J. Belova ja L. Todd

INGLISE KEELE ÕPIK

KESKKOOLI VII KLASSILE

Eesti Riiklik Kirjastus
Tallinn

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VII KLASSILE

EESTI RIIKLIK KIRJASTUS
TALLINN 1950

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2
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8114

ARHIIVKOGU



STUDY AS LENIN STUDIED!

All people who go to the **city** of Kazan like to see the **places** in that city where Vladimir Ilyich Lenin once lived. Vladimir Ilyich was a **student** of the University of Kazan, and one of the houses in which he lived is now a **museum.** It is a **small wooden** house with tall trees round it.

Vladimir Ilyich's room is very interesting. **Everything** there is quite **simple.** A table stands at the window. There is a kerosene lamp on it, a glass **ink-pot** and a pen. Lenin **studied** in this room **during** the long winter evenings. Here he studied the works of Marx and Engels. Here he read, he wrote, he studied **foreign languages**, he made **translations.**

In Kazan at that time there were some revolutionary circles. Vladimir Ilyich was a member of one of these circles and **took** an active **part** in its work.

Vladimir Ilyich liked to study and gave much time to his studies. He was exact in everything that he did. He made notes of everything that he read. He **planned** his work very carefully. He always began to study at the **same** time and he stopped at the same time. He knew exactly how much he **could** do in one day and never **left** today's work for tomorrow.

Let us study as Lenin studied!

Stalin said: "Remember, love and study Lenin."

Pidage meeles, armastage ja õppige tundma Leninit, meie õpetajat, meie juhti.

Võidelge ja võitke sise- ja välisvaenlasi — nii nagu õpetas Lenin.

Ehitage uut elu, uut elulaadi, uut kultuuri — nii nagu õpetas Lenin.

Ärge iial keelduge tegemast väikesi asju, sest väikesist asjust ehitatakse suuri — see on üks Lenini tähtsamaid õpetusi.

J. Stalin

Remember, love and study Lenin, our teacher and leader.

Fight and vanquish the enemies, internal and foreign — as Lenin taught us.

Build the new life, the new existence, the new culture — as Lenin taught us.

Never refuse to do the little things, for from little things are built the big things — this is one of Lenin's important behests.

J. Stalin

Explanatory Notes [1])

all people who go kõik inimesed, kes lähevad
the city of Kazan Kaasani linn
once ükskord
the University of Kazan Kaasani ülikool
Vladimir Ilyich's room [vlæ'dimiə(r) i'ljitʃiz 'ru:m]

[1]) **explanatory notes** [iks'plænətəri] seletavad märkmed

a kerosene lamp petrooleumilamp

Inglise keeles nimisõna, mis seisab teise nimisõna ees, on viimase täiendiks nagu eesti keeleski: *a glass ink-pot* klaastindipott; *a winter evening* talveõhtu; *a summer month* suvekuu.

an ink-pot (liitnimisõna) tindipott

Liitnimisõnu võib ühendada sidekriipsuga või kirjutada kokku, näiteks: *a summer-cottage* suvemaja, suvila; *dinner-time* lõunaaeg; *lesson-time* õppetund, tunniaeg; *summer-time* suveaeg; *a schoolboy* koolipoiss; *a schoolgirl* koolitüdruk; *a school friend* koolisõber, koolivend.

made notes tegi märkmeid, ülestähendusi

Harjutusi lugemisreeglile

I. Lugeda „Lugemisreeglid" §§ 1, 2 ja 3.

II. Kirjutada oleviku ja lihtmineviku 3. pööre ning mineviku kesksõna (Present Tense, Past Tense, and Past Participle) järgmistest verbidest: cry, stop, smile, try, ask, live, work, carry.

III. Kirjutada kahte veergu sõnad, milledes täht e sõna lõpul (1) ei loeta, (2) tähistab häälikut [i] ja moodustab lisasilbi, ning lugeda antud sõnad:

plates, places, likes, house, houses, asked, faces, helped, tables, boxes, stories, lies, classes, smiled, twentieth, carried, writes, cottages, happiest, answered, washes, washed, dirtiest, wanted, sixtieth.

IV. Enne teksti lugemist kontrollida sõnastiku abil järgmiste sõnade lugemist:

build, city, could, evening, everything, exact, foreign, house, interesting, language, live, love, museum, never, once, one, people, read, remember, study, taught, there, this, University, very, was, where, which, who, with, wooden, word.

V. Järgnevad sõnad kirjutada tähestikulises järjestuses ja kontrollida nende sõnade lugemist sõnastiku abil:

some	mother	breakfast	two	are	give	woods	have
come	brother	many	you	your	girl	good	live
does	other	never	do	yes	tiger	could	give
young	love	skis	who	answer	begin	said	seven

Harjutusi teksti juurde

I. Alljärgnevais lauseis esinevad uued sõnad tekstist. Tõlkida need laused eesti keelde sõnastiku abil.

1. The *student* read Dick's *translations* of the story. "It is an *exact* translation," he said.
2. Do you *study* the *same foreign language* as I do?
3. Why is the *ink-pot* not in its *place?*
4. When did you write this *translation*?
5. It is a *simple* question. Why does he not answer it?
6. There are many *museums* in the *city* of Leningrad.
7. We *took part* in this work.

II. Tõlkida järgnevad laused eesti keelde. Pöörata tähelepanu asesõna i t tõlkimisele.

1. This is a kerosene lamp. *It* is not very good.
2. What is this? *It* is a clock. Where is the clock? *It* is on the wall.
3. *It* is breakfast-time now.
4. Have you Alec's apple? Yes, here *it* is.
5. "Mother, there is a new tiger in the Zoo," said Alec. "I want to see *it*; *it* is very big, people say."

III. Tõlkida järgnevad laused eesti keelde. Pöörata tähelepanu asesõnade w h o ja w h i c h tõlkimisele.

1. Which book do you like best?
2. Please give me the exercise-book[1]) which is lying on the table.
3. This is the same young pioneer who helped the partisans in these woods.
4. Pupils are boys and girls who study at schools.
5. Who made this bench [2])?
6. Which foreign language do you study?

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[1]) **an ˈexercise-book** vihik
[2]) **a bench** pink

IV. Järjestada järgnevad eessõnad tähestiku järgi ja kirjutada nende tähendus eesti keeles:

to, of, at, in, with, round, on, behind, under, till.

V. Kirjutada lünka õige eessõna (in, on, at, to, till, of, with, round, behind).

There are seven people ... our family, and we live ... a wooden house ... a garden ... it. My brother and I have our own room. There is a green wall-paper [1]) ... the walls ... our room. A table stands ... the window. There are some books ... the table, a glass ink-pot and some pens and pencils. We have two beds ... our room and a bookcase. Two pairs ... skis stand ... the bookcase. We go ... school ... the morning. When we come home, we read or talk or play games ... dinner-time. After dinner we do our homework [2]). We try to be exact ... everything that we do.

VI. Lugeda grammatikast §§ 1—3, 6—8, 11—12.

LESSON TWO

Harjutusi lugemisreeglile

I. Lugeda „Lugemisreeglid" §§ 4, 5 ja 9.

II. Seletada, kuidas loetakse vokaale I ja II silbitüübis ja lugeda järgnevad sõnad:

a		o		u		e		i/y	
[æ]	[ei]	[ɔ]	[ou]	[ʌ]	[juː]	[e]	[iː]	[i]	[ai]
fat	fate	not	note	tub	tube	pet	Pete	fin	fine
hat	hate	box	bone	cut	cute	met	mete	myth	type

[1]) **wall-paper** tapeet
[2]) **homework** kodune töö (kodused ülesanded)

III. Kirjutada järgnevad sõnad kahte veergu nende kuuluvuse järgi kahte silbitüüpi: I ja II

lamp, till, go, we, egg, Jane, cube, ink, note, zed, Ann, run, mule, vote, hut, same, fox, be, on, did, quite, pen, yes, up, kite.

IV. Seletada, kuidas loetakse digraafid ja lugeda järgnevad sõnad:

oi (oy)	ei (ey)	ou (ow)	au (aw)	oo
[ɔi]	[ei]	[au]	[ɔ:]	[u] [u:]
boil coil	vein they	shout out	pause sauce	book moon
boy coy	eight grey	how now	paw saw	look spoon

ea ee	ai (ay)	oa, oe, ow	ie, ye	ue (ew), ui
[i:]	[ei]	[ou]	[ai]	[(j)u:]
meat beat	rain pain	coat toe row	tie dye	blue fruit
meet beet	ray pay	boat floe know	lie rye	blew suit

V. Kirjutada tähestiku järjestuses järgnevad sõnad ja kontrollida nende lugemist sõnastiku abil:

present English river most month door often
second pretty proverb whom front were hour
pleasant great change body country year get
friend field shall copy usually

Grammatilised harjutused (§§ 14—22, 26, 30—31)

I. Kirjutada ära järgnevad laused ja kriipsutada alla abisõnad.

1. The pioneers are bathing in the river.
2. It is cool and pleasant in the woods in summer.
3. I am glad that I can swim.

4. They came back from school ready for the new school year.
5. Shall we have a new pioneer leader next year?
6. He did not study English last year.

II. Lugeda järgnevad laused rõhutades põhisõnu. Pöörata tähelepanu rõhutatud abisõnadele ja seletada, miks neile langeb rõhk (§ 14).

1. 'Mike 'lives in 'Leningrad.[1]
2. My 'sister 'likes to 'read.[1]
3. It is 'pleasant in the 'woods to'day.[1]
4. She 'stopped her 'work.[1]
5. 'Is 'this a 'note-book?[2]
6. 'Can you 'swim?[2]
7. 'Are the 'apples 'ripe?[2]
8. 'Do you 'want to 'ask a 'question?[2]
9. 'What 'time is it?[1]
10. 'Which 'book do you 'like 'best?[1]
11. 'Who 'knows the 'answer to the 'question?[1]
12. The 'winter 'holidays[2] are in 'January.[1]
13. In the 'summer[2] the 'children 'went to the 'woods.[1]

III. Kirjutada ära laused harjutus I ja panna rõhu- ning intonatsioonimärgid. (Kuigi eitussõna n o t on abisõna, langeb temale rõhk.)

Leksikaalne harjutus

I. Järgnevates lausetes esinevad mõned uued sõnad tekstist. Tõlkida need laused eesti keelde.

1. I like to sleep *out-of-doors* in summer-time.
2. We *got* many *berries* during the summer.
3. Ask your *parents* to come to the parents' meeting tomorrow.
4. He *spent* the holidays near the Black *Sea*.
5. Have you time to *go for a walk* with me?
6. I want to go *to the country* tomorrow; I *need* a *rest*.
7. The pioneer camp was near a big *lake*, and the pioneers lived in many small *summer-cottages*.



SUMMER HOLIDAYS

All Soviet children like very much to **go back** to school in September after the summer holidays. When they see their school-friends again, they ask them many questions about the holidays. They are glad to see their teachers again, they like to **get** their new books and they want very much to begin lessons once more.

Most Soviet children who live in big **towns** and cities **spend** the summer in the **country.** Some go to villages and summer-cottages with their **parents;** others go to pioneer camps in the country or near the **sea.** They play games in the garden, or **go for walks** in the woods where it is always cool and pleasant in summer. When they want to get berries and mushrooms, they go to the woods early in the morning.

Some boys and girls like to read very much and during the summer months they sit **out-of-doors,** or lie on the ground and

read books. Most boys and girls like to bathe and swim, and so pioneer camps are **usually** near a river, a **lake,** or the sea.

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

Now the war is over. Under the **leadership** of Comrade Stalin our Soviet Army defeated the enemy. Today our children again **rest** during the holidays at pioneer camps or with their parents in the country.

Proverbs. Make hay **while** the sun shines.

A change of work is as good as a **rest.**

Explanatory Notes

like very much armastavad väga
their school-friends oma koolisõpru, koolivendi
ask them many questions küsitlevad neid (sõna-sõnalt: küsivad neilt palju küsimusi)
once more jälle, taas, veel kord
in big towns and cities suurtes linnades
some go ...; others go ... ühed lähevad ...; teised lähevad ...
play games mängivad mänge
it is cool and pleasant on jahe ja meeldiv (asesõna *it* umbisikulises lauses ei tõlgita)
not ... in quite the same way mitte täiesti samal viisil
yellow with ripe corn kolletavad küpse rukkiga

Harjutusi teksti juurde

I. Lugeda ja tõlkida tekst (suuliselt).

II. Vastata kirjalikult küsimustele.

1. Do all Soviet schoolchildren like to go back to school after the summer holidays? 2. Whom are they glad to see again? 3. What do they like to get? 4. What do they want very much to do? 5. Where do most Soviet children spend the summer holidays? 6. What do they do in the country? 7. When did many of our men go to the front? 8. Did schoolboys and schoolgirls live in the same way as before then? 9. What did they do during the Great Patriotic War?

III. Kirjutada järgnevad nimisõnad mitmuses (§§ 3, 70—72) ja siis lugeda:

field, camp, city, house, berry, way, place, month, man, village, country, lake, town, walk.

IV. Kirjutada järgnevad laused mitmuses (§§ 3, 70, 72):

1. The boy wants to work on a collective farm.
2. The child does not need a new copy-book.
3. The girl has a pretty dress.

V. Kirjutada lihtminevikus (§ 8) (Past Tense):

spend, go, need, lie, read, help, swim, bathe, speak, get, study, work.

VI. Kirjutada järgnevad laused olevikus (Present Tense) (§ 96).

1. My father went to work every day.
2. We made hay and helped with the harvesting.
3. They were ready to go to bed.

VII. Kirjutada järgnevad laused lihtminevikus (Past Tense) (§§ 37, 96).

1. Does he know your brother? 3. My sisters are very young.
2. They have very good skis. 4. He is not old.

VIII. Tõlkida inglise keelde:

1. *Ma vajan* seda raamatut. 2. Suvel ma armastan lugeda *väljas.* 3. Ta luges palju raamatuid *suve jooksul.* 4. Mina elan suures linnas, kuid minu õde elab *maal.*

IX. Vastata küsimustele (suuliselt):

1. In what month do children go back to school? 2. In what year did the Great Patriotic War begin? 3. Where does corn grow? 4. In what season is corn ripe? 5. What makes our bodies strong? 6. How many English lessons have you in a week? 7. How many days are there in a week? 8. How many hours are you at school every week?

X. Lugeda ja tõlkida jutustus "Who is Speaking?" sõnastiku abil. Kontrollida järgnevate sõnade lugemisviisi:

answer, course, four, hear, indeed, learn, oh, poor, said, Smith, sometimes, telephone, tried.

WHO IS SPEAKING?

Not all children in capitalist countries can go to school. Many parents are too poor to send their children there. Often children do not like school because in some countries teachers still beat the children. Sometimes teachers hate their work and hate the children whom they must teach. The children feel this, of course, and do not try to learn. They simply do not like their lessons. They like holidays better than school-days.

Here is a story about a little English boy who did not want to go back to school after the summer holidays. He wanted some more days at home. So he telephoned to his teacher and tried to speak like his father.

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

"Oh," said the teacher, "I am sorry to hear that. Who is speaking?"

"My father, sir," answered the boy.

Explanatory Notes

simply lihtsalt (määrsõna tuletatud omadussõnast *simple*)
like ... better armastavad enam (sõna-sõnalt: paremini)
school-days koolipäevad, õppepäevad
some more days veel mõned päevad
tried to speak like his father püüdis kõnelda nagu ta isa
I am sorry to hear that mul on kahju kuulda seda, mind kurvastab ...
sir härra, isand (kõnetlusvorm)

LESSON THREE

Harjutusi lugemisreeglile

I. Seletada vokaalide lugemist III ja IV silbitüübis ja lugeda järgnevad sõnad:

a		o		u		e		i/y	
[ɑ:]	[ɛə]	[ɔ:]	[ɔə]	[ə:]	[juə]	[ə:]	[iə]	[ə:]	[aiə]
car	care	port	pore	cur	cure	her	here	fir	fire
dark	dare	lord	lore	purr	pure	herd	mere	Byrd	tyre

II. Lugeda järgnevad sõnad (digraafidega):

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

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

III. Kirjutada kahte veergu sõnad, milledes digraaf o w loetakse a u ja o u, kontrollides need sõnad sõnastiku järgi:

snow, show, now, how, throw, town, know, grow, cow, down, own, slow, grown, row, known, blow.

IV. Kirjutada järgnevad sõnad tähestiku järjestuses ja kontrollida nende lugemist sõnastiku järgi:

should	who	nothing	put	meant	wind	Aesop
could	whom	shoulder	pull	weather	windy	blow
foot	whose	shone		pear		minute

Grammatilised harjutused (§§ 44—55)

I. Moodustada laused.

1. Pears, do, children, like?
2. An egg, the girl, for breakfast, had.
3. Bag, the, put, the book, into.
4. A plate of cakes, on the table, put, my mother.
5. A pig, does, grass, eat?
6. Did, her, when, you, see?
7. Hot, is, how, it!
8. Here, doing, are, what, you?
9. Autumn, is, in, there, fruit, much.
10. Cold, he, winds, afraid, not, of, is.
11. Sit, come, and, in, down.
12. It, cold, is, how!

II. Märkida ära abisõnad, mis on rõhumärgiga, ja seletada, mispärast nad on rõhulised antud juhul. Lugeda järgnevad laused õige rõhuga ja intonatsiooniga.

1. You can ˈread your ˈbook out-of-ˈdoors.[1]
2. ˈˈYou are ˈolder than ˈˈI.[1] ˈˈYou can ˈhelp ˈMother ˈmore than ˈˈI can.[1]
3. ˈWill you ˈgo for a ˈwalk with your ˈlittle ˈsister?[2]
4. ˈThis is ˈnot ˈLeo's ˈbag;[1] it is ˈˈmy ˈbag.[1]
5. ˈIs ˈthis ˈˈyour ˈpencil?[2]
6. ˈWhere did you ˈspend the ˈsummer ˈholidays?[1]
7. He ˈalways beˈgan to ˈstudy at the ˈsame ˈtime[2] and he ˈstopped at the ˈsame ˈtime.[1]

Leksikaalne harjutus

I. Tõlkida järgnevad laused eesti keelde.

1. The sun *shone* very *brightly for* a whole week.
2. Cold winds *blow* in winter and the sun does not often *come out*.
3. What does this word *mean*?
4. Oh, it is raining! That *means* that the children cannot go out-of-doors.
5. "What did you *mean* by that?" — "I *meant* nothing, I am sorry."
6. *Whose turn* is it to be on duty today?
7. Pioneers always help *each other*, and other people too.
8. The pioneer leader's words *made* the boy study better.

LESSON THREE



THE 'SUN AND THE 'WIND [1]

A 'Fable by 'Aesop

'One **'bright 'windy** 'day [2] the 'wind **'met** the 'sun [2] and 'said,[1] ""I am 'stronger than "you."[1]

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

"I "am,"[1] 'said the 'wind.[1]

They 'said 'this to **'each 'other** [2] 'many 'times a 'day [2] **for** 'six 'weeks.[1]

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

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

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

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

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

Then the 'wind 'blew and 'blew.[1] But the 'more it 'blew,[2] the 'more the 'man **'pulled** his 'cloak [2] a'round him,[1] **for** the 'wind was 'very 'cold.[1] The 'wind **could** 'not 'blow the 'cloak 'off.[1]

"It is "my **'turn** 'now,"[1] 'said the 'sun.[1] "I shall 'shine 'very 'brightly,[1] and the 'man will 'take his 'cloak 'off."[1] Then the 'sun **'came 'out** [2] and 'shone 'very 'brightly.[1]

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

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

Explanatory Notes

windy tuuline (omadussõna tuletatud nimisõnast *wind* tuul)

Yes, I am = I am stronger than you Jah, mina olen tugevam

many times a day mitu korda päevas, palju kordi päevas (võrrelge tähendust time aeg ja a time kord(a))

shall we see? vaatame?

how can we? (do that) kuidas teha seda? kuidas meie teeme seda? (sõna-sõnalt: kuidas meie võime teha seda?)

the more ..., the more ... mida enam ... seda enam (seda tihedamini)

it is my turn now nüüd on minu kord (asesõna *it* ei tõlgita)

brightly heledasti, heledalt. Sõnamoodustav sufiks *-ly* tarvitatakse määrsõnade tuletamiseks omadussõnadest

how hot it is! kui kuum!

Harjutused teksti juurde

I. Lugeda ja tõlkida tekst (suuliselt).

II. Sulgudes antud sõnadest tarvitada sobiv sõna.

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

III. Kirjutada järgnevad verbid lihtminevikus (Past Tense):

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

IV. Tõlkida eesti keelde järgnevad abisõnad. Leida tekstist laused nende sõnadega ja kirjutada laused välja.

Conjunctions[1]): than, and, but, for, if.
Adverbs[2]): at last, how, yes, no, then, now.
Pronouns[3]): who, whose, whom.

V. Asendada kursiivis antud asesõna sulgudes oleva asesõnaga ja muuta vastavalt lause (§§ 24—25, 27).

1. *I* put my bag on the desk. (*she*)
2. *He* is speaking to us about his friend. (*they*)
3. *He* does not know where his brother is. (*we*)
4. This is his bag; *he* knows his own bag. (*I*)
5. Will *you* show me your new football? (*he*)

VI. Kirjutada järgnevad laused tulevikus (Future) ja aja määrsõnadega, kui nad on antud sulgudes (§§ 38, 97).

1. We saw him at school. (*tomorrow*)
2. Look! The sun is coming out. (*in a minute*)
3. Did you take your coat off?
4. I carried the box on my shoulder.

VII. Vastata küsimustele.

1. Was it a bright windy day when the wind said to the sun, "I am stronger than you?" 2. What did the wind say to the sun?

[1]) **a conjunction** [kən'dʒʌŋkʃn] sidesõna
[2]) **an adverb** ['ædvəːb] määrsõna
[3]) **a pronoun** ['prounaun] asesõna

3. What did the sun answer? 4. What did the sun and the wind say to each other many times a day? 5. What did the wind see one day? 6. What had the man on his shoulders? 7. Did the sun and the wind each try to make the man take his cloak off? 8. How did the wind try to make the man take his cloak off? 9. What did the man do when the wind blew? 10. How did the sun try to make the man take his cloak off? 11. What did the man do when the sun shone very brightly? 12. Which was the stronger, the sun or the wind?

VIII. Õppida valm pähe.

IX. Tõlkida inglise keelde.

1. „Andke mulle raamat, palun." — „Ma ei tea, missugust raamatut teie mõtlete." 2. Täna on minu kord korrapidaja olla. 3. Mida tugevamini puhus tuul, seda enam mees tõmbas mantli enda ümber. 4. Päike tuli välja õhtupoolikul. 5. Kui palav on täna! 6. Kui külm oli eile! 7. Õpilased aitasid üksteist. 8. Kelle raamat see on? 9. Õpetaja laskis õpilasel selle harjutuse ümber kirjutada.

Lugeda ja tõlkida sõnastiku abil valm "The Sun, the Frost and the Wind". Lugemise eel kontrollida järgmiste sõnade lugemist:

another, bow, continued, field, honour, know, low, nobody, once, quarrel, said, saw, second, think, warm, was, were, with.

THE SUN, THE FROST AND THE WIND

A Russian Tale

Once an old man was on his way home from the fields. Suddenly he saw three tall men in the middle of the road. The old man stopped, bowed low to the three men, and then, with another low bow, went on along the road.

Now the three men were the Sun, the Frost and the Wind, and they began to quarrel.

"He wanted to honour me," said the Sun, "when he bowed the second time. He hopes that I will warm him and not burn him."

"No, no! He bowed to me," said the Frost. "He hopes that I will not freeze his hands and feet. He is more afraid of the cold than of the heat."

"A lot you know!" said the Wind. "He thinks more about me than about you, Sun, or you, Frost."

"What do you mean, Wind? How can he think about you? Nobody needs you!" said the Sun.

(To be continued)

Explanatory Notes

an old man vanamees (sõna-sõnalt: vana mees, vana inimene; samuti ka *an old woman* vana naine)
was on his way home oli teel koju, koduteel
from the fields põllult
with another bow [bau] pärast teist kummardust
went on along the road läks edasi mööda teed
now the three men aga kolm meest
the second time teist korda
a lot you know palju sa ka tead
nobody needs you keegi ei vaja sind
to be continued järgneb

LESSON FOUR

Harjutusi lugemisreegleile

I. Kirjutada järgnevad sõnad tähestiku järjestuses ja iga sõna märgistada III või IV, näidates ära, millise silbitüübi järgi loetakse vastav sõna:

third, fare, fore, corn, herd, sire, hard, core, durst, mere, curd, farm, mure, sir, hare, for, err, here, cure, tire.

II. Lugeda järgnevad sõnad digraafidena ja seletada tähe r mõju digraafidele:

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

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

III. Kirjutada kahte veergu järgnevad sõnad, milledes digraafid dubleerivad vokaale (1) II silbitüübis, (2) IV silbitüübis:

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

IV. Kontrollida järgnevate sõnade lugemist sõnastiku järgi:

aeroplane, anything, both, break, buy, change, course, cousin, even, gather, Leo, minute, Monday, never, ocean, shan't, shoe, Socialist, soldier, sure, tiger, together, weather, Wednesday, whole, won't, would.

Grammatilisi harjutusi (§§ 51—58, 98—99)

I. Kirjutada ära järgnevad laused, tõmmates jooned sõnade alla, mis väljendavad tulevikku. Tõlkida antud laused eesti keelde.

1. "What are you going to do now?" — "I am going for a walk."
2. If you need me, I shall be in the next room.
3. We shall go shopping[1]) in the evening when it is not so hot.
4. We are going to the country to see our uncle soon.
5. We will be ready to go to the museum with you at 10 o'clock.
6. We shall defend our Soviet country against all enemies.

---

[1]) **go shopping** sisseoste tegema

II. Tõlkida inglise keelde.

1. Kas teie lähete homme metsa? 2. Kes läheb meiega homme muuseumi? 3. Meie kavatseme homme kõnelda nendega sellest. 4. Kui ma sõidan Moskvasse, ma külastan (go to see) teie sõpra.

III. Tarvitada õiget aega (olevik või tulevik) pöördsõnades, mis on antud veerul.

1. If you ... from Moscow to Kiev, you ... there in three hours.	fly, be
2. ... you ... to the Zoo when you ... in Moscow?	go, be
3. When my parents ... home, I ... them to help me.	come, ask
4. If an enemy ... our Socialist country, the whole Soviet people ... against him.	attack[1]) fight

Leksikaalne harjutus

Tõlkida eesti keelde.

1. The pupils of our class *decided* to *gather* books for the children's home.

2. There are places near Moscow to which you can go *by train,* by bus, or *even* by tram.

3. People say that I am *like* my mother.

4. *May* I come in?

5. I can't go with you to the cinema on *Friday*. Let us *change* the day.

6. I must go and *change* my dress, then I can come with you.

7. The weather usually *changes* when the wind *changes*.

8. I should like to read this book, and I *think* that Ida *would like* to read it too.

9. Your uncle's children are your *cousins*.

---

[1]) **attack** [ə'tæk] ründama

'PLANS FOR 'SUNDAY[1]

(It is **'Saturday** after'noon.[1] 'Leo Leiner and 'Peter 'Hammer,[2] who 'live in the 'same 'street,[2] are 'going 'home to'gether.[1])

LEO: 'What are you 'doing to'morrow, Peter?[2]

PETER: 'Nothing.[2] 'Why?[1]

LEO: 'Let's 'go to the 'woods[2] to **'gather** 'mushrooms.[1] The 'weather is **'fine**,[2] so 'that will be the 'most 'interesting 'thing to 'do, I think.[1] We shall 'go to the 'cinema [2], the **'theatre** [2] and the mu'seums [2] when the 'weather is 'bad.[1]

PETER: 'Yes,[1] you're 'right.[1] I should 'like to 'go to the 'woods.[1] ('Olga Leiner,[2] 'Leo's **'cousin**,[2] 'comes 'out of the 'girls' 'school.[1])

LEO: Hal'lo, Olga![2] 'Come 'home with us.[1]

OLGA: Hal'lo, Leo![2] Hal'lo, Peter![2]

PETER: Hal'lo![2] 'how are 'things, Olga?[1]

OLGA: 'All 'right.[2] 'What are 'you 'boys 'doing to'morrow?[1]

LEO: We're 'going to the 'woods[2] to 'gather 'mushrooms, I think.[1]

OLGA: It's 'too 'late to 'go to the 'woods.[1] It will be 'cold and **'wet** there.[1]

LEO: 'No, it 'won't.[2] It's 'going to be **'like** to'day,[1] **'just** as 'fine and 'warm [2] as in 'summer,[1] only the 'days are 'shorter 'now, of 'course.[1]

OLGA: 'Yes,[1] but you 'know the 'weather **'changes** very 'often in 'autumn.[1] **Per'haps** it will 'rain to'morrow.[1]

PETER: You **'never** 'know, but 'let's **de'cide** to 'go all the 'same.[1] It's 'fine 'now.[2]

LEO: 'All 'right.[2] And 'if it 'rains,[2] we 'shan't go,[1] and we 'shan't 'get any 'mushrooms,[1] 'that's 'all.[2]

PETER: (*to 'Olga*[1]) 'Olga,[1] **'would** you 'like to 'come 'with us?[2] And 'Lydia Tomp [1] — per'haps "she will be **'able** to

'come 'too.[1] 'Then we shall be 'four.[1] 'What do "you say, Leo?[2]

LEO: 'That's 'all 'right.[2] 'Let's 'ask 'Boris 'Gladkin and his 'sister 'too.[1] The 'more the 'merrier, you know.[1]

PETER: **'Well,** Olga,[2] 'are you 'going to 'come?[2] We'll 'go to 'Boris 'Gladkin's **by train** [2] and 'then we'll 'go from 'his 'house [2] to the 'woods.[1]

OLGA: 'All 'right,[2] I'll 'come.[1] But **'may** I 'ask 'Annie Laar 'too?[2] It will be 'more 'interesting for "me [2] if 'she and 'Lydia **"both** 'come.[1]

LEO: 'Yes,[1] **let them** 'both 'come.[1]

('Olga 'stops at the 'door of her 'house.[1])

OLGA: Good'bye![2] **'Oh,**[1] 'what 'train shall we 'take to'morrow?[1] 'Let us 'go 'early.[1]

LEO: I'll **'ring** you **'up** [2] and 'let you 'know.[1]

OLGA: 'All 'right. [2] Then 'I'll 'ring 'Lydia 'up [2] and 'she'll 'go and 'tell 'Annie.[1] Good'bye, Peter![2]

(She 'goes into the 'house.[1])

PETER: We can 'go to the 'country [2] **'even** if it 'rains.[1] We can 'spend the 'day at 'Boris's.[1]

LEO: 'Yes,[1] of 'course.[1] And 'Boris 'knows [2] 'just where the 'best 'mushrooms 'grow.[1] I'm **'sure** we shall 'have a 'fine 'time.[1]

The Days of the Week

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

LITTLE DROPS OF WATER

'Little 'drops of 'water,[2]
'Little 'grains of 'sand [2]
'Make the 'mighty 'ocean [2]
And the 'pleasant 'land.[1]

Explanatory Notes

it is Saturday afternoon on laupäeva õhtupoolik
why? siin: mis siis? (miks sa küsid?)
let's = let us
that will be the most interesting thing to do see on huvitavaim, mida võib teha, kõige huvitavam
you're (= you are) right sul on õigus
how are things? kuidas lood on? kuidas läheb?
we're = we are
it's = it is
it's going to be like today kujuneb nii nagu täna
just as fine and warm just niisama selge ja soe
you never know ei või kunagi teada
all the same igal juhul; ükskõik
that's = that is
we shall be four meid on neli (tulevik)
what do you say? mis sina ütled? mis sina arvad?
the more, the merrier mida enam, seda lõbusam
you know tead sa, kas tead
let them both come las nad tulevad mõlemad
I'll let you know ma teatan teile
I'm = I am
we shall have a fine time meie veedame oma aja toredasti

Harjutusi teksti juurde

I. Lugeda tekst õige rõhu ja intonatsiooniga ja tõlkida (suuliselt).

II. Asendada verbid lühenditega (§§ 35, 37—38).

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

III. Täita lüngad sobivate sõnadega tekstist.

1. I'm ... it is going to rain. 2. Your coat is ... with the rain. 3. It is raining now, but I think the weather will ... before

evening. 4. Olga Leiner's father and Leo Leiner's father are brothers and so Olga and Leo are .... 5. It was a ... day on Sunday, so the boys went to the country. 6. She went there by .... 7. Go and ... the apples that are lying under the tree.

IV. Tõlkida inglise keelde.

1. Ma tahaksin minna metsa. 2. „Kas teie tahaksite tulla meiega kinosse?" „Tänan, mina tahaksin väga." 3. Peeter ütleb, et ta tahaks tulla meiega. 4. „Kes tahaks mängida meiega jalgpalli?"

V. Moodustada kesk- või ülivõrre sulgudes antud omadussõnadest.

1. This cake is ... than that one. (good) 2. This stove is ... of all. (big) 3. Mike was ... with his present than Peter was. (pleased) 4. It is very hard to say which of these three pictures is .... (good) 5. The weather was cold, and so he put on ... coat that he had. (warm) 6. I am sure that you are not ... than I am. (young) 7. Our Army men are ... and ... in the world because they are Soviet people. (brave, strong)

VI. Täita lüngad (§§ 87—88).

1. Peter is ... old ... Dick. 2. Dick is older ... his brother. 3. Summer is warmer ... winter. 4. A train is slower ... an aeroplane. 5. Summer is the warmest ... the four seasons. 6. My hands are ... cold ... ice. 7. Odessa is not ... big ... Leningrad.

VII. Tõlkida eesti keelde (§§ 3, 73).

1. Tigers' legs are very strong. 2. My sister's books are in that bookcase. 3. The pupils' schoolbags were on their desks. 4. My uncle's room is very pleasant.

VIII. Asetada mitmusse (§ 73).

1. Here is the boy's shirt. 2. Where is the child's shoe? 3. They want to buy a man's coat. 4. Are you going to buy a girl's hat? 5. Here is a woman's dress.

IX. Vastata küsimustele.

1. On what day is school over for the week? 2. When is the weather always fine and warm? 3. Are some autumn days like summer days? 4. Which are shorter, autumn days or winter days? 5. What will the boys do if it rains? 6. Does it snow in autumn? 7.What are you going to do next Sunday? 8. Will you spend the day out-of-doors if it is fine? 9. What do you think you will do if it is a wet day?

X. Tõlkida inglise keelde.

1. Missuguse rongiga nad sõitsid? 2. Tund lõppes praegu. 3. Oli selge päev. 4. Palun, helistage mulle homme. 5. Ma olen kindel, et teie ei hiline (be late). 6. Ma arvan, et ta võib teha seda.

XI. Kirjutada mõned laused sellest, mida meie näeme sügisel maal.

Lugeda ja tõlkida sõnastiku abil jutustus "The Sun, the Frost and the Wind". Kontrollida järgnevate sõnade lugemist:

angry, answer, anyone, bow, continue, could, course, cried, death, everyone, forget, friend, never, whom.

THE SUN, THE FROST AND THE WIND

(Continued)

The Sun, the Frost and the Wind continued to quarrel in this way till all three were very angry. They even began to fight, but still they could not settle the quarrel.

"Is there anyone stronger than I am?" cried the Sun.

"Is there anyone sharper than I am?" cried the Frost.

"I am more important than you, Sun, or you, Frost," cried the Wind.

So they quarrelled and quarrelled and quarrelled. At last they decided to ask the old man to settle their quarrel.

So they ran after him and said: "Look here, friend, will you settle our quarrel? To whom did you bow the second time?"

"To the Wind," answered the old man, "to the Wind, of course."

The Wind was very pleased. "There, you see!" he said.

"All right," said the Sun. "I shall shine very, very brightly, and your old man will never forget my heat."

"You cannot do anything to him," said the Wind. "I shall blow and he will not be too hot."

"And I shall freeze him to death," cried the Frost.

"And you cannot do anything to him, for I shall not blow. Everyone knows that a sharp frost is not terrible if there is no wind."

Explanatory Notes

anyone (= anybody) keegi, ükski
look here kuule, kuulge
will you settle our quarrel lahenda meie tüli
there, you see! näete!
he will not be too hot temal ei ole liig kuum
everyone (= everybody) knows igaüks teab, kõigil on teada

REVISION I

Harjutusi lugemisreeglile

I. Teha samasugune tabel, nagu on antud lugemisreeglite § 5, ja paigutada järgnevad sõnad vastavasse rühma:

cook, coke, herd, cap, sire, dyke, cur, met, care, out, cut, tyre, mete, gyps, cape, sit, core, Byrd, cute, here, cock, coil, site, car, cord, out, sir, cure.

II. Asetada järgnevad sõnad silbisüsteemi, nagu on antud tabelis § 9:

air, blue, boar, bread, cause, coat, day, earth, eight, few, floe, fought, fruit, grey, hear, hour, oil, poor, rain, rye, saw, sea, shout, show, sleep, spoon, steer, their, tie, took, town, toy.

III. Kirjutada kahte veergu sõnad, milledes täht e sõna lõpul

1) ei loeta, 2) loetakse [i] ja moodustab eri silbi. Seletada, missugustel juhtumeil loetakse täht e sõna lõpul.

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

IV. Lugeda ja kirjalikult tõlkida "Autumn", kontrollides järgnevate sõnade lugemist:

already, anniversary, Asia, become, blanket, build, congratulate, cover, don't, elevator, finish, floor, forest, gather, Georgia, get, golden, government, houses, love, machine, month, only, pleasure, plough, power, put, rye, shoe, show, through, tired, usual, warmth, whose, women.

AUTUMN

The Autumn months are September, October and November. Autumn is the golden season, when everything becomes ripe, and the woods and forests are red and yellow. Only the pines and firs are still green. Many of the fields are bare already, and the tractors are at work. They are ploughing the fields, they are preparing them for the spring. Some of the fields are green with winter wheat or rye. The snow will cover them with a warm blanket till spring comes.

In early autumn threshing-machines are still at work in many parts of our country. Lorries and carts carry the corn to the elevators. In Central Asia the collective farmers gather cotton in autumn, and in Georgia they gather tea.

Building workers work even harder than in summer to make the houses clean and warm for the winter. The coal-miners send



more and more coal to the towns and cities, for the workers must have light, warmth and power at their work and in their homes. Winter is coming and we must prepare for it. Work must continue as usual all through the winter.

One of the greatest holidays in the Soviet calendar comes in autumn: the anniversary of the Great October Socialist Revolution. On November 7th the working people of our great Socialist country celebrate their victory over the exploiters — the capitalists and land-owners, and rejoice in our country's new victories, victories on the collective farms and in the factories, in literature and art.

Soviet people congratulate each other on the holiday. They go to the demonstration and show their love for their Socialist country, the Soviet Government, the Communist Party and their great leader, Comrade Stalin.

Explanatory Notes

become ripe valmivad, saavad küpseks
the woods and forests metsad
are at work = are working töötavad (on töötamas)
Central Asia Kesk-Aasia
to make the houses et muuta majad, et teha majad
to the towns and cities linnadesse
all through the winter terve talv läbi, kogu talve jooksul
the working people töötajad, tööinimesed

Grammatilised harjutused

I. Tõlkida eesti keelde (§ 21).

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

II. Tõlkida järgnevad laused ja määrata sõnaliik kursiivis antud sõnadel.

A. 1. Yesterday they had a long *talk.* 2. "Please don't *talk.*" 3. I *work* quickly. 4. This *work* is not difficult. 5. She is sitting at the *open* window. 6. "I can't *open* the door."

B. 1. Long *walks* in the wood are very pleasant. 2. She always *walks* there when she is not tired. 3. Where are your *skis?* 4. He *skis* very well. 5. It *rains* very much in autumn. 6. The autumn *rains* began early.

III. Asetada alus ainsusse ja teha vastavad muudatused lauses (§§ 3, 25, 72).

1. They have a box of paints and like to use it. 2. My sisters are putting on their new dresses. 3. The women read stories to their children. 4. The boys put their bags on the table when they come home.

IV. Tõlkida inglise keelde (§ 25).

1. Ta andis mulle oma portfelli.
2. Ma näitan teile oma vihikuid.
3. Palun, tooge mulle oma töö.
4. Ta pesi käsi.
5. Meie tahame oma harjutused läbi lugeda.
6. Ta pani kübara pähe ja läks toast välja.

V. Vastata küsimustele, tarvitades nimisõnu omastavas käändes.

1. Whose portrait is this?
2. Whose dress is very nice?
3. Whose skates were on the floor?
4. Whose copy-books are these?
5. Whose are these shoes and stockings?

VI. Muuta järgnevad laused eitavaiks ja küsiv-eitavaiks (§§ 37, 96).

Näidis: She likes to read.

1) She *does* not *like* to read.
2) *Does* she *not like* to read?

1. You want this portrait.
2. The dog smells the meat.
3. Tamara likes to sing.
4. She works at a mill.
5. He knows my uncle.
6. He smiled at us.

VII. Kirjutada järgnevad laused lihtminevikus (Past Tense) (§ 96).

1. I shall think about that.
2. Peter will carry the box for me.
3. I mean to finish the book today.
4. We all sing well, our teacher said.
5. The teacher gets copy-books for the whole class.

VIII. Kirjutada kursiiviga eraldatud verbid tulevikus (§ 97).

1. He *is* twelve years old. 2. *Do* they not go to the cinema with you? 3. I do not think we *are* late. 4. I *was* ready at six o'clock. 5. *Do* they do these exercises with the help of the teacher?

IX. Asetada veerul antud verbid olevikku või tulevikku (Present or Future).

1. In autumn the woods ... the same as they ... in summer.	not + be be
2. "... we ... a foreign language when we ... in the third class?" asked a pupil of the second class.	study be
3. In winter most people ... to the woods for pleasure; only those who ... skiing [1]) ... there.	not + go like go
4. Leo ... skating [2]) better than skiing and so he ... to the woods when winter ...; he ... to the skating-rink.	like not + go come, go

LESSON FIVE

Reading Exercises [3])

I. Read "Rules [4]) [ru:lz] of Reading" §§ 6, 7, 8 and explain [5]) the reading of vowel letters [6]) in two-syllable [7]) words.

II. Write in two columns [8]) (1) the words in which the stressed [9]) syllable is closed [10]) and (2) the words in which it is open:

invite, began, induce, translate, construct, consist, expose, precede, across, defend.

Read your columns.

---

[1]) **skiing** ['ski:iŋ, 'ʃi:iŋ] suusatamine
[2]) **skating** ['skeitiŋ] uisutamine
[3]) **reading exercises** lugemisharjutused
[4]) **a rule** [ru:l] juhis, reegel
[5]) **ex'plain** seletama
[6]) **a vowel letter** ['vauəl] vokaaltäht
[7]) **'two-'syllable** ['siləbl] kahesilbiline
[8]) **a column** ['kɔləm] veerg
[9]) **stressed** [strest] rõhuline
[10]) **closed** [klouzd] kinnine

III. Write in two columns (1) the words in which the vowel in the unstressed [1]) syllable gives the sound [2]) [i] and (2) the words in which it gives the sound [ə]:

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

Read your columns.

IV. Check up [3]) the reading of the following words:

another, answer, build, buy, course, desert, earth, electric, exploiter, forest, forward, fought, gather, grow, league, mountain, move, owner, people, Russian, thought, thousand, through, together, water, why.

Grammar Exercises (§§ 59—67, 32, 34—35, 100—102)

I. Analyse the following sentences [4]) (§§ 59—67).

1. Students study.
2. The train is moving.
3. I shall buy a note-book tomorrow.
4. He needs a new pen.
5. The boys gathered mushrooms in the woods.
6. She has a very interesting book.

II. Name [5]) the tenses used [6]) in the following sentences, and say why they are used. Then translate [7]) the sentences into Estonian (§§ 32, 34—35, 100—102).

1. Very many aeroplanes fly over the Red Square on the 7th of November.

---

[1]) **unstressed** ['ʌn'strest] rõhuta
[2]) **a sound** häälik
[3]) **check up** kontrollima
[4]) **analyse** ['ænəlaiz] **the following** ['fɔlouiŋ] **sentences** analüüsida järgnevad laused, määrata lauseliikmed
[5]) **name** nimetama
[6]) **used** [ju:zd] tarvitatud
[7]) **translate** tõlkima

2. Why is that aeroplane flying so near the ground? What is it doing?

3. In winter I go to the skating-rink every Sunday.

4. Hallo, Mary! Where are you going?

5. Strong winds often blow in March.

6. How hard the wind is blowing; can you hear it?

7. My sister is studying at the University.

8. Does she study foreign languages there?

III. Translate into English (§ 100—102).

1. Missugust raamatut teie loete?

2. Mulle meeldivad õunad.

3. „Kus on Leo?" — „Ta riietub."

4. „Kus teie elate?" — „Meie elame Tallinnas."

5. Minu vend elab praegu maal onu juures, kuid varsti ta tuleb koju.

6. Ta loeb palju.

Lexical [1]) Exercise

Translate into Estonian.

1. Moscow is the *capital* of the *U.S.S.R.*

2. Lenin said that all Soviet villages must have *electric light.*

3. The Moscow Canal [2]) *joins* the Moscow River to the Volga.

4. We are *members* of the *Y.C.L.*

5. He gave much *care* and *thought* to his work.

6. *According* to the map, the river is not more than six kilometres [3]) from here.

7. Come *forward* to the blackboard, Charles.

8. Corn grows on *plains*; it does not grow on *mountains.*

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[1]) **lexical** ['leksikl] leksikaalne

[2]) **the Moscow Canal** [kə'næl] Moskva kanal

[3]) **a kilometre** ['kilomi:tə] kilomeeter



OUR COUNTRY, THE U.S.S.R.

We love our country, the first Socialist country in the world. We love its great **plains, forests,** and **mountains,** its lakes and seas, its rivers, **large** and small, its collective farms, its towns and cities. We love our **beautiful** Moscow, the **capital** of the U.S.S.R.

Our country is one great family of Soviet **peoples,** which are free from exploiters — from capitalists and land-owners. This great family of free Soviet peoples is **building** a new life, is building Communism.

Millions of Soviet men and women are working from day to day on the **earth** and in the earth, on the seas and rivers, under the water and in the **air,** in the hot **South** and in the cold **North.** They are all working together to make our life **still** better. They are all building Communism.

In the first ranks of this great army of Soviet people are the members of our Communist Party, the Bolsheviks, and our Young Communist League. The Y.C.L. helps the Party in all its work. The great leader of the Communist Party and all the working people is Comrade Stalin.

In our country there is one great **plan. According** to this plan our people build hundreds of new factories, bring **electric light** to the villages, change the course of rivers, **join** one sea to another, make trees grow in the hot **dry deserts**, and make corn grow in the cold North.

In all this work lies the **care** and **thought** of Comrade Stalin, who is **leading** our country **forward** to Communism.

Read,
envy me,
elect of men!
I am
a Soviet
citizen!

V. Mayakovsky

Explanatory Notes

its towns and cities tema linnad (väikesed ja suured)

is one great family on üks suur perekond, moodustavad ühe suure perekonna

a Soviet people Nõukogude rahvas; **Soviet peoples** Nõukogude rahvad (aga: **Soviet people** nõukogude inimesed)

from day to day päevast päeva

to make our life et teha (muuta) meie elu

the Young Communist League Kommunistlik Noorsoo Ühing; **Y.C.L.** Young Communist League

all the working people kõik töötajad

'envy me kadestage mind

e'lect of men (ära)valitu (inimeste hulgast)

Exercises to the Text

I. Read the text and translate it orally [1]**.**

II. Give the Estonian for the following prepositions: f r o m, o n, i n, u n d e r, t o. Copy [2] **the sentences in the text which contain** [3] **these prepositions, and underline** [4] **the prepositions.**

III. Fill in the blanks [5] **with suitable** [6] **words from the text.**

1. A ... is a very, very large wood. 2. A ... is a very dry place where there is no water and where few plants grow. 3. These ... are very high; there is snow on them even in summer. 4. This boy wants to ... houses when he becomes a man. 5. My father and my uncle fought in the ... of the Soviet Army during the Great Patriotic War. 6. The Soviet people change the ... of rivers and bring water to the ... deserts. 7. When my father was a student, he hād a kerosene lamp on his table; today all our students have ... .

IV. Write the following numbers in figures [7] **(§§ 9, 84—86).**

six million, three hundred and ninety-five thousand, six hundred and forty-seven; seven hundred and one thousand; four hundred and two; six thousand and one.

V. Read the following numbers (§§ 9, 84—86).

155; 202; 1,066; 1,137; 2,843; 900,000; 15,101; 5,943,295.

VI. Write in words the following ordinal numerals (§§ 9, 84—86).

14th, 2nd, 24th, 40th, 95th, 3rd, 211th, 101st.

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[1]) **orally** ['ɔɪrəli] suuliselt
[2]) **copy** ['kɔpi] kirjuta ära
[3]) **con'tain** sisaldama
[4]) **under'line** kriipsuta alla
[5]) **fill in the blanks** täida lüngad
[6]) **suitable** ['sjuːtəbl] kohane, sobiv
[7]) **a number** arv; **a figure** ['figə] number

VII. Read the following dates [1]) (§§ 9, 84—86).

7th November, 1917; 9th January, 1905; 9th May, 1945; 22nd April, 1870.

VIII. Answer the following questions.

1. From whom are the Soviet peoples free?
2. Where do Soviet people work?
3. What are they all building?
4. What do our people build according to one great plan?

Read and translate the story "With His Own Hands." Check up the reading of the following words:

beautiful, ear, excitement, full, listen, own, post-war, usual, wonderful, year.

WITH HIS 'OWN 'HANDS [1]

In '19'4'6 [2] the 'Soviet 'people be'gan to 'work [2] ac'cording to the 'first 'post-war 'five-year 'plan.[1] 'One 'day [2] a 'school-teacher de'cided [2] to 'speak to his 'pupils [2] about 'that 'great 'plan.[1] He 'spoke about 'wonderful 'new 'houses,[2] 'beautiful 'streets and 'parks,[2] about 'motor-cars[2] and e'lectric 'trains.[1] The 'boys 'sat 'quite 'still[2] and 'listened with 'all their 'ears.[1]

When the 'lesson was 'over,[2] the 'boys 'went 'home[2] 'full of ex'citement.[1]

"I should 'like to 'go to 'bed as 'usual,[2] 'fall a'sleep,[2] and 'wake 'up,[2] 'not to'morrow 'morning,[2] but in 'five 'years.[1] I should 'like to 'see 'everything at 'once,"[1] said 'one 'boy.[1]

"'No,"[1] said a'nother,[1] "'that's 'not 'interesting,[1] to 'sleep for 'five 'years.[1] "I should 'like to 'see [2] how our 'people will 'do 'all 'that."[1]

"And 'I,"[2] said a 'third,[2] "should 'like to 'do 'all 'that[2] with my 'own 'hands."[1]

---

[1]) **a date** kuupäev

Explanatory Notes

a school-teacher kooliõpetaja
to speak to his pupils õpilastega kõnelema
with all their ears kogu tähelepanuga („kõigi kõrvadega")
full of excitement erutatult
in five years viie aasta pärast

LESSON SIX

Reading Exercises

I. Write in two columns (1) words with a closed syllable and (2) words with an open syllable:

latter, idle, merry, sixty, Peter, struggle, sofa, mirror, apple, button, able, metre, later, sorry, middle, doctor, duty, noble, marry, minus, centre, current, bottle, letter, bugle.

Read your columns.

II. Write in three columns (1) the words in which the vowel in the unstressed syllable gives the sound [i], **(2) the words in which it gives the sound** [ə] **and (3) the words in which it gives no vowel sound:**

meeting, August, pencil, lesson, picture, baby, village, minus, sofa, signal, open, bottom, sitting, better, pupil, absent, butter, cottage, merry, paper, slogan, table, morning, grammar, little, happy, during, student, thirty, doctor.

Read your columns.

III. Read the following compound nouns:

a copy-book,	a pencil-box,	a schoolbag,	a schoolboy,
a blackboard,	a classroom,	an ink-pot,	a schoolgirl,
a living-room,	a dining-room,	a bedroom,	a work-room.

IV. Check up the reading of the following words:

bear, Bertha, blind, buy, Caleb, ceiling, Charles, clothes, clever, cruel, daughter, Dickens, England, floor, full, heart, hearth, kind, master, material, monkey, Mr., necessary, potato, pretty, soldier, sometimes, son, thought, tired, ugly.

Grammar Exercises (§§ 22—23, 33, 75—80)

I. Translate into Estonian (§ 33).

1. *There are* some potatoes on that plate; eat them.
2. *There is* no name on this book; whose is it?
3. *Is there* soup for dinner today? I want some soup.
4. "Do you see those three little houses?" — "Yes, what about them?" — "In 1950 *there will be* a great big new house in their place."
5. "Do you see that great factory?" — "Yes, why do you ask?" — "Well, *there was* no factory there last year!"
6. *There were* very few mushrooms in these woods last summer; it was too dry.

II. Write the following sentences in the Past and the Future (§ 33).

1. There are two windows in my room. 2. Is there time to do that? 3. There are no children there after six o'clock. 4. There is corn in this field. 5. There are many animals on the farm.

III. Analyse the following sentences.

1. I saw you yesterday at the cinema.
2. Leo has Boris's bag.
3. She gave me her ball.

Lexical Exercise

Translate into Estonian.

1. We say that people who cannot see are *blind.*
2. Sometimes [1]) we buy new *clothes* in *shops,* and sometimes we buy *material* and make them at home.
3. A room has four walls, a floor and a *ceiling.*
4. Dickens gives many pictures of the *hard* and *ugly* life of the working people in capitalist England.
5. I have one sister and no brothers, so my father and mother have two *daughters* and no sons.

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[1]) **sometimes** ['sʌmtaimz] mõnikord, vahel

THE BLIND TOYMAKER

From "The Cricket on the Hearth"
by *Charles Dickens*

PART ONE

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

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

This is all Caleb's work. When his blind daughter was a **baby,** he wanted to make her happy. So he did not give her a **true** picture of their life. He told her only about pleasant things. She thought that everything was nice and pleasant. She was a happy child and she is a happy girl.

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

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

(To be continued)

Proverb: A friend in need is a friend indeed.

Explanatory Notes

live alone elavad üksi (omaette)
a little wooden house väike puumajake
indeed, no! tõepoolest, ei!
a bright, pretty little home helge, kena väike kodu
this is all Caleb's work see on kõik Kaalebi kätetöö
about pleasant things meeldivaist asjust
bright red wooden soldiers helepunased puusõdurid

Exercises to the Text

I. Read the text and translate it orally.

II. Write the Past of the following verbs:
make, stand, know, try, call, give, tell, paint, sit, think, live.

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

1. The ... is only four months old, but it smiles all the time. 2. This girl can draw and ... very well. 3. Children are sometimes ... to animals. 4. The ... old man gave an apple to each child. 5. Mr. Tackleton was a ... master. 6. I have a book of ... stories about animals.

IV. Translate into Estonian.

1. He thought *hard* for a minute and then gave the right answer. 2. This book is not *hard* to read. 3. Caleb Plummer was not a *hard* father; he loved his daughter and wanted to be kind to her.

V. Fill in the blanks with m u c h or m a n y (§ 23).

1. She has ... friends. 2. We haven't ... time and I don't want to be late. 3. ... spring flowers are yellow. 4. There is ... long grass in that field. 5. Our collective farmers grow ... corn. 6. There will be ... people at the meeting. 7. There is usually ... rain in autumn. 8. There was ... fruit last year.

VI. Make the italicized [1]) words in the following sentences plural and make all the other changes necessary (§§ 23, 75—80).

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

VII. Answer the following questions.

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

VIII. Retell [2]) the text in your own words.

IX. Translate into English.

1. Külades on palju puumaju.
2. Nad tegid laste mänguasju.
3. Kaaleb tahtis oma tütre õnnelikuks teha.
4. Tal on helesinine kleit.
5. Mr.Tackleton oli vali ja õel inimene.
6. Ta sundis (make) Kaalebit ja Berthat palju töötama.
7. Kaalebi töö ei olnud raske, aga ta töötas väga palju.
8. Tema tütrel olid tumedad juuksed.

X. Describe [3]) a room, using [4]) the following words:

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

---

[1]) **italicize** [i'tælisaiz] kursiivis trükkima
[2]) **retell** ümber jutustama
[3]) **de'scribe** kirjeldama
[4]) **using** ['ju:ziŋ] tarvitades

Read and translate the story "Tom, the Little Chimney-Sweep." Check up the reading of the following words:

also, always, chimney, climb, cried, elbow, eye, half, hungry, Kingsley, knee, laugh, money, soot.

TOM, THE LITTLE CHIMNEY-SWEEP

from "The Water-Babies"
by *Charles Kingsley*

Once there was a little chimney-sweep and his name was Tom. He lived in a great town in the North of England, where there were many chimneys. So there was always work for Tom and his master, Mr. Grimes. Of course Tom never spent the money that he got for chimney-sweeping; it was Mr. Grimes who spent it.

Tom could not read and he could not write. He never washed, for there was no water in the street where he lived. So his hands and face and clothes were always black with soot.

He cried half of his life.

He cried when he had to climb up the dark chimneys; he cried when he cut his knees and elbows on the bricks; he cried when the soot got into his eyes, which happened every day of the week; he cried when his master beat him, which happened every day of the week; and he cried when he was hungry, which also happened every day of the week.

Explanatory Notes

his name was Tom tema nimi oli Tom
for chimney-sweeping korstnapühkimise eest
it was Mr. Grimes who spent it Mr. Grimes kulutas seda
black with soot tahmaga määrdunud (must)
he cried ta nuttis
he had to climb up ta pidi üles ronima
the soot got into his eyes tahm tungis talle silmi

Reading Exercises

I. Write in two columns (1) the words with *r* after the stressed vowel and (2) the words with *r* between two vowels:

party, era, firmly, burner, parents, curing, corner, tiring, during, German, thirty, boring, pardon, hero, turner, forty, firing, Mary, herding, storing.

Read your columns.

II. Write in two columns (1) the words in which the vowel in the unstressed syllable gives the sound [i] **and (2) the words in which it gives the sound** [ə]:

began, across, upon, event, alone, depend, suppose, forgive, arrive, refuse, suspect, advice, describe, produce, insist, explore, perform, partake, endure, mistake, forget, regard, require, became, invite, upset, intend, occur, prepare.

Read your columns.

III. Read the following compound nouns:

a summer-house,	a copy-book,	a chimney-sweep,
a summer-cottage,	an overcoat,	a toymaker,
a toy-shop,	a rose-tree,	a school-friend.

IV. Check up the reading of the following words:

American, answer, beautiful, bought, buy, can't, clever, don't, laugh, minute, overcoat, present, rough, thorn, without.

Grammar Exercises (§§ 68—69, 109—111)

I. State [1] **whether the following sentences are simple, compound, or complex** [2] **(§§ 68—69).**

1. Caleb Plummer and his blind daughter live alone in a little wooden house. 2. Their house stands near the toy-shop

[1]) **state** kindlaks määrama

[2]) **'compound, 'complex** rindlause, põimlause

where Mr. Tackleton lives. 3. Bertha does not know that their house is old and ugly. 4. Caleb wanted to make his blind daughter happy, so he did not give her a true picture of their life. 5. She was a happy child, and she is a happy girl. 6. Bertha and her father are sitting at work at a big table. She is making a doll's dress, and he is painting a doll's house. They like to talk when they are working.

II. Give the Estonian for the following connective words [1], and arrange [2] them in two columns — (1) co-ordinating [3] connectives, (2) subordinating [4] connectives (§ 16):

as, where, who, that, when, because, and, which, but, while, if, for.

III. Change the following sentences into indirect speech (§ 109).

Example [5].

"*I need* a new exercise-book," *says Leo.*
Leo *says he needs* a new exercise-book.
"*I shall* give my book to you," *says Annie to Lydia.*
Annie says she will give *her* book to *Lydia.*
"*You were* not at school yesterday," *says Lydia to Annie.*
Lydia says that *Annie was* not at school yesterday.

1. "*We study* French [6], not English," says Alec.
2. "Leo knows where *I live*," says Boris.
3. "*You are* not late," says Leo to Peter.
4. "*I shall* send the box of paints to Fanny," says Mary.
5. "*I don't* know where *you live*," says Peter to Boris.

