took the letter to the post-office.
 b) Then she went home.
 c) After she *had taken* the letter to the post-office, she *went* home.
5. a) I returned to the village.
 b) I lived there before.
 c) I *returned* to the village where I *had lived* before.

RULE.

In each of the five sentences marked c there are two verbs denoting two past actions. But these actions did not take place at the same time. Therefore different tenses are used. One of them is a tense which we already know and which is called the **Past Tense**; the other is a new one and is called the **Past Perfect Tense**.

We use the Past Perfect Tense to show a past action as completed before another past action took place.

E. g. I *came* home when my children **had had** their dinner. After I **had prepared** my lessons, I *went* to the skating-rink.

REEGEL.

Igas neist viiest lausest, mis märgitud tähega c, on kaks verbi, mis tähistavad kaht tegevust minevikus. Kuid need tegevused ei toimunud samaaegselt. Seepärast tarvitatakse nende tähistamiseks eri ajavorme. Üht neist tunneme juba nimetusega **lihtminevik (Past Tense)**; teine neist on uus ja kannab nimetust **enneminevik (Past Perfect Tense)**.

Me tarvitame enneminevikku, et näidata üht minevikus toimunud tegevust lõpetatuna enne, kui leidis aset teine tegevus minevikus.

§ 2.

Formation of the Past Perfect Tense.

Ennemineviku moodustamine.

To form the Past Perfect Tense we take the Past Indefinite Tense of the verb *to have (had)* and the Past Participle of the conjugated verb.

Ennemineviku (Past Perfect) moodustamiseks võtame verbi *to have* lihtmineviku (*had*) ja pööratava verbi mineviku kesksona.

E. g. *I had seen.*

They had hidden.

Past Perfect Tense of the Verb *to teach*.

Enneminevik verbist *to teach*.

Affirmative	Interrogative	Negative
I had taught	had I taught?	I had not taught
you had taught	had you taught?	you had not taught
he (she, it) had taught	had he (she, it) taught?	he (she, it) had not taught
we (you, they) had taught	had we (you, they) taught?	we (you, they) had not taught

§ 3.

Shortened Answers in the Past Perfect.

Lühendatud vastused enneminevikus.

Had you already had your dinner when I came?

Yes, I had.

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

The Verb used to. Verb used to.

When I lived in the country, I *used to bathe* every morning.
My mother *used to play* the piano every evening.

RULE.

When we speak about an action that often took place in the past, we can use the verb *used to* and the infinitive of the other verb.

E. g. I *used to read* books about animals when I was little.

REEGEL.

Kui me räägime mingist tegevusest, mis minevikus sageli leidis aset, siis võime selle väljendamiseks tarvitada verbi *used to* koos põhiverbi tegevusnimega.

LIST OF IRREGULAR VERBS.

<i>Infinitive</i>	<i>Past</i>	<i>Past Participle</i>	<i>Pronunciation</i>	<i>Translation</i>
arise	arose	arisen	[ə'raiz — ə'rouz — ə'rizn]	tõusma
be	was, were	been	[bi: — wɒz, wə: — bi:n]	olema
beat	beat	beaten	[bi:t — bi:t — bi:tn]	lööma, peksma
become	became	become	[bi'kʌm — bi'keim — bi'kʌm]	muutuma, saama (kellekski, millekski)
begin	began	begun	[bi'gɪn — bi'gæn — bi'gʌn]	algama
behold	beheld	beheld	[bi'hould — bi'held — bi'held]	nägema
bend	bent	bent	[bend — bent — bent]	kummardama
bite	bit	bitten	[bait — bit — bitn]	hammustama
blow	blew	blown	[blou — blu: — bloun]	puhuma
break	broke	broken	[breik — brouk — broukən]	murdma
bring	brought	brought	[brɪŋ — brɔ:t — brɔ:t]	tooma
build	built	built	[bild — bilt — bilt]	ehitama
burn	burnt	burnt	[bɜ:n — bɜ:nt — bɜ:nt]	põlema, põletama
buy	bought	bought	[baɪ — bo:t — bo:t]	ostma
I can	I could		[kæn — kud]	võin, võisin
catch	caught	caught	[kætʃ — kɔ:t — kɔ:t]	püüdma (kinni)
come	came	come	[kʌm — keim — kʌm]	tulema
creep	crept	crept	[kri:p — krept — krept]	roomama
cut	cut	cut	[kʌt — kʌt — kʌt]	lõikama
dig	dug	dug	[dɪg — dʌg — dʌg]	kaevama
do	did	done	[du: — did — dʌn]	tegema
draw	drew	drawn	[drɔ: — dru: — drɔ:n]	joonistama, tõmbama
drink	drank	drunk	[drɪŋk — dræŋk — drʌŋk]	jooma
drive	drove	driven	[draɪv — drouv — drivn]	sõitma, sõidutama
eat	ate	eaten	[i:t — et — i:tn]	sööma
fall	fell	fallen	[fɔ:l — fel — fɔ:lən]	kukkuma, langema
feed	fed	fed	[fi:d — fed — fed]	toitma
feel	felt	felt	[fi:l — felt — felt]	tundma
fight	fought	fought	[faɪt — fɔ:t — fɔ:t]	võitlema
find	found	found	[faɪnd — faund — faund]	leidma
fly	flew	flown	[flaɪ — flu: — floun]	lendama
forget	forgot	forgotten	[fɔ'get — fə'gɒt — fə'gɒtn]	unustama

<i>Infinitive</i>	<i>Past</i>	<i>Past Participle</i>	Pronunciation	Translation
forgive	forgave	forgiven	[fə'gɪv — fə'geɪv — fə'gɪvɪn]	andestama
get	got	got	[get — gɒt — gɒt]	saama
give	gave	given	[gɪv — geɪv — gɪvɪn]	andma
go	went	gone	[gou — went — gɔn]	minema
grow	grew	grown	[grou — gru: — grown]	kasvama
hang	hung	hung	[hæŋ — hʌŋ — hʌŋ]	rippuma, riputama
have	had	had	[hæv — hæd — hæd]	omama, evima
hear	heard	heard	[hɪə — hɔ:d — hɔ:d]	kuulma
hide	hid	hidden	[haɪd — hɪd — hɪdn]	peitma
keep	kept	kept	[ki:p — kept — kept]	pidama, holdma
know	knew	known	[nou — nju: — noun]	teadma, tundma
lay	laid	laid	[lei — leid — leid]	asetama
lead	led	led	[li:d — led — led]	juhtima
lie	lay	lain	[lɑi — lei — leɪn]	lamama
make	made	made	[meɪk — meɪd — meɪd]	tegema, valmistama
I may	I might		[meɪ — maɪ]	võin, tohin
mean	meant	meant	[mi:n — ment — ment]	tähendama
meet	met	met	[mi:t — met — met]	kohtama
put	put	put	[put — put — put]	panema
read	read	read	[ri:d — red — red]	lugema
ride	rode	ridden	[raɪd — roud — rɪdn]	ratsutama
ring	rang	rung	[rɪŋ — ræŋ — rʌŋ]	helisema, helis-tama
rise	rose	risen	[raɪz — rouz — rɪzn]	tõusma
run	ran	run	[rʌn — ræn — rʌn]	jooksuma
say	said	said	[seɪ — sed — sed]	üttelema
see	saw	seen	[si: — so: — si:n]	nägema
sell	sold	sold	[sel — sould — sould]	müüma
send	sent	sent	[send — sent — sent]	saatma
set	set	set	[set — set — set]	asetama, loojenema
shake	shook	shaken	[ʃeɪk — ʃuk — ʃeɪkən]	raputama
shine	shone	shone	[ʃaɪn — ʃɔn — ʃɔn]	paistma
shoot	shot	shot	[ʃu:t — ʃɒt — ʃɒt]	(püssi) laskma, tu-listama
shut	shut	shut	[ʃʌt — ʃʌt — ʃʌt]	sulgema
sit	sat	sat	[sɪt — sæt — sæt]	istuma
sleep	slept	slept	[sli:p — slept — slept]	magama
spend	spent	spent	[spend — spent — spent]	veetma, kulutama

<i>Infinitive</i>	<i>Past</i>	<i>Past Participle</i>	<i>Pronunciation</i>	<i>Translation</i>
spring	sprang	sprung	[sprɪŋ — spræŋ — sprʌŋ]	hüppama
stand	stood	stood	[stænd — stud — stʊd]	seisma
strive	strove	striven	[straɪv — strouv — strɪvɪn]	taotlema, püüdma
sweep	swept	swept	[swi:p — swept — swept]	pühkima
swim	swam	swum	[swɪm — swæm — swʌm]	ujuma
swing	swung	swung	[swɪŋ — swʌŋ — swʌŋ]	kiikuma, õõtsuma
take	took	taken	[teɪk — tuk — teɪkən]	võtma
teach	taught	taught	[ti:tʃ — tɔ:t — tɔ:t]	õpetama
tear	tore	torn	[teə — tɔ: — tɔ:n]	rebima
tell	told	told	[tel — tould — tould]	jutustama, üttelema
think	thought	thought	[θɪŋk — ɔ:t — ɔ:t]	mõtlema
throw	threw	thrown	[θrou — ɜ:u — θroun]	viskama, pilduma
wake	woke	woke	[weɪk — wouk — wouk]	ärkama
wear	wore	worn	[weə — wɔ: — wɔ:n]	kandma
weave	wove	woven	[wi:v — wouv — wouvən]	kuduma (kangast), punuma, põimima
win	won	won	[wɪn — wʌn — wʌn]	võitma
write	wrote	written	[raɪt — rout — rɪtɪn]	kirjutama

1. The End of Summer.

still [stil] (ikka) veel
 fine [fain] tore, ilus
 brightly ['braitli] säravalt, heledalt
 dry [drai] kuiv
 whenever [w'e'nevə] igakord
 kui, millal iganes
 to find, found [faind, faund] leidma
 to blow, blew [blou, blu:] puhuma
 berry ['beri] mari
 mushroom ['mʌʃrʊm] seen
 indeed [in'di:d] tõesti, tõepoolest
 sunny ['sʌni] päikesepaisteline
 leaving ['li:viŋ] lahkumine, ära sõit
 to think, thought [θiŋk, θɔ:t] mõtlema
 leave (for), left [li:v, left] lahkuma, ära sõitma
 village ['vilidʒ] küla
 to drive, drove [draiv, drouv] sõitma, sõidutama
 station ['steiʃən] seisu- või peatuskoht, jaam
 railway-station ['reilwei-'steiʃən] raudteejaam
 train [trein] rong
 to meet, met [mi:t, met] kohtama, vastu tulema
 to copy ['kɒpi] ära kirjutama
 sentence ['sentəns] lause

to underline [ʌndə'lain] alla kriipsutama
 following ['fəloviŋ] järgmine
 degree [di'grii] aste, kraad, võrdlusaste
 comparison [kəm'pærisn] võrdlus; gramm. komparatsioon
 adjective ['ædziktiv] omadussõna
 to change [tʃeindʒ] muutma, muutuma
 to insert [in'seit] vahele pane-ma või paigutama
 correct [kə'rekt] õige
 to correct [kə'rekt] parandama
 preposition [prepə'ziʃən] ees-sõna

2. How I Lived in the Country in Summer.

ago [ə'gou] (teatav aeg) tagasi
 to return [ri'tə:n] tagasi pöörduma, naasma
 for [fɔ:, fə, fə] kuna, sest et
 bank [bæŋk] kallas
 jolly ['dʒɔli] lõbus, rõõmus
 to swim, swam [swim, swæm] ujuma
 to enjoy [in'dʒɔi] nautima, (millestki) lõbu tundma
 squirrel ['skwirəl] orav
 to jump [dʒʌmp] hüppama
 hare [heə] jänes
 to catch, caught [kætʃ, kɔ:t] püüdma (kinni)
 hungry ['hʌŋgri] näljane

haymaking [ˈheimeikiŋ] heina-
tegu, -aeg
tractor [ˈtræktə] traktor
combine [ˈkɒmbain] kombain,
kombineeritud niidu- ja pek-
sumasin
machine [məˈʃiːn] masin
formerly [ˈfɔːmɒli] varemalt,
ennemalt
at a former time endisel ajal
middle [midl] keskpaik, kesk-
reading-room [ˈriːdiŋ-rum] lu-
gemistuba
newspaper [ˈnjuːspeɪpə] ajaleht
magazine [mægəˈziːn] ajakiri
for hours [fərˈaʊəz] tundide
viisi
using [ˈjuːziŋ] tarvitades

3. The Twenty-Second.

actually [ˈæktju(ə)li] tegelikult,
tõepoolest
happen [ˈhæp(ə)n] juhtuma
aeroplane [ˈɛərəpleɪn] lennuk
to roar [rɔː] mürisema; vuhise-
ma
to hide, hid [haɪd, hɪd] peitma,
varjama
bullet [ˈbulɪt] kuul
shrapnel [ˈʃræpnəl] šrapnell
path [pɑːθ] tee, rada
wound [waʊnd] haav
to wound [waʊnd] haavama
building [ˈbɪldɪŋ] ehitis, hoone
to catch fire [ˈkætʃˈfaɪə] tuld
võtma, süttima
wing [wɪŋ] tiib
tiny [ˈtaɪni] pisike, tilluke

to envelop [ɪnˈveləp] ümbritse-
ma, sisse mässima, — mäh-
kima
downstairs [ˈdaʊnˈsteəz] trepist
alla
to rush [rʌʃ] ruttama, tormama
height [haɪt] kõrgus
to creep, crept [kriːp, krept]
ronima, roomama
upwards [ˈʌpwədz] ülespoole,
üles
however [haʊˈevə] kuid
to take the risk [tə ˈteɪk ðə
ˈrɪsk] riskima, julgema
despair [dɪsˈpeɪə] meeleheide
outside [ˈaʊtˈsaɪd] väljaspool,
väljas
roof [ruːf] katus
to bury [ˈberi] matma
inside [ɪnˈsaɪd] sees, seespool
tongue [tʌŋ] keel
to leap up, leapt [ˈliːp ˈʌp,
lept] hüppama; siin: üles
kerkima
above [əˈbʌv] kohal, üleval
to drown [draʊn] uppuma;
piltl. summutama
terrible [ˈterəbl] kohutav, hir-
muäratav
below [biˈləʊ] all

4. Too Clever.

too [tuː] liiga
clever [ˈklevə] tark
the first half-year esimene
poolaasta
learned [ˈlɜːnɪd] õpetatud
as learned as could be nii tark,
kui üldse on võimalik olla

to wish [wiʃ] soovima
 around [ə'raʊnd] ümberringi
 smart [smɑ:t] teravmeelne,
 tark, kaval
 to roast [roust] praadima, küp-
 setama
 dish, pl. dishes [diʃ] vaagen,
 liud
 prove [pru:v] tõestama
 plain [plein] lihtne, arusaadav,
 selge
 to add [æd] liitma, lisama
 unto [ʼʌntə] = to [tu] juurde
 just so [ʼdʒʌst 'sou] just nii
 true [tru:] õige
 singular [ˈsɪŋɡjələ] ainsus
 plural [ˈpluərəl] mitmus
 prose [prəʊz] proosa
 article [ˈɑ:tɪkl] artikkel
 necessary [ˈnesisəri] vajalik,
 vaja
 personal [ˈpɜ:snl] isikuline
 pronoun [ˈprəʊnaʊn] asesõna
 in italics [in i'tæliks] kursiiv-
 kaldkirjas
 opposite [ˈɒpəzɪt] vastand; vas-
 tasolev, -asetsev

5. The Braggart. Part I.

braggart [ˈbrægət] hoopleja,
 kiitleja
 once [wʌns] kord, ükskord
 forest [ˈfɒrɪst] mets
 to be afraid [tə bi: ə'freɪd]
 kartma
 I may [meɪ] võin, tohin
 track [træk] jälg
 paw [pəʊ] käpp

to defend [dɪ'fend] kaitsema
 each other [i:tʃ ʌðə] teine-
 teist
 strong [strɒŋ] tugev
 low [lou] madal, (hääle kohta)
 tasane
 growl [graʊl] urin
 thicket [ˈθɪkɪt] tihnik
 to climb [klaɪm] ronima
 promise [ˈprɒmɪs] tõotus, luba-
 dus
 to promise [ˈprɒmɪs] tõotama
 at once [ət 'wʌns] otsekohe;
 korraga
 to decide [dɪ'saɪd] otsustama
 to fight [faɪt] võitlema
 to pretend [pri'tend] teeskle-
 ma
 to touch [tʌtʃ] puudutama
 to join [dʒɔɪn] ühendama, ühi-
 nema
 pair [peə] paar
 conjunction [kən'dʒʌŋkʃən] si-
 desõna
 in brackets [ˈbrækɪts] sulgudes

6. The Braggart. Part II.

to come up [ˈkʌm 'ʌp] ligi as-
 tuma
 to get down [ˈget 'daʊn] alla
 tulema, — minema
 to tear, tore, torn [teə, tə,
 tɔ:n] rebima, kiskuma
 piece [pi:s] tükk
 to pieces [tə 'pi:sɪz] tükkideks
 alive [ə'laɪv] elus, elusalt; elav
 to trust [trʌst] usaldama
 to complete [kəm'pli:t] täien-
 dama, lõpetama

7. Darwin and the Two Boys.

trick [trik] nali, vemp
to play a trick [tə 'plei ə 'trik]
vingerpussi mängima
naturalist ['nætʃ(ə)rəlist] loo-
duseuurija
butterfly ['bʌtəflai] liblikas
grasshopper ['grɑ:ʃhɒpə] rohu-
tirts
beetle ['bi:tl] põrnikas
centipede ['sentipi:d] sadajalg
strange [streindʒ] kummaline
insect ['insekt] putukas
wing [wiŋ] tiib
to glue [glu:] kleepima, liimi-
ma
bug [bʌg] mardikas, põrnikas
to knock [nɒk] koputama
to hum [hʌm] ümisema
to nudge [nʌdʒ] müksama
humbug ['hʌmbʌg] pettus, ni-
napivedamine; siin: sõnade
mäng: to hum — ümisema,
bug — mardikas, kokku kir-
jutatult humbug — pettus
instead of [in'sted əv] asemel
Possessive Case [pə'zesiv 'keis]
omastav kääne

