

English

A-22603

A. EHIN • H. OLE

ENGLISH

I

ÕPIK KESKKOOLI VIII KLASSILE

RAAMATUKOGU
TARTU ÜLISKOOL

EESTI RIIKLIK KIRJASTUS
TALLINN 1959

Kinnitatud Eesti NSV Haridusministeeriumi poolt

**TARTU ÜLIKOOLI
RAAMATUKOGU**

PART I

LESSON 1.

Foneetika.

Täishäälikute lugemine rõhulises kinnises silbis.

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

Kinnine silp lõpeb kaashäälikuga.

1. Täishääliku [æ] hääldamine.

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

Võrrelge: eesti keeles inglise keeles

äss	ass
kätt	cat

2. Täishääliku [ɔ] hääldamine.

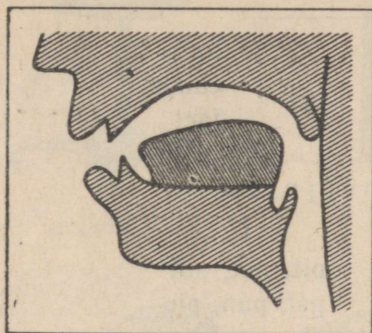
Täishääliku [ɔ] hääldamisel avage suu avaralt alumise lõua järsu liigutusega allapoole. Tõmmake keel alumiste hammaste juurest tugevasti tahapoole. Huuled ümardage vähesel määral.

Võrrelge: eesti keeles inglise keeles

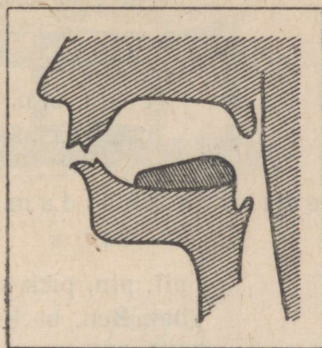
lokk	lock
on	on

INGLISE TÄHESTIK.

Trükitäht	Kirjatäht	Tähe nimetus	Trükitäht	Kirjatäht	Tähe nimetus
A a	<i>A a</i>	[ei]	N n	<i>N n</i>	[en]
B b	<i>B b</i>	[bir]	O o	<i>O o</i>	[ou]
C c	<i>C c</i>	[sir]	P p	<i>P p</i>	[pi:]
D d	<i>D d</i>	[dir]	Q q	<i>Q q</i>	[kju:]
E e	<i>E e</i>	[ir]	R r	<i>R r</i>	[ɑ:]
F f	<i>F f</i>	[ef]	S s	<i>S s</i>	[es]
G g	<i>G g</i>	[dʒi:]	T t	<i>T t</i>	[ti:]
H h	<i>H h</i>	[eitʃ]	U u	<i>U u</i>	[ju:]
I i	<i>I i</i>	[ai]	V v	<i>V v</i>	[vi:]
J j	<i>J j</i>	[dʒei]	W w	<i>W w</i>	[ˈdʌblju:]
K k	<i>K k</i>	[kei]	X x	<i>X x</i>	[eks]
L l	<i>L l</i>	[el]	Y y	<i>Y y</i>	[wai]
M m	<i>M m</i>	[em]	Z z	<i>Z z</i>	[zed]



Keele asend
eesti o
moodustamisel.



Keele asend
inglise [ɔ]
moodustamisel.

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

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

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

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



ots vastu hammasvalli.

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

Võrrelge: eesti keeles inglise keeles

ämm

am

Ann

Ann

4. c, ck lugemine.

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

Lugemis- ja hääldamisharjutus.

I

pit, pin, pick
bet, Ben, beck
cat, cap, can
but, bun, buck
dot, don, dock
pack, act, pact

II

pit, pat, pot
pet, pun, pin
din, den, don
bus, big, black
dog, man, cat

LESSON 2.

Häälik [ə].

Grammatika.



a bus

Nimisõna b u s ees seisab umbmäärane artikkel:

a b u s [ə 'bʌs] (üks mingisugune) buss. Artikkel on nimi- ja omadussõna ees rõhuta.

Lugemisülesanne.



a dog

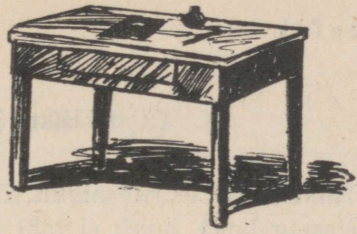
a man

a cat

a red bus, a big dog, a black cat



a lamp



a desk



a book

a pen



a hat



a cap



a pan



a cup



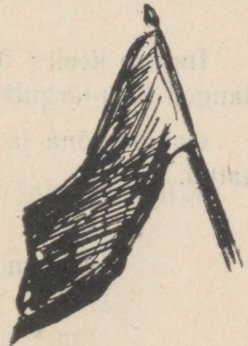
a nest



a hen



a clock



a flag

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

Foneetika.

1. Täishääliku [ə] hääldamine.

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

2.

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

3. Tonogramm.

—	—	—
.	—	—
a	red	bus
—	—	—
.	—	—
a	big	red bus

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

Omadussõna ja nimisõna ühendites on mõlemad sõnad rõhutatud.

Lugemis- ja hääldamisharjutus.

I

sick, sack, suck
took, look, hook
hot, hat, hut
dog, beg, bed
spin, span, spun

II

a pan, a man, a can
a book, a hook, a nook
a duck, a buck, a cut
a cot, a lock, a nod

Kirjutamisülesanne.

F, f [ef]

F f fff

L, l [el]

L l lll

M, m [em]

M m mmm

N, n [en]

N n nnn

S, s [es]

S s sss

Finn. Lam. Ned.

Man, loss, sun

Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

Ülesanne 2.

Kirjutage järgmised sõnad ja märkige täishäälikud transkriptsioonimärgiga:
Näide: men [e].

Man, miss, mess, moss, must, bin, ban, bun, less, land, soft, sin.

LESSON 3.

Foneetika.

Täishäälikute lugemine rõhulises lahtises silbis.

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

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

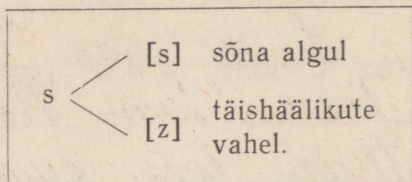
1. Kaksiktäishäälikute hääldamine.

Kaksiktäishäälikutes hääldatakse teine häälik nõrgemalt kui esimene.

Võrrelge: eesti keeles inglise keeles

<i>ei</i>	<i>a</i> [ei]
<i>ai</i>	<i>I</i> [ai]

2. Tähe s lugemine.



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

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

Lugemis- ja hääldamisharjutus.

I

mane, mate, made
rose, hope, slope
mute, tune, tube
he, me, Pete
mite, kite, site

line, lane, lone
tape, type, cube
duke, date, dyke
stoke, lake, like
he, me, my

Lugemisülesanne.



Pete and Mike



a big plate



a red line



a big cake



a black tube



a red rose



a face



a nose



a plane



a fly



a tulip



a pine

Kirjutamisülesanne.

A, a [ei] A a aaa

O, o [ou] O o ooo

U, u [ju:] U u uuu

E, e [i:] E e eee

I, i [ai] I i iii

J. Ann. Enid. U.S.A.

'Take my 'copy-book, Val.

'Take my 'pen, Rose.

'Take my 'bag, Clif.

'Take my 'box, Pete.

'Take a 'plate.

'Take a 'cake.

'Take a 'tulip.

'Take a 'rose.

Lugemisharjutus.

I

pan — pane met — mete

not — note cod — code

back — bake hid — hide

duck — duke can — cane

pin — pine pet — Pete

II

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

Foneetika.

1.

ee [i:]

 see

2. Kaashäälikute [f, v] hääldamine.

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

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

3. Kahekordsete kaashäälikute lugemine.

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

4. Rõhuta sõnad lauses.

Isikulised ja omastavad asesõnad on lauses rõhuta. Üte lause keskel ja lõpus on rõhuta.

Kirjutamisülesanne.

B, b [bi:] B b bbb
P, p [pi:] P p ppp
D, d [di:] D d dad
T, t [ti:] T t ttt
C, c [si:] C c ccc
V, v [vi:] V v vvv
Pete. Val. Dad. Bob.
Tom. Clif.

Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

Ülesanne 2.

Kirjutage inglise keeles:

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

LESSON 5.

JOHN HILL.

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

Grammatika.

Infinitiiv: be (olema).

Olevik (Present Indefinite).

I am

he is

she is

it is

am, is

Rõhuline vorm	Rõhuta vorm
I 'am [ai 'æm] he 'is [hi 'iz]	I am [aim] a 'pupil. he is [hi iz] a 'pupil.

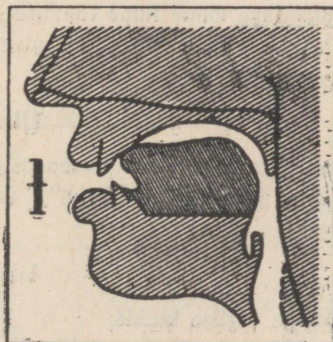
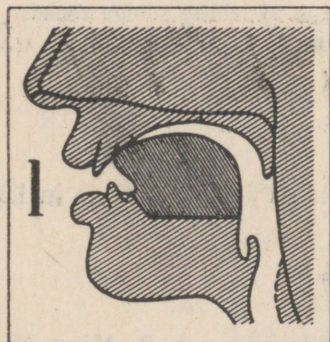
Eessõna to.

Rõhuline vorm	Rõhuta vorm
to [tu:]	to [tə] 'school

oo [u:]	school
j [dʒ]	John
sh [ʃ]	she
l	„hele“ [l] sõna ja silbi algul Lane
	„tume“ [l] sõna ja silbi lõpul Hill

„hele“ [l]

„tume“ [l]



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

Lugemis- ja hääldamisharjutus.

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

Kirjutamisülesanne.

K, k [kei]

K k kkk

J, j [dzei]

J j jjj

H, h [eitf]

H h hhh

X, x [eks]

X x xxx

Kate - Kate. John. Jack.
Henry. Hume, skill,
joke, hush, box - box,
tert - text.

Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

Ülesanne 2.

Rühmitage kahte tulpa rõhulise 1) kinnise ja 2) lahtise silbiga sõnad:

Shake, plan, kick, pet, sum, side, mute, spite, met, hot, stove,
by, ox, Pete.

Ülesanne 3.

Asendage nimisõnad asesõnadega:

Ann is a pupil. John is a pupil. My school is in Lane
Street.

Ülesanne 4.

Tõlkige inglise keelde:

1. Minu kool on suur. Ta on Paide tänaval. 2. Minu kooli-

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

LESSON SIX.

AT 'SCHOOL.

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

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

Foneetika.

Hääliku [w] hääldamine.

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

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

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

Lugemis- ja hääldamisharjutus.

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

Kirjutamisülesanne.

W, w ['dʌblju:]

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

Ülesanne 1.

Kirjutage ära ülaltoodud tähed ja sõnad.

Ülesanne 2.

Kirjutage järgmised sõnad ja märkige esimene kaashäälik transkriptsioonimärgiga.

Näide: Jack [dʒ]

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

Ülesanne 3.

Tõlkige inglise keelde:

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

LESSON SEVEN.

EDITH AND ANN SMITH AT HOME.

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

At home they like to read a good book.

Foneetika.

1.

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

2. Häälikute [θ] ja [ð] hääldamine.

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

th lugemine

th sõna algul ja lõpus	[θ] nimi- omadus- arv- ja tegusõnades	smith, theme
	[ð] ase- määr- side- ja eessõnades artiklis	they with
th sõna keskel [ð]		mother

Lugemis- ja hääldamisharjutus.

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

Ülesanne 1.

Täitke lüngad eessõnadega, kus vajalik:

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

Ülesanne 2.

Tõlkige inglise keelde:

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

LESSON EIGHT.

I GO TO SCHOOL.

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

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

Foneetika.

1. Hääliku [ɑ:] hääldamine.

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

2. *are* lugemine.

Rõhuline vorm	Rõhuta vorm
we 'are [ɑ:]	we are [ə(r)] at home

3. *y* lugemine.

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

4. *ou* lugemine.

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

Lugemis- ja hääldamisharjutus.

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

Grammatika.

1. Artiklid.

Inglise keeles on kaks artiklit.

Umbmäärane		Määrav	
rõhuline	rõhuta	rõhuline	rõhuta
'a ['ei]	a [ə] 'book	'the ['ði]	the [ðə] 'book
'an ['æn]	an [ən] 'English 'book	the [ði]	'English 'book

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

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

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

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

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

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

Teatud juhtudel jäetakse inglise keeles artikkel ära.

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

2. Infiniitiv: be.

Present Indefinite. (Olevik).

Jaatav vorm

Küsiv vorm

I 'am	'am I?
you 'are	'are you?
he 'is	'is he?
she 'is	'is she?
it 'is	'is it?
we 'are	'are we?
you 'are	'are you?
they 'are	'are they?

Kirjutamisülesanne.

Y y [wai] Y y yyy
G g [dʒi:] G g ggg
R r [ɑ:] R r rrr

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

Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

Ülesanne 2.

Täitke lüngad tegusõna *be* vormidega:

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

Ülesanne 3.

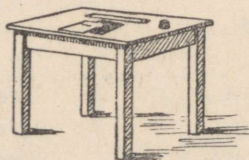
Tõlkige inglise keelde:

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

LESSON NINE.

WHAT IS THIS? WHAT IS THAT?

'What is 'this?

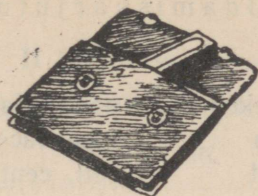


It is a 'desk.
It is 'my 'desk.

My 'textbook is on my 'desk.

My 'copy-book is under my 'textbook.

'What is 'this?

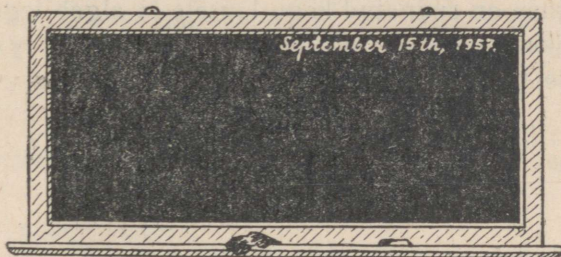


It is a 'bag.
It is 'my 'bag.

My 'pencil-box is in my 'bag.

'What is 'this?

It is a 'blackboard.



'Take the 'chalk and 'go to the 'blackboard.

'Is 'this a 'copy-book? 'Yes, it 'is.

'Is 'that a 'pencil-box? 'No, it is 'not.

'Is 'this a 'red 'pencil? 'No, it is 'not.

'Is 'that a 'green 'pencil? 'Yes, it 'is.

Pange tähele: What is **this**? It is a desk.

Mis see on? See on koolilaud.

Foneetika.

1. Hääliku [ɔ:] hääldamine.

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

2.

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

Lugemis- ja hääldamisharjutus.

I

chalk, blackboard
cash, wash
hand, want
cap, wasp

II

pencil, fancy
nice, face
cell, cent
cite, icy

Üld- ja eriküsimused.

Üldküsimus on suunatud kogu lausele ja algab tegusõnaga; ta vastab eestikeelsele *ka s* küsimusele. Vastuses on *yes* või *no*. Üldküsimuse lõpul hääli tõuseb.

— — . — . . | \ | . \

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

— — . — . . | \ | . . \

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

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

— . \ | . . . \

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

Lugemis- ja hääldamisharjutus.

'Is 'this a 'copy-book? 'Yes, it 'is.

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

'Is 'John a 'pupil? 'Yes, he 'is.

'Is 'school 'over? 'No, it is 'not.

II

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

'What is 'that? It is a 'box.

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

'What is 'that? It is a 'blackboard.

Infinitiiv: be.

Present Indefinite. (Olevik).

Eitav vorm.

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

Ülesanne 1.

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

Näide: c [k] c [s]
cake Greece

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

Ülesanne 2.

Tõlkige inglise keelde:

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



LESSON TEN.

MY FRIEND FRED QUIN.

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



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



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

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

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

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

Foneetika.

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

qu [kw].

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

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

Lugemis- ja hääldamisharjutus.

Üldküsimused.

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

Grammatika.

Infinitiiv: have.

Olevik (Present Indefinite).

Jaatav vorm	Küsiv vorm
I have a 'textbook Mul on õpik You have a textbook he has a textbook she has a textbook we have a textbook you have a textbook they have a textbook	'Have I a 'textbook? ²

Üldküsimusele anneme lühivastuse, näit. 'Have you a 'textbook?² 'Yes', I 'have'. 'Has 'Fred a 'textbook?² 'Yes', he 'has'.

Kirjutamisülesanne.

Q q [kju:] 2 q qqq
Z z [zed] 2 z zzz
Quin, quick, queen;
Zoo, jazz, zinc.

Ülesanne 1.

Kirjutage ülaltoodud tähed ja sõnad.

Ülesanne 2.

Kirjutage järgmised laused eitavas vormis:

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

Ülesanne 3.

Kirjutage järgmised laused küsivas vormis:

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

Ülesanne 4.

Täitke lüngad tegusõna *have* vormidega:

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

Ülesanne 5.

Tõlkige inglise keelde:

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

LESSON ELEVEN.

A B C.

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

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

W. A. Mozart.

a b c d e f g h i j k
l m n o p q r s t u v w

q r s t u v w x y z oh

well, you see: now I know the A B C!

Foneetika.

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

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

Grammatika.

Infinitiiv: have.

Present Indefinite (Olevik).

Eitav vorm	
I have no paper	we have no paper
you have no paper	you have no paper
he has no paper	they have no paper
she has no paper	

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

Ülesanne 1.

Kirjutage järgmised sõnad ja märkige transkriptsioonimärgiga rasvaselt märgitud tähtede lugemine:

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

Ülesanne 2.

Täitke lüngad tegusõna *be* vormidega:

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

Ülesanne 3.

Tõlkige inglise keelde:

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

Ülesanne 4.

Muutke laused eitavateks:

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

LESSON TWELVE.

AT THE LESSON.

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

Teacher. Take your seats.

The pupils sit down.

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

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

Teacher. Take your copy-books and your pens. Write your names
on the copy-books.

The pupils take their copy-books and their pens. They write their names on their copy-books.

Foneetika.

Kaksiktäishääliku [ɛə] hääldamine.

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

Näit. *their* [ðɛə].

Grammatika.

Nimisõnade mitmus.

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

Mitmuse lõpu -(e)s lugemine.

s	[s]	helitute kaashäälikute järel	books
	[z]	täishäälikute ja heliliste kaashäälikute järel	names
	[ɪz]	sisisevate kaashäälikute järel	roses boxes

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

Ülesanne 1.

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

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

Ülesanne 2.

Tõlkige inglise keelde:

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

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

Ülesanne 3.

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

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

LESSON THIRTEEN.

SCHOOL IS OVER.

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

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

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

Foneetika.

1.

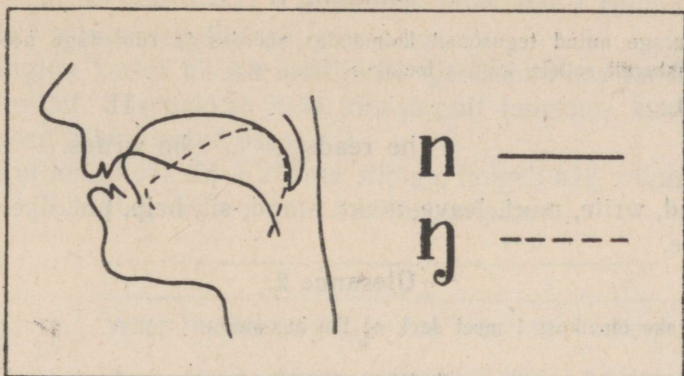
ai, ay [ei]

Bay, say

Erand: says [sez].

2. Häälik [ŋ].

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



Võrrelge:

eesi keeles

inglise [ŋg]

kink [ŋk]

king [ŋg]

inglise keeles

English [ŋg]

ink [ŋk]

king [ŋ]

-ng sõna lõpul [ŋ]

-ng on [ŋ] ka muutelõppude ees.

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

Grammatika.

Infinitiiv: speak.

Present Indefinite (Olevik).

I speak English
you speak English
he speaks English
she speaks English

we speak English
you speak English
they speak English

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

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

Ülesanne 1.

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

Näit.:

I	II
he reads	he writes.

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

Ülesanne 2.

Pöörake olevikus: I meet Jack at the bus-stop.

Ülesanne 3.

Tarvitage antud tegusõnu nõutavas vormis:

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

LESSON FOURTEEN.

I GET UP.

I 'get 'up at 'seven o'clock. I 'wash and 'dress. I have 'breakfast with my 'father and 'mother. When 'breakfast is 'over, I 'say good-'bye to 'Father and 'Mother and 'leave the 'room. I 'put 'on my 'hat and 'coat, 'take my 'schoolbag and 'go to 'school.

Foneetika.

1.

oa	[ou]	coat
----	------	------

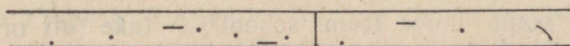
2. Pikemate lausete lugemine.

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

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

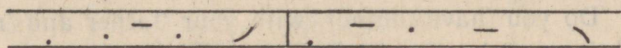
Inglise keeles tõuseb hääli lause iga üksiku osa esimesel rõhulisel silbil. Siis hakkab hääli järk-järgult langema kuni viimase rõhulise silbini antud osas.

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



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

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



When I 'go to 'school², I 'meet my 'friend 'Jack¹.

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

Ülesanne 1.

Täiendage järgmised laused:

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

Ülesanne 2.

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

Ülesanne 3.

Täitke lüngad tegusõna *be* oleviku vormidega:

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

Ülesanne 4.

Tõlkige inglise keelde:

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

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

LESSON FIFTEEN.

I COME HOME FROM SCHOOL.

When I 'come 'home from 'school², I 'take 'off my 'hat and 'coat¹. I 'put a'way my 'schoolbag² and 'wash my 'hands¹.

My 'sister 'Kitty 'says¹, "Dinner is 'ready¹." 'Kitty is a 'good 'cook¹. She 'often 'helps 'Mother to 'cook 'dinner¹.

We 'lay the 'table² and 'sit 'down to 'dinner¹.

'Do you 'come 'home at 'two 'o'clock?² 'Do you 'come 'home by 'bus?² 'Do you 'have 'dinner 'with your 'father and 'mother?² 'Do you 'help your 'mother at 'home?²

Foneetika.

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

Täheühendite lugemise kordamine.

I

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

II

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

1. Infinitiiv: speak.

Present Indefinite (Olevik).

Küsi vorm	
'Do I 'speak 'English?	do we speak English?
do you speak English?	do you speak English?
does he speak English?	do they speak English?
does she speak English?	

Oleviku küsi vorm moodustatakse abitegusõna **do** [du], does [dɔz] ja põhitegusõna **infinitiivi** abil.

2. Sõnade järjekord küsilause.

a) Sõnade järjekord jutustavas lauses.

I	II	III	IV
John	speaks	English	well

b) Sõnade järjekord küsilause.

0	I	II	III	IV
Does	John	speak	English	well?

Küsilause seisab abitegusõna aluse ees.

Lühivastused.

'Do you 'speak 'English?	'Yes', I 'do'.
	'No', I do 'not'.
	'No', I 'don't'.
'Does 'John 'speak 'English?	'Yes', he 'does'.
	'No', he does 'not'.
	'No', he 'doesn't'.

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

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

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

Ülesanne 1.

Täiendage antud laused:

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

Ülesanne 2.

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

Ülesanne 3.

Muutke laused küsivateks:

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

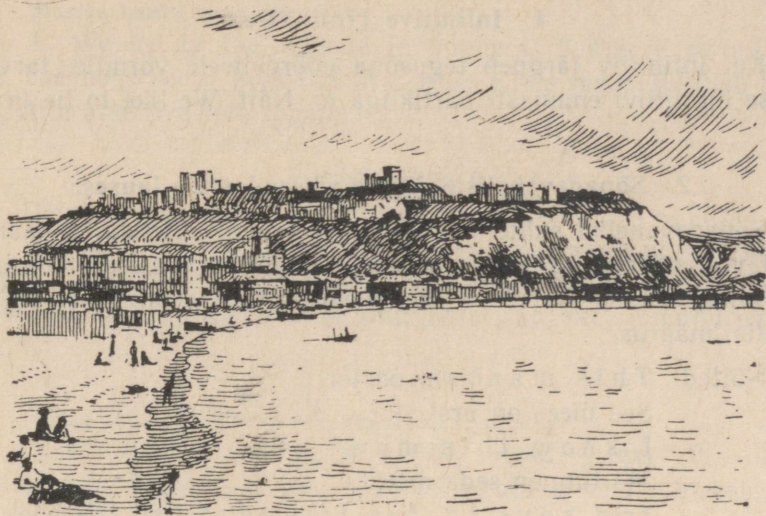
LESSON SIXTEEN.

AT THE SEASIDE.

I

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

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



The Cliffs of Dover.

Foneetika.

1.

ie sõna lõpul [ai]

 lie

2. Täishäälikute lugemine rõhuta silbis.

Rõhuta silbis täishäälikud taanduvad, s. t.

a, o, u	tavaliselt	[ə]	'soda
i, y		[i]	'Fanny
e		[i]	be'gin
		[ə]	'moment

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

1. Infinitive (Infitiiv).

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

2. Sõnadevaheliste suhete väljendamine lauses.

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

Näited: This man is a doctor.

See mees on arst.

I know this man.

Ma tunnen seda meest.

Fred says to his friend, "Read this book."

Fred ütleb oma sõbrale: „Loe seda raamatut!”

Dick meets his friend at the bus-stop.

Dick kohtab oma sõpra bussipeatuses.

Lugemisharjutus.

I

[ə]

'sofa, 'pilot, 'minus
'gallop, 'focus, 'comma
ca'nal, 'scandal, 'vacant
'moment, 'compliment, 'patent

II

[i]

'David, 'Fanny, 'jelly
be'gin, res'pect, de'tector
pre'tend, de'fend, re'public

Ülesanne 1.

Lugege järgmised sõnad täht-tähelt:

Sun, boat, over, like, they, Grace, watch.

Ülesanne 2.

Tarvitage antud tegusõnu nõutavas vormis:

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

Ulesanne 3.

Muutke laused küsivateks:

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

Ulesanne 4.

Tõlkige inglise keelde:

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

Ulesanne 5.

Täitke lüngad määrava või umbmäärase artikliga.

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

LESSON SEVENTEEN.

AT THE SEASIDE.

II

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

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

Foneetika.

1.

oi, oy [ɔi]

 boy

2. Rõhuta sõnad lauses.

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

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

Lugemisharjutus.

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

Eriküsimused küsivate sõnadega *when, where*.

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

Küsiavad sõnad seisavad küsilauses abitegusõna ees.

Ülesanne 1.

Moodustage eriküsimused järgnevatele lausetele.

Joonistage skeemid ülalantud eeskuju kohaselt.

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

Ülesanne 2.

Tõlkige eesti keelde:

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

Ülesanne 3.

Tõlkige inglise keelde:

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

LESSON EIGHTEEN.

SPORTS AND GAMES.

I

'Boys and 'girls 'like 'sports and 'games.

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

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

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

Foneetika.

1. Täishääliku + r lugemine rõhulises kinnises silbis.

a + r	[ɑr]	farm
o + r	[ɔr]	form
u + r	}	Burns
e + r		her
i, y + r		girl

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

2. Täishääliku [ɔ:] hääldamine.

Hääliku [ɔ:] hääldamisel on keeleots alumiste hammaste juures. Keel on suus lame, huuled ümardamata.

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

Lugemisharjutus.

I

car, bar, start
for, or, snort
cur, fur, burn

II

her, fern, term
sir, firm, stir
girl, flirt, shirt

Ülesanne 1.

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

Näide: car [ɑr].

Ülesanne 2.

Tarvitage järgnevais lauseis oleviku küsivat vormi:

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

Ülesanne 3.

Vastake järgmistele üldküsimustele:

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

Ülesanne 4.

Vastake järgmistele eriküsimustele:

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

LESSON NINETEEN.

SPORTS AND GAMES.

II

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

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

F o n e e t i k a.

a + ll	[ɔ:]ll	all
a + sk	[ɑ:]sk	basket

Lugemisharjutus.

I

far, short, perch, bird
Byrd, hurt, farm, north
burst, pert, skirt, port

II

all, ball, call, small
ask, task, basket, mask

III

their, where, there

Grammatika.

Eriküsimused küsiva sõnaga *what*.

		I Peter	II plays	III chess.
	0 Does	Peter	play	chess?
? What	does	Peter	play?	—

Ülesanne 1.

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

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

Ülesanne 2.

Vastake järgmistele küsimustele:

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

LESSON TWENTY.

BE FRIENDS.

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

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

Foneetika.

w. + or	w [ə:]	worker
-ight	[ait]	fight

Hääldamisharjutus.

Helilised ja helitud kaashäälikud.

Be friends [z] and fight together for a better life.

Ülesanne 1.

Täitke lüngad sõnadega tekstist:

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

Ülesanne 2.

Moodustage üldküsimumused:

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

Ülesanne 3.

Moodustage eriküsimumused:

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

Ülesanne 4.

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

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

LESSON TWENTY-ONE.

IN THE CLASSROOM.

I



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

Bert comes in. He is **late**. The teacher says, "You are late, Bert."
 "Excuse my coming late," says Bert.

The teacher **tells** Bert to take his seat. "You **must not** be late to school," says the teacher.

Foneetika.

a + ss tavaliselt [ɑ:] ss	class
Rõhuta täishäälikuid ei loeta tavaliselt lõpu n ja l ees.	lesson ['lesn] pencil ['pensl]

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

Lugemisharjutus.

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

I II

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

Grammatika.

Alusele suunatud küsimused ja vastused neile.

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

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

Ülesanne 1.

Moodustage alusele suunatud küsimused:

1. Kitty helps Mother to cook dinner.
2. John and Harry

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

Ülesanne 2.

Andke lühivastused:

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

Ülesanne 3.

Answer the questions:

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

Ülesanne 4.

Märkige järgmistes lausetes rõhud ja lugege õigete rõhkudega:

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

Ülesanne 5.

Lugege järgmised laused õigete pausidega ja õige meloodiaga:

1. On the sportsground² the pupils play games¹. 2. On fine days² we go to the seaside¹. 3. At eight o'clock² the bell rings¹.
4. My friends Henry and Harry² want to be sailors¹.

Ülesanne 6.

Täitke lüngad määrava või umbmäärase artikliga:

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

LESSON TWENTY-TWO.

IN THE CLASSROOM.

II

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

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

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

Foneetika.

g + a, o, u	[g]	go
g + kaashäalik		ground
g + e, i, y tavaliselt	[dz]	page

Grammatika.

Infinitiiv: speak.

Present Indefinite (Olevik).

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

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

Ülesanne 1.

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

Ülesanne 2.

Translate into Estonian.

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

Ülesanne 3.

Answer the questions:

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

LESSON TWENTY-THREE.

RAIN, NO GAME.

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

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

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

The teacher opens the copy-book and reads:

"Rain, no game."

Foneetika.

a + st	[ɑ] st	last
--------	--------	------

Lugemis- ja hääldamisharjutus.

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

Sihitis, kaudne sihitis, eessõnaline sihitis.

Alus	Õeldis	Kaudne sihitis	Sihitis
I	II	III ¹	III
George	gives	the teacher	his copy-book.
George	gives	me	his copy-book.

1. Tegusõnale *give* järgneb vahenditult kaudne sihitis; see vastab küsimusele kellele?

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

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

Võrrelge: George gives me his copy-book.
George annab mulle oma vihiku.
George gives his copy-book to me.
George annab vihiku minule.

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

Näit.: The teacher says to the pupils, "Open your copy-books."

Ülesanne 1.

Questions:

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

Ülesanne 2.

Muutke antud laused eitavateks:

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

Ülesanne 3.

Translate into English:

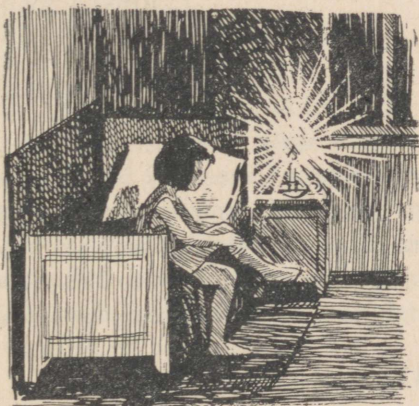
1. Võtke (oma) vihikud! 2. Kirjutage viimasest korvpallivõistlusest! 3. Mida te teate viimasest võistlusest? 4. George näeb tahvilil viga ja tõstab (oma) käe. 5. Kas te olete valmis? Jah, oleme. 6. Andke mulle (oma) vihikud!

LESSON TWENTY-FOUR.

BED IN SUMMER.

R. L. Stevenson.

In 'winter² I 'get 'up at 'night¹.
And 'dress by 'yellow 'candle-
light¹.
In 'summer², 'quite the 'other
'way²
I 'have to 'go to 'bed by 'day¹.



Lugemis- ja hääldamisharjutus.

I

-ight

fight, light, night, sight, might

II

w, qu [w, kw]

win, Quin

west, quest

white, quite

what, squat, cot

will, quill, kill

wash, squash

Ülesanne 1.

Moodustage küsimused sõrendatud sõnadele. Kasutage tabelit õppetükist 19.

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

Ülesanne 2.

Translate into English.

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

LESSON TWENTY-FIVE.

WHAT I DO ON SUNDAY.

I

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

If it is rainy, I go to the pictures, play games or read a book.

I do not work on Sundays, I do my lessons on Saturdays.

Grammatika.

1. Do (tegema) põhitegusõnana.

He does his work well.

He does not do his work well.

He doesn't do his work well.

Does he do his work well?

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

2. There is, there are.

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

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

Laul on raamat.

Laul ei ole raamatut.

Kas laul on raamat?

Võrrelge lauseid: There is a book on the table.

Laul on (üks mingisugune) raamat.

The book is on the table.

(See, teatud) raamat on laul.

There is, there are ei ole lauses rõhulised.

Ülesanne 1.

Translate into Estonian.

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

Ülesanne 2.

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

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

Ülesanne 3.

Tõlkige ülesanne 2 suuliselt eesti keelde ja vastake küsimustele.

LESSON TWENTY-SIX.

WHAT I DO ON SUNDAY.

II

On 'Sundays² 'dinner is at 'three¹. I 'like 'Sunday 'dinners 'very 'much¹.

On 'week-days² my 'father and my 'brother 'Paul² do 'not 'come 'home for 'dinner¹. They have their 'dinner at the 'factory where they 'work. On 'Sundays² they have 'dinner 'with us¹.

'Mother 'always 'cooks a 'very 'good 'dinner on 'Sundays¹.

'After 'dinner² some 'friends 'come to 'see us¹ or 'we go to 'see them. We have a 'good 'time to'gether¹.

We 'go to 'bed at 'ten. We 'do not 'go to 'bed 'late on 'Sundays¹, be'cause on 'Monday 'morning 'Father and 'Paul must 'be at the 'factory at 'seven² and 'I must 'be at 'school at 'eight¹.

F o n e e t i k a.

au, aw

[ɔ:]

Paul

G r a m m a t i k a.

1. Põhi- ja abisõnad lauses.

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

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

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

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

2. Personal Pronouns (Isikulised asesõnad).

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

Isikulised asesõnad nimetavas käändes on lauses aluseks:

She plays well. Ta mängib hästi.

Peale nimetava käände on isikulistel asesõnadel veel sihitise

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

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

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

Give **us** six plates, Emma. Anna meile kuus taldrikut, Emma! Asesõna **it** tõlgitakse sageli eesti keelde asesõnaga **see**.

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

Ülesanne 1.

Answer the questions.

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

Ülesanne 2.

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

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

Ülesanne 3.

Kriipsutage alla põhisõnad ja asetage vajalikud rõhud lauses:

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

Ülesanne 4.

Moodustage laused tegusõnaga *must* antud näite kohaselt:

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

We must be at school at eight o'clock.

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

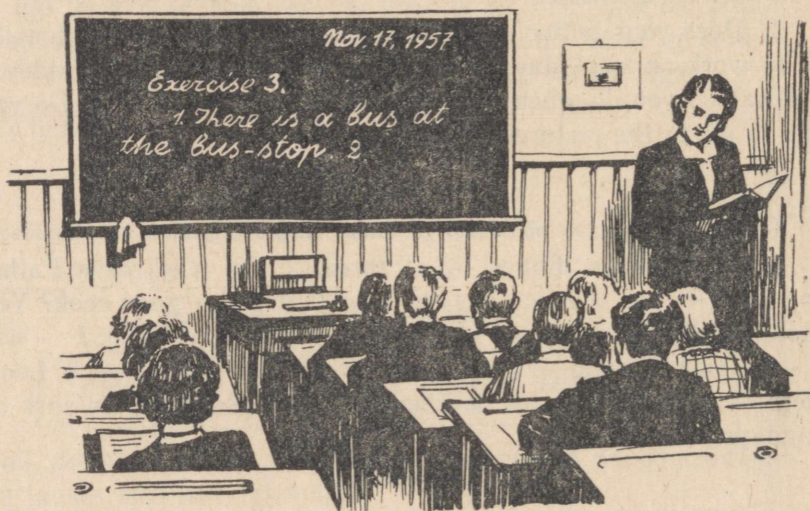
Ülesanne 5.