---

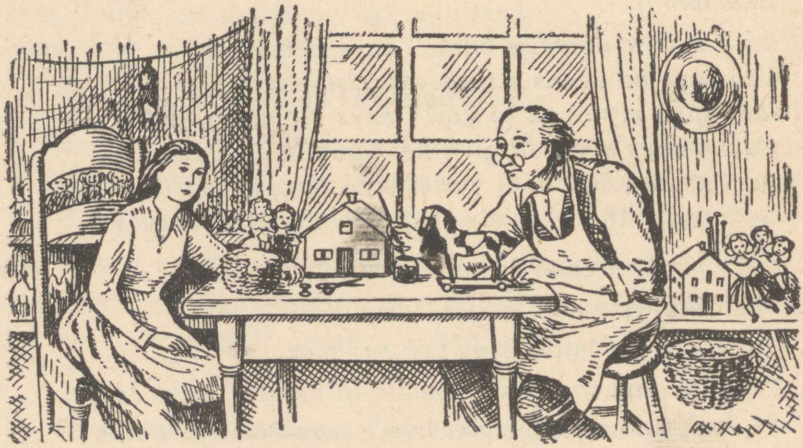
[1]) **con'nective words** siduvad sõnad
[2]) **arrange** [ə'reindʒ] korraldama
[3]) **'co-'ordinating** rinnastav
[4]) **su'bordinating** alistav
[5]) **example** [ig'zɑ:mpl] näide
[6]) **French** prantsuse (keel)

Lexical Exercise

Translate into Estonian:

1. Peter *pretended* to be a dog and made all the children laugh.
2. American football is a very *rough* game.
3. I am *going out* for half an hour. Tell Boris not to go away if he *comes in* before me.
4. Mary sings very well. I think she has a good *voice.*
5. "*As* it's quite warm today, you may go to school without your *overcoat,*" said Mother.
6. Pupils and students always *rise* when the teacher *comes in.*
7. As he understood everything very quickly, people said he was *clever.*

LESSON SEVEN



THE BLIND TOYMAKER

PART TWO

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

"You 'went 'out in the 'rain 'last 'night[2] in your 'beautiful 'new **'overcoat,**"[1] says 'Bertha.[1]

"'Yes,[1] in my 'beautiful 'new 'overcoat,"[1] answers 'Caleb.[1] He 'looks at a 'coat of **'rough** 'sack-cloth[2] that is **'hanging** on the 'wall.[1]

"'How 'glad I 'am[2] that you 'bought it, Father."[1]

"It's 'too 'good a 'coat for 'me,[1] 'that 'bright 'blue 'coat[2] with its 'shining **'buttons.**"[1]

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

'Caleb be'gins to 'sing.[1]

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

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

The 'blind 'girl 'laughs,[2] and **'rises** to her 'feet.[1] Then she 'takes Mr. 'Tackleton's 'hand[2] and **'kisses** it.[1]

"'What is the 'girl 'doing?"[1] asks Mr. 'Tackleton,[1] and **'pulls** his 'hand 'roughly **a'way.**[1]

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

"What does the 'girl 'mean?"[1] asks Mr. 'Tackleton.[1] He 'gives 'Caleb some 'rough **orders**[2] and 'then **'turns** and 'goes a'way[2] with'out a'nother 'word.[1]

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

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

Explanatory Notes

last night eile õhtul
that bright blue coat see eresinine palitu
nothing is too good miski ei ole liig hea
is smiling at me naeratab mulle
the little tree väike puuke
brings forward toob esile
goes without his dinner jääb lõunata
without another word sõnalausumata
he didn't want any thanks ta ei tahtnud tänu
you see näete
the door was shut uks sulgus, oli suletud

Exercises to the Text

I. Read and translate the text orally.

II. Answer the following questions.

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

III. Fill in the blanks with the definite or indefinite article (§§ 75—83).

1. When did ... doctor come, in ... morning or in ... afternoon? 2. Which of these books is ... most interesting? 3. ... legs of ... table were round. 4. There was ... little table near ... window with ... book and ... ink-pot on it. 5. Is this ... house in which Leo and his cousin Olga lived last year? 6. ... oldest son was in ... army at that time. 7. ... mother of these children is ill, and ... pioneer from our school goes to their house every day to help them. 8. ... book you gave me is very interesting.

9. He came back on ... ninth of May. I think that was ... happiest day in my life. 10. "Please come to ... blackboard," said ... teacher. 11. Is he in ... sixth or ... seventh class?

IV. Fill in the blanks with prepositions.

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

V. The text contains one sentence with s o m e, one with a n y and one with n o. Find them and copy them.

VI. Fill in the blanks with s o m e, a n y or n o (§§ 23, 77—80).

1. Why have you ... stockings on your feet? It is too cold yet to go without stockings.
2. "Did you get ... presents for your birthday?" — "Of course, I did."
3. Were there ... of the pupils of our class at the meeting?
4. I want to buy ... apples.
5. We haven't ... butter. Please go and buy ... .
6. "I need ... warm material for a baby's dress," she said.

VII. Copy and translate the following sentences orally. Underline the interrogative pronouns with one line, and the relative pronouns with two lines (§§ 16, 69).

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

TRÜ Raamatukogu

VIII. Put into indirect speech (§ 109).

1. "You went out in the rain last night in your beautiful new overcoat," says Bertha. 2. "It's too good a coat for me, that bright blue coat with its shining buttons," says Caleb. 3. "Nothing is too good for my clever father with his smiling face and black hair," says Bertha. 4. "I hope that you can work too," says Mr. Tackleton. "I don't sing. I have no time to sing. I can't sing when I work." 5. "You don't see how the master is smiling at me," says Caleb in his daughter's ear. 6. "I am thanking you for the tree, the beautiful little tree," answers Bertha. 7. "Mr. Tackleton is my best friend," says Bertha, "He is always very kind to me."

IX. Translate into English.

1. See palitu on liig suur teie väikese venna jaoks. 2. Ta ei ole haige, ta ainult teeskleb haiget. 3. Minu õde tõuseb hommikul alati lõbusa naeratava näoga. 4. Kaaleb jäi sageli ilma lõunata, sest ta tahtis osta kingitust oma pimedale tütrele. 5. "Ma loodan, et te olete alati hea loomade vastu," ütles minu isa. 6. Tal on kuus nööpi palitul. 7. See poiss on väga tark.

X. Write two or three sentences about Bertha, Caleb, and Mr. Tackleton.

XI. Write a few sentences about your parents, using the following words:

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

Read, translate and learn by heart [1]) the poem "The Arrow and the Song." Check up the reading of the following words:

arrow, earth, breathe, heart, friend, poem.

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[1]) **by heart** peast

THE 'ARROW AND THE 'SONG [1]

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

I 'breathed a 'song into the 'air — [1]
It 'fell to 'earth,[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 un'broke; [1]
And the 'song,[2] from be'ginning to 'end,[2]
I 'found a'gain [2] in the 'heart of a 'friend.[1]

Henry Wadsworth Longfellow

LESSON EIGHT

Reading Exercises

I. Read "Rules of Reading" (§§ 10—11).

II. Write in three columns (1) the words in which the vowel in the unstressed syllable gives the sound [i], **(2) the words in which it gives the sound** [ə] **and (3) the words in which it gives no vowel sound:**

wooden, never, city, mountain, cousin, shoulder, freedom, during, simple, over, language, Sunday, desert, forward, able, button, daughter, private, master, sudden, forest, kettle, cotton, berry.

Read your columns.

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[1]) **knew not = did not know**

III. Read "Rules of Reading" (§ 10). Explain the reading of the letters *i, o, a* in the following words:

find	child	high	fight	old	hold
kind	mild	sigh	light	told	fold
bind	wild	sight	tight	sold	older
hind	mild	night	might	bold	folder
mind	wild	right	bright	cold	colder

ball	chalk	strange	pass	ask	last	plant	dance
all	talk	taste	glass	task	past	shan't	chance
tall	walk	lathe	class	mask	fast	can't	France

IV. Write in two columns (1) the words in which the letter *a* gives the sound [ɔ] and (2) the words in which it gives the sound [ɔɪ] (§ 11):

want, warm, squat, wash, walk, watch, quarter, wall, was, what.

Read your columns.

V. Write in two columns (1) the words in which the letter *o* gives the sound [əɪ] and (2) the words in which it gives the sound [ʌ] (§ 11):

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

Read your columns.

VI. Check up the reading of the following words:

already, body, both, bullet, continue, dead, draw, embrasure, ever, explosion, front, grenade, guards, machine, Motherland, move, piece, socialism, soldier, strength, thought, threw, through, throw, towards, victorious, wolf, wound.

Grammar Exercises (§§ 103—104)

I. Copy the following sentences, underlining [1]) the verbs that are in the Past Continuous Tense. Then translate them into Estonian (§§ 103—104).

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[1]) **'under'line** alla kriipsutama

1. At 4 o'clock Lydia was doing her homework.
2. We were living in Tallinn at that time.
3. It was snowing when we were going to school yesterday.
4. Bertha and her father were at work when Mr. Tackleton came in. Bertha was making a doll's dress, and Caleb was painting some wooden bears.
5. We all thought that he was pretending to be ill, but he really [1]) was ill.

II. Translate into English using the Past Tense or the Past Continuous (§§ 96, 103—104).

1. Eile ma kohtasin oma sõpra tänaval. Ta läks kinosse.
2. Lund sadas terve päeva.
3. „Mis sa tegid kell 5?" — „Ma kirjutasin harjutusi."
4. Kui me tulime, istus ta oma laua ääres.
5. Ma panin parajasti oma palitut selga, kui nad mind nägid.

Lexical Exercise

Translate into Estonian.

1. No one spoke; there was *silence* in the room.
2. He was walking *towards* me, but he did not see me because I was on the other *side* of the street.
3. How far can you *throw* this ball?
4. He *raised* his rifle and *fired.* There was a *loud* explosion and the wolf fell dead at his feet.
5. There are many *regiments* in an army.
6. The *fighting* at the Stalingrad front *continued* till the 2nd of February, 1943, when it came to a *victorious* end.
7. Alexander Matrosov gave his life for the *freedom* of our *Motherland.*
8. Socialism is *victorious* in our country.
9. The capitalists are afraid of the *strength* of the U.S.S.R.

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[1]) **really** ['riəli] tõepoolest, tegelikult

ALEXANDER MATROSOV

The Young Communist Alexander Matrosov gave his life for his country. His name is on the roll of his **regiment for ever** — Guards Private Alexsander Matrosov, Hero of the Soviet Union.

In 1942, on Soviet Army Day, Alexander Matrosov's regiment was **attacking** a German strong-point near the Russian village of Chernushki. The Germans were defending it with all their **strength,** and their machine-guns were **firing** hard. The Soviet men could not move forward. **Bullets** were flying all round them. They were firing and **throwing** hand-grenades at the German machine-guns.

Soon only one machine-gun **continued** to fire. Then Alexander Matrosov moved forward and threw a hand-grenade at the embrasure through which it was firing. There was a **loud** explosion and then a **sudden silence.**

With a **shout** our men rose to their feet and ran forward. But the enemy machine-gun came to life again! Our men, who were already quite near the strong-point, **fell** to the ground once more — and many of them were killed and wounded.

Suddenly Alexander Matrosov rose to his feet and ran **towards** the enemy strong-point. The whole regiment could see everything he did. He turned, fell on his left **side** and with all his strength threw his whole body against the embrasure.

The machine-gun stopped.

In a second our men were on their feet. "For our **Motherland!** For Comrade Stalin! For Sasha Matrosov!" the Soviet soldiers shouted.

The Germans could do nothing to **keep** them **back.** In a minute the enemy strong-point was in the hands of the regiment. Ten minutes later, hot **fighting** was going on in the village, and soon the **victorious** regiment **raised** over Chernushki the red flag of the country for whose **freedom** the Young Communist Alexander Matrosov gave his life.

"I am not afraid to die.
It is a great happiness to die for one's people ...
Farewell, comrades ... Stalin will come."

Zoya Kosmodemyanskaya

Explanatory Notes

the Young Communist Kommunistlik noor
the Soviet men nõukogude võitlejad
there was a loud explosion oli (järgnes) vali plahvatus
came to life hakkas jälle töötama, elustus
in a second; in a minute sekundi pärast, minuti pärast
ten minutes later kümme minutit hiljem
to die for one's people surra oma rahva eest

Exercises to the Text

I. Read and translate the text orally.

II. Copy the following prepositions, arranging them in a list [1] with their Estonian translation: for, on, with, at, to, towards, against, over, into, through. Then fill in the blanks in the following sentences with the correct [2] preposition from your list.

1. The apples were falling ... the ground. 2. They were standing ... the wall and talking. 3. It became colder ... evening. 4. The pupils rose ... their feet when their teacher came ... the classroom. 5. There was a sudden explosion and he fell ... his face, but he was up ... his feet again in a second. 6. Zoya Kosmodemyanskaya gave her young life ... her country. 7. On the 10th of April, 1944, Soviet flags again flew ... the city of Odessa. 8. He turned and fired ... the enemy. 9. The machine-gun was firing ... an embrasure ... the German soldiers. 10. Matrosov threw his whole body ... the embrasure ... all his strength.

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[1]) **a list** nimestik
[2]) **cor'rect** õige

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

1. There were forests on both ... of the river.

2. "What is ..... in our classroom?" — "They are showing a film to the second class pupils. It will be over very soon."

3. The aeroplane ... higher and higher.

4. The soldiers ... the Soviet flag over the town of Stalingrad on the 2nd of February, 1943.

5. The hero Meresyev used all his ... to go back to the Soviet side.

6. In October, 1941, the 28 Panfilov heroes ... back the German tanks at the gates of Moscow.

IV. Fill in the blanks with the indefinite article where necessary (§§ 75—80).

When I want to write something, I take ... pen and ... ink. Then I get ... piece [1]) of ... paper. Sometimes I use ... pencil if I cannot find ... pen. But when I want to draw ... picture, I always take ... pencil. It is difficult to draw with ... pen. Some people draw ... pictures very well, but I can't. If I draw ... animal, nobody can say what animal it is, ... dog or ... cat or ... tiger. But I must say that I can write very well with ... pen. When I have ... exercise to do for my teacher, I always write very well.

V. Fill in the blanks in the following sentences with one of the four words (§§ 12, 28).

1. There is ... on the floor; what is it? 2. I'm sure he will be able to do ... for you. 3. Can I do ... to help you? 4. Nobody knew ... about his plans. 5. I'm afraid I can do .... 6. He tried to do ... for her, but he could not do .... 7. He did ... for her, but he could not do ....

VI. Answer the following questions.

1. What did Alexander Matrosov do for his country? 2. When was his regiment attacking a German strong-point? 3. Where was

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[1]) **a piece** [piːs] tükk

this strong-point? 4. Were the Germans defending it with all their strength? 5. Why could the Soviet men not move forward? 6. What were they doing? 7. At what did Matrosov throw a hand-grenade? 8. What happened when he threw the hand-grenade? 9. What did our men do then? 10. Why did our men fall to the ground again? 11. What did Alexander Matrosov do then? 12. How did he throw his whole body against the embrasure? 13. What did the Soviet soldiers shout when they saw that? 14. What did the victorious regiment do at Chernushki?

VII. Retell the story of Alexander Matrosov, Hero of the Soviet Union.

REVISION II

Reading Exercises

I. Make a table like that in § 6 and put the following words in the table:

corner, music, letter, latter, poker, during, perfect, bitter, farmer, button, silent, parents, baby, era, pocket, Peter, story, turner, spiral, dirty.

II. Put the following words in the table as shown [1]:

One-syllable Words		Two-syllable Words	
Type I	Type II	The Stressed Syllable is closed	The Stressed Syllable is open
badge	page	apple	cable

tense, sledge, table, centre, bridge, twelve, ladle, judge, riddle, since, bugle, little, sense, range, pulse, ridge, jungle, solve, cycle, cripple, metre, battle, noble, struggle, change, sickle, pence, plunge, cage, candle, bottle, rifle, fence, twinkle, title, rage.

[1]) **as shown** [ʃoun] nagu näidatud

III. Write in three columns (1) the words in which the vowel in the unstressed syllable gives the sound [i], **(2) the words in which it gives the sound** [ə] **and the words in which it gives no vowel sound:**

sofa, simple, taking, story, human, era, desert, button, stopping, rifle, forward, person, during, dirty, riddle, doctor, number, liking.

Read your columns.

IV. Write in three columns (1) the words in which the letter *a* gives the sound [ɑ:], **(2) the words in which it gives the sound** [ɔ:] **and (3) the words in which it gives the sound** [ei]:

last, bath, small, haste, salt, father, lath, bathe, talk, past, change, faster, chalk, master, taste, after, lathe, stranger, walk, paste, danger, fast, tall.

Read your columns.

V. Read and translate the text "Winter." Write the following words in alphabetical order and check up their reading:

month, terrible, usual, scientist, radio-operator, cover, Ukrainian, valley, real, weather, orange, tangerine, gather, machine, mechanic, regularly, examination, forget, memorial, really.

WINTER

The winter months are December, January, and February. In the far North of our great country, the sun does not rise at all, and snow and ice cover land and sea. The frosts and the snowstorms are terrible; yet life goes on as usual. Scientists, radio-operators, hunters, all are working for their Soviet country. They are not afraid of the cold.

Soft white snow covers the Ukrainian steppes. The young winter wheat is quite warm under it. Winter is short in the Ukraine; the sun often shines and there is little wind.

In the valleys of the Caucasus there is no real winter weather, but snow covers the mountains. There are terrible snow-storms in the mountains, but in the valleys only warm rain falls. The oranges and tangerines hang yellow on the trees. The collective farmers gather them at the beginning of winter and send them to the towns and cities.



The people who live near the Black Sea do not often see snow, and there is no ice on the Black Sea. Large and small steamers with red Soviet flags come and go all year round. Work at the Black Sea ports goes on night and day, in winter as well as at the other seasons.

In winter the collective farmers plan their work for the spring. At the machine and tractor stations the mechanics are working very hard. Every tractor and every machine must be ready before spring comes, and sometimes spring comes earlier than usual.

Winter is the time when schoolchildren and students must work as much as they can at their studies. The boy or girl who studies regularly and well in the winter will not find the summer examinations difficult.

Many important dates in the Soviet calendar fall on winter. We will never forget the 1st of December, 1934, when enemies of the people killed Sergei Mironovich Kirov.

The 5th of December is a very important Soviet holiday — Stalin Constitution Day. The rights and duties of the free Soviet peoples are written down in the Stalin Constitution, which became law in 1936.

The 21st of December is the birthday of our great leader, Joseph Vissarionovich Stalin. Comrade Stalin was born in 1879.

The 22nd of January is not a working-day in the U.S.S.R. It is Lenin Memorial Day. We remember Lenin and we remember Stalin's words: "Remember, love and study Lenin, our teacher and leader."

New Year comes in the middle of winter. In our Soviet country New Year's Day is a really happy day. Every man and woman, every boy and girl looks forward to a New Year full of new tasks and new victories.

We greet our friends on New Year's Day; we say to them: "A happy New Year!" And they answer: "The same to you."

Explanatory Notes

all year round aasta ringi, kogu aasta
in winter as well as ... nii talvel kui
are written down on üles kirjutatud
looks forward ootab meeleldi

Grammar Exercises

I. Arrange the following words so as to make two correct English sentences out of each group, each with a different meaning (§§ 44—49).

Example. Leo, home, Olga, before, came.
(1) Leo came home before Olga.
(2) Olga came home before Leo.

1. The sun, the wind, to, talked, one day.
2. Stronger, the boy, the girl, than, was.
3. The boy, at once, you, to, speak, must.
4. Their copy-books, yesterday, the pupils, the teacher, gave.

II. Arrange the following words so as to make correct sentences (statements or commands)[1] (§§ 51—53).

1. Olga's, yesterday afternoon, I, at, cousin, met, the skating-rink. 2. Too, he, now, is, to speak, you, to, tired. 3. Two, the street, were, friends, along, walking, the, together. 4. For, today, don't, school, late, be, again. 5. In, come, half an hour, back. 6. Glad, am, see, I, you, to.

III. Arrange the following words so as to make correct sentences (questions, general or special) [2] (§§ 55—58).

1. These, where, did, cakes, you, nice, buy. 2. Home, tomorrow, evening, will, at, you, be. 3. Old, you, how, are. 4. My, who, sister's, found, pen. 5. About, yesterday, you, that, did, speak. 6. No, copy-book, why, there, name, is, on, this. 7. To, yesterday, Annie, you, speak, that, about, did. 8. This, is, without, copy-book, whose, a, name.

IV. Analyse the following sentences.

1. Who told you that?
2. The girls are tall.
3. Do you sing?
4. Why did he plant the trees here?
5. Where is my coat?

V. Fill in the blanks with s o m e, a n y, n o, o f, t h e or leave them empty [3], according to the Estonian (§§ 23, 80, 82).

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[1]) **statements or commands** [kə'mɑ:ndz] jutustavad või käsklaused
[2]) **general** ['dʒenərl] **or special** ['speʃl] üld- või eri(küsimused)
[3]) **leave them empty** jätke nad tühjaks

1. Supp (üldse) sisaldab palju vett.
   ... soup contains much water.
2. Supp on valmis.
   ... soup is ready.
3. Mis on selle tütarlapse nimi?
   What is the name ... this girl?
4. Andke mulle suppi.
   Give me ... soup.
5. Siin ei ole seepi.
   There is ... soap here.
6. Seep on riiulil.
   ... soap is on the shelf.
7. Ulata mulle või, palun.
   Pass me ... butter, please.
8. Anna talle võid.
   Give him ... butter.
9. Selles klaasis ei ole piima.
   There is ... milk in this glass.
10. Ma ei taha võid.
    I don't want ... butter.
11. Kõigepealt peame kuumendama vett.
    First of all we must heat ... water.
12. Kõigepealt peame kuumendama vee.
    First of all we must heat ... water.
13. Vesi on eluks vajalik.
    ... water is necessary for life.
14. Mulle ei meeldi selle seebi värv.
    I don't like the colour ... this soap.
15. Kas teil on karboolseepi?
    Have you ... carbolic soap?

VI. Put one line under the words used in the meaning of the indefinite article and two lines under the definite article and those words that are used in the meaning of the definite article. Then carefully translate the sentences into Estonian (§§ 75—83).

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

VII. Fill in the blanks with anyone, someone, no one, everyone (§§ 12, 28).

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

VIII. Fill in the blanks with somewhere, anywhere and everywhere (§ 12).

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

IX. Translate into English (Pay attention[3]) to the words some, any, no, somebody, nobody, somewhere, anywhere, everything) (§§ 12, 23, 28).

1. Kas teil on maja taga viljapuid? 2. Keegi ei teadnud, kust leida palli. 3. Tänan, mul on kõik, mis ma vajan. 4. Tädi andis mulle aiast õunu. 5. Te leiate oma sulepea kuskil oma toas. 6. Ma ei näinud seal ühtki, keda ma tunnen. 7. Mul ei ole aega oodata. 8. Ma ei näinud teda kuskil. 9. Te vajate kedagi, kes teid võiks aidata. 10. Ma ei teadnud sellest midagi.

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[1]) **among** [ə'mʌŋ] hulgas
[2]) **keep** hoida
[3]) **pay at'tention** pange tähele

X. Fill in the blanks with the correct tense (Past or Past Continuous) of the verbs in the margin (§§ 96, 103—104).

1. She ... in while I ... my homework.	come, do
2. I ... among my books, but I ... find the one I	look, not + can want
3. I ... your mother when I ... to school, but she ... me.	meet, go not + see
4. They ... through the forest at 8 o'clock in the evening.	go
5. At that time we ... in the river near the camp.	bathe
6. ... Leo ... to school when you ... him?	go, meet

XI. Fill in the blanks with the correct tense (Present, Present Continuous, Future) of the verbs in the margin (§§ 96, 97—98, 100—102).

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

LESSON NINE

Reading Exercises

I. Read "Rules of Reading" §§ 12—14 and explain the reading of many-syllable words.

II. Read the following many-syllable words:

A.	ˌunder'stand	ˌintro'duce	ˌcorre'spond	ˌuni'versity
	ˌunder'take	ˌinter'rupt	ˌcontra'dict	ˌanny'versary
B.	re'member	Sep'tember	col'lective	con'tinue
	No'vember	De'cember	con'nective	i'magine

C. animal	victory	yesterday	cardinal	numeral
capital	family	Saturday	circular	musical
mineral	enemy	holiday	article	unity

III. Write the following words in alphabetical order and check up their reading:

put, special, row, angry, especially, coloured, Russia, peasant, piece, Houghton, owner, taught.

Grammar Exercises (§§ 109—110)

I. Put into indirect speech using the verbs in brackets [1]) in the present tense (§§ 109—110).

Example [2]). "*Bring me my* box of paints, please, Lydia," says Annie. *(ask)*

Annie *asks* Lydia *to bring her her* box of paints.

"*Don't open* the door, please, Boris," says the teacher. *(tell)*

The teacher *tells* Boris *not to open* the door.

1. "*Take* a chair," says Father to the man. *(ask)*
2. "*Bring* some apples home with *you*," says Mother to Father. *(ask)*
3. "*Don't move*," the doctor says to me. *(tell)*
4. "Please *give me* some bread for *my* bird, Mother," says Leo. *(ask)*
5. "*Go and feed* [3]) the hens, Mary," says Mother. *(tell)*

II. Put into direct speech, paying special attention to the italicized [4]) parts of the sentences (§§ 109—111).

Example. Leo asks *Peter* what *he is* doing.

"What *are you doing, Peter?*" asks Leo.

The teacher asks *us* where *we spent* the summer.

"Where *did you spend* the summer, *boys?*" the teacher asks *us.*

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[1]) **brackets** sulud
[2]) **example** [ig'za:mpl] näide
[3]) **feed** toitma
[4]) **italicized** [i'tælisaizd] kursiivkirjas

1. Leo asks his cousin when *she can* come to see *them.*
2. Fanny has some flowers and asks her mother where she *will put* them.
3. Peter asks Leo at what time *they finish* lessons on Fridays.
4. Boris asks Peter what book *he got* from Leo's father.
5. I ask *you* why *you didn't* spend last Sunday with *me.*

III. Put into indirect speech with the verb s a y in the past tense. Pay attention to the rule of Sequence of Tenses [1]) (§§ 112).

Example. "*I am* going to school," said the boy.
The boy said *he was* going to school.

1. "*I like your* book very much," Mike said to Boris.
2. "Leo *studies* music," said Boris.
3. "*I can't* swim," said Peter.
4. "*I don't* want to dance," said Jane.
5. "Fanny *doesn't* know anything about *our* plan yet," said Annie.

Lexical Exercise

Translate into Estonian:

1. The little *boat sailed* before the wind.
2. "I sit in the *row* of desks near the window, and Peter sits in the row near the door," Boris *explained* to his mother.
3. Mother was *angry.* "Where did you put your stockings? Why can't you *find* them?" she said.
4. The little boy *watched* his brother for a short time, then he said, "Leo, please make me a picture like that."
5. This is *such* an interesting story, you must read it.
6. Work in the *cotton-mills* of America is very hard, *especially* for the *coloured* workers.
7. The capitalists *exploit* the workers.
8. The Communist Party helped the workers of Russia to *unite* with the *peasants.*
9. *Friendship* between people in a Socialist country is higher and truer than in a capitalist country.

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[1]) **sequence** ['si:kwəns] **of tenses** aegade järjestus

WHITE AND BLACK

PART ONE

The **mill-owners** in the United States exploit the workers and **especially** the Negro workers. They **teach** the white people to hate the **coloured** workers.

"The white workers and the coloured workers must not **unite** against us. Let them hate each other," say the mill-owners.

Here is how they teach white and coloured people to hate each other.

Myrtle and Charlie, Billy and Sam were American children. They lived in the same town and their fathers worked at the same **cottonmill;** but they did not know each other, for Myrtle and Charlie's father was black and Billy and Sam's was white.

One day when Billy and Sam were playing by the river, they met Myrtle and Charlie there. They **watched** the two black children for a short time, and then all four began to play together. They had a very good time, and after that played together at the river every day. They **found** small **pieces** of wood, made **boats** and **sailed** them on the river. They became very good friends, but nobody knew about their **friendship.**

On Sundays Billy and Sam went to Sunday school. One Sunday Miss Houghton, the teacher, began to talk to the children about love.

"All men must love each other," she said. "All men are brothers. The mill-owners are the big brothers of the workers."

"Miss Houghton, are black and white people brothers too?" Billy asked suddenly.

"Of course not! That is ... Billy, why do you ask **such** a question?"

"Well," said Billy, "I don't know. I just ..."

Sam tried to **explain.** "You see, Charlie and Myrtle are coloured..."

"Who are Charlie and Myrtle?" asked Miss Houghton.

"They live in Black **Row.** Their father and mother work at the **mill.** We play together at the river."

Miss Houghton was very **angry.** She said a lot about white people and the place of black people that Billy and Sam could not understand because they were too small. But they understood quite well that Miss Houghton hated Negroes, and they knew that she was very angry with them because they played with Negro children.

(To be continued)

Explanatory Notes

the coloured workers värvilised töölised
let them hate las nad vihkavad, vihaku!
for a short time natuke aega (lühikest aega)
here is how vaat' kuidas
they had a very good time nad veetsid aega lõbusasti
the four children neli last
they became very good friends nad said väga headeks sõpradeks
Sunday school pühapäevakool
that is ... see on (siin väljendab õpetaja raskust väljendada oma mõtteid)
why do you ask such a question? miks te esitate niisuguse küsimuse?
I just ... ma ainult ...
Black Row Must rida (tänava nimetus)
said a lot rääkis väga palju

Exercises to the Text

I. Read and translate the text orally.

II. In the last paragraph [1]) of the text there are two examples of sequence of tenses. Copy them, then write them in direct speech. You will have the exact words of what Billy and Sam said to each other after Sunday school (§ 112).

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

1. Leo ... why he couldn't do his homework. 2. It is ... interesting to study a book at school when you know it already.

---

[1]) **a paragraph** ['pærəgrɑ:f] lõik, trükijärk

3. "Who is the ... of this pencil-box? I ... it in my desk," said Alec. 4. "Do you know how I taught my little brother to ski? I just told him to ... me and do everything I did. He learned to ski very quickly." 5. "Look at the hole in my dress, Mother! Can you give me a ... of brown material for it?"

6. Our teacher asked me why I got only threes, when Mike got fives. I ... to her that Mike was ... a clever boy that he always got fives. Then she said that he was not an ... clever boy, and that he got fives when I got threes because he worked more than I. That made me so ... that I became red. You see I knew that she was right. But I won't have any more threes, I'm sure of that.

IV. Fill in the blanks with the definite article where necessary [1]) (§§ 81—83).

... U.S.S.R. is a very large country. ... Siberia, ... Byelorussia, ... Kazakhstan, ... Ukraine and ... Crimea are all parts of our country. There are some very big rivers in ... Soviet Union, for example ... Volga, ... Ob, and ... Lena. There are some seas near our country, for example ... White Sea and ... Black Sea. ... Odessa in ... Ukraine and Sevastopol in ... Crimea are on ... Black Sea.

V. Answer the following questions:

1. Which workers do the mill-owners of the United States exploit especially? 2. What do they teach the white workers to do? 3. What do the mill-owners say the white workers and the coloured workers must not do? 4. Where did the children's fathers work? 5. Why did they not know each other? 6. Where were Billy and Sam playing when they met Myrtle and Charlie? 7. How did they play together? 8. Did they become good friends? 9. Where did Billy and Sam go on Sundays? 10. What did Miss Houghton, their teacher, say one Sunday? 11. What question did Billy ask? Who explained to Miss Houghton why Billy

[1]) **necessary** ['nesisri] vajalik

asked the question? 12. What did Sam explain? 13. What did Billy and Sam understand from Miss Houghton's words? 14. Did they know why she was angry with them?

Retell Part I of the story.

Read and translate "Eliza Runs Away with Harry." Check up the reading of the following words:

cabin, Eliza, enough, Haley, husband, money, owe, Southern, Stowe.

ELIZA RUNS AWAY WITH HARRY

From "Uncle Tom's Cabin"

by *Harriet Beecher Stowe*

Mr. Shelby was the owner of a big plantation in the Southern States of America. He was very careless with his money and borrowed large sums from other people. He owed a very large sum of money to a man whose name was Haley. He hoped to pay it back to him some day, but that day never came. At last Haley said to him: "If you don't pay what you owe me, I will take your house and lands and sell them." So Mr. Shelby sold everything he could, but still there was not enough money. At last he had to agree to sell Mr. Haley a slave whose name was Tom, and a little slave boy whose name was Harry. Harry was the son of Eliza, a slave who helped Mrs. Shelby.

It so happened that Eliza found out what Mr. Shelby was going to do. Eliza loved her little boy very much, and when she heard this, she turned pale and cold with fear.

Now, Eliza's husband, George, belonged to another man. George's master was a very cruel man and beat George so terribly that the poor slave decided to run away. Eliza knew all this, so when she heard what Mr. Shelby was going to do with her little Harry, she decided to run away too.

She took a piece of paper and a pencil and wrote quickly:

"Oh, missis, dear missis. I know what Master is going to do tonight. I am going to try to save my boy."

Then she went to wake Harry. The child began to cry, but Eliza said to him:

"A bad man is coming to take little Harry away from his mother. But Mother won't let him. She is going to run away with her little Harry."

This stopped the boy's crying, and Eliza was able to dress him quickly. Then she took him in her arms and went out into the cold night. She felt very sad and unhappy, but she was ready to do anything to save her son.

(To be continued)

Explanatory Notes

some day ühel päeval, kunagi
he had to agree ta pidi nõustuma
was going to do kavatses teha
she turned pale and cold with fear ta kahvatus ja kangestus hirmust
missis (kõnekeele vorm sõnast **mistress**) proua, perenaine
to'night täna õhtul
a bad man is coming to take ... halb mees tahab tulla ja viia ...
won't let him ei lase teda (viia ära)
crying nutt, nuttev
do anything to ... teha kõik (ükskõik mis), et ...

LESSON TEN

Reading Exercises

I. Read "Rules of Reading" §§ 12—14.

II. Read the following three-syllable words. Pay attention to the stressed syllable:

factory	hospital	lexical	victory	numeral
family	colony	definite	mineral	musical
article	corporal	personal	circular	nursery

III. Read the following words. Pay attention to the last unstressed syllable:

communist, cinema, elephant, opposite, calendar, syllable, difficult, possible, different, enemy, terrible, harvesting, regiment, officer, adjective, regular, happily.

Write in three columns (1) the words in which the vowel in the last unstressed syllable gives the sound [ə], (2) the words in which it gives the sound [i] and (3) the words in which it gives no vowel sound.

IV. Write the following words in alphabetical order and check up their reading:

slow, everyone, caught, forget, money, almost, cow, hatred.

Grammar Exercises (§§ 4, 119)

I. Translate the following imperative sentences into Estonian (§ 119).

1. Look at these slogans; let us make some like them.
2. Give Alec a piece of bread and butter.
3. Let's not wait for Leo any more; let's go without him.
4. Don't leave[1]) the door open, Mike.
5. Let Peter throw the ball next[2]); it's his turn.
6. Don't be so slow! We shall be late.
7. Let them all come in together.
8. "Be quick! I am waiting," said Mother.

II. Translate the following sentences into Estonian (§ 4).

1. "I need some coloured pencils. Have you any old *ones* that you don't need?" — "You can have these short *ones*; I need my other *ones* today."

2. Is this a green book or a blue *one*? They are both the same to me in the electric light.

---

[1]) **leave** jätma

[2]) **next** järgmisena

3. The room was a pleasant *one*.

4. My mother gave my old coat to my little sister and bought me a new *one*.

III. Complete [1]) the following sentences using the pronoun one or ones with an adjective (§ 4).

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

IV. Change the following sentences into Indirect Speech. Pay attention to the rule of Sequence of Tenses (§ 112).

Example. "Why *do you* not take your overcoat off, Peter? *It's* not cold," said Michael.

Michael asked Peter why *he did* not take is overcoat off.

He said *it was* not cold.

1. "Who *wants* to go to the Museum of the Revolution?" asked Nick. "Everyone *wants* to go," answered Boris. "When *can we* go?"

2. "When *does* your mother usually come home from work, Peter?" asked the teacher.

3. "When *does* the sun rise in March?" asked Mike.

4. "How *can you* go there if *you don't* know the way?" Mike asked Nick.

Lexical Exercise

Translate into Estonian:

1. The boy *caught* three birds in the woods.

2. Don't *forget* to buy those books. How much *money* will you need?

3. "What's the time?" "It's *almost* eight; we still have *plenty* of time.

---

[1]) **complete** [kəm'pliːt] lõpetama

4. There are millions of *cows* and sheep on the collective farms of the Soviet Union.

5. The owners of *slaves* were often very cruel. They *beat* their *unhappy* slaves to make them work harder.

6. In the United States today *race hatred* is very strong.

7. In capitalist countries there are *plenty of* people who have no work and no money.

8. You *may* wait for him of course, but I tell you that he *may* not be here till after six o'clock.

9. He was playing in the garden half an hour *ago*. I don't know where he is now.

LESSON TEN

WHITE AND BLACK

PART TWO

After Sunday school Miss Houghton went to the boys' mother. She talked to her for a long time. Then their mother was angry with them too, and their father **beat** them.

For a long time Billy and Sam did not go to the river to play.

Myrtle and Charlie **looked for** their little friends every day. They were very **unhappy.** Myrtle asked every day why Billy and Sam did not come.

"They may be ill," said Charlie. "Some children are ill now with typhus."

"They may be dead," said Myrtle.

"Let's go and ask," Charlie. "I know where they live."

They went to the boys' home and **knocked** at the back door. The boys' mother opened it.

"Please, are Billy and Sam ill or dead?" they asked.

"No!" she shouted. "And if I catch you little niggers here again, I'll beat the life out of you! Don't you **forget** it!"

Charlie and Myrtle told the story to their father.

"There, there, my little ones," he said. "Don't cry about it.

You have **plenty** of good friends in Black Row. It's best not to play with those white children."

"But why, Pappy?" asked Charlie.

"**Almost** all white people hate us because we're black."

"But why? Did we do anything to them?"

"Nothing, my child, nothing. They did us wrong. A long time **ago** they **stole** us and made us **slaves.** They **sold** us for **money** like **cows** and sheep. I think they are afraid of us and that's why they hate us."

So that is how Charlie and Myrtle, like Sam and Billy, had their first lesson in **race hatred.**

People of different races can live and work happily together in our country, because our country is a Socialist country.

Explanatory Notes

for a long time kaua aega
were very unhappy olid väga õnnetud (omadussõna *unhappy* on tuletatud omadussõnast *happy* õnnelik; eelsilp **un-** väljendab eitust)
the back door tagauks, köögiuks
little niggers väikesed neegrid (põlgusvarjundiga)
I'll beat the life out of you ma peksan teid surnuks
there, there, my little ones nonoh, lapsukesed
that is how vaat' kuidas
had their first lesson said oma esimese õppetunni

Exercises to the Text

I. Read and translate the text orally.

II. Give the past tense of the following verbs:
think, teach, know, catch, beat, forget, tell, steal, sell.

III. Copy the following sentences, then translate them into Estonian, writing the Estonian below [1]) the English. Then underline the preposition used in English and the case ending used in Estonian.

---

[1]) **below** [bi'lou] alla

1. He knocked at the door. 2. Don't be afraid; the doctor won't do anything to you. 3. She is talking to my mother. 4. He was angry with his daughter. 5. My sister works at a cotton-mill. 6. The children were playing by the river. 7. He was sailing a little boat on the river. 8. Alec watched his brother for a short time, and then went out into the garden.

IV. Make the subject [1]) of the following sentences plural and make all the other necessary changes (§§ 6, 24, 29).

1. This part of the house is wooden. 2. This book on the table is Russian, but that in the bookcase is English.

V. Fill in t h i s, t h a t, t h e s e or t h o s e (§§ 6, 24, 29).

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

VI. Answer the following questions.

1. What did Miss Houghton do after Sunday school? 2. Did Sam and Billy's father beat them because they played with Negro children? 3. Why were Charlie and Myrtle unhappy? 4. What did they decide to do? 5. What did they say to the white children's mother? 6. What did the children's mother say to Charlie and Myrtle? 7. Why didn't she let Sam and Billy play with the Negro children? 8. What did Charlie and Myrtle's father tell them not to do? 9. Could they understand why he said that? 10. How did he explain why almost all white people in America hated black people? 11. Why can people of different races live and work happily together in our country?

VII. Retell the whole story of these white and black American children.

Read and translate "Eliza Runs Away with Harry." Check up the reading of the following words:

blood, laugh, minute, once, shoe, towards.

---

[1]) **subject** ['sʌbdʒikt] alus

(Continued)

Mr. Haley was terribly angry when he heard the news of Eliza's escape. Mr. Shelby was angry, too, for Haley said to him: "You told the girl to run away, Shelby, because you didn't want to sell the boy."

So Mr. Shelby had to tell two of his men, Sam and Andy, to help Mr. Haley to find Eliza. Sam and Andy wanted to give Eliza more time to get away, so they frightened the horses and then took a long time to catch them. Then Sam led them by a wrong road, so the sun was almost setting when they arrived at the village where Haley hoped to find Eliza.

All night and all day Eliza walked on. She stopped only a few minutes in the middle of the day to buy some dinner at a farm house. At last, when the sun was almost setting, she arrived at a village on the banks of the Ohio River.

"If only I can get across that river," Eliza said to herself, "we shall be safe."

"Is there a boat that carries people across the river now?" she asked a woman in the kitchen of a little inn.

"No, indeed! There are no boats now. The river is full of great pieces of ice."

Eliza looked very sad when she heard this, and the woman was sorry for her. Harry, too, was tired and began to cry.

"Here, take him into this room," said the woman kindly. Eliza put the child on the bed and he fell asleep at once.

Eliza went to the window and looked at the river with its great pieces of floating ice. "How can I cross it?" she said again and again.

Suddenly she heard a shout. She looked up and saw Sam. Haley and Andy were a little behind and could not see her.

It was a terrible moment for Eliza. There was no time to think. The room she was in had a door which opened to the river. So she picked up the child and ran towards the river. Haley saw her. He jumped off his horse, called loudly to Sam

and Andy and ran after her. In a moment Eliza was at the edge of the river.

On they came behind her. With one wild cry she jumped right over the water at the edge and on to a great floating piece of ice. It was a terrible jump! Haley, Sam and Andy cried out in horror. But she did not stay on that piece of ice for a moment. With wild cries she jumped to another and still another. She fell, but rose again and jumped on to another piece of ice and still another.

She lost her shoes, and the ice cut her feet. Blood marked every step she made. But she knew nothing till at last she reached the other side. There a man helped her to climb up the bank.

Haley was terribly angry. Sam and Andy laughed and laughed for joy. Haley tried to beat them, but they were too quick for him. They jumped on to their horses and galloped home.

Explanatory Notes

they ... took a long time to catch them nad vajasid palju aega nende (hobuste) kinnipüüdmiseks
by a wrong road vale teed
walked on kõndisid edasi
at a farm house mingisuguses talundis
the Ohio [ou'haiou] **River** Ohio jõgi
no, indeed! ei, ei! tõepoolest mitte
a piece of ice jääkamakas, -tükk
looked very sad jäi väga kurvaks, näis kurb
on they came behind her tulid talle järele, jälitasid
right over the water otse üle vee
not ... for a moment mitte üheks hetkekski
they were too quick for him nad olid liig väledad tema jaoks (ta ei saanud neid kätte)

Eliza võis olla väljaspool hädaohtu ainult siis, kui ta jõudis Kanadasse, kus teda ei ähvardanud seadus peremeeste juurest põgenenud orjade tagasiandmise kohta. Aga ta teadis, et teisel pool Ohio jõge ta kohtab inimesi, kes olid neegrite orjuse vastu ja kes aitasid neid varjata jälitajate eest.

Reading Exercises

I. Read the following words ending in -i o n :

ˌdemonˈstration	transˈlation	ˌexpeˈdition	ˌrevoˈlution
ˌconverˈsation	dicˈtation	poˈsition	ˌconstiˈtution
eˌxamiˈnation	planˈtation	conˈdition	

II. Write in two columns (1) the words in which the first unstressed syllable gives the sound [ə] and (2) the words in which it gives the sound [i]:

became, escape, defend, attack, forget, before, invite, alone, decide, correct, explain, began, along, behind.

Read your columns.

III. Write the following words in alphabetical order and check up their reading:

copy, eye, ever, never, anyone, done, finish, Alexander, aunt, whether, listen, pleasure, Michael, oh, escalator, enough, shoe, cousin.

Grammar Exercises (§§ 36, 105—107)

I. Copy the following story, then underline the past tense with one line and the present perfect tense with two lines. Explain why the past tense is used in some cases [1]) and the present perfect in others (§§ 105—107).

A LESSON

Once I knew a boy who always said, "I dont't believe[2]) in anything I have not seen with my own eyes."

One day I asked him, "Have you ever been to France?"

"No," he answered, "I have never been there."

"Do you believe there is such a country as France?"

---

[1]) **cases** ['keisiz] juhtumid

[2]) **believe** [bi'li:v] uskuma

"Yes," said he, "I have never seen it, but I know others who have been there and seen it."

"Then I understand that you don't believe in anything that you or others have not seen?"

"Yes, that's right," said the boy.

"Have you seen your own brains?" [1])

"Of course not."

"Do you know anyone who has seen them?"

"No, I don't."

"Then do you think you have any?"

The boy saw how silly [2]) he was.

II. Give the 1st and 3rd persons singular Present Perfect of the following verbs (§§ 36, 105—107):

be, see, say, go, tell, leave, take, get, do, know, think, give, have, live.

III. Make the following sentences negative, interrogative, and negative-intenrrogative (§§ 105—107).

1. I have read this book. 2. He has done the exercises. 3. You have been there. 4. She has seen the new picture at the cinema. 5. They have washed their hands. 6. We have finished our homework.

Lexical Exercise

Translate the following sentences into Estonian.

1. Have you seen this *photo* of Fanny? It is very like her.
2. His name is Alexander, Alec *for short.*
3. There is much *traffic* on the *main* streets of a large city.
4. Ask your *aunt whether* it is time to go to the station yet.
5. If you *plan* your holidays, you will have plenty of time for everthing you want to do.
6. Have you my coloured pencils? I don't *remember whether* I gave them to you or to Leo.
7. Please be *careful* with those plates; don't let them fall.

---

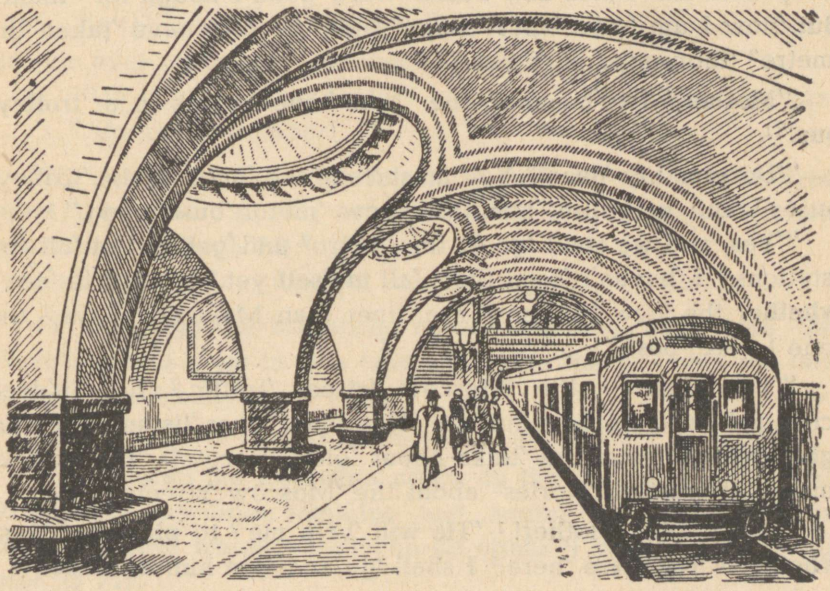
[1]) **brains** ajud (aga ka vaimsed võimed)

[2]) **silly** rumal

'HAVE YOU 'BEEN TO 'MOSCOW?[2]

'Annie Laar has an 'uncle[2] who 'lives in 'Tula.[1] He has a 'wife,[2] 'Annie's **'Aunt** 'Mary,[2] and 'two **'sons,**[2] 'Michael and 'Richard,[1] 'Mike and 'Dick for 'short.[1]

'One 'day in De'cember,[2] 'Annie's 'mother 'said:[1]



"'Annie,[1] I have **'just** 'written a **'letter** to 'Tula.[1] I have 'asked 'Mike and 'Dick[2] to 'come to 'Moscow[2] for the 'holidays.[1] They have 'never 'been here, you know."[1]

"'Oh,[1] 'Mother,[1] 'have you?" said 'Annie.[2] "'That "will be 'nice.[1] I 'haven't 'seen them,[2] but I 'like their **'photos.**[1] I 'think they are 'nice 'boys.[1] I shall 'show them 'Moscow.[1] 'Will you 'let us 'go 'out a'lone, Mother?"[2]

"'Yes, **dear.**[1] They are 'good 'boys, I think,[2] and will be **'careful** in the 'streets.[1] The 'Moscow 'street **'traffic**[2] has 'grown very 'much 'these 'last 'few 'years.[1] 'People who have 'never 'been to 'Moscow[2] are 'even a'fraid to **'cross** the **'main** 'streets.[1] And 'have you 'seen[2] how they **'jump** 'on and 'off the 'escalators[2] in the 'metro **'stations?**[2] You 'don't **re'member**[2] how 'we 'Moscow 'people[2] were 'almost a'fraid of the 'metro[2] when it 'first 'opened[2] in '19'3'5;[1] you were 'too 'small.[1] But I 'know some 'people[2] who 'said they did 'not 'want[2] to 'go in the 'underground 'trains.[1] They 'said the 'trams and 'buses[2] were 'good **e'nough** for "them.[1] But 'now I am 'sure[2] that 'those 'same 'people[2] have 'taken the 'metro[2] 'thousands of 'times."[1]

"'Mother,[1] I re'member the 'first 'time[2] I was in a **'trolley-bus."**[1]

"'Do you, my 'dear?[2] You must 'take the 'boys in the 'trolley-buses [1] and in 'those 'beautiful 'new 'motor-'buses 'too." [1]

"'Yes, and we shall 'go in the 'metro[2] and **'get 'out** at 'all the 'stations.[1] I 'haven't 'seen them 'all **my'self** yet.[2] I 'want to 'see [2] **whether** the 'new 'stations[2] are 'finer than Maya'kovskaya,[1] the 'one I 'like 'best."[1]

"'Yes, Annie,[1] the 'Moscow 'street 'traffic [2] has in'deed 'changed **since** the Revo'lution![1] 'Have you 'ever **'listened** to your **'grandfather**[2] when he 'talks about 'old 'Moscow?[2] He 'knows 'many 'interesting 'stories[2] about the 'Moscow 'streets!"[1]

"'Yes.[1] 'Oh,[1] 'Mother! [1] "He will 'help me [2] to **'plan** our 'days[2] when the 'boys are 'here.[1] I shall 'go and 'see him **at 'once."**[1]

Explanatory Notes

Mike and Dick for short Mike ja Dick lühemalt (s. t. hüüd- või hellitusnimena)
Oh, Mother, have you? Kas tõesti, ema?
will you let us go out alone? kas sa lubad meid minna välja üksi?
Moscow people moskvalased
do you, my dear? kas tõesti (mäletad), kallis?
I shall go and see him ma lähen teda vaatama

Exercises to the Text

I. Read the text and write the translation of it.

II. Fill in the blanks with the correct antonyms.

1. The elephant is a very ... animal, and the cat is a ... one. (*small, large*)

2. Lions ... eat potatoes, but pigs ... do. (*never, always*)

3. There is air ... round our earth. (*everywhere, nowhere*)

4. Take your ... shoes off, Dick, and put ... ones on. (*dry, wet*)

5. At the end of March there is no snow on the ..., but it lies for ever on the .... (*mountains, plains*)

6. "Do you ... when Lydia's birthday is?" — "No, I'm sorry I ...." (*forget, remember*)

III. Arrange [1] the following nouns and the verbs that correspond [2] to them in two columns. Give the Estonian for both nouns and verbs (§ 74):

plan, shout, love, teacher, student, hatred, exploiter.

IV. Arrange the following nouns and the adjectives that correspond to them in two columns. Give the Estonian for both nouns and adjectives:

care, wood, wind, victory, strength, freedom.

V. Arrange the following nouns in three columns according to gender: masculine, feminine and neuter [3]. Make a special list [4] of those words which can be either [5] masculine or feminine (§ 71):

son, slave, daughter, sister, station, aunt, wife, uncle, photo, grandfather, cousin, owner, teacher, cow, boat, escalator, plan, Russian, pupil, plant, Englishman.

---

[1]) **arrange** [ə'reindʒ] korraldama

[2]) **correspond** [ˌkɔris'pɔnd] vastama, vastav olema

[3]) **gender: masculine, feminine and neuter** ['njuːtə] sugu: mees-, nais- ja asjasugu

[4]) **a special** ['speʃl] **list** erinimekiri, -loetelu

[5]) **either** ['aiðə] ... **or** ... kas ... või ...

VI. Answer the following questions:

1. Why did Annie Laar's mother write a letter to Tula? 2. Who lives in Tula? 3. Does Annie like her cousins? 4. Why does Annie's mother decide to let Annie and the boys go out alone? 5. What does Annie think that the boys will like to see in Moscow? 6. Why does Annie decide to ask her grandfather to help her to plan the days when her cousins are in Moscow?

VII. Speak or write about the street traffic in your town or about the street traffic in a town or city in which you have been.

VIII. Speak or write about Moscow. Use as many of the following words as you can (you may, of course, use other words too):

capital, the Soviet Union; lie, the Moscow river; fine streets, full, traffic, trams, buses, trolley-buses, motor-cars; metro, carry, people, trains, underground, from one place to another; station, large, beautiful; escalators, carry people, down, trains, up, street; museums, factories; university, students; schools, boys and girls; shops, buy, clothes, things to eat; cinema, theatre.

Compare "The Soviet National Anthem" in Estonian and in English. Check up the reading of the following words:

anthem, barbarian, brotherhood, bulwark, create, national, renown, republic, through, unbreakable.



NÕUKOGUDE LIIDU HÜMN

On vabade riikide murdmatu Liidu
loond jäädavaks ajaks suur Venemaa hõim.
Sest elagu rahvastest võidule viidud
Nõukogude Liit, tema ühtsus ja võim!

Au Sulle, Isamaa, vaba ja võitmatu,
rahvaste sõpruse, vendluse maa!
Kõrgel me Nõukogu rahvalipp lehvigu,
võidult meid võidule juhtigu ta!

Meil tormidest helendas vabaduspäike,
suur Lenin meil valgustas võitluste teid.
Truuks rahvale Stalin meid kasvatas kõiki,
tööks, kangelastegudeks innustas meid.

Au Sulle, Isamaa, vaba ja võitmatu,
rahvaste õnne ja õitsengu maa!
Kõrgel me Nõukogu rahvalipp lehvigu,
võidult meid võidule juhtigu ta!

Kõik nurjatud kallaletungijad väärab
me lahinguis kasvanud võimas armee.
Me võitluste hoog sugupõlvedeks määrab
aus, kuulsuses hiilgama Isamaa tee.

Au Sulle, Isamaa, vaba ja võitmatu,
rahvaste jäädava kuulsuse maa!
Kõrgel me Nõukogu rahvalipp lehvigu,
võidult meid võidule juhtigu ta!

SOVIET NATIONAL ANTHEM

Unbreakable Union of freeborn Republics
Great Russia has welded forever to stand;
Created in struggle by will of the peoples,
United and mighty, our Soviet Land!

Sing to our Motherland, glory undying,
Bulwark of peoples in brotherhood strong!
Flag of the Soviets, peoples' flag flying,
Lead us from vict'ry to victory on!

Through tempests the sunrays of freedom have cheered us,
Along the new path where great Lenin did lead.
Be true to the people, thus Stalin has reared us,
Inspired us to labour and valorous deed!

Sing to our Motherland, glory undying,
Bulwark of peoples in happiness strong!
Flag of the Soviets, peoples' flag flying,
Lead us from vict'ry to victory on!

Our army grew up in the heat of grim battle,
Barbarian invaders we'll swiftly strike down.
In combat the fate of the future we settle,
Our country we'll lead to eternal renown!

Sing to our Motherland, glory undying,
Bulwark of peoples in glory so strong!
Flag of the Soviets, peoples' flag flying,
Lead us from vict'ry to victory on!

Reading Exercises

I. Read the following compound nouns:

grandfather	land-owner	newspaper	coal-miner
grandmother	mill-owner	wall-paper	toymaker
fatherland	motor-car	summer-time	cotton-mill
motherland	trolley-bus	dinner-time	skating-rink

II. Read the three forms of the following verbs:

be — was, were — been
see — saw — seen
do — did — done [dʌn]
go — went — gone [gɔn]
shine — shone — shone [ʃɔn]

fall — fell — fallen
take — took — taken
shake — shook — shaken
break — broke — broken
speak — spoke — spoken
give — gave — given
write — wrote — written
rise — rose — risen ['rizn]
draw — drew — drawn
grow — grew — grown
know — knew — known
tear — tore — torn
drink — drank — drunk
sing — sang — sung
begin — began — begun
swim — swam [swæm] — swum

III. Write the following words in alphabetical order and check up their reading:

everyone, someone, receive, most, visit, front, glove, piano, above, brought, coffee, no one.

Grammar Exercises (§§ 39—43)

I. Translate into Estonian paying attention to the modal [1] verbs (§§ 39—43).

1. Everyone has to be at the station at 9 o'clock.
2. You may perhaps remember your grandfather; here is his photo.

[1]) **modal** modaal-

3. You must be careful when you step on and off the escalator.
4. Take this money; you may need it.
5. You don't have to drink the milk if you don't like it.
6. You mustn't be late; if you are (late), you won't be able to see the film.
7. "May I have your English book?" — "No, you can't just now, I am reading it."
8. "May I speak to the director?" — "No, you can't just now, he is busy."
9. I must finish this book tomorrow.
10. I can come at 2 o'clock.
11. Tom may go to the cinema, but Alec can't, because he has too much homework.

II. Rewrite the following sentences using the modal verbs can, may or must, instead of the italicized parts. Make any other changes necessary (§§ 39—43).

Example. Perhaps they are not here. I *am able* to come.
They *may* not be here. I *can* come.

1. *Perhaps* he *will* be angry when he knows that. 2. I hope he *will be able to* meet us at the station. 3. It is raining; *do* you *have to* go out now? 4. I *shall perhaps* come without my sister; then we *shall be able to* talk together. 5. *Is* he *able to* explain it? 6. In this game everyone *has to* turn round three times. 7. *Perhaps* he hasn't enough time to go there today. 8. Peoples of different races *are able to* live happily together in our country. 9. Workers in capitalist countries *have to* work very hard for very little money.

III. Fill in the blanks with may, can or must (§§ 39—43).

1. You ... take a tram; the place is very far from here. 2. I ... skate and ski, but I ... 't play tennis. 3. "... I speak to you for a moment?" — "Yes, you ...." 4. She ... not sleep at night and ... go to the doctor. 5. We ... go and see Annie.

She has not been to school for three days; she ... be ill. 6. Someone is knocking at the door; it ... be Aunt Jane. 7. "... you come with me to the cinema on Sunday? Go and ask your mother if you...." 8. "... we walk there or ... we take a tram?" 9. Ask Tom; he ... be able to help you.

IV. Change the following sentences into Indirect Speech (§ 112).

Example. "*Do you like* to watch the animals at the Zoo, Leo?" asked Peter.

Peter asked Leo *whether he liked* to watch the animals at the Zoo.

1. "*Do we need* to cross the street?" she asked.
2. "*Have you* time to listen to *me?*" Lydia asked me.
3. "*Are you* listening to *me,* children?" Grandfather asked.
4. "*Do your* cousins in Tula write letters to *you,* Annie?" I asked Fanny.

Lexical Exercise

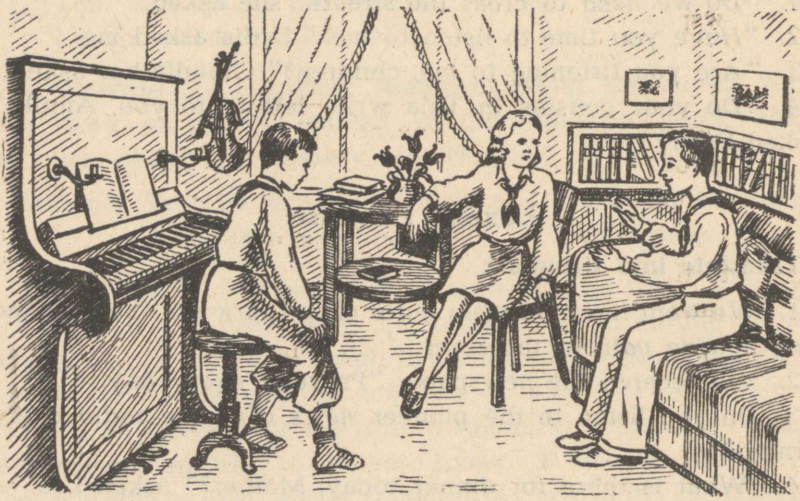
Translate into Estonian:

1. We went in at the main *gates* of the *park* and then walked along a *wide path* to the river.
2. We receive the *newspaper* "Pravda" every day.
3. Do you listen to the pioneer *news over the radio* every morning?
4. "What is there for dinner today, Mother?" asked Leo. — "Soup, *fish* and potatoes, then apples and *nuts.*" — "Good. I'll wash my hands and go to the *dining-room.*"
5. "How do you do, Alec?" she said as she *shook* hands.
6. He *shook* the tree and some apples fell to the ground.
7. During the war, most city people had *vegetable gardens* in the country.
8. Ring up K-6-34-27 and *ask for* Boris Gladkin.
9. He was walking along the street with his *cap* on one side of his head and his hands in his *pockets.*

A VISIT

PART ONE

Last week my school-friend, Boris Gladkin, who lives with his parents about twenty kilometres from Moscow, invited me to spend the week-end with him. Boris and his father, who is an **engineer,** go to town every day **except** Sunday. Boris goes to school and his father goes to work. They take the electric train. Boris has two sisters, one older and one younger than he is, and a small brother.



Well, I got out of the electric train at Boris's station on Saturday afternoon with my skis, and walked to the Gladkins' house. I went in at the **gate** and walked along the **path** to the **front** door. **In front of** the house there is a garden, under the snow, of course, and a large tree. Behind the house there are a few fruit-trees, and a **vegetable** garden.

I rang the bell and Boris's sister, Nora, opened the door. I **asked for** Boris, and she told me to come in. I **hung up** my

overcoat and **cap,** and put my **gloves** in the **pockets** of my overcoat. Then Nora took me into the living-room. Here was Boris, who came forward smiling. He **shook hands** with me and said, "Michael, you haven't met my mother."

"Mother," he said, "this is my friend Michael Karp. I have told you all about him." Mother said, "How do you do? I'm very glad you have come." I said "How do you do?" to her, shook hands, and then we all sat down.

The living-room is a large room about five **metres** long by four metres **wide.** There is a **piano** on one side of the room, and a radio-set. On the other side of the room there is a large sofa with a picture **above** it, and near the window a small table with a few **newspapers** on it. The shelves round the walls are full of books.

While we were talking, Boris's mother came in. "Dinner is ready," she said, "I am sure you are all **hungry.**" We went to the **dining-room** and sat down to dinner. First we had soup, then **fish** and potatoes, and after that apples and **nuts.**

When dinner was over, we went back to the living-room and listened to the **news** over the **radio.** A little later Nora brought in **coffee** and cake.

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

"No, thank you," I answered, "I have had plenty."

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

After that we began to ask **riddles** [1]).

It was now eleven o'clock and I was already a little **sleepy.** Boris's father saw this and said to his son, "Boris, your friend must be tired. Take him to your room. You don't **have** to **hurry** in the morning, boys. **No one** has to get up early on Sunday morning."

---

[1]) You will find the riddles on page 97.