8. Preparations for the Seventh of November.

preparation [prepə'reiʃən] et-
tevalmistus
to celebrate ['selibreit] pühitse-
ma
anniversary [æni'vɜ:səri] aasta-
päev

decorate ['dekəreit] ehtima, kau-
nistama
placard ['plækɑ:d] plakat, müü-
rileht, seinakuulutus
branch [brɑ:ntʃ] oks
fir-tree ['fai:tri:] kuusk
to hang up ['hæŋ'ʌp] üles ri-
putama
slogan ['slougən] loosung, juht-
lause
report [ri'pɔ:t] ettekanne, aru-
anne
concert ['kɒnsət] kontsert
to recite [ri'sait] deklameeri-
ma, peast ütlema
revolutionary [revə'lju:ʃnəri]
revolutsiooniline
to take part in ['teik'pɑ:t in]
osa võtma
demonstration [demən'streiʃən]
demonstratsioon, meeleväl-
lus
square [skwɛə] väljak, plats
gay [gei] lõbus, rõõmus
toiler ['toilə] töötaja, raske töö
tegija
reach [ri:tʃ] jõudma
electric [i'lektrik] elektri-
to light [lait] valgustama
ordinal numeral ['ɔ:rdinl 'nju:-
mərəl] järgarv
cardinal numeral ['kɑ:rdinl] põ-
hiarv

Song about Stalin.

border ['bɔ:də] piir
valley ['væli] org
mountain ['mauntin] mägi
eagle ['i:gl] kotkas

to sail [seil] purjetama; siin:
hõljuma
proudly ['praudli] uhkelt
wise [waiz] tark
dearly beloved ['diəli bi'lʌvd]
siiralt armastatud
people ['pi:pl] rahvas
to weave, wove, woven [wiiv,
wouv, 'wouvən] (kangast) ku-
duma; *piltl.* punuma, põimi-
ma
swift [swift] kiire(sti), more
swift kiiremini
the song goes a winging [ðə'sɔŋ
'gouz ə'wiŋiŋ] laul levineb
nagu tiivul
to set [set] panema, asetama
oppressor [ə'presə] rõhuja
tremble ['treibl] värisema
fright [fraɪt] hirm
fortified ['fɔ:tifaɪd] kindlusta-
tud
outpost ['aʊtpəʊst] (sõjaväeli-
ne) eelpost
barbed wire border ['bɑ:bd
'waɪə 'bɔ:ɪdə] okastraadist
tõke
to halt [hɔ:lt] peatama
unfaltering [ʌn'fɔ:lt(ə)riŋ] van-
kumatu
flight [flaɪt] lend
whip [wɪp] piits
bullet ['bulɪt] kuul
smash [smæʃ] purustama, pi-
hustama
silence ['saɪləns] vaikus, vaiki-
mine
trench [trentʃ] kaevik
barricade [bæri'keɪd] barri-
kaad, tänavatõke

melody ['melədi] lauluviis
float [flaʊt] hõljuma
wheel [wi:l] ratas
rickshaw ['rɪkʃəʊ] rikša (inime-
se jõul veetav jaapani kaa-
rik)
lip [lɪp] huul
coolie ['ku:li] kuli (Hiina või
India mustatööline või paki-
kandja)
plough [plau] ader
peon ['pi:ən] peoon (teoorjana
peetav võlglane, eriti Mehhi-
kos)
to ring out ['rɪŋ 'aʊt] helis-
tama, kuuldavale tooma
note [nəʊt] noot, heli
to raise [reɪz] tõstma
to conquer ['kɒŋkə] võitma
conquering banner ['kɒŋkəriŋ
'bænə] võidulipp
the People's Front [ðə 'pi:plz
'frʌnt] rahvarinne
mighty ['maɪti] võimas
array [ə'reɪ] rivi
inspiring [ɪn'spaɪəriŋ] vaimus-
tav
flaming ['fleɪmɪŋ] leegitsev
to advance [əd'vɑ:ns] edasi lii-
kuma
to sweep, swept, swept [swi:p,
swept, swept] pühkima
epoch ['i:pɒk] epohh, ajastu
to honour ['ɒnə] austama
splendid ['splendɪd] hiilgav, to-
re
joy [dʒɔɪ] rõõm
victory ['vɪktəri] võit

won [wʌn] võidetud (from win)
motor [ˈmoutə] mootor
to roar [rɔː] mürisema
triumphantly [traɪˈʌmfəntli] võidurõõmsalt
to soar [sɔː] (kõrgel) hõljuma

9. Months and Seasons.

to continue [kənˈtɪnjuː] jätkama
all through the year [ˈɔːl øruː ðə ˈjɛː] kogu aasta (läbi)
light [laɪt] kerge
frost [frɒ(ɪ)st] külm, pakane
to spend, spent, spent [spend, spent, spent] veetma
whole [həʊl] kogu, terve
relation [riˈleɪʃən] sugulane
most of us [ˈmɔʊst əv ˈʌs] enamused
team [tiːm] meeskond
weak [wiːk] nõrk
boat [bəʊt] paat
to go boating [tə ˈɡɔʊ ˈbəʊtɪŋ] paadiga sõitma
to row [rəʊ] sõudma

A Merry Ring.

ring [rɪŋ] ring, sõõr, ringmäng
dancing [ˈdɑːnsɪŋ] tantsides
wild [waɪld] metsik, mets-; siin: karm, vali
mild [maɪld] mahe
to glide away [ˈɡlaɪd əˈweɪ] libisema, liuglema
tress [tres] juuksekihar
gray (grey) [ɡreɪ] hall, halli-juukseline

hand in hand [ˈhænd in ˈhænd] käsikäes
fast [fɑːst] kiire
round we go [ˈraʊnd wi ˈɡɔʊ] käime ringi
cheek [tʃiːk] põsk, pale
to glow [ɡlɔʊ] hõõguma, õhetama
upon the wing [əˈpɒn ðe ˈwɪŋ] lennul

10. Summer and Winter Sports.

near [niə] lähedal
as soon as [æz ˈsuːn æz] niipea kui
pond [pɒnd] tiik
snowman [ˈsnəʊmən] lumimees
snowball [ˈsnəʊbɔːl] lumepall
at each other [ət ˈiːtʃ ˈʌðə] teineteisele
to toboggan [təˈbɒɡən] kelgutama
hillock [ˈhɪlək] (väike) kõngas
they are never tired of nad ei väsi iialgi
sledge [sledʒ] kelk
with a rush [wɪð ə ˈrʌʃ] kiiruga, väga kiiresti
lake [leɪk] järv
fish [fɪʃ] kala
to fish [fɪʃ] kalastama
farthest [ˈfɑːðɪst] kõige kaugem
to rest [rest] puhkama
practice [ˈpræktɪs] praktika, harjutlus
race [reɪs] võistlus; boat race sõudevõistlus

to watch [wɒtʃ] vaatlema, jälgima
rower [ˈrouə] sõudja
winner [ˈwɪnə] võitja
to receive [rɪˈsi:v] saama
prize [praɪz] auhind
to hope [həʊp] lootma
paragraph [ˈpærəgra:f] lõige

11. A Visit to Moscow and a Visit to Leningrad.

I.

visit [ˈvɪzɪt] külaskäik
photograph [ˈfəʊtəgrɑ:f] foto, ülesvõte
mausoleum [məʊsəˈli:ʃ(ə)m] mausoleum, hauamonument-ehitis
Kremlin [ˈkremlin] Kreml
to ride, rode, ridden [raɪd, roʊd, rɪdɪn] sõitma, ratsutama
underground railway [ˈʌndəgraʊnd ˈreɪlweɪ] allmaaraudtee (metro)
to send, sent, sent [send, sent, sent] saatma
excursion [ɪksˈkɜ:ʃ(ə)n] ekskursioon, õppekäik
to pack [pæk] pakkima
to join [dʒɔɪn] ühinema
platform [ˈplætfɔ:m] platvorm, jaamaesine
in front of [ɪn ˈfrʌnt əv] ees
carriage [ˈkærɪdʒ] vagun
until [ʌnˈtɪl] kuni
no longer [nəʊ ˈlɒŋgə] mitte kauem, mitte enam
to fall asleep [ˈfɔ:l əˈsli:p] uinuma

to wake, woke, woke [weɪk, wəʊk, wəʊk] äratama, ärkama
to arrive [əˈraɪv] kohale jõudma
letter [ˈletə] (kirja)täht, kiri
wonderful [ˈwʌndəfʊl] imeilus, imestust äratav
marble [ˈmɑ:bl] marmor, marmorist
column [ˈkɒləm] sammak
what fun it was [wɒt ˈfʌn ɪt wəz] milline lõbu oli
escalator [ˈeskəleɪtə] jooksev trepp
lunch [lʌntʃ] keskpäeva-eine
rest [rest] puhkus
to rest [rest] puhkama
Pioneer House [paɪəˈniə ˈhaʊs] Pioneeride Maja
museum [mju:ˈziəm] muuseum
plenty to talk about [ˈplenti tə ˈtɔ:k əˈbaʊt] palju kõnelda
Zoo [zʊ:] = Zoological Garden [zuˈlɒdʒɪk(ə)l ˈgɑ:dn] loomaaed
The Park of Culture and Rest [ðə ˈpɑ:k əv ˈkʌltʃər ənd ˈrest] Kultuuri ja Puhkuse Park
Picture Gallery [ˈpɪktʃə ˈgæləri] pildigalerii, pildimuuseum
sight [saɪt] vaade, vaatamisväärsus

II.

to intend [ɪnˈtend] kavatseda
factory [ˈfæktəri] vabrik, tehas
to be tired [bɪˈtaɪəd] väsinud olema

broad [brɔ:d] lai
to seem [si:m] näima
mostly ['moustli] enamasti
Vyborg House of Culture
[vaibɔ:g haus əv 'kʌltʃə]
Viiburi Kultuurimaja
cage [keidʒ] puur
elephant [ˈelɪfənt] elevant
a lot [ə'lot] (väga) palju
monkey ['mʌŋki] ahv
trick [trɪk] trikk, vemp
funny ['fʌni] naljakas
island [ˈaɪlənd] saar
picturesque [pɪktʃə'resk] maa-
liline, kaunis

fountain ['fauntɪn] purskkaev
palace ['pælis] loss, palee
sea [si] meri
comparative [kəm'pærətɪv]
keskvõrre
superlative [sju:'pɛrlətɪv] üli-
võrre
affirmative [ə'fɛ:mətɪv] jaatav
interrogative [ɪntə'rɔ:gətɪv] kü-
siv

12. The Twelfth of December, 1937.

to forget, forgot, forgotten
[fə'get, fə'gɒt, fə'gɒt(ə)n]
unustama
indeed [ɪn'di:d] tõepoolest
to vote [vout] hääletama
candidate ['kændɪdɪt] kandidaat
Supreme Soviet [sju:'prɪm
'sɔvɪət] Ülemnõukogu
envy ['envi] kadedus
to envy [ˈenvi] kadestama

he would like [hi wud 'laɪk] ta
tahaks
turn [tɜ:n] kord, järjekord
polling-place ['pouliŋ-pleɪs]
hääletuspunkt, -koht
to remain [ri'meɪn] jääma
motor-car ['moutə-kɑ:] auto
to fetch [fetʃ] tooma, viima
tear [tiə] pisar
adverbial [əd'veɪbiəl] määrus,
adverbiaal, määruseline, ad-
verbiaalne

13. Edison and His Assistant.

assistant [ə'sɪstənt] assistent,
abiline
inventor [ɪn'ventə] leiutaja
to invent [ɪn'vent] leiutama
century ['sentʃʊri] sajand
thanks to ['æŋks tə] tänu
(võlgnedes)
telephone ['telɪfoun] telefon
to apply [ə'plai] kasutama, ra-
kendama
electricity [ɪlek'trɪsɪti] elekter
need [ni:d] vajadus, tarve
to need [ni:d] vajama
delight [dɪ'lait] rõõm, heameel
to take delight in one's work
tə 'teɪk dɪ'lait ɪn wʌnz 'wɜ:k]
tööst rõõmu, õnne leidma
experiment [ɪks'perɪmənt] eks-
periment, katse
sense of time ['sens əv 'taɪm]
ajatunne
laboratory ['læbərətəri, lə'bɔ-
rətəri] laboratoorium
break [breɪk] vaheaeg

dead-tired ['ded-'taiəd] puru-
 väsinud, surmani väsinud
to set the clock [tə 'set ðə
 'klɒk] kella seadma
ahead [ə'hed] ette
to awake, awoke, awoke
 [ə'weik, ə'wouk, ə'wouk]
 ärkama
surprise [sə'praiz] üllatus
tool [tu:l] tööriist
aside [ə'said] kõrval(e)
to burn [bɜ:n] põlema
to move [mu:v] liikuma
direction [di'rekʃən] suund
shop window ['ʃɒp'windou]
 vaateaken
sense of humour ['sens əv
 'hju:mə] huumorimeel
right place ['rait 'pleis] õige
 koht
text [tekst] tekst
skating-rink ['skeitiŋriŋk] uisu-
 tee, liuväli

Learn.

to go ahead ['gou ə'hed] edasi
 minema, jõudma
tie [tai] side
to tie [tai] siduma
tongue [tʌŋ] keel
flame [fleim] tuli, leek
proclaim [prə'kleim] kuuluta-
 ma, teadustama
immortal [i'mɔ:tl] surematu
sunshine ['sʌnʃain] päikese-
 paiste
storm [stɔ:m] torm

manifold ['mænifould] mitme-
 kujuline, -kesine
to require [ri'kwaie] nõudma
steel [sti:l] teras
tyre ['taiə] rattarehv, (rauast
 või kummist
coal [koul] süsi
peat [pi:t] turvas
corn [kɔ:n] (vilja)tera, teravili
wheat [wi:t] nisu
to tire ['taiə] väsima, nõrkema
hands of skill ['hændz əv 'skil]
 osavad käed
iron will ['aiən 'wil] raudne
 tahe

14. A Brave Girl.

Helen ['helin] pn.
police [pə'li:s] politsei
strictly [striktli] rangelt, val-
 jult
side [said] äär, külg
stranger [streindʒə] võõras
spy [spai] spioon, salakuulaja
secret [si:krit] salajane; saladus
document ['dɒkjumənt] doku-
 ment
to cross [krɒs] ristama, risti
 üle minema
road [roud] tee, sõidutee,
 maantee
daddy [dædi] isake, taat
money ['mʌni] raha
softly ['sɒftli] tasakesi
careful ['keəful] ettevaatlik
to disappear [disə'piə] kadu-
 ma, haihtuma
round the corner ['raund ðə
 'kɔ:nə] ümber nurga

to find out, found out [tə 'faɪnd
'aʊt, faʊnd 'aʊt] teada saa-
ma, leidma, avastama
step [step] trepiaste
danger ['deɪndʒə] (häda)ohht
leaflet [li:fli:t] leheke; siin:
lendleht
to put up ['put 'ʌp] üles pane-
ma

15. Robinson Crusoe's First Voyage.

Robinson Crusoe [ˈrɒbɪnsən
'kruːsəʊ]
voyage [ˈvɔɪdʒ, vɔɪdʒ] mere-
reis
to be born [bi 'bɔɪn] sündima
the town of York [ˈtaʊn
əv 'jɔ:k] Yorgi linn
lawyer [ˈlɔːjə] advokaat, õigus-
teadlane
to give up [ˈgɪv 'ʌp] loobuma
foolish [ˈfu:lɪʃ] rumal, mõtle-
matu
idea [aɪ'diə] idee, mõte
tear [ˈtiə] pisar
sad [sæd] kurb
Hull [hʌl] linn Inglismaal
to agree [ə'ɡri:] nõustuma
ship [ʃɪp] laev
even [ˈi:v(ə)n] isegi
letter [ˈletə] kiri
stormy [ˈstɔ:mi] tormine
parents [ˈpeərənts] vanemad
change [ˈtʃeɪndʒ] muudatus
Yarmouth Roads [ˈjɑ:məʊ-
'roudz] Yormouth'i reid

to cut, cut, cut [kʌt] (ära) lõi-
kama
mast [ma:st] mast
to pump out [ˈpʌmp'aʊt] välja
pumpama
to go down [ˈɡəʊ 'daʊn] põhja
minema, vajuma
hard [hɑ:d] kõvasti, visalt
to land [lænd] maanduma, maa-
buma
on foot [ɒn 'fʊt] jalgsi, jala
Guinea [ˈɡi:ni] rannikuala Lää-
ne-Aafrikas

16. The Armaments of the Red Army.

I.

armament [ˈɑ:məmənt] relvas-
tus
to consist of [kən'sɪst əv] koos-
nema
infantry [ˈɪnfəntri] jalavägi
cavalry [ˈkævəlri] ratsavägi
artillery [ɑ'tɪləri] suurtükivägi
armoured troops [ˈɑ:məd
'tru:ps] soomustankiväeosad
air force [ˈeə fɔ:s] lennuvägi
to equip [i'kwɪp] varustama
arms [ɑ:mz] relvad
rifle [raɪfl] vintpüss
automatic rifle [ɔ:tə'mætɪk
'raɪfl] automaatpüss
submachine-gun [sʌbmə'ʃi:n-
ɡʌn] kergekuulipilduja
machine-gun [mə'ʃi:n-ɡʌn]
kuulipilduja (raske)
trench-mortar [ˈtrentʃ-'mɔ:tə]
miinipilduja, -heitja

anti-tank gun ['ænti-'tæŋk ɡʌn] tankitõrjekahur
weapon ['wepən] relv, sõjariist
fire-arms ['faɪər-'ɑ:mz] tulirelvad
cavalryman ['kæv(ə)lɪrɪmæn] ratsaväelane
sabre ['seɪbə] (kõver) mõõk
spear [spiə] oda, piik
cold steel arms ['kəʊld sti:l 'ɑ:mz] külmrelvad
field gun ['fi:ld ɡʌn] välikahur
heavy gun ['hevi ɡʌn] raskekahur
howitzer ['haʊtɪsə] haubits (lühikese rauaga kahur)
anti-aircraft gun ['ænti-'eəkrɑ:ft ɡʌn] õhutõrjekahur
armoured car ['ɑ:məd 'kɑ:] soomusauto
armoured train ['ɑ:məd'treɪn] soomusrong
light, medium and heavy tanks ['laɪt, 'mi:diəm ənd 'hevi 'tæŋks] kerged, keskmised ja rasked tankid
fire-thrower ['faɪə-'θrouə] lee-giheitja
fighter ['faɪtə] hävitaja
bomber ['bɒmə] pommilennuk, pommitaja
attack plane [ə'tæk 'pleɪn] ründelennuk
scout plane [skaut 'pleɪn] luurelennuk
reconnaissance plane [ri'kɔ:nɪsəns] luurelennuk
auxiliary plane [ə'gɪljəri 'pleɪn] abilennuk

ambulance plane ['æmbjuləns 'pleɪn] sanitaar-, ambulantslennuk
bomb [bɒm] pomm
up-to-date ['ʌp-tə-deɪt] ajakohane, aja kõrgusel
powerful ['paʊəfʊl] võimas, tugev, vägev
commanders and men [kə'mɑ:ndəz ənd 'men] komandörid ja sõdurid
to defend [dɪ'fend] kaitsema
to destroy [dis'trɔɪ] hävitama
enemy ['enɪmi] vaenlane

II.

