English

A-22177

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ENGLISH

II

ÕPIK KESKKOOLI IX KLASSILE



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TARTU ÜLIKOOLI
RAAMATUKOGU

PART I

LESSON 1

TOM AND MAGGIE*

After George Eliot

(1819—1880)

Tom Tulliver was twelve years old and his sister Maggie was nine. Tom's **hair** was **light**-brown and his eyes were blue-**grey**. He was a strong boy with **rosy cheeks**. He was fond of fishing and playing games. He liked to run about with his dog Yap. But he did not like school and he was not fond of reading.

Tom's sister, Maggie, was **dark**. She had black hair and dark-brown eyes. She did not go to school, because she was a girl. In **those** days there were very few schools for girls. But Maggie was fond of books and she was much cleverer than Tom.

Maggie loved her brother and she was **unhappy** when he was **unkind** to her. Tom often left her at home and went to the **village** to play with other boys. Then Maggie was very unhappy.

Mr. Tulliver, the children's father, was a **miller**. His **mill** stood on the River Floss. The Tullivers lived in a nice old house near the mill. **Around** the house there were some big trees.

In spring Tom came home for the summer holidays. In the bright spring **sunshine** everything looked beautiful: the green banks of the river and the green fields around the village. And Maggie was happy because Tom was at home again.

In summer Tom and Maggie often went for long walks with

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* Tekst on koostatud inglise naiskirjaniku George Elioti romaani "The Mill on the Floss" ainetel.



Yap, their white and brown dog. But very often they took their **fishing-rods** and a basket and went fishing in the river. Those were the happiest days of Maggie's life.

Revision

Present Indefinite, Past Indefinite.
Täishäälikute lugemine kinnises ja lahtises silbis.

Phonetics

nimisõna järelliide **-age** [idʒ]	village

Grammar

§ 1 The Possessive Case (Plural).

Notes to the text

hair juuksed; **hairs** juuksekarvad
he is fond of fishing ta armastab kalastamist (kalal käia)

in those days tol ajal
unhappy [ʌn'hæpi], **unkind** [ʌn'kaind]; **un** — eitava tähendusega eesliide
Tom was unkind to Maggie Tom oli Maggie vastu ebasõbralik
the Tullivers Tulliverid; mitmuses esinevate perekonnanimede ees tarvitatakse määravat artiklit.
in the sunshine päikesepaistel, päikese käes
everything looked beautiful kõik näis ilus
What was the Tullivers' house like? Missugune oli Tulliveride maja?
What did Tom look like? Kuidas nägi Tom välja? (Küsimus isiku välimuse kohta)

Reading Exercise.

Täishäälikute lugemine kinnises ja lahtises silbis.

mill, mud, slap, camp, pot, Yap, fond, sorry, angry, hungry, baby, lady, rosy, shine, student, Steve, bacon, moment.

Pronunciation Exercise.

Helilised ja helitud kaashäälikud.

the boys of the village
the big fish in the basket
the children's father
The boys and the girls came to play in the garden.

Exercise 1.

Fill in the blanks with the Present Indefinite of the verbs *be* or *have*.

1. Mr. Tulliver — a miller. 2. He — a mill on the River Floss. 3. There — some old trees around the house. 4. The Tullivers — two children. 5. Tom — twelve years old; his sister — younger than he —. 6. Tom — many friends in the village. 7. Tom and Maggie — fond of fishing. 8. They — a white and brown dog, whose name — Yap.

Exercise 2.

Read Exercise 1 in the Past Indefinite.

Exercise 3.

Make the following sentences first negative and then interrogative.

1. Tom loved Maggie very much. 2. The children played with Yap every day. 3. They went to the river every morning. 4. Tom was fond of books.

Exercise 4.

Read Exercise 3 in the Present Indefinite (affirmative, negative, interrogative).

Exercise 5.

Write in the Plural.

1. the girl's name, 2. my friend's fishing-rod, 3. the child's basket, 4. a woman's dress, 5. the old man's suit-case, 6. the pupil's diary.

Exercise 6.

Questions.

1. What was Mr. Tulliver? 2. Where did the mill stand? 3. What was the Tullivers' house like? 4. How many children had the Tullivers? 5. How old were the children? 6. What did Tom look like? 7. What did Maggie look like? 8. Why did Maggie not go to school? 9. When was Maggie unhappy? 10. What did Tom and Maggie do in summer? 11. What did you do in summer?

LESSON 2

MAGGIE RUNS AWAY

One day in June **Mrs.** Tulliver went to see her sister Mrs. Pullet, who had a **daughter** Lucy. Lucy was nine years old. Mrs. Tulliver took Tom and Maggie with her, so that they could play with Lucy. In the afternoon the three children went to the river. Tom, who was standing on the bank, suddenly saw a big fish in the water.

"Lucy, come here!" he cried. "There's a big fish here. Look!"

Lucy ran up to Tom and looked into the water. Maggie went up to them and wanted to see the big fish too, but Tom **pushed** her away.

"Nobody asked you to come here, Maggie," he said **angrily**. "Go away! I want to show Lucy the fish. I like Lucy better than you. She has such beautiful blue eyes and such a nice little **mouth**."

When Maggie heard this, she got very angry. She went and pushed Lucy into the **mud**. Now this made Tom angry and he **slapped** Maggie. Then he helped Lucy to get up. Tom and Lucy walked away **without** a word to Maggie.



Maggie looked after them and was very **miserable.** She was miserable and angry too.

"I shall never go home again," she said to herself. "I shall run away. I'll go and live with the **gipsies.**"

Maggie knew that there was a gipsy **camp** not **far** from the village. She decided to go there at once. But she walked an hour **before** she **reached** the place. It was evening when she got there, tired and very hungry. Near the camp she met a young gipsy woman with a **baby** in her arms.

"What do you want here, my little **lady,**" she said to Maggie, "and where are you going?"

Maggie was pleased. "All the gipsies will **call** me 'little lady'," she **thought.** Then she said, "May I stay with you? I want to live at your camp."

"Why not?" said the gipsy, and took Maggie by the hand. "Come with me, little lady."

She led Maggie to the **fire,** where the other gipsies were.

An old woman was cooking something in a **pot** over the fire. The food smelled good. Two small children were lying on the grass near the old woman. They all spoke in a language that Maggie did not understand.

At last the old woman said to Maggie in English, "So you want to stay with us, my **pretty** lady. Sit down and tell me who you are and where you come from."

Revision

Future Indefinite, Present Continuous, Past Continuous.
Rõhuliste täishäälikute + r lugemine kinnises ja lahtises silbis.

Notes to the text

get angry vihaseks saama, vihastuma
she reached the place ta jõudis kohale; **she reached the village** ta jõudis külla
in her arms süles
she took Maggie by the hand ta võttis Maggie käest kinni
the food smelled good toit lõhnas hästi
tell us where you come from (tell us from where you come) ütle meile, kust sa pärit oled

Reading Exercise.

Rõhuliste täishäälikute + r lugemine kinnises ja lahtises silbis.

Read the following:

arm far for dark more Mary here
girl first her turn fire story tired

Pronunciation Exercise.

th [ɵ, ð]

the daughter, the gipsy, the village
the camp, the fire, the sunshine
the three children
They thanked their father.
The three girls went to the river without their brother and father.

Exercise 1.

Change from the Past to the Future.

1. The children had a long rest in summer. 2. On the 23rd of July Mrs. Tulliver went to see her sister. 3. She took Tom and Maggie with her. 4. They reached the Pullets' house at twelve o'clock. 5. The children were glad to see Lucy again. 6. The Tullivers had lunch with the Pullets. 7. In the afternoon the three children went to the river to play. 8. The Tullivers left at six in the evening. 9. They were at home at half past seven.

Exercise 2.

Translate into English.

1. Sügisel näeb meie aed ilus välja. 2. Vaata neid punaseid ja kollaseid lilli! Kas nad meeldivad sulle? 3. Missugune oli Tulliveride veski? See oli väga vana. 4. Kuidas mustlased välja näevad? Nad on tõmmud; neil on mustad juuksed ja tumedad silmad. 5. Miks Maggie vihastus? 6. Miks ta kõneles vihaselt? 7. Kas teie pioneerilaager (**pioneer-camp**) on külast kaugel? 8. Millal me jõuame laagrisse (reach or get to)? 9. Laagris (at the camp) tõusevad poisid ja tüdrukud vara.

Exercise 3.

Present Indefinite or Present Continuous; Past Indefinite or Past Continuous.

1. When the Tullivers arrived, Lucy ... in front of the house.	play
2. "... you ... for long walks every day?" Lucy asked Tom.	go
3. Mrs. Tulliver asked Maggie, "What ... Tom ... there now?" — "He ...," said Maggie.	do fish
4. Why ... Maggie ... to go and live with the gipsies?	decide
5. The young gipsy woman asked Maggie, "Where ... you ..., pretty lady?"	go
6. When Maggie came to the camp, an old woman ... something in a pot over the fire.	cook

Exercise 4.

Questions.

1. Whom did Mrs. Tulliver go to see in June? 2. Whom did she take with her? 3. Whose daughter was Lucy? 4. How old was Lucy? 5. Where did the children go in the afternoon? 6. What did Tom want to show Lucy? 7. What did Tom do when Maggie came to see the fish? 8. Why did Maggie push Lucy into the mud? 9. How did Tom and Lucy walk away? 10. What did Maggie decide to do? 11. How long did Maggie walk before she reached the camp? 12. Where did the young gipsy woman lead Maggie? 13. What was the old gipsy woman doing near the fire? 14. What did Maggie tell the gipsies?

Exercise 5.

Translate into English. Use the Present Indefinite, Future Indefinite, Present Continuous.

1. Hilda kirjutab pikka kirja. Ta kirjutab oma õele igal pühapäeval.

2. Mis Harry teeb? Ta loeb raamatut. Harry loeb väga palju. Ta loeb need raamatud läbi järgmisel suvel (next summer).

3. Minu vend mängib väga hästi malet. Ta on praegu klubis ja mängib malet oma sõbraga. Homme ta mängib malet ühe õpilasega kümnendast klassist.

LESSON 3

MAGGIE AT THE GIPSY CAMP

Maggie sat down near the old gipsy and looked into the fire. Then she said, "I was very unhappy at home, so I ran away. May I stay with you? I want to be a gipsy. I can teach you many things, if you like."

"Such a clever little lady," said the younger woman, "and such a pretty hat. And what a nice dress she has on!"

A big gipsy girl came up to Maggie and looked at her. Suddenly she pulled off Maggie's hat. The next moment it was on the gipsy girl's head. Another girl came and put her hand in Maggie's pocket.

"Did you live in a big house?" asked the old woman.

"Yes," said Maggie, "my home is big and very nice, but I



was not happy. I think that I shall be happier here. I'm sorry that I didn't bring my books with me. But I can tell you everything that is in the books because I have read them so many times. Have you heard about Columbus?"

"Is that the place where you come from?" asked the old woman.

"Oh no, Columbus was the man who **discovered** America," **explained** Maggie. "But it is such a long **story**. May I have my **tea first?**"

"The poor little lady is hungry," said the younger woman. "Give her something to eat, mother. She has walked a long way. Where is your home, my pretty child?"

"My home is at the mill," said Maggie. "I am the miller's daughter. My father's name is Mr. Tulliver. Only — don't tell him that I'm here, please."

The old woman brought some bread and a piece of **bacon** for Maggie. The bread was **dry** and the bacon was cold. The girl looked at the food, but did not take it.

"Thank you very much," said Maggie, "but I don't like bacon. Give me a cup of tea and some bread and butter, please."

"We have no butter and we never drink tea," said the old woman.

"Oh, then give me some bread and honey," said Maggie.

"We have no honey," said the old woman angrily. Maggie's ideas about life at a gipsy camp began to change.

At that **moment** a big black dog ran up to Maggie and **frightened** her. Then some **wild-looking** men came and stood **round** the fire. Soon everybody began to talk in a loud voice. Maggie could not understand what they said, but she saw that the men were angry. Now she was very much frightened.

"I think I must go home now," she said to the old woman. **"It is getting dark.** I shall come again some other day. I'll bring you some cakes when I come."

"I'll take you home, little lady," said one of the men. And together they left the camp. On the way to the mill they met Mr. Tulliver, who was surprised to see his daughter with a wild-looking young gipsy.

"Where have you been all this time, Maggie?" asked her father.

"I have been with the gipsies," said Maggie, "but now I'm coming home. This man has been very **kind** to me."

Mr. Tulliver thanked the gipsy and gave him some money. The young man turned round and went back to the camp.

"Why did you run away?" Mr. Tulliver asked his daughter.

"Because I was so unhappy, father, and because Tom was angry with me," said Maggie.

Revision

Omadussõnade võrdlemine. Nimisõnade mitmus.
Digraafide lugemine.

Grammar

§ 12 Tegusõna 3 põhivormi.
§ 14 Present Perfect.

Notes to the text

one of the men üks meestest
Tom was angry with Maggie Tom oli Maggie peale pahane.

Exercise 1.

Täita tulbad näidetega.

[i:]		[u:]	[u]	[ɔ:]		[ei]			[au]		[ou]	
ee	ea	oo	oo+k	au	aw	ai	ay	ey	ou	ow	oa	ow

eat, grey, choose, grow, brown, cheek, August, proud, reach, way, praise, road, show, took, foolish, saw, shout, May, they, sleep, now, snow, boat.

Exercise 2.

Make the following sentences interrogative and negative.

1. Mother has cooked fish for dinner. 2. We have played this game before. 3. They have walked a long way today. 4. You have changed the program. 5. Bob has been at school all the time. 6. I have had very much work this week. 7. Daisy has read that book. 8. We have heard the story.

Exercise 3.

Form the plural.

Eye, house, baby, day, gipsy, cheek, village, daughter, story, dress, woman, child.

Exercise 4.

Fill in the blanks with the positive, comparative or superlative of the following adjectives: *happy, interesting, good, old, clever.*

1. Maggie said to the gipsy woman, "I was not happy at home, I think I shall be ... at your camp." 2. "The story about Columbus is ... story that I have read," said Maggie. 3. Tom was ... than Maggie, but Maggie was ... than Tom. 4. Maggie did not eat the dry bread and bacon. "Mother gave me ... food," she said.

Exercise 5.

Find the English sentences for the following Estonian sentences from Lessons 1—3.

a) "Kas ma võin teie juurde jääda?" — "Miks mitte? Tulge minuga kaasa."

"Mul on kahju, et ma ei toonud oma raamatuid kaasa," ütles Maggie.

Tom oli minu peale pahane.

Proua Tulliver võttis Maggie ja Tomi endaga kaasa.

b) Ärge ütelge temale, et ma olen siin.

Ma võin teile jutustada kõik, mis neis raamatutes on.

Kas see on see koht, kust sa pärit oled?

Sel hetkel jooksis suur must koer Maggie juurde.

Exercise 6.

Fill in the articles *a* or *the*.

a) When we went to — river yesterday, we saw — boy with — fishing-rod in his hand. What was — boy doing there? He was sitting on — bank and fishing. There was — basket near him. What was — basket for? It was for — fish, I think, but it was still empty.

b) In summer we lived at — pioneer-camp. We went to — camp by train at — end of July. When — train stopped we all got out. Then we walked — long way before we reached — camp.

c) What is — date today? What is — name of — book that you are reading? What is — name of — place where you lived in summer?

LESSON 4

AUTUMN



a leaf



a fir-tree



a pine-tree

It is autumn again. The grass is **not so** green **as** it was in spring and summer. The birds have gone **south**. Red and

yellow leaves are falling from the trees and the wind blows them here and there. Only the pines and the fir-trees are still in their dark green coats.

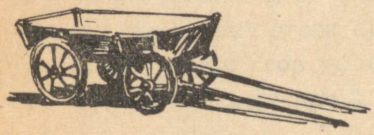
Autumn is the **harvest** season of the year. It is a very **busy** season for the **collective farmers.** They must **thresh** the **grain** and **gather** the fruit and **vegetables.**

Questions about autumn.

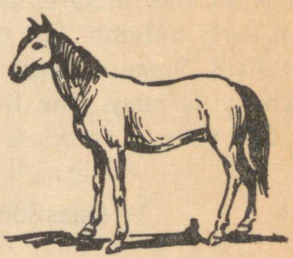
1. What season comes after summer?
2. What are the autumn months?
3. Where do the birds fly in autumn?
4. Is the grass **as** green in autumn **as** it is in spring?
5. When do the trees lose their leaves?
6. What colour are the leaves in autumn?
7. When do the collective farmers thresh the grain?



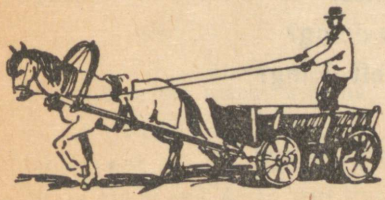
a potato



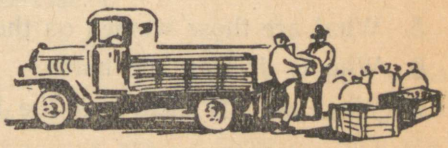
a cart



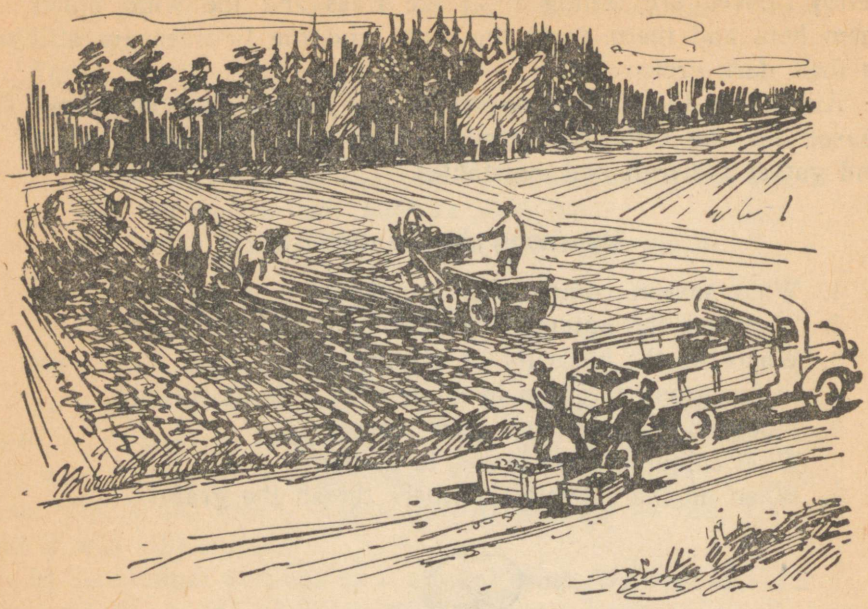
a horse



The man is **driving** a horse.



The men are **loading a lorry** with potatoes.



Look at this picture. It takes us to the country on a sunny day in early autumn. The collective farmers are **digging** potatoes in the field. Some workers from the city have come to help them. Everybody is busy. The field is very large. The potato **crop** is good this year.

Questions about the picture.

1. What can you see **on the left hand side** of the picture?
2. What can you see on the right hand side of the picture?
3. What can you see **in the distance?**
4. What are the collective farmers doing?
5. What are those women on the left doing?
6. Who is driving the horse?
7. What are the men near the lorry doing?

Revision

Üld-, eri- ja valikküsimused.

Grammar

§ 35 as... as; not so... as.

Notes to the text

on the left hand side vasakut kätt

Reading Exercise.

Täishäälikute taandumine rõhuta silbis.

in autumn — collective farmers
a busy season — gather vegetables

Exercise 1.

Ask questions.

1. The women put the potatoes *into baskets.*
2. The men loaded the cart *with potatoes.*
3. *The boys* emptied the cart.
4. The lorry took the potatoes *to the city.*
5. We *went* to a collective farm in September.
6. We helped *the collective farmers* to dig potatoes.

Exercise 2.

Moodustada pildi kohta 3 üldküsimust ja 4 eriküsimust (who? what? where? how many?).

Exercise 3.

a) Fill in the blanks.

1. Are the leaves green or ... in autumn?
2. Is the potato crop good or ... this year?
3. Do the birds go south in summer or ...?

b) Make questions.

1. The cart, full, empty, is, or?
2. The collective farmers, the grain, the vegetables, thresh, gather, tomorrow, will, or?

Exercise 4.

Fill in the blanks with *as ... as* or *not so ... as.*

1. Tartu is ... big ... Tallinn. 2. Is the potato crop ... good this year ... it was two years ago? 3. Is it ... warm in April ... it is in May? 4. In autumn the days are ... long ... they are in summer. 5. There are ... many days in June ... there are in September.

Exercise 5.

Fill in the blanks with verbs in the Present Perfect.

1. Do you know that your friend ... back from the collective farm?	come
2. Thank you very much for your help. You ... very kind to me.	be
3. Where is my English book? ... Peter ... it?	take
4. ... you ... any meetings at the club this month?	have
5. How many dictations ... you ... this week?	write
6. Where are May and Mike? They ... to the library.	go
7. How many hours ... you ... today?	work

LESSON 5

A RAINY AFTERNOON

It is Saturday afternoon. Eve and Paul have finished their homework for Monday. It is raining, and so they cannot go out. Paul, who is seventeen, finds a book and begins to read. His sister Eve, who is fifteen, finds a **crossword puzzle** with English words and wants to **solve** it. She finds the **short** words **easily.** But then she comes to a long word, and she cannot find it. So she asks her brother to help her. He is in the tenth class. He has studied English longer than Eve, and of course he knows many more words than she does.

Eve. I've tried and tried, but it's a very long word and I can't find it.

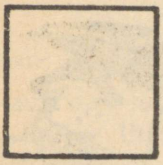
Eve's Crossword Puzzle.

w	i	n	t	e	r			e
i			a					i
n			b					g
d	i	a	l	o	g	u	e	h
o			e					t
w								y

Paul. Do you know how many **letters** there are in the word?
Eve. Yes, I do. There must be nine letters.
Paul. Have you found the first letter or the last letter of the word?
Eve. Yes, I have. The first letter of the long word is W.
Paul. And what is the last letter?
Eve. It must be Y.
Paul. What does the **instruction** say about it?
Eve. It says, "The name of the fourth day of the week." But that's Thursday — and it begins with T. There must be a mistake **somewhere.**
Paul. No, there is no mistake. I know what it is. It's Wednesday. For English people Sunday is the first day of the week and so Wednesday is the fourth, you see.
Eve. Thank you, Paul. You've helped me with the most **difficult** word. Now it will be quite easy to solve the puzzle.

While Eve is trying to find the last few words, let us take a pencil and a piece of paper and solve a **word-square.** Then we shall play a word-game.

JOLLY CORNER No. 1.



This is **a square**

L A M P
A A
N R
D A R K

This is **a word-square**

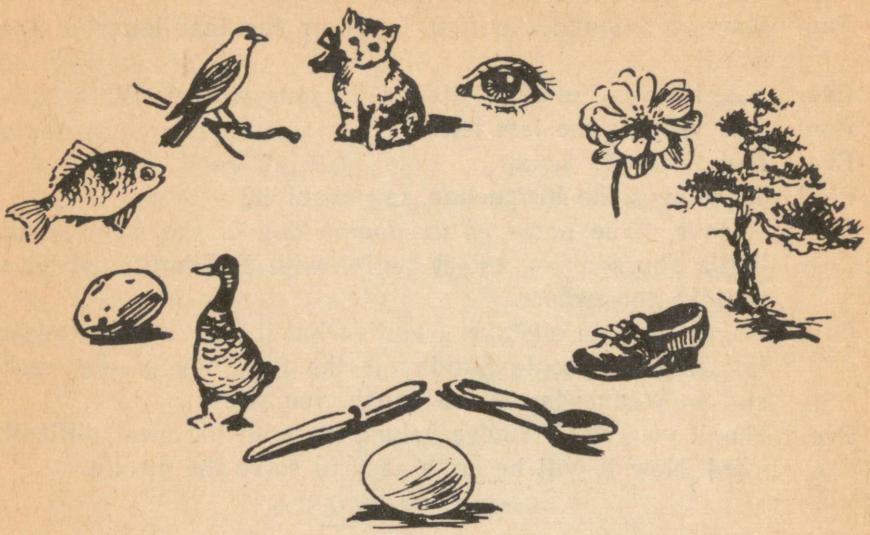
In this word-square the word L A M P is at the **top.** The word D A R K is at the **bottom.** The word L A N D is on the left hand side and the word P A R K is on the right hand side. **Each** word has four letters.

A Problem

Find 4 words of 3 letters which form a word-square.

1. Top — a **synonym** of "plaything"
2. Left — a boy's name
3. Bottom — a short word that we read [misiz]
4. Right — a short affirmative answer

A Word-Game



There are twelve things in the picture. The names of two things begin with **p**; find them.

What other **pairs** can you find? Which words have no pairs?

Rain

The rain is raining all around,
It falls on field and tree,
It rains on the **umbrellas** here,
And on the ships at sea.

R. L. Stevenson.



Revision

There is, there are laused.
Rõhulised ja rõhuta sõnad lauses.

Phonetics

-air [ɛə]	pair

Grammar

§ 33. Määrsõnade tuletamine omadussõnadest.
§ 16. Abitegusõna *do* asetegusõnana võrdluslausetes.

Notes to the text

Paul knows more words than Eve does Paul teab rohkem sõnu kui Eve (teab)
for English people inglastele
you see tead, teate (rõhuta kiilsõnad)
all around ümberringi

Reading Exercise.

Rõhulised ja rõhuta sõnad lauses.

Märkida rõhud järgmistes lausetes ja lugeda need laused.

For English people[2] Sunday is the first day of the week.[1]
Eve and Martin[2] have finished their homework for Monday.[1]

Exercise 1.

Translate.

1. Paul was longer at the library than Peter was. 2. Your dress is longer than your coat is. 3. You speak English better than Martin does. 4. They always finish their work earlier than you do. 5. We arrived at the camp before you did. 6. You stayed at the camp longer than we did.

Exercise 2.

Make the adjectives into adverbs. Fill in the blanks with adverbs.

1. The sun is shining . . . .
2. She sang that song . . . .
3. Tom looked at Maggie . . . .
4. The cat looked . . . at the cheese.

Adjectives:
bright
beautiful
angry
hungry

5. We were ... surprised to hear that.	great
6. He ... showed them his new camera.	proud
7. They went out very	quiet
8. Soldiers must fight	brave

Exercise 3.

Fill in the blanks with an adjective or an adverb.

	Adjectives	Adverbs
1. Anne's dictation is .... She writes	good	well
2. I can solve the puzzle .... It is an ... puzzle.	easy	easily
3. You must leave the room .... Please be ... now.	quiet	quietly
4. The sky is ... today. I can ... see the boat now.	clear	clearly
5. "Will you ... help me?" said Lucy. Mr. Tulliver was ... to his daughter.	kind	kindly
6. Tom was not so ... as Maggie. She learned things very	quick	quickly

Exercise 4.

Fill in the blanks with words from Lesson 5.

1. Before you begin to solve a puzzle, always read the .... 2. How many ... are there in the word *Wednesday?* 3. The boys solved the problem quickly because it was .... 4. It is ... to speak a foreign language well. 5. When you go out, take your ... with you, it is raining already. 6. There were four ... of brown shoes in the shop window.

Exercise 5.

There is, there are

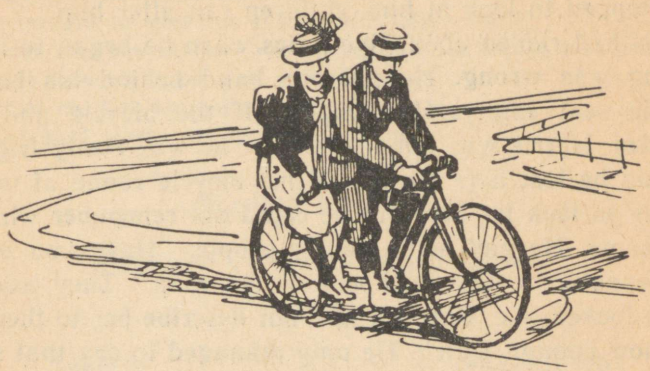
Translate into English.

1. Selles õppetükis on ristsõnamõistatus. 2. Selles ristsõnamõistatuses on kaks pikka sõna. 3. Kas ristsõnamõistatuses on viga? Ei ole. 4. Kas ristsõnamõistatuses on palju raskeid sõnu? Jah, on. 5. Sinu vastuses ei ole vigu. 6. Sellel leheküljel ei ole pilte.

LESSON 6

HARRIS GOES CYCLING

After Jerome K. Jerome



Harris was cycling with his **wife** in **Holland.** His wife was on the **bicycle** behind him. The roads were very **bad** and the bicycle jumped up and down **as** they went over the **stones.** They began to go up a hill. The road was very narrow. **Harris** cried to his wife, "Don't fall off!"

Mrs. Harris jumped off the bicycle: she had misunderstood her **husband's** words. Harris **rode on** and she **followed** him on foot.

"He will wait for me at the top of the hill," she thought to herself as she walked on.

By that time Harris had reached the top of the hill, but he didn't **stop** there. He rode on without even looking back and soon **disappeared** behind the hill. Now Mrs. Harris got frightened. She ran after him, "Stop, Harris, stop!" she shouted. But he didn't hear her, of course, because he was too far. She sat down and began to cry.

All the people who passed her on the road stopped to ask her what was the **matter.** They were sorry for her. "What have you lost?" they asked her. But Mrs. Harris didn't understand them and she couldn't speak a word of **Dutch.**

When his wife had jumped off the bicycle, Harris rode up the hill. He thought that she was still sitting there behind him. When he reached the top of the hill and began to ride down the other

side, he suddenly felt very strong. Now was the time to show his wife how **fast** he could ride. "Don't fall off now and don't be afraid, my **dear,**" he shouted and began to go faster and faster. **Farmhouses,** villages, fields, horses — all ran forward to meet him and the next moment they were behind him already. Old people stopped to look at him, children ran after him.

Harris had ridden about five **miles** when he began to feel that something was **wrong.** He put one hand behind his **back** and found the seat empty. He jumped off the bicycle and looked round. Mrs. Harris was not there. Now he was **really** frightened. Where had he lost her? He turned his bicycle round at once and went back to **look for** her. But he could not **remember** which way he had come. He met some young people. "Have you seen my wife?" he said. "I have lost her on the road." They asked him what she looked like. But he could not **describe** her to them — he didn't know enough Dutch. He only **managed** to say that she was a very beautiful young woman. Then they asked him how she was dressed. But Harris couldn't remember what she had on. This made the young people **smile** and they told him to go to the **police station.**

So he rode to the nearest police station. He asked the **officer on duty** to help him to find his wife. The officer gave him some paper and told him to write a full **description** of his wife: what she looked like, the colour of her hair and eyes, how she was dressed, also when and where he had lost her. But Harris couldn't remember how she was dressed and he didn't know when and where he had lost her.

The officer looked **suspicious.** Was the woman really the Englishman's wife, he thought. Had he really lost her? Why had he lost her? The police officer **promised** to help Harris, and that same evening they brought his wife to him. Mr. and Mrs. Harris had **good reason** to be angry with **each other.**

Revision

Personal and Possessive Pronouns.

Grammar

§ 15 Past Perfect.
§ 22 Infinitiiv otstarbemäärusena lauses.

Notes to the text

don't fall off ära maha kuku
on foot jalgsi
by that time selleks ajaks
without looking back tagasi vaatamata, ilma et ta oleks tagasi vaadanud
she got frightened tal hakkas hirm
all ran forward to meet him kõik jooksid talle vastu
they asked him how she was dressed nad küsisid temalt, mis tal seljas oli
this made them smile see pani nad muigama
the officer on duty korrapidaja ametnik
they had good reason neil oli küllalt põhjust

Reading Exercise.

Rõhulised ja rõhuta sõnad lauses.

I

Adverbs	Prepositions
'ride 'on	on 'foot
'fall 'off	over the 'stones
'go 'out	through 'Holland
'sit 'down	at the 'station
'fill 'in	in the 'evening
'stand 'up	to the 'village

II

'Harris 'rode 'on [2] and his 'wife 'followed him on 'foot.[1]

Exercise 1.

Pöörata ajavormis Past Perfect (jaatavas, küsivas ja eitavas vormis).

finish, go, be, have

Exercise 2.

Fill in the blanks with verbs in the Past Perfect.

1. We sang a song which we ... at the club.	hear
2. The teacher praised the pupils who ... any mistakes in the exercise.	not + make
3. He could not answer the questions because he ... the book.	not + read
4. Everybody ... the exercise before the bell rang.	finish

5. I was very tired last night; I ... hard all day.	work
6. The knife was not in his pocket. Where ... he ... it?	lose
7. He could not give me the book because his brother ... it with him to the country.	take
8. By the end of the first year the pupils ... about seven hundred words.	learn

Exercise 3.

Jätkata tegusõna *wash* pööramist koos sihitisega.

I am washing my hands.
You are washing ... .

Exercise 4.

Fill in the possessive pronouns.

1. John is taking off — shoes.
2. Bella is putting on — coat.
3. We must finish — work before dinner.
4. They can do — exercises in the morning.
5. Have you had — dinner?
6. I am doing — homework.
7. Look, the cat is washing — face!

Exercise 5.

Use personal pronouns.

Model: a) *John* is my best friend.
He is my best friend.
b) I shall see *John* tomorrow.
I shall see *him* tomorrow.

1. *Ellen* goes to school at eight o'clock. 2. *Tom* and *Ellen* do not live far from the schoolhouse. 3. Does Tom know *the new words* now ? 4. *Their house* stands in a narrow street. 5. *The pupils* heard the bell. 6. I found *that picture* in an old book. 7. *My sister and I* take music lessons. 8. Harris lost *his wife* on the road.

Exercise 6.

Translate.

1. Some people stopped to ask her what was the matter. 2. Harris went back to look for his wife. 3. He didn't even stop to rest. 4. I have come here to help you. 5. She ran forward to meet her friends. 6. We all sat down to listen to the music. 7. I stayed at home to wash my hair. 8. The child broke the toy to see what was in it. 9. Just then she turned round to speak to someone. 10. We come here to study.

Exercise 7.

Questions.

1. What was Harris doing in Holland?
2. What were the roads like?
3. What did Harris say to his wife when they came to a hill?
4. What did Mrs. Harris do?
5. How did she follow him?
6. What did Mrs. Harris do when her husband disappeared?
7. Why did the people stop?
8. Why couldn't she tell them why she was crying?
9. Where was Harris by that time?
10. What did he want to show his wife?
11. How far did he ride before he stopped?
12. Why did he stop then?
13. Did he know where he had lost his wife?
14. Did he know where to look for her?
15. Whom did he meet on the road?
16. Could Harris describe his wife to them? Why not?
17. What did the police officer tell Harris to do?
18. What did the police officer promise to do?
19. When did they bring Harris's * wife to him?

---

* Harris's ['hærisiz].

LESSON 7

AT A CLASS MEETING

Martin. Comrades! Next week we shall **celebrate** the **anniversary** of the Great October **Socialist Revolution.** There will be **lots of** work for everybody. We want to **decorate** the classroom and make **slogans.**

Bertha. What shall we decorate the classroom with?

Linda. Let's buy some flowers.

Martin. Does everybody **agree?**

Everybody. Yes, we do.

Martin. Bertha and Linda will go and buy the flowers.

Ellen. What slogans shall we take?

Robert. "For **Peace** and **Friendship among** the Peoples of the World."

Max. Here's another slogan: "**Youth** of the World, **Unite!**"

Martin. Very good. Let's take both slogans: one will be for the classroom and the other for the **demonstration.**

Ellen. What about the **wall newspaper** for the anniversary? Who will write **the leading article?**

Harry. It's not easy to write that article, you know. Let's ask Velda to write it this time. She will do it best of all.

Velda. When must it be ready?

Martin. On Thursday.

Velda. **All right,** Martin.

Robert. Who will help me with the slogans?

Martin. How many boys and girls do you want?

Robert. Six will be enough. Max must be among them, of course. He can **draw** well. Do you agree, Max?

Max. All right. The slogans will be ready **in time.**

Revision

Ebareeglipäraste tegusõnade kolm põhivormi (Lessons 1—7).

Phonetics

tegusõna järelliide **-ate** [eit]	ˈcelebrate
nimisõna järelliide **-ation** [eiʃ(ə)n]	cele'bration

Grammar

§ 24. Jutustav lause kaudses kõnes (saatelause öeldis on olevikus).

Notes to the text

lots of work palju tööd
what shall we decorate the classroom with? = with what shall we decorate the classroom?
for peace and friendship rahu ja sõpruse eest
what about the wall newspaper? kuidas jääb seinalehega?
best of all kõige paremini
all right hea küll, hästi, hüva
in time õigel ajal

Reading Exercise.

Tegusõna järelliide -ate, nimisõna järelliide -ation.

'celebrate 'decorate 'demonstrate
cele'bration deco'ration demon'stration

Exercise 1.

Change from the Future to the Past Indefinite and the Present Perfect. Use *two days ago* and *already*.

Model: He will go there tomorrow.
He went there two days ago.
He has gone there already.

1. We shall read that story after school. 2. Fred will do that exercise in the afternoon. 3. John's aunt will come to Tallinn tomorrow. 4. Comrade Tint will write the leading article. 5. My friend will send me some interesting English books. 6. They will hear about it soon. 7. The children will take a picture of the lake. 8. The guests will leave soon. 9. Jane will bring the suit-case back. 10. I shall see Mary's work in the evening.

Exercise 2.

Change from direct to indirect speech.

1. The pupils say, "We want to decorate the classroom for the anniversary."
2. Bertha says, "I can go and buy the flowers."
3. Max says, "I shall help Robert with the slogans."
4. Comrade Pent says, "My daughter Elsie is a disobedient child."

5. Elsie says, "My brother Harry goes to school, but I don't."
6. Elsie and Harry say, "Our father is a miller."
7. The girls say, "Our Indian friends have sent us some interesting pictures."

Exercise 3.

Translate into English.

1. Meie maa rahvad elavad rahus ja sõpruses. 2. Suure Sotsialistliku Oktoobrirevolutsiooni aastapäev on 7. novembril. 3. Tuleval nädalal me ostame lilli ja kaunistame klassiruumi. 4. Me teeme ka mõned loosungid. 5. Velda kirjutab juhtkirja seinalehe jaoks. Ta oskab seda teha kõige paremini. 6. Loosungid ja seinaleht peavad olema õigel ajal valmis.

Exercise 4.

Translate.

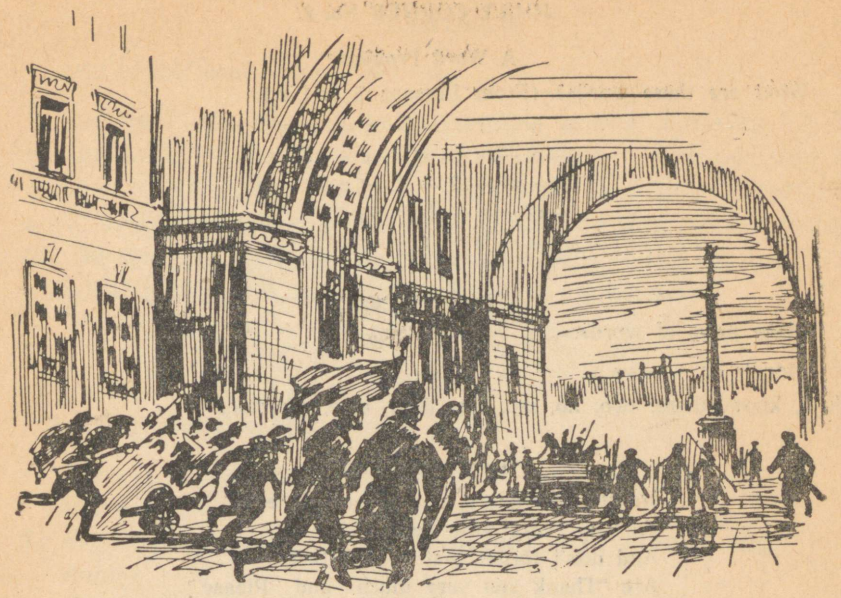
1. Harris rode on without looking back. 2. His wife looked at him without saying a word. 3. He rode on for many miles without stopping once. 4. She left the room without answering my question. 5. I got up this morning without waking my sister. 6. You can't cat an egg without breaking it first. 7. I can play that piece now without looking at the music (noodid). 8. He told me the whole story without laughing. 9. How did you manage to get there without meeting him on the way? 10. Those boys can't play football without shouting all the time.

LESSON 8

ALL POWER TO THE SOVIETS

It was the summer of 1917. Five months had passed **since** the February Revolution, which had brought the working people of Russia no peace, no **democratic rights.** The **political** power was not in the hands of the Soviets **yet.** Kerensky was at the head of the **government.**

The Bolsheviks were **underground.** In July the Sixth **Congress** of the Bolshevik Party met **secretly** in Petrograd. V. I. Lenin was absent from the Congress; he knew that



Kerensky's government wanted to **arrest** him. The Bolshevik Party decided to **prepare** for a new **uprising.**

Soon it was clear that the people were **for** the Bolsheviks, not for the Mensheviks. On October 7, Lenin came to Petrograd from **Finland.** On October 10, the **Central Committee** of the Bolshevik Party decided that the time for the uprising had come.

The uprising began on the 24th of October. V. I. Lenin **directed** it from the Smolny. On October 25, the workers **occupied** all the **railway** stations of the capital, the **post-office** and **telegraph**, the **Ministries** and the **State Bank.**

October 25, 1917, was the beginning of a new **era,** the era of socialist revolutions.

Long Live the Great October Socialist Revolution!

Long Live the **Soviet Union!**

Long Live the **Communist** Party!

Notes to the text

at the head of the government valitsuse eesotsas

meet kokku tulema

JOLLY CORNER No. 2.

A Word Problem

What are these words? (From Lessons 7 and 8.)

— n — i — e — s — r —
— o — e — n — e — t
c — m — i — t — e
— o — i — l — s —
— e — e — r — p —

A Reading Puzzle

Make pairs of words.

Model: oh — owe

oh, I, know, there, two, no, see, eye, their, owe, sae, too.

Two Little Keys

Hearts, like doors, will open **with ease**
To very, very little **keys;**
And don't forget that two of these
Are "Thank you very much" and "Please".

Exercise 1.

Change from direct speech to indirect speech.

1. The teacher says to the pupils, "The demonstration will begin at 11 o'clock." 2. She says to the boys and girls, "You must come here at 9 o'clock." 3. The boy on duty says to the teacher, "Our slogans are ready." 4. Max says to Arthur, "I have drawn some pictures for the wall newspaper." 5. Edith says to her comrades, "The School Committee is preparing for a party." 6. The pupils say to the teacher, "We have decided to invite some children from the Kalinin Collective Farm."

Exercise 2.

Questions.

1. When did the Sixth Congress of the Bolshevik Party meet? 2. How did the Congress meet? 3. Was the political power in the hands of the Soviets at that time? 4. Who was at the head of the government in the summer of 1917? 5. Why was V. I. Lenin absent from the Congress? 6. What did the Sixth Congress decide to do? 7. From where did Lenin arrive on the 7th of October? 8. When did the uprising begin? 9. Who directed the uprising? 10. What happened on the 25th of October?

Exercise 3.

Fill in the blanks with prepositions.

1. The Party decided to prepare — a new uprising. 2. The people were — the Bolsheviks. 3. The time — the uprising had come. 4. Kerensky was — the head — the government. 5. V. I. Lenin was absent — the Sixth Congress. 6. — October 25, the workers occupied the railway stations — the capital. 7. The political power was now — the hands — the Soviets.

Exercise 4.

Present Perfect or Past Perfect.

1. We ... up all the potatoes; now we can go home.	dig
2. When they ... up all the potatoes, they went home.	dig
3. They began to work better when I ... everything to them.	explain
4. That is quite clear now; you ... it very well.	explain
5. Tom ... both crossword puzzles by that time.	solve
6. I ... many crossword puzzles, but I don't know how to do this word-square.	solve
7. I ... never ... a gipsy before I came here.	see
8. ... you ever ... a gipsy?	see
9. Maggie ... to the gipsy camp long before Tom began to look for her.	go
10. "... Maggie ... home already?" asked Mrs. Pullet.	go

LESSON 9

I

ARTHUR IS ILL

Mother. What's the matter, Arthur? You don't look well.
Arthur. I have a **headache** and a **sore throat**.
Mother. I think you **caught cold** last night when you went out. It was cold and you didn't put on your warm coat.

Arthur. But I didn't feel cold.

Mother. It will be best if you go to bed at once, I think. Here's the **thermometer.** Take your **temperature,** while I go and **ring up** the doctor.



a thermometer



a bottle of medicine



Mother is ringing up the doctor.

II

THE DOCTOR COMES

Doctor. How do you do, Arthur? How do you feel?

Arthur. I feel bad, doctor. My head is **aching** and I have a temperature.

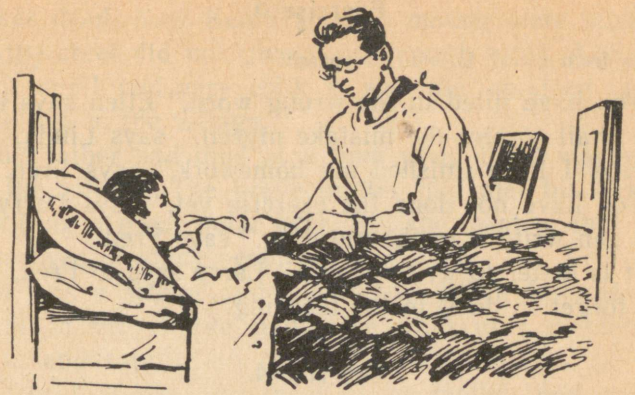
Doctor. Let me **examine** you. **Breathe deeply.** Have you any **pain?**

Arthur. No, doctor. Only my throat is very sore.

Doctor. You have a bad cold, Arthur. You must stay in bed. We'll give you some **medicine** and you'll be well again in a few days.

Notes to the text

I have a sore throat (mu) kurk valutab
I feel cold mul on külm
I feel bad tunnen end halvasti (haigena)



The doctor is examining Arthur.

take your temperature mõõda palavikku
to ring up the doctor arstile helistama
you have a bad cold sa oled kõvasti külmetanud
in a few days mõne päeva pärast

Exercise 1.

Fill in the blanks with words from Lesson 9.

1. Last Saturday I couldn't go to school because my ... was 38. My head did not ... much, but my throat was very .... I ... in bed all day. On Monday I was quite ... again.

2. Anne Sharp ... her brother's temperature and found that it was 39. So she ... the doctor. The doctor came and ... the boy. Then he gave Anne some ... for the sick child.

Exercise 2.

Fill in the prepositions.

1. The girl is ill, so be kind ... her. 2. Here is a basket full ... apples. 3. How glad he was to be ... his schoolfriends again! 4. We were sorry ... Bertha because she couldn't come to the party. 5. Describe the place ... us, if you can. 6. We are proud ... Alfred: he is the best chess player at our school. 7. When must we give our copy-books ... the teacher? 8. That evening Mrs. Harris was very angry ... Mr. Harris.

Exercise 3.

Change from direct to indirect speech.

1. "You have filled in the wrong word," Ellen says to Linda.
2. "I shall correct the mistake myself," says Linda.
3. "Now I have finished my homework," says Fred.
4. "You have not done the exercise yet," says Larry.
5. "I can write it in the morning," says Fred.
6. "It is better to write it now," Larry says to Fred, "because you will forget to do it in the morning."

Exercise 4.

Translate.

1. It is autumn now. 2. It often rains in autumn. 3. Is it raining now? 4. It is easy to catch cold in autumn. 5. It is better to put on a warm coat today. 6. It was warm and sunny yesterday. 7. In summer it was hot, now it is cold. 8. It was only six o'clock, but it was quite dark already. 9. It is time to go home now. 10. How jolly it will be to go skating again!

Exercise 5.

Translate.

1. Me oleme uued sõnad üles kirjutanud. 2. Fred on lahendanud mõistatuse. 3. Kas te olete lugenud Tomi kirja? 4. Maggie ei ole tulnud; kus ta on? 5. Ärge otsige seda raamatut, ma leidsin (Present Perf.) selle juba. 6. Dick näitas Maryle ilusat pilti. Tema india sõbrad olid selle (it) temale saatnud. 7. Kell oli 5. Betty oli lõpetanud oma töö ja tahtis minna liuväljale. 8. Ma tõin sulle mõned võileivad ja koogi. Ma tean, et su kõht on tühi.

LESSON 10

THE STORY OF KEESH

After Jack London

I

Keesh was an **Eskimo** boy. He lived long ago in **the Far North,** near the **Polar** Sea. His father had been a great **hunter,**

but he was **dead**. Now Keesh and his mother were often hungry because the **chief** did not give them enough **meat.** And their **hut** was very small and very cold; it was the smallest and most miserable hut in the village.

Keesh's father had died at a time when there was very little food in the village. The brave hunter had **met his death** while he was killing a great polar **bear**. But the meat of that bear had saved the lives of many people.

Keesh was a strong and clever boy. When he was 13 years old, he did a very brave thing. He went to a meeting in the chief's hut and said:

"It's true that you give meat to my mother and me, but the meat is sometimes old and often there is more **bone** than meat. My father always brought home more meat than the other hunters and **divided** it so that nobody was hungry. Have you forgotten that he saved the lives of many people when he killed that great polar bear? But now my mother and I are often hungry even when there is enough meat in the village."

All the hunters at the meeting looked at Keesh in great **surprise**. "Who has ever heard of such a thing before?" they cried. "Who are we that we must listen to a boy? Take the child away," they said.

But Keesh was not **afraid**. He waited **till** everybody was **silent** again and then he said:

"Men of the village! My father was a great hunter and I, his **son**, shall also go out and **hunt** polar bears. And I shall divide the meat so that no woman or child in the village will be hungry."

Without another word he left the chief's hut.

Revision

Umbisikulised asesõnad *some, any, no; something, anything, nothing.*

Grammar

§ 25. Jutustav lause kaudses kõnes (saatelause öeldis on minevikus).

Notes to the text

he had met his death = he had died
Nimisõna **life** esineb inglise keeles ka mitmuses — **lives** [laivz]
in surprise üllatusega, üllatunult

Pronunciation Exercise.

[w, v, f]

Without another word the brave boy left the hut of the chief of the village.

Exercise 1.

Change from direct to indirect speech.

