

M.KREUTZBERG

ENGLISE

KEELE

OPPE

RAAMAT

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KIRJASTUS "KOOL"

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M. KREUTZBERG

INGLISE KEELE ÕPPERAAMAT

III

Progümnaasiumi III klassi kursus



KIRJASTUS „KOOL“, TARTU
1938

ARHIIVKOGU

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TARTU ÜLIKOOI
RAAMATUKOBU

Trükikoda „VARRAK“ Tartus, Suurturg 2. 1938.

LESSON 1.

A Rhyme of Harvest.

See! The wide cornfields are shining like gold;
Heavy the **ears** with the **grain** that they hold.
Cut them, O **reapers**, this bright autumn day,
Bind them and carry and **stow** them away.

See! The slow **waggons** bring over the hill
Grain for the **mill**er to **grind** in his mill.
Hurry, O miller, it must not be late,
Down in the town for the flour they wait.

See! The kind **baker** in cap clean and white,
Busily working from morning till night,
Kneading and baking for you and for me
Bread for our breakfast and cakes for our tea.

LESSON 2.

An Invitation.

Some days before the **Easter** holidays a letter came from London. It was from Uncle Henry. Mr. Henry Allan is a teacher of **modern** languages in a secondary school for boys in London. Uncle Henry invited Jim to

come and spend a week in London. As the railway fares are very **expensive** in England, Uncle Henry had also sent a **postal order** for £ 2 to buy the ticket to London.

The parents decided for Jim to **accept** this kind invitation, as it was the only **opportunity** for Jim to see the **capital** at such an early age. Charlie had been to London a year before, and it had been Uncle Henry again who had helped him to make this expensive journey.

Jim was delighted, of course.

When the holidays came, and all the necessary **preparations** had been made, Jim was seen off by his parents. Charlie had lent him his camera, and Jim felt very happy, because now he could take photos of everything he liked.

When he was sitting in the train, he could scarcely believe he was going to the capital.

It was really too wonderful.

Exercise (1.) Use the right form of the verb.

1. Yesterday Jim's father (get) a letter from his brother.
2. Uncle Henry has (write) and (invite) Jim to come to London.
3. Of course, Jim (feel) very glad.
4. His elder brother has (be) to London.
5. Last year he had (spend) several weeks in the capital.
6. When he came back, he (say) that he had (have) a fine time there.
7. Has he (show) you his fine pictures?
8. He (choose) some of them and (give) them to me.
9. They have (cost) him much money.
10. Where has he (buy) them?

habandam
Exercise (2). 1. How do you apologize a) when you have forgotten your copy-book, b) when you have not prepared your lesson? 2. What do you say when you meet your friends? 3. How do you express thanks? *see sonnet*

Exercise 3. Read: 1. It happened on January 3, 1642. 2. King James died on March 27, 1625. 3. Dick was born on May 9, 1926. 4. My father's birthday is on June 22.

LESSON 3.

A Conversation. *see*

see oppida just
O Harry: I say, Phil, where are you going? You seem to be in a hurry.

O Philip: I am in a hurry. Don't stop me. I'm going to the station to meet my cousin Jim. The train arrives at four thirty-eight (4.38), and it's already a quarter past.

Harry: Oh no, your **watch must be fast**. It's only a quarter to four.

Philip: Are you sure your watch is right? Oh, then, of course, I have **plenty** of time. I must meet my father before the train comes in. Come to the station with me.

Harry: I'm sorry I can't go. I have to go to the **bicycle** shop to fetch my bicycle. I had **an accident** this morning. I fell off my bicycle.

Philip: How did it happen?

Harry: I was **knocked down** by another **bicyclist** who was **racing like mad**.

Philip: Are you not hurt?

Harry: Oh, I got some **cuts** on my knees and on my left arm. But the front **wheel** of my bicycle was **smashed**. I left it in a bicycle shop to be **mended**.

Philip: Well, worse things happen at sea, as the saying is. What does your aunt say?

Harry: Aunt Polly doesn't know.

Philip: All right then. So long.

Harry: So long, Phil.

Grammar:

To Have.

1. I **have** a little cottage in the country.
2. He **has accepted** my invitation.
3. All pupils **have** to study.
1. *To have* is used as a principal verb to denote possession.
2. It is used as an auxiliary verb to form compound tenses.
3. When followed by an infinitive with *to*, it expresses a duty or an obligation.

Note the following expressions:

Come and **have** dinner with us.

Let us go and **have** a cup of tea.

Have another (= veel üks) apple.

They are **having** supper.

Exercise 1. Translate into English:

1. Mul ei ole juhusid neid kohata. 2. Kas olete kõik ettevalmistused teinud? 3. Olin täiesti unustanud teha ettevalmistusi. 4. Kus olete purustanud oma taskukella? 5. Mis on teil täna teha? 6. Mul on mõned harjutused kirjutada. 7. Ma pidin ootama kella kaheksani. 8. Kas pidite töötama kogu päeva? 9. Jah, ma pidin. 10. Ma pean need harjutused ümber kirjutama. 11. Tulge meiega hommikueinet sööma. 12. Jooge veel üks tass teed, palun!

Exercise 2. Suppose you are Harry. Describe the accident.

LESSON 4.

Jim's First Impressions of London.

Jim arrived safely in London on Tuesday afternoon. Uncle Henry and his elder son Philip had come to meet him. When Jim left the train, he felt quite **con-
fused**. What a crowd of people! Jim could not imagine how Uncle Henry had been able to find him in that crowd. When the **greetings** and questions were over, they took a bus to ride home. When they had got their seats on the top of the **two-storied** bus, Jim said: "London is much larger than I thought."

Uncle Henry smiled and said: "To-morrow you will see more of London."

When they reached home, Jim was **received** by Aunt Emily and his younger cousin Dick. More greetings and questions about Jim's parents and other relatives followed.

After dinner Jim remembered that he had promised his parents to write and tell them of his **arrival** in London.



The Pillar Box.

He at once wrote a few words, and then Jim and Philip went to **drop** the letter into the **pillar-box** which was not far from their home.

When it was time to go to bed, Uncle Henry gave Jim a **diary** and said: "You must keep a diary while you are in London. You must write in it what you do and see every day. Afterwards you will be very much interested

to **recall**, with the help of the diary, your first visit to London."

Grammar.

May — can.

1. **May I** (kas tohin) ask you a question?

Certainly, you **may**.

May I take your book?

May I come another time?

May I do it now?

No, you **must not** (teie ei tohi) do it now.

2. **Can you** (kas oskate) translate this sentence?

Of course, I **can**.

Can you ride?

Can you (kas suudate) run as fast as he?

Can you (kas võite) lend me your grammar?

I am sorry, I **cannot**.

Could you (kas võiksite) tell me the time?

Could you let me have it?

1. **May** is used to ask permission.

2. **Can** means "to be able" and is used to express the ability to do something.

Exercise 1. Translate:

1. Kas ma tohin vaadata neid ülesvõtteid? 2. Kas ma tohin teiega kaasa minna? 3. Kas te oskate ujuda? 4. Kas te saate töö täna lõpetada? 5. Kas te võite mulle

laenata oma vihmavarju? 6. Mul on väga kahju, ma ei saa. 7. Kas ma tohin laulda siin? 8. Ei, te ei tohi laulda praegu. 9. Kas te võiksite mulle natuke raha laenata? 10. Kas te võiksite seda teha minu pärast?

Exercise 2. Change these sentences into the past.

1. Some reapers are cutting corn in the field. 2. The corn is waving in the sun and shining like gold. 3. The millers are grinding the corn. 4. The bakers are kneading and baking bread. 5. They are working from morning till night. 6. Phil is going to the station. 7. His father is waiting for him at the station. 8. Harry is cycling very fast. 9. Another bicyclist is racing like mad. 10. Harry is taking his bicycle to the bicycle shop.

LESSON 5.

see... 6 kirsinud

Jim's First Walk in London.

The next day, after breakfast, Uncle Henry took Jim and Phil for a walk. The street looked rather quiet and **deserted**. But when they turned round the corner, they found themselves in one of the crowded main streets. Here the **traffic** was very great. Jim saw lines of two-storied red buses, taxis, cars, and **lorries** move along the street. Everywhere were **posters**. Even the buses were covered with large posters. The **pavements** were crowded with people.

Jim was somewhat alarmed at the thought of crossing the street. "It is impossible to cross the street here," he said at the corner.



London Traffic.

Uncle Henry said, "Let us go to the next corner."

Before long they had arrived at the corner. At the crossing, in the midst of the traffic stood a policeman.

"Don't be afraid," said Phil, "the policeman will stop all the traffic to let the people cross the street."

Phil was right, and before long they were all safe on the other side.

Jim admired the policeman very much.

Exercise 1. Make sentences with:

to school	at school	from school
to church	at church	from church
to the station	at the station	from the station

Exercise 2. Put in the prepositions.

1. We are going to meet our cousin at the station.
2. I think we shall have to wait for him.
3. We have plenty a time.
4. The buses are covered with large posters.
5. What is printed on this poster?
6. Shall we ride on the top of the bus?
7. I fell off my bicycle.
8. I was knocked down by a car.
9. I have some bad cuts on my left knee.
10. He was alarmed at the thought.

Exercise 3. Translate:

1. Mis on juhtunud?
2. Mu onupoeg on jalgrattalt kukkunud ja on vigastanud oma vasaku jala.
3. Kas te saate teda aidata?
4. Kas ma tohin teie onupoega külastada?
5. Palun tulge meile õhtusöögile!
6. Palun jooge tass teed!
7. Sööge (natuke) võileiba ja üks muna!
8. Palun võtke veel üks kook!
9. Kas te saate minuga kaasa tulla?
10. Lähme joome tass coffee kohvi!
11. Mul on väga kahju, ma ei saa minna.
12. Mul ei ole aega, pean täna mõned kirjad lõpetama.
13. Kas võite mulle oma

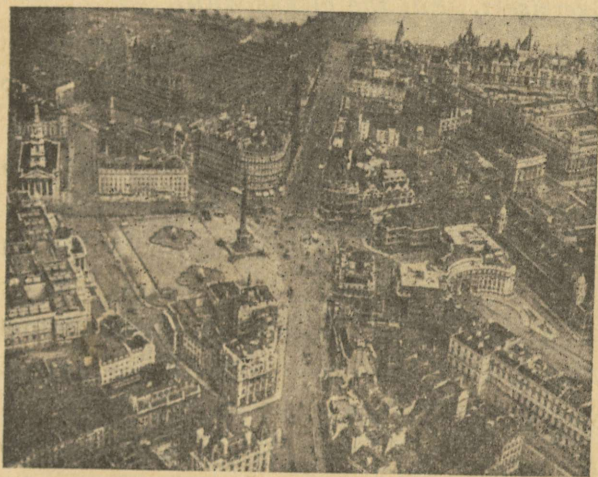
jalgratta laenata? 14. Muidugi võin. 15. Kuid te ei
tohi unustada, et ma jalgratast vajan pealelõunaks.

LESSON 6.

Jim's First Walk in London.

(Continued.)

Jim will never forget that first walk in London. The
stream of traffic seemed endless. Yet the people moved



Trafalgar Square.

along in a quiet stream, always keeping to the left. Boys
selling **newspapers** seemed to be everywhere. They offered
their papers, shouting loudly. Jim could not quite under-
stand what they were shouting.

Some boys were carrying in front of them large posters with something **printed** on them in large black letters.

Meanwhile they had come down the Strand and reached Trafalgar Square. Uncle Henry **pointed out** to the boys Nelson's **Column** with the **lions** at its **base**. Jim tried to listen to what Uncle Henry was saying about the great **national** hero, but the **pigeons** that were flying about made it very hard for him, for they **attracted** his attention.

Exercise 1. Fill the blanks with:

traffic, poster, plenty of, diary, attracted, deserted, to recall, endless, policeman, printed, pillar-box, pigeon, point out.

1. On Sunday many streets look —. 2. Do you keep a —? 3. A — is a bird. 4. My brother wanted to become a —. 5. To remember means —. 6. My attention was — by a large —. 7. He has — money. 8. What did he — to you? 9. He dropped the letter into the —. 10. What is — on this poster? 11. The — in our town is not very great. 12. Your story seems to be —.

Exercise 2. Write questions to which the following answers may be given:

1. I am sorry, I could not.
2. I had an accident.
3. I was knocked down by a lorry.
4. At a crossing.
5. I didn't pay attention.

Exercise 3. Translate:

1. Kas te võiksite mulle laenata oma fotoaparaadi?
2. Me kavatseme teha väljasõidu ja ma tahan teha ülesvõtteid oma sõpradest.
3. Kas võiksite mulle öelda, kus ma saaksin piltpostkaarte osta?
4. Jah, võin küll.
5. Kas te võiksite mulle mõned kirjamargid anda?
6. Mul on kahju, mul ei ole ühtki marki.
7. Kas ma saan (suudan) teid aidata?
8. Kindlasti saate.
9. Kas ma tohin nüüd alata?
10. Ei, te ei tohi alata enne kella kümmet.
11. Kas teil on mulle midagi öelda?
12. Jah, on. Kuid mul ei ole praegu aega.

LESSON 7.

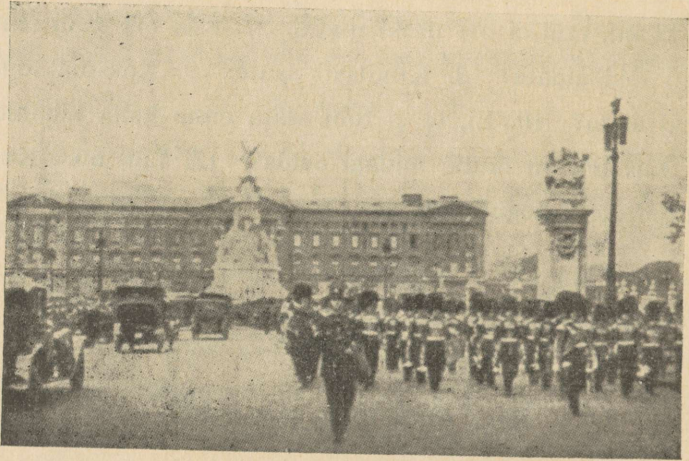
Jim's First Walk in London.

(Continued.)

Then Uncle Henry bought a little **bag** of nuts for the boys to feed the pigeons. These birds were so **tame** that they came and took their food from the boys' hands. Jim was **anxious** to see Buckingham Palace. They left Trafalgar Square, went along a very beautiful street and came to Buckingham Palace. They stopped to look at the Queen Victoria **Monument** which is in front of the Palace.

Uncle Henry said that Queen Victoria was the great-grandmother of the **present** king of England.

Jim felt somewhat disappointed. He had thought kings and queens used to live in splendid palaces. This large grey building disappointed him.



Buckingham Palace.

When they came home, Uncle Henry said there was no more **sight-seeing** that day, for they all were rather tired. Afterwards he gave Jim a book about **popular** heroes. In that book Jim read about **Admiral** Nelson.

Grammar.

Division of Syllables.

1. fine, hope, dream, place
- 2 a. mo-nu-ment, a-ni-mal, a-lone
- b. bu-sy, sea-son, beau-ti-ful, fa-ther
- c. ex-ample, ex-amine
1. Words pronounced as one syllable are not divided.
- 2 a. Words of two or more syllables are divided according to their pronunciation.
- b. A consonant (also *ch*, *sh*, *ph*, *th*) between two vowels belongs to the next syllable.
- c. The letter *x* always belongs to the preceding syllable.

The sign (-) joining two syllables or words is called the **hyphen**.

Exercise 1. Divide these words into syllables:

funny, family, belong, mother, cover, beautiful, every, happy, lovely, excuse, about, duty.

Exercise 2. Make sentences, each of them containing three of the words given here:

bag, drop, nuts; anxious, palace, monument; English, opportunity, conversation; expensive, life, capital; traffic, arrival, confused; shining, reaper, corn.

Exercise 3. Suppose you are Jim. Tell of your experiences.

LESSON 8.

Admiral Nelson.

*Robinson
Kaiser*

Horatio Nelson was born in 1758 as the son of a **clergyman**. Already as a little boy, he showed his strong **will** and **sense** of **duty**.

Nelson and his brother William had to ride to school every morning.

One winter morning the snow was very deep, and the boys returned. Their father told them to try again. "If you find it too **dangerous**," he said, "you may come back. But remember, boys, I leave it to your **honour**."

The boys started off once more. William found it too dangerous, and wanted to return, but Horatio said: "Father left it to our honour! We must go on!"

And at last they reached the schoolhouse.

Nelson's greatest desire was to go to sea. His parents **objected** to it, because Horatio was very small and **delicate**.

When he was twelve, he was allowed to go to sea with his uncle (his mother's brother) who was a captain in the **navy**. But soon this small and delicate boy showed his strong **character**. He **distinguished** himself by courage and **energy**.

At fifteen he was already an officer. At twenty-one Nelson was a captain in the navy. Then followed a quarter of a **century** during which Nelson rose **steadily** until he became an admiral.

Exercise 1. look or see?

1. There is nobody to — after this child. 2. — at the fine building which you can — on this side. 3. He — quite well. 4. What does he — like? 5. Do you — the bicyclist who is racing like mad? 6. — at this monument. 7. If you — out of the window, you can — the old mill.

Exercise 2. Translate into Estonian:

1. I am anxious to see the King. 2. He is the most popular boy (girl) among us. 3. This is the most dangerous trick you can imagine. 4. He is known for his sense of duty. 5. He lived in the 18th century. 6. You are not listening to me, what has attracted your attention? 7. I wonder how she is going to manage it. 8. How many newspapers are printed daily? 9. I am alarmed at the thought. 10. Have you (got) much money about you?

Exercise 3. Divide these words into syllables:

brother, again, divide, over, many, recall, lion, alarm, popular, hero.

Exercise 4. Make sentences with:

To go home.

To be at home.

To come from home.

To feel at home.

To leave home.

Pronounce: Buckingham, Trafalgar, Victoria, Horatio.

LESSON 9.

Admiral Nelson.

(Continued.)

gintudada

During the long war with France and some other countries, Nelson became very popular with the whole nation.

He was greatly **beloved** for his sense of duty. He never **spared** himself and **shared** every danger with those whom he led to **battle** and **victory**. He was always true and just.

He fought in many battles against the enemies of England and lost an eye and an arm. In the battle near Trafalgar in 1805, in which the English fought against the French, this great man **sacrificed** his life to his country.

After this battle one of his officers wrote to his wife: "A victory, such as was never gained before, took place yesterday. But we lost the bravest man and the kindest friend. I thank **God** he lived long enough to hear his brave men shout "victory!" "

The news of this great victory made England **rejoice**. Nelson's **memory** was highly honoured, and he was **regretted** by the whole nation.

oetal
Famous is the signal which is said to be given by Horatio Nelson before the battle of Trafalgar: "England expects every man to do his duty."

Grammar.

Division of Syllables.

3 a. **pret-ty, fel-low, sis-ter, chil-dren**

b. **pock-et, tick-et**

4. **up-on, un-til, use-ful, with-out**

3 a. Of two or three consonants the first belongs to the preceding syllable and the second and the third to the following syllable.

3 b. **ck** always belongs to the preceding syllable.

4. Compound words are divided according to their composition.

Questions: 1. Whose son was Horatio Nelson? 2. What was his greatest desire? 3. Why did his parents object to his going to sea? 4. When was he allowed to go to sea? 5. How did he distinguish himself in the navy? 6. Why was he beloved by his sailors? 7. When did Nelson become popular with the whole nation? 8. Against whom did the English fight in the battle of Trafalgar? 9. Find Trafalgar on the map. 10. Whom do you consider the greatest hero of your nation? 11. Are there any monuments in your town? 12. Who is the present King of England?

Exercise 1. Write answers to the questions and relate the story.

Exercise 2. Divide these words into syllables:

traffic, object, letter, expensive, country, hundred, consonant, birthday, understand, newspaper, something, corner.

LESSON 10.

Two Anecdotes about Nelson.

Nelson and the Sailor.

Soon after the battle of Copenhagen, Nelson paid a visit to a **hospital** at Yarmouth. He stopped at a bed on which a sailor was lying who had lost his right arm close to the shoulder.

"Well, Jack," said Nelson, "what's the matter with you?" "I've lost my right arm, your Honour." Nelson looked down at his own empty **sleeve**, laughed, and replied, "Well, Jack, you and I are both spoiled for fishermen; but **cheer up**, my brave **fellow**, we can still be very good sailors."