The Trophies of the Red Army

trophy ['trɒfi] trofee (vaenlaselt äravõetud) võidumärk
communiqué [kə'mju:nikeɪ] kommünikee, ametlik teade
region, ['ri:dʒən] piirkond (maa)ala
to advance [əd'vɑ:ns] edasi liikuma, — minema
to occupy ['ɒkjupai] okupeerima, valdusse võtma
several ['sev(ə)rəl] mitmed, mitu
populated ['pɒpjuleɪtɪd] asustatud
German ['dʒə:mən] saksa, sakslane
to suffer heavy losses ['sʌfə 'hevi 'lɔ:sɪz] kannatama raskeid kaotusi

to rout [raut] (vaenlast) löö-
 ma, purustama
division [di'vizən] diviis
fascist ['fæʃist] fašist, fašistlik
soldier ['souldʒə] sõdur
officer ['ɒfisə] ohvitser
capture ['kæptʃə] saagiks võt-
 ma, — saama
in the course of [in ðə 'kɔ:s əv]
 jooksul, kestel
fortnight ['fɔ:tnait] kaks nädal-
 lat
during ['djuəriŋ] (aja) kestel,
 vältel
period ['piəriəd] periood, aja-
 järk
ammunition dump [æmjʊ'niʃən
 dʌmp] *mil.* (ajutine) sõja-
 moonaladu rindel
unit ['ju:nit] üksus, (väeüksus)
munitions [mju(:)'niʃənz] sõja-
 laskemoon

17. Dick and Mike.

to fall ill ['fɔ:l 'il] haigestuma
I had to stay ['hæd tə 'stei] pi-
 din jääma
to have a bad cold [tə 'hæv
 ə'bæd 'kould] tugevasti kül-
 metunud olema
post-office ['poust-'ɒfis] post-
 kontor
just [dʒʌst] just, parajasti
stamp [stæmp] postmark
envelope ['enviləup] kirjaümb-
 rik
money-order ['mʌni-'ɔ:ɪdə] ra-
 hakaart

ever so many ['evə sou 'meni]
 väga palju
homework ['houmwɜ:k] kodune
 töö
principal form ['prinsəpəl'fɔ:m]
 (pea-), põhivorm
noun [naun] nimisõna

18. The Inquisitive Man.

inquisitive [in'kwizitiv] teadu-
 himuline, uudishimulik
Natural History Museum
 ['nætʃ(ə)rəl 'histəri mju:'
 zɪəm] loodusteaduse muu-
 seum
beast [bi:st] loom, elajas
fly, pl. flies [flai, flaiz] kärbes
tiny ['taɪni] (pisi)tilluke
ladybird ['leɪdɪbɜ:d] lepatriinu
pin [pin] nõõpnõel
probably ['prɒbəbli] arvatavasti
mountain ['mauntɪn] mägi
to notice ['noutɪs] märkama,
 tähele panema

19. In a Country Inn.

inn [ɪn] võõrastemaja, kõrts
to remember [rɪ'membə] mäle-
 tama
to happen ['hæpən] juhtuma
Wales [weɪlz] S.-Britannia mä-
 gine lääneosa
to join [dʒɔɪn] ühinema, seltsi-
 ma
candle ['kændl] küünel
the candle went out [ðə 'kændl
 went 'aʊt] küünel kustus

to undress [ʌn'dres] lahti riie-
tuma

at the top [ət ðə 'tɒp] (voodi)
peatsis

pillow ['pilou] padi

silence ['sailəns] vaikus

what's the matter? ['wɒts ðə
'mætə?] mis on viga? mis on
lahti? milles asi on?

strange [streindʒ] kummaline,
imelik, võõrastav

to push out [puʃ'aut] välja lük-
kama, tõukama

sound [saund] hääl, kõla, heli

heavy ['hevi] raske

fall [fɔ:l] kukkumine

to fall, fell, fallen [fɔ:l, fel,
'fɔ:lən] kukkuma

voice [vɔis] hääl

I say, Tom kuule, Tom

how have you got on? ['hau
hæv ju: 'gɒt 'ɒn? kuidas sul
läks

20. The Bear in School.

First Part.

bear ['beə] karu

used to live ['ju:st tə 'liv] ta-
vatses, oli viisiks elada

cub [kʌb] (metslooma) poeg

thick [θɪk] tihe, paks

hair [heə] juuksed; siin: karv

to feed, fed, fed [fi:d, fed, fed]
söötma, toitma

tame [teim] taltsas

to tame [teim] taltsutama

bag [bæg] kott

basket ['bɑ:skɪt] korv

peg [peg] (riide)varn, nagipulk
to take down ['teik 'daun] alla,
maha võtma

everywhere ['evriweə] igal
pool, kõikjal

21. The Bear in School.

Second Part.

to pass [pɑ:s] mööduma

to die [dai] surema

to fill [fil] täitma

seat [si:t] iste, istekoht

wintry ['wintri] talvine

while [wail] (sel) ajal kui

in terror [in 'terə] (kabu)hir-
mus

to hide, hid, hidden [haid, hid,
'hidn] peitma

to protect [prə'tekt] kaitsema

quietly ['kwaiətlɪ] vaikselt, ra-
hulikult

hind [haind] tagumine

in the meantime [in ðə
'mi:n'taim] vahepeal

to alarm [ə'laim] alarmeerima,
hädaohu eest hoiatama

22. Young Private Lazarev.

heroic [hi'ro(u)ik] sangarlik,
kangelaslik

soldier ['souldʒə] sõdur

to penetrate ['penitreit] läbi
tungima

line [lain] liin, joon

to hold, held, held [hould, held,
held] hoidma, pidama

unit ['ju:nit] üksus
to creep up, crept, crept [kri:p, krept, krept ʌp] juurde roomama, — hiilima
private ['praivit] reamees
to surround [sə'raund] ümbritsema
to disarm [dis'aɪm] desarmeerima, relvitustama
to tie [tai] (kinni) siduma
to touch [tʌtʃ] puudutama
bayonet ['be(i)ənɪt] tääk, bajonett
to march [mɑ:tʃ] marssima, marsitama; marssides viima
Staff Headquarters ['sta:f hed'kwɔ:təz] sõjaväe peakorter
to recognize ['rekəgnaɪz] ära tundma
to mine [main] mineerima
in order to [in 'ɔ:də] selleks et
mine field ['main 'fi:ld] miiniväli
to perish ['periʃ] hukkuma, surema, kaduma
what did that matter? ['wɒt did ðæt 'mætə] mis sellest? see polnud tähtis
at least [ət 'li:st] vähemalt
to pay [pei] maksuma
to come in contact ['kʌm in 'kɒntækt] (millegagi, kellegagi) kokku puutuma
explosion [iks'plouzən] plahvatus
to explode [iks'ploud] plahvata
to lose, lost, lost [lu:z, lɒst, lɒst] kaotama

consciousness ['kɒnʃənsɪs] teadvus, meelemärkus
to come to, came, come ['kʌm, 'keɪm, 'kʌm tu (tə)] meelemärkusele tulema
to wound [wu:nd] haavama
blood [blʌd] veri
though [ðəu] ehkki
weak [wi:k] nõrk
to crawl [krɔ:l] roomama

23. The Boy from Urzhum.

district ['dɪstrɪkt] rajoon
wooden ['wʊdn] puust
harsh [hɑ:ʃ] karm, vali
joyless ['dʒɔɪlɪs] rõõmutu
parentless child ['peərəntlɪs 'tʃaɪld] orb, vaenelaps
children's home ['tʃɪldrənz 'həʊm] lastekodu
tsarist government ['zɑ:ɪst 'gʌvənmənt] tsaarivalitsus
revolutionary [revə'lju:ʃnəri] revolutsioonäär
to make friends with ['meɪk 'frendz wɪð] sõprust sobitama, sõbraks saama
primary school ['praɪməri 'sku:l] algkool
excellent ['eksələnt] (erakordselt) hea, väga hea
mark [ma:k] hinne
fellow-pupil ['felou-'pju:pl] kaasõpilane
for ever [fə'evə] alati
Bloody Sunday ['blʌdi 'sʌndɪ] Verine Pühapäev

organize [ˈɔ:gənaiz] organiseeri-
ma, korraldama
armed [aɪmd] relvastatud
protest [ˈproutest] protest, ra-
hulolematuse-avaldu
to receive [riˈsi:v] saama
printer [ˈprintə] trükitööline
appointed [əˈpɔɪntɪd] määratud
banner-bearer [ˈbænə-ˈbeərə] li-
pukandja
youth [ju:θ] nooruk, noormees
but [bʌt] vaid, ainult
cossack [ˈkɒsæk] kasakas
to attack (əˈtæk] ründama, kal-
lale tungima
demonstrator [ˈdemənstreitə]
meeleavaldaja
to beat, beat, beaten [bi:t, bi:t,
ˈbi:tn] lööma
to fire at [ˈfaɪər ət] tulistama
sabre [ˈseɪbə] (kõver) mõök
to escape [isˈkeɪp] pääsema, põ-
genema
death [deθ] surm
to kill [kil] tapma, surmama
killed [kɪld] tapetud
mortuary [ˈmɔ:tjuəri] surnu-
kamber
pocket [ˈpɒkɪt] tasku
to save [ˈseɪv] päästma
to hesitate [ˈheziteit] kõhklema
to climb [klaɪm] ronima
stone [stoun] kivi; kivist
to evade [iˈveɪd] kõrvale hoi-
duma, — põiklema
guard [gɑ:d] vaht, valvur
to penetrate [ˈpenitreit] tun-
gima
funeral [ˈfju:nərəl] matus

I. The Arrow and the Song.

arrow [ˈærou] nool
to shoot, shot, shot [ʃu:t, ʃɒt,
ʃɒt] laskma (püssist, vibupüs-
sist)
earth [ə:θ] maa, muld
swiftly [ˈswɪftli] kiirelt
to fly, flew, flown [flai, flu:,
floun] lendama
sight [sait] nägemine; nägemis-
meel
follow [ˈfɒlou] järgnema, jäl-
gima
flight [flait] lend
to breathe [bri:ð] hingama; siin:
sosistama
keen [ki:n] terav, terane
afterward [ˈa:ftəwəd] pärast-
poole, hiljem
oak [ouk] tamm (puu)
unbroke [ʌnˈbrɒuk] = unbroken
murdmatu

II. Children's Camps in the U. S. S. R.

on either side [ɒn ˈaɪðə ˈsaɪd]
mõlemal, kummalgi poolel
line [laɪn] liin
to rise, rose, risen [raɪz, rouz,
rɪzn] tõusma
pine-forest [ˈpaɪn-fɔrɪst] män-
nimets
poet [ˈpɔɪt] luuletaja
gate [geɪt] värav
inscription [ɪnˈskɪpʃən] peal-
kiri, silt
colony [ˈkɒləni] koloonia, asun-
dus

Central House ['sentrəl haus] keskmaja
you may hear [mei 'hiə] võib kuulda
sunburnt ['sʌnbə:nt] päikesest põlenud, — pruunistunud
shorts [ʃɔ:ts] lühikesed püksid, supelpüksid
to wear, wore, worn [wəə, wɔ:, wɔ:n] kandma (riideid)
shade [ʃeid] vari
lawn [lɔ:n] muru, muruplats
tent [tent] telk
centre ['sentə] keskpaik
to blossom ['blɒsəm] õitsema
flower-bed ['flaʊə-bed] lillepeenar
to bend, bent, bent [bend, bent bent] painduma
burden ['bɜ:d(ə)n] koorem, raskus
further ['fɜ:ðə] kaugemal
veranda [və'rændə] veranda
vegetables ['vedʒitəblz] köögi-, keeduvili
gardener ['gɑ:dnə] aednik
to plant [plɑ:nt] istutama
radish ['rædiʃ] redis
lettuce ['letis] aed-, lehtsalat
to water ['wɔ:tə] kastma
watering-can ['wɔ:təriŋ-'kæn] kastmiskann
to pick [pik] noppima, korjama
ripe [raip] küps, valminud
labour ['leibə] töö, vaev

III. Falling Snow.

pretty ['priti] ilus, kena
snow-flake ['snou-fleik] lumehelve

house-top ['haus-tɒp] katus
soft [sɒ(:)ft] pehme(lt)
thick [eik] paks(ult)
window-ledge ['windou-'ledʒ] (etteulatuv) aknaveer, -serv, -simss
bare [beə] paljas
to gather ['gæðə] kogunema
to fill [fil] täitma
blade [bleid] rohulible
twig [twig] oks
laden [leidn] kaetud, koormatud

IV. Spanish Children in the Soviet Union.

horror ['hɒrə] koledus, hirm
war [wɔ:] sõda
heroic [hi'rouik] kangelaslik
to take care of [teik 'keər əv] hoolitsema
under the care of ['ʌndə ðə 'keər əv] hoolitsusel
excellent ['eksələnt] suurepä-rane, väga hea, tubli
instructor [in'straktə] instruktor
different ['difr'(ə)nt] eri-, mitmesugune
circle [sə:kl] ring
among [ə'mʌŋ] hulgas, seas
aviation [eivi'eifən] lennuasjandus
radio ['reidiou] raadio
to attend [ətend] külastama, osa võtma
full of ['ful əv] täis
interest ['intrist] huvi

event [i'vent] sündmus
fatherland [faiðələnd] kodu-
maa

V. The Heroine from Oviedo.

heroine [hero(u)in] naissan-
gar, -kangelane
almost [ɔ:lmoʊst] peaaegu
to attack [ətæk] kallale tungi-
ma, ründama
forces [fɔ:siz] sõjavägi
to clasp [klaɪsp] haarama
enemy [enimi] vaenlane
onward [ɔnwəd] edasi
to crackle [krækl] ragisema
to arrest [ə'rest] vangistama
proudly [praʊdli] uhkelt
uniform [ju:nifɔ:m] vormirii-
ded
to command [kə'ma:nd] käskima
to reply [ri'plai] vastama
to shoot, shot, shot [ʃu:t, ʃɒt,
ʃɒt] (maha) laskma

VI. How Marusya Captured a Spy.

to capture [kæptʃə] tabama;
vangistama
border [bɔ:də] piir
beyond [bi'jɒnd] teispool,
sealpool, taga
catch, caught, caught [kætʃ,
kɔ:t, kɔ:t] kinni püüdma
as usual [ʃu:zʊ(ə)l] nagu hari-
likult
crutch [krʌtʃ] kark

to approach [ə'prəʊtʃ] lähene-
ma
hardly [hɑ:ldli] vaevalt
at once [ət wʌns] otsekohe
violently [vaiələntli] tugevasti
ugly [ʌgli] inetu
quiet [kwaɪət] rahulik
terrible [terəbl] hirmuäratav,
kole, hirmus
to swing, swung, swung [swɪŋ,
swɔŋ] kiikuma, siin: kõlgu-
tama, viibutama
beggar [begə] kerjus
forbidden [fə'bidn] keelatud
zone, [zoun] tsoon, maariba,
piirkond, vöönd
to sneeze [sni:z] aevastama
to pretend [pri'tend] teesklema
sure [ʃuə] kindel
in the distance [in ðə 'distəns]
kauguses
it's right there [its 'rait 'ðeə]
see on just seal
heavy [hevi] raske
boot [bu:t] saabas
hide, hid, hidden [haid, hid,
'hidn] peitma
in the direction [in ðə
di'rekʃən] suunas
unseen [ʌn'si:n] nähtamatu,
nägematu(lt)
to spring, sprang, sprung
[sprɪŋ, spræŋ, sprɔŋ] hüppa-
ma
surprised [sə'praɪzd] üllatatud
to drop [drɒp] pillama
to shout [ʃaʊt] hüüdma, kisa-
ma; to shout at (kellegagi)
kisades rääkima
to appear [ə'piə] ilmuma

collar [ˈkɔlə] krae, kaelus
to run up, ran, run [ˈrʌn ˈʌp,
ræn, rʌn] juurde jooksmata
to praise [preɪz] kiitma
reward [rɪˈwɔɪd] tasu

VII. The Travelling Singers.

I.

to travel [ˈtrævl] rändama, reisima
ass [æs] eesel
sad [sæd] kurb
master [ˈmɑːstə] peremees
to get rid of [ˈget ˈrɪd əv] vabanema, lahti saama
penny [ˈpeni] penni, (inglise penn)
mistress [ˈmɪstrɪs] perenaine
mouse, *pl.* mice [maʊs, maɪs] hiir
certainly [ˈsɜːtnli] muidugi, kindlasti

II.

cock [kɒk] kukk
to crow [krou] kirema, (kuke kohta) laulma
cook [kuk] kokk
to get dark [ˈget ˈdɑːk] pimedaks minema, hämarduma
robber [ˈrɒbə] röövel
supper [ˈsʌpə] õhtusöök
to turn out [tɜːn ˈaʊt] välja ajama, — heitma
front leg [ˈfrʌnt ˈleg] esimene jalg

window-sill [ˈwɪndəʊ-ˈsɪl] aknalaud
shoulder [ˈʃəʊldə] õlg
to fly, flew, flown [flaɪ, fluː, fləʊn] lendama
glass [glɑːs] klaas
fear [fiə] hirm, kartus

III.

to turn out the lights [tɜːn ˈaʊt ðə ˈlaɪts] tulesid kustutama
stove [stəʊv] ahi
hay [heɪ] hein
yard [jɑːd] hoov
quiet [ˈkwaɪət] vaikne, rahulik
to be sorry [tə bi ˈsɔːri] kahetsema
to run off [ˈrʌn ˈɔːf] ära jooksmata
captain [ˈkæptɪn] kapten; pealik
to scratch [skrætʃ] kribima, kraapima, kriimustama
to bite, bit, bitten [baɪt, bɪt, ˈbɪtɪn] hammustama
to kick [kɪk] (jalaga) lööma; tagant üles lööma