1. Keesh said, "When the chief divides the meat, he gives the women and children more bone than meat."
2. The hunters said, "We do not want to listen to a boy."
3. Keesh said to the hunters, "I have come to tell you that the women and children of the village need more food."
4. Keesh said, "My father is dead and I am often hungry."
5. Keesh said, "My father was a great hunter and he saved the lives of many people."
6. Keesh said to the men of the village, "I am thirteen already and I, too, can go out and hunt polar bears."
7. Keesh said to his mother, "I am not afraid of the chief. I went to the meeting of the hunters to speak to him."

Exercise 2.

Translate into English. Use the Present Indefinite, Present Continuous, Past Indefinite, Past Continuous, Present Perfect.

1. Miks sa ei tulnud teisipäeval ja kolmapäeval kooli? — Ma olin haige. 2. Mida Agnes teeb praegu? — Ta joonistab midagi. 3. Kas Agnes joonistab hästi? — Jah, ta joonistab hästi. 4. Kui me astusime klassi, laulsid lapsed inglise laulu. 5. Kas te armastate (like) muusikat? Jah, ma armastan väga muusikat. 6. Sm. Prikk ei räägi inglise keelt. 7. Mis sa seal teed? Miks sa ei kuula (listen to) mind? 8. Kui sm. Link helistas mulle, pakkisin ma oma asju. 9. Toila on ilus koht. Kas te olete seal käinud (to be)? — Jah, olen.

Exercise 3.

Translate into English.

some	any	no
something	anything	nothing

1. Eestis ei ole jääkarusid. 2. Kas siin on suuri eskimo külasid? 3. Kas sa nägid jahimehi teel koju (on your way home)?

4. Noormees kohtas jahimehi, kes olid tapnud mõned jääkarud. 5. Keesh ütles: "Nüüd ei ole meie külas näljaseid lapsi." 6. Pealik ütles: "Tuleval aastal me ehitame mõned uued onnid." 7. "Ma tahan teile midagi öelda," ütles Keesh pealikule. 8. "Kas te olete teinud midagi vaeste laste heaks (for)?" küsis Keesh. 9. "Meie ei ole midagi nende heaks teinud," vastas üks vana mees.

Exercise 4.

Questions.

1. Where did Keesh live? 2. How old was he? 3. With whom did he live? 4. What was their hut like? 5. What had happened to Keesh's father? 6. Why were Keesh and his mother often hungry? 7. How had his father divided the meat? 8. Where did Keesh go one day? 9. How did the hunters look at Keesh when he spoke at the meeting? 10. Why did they not want to listen to Keesh? 11. What did Keesh decide to do?

LESSON 11

THE STORY OF KEESH

II

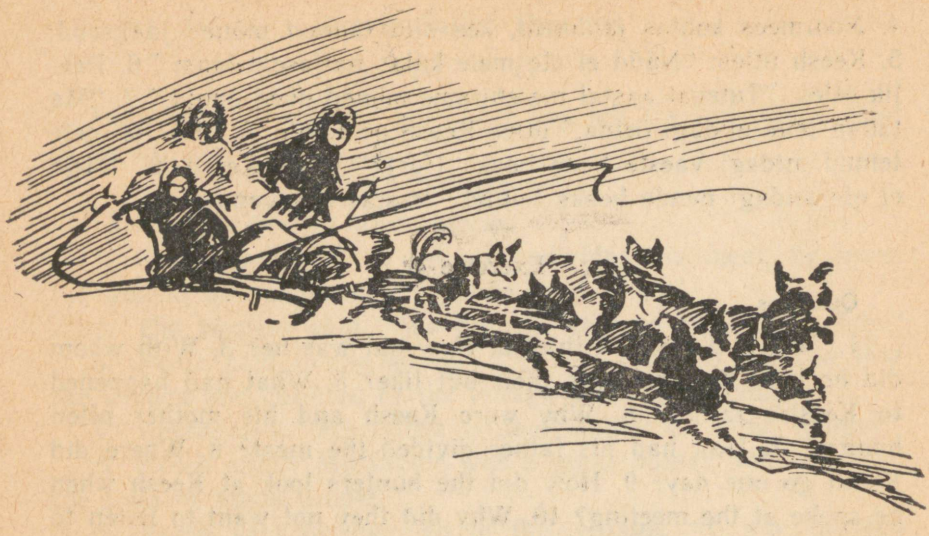
The next day Keesh went out with a big **hunting-spear** which had **belonged** to his father. The people who saw him **laughed** at him and **shook** their heads. The women were sorry for his mother.

"Let him go," they said. "He'll soon come back. It will teach him a lesson."

They waited one day, they waited two, and on the third day there was a **heavy snowstorm**, but Keesh had not come back. The men decided to go out and look for the boy when the storm was over.

Early next morning Keesh came home with a big piece of bear meat on his **shoulder**. Everybody ran out to see the young hunter. He told the men to go with dogs and **sledges** and bring the meat to the village. Then he said to his mother, "Let us eat now and then I must sleep. I am very tired." His mother was very proud of him.

After that Keesh often went hunting. Sometimes he was away



three or four days, sometimes a whole week. But he killed a bear every time, and then the men went with dogs and sledges and brought the meat home. Nobody knew how Keesh killed the bears because he always went **alone**. He did not even take a dog with him.

"Why do you hunt only bears?" the chief asked him.

"Because there is more meat on a bear than on other animals, **as** everybody knows," answered Keesh.

Keesh killed many bears that winter and gave the meat to the people. He divided it so that nobody was hungry.

The hunters saw that Keesh was a brave boy and asked him to **take part** in their meetings. The people of the village understood that Keesh was kind. So while he was out hunting, they built a new hut for him and his mother.

Revision

Ebareeglipäraste tegusõnade põhivormid (Lessons 8—12).

Grammar

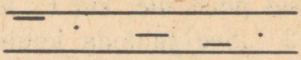
§ 25. Jutustav lause kaudses kõnes (saatelause öeldis on minevikus).
§ 26. Asesõnad *this*, *these*; määrsõnad *today*, *yesterday*, *ago*, *here*, *now*.

Notes to the text

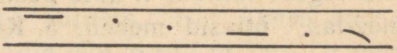
to take part (in the meeting) osa võtma (koosolekust)

Reading Exercise.

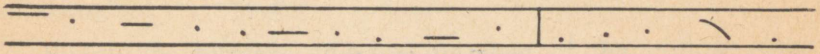
Hääle tõus ja langus üld-, eri- ja valikküsimustes.



'Is the 'storm 'over? ²



'When did the 'storm be'gin? ¹



'Did the 'hunters re'turn in the 'evening ² or in the 'morning? ²

Exercise 1.

Change from direct speech to indirect speech.

1. Pete said, "Tony has gone to the railway station to buy tickets." 2. Tony said, "My aunt arrived yesterday. The train was late." 3. Aunt May said, "This suit-case is too heavy for you, Tony." 4. She said to Tony, "I do not remember the way to your house." 5. Aunt May said, "The streets in Tallinn are very narrow." 6. Tony said to Pete, "I promised to go to the telegraph office with my aunt today, because she does not know the way." 7. Tony said, "I am quite wet, I had no umbrella with me." 8. Aunt May said to her sister, "I met some friends near the State Bank." 9. Max said, "The post-office is near the railway station." 10. He said to his friend, "I left my bicycle here two days ago." 11. Mother said to Daisy, "This thermometer belongs to Aunt May."

Exercise 2.

Fill in the blanks with words from Lesson 11.

1. No buses will go to the country today because there was a heavy — early in the morning. 2. Let us go there together, don't go out — in such a storm. 3. Look! Some men are digging a road through the snow. Let us go and help in the work. 4. There is enough snow on the roads, we can go to the mill in a —. 5. Everybody — when the boy fell down and disappeared in the deep snow. 6. "— the snow off your coat, Billy," said his comrades when he got up again.

Exercise 3.

Translate into English.

1. Jahimehed naersid poisi üle, kui ta lubas minna üksinda jahile (go hunting). 2. „See jahioda kuulus mu isale," ütles Keesh. 3. Keeshi ema ootas (Past Continuous) oma poega. Oli hilja ja Keesh polnud tagasi tulnud. 4. „Me peame poissi otsima, kui lumetorm on möödas," ütlesid mehed. 5. Keeshil oli kahju näljastest lastest. Ta oli väga hea (kind) nende vastu. 6. Keesh võttis osa jahimeeste koosolekutest.

Exercise 4.

Fill in the blanks with the articles *a* or *the*.

a) 1. Edgar is — pupil of — ninth class. — boys and girls of — ninth class like him very much. Edgar is — good comrade. 2. On Friday Edgar was absent from school. When — teacher came into — classroom, she said, "What is the matter with Edgar?" 3. — boy on duty answered, "Edgar has — bad cold."

b) 1. When — doctor came, Edgar was lying in bed and reading — book. 2. "Put away — book," said — doctor. "You must not read when you have — temperature." 3. Then he said to Edgar's mother, "Please bring me — spoon. I want to examine — boy's throat." 4. "You have — sore throat," he said to the boy. 5. "We had — basketball match on Wednesday," said Edgar. "After — match I felt hot. I opened — windows when I was dressing. That is how I caught cold."

Exercise 5.

Use the Present Perfect. Make the sentences affirmative, interrogative and negative.

1. John ... (to lose) his pencil-box. 2. Comrade Kriisk ... (to take) our diaries. 3. Fanny ... (to do) her work. 4. The children ... (to make) their beds. 5. My friends ... (to be) to Leningrad. 6. We ... (to have) five lessons today.

LESSON 12

THE STORY OF KEESH

III

One day the chief sent word to Keesh that he must come to a meeting of the hunters. But Keesh had **just returned** from hunting. So he did not want to go. "I am tired and hungry," he said. "Let the men come here, my hut is large enough for all of them."

So all the hunters and the old men of the village came to Keesh's hut. The chief **addressed** the boy:

"Keesh, people say that you use **magic** when you kill the bears. Is that true?"

Keesh only laughed. "No, I do not use magic, I use my head. **Anybody** can do what I have done."

"And will you tell us how you do it?" said the chief to the boy.

"Yes, I will," said Keesh. "I put a **sharp whalebone** into a **ball of fat** and leave the ball on the ice. When a bear eats such a ball, he soon gets very sick; and then it is easy to kill him with a spear."

Some years later Keesh became the chief of his people. He was a great hunter like his father. He killed many bears. The people were never hungry because there was always enough meat in the village.

The people of the village told the story of Keesh to their children and their children's children, and the women sang songs about Keesh, the brave hunter.

Grammar

§ 25. Jutustav lause kaudses kõnes (Future-in-the-Past).
§ 26. Määrsõna *tomorrow* otseses ja kaudses kõnes.

Notes to the text

let the men come here tulgu mehed siia
the bear soon gets very sick karu jääb varsti väga haigeks

Pronunciation Exercise.

Read the following words.

['dɔɪtə]	[juːə]	[dis'kʌvə]
[ʌm'brelə]	[jʌŋ]	['prɔmis]
['hedeik]	['bizi]	[iks'plein]
['medsin]	['priti]	[ig'zæmin]
['kɔŋgres]	['gæðə]	[sə'praiz]
['gʌvənm(ə)nt]	[lɑːf]	['ɔkjupai]

Exercise 1.

Write the words of the Pronunciation Exercise; use English letters.

Exercise 2.

Change from direct to indirect speech.

1. Paul said, "I shall take part in the Democratic Youth Congress in summer."
2. Paul said to his friend, "The Congress will meet in Leningrad."
3. Paul and Peter said, "We shall be very busy before the Congress."
4. The workers said, "Comrade Pavlov will take part in the Congress."
5. Peter said, "Some comrades from the Central Committee of the Party will be present at the first meeting."
6. Paul said to Peter, "I shall not return to Tallinn till the 1st of August."

Exercise 3.

Fill in the blanks with verbs in the Past Indefinite, Present Perfect or Past Perfect.

1. Keesh ... home and ... to his mother, "I ... a big polar bear."	come, say, kill
2. "How ... you ... it?" asked his mother.	do
3. "I ... some balls of fat. I ... a sharp whalebone into each ball. The bear ... them and soon ... sick. Then it ... easy to kill him with a spear," said Keesh.	make, put eat get, be
4. When the men of the village ... that Keesh	hear

... a bear, they ... out with a sledge and ... the bear to the village.	kill, go, bring
5. When an old woman ... the big bear on the sledge, she ... to the men, "Nobody will be hungry now, you ... so much meat."	see say bring
6. Keesh ... as brave as his father	be, be
7. ... you ... the story of Keesh in Estonian?	read

Exercise 4.

Write the third person Singular of the Present and Past Indefinite.

carry, cry, die, obey, occupy, play, stay, try.

Exercise 5.

Translate into English. Use the pronoun *it*.

1. Suvel on soe, talvel on külm. 2. Kas juulis sadas vihma? 3. Öösel oli külm. 4. Siin on pime. Kus on lamp? 5. Ei olnud kerge purustada (to break) seda pähklit. 6. Kas oli raske leida vastust? 7. Kell on kümme; on aeg magama minna.

Exercise 6.

Questions.

1. How many days was Keesh away? 2. Why could he not bring the bear home alone? 3. Who brought the bear to the village? 4. How did Keesh divide the meat? 5. What did the people of the village do for him and his mother? 6. Why did Keesh not go to the hunters' meeting one day? 7. Did Keesh use magic when he killed the bears? 8. How did he kill them? 9. What did Keesh become later?

LESSON 13

THE ARROW AND THE SONG

by H. W. Longfellow

I **shot** an arrow into the **air** — [1]
It fell to **earth**,[2] I knew not where; [1]
For so **swiftly** it flew,[2] the **sight**
Could not follow it in its **flight**.[1]



I breathed a song into the air — [1]
It fell to earth,[2] I knew not where; [1]
For who has sight so **keen** and strong [2]
That it can follow the flight of a song? [1]

Long, long **afterward,**[2] in an **oak** [2]
I found the arrow,[1] still unbroke; [1]
And the song,[2] from beginning to end,[2]
I found again [2] in the heart of a friend.[1]

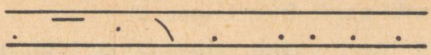
Grammar

§ 6. Umbmäärased asesõnad *somebody, anybody, nobody*; *someone, anyone, no one.*

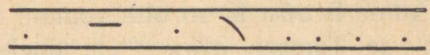
Notes to the text

it fell to earth (luulekeeles) = **it fell down**
I knew not where (luulekeeles) = **I did not know where (it fell)**
afterward tavaliselt kaasaegses keeles **afterwards**
unbroke (luulekeeles) = **unbroken** murdmatu, terve
from beginning to end = **from the beginning to the end** algusest lõpuni

Reading Exercise.



I 'shot an "arrow * into the air.

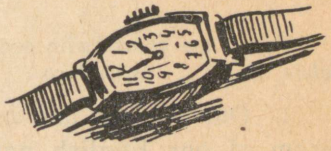


I 'breathed a "song into the air.

JOLLY CORNER No. 3.

What time is it?

Sam. What time is it by your **watch**, Bill?
Bill. It is two minutes to two.
Sam. [bai "mai wɔtʃ it iz 'tu: tə 'tu: 'tu:]
Write Sam's answer; use English letters.



The Apple Season

One day at school the children read a **poem** about the seasons of the year. At the end of the lesson the teacher asked the children which season they liked best.

"I like summer best," said one boy, "because we can go swimming in summer."

"I like winter best," said another boy, "because we can go skating in winter."

"I like spring best," said a girl, "because the birds come back in spring and the flowers begin to grow."

"Doesn't **anyone** like autumn?" said the teacher.

"I do," said Bobby, "I like autumn best because it is the fruit season and there are lots and lots of apples on all the appletrees."

"And what time of the year do you like best, Johnny?" asked the teacher.

"I like the time when the **neighbour's** dog is not at home," said Johnny.

Two Riddles

a) Two geese before a goose; two geese behind a goose;
a goose in the middle. How many geese are there?
b) Two O's, two N's an L and a D.
Put them together. Now say it to me. *(The name of a city.)*

London

* Inglise keeles, samuti kui teistes keeltes, on kõige tähtsamal sõnal lauses kõige tugevam rõhk. Pärast eriti tugevalt rõhutatud sõna hääldatakse järgmised sõnad ilma rõhuta.

Exercise 1.

Fill in the blanks with words from Lesson 13.

1. Birds ... . 2. A ... from Europe to America lasts only about 11 hours now. 3. Open the window, the ... is bad in the room. 4. It is very cold today. Don't ... through your mouth, you will catch cold. 5. Annie Brown is an old woman, but her ... is still good. 6. Comrade Tomson always ... ducks in autumn. 7. Your friend cannot come now, he will come ... . 8. Many firs, pines and ... grow in Estonia. 9. Have you read that story from the ... to the end?

Exercise 2.

Fill in the blanks with conjunctions (*but*; *that*; *because*; *when, till, before, while, if*; *as ... as, not so ... as, than*).

1. Our teacher has not come yet; we shall discuss the program of our English party ... she comes. 2. ... you need a lighter room, go to room 5; the light is better there ... it is in this room. 3. Room 5 is ... dark ... the other room. 4. Max needs some water-colours; let him go and buy some water-colours ... he begins to make the wall newspaper. 5. ... Willy and Fred are drawing the pictures to the text, Linda and Aino will write the leading article. 6. Robert is trying to find a word for his crossword puzzle; it must have ... many letters ... the word *government*. 7. We can't translate this text ... we don't know enough English yet. 8. Willy and Fred have drawn the pictures in pencil, now they must wait ... Max returns with the water-colours. 9. Our program won't be long, ... it will be interesting. 10. We hope ... this time everybody will be ... pleased with our party ... they were in spring.

Exercise 3.

Make the following sentences interrogative and negative.

1. You met someone in the park yesterday.
2. Ann saw somebody at the window.
3. George writes letters to someone in Tartu.
4. Mary rang up somebody last night.
5. We have promised this book to somebody.

Exercise 4.

Translate into English. Use the Past Indefinite, Present Perfect, Past Perfect.

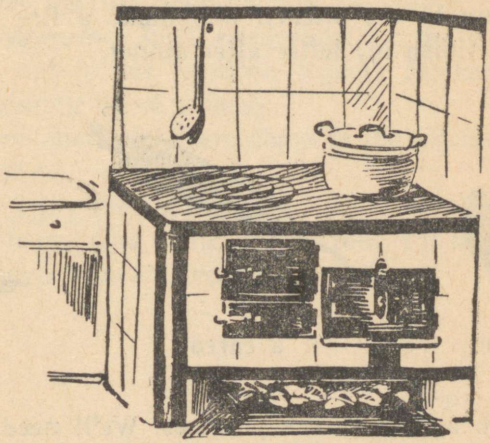
1. Eile me töötasime kaheksast neljani.
2. Te töötasite täna väga hästi.
3. David töötas kolm tundi, enne kui ta välja läks.
4. Ahvid olid ehitanud onni Dr. Dolittle'i jaoks, enne kui ta Aafrikasse saabus (arrive in).
5. See perekond ehitas käesoleval aastal (this year) uue maja.
6. Anna koerale midagi süüa: ta ei ole täna midagi söönud.

LESSON 14

IN THE KITCHEN

I

It is Sunday morning. Agnes and Martha are at home alone. They are writing letters in the dining-room. Father and the



a kitchen range

boys went to the skating-rink after breakfast. Mother and Grandmother went to see Aunt Helen, they haven't come back yet.

Martha. Look, Agnes, it's a quarter to twelve already. It's time to cook dinner.



The girl **is peeling** potatoes.

Agnes. You are right. Everything must be ready by two o'clock.

Martha. I'll run to the kitchen and make a fire in the range. I can finish my letter after dinner.



a cabbage



a carrot



an onion

Agnes. I'll go and get some potatoes. We'll need some carrots and a cabbage too.

II

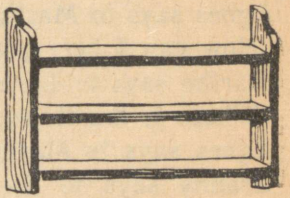
Martha. Shall I peel the potatoes?

Agnes. Do, please. Only wash the carrots first and **cut** them into pieces.

Martha. How many potatoes must I peel?
Agnes. Not many. They are for the **soup.**
Martha. Don't forget the **salt.** And Mother always puts in an onion, too.
Agnes. I've put in the salt already. Now the soup **is boiling** and I'll put in the onion. When you have peeled the potatoes, bring me some milk and two eggs for the **pancakes.**



a frying-pan



a shelf

Martha. Here are the eggs and the milk. But where is the **flour?**
Agnes. It's on the top shelf, where the sugar is. Take down the sugar, too. We'll need some for the pancakes.
Martha. Look out of the window, Agnes! Mother and **Granny** are coming home already.
Agnes. But we shan't let them come to the kitchen **until** dinner is ready.
Martha. Shall I lay the table now?
Agnes. Do, please. And while you do that, I'll **fry** the pancakes. The soup is **nearly** ready.

Revision

Articles.

Grammar

vrd. § 24 - 31
nr. 7, 10

§ 27. Eriküsimused kaudses kõnes (saatelause öeldis on olevikus).

Notes to the text

not yet veel mitte
you are right sul on õigus
by two o'clock kella kaheks
Shall I peel the potatoes? Do, please. Vastuses asendab tegusõna do põhitegusõna (peel). Kas ma pean koorima kartuleid? Jah, palun.
until = till

TARTU ÜLIKOOLI RAAMATUKOGU

Pronunciation Exercise.

Helilised ja helitud kaashäälikud.

Go and get the potatoes. Now bring some carrots and a cabbage. Mother and Grandmother cooked dinner together today.

Exercise 1.

Change the direct questions into indirect questions.

1. Agnes says to Martha, "What time is it?"
2. "How can I help you, Agnes?" says Martha.
3. Martha says to Agnes, "How many potatoes must I peel?"
4. "Where is the flour, Agnes?" says Martha.
5. Agnes says to Martha, "When must I put in the onion?"
6. Granny says to the girls, "What are you doing in the kitchen?"
7. Mrs. Blue says to her daughters, "When will dinner be ready?"
8. The boys ask their sisters, "What have you cooked for dinner?"

Exercise 2.

Fill in the blanks with pronouns.

1. Here are the carrots, I have cut ... into pieces already. 2. The sugar is on the top shelf, take ... down, please. 3. Agnes is in the kitchen. Go and help ..., Martha. 4. Father went out and took the boys with .... 5. Mother and Grandmother haven't come back yet. We are waiting for .... 6. The soup is too hot, take ... off the range. 7. I left the milk on the kitchen table. Bring it to ..., please. 8. We shall lay the table now. Mother will praise ... if everything is ready when she comes home.

Exercise 3.

Translate into English.

1. Kell on kolmveerand kaksteist. Lõuna peab olema valmis kella kaheks. Isa ja poisid tulevad tagasi kell kaks. 2. Mine kööki ja tee pliidi alla tuli! 3. Need kartulid on supi jaoks. 4. Porgandid on korvis kartulite all. 5. Võta nad korvist välja! 6. Lõika porgandid tükkideks! 7. Supis ei ole soola. 8. Mine söögituppa ja kata laud! 9. Ma ei saanud lõpetada kirja enne lõunat; mà lõpetan selle pärast lõunat.

Exercise 4.

Fill in *some* or *the*.

1. Give me ... tea.
   Anna mulle teed!
2. ... tea is in the kitchen.
   Tee on köögis.
3. Where is ... milk?
   Kus on piim?
4. She gave me ... milk for supper.
   Ta andis mulle piima õhtusöögiks.
5. Is ... sugar on the top shelf?
   Kas suhkur on ülemisel riiulil?
6. I want ... sugar for my coffee.
   Ma vajan suhkrut kohvi jaoks.

Exercise 5.

some, the

Translate.

1. Give me some water to drink.
   Go to the kitchen and put on the water.
2. "I want some tea," said Maggie
   The tea is not ready yet.
3. Where has she put the milk?
   Give the child some milk.
4. I need some flour for the pancakes.
   You will find the flour on the same shelf.
5. I have put some sugar in my tea.
   The sugar was on the table.
6. Where is the salt?
   I want some salt for the potatoes.

Exercise 6.

Fill in the blanks. Use the Present Indefinite, Present Continuous, Future Indefinite.

1. Ellen is in the kitchen, she ... potatoes.
   Ellen on köögis, ta koorib kartuleid.
2. Ellen always ... potatoes with that knife.
   Ellen koorib alati kartuleid selle noaga.

3. Bring the potatoes here, I ... them.
   Too kartulid siia, ma koorin nad ära.
4. ... the soup ...? Yes, it ... .
   Kas supp keeb? Jah, keeb.
5. The soup is ready; who ... the pancakes, you or I?
   Supp on valmis; kes küpsetab pannkoogid, sina või mina?
6. When Ellen has fried the pancakes, she ... the table.
   Kui Ellen on pannkoogid küpsetanud, katab ta laua.
7. Ellen always ... the table; it is her work.
   Ellen katab alati laua; see on tema töö.

LESSON 15

A GOOD SKATER

The natives of India are the Indians, the **natives** of America are the **Red Indians.** When Columbus discovered America, he thought that he had reached India, and that is why he called the natives Indians.

At that time there were about 50 million Red Indians in North and South America, now there are only about 25 million. The white people made war on the Indians and took their land from them. They killed the natives in great numbers. Many Red Indians died of **hunger** and **disease.**

In the early days of the English **colonies** in North America, some Indians, whom the white people had driven from their homes, once **carried away** the son of a farmer. The farmer's family lived in the **mountains**, many miles from the **coast.** The boy's name was John. He was a good skater and in winter he often went skating on the river. One day he was going through the forest with his skates when two Indians jumped out from behind the trees and caught him. They **tied** his hands behind his back and took him to their village, many miles away. There they gave him to an Indian woman whose son had died the year before. John's Indian mother was very good to him, but he wanted to return to his family.

The Indians watched the white boy day and night and followed him **wherever** he went. But they did not take his skates away from him because they did not know what skates were for.

One day John went to the river with some Indian boys. He took his skates with him. The ice on the river was still good, but spring was coming and John knew that soon his skates would be **useless** to him. First he put the skates on the feet of an Indian boy. The boy wanted to stand up, but fell down on the ice. This made the other boys laugh. They thought that it was a good **joke** and each **in turn tried on** the skates. When they were tired of the sport, they told John to put on the skates. John did so, but he did not want to show them how well he could skate. So he fell down on the ice, got up, and fell down again. In this **way** he managed to get away from the Indian boys. When he was at some distance from them, he suddenly jumped up and started skating down the river. He went over the ice like a bird. When the Indian boys saw that the white boy was running away from them, they tried to catch him. They were good runners, but John went faster than they and he soon left them far behind.

John knew that the river **flowed towards** the ocean. He also knew that some white people lived near the coast. On and on he skated. He did not stop until he saw the smoke of a farmhouse. Now he was **safe.**

Notes to the text

they made war on the Indians nad sõdisid indiaanlastega
in great numbers suurel arvul
die of hunger and disease nälga ja haigusesse surema
from behind the trees puude tagant
the year before eelmisel aastal
they were tired of the sport nad olid tüdinenud sellest ajaviitest
he soon left them far behind nad jäid temast kaugele maha
they did not know what skates were for nad ei teadnud, milleks kasutati uiske

Exercise 1.

Change the direct questions into indirect questions.

1. Bert asks Clyde, "When do you get up on weekdays?"
2. Myrtle says to Rose, "How long did you stay at school on Saturday?"
3. Comrade Smith asks Comrade Black, "With whom does your son play?"
4. Mr. Green asks his wife, "Why does Bob read so little?"

5. Simon asks his friend, "Where did you go last Sunday?"
6. Mrs. Green asks her neighbour, "What newspaper do you buy?"

Exercise 2.

oma

Fill in the blanks.

1. Jane is waiting for ... friends. 2. John is looking for ... socks. 3. I am writing a letter to ... grandmother. 4. They are helping ... friends. 5. When will you have ... schoolparty? 6. We are correcting ... mistakes.

Exercise 3.

Fill in the blanks with personal pronouns.

1. Lydia knows ... well.	meid
2. The teacher praised ... on Tuesday.	teid
3. We met ... in the park last Sunday.	neid
4. Please call ... when everything is ready.	mind
5. I saw ... at the skating-rink yesterday.	teda (m.)
6. I shall thank ... when I see ...	teda (n.)
7. Can you tell ... where the telegraph is?	meile
8. She gave ... a plan of the camp.	mulle
9. Show ... how you solved the problem.	neile
10. I want to buy ... a camera.	talle (m.)
11. Tom will tell ... what happened to him yesterday.	teile
12. Show ... your new watch.	talle (n.)

Exercise 4.

Questions.

A. 1. How many Indians were there in America at the time of Columbus? 2. What did many Indians die of? 3. Who carried away the farmer's son? 4. When did that happen? 5. Where did the farmer's family live? 6. Where did the Indians take the white boy? 7. Did they take John's skates away from him? Why not?

B. 1. With whom did John go to the river one day? 2. On whose feet did he put the skates? 3. What happened when the

boy stood up? 4. Who began to laugh at him? 5. What did the boys tell John to do? 6. Did John begin to skate at once? 7. Did the boys know how well John could skate? 8. How fast did John go over the ice? 9. In what direction did the river flow? 10. Where did the white people live? 11. When did John feel safe?

Exercise 5.

Translate into English.

a) Use the prepositions *to, towards.*

1. Indiaanlased viisid poisi oma külla. 2. Nad andsid ta ühele naisele, kelle poeg oli eelmisel aastal surnud. 3. Naine oli väga hea poisi vastu. 4. Poiss tahtis oma perekonna juurde tagasi pöörduda. 5. Jõgi voolas mere poole. 6. Poiss uisutas ookeani poole.

b) Use the preposition *of.*

1. Ameerika päriselanikud on indiaanlased. 2. Palju inimesi suri nälga ja haigustesse. 3. John oli talumehe poeg. 4. Poisid olid tüdinenud sellest ajaviitest. 5. John nägi talumaja suitsu.

LESSON 16

A CONVERSATION AT SCHOOL

Robert. What **mark** did you get for your Russian dictation yesterday?

Indrek. I got a "5". What did you get?

Robert. My mark was "3" this time. Russian has always been a difficult **subject** for me.

Indrek. How many mistakes did you make?

Robert. I made five or six.

Indrek. You had bad **luck** and the end of the **term** is not far away.

Robert. My marks in all the other subjects are not so bad. I don't want to have a "3" in my **report.**

Vilma. The bell will ring in a minute, boys. There is a **change** in the **time-table.** Our next lesson is **physics.**

Robert. Where will it be?

formula

Vilma. In the physics **laboratory.** Victor and Herbert will **demonstrate** their new **wireless set.** And don't forget that there will be a meeting after school today. Enn and Hilda are **joining** the Y. C. L., so all the **members** of the **Komsomol** must be present.

REPORT

for 195...

PÄRNU SECONDARY SCHOOL No. 2.

Name:

Class:

Subjects	Marks			
	1-st half-term	2nd half-term	3rd half-term	4th half-term
Estonian				
Russian				
English				
Geography				
Physics				
.....				

Grammar

§ 28. Eriküsimused kaudses kõnes (saatelause öeldis on minevikus).

Notes to the text

you had bad luck sul ei vedanud
in a minute silmapilk, varsti (minuti pärast)

Exercise 1.

Change the direct questions into indirect questions.

1. "Where do the pupils have their physics lessons?" said Comrade Saar to the teacher.
2. The new pupil asked me, "When does the Russian lesson begin?"
3. Arthur asked Vilma, "What did the physics teacher demonstrate on Tuesday?"

4. Vilma said, "Arthur, why were you absent from school for three days?"

5. Indrek said to Robert, "What shall we do at the physics lesson on Thursday?"

6. Max asked the boy on duty, "Where is the key to the physics laboratory?"

7. "What mark did you get in geography?" Comrade Saar asked his daughter.

8. Aino asked Linda, "When will the members of the Y. C. L. of your class go to Tartu?"

Exercise 2.

Change "A Conversation at School" from direct to indirect speech.

Exercise 3.

Fill in the blanks with *say* or *tell* in the Past Indefinite.

1. The teacher said to the pupils, "We shall write a dictation before the end of the term."
2. Vilma told the boys that the bell would ring soon.
3. "There will be a change in the time-table," said the teacher.
4. Arthur said that his mark was "3".
5. Robert told me that he had got a bad mark in geography.
6. ... you told Herbert how to solve that puzzle?
7. The physics teacher says "Who will go and get the key to the laboratory?"
8. Did you tell Jack about the change in the time-table?

Exercise 4.

some, any

Make the sentences interrogative.

1. There are some cups and plates on the top shelf. 2. There is some flour in that bag. 3. The doctor gave Arthur some medicine. 4. The pupils of the fifth class made some slogans. 5. There will be some flowers on the table. 6. We solved some crossword puzzles on Sunday. 7. The geography teacher showed us some stones at the lesson. 8. I gave my friends some books to read. 9. "There was some meat on the bone," said Keesh.

LESSON 17

NEW YEAR PRESENTS

I

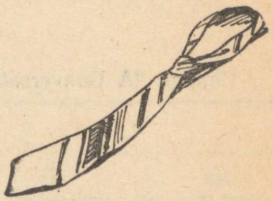
For many days already Nora Remmel and Emma Palu have talked of nothing **but** New Year presents. They talk about them on the way home from school. And when they walk up and down the **corridor between** lessons they talk about what they have bought. Nora has made or bought presents for everybody **except** her father. Emma must still choose something for her little sister and her **Aunt** May.



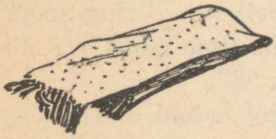
a pair of stockings



a pair of gloves



a tie



a scarf



a fountain-pen

Nora. I bought a pair of **woollen** stockings for Mother yesterday, and now I have only twenty **roubles** left. How much money have you, Emma?

Emma. Not much. I've got thirty-two roubles and fifty **kopecks.** But there are still a few things that I must buy.

Nora. Have you bought anything for your father? I don't know what to buy for my father.

Emma. Why don't you give him a tie, or a scarf, or a pair of gloves? I decided to give my father a **fountain-pen.** He broke his old one a few days ago.

Nora. My father doesn't need a fountain-pen. He got a new one on his **birthday.** So I think I'll go and look for a scarf. Will you come and help me to choose a nice one for him?

Emma. When do you want to **go shopping?** I can go tomorrow. Can you?

Nora. Yes, I can. Let's go tomorrow after school. I want to go to those big shops in Pikk Street.

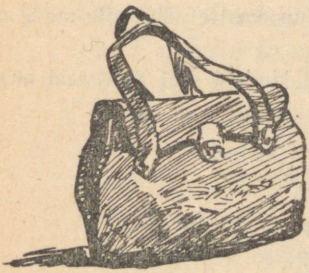
II.

IN THE SHOP

Emma. To which counter shall we go first?

Nora. Let's go to the counter on the right hand side. That's where they sell scarfs and **woollen** things.

Emma. Look at those beautiful blue scarfs on the **middle** shelf! Ask the **shop-assistant** to show them to us.



a shopping-bag



a doll

Nora. Will you show us some scarfs, please? The blue ones on the middle shelf.

Emma. This one is very nice. Don't you think so?

Nora. Yes, I like it very much. How much does it **cost?**

Shop-assistant. It costs nineteen roubles.

Nora. I think I'll take it. Have you chosen anything for Aunt May? Look at those nice warm gloves over there.

Emma. She doesn't need gloves. She's got black ones and brown ones. I've decided to give her a little vase. I wanted to give her a **shopping-bag,** but I haven't got enough money. Now we must go and pay for the scarf.

Nora. What do you want to buy for your little sister?

Emma. I want to buy her a **doll.** Let's go to a toy-shop and try to find a nice one. After that we'll go and buy a vase for Aunt May.

Grammar

§ 9. Indefinite Pronouns *one — ones.*

Notes to the text

they have talked of nothing but nad ei ole kõnelnud muust kui

they talk about what they have bought nad kõnelevad sellest, mis nad on ostnud

I have only twenty roubles left mul on ainult kakskümmend rubla järele jäänud

I've got thirty-two roubles (tavaline vorm kõnekeeles) = **I have thirty-two roubles**

Why don't you give him a tie? kas sa ei kingiks talle kaelasideme?

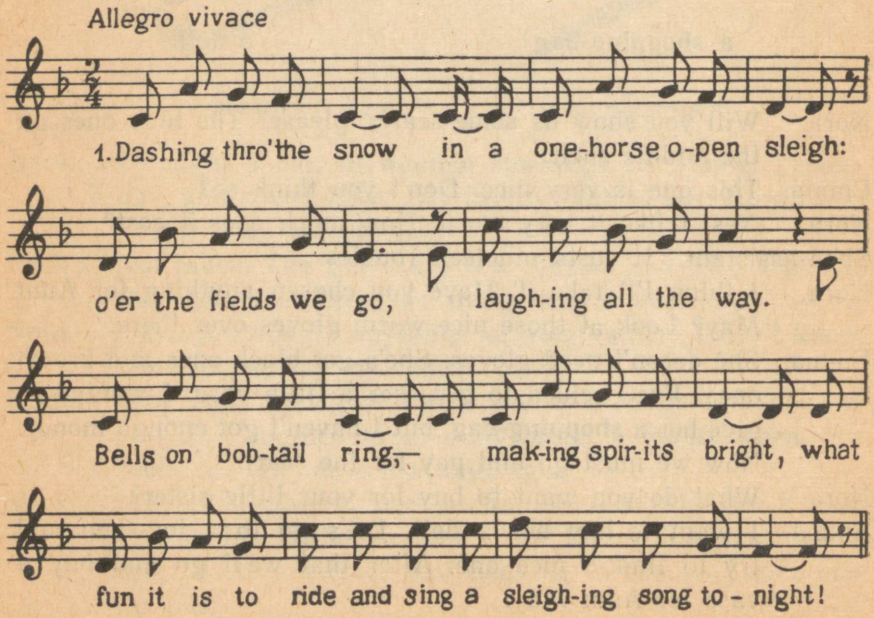
that's where they sell scarfs seal müüakse kaelasalle

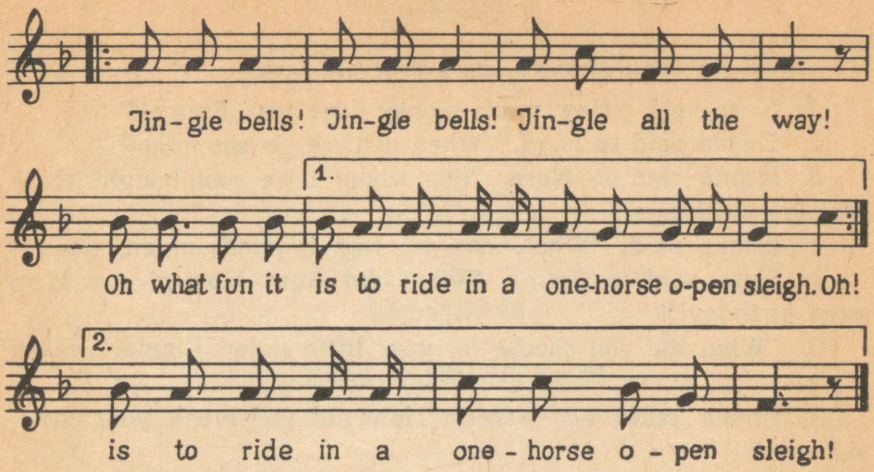
will you show us some scarfs, please palun, kas te näitaksite meile mõningaid salle

look at the gloves over there vaata neid kindaid seal (mis seal on)

JOLLY CORNER No. 4

Jingle bells





Dashing through the snow
In a one-horse open **sleigh:**
O'er the fields we go,
Laughing all the way.
Bells on **bobtail** ring,
Making **spirits bright,**
What **fun** it is to ride and sing
A sleighing song **to-night!**

Jingle bells! Jingle bells!
Jingle all the way!
Oh, what fun it is to ride
In a one-horse open sleigh!
Oh! Jingle bells! Jingle bells!
Jingle all the way!
Oh, what fun it is to ride
In a one-horse open sleigh!

Notes to the song

dashing sööstes
o'er [ɔ:] = **over**
making spirits bright tehes meele rõõmsaks

Pronunciation Exercise.

[s, z, tʃ, dʒ]

choose Charles
presents James

Jane is choosing presents for Charles and James.

Exercise 1.

Change the direct questions into indirect questions.

1. Nora said, "How much money have you, Emma?"
2. Emma said to Nora, "When can we go shopping?"
3. Emma said to Nora, "For whom have you bought these woollen stockings?"
4. Emma said, "Where can we buy a fountain-pen, Nora?"
5. Nora said to Emma, "What did Aunt May give you on your birthday?"
6. "What did you choose for your little sister, Emma?" asked Nora.
7. Emma asked her father, "How did you break your fountain-pen?"

Exercise 2.

one — ones.

Translate.

a) 1. I don't like this red scarf, show me that blue one, please. 2. Take off the new gloves and put on your old ones. 3. Which book does Charles like best? This one. 4. Which picture did you draw? That small one in the corner. 5. Do you need a knife? I can give you a sharp one.

b) 1. Isa ei vaja täitesulepead. Ta sai sünnipäevaks uue. 2. See korv on liiga väike. Too mulle (üks) suurem korv! 3. Me tahame osta salli. Näidake meile neid siniseid keskmisel riiulil! 4. Missugune sall sulle meeldib? See sinine on väga kena. 5. Ma ei vaja kindaid, mul on olemas mustad ja pruunid.

Exercise 3.

Täita lüngad umbmäärase artikliga, kus vajalik.

1. Is that ... scarf? No, it isn't; it is ... tie. 2. What is this? It is ... flour. 3. And what is that? It is ... chalk. 4. Is that ... lamp? No, it isn't; it is ... candle. 5. What is that? That is sugar, but this is ... salt. 6. That must be ... butter, I think. No, it isn't; it is ... cheese. 7. Is that ... girl's coat? No, it isn't; it is ... boy's coat. 8. Is that ... tea or ... coffee? It is ... coffee.

PART II

LESSON 18

OSCAR WANTS TO KNOW

After Mike Quin

Mr. J. Fungus Finklebottom sat down in his **favourite** armchair, put on his **glasses** and opened the evening paper.

"Papa," said little Oscar Finklebottom, "what is **opportunity?"**

"Go and play with your **electric** train," said his father. "I want to read the paper."

"Answer the child's question," said Mrs. Finklebottom.

"Papa," said Oscar again, "what is opportunity?"

"Opportunity is a **chance** to make money," said Mr. Finklebottom. "Now go out and play."

"Papa, how do people make money?" asked Oscar.

"Answer him," said Mrs. Finklebottom. "The child wants to learn."

"People go into business," said Oscar's father.

"Papa, can everybody go into business?"

"Certainly, everybody can go into business, my son."

"Then who will do the work, Papa?"

"Amelia, send the child to bed, or let him play with his horse. I'm trying to read the newspaper."

"Answer him," said Mrs. Finklebottom, "he wants to know."

"Who will do the work, Papa, if everybody goes into business?"

"Everybody can't go into business," said Mr. Finklebottom.

"But you said that everybody could," **insisted** Oscar.

"No, I didn't," said Mr. Finklebottom. "Amelia, isn't it time for Oscar to go to bed?"

"Answer your son's question," said Mrs. Finklebottom.

"Everybody can't be a business-man," said Oscar's father.

"There must be from ten to a thousand workers for every business-man."

"How many workers do you **employ,** Papa?" said Oscar.

"Our **company** is big," said Mr. Finklebottom. "We employ ten thousand workers at our factories."

"Then most people have no opportunity to make money, Papa," said Oscar.

"Where do you get these ideas from?" said Mr. Finklebottom. "In America everybody has an **equal** opportunity. Anyone can become a business-man if he shows the **initiative.**"

"But you said that everybody couldn't be a business-man," insisted Oscar.

"Amelia," said Mr. Finklebottom, "I can't **stand** it any longer."

"But why don't you answer his questions?" said Mrs. Finklebottom. "Can't you see that the child wants to learn? He is **thirsting** for **knowledge.**"

Revision

Modaaltegusõna: *can, may, must.*

Grammar

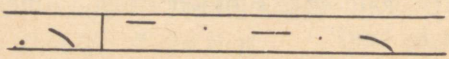
§ 29. Üldküsimused kaudses kõnes (saatelause õeldis on olevikus).

Notes to the text

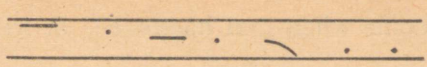
go into business ärimeheks hakkama
most people suurem osa inimesi
I can't stand it any longer = I can stand it no longer ma ei talu seda enam
knowledge (mitmuse vorm puudub) teadmised

Reading Exercise.

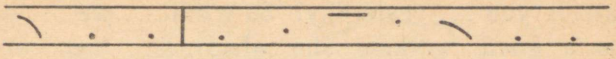
Rõhuline ja rõhuta üte.



Pa'pa', 'who will 'do the 'work'?



'Who will 'do the 'work, Papa'?



'Yes, my son', they will 'all be 'business-men'.

Exercise 1.

Change the direct questions into indirect questions.

1. Elvi asks Toivo, "Will you go to the library with me?"
2. Toivo says to Elvi, "Is Tammsaare your favourite writer?"
3. Toivo says, "Elvi, are you fond of poems?"
4. Elvi says, "Have you bought the new Russian grammar, Toivo?"
5. Toivo asks Elvi, "Will there be a meeting of the Y.C.L. after school?"
6. I ask Toivo, "Will you go to town by train or by bus?"
7. Granny asks Toivo, "Have you found my eyeglasses?"
8. Granny asks Toivo, "Were my glasses in my shopping-bag?"
9. Elvi asks her grandmother, "May I go to the pictures in the afternoon?"

Exercise 2.

Can, could, may, must.

Translate.

1. Kas ma võin (tohin) esitada küsimuse, sm. Tamm? 2. Ma ei saa teid praegu aidata. 3. Kas Ilmar oskab hästi joonistada? Jah, oskab. 4. Kas ma tohin kasutada sinu täitesulepead? Jah, palun. 5. Mida me nüüd peame tegema? Nüüd te peate lahendama järgmise mõistatuse. 6. Kuidas võisin ma unustada selle sõna! 7. Kas ma võin (tohin) klassist (the classroom) lahkuda?

Exercise 3.

Fill in the blanks with verbs in the Present, Past or Future Indefinite.

be

1. The holidays ... over now. 2. I ... in the country a week ago. 3. There ... a chess match at our school next week.

4. We ... not at home when that happened. 5. Rein ... soon ... well again.

do

1. What ... you ... yesterday? 3. What ... we ... tomorrow? 3. Mary is a good worker, she always ... her work well. 4. We ... our lessons before we came here.

go

1. Henry was ill and ... not ... to his music lesson yesterday. 2. I ... to see the doctor tomorrow. 3. Father ... to the country a week ago. 4. Paul is seven, he ... to school already.

Exercise 4.

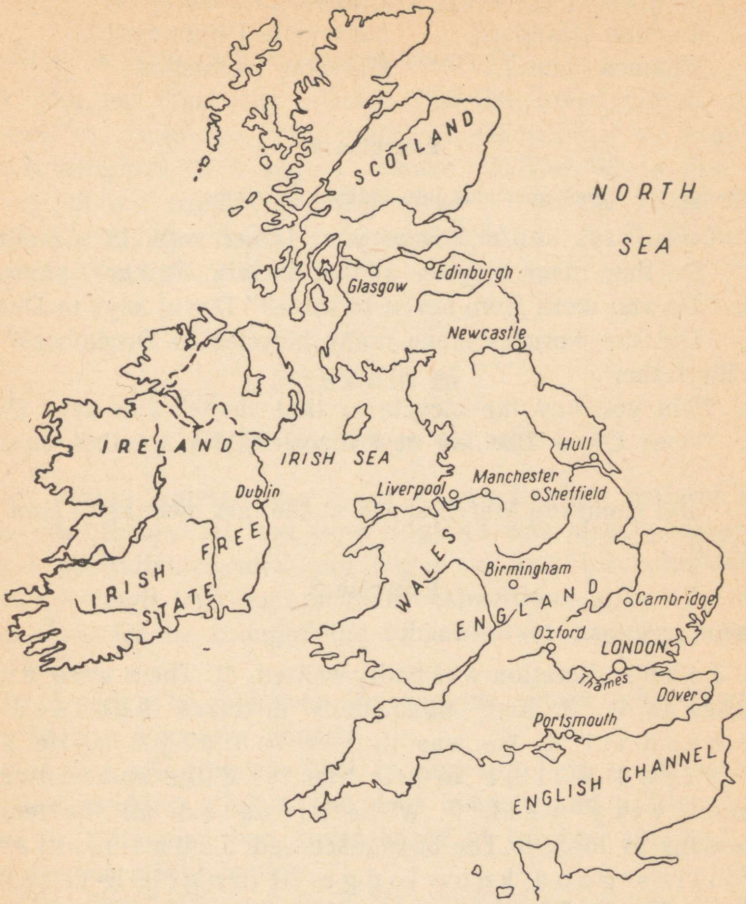
Questions.

1. What was Mr. Fungus Finklebottom? 2. How many workers did his company employ? 3. What was his wife's name? 4. Who was Oscar? 5. What did Mr. Finklebottom like to do in the evening? 6. What did his son ask him one evening? 7. How do people make money in America? 8. Can everybody go into business? 9. Why can't everybody go into business?

LESSON 19

STUDYING THE MAP OF ENGLAND

1. What **separates** England from the **continent** of Europe?
2. Which town lies nearest to the continent?
3. What separates England from Ireland?
4. Which of the two **islands** is larger, Great Britain or Ireland?
5. What is the capital of England?
6. On what river does it lie?
7. What is the capital of **the Irish Free State?**
8. What country lies in the north of Great Britain?
9. Which parts of Great Britain are **mountainous?**
10. What is the capital of Scotland?
11. Into what sea do most of the rivers of Great Britain flow?
12. Which are the largest **seaports** in Great Britain?



13. What city is the **cotton** centre of England?
14. What other big industrial centres do you know?
15. Which are the two oldest university towns in England?

Revision

Interrogative Words.

Grammar

§ 4. Määrava artikli tarvitamine geograafiliste nimedega.

Pronunciation Exercise.

island ['ailənd]
Ireland ['aiələnd]
Britain ['britn]
Oxford ['ɔksfəd]
Cambridge ['keimbridʒ]
Birmingham ['bəːmiŋəm]

England ['iŋgləndˌ] Edinburgh ['edinbərə]
London ['lʌndən] Newcastle ['nju:kɑ:sl]
Thames [temz] Glasgow ['glɑ:sgou]

Exercise 1.