There is no "if".

Horatio Nelson was sitting in the **cabin** of his ship. On the table before him lay his plan for the battle which was to begin the next day. Around the table were his captains and many officers.

After the officers had studied the plan very carefully, one of them jumped up and said: "If we **succeed**, what will the world say?"

"There is no "if" in this case," answered Nelson.
"That we shall succeed is **certain**. Who may live to tell the tale, is a very different question."

Exercise 1. Translate into English: see

1. Kes aitas teil teha selle kalli reisi? 2. See oli ainuke juhus näha välismaid. 3. Ma olen praegu päris kohmetu. 4. Kes võttis teid vastu? 5. Mis te tegite, kui tervitused ja küsimused mööda olid? 6. Kas te peate päevikut? 7. Ma imetlen tema tugevat tahet ja energiat. 8. Tal on palju julgust. 9. Kõik ajalehed kirjutasid sellest kuulsast kangelasest. 10. See oli tõepoolest suur võit. 11. Kas te kahetsete seda? 12. Äрге tehke seda!

Exercise 2. Make sentences with: regret don't do it!

cheer up, in this case, share, succeed, certain, delicate.

Exercise 3. Divide these words into syllables:

certain, signal, officer, sentence, captain, harvest, clergyman, along.

LESSON 11.

The Sailor's Song.

Our home is the Ocean,
Our grave is the deep;
We feel no emotion
As on it we sleep;

depth

The waves are our pillow,
Our **cradle**, the sea,
The rougher the billow,
The happier we.

Our home is the Ocean,
A mariner's boast,
With waves in wild **motion**
We love it the most,
And 'tis our **endeavour**,
In battle and breeze,
That England shall ever
Be **lord** of the seas.

Grammar.

Division of Syllables.

- 5 a. sing-ing, count-ed, teach-er, rush-es, pre-pa-
ra-tion, na-tion-al
b. pla-cing, chan-ging
6. stop-ping, run-ner, o-mit-ted, big-ger
- 5 a. The endings **-ing**, **-ed**, **-er**, **-es**, **-est**, **-tion**, **-al**
form separate syllables.
- b. The letters **c** and **g** belong to the next syllable
when the mute **e** is omitted.
6. Double consonants are divided.

Exercise 1. Divide into syllables:

ocean, emotion, pillow, endeavour, rougher, sailor, reaper, kneading, catches, ringing, dropping, swimmer, thinner, shining.

Exercise 2. Give the past:

see

1. He loses no time in starting for England. 2. He pays about seven pounds for the ticket. 3. In England he feels quite lonely at first. 4. He hears a language which he has just begun to learn. 5. He only catches a few words. 6. His friend takes him to his room. 7. He thinks this room very nice. 8. He means to read a good many books. 9. His friend lends him his **novels**. 10. They cost a lot of money.

tolkida Robinson
jokkanta
LESSON 12.

At the Pictures.

see sonad
1 ja 3

One afternoon Uncle Henry and Aunt Emily were invited to a party. They allowed the boys to go to a cinema. There was a very large picture house in the **neighbourhood**. The long **programme** looked very **inviting**. It consisted of **Pictorial News**, a **Detective Drama**, a **Nature Study** film, and a **Comedy**.

Many people were standing before the **booking-office**. The boys, too, had to **line up**. Phil bought the tickets. They got seats for the **balcony**. They had scarcely sat down when the music began, and then the first film

fashionable - modern

appeared: Pictorial News. They saw the King and the Queen with their little princesses driving in an open car. It seemed to Jim the princesses smiled at them. Among other things they also saw a horse race. Jim was delighted. He likes horses very much, and the race was most exciting. The last part of this film **bored** the boys. It showed the latest **fashions**. They saw young ladies walking about and smiling at nothing. They heard some young girls say, "Wonderful, lovely, sweet, how fine!"

Exercise 1. Make sentences with:

into the street (tänavale)	in the street (tänaval)
into the house	in the house
into the country	in the country
into the field	in the field
into the garden	in the garden
into English	in English

Exercise 2. Give other words for:

- | | |
|---|---|
| 1. famous — <i>well known</i> | 7. a hundred years — <i>century</i> |
| 2. dear — <i>expensive</i> | 8. let fall — <i>drop</i> |
| 3. broken to pieces — <i>crushed</i> | 9. remember — <i>recall</i> |
| 4. reach the station — <i>arrive at the</i> | 10. liked by most people — <i>popular</i> |
| 5. without an end — <i>endless</i> | 11. a man who cuts corn — <i>reaper</i> |
| 6. not wild — <i>domestic</i> | 12. in weak health — <i>delicate</i> |

Exercise 3. Divide into syllables:

exercise, detective, booking, balcony, princesses, consisted, neighbourhood, comedy, smiling, opportunity, nature, carefully, appeared, exciting, cinema.

LESSON 13.

At the Pictures.

(Continued.)

just a note

The boys were very glad when the Detective Film began. An old sea captain died, leaving to his beautiful daughter a box with a **chart** showing an **island** on which **treasure** had been buried. One night the box containing the valuable chart was stolen. But the girl had the key to the chart, without which the chart could not be **explained**. A young detective was **engaged** by her to **recover** the box. At the same time she was always in danger of her life as the thieves wished to rob the key of the chart. It was a very exciting film with plenty of **shooting** and fighting.

The young detective was very clever. He followed the thieves in all sorts of **disguises**. Finally he got into their secret room, where the box was hidden. Just at the moment when he discovered the box, some thieves appeared. A hard **struggle** followed. But the young detective was not only clever, he was also very strong. He knocked the thieves down and escaped with the valuable box. The young girl was waiting for him in her car, hidden behind the bushes at the **roadside**. They drove to the nearest **police** station and told their story.

Policemen were sent to catch the thieves. The film ended with **wedding** bells.

Grammar.

To Do.

1. I **do** my duty.
2. **Do** you know him? No, I **don't** know him.
3. I do not work as much as he **does**.

She likes to dance, and so **do** I.

Did you see him? Yes, I **did**.

1. *To do* is used as a principal verb.
2. *To do* is used as an auxiliary verb to form interrogative and negative sentences.
3. *To do* is used to avoid the repetition of the preceding verb.

Exercise 1. Translate into English:

1. Kui tahate oma tööd hästi teha, tehke seda nüüd.
2. Tema täidab oma kohust.
3. Kas nägite eile uut filmi?
4. Jah, ma nägin.
5. Mina armastan komöödiaid.
6. Mina ka.
7. Ma ei käi nii sageli kinos kui minu onupoeg.
8. Kas ta elab teie naabruses?
9. Ei, ta ei ela.

Exercise 2. Put in the prepositions:

- a) *into* or *to*?
1. They went — church.
2. We came — the room.
3. Phil went — the station.
4. The children go — school every day.
5. The dog fell — the water.
6. These windows open — the garden.
7. Father returned — Estonia.
8. Last Sunday we went — the country.
9. They

went out — the street. 10. The fox ran — a field. 11. He went — London.

b) *in* or *at*?

1. They are — church. 2. We work — the room. 3. Phil met Jim — the station. 4. The children learn — school. 5. I like to bathe — the cool water. 6. Flowers grow — the garden. 7. We live — Estonia. 8. My uncle lives — the country. 9. Some children are playing — the street. 10. A fox was running — the field. 11. He is — London.

Exercise 3. Suppose you are the detective (the young girl). Relate the story.

LESSON 14.

At the Pictures.

(Continued.)

The Nature Study Film was wonderfully interesting. It was the life story of an **eagle**. They saw the eagle's nest with some young ones in it on a high **cliff**. "It is very dangerous to get near the eagle's nest, the **photographer** must have been a very **daring** fellow," said Phil. Next moment a little girl **shrieked**. One of the eagles flew down on the photographer who was on another cliff. He, however, succeeded in keeping the bird off and in reaching his friends. Jim wondered how it was possible to escape from the angry bird.

Next came a comedy. "Oh, it's Tom!" exclaimed Dick when a big black cat with a white nose appeared on the screen. The cat was a **prisoner**. In order to escape he made a great number of mice make a hole in the wall, big enough for him to pass through it. After his escape the cat was very grateful to the mice and **rewarded** them with a large piece of stolen meat.

"The best picture was that Detective Drama," said Phil when they left the picture house. Dick said he liked best the comedy with Tom. Jim said nothing, but when he came home, he at once began to write in his diary. He tried to recall all the **events** of the day. When he went to bed, he still kept thinking of the daring photographer in the Nature Study Film. He even dreamt of him.

Exercise 1. Put in the prepositions:

from, out of, or off?

1. Read the programme once more — beginning to end.
2. These people work — morning till night.
3. He fell — his seat.
4. Where are you coming —?
5. We are coming — church.
6. — eight to nine we have an English lesson.
7. She came — the class-room.
8. Don't look — the window.
9. Some days ago this lady returned — America.
10. Does she differ — you?
11. I am free — six to seven.
12. Did you come — home?

Exercise 2. Give the words from which the following a) nouns and b) adjectives are derived:

nm
a) kindness, teacher, building, prisoner, neighbourhood, business, translation, pronunciation; b) pictorial, dangerous, national, beautiful, funny, sleepy, hungry, Estonian.

Exercise 3. Form questions to which the following answers may be given:

1. It was the life story of an eagle.
2. On a very high cliff.
3. It is very dangerous.
4. He must have been on another high cliff near the eagle's nest.
5. Only very daring men can do it.

LESSON 15.

The Boy who tried.

A London business man **advertised** in the newspaper for a boy to help in his office. By nine o'clock the next morning a large number of boys had come to **apply** for the post.

When he came into his office, the gentleman looked at them carefully. They were so clean and neat and appeared so **eager** to get a post that the gentleman did not know whom to choose.

"Boys," he said at last, "you all want this post, but I need only one of you, so I am going to try a rather strange way of finding out which boy I want."

Close by the gentleman's desk there was a **post** into which a **nail** had been driven. Taking a walking-stick in his hand, he said: "The first boy who can strike the nail on the head twice out of three times shall have the post."

Thinking this quite easy, the first boy took the stick and walked to the post. But he failed three times.

All the boys tried in turn, but none of them was **successful**. "Boys, you won't do," said the gentleman. "I don't see any among you to whom I could give the post." And very much disappointed, the boys left the office.

Grammar.

Subject.

A **girl** shrieked.

The **eagle** flew down.

The **sun** is shining.

The **Subject** of a sentence is the person, animal, or thing about which something is said.

Exercise 1. a) Fill the blanks and b) find the subject:

island, first, strong, escaped, nest, climbed, inviting, neighbourhood, built, dangerous, Nature Study, cliffs.

1. In the — there was a large picture house. 2. The programme looked very —. 3. A — Film came —. 4. We saw a lonely — with high —. 5. On one of the cliffs an

eagle had — its —. 6. A daring man — the cliff in order to have a look at the eagle's nest. 7. Such a climb is very —. 8. The man —. *climbed*
dangerous *escaped*

Exercise 2. Put in the prepositions:

in, on, or at?

1. They went — a journey. 2. — their way to town they met Miss West driving — her new car. 3. What do you see — this picture? 4. This picture hangs — the wall of my room. 5. It happened — a Monday. 6. I wrote it — a piece of paper. 7. We live — the left side of the river. 8. They returned — the same day. 9. We stood — the door. 10. We dine — two o'clock. 11. They came — time. 12. — summer we always live — the country.

Exercise 3. Read:

1. Horatio Nelson was born on September 29, 1758. 2. He died on October 21, 1805. 3. The battle of the Nile was fought on August 1, 1798.

LESSON 16.

The Boy who tried.

(Continued.)

Another lot of boys came next morning. Among them was one of those who had been there the day before.

"Weren't you here yesterday?" asked the gentleman. "Yes, sir," answered the boy.

"You didn't **hit** the nail yesterday," said the gentleman, "can you do it now?"

"I think so," replied the boy, taking the stick and going **straight** up to the post. The first **blow** fell on the head of the nail, and so did the second and the third.

"Will you tell me how you did that?" asked the gentleman.

"Yes, Sir," replied the boy. "When I left here yesterday, I knew the thing could be done, or you would not have asked us to do it. And I thought that if I kept trying I should succeed. So I went home, got a **hammer** and a nail and went into our courtyard. There I found a post into which I drove the nail. I **practised** with the walking-stick, until I could hit the nail every time. Then I got up an hour before breakfast time this morning and practised again."

"You are the boy for me," said the gentleman and engaged the boy.

Grammar.

Predicate.

He is **looking** at a picture.

The boys **went** to the cinema.

The gentleman **engaged** the boy.

The word or words which say something about the Subject are called the **Predicate**.

Exercise 1. Imagine yourself in the place of the boy whom the gentleman engaged. — Relate the story.

Exercise 2. Put in the predicate.

1. The boy — a nail and a hammer. 2. He — the nail into the post. 3. Then he — with the walking-stick until he could hit the nail every time. 4. The first blow — on the nail, and so — the second. 5. He — the nail three times. 6. The gentleman — the boy.

Exercise 3. Divide these words into syllables:

eager, practise, engage, advertise, gentleman, apply, courtyard, walking.

LESSON 17.

How to get on.

Drive the nail **aright**, boys,
Hit it on the head;
Strike with all your might, boys,
While the iron's red.

When you've work to do, boys,
Do it with a will,
They who reach the top, boys,
First must climb the hill.

Standing at the foot, boys,
^{to stare}
Gazing at the sky,
How can you get up, boys,
If you never try?

Though you **stumble oft**, boys,
Never be **downcast!** *downcast = unhappy*
Try, and try again, boys,
You'll succeed at last.

Grammar.

The Preposition "for" with some Verbs.

I am **waiting for** my cousin.

Phil came to **ask for** a book.

What are you **looking for**?

Jim began to **long for** his friends.

The children **called for** help.

Charlie **hoped for** a letter from his brother.

We **sent for** the doctor.

Exercise 1. Translate:

1. Lapsed haigustusid järsku ja meie saatsime arsti järele.
2. Meie ootame arsti.
3. Haige laps palus vett.
4. Mulle näis, et keegi hüüdis appi.
5. Kes hüüdis appi?
6. Lapsed hakkasid vanemate järele igatsema.
7. Nad lootsid vanematelt kirja saada.
8. Keda teie ootate?
9. Mida otsib Harry?
10. Harry otsib vasarat.

Exercise 2. Make nouns: (pave — pavement etc.):
advertise, amuse, arrange, disappoint, excite, employ.

Exercise 3. Give opposites:
quiet, wild, fail, tiny, bored, rise, without, in front,
best, long, continue.

LESSON 18.

The Zoo.

One day Uncle Henry suggested a trip to the Zoo. Aunt Emily preferred to **remain** at home and rest in the afternoon. After **lunch** the boys started off with Uncle Henry to Regent's Park, where the Zoo is **situated**. Jim was very much excited, as he had never before visited a Zoo. Once more they took a bus, and before long they were walking through the park. They saw little **squirrels** everywhere. The squirrels, like the pigeons in Trafalgar Square, were quite tame. They saw some children feeding those tame little animals.

They went on and soon they were in the Zoo. What a noise there was!

Lions were **roaring**, **parrots** shrieking, **monkeys** **chattering**, while a **band** was playing in the distance.

Poor Jim didn't know which way to turn. He wanted to see everything at once. He would have preferred to be everywhere at the same time.

Uncle Henry asked the boys whether they had any special wishes.

Dick said he wished to have a ride on the back of an **elephant**. Father promised to let him have a ride, which made Dick jump with delight.

As Jim and Phil had no special wishes, it was decided that they should begin with the monkeys.

Grammar.

Transitive and Intransitive Verbs.

They **caught** the thief.

The boys **fed** the squirrels.

He **found** his diary.

A verb is **transitive** if the action denoted by the verb is directed towards some person, animal, or thing.

The train **arrived** at five.

The boys **ran** away.

A verb is **intransitive**, if the action is complete in itself, and does not pass from the performer of the action to somebody or something else.

Exercise 1. Pick out a) all transitive and b) all intransitive verbs from the text in Lesson 18.

Exercise 2. Form questions to which these answers may be given.

1. Uncle Henry died.
2. No, she preferred to remain at home.
3. After lunch.
4. It is situated in Regent's Park.
5. Because he had never before visited a Zoo.
6. Dick.

7. He wished to have a ride on the back of the elephant.
8. It was decided that they should begin with the monkeys.

LESSON 19.

The Zoo.

(Continued.)

A **huge** crowd of people, **mostly** children, were standing in front of the monkey house. How very lively these animals were! Some of them were climbing and chattering in the sunshine; some of them seemed to be playing hide-and-seek; others were begging for nuts and fruit.

A mother monkey was sitting in a corner **nursing** her baby. **From time to time** she lovingly patted her baby, or **boxed** the ears of some other monkeys, if they happened to come too near her dear baby.

When they came to the elephants, the boys bought some bread from a **keeper** and fed the huge animals. It was a **thrilling** experience for Jim to feed an elephant.

Next they came to the lions. One of the lions looked tired and bored. **Probably** he wanted to **be left alone**. "It must be very difficult to catch a lion," said Jim to himself, imagining he was **hunting** in Africa. He had been reading a book about hunting in Africa the day before, and he always imagines himself in the place of the heroes whom he is reading about.

Grammar.

Object.

The gentleman engaged **a boy**.

The boys fed **the squirrels**.

He neglected his **work**.

Here the nouns "boy", "squirrels", and "work" are **objects**. The **object** of a sentence is a person, animal, or thing towards which the action denoted by the transitive verb is directed.

Exercise (1.) Find the object.

1. We saw a huge crowd standing in front of the monkey house. 2. A mother monkey was nursing her baby. 3. She patted it. 4. She boxed the ears of another monkey. 5. The boys bought some bread. 6. They fed the elephant. 7. Jim patted the elephant. 8. He liked the lions very much.

Exercise 2. Fill the blanks.

monkey, band, patted, huge, bored, whether, left alone, boxed, fruit, fed, shrieked.

1. Ask your mother ^{whether} she has any wishes. 2. She looks ^{bored}. 3. She wishes to be ^{left alone}. 4. We saw a ^{huge} crowd in the street. 5. A man had a little ^{monkey} on his shoulder. 6. From time to time he ^{patted} the monkey. 7. The children ^{fed} the monkey with nuts and ^{fruit}. 8. Suddenly the mon-

shrub d boxed
key — and — the ears of a boy. 9. A ^{band} — was playing in the distance.

^{foot name} ^{cub name} ^{see}
Exercise 3. Promise or allow?

1. I ^{pro} — my friend to meet him at four o'clock. 2. I can lend you the book only if you ^m — me to return it very soon. 3. I ^m — you to return it as soon as possible. 4. Do your parents — you to go to the cinema? 5. I am ^{allow} — to do what I like. 6. ^m — me not to do it again.

Exercise 4. Translate:

1. Mul ei ole tööd. 2. Ma tahan kohta saada. 3. On väga raske leida kohta. 4. Ma loen kuulutusi iga päev. 5. Üks ärimees kuulutas eile lehes, et ta vajab poissi oma kontoris. 6. Kui olin lugenud kuulutuse, läksin kohe seda kohta otsima. 7. Ma soovisin väga seda kohta saada, kuid see härra ütles, et ta juba oli palganud ühe poisi. 8. Võite arvata, et mu pettumus oli suur. 9. Tunnen end väga rõhutuna. 10. Olge ettevaatlik, ärge komistage.

LESSON 20.

The Zoo.

(Continued.)

When they had seen the lions, and **tigers**, and **camels**, and parrots, and monkeys, and all **kinds** of other animals, Jim was anxious to see the **giraffe**.

"Where is the giraffe?" he asked. Phil burst out laughing. ^{told Jim to} "Look up, Jim," he cried. Jim looked up and found that a giraffe's head was looking down at him. Then he discovered that he had been standing beside the giraffe and had not noticed its long legs.

As they all felt rather tired, Uncle Henry suggested that they should go and have some tea.

They came to a **refreshment** room in the Zoo. There they found a **vacant** table. They had tea with sandwiches and cakes. They all enjoyed the tea.

Then Uncle Henry looked at his watch and said: "Now, I think, we have just time for each of you to have a ride on the back of one of the animals."

^{would} "I should like to ride on an elephant," said Jim.

"I've already been on an elephant," said Phil, "I should prefer to ride on a camel's back."

So Phil went to ride on a camel's back, while Jim and Dick had a ride on the elephant. It was most thrilling to sit on the back of the huge elephant and to look down at the crowd.