VIII. The Two Bottles.

I.

bottle [ˈbɒtl] pudel
fairy tale [ˈfeəri teɪl] muinasjutt
Ireland [ˈaɪələnd] Iirimaa
named [neɪmd] nimega
to spoil [spɔɪl] rikkuma

crop [krɒp] (vilja)saak, -lõikus, põlluvili

two years running [ˈtuː ˈjɜːz ˈrʌnɪŋ] kaks aastat järge-mööda

wife [waɪf] naine, abikaasa

cow [kaʊ] lehm

market [ˈmɑːkɪt] turg

price [praɪs] hind

grey [greɪ] hall, hallipäine, -juukseline

to buy, bought, bought [baɪ, bɔːt, bɔːt] ostma

angry [ˈæŋɡri] vihane, kuri

mad [mæd] hull, hullumeelne

sell, sold, sold [sel, sould, sould] müüma

simple [ˈsɪmpl] lihtne

duty [ˈdjuːti] kohus, kohustus

happen [ˈhæpən] juhtuma

to be pleased [plɪɪzd] rahul, rõõmus olema

to set, set, set [set, set, set] ase-tama, panema

fairly [ˈfeəri] haldjas

to wonder [ˈwʌndə] imestama

II.

landlord [ˈlændlɔːd] peremees, mõisnik

greedy [ˈɡriːdi] ahne

at last [ət ˈlaːst] lõpuks

mistake [mɪsˈteɪk] viga, eksitus

sure enough [ˈʃʊəriˈnʌf] tõe-poollest

in the very same place [ɪn ðe ˈveri ˈseɪm ˈpleɪs] just samal kohal

exchange [ɪksˈtʃeɪndʒ] vahetus

to exchange [ɪksˈtʃeɪndʒ] vahe-tama

inside [ɪnˈsaɪd] sees, seespool

in a twinkling = in a moment

[ɪn ə ˈtwɪŋklɪŋ] silmapilkself

stick [stɪk] kepp

coat [kəʊt] kuub

a great deal better [ə ˈɡreɪt

ˈdiːl ˈbetə] palju, hulga parem

shelf, pl. shelves [ʃelf, ʃelvz] riid

to part with [ˈpaːt wɪð] lahku-ma (millestki, kellestki)

IX. A Story about a Parrot.

parrot [ˈpærət] papagoi

doubt [daʊt] kahtlus

there is no doubt about it

selles ei ole kahtlust

all day long [ˈɔːl ˈdeɪ ˈlɔːŋ] kogu päev

Poll [pɒl] = parrot papagoi

pound [paʊnd] nael (ingl. raha-ühik)

price [praɪs] hind

to be worth [bi ˈwɜːθ] väärt olema

bargain [ˈbɑːɡɪn] kaup, kauba-tehing

cage [keɪdʒ] puur

fool [fuːl] loll, rumal

X. Tom Whitewashes His Aunt's Fence.

to whitewash [ˈwaɪtwɔːʃ] lup-jama

fence [fens] tara, aed, plank

to appear [əˈpiə] ilmuma

bucket ['bʌkɪt] pang, ämber
 whitewash ['waɪtwɔʃ] lubja-
 võõp, -lahus
 brush [brʌʃ] pintsel
 yard [jɑːd] jard (ingl. pikkus-
 mõõduühik)
 foot, pl. feet [fʊt, fi:t] jalg
 ingl. pikkusmõõduühik)
 to pass the brush ['pɑːs ðə
 'brʌʃ] pintsliga tõmbama, üle
 käia laskma
 top part ['tɒp 'pɑːt] ülemine
 osa
 operation [ɒpə'reɪʃən] toiming;
 operatsioon
 negro ['niːɡrou] neeger
 gate [geɪt] värav
 pump [pʌmp] pump
 never mind what she said
 ['nevə 'maɪnd] mis sellest;
 see ei tähenda midagi, mis ta
 ütles
 marble ['mɑːbl] marmor; siin:
 marmor- või kivikuulike (las-
 temänguks)
 to disappear [disə'piə] kaduma,
 haihtuma
 slipper ['slɪpə] toaking
 energy ['enədʒi] energia, töö-
 tahe, töövaru
 to last [lɑːst] kestma
 hopeless ['həʊplɪs] lootusetu
 brilliant ['brɪljənt] hiilgav
 even ['iːvən] isegi, koguni
 move [muːv] liigutus
 to move [muːv] liikuma
 to agree [ə'ɡriː] nõustuma
 especially [ɪs'peɪ(ə)li] eriti
 to be able [bi'eɪbl] võimeline,
 suuteline olema

core [kɔː] südamik
 to plan [plæn] plaanitsema
 instead of [ɪn'sted əv] asemel
 chance [tʃaɪns] võimalus
 Tom had plenty of company
 [tɒm hæd 'plenti əv 'kʌmpə-
 ni] Tomil oli küllalt seltsilisi
 to lie [laɪ] valetama

XI. Twelve Heroes.

squad [skwɒd] (väike) sõjaväe-
 salk, jagu, üksus
 rifleman ['raɪflmən] laskur
 sergeant ['sɑːdʒənt] seersant
 to advance [əd'vɑːns] edasi lii-
 kuma, lähenema
 to make advances to (kellelegi)
 läheneda püüdma
 approach [ə'prəʊtʃ] juurde-
 pääs, juurdepääsutee
 at the approaches [æt ði
 ə'prəʊtʃɪz] lähistel
 to dig in ['dɪg 'ɪn] kaevuma
 counter-attack ['kauntər-ə'tæk]
 vasturünnak
 score [skɔː] kakskümmend;
 siin: kümme, mituküm-
 mend
 handful ['hændfʊl] käputäis;
 väike arv
 to disgrace [dɪs'ɡreɪs] teotama;
 häbi tegema
 city [sɪti] linn, suurlinn
 fire! ['faɪə] tuld!
 inflammable liquid ['ɪn'flæməbl
 'lɪkwɪd] süttiv vedelik
 hand grenade ['hænd grɪ'neɪd]
 käsigranaat

defender [di'fendə] kaitsja
stream [stri:m] vool, hoovus,
oja; **stream of bullets** kuuli-
rahe
ranks [ræŋks] read, rivid
(to be) unable ['ʌn'eibl] võime-
tu (olema)
to drop [drɒp] pillama; siin:
kukkuma, langema
to open fire ['əʊpən 'faɪə] tuld
avama
flank [flæŋk] külg, flank
damaged ['dæmɪdʒd] vigasta-
tud
dearly ['diəli] kallilt
unequal [ʌn'i:kwəl] ebavõrdne,
ebatasavägine

to use up ['ju:z 'ʌp] kulutama,
ära tarvitama
ammunition [æmjʊ'niʃən] sõja-
moon
to full height ['ful 'hait] täies
pikkuses
to hit, hit, hit [hit] tabama
chest [tʃest] rind
to carry out ['kæri 'aut] täit-
ma, täide viima
order ['ɔ:də] käsk, korraldus
force [fɔ:s] (sõjaväeline) jõud
to retreat [ri'tri:t] taganema,
taanduma
for good [fə'gud] alatiseks, iga-
vesti

A.

(be) **able** ['eibl] suuteline, võimeline; suutma, võima (midagi teha)
about [ə'baʊt] ümber, umbes, ligikaudu
above [ə'ʌʋ] üleval, peal, kohal
(be) absent ['æbs(ə)nt] puuduma
actually ['æktjuəli] tegelikult, tõepoolest
add [æd] lisama, liitma, kokku arv(ut)ama
adjective ['ædʒiktiv] adjektiiv, omadussõna
advance [əd'vɑ:ns] edasi viima, liikuma, minema, lähenema
adverb ['ædvə:b] adverb, määr sõna
adverbial [əd'və:biəl] adverbiaal, määrus; adverbiaalne, määruseline
aeroplane ['æɹəplein] lennuk
affirmative [ə'fə:mətiv] afirmatiivne, jaatav
(be) afraid [ə'freid] kartma
afterward(s) ['ɑ:ftəwəd(z)] pärastpoole, hiljem
ago [ə'gəʊ] (teatav aeg) tagasi
agree [ə'gri:] nõustuma
ahead [ə'hed] edasi, ette; ees, eel
aim [eim] siht, eesmärk; sihtima

air [eə] õhk
air force ['eə fɔ:is] lennuvägi
alarm [ə'lɑ:m] hoiatussignaal, häire, ärevus; hädaohu eest hoiatama, alarmeerima
alive [ə'laiv] elus, elav; elusalt
all [ɔ:l] kõik, terve, kogu
at all [ət'ɔ:l] üldse
almost ['ɔ:lməʊst] peaaegu
alone [ə'ləʊn] üksi, üksinda
along [ə'lɔŋ] piki, pikuti, mööda
aloud [ə'ləʊd] valjusti, valjul häälel
already [ɔ:l'redi] juba
a. m. (ante meridiem) ['ei 'em] ['ænti me'ridiem] enne lõunat
ambulance plane ['æmbjuləns 'plein] sanitaar- või ambulantslennuk
America [ə'merikə] Ameerika
ammunition [æmjʊ'niʃən] sõja-, laskemoon
among [ə'mʌŋ] hulgas, seas
analyse ['ænəlaiz] analüüsima, eritlema
angry ['æŋgri] vihane, kuri
animal ['æniməl] loom
anniversary [æni'vɜ:səri] aastapäev
another [ə'nʌðə] teine
answer ['ɑ:nsə] vastama; vastus

anti-aircraft gun [ˈænti-ˈeəkraɪft
gʌn] õhutõrjekahur, õhukait-
sesuurtükk

anti-tank gun [ˈænti-ˈtæŋk
gʌn] tankitõrjekahur

any [ˈeni] mõni, mingi, keegi

anybody [ˈeniɪbɒdi] ükskõik kes,
keegi

anything [ˈeniəɪŋ] ükskõik mis,
midagi

appear [əˈpiə] ilmuma

apple [ˈæpl] õun

apply [əˈplai] tarvitama, raken-
dama, kasutama

appoint [əˈpɔɪnt] määrama, ni-
metama

appointed [əˈpɔɪntɪd] määra-
tud, nimetatud

approach [əˈprəʊtʃ] lähenema,
liginema

approach [əˈprəʊtʃ] lähis, juur-
depääsutee; **at the approach-**
es [æt ði əˈprəʊtʃɪz] lähistel

April [ˈeɪprəl] aprill

arise, arose, arisen [əˈraɪz,
əˈrouz, əˈrɪzn] tõusma

arm [ɑːm] käsivars, käsi

armament [ˈɑːməmənt] relvas-
tus

armed [ɑːmd] relvastatud

armoured [ˈɑːməd] soomusta-
tud

armoured car [ˈɑːməd ˈkɑː]
soomusauto

armoured train [ˈɑːməd ˈtreɪn]
soomusrong

armoured troops [ˈɑːməd
ˈtruːps] soomustankväeosad

arms [ɑːmz] relvad, sõjariistad

army [ˈɑːmi] sõjavägi, armee

around [əˈraʊnd] ümberringi

array [əˈrei] rivi

arrest [əˈrest] vahistama, ar-
(r)eteerima, vangistama

arrive [əˈraɪv] saabuma, kohale
jõudma

arrow [ærou] nool

article [ˈɑːtɪkl] artikkel

artillery [ɑːˈtɪləri] kahurvägi

as [æz, əz] nii, kui, niisama,
nagu

as ... as nii ... kui, niisama
... kui

aside [əˈsaɪd] kõrval(e)

ask [ɑːsk] küsima, paluma

(be) asleep [əˈsliːp] magama;
to fall asleep [tə ˈfɔːl əˈsliːp]
uinuma

ass [æs] eesel

assist [əˈsɪst] aitama

assistant [əˈsɪstənt] abiline, as-
sistent

ate [et, eit] söi (minevik ver-
bist to eat)

attack [əˈtæk] ründama, ata-
keerima, kallale tungima

attack plane [əˈtæk ˈpleɪn] rün-
delennuk

attend [əˈtend] osa võtma, kü-
lastama; **to attend school**
koolis käima

August [ˈɔːgəst] august

aunt [aɪnt] tädi

automatic rifle [ɔːtəˈmætɪk
ˈraɪfl] automaatpüss

autumn [ˈɔːtəm] sügis

auxiliary plane [ɔːˈgɪljəri
ˈpleɪn] abilennuk

aviation [eiv'i'eɪʃən] aviatsioon, lennuasjandus
awake, awoke, awoke [ə'weɪk, ə'wɒk] ärkama

B.

back [bæk] tagasi; selg
bad [bæd] halb, paha
bag [bæg] kott, jahitasku
ball [bɔ:l] pall
bank [bæŋk] kallas
banner ['bænə] (riigi-, sõjaväe- jne.) lipp; **conquering banner** võidulipp
banner-bearer ['bænə-beəɪ] lipukandja
barbed wire ['bɑ:bd waɪə] okas- traat
bare [beə] paljas, katmatu
bargain ['bɑ:ɡɪn] kaup, ost, odavalt ostetud asi, kauba- tehing; kauplema
barley ['bɑ:lɪ] oder
barricade [bæri'keɪd] barrikaad, tänavatõke
basket ['bɑ:skɪt] korb
bathe [beɪð] suplema
battle ['bætl] lahing
bayonet ['be(i)ənɪt] tääk
be, was-were, been [bi, wəz, bi:n] olema
bear ['beə] karu
beast [bi:st] elajas, lojus, loom
beat, beat, beaten [bi:t, 'bi:tn] lööma, peksma, taguma
beautiful ['bjʊtəfʊl] ilus, kau- nis, suurepärane
because [bi'kɔ:z] sellepärast et, sest et

become, became, become [bi'kʌm, bi'keɪm, bi'kʌm] saama (millekski, kellekski)
bed [bed] säng, voodi; **go to bed** ['ɡou tə 'bed] magama minema
beetle ['bi:tl] mardikas, põrni- kas
beg [beg] paluma
beggar ['begə] kerjus
begin, began, begun [bi'ɡɪn, bi'ɡæn, bi'ɡʌn] algama, alus- tama
beginning [bi'ɡɪniŋ] algus, alustus, hakatus
bell [bel] kell
beloved [bi'lʌvd] armastatud
below [bi'ləu] all
bend, bent, bent [bend, bent] painutama, painduma, kallu- tama, kummardama, kum- marduma
berry ['beri] mari
beside [bi'saɪd] kõrval
besides [bi'saɪdz] peale, lisaks
best [best] parim
better ['betə] parem
between [bi'twi:n] vahel
beyond [bi'jɔ:nd] teispool, seal- pool, taga
big [big] suur
building ['bildɪŋ] ehitis, hoone
bird [bɜ:d] lind
birthday ['bɜ:ðdeɪ] sünnipäev
bite, bit, bitten [baɪt, bit, 'bitn] hammustama
black [blæk] must
blackboard ['blækbɔ:rd] (kooli)- tahvel
blade [bleɪd] rohulible

blood [blʌd] veri
bloody ['blʌdi] verine
Bloody Sunday ['blʌdi 'sʌndi]
Verine Pühapäev
bloom [blu:m] õ(ilm)itsema,
õits(e)ma
blossom ['blɒsəm] õis, õilmed;
õitsema
blow, blew blown [blou, blu:
bloun] puhuma
blue [blu:] sinine
boat [bout] paat; **go boating**
[gou 'boutiŋ] paadiga sõit-
ma, paadisõitu tegema
body ['bɒdi] keha
Bolshevik ['bɒlʃevik] bolševik
bomb [bɒm] pomm
bomber ['bɒmə] pommitaja
(pommilennuk)
book [buk] raamat
book-case ['bukkeis] raamatu-
kapp
boot [bu:t] saabas
border ['bɔ:də] piir; tõke
border-guard ['bɔ:də-'gɑ:d] pii-
rivalvur
border-guard post ['bɔ:də-'gɑ:d
'poust] piirivalvepost
(be) born [bɔ:n] sündinud
both [bouə] mõlemad
both ... and [bouə ... ænd]
niihästi ... kui ka
bottle ['bɒtl] pudel
box [bɒks] kast, karp
boy [bɔi] poiss
bracket ['brækit] sulg, klam-
ber; **in brackets** sulgudes
braggart ['brægət] hoopleja,
kiitleja
branch [brɑ:ntʃ] oks, haru

brave [breiv] vapper, vahva
bread [bred] leib
break, broke, broken [breik,
brouk, 'brouk(ə)n] murdma,
purustama, murduma, puru-
nema
break [beik] läbimurd; vaheaeg
breakfast ['brekfəst] hommiku-
eine
breath [breə] hingetõmme, -tõm-
bus
breathe [bri:ð] hingama; sosis-
tama
brick [brik] telliskivi
bridge [bridʒ] sild
bright [brait] hele, särav, hiil-
gav; selge
brightly ['braitli] heledalt, sära-
valt
brilliant ['briljənt] hiilgav, sä-
rav, sädelev, tore
bring, brought, brought [briŋ,
brɔit, brɔit] tooma
broad [brɔ:d] lai, avar
brother ['brʌðə] vend
brown [braun] pruun
brush [brʌʃ] hari, pintsel
bucket ['bʌkit] pang, ämber
bug [bʌg] mardikas, põrnikas
build, built, built [bild, bilt, bilt]
ehitama
building ['bildiŋ] ehitus, ehitis,
hoone
bulb [bʌlb] (elektri)pirn
bullet ['bulit] (püssi-, revolvri-)
kuul
burden ['bɜ:dn] koorem, kan-
dam, raskus
burn, burnt, burnt [bɜ:n, bɜ:nt]
põlema; põletama; kõrvetama

bury ['beri] matma, peitma
bus [bʌs] buss, omnibus
bush [buʃ] põõsas
bushy ['buʃi] puhmataoline, tihe ja lopsakas
busy ['bizi] tegev, tööga kinni
but [bʌt] aga; vaid, ainult
butter ['bʌtə] või
butterfly ['bʌtəflai] liblikas
buy, bought, bought [bai, bɔɪt, bɔɪt] ostma
by [bai] kõrval, ligi, juures, juurde
by ten [bai 'ten] kella kümneks

C.