Translate into English.

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

LESSON TWENTY-SEVEN.

OUR CLASSROOM.



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

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

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

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

Hääldamisharjutus.

[31]

There is a blackboard on the wall.

George, take the chalk.

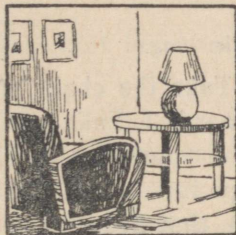
Paul and Maud always go for a walk after dinner.

Grammatika.

Koha-eessõnad.



Put the lamp on the table.



The lamp is on the table.



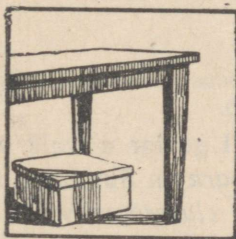
Go to the table.



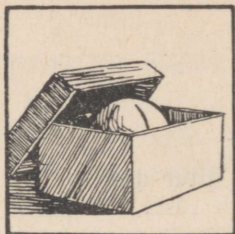
Stand at the table.



Put the box under the table.



The box is under the table.



The ball is in the box.



Take the ball out of the box.

Exercise 1.

Täitke lüngad koha-eessõnadega:

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

Exercise 2.

Muutke järgnevad laused eitavateks:

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

Exercise 3.

Muutke järgnevad laused küsivateks:

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

Exercise 4.

Moodustage küsimused kursiivis trükitud sõnadele. Kasutage tabelit õppetükist 19.

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

Exercise 5.

Translate into English:

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

LESSON TWENTY-EIGHT.

KITTENS OR APPLES.

I

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

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

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

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

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

Lugemisharjutus.

Nimisõnade mitmuse lõpu lugemine.

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

Tegusõnade oleviku 3. pööre ainsuses.

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

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

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

3. -y muutub kaashääliku järel **-i-ks** ja sellele liidame **-es**.
Võrrelge: study — he studies; play — he plays.

Exercise 1.

Answer the questions.

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

Exercise 2.

Answer the questions.

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

Exercise 3.

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

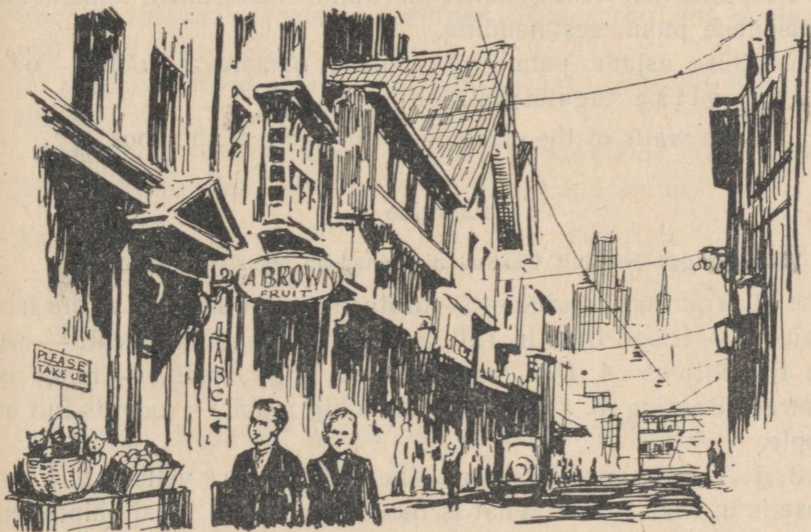
- | | |
|---|------|
| 1. a) Paul — a fruit shop when he goes to school. | pass |
| b) Fred — a fruit shop when he goes to school. | |

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

LESSON TWENTY-NINE.

KITTENS OR APPELS.

II



There is, there are.

Moodustage laused pildi juurde:

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

Hääl dami sh ar ju tu s.

Helilised ja helitud kaashäälikud.

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

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

Grammatika.

Ainsuse omastav kääne.

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

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

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

b) Eluta asjade puhul väljendame omastavat käänet ofeesõnalise tagatäiendi abil:

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

Exercise 1.

Täitke lüngad kursiivis trükitud nimisõnadega omastavas käändes:

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

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

Exercise 2.

Translate into English:

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

Exercise 3.

Read:

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

LESSON THIRTY.

IN THE COUNTRY.

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

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

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

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

Foneetika.

-tion

[f(ə)n]

station

Lugemisharjutus.

Lugege järgmised sõnad lugemisreeglite kohaselt.

kitchen, spend, tractor

nice, state, life

farm, farmer, garden

all, tree, thirty

Exercise 1.

Answer the questions:

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

Exercise 2.

Moodustage küsimused alusele antud näite kohaselt.

Näide: The boys play football after school.

Who plays football after school?

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

Exercise 3.

Moodustage küsimused õeldisele antud näidise kohaselt:

Näide: On Sundays we go for a walk.

What do we do on Sundays?

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

Exercise 4.

Translate into English:

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

LESSON THIRTY-ONE.

THE COUNTRY MOUSE AND THE TOWN MOUSE.

I

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

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

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



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

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

So the two mice go to town.

Lugemisharjutus.

Lugege järgmised sõnad lugemisreeglite kohaselt:

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

Possessive Pronouns (Omastavad asesõnad).

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

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

Näit.: Ann has a brother. We often help her (tema) brother.
Ann has many friends. She is always glad to see her (oma) friends.

After breakfast Ann puts on her (—) hat and coat and goes to school.

Exercise 1.

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

Exercise 2.

Täitke lüngad tegusõna *have* vormidega:

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

Exercise 3.

Muutke laused eitavateks:

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

Exercise 4.

Täitke lüngad nõutavate määrustega:

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

Exercise 5.

Täitke lüngad määrava või umbmäärase artikliga:

1. My brother Rein works at — state farm. 2. He is — field worker. 3. He has — nice little house. 4. In front of — house there is — garden. 5. — tractor station where Rein works in winter is two kilometres from his house.

Exercise 6.

Täiendage laused:

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

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

LESSON THIRTY-TWO.

THE COUNTRY MOUSE AND THE TOWN MOUSE.

II

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

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

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

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

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

F o n e e t i k a.

1. Täishäälikute lugemine rõhulises lahtises silbis.

Täishäälik + r + täishäälik.

a + re	[æ]	Clare, Mary
o + re	[ɔ]	more
u + re	[juə]	cure
e + re	[iə]	here
i, y + re	[aiə]	fire, tyre

Võrrelge: Clare [klæ] — Mary [ˈmæəri]; fire [faɪə] — firing [ˈfaɪəriŋ]; store [stɔ] — story [ˈstɔəri].

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

2.

ear	[iə]	hear
-----	------	------

L u g e m i s h a r j u t u s.

I

fare, share, stare
snore, bore, shore
pure, cure, mure
mere, here, sere
dire, tire, wire

II

sire, sore, rare, shore
bare, bore, mire, core
pure, hire, mere, tyre

G r a m m a t i k a.

1. Nimisõnade liigid ja artikli tarvitamine.

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

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

Ainenimede ja abstraktsete nimisõnadega umbmäärast artiklit tavaliselt ei tarvitata.

2. Tegusõnad *can* ja *must*.

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

Exercise 1.

Questions:

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

Exercise 2.

Be or have:

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

Exercise 3.

No or not:

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

Exercise 4.

Translate into English:

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

Exercise 5.

can, must

Translate into English:

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

LESSON THIRTY-THREE.

THE COUNTRY MOUSE AND THE TOWN MOUSE.

III

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

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

“What is a trap?” asks the country mouse.

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

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

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

Lugemisharjutus.

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

Umbmäärased asesõnad *some, any, no.*

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

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

Näit.: I do not see any books on the table.

I see no books on the table.

Ingliskeelses lauses võib esineda ainult üks eitus.

Exercise 1.

Answer the questions:

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

Exercise 2.

Translate into Estonian:

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

Exercise 3.

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

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

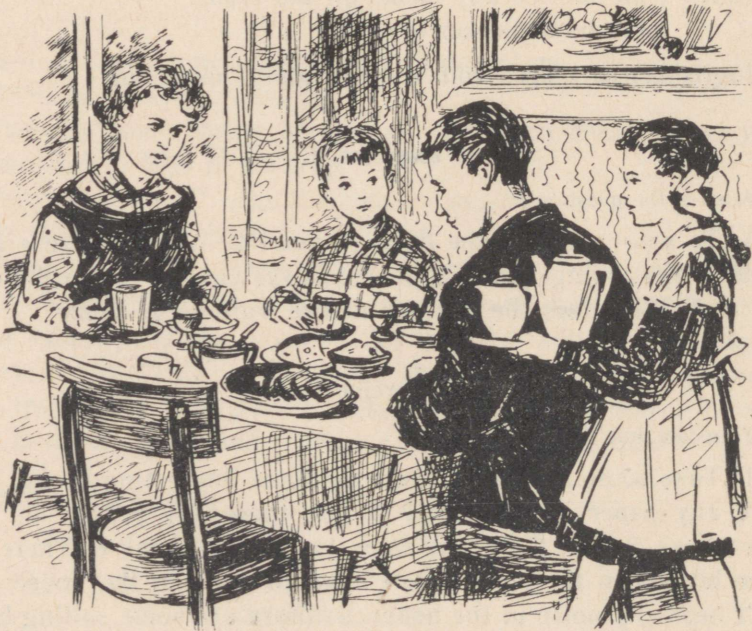
Exercise 4.

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

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

LESSON THIRTY-FOUR.

WE HAVE BREAKFAST.



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



a cup



a spoon



a knife



an egg-cup



a coffee-pot

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

Foneetika.

Valikküsimused.

Valikküsimustes tarvitame sidesõna or.

—	·	·	—	·		·	·	\	·
					'Is he a 'teacher ² or a 'doctor.'				

Valikküsimus koosneb kahest osast. Esimene osa on üldküsimus ja lõpeb hääle tõusuga. Teises osas langeb hääle lõpus. Lugemis- ja hääldamisharjutus.

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

Grammatika.

1. Väljendid tegusõnaga have.

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

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

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

2. Nimisõnade mitmus.

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

1. **-y** kaashääliku järel muutub mitmuses **i**-ks, juurde liidame **-es**. Võrrelge: **country** — **countries**; **day** — **days**.

2. **f, fe** muutuvad mitmuses **v**-ks; juurde liidame — **es** või **s**.

3. Üksikutel sõnadel on mitmuses eri vorm.

Exercise 1.

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

Näide:

I	II	III	IV
Kinnine silp	Kinnine silp r tähega	Lahtine silp	Lahtine silp + r + täis- häälik
cat [æ]	car [ɑ]	Kate [ei]	care [eə]

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

Exercise 2.

Täitke lüngad asesõnadega *some* või *any*:

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

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

Exercise 3.

Täitke lüngad asesõnadega *no* või *any*.

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

Exercise 4.

there is, there are

Translate into English:

1. Sõõgitoas on suur laud. 2. Laual on neli tassi. 3. Laual on suur taldrik. Taldrikul on leiba. 4. Kohvikannus on kohvi. 5. Muna-peekrites on munad. 6. Laual ei ole suhkrut. 7. Laual ei ole nuga.

LESSON THIRTY-FIVE

HOW MANY.

a second — sixty — a minute

a minute — sixty — an hour

an hour — twenty-four — a day

a day — seven — a week

a week — four — a month

a week — fifty-two — a year

a month — twelve — a year

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

Lugemis- ja hääldamisharjutus.

[w, v, f].

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

Exercise 1.

Vastake eespool toodud küsimustele.

Exercise 2.

Answer the questions:

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

Exercise 3.

Lesson, lessons or hour, hours.

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

Exercise 4.

Kirjutage arvud tähtedega:

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

Exercise 5.

Lugege täht-tähelt:

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

Exercise 6.

Täitke lüngad umbmäärase või määrava artikliga:

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

LESSON THIRTY-SIX.

HOW TO CHOOSE GESE.

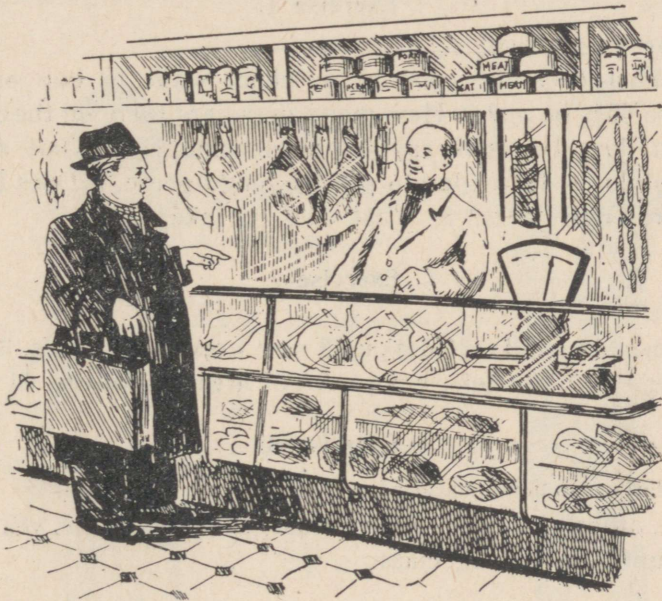
It is the end of December. The cook of a school for boys in England goes to a shop to buy geese for the New Year dinner.

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

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

"Here they are," he says.

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



Lugemisharjutus.

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

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

Numerals (Arvsõnad).

20	twenty	60	sixty
30	thirty	70	seventy
40	forty	80	eighty
50	fifty	90	ninety
100	a (one) hundred		
110	one hundred and ten		
250	two hundred and fifty		
1000	a (one) thousand		
1140	one thousand one hundred and forty		

Exercise 1.

Answer the questions:

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

Exercise 2.

Read:

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

Exercise 3.

Moodustage mitmus nimisõnadest:

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

Exercise 4.

Tõlkige eesti keelde:

when — kui, millal.

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

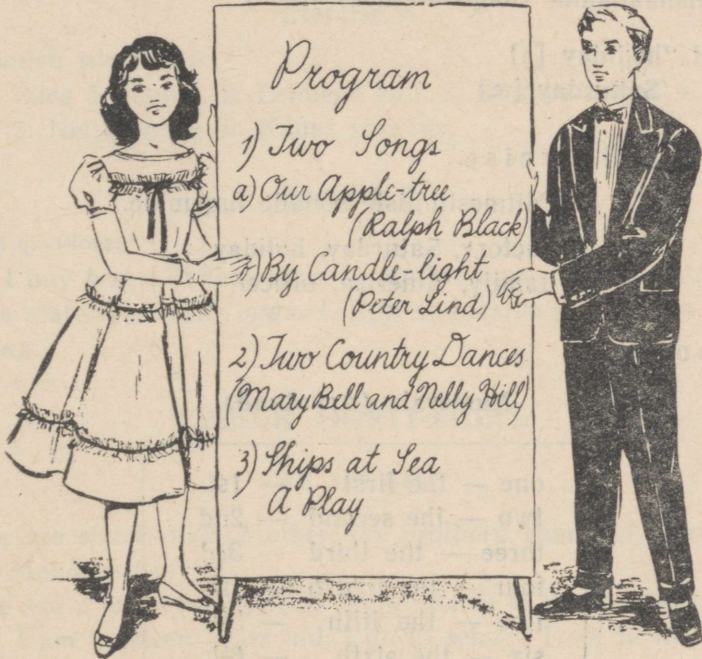
PART II

LESSON THIRTY-SEVEN.

BACK AT SCHOOL.

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

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



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

Phonetics.

1.

ph [f]

phonetics

2. Sõnarõhk.

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

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

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

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

Näit. 'ho|liday [ə]

'Sa|turday [æ]

Reading Exercise.

Mitmesilbiliste sõnade lugemine.

factory, Saturday, holiday

family, America, officer

Grammar.

Numerals (Arvsõnad).

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

Järgarvud moodustatakse lõpu -th abil.

Erandid: the first, the second, the third.

Järgarvudega tarvitame määravat artiklit.

Exercise 1.

Questions:

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

Exercise 2.

Korrake põhiarvud 1—1000.

Exercise 3.

Kirjutage järgmised arvud:

213, 840, 1512, 59, 314.

Exercise 4.

Translate into English:

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

Exercise 5.

Ask questions:

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

LESSON THIRTY-EIGHT.

WE ARE SIX.

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

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

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

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

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

Pronunciation Exercise.

I

[θ, fθ, sθ]

three, thirteen, thirty

five, fifth, the fifth

six, sixth, the sixth

II

[sθ, zð]

This Thursday is the fifth of the month.

Grammar.

1. Numerals (Arvsõnad).

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

2. Nimisõnade piiritlemine artikliga või umbmäärase asesõnaga.

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

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

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

Exercise 1.

Questions:

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

Exercise 2.

Read the dates:

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

Exercise 3.

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

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

Exercise 4.

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

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

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

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

LESSON NINE.

SOLOMON GRUNDY.*

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

Grammar.

Aja-eessõnad *in, on, at.*

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

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

Võrrelge:

kaks rōhku:	üks rōhk:
'nine'teen	'nineteen 'hundred
'fif'teen	'fifteen 'boys

* "Solomon Grundy" on tuntud inglise lastesalm; see aitab lastel nädalapäevi meeles pidada.

Exercise 1.

Fill in the blanks:

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

Exercise 2.

i n, o n, a t.

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

Exercise 3.

Lugege õigete rõhkude ja patsidega:

We have 'six 'lessons on 'Monday¹.

On 'Tuesday² 'school is 'over at 'one¹.

Our 'English 'lessons² are on 'Wednesday and 'Saturday¹.

Our 'English 'teacher's 'name² is 'Comrade 'Hobbs¹.

On 'Thursday² we 'meet after the 'lessons² and 'sing 'English songs¹.

We do 'not 'go to 'school on 'Sunday¹.

Exercise 4.

Translate into English:

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

LESSON FORTY.

AT THE SKATING-RINK.

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

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

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

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

G r a m m a r.

Infinitiiv: be.

Past Indefinite (Lihtminevik).

Jaatav vorm	Küsiiv vorm	Eitav vorm
I 'was we were you were you were he was she was they were it was	'was I?	I was 'not

P h o n e t i c s.

was, were.

Rõhuline vorm	Rõhuta vorm
I 'was [wəz] we 'were [wə:]	I was [wəz] 'late 'yesterday We were [wə] 'late 'yesterday.

Lühivormid *'wasn't*, *' weren't* on alati lauses rõhulised. Samuti on *was*, *were* rõhulised üldküsimuses ja lühivastuses sellele, näit.: 'Was he 'late 'yesterday? 'Yes¹, he 'was¹. 'No¹, he 'wasn't¹, kuid:

'No¹, he was 'not¹. 'Were they 'ill 'yesterday²? 'Yes¹, they 'were.
'No¹, they 'weren't, kuid: 'No¹, they were 'not¹.

Reading Exercise.

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

Exercise 1.

Asendage olevik lihtminevikuga, muutke ajamäärsõnad:

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

Exercise 2.

Translate into Estonian:

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

Exercise 3.

Form sentences:

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

LESSON FORTY-ONE.

A DIALOGUE.

CLARE. 'How do you 'do¹, May? 'Were you at your 'schoolparty yesterday²?

MAY. 'Yes¹, I 'was¹.

- CLARE. 'Now², 'tell me 'all a'bout it'. 'Who was 'present'?
- MAY. 'All the 'pupils of our 'class were 'present¹, and there were 'many 'guests 'too¹. There were **about** 'ninety 'people there¹.
- CLARE. 'Were there 'many 'teachers at the 'party 'yesterday²?
- MAY. 'Yes¹, there 'were¹. They were 'pleased with our party¹.
- CLARE. 'Was the 'program 'interesting²?
- MAY. We had a 'play², some 'songs² and some 'dances¹. 'Everybody had a 'good 'time¹. You 'know, Clare¹, I had my 'new 'dress on¹.
- CLARE. 'What is your 'new 'dress 'like¹?
- MAY. You must 'come and 'see it¹. 'Come on 'Saturday¹. 'Oh¹, I must 'go now¹. My 'music lesson be'gins at 'five. Good'bye, Clare².
- CLARE. Good'bye, May¹.

Grammar.

Infinitive: have.

Past Indefinite.

Jaatav vorm	Küsiv vorm	Eitav vorm
I 'had we had you had you had he had she had they had it had	'had I?	I had 'no 'lessons 'yesterday.

Pronunciation Exercise.

[ɔ]

Tom, Bob, John, shop, box.

Tom and Bob want a box of blocks.

Exercise 1.

Questions:

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

Exercise 2.

Use the Past Indefinite:

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

Exercise 3.

Translate into English:

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

Exercise 4.

Ask questions:

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

LESSON FORTY-TWO.

DOCTOR JOHN DOLITTLE.

(After H. Lofting).

I

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

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

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



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

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

Phonetics.

i + nd [ai]nd

behind

Reeglipäraste tegusõnade lihtminevik.

Infinitive: work.

Past Indefinite.

Jaatav vorm	Küsiv vorm	Eitav vorm
I 'worked ¹ we worked you worked you worked he worked she worked they worked it worked	'Did I 'work ² ?	I 'did not 'work ¹

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

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

Phonetics.

Mineviku lõpu **-ed** lugemine.

-ed	[t]	helitute kaashäälikute järel	worked
	[d]	täishäälikute ja heliliste kaashäälikute järel	played lived
	[id]	[t, d] järel	decided

Reading Exercise.

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

Exercise 1.

Make the sentences negative:

1. Jim's grandfather lived in England. 2. Sarah worked in the garden. 3. Sarah liked animals. 4. Bob played with his dog after school. 5. Ilmar's brother worked at the tractor station.

Exercise 2.

Make the sentences interrogative:

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

Exercise 3.

Make the sentences affirmative:

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

Exercise 4.

Fill in the blanks:

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

LESSON FORTY-THREE.

DOCTOR JOHN DOLITTLE.

II

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

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

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

“That’s **true**,” answered the parrot, “only they don’t know **any-thing** about animals. But you do. Do you know that animals can talk?”

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

Phonetics.

ear + kaashäälik [ə:] kaashäälik	learn
----------------------------------	-------

Pronunciation Exercise.

Täishäälikute taandumine rõhuta silbis.

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

Grammar.

Ebareeglipäraste tegusõnade lihtminevik.

Infinitive: run.

Past Indefinite.

Jaatav vorm	Küsiiv vorm	Eitav vorm
I 'ran we ran you ran you ran he ran she ran they ran it ran	'Did I 'run ² ?	I 'did not 'run I 'didn't 'run

a) Ebareeglipärastel tegusõnadel muutub lihtminevikus tüvetäishäälik.

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

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

Past Indefinite.

Infinitive	Past Indefinite
say	said [sed]
run	ran

Exercise 1.

Questions:

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

Exercise 2.

Use the Past Indefinite:

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

Exercise 3.

Where?

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

Exercise 4.

Translate into English:

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

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

Exercise 5.

Moodustage puuduvad laused:

1. + Jack stayed in the country two weeks.

—

?

2. +

?

— Lizzie did not pass the fruit shop.

3. +

? Did Sarah cook well?

—

LESSON FORTY-FOUR.

THE MONTHS AND THE SEASONS.

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

Questions:

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

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

Pronunciation Exercise.

[ɑ]

born, corn, shore, morning
Paul, Maud, August, autumn
chalk, talk, walk

small, fall, ball
four, fought, blackboard

Grammar.

Interrogative Pronouns.

Who? What? Which?

- | | |
|--|--------|
| 1. who? | kes? |
| whom? | kedat? |
| 2. what? | mis? |
| what? | mida? |
| 3. What + nimisõna? | |
| missugune, mis + nimisõna | |
| 4. which + nimisõna | |
| missugune, kes teatud arvust
või hulgast? mitmes? | |

Who is there?
Whom do you see there?
What is there?
What do you see there?
What books do you read?

Which boy is the best in
the class?
(Kes poistest.....)
Which month is January?
(Mitmes kuu.....)

Exercise 1.

Answer questions 1—15.

Exercise 2.

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

Exercise 3.

Read:

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

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

Exercise 4.

Ask questions:

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

Exercise 5.

Use the Past Indefinite:

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

LESSON FORTY-FIVE.

THE SAILOR AND THE CAPS.

I

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



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

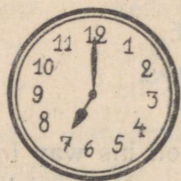
Reading Exercise.

Lugeje järgmised sõnad lugemisreeglite kohaselt:

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

keep, sleep, took
lay, way, cry

What Time is it?



It is seven (o'clock).



It is half past nine (o'clock).



It is a quarter to eleven.



It is ten (minutes) past twelve.

Phonetics.

w + ar w [ɔ:]

war [wɔ:]
quarter ['kwɔ:tə]

Past Indefinite.

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

Exercise 1.

Make the sentences interrogative and negative:

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

Exercise 2.

Tarvitage asesõnade nõutavaid vorme:

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

Exercise 3.

Translate into English:

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

Exercise 4.

Translate into English:

1. Tõuse üles, kell on $\frac{1}{2}$ 7.
2. Hommikueine on kell $\frac{1}{2}$ 8.
3. Kool algab kell 8.
4. Kool lõpeb kell $\frac{3}{4}$ 2.
5. Meie koosolek algab homme kell $\frac{1}{4}$ 3.
6. Kell on $\frac{1}{2}$ 11, me peame minema magama.

LESSON FORTY-SIX.

THE SAILOR AND THE CAPS.

II

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



“Give me back my caps,” **cried** the sailor.

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

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

Pronunciation Exercise.

[w]

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

Grammar.

Past Indefinite.

Infinitive	Past Indefinite
cry	cried

Vörrelge: play — played, cry — cried.

Past Indefinite.

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

Exercise 1.

Use the Past Indefinite:

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

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

Exercise 2.

Questions:

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

Exercise 3.

Translate into English:

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

Exercise 4.

Some, any

Make the sentences interrogative:

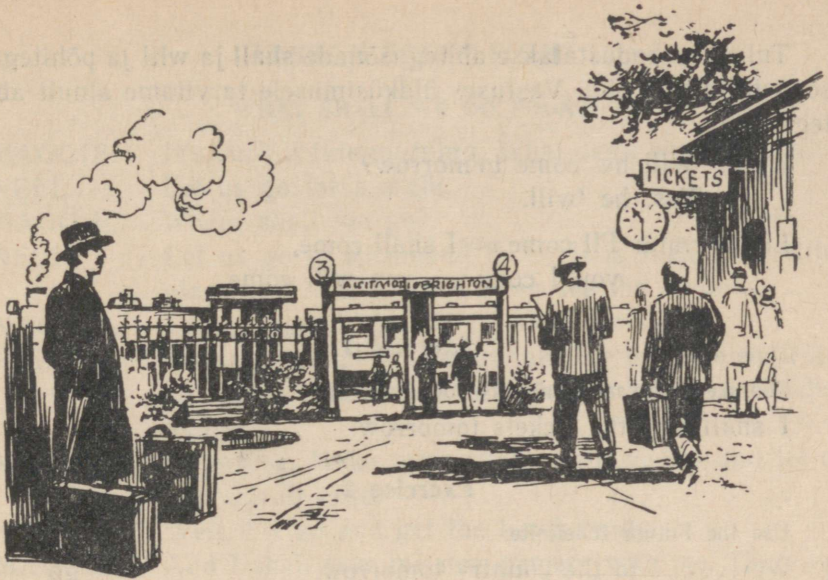
1. There were some caps in the sailor's bag. 2. There were some monkeys in the trees. 3. There were some doctors at the meeting. 4. I see some children in the garden. 5. The pupils sing some English songs at their music lessons.

LESSON FORTY-SEVEN.

GOING TO BRIGHTON.

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

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



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

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

Reading Exercise.

a
[w] + a
pack, tram, cap
wash, want, watch

ar
[w] + ar
March, farm, start
war, quarter, warm

Grammar.

Future Indefinite (Lihttulevik).

Affirmative	Interrogative
I shall 'come to'morrow' you will come tomorrow he will come tomorrow she will come tomorrow it will come tomorrow we shall come tomorrow you will come tomorrow they will come tomorrow	'Shall I 'come to'morrow'?

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

Näit.: 'Will he 'come to'morrow?

'Yes, he 'will.

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

Exercise 1.

Pöörake jaatavas ja küsivas vormis:

I shall buy the tickets tomorrow.

Exercise 2.

Use the Future Indefinite:

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

Exercise 3.

Make up sentences:

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

Exercise 4.

Questions:

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

LESSON FORTY-EIGHT.

WHAT SHALL WE DO TODAY?

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

Pronunciation Exercise.

Helilised ja helitud kaashäalikud.

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

Grammar.

Future Indefinite.

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

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

Exercise 1.

Pöörake:

I shall not start at two.

I shan't start at two.

Exercise 2.

Use the Future:

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

Exercise 3.

Translate into Estonian:

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

Exercise 4.

Translate into English:

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

Exercise 5.

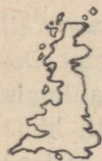
Questions:

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

LESSON FORTY-NINE.

DR. DOLITTLE'S JOURNEY TO MONKEYLAND.

I



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

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

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

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

Past Indefinite.

Infinitive	Past Indefinite
bring	brought
get	got
come	came
tell	told

Exercise 1.

Questions:

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

Exercise 2.

Kasutage küsimuste moodustamisel lihttulevikku; pöörake tähelepanu sõnade järjekorrale küsilausestes.

Näide:

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

Üldküsitud.

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

b) Eriküsitud.

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

Exercise 3.

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

I come from school at two.

Exercise 4.

Täitke lüngad määrava või umbmäärase artikliga, kus vajalik:

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

LESSON FIFTY.

DR. DOLITTLE'S JOURNEY TO MONKEYLAND.

II

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

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

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

“Why does the good man want to leave us?” asked the monkeys. But **nobody** knew.

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



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

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

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

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

Pronunciation Exercise.

Helilised ja helitud kaashäälikud.

Don't forget to invite the doctor to dinner.

Grammar.

1. Past Indefinite.

Infinitive.	Past Indefinite
build	built
know	knew

2. Imperative (Käskiv kõneviis).

Jaatav vorm	Go there.
Eitav vorm	Don't go there.
	Do not go there.

Exercise 1.

Questions:

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

Exercise 2.

Use the Present Indefinite or the Future Indefinite:

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

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

Exercise 3.

Translate into English:

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

LESSON FIFTY-ONE.

MY BONNIE.

1. My Bon-nie is o-ver the o-cean, My
 Bon-nie is o-ver the sea; My Bon-nie is
 o-ver the o-cean, O bring back my
 Bon-nie to me. Bring back, bring back,
 bring back my Bon-nie to me, to me; Bring back,
 bring back, o bring back my Bon-nie to me.

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

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

Reading Exercise.

Lugege järgmised sõnad, mida ei loeta lugemisreeglite kohaselt.

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

Grammar.

1. Past Indefinite.

Infinitive	Past Indefinite
begin	began
become	became

2. Artikli puudumine.

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

Artiklit ei tarvitata:

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

Exercise 1.

Make up sentences with the words:

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

Exercise 2.

Use the Present Indefinite, Past Indefinite or Future Indefinite:

I

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

II

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

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

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

Exercise 3.

[k]

c, ck or k.

pa—, o'clo—, ba—;

—ill, —a—e, li—e, too—;

—ap, musi—, —loud, —ounter.

LESSON FIFTY-TWO.

AT THE CLUB.

I

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



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

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

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

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

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

G r a m m a r.

Infinitive: read.

Present Continuous (Kestev olevik).

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

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

-ing vorm: infinitiiv + ing.

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

Üldküsimusele ja alusele suunatud küsimusele antakse lühivastus:

'Are you 'reading, Grace?' 'Yes', I 'am'. 'No, I am 'not. 'Who is 'reading?' 'I am'.

Present Continuous ja Present Indefinite tarvitamine.

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

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

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

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

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

Exercise 2.

Use the Present Continuous:

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

4. Listen! The bell
5. It is a quarter to two. The children . . . the schoolhouse.
6. Look at the boys. They
7. Where is James? He . . . his things in his room. He . . . in the field.
8. Jane . . . in the dining-room. Where is she?

She . . . Mother in the kitchen.

ring
leave
fight
pack
not + work
not + lay the table
help

Exercise 3.

Give short answers:

At the Lesson.

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

Exercise 4.

Täitke lüngad nõutavate isikuliste või omastavate asesõnadega:

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

LESSON FIFTY-THREE.

AT THE CLUB.

II

Questions:

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

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

Pronunciation Exercise.

[εə]

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

Exercise 1.

Moodustage puuduvad laused:

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

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

Exercise 2.

Present Indefinite or Present Continuous.

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

Exercise 3.

Translate into English:

1. Lastele meeldivad manguasjad. 3. See naine töötab manguasjade vabrikus. 3. Ta töötab kaheksa tundi päevas. 4. Meil on viis inglise keele tundi nädalas. 5. Kas sulle meeldib see artikkel? 6. Kas uks on suletud? Ei, ta on lahti. 7. Kas see noormees tant-sib hästi? Jah.

Exercise 4.

Täitke lüngad umbmäärase või määrava artikliga, kus vajalik:

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

“Won’t you go and help — monkeys?” asked — swallow.

— Doctor needed a ship for his journey.

— sailor gave him his ship.

— journey lasted six weeks.

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

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

LESSON FIFTY-FOUR.

A SPRING DAY IN ENGLAND.



a lake



a road



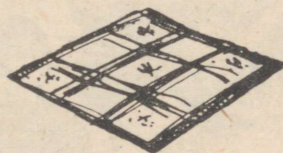
a garden-seat.



grass and flowers



a bottle of milk



a cloth



a tin

colours: blue, brown

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

1. What do you see in the park?
2. What do you see in the sky?
3. Whom do you see in the picture?



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

Grammar.

1. Omadussõnade võrdlemine.

The red pencil is long.
 The yellow pencil is longer.
 The black pencil is **the longest**.

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

Võrrelge: gay — gayer — the gayest.

Ühesilbilised omadussõnad ja osa kaheasilbilisi omadussõnu moodustavad kesk- ja ülivõrde sufiksiga **-er** ja **-est** abil.

beautiful — more beautiful — the most beautiful

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

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

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

2. Much, many; little, few.

Sõnu *much* ja *little* tarvitame nimisõnadega ainsuses.

Näit.: much water — palju vett; little water — vähe vett.

Sõnu *many* ja *few* tarvitame nimisõnadega mitmuses.

Näit.: many cups — palju tasse; few cups — vähe tasse.

Exercise 1.

Tarvitage omadussõnu kesk- või ülivõrdes:

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

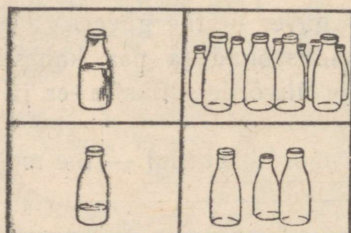
Exercise 2.

Translate into English:

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

Exercise 3.

Much, many; little, few:



much milk many bottles

little milk few bottles

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

LESSON FIFTY-FIVE.

VLADIMIR ILYICH LENIN.

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

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

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



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

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

Reading and Pronunciation Exercise.

w + or

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

Grammar.

1. Omadussõnade võrdlemine.

Ebareeglipärased võrdevormid.

Algvõrre Positive	Keskvõrre Comparative	Ülivõrre Superlative
good	better	the best
bad	worse	the worst
	older	the oldest
old	elder	the eldest

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

2. Past Indefinite.

Infinitive	Past Indefinite
read [i:]	read [e]
lead	led

Exercise 1.

Questions:

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

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

Exercise 2.

Ask questions:

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

Exercise 3.

Fill in the blanks with the Comparative or Superlative:

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

Exercise 4.

Form nouns to the following verbs:

Example: work — worker.

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

Exercise 5.

Present Indefinite, Present Continuous or Future Indefinite:

- | | |
|--|------|
| 1. The children ... to Brighton next summer. | go |
| 2. My friend ... well. | swim |
| 3. It is three o'clock. Clare ... to her music lesson. | go |

4. Father always ... the newspaper in the evening. | read
5. Rose cannot go out with you, she ... her lessons. | do

LESSON FIFTY-SIX.

CAPTAINS COURAGEOUS.

(After R. Kipling).

I



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

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

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

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

"Who are you?" asked Harvey.