Afterwards Phil said the camel ride was very interesting, but not very pleasant. Uncle Henry said they were going to have another ride on the top of the bus.

That evening Jim made a long **entry** in his diary.

Grammar.

Object.

Jim gave **the elephant an apple**.

A transitive verb may have two objects after it.

Here "apple" is the **direct** object (otsene sihitis), "the elephant" is the **indirect** object (kaudne sihitis).

Jim gave an apple **to** the elephant.

If the indirect object is placed after the direct, it must be preceded by the preposition **to**.

Questions: 1. Which of the animals the boys saw in the Zoo live in Africa? 2. Which of them live in Asia? 3. Which was the funniest animal? 4. Which was Jim's most thrilling experience? 6. What did he think when he came to the lions? 7. What did he imagine? 8. Do you like to read Nature Stories? 9. Where did Uncle Henry take the boys when they were tired? 10. What did they have there? 11. What did Jim do that night?

Exercise 1. Suppose you are Jim. What did you see in the Zoo?

Exercise 2. Change the place of the objects:

1. Give your mother a glass of water. 2. The children gave food to the tame squirrels. 3. They offered

Mr. Smith a post. 4. The old seaman told the children many interesting stories. 5. The pupils showed the copy-books to their teacher. 6. Lily sent flowers to her friend. 7. Uncle Henry gave Jim a diary and told him to make entries.

Exercise 3. Divide into syllables:

thrilling, elephant, entry, vacant, refreshment, rather, chatter, roaring, parrot, whether.

LESSON 21.

In a Public Library.

A Short Play.

[The **Librarian** is sitting at his table looking at some books. As he sits there, different people come up to ask him about books or about the library.]

A Schoolgirl. Good afternoon, sir.

The Librarian. Good afternoon, my girl. What book do you want to take out to-day?

The Schoolgirl. At school we are studying about railway trains. Have you a book giving the whole life of George Stephenson?

The Librarian. Just a moment, please. (He looks among his books.) Here you are. It has just been returned. A very good book, too.

The Schoolgirl (taking the book). Thank you.

[An angry old man enters as the schoolgirl goes out.]

Angry Old Man. Here, sir, what is the meaning of this **notice** you sent me?

The Librarian. My **records** show that you have kept out a book eight days longer than the two weeks allowed. I was obliged to **fine** you a penny a day.

Angry Old Man. What? A penny a day! I thought this was a free library.

The Librarian. It is because it is a free library that we **require** readers to return the books in time. There are many readers in a public library; it would become a serious matter if we allowed them all to keep books out as long as they wished.

Angry Old Man. Here you are! (He throws the pennies on the table and goes out.)

A Schoolboy (**stepping** to one side to let the old man pass). Good afternoon, sir. The old gentleman seemed angry.

The Librarian (laughing). Nothing serious, my boy. He is an old member here, but I cannot make him see that he must bring books back in time.

The Schoolboy. Have you a good book about animals, sir? We were studying animals at school not long ago, and the teacher told me that you had some true stories about wild animals.

The Librarian. I have just the book for you. It is a new book, with wonderfully ^{various} coloured pictures, and I understand that the ^{writers} spent many years studying animals in many lands.

The Schoolboy. May I look at it? Thank you. It looks very interesting. This lion might be alive.

The Librarian. The pictures were taken by men who nearly lost their lives getting them.

The Schoolboy. I expect that is why the pictures seem so real.

The Librarian. I am sorry that one of the best pictures has been cut out. Now and again I have troubles of this kind. This book was bought at great ^{expense} because it has been so beautifully printed. I feel very angry, therefore, when I find that some member of the library has cut out a picture.

The Schoolboy. Surely the picture was not of much ^{value} after it was cut out? It seems hardly honest for a person belonging to a public library to do such a thing.

The Librarian. It isn't honest, my boy. I am very ^{particular} about my books, and if I knew who

had done it I would not allow him to have any more books.

The Schoolboy. I don't know what I'd do if I couldn't come to this library for books. My father would never be able to buy me a third of the books which I have read this year.

The Librarian. It is the same with almost every family. To buy all the books that school children want would be too great an expense for any family except a rich one.

The Schoolboy. I promise to be very careful of the book, sir.

The Librarian. I know you will. Come back soon, my boy. I'll try to find another interesting book for you.

The Schoolboy. Thank you, sir. Good-bye.

Questions: 1. How many public libraries are there in your town? 2. How often do you visit the public library? 3. What do the librarians require their readers to do? 4. What do they do if the books are not returned in time? 5. Of what do the librarians sometimes complain? 6. Is it honest to take library books and keep them? 7. Can you afford to buy expensive books? 8. Have you a library of your own?

Act this play in your schoolroom.

Exercise 1. bring, fetch, or take?

1. Please, Anne, go and — me your Latin grammar.
2. Don't forget to — your friend Phil with you when you come next time.
3. — this tea to Mr. Brown's room.
4. What beautiful flowers! Who has — them?
5. Please, — me a glass of water.
6. Tell Dick to — this box to Mr. West's office.
7. — me some new novels to read when you come next time.

Exercise 2. a) Fill the blanks and b) find the object:

cakes, giraffe, vacant, diary, entry, refreshment, sandwiches, hunting, tigers, after tea, Africa, ride.

1. These gentlemen have been — lions in —.
2. Phil liked little — very much.
3. Jim did not notice the —.
4. Uncle Henry found a — table in the — room.
5. He ordered — and sandwiches.
6. Which do you prefer, cakes or —?
7. — the boys had a —.
8. Jim took his — and made a long —.

LESSON 22.

A Humbug.

There is an amusing anecdote related concerning a famous **scientist** who was staying at the country house of a friend. The two sons of his **host** decided that they would play a trick on him. Taking parts of various **insects**, they made a most **extraordinary** insect. Putting it

in a box, they went to their ^{külaline} **guest** and said that they had caught a strange insect in a field near by and had come to him to find out what it was. Looking carefully at the insect and then at the boys, the scientist asked whether they had noticed if the insect ^{sumina} **hummed** when they caught it. This struck the boys as amusing and they ^{hetke} **immediately** answered that they had heard it. The scientist then declared the insect must be a humbug. ^{ummus mardikas}

Grammar.

Passive Voice.

Present.

Active.	Passive.
I ask — mina küsin.	I am asked — minult küsitakse.
Mr. Brown teaches English.	English is taught by Mr. Brown.

Transitive verbs have two voices, the **active** (tegevik) and the **passive** (tehtavik).

If the action is performed by the subject of the sentence, the verb is in the active voice.

If the subject of the sentence undergoes the action, the verb is in the passive voice. When a sentence is changed from the active form to the passive, the object to the active verb becomes the subject to the passive verb.

Examples.

Active.

Jim **keeps** a diary.

We **write** many exercises.

Crowds of people **visit** the Zoo.

Passive.

A diary **is kept** by Jim.

Many exercises **are written** by us.

The Zoo **is visited** by crowds of people.

Active.

Passive.

Present.

I call

You call

He calls

She calls

We call

You call

They call

I am called

You are called

He is called

She is called

We are called

You are called

They are called

Exercise 1. Put into the passive voice:

1. The librarian sends notices. 2. He fines some members of the library. 3. The members of the library prefer modern novels. 4. My neighbour's sons collect many strange insects. 5. They play various tricks on him. 6. He usually tells very funny anecdotes. 7. She calls it humbug. 8. He often visits the Zoo.

Exercise 2. Translate:

1. Ma käin avalikus raamatukogus kaks korda nädalas. 2. Mind huvitavad raamatud, mis kirjeldavad loo-

dust. 3. Mõnikord eelistan lugeda moodsaid romaane.
4. Mõned raamatud on väga kallid. 5. Ainult rikkad inimesed suudavad neid osta. 6. See raamat on väga ilusasti trükitud. 7. Vaadake, kui ilusad on need värvilised pildid. 8. Ma soovin nii väga (to be anxious) omada väikest raamatukogu. 9. Kas olete väga nõudlik raamatute suhtes? 10. Jah, ma olen.

LESSON 23.

Our Country.

O England, merry England!

The whole wide world can show

No land so sweet as England

Where'er the four winds blow. —

The sweep of English uplands,

The sight of English trees,

The laugh of English rivers,

Or breath of English breeze;

The scent of purple clover

Off English meadows blown —

These, these to me are dearest,

For they are England's own.

Others, in search of beauty,

May roam o'er land and sea;

But the land, the land of England,

Our own dear isle for me!

Grammar.

Passive Voice.

Present.

Active.	Passive.
They call these animals giraffes.	These animals are called giraffes.
They catch lions in Africa.	Lions are caught in Africa.
They serve dinner at two o'clock.	Dinner is served at two o'clock.

Exercise 1. Put into the passive:

1. They sell eggs and apples here.
2. They mend roads once a year.
3. They divide words into syllables.
4. How often do they clean the streets?
5. They make books of paper.
6. They usually cut corn in August.
7. They make necessary arrangements every day.

Exercise 2. Divide into syllables:

uplands, meadows, river, collect, coloured, expense, invitation, squirrel.

Exercise 3. Arrange these words so as to make sentences:

1. man, anecdote, some, can, an, great, relate, concerning, you?
2. to, guest, parts, which, took, a, of various, they, most, made, showed, their, insects, and, insect, they, extraordinary.

3. had, hummed, if, the, insect, whether, noticed, scientist, caught, when, asked, it, the, boys, the, they.
4. answered, they, had, a, when, humbug, the, declared, heard, the, scientist, must, the, that, boys, it, insect. 66

LESSON 24.

Roger.

"Hallo, **Mum**, you are looking very miserable this evening. What's the matter?"

The **speaker** was a strong boy of about sixteen, **fair-haired** and blue-eyed, the **type** to be seen everywhere in the streets of English towns.

Mrs. Sherwood looked up with a **faint** smile. "Oh, is that you, Roger? I was hoping you would come soon. To tell the truth, I am feeling **worried** about **Dad**. You know that he's (he has) not been in really good health for a long time, and last week he was looking so ill that I simply **insisted** on his seeing the doctor. Well, the doctor said Dad was overworked; you know he has not had a holiday for years, and if he did not have a **change** of air and a complete rest for **at least** two months, he would have a **nervous break-down**. We asked the doctor what he meant by "change of air", and he said Dad must go to a more **bracing climate**, and suggested Switzerland, or some other place like that. Well, we told him that we hadn't (had not) the money for Switzerland, so he said: "Well, try somewhere nearer home, Torquay, for instance."

Grammar.

Passive Voice.

P a s t.

A c t i v e.

Mr. Brown taught
English.
He asked some ques-
tions.

P a s s i v e.

English was taught by
Mr. Brown.
Some questions were
asked by him.

A c t i v e.

P a s s i v e.

P a s t.

I called
You called
He called
She called
We called
You called
They called

I was called
You were called
He was called
She was called
We were called
You were called
They were called

Exercise 1. Put into the passive:

1. The boy hit the nail.
2. The gentleman engaged the boy.
3. They took lunch in the refreshment room.
4. She nursed the baby.
5. Father bought a parrot.
6. They asked the doctor to help him.
7. The doctor suggested Switzerland.
8. They sent Mr. Sherwood to Torquay.

Exercise 2. Translate into Estonian:

1. He is **about** to make a journey. *kavatseb*
2. I looked **about** me. *rimble*
3. We walked **about** the streets. *meeldi*
4. I have no money **about** me. *endaga kaasas*
5. He is a boy of **about** fifteen years old.
6. He is **about** two years younger than I.
7. What are you talking **about**? *arust*
8. We know very little **about** business. *all*
9. I am greatly troubled **about** it. *üle*
10. I am worried **about** Dad.

LESSON 25.

Roger.

(Continued.)

"We thought that Torquay wasn't a very **cheap** place either, but the doctor insisted that Dad must go to some place with a bracing climate at once. "It's **pretty** serious," he said. So we decided that Dad should go to Torquay the day after to-morrow and stay there at least six weeks. How we are going to pay for it all, I don't know, I'm sure. We've (we have) only the shop to live on. We have been getting very little these last few years. And who is going to **run** it with your father away? I don't know anything about business, and besides, I've to give my music lessons. We have a few pounds in the **bank**, but they all will have **disappeared** in a week or two, and how are we

to pay for Dad at Torquay and **keep ourselves going** at the same time for six weeks? Of course we could send you off to your cousin in Manchester for the holidays, but even so I don't see how I shall manage."

"Cheer up, Mum," said Roger. "Things won't be as bad as you think. We are sure **to pull through somehow**. I'll tell you what, why not let me try running the shop while Dad is away? The holidays begin to-morrow, and we get seven weeks, so I should be here all the time till Dad comes back. That's better than going off to dull old Manchester and leaving you alone here."

"My dear boy," laughed his mother, "how could you run the shop? You don't know anything about the business. Besides, you have been working hard all this term for your **Matric**. You must have a rest." "Well, running the shop would be a rest," insisted Roger, "it would be a change from school, and anything that's a change from school would be a rest for me. So let me try."

Exercise 1. Put into the passive:

1. They found a vacant table. 2. A waiter served their lunch. 3. They ate every bit of their meal. 4. They kept their friends waiting. 5. Roger ran the shop while his father was away. 6. They left him alone. 7. He cut out a picture. 8. The librarian discovered it.

Exercise 2. Fill the blanks with:

cheap, scent, faint, change of air, cloyer, complete, bracing, Torquay, insisted, climate, at least, nervous.

1. Overworked and — people must have a —. 2. They must go to some place where the — is more —. 3. They must have a — rest for — two months. 4. — is a place with a bracing climate. 5. It is not a very — place. 6. I felt quite — and miserable. 7. My mother — on my going into the country. 8. I like the — of —.

Exercise 3. Translate:

1. Hr. Sherwood veetis umbes kaks kuud mere ääres. 2. Ta on umbes viiekümne-aastane. 3. Ma olen väga mures tema pärast. 4. Millest te räägite? 5. Jutustage mulle midagi oma reisist! 6. Ma kavatsesin just jalutama minna. 7. Lapsed jooksevad ringi ja mängivad. 8. Vaadake ringi! 9. Kas teie teate midagi ärist? 10. Ärge muretsege sellepärast! 11. On teil raha kaasas?

Exercise 4. Make a dialogue of the text in Lessons 24 and 25.

Pronounce: Switzerland, Torquay, Sherwood, George Stephenson, Roger, Buckingham, Trafalgar, Regent, Manchester.

LESSON 26.

Roger.

(Continued.)

Just then Mr. Sherwood came into the room. He was a tall grey-haired man. He was very pale, and it was easy to see that the doctor was right: he needed a good rest.

manager - might
"Just listen what this boy is saying, Jack," his wife **greeted** him. "He wants to manage the shop while you are away." But to Roger's delight his father did not object to the plan.

So after a long **discussion**, it was **finally** decided that Roger should be allowed to **try his hand** at running the shop during his father's **absence**.

The shop consisted of two rooms on the **ground floor**, one behind the other. The Sherwoods' **private** rooms were over the shop.

Mr. Sherwood had started shop-keeping after his father's death, and he loved the shop with its "**antiques**", but he was not a very good business man and not very successful in selling his antiques. The few **customers** he got were American **tourists** who came to visit the old cathedral of this town. Mr. Sherwood only managed to get a rather poor **living** from his shop, and as he was ill, he had been neglecting the shop which was in a rather **disorderly** state.

Grammar.

Passive Voice.

Perfect.

Active.

Mr. Brown **has taught**
English.
He **has asked** some
questions.

Passive.

English **has been taught**
by Mr. Brown.
Some questions **have**
been asked by him.

Past Perfect.

Mr. Brown **had taught**
English.

English **had been taught**
by Mr. Brown.

He **had asked** some
questions.

Some questions **had**
been asked by him.

Perfect.

I have called

I have been called

You have called

You have been called

He has called

He has been called

She has called

She has been called

We have called

We have been called

You have called

You have been called

They have called

They have been called

Past Perfect.

I had called

I had been called

You had called

You had been called

He had called

He had been called

She had called

She had been called

We had called

We had been called

You had called

You had been called

They had called

They had been called

Exercise 1. Put into the passive:

1. They have sent their sick daughter to Switzerland.
2. They have found a cheap place there.
3. They have decided it after a long discussion.
4. They have allowed

Roger to run the shop during his father's absence. 5. Mr. Sherwood had left the shop in a disorderly state. 6. He had neglected his business. 7. He had sold only very few antiques. 8. Only some American tourists had visited the shop. 9. They had bought some interesting antiques. 10. The tourists had admired the old cathedral. 11. Who had met them? 12. A tall grey-haired man had met them.

Exercise 2. Give the opposites:

tall, expensive, appear, pale, present, healthy, former, honest, huge, in time, succeed, private, lose.

LESSON 27.

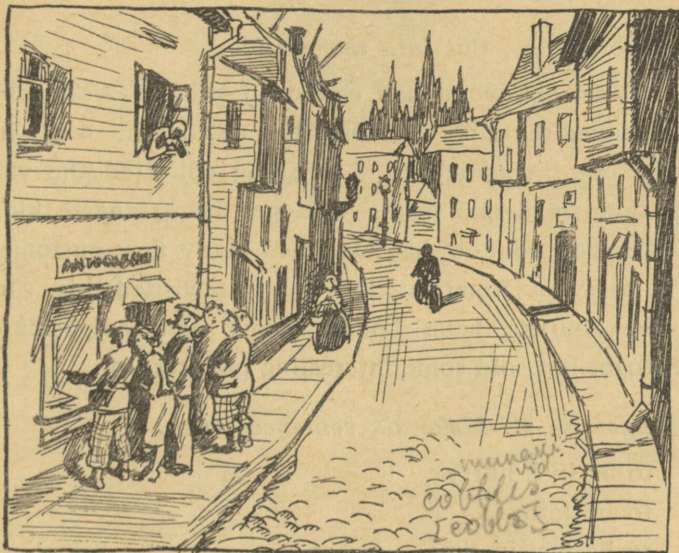
Roger.

(Continued.)

As soon as his father had gone away, Roger started what he called a "spring cleaning". Mr. Sherwood had employed a boy to clean the shop and to run errands. But Roger decided that he could quite well do without the boy.

Then he started **sorting** out the antiques, among which he found very many valuable things, but still more quite use- and **valueless** things, which he collected and sold to a rag-man for a few shillings. Then he arranged the things in the shop. He cleaned the window and put only very few and interesting things into the shop window to make it look more **attractive** for the customers. All this took him the whole of the first day.

The next morning a party of American tourists came to visit the cathedral, and two or three attracted by the shop window came in and had a look at the antiques. They were pleased, **especially** the ladies, with the clean



neat place and with Roger's **politeness**. They told him the shop was a fine little place, and they brought their friends along. By the end of the day Roger found that he had sold four pounds' **worth** of antiques, which was probably more than his father used to sell in a week. Also one of his customers had given him an idea.

"Haven't you got any picture postcards?" she had asked. "Or a **guide** to your town? The one they have got at your cathedral place is just no good at all." Roger had been obliged to **admit** he hadn't got any postcards, and he had told her where she could get them. But he **resolved** to start selling picture postcards and guides.

Exercise 1. Put into the passive:

1. Mr. Sherwood had employed a boy.
2. The boy had cleaned the shop.
3. Roger had decided it.
4. He had sorted out the antiques.
5. He had collected the valuable things and sold them.
6. Roger has arranged things.
7. The shop window has attracted many new customers.
8. A party of American tourists has visited his shop.
9. The tourists have bought some picture postcards.
10. Roger has sold some interesting pictures, too.

Exercise 2. Make six sentences with:

to be in a hurry

to be late

to be just in time

Exercise 3. Translate into Estonian:

1. We must **pull through** somehow.
2. How are we to **keep ourselves going**?
3. He managed to **get a poor living**.
4. He had employed a boy to **run errands**.
5. He decided to **run the shop** during his father's absence.

6. They were **pleased with his politeness.**
7. He is the type **to be seen** everywhere in the streets of big towns.
8. The shop was on the **ground floor.**

LESSON 28.

Roger.

(Continued.)

When he was eating his supper that night, he **discussed** the matter with his mother. His mother agreed to his plan.

“**As to guides,**” Mrs. Sherwood said, “I believe your father once wrote a guide to our town and had it printed **at his own expense.** But it never sold, and he was left with about 500 copies on his hands. They must be somewhere in the house. We could sell them at sixpence each, that’s half the **price** of the cathedral guide — and if we can get a little money from them, **all the better.**”

Roger found his father’s guides in good **condition** and beautifully **illustrated** and written.