cage [keidz] (linnu-, looma-) puur
calender ['kælində] kalender
call [kɔɪ] hüüdma, kutsuma, nimetama
call on somebody ['kɔɪl ɔn 'sʌmbədi] külastama kedagi
call out ['kɔɪl 'aut] hüüdma, välja kutsuma
camp [kæmp] laager, laagri-plats
I can [kæn] suudan, oskan
candidate ['kændidit] kandidaat, koha-, ametitaotleja
candle ['kændl] küünal
capitalism ['kæpitəlizm] kapitalism
captain ['kæptin] kapten; pealik
capture ['kæptʃə] tabama, vangistama; saagiks saama, — võtma
cardinal numeral, number

['kɑːdɪnl 'nju:mərəl] põhiarv
care [kæə] hool, hoolitsus, mure;
take care of [teik 'kæər əv] hoolitsema; **under the care of** ['ʌndə ðə 'kæər əv] hoolitsusel
careful ['kæəfʊl] hoolikas, ettevaatlik
carriage ['kæəriɪdʒ] vagun, vanker
carry ['kæəri] kandma, vedama
carry out ['kæəri 'aut] täitma, täide viima
case [keis] *gramm.* kääne
cat [kæt] kass
catch, caught, caught [kætʃ, kɔɪt, kɔɪt] püüdma (kinni)
catch fire ['kætʃ 'faɪə] süttima tuld võtma
caught [kɔɪt] püüdsin, püüdnud
cause [kɔːz] põhjus
cavalry ['kævəlri] ratsavägi
cavalry man ['kævəlri mæn] ratsaväelane
celebrate ['selibreɪt] pühitsema
centipede ['sentipiːd] sadajalg
central ['sentrəl] tsentraalne, kesk-
centre ['sentə] tsentrum, keskpaik
century ['sentʃuri] sajand, aastasada
certainly ['səːtnli] kindlasti, muidugi
chair [tʃeə] tool
chalk [tʃɔːk] kriit
chance [tʃaːns] juhus; šaans, võimalus
change [tʃeɪndʒ] vahetama; muutma, muutuma; muudatus
check [tʃiːk] pale, põsk

cherry [ˈtʃeri] kirss
chess [tʃes] male(mäng)
chest [tʃest] rind, rinnakorv;
kast
chicken [ˈtʃikin] tibu, kanapoeg
child [tʃaɪld] laps
children [ˈtʃɪldrən] lapsed
cinema [ˈsɪnɪmə] kino
circle [ˈsɜːkl] ring, ringjoon
city [ˈsɪti] linn, suurlinn
civil [ˈsɪvɪl] kodanlik, kodaniku-
clasp [klaːsp] haakima, pannal-
dama; haarama, embama
class [klaːs] klass
classroom [ˈklaːsrum] klass,
klassituba
clean [kliːn] puhas; puhastama
clear [kliə] selge
clever [ˈklevə] tark, arukas
climb [klaɪm] ronima
clock [klɒk] kell; seinakell
cloud [klaʊd] pilv, pilvitus
coal [kəʊl] süsi
coat [kəʊt] kuub, ülekuub
cock [kɒk] kukk
cold [kəʊld] külm; pakane;
catch a bad cold [ˈkætʃ ə
bəd ˈkəʊld] külmetuma, nohu
saama
cold steel arms [ˈkəʊld ˈstiːl
ˈɑːmz] külmrelvad
collar [ˈkɒlə] krae, kaelus
colony [ˈkɒləni] koloonia, asun-
dus
colour [ˈkʌlə] värv
column [ˈkɒləm] (sõjaväe)ko-
lonn; samm
combine [ˈkɒmbaɪn] kombain,
kombineeritud niidu- ja pek-
sumasin

come, came, come [kʌm, keɪm,
kʌm] tulema
come down [ˈkʌm ˈdaʊn] alla
tulema, — käima
come to [ˈkʌm ˈtuː] elustuma,
toibuma, meelemärgusele tu-
lema
come up [ˈkʌm ˈʌp] ligi astuma
command [kəˈmɑːnd] käskima
commander [kəˈmaɪndə] koman-
dör
commune [ˈkɒmjʊːn] kommuun
communiqué [kəˈmjʊːnikeɪ]
kommünikee, ametlik teade
communist [ˈkɒmjʊ(ɪ)nɪst] kom-
munist
company [ˈkʌmpəni] selts;
kaaslaskond; seltskond
comparative [kəmˈpærətɪv]
võrdlev, võrdeline; kompara-
tiiv, keskvõrre
comparison [kəmˈpærɪsn] võrd-
lemine, võrdlus, komparatsi-
oon
complete [kəmˈpliːt] täiendama,
viimistlema, lõpetama
comrade [ˈkɒmriːd] seltsimees,
kamraad
concert [ˈkɒnsət] kontsert
conjunction [kənˈdʒʌŋkʃən]
sidesõna
conquer [ˈkɒŋkə] võitma
consciousness [ˈkɒnʃəsnɪs] tead-
vus, meelemärgus
consist of [kənˈsɪst əv] koos-
nema
consonant [ˈkɒnsənənt] konso-
nant, kaashäälik
constitution [[kənˈstɪːtʃʊːʃən]
konstitutsioon

contact ['kɒntækt] kokkupuude, kontakt; kokku puutuma
continue [kən'tɪnju:] jätkama
continuous [kən'tɪnjuəs] jätkuv, pidev, *gramm.* kestev kõneviis
cook [kuk] kokk
cool [ku:l] jahe
coolie ['ku:li] kuli (Hiina või India mustatööline või pakikandja)
copy ['kɒpi] ära kirjutama
copy-book ['kɒpibuk] vihik
core [kɔ:] südamik
corn [kɔ:n] (vilja)tera, teravili
corner ['kɔ:nə] nurk
correct [kə'rekt] õige; parandama
cossack ['kɒsæk] kasakas
cottage ['kɒtɪdʒ] väike (maa)maja
(I) could [kud] võisin
count [kaunt] loendada, (üles) lugema
counter-attack ['kauntər-ə'tæk] vasturünnak
country ['kʌntri] maa, maakoht, kodumaa
(in the) course (of) [in ðə 'kɔ:s (əv)] millegi jooksul, vältel, kestel
(of) course [əv'kɔ:s] muidugi
cover ['kʌvə] katma; kate, kaas
covered ['kʌvəd] kaetud
cow [kau] lehm
crack [kræk] raks(atus), praks(atus); plaksuma
crackle ['krækl] ragisema, krabisema
crawl [krɔ:l] roomama, ronima

creep, crept, crept [kri:p, krept] ronima, roomama, hiilima
crop [krɒp] (vilja)saak, -lõikus, põlluvili
cross [krɔ:s, krɒs] ristama, risti üle minema
crow [krou] kirema, (kuke koh-ta) laulma
crutch [krʌtʃ] kark
cry [krai] hüüatama, karjuma
crystal ['kristl] kristalne
cub [kʌb] (mõne metslooma) poeg
culture ['kʌltʃə] kultuur
cup [kʌp] tass
cut, cut, cut, [kʌt] lõikama

D.

daddy ['dædi] taat, isake
damage ['dæmɪdʒ] kahjustama, vigastama
dance [dɑ:ns] tantsima; tants, tantsimine
danger ['deɪndʒə] (häda)oht
dark [dɑ:k] tume, pime; **in the dark** [in ðə 'dɑ:k] pimedas, pimeduses
day [dei] päev, päevaõvalge, ööpäev
day-time ['deɪtaɪm] päev, päevavaag
dead [ded] surnud
dead-tired ['ded'taɪəd] puruväsinud, surmani väsinud
deal [di:l] hulk, osa, jagu;
great deal ['greɪt 'di:l] palju
dear [diə] kallis, armas; **dearly** [diəli] kallilt, siiralt

death [deə] surm
December [di'sembə] detsember
decide [di'said] otsustama
decorate ['dekəreit] dekoreerima, kaunistama, ehtima
decorated ['dekəreitid] dekooreeritud, kaunistatud
deep [di:p] sügav
defend [di'fend] kaitsema
defender [di'fendə] kaitsja
degree [di'gri:] kraad, pügal, aste; *gramm.* võrdlusaste
delight [di'lait] rõõm, heameel, vaimustus
take delight ['teik di'lait] nautima, rõõmu, õnne leidma
demonstration [deməns'treiʃən] demonstratsioon, meelevaalu-
dus
demonstrator ['demənstreitə] meelevaalu-
daja
deputy ['depju:ti] deputaat, rah-
vasaadik
desk [desk] koolipink, pult
despair [dis'pɛə] meeleheide
destroy [dis'trɔi] hävitama
dialogue ['daiələg] dialoog, ka-
hekõne
dictation [dik'teiʃən] etteütlus
dictionary ['dikʃənri] sõnastik
did [did] minevik verbist **do**
die [dai] surema
different ['difrənt] erinev, lah-
kuminev, eri-, mitmesugune
difficult ['difikəlt] raske
dig, dug, dug [dig, dʌg] kaeva-
ma; **dig in** kaevuma

dinner ['dinə] lõuna, lõuna-
söök
direct [di'rekt] otsejooneline,
sirge, otsene
direction [di'rekʃən] suund,
siht
dirty ['dɜ:ti] must, määrdunud
disappear [disə'piə] kaduma,
haihtuma
disarm [dis'ɑ:m] desarmeeri-
ma, relvitustama
disgrace [dis'greis] teotama,
häbi tegema
dish [diʃ] vaagen, liud
distance ['distəns] distant,
kaugus, vahemaa; **in the dis-
tance** [in ðə 'distəns] kaugu-
ses
district ['distrikt] piirkond; ra-
joon
division [di'viʒən] jagamine,
jaotus; diviis
do, did, done [du:, did, dʌn]
tegema
document ['dɒkjumənt] doku-
ment
dog [dɒg] koer, peni
door [dɔ:] uks
double ['dʌbl] kahekordne
doubt [daʊt] kahtlus, ebakind-
lus; kahtlema
downstairs ['daʊn'steəz] trepist
alla
draw, drew, drawn [drɔ:, dru:
drɔ:n] tõmbama, vedama;
joonistama
dress [dres] riietama, riietuma;
riie, riided
drink, drank, drunk [driŋk,
dræŋk, drʌŋk] jooma

drive, drove, driven [draiv, drouv, 'drivn] ajama, (sõidukit) juhtima; sõitma, sõidutama
drop [drɒp] tilkuma; kukutama, maha pillama, kukkuma, langema
drown [draun] uppuma; *piltl.* summutama
dry [drai] kuiv
during ['djuəriŋ] kestel, ajal, jooksul
duty ['dju:ti] kohus, kohustus

E.

each [i:tʃ] iga, kumbki
each other [i:tʃ ʌðə] teineteist, üksteist
eager ['i:gə] innukas, agar
eagle ['i:gl] kotkas
early ['ɜ:li] vara, varakult
earth ['ɜ:ə] maa, muld
easy ['i:zi] hõlpus, kerge
eat, ate, eaten [i:t, et, 'i:tn] sööma
egg [eg] muna
either ['aiðə] kumbki
either or ['aiðə ɔ:] kas või;
on either side [ɒn 'aiðə 'saɪd] mõlemal, kummalgi poolel
elect [i'lekt] valima
elections [i'lektʃən] valimine, valimised
electric [i'lektrik] elektri-
electricity [ilekt'risiti] elekter
elephant ['elifənt] elevant
end [end] lõpp; lõppema, lõpetama

enemy ['enimi] vaenlane
energy ['enədʒi] energia, töövaru, -tahe
England ['ɪŋglənd] Inglismaa
English [ɪŋgliʃ] inglise
enjoy [in'dʒɔɪ] nautima, (millestki) lõbu tundma
enough [i'naʊf] küllalt
enter ['entə] sisse astuma
envelope ['enviləʊp] (kirja) ümbrik
envelop [in'veləp] ümbritsema, sisse mässima, mähkima
envy ['envi] kadedus; kadestama
epoch ['i:pək] epohh, ajastu
equal ['i:kwəl] võrdne
equality [i'kwɒliti] võrdsus, üheväärsus
equip [i'kwɪp] varustama
escalator ['eskəleɪtə] eskalator; jooksev (isetõstev) trepp
escape [is'keɪp] pääsema, põgenema
especially [is'peʃ(ə)li] eriti
Europe ['juərəp] Euroopa
evade [i'veɪd] kõrvale põiklema, — hoiduma
even ['i:vən] isegi, koguni
evening ['i:vniŋ] õhtu
event [i'vent] sündmus, juhtumus
ever ['evə] kunagi, iganes; **for ever** [fər 'evə] alati
ever so many ['evə sou 'meni] ülipalju, väga palju
every ['evri] iga(üks)
everybody ['evribɒdi] igaüks, iga isik

everyday ['evridei] igapäevane
everyone ['evriwʌn] igaüks
everything ['evriəɪŋ] iga asi,
kõik
everywhere ['evriwɛə] kõikjal,
igal pool
examination [igzæmi'neiʃən]
eksam
excellent ['eksələnt] oivaline,
suurepärane, väga hea, —
tubli
exchange [iks'tʃeɪndʒ] vahetus;
vahetama
excursion [iks'kɜ:ʃən] ekskursi-
oon, huvi-, õppekäik
exercise ['eksəsaɪz] harjutus,
ülesanne
experiment [iks'pɛrɪmənt] eks-
periment, katse
explode [iks'pləʊd] plahvata-
ma, õhku laskma
explosion [iks'pləʊzən] eksplo-
sioon, plahvatus
eye [ai] silm

F.

factory ['fæktəri] vabrik, tehas
fade [feɪd] närbuma, luituma,
tuhmuma
fairy ['fɛəri] haldjas, fee
fairy-tale ['fɛəriteɪl] muinasjutt
fall [fɔ:l] kukkumine
fall, fell, fallen [fɔ:l, fel, 'fɔ:l-
lən] kukkuma, langema; fall
ill haigestuma
family ['fæmili] perekond
far [fɑ:] kaugel
farm [fɑ:m] talu, talund

farmer ['fɑ:mə] talunik, talu-
omanik, põllumees
farther ['fɑ:ðə] kaugemal
farthest ['fɑ:ðɪst] kaugeimal;
kõige kaugem
fascist ['fæʃɪst] fašist, fašistlik
fast [fɑ:st] kiire, nobe; kiirelt
father ['fɑ:ðə] isa
fatherland ['fɑ:ðəlænd] isamaa
favourite ['feɪvərɪt] lemmik,
soosik
fear [fiə] kartus, hirm
fearless ['fiəlis] kartmata
February ['februəri] veebruar
feed, fed, fed [fi:d, fed, fed]
toitma, söötma
feel, felt, felt [fi:l, felt, felt]
tundma
feet [fi:t] jalad; *sg.* foot [fʊt]
jalg
fellow ['felou] kaaslane, seltsi-
line; mees, poiss
fellow-pupil ['felou-'pju:pl]
kaasõpilane
fence [fens] aed, hekk, tara,
plank
fetch [fetʃ] tooma, viima
few [fju:] vähesed, vähe; a few
[ə fju:] mõned, mõningad
field [fi:ld] põld, nurm, väli
field-gun ['fi:ld-gʌn] välikahur,
välisuurtükk
fight, fought, fought [fait, fɔ:t,
fɔ:t] võitlema, sõdima
fighter ['faitə] võitleja; hävita-
ja
fill [fil] täitma, täis kiiluma,
— toppima
film [film] film

find, found, found [faind, faund, faund] leidma
fine [fain] ilus, tore
finger [ˈfiŋgə] sõrm, näpp
finish [ˈfiɪʃ] lõpetama
fire [ˈfaɪə] tuli, leek, tulikahju
fire [ˈfaɪə] tulistama
fire-arms [ˈfaɪərˈɑ:mz] tulirelvad
fire-thrower [ˈfaɪə-ˈθrouə] leegiheitja
first [fɜ:st] esimene
fir-tree [ˈfɜ:tri:] kuusk
fish [fiʃ] kala; kalastama
flag [flæg] lipp, plagu
flame [fleim] leek, tuli
flaming [ˈfleimiŋ] leegitsev
flank [flæŋk] külg, flank
flier [ˈflaiə] lendur
flight [flait] lend
float [flout] ujuma, hõljuma
floor [flɔ:] põrand
flower [ˈflauə] õis, lill
flower-bed [ˈflauəbed] lillepeenar
fly [flai] kärbes
fly, flew, flown [flai, flur, floun] lendama
foliage [ˈfouliədʒ] lehestik, lehis
follow [ˈfɔlou] järgnema, jälgima, jälitama
following [ˈfɔlouɪŋ] järgnev, järgmine
fool [fu:l] narr, loll, rumal
foolish [ˈfu:liʃ] rumal, mõtlematu
foot [fut] jalg; pl. **feet** [fi:t] jalad; **on foot** [ɔn ˈfut] jala, jalgsi

football [ˈfʊtbɔ:l] jalgpall
for [fɔ:, fə] jaoks, sest et, kuna
forbid, forbade, forbidden [fəˈbid, fəˈbæd, fəˈbidn] keelama
forbidden [fəˈbidn] keelatud
force [fɔ:s] jõud, vägi
forces [ˈfɔ:sɪz] sõjavägi
forest [ˈfɔrist] mets, laas
forget, forgot, forgotten [fəˈget, fəˈgɒt, fəˈgɒtn] unustama
forgive, forgave, forgiven [fəˈgɪv, fəˈgeɪv, fəˈgɪvn] andestama
for good [fəˈgʊd] alatiseks, igavesti
fork [fɔ:k] kahvel
form [fɔ:m] vorm; moodustama, kujundama
formerly [ˈfɔ:məli] varemalt, ennemalt, **at a former time** endisel ajal
fortified [ˈfɔ:tɪfaɪd] kindlustatud
fortnight [ˈfɔ:tnaɪt] kaks nädalat
fountain [ˈfauntɪn] allik, purskaev, fontään
fox [fɔks] rebane
free [fri:] vaba, prii; takistuseteta
freedom [ˈfri:dəm] vabadus, priius
friend [frend] sõber
fright [frait] hirm
fro (to and fro) [frou, ˈtu ənd ˈfrou] tänna; sinna-tänna
front [frʌnt] esikülg; rinne
front leg [ˈfrʌnt ˈleg] esimene jalg

frost [frɔ(:)st] külm, pakane
frown [fraun] kulmu kortsutama, halvakspanu väljendama
fruit [fru:t] vili
full [ful] täis
fun [fʌn] nali, lõbu
funeral [ˈfju:nərəl] matus
funny [ˈfʌni] naljakas
further [ˈfə:ðə] kaugem, kaugemal; lisaks
future tense [ˈfju:tʃə ˈtens] tulevik, tulevikuvorm