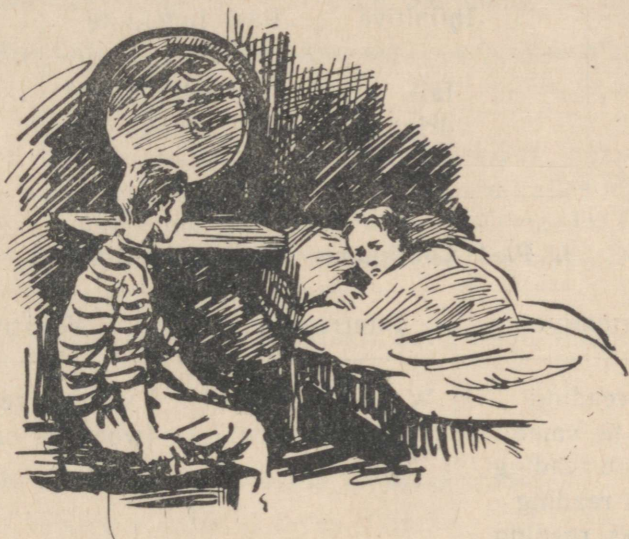
"I am Dan Troop," said the boy. "My father is the captain of this boat. I am the cook's helper and I do the dirty work on the boat. One of our men **pulled** you out of the water yesterday. I am glad you are better now. Will you have some coffee?"

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

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

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

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



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

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

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

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

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

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

Reading Exercise.

Lugege järgmised sõnad lugemisreeglite kohaselt:

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

Grammar.

1. Past Indefinite.

Infinitive	Past Indefinite
fall	fell
drink	drank
eat	ate

2. Past Continuous (Kestev minevik).

Affirmative	Interrogative	Negative
I was reading ¹ (when he came). you were reading he was reading she was reading it was reading we were reading you were reading they were reading	Was I reading ² (when he came)?	I was not reading ¹ (when he came).

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

Üldküsimusele ja alusele suunatud küsimusele antakse lühivastus:

'Was 'Dick 'reading² when you 'came²? 'Yes¹, he 'was¹. 'No, he 'wasn't¹.

'Who was 'speaking¹ when you 'came¹? 'John was.

Past Continuous tarvitamine.

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

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

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

Past Continuous tõlgitakse eesti keelde lihtminevikuga.

Exercise 1.

Pöörake mineviku jaatavas, küsivas ja eitavas vormis:

I was writing a letter at seven o'clock.

Exercise 2.

Moodustage puuduvad laused:

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

- ? ?
 4. +
 —
 ? Were the girls packing their things at eleven?

Exercise 3.

Questions:

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

Exercise 4.

Translate into English:

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

LESSON FIFTY-SEVEN.

CAPTAINS COURAGEOUS.

II

Captain Troop was standing on deck and waiting for Harvey. "Good afternoon, young man," said the captain. "Now let us hear all about you. What is your name? Where do you come from?"

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

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

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

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

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

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

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

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

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

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

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

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

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

Grammar.

Past Indefinite.

Infinitive	Past Indefinite
find	found

Pronunciation Exercise.

[s], [z], [f], [z], [t/], [dʒ]
courageous, captains courageous
sea, shore, seashore
fish, season, fishing season
change, changed, changes
The captain's face changed.

Exercise 1.

Questions:

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

Exercise 2.

Use the Past Indefinite or the Past Continuous.

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

Exercise 3.

Translate into English:

1. Kuidas teie nimi on? 2. Minu nimi on Mary Brown. 3. Sa pead oma nägu pesema, Becky; ta on must. 4. Kas su käed on märjad? 5. Võtke käed taskust välja! 6. Ärge pange käsi taskusse! 7. Oli sügis; oli külm ja märg. 8. Sügisel tuleb meie laev tagasi (Future). 9. Millal me jõuame koju? Me jõuame koju kell 1/49 (Future).

Exercise 4.

Tarvitage omadussõnu keskvõrdes:

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

Exercise 5.

Tarvitage omadussõnu ülivõrdes:

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

LESSON FIFTY-EIGHT.

CAPTAINS COURAGEOUS.

III

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

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



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

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

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

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

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

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

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

"I could not leave him in the sea, of course," said Manuel. "Dan, my boy, **clean** the boat for me, it is dirty."

Harvey turned to Manuel.

"**May I** clean the boat for you?" he asked.

Dan showed Harvey how to wash a boat and Harvey worked hard for about an hour.

It was late when the cook came on deck and shouted. "Sit down to supper, everybody."

"I am hungry," said Harvey. "The food smells good."

"We have a very good cook on the boat," said Dan.

After supper there was again much work on deck, and the boys helped the men.

When Harvey went down to his cabin that night, he was very tired, but happy. **For the first time** in his life he felt that he was one of a **group** of working men, and he was proud of it.

Grammar.

1. Past Indefinite.

Infinitive	Past Indefinite
sit	sat
make	made
lose	lost
feel	felt

2. Modal Verbs (Modaaltegu sõnad).

Can.

Present Indefinite	Past Indefinite
I can	I could
I cannot, I can't	I could not, I couldn't
Can I?	Could I?

Can väljendab oskust või võimelisust teatud tegvuseks:
Harvey can swim. Harvey oskab (suudab) ujuda.
We can do it today. Me võime seda täna teha.

Must.

Present Indefinite	Past Indefinite
I must	—
Must I?	—

Must väljendab tegevuse teostamise vajadust:
You must do it at once.
Sa pead seda kohe tegema.

May.

May tarvitatakse lubamise väljendamiseks:
• May I go out? Yes, you may.
Kas ma tohin välja minna. Jah, tohid.

Modaaltegu sõnade iseärasused.

1. Modaaltegu sõnadel puudub infinitiiv.
2. Modaaltegu sõnu *can*, *may*, *must* tarvitatakse koos põhitegu sõna infinitiiviga:

Lilly can speak English.

Dan must translate the text.

May I help you?

Põhitegusõna infinitiivi ees ei tarvitata pärast modaaltegu-
sõnu partiklit to.

3. Modaaltegusõnade oleviku ainsuse 3. pöördes puudub
lõpp -s:

He can swim.

She must go to the doctor.

Exercise 1.

Fill in the blanks with can, may, must:

1. It is very cold. You — put on a warm coat. 2. Lembit knows English well. He — read English books. 3. There is a piece of cake in the kitchen. — I take it, Mother? 4. You have many mistakes in your dictation, Nelly. You — write the dictation again. 5. Phil cannot come today; — he come tomorrow? 6. I can't translate the text. Who — help me? 7. You — obey your mother.

Exercise 2.

Questions:

1. Did Captain Troop and Dan know anything about Harvey's money? 2. What did Harvey say when he entered the Captain's cabin? 3. What did the captain answer? 4. Did Harvey want to work now? 5. Whom did he help? 6. What did the men do? 7. Whose boat was dirty? 8. Whom did Manuel ask to clean his boat? 9. Who cleaned it? 10. Why was Harvey glad when supper was ready? 11. What did the men and the boys do after supper? 12. Why was Harvey proud that night?

Exercise 3.

Put into the Past and Future Indefinite:

1. Mike goes to see his friend every day. 2. The captain is on deck at twelve. 3. He takes the train to Leeds every Saturday. 4. My friend helps me with my English every day.

Exercise 4.

Give the Past Indefinite:

a) work, happen, love, stop, try, empty, decide, pull, study.
b) know, bring, lead, build, make, come, tell, run, become, see, hear, throw.

Exercise 5.

Translate into English:

1. Väike Dick kukkus eile vette.
2. James tõmbas lapse veest välja.
3. Ta päästis lapse elu.
4. Meie oleme uhked James'ile.
5. Millal sa nägid James'i esimest korda?

LESSON FIFTY-NINE.

LONDON.

London, **the capital** of England, is one of the largest **cities** in Europe. About eight **million** people live there.

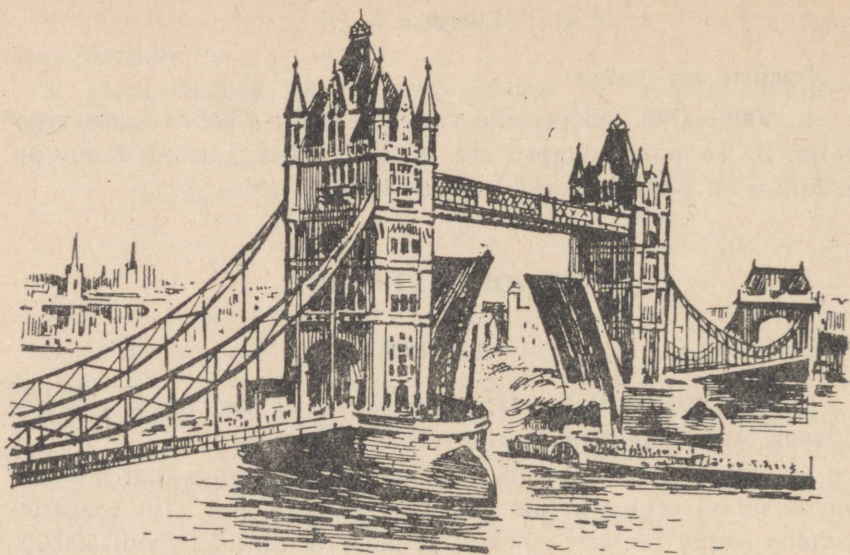
London is a very old town. **Already** Tacitus says that it was a big **business centre** at his time. In the 13th and 14th **centuries** London began to **grow** quickly. In the 17th century about 500,000 people lived there and it was already one of the greatest **ports** in the world.



The Houses of Parliament.

London **lies** on **both** banks of the Thames. The **industrial** part of the town is on the **right bank** of the river.

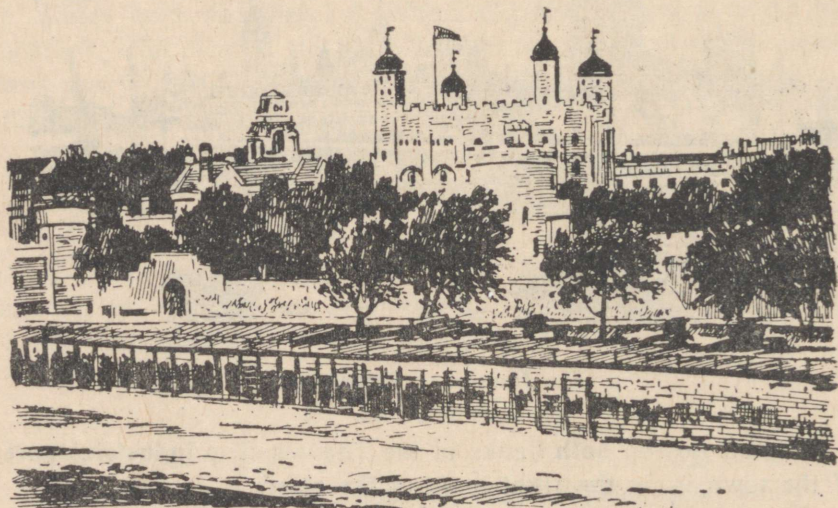
On the **left bank** we find the **City**, the **East End** and the **West End**.



Tower Bridge.

The City, the oldest part of the town, is the business centre of London. Very few people live there, but about a million people come to work in the City every morning.

The West End is the part of London where rich people live.



The Tower of London.

It has beautiful streets with beautiful **buildings** and fine shops. There are many large parks near the West End.

In the East End the streets are dirty and the houses are **miserable**. There are no gardens, no flowers, no trees there; only smoke and **dirt**. There are always children in the streets; this is the only place where the children of the poor can play their games.

When V. I. Lenin was in London and saw how rich the people in the West End were and how miserable the life of the workers in the East End was, he said: "Two **nations**."

Reading Exercise.

Mitmesilbiliste sõnade lugemine.

holiday, family, university
animal, negative, camera
capital, century, Tacitus
officer, Saturday, victory

Exercise 1.

Märkige lugemisharjutuses esinevate sõnade rõhud ja rõhuliste silpide täishäälikute lugemine.

Näit: holiday [ɔ].

Exercise 2.

Questions:

1. What is London? 2. Is it an old town? 3. What does Tacitus say about London? 4. In what century did Tacitus live? 5. How many people lived in London in the 17th century? 6. On what river does London lie? 7. On what bank does the industrial part of the town lie? 8. What do we find on the left bank of the Thames? 9. What is the City? 10. Who lives in the West End? 11. What are the streets and the buildings in the West End like? 12. What are the streets and the houses in the East End like? 13. Where do the children of the poor play their games? 14. Why did V. I. Lenin say that there were two nations in London?

Exercise 3.

Translate into English:

Much, many; little, few.

1. Täna meil on palju aega.
2. Meil on täna vähe tunde.
3. Spordiväljakul on palju õpilasi (there are...).
4. Taldrikul on vähe leiba.
5. Taldrikul on vähe juustuvõileibu.
6. Meie peoõhtul oli palju külalisi.
7. Selles tekstis on vähe uusi sõnu.
8. Meil oli talvel palju tööd.

Exercise 4.

Moodustage eriküsimused:

a) alusele:

1. Lie, on both banks of the Thames, what.
2. Live, in the West End, who.
3. Say, that London was a big business centre in the first century, who.

b) koha- ja ajamäärusele:

1. London, begin to grow, quickly, when.
2. The industrial part of the town, be, where.
3. London, lie, where.
4. Tacitus, live, when.

HOME READING

SCHOOL.

(After Langston Hughes).

I

It is September. So it is time to go back to school. Sandy, a Negro boy, has to go back to school too.

"Wash your face, Sandy," says Sandy's mother. "They must not say that you are dirty. Do you hear me?"

"Yes, I do," Sandy answers.

In Stanton the Negro children study only four years under Negro teachers. After that they begin to study together with the white children, and their teachers are white.

II

When Sandy comes to school on the first of September, the school yard is full of children. The bell rings, and Sandy and all the other children go into the schoolhouse.

When Sandy finds his class, the room is full of boys and girls. There are two Negro girls in the class, but no other Negro boys.

Then the teacher comes in.

"Children, sit down," she says.

The children sit down. The teacher gives each child a piece of paper.

I

Hughes [hju:z]

a Negro ['ni:grou] neeger

a face nāgu

'dirty must, määrdunud

answer ['a:nsə] vastama

a child [tʃaɪld] laps

children [tʃɪldr(ə)n] lapsed

II

a yard ōu

find [faɪnd] leidma

each iga-(-üks)

"Now, children, write down your names on the paper," she says.

The children write their names and give the papers back to the teacher. She goes to her table and places them in **alphabetical order**.

"Now, children," she says, "stand up when I **call out** your names. Go to the wall and stand there. When I call out your names again, take your seats in **alphabetical order**."

III

The teacher begins to call out the names. The children stand up and go to the wall. When the teacher calls out their names again, the white children sit down **in turn**. Then the teacher says to the three Negro children, "You three, take the seats **at the back**."

Annie Butler, a Negro girl, says to Sandy, "I must sit **behind** Zwick because I am a Negro."

Sandy does not say **anything**, but he feels that he wants to cry.

When he goes home after school, he tells his father and mother that he must sit at the back, because he is a Negro. His sister Harriet says, "It is **the same** at our school. The white girls like me, because I can sing and dance, but when it is time to go home, they all say good-bye to me in the classroom, because they don't want to walk home with a Negro girl."

RATS IN HAMELIN.

I

Hamelin was a nice little town. There were many trees in the town and a **river** and a **hill near-by**.

alphabetical [ælfə'betikl] tähestiku-
line
order järjekord; kord
call out hüüdma, välja kutsuma

anything ['eniθiŋ] midagi
feel tundma; tunduma
cry nutma
same sama

III

in turn järgimööda
at the back taga
behind [bi'haind] taga

I

a rat rott
a river ['rivə] jõgi
a hill mägi
near-by ['niə'bai] lähedal

But there were very many rats in Hamelin. The houses were full of rats; there were rats in the streets too.

"Why are there so many rats in our town?" say the people of Hamelin one day. "We must **get rid of** them. They eat our bread, our butter, our cheese and our cakes."

So the people go to the **Mayor** and say, "Help us to get rid of the rats."

"What can I do?" says the Mayor.

II

Suddenly they hear a noise.

"It is a rat," says the Mayor to himself.

But it is not a rat. A man comes in. His coat is half yellow and half red, and he has a **pipe** in his hand.

The man walks up to the Mayor. "**Sir**," he says, "people call me the **Piper**. I can help you, if you give me a thousand **pieces of gold**."

"Take five thousand," says the Mayor, "but kill all the rats."

"Very well," says the man.

III

The man goes out into the street. There he begins to play on his pipe.

All the rats run out of the houses. There are big rats, little rats, black rats, white rats, **brown** rats. They all run after the Piper, who goes down to the river. The rats **follow** him. They fall into the river and **get drowned**.

get rid of lahti saama (millestki)
a mayor [meə] linnapea

II

half [ha:f] pool
a pipe vilepill
walk up to kellegi juurde astuma
a piper pillipuhuja

sir härra
gold [gould] kuld; kuldraha
a piece of gold kuldmünt

III

brown pruun
follow [ˈfɒləu] järgnema
get drowned [draund] uppuma

IV

Then the Piper goes back to town.

"Give me my five thousand pieces of gold now," he says to the Mayor.

"Here are ten pieces of gold for you," says the Mayor.

"Give me my five thousand, I have no time to **wait**," says the Piper.

The Mayor **throws** ten pieces of gold on the table.

"Take them or leave them," he says to the man.

The Piper leaves the room, but he does not take the ten pieces of gold.

V

Now the Piper is in the street again. He begins to play on his pipe. He plays a **sweet**, wild **melody**.

The doors of the houses open and the children run out. They begin to **dance to the music**.

The Piper goes up one street and down the other street, and the children follow him **everywhere**.

"Come back! Come back!" call the mothers. "It is late. You must go to bed."

But the children do not stop.

Then the Piper leaves the streets and takes the children out of the town.

"Come back! Come back!" call the fathers.

"**Bring** back our children, Piper," call the mothers.

The Piper does not hear. He **goes on** and on. He takes the children to the hill. When the children are near the hill, they see a door in the hill. It opens, and the Piper goes in. The children follow him. When the last child is in, the door shuts and **never** opens again.

IV

wait ootama
throw [θrou] viskama
leave jātma; lahkuma

V

sweet mahe; magus

melody [ˈmelədi] meloodia
dance to music tantsima muusika
 saatel
everywhere [ˈevriwæ] igalpool, igale
 poole
bring tooma
'go 'on edasi minema
never [ˈnevə] (ei) ialgi

POLLY, PUT THE KETTLE ON.

A piano introduction in 2/4 time, key of B-flat major. The right hand features a melody of eighth and quarter notes, while the left hand provides a simple harmonic accompaniment of chords and single notes.

Pol - ly, put the ket - tle on,

The first line of the song, featuring a vocal melody and piano accompaniment. The vocal line consists of quarter notes in the right hand and eighth notes in the left hand.

Pol - ly, put the ket - tle on,

The second line of the song, identical to the first. The vocal melody and piano accompaniment continue with the same rhythmic pattern.

Pol - ly, put the ket - tle on We'll

The third line of the song, starting with the same melody as the previous lines. The lyrics end with 'We'll', suggesting the start of a new line.

all have tea.

Nel - ly, take it

The first system of music consists of two staves. The upper staff is in treble clef with a key signature of one flat (B-flat). It contains the lyrics "all have tea." and "Nel - ly, take it". The lower staff is in bass clef and provides the piano accompaniment. The music is written in a simple, folk-like style with quarter and eighth notes.

off a - gain,

Nel - ly, take it

The second system of music continues the melody. The upper staff has the lyrics "off a - gain," and "Nel - ly, take it". The lower staff continues the piano accompaniment. The notation includes some beamed eighth notes and quarter notes.

off a - gain,

Nel - ly, take it

The third system of music continues the melody. The upper staff has the lyrics "off a - gain," and "Nel - ly, take it". The lower staff continues the piano accompaniment, featuring a flat sign (b) under a note in the second measure.

off a - gain, They've all gone a - way.

The fourth system of music concludes the piece. The upper staff has the lyrics "off a - gain, They've all gone a - way." and ends with a double bar line. The lower staff continues the piano accompaniment.

Polly, put the kettle on,
Polly, put the kettle on,
Polly, put the kettle on,
We'll all have tea.

Nelly, take it off again,
Nelly, take it off again,
Nelly, take it off again,
They've all gone away.

TOM AND BECKY.

(After Mark Twain).

I

Tom came to school very late that morning. He entered the classroom and sat down at his desk. The teacher saw him and said, "Come up here. Why are you late again?"

Tom wanted to tell a **lie**, but suddenly he saw a new girl in the class. There was an empty seat **beside** her. To sit beside a girl was a **punishment** in the school. But Tom liked the girl and wanted to sit beside her. He said, "**I stopped to talk to** Huckleberry Finn."

The teacher said, "You — you — did what?"

"Stopped to talk to Huckleberry Finn."

"I shall **punish** you for this," said the teacher.

He **whipped** Tom and then said, "Now, go and sit with the girls."

put on the kettle katelt tulele panema
tea tee
have tea teed jooma
they've gone away nad on ära läinud

I

enter [ˈentə] sisse astuma
a lie vale
be'side kõrval
punish [ˈpʌniʃ] karistama
a punishment karistus
I stopped to talk to ma peatusin, et
rääkida (kellegagi)
whip peksma

II

Tom took the seat beside the new girl. Soon the other children **forgot** him. When Tom looked at the girl, she **turned** her head away. Tom put an apple before her. She **pushed** it away. Tom put it back. She pushed it away again. Then Tom wrote on a piece of paper, "Please take it, I have another."

The girl looked at the words, but did not take the apple. Now the boy began to **draw** something. The girl **whispered**, "Let me see it." Tom showed her his **drawing**. It was a house.

III

The girl liked the drawing and said, "It is nice. Draw a man."

Tom drew a man.

"What a beautiful man! Now draw me."

Tom drew a girl.

"How nice," said the girl. "I am sorry that I cannot draw."

"I can **teach** you," whispered Tom.

"Oh, when?"

"**At noon**. Do you go home for dinner?" — "Today I shall stay," said the girl.

"**All right**," said Tom. "What is your name?"

"Becky Thatcher. And what is your name? Oh, I know. It is Thomas Sawyer."

"Don't call me Thomas. Call me Tom," said the boy.

Then Tom **began** to write something. "Let me see," said Becky and she **tried** to take the paper from Tom. But Tom did not want to give it to her. She tried again and again.

II

forget (*min.* forgot) unustama
 turn pöörama
 push [puʃ] lükkama
 write (*min.* wrote)
 draw (*min.* drew [dru:]) joonistama
 whisper sosistama
 drawing joonistus

III

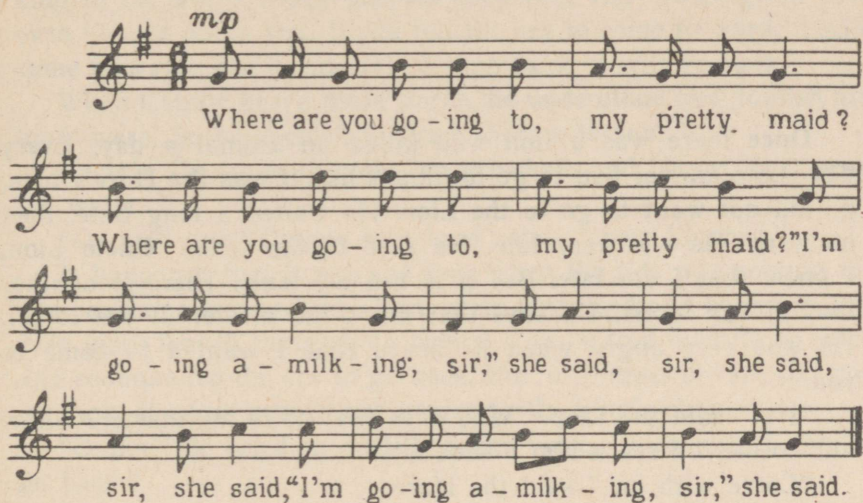
teach õpetama
 at noon keskpäeval, lõunaajal
 all right hüva
 Thomas ['tɒməs]
 begin (*min.* began) algama, hakkama
 try (*min.* tried) püüdma, katsuma

At last he showed her the words on the paper: "I love you."

"Oh, you bad boy!" said Becky.

At that moment the teacher took Tom by the ear.

WHERE ARE YOU GOING TO, MY PRETTY MAID?



mp
Where are you go - ing to, my pretty maid?
Where are you go - ing to, my pretty maid? "I'm
go - ing a - milk - ing, sir," she said, sir, she said,
sir, she said, "I'm go - ing a - milk - ing, sir," she said.

Where are you going to, my pretty maid?

Where are you going to, my pretty maid?

"I'm going a-milking, sir," she said.

"I'm going a-milking, sir," she said.

What is your father, my pretty maid?

What is your father, my pretty maid?

"My father 's a farmer, sir," she said.

"My father 's a farmer, sir," she said.

at last viimaks

love [lav] armastama

bad paha

an ear kõrv

pretty [priti] ilus, kena

a maid tütarlaps

milk piim

go a-milking lüpsma minema (vana vorm).

a farmer talunik

Then I can't marry you, my pretty maid!
Then I can't marry you, my pretty maid!
"Nobody asked you, sir," she said.
"Nobody asked you, sir," she said.

THE LION AND THE HARE.

I

Once there was a lion who killed an animal a day. Every day some animal had to go to him. When it was the Hare's turn, he did not want to go to the Lion. He waited a long time, then he went. He was very late. He said to the Lion, "Uncle Lion, I know that I am late. But it is not my fault. There is another lion in our forest. He says that he is the master of the forest. He was very angry when he heard that I wanted to come to you."

"Ha!" said the Lion. "Who says that he is my master? Show him to me. I'll teach him a lesson."

"Come with me," said the Hare.

II

They went a long way. At last they came to a large river.

"Now look into the river," said the Hare.

The Lion looked. There was another lion in the water.

"That is the lion who told me that he was your master," said the Hare.

The angry Lion jumped into the river, and the other animals never saw him again.

marry abielluma
a lion ['laion] lövi
a hare [heə] jānes
once [wans] ükskord
every ['evri] iga

turn kord
an uncle onu
it is my fault see on minu süü
a master peremees
ha! [ha:] haa! (või niil)

THE DISOBEDIENT SEA.

Canute was **king** of England from 1017 to 1035.

The English **lords** always **praised** him. They said much that was true, but they also said much that was not true.

One day king Canute went with some of his lords to the seashore. One of the lords said, "O Canute, you are the greatest **king** in the world. Many peoples **obey** you. You are so great that **even** the sea obeys you. If you tell the sea to come **forward**, it will come forward, and if you tell it to go back, it will go back."

When Canute heard **these** words, he **understood** how **foolish** his lords were. So he decided to **teach** them a **lesson**.

He told the lords to bring an **armchair** and he sat in it **near** the **water**.

"O sea!" cried Canute in a loud voice, "come forward."

It happened that it was the time when **the tide** was coming in. The sea came forward. The lords were **surprised** and began to say even more foolish things than **before**. Canute told them to be **quiet** and **commanded** the sea to go back. But, of course, the sea did not go back. It came nearer and nearer to the king's chair.

"O sea," he cried in a still louder voice, "I command you to go back."

But the water came nearer and soon it made the king's **feet** **wet**.

Then Canute looked at his lords and said, "You see, my lords, how foolish your praises were."

disobedient [disə'bi:diənt] sõnakuul-
matu

Canute [kə'nju:t] *pr. n.*

a **king** kuningas

a **lord** lord

praise kiitma; kiitus

a **people** rahvas; mitm. peoples rah-
vad

obey [ə'bei] sõna kuulama

'**even** isegi

forward ['fɔ:wəd] edasi

this (mitm. these) see

understand (min. understood [ʌndə-
'stud]) aru saama, mõistma

'**foolish** rumal

teach õpetama

teach a lesson õpetust andma

an 'armchair tugitool

the tide tõus (ka mõõn)

the tide was coming in tõus algas
parajasti

water ['wɔ:tə] vesi

sit (min. sat) istuma

near lähedal

surprised [sə'praizd] üllatunud

be'fore ennem, varem

quiet [kwaɪət] vaikne

be quiet vait olema

command [kə'mænd] käskima

make (min. made) tegema

a foot [i:t] (mitm. feet) jalg

wet märg

THE SELFISH GIANT.

(After Oscar Wilde).

I

Every day, on their way home from school the children went to play in the Giant's garden.

It was a large garden, with many fine trees and beautiful flowers. The birds sang in the trees so **sweetly** that the children often stopped their games and listened to their songs.

"How happy we are in this garden!" they cried to each other.

The Giant was away. **He was on a visit** to his friend. He was away seven years. Then he came back. When he arrived, he saw the children in the garden.

"What are you doing here?" he cried in a loud voice. "It is my garden, and you must not play here." The children ran away.

So he built a **high wall round** the garden.

He was a very selfish Giant.

II

Now the children had no place where they could play their games. They tried to play on the road, but the road was full of **stones**. They often walked round the Giant's wall when school was over, and talked about the beautiful garden behind the wall.

"How happy we were there," they said to each other.

Then the spring came. There were little **blossoms** and little birds everywhere. Only in the garden of the selfish Giant it was still winter. The birds did not want to sing, and the trees forgot to **blossom**.

Once a beautiful flower put out its head, but when it saw that there were no children, it **slipped back** into the ground again. The only people who were pleased were the Snow and **the Frost**.

I

'selfish isekas
a giant ['dʒaɪənt] hiiglane
sweetly armsalt
he was on a visit ta oli kūlas
high [hai] kõrge
round ūmber

II

a stone kivi
a blossom õis
blossom õitsema
slip back tagasi lipsama
the frost pakane

"I cannot understand why the spring is so late," said the selfish Giant.

But the spring never came. It was always winter in the Giant's garden.

III

One morning the Giant was lying in his bed. Suddenly he heard some sweet music. There was a little bird singing at his window.

He opened the window and looked out. In every tree that he could see there was a little child. The trees were in blossom, because they were glad to see the children back again. The birds were flying about and singing happily. The flowers were looking up through the green grass and laughing.

The Giant went out into the garden. When the children saw him, they all ran away, and the winter came back to the garden again. Only one little boy did not run away, because he did not see the Giant. He was trying to climb up a tree, but he could not, because he was too small.

The Giant came up to him, took him in his hand and put him up into the tree. The tree began to blossom at once. The birds came and sang again. The little boy thanked the Giant and kissed him. When the other children saw it, they came back, and with them came the spring.

"It is your garden now, little children," said the Giant.

He pulled down the wall, and every day the children came and played in the Giant's garden.

Years passed, and the Giant grew very old and weak. He sat in an armchair and watched the children at their games.

"I have many beautiful flowers," he said, "but the children are the most beautiful flowers of all."

III

laugh [lɑ:ɪf] naerma
climb [klaɪm] up a tree puu otsa
ronima

kiss suudlema
grow old vanaks jääma
weak nõrk

SPRING IS COMING.

I shall open wide my window,
Letting in the laughing breeze
That is telling happy stories
To the flowers, to the trees;
For the spring, the spring is coming,
'tis good-bye to all the snow!
Yes, I know it, for the swallows
Have come back to tell me so.

open wide pārani avama
letting in lastes sisse
a breeze kerge tuul
a story jutt

for sest et
'tis = it is
have come back on tulnud tagasi

FONEETIKA (PHONETICS).

I

LUGEMISREEGLID.

Tähed ja häälikud.

Eesti keelt loetakse tavaliselt nii, nagu seda kirjutatakse. Inglise keelt on raskem lugeda, kuna paljud muudatused, mis on toimunud sajandite jooksul inglise häälikutes, ei ole leidnud kajastust kirjas.

Inglise keeles on 26 tähte ja 46 häälikut. Täishäälikute märkimiseks on 6 tähte ja kaashäälikute märkimiseks 20 tähte. Tähte y kasutatakse nii täis- kui kaashääliku märkimiseks.

Kaashäälikute lugemine on inglise keeles üldiselt lihtne. Raskusi teeb aga täishäälikute lugemine, kuna 6 tähte **a, o, u, e, i, y** abil tähistatakse inglise keeles 22 täishäälikut [i, i, e, æ, u, u, ʌ, ɔ, ɔ, aɪ, əɪ, ə, ei, eə, ai, au, iə, uə, ou, ɔi, aiə, auə].

Inglise keele õppimisel on tähtis meeles pidada, et kirjas koosnevad sõnad tähtedest, kõnes — häälikutest. Tähti me loeme, häälikuid hääldame. Eesti keeles nimetame täishäälikuteks ja kaashäälikuteks nii tähti kui ka vastavaid häälikuid. Allpool on tegemist tähtedega, kui kõneldakse täis- või kaashäälikute lugemisest; häälikutega on tegemist, kui kõneldakse täishäälikute või kaashäälikute hääldamisest (ehk moodustamisest).

Kirjas kasutatakse häälikute märkimiseks foneetilisi transkriptsioonimärke, mis eraldatakse tavalisest kirjast kandiliste sulgudega.

Täishäälikute lugemine.

Täishäälikute *a, o, u, e, i, y* lugemine rõhulises silbis.

Täishäälikute lugemine rõhulises silbis oleneb silbitüübist. Silbid võivad olla kinnised või lahtised. Silpi, mis lõpeb kaashäälikuga, nimetame kinniseks, näit. *not* [nɒt]. Silpi, mis lõpeb täishäälikuga, nimetame lahtiseks, näit *no* [nou]. Silp loetakse samuti lahtiseks, kui rõhulisele täishäälikule järgneb üks kaashäälik + tumm e (mida ei loeta), näit. *note* [nout].

Rõhuliste täishäälikute lugemine kinnises ja lahtises silbis.

Tähed	Kinnises silbis	Lahtises silbis
a	[æ] cat	[ei] cake
o	[ɒ] not	[ou] note
u	[ʌ] bus	[juː] tube
e	[e] pen	[iː] Pete
i, y	[i] Dick	[ai] Mike

Rõhulise täishääliku lugemisele kinnises ja lahtises silbis avaldab mõju järgnev r täht.

Rõhuliste täishäälikute + r lugemine kinnises
ja lahtises silbis.

Tähed	Kinnises silbis r tähega	Lahtises silbis järgneva r tähega
a	[ɑr] car	[εə] Clare
o	[ɔr] sport	[ɔr] more
u	} turn [ɜr] her } girl	[juə] cure
e		[iə] here
i, y		[aiə] fire

Rõhulise täishääliku järel on r kinnises silbis tumm, näit. *car* [kɑr]. Lahtisele silbile järgnevat r tähte ei loeta tumma e ees sõna lõpul, näit. *Clare* [kleə]; kuid *Mary* [mɛəri].

Rõhuliste täishäälikute *a*, *o*, *i* lugemise sõltuvus neile järgnevaist või eelnevaist kaashäälikutest.

Inglise keeles avaldavad mõned kaashäälikud mõju nendele järgnevate või eelnevate täishäälikute lugemisele.

Kinnises silbis avaldavad tähe *a* lugemisele mõju ühendid kaas-
häälikutega *s*, *l* ja *f*; tähe *o* lugemisele — ühend *ld* ja tähe *i* luge-
misele — ühendid *ld*, *nd*, *ght*.

Tähtede *a* ja *o* lugemisele kinnises silbis avaldab mõju eel-
nev [w].

Tähed	Järgneb	Loetakse	Näited
a	ss st sk lf ft	[ɑ:]	pass past ask half after
a	ll lk	[ɔ:]	all talk
o	ld ld	[ou]	old child
i	nd ght	[ai]	find right

Eelneb	Tähed	Loetakse	Silbitüüp	Näited
[w]	a	[ɔ]	kinnises silbis	want
	a	[ɔ:]	kinnises silbis r tähega	warm
	o	[ɔ:]	kinnises silbis r tähega	word

Digraafide lugemine rõhulises silbis.

Tingituna inglise keele ajaloolisest arengust on inglise keeles pikkade täishäälikute ja kaksiktäishäälikute märkimiseks kirjas sageli mitu võimalust. Peale üksiktähtede kasutatakse nende häälikute väljendamiseks kirjas digraafe. Digraafiks nimetame kahe tähe ühendit, millega märgitakse üht häälikut. Lühikest täishäälikut märgitakse digraafiga ainult erandjuhtudel.

Digraafid	Loetakse esimest tähte lahtise silbi- tüübi järgi	Loetakse teist tähte lahtise silbi- tüübi järgi	Loetakse mõle- mat tähte	Loe- takse	Näited
ai, ay ¹ ee ea oa ow ² ui	[ei] [i:] [i:] [ou] [ou] [ju:]				say street speak boat snow suit-case
Sõna lõpus: ie (ye)	[ai]				lie
eu, ew		[ju:] ³			feudal, new
ei, ey oi, oy			[ei] [oi]		vein, they boil, boy
au, aw oo oo + k ou, ow ²				[ɔ:] [u:] [u]k [au]	Paul, saw school book out, now

Märkus 1. Sõna lõpul ei kirjutata tähti *i* ja *u*; täht *i* asendatakse tähega *y*; täht *u* tähega *w*.