“This ought to please the Americans,” he thought. And in fact, the guides sold like hot cakes, for the tourists found them much cheaper and more interesting than the other guides. Soon all copies were sold.

A firm of **printers** wrote to Roger’s father and asked him if he would **care** to write a new **edition** of the guide

which they would **publish** at their expense and promised him a **ten percent royalty**. Mr. Sherwood accepted at once as he wrote to his wife. He was delighted to think that his work at the guide had not been in vain. He also wrote a very kind letter to his son and told him to carry on the good work.

Grammar.

Passive Voice.

Active.

Mr. Brown will teach
English.
He will ask some ques-
tions.

Passive.

English will be taught
by Mr. Brown.
Some questions will be
asked by him.

Future.

I shall call
You will call
He will call
We shall call
You will call
They will call

I shall be called
You will be called
He will be called
We shall be called
You will be called
They will be called

Exercise 1. Put into the passive:

1. Roger will run the shop during his father's absence. 2. He will arrange it. 3. The shop window will attract new customers. 4. His son will carry on his good work. 5. He will sell many picture postcards.

6. The old cathedral will attract their attention.
7. Many tourists will admire the cathedral.
8. They will print new guides.
9. They will publish a new edition of the guide.
10. They will offer him a 10% royalty.

Exercise 2. Make sentences with:

- | | |
|---------------|-----------------|
| to feel happy | to feel hungry |
| to feel cold | to feel ill |
| to feel warm | to feel faint |
| to feel tired | to feel worried |

Exercise 3. Translate into Estonian:

1. *mis sihtsüü* As to sight-seeing, I don't care.
2. He has no idea *mis sihtsüü* as to business.
3. *mis sihtsüü väärtus* As to these antiques, they have no value at all.
4. *mis sihtsüü* As to my Matric, I passed it all right.

LESSON 29.

Roger.

(Continued.)

The picture postcards, too, sold well, and often tourists, who came to buy a penny postcard, were attracted by some of the antiques, and went away having spent several shillings or even pounds.

But though money was coming in **regularly**, it had to go out again even more regularly, for Torquay was an

expensive place. Though Roger and his mother spent as little as possible, there were always the expenses of food, clothes, and **rent**. Roger was therefore ready to **seize** every possible opportunity of **earning** a little money.

One day a **newsagent**, whose shop was in the same street, asked him to deliver the newspapers in the morning. Roger was glad to earn a little, and every morning before he opened his shop, he went round on his bicycle and delivered the papers.

After some time, the newsagent sold his business and moved to another town. So Roger resolved to have a **stock** of papers of his own. He got up early every morning, fetched the papers from the station and delivered them to the customers. He had no more work than before, but all the **profit** now went to him.

Exercise 1. Write answers to these questions:

1. How did Mr. Sherwood earn his living? 2. What sort of a shop did he keep? 3. What sort of living did he get from his shop? 4. What had he besides his shop? 5. Why did his wife not help him in his shop? 6. Why had she insisted on his seeing the doctor? 7. What had the doctor said after he had examined Mr. Sherwood? 8. What had been the doctor's **advice**? 9. Had Mr. Sherwood objected to his son's plan of running the shop during his absence? 10. How did Roger attract new customers? 11. Who was especially pleased with his politeness? 12. What is said about their expenses?

Exercise 2. Put into the active:

1. A little money will be earned by him. 2. The rent will be paid by Roger to-morrow. 3. Much money will be spent by his father at Torquay. 4. Newspapers will be delivered by the boy. 5. The newsagent's business will be sold next week. 6. The doctor will examine him.

Exercise 3. Give adjectives to:

value, delight, expense, difficulty, nation, disorder, end, success, care, business, politeness.

LESSON 30.

Roger.

(Continued.)

Roger also got several **orders** to deliver weekly papers and **magazines**. He decided to keep a small stock of magazines in the shop itself. As the shop was in the main street, there were always **passers-by** who would come in to buy a paper.

Roger found that the **profit** grew bigger each week. Time went by, and soon there were only a few days left before school was to start again. He hated the thought of leaving the shop, for he had come to love his work, and Torquay did his father so much good that it seemed a pity for him to have to return so soon. The Matric results had come out: Roger **had passed** all right, so it was decided that he should stay on at the shop until half-

blaccount - arve (pang as)

bill - sedil (for restaurants)
term, when his father would come back and he could return to school again.

good
One day at the end of October the Sherwood family were sitting in their living-room. Mr. Sherwood had just come back from his long holiday; he was very brown and *arved* **fit**. He was looking over the *just* **accounts** which Roger and his mother had kept. Roger had managed the business so well that they had 50 pounds in the bank.

"Splendid, Roger, old man!" cried Mr. Sherwood. "When you leave school, I will hand the shop over to you." "Why not do that now, Dad? I like the shop much better than the school." "No, no, you must not say that. You must try to get the best *best* **education** you can. Then afterwards, when you come to the shop again, you will do *side business* **all the better for** the years you have had at school."

"Right, Dad," said Roger, "and I will make this the best shop in the whole town!"

And he kept his word.

Grammar.

The Plural of Nouns.

1. day — days [deiz]
girl — girls [gɜ:lz]
pen — pens [penz]
book — books [buks]
map — maps [mæps]
cat — cats [kæts]

The plural of nouns is generally formed by adding **s** to the singular. This ending is pronounced [z] after vowels and **voiced** consonants. After **k, p, t** it is pronounced [s].

- 2. class — classes ['kla:siz]
- church — churches ['tʃə:tʃiz]
- bush — bushes ['buʃiz]
- box — boxes ['bɒksiz]

Nouns ending in a **hissing** sound (**s, ch, sh, x**) form their plural by adding **es** to the singular. This ending forms a new syllable and is pronounced [iz].

- 3. hero — heroes ['hiərouz] *son afeto*
- potato — potatoes [pə'teitouz] *nigru*

Nouns ending in **o** take the ending **-es** in the plural. This ending is pronounced [z].

- 4. place — places ['pleisiz]
- village — villages ['vilidʒiz]
- house — houses ['hauziz]

Nouns ending in a hissing sound followed by a mute **e** form their plural by adding **s**. The mute **e** and **s** form a new syllable which is pronounced [iz].

Exercise 1. Form the plural and give the pronunciation of the plural nouns:

reaper, signal, sense, cow, egg, branch, disguise, bus, price, shop, cake, cut, expense, fox, tourist, change, wheel.

See.
Exercise 2. Translate:

1. Kuidas ta teenib ülespidamist? 2. Ta haarab kinni igast võimalusest (juhusest) teenida raha. 3. Ta peab kuidagi läbi saama. 4. Tal on suur perekond ja palju kulusid. 5. Ta naine annab eratunde. 6. Oma vanimale pojale tahab ta parimat haridust anda. 7. Mis puutub tema vanimasse pojasse, siis võin teile ütelda, et tal on palju energiat ja tugev kohusetunne.

LESSON 31.

kasujala kohus. laste
Going on an Errand.

ulu sh. 3 penn.
“A pound of tea at one-and-three,
And a ^{purv} pot of ^{70: 2 berry} raspberry jam,
Two new-laid eggs, a dozen ^{permpulga} pegs,
And a pound of ^{and velle smu} rashers of ham.”

I'll say it over all the way,
And then I'm sure not to forget,
For if I ^{eha: nēdun} chance to bring things wrong
My mother gets in such a ^{he vutune} pet.

“A pound of tea at one-and-three,
And a pot of raspberry jam,
Two new-laid eggs, a dozen pegs,
And a pound of rashers of ham.”

There in the hay the children play —
They're having such ^{lotus} jolly fun;
I'll go there, too, that's what I'll do,
As soon as my errands are done.

"A pound of tea at one-and-three,
 A pot of — er — new-laid jam,
 Two raspberry eggs, with a dozen pegs,
 And a pound of rashers of ham."
 There's Teddy White a-flying his kite, ^{by the lake}
 He thinks himself grand, I declare: ^{Jordan}



I'd like to try to fly it sky high,
^{my ball} Ever so much higher
 Than the old church spire
 And then — and then — but there —
 "A pound of three and one at tea,
 A pot of new-laid jam,

Two dozen eggs, some raspberry pegs,
 And a pound of rashers of ham."
 Now here's the shop, outside I'll stop,
 And run through my orders again;
 I haven't forgot — no, ne'er a jot ^{much}
 It shows I'm pretty ^{humour} cute, that's plain.
 "A pound of three at one and tea,
 A dozen of raspberry ham,
 A pot of eggs, with a dozen pegs,
 And a rasher of new-laid jam."

Grammar.

The Preposition "to" after some Adjectives.

Roger was very **polite to** his customers.

He tried to be **just to** everyone.

The American tourists were very **kind to** Roger.

He was very **grateful to** them.

Exercise 1. Translate:

1. Meie peame olema viisakad teiste inimeste vastu.
2. Kas te olete täiesti viisakas oma sõbra vastu?
3. Ostjatele meeldib poemehe viisakus.
4. Olge õiglane minu vastu.
5. Need ameeriklannad olid väga lahked Rogeri vastu.
6. Teie olete nii õiglane ja lahke minu vastu.
7. Olen teile väga tänulik.

Exercise 2. Fill the blanks:

all the better, at your own expense, ^{price}, illustrated, ^{profit}, ^{orders}, account, condition, ^{publish}, stock, magazines, regularly, coloured.

1. We visit the library ^{once} — once a week. 2. How fine these ^{are} — are. 3. They are ^{coloured} — with — pictures. 4. What is the ^{price} — of this book? 5. Do you keep a ^{set} ^{of} — of these papers? 6. Have you got many ^{orders} —? 7. Do you get much —? 8. Are you going to ^{publish} — a new edition? 9. Are you going to do it ^{at your} —? 10. If we find the old stock of books in good —, —. 11. Look over the —.

Exercise 3. Form questions to which these answers may be given:

1. He returned in October.
2. The accounts showed that Roger had improved his father's business.
3. Roger wished to become a business man.
4. No, his father objected to it.
5. Because Roger had first to go to school and get the best education he could.

LESSON 32.

A Visit to the Docks.

"You have been in London for about a week, Jim," said Uncle Henry one forenoon, "I think you ought to see the Docks. Go and get ready, boys!"

"Oh, yes, I should like to see the docks which I've heard so much about," exclaimed Jim.

They took a bus and rode to London Bridge. Standing on London Bridge, they saw a stream of ships constantly moving up and down the Thames. There were



The Tower Bridge.

tall warehouses on each side of the river. The ships were being **loaded** and **unloaded by means of cranes**. Jim had never before seen anything like this. He was very much interested in the cranes.

"Look!" suddenly Phil cried, "the Tower Bridge is going to open." They all looked towards the great bridge near the Tower of London. It is something like

to dress - to undress (nōōpima nini - labi)
to tie - to untie - siduma.

two bridges, one above the other. A minute before the lower bridge had been full of people. A big **steamer** was nearing the bridge. In a few minutes all the traffic on the lower bridge stopped. Those who were **on foot** had either to go in **lifts** to the **upper** bridge and cross that way or wait **below** with the buses, lorries and cars until the lower bridge was open for traffic again.

"Look, the bridge is opening!" cried Jim. The bridge had divided into two parts, and each part rose into the air until they were quite out of the way of the big steamer. Then the steamer passed, and the two parts of the bridge slowly returned to their places again. In a few seconds people, buses, lorries, and taxis were moving across the bridge once more.

"Well, that is the most wonderful thing I have ever seen!" exclaimed Jim.

Exercise 1. Give opposites:

load, able, no
unload, unable, afternoon, unfit, few, finished, public, quiet, agree, disappear, move, distribute, more, lower, evening.

Exercise 2. Fill the blanks:

- hippopotamus - joch*
1. The — is an animal with a funny long neck.
2. The — is an animal with a very thick skin. *Rhinoceros - nini*
3. The — is an animal that looks like a big cat.
4. The — is an animal that carries people on its back through the desert.

5. The ^{mon} — is an animal that lives in the tree-tops.
 6. We saw some **African** animals in the ^{Zoo} —.

Grammar.

How to use all.

all at once

All (kõik) people must work.

Have you lost **all** (kõik) your money?

All (kogu) England rejoiced.

The cat was black **all over** (üleni).

Has he any friends **at all** (üldse)?

He has **no** money **at all** (mitte sugugi).

We shall have more to do, **all the better** (seda parem). *all of the sudden - äkki*

I was there **all alone** (päris üksinda).

All at once (äkki) we heard a shriek.

First of all (kõigepealt) take off your cap.

It is **all the same** (ükskõik) to me.

And **after all** (lõppude lõpuks) it's no business of yours.

all in all - (lõppude lõpuks, lõppkokkuvõttes)

Exercise 3. Make sentences with:

at all, not at all, all at once, first of all, all England, all.

Exercise 4. Tell me what the boys saw when they were standing on London Bridge.

bay - said - said

LESSON 33.

A Visit to the Docks.

(Continued.)

Samman
On their way to the docks they passed a tall column called the Monument, which stands on the spot where in the year 1666 the great fire of London broke out and **destroyed** several hundred houses and many churches.

baadama
“We must choose a **windy** day and climb the Monument,” said Uncle Henry. “Without wind there is no **view** of London, for the smoke lies like a black cloud over the city.” *raadlu*

They passed the Tower and came to the docks. There, before them in a huge **basin**, **surrounded** by high warehouses, lay ships of all sorts and sizes from all parts of the world, a **mass** of masts. Crowds of men were loading and unloading the big ships by means of huge cranes. Uncle explained to the boys the working of the great dock **gates**.

basin
“London is a dock-**harbour**,” said Uncle Henry, “and the gates are opened only when the tide is in. If they were opened when the tide is out, the ships would stick in the low water. These docks here are not the biggest. The newest are the King George V. Docks. They can receive very big ships. But the biggest docks are being built. When they are completed, it will be possible for even the biggest ocean **liners** to come up the Thames. Now they have to go to Southampton or Liverpool. But soon

London will be the greatest ^{greatest} **port** in the world, both for ^{goods} **goods** and ^{passenger} **passenger** traffic." ^{linker mixer}

They spent a long time in examining the docks and the busy life there. ^{lali vaatama v e e e carefully}

"Now, my boys," said Uncle Henry, "we must hurry or we shall be late for lunch."

Grammar.

The Plural of Nouns.

5. lady — ladies [ˈleɪdɪz]
duty — duties [ˈdʒuːtɪz]
day — days [deɪz]
way — ways [weɪz]

Nouns ending in **y** preceded by a consonant change **y** into **i** before adding **es**.

6. knife — knives [naɪvz]
half — halves [haɪvz]
wife — wives [waɪvz]

Nouns ending in **f** or **fe** change this ending into **v** before adding **s** or **es**.

- But: handkerchief — handkerchiefs
roof — roofs
proof — proofs *foendus*

Exercise 1. Form the plural:

lorry, life, play, comedy, entry, century, leaf, library, roof, victory, monkey, country, thief.

Exercise 2. Put in the missing words:

1. The boys spent a long time watching the busy life in the —. 2. They saw masses of —. 3. The — in which the ships lay were — by high warehouses. 4. The ships were being loaded and unloaded — — of huge —. 5. Jim was very much — in the cranes. 6. The boys wanted to know how the great dock gates — —. 7. Passengers and goods arrive when the — is in. 8. On their way to the docks they had passed — —. 9. Uncle Henry told the boys all about the — — which broke out in the year — and — the city. 10. People climb the Monument to get a — of London. 11. If you wish to climb — — you must choose a — day.

Exercise 3. Add suitable adjectives:

1. Jam is ^{sweet} —. 2. New-laid eggs are —. 3. A rasher of ham is very ^{salty} —. 4. Most English boys are ^{lean} — and —. 5. A shopman must be —. 6. The boy in the poem thought that he was very —. 7. Overworked people are —. 8. The climate of Switzerland is very —. 9. Torquay is not a — place. 10. Mr. Sherwood looked — and —.

Exercise 4. Make sentences with:

all the same, after all, all alone, all the better, all over.

LESSON 34.

A Day in London.

London in the early hours of the morning is a very different place from the London so well known to the

average man and woman. Only a few people are in the streets. Instead of motor-cars and buses, heavy carts loaded with meat, fruit, fish, milk, and vegetables make their **noisy** way to the great **markets** of the city.

Into the railway stations come trains, also bringing food, which will be needed that day to feed the great family of London.

If you visit one of the city markets, you will find hundreds of men working. Some are carrying heavy **loads** of meat and vegetables from the **rows** of carts into the market; others are returning for new loads; in and out they go like busy **ants**. As these markets are for those who buy in large **quantities**, and not for those who wish to buy only enough food for the needs of their families, the **amount handled** by these busy workmen during the early morning hours is far greater than one would imagine.

By the time that **commercial** London begins to wake up for the business of the day, most of the carts have gone from the streets, and the work of the markets is **largely** done.

Exercise 1. Find the right definition.

- | | |
|------------|--|
| 1. anxious | a piece of land surrounded with water |
| 2. apply | a place where ships stay while loading |
| 3. lunch | a book containing stories etc. by different writers. published from time to time |

4. jam	1 a thin piece of ham
5. particular	2 coming and going of people and cars in the street
6. eager	3 ask for employment
7. admit	3 a light meal between breakfast and dinner
8. overworked	4 a line of things
9. island	6 wishing very much
10. magazine	4 fruit cooked with sugar
11. rasher	5 difficult to please; very careful
12. dock	1 say it is true
13. traffic	8 tired by too much work
14. row	7 eager

Exercise 2. Translate:

1. Londonis võite kohata inimesi kõigist maailma-jagudest. 2. Kogu London oli huvitatud sellest sündmu-sest. 3. Kui teil nüüd on juhus teenida rohkem, seda parem. 4. Kõigepealt minge härra West'i juurde ja pa-luge enesele kohta tema kontoris! 5. Mis puutub sellesse kohasse, siis kardan, et ta ei ole enam vaba. 6. Kas teil on üldse raha? 7. Ma olen kõik oma raha välja andnud. 8. Mul pole üldse sõpru. 9. Lõppude lõpuks võite tee-nistust leida mõnes teises linnas. 10. Kas elate siin üsna üksi? 11. Jah, elan küll. 12. Rong peatus äkki.

Exercise 3. Suppose you are Jim. What did you see a) on the way to the docks, b) in the docks?

LESSON 35.

A Day in London.

(Continued.)

By nine o'clock the streets are full of business men and women, hurrying to their offices and shops. The crowd has changed completely from that of the early morning hours. When these business people are all busily working at their desks, once again the streets will be different while early **shoppers** find their way about crowded streets.

At noon, go to the West End of London, the **district** in which the largest shops and **theatres** are to be found, and you will find yet another crowd, made up at this time mainly of women. From all parts of London they come to examine the latest fashions, to buy new clothes, and then to spend the afternoon seeing the latest plays or moving pictures at the theatres. This is a **mixed** crowd of young and old people, many with very little to do but to enjoy themselves.

At five o'clock the railway stations are full of business people, hurrying to catch their trains home. Their working day is ended. Shortly before, many of the West End stations have begun to be crowded with wives hurrying home to prepare the evening meal.

Grammar.

The Plural of Nouns.

man — men [men]

woman — women ['wimin]

foot — feet [fi:t]

tooth — teeth [ti:θ]

goose — geese [gi:s]

mouse — mice [maɪs]

child — children ['tʃɪldrən]

sheep — sheep

reindeer — reindeer

fish — fish

fruit — fruit

These are irregular plurals.

schoolfellow — schoolfellows

story-book — story-books

maid-servant — maid-servants

looker-on — lookers-on

Compound nouns form their plural by adding
s to the principal word.

Exercise 1. Form the plural:

1. The (passer-by) stopped to look at the group.
2. Two (Englishman) were travelling in Switzerland.
3. I know many country (clergyman).
4. The (workman) were busy mending the road.
5. Some (policeman) rushed

after the (thief). 6. Do you know many (dock-harbour)? 7. We saw many (motor-car) in the street. 8. Sell the things to those (ragman). 9. Please, lend me two (handkerchief). 10. Many (wife) hurry home to prepare supper.

Exercise 2. Make sentences with:

to go by bus to go by steamer
to go by train to go on foot

Exercise 3. Change the place of the object:

1. The sons of the host gave their guest a box with a most extraordinary insect. 2. They showed the insect to the scientist. 3. The scientist told the boys the life story of an eagle. 4. He gave the boys some nature story books. 5. The clergyman sent new clothes to the poor people. 6. Mr. Smith gave his brother some money.