Change the direct questions into indirect questions.

1. Oscar says to Jim, "Does your father work at a factory?"
2. "Do they make bicycles at that factory, Father?" says Jim.
3. "Do you work from seven to three?" David says to Dan.
4. "Did the workers make many bicycles in December?" Jim asks his father.
5. "Did you buy the bicycle at that shop?" Jim asks Oscar.
6. "Does Oscar like his new bicycle?" Jim's father asks his son.
7. "Did Comrade March speak at the last meeting?" Dan says to David.

Exercise 2.

Form questions.

1. John's dictation was badly written. 2. There were eight mistakes in it. 3. John made many mistakes because he had been ill. 4. He was ill for ten days. 5. He asked his friend Willie to help him. 6. Willie had written the dictation very well. 7. Willie dictated all the texts of the lessons to John. 8. The boys discussed John's mistakes. 9. Willie's good knowledge of English helped him in his work with John.

Exercise 3.

The infinitive with or without *to*.

Fill in the blanks.

1. Jack wants — go to the skating-rink in the afternoon, but he must — do his lessons first. 2. When he has done his lessons, he goes to his mother and says, "May I — go to the skating-rink now?" 3. Jack began — skate when he was seven. 4. He wants — become a good skater; he must — skate every day. 5. He could not — skate in December because it often rained. 6. Jack has decided — spend two hours a day at the skating-rink in February.

Exercise 4.

Fill in the blanks with words from Lesson 19.

1. Moscow ['mɔskou] is the ... of the Soviet Union. 2. The Moscow ... is in the Lenin Hills. 3. Odessa is a large .... 4. Magnitogorsk is a big ... centre. 5. The White Sea is in the ... of our country. 6. Stalingrad ... on the Volga. 7. The Kama ... into the Volga. 8. Saaremaa is an .... 9. The sea ... Saaremaa from the continent.

LESSON 20

SIR WALTER IS ON FIRE

Sir Walter Raleigh was a well-known English **seafarer** in the sixteenth century. At that time England was already **developing** into a **capitalist** country and began to look for colonies. Sir Walter Raleigh took part in many **expeditions** across the ocean. From America he brought the **tobacco-plant** and the potato to England.

In America he had seen the Indians smoke tobacco and he soon became a smoker himself.

One day, when he was back in England, he was sitting by the **fire** and smoking a **pipe.** The door opened, and a friend of his came in. This man had never heard of tobacco and had never seen anyone smoke a pipe.

"Fire, fire!" the man cried. "Sir Walter is on fire! Smoke is coming out of his mouth and **nose!**"

With these words he ran out to get some water to **put out** the fire. He **poured** the water over Sir Walter's head. The great seafarer was wet all over before he had time to explain anything to his friend.

Grammar

§ 30. Kaudsed küsimused (saatelause öeldis on minevikus).
§ 10. Emfaatilised asesõnad *myself, yourself* ...

Notes to the text

he had seen the Indians smoke ta oli näinud indiaanlasi suitsetamas
by the fire kamina juures

a friend of his üks tema sõpradest
wet all over üleni märg
before he had time enne kui ta jõudis

Pronunciation Exercise.

[h]

How hot it is!
Henry asked Harris how he helped Andy.

Exercise 1.

Change the direct questions into indirect questions.

1. Nora said to Emma, "Did you go shopping yesterday?"
2. "What did you buy?" Nora asked Emma.
3. "How much did you pay for your cotton gloves, Emma?" asked Nora.
4. Emma said, "Do you like my new brown shoes, Nora?"
5. Nora said, "Can you come to the bookshop with me today, Emma?"
6. Emma asked Nora, "Will you be ready by four o'clock?"
7. Nora asked Emma, "Where shall we meet?"
8. Nora said, "Does the bus stop near your house, Emma?"

Exercise 2.

Fill in the pronouns *myself, yourself ...*

1. Walter ... told us that story. 2. We heard that story .... 3. Jane said to ..., "The boys must do the work ...." 4. I bought this scarf for .... 5. Peter and Ned, you must go there .... 6. Did you make that shelf ..., James?

Exercise 3.

Fill in the prepositions *in, on, at, to, across, from, near, around, through, under.*

1. My friend lives ... Kohtla-Järve. Yesterday I sent him a letter. 2. I know that he has just returned ... Narva. 3. He spent three days ... Narva. 4. My friend has a little summer house there. 5. It is not ... the town of Narva, it is ... Narva. 6. There is a garden ... his house. 7. The house stands ... the bank of the Narva River. 8. If you go ... the river, you come ... a beautiful park. 9. The park is not far ... my friend's house.

10. In summer, when it is too hot ... the sunshine, my friend likes to sit ... an old tree in the park and fish ... the river. 11. A road leads ... the park ... the bus-stop. 12. It is about sixty kilometres ... Narva ... Kohtla-Järve.

Exercise 4.

Translate.

1. Sir Walter had seen the Indians smoke tobacco. 2. Have you seen Jim smoke? 3. Sir Walter heard his friend enter the room. 4. Did you hear the child cry at night? 5. I saw Sam run across the street. 6. I heard the old man call Sam.

Exercise 5.

Questions.

1. When did Sir Walter Raleigh live? 2. In what did Sir Walter Raleigh take part? 3. From where did he bring the potato to England? 4. Whom had he seen smoke tobacco in America? 5. What was he doing one day when he was back in England? 6. Who came in? 7. What did the man cry? 8. Why did he run out to get some water?

JOLLY CORNER No. 5.

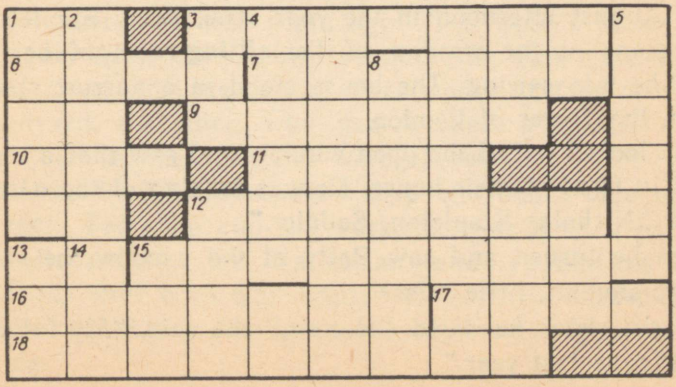
A Proverb

Where there is smoke, there is fire.

A Riddle

When it eats, it lives; but when it drinks, it dies. What is it?

A Crossword Puzzle



From left to right

3. The name of the land which Columbus discovered in 1492. (7 letters)
6. You can ride in it from one end of a city to the other. (4 letters)
7. One of the oldest university towns in England. (6 letters)
9. The people to whom Keesh belonged. (6 letters)
10. The colour of the **flag** of the Soviet Union. (3 letters)
11. The negative form of the verb "can". (4 letters)
12. The name of a small country in Europe, not far from England. (7 letters)
15. The name of a great industrial centre and seaport in the north-east of England. (9 letters)
16. The name that we give to England, Scotland and Wales together. (7 letters)
17. When we want to know it, we look at a clock or a watch. (4 letters)
18. The name of another old university town in England. (9 letters)

From top to bottom

1. The antonym of "finish". (5 letters)
2. A small country in the south of Europe. (**Greece** — Kreeka)
4. The capital of the Soviet Union. (5 letters)
5. One of the five continents. (6 letters)
8. A country in the north-east of Europe. (7 letters)
13. The first three letters of the English alphabet.
14. A long period of time. (3 letters)

LESSON 21

THE GREAT FIRE OF LONDON

After M. Stuart Lane

CHAPTER I

A STRANGER AT THE WINDOW

One August afternoon in the year 1666, Betty Stapleton was sitting alone at the window of the **sitting-room** of her aunt's house. She was **sewing**. The house stood in a narrow street not far from the **Tower** of London.

Betty looked out of the open window and saw that a man had stopped in front of their house. He was looking at the name over the door "Nicholas Stapleton, **Saddler**."

When he turned and saw Betty at the window, he said, "Is Mr. Stapleton in, little **miss**?"

The girl shook her head. "No, sir," she said. "My father died of the **Plague last year.**"



"What a **pity**!" he said. "What a great pity! But his name is still over the door."

"Yes, sir, my aunt doesn't want to change that," explained Betty. "Shall I call my aunt?"

"Oh no, no!" said the stranger. "Thank you, little miss. Good day." And he **hurried** down the street. Then Betty saw that he was **lame**.

Aunt Mathilda had been the **mistress** of the house since Betty's mother died nine years ago. Then Betty's father died of the Plague. After his death Mathilda Stapleton **carried on** the business alone with the help of three workmen. One of these was Mr. Rudyard, a saddler, who had worked with Mr. Stapleton for many years; the other two were **apprentices.**

In those days a **tradesman's** shop and home were under the same **roof.** The shop and the work-room occupied a part of the **ground floor;** here the tradesman and apprentices worked. Apprentices were boys who wanted to learn the **trade.** They had to work without **pay** for seven years before they could become tradesmen.

Grammar

§ 31. Käsklause kaudses kõnes (Indirect Commands).

Notes to the text

is he in? kas ta on kodus?
the Plague katk, mis möllas Inglismaal a. 1665
mistress perenaine; kaasaegses inglise keeles selles tähenduses vähetarvitatav sõna

Pronunciation Exercise.

Helilised ja helitud kaashäälikud.

Tell the girl to go to the kitchen.
What a pity that Betty's father died in December!

Exercise 1.

Change the direct commands into indirect commands.

1. The teacher said, "Speak in a loud voice, Ellen."
2. The teacher said to the boy on duty, "Go and bring a piece of chalk."
3. Ann said to her friend, "Help me to do the English exercise."
4. Larry said to the boys, "Don't make such a noise."
5. Ellen said to Jean, "Put the book in the bookcase."
6. Mother said to Steve, "Don't put your hands in your pockets."
7. Mother said to the children, "Sit down to supper."

Exercise 2.

Change from the Past to the Present.

An Hour on the Ice

(*after Charles Dickens*)

After lunch Mr. Pickwick and his guests **went** skating. Mr. Pickwick **asked** Mr. Winkle if he **could** skate. Mr. Winkle **said** that he **could,** but that he **had** no skates. One of the guests **gave** him a pair of skates. Mr. Pickwick and his friends **put** on their skates and **began** to skate on the river. All this time Mr. Winkle **was trying** to put on his skates. At last, with the

help of Sam Weller, he **managed** to put them on, but he **could** not stand on his skates without Sam's help. He **asked** Sam not to leave him and **promised** to give him a coat for his help. Sam **thanked** Mr. Winkle. Suddenly Mr. Pickwick **shouted**, "Sam!" When Sam **heard** Mr. Pickwick call him, he **left** Mr. Winkle. The next moment Mr. Winkle **ran** into one of the skaters and they both **fell** down heavily.

Mr. Pickwick **was** very angry. He **told** Sam to take the skates off Mr. Winkle's feet. Then he **took** Mr. Winkle to the river bank and **said** angrily, "If you can't skate, sir, why do you say that you can?"

Exercise 3.

Questions.

1. Where was Betty Stapleton sitting one August afternoon? 2. What was she doing? 3. Where did the house stand? 4. Who stopped in front of the house? 5. At what was the stranger looking? 6. What did he ask Betty? 7. What did Betty answer? 8. What did Betty see when the man hurried down the street? 9. With whom did Betty live? 10. Why did she live with her aunt? 11. What had Betty's father been? 12. Who carried on the business after his death? 13. Where were the shop and the workroom? 14. How many workmen did Aunt Matilda employ? 15. How long did apprentices work before they became tradesmen?

LESSON 22

CHAPTER II

THE CELEBRATION OF THE VICTORY

On the day when the stranger spoke to Betty, the people of London went to Moorfields to celebrate a victory. Moorfields was a **wide** green field where people danced and played games on holidays. England was at war with Holland at that time, and the news of a victory had just reached London.

Some friends of Betty's, Meg and Peter Tappler, came and took Betty with them to see the celebrations in Moorfields. A great **crowd** was there already when the children arrived. They walked around and **were interested** in everything that they saw.



Time passed quickly. Then suddenly **a fight** began in one part of the field. It was a fight between two groups of apprentices — the **butchers** and the **weavers**. Meg and Betty wanted to **run** away, but Peter wanted to see the fight. In the **panic** that followed Betty fell down. At the same moment a young man ran forward, **picked** her up and carried her out of the crowd.

"Are you **hurt**, little miss?" he asked Betty. The girl had no time to answer, for at that moment someone shouted, "The **press!** The press! Be **careful**, Sim!"

The young man looked round. But it was too late to run anywhere, a **gang** of **armed** sailors had **surrounded** him already. An officer came forward and said, "The king **wants** you, you must come with us!" The next moment the young man **was led away**. At his side Betty saw the man who had shouted, "Be careful, Sim!" It was the lame man who had spoken to her through the window.

When Betty got home that evening, her dress was **torn** and dirty and she **was scolded** by her aunt. Betty cried a little as she lay down in her aunt's **bedroom**. She was sorry for the young

man who had fallen into the hands of the press-gang **because of** her. He had been so kind to her, who was all alone in the world. Her mother had died when she was two. Her brother had run away from home five years ago and the Plague had carried away her father.

Grammar

§§ 19—21. Passiiv (The Passive). The Past Indefinite Passive.

Notes to the text

England was at war with Holland Inglismaa pidas sõda Hollandiga
she had no time to answer ta ei jõudnud vastata
lie down pikali heitma

Reading Exercise.

Lugeda järgmised sõnad lugemisreeglite kohaselt.

pick	gang	press	soft	rush	just
wide	flame	hide	final	tone	plague
yard	carter	hurt	burn	care	torn

Exercise 1.

Translate.

1. A victory over Holland was celebrated in Moorfields in August 1666. 2. A great number of Dutch towns were occupied during the summer. 3. The captain was invited to a meeting by the town tradesmen. 4. Many difficult questions were discussed at the meeting. 5. Many new houses were built in London after the Great Fire. 6. Many people were arrested in Moorfields. 7. They were taken to the war-ships. 8. Some soldiers were sent to the Tower of London.

Exercise 2.

Fill in the blanks with words from Lessons 22.

1. In 1666 England was at ... with Holland. 2. One day some English soldiers ... a group of Dutch soldiers. 3. Are you ... in the Dutch language? 4. Have you heard the latest ...? 5. The police officer wanted to arrest the sailor, but he disappeared in the .... 6. Be ... when you go across the street.

7. Aunt Jenny fell down in the street, but she was not . . . . 8. There is a . . . 's shop not far from here, where you can buy some meat.

Exercise 3.

Find antonyms.

kind words	a long letter
a good example	a difficult question
a dark room	a happy child
dry shoes	far from the house
a wide street	the bottom shelf

Exercise 4.

Questions.

1. Why did the people of London go to Moorfields one day in August, 1666? 2. With whom did Betty go there? 3. What happened in Moorfields? 4. Who picked Betty up? 5. What did the young man ask Betty? 6. Why did the young man suddenly look round? 7. Could he run away? 8. Why not? 9. What did the officer say? 10. Who walked at the man's side when he was led away? 11. Why did Aunt Matilda scold Betty that evening? 12. For whom was Betty sorry?

Exercise 5.

Change the direct commands into indirect commands.

1. Comrade Ranne said to the pupils, "Read the notes to the text."

2. She said to Hilda, "Translate the words from Estonian into English."

3. She said to her, "Don't read the letter "h" in the word "hour"."

4. I said to Hillar, "Don't use that word."

5. Granny said to Lizzie, "Don't boil the coffee too long."

6. She said to the girl, "Wash up the plates, please."

LESSON 23

CHAPTER III

THE PRESS-GANG

A few days after the celebration of the victory, Betty again saw the lame man standing near their house.

"I hope you are well, little miss," he said to her and smiled.

Betty told him that she was all right and wanted to know something about the kind young man who had picked her up in Moorfields on the day of the fight.

"He was taken to the king's ship. Soon they'll **sail** out and fight the Dutch." Just then they heard Aunt Matilda's voice and the man hurried away.

On the following Wednesday, Betty was invited to Meg Tappler's birthday party. Meg's father took the children out on the river in his new boat. They spent a **pleasant** afternoon on the river and returned when the sun **was setting.** Betty said good-bye to her friends and went **homeward.**

When she turned into her **own** street, she suddenly stopped. There was a noise behind her. Just then a man ran **past.** He was very red in the face and breathing hard. But Betty **recognized** him: he was the young man who had picked her up in Moorfields.

Betty followed him with her eyes. She saw him run as far as the Stapletons' door and then he disappeared into the house. There was no one **else** in the street, no one had seen him except Betty.

The next moment Betty saw a gang of armed sailors coming along the street towards her.

"The press-gang!" said an old woman from her **doorway.**

Betty ran home. She went in as quietly as she could. Where had the young man gone? she thought. Where **was** he **hiding?** Only the door to the shop was open, all the others were shut. She went into the shop and looked round. It was empty, so was the work-room behind it. In a dark corner of the work-room there was a **low** door which led to the **yard.** This, Betty **noticed,** was open a little. "He has gone into the yard," she said to herself. At that moment she heard the **sound** of heavy **footsteps** in the street. The press-gang was coming!



Suddenly she had an idea. She pulled some bags and boxes up to the door, and on these she put some big pieces of **leather** that were lying about. When she **had covered** the door, she ran to the kitchen.

Mistress Stapleton came **downstairs** and wanted to know why Betty had made such a noise. Before the girl could answer there was a loud **knock** at the door.

Mistress Stapleton herself went to open the door. Four armed sailors came in and **searched** the house. They were looking for a sailor who had run away from the king's ship. But they did not find him in the saddler's house. All the houses in the street were searched.

Betty **trembled** with **fear** while they were in the house, and when they went to search the other houses, she was still very much afraid. **Finally** she heard them go away. Then she ran to the work-room and knocked at the door **softly.** In half a minute she was back in the kitchen. A few minutes later a loud noise was heard. Mistress Stapleton jumped to her feet and ran to

the door. She was just in time to see the young man disappear round the corner.

Aunt Matilda came back to the kitchen and began to scold Betty. She was very angry.

"So you hid that man, that run-away sailor, in my house!" she said in a **tone** that cut like a knife.

"No, Aunt, he — he hid himself," Betty tried to explain through her **tears.**

On the following day Betty **overheard** what Mr. Rudyard said to Aunt Matilda. "I think it is my duty to tell you that you scold Betty too often. You'll drive the girl from her home as you drove her poor brother," said the old man.

The saddler's words made Betty think. So Aunt Matilda had driven her brother from home. She had **never** heard that before.

Grammar

§ 3. Artiklite tarvitamine rahvuste nimetustega.

Notes to the text

she saw the man standing near their house ta nägi meest nende maja juures seismas
she was all right ta tundis end hästi, kõik oli korras
he was red in the face ta oli näost punane
she jumped to her feet ta kargas püsti
she was just in time to see ta jõudis parajasti näha
the run-away sailor ärakaranud madrus

Exercise 1.

Kirjutada ära tekst alates sõnadest On the following Wednesday... kuni... he was the young man who had picked her up in Moorfields. Märkida rõhud ja lugeda tekst õigete rõhkudega.

Exercise 2.

Change from the Active to the Passive.

1. Aunt Matilda employed three workmen. 2. Betty called Aunt Matilda downstairs. 3. The work-room occupied a part of the ground floor. 4. A kind young man picked up the little girl. 5. The young man carried Betty out of the crowd. 6. The armed sailors took the young man to the king's ship. 7. The Tapplers invited Betty to a birthday party. 8. Aunt Matilda scolded Betty that evening.

Exercise 3.

Find antonyms.

on working days	in the south
to return home	in the east
to come in time	in the plural
to forget the number	with my friend
to be silent	to find some money
to leave the room	to jump into the boat

Exercise 4.

Change from direct speech to indirect speech.

1. "Are you hurt?" the young man asked Betty.
2. "Be careful, Sim!" cried the lame man.
3. The young man asked the officer, "Where are you taking me?"
4. The officer said to the young man, "You will become a sailor on a war-ship."
5. "Shall we fight the Dutch?" the young man asked the officer.
6. The lame man said to Betty, "I hope you are well, miss."
7. Aunt Matilda asked Betty, "Did you spend a pleasant afternoon on the river?"

Exercise 5.

Fill in the blanks with words from Lesson 23.

1. It is ... to go for a walk on a sunny day. 2. It will soon be dark, the sun is ... already. 3. The Stapletons lived in their ... house; they lived there alone. No one ... lived in the house. 4. "I must find a place where I can ... from the press-gang," the young man said to himself. 5. The captain had not seen that sailor for a long time, that's why he did not ... him. 6. At night we woke up because there was a loud ... at the door. 7. The sailors did not notice that behind the bags and boxes in the work-room there was a ... door which led to the ... .

Exercise 6.

Translate into English.

1. Ma kuulsin koputust ja avasin ukse. 2. Mõned sõdurid tulid sisse ja otsisid maja läbi. 3. Lõpuks läksid nad ära. 4. Ma

kuulsin pealt, mida nad ütlesid. 5. Mine alumisele korrusele, Tom ootab sind. 6. Laps värises hirmust. 7. Ma nägin pisaraid lapse silmis. 8. Võta tükk nahka ja kata see kast!

LESSON 24

CHAPTER IV

THE 2nd OF SEPTEMBER, 1666

August was very hot and dry that year. On the night of the 2nd of September a strong east wind began to blow. In the middle of the night, Betty got up because she could not sleep: it was so hot in the bedroom. She went to the window. Looking out, she noticed that the sky was red. But she could not see far, the street was too narrow.

"It can't be morning yet," she thought. "There must be a house on fire somewhere." Then she heard voices in the street and people running. She **woke up** Aunt Matilda and told her what she had seen. But the old lady **refused** to get up and told Betty to go back to bed. Not long after that, Betty heard the two apprentices leave the house. Then she got up again without waking her aunt and went downstairs. She opened the front door and saw some neighbours in the street.

"It's a **terrible** fire," they said. But nobody knew where it was. Finally someone **informed** them that the fire was down the river.

"Will it come here?" asked Betty.

"No, child," they said, "the east wind is driving it away from us, thank **God.**"

It was Sunday morning. Mistress Stapleton got up at seven o'clock and began to cook breakfast, as **usual.** While Betty was laying the table, the two apprentices **rushed** into the kitchen. They were dirty all over, their face and hands were black with smoke.

"Mistress," they cried in one voice, "there's a big fire — the biggest fire that you **ever** saw. Hundreds of houses **are burning!**"

"I don't **believe** you," said Mistress Stapleton.

"It's true, Mistress," insisted the boys. "We've seen it — all down Fish Street. And London **Bridge** is burning."

"If what you say is true," said Aunt Matilda, "then what are the poor people doing who live in those houses?"

"They are rushing about **madly,**" said the elder boy. "I've never seen such a crowd in the streets."

The boys hurried through their breakfast and ran out again.

Soon after that Mr. Tappler came in. "This is a terrible Sunday, Mistress Stapleton," he said. "I have come to tell you that we are safe so long as the wind is in the east."

Mr. Tappler invited Betty to go on the river to see the fire.

On the way to the river, Betty saw the crowds that filled the streets. The fire was still far away, but everybody was rushing about madly. She saw many carts full of **household** things; she saw mothers with babies in their arms, hurrying from place to place. She saw some men fighting for a cart.

Meg and Peter were waiting near the boat. All four **got in** and soon they were in the middle of the Thames. From there they could see that the fire had **spread** a long way up the riverside. The wind was driving the **flames** on and on. The houses on London Bridge were burning and some buildings on the south side of the river **were catching fire.** Betty could see people running in and out among the **burning** houses, trying to save their household things.

Then Mr. Tappler turned the boat round, saying that it was not safe to go on. "We must return home now and be **thankful** that we still have homes."

Mistress Stapleton did not let Betty go out again to see the fire. From time to time they got news of it from the apprentices. The fire was spreading, and nothing could stop it. Hundreds of houses were **destroyed.** All the open places, like Moorfields, were full of **homeless** people. On all the roads north of London there were crowds of people who were leaving the burning city.

When night came, the whole sky **seemed** to be on fire. Betty went to bed as usual, but she could not sleep.

Grammar

§ 23. Oleviku kesksõna määrusena (*des*-lauselühend).

there must be a house on fire somewhere arvatavasti kuskil põleb maja
the fire was down the river tulekahju oli allpool jõge
we've seen it all down Fish Street me nägime seda kogu Fishi tänaval
the fire had spread a long way up the riverside tuli oli levinud kaugele ülespoole jõge

Reading Exercise.

Tähenduslikult eriti tähtsate sõnade tugev rõhutamine lauses.

'August was very "hot and "dry that year.
'Betty 'could not 'sleep: it was so "hot in the bedroom.
She 'opened the 'door and 'saw some "neighbours in the street.
It 'can't be "morning yet.

Exercise 1.

Translate.

1. Looking out of the window, Betty noticed that the sky was red. 2. Coming downstairs, she heard voices in the street. 3. Trembling with fear, she shut the door. 4. The boys rushed into the house, shouting to Aunt Matilda that London was burning. 5. People were running about, trying to save their things.

Exercise 2.

Translate into English.

1. Lapsed läksid Moorfieldsi. 2. Seal algas kaklus. 3. Betty kukkus maha. 4. Üks noormees nägi seda. 5. Ta jooksis Betty juurde ja tõstis ta üles. 6. Noormees viidi ära. 7. Betty jõudis koju hilja. 8. Betty jutustas tädile noormehest. 9. Betty ei teadnud, kes see noormees oli. 10. Maja otsiti läbi.

Exercise 3.

a or *the*

Fill in the blanks.

1. Betty Stapleton and her aunt lived in — house not far from — Tower of London. 2. One day — man came to the house. 3. He looked at — name over — door. 4. He asked — girl if her father was at home. 5. When — man hurried down — street,

Betty saw that he was lame. 6. Betty saw — man again when she went to Moorfields. 7. — people of London went there to celebrate — victory over Holland. 8. — large crowd was there when — children arrived. 9. Suddenly — fight began there. 10. Peter wanted to see — fight. 11. When Betty fell down, — young man carried her out of — crowd. 12. — young man was surrounded by — gang of armed sailors. 13. — lame man walked at — young man's side. 14. — lame man came to the Stapletons' house after — celebration of — victory.

Exercise 4.

Questions.

1. What was the month of August like in 1666? 2. Why could Betty not sleep on the night of the 2nd of September? 3. What did she notice when she looked out of the window? 4. Whom did she wake up? 5. Did the old lady get up? 6. Whom did Betty see in the street when she opened the front door? 7. What did the neighbours tell her? 8. Who rushed into the kitchen when Betty was laying the table? 9. Who took Betty to see the fire? 10. What did Betty see in the streets? 11. Why were all the roads full of people?

LESSON 25

CHAPTER V

IN GREAT DANGER

Next day Mr. Tappler came to see Mistress Stapleton.

"I **advise** you to go away," he said. "I shall take my wife and children to Highbury tonight, and I advise you to do the same."

But Aunt Matilda did not believe that the danger was so great. "I shall stay here until I am driven away," she said.

Nevertheless, she sent the apprentices home to their **parents.** "I don't want other people's children in the house at such a time," she said.

Next morning Mistress Stapleton began to pack her things into boxes. Betty helped her all the morning. When the girl

opened the front door that afternoon, she saw that there was some smoke in their street already. All the neighbours had gone away. While she was standing at the door, she saw through the smoke that a man was coming towards her. She recognized him. It was the young man whom she had saved from the press-gang.

"I thought that you had gone away," he said. "Where is your aunt?"

"She's **upstairs.** She is packing her things," said Betty. The young man entered the house and shouted:

"Mistress, you must go at once! You will burn **alive!**"

"I have one more box to pack," answered Aunt Matilda. "Are you a **carter**? If so, I'll pay . . ."

But the young man did not hear her; he had already run out into the street.

Betty sat down, **laid** her head on the table and cried.

"Now, child, tears won't help," said her aunt, coming downstairs. "Run to Mr. Sawyer's and tell him to send me a horse and a cart at once."

Betty ran to the carter's house, but there were no more carts there. There were no more carts in all London, she heard someone say. The girl went back, more frightened than before. On the way home she passed a horse and a cart. There were two men in the cart. Through the smoke she recognized the men: one was the lame man, the other was her friend, the young sailor. Betty turned into her own street. Some of the houses in the street were burning already.

"He's coming! He's coming!" she shouted to her aunt, who was waiting for her in front of the house.

A minute later the young man **appeared.** He had tied a wet **cloth** round his head. In a moment he caught Betty up in his arms, in another moment she **was handed** to the lame man in the cart. Then the young man and Aunt Matilda hurried into the house to bring out the boxes. Through the smoke Betty could see the young man carry one box after another to the cart.

The smoke was **thick,** the **heat** was getting more and more terrible. Betty was very much frightened now because Aunt Matilda and the young man were still in the house. **At last** Betty saw the young man coming towards the cart; but this time he was not carrying a box, he had Mistress Stapleton in



his arms. What had happened to Aunt Matilda? Was she dead or alive? Betty did not know.

The old lady was laid down in the cart and they drove away as fast as they could.

Grammar

§§ 19—21. The Present Indefinite Passive.

Notes to the text

one more box veel üks kast

Exercise 1.

Translate.

1. Millions of people are killed in every war. 2. May Day is celebrated in many countries. 3. Presents are given to children on their birthdays. 4. In our country children are sent to school when they are seven years old. 5. At English lessons some exercises are written on the blackboard. 6. Grammar mistakes are often made by pupils.

Exercise 2.

Fill in the prepositions *on, in, at, from ... to, after, before.*

1. Meg Tappler was born ... August. 2. Her birthday was ... the 29th of August. 3. Betty Stapleton was born ... 1655. 4. Meg Tappler came to see Betty ... Tuesday, the 28th of August. 5. Betty went to Meg's birthday party ... Wednesday, the 29th of August. 6. She went there ... twelve o'clock. 7. The children played in the garden ... twelve ... two. 8. ... two o'clock Meg's mother called them in and said, "Dinner will soon be ready. Go and wash your hands ... dinner." 9. ... dinner the children went on the river with Mr. Tappler.

Exercise 3.

Translate.

1. Looking out of the window, Betty saw a man standing in front of their house. The man was looking at the name over the door.

2. Mr. Tappler left the room, saying that the fire was spreading.

3. Hurrying homeward, Betty saw that some houses were already burning in her own street.

4. When Betty reached her home, Aunt Matilda was carrying bags and boxes out of the burning house.

5. When Betty saw the cart coming through the smoke, she shouted, "He is coming! He is coming!"

Exercise 4.

Questions.

1. Why didn't Aunt Matilda go away when Mr. Tappler advised her to leave London? 2. Where did she send the ap-

prentices? 3. What did Mistress Stapleton do next morning? 4. Whom did Betty see when she opened the door in the afternoon? 5. Where was Aunt Matilda at that moment? 6. Did the young man see Mistress Stapleton while he was in the house? 7. Where did Aunt Matilda send Betty? 8. Why did she send Betty there? 9. Did Mistress Stapleton get a horse and a cart from Mr. Sawyer? 10. Who arrived in a cart when the houses in the street were burning already? 11. What did the young man help Aunt Matilda to do?

LESSON 26

CHAPTER VI

THE END OF THE STORY

They drove out of the burning city. They were in a long **line** of people in carts and on foot, who were leaving their homes which the terrible fire had destroyed. They made camp in a wide open field near Highbury, many miles from London. Mistress Stapleton was very ill. She lay hour after hour in great pain, and for two days she did not recognize the people who were around her.

On the evening of the second day Betty told the young sailor that her aunt was a little better.

"Have you any friends in Highbury?" the young man asked Betty.

"Yes," said the girl, "the Tapplers came to Highbury. I had **almost** forgotten that."

"Then I'll go and find Mistress Tappler," he said. "My ship sails tomorrow evening, and if I am not there, the King's men will arrest me."

"I am very sorry," said Betty. "And shall I never see you again? I had a brother who ran away to sea when he was fourteen. Will you promise to look for him when you are sailing far away? And if you find him, tell him that his sister is waiting for him, and that it was all a mistake."

"What was a mistake?" asked the sailor.

"My brother didn't **steal** the **silver** box," Betty explained. "This is what happened. One day he had to take a new **saddle** to a **gentleman's** house. The next day the gentleman informed

Aunt Matilda that Simon had stolen a silver box from his house. It's a pity that Aunt Matilda believed the story and said very **cruel** things to Simon. The story wasn't true. Somebody else had stolen the box. But we **learned** it too late: Simon had sailed away on a ship."

Just then Aunt Matilda called Betty.

"I have been **asleep,**" said Mistress Stapleton. "Whose voice was that, Betty? Where is the young man who helped us? Bring him here. I want to thank him."

When the young man came in, she looked at him for a long time and then suddenly cried, "I knew it! Simon, my poor boy, will you **forgive** me?"

"Simon!" said Betty. "Is it you, Simon?"

Suddenly it was all clear to Betty. Of course it was Simon. He knew where the little yard door was, he knew where to hide himself from the press-gang. She had not recognized him because he was so big and strong, and had a **beard.**

Simon had many things to explain to them. He had gone to sea that same night when he ran away from home. When he came back to London after five years, he had sent his old friend, the lame man, to ask about his father and sister.

Betty was happy again: she had found her brother and now Aunt Matilda was much kinder to her than she had been for a long time.

Notes to the text

in a wide open field avaral väljakul

Reading Exercise.

Lugeda järgmised sõnad, mida ei loeta lugemisreeglite kohaselt.

pity	physics	develop	manage
glove	colour	onion	company
range	danger	leather	pleasant
heart	key	neighbour	knowledge

Exercise 1.

Translate, using only the Passive.

A. 1. Tallinn asutati (to found) 13. sajandil. 2. Suure Sotsialistliku Oktoobrirevolutsiooni aastapäeva tähistatakse 7. no-

vembril. 3. Kaks kirja saadeti sinna esmaspäeval. 4. Meie maal pekstakse vili septembris ja kartulid võetakse oktoobris. 5. Selles koolis ei õpetata muusikat. 6. Kõik vanad vihikud visati tulle. 7. Selles vabrikus tehakse jalanõusid (shoes).

B. 1. Üks madrus päästis (to save) eile kaks poissi. 2. Suur tulekahju hävitas palju maju. 3. Sir Walteri sõber kustutas tule. 4. Minu väike õde joonistas selle maja. 5. Arst vaatas (to examine) poisi jalga. 6. Nõukogude inimesed tähistavad igal aastal Oktoobrirevolutsiooni aastapäeva.

Exercise 2.

Fill in the blanks with verbs in the Past Indefinite, Past Continuous, Present Perfect or Past Perfect.

1. It was Sunday morning. Aunt Matilda ... breakfast and Betty ... the table, when the apprentices ... in.	cook lay run
2. "My father ... two years ago," Betty said to the lame man.	die
3. There was no one in the street; all the neighbours ... London.	leave
4. When Betty turned into her own street, she ... that Aunt Matilda ... for her in front of their house.	see, wait
5. "I ... you a cart," the young man said to Aunt Matilda.	bring
6. "I ... everything, let us go and bring the boxes," Mistress Stapleton said to the young man.	pack
7. When the young man ... Aunt Matilda down in the cart, they drove away as fast as they could.	lay
8. The street was full of smoke: many houses	burn

Exercise 3.

Fill in the blanks with words from Lesson 26.

1. My aunt gave me a ... teaspoon for my birthday. 2. Why are you beating the dog, Steve? Don't be ... to animals. 3. Steve's grandfather is an old man with a long white ... 4. Did the gentleman ... Aunt Matilda who stole the silver box? 5. How did Betty ... that Aunt Matilda had driven her brother from home?

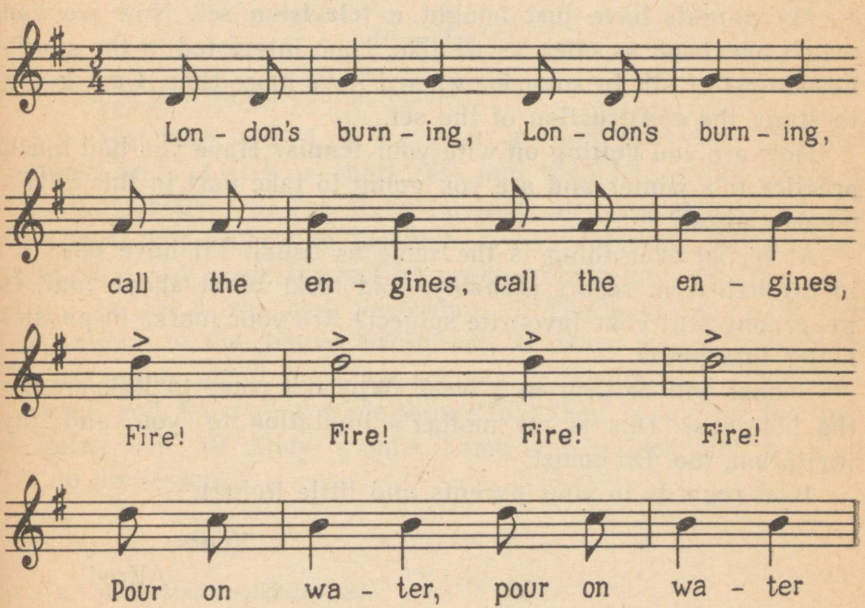
Exercise 4.

Questions.

1. Where did the young man take Betty and her aunt? 2. Where did they make camp? 3. When was Aunt Matilda better? 3. Why did the young man want to find the Tapplers? 4. What did Betty tell him about her brother? 5. Who recognized Simon? 6. Why had Betty not recognized him?

JOLLY CORNER No. 6.

London's burning *



Riddles

a) Why is the letter **A** like twelve o'clock?
b) Why is the letter **T** like an island?
c) What is it that was tomorrow and will be yesterday?

---

* Lauljad jagunevad nelja rühma. Kui esimene rühm on laulu esimese rea lõpetanud, alustab seda teine rühm jne.

LESSON 27

A LETTER

Rakvere,
March 15th, 1957

Dear Victor,

I have been very busy all this term, that's why I did not write to you before. A **technical** club was **organized** at school last autumn. I joined it in January and the work there takes up much of my free time. The wireless set that I am making with some other boys is not finished yet. We want to finish it for the School **Exhibition,** which will **take place** in April.

My parents have just bought a **television** set. Now we can watch television as often as we like. I am interested in the sports news **most** of all. In summer, when I have more time, I am going to study the **construction** of the set.

How are you **getting on** with your **tennis?** Have you had much **practice** this winter and are you going to take part in this year's tennis **contest?**

At school everything is the same as usual. I'll have one "3" in my half-term report **probably.** Bad luck! What about you? Is geography still your favourite subject? Are your marks in physics better this term?

School will be over in a week. Why not come to Rakvere for the holidays? This is my mother's **invitation** to you and my invitation, too. Do come!

Best **regards** to your parents and little Robert.

Yours,
Alfred

INVITATION

To

K o h t l a - J ä r v e Secondary School No. 1

We invite you to **visit** our School Exhibition, which will open on the 19th of April at three o'clock.

Secondary School No. 2,
Rakvere

Grammar

§ 17. Tuleviku väljendamine konstruktsiooniga *I am going to* + *infinitiiv.*

Notes to the text

it takes up much of my free time suur osa minu vabast ajast kulub sellele
what about you? kuidas sinuga (lugu) on?
do come! tule tingimata!
Why not come to Rakvere for the holidays? Kas sa ei tuleks pühadeks Rakverre?
Yours, sinu, teie (tarvitatakse tavalise kirjalõpuna enne allkirja)
the exhibition will open näitus avatakse

Exercise 1.

Change from the Past to the Future.

1. Yesterday school was over at half past one. 2. After dinner Andy took a short rest and then he went back to the schoolhouse. 3. The technical club met yesterday. 4. All the boys who belong to the club were present. 5. The boys discussed some interesting problems together. 6. Three new boys joined the club yesterday. 7. The boys wrote the invitations to the School Exhibition. 8. They sent invitations to the pupils of all the other schools in the town. 9. Then they went and bought some things that they needed for their wireless set. 10. Andy came home at 5 o'clock and began to do his lessons.

Exercise 2.

a. Moodustada eriküsimused.

1. The next tennis contest, take place, will, when?
2. Favourite subject, your, is, what?
3. English, getting on, you, your, are, with, how?
4. Television set, cost, does, a, how much?

b. Moodustada üldküsimused.

1. Television, watch, you, can?
2. Good, mark, get, English, you, a, in, will?
3. Technical club, joined, you, the, have?
4. A wireless set, making, at the club, you, are?

Exercise 3.

Fill in the blanks with *who* or *which*.

1. Alfred, ... lives at Rakvere, has a friend in Tartu. 2. Three boys of this class will take part in the tennis contest ... begins tomorrow. 3. Many boys belong to the technical club ... was organized in autumn. 4. Alfred showed his wireless set to the teacher, ... praised the boy's work. 5. This term, ... is shorter than the next, will be over in ten days.

Exercise 4.

Questions.

1. To whom did Alfred write a letter? 2. What did Alfred join in January? 3. What was he making together with some boys? 4. Why could Alfred watch television as often as he liked? 5. In what was Alfred interested most of all? 6. What was Victor's favourite subject? 7. Where did Alfred invite Victor for the holidays?

Exercise 5.

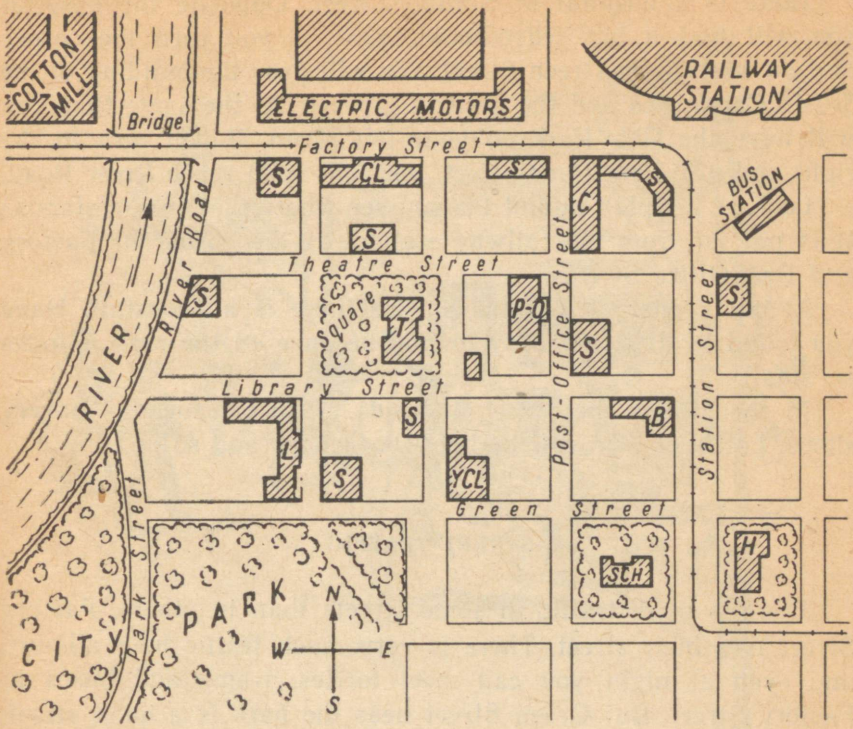
Asendada tuleviku vormid konstruktsiooniga *am (is, are) going to* + *infinitiiv*.

1. The teacher said, "I s h a l l r e a d you an interesting story now."
2. Take your copy-book. We s h a l l w r i t e down the new words.
3. Comrade Blake says that he w i l l i n v i t e his friends to his birthday party.
4. Let us go to the laboratory: the teacher w i l l d e m o n s t r a t e the new television set today.
5. Becky says that she w i l l b u r n the dry leaves in the garden tomorrow.

LESSON 28

THE PLAN OF A CITY

This is the plan of a small **section** of a big city. We can see some streets, a river and a bridge. On the left bank of the river there is a cotton **mill**. Across the river there is a big factory



The **meaning** of the letters on the plan:

1.	B	Bank	6.	P-O	Post-Office
2.	C	**Cinema**	7.	S	Shop
3.	CL	Club	8.	SCH	School
4.	H	**Hospital**	9.	T	**Theatre**
5.	L	Library	10.	YCL	Young Communist League (Committee)

where electric **motors** are made. **Opposite** the factory there is a club. If you go east along Factory Street, you will come to a railway station. In front of the railway station there is a wide **square.** Here you can take a bus, if you like, because the bus station is in this square.

If you look well, you will find another square on this plan too. A theatre stands here. There is a post-office **near-by.** And if you go round the corner and turn east, you will see a bank.

There is a hospital in Station Street. Opposite the hospital you will find a big schoolhouse. Now, if you turn the corner and go west along Green Street, you will pass the building of the Y.C.L. Committee and the Central Library. At the same time you will have the City Park on your left. Then, if you turn to the right and go along Park Street, you will soon reach River Road.

Look at the plan again! Do you see where the cinema stands? It is not far from the railway station, at the corner of Factory and Post-Office Streets.

At one corner of Theatre Square there is a **bookstall.** Have you found it? It is not easy to find because on the plan it looks so small.

In the streets there are all **kinds** of shops, such as **bakery** shops, butcher's shops, fish shops, bookshops and so on.

STREET TRAFFIC

There is more traffic in some streets than in others. Factory Street is a busy street. There is very much traffic here all day, and even at night you can meet lorries, trams and buses in Factory Street. But Green Street near the park is a quiet street. Very few **motor-cars** and lorries run in this street. There are no **tramlines** in this part of the city. Only now and then a bus passes.

Look at the pictures on the following pages.

Men, women, boys and girls are walking along the **pavement.** A bus has just stopped and some **passengers are getting out.** People with bags and suitcases are hurrying across the square towards the railway station. Some people are waiting for a tram at the tram-stop not far from the cinema. An old woman wants to **cross** the street. But she must wait because a motor-car is coming.

Everybody must know where to cross a street.

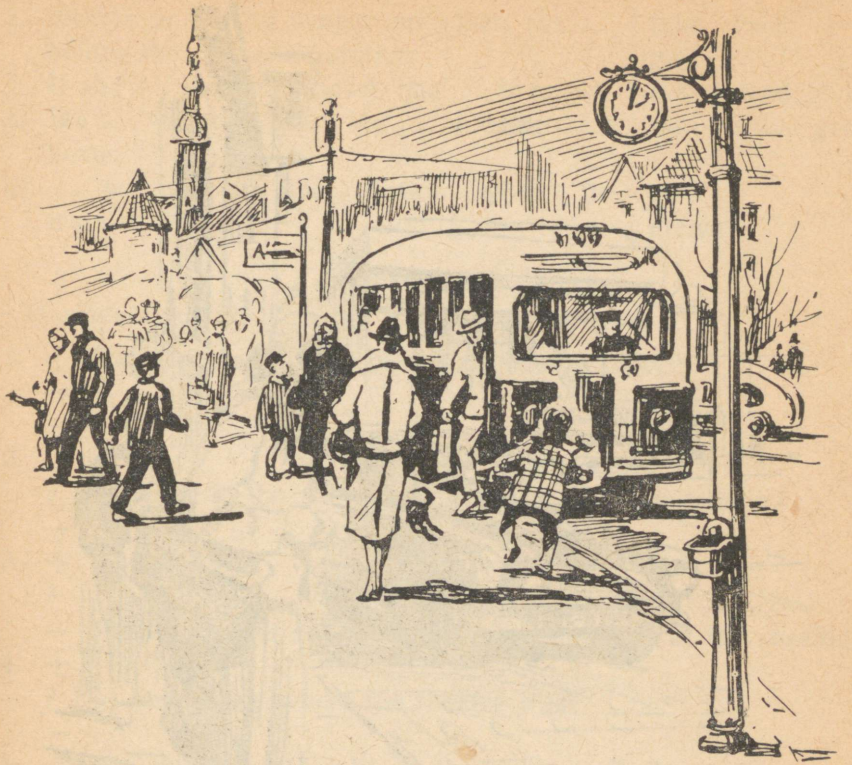
Be careful when you cross a street.

Before you cross a street, STOP! LOOK! LISTEN!

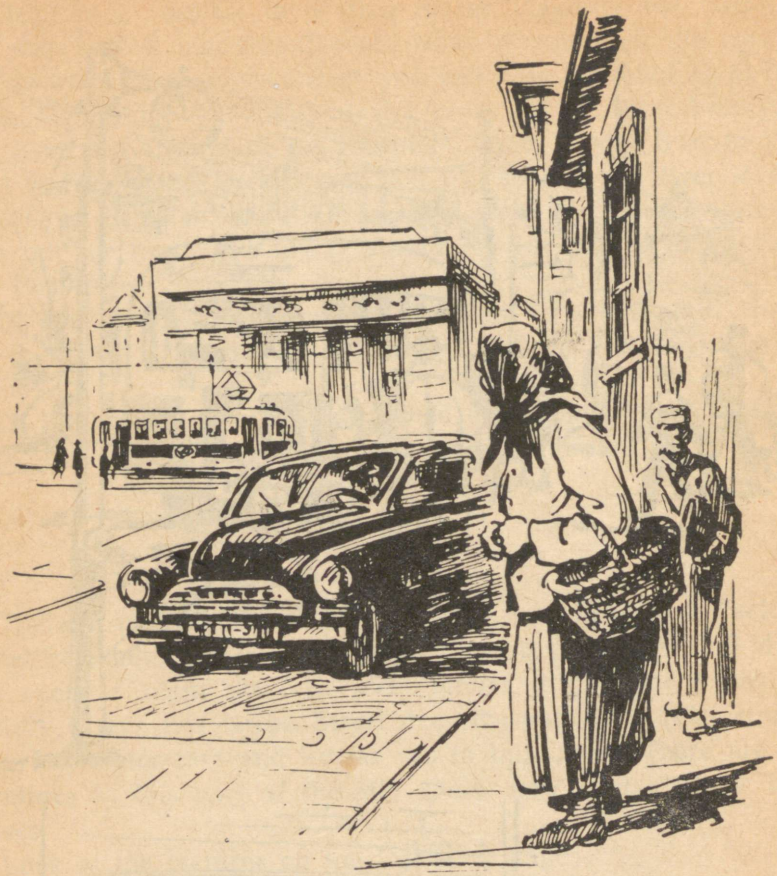
First look to the left, then to the right.

Grammar

§ 18. Aegade tarvitamine ajamäärus- ja tingimuslausetes.