Märkus 2. Sõnade lugemist, milles esineb digraaf *ow*, tuleb kontrollida sõnastikust, kuna neil on kaks lugemisviisi: [ou] või [au].

Märkus 3. [ju:] asendatakse [u:]-ga häälikute [r], [tʃ], [dʒ] ja kaashääliku + [l] järel, näit. *new* [nju:], kuid *threw* [θru:].

Digraafide lugemise sõltuvus neile järgnevaist kaashäälikutest.

Digraaf *ea* + *d* loetakse tavaliselt [ed], näit. *head*, *bread*, *ready*.

Panna tähele: *read* [ri:d] lugema, *lead* [li:d] juhtima, viima.

Digraaf *ea* + *r* loetakse [iə] näit. *near*, *hear*, *clear*.

ear + kaashäälik loetakse [ɛr] + kaashäälik, näit. *heard*, *learn*.

Eesti keeles loetakse täishäälikuid ühesuguselt nii rõhulises kui rõhuta silbis. Inglise keeles loetakse täishäälikuid rõhuta silbis taandunud häälikutena.

a, o, u tavaliselt	[ə]
i, y	[i]
peamiselt eesliidetes	
e	[i]
	[ə]

'sofa, 'pilot, 'focus
ca'nal, col'lect, sup'press

'David, 'Fanny

be'gin
'moment

Ühendid *ar, or, ur, er, ir, yr* rõhuta silbis loetakse ebamäärase häälikuna:

'dollar ['dɒlə], 'doctor, 'summer; cor'rect, sur'prise.

Rõhuta täishäälikuid ei loeta tavaliselt lõppsilbis *n* ja *l* ees: *lesson* ['lesn], *garden* ['gɑ:dn], *pencil* ['pensl], *student* ['stju:dn̩t].

Kaashäälikute lugemine.

Suurem osa inglise kaashäälikutest (*b, d, f, h, k, l, m, n, p, r, t, v*) loetakse vastavate häälikutena [*b, d, f, h, k, l, m, n, p, r, t, v*].

Kaashäälikud *c, g, s* loetakse kahel viisil.

Kaashääliku *c* lugemine.

c $\begin{cases} \text{---} & [s] \\ \text{---} & [k] \end{cases}$ *e, i, y* ees: *cent, dance*
a, o, u ja kaashäälikute ees: *cat, cry*

Kaashääliku *g* lugemine.

g $\begin{cases} \text{---} & [dʒ] \\ \text{---} & [g] \end{cases}$ *e, i, y* ees: *page*
a, o, u ja kaashäälikute ees: *game, ground*

Erandid: *get, give, forget, girl, geese, begin.*

Kaashääliku s lugemine.

s [s] sõna algul ja lõpus: *sun, gas*
[z] täishäälikute vahel: *rose*

Kaashäälikute j, w, x, y, z lugemine.

j [dʒ] näit. *John*
w täishäälikute ees [w], näit. *we*
x [ks] näit. *text*
y täishäälikute ees [j] näit. *yes*
z [z] näit. *zinc*

Täheühendite ph, ch, sh lugemine.

ph [f] näit. *Philip*
ch [tʃ] näit. *chess*
sh [ʃ] näit. *she*

Täheühendi qu lugemine.

qu [kw] näit. *quick* [kwik]

Täheühendi th lugemine.

th	sõna algul ja lõpus		[θ]	nimi- omadus- arv- ja tegusõnades	smith thick thousand thank
			[ð]	artiklis ase- määr- side- ja eessõnades	the they then that with
th	sõna keskel		[ð]		mother

Täheühendi ng lugemine.

ng		[ŋ]	sõna lõpul: muutelõppude ees	<i>sing, song</i>
		[ŋg]	tegu- ja nimisõnades: tegijanimes:	<i>sing, singing, songs</i> <i>singer</i>
			omadussõnade kesk- ja ülivõrdes:	<i>longer, youngest</i>

Nimi- ja tegusõnade muutelõppude lugemine.

(1) Nimisõnade mitmuse lõpu *-(e)s* lugemine.

-(e)s	[s]	helitute kaashäälikute järel:	<i>books</i>
	[z]	täishäälikute ja heliliste kaas- häälikute järel:	<i>boys, bags</i>
	[iz]	sisisevate kaashäälikute järel:	<i>roses, boxes</i>

(2) Omastava käände lõpu *'s* lugemine.

Vt. nimisõnade mitmuse lõpu *-(e)s* lugemine.

(3) Tegusõnade oleviku ainsuse 3. pöörde lõpu *-(e)s* lugemine.

Vt. nimisõnade mitmuse lõpu *-(e)s* lugemine.

(4) Tegusõnade mineviku lõpu *-ed* lugemine.

-ed	[t]	helitute kaashäälikute järel:	<i>worked</i>
	[d]	täishäälikute ja heliliste kaas- häälikute järel:	<i>played, lived</i>
	[id]	[t, d] järel:	<i>wanted, decided</i>

II

INGLISE KEELE HÄÄLIKUTE HÄÄLDAMINE.

Inglise keeles on 22 täishäälikut ja 24 kaashäälikut. Inglise häälikute hääldamine erineb eesti häälikute hääldamisest.

Täishäälikud.

Üksiktäishäälikuid: 12 [i, i, e, æ; u, u, ʌ, ɔ, ə, aɪ; əɪ, ə].

Kaksiktäishäälikuid: 8 [iə, ei, eə, ai, au, uə, ou, oi].

Kolmiktäishäälikuid: 2 [aiə, auə].

Üksiktäishäälikud (monofoongid).

[i:] Inglise häälik [i:] sarnaneb pika eesti *i*-ga, kuid inglise häälik seevastu on tumedama kõlaga kui eesti häälik. See tuleb sellest, et inglise keeles keeleselg ei tõuse [i:] hääldamisel nii kõrgele kõva suulae eesosa suunas kui eesti keeles.

Võrdle eesti k. *piik*
inglise k. *peak* [pi:k]

[i] Inglise [i] sarnaneb lühikese eesti *i*-ga. Inglise keeles on keeleselja tõus [i] hääldamisel tunduvalt madalam kui

lühikese eesti *i* hääldamisel. Seetõttu meenutab inglise [i] häälikut [e]. Häälik [i] on *i* ja *e* vahepealne häälik.

Võrdle eesti k. *tipp*
inglise k. *tip* [tip]

[e] Inglise [e] erineb vähe vastavast eesti häälikust. Ta moodustamise koht on aga tagapoolsem ja madalamal kui eesti hääliku oma. Sellest tuleneb ka ta lahtisem kõla.

Võrdle eesti k. *test*
inglise k. *test* [test]

[æ] Inglise [æ] erineb tunduvalt vastavast eestikeelsest häälikust. Erinevus saavutatakse sellega, et alumine lõug laskub järsu liigutusega allapoole; huuled on tahapoole tõmmatud ja rohkem avatud kui eesti keeles. Keeleselja esiosa tõuseb veidi kõva suulae suunas.

Võrdle eesti k. *kätt*
inglise k. *cat* [kæt]

[u:] Inglise [u:], hääldamisel ei tõuse keeleselja tagaosaga nii kõrgele pehme suulae suunas kui vastava eesti hääliku hääldamisel. Huuled on tugevasti ümardunud nii inglise kui eesti hääliku hääldamisel. Eesti keeles lükkuvad huuled tugevasti ettepoole, inglise keeles aga mitte.

Võrdle eesti k. *tuum*
inglise k. *tomb* [tʊm]

[u] Inglise [u] hääldamisel on keel tunduvalt madalamal ja ei ole nii palju taha tõmbunud kui eestikeelse *u* hääldamisel. Keeleots on alumiste hammaste juures. Huuled on ümardunud, kuid ei lükku ettepoole nagu eesti keeles.

Võrdle eesti k. *kukk*
inglise k. *cook* [kuk]

[ʌ] Kui hääldame eesti häälikut *o* tahapoole tõmbunud huultega, saame hääliku [ʌ].

Võrdle eesti k. *kamm*
inglise k. *come* [kʌm]

[ɔ:] Inglise [ɔ:] moodustamisel tõmbub keeleots alumiste hammaste juurest tahapoole. Keel on palju madalamas asendis kui eesti *o* hääldamisel; keeleselja tagaosas tõuseb veidi pehme suulae suunas. Huuled on ümardunud ja vähesel määral ettepoole lükkunud. Keele madala ja tagapoolse asendi tõttu on häälik madala tooniga.

Võrdle eesti k. *tool*
inglise k. *tall* [tɔ:l]

[ɔ] Inglise [ɔ] hääldamisel laskub alumine lõug tugevasti alla; keeleots tõmbub alumiste hammaste juurest tahapoole. Keel on veel madalamas asendis kui [ɔ:] puhul. Keeleselja tagaosas tõuseb veidi pehme suulae suunas. Huuled on avatud ja ümardunud, kuid ette ei lükku. Häälik [ɔ] erineb tugevasti lühikesest eesti *o*-häälikust.

Võrdle eesti k. *lokk*
inglise k. *lock* [lɔk]

[ɑ:] Inglise [ɑ:] hääldamisel on keeleots eemaldunud alumistest hammastest. Keel on väga madalal asendis. Keeleselja tagaosas on veidi tõusnud pehme suulae suunas. Huuled on tugevasti avatud; nad ei ümardu. Keele madala tagapoolse asendi tõttu on häälikul madal toon.

Eesti *a* hääldamisel on kogu keel rohkem eespool ja kõrgemas asendis.

Võrdle eesti k. *paat*
inglise k. *part* [pɑ:t]

[ə:] Inglise [ə:] hääldamisel on keeleots alumiste hammaste juures. Keel on ühtlaselt tõstetud — ükski keeleosa ei tõuse teisest kõrgemale. Huuled on kergelt tahapoole tõmbunud; ümardada neid ei tohi. Keeleselja ühtlast tõusu saab kontrollida läbi väheavatud huulte suhupistetud pliiaatsi või pulga abil: [ə:] hääldamisel jääb pliiaats horisontaalses asendis lamama keeleseljale.

Häälikul [ə:] ei ole midagi ühist eesti *ö*-häälikuga.

Võrdle eesti k. *köök*
inglise k. *kirk* [kə:k]

[ə] Häälik [ə] esineb ainult rõhuta silbis. Tema hääldamisel on keel ühtlaselt tõstetud, huuli ei tohi ümardada. Ta sarnaneb inglise häälikuga [ʌ], näit. *a book* [ə 'buk] või häälikuga [əɪ], näit. *workers* ['wɜ:kəz].

Kaksiktäishäälikud (diftongid).

Erinevalt eesti keelest hääldatakse inglise kaksiktäishäälikutes teine häälik palju nõrgemalt kui esimene.

[ei] Kaksiktäishäälikus [ei] on esimene häälik lahtisem kui vastav eesti häälik. Teine häälik [i] on palju nõrgem ja seetõttu ei ole nii selge kui eesti kaksiktäishäälikus.

Võrdle eesti k. *ei*
inglise k. *a* [ei]

[ai] Häälikutes [ai] ja [au] on esimene häälik eesvokaal, s. o. kogu keel on eespool, keeleselja esiosa tõuseb vähesel määral kõva suulae suunas. Keeleots on surutud alumiste hammaste taha, huuled on tugevasti avatud.

[au] Häälikutes [ai] ja [au] on esimene häälik eesvokaal, s. o. kogu keel on eespool, keeleselja esiosa tõuseb vähesel määral kõva suulae suunas. Keeleots on surutud alumiste hammaste taha, huuled on tugevasti avatud.

[a] hääldamiseks tuleb hääldada [æ] ja suruda keeleselja esiosa madalamale.

Teine häälik on nõrk [i], mis sarnaneb *e*-ga või nõrk [u], mis sarnaneb *o*-ga.

Võrdle eesti k. *mai, laud*
inglise k. *my* [mai], *loud* [laud]

[eə] Häälikus [eə] on esimene häälik [e] ja [æ] vahepealne häälik. Hääliku moodustamisel on keeleots alumiste hammaste juures; keeleselja esiosa on tõstetud kõva suulae suunas kõrgemale kui [æ] puhul, kuid madalamale kui [ə] puhul. Huuled on pisut tahapoole tõmmatud.

Näit. *Clare* [kleə].

Eesti keeles vastav häälik puudub.

[ou] Kaksiktäishäälikus [ou] ei erine esimene häälik kuigi palju eesti *o*-häälikust; ta on viimasest eespoolsem ja meenutab eesti *õ*-d. Teine häälik on nõrk [u].

Näit. *home* [houm]

[ɔi] Kaksiktäishäälikus [ɔi] on [ɔ] vähem lahtine kui üksik-häälikuna. Teine häälik on nõrk [i].

Näit. *boy* [bɔi].

[iə] Kaksiktäishäälikus [iə] on [i] selgem kui üksikhäälikuna.
Näit. *hear* [hiə].

[uə] Kaksiktäishäälikus [uə] ei lükku huuled u hääldamisel ette. Teine häälik on nõrk [ə].
Näit. *poor* [puə].

Kolmiktäishäälikud (triftongid).

[aiə] Kolmiktäishäälikutes [aiə] ja [auə] hääldatakse kahte vii-
[auə] mast häälikut palju nõrgemini kui esimest.
Näit. *tired* [taiəd]
flower [flauə]

Tähtsamad erinevused eesti ja inglise kaashäälikute vahel.

(1) Kaashäälikud [t, d, n, l].

Häälikuid [t, d, n, l] moodustatakse inglise keeles teisiti kui eesti keeles. Inglise keeles tõmmatakse kogu keel pisut tahapoole ja ülestõstetud keeleots asetatakse risti vastu hammasvalli (vt. läbilõige suuõõnest lk. 5); eesti keeles on keeleots suundunud ettepoole. Erineva moodustamise tõttu on inglise [t, d, n, l] tume-dama kõlaga kui eesti keeles.

Pane tähele: häälikute [θ] ja [ð] ees ei erine [t, d, n, l] moodustamise viis eestikeelsest.

(2) Kaashäälikud [p, t, k].

Inglise keeles on kaashäälikud [p, t, k] aspireeritud, eesti keeles mitte. Aspireeritud kaashääliku hääldamisel tekib tugev õhuvool kaashääliku ja järgneva täishääliku vahel. Õhuvoolu tun-neme, kui asetame käe mõne sentimeetri kauguses suu ette.

Võrdle eesti k. *park*
inglise k. *park* [paɪk]

(3) Kaashäälikud [b, d, g].

Inglise keeles on kaashäälikud [b, d, g] helilised nagu näiteks vene keeleski. Nende moodustamisest võtavad osa häälekur-rud. Häälekurdude tegevust võime jälgida, kui asetame käe kõri-sõlmele: helilise hääliku hääldamisel tunneme värinat. Eesti keeles ei ole *b, d, g* helilised; nad on lihtsalt tugevate kaashäälikute *p, t, k* lühem ja nõrgem aste.

Helilised ja helitud kaashäälikud inglise keeles.

Helilised kaashäälikud: [b, d, g, v, ð, z, ʒ, dʒ].

Helitud kaashäälikud: [p, t, k, f, θ, s, ʃ, tʃ].

Eriti tugeva helilisusega on kaashäälikud: [l, m, n, ŋ, j, r, w].

Inglise keeles võivad [l, m, n] koos eelneva kaashäälikuga moodustada silbi; näit. *table* [ˈteɪbl], *garden* [ˈgɑːdn] on inglise keeles kahesilbilised.

„Hele“ ja „tume“ [l].

Hele [l] erineb vähe vastavast eesti häälikust. Tema tumedam kõla on tingitud keeleotsa erinevast asendist hääliku moodustamisel *. [l] on hele sõna ja silbi algul. Sõna ja silbi lõpus tarvitame tumedat [l]. Tumeda [l] hääldamisel on keelelaja tagaosa tõusnud ja keskosa alla laskunud **.

Näit. „hele“ [l] *like*

„tume“ [l] *school*

Kaashäälikud [θ, ð].

Kaashäälikute [θ] ja [ð] moodustamiseks asetatakse keeleots hammaste vahele. Keel on lõtv ning kujult lai ja lame. Keeleküljed puudutavad hambaid. Ülemiste hammaste esirea ja keele vahel tekib pilu. Õhuvool tungib läbi pilu, tekitades kahinat. Keel ei tohi puudutada huuli ega ulatuda hammastest ettepoole. [θ] on helitu, [ð] heliline häälik.

Eesti keeles [θ] ja [ð] ei esine.

Näit. *thank* [θ], *this* [ð].

Kaashäälik [w].

Kaashääliku [w] hääldamisel tuleb huuled tugevasti ümardada ja keeleots tõmmata alumiste hammaste juurest tahapoole nagu vilistamisel.

Näit. *week* [wi:k], *when* [wen]

w avaldab mõju eelnevatele kaashäälikutele [k, t, s], mida hääldatakse [w] ees ümardunud huultega, näit. *twenty*, *quickly*.

Kaashäälik [ŋ].

Kaashäälik [ŋ] esineb eesti keeles alati koos järgneva *k* või *g* häälikuga. Inglise keeles esineb ta niihästi koos häälikutega [k]

* Vt. lk. 15 ja 170.

** Vt. lk. 15.

või [g] kui ka ilma nendeta. [ŋ] hääldamiseks tuleb hääldada eestikeelne sõna *rong*, jättes ära *g* hääliku.

Hääliku kindlaks omandamiseks tuleb häälikut pikendada [ŋ ŋ ŋ].

Kaashäälik [r].

Inglise [r] moodustatakse hoopis erinevalt eesti *r*-häälikust. Eesti keeles väriseb *r* hääldamisel keeletipp. Inglise keeles on keeleots liikumatu.

Õige [r] hääliku saavutamiseks tuleb, hääldades pikka *a*-häälikut, tõsta keeleots.

Sulghäälikute ühendite hääldamine.

Inglise keeles on järgmised sulghäälikud: [p, t, k, b, d, g, m, n, ŋ]. Nad moodustatakse õhutee sulgemise ja uuesti avamise teel; näit. [p] hääldamiseks sulgevad huuled õhutee, kui aga huuled uuesti avatakse, tekib [p].

Opetajal tuleb jälgida sulghäälikute ühendite õiget hääldamist. Nende ühendite hääldamisel avatakse õhuvoolule tee alles pärast teise sulghääliku moodustamist, näit. *sit down*. [t] hääldamiseks on keeleots tõusnud hammasvallile ja seda ei eemaldata sealt enne, kui on hääldatud ka [d]. [t] ja [d] vahel on paus. Pausi ajal ei pääse õhuvool välja.

III

RÕHK.

Sõnarõhk.

(1) Kahesilbilistes sõnades langeb rõhk tavaliselt esimesele silbile:

'summer, 'window, 'weather.

(2) Eesliidetega kahesilbilistes sõnades langeb rõhk tavaliselt tüvele:

be'gin, de'cide, in'vite.

(3) Mitmesilbilistes sõnades langeb rõhk tavaliselt kolmandale silbile lõpust:

'factory, 'officer, 'victory, uni'versity.

Lahtise rõhulise silbi täishäälik loetakse neis sõnades lühikese täishäälikuna (nagu kinnises silbis):

'fa|family, 'ca|mera.
[æ] [æ]

(4) Liitnimisõnades on rõhk tavaliselt liitnimisõna esimesel osal:

'dining-room, 'basketball.

Liitnimisõnades ei taandu tavaliselt rõhuta sõna täishäälik:
blackboard ['blækbo:d], bookcase ['bukkeis].

Erand: ühendid sõnaga *man*, näit. Englishman ['iŋglɪfmən].

(5) Kaks rõhku on arvsõnadel 13—19:

'thir'teen, 'fif'teen.

Lauserõhk.

Eesti keeles on lauses kõik sõnad rõhutatud. Ingliskeelses lauses on rõhutatud tähendust kandvad sõnad, põhisõnad, s. o. nimisõnad, omadussõnad, asesõnad (näitavad ja küsivad), arv-sõnad, tegusõnad ja mäarsõnad.

On 'Saturday 'Father and 'Mother 'work from 'eight to 'two.

Sõnavahelisi suhteid väljendavad sõnad (abisõnad) — artiklid, ees- ja sidesõnad, abi- ja modaaltegusõnad — on lauses rõhuta. Rõhuta on ka isikulised, omastavad ja siduvad asesõnad.

'Fred 'knows your 'brother. He 'knows him 'well.

Abi- ja modaaltegusõnad on rõhulised üldküsimumustes ja lühivastustes neile:

'Can he 'read 'English? 'Yes, he 'can.
'Do you 'know 'Bill 'Baker? 'Yes, I 'do.

Kahe rõhuga sõnades jääb üks rõhkudest ära, kui sõnale eelneb või järgneb rõhulise silbiga lõppev või algav sõna:

'n i n e 't e e n — kahe rõhuga
'n i n e t e e n 'hundred — ühe rõhuga, kuna h u n d r e d
algab rõhulise silbiga.

Tähele panna: - t e e n tuleb hääldada pika [i:]-ga ka rõhuta silbis.

Saatelause on tavaliselt rõhuta:

"I must 'go to the 'library," said Dick.

Üte on rõhuta lause keskel ja lõpus:

'Come 'home, Jane.

IV

RÜTM.

Inglise keeles on kujunenud välja omapärane rütm: rõhulised silbid esinevad vaheldumisi rõhuta silpidega. Iga rõhuline silp moodustab järgneva või järgnevate rõhuta silpidega rütmilise ühiku. Lause iga rütmilise ühiku häälendamiseks kuluv aeg peab olema võrdne. Sellest järeldub, et mida suurem on silpide arv rütmilises ühikus, seda kiiremini tuleb silpe häälendada.

'Tom 'goes to 'school in the 'morning.

ˈ | ˈ ˌ | ˈ ˌ ˌ | ˈ ˌ |

V

FRASEERIMINE.

Pikemad laused jagunevad lugemisel ja kõnelemisel lõikudeks nagu eesti keeleski. Iga lõigule järgneb paus. Üksiku lõigu moodustavad sõnad, mis on sisult omavahel lähedalt seotud.

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

When I come home from school, | I put away my bag | and wash my hands.

VI

INTONATSIOON.

Inglise lause meloodia on langev nagu eesti keeleski. Inglise lauses tõuseb hääl esimese rõhulise silbiga ja langeb järk-järgult.

'Fanny 'went to 'town.

— — — — —

She went to town.

— — — — —

Inglise keelt iseloomustab kaks meloodiat: langev meloodia, mida märgime numbriga 1, ja tõusev meloodia, mida märgime numbriga 2.

Nii langeva kui ka tõusva meloodiaga lausetes toimub pidev hääle langus ja meloodia madalaim toon saavutatakse viimases rõhulises silbis. Langeva meloodiaga lauses toimub inglise keelele iseloomulik hääle järsk langus viimases rõhulises silbis. Viimasele rõhulisele silbile järgnevad rõhuta silbid on samal tasemel.

Fonny 'went to 'town 'yesterday.

Tõusva meloodiaga lauses on meil kaks võimalust:

a) lause lõpeb rõhulise silbiga. Nii langus kui ka tõus toimuvad viimases rõhulises silbis.

'Do you 'go to 'school?

b) lause lõpeb rõhuta silbiga (silpidega). Hääle langus toimub viimases rõhulises silbis, hääle tõus — rõhuta silbis (silpides).

'Is Ann your 'sister?

Langevat meloodiat tarvitame:

- 1) jutustavates lausetes;
- 2) eriküsimustes;
- 3) valikküsimuste teises osas;
- 4) käsklausetes;
- 5) hüüdlausetes.

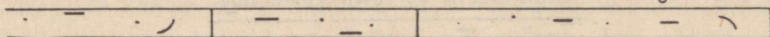
Tõusvat meloodiat tarvitame:

- 1) üldküsimustes;
- 2) valikküsimuste esimeses osas;
- 3) käsklausetes palve väljendamiseks.

Pikemate lausete meloodia.

Pikemates lausetes, mis jagunevad lõikudeks, tõuseb hääl iga lõigu esimese rõhulise silbiga ja langeb siis pidevalt kuni viimase rõhulise silbini. Üksiku lõigu meloodia oleneb tema tähenduslikust iseseisvusest. Lõpetamata mõtte puhul tarvitame tõusvat meloodiat, lõpetatud mõtte puhul langevat meloodiat.

At 'two o'clock² 'school is 'over² and the 'children 'go 'home'.



GRAMMATIKA (GRAMMAR)

I

SÖNALIIGID.

Inglise keeles on järgmised sõnaliigid (Parts of Speech):

- | | |
|---------------------------|---------------------------|
| 1. nimisõna (noun) | 6. tegusõna (verb) |
| 2. artikkel (article) | 7. mäarsõna (adverb) |
| 3. arvsõna (numeral) | 8. eessõna (pronoun) |
| 4. omadussõna (adjective) | 9. sidesõna (conjunction) |
| 5. asesõna (pronoun) | |

Missugusesse sõnaliiki üksik sõna lauses kuulub, sõltub antud sõna ülesandest lauses:

He is at work (nimisõna). Ta on tööl. He works from 8 to 5 (teigusõna). Ta töötab kaheksast viieni. He does his work well (mäarsõna). Ta teeb oma tööd hästi. He is quite well (omadussõna). Ta on üsna terve.

II

PÖHISÖNAD JA ABISÖNAD LAUSES.

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

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

III

SÖNADEVAHELISTE SUHETE VÄLJENDAMINE LAUSES.

Sõnadevahelisi suhteid lauses väljendatakse 1. grammatiliste lõppude, 2. abisõnade ja 3. sõnade järjekorra abil.

Inglise keeles on väga vähe grammatilisi muutelõppe ja lause-

liikmete omavaheliste suhete väljendamisel on seepärast suur tähtsus abisõnadel ning sõnade järjekorral lauses. Eesti keeles on sõnadel rohkearvuliselt muutelõppe, mille abil väljendatakse sõnade omavahelisi suhteid. Abisõnade osa lauses on seepärast eesti keeles väiksem ja sõnade järjekord eestikeelses lauses on vabam kui ingliskeelses.

IV

NIMISÕNA (THE NOUN).

Nimisõnadel on ainsus (Singular) ja mitmus (Plural). Inglise keeles on nimisõnal ainult nimetav ja omastav kääne.

1. Nimisõnade mitmus.

Nimisõnade mitmus (Plural of Nouns) moodustatakse lõpu **-(e)s** abil. Ainsusele liidame tavaliselt lõpu

-s:

ains.	book	boy	rose
mitm.	books	boys	roses

Mitmuse lõpu hääldamine oleneb tüve lõpphäälikust. Tähele panna: house [haus], houses [hauziz].

-es esineb

a. sisisevate kaashäälikute järel:

ains.	bus	dress	match	box
mitm.	buses	dresses	matches	boxes

b. kaashääliku + y järel (y muutub -i-ks):

ains.	country	kuid:	boy
mitm.	countries		boys

c. f (fe) järel (f muutub -v-ks):

ains.	leaf	knife
mitm.	leaves	knives

d. o-ga lõppevate sõnade järel:

ains.	negro
mitm.	negroes

Järgmistel nimisõnadel on mitmuses erinevad vormid:

ains.	man	woman	child	goose	foot	mouse
mitm.	men	women	children	geese	feet	mice

2. Ainsuse omastav kääne

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

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

's lõpulist omastavat käännet tarvitame elusolendeid tähistavate nimisõnade puhul eestäiendina.*

b) Eluta asjade puhul väljendame omastavat käännet of - e e s - s õ n a l i s e tagatäiendi abil:

the door of the classroom, the name of the book.

3. Eesti käänete väljendamine inglise keeles.

a) Inglise keeles saame alust eraldada sihitisest sõna asendi järgi lauses. Alus seisab lauses alati esimesel kohal, sihitis kolmandal kohal (õeldise järel):

The child is in the garden. Laps on aias. I saw **the child** in the garden. Nägin last aias.

b) Nimisõna (asesõna) koos eessõnaga võib olla lauses eessõnaliseks sihitiseks, eessõnaliseks tagatäiendiks, ruumi-, aja-, viisi-, otstarbemääruseks jne.:

I gave the book **to the children**. Andsin raamatu lastele. The boys go **to school in the morning**. Poisid käivad koolis hommikul. They went home **by train**. Nad sõitsid koju rongiga.

V

NIMISÕNA PIIRITLEJAD.

Nimisõna piiritlejateks (Determinatives) on: artiklid, arvsõnad, asesõnad (omastavad, näitavad, umbmäärased, küsivad). Need sõnad piiritlevad nimisõna, ilma et nad seda kirjeldaks.

Näit. She takes **two books** out of **her schoolbag** and puts them on **the table**.

VI

ARTIKKEL (THE ARTICLE).

Artikkel on nimisõna piiritlevaks sõnaks. Inglise keeles on kaks artiklit: umbmäärane artikkel a [ei]** ja määrav artikkel the [ði]:

* Mõningais väljendites on eestäiendi juurde kuuluv nimisõna ära jäetud: at my brother's (place), at Mr. Brown's (shop).

** Täishäälikuga algava sõna ees an [æn].

a man, an apple; the man, the apple.

Kaashääl. ees: a [ə] man; the [ðə] man

Täishääl. ees: an [ən] apple; the [ði] apple

1. Umbmäärane artikkel.

Umbmäärane artikkel (The Indefinite Article) on kujunenud arvsõnast *one* (üks). Umbmäärast artiklit tarvitatakse ainsuses koos nimisõnaga:

a) tähenduses üks mingisugune ese või isik samasuguste esemete või isikute hulgast:

Give me **a book**. Anna mulle (üks) raamat!

Umbmäärase arvu väljendamiseks mitmuses asendatakse umbmäärane artikkel umbmääraste asesõnadega **some, any, no**:

Give me **some books**. Anna mulle raamatuid (mõned raamatud).

b) Umbmäärast artiklit koos nimisõnaga tarvitatakse tähenduses ese või isik teatud liigist:

Fred is **a sailor**. Fred on meremees.

Kui on tegemist rohkem kui ühe eseme või isikuga teatud liigist, mitmuses piiritlejat ei esine:

Fred and Tom are **sailors**. Fred ja Tom on meremehed.

2. Määrav artikkel.

Määrav artikkel (The Definite Article) on tähenduselt lähedane näitavale asesõnale *that*. Määravat artiklit tarvitatakse ainsuses ja mitmuses koos nimisõnaga, et väljendada:

a) kindlat, tuntud, varemmainitud eset või isikut (esemeid või isikuid):

This is an interesting **book**. Read **the book**. Loe seda raamatut!

b) ainukest eset või isikut antud olukorras (maailmas):

The sky is blue. Take **the cake**. Võta kook! (Laual on ainult üks kook).

c) kõiki esemeid või isikuid antud olukorras:

The bell rang, and **the pupils** went into the classroom. Kell helises ja õpilased läksid klassi. (Kõik õpilased antud olukorras.)

3. Artikli puudumine.

a) Loendamatut ainet või abstraktseid (üldistatud) mõisteid väljendavate nimisõnadega ei tarvitata umbmäärast artiklit:

We have **bread, butter and cheese** for breakfast. Meil on hommikueineks leiba, võid ja juustu. Edith and May like **music**. Edith ja May armastavad muusikat.

b) Määravat artiklit võib tarvitada nii loendatavate kui loendamatute nimisõnadega.

What colour are **the pencils**? Mis värvi on pliiatsid? What colour is **the ink**? Mis värvi on see tint? How do you like **the song**? Kuidas sulle meeldib see laul? How do you like **the music**? Kuidas sulle meeldib see muusika?

c) Artiklit ei tarvitata pärisnimedega, maade, linnade, tänavate ja keelte nimetustega:

John Dolittle lived in **England**;

aastaaegade, kuude ja päevade nimetustega:

February is a cold month;

einete nimetustega:

Breakfast is at eight and **dinner** at two.

4. Väljendeid artikli tarvitamisega.

a) umbmäärase artikliga:

take a seat — istuge, võtke istet!

take a rest — puhkama

take a picture — pildistama, ülesvõtet tegema.

go for a walk — jalutama minema, jalutamas käima

have a good time — aega lõbusasti veetma

in a loud voice — valju häälega

eight hours a day — kaheksa tundi päevas

b) määrava artikliga:

take the bus — bussiga sõitma

take (the child) to the doctor — (last) arsti juurde viima

go to the pictures — kinos käima, kinno minema

at the seaside — mererannal

at the skating-rink, on the ice — liuväljal

in the country — maal
 in the field — põllul
 in the street — tänaval
 in the sun — päikese käes
 in the morning — hommikul
 in the evening — õhtul
 in the afternoon — õhtupoolikul

c) ilma artiklita:

- | | |
|--------------------------|-----------------------------|
| 1. to school — kooli | 10. go to sea — meremeheks |
| 2. at school — koolis | hakkama |
| 3. go to school — koolis | 11. at work — tööl |
| käima | 12. on deck — pardal |
| 4. to town — linna | 13. at night — öösel |
| 5. in town — linnas | 14. by train — rongiga |
| 6. at home — kodus | 15. lesson one, part two |
| 7. home — koju | 16. at page three — kolman- |
| 8. out to sea — merele | dal leheküljel. |
| 9. out at sea — merel | |

VII

ARVSÕNA (THE NUMERAL)

1. Arvsõnad (Numerals) jagunevad põhi- ja järgarv-
 sõnadeks (Cardinals and Ordinals).

Põhiarvsõnad*

Liitarvsõnades seisab kümnete ja sadade vahel sidesõna **and**:
 315 — three hundred and fifteen.

Liitpõhiarvsõnade liiteks on arvudes 13—19: **-teen** (eesti kee-
 les: -teist) ja kümnetes **-ty** (eesti keeles: -kümmend):
thirteen; **thirty**.

Järgarvsõnad

Järgarvsõna ees seisab määrav artikkel või mõni teine nimi-
 sõna piiritleja:

the third lesson; **our** third lesson.

Alates arvsõnast 4 moodustatakse järgarvsõnad vastavatest
 põhiarvsõnadest liite **-th** abil. Arvsõnadel one, two, three
 on eri vormid: **the first**, **the second**, **the third**.

Kümnete liites muutub **y** liite **-th** ees **ie**'ks:

twenty — the **twentieth**

* Vt. Lessons 35, 36.

4. Kuupäevi ja aastaarve väljendatakse järgmiselt:
the 1st of January, 1957 — *loe* the first of January, nineteen
(hundred and) fifty-seven.

January 1, 1957 — loetakse nagu eespool või: January the
first, nineteen fifty-seven.

VIII

OMADUSSÕNA (THE ADJECTIVE).

Inglise keeles on omadussõnal (Adjective) sama vorm
ainsuses ja mitmuses; omadussõna ei käändu:

Take the **red** pencil. Take the **red** pencils. Võta punane pliiats!
Võta punased pliiatsid!

Omadussõna muutub võrdlemisel.

Omadussõnade võrdlemine.

1. Ühesilbilised omadussõnad ja osa kahe- ja kolme- silbilisi omadussõnu
moodustavad kesk- ja ülivõrde lõppude **-er** ja **-est** abil.

long — longer — the longest

nice — nicer — the nicest

big — bigger — the biggest

happy — happier — the happiest

a. ühekordne lõpukaashäälik kahekordistub lühikese kaashääliku järel;

b. y muutub kaashääliku järel i-ks.

2. Mitmesilbilised omadussõnad moodustavad kesk- ja üli-
võrde määrsõnade **more** ja **most** abil:

Your book is **more interesting**. Which is **the most interesting**
book?

3. Mõningatel omadussõnadel on erinevad vormid alg-, kesk-
ja ülivõrdes:

good — better — the best

bad — worse — the worst

old — older — the oldest

elder — the eldest

Vorme *elder*, *the eldest* tarvitame eestäiendina, kui jutt on
sama perekonna liikmete vanusest:

My elder brother is a student.

Kuid: My brother is older than I am.

4. Keskvõrde puhul tarvitatakse omadussõna järel sidesõna **than** (kui):

George is younger **than** James.

5. Ülivõrdega tarvitame omadussõna ees määravat artiklit. Artikli asemel võib esineda ka omastav asesõna või nimisõna omastavas käändes:

the youngest brother, my youngest brother, Ben's youngest brother.

IX

ASESÕNA (THE PRONOUN).

Isikulised asesõnad (Personal Pronouns).

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

Isikulised asesõnad nimetavas käändes on lauses aluseks:

She plays well. Ta mängib hästi.

Peale nimetava käände on isikulistel asesõnadadel veel sihitise kääne, mis vastab eesti keeles omastavale, osastavale, alaleütlevale ja koos eessõnadega ka mõnele teistele käänetele:

Jack saw **them** in the street. Jack nägi **neid** tänaval. He gave **them** the basket. Ta andis **neile** korvi. He went with **them**. Ta läks **nendega**.