Explanatory Notes

they take the electric train nad sõidavad elektrirongiga
well *siin: niisiis*, noh
the Gladkins' house Gladkinite maja (määrav artikkel näitab, et juttu on tervest perekonnast)
I rang the bell ma helistasin (kella)
you haven't met my mother te ei tunne mu ema
how do you do? tere (kuidas käsi käib?)
about five metres long by four metres wide umbes viis meetrit pikk ja neli meetrit lai
sat down to dinner istusid lõunat sööma
a little later natukese aja pärast, natuke aega hiljem
another cup of coffee veel üks tass kohvi
I have had plenty mulle jätkub (olen saanud küllalt)
must be tired muidugi väsinud

Exercises to the Text

I. Read and translate the text orally.

II. Copy the following sentences, underlining the prepositions, then translate into Estonian also underlining the prepositions.

1. We were all there except Alec. 2. Suddenly he saw a man in front of him. 3. The tall children stood behind the little ones. 4. Let us walk along the river. 5. An electric light hung over the table. 6. I heard that story over the radio. 7. She put her coat on over her dress. 8. We laughed a long time over the story. 9. There is a shelf above the sofa. 10. The aeroplane was flying above the clouds. 11. On the 7th of November aeroplanes fly over Moscow. 12. He went in at the back door.

III. Translate into Estonian (§ 23).

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

IV. Fill in the blanks with f e w, a f e w, l i t t l e, a l i t t l e (§ 23).

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

V. Answer the following questions.

1. Where does Boris Gladkin live? 2. How far is Boris's home from Moscow? 3. What is Boris's father? 4. How do the Gladkins go to town? 5. What is there in front of the Gladkins' house? 6. Are there fruit-trees behind the house or in front of it? 7. Who opened the door when Michael rang the bell? 8. Whom did Michael ask for? 9. What did Boris do when Michael came into the living-room? 10. What was there on a small table near the window of the living-room? 11. What did they have for dinner? 12. What did they do after dinner? 13. What did Boris's father say when the boys were going to Boris's room?

VI. Retell the text.

VII. Make a few sentences about a garden.

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

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

---

[1]) **a dish** ·vaagen, sööginõu

IX. Translate into English.

1. Nad istusid lõunat sööma. 2. Tädi istus sohval. 3. Ta juhtis mind söögituppa. 4. Ta võttis ajalehe laualt ja hakkas seda lugema. 5. Ta raputas puud ja mõned pirnid kukkusid maha. 6. Ma surusin kätt vanal seltsimehel. 7. See tuba on neli meetrit pikk ja kolm meetrit lai. 8. Me sõitsime omnibusega, aga tema — trammiga.

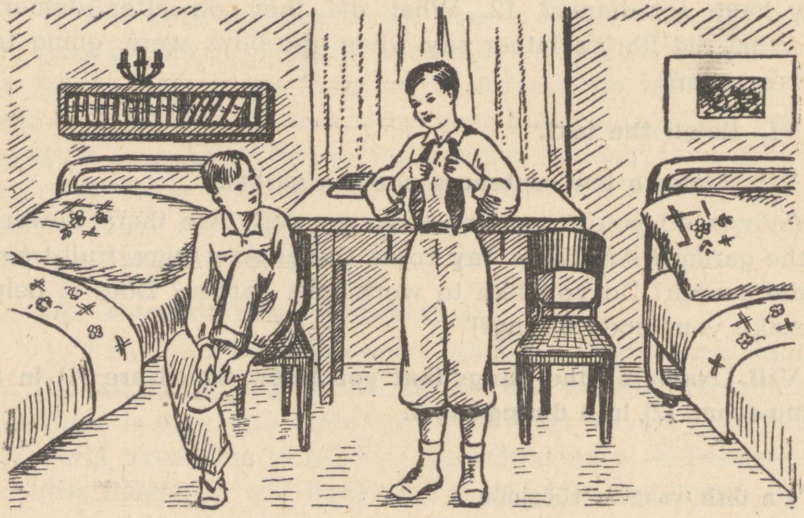
Read and translate "A Visit. Part Two." Check up the reading of the following words:

Britain, course, everyone, island, oh, towel, yourself.

A VISIT
PART TWO

When we got to Boris's room, he said, "Here you are. Mother has put a bed in my room for you. Make yourself at home. If you want to wash, you will find soap in the bathroom. Here is a towel for you. There are sheets, two blankets and one pillow on your bed. Is there anything else you would like?"

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



Then he said, "We have breakfast about 9 o'clock on Sundays; but if you sleep late, you can, of course, have it when you get up. I shall wait for you. After breakfast we shall go skiing."

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

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

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

"What nice people Boris's family are!" I said to myself as I undressed and hung my suit on the back of a chair.

Explanatory Notes

here you are olge hea, siin see (tuba) ongi
make yourself at home olge nagu kodus
with everyone kõikidega koos
what nice people! kui meeldivad inimesed!

Here are the riddles that Nora and the boys asked:

1. Why is the letter A like twelve o'clock?
2. What comes twice in a moment, once in a minute and never in a hundred years?
3. What is it that gets larger the more you take from it?
4. Why do we all go to bed?
5. Which letter of the alphabet goes all round Great Britain?
6. When I eat, I live; but when I drink, I die. What am I?
7. What is it that was tomorrow, and will be yesterday?
8. Why is the letter T like an island?
9. What is everything doing at the same time?
10. What belongs only to you, and yet is used more by others than by yourself?

Answers to the Riddles:

1. Because it is in the middle of day. 2. The letter M. 3. A hole. 4. Because the bed will not come to us. 5. The letter C (the sea). 6. Fire. 7. Today. 8. Because it is in the middle of water. 9. Growing older. 10. Your name.

Reading Exercises

I. Read the following words. Pay attention to the last unstressed syllable:

sofa	minus	banner	tractor	collar	adverb	picture
comma	August	matter	doctor	dollar	proverb	culture
common	autumn	sadder	horror	braggart	desert	pleasure
carrot	column	latter	motor	forward	western	measure

II. Read the three forms of the following verbs:

tell — told — told
sell — sold — sold
hear — heard — heard
stand — stood — stood
lead — led — led
read — read — read
send — sent — sent
spend — spent — spent
build — built — built [bilt]
have — had — had
make — made — made

III. Write the following words in alphabetical order and check up their reading:

usually, cover, money, gather, built, library, sometimes, tear, piece, present, besides, thought, bought, forget, break, lose, given, buy, colour.

Grammar Exercises (§§ 90—92, 114—118)

I. Translate the following sentences into Estonian, then write them in the interrogative form (§§ 114—118).

1. This book is loved by all Soviet children.
2. Many letters are written before the New Year.
3. Presents are usually given to children on holidays.
4. Money is often sent to her by her brother.

II. Translate the following sentences into Estonian, then write them in the negative form (§§ 114—118).

1. Pens and pencils are sold here.
2. The ground is covered with snow.
3. The doors of the shop are opened at eight o'clock.
4. This song is sung by many people.

III. Translate into Estonian, then change into the active voice [1]) (§§ 114—118).

1. Mushrooms are gathered in summer by children and young people.
2. The workers of the United States are exploited by the capitalists.
3. The 7th of November is celebrated every year by Soviet people as a great revolutionary holiday.
4. Our country is defended by the Soviet Army.

IV. Translate into Estonian (§§ 114—118).

1. A great new factory will be built here in 1951.
2. This lesson must be learned well.
3. Many more chairs will be needed; look how many people have come.
4. Newspapers can be bought everywhere.
5. Such a story will not be understood by small children.
6. We shall be met by the whole family, I'm sure.

V. Make adverbs of the following adjectives and fill in the blanks with suitable ones (§§ 90—92):

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

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

---

[1]) **the active voice** aktiiv, tegevik

Lexical Exercise

Translate into Estonian.

1. The Lenin *Library* has many millions of books.
2. You have made only one *mistake* in your exercise, but it is a bad one.
3. The table stands in the *middle* of the room, under the electric light.
4. Leo's mother *sometimes* says he is *careless,* for he often *tears* his clothes.
5. Please *get* me that book from the table, the one with the red *cover.*
6. Who is the *person* who spoke to you?
7. Our house stands on the *corner* of Gorki and Moscow Streets, you *pass* it every day.
8. Put a piece of paper in your book to *mark* the place where you are reading. Never *turn down* the *corner.*
9. They *passed* through the house into the garden.
10. You don't have to do that now, do it *after* you come home.
11. Open the book at *page* 76.
12. Here is some money for the tram, don't *lose* it.

LESSON THIRTEEN

ABOUT BOOKS

In our country every school has a **library.** You have read many interesting books which came from the school library, I am sure. Perhaps you also get books from the Children's Library in your town. Then books are **sometimes** given to you as presents by your parents and friends, I think. **Besides,** if you like reading and want to learn much, I am sure that you buy books **yourselves.**

Have you ever thought about the work of the people by whom books are made? After a book is written, it **passes**

through the hands of very many different workers. Each one works very carefully, for there must not be any **mistakes** in the book. It is read many times by different people before it is finished.

More children's books are printed in our country than in any other country in the world. In the first years of Soviet power our Government decided that Soviet children must have many good



new books and asked Maxim Gorky to take part in this work. Gorky did very much to help **writers** and scientists to make good books for Soviet children.

Now may I ask you a question? How well do you **take care** of books? What have you learned about the care of books?

Perhaps your father has just bought some new school-books for you. Have you put paper **covers** on them? Do you open them carefully? Sometimes new books **break** along the **back** if you open them suddenly in the **middle.** I hope that you do not turn the pages carelessly. If you do, you may **tear** them.

Do you always put a paper cover on a library book too? Even more care must be taken of library books, for they are read by

very many boys and girls. If one **person** is careless with a library book, then it can't be read by others. "Somebody has torn this book; somebody has **lost** some of the **pages,**" you say, and you are angry.

People who like reading always take care of books. They never lick their fingers to turn the pages. Besides, they never turn down the **corner** of a page to **mark** the place where they are reading. They can find their place without that.

Let us then take care of books!

Explanatory Notes

the work of the people who ... nende inimeste töö(le), kes ...
if you do kui te seda teete
if one person is careless ... kui keegi on hooletu ...
people who like reading inimesed, kes armastavad lugeda

Exercises to the Text

I. Read and then write the translation of the text.

II. Give the three forms of the following verbs:
read, come, give, want, buy, put, do, take, lose, find, break.

III. Fill in the blanks with the correct antonym.

1. Did you ... to change your book at the library or have you ... again? (*forget, remember*) 2. We shall take a tram. We can ... ... at Pushkin Street and ... ... at the Gorki Museum. (*get out, get in*) 3. People who are ... with books do not open them suddenly, or lick their fingers to turn the pages; only ... people do that. (*careless, careful*) 4. It is easier[1]) to ... a thing than to ... it. (*find, lose*) 5. Why can't you see it? It is there ... you. (*behind, in front of*) 6. Alec is very exact and careful in his work and he never does anything to make his mother ... . (*happy, unhappy*)

---

[1]) **easy** kerge

IV. Copy the following dialogue [1]). Underline the Past Tense with one line and the Present Perfect Tense with two lines. Explain the uses [2]) of these two tenses in the dialogue. Then translate it into Estonian (§§ 105—107).

A KITTEN [3])

AUNT: When I was 'here 'last 'time,[2] I 'saw a 'kitten.[1] 'What has 'happened to it?[1]

NIECE: 'Why![1] 'Don't you 'know?[2]

AUNT: I 'haven't 'heard 'anything.[1] 'Has it 'died?[2]

NIECE: 'No,[1] it 'hasn't.[1]

AUNT: 'Has it 'run a'way?[2]

NIECE: 'Oh, 'no![1]

AUNT: 'Have you 'given it a'way, then?[2]

NIECE: 'No,[1] we 'haven't.[1]

AUNT: 'Well,[2] I 'don't under'stand.[1] 'What has 'happened to it?[1]

NIECE: It has 'grown into a 'cat.[1]

V. Make adjectives from the following nouns by adding the suffix -ful (= full of). Your adjectives will have the meanings given in brackets (§§ 87—89):

care <	(hoolikas, ettevaatlik)
use <	(kasulik)
pain <	(valurikas, piinav)
help <	(abivalmis, kasulik)
joy <	(rõõmus)
beauty <	(ilus)

---

[1]) **a dialogue** ['daiəlɔg] kahekõne
[2]) **use** [ju:s] tarvitamine
[3]) **a kitten** kassipoeg

VI. Make adjectives from the following nouns by adding the suffix -less (= without). Your adjectives will have the meanings given in brackets (§§ 87—89):

care <	(hooletu)	help <	(abitu)
mother <	(ematu)	heart <	(südametu)
father <	(isatu)	pain <	(valutu)
use <	(kasutu)	friend <	(sõpradeta)

VII. Answer the following questions.

1. What do we find in libraries? 2. What do you sometimes get as a present? 3. What must you always put on a new book or a library book? 4. How must you open a new book? 5. How must you turn the pages? 6. Why must we take even more care of library books? 7. What do you say when somebody has been careless with a library book? 8. What do people who like reading always do?

VIII. Speak about one of your books.

(What is its title? Who wrote it? Who gave it to you, or did you buy it? What colour is the cover? Is there a picture on the cover besides the title? Is the title on the back too? How many pages are there in it? What else can you say about it?)

IX. Translate into English.

1. Raamatu nimi on alati raamatu kaanel, aga vahel ka raamatu seljal (too). 2. See on raamatukogu raamat. Te peate selle eest isegi (even) rohkem hoolitsema. 3. Kui te loete raamatut, kuidas te märgite ära koha, kus te loete? 4. Ta on väga hea poiss, ta hoolitseb alati oma väikese õe eest. 5. Kas te võtate raamatuid oma linna laste raamatukogust (in your town)?

REVISION III

Reading Exercises

I. Read the following words. Pay attention to the unstressed syllable.

funny	sorry	traffic	cricket	village	trolley	Sunday
sunny	lorry	tennis	ticket	cottage	valley	Monday
gully	berry	district	pocket	bandage	money	Thursday
puppy	cherry	music	blanket	language	monkey	Friday

II. Read the three forms of the following verbs:

bring	— brought	— brought	leave	— left	— left
buy	— bought	— bought	mean	— meant	— meant [ment]
fight	— fought	— fought			
think	— thought	— thought	sleep	— slept	— slept
teach	— taught	— taught	feel	— felt	— felt
catch	— caught	— caught	meet	— met	— met

III. Read and translate the text "Spring." Write the following words in alphabetical order and check up their reading:

month, nature, beautiful, everywhere, move, shone, ocean, among, anyone, therefore, build, afforestation, break, government, sow, pear, Asian, republic, climb, gather, honour, Berlin.

SPRING

The spring months are March, April, and May. Spring is the season when nature wakens from her winter sleep. In some parts of our country this sleep is very short, in others it is very long.

In March the sun rises again in the far North. The long, dark winter is over, but there is still ice and snow everywhere. Ice-floes move into the White Sea from the Arctic Ocean in spring. They carry thousands of seals. Scout planes fly over the floes to see where the greatest numbers of these animals may be found. Then ships sail in among the floes and begin to catch the seals.

The March winds on the Volga steppes are very strong and they blow the snow off the fields into the rivers and gullies. Therefore in March the collective farmers of the Volga steppes build wooden fences to hold the snow. Then it will melt on the fields and the crops will grow better. According to the great afforestation plan of 1948, belts of forest many hundreds of kilometres long will be planted in this part of our country. These shelter-belts, as they are called, will break the winds and hold the snow and in many other ways help the collective farmers to grow bigger and better crops, and at the same time make their work easier. This is one of the ways in which Soviet people, with the help of the Party and Government, change the ways of nature.

Soviet people follow the motto of Ivan Vladimirovitch Michurin, the great Soviet scientist. Michurin said, "We cannot wait for favours from Nature: we must wrest them from her."

In the Ukraine spring comes earlier than on the Volga steppes. In March the Ukrainian collective farmers already sow their spring wheat. The fields of winter wheat are green again and are growing fast. The collective farmers are all in the fields, for they must sow and plant very quickly before the rich black soil becomes dry.

The spring in Central Asia is also very early. In March pear-trees and apple-trees are already in bloom there. The collective farmers of the Central Asian Soviet Republics have planted their potato crops by the end of March and are already sowing cotton.

Spring comes from the south and little by little travels north. At the same time it climbs the mountains of the Caucasus. At the end of March snow lies only on the tops of the mountains where it never melts. The fruit-trees in Georgia are in bloom. The collective farmers there plant out young trees and gather early tea in the first months of spring.

Now what dates are there in Spring which are important to the Soviet people?

The first is the 22nd of April. This is the day on which the great founder of the Soviet State, Vladimir Ilyich Ulyanov (Lenin)

was born in 1870. The town of Simbirsk on the Volga, where Lenin was born, is now called Ulyanovsk in his honour, and the house in which he lived with his parents and his brothers and sisters is now one of the most loved museums of the Soviet people.

Victory Day, the 9th of May, comes in Spring. On the 2nd of May, 1945, Berlin, the capital of Germany was occupied by the Soviet Army. It was clear then that the Great Patriotic War against Hitlerite Germany was almost over.

There are still two important dates in Spring. These are international working people's holidays: the 8th of March, which is International Women's Day, and the lst of May, the great holiday of the world proletariat.

On May Day the working people of the whole world display their solidarity. In the U.S.S.R. and in the new People's Democracies, like Poland and Czechoslovakia, the working people freely take the streets and with banners and slogans celebrate their victories. As they pass through the streets, they greet and are greeted by their leaders.

Grammar Exercises

I. Fill in the correct form (positive, comparative or superlative) of the adjective or adverb in brackets (§§ 87—91).

1. Which of these exercises is the ..., the first or the second? (*difficult*) 2. Michael's work was not so ... as Boris's. (*hard*) 3. Nobody worked ... at his English than Leo did. (*hard*) 4. Bob was ready ... than Mike was. (*soon*) 5. This lake is much ... than the one near our house. (*large*) 6. Caleb Plummer was not so ... as his daughter. (*clever*) 7. Of all the pupils, Boris speaks English .... (*correctly*) 8. The children were trying to see who could look .... (*funny*) 9. "I want to put on my ... suit," said the little boy. (*good*) 10. This is one of ... villages near Leningrad. (*beautiful*) 11. Which is ... day in the year? (*long*) 12. The ... the sun shone, the ... it became. (*bright, hot*)

13. Ring him up. That will be . . . . (*quick*) 14. Which of these flowers is the . . . of all? (*pretty*) 15. The . . . thing of all was that I was late for school. (*bad*)

II. Fill in the blanks with words that are opposite [1]) in meaning to those italicized (§ 23).

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

III. Write the following sentences choosing [2]) the correct form of the two given in brackets (§ 12).

1. Nobody (*won't, will*) help you if you don't help yourself. 2. I (*have, haven't*) seen anybody like that. 3. I (*don't know, know*) no one of that name. 4. (*Can, can't*) you say nothing? 5. No one (*hasn't, has*) been here. 6. I (*spoke, didn't speak*) to nobody.

IV. Fill in the blanks with the definite or indefinite article where necessary (§§ 75—83).

. . . April is . . . second month of spring. In . . . South . . . trees are already green, but in . . . North there are no leaves [3]) on . . . trees yet. Only . . . grass is green . . . . May is . . . very pleasant month. There are . . . leaves on . . . trees now and they are full of . . . singing birds. It is warm and in . . . middle of . . . day it is sometimes quite hot. Then we open . . . windows of our houses and . . . cool sweet air comes into . . . rooms. In . . . June there are . . . roses in . . . gardens and at . . . end of . . . month there are . . . ripe cherries on . . . trees. What is . . . colour of . . . ripe cherry?

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[1]) **opposite** vastand
[2]) **choosing** valides
[3]) **a leaf** (mitmus **leaves**) leht

V. Put the following sentences into indirect speech (§§ 109—112).

1. "Do you mean the man with a cloak on his shoulders?" asked the sun. 2. "How can we do that?" he asked. 3. "I am sorry to hear that," said the teacher. 4. "I hope you can work too," said Mr. Tackleton. 5. "Don't be afraid," he said to the child. 6. "Is there anything else you need?" Boris asked Michael.

VI. Translate into English using the verbs may, can, can't, must, mustn't (§§ 39—43).

1. Kas ma tohin sisse tulla? 2. Te võite minna trammiga; see läheb loomaaia juurde. 3. Te peate palitu selga panema. Ma arvan, et vihma sajab. 4. Ma ei saa teiega kõnelda praegu; tunnid algavad kümne minuti pärast, ma ei tohi hilineda. 5. Ärge oodake mind, ma võib-olla hilinen. 6. Kas te saate tulla homme kell 6?

VII. Translate into English using either [1]) the Present Perfect Tense or the Past Tense (§§ 105—107).

1. Kas te olete olnud Moskvas? Kas te teate Lenini Muuseumi? 2. Ma ei ole valmistanud oma koduseid ülesandeid. Ma ei saa tulla teiega. 3. „Kas te küsisite oma isalt selle raamatu üle?" „Jah, küsisin." „Mis ta ütles?" 4. Me elasime Leningradis, kui ma laps olin. Me tulime siia alles möödunud aastal. 5. „Kas te olete täna Borisi näinud?" 6. Ma ei ole seda filmi veel näinud. 7. Ema on väsinud. Ta äsja tuli koju töölt. 8. Ma kohtasin teda trammis eile.

VIII. Copy (1) all the sentences which are in the passive [2]) and then (2) all the sentences which are in the active (§§ 114—118).

1. Did anyone read the letter?
2. Soon the story will be forgotten.
3. I want to talk to you for a moment.

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[1]) **either ... or** ['aiðə] kas ... või
[2]) **passive** ['pæsiv] passiiv, tehtavik

4. Soon the camp will be reached.
5. The girl was walking along the street.
6. We felt that she wanted to be alone.
7. The pupils make few mistakes now.
8. These apples are sent from Alma-Ata to Tallinn.
9. My brother sends us apples from Alma-Ata.
10. Our factories are better and finer than the factories in England.
11. A new school will be built here next year.
12. The new school will be the best in our town.
13. They will shut the doors after the third bell, so don't be late.
14. He was alone in the house.

IX. How many of the above [1]) sentences can be changed into the passive? Change them.

Read and translate "My Aunt Lena." Check up the reading of the following words:

aunt, avenue, clothing, cover, done, houses, laugh, listen, meant, Michael, quietly, sew, travel, wonderful.

MY AUNT LENA

by *Michael Gold*

My Aunt Lena came to America from Hungary in a dark hour, in a bad winter. My father had no work and my mother was tired and ill. The streets were covered with wet, dirty snow, and we all had bad colds. Many people could not pay their rent and the landlords made them leave their homes. Their things were carried out into the street and left there.

"Our turn is next," said my father. But all this meant nothing to my Aunt Lena. She was only sixteen years old, and everything was new to her. She was happy when she first came

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[1]) **above** [ə'bʌv] ülalmainitud

to New York. She loved America, she loved the common things that we knew so well! The funny language, the big houses, the people: everything pleased her. She got up early, sang as she made the breakfast and then went out to 'discover' America.

Sometimes she took me with her. We walked all over the city; we travelled in the horse-trams, we looked at the fine rich people in Fifth Avenue; we watched the boats on the East River. Everything was wonderful to my Aunt Lena. She was afraid of nothing; she laughed and we laughed with her. She was so happy at first, that it made us happy too.

Then everything came to an end.

One night at supper, my mother said:

"Listen, Lena."

"Yes, Katie?"

"Lena, what's to be done? We can't pay the rent again."

"No?" said my Aunt Lena in alarm.

"Little sister, we're poor. I should like to go and look for work, but I have to cook and sew and take care of the children. Don't you think you could begin to work, Lena?"

"Me, Katie?" she said sadly, "Must I work? I am too young to work. In the old country I didn't work!"

"No," said my mother, "but we're poor, sister. Here we have no cows and chickens as in Hungary. Here everyone works, even the children."

"But I want to see things, Katie!"

My Aunt Lena looked as if she was going to cry. It made me sad, too, and I could hardly eat my supper. Then she laughed.

"Katie, I'm foolish," my aunt said. "Of course I'll work. I'll work by day, and then at night I can still see things. I'll go to the river at night to see the boats, won't I, Katie?"

"Yes, little sister, at night you will see the boats," said my mother quietly.

So my Aunt Lena went to work in a clothing factory. The work changed her. She was tired at night, and had to wash her

blouses for the next day, and do many other things. She did not sing any more and became thin and pale. After that we seldom went to see the boats on the river.

Explanatory Notes

we all had bad colds me kõik olime tugevasti külmetanud
many people paljud (inimesed)
our turn is next meie kord on järgmiseks
made the breakfast valmistas hommikueinet
went out to 'discover' America läks välja „avastama" Ameerikat (vaatama)
all over the city kõikjal kogu linnas
a horse-tram hobutramm (hoburaudtee)
Fifth Avenue Viies avenüü — tänav, kus elavad rikkad inimesed
the East River jõe nimi — Ida jõgi
came to an end lõppes, tuli lõpp
one night ühel õhtul
Katie Katike
what's (= what is) to be done? mida teha?
no? *siin*: kas tõesti?
little sister väike õde, õeke
see the things kõike vaatama
looked as if she was going to cry näis, et ta hakkab nutma
at night *siin*: õhtul
a clothing factory õmblustöökoda, -vabrik
do many other things palju muud tegema
became thin and pale jäi kõhnaks ja kahvatuks

LESSON FOURTEEN

Reading Exercises

I. Read the following words. Pay attention to the unstressed syllable:

planning	planing	wanted	babies	dresses	noses	bridges
stopping	hoping	added	ladies	classes	sizes	edges
letting	crying	wanted	carries	washes	places	pages
cutting	lying	shouted	studies	ashes	faces	cages

Moscow	yellow	follow	sparrow	hero	photo
window	pillow	hollow	elbow	zero	Negro

II. Read the three forms of the following verbs:

run — ran — run
shut — shut — shut
put — put — put [put]
come — came — come [kʌm]
let — let — let
set — set — set

III. Write the following words in alphabetical order and check up their reading:

bear, put, build, already, copy, enough, lose, aunt, buy, forest, Androcles, Carthage, cruel, somewhere, mouth, towards, pull, brought, soldier, public, arena, minute, governor, usually.

Grammar Exercises (§§ 114—118)

I. Change the following sentences into the passive voice [1] (§§ 114—118).

1. The man *led* the bear to the Zoo.
2. My father *put* that picture there.
3. Nora *took* us into the living-room.
4. White men *stole* the Negroes from their country and took them to the United States.
5. Soviet people *built* these factories.
6. He *pulled* the thorn out of its paw.

II. Analyse the following sentences.

1. This floor was washed yesterday.
2. Mary washed this floor when you were at school.
3. Mary has washed the floor already.

III. Copy the following sentences, underlining the reflexive [2] pronouns with one line and the emphatic [3] pronouns with two lines. Then translate the sentences into Estonian (§ 13).

1. Leo's father went himself to talk to the teacher of Leo's class.
2. My little sister is too small to dress herself, but she tries

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[1]) **the passive** ['pæsiv] **voice** passiiv
[2]) **re'flexive** enesekohane
[3]) **em'phatic** erirõhuline

very hard. "Myself," she says, "myself," when Mother wants to dress her.

3. "You must not let yourself be late, Annie," said Mother.

4. "Go there yourselves, boys; you are old enough now not to lose yourselves."

5. They looked at themselves in the mirror [1]).

6. We wanted to come and see you ourselves, but we had to go to school, so we asked Aunt Mary to bring you our present.

IV. Translate into English (§ 13).

1. Ma vaatasin ennast peeglis. 2. Tema (meessoost) vaatas end peeglis. 3. Nad ise läksid talle jaama vastu. 4. Tema (naissoost) vaatas end peeglis. 5. Ta ise kõneleb arstiga. 6. Me vaatasime endid peeglis. 7. Ma ise kõnelen temaga. 8. Asetage end minu kohale (in). 9. „Kui hea ta on," ütles ta iseendale.

Lexical Exercise

Translate into Estonian:

1. The train will *reach* Kazan in the afternoon.
2. His mother told him to *lie down* for he felt very *weak* and ill.
3. Why haven't you *taken* the book *back* to the library?
4. Have we enough *food* for today? Shall I go and buy some?
5. There are *wild* animals in this forest.
6. She *seemed* to be tired, for she was walking very slowly.
7. We *agreed* to meet near the Lenin Museum.
8. He was very sleepy, so he *lay down* on the sofa and *fell asleep* at once.
9. There is much *noise* in the streets of a large city.
10. The collective farmers *hid themselves* in the forest where the Germans could not find them.
11. The *roar* of the *lion* was *terrible*, but the hunters were not afraid.
12. Come and sit *beside* me.
13. He *ordered* the man to take the boxes to the station.

[1]) **a mirror** peegel

ANDROCLES AND THE LION

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

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

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

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

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

But one day, when Androcles was walking about in the forest, he was found by some soldiers and **taken back** to his cruel master.

In those days a slave who ran away had to fight a hungry lion in the public arena. Thousands of people came to see the **fight.** Androcles stood in the middle of the arena and waited. In a minute there was a terrible roar and a lion ran in. In one jump it **reached** the slave. Then Androcles shouted not with terror, but with joy, for the lion lay down and began to lick his feet. It was his old friend, the lion of the cave **himself.**

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

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

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



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

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

The governor of the town had to **agree.** "You **yourself** are free," he said to Androcles, "and the lion too. You may take him with you and **keep** him."

Explanatory Notes

at the mouth of the cave koopasuu juures
what shall I do? mis pean ma tegema?
in the day-time päeval
the two friends mõlemad sõbrad
in those days tol ajal
let the lion be free las lõvi saab vabaks

Exercises to the Text

I. Read and translate the text orally.

II. Give the three forms of the following verbs:

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

III. Correct the sense [1]) of the following sentences by using antonyms instead of [2]) the italicized words.

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

IV. Fill in the blanks with the correct prepositions.

1. They walked for a few hours and then came ... an old house ... the middle ... the forest. 2. ... his great surprise the animal walked slowly ... him. 3. Don't be afraid, go up ... him and speak. 4. She raised the child ... the floor. 5. ... a minute everyone was shouting ... joy at the news. 6. The lion licked Androcles ... a dog. 7. Sit down ... me and tell me your story. 8. Why are these people coming ... us?

V. Fill in the definite or indefinite article (§§ 75—83).

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

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

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[1]) **sense** mõte, tähendus

[2]) **instead** [in'sted] asemel

VI. Answer the following questions.

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

VII. Retell the story of Androcles.

VIII. Imagine [1]) that you are Androcles. Tell your story. Begin like this:

(My master was a very cruel man, so I ran away . . .)

IX. Translate into English:

1. Ta käskis Androklost seletada kõik. 2. Las Tom vastab küsimusele. 3. Nad nõustusid kohtuma kell 9. 4. Kas te olete nõus? 5. Lapsed nutsid rõõmu pärast. 6. Keset tuba oli suur laud. 7. Rong saabub (reach) Tallinnasse hommikul. 8. Kahe minuti pärast oleme kodus.

Read and translate the fable "The Fisherman and the Little Fish." Check up the reading of the following words:

grown, laugh, living, once, poor, throw.

THE 'FISHERMAN AND THE 'LITTLE 'FISH[1]

A 'Fable

There was 'once a 'poor 'fisherman[2] who 'went 'every 'day[2] to the 'river to 'fish. 'That was the 'way[2] he 'made his 'living.[1] 'Once he 'fished 'all 'day[2] from 'early 'morning[2] till 'late at 'night[2] and 'caught 'nothing[2] but 'one 'very 'small 'fish.[1]

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[1]) **imagine** [i'mædʒin] kujutlege

"'Don't 'kill me,"[1] said the 'little 'fish,[1] "oh, 'don't 'kill me.[1] I am 'too 'small to 'make a 'dinner 'for you.[1] I have 'not 'grown to my 'full 'size yet.[1] 'Please 'throw me 'back into the 'river.[1] You may 'come 'here[2] and 'catch me a'nother 'time[2] when I have grown into a 'large 'fish."

"'No, 'no,"[1] answered the 'man.[1] "I have 'got you 'now,[1] but 'if I 'throw you 'back into the 'water,[2] you will 'laugh at me[2] and 'say,[1] "'Catch me if you 'can.'"[1]

Explanatory Notes

that was the way he made his living ['liviŋ] nii ta teenis endale elatust
till late at night hilisõhtuni
nothing but mitte midagi peale, ainult vaid
catch me if you can püüa mind nüüd, kui saad

LESSON FIFTEEN

Reading Exercises

I. Read the following words. Pay attention to the stressed syllable:

beginning	inviting	mistaking	regarding	preparing
belonging	invading	translating	returning	exploring
defending	deciding	surprising	according	requiring
pretending	arriving	refusing	referring	enduring

II. Read the following compound nouns:

birthday	day-time	homeland	sunshine	apple-tree
book-case	door-way	week-end	snow-storm	chimney-sweep
leap-year	hill-top	rest-home	strong-point	trolley-bus
foot-ball	ice-floe	farm-house	railway	thunder-storm

III. Write the following words in alphabetical order and check up their reading:

gone, dangerous, wolf, wolves, disappear, piece, thought, put, among, shepherd, continue, really, move, thief, giraffe.

Grammar Exercises (§§ 121—123)

I. Underline the present participle which corresponds to the Estonian v-participle with one line, and the present participle which corresponds to the Estonian des-form with two lines (§§ 121—123). Translate the sentences into Estonian.

1. She put the sleeping child on the bed.
2. "You are quite right," he said taking a chair.
3. Shouting the boys' names, the pioneers went through the forest. In about an hour they heard an answering shout.
4. Never jump on or off a moving train.
5. "I'll come at once," he said, putting a pencil in his book to mark his place.
6. Who are those boys standing and talking at library door, do you know?
7. Growing plants need much water.

II. Copy the following sentences, underlining the verbs which are in the Past Perfect Tense, then translate them into Estonian. Explain why the Past Perfect is used (§§ 108, 112—113).

1. When he has read the book, he gave it to his comrade.
2. By six o'clock every member of the family had come home.
3. He gave the story he had written to his teacher.
4. He knew that they had once been friends, but he did not know whether they were still friends.
5. The day had been dark and wet, and no one had gone out-of-doors. But towards evening the weather changed.

Lexical Exercise

Translate the following sentences into Estonian.

1. "Is it *possible* that this is a photo of you? I can't *recognize* you."
2. Some apples have *thick skins*.
3. He was *surprised* when his teacher told him that he had made a careless *mistake*.

4. "You can ski from the *top* of this hill to the *bottom*," he said; "it's not at all *dangerous*, for there are only open fields in front."

5. There were once very many *wolves* in the *thick* Russian forests. They attacked and killed animals and men and then *disappeared*.

6. In England less than a hundred years ago a *thief* was *hanged*, even if he had stolen only a very small thing such as a piece of meat for his hungry children.



LESSON FIFTEEN

THE 'WOLF IN 'SHEEP'S 'CLOTHING[1]

A Fable

A **'wolf** 'once 'saw some **'sheep**[2] **'feeding** at the 'bottom of a **'hill.**[1] 'Wanting to 'eat 'some of them,[2] he 'thought of a 'plan.[1] He 'put 'on the **'skin** of a 'sheep,[2] and in 'this 'way,[2] 'going 'in **a'mong** the 'sheep,[2] he was 'able to 'kill 'many of them.[1] The

'shepherd did 'not '**recognize** his 'enemy[2] be'cause he had put on the skin of a sheep and '**looked like** a 'sheep.[1]

"'Why do so 'many of my 'sheep **disap'pear?**"[1] he 'asked him'self.[1] As he had 'never 'lost any 'sheep be'fore,[2] he was 'very 'angry.[1] "I'll 'catch the 'thief," he said,[1] "I shall 'get a '**thick** '**rope**[2] and '**hang** him."[1]

But, 'still,[2] 'one by 'one,[2] the 'sheep con'tinued to **disap'pear.**[1] 'When at 'last[2] 'more than 'ten 'sheep had disap'peared,[2] the 'shepherd be'came '**really** '**watchful.**[2] He 'walked a'bout a'mong the sheep 'night and 'day,[1] and 'watched 'carefully.[1] 'One 'night he 'saw a 'sheep[2] which did 'not 'move and 'eat 'grass like a 'sheep.[1]

"'That's 'not a 'sheep," he said;[2] "'that's a 'wolf in 'sheep's 'clothing.[1] 'That is the 'enemy who has 'killed my 'sheep!"[1]

'Taking the 'rope[2] which he had 'brought with him,[2] he 'quickly 'threw it 'round the 'wolf's '**neck.**[1] Then he 'took him to a 'tree[2] that 'grew at the '**top** of the 'hill[2] and '**hanged** him.[1]

'Two 'other 'shepherds[2] were '**passing** the 'place at 'that 'time,[1] and they were 'very 'much **sur'prised**[2] to 'see a 'sheep 'hanging from a 'tree[2] at the 'top of the 'hill.[1]

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

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

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

"You are 'quite 'right, brother.[1] The 'most '**dangerous** 'enemies are 'those[2] who pre'tend to be 'friends."[1]

Proverbs. No one is too old to learn.
It is never too late to learn.

Explanatory Notes

thought of a plan mõtles välja plaani
one by one ükshaaval, üksteise järel
were passing the place möödusid sellest kohast

Exercises to the Text

I. Read and translate the text orally.

II. Fill in the blanks with the correct prepositions.

1. The sheep were feeding ... the bottom ... a hill. 2. ... this way the wolf was able to kill many sheep. 3. Your sister looks ... you. 4. Trees grew ... the top ... the hill. 5. We were skating ... that time. 6. The teacher thought ... a game that the pupils could play in English. 7. ... the books lying ... her table there were a few English ones. 8. "Are you still ... Tartu?" she said looking ... me ... surprise. "Didn't you go ... Tallinn last week?"

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

1. She made no ... in her dictation.
2. Lions and tigers are ... animals because they can kill.
3. The giraffe has a very long ... and so it can eat the leaves of high trees.
4. "Goodbye," he said and ... round the corner. I never saw him again.
5. "Don't you ... me?" she asked. "I am your old friend Bertha." "Is it ...?" I asked in ....

IV. Explain the use of the articles in the following passage[1]) (§§ 75—83). Then translate the whole passage carefully into Estonian.

A wolf once saw some sheep feeding at the bottom of a hill. As there was a shepherd there, he was afraid to go near them. "I should like to eat a sheep," he said to himself. "I am very hungry, but I am afraid of that man." Then he thought of a plan. Here is his plan. He got the skin of a sheep and put it on, saying to himself, "The man, who is my enemy, will not recognize me because I look like a sheep. I shall go and kill

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[1]) **passage** ['pæsidʒ] katkend

many sheep and have a great feast [1]." The wolf had a great feast, because the shepherd did not recognize his enemy at first. But at last the shepherd saw the wolf. He threw a rope round the animal's neck and caught him. There were some trees at the top of the hill, so the shepherd took the wolf there and hanged him on a tree.

V. Answer the following questions.

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

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

VII. Translate into English.

1. Ta *jätkas* tööd. 2. Kõige ohtlikumad vaenlased on need, kes *teesklevad,* et nad on sõbrad. 3. *Meil on* paljud neist raamatuist kodus. 4. *Mõned* neist loomadest on *ohtlikud.* 5. Palituid ja kingi ja palju muud tehakse *lambanahast.* 6. Teades, et ma teda ootan, *helistas* ta mulle (*telefoniga*).

VIII. Make a picture in words, using (1) the Present and (2) the Present Continuous Tenses.

(Begin: "It is a bright summer day in the country. I am sitting . . .") **Use the following words:**

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

[1]) **feast** võõruspidu

Read and translate the fable "The Farmer and the Stork." Check up the reading of the following words:

caught, company, nearly, none, wonder.

THE FARMER AND THE STORK

A Fable

A farmer had a field of corn that was nearly ripe. One day he noticed that a number of cranes were coming to his field and eating his corn.

"If I let those cranes eat my corn," he said, "I and my family shall go hungry in the winter. I shall put a net in the field and catch them."

So the farmer put a net in his field and went home. The next morning he went to the field to see how many cranes were caught. There were many of them, and among them he saw one stork.

"Hallo!" said the farmer. "There's a stork among them! How did he get into the company of cranes, I wonder?"

As if in answer, the stork began to speak.

"Don't kill me," said the stork. "Let me go! I am not a crane. I have eaten none of your corn. I am a poor stork, as you can see, the best and kindest of birds. I help my father and mother; I ..."

But the farmer did not let him say any more. "All this may be true, perhaps," he said, "but I know that I have caught you with those who eat my corn. You must suffer with those with whom you are caught."

Explanatory Notes

go hungry nälgima
there are many of them neid on palju
as if in answer otsekui vastuseks
let me go lase mind lahti
did not let him say any more ei lasknud tal enam midagi ütelda

Reading Exercises

I. Put the following words in the table as shown:

The stressed syllable closed	The stressed syllable open	The letter *r* after the stressed vowel	The letter *r* between two vowels
exactly	translating	regarding	preparing

assistant, important, inventing, explorer, decided, imposing, affirming, excited, recrossing, inducing, according, preferring, constructor, desiring, returning, adhering, description, preceding, endurance, admirer.

II. Write in three columns (1) the words in which the last unstressed syllable gives the sound [ə], **(2) the words in which it gives the sound** [i] **and (3) the words in which it gives the sound** [ju]**:**

Italy, elephant, typical, accurate, communist, cinema, industry, opposite, institute, calendar, difficult, absolute, consonant, enemy, formula, primitive.

Read your columns.

III. Write the following words in alphabetical order and check up their reading:

great, through, scientist, observe, use *n.*, money, together, builder, continue, front, Magellan, travel, overland, Guinea, government, gone, own, above, level, guide, diary, publish, Persia, compasses.

Grammar Exercises (§§ 120, 124—125)

I. Copy the following sentences, underlining the infinitives, then translate them into Estonian (§ 120).

1. We are learning to read English and translate it into Estonian.
2. This story is not difficult to read.
3. She went to a shop to buy some butter.
4. She wanted to give a New Year present to her friend, but didn't know what to buy.
5. You will have to promise not to do that again.
6. The most dangerous enemies are those who pretend to be friends.

II. Copy the following sentences, underlining the gerunds [1]); then translate them into Estonian (§§ 124—125).

1. No one can get a good mark without studying hard.
2. Stop running in the corridor.
3. Have you finished reading this book?
4. We cannot live without eating and drinking.
5. Children learn much by talking to people about their work.
6. We like talking to heroes of the Great Patriotic War.
7. We learn how to live and work by studying the lives of Lenin and Stalin.

III. Analyse the following sentences.

1. She entered the room and quickly took the book.
2. The shepherd wanted to catch the wolf.
3. They were not recognized by anyone.
4. Some old newspapers will be needed.

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[1]) **gerund** ['dʒerənd] gerundium

Lexical Exercise

Translate into Estonian.

1. We *set out* on a *tramp* through the forest; we wanted to get *right* to the other side, which was quite *unknown* to us.
2. A *ship* is a very large boat.
3. We live in the 20th *century*.
4. As the pioneers had decided to *camp out* near the river, the next thing to do was [1]) to find a good *situation* for their camp, and then *cook* a *meal* for themselves.
5. I have broken the *point* of my pencil; have you a pocket-knife? [2])
6. A person who wants to be a *scientist* must learn to *observe* things very exactly.
7. "Music is of no *use* to me," said the 'clever' American boy; "it won't help me to get money."
8. Soviet *scientists* are the best in the world because they work for the people, and together with the whole Soviet people are *builders* of communism.
9. In old Russia many great Russian *travellers* did not get help from the government and *depended* only on themselves.
10. Our country is so strong and rich that even during the Great Patriotic War it was able to continue building *roads, railways,* and *bridges* over rivers in *districts* very far from the front.

LESSON SIXTEEN

EXPLORING

When a boy reads about Afanasy Nikitin who reached India in the fifteenth *century*, or Magellan, the first man to **sail** a **ship** round the world, or Sedov and his comrades in the North, or Miklukho-Maklai in New Guinea, he will perhaps want to leave his home and **explore** the world.

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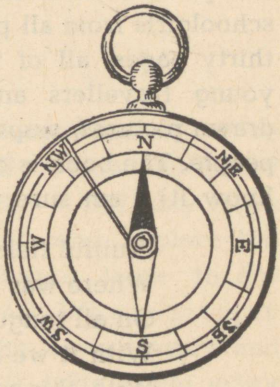
[1]) **the next thing to do was** esimene asi, mis tuli teha, oli...
[2]) **a pocket-knife** taskunuga

There have been many great **travellers** who have learned to **observe** things for themselves and to **depend** on themselves in a **difficulty.** But there are other explorers who have never gone far from their own homes, and yet have found much that is of great use to **scientists, builders,** collective farms, factories and museums.

Schoolboys and schoolgirls can become explorers without leaving the **district** in which they live.



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

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

Have you ever looked at a large map of your district? Get such a map and learn to read it, that is, to understand how map-makers show **roads, railways,** rivers, **bridges,** paths, and other interesting **facts.** In the Great Patriotic War, many boys and girls were able to help the Soviet Army and the partisans because they knew their home district well. Many became **scouts** and **guides** because they knew how to observe things and were able to depend on themselves in a dangerous and **unknown situation.**

Have you ever been on the **tramp** with a pioneer **detachment?** Every summer boys and girls go on tramps to different parts of our country. With their rucksacks and **blankets** on their **backs** and compasses in their pockets, they set out to explore their home district or some more **distant** place. They **cook** their own **meals** and often **camp out** for several days. They keep diaries

and make maps and sketches of the places they have seen. They make collections of minerals, plants, insects, and other interesting things for their school.

Pioneer detachments from country schools make **excursions** to Moscow, Leningrad, and other big towns, where they are met by the pioneers there and shown the town.

In 1948 a very interesting book was published about the tramps and excursions of young pioneers and schoolboys and schoolgirls from all parts of our country. It has one hundred and thirty pages, all of which, except three, were written by these young travellers and explorers. There are very many well-drawn pictures, maps and sketches, all made by the same young people. The book is called "Travels over the Homeland." Do you know it? I am sure you do.

Fruitful fields where once were barren patches,
Where was wasteland, thriving cities hum.
On all tongues the proudest word is Comrade,
With it we all barriers overcome.
With this word, throughout our mighty Union,
All our peoples flourish free from strife,
Side by side, the peoples of our country
Build in peace a richer, better life.

(From *The Song of the Fatherland*)

Explanatory Notes

the first man to sail a ship esimene inimene, kes sõitis laevaga (juhtis laeva)
New Guinea ['gini] Uus Guinea
leave his home kodunt lahkuma
be of great use [ju:s] olema väga kasulik
where ... go to kuhu lähevad (voolavad)
that is see on
country schools maakoolid
fruitful fields viljakad põllud
barren patches viljatud maalapid
'waste land kõnnumaa, üles harimata maa

thriving cities hum õitsvad linnad sumisevad
we all 'barriers over'come me ületame kõik takistused
flourish ['flʌriʃ] **free from strife** õitsevad vabadena võitlusest
side by side külg külje kõrval
in peace rahus

Exercises to the Text

I. Read and translate the text.

II. Answer the following questions.

1. In what century did Afanasy Nikitin reach India? 2. Who was the first man to sail round the world? 3. How did Sedov and his comrades try to go to the North Pole? 4. Did they reach the North Pole? 5. What do we call people who explore the world? 6. What must travellers and explorers learn to do? 7. What does a large map of a district show? 8. Why were many schoolboys and schoolgirls able to help the Soviet Army and the partisans in the Great Patriotic War? 9. Why could many of them become scouts and guides?

III. Arrange the following nouns and the adjectives that correspond to them in two columns. Give the Estonian for both nouns and adjectives:

surprise, terrible, silence, true, terror, silent, surprised, truth.

IV. Arrange the following nouns and the corresponding verbs in two columns. Give the Estonian for both nouns and verbs:

jump, order, roar, use, order, roar, jump, use.

V. Arrange the following words in pairs of antonyms. Give the Estonian for each word:

weak, present, happy, pleasant, light, rich, top, dark, poor, bottom, absent, unhappy, unpleasant, strong.

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

1. He found the place without any . . . .
2. A scout must be able to . . . on himself in any situation.
3. Potatoes grow very well in our . . . .
4. When you are learning a language, you must . . . the words and sentences very carefully and remember them correctly.

VII. Translate the following sentences into Estonian, then change them into the passive. Also translate the sentences with the passive into Estonian.

1. Who tore this book? 2. The shepherd did not recognize the wolf in sheep's clothing. 3. Did the shepherd hang the wolf? 4. Boris will answer this question. 5. Children do not play this game.

VIII. Fill in the correct tense (Present, Past, Future, Present Perfect) of the verbs in the margin [1] (§§ 96—107).

As you know, Russian people . . . always . . . great explorers. For example,	be
Afanasy Nikitin . . . overland to Persia (Iran) and India in the fifteenth century.	travel
He . . . a book about the things he	write, see
If we . . . at a map of the North, we . . .	look, see
the names of Russian explorers like Bering and Laptev. Early in the nineteenth	see
century a number of [2] Russian explorers . . . in the South Seas and in the	travel
Antarctic [3]. They . . . important discoveries [4]. Between 1871 and 1884 Miklukho-	make
Maklai . . . in the South. He . . . much	travel, learn
about the people he . . . with, and then . . .	meet, write

[1]) **in the margin** äärel
[2]) **a number of** palju
[3]) **the Ant'arctic** Antarktis
[4]) **a discovery** [dis'kʌvri] avastus

about them. Many expeditions[1]) ... different parts of Siberia and the Far East.	explore
After the Great October Socialist Revolution, our government ... expeditions to all parts of our great country.	send
Now we ... more about our country than we ever ... before. .... you ... any books by Russian and Soviet explorers?	know know, read

IX. Translate into English.

1. See koht (the place) on päris *meie maja lähedal.* 2. Kas te võite *loota iseenda peale* mingis raskuses. 3. Ta teab kõik *omaenda rajoonist.* 4. Ta kirjutas *hoolikalt* oma nime oma uuele vihikule. 5. Laev *sõitis* aeglaselt *välja.*

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

XI. Speak about a tramp or an excursion you once went on.

(Where did you go?; when did you go?; how did you go?; what did you do?; what did you see?; how did you go home?)

REVISION IV

Reading Exercises

I. Arrange the following words in four columns according to whether the stressed syllable belongs to (1) type I, (2) type II, (3) type III, and (4) type IV:

practical, colony, nursery, pyramid, victory, enemy, ornament, charity, possible, numeral, spherical, cardinal, summary, mineral, purity, mystery, attribute, probable, furious, cylinder, sensible, circular, natural, certainly, continent, origin, history, funeral, firmament, tyranny, sentiment, article, customer, furniture, family, formula, symphony, personal, criminal, regular.

Read your columns.

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[1]) **ˌexpeˈdition** uurimisreis, ekspeditsioon

II. Arrange the following words in four columns according to whether the last unstressed syllable gives (1) the sound [ə], (2) the sound [i], (3) the sound [ju:] and (4) no vowel sound:

officer, Canada, interval, tendency, institute, possible, general, cinema, Africa, recently, elephant, absolute, unity, elegant, openly, animal, history, spectacle, industry, constitute, factory, suitable.

Read your columns.

III. Write the forms of the 3rd person singular of the Present Tense, the Past Tense and the Present Participle of the following verbs:

dress, place, march, hate, want, care, play, raise, carry, pass, try, blot, vote, change, cure, shut, rise, stop, note, sleep.

IV. Write the comparative and superlative degrees of the following adjectives:

early, fine, happy, late, thin, nice, brave, hot.

V. Write the nouns in -er corresponding to the following verbs:

write, read, begin, skate, explore, teach, swim.

Read and translate "Summer." Check up the reading of the following words:

July, heavy, heart, republic, promise, deliver, government, sanatorium, tomato, machine, observe, gather, treasure, health, worthy, designer, achievement, soldier, touch, bear.

SUMMER

The summer months are June, July and August. In the far North the sun never sets in summer. In all parts of our great country there are blue skies and sunshine. Sometimes there are thunderstorms and heavy rains, which bring joy to the hearts of the collective farmers.

In this season letters come to Comrade Stalin from all parts of our Soviet land. The collective farmers of Siberia, of Kazakhstan, of the Ukraine, of the Baltic Republics and many other parts of the Soviet Union write that their crops are good. They promise to deliver to the Government more corn, more cotton, more fruit, vegetables and potatoes than they are required to deliver according to the plan.

The workers in the mills and factories open all the windows, for it is often very hot at work in summer-time. But the Soviet workers are not afraid of heat, and they work quite as well as in the cooler days of spring or autumn. They spend their free time in the parks and by the rivers. Many of them have their annual leave in summer, and they go to rest-homes and sanatoriums.

There is already plenty of fresh fruit. The workers in towns and cities can buy cherries, apricots, early plums, apples, and all kinds of small fruit in the shops and in the streets. There are plenty of early vegetables, too, such as cucumbers, tomatoes, carrots and cabbages, which are grown by the collective farmers for the workers. They send the best of everything they grow to the towns and cities. In return, the workers make machines and tractors for the collective farms and clothes and boots and hundreds of other things that the collective farmers need.

Summer is the season when schoolboys and schoolgirls put away their text-books and note-books. They have learned very much from the books during the school year. Now it is time to observe and study nature herself; it is time to take deep breaths of her sweet fresh air, to swim and bathe in her sunlit waters, to gather her treasures of field and forest and so get more health and strength and a stronger will to live and study in a way that will make our young generation worthy citizens of our Socialist Motherland.

Many important dates in the Soviet calendar fall on summer. Our people will never forget the 22nd of June, 1941, when the German fascists broke their Pact of Non-Aggression with the Soviet Union and without warning attacked our peace-loving

country. That day was the beginning of the Great Patriotic War which ended on the 9th of May, 1945, in a great victory for our Soviet Army and the whole Soviet people.

Four annual holidays come in summer; they are Physical-Culture Day and Soviet Navy Day in July, and Railway Day and Soviet Aviation Day in August. On Soviet Aviation Day great numbers of Moscow people and visitors to the capital watch a great demonstration of the skill of our Soviet pilots and the achievements of Soviet aeroplane designers.

Two important dates in the young pioneer calendar come in summer. Do all pioneers know that the famous pioneer camp "Artek" was first opened on the 1st of July, 1925, and that the first All-Union Pioneer Rally took place in Moscow in August, 1929?

Explanatory Notes

blue skies and sunshine sinine taevas ja päikesepaiste
heavy ['hevi] **rains** tugevad (rasked) vihmad
they are required [ri'kwaiəd] neilt nõutakse
all kinds of small fruit igasugused marjad
in re'turn omakorda
take deep breaths [breəs] sügavalt hinge tõmbama
sunlit waters päikesest valgustatud veed (veekogud)
visitors to the capital pealinna külastajad

Grammar Exercises

I. Translate the following sentences into Estonian paying attention to the words h a v e, h a d and h a s. In which sentences are h a v e, h a d and h a s formwords? (§§ 36, 105—107).

1. I have just spoken to her. 2. We have a big bookcase in our living-room. 3. Has he not been to see you? 4. October has thirty-one days. 5. He has to get up early tomorrow. 6. We have breakfast at 8 o'clock. 7. We don't have to write these exercises for tomorrow. 8. Have you time to help me with my English? 9. Will you have a cup of tea? 10. Caleb Plummer and his daughter had a hard master. 11. They had to walk home. 12. This table has only three legs.

II. Fill in the blanks with the correct tense of the verbs in the margin (§ 98).

1. When she ..., she will have to make the supper.	come
2. We shall go when Boris ... ready.	be
3. I shall ring her up when I ... home.	get
4. Please tell me when you ... news of him.	get
5. I shan't go to the theatre if you ... with me.	not + come
6. He will be surprised when he ... you, I am sure.	see

III. Fill in the blanks with the Present Tense, the Present Continuous Tense or the Future Tense of the verbs in the margin (§§ 96—102).

Bertha Plummer and her father ... at the table in their living-room. Bertha ... a doll's dress and Caleb ... a doll's house.	sit make paint
Caleb ... the house and ... up from his chair.	finish, get
"I ... some more work," he .... He ... to a shelf and ... some wooden animals from it. "I ... these animals," he ... to Bertha. As he... down again, Mr. Tackleton ... the door and ... in. He ... the animals on the table and ... roughly, "Why ... you ... those animals? I ... wooden soldiers. I ... any soldiers in the shop. I told you that yesterday."	need, say, go take paint, say sit, open come, see say, paint want, not + have

IV. Fill in the blanks using the Present, Present Continuous, Present Perfect, Future or Past Tenses of the verbs in the margin (§§ 96, 97, 101—102, 105—107).

A TELEPHONE CONVERSATION[1])

PETER:	Is that you, George?	
GEORGE:	Hallo? What's the matter? I can't hear a thing. Hallo? Hallo!	
PETER:	Is that you, George?	
GEORGE:	Oh! Hallo, Peter. What ... you ... me up for? We have to be at school in less than an hour.	ring
PETER:	Oh, I'm sorry, George. I ... the numbers of the English exercises we have to do for today. A few minutes ago the wind ... my paper off the table and out of the window. I ... downstairs[2]) at once but I ... find it.	lose blow run can + not
GEORGE:	All right. Just a minute[3]), and I ... what you .... Hold the line[4]), will you? Hallo! Are you there, Peter? Listen! Page 16, exercises six, seven, and eight.	get need
PETER:	Thank you very much, George. ... you ... all your homework?	finish
GEORGE:	Yes. You go and do those exercises. See you soon[5]).	
PETER:	Yes. Goodbye, George.	

V. Translate into English (§§ 39—43).

1. Kas ta *peab* kogu aja lamama voodis (in bed) või *võib* ta tõusta üheks tunniks? 2. Ta *ei tohi* tõusta kohe. Ta *võib* tõusta alles siis, kui ma teile ütlen. 3. Kas ma *võin* teid aidata? 4. Ma *võin* tulla homme kell 6.

---

[1]) **a 'telephone conver'sation** telefonikõnelus

[2]) **down'stairs** alla (trepist)

[3]) **just a minute** oota üks minut!

[4]) **hold the line** hoia ühendust (täpselt: liini), s. t. ära pane telefonitoru käest ära

[5]) **see you soon = I shall see you soon**

VI. Make the following sentences future (§§ 39—43).

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

VII. Fill in the blanks with the correct article or leave them empty[1]) (§§ 75—83).

THE BRAGGART[2])

Do you know ... story of ... two boys who met with ... bear in the forest?

They were walking along, talking about wild animals. One of them, called George, was saying, "If we meet with any wild animals, we shall defend each other like ... brave men. I have ... strong arm, ... brave heart and ... ."

At that moment ... big brown bear came out from among ... trees. In ... moment George was up in ... tree. He had forgotten about ... promise[3]) he had made and had left his friend Henry alone.

But Henry was ... brave boy, and he at once decided what to do. He lay down on ... ground and pretended to be dead. ... bear went up to ... boy, but did not touch[4]) him. Then it went back into ... forest.

When George saw that ... bear had gone away, he came down from ... tree. "Well, Henry," he said, "What did ... bear tell you?"

"It told me never to trust[5]) ... braggart like you!"

Read and translate the story "The Nightingale." Check up the reading of the following words:

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[1]) **empty** tühi
[2]) **a braggart** ['brægət] hoopleja
[3]) **promise** ['prɔmis] lubadus
[4]) **touch** [tʌtʃ] puutuma
[5]) **trust** usaldama

break, bush, busy, calf, cigarette, close, crow, cuckoo, echo, everyone, examine, eye, forget, further, goose, halt, however, lieutenant, listen, manage, minute, move, no one, pull, put, ruins, second, soldier, someone, soul, stood, suit, taught, through, towards, unpleasant, useless, whistle.

THE NIGHTINGALE

by *Petras Tzvirka*

A detachment of German soldiers entered the heap of ashes that had once been a Russian village. On a cart pulling a field-kitchen behind it, sat a tired-looking lieutenant. Evidently he was looking for something, for his eyes moved again and again from the map on his knees to the ruins of the village. There was not a soul to be seen.

At the far end of the village, the road forked. One path led to the fields and the other turned sharply towards the forest. Here the lieutenant gave the order to halt. He jumped down from the cart and carefully examined the place through his field-glasses. The soldiers stood silently watching him.

Suddenly the silence was broken by the call of a nightingale close at hand. The Germans began to look for the bird in the bushes. Then they saw a boy of about thirteen lying in the grass at the side of the road with his feet in the ditch. He wore a green jacket and no hat. He was busy scraping a stick with a pocket-knife.

"Hey, come here, you!" called the lieutenant.

The boy quickly put his knife in his pocket and approached the officer.

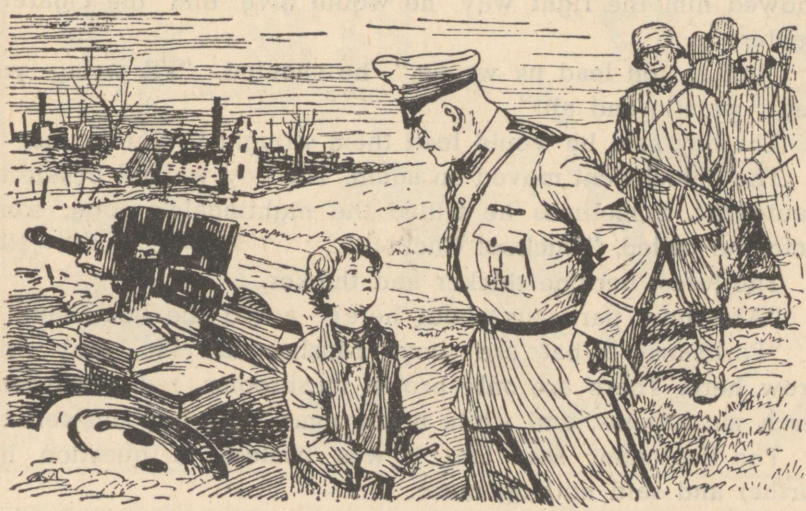
"Show it to me!" said the German. The boy took a little birchwood whistle out of his mouth and handed it to the officer with a smile.

"It's well made, my boy, well made." For a second there was a smile on his unpleasant face. "Who taught you to whistle like that?"

"No one, sir. I learned it myself. I can make the cuckoo's call too." And he suited the action to the word. Then he put the whistle back in his mouth and again the clear sweet trill of the nightingale was heard.

"Are you the only one in the village?" asked the lieutenant, raising his field-glasses.