PAG



Notes to the text

if you go east kui te lähete ida suunas
it looks so small see paistab nii väiksena (väike olevat)
very few motor-cars and lorries run in this street sel tänaval liigub vähe sõidu- ja veoautosid

Exercise 1.

Fill in the blanks with verbs in the Present or Future Indefinite.

1. If you ... a bus, you ... the station before two o'clock.	take, reach
2. You ... late, if the train ... at five minutes past two.	not + be, leave

3. Mother is having supper and then she ... before she ... to the station.	take a rest go
4. If she ... the other ticket, she ... it to you.	not + need, give
5. We ... the town until we ... a letter from home.	not + leave, get
6. ... you ... at the station when the train ...?	be arrive

Exercise 2.

Moodustada puuduvad laused.

1. + This town was built in the nineteenth century.
   ?
   —
2. +
   ? Did Andy lie on the sand before he went swimming?
   —
3. +
   ?
   — These students did not spend their holidays at the seaside.
4. +
   ? Did Pete know where the theatre was?
   —
5. + The child caught cold on the river.
   ?
   —

Exercise 3.

Fill in the blanks with the following words.

bakery shop	bookstall	club	post-office
bookshop	butcher's shop	hospital	roses
bridge	cinema	library	theatre

1. We can buy ... at a flower shop.
2. We can buy bread at a ... .
3. You must go to a ... for meat.
4. We can buy a newspaper at a ... .
5. You must go to a ... if you want to buy a book, but you can **borrow** a book at a ... .
6. He was taken to the ... because he was very ill.
7. If you want to **post** a letter, go to the ... .
8. If you want to see a play, go to the ... .

9. We went to the ... last night and saw a good **film.**
10. There will be a party at the ... next Saturday.
11. A ... was built across the river.

Exercise 4.

Change from the negative to the affirmative.
Model:

a. There is no tram-stop at that corner.
   There is a tram-stop at that corner.
   Sellel tänavanurgal on trammipeatus.
b. There are no big trees in that square.
   There are some big trees in that square.
   Sellel väljakul on mõned suured puud (suuri puid).
c. There is no ink in this fountain-pen.
   There is some ink in this fountain-pen.
   Selles täitesulepeas on tinti.

1. There is no theatre in this street. 2. There is no bridge across that river. 3. There were no empty seats in the bus. 4. There are no letters for you on the table. 5. There was no coffee in the coffee-pot. 6. There were no newspapers on the shelf. 7. There are no mistakes in this plan. 8. There were no apples on that tree last year. 9. There is no water in that vase.

LESSON 29

THE ROOF OF THE WORLD

After B. Bell

It is difficult to reach the Pamirs even today. **High** mountains and dry **deserts** separate them from the **rest** of the world. Until the Great October Socialist Revolution only a few people had ever been to the Pamirs, and very little was known about that high mountainous country — the Roof of the World.

The Great Pamir **Highway** was built **during** the years of Soviet power. It crosses the highest mountains in the Soviet Union. Most of the **scientific** expeditions to the Pamirs start out from Osh, which lies 1,200 **metres above sea level.** Before the highway was built, it took about a month to go from Osh to Khorog through the mountains; now it takes only two days.

Scientific expeditions are sent out every year by the Soviet government to study the **climate, the geology,** the plant and animal life of the Pamirs. There are some scientific stations high up in the mountains where **scientists** live and work all the year round.

Notes to the text

it took about a month kulus umbes kuu aega
the rest of the world muu maailm

Reading Exercise.

Rõhk mitmesilbilistes sõnades.

recognize	organize	celebrate	separate
colony	continent	opposite	occupy
technical	telegraph	singular	passenger

Exercise 1.

Fill in the blanks with words from Lesson 29.

1. Tallinn lies about 20 metres above . . . . 2. Munamägi is 317 . . . high. 3. Many buildings were destroyed in our town . . . the war. 4. My friend has been ill a long time. The doctor advises her to go to Sochi, where the . . . is warmer. 5. Mendeleyev is a wellknown Russian scientist. 6. When was the Great Pamir . . . built? 7. There is very little water in a . . . . 8. So much snow fell in January that the scientific expedition was cut off from the . . . of the world for about two months.

Exercise 2.

Infinitiiv otstarbemäärusena.

Translate.

1. An expedition was sent out to study the climate and geology of the country. 2. Everybody ran out to meet the scientists. 3. They took their dogs and sledges to bring the things to the station. 4. The young man came here to get instructions. 5. He hurried away to tell the news to his comrades.

Exercise 3.

The pronoun *it*

Translate.

1. Mägedes on külm. 2. On raske ületada kõrgeid mägesid. 3. On huvitav uurida Pamiiride taime- ja loomaelu. 4. Kell oli 11, kui ekspeditsioon jõudis jaama. 5. Kell 11 sadas vihma. 6. Teadlased ei pannud tähele järve, sest oli juba pime. 7. Kulub (Fut.) viis tundi selleks, et minna järgmisesse linna. 8. Nüüd on kergem sõita (to go) Ošist Horogi.

LESSON 30

IN THE PAMIRS

After B. Bell

Some years ago a group of scientists was sent out from Moscow to study the climate of the Pamirs. The members of the expedition arrived at Osh by railway and from there they **continued** the journey up into the mountains on three lorries. Higher and higher they went. Some mountains were green, others looked red, brown and grey. They passed beautiful **waterfalls** that ran down the sides of the mountains. On they went until they reached a place where there was no grass, no flowers or trees. They had to cross a dry, **stony** desert — the **Valley** of Death.

After that the picture began to change. **Snowy peaks** and blue mountain lakes came and went as the lorries **climbed** higher and higher. At last the expedition reached the highest mountain **pass** in the Pamirs — 4,700 metres above sea level. **Fog** and snow met them in the pass and it was **hard** to breathe. Some members of the expedition felt a pain in the **ears.** "That's because we have come up so high — on the Roof of the World," said the head of the expedition.

At the end of the second day they arrived at the place where they were going to live and work for three months. Everybody was tired after the long journey, but they put up their **tents** and began to **unpack** the **instruments.**

Grammar

§ 32. Comparison of Adverbs.

Notes to the text

the head of the expedition ekspeditsiooni juht
where they were going to live and work for three months kus nad pidid kolm kuud elama ja töötama

Pronunciation Exercise.

[əɪ]

fir	burn	term
earth	heard	search
work	worse	word

Exercise 1.

Change from the Passive to the Active.

1. Three tents were put up by the members of the expedition. 2. All the instruments were packed by the scientists into strong boxes. 3. A scientific station was built by a group of workers. 4. Expeditions to the Pamirs are sent out every year by the Soviet government. 5. The Pamirs are separated from the rest of the world by high mountains. 6. The climate of the Pamirs is studied by many scientists.

Exercise 2.

Fill in the blanks with the positive, comparative and superlative of the adverbs.

1. You did not go up high enough, the scientific station is ... up in the mountains.	high
2. Three lorries were sent to the railway station; which of them went ... ?	fast
3. All these students worked ... during the expedition, but which of them worked ... of all?	well well
4. That highway was not built very quickly; we shall try to build the new one	quickly
5. Yesterday Comrade Quilp worked ..., he did his work ... of all.	badly badly

Exercise 3.

Change the sentences, using the adjectives *stony, rainy, sunny, snowy, icy.*

1. The river bed is full of stones. 2. It rained yesterday morning. 3. There was much sunshine in March this year. 4. There are snow-caps on the mountain peaks of the Pamirs. 5. The water in the lake is as cold as ice today.

Exercise 4.

The conjunction *as.*

Translate.

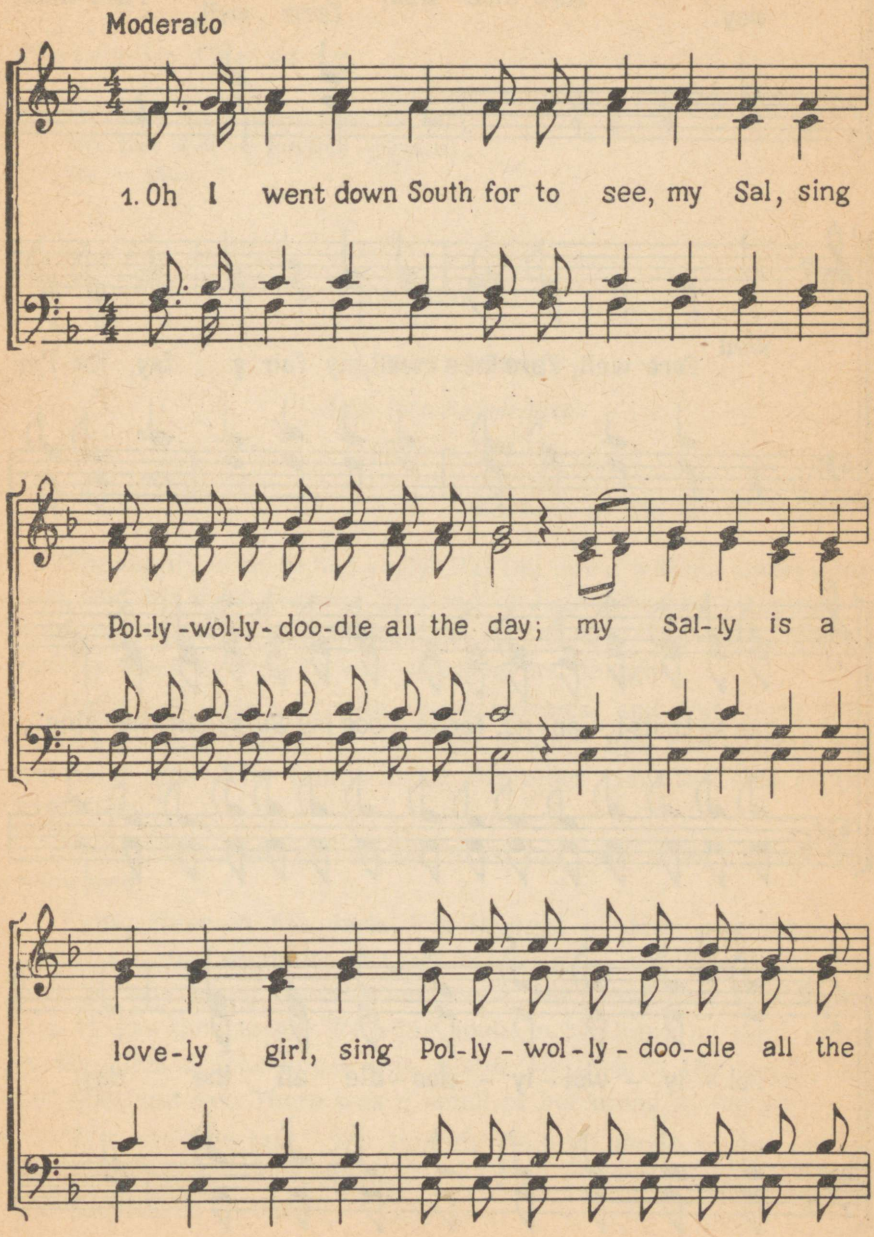
1. The motor-car went up and down as it went over the stones. 2. Your father was a great hunter, as everybody knows. 3. Snowy peaks and blue mountain lakes came and went as the lorries climbed higher and higher. 4. Betty went into the house as quietly as she could. 5. The frightened child was as quiet as a mouse. 6. At school everything is the same as usual.

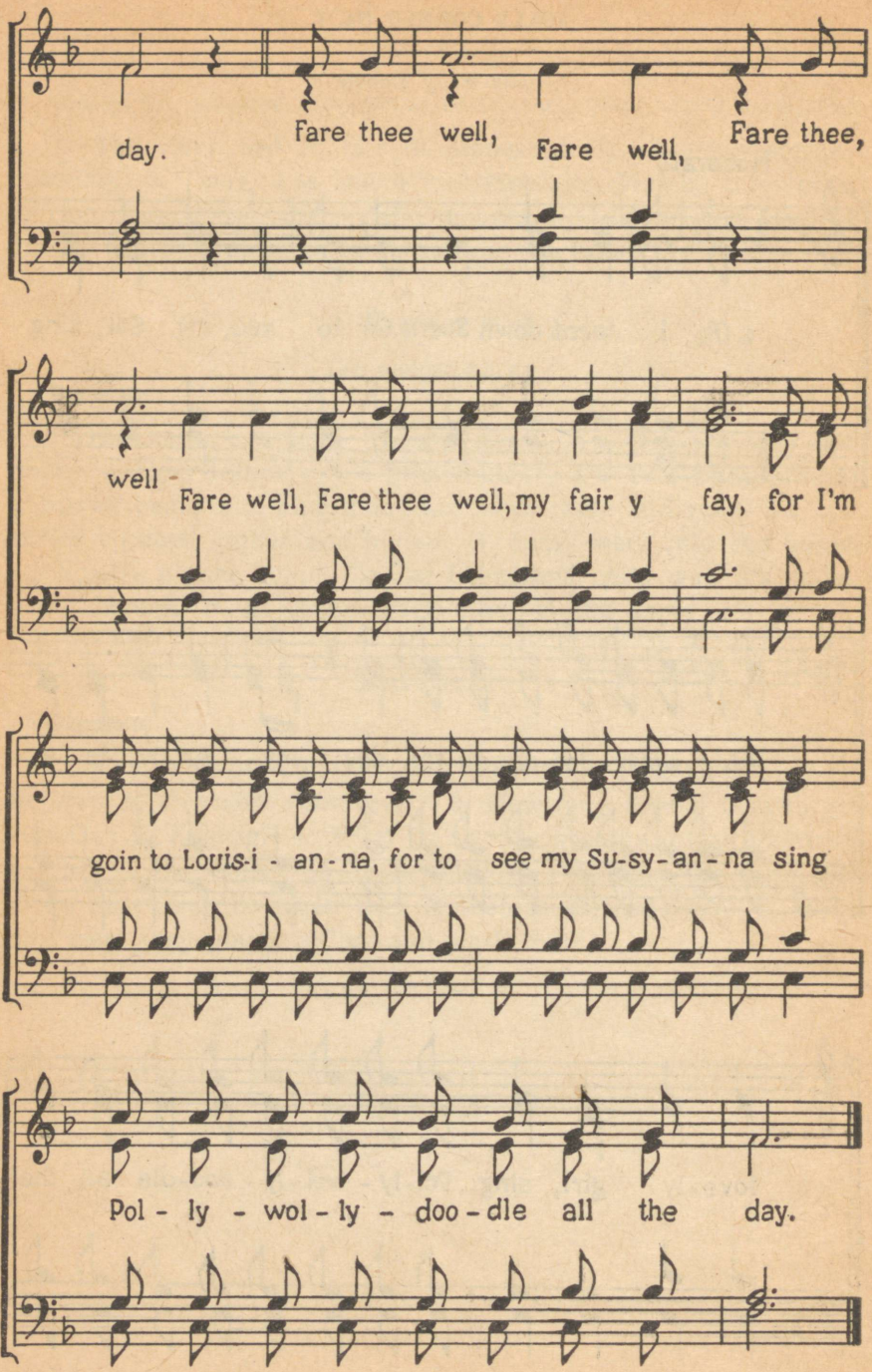
Exercise 5.

Questions.

1. Why is it difficult to reach the Pamirs? 2. How high is the town of Osh above sea level? 3. How long does it take to go from Osh to Khorog? 4. What do scientists study in the Pamirs? 5. What is the Valley of Death like? 6. What did the members of the expedition do when they arrived at their station? 7. How long were they going to live and work there?

Polly-Wolly Doodle




day.
Fare thee well, Fare well, Fare thee,
well -
Fare well, Fare thee well, my fair y fay, for I'm
goin to Louis-i - an-na, for to see my Su-sy-an-na sing
Pol - ly - wol - ly - doo - dle all the day.

Oh, my Sal, she is a **maiden fair,**
Sing Polly-wolly-doodle all the day,
With **curly** eyes and **laughing** hair,
Sing Polly-wolly-doodle all the day.

Notes to the song

for to see my Sal = **to see my Sal**
fare thee well = **farewell** (hüvasti)
fay = **fairy**

LESSON 31

HIS FIRST LESSON

After John Sommerfield
(born in 1904)

Workers of the world, unite!

The family went to bed early. Pat lay down without **undressing** and shut his eyes. He was thinking of Jean. She had promised to meet him that evening under the old oak tree. He would go out quietly when everybody was sleeping, he thought.

Pat's and Jean's families were **enemies,** and Pat knew this. "Don't go with that girl," his elder brother Bob had said to him not long ago. "Her family is on the other side, the side of the **exploiters.**"

"What has that got to do with her and me?" Pat had answered.

Lying there in the dark, Pat thought of Jean and what he would say to her under the old oak tree. It was the first time that he was going to meet her alone. He heard the clock **strike** ten. It was time to go. With his **boots** in his hand he went down to the kitchen. The house was silent. The fire in the range had not gone out yet. There was a smell of hot bread in the air.

"I mustn't be late," Pat thought and sat down to put on his boots. But at the same moment he heard a noise in the yard and the dog began to **bark.**

"Perhaps Bob is coming back," he said to himself. "Perhaps he has decided to sleep at home tonight." But the dog did not stop barking. "Bob is not alone," thought Pat. "He is bringing somebody with him."

Pat heard the sound of heavy footsteps coming towards the door, and then a loud knock. "Open the door at once!" somebody commanded. It was not Bob's voice.

By that time Pat's father had come down. But before he could reach the door, four men with **automatics** appeared in the doorway. They had broken the **lock.**

"**Put on** the light!" one of the men commanded.

At first there had been only one **thought** in Pat's **mind** — the thought that he would be late, that he could not meet Jean. Then suddenly he understood the meaning of this night **visit,** and fear **seized** him.

"What do you want?" asked Pat's father.

"You know very well what we want," said one of the men, coming forward. "Where is your son? We are going to search the house."

All the men were in the kitchen now. No one spoke. Through the half open door came the sound of wind in the trees and Pat's thoughts ran to Jean again. He was standing near the kitchen door with the boots in his hand. For a moment the strangers' backs were turned to him. "Here's my chance," said Pat to himself.

His feet made no noise on the stone floor because he was still in his socks. The next moment he was **outside** the door, in the yard, where he quickly began to pull on his boots. But suddenly he was seized from behind. He tried to **free** himself, but somebody's strong hands pushed him back into the house. He fell down and lay there on the kitchen floor, angry and hurt.

"Look what I caught in the yard!" said the man who had pushed Pat into the kitchen. Hearing that voice, Pat turned his head and looked up. He recognized the speaker: it was Jean's brother.

The men began to search the house and soon there was nobody in the kitchen except Pat and the chief. From upstairs came the sound of voices. Then Pat's sister Molly came running downstairs. She was very angry.

"I don't know what your men are looking for upstairs," she said to the chief, "but they are breaking everything. Can't you stop them?"

"Perhaps I can, my baby," said the chief. He caught the girl and tried to **kiss** her.

"Don't!" cried Molly, striking the man in the face. Pat jumped up and wanted to help his sister, but he **received** a hard **blow** from the man's boot and fell down again. He heard Molly run out of the kitchen.

"Get up!" said the chief a minute or two later, striking Pat with his foot. How Pat **hated** the man! Nevertheless he obeyed. Then, standing in front of the boy, the chief began to ask questions. He wanted to know if there had been any meetings in the house and who were his brother's friends. He tried to **find out** if anyone else in the family belonged to the same **organization,** how often Bob received letters, and on what nights he slept at home. But Pat was very careful in his answers and the man learned nothing from him.

When it was all over, Pat looked at the clock. He was surprised that it was only eleven o'clock. An hour had passed since the men came in. The men had gone; they had not found anything. But how everything had changed in that one short hour! Now Pat understood what Bob was fighting for, and he wanted to fight at his brother's side. But what about Jean then?

Notes to the text

what has that got to do with her and me? aga mis see meisse puutub?
in the dark pimedas
the dog did not stop barking koer ei lakanud haukumast
a hard blow tugev hoop

Reading Exercise.

Tähenduslikult eriti tähtsate sõnade tugev rõhutamine lauses.

There was a ˈsmell of ˈˈhot ˈˈbread in the air.
He ˈheard a ˈˈnoise in the yard.
Perˈhaps ˈBob has deˈcided to ˈsleep at ˈˈhome tonight.
ˈAll the ˈmen were in the ˈˈkitchen now.

'Pat was very "careful in his answers.

The 'chief 'wanted to 'know if there had been any "meetings in the house.

Exercise 1.

Täita lüngad nõutavate abitegusõnadega.

1. Listen! Our neighbour ... playing the piano. 2. What song ... they singing when the bell rang? 3. How many subjects ... you study last year? 4. Who is that man? I ... not know him. 5. It ... raining when we went out. 5. We must hurry, Jane and Daisy ... waiting for us. 7. ... you go to bed early yesterday? 8. ... the Volga flow into the Black Sea? 9. ... all the birds go south every autumn? 10. How do you do, Comrade Jackson? Where ... you going?

Exercise 2.

Moodustada küsimused eessõnalistele sihitistele.

Model: Pat was thinking of Jean.
Of whom was Pat thinking?
Whom was Pat thinking of?

1. The men were looking for Bob.
2. Jean was waiting for Pat.
3. Pat looked at the clock.
4. This dog belongs to our neighbour.
5. Grace is interested in geography.
6. Frank will take part in the next tennis contest.
7. Comrade Orav will speak about the international situation.

Exercise 3.

Fill in the blanks with articles.

A. Bob is ... weaver. He works at ... cotton mill in Bolton ['boultən]. About seven hundred workers are employed at ...

mill. Bob is ... member of a workers' organization. ... organization was founded many years ago. Every year ... workers of ... mill organize ... demonstration on the First of May. Bob always takes part in ... demonstration.

B. ... house where Sam lived was near a boot factory. It was ... old house. ... roof of ... house was red, ... walls were grey. There was ... narrow yard in front of ... house. The house had three rooms and ... kitchen. ... kitchen and .. sitting-room were downstairs; ... bedrooms were upstairs. ... family came to live in ... house when Sam was ... baby.

Exercise 4.

Questions.

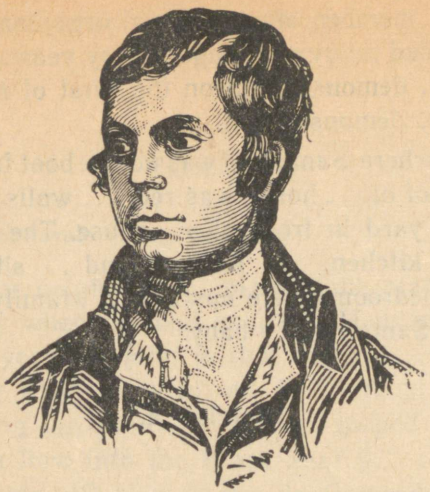
A. 1. Were Pat's and Jean's families friends or enemies? 2. On whose side were Jean's parents? 3. Where had Jean promised to meet Pat? 4. At what time did Pat go down to the kitchen? 5. What happened while he was putting on his boots? 6. Was it Bob who knocked at the door? 7. Who appeared in the doorway? 8. Why had the men come to the house?

B. 1. Why did Pat try to leave the house? 2. When did he get a chance to leave the kitchen? 3. What did he do in the yard? 4. What happened to him there? 5. Who pushed him back into the kitchen? 6. Who was Molly? 7. Why was she angry? 8. What did she ask the chief to do? 9. How did Pat answer the chief's questions? 10. What time was it when the men left the house? 11. What did Pat understand then?

LESSON 32

ROBERT BURNS

Robert Burns was born in Scotland in 1759. He was the son of a farmer, and most of his life he himself was a farmer too. He made up his poems as he walked behind the **plough**. He wrote about **nature** and the hard life of the **Scottish** working people. He was a great **master** of **lyric poetry**. His poems are written



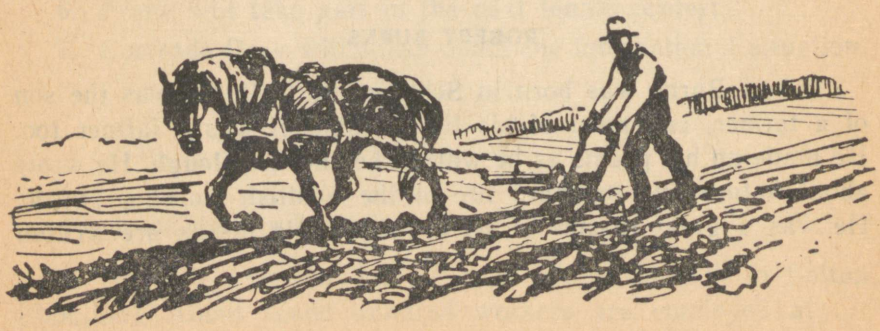
in the Scottish **dialect,** but they are read and sung by English-speaking people all over the world.

Though Burns worked hard all his life, he and his family lived in **want.** He died in 1796, at the age of thirty-seven.

THE MERRY PLOUGHMAN

by Robert Burns

As I was **wandering** one morning in spring,
I heard a merry ploughman so sweetly sing;
And as he was singing these words he did say:
There's no life like the ploughman's in the month of sweet May.



The **skylark** in the morning she'll **rise** from her **nest**,
And **mount** in the air with the **dew** on her **breast**;
And with the merry ploughman she'll **whistle** and sing;
And at night she'll return to her nest back again.

Notes to the text

his poems are written in the Scottish dialect ta luuletused on kirjutatud šoti murdes

again hääldatakse šoti murdes [ə'gin]

Exercise 1.

Questions.

1. When was Robert Burns born? 2. Where was he born? 3. What was his father? 4. How did the family live? 5. At what age did Robert Burns die? 6. What did Robert Burns write about? 7. Were his poems written in English?

Exercise 2.

Make sentences.

The sun	is a food.
A toy	is a drink.
A skylark	gives us light.
Clocks	is a bird.
A ploughman	tell us the time.
Cheese	is a plaything.
Coffee	works in the field.

Exercise 3.

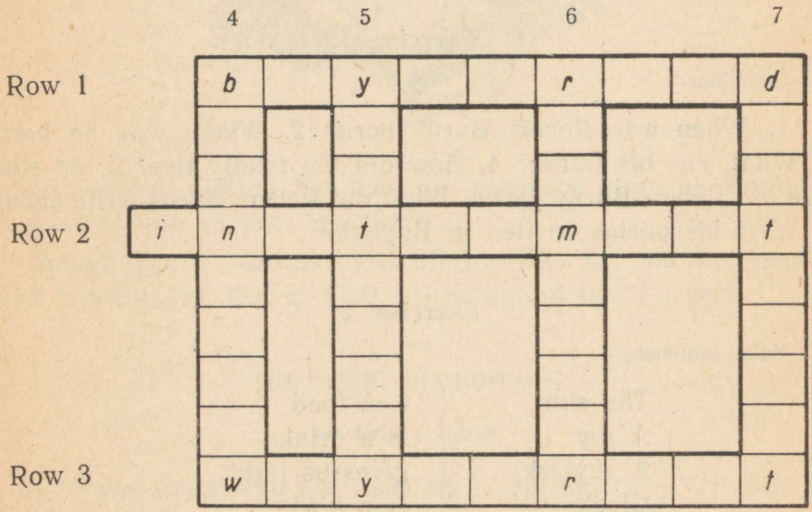
Make or *do*.

1. We ... our homework in the afternoon.	Present Indefinite
2. Jane often ... mistakes in her dictations.	Present Indefinite
3. The children ... an exercise now.	Present Continuous
4. Ann ... a basket for her grandmother's birthday.	Future Indefinite
5. Toys ... at this factory.	Present Indefinite (Passive)

6. What ... you ... there, Tom? I am reading an interesting story.	Present Continuous
7. Who ... your dresses, Ann? Mother	Present Indefinite
8. Mary always ... her duty.	Past Indefinite
9. Now we ... our work.	Present Perfect

JOLLY CORNER No. 8.

A New Crossword Puzzle



Across

In the 1st row* there are three words. We have given you the first and last letter of each word. The last letter of the first word is the first letter of the second word; the last letter of the second word is the first letter of the third word. Now let us find the words.

The first word is another word for "a man-child".

The second word is "twelve months".

The third is what we always do with a book.

In the 2nd row there is only one long word. It is taken from Lesson 30. What is it?

In the 3rd row there are three words as in the 1st row.

The first is a synonym of "road".

The second is a pronoun.

The third is what everybody does after work.

---

* **row** [rou] rida

Down

In the 4th row there are two words:
4a) what happens to pieces of paper when they are thrown into the fire;
b) the antonym of "wide".

In the 5th row there is only one long word — the day before today.

In the 6th row there are two words:
6a) a place where we live, or work, or study;
b) someone who belongs to an organization.

In the 7th row there are two words:
7a) what we find in a place that is not clean*;
b) it usually gets sore when you catch cold.

---

* **clean** puhas

SPOT

After Jack London

I

That autumn we were on our way to the **Klondyke.** We **bought** some dogs. We **paid** about one hundred dollars for each dog. And among these dogs we got Spot.

Spot looked a very good dog, but we soon saw that he was not a good dog. He only looked good. He was big and strong and he had a beautiful white and brown coat, on which there was a big black **spot.** So we called him Spot. He was very strong. He was the strongest and cleverest dog in Alaska. But he did not want to work.

II

When it was time to start, my friend Steve gave the **signal.** All the dogs began to pull. Spot did not **move.** Steve took his **whip** and **struck** Spot. Still Spot did not move. Steve **beat** him again, but Spot **stood** where he was.

I went up to Steve. "Why are you beating the dog?" I asked him.

Steve said nothing. He gave me the whip and walked away. I took the whip. But still Spot did not move. Then I beat the dog so hard that he fell down on the snow and lay there.

"He will die," I said to myself. But Spot did not die.

Klondyke [klɔn'daik]
buy (bought [bɔːt], **bought)** ostma
pay (paid, paid) maksma
spot täpp
Alaska [ə'læskə]
signal ['sign(ə)l] signaal
move [muːv] liikuma
whip piits
strike (struck, struck) lööma
beat (beat, beaten) peksma, lööma
stand (stood [u], **stood)** seisma

Though Spot did not work, he ate very much. And how clever he was when he was hungry and wanted to get some food! We often had no dinner because Spot ate it.

III

Spot went to other **camps** and **stole** food there too, and we had to pay for the food.

So we decided to kill Spot. I put my **revolver** in my pocket and took Spot into the forest. But I couldn't kill him. I looked into his clever eyes and he also looked into my eyes. His eyes said, "You cannot kill me." Do you know what I did? I went back to Steve and said to him, "I cannot kill that dog." Steve **laughed** and said, "I shall do it."

Then Steve took Spot into the forest. But soon he came back too and said, "No, I cannot kill the dog. He has such clever eyes."

So we tried to sell Spot. He looked a very good dog, and people were glad to buy him. We **sold** him to a man who was going **south.** We were going **north** at that time. I can't tell you how glad we were!

Six days passed. On the morning of the seventh day Spot was with us again.

THE CAPTAIN'S COFFEE-POT

Jim worked on a **steamer.** He was a **cabin-boy.** Every morning he had to **carry** the captain's breakfast from the kitchen up to the cabin on deck.

One morning he came to the captain's cabin.

"Good morning, sir," he said, and put the captain's breakfast on the table. "May I ask a question?"

"Why not, Jim?" said the captain. "What do you want to know?"

---

though [ðou] ehkki
camp laager
steal (stole, stolen) varastama
revolver [ri'vɔlvə] revolver
laugh [lɑːf] naerma
sell (sold [ou], **sold)** müüma
south [sauθ] lõuna(sse)
north [nɔːθ] põhi, põhja poole
'steamer aurik
'cabin-boy kajuti- e. laevapoiss
'carry kandma

"**Is a thing lost** if you know where it is?" said Jim.

"Of course it isn't," said the captain.

"Then your **silver** coffee-pot isn't lost," said Jim, "because I know where it is!"

"Where is it?" asked the captain **in surprise.**

"At the bottom of the sea," said Jim. "I was cleaning it on deck this morning and it fell into the water. So I know where it is."

A DISH OF TEA-LEAVES

This happened many years ago. A sailor, who had been to **China,** brought his mother some tea as a **present.** At that time the poorer people in England did not drink tea, and the sailor's mother had never seen tea-leaves before. But she had heard that tea **tasted** very good. So she told her friends about the present that her son had brought her from China, and invited them to come to her house and try it.

When the day of the tea-party came, the guests arrived **in good time.** There was a cake on the table and a plate of bread and butter. In the middle there was a dish at which everybody was looking **hopefully.** When they had all taken their places at the table, the proud mother put a spoonful of tea-leaves on the plate of each guest. They ate the leaves with salt and **pepper.**

In the middle of the tea-party the sailor came in.

"Where is the tea, mother?" he said.

"Here, my son," said his mother. "Sit down and I'll give you some tea too."

"**Why,** those are only the leaves!" he said. "Where is the water in which you boiled the leaves?"

"The water!" cried the mother in surprise. "Why, I threw it away, of course!"

---

is a thing lost? kas ese on kadunud?
ˈsilver hõbe
in surprise üllatunult
dish vaagen; toit, roog.
China [ˈtʃainə] Hiina
present [ˈpreznt] kingitus
taste [teist] maitsema
in good time varakult
ˈhopefully lootusrikkalt
pepper pipar
why! kuidas!

THE DEVOTED FRIEND

After Oscar Wilde

I

Little Hans had many friends, but the most devoted friend of all was the miller. When he passed little Hans's house in summer, he always took some flowers and in autumn he filled his pockets with fruit which little Hans had **grown** in his garden.

"**Real** friends are never **selfish,**" said the miller. "It makes little Hans happy to give me some fruit and flowers."

It often happened that, after the miller's **visit,** little Hans had nothing to take to the **market.** But he was proud to have such a friend as the rich miller, who said such beautiful things about **friendship.**

The neighbours shook their heads when they saw the miller leave little Hans's house with a basketful of fruit or flowers. "Isn't it **strange,**" they often said, "that the rich miller never gives little Hans anything. He has lots of flour at his mill, and six **cows** and hundreds of **sheep,** and Hans is only a poor **gardener.** He has nothing **except** a few flowers and some fruit-trees."

Little Hans worked in his garden from early morning till late at night. In spring, summer and autumn he was happy because he could sell his fruit and flowers at the market. For the money that he got he could buy bread and milk and sugar. But when winter came, he had no fruit and flowers to take to the market and he was often cold and hungry. But his rich friend, the miller, never came to see him while the snow was on the ground.

"It is better not to visit Hans now," the miller explained to his wife. "People who are **in trouble** like to be alone. I shall wait

---

devoted [di'voutid] truu
grow [grou] kasvatama
real [riəl] tõeline
'selfish isekas
visit ['vizit] *n.* külaskäik, *v.* külastama
market ['mɑ:kit] turg
'friendship sõprus
strange [streindʒ] imelik
cow [kau] lehm
sheep lammas, lambad
gardener aednik
except [ik'sept] välja arvatud
be in trouble [trʌbl] hädas olema

till spring comes. Then I'll go and see him and he will give me a basketful of **primroses.**"

"But could we not invite little Hans to our house?" said the miller's youngest son. "If poor Hans is in trouble, I'll give him half my supper."

"What foolish talk is this!" cried his father. "What do they teach you at school? You **seem** to learn nothing there. If Hans comes here and sees our warm fire and our good supper, he will **envy** us and envy is a terrible thing. And he may **ask** me **for** some flour. But don't forget, my son, that flour is one thing and friendship is quite another thing."

"How well you talk!" said the miller's wife.

II

When spring came **at last,** the miller said to his wife, "Today I'm going to see my friend, little Hans."

"How kind you are!" said his wife. "You are always thinking of other people. Don't forget to take a basket with you. Hans has some early primroses in his garden, I've heard."

So the miller went down the hill and soon reached little Hans's house.

"Good morning, little Hans," said the miller.

"Good morning," said little Hans. "I'm glad to see you."

"How are you, my friend? And how have you been all this time?" asked the miller.

"It has been a cold winter," said little Hans, "and I've had a hard time — a very hard time. But now spring is here again and my flowers are growing nicely. Do you want to see them?"

"Oh!" said the miller when they were in the garden. "How beautiful the primroses are!"

"Yes, they look very pretty," said Hans. "And it's a good

---

primrose ['primrouz] priimula
seem näima
envy ['envi] *v.* kadestama *n.* kadedus
ask for... (midagi) paluma
at last lõpuks

thing I have so many this year. **I'm going to sell them** at the market. With the money that I get I can buy a **wheelbarrow.**"

"Where is your old one?" asked the miller.

"I had to sell it," explained little Hans. "I had no money for bread."

"Hans," said the miller, "I'll give you my old wheelbarrow. I don't need it now because I've got a new one. **There is something wrong with the wheel,** I think, but **that doesn't matter.** Come up to the mill and take it."

"Thank you very much," said little Hans. "You are very kind."

"Now that I have promised you the wheelbarrow," said the miller, "I shall ask you to give me some flowers. Here is the basket. My wife is very fond of primroses, so fill it quite full."

"Yes, yes, quite full," **repeated** little Hans **sadly.**

The miller was his friend, so he had to give him the primroses. Now **there will be no primroses left** for the market, he thought to himself.

III

The next day the miller came to Hans's house with a **sack** of flour.

"My dear friend," he said, "please take this sack of flour to the market for me."

"I'm sorry," said Hans, "but **I'm very busy today.**"

"But how can you **refuse?**" said the miller. "That's very **unfriendly.** Have you forgotten that I promised to give you my wheelbarrow?"

So Hans put the sack of flour on his shoulder and went to the market.

I'm going to sell them kavatsen neid müüa
wheelbarrow ['wi:lbærou] käru
wheel ratas
there is something wrong with the wheel rattaga pole kõik korras
that doesn't matter see ei tee midagi
repeat [ri'pi:t] kordama
sadly kurvalt
there will be no primroses left priimulaid ei jää järele
sack kott
I'm very busy ['bizi] **today** mul on täna nii palju teha
refuse [ri'fju:z] keelduma
unfriendly [ʌn'frendli] ebasõbralik

The next day, early in the morning, the miller came to little Hans to get the money for the flour.

"Come up to the mill today," said the miller, "and **repair** the **roof** of my house."

Little Hans did not want to be unfriendly, so he went to the mill and worked there all day. He was very sad because he had no time to **water** his flowers. That evening the miller said, "You must drive my sheep to the mountain tomorrow morning."

Day after day little Hans was busy at the mill and he could not work in his **own** garden. He worked for the miller, who said such beautiful things about friendship.

IV

One evening in late autumn Hans was sitting by the fire at home when he heard a loud **knock** at the door. He opened the door and saw the miller standing there with a **lantern** in his hand.

"My dear friend," said the miller, "my son fell down and **hurt** himself. I must ask you to go for the doctor. I cannot go myself — the weather is very bad."

"Of course I shall go," said little Hans. "I am very glad that I can help you. But it is so dark that I shall need a light. May I take your lantern?"

The miller said that it was his new lantern and refused to give it to Hans. Though it was dark and raining hard, little Hans **started for the doctor's** at once. He had to walk many miles and he reached the doctor's house late at night.

When the doctor heard that the miller's son had fallen down and hurt himself, he put on his coat at once and rode off on horseback. Little Hans had to follow on foot. It was very dark and the road was very bad. He lost his way and fell into a deep

---

repair [riˈpeə] parandama
roof katus
water *v.* kastma
own [oun] oma
knock [nɔk] koputus
lantern [ˈlæntən] latern
hurt (hurt, hurt) vigastama
he started for the doctor's hakkas minema (asus teele) arsti juurde

hole full of water. The next day some people from the village found him dead.

Many people went to little Hans's **funeral** because everybody had been fond of him. The miller walked at the head of the **procession.**

"I must have the best place, because I was his best friend," said the miller, "I promised to give him my wheelbarrow."

A LESSON IN POLITENESS

Jonathan Swift is the **author** of "Gulliver's **Travels**". To this day many **anecdotes** are told about the great writer. Are they true or not — we do not know. Here is one about Swift and a boy.

Swift had a friend who was very fond of hunting and fishing, and this friend often sent a duck or a **rabbit** or a fish as a present to Swift. The same boy was always sent with these presents to Swift's house. But, **it is said** that Swift never gave the boy anything for his **trouble.**

One day the boy came to Swift's door with a big duck. He walked in without knocking and said, "Here's a duck for you from my **master.**"

Swift, who was writing at his desk, looked up from his work and said, "My boy, has nobody taught you politeness? I will show you myself how to bring a present from your master to his friend."

He got up from the chair and told the boy to sit down in his place. Then he left the room and **shut** the door. The next moment he knocked softly.

"Come in," said the boy. Swift opened the door and, standing in the door-way, said very **politely:** "Please, sir, my master sends you his **compliments** and **begs** you to **accept** this little present."

---

funeral ['fju:n(ə)r(ə)l] matused
procession [prə'seʃ(ə)n] rongkäik.
politeness [pə'laitnis] viisakus
Jonathan ['dʒɔnəθən]
author ['ɔ:θə] autor
travels ['træv(ə)lz] reisid
anecdote ['ænikdout] anekdoot
rabbit ['ræbit] kodujänes
it is said räägitakse
trouble ['trʌbl] vaev
master ['mɑ:stə] peremees
shut (shut, shut) sulgema
politely [pə'laitli] viisakalt
compliments ['kɔmplim(ə)nts] tervitused
beg paluma
accept [ək'sept] vastu võtma

"Is that so?" said the boy. "My best **thanks** to your master and here is a **half-crown** for yourself."

Swift began to laugh. He understood the joke, and after that he never forgot to give the boy something for his trouble, and the boy was always polite to him.

A BUSY MAN

After O. Henry

I

Harvey Maxwell was a business-man. His **office** was in **Manhattan,** the business centre of New York. In his office he had a **bookkeeper,** three **clerks** and a **stenographer.** Mr. Pitcher was the head clerk.

The stenographer's name was Miss Leslie. She was young and pretty, and she dressed very **modestly.**

The work at the office began at nine o'clock, and Mr. Maxwell was never late. When the clock struck nine, he was always at his desk. But one morning he was late. He came in at a quarter to ten, which surprised Mr. Pitcher, because this had never happened before. **Besides,** his **employer** entered the office that morning **in company with** his young lady stenographer, Miss Leslie. This interested everybody very much. With a sharp "Good morning" to Mr. Pitcher, the **chief** hurried to his desk and was soon hard at work.

Miss Leslie **hung** up her hat and coat as usual, but before she went to her desk in the other room, she stopped in front of Mr. Maxwell.

---

thanks tänu
half-crown ['hɑːfkraun] poolekroonine hõbemünt
office ['ɔfis] kontor
Manhattan [mæn'hætn]
bookkeeper raamatupidaja
clerk [klɑːk] kontoriametnik
stenographer [sti'nɔgrəfə] kiirkirjutaja
modestly ['mɔdistli] tagasihoidlikult
be'sides pealegi
em'ployer tööandja
in company with ['kʌmpəni] seltsis
chief juhataja
hang (hung, hung) riputama

"Well, what is it?" he asked without looking up from the papers on his desk.

"Nothing," she said and turned away with a smile on her **lips.**

Then she went to the head clerk's desk.

"Mr. Pitcher," she said, "did Mr. Maxwell say yesterday that he wanted another stenographer?"

"Yes, he did," said Mr. Pitcher. "He told me to find another one. I rang up the **agency** yesterday and they promised to send us somebody this morning."

"I will do the work as usual, then," said Miss Leslie, "until someone comes to fill the place."

All morning Mr. Maxwell worked like a **machine.** He read letters and sent **telegrams,** he answered the **telephone,** he gave instructions and **dictated** letters. In the middle of the busy morning he suddenly noticed a young woman standing in front of his desk. Her hair was very yellow and very curly, under a wide hat. She had silver **bracelets** round her arms.

"A lady from the Stenographers' Agency, sir," said Pitcher to Mr. Maxwell. "She has come to ask about the **position.**"

"What position?" asked Maxwell.

"The position of stenographer," said Pitcher. "You told me yesterday to ask the agency to send us a stenographer."

"You're not in your right mind, Pitcher," said the chief. "It can't be that I gave you such instructions. Miss Leslie is a good stenographer. She's been here a year, and the place belongs to her **as long as** she wants to **keep** it." Then to the stranger he said, "No stenographer is wanted here." And, turning to Pitcher, "Tell the agency that we don't need a stenographer."

The lady shook her yellow **curls,** turned round angrily and left the office, and Pitcher, passing the bookkeeper, **whispered** that the "old man" was becoming **forgetful.**

---

lip huul
agency ['eidʒənsi] agentuur
machine [mə'ʃi:n] masin
telegram ['teligræm] telegramm
telephone ['telifoun] telefon
dic'tate dikteerima
bracelet ['breislit] käevõru
position [pə'ziʃ(ə)n] koht
as long as niikaua kui
keep säilitama, pidama
curl kähar, (juukse)lokk
'whisper sosistama
for'getful unustaja

II

Mr. Maxwell worked on like a machine. Just before the **lunch** hour things **grew** a little quieter. Maxwell stood **motionless** behind his desk. His window was open, for it was spring, and the **sweet** smell of **lilac** had reached him. And the smell of lilac made him think of Miss Leslie. For a moment he forgot his letters and telegrams, he forgot everything except that she was in the next room.

"I'll do it now," said Mr. Maxwell to himself. "I'll ask her now. Why didn't I ask her long ago?"

He rushed into the other room, **straight** to the desk of the stenographer. Miss Leslie looked at him, smiling and **blushing.** Maxwell's hands were still full of papers, the fountain-pen was still over his right ear.

"Miss Leslie," he began quickly, "I have only a moment. I want to say something in that moment. I love you. Will you be my wife? Say it quickly, please — I'm very busy today."

"Oh, what are you talking about?" **exclaimed** the young lady. She stood up and looked at him.

"Don't you understand?" said Mr. Maxwell. "I am asking you to **marry** me. I love you, Miss Leslie. I wanted to tell you — ah, they're calling me to the **'phone** again. Tell them to wait a minute, Pitcher!"

At first the stenographer looked surprised; then tears ran down her cheeks, and then she smiled sweetly through her tears and put one arm round Harvey Maxwell's **neck.**

"I know now," she said softly. "This old business has driven everything else out of your head. I was frightened at first. Don't you remember, Harvey? We were married this morning at 9 o'clock."

---

lunch keskpäevä-eine (kella 12—1 vahel)
grow (grew [uː], **grown** [ou]) muutuma
motionless ['mouʃ(ə)nlis] liikumatult
sweet magus
lilac ['lailək] sirel
straight [streit] otse
blush punastama
exclaim [iks'kleim] hüüdma
marry abielluma
'phone = **telephone**
neck kael

JOLLY CORNER No. 9.

Give the answers quickly!

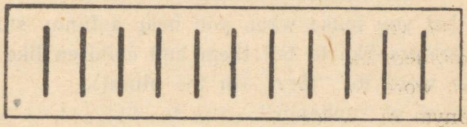
A. 1. Add one letter to the word **arrow** and you will get an adjective that means "not wide".
2. Change one letter in the word **mouth** and you will get a word that means "a part of a year".
3. Take one letter away from the word **farm** and you will get a word that means "a long distance away".

B. 1. Change the first and last letters of the word **cotton** and you will get a noun which is the antonym of "top".
2. Change one letter in the word **sorry** and you will get a word which means "a big motor car".
3. Change one letter in the word **union** and you will have the name of a vegetable. When you cut it into pieces, it makes you cry.

A Trick on the Eyes

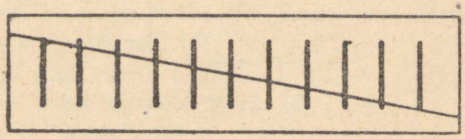
Anyone can do this little trick. Cut a piece of paper 13 **centimetres** long and 6 centimetres wide. Then draw eleven lines on the paper as you see in drawing No. 1. The distances between them must be the same.

No. 1



Now look at drawing No. 2 and carefully draw a diagonal [dai'ægənl] line, as you see in the drawing. Then cut the paper into two pieces along this line.

No. 2



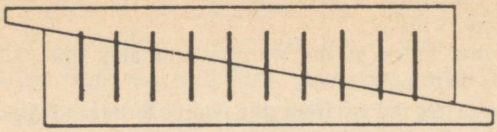
First put the two parts on the table as you see in drawing No. 2 and **count** the lines. There are eleven. Now **move** the **upper half** from right to left as you see in drawing No. 3. Count the lines. There are only ten. Now move

---

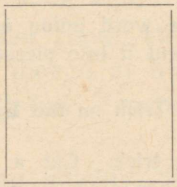
centimetre ['sentimi:tə] sentimeeter
count loendama
move [mu:v] liigutama, nihutama
the upper half ülemine pool

the upper half back again and count the lines. There are eleven. What happens to the eleventh line?

No. 3



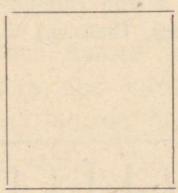
Word-Square 1



Five Letters

Top: The sound that you make when you hear a funny story.
Bottom: Grandmothers like to tell them and children like to listen to them.
Left: The English word for "järv" (in the plural).
Right: The antonym of "unhappy".

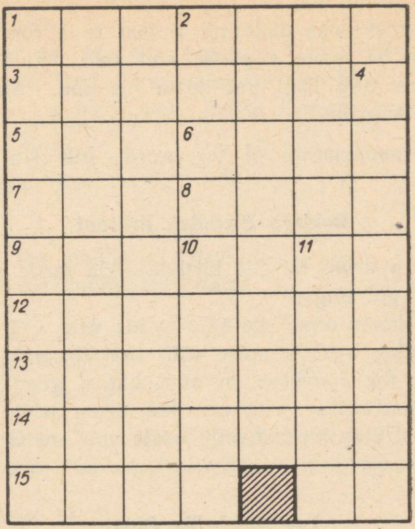
Word-Square 2



Four Letters

Top: An open place behind a house.
Bottom: A synonym of "way".
Left: A pronoun which is the same in the singular and the plural.
Right: The English word for "surnud".