Omastavad asesõnad (Possessive Pronouns).

my, your, his, her, its, our, your, their

Omastavaid asesõnu tõlgitakse eesti keelde asesõnadega minu, sinu jne. või asesõnaga **oma**; mõnikord jääb omastav asesõna tõlkimata:

Where is **my** dog? Kus mu koer on? We shall see **our** friends again. Me näeme **oma** sõpru jälle. Take off **your** hat. Võta kübar peast!

Umbmäärased asesõnad (Indefinite Pronouns).

a) **Some, any, no**

1. **Some**, **any** väljendavad umbmäärast hulka või arvu. **Some** tarvitatakse jaatavas, **any** küsivas ja eitavas lauses:

He made **some** mistakes. Ta tegi vigu. Did he make **any**

mistakes? Kas ta tegi vigu? He **did not make any mistakes**. Ta ei teinud vigu.

2. Eituse väljendamiseks võime nimisõna ees kasutada asesõnu **any** või **no**. Tegusõna eitava vormi puhul kasutame **any**, jaatava vormi puhul **no**. Inglise keeles ei tarvitata lauses kahekordset eitust.

Näit. I **do not see any mistakes** on the blackboard. I **see no mistakes** on the blackboard. Ma ei näe tahvlil vigu.

3. Umbmäärastest asesõnadest moodustatakse järgmised tuletatud asesõnad: **something, anything, nothing, somebody, anybody, nobody**. Neid asesõnu tarvitatakse lauses ainult nimisõnaliselt, s. o. alusena või sihitisena.

I **did not see anything**. Ma ei näinud midagi. **Somebody** wants to see you. Keegi tahab teiega kokku saada.

b) **much, many; little, few**

1. Umbmääraseid asesõnu **much** ja **little** tarvitame loendamatu nimisõnadega.

Näit. **much ink, little ink**. Palju tinti, vähe tinti.

2. **many** ja **few** tarvitame loendatavate nimisõnadega mitmuses.

Näit. **many ink-pots, few ink-pots**. Palju tindipotte, vähe tindipotte.

Näitavad asesõnad (Demonstrative Pronouns).

ains. **this, that**

mitm. **these, those**

Näitavaid asesõnu võime tarvitada nii nimisõnaliselt kui omadussõnaliselt.

Näit. **This is an interesting picture**. Do you know **that article**?

Küsiavad asesõnad (Interrogative Pronouns).

who? what? which? what + nimisõna?

which + nimisõna?

1. Asesõnu **who, whose, whom** (eesõna + whom) tarvitatakse elusolendite puhul.

Näit. **Who is absent?** Kes puudub? **Whose book is this?** Kelle raamat see on? **Whom do you want to see?** Kellega te soovite kokku saada? **To whom did he write?** Kellele ta kirjutas?

2. Asesõna what, eessõna + what tarvitatakse asjade puhul.

Näit. What is in that box? Mis on selles karbis? What do you see in the picture? Mida te näete pildil? With what do you write? Millega te kirjutate?

What tarvitatakse isikute puhul, kui tahetakse jõuda selgusele nende elukutses või erialas.

What is your father? He is a worker. Kes su isa on? Ta on tööline.

What does he want to become? Kelleks ta tahab saada?

3. What nimisõna ees on lauses täiendiks.

Näit. What colour is your dress? Mis värvi on su kleit? What books do you want? Missuguseid raamatuid te tahate?

4. Which, eessõna + which tarvitatakse esemete ja isikutega, kui on tegemist valikuga teatud hulgast või arvust; tarvitatakse ka tähenduses „mitmes”.

Näit. Which of the boys is Bill Jenkins? Kumb poistest on Bill Jenkins (kui on tegemist kahe poisiga)? Kes poistest on Bill Jenkins (kui on tegemist mitme poisiga)? To which of the two boys shall I give the ball? Kummale poisile ma annan palli? Which month of the year is June? Mitmes kuu aastas on juuni?

5. Which nimisõna ees on lauses täiendiks.

Which picture shall we take for our dining-room? Missuguse pildi (teatud arvust) võtame oma söögitoa jaoks?

Siduvad asesõnad (Relative Pronouns).

who, which, that

1. Who, whose, whom, eessõna + whom tarvitatakse elusolendite puhul.

Näit. The man who talked to the children was a doctor. Mees, kes lastega kõneles, oli arst.

2. Which, eessõna + which tarvitatakse eluta asjade puhul.

Näit. Do you like the story which we are reading? Kas teile meeldib jutt, mida me loeme?

3. That (kes, keda, mis, mida) tarvitatakse nii eluta asjade kui elusolendite puhul.

Näit. You must take the bus that stops at this corner. Te

peate sõitma bussiga, mis peatub sel nurgal. Billy helped the child that fell in the street. Billy aitas last, kes kukkus tänaval.

4. Pange tähele koma puudumist täiendlause ees ja järel.

X

EESSONA (THE PREPOSITION).

Eessõna tarvitatakse koos nimi- või asesõnaga. Nad väljendavad nimi- või asesõna suhet mõne muu sõnaga lauses.

Write your name **on** the copy-book! Kirjuta nimi vihikule. Eessõna *on* seob sõna *the copy-book* (vihik) sõnaga *write* (kirjuta). We go **to** school **in** the morning. Me käime koolis hommikul. Sõna *to* on seotud sõnaga *school*; sõna *in* on seotud sõnaga *the morning*; mõlemad: *to school* ja *in the morning* on seotud tegusõnaga *go*.

Koha-eessõnad: on, in, under, at, by, near, behind, before, in front of, through, across.

We went through a forest. There are fruit-trees in front of the house. There is a lake behind the house.

Suuna-eessõnad: to, from, on, in, into, under, out of:
Does the bus go to Nõmme? The boy fell into the water.

Aja-eessõnad: in, on, at, before, after, from — to:

After working-hours we go to our club. I have a music lesson from four to five.

XI

EESTI KÄANETE VASTEID INGLISE KEELES.

Inglise keeles väljendatakse sageli eessõnade abil suhteid, mida eesti keeles väljendatakse käändelõppude abil.

(1) Eessõnalise sihitise väljendamine.

to, for — alaleütlev.

What did Jim say to you? Mida Jim sulle ütles? Here are some apples for the children. Siin on lastele mõned õunad.

from — alaltütlev.

I got a letter from my sister. Ma sain õelt kirja.

about — seestütlev.

Tell me about the football match. Jutustage mulle jalgpallivõistlusest.

with — kaasaütlev.

Bob will come with us. Bob tuleb meiega. I shall write with a pen. Ma kirjutan sulega.

for — saav.

Come home for dinner. Tule lõunaks koju.

(2.) Eessõnalise tagatäiendi väljendamine.

of — omastav.

The windows of our room are open. Meie toa aknad on avatud. It is the end of January. On jaanuari lõpp.

of — osastav.

Take a cup of coffee. Jooge tass kohvi! Here is a piece of paper. Siin on tükk paberit.

(3.) Ruumiliste suhete väljendamine.

to, in, into — sisseütlev.

The ship came to Tallinn. Laev tuli Tallinna. Put the things in your bag. Pane asjad kotti. Jump into the boat. Hüppa paati! Tegusõnaga *put* tarvitatakse *into* asemel *in*.

in, at — seesütlev.

Do you live in that house? Kas sa elad selles majas? Let us meet at the bus-stop. Saame kokku bussipeatuses.

from, out of — seestütlev.

My friend came from Leningrad yesterday. Mu sõber tuli eile Leningradist. Take the apples out of the basket. Võta õunad korvist välja!

on, to — alaleütlev.

Put the books on the table. Pane raamatud lauale! I must go to the meeting. Pean minema koosolekule.

on, at, in — alalütlev.

We have a good cook on the boat. Meil on laeval hea kokk. We did not see Tom at the meeting. Me ei näinud Tomi koosolekul. Dr. Dolittle lived in England. Dr. Dolittle elas Inglismaal.

from — alaltütlev.

The boys came from the skating-rink. Poisid tulid liuväljalt.

(4.) Ajaliste suhete väljendamine.

in — seesütlev.

School begins in September. Õppetöö algab septembris.

in, on — alalütlev.

In summer we do not go to school. Suvel meie ei käi koolis. We shall have a meeting on Friday, the 4th of April. Meil on koosolek reedel, neljandal aprillil.

for — saav.

Write the exercise for tomorrow. Kirjutage see harjutus homseks.

from ... to — seestütlev ... rajav.

We have lunch from twelve to one. Meil on keskpäevaeine kella kaheteistkümnest üheni.

(5.) Viisi- ja otstarbesuhete väljendamine.

by, in — kaasaütlev.

We shall go to town by bus. Me sõidame linna bussiga. They went in a motor-boat. Nad sõitsid mootorpaadiga. He spoke in a loud voice. Ta kõneles valju häälega.

for — saav.

We have a big hall for our meetings. Meil on suur saal kogunemisteks. I need the book for my work. Ma vajan seda raamatut oma tööks.

XII

VALJENDEID EESSÕNADEGA.

Pange tähele tegusõnu ja omadussõnu, mida tarvitatakse kindlate eessõnadega eessõnaliste sihitiste puhul:

- | | |
|----------------------------------|--------------------------------|
| a) listen to somebody, something | — kedagi, midagi kuulama |
| look at somebody, something | — kellelegi, millelegi vaatama |
| say to somebody | — kellelegi ütleva |
| speak to somebody | — kellegagi rääkima |
| talk to somebody | — kellegagi vestlema |
| wait for somebody, something | — kedagi, midagi ootama |

b) angry with somebody	— kellelegi pahane olema
fond of somebody, something	— kedagi, midagi armastama
full of something, somebody	— täis midagi, kedagi
proud of somebody, something	— uhke olema kellelegi, mil- lelegi

c) järgmisi tegusõnu ei tarvitata eessõnadega:

leave: We left the classroom. Me lahusime klassist.

pass: The boys passed the shop. Poisid möödusid kauplusest.

enter: Harry entered the room. Harry astus tuppa.

ask: Ask Mother. Küsi emalt!

d) Pange tähele väljendeid:

in the field	— põllul
in the street	— tänaval
in the country	— maal
in the picture	— pildil
in summer	— suvel
in the morning	— hommikul
at night	— öösel
on fine days	— ilusa ilmaga
in Tallinn	— Tallinnas (<i>in</i> suuremate keskuste puhul)
at Tartu	— Tartus (<i>at</i> väiksemate linnade puhul)
at school	— koolis
at home	— kodus
at work	— tööl

XIII

TEGUSONA (THE VERB).

Üldajad.

Üldajad (Indefinite Tenses) väljendavad:

a) fakte ja sündmusi olevikus, minevikus või tulevikus;

b) tavaliselt või korduvalt toimuvat tegevust olevikus, minevikus või tulevikus;

c) mitut üksteisele järgnevat tegevust olevikus, minevikus või tulevikus.

Olevik.

Olevik (Present Indefinite) moodustatakse tegusõna algvormist. Kõik oleviku pöörded, välja arvatud ainsuse 3. pööre, on ilma pöördelõputa.

Ainsuse 3. pöördel on lõpp **-s** või **-es**.

<i>algvorm</i>	work	play	wash	study
<i>3 p. ains.</i>	works	plays	washes	studies

- a) sisisevatele kaashäälikutele liidetakse lõpp **-es**;
b) **y** kaashääliku järel muutub **i**-ks, millele liidetakse lõpp **-es**:
carry — carries;

c) tegusõnade **go** ja **do** 3 p. ains. on *goes* [gouz], *does* [dʌz];

d) lõpu **-s** (**-es**) hääldamine oleneb tüve lõpphäälikust.

Küsiavad ja **eitavad** vormid moodustatakse abitegusõna **do** (does) ja põhitegusõna **infinitiivi** abil. Küsivas vormis seisab abitegusõna aluse ees. Eitavas vormis seisab eitus **not** abitegusõna järel.

Does James know that town? We **do not** know it.

Lihtminevik.

1. Reeglipäraste tegusõnade lihtminevik (Past Indefinite) moodustatakse tegusõna algvormist lõpu **-ed** abil. Kõigis pööretes on sama lõpp.

<i>algvorm</i>	work	play	want	live	study	stop
<i>Past Ind.</i>	worked	played	wanted	lived	studied	stopped

- a) kui sõna lõpeb **e-ga**, liidetakse ainult **-d**.
b) **y** kaashääliku järel muutub **i**-ks, millele liidetakse lõpp **-ed**.
c) ühekordse kaashäälikuga lõppevas sõnas, milles kaashäälikule eelneb lühike täishäälik, kahekordistub kaashäälik lõpus, millele liidetakse **-ed**.
d) lõpu **-ed** hääldamine oleneb tüve lõpphäälikust.

2. Ebareeglipärastel tegusõnadel muutub sõna tüve täishäälik või esineb eri vorm.

Näit. <i>algvorm</i>	do	go	read
<i>Past Ind.</i>	did	went	read

3. **Küsiavad** ja **eitavad** vormid moodustatakse abitegusõna do mineviku vormi **did** ja põhitegusõna **infinitiivi** abil. Küsivas vor-

mis seisab abitegusõna aluse ees, eitavas vormis seisab eitus **not** abitegusõna järel:

Did he know the town? He **did not** live there.

Tulevik.

1. Tulevik (Future Indefinite) moodustatakse abitegusõnade **shall** ja **will** ja põhitegusõna **infinitiivi** abil.

2. 1. pöördes ainsuses ja mitmuses tarvitatakse abitegusõna **shall**, 2. ja 3. pöördes **will**. Küsivas vormis seisab abitegusõna aluse ees; eitavas vormis seisab eitus **not** abitegusõna järel.

Näit. We **shall** go to the country tomorrow. **Will** Charles come with you? He **will not** leave town tomorrow.

Kestvad ajad.

Kestvad ajad (Continuous Tenses) väljendavad kõnesoleval momendil või perioodil lõpetamata tegevust olevikus, minevikus või tulevikus.

Kõnesolevat momenti või perioodi võib väljendada:

(1) *ajamäärusega või aega tähistava lausega:*

Now we are studying the 54th lesson. It was a bright day in February. The children were skating on the ice.

(2) *teise tegevusega, mida väljendame tegusõnaga üldajas:*
When I **entered** the hall, Comrade Tuisk was speaking.

Kestvad ajad moodustatakse abitegusõna **be** vastavate aegade ja põhitegusõna **-ing** vormi abil.

-ing vorm moodustatakse tegusõna algvormist lõpu **-ing** abil:

<i>algv.</i>	work	come	run	lie, die
<i>-ing vorm</i>	working	coming	running	lying, dying

Kui tegusõna algvorm lõpeb tumma **e-ga**, kaob **e** enne lõpu lisamist.

Kui ühekordsele kaashäälikule eelneb sõnas lühike täishäälik, kahekordistub kaashäälik enne lõpu lisamist.

Eri vormid on tegusõnadel: lie, die.

Oleviku ja mineviku kestvad vormid.

(Present Continuous, Past Continuous).

(1) Present Continuous moodustatakse abitegusõna **be olevikust** ja põhitegusõna **-ing** vormist. Küsivas vormis seisab abi-

tegusõna aluse ees, eitavas vormis seisab eitus **not** abitegusõna järel:

Peter and John **are going** home now. **Are** Peter and John going home now? Peter and John **are not** going home now.

(2) Past Continuous moodustatakse abitegusõna **be lihtminevikust** ja põhitegusõna **-ing** vormist. Küsivas vormis seisab abitegusõna aluse ees, eitavas seisab eitus **not** abitegusõna järel:

Peter and John **were going** home when we met them. **Were** Peter and John going home when we met them? Peter and John **were not going** home when we met them.

Present Continuous tõlgitakse eesti keelde tavaliselt olevikuga ja Past Continuous lihtminevikuga.

Käskiv kõneviis.

1. Tegusõna käskiva kõneviisi (The Imperative Mood) jaa-tava vormi **2.** pööre ainsuses ja mitmuses on ühesugune ja moodustatakse tegusõna algvormist.

Eitav vorm moodustatakse abitegusõna **do**, eituse **not** ja põhitegusõna **algvormi** abil:

Take that book. **Do not take** that book. Don't take that book (do not = don't). Võtke see raamat! Ärge võtke seda raamatut!

Käskiva kõneviisi **1.** ja **3.** pööre moodustatakse abitegusõna **let**, isikulise asesõna sihitise käände ja põhitegusõna **algvormi** abil.

Näit. Let us go back. Mingem tagasi!

Abi- ja modaaltegusõnad.

Abitegusõnad: be, do, shall, will.

Modaaltegusõnad: can, must, may.

Abitegusõnad ja modaaltegusõnad (Auxiliary and Modal Verbs) on põhitegusõna (iseseisva tegusõna) juurde kuuluvad abistavad sõnad.

Küsilausestes seisavad abi- ja modaaltegusõnad lause ees, põhitegusõna seisab aluse järel:

Does the train **leave** at 5? Kas rong väljub kell 5? **Shall** we **see** you tomorrow? Kas me näeme Teid homme?

Abi- ja modaaltegusõnad esinevad põhitegusõna asendajatena, asetegusõnadeha lühivastustes:

Did you meet Comrade Kask? Yes, I did (No, I did not. No, I

didn't). Can Fred help us? Yes, he **can** (No, he cannot. No, he **can't**). Kas te kohtasite sm. Kask'e? Jah, kohtasime. Kas Fred saab meid aidata? Jah, saab.

T e g u s õ n a b e.

1. Tegusõna **be** võib esineda põhitegusõnana tähenduses *olema, eksisteerima*:

We **are** at school. There **were** many children in the garden.

2. Abitegusõna **be** aitab moodustada kõiki kestvaid aegu (Continuous Tenses).

What **were** you **doing** when they came? Mida te (parajasti) tegite, kui nad tulid? We **were writing** our translation. Me kirjutasime oma tõlget.

3. Kõnekeeles tarvitatakse abitegusõna **be** järgmisi lühivorme:

I am	I'm	[aim]	we are	we're	[wiə]
he is	he's	[hi:z]	you are	you're	[juə]
she is	she's	[ʃi:z]	they are	they're	[ðeiə]
it is	it's	[its]			

is not	isn't	['iznt]
are not	aren't	['ɑ:nt]
was not	wasn't	['wɔ:znt]
were not	weren't	['wɛ:nt]

T e g u s õ n a d o.

1. Tegusõna **do** võib esineda põhitegusõnana tähenduses *tegema, täitma*:

Edith **did** her work well. Edith tegi oma töö hästi.

2. Abitegusõnana **do** aitab moodustada a) küsivat ja eitavat vormi olevikus ja lihtminevikus (Present Indefinite ja Past Indefinite):

Did you read the article yesterday? Kas sa lugesid seda artiklit eile?

b) käskiva kõneviisi 2. pöörde eitavat vormi.

Do not be late for the lesson. Ärge hilinege tundi!

3. Kõnekeeles tarvitatakse abitegusõna **do** järgmisi lühivorme:

do not	don't	['dɔ:nt]	does not	doesn't	['dɔ:znt]
did not	didn't	['didnt]			

Abitegusõnad shall ja will.

1. Abitegusõnad **shall** ja **will** aitavad moodustada tulevikku (Future Indefinite). Abitegusõna **shall** tarvitatakse 1. pöördes ainsuses ja mitmuses, **will** 2. ja 3. pöördes ainsuses ja mitmuses.

I shall translate the text. Paul and Ralph will be present too.

2. Kõnekeeles tarvitatakse abitegusõnadega **shall** ja **will** järgmisi lühivorme:

I shall	I'll	[aɪl]	they will	they'll	[ðeɪl]
he will	he'll	[hi:l]	shall not	shan't	[ʃɑ:nt]
we shall	we'll	[wi:l]	will not	won't	[ˈwɒnt]
you will	you'll	[ju:l]			

Modaaltegusõnad can, may, must.

1. Modaaltegusõnad on ebatäielikud ehk defektiivsed tegusõnad, neil puuduvad infinitiiv ja paljud teised tegusõna vormid.

2. Ainsuse oleviku 3. pöördes puudub neil lõpp -s:

Jim **can** play the piano. Lily **must** lay the table.

3. Modaaltegusõnu **can**, **may**, **must** tarvitatakse koos põhitegusõna infinitiiviga; pärast modaaltegusõnu ei tarvitata infinitiivi ees partiklit *to*. Modaaltegusõnad koos infinitiiviga väljendavad tegevuse teostamise võimalikkust või vajalikkust:

You **must** leave the classroom. Peate lahkuma klassist. **May** the boys **go** home? Kas poisid tohivad koju minna?

Can.

1. **Can** väljendab *oskust* või *võimelisust* teatud tegevuseks:

We can see everything. Me võime (suudame) näha kõike.

2. Tegusõnal **can** on järgmised vormid:

Pres. Indef.: I can, I cannot, can I? jt.

Past Indef.: I could, I could not, could I? jt.

Näit. Dick cannot skate. Can you teach him? Dick ei oska uisutada. Kas te saate teda õpetada?

3. Kõnekeeles tarvitatakse modaaltegusõnaga **can** järgmisi lühivorme:

cannot — can't [kɑ:nt]; could not — couldn't [ˈkʊdnt]

Must.

1. **Must** väljendab *tegevuse teostamise vajadust, sundust, kohustust*:

I must do my homework now. Ma pean nüüd oma koduseid ülesandeid tegema.

2. Tegusõnal **must** on järgmised vormid:

Pres. Indef.: I must, must I? jt.

Näit. When must you go? Millal te peate minema?

May.

1. **May** väljendab *lubamist (eitavas vormis ka keeldu), palvet*.

2. Tegusõnal **may** on järgmised vormid:

Pres. Indef.: I may, I may not, may I? jt.

Näit. You may take my pen. May I take a cup?

Tegusõna have.

1. Tegusõna **have** võib esineda põhitegusõnana tähenduses *omama (mul on)*.

I **have** a brother and a sister.

2. a. Eitavas vormis tarvitatakse tegusõna *have* eitusega *no* järgneva nimisõna ees.

I have **no** brother and **no** sister.

b. Lühivastustes tarvitatakse eitust *not*.

Have you a brother? No, I **have not**.

3. Tegusõna *have* võib esineda koos järgneva nimisõnaga eri tähendustes.

to have breakfast	einetama
to have dinner	lõunat sööma
to have supper	õhtust sööma
to have a good time	aega lõbusasti veetma

Eitav ja küsiv vorm niisugustest väljenditest moodustatakse abitegusõna *do* abil.

I have dinner at two. Ma süön lõunat kell 2.

I **don't** have dinner at four. Ma ei süõ lõunat kell 4.

When **do** you have dinner? Millal te süöte lõunat?

Infinitiiv.

1. Kui infinitiiv (Infinitive) järgneb iseseisva tähendusega tegusõnale, seisab infinitiivi ees partikkel **to**:

The boys begin **to** read. We want **to** listen to them. Father decided **to** go to the country on Saturday. Poisid hakkavad lugema. Me tahame kuulata neid. Isa otsustas laupäeval maale sõita.

2. Modaalteigusõnade järel esineb infinitiiv ilma partiklita **to**:

We **must go** at once. My friend **cannot come**, she is ill. Peame kohe minema. Mu sõber ei saa tulla, ta on haige.

XIV

MÄÄRSÕNA (ADVERB).

1. Küsivad määrsõnad: when? where? how? why?
Need määrsõnad võivad olla ka siduvateks sõnadeks, mis ühendavad kõrvallauseid pealauselega:

Why are you late, Bert? Tell us **why** you are late. Miks sa hilinesid, Bert? Ütle meile, mikس sa hilinesid?

2. Ajamäärsõnad: now, then, often, never, sometimes, always, soon, still, already, today, yesterday jt.

3. Kohamäärsõnad: here, there, everywhere, back, away jt.

4. Mõõtu, hulka, määra väljendavad määrsõnad: very, too, only, much, little jt.

5. Viisimäärsõnad: quickly, well.

XV

SIDESÕNA (CONJUNCTION).

Sidesõnad (Conjunctions) ühendavad üksikuid sõnu või ka terveid lauseid.

1. Rinnastavad sidesõnad: and, but, both... and jt.

Näit. I took the basket, **and** John took the bag. They fought **both** on sea **and** on land (nii merel kui ka maal).

2. Alistavad sidesõnad: that (et), when (kui), because, if jt.

He saw **that** the trees were full of monkeys. Ta nägi, et puud olid täis ahve.

3. Pea- ja kõrvallause või -lauseid ühendatakse põimlauseks sidesõnade või siduvate ase- ja määrsõnade abil:

They liked the doctor **because** he was good to them (sidesõna). They knew **where** he lived (siduv sõna — määrsõna). **When** school is over, we go home (sidesõna). Do you know **when** the train leaves (siduv sõna — määrsõna)?

XVI

LAUSELIKMED (PARTS OF THE SENTENCE).

1. Lause pealiikmed on alus (Subject) ja öeldis (Predicate); kõrvalliikmed on sihitis (Object), määrus (Adverbial), täiend (Attribute).

2. Alus väljendab tegijat; öeldis väljendab seda, mida öeldakse tegija kohta, selle tegevust või olukorda. Alus ja öeldis ühilduvad arvus ja isikus.

The bus **stops** there. The buses **stop** there. The boy **was tired**. The boys **were tired**.

3. Sihitis väljendab asja või isikut, millele on suunatud öeldisega väljendatud tegevus.

We study English. Jane sees us.

Kaudne sihitis väljendab isikut või asja, kelle või mille jaoks või heaks tegevus toimub (kellele? millele?). Kaudset sihitist tarvitatakse tegusõnadega give, tell, show, bring, teach, build, pay, owe, buy, write. Ta seisab vahenditult tegusõna järel.

Show them the pictures. Give Jim the ball. Can you tell us the time?

Eessõnaline sihitis väljendab eessõna ja sellele järgneva sõna (või sõnaderühma) abil asja või isikut, millele on suu-

natud tegevus (võrrelge käänete tarvitamist eesti keeles (peatükk XI).

The cake and the roses are from Frank. Our friends came with us. What did you say to the teacher?

Tegusõnaga say tarvitatakse eessõnalist sihitist; kaudset sihitist sellega tarvitada ei saa.

4. Määrusega väljendatakse aja-, koha-, viisi- jt. suhteid lauses.

The boat arrives at Dover at five o'clock. It is very early.

Tegusõnadega leave, enter tarvitatakse eesti keeles kohamäärust, inglise keeles sihitist.

Leave the room, boys! We entered the hall.

5. Täiend on nimisõna täiendav sõna ja kuulub eelneva või järgneva sõna juurde ees- või tagatäiendina.

The doctor has a large room. The doctor's room is light. The windows of the room are open.

6. Siduvate sõnade abil ühendatakse lauseliikmeid omavahel või iseseisvaid lauseid liitlauseiks.

Bill and Bertha will go to Brighton. Paul knows that he must be at the factory at seven.

XVII

SÕNADE JÄRJEKORD LAUSES (WORD ORDER).

1. Sõnade järjekord ingliskeelses laiendamata lihtlauses on järgmine: esimesel kohal seisab alus (Subject), teisel öeldis (Predicate). Laiendatud lihtlauses seisab kolmandal kohal sihitis (Direct Object) või kaudne sihitis (Indirect Object — kellele?), neljandal — eessõnaline sihitis (Prepositional Object) või määrus (Adverbial).

I	II	III	IV
Alus	Öeldis	Sihitis	Määrus
We	speak	English	at our English lessons.
Alus	Öeldis	Sihitis	Eessõnaline sihitis
I	thanked	my comrades	for their help.

2. Lauses, milles esinevad sihitis (keda? mida?) ja kaudne sihitis, seisab kaudne sihitis vahenditult öeldise järel.

I	II	III ¹	III
Alus	Öeldis	Kaudne sihitis	Sihitis
Dick	showed	Fred	his new book.

Kaudse sihitise asemel võib tegusõnadega give, tell, show jt. tarvitada eessõnalist sihitist. Eessõnaline sihitis seisab sihitise järel ja tõstab rohkem esile temaga väljendatud mõistet kui kaudne sihitis.

I	II	III	IV
Alus	Öeldis	Sihitis	Eessõnaline sihitis.
Dick	showed	his new book	to Fred (not to James).
	Give	the basket	to Maggie (not to Lily).

XVIII

LAUSELIIGID

(Kinds of Sentences)

Jutustav lause.

Jutustavas lauses kinnitatakse või eitatakse mingit fakti. Tal on langev intonatsioon:

The winter holidays are over. The workers meet at the club after working hours.

Eitavas lauses seisab eitus *not* põhitegusõna ees; tegusõna *be* puhul — põhitegusõna järel:

Clyde does **not** work at our factory. He is **not** our worker. Clyde ei tööta meie vabrikus. Ta ei ole meie tööline.

Käsklause.

Käsklause väljendab käsku või palvet. Lause lõpus on punkt; erilise rõhuga väljendatud lause lõpus — hüüumärk. Käsku väljendavat lauset hääldatakse langeva intonatsiooniga, palvet väljendavat lauset tõusva intonatsiooniga:

Open your textbooks. Open the window, please.

Käsklause algab öeldisega, alus enamasti puudub. Muidu on sõnade järjekord sama, mis jutustavas lauses.

Take the brown bag. Don't take that big suit-case.

Küsilause.

Küsimused võivad olla a) üldküsimused, b) eriküsimused ja c) valikküsimused.

(1) Üldküsimused.

Üldküsimused väljendavad *kahtlust*, *ebakindlust* ja nõuavad lühikest kinnitavat või eitavat vastust: **yes** või **no**.

Üldküsimus algab abi- või modaaltegu sõnaga. Vastuses esinevad pärast jaatust või eitust asesõna ja abi- või modaaltegu sõna. Üldküsimuse korral tõuseb hääle lõpus:

Did you take the diary, Mary? Yes, I did.

Can John come at five? No, he cannot.

(2) Eriküsimused.

Eriküsimused algavad küsiva sõnaga ja on suunatud eri lauseliikmele. Eriküsimustes langeb hääle lõpus.

Alusele suunatud küsimuses on sõnade järjekord sama, mis jutustavas lauses. Vastus koosneb nimi- või asesõnast ja abi- või modaaltegu sõnast:

Who comes after me? Bertha does. Who must do it? Harry must.

Teistele lauseliikmetele suunatud küsimustes on, nagu üldküsimusteski, põhitegu sõna teisel kohal ning alus esimesel. Abi- või modaaltegu sõna on sel korral aluse ees ja küsiv sõna abi- või modaaltegu sõna ees. Vastus peab olema täielik.

Eriküsimused lause kohta *The sailor put his bag on the ground.*

?	0	Alus	Öeldis	Sihitis	Määrus
What	did	the sailor	do	—	— ?
What	did	the sailor	put	—	on the ground?
Where	did	the sailor	put	his bag	— ?
		Who	put	the bag	on the ground?

(3) Valikküsimused.

Valikküsimused koosnevad kahest osast, mis on seotud sidesõnaga **or**. Valikküsimused algavad abi- või modaaltegu sõnaga. Lause esimese poole lõpus, enne sidesõna *or*, hääle tõuseb; lause teise osa lõpus hääle langeb.

Valikküsimus nõuab täielikku vastust:

Will they walk to the station or take the bus? They will walk.

Hüüdlause.

Hüüdlause väljendab mingit tugevat tunnet: rõõmu, üllatust, viha, vaimustust, pahameelt. Hüüdlause algab tavaliselt sõnadega **what, how**. Hüüdlause hääldatakse langeva intonatsiooniga:

What a good smell! How happy we are! Milline hea lõhn! Kui õnnelikud me oleme!

There is, there are.

Lausetes, milles esineb *there is, there are*, seisab öeldis **is** või **are** aluse ees; järgneb koha- või ajamäärus.

Eesti keelde tõlkimisel alustame koha- või ajamäärusega:

There are some flowers on the table. Laual on lilli. There is no meeting today. Täna pole koosolekut. Are there any letters in the box? Kas kastis on kirju?

Umbisikulised laused.

Asesõna **it** esineb alusena umbisikulistes lausetes, mis väljendavad *looduslikke nähtusi ja aega*:

It is winter. On talv. It was a cold February day. Oli külm veebruarikuu päev. It is late. On hilja. What time is it? Mis kell on? What date is it today? Mis kuupäev täna on?

XIX

NIMI- JA OMADUSSÕNADE TULETAMINE.

(DERIVATION OF NOUNS AND ADJECTIVES)

(1) Nimisõnade tuletamine:

a. liite **-er** abil:

work worker

speak speaker

play player

b. sõnade **liitmise** abil:

black + board = blackboard

class + room = classroom

foot + ball = football

ink + pot = ink-pot

bus + stop = bus-stop

garden + seat = garden-seat

(2) O m a d u s s õ n a d e t u l e t a m i n e :

liite -y abil

rain rainy

sun sunny

XX

SÕNADE POOLITAMINE. (DIVISION OF WORDS)

1. Sõnade poolitamine toimub hääldamisüksuste järgi:
pa-per, doc-tor, sta-tion, Eng-lish,
beau-ti-ful, stu-dent.

Tähele panna: th, ch, sh, ph, ck, ng moodustavad ühe hääliku ja neid tähti ei tohi lahutada.

2. Mitme konsonandi korral kuulub esimene neist eelmisesse silpi, järgmised järgnevasse silpi:

big-ger, cor-rect, swim-mer, coun-try, chil-dren, hun-dred.

3. Ühesilbiliselt hääldatavaid sõnu ei poolitata:

writes, life, house, fire.

Tähele panna: bl, pl, br, dr, tr moodustavad silbi ja kantakse koos üle:

ta-ble, peo-ple, cen-tre, li-brary.

Inglise keeles ei kanta üle vähem kui kolm tähte: li-brary.

4. Sõnu poolitatakse tuletusliidete ja muutelõppude järgi:

com-ing, teach-ers, numer-als, young-est.

XXI

SUURE ALGUSTÄHE TARVITAMINE.

1. Erinevalt eesti keelest kirjutatakse suure algustähega kuude ja päevade nimetused.

It is **Saturday**, the 7th of **September**.

2. Isikuline asesõna **I** kirjutatakse alati suure tähega.

When **I** come home, **I** wash my hands.

3. Sõnad **F**ather ja **M**other kirjutatakse suure algustähega, kui neid tarvitatakse ilma asesõnata või artiklita.

Võrreelge: My father is a seaman.

Ask **F**ather to help you.

4. Tiitlid Comrade, Mr., Mrs., Miss (preili) kirjutatakse suure algustähega järgneva nime ees.

I want to see **Comrade** Green. The boys passed **Mr.** Brown's shop.

5. Pealkirjas kirjutatakse põhisõnad suure algustähega. **What I Do on Sunday. The Country Mouse and the Town Mouse.**

EXERCISES

I

LUGEMISREEGLID.

Exercise 1.

Lugeda lugemisreeglite kohaselt:
sock send cap cup
but bank bed best
deck duck pig big

Exercise 2.

Lugeda lugemisreeglite kohaselt:
face save hole ice
use date brave hope
late try quite state

Exercise 3.

Lugeda lugemisreeglite kohaselt:
stop glad sell still
ink us kill hat
went well west six

Exercise 4.

Lugeda lugemisreeglite kohaselt:
paper music pupil
student open over
arrive decide invite

Exercise 5.

Lugeda lugemisreeglite kohaselt:
start part her large
park dirt port March
storm turn garden form

Exercise 6.

Lugeda lugemisreeglite kohaselt:
Clare more here
story shore cure
fire corner parents

Exercise 7.

Lugeda lugemisreeglite kohaselt:
cloud rain week
east may proud
found eat wait
toy coat lie

Exercise 8.

Lugeda lugemisreeglite kohaselt:
loud voice train
way sleep praise
three clean shout
few road food

Exercise 9. (Lessons 1—62).

[ou] or [au]
snow now town brown

grow blow how show
know down window yellow

Exercise 10.

ph, sh, ch lugemine:
Phil shout such

shut rich phone
fish lunch March

Exercise 11. (Lessons 1—62). Exercise 12. (Lessons 1—62).

[ɑ:], [ɔ:] or [ɔ]
war wash warm
talk last watch
after quarter swallow
ask wall fall

Ebareeglipärane lugemine:
enough tough young
course journey country
month colour honey

Exercise 13.

Lugeda sõnad:
old cold hold
child wild mild
find be'hind mind
right fight light

Exercise 14.

[s] or [k]
case place corn
cry nice cup
ice 'music 'victory

Exercise 15.

[d₃] or [j]
John Jane Jim
yes yellow year
jump James Jack

Exercise 16.

[θ] or [ð]
thousand thing thank
mother other weather
they them their
cloth Smith Thursday
then there this

II

INGLISE HÄÄLIKUTE HÄÄLDAMINE.

Exercise 17.