"How the only one? There are lots of birds here — sparrows and crows, and nightingales, and cuckoos. Sure I'm not the only one here."



"Idiot!" shouted the fascist officer angrily. "Are there people here?"

"People? There haven't been any people here since the beginning of the war," answered the boy, not at all afraid. "When the shooting began and the village was burned down, everyone began to shout: "The wild animals are coming!" and ran away."

"And why didn't you run away?"

"I wanted to see the wild animals. Once I went to town and a man there was showing a cat as big as a calf for 50 kopeks."

"Weak-minded," said the officer in German, turning towards his men.

"Do you know the way to Surmantas? That's what the place is called, isn't it?"

"Why, sure I do," answered the boy confidently. "I went there with my Uncle to catch fish. The fish there can swallow a goose, they're so big!"

Then the lieutenant took a cigarette-lighter out of his pocket and showed it to the boy. He said that if the boy showed him the right way, he would give him the cigarette-lighter.

"But if you lead us wrong," he shouted, "I'll wring your neck, whistle and all!"

The boy said he would lead them straight to Surmantas.

The detachment moved on again. The boy walked beside the lieutenant. Sometimes he trilled the nightingale's song, sometimes he called, "Cuckoo! Cuckoo!"

The forest became thicker and thicker.

"Are there partisans about here?" asked the lieutenant.

"Partisans? What are they? Mushrooms? No, they don't grow here. There are only brown mushrooms, red mushrooms, birch mushrooms, and white mushrooms," the boy answered.

The lieutenant saw that it was useless to question him further and said nothing more.

Deep in the forest, hidden behind the trees, lay several men armed with rifles. A bend in the road could be seen from where they lay between the trunks of the trees.

"Listen!" said one of the men suddenly. "The Nightingale! Do you hear?"

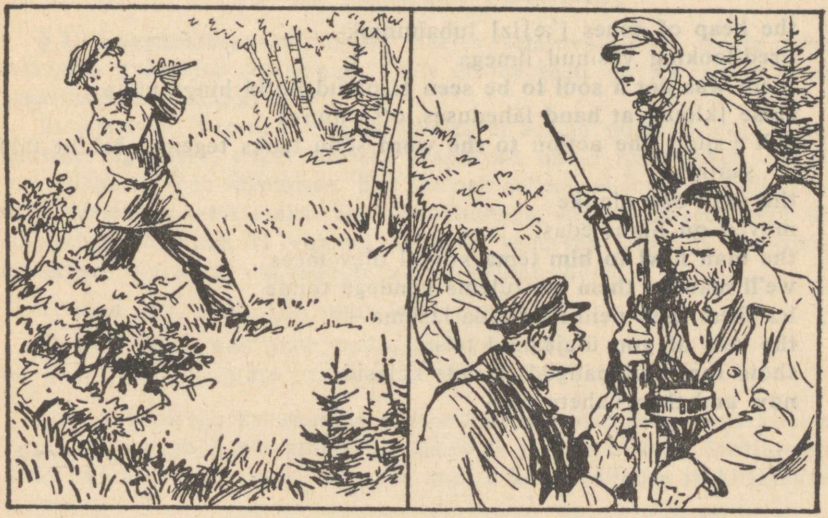
The man next to him listened carefully but could hear nothing.

"You only seemed to hear it," he said. However, he took four hand grenades from behind a stump and laid them in front of him.

"Now do you hear?"

The sound was already quite clear. The man who first heard it began to count: "One, two, three, four ... Thirty-two fritzes," he said softly, as he listened to the bird's song. "And two machine-guns," he added as the call of the cuckoo followed the trills of the nightingale.

"We'll manage them," he said as he took up his rifle. "Petrov and I will let them pass. When the rest of you begin



firing, we shall attack them in the rear. If anything happens to me, don't forget the Nightingale."

In a few minutes the German detachment appeared round the bend. The Nightingale trilled on as gaily as ever.

Suddenly another whistle came out of the wood like an echo in answer to the boy's. The boy halted, then dashed aside into the bushes. Shots rang out, breaking the silence. The lieutenant fell, and one by one the German soldiers fell after him. Groans, shouts and the sharp words of command filled the air.

Not one German soldier reached Surmantas, and not one went back to the place he had come from.

The next day, at the end of the village where the road forked, sat a boy of about thirteen, with his feet in the ditch. Now and then he looked up the road into the village as if he was waiting for someone. From his lips came the trills of the nightingale, and in his hand was a stick which he was scraping with a pocket-knife.

Explanatory Notes

the heap of ashes ['æʃiz] tuhahunnik
tired-looking väsinud ilmega
there was not a soul to be seen ei olnud ühtki hinge näha
close [klous] **at hand** läheduses, otse juures
suit ['sju:t] **the action to the word** sõnu teoks tegema, öeldut täide saatma
the only one ainuke
moved on liikus edasi
the man next to him tema kõrval olev mees
we'll manage them me tuleme nendega toime
let them pass neid mööduda laskma
the rest of you ülejäänud teist
shots rang out paugud (lasud) kõlasid
now and then vahetevahel

LUGEMISREEGLID[1]) (RULES OF READING)

Üldine ülevaade (General)

§ 1. Lugemisraskused inglise keeles seletuvad selle keele täiesti isesuguse graafilise süsteemiga, mis erineb eesti ja ka teiste keelte graafilisest süsteemist.

Lugemisviisi keerukus inglise keeles ei seisne mitte niivõrd konsonantide lugemises, ehkki selleski avalduvad omad iseärasused, kuivõrd just vokaaltähtede lugemises. See tuleneb sellest, et inglise keele graafilises süsteemis tähistatakse iga vokaaltähega väga mitmesuguseid täishäälikuid, olenevalt 1) vokaali asendist vastavas silbis ja 2) vokaali naabruses olevatest vokaalidest või konsonantidest:

1) man [æ], mane [ei], mar [ɑ:], mare [ɛə]

2) pain [ein], pair [ɛə], pause [ɔ:], paw [ɔ:]
all [ɔ:], half [ɑ:], grass [ɑ:], want [ɔ], quarter [ɔ:]

Ühe vokaaltähe kasutamine mitmesuguste täishäälikute märkimiseks kirjas on inglise keele graafilise süsteemi iseloomulikuks iseärasuseks. Selle iseärasuse põhjuseks on vahe inglise kõnehäälikute ja kirjatähtede arvus.

Inglise keeles on 46 kõnehäälikut (sounds).

24 kaashäälikut: [p, b, m, f, v, w, θ, ð, k, g, ŋ, h, j, t, d, n, l, s, z, ʃ, ʒ, tʃ, dʒ, r];

22 täishäälikut: [i:, i, e, æ, ɑ:, ɔ:, ɔ, u, u:, ʌ, ə:, ə, ei, ou, ai, au, ɔi, iə, ɛə, uə, aiə, auə].

Inglise keeles on 26 kirjatähte (letters).

20 konsonanttähte (consonant letters): b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z;

6 vokaaltähte (vowel letters): a, e, i, o, u, y.

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[1]) Lugemisreeglite käsitlemisel tuleb arvestada terminoloogilist nõuet: **tähti loetakse, häälikuid hääldatakse.**

Kõrvutades häälikute (sounds) arvu ingliskeelses kõnes tähtede (letters) arvuga tähestikus näeme, et 20 konsonanttähega märgitakse 24 kaashäälikut ja et 22 täishääliku märkimiseks on inglise keele graafilisel süsteemil kasutada ainult 6, õigemini 5 vokaaltähte, sest täht **y** dubleerib tähte **i**, s. t. märgib samu häälikuid kui täht **i**:

pin, gyps [i]; nine, style [ai]; fir, Byrd [əː]; fire, tyre [aiə]

§ 2. Täht **y** esineb sõna keskel ainult kreeka päritoluga sõnades, kuna sõna lõpus märgitakse häälikuid [ai] ja [i] alati tähega **y**, sest täht **i** ei esine inglise keele sõnade lõpus:

boy, try, they, happy, cry, play, day, carry

Tähega **y** märgitakse häälikuid [ai] ja [i] ka lõpu **-ing** ees, sest täht **i** ei esine inglise sõnades kahekordselt, ka tähte **e** ei kirjutata lõpu **-ing** ees:

lie + **ing** = **lying**, samuti kui **cry** + **ing** = **crying**

Kõikide teiste lõppude ees aga märgitakse häälikud [ai] ja [i] tähega **i**.

-s — try — **tries** [traiz]; baby — **babies** ['beibiz]
-ed — try — **tried** [traid]; carry — **carried** ['kærid]
-er, -est — happy — **happier** ['hæpiə], **happiest** ['hæpiist]
-ly — happy — **happily** ['hæpili]
-th — twenty — **twentieth** ['twentiiθ]

§ 3. Üldreeglina tähte **e** sõna lõpus ei loeta (erandeid: be, he, me, she, we):

take, five, once, asked, tense, tired, knives, worked

Tähte **e** loetakse aga sõna lõpus **i**-na ja ta moodustab silbi järgmistes lõppudes:

-(e)s [iz] (sisinhäälikutega lõppevate sõnatüvede järel):

class — classes; wash — washes; box — boxes
place — places; nose — noses; size — sizes; page — pages
-ed [id]: add — added; want — wanted; invite — invited
-est [ist]: dirty — dirtiest [dəːtiist]
-eth [iθ]: forty — fortieth ['fɔːtiiθ]; eighty — eightieth [eitiiθ]

Et säiliks algvormi hääldamine, jääb täht **e** ära järgmiste lõppude ees:

-ing: write — writing ['raitiŋ]; take — taking ['teikiŋ]
-ed: like — liked [laikt]; live — lived [livd]
-er, -est: ripe — riper ['raipə] — ripest ['raipist]

Viimane reegel käib II silbitüübi sõnade kohta. I silbitüüpi sõnadele on iseloomustav teistsugune nähtus: kui sõnatüve lõpus on üks vokaal + konsonant, siis, et säilitada sõna algvormi hääldamist, konsonanttäht kahekordistub järgmiste lõppude ees:

-ing: stop — stopping ['stɔpiŋ]; run — running ['rʌniŋ]
-ed: stop — stopped [stɔpt]; plan — planned [plænd]
-er, -est: big — bigger ['bigə] — biggest ['bigist]

VOKAALTÄHTEDE LUGEMINE
(READING OF VOWEL LETTERS)

Ühesilbilised sõnad (One-Syllable Words)

Neli silbitüüpi (Four Types of Syllables)

§ 4. Vokaalide lugemisel etendavad suurt osa kaks tähte: tumm **e** sõna lõpus ja **r** vokaali järel.

Tumma **e** esinemine või puudumine sõna lõpus või täht **r** vokaali järel mõjustavad vokaali häälikulist väärtust ühesilbilises sõnas. Vastavalt sellele, missugust osa etendavad need kaks tähte inglise keele graafilises süsteemis, liigitatakse kõik sõnad vokaalide lugemisel nelja silbitüüpi (four types of syllables).

I tüüpi silp lõpeb ükskõik missuguse konsonandiga, välja arvatud **r**:

[æ]	[ɔ]	[ʌ]	[e]	[i]
man	not	but	nest	sit, gyps

II tüüpi silp lõpeb 1) vokaaliga või 2) tähega **e**, mida eraldab esimesest vokaalist üks konsonanttäht (ükskõik missugune, välja arvatud **r**):

	[ou]	[i:]	[ai]	[ai] [1])	
(1)	no	he	I	my	
	[ei]	[ou]	[ju:]	[i:]	[ai]
(2)	take	note	tube	Pete	fine, style

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[1]) Absoluutselt lahtisi silpe esineb peamiselt kahesilbilistes sõnades, ühesilbilistes sõnades aga ainult grammatiliselt abistavates sõnades, alfabeedi tähtede ingliskeelsetes nimetustes ja mõnedes iseseisva tähendusega sõnades (go, do, sky, fly, dry jne.).

III tüüpi silp lõpeb tähega **r**, millele võib järgneda mis tahes konsonant (aga mitte vokaal):

[ɑː]	[ɔː]	[əː]
farm	port	fur, her, fir, Byrd

IV tüüpi silp lõpeb tähega **e**, mida eraldab esimesest vokaalist täht **r**:

[ɛə]	[ɔː]	[juə]	[iə]	[aiə]
care	more	cure	here	fire, tyre

§ 5. Neis neljas silbitüübis märgitakse 5 vokaaltähega **a, o, u, e, i** (arvestades tähti **i** ja **y** ühe tähena) 17 rõhulist täishäälikut:

5 lühikest täishäälikut — [æ, ɔ, ʌ, e, i] I silbitüübis;
5 [i]- ja [u]- lõpulist liithäälikut — [ei, ou, juː, iː, ai] II silbitüübis;
3 pikka täishäälikut — [ɑː, ɔː, əː] III silbitüübis
4 [ə]- lõpulist liithäälikut — [ɛə, juə, iə, aiə] IV silbitüübis.

Ülejäänud 4 rõhulist täishäälikut märgitakse tähega **o** + teised vokaaltähed.

Tähtühendis **oo** + **k** loetakse **oo** lühikese [u]-na:

book, hook, took, look, rook

Märkus. Kui **oo** on silbi lõpul või talle järgneb mis tahes konsonant, välja arvatud **k**, tähistab ta pikka täishäälikut [uː], sama, mida tähistab täht **u** II silbitüübis, ainult ilma häälikuta [j]:

too, zoo, tool, moon, school

Tähtühendid **ou** ja **oi** (ja **oy**) märgivad kaksiktäishäälikuid [au] ja [ɔi]:

bound, out, loud; boil, coin, voice, boy, toy, joy

Tähtühend **ou** + **r** tähistab liithäälikut [auə]:

our, hour, sour

Järgnev tabel annab ülevaate kõikide vokaaltähtede lugemisest neljas silbitüübis, samuti ka tähe **o** ühendeist vokaalidega:

Vokaalide lugemine ühesilbilistes sõnades

Silbitüübid	I	II	III	IV
Tähed / Häälikud	Lühikesed häälikud	[i]- ja [u]-lõpulised liithäälikud	Pikad häälikud	[ə]-lõpulised liithäälikud
a	[æ] fat	[ei] fate	[ɑː] far	
o	[ɔ] not	[ou] note	[ɔː] nor	[ɔː] more
u	[ʌ] cut	[juː] cute	[əː] cur	[juə] cure
e	[e] hen	[iː] mete	her	[iə] here
i, y	[i] fin gyps	[ai] fine type	fir Byrd	[aiə] fire tyre
o + ...	[u] book	[au] [ɔi] bound boil		[auə] our

Kahesilbilised sõnad (Two-Syllable Words)

Rõhulised silbid (Stressed Syllables)

§ 6. Kahesilbilistes sõnades asetseb rõhk reeglipäraselt esimesel silbil:

ˈbanner, ˈsofa, ˈpupil, ˈpencil, ˈlesson, ˈfifty.

Rõhulise silbi vokaali lugemine oleneb, samuti kui ühesilbiliseski sõnas, silbitüübist:

Vokaalide lugemine kahesilbilistes sõnades, kui rõhk on esimesel silbil:

	I silbitüüp	II silbitüüp	III silbitüüp	IV silbitüüp
	Kinnine rõhuline silp	Lahtine rõhuline silp	Täht r vokaali järel	Täht r vokaalide vahel
a	[æ] ban — ban/ner plan — plan/ning cap — ap/ple	[ei] late — la/ter plane — pla/ning tale — ta/ble	[ɑː] arm — ar/my farm — far/ming	[ɛə] pare — pa/rents care — ca/ring
o	[ɔ] cot — cot/tage hop — hop/ping got — gob/ble	[ou] spoke — spo/ken hope — ho/ping note — no/ble	[ɔː] for — for/ty sport — spor/ting	[ɔː] store — sto/ry bore — bo/ring
u	[ʌ] sum — sum/mer cut — cut/ting gun — jun/gle	[juː] muse — mu/sic use — u/sing huge — bu/gle	[əː] turn — tur/ner nurse — nur/sing	[juə] mure — du/ring cure — cu/ring
e	[e] let — let/ter set — set/ting cent — cen/tre	[iː] Pete — Pe/ter mete — me/ting mete — me/tre	germ — Ger/man serve — ser/ving	[iə] here — he/ro mere — me/rest
i	[i] din — din/ner sit — sit/ting lit — lit/tle	[ai] write — wri/ter rise — ri/sing rife — ri/fle	third — thir/ty stir — stir/ring	[ai] mire — mi/ry fire — fi/ring

§ 7. Kui on tegemist tuletatud sõnaga, mis koosneb prefiksist (eesliitest) ja tüvest, siis langeb rõhk tüvele — lõppsilbile. Prefiksitega sõnade hulka kuuluvad peamiselt verbid ja kahesilbilised määrsõnad, ees- ja sidesõnad.

de'cide, re'fuse, pre'pare, a'way, a'long, be'fore

Vokaalide lugemine kahesilbilistes sõnades, kui rõhk on lõppsilbil:

	I silbitüüp	II silbitüüp	III silbitüüp	IV silbitüüp
a	[æ] tack — at/tack act — ex/act	[ei] came — be/came take — mis/take	[ɑː] bark — em/bark hard — re/gard	[ɛə] pare — pre/pare ware — be/ware
o	[ɔ] long — a/long cross — a/cross	[ou] lone — a/lone pose — sup/pose	[ɔː] form — in/form port — im/port	[ɔː] fore — be/fore lore — ex/plore
u	[ʌ] cult — in/sult trust — en/trust	[juː] fuse — re/fuse cute — a/cute	[əː] fur — oc/cur turn — re/turn	[juə] cure — se/cure mure — im/mure
e	[e] press — ex/press set — up/set	[iː] cede — pre/cede cede — re/cede	her — re/fer her — pre/fer	[iə] here — ad/here mere — ad/here
i	[i] mist — in/sist list — en/list	[ai] rise — a/rise cite — re/cite	firm — af/firm stir — be/stir	[aiə] mire — ad/mire quire — re/quire

Rõhuta silbid (Unstressed Syllables)

Taandumine (Reduction)

§ 8. Tingituna tugevast rõhust inglise keeles hääldatakse täishäälikuid selgelt ainult rõhulistes silpides. Rõhuta silbid nõrgenevad ja nende täishäälikud taanduvad ehk redutseeruvad, s. t. lühenevad ja muudavad oma kvaliteedi.

Rõhuta silpides redutseerunud täishäälikuid märgitakse samade tähtedega kui rõhulisi täishäälikuid, hääldatakse aga [i] või [ə].

Rõhuta silbis tähed **e, i, y** tähistavad häälikut [i] ja tähed **a, o, u** — häälikut [ə].

Tähed	**e, i, y**	a, o, u
Häälikud	[i]	[ə]
Rõhueelne silp	de'fend in'vent de'cide mis'take	ad'dress col'lect suc'cess a'lone con'nect sup'press
Rõhujärgne silp	'biggest 'music 'happy 'classes 'morning 'Egypt	'comma 'bottom 'minus 'sofa 'pilot 'focus

Kujult lahtistes rõhujärgseis silpides (II tüüp), täht **a** tähistab häälikut [i]:

'village, 'cottage, 'bandage, 'comrade, climate.

Kujult lahtistes (II tüüp) rõhuta silpides vokaalid **o** ja **u** ei taandu:

hero ['hiərou], zero ['ziərou], unite [ju:'nait], commune ['kɔmju:n]

Kujult III silbitüübile sarnanevais rõhuta silpides, kus vokaalile järgneb **r**, loetakse kõiki vokaale [ə]-na:

Tähed	(**a, o, u, e, i, y**) + **r**
Häälik	[ə]
Rõhueelne silp	**cor**'rect **sur**'prise per'cent **for**'get **sur**'pass per'sist
Rõhujärgne silp	'dol**lar** 'doc**tor** 'mur**mur** 'lat**er** 'tap**ir** 'col**lar** 'trac**tor** 'pic**ture** 'bett**er** 'mart**yr**

Vähestes sõnades, kus rõhujärgsetes silpides tumm **e** ei asetse mitte **r** ees, vaid selle järel (näiteks sõnas centre), loetakse **re** [ə]-na, samuti nagu **er** rõhuta lõppsilpides. Neil sõnadel on kaks kirjutusviisi: briti **centre** ja ameerika **center**, kuid hääldus on sama.

centre, center ['sentə], metre, meter ['mi:tə]

Kui rõhujärgses silbis vokaalile järgneb **n** või **l**, siis vokaali rõhuta silbis üldse ei loeta:

lesson ['lesn], **pupil** ['pju:pl], **pencil** ['pensl]

Kuigi sellistes sõnades kahest vokaalist loetakse ainult üks, s. o. rõhulise silbi vokaal, siiski on need sõnad kahesilbilised, sest [n] ja [l] moodustavad siin omaette silbi:

cotton ['kɔtn], **written** ['ritn], **student** ['stju:dnt], **absent** ['æbsnt], **pencil** ['pensl]

Samuti osutuvad kahesilbilisteks sõnad, milledes tumm **e** ei asetse mitte **l** ees, vaid järel ja heliline **l** moodustab silbi:

little ['litl], **apple** ['æpl], **table** ['teibl], **rifle** ['raifl]

Märkus: Grammatiliselt abistavad sõnad osutuvad rõhuta elementideks lauses ja redutseeruvad samuti kui rõhuta silbid kahesilbilistes sõnades: vokaalid **e, i** loetakse i-na, aga **a, o, u** tähistavad häälikut [ə]. Erandina ei taandu asesõnad **I, my, they** ja eessõna **on.**

Digraafid (Digraphs)

§ 9. Tabelis § 5 all on toodud kõik inglise keele häälikud rõhulistes silpides (stressed syllables), mida märgitakse täishäälikutega (monograafidega) neljas silbitüübis ja tähe o ühendid vokaalidega — oo + k, ou, oi (oy), ou + r.

Kõik ülejäänud kahetähelised vokaalühendid, mida nimetatakse vokaaldigraafideks (digraphs), ei anna mingeid uusi häälikuid, vaid kujutavad endist ainult teisi võimalusi samade häälikute märkimiseks.

digraaf **ai** sõnas **pain** märgib häälikut ei samuti kui **a** sõnas **pane**
„ **aw** „ **saw** „ „ „ „ **o** (+ **r**) sõnas **fork**

Digraafi lugemine ei sõltu silbitüübist, milles ta esineb: kas silp on kinnine või lahtine, see ei muuda digraafi lugemist.

sea — **seat** [i:] **see** — **seem** [i:] **paw** — **Paul** [ɔ:]

Kui aga digraafi järel esineb täht **r**, siis muutub digraafi häälikväärtus:

II tüübi järgi: **pain** [ei] **boat** [ou] **bee** [i:]

IV tüübi järgi: pair [ɛə] boar [ɔ:] beer [iə]

Alljärgnev tabel näitab vokaaldigraafide jaotust silbisüsteemi raamides.

Silbitüübid Häälikud / Tähed	I Lühikesed häälikud	II [i]- ja [u]-lõpulised liithäälikud	III Pikad häälikud	IV [ə]-lõpulised liithäälikud
a	—	[ei] pain pay vein they	—	[ɛə] pair their
o	—	[ou] snow [1]) boat goes	[ɔ:] pause paw brought	[ə:] oar
u	—	[(j)u:] due suit few pool	—	[(j)uə] poor
e	[e] head	[i:] eat beet	[ə:] learn	[iə] ear beer
{ i { y	—	[ai] die dye	—	—
o + vokaal +	[u] book	[au] out now [1])	[ɔi] boil boy	[auə] our

Vokaaltähtede ja konsonantrühmade ühendid (Combinations of Vowel Letters with Consonant Groups)

§ 10. Inglise keeles esineb konsonantrühmi, mis järgnedes vokaalile, määratlevad viimase lugemise II või III silbitüübi järgi. Need konso-

[1]) Nagu nähtub tabelist, loetakse o + w kahel viisil: [ou] ja [au].

nantühendid ei mõjusta aga mitte kõikide, vaid ainult kolme vokaali — **a, o, i** lugemist. Iga mainitud tähe lugemine erineb tema tavalisest lugemisviisist kinnises silbis ainult teatud konsonantrühma ees.

Alljärgnev tabel näitab selliste vokaalide ja konsonantrühmade ühendite liigitumist silbisüsteemi raamides.

Silbitüübid	II	III			
Häälikud / Tähed	[i]- ja [u]-lõpulised liithäälikud	Pikad häälikud			
a	[ei] **change** **taste** **bathe**	[ɑː] **calm** **half** **halves**	**dance** **branch** **plant**	**pass** **past** **ask**	**staff** **shaft** **bath**
o	[ou] **bold** **bolt**	[ɔː] **all** **tall** **call**	**salt** **bald**	**also** **false**	**talk** **chalk** **walk**
i	[ai] **child** **find** **right**	—			

§ 11. Konsonanttähed **q(u)** ja **w(h)** mõjustavad vokaaltähe **a** lugemist. Täht a, mis järgneb tähtedele **q(u)** ja **w(h)**, tähistab häälikut [ɔ] sõnades, mida loetakse I tüübi järgi, ja häälikut [ɔː] sõnades, mida loetakse III tüübi järgi.

[ɔ] — **wash, squat, want, what;**
[ɔː] — **warm, warn, quarter**

Täht **o**, mis järgneb tähele **w**, tähistab häälikut [ʌ] sõnades, mida loetakse I tüübi järgi, ja häälikut [əː] sõnades, mida loetakse III tüübi järgi.

[ʌ] — **won, worry;** [əː] — **worker, world, word**

Kolme- ja mitmesilbilised sõnad
(Three-Syllable and Many-Syllable Words)

§ 12. Mitmesilbilistes sõnades langeb rõhk niihästi viimsele silbile (s. t. 1. silp lõpust) kui ka 2. või 4. silbile lõpust:

over'take	re'member	'ordinary
3 2 1	3 2 1	4 3 2 1

Kuid enamasti ja reeglipäraselt langeb rõhk 3. silbile lõpust:

'factory	'opposite	'definite	A'merica uni'versity
'century	'terrible	'regular	a'pologize satis'factory

Kuna prefiksid on rõhuta, siis langeb prefiksite abil tuletatud sõnades (peamiselt verbides) rõhk tüvele, s. o. prefiksile järgnevale silbile (viimsele või 2. silbile lõpust):

under'stand	intro'duce	over'take
re'member	im'portant	ex'plorer

Prefiksitega sõnades loetakse rõhulise silbi vokaal ühe- ja kahesilbiliste sõnade lugemise reeglite põhjal sõltuvalt silbitüübist, milles vokaal esineb.

Kinnine silp	under'stand re'member	loetakse nagu	stand member		I tüübi järgi
Lahtine silp	over'take in'vader	„ „	„ „	take trader	II tüübi järgi
Silp tähega **r** vokaali järel	over'turn dis'arming	„ „	„ „	turn arming	III tüübi järgi
Silp tähega **r** vokaalide vahel	over'bore in'curable	„ „	„ „	bore curing	IV tüübi järgi

Sõnades, milledes rõhk langeb 3. (või 4.) silbile lõpust, loetakse rõhulise silbi vokaal **erireegli**, mitte ühe- ja kahesilbiliste sõnade reegli järgi. Välja arvatud juhtumid, milledest kõneldakse allpool, loetakse

vokaal niisugustes sõnades — sõltumata silbitüübist, milles ta asetseb — samuti kui kinnises silbis (I tüübi järgi), ja ta tähistab lühikest täishäälikut.

Silbitüübid / Tähed ja häälikud	I = I	II → I	III = III Reeglipärane	IV → I
a [æ]	factory	family	—	arable
o [ɔ]	opposite	probable	—	origin
u [ʌ]	suddenly	—	—	—
e [e]	terrible	definite	—	spherical
i **y** [i]	difficult symphony	Italy synonym	—	miracle pyramid

Kõik III tüüpi rõhulised silbid loetakse mitmesilbilistes sõnades ühe- ja kahesilbiliste sõnade lugemise reeglite järgi ja nad tähistavad pikki häälikuid

[ɑː]	[ɔː]	[əː]	[əː]	[əː]
ar/ticle	**cor**/poral	**fur**/niture	**per**/sonal	**cir**/cular

I-sse tüüpi ei kandu üle ka lahtised rõhulised silbid tähega **u** (II tüüp) ja silbid tähega **r** kahe vokaali vahel (IV tüüp):

	[juː]	[juə]
II	nu/meral, fu/neral	
IV		fu/rious, pu/rity

Reegel lõpust 3. või 4. rõhulise silbi vokaali lugemise kohta kinnise silbi vokaalina ilmneb ka ühe- ja samatüvelistes sõnades, kui neid pikendatakse mõningate sufiksite liitmise teel. Vokaal, mida ühe- või kahesilbiliste sõnade rõhulises silbis loetakse II või IV tüübi järgi,

muudab oma häälikulist väärtust mitmesilbilise sõna rõhulises silbis ja loetakse kinnise silbi häälikuna, s. o. I tüübi järgi.

Kahesilbiline sõna	Mitmesilbiline sõna	Kahesilbiline sõna	Mitmesilbiline sõna
II tüübi järgi	I tüübi järgi	IV tüübi järgi	I tüübi järgi
nature [ei] miner [ai]	natural [æ] mineral [i]	hero [iə] tyrant [aiə]	heroism [e] tyranny [i]

Ainult II (ja IV) tüübi järgi loetavais **u**-lõpulistes lahtistes silpides ja kõikides ühe- ja kahesilbiliste sõnade III tüübi järgi loetavais silpides, mille vokaalile järgneb täht **r**, jääb täishääliku väärtus sõna pikenemisel muutmata, s. o. endiseks

music [juː] — musical [juː];
form [ɔː] — formula [ɔː]

Grammatiliste lõppude **-ing**, **-(e)s**, **-ed** ja produktiivsete sufiksite **-ly**, **-ful**, **-less**, **-ness**, **-er** liitmisel sõnatüvele ei nihku rõhk sellelt silbilt, millele ta langeb sõna algvormis, ja saadud mitmesilbilise sõna rõhulise silbi vokaal säilitab sama häälikulise väärtuse, mis tal oli algvormis — ühe- või kahesilbilises sõnas.

Vokaal sõnas		*opening*	[ou]	loetakse nagu sõnas			*open*(+**ing**)
„	„	*organizes*	[ɔː]	„	„	„	*organize*(+*s*)
„	„	*in'vited*	[ai]	„	„	„	*in'vite*(+*ed*)
„	„	*prettily*	[i]	„	„	„	*pretty*(+*ly*)
„	„	*careless*	[ɛə]	„	„	„	*care*(+*less*)
„	„	*usefulness*	[juː]	„	„	„	*useful*(+*ness*)
„	„	*ex'plorer*	[ɔː]	„	„	„	*ex'plore*(+*er*)

Nimisõnades sufiksiga **-ion** (mis varem oli kahesilbiline), langeb rõhk sellele silbile, mis eelneb sufiksile. Rõhulise silbi vokaal loetakse vastavalt kahesilbiliste sõnade reeglile, s. o. sõltuvalt silbitüübist.

at'tention [e], dic'tation [ei], revo'lution [uː]

Erandiks on silbid tähega **i**, mis sufiksi **-ion** ees loetakse [i] nagu kinnises silbis.

po'sition [i], condition [i]

Omadussõnades sufiksiga -ic (ja -ical) langeb rõhk silbile, mis asetseb sufiksi ees, ja rõhulise silbi vokaal loetakse kahesilbiliste sõnade reeglite järgi.

he'roic [hi'rouik], e'lectric(al) [i'lektrik]

Rõhuta silbid (Unstressed Syllables)

§ 13. Mitmesilbiliste sõnade rõhuta silpide vokaalid loetakse kahesilbiliste sõnade rõhuta silpide lugemisreeglite järgi:

Vokaalid e, i, y loetakse rõhuta silbis [i]
„ a, o, u „ „ „ [ə]

Tähed	e, i, y	a, o, u
Häälikud	[i]	[ə]
Rõhueelne silp	ex'pensive in'vention syn'thetic	ma'terial to'gether sus'picion
Rõhule järgnev lõppsilp	alphabet opposite enemy	Africa diamond difficult
Rõhujärgne silp	elephant family	Canada colony industry

Rõhueelsetes ja rõhujärgsetes silpides (tähega **r**) loetakse **r** koos vokaaliga [ə]-na, olenemata sellest, missugune vokaal asetseb tähe **r** ees. Kuid **r** loetakse rõhulisele silbile järgnevas silbis vokaalide vahel oma täie häälikuväärtusega [r].

Rõhueelne silp	cor'rection	sur'prising	per'fection	
Rõhule järgnev lõppsilp	singular	editor	furniture	
Rõhujärgne silp	summary	victory	general	interval

Märkus. Mõnedes mitmesilbilistes sõnades rõhujärgne **r**-tähega silp annulleerub, nii et loetakse ainult vokaali ees seisvat tähte **r**:

every [ˈevri], interesting [ˈintristiŋ], several [ˈsevrəl], different [difrənt]

Kui rõhujärgsetes silpides vokaalile järgneb täht **n** või **l**, siis vokaali rõhuta silbis ei loeta ja see rõhuta silp koosneb ainult silpi moodustavast helilisest konsonandist [l] või [n]:

forgiven skeleton capital

Nagu kahesilbilistes, nii ei taandu ka mitmesilbilistes sõnades lahtised silbid tähega **u** rõhueelses ja rõhujärgses asendis ja tähega **o** (ning diagraafiga **ow**) rõhujärgses asendis:

u [juː]	u´nited, institute, singular, formula
o [ou]	po´tato [pəˈteitou], to´mato [təˈmaːtou]

Kaasrõhk (Secondary Stress)

§ 14. Mitmesilbilistes sõnades esineb veel kaasrõhk, mis langeb kolmandale silbile, arvates sellest silbist, millele langeb pearõhk:

,demons´tration e,xami´nation

3 2 1 3 2 1

3 2 1 3 2 1

Kaasrõhulise silbi vokaal loetakse selgelt nagu rõhuliseski silbis ja tal on sama häälikväärtus kui selle sõna algvormis:

,demons´tration [ˌdemənsˈtreiʃn] sõnast ´demonstrate [e]

,consti´tution [ˌkɔnstiˈtjuːʃn] sõnast ´constitute [ɔ]

ex,amination [igˌzæmiˈneiʃn] sõnast e´xamine [æ]

Prantsuse keelest pärinevates kolmesilbilistes sõnades, mis inglise keeles on säilitanud oma rõhu viimasel silbil, langeb kaasrõhk 1. (alg-) silbile.

,engineer [ˌendʒiˈniə] ,pio´neer [ˌpaiəˈniə] ,parti´san [ˌpaːtiˈzæn]

GRAMMATIKA (GRAMMAR)

INGLISE KEELE EHITUS
(THE STRUCTURE OF THE ENGLISH LANGUAGE)

Vahendid sõnade omavaheliste suhete väljendamiseks lauses
(Means of Expressing Relations between Words)

Sissejuhatus (Introduction)

§ 1. Inglise keele ehitus erineb eesti keele ehitusest lauseliikmete omavaheliste suhete väljendamise vahendite poolest.

Seost sõnade vahel lauses väljendavad järgmised vahendid:

1. Grammatilised vormid — sõna muutevormid, mis näitavad sugu, arvu ja käänet nimi-, omadus- ja asesõnade puhul, samuti ka pööret, arvu ja aega pöördsõnade puhul, väljendades ühildumist (kongruentsi) või juhtivust (rektsiooni) lauseliikmete vahel.
2. Abisõnad, näiteks ees- ja sidesõnad, millede ülesandeks on ühendada iseseisva tähendusega sõnu ja lauseid.
3. Sõnade järjekord lauses, kui suhteid lauseliikmete vahel väljendatakse nende koha abil lauses.

Eesti keeles määratakse lauseliikmete omavahelised suhted peamiselt grammatiliste vormide, s. t. sõna muutevormide abil, mida nõuavad ühildumine (kongruents) või rektsioon. Suurt tähtsust omavad ka abisõnad. Sõnade järjekord mängib võrdlemisi väikest osa sõnade omavahelise seose väljendamise vahendina, sest sõnade grammatilised vormid näitavad selgesti lauseliikmete suhteid.

Kaasaegses inglise keeles on sõna muutevorme säilinud väga vähe, sellepärast on nende tähtsus sõnadevahelise seose väljendamise vahenditena väike. Grammatiliste vormide ülesannet täidavad abistavad sõnad: artiklid, asesõnad, eessõnad ja abiverbid. Seetõttu osutubki sõnade järjekord lauses peamiseks vahendiks lauseliikmetevaheliste suhete väljendamisel.

Grammatilised vormid (Grammatical Forms)

§ 2. Vana-inglise keeles oli keeruline käänamis- ja pööramissüsteem, aga ajaloolise arenemise tagajärjel on see süsteem hävinenud. Kaasaegses inglise keeles on säilinud väga vähe sõna muutevorme.

Võrdleme eesti- ja ingliskeelseid lauseid.

Me armastame oma suurt kodumaad.
We love our great country.

Isikuline asesõna nimetavas käändes **we** (me) näitab, et see on lause alus. Verb **love** (armastame), mis seisab asesõna w e järel, on öeldis ja ühildub alusega w e pöördes ning arvus. Isikuline asesõna **we** ei näita mitte ainult pöördsõna **love** pööret ja arvu, vaid määratleb ta öeldisena lauses, sest inglise keeles on kõik lihtoleviku pöörded, välja arvatud 3. pööre ainsuses (he loves), eriliste grammatiliste muutelõppudeta. Verbi lihtolevik, samuti ka tegevusnimi ja käskiv kõneviis moodustatakse verbi algvormist ning langevad sellega vormilt ühte.

Algvorm (Stem Form): love Tegevusnimi (Infinitive): love Käskiv kõneviis (Imperative): love	
Lihtolevik (Present Tense)	
Ainsus (Singular)	Mitmus (Plural)
1. I love 2. — 3. he / she / it } loves	1. we love 2. you love 3. they love

Nimisõna **country** on otseseks sihitiseks öeldisele l o v e, sest ta järgneb temale ilma eessõnata. Eesti keeles näeme seda ka osastava käände lõpust -d nimisõnas kodumaad.

Omastav asesõna **our** ja omadussõna **great** on täienditeks nimisõnale **country**, sest nad asetsevad vahetult tema ees. Neil puuduvad samuti erilised grammatilised muutelõpud käände, soo ja arvu määramiseks.

Eesti keeles näitavad grammatilised muutevormid, missugust funktsiooni täidab vastav sõna lauses, inglise keeles aga näitab seda peamiselt sõnade järjekord lauses.

Nimi- ja asesõnade grammatilised vormid
(Grammatical Forms in the Noun and the Pronoun)

§ 3. Nimi- ja asesõnadel on vana-inglise käänamissüsteemist säilinud ainult 2 muutelõppu:

(a) -(e)s — mitmuse tunnus (Plural):

lamp	life	school	day	army
lamps	lives	schools	days	armies
[læmps]	[laivz]	[sku:lz]	[deiz]	['ɑ:miz]

hero	class
heroes	classes
['hiərouz]	['klɑ:siz]

Märkus. Rõhumärk ' asetatakse rõhulise silbi ette. Rõhk langeb sõna tähendustkandvale osale — juurele (põhitüvele), aga grammatilised muutelõpud on sõna rõhuta osadeks.

(b) -'s (apostroof + s) — ainsuse omastava käändelõpp ja -' (apostroof) — mitmuse omastava käändelõpp:

Kate's house	Leo's tie	my sisters' dresses
[keits]	['li:ouz]	[sistəz]
Kate'i maja	Leo kaelaside	minu õdede kleidid

George's hat
['dʒɔ:dʒiz]
George'i kübar

Mõlemaid lõppe -(e)s, -'s hääldatakse mitut viisi, olenevalt nimisõna tüve lõpphäälikust:

[s] — helitute kaashäälikute järel,
[z] — täishäälikute ja heliliste kaashäälikute järel,
[iz] — sisisevate kaashäälikute järel.

Ainult vähestel nimisõnadel ei ole lõpp *-s* mitmuse tunnuseks. Need osutuvad jäänusteks sõnade käänamissüsteemist, mis iseloomustas vanainglise keelt ning avaldus sõnade tüvevokaali muutumises mitmuse vormides.

Singular:	man	woman	child	foot	tooth	goose
Plural:	men	women	children	feet	teeth	geese
	[men]	['wimin]	['tʃildrən]	[fiːt]	[tiːθ]	[giːs]

§ 4. Ainult kahel asesõnal on kaasaegses inglise keeles mitmuse tunnuseks lõpp -s; need on asesõnad **one** [wʌn] ja **other** ['ʌðə].

Asesõna **one** asendab nimisõna omadussõna (või asesõnade **th**[i]**s** ja **that**) järel ja on tugisõnaks, sest omadussõna ei või esineda üksikult ilma nimisõnata.

Singular: This is **a red flower** and that is **a blue one.**

See on punane lill, ja too on sinine.

Plural: These are red flowers and those are blue ones.

Singular: Take **this pencil**, it is **the longer one.**

Võtke see pliiats, see on pikem.

Plural: Take **these pencils**, they are **the longer ones.**

Asesõnal **other** (teine) on mitmuse vorm, kui ta asendab nimisõna, s. t. esineb nimisõna asemel, mitte nimisõna ees.

The children went to the garden. Some began to play games, **others** began to read.

Lapsed läksid aeda. Ühed hakkasid mängima, teised hakkasid lugema.

§ 5. Umbmäärastel asesõnadel, mis on tuletatud sõnadest **some** [sʌm], any [eni], no ja every ['evri], — **somebody** (keegi), **anybody** (keegi, ükskõik kes), **nobody** (mitte keegi) ja **everybody** (igaüks), on omastavas käändes lõpp -'s.

somebody's copy-book	everybody's work
['sʌmbɔdiz]	['evribɔdiz]
kellegi vihik	igaühe töö

§ 6. Näitavad asesõnad **this** (see) ja **that** (too) on säilitanud oma ajaloolised mitmusevormid.

Singular: this	that		Plural: these [ðiːz]	those [ðouz]	
see	too		need	nood	

§ 7. Asesõnast who [hu:] — kes (elusolendite kohta) esinevad sihitav (s. o. sihitise kääne) ja omastav kääne:

Nominative Case	Objective Case	Possessive Case
who — kes	whom — keda [hu:m] kellele	whose [hu:z] — kelle

Verbi grammatilised vormid
(Grammatical Forms in the Verb)

§ 8. Verbil on säilinud järgmised muutelõpud:

-(e)s — ainsuse 3. pöörde lõpp lihtolevikus (3rd Person Singular Present Tense), mida hääldatakse samuti kui nimisõna mitmuse tunnust, s. t. langeb sellega ühte vormilt kui ka hääldamiselt (vt. § 3):

Stem Form:	stop	read	play	try	wash
3rd Person Singular:	stops [stɔps]	reads [ri:dz]	plays [pleiz]	tries [traiz]	washes ['wɔʃiz]

Märkused: 1.) Kahel verbil, mille tüvede lõpphäälikuks on **o**, on 3. pöördes lõpp -es, mida hääldatakse [z] : **go** — **goes** [gouz], **do** — **does** [dʌz].

2.) Verbi vorm **says** ains. 3. pöördes hääldatakse [sez].

-ing — oleviku kesksõna (Present Participle) tunnus. Oleviku kesksõna abil moodustatakse kestvad ajad.

Stem Form:	go	stop	live
Present Participle:	going ['gouiŋ]	stopping ['stɔpiŋ]	living ['liviŋ]

We are studying ['stʌdiiŋ] the English language.
Me õpime inglise keelt.

-ed — lihtmineviku (Past Tense) ja mineviku kesksõna (Past Participle) tunnus reeglipärastel (regular) e. nõrkadel (weak) verbidel.

Stem Form:	stop	wash	live	play
Past Indefinite:	stopped [stɔpt]	washed [wɔʃt]	lived [livd]	played [pleid]

cry	want
cried [kraid]	wanted [wɔntid]

Tunnust **-ed** hääldatakse mitut viisi, olenevalt tüve lõpphäälikust:

[t] — kõikide helitute kaashäälikute järel, välja arvatud häälik **t**;
[d] — kõikide täishäälikute ja heliliste kaashäälikute järel, välja arvatud **d**,
[id] — häälikutega t(e) ja d(e) lõppevate tüvede järel.

Ebareeglipäraste (irregular) e. tugevate (strong) verbide puhul esineb lihtminevikus (Past Tense) muutus sõnatüve täishäälikus (või teised muutused), näiteks:

Stem Form	read [riid]	write	do	make	have [hæv]
Past Tense:	read	wrote	did	made	had
	[red]	[rout]	[did]	[meid]	[hæd]

Kahel verbil **go** ja **be** on lihtminevikus täiesti eri tüved.

Verbi **go** Past Tense on **went** [went].

Verbil **be** on lihtminevikus kaks vormi:

ainsuses **was** [wɔz], mitmuses **were** [wəː].

Arvsõna grammatilised vormid
(Grammatical Forms in Numerals)

§ 9. Inglise keeles on arvsõnal säilinud järgmised lõpud:

-teen — liitpõhiarvude (Cardinal Numerals) liide 13-st kuni 19-ni (thirteen — nineteen), mis vastab eesti keeles liitele -teist.

14 — fourteen ['fɔː'tiːn], 18 — eighteen ['ei'tiːn]

-ty — liitpõhiarvude liide, mis tähistab kümneid ja vastab eesti keeles sõnale -kümmend.

20 — twenty ['twenti], 50 — fifty ['fifti]

-th[ə] — järgarvude (Ordinal Numerals) tunnus, mille abil neid moodustatakse põhiarvudest, alates arvsõnast 4.

4th	5th	8th	12th	20th
fourth	fifth	eighth	twelfth	twentieth
[fɔːə]	[fifə]	[eitə]	[twelfə]	['twentiiə]

100th
hundredth
['hʌndrədə]

Kolmel järgarvul — esimene, teine ja kolmas — ei ole järgarvu tunnust th.

1st	2nd	3rd
first [fəːst]	second ['sekənd]	third [əəːd]

Omadussõna grammatilised vormid
(Grammatical Forms in Adjectives)

§ 10. Omadussõnal on säilinud ainult kaks tunnust:

-er [ə] } kesk- ja ülivõrde (Comparative and Superlative Degrees)
-est [ist] } tunnused ühe- ja kahesilbilistel omadussõnadel.

Positive Degree	Comparative Degree	Superlative Degree
strong	stronger ['strɔŋgə]	strongest ['strɔŋgist]
red	redder ['redə]	reddest ['redist]
ripe	riper ['raipə]	ripest ['raipist]
happy	happier ['hæpiə]	happiest ['hæpiist]

Mitmesilbiliste omadussõnade puhul on kesk- ja ülivõrde tunnuseks abisõnad — määrsõnad **more** — enam ja **most** enim (kesk- ja ülivõrre määrsõnast **much** — palju) ja **less** — vähem ning **least** — vähim (kesk- ja ülivõrre määrsõnast **little** — vähe).

This book is **more interesting** than that.
See raamat on huvitavam (enam huvitav) kui too.

His work is **the most difficult.**
Tema töö on kõige raskem.

Omadussõnad **good** ja **bad** on säilitanud oma vanad kesk- ja ülivõrde vormid.

good — hea	better — parem	best — parim
bad — halb	worse — halvem [wəɪs]	worst — halvim [wəɪst]

Tuletusliited
(Word-Building Suffixes)

§ 11. Tuletusliidetest esinevad sagedaimini järgmised liited:

Nimisõnade liited

-er: teach — teacher — lead — leader — write — writer
õpetama — õpetaja — juhtima — juht — kirjutama — kirjutaja, kirjanik

-ing: be'gin — beginning — fight — fighting
algama — algus — võitlema — võitlus

-ation: dictate — dictation [dik'teiʃn]
dikteerima — diktaat
translate — translation [trans'leiʃn]
tõlkima — tõlge

Omadussõnade liited

-ful: beauty — beau**tiful** ['bju:təful]
ilu — ilus
use [ju:s] — use**ful** ['ju:sful]
kasu — kasulik

-less: help — help**less** ['helplis]
abi — abitu
use — use**less** [ju:slis]
kasu — kasutu

-y: wind — wind**y** ['windi]
tuul — tuuline
dirt — dirt**y** ['də:ti]
mustus, pori — määrdunud, must

Määrsõnade liited

-ly: happy — happi**ly** ['hæpili]
õnnelik — õnnelikult
sudden — sudden**ly** ['sʌdnli]
ootamatu, äkiline — äkki, järsku

Inglise keelele on aga iseloomulikum sõnade tuletamine ilma liideteta:

1) Sõna ülekandumine ühest sõnaliigist teise sõnaliiki ilma igasuguse muutuseta vormis; seetõttu langevad inglise keeles paljud paaris sõnad (pöörd- ja nimisõnad) vormilt ühte.

smile — naeratama, naeratus
fight — võitlema, võitlus
work — töötama, töö
dance — tantsima, tants

2) Liitsõnade moodustamine sõnade liitmise teel *ilma mingisuguse muutuseta nende vormis,* ainult rõhus on muutus.

'**class** — klass + **room** — tuba = 'classroom — klass
'**ink** — tint + '**pot** — pott = 'ink-pot — tindipott
'**black** — must + **board** — laud = 'blackboard — klassitahvel

§ **12.** Umbmäärastest asesõnadest **some, any, no, every** moodustatakse poolabisõnaliste nimisõnadega **thing** — asi ning **body** — keha ja

määrsõnaga **where** — kus, kuhu liitmise teel järgmised tuletatud asesõnad ja määrsõnad:

something miski	anything ükskõik mis, kõik	nothing mitte midagi	everything kõik
somebody keegi	anybody keegi, ükskõik kes	nobody = not anybody mitte keegi	everybody igaüks, kõik
somewhere kuskil, kuhugi	anywhere kuskil, kuhugi, ükskõik kus, kõikjal	nowhere = not anywhere mitte kuskil	everywhere kõikjal, igal pool

Inglise keeles, vastandina eesti keelele, ei tohi tarvitada kahekordset eitust lauses. Kui lauses on juba eitav asesõna **no** — ei mingi, ükski, **nothing** — mitte midagi, **nobody** — mitte keegi või eitav määrsõna **nowhere** — mitte kuskil, mitte kuhugi, siis on pöördsõna jaatavas kõnes ilma eitussõnata **not** — ei. Kui aga pöördsõna esineb eitavas kõnes sõnaga **not**, siis ei tohi tarvitada eitust väljendavaid asesõnu **no, nothing, nobody** ja eitust väljendavat määrsõna **nowhere.** Sel juhul tarvitatakse asesõnu **any, anything, anybody** ja määrsõna **anywhere.**

Ta ei võtnud (üldse mingeid) raamatuid kaasa.
He took no books with him.
He did not take any books with him.

Ma ei näinud seal midagi.
I saw nothing there.
I did not see anything there.

Ta ei või seal kedagi näha.
He can see nobody now.
He cannot see anybody now.

Ta ei läinud eile kuhugi (mitte kuhugi).
She went nowhere yesterday.
She did not go anywhere yesterday.

§ **13.** Enesekohased (refleksiivsed) asesõnad **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves** on moodustatud omastavaist või isikulistest asesõnadest (sihitise objektikäändes) nende liitmisel sõnaga **self** (mitmuses **selves**), mis tähendab **ennast.**

Eesti keeles neile enesekohastele asesõnadele vastab asesõna ennast, endale, ise, iseenese, iseennast, endamisi.

I found myself in the forest.
He said to himself ...
The girl looked at herself in the mirror.

Enesekohane asesõna on verbile sihitiseks ja näitab, et tegevuse objektiks osutub tegutseja ise. Seetõttu enesekohased asesõnad ühilduvad pöördes ja arvus nimisõnaga või isikulise asesõnaga, millele nad osutavad.

Kui asesõnad myself, yourself, himself jne. rõhutavad seda, et tegevus teostatakse tegija enese poolt ilma kõrvalise abita, siis ei ole neil iseseisvat süntaktilist funktsiooni ja nende asend lauses ei ole kindlaks määratud (on vaba): nad võivad asetseda kohe aluse või öeldise järel.

He went there himself.	Ta läks sinna ise.
He himself went there.	Ta ise läks sinna.
We did it ourselves.	Me tegime seda ise.
Why don't you write this exercise yourself?	Miks te ei kirjuta seda harjutust ise?

Selles tähenduses tarvitatud asesõnu **myself, herself** jne. nimetatakse rõhutavateks (emfaatilisteks) asesõnadeks (emphatic pronouns) ja nad vastavad eesti keeles asesõnale i s e.

Abisõnad (Form-Words)

§ 14. Abisõnad kujutavad endast teist vahendit lauseliikmetevahelise seose väljendamiseks. Abisõnadeks nimetatakse neid selleks, et eraldada neid iseseisva tähendusega sõnadest, mille suhtes nad täidavad abistavaid funktsioone lauses. Iseseisva tähendusega sõnadeks on pöörd-, nimi-, omadus- ja määrsõnad. Abisõnade hulka kuuluvad ka abi- ja modaalverbid, verbid-köited, asesõnad, artiklid, ees- ja sidesõnad.

Nii nagu grammatilised muutelõpud ja liited kujutavad endist rõhuta elemente sõnas, nii ka abisõnad on rõhuta elementideks lauses.

A 'table 'stands **at the** 'window.[1] Akna juures seisab laud.
They 'see **their** 'school-friends a'gain.[1] Nad näevad jälle oma koolisõpru.

'Does **he** 'play 'chess?[2] Kas ta mängib malet?

M ä r k u s. Väikesed numbrid [1] ja [2] on tingmärgid, mis tähistavad vastavalt intonatsiooni I (Tune I) ja intonatsiooni II (Tune II). Lause

intonatsioon I-ga hääldamisel langeb hääl viimasel rõhulisel sõnal lauses. Lause intonatsioon II-ga hääldamisel hääl tõuseb viimasel rõhulisel sõnal lauses.

Mitte kõik abisõnad ei ole rõhuta osadeks lauses, vaid mõnedele abisõnadele langeb ka rõhk.

1) Eitussõna **not** on rõhuline sõna eitavas lauses.

He is ˈ**not** a ˈdoctor yet.[1] Ta ei ole veel doktor.
They did ˈ**not** ˈlive in the ˈsame ˈway as beˈfore.[1]
Nad ei elanud nii nagu varem.

2) Abi- ja modaalverbidele langeb rõhk, kui nad seisavad küsilause algul, samuti lühikeses jaatavas vastuses sõnaga **yes** — jah, kui need *abiverbid* asendavad põhiverbi.

ˈ**Do** they ˈlike to dance?[2] — ˈYes, they ˈ**do**.
Kas nad armastavad tantsida? Jah (armastavad).

ˈ**Can** he ˈswim well?[2] ˈYes, he ˈ**can**.
Kas ta oskab hästi ujuda? Jah oskab.

Aga rõhk ei lange abi- ega modaalverbile, vaid küsisõnale, kui küsilause algab küsisõnaga — ase- või määrsõnaga.

who [hu:], whom [hu:m], what, which; how many, how much; when, where, how, how long, how often, why.

ˈ**What** are they ˈwriting?[1] Mida nad kirjutavad?
ˈ**Whom** did you ˈsee there?[1] Keda te nägite seal?

M ä r k u s. Küsimust, mis algab küsisõnaga, hääldatakse intonatsioon I-ga; küsimust, mis algab abi- või modaalverbiga, hääldatakse intonatsioon II-ga.

3) Rõhu poolest jagunevad asesõnad lauses kahte rühma: asesõnad lause rõhuta asendis ja asesõnad, milledele langeb rõhk. Isikulised, omastavad ja siduvad asesõnad, vastavalt reeglile, on rõhuta.

He ˈsaid to **me**,[1] "Sit ˈdown, please."[2]
Ta ütles mulle: „Istuge, palun."

"Did you ˈbring **my** ˈbook?"[2] she asked **me**.[2]
„Tõid sa mu raamatu?" küsis ta minult.

The ˈhouse in **which** I ˈlive is ˈsmall.[1]
Maja, kus ma elan, on väike.

Näitavad ja küsivad asesõnad, samuti ka umbmäärased asesõnad, kus nad asendavad nimisõnu, esinevad lauses rõhuliste sõnadena.

'Copy '**this** 'text.[1] Kirjuta see tekst ära!
'Which of '**these** 'pictures do you 'like 'best?[1]
Missugune neist piltidest meeldib teile kõige enam?
"'**Somebody** is 'waiting for you," [1] said 'Mike.[1]
„Keegi ootab teid," ütles Mike.

4) Erirõhk võib langeda ükskõik missugusele sõnale lauses, et kriipsutada alla selle sõna mõtet ja tähendust. Niisugusel korral võib rõhulisse asendisse sattuda ka abisõna.

Võrrelge: 'Give it to '**her.**[1] Andke see temale!
'Give it to "her,[2] and 'not to "me.[1]
Andke see temale, mitte minule.

Put the 'box **on** the 'table.[1]
Pange kast lauale.

Put the 'box "**on** the 'table,[1] not "**under** it.
Pange kast laua peale, mitte alla.

Märkus. Kahekordne rõhk näitab vastava sõna esiletõstmist lauses.

§ 15. *Abisõnade* abil väljendatakse lauseliikmete omavahelist seost järgmiselt. Vaadelgem lauset "We 'live **in the 'Soviet 'Union.**[1]" Juba lause *We love our great country* analüüsimisel selgus isikulise asesõna suur osatähtsus inglise keeles, sest isikuline asesõna näitab verbi pööret ja arvu ning määratleb teda öeldisena.

Sõnad **in the Union** on öeldise *live* juurde kuuluv kohamäärus, mida väljendatakse nimisõna *the Union* ja eessõna *in* abil. Koos nimisõnaga *the Union* eessõna *in* näitab asukohta ja seob selle nimisõna verbiga *live*. Sõna *Soviet* esineb täiendina nimisõnale *the Union*. Sõna *Soviet* on nimisõna, aga inglise keeles nimisõna, mis seisab teise nimisõna ees, s. t. omadussõna kohal, täidab ilma igasuguse muutuseta omadussõna funktsiooni — nimisõna täiendina.

Ta tegi (valmistas) pingi ise oma kätega.
He 'made the 'bench *with his 'own 'hands.*[1]

Sõnad *ise oma kätega — with his own hands* on viisimääruseks verbile *tegi — made*. Eesti keeles väljendatakse seda nimisõnaga (koos täienditega ise oma) kaasaütlevas käändes ning nimisõna ja verbi vaheline seos väljendub **grammatilise muutelõpu abil.** Inglise keeles väljendub see seos eessõnaga *with*.

Mina lähen metsa. I *am* ˈgoing to the ˈwoods.[1]
Öeldis *lähen* ühildub eesti keeles alusega *mina* ja see väljendub grammatilise muutelõpu **-n** abil, mis on ainsuse esimese pöörde lõpuks. Inglise keeles väljendab öeldise seost alusega abiverb *am*, mis näitab põhiverbi pööret, arvu ja aega, kuna põhiverb esineb oleviku kesksõna kujul.

Abisõnad võib nende funktsioonide järgi jagada kolme liiki:

1) abisõnad, mis võivad esineda koos mitmesuguste sõnaliikidega ja kuuluvad kogu lause juurde;

2) abisõnad, mis kuuluvad nimisõna juurde;

3) abisõnad, mis kuuluvad verbi juurde.

Abisõnad, mis kuuluvad kogu lause juurde
(Form-Words Belonging to the Whole Sentence)

§ 16. Abisõnadest, mis kuuluvad mitmesuguste lauseliikmete ja kogu lause juurde, omavad suurt tähtsust sidesõnad (conjunctions) ja siduvad sõnad (connective words).

Sidesõnad jagunevad rinnastavaiks (coordinating conjunctions) ja alistavaiks (subordinating conjunctions) sidesõnadeks.

Rinnastavad sidesõnad on: and, but, or, for, so (and so).

Alistavad sidesõnad on: that, so .... that, as, as .... as, not so .... as, because, if, whether [ˈweðə], till, beˈfore, after.

Siduvate sõnade hulka kuuluvad:

1) Siduvad asesõnad: who, whom, whose, that, which, what.

2) Siduvad määrsõnad: when, where, why, how.

§ 17. Sidesõnad ühendavad niihästi üksikuid sõnu — samanimelisi lauseliikmeid — kui ka terveid lauseid, nimelt iseseisvaid lauseid rindlauseks ja pea- ning kõrvallauseid põimlauseks.

1. ˈSome ˈboys ˈlike to ˈread very ˈmuch.[1]

2. ˈSome ˈgirls ˈlike to ˈread very ˈmuch.[1]
   ˈSome ˈboys *and* ˈgirls ˈlike to ˈread very ˈmuch.[1]
   Mõned poisid ja tüdrukud armastavad väga lugeda.
   (Koondlause kahe alusega)

1. They ˈplay ˈgames in the ˈgarden.[1]
   Nad mängivad mänge aias.

2. They ˈgo for ˈwalk in the ˈwoods.[1]
Nad käivad metsas jalutamas.

They ˈplay ˈgames in the ˈgarden[2] *or* ˈgo for ˈwalks in the woods.[1]

Nad mängivad aias või jalutavad metsas.
(Koondlause kahe öeldisega.)

§ 18. Kaks (või rohkem) lihtlauset ühendatakse üheks rindlauseks rinnastavate sidesõnade abil.

1) ˈMost ˈboys and ˈgirls ˈlike to ˈbathe.[1]

2) ˈPioneer ˈcamps are ˈusually [ˈjuːʒuəli] near a ˈriver.[1]

ˈMost ˈboys and ˈgirls ˈlike to ˈbathe[1], *and so* ˈpioneer ˈcamps are usually near a ˈriver.[1]

Enamik poisse ja tüdrukuid armastab supelda ja sellepärast on pioneerilaagrid harilikult jõe lähedal.

§ 19. Pealause (Principal or Main Clause) ja kõrvallause (Subordinate or Dependent Clause) ühendatakse üheks põimlauseks abistavate sidesõnade või ase- ja määrsõnade abil (mis eraldavad üht lauset teisest).

ˈStudy *as* ˈLenin ˈstudied.

Õppige, nagu õppis Lenin.

ˈAll people *who* ˈgo to the ˈcity of Kaˈzan[2] ˈlike to ˈsee the ˈplaces in ˈthis ˈcity[2] *where* Vlaˈdimir Iˈlyich ˈLenin ˈonce ˈlived.[1]

Kõik, kes sõidavad Kaasanisse, tahavad näha selles linnas kohti, kus kunagi elas Vladimir Iljitš Lenin.