LESSON 36.

A Day in London.

(Continued.)

When the evening **rush** is over, the trains begin to bring back to London a crowd of people interested in music, theatres, or dancing. Many well-dressed men and women may be seen getting out of motor-cars, entering the doors of great **hotels** and other places where one may dine.

By this time most of the shops are closed, although many have brightly burning lights in their street windows

a. tickets - or
to show off **articles** which they hope to sell at some later time. The West End streets are full of people, however, ready to enjoy a happy evening in his or her own way. The **entrances** to the theatres are crowded with people buying theatre tickets at the last moment.

By twelve o'clock the crowd becomes smaller; now and again a brightly lighted motor-car hurries toward a station; there are fewer trains and the **stillness** of night begins to **make itself felt**. The day is almost but not quite over. annab end fanda

When the streets are quiet and empty, out come men who begin to wash them down, cleaning away the **dirt and dust** which has gathered during the long and busy day. dirt - feldm

This is the end of the day for London, but no sooner are the streets cleaned than the noise of the market carts begins to be heard, coming from all sides, bringing food in from the country for the next day. 9. 7. must

It is often said, "London never sleeps." This is true, for there is never a time during the day or night when the city is **perfectly** quiet and all work has fully stopped. pa. feldm feldm

Questions: 1. When does the busy day of London begin? 2. How does London differ then from the London usually known? 3. How does the picture change by nine o'clock? 4. Describe London at noon. 5. What sort of people are to be seen moving about in the afternoon? 6. When is the rush at the railway stations greatest? 7. Why? 8. Describe London in the evening. 9. When

does the stillness of night make itself felt? 10. Are those hours perfectly quiet? Why not? 11. Does London ever sleep?

Grammar.

The Plural of Nouns.

This is bad **news**.

By **this** means they hoped to save him.

Mathematics is my favourite study.

News, **means**, and **mathematics** are used as singulars though they have the plural form.

Many **people** like him.

The **police** were after him.

People and **police** are used as plurals though they have no plural form.

Many **thanks** for your kindness.

The **contents** are given.

Thanks and **contents** are used only in the plural.

Two boys went towards the river.

My father has **four horses**.

After the numerals *two*, *three*, *four*, etc. the noun stands in the plural.

Exercise 1. Translate:

1. Ma nägin teatri ees kümme autot üksteise järel peatuvat. 2. Kas te tunnete selle raamatu sisu? 3. Kas politsei teab seda? 4. Inimesed tormasid nagu pöörased.

5. Matemaatika on raskemaid õppeaineid. 6. Kas see on ainuke vahend? 7. Mulle ei meeldi see uudis. 8. Kuidas te väljendate tänu?

LESSON 37. *to tell*

A Frenchman's Bad English.

On a very **damp** and **foggy** day the boys stayed **in-doors** and spent their time in reading, talking, and writing letters. Phil had read an anecdote which he related to Jim. Here it is.

We all know from experience that the **pronunciation** of English is no easy matter, since **frequently** the words are **pronounced** quite differently from their spelling. A commercial traveller from Paris who had learned English at school, but had half forgotten it, was staying in London on business purpose. *scholastic* It was in the month of November, and the weather was most **disagreeable**, damp, cold, and foggy. The Frenchman, not being used to the English climate, had caught a bad cold and was coughing day and night. At last he decided to go to the **chemist's** to get some **remedy** for his cough, but as he did not remember this English word, he looked it up in his French-English **dictionary**. There he found the word "cough", but his dictionary did not tell him how to pronounce it. Remembering, however, the proper pronunciation of the English word *plough* "plough", he **naturally concluded** that if "plough" is pronounced [plau], "cough" must be pronounced [kau]. *conclusion - järuldas*

Exercise 1. Put in the prepositions after, against, along.

1. They went — the Thames and came to London Bridge. 2. A long stream of carts moved — the streets. 3. Rows — rows came the carts. 4. A workman felt faint and leant — the wall. 5. We saw some ships sail — the wind. 6. What have you to say — him? 7. They have engaged a nurse to look — their children. 8. He was named William — his father. 9. — rain comes sunshine.

Exercise 2. Fill the blanks with:

mixed, hotels, articles, district, theatre, shoppers, tickets, entrance, dine, enjoy, rush.

1. Is there a market in the — where you live? 2. Early — are to be seen in the forenoon. 3. What — are shown off in that window? 4. There are several big — in that district. 5. You can always see motor-cars at the — of that hotel. 6. We met a — group of young and old people who were going to — themselves somewhere. 7. The evening — is over. 8. Are you going to the — to-night? 9. We bought the theatre — at the last moment. 10. Where are you going to —?

Exercise 3. Give other words for:

disagreeable, medicine, often, remember, hurry, paid, work, perfectly, valuable, tall, weak, view, healthy climate, mariner.

acquiescent - noisive,
aguirre - rajanna, noisive

LESSON 38.

A Frenchman's Bad English.

(Continued.)

So the Frenchman entered a chemist's shop and said: "Let me have something for my cow." "I beg your pardon, Sir?" said the chemist, who did not quite understand what the foreigner wanted. The Frenchman repeated his **request** for some remedy for his cow. "For your cow, Sir?" replied the chemist, "are you a farmer then?" "A farmer?" exclaimed the Frenchman rather surprised. "A farmer? What in the world makes you think so? Oh no, I come from Paris," he added proudly. The chemist almost began to think that he was **dealing** with a madman.

He asked again: "But where is your cow, Sir?"

"Here!" cried the commercial traveller coughing and pointed to his chest, "here it is. I have a very bad big cow in here." **Luckily** the chemist understood him now and gave him the remedy he wanted for his cough.

Jim felt amused. He had read many other stories and anecdotes, too, and did not feel dull. He did not regret that there was no sight-seeing that foggy afternoon.

Questions: 1. For what purpose had the Frenchman come to London? 2. What was he? 3. What happened to him? 4. What season was it? 5. What sort of weather have they in London in autumn? 6. Where did the French-

- man go? 7. Why could the chemist not understand him?
8. Why did he think that he was dealing with a madman?
9. When did the chemist understand him?

Relate the story.

Grammar.

Cases.

The **farmer** sold two horses.

When a noun is used as the subject of a sentence, it is said to be in the **Nominative Case**.

I saw a **farmer** in the **field**.

When a noun is used as the object to a verb or to a preposition, it is said to be in the **Objective Case**.

The **farmer's** dog is barking.

When a noun denotes the owner, it is said to be in the **Possessive Case**.

The **farmer's** dog is barking.

The **farmers'** dogs are barking.

The Possessive case is formed by adding 's (which is called *apostrophe s*) to the singular noun. The Possessive case in the plural is formed by writing the apostrophe after the plural noun.

This is **men's** work.

Our **children's** friends have come.

When the plural ends in any other letter than s, the apostrophe and the s are added.

Exercise 1. Translate:

1. Apteekri imestus oli suur, kui ta kuulis prantslase nõudmist. 2. Ostjate raha oli peaaegu kulutatud. 3. Need noormehed on kirikuõpetajate pojad. 4. Need on laste soovid. 5. See on meremeeste uhkus. 6. Meie ei näinud rääkija nägu, me kuulsime ainult ta häält.

Exercise 2. Put in: myself, yourself, himself, ourselves, themselves.

1. He who is master of — will soon be master of others. 2. Generally we love — more than we hate others. 3. None can think so well of others as most people do of —. 4. If I am full of —, I am very empty. 5. If you cannot take care of —, no one else will take care of you.

LESSON 39.

The Monument.

On a windy forenoon Uncle Henry took the boys to climb the Monument.

At the base of the Monument, they met some foreign tourists. They all seemed to be in high spirits and probably *arwalavoo* well pleased with the climb. Laughing and chattering they went away.

There were three hundred and eleven steps in the staircase. "They ought to have a lift here," Phil said. Jim did not say anything, as he was counting the steps. At last they reached the stone balcony. For the long and **tiring** climb they were rewarded with the most interesting view. Even on this windy day there was smoke over London.

They looked down at the streets which they had passed before they came to the Monument. They saw tiny buses



St. Paul's Cathedral.

moving below, tiny people crossing the street. A tiny train left the Cannon Street Station. Everything looked so very tiny seen from this great **height**.

Uncle Henry pointed out and named the most ^{important} buildings. They enjoyed the wide view. Jim liked the Thames best of all. He said the finest sight was the river with the bridges, and the ships moving up and down the river.

When they went down, Jim said: "It was like a walk above the roofs of London."

Then they went to St. Paul's Cathedral. When they had walked round it, they went inside. Uncle Henry showed the boys the graves of the great national heroes, Nelson and Wellington.

The boys were deeply **impressed**. ^{impressed}

Possessive Case.

Grammar.

Mr. Brown's pupils made a trip =

The pupils **of Mr. Brown** made a trip.

The window **of my room** opens into the street.

These are the books **of my brother's teacher**.

The children **of my uncle's neighbour** are ill.

The Possessive case is also expressed by means of the preposition *of*.

The "'s" form is generally used when we speak of living beings.

Exercise 1. Give nouns to:

require, high, impress, still, ^{entrance} enter, load, pass by, print, absent, discuss, rag, speak, prepare, educate.

Exercise 2. Translate:

1. Kelle pilt ripub teie toa seinal? 2. See on kuninga vana-vanaema pilt. 3. Praegune kuningas on kuninganna Victoria poja-pojapoeg. 4. Kuidas nimetatakse kuninga vanimat poega? 5. Kuninga vanimat poega nimetatakse Wales'i printsiks (the Prince of Wales). 6. Praeguse kuninga tütarde nimed on Elizabeth ja Margaret.

Exercise 3. Make sentences with:

to the theatre, at the theatre, from the theatre.

LESSON 40.

Wellington and the Ploughboy.

The **Duke** of Wellington (1769—1852) was the **leader** of the **British Army** which **defeated** Napoleon at Waterloo.

After the war was over, he returned to his **estate** in the country. There he passed a great deal of his time hunting and riding with his friends.

In those days people who hunted were not so careful as they should have been, for they often rode through the farmers' fields, **ruining** their **crops**. A farmer, working in his field one day, saw a hunting party riding towards his farm. As he did not wish his crop to be ruined, he told a young ploughboy to go at once and shut the gate, and to allow no one to pass through.

When the first huntsman rode up and found the gate shut, he ordered the boy to open it at once. But the boy

stationer - very useful material
for names
refused, saying that his master's orders were that he was not to allow any one to pass through the gate. Other riders came up and ordered the boy to open the gate. One even ^{athalana} threatened to beat the boy with his ^{puu} whip if he did not. Again the boy answered that he had orders from his master and those were the only orders he would ^{satat} obey. ^{sona kuelme}

Grammar.

Note: My watch is at the watchmaker's (shop). ^{obedient [bi:disint] =}
^{part and dis =}

Take my shoes to the shoemaker's.

Every summer I spend some weeks at my uncle's (farm).

Yesterday I was at my aunt's (house).

I was at St. Peter's (church).

^{favuliser} The nouns *shop*, *house*, and *church* are generally omitted when used in connection with a noun in the Possessive case. ^{unendurks}
^{ones tavar}

Exercise 1. Give the right definition.

Example: A man (a person) who farms is a farmer.

leader, teacher, printer, reader, writer, worker, reaper, baker, prisoner, ^{maney} photographer, shopkeeper, sailor. ^{belanors boy}

Exercise 2. Write answers to these questions:

What do you do a) when the weather is damp and foggy, b) when you have a very bad cough, c) when a word is not familiar to you, d) when you get orders from your parents or teachers?

niece - ^{oetitar} vennatitas
nephew - ^{oepoeg} vennaysoie

Exercise 3. Translate:

1. Kas sa viisid eile mu kingad kingsepa juurde?
2. Jah, viisin küll. 3. Palun mine ja too nad kingsepa juu-
rest ära! 4. Siin on (pisut) raha, mine pagari juurde ja
osta leiba! 5. Siis mine apteeki ja too mulle mingit kõha-
rohtu! 6. Tänase pealelõuna veedame vanaema juures.

LESSON 41.

Wellington and the Ploughboy.

(Continued.)

A kinder man among the **riders** pulled out a piece of gold and offered it to the boy if he would open the gate. Although the piece of gold was more money than the ploughboy could earn in a month, he still refused.

At last an **elderly** gentleman rode **up** and said, "My boy, I am the Duke of Wellington, and I am not used to being **disobeyed**. I command you to open the gate so that we may cross this field."

The boy looked up at the great **soldier** whose name was famous all over the world. He made a bow and said, "The Duke of Wellington would not ask me to disobey orders. I have my orders to keep this gate shut and those orders I am **determined** to obey!"

The Duke was surprised and pleased at the boy's answer, and said, "If I had an army of soldiers who, like that boy, could neither be frightened nor paid into disobeying orders, I could **conquer** the world!"

As he turned his horse's head from the gate and began to ride away with his friends, he was very amused to hear the boy call to the farmer, "Master, master, I have done what Napoleon could not do. I have turned back the Duke of Wellington!"

Grammar.

The Preposition "from" after some Verbs and Adjectives.

Mr. Sherwood spent some weeks **free from** all care.

Why do you hide it **from me**?

John **saved** his friends **from** drowning.

Roger **differs** very much **from** his school-fellows.

Is he **prevented from** coming?

Exercise 1. Translate:

1. Me veetsime mõned nädalad mere ääres, kaugel linnast ja vabad kõigist muredest. 2. John päästis oma venna hädahust. 3. Mis takistas teid seda tegemast? 4. Kas teie noorim õde palju erineb teist? 5. Jah, ta erineb. Ta on hoopis erinev meist. 6. Mida te peidate minu eest? 7. Uskuge mind, ma ei peida midagi. 8. Kus on teie sõber? Mis takistas teda tulemast?

Exercise 2. Choose the right word:

meaning, dictionary, damp, fog, accidents, disagree-

able, indoors, tiring, important, naturally, frequent, bored, lucky, "conclude".

1. When the weather is foggy, cold, and —, we — prefer to stay — if possible. 2. In November the weather is most ^{dis}—. 3. On dark foggy days — are —. 4. Everyone has heard about London —. 5. If you don't know the — of the word "fog", look it up in your —. 6. What is the meaning of the word —? 7. We are — to possess a good dictionary. 8. You must know the most frequent and — English words. 9. Do you think your work is very —. 10. Why do you look —?

LESSON 42.

The Underground.

One day after lunch the boys were free to do what they pleased till tea time. They determined to go for a walk. "**Mind,**" said Uncle Henry, "**safety** first!" "And keep out of ^{balandus, vallatus} **mischief!**" added Aunt Emily. As Dick had a bad eye, he remained at home, and the two elder boys left the house. ^{mischivous - vallatus}

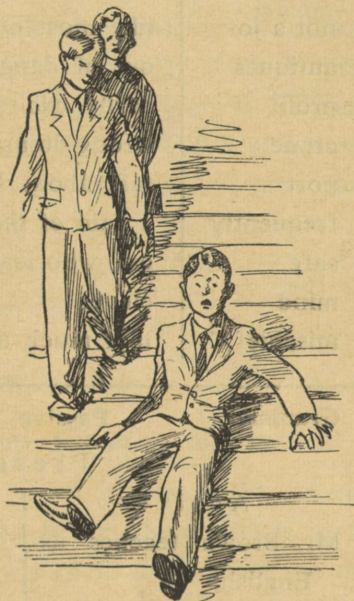
When they came to the first Underground Station, Phil suggested a ride in the Underground. They got two penny tickets from the **machine**, stepped into the lift, and went to the **platform**. Out of the black **tube** came the train. "Get in, quickly!" said Phil. It was very easy to get into the carriage, for the carriages were **level** with the platform. They had scarcely stepped

in, when the train went away, again into another black tube. Jim felt it was rather thrilling to drive deep, deep under the ground. But the ride seemed very short, and the train stopped.

"Charing Cross Station!" exclaimed Phil.

"Now come and let us go up by the moving staircase!" They stepped on the bottom step, and the staircase carried them up. When they had reached the top, Jim wanted to try this very thrilling experience once again.

That night he made the following entry in his diary, "Everything went smoothly except in the Underground when I stepped off the moving staircase with the wrong foot and rolled on the floor. I think I made a **regular** fool of myself."



Exercise 1. Choose the right definition:

- | | |
|--------------|-----------------------------------|
| ✓ 1. average | 4 be careful, remember |
| × 2. nervous | 2 often |
| × 3. guide | 7 not at all |
| ✓ 4. discuss | 11 harbour, a town with a harbour |

5. ^{teru} cute	8 things which are valued because of their age
6. ^{chatter} chatter	10 a machine used for raising heavy things
7. ^{noti-pōgonugi} not a jot	1. like most others; usual
8. ^{antiques} antiques	13 out of danger
9. ^{profit} profit	2 easily excited or frightened
10. crane	15 wrong-doing
11. port	4 talk about
12. frequently	9 a gain of money from a business
13. safe	3 one who leads and shows the way
14. ^{mind} mind	5 clever
15. mischief	6 talk much and quickly

Grammar.

Passive Voice.

Present.

Active.

Mr. Brown **teaches** us English.

Mother **gives** Jane many presents.

Passive.

English is **taught** (to) us by Mr. Brown.

Many presents **are given** to Jane by her mother.

Past.

Mr. Brown **taught** us English.

Mother **gave** Jane many presents.

English was **taught** (to) us by Mr. Brown.

Many presents **were given** to Jane by her mother.

Exercise 2. Put into the passive:

1. They gave every passenger a red ticket. 2. The shopman shows us the most attractive articles. 3. Mr. Wilkinson gives orders to the errand-boy. 4. They offered him a post in Mr. West's office. 5. Uncle Henry told us an interesting anecdote about Admiral Nelson. 6. He showed them the graves of Nelson and Wellington. 7. Phil sold Jim a dictionary. 8. The chemist gave the Frenchman the remedy.

Exercise 3. Make sentences with:

to church, at church, from church.

LESSON 43.

How Messages are sent from One Place to Another.

Before there were good roads in the world, whenever men wished to take messages to their friends at a distance, it took a long time for them to walk or run or even ride some animal for such a distance. Of course, in those days there were no **telephones**, nor were there any telegraph wires along which messages could be sent. **In spite** of difficulties men generally found a way to send their messages. In some countries they built great fires on hilltops. These fires could be seen many miles away from some **distant** hill, where a man would be watching. As soon as he saw the distant light in the sky, he would build a fire on his hill so that still another **watcher** farther on might get the message. Thus news was passed across

vaagelt lühema ajaga kui sõda
the country in far less time than a runner or rider could
have taken it. Such fires have been used within the last
lastatati during
hundred years, especially for sending news in time of war.

Messages by fire are sent at night. In the daytime
it is necessary to use smoke. Boy Scouts at the present
time send messages in this manner. They light a fire in
the usual way; then they put green leaves or wet grass
on the fire to make it smoke. They then hold some kind
of wet *tiikidele* *clothes - rida* cloth completely over the smoking fire until there
is plenty of *saad* smoke under it. To send a message, they
quickly take the wet cloth off, allowing a thick cloud of
smoke to rise, and then cover the fire once more. Their
friends at a distance will see these small smoke-clouds and
learn from the number of clouds and the *kiirus* rate at which
they are sent into the air the meaning of the message.

at the rate - määs, arv, tempo
Exercise 1. Translate:

1. Wellingtoni hertsogi sõbrad olid jahil. 2. Tema
mõisa naabruses olid talunikkude maad (põllud). 3. Rat-
sanikud ei olnud ettevaatlikud ja ratsutasid üle ta-
lunikkude põldude, hävitades vilja. 4. Üks talumeestest
käskis oma sulasel värava sulgeda. 5. Kui ratsanikud käs-
kisid värava avada, ütles poiss, et ta ainult oma isanda
käske kuulab. 6. Wellingtoni hertsogile ja ta sõpradele
meeldis poisi vastus.

Exercise 2. Give adjectives to:

fool, distance, safety, difficulty, height, fog, nature,
England, noise, stillness, week, politeness, wind, month.

Exercise 3. Put in the prepositions of, out of, off, from:

1. Harry fell ^{off} — his bicycle. 2. Aunt Emily told the boys to keep ^{out of} — mischief. 3. — ^{off from} the tube came the train. 4. Jim happened to fall ^{from} — the moving staircase. 5. The determined ploughboy saved his master's crops — ^{from} ruin. 6. Wellington wished to have an army ^{of} — soldiers like the ploughboy. 7. He returned to his estate and lived there free ^{from} — all care. 8. This elderly gentleman differs very much ^{from} — his friends. 9. The ways ^{of} — sending messages centuries ago were different — ^{from} the modern ways — ^{of} sending news. 10. I am sorry I could not come, I was prevented ^{from} — coming.