[p], [b]
pen Ben
pet bet
pat bat
pad bad

[t], [d]
ten den
tan Dan
tuck duck
tick Dick

[k], [g]
cap gap
cut gut
cot got

Exercise 18.

[t], [d], [n], [l]
ten den Ned led
tin din net let
dot not lot

Exercise 20.

„Hele“ ja „tume“ [l]
left leave land
smell sell apple
fill hill feel

Exercise 22

[w]

when week went
we will wet
war warm want
wash watch what

Exercise 24.

[f], [v], [w]

fine vine wine
feel veal wheel
fend vent went

Exercise 26.

[i:], [i]

eat it feel fill
leave live feet fit
seat sit need knit

Exercise 28.

[æ]

glad bad hat
bank blank cap
grammar actor tractor

Exercise 19.

[l], [n] sōna lōpul
bell well tell
man men pen

Exercise 21.

[ŋ]

bring sing ring
sang rang song
flying lying dying

Exercise 23.

[tʃ], [dʒ]

chess page
cheese jump
teach Jane
such John

Exercise 25.

[z]

is has does
lives loves gives
toys plays ways

Exercise 27.

[e]

sell smell send
spend west rest
deck wet best

Exercise 29.

[u:], [u]

school food fool
book took look

Exercise 30.

[ou]

hope home smoke
know snow blow
coat boat road

Exercise 32.

[ɔ:]

sport form corn
ball hall wall
talk walk chalk

Exercise 34.

[ɑ:], [ɔ:]

part farm March
pass class last
part — port
farm — form

Exercise 36.

[ai]

time ice nice
my sky fly
try fine line

Exercise 31.

[ʌ]

cup but shut
nut duck must
supper butter summer

Exercise 33.

[ɔ]

pot hot Tom
long strong song
John got not

Exercise 35.

[ei]

make made lake
face skate date
state late place

Exercise 37.

[eə]

Clare Mary
their chair
where parents

Exercise 38.

[ə]

girl her turn
work word world

III

RÖHK.

Exercise 39.

a 'black 'dog

a red line
a fine day

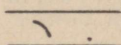
a good book
a green box
a red bag

Exercise 40.



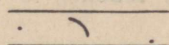
be'gin
decide
invite
along
across
myself
behind

Exercise 41.



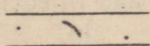
'swimmer
summer
sunny
funny
yellow
window
actor

Exercise 42.



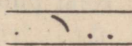
I 'know him
he likes it
we see her
they hear them
they help her

Exercise 43.



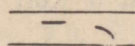
ə 'blækbɔɪd
ə 'bukkeɪs
ðə 'spɔːtsgraʊnd
ðə 'bʌsstɒp
ən 'ɪŋkɒt
maɪ 'həʊmwɜːk
ə 'sjʊrtkeɪs

Exercise 44.



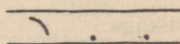
a 'family
a camera
a victory
an officer
an animal
a capital
a century

Exercise 45.



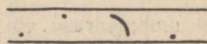
'thɪr'teen
'fɔːr'teen
'fiif'teen
'sɪks'teen
'seven'teen
'eɪgʰ'teen
'naɪn'teen

Exercise 46.



'wait for me
look at him
speak to her
listen to them
proud of her

Exercise 47.



in the morning
in the evening
at the table
in the building
in the garden

IV

NIMISÕNA.

Exercise 1. (Lessons 1—62).

Asetada mitmusesse; teha kõik muud vajalikud muudatused:

1. She is an old woman already. 2. Where did you buy this goose? 3. A child likes toys. 4. A man came up to me and asked me the way to the station. 5. A mouse was

eating cheese on the kitchen table when I came in. 6. This English teacher is an Englishman.

Exercise 2. (Lessons 1—62).

Translate into English:

a) 1. Opetaja raamat. 2. Tom'i päevik. 3. Sm. Paali sõbrad. 4. Meie sõbra vanemad. 5. Minu ema kiri. 6. Sinu õe hääl. 7. John'i fotoaparaat. 8. Kalju häälamine. 9. Üliõpilase vastus. 10. Papagoi sõnad. 11. Kapteni kajut.

b) 1. Klassi seinad. 2. Aprilli lõpp. 3. Doveri kaljud. 4. Jõe kaldad. 5. Kahekõne tekst. 6. Tema kleidi värv. 7. Mee lõhn.

c) 1. Tükk leiba. 2. Pudel piima. 3. Tass kohvi. 4. Taldrik võileibu. 5. Kott pähkleid. 6. Kast puuvilja. 7. Vaas lilledega.

Exercise 3. (Lessons 1—62).

Write in the plural:

toy, family, holiday, journey, century, library, play, way, Monday, country, party.

V

ARTIKKEL.

Exercise 4. (Lessons 1—27).

Täita lüngad umbmäärase või määrava artikliga:

1. There is — cake on the plate. John, take — cake and give it to Pete. 2. There is — book on your table. Put — book on my table. I want to read it in the morning. 3. Do you like — pictures in our classroom? 4. There is — mistake on the blackboard. Correct — mistake. 5. Do you know — boy who helps your friend? 6. There is — candle on your table. Take — candle to my room.

Exercise 5. (Lessons 38—49).

Täita lüngad umbmäärase või määrava artikliga, kus vajalik:

1. Jaak Taal works at — shoe factory. 2. There are seventy workers in — factory. 3. — workers have — club. 4. Jaak Taal is — good actor. 5. Mai Münt and Peet Pent are — good actors too. 6. On May Day — workers will have — play at — club. 7. Jaak Taal says that — play will be interesting.

Exercise 6. (Lessons 38—50).

Täita lüngad asesõnaga some, kus vajalik:

1. There are — sandwiches, not cakes on the plate. 2. There are — mistakes in your work. 3. I want to buy a camera. Show me — cameras, please. 4. There are — new words in this text. 5. There are — balls on the table. Choose one, please. 6. There are — socks, not shoes in the boxes. 7. Parrots and ducks are — birds.

Exercise 7. (Lessons 38—52).

Tarvitada mitmuses; umbmäärane artikkel asendada asesõnaga some või jätta ära:

1. This is an English book, not an Estonian book. 2. A child was playing in the garden when I entered it. 3. He is a teacher. 4. Give the child a nut and an apple. 5. I know a sailor who can help you. 6. She is a clever girl.

Exercise 8. (Lessons 1—62).

Täita lüngad umbmäärase artikliga, kus vajalik:

1. There is — garden behind our house. 2. There is — water in that inkpot. 3. Drink — cup — milk. 4. There is — honey in that cup. 5. There is — exercise on the blackboard. 6. This is — butter, not cheese. 7. This is — pencil, not — pen. 8. There is — water in that bottle, not milk. 9. Do you like — country life?

Exercise 9. (Lessons 1—62).

Täita lüngad määrava artikliga, kus vajalik:

1. We have no English lesson — Thursday. 2. — April is a spring month. 3. There are many flowers in our garden in — summer. 4. There are many clouds in — sky today. 5. There are many rainy days in — autumn. 6. Don't eat in — street. 7. In summer we like to lie in — sun. 8. — breakfast is at half past nine on — Sunday. 9. Will you be at — home at eight in — evening? 10. The train arrives at — Dover at four in — morning. 11. This girl can speak — Estonian and English. 12. — London is — capital of — England. 13. Tallinn is — capital of — Estonia.

VI

ASESÕNA.

Exercise 10. (Lessons 1—31).

Asendada nimisõnad omastavate asesõnadega his või her:

1. Kate's diary.
2. Fred's exercise.
3. William's ball.
4. Eve's father.
5. Rein's friends.
6. Mary's teacher.
7. Mother's hat.
8. My brother's room.

Exercise 11. (Lessons 1—56).

Asendada nimisõna sister nõutava isikulise või omastava asesõnaga:

1. William has a sister. Everybody likes —.
2. — is 18 years old.
3. — name is Jane.
4. — has a beautiful voice.
5. Everybody likes to listen to — because she sings so well.
6. — works very much.

Exercise 12. (Lessons 1—61).

Asendada pärisnimi Harvey nõutava isikulise või omastava asesõnaga:

1. Harvey was a rich American boy of fifteen.
2. When — was on — way to Europe, — fell into the sea.
3. Some sailors pulled — out of water.
4. When — opened — eyes again, — was lying on a bed in a small room.
5. A boy came up to — and asked — if — was well again.
6. Harvey asked the captain to take — to New York at once.
7. — told the captain that — father was a very rich man.
8. The captain could not take — to New York because it was the fishing season.
9. In autumn the boat went back to shore, and Harvey went home to — parents.

Exercise 13. (Lessons 1—62).

Tarvitada isikuliste asesõnade nõutavaid vorme:

1. The window is open; shut —, the room is cold already.
2. If you are hungry, I shall give — some sandwiches.
3. Ann will be in town tomorrow. We shall invite — to dinner.
4. The bag is full of nuts, empty —.
5. Here is your book. I found — in my room.
6. We must go there together. Wait for —. I can't come with you now.
7. I got two letters from Mother yesterday; read —.
8. Where is the captain? We want to speak to —.
9. When we needed a camera, our teacher gave — his camera.

VII

KÜSIV ASESONA JA MÄÄRSONA.

Exercise 14. (Lessons 1—37).

Täita lüngad küsivate asesõnadega who, what või küsivate määrsõnadega when, where, why:

1. — can help me? 2. — do you do your lessons? 3. — don't you know your lessons? 4. — can correct the mistake on the blackboard? 5. — do you go after lessons? 6. — are you at home? 7. — knows you here? 8. — are you so happy? 9. — is there in this bag?

Exercise 15. (Lessons 1—37).

Täita lüngad küsivate asesõnadega who, what või küsivate määrsõnadega when, where, why:

1. — do you see in that picture? 2. — must we write this exercise? 3. — has no paper? 4. — don't you work? 5. — does the bell ring? 6. — do you do in the morning? 7. — must go to the doctor today? 8. — is your friend Bill Baker? 9. — do you have for breakfast? 10. — don't you eat any cheese?

Exercise 16. (Lessons 38—45).

Täita lüngad küsivate määrsõnadega how, how many, how long:

1. — brothers and sisters have you? 2. — old is your sister? 3. — do you like my new dress? 4. — windows has this room? 5. — do you know that? 6. — did you stay in the country? 7. — do you say that in English? 8. — were you at Pärnu? 9. — did you spend the holidays?

Exercise 17. (Lessons 1—58).

Täita lüngad asesõna who vormidega:

1. — teaches you Estonian? 2. For — is this book? 3. — pencil-box is this? 4. — did the teacher ask at the lesson? 5. — is your best friend? 6. — do you know here? 7. With — did you go to the library on Saturday? 8. — money is that? 9. — did you meet on your way to the fruit shop?

VIII

EESSÕNA.

Exercise 18. (Lessons 1—27).

Täita lüngad koha-eessõnadega, kus vajalik:

1. In the morning Paul goes — school. 2. He is not late — school. 3. He is — school from eight to two. 4. There are many pupils — the streets in the morning. 5. Paul meets his friend — the bus-stop. 6. At eight o'clock Paul is — his classroom. 7. Lessons begin. The pupils take their books and copy-books — — their bags and put them — their desks. 8. At the English lessons some pupils go — the blackboard and write their home exercises — the blackboard. 9. When the bell rings, the pupils leave — room. 10. After lessons Paul goes — home. 11. When he comes home — school, he has dinner. 12. After dinner he goes — a walk. 13. At four o'clock he is — home and begins to do his lessons.

Exercise 19. (Lessons 1—29).

Täita lüngad koha- või aja-eessõnadega, kus vajalik:

1. Linda and Aino live — Viljandi. 2. They have some friends — Tallinn. 3. — summer Linda and Aino go — Tallinn to see their friends. 4. — fine days they go — the seaside. 5. There are many people — the seaside in summer. 6. Some people lie — the sun, others bathe — the sea. 7. It is interesting to watch the ships out — sea. 8. Linda and Aino like to go out — sea in a sailing-boat.

Exercise 20. (Lessons 1—37).

Täita lüngad eessõnadega by, for, in, on, to, with, kus vajalik:

1. Do you go to school — bus? 2. Do you live — the country or — town? 3. Do you pass — our schoolhouse when you go to work? 4. Do you go to the pictures — your friend? 5. Ask your friend to stay — dinner. 6. Do you have goose — dinner today? 7. There is no butter — the table. Go — the kitchen. There is some butter — a plate there. 8. Dinner is ready. Sit down — dinner. 9. We want to buy a goose — the New Year dinner.

Exercise 21. (Lessons 1—62).

Fill in the blanks with the prepositions at, by, for, in, of, to, with:

1. We are proud — our country. 2. Will you go to the club — tram? 3. Look — the picture on the wall. 4. Fred's dictation is full — mistakes. 5. Are you angry — him? 6. Wait — Fred at the street corner. 7. Invite your friends — dinner. 8. The dining-room smells — cheese. 9. When shall we arrive — Manchester? 10. When shall we get — Manchester? 11. It was a quarter to eight. Many people were waiting — the tram at the tram-stop. 12. Look — that boy. How well he skates! 13. I can't hear you. Speak — a loud voice. 14. Henry is very fond — his brother.

Exercise 22. (Lessons 1—62).

Fill in the blanks with the prepositions after, before, from, from-to, in, on, out of, to, under.

1. Always read the articles — the international situation in the newspapers. 2. If you get a letter — a friend, don't forget to answer it. 3. Go home — lessons. 4. Always wash your hands — dinner. 5. Take a rest — two — four. 6. Boys, don't put your hands — your pockets. 8. Don't put your head — — the window of a bus. 9. The wind is very strong today. Don't stand — that old tree.

IX

TEGUSÕNA.

Exercise 23. (Lessons 1—33).

Tarvitada eitavas vormis:

1. James comes home at five. 2. We spend the summer in the country. 3. Daisy's brother works at the tractor station. 4. Jack and Dick go for a walk after dinner. 5. They are hungry. 6. Fred Quin likes that picture. 7. This boy wants to be a seaman. 8. You are late to school today. 9. We have a chess club at our school. 10. Father and Mother are at home after six. 11. That girl cooks well. 12. There is an inkpot on that table. 13. I have a large table in my room. 14. My sister helps me to cook dinner.

Exercise 24. (Lessons 1—36).

Tarvitada küsivas vormis:

1. You study English at school.
2. Boys like to play football.
3. Mother knows where Comrade Green lives.
4. That English teacher is an Englishman.
5. They have a big room.
6. Their home is three kilometres from Tallinn.
7. There are many old trees in the town park.
8. I hear a noise.
9. You have a large dining-room at your school.
10. Kate wants to go home.
11. There are roses in that basket.
12. Mother buys milk, butter and cheese at the shop in Lane Street.

Exercise 25. (Lessons 1—53).

Asendada 1. pööre 3. pöördega; teha lauses kõik muud vajalikud muudatud:

1. I always have a good time at school parties.
2. I am tired today.
3. I am glad to see your friends.
4. I need some eggs.
5. I always forget your doctor's family name.
6. I don't eat much honey.
7. Do I know that play?
8. I have a parrot in my room.

Exercise 26. (Lessons 54—62).

Asetada mitmusesse; teha kõik muud vajalikud muudatud:

1. This worker reads the newspapers with great interest.
2. Is this girl fond of toys?
3. I am pleased with your answer.
4. Your answer is clear.
5. My sister is washing in the kitchen.
6. This road leads to the lake.
7. Our friend has little money.
8. At three o'clock the boy was fishing at the river.

Exercise 27. (Lessons 1—56).

Fill in the blanks with the Present Indefinite, Past Indefinite or Future Indefinite of the verb *be*:

1. Take away these boxes, they — empty.
2. It is four o'clock now. At six we — back.
3. — you at the station when the train arrived?
4. Take a rest, you — tired.
5. There — nobody in our classroom when I came to school.
6. Tomorrow your Estonian teacher — at school from nine to twelve.
7. The children — tired yesterday.
8. Who — your English teacher next year?
9. — you present at the meeting yesterday?
10. You work well, I — pleased with you.

Exercise 28. (Lessons 1—51).

Fill in the blanks with the Present Indefinite, Past Indefinite or Future Indefinite of the verb have:

1. Last year we — five very good pupils in our class; this year me — eight. 2. Next week we — no English lessons, our teacher is ill. 3. It is the 22nd of March today; on the 30th the eighth class — a party. 4. The boys and girls discussed the program yesterday, and Jenny — a good idea. They — an interesting dialogue at the party. 5. Jim — many friends, they will help him. 6. Last Thursday the children went to the country; they — a good time there.

Exercise 29. (Lessons 40—48).

Put into the Past Indefinite:

A sailor is on his way to a town where he wants to sell some bright red caps. The day is very hot, and the sailor is tired. He decides to take a rest. He sees a large tree. He puts his bag on the ground, opens it, takes out a cap and puts it on his head. Then he lies down under the tree and goes to sleep.

Two hours pass. The sailor wakes up and takes his bag. There are no caps in it, it is empty. He hears a noise in the tree. He looks up and sees that the tree is full of monkeys. All the monkeys have bright red caps on their head.

“Give me back my caps,” cries the sailor.

The monkeys hear his angry voice and look at him; not one monkey takes off his cap.

The sailor is very angry. He doesn't know what to do. So he takes off his cap and throws it on the ground. He cries in a loud voice. “Take this cap too.” And what happens then? The little animals take their caps off and throw them on the ground. The sailor puts the caps in the bag and goes on his way.

Exercise 30. (Lessons 40—53).

Esitada küsimused sõrendatud sõnadele; teha vajalikud muudatused tegusõna vormides:

1. The boys packed their things before breakfast. 2. They took only a small suit-case with them. 3. They went to the station by tram. 4. They arrived at Hampton at

twelve. 5. Many monkeys were ill in Africa. 6. A swallow brought Dr. Dolittle that news in December. 7. The swallow got warm in Dr. Dolittle's home. 8. The doctor said to the animals, "We can go to Africa". 9. The parrot had many friends in Africa. 10. The journey lasted six long weeks.

Exercise 31. (Lessons 1—61).

Use the Past Indefinite:

A Clever Parrot.

A man (have) a parrot. The parrot (can) only say the words, "Of course".

The parrot always (give) the same answer to every question.

The man (need) money. So he (decide) to sell the parrot.

"Who will buy my parrot?" he (cry) in the street: "Twenty dollars for my parrot".

A young man (turn) to the parrot and (say), "Shall I pay twenty dollars for you?"

"Of course", (answer) the parrot.

The young man (be) so pleased that he (give) twenty dollars for the bird and (take) it home.

Soon he (understand) that "of course" were the only words the parrot (know).

One day a friend (come) to see the young man. The young man (show) him the parrot and (say), "It was foolish of me to throw so much money away."

"Of course," (cry) the bird.

Exercise 32. (Lessons 1—52).

Use the Past Indefinite and the Future Indefinite:

1. We live in the country in autumn. 2. Every year in June Mike comes to see us. 3. In summer Ann gets up early. 4. Ben does his homework in the afternoon. 5. The girl feels tired after the journey.

Exercise 33. (Lessons 1—62).

Present Indefinite, Present Continuous or Future Indefinite:

1. I must finish my work quickly. My friends
— for me in the park.

wait

2. Do you see the sailor who — a cigar?
3. Ned needs thirty dollars. Sam — him the money tomorrow.
4. Frank always — his parents.
5. Where are your friends? Dan — his boat, and Nelly — supper.
6. Betty can't do that exercise. Who — her?
7. Every month George — his mother some money.

smoke
give

obey
clean
cook
help
send

Exercise 34. (Lessons 54—61).

Past Indefinite or Past Continuous:

1. The child — when we found him in the garden.
2. We — the program yesterday.
3. When we entered the music room, James — the piano.
4. When Harvey came on deck, the men — up the boats.
5. Aino took her copy-book and — the mistakes in the dictation.
6. When George was ill, his friends — him the lessons every day.

sleep
change
play

pull

correct

bring

Exercise 35. (Lessons 1—62).

Täita lüngad tegusõna infinitiiviga (partikliga to või ilma):

1. We can't — to the library today.
2. Does Maud want — a doctor or a teacher?
3. Do you like — to music?
4. We tried — the tin, but we couldn't.
5. Must we — present at that meeting?
6. May we — that newspaper?
7. When did you decide — the program?
8. You must not — late to school.

go
become
listen
open
be
take
change
be

TÖLKEHARJUTUSED.

Exercise 36. (Lessons 1—30).

Translate into English:

Mida me teeme tööpäevadel.

1. Tööpäevadel me tõuseme kell 7.
2. Me peseme ja riietume.
3. Siis me einetame ja läheme kooli.
4. Meile meeldib käia koolis.
5. Meil on koolis palju sõpru.
6. Pärast tunde me läheme koju.
7. Kodus me aitame ema katta lauda.
8. Kui lõuna on valmis, me istume lauda.
9. Meie ema on hea kokk.
10. Pärast lõuna-sööki me peseme sööginõusid.
11. Siis me läheme jalutama.
12. Meie linnas on suur park.
13. Me käime pargis jalutamas.
14. Kui me tuleme koju, me teeme oma koolitöö.
15. Me teeme oma koolitöö hästi.

Exercise 37. (Lessons 1—28).

Translate into English:

Sport ja mängud.

1. Meile meeldivad sport ja mängud.
2. Meie koolil on suur spordiväljak.
3. Seal me jookseme, hüppame ja mängime mängu.
4. Paljud poisid mängivad jalgpalli.
5. Tüdrukud ei mängi jalgpalli, kuid nad mängivad korvpalli.
6. Meil toimuvad koolis jalgpalli- ja korvpallivõistlused.

Exercise 38. (Lessons 1—36).

Translate into English:

Tallinn suvel.

1. Me elame Tallinnas.
2. Tallinn ei ole väga suur linn.
3. Me armastame oma linna.
4. Tallinnas me võime sõita välja merele mootorpaadiga või purjepaadiga.
5. Suvel me võime sõita mereranda.
6. Ilusa ilmaga (on fine days) on mererannas palju inimesi.
7. Nad lamavad päikese käes, mängivad palli ja suplevad meres.
8. Tallinnas on suur park.
9. Pargis on palju vanu puid.
10. Pühapäeviti käivad paljud inimesed pargis jalutamas.

Exercise 39. (Lessons 1—39).

Translate into English:

Kahekõne.

Aino: Kui suur on teie perekond?

Linda: Meid on ainult neli.

Aino: Kas sul on õde või vend?

Linda: Mul on vend.

Aino: Mul on kolm venda. Kui vana on sinu vend?

Linda: Ta on 18 aastat vana.

Aino: Kas ta on õpilane?

Linda: Jah, ta on 11. klassis.

Aino: Kas ta on hea vend?

Linda: Jah, ta aitab mind alati (*always* seisab tegusõna ees).

Kas sinu vennad aitavad sind?

Aino: Jah, nad on head poisid.

Linda: Kas su vennad mängivad malet?

Aino: Jah, nad mängivad malet hästi. Tule meid laupäeval vaatama! Poisid mängivad alati malet laupäeval. Tule oma vennaga!

Exercise 40. (Lessons 1—59).

Translate into English:

Poodniku kassid.

Uhel poodnikul oli kass ja kassipoeg. Ta armastas neid väga. Uhel päeval tuli (üks) sõber teda vaatama. Ta nägi kaht auku toa ukseks. Üks auk oli suur, teine (the other) oli väike. Ta küsis poodnikult: „Miks on ukseks kaks auku?“

„Need on kasside jaoks,“ ütles poodnik.

„Kuid miks sa tegid (make) kaks auku?“

„Kuidas võib suur kass käia läbi väikese augu?“ ütles poodnik.

„Väga õige (true), kuid kassipoeg võib käia läbi suure augu.“

„Muidugi,“ ütles poodnik, „kui rumal ma olin.“

Exercise 41. (Lessons 1—62).

Translate into English:

Betty Flint.

I

1. Minu nimi on Betty Flint. 2. Ma sündisin Bristolis 25. veebruaril 1944. a. 3. Mu isa oli sõdur. Ta suri 1945. a. 4. Ta oli ainult kolmkümmend aastat vana, kui ta suri. 5. Ma elan ema juures. 6. Mu ema on tööline. 7. Kui ma olin 6 aastane, hakkasin ma koolis käima (läksin kooli). 8. Nüüd olen ma juba 13 aastat vana.

II

9. Talvel ma elan linnas. 10. Suvel ma käin maal. 11. Mu vanaisa ja vanaema elavad maal. 12. Ma armastan vanaisa ja vanaema väga. 13. Mu vanavanemad ei ole rikkad, kuid mõnikord saadavad nad meile raha (some money). 14. Nad teavad, et me vajame nii palju asju. 15. Ema töötab palju (hard), kuid meil on vähe raha.

III

16. Praegu on juuli. 17. Ma veedan (Future Indefinite) augustikuu maal. 18. Ma sõidan vanavanemate juurde (to). 19. Mul on hea meel sõita maale. 20. Ma pakkisin eile asjad. 21. Ema tõi mulle pileti (määrava artikliga). 22. Nüüd on kõik (everything) valmis. 23. Kell 11 olen (Future Indefinite) ma jaamas ja kell 2 olen ma maal. 24. Seal töötan ma (Future Indefinite) aias. Öhtupoolikul käin ma (Future Indefinite) pikkadel jalutuskäikudel (for long walks). 25. Augustis on jõevesi (the water in the river) soe. 26. Maal ma suplen (Future Indefinite) iga päev ja joon palju piima. 27. Mulle meeldib maaelu.

XI

ANTONYMS.

Exercise 42. (Lessons 1—58).

Give antonyms:

it is late

sell the camera

he is present

she is ill
the box is full
in front of the house
ask him

begin your work
put on the new dress
enter the room
shut the window

Exercise 43. (Lessons 1—62).

Give antonyms:

a large room
a big boy
an old woman
a foolish answer
a bad boy
hot weather
a good question

a clean table-cloth
a rich man
warm water
a sunny day
the first lesson
a black dress

VOCABULARY TO LESSONS

LESSON 2.

bus buss
desk koolilaud; kirjutuslaud
book raamat
pen sulg; sullepea
lamp lamp
man mees; inimene
dog koer
cat kass
red punane
big suur
black must
hat kübar, kaabu
cap müts
nest pesa
hen kana
pan pann
cup tass
clock seina-, lauakell
flag lipp
and (rõhuta [ænd]) ja (*sidesõna*)

LESSON 3.

plate taldrik
cake kook
rose roos
line joon; rida
tube tuub
face nägu
nose [nouz] nina
plane lennuk
fly kärbes
tulip tulp
pine mänd

LESSON 4.

I mina
my minu, (minu) oma

see nägema
I see näen
copy-book ['kɔpibuk] vihik
green roheline
box karp; kast
bag kott
take võtma; võta! võtke!

LESSON 5.

John Hill.

John [dʒɔn] pn.
name nimi
'pupil õpilane
go minema; käima
school [sku:l] kool
go to school koolis käima; kooli mi-
nema
street tänav
in 'Lane Street Lane'i tänaval
like meeldima; armastama
I like my school mulle meeldib minu
kool
be olema
Present Indefinite ['preznt in'definit]
olevik
he tema (*meess.*)
she tema (*naiss.*)
it tema (*kesks.*)

LESSON 6.

At School.

lesson ['lesn] õppetund; õppetükk
six kuus
at school [ət 'sku:l] koolis
Sep'tember september
summer suvi

is over on möödast
 we (rõhuta [wi]) meie
 we go to school me läheme kooli
 back tagasi
 study ['stʌdi] õppima
 English ['iŋɡliʃ] inglise keel
 speak kõnelema; rääkima
 read lugema
 write kirjutama
 five viis

LESSON 7.

At Home.

seven ['sevn] seitse
 home kodu; koju
 at home kodus
 two [tu:] kaks
 at two o'clock [ət'tuə'klɒk] kell
 kaks
 when kui
 sister õde
 sisters ['sistəz] õed
 they nemad
 help aitama; abi
 they help nad aitavad
 mother ['mʌðə] ema
 cook keetma; kokk
 'dinner lõuna
 have [hæv] dinner — lõunat sööma
 three [θri:] kolm

LESSON 8.

I Go to School.

eight [eit] kaheksa
 live [liv] elama
 house [haus] maja
 number ['nʌmbə] number
 No. = number
 one [wʌn] üks
 by bus bussiga
 meet kohtama, kokku saama
 friend [frend] sõber
 friends [frendz] sõbrad
 at the bus-stop bussipeatuses
 you [ju:] (rõhuta [ju]) teie; sina

LESSON 9.

What is This? What is That?
 nine [nain] üheksa
 what mis, mida
 this see
 that too, see seal
 textbook õpik
 on peal, peale
 on my desk minu koolilaual
 'under all, alla
 under my textbook minu õpiku all
 'pencil-box pinal
 in sees, sisse
 in my bag kotis
 blackboard ['blækbɔ:d] tahvel
 chalk kriit
 'go to the 'blackboard mine tahvli
 juurde
 yes jah
 no ei
 not mitte
 'pencil pliiats

LESSON 10.

My Friend Fred Quin

ten kümme
 teacher õpetaja
 doctor arst
 his tema (omastav asesõna); (tema)
 oma
 too ka
 brother ['brʌðə] vend
 officer ['ɒfisə] ohvitser
 often ['ɒfn] sageli
 go to see külastama
 him teda (meess.)
 father ['fɑ:ðə] isa
 have [hæv] omama
 he has [hæz] tal on

LESSON 11.

A B C.

eleven [i'levn] üksteist
 oh [ou] oh
 well nii

now [nau] nüüd
know [nou] teadma

LESSON 12.

At the Lesson.

twelve [twelv] kaksteist
at the lesson tunnis
begin [bi'gin] algama, alustama
time aeg
what time is it? mis kell on
it is nine o'clock kell on üheksa
stand up püsti tõusma
your [jɔ:] (rõhuta [jɔ]) sinu; teie
(omastav asesõna); (sinu, teie)
oma
seat iste
take your seat istu! istuge!
take your seats istuge!
sit down istuma
open [ʹoupn] avama
four [fɔ:] neli
text tekst
well hästi
shut sulgema
their [ðeə] nende (omast. asesõna),
(nende) oma

LESSON 13.

School is Over.

thirteen [ʹθe:ʹti:n] kolmteist
school is over koolitöö on lõppenud
bell (kooli-) kell
ring helisema
say ütlema
good-bye [gudʹbai] head aega
leave lahkuma
room [rum] ruum; tuba
put [put] panema
them (rõhuta [ðəm]) neid; nad (si-
hitise kääne)
together [təʹgeðə] koos

LESSON 14.

I Get Up.

fourteen [ʹfɔ:ʹti:n] neliteist
get up tõusma
wash pesema

dress riietuma
breakfast [ʹbrekfəst] hommikueine
have breakfast [ʹhæv ʹbrekfəst] ei-
nestama (hommikul)
with [wið] koos; -ga (kaasaütl.)
say good-bye (to) head aega ütlema,
hüvasti jätma
put on selga panema
coat mantel, palitu

LESSON 15.

I Come Home from School.

fifteen [ʹfi:fʹti:n] viisteist
come [kʌm] tulema
from (rõhuta [frəm]) -st; -lt
from school koolist
take off (seljast) ära võtma
put away [əʹwei] ära panema
hand käsi
ready valmis
table [ʹteibl] laud
lay the table lauda katma
sit down to dinner (lõunasöögiks)
lauda istuma

LESSON 16.

At the Seaside. I

sixteen [ʹsiksʹti:n] kuusteist
seaside [ʹsi:saɪd] mererand
at the seaside mererannas
sea meri
in summer suvel
bathe [beið] suplema
swim ujuma
swimmer ujuja
lie lamama
sun päike
in the sun päikese käes
watch jälgima
ship laev
boat paat
out välja, väljas
out at sea väljas merel
cliff kalju
the cliffs of [əv] Dover Doveri kal-
jud
infinitive [inʹfinitiv] infinitiiv

LESSON 17.

At the Seaside. II

seventeen ['sevn'ti:n] seitseteist
 want tahtma
 'sailor madrus, meremees
 he wants to be a sailor ta tahab
 saada meremeheks
 seaman ['si:mən] meremees
 motor-boat mootorpaat
 go in a boat paadiga sõitma
 or vōi; ehk
 'sailing-boat purjepaat, purjelaev
 go out to sea merele minema
 look at (the cliffs) (kaljusid) vaa-
 tama
 white valge
 fish kala; kalastama
 go fishing kalal käima
 boy poiss
 very much väga
 they like it very much see meeldib
 neile väga
 where [wəə] kus, kuhu
 when [wen] millal

LESSON 18.

Sports and Games. I

eighteen ['ei'ti:n] kaheksateist
 sport sport
 game mäng
 girl tütarlaps
 'sportsground spordiväljak
 run jooksuma
 jump hüppama
 play mängima
 winter talv
 in winter talvel
 go skating uisutamas käima
 go sailing laevaga sõitmas käima
 go bathing suplemas käima
 skate uisutama
 'skating-rink liuväli
 at the skating-rink liuväljal

LESSON 19.

Sports and Games. II

fine ilus; tore
 day päev
 on fine days ilusa ilmaga
 foot [fut] jalg
 ball [bɔ:l] pall
 football ['futbɔ:l] jalgpall
 basket [ˈbɑ:skit] korv
 basketball korvpall
 her tema (naiss. omastav asesõna);
 (tema) oma
 player mängija
 sometimes ['sɑmtaimz] mõnikord
 rainy vihmane
 chess male
 club klubi
 at the club klubis
 interesting ['intrəstɪŋ] huvitav

LESSON 20.

Be Friends

twenty kakskümmend
 be olema; ole! olge!
 America [ə'merikə] Ameerika
 fall down maha kukkuma
 break [breik] murdma
 arm käsivars
 take to (the doctor) viima (arsti
 juurde)
 why miks
 always ['ɔ:lwəz] alati
 fight [fait] võitlema; kaklema
 me (rõhuta [mi]) mind; mulle
 they fight me nad tulevad mulle kal-
 lale
 work töö; töötama
 worker tööline
 that (rõhuta [ðæt]) et
 people ['pi:pl] inimesed; rahvas
 must (rõhuta [məst]) peab, peavad
 life elu
 'better parem
 for (rõhuta [fə]) eest; jaoks
 for a better life parema elu eest

LESSON 21.

In the Classroom. I

'classroom klass, klassiruum
ask [ɑ:sk] küsima
who [hu:] kes
'absent puuduv
be absent puuduma
today täna
late hilja
he is late ta hilines
excuse my coming late [iks'kju:z]
vabandage, et ma hilinesin
tell ütlemä; käskima
you must not be late sa ei tohi
hilineda
answer ['ɑ:nsə] vastus; vastama
question ['kwɛstʃ(ə)n] küsimus

LESSON 22

In the Classroom. II

out of (the schoolbag) -st, (millegi)
seest, (koolikotist)
page lehekülj
open your books at page three avage
raamatud leheküljel kolm
make tegema
many ['meni] palju
mis'take viga
translate [trɑ:ns'leit] tõlkima
Estonian [es'touniən] eesti keel
Estonia [es'touniə] Eesti
into ['intu:] (rõhuta [intu, intə])
-sse
translate into Estonian tõlkige eesti
keelde

LESSON 23.

Rain, No Game.

rain vihm
no game mängu ei ole
George [dʒɔ:dʒ] pr.
about (the match) millegi kohta;
millestki, -st (võistlusest)
last viimane

match võistlus
word sõna
put up your hand tõsta käsi
comrade ['kəmrid] seltsimees
give [giv] andma

LESSON 24.

Bed in Summer.

bed voodi
go to bed magama minema
night öö
at night öösel; pimedas
yellow ['jelou] kollane
candle küünal
light valgus
by candle-light küünalvalgusel
quite üsna, hoopis
other ['ʌðə] teine, muu
quite the other way hoopis vastu-
pidi
I have to go ma pean minema
by day päeva ajal

LESSON 25.

What I Do on Sunday. I

do [du:] tegema
Sunday ['sʌndi] pühapäev
if kui (tingimuslausetes)
it is fine (today) (täna) on ilus ilm
walk jalutuskäik
go for a walk jalutama minema; ja-
lutamas käima
after ['ɑ:ftə] pärast
take the bus bussiga sõitma
town [taun] linn
park park
it is rainy (today) (täna) on vih-
mane
picture ['piktʃə] pilt
go to the pictures kinno minema;
kinos käima
I do my lessons ma õpin (teen oma
koolitööd)
Saturday ['sætədi] laupäev
meeting ['mi:tiŋ] koosolek

LESSON 26.

What I Do on Sunday. II

'week-day tōöpäev
 for dinner lõunaks
 have dinner lõunastama
 factory [ˈfæktəri] vabrik
 us (rõhuta [əs]) meid; meile
 with us meiega
 some [səm] (rõhuta [səm]) mõned,
 mõni
 have a good time aega lõbusalt veet-
 ma
 because [biˈkəʊz] sest et
 Monday [ˈmʌndi] esmaspäev
 'morning hommik
 her [hæ:] (rõhuta [hə]) teda, temale
 (naiss.)
 personal pronoun [ˈpə:sn(ə)] 'prou-
 naun] isikuline asesõna

LESSON 27.