Nimisõnaga tarvitatavad abisõnad
(Form-Words Belonging to the Noun)

Eessõnad (Prepositions)

§ 20. Nimisõna seost teiste iseseisvat tähendust omavate sõnadega lauses väljendatakse eessõnade abil:

on, in, at, from, to, out, of, into, behind, under, near (to), far from, round, around, through, till, past, before, after, by, of, about, during, for, with, without.

Eessõnad koos nimisõnaga, mille juurde nad lauses kuuluvad, väljendavad mitmesuguseid suhteid: ruumilisi (koha eessõnad), ajalisi (aja eessõnad), viisi, põhjuse, otstarbe jne.

Eessõna koos nimisõnaga moodustab süntaktilise rühma, mis koosneb nimisõnast, artiklist või asesõnast ja täienditest, kui neid on. Eessõna näitab, mida see süntaktiline sõnarühm lauses väljendab: kas määrust või eessõnaga sihitist, sest alust, kaudset ja otsest sihitist iseloomustab eessõna puudumine nende ees.

Eesti käänete vasteid inglise keeles

(English Equivalents of Estonian Case Endings)

§ 21. Suhteid sõnade vahel väljendavad eesti keeles käändelõpud, inglise keeles — e e s s õ n a d ja sõnade järjestus.

Kõige sagedamini esinevateks kääneteks inglise keeles on nominatiiv ja akusatiiv. N o m i n a t i i v (the Nominative Case) on aluse ehk subjekti kääne. A k u s a t i i v (the Objective Case) on sihitise ehk objekti kääne.

Nominatiiv ja akusatiiv vormilt ei erine teineteisest, ainult a s e n d lauses eraldab nende funktsioone. Alus (nimetavas käändes) on esimesel kohal, otsene sihitis (nimetavas, omastavas või osastavas käändes) ja kaudne sihitis (alaleütlevas käändes) kolmandal kohal lauses.

Subject	Predicate	Object		Prepositional Object	Adverbials
		Indirect	Direct		
I	II	III		IV	
My sister Minu õde	gave andis	Ann a Annele	pencil pliiatsi	— —	yesterday eile

Kui kaudse sihitise ees on eessõna *to*, siis asetseb kaudne sihitis neljandal kohal:

Adverbials	Subject	Predicate	Object		Prepositional Object
			Indirect	Direct	
0	I	II	III		IV
Yesterday Eile	I ma	gave andsin	— —	books raamatud	to all my pupils kõigile oma õpilastele

Märkus. Ajamäärus on ainus liikuv lauseliige. Kuid temagi liikuvus on piiratud: neljanda koha asemel ta võib olla null-kohal aluse ees (jutustavais lauseis).

Muid eesti käändeid väljendatakse inglise keeles järgmiselt:

Sisseütlevat käänet väljendatakse prepositsioonidega *into* ja *to*:

He fell *into* the pond.
Ta kukkus tiiki.

He did not go *to* school yesterday.
Ta ei läinud kooli eile.

I am going *to* the theatre tonight.
Ma lähen täna õhtul teatrisse.

Seesütlevat käänet väljendatakse prepositsioonidega *in* ja *at*:

The children are *in* the garden.
Lapsed on aias.

My sister is not *at* home today.
Mu õde ei ole kodus täna.

Seestütlevat käänet väljendatakse prepositsioonidega *from* ja *out of*:

At one o'clock the children came *from* school.
Kell üks tulid lapsed koolist.

Our sportsmen arrived *from* Moscow last Monday.
Meie sportlased saabusid Moskvast möödunud esmaspäeval.

Take your hands *out of* your pockets!
Võtke käed taskust!

Alaleütlevat käänet väljendatakse prepositsioonidega *on, to* ja *into*:

I put the knife *on* the table.
Ma panin noa lauale.

Give the copy-book *to* your brother!
Anna vihik vennale!

The collective farmer went *into* the field.
Kolhoosnik läks põllule.

Alalütlevat käänet väljendatakse prepositsioonidega *on, at* ja *in*:

Sugar is *on* the table.
Suhkur on laual.

I met him *at* the meeting yesterday.
Ma kohtasin teda koosolekul eile.

In winter we get up at night. -
Talvel me tõuseme üles öösel.

Alaltütlevat käänet väljendatakse prepositsioonidega *from* ja *off*:

I received a letter *from* my sister.
Ma sain kirja oma õelt.

Tom fell *off* the ladder.
Tom kukkus redelilt.

Saavat käänet väljendatakse prepositsioonidega *to, into* ja *for*:

To his surprise he found new houses there.
Oma üllatuseks leidis ta sealt uusi maju.

A caterpillar [1]) turns *into* a butterfly.
Tõuk muutub liblikaks.

The children took him *for* a sailor.
Lapsed pidasid teda meremeheks.

Olevat käänet väljendatakse sõnaga *as*:

My father serves *as* a clerk.
Mu isa töötab ametnikuna.

Rajavat käänet väljendatakse prepositsioonidega *till, as far as* ja *(from —) to*:

I shall wait *till* one o'clock.
Ma ootan kella üheni.

Go *as far as* the station, and then turn to the left.
Minge jaamani ja siis pöörduge vasakule.

Let us run *from* the house *to* that tree.
Jooskem maja juurest tolle puuni.

Kaasaütlevat käänet väljendatakse prepositsioonidega *with* ja *by*:

In winter the ground is covered *with* snow.
Talvel on maapind kaetud lumega.

I go to school *by* electric train.
Ma lähen kooli elektrirongiga.

---

[1]) **caterpillar** ['kætəpilə] — tõuk

Erinevus eessõnas *with* ja *by* vahel seisab selles, et põhiliselt *with* väljendab tööriista või -vahendit, kuna *by* väljendab tegutsevat isikut või tegutsevat jõudu:

I like to write *with* a pen.
Ma armastan kirjutada *sulega.*

This book was written *by Dickens.*
See raamat kirjutati *Dickensi poolt.*

Ilmaütlevat käänet väljendatakse prepositsiooniga *without:*

Granny can't see well *without* glasses.
Vanaemake ei näe hästi prillideta.

Artiklid ja asesõnad (Articles and Pronouns)

§ 22. Abistavateks sõnadeks, mis kuuluvad nimisõna juurde, on ka artiklid, põhiarvud ja asesõnad, mis täiendavad (aga ei asenda) nimisõna.

Kõik need on nimisõna piiritlejad, mis esinevad ainult koos nimisõnaga ja on tema tunnusteks lauses. Reeglipäraselt võib nimisõna ees seista ainult üks piiritleja. Sellepärast jääb artikkel ära, kui nimisõna ees esineb ükskõik missugune muu piiritleja.

Artiklid on nimisõna piiritlejateks (determinates): võimalus tarvitada sõna koos artikliga määratleb tema sõnaliigi, s. o. kuuluvuse nimisõnade hulka (vrd. a smile — naeratus; smile — naeratama). Seepärast on artiklid nimisõnade tunnusteks lauses ja otsekui asendavad (kompenseerivad) nimisõna grammatiliste lõppude vähesust, mis eraldaksid teda teistest sõnaliikidest.

Inglise keeles on kaks artiklit:

1) Umbmäärane artikkel *a* (ja tema teine kuju *an* — täishäälikute ees).

a hand [ə ˈhænd] — käsi; an arm [ən ˈɑːm] — käsivars

2) Määrav artikkel the [ðə] — kaashääliku ees ja [ði] — täishääliku ees.

the nose [ðə ˈnouz] — nina; the eye [ði ˈai] — silm

Umbmäärane artikkel (The Indefinite Article)

§ 23. Umbmäärane artikkel on kujunenud arvsõnast *one* — üks ja tähendab *üks, mingisugune* (asi või isik). Teda tarvitatakse ainult ainsuses nimisõnade puhul, mis tähendavad asju (või isikuid), mida on võimalik loendada (loendatavad nimisõnad).

'Give me *a* 'note-book, please.[2]
Andke mulle märkmik, palun (üks, mingi).

Umbmäärast hulka mitmuses ja ainenimede puhul väljendatakse umbmääraste asesõnadega *some* ja *any*, mis tähendavad *mõned, natuke*. Asesõna *some* tarvitatakse jaatavas lauses, *any* küsilauses. Eitavas lauses tarvitatakse eitavat asesõna *no* (= not .... any), mis tähendab mitte ükski, ühtki mitte, üldse mitte.

'Give me *some* 'exercise-books, please.[2]
Andke mulle mõned vihikud, palun.
'Bring *some* 'chalk, please.[2]
Tooge (natuke) kriiti, palun.
'Did she 'give you any 'exercise-books?[2]
Kas ta andis teile (mõningaid) vihikuid?
She did 'not 'give me any 'exercise-books.
Ta ei andnud mulle (mingeid) vihikuid.

Umbmäärast hulka mitmuses väljendavad ka umbmäärased asesõnad:

Many — palju, few — vähe, vähesed, a few — mõned.

Loendamatute nimisõnade (ainenimede) puhul väljendavad umbmäärast hulka ka umbmäärased asesõnad:

much — palju, little — vähe, a little — natuke.

Loendatavad nimisõnad	many desks palju koolilaudu	few knives vähe nuge	a few spoons mõned lusikad
Loendamatud nimisõnad	much chalk palju kriiti	little meat vähe liha	a little tea natuke teed

Määrav artikkel (The Definite Article)

§ 24. Määrav artikkel on kujunenud näitavast asesõnast *that* (too) ja tähendab *see, too, seesama*, s. t. iseloomustab nimisõnaga väljendatud asja või isikut, kui kuulajale või lugejale täiesti piiritletut, kindlaks määratut ja teatut.

Määravat artiklit tarvitatakse nii ainsuses kui ka mitmuses loendatavate ja ka loendamatute nimisõnade puhul.

The ˈnew ˈink-pot is ˈvery ˈgood.[1]
(See) Uus tindipott on väga hea.

The ˈink-pots in our ˈclassroom are ˈmade of ˈglass.
Tindipotid meie klassis on tehtud klaasist.

ˈPass me the ˈbread, please.[2]
Ulatage mulle (see) leib, palun. (See, mis on laual.)

Määrava artikli tähendust omavad ka järgmised asesõnad:

1) Näitavad asesõnad:

this — see; these — need — osutavad ajaliselt või ruumiliselt lähemaid isikuid või esemeid.

that — too; those — nood — osutavad kaugemaid või kaugeid esemeid.

2) Omastavad asesõnad:

my	his	her	its	our	your	their
minu	tema (mees-soost)	tema (nais-soost)	tema (asja-soost)	meie	teie	nende

§ 25. Omastavad asesõnad, mis väljendavad isikute (või asjade) kuuluvust, ühilduvad pöördes nimi- ja asesõnadega, millede asemel nad esinevad.

I have a ˈdog.[1] *My* ˈdog is in the garden.[1]
Mul on koer. Minu koer on aias.

Its ˈname is ˈRex. Tema nimi on Rex.

The ˈchildren ˈtook *ˈtheir* ˈbooks ˈwith them.[1]
Lapsed võtsid oma raamatud (endaga) kaasa.

Eesti keelde tõlgitakse omastavad asesõnad kas vastavate asesõnadega *minu, sinu, tema* jne. või asesõnaga *oma.* Juhul, kui on niigi täiesti selge, kellele nimisõnaga väljendatud ese kuulub, võib eessõna *oma* eesti keeles ka ära jääda, inglise keeles on see aga nimisõna täiendina tingimata vajalik.

He took ˈoff *his ˈhat*[2] and ˈput it on the table.[1]
Ta võttis kübara peast ja pani lauale.

Verbiga tarvitatavad abistavad sõnad
(Form-Words Belonging to the Verb)

§ 26. Järgmised abistavad sõnad kuuluvad verbi juurde ja on tema tunnusteks lauses:

1) Nimisõnu asendavad abisõnad.

2) Abi- ja modaalverbid.

Nimisõnu asendavad asesõnad
(Pronouns Replacing the Noun)

Isikulised asesõnad (Personal Pronouns)

§ 27. Nimisõnu asendavatest asesõnadest on oma funktsioonilt lauses kõige tähtsamad isikulised asesõnad.

Isikulised asesõnad nimetavas käändes (Nominative Case)

I	he	she	it	we	you	they
mina	tema (mees-soost)	tema (nais-soost)	tema (asja-soost)	me		nemad

väljendavad lauses alust ja näitavad verbi lause öeldisena, mis ühildub alusega pöördes ja arvus.

We *'like* to 'work in the 'fields.[1] (1st Person Plural.)
Me armastame töötada põllul. (1. pööre mitmuses.)

He *'swims* 'very 'well.[2] (3rd Person Singular.)
Ta ujub väga hästi. (3. pööre ainsuses.)

Isikulistel asesõnadel on peale nimetava käände veel sihitav kääne (Objective Case).

me	him	her	it	us	you	them
mind	teda	teda	teda	meid	sind, teid	neid
mulle	talle (mees-soost)	talle (nais-soost)	talle (asja-soost)	meile	sulle, teile	neile

Sihitav kääne (akusatiiv) vastab eesti keeles omastavale, osastavale ja alaleütlevale, koos eessõnadega aga teistele käänetele, vastavalt eessõna tähendusele. Lauses väljendavad nad sihitist — nii otsest kui ka kaudset.

Märkused. 1. Ainsuse 2. pöörde isikulist asesõna nimetavas käändes thou [ðau] — sina (samuti sihitavat käänet thee [ði:] — sind, sulle) tarvitatakse kaasaegses inglise keeles ainult luulekeeles.

2. Isikulised asesõnad *he, she* — tema asendavad nimisõnu, mis tähistavad *elusolendeid.* Isikuline asesõna *it* asendab nimisõnu, mis tähistavad elutuid asju, aga ka loomi, kui ei toonitata, millist sugu — kas mees- või naissugu — loomade hulka need kuuluvad.

3. Isikulistel asesõnadel *you* ja *it* on ainult üks vorm, mis tähistab nii nimetavat kui ka sihitavat käänet. Nii ei tähenda asesõna *you* eesti keelde tõlkimisel mitte ainult sina, teie, vaid ka sind, teid, sulle, teile, asesõna *it* — tema, see, teda, seda, temale, sellele, vastavalt nende asendile lauses.

Umbmäärased asesõnad (Indefinite Pronouns)

§ 28. Järgmised nimisõnu asendavad umbmäärased asesõnad on ühtlasi verbi tunnusteks lauses:

something	anything	nothing	everything
somebody	anybody	nobody	everybody

Neil asesõnadel on ainult üks vorm ja nende asend kas verbi ees või järel määratleb nad vastavalt lause aluseks või sihitiseks. Kui nad on lause aluseks, siis on verb-öeldis ainsuse 3. pöördes.

'*Somebody* was in the 'room when I 'came 'in.[1]
Keegi oli toas, kui ma sisse tulin.

She 'said '*something* in my 'ear.[1]
Ta ütles mulle midagi kõrva sisse.

Verbi-öeldise tunnuseks on lauses ka umbmäärased asesõnad
some, any, many, few, a few, much, little, a little,

kui nad asendavad (kuid ei täienda) nimisõna, s. t. kui neile ei järgne nimisõna ja nad esinevad absoluutsete asesõnadena (Absolute Pronouns).

Absoluutsete asesõnadena esinedes *some* ja *any* tähendavad *mõned, mõningad, ühed .... teised ....*, kui neid tarvitatakse loendatavate nimisõnade asemel, loendamatute nimisõnade asemel esinedes aga tähendavad nad o s a, m i n g i h u l k.

'Some 'children 'like 'skating[2] and 'some ('others) 'like 'skiing.[1]
Mõned (ühed) lapsed armastavad uisutada ja m õ n e d (teised) suusatada.

'Some of the 'letters are for you.[1]
Mõned (neist) kirjadest on teile.

'Is '*any* of the 'paper for me?[2]
Kas *osa* paberist on mulle?

Asesõnal *any* on jaatavas lauses eriline tähendus: igasugune, ükskõik missugune, missugune tahes (nii nimisõnaga koos kui ka absoluutse asesõnana).

'Give me 'any 'newspaper that you 'don't 'need 'now.[1]
Andke mulle ükskõik missugune ajaleht, mida te praegu ei vaja.

You can 'read 'any of 'these 'books.[1]
Te võite lugeda ükskõik missugust neist raamatuist.

Märkus. Jaatavas lauses on selline eriline tähendus kõigil sõnast *any* tuletatud ase- ja määrsõnadel.

anything	anybody	anywhere
mis tahes,	igaüks, kes tahes,	kus tahes, kuhu tahes,
ükskõik mis	ükskõik kes	ükskõik kus (kuhu)

Näitavad asesõnad (Demonstrative Pronouns)

§ 29. Näitavad asesõnad *this* (these) ja *that* (those) esinevad verbi tunnustena, kui nad asendavad varem mainitud nimisõna.

'These 'pictures are 'good[2], but 'those are 'bad.[1]
Need pildid on head, aga nood on halvad.

Kui absoluutsed asesõnad *this* (these) ja *that* (those) ei asenda varem mainitud asju või isikuid, vaid tutvustavad uusi isikuid või asju, siis esinevad nad tähenduses *siin on, seal on.*

'This is a 'park[2] and 'that is a 'garden.[1]
(See) siin on park, ja (too) seal on aed.

'These are 'berries[2] and those are 'mushrooms.[1]
(Need) siin on marjad ja (nood) seal on seened.

Abi- ja modaalverbid (Auxiliary and Modal Verbs)

§ 30. Nii abiverbid *be, have, do, shall, will* kui ka modaalverbid *can, must, may* kujutavad endist abistavaid sõnu, mis kuuluvad põhiverbi (iseseisva verbi) juurde. Nad täidavad grammatiliselt abistavat funktsiooni, näidates peamiselt põhiverbi aega, aga ka pööret ja arvu, kui nad ise muutuvad pöördes või arvus.

I *am* ˈglad to ˈsee you.[1] (1st Person Singular, Present Tense.)
Ma olen rõõmus, et ma teid näen. (Ains. 1. pööre olevikus.)

They *will* ˈcome ˈback very ˈsoon.[1] (Future Tense.)
Nad tulevad varsti tagasi. (Tulevik.)

She *could* ˈdo ˈthat.[1] (Past Tense.)
Ta võis seda teha. (Lihtminevik.)

Küsilauseis asetsevad abi- ja modaalverbid aluse ees, põhiverb aga aluse järel.

ˈ*Are* you ˈgoing to the ˈcinema?[2]	Kas sa lähed kinosse?
ˈ*Did* he ˈsee you on ˈSunday?[2]	Kas ta nägi sind pühapäeval?
ˈ*Shall* we ˈtake the ˈtram?[2]	Kas lähme trammiga?
ˈ*Can* you ˈbring the ˈbook toˈmorrow?	Kas te võite tuua (selle) raamatu homme?

Abi- ja modaalverbid võivad esineda ka ilma põhiverbita. Eriti sageli tuleb seda ette lühikestes vastustes *yes* ja *no* abil. Nii koosneb lühike jaatav vastus inglise keeles kolmest sõnast: määrsõnast *yes*, isikulisest asesõnast nimetavas käändes ja abi- või modaalverbi pöördelisest muutest, mis oli küsimuse rõhuliseks ja ilmtingimata vajalikuks osaks. Lühike eitav vastus koosneb neljast sõnast: määrsõnast *no*, isikulisest asesõnast nimetavas käändes, abi- või modaalverbist ja eitussõnast *not*, millele langeb rõhk, kui ta ei sula kokku üheks sõnaks abiverbiga.

ˈAre they ˈreading?[2]	Yes,[1] they ˈare.[2]	ˈNo, they are ˈnot (aren't).[1]
Kas nad loevad praegu?	Jah (nad loevad).	Ei, nad ei loe.
ˈ*Does* she ˈknow him?[2]	ˈYes,[1] she ˈdoes.[1]	ˈNo,[1] she does ˈnot (ˈdoesn't).[1]
Kas ta tunneb teda?	Jah, tunneb.	Ei, ta ei tunne.
ˈCan he ˈgo there?[2]	ˈYes,[1] he ˈcan.[1]	ˈNo,[1] he canˈnot (ˈcan't).[1]
Kas ta võib sinna minna?	Jah võib.	Ei või.

Abi- ja modaalverbide pöördelised muuted (finite forms) on öeldise tunnusteks ja ühendavad kaht lause pealiiget — alust ja öeldist.

Finite Forms of Auxiliary Verbs

Stem form	Present Tense	Past Tense
be	(I) am; (he) is; (we) are	(I) was; (we) were
have	(I) have; (he) has	had
do	(I) do; (he) does [dʌz]	did
shall	(I) shall [ʃæl]	(I) should [ʃud]
will	(he) will	(he) would [wud]
can	(I, he) can	could [kud]
may	(I, he) may	might [mait]
must	(I, he) must	—

Abiverbid (Auxiliary Verbs)

§ 31. Abiverbid koos põhiverbi mittepöördeliste muudetega (infinitiivi ja kesksõnaga) moodustavad kõik ingliskeelse verbi ajad, välja arvatud Present Tense, Past Tense ja Imperative Mood, 2nd Person (käskiva kõneviisi 2. pööre).

Verb b e (The Verb b e)

§ 32. Verb *be* — olema ei ole ainult abiverbiks. Ta esineb kolmes tähenduses:

1.) põhiverbina (notional verb); 2.) sideverbina (link-verb); 3.) abiverbina (auxiliary verb).

Põhiverbina tähendab verb *be* olema, eksisteerima ning ta pöördelised muuted võivad olla öeldiseks.

I *am* at 'home.[1]	I was at 'home.[1]	I shall be at 'home.[1]
Ma olen kodus.	Ma olin kodus.	Ma olen kodus (tulevik).

§ 33. Verb *be* esineb põhiverbina tähenduses olema, leiduma, ka neis lauseis, mis algavad väljenditega *there is, there are* ja kus nimisõnaline alus asetseb verbi järel. Sõnal *there* on neis lauseis puhtabistav osa ja see jääb eesti keelde tõlkimata. See ilmneb eriti selgesti neis lauseis, kus esineb ka määrus t h e r e — seal, mis ka eesti keelde tuleb tõlkida.

Present Tense

There is a 'table in the 'room.[1]
Toas on laud.

There are 'many people *'there.*[1]
Seal on palju rahvast.

Past Tense

There was a 'table in the room.[1]
Toas oli laud.

There were many people *there.*[1]
Seal oli palju rahvast.

Future Tense

Soon *there will be* a new house (new houses) in this street.
Varsti on selles tänavas uus maja (uusi maju).

§ 34. Sideverbina (köitena) tähendab verb *be olema, osutuma, esinema* ja tema pöördelised muuted moodustavad koos nimi- või omadussõnaga käändsõnalise liitöeldise (= köide + öeldistäide).
(Compound Predicate)

He *is a 'teacher.*[1]
Ta on õpetaja.

The 'apples *were 'ripe.*[1]
Õunad olid küpsed.

Verb *be* esineb sideverbina ka järgmistes lausetes:

1. *Aluseta* lauseis (umbisikulistes lausetes), kui on juttu loodusest (ilmast) või ajast (päeva-, aastaajast jne.), mispuhul asesõna *it* (grammatiline alus) jääb eesti keelde tõlkimata.

It is 'very 'cold ('warm, 'hot, 'cool) to'day.[1]
Täna on väga külm (soe, palav, jahe).

It is 'winter ('spring, 'summer, 'autumn).[1]
On talv (kevad, suvi, sügis).

It was morning ('after'noon, 'evening, 'night).[1]
Oli hommik (pealelõuna, õhtu, öö).

It will be 'nine o'clock (a 'quarter to 'nine).[1]
Kell saab üheksa (kolmveerand üheksa).

§ 35. Abiverbina verb *be* koos põhiverbi oleviku kesksõnaga aitab moodustada kõiki kestvaid aegu (Continuous Tenses), koos mineviku kesksõnaga — kõiki passiivi (tehtaviku) aegu (vt. §§ 100—103, 116—118).

She is 'making a trans'lation.[1] (Present Continuous Tense).
Ta teeb (praegu) tõlget.

Kõnekeeles sulavad verbi *be* pöördelised muuted kokku isikuliste asesõnadega, samuti eitussõnaga *not*.

I am = I'm [aim]	we are = we're [wiə]
he is = he's [hiːz]	you are = you're [juə]
she is = she's [ʃiːz]	they are = they're [ðe(i)ə]
it is = it's [its]	
	are not = aren't [ˈaːnt]
	were not = weren't [ˈwəːnt]

Verb **have** (The Verb have)

§ 36. Nagu verb *be*, nii ka verb *have* ei ole ainult abiverbiks. Verb *have* esineb kolmes tähenduses: 1) põhiverbina, 2) abiverbina, 3) modaalverbina.

Põhiverbina tähendab *have* omama ja tema pöördelised muuted võivad olla öeldiseks.

De'cember *has* 'thiry-'one 'days.[1]
Detsembril on kolmkümmend üks päeva.

We shall have a 'new 'map.[1]
Meie saame uue kaardi (~ omama tulevik).

Abiverbina kasutatakse verbi *have* koos põhiverbi mineviku kesksõnaga kõikide perfektiivsete aegade (Perfect Tenses) moodustamiseks (vt. §§ 105—108).

I have 'done [dʌn] my 'lessons.
Ma olen oma tunnid ette valmistanud (juba).

Kõnekeeles sulavad verbi *have* pöördelised muuted isikuliste asesõnadega ja eitussõnaga *not* ühte.

I have = I've [aiv]	we have = we've [wiːv]
he has = he's [hiːz]	you have = you've [juːv]
she has = she's [ʃiːz]	they have = they've [ðeiv]
it has = it's [its]	
	have not = haven't [ˈhævnt]
has not = hasn't [ˈhæznt]	

Modaalverbina väljendab verb *have* sundust, kohustust ja tõlgitakse eesti keelde *pidama, sunnitud olema, kohustatud olema.*

Modaalselt tarvitatud verbile *have* järgneb põhiverbi infinitiiv + to.

I have to 'be 'there at '6.[1]	Ma pean olema seal kell 6.
I had to 'do my 'exercises.[1]	Ma pidin tegema oma harjutusi.
I shall have to 'go to the 'doctor.	Mul tuleb minna (ma pean minema — tulevikus) arsti juurde.

Verb do (The Verb do)

§ 37. Verb *do*, samuti kui verbid *be* ja *have*, ei ole ainult abiverbiks. Ta esineb kahes tähenduses: 1) põhiverbina ja 2) abiverbina.

Põhiverbina tähendab verb *do* tegema, teostama, täitma.

We 'do our 'duty.[1]
Meie täidame oma kohust.

She will 'do her 'lessons in the evening.[1]
Ta valmistab oma tunnid õhtul.

Abiverbina aitab verb *do* koos põhiverbi algvormiga moodustada 1.) küsi- ja eitavat vormi olevikus ja lihtminevikus (Present Tense ja Past Tense) ja 2.) käskiva kõneviisi 2. pöörde eitavat vormi (§§ 96, 119).

'Does he *'go* to 'school?[2]
Kas ta käib koolis?

We did 'not 'want to 'sleep.[1]
Me ei tahtnud magada.

Do 'not (don't) 'be afraid.[1]
Ära karda!

Do 'not 'have 'tea with'out me.[1]
Ärge jooge teed ilma minuta.

Märkus. Selle reegli alusel moodustatakse mainitud vormid ka põhiverbina tarvitatud verbi do puhul.

'Why *did* you 'do that?[1] Miks te seda tegite?

Kõnekeeles sulavad abiverbi do pöördelised muuted ühte eitava sõnaga *not*.

do not = don't [dount], does not = doesn't [dʌznt]

Verbid shall ja will (The Verbs shall and will)

§ 38. Abiverbid *shall* ja *will* koos põhiverbi infinitiiviga moodustavad kõik tuleviku-ajad: verb *shall* esineb 1. pöördes, *will* 2. ja 3. pöördes ainsuses ja mitmuses.

I shall 'know 'English.[1]
They will 'not be late.[1] Nad ei hiline (tulevikus).

Kõnekeeles sulavad verbid *shall* ja *will* kokku isikuliste asesõnadega ja eitava sõnaga *not*.

I will = I'll [ail]
he will = he'll [hi:l]
she will = she'll [ʃi:l]
it will = it'll [itl]

we will = we'll [wi:l]
you will = you'll [ju:l]
they will = they'll [ðeil]

will not = won't [wount]

shall not = shan't [ʃa:nt]

Vana-inglise keeles oli verbidel *shall* ja *will* iseseisev tähendus: *shall* väljendas sundust, *will* — soovi, kavatsust; kaasaegses keeles on

aga sellest säilinud ainult eri varjundid tähenduses. Näiteks verb *shall* 1. pöördes tähistab lihtsat tulevikku, verb *will* aga soovi, kavatsust ja tahet.

I *shall* 'come to'morrow.	I will 'come to'morrow.[1]
Ma tulen homme.	Ma tulen (heameelega) homme. (Tahan tulla)

Verbide *shall* ja *will* minevikuvormid on *should* [ʃud] ja would [wud].

Verbid *should* ja *would* koos verbi *like* infinitiiviga moodustavad väljendid *should like, would like* = tahaks, meeldiks:

I (we) *should like* to speak English.
Ma (me) tahaksin (~ me) kõnelda inglise keelt.

He (they) *would like* to read English.
Ta tahaks (nad tahaksid) lugeda ingl. keelt.

Modaalverbid (Modal Verbs)

§ 39. Modaalverbid *can* — võin, oskan, suudan,[1]) *may* — tohin, võin, *must* — pean moodustavad täiesti omaette rühma sõnu, mis erinevad nii põhi- kui ka abiverbidest. Modaalverbid ei väljenda tegevust ennast, vaid ainult põhiverbiga väljendatud tegevuse sooritamise võimalikkust või vajalikkust. Ühtlasi väljendavad nad tegevuse aega.

Modaalverbid ei esine üksinda, s. o. iseseisvalt, vaid nendele järgneb alati põhiverbi infinitiiv. Ka eesti keeles on nende verbide mõte poolik, kui neile ei järgne põhiverbi infinitiivi. Inglise keeles moodustavad modaalverbid öeldise ainult koos põhiverbiga.

I *can 'go* there.[1] Ma võin minna sinna (mul on võimalik).
He *may 'go* there.[1] Ta võib minna sinna (talle lubatakse).
I *must 'go* there. Ma pean minema sinna.

Verbid c a n ja m a y (The Verbs c a n and m a y)

§ 40. Mõlemad verbid — can ja may — väljendavad võimalust. Erinevus nende vahel on järgmine:

Verb *can* väljendab füüsilist võimalust ja oskust, s. o. üldse võimelisust teatavaks tegevuseks, ja tõlgitakse eesti keelde verbide *võima, oskama, suutma* pöördeliste muudetega.

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[1]) Modaalverbil ei ole infinitiivivormi.

I *can 'read* 'English.[1] = I *am 'able to 'read* English.
Ma võin (oskan) lugeda inglise keeles. = Ma olen võimeline lugema inglise keelt.

Verb *may* tähendab võimalust, mis oleneb teiselt isikult saadud loast ja tõlgitakse eesti keelde verbide *võima, tohtima* pöördeliste muudetega.

'May I *'go* home?[2]
Kas ma tohin (võin) koju minna? (Lubage mul koju minna.)

Verbil *may* on veel teine tähendus: oletus põhiverbiga väljendatud tegevuse või seisukorra võimalikkuse kohta. Eesti keeles vastab sellele väljend *võib-olla, vahest.*

He may 'be a'sleep.[1] — Per'haps, he is asleep.[1]
Ta võib-olla magab. — Võib-olla ta magab.

He may 'be 'late.[1]
Võib-olla ta hilineb.

Verb must (The Verb must)

§ 41. Verb *must* väljendab kohustust või sundust ja tõlgitakse eesti keelde vastavalt pöördeliste muudetega peab, tuleb, on vaja.

I *must 'do* 'that.[1] = I have to 'do 'that.[1]
Ma pean seda tegema. = Mul tuleb seda teha.

Verbil *must* on veel teine tähendus, mis väljendab tegevuse või olukorra tõenäolisust ja tõlgitakse eesti keelde *arvatavasti, tõenäoliselt, vist.*

He must 'be a'sleep.[1] = Ta vist (arvatavasti) magab.

Modaalverbide iseärasused

§ 42. Modaalverbidel *can, may, must* puudub oleviku ainsuse 3. pöördes lõpp -s.

he can, he may, he must.

Abiverbile järgneva põhiverbi infinitiivi ees jääb ära partikkel *to.*

I *can 'read* 'English.[1] Ma oskan lugeda inglise keelt.
He *may 'come* in.[1] Ta võib tulla sisse.
He *must 'read* 'English.[1] Ta peab lugema inglise keelt.

Lauses varem mainitud põhiverb võib kordumisel ära jääda. Niisugusel korral esineb modaalverb üksinda:

I cannot read French, but ˈˈshe ˈcan.[1]
Mina ei oska lugeda prantsuse keelt, aga tema oskab.

Eitavas kõnes järgneb eitus *not* vahetult modaalverbidele *can, may, must* (verb *can* kirjutatakse eitusega *not* kokku).

He *ˈcannot* ˈcome ˈback so ˈsoon.[1]
Ta ei saa (tal ei ole võimalik) nii ruttu tagasi tulla.
He *must ˈnot* ˈsing ˈhere.[1] Ta ei tohi siin laulda.

Eitavas küsilauses asetsevad verbid *can, may, must* aluse ees, aga eitus *not* aluse järel.

ˈCan he ˈnot ˈspeak ˈslowly?[2] Kas ta ei või aeglaselt rääkida?

Kõnekeeles sulavad verbivormid *can, may, must,* samuti kui abiverbidki kokku eitusega not.

cannot = can't [kɑːnt]
may not = mayn't [ˈmeint]
could not = couldn't [ˈkudnt]
must not = mustn't [ˈmʌsnt]

You mustn't ˈgo near ˈthat ˈdog[1], it ˈbites.[1]
Te ei tohi minna selle koera lähedale, ta hammustab.

§ 43. Modaalverbid *can, may, must* osutuvad ühtlasi ebatäielikeks ehk defektseteks verbideks (defective verbs), sest neil puuduvad mittepöördelised muuted (infinitiiv, kesksõnad) ja järelikult ka need ajad, mida moodustatakse abiverbide abil koos mittepöördeliste muudetega. Verbidel *can* ja *may* on kaks vormi: *can* ja *may* — oleviku väljendamiseks (Present Tense) ja *could* ja *might* — mineviku väljendamiseks (Past Tense).

Teistes aegades väljendatakse tegevuse võimalikkust verbi *be able* = *võimeline olema* abil.

Present Tense	Past Tense	Future Tense
He *can* ˈdo it.[1]	He *could* ˈdo it.[1]	—
He *is ˈable* to ˈdo it.	He *was ˈable* to ˈdo it.[1]	He will *be ˈable* to ˈdo it.
Ta võib seda teha.	Ta võis seda teha.	Ta on võimeline seda tegema. (Tulevik)

Verbil *must* on ainult üks vorm — oleviku väljendamiseks, kõigis teistes aegades väljendatakse kohustatust ja sundust verbiga *have* (*to*), mis koos põhiverbi infinitiiviga tähendab kohustatud olema, pidama.

Present Tense	Past Tense	Future Tense
He *must* 'go there.	—	—
He *has to* 'go there.	He *had to* 'go there.	He *will have* to 'go there.
Ta peab minema sinna.	Ta pidi minema sinna.	Tal tuleb minna sinna.

Sõnade järjekord lauses
(The Order of Words in the Sentence)

§ 44. Peale grammatiliste lõppude ja abistavate sõnade on veel kolmas vahend lauseliikmetevaheliste suhete väljendamiseks, nimelt kindel sõnade järjekord lauses, mis nõuab, et igal lauseliikmel oleks oma kindel koht lauses.

Eesti keeles, olenevalt rohkearvuliste muutelõppude esinemisest, millega väljendatakse sõnade omavahelisi suhteid, on sõnade järjekord lauses vaba, ainult lause mõte võib sõnade ümberpaigutamisel mõnevõrra muutuda.

Peeter sööb õuna.	Sööb õuna Peeter.
Õuna sööb Peeter.	Õuna Peeter sööb.
Sööb Peeter õuna.	Peeter õuna sööb.

Inglise keeles on säärane sõnade ümberpaigutamine täiesti võimatu.

Kõigile neile kuuele eestikeelsele lausele vastab inglise keeles ainult lause.

I	II	III
Peter	is eating	an apple.
Peeter	sööb	õuna.

§ 45. Inglise keeles, olenevalt peaaegu täielikust grammatiliste lõppude puudumisest sõnadevahelise seose väljendamiseks, näitab lauseliikmete-vahelisi suhteid peamiselt rangelt kindel sõnade järjekord, mis aitab määrata lauseliikmeid nende koha järgi lauses.

Order of Words

Subject	Predicate	Object		Prepositional Object	Adverbials
		Indirect	Direct		
I	II	III		IV	
She	'gave	me	a 'book	—	'yesterday.[1]
We	can 'see	—	the 'sun	—	in the 'sky.[1]
—	'Come	—	—	with her	to'morrow.[1]
'Linda	'came 'back	—	—	with me	on 'Monday.
The 'day	is 'bright.[1]	—	—	—	—
I	thanked	—	her	for her 'present	—

Alus (Subject) on esimene lauseliige (esimesel kohal lauses) (I). Ta vastab küsimustele *who*? — *kes*? ja *what*? — *mis*?

The man 'took his 'cloak 'off.[1] Mees võttis oma mantli ära.
She 'skates 'well.[1] Ta uisutab hästi.

Öeldis (Predicate) on teine lauseliige (~ teisel kohal lauses) (II). Ta vastab küsimustele: 1.) Mida teeb (praegu teeb, tegi ja teeb tulevikus) alusega väljendatud isik või asi?; 2.) Mida kõneldakse alusega väljendatud isikust või asjast?; 3.) Kes või mis on alusega väljendatud isik või asi?; 4.) Missugune on alusega väljendatud asi või ese?; 5.) Missuguses olukorras on alusega väljendatud isik või asi?

They 'often *'did* 'quite 'hard 'work.[1]
Nad sageli tegid päris rasket tööd.

Her 'father *is a 'teacher.*[1] Tema isa on õpetaja.

Sihitis (ilma eessõnata) on kolmas lauseliige (~ kolmandal kohal lauses) (III). Eessõnata sihitis võib olla kaudseks sihitiseks (Indirect Object) ja otseseks sihitiseks (Direct Object). Kaudne sihitis vastab küsimusele (*to*) *whom*? — kellele? Otsene sihitis vastab küsimustele *whom*? — keda ja *what*? — mida? Kui lauses on kaks eessõnata sihitist, siis asetseb kaudne sihitis kohe öeldise järel otsese sihitise ees.

She 'gave *the 'little 'girl a 'nice 'apple.*[1]
Ta andis väikesele tüdrukule ilusa õuna.

Eessõnaga sihitis (Prepositional Object) on neljas lauseliige (~ neljandal kohal lauses) (IV). Ta vastab küsimustele *to whom*? — kellele?; *for whom*? *for what*? — kelle jaoks?, kellele?, mille jaoks?, millele?;

with whom?, *with what*? — kellega? millega?; *about whom*? *about what*? kellest? kelle üle? millest? mille üle?

'Mother 'said 'this[2] *to the 'little 'boy*[2] 'many times a day.[1]
Ema ütles seda väikesele poisile mitu korda päevas.

They 'told me *about that 'victory.*[1]
Nad kõnelesid mulle sellest võidust.

Määrused (Adverbials) on samuti neljandal kohal lauses, samuti kui eessõnaga sihitised. Määrused vastavad küsimustele *where*? — kus?, kuhu?; *when*? — millal?; *how*? — kuidas?, mil viisil?; *how long*? — kui kaua?; *how often*? — kui sageli?; *why*? — miks?; *what for*? — milleks?, miks?

I 'met him *in the 'street.*[1] Ma kohtasin teda tänaval.
It was *in the 'morning.*[1] See oli hommikul.
The 'sun 'shone *very 'brightly.*[1] Päike paistis väga heledasti.

Kui lauses on mitu määrust, siis asetseb ajamäärus viimasel kohal.

I was at the 'cinema *'yesterday.*[1] Ma olin eile kinos.

§ 46. Ajamäärused, mis väljendavad kindlaksmääratud aega — in the evening, on Tuesday, in 1917, today, after school jne., võivad asetseda lauses neljandal kohal või ka päris lause algul aluse ees (tabelis 0-ga märgitud kohal).

0	I	II	III	IV
In the 'morning	we	'go	—	to 'school.[1]
After 'school	they	'went	—	to the 'cinema.[1]

Ajamäärused, mis väljendavad ebamäärast aega — *always* — alati, *never* ['nevə] — mitte kunagi, *ever* ['evər] — iganes, alati, *just* — äsja, praegu, *often* — sageli, *seldom* — harva jne., kuuluvad öeldise koosseisu ja asetsevad põhiverbi ees.

I	II	III	IV
He	'always 'comes	—	at '3 o''clock.[1]
She	has 'just 'given	me the 'book.[1]	

Erandiks on laused, mille öeldiseks on verb *be*: neis lauseis asetsevad ebamäärast aega väljendavad ajamäärused öeldise järel, mitte ees.

He is *'never* at 'home at 'that 'time.[1]
Ta ei ole kunagi sel ajal kodus.

§ 47. Lauseis, mis algavad sissejuhatava väljendiga *there is, there are*, asetseb alus öeldise järel.

There were 'many 'toys there.[1] Seal oli palju mänguasju.

Niisugustes lausetes võivad kohamäärused asetseda kas lause lõpus või päris alguses.

There were 'many 'books *on 'shelves round the 'room.*[1]
On 'shelves round the 'room there were 'many 'books.[1]
Riiuleil ümber kogu toa oli palju raamatuid.

Alus võib seista öeldise järel otsese kõne saatelauseis *said he, thought she* jne., mis asetsevad otsese kõne järel või ka otsese kõne keskel.

"'What a 'beautiful 'picture I 'saw there!" said the boy.[1]
„Kui ilusat pilti ma seal nägin!" ütles poiss.

§ 48. Täiendil (Attribute) ei ole nii kindlalt fikseeritud kohta lauses, nagu on teistel lauseliikmetel. Laiendades nimisõna kuulub täiend koos nimisõnaga vastava lauseliikme — aluse, sihitise, käändsõnalise öeldise, määruse või eessõnaga sihitise koosseisu.

Kui täiendiks on omadus-, määr- või asesõna või ka nimisõna omastavas käändes või nimisõna ilma eessõnata, siis asetseb täiend oma põhisõna, s. o. laiendatava nimisõna ees. Kui täiendiks on eessõnaga nimisõna või terve täiendlause, siis asetseb täiend nimisõna järel.

I	II	III	IV
The *'little* 'girl	'made	'dresses	for *her* 'dolls.[1]
'Bertha's 'father	was an *'old* 'man.[1]	—	—
She	has 'read	'two 'books *by 'Dickens.*	—
His 'brother	'showed	me the 'book *that he likes very much.*	—

§ 49. Eitavas lauses on sõnade järjekord sama kui jaatavaski lauses, kusjuures eitus *not* asetseb põhiverbi ees.

She is ˈ*not* ˈwriting,[1] she is ˈreading.[1] Ta ei kirjuta, ta loeb.

Küsilauses peetakse kinni samast kindlast sõnade järjekorrast, ainult öeldis jaguneb siin kaheks osaks: öeldise põhi-, s. o. tähendust kandev osa (pöörd- või käändsõnaline) jääb lauses teisele kohale, aga abi- (või modaal-) verb paigutatakse lause algusse aluse ette (0-ga märgitud kohale). Küsisõna asendab lauses seda lauseliiget, mille kohta asetatakse küsimus.

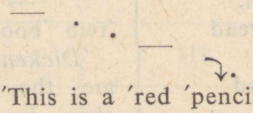
?	0	I	II	III	IV
—	ˈDo	you	ˈsee	— him?[2]	— —
ˈWhere	are	they	ˈgoing	— —	— toˈmorrow?[1]
ˈWhat	ˈhas	he	—	— —	in his ˈhand?[1]
—	ˈDid	the ˈsun	ˈshine	— —	— brightly?[2]
—	ˈIs	he	—	— —	— at home?[2]
ˈWhat	can	she	ˈgive	— —	to the ˈchildren?[1]
—	ˈDid	he	ˈnot ˈgo	— —	— there?[2]

Intonatsioon (Intonation)

§ 50. Inglise keeles pidevas, katkestamata kõnevoolus liituvad sõnad üksteisele järgnedes tihedalt kokku, nii et iga lause hääldatakse omaette ühtse rütmilis-meloodilise tervikuna.

ˈThis is a ˈred ˈpencil.[1]
See on punane pliiats.

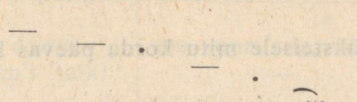
Inglise keelt iseloomustab järkjärguline ja väga ühtlane hääle langus. Lauses üks rõhuline silp otsekui aste-astmelt langeb teise järel.



ˈThis is a ˈred ˈpencil.[1]

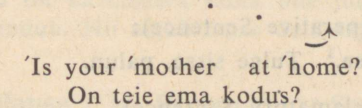
Inglise keelt iseloomustab kaks intonatsiooni: intonatsioon I (Tune I) ja intonatsioon II (Tune II). Nad erinevad teineteisest viimase

rõhulise silbi hääldamise poolest. Lauses, mida kõneldakse intonatsiooni I-ga, hääldatakse viimane rõhuline silp langeva häälega.



The ˈwind ˈmet the ˈsun and ˈsaid...[1]
Tuul kohtas päikest ja ütles...

Lauses, mida öeldakse II intonatsiooniga, hääldatakse viimane rõhuline silp tõusva häälega.



ˈIs your ˈmother at ˈhome?[2]
On teie ema kodus?

Intonatsioon I esineb

1) jutustavais lauseis (nii jaatavais kui eitavais);
2) käsklauseis, mis väljendavad käsku;
3) küsilauseis, mis algavad küsisõnaga;
4) hüüdlauseis.

1) He will ˈcome toˈmorrow.[1]	Ta tuleb homme.
2) ˈOpen your ˈbooks![1]	Avage oma raamatud!
3) ˈWhere is the ˈboy?[1]	Kus on poiss?
4) ˈHow ˈhot it is![1]	Küll on kuum!

Intonatsioon II esineb

1) küsilauseis, mis algavad abi- või modaalverbidega;
2) käsklauseis, mis väljendavad palvet;
3) loenduse ja loetluse puhul;
4) süntagmades, s. o. liht- või liitlause fraseerimisühikuis.

1) ˈDo you ˈmean the ˈman with a ˈcloak on his ˈshoulders?[2]
Kas te mõtlete meest mantliga õlal?
2) ˈGive me your ˈpen, please.[2]
Palun, andke mulle oma sulepea.[2]

3) 'Pioneer 'camps are 'usually near a 'river[2], a 'lake[2] or the sea.[1]
Pioneerilaagrid on tavaliselt jõe, järve või mere ääres.
4) They 'said 'this to 'each 'other[2] 'many 'times a day[2] for 'six 'weeks.[1]
Nad ütlesid seda üksteisele mitu korda päevas kuue nädala jooksul.

Lauseliigid
(Kinds of Sentences)

§ **51.** Laused jagunevad inglise keeles järgmiselt:

1) Jutustav lause (Declarative Sentence ehk Statement):
They are talking in the corridor. Nad kõnelevad koridoris.

2) Käsklause (Imperative Sentence):
Come 'in, please.[1] Tulge sisse, palun.

3) Hüüdlause (Exclamatory Sentence):
How 'cold it is![1] Küll on külm!

4) Küsilause (Interrogative Sentence):
Do you know her ad'dress?[2] Kas te teate tema aadressi?

Jutustav lause (The Declarative Sentence)

§ **52.** Jutustavas lauses — jaatavas ja eitavas — kinnitatakse või eitatakse mingit fakti. Jutustaval lausel on langev intonatsioon, s. o. intonatsioon I (Tune I) ja normaalne sõnade järjekord.

I	II	III	IV
We	'met	— him	— in the morning.[1]
They	are 'sitting	— —	— at a 'big 'table.[1]
The 'door	was 'not 'high.[1]	— —	— —
He	has	— 'two 'sisters.[1]	— —

Käsklause (The Imperative Sentence)

§ **53.** Käsklause väljendab käsku (commands) või palvet (requests) ja ta võib olla nii jaatav kui ka eitav. Kui käsklause väljendab käsku, siis hääldatakse teda langeva intonatsiooni I-ga.

I	II	III	IV
—	'Give	me your 'copy-book! [1]	—
—	'Don't 'talk! [1]	—	—

Kui käsklause väljendab palvet, siis hääldatakse teda tõusva intonatsiooni II-ga.

'Sit 'down, please.[2] Istuge, palun.
'Be so 'kind as to open the 'door, please.[2]
Olge nii lahke ja avage uks, palun.

Sõnade järjekord on käsklauses sama mis jutustavas lauses, ainult et alus enamasti puudub. Nii algab lause öeldisega.

Hüüdlause (The Exclamatory Sentence)

§ 54. Hüüdlause väljendab mingit tugevat tunnet — rõõmu, imestust või pahameelt. Hüüdlause algab harilikult asesõnaga *what* — missugune, milline või määrsõnaga *how* — kui (kuidas). Hüüdlause hääldatakse langeva intonatsiooni I-ga.

'What 'fine 'weather we are having! [1] Missugune ilus ilm meil on!
'How 'late you are! [1] Kui hilja te tulete! (Küll te hilinete aga!)

Märkused: 1) Hüüdlause aluseks oleva loendatava (countable) nimisõna ees, mis järgneb asesõnale *what*, on umbmäärane artikkel, loendamatud nimisõnad (uncountables) esinevad aga ilma artiklita.

2) Hüüdlauses asetseb isikulise asesõnaga väljendatud alus öeldise ees nagu jutustavaski lauses.

'How 'glad I *am* to 'see you! [1]
Kui rõõmus ma olen teid nähes!

Küsilause (The Interrogative Sentence)

§ 55. Küsilause väljendab küsimust ja võib olla jaatav ja eitav.

'Can we 'do anything 'for you? [2]
Kas me võime midagi teha teie heaks?

'Why 'isn't he at 'home? [1] Miks ei ole teda kodus?

Küsilaused on kahte liiki: 1) üldküsimused (general questions), mis käivad terve lause kohta; 2) eriküsimused (special questions), mis on pööratud üksikuile lauseliikmeile.

Üldküsimused (General Questions)

§ 56. Üldküsimus väljendab ebakindlust ja nõuab lühikest kinnitavat vastust — *yes* — jah või *no* — ei. Üldküsimuse puhul hääl tõuseb lause lõpus, s. t. ta hääldatakse II intonatsiooniga (Tune II). Üldküsimus algab abiverbide *be, have, do, shall, will* või modaalverbide *can, may, must* pöördeliste muudetega.

'*Will* the 'doctor '*come* 'this evening?[2]
Kas arst tuleb täna õhtul?

'May I 'come 'in?[2]
Kas ma tohin sisse tulla?

Üldküsimusele antakse lühike vastus.

'Was 'Mary at the 'cinema on 'Sunday? 'Yes[1], she was.[1]
'Can 'Peter 'go 'there at 'once?[2] No,[1] he 'can't.[1]

Üldküsimustel on ka eitav vorm.

'Won't he 'come in 'time?[2] Kas ta ei tule õigel ajal?
'Can't you 'do it 'now?[2] Kas te ei või seda teha kohe?

Valikküsimused (Alternative Questions)

§ 57. Alternatiivsed ehk valikküsimused sidesõnaga *or* — v õ i on üldküsimustega sarnased selles suhtes, et nad algavad samuti abi- või modaalverbiga, kuid nad erinevad üldküsimustest 1) intonatsiooni poolest, sest nende puhul hääl tõuseb lause keskel sidesõna *or* ees, kuid langeb lause lõpus, ja 2) vastuse poolest, kuivõrd valikküsimus nõuab täit vastust küsimuse olemuse tõttu.

'Is 'Mike at 'school[2] or at 'home?[1] — He is at 'school.[1]
Kas Mike on koolis või kodus? Ta on koolis.

'Will he 'come to-'day[2] or to'morrow?[1] He will 'come to-'day.[1]
Kas ta tuleb täna või homme? Ta tuleb täna.

Eriküsimused (Special Questions)

§ 58. Kõik eriküsimused algavad küsisõnadega ja neil on sama intonatsioon mis jutustavalgi lausel, s. t. hääl langeb lause lõpus (intonatsioon I).

'Why 'isn't 'Annie at school to-'day?[1]
Miks ei ole Anni täna koolis?

Eriküsimused jagunevad kahte rühma: 1) küsimused, mis on pööratud alusele, ja 2) küsimused, mis on pööratud teistele lauseliikmetele, s. o. öeldisele, sihitisele ja määrustele.

Alusele pööratud küsimustes on sõnade järjekord sama mis jutustavaski lauses: öeldis jääb oma tavalisele, s. o. teisele kohale lauses, esimese koha võtab endale küsiv asesõna (who, what, which), mis on ka säärase küsilause aluseks.

'Olga 'wrote the 'exercise on the 'blackboard.[1]
'*Who* 'wrote the exercise on the blackboard?[1]

The 'box 'stood in the 'middle of the 'room.[1]
'What 'stood in the 'middle of the 'room?[1]

Vastus alusele pööratud küsimusele koosneb nimi- või asesõnast ja abi- või modaalverbist. Kui öeldiseks on verbi Present Tense või Past Tense, siis esineb vastuses verbi *do* vastav pöördeline muude.

'Who can trans'late 'this 'text?[1] 'Olga can.[1]
Kes võib tõlkida selle teksti? Olga (võib).

'Who 'knows 'this 'poem ['pouim]?[1] I do.[1]
Kes tunneb seda luuletust? Mina (tunnen).

Öeldisele, sihitisele ja määrustele pööratud eriküsimustes on sõnade järjekord sama mis üldküsimustes: põhiverb jääb oma tavalisele, s. o. teisele kohale lauses, kuid abi- või modaalverb paigutatakse aluse ette (s. o. 0-ga märgitud kohale). Küsisõna asetseb aga päris lause algul abi- või modaalverbi ees.

		'Mary	is 'reading	a 'book	in the garden.[1]
'What	is	'Mary	'doing?[1]		
'What	is	'Mary	'reading?		
'Where	is	'Mary	'reading?		

Küsimustes eessõnaga sihitiste kohta on tähelepandav inglise keele omapära võrreldes eesti keelega: eessõna võib asetseda lause alguses koos küsiva asesõnaga *what?* või *whom?* (nagu eesti keeleski esineb vastav kaassõnaline fraas, näiteks *about what* — mille üle, *from whom* — kellelt), kuid ta võib jääda ka oma kohale lause lõppu, mis on täiesti võimatu eesti keeles.

About 'what	did	'Leo	'told	him	about the 'film.[1]
What	did	'Leo	'tell	him?[1]	
To 'whom	did	'Mother	'gave	an 'apple	to 'each of us.
Whom	did	'mother	'give	an 'apple?	
		'mother	'give	an 'apple?	to?[1]

Lausetüübid (Types of Sentences)

§ 59. Inglise keeles puudub sõna liitlause tähistamiseks. Sellepärast inglise keeles jagunevad laused oma ehituselt kolme tüüpi:

1) Lihtlaused (Simple Sentences);
2) Rindlaused (Compound Sentences);
3) Põimlaused (Complex Sentences).

Lihtlause (The Simple Sentence)

§ 60. Lihtlause koosneb alusrühmast (subject-group) ja öeldisrühmast (predicate-group).

Subject-group	Predicate-group
Annie's mother	comes home at half past nine.
Anni ema	tuleb koju kell pool kümme.

Lihtlause võib olla laiendamata (unextended) ja laiendatud (extended). Laiendamata lihtlause koosneb ainult lause pealiikmeist (principal parts of the sentence) — alusest ja öeldisest.

You	are right.	Teil on õigus.
He	has gone.	Ta on läinud.

Laiendatud lihtlause sisaldab aga peale lause pealiikmete ka lause kõrvalliikmeid (secondary parts of the sentence), milleks on sihitised (nii otsesed, kaudsed kui ka eessõnalised), määrused ja täiendid.

I can bring | you some books | from the library tomorrow.
Ma võin tuua sulle mõned raamatud raamatukogust homme.

Lause pealiikmed
(The Principal Parts of the Sentence)

Alus (The Subject)

§ 61. Aluseks võivad olla järgmised sõnaliigid (parts of speech): 1) nimisõna (nimetavas käändes); 2) isikuline asesõna (nimetavas käändes); 3) nimisõna asendav absoluutne asesõna (näitav, küsiv ja umbmäärane asesõna); 4) arvsõna (nii põhi- kui ka järgarv).

Our country is the best in the world.
Meie maa on parim maailmas.

We love our beautiful country.
Me armastame oma ilusat kodumaad.

This is a good plan. See on hea plaan.
Who was wrong? Kel ei olnud õigus? (Kes eksis?)
Someone opened the door. Keegi avas ukse.

"*Where* are my shoes?" — "*One* is under the bed."
„Kus on mu kingad?" „Üks on voodi all."

"Do you like these pictures?" "*The first* is the best of all."
Kas teile meeldivad need pildid? Esimene on parim kõigist.

Öeldis (The Predicate)

§ 62. Öeldis võib olla kahesugune: pöördsõnaline öeldis (verbal predicate) ja käändsõnaline öeldis (nominal or compound predicate).

She *thought* about her friend. Ta mõtles oma sõbra üle.
I *could not see* him. Ma ei võinud näha teda.

Käändsõnaline öeldis koosneb verbi-köite (side-verbi) pöördelisest muutest ja öeldistäitest. Verb-köide seob alust öeldistäitega (predikatiiviga), mis ongi käändsõnalise öeldise põhiliseks osaks. Köiteks võivad olla järgmised verbid: *be* — olema, *become* — saama, muutuma, *get* — saama, muutuma, *grow* — muutuma, *look* — näima, ja teised.

She *is a doctor*. Ta on arst.
I *got angry*. Ma sain vihaseks.

Öeldise käändsõnaliseks osaks, s. o. öeldistäiteks võivad olla järgmised sõnaliigid:

1) Nimisõna; 2) omadussõna või kesksõna; 3) isikuline asesõna; 4) nimisõna asendav absoluutne asesõna (omastav, küsiv ja umbmäärane); 5) arvsõna (põhi- kui ka järgarv); 6) nimi- ja asesõna koos eessõnaga.

Her father *is a worker.*	Tema isa on tööline.
The room *looked small.*	Tuba näis väike.
She is fourteen.	Ta on neliteist.
It *is he.*	See on tema.
The book is mine.	Raamat on minu oma.
This is for you.	See on teie jaoks.

Lause kõrvalliikmed
(The Secondary Parts of the Sentence)

Sihitis (The Object)

§ 63. Inglise keeles esineb kolme liiki sihitisi: kaudne sihitis, otsene sihitis ja eessõnaga sihitis.

Kaudne sihitis (The Indirect Object)

Kaudne sihitis tähistab harilikult isikut (elusolendit), kellele on suunatud öeldisega väljendatud tegevus, ja asetseb vahetult öeldise järel (otsese sihitise ees). Ta esineb pärast verbe *give, tell, send* jne. ja teda võib väljendada nimisõnaga või isikulise asesõnaga sihitavas (objekti) käändes.

She gave *her sister* a glass of tea.
Ta andis oma õele klaasi teed.

I told him to come to-morrow.
Ma käskisin teda tulla homme.

Otsene sihitis (The Direct Object)

§ 64. Otseseks sihitiseks võib olla 1) nimisõna, 2) isikuline asesõna sihitavas (objekti) käändes, 3) teised sõnaliigid, kui nad esinevad lauses nimisõna funktsioonis, 4) infinitiiv.

He found *a rope.*	Ta leidis köie.
They saw *her* last week.	Nad nägid teda mineval nädalal.
She did not see *anyone* in the room.	Ta ei näinud kedagi toas.
He 'likes to 'go there.	Talle meeldib minna sinna.

Eessõnaga sihitis (The Prepositional Object)

§ 65. Eessõnaga sihitiseks võivad olla nimisõnad, isikulised asesõnad sihitavas (objekti-) käändes, samuti ka nimisõnu asendavad absoluutsed asesõnad, kui nad esinevad koos eessõnaga.

What shall we make *for supper?* Mida me teeme õhtusöögiks?
Olga will come *with us.* Olga tuleb meiega.
He is talking *to someone* in the corridor. Ta kõneleb kellegagi koridoris.

Täiend (The Attribute)

§ 66. Kõik nimisõna laiendid on täiendid.

He is my *best* friend. Ta on mu parim sõber.
Tom has a *small* brother. Tomil on väike vend.

Täiendiks võivad olla järgmised sõnaliigid:

1) Omadussõnad ja kesksõnad.
She has *black* hair. Tal on mustad juuksed.
Look at her *smiling* face. Vaadake tema naeratavat nägu.

2) Nimisõnad omastavas käändes (Possessive Case).
I walked to the Gladkins' home. Ma kõndisin Gladkinite majani.

3) Asesõnad, mis lähemalt piiritlevad nimisõna, s. o. omastavad, näitavad, küsivad ja umbmäärased asesõnad.

Bertha loved *her* father. Bertha armastas oma isa.
Which book do you like best? Missugune raamat meeldib teile kõige enam?

4) Arvsõnad, nii põhi- kui ka järgarvud.

She has read *two* books by Dickens.
Ta on lugenud kaht Dickensi raamatut.

I am reading the *third* part. Ma loen kolmandat osa.

5) Nimisõnad, mis esinevad omadussõna tähenduses.

Now the *Moscow* streets are wide and beautiful.
Nüüd on Moskva tänavad laiad ja ilusad.

All *Soviet* children like to go to school. Kõik nõukogude lapsed armastavad käia koolis.

6) Nimisõnad koos eessõnadega.

The walls *in our room* are green.
Seinad meie toas on rohelised.

The pupils *of our class* like our teacher of English.
Meie klassi õpilastele meeldib meie inglise keele õpetaja.

Määrused (Adverbials)

§ 67. Määrused väljendavad tegevuse kohta, aega, viisi, eesmärki, põhjust ja tagajärge.

We were standing *at the corner* of the street.
Me seisime tänava nurgal.

In a quarter of an hour they came back.
Veerand tunni pärast nad tulid tagasi.