G.

gaily [ˈgeili] lõbusalt
gallery [ˈgæləri] galerii
game [geim] mäng
garden [ˈgɑ:dn] aed
gardener [ˈgɑ:dnə] aednik
gate [geit] värav
gather [ˈgæðə] koguma, kogunema, korjama
gay [gei] lõbus, rõõmus
German [ˈdʒɔ:mən] sakslane, saksa
get, got, got [get, gət, gət] saama, hankima, muretsema; **get dark** [ˈget ˈdɑ:k] pimedaks minema, hämarduma; **get down** [ˈget ˈdaun] alla minema, — tulema, — astuma; **get in** [ˈget ˈin] sisse minema, — pääsema; **get on** [ˈget ˈɔn] edasi jõudma, läbi saama; **get out** [ˈget ˈaut] välja tulema; **get rid of** [ˈget ˈrid əv] vabanema, lahti saama; **get up** [ˈget ˈʌp] tõusma

girl [gə:l] (tütar)laps, (neiu) tüdruk
give, gave, given [giv, geiv, ˈgivn] andma; **give up** [ˈgiv ˈʌp] loovutama, loobuma
glad [glæd] rõõmus
glass [glɑ:s] klaas, aknaklaas
glide [glaid] libisema, liuglema
glow [glou] hõõguma, õhetama
glue [glu:] liim; kleepima, liimima
go, went, gone [gou, went, gɔn] minema
go down [ˈgou ˈdaun] põhja, alla vajuma või jääma
go to bed [ˈgou tə ˈbed] magama heitma
go off [ˈgou ˈɔ:f] ära sõitma, — minema
good [gud] hea
good-bye [gud ˈbai] nägemiseni!
government [ˈgʌvənmənt] valitsus, valitsemine
gradually [ˈgrædjuəli] järk-järgult, vähehaaval
grammar [ˈgræmə] grammatika
grandfather [ˈgræn(d)fɑ:ðə] vanaisa
grandmother [ˈgræn(d)mʌðə] vanaema
grass [grɑ:s] rohi
grasshopper [ˈgrɑ:ʃɒpə] rohutirts
gray (grey) [grei] hall, hallijuukseline, -päine
great [greit] suur
(a) great deal (of) [ə ˈgreit ˈdi:l (əv)] palju
greedy [ˈgri:di] ahne, ablas; himuline

green [grin] roheline
 greet [gri:t] tervitama
 greeting [ˈgri:tiŋ] tervitus
 grenade [grɪˈneɪd] (käsi)granaat; tulekustutuspomm
 ground [graund] põhi; maapind, maa
 group [gru:p] grupp, rühm
 grow, grew, grown [grou, gru:, groun] kasvama
 growl [graʊl] urisema; urin
 guard [gɑ:d] valve, valvur, vaht
 Guinea [ˈɡini] *pn.*
 gun [ɡʌn] püss, kahur, suurtükk

H.

had [hæd] omasin; minevik verbist to have
 had to [ˈhæd tu, tə] oli sunnitud, pidi
 hair [heə] juuksed, juus; karv
 half [ha:f] pool; half-year [ˈha:fˈjɜ:] poolaasta
 halt [hɔ:lt] peatama
 hand [hænd] käsi
 hand in hand [ˈhænd in ˈhænd] käsikäes
 handful [ˈhændful] peotäis; väike arv
 hang up [hæŋ ˈʌp] hung, hung [hʌŋ] üles riputama; edasi lükkama
 happen [ˈhæpən] juhtuma
 happily [ˈhæpili] õnnelikult
 happy [ˈhæpi] õnnelik; rõõmus
 hard [hɑ:d] kõva, karm, raske; kõvasti, visalt

hardly [ˈhɑ:ldli] vaevalt, vaevu
 hare [hæə] jänes
 harsh [hɑ:ʃ] kare, karm
 harvesting [ˈhɑ:vɪstɪŋ] koristamine, lõikusaeg
 hat [hæt] kübar
 have, had, had [hæv, hæd, hæd] evima, omama
 hay [hei] hein
 haymaking [ˈheimeɪkiŋ] heinaaeg, -tegu
 head [hed] pea
 headquarters [ˈhedˈkwɔ:təz] (sõjaväe) peakorter
 health [helə] tervis
 hear, heard, heard [hiə, hɔ:d, hɔ:d] kuulma
 heart [hɑ:t] süda
 heavy [ˈhevi] raske
 height [hait] kõrgus (pikkus)
 Helen [helin] *pn.*
 help [help] aitama; abi
 hen [hen] kana
 here [hiə] siin
 hero [ˈhiərəʊ] sangar, kangelane
 heroic [hiˈrouik] sangarlik, kangelaslik, heroiline
 heroine [ˈherouin] naissangar
 heroism [ˈherouizm] sangarlikkus
 hers [hɜ:z] *pron. (fem.)* tema oma
 hesitate [ˈheziteit] kõhklema, kahevahel olema
 hide, hid, hidden [haid, hid, ˈhidn] peitma, varjama
 high [hai] kõrge
 hillock [ˈhilək] (väike) kungas
 hind [haind] tagumine, taga-

hit [hit] lööma, hoopi andma, tabama
history ['histəri] ajalugu
hold, held, held [hould, held, held] hoidma, pidama
holidays ['hələdiz] puhke- või koolivaheaeg, pühad
home [houm] kodu, kodupaik; **at home** [æt'houm] kodus
homework ['houmwæk] kodu- ne töö
honest ['ɒnist] aus
honour ['ɒnə] austama
hop [hɒp] hüplema, üle hüppama
hope [houp] lootus; lootma
hopeless ['houplis] lootusetu
horror ['hɒrə] kohkumine, hirm, koledus
horse [hɔ:s] hobune
hot [hɒt] kuum, palav; tuline
hour [auə] tund; **for hours** [fər'auəz] tundide viisi
house [haus] maja; **house-top** ['haustɒp] majakatus
how [hau] kuidas
however [hau'evə] kuid
how long ['hau 'lɒŋ] kui kaua
howitzer ['hauitsə] haubits (lühikese rauaga suurtükk)
hum [hʌm] ümisema, sumisema
human ['hju:mən] inimlik; inim-, inimese-
humbug ['hʌmbʌg] pettus, nipapidivedamine
humour ['hju:mə] huumor, tuju
hunger ['hʌŋgə] nälg
hungry ['hʌŋgri] näljane

I.

ice [ais] jää
idea [ai'diə] kujutus, mõte
 idee
if [if] kui (tingiv)
ill [il] haige
immortal [i'mɔ:t(ə)l] surematu
indeed [in'di:d] tõesti, tõepoolest
infantry ['inf(ə)ntri] jalavägi
infinitive [in'finitiv] infinitiiv, tegevusnimi
inflammable [in'flæməbl] süttiv
ink [ɪŋk] tint
inkstand ['ɪŋkstænd] tindipott
inn [in] kõrts, võõrastemaja
inquisitive [in'kwizitiv] teaduhimuline, uudishimulik
inscription [ins'kripʃən] peal(is)kiri, silt
insect ['insekt] putukas
insert [in'sɜ:t] vahele panema, — paigutama
inside [in'said] sees, seespool
instead of [ins'ted əv] asemel
intend [in'tend] kavatsema
interest ['intrist] huvi
interested ['intristid] huvitunud, huvitunud
interesting ['intristin] huvitav
international [intə'næʃnəl] rahvusvaheline
interrogative [intə'rɒgətiv] küsiv
into ['intu] sisse
instructor [in'straktə] instruktor
invent [in'vent] leiutama, väljajada

invention [in'venʃən] leiutis, väljamõeldis
inventor [in'ventə] leiutaja, leidur
invite [in'vait] külla kutsuma, paluma
Ireland ['aiələnd] Iiri(maa)
iron ['aiən] raud, rauast
island ['ailənd] saar
italics [i'tæliks] kursiiv-, kald-kiri
its [its] *pron. (neutrum)* tema (selle) oma

J.

January ['dʒænjuəri] jaanuar
join [dʒɔin] ühendama; ühine-ma, liituma, seltsima
jolly ['dʒɔli] lõbus, rõõmus
joy [dʒɔi] rõõm
joyless ['dʒɔilis] rõõmutu
July [dʒu(:)'lai] juuli
jump [dʒʌmp] hüppama
June [dʒu:n] juuni
just [dʒʌst] just, parajasti
just so just nii

K.

keen [ki:n] terav, terane, lõi-kav
keep, kept, kept [ki:p, kept, kept] pidama, hoidma, alal hoidma; säilitama
kick [kik] tagant üles lööma, (jalaga) lööma
kill [kil] tapma, surmama
killed [kild] tapetud
kind [kaind] liik, sort

kind [kaind] lahke
king [kiŋ] kuningas
kiss [kis] suudlema
kite [kait] lohe, tuulismadu
knife [naif] nuga; pl. **knives** [naivz]
knock [nɒk] koputama, lööma
know, knew, known [nou, nju:, noun] teadma, tundma
Kremlin Kreml

L.

laboratory ['læbərətəri] labora-toorium
labour ['leibə] töö, vaev, pin-gutus
laden ['leidn] laaditud, koor-matud
ladybird ['leidibə:d] lepatriinu
lake [leik] järv
lamp [læmp] lamp
land [lænd] maapind
(to) land [lænd] maale toime-tama; maanduma, maabuma
landlord ['lændlə:d] (suur)maa-omanik, mõisnik, peremees
last [lɑ:st] viimane, möödunud
at last [ət 'lɑ:st] lõpuks, lõp-peks
last [lɑ:st] kestma, vältama, vastu pidama, jätkuma
late [leit] hiline; hilja
laugh [lɑ:f] naerma
law [lɔ:] seadus
lawn [lɔ:n] muru, muruplats
lawyer ['lɔ:jə] õigusteadlane, jurist, advokaat
lay, laid, laid [lei, leid, leid] panema, asetama
lazy ['leizi] laisk

lead, led, led [li:d, led, led] juhtima, viima
leader [ˈli:də] juht, juhtija
leaf, pl. leaves [li:f, li:vz] leht
leaflet [ˈli:flit] leheke, lendleht
leap up, leapt, leapt [li:p Δp, lept] üles, välja hüppama, üles kerkima
leap-year [ˈli:pjə:] lisapäeva-aasta
learn [lə:n] õppima
learned [ˈlə:nid] õpetatud
least [li:st] kõige vähem; **at least** vähemalt
leave, left, left [li:v, left] (maha) jätma
leave for [ˈli:v ˈfɔ:] ära sõitma, lahkuma
leaving [ˈli:viŋ] lahkumine, ärasõit
ledge [ledʒ] (etteulatuv) veer, serv, simss
left [left] vasak, vasem; **to the left** [tə ðə ˈleft] vasakule
leg [leg] jalg
leisure [leʒə] jõudeaeg
Leningrad [ˈleniŋgrɑ:d] *pn.*
less [les] vähem, väiksem
lesson [ˈlesn] õppetund, ülesanne
let, let, let [let] laskma, lubama
let us [ˈlet Δs] hakakem
letter [ˈletə] kiri; (kirja)täht
lettuce [ˈletis] aed-, lehtsalat
lie [lai] valetama
lie, lay, lain [lai, lei, lein] lamama, lebama
life [laif] elu
lift [lift] tõstma, kõrgendama

light [lait] valgus; valge, hele; kerge; valgustama, süütama
like [laik] armastama; nagu, samuti kui
line [lain] liin, joon
lip [lip] huul
liquid [ˈlikwid] vedel; vedelik
little [ˈlitl] väike; **a little** natuke
Lisbon [ˈlizbən] Lissabon
live [liv] elama
long [lɔŋ] pikk, kauakestev; **no longer** mitte kauem, mitte enam
long live [lɔŋ ˈliv] elagu!
look [luk] vaatama
look for [ˈluk ˈfɔ:] otsima
look like [ˈluk ˈlaik] sarnanema
lose, lost, lost [lu:z, lɔst, lɔst] kaotama
loss [lɔ:s] kaotus, kahju
(a) lot [ə ˈlɔt] suur hulk; (väga) palju
loud [laud] vali, valjuhäälnene, kõva
low [lou] madal, (hääle kohta) tasane
luck [lʌk] õnn
lunch [lʌntʃ] keskpäeva-eine

M.

machine [mə ˈʃi:n] masin
machine-gun [mə ˈʃi:ŋgən] (raske-)kuulipilduja
mad [mæd] hull, hullumeelne; meeletu
magazine [mægə ˈzi:n] ajakiri
make, made, made [meik, meid, meid] tegema

make friends with ['meik
'frendz wið] sõbraks saama
make fun of ['meik 'fʌn əv]
pilkama, (kellegi üle) nalja
heitma
mamma [mə'mɑ:] mamma, ema
man [mæn] mees, inimene; sõ-
dur
manifold ['mænifould] mitme-
kesine, -sugune, -kujuline
many ['meni] palju
map [mæp] maakaart
marble ['mɑ:bl] marmor, mar-
morist, marmorkuulike
March [mɑ:tʃ] märts
march [mɑ:tʃ] marss; marssi-
ma; marsitama, marssides
viima
mark [mɑ:k] märk; hinne
market ['mɑ:kit] turg
mast [mɑ:st] mast
master ['mɑ:stə] isand, pere-
mees
matter ['mætə] aine, materia;
what is the matter? ['wɒt iz
ðə 'mætə] mis on viga? mis
on lahti? milles asi on?
mausoleum [mɑ:sə'li:(i)əm mau-
soleum, hauamonument-ehi-
tis
May [mei] mai
I may, might [mei, mait] võin,
tohin; **may be** ['mei 'bi]
võib-olla
meadow ['medou] aas
mean, meant, meant [mi:n,
ment, ment] tähendama
(in the) meantime [in ðə
'mi:n'taim] vahel ajal, -peal
meat [mi:t] liha

medium ['mi:diəm] keskmine
meet, met, met [mi:t, met, met]
kohtama, vastu tulema
meeting ['mi:tiŋ] miiting
melody ['melədi] (laulu)viis
men [men] inimesed, mehed,
sõdurid
merry ['meri] lõbus, rõõmus
Metro [mə'trou] allmaaraudtee
mice [mais] hiired
middle ['midl] keskmine; kesk-
paik, kesk-
might (minevik sõnast **may**)
võim
mighty ['maiti] võimas
mild [maild] mahe, leebe
mill [mil] veski
million ['miljən] miljon
mind [maind] meel; tähele pa-
nema
mine [main] miin; kaevandus;
mineerima
mine-field ['main-'fi:ld] miini-
väli
minute ['minit] minut
mistake [mis'teik] viga, eksitus
mistress ['mistris] perenaine
moment ['moumənt] hetk, mo-
ment
money ['mʌni] raha
money-order ['mʌni-'ɔ:də] (pos-
ti)rahakaart
monkey ['mʌŋki] ahv, pärdik
month [mʌnə] kuu
more [mɔ:] enam
morning ['mɔ:niŋ] hommik
mortuary ['mɔ:tjuəri] surnu-
kamber
most [moust] kõige enam

mostly ['moustli] enamasti, suuremalt osalt
mother ['mʌðə] ema
motor ['moutə] mootor
motor-car ['moutəkɑ:] auto
to mount [maunt] üles minema, tõusma
mountain ['mauntin] mägi
mouse [maus] hiir; *pl.* **mice** [mais]
mouth [mauə] suu
move [mu:v] liigutama, liikuma; liigutus
much [mʌtʃ] palju
munitions [mju(:)'niʃənz] sõja-, laskemoon
museum [mju(:)'ziəm] muuseum
mushroom ['mʌʃrʊm] seen
music ['mju:zɪk] muusika
I must [mʌst] pean

N.

name [neim] nimi; **named** [neimd] nimega
natural ['nætʃ(ə)rəl] loomulik, loodus-
Natural History Museum ['nætʃ(ə)rəl 'hɪstəri mju:'ziəm] loodusteaduse muuseum
naturalist ['nætʃrəlɪst] looduseuurija
nature ['neɪtʃə] loodus
navy ['neɪvɪ] laevastik
near [niə] lähedane; lähedal
necessary ['nesɪsəri] vajalik, tingimata tarvilik

need [ni:d] vajadus, tarve; vajama
negative ['negətɪv] eitav, negatiivne
negro ['ni:grəʊ] neeger
neither ['naiðə] ka ei, samuti ei
nest [nest] pesa
never [nevə] iialgi
never mind ['nevə 'maɪnd] pole viga, mis sellest
new [nju:] uus
newspaper ['nju:speɪpə] ajaleht
next [nekst] järgmine
nice [naɪs] kena, ilus, armas
night [naɪt] öö; **at night** [ət 'naɪt] öösi, öösel
nobody ['nəʊbədi] ei keegi, mitte keegi
nominative ['nɒmɪnətɪv] nimetatav (kääne)
none [nʌn] ei ükski, mitte keegi, mitte ükski
north [nɔ:θ] põhj (ilmakaar)
nose [nəʊz] nina
note [nəʊt] noot, heli
nothing ['nʌθɪŋ] ei midagi, mitte midagi
notice ['nəʊtɪs] märkama, tähelepanema
noun [naʊn] nimisõna
November [nə'vembə] november
nowhere ['nəʊwɛə] ei kuski, mitte kusagil
nudge [nʌdʒ] müksama, mükساتama
(a) number of [ə'nʌmbə(r)əv] hulk (midagi, kedagi)
numeral ['nju:mərəl] arvsõna, arv

O.