Our Classroom.

our [ˈaʊə] meie (omast. asesõna);
 (meie) oma
 large suur
 light valge
 for (the teacher) (rõhuta [fə])
 (õpetaja) jaoks
 ink tint
 'inkpot tindipott
 wall sein
 there [ðeə] seal
 exercise [ˈeksəsaiz] harjutus
 translation [trænzˈleɪʃ(ə)n] tõlge
 correct [kə'rekt] parandama
 diary [ˈdaɪəri] päevik (mitm. diaries)
 write down üles kirjutama
 'homework kodused ülesanded

LESSON 28.

Kittens or Apples. I

kitten [ˈkitn] kassipoeg
 apple õun
 Mr. Brown [braun] härra Brown
 Mr. lühend sõnast mister
 little väike

fruit [fru:t] puuvili
 shop kauplus
 sell müüma
 place asetama, paigutama; koht
 in front of [inˈfrʌnt əv] (the shop)
 (kaupluse) ees, ette
 a piece of paper [əˈpi:is əv ˈpeɪpə]
 paberitükk
 please palun
 also [ˈɔ:lsou] samuti
 full [fʊl] of (apples) täis (õunu)
 pass mööduma
 then siis
 only [ˈounli] ainult
 still ikka veel

LESSON 29.

Kittens or Apples II

Englishman [ˈɪŋglɪʃmən] inglane
 of [əv] (rõhuta [əv]) eessõna omast.
 käände moodustamiseks

LESSON 30.

In the Country.

thirty [ˈθɜ:ti] kolmkümmend
 country [ˈkʌntri] maa (vastand lin-
 nale)
 in the country maal
 kilometre [ˈkɪləmi:tə] kilomeeter
 spend veetma
 at my brother's (place) oma venna
 juures
 place koht
 'state farm sovhoos
 work on a state farm sovhoosis töö-
 tama
 nice kena
 house [haus] maja (mitm. houses
 [ˈhauzɪz])
 'kitchen köök
 'garden aed
 tree puu
 field [fi:ld] põld
 work in the fields põllul töötama
 all kõik
 all day kogu päev

'tractor traktor
'tractor station traktorijaam
station ['steif(ə)n] jaam

LESSON 31.

The Country Mouse and the
Town Mouse. I.

mouse [maus] hiir (*mitm. mice*)
in town linnas
glad rõõmus
I am glad mul on heameel
ask paluma
stay (to dinner) (lõunaks) jääma
thank tänama
thank you tänan (sind, teid)
thing asi, ese
dinner things sööginõud
corn teravili
herself [hə'self] tema ise
she says to herself ta ütleb endamisi
funny naljakas, imelik
what a funny dinner! missugune
naljakas lõuna!
cheese juust
come to my place tule minu poole
so nii
go to town linna minema, sõitma
possessive [pə'zesiv] pronoun omas-
tav asesõna

LESSON 32.

The Country Mouse and the
Town Mouse. II

hungry näljane
eat sööma
eat up ära sööma
here siin
'suddenly äkki
hear kuulma
noise müra
I can (come) võin (tulla)
every ['evri] iga

LESSON 33.

The Country Mouse and the
Town Mouse. III

'dining-room söögituba
smell lõhn
but (rõhuta [bət]) kuid, aga
trap lõks
show [ʃou] näitama
something ['sʌmθɪŋ] midagi
kill tapma
any ['eni] mõni (*eitavas ja küsivas
lauses*)

LESSON 34.

We Have Breakfast.

knife nuga (*mitm. knives*)
spoon lusikas
egg muna
egg-cup munapeeker
coffee ['kɒfi] kohvi
coffee-pot kohvikann
bread [bred] leib
butter või
sugar ['ʃugə] suhkur
I take sugar in my coffee ma joon
kohvi suhkruga
milk piim
food toit

LESSON 35.

How Many.

how many ['hau 'meni] kui palju,
mitu
second ['sek(ə)nd] sekund
sixty kuuskümmend
minute ['minit] minut
hour tund
week nädal
month [mʌnθ] kuu
fifty viiskümmend
year [jɛr] aasta

LESSON 36.

How to Choose Geese.

how [hau] kuidas
choose valima

goose [gu:s] hani (mitm. geese
gi:s])
end lõpp
December [di'sembə] detsember
England ['iŋglənd] Inglismaa
buy [bai] ostma
new [nju:] uus
counter ['kauntə] lett
tough [taɪ] vintske
happy ['hæpi] õnnelik
numeral ['nju:m(ə)r(ə)l] arvsõna
forty ['fɔ:ti] nelikümmend
seventy ['sevnti] seitsekümmend
eighty ['eiti] kaheksakümmend
ninety ['nainti] üheksakümmend
hundred [hʌndrəd] sada
thousand ['θauz(ə)nd] tuhat

LESSON 37.

Back at School.

part osa
holiday ['hɒlɪd(ə)i] püha
winter holidays talvine koolivaheaeg
January ['dʒænjʊəri] jaanuar
again [ə'gen] uuesti, jälle
party koosviibimine
dis'cuss arutama
program ['prɒgræm] eeskava
dance [dɑ:ns] tantsima
dance tants
sing laulma
singer ['siŋə] laulja
song laul
actor näitleja
de'cide otsustama
play näidend
phonetics [fə'netiks] foneetika
'grammar grammatika
child [tʃaɪld] laps (mitm. children
['tʃɪldr(ə)n])

LESSON 38.

We are Six.

we are six meid on kuus
my'self mina ise
family perekond
old [ould] vana

music ['mju:zɪk] muusika
shoe [ʃu:] king
eight hours a day kaheksa tundi
päevas
'working hours töötunnid
the week-end nädalalõpp
pronunciation [prənʌnsi'eɪf(ə)n]
hääldamine
date kuupäev

LESSON 39.

Solomon Grundy.

Solomon ['sɒləmən] pu.
born sündinud
I was born ma sündisin
Tuesday ['tju:zdi] teisipäev
married ['mærid] abiellunud
Wednesday ['wenzdi] kolmapäev
ill haige
Thursday ['θɜ:zdi] neljapäev
worse [wɜ:s] haigem
Friday ['fraɪdi] reede
die [dai] surema
died [daɪd] suri; surnud
buried ['berɪd] maetud
fill in täitma
blank lünk

LESSON 40.

At the Skating-rink.

the weather ['weðə] ilm
cold külm
skates uisud
'after'noon pärastlõuna, õhtupoolik
in the afternoon pärast lõunat
yesterday ['jestədi] eile
bright ere
a bright day selge päev
cloud pilv
sky taevas
such niisugune
February ['februəri] veebruar
ice jää
on the ice liuväljal
tired ['taɪəd] väsinud
Past [pa:st] Indefinite lihtminevik
form moodustama
'sentence lause

LESSON 41.

A Dialogue

dialogue ['daɪəlɒɡ] kahekõne
 'how do you 'do? tere!
 present ['preznt] kohal
 be present kohal olema
 guest [ɡest] külaline
 about (ninety people) umbes (90 ini-
 mest)
 pleased with (our party) rahul (meie
 peoõhtuga)
 everybody ['evribɔdi] kõik; igaüks
 you know, Clare... tead, Clare...
 have on (a new dress) kandma (uut
 kleiti)
 what is your dress like? kuidas näeb
 välja su kleit?
 use tarvitama

LESSON 42.

Doctor John Dolittle. I

Dolittle ['dɒlɪtlɪ] *pn.*
 (many years) a'go (palju aastaid)
 tagasi
 'grandfather vanaisa
 'grandmother vanaema
 small väike
 be'hind taga
 Sarah ['sɛərə] *pn.*
 animal ['ænim(ə)l] loom
 bird lind
 duck part
 pig siga
 'parrot papagoi
 Polynesia [pɒli'ni:ziə] *pn.*
 angry with (her brother) pahane
 (venna peale)
 affirmative [ə'fæ:mətɪv] jaatav
 negative ['negətɪv] eltav
 interrogative [ɪntə'rɒɡətɪv] küsiv

LESSON 43.

Dr. John Dolittle. II

poor [puə] vaene
 dirty räpane, must

everywhere ['evriweə] kõikjal, igal
 pool
 walk kõndima; jalutama
 clever ['klevə] tark
 money ['mʌni] raha
 hole auk
 sock sokk
 run, ran jooksuma
 after järel, järele
 best parim
 world maailm
 say, said [sed] ütleva
 true [tru:] õige
 that's true = that is true see on õige
 'anything midagi (eitavas ja küsivas
 lauses)
 talk kõnelema, vestlema
 learn [lɜ:n] õppima
 language ['læŋgwɪdʒ] keel

LESSON 44.

The Months and the Seasons.

season aastaaeg; hooaeg
 spring kevad
 autumn ['ɔ:təm] sügis
 March märts
 April ['eɪprɪl] aprill
 May mai
 June [dʒu:n] juuni
 July [dʒu:'laɪ] juuli
 'August ['ɔ:ɡəst] august
 name nimetama; nimi
 which mitmes; kes, missugune (tea-
 tud arvust või hulgast)
 what missugune
 whom [hu:m] keda, kelle, kellele

LESSON 45.

The Sailor and the Caps. I

'happen juhtuma
 'Africa Aafrika
 way tee
 on his way teel
 through [θru:] läbi
 forest ['fɒrɪst] mets

hot kuum, palav
 rest puhkama; puhkus
 take a rest puhkama
 on the ground maha, maas
 see, saw nägema
 put, put panema
 take, took võtma
 head [hed] pea
 lie, lay lamama, lebama
 lie down pikali heitma
 go, went minema
 sleep magama, uni
 go to sleep uinuma

LESSON 46.

The Sailor and the Caps. II

wake up, woke up ärkama
 'empty tühi
 in the tree puu otsas
 monkey ['maŋki] ahv
 cry hüüdma; nutma
 throw [θrou], threw [θru:] viskama
 loud vali
 voice hääli
 in a loud voice valju häälega
 do [du:], did tegema
 give, gave andma
 hear [hiə], heard [hə:d] kuulma
 quarter ['kwɔ:tə] veerand
 half [haif] pool
 past [paist] mööda; möödas

LESSON 47.

Going to Brighton.

going to Brighton ['brai(ə)n] sõit
 Brightonisse
 tomorrow [tə'mərou] homme
 grandparents vanavanemad (vanaisa
 ja vanaema)
 train rong
 leave väljuma
 pack pakkima
 before enne
 suit-case ['sjutkeis] kohver
 tram tramm
 'ticket pilet

'ticket-office piletikassa
 corner nurk
 so that nii et
 window ['windou] aken
 arrive [ə'raiv] saabuma
 Future ['fju:tʃə] Indefinite lihttulevik
 make up (sentences) moodustama
 (lauseid)

LESSON 48.

What Shall We Do Today?

Maggie ['mægi] *pn.*
 hill kungas; mägi
 beautiful ['bjutiful] ilus
 the Thames [temz] *pn.*
 idea [ai'diə] mõte, idee
 start alustama; teele asuma
 lunch keskpäeva-eine
 'sandwich (kahe viilakuga) võileib
 of course [əv'kɔ:s] muidugi
 get ready valmis panema, valmis
 seadma
 camera ['kæməərə] fotoaparaat
 sunny päikesepaisteline
 take pictures pildistama, ülesvõtteid
 tegema

LESSON 49.

Dr. Dolittle's Journey to Monkeyland. I

journey [dʒəni] reis
 land maa
 evening ['i:vnɪŋ] õhtu
 swallow ['swəlou] pääsuke
 bring, brought tooma
 news uudis
 be cold külma tundma
 I am cold mul on külm
 soon varsti
 get, got saama; hankima
 warm soe
 get warm soojenema
 won't you go kas sa ei tahaks minna
 next järgmine
 early ['ɔ:li] vara, varane
 come, came tulema
 last kestma
 long pikk

tell, told jutustama
hurrah [hu'ra:] hurraa!
how long kui kaua

LESSON 50.

Dr. Dolittle's Journey to
Monkeyland. II

build [bild], built ehitama
grass rohi
(the) sick (monkeys) haige, kuid:
the monkeys are ill
another [ə'nʌðə] teine, veel üks
well terve
nobody [ˈnəʊbədi] ei keegi
know, knew teadma
gorilla [gə'ri:lə] gorilla
everything kõik, iga asi
that [ðæt] (rōhuta [ðət]) kes, mis
(siduv ases.)
need vajama
pay maksma
in'vite külla kutsuma
honey ['hʌni] mesi
nut pähkel
I am sorry mul on kahju
for'get unustama
hope lootma
imperative [im'perətiv] käskiv kv.
chair [tʃeə] tool

LESSON 51.

My Bonnie is Over the
Ocean.

bonnie siin: kallim
ocean ['ouʃ(ə)n] ookean
blow [blou] puhuma
ye teie (luulekeeles)
the wind [wind] tuul
over the ocean teispool ookeani
begin, began alustama, algama
(study) hard kõvasti, tublisti
(õppima)
seasick merehaige
become, became saama, muutuma

LESSON 52.

At the Club. I

toy mänguasi
same sama
hall saal
library [laibrəri] raamatukogu
newspaper [nju:spɛɪpə] ajaleht
listen (to) ['lɪsn] kuulama
radio ['reɪdiou] raadio
in the picture pildil
door [dɔ:] uks
open avatud
shut suletud
woman ['wʊmən] (mitm. women
['wɪmɪn]) naine
letter kiri
India India
Indian india
article artikkel
international [ɪntə'næʃn(ə)l] rahvus-
vaheline
situation [sɪtju'eɪʃ(ə)n] olukord
Present Continuous ['preznt kən'tɪn-
juəs] kestev olevik
short lühike

LESSON 53.

At the Club. II

wait for (a friend) ootama (sõpra)
bookcase ['bukkeɪs] raamatukapp
vase [vaɪs] vaas
vase of flowers vaas lilledega
flower ['flaʊə] lill
piano ['pjænoʊ] klaver
young [jʌŋ] noor

LESSON 54.

A Spring Day in England.

lake järv
road tee
'garden-seat aiapink
bottle pudel
tin konservikarp
cloth laudlina
colour ['kʌlə] värv

what colour is... mis värvi on...
blue [blu:] sinine
near [niə] lähedal
brown [braun] pruun
a'long piki, mööda
than (rõhuta [ðən]) kui (võrdluses)
little vähe
few [fju:] vähe

LESSON 55.

Vladimir Ilyich Lenin.

leader juht
be fond of armastama
'elder (brother) vanem (vend)
a foreign ['fɔrin] language võõrkeel
lively ['laivli] elav
'run a'bout ringi jooksma
'enter sisse astuma
university [juni'vɜ:siti] ülikool
can, could [kud] suutma, oskama
finish ['finiʃ] lõpetama
student ['stju:d(ə)nt] üliõpilane
condition [kən'diʃ(ə)n] tingimus, olu-
kord
the working class töölisklass
Russia ['rʌʃə] Venemaa
interest ['intrist] huvi
found asutama
the Bolshevik Party bolševike partei
lead, led juhtima, viima
whole [houl] terve, kogu
love [lʌv] armastama
positive ['pɔzitiv] algvõrre
comparative [kəm'pærətiv] keskvõrre
superlative [sju'pɛ:lətiv] ülivõrre
worse [wɜ:s] halvem
the worst [wɜ:st] halvim
whose [hu:z] kelle
noun nimisõna
following ['fɔlouɪŋ] järgnev, järgmine
verb [vɜ:b] verb

LESSON 56.

Captains Courageous. I

Harvey Cheyne ['hɑ:vi 'tʃein]
captain ['kæptin] kapten

courageous [kə'reidʒəs] julge, vahva
Europe ['juərəp] Euroopa
rich rikas
smoke suitsetama; suits
strong kange, tugev
cigar [si'gɑ:] sigar
make sick südant pahaks tegema
fall, fell langema, kukkuma
eye [ai] silm
lying -ing vorm tegusõnast lie
smell of (fish) lõhnama millegi järele
water ['wɔ:tə] vesi
come up to ligi astuma
pull [pul] tõmbama
will (you) tahad (sa)
drink, drank jooma
eat, ate [et] sööma
storm torm
quickly kiiresti
dad isa (koduselt)
he wants to see you ta tahab sinuga
kokku saada
on deck pardal, tekil
at once [wʌns] otsekohe
send saatma
obey [ə'bei] sõna kuulama
Past Continuous kestev minevik

LESSON 57.

Captains Courageous. II
get (to New York) saabuma (kuhugi)
shore [ʃɔ:] (mere-) kallas, rand
'pocket tasku
find [faɪnd], found leidma
wet märg
'dollar dollar
change [tʃeɪndʒ] muutuma; muutma
we can't [kɑ:nt] (go back) meie ei
saa (tagasi minna)
a little (work) natuke
shout karjuma, hüüdma
enough [i'nʌf] küllalt, küllaldane
dirty siin: närune
owe [ou] võlgnema
clear selge
turn pöörduma
cabin ['kæbin] kajut

LESSON 58.

Captains Courageous. III

sit up, sat up istukile tõusma
 nothing [ˈnʌθɪŋ] ei midagi
 foolish [ˈfuːlɪʃ] rumal
 lose [luːz], lost kaotama
 I am sorry vabandage mind
 I am here to say that I am sorry ma
 tulin vabandust paluma
 that's all right hüva!
 try püüdma
 empty tühjendama
 last night eile õhtul
 ah-ha [ɑˈhɑː] ahaa!
 fish (mitm. fish) kala
 save päästma
 clean puhastama
 may I? tohin ma?
 'supper õhtusöök
 time kord
 for the first time esimest korda
 feel, felt tundma
 group [gru:p] grupp
 proud of (it) uhke (sellele)

LESSON 59.

London.

London [ˈlʌndən] pn.
 capital [ˈkæpɪtl] pealinn

city [ˈsɪti] suurlinn
 the City Londoni kesklinn
 million [ˈmɪljən] miljon
 already [ɔːlˈredi] juba
 Tacitus [ˈtæsɪtəs] pn.
 business (centre) [ˈbɪznɪs] äri, äriine
 (keskus)
 centre [ˈsentə] keskus
 century [ˈsentʃʊri] sajand
 grow [grəʊ] kasvama
 port sadam
 both [bəʊθ] mõlemad
 bank kallas
 industrial [ɪnˈdʌstriəl] tööstuslik
 right parem
 river [ˈrɪvə] jõgi
 left vasak
 east ida
 west lääts
 'West End (linnaosa Londonis)
 'East End (linnaosa Londonis)
 building [ˈbɪldɪŋ] hoone
 miserable [ˈmɪzərəbl] vilets
 dirt mustus
 the poor vaesed
 nation [ˈneɪʃ(ə)n] rahvus
 parliament [ˈpɑːləmənt] parlament
 tower [ˈtauə] torn
 the Tower vana linnus Londonis
 bridge [brɪdʒ] sild

ALPHABETIC VOCABULARY

A

about [ə'baʊt] 23 *prep.* (millegi) kohta, millestki; 41 *adv.* ümber, ringi; umbes
absent ['æbs(ə)nt] 21 *a.* puuduv
to be absent puuduma
actor ['æktə] 37 *n.* näitleja
affirmative [ə'fə:mətɪv] 42 *a.* jaatav
Africa ['æfrɪkə] 45 *pn.* = Aafrika
after ['ɑ:ftə] 25 *prep.* pärast; taga, järel(e)
afternoon ['ɑ:ftə'nu:n] 40 *n.* pärastlõuna, õhtupoolik
in the afternoon pärast lõunat
again [ə'geɪn] 37 *adv.* uuesti, jälle
ago [ə'gəʊ] 42 *adv.* (teatav aeg) tagasi
all [ɔ:l] 30 *pron.* kõik
all day kogu päev
all right hüva
along [ə'lɒŋ] 54 *prep.* piki, mööda
already [ɔ:l'reɪdɪ] 59 *adv.* juba
also ['ɔ:lsəʊ] 28 *adv.* samuti, ka
always ['ɔ:lwəz] 20 *adv.* alati
America [ə'merɪkə] 20 *pn.* Ameerika
and (rõhuta [ænd]) 6 *conj.* ja
angry (with) ['æŋgrɪ] 42 *a.* pahane, vihane (kellegi peale)
animal ['ænɪm(ə)l] 42 *n.* loom
another [ə'nʌðə] *pron.* 50 teine, veel üks
answer ['ɑ:nsə] 21 *v.* vastama; *n.* vastus
any ['eni] mõni (eitavas ja küsivas lauses)
anything 43 *pron.* midagi (eitavas ja küsivas lauses)

apple ['æpl] 28 *n.* õun
April ['eɪprɪl] 44 *n.* aprill
arm [ɑ:m] 20 *n.* käsivars
arrive [ə'raɪv] 47 *v.* saabuma
article ['ɑ:tɪkl] 52 *n.* artikkel
ask [ɑ:sk] 21 *v.* küsima; paluma
at 6 *prep.* juures, -s
August ['ɔ:gəst] 44 *n.* august
autumn ['ɔ:təm] 44 *n.* sügis
away [ə'wei] 15 *adv.* ära

B

back [bæk] 6 *adv.* tagasi
bag [bæg] 4 *n.* kott
ball [bɔ:l] 19 *n.* pall
bank [bæŋk] 59 *n.* kallas
basket ['bɑ:skɪt] 19 *n.* korv
basketball ['bɑ:skɪtbɔ:l] 19 *n.* korvpall
bathe [beɪð] 16 *v.* suplema
be [bi:] 5 *v.* olema
be cold ['bi:'kəʊld] 49 külmetama
beautiful ['bjʊtɪfʊl] 48 *a.* ilus
because [bi'kɔ:z] 26 *conj.* sest et
become [bi'kʌm] 51 *v.* muutuma, saama
bed 24 *n.* voodi
go to bed magama minema
before [bɪ'fɔ:] 47 *prep.* enne
begin [bɪ'gɪn], **began** [bɪ'gæn] 12 *v.* algama, alustama
behind [bɪ'hɑɪnd] *prep.* 42 taga, taha
bell 13 *n.* (kooli-) kell
Bertha ['bɛ:θə] *pn.*
best 43 *a.* (ülivõrre sõnast good) parim
better ['beta] 20 *a.* (keskvõrre sõnast good) parem

big 2 *a.* suur
 bird [bɔ:d] 42 *n.* lind
 black [blæk] 2 *a.* must
 blackboard ['blækbɔ:d] 9 *n.* tahvel
 blank [blæŋk] 39 *n.* lünk
 blow [blou] 51 *v.* puhuma
 blue [blu:] 54 *a.* sinine
 boat [bout] 16 *n.* paat, laev
 go in a boat paadiga sõitma
 (the) Bolshevik Party ['bɔ:lʃevik
 'pɑ:ti] 55 bolševike partei
 bonnie ['bɔ:ni] 51 *n.* kallim
 book [buk] 2 *n.* raamat
 bookcase ['bukkeis] 53 *n.* raamatu-
 kapp
 born [bɔ:n] 39 *v.* sündinud
 both [bouθ] 59 *pron.* mõlemad
 bottle ['bɔ:tl] 54 *n.* pudel
 box [bɔks] 4 *n.* karp; kast
 boy [bɔi] 17 *n.* poiss
 bread [bred] 34 *n.* leib
 break [breik] 20 *v.* murdma
 breakfast ['brekfæst] 14 *n.* hommiku-
 eine
 have breakfast einestama (hommi-
 kul)
 bridge [brɪdʒ] 59 *n.* sild
 bright [braɪt] 40 *a.* ere
 a bright day selge päev
 Brighton ['braɪt(ə)n] *pn.*
 bring [brɪŋ], brought [brɔ:t] 49 *v.*
 tooma
 brother ['brʌðə] 10 *n.* vend
 brown [braun] 54 *a.* pruun
 build [bild], built [bilt] 50 *v.* ehi-
 tama
 building ['bɪldɪŋ] 59 *n.* hoone
 buried ['berɪd] 39 *v.* maetud
 bus [bʌs] 2 *n.* buss
 by bus bussiga
 business ['bɪznɪs] 59 *n.* äri
 bus-stop ['bʌsstɒp] 8 *n.* bussipeatus
 at the bus-stop bussipeatuses
 but (rõhuta [bət]) 33 *conj.* kuid, aga
 butter ['bʌtə] 34 *n.* või
 buy [baɪ] 36 *v.* ostma

by 8 *prep.* juures, abil
 by bus bussiga
 by day päeva ajal

C

cabin ['kæbɪn] 57 *n.* kajut
 cake [keɪk] 3 *n.* kook
 camera ['kæməərə] 48 *n.* fotoaparaat
 can [kæn], (rõhuta [kən]), could
 [kud] (rõhuta [kəd]) 32 *v.* võin,
 võisin; suudan, suutsin
 candle ['kændl] 24 *n.* küünel
 cap [kæp] 2 *n.* müts
 capital ['kæpɪtl] 59 *n.* pealinn
 captain ['kæptɪn] 56 *n.* kapten
 cat [kæt] 2 *n.* kass
 centre ['sentə] 59 *n.* keskus
 century ['sentʃuri] 59 *n.* sajand
 cigar [si'gɑ:] 56 *n.* sigar
 chair [tʃeə] 50 *n.* tool
 chalk [tʃɔ:k] 9 *n.* kriit
 change [tʃeɪndʒ] 57 *v.* muutuma;
 muutama
 cheese [tʃi:z] 31 *n.* juust
 chess [tʃes] 19 *n.* male
 child [tʃaɪld] 37 *n.* laps
 children ['tʃɪldr(ə)n] lapsed
 choose [tʃu:z] 36 *v.* valima
 city ['sɪti] 59 *n.* suurlinn
 the City Londoni kesklinn
 classroom ['kla:srʊm] 21 *n.* klass,
 klassiruum
 clean [kli:n] 58 *v.* puhastama
 clear [kliə] 57 *a.* selge
 clever ['klevə] 43 *a.* tark
 cliff [klɪf] 16 *n.* kalju
 clock [klɒk] 2 *n.* kell
 nine o'clock kell üheksa
 cloth [klɒθ] 54 *n.* laudlina
 cloud [klaud] 40 *n.* pilv
 club [klʌb] 19 *n.* klubi
 coat [kəʊt] 14 *n.* mantel, palitu
 coffee ['kɒfi] 34 *n.* kohv
 coffee-pot ['kɒfɪpɒt] 34 *n.* kohvikann
 cold [kəʊld] 40 *a.* külm
 colour ['kʌlə] 54 *n.* värv;
 what colour is... mis värvi on...
 come [kʌm], came 15 *v.* tulema

comparative [kəm'pærətɪv] 55 *n.* kesk-võrre
 comrade [ˈkɒmriːd] 23 *n.* seltsimees
 condition [kən'diʃ(ə)n] 55 *n.* tingimus, olukord
 cook [kʊk] 7 *n.* kokk; *v.* keetma
 copy-book [ˈkɒpiːbʊk] 4 *n.* vihik
 corn [kɔːn] 31 *n.* teravili
 corner [ˈkɔːnə] 47 *n.* nurk
 correct [kə'rekt] 27 *v.* parandama
 counter [ˈkaʊntə] 36 *n.* lett
 country [ˈkʌntri] 30 *n.* maa
 in the country maal
 courageous [kə'reɪdʒəs] 56 *a.* vahva, julge
 cry [kraɪ] 46 *v.* hüüdma; nutma
 cup [kʌp] 2 *n.* tass

D

dad [dæd] 56 *n.* isa, taat (*famil.*)
 dance [daɪns] 37 *v.* tantsima; *n.* tants
 date [deɪt] 38 *n.* kuupäev
 day [deɪ] 19 *n.* päev
 eight hours a day kaheksa tundi päevas
 December [dɪ'sembə] 36 *n.* detsember
 decide [dɪ'saɪd] 37 *v.* otsustama
 deck [dek] 56 *n.* tekk, laevalagi
 on deck pardal
 desk [desk] 2 *n.* koolilaud, kirjutuslaud
 dialogue [ˈdaɪəlɒɡ] 41 *n.* kahekõne
 diary [ˈdaɪəri] 27 *n.* päevik
 die [daɪ] 39 *v.* surema
 dinner [ˈdɪnə] 7 *n.* lõuna;
 have dinner lõunatama
 sit down to dinner lõunalauda istuma
 dining-room [ˈdaɪnɪŋrʊm] 33 *n.* söögituba
 dirt [dɜːt] 59 *n.* mustus
 dirty [ˈdɜːti] 43 *a.* räpane, must; 57 nārune
 discuss [dɪsˈkʌs] 37 *v.* arutama
 do [duː], did [dɪd] 25 *v.* tegema; 15 (abi ja aseverb)

I do my lessons teen oma koolitööd
 doctor [ˈdɒktə] 10 *n.* arst
 dollar [ˈdɒlə] 57 *n.* dollar
 dog [dɒɡ] 2 *n.* koer
 door [dɔː] 52 *n.* uks
 down [daʊn] 12 *adv.* maha, maas, alla, all
 dress [dres] 14 *v.* riietuma
 drink [drɪŋk], drank [dræŋk] 56 *v.* jooma
 duck [dʌk] 42 *n.* part

E

early [ˈɜːli] 49 *adv.* vara; *a.* varane
 east [iːst] 59 *n.* ida
 East End linnaosa Londonis
 eat, ate [et] 32 *v.* süüa
 eat up 32 *v.* ära süüa
 egg [eg] 34 *n.* muna
 egg-cup [ˈegkʌp] 34 *n.* munapeeker
 eight [eɪt] 8 *num.* kaheksa
 eighteen [ˈeɪtiːn] 18 *num.* kaheksateist
 eighty [ˈeɪti] 36 *num.* kaheksakümend
 eleven [ɪˈlevn] 11 *num.* üksteist
 elder [ˈeldə] 55 *a.* vanem (kellestki)
 empty [ˈem(p)ti] 46 *a.* tühi; 58 *v.* tühjendama
 end [end] 36 *n.* lõpp
 England [ˈɪŋɡlənd] 36 *pn.* Inglismaa
 English [ˈɪŋɡlɪʃ] 6 *n.* inglise keel; *a.* inglise; ingliskeelne
 Englishman [ˈɪŋɡlɪʃmən] 29 *n.* inglane
 enough [ɪˈnʌf] 57 *a.* küllalt, küllaldane
 enter [ˈentə] 55 *v.* sisse astuma
 Estonia [esˈtəʊniə] *pn.* 22 Eesti
 Estonian [esˈtəʊniən] 22 *n.* eesti keel; eestlane; *a.* eesti, eestikeelne
 Europe [ˈjʊərəp] 56 *pn.* Euroopa
 evening [ˈiːvniŋ] 49 *n.* õhtu
 every [ˈevri] 32 *pron.* iga
 everybody [ˈevribɒdi] 41 *pron.* kõik, igauks

everything ['evriθiŋ] 50 *pron.* kõik, iga asi
everywhere ['evriwəə] 43 *adv.* kõikjal, iganpool
excuse [iks'kju:z] 21 *v.* vabandama
excuse my coming late vabandage, et ma hilinesin
exercise ['eksəsaiz] 27 *n.* harjutus
eye [ai] 56 *n.* silm

F

face [feis] 3 *n.* nägu
factory ['fæktəri] 26 *n.* vabrik
fall [fɔ:l], fell [fel] 20 *v.* kukkuma
family ['fæmili] 38 *n.* perekond
father ['fɑ:ðə] 10 *n.* isa
February ['februəri] 40 *n.* veebruar
feel [fi:l], felt [felt] 58 *v.* tundma
few [fju:] 54 *pron.* vähe
field [fi:ld] 30 *n.* põld, väli
work in the fields põllul töötama
fifteen ['fi:f'ti:n] 15 *num.* viisteist
fifty ['fifti] 35 *num.* viiskümmend
fight [fait], fought [fɔ:t] 20 *v.* võitlema; kaklema
fill in ['fil 'in] 39 *v.* täitma
find [faɪnd], found [faund] 57 *v.* leidma
fine [faɪn] 19 *a.* ilus, tore
finish ['fi:niʃ] 55 *v.* lõpetama
first [fɜ:st] 37 *num.* esimene
fish [iʃ] (mitm. fish) 17 *n.* kala; *v.* kalastama;
go fishing kalal käima
five [faɪv] 6 *num.* viis
flag [flæg] 2 *n.* lipp
flower ['flauə] 53 *n.* lill
fly [flai] 3 *n.* kärbes
following ['fɒləuɪŋ] 55 järgnev
fond, be fond (of) 55 armastama
food [fu:d] 34 *n.* toit
foolish ['fu:liʃ] 58 *a.* rumal
foot [fʊt] (mitm. feet) 19 *n.* jalg
football ['fʊtbɔ:l] 19 *n.* jalgpall
for (rõhuta [fə]) 20 *prep.* jaoks; eest; -ks
foreign ['fɒrɪn] 55 *a.* välis-, välismaine

foreign language võõrkeel
forest ['fɒrɪst] 45 *n.* mets
forget [fə'get], forgot [fə'gɒt] 50 *v.* unustama
form [fɔ:m] 40 *v.* moodustama
forty ['fɔ:ti] 36 *num.* nelikümmend
four [fɔ:] 12 *num.* neli
fourteen ['fɔ:t'i:n] 14 *num.* neliteist
found [faund] 55 *v.* asutama
Friday ['fraɪdi] 39 *n.* reede
friend [frend] 8 *n.* sõber
from (rõhuta [frəm]) 15 *prep.* -st, -lt; juurest
fruit [fru:t] 28 *n.* puuvili
full [ful] 28 *a.* täis
funny ['fʌni] 31 *a.* naljakas, imelik
future ['fju:tʃə] 47 *n.* tulevik

G

game [geɪm] 18 *n.* mäng
garden ['gɑ:dn] 30 *n.* aed
garden-seat ['gɑ:dnsti:t] 54 *n.* aiapink
George [dʒɔ:dʒ] 23 *pn.*
get [get], got [gɒt] 49 *v.* saama; hankima; 57 saabuma
get up tõusma
girl [gɜ:l] 18 *n.* tütarlaps
give [gɪv], gave 23 *v.* andma
glad [glæd] 31 *a.* rõõmus
I am glad mul on heameel
go [gəu], went [went] 5 *v.* minema; käima
good [gʊd] 7 *a.* hea
good-bye [gʊd'baɪ] 13 head aega
say good-bye (to) hüvasti jätma
goose [gʊ:s] (mitm. geese [gi:s]) 36 *n.* hani
gorilla [gə'rɪlə] 50 *n.* gorilla
grammar ['græmə] 37 *n.* grammatika
grandfather ['grændfɑ:ðə] 42 *n.* vanaisa
grandmother ['grændmʌðə] 42 *n.* vanaema
grandparents ['grændpeərənts] 47 *n.* vanaisa ja vanaema, vanavanemad
grass [grɑ:s] 50 *n.* rohi
great [greɪt] *a.* suur
green [gri:n] 4 *a.* roheline

ground [graund] 45 *n.* maa, maapind
group [gru:p] 58 *n.* grupp
grow [grou] 59 *v.* kasvama
guest [gest] 41 *n.* külaline

H

half [ha:f] 45 *n.* pool
hall [hɔ:l] 52 *n.* saal
hand [hænd] 15 *n.* käsi
happen [ˈhæpn] 45 *v.* juhtuma
happy [ˈhæpi] 36 *a.* õnnelik
hard [hɑ:d] 51 *adv.* kõvasti; *a.* kõva
hat [hæt] 2 *n.* kübar
have [hæv] 10 *v.* omama;

I have a new dress mul on uus kleit;

I have a new dress on mul on uus kleit seljas;

I have to go ma pean minema

he (rõhuta [hi]) 5 *pron.* tema (meess.)

head [hed] 45 *n.* pea

hear [hiə], heard [hɛ:d] 32 *v.* kuulma

help [help] 7 *v.* aitama; *n.* abi

hen [hen] 2 *n.* kana

her [hɛ:] (rõhuta [hə]) 33 *pron.* (sihit.) teda, temale (*naiss.*); 19 *pron.* tema (oma)

herself [hɛ'self] 31 *pron.* tema ise she says to herself ta ütleb endamisi

here [hiə] 32 *adv.* siin

hill [hil] 48 *n.* kungas, mägi

him [him] 10 *pron.* (sihit.) teda; temale (*meess.*)

his [hiz] 10 *pron.* tema (oma)

hole [houl] 43 *n.* auk

holiday [ˈhɔlɪdeɪ] 37 *n.* püha
winter holidays talvine koolivaheaeg

home [houm] 7 *n.* kodu; koju
at home kodus

homework [ˈhoumwɜ:k] 27 *n.* kodused ülesanded

honey [ˈhʌni] 50 *n.* mesi

hope [houp] 50 *v.* lootma

hot [hɒt] 45 *a.* kuum, palav

hour [ˈaʊə] 35 *n.* tund
house [haus] (mitm. houses [ˈhauziz]) 8 *n.* maja
how [hau] 36 *adv.* kuidas
how many kui palju, mitu
how long kui kaua
how do you do? tere!
hundred [ˈhʌndrəd] 36 *num.* sada
hungry [ˈhʌŋgri] 32 *a.* nälgane