She played the piano ['pjænou] very well.
Ta mängis väga hästi klaverit.

She has come *to help* me.
Ta on tulnud mulle abiks (aitama mind).

She is too tired *to speak to me.*
Ta on liiga väsinud, et minuga rääkida.

Määrusteks on peamiselt 1) määrsõnad ja 2) nimisõnad koos eessõnadega, kuid määruseks võib olla ka 3) infinitiiv.

He gets up *early.* Ta tõuseb vara.
Take him *to your room.* Vii ta oma tuppa.
He has come *to speak to you.* Ta on tulnud sinuga (läbi) rääkima.

Määruseks võib olla ka nimisõna ilma eessõnata, kui ta esineb määrsõna tähenduses.

I often went to the theatre *last year.*
Ma käisin sageli teatris möödunud aastal.
Come this way. Tulge siitkaudu (seda teed).

Rindlause (The Compound Sentence)

§ 68. Rindlause koosneb kahest (või enamast) lihtlausest, mis oma grammatiliselt ehituselt on üheväärsed ja iseseisvad, kuid sisuliselt on seotud üksteisega. Lauseid, millest rindlause koosneb, nimetatakse inglise keeles *Independent Clauses* (iseseisvad, sõltumatud laused) ja nad eraldatakse üksteisest koma või semikooloniga.

I knocked at the door, but nobody answered.
Ma koputasin uksele, aga keegi ei vastanud.

Kaks (või enam) lihtlauset ühendatakse üheks rindlauseks kahel teel: 1) rinnastavate sidesõnade abil (vt. § 16) ja 2) sidesõnadeta — pausi ja intonatsiooni abil.

I rang the bell, *and* Boris's sister opened the door.
Ma helistasin ja Borisi õde avas ukse.

Caleb was not cruel to his daughter; he wanted to make her happy.
Caleb ei olnud õel oma tütre vastu; ta tahtis teda õnnelikuks teha.

Põimlause (The Complex Sentence)

§ 69. Põimlause koosneb 1) pealausest (Principal Clause) ja 2) kõrvallausest (Subordinate Clause) või mitmest kõrvallausest, mis sisuliselt on omavahel seotud. Kõrvallaused ühendatakse pealausega abistavate side- ja siduvate sõnadega (vt. § 16).

Bertha thinks *that* she lives in a bright little home.
Bertha arvab, et ta elab väikeses valgusrikkas majas (kodus).

M ä r k u s: Inglise keeles sidesõna *that* ette koma ei asetata.

Põimlauses täidavad kõrvallaused eri lauseliikmete, nii pea- kui ka kõrvalliikmete funktsioone.

1) Aluslause (Subject Clause) täidab aluse funktsiooni (asendab alust) liitlauses ja asetseb öeldise ees.

What he said was true.
Mis ta ütles, oli õige.

2) Öeldis(täide)lause (Predicative Clause) esineb käändsõnalises öeldises öeldistäite funktsioonis ja asetseb köite järel.

That is *what I saw there.* See on, mida ma nägin seal.

3) Sihitislause (Object Clause) asendab sihitist (nii ilma eessõnata kui ka eessõnaga sihitist) ja asetseb oma põhisõna (verbi) järel.

He knows *where we live.* Ta teab, kus me elame.

They ask me *whether I have this book.*
Nad küsivad minult, kas mul on see raamat.

She will tell us *about what she saw there.*
Ta jutustab meile sellest, mis ta nägi seal.

Sihitislause, mida ühendab pealausega abistav sidesõna *that* — mida, mis, võib liituda pealausele ka ilma sidesõnata, s. o. sidesõna *that* võib jääda ära (eesti keeles on niisugune väljajätt ebaloomulik).

He thinks *that he can read this story.*
He thinks *he can read this story.*
Ta arvab, et ta võib lugeda seda juttu.

Märkused: 1. Eesti keeles võib kõrvallause alus välja jääda, kui see on ühine pealause alusega.

Ta ütleb, et (ta) teeb selle harjutuse kohe.

Inglise keeles on see aga võimatu ja alus peab kõrvallauses tingimata korduma.

He says *he* will do this exercise at once.

2. Inglise keeles jäävad alus-, öeldis- ja sihitislaused pealausest komaga eraldamata. Sihitislausete puhul tuleb põimlauses kinni pidada aegade järjestuse reeglitest (vt. §§ 112—113).

4) Täiendlause (Attributive Clause) esineb täiendi funktsioonis ja ühendatakse pealausega siduvate (relative) asesõnade *who* ja *that* — *kes* abil elusolendite puhul ja *which* ja *that* — *mis, milline* abil elutute esemete puhul (koma nende asesõnade ette ei asetata):

This is the man *who can do that.*
See on (see) mees, kes võib seda teha.

Caleb looks at a coat *which is hanging on the wall.*
Caleb vaatab mantlit, mis ripub seinal.

Siduvad asesõnad *whom, which, that,* mis täiendlauseis esinevad sihitisena, võivad jääda ära ja täiendlause võib liituda pealausega ka ilma sidesõnata (mis eesti keeles on täiesti võimatu):

He is speaking about the film *that he saw yesterday.*
He is speaking about the film *he saw yesterday.*
Ta kõneleb filmist, mida ta nägi eile.

This is the boy *whom I like best of all.*
This is the boy *I like best of all.*
See on (see) poiss, kes mulle kõige rohkem meeldib.

Eessõna asetseb verbi järel, kui siduv asesõna esineb täiendlauses eessõnaga sihitise funktsioonis, kui täiendlause liitub pealausega ilma siduva sõnata, samuti ka siduva asesõna *that* puhul:

She showed me the house *in which she lives.*
She showed me the house *which she lives in.*
She showed me the house *that she lives in.*
She showed me the house *she lives in.*
Ta näitas mulle (seda) maja, milles ta elab.

This is the teacher *about whom I spoke to you.*
This is the teacher *whom I spoke to you about.*
This is the teacher *that I spoke to you about.*
This is the teacher *I spoke to you about.*
See ongi õpetaja, kellest ma teile rääkisin.

5) Määruslause (Adverbial Clause) esineb mitmesuguste määruste — koha-, aja-, põhjus-, otstarbe-, viisimääruste jne. — funktsioonis.

When she was a baby, he wanted to make her happy.
Kui ta oli veel väikelaps, tahtis ta teda õnnelikuks teha.

His master was so cruel *that he ran away.*
Tema peremees oli nii õel, et ta jooksis ära.

Ajamäärus- ja tingimuslauseis, mis väljendavad tulevikku ja millede pealause öeldis on tulevikus, on öeldis sidesõnade when, if, before, after, till (jne.) järel olevikus (vt. § 98).

The doctor *will come* this evening when *mother is at home.*
Arst tuleb õhtul, kui ema on kodus.

We *shall be* ready *before she comes.*
Me oleme (saame) valmis, enne kui ta tuleb.

If I *have* time, I *shall go* to the cinema.
Kui mul on aega, lähen ma kinosse.

M ä r k u s. Määruslause eraldatakse inglise keeles pealausest komaga, kui ta esineb pealause ees.

SÕNALIIGID (PARTS OF SPEECH)

Nimisõna (The Noun)

Nimisõna lauses (The Noun in the Sentence)

§ 70. Nimisõna võib olla igaks lauseliikmeks lauses: aluseks, käändsõnalises öeldises öeldistäiteks, sihitiseks — otseseks, kaudseks kui ka eessõnaliseks, määruseks ja täiendiks mis tahes lauseliikmele, mida väljendatakse nimisõnaga.

All *Soviet children* like to go *to school.*
Kõik nõukogude lapsed armastavad käia koolis.

This is *my friend's copy-book.*
See on minu sõbra vihik.

The teacher read [red] *the boys some new stories.*
Õpetaja luges poistele mõned uued jutud.

He spoke *about his friend.*
Ta kõneles oma sõbrast.

Nimisõna sugu, arv ja kääne
(The Gender, Number and Case of the Noun)

Sugu (The Gender)

§ 71. Inglise keeles on nimisõnal vähe muutevorme, näiteks ei ole nimisõnal grammatilist sugu (nagu see esineb näiteks vene keeles). Inglise keeles erinevad soolt ainult need nimisõnad, mis väljendavad mees- või naissoost elusolendeid.

a man — mees	a woman — naine
a boy — poiss	a girl — tüdruk
a father — isa	a mother — ema
a son [sʌn] — poeg	a daughter ['dɔ:tə] — tütar
a cock — kukk	a hen — kana
a bull [bul] — pull	a cow [kau] — lehm

Tavaliselt aga nimisõnade puhul mees- ja naissoo vahel vahet ei tehta.

a teacher õpetaja	a friend sõber, sõbratar	a student õpilane, üliõpilane

a doctor arst, doktor	a professor professor	a comrade seltsimees	a child laps

a baby
väikelaps

Vahetegemiseks sugude vahel, kui see on vajalik, tarvitatakse sõnu *man* ja *woman, boy* ja *girl.*

She has a baby boy.	Tal on väike poiss.
Her baby girl is ill.	Tema väike tüdrukuke on haige.

She is writing to her girl friend.
Ta kirjutab oma sõbratarile.

Kõik elutud asjad ja esemed loetakse asjasoosse kuuluvaiks.

The room is small.	There is only one window in *it.*
Tuba on väike.	Selles on ainult üks aken.
A table stands at the window.	There is a lamp on *it.*
Akna juures seisab laud.	Sellel on lamp.

Take *my pen, it* is very good.
Võtke minu sulg, see on väga hea.

Arv

§ 72. Nagu eesti keeleski, nii on ka inglise keeles nimisõnal ainsus (Singular) ja mitmus (Plural). Mitmus erineb ainsusest mitmuse tunnusega -(e)s, mida häälдatakse mitmel viisil, olenevalt nimisõna tüve lõpphäälikust (vt. § 3).

§ 73. Kaasaegses inglise keeles on vana-inglise käänamissüsteemist säilinud ainult kolm käänet: nimetav (Nominative Case), sihitav ehk objekti kääne (Objective Case) ja omastav (Possessive Case).

Yesterday *Mother* gave *Peter* an interesting *book*.
Eile ema andis Peetrile huvitava raamatu.

Nimisõna, mis esineb koos eessõnaga ja väljendab inglise keeles kas eessõnaga sihitist või määrust, tõlgitakse eesti keelde nimisõnaga käändes, millele vastab ingliskeelne eessõna.

They live *in the same street*.
Nad elavad samas tänavas.
Mary was going home *with Olga*.
Mary läks *Olgaga* koju.
Let's go early *in the morning*.
Lähme vara hommikul.

Peale mitmuse tunnuse on nimisõnal veel üksainus lõpp, see on omastava käände lõpp 's (ja -') (vt. § 3).

Omastav kääne väljendab kuuluvust ja teda tarvitatakse, vastavalt reeglile, ainult elusolendeid (inimesi või loomi) tähistavate nimisõnade puhul. Lauses esineb nimisõna omastavas käändes täiendina nimisõnale, mille ees ta asetseb.

Father's room — isa tuba.
Mike's coat — Mike'i palitu.
My sisters' dresses — minu õdede kleidid.

Nimisõnade tuletamine (Derivation of Nouns)

§ 74. Nimisõnadele on inglise keeles iseloomustavad järgmised tuletamisviisid:

1) Tüvisõnade tuletamine — nimisõnade tuletamine verbidest ilma mingisuguse muutuseta sõna vormis ja ilma prefiksite või sufiksite abita. Näiteks nimisõna *look* — vaade, tuletus verbist *look* — vaatama.

Inglise keeles on palju sõnu, mis on vormilt ühesugused, kuid milledest üks on verb, teine nimisõna.

work v. töötama; n. töö
help v. aitama; n. abi
talk v. kõnelema; n. vestlus, vestlema kõnelus
shout v. karjuma; n. karje
jump v. hüppama; n. hüpe
sleep v. magama; n. uni

2) Sõnade liitmine — liitsõnade moodustamine nimisõna liitmisel nimisõnaga või omadussõnaga.

ink n. tint + pot n. pott = 'ink-pot n. tindipott
black a. must + board n. laud, tahvel = 'blackboard n. klassitahvel

3) Sõnade tuletamine liidete — prefiksite või sufiksite abil.

Nimisõna liiteid **-er, -ing, -ness** nimetatakse elavaiks ehk produktiivseteks, s. t. liideteks, mille abil on võimalik tuletada uusi sõnu kaasaegses inglise keeles.

Liited *-er* ja *-ing* tuletavad nimisõnu verbidest.

teach v. õpetama; teach*er* n. õpetaja
read v. lugema; read*er* n. lugeja
feel v. tundma; feel*ing* n. tundmus
mean v. tähendama, arvama; mean*ing* n. tähendus, arvamus

Liide -n e s s tuletab nimisõnu omadussõnadest.

great a. suur; greatness n. suurus
kind [kaind) a. lahke; kindness n. lahkus

Ülejäänud liiteid nimetatakse surnud ehk ebaproduktiivseteks. Neist esinevad kõige sagedamini liited -a t i o n ja -m e n t.

translate v. tõlkima; translation n. tõlge
move [mu:v] v. liikuma; movement n. liigutus, liigutama

Nimisõnade liigitus

(Classification of the Nouns)

§ 75. Nimisõnad liigitatakse kahte alaliiki: pärisnimed (Proper Nouns) ja üldnimed (Common Nouns).

Pärisnimed tähistavad inimeste (samuti ka loomade), maade, linnade, maakohtade, jõgede, merede jne. nimesid.

the Soviet Union, Moscow, Tallinn, the Volga.

Üldnimed on terve liigi — inimeste, esemete, asjade ja abstraktsete mõistete ühiseks nimetuseks.

a man; a house; tea; beauty ['bju:ti] (ilu).

Üldnimed jagunevad omakorda kahte alaliiki:
loendatavad (countables), mis väljendavad objekte, millel on oma kindel kuju ja mida võib ükshaaval loendada, ja *loendamatud* (uncountables), mida ei saa arvuliselt loendada.

Countables	Uncountables
a class, a pupil	ink, cold (külm, pakane)
a desk, a blackboard	hay, kindness (lahkus)

Inglise keeles on nimisõnade liigitamine päris- ja üldnimedeks ja üldnimede liigitamine loendatavaiks ja loendamatuiks väga tähtis, sest sellega on seotud artiklite tarvitamine. Olenevalt nimisõna alaliigist on võimalik seletada artikli esinemist või puudumist nimisõna ees ja ka määrava või umbmäärase artikli tarvitamist.

Artiklid (The Articles)

§ 76. Artikkel on abisõna, mis kuulub nimisõna juurde ja on üheks tema piiritlejaks. Välja arvatud mõned vähesed juhtumid, on nimisõna ees alati üks tema piiritlejaist: artikkel, põhiarv või asesõna. Need on kõik nimisõna tunnused, mis eraldavad teda teistest sõnaliikidest.

Umbmäärane artikkel (The Indefinite Article)

§ 77. Umbmäärasel artiklil, mis iseloomustab loendatavaid nimisõnu, on mitu tähendust tema põhilise tähenduse — väljendada nimisõna ainsust — kõrval (vt. § 23).

1) Umbmäärane artikkel näitab, et juttu ei ole mitte ainult ühest esemest, vaid just teatud liiki esemest.

I am writing with *a pen* (and not with *a pencil*).
Ma kirjutan sulega (mitte pliiatsiga).

This is *a plan* (and not *a picture*).
See on plaan (mitte pilt).

She brought *a white rose* (and not *a red rose*).
Ta tõi valge roosi (mitte punase roosi).

2) Umbmäärane artikkel näitab, et juttu on mõnest isikust või asjast üldse.

A child likes *a toy*. (Any child likes any toy.)
Laps armastab mänguasju. (Iga laps armastab ükskõik missugust lelu.)

A ball is round. (Any ball is round.)
Pall on ümmargune. (Iga (ükskõik missugune) pall on ümmargune.)

A teacher of Russian teaches Russian. (Any teacher of Russian.)
Vene keele õpetaja õpetab vene keelt. (Kõik vene keele õpetajad.)

3) Umbmäärane artikkel näitab, et juttu on ühest isikust paljude isikute seast või mingisugusest esemest paljude seda liiki esemete seast.

She gave me a copy-book (one copy-book).
Ta andis mulle vihiku (ühe mingisuguse vihiku).

We have a new teacher (one new teacher).
Meil on uus õpetaja (üks, keegi uus õpetaja).

I see a star in the sky (one star).
Ma näen tähte taevas (üht tähte).

I am reading a most interesting book (one most interesting book).
Ma loen väga huvitavat raamatut (üht väga huvitavat raamatut).

Selles lauses omadussõna ülivõrre *a most interesting* book tähendab väga huvitav (a very interesting book), ilma et seda võrreldaks teiste raamatutega.

He saw *a man*, then *a second man*, then *a third man*.
(one man, then another man, then another man)
Ta nägi üht meest, siis veel üht teist meest ja veel üht kolmandat meest
(ükshaaval, vastavalt nende nähtavale ilmumisele, mitte loendamise korras).

Neis lauseis kerkib esile artikli arvuline tähendus: üks mingisugune vihik, üks õpetaja, üks mingisugune täht, üks mingisugune ülihuvitav raamat, üks (keegi) inimene, siis veel üks inimene ja veel keegi kolmas inimene. Kuid siin ei esine ühe eseme vastuseadmist teistele esemetele, samuti ei ole siin ka juttu esemest kui ükskõik missugusest seda liiki esemest.

§ 78. Mitmuses tähistatakse umbmäärase, kindlaksmääramata hulga mõiste umbmääraste asesõnadega *some* või *any* nimisõna ees, mis väljendavadki umbmäärast hulka — natuke, mõned ja umbmäärast omadust — mingisugune, keegi.

She gave me *some exercise-books* (several exercise-books).
Ta andis mulle mõned vihikud (mitmed vihikud, vihikuid).

We have some new teachers (several new teachers).
Meil on mõned uued õpetajad (mitmed uued õpetajad, uusi õpetajaid).

Do you see *any stars* in the sky?
Kas te näete tähti taevas?

We haven't *any new teachers.*
We have *no new teachers.*
Meil ei ole uusi õpetajaid (üldse mitte).

§ 79. Umbmäärased asesõnad *some* ja *any* (samuti *many, few* ja *a few* ja põhiarvud) on loendatavate nimisõnade piiritlejaiks mitmuses. Nende tarvitamine vastab umbmäärase artikli tarvitamisele loendatavate nimisõnade ees ainsuses, kui see väljendab hulga (arvu) mõistet, mitte mõistet üldse ega vastandamist.

Kui on juttu 1) isikust või esemest kui niisugusest (vastandamine) või 2) ükskõik missugusest isikust või esemest üldse, siis neil mõlemal puhul esineb loendatav nimisõna mitmuses üksinda, ilma piiritlejata.

	Singular	Plural
1)	I am writing with a pen. This is a plan. She brought a white rose.	We are writing with pens. These are plans. She brought white roses.
2)	A child likes a toy. A ball is round. A teacher of Russian teaches Russian.	Children like toys. Balls are round. Teachers of Russian teach Russian.

§ 80. Umbmäärast artiklit, mis tähendab sisuliselt arvu *üks*, ei saa tarvitada mitmuses loendatavate nimisõnade puhul ega ka ainet või abstraktseid mõisteid väljendatavate loendamatute nimisõnade puhul.

tea	bread	chalk	ink	kindness	beauty ['bju:ti]
tee	leib	kriit	tint	lahkus	ilu

Ainet ei saa loendada, kuid tema hulka mõõdetakse. Igas keeles on vastavad sõnad — mitmesuguste mõõtude väljendamiseks.

a kilogramm of tea	a piece of bread	a bottle of ink
kilogramm teed	tükk leiba	pudel tinti

Kui on juttu aine umbmäärasest hulgast, siis väljendatakse seda, samuti kui loendatavate nimisõnade mitmuse puhul, umbmääraste asesõnade *some* ja *any* abil, mis asetsevad nimisõna ees ja tähistavad mingit hulka, s. o. osa tervikust, mida eesti keeles võib väljendada ka vastava nimisõna osastava käändega (näit. give me some bread — anna leiba; give her some apples — anna talle õunu).

She brought some tea. Ta tõi (natuke) teed.
The teacher asked me to bring me some chalk.
Õpetaja palus mind tuua (natuke) kriiti.

Did she bring any tea? Kas ta tõi teed?
She did not bring any tea. Ta ei toonud teed.
She brought no tea.

Kui umbmäärased asesõnad **many, few, a few** väljendavad umbmäärast hulka loendatavate nimisõnade mitmuse puhul, siis loendamatute nimisõnade puhul tarvitatakse niisugusel korral vastavalt asesõnu **much — palju, little — vähe, a little — natuke.**

We have much sugar. Meil on palju suhkrut.
I have very little tea. Mul on väga vähe teed.
She has a little tea. Tal on natuke teed.

Kui on juttu mitte osast teatavas tervikus, vaid 1) ainest kui niisugusest või 2) ainest üldse, siis esineb nimisõna samuti kui loendatavate nimisõnade mitmuseski ilma igasuguse piiritlejata.

1) I asked her for *tea*, and she brought *sugar*.
Ma palusin talt teed, aga ta tõi suhkrut.

This is a glass of *milk*, and that is a glass of *water*.
Siin on klaas piima, aga seal on klaas vett.

My mother likes *strong coffee* (not *weak coffee*).
Mu ema armastab kanget kohvi (mitte lahja kohvi).

2) *Snow* is white. Lumi on valge.
Coal is black. Süsi on must.
Sugar is sweet. Suhkur on magus.

We make *corn* grow in the cold North.
Me paneme vilja kasvama külmas põhjas.

Määrav artikkel (The Definite Article)

§ 81. Iseloomustades loendatavaid nimisõnu näitab määrav artikkel, et juttu on mitte mingist isikust või esemest kui niisugusest või ükskõik missugusest isikust või esemest üldse, vaid kuulajale või lugejale täiesti teatud, määratletud isikust või esemest (vt. § 24).

See piiritlus selgub alati kontekstist ja kõnesolevast olukorrast.

1) Määrav artikkel näitab, et kõneldakse isikust või esemest, mis on a) ainus maailmas või b) ainus kõnesolevas olukorras.

a) *The* sun is in *the sky.* Päike on taevas.
Our country is the best in *the world.*
Meie maa on parim maailmas.

b) *The teacher* came into the classroom.
Õpetaja tuli klassi.
(See õpetaja, kes pidi andma tunni selles klassis.)
Come to *the map.* Tulge kaardi juurde.
(Selle kaardi juurde, mis ripub selles klassis.)

Kõigis neis lauseis näitab määrav artikkel, et juttu on teatud isikust või esemest ja et see on teatav ka kaasvestlejale või lugejale.

Loendatavate nimisõnade mitmuse puhul näitab määrav artikkel, et kõneldakse kõigist teatud liiki isikuist või esemetest maailmas üldse või kõnesolevas olukorras.

a) *The cardinal points* are the North, the South, the East and the West.
Maailmakaared on: põhi, lõuna, ida ja lääs.
The stars are in the sky. Tähed on taevas (kõik tähed).

b) The bell rang, and *the teachers* went into the classrooms.
Kell helises ja (kõik) õpetajad läksid klassidesse.

2) Määrav artikkel näitab, et kõneldakse isikust (isikuist) või esemest (esemeist), keda või mida varem on mainitud ja kes või mis on seetõttu lugejaile või kuulajaile juba tuntud.

Somebody knocked at the door. I opened the door and saw a man (some men) who said, "Good morning, Mike." I looked carefully at the man (the men) and saw that he was (they were) my friend (friends).

Keegi koputas uksele. Ma avasin ukse ja nägin üht meest (mehi), kes ütles(id): „Tere hommikust, Mike." Ma vaatasin tähelepanelikult (seda) meest (neid mehi) ja nägin, et see oli minu sõber (need olid minu sõbrad).

3) Määrav artikkel näitab, et lauses on juttu ühest teatud isikust või asjast, kes või mis tõstetakse esile kõigi sama liiki isikute või esemete seast järgmiste vahendite abil:

a) Isikut või asja tähistava nimisõna ees on täiend, milleks on omadussõna kesk- või ülivõrdes, mis tõstab selle isiku või asja esile ainsana kõigist võrreldavaist isikuist või asjadest.

Take *the longer pencil,* it is better.
Võtke pikem pliiats, see on parem (üks kahest).
He is *the best pupil* in our class.
Tema on parim õpilane meie klassis (parim kõigist õpilasist).

b) Isikut või asja tähistava nimisõna täiendiks on järgarv, mis selle isiku või asja tõstab esile ainsana teiste seas.

We study *in the 7th class.* Meie õpime VII klassis.
Read *the second part now.* Lugege nüüd teist osa.

c) Isikut või asja tähistavat nimisõna piiritleb täiendlause, mis selle isiku või asja tõstab esile kõigi teiste seda liiki isikute või asjade seast.

Look at *the map* (*maps*) which I bought yesterday.
Vaadake kaarti (kaarte), mille ma ostsin eile.
(sedasama kaarti)

Do you know *the man* (*men*) who wrote *this book* (*these books*)?
Kas te tunnete meest (mehi), kes kirjutas(id) selle raamatu (need raamatud)?

§ 82. Ainet, materjali tähistavate loendamatute nimisõnade puhul näitab määrav artikkel, et juttu on selle aine kindlaksmääratud hulgast, kogu ainest kõnesolevas olukorras.

Pass me *the salt*, please.
Ulatage mulle soola, palun (kõik soolatoosis leiduv sool).

The bread is in the cupboard ['kʌbəd].
Leib on kapis (kõik, mis kodus on).

Abstraktseid mõisteid väljendavate nimisõnade puhul näitab määrav artikkel, et juttu on konkreetses olukorras piiritletud mõistest.

He was listening to *the music* the whole evening.
Ta kuulas muusikat kogu õhtu (seda muusikat, mida võis kuulda sel õhtul).

Vrd. He likes *music*. Ta armastab muusikat.

We were pleased with *the life* in that town.
Me olime rahul eluga selles linnas (eluga, mida veetsime selles linnas).

Vrd. We were speaking about *life*.
Me kõnelesime elust (üldse ja mitte millestki muust).

§ 83. Pärisnimed kui teatud isikute, asjade või mõistete nimetused ei vaja artiklit — ei määravat ega umbmäärast, kuid võivad esineda koos näitavate ja omastavate asesõnadega.

Peter, Mary, Matrosov; Rex (a dog), Tim (a cow); Moscow, London, England, Byelorussia, South Africa, Elbrus.

My dear Olga. Our little Pete.

Kuid määrava artikliga tarvitatakse pärisnimesid järgmistel juhtudel:

1) Üldnimedest või üld- ja pärisnimedest koosneva kohanime puhul.

The Soviet Union	The U.S.S.R.
Nõukogude Liit	NSVL

The Union of Soviet Socialist Republics.
Nõukogude Sotsialistlike Vabariikide Liit.

The U.S.A.	The United States of America
AÜR	Ameerika Ühendriigid

2) Määrava artikliga tarvitatakse järgmisi kohanimesid:

The Crimea	The Caucasus	The Ukraine
[krai'miə]	['kɔ:kəsəs]	[ju:'krain]
Krimm	Kaukasus	Ukraina

3) Määravat artiklit tarvitatakse ka mäeahelikkude (aga mitte üksikute mägede), jõgede, järvede, merede ja ookeanide nimede puhul.

The Urals ['juərəlz]	The Alps	The Volga	The Black Sea
Uural	Alpid	Volga	Must meri

The At'lantic Ocean ['ouʃn] — Atlandi ookean.

4) Kui juttu on tervest perekonnast, siis tarvitatakse perekonnanime mitmuses ja määrava artikliga.

The Gladkins	The Browns	The Smiths [smiəs]
Gladkinid	Brown'id	Smith'id

Arvsõna (The Numerals)

§ 84. Arvsõnad jagunevad põhi- ja järgarvudeks (Cardinals and Ordinals). Põhiarvud näitavad isikute või asjade hulka, järgarvud näitavad isikute või asjade järjekorda, järgnevust üksteisele. Nii põhikui järgarvud esinevad ainult koos loendatavate nimisõnadega.

Three men were going along the road. Kolm meest läks mööda teed.
Last year we were in *the sixth class.*
Möödunud aastal me olime VI klassis.

Põhiarvud, mis lauses kuuluvad isikuid, asju või mõisteid tähistavate nimisõnade juurde, on nende piiritlejaiks ja iseloomustavad neid hulga seisukohalt, vastates küsimusele how many? — kui palju?

There are *thirty days* in September.
Septembris on kolmkümmend päeva.

Two girls were reading English books.
Kaks tüdrukut lugesid ingliskeelseid raamatuid.

Märkus. Kui nimisõna ees on määrav artikkel, mis näitab, et juttu on kõigist isikuist või asjadest kõnesolevas olukorras, siis vastab arvsõna küsimusele *which*? — missugused? ja tõlgitakse eesti keelde järgmiselt:

The two (the three) girls read English very well.

{ Need kaks (need kolm) tüdrukut / Mõlemad (kõik kolm) tüdrukud } loevad inglise keelt väga hästi.

Järgarvud piiritlevad nimisõnu ja vastavad küsimusele which? — missugune?

November is the eleventh month of the year.
November on üheteistkümnes kuu aastas.

Arvsõnad võivad lauses olla mis tahes lauseliikmeks, kui nad esinevad ilma nimisõnata. Nad võivad olla aluseks, osaks käändsõnalisest öeldisest, sihitiseks ja määruseks, s. t. kõigiks lauseliikmeteks, mida väljendatakse tavaliselt nimisõna abil.

When I came into the room, I saw three dogs. *One* was lying on the sofa, *the second* was at the window, the third was sleeping on the floor.

Kui ma tulin tuppa, nägin ma kolme koera. Üks lamas sohval, teine oli akna juures, kolmas magas põrandal.

Vastavalt reeglile arvsõnaline täiend seisab nimisõna teiste täiendite ees ja sel kombel märgib ära süntaktilise sõnarühma alguse, kuna nimisõna asetseb selle sõnarühma lõpus.

I saw *four very* interesting films last month.
Ma nägin nelja väga huvitavat filmi möödunud kuul.

Kui põhiarv esineb nimisõna järel, siis on tal järgarvu tähendus.

Part One (I) = the first part. Esimene osa.
Lesson Two (II) = the second lesson. Teine õppetund.

§ **85.** Liitpõhiarvude liideteks on -teen ja -ty.

thirteen, nineteen; twenty, eighty.

Arvsõnad *hundred* — sada, *thousand* — tuhat ja *million* — miljon on oma olemuselt liht-, s. o. liideteta sõnatüved ja nende ees seisavad vastavad arvsõnad.

400 = four hundred 5,000 = five thousand
2,000,000 = two million

Märkus. Arvsõnadel *hundred, thousand* ja *million* ei ole mitmust. Kui aga sõnu *hundred, thousand, million* tarvitatakse kui nimisõnu (ilma teise arvsõnata), siis on neil ka mitmuse lõpp -s.

Millions of people were there on that day.
Miljonid inimesed olid seal tol päeval.

Liitarvsõnades ühed liituvad kümnetega vahetult, kümnete ja sadade vahel asetseb aga sidesõna *and*.

22 — twenty-two; 245 — two hundred and forty-five.
1250 — one thousand two hundred and fifty.

Aastaarve loetakse järgmiselt:

In 1950 — In (the year) nineteen hundred and fifty.
In nineteen (and) fifty.

§ 86. Järgarvud, alates arvsõnast 4, moodustatakse vastavast põhiarvust liite **-th** abil (§ 9).

Kuupäevades loetakse järgarvud järgmiselt:
1st January — The first of January.
23rd February — The twenty-third of February.
7th November — The seventh of November.

Omadussõna (The Adjective)

§ 87. Omadussõna võib olla 1) osaks käändsõnalisest öeldisest (Predicative) ja 2) täiendiks (Attribute) ükskõik missugusele lauseliikmele, mida väljendab nimisõna.

The wind was very *cold*. Tuul oli väga külm.

It was a *small wooden* house with *tall* trees round it.
See oli väike puust maja kõrgete puudega selle ümber.

Vastavalt reeglile omadussõna, mis on lauses täiendiks, asetseb nimisõna piiritleja (artikli, ase- või arvsõna) ja selle nimisõna vahel, mille juurde omadussõna kuulub.

Inglise keeles omadussõna ei muutu soos, arvus ega käändes.

I study *one foreign language*.
Ma õpin üht võõrkeelt.

My sister knows *five foreign languages*.
Minu õde oskab viit võõrkeelt.

§ 88. Omadussõna muutub võrdlemisel (§ 10), kusjuures see puutub ainult *omadust väljendavatesse* omadussõnadesse, näit. *long* — pikk, *new* — uus.

Suhet ja ainet väljendavatest omadussõnadest, nagu **foreign** — välismaine, võõr-, *wooden* — puust, puune, võrdlusastmeid ei saa moodustada.

In autumn the days are *shorter* than in summer.
Sügisel on päevad lühemad kui suvel.

The shortest day is on the 22nd of December.
Lühim päev on 22. detsembril.

M ä r k u s. Keskvõrde puhul tarvitatakse omadussõna järel sidesõna *than* — kui. Eesti keelde võib sääraseid lauseid tõlkida kahel viisil.

"I am stronger *than* you," the wind said to the sun.

„Mina olen tugevam kui sina,"
„Mina olen sinust tugevam,"
} ütles tuul päikesele.

Võrdlemisel tarvitatakse algvõrde puhul jaatavas lauses sidesõna as ... as ja eitavas lauses not so ... as, mida eesti keelde tõlgitakse niisama ... kui, nii ... kui.

You are **as** strong **as** I.
Sina oled niisama tugev kui mina.

You are **not so** strong **as** I.
Sina ei ole nii tugev kui mina.

Omadussõnade tuletamine (Derivation of Adjectives)

§ 89. Omadussõnade tuletamiseks on inglise keeles iseloomulikud järgmised tuletamisviisid:

1) Sõnade liitmine — omadussõnade tuletamine nimisõna + nimisõna või omadussõna + omadussõna liitmise teel.

coal n. süsi + black a. must = 'coal-black a. süsimust.

dark a. tume + red a. punane = 'dark'red a. tumepunane.

2) Tuletamine liidete abil — omadussõnade moodustamine prefiksite ja sufiksite abil.

Elava e. produktiivse prefiksi *un* abil moodustatakse eitava ehk vastupidise tähendusega omadussõna.

happy a. õnnelik; **un**'happy a. õnnetu.

Ebaproduktiivne prefiks **in-** annab omadussõnale samuti eitava ehk vastupidise tähenduse.

correct a. õige; **incor'rect** a. ebaõige, vale.

Elavaist sufikseist on kõige tarvitatavamad sufiksid **-ful, -less, -y, -able.** Sufiks -ful (kujunenud omadussõnast full — täis) väljendab teatava omaduse olemasolu, sufiks -less (vähem) tähendab omaduse puudumist. Mõlemad sufiksid tuletavad omadussõnu nimisõnadest.

use [juːs] n. kasu; useful ['juːsful] a. kasulik
useless ['juːslis] kasutu

care [kɛə] n. hool; careful ['kɛəful] a. hoolitsev, ettevaatlik
careless ['kɛəlis] hooletu

Sufiks -y osutab teatava omaduse olemasolule ja tema abil tuletatakse omadussõnu nimisõnadest.

wind n. tuul; windy a. tuuline
sun n. päike; sunny a. päikesepaisteline

Sufiks -able osutab võimalusele verbiga väljendatud tegevuse teostamiseks.

read v. lugema; readable ['riːdəbl] a. kergesti loetav
change v. muutma; changeable ['tʃeindʒəbl] muudetav, muutlik

Surnud sufikseist esinevad kõige sagedamini sufiksid **-en, -ive, -ous.** Sufiks -en tuletab omadussõnu ainenimetustest.

wood n. puu; wooden a. puust, puune
gold n. kuld; golden a. kuldne

Sufiksid **-ive** ja **-ous** tuletavad omadussõnu verbidest ja nimisõnadest.

collect v. koguma; col'lective a. kollektiivne
victory n. võit; vic'torious a. võidukas

Määrsõnad (Adverbs)

§ 90. Oma tähenduselt ja vormilt jagunevad määrsõnad kahte liiki:

1) määrsõnad, mis on tuletatud omadust tähistavatest omadussõnadest sufiksi **-ly** liitmise teel.

bright — brightly happy — happily rough — roughly
hele, särav — heledalt õnnelik — õnnelikult kare — karedalt
jäme — jämedalt

M ä r k u s. Omadussõna lõppvokaal **y** muutub i-ks määrsõna sufiksi **-ly** ees.

2) Eritüvelised määrsõnad (s. t. määrsõnad, mis ei ole tuletatud omadussõnadest ega oma sufiksit **-ly**).

now, there, very, only, always, today, together jne.

Omadussõnadest tuletatud määrsõnad on iseseisva tähendusega sõnad ja nad esinevad lauses viisimäärustena (Adverbials of Manner).

The sun shone so brightly that the man took his cloak off.
Päike paistis nii heledasti, et mees võttis oma mantli seljast.

§ 91. Samuti nagu omadussõnadelgi, nii on ka neist tuletatud määrsõnadel kolm võrdlusastet. Keskvõrre moodustatakse sõna *more* — enam, rohkem abil, ülivõrre sõna *most* — kõige rohkem, enim abil.

Positive Degree	Comparative Degree	Superlative Degree
happily	*more* happily	most happily
brightly	more brightly	most brightly

Järgmiste määrsõnade võrded moodustatakse ebareeglipäraselt:

well — hästi	better — paremini	best — parimini
badly — halvasti	worse — halvemini	worst — halvimini
much — palju	more — enam	most — enim, kõige enam
little — vähe	less — vähem	least — vähim

Mõnedest määrsõnadest, mis vormilt sarnanevad omadussõnadega (s. o. kui ei lõpe sufiksiga -ly), moodustatakse võrded nagu omadussõnadestki liidete -er ja -est abil

late — hilja	later	latest
early — vara	earlier	earliest
long — kaua	longer	longest
hard — kõvasti	harder	hardest
quick — kiiresti	quicker	quickest
slow — aeglaselt	slower	slowest

§ 92. Eritüvelised määrsõnad (s. o. mis ei ole tuletatud omadussõnadest) esinevad lauses mitmesuguste määrustena (Adverbials). Eritüveliste määrsõnade hulka kuulub kõigepealt rühm küsivaid määrsõnu (Interrogative Adverbs).

where? when? how? how often? how long? why?

Samad määrsõnad võivad olla ka siduvateks sõnadeks (Connective Words), mis ühendavad kõrvallauseid pealausetega.

We do not know *when* we shall go to the forest.
Me ei tea, millal me läheme metsa.

She doesn't know *how* she will spend next Sunday.
Ta ei tea, kuidas ta veedab järgmise pühapäeva.

Kõik eritüvelised määrsõnad jagunevad järgmisteks liikideks:

1) *Ajamäärsõnad* (Adverbs of Time), mis vastavad küsimustele when? how often? how long? now, then, before, afterwards, today, tonight, soon, first, still, always, never, often, seldom jne.

2) *Kohamäärsõnad* (Adverbs of Place), mis vastavad küsimustele where?, where from?, where to?
here, there, somewhere, back, below, downstairs jne.

3) Mõõtu ja määra väljendavad (Adverbs of Measure and Degree) määrsõnad, mis vastavad küsimusele how much? much, little, a little, too, only, so, very, almost, enough jne.

Verb (The Verb)

Verb lauses (The Verb in the Sentence)

§ 93. Verb võib olla lauses väga mitmesuguseks lauseliikmeks, olenevalt sellest, missuguses muutes — kas pöördelises või mittepöördelises — ta esineb.

Verbi pöördeline muude on öeldiseks lauses ja ühildub alusega.

I speak English.
Ma kõnelen inglise keelt.

You speak English.
Sina kõneled inglise keelt.
Teie kõnelete inglise keelt.

Speak English!
Kõnelge inglise keelt!

My father *is a teacher.*
Minu isa on õpetaja.

§ 94. Verb esineb mitmes ajas, s. t. ta pöördub. Inglise keeles esineb kolm põhiaega: olevik (Present), minevik (Past) ja tulevik (Future). Igal ajal on neli vormi: üldvorm (General), kestev (Continuous), perfektiivne (Perfect) ja kestev perfektiivne (Perfect Continuous).

Primary Tenses (Põhiajad)

§ 95.

Present Tense	Past Tense	Future Tense
We study English Me õpime inglise keelt	We studied English Me õppisime inglise keelt	We shall study English Me õpime (hakkame õppima) inglise keelt (tulevikus)

§ 96. Ajad Present ja Past moodustatakse verbi algvormist. Välja arvatud ainsuse 3. pööre, on kõik oleviku (Present) pöörded ilma eriliste lõppudeta ja langevad kokku algvormiga. Ainult 3. pöördel ainsuses on lõpp -(e)s (vt. § 8). Lihtminevikus (Past) on reeglipärasel verbil kõigis pööretes lõpp -ed (vt. § 8). Küsi- ja eitavad vormid olevikus (Present) ja lihtminevikus (Past) moodustatakse abiverbi *do* abil (vt. § 37).

Ajad Present ja Past väljendavad järgmist:

1) lihtsalt fakte, mis puutuvad olevikku või minevikku.

Their *son* goes to school. Nende poeg käib koolis.

My sister *began to go* to school last year.
Mu õde hakkas käima koolis möödunud aastal.

2) tegevusi, mis toimuvad või toimusid tavaliselt ja alaliselt olevikus või minevikus.

In summer we (often) *go for walks* in the woods.
Suvel jalutame me (sageli) metsas.

Last summer we (often) went for walks in the woods.
Möödunud suvel käisime me (sageli) jalutamas metsas.

3) tegevusi, mis järgnevad või järgnesid üksteisele (kõneluses või jutustuses).

An old man *is on his way* home from the fields. Suddenly he *sees* three tall men. He stops and says...

Keegi vanamees on teel põllult koju. Äkki näeb ta kolme pikakasvulist meest. Ta seisatab ja ütleb...

An old man *was on his way* home from the fields. Suddenly he saw three tall men. He stopped and said...

Keegi vanamees oli teel põllult koju. Äkki nägi ta kolme pikakasvulist meest. Ta seisatas ja ütles...

The Future Tense

§ 97. Future Tense moodustatakse abiverbidest *shall* ja *will* ja põhiverbi infinitiivist (vt. § 38).

Future Tense väljendab järgmisi tegevusi:

1) lihtsalt fakte, mis puutuvad tulevikku.

My brother *will study* English next year.
Minu vend hakkab õppima inglise keelt tuleval aastal.

2) tegevusi, mis hakkavad toimuma harilikult ja alatiselt.

Next summer we *shall* (often) *go for walks* in the woods.
Tuleval suvel läheme (sageli) jalutama metsa.

3) tegevusi, mis tulevikus järgnevad üksteisele (kõneluses või jutustuses).

"I *shall shine* very brightly, and the man *will take* his cloak *off*," said the sun.
„Ma hakkan paistma väga heledasti ja mees võtab oma mantli seljast," ütles päike.

§ 98. Põimlauseis, mille kõrvallauseiks on tingimus- või ajamäärus-laused ja mida tulevikku väljendava pealausega ühendavad sidesõnad

if	when	before	after
kui	kui	enne kui	pärast seda kui,

on kõrvallause verb olevikus, sellest hoolimata, et pealause verb on tulevikus.

We *shall not go* to the country if it *rains*.
Me ei sõida maale, kui vihma sajab.

If it *is hot*, he *will take* his coat off.
Kui on kuum, siis võtab ta kuue seljast.

I *shall speak* to her, when she *comes* home.
Ma kõnelen temaga, kui ta koju tuleb.

§ 99. Mõnede verbide (peamiselt *do, go, come*) puhul võib kõnekeeles väljendada tulevikku ka olevikuvormidega, kuid siis tarvitatakse kestvat olevikku — Present Continuous.

What *are* you *doing* tomorrow? Mida sa teed homme?
He is going to Leningrad. Ta sõidab Leningradi.
She *is coming back* next week. Ta tuleb tagasi järgmisel nädalal.

Ka kestev vorm *be going*, tähenduses kavatsema, väljendab lähedast tulevikku, kuid peamiselt kõnekeeles.

We are going to the woods. Me kavatseme metsa minna.

Kestvad ajad (Continuous Tenses)

§ 100. Termin „kestev aeg" näitab, et see aeg väljendab lõpetamata tegevust, mis on varem alanud ja kõnesoleval momendil kestab edasi olevikus, minevikus või tulevikus.

Present Continuous Tense	Past Continuous Tense
1. I am working. Ma töötan (praegu). 2. We are building communism. Me ehitame kommunismi.	1. I was working at that time (at 2 o'clock). Ma töötasin sel ajal (kell 2). 2. I was working when he came back. Ma töötasin, kui ta tuli tagasi.
Future Continuous Tense	
1. I shall be working at that time (at 2 o'clock). Ma töötasin (siis) sel ajal (kell 2). 2. I shall be working when he comes back. Ma töötan (siis), kui ta tuleb tagasi.	

The Present Continuous Tense

§ 101. Inglise keeles on kaks olevikku: Present Tense ja Present Continuous Tense.

Kui kõneldakse tegevustest, mis toimuvad harilikult ja alatiselt, ja kui kõneldakse tegevustest, faktidest ja nähtustest üldse, siis tarvitatakse lihtolevikku (Present Tense).

He reads very much. He reads in the evening.
Ta loeb väga palju. Ta loeb õhtuti.

Kui aga tegevus toimub just kõnesoleval momendil ja vastab küsimusele „Mida te praegu teete?", siis tarvitatakse teistsugust, nimelt

kestvat olevikku — Present Continuous Tense, mis moodustatakse abiverbi **be** olevikuvormide abil koos põhiverbi oleviku kesksõnaga (vt. §§ 8, 35).

He is reading. Ta loeb praegu (on lugemas).

Selgesti ilmneb liht- ja kestva oleviku tähenduslik erinevus verbi **go** puhul järgmistes lausetes:

I go to school.	I am going to school.
Ma käin koolis.	Ma lähen (olen teel) kooli.
(Mida te üldse teete?)	(Mida te praegu teete?)

§ 102. Present Continuous Tense ei väljenda mitte ainult seda, mis toimub kõnesoleval momendil — kitsas ajajärgus, vaid ka seda, mis toimub käesoleval perioodil, olevikuperioodil laiemas mõttes. Meie omal maal oleme hakanud ehitama kommunismi ja käesoleval momendil ja perioodil meie tegevuseks on jätkata kommunismi ülesehitamist. Säärast laiemas mõttes käesolevat momenti väljendab inglise keeles Present Continuous Tense.

Me ehitame kommunismi.
We are building communism (s. o. oleme ehitamas ja jätkame seda, kuni oleme saavutanud kommunismi).

Me ehitame uut elu.
We are building a new life.

Me kõik töötame, et muuta meie elu veel paremaks.
We *are* all *working* to make our life still better.

See kõik toimub käesoleval momendil — käesolevas ajalõigus — olevikus. Need on kõik tegevused, mis on alanud varem ja toimuvad praegu, käesoleval momendil. Aga kui me loetleme seda, mis me teeme üldse, et üles ehitada kommunismi, et üles ehitada uut paremat elu, siis neid tegevusi väljendatakse inglise keeles lihtolevikuga — Present Tense.

Meie inimesed ehitavad sadu uusi tehaseid, toovad elektrivalguse küladesse, muudavad jõgede voolusuunda, ühendavad ühe mere teisega ...

Our people *build* hundreds of new factories, *bring* electric light to the villages, *change* the course [kɔːs] of rivers, join one sea to another ...

The Past Continuous Tense

§ 103. Peale tavalise mineviku (Past Tense) on inglise keeles veel teine mineviku liik — Past Continuous Tense. See moodustatakse abiverbi **be** minevikuvormide abil koos põhiverbi oleviku kesksõnaga.

Past Continuous ei näita mitte ainult seda, et tegevus toimus minevikus, vaid et see oli lõpetamata tegevus. See võis alata 1) enne teatud momenti minevikus ja jätkuda sel teatud momendil või 2) enne teist tegevust minevikus ja jätkuda kuni selle teise tegevuse alguseni.

1) Kate *was doing* her lessons at 4 o'clock.
   Kell 4 valmistas Kate oma tunde.
2) Kate *was doing* her lessons when her friend came to see her.
   Kate valmistas parajasti oma tunde, kui tema sõber tuli teda vaatama.

Eesti keelde tõlgitakse Past Continuous Tense tavalise lihtminevikuga.

Past Continuous Tense esineb peaaegu alati kõrvuti tavalise lihtminevikuga (Past Tense), sest tegevus, mida väljendab Past Continuous Tense, toimub tavaliselt üksteisele järgnevate tegevuste taustal, mida väljendab Past Tense.

He *moved* forward and *threw* a hand-grenade at the place where the machine-gun *was firing*.

Ta liikus edasi ja viskas käsigranaadi kohale, kus tulistas kuulipilduja.

Verbid, millel puuduvad kestvad vormid
(Verbs with no Continuous Forms)

§ 104. Kestvaid vorme pole kõikidel verbidel, kuna mitte kõik verbid ei väljenda kestvat tegevust. Kui niisugune verb on öeldiseks, siis ei või sellele asetada küsimust „Mida teeb alusega väljendatud isik või asi?" Sääraste verbide hulka kuuluvad verbid *be* ja *have* ja tundmusi ning meeltetegevust väljendavad verbid.

be	see	need	love	know	understand	seem
have	hear	want	hate	mean	recognize	belong
	feel	like				

Perfektiivsed ajad (Perfect Tenses)

§ 105. Perfektiivsed ajad (Perfect Tenses) kirjeldavad olevikus, minevikus või tulevikus antud momendile eelnenud tegevust või olukorda. Põhiaegade suhtes neid nimetatakse eelaegadeks. Perfektiivsed ajad moodustatakse abiverbi **have** vastavate aegade (oleviku, mineviku, tuleviku) abil koos põhiverbi mineviku kesksõnaga (vt. §§ 8, 36).

Present Perfect Tense	Past Perfect Tense	Future Perfect Tense
1. I have done my exercises. Ma olen oma harjutused valmis teinud (lõpetanud).	1. I had done my exercises by that time. Selleks ajaks olin ma oma harjutused teinud (lõpetanud).	1. I shall have done my exercises by that time. Selleks ajaks olen ma oma harjutused valmis teinud (lõpetanud).
2. I have been to Moscow. Ma olen olnud Moskvas.	2. I had done my exercises when she came back. Ma olin oma harjutused (juba) valmis teinud (lõpetanud), kui ta tuli tagasi.	2. I shall have done my exercises when she comes back. Selleks ajaks, kui ta tagasi tuleb olen ma oma harjutused (juba) valmis teinud.

The Present Perfect Tense (Eelolevik)

§ 106. Peale lihtoleviku (Present Tense) ja kestva oleviku (Present Continuous Tense) on inglise keeles veel kolmas oleviku liik — Present Perfect Tense. Selle moodustab abiverbi h a v e olevik koos mineviku kesksõnaga (vt. §§ 8, 36).

Present Perfect Tense väljendab olevikule eelnevat tegevust või olukorda, mis on seotud olevikuga: 1) ajaühiku edasikestmisega, 2) tegevuse edasikestmisega, 3) tagajärgedega. Oma olemuselt on see oleviku ajavorm ja teda ei või tarvitada selgelt väljendatud mineviku ajaühikuga. Sellepärast on inglise keeles täiesti võimatu niisugune lause: I have finished my work yesterday.

§ 107. Present Perfect Tense tarvitatakse:

1) Seoses oleviku ajamäärustega: today, this week, this month, this year, this winter jne.

You have made the same mistake twice today.
Sa oled teinud sama vea täna (juba) kaks korda (tegevus on lõppenud, kuid ajaühik „täna" kestab edasi).

2) seoses umbmääraste ajamäärustega — always, already, ever, never, not yet jne.

I have **not seen** him **yet.**
Ma ei ole teda veel näinud (vastav olukord tekkis varem ja kestab edasi).

Have you ever been to Leningrad?
Kas te olete kunagi käinud Leningradis? (oma senise elu kestel)

I have **often** worked very hard.
Ma olen sageli väga tugevasti töötanud (kuni käesoleva ajani).

3) kui aeg on üldse määramata, kuid tegevuse mõju või tekkinud olukord kestab olevikus edasi:

I have finished my work.
Ma olen lõpetanud oma töö (= töö on lõpetatud).

She has opened the window.
Ta on avanud akna (= aken on praegu lahti).

4) kui on määratud olevikku ulatuv kindel ajavahemik, mille jooksul tegevus või olukord kestab. Eesti keeles tarvitatakse sel puhul tavaliselt olevikku sõnaga j u b a:

I have studied English for two years.
Ma õpin inglise keelt juba kaks aastat.

I have lived in Tallinn since 1945.
Ma elan Tallinnas juba 1945. a. saadik (alates).

Present Perfect Tense'i ei tarvitata:

1) kui oleviku ajaühiku juures on nimetatud möödunud ajamoment:

I met him at **three o'clock** today.

Märkus: Lauset I **have seen** him **this morning** võib tarvitada ainult hommikul, kuna päeval ja õhtul peab ütlema I **saw** him **this morning.**

2) küsimustes, mis algavad sõnadega **when** või **at what time:**

When did you come home? Millal sa tulid koju?
At what time were you reading today? Mis ajal sa lugesid täna?
At what time did he go home? Mis ajal ta läks koju?

3) mineviku ajamäärustega: yesterday, last week, last summer, on Friday, in 1945 jne.

I finished my work yesterday. Ma lõpetasin eile oma töö.

Nagu nähtub esitatud ingliskeelsete lausete tõlkest, vastab inglise Present Perfect üldjoontes eesti täisminevikule, mis on samuti enam oleviku kui mineviku ajavorm.

Past Perfect Tense (Eelminevik)

§ 108. Eelminevik (Past Perfect Tense) väljendab, et tegevus või olukord eelnes (1) teatud momendile või (2) teisele tegevusele minevikus:

I *had done* my exercise *by that time (by 6 o'clock).*
Ma olin teinud oma harjutuse valmis seks ajaks (kella 6-ks).

I bought a new red pencil because I *had lost* my old one.
Ma ostsin uue punase pliiatsi, sest ma olin kaotanud vana.

I *had been* ill a long time before I was taken home.
Olin juba kaua aega haige, enne kui mind viidi koju.

Põimlauseis tarvitatakse kahe minevikusündmuse puhul selle tegevuse jaoks, mis toimus enne, eelminevikku (Past Perfect Tense), hilisema jaoks aga — lihtminevikku (Past Tense):

He knew that Soviet soldiers *had mined* that field.
Ta teadis, et Nõukogude sõdurid olid mineerinud selle välja.

Future Perfect Tense (Eeltulevik)

(Perfektiivne tulevik)

Future Perfect Tense väljendab tegevust või olukorda, mis eelneb (1) teatud momendile või (2) teisele tegevusele tulevikus:

I *shall have done* my exercise *by that time (by 6 o'clock).*

Ma olen (kindlasti juba) teinud valmis oma harjutuse seks ajaks (kella kuueks).

I *shall have had* my dinner *before* he *comes* back.
Ma olen (juba) lõunastanud, enne kui ta tagasi tuleb.

Sidesõnadega *if, when, before* jne. algavais määruslauseis on verb tuleviku asemel olevikus.

Otsene ja kaudne kõne (The Direct and Indirect Speech)

Jutustavad laused (Declarative Sentences or Statements)

§ 109. Otsene kõne annab kõneleja sõnad edasi vahetult, muutmata kujul; kaudses kõnes antakse kõneleja sõnad edasi ümberjutustatult.

Direct Speech:	*"I am thanking you for your present,"* says the girl. „Ma tänan teid kingituse eest," ütleb tüdruk.
Indirect Speech:	The girl says (that) *she is thanking him for his present.* Tüdruk ütleb, et ta tänab teda kingituse eest.

Nagu eesti keeleski, nii ka inglise keeles lausete edasiandmisel kaudses kõnes saadakse kahest lihtlausest põimlause, kusjuures kõrvallause ühendatakse pealausega sidesõna e t — t h a t abil, mis inglise keeles võib ka ära jääda.

Otsesele kõnele iseloomustavad 1. ja 2. pööre asendatakse kaudses kõnes 3. p. asesõnaga või nimisõnaga.

Direct Speech:	*"You went out* last night in *your* new overcoat," says Bertha. „Sa läksid eile õhtul välja oma uues palitus," ütleb Bertha.
Indirect Speech:	Bertha says (that) *he* (her father) *went out* last night in *his* new overcoat. Bertha ütleb, et tema (ta isa) läks eile õhtul välja oma uues palitus.

Kui verbile *say* — ütlema järgneb sihitis (nimi- või asesõna), siis asendatakse see kaudse kõne puhul verbiga *tell* — ütlema, jutustama, käskima. Seejuures verbi *say* puhul esineb sihitis eessõnaga *to*, verbi *tell* puhul aga ilma. See reegel kehtib nii käsk- kui ka jutustavate lausete puhul.

Direct Speech:	He *says to me:* "I am a pioneer." Ta ütleb mulle: „Mina olen pioneer."
Indirect Speech:	*He tells me* (that) he is a pioneer. Ta ütleb mulle, et ta on pioneer.

Käsklaused (Imperative Sentences)

§ 110. Käsklaused, mis väljendavad palvet või käsku, antakse kaudse kõne puhul inglise keeles (nagu tavaliselt eesti keeleski) edasi infinitiiviga. Nii kujuneb kahest lihtlausest kaudses kõnes üks lihtlause. (Eesti keeles võib käsklauseid kaudses kõnes edasi anda ka kõrvallauses tingiva kõnega.) Peale selle asendub otsese kõne puhul tarvitatud verb *say* kaudse kõne puhul verbiga *tell* — ütlema, käskima, *ask* — paluma, *order* — käskima, olenevalt kontekstist.

Direct Speech:	1) "*Bring me* a cup of tea, please," says Mary. „Too mulle tass teed, palun," ütleb Mary. 2) "*Give me your* copy-books," says the teacher. „Andke mulle oma vihikud," ütleb õpetaja.
Indirect Speech:	1) Mary *asks me* to bring *her* a cup of tea. Mary palub mind tuua talle tass teed. 2) The teacher *tells us* to give *him our* copy-books. Õpetaja käsib meid anda talle oma vihikud. Õpetaja ütleb, et me annaksime talle oma vihikud.

Käsklause eitava kõne puhul on otseses kõnes põhiverbi ees abiverb do, mis on sulanud kokku eitussõnaga „not" — don't [dount), kaudses kõnes asetseb eitav **not** infinitiivi ees.

Direct Speech:	Mother says to us, "*Don't be* late to school." Ema ütleb meile: „Ärge jääge hiljaks kooli."
Indirect Speech:	Mother *asks us not to be* late to school. Ema palub meid mitte jääda hiljaks kooli. Mother *tells us not to be* late to school. Ema ütleb, et me ei jääks hiljaks kooli.

Küsilaused (Interrogative Sentences or Questions)

§ 111. Kaudses kõnes muutub küsilause kõrvallauseks ja põimlause mõlemas osas — nii pea- kui ka kõrvallauses — esineb jutustava lause sõnade järjekord, s. t. kogu öeldis järgneb alusele.

Direct Speech:	1) He *says to me,* "What *are you doing*?" Ta ütleb mulle: „Mis sa teed?" 2) She *says to me, "When shall you go* to the library?" Ta ütleb mulle: „Millal sa lähed raamatukokku?" 3) I *say to him, "Where were you* yesterday?" Mina ütlen talle: „Kus sa olid eile?"
Indirect Speech:	1) He *asks me what I am doing.* Ta küsib minult, mis ma teen. 2) She *asks me when I shall go* to the library. Ta küsib minult, millal ma lähen raamatukokku. 3) *I ask him where he was* yesterday. Ma küsin temalt, kus ta oli eile.

Küsisõnaga (interrogative word) algavad küsimused (s. o. eriküsimused) on kaudses kõnes kõigiti sarnased eestikeelsete küsimustega; ainult harjumus asetada abiverbi aluse ette võib põhjustada inglise keeles vigu sõnade järjekorras kõrvallauses.

Otsese kõne üldküsimused, s. o. ilma küsisõnata küsimused antakse kaudses kõnes edasi samuti põimlause kõrvallausega, mida ühendab pealausega sidesõna *if* või *whether.*

Direct Speech:	He asks me, "*Will you go* to the museum with me?" Ta küsib minult: „Kas sa tuled minuga muuseumi?"
Indirect Speech:	He asks me *whether I will* go to the museum with him. Ta küsib minult, kas ma lähen (meeleldi) temaga muuseumi.

Ilma küsisõnata küsimuste edasiandmisel kõrvallauses tuleb meeles pidada, et kaudses küsimuses jääb lihtoleviku ja lihtmineviku puhul abiverb **do** ära ja sõnade järjekord on, nagu juba mainitud, sama mis jutustavas lauses.

Direct Speech:	1) She says to me, "*Is he* kind to you?" Ta küsib minult: „Kas ta on lahke sinu vastu?" 2) I say to him, "*Was he* at the cinema yesterday?" Ma küsin temalt: „Kas ta oli eile kinos?" 3) They ask us, "*Do you go* to the theatre?" Nemad küsivad meilt: „Kas te käite teatris?"

Indirect Speech:	1) She asks me *whether he* is kind to me. Ta küsib minult, kas ta on minu vastu lahke. 2) I ask him *whether he was* at the cinema yesterday. Ma küsin temalt, kas ta oli kinos eile. 3) They ask us *whether we go* to the theatre. Nemad küsivad meilt, kas me käime teatris.

Aegade järjestus (Sequence of Tenses)

§ 112. Kui otsese kõne saatelause verb *say* või *ask* on olevikus (Present Tense või Present Continuous Tense) või tulevikus, siis kaudse kõne kõrvallauses, mis annab edasi kõneleja sõnad, võib verb olla ükskõik missuguses ajas — olevikus, minevikus või tulevikus, s. t. selles ajavormis, mida kasutas kõneleja.

Kui aga saatelause verb *say* või *ask* on minevikus (Past Tense või Past Continuous Tense), siis ilmneb eesti ja inglise keeles suur erinevus verbiaegade tarvitamisel. Eesti keeles võib kõrvallauses alati tarvitada verbe kõikides aegades, olenemata sellest, kas pealause verb on olevikus või minevikus. Niisiis ka sel juhul, kui otsese kõne saatelause verb on minevikus, jääb otsese kõne muutmisel (kaudse kõne kõrvallauseks) muutmata aeg, milles vastav isik oli kõnelnud.