LESSON 44.

How Messages are sent from One Place to Another.

(Continued.)

In countries where there are many trees and few hills it is sometimes better to send a message by making noises for the ear to hear rather than by fire and smoke for the eye to see. In Africa, **drums** are used for sending messages. As soon as the **drummer** hears news that an enemy is coming, he will beat his drum in a **particular** ^{distinct} manner. If you have ever heard the beat of this drum, you will never forget it. The strange, deep rolling sound will be heard by another drummer at a distance. As each man hears the other's drum, he begins to beat the same message to **inform** others farther away. In this simple

way the news is sent very quickly. Often a reply is received long before a runner would have been half way through the thick bushes and trees.

These are all slow ways of sending news compared with the telegraph, the telephone, and, last of all, the wireless.

The first telegraph **instrument** was made in 1837 by an American named Morse. With this instrument five words a minute were sent along a telegraph wire by means of the Morse ^{salami} **code** ^{feet} in which certain signals stood for certain English letters. For example, he used three short signals for the letter S (- - -) and three long signals for the letter O (— — —). Even to-day when ships are in trouble, they use Morse letters to send out a message by wireless to other ships. The letters SOS (- - - — — — - - -) mean that a ship is in serious trouble or danger. At the present time, however, many messages, at the rate of five hundred words a minute, can be sent at the same time along one telegraph wire.

<i>Grammar.</i>		Passive Voice.	
		P e r f e c t.	
A c t i v e.		P a s s i v e.	
Mr. Brown has taught us English.		English has been taught (to) us by Mr. Brown.	
Mother has given Jane many presents.		Many presents have been given to Jane by her mother.	

Past Perfect.

Mr. Brown **had taught**
us English.

English **had been taught**
(to) us by Mr. Brown.

Mother **had given** Jane
many presents.

Many presents **had been**
given to Jane by her
mother.

Exercise 1. Put into the passive:

1. He has sent his friend a message. 2. They have passed this news to their neighbours. 3. She has given the presents to Miss West. 4. Phil told this anecdote to Jim. 5. The librarian had sent notices to the members of the library. 6. Roger had delivered the morning papers to the customers. 7. He had sold many copies of the guide to the Americans. 8. He had given all the profit to his father.

Exercise 2. Give the words from which the following adverbs are derived:

luckily, largely, politely, seriously, perfectly, frequently, naturally, especially, nervously, monthly, regularly, eagerly.

Give the meaning of these words!

LESSON 45.

How Messages are sent from One Place to Another.

(Continued.)

The man who **invented** the telephone was Alexander Graham Bell. In 1876 he was able to speak to his friend and helper, Thomas Watson, standing a hundred yards

away. After this first simple machine was successful, it did not take Bell long to improve the telephone so that it could be used in business and trade. Foreign lands are brought much closer by the telegraph and telephone. Probably the early users of telephones never dreamed that there would be a wireless telephone. Only a few years ago for the first time the **President** of the **United States** spoke across the **Atlantic Ocean** to the King of England by wireless telephone.

It was an Italian, Marconi, who proved that wires were not needed for the sending of telegraph and telephone messages. After many years of hard study in Italy and England, Marconi was able, in 1901, to send the first wireless message from England across the Atlantic Ocean to **Canada**. The foreign trade of every country has improved greatly with these new ways of sending messages quickly from one country to another. Within a few hours the people in **China** are informed of the latest events in England and America. If war breaks out in Europe, the news is at once received in Africa or India. When peace is **reported**, distant Japan prints the news almost as soon as the newspapers of France and Germany do. In every part of the world, north and south, east and west, the telephone, the telegraph, and wireless are bringing different countries closer together. We may be certain that in future there will be more trade and greater happiness as a result of these wonderful ways of sending messages.

British subject - Brit 108 alarm

republic - [republic] - vabarius, citizen [citizen]

Questions: 1. By what means were messages sent in former times? 2. Who uses the same ways of sending messages at the present time? 3. What do you know of the work of Morse? 4. Who made the first telephone and improved it? 5. By whom was the wireless invented? 6. What is the use of the wireless?

Exercise 1. Read:

The Great War began on July 28, 1914. Great Britain declared war to Germany on August 4, 1914. Marconi was born on April 25, 1874. He died on July 20, 1937.

Exercise 2. Put into the active:

1. News are sent and replies received immediately. 2. The first telegraph machine was made by Morse. 3. Morse letters are used by ships to send messages. 4. The first telephone was made and improved by A. G. Bell. 5. It was proved by Marconi that wires were not needed for sending telegraph and telephone messages. 6. In 1901 the first wireless message was sent by Marconi from England to Canada. 7. Foreign lands are brought much closer by the telegraph and telephone. 8. Within a few hours the people of China are informed of the latest events in Europe or America.

LESSON 46.

Well Played!

Jack Murray ran down the road which led to the railway station with a heart as light as his step. He was justly happy and proud, for it was ^{oblast} owing to his good play that the King Alfred's School ^{voluntary school} team had won a splendid victory in the last ^{vo. 1111 a} cricket-match over the boys of the rival Grammar School in the nearest town.

His schoolfellows had ^{bravo} cheered him. "Bravo, Murray! Well played!" they had shouted. And his master had shaken him warmly by the hand, and told him that the school was proud of him. That was two hours ago; now he was going to meet his father at the station. He **quickened** his steps as he entered the town, for the clock on the church tower told him it was almost time for the evening train to arrive.

But at the corner of High Street a sound reached his ears which caused him to stop suddenly. It was the cry of a child in trouble, and it came from a narrow alley leading to the poorer part of the town. "Give it to me, Dan! Please do!" ^{misheard} sobbed a voice. "I cannot move without it, and I shall be late for the train and miss all my customers." ^{kindred} And a ^{hard words} gruffer voice replied with a ^{very low} sneering laugh: "You can just stay where you are till I come back. I will look after your customers." Then the sobbing became louder.

Grammar.

Passive Voice.

Future.

Active.

Mr. Brown **will teach**
us English.

Mother **will give** Jane
many presents.

Passive.

English **will be taught**
(to) us by Mr. Brown.

Many presents **will be**
given to Jane by
her mother.

Exercise 1. Put into the passive:

1. They will send him an extraordinary reply. 2. He will prove it to his master. 3. The teacher will explain this rule to his pupils. 4. They will tell him this particular news. 5. She will show you the latest fashions. 6. Miss West will teach us French. 7. Roger will deliver various newspapers to his customers. 8. He will sell these illustrated magazines to the American tourists.

Exercise 2. Divide into syllables:

various, extraordinary, magazines, telephone, quicken, sobbing, gruffer, grammar, entered.

Exercise 3. Translate:

1. Siin müüakse mitmesuguseid ajalehti. 2. Kus trükitakse neid lehti? Viimaseid uudiseid teatatakse (report) raadio kaudu. 4. Raadio kaudu informeeritakse meid igapäev tähtsamaist sündmusist maailmas. 5. Sõjast

Jaapani ja Hiina vahel teatasid õhtulehed. 6. Kunas teatatakse (tulevik) rahust? 7. Loodame, et rahust õige pea teatatakse.

Exercise 4. Choose the right word:

various, wireless, particular, inform, death, in future, president, results, scientist, reported, rate, in spite of, telephone, Atlantic.

1. — difficulties he succeeded in improving his machine. 2. He had a — way of working. 3. He did not care to — his friends of the — of his work. 4. It is very difficult to imagine the office of a modern business man without the —. 5. — news are — at an extraordinary —. 6. The — of the United States (U. S. A.) spoke across the — Ocean to the King of England. 7. — there will be greater happiness as a result of the wonderful work of this great man. 8. The whole world was informed of the — of this famous — by the —.

LESSON 47.

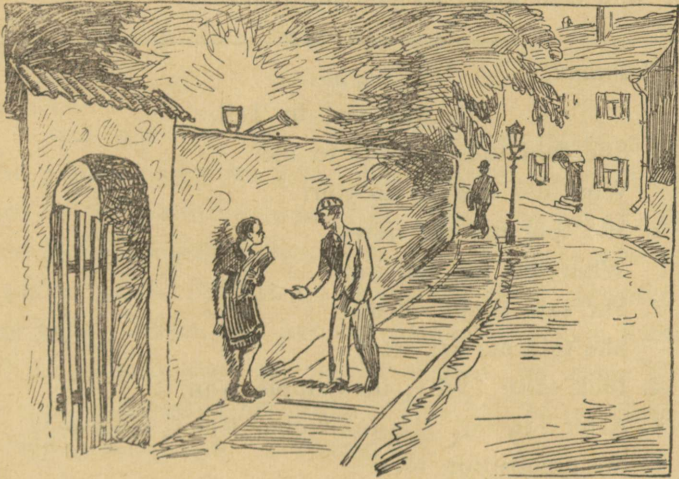
Well Played!

(Continued.)

"Someone is **bullying** a child," thought Jack, and he **dashed** into the alley. As he entered it, a big rough-looking **lad**, carrying some papers under his arm, pushed **rudely** past him into the street. A few steps farther on, Jack came upon a little girl. She was leaning against a

wall with her face buried in her arms, crying bitterly; and upon the ground beside her was a bundle of newspapers.

"Why, it is **Cripple Nan**," said he, for he had often seen the child, who had but one leg, selling papers outside the station. "What is the matter, Nan?" The little girl lifted her head. "M - m - - - y cru - - - tch," sobbed



she, pointing to the wall above her. "Big Dan put it up there so that I should not be able to go to the station to sell my papers." "**Coward**" cried Jack, with flashing eyes. "But never mind, Nan. See! I can reach your crutch, so you can go after all." Nan shook her head. "'Tis too late now," she said. "I could not go quickly enough to meet the people as they leave the evening train, so there

is no good in going at all. And I had bought a double lot of papers because of the cricket-match." At the thought her sobs broke out afresh.

"Look here, Nan!" cried Jack eagerly, "you can come to the station as fast as you are able, and I will run **ahead** and sell the papers until you get there." But Nan looked **doubtful**. "You are too tidy for a paper-boy," said she, "and Dan won't let you sell them."

Grammar.

To Say and to Tell.

1. She **said** these words **to** me.

What did she **say to** you?

2. She **told** me the news.

What did she **tell** you?

3. She **said** these words.

She **told me** her story.

4. Jack **said**: "Why, its Cripple Nan."

1. After *to say* the indirect object is used with the preposition *to*.

2. After *to tell* the preposition *to* is not used.

3. After *to say* the indirect object may be omitted. ^{väh m. jämma} After *to tell* it cannot be omitted.

4. The verb *to say* is used to quote direct speech. _{about}

Exercise. Translate:

1. Jack ütles tütarlapsele: „Pole viga, Nan, ma annan sulle su kargud kätte.“ 2. Mis ütles Jack tütarlapsele?

3. Kes jutustas sulle selle loo? 4. Korrake sõna, mis ta teile ütles. 5. Jack ütles oma isale, et ta oli hästi mänginud. 6. Koolijuhataja ütles meile mõne (a few) sõna pärast meie hiilgavat võitu. 7. Õelge seda veel kord! 8. Mis ta ütles teile? 9. Ta ütles, ta olevat hästi mänginud.

LESSON 48.

Well Played!

(Continued.)

Jack did not reply. He had already raced off with the papers under his arm. He reached the station gate just as the train was coming in. Dan was already there, and looked angrily at him as he took the place which was usually Nan's. "What are you doing here?" ^{arisevna} **growled** the big bully. "You may not sell papers without a ^{muusika} **licence**." Then, as Jack took no notice of him, he came a step nearer, and ^{toimiv} **raised** his arms. "You had better ^{kan nimensa} **clear** out before I make you," continued he.

There were a good many of the King Alfred's boys in the station-yard, waiting to meet their friends, and they too stared at Jack and his papers in surprise.

"What's up, Murray?" asked his friend Tom Rogers. "See here, Tom!" replied Jack with a nod towards Dan, "this fellow wants a lesson. He had been bullying Cripple Nan. He took her crutch away, so that she could not come here in time for the train. These are her papers, which I am going to sell for her."

Rogers needed no second ^{subject} hint. He approached Dan. "Move on!" ordered he. "Move on yourself!" said Dan with a sneer. ^{verb} Roger's reply was the well-known school-cry, "King Alfred's to the rescue!" It was followed by a rush of every King Alfred's boy within hearing. ^{verb}

Grammar.

Comparison of Adjectives.

great	— greater	— greatest
fine	— finer	— finest
beautiful	— more beautiful	— most beautiful
dangerous	— more dangerous	— most dangerous

There are three Degrees of Comparison: the Positive, the Comparative, and the Superlative.

The Comparative is formed:

1. by adding **-er** or **-r** to the Positive, or
2. by means of **more**.

The Superlative is formed:

1. by adding **-est** or **-st** to the Positive, or
2. by means of **most**.

Adjectives of one syllable and some adjectives of two syllables form the Comparative by adding **-er** or **-r**, and the Superlative by adding **-est** or **-st**.

In all adjectives of more than two syllables and in most adjectives of two syllables (for instance, those ending in **-able**, **-al**, **-ed**, **-ful**, **-ous**) the Comparative is formed by means of **more**, and the Superlative by means of **most**.

Exercise 1. Give the comparative and superlative forms of the following adjectives:

rude, cheerful, gentle, gruff, nervous, natural, distant, light, proud, attractive, narrow, valuable, expensive, comfortable, extraordinary.

Exercise 2. Give other words for:

various, alley, clear out, give reason, mind, enter, dash, article, chance, destroy, order, seaman, usually, lift.

Exercise 3. Past or passed?

1. Roger — his examination all right. 2. It is half — three. 3. We went — the bridge. 4. He — a narrow alley and came to the station. 5. My father is already — sixty. 6. I know a poem called “— and Present”. 7. The time — quickly.

LESSON 49.

Well Played!

(Continued.)

“Now move on!” repeated Rogers. Dan looked at the **circle** of determined young faces around him. Then he moved on, more quickly than he had ever moved before in his life. The schoolboys **chased** him through the town, and out into the country beyond.

Meanwhile, Jack was doing a good trade. “Paper, Sir? Great victory for King Alfred’s School! Cripple Nan’s **benefit!**” cried he as the people crowded out of the

station. His bright face, his good news, and his ^{appeal} for the little cripple, brought him many customers. Several people gave sixpence for a paper and refused the ^{change}, and Jack's father paid for the good news of his boy's success with a big five-shilling piece.



Nan went home very happy. Her stock was quite sold out, and she had twelve shillings and ninepence in her pocket. Jack was quite as happy as he walked up the High Street with his father's arm **linked** in his own, and told him of the **triumph** of his old school.

A band of merry King Alfred's boys, on the way back from their chase of Dan, passed the pair. "Well played, Murray! Good old Jack!" shouted they.

Grammar. Comparison of Adjectives.

small — smaller — smallest

deep — deeper — deepest

clever — cleverer — cleverest

Note: just — more just — most just

If the Positive ends in a consonant, **-er** and **-est** are added.

large — larger — largest

simple — simpler — simplest

true — truer — truest

If the Positive ends in **-e**, only **-r** and **-st** are added.

thin — thinner — thinnest

big — bigger — biggest

If the Positive ends in a consonant which is preceded by a short vowel, the final consonant is doubled.

funny — funnier — funniest

early — earlier — earliest

Note:

shy — shyer — shyest

If the Positive ends in **y** which is preceded by a consonant, the **y** is changed into **i** before **-er** and **-est**.

gay — gayer — gayest

grey — greyer — greyest

If the **y** is preceded by a vowel, it is not changed.

Exercise 1. Give answers:

1. King Alfred's School was very proud of Jack Murray. Give the reason why? 2. Big Dan felt most miserable that day. Why? 3. Cripple Nan felt happy and grateful that day. Why? 4. Mr. Murray felt very proud of his son. Why?

Exercise 2. Form the comparative and superlative:

heavy, fine, dangerous, red, eager, disorderly, wet, wonderful, high, cute, determined, bracing, healthy, doubtful, easy, gay, bitter.

LESSON 50.

Somebody's Mother.

The woman was old and **ragged** and gray,
And **bent** with the **chill** of the winter's day;
The street was wet with **recent** snow,
And the woman's feet were **aged** and slow,

She stood at the crossing and waited long,
Alone, **uncared** for, amid the **throng** *crowd of people*
Of human beings who passed her by,
Nor **heeded** the **glance** of her **anxious** eye.

Down the street, with laughter and shout,
Glad in the **freedom** of "school let out,"
Came the boys like a **flock** of **sheep**,
Hailing the snow **piled** white and deep.

moda

Past the woman so old and gray

Hastened the children on their way,

Nor offered a helping hand to her,

So meek, so timid, afraid to stir,

alandux kartka *ligabada* *sturred*
et melle
Lest the carriage wheels or the horses' feet

Should crowd her down in the *lovedale fairavet* slippery street.



At last came one of the merry *group* troop —

The gayest of all the noisy group;

He paused beside her, and whispered low,

“I’ll help you across if you wish to go.”

aged
Her aged hand on his strong young arm

She placed, and so, without hurt or harm,

He guided the trembling feet along,
Proud that his own were firm and strong.
Then back again to his friends he went,
His young heart happy and well content.

"She's somebody's mother, boys, you know,
For all she's aged and poor and slow;
And I hope some fellow will lend a hand
To help my mother, you understand,

If ever she's poor and old and gray,
When her own dear boy is far away."
And "somebody's mother" bowed low her head
In her home that night, and the prayer she said
Was, "God, be kind to the **noble** boy,
Who is somebody's son and **pride** and joy."

Mary D. Brine.

Exercise 1. Choose the right word:

team, pride, licence, fair, benefit, rude, cripple, bullies,
rivals, cheer, victory, timid, noble, triumph, cowards.

1. The boy who — a — or some — child deserves punishment.
2. The greatest bullies are the greatest —.
3. — boys are the — of their parents.
4. When a — is won in a match, the lookers-on — the best players of the —.
5. The whole school is proud of the —.
6. Don't be — to your —, it isn't —.
7. Are you allowed to sell newspapers without a —?
8. Jack Murray did it for Cripple Nan's —.

Exercise 2. Divide into syllables:

recent, ragged, freedom, hailing, doubtful, approach,
nothing, trembling, whispered, uncared, sixpence.

Grammar.

Irregular Comparisons.

good	}	— better —	best
well			
bad	}	— worse —	worst
evil			
ill			
many	}	— more —	most
much			
little	— {	smaller	— smallest
		less	— least
near	—	nearer	{ nearest
			{ next
far	— {	farther	— { farthest
		further	— { furthest
old	— {	older	— { oldest
		elder	— { eldest
late	— {	later	— { latest
		latter	— { last

Exercise 3. Translate:

1. Teie käekiri on väga halb, ta on halvem kui ta oli
läinud aastal. 2. See on kõige halvem käekiri, mis ma

näinud olen. 3. Kas teie ema on nüüd terve? 4. Ei, ta on ikka veel haige. 5. Täna ta on haigem, kui ta oli eile. 6. Loodame, et ta varsti paraneb.

LESSON 51.

The Olympic Games.

A Short Play.

[Some schoolboys are sitting and standing round a **playground**, watching others running and jumping.]

FIRST BOY. Every time I come out here and watch these games, I think how much I should like to go to the Olympic Games next year.

SECOND BOY. I feel the same. It's great fun to see one's schoolfellows run; it must be wonderful to see the finest runners in the world racing.

THIRD BOY. My father was in the first Olympic Games. He used to be a famous jumper.

FOURTH BOY. Don't tell me that he was in the first Olympic Games! They were held in Greece centuries ago.

THIRD BOY. Now don't be **stupid**! You know what I meant. I meant the first modern Olympic Games which were held in London in 1908. He won the long jump then.

FIRST BOY. I thought there were other Olympic Games held before 1908.

Second Boy. I've read that there were games which were not very successful before 1908, but in 1908 many countries sent men to **take part** in the games.

Third Boy. The last Olympic Games were a great success. Do you know how many countries took part?

Fourth Boy. No. How many?

Third Boy. More than fifty.

First Boy. I don't believe I know the names of fifty different countries.

Second Boy. I'd like to know how many of these countries **made points**.