A Crossword Puzzle



Across

1. The Present of "could". (3 letters)
2. A big wild animal, brown or white in colour. (4)
3. A word which means "come back". (6)
5. The antonym of "young". (3)
6. A pronoun, the plural for "him", "her" and "it". (4)
7. The Past Indefinite of the verb "be" (singular). (3)
8. A house or a room where we go to rest after work. We can have meetings there, also parties and dances. (4)
9. Another word for "papa". (3)
10. What we do with our ears. (4)
12. A man who makes or sells bread. (5)
13. A synonym of "study". (5)
14. A preposition. (5)
15. The antonym of "west". (4)

Down

1. Lots of people together. (5)
2. A man who sells meat. (7)
4. We open it in rainy weather and walk under it. (8)
11. A man who plays a part in a play. (5)
12. A colour. (4)

SOME JOKES AND FUNNY STORIES

Full Stop

A teacher of English was dictating a text to a foreign student. At the end of each sentence he made a **pause** and said, "Full stop." The student wrote a few sentences and then put down his pen. "Sir, why do you call me a fool!" he said angrily.

(**Compare** the pronunciation of the words **full** [ful] and **fool** [fu:l].)

Bobby's Birthday Present

Little Bobby got a **drum** for his birthday. He made such a noise in the house that his father got angry.

"I can't work at home now," he said to his wife. "I can't even read the newspaper. Bobby makes such a noise with that drum."

Bobby overheard the conversation and, like a good little boy, he said, "I'm sorry, dad. I shan't play with my new drum while you are working." And then he said, "I'll play with it only while you are sleeping."

Too Much Washing

One morning little Betty didn't want to wash her face. Her grandmother told her again and again to wash herself, but Betty refused to obey.

"What a disobedient child you are," said Granny. "When I was a little girl, I always washed my face every morning."

"And see what it looks like now," said Betty.

SOLUTIONS

Jolly Corner No. 1
A Problem

T O Y
O E
M R S

Jolly Corner No. 2
A Word Problem

anniversary, government, committee, socialist, telegraph

Jolly Corner No. 3
Two Riddles

a) Three geese in a **row.**
b) London

---

full stop punkt (kirjavahemärk)
pause paus
compare võrdlema
fool narr, tola
drum trumm
row [rou] rida

Jolly Corner No. 5

A Riddle

Fire

A Crossword Puzzle

From left to right: America. Tram. Oxford. Eskimo. Red. Can't. Holland. Newcastle. Britain. Time. Cambridge.
From top to bottom: Begin. Greece. Moscow. Europe. Finland. ABC. Era.

Jolly Corner No. 6

Riddles

a) It is in the middle of "day".
b) It is in the middle of "water".
c) Today.

Jolly Corner No. 8

A New Crossword Puzzle

Across: Boy. Year. Read. Instrument. Way. Your. Rest.
Down: Burn. Narrow. Yesterday. Room. Member. Dirt. Throat.

Jolly Corner No. 9

Word-Square 1

YARD
U E
O A
ROAD

Word-Square 2

LAUGH
A A
K P
E P
STORY

A Crossword Puzzle

Across: Can. Bear. Return. Old. Them. Was. Club. Dad. Hear. Baker. Learn. Under. East.
Down: Crowd. Butcher. Umbrella. Actor. Blue.

NIMISÕNA (THE NOUN).

§ 1. Mitmuse omastav kääne (The Possessive Case).

the Tullivers' house Tulliveride maja	**the boys' names** poiste nimed
the children's father laste isa	**women's hats** naiste kübarad

(Lesson 1)

a. Nimisõna mitmuse omastavas käändes lisatakse mitmuse nimetavale ' (ülakoma).

b. Sõnadele **men, women, children** lisatakse **'s.**

§ 2. Mitmuse erijuhud.

a. Järgmiste **f**-lõpuliste nimisõnade mitmus on:

Ainsus	**roof**	**chief**	**scarf**
Mitmus	**roofs**	**chiefs**	**scarfs** või **scarves**

b. Nimisõna **people** tähendab ainsuses tarvitatuna „rahvas", „rahvus"; mitmus **peoples** (rahvad).

The **peoples** of the world want peace.

Maailma rahvad tahavad rahu.

Kui nimisõna **people** esineb tähenduses „inimesed", seisab öeldis mitmuses, näit.:

There **were** many **people** in the park. Pargis oli palju inimesi (rahvast).

c. Nimisõna **glasses** (prillid) tarvitatakse mitmuses.

Where are my **glasses?**

d. Nimisõna **news** (uudis, uudised) on grammatiliselt ainsuse vorm.

This **is** good **news.**

See on hea uudis, need on head uudised.

Nimisõnaga "news" ei saa tarvitada umbmäärast artiklit.

e. Erinevalt eesti keelest tarvitatakse nimisõnu **hair** ja **knowledge** ainult ainsuses. Nimisõna **life** esineb ka mitmuses.

Tom's **hair** was light-brown.

Tomi juuksed olid helepruunid.

Raivo has a good **knowledge** of English.

Raivol on head teadmised inglise keelest.

He saved the **lives** of many people.

Ta päästis paljude inimeste elu.

§ 3. Rahvuste nimetused ja artikli tarvitamine.

the Estonians **the Russians**	eestlased venelased	kogu rahvas
an Estonian **a Russian**	eestlane venelane	rahvuse üksik liige

Kuid: the English, the Dutch } kogu rahvus

an Englishman, a Dutchman
an Englishwoman, a Dutchwoman } rahvuse üksik liige

§ 4. Geograafilised nimed ja määrava artikli tarvitamine.

the Soviet Union
the Irish Free State
the North Sea, the Black Sea
the English Channel

a. Geograafilisi nimesid, mis koosnevad üldnimest ja seda laiendavast täiendist, tarvitatakse määrava artikliga.

the Thames, the Volga
the Pamirs, the Alps

b. Jõgede ja mäeahelike nimetustega tarvitatakse määravat artiklit.

§ 5. **Väljendeid artikli tarvitamisega.**

a. Väljendeid umbmäärase artikliga:

what a pity! kui kahju!
such a noise! selline müra!
half a minute pool minutit
it's a long way sinna on tükk maad
for a long time kaua aega
to have a temperature palavikus olema
to have a headache peavalu kannatama
to have a sore throat kurguvalu kannatama
to have a bad cold külmetunud olema
to feel a pain (in the back) valu tundma (seljas)

b. Väljendeid ilma artiklita:

on foot jalgsi
to be on duty korrapidaja olema
to go to bed magama minema
to stay in bed haigena voodis olema

ASESÕNA (THE PRONOUN).

Umbmäärased asesõnad (Indefinite Pronouns).

§ 6. **Someone, anyone, no one.**

Someone stopped Harris on the way.	Keegi peatas Harrist teel.
Doesn't **anyone** like autumn?	Kas keegi ei armasta sügist?
I didn't see **anyone** there.	Ma ei näinud seal kedagi.
I saw **no one** there.	Ma ei näinud seal kedagi.

(Lesson 13)

Umbmäärast asesõna **someone** tarvitatakse jaatavas lauses; asesõna **anyone** tarvitatakse küsivas lauses. Eitavas lauses tarvitatakse **anyone**, kui tegusõna on eitavas vormis, ja **no one**, kui tegusõna on jaatavas vormis.

Umbmääraseid asesõnu **somebody, anybody, nobody** ja **something, anything, nothing** tarvitatakse samuti nagu asesõnu "someone", "anyone", "no one".

§ 7. Everybody, everything.

Everybody began to talk in a loud voice.	Kõik hakkasid valju häälega kõnelema.
Everything looked beautiful.	Kõik nägi ilus välja.
	(Lessons 1, 3)

Everybody tarvitatakse elusolendite ja **everything** eluta asjade kohta. Erinevalt eesti keelest tarvitatakse sõnaga "everybody" tegusõna ainult ainsuses:

Everybody **was** present. Kõik olid kohal.
Everybody **knows** it. Kõik teavad seda.

§ 8. Each, every, each other.

Each word in the crossword puzzle has four letters.	Igal sõnal ristsõnamõistatuses on neli tähte.
Do you know **every** story in the book?	Kas sa tunned kõiki jutte selles raamatus?
Mr. and Mrs. Harris were angry with **each other.**	Härra ja proua Harris olid teineteisele pahased.
	(Lessons 5, 6)

Asesõna **each** tähendab „iga", „igaüks" (antud isikute või esemete arvust), „kumbki"; asesõna "each" tarvitatakse täiendina nimisõna ees ja nimisõna asemel.

There were three children there; **each** child had an apple.
Seal oli kolm last; igal lapsel oli õun.
There were two boys there; I gave **each** an apple.
Seal oli kaks poissi; ma andsin kummalegi õuna.

Ühend **each other** tähendab „teineteist", „teineteisele" jne.

Asesõna **every** tähendab „iga", „kõik" (teatud liiki isikutest või esemetest); esineb ainult täiendina nimisõna ees.

§ 9. One, ones.

Vello took **the brown bag,** I'll take **the green one.**	Vello võttis pruuni koti, mina võtan rohelise.
Leili took **the brown gloves,** and I took the **yellow ones.**	Leili võttis pruunid kindad ja mina kollased.
This book is for Elmar and **that one** is for Tiit.	See raamat (siin) on Elmari jaoks ja see seal on Tiidu jaoks.

(Lesson 17)

Asesõna **one** asendab nimisõna ainsuses ja **ones** mitmuses, kui tahetakse vältida sama nimisõna kordamist. Asesõna "one" (mitm. "ones") esineb täiendiga (the green one, the yellow ones, that one).

§ 10. Emfaatilised asesõnad (Emphatic Pronouns).

He became a smoker **himself.**	Ta hakkas ise suitsetajaks.
He **himself** became a smoker.	Tä ise hakkas suitsetajaks.

(Lesson 20)

Emfaatilised asesõnad rõhutavad nimisõna või asesõna, mille juurde nad kuuluvad. Nad võivad seista rõhutatava sõna järel või lause lõpus.

Eesti keelde tõlgitakse emfaatilised asesõnad asesõnaga „ise" (mina ise, tema ise jne.)

Ainsus	Mitmus
I shall do it **myself**	We shall do it **ourselves**
you will do it **yourself**	you will do it **yourselves**
he will do it **himself** she will do it **herself** it will do it **itself**	They will do it **themselves**

(Lesson 20)

§ 11. Enesekohased asesõnad (Reflexive Pronouns).

Betty did not hurt **herself.**	Betty ei saanud haiget (ei vigastanud end). (Lesson 22)
Maggie said to **herself,** "I shall never go home again."	Maggie ütles endamisi (iseendale): „Ma ei lähe enam kunagi koju." (Lesson 2)

Enesekohased asesõnad näitavad, et tegevus on suunatud tegijale endale.

Eesti keelde tõlgitakse enesekohased asesõnad asesõnadega „ennast", „end", „iseennast" vastavas käändes.

Ainsus	Mitmus
I hurt **myself**	we hurt **ourselves**
you hurt **yourself**	you hurt **yourselves**
he hurt **himself** she hurt **herself** it hurt **itself**	they hurt **themselves**

TEGUSÕNA (THE VERB).

§ 12. Tegusõna 3 põhivormi.

Tegusõnal on kolm põhivormi, mille abil moodustatakse tegusõna ülejäänud vormid.

Need põhivormid on:

1. põhivorm: infinitiiv (Infinitive) — work, write
2. põhivorm: minevik (Past) — worked, wrote
3. põhivorm: mineviku kesksõna (Past Participle) — worked, written

Reeglipäraste tegusõnade 2. ja 3. põhivormi lõpp on **-ed.**

work work**ed** work**ed**

Ebareeglipärased tegusõnad ei moodusta 2. ja 3. põhivormi lõpu **-ed** abil; neil on eri vormid:

write wrote written
begin began begun

§ 13. Tegusõna põhivormide kasutamine tegusõna teiste vormide moodustamiseks.

Põhivormid	Moodustatavad vormid	Näiteid
Infinitive	Present Indefinite	I work, I write
	Future Indefinite	I shall work, I shall write
	Past Indefinite (reeglipärastest tegusõnadest)	I worked
	Past Participle (reeglipärastest tegusõnadest)	worked
	Imperative	work, write
	ing-vorm	working, writing
Past		
Past Participle	Present Perfect	I have worked I have written
	Past Perfect	I had worked I had written

I **have read** the book and I can tell you about it.
Ma olen seda raamatut lugenud ja ...
She **has walked** a long way and is hungry.
Ta on käinud pika tee ja ...
This man **has been** very kind to me.
See mees on olnud väga lahke minu vastu.
Where **have** you **been** all this time?
Kus sa kogu aeg olid?

(Lesson 3)

Present Perfect moodustatakse abitegusõna **have** olevikust ja põhitegusõna **3. põhivormist** (Past Participle).

Jaatav vorm:	I have worked you have worked he has worked she has worked it has worked	we have worked you have worked they have worked
Eitav vorm:	I have not worked you have not worked he has not worked she has not worked it has not worked	we have not worked you have not worked they have not worked
Küsiv vorm:	have I worked? have you worked? has he worked? has she worked? has it worked?	have we worked? have you worked? have they worked?

Lühivormid:

I have worked — I've worked
He has worked — He's worked
I have not worked — I haven't worked
he has not worked — he hasn't worked

Present Perfect väljendab tegevust või olukorda minevikus, kusjuures: 1) selle tegevuse või olukorra tagajärjed ulatuvad olevikku; 2) ajaühik, milles tegevus toimus, ei ole veel möödunud (today, this week, this month, this year).

Eesti keelde tõlgitakse *Present Perfect* tavaliselt täisminevikuga, kuid mõnikord ka lihtminevikuga.

§ 15. Past Perfect.

a. When his wife **had jumped** off the bicycle, Harris rode on.
Kui ta naine oli jalgrattalt maha hüpanud, sõitis Harris edasi.
Harris **had ridden** about five miles before he discovered his mistake.
Harris oli umbes viis miili sõitnud, enne kui ta oma eksitust märkas.
(Lesson 6)

Ajaga *Past Perfect* väljendatakse tegevust või olukorda, mis eelnes teatud tegevusele või olukorrale minevikus.

Eesti keelde tõlgitakse *Past Perfect* enneminevikuga.

b. By that time Harris **had reached** the top of the hill.
Selleks ajaks Harris oli jõudnud mäe tipuni.
By eight o'clock everybody at the pioneer-camp **had had** supper.
Kella kaheksaks olid pioneerilaagris juba kõik õhtust söönud.
(Lesson 6)

Aega *Past Perfect* kasutatakse tegevuse või olukorra puhul, mis teatud ajaks minevikus oli lõppenud; seda aega väljendab lauses ajamäärus eessõnaga **by.**

Past Perfect moodustatakse abitegusõna **have** lihtmineviku ja põhitegusõna **3. põhivormi** abil.

Jaatav vorm:	I had written you had written he had written she had written it had written	we had written you had written they had written
Eitav vorm:	I had not written you had not written he had not written she had not written it had not written	we had not written you had not written they had not written
Küsiv vorm:	had I written? had you written? had he written? had she written? had it written?	had we written? had you written? had they written?
Lühivormid:	I had written — I'd written I had not written — I hadn't written	

§ 16. Tegusõna do.

Martin knows more words than Eve **does.**
Martin teab rohkem sõnu kui Eve.
(Lesson 5)

Kui ajavormides *Present Indefinite* ja *Past Indefinite* põhitegusõna samas lauses kordub, asendatakse ta asetegusõnaga **do** (does, did).

This is my mother's invitation and my invitation too.
Do come! ..... Tule tingimata!
(Lesson 27)

Tungiva palve puhul kasutatakse põhitegusõna käskiva vormi ees tegusõna **do.**

§ 17. Tuleviku väljendamine konstruktsiooniga I am going to + infinitiiv.

Are you going to take part in this year's tennis contest?	Kas sa kavatsed osa võtta tänavustest tennisevõistlustest?
	(Lesson 27)
Ann **is going to dig** potatoes tomorrow.	Ann hakkab homme kartuleid võtma.

Lähema tuleviku väljendamiseks ettekavatsetud tegevuse puhul kasutatakse järgmist liitvormi:

am (is, are) going to + infinitiiv

Selles konstruktsioonis ei või esineda infinitiivina tegusõnad **come** ja **go.**

§ 18. Tegusõna aegade tarvitamine ajamäärus- ja tingimuslausetes tuleviku väljendamisel.

When we **get** to the lake, we **shall take** some pictures.	Kui me jõuame järve juurde, teeme ülesvõtteid.
We **shall reach** home **before** Lucy **arrives.**	Me jõuame koju, enne kui Lucy saabub.
If you **go** east, you **will come** to the railway station.	Kui te lähete ida suunas, te jõuate raudteejaama.
You **will be** late **if** you **do not hurry.**	Teie hilinete, kui te ei kiirusta.
	(Lesson 28)

Ajamäärus- ja tingimuslausetes esineb öeldis tuleviku asemel **olevikus,** kui pealause öeldis on tuleviku ajas. Ajamääruslaused algavad sidesõnadega **when, before, till, until, while;** tingimuslaused algavad sidesõnaga **if** (kui).

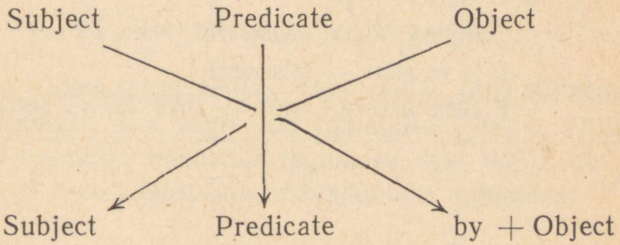
§ 19. Aktiiv ja passiiv (The Active and the Passive).

Madrus päästis Betty
- The sailor s a v e d Betty.
- Betty **was saved** by the sailor.

(Lesson 22)

1. The workers of this factory **make** children's shoes.
   Children's shoes **are made** by the workers of this factory.
2. Every spring our school **sends** thirty pupils to the Y.C.L. camp.
   Every spring thirty pupils **are sent** to the Y.C.L. camp by our school.
3. The cat **ate up** the meat.
   The meat **was eaten up** by the cat.
4. My elder brother **shot** three wild ducks yesterday.
   Three wild ducks **were shot** by my elder brother yesterday.

Inglise keeles võib lause esineda aktiivis ja passiivis, kui tegusõna on sihiline. Aktiivi lauses räägitakse sellest, mida alus tegi (teeb). Passiivi lauses räägitakse sellest, mida alusega tehti (tehakse).



a. Aktiivi lauses on aluseks tegevuse teostaja.
b. Passiivi lauses on aluseks vastava aktiivi lause sihitis.
c. Passiivis väljendatakse tegijat b y + n i m i s õ n a abil.
d. Lause muutmisel aktiivist passiivi muutub tegusõna tegumood.

§ 20. Tegusõna passiivi moodustamine.

Tegusõna passiiv moodustatakse abitegusõna **be** vastavast ajast ja põhitegusõna **3. põhivormist** (Past Participle).

Present Indefinite Passive		
Jaatav vorm:	I am sent you are sent he is sent she is sent it is sent	we are sent you are sent they are sent
Eitav vorm:	I am not sent you are not sent he is not sent she is not sent it is not sent	we are not sent you are not sent they are not sent
Küsiv vorm:	am I sent? are you sent? is he sent? is she sent? is it sent?	are we sent? are you sent? are they sent?
Lühivormid:	it is sent — it's sent they are not sent — they aren't sent	

Past Indefinite Passive		
Jaatav vorm:	I was sent you were sent he was sent she was sent it was sent	we were sent you were sent they were sent
Eitav vorm:	I was not sent you were not sent he was not sent she was not sent it was not sent	we were not sent you were not sent they were not sent
Küsiv vorm:	Was I sent? were you sent? was he sent? was she sent? was it sent?	were we sent? were you sent? were they sent?
Lühivormid: he wasn't sent; they weren't sent.		

§ 21. Passiivi tõlkimine eesti keelde.

Passiivis väljendatud lauses võib tegija olla nimetatud või jääda nimetamata. Kui tegija on nimetatud (by + Object) on eesti keeles tegusõna isikulises tegumoes. Kui tegija on nimetamata, on eesti keeles tegusõna umbisikulises tegumoes.

Näit.:

1. The sailor was arrested **by the officer.**
   Ohvitser vahistas meremehe.
2. The young man was led away.
   Noormees viidi ära.

Märkus. Ingliskeelses lauses on the young man alus; eestikeelses lauses on noormees sihitis.

§ 22. Infinitiiv otstarbemäärusena lauses.

1. One day Mrs. Tulliver went **to see** her sister.	Ühel päeval läks Mrs. Tulliver oma õde külastama. (Lesson 2)
2. People stopped **to look** at him.	Inimesed jäid seisma, et teda vaadata. (Lesson 6)
3. **To read** this story you must know a thousand words.	Et seda juttu lugeda, peate teadma tuhat sõna.

Infinitiiv partikliga **to** võib olla lauses otstarbemääruseks. Eesti keelde tõlgitakse selline otstarbemäärus tegevusnimega või kõrvallausega.

§ 23. Oleviku kesksõna määrusena.

1. **Looking out of the window,** Betty saw that the sky was red.	Aknast välja vaadates nägi Betty, et taevas oli punane.
2. He came into the room, **shutting the door after him.**	Ta tuli tuppa, sulgedes enda järel ukse. (Lesson 24)

Oleviku kesksõna (Present Participle) moodustatakse infinitiivist lõpu **-ing** abil, näit. look — looking, shut — shutting, come — coming, lie — lying.

Oleviku kesksõnaga lauselühend, mis on eraldatud komaga, on lauses määruseks ja tõlgitakse eesti keelde *des*-lauselühendi abil.

Jutustav lause kaudses kõnes.

§ 24. Saatelause öeldis on olevikus.

Direct Speech	Indirect Speech
1. Bob says, "I know the book."	Bob says **that** he knows the book.
2. Velda says, "**My** friend wrote it."	Velda says that **her** friend wrote it.
3. Ellen says, "**I do** not remember the name of the book."	Ellen says that **she does** not remember the name of the book.
4. He **says to** Velda, "I shall read it tomorrow."	He **tells** Velda that he will read it tomorrow.
	(Lesson 8)

Otsese kõne muutmisel kaudsesse toimuvad lauses järgmised muudatused:

1. Saatelausele vastab pealause, otsesele kõnele vastab sihitiskõrvallause. Omavahel on nad ühendatud sidesõnaga **that** (et). Kui kaudses kõnes on mitu sihitislauset, kordub sidesõna **that** iga lause ees; üksikud sihitislaused ühendatakse sidesõnaga **and.**

Sidesõna t h a t ees koma ei ole (võrrelge koma tarvitamist sidesõna e t ees eesti keeles).

2. A s e s õ n a d. Isikulisi, omastavaid ja enesekohaseid asesõnu tuleb muuta vastavalt lause sisule nagu eesti keeles.

3. A l u s e j a ö e l d i s e ü h i l d u m i n e. Kaudses kõnes tuleb jälgida aluse muutumist ja teha vastavaid muudatusi öeldises.

4. S a y t o → t e l l. Kui saatelauses tegusõnale s a y järgneb eessõnaline sihitis (he says t o V e l d a), tarvitatakse kaudses kõnes **tell + kaudne sihitis** (he tells V e l d a).

Direct Speech	Indirect Speech
1. Henry said, "My friend **lives** in the North."	Henry said that his friend **lived** in the North.
Henry ütles: „Mu sõber elab põhjas."	Henry ütles, et ta sõber elab põhjas.
2. He said to me, "My father **lived** near the Polar Sea before the war."	He told me that his father **had lived** near the Polar Sea before the war.
Ta ütles mulle: „Mu isa elas enne sõda polaarmere ääres."	Ta ütles mulle, et ta isa elas enne sõda polaarmere ääres.
3. The men said, "We **have worked** in the North for a long time."	The men said that they **had worked** in the North a long time.
Mehed ütlesid: „Me oleme töötanud põhjas kaua aega."	Mehed ütlesid, et nad on töötanud põhjas kaua aega.
	(Lesson 10)

Kui saatelause öeldis on minevikus, on kaudses kõnes kõrvallause tegusõna minevikus. Otsese kõne tegusõna ajad muutuvad kaudses kõnes järgmiselt:

Present Indefinite → Past Indefinite
Past Indefinite → Past Perfect
Present Perfect → Past Perfect

Future-in-the-Past.

Direct Speech	Indirect Speech
The man said, "I **shall take part** in the meeting **tomorrow**."	The man said that he **would take part** in the meeting **the next day**.
	(Lesson 12)

Future Indefinite asemel tarvitatakse kaudses kõnes aega *Future-in-the-Past.*

Future-in-the-Past moodustatakse abitegusõnade **should, would** ja põhitegusõna **infinitiivi** abil.

Jaatav vorm:	I should go you would go he would go she would go it would go	we should go you would go they would go
Eitav vorm:	I should not go you would not go he would not go she would not go it would not go	we should not go you would not go they would not go
Küsiv vorm:	should I go? would you go? would he go? would she go? would it go?	should we go? would you go? would they go?
Lühivormid:	I should go — I'd go he would go — he'd go I should not go — I shouldn't go he would not go — he wouldn't go	

§ 26. Aja ja ruumi väljendite muutumine kaudses kõnes, kui saatelause öeldis on minevikus.

Direct Speech	Indirect Speech
1. Keesh said to the men, "The chief did not give us enough meat **yesterday.**"	Keesh told the men that the chief had not given them enough meat **the day before.**
2. Keesh's mother said, "The boy left **three days ago.**"	Keesh's mother said that the boy had left **three days before.**
3. Keesh said, "I have killed **these animals.**"	Keesh said that he had killed **those animals.**
4. "I have been very busy **today,**" said Jim.	Jim said that he had been very busy **that day.**
5. The sailor said to his friend, "There is a big club in **this** street."	The sailor told his friend that there was a big club in **that** street.
	(Lesson 11)

Kui saatelause öeldis on minevikus, muutuvad otsese kõne näitavad asesõnad ja aja- ning kohamäärsõnad järgmiselt:

this, these	→	that, those
today	→	that day
yesterday	→	the day before
tomorrow	→	the next day
ago	→	before
now	→	then
here	→	there

ERIKÜSIMUSED.

§ 27. Saatelause öeldis on olevikus.

Direct Speech	Indirect Speech
1. Agnes says to her sister, "What shall we have for dinner?"	Agnes asks her sister what they will have for dinner.
2. Martha says to Agnes, "**Where** is the flour?"	Martha asks Agnes **where** the flour is. (Lesson 14)
3. The teacher says to Ned, "**What do you know** about Tacitus?"	The teacher asks Ned **what he knows** about Tacitus.
4. Clyde says to Sam, "**When did you take** this book from the library?"	Clyde asks Sam **when he took** that book from the library.
5. "**Who wrote that story?**" asks the teacher.	The teacher asks **who wrote that story.** (Lesson 14)

Otsese küsimuse muutmisel kaudsesse toimuvad lauses järgmised muudatused:

1. Saatelause tegusõna **say** asendatakse tegusõnaga **ask,** millele tavaliselt järgneb sihitis.

2. Otsese küsimuse küsivad sõnad (what, where, when, how, how many, how much, why, who, whose, whom, which) on kaudses küsimuses siduvateks sõnadeks.

3. Kaudne küsimus on jutustav lause; sõnade järjekord on sama, mis jutustavas lauses, ja tegusõna ei esine küsivas vormis.

§ 28. **Saatelause öeldis on minevikus.**

Direct Speech	Indirect Speech
The boys **said** to John, "Where **do** your parents **live**?"	The boys **asked** John where his parents **lived.**
John **said** to the boys, "Where **are** my skates?"	John **asked** the boys where his skates **were.**
Peter **said** to John, "Why **did** the boys **laugh** at you?"	Peter **asked** John why the boys **had laughed** at him.
Peter said, "John, where **shall** we **go** skating tomorrow?"	Peter **asked** John where they **would go** skating the next day.

Kui saatelause öeldis on minevikus, muutub kaudses kõnes kõrvallause tegusõna aeg nagu jutustavas lauses (§ 25).

ÜLDKÜSIMUSED.

§ 29. **Saatelause öeldis on olevikus.**

Direct Speech	Indirect Speech
Oscar says, **"Do you know** the answer, mother?"	Oscar **asks** his mother **if she knows** the answer.
"Have you sent the boy to bed, Amelia?" **asks** Oscar's father.	Oscar's father **asks** Amelia **if she has sent** the boy to bed.
"Did you answer the boy's questions?" Oscar's father **asks** his wife.	Oscar's father **asks** his wife **if she answered** the boy's questions.
"Can you explain that to me, mother?" **asks** the boy.	The boy **asks** his mother **if she can explain** that to him.
	(Lesson 18)

Üldküsimustes on kaudses kõnes siduvaks sõnaks sidesõna **if** (kas). **If** ees koma ei tarvitata.

§ 30. Saatelause öeldis on minevikus

Direct Speech	Indirect Speech
Ned **said** to Jim, **"Did you see** the fire?"	Ned **asked** Jim **if he had seen** the fire. (Lesson 20)

Kui saatelause öeldis on minevikus, muutub kaudses kõnes kõrvallause tegusõna aeg nagu eriküsimustes ja jutustavas lauses.

Käsklause kaudses kõnes.

§ 31.

Direct Speech	Indirect Speech
1. Aunt Matilda **said,** "Betty, shut the window."	Aunt Matilda **told** Betty to shut the window.
2. She **said** to the girl, **"Bring** me the basket, please."	She **asked** the girl **to bring** her the basket.
3. The father said to the child, **"Don't hurry."**	The father told the child **not to hurry.** (Lesson 21)

1. Käsklause edasiandmisel kaudses kõnes tarvitatakse tegusõnu **tell** (käskima) ja **ask** (paluma).

2. Pärast käsku või palvet väljendavat tegusõna seisab sihitis; sihitisele järgneb infinitiiv partikliga **to** (told Betty **to shut** ... , asked the girl **to bring** ...).

3. Keelu puhul seisab eitav sõna **not** infinitiivi ees (told the child **not to hurry**).

§ 32. Määrsõnade võrdlemine.

1. Paul has studied English **longer** than Eve.	Paul on õppinud inglise keelt kauem kui Eve. (Lesson 5)
2. He finds the words **more quickly** than we do.	Ta leiab sõnu kiiremini kui meie.
3. Velda will do it **best of all.**	Velda teeb seda kõige paremini. (Lesson 8)

1. Ühesilbiliste määrsõnade kesk- ja ülivõrre moodustatakse lõppude **-er** ja **-est** abil.

2. Mitmesilbiliste määrsõnade kesk- ja ülivõrre moodustatakse määrsõnade **more** ja **most** abil.

Määrsõna **early** võrdlusastmed on: early, earlier, earliest.

3. Järgmistel määrsõnadel on erinevad vormid alg-, kesk- ja ülivõrdes:

well	better	best
badly	worse	worst
much	more	most

Ülivõrdele võib järgneda sõnaühend **of all**.
Näit.: best of all, (kõige paremini), most of all (kõige enam).

§ 33. Määrsõnade tuletamine omadussõnadest.

Adjective	Adverb
bad	badly
easy	easily

Määrsõnu tuletatakse omadussõnadest järelliite **-ly** abil.

Kui omadussõna lõpeb tähega **-y**, kirjutatakse enne liite lisamist **y** asemel **i**.

§ 34. Väljendeid eessõnadega.

eessõna + nimisõna

at the age of 17	seitsmeteistkümne-aastasena
at that time	tol ajal
at his side	tema kõrval
at the head of	eesotsas
at first	esiteks
by that time	selleks ajaks
by the fire	kamina (tule) juures
in time	õigel ajal
in a few days	mõne päeva pärast, mõne päeva kestel, mõne päevaga
in front of	ees
in the middle of	keskel
in this way	nõnda
in those days	tol ajal
in surprise	üllatudes, üllatunult
in turn	kordamööda
in great numbers	suurel arvul
in this square	sel väljakul
the fire in the range	tuli pliidi all
(red) in the face	näost (punane)
on the left	vasakul
the door to the yard	õue viiv uks
the key to the laboratory	laboratooriumi võti
best regards to your parents	tervita oma vanemaid
what about you?	kuidas on (lood) sinuga?
what is the matter with you?	mis sul viga on?

omadussõna + eessõna + nimisõna

to be absent from (school)	(koolist) puuduma
black with (smoke)	must (suitsust)
to be kind to (somebody)	(kellegi vastu) hea olema
I am sorry for (somebody)	mul on kahju (kellestki)
to be tired of (something)	tüdinenud olema (millestki)

tegusõna + eessõna + nimisõna

to arrive at a place	saabuma teatud kohta
he was at his desk	ta oli oma laua taga
to be at war with a country	sõdima mingi maaga
to knock at the door	uksele koputama
to laugh at somebody	naerma kellegi üle
to fight for something	millegi eest võitlema
to look for something	midagi otsima
to be interested in (physics)	huvitatud olema (füüsikast)
to take part in (the meeting)	osa võtma (koosolekust)
to go fishing in the river	jõel kalastamas käima
to cut into pieces	tükkideks lõikama
to go into business	ärimeheks hakkama
to develop into (a capitalist country)	arenema (kapitalistlikuks maaks)
to die of hunger	nälga surema
to hear of something	kuulma millestki
to talk of something	kõnelema millestki
to think of something	mõtlema millelegi
to be on fire	põlema
to make war on a country	sõda pidama mingi riigi vastu
to belong to somebody	kellelegi kuuluma
to describe something to somebody	kellelegi midagi kirjeldama
to explain something to somebody	kellelegi midagi selgitama
to happen to somebody	kellegagi juhtuma
to tremble with fear	hirmust värisema
to stay with somebody	kellegi juurde jääma
Take the books with you!	Võtke raamatud kaasa!
She jumped to her feet	Ta kargas püsti

Erinevalt eesti keelest tarvitatakse järgmisi tegusõnu otsese sihitisega:

to ask somebody	kelleltki küsima
to address somebody	kellegi poole pöörduma
to join the club	klubi (ringi) liikmeks astuma
to meet somebody	kellegagi kohtuma, kellelegi vastu minema
to reach a place	kuhugi jõudma

SIDESÕNA (THE CONJUNCTION).

§ 35.

a. Võrdlemisel tarvitatakse järgmisi sidesõnu:
than (kui) keskvõrdega: The days in June are longer **than** in May.
as ... as (nii ... kui) algvõrdega: Victor is **as** old **as** William.
not so ... as (mitte nii... kui) algvõrdega eitavas lauses: Victor is **not so** old **as** James.

b. Ajamääruslausetes tarvitatakse järgmisi sidesõnu:
when (kui): Give him this book **when** he comes here.
before (enne kui): Maggie walked an hour **before** she reached the place.
until = **till** (kuni, mitte enne kui): John did not stop **until** he saw the smoke of the farmhouse. I shall wait **until** you come.
while (sel ajal kui): **While** Eve is solving the crossword puzzle, let us play a word game.
as (kui, sel ajal kui): "He will wait for me at the top of the hill," thought Mrs. Harris **as** she walked on.

EXERCISES

A. PHONETIC EXERCISES

TÄISHÄÄLIKUD.

Exercise 1.

[əː]

1. Percy learned from Bertha that Myrtle's birthday was on Thursday.
2. The girl's words hurt Bert.

Exercise 2.

[ɔː], [ou]

1. Paul bought a boat in the port.
2. The storm broke the old oak.
3. Open the door and call Maud.

Exercise 3.

[æ]

1. Sam slapped Maggie.
2. Larry carried Sally to the camp.
3. Jack married Nancy.

Exercise 4.

[ɔ] [ʌ]

1. It was hot in the hut.
2. How much does that cotton cost?
3. Holly hurried to the hospital.

Exercise 5.

[ʌ]	[ɑɪ]	[ɔ]	[ɔɪ]	[ou]	[ɔɪ]
cut	cart	pot	port	so	saw
hut	heart	shot	short	bone	born
shut	sharp	fog	fork	stone	storm
duck	dark				
luck	lark				
but	bark				

Exercise 6.

[i]	[iɪ]	[u]	[uɪ]
sit	seat	good	food
pick	peak	foot	boot
it	eat	stood	school

Exercise 7.

[iə]	[ɛə]	[ei]	[ai]
fear	fair	lame	line
ear	air	pain	pine
hear	hair	lake	like

KAASHÄÄLIKUD.

Exercise 8.

ng [ŋ]

1. The singers sang many songs.
2. A fishing-rod, a frying-pan, a writing-table, a dining-room.
3. How long did the bell ring?
   Bring me something to eat in the morning.

Exercise 9.

ng [ŋg]

1. The hungry Englishman became angry.
2. Lanny is younger and stronger than Billy.

Exercise 10.

Helilised ja helitud kaashäälikud.

die	tie	eyes	ice	dry	try
dear	tear	ride	right	save	safe
pair	bear	drew	true	glasses	classes

Exercise 11.

Helilised ja helitud kaashäälikud.

1. Take the cake to the kitchen.
2. Doctor Denny did his duty.
3. The box belonged to Betty.
4. Put that pipe in that bag.
5. Pete pushed Bob into the boat.
6. Kate gave Ben a good pen.
7. Peace is in danger.

Exercise 12.

[ʃ, ʒ, tʃ, dʒ, s, z]

[tʃeindʒ]	[ə ˈdʒəli ˈdʒouk]
[ˈsʌbdʒɪkt]	[ˈfiziks ˈlesnz]
[dʒiˈɔgrəfi]	[ə ˈsouʃəlist ˈsteit]
[dʒiˈɔlədʒi]	

1. The Soviet Union is a socialist state.
2. Who teaches geography and geology to George?
3. Change the subject of the conversation.
4. James Jenkins is very suspicious.

Exercise 13.

[θ, ð]

1. Theo's [ˈθiːouz] birthday is on the third of the month.
2. Then they stood there all together.
3. Father thinks that this shoe-leather is too thick.
4. This, that, these, those, they, them, their are pronouns.

Exercise 14.

[h]

1. Henry asked his aunt how high the house was.
2. How old is Hal's horse?
3. Henry hurried home with a heavy heart.
4. The heat made his head ache.

Exercise 15.

[f, v, w]

1. Val's father arrived on the first of February.
2. The weavers' wives left the village.

LAUSERÕHK.

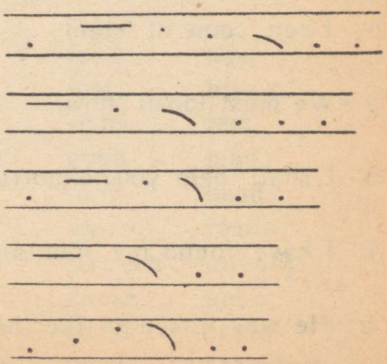
Exercise 16.

'Do it.	'Learn it.	'Fry it.
'Find him.	'Read it.	'Boil it.
'Call her.	'Help them.	'Burn it.
'Try it.	'Send it.	'Cook them.

Exercise 17.

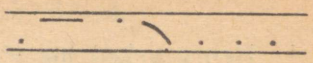
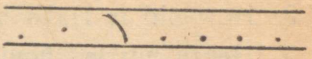
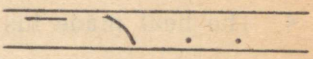
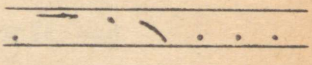
Rõhuta sõnad lauses.

1. Our 'country is 'dear to us.
2. 'Tom was 'aṅgry with her.
3. I 'don't 'agree with you.
4. 'Don't 'speak to him.
5. He is a'fraid of you.



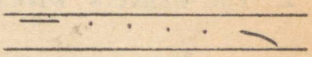
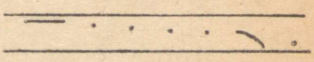
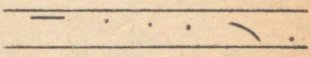
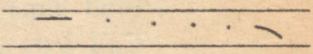
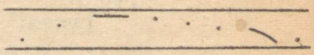
Exercise 18.

Rõhuta sõnad lauses.

1. The 'skates were 'useless to him. 
2. We are 'interested in it. 
3. 'Don't 'laugh at her. 
4. His 'aunt was 'cruel to him. 

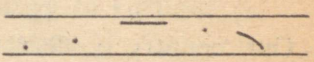
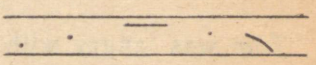
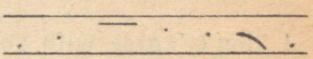
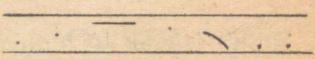
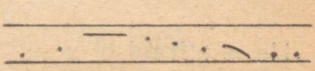
Exercise 19.

Rõhuta sõnad lauses.

1. 'Wait for me in the 'street. 
2. 'Come with me to the 'meeting. 
3. 'Leave it on the 'table. 
4. 'Follow me to the 'hall. 
5. You will 'find him in the 'workroom. 

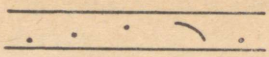
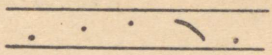
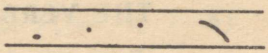
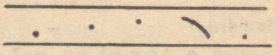
Exercise 20

Rõhuta sõnad lauses.

1. I can 'come at 'eight. 
2. We must 'do it 'now. 
3. I shall 'help you to'morrow. 
4. I have 'found my 'fountain-pen. 
5. He was 'taken to the 'hospital. 

Exercise 21.

Rõhuta sõnad lauses.

1. She is a 'teacher, 
2. They have a 'sister. 
3. He has been 'ill. 
4. You will be 'tired. 

LUGEMISREEGLID.

Exercise 22.

Which letters do we not read?

answer	every	hour	when
build	evening	knife	who
business	foreign	Wednesday	whole
buy	friend	Thames	write

Exercise 23.

Read quickly.

A.	bone	one	go	other	onion
	gone	fond	got	piano	glove
	done	front	sore	shoe	only
	on	old	form	come	once

B.	young	town	food	beat
	youth	know	foot	bread
	proud	grow	soon	leaf
	could	brown	good	lead
	country	snow	roof	head
	south	flow	too	ready
	soup	now	woollen	already
	hour	blow	goose	great
	pour	narrow	stood	break
	group	borrow	boot	breakfast

B. GRAMMAR EXERCISES

THE VERB.

Exercise 1.

Questions and answers.
Models: a) What does a t e a c h e r do? She teaches.
b) What do t e a c h e r s do? They teach.

a worker	a swimmer	a reader
a writer	a skater	a student
a builder	a singer	

Exercise 2. (Lessons 1—3).

Change from the Present Indefinite to the Present Continuous.
Model: He t a k e s an English lesson every day.
He i s t a k i n g an English lesson now.

1. The children do their homework every day. 2. They write a dictation every week. 3. Fanny reads the newspaper every day. 4. Phil goes to school every morning. 5. Dan often helps Phil with his work. 6. The girls work in the garden every day.

Exercise 3. (Lessons 1—3).

Change from the Present Indefinite to the Past and Future Indefinite.

1. We don't have breakfast at seven o'clock.
2. We don't go to bed early.
3. I don't get up at six o'clock.
4. We don't drink tea in the morning.

Exercise 4.

Change from the Present Indefinite to the Past and Future Indefinite. Do this quickly.

1. Is May at home?
2. Are they at the skating-rink?

3. Is Henry absent?
4. Have you an English lesson today?
5. Does Jim know the answer?
6. Do your friends go to the seaside in summer?
7. Does Sarah like that dress?
8. Is your friend at work today?
9. Is it Friday today?

Exercise 5. (Lessons 1—6).

Täita lüngad nõutavate abitegusõnadega.

1. It — raining when we went out. 2. In the morning the ground was wet because it — rained all night. 3. Jane saw some boys in front of the house; they — waiting for her brother. 4. When the teacher — explained the new lesson, we began to write exercises. 5. Why — you not come to the meeting yesterday? 6. With whom — you talking when I saw you in the street? 7. The boys were tired because they — walked a long way. 8. What a nice vase! Where — you buy it? 9. When David entered the room, Jim — playing the piano. 10. The train arrived at 12 o'clock; it — not arrive at 11. 11. What — you doing when the storm began? Why — you not shut the windows?

Exercise 6. (Lessons 1—7).

There is, there are

Translate into Estonian.

1. There were very many stones on the road.
2. There was a hill on the right hand side.
3. There was a seat for Mrs. Harris on the back of the bicycle.
4. There were some Dutch people on the road.
5. Were there any English people there?
6. There were some farmhouses near the road.
7. There was a police-station not far away.
8. There will be many people at the seaside in summer.

Exercise 7. (Lessons 1—10).

Täita lüngad nõutavate abitegusõnadega.

1. Tomorrow we — go cycling after lessons. 2. What — Phil doing now? He — cleaning his coat. 4. Get ready quickly, Edith;

we — waiting for you. 4. I — lost my pen. I must go and buy a new pen. Where — you lose it? 5. It is 3 o'clock now. Comrade Lynx — arrive at half past four. 7. Mr. Pitt is not here, he — left already. When — he leave? 8. Don't make such a noise, the baby — sleeping. 9. When — winter begin? 10. Today is Tuesday. We — write a dictation on Thursday.

Exercise 8. (Lessons 1—12).

Be and *have* in the Present Indefinite.

Fill in the blanks.

1. Hillar ... a boy of fifteen. He ... blue eyes and dark-brown hair. He ... many friends at school. Henn and Ain ... his best friends. They ... all good comrades. After lessons they ... a good time together.

2. Henn ... no father and no mother. They ... dead. He ... one sister but no brothers. Henn's sister ... four years older than he .... Henn ... many good friends. Henn, Hillar and Ain ... in the same class at school. Henn ... fond of Hillar and Ain.

3. Ain's family ... large. There ... six children in their family. The youngest ... only five years old. Ain's father ... a cook on a ship. His mother ... much work. She ... very little time for rest. She ... a kind heart. Henn ... always glad to stay at Ain's house. Ain's mother ... kind to Henn and his sister.

Exercise 9. (Lessons 1—14).

Muuta tegusõnad jaatavaks ja teha vastavad muudatused asesõnades.

Models:

a. I did not find any mistakes in your work.
I found no mistakes in your work.

b. I did not hear anything.
I heard nothing.

1. We did not see any toys in the shop window.
2. Tom did not catch any fish that day.
3. The hunters did not shoot any animals last week.
4. Maggie does not know anything about it.
5. I didn't buy any bread, we have enough.
6. He did not explain anything to us.
7. I have not taken any books from that library.
8. That old man doesn't forget anything.

Exercise 10. (Lessons 1—14).

Make the following sentences affirmative.

1. We did not read that book in August. 2. Aunt Bertha did not bring the children a cake on Saturday. 3. Dan didn't catch cold at the skating-rink. 4. The hunter did not shoot the bear. 5. The boys did not find the map in the bookcase. 6. My friend did not ring me up yesterday evening. 7. Grandfather did not feel tired after the journey. 8. The ball did not fall into the water. 9. The children did not know the story. 10. We didn't sing "My Bonnie" at the English lesson on Monday.

Exercise 11. (Lessons 1—16).

Change from the Present to the Past.

John's father is an Englishman. They live on a farm in one of the colonies. John has a brother William, who is older than he is. The boys are fond of fishing and skating. In summer they often bring home lots of fish. Their mother fries the fish for dinner. In winter John and William sometimes go to the river to skate. They are both good skaters.

One day in early winter, when John is fourteen years old, he goes to the river alone. He does not know that there are some Red Indians in the forest. When he gets to the river, he begins to put on his skates. Suddenly the Indians run out from behind the trees and tie John's hands. The boy cries for help, but nobody hears him. Then the Indians take him to their camp ten miles away.

John lives at the Indian camp all that winter. He goes hunting with the Indians and kills a bear. He learns to speak their language. He takes part in the games that the boys play. He eats their food and puts on the clothes that the Indian women make for him. But he is not happy. He wants to go back to his people.

Before spring comes, he manages to run away. He nearly loses his way in a snowstorm, but in the end he reaches his father's farm.

Exercise 12. (Lessons 1—16).

Change from the Present to the Past.

Munchausen[1] Goes Shooting.

One year Munchausen goes to India. A rich Indian invites him to go shooting. Munchausen agrees to go with him, and they start early the next morning. They go through a forest and soon they come to a big river. But the Indian walks faster than Munchausen, and when they reach the river, he disappears among the trees.

Munchausen is alone on the river bank. He is looking into the water when suddenly he hears a noise behind him. He turns round and sees a big lion. The lion comes nearer and nearer. Munchausen wants to run away. But where can he run? Then he decides to jump into the water, but there he sees a big crocodile ['krɔkədail]. It is opening and shutting its mouth, ready to eat him.

Munchausen is helpless[2]; he falls to the ground.

He knows that he is at death's door. Some minutes pass, but nothing happens. When he looks up, he sees that the lion's head is in the crocodile's mouth. The lion cannot get its head out of the crocodile's mouth, and the crocodile cannot eat the lion — it is too big.

Munchausen gets a bright idea. He jumps up. He cuts off the lion's head and shoots the crocodile in the eye. At that moment the Indian comes back to look for his friend. He is very much surprised when he sees the dead lion and the dead crocodile. He praises Munchausen.

Exercise 13. (Lessons 1—20).

Täita lüngad tegusõnadega nõutavas ajas.

1. Mr. Finklebottom ... a newspaper when Oscar ... him what opportunity was.	read ask
2. "Who ... you English this year?" Mr. Preston asked his son.	teach

[1] **Munchausen** [mʌn'tʃɔizn] on tuntud luiskaja tüüp kirjanduses.

[2] **helpless** = help + less — abitu.

3. Comrade Peters is not here, but he ... soon.	come
4. It was 10 o'clock. The boys and girls ... in the hall when suddenly they ... a loud noise in the corridor.	dance hear
5. Don't look for my fountain-pen, Pete. I ... it already.	find
6. Betty ... the exercises for today, she ... ill yesterday.	not + do, be
7. I ... you my English grammar-book last week. When ... you ... it back to me?	give bring
8. I am tired, I ... at five o'clock this morning.	get up
9. There were four ducks in the hunter's bag; he ... them on the lake.	shoot
10. When ... the birds ... south?	fly
11. It was seven o'clock in the evening. Kate ... home. She ... the window and ... a fire in the range.	come open, make

Exercise 14. (Lessons 1—25).

Change from the Past to the Present.

Ulysses [1]

After the victory over Troy[2] Ulysses w a n t e d to return to Greece,[3] but he d i d n o t r e a c h his homeland for many, many years. The wind d r o v e his ship far away from the shores of Greece. In the end he l o s t his ship and the waves c a r r i e d him to the island of Calypso.[4] Ulysses w a s homesick and he w a n t e d to return to Greece, but he s t a y e d on the island for seven years. Calypso t o l d him to forget his wife and his home. But Ulysses c o u l d n o t f o r g e t them. There w a s nothing that he l o v e d more than his home and his wife. He d i d n o t w a n t to stay with Calypso, but he c o u l d n o t l e a v e the island because he h a d no ship.