oak [ouk] tamm (puu)
object [ˈɒbdʒɪkt] ese, asi;
gramm. objekt, sihitis
objective [ɒbˈdʒektɪv] osastav
(kääne)
occupy [ˈɒkjʊpaɪ] okupeerima,
valdusse, enda alla võtma,
täitma
October [ɒkˈtəʊbər] oktoober
of [ɒv, əv] *prep.* (väljendab pä-
ritolu, omandust; vastab kõi-
ge sagedamini eesti seestüt-
levale, omastavale või osas-
tavale)
off [ɒf, ɔf] ära, eemal
off day vaba päev
officer [ˈɒfɪsər] ohvitser
often [ˈɒftən] tihti, sageli, sage-
dasti
old [ould] vana
once [wʌns] ükskord, kord; **at**
once [ət ˈwʌns] otsekohe,
korraga
onward [ˈɒnwəd] edasi
open [ˈoʊpən] avatud; avama,
lahti tegema, avanema
operation [ɒpəˈreɪʃən] operatsi-
oon, toiming
opposite [ˈɒpəzɪt] vastasõlev,
-asetsev; vastand
orange [ˈɒrɪndʒ] apelsin
order [ˈɔːdə] käsk, korraldus;
in order to [ɪn ˈɔːdə tə] sel-
leks et
ordinal [ˈɔːdɪnl] järjekorda näi-
tav; **ordinal numeral** järgarv
organize [ˈɔːgənəɪz] organisee-
rima, korraldama

other [ˈʌðər] teine, muu
ours [ˈaʊəz] *pron.* meie (oma)
outpost [ˈaʊtpoʊst] (sõjaväeli-
ne) eelpost
outside [ˈaʊtˈsaɪd] väliskülg;
väljaspool, väljas
over [ˈoʊvər] üle, ümber
owe [oʊ] võlgnema, võlgu ole-
ma, tänu võlgnema
own [aʊn] oma, enda; **of my**
own [əv maɪ ˈaʊn] minu isik-
lik

P.

pack [pæk] pakkima, sisse või
kokku pakkima
pair [peər] paar
palace [ˈpælɪs] palee, loss
papa [pəˈpɑː] papa, isa
paper [ˈpeɪpər] paber
parade [pəˈreɪd] paraad
paragraph [ˈpærəgrɑːf] lõige,
väike artikkel
parents [ˈpeərənts] vanemad;
parentless [ˈpeərəntlɪs] vane-
mateta orb
park [pɑːk] park, suur iluaed
parrot [ˈpærət] papagoi
part [pɑːt] osa, jagu; **top part**
ülemine osa
part with lahkuma (millestki,
kellestki)
partisan [pɑːtɪˈzæn] partisan
party [ˈpɑːti] partei; seltskond
pass [pɑːs] läbi, üle laskma;
edasi andma; mööduma
past [pɑːst] minevik
path [pɑːθ] rada, jalgteed
pay [peɪ] maksma, tasuma

paw [pəʊ] käpp
pear [ˈpɛə] pirn
peat [pi:t] turvas
peg [peg] (riide)varn, nagipulk
pen [pen] sulg
pencil [ˈpensl] pliiats
pencil-box [ˈpenslbɒks] pinal
penetrate [ˈpenitreit] läbi tun-
gima, läbistama
penny [ˈpeni] (inglise) penn
peon [ˈpi:ən] peoon (teoorjana
peetav võlglane, eriti Mehhi-
kos)
people [ˈpi:pl] inimesed, rahvas
perhaps [pəˈhæps, præps] võib-
olla
period [ˈpiəriəd] periood, aja-
järk
perish [ˈperiʃ] hukkuma, sure-
ma, kaduma
personal [ˈpɜ:snl] isiklik, isiku-
line
photograph [ˈfəʊtəgræf] foto,
ülesvõte
pick [pik] noppima, korjama
pick up [ˈpik ʻʌp] üles noppi-
ma, — võtma
picture [ˈpɪktʃə] pilt
picturesque [pɪktʃəˈresk] maa-
liline, kaunis
piece [pi:s] tükk; **to pieces**
[təˈpi:sɪz] tükkideks (purus-
tama, kiskuma)
pig [pig] siga
pillow [ˈpɪləʊ] padi
pin [pin] nõõpnõel
pine-forest [ˈpaɪn-fɔ:rist] männi-
mets

pine-tree [ˈpaɪntri:] männ
pink [pɪŋk] kahvatupunane või
roosa
pioneer [paɪəˈniə] pioneer
pity [ˈpɪti] kaastunne; **it is a
pity** [ɪt ɪz ə ˈpɪti] on kahju
(ütlemata kahju)
placard [ˈplækɑ:d] plakat, sei-
nakuulutus, müürileht
place [pleɪs] koht, plats; **in
place of** [ɪn ˈpleɪs əv] (mille-
gi, kellegi) asemel
plain [pleɪn] lihtne, ilmne, aru-
saadav
plan [plæn] plaan; plaanitsema
plant [plɑ:nt] taim; istutama,
külvama
plate [pleɪt] taldrik
platform [ˈplætfɔ:m] platvorm,
jaamaesine
play [pleɪ] mängima
player [ˈpleɪə] mängija
pleasant [ˈpleznt] meeldiv, mõ-
nus
please [pli:z] palun
pleased [pli:zd] rahuldatud,
rõõmus
pleasure [ˈplezə] lõbu, rõõm;
tahe
plenty of [ˈplenti əv] rohkesti,
küllalt
plough [plau] ader
plural [ˈpluərəl] mitmus
pocket [ˈpɒkɪt] tasku
poem [ˈpəʊɪm] luuletus, poeem
poet [ˈpəʊɪt] luuletaja
police [pəˈli:s] politsei
political [pəˈlɪtɪkəl] poliitiline
Poll [pɒl] = **parrot** papagoi

polling-place [ˈpouliŋ pleis] hääletuskoht, -punkt
pond [pɒnd] tiik
poor [puə] vaene, kehv, armetu
poppy [ˈpɒpi] moon, magun
populated [ˈpɒpjuleitid] rahvas-
tatud, asustatud
portrait [ˈpɔ:trɪt] portree
position [pəˈziʃən] positsioon,
asetus
possessive [pəˈzesiv] omastav
(kääne)
post-office [ˈpəʊstˈɒfɪs] post,
postkontor
pound [paʊnd] nael (ingl. raha-
ühik)
powerful [ˈpaʊəfʊl] võimas, tu-
gev, vägev
practice [ˈpræktɪs] praktika;
harjutlus
praise [preɪz] kiitma
predicate [ˈpredɪkɪt] predikaat,
öeldis
preparation [prepəˈreiʃən] ette-
valmistus
prepare [priˈpeə] ette valmistama
preposition [prepəˈziʃən] pre-
positsioon, eessõna
present [ˈprezənt] kingitus,
kink; olevik
president [ˈprezɪdənt] presi-
dent, esimees
pretend [priˈtend] teesklema
pretty [ˈprɪti] kena, kaunis, nä-
gus, ilus
price [praɪs] hind

pride [praɪd] uhkus
primary [ˈpraɪməri] esmane,
alg-
principal [ˈprɪnsəpəl] peamine,
tähtsaim
principal form [ˈfɔ:m] (pea-)
põhivorm
print [prɪnt] trükkima
printer [prɪntə] trükkija, trüki-
tööline
private [ˈpraɪvɪt] era-, mitte-
avalik, -ametlik; reamees
prize [praɪz] auhind
probably [ˈprɒbəli] tõenäoli-
selt, arvatavasti
proclaim [prəˈkleɪm] (välja)
kuulutama, teadustama
promise [ˈprɒmɪs] tõotus, luba-
dus; tõotama
pronoun [ˈprəʊnaʊn] pronoo-
men, asesõna
pronounce [prəˈnaʊns] avalda-
ma, kuulutama; häälutama
prose [prəʊz] proosa
protect [prəˈtekt] kaits(e)ma
protest [prəˈtest] protesteerima,
rahulolematust avaldama
protest [ˈprəʊtest] protest, vas-
tuvaidlus või rahulolematu-
seavaldus
proud [praʊd] uhke
proudly [ˈpraʊdli] uhkelt
prove [pru:v] tõestama, tõen-
dama
proverb [ˈprɒvəb] vanasõna
pump [pʌmp] pump; pumpama
pump out [pʌmp ˈaʊt] välja
pumpama
pupil [ˈpjʊ:pl] õpilane
push [puʃ] tõukama, lükkama

put, put, put [put] panema; **put down** [put 'daun] maha panema; **put on** [put 'ɔn] peale panema, (rõivast) selga, (pähe, kätte, jalga) panema; **put a question** [put ə 'kwɛstʃən] küsimust esitama; **put up** [put 'ʌp] üles panema, ära paigutama; peatuma

Q.

quality ['kwɒlɪti] kvaliteet, omadus
quarrel ['kwɒrəl] tüli, riid; tülitsema, riidlema
quarter ['kwɔ:tə] veerand
question ['kwɛstʃən] küsimus
quick [kwɪk] elav, kiire
quiet ['kwaɪət] vaikne, rahulik
quietly ['kwaɪətli] vaikselt, rahulikult
quite [kwaɪt] täiesti

R.

race [reɪs] võiduajamine, võistlus
radio ['reɪdiəʊ] raadio
radish ['rædɪʃ] redis
rail [reɪl] rööbas; *piltl.* raudtee
railway ['reɪlweɪ] raudtee
railway-station ['reɪlweɪ'steɪʃən] raudteejaam
rain [reɪn] vihm; **it rains** [ɪt 'reɪnz] sajab
raise [reɪz] tõstma
ranks [ræŋks] read, rivi
rat [ræt] rott
reach [ri:tʃ] ulatama, küündima

read, read, read [ri:ɪd, red, red] lugema
reading-room ['ri:ɪdɪŋ-rum] lugemistuba
really ['ri:əli] tõelikult, tõesti
receive [ri'si:v] saama, vastu võtma
recite [ri'saɪt] deklameerima, peast ütlema
recognize ['rekəɡnaɪz] ära tundma, tunnustama
reconnaissance plane [ri'kɒnɪsəns pleɪn] luurelennuk
red [red] punane
refer [ri'fɛə] viitama, osutama, vihjama, puutama, kohta käima
referring [ri'fɛə:rɪŋ] osutades, viidates
region ['ri:ɪdʒən] valdkond, piirkond, (maa)ala, oblast
rejoice [ri'dʒɔɪs] rõõmustama, rõõmu tundma
relate [ri'leɪt] jutustama
relation [ri'leɪʃən] sugulus, sugulane
remain [ri'meɪn] jääma, püsima
remember [ri'membə] mäletama, meeles pidama
repeat [ri'pi:t] kordama
reply [ri'plai] vastama
report [ri'pɔ:t] ettekanne, aruanne
require [ri'kwaɪə] nõudma, vajama
rest [rest] puhkama; puhkus, rahu
retreat [ri'tri:t] taganema, taanduma

return [ri'tə:n] tagasi tulema, pöörduma, naasma
review [ri'vju:] uuesti läbivaatamine; ülevaade
revolution [revə'lu:ʃən] revolutsioon
revolutionary [revə'lu:ʃnəri] revolutsiooniline; revolutsioonäär
reward [ri'wɔ:d] tasu
rewrite ['ri:rait] uuesti kirjutama, ümber kirjutama
rhyme [raim] riim, riimitud värss või luule
rich [ritʃ] rikas; rikkalik
rickshaw ['rikʃəʊ] rikša (inimese jõul veetav jaapani kaarik)
riddle ['ridl] mõistatus
ride, rode, ridden [raid, roud, 'ridn] ratsutama, (mingi sõidukiga) sõitma
rifle ['raifl] vintpüss
rifleman ['raiflmən] kütt, laskur
right [rait] õige; õigus; **all right** ['ɔ:l 'rait] hea küll!
ring [riŋ] sõrmus, ring, sõõr; ringmäng
ring, rang, rung [riŋ, ræŋ, rʌŋ] helisema
ring out ['riŋ 'aut] kuuldavale tooma, helistama
ripe [raip] küps, valminud
rise, rose, risen [raiz, rouz, 'rizn] tõusma
risk [risk] = **to take the risk** [tə 'teik ðə 'risk] riskima, julgema; risk

river ['rivə] jõgi
road [roud] tee, sõidutee, maantee
roads [roudz] reid
roar [rɔ:] möirgama, mürisema, mühisema
roast [roust] praadima, küpsutama
roasted ['roustid] praetud, küpsetatud
robber ['rɒbə] röövel
roof [ru:f] katus
room [ru:m] ruum, tuba
rose [rouz] roos
round [raund] ümmargune; ümber
rout [raut] (vaenlast) lööma, purustama
row [rou] sõudma
rower [rouə] sõudja
rule [ru:l] juhend, juhis; reegel
run, ran, run [rʌn, ræn, rʌn] jooksmata
run off ['rʌn 'ɔ:f] ära jooksmata
rush [rʌʃ] ruttama, sööstma, tormama; **with a rush** [wið ə 'rʌʃ] kiiruga, väga kiiresti
Russian ['rʌʃjən] vene

S.

sabre ['seibə] (köver) mõök
sad [sæd] kurb, vilets
sail [seil] puri; purjetama
sailor ['seilə] meremees, madrus
salt [sɔ:lt] sool
(the) same [(ðə) seim] seesama
sauce [sɔ:s] kaste
save [seiv] päästma

saw [sɔ:] nägi
say, said, said [sei, sed, sed] ütlema; **I say** kuule, kuulge
school [sku:l] kool
schoolbag ['sku:l bæg] kooli-
 raamatukott
schoolboy ['sku:l bɔi] koolipoiss
schoolchildren ['sku:l'tʃɪldrən]
 koolilapsed
schoolgirl ['sku:l gɜ:l] koolitüd-
 ruk
score [skɔ:] kakskümmend,
 kümmekond, mitukümmend
scout plane ['skaut 'pleɪn]
 luurelennuk
scratch [skrætʃ] kriimustama,
 kraapima, kribima
sculpture ['skʌlptʃə] raidkunst,
 skulptuur
sea [si:] meri
season ['si:zn] aastaaeg, hoo-
 aeg, sesoon
seat [si:t] iste, istekoht
second ['sekənd] teine
secret ['si:krit] salajane, varja-
 tud; saladus
see, saw, seen [si:, sɔ:, sɪn]
 nägema
seem [si:m] näima
sell, sold, sold [sel, sould,
 sould] müüma
send, sent, sent [send, sent,
 sent] saatma, lähetama
sense [sens] aist, tunne, meel,
 mõistus
sentence ['sentəns] lause
September [səp'tembə] septem-
 ber

sergeant ['sɜ:dʒənt] seersant
set, set, set [set, set, set] pane-
 ma, seadma, asetama
several ['sevrəl] mitmed, mõ-
 ned, mõningad, mitu
shade [ʃeɪd] varjund, vari
shake, shook, shaken [ʃeɪk,
 ʃʊk, 'ʃeɪkən] raputama, kõi-
 gutama
shelf, pl. shelves [ʃelf, ʃelvz]
 riitul
shine, shone, shone [ʃaɪn, ʃɔn]
 paistma
ship [ʃɪp] laev
shirt [ʃɜ:t] särk
shoe [ʃu:] king
shoot, shot, shot [ʃu:t, ʃɔt, ʃɔt]
 tulistama, (maha) laskma
shop [ʃɒp] pood
short [ʃɔ:t] lühike
shorts [ʃɔ:ts] võimlemis-, supel-
 püksid, lühikesed püksid
shot [ʃɔt] lask
shoulder ['ʃouldə] õlg
shout [ʃaʊt] hüüdma, hõikama,
 kisama
shout at [kellegagi] kisades rää-
 kima
show [ʃəʊ] näitama
shower ['ʃəʊə] hoog, sadu, va-
 lang
shrapnel ['ʃræpnəl] šrapnell
shut, shut, shut [ʃʌt, ʃʌt, ʃʌt]
 sulgema
side [saɪd] külg, pool, äär
sight [saɪt] nägemine, nägemis-
 meel, vaade, vaatamisväärsus
silence ['saɪləns] vaikus, vaiki-
 mine
silly ['ʃɪli] rumal, rumalake

silver ['silvə] hõbe
simple ['sɪmpl] lihtne
sing, sang, sung [sɪŋ, sæŋ, sʌŋ]
laulma
singer ['sɪŋə] laulja
singular ['sɪŋɡjʊlə] ainsus, sin-
gular
sister ['sɪstə] õde
sit, sat, sat [sit, sæt, sæt] is-
tuma, istet võtma
skate [skeɪt] uisutama
skates [skeɪts] uisud
skating-rink ['skeɪtɪŋ-rɪŋk] uisu-
tee, liuväli
ski [ʃi:, ski:] suusk; suusatama
skill [skɪl] osavus, oskus
sky [skai] taevas
sledge [sledʒ] regi, saan, kelk
sleep, slept, slept [slɪp, slept,
slept] magama
slipper ['slɪpə] toaking
slogan ['slɒɡən] juhtlause, loo-
sung
small [smɔ:l] väike
smart [smɑ:t] osav, teravmeel-
ne, kaval, tark
smash [smæʃ] purustama, pi-
hustama
smell [smel] haist, lõhn, lehk;
lõhnama
smile [smaɪl] naeratus; naerata-
ma
sneeze [sni:z] aevastama
snow [snəʊ] lumi; snowball
['snəʊbɔ:l] lumepall; snow-
flake ['snəʊfleɪk] lumehelve;
snowman ['snəʊmən] lumi-
mees
so [soʊ] nii, nõnda

soar [sɔ:ɪ] (kõrgel) hõljuma
socialism ['səʊʃəlɪzəm] sotsia-
lism
socialist ['səʊʃəlɪst] sotsialist
sofa ['səʊfə] sohva
soft [sɒft] pehme, tasane;
softly tasakesi, pehmelt
soil [sɔɪl] muld, maa
soldier ['səʊldʒə] sõdur
solidarity [sə'lɪ'dærɪtɪ] solidaar-
sus
some [sʌm, səm] mõni, mõned
somebody ['sʌmbədi] pron.
keegi
something ['sʌməɪŋ] mingi asi,
miski, midagi
sometimes ['sʌmtaɪmz] mõni-
kord, vahel
song [sɒŋ] laul
soon [su:n] pea, peagi; as soon
as niipea kui
sorry ['sɔ:ri] kurvastsev, kahet-
sev; to be sorry kahetsema
sort [sɔ:t] sort, liik, laad
sound [saʊnd] hääl, heli, kõla
soup [su:p] supp, leem
south [sauθ] lõuna (ilmakaar)
sowing ['səʊɪŋ] külv
spade [speɪd] labidas
Spain [speɪn] Hispaania
Spanish ['spæniʃ] hispaania
spare [speə] ülearune, vaba;
säätma
speak, spoke, spoken [spi:k,
spouk, 'spoukən] rääkima,
kõnelema
spear [spiə] oda, piik
special ['speʃəl] eriline
spelling ['speliŋ] veerimine