Third Boy. I'm not certain, but I think about twenty made points. Father has followed the history of the games very carefully. He could tell us exactly.

First Boy. If your father knows so much about the Olympic Games, I wish he would let us come over some evening to talk with him about them.

Second Boy. There isn't anything I should enjoy more. I've never had the opportunity of talking with a man who took part in the Olympic Games.

Third Boy. I'm sure Father would like to tell you about them.

compete - *võistleva*
tournament - *turniir* [tu:niir]

Fourth Boy. I know something about the games myself.

First Boy. Let's hear what you know about them.

Fourth Boy. I know some of the **events**. *võistlusala*

First Boy. That's easy. So do I.

Second Boy. I know some of the events such as running, swimming, and jumping. What other events are there?

Fourth Boy. I don't know any others.

First Boy. There are tennis, rowing, boxing, **weight-lifting**, and **diving**. *sukeldumine*, *maadlamine*, *rest* [rest]

Third Boy. If you think I'm going to stand here listening to a list of events, you're mistaken. The best thing you three can do is to come and have supper with me to-morrow. Then we can talk as long as we want to.

First Boy (laughing). That's just what we hoped you would say. We all want to meet a man who has taken part in the Olympic Games.

Exercise 1. Form questions to which these answers may be given:

1. The Olympic Games are held every four years.
2. In 1932 the games were held in Los Angeles, California, in the United States.
3. In 1936 the games were held in Berlin, in Germany.
4. In 1940 the games will be held in Tokyo, in Japan.
5. Any country may take part in the Olympic Games.

Grammar. Comparison of Adjectives.

Note: **Much** talk, little work.

Little children drink **much** milk.

Here are **many** people.

We write **many** exercises.

Much is singular, **many** is plural.

My **little** brother is really very **small**.

He is **smaller** than your brother.

Little and **smaller** refer to size.

They eat very **little** bread.

They eat **less** bread than you.

Little and **less** refer to quantity.

This is the **nearest** way to the station.

She is my **nearest** friend. Who lives **next** door to you? Do it **next** time.

Nearest refers to distance, **next** to order.

Exercise 2. Translate:

1. Nad peavad treenima palju ja hoolikalt. 2. Mitu liiget on selles meeskonnas? 3. See poiss on liiga väike meeskonna liikmeks. 4. Te teete (tulevik) selle vähema ajaga. 5. Kus peetakse järgmised olümpia-mängud? 6. Kas Mr. Williams kavatseb osa võtta järgmistest olümpia-mängudest? 7. Kas see härra naabrimajast kavatseb ka treenima minna? 8. Ta on meie parim sportlane (sportsman). 9. Isegi minu lähimad sõbrad ei tea midagi sellest.

LESSON 52.

Pen Friends.

Charles Allan has several pen friends in Canada, ^{O. S. A.} U. S. A., and ^{O. S. A.} Australia. Some time ago he made a new pen friend in Estonia. They started their **correspondence** and said they hoped to become friends.

Here is Charlie's first letter to his Estonian pen friend.

71 Pond Street,
^{Nottingham} Nottingham,
England,
May 5th, 1937.

Dear pen friend,

I'm very glad to make a new pen friend, especially one in Estonia. But I'm afraid I know very little about this country. I have no idea how to pronounce your name. I know nothing about Estonian names, so I don't know whether Enn is a girl's or a boy's name.

Well, I think I had better tell you something about myself. I'm fifteen years old, I'm in the fifth form of the Nottingham Secondary School for boys. I am rather tall and strong for my age. I suppose you like sport. I'm very fond of it. I play tennis and cricket, and now I'm practising football. I also like to swim. It is one of my greatest pleasures. I read a good deal, too.

I hope to tell you more about myself, my home, and my school, and how we learn to be useful to our country

and to our ^{was in mind} fellow-men. Let us hope that many miles of land and sea are no ^{still} obstacles to our ^{harshness} friendship. ^{so far as}

Please, tell me all about yourself and your country. I suppose you learn English at your school and you can write it.

I'm **enclosing** a photo of myself.

Please reply as soon as possible, for it's so interesting to get letters from foreign countries.

I remain,

Your pen friend
Charles Allan.

Grammar.

Comparison of Adjectives.

Note: Uncle Henry and Phil were standing at the **farther** end of the platform.

No **further** explanations were needed.

Farther refers to distance, **further** expresses something added.

You are **older** than I am.

This is the **oldest** man in our village.

My **elder** brother is about twenty.

Your **eldest** son is my neighbour.

Older and **oldest** denote age, **elder** and **eldest** are used to denote seniority.

These are the **latest** fashions.

Latest refers to time.

A watchmaker and a baker are neighbours. The **former** is a tall man, the **latter** is very small.

Latter is the opposite to **former**.

Z is the **last** letter of the alphabet.

Last is opposite to **first**.

Exercise 1. Translate:

1. See on sügavaim jõgi meie maal. 2. Eile näitasin teile kauneimaid vaateid. 3. Need on kõige kõrgemad mäed siin maal. 4. See on väga ohtlik hüpe. Ma mõtlen, see on ohtlikem hüpe kõigist. 5. Kõige huvitavamaks palaks kavas olid vettehüpped. 6. Ma arvan, et poiss, kes saavutas võidu, oli kõige õnnelikum inimene (person) maailmas. 7. See oli kõige kergem harjutus. 8. Esimesed olümpia-mängud peeti loomulikult Kreekas. 9. Ma pean teile veel ühe (further) põhjuse nimetama. 10. See on viimane rong, mis saabus täna. 11. Kõigist kohtadest, mida tunnen, on see kõige kaugem. 12. Kes teist on kõige vanem poiss siin? 13. Minu vanem vend on kõige vanem poiss selles klassis. 14. Kas teate viimast uudist? 15. Bobi endised sõbrad on ta unustanud. 16. „Viimane” on vastand „eelmisele”.

Exercise 2. Give nouns to:

begin, aged, proud, ragged, free, bully, distant, describe, pronounce, sail, jump, run, swim, sob.

LESSON 53.

A Letter from Charles Allan's Estonian Friend.

141 Narva maantee,
Tallinn,
Estonia,
May 17th, 1937.

Dear friend,

Many thanks for your letter! Let us hope it will be the beginning of a long correspondence and of a long friendship as well. How I should like to see your country! Perhaps some day I shall **realize** this **dream**. I have many more dreams far **bolder** than this. I hope to realize some of them at least.

I live in Tallinn, which is the capital of Estonia. I'm fourteen years of age, and I'm in the third form of the Boys' Secondary School. I, too, like sport. I'm very fond of all games one can play with balls. I don't play football myself, but I like watching it. I also like swimming, but my **favourite occupation** in summer is sailing. My father has a sailing boat, and his greatest pride is to make his children good sailors. My father is a business man. I have a brother of seven and a sister of sixteen. I'm enclosing some photos of our home and ourselves. I think they will tell you more than my descriptions. Now you can see how we live in our everyday **surroundings**. To give you an idea of the beauty of our old capital I am going to send you picture postcards. Next

I shall send you a few cuttings from magazines to show you our fields and woods, and the **development** of our **industries**. Do you learn about Estonia in geography?

With my best regards,

Your friend

Enn Lipp.

Post

P. S. In Estonian the words are pronounced just as they are spelt.

Exercise 1. Give the right definition:

- | | |
|---------------------------|---|
| 1. aged | 16. shout an expression of welcome |
| 2. noble | 11. come nearer |
| 3. throng | 8. good wishes |
| 4. coward | 17. a quick look |
| 5. timid | 1. old |
| 6. whisper | 18. cry with short quick breaths |
| 7. enclose | 14. jump head first into the water |
| 8. regards | 13. foolish, unintelligent |
| 9. bold <i>full judge</i> | 2. of fine character |
| 10. approach | 3. crowd |
| 11. illustration | 4. one who is afraid of danger |
| 12. industry | 15. make a deep sound like an angry dog |
| 13. stupid | 5. shy |
| 14. dive | 7. put in an envelope with a letter |
| 15. growl | 19. think out something new |
| 16. hail | 9. daring, fearless |
| 17. glance | 12. branch of trade |
| 18. sob | 10. write letters to one another |

19. invent | speak with the breath only, not using
 20. correspond | the voice
 || picture added to a book or a magazine

Grammar.

The Names of Nations.

An Englishman — two Englishmen — the English.

A Frenchman — two Frenchmen — the French.

The adjectives *English* and *French* when used with the definite article denote the whole nation. To denote single individuals the words *-man* and *-woman* are added.

An Estonian — two Estonians — the Estonians.

An American — two Americans — the Americans.

A German — two Germans — the Germans.

A Russian — two Russians — the Russians.

The adjectives ending in *-an* denoting the names of nations take *s* in the plural.

A Japanese — two Japanese — the Japanese.

A Chinese — two Chinese — the Chinese.

The adjectives ending in *-se* denote either the whole nation or the individuals without taking the plural ending.

Note: We speak Estonian, English, French, German, Russian, Japanese, Chinese.

No article!

But: **the** Estonian language.

Exercise 2. Translate:

1. Kas see välismaalane räägib eesti keelt? 2. Ta ütleb, et eesti keel olevat raskeimaid keeli, mida ta tundvat. 3. Kas see daam on inglanna? 4. Inglased armastavad väga sporti. 5. Peaaegu iga inglane mängib mõnd mängu. 6. Jaapanlased ka on head sportlased. 7. Venelased armastavad muusikat. 8. Kas te räägite vene keelt?

LESSON 54.

Jim's Letter to Uncle Henry.

At last Jim had to leave London. He had spent ten wonderful days here. He was very sorry to leave. He set out for the railway station accompanied by Uncle Henry, Aunt Emily, Phil, and Dick. Jim found it was very hard to part. Then the train came in, and the rush began. After receiving a bag with fruit and sandwiches from Aunt Emily, Jim took an affectionate leave of his relatives. The signal for departure was given, and the train moved out of the station. Phil and Dick waved their handkerchiefs as long as they could see the train.

On arriving home, Jim wrote the following letter to Uncle Henry.

*To take leave of one - to say good bye to one.
To take leave of my friends*

71 Pond Street,
Nottingham,
April 10th, 1936.

Dear Uncle Henry,

I arrived safely. The people in the ^{Kupeli} **compartment** were very kind and obliging, ^{Kohist Sahel} and the time passed quickly. There was no end of asking questions when I got home. I have told them of my experiences. And how they laughed when I described my ^{habib} **inglorious** fall off the moving staircase! I'm sorry the holidays are over. We shall go back to school in a few days. I wonder what changes there will be.

I am ever so much obliged ^{Sammir} to you and Aunt Emily for all your kindness. ^{ab} Without your assistance there would have been no ^{no, malus} **possibility** of my going to London.

^{ootama} Phil will be expecting a letter from me. I'm going to write one this afternoon.

Give my love to Aunt Emily, Phil, and Dick.

Yours affectionately,

Jim.

^{ko lbama} **Exercise 1.** *Fit these parts together:*

- | | |
|--------------|---|
| 1. I am very | 3 game was very successful. ^{edukas} |
| 2. The next | 4 interested in the development of our ^{arenema} industries? |
| 3. The last | 9 description of our everyday surroundings will certainly please you. |

- | | | |
|--------------------|---|---|
| 4. Are many | 7 | glad to have the opportunity of seeing and talking to a man who took part in the Olympic games. |
| 5. My friend hopes | 5 | to have the possibility of seeing the games. <i>to realize</i> |
| 6. He must train | 8 | dreams which you would like to realize? |
| 7. Are you | 6 | very carefully to keep himself fit. |
| 8. Have you any | 2 | Olympic games will be held in Tokyo. |
| 9. His | 4 | sportsmen of your country going to take part in these games? |

Grammar. *find by*

The Preposition "of" after some Adjectives and Participles.

Jim is very fond of sight-seeing.

Little Susy is afraid of that big dog.

Jack Murray's parents were very proud of their son.

Are you quite sure of it?

Little Dick felt ashamed of himself.

Exercise 2. Translate:

1. Keda (mida) te kardate? 2. Mina ei karda kedagi (midagi). 3. Mu väike vend kardab pimedaid tube. 4. Mil-lele on Phil uhke? 5. Ta on uhke oma kummaliste putu-

kate kogule. 6. Kas olete kindel tema edus? 7. Olen selles täitsa kindel. 8. Kas tantsite meelsasti? 9. Jah, armastan väga tantsida. 10. Kõik inglise poisid armastavad sporti. 11. Nad armastavad eriti erutavaid mängu nagu (such as) kriket ja jalgpall.

The Duck and the Water-rat.

LESSON 55.

The Devoted Friend.

One morning the old Water-rat put his head out of his hole. He had bright *helmed* beady eyes and stiff grey whiskers, *põseharu*



and his tail was like a long bit of black india-rubber. The little ducks were swimming about in the pond, looking

so conversation.
just like a lot of yellow ^{kanasari aluni} canaries, and their mother, who was ^{puhas} pure white with real red legs, was trying to teach them how to stand on their heads in the water.

“You will never be in the best ^{selfness} society unless you can stand on your heads,” she kept saying to them; and every now and then she showed them how it was done. But the little ducks paid no attention to her. They were so young that they did not know what an ^{kanu} advantage it is to be in society at all. ^{parinu}

“What ^{sohamuematud} disobedient children!” cried the old Water-rat; “they really deserve to be drowned.” ^{disadvantage-pun}

“^{si midlegi kellekeshi} Nothing of the kind,” answered the Duck, “everyone must make a beginning, and parents cannot be too patient.” ^{bachelor [bxtgels] vanapoiss}

“Ah! I know nothing about the feelings of parents,” said the Water-rat; “I am not a family man. In fact, I have never been ^{kanadane} married, and I never intend to be. Love is all very well in its way, but friendship is much higher. Indeed, I know of nothing in the world that is either nobler or ^{rarer} than a devoted friendship.” ^{truu}

^{or us} ^{rarely - seldom}
Exercise 1. Give opposites:

^{kanadane} rare, ^{kanasari aluni} unselfishness, ^{kanasari aluni} obedient, ^{kanasari aluni} bright, ^{kanasari aluni} autumn, ^{kanasari aluni} patient, ^{kanasari aluni} full, ^{kanasari aluni} never, ^{kanasari aluni} beginning, ^{kanasari aluni} possible, ^{kanasari aluni} departure, ^{kanasari aluni} whisper, ^{kanasari aluni} timid, ^{kanasari aluni} aged, ^{kanasari aluni} stupid, ^{kanasari aluni} friends, ^{kanasari aluni} hard by. ^{us na kahidat}

Grammar. **Direct and Indirect Speech.**

Direct.	Indirect.
Jim says: "I like new experiences." Direct speech reports the words of the speaker in their original form.	Jim says (that) he likes new experiences. Indirect speech expresses the same in the form of a dependent clause beginning with <i>that</i> (which is often left out). In indirect speech the first person is changed into the third.
Jim says: "Phil, you read too much."	Jim says that Phil reads too much. The second person is changed into the third.

Exercise 2. a) Change these sentences into the indirect form:

1. The old Water-rat says: "I am not a family man."
2. He says: "I don't like disobedient children."
3. The Duck says: "Parents must love their children."
4. She says: "I have ten children to feed."
5. The Water-rat replies: "I don't understand you. I know nothing about the feelings of parents."

b) Change these sentences into the direct form:

1. Jack Murray says that he is going to sell the papers. 2. The headmaster says that they all are very proud of Jack. 3. Jack's friends say that he is the best player of the whole team. 4. Jack himself says that he is very glad they have won the victory.

LESSON 56.

(Continued.)

"And what, pray, is your idea of the duties of a devoted friend?" asked a Green Linnet, who was sitting in a willow-tree hard by, and had overheard the conversation.

"Yes, that is just what I want to know," said the Duck, and she swam away to the end of the pond, and stood upon her head, in order to give her children a good example.

"What a silly question!" cried the Water-rat. "I should expect my devoted friend to be devoted to me, of course."

"And what would you do in return?" said the little bird, swinging upon a silver spray, and flapping his tiny wings.

"I don't understand you," answered the Water-rat.

"Let me tell you a story on the subject," said the Linnet.

"Is the story about me?" asked the Water-rat. "If so, I will listen to it, for I am extremely fond of fiction."

खल्लदालाव
सोबो

“It is **applicable** to you,” answered the Linnet; and he flew down, and **alighting** upon the bank, he told the story of The Devoted Friend.

लक्ष्मणा

Grammar. Direct and Indirect Speech.

Direct.	Indirect.
Jim says: “I { like liked have liked shall like } new experiences.”	Jim says that he { likes liked has liked will like } new experiences.”
Jim has said: “I { like liked have liked shall like } new experiences.”	Jim has said that he { likes liked has liked will like } new experiences.”
Jim will say: “I { like liked have liked shall like } new experiences.”	Jim will say that he { likes liked has liked will like } new experiences.”
If the reporting verb is in the Present, the Present Perfect, or the Future Tense, the tense of the direct form is retained in indirect speech.	

Questions: 1. Whose conversation did the Green Linnet ^{hear} overhear? 2. Why was the mother duck so anxious to teach her children good manners? 3. Why did the children not pay attention to their mother's words? 4. What did the old Water-rat think of those children? 5. Why could he not understand the feelings of parents? 6. What did he think of love and friendship? 7. What was his idea of the duties of a devoted friend? 8. What did the Green Linnet propose? 9. To whom was the story applicable?

Exercise 1. Divide into syllables:

subject, question, conversation, flapping, possibility, fiction, milestone, overheard, understand, welcome.

Exercise 2. a) Change these sentences into the indirect form:

1. The Duck says: "I want to know everything about it." 2. The Water-rat replies: "You are too patient." 3. The Green Linnet says: "I have overheard the conversation." 4. He says: "I am going to relate a story about a devoted friend."

b) Change these sentences into the direct form:

1. Charlie Allan has said that he has many pen friends in different parts of the world. 2. He says that he hopes to get a letter from an Estonian friend. 3. He has said that he does not know how to pronounce his new friend's name. 4. His friend will reply that he does not play football himself.

Little Hans and Hugh the Miller.

Chubby E.H. Abbe
parish warden

LESSON 57.

(Continued.)

"Once upon a time", said the Linnet, "there was an honest little fellow named Hans."

"Was he very distinguished?" asked the Water-rat.

"No," answered the Linnet, "I don't think he was distinguished at all, except for his kind heart, and his funny round good-humoured face. He lived in a tiny cottage all by himself, and every day he worked in his garden. In all the countryside there was no garden so lovely as his."

"Little Hans had a great many friends, but the most devoted friend of all was big Hugh the Miller. Indeed, so devoted was the rich Miller to little Hans, that he would never go by his garden without leaning over the wall and plucking a large nosegay, or a handful of sweet herbs, or filling his pockets with plums and cherries if it was the fruit season."

"Real friends should have everything in common," the Miller used to say, and little Hans nodded and smiled, and felt very proud of having a friend with such noble ideas.

"Sometimes, indeed, the neighbours thought it strange that the rich Miller never gave little Hans anything in return, though he had a hundred sacks of flour stored away in his mill, and six milch-cows, and a large flock of

villane
woolly sheep; but Hans never troubled his head about these things, and nothing gave him greater pleasure than to listen to all the wonderful things the Miller used to say about the **unselfishness** of true friendship.
omdannpuidmabus

Grammar.

Direct and Indirect Speech.

Direct.	Indirect.
Jim said: "I like new experiences."	Jim said that he liked new experiences.
Jim said: "I liked new experiences."	{ Jim said that he had liked new experiences.
Jim said: "I have liked new experiences."	
Jim said: "I shall like new experiences."	Jim said that he would like new experiences.

edan andma
If the reporting verb is in a Past tense, the verb of the indirect speech must be in a Past tense, too.

hu
Thus the Present Tense of the direct form is changed into the Past, the Past Tense and the Present Perfect are changed into the Past Perfect, and the Future Tense is changed into the Secondary Future (the Future of the past).

Exercise 1. a) Use indirect speech:

1. The Green Linnet said: "Little Hans is not distinguished at all, though he is very popular." 2. The miller said: "We are real friends." 3. Hans smiled and said: "I feel very proud of my clever friend who has such noble ideas." 4. Hans' [hænsiz] neighbours said: "The miller is a bad man because he never gives Hans anything in return."

b) Use direct speech:

1. The old Water-rat said that he never intended to marry. 2. The mother duck said that it was the most difficult thing to teach her children good manners. They were so stupid that they could not understand what an advantage it was to be in society. 3. The Water-rat said he was glad that he had not married. 4. He said that he hoped the Green Linnet would understand him.