The gods on Olympus [ə'limpəs] d e c i d e d to help Ulysses,

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[1] **Ulysses** [ju'lisiːz] Odüsseus

[2] **Troy** Trooja

[3] **Greece** [griːs] Kreeka(maa)

[4] **Calypso** [kə'lipsou] Kalüpso; nümf, kes hoidis Odüsseust 7 a. oma saarel, lubades talle igavest noorust ja surematust

Zeus [zju:s] sent Hermes ['hə:mi:z] to Calypso and told her to send Ulysses home.

Calypso went out to look for Ulysses. She found him sitting on the sea-shore. She told him to cut down some trees and build a boat. He cut down twenty trees and made a boat. When the boat was ready, he left the island. But he had many other adventures [1] before he reached Greece.

Exercise 15. (Lessons 1—30).

Fill in the blanks.

1. Where did you drive last Sunday? We ... about twenty kilometres out of town.
2. When did you leave the factory yesterday? I ... at five o'clock.
3. When did the girl send the letters to the post-office? She ... them at the end of the working-day.
4. How many mistakes did you make in that dictation? I ... only one.
5. How did your roses grow last summer? They ... very well.
6. Where did you put the flowers that I brought? I .... them in the blue vase.

Exercise 16. (Lessons 1—30).

Make the following sentences negative and interrogative.

1. Paul woke up early yesterday. 2. Ben's sisters will spend the winter holidays in Tartu. 3. Frank has chosen the most interesting book. 4. There is a frying-pan on the kitchen range. 5. Jim remembers his grandfather. 6. Comrade Vill is a weaver. 7. My aunt has a wireless-set.

Exercise 17. (Lessons 14—32).

Ask questions.

1. We spent five days in the country last week. 2. The men laid Aunt Matilda down in the cart. 3. The fire spread quickly. 4. The old man lay down because he was

[1] **adventure** [əd'ventʃə] seiklus, avantüür.

tired. 5. This book cost eight roubles. 6. Little Lizzie broke her favourite doll. 7. The cat stole a piece of meat in the kitchen. 8. The sun rose at seven o'clock yesterday.

Exercise 18. (Lessons 1—9).

Translate.

1. Tühjendage kastid! 2. Peatage veoauto! 3. Minge raudteejaama! 4. Lugege instruktsiooni! 5. Täitke oma kohus! 6. Ära lükka oma seltsimehi, Jaak! 7. Ära ole ebasõbralik oma õe vastu, Enn! 8. Ärge kukkuge maha, lapsed! 9. Poisid, ärge ehmatage tütarlast!

Exercise 19. (Lessons 1—30).

Fill in the blanks with verbs in the Present or Future Indefinite.

1. You ... cold if you do not put on your warm coat.	catch
2. The fog ... when the sun is higher up in the sky.	disappear
3. When spring ..., it will be warm again.	come
4. We shall wait here until the rain	stop
5. When it ... to rain, I shall put up my umbrella.	begin
6. The fire ... if you do not pour water on it.	spread
7. I hope somebody will put out the fire before it	spread
8. We ... some fish if we all go to the lake early in the morning.	catch

Exercise 20. (Lesson 1—30).

Fill in the blanks with verbs in the Present or Future Indefinite.

1. I ... a letter while you .. to the library.
   Ma kirjutan kirja, sel ajal kui sa raamatukogusse lähed.
2. I ... not ... the house until Comrade Tolli ... me up.
   Ma ei lähe ära enne, kui sm. Tolli mulle helistab.
3. When you ... home, I ... some pancakes.
   Kui sa tuled koju, ma küpsetan pannkooke.

4. The girls ... the table before their mother ...
Tütarlapsed katavad laua, enne kui nende ema tagasi tuleb.

5. While you ... the potatoes, I ... up the onions.
Sel ajal kui sa koorid kartuleid, lõikan ma sibulad tükkideks.

Exercise 21. (Lessons 1—15).

Translate into English.

1. Kui ma olen valmis, ma kutsun teid. 2. Poisid laulavad selle laulu, kui me neid palume. 3. Mida me teeme, kui me sinna jõuame? 4. Mu tädil on väga hea meel, kui ta kuuleb seda uudist (that news). 5. Ma seletan teile kõik (everything), kui ma tagasi tulen. 6. Kui kell lööb seitse, äratab ema su üles. 7. Kui te meid aitate, me lõpetame töö täna. 8. Fred avab ukse, kui te koputate. 9. Kõik (everybody) naeravad, kui nad näevad Tomi habet. 10. Ma toon sulle selle raamatu, kui sa seda vajad.

Exercise 22. (Lessons 1—15).

Present Indefinite, Present Continuous or Future Indefinite.

Translate.

1. Me peame oma töö kiiresti lõpetama. Meie sõbrad ootavad meid. 2. Rose ei saa teiega välja minna, ta teeb praegu oma koolitööd (homework). 3. Õpetaja alati kiidab meid, kui me oma töö hästi teeme. 4. Ma ei oska teha seda harjutust. Kes aitab mind? 5. Kus on Dan ja Nelly? Dan puhastab nuge ja Nelly valmistab õhtusööki. 6. Järgmisel suvel sõidame (go) Pärnu. 7. Kas sa ujud hästi? Ei (uju). 8. Vaata seda meremeest, ta tuleb meie maja poole (towards). 9. Kas sa tunned seda tütarlast, Betty? Ei tunne.

Exercise 23. (Lessons 1—8).

Past Indefinite, Present Perfect, Past Perfect.

Translate.

1. Õpetaja ütles: „Ma parandasin juba teie etteütlused."

2. Õpetaja parandas meie etteütlused eile.

3. Ann oli parandanud vead harjutuses, enne kui ta seda mulle (it to me) näitas.

4. Kas te saatsite oma sõbrale kirja pühapäeval?
5. Mitu kirja te saatsite temale käesoleval kuul (this month)?
6. Kus on sm. Timm? — Ta lahkus juba.

Exercise 24.

Tegusõnade lühivormide tarvitamine.

A. 1. They're tired because they've walked a long way.
2. Sylvia's read all those books already.
3. The children haven't had their dinner yet.
4. You won't reach the station in time, I'm afraid.
5. I've never seen such a big motor-boat before.
6. The doctor hasn't returned yet.
7. He brought all the books back when he'd read them.
8. By eight o'clock I'd done all the exercises.

B. 1. It's very hot; I'll try to open the window.
2. Bob's caught lots of fish this summer.
3. He isn't going to live at the camp in August.
4. He's taken the camera with him; he's going to take some pictures.
5. I can't carry this alone. Who'll help me?
6. I'm waiting; please hurry!
7. You've made a mistake.
8. We're going to stay with a fisherman's family next summer.

ACTIVE AND PASSIVE.

Exercise 25. (Lessons 1—25).

Change from the Active to the Passive.
Model: a) The girls cooked the dinner that day.
b) The dinner was cooked by the girls that day.

1. The press-gang searched the house.
2. Mr. Rudyard and the apprentices made saddles.
3. Betty laid the table every day.
4. Nicholas Stapleton's sister carried on the business.
5. Aunt Matilda scolded the girl.
6. A group of armed sailors surrounded the apprentices.
7. Two officers arrested the run-away soldiers.

Exercise 26. (Lessons 1—27).

Change from the Passive to the Active.

1. That letter was written by my youngest sister.
2. Those birds were caught by some Indian boys.
3. The silver box was not stolen by Simon.
4. The horse and cart were surrounded at once by some men and women.
5. The Stapletons' house was destroyed by the fire.
6. Betty was carried to the cart by the sailor.
7. The sick woman was examined by a doctor.

Exercise 27. (Lessons 1—23).

Fill in the verbs in the Past Indefinite Active or Passive.

1. Those men ... that house in 1950. That house ... in 1950.	build
2. The work ... by the workmen only yesterday. They ... that work only yesterday.	begin
3. When ... the letter ... ? When ... you ... the letter?	write
4. The arrow ... by an Indian boy. An Indian boy ... the arrow.	find
5. Keesh ... that bear himself. That bear ... by Keesh.	kill
6. The meat ... by the chief. The chief ... the meat.	divide
7. We ... much time that way (sel viisil). Much time ... that way.	save
8. ... you ... the work in time? ... the work ... in time?	finish
9. Who ... the ball? By whom ... the ball ... at last?	find
10. ... the onion ... on this pan? ... you ... the onions on this pan?	fry

Exercise 28. (Lessons 1—26).

Fill in the verbs in the Present Indefinite Active or Passive.

1. That pupil ... two or three exercises every day. Many exercises ... at school every day.	write
2. By whom ... your dresses ..., Annie? Who ... your dresses, Annie?	make
3. Leida ... the kitchen window every week. Our kitchen window ... every week.	wash
4. ... music ... here? ... Comrade Hill ... music here?	teach
5. ... the boys of your school ... football? ... football ... much at your school?	play
6. Lots of fish ... in that river every summer. The boys ... lots of fish here every summer.	catch

Exercise 29. (Lessons 1—31).

Change from the Passive to the Active.

1. The instruments were unpacked by the younger members of the expedition.
2. The second lorry was driven by a young man of eighteen.
3. That wireless set was built by three boys of the ninth class.
4. You are invited to the party by the pupils of our class.
5. That puzzle was solved by everyone in the class.

Exercise 30. (Lessons 1—26).

Questions.

1. The young actor was met at the station by many friends.
2. Those exercises were done very quickly.
3. My little sister was taken to the pictures last Sunday.
4. All the mistakes were corrected by the pupils themselves.
5. Leather bags and suit-cases are made at this shop.
6. "Captains Courageous" was written by Kipling.

Exercise 31. (Lessons 1—31).

Questions.

1. Three lorries were sent to the station.
2. The head of the expedition sent three lorries to the station.
3. You posted two letters yesterday.
4. Two letters were posted yesterday.
5. Those books were borrowed from the library two weeks ago.
6. Ann borrowed some books from the library two weeks ago.

Exercise 32. (Lessons 1—28).

Translate, using only the Passive.

A. 1. Õpetaja kiitis kolme õpilast tunni lõpul.
2. Naised võtsid kartulid üles (dig up).
3. Perenaine (the mistress) saatis õpipoisid koju.
4. Kolumbus avastas Ameerika 1492. a.

B. 1. See maja ehitati 1949. a.
2. Kõik kauplused avati kell 8.
3. Sukke ja sokke müüakse sellel letil (at this counter).
4. Poisi müts leiti laua alt.
5. Füüsika tunnis demonstreeriti uut raadioaparaati.

INDIRECT SPEECH.

Exercise 33. (Lessons 1—30).

Change to indirect speech.

1. "I'm going to the library to borrow a book," said Kate.
2. May said to Kate, "I shall get off the bus at the next stop."
3. Kate said, "I shall get out here and walk the rest of the way."
4. "I have taken all my books back to the school library," said Harry.
5. "I helped my friend to choose a good book at the library yesterday," said Tom.
6. "We can cross the street at this corner," Granny said to Peter.

Exercise 34. (Lessons 1—31).

Change to indirect speech.

1. The hunter said to the members of the expedition, "There are lots of wild animals in these mountains."
2. The old man said, "This is the best place to build a fire."
3. The cook said to us, "I have fried some fish for dinner today."
4. The scientist said to the students, "We shall climb that mountain tomorrow."
5. "We shall not come back to the camp till next Sunday," the students said to the cook.
6. One of the boys said, "I took the horses to the lake to drink early in the morning."
7. "It will be best to make camp here, on the bank of the river," said the young man.
8. The head of the expedition said, "We have finished everything for today."

Exercise 35. (Lessons 1—28).

Change to indirect speech.

1. Meg said, "I have never been in this part of the city before."
2. Betty said, "We have lost our way and we don't know where we are."
3. Meg said, "I can't recognize these houses at all."
4. "We can't be far from London Bridge," said Betty.
5. Meg said, "I'm not afraid, Betty."
6. "My aunt will scold me, and Meg's mother never scolds anybody," Betty said to a neighbour.

Exercise 36. (Lessons 1—20).

Change to indirect speech.

1. "Does this pen belong to you, Jean?" asks Ada.
2. "How many times did you read the poem?" Alice ['ælis] asks Henry.
3. Bertha says to Kate, "Did you write a letter to Ruth [ru:θ]?"
4. "What kind of weather do you like best, Sally?" asks Betty.

5. "Where did you learn to play chess, Jack?" asks Peter.

6. Indrek says to Peter, "How many games did you play at the club last night?"

Exercise 37. (Lessons 1—31).

Change to indirect speech.

1. Comrade Hill says to George, "How many hours does it take to go from Moscow to Omsk by air?"

2. "When does the bus leave for Khorog?" Smith asks the head of the expedition.

3. "Where does this road lead us, George?" asks the geologist (geoloog).

4. The scientist says to his comrades, "When does the first snow fall in these mountains?"

5. "Where do you stay in winter, Smith?" asks George.

Exercise 38. (Lessons 1—22).

Change to indirect speech.

1. "Do you speak Russian (vene keelt) at home, Annie?" asked the teacher.

2. May said to Alf, "Where does your father work?"

3. Annie said, "Ellen, do you go to your grandmother's by bus or by tram?"

4. "Selma, where did you buy those roses?" asked Mary.

5. Annie said to Sally, "How much did you pay for your scarf?"

6. "When did you learn to skate so well, Alf?" asked Herbert.

Exercise 39. (Lessons 1—31).

Change from direct to indirect speech.

1. "Solve the crossword puzzle yourself, Bob," said Bertie.

2. "Stella, post this letter for me, please," said Jenny.

3. "Don't unpack the instruments yet," he said to his helpers.

4. The doctor said to Max's mother, "Give the boy a spoonful of this medicine every day."

5. "Ellen, please go and buy some bread," said mother.

6. "Open the window, please," father said to Victor.

7. "Please boil the milk at once, Mary," said mother.

8. "Don't push me, Tom!" cried Maggie.

9. I said to the stranger, "Follow this road as far as the bridge and then turn to the right."

Exercise 40. (Lessons 1—25).

Change from direct to indirect speech.

1. Betty said, "Please come in, Peter and Meg."

2. She said to the apprentices, "Go and wash your hands before you come to table."

3. Mr. Rudyard said to Mistress Stapleton, "Don't scold Betty so often."

4. Aunt Matilda said, "Betty, don't make so much noise, please."

5. The lame man shouted, "Run, Sim!"

6. "Pick up your toys and put them away," said Meg's mother.

7. "Mr. Rudyard, make a good strong saddle for my horse, please," said the stranger.

Exercise 41. (Lessons 1—27).

Change the direct commands into indirect commands.

1. Comrade Koit said to the pupils, "Make the affirmative sentences negative."
2. He said to Raivo, "Don't use the first person singular in that sentence."
3. We said to the teacher, "Repeat the second sentence, please."
4. Bertha said to her neighbour, "Don't forget to underline the new words."
5. The teacher said, "Don't talk to your neighbour, Bertha."
6. Comrade Kalda said to us, "Fill in the blanks with the positive, comparative and superlative of adverbs."
7. The boy on duty said to the pupils, "Don't take your books to the physics laboratory."
8. Riina said to Martin, "Go and bring the map of Europe, please."

Exercise 42. (Lessons 1—31).

Fill in the blanks with *say* or *tell.*

1. "How can I get to New Street from here?" ... the stranger.
2. Someone ... him that he must take bus No. 3.

3. Then he ... that he didn't know where the nearest stop was.

4. A woman who was passing ... him to cross the street and turn to the right.

5. The stranger ..., "Thank you."

PREPOSITIONS.

Exercise 43. (Lessons 1—10).

Fill in the blanks with prepositions.

1. We have lessons ... the morning now, not ... the afternoon.
   They begin ... eight o'clock.
   The first lesson ends ... a quarter ... nine.
   Lessons go on till two o'clock and then we go home. We do our homework ... the evening.
2. My birthday is ... the fifteenth ... April.
   I was sixteen years old ... my last birthday.
   My sister finished school ... 1954.
3. I shall bring the book back ... Saturday.
   It is cold ... winter and warm ... summer.
   We shall go to the country ... July.
   Grandfather was born ... the nineteenth century.

Exercise 44. (Lessons 1—15).

Fill in the blanks with prepositions.

1. I haven't found my pen yet; I am still looking ... it.
2. The teacher looked ... the drawing (joonistus) and said that it was very good.
3. I shall wait ... you near the post-office.
4. That's a very interesting game. May I take part ... it?
5. We have prepared everything ... the party.
6. Mr. Tulliver was not angry ... his daughter.
7. I must explain that ... you again.
8. All these books belong ... my son.
9. The hunters did not want to listen ... Keesh.
10. They laughed ... the boy.
11. Maggie was afraid ... the wild-looking gipsies.

Exercise 45. (Lessons 1—30).

A. Fill in the blanks with prepositions.

1. Autumn is the harvest season — the year. 2. These flowers are — Comrade Saul. Give them to him, please. 3. Do you live — your parents? 4. Tell us — your work. 5. Explain — Mike how you solved the problem. 6. Wait for me at the top — the hill. 7. Describe your village — me. 8. Maggie's ideas — life at a gipsy camp began to change. 9. I need that book, give it — me. 10. We work — our hands. 11. We can't live — water. 12. We thank you — your help.

B. Fill in the blanks with prepositions.

1. They go ... school ... bus; they are ... school ... eight ... half past one. They return ... school ... the afternoon.

2. I can't find my pen anywhere, I must look ... it again. Have you looked ... those papers ... the table?

3. Our dog followed us ... school one day; he ran ... us all the way. But we didn't let him come ... the school-house ... us. We left him ... the street.

4. All the boys took part ... the game. Bobby hid himself ... the door; Tommy went ... the table; Teddy climbed ... a big box. Ben counted ... one ... ten ... a loud voice and then went to look ... them.

5. We stood ... a big tree until it stopped raining. Then we crossed the bridge and went ... the other side ... the river.

6. They decorated the room ... flowers. The bread was cut ... Jean. Soon everything was ready ... the school party. Now they must wait ... the guests.

7. The children went out ... a walk. They walked a kilometre ... the bank ... the river. I watched them until they disappeared ... some trees.

8. My aunt lives ... Oak Street, not far ... the post-office.

9. It's cold today, don't go out ... your coat.

10. Have you read the story ... Harris and his wife? It was written ... Jerome K. Jerome. ... the picture there is a man and a woman ... a bicycle. The woman is sitting ... the man. We must translate the story ... English ... Estonian.

C. Fill in the blanks with the prepositions *at, in, on, to, into.*

1. I stood a moment ... the door of the classroom; then I went ... the classroom. 2. Ann and Martha will go ... the Y.C.L.

meeting this evening; Ann will speak ... the meeting. 3. Enn is standing ... the blackboard; Hillar is going ... the blackboard. He will write an exercise ... the blackboard. You may go back ... your place, Enn, and write the exercise ... your copy-book. 4. A bus stopped ... the corner, we ran ... the bus. We got ... the bus before it started. There were very many people ... the bus already. 5. Were you all ... the language lesson yesterday? Yes, all except Mary; she couldn't come ... the lesson because she was ill. 6. We drove ... the field ... a cart; some lorries passed us ... the way. 7. Pour some milk ... these cups and put some bread ... that plate. I'll finish everything ... the kitchen while you go ... the dining-room and put the cloth ... the table.

PRONOUNS.

Exercise 46. (Lessons 1—13).

Some, any

Fill in the blanks.

1. Mother gave us ... pancakes for dinner yesterday.
2. Is there ... soup for me?
3. I ate ... cheese but I didn't drink ... coffee at breakfast this morning.
4. Keesh took ... fat and made a ball.
5. Have you ... money?
6. We have ... friends at that collective farm.
7. Have we ... lessons after two on Saturday?
8. I couldn't find ... mistakes in the dictation.
9. They saw ... toys in the shop window.
10. Are there ... apples on the tree this year?
11. There were ... nice pictures on the wall.

Exercise 47. (Lessons 1—10).

Give two negative answers.

Model: What did you buy at the shop?
I didn't buy anything.
I bought nothing.

1. What did you say to the child?
2. What did you see there?
3. Whom did you meet in the park?

4. What are you doing now?
5. Whom did you recognize in the crowd?
6. What do you know about Jonathan ['dʒɔnəθən] Swift?
7. What have you cooked for dinner?

Exercise 48. (Lessons 1—16).

Someone, anyone, no one

Fill in the blanks.

1. Please shut the door, ... has left it open.
2. Everybody came in time, ... was late.
3. Did ... go to the club yesterday?
4. We didn't know the time because ... had a watch.
5. ... must go and get the tickets before it is too late.
6. ... told me that you were ill.
7. The teacher asked ... to bring the map.

Exercise 49. (Lessons 1—16).

Somebody, anybody, nobody

Fill in the blanks.

1. Has ... seen my umbrella?
2. I hope ... will help you.
3. Did ... know the answer?
4. The puzzle was so difficult that ... could solve it.
5. ... has left a letter for you. Here it is!
6. We are all here, ... is absent.
7. ... has watered the flowers already (to water — kastma).
8. The water was very cold, ... wanted to go swimming.

Exercise 50. (Lessons 1—27).

Fill in the blanks.*

A. Possessive Pronouns

1. This is my brother. — name is John.
2. This is my sister. — name is Ellen.
3. This is an old book. — pages are torn.
4. That is a tree. — leaves are yellow.
5. This is my lamp. — place is on that table.
6. That is my mother. — hair is grey.

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* Harjutus kiirusele.

7. That is our grandfather. — beard is white.
8. That is my room. — windows look south.
9. That is our teacher. — name is George Hunt.
10. This is my daughter. — name is Lily.
11. This is our neighbour's son. — name is Carl.
12. These boys are apprentices. — names are Rob and Tom.
13. These are apple trees. — leaves are falling.

B. Personal Pronouns.

1. Where is your sister? — is in her room.
2. Where is Mary? — is in the dining-room.
3. Where are your neighbours? — are at home.
4. Where was the captain? — was in his cabin.
5. Where is my umbrella? — is in the corner.
6. Where were Pete and Steve? — were at the club.
7. Where will you and your sister be? — shall be at school.
8. Where will you be? — shall be here.

Exercise 51. (Lessons 1—20).

Fill in the blanks with the pronouns *me, him, her, it, us, you, them.*

A. 1. I must get up early tomorrow morning: please call — at seven.
2. Bella doesn't know where her skates are, she can't find — anywhere.
3. You mustn't carry that heavy box alone, let me help — .
4. Peter is ill; the doctor will examine — .
5. May and Ellen have returned from the country, but I haven't seen — yet.
6. I got a letter from Clara, who went to Narva last year. Do you remember — ?
7. Speak louder, please; I can't hear — .
8. Here is a vase for the roses; fill — with water, please.
9. Keesh followed the bear until he could kill — .
10. When Harris was cycling with his wife in Holland, he lost — somewhere on the road.
11. There is a mistake in your work. Don't you see — ?

B. 1. Enn has brought some flowers; we can decorate our classroom with — .

2. We are going to the cinema. Can you come with — ?
3. Mary wants some copy-books; give — those blue ones.
4. Elmar and Olev have come; tell — what they must do.
5. The cat caught a mouse and began to play with — .
6. These are my brother's books: they belong to — and not to me.
7. My elder sister works in Tartu; I get letters from — .
8. Harry needs a knife; give — that sharp one.
9. The ice is not good today: we can't skate on — .

ARTICLES.

Exercise 52. (Lessons 1—18).

Fill in the blanks with the article *the* where necessary.

1. There were lots of people in — street.
2. — sun was very hot that day.
3. We returned to — town in — middle of August.
4. Did you go there by — train or by — bus?
5. I'll come to see you at — end of — week.
6. Mickie took me to — school on his bicycle yesterday.
7. I can write those exercises in — evening.
8. I'll meet you at — post-office at five thirty.
9. All last week my father worked at — night and came — home from — factory in — morning.
10. Read — story on — page thirty-three for — next lesson.
11. In — 1957 we celebrated — fortieth anniversary of — Great October Socialist Revolution.

Exercise 53. (Lessons 1—26).

Fill in the blanks with *a, the* or *some.*

At — Saddler's

One day, when Aunt Matilda had gone upstairs to have — rest, Betty went to — shop on — other side of — house. — place smelled of leather. There was nobody in — shop, so she opened — door of — workroom and looked in. — smell of leather was even stronger here. She said "How do you do" to — apprentices who were hard at work. Then she went to — table where Mr. Rudyard was working. She liked to talk to — saddler about her father. But today he was very busy. There was — leather on — table in

front of him. He was cutting — leather. He cut out two pieces and gave them to one of — boys. He told — boy to sew them together. — other apprentice, whose name was Rob, was finishing — saddle. "You know, Rob," said Mr. Rudyard, "— saddle must be ready before supper-time."

Betty was still in — shop when — door opened and — stranger came in. "Where is — saddler?" he said in — loud voice. "I have come for — saddle. Is it ready?"

Rob brought — saddle to — shop and — stranger looked at it. "How much does it cost?" he asked. Mr. Rudyard told him — price. — stranger took — money out of his pocket. Then he paid for — saddle and left — shop.

Exercise 54. (Lessons 1—31).

Fill in the blanks with the articles *a* or *the* where necessary.

1. Have you ever seen — mountain lake?
2. In summer those mountain peaks were green, now they are covered with — snow.
3. One day — fog was so thick that we could see nothing.
4. — highway between A and B is four hundred and fifty kilometres long.
5. On our way to — station — motor-car had to stop many times because — snow was so deep.
6. It is not easy to climb up — high mountain.
7. Please explain to us — construction of these instruments.
8. I can't hear a word because — motor of this lorry makes so much noise.
9. What marks did you get at — end of — first term?
10. — geography is my favourite subject.
11. How does your brother get on in — physics?
12. I am — member of the Y. C. L.

Exercise 55. (Lessons 1—31).

Fill in the blanks with the articles *a* and *the*.

A. Ellen was helping her mother in — kitchen one day when she heard — noise in the yard. She looked out of — window and saw — crowd of children with skates.

"May I go to — skating-rink, Mother," said Ellen. "I'll be back in — hour."

B. Ellen opened — door and shouted, "I'm coming too! I'll be ready in — minute." Soon — girl joined — other children and they all went out into — street. It was — cold day in February. When they reached — skating-rink, somebody shouted, "— ice is fine today!" Ellen had — good time that afternoon.

C. On — way home Ellen met — old friend whom she had not seen for — month or more. They do not go to — same school. "There will be — exhibition at our school next month," said Ellen. "Please come." And her friend said, "There will be — party at our school next week. Will you come if I send you — invitation?"

Exercise 56. (Lessons 1—31).

Fill in the blanks with *some* or *the*.

1. There were — exercises at the end of the book.
2. — exercises on page fifty-eight were done at home last week.
3. I hope you have all corrected — mistakes in your last dictation.
4. Tom found — mistakes in his work when he looked it over.
5. Ask May and Ella to write all — invitations: they both have a good, clear handwriting.
6. Please send — invitations to that school too.
7. We shall go skating every day during — winter holidays.
8. I saw a bus and — motor-cars in the street when I looked out of the window.
9. They cannot leave the station until they have packed — instruments.
10. There were — tents near the lake which we passed yesterday.

INTERROGATIVE SENTENCES.

Exercise 57. (Lessons 1—4).

Questions.

A. 1. Maggie decided to go to a gipsy camp.
2. A young woman led Maggie to the fire.
3. Maggie was the miller's daughter.
4. She ran away because her brother was angry with her.
5. The gipsy went back to the camp.
6. On the way they met the miller.
7. That girl speaks too quickly.
8. Lucy was nine years old.

B. 1. Maggie was at the gipsy camp for two or three hours.
2. Anne read three books last summer.
3. The noise frightened them.
4. They were speaking about the new picture.
5. He is looking at a picture.
6. Harry was waiting for his friend.

Exercise 58. (Lessons 1—18).

Who, whom, whose

Questions.

1. She called the children home for supper.
2. Aunt Kate called the children home.
3. The children's room is on the second floor.
4. We heard John's voice in the corridor.
5. John entered the room before the others.
6. I have known John for many years.
7. John's brother is a doctor.
8. I remember those people very well.
9. Amy was talking with some people.
10. This present is for my mother.
11. This is our classroom.

Exercise 59. (Lessons 1—31).

Questions.

1. She has returned all the books to her friend already.
2. Bobby likes to write with my fountain-pen.

3. I have brought these apples for the children.
4. He described the new instruments to some pupils of the ninth class.
5. She often gets letters from her aunt.
6. Those boys are interested in geography.
7. The children were laughing at the dog and the cat.
8. We shall decorate the classroom with flowers.

Exercise 60. (Lessons 1—13).

Questions.

Märkus. Küsimused moodustada selles järjekorras:

1. Üldküsimus (nn. *kas*-küsimus).
2. Küsimus määrusele või eessõnalisele sihitisele.
3. Küsimus sihitisele (ja selle täiendile).
4. Küsimus öeldisele.
5. Küsimus alusele (ja selle täiendile).

a) Lessons 1—3.

1. The boy caught a fish in the river.
2. Mrs. Tulliver took the children to the village.
3. Tom was playing with the village boys at that time.

b) Lessons 4—5.

1. The collective farmers have threshed all the grain.
2. Comrade Sepp drives to town every day.
3. Betty has solved the puzzle very well.

c) Lessons 6—8.

1. Harris went to Holland with his wife.
2. Harris will remember that ride all his life. (How long?)
3. The children have decorated the classroom with flowers.

d) Lessons 11—13.

1. The wind shook the trees.
2. Keesh's arrow had killed the bear.
3. Mary made a dress for her younger sister.
4. The Eskimoes are returning to the village.

Exercise 61. (Lessons 1—20).

Questions.

Moodustada igale lausele a) üldküsimus ning b) aluseküsimus. Anda lühivastused.

Model: Keesh went to the meeting.
a) Did Keesh go to the meeting? Yes, he did. (No, he did not).
b) Who went to the meeting? Keesh did.

1. Longfellow wrote "The Arrow and the Song".
2. Henry could skate very well.
3. The Indian boys laughed at him.
4. Mother will cut the cake into eight pieces.
5. That cat has caught many mice this autumn.
6. The trams make very much noise here.
7. Oscar asked his father many questions.
8. Oscar's father employs a thousand workers at his factory.
9. The Irish Sea separates Ireland from England.

C. VOCABULARY EXERCISES

Exercise 1.

Make sentences quickly!

It is hot	in spring
It is cold	in summer
It snows	in autumn
It rains	in winter

Exercise 2. (Lessons 1—18).

Make sentences quickly!

A.	1. Harry is	a food
	2. A doll is	a flower
	3. England is	a girl's name
	4. November is	a river
	5. The Thames is	a country
	6. Bread is	a toy
	7. A rose is	a month
	8. Ann is	a boy's name

B.	1. "Moscow News" is	a city
	2. Chess is	a holiday
	3. Leningrad is	a bird
	4. The First of May is	a game
	5. English is	a newspaper
	6. A swallow is	a language

Exercise 3.

Make sentences quickly!

A, B, C, D are	money
Apples are	colours
Roubles and kopecks are	vegetables
Blue and yellow are	trees
Pines and oaks are	letters
Potatoes and carrots are	fruit

Exercise 4.

Fill in *are* or *are not.*

1. Two and two ... four.
2. Seven and four ... ten.
3. Eight and five ... twelve.
4. Three and five ... eight.
5. Six and seven ... thirteen.
6. Nine and six ... fourteen.
7. Eight and six ... fifteen.
8. Two and nine ... eleven.

Exercise 5.

Make sentences quickly!

The blackboard	is white
Ink	is green
Chalk	is brown
A nut	is black
Grass	is blue or black
A rose	is red, white or yellow
The sky	is blue

Exercise 6.

Answer quickly!

1. What will tomorrow be if today is Saturday? It will be ....
2. What was yesterday if today is Wednesday? It was ....
3. What month comes after March? ... does.
4. What is the first winter month? ... is.
5. What will the day after tomorrow be if today is Tuesday?
6. What was the day before yesterday if today is Sunday?
7. What month comes before August?
8. What is the first day of the week?
9. How many hours are there in a day?
10. How many days are there in a year?

Exercise 7. (Lessons 1—15).

Finish quickly!

We cut bread with ....
We eat soup with ....

We go for a walk in . . . .
We bathe in . . . .
We skate in . . . .
We write on the blackboard with . . . .
We see with . . . .
We sit on . . . .

Exercise 8. (Lessons 1—5).

Make sentences.

The school year begins	in winter
We have supper	on Sunday
We have breakfast	in the evening
We bathe and swim	in the morning
We skate	on the first of September
We do not go to school	in summer

Exercise 9. (Lessons 1—18).

Täita lüngad tähtedega, nii et moodustuksid liitnimisõnad.

A.

book	— — — e
black	— — — — d
c — — —	book
p — — — — —	box
i — —	pot
c — — — —	room
f — — — — — — —	pen

B.

sun	— — — — e
s — —	side
s — — —	storm
sk — — — — —	rink

Exercise 10.

Fill in the letters.

1. — e — d
2. h — i —
3. f — c —
4. m — u — h
5. — h — — k
6. e — e
7. — a —
8. — a — d
9. f — o —

(jalg, juuksed, kõrv, käsi, nägu, pea, põsk, silm, suu)

Exercise 11. (Lessons 1—26).

Fill in the blanks with the words *cap, coat, dress, gloves, hat, shoes, socks, stockings.*

1. A boy must take off his ... when he enters a room.
2. It is very cold today; you must put on your winter ... .
3. My feet are all wet; I must change my ... .
4. Mother gave me a pair of long brown cotton ... .
5. "I shall put on my new white ... when I go to the party," said Jenny.
6. "What a nice ... you have on your pretty little head," said the old gipsy to Maggie.
7. This is a shop where only ... and stockings are sold.
8. My hands are cold, I must put on my ... .

Exercise 12. (Lessons 1—32).

Fill in the blanks with the verbs *carry on, eat up, get up, put on, put out, take off, wake up.*

1. It was very warm, so I ... my coat.	Past Indef.
2. When Nicholas Stapleton died, his sister ... the business.	Past Indef.
3. ... the dog ... all the meat?	Pres. Perf.
4. I always ... at seven o'clock in the morning.	Pres. Indef.
5. The men came when Pat ... his boots.	Past Cont.
6. I ... the light when I leave the room.	Fut. Indef.
7. I hope that I ... not ... anybody.	Past Indef.

Exercise 13. (Lessons 1—22).

Fill in the blanks with the infinitives of the verbs *come in, get in, ring up, put on, take off, try on, write out.*

1. Now I must ... my new shoes.
2. The teacher told us to ... all the new words.
3. Harry is ill. I must ... the doctor.
4. You must ... your cap when you enter a room.
5. There were very many people in the bus, but I managed to ... .
6. Don't ... the light yet; it is too early.
7. "May I ...?" she said at the door.

Exercise 14. (Lesson 4).

Translate.

1. On sügis. 2. Ilm on külm ja vihmane. 3. Ööd on pikad ja pimedad. 4. Lehed puudel on kollased. 5. Kui tuul puhub, langevad lehed puudelt. 6. Linnud on läinud lõunasse. 7. Kolhoosnikel on palju tööd sügisel. 8. Nad võtavad kartuleid, korjavad juurvilja ja peksavad vilja.

Exercise 15. (Lessons 1—32).

Translate.

1. Palju aastaid on möödunud Suurest Sotsialistlikust Oktoobrirevolutsioonist. 2. Nõukogude Liit on sotsialistlik maa. 3. Nõukogude Liidus kuulub kõik (everything) rahvale. 4. Poliitiline võim on rahva käes. 5. 1941.—1945. a. (from ... to) võitlesid nõukogude inimesed vapralt vaenlase vastu. 6. Me pühitseme võitu vaenlase üle (over) 9. mail.

Exercise 16. (Lessons 1—13).

Translate.

1. Maggie'l oli ilus kübar. 2. Ilm oli täna ilus. 3. See noor naine on väga ilus.	fine, pretty, beautiful
4. See harjutus on raske. 5. Kas teie kohver on väga raske?	difficult, heavy

6. See laud on liiga väike selle töö jaoks. 7. Ainol on väike vend, kes on 3 aastat vana.	little, small
8. Suur Isamaasõda algas 1941. a. 9. Aavo sõbral on suur koer. 10. Meie koolimaja on väga suur.	big, large, great

Exercise 17. (Lessons 1—18).

Translate.

Ühel päeval, kui Jack mängis tänaval mõnede teiste poistega jalgpalli, lõi ta katki ühe akna. See oli Mr. Belli söögitoa aken.

Mr. Bell jooksis majast välja ja hüüdis: "Kes tegi mu akna katki? Kes tasub mu akna eest?"

Kõik poisid (all the boys) peale Jacki peatusid ja kuulasid Mr. Belli. Jack ise aga jooksis kodu poole nii kiiresti kui ta sai.

"Seal ta on!" ütles Mr. Bell ja jooksis Jackile järele. "Peatu, peatu, sina paha poiss!" hüüdis ta.

Jack peatus ja ootas teda.

"Sa lõid mu akna katki ja nüüd sa tahad ära joosta," ütles Mr. Bell.

"Oh ei," ütles Jack, "ma tahtsin joosta koju ja tuua teile raha akna eest."

Exercise 18. (Lessons 1—34).

Translate, using the following adjectives *cold, curly, favourite, fine, high, low, rosy, sharp, quiet, strong, thick, woollen.*

Oli ilus hommik. Pargis oli kõik (everything) vaikne. Ene, tütarlaps roosa põskede ja lokkis juustega, istus madalal aiapingil (a garden-seat) kõrge puu all. Ta luges paksu raamatut. See oli L. Tolstoi "Sõda ja rahu", tema lemmikraamat. Järsku hakkas puhuma terav külm tuul. Ene ei tahtnud koju minna, ta tõusis ja pani selga oma paksu villase mantli. Kuid tuul muutus nii tugevaks, et Ene pidi (had to go) koju minema.

TABLES

I

PERSONAL PRONOUNS. POSSESSIVE PRONOUNS.

Who?	Whom?	Whose
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
you	you	your
they	them	their

II

KÜSIVAD ASE- JA MÄÄRSÕNAD.

who	— kes
whom *	— keda
whose	— kelle (oma)
what **	— mis, mida
what + nimisõna	— missugune, milline
where	— kus, kuhu
from where	— kust
when	— millal
why	— miks
how	— kuidas
how many	— kui palju (+ nimisõna mitmuses)
how much	— kui palju (+ nimisõna ainsuses)
how long	— kui kaua

* to whom — kellele; from whom — kellelt; about whom — kellest jt.
** about what — millest; to what — millele jt.

III

TEGUSÕNADE PÖÖRAMINE.

BE WAS (WERE) BEEN

Present Indefinite	Past Indefinite	Future Indefinite	Present Perfect	Past Perfect
I am	I was	I shall be	I have been	I had been
You are	You were	You will be	You have been	You had been
He, She, It } is	He, She, It } was	He, She, It } will be	He, She, It } has been	He, She, It } had been
We are	We were	We shall be	We have been	We had been
You are	You were	You will be	You have been	You had been
They are	They were	They will be	They have been	They had been

HAVE HAD HAD

Present Indefinite	Past Indefinite	Future Indefinite	Present Perfect	Past Perfect
I have	I had	I shall have	I have had	I had had
You have	You had	You will have	You have had	You had had
He, She, It } has	He, She, It } had	He, She, It } will have	He, She, It } has had	He, She, It } had had
We have	We had	We shall have	We have had	We had had
You have	You had	You will have	You have had	You had had
They have	They had	They will have	They have had	They had had

ASK ASKED ASKED (*ACTIVE*)

Present Indefinite	Past Indefinite	Future Indefinite	Present Continuous	Past Continuous	Present Perfect	Past Perfect
I ask	I asked	I shall ask	I am asking	I was asking	I have asked	I had asked
You ask	You asked	You will ask	You are asking	You were asking	You have asked	You had asked
He, She, It } asks	He, She, It } asked	He, She, It } will ask	He, She, It } is asking	He, She, It } was asking	He, She, It } has asked	He, She, It } had asked
We ask	We asked	We shall ask	We are asking	We were asking	We have asked	We had asked
You ask	You asked	You will ask	You are asking	You were asking	You have asked	You had asked
They ask	They asked	They will ask	They are asking	They were asking	They have asked	They had asked

TAKE TOOK TAKEN (*ACTIVE*)

I take	I took	I shall take	I am taking	I was taking	I have taken	I had taken
You take	You took	You will take	You are taking	You were taking	You have taken	You had taken
He, She, It } takes	He, She, It } took	He, She, It } will take	He, She, It } is taking	He, She, It } was taking	He, She, It } has taken	He, She, It } had taken
We take	We took	We shall take	We are taking	We were taking	We have taken	We had taken
You take	You took	You will take	You are taking	You were taking	You have taken	You had taken
They take	They took	They will take	They are taking	They were taking	They have taken	They had taken

ASK ASKED ASKED (*PASSIVE*)

Present Indefinite	Past Indefinite
I am asked	I was asked
You are asked	You were asked
He, She, It is asked	He, She, It was asked
We are asked	We were asked
You are asked	You were asked
They are asked	They were asked

TAKE TOOK TAKEN (*PASSIVE*)

Present Indefinite	Past Indefinite
I am taken	I was taken
You are taken	You were taken
He, She, It is taken	He, She, It was taken
We are taken	We were taken
You are taken	You were taken
They are taken	They were taken

IV

TÜÜPLAUSED AEGADE TARVITAMISEKS.

1. The Present Indefinite

I always get up at 7 o'clock.
I often go to bed at 11 o'clock at night.
I help my mother every day (every morning, every Sunday).
I go to the country every summer (every year).
I like physics best of all.
This book belongs to my brother.
Spring comes after winter.
In Estonia it never snows in summer.

2. The Past Indefinite

My parents arrived from the country yesterday.
It rained all day yesterday.
Jack left two days ago (a week ago, a month ago, a year ago, many years ago).
They had a school party last night (last week, last month).
The Great Patriotic War began in 1941.
Did you meet any friends at the club (when you went there, last night, last Friday)?
He came in, took off his cap and said, "How do you do?"

3. The Future Indefinite

I shall see them at school tomorrow.
I shall read these books next week (next month, next summer, next year).
Soon he will come home from school and begin to do his lessons.
He will write a story (jutu *mille*?) for children.

4. The Present Continuous

What are you doing (at this moment)?
I am resting, Jane is writing a story (juttu *mida*?) for children.
Where is Jack? He is looking out of the window.

5. The Past Continuous

Yesterday at 5 o'clock I was playing chess at the club.
What were you doing at that time?
When I was doing my homework, my friend rang me up.
When we left the house, it was raining hard.
It was evening. We were sitting round the fire and talking.

6. The Present Perfect

Have you ever been to Moscow? — Yes, I have (I was there in 1957).
I have never seen a polar bear.
Have you ever seen a monkey?
I have finished my work and now I can go out for a walk.
Peter has written all the exercises already.
I have written two letters today (this week).
Ellen has not visited her aunt this month (this year).

7. The Past Perfect

When Mary had written the letters, she went out to post them.
When we went out, the rain had stopped.
Everybody had left the laboratory by half past one.
By that time we had all finished our work.
The ice was hard because it had snowed all night.
He showed me lots of nice stones which he had picked up at the seaside.

V
IRREGULAR VERBS

Infinitive	Past Indefinite	Past Participle	Lesson
1. be	was, were	been	3
2. become	became	become	5
3. begin	began	begun	12
4. blow	blew	blown	4
5. break	broke	broken	17
6. bring	brought	brought	7
7. build	built	built	11
8. burn	burnt	burnt	24
9. buy	bought	bought	7
10. catch	caught	caught	9
11. choose	chose	chosen	17
12. come	came	come	4

Infinitive	Past Indefinite	Past Participle	Lesson
13. cost	cost	cost	17
14. cut	cut	cut	14
15. dig	dug	dug	4
16. do	did	done	7
17. draw	drew	drawn	7
18. drink	drank	drunk	—
19. drive	drove	driven	4
20. eat	ate	eaten	12
21. fall	fell	fallen	5
22. feel	felt	felt	9
23. fight	fought	fought	23
24. find	found	found	5
25. fly	flew	flown	13
26. forget	forgot	forgotten	8
27. forgive	forgave	forgiven	6
28. get	got	got	7
29. give	gave	given	9
30. go	went	gone	4
31. grow	grew	grown	13
32. have	had	had	3
33. hear	heard	heard	3
34. hide	hid	hidden	23
35. hurt	hurt	hurt	22
36. know	knew	known	8
37. lay	laid	laid	25
38. lead	led	led	22
39. leave	left	left	6
40. let	let	let	24
41. lie	lay	lain	19
42. lose	lost	lost	4
43. make	made	made	6
44. meet	met	met	8
45. misunderstand	misunderstood	misunderstood	6
46. overhear	overheard	overheard	23
47. pay	paid	paid	17
48. put	put	put	9

Infinitive	Past Indefinite	Past Participle	Lesson
49. read	read	read	3
50. ride	rode	ridden	6
51. ring	rang	rung	9
52. run	ran	run	6
53. say	said	said	7
54. see	saw	seen	6
55. sell	sold	sold	—
56. send	sent	sent	7
57. set	set	set	23
58. sew	sewed	sewn	21
59. shake	shook	shaken	11
60. shoot	shot	shot	13
61. show	showed	shown	15
62. shut	shut	shut	31
63. sing	sang	sung	12
64. sit	sat	sat	6
65. sleep	slept	slept	24
66. speak	spoke	spoken	22
67. spend	spent	spent	23
68. spread	spread	spread	24
69. stand	stood	stood	15
70. steal	stole	stolen	26
71. strike	struck	struck	31
72. swim	swam	swum	—
73. take	took	taken	3
74. teach	taught	taught	11
75. tell	told	told	11
76. think	thought	thought	6
77. throw	threw	thrown	—
78. understand	understood	understood	6
79. wake	woke	woken	24
80. write	wrote	written	3

VI
IRREGULAR VERBS

I	II	III	I	II	= III
do	did	done	send	sent	sent
go	went	gone	spend	spent	spent
be	was, were	been	build	built	built
			burn	burnt	burnt
see	saw	seen			
draw	drew	drawn	make	made	made
grow	grew	grown	have	had	had
throw	threw	thrown	pay	paid	paid
fly	flew	flown	lay	laid	laid
know	knew	known	tell	told	told
show	showed	shown	say	said	said
sew	sewed	sewn	sell	sold	sold
blow	blew	blown	hear [2]	heard	heard
lie	lay	lain			
			lead	led	led
eat	ate	eaten	read	read	read
fall	fell	fallen	stand [3]	stood	stood
shake	shook	shaken	find	found	found
take	took	taken			
give [1]	gave	given	lose	lost	lost
ride	rode	ridden	leave	left	left
write	wrote	written	sleep	slept	slept
			feel	felt	felt
break	broke	broken	meet	met	met
speak	spoke	spoken	sit	sat	sat
steal	stole	stolen	shoot	shot	shot
choose	chose	chosen	get	got	got
forget	forgot	forgotten			
hide	hid	hidden	fight	fought	fought
			think	thought	thought
drink	drank	drunk	bring	brought	brought
sing	sang	sung	buy	bought	bought
ring	rang	rung	teach	taught	taught
begin	began	begun	catch	caught	caught
swim	swam	swum			
			dig	dug	dug
			strike	struck	struck

[1] also forgive;
[2] also overhear;
[3] also understand and misunderstand.

I	II	III = I
come [4]	came	come
run	ran	run

I = II = III		
cut	cut	cut
shut	shut	shut
put	put	put
let	let	let
set	set	set
cost	cost	cost
hurt	hurt	hurt
spread	spread	spread

[4] also become.

LESSON 1.

Tom and Maggie

Eliot ['eljət] *pn.*
hair [hɛə] *n.* juuksed
light [lait] *a.* hele, valge
grey *a.* hall
rosy *a.* roosa
cheek *n.* põsk
dark *a.* tume, tõmmu; pime
those [ðouz] *pl. of* **that**
unhappy [ʌn'hæpi] *a.* õnnetu
unkind [ʌn'kaind] *a.* ebasõbralik, ebalahke
village ['vilidʒ] *n.* küla
'miller *n.* mölder
mill *n.* veski
a'round *prep.* ümber
sunshine ['sʌnʃain] *n.* päikesepaiste
'fishing-rod *n.* õngeritv
leave, left *v.*
stand, stood *v.*
pos'sessive case omastav kääne
plural *n.* mitmus
revision [ri'viʒn] *n.* kordamine
note *n.* märkus
verb *n.* tegusõna, verb

LESSON 2.

Maggie Runs Away

Mrs. ['misiz] (lühend, pärisnimede ees) proua
Pullet ['pulit] *pn.*
daughter ['dɔ:tə] *n.* tütar
Lucy ['lu:si] *pn.*
push [puʃ] *v.* tõukama, lükkama
'angrily *adv.* pahaselt, vihaselt
mouth [mauθ] *n.* suu
mud *n.* muda
slap *v.* kergelt lööma, laksu andma
without [wið'aut] *prep.* ilma
miserable ['mizərəbl] *a.* õnnetu, vilets
gipsy ['dʒipsi] *n.* mustlane
camp *n.* laager
far *adv.* kaugel; *a.* kauge
be'fore *conj.* enne kui
reach *v.* jõudma
meet, met *v.*
'baby *n.* beebi, sülelaps
lady *n.* leedi, daam
call *v.* kutsuma, nimetama
think, thought *v.* mõtlema
fire ['faiə] *n.* tuli, lõke
pot *n.* pott
speak, spoke *v.*
pretty ['priti] *a.* kena, ilus

LESSON 3.

Maggie at the Gipsy Camp

off *adv.* ära, eemal, eemale, maha
Columbus [kə'lʌmbəs] *pn.* Kolumbus
discover [dis'kʌvə] *v.* avastama
explain [iks'plein] *v.* seletama, selgitama
story ['stɔ:ri] *n.* lugu, jutt
tea *n.* tee
first *adv.* esiteks
bacon *n.* läbikasvanud sealiha, peekon
dry *a.* kuiv
'moment *n.* hetk, moment

wild [ai] *a.* metsik
wild-looking *a.* metsiku välimusega
frighten ['fraitn] *v.* kohutama, hirmutama
be frightened kartma, hirmu tundma
round *prep.* ümber; *adv.* ringi, ümber
dark *a.* pime
it is getting dark pimeneb
kind [ai] *a.* lahke, heasüdamlik
be, was, been *v.*
have, had, had *v.*
hear [hiə], **heard** [həːd], **heard** [həːd] *v.*
read [iː], **read** [e], **read** [e] *v.*
take, took, taken *v.*
write, wrote, written *v.*
positive ['pɔzitiv] *n.* algvõrre
comparative [kəm'pærətiv] *n.* keskvõrre
superlative [sju(:)'pəːlətiv] *n.* ülivõrre
adjective ['ædʒiktiv] *n.* omadussõna
following ['fɔlouiŋ] *a.* järgmine

LESSON 4.