Olevik. Ta ütleb, et nad elavad suures majas.

Minevik. Ta ütles, et nad elavad suures majas.

Inglise keeles aga, kui pealause verb *say* või *ask* on minevikus (Past Tense, Past Continuous Tense), siis ei tohi kõrvallause verb olla ei olevikus ega tulevikus. Kõrvallause verb võib niisugusel korral esineda ainult mingis minevikuajas. Seda reeglit nimetatakse aegade järjestuse reegliks (Sequence of Tenses) ja see avaldub selles, et kui pealause verb on minevikus, siis peab kõrvallause verb olema samuti minevikus.

I *knew* that he *was* usually at home at that time.
Ma teadsin, et ta on harilikult sel ajal kodus.

He *saw* that it *was raining*.
Ta nägi, et vihma sajab.

Present Tense:	He *says* (that) they *live* in a large house. Ta ütleb, et nad *elavad* suures majas.
Past Tense:	He *said* (that) they *lived* in a large house. Ta ütles, et nad *elavad* suures majas.

Eesti keelde tõlgitakse teise lause verb *lived* olevikus, sest kõneldakse faktist, mis puutub olevikku. Inglise keeles aga, vastavalt aegade järjestuse reeglile, peab kõrvallause verb olema minevikus, kui pealause verb on minevikus. Sel kombel leiab aset aegade nihkumine: Past Tense väljendab tegevusi ja fakte, mis toimuvad olevikus.

Kaudses kõnes tuleb juhul, kui pealause verb *say* või *ask* on minevikus, rangelt kinni pidada verbi aegade järjestuse reeglist. Kõik teised reeglid, mis puutuvad erinevusse otsese ja kaudse kõne vahel, rakendatakse samuti kui siis, kui otsese kõne saatelause verbid *say* ja *ask* on olevikus.

Tegevusi, mis toimuvad olevikus, väljendatakse kaudse kõne kõrvallause verbiga lihtminevikus (Past Tense või Past Continuous), aga eesti keelde tõlgitakse nad verbi olevikuvormiga.

Direct Speech:	He *said*, "Their father *works* at the mill." Ta ütles: „Nende isa *töötab* veskis.
Indirect Speech:	He *said* (that) their father *worked* at the mill. Ta ütles, et nende isa *töötab* veskis.

§ 113. Tegevusi, mis on seotud minevikuga ja toimuvad enne kõnemomenti, väljendatakse kaudses kõnes verbiga eelminevikus (Past Perfect Tense) ja tõlgitakse ka eesti keelde eelminevikus.

Direct Speech:	She said, "We *played* together at the river." Ta ütles: „Me mängisime koos jõe ääres."
Indirect Speech:	She said (that) they had played together at the river. Ta ütles, et nad olid mänginud koos jõe ääres.

Tegevusi, mis toimuvad tulevikus, s. t. pärast kõnemomenti, väljendatakse verbiga kaudses tulevikus (Future in the Past Tense — „tulevik minevikus"), mis moodustatakse abiverbide should (1. pöördes) ja would (2. ja 3. pöördes) abil koos põhiverbi infinitiiviga. Eesti keelde tõlgitakse olevikus.

Direct Speech:	They *said*, "We shall see you tomorrow." Nad ütlesid: „Me näeme teid homme."
Indirect Speech:	They said (that) they would see us the next day. Nad ütlesid, et nad näevad meid järgmisel päeval.

Passiiv (Tehtavik) (The Passive Voice)

Sihilised ja sihitud verbid

(Transitive and Intransitive Verbs)

§ 114. Nagu eesti keeles, nii ka inglise keeles jagunevad verbid sihilisteks verbideks vastavalt nende suhetele sihitisega lauses.

Sihitud verbid (Intransitive Verbs) väljendavad tegevusi, mis ainult lähtuvad isikust või asjast, kuid ei kandu üle, s. t. ei ole suunatud mingile teisele isikule või asjale.

The boy *is jumping* in the yard.
Poiss hüppab õuel.

He *lived* in Leningrad many years ago.
Ta elas Leningradis palju aastaid tagasi.

Neis lauseis ei ole sihitist, mis väljendaks isikut või asja, millele verbi tegevus oleks suunatud; öeldisele järgneb vahetult määrus.

Sihilised verbid (Transitive Verbs) väljendavad tegevust, mis mitte üksi ei lähtu isikust või asjast, vaid kandub üle, s. t. on suunatud teisele isikule või asjale, mida lauses väljendab sihitis.

My parents *give* me *books* as presents.
Mu vanemad kingivad mulle raamatuid (= annavad mulle raamatuid kingituseks).

I always *see many children* in the Children's Library.
Ma näen alati palju lapsi Laste Raamatukogus.

On verbe, mis võivad esineda nii sihilistena kui ka sihitutena, olenevalt nende tähendusest lauses.

Intransitive Verbs.	Transitive Verbs.
He *is reading*. Ta loeb.	He *is reading* a book. Ta loeb raamatut.
Mother *is dressing*. Ema riietub.	Mother *is dressing* the baby. Ema riietab last.
The door *opens*, and she comes in. Uks avaneb ja ta tuleb sisse.	*Open* the door, please! Avage uks, palun!
He *studies* at the university. Ta õpib ülikoolis.	We *study* foreign languages. Me õpime võõrkeeli.

Aktiiv ja passiiv (The Active Voice and the Passive Voice)

§ 115. Kui lause alus näitab olendit või asja, kes või mis on öeldisega väljendatud tegevuse kandjaks, s. t. tegijaks või olijaks, siis on lause öeldis aktiivis (the Active Voice).

They *translate* every text.
Nad tõlgivad iga teksti.

We *receive* many letters.
Me saame palju kirju.

Kui aga alus näitab olendit või asja, kellele või millele on tegevus suunatud, siis on verb passiivis (the Passive Voice), aga sihitis, mis sellises lauses väljendab olendit või asja, kellest või millest tegevus lähtub, esineb koos eessõnaga *by*:

Every text *is translated by the pupils.*
Iga tekst tõlgitakse õpilaste poolt.

Many letters *are received (by us).*
Palju kirju saadakse (meie poolt).

Passiivse lause tarvitamist tuleb eelistada neil juhtudel, kui olend või asi, kellele või millele on suunatud tegevus, on lauses millegipärast tähelepandavam, huvipakkuvam kui öeldisega väljendatud tegevuse teostaja. Niisugusel korral võib tegija isik ka täiesti mainimata jääda.

Active Voice:	Now we *grow* corn in the cold North. Nüüd kasvatame me teravilja külmas põhjas.
Passive Voice:	Corn *is now grown* in the cold North. Nüüd kasvatatakse teravilja külmas põhjas.

Passiivi tarvitamine on inglise keeles üldiselt rohkesti levinud. See asjaolu, et isik või asi, kellele või millele on suunatud verbi tegevus, alusena asetseb lause algul, tõstab vajaduse korral selle isiku alusena märgatavalt selgemini esile kui sihitisena verbi järel.

Active Voice:	Many people read library books. Paljud inimesed loevad raamatukogu raamatuid.
Passive Voice:	*Library books are read* by many people. Raamatukogu raamatuid loetakse paljude inimeste poolt.

Verbi ajad passiivis (Tenses in the Passive Voice)

§ 116. Passiivis tarvitatakse vähem ajavorme kui aktiivis. Kõige tarvitatavamad neist on Present, Past ja Future.

Present Tense	Past Tense	Future Tense
I am invited by Peter. Mind kutsutakse Peetri poolt.	I was invited by Peter. Mind kutsuti Peetri poolt.	I shall be invited by Peter. Mind kutsutakse Peetri poolt.

Verbi ajad passiivis moodustatakse abiverbi **be** oleviku-, mineviku- ja tulevikuvormide abil koos põhiverbi mineviku kesksõnaga (vrd. eesti keele **tud**-kesksõna). (Vt. §§ 8, 35.)

Present Tense

	Singular	Plural
1st Person	I am invited.	We are invited.
2nd Person	—	You are invited.
3rd Person	He is invited. She is invited. It is invited.	They are invited.

Past Tense

1st Person	I was invited.	We were invited.
2nd Person	—	You were invited.
3rd Person	He was invited. She was invited. It was invited.	They were invited.

Future Tense

1st Person	I shall be invited.	We shall be invited.
2nd Person	—	You will be invited.
3rd Person	He will be invited. She will be invited. It will be invited.	They will be invited.

Eitavas lauses asetseb eitus n o t põhiverbi ees.

This text *was not (wasn't) translated* by the pupils.
Seda teksti ei tõlgitud õpilaste poolt.

Küsilauses asetsevad abiverbi b e pöördelised vormid aluse ees, põhiverb aga aluse järel.

By whom *was this text translated?*

Eitavas küsilauses asetseb eitus *not* põhiverbi ees või ka aluse ees, kui ta on ühte sulanud abiverbiga.

Was this text *not* translated by them?
Wasn't this text translated by them?
Kas seda teksti ei tõlgitud nende poolt?

§ 117. Passiivi ajad oma tähenduselt kui ka tarvituselt vastavad (mõningate eranditega) aktiivi aegadele. Eesti keeles tõlgitakse passiiv umbisikulise tegumoe vastavate aegadega.

Present Tense

Active Voice:	The Soviet people *build* many new roads. Nõukogude inimesed ehitavad palju uusi teid.
Passive Voice:	Many new roads are built by the Soviet People. Palju uusi teid ehitatakse nõukogude inimeste poolt.

Past Tense

Active Voice:	The Soviet people built many new roads last year. Nõukogude inimesed ehitasid palju uusi teid möödunud aastal.
Passive Voice:	Many new roads were built by the Soviet people last year. Palju uusi teid ehitati nõukogude inimeste poolt möödunud aastal.

Future Tense

Active Voice:	The Soviet people will build many new roads next year. Nõukogude inimesed ehitavad palju uusi teid (tuleval) aastal.

Passive Voice:	Many new roads will be built by the Soviet people next year. Palju uusi teid ehitatakse nõukogude inimeste poolt (tuleval) aastal.

§ 118. Inglise keeles on laialt levinud infinitiivi tarvitamine passiivis — *be* + põhiverbi mineviku kesksõna, eriti modaalverbide *can, may, must* järel.

These books *may be given* back to the librarian [laiˈbreəriən].
Need raamatud *võib anda* tagasi raamatukoguhoidjale.

This book is torn, it *cannot be read now.*
See raamat on katki rebitud, seda *ei saa nüüd lugeda.*

Much care must be taken of library books.
Suurt hoolt *tuleb pidada* raamatukogu raamatute eest.
Raamatukogu raamatute eest tuleb hästi hoolitseda.
Raamatukogu raamatu eest peab hästi h o o l i t s e m a.

Nagu nähtub nende lausete tõlgetest, tuleb passiivi infinitiiv tõlkida eesti keelde isikulise tegumoe infinitiiviga. Üksnes modaalverbi *must* puhul on võimalik rakendada eesti keeles vähe tarvitatavat umbisikulise tegumoe infinitiivi, mis üldjoontes vastab inglise keele passiivi infinitiivile.

Käskiv kõneviis (The Imperative Mood)

§ 119. Kindlas kõneviisis väljendab verb lihtsalt fakte, s. o. tegevusi, olukordi ja nähtusi. Kindlal kõneviisil on kolm aega: Present, Past ja Future nende eri vormidega — General, Continuous, Perfect ja Perfect Continuous, ja kaks tegumoodi: aktiiv ja passiiv.

Käskiv kõneviis väljendab käske (commands) või palveid (requests), mis võivad olla nii jaatavas kui ka eitavas kõnes.

Sit down, please.	Istuge, palun.
Don't talk so loud.	Ärge kõnelge nii valjusti.

Käskivas kõneviisis on inglise keeles ainult üks lihtmuude, see on mitmuse 2. pööre, mis moodustatakse verbi algvormist ja langebki sellega ühte, sest tal ei ole mingit erilist tunnust.

"*Go* and *play* in the garden," said Mother.
„Minge ja mängige aias," ütles ema.

Mitmuse 1. pööre ja ainsuse ning mitmuse 3. pööre moodustatakse abiverbi *let* abil järgmiselt: let + vastava isikulise asesõna sihitav kääne + põhiverbi algvorm. Põhiverbina tähendab l e t *lubama, laskma;* abiverbina käskivas kõneviisis tähendab *let las, laske(m).*

Let us ask the teacher. Küsigem õpetajalt (Las me küsime)!
Let her come in. Tulgu sisse (las ta tulla)!
Let them play together. Mängigu koos (las nad mängida).

The Imperative Mood

	Singular	Plural
1st Person	—	Let us speak.
2nd Person	—	Speak.
3rd Person	Let him speak. Let her speak. Let it speak.	Let them speak.

Eitavas kõnes on põhiverbi ees abiverb *do,* mis on sulanud kokku eitussõnaga *not — don't.*

Don't cry about it. Ära nuta selle üle.

Kui eitus ei ole seotud käsku või palvet väljendava verbiga, vaid sellele järgneva verbi infinitiiviga, siis asetseb *not* selle verbi ees.

Tell him *not to bring* the coloured pencil.
Ütle talle, et ta ei tooks värvilisi pliiatseid.
(Käsi tal mitte tuua värvilisi pliiatseid.)

Verbi mittepöördelised vormid (verbaalid) (The Verbals)

Infinitiiv ehk tegevusnimi (The Infinitive)

§ 120. Infinitiiv on verbi mittepöördeline vorm, mis näitab tegevust või olukorda, ilma et see oleks seotud mingisuguse isiku või asjaga, ja vastab küsimustele mida teha? mida tegema? Ta moodustatakse algvormist ja langeb sellega ühte, sest tal ei ole mingit erilist tunnust.

paint — maalima, värvima
join — ühinema, liituma
dry — kuivama
decide — otsustama

Infinitiiv koos abiverbi *do* pöördeliste muudetega aitab moodustada lihtoleviku ja -mineviku (Present and Past Tense) küsi- ja eitavaid muuteid kindlas kõneviisis ja ainsuse 2. pööret käskivas kõneviisis. Koos abiverbidega *shall* ja *will* moodustab infinitiiv kindla kõneviisi tuleviku.

Abiverbi *do* pöördeliste muudete, abiverbide shall ning will, modaalverbide *can, may, must* ja verbide *let — lubama, luba andma, laskma* ja *make* — p a n e m a tähenduses tarvitatakse infinitiivi ilma partiklita *to*.

He *can read* English very well. Ta loeb (oskab lugeda) inglise keelt väga hästi.
You *may read* this letter. Te võite (tohite) lugeda seda kirja.
Let me take your pen. Lubage mind võtta teie sulge.
The teacher *made me read* this poem twice. Õpetaja pani mind lugema seda luuletust kaks korda.

Erandiks on verb *have* tähenduses *pidama, sunnitud olema:* sellele järgnedes esineb infinitiiv partikliga *to*.

We *had to go* through a forest. Me pidime minema läbi metsa.

Kui infinitiiv järgneb iseseisva tähendusega verbile, siis on infinitiivi ees partikkel *to*.

I wanted *to explain* to him the way to the museum.
Ma tahtsin seletada talle teed muuseumi juurde.

We should like *to know* English very well.
Me tahaksime tunda inglise keelt väga hästi.

Kui infinitiiv väljendab otstarbemäärust, siis tõlgitakse see eesti keelde sidesõnaga *et*.

She climbed on a chair to get the book from the shelf.
Ta ronis toolile, et saada raamatut riiulilt.

Lauses esineb infinitiiv kõige sagedamini 1) öeldise juurde kuuluva otsese sihitisena ja 2) alusena *It is not difficult ..., it is possible (impossible), it is necessary ...* tüüpi lauseis.

1) He decided *to go* there at once.
Ta otsustas minna sinna kohe.

2) It is pleasant *to skate*. Uisutada on meeldiv.
It is too late *to ring* her *up*. On liig hilja talle helistada.

Kesksõnad (The Participles)

§ 121. Oleviku ja mineviku kesksõnad on samuti kui infinitiiv verbi mittepöördelised muuted, sest nad väljendavad tegevust märkimata selle suhet kellegagi või millegagi.

Oleviku kesksõna (Present Participle) moodustatakse verbi algvormist tunnuse -ing abil: shin i n g — särav; smil i n g — naeratav.

Mineviku kesksõna (Past Participle) moodustatakse reeglipäraste e. nõrkade verbide puhul algvormist lõpu - e d abil. Ebareeglipäraste e. tugevate verbide puhul on mineviku kesksõna erikujuline eri verbide puhul.

made — teinud, tehtud
broken — murdnud, murtud
lead [led] — juhtinud, juhitud
read [red] — lugenud, loetud

Mõlemad kesksõnad aitavad moodustada verbide aegu. Oleviku kesksõna abil moodustatakse kestvad ajad koos abiverbi b e pöördeliste muudetega.

They *were talking* in the corridor during the interval.
Nad kõnelesid koridoris vahetunni ajal.

The girls *are going* into the classroom.
Tütarlapsed lähevad klassi.

Mineviku kesksõna abil moodustatakse 1) perfektiivsed ajad koos abiverbi *have* pöördeliste muudetega ja 2) kõik ajad passiivis koos abiverbi *be* pöördeliste muudetega.

1) We *have come* to see you. Me tulime teid vaatama.
2) Androcles *was found* by the soldiers in the forest.
Androclos leiti sõdurite poolt metsas.

§ 122. Mõlemad kesksõnad võivad lauses esineda 1) nimisõna täiendina, 2) öeldise osana ja 3) täiendfraasis, mis asendab täiendavat kõrvallauset.

1) She brought in the *boiling* kettle. Ta tõi keeva (tee) katla sisse.
He took away the *broken* glass. Ta viis lõhutud klaasi ära.

2) She was *surprised* when she heard that. Ta oli üllatatud, kui ta seda kuulis.
He was *dressed* in this father's overcoat. Ta oli riietatud isa palitusse.

3) Ask the boy *sitting* beside Michael. Küsige Michaeli kõrval istuvat poissi.
Ask the boy *who is sitting* beside Michael. Küsige poissi, kes istub Michaeli kõrval.

The girls see their friend *standing* in the doorway.
The girls see their friend, *who is standing* in the doorway.
Tütarlapsed näevad oma sõpra seismas uksel.
Tütarlapsed näevad oma sõpra, kes seisab uksel.

Show me the story *translated* by your friend.
Show me the story *which was translated* by your friend.
Näidake mulle oma sõbra poolt tõlgitud juttu.
Näidake mulle juttu, mis tõlgiti teie sõbra poolt.

§ **123.** Peale selle võib oleviku kesksõna esineda ka kesksõnalises määrusfraasis, mis asendab verbi pöördelisi muuteid koond-, rind- ja põimlauseis. Niisugusel korral tõlgitakse oleviku kesksõna eesti keelde d e s -vormi abil.

Taking a knife, she cut the bread into two halves.
She *took* a knife and *cut* the bread into two halves.
Võttes (= võtnud) noa lõikas ta leiva pooleks.
Ta võttis noa ja lõikas leiva pooleks.

Wanting to speak to Boris, I went to see him.
As I *wanted* to speak to Boris, I went to see him.
Tahtes kõnelda Borisiga läksin teda vaatama.
Kuna ma tahtsin kõnelda Borisiga, läksin teda vaatama.

He came forward *smiling*.
He *was smiling* as he came forward.
Ta tuli naeratades ettepoole.
Ta naeratas, kui ta tuli ettepoole.

Gerundium (Gerund)

§ **124.** Gerundium on verbi mittepöördeline vorm ja tema tunnuseks on - i n g samuti kui oleviku kesksõnalgi, kuid viimasest erineb gerundium oma funktsioonilt lauses. Gerundium esineb samaaegselt nimisõna kui ka verbi tähenduses ja ta vastab tähenduselt umbkaudu eesti keele teonimele. Lauses esineb gerundium alusena ja sihitisena (nii otsese kui ka eessõnaga sihitisena), kuid ta ise võib ka omada sihitist, mis lauses asetseb tema järel.

Reading is necessary. Lugemine (lugeda) on vajalik.

I like *reading*. Mulle meeldib lugemine (lugeda).

She is thinking *of going* there tomorrow.
Ta mõtleb minna (minemisest) sinna homme.

He is fond *of talking* to his friend.
Ta armastab vestelda (vestlust) oma sõbraga.

Nagu nähtub eespooltoodud lausete eestikeelsetest tõlgetest, tõlgitakse gerundium eesti keelde tavaliselt teonime või infinitiiviga. Vahel tuleb aga ingliskeelset gerundiumi tõlkida eesti keelde terve kõrvallausega või ka mõne muu käändelise verbimuutega (näit. **mata**-vormiga).

Are you sure *of seeing him.*
Kas te olete kindel, *et te näete teda.*

I don't like *her dancing* so much.
Mulle ei meeldi, *et ta tantsib nii palju.*

Instead of ringing me up he came to see me.
Selle asemel et mulle helistada (*mulle helistamise asemel*), tuli ta minu juurde.

They passed me *without recognizing me.*
Nad möödusid minust *mind ära tundmata.*

We helped him by finding the books he needed.
Me aitasime teda, üles otsides raamatud, mida ta vajas (sellega, et otsisime üles).

He walked very quickly without stopping to rest.
Ta kõndis väga kiiresti peatumata puhkuseks.

§ 125. Gerundium sarnaneb vormilt verbaalnimisõnaga (Verbal Noun), mille tunnuseks on samuti **-ing.** See vastab eesti keele teonimele ja nagu iga nimisõna võib olla mis tahes lauseliikmeks.

Erinevus gerundiumi ja verbaalnimisõna vahel seisneb selles, et verbaalnimisõna 1) nagu iga teist nimisõna võidakse tarvitada määrava kui ka umbmäärase artikliga, samuti ka ükskõik missuguse nimisõna piiritlejaga, 2) võib omada täiendit eessõnaga nimisõna näol.

The reading of this book gave him much pleasure.
Selle raamatu lugemine valmistas talle palju rahuldust.

(Verbaalnimisõna täiendiga.)

Reading books is very useful.

Lugeda raamatuid (raamatute lugemine) on kasulik.

(Gerundium otsese sihitisega.)

Ebareeglipäraste verbide nimestik

(*List of irregular verbs.*)

Stem Form	Past Tense	Past Participle	Stem Form	Past Tense	Past Participle
be	was, were	been	lie	lay	lain
beat	beat	beaten	light	lit	lit
become	became	become		lighted	lighted
begin	began	begun	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burned	burned	read	read	read
	burnt	burnt	ring	rang	rung
buy	bought	bought	rise	rose	risen
can	could	—	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	sell	sold	sold
cut	cut	cut	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
drink	drank	drunk	shall	should	—
eat	ate	eaten	shine	shone	shone
fall	fell	fallen	shoot	shot	shot
feed	fed	fed	show	showed	shown
feel	felt	felt	shut	shut	shut
fight	fought	fought	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
get	got	got	spend	spent	spent
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tear	tore	torn
hide	hid	hidden	tell	told	told

Stem Form	Past Tense	Past Participle	Stem Form	Past Tense	Past Participle
hold	held	held	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
lay	laid	laid	wake	woke	waked
lead	led	led	wear	wore	worn
leave	left	left	will	would	—
let	let	let	write	wrote	written

Alphabetic Vocabulary

Number, mis seisab sõna (või väljendi) järel, viitab õppetükile, milles sõna esineb esimest korda; näiteks sõna **study** 1 esineb õppetükis nr. 1. Sõnad, mis on märgitud numbriga (ilma tähekeseta), moodustavad õpiku leksikaalse miinimumi. Siia kuuluvad ka sõnad V ja VI klassi õpikuist, mis on trükitud poolrasvase sõrendusega, näiteks sõna **table.**

Sõnad, mis on märgitud numbriga ja tähekesega, nagu sõna ***cloak** 3, ei kuulu õpiku leksikaalsesse miinimumi. Samuti ei kuulu leksikaalsesse miinimumi sõnad, mis on märgitud tähekesega ja esinevad harjutustes (E — Exercises), lisalektüüri tekstides (A — Additional Reading) ja kordavais ülevaateis (R — Revisions).

Foneetiline transkriptsioon esineb 1) sõnade järel, millede lugemine on ebareeglipärane (näit. **cousin** 4 ['kʌzn]), 2) sõnade järel, mis sisaldavad mitmesuguse lugemisviisiga täheühendeid (näit. **how** [hau] ja **low** [lou]) ja 3) raskemate reeglipäraselt loetavate sõnade järel.

Kahe- ja mitmesilbilistes sõnades on antud rõhk ainult liitsõnades ja sõnades, milledes rõhk ei lange esimesele silbile.

Abbreviations (Lühendid)

a. adjective (omadussõna)
adv. adverb (määrsõna)
conj. conjunction (sidesõna)
int. interjection (hüüdsõna)
mod. v. modal verb (modaalverb)
n. noun (nimisõna)
num. numeral (arvsõna)
pl. plural (mitmus)
part. a. participial adjective (kesksõnaline omadussõna)
p. p. past participle (mineviku kesksõna)
pred. a. predicative adjective (öeldistäiteline omadussõna, tarvitatav ainult öeldistäitena)
prep. preposition (eessõna)
pron. pronoun (asesõna)
v. i. verb intransitive (sihitu verb)
v. t. verb transitive (sihiline verb)
v. t. & i. verb transitive and intransitive (sihiline ja sihitu verb)

able 4 *a.* võimeline
be able 4 võimeline olema, suutma
a b o u t *prep.* (millegi) üle, ümber, ringi, läheduses, paiku, kaasas
about 15 *adv.* ümber, ringi
above 12 [əbʌv] *prep.* kohal
above adv. üleval, ülal
***above** E *a.* ülalmainitud
a b s e n t *a.* puuduv, äraolev
be absent puuduma
according (to) 5 *prep.* (millelegi) vastavalt, (millegi) järgi
***achievement** R [ə'tʃi:vmənt] *n.* saavutus
a'cross 10 *prep.* (millestki) risti üle; üle, teisel(e) pool(e)
***active** 1 *a.* tegev, toimekas, aktiivne
ad'dress 12 *n.* aadress
***adjective** E ['ædʒiktiv] *n.* omadussõna
***adverb** E ['ædvə:b] *n.* määrsõna
a e r o p l a n e ['ɛəroplein] *n.* lennuk, aeroplaan
Aesop 3 [i:sɔp] *n.* Aisopos
***afforestation** R [ə,fɔris'teiʃn] *n.* metsaistutamine
a'f r a i d *pred. a.* hirmul, kartev
be afraid (of) kartma
a f t e r ['a:ftə] *prep.* pärast, taga, taha, järel(e), järgi
after 13 *conj.* pärast seda kui
a f t e r n o o n ['aftə'nu:n] *n.* pärastlõuna, õhtupoolik
in the afternoon pärast lõunat, õhtu poole
***afterward** 7 ['a:ftəwəd] *adv.* pärastpoole, hiljem
a'g a i n *adv.* jälle, uuesti, veel, jällegi
a'g a i n s t *prep.* (millegi) vastu
a'go 10 *adv.* (teatav aeg) tagasi
a'gree 14 *v. i.* nõustuma, soostuma; leppima, sobima
air 5 *n.* õhk
***alarm** R [ə'la:m] *n.* häire, hoiatussignaal, alarm; ärevus
Alexander 8 [,ælig'za:ndə] *n.* Aleksander
a l l *pron.* kõik; **not ... at all** R üldse mitte
all right hea küll, korras
***All-Union** R ['ɔ:l'ju:njən] *a.* üleliiduline
almost 10 ['ɔ:lmoust] *adv.* peaaegu
a'l o n e *a.* üksinda, üksi
a'long 12 *prep.* piki, pikuti, mööda
along *adv.* piki, pikuti, kaasa, edasi
***alphabet** 12 A ['ælfəbit] *n.* tähestik, alfabeet
a l r e a d y [ɔ:l'redi] *adv.* juba
a l s o ['ɔ:lsou] *adv.* ka, samuti
always ['ɔ:lwəz] *adv.* alati, ikka
A'm e r i c a [ə'merikə] 9 A *n.* Ameerika
American *a.* ameerika
among 15 [ə'mʌŋ] *prep.* seas, hulgas
***analyse** E ['ænəlaiz] *v. t.* analüüsima, eritlema, osadesse lahutama
a n d *conj.* ja, ning
Androcles 14 ['ændrəkli:z] *n.* Androklos
angry 9 ['æŋgri] *a.* vihane, pahane, kuri
be angry 9 vihane olema, vihastuma
a n i m a l *n.* loom, elajas
***anniversary** R [,æni'və:sri] *n.* aastapäev

*annual R [ˈænjuəl] *a.* igaaastane, aastati korduv

another [əˈnʌðə] *pron.* (keegi või mingi) teine, veel üks

answer [ˈɑːnsə] *v. t.* vastama

answer *n.* vastus

*Antarctic (the) E [ˈænt,ɑːktik] *n.* Antarktis, Lõunanabamaad

*anthem 11 A [ˈænθəm] *n.* hümn

*antonym E [ˈæntənim] *n.* antonüüm, vastandtähenduslik sõna

any [ˈeni] *pron.* mingi, keegi, mõni (küsi- ja eitavais lauseis); igaüks, kes tahes, mis tahes (jaatavais lauseis)

anybody, anyone *pron.* keegi, ükskõik kes

anything *pron.* midagi, ükskõik mis, mingi asi, kõik

anywhere *adv.* kuskil(e), ükskõik kus, ükskõik kuhu, igal(e) pool(e), kõikjal(e)

*ap'pear R *v. i.* ilmuma, nähtavale tulema

apple *n.* õun

*apple-tree R *n.* õunapuu

*ap'proach R A *v. i.* lähenema

*apricot R [ˈeiprikɔt] *n.* aprikoos (vili ja puu)

April [ˈeiprəl] *n.* aprill

*Arctic (the) R *n.* Arktis, Põhjanabamaad

*arena 14 [əˈriːnə] *n.* areen, võitlusväli

arm[1] *n.* käsivars, käsi

*arm[2] R *v. t.* relvastama, relvastuma

army *n.* armee

a'round *prep.* ringi ümber (millegi, kellegi)

*arrange E [əˈreindʒ] *v. t.* korraldama; asetama

*ar'rive 10 A *v. i.* saabuma, pärale jõudma

*'arrow 7 *n.* nool

*art R *n.* kunst; oskus, osavus

*article E *n.* artikkel (gramm.); kirjutis

as 1 *conj.* nii, nagu; kuna

as 16 nii nagu; as ... as niisama ... kui; (not) so ... as (mitte) nii ... kui

*as if 15 A just nagu

*ashes R A *n. pl.* tuhk, (põrm)

Asia R [eiʃə] *n.* Aasia

Asian [ˈeiʃn] *a.* aasia

*a'side R *adv.* kõrval(e), omaette

ask *v. t.* küsima

ask a question 13 küsimust asetama

ask for someone or something 13 paluma, nõudma kedagi või midagi

a sleep *pred. a.* magamas, magav

be asleep magama

at *prep.* juures, (millegi) suunas, pihta, üle, eest

at home kodus

at table laua ääres

at dinner lõunal

ate [et] *past of* eat

at'tack 8 *v. t.* ründama, kallale tungima

*attention 13 A *n.* tähelepanu, tähelepanelikkus; *pay attention E tähele panema, tähelepanu pöörama

August *n.* augustikuu

aunt 11 [ɑːnt] *n.* tädi

autumn [ˈɔːtəm] *n.* sügis

*auxiliary E [ɔːgˈziljəri] *a.* abi-, abistav

*avenue R [ˈævinjuː] *n.* lai tänav, puiestee, allee

***aviation** R [ˌeiviˈeiʃn] *n.* aviatsioon, lennuasjandus, lennuvägi; **Soviet Aviation Day** Nõukogude lennuväe päev

away *adv.* ära, eemal(e), kaugel

B

baby 6 *n.* väikelaps, beebi

back *adv.* tagasi, tagapool, tahapoole; **back** 16 *n.* selg; **back** 13 *n.* tagakülg, (raamatu)selg

back 10 *a.* tagumine, tagapoolne; **back** 12 A *n.* (tooli)tugi, kori

bad *a.* halb, paha, kahjulik **badly** *adv.* halvasti, pahasti, tõsiselt (haavatud)

bag *n.* kott, kangas

ball *n.* pall

Baltic R [ˈbɔːltik] *a.* balti

***bank** 10 A *n.* (jõe)kallas

banner *n.* lipp; (meeleavaldustel ümberkantav) lipukirjaplakat

***barbarian** 11 A [bɑːˈbɛəriən] *a.* barbaarne, metsik, harimatu

***bare** R *a.* alasti, paljas, katmatu

bathe *v. i.* suplema, kümblema

***bath-room** 12 A [ˈbɑːrum] *n.* vannituba

***battle** 11 *n.* lahing, võitlus

be (was — were, been) *v. i.* olema, olemas olema; abiverb — verb — köide

bear [bɛə] *n.* karu

beat 10 **(beat, beaten)** *v. t.* peksma, lööma, (lahingus) võitma

beautiful 5 [ˈbjuːtəful] *a.* ilus, kaunis, suurepärane **beautifully** *adv.* ilusasti

beˈcame *past of* **become**

beˈcause *conj.* sellepärast et, sest et

become [biˈkʌm] **(became, become)** *v. i.* saama (millekski, kellekski), muutuma

***become fatter** E kosuma

become weak 14 nõrgaks jääma

bed *n.* säng, voodi, magamisase; (aia)peenar

been *p.p. of* **be**

beˈfore *prep.* ees, ette, enne (midagi, kedagi); **before** 2 adv. enne, varem

before E *conj.* enne kui

beˈgan *past of* **begin**

begin [biˈgin] *v. t.* algama, alustama

***beˈginning** R. *n.* algus

begun *p. p. of* **begin**

***beˈhest** *n.* käsk, korraldus

behind [biˈhaind] *prep., adv.* taga(pool), taha(poole); järel; (millegi, kellegi) taga, taha

***believe** E [biˈliːv] *v. t.* uskuma

bell *n.* kell, kellahelin; **ring the bell** 12 kella helistama (ukse taga)

***beˈlong** 12 A *v. i.* kuuluma

below E [biˈlou] *adv., prep.* all-(pool), alla(poole)

***belt** R *n.* vöö, rihm, tsoon, vööde

bench E *n.* pink

***bend** R *n.* käänd, käänak (tee-)

Berlin R [bəːˈlin] *n.* Berliin

***berry** 2 [ˈberi] *n.* mari

Bertha 6 [ˈbəːθə] Bertha

beside 14 [biˈsaid] *prep.* kõrval

besides 13 [biˈsaidz] *adv.* peale selle, liiatigi

best (ülivõrre sõnadest *good, well*) *a.* parim; *adv.* parimini

better (keskvõrre sõnadest *good, well*) *a.* parem, tervem; *adv.* paremini

***be'tween** E *prep.* (millegi, kellegi) vahel(e)

b i g *a.* suur, kehakas; täiskasvanud

***birch** R *n.* kask; **birch-mushroom** *n.* kaseseen

birch-wood *a.* kasepuust

b i r d *n.* lind

'birthday *n.* sünnipäev

black *a.* must

Black Sea (the) E Must meri

b l a c k b o a r d ['blækbɔ:d] *n.* klassitahvel

***blank** E *n.* tühi koht, lünk; blankett

blanket 16 ['blæŋkit] *n.* (villane) voodivaip

blew [blu:] *past of* **blow**

blind 6 [blaind] *a.* pime

***blood** 10 A [blʌd] *n.* veri

***bloom** R *n.* õis; õitseaeg **in bloom** R õitsel, õilmeis

***blouse** E [blauz] *n.* pluus

blow 3 [blou] **(blew, blown)** *v. t.* puhuma; lõõtsuma; **blow off** 3 ära puhuma

blue *a.* sinine

boat 9 *n.* paat, lootsik; laev

b o d y ['bɔdi] *n.* keha; kere

Bolshevik 5 *n.* bolševik

b o o k *n.* raamat; **bookcase** ['bukkeis] *n.* raamatukapp

***boot** R *n.* saabas

***born** R *pp.* sündinud; **be born** R sündima

***'borrow** 9 A *v. t.* laenama (raha), laenuks võtma

both 4 [bouθ] *pron.* mõlemad

***both ... and** E *conj.* niihästi ... kui ka

bottom 15 *n.* põhi, alus, allots, madalam osa

bought [bɔ:t] *past and p.p. of* **buy**

***bow** 3 A [bau] *v. i.* kummarduma; painutama; *n.* kummardus

b o x *n.* karp, kast, laegas

b o y *n.* poiss

***brackets** E ['brækits] *n. pl.* sulud, klambrid

***brains** E *n. pl.* ajud, mõistus, taip

b r a v e *a.* vapper, julge

b r e a d [bred] *n.* leib; **bread and butter** ['bredn'bʌtə] võileib

break 13 [breik] **(broke, broken)** *v. t.* murdma, purustama; murduma, katkema, purunema; puhkema

b r e a k f a s t ['brekfəst] *n.* hommikueine

have breakfast hommikul einestama

***breath** R [breθ] *n.* hingus, hingetõmme; kerge õhuliikumine

***breathe** 7 [bri:ð] *v. i.* hinge tõmbama, hingama; puhuma

brick 6 A *n.* telliskivi

bridge 16 *n.* sild

bright 3 [brait] *a.* hele, särav, hiilgav; selge; elav, rõõmus; terane (tark)

brightly 3 *adv.* heledalt, säravalt, lõbusalt

b r i n g (brought, brought) *v. t.* tooma, esile tooma

bring in 12 sisse tooma; esitama

Britain 12 A ['britn]; **Great Britain** Suurbritannia

broke *past of* **break**

broken *p. p. of* **break**

b r o t h e r ['brʌðə] *n.* vend

***brotherhood** 11 A ['brʌðəhud] *n.* vendlus; vennaskond

brought [brɔ:t] *past of* **bring**

b r o w n [braun] *a.* pruun

build 5 [bild] **(built, built)** *v. t.* ehitama, püstitama
builder 16 *n.* ehitaja
***building-worker** R *n.* ehitustööline
built [bilt] *past and p. p. of* **build**
bullet 8 [ˈbulit] *n.* kuul
***bulwark** 11 A [ˈbulwək] *n.* kaitsevall, kants
***burn** 3 A **(burned, burned or burnt, burnt)** *v. t.* põlema, lõõmama, leegitsema; põletama
***burn down** R A maha põlema; maha põletama
bus omnibus
***bush** R [buʃ] *n.* põõsas, põõsastik
***busy** R A [ˈbizi] *a.* tegev, tööga kinni
but *conj.* aga, kuid, ent, vaid
butter *n.* või
button 7 *n.* nööp
buy [bai] **(bought, bought)** *v. t.* ostma
by *prep.* (millegi, kellegi) kõrval(e), juures, juurde
by 4 *prep.* poolt. This is a book *by* Dickens. See on Dickensi teos (~ kirjutatud Dickensi poolt)
by train rongiga

C

***cabbage** R [ˈkæbidʒ] *n.* kapsas
***cabin** 9 [ˈkæbin] *n.* hurtsik, onn; kabiin, kajut
cake *n.* kook; keeks
Caleb 6 [ˈkeileb] *n.* Kaaleb
***calendar** R [ˈkælində] *n.* kalender
***calf** R A [kɑːf] *n.* vasikas
call 14 *v. t.* kutsuma; hüüdma; nimetama; ***call** R *n.* hüüe; kutse
came *past of* **come**
camp *n.* laager
***camp out** 16 *v.* laagrisse asuma, ööbima vabas õhus
can (could) *mod. v.* võin, võid, võib jne.
***canal** E [kəˈnæl] *n.* kanal; nõva; **the Moscow Canal** Moskva kanal
can't 7 [kɑːnt] = cannot
cap 12 *n.* müts
capital 5 *n.* [ˈkæpitl] pealinn
***capitalist** 2 A [ˈkæpitəlist] *a.* kapitalistlik
***capitalist** 5 *n.* kapitalist
***cardinal** E *a.* peamine, tähtsaim, põhi-
care 5 *n.* mure, hool; **take care (of)** 13 hoolitsema
careful 11 *a.* hoolas, hoolitsev; ettevaatlik
carefully 1 *adv.* ettevaatlikult; **careless** 13 *a.* hooletu, ettevaatamatu; **carelessly** 13 *adv.* ettevaatamatult, hooletult
carried *past and p. p. of* **carry**
***carrot** R [ˈkærət] *n.* porgand
***carry (carried, carried)** *v. t.* kandma, viima, vedama, edasi toimetama
***cart** R *n.* (kahe rattaga) veovanker, veokaarik
***Carthage** 14 [ˈkɑːθidʒ] *n.* Kartaago
***case** E [keis] *n.* juhtum
cat *n.* kass
catch 10 **(caught, caught)** *v. t.* püüdma, kätte saama, järele jõudma

Caucasus (the) R [ˈkɔːkəsəs] *n.* Kaukaasia
caught [kɔːt] *past and p. p. of* **catch**
***cave** 14 *n.* koobas
ceiling 6 [ˈsiːliŋ] *n.* lagi
***celebrate** R [ˈselibreit] *v. t.* pühitsema
***central** R *a.* tsentraalne, keskne, kesk-; peamine, juhtiv
century 16 [ˈsentʃuri] *n.* sajand
chair *n.* tool
chalk [tʃɔːk] *n.* kriit
change 4 [tʃeindʒ] *v. t. & i.* muutma; muutuma; vahetama
***change** 2 *n.* muutus, vahetus; vaheldus
Charles 6 [ˈtʃɑːlz] *n.* Charles
***check up** *v. t.* kontrollima
cherry *n.* kirss
chess *n.* male
chicken *n.* kanapoeg
child [tʃaild] *n.* (*pl.* **children**) laps
children [ˈtʃildrən] *n. pl. of* **child**
***chimney** 6 A [ˈtʃimni] *n.* korsten
***chimney-sweep** 6 A [ˈtʃimni] *n.* korstnapühkija
chimney-sweeping 6 A *n.* korstnapühkimine
***choose** E **(chose, chosen)** *v. t.* valima, välja valima
***cigarette-lighter** R A [sigəˈret-] *n.* sigareti-süütaja (välgumihkel)
cinema [ˈsinimə] *n.* kino
***circle** 1 *n.* ring
***citizen** 5 [ˈsitizn] *n.* kodanik
city 1 [ˈsiti] *n.* suur (vanaaegne) linn
class *n.* klass
classroom *n.* klass, klassiruum
clean E *a.* puhas
***clear** R *a.* selge, kirgas
clever 7 [ˈklevə] *a.* kaval, arukas, tark
***climb** 6 A [klaim] *v. t. & i.* ronima, üles minema
***cloak** 3 *n.* mantel
clock *n.* (seina-, torni-, laua-) kell
***close** R A [klous] *a.* lähedane
close at hand käe ulatuses, käepärast
clothes 6 [klou(ð)z] *n.* riided, pesu
***clothing** 15 [ˈklouðiŋ] *n.* riided, kehakate; **in sheep's clothing** 15 lambanahas
***clothing-factory** R [ˈklouðiŋ-] *n.* riideõmblemiskäitis
***cloud** E *n.* pilv
***coal** R *n.* kivisüsi; ***coal-miner** R *n.* söekaevur
coat *n.* kuub, pintsak; naisemantel
coffee 12 [ˈkɔfi] *n.* kohv
cold *a.* külm; ***cold** 3 A *n.* külm, pakane; **have a cold** nohus olema, külmetanud olema
***collection** 16 *n.* kollektsioon, kogu; korjandus
collective *a.* kollektiivne, ühine; **collective farm** *n.* kolhoos; **collective farmer** kolhoosnik
colour [ˈkʌlə] *n.* värv
coloured [ˈkʌləd] 9 *a.* värviline
***column** E [ˈkɔləm] *n.* sammas, veerg
***combat** 11 *n.* võitlus, taplus
come [kʌm] **(came, come)** *v. i.* tulema
come back tagasi tulema; **come forward** 12 esile tulema; **come**

in 7 sisse tulema, sisenema; **come out** 3 välja tulema; välja astuma; ilmuma; **come to see someone** E kedagi vaatama tulema; **come up (to)** E ligi astuma; esile kerkima

***command** R A [kəˈmɑːnd] *n.* käsk, käsklus, komando

commander [kəˈmɑːndə] komandör

***common** R *a.* ühine, üldine; tavaline, harilik

communism 5 [ˈkɔmju(ː)nizm] *n.* kommunism; **communist** [ˈkɔmjunist] *a.* kommunistlik

***company** 15 A [ˈkʌmpəni] *n.* seltskond, kaaslaskond

***comˈpare** E *v. t. & i.* võrdlema, võrdluseks kõrvutama

***ˈcompass** 16 [ˈkʌmpəs] kompass

***complete** E [kəmˈpliːt] *v. t.* lõpule viima, täiendama, viimistlema; *a.* täielik

***ˈcomplex** E *a.* põim(lause)

***ˈcompound** E *a.* rind(lause)

comrade [ˈkɔmrid] *n.* seltsimees, kaaslane

***confidently** R [ˈkɔnfidəntli] *adv.* veendunult, kindlalt

***congratulate** R [kənˈgrætjuleit] *v. t.* õnnitlema

***conjunction** E [kənˈdʒʌŋkʃn] *n.* sidesõna

***conˈnective** E *a.* siduv, ühendav

***ˈconsonant** E *n.* kaashäälik

***constitution** R [ˌkɔnstiˈtjuːʃn] *n.* konstitutsioon

***conˈtain** E *v. t.* sisaldama

continue 8 [kənˈtinjuː] *v. t. & i.* jätkama, jätkuma

***to be continued** 6 järgneb (märkus poolelijääva jutujärgu lõpul); ***continued** 4 A järg (varem poolelijäänud jutustuse kohta)

***control-work** E [kənˈtroulˌwəːk] *n.* kontrolltöö

***ˌconverˈsation** E *n.* vestlus

cook 16 *v. t.*

cool *a.* jahe

***copy** E [ˈkɔpi] *v. t.* ära kirjutama

copy-book [ˈkɔpibuk] *n.* vihik

corn *n.* vili, teravili

corner 13 *n.* nurk

***corˈrect** E *a.* õige

***ˌcorresˈpond** E *v. i.* vastama, vastav olema

***ˌcorresˈponding** E *a.* vastav

***cotton** R *n.* puuvill

***ˈcotton-mill** 9 *n.* tekstiilivabrik

could [kud] *past of* **can**

couldn't [kudnt] = **could not**

count *v. t.* loendama, (üles) lugema

country [ˈkʌntri] *n.* maa, kodumaa; **country** 2 maa (vastandina linnale); **in the country** 2 maal

***course** 5 [kɔːs] *n.* jooks, käik; kurss, suund; **of course** [əvˈkɔːs] *adv.* muidugi

cousin 4 [ˈkʌzn] *n.* nõbu, onu- (lelle-) või tädipoeg või -tütar

cover [ˈkʌvə] *v. t.* katma; **cover** 13 *n.* kate, kaitse, kaas

cow 10 [kau] *n.* lehm

***crane** 15 A *n.* kurg; tõstekraana

***create** 11 A [kriˈeit] *v. t.* looma

***cricket** 6 [ˈkrikit] *n.* kilk; kriket

cried [kraid] *past of* **cry**

Crimea (the) E [kraiˈmiə] *n.* Krimm

***crop** R *n.* viljalõikus, -saak

cross 11 *v. t.* ristama, üle minema (tänaval), ristjoont tõmbama; ristuma, läbi tõmbama

***crow** R A [krou] *n.* vares

cruel 6 [ˈkruəl] *a.* õel, julm, halastamatu

cry (cried, cried) *v. i.* karjuma; nutma; **cry out** hüüatama

***cry** 10 A *n.* karje, hüüe

***cuckoo** R A [ˈkukuː] *n.* kägu

***cucumber** R [ˈkjuːkəmbə] *n.* kurk (aedvili)

***culture** [ˈkʌltʃə] *n.* kultuur

cup *n.* tass

cut (cut, cut) 6 A *v. t.* lõikama

Czecho-slovakia R [ˈtʃekouslouˈvaːkiə] *n.* Tšehhoslovakkia

D

dance *v.* tantsima; **dance** *n.* tants

dangerous 16 [ˈdeindʒərəs] *a.* hädaohtlik, kardetav

dark *a.* pime, tume; ***dark** E *n.* pimedus, tumedus

***dash** R A *v. i.* tormama, sööstma; puruks paiskama

***date** R *n.* kuupäev, daatum

daughter 6 [ˈdɔːtə] *n.* tütar

day *n.* päev; **by day** päeval

ˈdaytime 14 *n.* päevaaeg, päev; **in the daytime** päeval, päevaajal

dead *a.* surnud, elutu; iganenud; **be dead** surnud olema

dear *a.* kallis, armas

***death** 4 A [deθ] *n.* surm

December [diˈsembə] *n.* detsember

deˈcide 4 *v. t.* otsustama

***deep** R *a.* sügav

***deˈfeat** 2 *v. t.* võitma, lahingus lööma

deˈfend *v. t.* kaitsema

***definite** E [ˈdefinit] *a.* määratud, kindlakujuline

***deliver** R [diˈlivə] *v. t.* kätte toimetama, üle andma

***deˈmocracy** R *n.* demokraatia; **demoˈcratic** demokraatlik

demonsˈtration *n.* demonstratsioon, meeleavaldus

deˈpend 16 *v. i.* olenema, sõltuma; usaldama

***deˈscribe** E *v. t.* kirjeldama

desert 5 [ˈdezət] *n.* kõrb

***deˈsigner** R [diˈzainə] *n.* konstruktor, projekteerija; joonestaja

desk *n.* pult, kirjutuslaud

deˈtachment 16 *n.* väesalk

***dialogue** E [ˈdaiələg] *n.* dialoog, kahekõne

***diary** 16 [ˈdaiəri] *n.* päevik, päevaraamat

Dickens 6 [ˈdikinz] *n.* Dickens

dicˈtation *n.* diktaat

did *past of* **do**

didn't [ˈdidnt] = **did not**

die 8 *v. i.* surema

different [ˈdifrənt] *a.* erinev, isesugune

difficult [ˈdifikəlt] *a.* raske

difficulty 16 *n.* raskus, kitsikus; **in a difficulty** 16 raskuses, raskuse puhul

ˈdining-room 12 *n.* söögituba

dinner *n.* lõuna, lõunasöök; **have dinner** lõunat sööma, lõunastama

dirty *a.* must, määrdunud

disappear 15 [disəˈpiə] *v. i.* kaduma

***discover** R [disˈkʌvə] *v. t.* avastama

*__discovery__ E [dis'kʌvri] *n.* avastus

*__dis'play__ R *v. t.* näitama, (vaatamiseks) välja panema, esile tooma

'__distant__ 16 *a.* kauge, eemalolev

'__district__ 16 *n.* rajoon, piirkond; **your home district** 16 kodu, kodu ümbruskond, -rajoon

*__ditch__ R A *n.* kraav

*__di'vide__ E *v. t.* jagama, jaotama, lahutama

__do__ [du:] **(did, done)** *v. i.* tegema, täide viima; sobima, kõlbama; (*abiverb*)

__doctor__ *n.* arst, doktor

__doesn't__ ['dʌznt] = **does not** ['dʌz 'nɔt]

__dog__ *n.* koer

*__doll__ 6 *n.* nukk

__done__ [dʌn] *p. p. of* **do**

__don't__ [dount] = **do not**

__door__ [dɔ:] *n.* uks

__down__ [daun] *adv.* alla, all, maha; *prep.* allapoole, allpool

*__down'stairs__ E *adv.* alumisel(e) korral(e); all(a)

*__dramatize__ E ['dræmətaiz] *v. t.* dramatiseerima

__drank__ *past of* **drink**

__draw__ [drɔ:] **(drew, drawn)** *v. t.* joonistama, jooni tõmbama

__dress__ *v. t. & i.* riietama; riietuma; **dress** *n.* riided, riietus; kleit

__drew__ *past of* **draw**

__drink (drank, drunk)__ *v. t.* jooma

*__drop__ 4 *n.* tilk

__drunk__ *p. p. of* **drink**

__dry__ 5 *a.* kuiv

__during__ 1 ['djuəriŋ] *prep.* kestel, jooksul; **during the war** sõja ajal; **during the summer** suvel

NOTE: **during** vastab küsimusele *when?* (*millal*), **for** vastab küsimusele *how long? kui kaua?*

*__duty__ R *n.* kohus, kohustus; **be on duty** valvel olema, teenistuskohustuste täitmisel (eriti sõjaväes)

E

__each__ 3 *pron.* iga, igaüks, kumbki; **each other** 3 *pron.* teineteist

__ear__ [iə] *n.* kõrv

__early__ ['ə:li] *adv.* vara; *a.* varane

__earth__ 5 [ə:θ] *n.* maa-, muld; maakera

__east__ R *n.* ida

*__easy__ R *a.* kerge

__eat (ate, eaten)__ *v. t.* sööma

*__echo__ R A ['ekou] *n.* kaja

*__edge__ 10 R *n.* äär, serv

__egg__ *n.* muna

__eight__ *num.* kaheksa

*__either ... or__ ['aiðə] *conj.* kas ... või

*__elbow__ 6 A ['elbou] *n.* küünarnukk

__e'lectric__ [i'lektrik] 5 *a.* elektri-, elektriline, elektrijõul töötav

__elephant__ ['elifənt] *n.* elevant

*__elevator__ R ['eliveitə] *n.* elevaator, tõstemasin; (tõstemasinaga) tornikujuline teraviljaladu; (*Am.*) lift

__eleven__ [i'levn] *num.* üksteist-(kümmend)

__Eliza__ 9 [i'laizə] *n.* Eliza

*__else__ 12 A *adv.* (küsiva, eitava või umbmäärase asesõna järel) veel, muu, teine; muidu

*__embrasure__ 8 [im'breiʒə] *n.* laskeava, -pilu; akna- või ukseavaus

end *n.* lõpp; ***end** R *v. t. & i.* lõppema; lõpetama

enemy ['enimi] *n.* vaenlane

ˌengi'neer 12 *n.* insener

England ['iŋgland] *n.* Inglismaa; **English** ['iŋgliʃ] *a.* inglise

enough 11 [i'nʌf] *a.* küllaldane, küllalt

***enter** R ['entə] *v. t.* sisse astuma, sisenema

***escalator** 11 ['eskəleitə] *n.* eskalaator, jooksev (isetõstev) trepp

***es'cape** 10 A *n.* pääs, vabanemine; põgenemine

especially 9 [i'speʃəli] *adv.* eriti

even 4 ['i:vn] *adv.* isegi, koguni

evening ['i:vniŋ] *n.* õhtu; **in the evening** õhtul

ever 13 ['evə] *adv.* kunagi, iganes; alati

***for ever (forever)** 8 alatiseks, alatiselt

every ['evri] *pron.* iga; **everybody, everyone** 12 A *pron.* igaüks; **everything** 1 *pron.* kõik, iga asi; **everywhere** *pron.* kõikjal(e), igal(e) pool(e)

***exact** 1 [ig'zækt] *a.* täpne, täpipealne; **exactly** *adv.* täpselt

***examination** R [igˌzæmi'neiʃn] *n.* eksam, katse

***examine** R A [ig'zæmin] *v. t.* eksamineerima, järele uurima; küsitlema

***example** E [ig'zɑ:mpl] *n.* näide; eeskuju

***for example** E näiteks

ex'cept 12 prep. välja arvatud, peale; ***exception** E *n.* erand

***excitement** 5 A [ik'saitmənt] *n.* ärritus, erutus; elevus

***excursion** 16 [iks'kə:ʃn] *n.* ekskursioon, lühike reis, õppereis

exercise ['eksəsaiz] *n.* harjutus; **'exercise-book** *n.* vihik

***existence** 1 [ig'zistəns] *n.* olemasolu, elu

***ˌexpe'dition** E *n.* ekspeditsioon, uurimisretk, uurimisretke liikmeskond

explain 9 *v. t. & i.* seletama, selgitama

***explanatory** E [iks'plænətri] *a.* seletav

***ex'ploit** 9 *v. t.* ekspluateerima, kurnama, oma huvides kasutama

***exploiter** [iks'ploitə] 5 *n.* ekspluateerija, kurnaja

ex'plore 16 *v. t.* uurima (eriti uusi maid, meresid jne.), läbi uurima

ex'plorer 16 *n.* uurija, maade- või meredeuurija

ex'ploring 16 *n.* (maade-) uurimine

***explosion** 8 [iks'plouʒn] *n.* plahvatus

***expression** E [iks'preʃn] *n.* väljend, väljendus

eye [ai] *n.* silm

F

fable 3 *n.* valm

face *n.* nägu

fact 16 *n.* fakt, tõsiasi

factory 5 *n.* vabrik, (suur)tehas

fall (fell, fallen) *v. i.* kukkuma, langema

fall asleep 14 magama jääma, uinuma

fallen *p. p. of* **fall**

family *n.* perekond

***famous** R *a.* kuulus
Fanny E [ˈfæni] *n.*
far (farther, farthest) *a.* kauge, eemalolev
***farewell** 8 [ˈfɛəˈwel] *int.* hüvasti!
farm *n.* talund, farm
fascist [ˈfæʃist] *n.* fašist; *a.* fašistlik
***fat** E *a.* paks, lihav, rasvane, hästitoidetud
father [ˈfɑːðə] *n.* isa
fatherland 2 [ˈfɑːðəlænd] *n.* isamaa
***favour** R *n.* poolehoid, soosing
***fear** 9 A *n.* hirm, kartus
***feast** E *n.* pidustus, pidusöök
February [ˈfebruəri] *n.* veebruar
fed *past and p. p. of* **feed**
feed 15 **(fed, fed)** *v. t. & i.* toitma, söötma; toituma, toitu võtma
feel 14 **(felt, felt)** *v. t. & i.* tundma, katsuma, puudutama, kompama
feet *n. pl. of* **foot**
feel 8 *past of* **fall**
felt *past and p. p. of* **feel**
***fence** R *n.* tara, hekk, kaitsevõre
few *pron.* vähe, vähesed; **a few** 12 *pron.* mõned, mõningad
field [fiːld] *n.* põld, väli; ***ˈfield-ˌglasses** R A *n.* pl. välibinokkel, -kiiker; ***ˈfield,kitchen** R A *n.* väliköök
fight (fought, fought) *v. t. & i.* võitlema, sõdima, kaklema
fight 14 *n.* võitlus, lahing, kaklus
fighting 8 *n.* võitlus, võitlemine
***figure** E [ˈfigə] *n.* number; kuju
***fill in** E *v. t.* liitma (lünki), täis kiiluma
film *n.* film
find 9 **(found, found)** *v. t.* leidma; ***find out** 9 A välja otsima, avastama
fine 4 *a.* peen; ilus, selge (ilma kohta)
finger [ˈfiŋgə] *n.* sõrm
finish [ˈfiniʃ] *v. t. & i.* lõpetama; lõppema, lõpule jõudma
***fir** R *n.* kuusk
fire[1] *n.* tuli, tulikahju
fire[2] *v. i.* tulistama
first *num.* esimene; **first** *adv.* esimeseks, kõigepealt, esiteks; **at first** algul, esialgu
fish 12 *n.* (*pl.* **fish**) kala; ***fish** 14 A *v. i.* kalastama, kala püüdma
***fisherman** 14 A *n.* kalur
five *num.* viis; **ˈfive-ˌyear ˈplan** 5 A *n.* viie aasta plaan
flag *n.* lipp
flew *past of* **fly**
***float** 10 A *v. i.* ujuma, veepinnal püsima, hõljuma; ***floating** *a.* ujuv, liikuv
floor [flɔː] *n.* põrand
flower [ˈflauə] *n.* lill
flown *p. p. of* **fly**
fly (flew, flown) *v. i.* lendama
follow 16 [ˈfɔlou] *v. t. & i.* järgnema; jälitama; mõttekäiku jälgima
***following** E *a.* järgmine, järgnev
food 14 *n.* toit, toidus
foolish R A *n.* rumal, mõtlematu
foot [fut] *n.* (pl. **feet**) jalg, labajalg, pöid; (mäe)jalam
football *n.* jalgpall
for *prep.* jaoks, heaks, eest, asemel, poolt; **for** 3 jooksul, kestel; **for** 3 *conj.* sest, sest et
foreign 1 [ˈfɔrin] *a.* välis-, välismaine, võõr-, võõras
forest 5 [ˈfɔrist] *n.* mets, laas

forget 10 [fə'get] **(for'got, for-'gotten)** *v. t.* unustama
forgot *past of* **forget**
forgotten *p. p. of* **forget**
f o r k *n.* kahvel; ***fork** R A *v. i.* hargnema
***form** E *n.* vorm; **form-words** *n. pl.* abistavad sõnad, abisõnad
forward 5 ['fɔ:wəd] *adv.* edasi, ettepoole
fought [fɔ:t] *past and p. p. of* **fight**
found *past and p. p. of* **find**
***founder** R *n.* rajaja, asutaja
f o u r [fɔ:] *num.* neli
France E [fra:ns] *n.* Prantsusmaa
f r e e *a.* vaba; ***free** R *v. t.* vabastama
freedom 8 *n.* vabadus
French E *a.* prantsuse, prantsuspärane
***fresh** R *a.* värske, uudne
Friday 4 ['fraidi] *n.* reede
f r i e n d [frend] *n.* sõber
friendship 9 ['frendʃip] *n.* sõprus
***frighten** 10 A *v. t.* hirmutama, ehmatama, kohutama
***fritz** R A *n.* frits; sakslane (eriti sõduri kohta)
f r o m *prep.* -st, -lt, (millestki peale), (millegi) juurest
front[1] 2 [frʌnt] *n.* rinne; **at the front** 2 rindel
front[2] 12 [frʌnt] *n.* esikülg
in front of 12 *prep.* ees; **in front** E *adv.* ees
***front** E *a.* esikülgne, esi-, ees-
***frost** 3 A *n.* külm, pakane
fruit [fru:t] *n.* puuvili; vili (ka piltlik)
***fruit-tree** R ['fru:ttri:] *n.* viljapuu
full [ful] *a.* täis; täielik; täidlane, tüse
***fun** E *n.* nali; lõbu
f u n n y *a.* naljakas, kentsakas, veider
further R A ['fə:ðə] *adv.* kaugemal(e)
***future** E ['fju:tʃə] *n.* tulevik; **future** *a.* tulevane

G

***gaily** R ['geili] *adv.* lõbusalt
***gallop** 10 A ['gæləp] *v. i.* galopeerima, nelja jooksma
g a m e *n.* mäng
g a r d e n *n.* aed
gate 12 *n.* värav; ***gates** E *n. pl.* väravad
gather 4 ['gæðə] *v. t.* koguma, korjama; kogunema
gave *past of* **give**
g a y *a.* lõbus; ere, kirev
***gender** E ['dʒendə] *n.* sugu (gramm.)
***gene'ration** R *n.* põlvkond, generatsioon
George E [dʒɔ:dʒ] *n.* George
Georgia R ['dʒɔ:dʒiə] *n.* Gruusia
German *n., a.* sakslane, saksa; **Germany** *n.* Saksamaa
gerund E ['dʒerənd] *n.* gerundium
get[1] 2 **get (got, got)** *v. t.* saama, hankima, muretsema, tooma
get[2] **get** *v. i.*
***get back** E tagasi pöörduma; ***get in (into)** E sisenema, sisse tulema; **get out (of)** 11 väljuma, välja tulema
***giraffe** [dʒi'ra:f] *n.* kaelkirjak, žiraff
g i r l [gə:l] *n.* tütarlaps, tüdruk; **a little girl** tüdrukuke

give [giv] **(gave, given)** *v. t.* andma; **give back** E tagasi andma; **give orders** 6 korraldusi tegema, käskima

given ['givn] *p. p. of* **give**

glad *pred. a.* rõõmus; **be glad** rõõmustuma

glass 1 *n.* klass

glove 12 [glʌv] *n.* (sõrm)kinnas

go (went, gone [gɔn]) *v. i.* minema, käima

go and see someone E kedagi vaatama minema

go away 7 ära minema; **go back** 2 tagasi minema

go for a walk 2 jalutama minema

go hungry 15 A näljaseks muutuma; **go in** 4 sisse minema

go on 8 jätkama, jätkuma, edasi kestma; **go out** 7 välja minema

go to bed magama minema; **go up** 14 juurde minema

go without something 7 ilma jääma, ilma läbi ajama

***gold** R *n.* kuld

golden R ['gouldn] *a.* kuldne, kuld-

gone [gɔn] *p. p. of* **go**

good [gud] *a.* hea

'good'bye *int.* head aega! hüvasti!

good 'morning *int.* tere hommikust!