I

I [ai] 4 *pron.* mina

ice [ais] 40 *n.* jää
on the ice liuväljal

idea [aiˈdiə] 48 *n.* mõte, idee

if [if] 25 *conj.* kui (*tingimuslausetes*)

ill [il] 39 *a.* haige

imperative [imˈperətɪv] 50 *n.* käskiv

in [in] 9 *prep.* sees, sisse

in front of [in ˈfrʌnt əv] 28 ees, ette

infinitive [inˈfɪnɪtɪv] 16 *n.* infinitiiv

India [ˈɪndiə] 52 *pn.* India

Indian *a.* india

industrial [inˈdʌstriəl] 59 *a.* tööstuslik

ink [ɪŋk] 27 *n.* tint

inkpot [ˈɪŋkpɒt] 27 *n.* tindipott

interest [ˈɪntrɪst] 55 *n.* huvi

interesting [ˈɪntrəstɪŋ] 19 *a.* huvitav

international [ɪntəˈnæʃn(ə)l] 52 *a.* rahvusvaheline

interrogative [ɪntəˈrɒɡətɪv] 42 *a.* küsiv

into [ˈɪntu:] (rõhuta [ɪntu, intə])
prep. sisse, -sse

invite [ɪnˈvaɪt] 50 *v.* külla kutsuma

it [ɪt] 5 *pron.* tema, teda; (*kesks.*) see, seda

J

January [ˈdʒænjʊəri] 37 *n.* jaanuar

John [dʒɒn] 5 *pn.*

journey [ˈdʒɜ:ni] 49 *n.* reis

July [dʒuˈlaɪ] 44 *n.* juuli

jump [dʒʌmp] 18 *v.* hüppama

June [dʒu:n] 44 *n.* juuni

K

kill [kil] 33 *v.* tapma
 kilometre ['kiləmɪtə] 30 *n.* kilomee-
 ter
 kitchen ['kitʃɪn] 30 *n.* köök
 kitten ['kitn] 28 *n.* kassipoeg
 knife [naɪf], (mitm. knives) [naɪvz]
 34 *n.* nuga
 know [nou], knew [nju:] 11 *v.*
 teadma

L

lake [leɪk] 54 *n.* järv
 lamp [læmp] 2 *n.* lamp
 land [lænd] 49 *n.* maa
 language ['læŋgwɪdʒ] 43 *n.* keel
 large [laɪdʒ] 27 *a.* suur
 last [laɪst] 23 *a.* viimane
 last night 58 eile õhtul
 last [laɪst] 49 *v.* kestma
 late [leɪt] 21 *adv.* hilja
 be late hilinema
 lay [leɪ] 15 *v.* panema
 lay the table lauda katma
 lead [li:d], led [led] 55 *v.* juhtima,
 viima
 leader ['li:də] 55 *n.* juht
 learn [lɜ:n] 43 *v.* õppima
 leave [li:v] 18 *v.* lahkuma; 47 väl-
 juma
 left [left] 59 *a.* vasak
 lesson ['lesn] 6 *n.* õppetund; õppe-
 tükk
 at the lesson tunnis
 letter ['letə] 52 *n.* kiri; kirjatäht
 library ['laɪbrəri] 52 *n.* raamatukogu
 lie, lay [lai, lei] 16 *v.* lamama; 59
 asuma
 lie down 45 pikali heitma
 life [laɪf] 20 *n.* elu
 light [laɪt] 24 *n.* valgus; 27 *a.* valge
 by candlelight küünlavalgusel
 like [laɪk] 5 *v.* meeldima; armastama
 I like my school mulle meeldib
 minu kool
 like [laɪk] 41 *a.* sarnane, taoline
 what is your dress like? kuidas
 näeb välja su kleit?

line [laɪn] 3 *n.* joon; rida
 lively ['laɪvli] 55 *a.* elav
 listen (to) ['lɪsn] 52 *v.* kuulama
 little ['lɪtl] 28 *a.* väike; 54 vähe
 a little 57 natuke
 live [li:v] 8 *v.* elama
 London ['lʌndən] *pn.*
 long [lɒŋ] 49 *a.* pikk
 how long kui kaua
 look (at) [lʊk] 17 *v.* vaatama
 lose [lu:z], lost [lɒst] 58 *v.* kao-
 tama
 loud [laʊd] 46 *a.* vali
 love [lʌv] 55 *v.* armastama; *n.* ar-
 mastus
 lunch [lʌntʃ] 48 *n.* keskpäeva-eine

M

Maggie ['mægi] *pn.*
 make [meɪk], made [meɪd] 22 *v.*
 tegema
 make up moodustama
 man [mæn] (mitm. men) [men] 2 *n.*
 mees; inimene
 many ['meni] 22 *pron.* palju
 March [mɑ:tʃ] 44 *n.* märts
 married ['mærid] 39 *v.* abiellunud
 match [mætʃ] 23 *n.* võistlus
 may [meɪ] 58 *v.* tohin
 May [meɪ] 44 *n.* mai
 me [mi:] (rõhuta [mi]) 20 *pron.*
 (sihit.) mulle; mind
 meet [mi:t] 8 *v.* kohtama, kokku
 saama
 meeting ['mi:tiŋ] 25 *n.* koosolek
 milk [mɪlk] 34 *n.* piim
 million ['mɪljən] 59 *num.* miljon
 minute ['minɪt] 35 *n.* minut
 miserable ['mɪzərəbl] 59 *a.* vilets
 mistake [mis'teɪk] 22 *n.* viga
 mister ['mɪstə] 28 *n.* härra
 Mr. = mister (lühend; tarvit. päris-
 nime ees)
 Monday ['mʌndi] 26 *n.* esmaspäev
 money ['meni] 43 *n.* raha
 monkey ['mʌŋki] 46 *n.* ahv
 month [mʌnθ] 35 *n.* kuu
 morning ['mɔ:niŋ] 26 *n.* hommik

mother [ˈmʌðə] 7 *n.* ema
 motor-boat [ˈmoutəbɔ:t] 17 *n.* mootorpaat
 mouse [maʊs] (mitm. mice [maɪs]) 31 *n.* hiir
 much [mʌtʃ] 17 *pron.* palju
 music [ˈmju:zɪk] 38 *n.* muusika
 must [mʌst] (rõhuta [mæst]) 20 *v.* pean
 must not ei tohi
 my [maɪ] 4 *pron.* minu (oma)
 myself [maɪˈself] 38 *pron.* mina ise

N

name [neɪm] 5 *n.* nimi; 44 *v.* nime-tama
 nation [ˈneɪʃ(ə)n] 59 *n.* rahvas
 near [niə] 54 *prep.* lähedal
 need [ni:d] 50 *v.* vajama
 negative [ˈnegətɪv] 42 *a.* eitav
 nest [nest] 2 *n.* pesa
 new [nju:] 36 *a.* uus
 news [nju:z] 49 *n.* uudis
 newspaper [ˈnju:spetʃə] 52 *n.* ajaleht
 next [nekst] 49 *a.* järgmine
 nice [naɪs] 30 *a.* kena
 night [naɪt] 24 *n.* öö
 at night öösel
 nine [naɪn] 9 *num.* üheksa
 nineteen [ˈnaɪnˈti:n] 19 *num.* üheksateist
 ninety [ˈnaɪntɪ] 36 *num.* üheksaküm-mend
 no [nou] 9 *ei*; *ei mingi*, *ei ükski*
 nobody [ˈnɒbədi] 50 *pron.* ei keegi
 noise [nɔɪz] 32 *n.* müra
 nose [nouz] 3 *n.* nina
 not [nɒt] 9 *adv.* mitte
 nothing [ˈnʌθɪŋ] 58 *pron.* ei midagi
 noun [naʊn] 55 *n.* nimisõna
 November [nəˈvembə] *n.* november
 now [naʊ] 11 *adv.* nüüd
 number [ˈnʌmbə] 8 *n.* number
 numeral [ˈnju:m(ə)r(ə)l] 36 *n.* arv-sõna
 nut [nʌt] 50 *n.* pähkel

O

obey [əˈbeɪ] 56 *v.* sõna kuulama
 ocean [ˈouʃ(ə)n] 51 *n.* ookean
 o'clock [əˈklɒk] *vt.* clock
 October [okˈtəʊbə] *n.* oktoober
 of [ɒv] (rõhuta [əv]) 29 *prep.* omast, kääne
 of course [əvˈkɔ:s] 48 *muidugi*
 officer [ˈɒfɪsə] 10 *n.* ohvitser
 often [ˈɒfn] 10 *adv.* sageli
 oh [ou] 11 *interj.* oh
 old [ould] 38 *a.* vana
 on [ɒn] 9 *prep.* peal, peale; -l, -le
 once [wʌns] 56 *adv.* ükskord
 at once 56 *otsekohe*
 one [wʌn] 8 *num.* üks
 only [ˈounli] 28 *adv.* ainult
 open [ˈəʊpn] 12 *v.* avama; 52 *a.* avatud
 or [ɔ:] 17 *conj.* või, ehk
 other [ˈʌðə] 24 *pron.* teine, muu
 our [ˈaʊə] 27 *pron.* meie (oma)
 out [aut] 16 *adv.* välja, väljas
 out [aut] of [ɒv] 22 *prep.* seest; -st
 over [ˈəʊvə] 6 *adv.* möödas; 51 *prep.* üle
 owe [ou] 57 *v.* võlgnema

P

pack [pæk] 47 *v.* pakkima
 page [peɪdʒ] 22 *n.* lehekülj
 pan [pæn] 2 *n.* pann
 paper [ˈpeɪpə] 28 *n.* paber
 park [pɑ:k] 25 *n.* park
 parliament [ˈpɑ:ləmənt] 59 *n.* parla-ment
 parrot [ˈpærət] 42 *n.* papagoi
 part [pa:t] 37 *n.* osa
 party [ˈpa:ti] 37 *n.* koosviibimine; partei
 pass [pɑ:s] 28 *v.* mööduma
 past [pɑ:st] 46 *prep.* mööda, möödas
 past [pɑ:st] 40 *n.* minevik
 pay [peɪ] 50 *v.* maksuma
 pen [pen] 2 *n.* sulg; sullepea
 pencil [ˈpens(i)l] 9 *n.* pliiats
 pencil-box [ˈpens(i)lbɒks] 9 *n.* pinal

people [pi:pl] 20 *n.* inimesed; rahvas
piano [ˈpjænou] 53 *n.* klaver
picture [ˈpiktʃə] 25 *n.* pilt
 go to the pictures *kinos käima*
 take a picture 48 *pildistama*
piece [pi:s] 28 *n.* tükk
pig [pig] 42 *n.* siga
pine [pain] 3 *n.* männ
phonetics [foˈnetiks] 37 *n.* foneetika
place [pleis] 28 *v.* asetama, paigutama; 30 *n.* koht, paik
 at my brother's place *oma venna juures*
plane [plein] 3 *n.* lennuk
plate [pleit] 3 *n.* taldrik
play [plei] 18 *v.* mängima; 38 *n.* näidend
player [ˈple(i)ə] 19 *n.* mängija
please [pli:z] 28 *palun*
 pleased (with) 41 *rahul (mille-gagi)*
pocket [ˈpɒkit] 57 *n.* tasku
Polynesia [pɒliˈni:ziə] 42 *pn.*
poor [puə] 43 *a.* vaene
port [pɔ:t] 59 *n.* sadam
positive [ˈpɒzitiv] 55 *n.* algvõrre
possessive [pəˈzesiv] 31 *a.* omastav
present [ˈpreznt] 41 *a.* kohalolev, käesolev
 be present *kohal olema*
present [ˈpreznt] 5 *n.* olevik
 Present Indefinite [inˈdefinit] 5
 lihtolevik
 Present Continuous [kənˈtinjuəs] 17
 kestev olevik
program [ˈprougɾæm] 37 *n.* programm
pronoun [ˈprounaun] 26 *n.* asesõna
pronunciation [prənˈansiˈeiʃ(ə)n] 38
 n. hääldamine
proud (of) [praud] 58 *a.* uhke (millegi üle)
pull [pul] 56 *v.* tõmbama
pupil [ˈpjup(i)l] 5 *n.* õpilane
put [put], **put** [put] 13 *v.* panema
 put on 14 *selga panema*
 put up your hands 23 *tõstke käed!*

Q

quarter [ˈkwɔ:tə] 46 *n.* veerand
question [ˈkwɛstʃ(ə)n] 21 *n.* küsimus
quickly [ˈkwikli] 56 *adv.* kiiresti
quite [kwait] 24 *adv.* üsna; hoopis

R

radio [ˈreidiou] 52 *n.* raadio
rain [rein] 23 *n.* vihm
rainy [ˈreini] 19 *a.* vihmane
read [ri:ɪd], **read** [red] 6 *v.* lugema
ready [ˈredi] 15 *a.* valmis;
 get ready 48 *valmis panema, valmis seadma*
red [red] 2 *a.* punane
rest [rest] 52 *v.* puhkama; *n.* puhkus
 take a rest *puhkama*
rich [ritʃ] 56 *a.* rikas
right [raɪt] 59 *a.* parem
ring [riŋ], **rang** [ræŋ] 13 *v.* helisema
river [ˈrivə] 59 *n.* jõgi
road [rouɪd] 54 *n.* tee
room [rum] 13 *n.* ruum, tuba
rose [rouz] 3 *n.* roos
run [rʌn], **ran** [ræn] 18 *v.* jooksmata
 run about *ringi jooksmata*
Russia [ˈrʌʃə] 55 *pn.* Venemaa

S

sailing-boat [ˈseiliŋbɔ:t] 17 *n.* purjelaev
sailor [ˈseilə] 17 *n.* madrus, mere-mees
same [seim] 52 *pron.* sama
sandwich [ˈsæn(d)witʃ] 48 *n.* (kahe viilakuga) võileib
Sarah [ˈsɛərə] *pn.*
Saturday [ˈsætədi] 25 *n.* laupäev
save [seiv] 58 *v.* päästma
say [sei], **said** [sed] 13 *v.* ütleva
school [sku:l] 5 *n.* kool
 at school *koolis*
 to go to school *koolis käima*
sea [si:] 16 *n.* meri;
 out at sea *väljas merel*

- go out to sea merele minema
 go to sea meremeheks hakkama
 seaman ['si:mən] 17 *n.* meremees
 seasick ['si:sik] 51 *a.* merehaige
 seaside ['si:said] 16 *n.* mererand
 at the seaside mererannas
 season ['si:zn] 44 *n.* aastaaeg; hoo-
 aeg
 seat [sit] 12 *n.* iste
 take your seat istu; istuget
 second ['seknd] 35 *n.* sekund; 37
num. teine
 see [si], saw [sɔ:] 4 *v.* nägema;
 go to see külastama
 sell [sel] 28 *v.* müüma
 send [send] 56 *v.* saatma
 sentence ['sentəns] 40 *n.* lause
 September [sep'tembə] 6 *n.* septem-
 ber
 seven ['sevn] 7 *num.* seitse
 seventeen ['sevn'ti:n] 17 *num.* seit-
 seteist
 seventy ['sevnti] 36 *num.* seitseküm-
 mend
 she [ʃi:] (rõhuta [ʃi]) 5 *pron.* tema
 (naiss.)
 ship [ʃip] 16 *n.* laev
 shoe [ʃu:] 38 *n.* king
 shop [ʃɒp] 28 *n.* kauplus
 shore [ʃɔ:] 57 *n.* (mere-)kallas, rand
 short [ʃɔ:t] 52 *a.* lühike
 shout [ʃaut] 57 *v.* karjuma, hüüdma
 show [ʃou] 33 *v.* näitama
 shut [ʃʌt] 12 *v.* sulgema; 52 suletud
 sick [sik] 50 *a.* haige
 make sick 56 südant pahaks tege-
 ma
 sing [siŋ], sang [sæŋ] 37 *v.* laulma
 singer ['siŋə] 37 *n.* laulja
 sister ['sistə] 7 *n.* õde
 sit [sit], sat [sæt] 12 *v.* istuma
 sit up istukile tõusma
 sit down istuma
 situation [sitʃu'eif(ə)n] 52 *n.* olu-
 kord
 six [siks] 6 *num.* kuus
 sixteen ['siks'ti:n] 16 *num.* kuusteist
 sixty ['siksti] 35 *num.* kuuskümmend
 skate [skeit] 18 *v.* uisutama
 go skating uisutamaks käima
 skates [skeits] 40 *n.* uisud
 skating-rink ['skeitiŋriŋk] 18 *n.* liu-
 väli
 at the skating-rink liuväljal
 sky [skai] 40 *n.* taevas
 sleep [sli:p] 45 *v.* magama; *n.* uni
 go to sleep uinuma
 small [smɔ:l] 42 *a.* väike
 smell [smel] 33 *n.* lõhn;
 smell (of) 56 *v.* lõhnama (millegi
 järele)
 smoke [smouk] 56 *v.* suitsetama; *n.*
 suits
 so [sou] 31 *adv.* nii
 so that *conj.* nii et
 sock [sɒk] 43 *n.* sokk
 Solomon ['sɒləmən] *pn.*
 some [sʌm] 26 *pron.* (rõhuta [səm])
 mõned, mõni
 something ['sʌmθiŋ] 33 *pron.* midagi
 sometimes ['sʌmtaimz] 17 *adv.* mõni-
 kord
 song [sɔŋ] 37 *n.* laul
 soon [su:n] 49 *adv.* varsti
 sorry ['sɔ:ri] 50 *a.* kurvastav
 I am sorry 50 mul on kahju
 I am sorry! vabandage mind!
 speak [spi:k] 6 *v.* kõnelema, rääki-
 ma
 spend [spend] 30 *v.* veetma
 spoon [spu:n] 34 *n.* lusikas
 sport [spɔ:t] 18 *n.* sport
 sportsground ['spɔ:tsgraund] 18 *n.*
 spordiväljak
 spring [sprɪŋ] 44 *n.* kevad
 start [stɑ:t] 48 *v.* alustama; teele
 asuma
 stand [stænd] 12 *v.* seisma
 stand up püsti tõusma
 state farm ['steit fɑ:m] 30 *n.* sov-
 hoos
 station ['steif(ə)n] 3 *n.* jaam
 stay [stei] 31 *v.* jääma; viibima
 still [stil] 28 *adv.* ikka, veel
 stop [stɒp] 8 *n.* peatus
 storm [stɔ:m] 56 *n.* torm

street [stri:t] 5 *n.* tänav
 strong [strɒŋ] 56 *a.* kange, tugev
 student ['stju:d(ə)nt] 55 *n.* üliõpilane
 study ['stʌdi] 6 *v.* õppima
 such [sʌtʃ] 40 *pron.* niisugune, sel-
 line
 suddenly ['sʌdnli] 32 *adv.* äkki
 sugar ['ʃʊgə] 34 *n.* suhkur
 suit-case ['sju:tkeis] 47 *n.* kohver
 summer [sʌmə] 6 *n.* suvi
 in summer suvel
 sun [sʌn] 16 *n.* päike
 in the sun päikese käes
 Sunday ['sʌndi] 25 *n.* pühapäev
 sunny ['sʌni] 48 *a.* päikesepaisteline
 superlative [sju:'pɜ:lətiv] 55 *n.* üli-
 võrre
 supper ['sʌpə] 58 *n.* õhtusöök
 swallow ['swɒləu] 49 *n.* pääsuke
 swim [swim] 16 *v.* ujuma
 swimmer ['swimə] 16 *n.* ujuja

T

table ['teibl] 15 *n.* laud
 lay the table 15 lauda katma
 Tacitus ['tæsitəs] 59 *pn.*
 take [teik], took [tuk] 4 *v.* võtma;
 20 viima
 take off 15 seljast võtma
 take the bus 25 bussiga sõitma
 talk [tɔ:k] 43 *v.* kõnelema, vestlema
 teach [ti:tʃ] *v.* õpetama
 teacher ['ti:tʃə] 10 *n.* õpetaja
 tell [tel], told [tould] 21 *v.* ütlemas;
 käskima
 ten [ten] 10 *num.* kümme
 text [tekst] 12 *n.* tekst
 textbook ['tekstbuk] 9 *n.* õpik
 Thames [temz] 48 *pn.*
 than [ðæn] (rõhuta vorm [ðən]) 54
conj. kui (võrdluses)
 thank [θæŋk] 31 *v.* tänama
 thank you tänan (sind; teid)
 that [ðæt] 9 *pron.* too, see seal; 20
conj. rõhuta [ðət] et; 50 *pron.* (si-
 duv ases.) rõhuta [ðət] mis, kes

their [ðeə] 12 *pron.* nende (oma)
 them (rõhuta [ðəm]) 13 *pron.*
 (sihit.) neid; neile
 then [ðen] 28 *adv.* siis
 there [ðeə] 27 *adv.* seal
 they [ðei] 7 *pron.* nemad
 thing [θiŋ] 31 *n.* asi, ese
 third [θɜ:d] 37 *num.* kolmas
 thirteen ['θɜ:ti:n] 13 *num.* kolmteist
 thirty ['θɜ:ti] 30 *num.* kolmkümmend
 this [ðis] 9 *pron.* (mitm. these
 [ði:z])
 thousand ['θauz(ə)nd] 36 *num.* tuhat
 three [θri:] 7 *num.* kolm
 through [θru:] 45 *prep.* läbi
 throw [θrou], threw [θru:] 45 *v.*
 viskama
 Thursday ['θɜ:zdi] 39 *n.* neljapäev
 ticket ['tikit] 47 *n.* pilet
 ticket-office ['tikitɔ:fis] 47 *n.* pileti-
 kassa
 time [taim] 12 *n.* aeg; kord
 what time is it? Mis kell on?
 for the first time 58 esimest korda
 have a good time 26 aega lõbu-
 salt veetma
 tin [tin] 54 *n.* konservikarp, karp
 conserve
 tired ['taiəd] 40 *a.* väsinud
 to [tu:] (rõhuta [tu, tə]) 5 *prep.*
 poole, -sse
 today [tə'dei] 21 *adv.* täna
 together [tə'geðə] 13 *adv.* koos, kok-
 ku
 tomorrow [tə'mɔ:rou] 47 *adv.* homme
 too [tu:] 10 *adv.* ka; liiga
 tough [taʃ] 36 *a.* vintske
 tower ['tauə] 59 *n.* torn
 the Tower vana kindlus Londonis
 town [taun] 25 *n.* linn
 go to town 31 linna minema
 in town linnas
 toy [tɔi] 52 *n.* mänguasi
 tractor ['træktə] 30 *n.* traktor
 tractor station traktorijaam
 train [trein] 47 *n.* rong
 tram [træm] 47 *n.* tramm
 translate [træns'leit] 22 *v.* tõlkima

translation [traɪns'leɪf(ə)n] 27 *n.*
 tõlge
 trap [træp] 33 *n.* lõks
 tree [tri:] 30 *n.* puu
 true [tru:] 43 *a.* õige
 try [traɪ] 58 *v.* püüdma
 tube [tju:b] 3 *n.* tuub
 Tuesday ['tju:zdi] 39 *n.* teisipäev
 tulip ['tju:lɪp] 3 *n.* tulp
 turn [tɜ:n] 57 *v.* pöörduma
 twelve [twelv] 12 *num.* kaksteist
 twenty ['twenti] 20 *num.* kaksküm-
 mend
 two [tu:] 7 *num.* kaks

U

under [ʹʌndə] 9 *prep.* all, alla
 university [juni'vɔ:sɪti] 55 *n.* ülikool
 up [ʌp] 12 *adv.* üleval, üles
 us [ʌs] (rõhuta [əs]) 26 *pron.*
 meid; meie
 use [ju:z] 41 *v.* tarvitama

V

vase [vaɪz] 53 *n.* vaas
 verb [vɜ:b] 55 *n.* tegusõna
 very [ʹveri] 17 *adv.* väga
 very much 17 väga
 voice [vɔ:ɪs] 46 *n.* hääl
 in a loud voice valju häälega

W

wait (for) [weɪt] 53 *v.* ootama
 wake [weɪk], woke [wouk] 46 *v.*
 ärkama
 wall [wɔ:l] 27 *n.* sein
 walk [wɔ:l] 43 *v.* jalutama; 25 *n.*
 jalutuskäik
 go for a walk jalutama. minema,
 jalutamas käima
 want [wɔ:nt] 17 *v.* tahtma
 warm [wɔ:m] 49 *adj.* soe
 get warm soojenema
 wash [wɔ:ʃ] 14 *v.* pesema
 watch [wɔ:tʃ] 16 *v.* jälgima
 water [ʹwɔ:tə] 56 *n.* vesi
 way [wei] 45 *n.* tee

we [wi:] (rõhuta [wi]) 6 *pron.* meie
 weather [ʹweðə] 40 *n.* ilm
 Wednesday [ʹwenzdi] 39 *n.* kolma-
 päev
 week [wi:k] 35 *n.* nädal
 week-day [ʹwi:kdeɪ] 26 tööpäev
 week-end [ʹwi:kend] 38 nädalalõpp
 well [wel] 12 *adv.* hästi; 11 *interj.*
 noh! nii!; 50 *a.* terve (*ainult öel-*
distäitena)
 west [west] 59 *n.* lääś
 West End linnaosa Londonis
 wet [wet] 56 *a.* märg
 what [wɔ:t] 9 *pron.* mis, mida; 31
 missugune
 when [wen] 7 *conj.* kui; 17 *adv.*
 millal
 where [weə] 17 *adv.; conj.* kus,
 kuhu
 which [wɪtʃ] *pron.* (*siduv ases.*)
 mis; (*küsi ases.*) mitmes; kes,
 missugune (*teatud arvust või hul-*
gast)
 white [waɪt] 17 *a.* valge
 who [hu:] 21 *pron.* kes
 whole [houl] 55 *a.* terve, kogu
 whom [hu:m] 44 *pron.* keda
 whose [hu:z] 55 *pron.* kelle
 why [wai] 20 *adv.* miks
 will [wil] 56 *v.* tahan
 wind [wind] 51 *n.* tuul
 window [ʹwindou] 47 *n.* aken
 winter [ʹwɪntə] 18 *n.* talv
 with [wɪð] 14 *prep.* -ga (*kaasaütli.*)
 woman [ʹwʊmən] 52 *n.* naine (*mitm.*
 women [ʹwɪmɪn])
 word [wɜ:ɪd] 23 *n.* sõna
 work [wɜ:k] 20 *n.* töö; *v.* töötama
 worker [ʹwɜ:kə] 20 *n.* tööline
 working hours [ʹwɜ:kɪŋ aʊəz] 38 *n.*
 töötunnid
 the working class 55 *n.* töölis-
 klass
 world [wɜ:ld] 43 *n.* maailm
 worse [wɜ:s] 39 *a.* haigem; halvem
 the worst kõige halvem
 write [raɪt] 6 *v.* kirjutama
 write down 27 *v.* üles kirjutama

Y

ye [ji:] 51 *pron.* teie (*luulekeeles*)

year [jə:] 35 *n.* aasta

the New Year [ˈnju: jə:] 36 *uus-*
aasta

yellow [ˈjelou] 24 *a.* kollane

yes [jes] 9 *jah*

yesterday [ˈjestədi] 40 *adv.* eile

you [ju:] (rõhuta [ju]) 8 *pron.* teie;
sina

young [jʌŋ] 53 *a.* noor

your [jɔ:] (rõhuta [jɔ]) 12 *pron.*
teie, sinu (*oma*)

TABELID

I

Infinitive: be		
Present Indefinite	Past Indefinite	Future Indefinite
<p>Affirmative</p> <p>I am you are he is we are you are they are</p>	<p>Affirmative</p> <p>I was you were he was we were you were they were</p>	<p>Affirmative</p> <p>I shall be you will be he will be we shall be you will be they will be</p>
<p>Interrogative</p> <p>am I? are you? is he? are we? are you? are they?</p>	<p>Interrogative</p> <p>was I? were you? was he? were we? were you? were they?</p>	<p>Interrogative</p> <p>shall I be? will you be? will he be? shall we be? will you be? will they be?</p>
<p>Negative</p> <p>I am not you are not he is not we are not you are not they are not</p>	<p>Negative</p> <p>I was not you were not he was not we were not you were not they were not</p>	<p>Negative</p> <p>I shall not be you will not be he will not be we shall not be you will not be they will not be</p>

Infinitive: have

Present Indefinite	Past Indefinite	Future Indefinite
<p>Affirmative</p> <p>I have you have he has we have you have they have</p>	<p>Affirmative</p> <p>I had you had he had we had you had they had</p>	<p>Affirmative</p> <p>I shall have you will have he will have we shall have you will have they will have</p>
<p>Interrogative</p> <p>have I? have you? has he? have we? have you? have they?</p>	<p>Interrogative</p> <p>had I? had you? had he? had we? had you? had they?</p>	<p>Interrogative</p> <p>shall I have? will you have? will he have? shall we have? will you have? will they have?</p>
<p>Negative</p> <p>I have not you have not he has not we have not you have not they have not</p>	<p>Negative</p> <p>I had not you had not he had not we had not you had not they had not</p>	<p>Negative</p> <p>I shall not have you will not have he will not have we shall not have you will not have they will not have</p>
<p>Jārgneva nimisōnaga:</p> <p>I have no paper </p>	<p>Jārgneva nimisōnaga:</p> <p>I had no paper </p>	<p>Jārgneva nimisōnaga:</p> <p>I shall have no paper </p>

Modal Verbs: can, may, must

Present Indefinite	Past Indefinite
<p data-bbox="194 325 420 352">Affirmative</p> <p data-bbox="241 373 363 579">I can you can he can we can you can they can</p> <p data-bbox="177 603 441 630">Interrogative</p> <p data-bbox="241 651 329 715">can I?</p> <p data-bbox="221 738 394 766">Negative</p> <p data-bbox="213 786 443 850">I cannot</p>	<p data-bbox="646 325 872 352">Affirmative</p> <p data-bbox="664 373 817 579">I could you could he could we could you could they could</p> <p data-bbox="628 603 893 630">Interrogative</p> <p data-bbox="664 651 783 715">could I?</p> <p data-bbox="673 738 846 766">Negative</p> <p data-bbox="664 786 894 850">I could not</p>
Present Indefinite	Past Indefinite
<p data-bbox="194 995 420 1023">Affirmative</p> <p data-bbox="140 1043 449 1249">I may I must you may you must he may he must we may we must you may you must they may they must</p> <p data-bbox="177 1273 441 1300">Interrogative</p> <p data-bbox="184 1321 441 1348">may I? must I?</p> <p data-bbox="221 1372 394 1399">Negative</p> <p data-bbox="154 1420 453 1447">I may not I must not</p>	

Irregular Verbs

Infinitive		Past Indefinite	Infinitive		Past Indefinite
be	(40)*	was, were	know	(50)	knew
become	(51)	became	lead	(56)	led
begin	(51)	began	lie	(45)	lay
bring	(49)	brought	lose	(58)	lost
build	(50)	built	make	(58)	made
come	(49)	came	put	(45)	put
do	(46)	did	read	(55)	read
drink	(56)	drank	run	(43)	ran
eat	(56)	ate	say	(43)	said
fall	(56)	fell	see	(45)	saw
feel	(58)	felt	sit	(58)	sat
find	(57)	found	take	(45)	took
get	(49)	got	tell	(53)	told
give	(46)	gave	throw	(46)	threw
go	(45)	went			
have	(41)	had	wake up	(46)	woke up
hear	(46)	heard			

* Number tegusõna taga märgib õppetükki, kus see tegusõna esineb.

Küsilauseste struktuur.

?	0	I Alus	II Õeldis	III Sihitis	IV Määrus
Whom When	Does does does	Ann Ann Ann Ann Who	helps help help help helps	Mother Mother — Mother? Mother	every day. every day? every day? every day?
Whom	Did did	Ann Ann Ann Who	helped help help helped	Mother Mother — Mother	every day. every day? every day? every day?
When	Will will	Ann Ann Ann Who	will help help help will help	Mother Mother Mother? Mother	tomorrow. tomorrow? — tomorrow?
Whom	Is is	Ann Ann Ann Who	is helping helping helping is helping	Mother Mother — Mother	at home. at home? at home? at home?
Where	Was was	Ann Ann Ann Who	was helping helping helping was helping	Mother Mother Mother? Mother	at home. at home? — at home?

?	0	I Alus	II Öeldis	III Sihitis	IV Määrus
Whom When	Can can	Ann Ann Ann Ann Who	can help help help help can help	Mother Mother — Mother? Mother	now. now? now? now? now?
Whom	Must must	Ann Ann Ann Who	must help help help must help	Mother Mother — Mother	now. now? now? now?
Where	Is is	Ann Ann Ann?	is — —		at school. at school? —
What	Has has	Ann Ann Ann	has — —	a bag a bag —	in her hand. in her hand? in her hand?

VII

Personal Pronouns

Possessive Pronouns

who? kes?	whom? keda? to whom? kellele?	whose? kelle?
I you he she it	me you him her it	my your his her its
we you they	us you them	our your their

VIII

Rõhuliste täishäälikute lugemine kinnises ja lahtises silbis.

Häälikud. Tähed.	Kinnises silbis	Lahtises silbis	Kinnises silbis r tähega	Lahtises silbis järgneva r tähega
a	[æ] cat	[ei] cake	[ɑ:] car	[eə] Clare
o	[ɔ] not	[ou] note	[ɔ:] sport	[ɔ:] more
u	[ʌ] bus	[ju:] tube	[ə:] turn	[juə] cure
e	[e] pen	[i:] Pete	[ə:] her	[iə] here
i, y	[i] Dick	[ai] Mike	[ə:] girl	[aiə] fire

Märkus 1. [ju:] asendatakse [u]-ga häälikute [r], [tʃ], [dʒ] ja kaashääliku +[l] järel, näit. *June* [dʒu:n].

Rõhuliste täishäälikute a, o, i lugemise sõltuvus neile järgnevaist
või eelnevaist kaashäälikutest.

Tähed	Järgneb	Loetakse	Näited
a	ss st sk lf ft	[ɑ:]	pass past ask half after
a	ll lk	[ɔ:]	all talk
o	ld	[ou]	old
i	ld nd ght	[ai]	child find right

Eelneb	Tähed	Loetakse	Silbitüüp	Näited
[w]	a	[ɔ]	Kinnises silbis	want
[w]	a	[ɔr]	Kinnises silbis r tähega	warm, quarter
[w]	o	[ɔr]	Kinnises silbis r tähega	word

Digraafide lugemine rõhulises silbis.

Häälikud Digraafid	Loetakse esimest tähte lahtise silbitüübi järgi	Loetakse teist tähte lahtise silbitüübi järgi	Loetakse mõle- mat tähte	Loetakse	Näited
ai, ay ¹ ee ea oa ow ² ui	[ei] [i:] [i:] [ou] [ou] [ju:]				rain, say street speak boat know suit-case
Sõna lõpus: ie	[ai]				lie
eu, ew		[ju:]			feudal, new
ei, ey oi, oy			[ei] [oi]		vein, they boil, boy
au, aw oo oo + k ou, ow ²				[ɔ:] [u:] [u]k [au]	Paul, saw school book out, now

- Märkus 1. Sõna lõpul asendatakse täht i tähega y; täht u tähega — w.
Märkus 2. Sõnade lugemist, milles esineb digraaf **ow**, tuleb kontrollida sõnastikust; neid loetakse kahte viisi — [ou] või [au].

VIII

Digraafide lugemise sõltuvus neile järgnevaist kaashäälikutest.

ea + d tavaliselt	[e] + d	ready, head
ea + r	[iə]	near, clear
ear + kaashäälik	[ɛr] + kaashäälik	heard, learn

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Хельми Адамовна Оле и Алиса Мяртовна Эхин
УЧЕБНИК АНГЛИЙСКОГО ЯЗЫКА
для 8-го класса

На английском и эстонском языках
Эстонское Государственное Издательство
Таллин, Пярнуское шоссе, 10

*

Toimetaja V. Rummel
Tehniline toimetaja H. Kohu
Korrektorid H. Kull ja H. Abo
Ladumisele antud 26. XII 1958. Trükkimisele antud
11. III 1959. Paber 60×92, 1/16. Trükipoognaid 16.5. Arvu-
tuspoognaid 12,3. Trükiarv 12 000. Tellimise nr. 3844.

Hans Heidemanni nimeline trükkikoda, Tartu,
Vallikraavi 4.

Hind rbl. 2.35

Rbl. 2.35

A-22603