spend, spent, spent [spend, spent, spent] veetma; kulutama
spirit ['spirit] vaim
splendid ['splendid] hiilgav, tore
spoon [spu:n] lusikas
sport [spɔ:t] sport
spring, sprang, sprung [sprɪŋ, spræŋ, sprʌŋ] hüppama
spy [spai] spioon, salakuulaja
squad [skwɒd] (väike) sõjaväesalk, jagu, üksus
square [skwɛə] väljak, plats
squirrel ['skwɪrəl] orav
staff [staɪf] staap, personal, isikkond
stamp [stæmp] postmark
stand, stood, stood [stænd, stud, stud] seisma
star [sta:] täht
start [stɑ:t] alustama, algama, startima
station ['steɪʃən] jaam; seisu- või peatuskoht
stay [steɪ] peatama, viibima, jääma
steady ['stedi] püsiv, vankumatu
steel [sti:l] teras
step [step] aste, samm; trepi-aste
step on to [step 'ɒn tu] kiirustjuurde panema, kiirustama
stick [stɪk] kepp, pulk
still [sti:l] liikumatu, vaikne, rahulik; *adv.* veel
stocking ['stɒkɪŋ] sukk
stone [stoun] kivi; kivist
stop [stɒp] peatama, seisma panema, peatuma

stor(e)y ['stɔ:ri] majakord
storm [stɔ:m] torm, maru
stormy ['stɔ:mi] tormi(li)ne, maruline
story ['stɔ:ri] lugu, jutt, jutustus
stove [stouv] ahi
strange [streɪndʒ] kummaline, imelik, võõrastav
stranger ['streɪndʒə] võõras, tundmatu
stream [stri:m] vool, hoovus, oja; **stream of bullets** kuulirahe
street [stri:t] tänav
strict [strikt] täpne, range, valinõudlik
strictly ['striktli] täpselt, rangelt, valjult
strive, strove, striven [straɪv, strouv, 'strɪvn] püüdma, taotlema, võitlema
strong [strɒŋ] tugev
struggle ['strʌgl] heitlus
student ['stju:dənt] üliõpilane, õpilane
study ['stʌdi] õppima, uurima
subject ['sʌbdʒɪkt] *gramm.* alus, ala; aine; alam
submachine-gun ['sʌbmə'ʃi:ŋgʌn] kergekuulipilduja
such [sʌtʃ]äärane, niisugune
suddenly ['sʌdnli] äkitselt, äkki
suffer ['sʌfə] kannatama
summer ['sʌmə] suvi
sun [sʌn] päike
sunburnt ['sʌnbə:nt] päikesest põlenud, pruunistunud
sunny ['sʌni] päikesepaisteline, -küllane

sunshine ['sʌnʃaɪn] päikese-
 paiste
superlative [sju:'pə:lətɪv] super-
 latiiv, ülivõrre
supper ['sʌpə] õhtusöök
Supreme Soviet [sju:pri:m
 'səvɪət] Ülemnõukogu
sure [ʃuə] kindel, veendunud
sure enough ['ʃuəri'nʌf] tõepoo-
 lest
surprise [sə'praɪz] üllatus
surprised [sə'praɪzd] üllatatud
surround [sə'raʊnd] ümbritse-
 ma, ümber piirama
swan [swɒn] luik
sweep, swept, swept [swi:p,
 swept] pühkima
sweet [swi:t] armas, magus
swift [swɪft] kiire; **more swift**
 kiiremini; **swiftly** ['swɪftli]
 kiirelt
swim, swam, swum [swɪm,
 swæm, swʌm] ujuma
swing, swang, swung [swɪŋ,
 swæŋ, swʌŋ] kiikuma; kõl-
 gutama, viibutama

T.

table ['teɪbl] laud; **at table** [æt
 'teɪbl] (söögi)lauas
take, took taken [teɪk, tuk,
 'teɪkən] võtma; **take care of**
 ['teɪk 'keə(r)əv] hoolitsema,
 hoolt kandma; **take down**
 ['teɪk 'daʊn] alla, maha võt-
 ma; **take off** ['teɪk 'ɔ:f] ära
 võtma; **take part** ['teɪk 'pɑ:t]
 osa võtma; **take place** ['teɪk
 'pleɪs] aset leidma; **take the
 risk** ['teɪk ðə 'rɪsk] riskeerima

talk [tɔ:k] kõnelema, jutlema,
 rääkima; kõne, vestlus
tall [tɔ:l] suur, kõrge
tame [teɪm] taltsas; taltsutama
tank [tæŋk] tank
taste [teɪst] maitsema
tea [ti:] tee
teach, taught, taught [ti:tʃ, tɔ:tʃ]
 õpetama
teacher ['ti:tʃə] õpetaja
team [ti:m] meeskond
tear, torn, torn [tɛə, tɔ:n] rebi-
 ma, kiskuma, käristama
tear [tiə] pisar
teeth [ti:θ] hambad
telephone ['telɪfoʊn] telefon,
 kõnetraat
tell, told, told [tel, tould] ju-
 tustama, ütlema
tense [tens] aeg, ajavorm
tent [tent] telk
terrible ['terəbl] kohutav, hirmu-
 äratav, kole
terror ['terə] hirm, hirmuvalit-
 sus, terror; **in terror** (kabu)
 hirmus
text [tekst] tekst
than [ðən, ðæn] kui (keskvõr-
 dega)
thank [θæŋk] tänama
thanks (to) [θæŋks (tu)] tänu
 (võlgnedes)
that [ðæt, ðət] see seal, selline
theatre ['eɪtə] teater
theirs [ðeəz] *pron.* nende (oma)
these [ði:z] need
thick [θɪk] paks, jäme, tihe
thicket ['θɪkɪt] tihnik, padrik
thing [θɪŋ] asi

think, thought, thought [əɪŋk, ə:t] mõtlema
those [ðouz] nood
though [ðou] ometigi, siiski, aga, ehkki
thought [ə:t] mõte, mõtlus, mõtlemine
thousand [ˈəuzənd] tuhat
through [əru:] läbi, kaudu
throughout [əru(:)ˈaut] läbi ja läbi
throw, threw, thrown [ərou, əru:, əroun] viskama, heitma
thick [θɪk] tihe, paks; paksult
tidy [ˈtaɪdi] korralik, puhas
tie [tai] side, kaelaside; siduma
till [tɪl] kuni
time [taɪm] aeg
tiny [ˈtaɪni] tilluke, pisike
tire [taɪə] väsima, nõrkema
tired [taɪəd] väsinud
toboggan [təˈbɒɡən] spordikelk; kelgutama
to-day [təˈdeɪ] täna, tänapäev
together [təˈɡedə] koos, kokku
toil [tɔɪl] vaevaga töötama; (raske) töö, vaev
toiler [ˈtɔɪlə] raske töö tegija, töötaja
told [tould] öelnud
to-morrow [təˈmɒrou] homme
tongue [tʌŋ] keel
too [tu:] liiga
tool [tu:l] riist, tööriist
top [tɒp] tipp, hari; **at the top of the bed** voodi peatsis
touch [tʌtʃ] kokku puutama, puudutama
toward [t(ə)ˈwɔ:d] (kellegi, millegi) poole, vastu, suunas

town [taun] linn
track [træk] jälg, rada
tractor [ˈtræktə] traktor
train [treɪn] rong
tram [træm] tramm
translate [trænzˈleɪt] tõlkima
travel [ˈtrævl] reisima, rändama
tree [tri:] puu
tremble [ˈtreɪbl] värisema
trench [trentʃ] kaevik
trench-mortar [ˈtrentʃˈmɔ:tə] miinipilduja
tress [tres] juuksekihar
tribune [ˈtribju:n] tribüün
trick [trɪk] trikk, vemp, nali; **play a trick** [ˈpleɪ ə ˈtrɪk] nalja heitma, vingerpussi mängima
triumphantly [traɪˈʌmfəntli] võidurõõmsalt
troops [tru:ps] sõjavägi
trophy [ˈtrɒfi] trofee, vaenlaselt äravõetud võidumärk
true [tru:] õige, tõeline
trust [trʌst] usaldama
try [traɪ] katsuma, proovima
tsar [zɑ:] tsaar; **tsarist** [ˈzɑ:ɪst] tsaari-
turn [tɜ:n] pöörama; kord, järjekord
turn out [ˈtɜ:n ˈaut] välja heitma, ajama
turn out the lights [ˈtɜ:n ˈaut ðə ˈlaɪts] tulesid kustutama
twig [twɪɡ] raag, oks
twinkle [ˈtwɪŋkl] vilkuma, siirama; **(in a) twinkling** [ɪn ə ˈtwɪŋklɪŋ] silmapilkselt
tyre [ˈtaɪə] rattarehv (raud-, kummirehv)

U.

ugly [ˈʌɡli] inetu, vastik
unable [ʌnˈeɪbl] võimetu, mittevõimeline
unbroken [ʌnˈbrʊkən] murdmata, katkestamata
uncle [ˈʌŋkl] onu, lell
under [ˈʌndə] all, alla
underground [ˈʌndəˈgraʊnd] maa-alune, allmaa-
underline [ʌndəˈlaɪn] alla kriiputama
understand, understood, understood [ʌndəˈstænd, ʌndəˈstud] mõistma, aru saama
undress [ʌnˈdres] lahti riietuma
unequal [ʌnˈiːkwəl] ebavõrdne, ebatasavägine
unfaltering [ʌnˈfɔːlt(ə)rɪŋ] vanakumatu
uniform [ˈjuːnɪfɔːm] univorm, vormiriided
union [ˈjuːnjən] ühendus
unit [ˈjuːnɪt] ühik, üksus; (väeüksus)
unite [juːˈnaɪt] ühendama, ühinema
universal [juː(ɪ)nɪˈvɜːsəl] üldine
unseen [ʌnˈsiːn] nägematu, nähtamatu
until [ʌnˈtɪl] kuni, seni kui
unto [ˈʌntə] = **to** [tu, tə] juurde
unusual [ʌnˈjuːzʊəl] ebaharilik
upon [əˈpɒn] peal, peale
upwards [ˈʌpwɔːdz] ülespoole, üles
up-to-date [ˈʌp tə ˈdeɪt] aja kõrgusel, ajakohane

use [juːs] kasu, tarvitus, *pret.*
used to [ˈjuːstə] minevik sõnast tavatsema
use [juːz] tarvitama
use up [ˈjuːz ˈʌp] ära tarvitama
U.S.S.R. [ˈjuː es esˈɑː] NSVL
usual [ˈjuːzʊ(ə)l] harilik, tavaline
as usual nagu harilikult

V.

vacation [vəˈkeɪʃən] koolitõevaheaeg
valley [ˈvæli] org
vegetables [ˈvedʒɪtəblz] köögi-, keeduvili
veranda [vəˈrændə] veranda
verb [vɜːb] verb, pöördsõna
very [ˈveri] väga
victory [ˈvɪktəri] võit
village [ˈvɪlɪdʒ] küla
violet [ˈvaɪələɪt] kannike; violetne
violent [ˈvaɪələnt] äge
violently [ˈvaɪələntli] ägedalt, tugevasti
visit [ˈvɪzɪt] külastama, külaskäiku tegema; külaskäik
voice [vɔɪs] hääl
volley-ball [ˈvɒlibɔːl] lendpall, käsipall
vote [vəʊt] hääletama
voyage [ˈvɔɪdʒ] (mere)reis
Vyborg House of Culture [ˈvaɪbɔːg ˈhaus əv ˈkʌltʃə] Viiburi Kultuurimaja

W.

wage [weɪdʒ] palk
wait [weɪt] ootama
wake, woke, woke [weɪk, wouk, wouk] ärkama, äratama
Wales [weɪlz] S.-Britannia mä-gine lääneosa
walk [wɔ:k] jalutama
wall [wɔ:l] sein, müür
want [wɔ:nt] tahtma, soovima
war [wɔ:] sõda; **be at war** ['bi:ət 'wɔ:] sõjajalal olema
warm [wɔ:m] soe
warn [wɔ:n] hoiatama
was [wɔz] oli
wash [wɔʃ] pesema
watch [wɔtʃ] valvama; vaatle-ma, jälgima
water ['wɔ:tə] vesi; kastma
watering-can ['wɔ:təriŋ'kæn] kastmiskann
wave [weɪv] lehvitama
way [weɪ] tee
weak [wi:k] nõrk
weapon ['wepən] relv, sõja-riist
wear, wore, worn [weə, wɔ:, wɔ:n] kandma
weather ['weðə] ilm, ilmastik
weave, wove, woven [wi:v, wouv, 'wouvən] kuduma (kangast), punuma, põimima
week [wi:k] nädal
welcome ['welkəm] tere-tule-mast, teretulnud; tervitama
well [wel] hästi
went [went] läks
were [wɔ:] olid
wet [wet] märg
wheat [wi:t] nisu

wheel [wi:l] ratas
whenever [wen'evə] igakord kui, millal iganes
while [wail] kuna, sel ajal kui
whip [wɪp] piits
white [waɪt] valge
whitewash ['waɪtwɔʃ] lubja-võõp; lupjama
who [hu:] kes; **whose** [hu:z] kelle
whole [houl] terve, kogu
why [wai] miks, mispärast
wife [waɪf] naine, abikaasa
wild [waɪld] mets-, metsik; karm, vali
will [wɪl] tahe, tahtmine; **I will** tahan
win, won won [wɪn, wʌn, wʌn] võitma
wind [wɪnd] tuul
window ['wɪndou] aken
window-ledge ['wɪndou-'ledʒ] (etteulatuv) aknaveer, -serv, -simss
window-sill ['wɪndou'sɪl] akna-laud
wing [wɪŋ] tiib, (majatiib)
winner ['wɪnə] võitja
winter ['wɪntə] talv
wintry ['wɪntri] talvine
wise [waɪz] tark
wish [wɪʃ] soovima; soov
with [wɪð] *prep.* ühes, kaasa
wither ['wɪðə] närtsima
without [wɪð'au] ilma
woman *pl.* **women** ['wʊmən, 'wɪmɪn] naine
wonder ['wʌndə] ime; **wonder** at imestama

wonderful [ˈwʌndəfʊl] imeilus, imestustäratav
wood [wʊd] mets; **woodland** [ˈwʊdlænd] metsamaa
wooden [ˈwʊdn] puust
woody [ˈwʊdi] metsane; metsa- ga kaetud
word [wɜːd] sõna
work [wɜːk] töö; töötama; **at work** tööl
worker [ˈwɜːkə] töötaja, tööli- ne
world [wɜːld] maailm
worse [wɜːs] halvem, pahem
worst [wɜːst] kõige halvem, pahim, haigeim
(to be) worth [tə bi ˈwɜːθ] väärt olema
would like [wʊd laɪk] tahaks
wound [waʊnd] haav; haavama
wounded [ˈwaʊndɪd] haavatud
write, wrote, written [raɪt, raʊt, ˈrɪtn] kirjutama

Y.

yard [jɑːd] jard (ingl. pikkus- mõõduühik); hoov
year [jɪə] aasta
yellow [ˈjeləʊ] kollane
yes [jes, jeɪs] jah
yesterday [ˈjestədi] eile
yet [jet] veel, veelgi, siiski
young [jʌŋ] noor
yours [jɔːz] teie (sinu) oma
youth [juːθ] noorus; nooruk, noormees

Z.

zone [zəʊn] tsoon, vöönd, maariba, piirkond
Zoo [zuː] = **Zoological Gar- den** [zuˈlɒdʒɪk(ə)l ˈgɑːdn] loomaaed

C O N T E N T S.

	Pages
<i>Lesson</i> 1. The End of Summer	3
2. How I lived in the Country in Summer	6
3. The Twenty-Second	8
4. Too Clever (Poem)	10
5. The Braggart. Part I	12
6. The Braggart. Part II	14
7. Darwin and the Two Boys	16
8. Preparations for the Seventh of November	18
Song about Stalin	21
9. Months and Seasons	23
A Merry Ring (Poem)	24
10. Summer and Winter Sports	27
11. A Visit to Moscow and a Visit to Leningrad	29
12. The Twelfth of December, 1937	34
13. Edison and his Assistant	36
Grammar Review	39
Learn (Poem)	42
14. A Brave Girl	43
15. Robinson Crusoe's First Voyage	45
16. The Armaments of the Red Army	48
17. Dick and Mike	51
18. The Inquisitive Man	53
19. In a Country Inn	55
20. The Bear in School. Part I	57
21. The Bear in School. Part II	60
22. Young Private Lazarev	63
23. The Boy from Urzhum	65
Grammar Review	68
Home Reading	72
I. The Arrow and the Song (Poem)	72
II. Children's Camps in the U. S. S. R.	72
III. Falling Snow (Poem)	73
IV. Spanish Children in the Soviet Union	74
V. The Heroine from Oviedo	74
VI. How Marusya Captured a Spy	75
VII. The Travelling Singers	77
VIII. The Two Bottles	80
IX. A Story about a Parrot	82
X. Tom Whitewashes His Aunt's Fence	83
XI. Twelve Heroes	85
Phonetic Exercises	87
Spelling Dictations and Exercises	93

	Pages
Grammar	100
<i>Lesson 1.</i> The Future Tense	100
Comparison of Adjectives ending in -y	102
<i>Lesson 2.</i> The Main Parts of a Sentence	103
Plural of Nouns in -ss, -sh, -ch, -x	104
Verbs in -y	104
<i>Lesson 3.</i> Plural of this and that	105
<i>Lessons 5,6.</i> Compound Sentences	105
Use of the Future Tense with the Present Tense after the Conjunction if, when, etc.	106
<i>Lesson 7.</i> The Parts of a Sentence: Adverbials of Time and Place	106
<i>Lesson 9.</i> Comparison	107
Possessive Pronouns in Comparison	108
<i>Lesson 10.</i> Irregular Comparison	109
<i>Lesson 11.</i> Comparison of Adjectives of more than one syllable	109
<i>Lesson 13.</i> The Parts of a Sentence	110
The Object	111
Must and have to	111
Place of the Adverbs always, never, often, seldom, sometimes	111
<i>Lesson 14.</i> The Past and Past Continuous Tenses	112
<i>Lesson 15.</i> The Accusative with the Infinitive	113
<i>Lesson 17.</i> The Present Perfect Tense	114
Formation of the Present Perfect Tense	115
Shortened Answers	117
Formation of the Past Participle of Regular Verbs	117
The Past Participle of Irregular Verbs	119
<i>Lesson 20.</i> The Past Perfect Tense	120
Formation of the Past Perfect Tense	122
Shortened Answers in the Past Perfect	122
The Verb used to	123
List of Irregular Verbs	124
Vocabularies to Lessons and Home Reading	127
Alphabetic Vocabulary	148

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