Autumn

leaf *n.* (puu)leht
fir(-tree) *n.* kuusk
pine *n.* mänd
not so ... as *conj.* mitte nii ... kui
south [sauθ] *a.* lõuna-, *adv.* lõunasse
'harvest *n.* lõikus
busy ['bizi] *a.*; *siin:* töörohke
col'lective *a.* kollektiivne, ühine
farm *n.* farm, talu
farmer *n.* farmer, talunik
collective farmer *n.* kolhoosnik
thresh [θ] *v.* vilja peksma
grain *n.* teravili
gather ['gæðə] *v.* koguma, korjama
vegetable ['vedʒitəbl] *n.* köögi- ehk keeduvili
as ... as *conj.* nii ... kui
potato [pə'teitou] *n.* kartul
load *v.* laadima
'lorry *n.* veoauto
cart *n.* vanker
horse *n.* hobune
drive [ai], **drove** [ou], **driven** [i] *v.* ajama, juhtima; sõidutama, sõitma
dig, dug, dug *v.* kaevama
crop *n.* saak
side *n.* külg
'distance *n.* distants, kaugus
blow [ou], **blew** [uː], **blown** [ou] *v.*
come [ʌ], **came** [ei], **come** [ʌ] *v.*
go, went, gone [ɔ] *v.*
lose [uː], **lost** [ɔ], **lost** *v.*

LESSON 5.

A Rainy Afternoon

crossword ['krɔswəːd] *n.* ristsõna
puzzle *n.* mõistatus
solve *v.* lahendama
short *a.* lühike
easy *a.* kerge
easily *adv.* kergesti
'letter *n.* (kirja-)täht; kiri
instruction [in'strʌkʃ(ə)n] *n.* instruktsioon, juhend
somewhere ['sʌmwɛə] *adv.* kuskil
'difficult ['difikəlt] *a.* raske
while [wail] *conj.* sel ajal kui
square [skwɛə] *n.* nelinurk, ruut
'jolly *a* lõbus
top *n.* tipp, ülemine osa, ülemine ots; **at the top** ülal
bottom *n.* põhi; **at the bottom** all
each *pron.* iga, igaüks (teatud hulgast)
problem ['prɔblim] *n.* ülesanne, probleem
synonym ['sinənim] *n.* sünonüüm
pair [pɛə] *n.* paar
umbrella [ʌm'brelə] *n.* vihmavari
be'gin, be'gan, be'gun *v.*
fall [ɔː], **fell, fallen** [ɔː] *v.*
find [ai], **found, found** v.
adverb ['ædvəːb] *n.* määrsõna

LESSON 6.

Harris Goes Cycling

cycle [saikl] *v.* jalgrattaga sõitma
wife *n.* naine (abikaasa)
'Holland *pn.* Holland
bicycle ['baisikl] *n.* jalgratas
bad, worse [wəːs], **worst** [wəːst] halb
up and down üles-alla
as *conj.* kui, sel ajal kui
stone *n.* kivi
narrow ['nærou] *a.* kitsas
misunderstand, misunderstood, misunderstood *v.* valesti mõistma
husband ['hʌzbənd] mees (abikaasa)
ride, rode, ridden *v.* ratsutama; sõitma (jalgrattaga jne.)
ride *n.* sõit
follow ['fɔlou] *v.* järgnema
stop *v.* peatuma, peatama
disappear [disə'piə] *v.* kaduma
matter *n.* aine, asi, asjaolu
what is the matter? milles asi on? mis viga on?
what is the matter with you? mis teil viga on?
Dutch [dʌtʃ] *n.* hollandi keel
fast [ɑːi] *adv.* kiiresti
dear [iə] *a.* kallis
mile *n.* miil
wrong [rɔŋ] *a.* vale, ebaõige, korrast ära
back *n.* selg
really ['riəli] *adv.* tõesti, tõeliselt
look for *v.* otsima
re'member *v.* mäletama
de'scribe *v.* kirjeldama
manage (to do) ['mænidʒ] *v.* toime tulema
smile *v.* naeratama
police [pə'liːs] *n.* politsei
police station *n.* politseijaoskond
'duty *n.* kohus, kohustus; **to be on duty** kohustetäitmisel olema
description [di'skripʃ(ə)n] *n.* kirjeldus
suspicious [səs'piʃəs] *a.* kahtlustav, kahtlustäratav
promise ['prɔmis] *v.* lubama, lubadust andma
reason [riːzn] *n.* põhjus
each other *pron.* teineteist
leave, left, left *v.*
run, ran, run *v.*
see, saw, seen *v.*
sit, sat, sat *v.*
think, thought [θɔːt], **thought** *v.*
under'stand, under'stood [u], **understood** *v.*
make, made, made *v.*
pronoun ['prounaun] *n.* asesõna
personal ['pəːʃn(ə)l] *a.* isikuline
model ['mɔdl] *n.* mudel, eeskuju

LESSON 7.

At a Class Meeting

celebrate ['selibreit] *v.* pühitsema
anniversary [æni'vəːs(ə)ri] *n.* aastapäev
socialist ['souʃ(ə)list] *a.* sotsialistlik; *n.* sotsialist
revolution [revə'luːʃ(ə)n] *n.* revolutsioon
lots (of) *n.* hulk, palju
decorate ['dekəreit] *v.* kaunistama, dekoreerima
slogan ['sloug(ə)n] *n.* loosung
a'gree [ə'griː] *v.* nõustuma, nõus olema
Robert ['rɔbət] *pn.*
for *prep.* eest
peace *n.* rahu
'friendship *n.* sõprus
among [ə'mʌŋ] *prep.* seas, hulgas
youth [juːθ] *n.* noorus, noorsugu
unite [ju(ː)'nait] *v.* ühinema
demonstration [demən'streiʃ(ə)n] *n.* demonstratsioon
wall newspaper *n.* seinaleht
'article *n.* artikkel; **leading article** *n.* juhtkiri

right [rait] *a.* õige; **all right** hea küll, hästi, hüva
draw [drɔ:], **drew** [dru:], **drawn** [drɔ:n] *v.* joonistama
time *n.* aeg; **in time** õigel ajal
buy [bai], **bought** [bɔ:t], **bought** *v.*
get, got, got *v.*
bring, brought [brɔ:t], **brought** *v.*
do, did, done *v.*
say, said said *v.*
send, sent, sent *v.*
indirect *a.* kaudne
speech *n.* kõne
direct *a.* otsene
piece [pi:s] *n.* pala, tükk

LESSON 8.

All Power to the Soviets

power ['pauə] *n.* võim
Soviet ['souviet] *n.* nõukogu *a.* nõukogude
since *prep.* saadik, -st peale
democratic [demə'krætik] *a.* demokraatlik
right *n.* õigus
political [pə'litikl] *a.* poliitiline
yet *adv.* veel (eitavas ja küsilauses)
government ['gʌvənm(ə)nt] *n.* valitsus
'underground *adv.* põranda all(a), maa all(a)
congress ['kɔŋgres] *n.* kongress
secretly ['si:kritli] *adv.* salaja
ar'rest *v.* vahistama, arreteerima
prepare [pri'pɛə] *v.* ette valmistama
prepare for ette valmistuma (millekski)
uprising [ʌp'raiziŋ] *n.* ülestõus
for *prep.* poolt
Finland ['finlənd] *pn.* Soome
'central *a.* tsentraalne, kesk-
committee [kə'miti] *n.* komitee
di'rect *v.* juhtima
occupy ['ɔkjupai] *v.* okupeerima, valdusse võtma
railway ['reilwei] *n.* raudtee
post-office ['poustɔfis] *n.* postkontor
telegraph ['teligra:f] *n.* telegraaf
ministry ['ministri] *n.* ministeerium
state *n.* riik
bank *n.* pank
era ['iərə] *n.* ajastu
Soviet Union ['ju:njən] *pn.* Nõukogude Liit
communist ['kɔmju(:)nist] *n.* kommunist; *a.* kommunistlik
know [nou], **knew** [nju:], **known** [noun] *v.*
meet, met, met *v.*
heart [ha:t] *n.* süda
like *prep.* nagu
key [ki:] *n.* võti
ease *n.* kergus, mugavus
with ease kergesti, hõlpsasti
for'get, for'got, for'gotten *v.*
Arthur ['a:θə] *pn.*
Edith ['i:diθ] *pn.*
Max [mæks] *pn.*

LESSON 9.

Arthur is Ill

headache ['hedeik] *n.* peavalu
sore [sɔ:] *a.* valus, haige
throat [θrout] *n.* kõri, kurk
catch, caught [kɔ:t], **caught** *v.* kinni püüdma
catch cold külmetama
thermometer [θə'mɔmitə] *n.* termomeeter, kraadiklaas
temperature ['tempritʃə] *n.* temperatuur, palavik
ring up, rang up, rung up *v.* helistama, telefoneerima
medicine ['medsin] *n.* arstirohi, arstim
ache [eik] *v.* valutama
examine [ig'zæmin] *v.* läbi vaatama, uurima
breathe [bri:ð] *v.* hingama
deep *a.* sügav

deeply *adv.* sügavalt
pain *n.* valu
give [giv], **gave, given** ['givn] *v.*
feel, felt, felt *v.*
put [u], **put** [u], **put** [u] *v.*
Alfred ['ælfrid] *pn.*

LESSON 10.

The Story of Keesh I

Eskimo ['eskimou] *pn.* eskimo
north *n.* põhi; *adv.* põhjas, põhja pool, põhja poole
polar ['poulə] *a.* polaarne, polaar-
hunter *n.* kütt, jahimees
dead [ded] *a.* surnud
chief [tʃi:f] *n.* pealik, juht, ülem
meat *n.* liha
hut *n.* onn, hütt
death [deθ] *n.* surm
bear [bɛə] *n.* karu
life (*pl.* **lives**) *n.* elu
bone *n.* kont, luu
divide [di'vaid] *v.* jagama, jaotama
surprise [sə'praiz] *n.* üllatus
a'fraid [ə'freid] *a.* **be afraid (of)** kartma
till *conj.* kuni, seni kui
'silent *a.* vait, vaikne
son [sʌn] *n.* poeg
hunt *v.* küttima, jahti pidama

LESSON 11.

The Story of Keesh II

belong [bi'lɔŋ] *v.* kuuluma
'hunting-spear [spiə] *n.* jahioda
laugh [la:f] *v.* naerma
laugh at (kellegi, millegi) üle naerma, pilkama
shake, shook, shaken *v.* raputama, kõigutama
heavy ['hevi] *a.* raske, ränk
snowstorm ['snoustɔ:m] *n.* lumetuisk, lumetorm
shoulder ['ʃouldə] *n.* õlg
sledge *n.* regi, kelk
a'lone *a.* üksinda, üksi
as *conj.* nagu
take part (in) *v.* osa võtma
teach, taught [tɔ:t], **taught** *v.*
tell, told [ou], **told** [ou] *v.*
build [i], **built** [i], **built** [i] *v.*

LESSON 12.

The Story of Keesh III

just *adv.* just, parajasti
re'turn *v.* tagasi tulema või minema või pöörduma
ad'dress *v.* kõnetama, pöörduma (kellegi poole)
magic ['mædʒik] *n.* nõiakunst, maagia
anybody *pron.* ükskõik kes, keegi
somebody *pron.* keegi
sharp *a.* terav
whale [weil] *n.* vaal
whalebone ['weilboun] *n.* vaalaluu
ball [ɔ:] *n.* kera
fat *n.* rasv
be'come, be'came, be'come *v.*
eat, ate [et], **eaten** *v.*
sing, sang, sung *v.*
'person *n.* isik
singular ['siŋgjulə] *n.* ainsus

LESSON 13.

The Arrow and the Song

arrow ['ærou] nool
shoot, shot, shot *v.* laskma, tulistama
air [ɛə] *n.* õhk
earth *n.* maa(pind)
'swiftly *adv.* kiiresti
sight [sait] *n.* nägemine, nägemismeel; *siin:* silmad
flight [flait] *n.* lend
for *conj.* sest et
keen *a.* terane
afterward ['a:ftəwəd] = **afterwards** *adv.* hiljem

oak *n.* tamm
un'broke = un'broken *a.* murdmatu, terve
beginning *n.* algus
fly, flew, flown *v.* lendama
grow, grew, grown *v.*
watch *n.* uur, tasku- või käekell
poem *n.* luuletus
anyone *pron.* keegi, ükskõik kes
neighbour ['neibə] *n.* naaber
riddle *n.* mõistatus
someone *pron.* keegi

LESSON 14.

In the Kitchen

(kitchen) range [reindʒ] *n.* pliit
'carrot *n.* porgand
cabbage ['kæbidʒ] *n.* kapsas
onion ['ʌnjən] *n.* sibul
peel *v.* koorima
cut, cut, cut *v.* lõikama
soup [su:p] *n.* supp
salt [sɔ:lt] *n.* sool
boil *v.* keema, keetma
pancake ['pænkeik] *n.* pannkook
(frying-)pan *n.* pann
shelf *n.* riiul
flour [flauə] *n.* jahu
Granny *n.* (*fam.*) vanaemake
un'til *conj.* kuni, mitte enne kui
fry *v.* praadima
nearly *adv.* peaaegu

LESSON 15.

Good Skater

'native *n.* pärismaalane
Red Indian *n.* indiaanlane
hunger ['hʌŋgə] *n.* nälg
disease [di'zi:z] *n.* haigus, tõbi
colony ['kɔləni] *n.* asumaa
carry *v.* kandma
carry away ära viima
mountain ['mauntin] *n.* mägi
coast *n.* (mere)rand
tie *v.* siduma
wherever *adv.* kus iganes
useless ['ju:slis] *a.* tarbetu, kasutu
joke *n.* nali
turn *n.* kord; **in turn** kordamööda
try on *v.* (selga, jalga jne.) passima
way *n.* (tegu)viis
in this way sel viisil
flow [flou] *v.* voolama
towards [tɔ:dz] *prep.* (millegi, kellegi) poole, suunas
safe *a.* terve, ohutu, kaitstud
show, showed, shown *v.*
stand, stood [u], **stood** [u] *v.*

LESSON 16.

A Conversation at School

conversation [kɔnvə'seiʃ(ə)n] *n.* vestlus, konversatsioon
mark *n.* hinne
subject ['sʌbdʒikt] *n.* õppeaine
luck *n.* õnn; **bad luck** ebaõnn
term *n.* semester, poolaasta
'half-term *n.* veerandaasta
re'port *n.* (kooli)tunnistus
change *n.* muudatus
'time-table *n.* tunniplaan
physics ['fiziks] *n.* füüsika
laboratory ['læbərət(ə)ri] *n.* laboratoorium
demonstrate ['demənstreit] *v.* demonstreerima
wireless ['waiəlis] *n.* raadio
wireless set = wireless *n.* (raadio)aparaat
join *v.* liikmeks astuma, ühinema
Y. C. L = Young Communist League [li:g] = **Komsomol** kommunistlik noorsooühing
member *n.* liige
secondary ['sekənd(ə)ri] **school** *n.* keskkool
No. = number *n.*
geography [dʒi'ɔgrəfi] *n.* maateadus, geograafia

LESSON 17.

New Year Presents

present ['preznt] *n.* kink, kingitus
but *conj.* kuid, aga; *prep.* välja arvatud, peale
corridor ['kɔridɔ:] *n.* koridor
be'tween *prep.* vahel
except [ik'sept] *prep.* välja arvatud
aunt [ɑ:nt] *n.* tädi
'stocking *n.* sukk
glove [glʌv] *n.* kinnas
tie *n.* kaelaside
scarf *n.* kaelasall
fountain-pen ['fauntinpen] *n.* täitesulepea
woollen ['wulin] *a.* villane
rouble ['ru:bl] *n.* rubla
kopeck ['koupek] *n.* kopikas
birthday ['bə:θdei] *n.* sünnipäev
shop *v.* ostusid tegema, kauplusi külastama
middle *a.* keskmine
shop-assistant ['ʃɔpə'sistənt] *n.* müüja
'shopping-bag *n.* kandekott
doll [dɔl] *n.* nukk
cost [ɔ], **cost, cost** *v.* maksma
break [ei], **broke** [ou], **broken** *v.*
choose [u:], **chose** [ou], **chosen** [ou] *v.*
pay, paid, paid *v.*
indefinite [in'definit] *a.* umbmäärane
jingle *v.* kõlisema
dash *v.* sööstma, tormama
sleigh [slei] *n.* saan
bobtail ['bɔbteil] *n.* kärbitud sabaga hobune
spirit ['spirit] *n.* vaim
high [hai] **spirits** hea tuju
bright [brait] *a.* elav, rõõmus, ere
fun *n.* lõbu, nali
tonight [tə'nait] *adv.* täna õhtul või öösel

LESSON 18.

Oscar Wants to Know

favourite ['feivrit] *n.* lemmik *a.* lemmik-
glass [glɑ:s] *n.* klaas
glasses *n.* prillid
papa [pə'pɑ:] *n.* isa
opportunity [ɔpə'tju:niti] *n.* võimalus; *siin:* võimalus raha tegemiseks
electric [i'lektrik] *a.* elektri-
chance [tʃɑ:ns] *n.* võimalus
certainly ['sə:tnli] *adv.* kindlasti, muidugi
Amelia [ə'mi:liə] *pn.*
in'sist *v.* peale käima
em'ploy *v.* tööle palkama, rakendama
company ['kʌmpəni] *n.* selts, kaubaühing, kompanii
equal ['i:kwəl] *a.* võrdne
initiative [i'niʃiətiv] *n.* initsiatiiv, algatusvõime, algatus
stand *v.* taluma
thirst [θə:st] *n.* janu; *v.* janunema
knowledge ['nɔlidʒ] *n.* teadmised

LESSON 19.

Studying the Map of England

map *n.* kaart
separate ['sepəreit] *v.* lahutama
continent ['kɔntinənt] *n.* manner
lie, lay, lain *v.* asuma
'channel *n.* (looduslik) kanal
island ['ailənd] *n.* saar
Irish ['aiəriʃ] *a.* iiri; *n.* iiri keel
free *a.* vaba
the Irish Free State Iiri vabariik
mountainous ['mauntinəs] *a.* mägine
'cotton *n.* puuvill
Birmingham ['bə:miŋəm] *pn.*
Britain ['britn] *pn.* Britannia
Great Britain Suurbritannia
Cambridge ['keimbridʒ] *pn.*
Edinburgh ['edinbərə] *pn.*
Glasgow ['glɑ:sgou] *pn.*

Ireland ['aiələnd] *pn.* Iirimaa
Newcastle ['nju:kɑ:sl] *pn.*
Oxford ['ɔksfəd] *pn.*
Scotland ['skɔtlənd] *pn.* Šotimaa
Wales [weilz] *pn.* Wales
Moscow ['mɔskou] *pn.* Moskva

Lesson 20.

Sir Walter is on Fire

sir *n.* härra, sir (alamaadli tiitel)
Walter ['wɔ:ltə] *pn.*
Raleigh ['rɔ:li] *pn.*
fire *n.* tuli, lõke, tulekahju
on fire põlemas, leekides
seafarer ['si:fɛərə] *n.* meresõitja
develop [di'veləp] *v.* arenema
capitalist ['kæpitəlist] *a.* kapitalistlik; *n.* kapitalist
expedition [ekspi'diʃ(ə)n] *n.* ekspeditsioon
tobacco [tə'bækou] *n.* tubakas
plant [plɑ:nt] *n.* taim
pipe *n.* piip
nose *n.* nina
put out (the fire) *v.* tuld kustutama
pour [pɔ:] *v.* valama
proverb ['prɔvə(:)b] *n.* vanasõna
flag *n.* lipp
antonym ['æntənim] *n.* antonüüm, vastandtähenduslik sõna
period ['piəriəd] *n.* periood, ajajärk
Greece [gri:s] *pn.* Kreeka

LESSON 21.

The Great Fire of London

Chapter I

A Stranger at the Window

chapter *n.* peatükk
stranger ['streindʒə] *n.* võõras
Stapleton ['steipltən] *pn.*
'sitting-room *n.* elutuba
sew [sou], **sewed** [soud], **sewn** [soun] *v.* õmblema
tower [tauə] *n.* torn
the Tower (of London) keskaegne linnus Londonis (praegu arsenal ja muuseum)
Nicholas ['nik(ə)ləs] *pn.*
'saddler *n.* sadulsepp (sadula- ja rakmete tegija)
miss *n.* preili, neiu
plague [pleig] *n.* katk
last *a.* viimane, möödunud
pity ['piti] *n.* kaastunne, hale meel, halastus
what a pity! kui kahju!
'hurry *v.* kiirustama, ruttama
lame *a.* lombakas, lonkav
he was lame ta lonkas
'mistress *n* perenaine
Matilda [mə'tildə] *pn.*
'carry 'on *v.* jätkama
help *n.* abi
Rudyard ['rʌdjəd] *pn.*
apprentice [ə'prentis] *n.* õpipoiss
trade *n.* amet
tradesman ['treidzmən] *n.* (17 sajandil) käsitööline
roof *n.* katus
floor [flɔ:] *n.* põrand; **ground floor** esimene majakorrus
pay *n.* tasu

LESSON 22.

The Great Fire of London

Chapter II

The Celebration of the Victory

celebration [seli'breiʃ(ə)n] *n.* tähistamine, pidu
Moorfields ['muəfi:ldz] *pn.*
wide *a.* lai, avar
crowd [kraud] *n.* rahvahulk
interest *v.* huvitama
to be interested in (millestki) huvitatud olema
fight *n.* kaklus, võitlus, lahing
butcher ['butʃə] *n.* lihunik
'weaver *n.* kangur

panic ['pænik] *n.* paanika
pick *v.* korjama, noppima
pick up (maast) üles tõstma
hurt, hurt, hurt *v.* vigastama, haiget tegema (või saama)
press = 'press-gang *n.* sundvärbamissalk (eriti mereväkke värbamiseks)
careful ['kɛəful] *a.* ettevaatlik
gang [gæŋ] *n.* jõuk
'armed *a.* relvastatud
surround [sə'raund] *v.* ümbritsema
want [ɔ] *v.* vajama
lead [li:], **led, led** juhtima
lead away ära viima
torn *a.* katkine, rebenenud
scold [skould] *v.* noomima
'bedroom *n.* magamistuba
because of *prep.* millegi (kellegi) pärast, tõttu
speak, spoke, spoken *v.*

LESSON 23.

The Great Fire of London

Chapter III

The Press-Gang

sail *v.* laevaga sõitma, purjetama
pleasant ['pleznt] *a.* mõnus, meeldiv
set, set, set *v.* loojuma (päikese kohta)
homeward ['houmwəd] *adv.* kodu poole
own [oun] *a.* oma, enda
past [a:] *adv.* mööda, möödas
recognize ['rekəgnaiz] *v.* ära tundma
else *adv.* (küsiva, eitava või umbmäärase asesõna järel) veel, muu, teine
no one else — mitte keegi muu
'doorway *n.* ukseava
hide, hid, hidden *v.* peitma
shut suletud
low [lou] *a.* madal
yard *n.* hoov, õu
notice ['noutis] *v.* tähele panema
sound *n.* kõla, kõmin, heli
footsteps ['futsteps] *n.* sammud
leather ['leðə] *n.* (pargitud) nahk
cover ['kʌvə] *v.* katma
downstairs ['daun'steəz] *adv.* all(a) (trepist), alumisel(e) korral(e)
knock [nɔk] *n.* koputus
search [sə:tʃ] *v.* otsima
tremble *v.* värisema
fear [fiə] *n.* hirm
finally ['fainəli] *adv.* lõpuks, viimaks
softly *adv.* õrnalt, tasa, pehmelt
tone *n.* toon
tear [tiə] *n.* pisar
over'hear *v.* (kogemata) pealt kuulama
never ['nevə] *adv.* mitte kunagi
spend, spent, spent *v.*
fight [fait], **fought** [fɔ:t], **fought** *v.*

LESSON 24.

The Great Fire of London

Chapter IV

The 2nd of September, 1666

wake up, woke up, woken up *v.* ärkama, äratama
re'fuse *v.* keelduma
'terrible *a.* kohutav
in'form *v.* informeerima, teatama
god *n.* jumal
usual ['ju:ʒuəl] *a.* harilik
as usual nagu harilikult
rush *v.* tormama
ever ['evə] *adv.* kunagi, iganes
burn, burnt, burnt *v.* põlema
believe [bi'li:v] *v.* uskuma
bridge *n.* sild
madly *adv.* meeletult
household ['haushould] *n.* majapidamine
get in *v.* sisse pääsema, sisse saama
spread[e], spread[e], spread[e] *v.* levima
flame *n.* leek
catch fire *v.* tuld võtma

burning *a.* põlev
thankful *a.* tänulik
de'stroy *v.* hävitama
'homeless *a.* koduta
seem *v.* näima
let, let, let *v.*
sleep, slept, slept *v.*

LESSON 25.

The Great Fire of London

Chapter V

In Great Danger

danger ['deindʒə] *n.* (häda)oht
advise [əd'vaiz] *v.* soovitama, nõu andma
Highbury ['haib(ə)ri] *pn.*
nevertheless [nevəðe'les] *adv.* sellest hoolimata, siiski
parents ['peərənts] *n.* vanemad
upstairs ['ʌp'steəz] *adv.* üleval, üles (trepist)
alive [ə'laiv] *pred. a.* elus, elav
'carter *n.* veovoorimees
lay, laid, laid *v.* panema
Sawyer ['sɔ:jə] *pn.*
appear [ə'piə] *v.* ilmuma
cloth *n.* riie, rätik
hand *v.* ulatama
thick *a.* paks
heat *n.* kuumus
last *a.* viimane
at last *adv.* lõpuks

LESSON 26.

The Great Fire of London

Chapter VI

The End of the Story

line *n.* rida
almost ['ɔ:lmoust] *adv.* peaaegu
steal, stole, stolen *v.* varastama
'silver *n.* hõbe
saddle *n.* sadul
gentleman ['dʒentlmən] *n.* härra, džentelmen
cruel ['kru:il] *a.* julm, karm, halastamatu
learn [ə:] *v.* teada saama
a'sleep *pred. a.* magav
to be asleep magama
for'give, for'gave, for'given *v.* andestama
beard [biəd] *n.* habe
engine ['endʒin] *n.* masin, vedur; *siin:* tulekustutusmasin

LESSON 27

A Letter

technical ['teknikl] *a.* tehnika-
organize ['ɔ:gənaiz] *v.* organiseerima
exhibition [eksi'biʃ(ə)n] *n.* näitus
take place *v.* aset leidma, toimuma
television [teli'viʒ(ə)n] *n.* televisioon
most [ou] *adv.* kõige enam
construction [kən'strʌkʃ(ə)n] *n.* konstruktsioon
get on (with) *v.* edasi jõudma
'tennis *n.* tennis
practice *n.* treening, praktika
contest ['kɔntest] *n.* võistlus
probably ['prɔbəbli] *adv.* arvatavasti
invitation [invi'teiʃ(ə)n] *n.* (külla) kutse
regards [ri'gɑ:dz] *n.* tervitused
visit ['vizit] *v.* külastama

LESSON 28.

The Plan of a City

plan *n.* plaan
section ['sekʃ(ə)n] *n.* osa, lõik, sektsioon
'meaning *n.* tähendus
cinema ['sinimə] *n.* kino
hospital ['hɔspitl] *n.* haigla
stall [ɔ:] *n.* kiosk
theatre ['θiətə] *n.* teater

mill *n.* (puuvilla-, paberi-)vabrik
'motor *n.* mootor
opposite ['ɔpəzit] *prep.* (millegi) vastas, vastu
square [skwɛə] *n.* väljak, skväär
near-by ['niə'bai] *adv.* läheduses
bookstall ['bukstɔ:l] *n.* raamatukiosk
kind [ai] *n.* liik, laad, sort
bakery ['beikəri] *n.* leivakauplus, pagariäri
'traffic *n.* liiklus
'motor-car ['moutəkɑ:] *n.* (sõidu)auto
'tramline *n.* trammiliin
pavement ['peivm(ə)nt] *n.* kõnnitee
passenger ['pæsindʒə] *n.* (laeval, rongil jne.) reisija, sõitja
get out *v.* väljuma
cross *v.* ületama, risti üle minema, läbima
borrow ['bɔrou] *v.* laenama
post [poust] *v.* posti panema
film *n.* film

LESSON 29.

The Roof of the World

Pamirs [pɑ:'mi:z] *pn.*
high [hai] *a.* kõrge
desert ['dezət] *n.* kõrb
rest *n.* jääk, ülejäänud osa
highway ['haiwei] *n.* maantee, peatee
during ['djuəriŋ] *prep.* kestel
scientific [saiən'tifik] *a.* teaduslik
metre ['mi:tə] *n.* meeter
above [ə'bʌv] *prep.* üle, kohal
level ['levl] *n.* tase
sea level merepind
climate ['klaimit] *n.* kliima
geology [dʒi'ɔlədʒi] *n.* geoloogia, maapõue ehitus
scientist ['saiəntist] *n.* teadlane
scientific [saiən'tifik] *a.* teaduslik

LESSON 30.

In the Pamirs

continue [kən'tinju(:)] *v.* jätkama
waterfall ['wɔ:təfɔ:l] *n.* kosk
'stony *a.* kivine
valley ['væli] *n.* org
snowy ['snoui] *a.* lumine
peak *n.* (mäe)tipp
climb [klaim] *v.* ronima
pass [pɑ:s] *n.* (mäe)kuru
fog *n.* udu
hard *a.* raske
ear [iə] *n.* kõrv
tent *n.* telk
'un'pack *v.* lahti pakkima
instrument ['instrum(ə)nt] *n.* riist
Quilp ['kwilp] *pn.*
lovely ['lʌvli] *a.* armas, kaunis, ilus
farewell ['fɛə'wel] *interj.* hüvasti
fairy ['fɛəri] *n.* haldjas
maid *n.* neiu
maiden = **maid**
fair [fɛə] *a.* ilus, kena; blond
curly *a.* kähar, kräsus, lokiline
laughing ['lɑ:fiŋ] *a.* naerev
Susyana [suzi'ænə] *pn.*
Louisiana [lu(:)izi'ænə] *pn.*

LESSON 31.

His First Lesson

undress ['ʌn'dres] *v.* lahti riietuma
enemy ['enimi] *n.* vaenlane
ex'ploiter *n.* ekspluateerija, kurnaja
strike, struck, struck *v.* lööma
boot [u:] *n.* saabas
bark *v.* haukuma
automatic [ɔ:tə'mætik] *n.* automaatpüstol
lock *n.* lukk
put on (the light) *v.* (tuld) süütama
thought [θɔ:t] *n.* mõte
mind [maind] *n.* meel, vaim, mõistus
visit ['vizit] *n.* külastus
seize [si:z] *v.* haarama

ˈoutˈside *prep.* väljaspool (midagi); *adv.* väljas
free *v.* vabastama
kiss *v.* suudlema
receive [riˈsiːv] *v.* saama
blow [blou] *n.* hoop, löök
hate *v.* vihkama
find out *v.* kindlaks tegema
organization [ɔːgəniˈzeiʃ(ə)n] *n.* organisatsioon
shut, shut, suht *v.*

LESSON 32.

Robert Burns

plough [plau] *n.* ader, sahk; *v.* kündma
nature [ˈneitʃə] *n.* loodus
ˈScottish *a.* šoti
master [ˈmaːstə] *n.* meister
lyric [ˈlirik] *a.* lüüriline
poetry [ˈpouitri] *n.* luule
lyric poetry tundeluule, lüürika
dialect [ˈdaiəlekt] *n.* dialekt, murre
want *n.* puudus
age *n.* vanus
merry *a.* rõõmus, lõbus
ploughman [ˈplaumən] *n.* künnimees, kündja
ˈwander [ɔ] *v.* rändama
skylark [ˈskailaːk] = **lark** *n.* lõoke
rise [ai], **rose, risen** [i] *v.* tõusma
nest *n.* pesa
mount *v.* tõusma (mäkke, õhku jne.)
dew [djuː] *n.* kaste
breast [brest] *n.* rind
whistle [ˈwisl] *v.* vilistama
clean *a.* puhas
row [rou] *n.* rida

A

a'bout *prep.* (millegi) kohta, millestki; *adv.* ümber, ringi, umbes
above [ə'bʌv] 29 *prep.* üle, kohal
'absent *a.* puuduv
to be absent puuduma
ache [eik] 9 *v.* valutama
across [ə'krɔs] *prep.* üle
'actor *n.* näitleja
ad'dress 12 *v.* kõnetama, pöörduma (kellegi poole)
adjective ['ædʒiktiv] 2 *n.* omadussõna
adverb ['ædvəːb] 5 *n.* määrsõna
ad'vise 25 *v.* soovitama, nõu andma
affirmative [ə'fəːmətiv] *a.* jaatav
a'fraid 9 *a.* **be afraid (of)** kartma
'Africa *pn.* Aafrika
after ['aːftə] *prep.* pärast, taga, järel(e)
afternoon ['aːftə'nuːn] *n.* pärastlõuna, õhtupoolik; **in the afternoon** pärast lõunat, õhtu poole
afterward ['aːftəwəd] = **afterwards** 13 *adv.* hiljem
again [ə'ge(i)n] *adv.* uuesti, jälle
age [eidʒ] 32 *n.* vanus
a'go *adv.* (teatav aeg) tagasi
a'gree 7 *v.* nõustuma, nõus olema
air [ɛə] 13 *n.* õhk
alive [ə'laiv] 25 *pred. a.* elus, elav
all [ɔːl] *pron.* kõik
all day kogu päev
almost ['ɔːlmoust] 26 *adv.* peaaegu
a'lone 11 *a.* üksinda, üksi
along [ə'lɔŋ] *prep.* piki, mööda
already [ɔːl'redi] *adv.* juba
also ['ɔːlsou] *adv.* samuti, ka
always ['ɔːlwəz] *adv.* alati
Amelia [ə'miːliə] 18 *pn.*
America [ə'merikə] *pn.* Ameerika
among [ə'mʌŋ] 7 *prep.* seas, hulgas, sekka, hulka
and (rõhuta ənd) *conj.* ja
'angrily 2. *adv.* pahaselt, vihaselt
'angry (with) *a.* pahane (kellegi peale), vihane
animal ['æniməl] *n.* loom
anniversary [æni'vəːs(ə)ri] 7 *n.* aastapäev
another [ə'nʌðə] *pron.* teine, veel üks
answer ['aːnsə] *v.* vastama; *n.* vastus
antonym ['æntənim] 20 *n.* antonüüm, vastandtähenduslik sõna
anybody ['enibɔdi] 12 *pron.* ükskõik kes, keegi
anyone ['eniwʌn] 13 *pron.* ükskõik kes, keegi
anything ['eniθiŋ] *pron.* midagi (eitavas ja küsivas lauses)
appear [ə'piə] 25 *v.* ilmuma
'apple *n.* õun
apprentice [ə'prentis] 21 *n.* õpipoiss
April ['eipril] *n.* aprill
arm *n.* käsivars
armchair ['aːmtʃɛə] *n.* tugitool
armed 22 *a.* relvastatud
a'round 1 *prep.* ümber
ar'rest 8 *v.* vahistama, arreteerima
arrive [ə'raiv] *v.* saabuma
arrow ['ærou] 13 *n.* nool
Arthur ['aːθə] 9 *pn.*

ˈarticle *n.* artikkel
leading article 7 *n.* juhtkiri
as 11 *conj.* nagu; 6 kui, sel ajal kui; **as ... as** 4 *conj.* nii ... kui
ask [ɑːsk] *v.* küsima, paluma
asleep [əˈsliːp] 26 *pred. a.* magav
to be asleep magama
August [ˈɔːgəst] *n.* august
aunt [ɑːnt] 17 *n.* tädi
automatic [ɔːtəˈmætik] 31 *n.* automaatpüstol
autumn [ˈɔːtəm] *n.* sügis
away [əˈwei] *adv.* ära, eemal(e)

B

ˈbaby 2 *n.* beebi, sülelaps
back 6 *n.* selg; *adv.* tagasi
bacon [ˈbeik(ə)n] 3 *n.* läbikasvanud sealiha, peekon
bad 6 *a.* halb, **worse** [wəːs] halvem, **worst** [wəːst] halvim
bag *n.* kott
bakery [ˈbeikəri] 28 *n.* leivakauplus, pagariäri
ball [bɔːl] 12 *n.* kera
bank *n.* kallas
bank 9 *n.* pank
bark 31 *v.* haukuma
basket [ˈbɑːskit] *n.* korv
basketball *n.* korvpall
bathe [beið] *v.* suplema
be, was, been *v.* olema, viibima, asetsema
bear [bɛə] 10 *n.* karu
beard [biəd] 26 *n.* habe
beautiful [ˈbjuːtiful] *a.* ilus
because [biˈkɔz] *conj.* sest et; **because of** *prep.* millegi või kellegi pärast, tõttu
become [biˈkʌm], **became, become** *v.* saama (kellekski, millekski), muutuma
bed *n.* voodi
go to bed magama minema
ˈbedroom 24 *n.* magamistuba
beˈfore 2 *conj.* enne kui; *prep.* enne, ees, ette; *adv.* enne, varem
beˈgin, beˈgan, beˈgun 5 *v.* algama, alustama
beˈginning 13 *n.* algus
behind [biˈhaind] *prep.* taga
believe [biˈliːv] 24 *v.* uskuma
bell *n.* (kooli)kell
beˈlong (to) 11 *v.* kuuluma (kellelegi)
Bertha [ˈbəːθə] *pn.* Berta
best *a.* parim (ülivõrre omadussõnast **good**)
ˈbetter *a.* parem (keskvõrre omadussõnast **good**)
between [biˈtwiːn] 18 *prep.* vahel
bicycle [ˈbaisikl] 6 *n.* jalgratas
big *a.* suur
bird *n.* lind
Birmingham [ˈbəːmiŋəm] 19 *pn.*
birthday [ˈbəːθdei] 17 *n.* sünnipäev
black *a.* must
blackboard [ˈblækbɔːd] *n.* tahvel
blank *n.* lünk
blow [blou], **blew** [bluː], **blown** *v.* puhuma
blow [blou] 31 *n.* hoop, löök
blue [bluː] *a.* sinine
boat *n.* paat, laev
go in a boat paadiga sõitma
bobtail [ˈbɔbteil] 17 *n.* kärbitud sabaga hobune
boil 14 *v.* keema, keetma
ˈBolshevik ˈParty bolševike partei
bone 10 *n.* kont, luu
ˈbonnie (šoti murdes) *a.* nägus, kena; **my Bonnie** mu kallis kaunitar
book *n.* raamat
bookcase *n.* [ˈbukkeis] raamatukapp
boot 31 *n.* saabas
born *a.* sündinud
borrow [ˈbɔrou] 28 *v.* laenama
both [bouθ] *pron.* mõlemad
both ... and *conj.* nii ... kui
bottle *n.* pudel
bottom [ˈbɔtəm] 5 *n.* põhi
at the bottom all, põhjas
box *n.* karp, kast
boy *n.* poiss
brave *a.* vapper, julge

bread [bred] *n.* leib
break [breik], **broke**, **ˈbroken** *v.* murdma
breakfast [ˈbrekfəst] *n.* hommikueine
have breakfast einetama (hommikul)
breast [brest] 32 *n.* rind
breathe [briːð] 9 *v.* hingama
bridge 24 *n.* sild
bright [brait] *a.* elav, rõõmus; ere
a bright day selge päev
bring, brought [brɔːt], **brought** *v.* tooma
Britain [ˈbritn] 19 *pn.* Britannia
Great Britain Suurbritannia
brother [ˈbrʌðə] *n.* vend
brown [braun] *a.* pruun
build [bild], **built, built** *v.* ehitama
building [ˈbildiŋ] *n.* hoone
buried [ˈberid] maetud
burn, burnt, burnt 24 *v.* põlema
burning 24 *a.* põlev
bus *n.* buss
bus-stop bussipeatus
by bus bussiga
business [ˈbiznis] *n.* äri
busy [ˈbizi] 4 *a.* töörohke
to be busy tööga kinni olema
but *conj.* kuid, aga; 17 *prep.* välja arvatud, peale
butcher [ˈbutʃə] 22 *n.* lihunik
ˈbutter *n.* või
buy [bai], **bought** [bɔːt], **bought** *v.* ostma

C

cabbage [ˈkæbidʒ] 14 *n.* kapsas
cabin [ˈkæbin] *n.* kajut
cake *n.* kook, tort
call [kɔːl] 2 *v.* kutsuma, nimetama
Cambridge [ˈkeimbridʒ] 19 *pn.*
camera [ˈkæmərə] *n.* fotoaparaat
camp 2 *n.* laager
can rõhuta [kən], **could** [kud] (rõhuta [kəd]) *abiverb* võin, võid, jne.; suudan, suutsin jne.; oskan, oskasin jne.
candle *n.* küünal
cap *n.* müts
capital [ˈkæpitl] *n.* pealinn
capitalist [ˈkæpitəlist] 19 *a.* kapitalistlik; *n.* kapitalist
captain [ˈkæptin] *n.* kapten
careful [ˈkɛəful] 22 *a.* ettevaatlik
ˈcarrot 14 *n.* porgand
carry 15 *v.* kandma
carry away 15 ära viima
carry on 21 jätkama
cart 4 *n.* vanker
ˈcarter 25 *n.* veovoorimees
cat *n.* kass
catch, caught [kɔːt], **caught** 9 *v.* kinni püüdma
catch cold 9 külmetuma
catch fire 24 tuld võtma
celebrate [ˈselibreit] 7 *v.* pühitsema
celebration [seliˈbreiʃ(ə)n] 22 *n.* tähistamine, pidu
ˈcentral 8 *a.* tsentraalne, kesk-
centre [ˈsentə] *n.* keskus
century [ˈsentʃuri] *n.* sajand
certainly [ˈsəːtnli] 8 *adv.* kindlasti, muidugi
chair [tʃɛə] *n.* tool
chalk [tʃɔːk] *n.* kriit
chance [tʃaːns] 18 *n.* võimalus
change [tʃeindʒ] *v.* muutuma, muutma; 16 *n.* muudatus
ˈchannel 19 *n.* (looduslik) kanal
ˈchapter 21 *n.* peatükk
cheek 1 *n.* põsk
cheese *n.* juust
chess *n.* male
chief [tʃiːf] 10 *n.* pealik, juht, ülem
child [tʃaild] *n.* laps (*pl.* **children** [ˈtʃildrən])
choose [tʃuːz], **chose** [tʃouz], **chosen** *v.* valima
cigar [siˈgaː] *n.* sigar
cinema [ˈsinimə] 28 *n.* kino
city [ˈsiti] *n.* suurlinn
ˈclassroom *n.* klass, klassiruum
clean *v.* puhastama; *a.* puhas
clear [kliə] *a.* selge
clever [ˈklevə] *a.* tark

cliff *n.* kalju
climate [ˈklaimit] 29 *n.* kliima
climb [klaim] 30 *v.* ronima
clock *n.* (seina-, laua-)kell
nine o'clock kell üheksa
cloth [klɔθ] 25 *n.* riie; laudlina
cloud *n.* pilv
club *n.* klubi, ring
coast 15 *n.* (mere)rand
coat *n.* mantel, palitu
coffee [ˈkɔfi] *n.* kohv
ˈcoffee-pot *n.* kohvikann
cold [kould] *a.* külm
colˈlective 4 *a.* kollektiivne, ühine
colˈlective ˈfarmer 4 *n.* kolhoosnik
colony [ˈkɔləni] 15 *n.* asumaa
colour [ˈkʌlə] *n.* värv, värvus
what colour is ... mis värvi on ...
Columbus [kəˈlʌmbəs] 3 *pn.* Kolumbus
come [kʌm], **came, come** *v.* tulema
command [kəˈmɑːnd] *v.* käskima; 21 *n.* käsk
committee [kəˈmiti] 8 *n.* komitee
comrade [ˈkɔmrid] *n.* seltsimees
communist [ˈkɔmju(ː)nist] 8 *n.* kommunist; *a.* kommunistlik
company [ˈkʌmpəni] 18 *n.* selts, kaubaühing, kompanii
comparative [kəmˈpærətiv] 2 *n.* keskvõrre
condition [kənˈdiʃ(ə)n] *n.* tingimus, olukord
congress [ˈkɔŋgres] 8 *n.* kongress
construction [kənˈstrʌkʃ(ə)n] 27 *n.* konstruktsioon
contest [ˈkɔntest] 27 *n.* võistlus
continent [ˈkɔntinənt] 19 *n.* manner
continue [kənˈtinju(ː)] 30 *v.* jätkama
conversation [kɔnvəˈseiʃ(ə)n] 16 *n.* vestlus, konversatsioon
cook *n.* kokk; *v.* keetma
copy-book [ˈkɔpibuk] *n.* vihik
corn *n.* teravili
ˈcorner *n.* nurk
correct [kəˈrekt] *v.* parandama
corridor [ˈkɔridɔː] 17 *n.* koridor
cost [kɔst], **cost, cost** 17 *v.* maksma, väärt olema
ˈcounter *n.* lett
country [ˈkʌntri] *n.* maa, riik
in the country maal
courageous [kəˈreidʒəs] *a.* julge, vahva
ˈcotton 19 *n.* puvill
could [kud] (rõhuta [kəd]) *abiverb* võisin, võisid jne.; suutsin, suutsid jne.; oskasin, oskasid jne.
course *n.*; **of course** [əvˈkɔis] muidugi
cover [ˈkʌvə] 23 *v.* katma
crop 4 *n.* saak
cross 28 *v.* ületama, risti üle minema, läbima
crossword [ˈkrɔswəːd] 5 *n.* ristsõna
crowd [kraud] 22 *n.* rahvahulk
cruel [ˈkru(ː)il] 26 *a.* julm, karm, halastamatu
cry *v.* hüüdma, nutma
cup *n.* tass
ˈcurly 30 *a.* kähar, kräsus, lokiline
cut, cut, cut 14 *v.* lõikama
cycle [ˈsaikl] 6 *v.* jalgrattaga sõitma

D

dad *n.* isa, taat (koduselt)
dance [dɑːns] *v.* tantsima; *n.* tants
danger [ˈdeinʒə] 25 *n.* hädaoht
dark 1 *a.* tume, tõmmu; pime
it is getting dark pimeneb
dash 17 *v.* söösтma, tormama
date *n.* kuupäev
daughter [ˈdɔːtə] 2 *n.* tütar
day *n.* päev
eight hours a day kaheksa tundi päevas
dead [ded] 10 *a.* surnud
dear [diə] 6 *a.* kallis
death [deθ] 10 *n.* surm
December [diˈsembə] *n.* detsember
deck *n.* tekk, laevalagi
on deck pardal
deˈcide [diˈsaid] *v.* otsustama
decorate [ˈdekəreit] 7 *v.* kaunistama, dekoreerima

deep 9 *a.* sügav
deeply 9 *adv.* sügavalt
democratic [demə'krætik] 8 *a.* demokraatlik
demonstrate ['demənstreit] 16 *v.* demonstreerima
demonstration [demən'streiʃ(ə)n] 7 *n.* demonstratsioon
describe [dis'kraib] 6 *v.* kirjeldama
description [di'skripʃ(ə)n] 6 *n.* kirjeldus
desert ['dezət] 29 *n.* kõrb
desk *n.* koolilaud, kirjutuslaud
de'stroy 24 *v.* hävitama
develop [di'veləp] 20 *v.* arenema
dew [dju:] 32 *n.* kaste
dialect ['daiəlekt] 32 *n.* dialekt, murre
dialogue ['daiələg] *n.* kahekõne
diary ['daiəri] *n.* päevik
die *v.* surema
difficult ['difik(ə)lt] 5 *a.* raske
dig, dug, dug 4 *v.* kaevama
'dining-room *n.* söögituba
'dinner *n.* lõuna
have dinner lõunatama
sit down to dinner lõunalauda istuma
direct [di'rekt] 7 *a.* otsene
direct [di'rekt] 8 *v.* juhtima
dirt *n.* mustus
dirty *a.* räpane, must; närune
disappear [disə'piə] 6 *v.* kaduma
discover [dis'kʌvə] 3 *v.* avastama
dis'cuss *v.* arutama
disease [di'zi:z] 15 *n.* haigus, tõbi
disobedient [disə'bi:diənt] *a.* sõnakuulmatu
'distance 4 *n.* distants, kaugus
di'vide [di'vaid] 10 *v.* jagama, jaotama
do [du:], **did, done** [dʌn] *v.* tegema; (*ka abi- ja aseverb*)
I do my lessons teen oma koolitööd
'doctor *n.* arst
dog *n.* koer
doll [dɔl] 17 *n.* nukk
'dollar *n.* dollar
door *n.* [dɔ:] uks
'doorway ['dɔ:wei] 23 *n.* ukseava
downstairs ['daun'steəz] 23 *adv.* (trepist) alla, all; alumisele korrale, alumisel korral
draw [drɔ:], **drew** [dru:], **drawn** 7 *v.* joonistama
dress *v.* riietuma; *n.* kleit
drink, drank, drunk *v.* jooma
drive [draiv], **drove, driven** ['drivn] 4 *v.* ajama, juhtima, sõidutama, sõitma
dry 3 *a.* kuiv
duck *n.* part
during ['djuəriŋ] 29 *prep.* kestel
Dutch 6 *n.* hollandi keel
'duty 6 *n.* kohus, kohustus
to be on duty kohuste täitmisel olema