***'good 'night** 12 A *int.* head ööd! head õhtut!

***goose** R A [gu:s] *n.* (*pl.* **geese**) hani

got *past and p. p. of* **get**

***government** R ['gʌvənmənt] *n.* valitsus

***governor** 14 ['gʌvənə] *n.* valitseja, kuberner

***grain** 4 *n.* tera

grains of sand 4 liivaterad

***'grand,father** 11 *n.* vanaisa

grass *n.* rohi, muru

great [greit] *a.* suur, silmapaistev, tähtis

green *a.* roheline

greet *v.* t. tervitama

grenade [gri'neid] *n.* granaat; **a hand grenade** 8 käsigranaat

grew *past of* **grow**

grey *a.* hall

***grim** 11 *a.* karm, vihane; rõõmutu

groan R A *n.* ägamine

ground *n.* maapind, põhi, alus

***group** E [gru:p] *n.* grupp, rühm

grow [grou] **(grew, grown)** *v. t. & i.* kasvama, saama, muutuma

grown 11 [groun] *p. p. of* **grow**

***Guards** 8 [ga:dz] *n. pl.* kaardiväge

***Guards private** 8 ['ga:dz 'praivit] kaardiväe sõdur, reamees

guide 16 [gaid] *n.* (nais)piilur; juht

Guinea 16 ['gini] *n.* Guinea

***gully** R *n.* kuristik; nõva

H

hair *n.* juuksed

Haley 9 A ['heili] *n.* Haley (perekonnanimi)

half [ha:f] *n.* pool

hallo [hə'lou] *int.* halloo!

***halt** R A [hɔ:lt] *v. i.* peatuma; peatama, kinni pidama

hand[1] *n.* käsi

***hand**[2] R A *v. t.* kätte andma, ulatama

hang[1] 7 **(hung, hung)** *v. t. & i.* rippuma, riputama
hang up 12 üles riputama
hang[2] 15 **(hanged, hanged)** *v. t.* üles pooma
happen 6 *v. i.* juhtuma
happy *a.* õnnelik
happily 10 *adv.* õnnelikult
happiness *n.* õnn
hard 2 *a.* raske
hard 6 *a.* vali, karm, halastamatu
hard 2 *adv.* tugevasti, kõvasti; usinalt
***hardly** R A *adv.* vaevalt
***harvest** R *n.* (vilja-) lõikus; saak
***harvesting** 2 *n.* lõikus, viljakoristamine
hasn't ['hæznt] = **has not**
hat *n.* kübar
hate *v. t.* vihkama
hatred 10 ['heitrid] *n.* vihkamine, vihavaen
have (had, had) *v. t.* omama
have a fine (good) time 4 aega lõbusalt (rõõmsalt) veetma
have breakfast (dinner, supper) hommikueinet (lõunat, õhtust) sööma
have 11 abiverb
have to 12 modaalverb sunnitud olema, pidama
haven't ['hævnt] = **have not**
hay 2 *n.* hein
head *n.* pea
***health** R [helθ] *n.* tervis
***heap** R A *n.* kuhi, hunnik; hulk
hear [hiə] **(heard, heard)** *v. t.* kuulma
heard [hə:d] *past and p. p. of* **hear**
heart 7 [ha:t] *n.* süda
***hearth** 6 [ha:θ] *n.* kolle, tulease
***heat** 3 A *n.* kuumus, palavus
***heavy** R ['hevi] *a.* raske; tugev (vihma kohta)
held *past and p. p. of* **hold**
help *v. t.* aitama; toitu ulatama, jagama
help *n.* abi
hen *n.* kana
Henry 8 *n.* Henry
here [hiə] *adv.* siin, siia
hero ['hiərou] *n.* (*pl.* **heroes**) kangelane, sangar
heroine 8 ['herouin) *a.* kangelanna
her'self 10 A *pron.* ennast, enesele; ise
***hey!** R A [hei] *int.* hei! (hüüdsõna)
hid *past of* **hide**
hidden *p. p. of* **hide**
hide 14 **(hid, hidden)** *v. t. & i.* peitma, varjama
high *a.* kõrge
hill 15 *n.* küngas, mägi, kõrgendik
him'self 14 *pron.* ennast, enesele; ise
***hold** R **(held, held)** *v. t.* hoidma, kinni hoidma
***hole** 12 A *n.* auk, avaus
holidays ['hɔlədiz] *n.* pühad, puhke- või koolivaheaeg
home *n.* kodu
at home kodus
home *adv.* koju; **homework** kodutöö, kodused õppeülesanded
Homeland 16 ['houmlænd] *n.* kodumaa
***honour** 3 A ['ɔnə] *v.* austama, austust osutuma
***honour** R *n.* au
hope 7 *v. i.* lootma

***horror** 10 A ['hɔrə] *n.* kohkumine, hirm
***horse** 7 A *n.* hobune
hot *a.* kuum, palav
Houghton 9 ['hautn, 'hɔ:tn] *n.* perekonnanimi
hour ['auə] *n.* tund
house [haus] *n.* maja
houses ['hauziz] *n. pl. of* **house**
how [hau] *adv.*
how are you? kuidas käsi käib? kuidas elate?
how do you do? 12 kuidas käsi käib? tere!
how long? kui kaua?; **how old are you?** kui vana te olete?
***however** R A [hau'evə] *conj., adv.* siiski, ometi, ent, aga
hundred ['hʌndrəd] *num.* sada
hung *past and p. p. of* **hang**
***Hungary** R A ['hʌŋgəri] *n.* Ungari
***hunger** E ['hʌŋgə] *n.* nälg; **hungry** 12 ['hʌŋgri] *a.* näljane; **I am hungry** ma olen näljane
***hunter** R *n.* kütt, jahimees
hurry 12 **(hurried, hurried)** *v. t. & i.* kiirustama, ruttama
***husband** 9 A ['hʌzbənd] *n.* mees (abikaasa)

I

ice *n.* jää
***ice-floe** R *n.* (ujuv) jääpank
***idiot** R A ['idiət] *n.* idioot
if 3 *conj.* kui
even if 4 isegi kui
ill *pred. a.* haige
I'll [ail] = **I will**
I'm [aim] = **I am**
***imagine** E [i'mædʒin] *v. t.* kujutlema
***im'portant** 1 A *a.* tähtis; ennast tähtsaks pidav, täispuhutud
in *prep.* sees, -s
in *adv.* sees, seespool, sisse
in'deed [in'di:d] 6 *adv.* tõepoolest, tõesti
India 16 *n.* India
ink *n.* tint
'ink-pot 1 *n.* tindipott
***inn** 10 A *n.* võõrastemaja, kõrts
insect 16 ['insekt] *n.* putukas
***instead (of)** E [in'sted] *prep.* (millegi) asemel
interesting ['intristiŋ] *a.* huvitav
***internal** 1 [in'tə:nl] *a.* sisemine, seesmine, sisemaine
***international** R [intə'næʃnl] *a.* rahvusvaheline
into ['intu, 'intə] *prep.* sisse, -sse
in'vite *v. t.* kutsuma, paluma (kuhugi)
***island** 12 A ['ailənd] *n.* saar
isn't ['iznt] = **is not**
***italicize** E [i'tælisaiz] *v. t.* kursiiv- e. kaldkirjaga trükkima
it's 6 **its** = **it is**
its *pron.* tema (om. kääne) — (elutute asjade kohta)
***it'self** E ennast, ise
I've [aiv] = **I have**

J

***jacket** R A ['dʒækit] *n.* jakk, jopp
January ['dʒænjuəri] *n.* jaanuar
join 5 *v. t. & i.* ühendama, liitma; ühinema, liituma
joy *n.* rõõm
***joyfully** R *adv.* rõõmsalt
July [dʒu:'lai] *n.* juulikuu

jump 11 *v. i.* hüppama, kargama
jump off maha hüppama
jump on peale hüppama
jump 14 *n.* hüpe
in one jump 14 ühe hüppega
June [dʒuːn] *n.* juunikuu
just 4 *adv.* just; äsja

K

Kazakhstan R [ˈkæzəkstæn] *n.*
***keen** 7 *a.* terav; agar, innukas, elavalt huvitunud
keep 14 **(kept, kept)** *v. t.* pidama, hoidma; säilitama; säilima
keep a diary 16 päevikut pidama
keep back 8 *v. t.* tagasi hoidma
kept *past and p. p. of* **keep**
***kerosene** 1 [ˈkerosiːn] *n.* petrooleum, lambiõli
kill *v. t.* tapma, surmama
kilometre 12 [ˈkilomiːtə] *n.* kilomeeter
kind[1] 6 [kaind] *a.* lahke
***kind**[2] E *n.* liik, laad, sort; loomus
Kingsley 6 A [kiŋzli] *n.*
kiss 4 *v. t. & i.* suudlema
***kitchen** 10 A *n.* köök
kite *n.* (paber)lohe, tuulismadu
***kitten** E *n.* kassipoeg
***knee** 6 A [niː] *n.* põlv
knew [njuː] *past of* **know**
knife [naif] *n.* (pl. knives) nuga
knock 10 *v. i.* koputama
know [nou] **(knew, known)** *v. t.* teadma, tundma
let someone know 4 kellelegi midagi teada andma
you know teate, kas teate
you never know 4 te ei või iial teada (kes teab)
known [noun] *part. a.*

L

laid *past and p. p. of* **lay**
lain *p. p. of* **lie**
lake 2 *n.* järv
lamp *n.* lamp
land *n.* maa (eriti vastandina merele), maapind, maaomand
***ˈlandlord** R A *n.* (suur)maaomanik; majaperemees, kõrtsiperemees
***landowner** 5 [ˈlændounə] *n.* maaomanik
language 1 [ˈlæŋgwidʒ] *n.* keel
large 5 *a.* suur, avar, ruumikas
last *a.* viimane, möödunud
last night 7 eile õhtul
at last lõppeks, viimaks
late *a.* hiline
be late hilinema
late *adv.* hilja
***late at night** E hilja öösel, õhtul
laugh [lɑːf] *v. i.* naerma
***law** R *n.* seadus; määrus, eeskiri, reegel
lay[1] *past of* **lie**
lay[2] R A **(laid, laid)** *v. t.* asetama, panema
lead 5 [liːd] **(led, led)** *v. t.* juhtima, viima
leader *n.* juht
pioneer leader pioneerijuht
ˈleadership 2 *n.* juhtimine
***leaf** E (*pl.* **leaves**) *n.* leht
***league** 5 [liːg] *n.* liit, liiga, ühing; **the Young Communist League** kommunistlik noorsooühing
leap-year *n.* liigaasta
learn [ləːn] *v. t. & i.* õppima, teada saama, kogema
leave[1] 1 **(left, left)** *v. t.* jätma, maha jätma; lahkuma

*leave[2] R *n.* ametipuhkus
leaves E *n. pl. of* **leaf**
led *past and p. p. of* **lead**
left[1] *past and p. p. of* **leave**
left[2] *a.* vasak, pahem
leg *n.* jalg
Lena R A ['li:nə] *n.*
Leo 4 ['li(:)ou] *n.*
*less E *adv.* vähem
lesson *n.* õppetund
let[1] 4 *v. t.* abiverb käskiva kõneviisi moodustamiseks, väljendab üleskutset, käsku, luba
let us go lähme, mingem
let him do what he likes las ta teeb, mis tahab
let[2] 11 **(let, let)** *v. t.* lubama, laskma
let's 4 [lets] = **let us**
letter 11 *n.* kiri 12 A täht
level 16 ['levl] *n.* tasapind, tase
sea-level 6 meretase
*lexical E ['leksikl] *a.* leksikaalne, sõnavaraline
library 13 ['laibrəri] *n.* raamatukogu
*lick 14 *v. t.* lakkuma
lie (lay, lain) *v. i.* lamama
lie down 14 maha heitma
*lieutenant R A [lef'tenənt] *n.* leitnant
life *n.* (*pl.* **lives**) elu
light[1] 5 *n.* valgus, valgustus
electric light elektrivalgus
light[2] 16 **(lit, lit)** *v. t.* süütama
like[1] *v. t.* meeldima, armastama
I should like 3 ma tahaksin
like[2] 4 *a.* sarnane
look like 15 näima; sarnanema
like[3] E *prep.* (millegi, kellegi) viisi
do not talk like that ärge kõnelge nii(viisi)
*limp 14 *v. i.* lonkama
*line E *n.* joon, kriips, liin
lion 11 ['laiən] *n.* lõvi
*lip R A *n.* huul
*list E *n.* leht; nimekiri, loetelu
listen 11 [lisn] *v. i.* kuulama, kuulatama
*literature R ['litəritʃə] *n.* kirjandus
little[1] *a.* väike (aja kohta ka lühike)
little[2] **(less, least)** *pron., adv.* vähe
a little natuke, veidi
little by little R vähehaaval, tasapisi
live [liv] *v. i.* elama; elutsema
lives [laivz] *n. pl. of* **life**
*living 14 A ['liviŋ] *n.* elatus; elamine
living-room 6 ['liviŋ,rum] *n.* elutuba
long *a.* pikk, kauakestev
a long time R kaua, kaua aega
a room about five metres long 12 umbes viie meetri pikkune tuba
long *adv.* kaua
long live ... elagu!
'**Longfellow** 7 *n.*
look *v. i.* vaatama; järele vaatama
look (well, ill) välja nägema, paistma
look at vaatama (midagi, millelegi)
look for 10 otsima
*look forward 4 meeleldi ootama
look like 15 sarnanema, sarnane olema
lose 13 [luːz] **(lost, lost)** *v. t.* kaotama
lost *past and p. p. of* **lose**
lot: a lot (of) suur hulk, palju

*loud E *a.* vali, valjuhäälne, kärarikas
loudly *adv.* valjusti, kõvasti, valju häälega
love [lʌv] *v. t.* armastama
love 9 *n.* armastus
*low 3 A [lou] *a.* madal, tasane; *adv.* madalalt, tasa

M

*machine R [mə'ʃi:n] *n.* masin
machine-gun [mə'ʃi:ngʌn] *n.* kuulipilduja
Magellan 16 [mə'gelən] *n.*
main 11 *a.* peamine, pea-
make (made, made) *v. t.* tegema, valmistama, looma
make 3 panema (midagi tegema **do**)
*maker 6 *n.* tegija, valmistaja
*toy-maker 6 mänguasjade tegija
*map-maker 15 kaarditegija, kartograaf
man *n.* (pl. men) mees, inimene
*manage R A ['mænidʒ] *v. t.* korraldama, toime tulema
many ['meni] **(more, most)** *pron.* palju
map *n.* maakaart
*map-maker 16 *n.* kartograaf
March[1] *n.* märts
march[2] *v. i.* marssima
*margin E [ma:dʒin] *n.* äär, serv (eriti raamatu või käsikirja tühi äär)
mark 13 *v. t.* märkima, märgistama
mark *n.* märk, märgis; hinne
Mary E ['mæəri] *n.*
*master 6 [ma:stə] *n.* peremees
material 6 [mə'tiəriəl] *n.* materjal, aines; riidematerjal
*matter: what is the matter? E milles asi seisab?
may[1] **(might)** *mod. v.* väljendab võimalust, palvet, luba
may I come and see you kas ma tohin teid vaatama tulla
it may be so võib-olla see on nii
May[2] *n.* maikuu
May Day 1. mai
meal 16 *n.* eine, söömaaeg
mean [mi:n] 3 **(meant, meant)** *v. t. & i.* mõtlema, arvama; tähendama
*meaning E *n.* tähendus, mõte
meant 12 [ment] *past and p. p. of* **mean**
meat *n.* liha
*mechanic R [mi'kænik] *n.* mehaanik
meet 3 **(met, met)** *v. t. & i.* kohtama, kohtuma
meeting *n.* koosolek, miiting
*melt R *v. i. & t.* sulama
member 1 *n.* liige
*memorial R [mi'mɔ:riəl] *a.* mälestus-
*memorize E [meməraiz] *v. t.* pähe õppima
men *pl. of* **man**
merry *a.* rõõmus, lustakas, lõbus
met *past and p. p. of* **meet**
metre 12 ['mi:tə] *n.* meeter
metro 11 ['metrou] *n.* metroo, allmaaraudtee
Michael 12 ['maikl] *n.*
middle 13 *n.* keskkoht
*mighty 4 *a.* võimas
Miklukho-Maklai 16 [mi'klukoumæ'klai] *n.*
mill 9 *n.* käitis, tehas; veski
*mill-owner 9 ['mil,ounə] *n.* tehaseomanik
million 5 ['miljən] *n.* miljon

*mineral 16 *n.* mineraal
minus *n.* miinus
minute ['minit] *n.* minut
in a minute 8 minuti pärast
mis'take 16 *n.* viga
*modal E ['moudl] *a.* modaal-, modaalne
moment *n.* moment, hetk, silmapilk
in a moment üks hetk, kohe
for a moment silmapilguks
just a moment ainult üks hetk
Monday 4 ['mʌndi] *n.* esmaspäev
money 10 ['mʌni] *n.* raha
monkey ['mʌŋki] *n.* ahv
month [mʌnθ] *n.* kuu (aeg)
moon *n.* kuu (taevakeha)
more *pron., adv.* enam, rohkem (keskvõrre sõnust **much, many**)
once more 2 veel kord
*the more ... the more 3 mida enam ... seda enam
morning *n.* hommik
in the morning hommikul
good morning tere hommikust!
Moscow ['mɔskou] *n.* Moskva
the Moscow Canal [kə'næl] Moskva kanal
Moscow people moskvalased
most 2 [moust] (ülivõrre sõnadest **much, many**) *pron.* enamik
most 4 *adv.* kõige enam
most 2 *n.* suurem osa
mother ['mʌðə] *n.* ema
'**motherland** 8 ['mʌðəlænd] *n.* sünnimaa, kodumaa
*'**motor-car** 5 A *n.* auto
*motto R *n.* moto, juhtlause, deviis
mountain 5 ['mauntin] *n.* mägi
mouth [mauθ] *n.* suu
the mouth of a cave 11 koopasuu
move [mu:v] *v. t. & i.* liikuma; liigutama
Mr. 6 ['mistə] = **Mister** *n.* härra
Mrs. E ['misiz] = **Mistress** *n.* proua
much (more, most) *pron., adv.* palju
museum 1 [mju(:)'ziəm] *n.* muuseum
*'**mushroom** 2 *n.* seen
music *n.* muusika
must *mod. v.* peab (väljendab üldist vajadust, kohustust, käsku, tõenäolisust
mustn't ['mʌsnt] = **must not**
my'self 11 *pron.* ennast, (mina) ise

N

name *n.* nimi
what is your name? mis su nimi on?
*name E *v. t.* nimetama
national 11 ['næʃnl] *a.* rahvuslik
*native 8 *a.* kodumaine, sünni-, pärismaalaslik
*nature R ['neitʃə] *n.* loodus
*navy R *n.* sõjalaevastik, merevägi
near *prep.* juures, juurde, lähedal(e)
near *adv.* lähedal, ligidal
near *a.* lähedane
*nearly E ['niəli] *adv.* peaaegu
*necessary E ['nesisri] *a.* vajalik, tarvilik
neck 15 *n.* kael
need 2 *v. t.* vajama, tarvis olema
need 6 *n.* vajadus
Negro 9 ['ni:grou] *n.* neeger
nest *n.* pesa
*net 15 A *n.* võrk, püünis
never 4 ['nevə] *adv.* ei iialgi

new *a.* uus
'New Year R uusaasta
New York R A [ˈnjuːˈjɔːk] *n.*
news 12 *n. pl.* uudised, uudis (tarvitatakse ka ainsusena), teated
'newspaper 12 *n.* ajaleht
next[1] *a.* järgmine, lähim
next time E järgmine kord, järgmisel korral
next[2] E *adv.* järgmisena, järgnevalt
nice *a.* kena, armas, meeldiv
***nigger** 10 [ˈnigə] *n.* neeger (enamasti põlgl.), mustanahaline
night *n.* öö
at night öösel
***nightingale** R A [ˈnaitiŋgeil] *n.* ööbik
nine *num.* üheksa
no *pron.* ei mingi; *adv.* ei
nobody [ˈnoubədi] *pron.* ei keegi
noise 14 *n.* kära, lärm
make a noise 14 käratsema, kära tegema
***non-agression** R [ˈnɔnəˈgreʃn] *n.* mittekallaletung
***none** 15 A [nʌn] *pron.* ei keegi, ei miski, ei ükski; ei midagi, mitte keegi, mitte midagi
no one 12 [ˈnou ˌwʌn] *pron.* mitte keegi, mitte kedagi
Nora 12 [ˈnɔːrə] *n.*
north 5 *n.* põhi
northern *a.* põhja-, põhjapoolne, põhjamaine
nose *n.* nina
not *adv.* ei, mitte
not ... at all mitte sugugi
***'note-book** E *n.* märkmik
nothing [ˈnʌθiŋ] *pron.* ei midagi, mitte midagi
***notice** 15 A *v. t.* märkama, tähele panema, mainima
***noun** E *n.* nimisõna
No'vember *n.* november
now [nau] *adv.* nüüd, praegu
***now** 14 (jutustamisel) siis, sel ajal
nowhere E [ˈnouwɛə] *adv.* mitte kuskil
***number** R *n.* number, arv; hulk; palju
***a (great) number** 15 A palju, suur hulk
***nursery** 15 [ˈnəːsri] *n.* lastetuba
***nut** 12 *n.* pähkel

O

***oak** 7 *n.* tamm
observe 16 [əbˈzəːv] *v. t.* jälgima, silmas pidama, vaatlema, tähele panema
***occupy** R *v. t.* valdusse võtma, enda alla haarama, okupeerima
***ocean** 4 [ˈouʃn] *n.* ookean
Oc'tober *n.* oktoober
of [əv] *prep.* (väljendab päritolu, materiaalset koosseisu, omandust; vastab sagedaimini eesti seestütlevale, omastavale või osastavale)
off 3 *prep.* -lt, pealt, -st *adv.* ära, eemal(e), taamal(e)
take off 3 ära võtma
blow off 3 ära puhuma
'officer *n.* ohvitser
often [ˈɔ(ː)fn] *adv.* sageli, tihti
oh! 4 [ou] *int.* oh! (hüüdsõna)
old *a.* vana, ammune
how old are you? kui vana te olete?

an old man (woman) vanamees (vanaeit)

on *prep.* (millegi) peal, peale; -l, -le; otsa, otsas; üle; *adv.* edasi

once [wʌns] *adv.* ükskord, kord, kunagi

at once 11 korraga, äkki

one[1] [wʌn] *num.* üks

one[2] 10 [wʌn] *pron.* keegi (umbmäärane asesõna, jääb enamasti eesti keelde tõlkimata)

I have a red pencil and a green one mul on üks punane pliiats ja üks roheline

only ['ounli] *adv.* ainult

open *a.* lahtine, avatud

open *v. t. & i.* avama, avanema

***'opposite** E *a.* vastasolev, -asetsev; vastupidine

or *conj.* või

***orally** E ['ɔ:rəli] *adv.* suuliselt

***orange** R ['ɔrindʒ] *n.* apelsin

order 7 *n.* käsk, korraldus

order 14 *v. t.* käskima

other ['ʌðə] *pron.* teine, muu

some ... others 2 mõned (ühed) ... teised

our'selves *pron. pl.* (meie) ise, ennast

out (of) *prep.* seast, -st *adv.* ära, välja, väljas

out-of-doors 2 ['autəv'dɔ:z] *adv.* väljas, vabas õhus

over ['ouvə] *prep.* (millegi) kohal üle

be over mööduma, lõppema

'overcoat 7 *n.* palitu, mantel

over'land 16 *adv.* maad kaudu

***owe** 9 A (ou) *v. t.* võlgnema

own R [oun] *pron.* oma

owner 9 ['ounə] *n.* omanik

P

***pact** R *n.* pakt, kokkulepe

page 13 *n.* lehekülg

paid *past and p. p. of* **pay**

paint *n.* värv

paint 6 *v. t. & i.* värvima

pair *n.* paar

a pair of shoes paar kingi

***pale** 9 A *a.* kahvatu

turn pale kahvatuma, kahvatuks muutuma

paper *n.* paber; ajaleht

***Pappy** 10 *n.* papa, papi

parade [pə'reid] *n.* paraad

parent 2 ['pɛərənt] *n.* (lapse)vanem

n. pl. **parents** vanemad

***park** 5 A *n.* park

part 1 *n.* osa, jagu

,parti'san *n.* partisan

party *n.* partei

the Communist Party kommunistlik partei

pass[1] 13 *v. i.* mööduma, mööda sõitma; üle minema; veetma

pass[2] *v. t.* edasi andma, ulatama

past *prep.* (millestki) möödas, üle

it is a quarter past three kell on veerand neli

it is half past two kell on pool kolm

path 12 [pɑ:θ] *n.* jalgrada, tee

patriotic [,pætri'ɔtik] *a.* patriootiline, isamaaline

the Great Patriotic War Suur Isamaasõda

***patriotism** E ['pætriətizm] *n.* isamaa-armastus

***paw** 14 *n.* käpp

***pay** 9 A **(paid, paid)** *v. t. & i.* maksma

***pay attention** E tähele panema

***pay back** 9 A tagasi maksma

*peace-loving R *a.* rahuarmastav
pear [pɛə] *n.* pirn
*pear-tree R ['pɛətriː] *n.* pirnipuu
*peasant R ['peznt] *n.* talupoeg
pen *n.* kirjutussulg
pencil *n.* pliiats
'pencil-box *n.* pinal
people ['piːpl] *n.* inimesed, rahvas
per'haps 4 [pə'hæps] *adv.* võibolla, vahest
*Persia E ['pəːʃə] *n.* Pärsia
person 13 *n.* isik (gramm. verbivorm, pööre)
*photo 11 ['foutou] *n.* foto, päevapilt
*physical R ['fizikəl] *a.* füüsiline
*piano 12 ['pjænou] *n.* klaver
*pick up 10 A *v. t.* üles võtma, üles noppima; *siin:* sülle haarama
picture ['piktʃə] *n.* pilt
piece 9 [piːs] *n.* tükk
pig *n.* siga
*pillow 12 A *n.* padi
*pilot R *n.* lendur, piloot
pin *n.* nööpnõel
pine *n.* mänd, pedajas
pioneer [ˌpaiə'niə] *n.* pioneer
a 'pioneer'leader pioneerijuht
place 1 *n.* koht
plain 5 *n.* tasandik, lausikmaa
plan 4 *n.* plaan
plan 1 *v. t.* plaanima, plaani koostama
plant [plaːnt] *v. t.* istutama
plant *n.* taim
*plantation 9 A [plæn'teiʃn] *n.* istandus
plate *n.* taldrik
play *v. i.* mängima
pleasant ['pleznt] *a.* meeldiv
please R A *v. t.* meeldima, meelepärast olema, rahuldama; suvatsema
(if you) please palun
pleased *part. a.* rahuldatud, rõõmus
pleasure ['pleʒə] *n.* rõõm, heameel; heaksarvamus
plenty 10 *n.* rohkus, küllus, ohtrus
*plough R [plau] *v.* kündma
*plum R *n.* ploom
Plummer 6 [plʌmə] *n.*
plus *n.* pluss
pocket 12 ['pɔkit] *n.* tasku
'pocket-knife taskunuga
*poem 7 ['pouim] *n.* luuletus
*point E *n.* punkt, lõpp; (asja) tuum, olemus; teravik
Poland R ['pouləndˌ] *n.* Poola
*poor 2 A [puə] *a.* vaene
*port R *n.* sadam, sadamalinn
portrait ['pɔːtrit] *n.* portree
possible 15 ['pɔsəbl] *a.* võimalik
*post-war 5 A ['poust'wɔː] *a.* sõjajärgne
potatoes [pə'teitouz] *n. pl.* kartulid
*power R ['pauə] *n.* võim; jõud, energia
*pre'pare R [pri'pɛə] *v. t.* valmistama
*preposition E [ˌprepə'ziʃn] *n.* eessõna
present ['preznt] *n.* kingitus
pre'tend 7 *v. i.* teesklema; nõudlema; nõudeid esitama
pretty ['priti] *a.* kena, kaunis, nägus, ilus
*print 13 *v. t.* trükkima
*private 8 ['praivit] *n.* reamees

*proletariat R [ˌproule'tɛəriət] *n.* proletariaat, töölisklass
*promise R ['prɔmis] *v. t.* lubama, tõotama
promise *n.* lubadus, tõotus
*pronoun E ['prounaun] *n.* asesõna
proud 16 *a.* uhke
*proverb 2 ['prɔvəb] *n.* vanasõna
*public 14 ['pʌblik] *a.* avalik; ühiskondlik; rahva-
*publish 16 ['pʌbliʃ] *v. t.* kirjastama
pull 3 [pul] *v. t. & i.* tõmbama
pull away 7 ära tõmbama
pull out 14 välja tõmbama
pupil ['pju:pl] *n.* õpilane
*purse 6 *n.* rahakott
put (put, put) [put] *v. t.* panema, asetama
*put away R ära panema, kõrvale heitma
*put down E maha panema; üles kirjutama
*put in E sisse panema; seadma
put on selga panema; peale panema

Q

*quarrel 3 A ['kwɔrl] *v.* tülitsema, riidlema
quarrel 4 A *n.* tüli, riid
quarter ['kwɔ:tə] *n.* veerand
question ['kwestʃn] küsimus
ask a question 13 küsimust asetama
*question R A *v. t.* küsitlema
quick *a.* kiire, vilgas; elav
quickly *adv.* kiiresti
*quietly R A ['kwaiətli] *adv.* vaikselt, rahulikult
quite *adv.* täiesti, üsna

R

race 10 *n.* rass, tõug
radio 12 ['reidiou] *n.* raadio
*radio-operator R ['reidiou'ɔpəreitə] *n.* radist
*radio-set 12 *n.* raadiovastuvõtja
'railway 16 *n.* raudtee
rain *n.* vihm
rain *v. i.* vihma sadama
it is raining sajab (vihma)
raise 8 *v. t.* tõstma
*rally R ['ræli] *n.* (taas)kogunemine; konverents
ran *past of* **run**
rang *past of* **ring**
*rank 5 *n.* rida, rivi
reach 14 *v. t.* saabuma, jõudma
read [ri:d] **(read, read)** *v. t. & i.* lugema
read [red] *past and p. p. of* **read**
reading 13 *n.* lugemine, lugemismaterjal
ready ['redi] *a.* valmis
*real R ['riəl] *a.* tõeline, ehtne
really 15 ['riəli] *adv.* tõesti, tõepoolest
*rear R A [riə] *n.* tagala; tagakülg
receive [ri'si:v] *v. t.* saama
recognize 15 ['rekəgnaiz] *v. t.* ära tundma
red *a.* punane
*regiment 8 ['redʒimənt] *n.* polk
*regular E ['regjulə] *a.* reeglipärane
*regularly R *adv.* reeglipäraselt, regulaarselt, korrapäraselt
*rejoice (in) R *v. i.* rõõmustama, rõõmutsema
re'member 11 *v. t. & i.* mäletama, meeles pidama

*renown 11 [ri'naun] *n.* kuulsus
*rent R A *n.* üür, üüriraha, rent
republic [ri'pʌblik] *n.* vabariik
*require R [ri'kwaiə] *v. t.* nõudma
*rest[1] 2 *v. i.* puhkama
rest *n.* puhkus
*rest-home R puhkekodu
*(the) rest[2] R A *n.* ülejäänud (teised)
*re'tell E *v. t.* ümber jutustama
revolution [ˌrevə'luːʃn] *n.* revolutsioon, ülestõus
revolutionary [ˌrevə'luːʃnri] *a.* revolutsiooniline; *n.* revolutsionäär
rich R *a.* rikas
Richard 11 ['ritʃəd] *n.* Rihard
*riddle 12 *n.* mõistatus
rifle *n.* vintpüss
right[1] *a.* õige; parempoolne; heas korras, tervise juures
right 16 *adv.* otse; õigesti; paremale (poole)
right here just siin
'right 'round 16 ringi ümber
all right õige! hea küll!
right[2] R *n.* õigus
ring (rang, rung) *v. t. & i.* helistama
ring up 4 telefoneerima
ring the bell 12 kella helistama (ukse juures)
ripe *a.* küps
rise 7 (rose, risen) [rizn] *v. i.* tõusma, kerkima; üles tõusma (revolutsiooniks)
river ['rivə] *n.* jõgi
road 16 *n.* tee, maantee, sõidutee
roar 14 *v. i.* möirgama, mürisema
roar 14 *n.* möire, mürin, müha
*roll 8 roul *n.* nimekiri
room *n.* tuba, ruum
rope 15 *n.* köis
rose[1] *past of* rise
rose[2] *n.* roos
*rose-tree 7 *n.* roosipõõsas, -puu
rough 7 [rʌf] *a.* karm, kare
roughly *adv.* karedalt
round *a.* ümmargune
round *prep. adv.* ümberringi, ringi
row[1] 9 [rou] *n.* rida
row[2] [rou] *v. i.* sõudma, aerutama
*rucksack 16 ['ruksæk] *n.* seljakott
*ruins R S ['ruːinz] *n. pl.* varemed
*rule E [ruːl] *n.* reegel
run (ran, run) *v. i.* jooksma
run away 11 ära jooksma
run in 11 sisse jooksma
Russia E ['rʌʃə] *n.* Venemaa
Russian ['rʌʃn] *n.* venelane, vene
*rye R [rai] *n.* rukis

S

*'sack-cloth 7 *n.* kotiriie
*sad 9 A *a.* kurb
said [sed] *past and p. p. of* say
sail 9 *v. i.* purjetama; (laeval) sõitma; (laeva) juhtima
sail a boat 9 paati juhtima (sõidutama)
sail a ship 16 laeva juhtima
salt [sɔːlt] *n.* sool
same 1 *pron.* sama, seesama
at the same time samal ajal
*sanatorium R [ˌsænə'tɔːriəm] *n.* sanatoorium
*sand 4 *n.* liiv

sang *past of* **sing**
sat *past of* **sit**
Saturday 4 ['sætədi] *n.* laupäev
***save** 9 A *v. t.* päästma
saw [sɔ:] *past of* **see**
s a y (said, said) *v. t.* ütlema
s c h o o l [sku:l] *n.* kool (ka piltl.); teaduseharu
go to school koolis käima
's c h o o l b a g *n.* ranits, koolikott
'school-book 13 *n.* kooliraamat
'schoolboy *n.* koolipoiss
'schoolchildren *n.* koolilapsed
'schoolgirl *n.* koolitüdruk
'school-teacher *n.* kooliõpetaja
***scientist** 13 ['saiəntist] *n.* teadlane, õpetlane
***scout** 16 *n.* luuraja, piilur
***'scout-plane** R *n.* luurelennuk
***scrape** R A *v. t.* kaapima, kraapima; riivama
sea 2 *n.* meri
***sea-level** 16 *n.* meretase
***seal** R *n.* hüljes
s e a s o n *n.* aastaaeg; hooaeg
s e c o n d ['sekənd] *num.* teine
second *n.* sekund
s e e (saw, seen) *v. t. & i.* nägema; taipama; mõistma; vaatama; tähele panema
go to see külastama, vaatama minema
seem 14 *v. i.* näima
seen *p. p. of* **see**
***seldom** R A *adv.* harva
sell 9 A **(sold, sold)** *v. t.* müüma
s e n d (sent, sent) *v. t.* saatma
sent *past and p. p. of* **send**
***sentence** E *n.* lause (gramm.)
S e p't e m b e r *n.* september
***set** 10 A **(set, set)** *v. i.* laskuma, loojuma (päikesest)
set out 16 teele asuma
***settle** 4 A *v. t. & i.* kindlaks määrama, otsustama; (maad) asustama; paigutama
s e v e n ['sevn] *num.* seitse
several 16 ['sevrəl] *pron.* mitmed, mõned
***sew** R A [sou] *v. t. & i.* õmblema
shake 12 **(shook, shaken)** *v. t.* raputama; rappuma
shake hands 12 kätt suruma
shaken *p. p. of* **shake**
s h a l l [ʃæl] abiverb tuleviku moodustamiseks
shan't [ʃɑ:nt] = **shall not**
***sharp** 4 A *a.* terav; lõikav, läbitungiv
sharply R 2 *adv.* teravalt
sheep 10 *n.* (*pl.* **sheep**) lammas
sheet 12 A *n.* voodilina; leht, poogen (paberit)
shelf 6 *n.* (*pl.* **shelves**) riiul
she'll = **she will**
***'shelter-,belt** R *n.* kaitsevöönd, -tsoon
shelves 6 *n. pl. of* **shelf**
***shepherd** 15 ['ʃepəd] *n.* karjane
shine 3 **(shone, shone)** *v. i.* paistma; läikima
shining 7 *part. a.* läikiv, hiilgav
ship 16 *n.* laev
s h i r t *n.* särk
s h o e [ʃu:] *n.* king
shone [ʃɔn] *past of* **shine**
shook *past of* **shake**
s h o o t (shot, shot) *v. i.* laskma (tulistama)
***shooting** R A *n.* laskmine (tulistamine)

shop 6 *n.* kauplus, pood
shop *v. t.* sisseoste tegema (haril. **go shopping**)
short *a.* lühike
for short 11 lühendatult, lühendatud nimetusega
***shot**[1] R A *n.* lask
shot[2] *past and p. p. of* **shoot**
should 3 [ʃud] *past of* **shall**
I should like 3 ma tahaksin
shoulder 3 ['ʃouldə] *n.* õlg (õla)
shout *v. i.* hüüdma, kisama
shout 8 *n.* hüüd, hõige, kisa
show [ʃou] **(showed, showed** or **shown)** *v. t.* näitama
shown *p. p. of* **show**
shut (shut, shut) *v. t.* sulgema; *a.* suletud
Siberia R [sai'biəriə] *n.* Siber
side 8 *n.* külg; pool
***sight** 7 *n.* nägemine; vaade, vaatepilt, vaatamisväärsus
silence 8 *n.* vaikus
***silent** R *a.* vaikne, vaikiv
***silly** E ['sili] *a.* rumal, kohtlane
silver *n.* hõbe
simple 1 *a.* lihtne
simply *adv.* 2 A lihtsalt
since 11 *prep.* (mingist ajast) saadik, -st peale
sing (sang, sung) *v. t. & i.* laulma
***sir** 2 A *n.* härra (kõnetlusvormina)
sister *n.* õde
sit (sat, sat) *v. i.* istuma
sit down maha istuma, istet võtma
situation 16 [ˌsitju'eiʃn] *n.* olukord
six *num.* kuus
***size** 14 A *n.* mõõt, suurus
skate *v. i.* uisutama
***skating** E *n.* uisutamine
skates *n. pl.* uisud
***skating-rink** *n.* uisutee, liuväli
***sketch** 16 *n.* skits, visand, üldjooneline kavand
ski [ʃi:, ski:] *v. i.* suusatama
***skiing** E *n.* suusatamine
skis *n. pl.* suusad
***skill** R *n.* osavus, oskus, vilumus
skin 15 *n.* nahk; kest
sky *n.* taevas
***slave** 10 *n.* ori
sleep (slept, slept) *v. i.* magama
***sleep** R *n.* uni
sleepy 12 *a.* unine
slept *past and p. p. of* **sleep**
slogan *n.* loosung
slow [slou] *a.* aeglane
slowly *adv.* aeglaselt
small 1 *a.* väike, ahtake
smell *v. t. & i.* nuusutama, haistma; lõhnama
smile *v. i.* naeratama
smile *n.* naeratus
smiling 7 *part. a.* naeratav
Smith 2 A [smiθ] *n.*
snow [snou] *n.* lumi
snow *v. i.* lund sadama
it is snowing lund sajab
***snow-storm** R *n.* lumetorm, -tuisk
so *adv.* nii, sel kombel, niisiis; *conj.* nii et, sellepärast
***soap** 12 A *n.* seep
socialism ['souʃəlizm] *n.* sotsialism
socialist ['souʃəlist] *a.* sotsialistlik; *n.* sotsialist
sofa *n.* sohva
***softly** *adv.* R A vaikselt, mahedalt
***soil** R *n.* pinnas, muld, maa
sold *past and p. p. of* **sell**

soldier ['souldʒə] *n.* sõdur
***solidarity** R [ˌsɔliˈdæriti] *n.* solidaarsus, ühtekuuluvus
some [sʌm] *pron.* keegi, mingi; mõni, mõned; natuke
somebody ['sʌmbɔdi], **someone** ['sʌmwʌn] *pron.* keegi
something ['sʌmθiŋ] *pron.* miski, midagi, mingi asi
sometimes 13 ['sʌmtaimz] *adv.* vahel, mõnikord
somewhere 14 ['sʌmwɛə] *adv.* kuskil(e), kuhugi
son 11 [sʌn] *n.* poeg
song *n.* laul
soon *adv.* varsti, peatselt
***soot** 6 A [sut] *n.* tahm, nõgi
sorry *pred. a.* kurvastav, kahetsev
I am sorry mul on kahju, vabandage
***soul** R [soul] *n.* hing
***sound** E *n.* hääl, heli, kõla
soup [su:p] *n.* supp, leem
south 5 *n.* lõuna (ilmakaar)
southern 9 A ['sʌðən] *a.* lõuna-, lõunapoolne
Soviet ['sɔviet, 'souviet] *n.* nõukogu
***sow** R [sou] *v. t.* külvama
***sparrow** R A ['spærou] *n.* varblane
speak (spoke, spoken) *v. i.* kõnelema, rääkima
***special** E ['speʃl] *a.* eriline, spetsiaalne
spend 2 **(spent, spent)** *v. t.* veetma; **spend (spent, spent)** *v. t.* kulutama
spent *past and p. p. of* **spend**
spoke *past of* **speak**
spoken *p. p. of* **speak**
spoon *n.* lusikas
sport *n.* sport
spring *n.* kevad
***square** E *n.* väljak
stand (stood, stood) *v. i.* seisma, püsti seisma
stand up üles tõusma
***state** E *v. t.* väitma, teatama; (ette) kindlaks määrama
***state**[1] R *n.* riik
***state**[2] 9 A *n.* (Am.) osariik
station 11 *n.* jaam
***stay** 10 A *v. i.* jääma, viibima
steal 10 **(stole, stolen)** *v. t.* varastama
***step** 10 A *n.* aste, samm
***steppe** R *n.* stepp
stick *n.* kepp, pulk
still[1] 5 *adv.* ikka veel, veel, siiski
still[2] *a.* vaikne, rahulik
stocking *n.* sukk
stole *past of* **steal**
stolen *p. p. of* **steal**
***stone** E *n.* kivi
stood (stud) *past and p. p. of* **stand**
stop *v. t. & i.* peatuma; peatama, tõkestama; lakkama
***stork** 15 A *n.* toonekurg
story *n.* jutt
stove *n.* ahi
Stowe 9 A [stou] *n.*
***straight** R A *adv.* otse
***strange** E [streindʒ] *a.* võõras, tundmatu; võõrastav, kummaline
street *n.* tänav
strength 8 [streŋθ] *n.* jõud, tugevus
strong *a.* tugev
***strong-point** 8 *n.* kindlus, kindlustatud punkt

student 1 [ˈstjuːdnt] *n.* õpilane, üliõpilane
study 1 [ˈstʌdi] *v. t. & i.* õppima, uurima; uurivalt vaatlema
*studies 1 *n. pl.* õpingud
*stump R A *n.* känd, konts, tüügas
*subject E *n.* alus (gramm.)
such 9 *pron.* niisugune, säärane
sudden 8 *a.* äkiline
suddenly *adv.* äkki, järsku
*suffer 15 A *v. i.* kannatama
*suit[1] 12 A [sjuːt] *n.* ülikond
*suit[2] R A [sjuːt] *v. t.* sobima; sobitama, kohaseks tegema
*suitable E *a.* sobiv
*sum 9 A *n.* summa
summer *n.* suvi
in summer suvel
*ˈsummer-ˌcottage 2 [-ˌkɔtidʒ] *n.* suvila
sun *n.* päike
Sunday 4 [ˈsʌndi] pühapäev
on Sunday pühapäeval
sung *p. p. of* sing
*ˈsunlit R *a.* päikesest valgustatud
*sunny E *a.* päikeseline, päikesepaisteline
*ˈsunshine R *n.* päikesepaiste
in the sunshine päikesepaistel
*supper R A *n.* õhtusöök
sure 4 [ʃuə] *a.* kindel; veendunud
surˈprise 14 *n.* üllatus
surprise *v. t.* üllatama
surˈprised 15 *past a.* üllatunud, üllatatud
*swallow R A [ˈswɔlou] *v. t.* neelama, neelatama
swam [swæm] *past of* swim
sweet *a.* magus; armas, meeldiv
*swiftly 7 *adv.* kiiresti
swim (swam, swum) *v. i.* ujuma
*syllable E *n.* silp

table *n.* laud
Tackleton 6 [ˈtækltn] *n.*
take (took, taken) *v. t.* võtma; viima
take back 14 tagasi viima
take care (of) 13 hoolitsema
take in 12 sisse võtma, sisse viima
take off 3 ära võtma, lahti riietuma
*take out E välja võtma
take part 1 osa võtma
take place aset leidma, toimuma
take the train 4 rongile asuma, rongiga sõitma
*tale 3 A *n.* muinasjutt; jutt, lugu
talk [tɔːk] *v. i.* vestlema kõnelema
talk *n.* vestlus, kõnelus
tall *a.* kõrge, pikakasvuline
*tangerine R [ˈtændʒəˈriːn] *n.* mandariin (puuvili)
tank [tæŋk] *n.* tank
*task R *n.* ülesanne
taught [tɔːt] *past and p. p. of* teach
tea *n.* tee (jook)
teach 9 (taught, taught) *v. t. & i.* õpetama
teacher *n.* õpetaja
*tear 13 [tɛə] (tore, torn) *v. t. & i.* rebima, käristama; rebenema
teeth *n. pl.* hambad
*telephone 2 A [ˈtelifoun] *v. i.* telefoneerima
*telephone E *n.* telefon
tell (told, told) *v. t.* ütlema; jutustama; käskima
terrible 14 [ˈterəbl] *a.* hirmus, kohutav
terribly 10 A *adv.* hirmsasti

terror 14 *n.* terror, hirmuvalitsus; (kabu-) hirm

***text** E *n.* tekst

***text-book** 13 *n.* õpik

than *conj.* kui (keskvõrde järel)

thank *v. t.* tänama

thank you tänan teid

thanks 7 *n. pl.* tänu

that *pron.* too; kes, mis, milline

that *conj.* et

that's = **that is**

theatre 4 [ˈθiətə] *n.* teater

them'selves 16 *pron.* nemad ise, (nemad) ennast

then *adv.* siis

there [ðɛə] *adv.* seal

***therefore** R [ˈðɛəfɔ:] *adv.* sellepärast

these [ði:z] *pron. pl. of* **this** need

thick 15 *a.* paks

***thief** 15 [θi:f] *n.* varas

thing *n.* asi

think 4 [θiŋk] **(thought, thought)** *v. t. & i.* mõtlema, arvama

third *num.* kolmas

this [ðis] *pron.* (*pl.* **these**) see

***thorn** 14 *n.* okas

those 10 [ðouz] *pron.* (*pl. of* **that**) nood

thought[1] [θɔ:t] *past and p. p. of* **think**

thought[2] 5 [θɔ:t] *n.* mõte

thousand [ˈθauzənd] *num.* tuhat

three [θri:] *num.* kolm

***threshing-machine** R [ˈθreʃiŋməˌʃi:n] *n.* rehepeksumasin

threw [θru:] *past of* **throw**

through [θru:] *prep.* läbi

***through'out** 16 läbi ja läbi, igas suhtes

throw 8 [θrou] **(threw, thrown)** *v. t.* viskama, paiskama, pilduma

thrown [θroun] *p. p. of* **throw**

***thunder-storm** R *n.* äike

Thursday 8 [ˈθə:zdi] *n.* neljapäev

thus 11 *adv.* nii, nõnda, sel kombel

tie *n.* side, kaelaside

tiger [ˈtaigə] *n.* tiiger

till *prep.* kuni; *conj.* kuni, seni kui

time *n.* aeg; kord

it is time on aeg

in time õigel ajal

what's the time? mis kell on?

tired 3 [ˈtaiəd] *a.* väsinud

I am tired ma olen väsinud

***tired-looking** R A *a.* väsinud ilmega

to [tu, tə] *prep.* -le, -ni, -ks, -sse, juurde, vastu, külge, kuni

to'day *adv.* täna

together [tə'geðə] *adv.* koos

told *past and p. p. of* **tell**

***tomato** R [tə'ma:tou] *n.* tomat

tomorrow [tə'mɔrou] *adv.* homme

tongue [tʌŋ] *n.* keel (elund)

too *adv.* ka, samuti; liig

took *past of* **take**

top 6 *n.* tipp, hari, latv, ülemine ots

***tore** *past of* **tear**

torn *p. p. of* **tear**

touch [tʌtʃ] *v. t.* puudutama; (südant) liigutama

towards 8 [tɔ:dz] *prep.* (millegi, kellegi) poole, suunas, vastu

***towel** 12 A [ˈtauəl] *n.* käterätt
town 2 [taun] *n.* linn
t o y 6 *n.* mänguasi, lelu
***ˈtoymaker** 6 *n.* mänguasjade valmistaja
ˈtoy-shop 6. n. mänguasjadekauplus
***tractor** R *n.* traktor
train 4 *n.* rong
take the train rongile asuma, rongiga sõitma
t r a m *n.* tramm
take the tram trammile asuma, trammiga sõitma
***tramp** 16 *v. i.* matkama (jalgsi)
***translate** E [trɑːnsˈleit] *v. t.* tõlkima
transˈlation 1 *n.* tõlge
travel 16 [ˈtrævl] *v. i.* reisima, rändama
travel *n.* reis
traveller 16 *n.* reisija
***treasure** R [ˈtreʒə] *n.* aare, kallis vara
t r e e *n.* puu
tried [traid] *past of* **try**
***trill** R A *n.* triller
trill *v. t.* trillerdama
ˈtrolley-bus 11 *n.* trolleibus, elektriomnibus
true 6 [truː] *a.* õige, tõeline; truu, ustav
***trunk** R A [trʌŋk] *n.* tüvi, kere
t r y (tried, tried) *v. t.* püüdma, katsuma, proovima
Tuesday 4 [ˈtjuːzdi] *n.* teisipäev
turn[1] 7 *v. t. & i.* pöörama, pöörduma; keerama, käänama; pöörlema
turn down 13 allapoole painutama
turn[2] *n.* kord, järjekord
t w e l v e *num.* kaksteist
t w e n t y *num.* kakskümmend
***twice** 12 A *adv.* kaks korda
t w o [tuː] *num.* kaks
***type** E *n.* tüüp
***typhus** 10 [ˈtaifəs] *n.* tüüfus

U

ugly 6 [ˈʌgli] *a.* inetu, vastik, ebameeldiv
Ukraine (the) R [juːkrain] *n.* Ukraina
Ukrainian [juːˈkrainiən] *a.* ukraina
***unbreakable** 11 A [ˈʌnˈbreikəbl] *a.* murdumatu
***ˈunˈbroke = unbroken** 7 *a.* purustamatu
u n c l e [ˈʌŋkl] *n.* onu
u n d e r *prep.* all, alla
ˈunderground 11 *a.* maa-alune
***ˌunderˈline** E *v. t.* alla kriipsutama
ˌu n d e rˈs t a n d (ˌunderˈstood, ˌunderˈstood) *v. t.* aru saama, mõistma
ˌunderˈstood *past and p. p. of* **understand**
***ˈunˈdress** 12 A *v. i.* lahti riietuma (täiesti lahti riietuma, mitte ainult üliriideid ära võtma)
***ˌunˈdying** 11 A *a.* surematu
***ˈunˈhappy** 10 *a.* õnnetu
u n i o n [ˈjuːnjən] *n.* liit
the Soviet Union Nõukogude Liit
uˈnite 9 *v. t. & i.* ühinema, ühendama
united 9 [juˈnaitid] *a.* ühendatud
the United States 9 *n. pl.* Ameerika Ühendriigid
***university** 1 [juːniˈvəːsiti] *n.* ülikool

'un'known 16 *a.* tundmatu, teadmatu

***unpleasant** R A ['ʌn'pleznt] *a.* ebameeldiv

up *adv.* üles, üleval *prep.* (millestki, kuidagi mööda) üles

use [ju:z] *v. t.* tarvitama, kasutama

use 16 [ju:s] *n.* kasutamine, tarvitamine; kasu; harjumus

***useless** R A ['ju:slis] *a.* kasutu

(the) U.S.S.R. 5 **(the Union of Soviet Socialist Republics)** ['jueses'a:] *n.* NSVL

***usual** R ['ju:ʒuəl] *a.* harilik, tavaline

***as usual** R nagu harilikult

usually 2 *adv.* harilikult

V

***valley** R ['væli] *n.* org

***vanquish** ['væŋkwiʃ] *v. t.* võitma, võitu saama

vegetable 12 ['vedʒitəbl] *n.* aedvili

vegetable garden 12 *n.* juurviljaaed

***verb** E *n.* pöördsõna, verb

very ['veri] *adv.* väga

very much väga (verbi järel)

vic'torious 8 [vik'tɔ:riəs] *a.* võidukas

victory *n.* võit

village ['vilidʒ] *n.* küla

visit 12 ['vizit] *n.* külastus

visitor R *n.* külaline, külastaja

voice 7 *n.* hääl

'volley-ball *n.* võrkpall, käsipall

W

Wadsworth 7 ['wɔdzwəɪθ] *n.*

wait *v. i.* ootama

***wake (up)** 9 A **(woke, waked)** *v. t. & i.* ärkama, äratama

***waken** 12 A *v. t. & i.* äratama, virgutama; ärkama, virguma

walk [wɔ:k] *v. i.* jalutama, kõndima

***walk on** E edasi kõndima

walk 2 *n.* jalutuskäik, käik

go for a walk 2 jalutama minema

wall *n.* sein

Walter Scott 8 ['wɔ:ltə'skɔt] *n.*

want *v. t.* tahtma, soovima; puudust tundma, vajama

war *n.* sõda

warm[1] [wɔ:m] *a.* soe

it is warm on soe

***warm**[2] 3 A *v. t.* soojenema, soojendama

***warmth** R [wɔ:mθ] *n.* soojus

***warning** R *n.* hoiatus

was [wɔz] **past of be**

wash *v. t. & i.* pesema, loputama, uhtuma

wasn't = was not

watch[1] *n.* taskukell, uur

watch[2] 9 *v. t.* vaatlema, jälgima, valvama

***watchful** 15 *a.* valvas

water ['wɔ:tə] *n.* vesi

***water baby** 6 A väike vetevaim

way 2 *n.* tee

on the way 3 A teel

in this way sel kombel

weak 14 *a.* nõrk

become weak 14 nõrgaks jääma

***weak-minded** R A ['wi:k'maindid] *a.* nõrgamõistuseline

***wear** R A **(wore, worn)** *v. t.* kandma (riietust)

weather ['weðə] *n.* ilm

Wednesday 4 ['wenzdi] *n.* kesknädal

week *n.* nädal

week-end 12 *n.* nädalalõpp (puhkeaeg laupäevast esmaspäevani)
***weld** 11 A *v. t.* keevitama, kokku taguma (piltl. ühte sulama, ümber kujundama)
well[1] **(better, best)** *adv.* hästi
I am well ma olen terve
well[2] 4 *int.* hea küll, hästi, niisiis
we'll [wi:l] = **we will**
***well-'drawn** 16 *part. a.* hästi joonistatud, kujutatud
***well-'known** E *part. a.* tuntud, kuulus
went *past of* **go**
were [wə:] *past of* **be**
west R *n.* lääs
wet 4 *a.* märg, niiske, vihmane
what *pron.* mis, milline, selline ... mis
***wheat** R *n.* nisu
when *adv., conj.* millal, kui, siis kui
where [wɛə] *adv., conj.* kus, kuhu
whether 11 ['weðə] *conj.* kas (kaudses küsimuses)
I don't know whether he is here or not ma ei tea, kas ta on siin või ei ole
which ['witʃ] *pron.* mis, kes (millegi või kellegi hulgast), kumb
while 2 *conj.* kuna, sel ajal kui
***whistle** R A ['wisl] *n.* vile
white *a.* valge
who [hu:] *pron.* kes
whole [houl] *pron.* terve, kogu
whom [hu:m] *pron.* keda
whose 3 [hu:z] *pron.* kelle
why[1] [wai] *adv.* miks
that is why sellepärast, vaat', miks
***why!**[2] 4 *int.* kuidas! oh! (väljendab imestust, kannatamatust, vastuvaidlemist)
wide 12 *a.* lai, avar
wife 11 *n.* (*pl.* **wives**) naine, abikaasa
wild 14 *a.* metsik
will *abiverb* tuleviku moodustamisel
***will** R *n.* tahe
wind (wind] *n.* tuul
window ['windou] *n.* aken
windy 3 ['windi] *a.* tuuline
winter *n.* talv
in winter talvel
with [wið] *prop.* -ga; (millegagi) ühes, kaasas, kaasa
without 7 [wi'ðaut] *prep.* ilma
wolf 15 [wulf] *n.* (*pl.* **wolves**) hunt
wolves [wulvz] *n. pl. of* **wolf**
woman ['wumən] *n.* (*pl.* **women**) naine
women ['wimin] *n. pl. of* **woman**
***wonder** 15 A ['wʌndə] *v. i.* imestama, imestust tundma, uudistama, teada tahtma
I wonder who that was ei tea (huvitav teada), kes see oli
***wonderful** R ['wʌndəful] *a.* imestusväärne; imeilus
won't [wount] = **will not**
wood[1] [wud] *n.* (sageli mitm.) mets
wood[2] [wud] *n.* puumaterjal, puit
wooden 1 ['wudn] *a.* puust, puu-
word [wə:d] *n.* sõna
wore [wɔ:] *past of* **wear**
work [wə:k] *v. i.* töötama
work *n.* töö; teos; tegu
worker *n.* tööline, töötaja
'work-room 6 *n.* töötuba
works 1 *n. pl.* teosed
world *n.* maailm

worm 12 [wəːm] *n.* uss

worn [wɔːn] *p. p. of* **wear**

***worse** E [wəːs] *a., adv.* (*kesk-võrre sõnast* **bad**) halvem, halvemini

***worst** E [wəːst] *a., adv.* (*ülivõrre sõnast* **bad**) halvim, halvimini

***worthy** R ['wəːði] *a.* vääriline, väärіv

would 4 [wud] *past of* **will**

he would like 4 ta tahaks

wound (wuːnd] *v. t.* haavama

wound *n.* haav

wounded ['wuːndid] *past*; *a.* haavatud

***wrest** R *v. t.* väänama; käest kiskuma

***wring** R A *v. t.* (pigistades) väänama; välja pigistama, (kaela kahekorra) keerama

write [rait] **(wrote, written)** *v. t. & i.* kirjutama

***write down** E üles kirjutama, kirja panema

writer 13 *n.* kirjanik

written *p. p. of* **write**

***wrong** 10 A *n.* ülekohus, ebaõiglus

wrong R A *a.* vale, ebaõige, väär, ekslik

wrote *past of* **write**

Y

Y. C. L. 9 **(the Young Communist League)** ['waisiː'el] *n.* kommunistlik noorsooühing

year [jəː, jiəː] *n.* aasta

yellow ['jelou] *a.* kollane

yes [jes] *adv.* jah

yesterday ['jestədi] *adv.* eile

yesterday morning eile hommikul

yet *adv.* veel, veelgi, alles; siiski

not ... yet mitte veel

you'll [juːl] = **you will**

young [jʌŋ] *a.* noor

you're = **you are**

yourself 14 [jɔː'self, juə'self] *pron.* (*pl.* **yourselves**) teie ise, teid ennast

yourselves 13 *pl. of* **yourself**

youth [juːθ] *n.* noorus, noorpõlv; nooruk; noored (inimesed)

Z

zoo [zuː] = **zoological garden** [zu'lɔdʒikəl 'gaːdn] *n.* loomaaed, zooloogia-aed

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