E

each 5 *pr.* iga, igaüks (teatud hulgast)
each other teineteist
ear [iə] 30 *n.* kõrv
early ['ə:li] *adv.* vara; *a.* varane
earth [ə:θ] 13 *n.* maa, muld
ease 8 *n.* kergus, mugavus
with ease kergesti, hõlpsasti
easily 5 *adv.* kergesti
easy 5 *a.* kerge
east *n.* ida
the East End linnaosa Londonis
eat, ate [et], **eaten** *v.* sööma
eat up ära sööma
Edinburgh ['edinb(ə)rə] 19 *n.* Edinburgh
egg *n.* muna
'egg-cup *n.* munapeeker
eight [eit] *num.* kaheksa
eighteen ['ei'ti:n] *num.* kaheksateist
'eighty *num.* kaheksakümmend
electric [i'lektrik] 18 *a.* elektri-
eleven [i'levn] *num.* üksteist
elder *a.* vanem (ühe perekonna liikmeist)
Eliot ['eljət] 1 *pn.*

else 23 *adv.* veel, muu, teine (küsiva, eitava või umbmäärase asesõna järel)
no one else mitte keegi muu
employ 18 *v.* tööle palkama, rakendama
empty *a.* tühi; *v.* tühjendama
end *n.* lõpp
enemy ['enimi] 31 *n.* vaenlane
engine ['endʒin] 26 *n.* masin, vedur; *siin:* tulekustutamismasin
England ['iŋgland] *n.* Inglismaa
English ['iŋgliʃ] *n.* inglise keel; *a.* inglise, ingliskeelne
Englishman ['iŋgliʃmən] *n.* inglane
enough [i'nʌf] *a.* küllalt, küllaldane
enter *v.* sisse astuma
equal ['i:kwəl] 18 *a.* võrdne
era ['iərə] 8 *n.* ajastu
Eskimo ['eskimou] 10 *pn.* eskimo
Estonia [es'touniə] *pn.* Eesti(maa)
Estonian [es'touniən] *n.* eesti keel, eestlane; *a.* eesti, eestikeelne
Europe ['juərəp] *pn.* Euroopa
'even *adv.* isegi, koguni
evening ['i:vniŋ] *n.* õhtu
ever ['evə] 24 *adv.* iialgi, kunagi
every ['evri] *pron.* iga
everybody ['evribɔdi] *pron.* kõik, igaüks
everything ['evriθiŋ] *pron.* kõik, iga asi
everywhere ['evriweə] *adv.* kõikjal, igal pool
examine [ig'zæmin] 9 *v.* läbi vaatama, uurima
example [ig'za:mpl] *n.* näide
except [ik'sept] 17 *prep.* välja arvatud
excuse [iks'kju:z] *v.* vabandama
excuse my coming late vabandage, et ma hilinesin
exercise ['eksəsaiz] *n.* harjutus
exhibition [eksi'biʃ(ə)n] 27 *n.* näitus
expedition '[ekspi'diʃ(ə)n] 20 *n.* ekspeditsioon
explain [iks'plein] 3 *v.* seletama
exploiter [iks'plɔitə] 31 *n.* ekspluateerija, kurnaja
eye [ai] *n.* silm
eyeglasses ['aiglɑ:siz] *n.* prillid

F

face *n.* nägu
factory ['fæktəri] *n.* vabrik
fair [feə] 30 *a.* ilus, kena; blond
fairy ['feəri] 30 *n.* haldjas, fee
fall [fɔ:l], **fell, fallen** *v.* kukkuma
false [fɔ:ls] *a.* vale, võlts
family ['fæmili] *n.* perekond
far 2 *adv.* kaugel; *a.* kauge
farewell ['feə'wel] 30 *interj.* hüvasti
farm 4 *n.* farm, talu
'farmhouse 6 *n.* talumaja
'farmer 4 *n.* farmer, talunik
col'lective 'farmer 4 *n.* kolhoosnik
fast [fɑ:st] 6 *adv.* kiiresti
fat 12 *n.* rasv
father ['fɑ:ðə] *n.* isa
favourite ['feivrit] 18 *n.* lemmik; *a.* lemmik
fear [fiə] 23 *n.* hirm
February ['februəri] *n.* veebruar
feel, felt, felt 9 *v.* tundma
field [fi:ld] *n.* põld
work in the field põllul töötama
'fif'teen *num.* viisteist
'fifty *num.* viiskümmend
fight [fait], **fought** [fɔ:t] **fought** *v.* võitlema, kaklema; 22 *n.* kaklus, võitlus, lahing
fill (in) *v.* täitma
film 28 *n.* film
finally ['fainəli] 23 *adv.* lõpuks, viimaks
find [faind], **found** [faund], **found** *v.* leidma
find out 31 kindlaks tegema
fine *a.* ilus, tore
finish ['finiʃ] *v.* lõpetama
Finland ['finlənd] 8 *pn.* Soome(maa)
fire [faiə] 2 *n.* tuli, lõke, tulekahju
on fire 20 põlemas, leekides
fir(-tree) 4 *n.* kuusk

first *num.* esimene; 3 *adv.* esiteks
fish *n.* kala (*pl.* **fish**); *v.* kalastama
go fishing kalal käima
'fishing-rod [rɔd] 1 *n.* õngeritv
five *num.* viis
flag 20 *n.* lipp
flame 24 *n.* leek
flight [flait] 13 *n.* lend
floor [flɔ:] 21 *n.* põrand, majakorrus
ground floor esimene majakorrus
flour [flauə] 14 *n.* jahu
flow [flou] 15 *v.* voolama
flower ['flauə] *n.* lill
fly, flew [flu:], **flown** [floun] 13 *v.* lendama
fog 30 *n.* udu
follow ['fɔlou] 6 *v.* järgnema
following ['fɔlouiŋ] 2 *a.* järgmine
fond (of) *a.* kiindunud (kellessegi, millessegi)
food *n.* toit
'foolish *a.* rumal
foot [fut] *n.* jalg (*pl.* **feet**)
football ['futbɔ:l] *n.* jalgpall
footsteps ['futsteps] 23 *n.* sammud
for rõhuta [fə] *prep.* jaoks, -ks; 7 eest, 8 poolt; *conj.* 13 sest et
foreign ['fɔrin] *a.* välis-, välismaine
foreign language võõrkeel
forest ['fɔrist] *n.* (põlis)mets
for'get for'got for'gotten *v.* unustama
for'give, for'gave, for'given 26 *v.* andestama
form *v.* moodustama
'forty *num.* nelikümmend
found *v.* asutama
fountain-pen ['fauntinpen] 17 *n.* täitesulepea
four [fɔ:] *num.* neli
'four'teen *num.* neliteist
forward ['fɔ:wəd] *adv.* edasi
free 19 *a.* vaba; 31 *v.* vabastama
Friday ['fraidi] *n.* reede
friend [frend] *n.* sõber
'friendship 7 *n.* sõprus
frighten ['fraitn] 3 *v.* kohutama, hirmutama
be frightened kartma, hirmu tundma
from [frɔm, frəm] *prep.* -st, -lt, juurest
front [frʌnt] *n.* esikülg
in front of ees, ette
'frosty *a.* külm, härmane
fruit [fru:t] *n.* puuvili
fry 14 *v.* praadima
frying-pan 14 *n.* pann
full [ful] *a.* täis
fun 17 *n.* lõbu, nali
'funny *a.* naljakas, imelik

G

game *n.* mäng
gang 22 *n.* jõuk
'garden *n.* aed
'garden-seat *n.* aiapink
gather ['gæðə] 4 *v.* koguma, korjama
gentleman ['dʒentlmən] 26 *n.* härra, džentelmen
geography [dʒi'ɔgrəfi] 16 *n.* maateadus, geograafia
geology [dʒi'ɔlədʒi] 29 *n.* geoloogia
George [dʒɔ:dʒ] *pn.* Georg
get [get], **got, got** *v.* saama, hankima; saabuma
get in 24 sisse pääsema, sisse saama
get on (with) 27 edasi jõudma
get out 28 väljuma
get up tõusma
gipsy ['dʒipsi] 2 *n.* mustlane
girl [gə:l] *n.* tütarlaps
give [giv], **gave, given** ['givn] *v.* andma
glad *pred. a.* rõõmus
I am glad mul on hea meel
Glasgow ['glɑ:sgou] 19 *pn.*
glass [glɑ:s] *n.* klaas
glasses 18 *n.* prillid
glove [glʌv] 17 *n.* kinnas
go, went, gone [gɔn] *v.* minema, käima
god 24 *n.* jumal
good [gud] *a.* hea
good-bye [gud'bai] head aega
say good-bye (to) hüvasti jätma

goose [guːs] *n.* hani (*pl.* **geese**)
grain [grein] 4 *n.* teravili
government ['gʌvənm(ə)nt] 8 *n.* valitsus
'grammar *n.* grammatika
'grandfather *n.* vanaisa
'grandmother *n.* vanaema
'grandparents ['grændpɛərənts] *n.* vanaisa ja vanaema
'granny 14 *n.* (*fam.*) vanaemake
grass [grɑːs] *n.* rohi
great [greit] *a.* suur
the Great Patriotic War Suur Isamaasõda
green *a.* roheline
grey 1 *a.* hall
ground *n.* maa, maapind
group [gruːp] *n.* grupp
grow [grou], **grew** [gruː], **grown** *v.* kasvama, kasvatama
guest [gest] *n.* külaline

H

hair [hɛə] 1 *n.* juuksed
hall [hɔːl] *n.* saal
half [hɑːf] *n.* pool
hand *n.* käsi; 25 *v.* ulatama
'happen *v.* juhtuma
'happy *a.* õnnelik
hard *adv.* kõvasti; *a.* kõva; 30 *a.* raske
'harvest 4 *n.* lõikus
hat *n.* kübar
hate 31 *v.* vihkama
have [hæv], **had, had** *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 [hiː, hi] *pron.* (meess.) tema
head [hed] *n.* pea
headache ['hedeik] 9 *n.* peavalu
hear [hiə], **heard** [həːd], **heard** *v.* kuulma
heart [hɑːt] 13 *n.* süda
heat 25 *n.* kuumus
heavy ['hevi] 11 *a.* raske, ränk
help *v.* aitama; 21 *n.* abi
her [həː, hə] *pron.* (naiss.) teda, temale; tema (oma)
herself [hə(ː)'self] *pron.* tema ise
she says to herself ta ütleb endamisi
here [hiə] *adv.* siin, siia
hide, hid, hidden 23 *v.* peitma
high [hai] 29 *a.* kõrge
Highbury ['haibəri] 26 *pn.*
highway ['haiwei] 29 *n.* maantee, peatee
hill *n.* küngas, mägi
him *pron.* (meess.) teda, temale
his *pron.* (meess.) tema (oma)
hole *n.* auk
holiday ['hɔlidei] *n.* püha
winter holidays talvine koolivaheaeg
'Holland 6 *pn.* Holland
home *n.* kodu; *adv.* koju
at home kodus
homeless ['houmlis] 24 *a.* kodutu
homeward ['houmwəd] 23 *adv.* kodu poole
'homework *n.* kodused ülesanded
honey ['hʌni] *n.* mesi
hope *v.* lootma
horse 4 *n.* hobune
hospital ['hɔspitl] 28 *n.* haigla
house [haus] *n.* maja (*pl.* **houses** ['hauziz])
household ['haushould] 24 *n.* majapidamine
hot *a.* kuum, palav
hour [auə] *n.* tund
how [hau] *adv.* kuidas
how many kui palju, mitu
how long kui kaua
how do you do? tere!
hundred *num.* sada
hunger ['hʌŋgə] 15 *n.* nälg
hungry ['hʌŋgri] *a.* näljane
hunt 10 *v.* küttima, jahti pidama
hunter 10 *n.* kütt, jahimees
hunting-spear [spiə] 11 *n.* jahioda
'hurry 21 *v.* kiirustama, ruttama

hurt, hurt, hurt 22 *v.* vigastama, haiget tegema või haiget saama
husband ['hʌzbənd] 6 *n.* mees (abikaasa)
hut 10 *n.* onn, hütt

I

I *pron.* mina
ice *n.* jää
on the ice liuväljal
idea [ai'diə] *n.* mõte, idee
if *conj.* kui (*tingimuslausetes*); kas (*kaudsetes küsimustes*)
ill *a.* haige
in *prep.* sees, sisse
indefinite [in'definit] 17 *a.* umbmäärane
India ['indiə] *n.* India
Indian *a.* india
indirect [indi'rekt] 7 *a.* kaudne
industrial [in'dʌstriəl] *a.* tööstuslik
in'form 24 *v.* informeerima, teatama
initiative [i'niʃiətiv] 18 *n.* initsiatiiv, algatusvõime, algatus
ink *n.* tint
inkpot *n.* tindipott
in'sist 18 *v.* peale käima
instruction [in'strʌkʃ(ə)n] 5 *n.* instruktsioon, juhend
instrument ['instrum(ə)nt] 30 *n.* riist, instrument
interest ['intrist] *n.* huvi; 22 *v.* huvitama
to be interested in (millestki) huvitatud olema
interesting ['intristiŋ] *a.* huvitav
international [intə'næʃən(ə)l] *a.* rahvusvaheline
interrogative [intə'rɔgətiv] *a.* küsiv
invitation [invi'teiʃ(ə)n] 27 *n.* (külla)kutse
in'vite *v.* külla kutsuma
Ireland ['aiələnd] 19 *pn.* Iirimaa
Irish ['aiəriʃ] 19 *a.* iiri; *n.* iiri keel
the Irish Free State Iiri vabariik
island ['ailənd] 19 *n.* saar
it *pron.* tema

J

January ['dʒænjuəri] *n.* jaanuar
jingle 17 *v.* kõlisema
John [dʒɔn] *pn.*
join 16 *v.* liikmeks astuma, ühinema
joke 15 *n.* nali
jolly 5 *a.* lõbus
journey ['dʒəːni] *n.* reis
July [dʒu'lai] *n.* juuli
jump *v.* hüppama
June [dʒuːn] *n.* juuni
just 12 *adv.* just, parajasti

K

keen 13 *a.* terane
key [kiː] 8 *n.* võti
kill *v.* tapma
kilometre ['kilomiːtə] *n.* kilomeeter
kind [kaind] 3 *a.* lahke, heasüdamlik
kind [kaind] 28 *n.* liik, laad, sort
king *n.* kuningas
kiss 31 *v.* suudlema
'kitchen *n.* köök
kitchen-range [reindʒ] 14 *n.* pliit
kitten [kitn] *n.* kassipoeg
knife [naif] *n.* nuga (*pl.* **knives**)
knock [nɔk] 23 *n.* koputus
know [nou], **knew** [njuː], **known** *v.* teadma
knowledge ['nɔlidʒ] 18 *n.* teadmised
Komsomol ['kɔmsɔməl] 16 *n.* komsomol, kommunistlik noorsooühing
kopeck ['koupek] 17 *n.* kopikas

L

laboratory ['læb(ə)rət(ə)ri, lə'bɔrət(ə)ri] 16 *n.* laboratoorium
'lady 2 *n.* leedi, daam
lake *n.* järv
lame 21 *a.* lombakas, lonkav
he was lame ta lonkas
lamp *n.* lamp
land *n.* maa

language ['læŋgwidʒ] *n.* keel
large *a.* suur
last [lɑ:st] *a.* viimane, möödunud
last night eile õhtul, eile öösel
last week möödunud nädalal
at last 25 lõpuks
last [lɑ:st] *v.* kestma
late *adv.* hilja; *a.* hiline
be late hilinema
laugh [lɑ:f] 11 *v.* naerma
laugh at (kellegi, millegi üle) naerma, pilkama
laughing ['lɑ:fiŋ] 30 *a.* naerev
lay, laid [leid], **laid** 25 *v.* panema
lead [li:d], **led, led** *v.* juhtima, viima
lead away ära viima
'leader *n.* juht
leaf 4 *n.* (puu)leht
learn [lə:n] *v.* õppima; 27 teada saama
leather ['leðə] 23 *n.* (pargitud) nahk
leave, left, left *v.* lahkuma, väljuma
left *a.* vasak
lesson [lesn] *n.* õppetund, õppetükk
at the lesson tunnis
let, let, let 24 *v.* laskma
'letter *n.* kiri; (kirja)täht
level ['levl] 31 *n.* tase
sea level merepind
library ['laibrəri] *n.* raamatukogu
lie, lay, lain *v.* lamama, asuma
life *n.* elu
light [lait] 1 *a.* hele, valge; *n.* valgus
by 'candle-light küünlavalgusel
like *v.* meeldima, armastama
I like my school mulle meeldib minu kool
like *a.* sarnane, taoline
What is your dress like? Kuidas näeb välja su kleit?
like 9 *prep.* nagu
line *n.* joon, rida
listen [lisn] *v.* kuulama
listen to him kuulake teda!
little *a.* väike
a little natuke
live [liv] *v.* elama
lively ['laivli] *a.* elav
load 4 *v.* laadima
lock 30 *n.* lukk
long *a.* pikk
how long kui kaua
look *v.* vaatama
look at him vaata teda!
look for 6 otsima
lord *n.* lord
lorry 4 *n.* veoauto
lose [lu:z], **lost** [lɔst], **lost** *v.* kaotama
lots (of) 7 *n.* hulk, palju
loud *a.* vali
Louisiana [lu(:)izi'ænə] *pn.*
love [lʌv] *v.* armastama; *n.* armastus
lovely ['lʌvli] 30 *a.* armas, kaunis, ilus
low [lou] 23 *a.* madal
luck 16 *n.* õnn
bad luck ebaõnn
Lucy ['lu:si] 2 *pn.*
lunch [lʌntʃ] *n.* keskpäeva-eine
lyric ['lirik] 32 *a.* lüüriline

M

madly 24 *adv.* meeletult
Maggie ['mægi] 1 *pn.*
magic ['mædʒik] 12 *n.* nõiakunst, maagia
maid 30 *n.* neiu
maiden = **maid**
make, made, made *v.* tegema
make up moodustama
man *n.* mees; inimene (*pl.* **men**)
manage ['mænidʒ] 6 *v.* toime tulema, hakkama saama (millegi tegemisega *to do*)
many [meni] *pron.* palju
map 19 *n* (maa)kaart
March *n.* märts
mark 16 *n.* hinne
married ['mærid] *v.* abiellunud
master ['mɑ:stə] 32 *n.* meister
match *n.* võistlus
Matilda [mə'tildə] 21 *pn.*
'matter 6 *n.* aine; asi, asjaolu

What is the matter? Milles on asi? Mis viga on?
What is the matter with you? Mis teil viga on?
may *abiverb* tohin, tohid *jne.*
May *n.* mai
me *pron.* mind; mulle
'meaning 28 *n.* tähendus
meat 10 *n.* liha
medicine ['medsin] 9 *n.* arstirohi, arstim
meet, met, met *v.* kohtama, kokku saama
'member 16 *n.* liige
'merry 32 *a.* rõõmus, lõbus
metre ['mi:tə] 29 *n.* meeter
middle 17 *a.* keskmine
mile 6 *n.* miil
milk *n.* piim
mill 1 *n.* veski; 28 *n.* (puuvilla-, paberi-)vabrik
miller 1 *n.* mölder
million ['miljən] *num.* miljon
mind [maind] 31 *n.* meel, vaim, mõistus
ministry ['ministri] 8 *n.* ministeerium
minute ['minit] *n.* minut
miserable ['mizərəbl] *a.* vilets, õnnetu
miss 21 *n.* preili, neiu
mis'take *n.* viga
'mister *n.* härra
Mr. ['mistə] härra ... (*lühend. pärisnimede ees*)
'mistress 21 *n.* perenaine
model ['mɔdl] 6 *n.* mudel, eeskuju
'moment 3 *n.* hetk, moment
Monday ['mʌndi] *n.* esmaspäev
money ['mʌni] *n.* raha
monkey ['mʌŋki] *n.* ahv
month [mʌnθ] *n.* kuu
Moorfields ['muəfi:ldz] 22 *pn.*
'morning *n.* hommik
Moscow ['mɔskou] 19 *pn.* Moskva
most [moust] 27 *adv.* kõige enam
mother ['mʌðə] *n.* ema
'motor 28 *n.* mootor
'motor-boat *n.* mootorpaat
'motor-car 28 *n.* (sõidu)auto
mount 32 *v.* tõusma (mäkke, õhku jne.)
mountain ['mauntin] 15 *n.* mägi
mountainous ['mauntinəs] 19 *a.* mägine
mouse [maus] *n.* hiir (*pl.* **mice**)
mouth [mauθ] 2 *n.* suu
Mr. *vt.* **mister**
Mrs. ['misiz] 2 proua ... (*lühend. pärisnimede ees*)
mud 2 *n.* muda
'music *n.* muusika
must *abiverb* pean, pead *jne.*
must not ei tohi
my *pron.* minu (oma)
my'self *pron.* mina ise

N

name *n.* nimi; *v.* nimetama
narrow ['nærou] 6 *a.* kitsas
nation ['neiʃ(ə)n] *n.* rahvus
'native 15 *n.* pärismaalane
nature ['neitʃə] 32 *n.* loodus
near [niə] *prep.* lähedal
'near-'by 28 *adv.* läheduses
'nearly 14 *adv.* peaaegu
need *v.* vajama
negative ['negətiv] *a.* eitav
neighbour ['neibə] 13 *n.* naaber
nest 32 *n.* pesa
never ['nevə] 23 *adv.* mitte kunagi
nevertheless [nevəðə'les] 25 *adv.* sellest hoolimata, siiski
Newcastle ['nju:kɑ:sl] 19 *pn.*
news [nju:z] *n.* uudis
newspaper ['nju:speipə] *n.* **ajaleht**
next *a.* järgmine
Nicholas ['nik(ə)ləs] 21 *pn.*
nice *a.* kena
night [nait] *n.* öö
at night öösel
nine *num.* üheksa
'nine'teen *num.* üheksateist
'ninety *num.* üheksakümmend
no *adv.* ei, mitte
No. = **number** 17 *n.* number

nobody ['noub(ə)di] *pron.* ei keegi
noise [nɔiz] *n.* müra
north 10 *n.* põhi; *adv.* põhjas, põhja pool, põhja poole
nose 20 *n.* nina
not *adv.* mitte
not so ... as 4 *conj.* mitte nii ... kui
note 1 *n.* märkus
nothing ['nʌθiŋ] *pron.* mitte midagi
notice ['noutis] 23 *v.* tähele panema
now [nau] *adv.* nüüd
nut *n.* pähkel

O

oak *n.* 13 tamm
obey [o'bei] *v.* sõna kuulama
occupy ['ɔkjupai] 8 *v.* okupeerima, valdusse võtma
ocean ['ouʃn] *n.* ookean
o'clock *vt.* **clock**
off 3 *adv.* ära, eemal, eemale, maha
officer ['ɔfisə] *n.* ohvitser
often ['ɔfn] *adv.* sageli
oh [ou] *interj.* oh
old [ould] *a.* vana
on *prep.* peal, peale; -l, -le; 6 *adv.* edasi
once [wʌns] *adv.* ükskord
at once otsekohe
one [wʌn] *num.* üks
onion ['ʌnjən] 14 *n.* sibul
only ['ounli] *adv.* ainult
open ['oupn] *v.* avama; *a.* avatud
opportunity [ɔpə'tju:niti] 18 *n.* võimalus
opposite ['ɔpəzit] 28 *prep.* (millegi) vastas, vastu
or *conj.* või, ehk
organization [ɔ:gəni'zeiʃ(ə)n] 31 *n.* organisatsioon
organize ['ɔ:gənaiz] 27 *v.* organiseerima
other ['ʌðə] *pron.* teine, muu
our [auə] *pron.* meie (oma)
out *adv.* välja, väljas
out of *prep.* seest, -st
'out'side 31 *prep.* väljaspool (midagi); *adv.* väljas
'over *adv.* möödas; *prep.* üle
over'hear 23 *v.* (kogemata) pealt kuulma
owe [ou] *v.* võlgnema
own [oun] 23 *a.* oma, enda
Oxford ['ɔksfəd] 19 *pn.*

P

pack *v.* pakkima
page [peidʒ] *n.* lehekülg
pain 9 *n.* valu
pair [pɛə] 5 *n.* paar
Pamirs [pɑ:'mi:z] 29 *pn.*
pan 14 *n.* pann
'pancake 14 *n.* pannkook
panic ['pænik] 22 *n.* paanika
papa [pə'pɑ:] *n.* isa, papa
'paper *n.* paber
parents ['pɛərənts] 25 *n.* (lapse)vanemad
park *n.* park
'parrot *n.* papagoi
part *n.* osa
'party *n.* koosviibimine; 8 partei
pass [pɑ:s] *v.* mööduma; 30 *n.* mäekuru
passenger ['pæsindʒə] 28 *n.* (laeval, rongil jne.) reisija, sõitja
past [pɑ:st] *prep.* mööda; *adv.* mööda, möödas
patriotic [pætri'ɔtik] *a.* isamaaline, isamaa-
pavement ['peivm(ə)nt] 28 *n.* kõnnitee
pay, paid [peid], **paid** *v.* tasuma; 21 *n.* tasu
peace 7 *n.* rahu
peak 30 *n.* (mäe)tipp
peel 14 *v.* koorima
pen *n.* sulg, sulepea
'pencil *n.* pliiats
'pencil-box *n.* pinal
people ['pi:pl] *n.* inimesed, rahvas
peoples rahvad
period ['piəriəd] 20 *n.* periood, ajajärk

ˈperson 12 *n.* isik
personal [ˈpəisn(ə)l 6 *a.* isikuline
physics [ˈfiziks] 16 *n.* füüsika
phonetics [foˈnetiks] *n.* foneetika
piano [ˈpjænou] *n.* klaver
pick 22 *v.* korjama, noppima
pick up (maast) üles tõstma
picture [ˈpiktʃə] *n.* pilt
go to the pictures kinos käima
take a picture pildistama
piece [piːs] *n.* tükk, pala
pig *n.* siga
pine(-tree) 4 *n.* mänd
pioneer *n.* pioneer
pipe 20 *n.* piip
pity [ˈpiti] 21 *n.* kaastunne, hale meel, halastus
what a pity! kui kahju!
place *v.* asetama, paigutama; *n.* koht, paik
at my brother's place minu venna juures
plague [pleig] 21 *n.* katk
plan 28 *n.* plaan; *v.* kavatsema, plaanitsema
plant [plaːnt] 20 *n.* taim
plate *n.* taldrik
play *v.* mängima; *n.* näidend
player *n.* mängija
pleasant [ˈpleznt] 23 *a.* mõnus, meeldiv
please palun
pleased (with) rahul (millegagi)
plough [plau] 32 *n.* ader, sahk; *v.* kündma
ploughman [ˈplaumən] 32 *n.* künnimees, kündja
plural [ˈpluərəl] 1 *n.* mitmus
pocket [ˈpɔkit] *n.* tasku
poem [ˈpouim] 13 *n.* luuletus
poetry [ˈpouitri] 32 *n.* luule
lyric poetry tundeluule, lüürika
polar [ˈpoulə] 10 *a.* polaarne, polaar-
police [pəˈliːs] 6 *n.* politsei
police-station 6 *n.* politseijaoskond
political [pəˈlitikl] 8 *a.* poliitiline
poor [puə] *a.* vaene
port *n.* sadam
positive [ˈpɔzitiv] 2 *n.* algvõrre
possessive [pəˈzesiv] 6 *a.* omastav
post [poust] 28 *v.* posti panema
post-office [ˈpoustɔfis] 10 *n.* postkontor
pot 2 *n.* pott
potato [pəˈteitou] 4 *n.* kartul
pour [pɔː] 20 *v.* valama
power [ˈpauə] 8 *n.* võim
ˈpractice 27 *n.* treening, praktika
praise *v.* kiitma; *n.* kiitus
prepare [priˈpɛə] 8 *v.* ette valmistama
preposition [prepəˈziʃ(ə)n] *n.* eessõna, prepositsioon
present [ˈpreznt] 17 *n.* kink, kingitus
present [ˈpreznt] *a.* kohal olev, käesolev
be present kohal olema
press = **press-gang** 22 *n.* sundvärbamissalk (eriti mereväkke värbamiseks)
pretty [ˈpriti] 2 *a.* kena, ilus
probably [ˈprɔbəbli] 27 *adv.* arvatavasti
problem [ˈprɔblim] 5 *n.* ülesanne, probleem
proclaim [prəˈkleim] *v.* kuulutama
program [ˈprougræm] *n.* programm
promise [ˈprɔmis] 6 *v.* lubama, lubadust andma
proud (of) uhke (millelegi)
pronoun [ˈprounaun] 6 *n.* asesõna
pronunciation [prənʌnsiˈeiʃ(ə)n] *n.* hääldamine
proverb [ˈprɔvə(ː)b] 20 *n.* vanasõna
pull [pul] *v.* tõmbama
Pullet 2 [ˈpulit] *pn.*
ˈpupil *n.* õpilane
push [puʃ] 2 *v.* tõukama, lükkama
put [put], **put, put** *v.* panema
put on selga panema
put on (the light) 32 (tuld) süütama
put out (the fire) 20 (tuld) kustutama
puzzle 5 *n.* mõistatus

Q

quarter ['kwɔitə] *n.* veerand
question ['kwestʃ(ə)n] *n.* küsimus
quickly *adv.* kiiresti
quiet ['kwaiət] *a.* vaikne
  be quiet vait olema
quite [kwait] *adv.* üsna, hoopis

R

radio ['reidiou] *n.* raadio
railway ['reilwei] 8 *n.* raudtee
rain *n.* vihm
rainy *a.* vihmane
Raleigh ['rɔːli] 20 *pn.*
reach 2 *v.* jõudma
read [riːd], **read** [red], **read** [red] *v.* lugema
ready ['redi] *a.* valmis
  get ready valmis panema, valmis seadma
really ['riəli] 6 *adv.* tõesti, tõeliselt
reason 6 *n.* põhjus
receive [ri'siːv] 31 *v.* saama
recognize ['rekəgnaiz] 23 *v.* ära tundma
red *a.* punane
Red Indian 15 *n.* indiaanlane
refuse [ri'fjuːz] 24 *v.* keelduma
re'gards 27 *n.* tervitused
re'member 6 *v.* mäletama
re'peat *v.* kordama
re'port 16 *n.* (kooli)tunnistus
republic [ri'pʌblik] 29 *n.* vabariik
rest *v.* puhkama; *n.* puhkus
  take a rest puhkama
rest 21 *n.* jääk, ülejäänud osa
return [ri'təːn] 12 *v.* tagasi tulema või minema või pöörduma
revision [ri'viʒ(ə)n] 1 *n.* kordamine
revolution [revə'luːʃ(ə)n] 7 *n.* revolutsioon
rich *a.* rikas
ride, rode, ridden 6 *v.* ratsutama, sõitma (jalgrattaga jne.) *n.* sõit
riddle 13 *n.* mõistatus
right [rait] *a.* parem(poolne), õige; 8 *n.* õigus
  all right hea küll, hästi, hüva
ring, rang, rung *v.* helisema
  ring up 9 helistama, telefoneerima
rise [raiz], **rose, risen** ['rizn] 32 *v.* tõusma
river ['rivə] *n.* jõgi
road *n.* tee
Robert ['rɔbət] 7 *pn.*
roof 21 *n.* katus
room [rum] *n.* ruum, tuba
rose *n.* roos
'rosy 1 *a.* roosa
rouble ['ruːbl] 17 *n.* rubla
round 3 *prep.* ümber; *adv.* ringi, ümber
row [rou] 32 *n.* rida
run, ran, run *v.* jooksma
  run about ringi jooksma
rush 24 *v.* tormama
Russia ['rʌʃə] *n.* Venemaa
Russian *n.* venelane, vene keel; *a.* vene

S

saddle *n.* sadul
'saddler 21 *n.* sadulsepp (sadula- ja rakmete tegija)
safe 15 *a.* terve, ohutu, kaitstud
sail 23 *v.* laevaga sõitma, purjetama
sailing-boat *n.* purjepaat, purjelaev
sailor *n.* madrus, meremees
salt [sɔːlt] 14 *n.* sool
same *pron.* sama
sandwich *n.* kahe viilakuga võileib
Sarah ['sɛərə] *pn.*
Saturday ['sætədi] *n.* laupäev
save *v.* päästma
say [sei], **said** [sed], **said** [sed] *v.* ütlema
scarf 17 *n.* kaelasall (*pl.* **scarfs** or **scarves**)
school [skuːl] *n.* kool
  at school koolis
  to go to school koolis käima
scientific [saiən'tifik] 29 *a.* teaduslik

scientist ['saiəntist] 29 *n.* teadlane
scold [skould] 22 *v.* noomima
Scotland ['skɔtlənd] 19 *pn.* Šotimaa
Scottish 32 *a.* šoti
sea *n.* meri
  out at sea väljas merel
  go out to sea merele minema
  go to sea meremeheks saama
seafarer ['si:fɛərə] 20 *n.* meresõitja
seaman ['si:mən] *n.* meremees
search [sə:tʃ] 23 *v.* otsima
'seasick *a.* merehaige
seaside *n.* mererand
  at the seaside mererannas
season ['si:zn] *n.* aastaaeg, hooaeg
seat *n.* iste
  take your seat istu! istuge!
secondary ['sekənd(ə)ri] **school** 16 *n.* keskkool
secretly ['si:kritli] 8 *adv.* salaja
section ['sekʃ(ə)n] 28 *n.* osa, lõik, sektsioon
second ['sek(ə)nd] *num.* teine
second ['sek(ə)nd] *n.* sekund
see, saw, seen *v.* nägema
  to go to see külastama
seize [si:z] 31 *v.* haarama
sell, sold [sould], **sold** *v.* müüma
seem 24 *v.* näima
send, sent, sent *v.* saatma
'sentence *n.* lause
separate ['sepəreit] 19 *v.* lahutama
Sep'tember *n.* september
set, set, set 23 *v.* loojuma (päikese kohta)
seven ['sevn] *num.* seitse
'seven'teen *num.* seitseteist
'seventy *num.* seitsekümmend
sew [sou], **sewed** [soud], **sewn** [soun] 21 *v.* õmblema
shake, shook, shaken 11 *v.* raputama, kõigutama
sharp 12 *a.* terav
she *pron.* (naiss.) tema
shelf 14 *n.* riiul
ship *n.* laev
shoe [ʃu:] *n.* king
shoot, shot, shot 13 *v.* laskma, tulistama
shop *n.* kauplus
shop-assistant ['ʃɔpəsistənt] 17 *n.* müüja
shop 17 *v.* ostusid tegema, kauplusi külastama
shore [ʃɔ:] *n.* (mere)kallas, rand
short 5 *a.* lühike
shoulder ['ʃouldə] 11 *n.* õlg
shout *v.* karjuma, hüüdma
show [ou], **showed, shown** *v.* näitama
shut, shut, shut *v.* sulgema
sick *a.* haige
  make sick südant pahaks tegema
side 4 *n.* külg
sight [sait] 13 *n.* nägemine, nägemismeel; *siin:* silmad
'silent 10 *n.* vait, vaikne
'silver 26 *n.* hõbe
since 8 *prep.* saadik, -st peale
sing, sang, sung *v.* laulma
singer ['siŋə] *n.* laulja
singular ['siŋgjulə] 12 *n.* ainsus
sir 20 *n.* härra, sir (alamaadli tiitel)
'sister *n.* õde
sit, sat, sat *v.* istuma
  sit down istet võtma
  sit up istukile tõusma
'sitting-room 21 *n.* elutuba
situation [sitju'eiʃ(ə)n] *n.* olukord
six *num.* kuus
'six'teen *num.* kuusteist
'sixty *num.* kuuskümmend
skate *v.* uisutama
  go skating uisutamas käima
skates *n.* uisud
'skating-rink *n.* liuväli
  at the 'skating-rink liuväljal
sky *n.* taevas
'skylark = **lark** 32 *n.* lõoke
slap 2 *v.* kergelt lööma, laksu andma
sledge 11 *n.* regi, kelk
sleep, slept, slept *v.* magama; *n.* uni
  go to sleep uinuma
sleigh [slei] 17 *n.* saan
slogan ['slougən] 7 *n.* loosung

small [smɔːl] *a.* väike
smell *n.* lõhn; *v.* lõhnama (of millegi järele)
smile 6 *v.* naeratama
smoke *v.* suitsetama; *n.* suits
snow [snou] *n.* lumi
snowstorm ['snoustɔːm] 11 *n.* lumetuisk, lumetorm
snowy ['snoui] 30 *a.* lumine
so *adv.* nii
so that *conj.* nii et
socialist ['souʃəlist] 7 *a.* sotsialistlik; *n.* sotsialist
sock *n.* sokk
softly 23 *adv.* õrnalt, tasa, pehmelt
soldier ['souldʒə] *n.* sõdur
Solomon ['sɔləmən] *pn.*
solve 5 *v.* lahendama
some [sʌm, səm] *pron.* mõned, mõni
somebody ['sʌmbɔdi] *pron.* keegi
someone ['sʌmwʌn] 14 *pr.* keegi
something ['sʌmθiŋ] *pron.* midagi
sometimes ['sʌmtaimz] *adv.* mõnikord
somewhere ['sʌmwɛə] 5 *adv.* kuskil
son [sʌn] 10 *n.* poeg
song *n.* laul
sonny ['sʌni] *n.* pojake
soon *adv.* varsti
sore [sɔː] 9 *a.* valus, haige
sorry *a.* kurvastav
I am sorry mul on kahju
I am sorry! vabandage mind!
sound 23 *n.* kõla, kõmin, heli
soup [suːp] 14 *n.* supp
south [sauθ] 4 *n.* lõuna (ilmakaar); *adv.* lõunasse
Soviet ['souviet] 8 *n.* nõukogu; *a.* nõukogude
Soviet Union ['juːnjən] 9 *pn.* Nõukogude Liit
speak, spoke, spoken *v.* kõnelema, rääkima
speech 7 *n.* kõne
spend, spent, spent *v.* veetma
spirit ['spirit] 17 *n.* vaim
high spirits ['hai 'spirits] hea tuju
spoon *n.* lusikas
sport *n.* sport
'sportsground *n.* spordiväljak
spread [spred], **spread** [e], **spread** [e] 24 *v.* levima
spring *n.* kevad
square [skwɛə] 5 *n.* nelinurk, ruut; 28 *n.* väljak, skväär
stand, stood [u], **stood** [u] *v.* seisma; 18 *v.* taluma
stand up püsti tõusma
stall [stɔːl] 28 *n.* kiosk
Stapleton ['steipltən] 21 *pn.*
start *v.* alustama, teele asuma
state 8 *n.* riik
state farm *n.* sovhoos
station ['steiʃ(ə)n] *n.* jaam
stay *v.* jääma, viibima
steal, stole, stolen 26 *v.* varastama
still *adv.* ikka veel
'stocking 17 *n.* sukk
stone 6 *n.* kivi
'stony 30 *a.* kivine
stop *v.* peatama, peatuma; *n.* peatus
storm *n.* torm
story ['stɔːri] 3 *n.* lugu, jutt
stranger ['streindʒə] 21 *n.* võõras
street *n.* tänav
strike, struck, struck 31 *v.* lööma
strong *a.* kange, tugev
student ['stjuːdənt] *n.* üliõpilane
study ['stʌdi] *v.* õppima
subject ['sʌbdʒikt] 16 *n.* (õppe)aine
such *pron.* niisugune, selline
'suddenly *adv.* äkki
sugar ['ʃugə] *n.* suhkur
suit-case ['sjuːtkeis] *n.* kohver
'summer *n.* suvi
in summer suvel
sun *n.* päike
in the sun päikese käes
Sunday ['sʌndi] *n.* pühapäev
'sunny *a.* päikesepaisteline
sunshine ['sʌnʃain] 1 n. päikesepaiste
superlative [sju(ː)'pəːlətiv] 2 *n.* ülivõrre
'supper *n.* õhtusöök

surprise [sə'praiz] 10 *n.* üllatus
surprised üllatunud
surround [sə'raund] 22 *v.* ümbritsema
suspicious [səs'piʃəs] 6 *a.* kahtlustav, kahtlustäratav
Susyana [su:zi'ænə] *pn.*
swallow ['swɔlou] *n.* pääsuke
'swiftly 13 *adv.* kiiresti
swim *v.* ujuma
'swimmer *n.* ujuja
synonym ['sinənim] 5 *n.* sünonüüm

T

table ['teibl] *n.* laud
lay the table lauda katma
Tacitus ['tæsitəs] *pn.*
take, took, taken *v.* võtma, viima
take off seljast võtma
take the bus bussiga sõitma
take part (in) 11 osa võtma (millestki)
take place 27 aset leidma, toimuma
talk [tɔ:k] *v.* kõnelema, vestlema
tea 3 *n.* tee
teach, taught [tɔ:t], **taught** *v.* õpetama
teach a lesson õpetust andma
teacher *n.* õpetaja
tear [tiə] 23 *n.* pisar
technical ['teknikl] 27 *a.* tehnika-
telegraph ['teligrɑ:f] 8 *n.* telegraaf
television [teli'viʒ(ə)n] 27 *n.* televisioon
tell, told [tould], **told** *v.* ütlema, käskima
temperature ['tempritʃə] 9 *n.* temperatuur, palavik
ten *num.* kümme
'tennis 27 *n.* tennis
tent 32 *n.* telk
term 16 *n.* semester, poolaasta
'half-term 16 *n.* veerandaasta
terrible ['teribl] 24 *a.* kohutav
text *n.* tekst
'textbook *n.* õpik
Thames [temz] *pn.*
than (rõhuta [ðən]) *conj.* kui (võrdluses)
thank [θæŋk] *v.* tänama
thank you tänan (sind, teid)
thankful 24 *a.* tänulik
that (alati [ðæt]) *pron.* too, see seal (*pl.* **those** [ðouz])
that (rõhuta [ðət]) *conj.* et
that (rõhuta [ðət]) *pron.* mis, kes
theatre ['θiətə] 28 *n.* teater
their [ðɛə] *pron.* nende (oma)
them (rõhuta [ðəm]) *pron.* neid, neile
then [ðen] *adv.* siis
there [ðɛə] *adv.* seal; sinna
thermometer [θə'mɔmitə] 8 *n.* termomeeter, kraadiklaas
they [ðei] *pron.* nemad
thick [θik] 25 *a.* paks
thing [θiŋ] *n.* asi, ese
think, thought [θɔ:t], **thought** 2 *v.* mõtlema
third [θə:d] *num.* kolmas
thirst [θə:st] 18 *n.* janu; *v.* janunema
'thir'teen *num.* kolmteist
'thirty *num.* kolmkümmend
this [ðis] *pron.* see, see siin (*pl.* **these** [ði:z])
those [ðouz] *vt.* **that**
thought [θɔ:t] 31 *n.* mõte
thousand ['θauz(ə)nd] *num.* tuhat
three [θri:] *num.* kolm
thresh [θreʃ] 4 *v.* vilja peksma
throat [θrout] 9 *n.* kõri, kurk
through [θru:] *prep.* läbi
throw [θrou], **threw** [θru:], **thrown** *v.* viskama
Thursday ['θə:zdi] *n.* neljapäev
'ticket *n.* pilet
ticket-office *n.* piletikassa
tide *n.* (merevee) tõus ja mõõn
tie 15 *v.* siduma; *n.* kaelaside
till 10 *conj.* kuni, seni kui
time *n.* aeg; kord
what time is it? mis kell on?
for the first time esimest korda

to have a good time aega lõbusalt veetma
in time 7 õigel ajal
tin *n.* konservikarp
time-table 16 *n.* tunniplaan
tired ['taiəd] *a* väsinud
tobacco [tə'bækou] 19 *n.* tubakas
to'day *adv.* täna
together [tə'geðə] *adv.* koos
tomorrow [tə'mɔrou] *adv.* homme
tone 23 *n.* toon
tonight [tə'nait] 17 *adv.* täna õhtul või öösel
too *adv.* samuti, ka, liiga
top 5 *n.* tipp, ülemine osa, ülemine ots
at the top ülal
torn 22 *a.* katkine, rebenenud
tough [tʌf] *a.* vintske
towards [tɔ:dz] 15 *prep.* (millegi, kellegi) poole, suunas
tower ['tauə] 21 *n.* torn
the Tower (of London) keskaegne linnus Londonis (praegu arsenal ja muuseum)
town [taun] *n.* linn
go to town linna minema või sõitma
in town linnas
toy *n.* mänguasi
'tractor *n.* traktor
tractor station traktorijaam
trade 21 *n.* amet
tradesman ['treidzmən] 21 *n.* (17. sajandil) käsitööline
traffic ['træfik] 28 *n.* liiklus
train *n.* rong
tram *n.* tramm
'tramline 28. *n.* trammiliin
trap *n.* lõks
tree *n.* puu
tremble 23 *v.* värisema
triumphantly [trai'ʌmfəntli] *adv.* võidukalt, võidurõõmsalt
true [tru:] *a.* õige, tõele vastav
try *v.* püüdma
try on 16 *v.* (selga, jalga jne.) proovima
tube *n.* tuub
Tuesday ['tju:zdi] *n.* teisipäev
turn *v.* pöörduma
turn 15 *n.* kord
in turn kordamööda
twelve *num.* kaksteist
twenty *num.* kakskümmend
two [tu:] *num.* kaks

U

umbrella [ʌm'brelə] 5 *n.* vihmavari
'un'broke = **'un'broken** 13 *a.* murdmata, terve
'under *prep.* all, alla
understand, understood [ʌndə'stud], **understood** *v.* aru saama, mõistma
'underground 8 *adv.* põranda all(a), maa all(a)
under'line 4 *v.* alla kriipsutama
underlined 4 *a.* allakriipsutatud
undress ['ʌn'dres] 31 *v.* lahti riietuma
unhappy [ʌn'hæpi] 1 *a.* õnnetu
union ['ju:njən] 8 *n.* ühing, liit
unite [ju'nait] 7 *v.* ühinema
university [ju(:)ni'və:siti] *n.* ülikool
unkind [ʌn'kaind] 1 *a.* ebasõbralik, ebalahke
unpack ['ʌn'pæk] 30 *v.* lahti pakkima
un'til [ʌn'til] 14 *conj.* kuni, mitte enne kui
uprising [ʌp'raiziŋ] 8 *n.* ülestõus
upstairs ['ʌp'stɛəz] 25 *adv.* üleval, (trepist) üles
us (rõhuta [əs]) *pron.* meid, meile
use [ju:z] *v.* tarvitama
useless ['ju:slis] 15 *a.* tarbetu
usual ['ju:ʒuəl] 24 *a.* harilik
as usual nagu harilikult

V

valley ['væli] 30 *n.* org
vase [va:z] *n.* vaas

vegetable ['vedʒitəbl] 4 *n.* köögi- ehk keeduvili
verb 1 *n.* tegusõna, verb
very ['veri] *adv.* väga
very much väga
victory ['viktəri] *n.* võit
village ['vilidʒ] 1 *n.* küla
visit ['vizit] 27 *v.* külastama; 32 *n.* külastus
voice *n.* hääl
in a loud voice valju häälega

W

wait (for) *v.* ootama
wake, woke, woken *v.* ärkama
wake up ärkama, äratama
Wales [weilz] *pn.* Wales
walk *v.* jalutama; *n.* jalutuskäik
to go for a walk jalutama minema, jalutamas käima
wall [wɔ:l] *n.* sein
wall newspaper 7 *n.* seinaleht
Walter ['wɔ:ltə] *pn.*
want [wɔnt] *v.* tahtma; 22 *v.* vajama; 32 *n.* puudus
wander ['wɔndə] 32 *v.* rändama
watch [wɔtʃ] 13 *n.* uur, tasku- või käekell
watch [wɔtʃ] *v.* jälgima, vaatlema
water ['wɔ:tə] *n.* vesi
waterfall ['wɔ:təfɔ:l] 30 *n.* kosk
war [wɔ:] *n.* sõda
warm [wɔ:m] *a.* soe
get warm soojenema
wash [wɔʃ] *v.* pesema
wave *n.* laine
way *n.* tee; 15 *n.* (tegu)viis
in this way sel viisil
we (rõhuta [wi]) *pron.* meie
weather ['weðə] *n.* ilm
weaver ['wi:və] 22 *n.* kangur
Wednesday ['wenzdi] *n.* kolmapäev
week *n.* nädal
week-day *n.* tööpäev
week-end *n.* nädalalõpp
well *adv.* hästi; *a.* terve (ainult öeldistäitena); *interj.* noh! nii!
west *n.* lääs
the West End linnaosa Londonis
wet *a.* märg
whale [weil] 12 *n.* vaal
whalebone ['weilboun] *n.* vaalaluu
what [wɔt] *pron.* mis, mida, missugune
when *conj.* kui, siis kui; *adv.* millal
where [wɛə] *adv., conj.* kus, kuhu
wherever [wɛər'evə] 15 *adv.* kus iganes
which *pron.* mis; mitmes; kes, missugune (teatud arvust või hulgast)
while [wail] 5 *conj.* sel ajal kui
whistle ['wisl] 32 *v.* vilistama
white [wait] *a.* valge
who [hu:] *pron.* kes
whom [hu:m] keda
whose [hu:z] kelle
whole [houl] *a.* terve, kogu
why [wai] *adv.* miks, mispärast
wide 22 *a.* lai, avar
wife 6 *n.* naine (abikaasa)
wild [waild] 3 *a.* metsik, tormine
'wild-'looking *a.* metsiku välimusega
will (*abiverb, tarvitatult järgneva infinitiiviga väljendab tulevikku*); tahan, tahad jne.
wind [wind] *n.* tuul
window ['windou] *n.* aken
'winter *n.* talv
in winter talvel
wireless ['waiəlis] 16 *n.* raadio
with [wið] *prep.* -ga (kaasaütlev)
without [wið'aut] 2 *prep.* ilma, -ta (ilmaütlev)
woollen ['wulin] 17 *a.* villane
woman ['wumən] *n.* naine, naisterahvas (*pl.* **women** [wimin])
word [wə:d] *n.* sõna
work [wə:k] *n.* töö; *v.* töötama
'working hours töötunnid
the 'working class töölisklass
'worker ['wə:kə] *n.* tööline
world [wə:ld] *n.* maailm

worse [wəɪs] 6 *a.* halvem, *vt.* **bad**
worst [wəɪst] 6 *a.* halvim, *vt.* **bad**
write [rait], **wrote**, **written** *v.* kirjutama
write down üles kirjutama
wrong [rɔŋ] 6 *a.* vale, ebaõige, korrast ära

Y

yard [jɑːd] 23 *n.* hoov, õu
Y. C. L. = **Young Communist League** [liːg] 16 kommunistlik noorsooühing
ye [jiː] *pron.* teie (luulekeeles)
year [jəː] *n.* aasta
the New Year Uus-aasta
yellow ['jelou] *a.* kollane
yes jah
yesterday ['jestədi] *adv.* eile
yet 8 *adv.* veel (eitavas ja küsilauses)
you [juː, ju] *pron.* teie, sina
young [jʌŋ] *a.* noor
your [jəɪ, jɔ, jə] *pron.* teie, sinu (oma)
youth [juːθ] 7 *n.* noorus, noorsugu

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