Exercise 2. Add suitable adjectives:

distinguished, favourite, good-humoured, disobedient, silly, stiff, patient, rare, noble, devoted, pure, popular.

1. Little Hans was a — fellow. 2. His — occupation was working in his garden. 3. He was very — in his village. 4. Little Hans was — to the rich miller. 5. The rich miller thought himself very —. 6. Sometimes he expressed some — ideas. 7. True friendship is —. 8. Parents must be —. 9. My hands are — with cold. 10. I like this — white duck. 11. Don't be —!

LESSON 58.

(Continued.)

"So little Hans worked away in his garden. During the spring, the summer, and the autumn he was very happy, but when the winter came, and he had no fruit or flowers to bring to the market, he ^{kamuyama} suffered a good deal from cold and hunger, and often had to go to bed without any supper but a few dried ^{prim} pears or some hard nuts. In the winter, also, he was extremely ^{darimself} lonely, as the Miller never came to see him then.

" 'There is no good in my going to see little Hans as long as the snow lasts,' the Miller used to say to his wife, 'for when people are in trouble they should be left alone, and not be ^{hadas} bothered by ^{haritama} visitors. That at least is my idea about friendship, and I am sure I am right. So I shall wait till the spring comes, and then I shall pay him a visit. ^{haritama} and he will be able to give me a large basket of ^{prim} prim-roses, and that will make him so happy.'

" 'You are certainly very ^{haritama} thoughtful about others,' answered the Wife, as she sat in her comfortable ^{haritama} arm-chair by the big ^{haritama} pinewood fire; 'very thoughtful indeed. It is quite a ^{haritama} treat to hear you talk about friendship. I am sure the clergyman himself could not say such beautiful things as you do, though he does live in a three-storied house, and ^{haritama} wears a gold ring on his little finger.'

egoist - small mother
altogether

Grammar.

Direct and Indirect Speech.

Direct.	Indirect.
She said: "I hope to see you this afternoon."	She said that she hoped to see her (him) that afternoon.
The old man said: "I hate these disobedient children."	The old man said that he hated those disobedient children.
Mother said: "I cannot do it now ."	Mother said she could not do it then .
The master asked the boy: "Why did you not come here ?"	The master asked the boy why he had not come there .
The boy said: "I was here yesterday ."	The boy said he had been there on the previous day .
The boy said: "I shall be here to-morrow ."	The boy said he would be there next day .
"No more sight-seeing to-day !" said Uncle Henry.	Uncle Henry said there was no more sight-seeing that day .

Exercise 1. Put into indirect speech:

1. The miller said, "Little Hans is my best friend."
2. He said, "I love Hans as my own son." 3. "We have never quarrelled," said the miller, "and we shall always remain good friends." 4. "I can't go to the market, because I am very busy to-day," said Hans. 5. The miller said: "I am going to see little Hans to-morrow. I shall take a basket with me for the flowers." 6. Hans said, "I shall have no flowers left if I fill this basket." 7. The miller leant over the wall and said, "I am looking for my basket which I left here yesterday." 8. "I am often hungry," said little Hans, "because it is winter now, and I have no flowers to sell."

Exercise 2. Choose the right word:

extremely, whiskers, armchair, suffers, pay, bothered, fiction, thoughtful, married, visitors.

1. The old gentleman has grey —. 2. He was — to a rich lady, but his wife died many years ago. 3. He — from a serious illness. 4. He was sitting in a comfortable — by the fireside. 5. He is — fond of modern —. 6. His friends are very — about him. 7. They often — him visits. 8. The old man does not want to be — by —.

A talk during supper.

LESSON 59.

(Continued.)

"'But could we not ask little Hans up here?' said the Miller's youngest son. 'If poor Hans is in trouble, I will

jealous Edgely - kad
ammunade.

give him half my porridge, and show him my white rabbits.'

" 'What a silly boy you are!' cried the Miller; 'I really don't know what is the use of sending you to school. You seem not to learn anything.' Why, if little Hans came up here, and saw our warm fire, and our good supper, and our great **cask** of red **wine**, he might get **envious**, and envy is a most terrible thing, and would spoil anybody's nature. I certainly will not allow Hans' nature to be spoiled. I am his best friend, and I will always watch over him, and see that he is not led into any **temptations**. Besides, if Hans came here, he might ask me to let him have some flour **on credit**, and that I could not do. Flour is one thing, and friendship is another, and they should not be **confused**. Why, the words are spelt differently, and mean quite different things. Everybody can see that.'

" 'How well you talk!' said the Miller's Wife, **pouring** herself out a large glass of warm **ale**; 'really I feel quite **drowsy**. It is just like being in church.'

" 'Lots of people act well,' answered the Miller; 'but very few people talk well, which shows that talking is much the more difficult thing of the two, and much the finer thing also;' and he looked **sternly** across the table at his little son, who felt so ashamed of himself that he hung his head down, and grew quite **scarlet**, and began to cry into his tea. However, he was so young that you must excuse him.

Grammar.

Direct and Indirect Speech.

Direct.	Indirect.
The schoolboy said to the teacher: "I have lost my skates.	The schoolboy told the teacher that he had lost his skates.
The pupils said: "We don't know our lesson."	The pupils said they didn't know their lesson.
Mother asked Phil: "Where is your bicycle?"	Mother asked Phil where his bicycle was.
The old man asked me: "Who are you ?"	The old man asked me who I was.
He asked me: "Is Lord Charleston your real name?"	He asked me whether (if) Lord Charleston was my real name.
" Give me the nut!" said the big boy to Tom.	The big boy told Tom to give him the nut.
"Take us with you, mother," asked the children.	The children asked their mother to take them with her.

Indirect questions begin with the words *whether, if, who, whose, whom, what, which, where, when, how.*

In indirect questions the subject is followed by the predicate.

In dependent commands the imperative form of the direct command is usually changed into the infinitive.

Questions: 1. Was little Hans very distinguished? 2. Why was he so popular? 3. What was the miller's idea of real friendship? 4. How did the rich miller show his sympathy for Hans? 5. What did the neighbours think sometimes? 6. Was Hans ever troubled by such thoughts? 7. How did he earn his living? 8. Which was the hardest time for him? 9. Why? 10. Why did the miller not visit him in winter? 11. What did the miller's wife think of her husband? 12. Of what was she quite sure? 13. What did the miller's little son suggest? 14. Why did the miller not agree to it? 15. What did the little boy feel like?

Exercise 1. Use direct speech:

1. The mother duck asked the Water-rat whether he had seen her children. 2. She called her children and told them that they were going to have their lesson as usual. 3. Then she told her children to stand on their heads. She asked them whether (if) they had understood her. 5. The miller's little son told his parents that he

wanted to give his porridge to little Hans. 6. His father told him to be silent.

Exercise 2. Read Lesson 39 in indirect speech.

About modern story-writing

LESSON 60.

(Continued.)

"Is that the end of the story?" asked the Water-rat.

"Certainly not," answered the Linnet, "that is the beginning."

"Then you are quite behind the age," said the Water-rat. "Every good story-teller nowadays starts with the end, and then goes on to the beginning, and **concludes** with the middle. That is the new **method**. I heard all about it the other day from a **critic** who was walking round the pond with a young man. He spoke of the matter at **great length**, and I am sure he must have been right, for he had blue spectacles and a **bald** head, and whenever the young man made any remark, he always answered 'Pooh!' But pray go on with your story. I like the Miller **immensely**. I have all kinds of beautiful **sentiments** myself, so there is a great **sympathy** between us."

"Well," said the Linnet, **hopping** now on one leg and now on the other, "as soon as the winter was over, and the primroses began to open their pale yellow **stars**, the Miller said to his wife that he would go down and see little Hans."

Saturday the 29th of April.

“‘Why, what a good heart you have!’ cried his wife; ‘you are always thinking of others. And mind you take the big basket with you for the flowers.’”

“So the Miller tied the sails of the windmill together with a strong iron **chain**, and went down the hill with the basket on his arm.

Grammar.

Passive Voice.

Active.

Mr. Brown teaches us English.

Mother gives Jane many presents.

Passive.

We are taught English by Mr. Brown.

Jane is given many presents by her mother.

If the transitive verb of the active sentence has two objects, either the direct or the indirect object may become the subject of the passive sentence.

Exercise 1. Change these sentences into the active:

1. They were asked many questions by their teacher.
2. Mr. Smith was offered a post by Mr. West.
3. They were told a story by the Linnet.
4. She was taught music by Mrs. Sherwood.
5. I was given lessons by Mr. Brown.
6. I was told the news some days ago.

Exercise 2. Pick out the transitive verbs in Lesson 60. Make sentences with them and change these sentences into the passive.

Exercise 3. Read Lesson 56 in indirect speech.

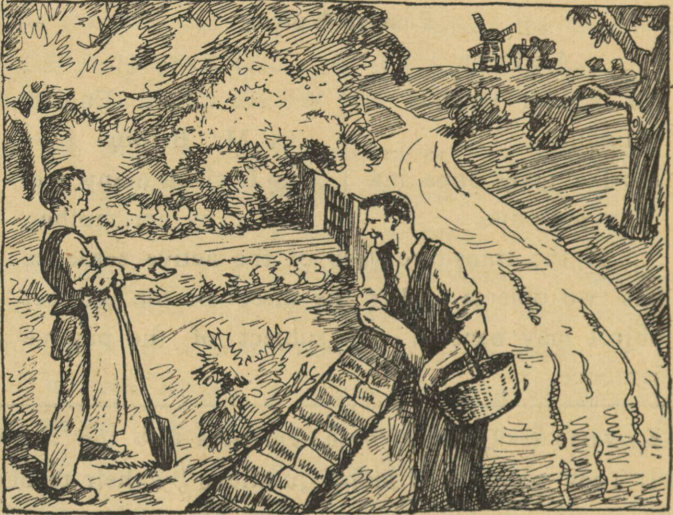
LESSON 61.

The spring.

(Continued.)

“‘Good morning, little Hans,’ said the Miller.

“‘Good morning,’ said Hans, leaning on his spade, and smiling from ear to ear.



“‘And how have you been all the winter?’ said the Miller.

“‘Well, really,’ cried Hans, ‘it is very good of you to ask, very good indeed. I am afraid I had rather a hard time of it, but now the spring has come, and I am quite happy, and all my flowers are doing well.’

“‘We often talked of you during the winter, Hans,’ said the Miller, ‘and wondered how you were getting on.’

“‘That was kind of you,’ said Hans; ‘I was half afraid you had forgotten me.’

“‘Hans, I am surprised at you,’ said the Miller; ‘friendship never forgets. That is the wonderful thing about it, but I am afraid you don’t understand the **poetry** of life. How lovely your primroses are looking. by-the-by!’

“‘They are certainly very lovely,’ said Hans, ‘and it is a most lucky thing for me that I have so many. I am going to bring them into the market and sell them to the **Burgomaster’s** daughter, and buy back my **wheelbarrow** with the money.’

“‘Buy back your wheelbarrow? You don’t mean to say you have sold it? What a very stupid thing to do!’

“‘Well, the fact is,’ said Hans, ‘that I was obliged to. You see the winter was a very bad time for me, and I really had no money at all to buy bread with. So I first sold the silver **buttons** off my Sunday coat, and then I sold my silver chain, and then I sold my big pipe, and at last I sold my wheelbarrow. But I am going to buy them all back again now.’

Exercise 1. Read the text in Lesson 61 in indirect speech.

Exercise 2. Translate:

1. Preili West ütles, et ta eile õhtul olevat olnud preili Smith’iga teatris. 2. Ta ütles, et näidend olevat tõepoolest

väga hea ja et nad olevat teda tohutult nautinud. 3. Siis nad olid koos koju läinud. 4. Preili West ütles mulle, et teel koju nad olevat sellest näidendist õige pikalt rääkinud ja soovi avaldanud teda veel kord näha. 5. Preili Smith oli öelnud, et teda väga huvitavat moodsate arvustajate arvamus. 6. Ta oli öelnud, et ta imetleb selle kirjaniku uut näidendit.

Exercise 3. Choose the right definition:

- | | |
|------------------|--|
| 1. wonder | 19 loving |
| 2. compartment | 16 without honour |
| 3. confuse | 12 employment, work |
| 4. method | gain, profit, benefit |
| 5. buy on credit | 13 kind and willing to help |
| 6. bald | 14 in a very serious way |
| 7. hop | bright red |
| 8. favourite | 4 a way of doing something |
| 9. bother | 5 get goods promising to pay later |
| 10. obstacle | 15 careful not to hurt the feelings of others |
| 11. advantage | 17 going away from a place |
| 12. occupation | not often found, not happening often |
| 13. obliging | cause trouble |
| 14. sternly | 6 without hair on the head |
| 15. thoughtful | mix up, mistake one thing for another |
| 16. inglorious | 2 one of the small rooms in a railway carriage |

- | | |
|--------------------------------|---|
| 17. ^{place} departure | move by short jumps |
| 18. scarlet | liked best; preferred |
| 19. affectionate | something that stands in one's way
and prevents action or movement |
| 20. rare | wish to know |

the wheelbarrow

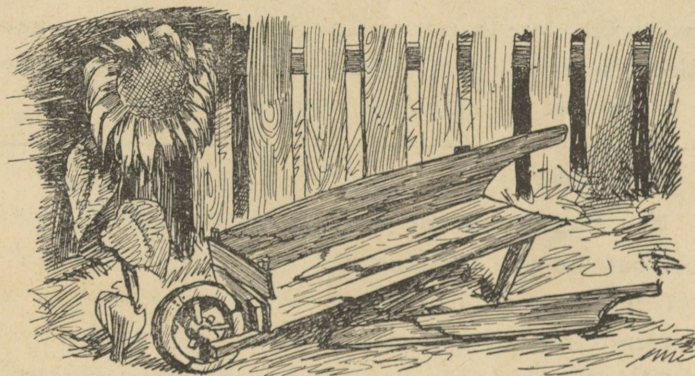
LESSON 62.

to + all

(Continued.)

order - condition

“‘Hans,’ said the Miller, ‘I will give you my wheelbarrow. It is not in **very good repair**; indeed, one side is gone, and there is something wrong with the wheel-



nevertheless - however

spokes; but in spite of that I will give it to you. I know it is very **generous** of me, and a great many people would think me extremely foolish for **parting** with it, but I am not like the rest of the world. I think that **generosity** is the **essence** of friendship, and, besides, I have got a new

wheelbarrow for myself. Yes, you may **set your mind at ease**, I will give you my wheelbarrow.'

"'Well, really, that is generous of you,' said little Hans, and his funny round face **glowed** all over with pleasure. 'I can easily put it in repair, as I have a **plank** of wood in the house.'

"'A plank of wood!' said the Miller; 'why, that is just what I want for the roof of my **barn**. There is a very large hole in it, and the corn will all get damp if I don't stop it up. How lucky you **mentioned** it! It is quite remarkable how one good **action** always **breeds** another. I have given you my wheelbarrow, and now you are going to give me your plank. Of course, the wheelbarrow is worth far more than the plank, but true friendship never notices things like that. **Pray** get it at once, and I will set to work at my barn this very day.'

Grammar.

The Preposition "of" after some verbs.

What are you **thinking of**?

Don't **speak of** it to me.

Please, **remind** him **of** his duties.

Of what does the sick child **complain**?

You must **inform** our host **of** what has happened.

Exercise 1. Translate: ~~Es~~ *axidant*

1. Kas koolijuhataja on sellest õnnetusjuhtumist informeeritud? 2. Ma kardan, et keegi ei ole teda informeerinud

sellest. 3. Mis teie arvate sellest õnnetusest? 4. Ma tõesti ei tea, mida sellest arvata. 5. Kas olete sellest kellelegi rääkinud? 6. Palun, ärge rääkige sellest kellelegi. 7. Ärge kaevake nii sageli oma peavalu üle. 8. Ma arvan, et ma selle üle nii harva kaeban. 9. Palun, tuletage sellele poisile meelde ta kohustusi. 10. See tütarlaps tuletab mulle meelde mu väikest õde.

Exercise 2. Give other words for:

extremely, in good condition, conclude, feelings, mixed up, drowsy, scarlet, certainly, stupid, drama, conversation, spray, alight, loving, story.

Exercise 3. Read the text in Lesson 62 in indirect speech.

LESSON 63.

(Continued.)

“‘Certainly,’ cried little Hans, and he ran into the shed and dragged the plank out.

“‘It is not a very big plank,’ said the Miller, looking at it, ‘and I am afraid that after I have mended my barn-roof there won’t be any left for you to mend the wheelbarrow with; but, of course, that is not my fault. And now, as I have given you my wheelbarrow, I am sure you would like to give me some flowers in return. Here is the basket, and mind you fill it quite full.’

“‘Quite full?’ said little Hans, rather sorrowfully, for it was really a very big basket, and he knew that if he

Did rather - kahakin parema mules

filled it he would have no flowers left for the market, and he was very anxious to get his silver buttons back.

“‘Well, really,’ answered the Miller, “as I have given you my wheelbarrow, I don’t think that it is much to ask you for a few flowers. I may be wrong, but I should have thought that friendship, true friendship, was quite free from **selfishness** of any kind.’

“‘My dear friend, my best friend,’ cried little Hans, ‘you are welcome to all the flowers in my garden. I would much sooner have your good ^{opinion} than my silver buttons, any day;’ and he ran and plucked all his pretty primroses, and filled the Miller’s basket.

“‘Good-bye, little Hans,’ said the Miller, as he went up the hill with the plank on his shoulder, and the big basket in his hand.

“‘Good-bye,’ said little Hans, and he began to dig away quite merrily, he was so pleased about the wheelbarrow.

Grammar.

Interrogative Pronouns.

1. **Who** is that girl?
Whose daughter is she?
Whom is she talking **to**?
2. **What** is in the box?
What is paper made **of**?
What did she say?

3. **Which** of these girls is your daughter?

Which of these dogs do you like best?

Which is the largest town in your country?

1. "Who", "whose", "whom" ask after persons.

2. "What" is used in asking questions about things.

3. "Which" asks after some particular person, animal, or thing out of a certain group.

Note: **Who** is that gentleman? Mr. Brown.

What is he? A teacher.

Which is your friend? The boy with the skates over his shoulder.

What book is that? This is a detective story.

What kind of person is your uncle? He is a very kind and just man.

Exercise 1. Translate:

1. Kes (neist) on teie sõber? 2. Too heledajuukse-line poiss on mu sõber. 3. Kes on ta isa? 4. Ta isa on härra James Smith. 5. Mis elukutse on härra Smith'il? 6. Härra Smith on kohtunik. 7. Mis inimene ta on? 8. Ta on väga sõbralik ja õiglane mees. 9. Milline neist noortest tütarlastest on teie õde? 10. Too tütarlaps punasest kleidist. 11. Kellega mängib ta praegu? 12. Ta mängib preili Nooraga. 13. Kelle tütar on preili Noora? 14. Millest on see kett tehtud? 15. See kett on kullast. 16. Mis mänge te eelistate?

Exercise 2. Divide into syllables:

devoted, advantage, society, selfishness, sorrowfully, wheelbarrow, merrily, friendship, mentioned, generous, essence, action, button, method, sympathy.

Exercise 3. Read the text in Lesson 63 in indirect speech.

The Sack of Flour

LESSON 64.

(Continued.)

"The next day he was **nailing** up some **honeysuckle** against the porch, when he heard the Miller's voice calling to him from the road. So he jumped off the ladder, and ran down the garden, and looked over the wall.

"There was the Miller with a large sack of flour on his back.

"'Dear little Hans,' said the Miller, 'would you mind carrying this sack of flour for me to market?'

"'Oh, I am so sorry,' said Hans, 'but I am really very busy to-day. I have got all my **creepers** to nail up, and all my flowers to water, and all my grass to roll.'

"'Well, really,' said the Miller, 'I think that, considering that I am going to give you my wheelbarrow, it is rather unfriendly of you to refuse.' *Kulduma*

"'Oh, don't say that,' cried little Hans, 'I wouldn't be unfriendly for the whole world;' and he ran in for his cap, and **trudged** off with the big sack on his shoulders.

Komburdama

"It was a very hot day, and the road was terribly dusty, and before Hans had reached the sixth milestone he was so tired that he had to sit down and rest. However, he went on bravely, and at last he reached the market. After he had waited there some time, he sold the sack of flour for a very good price, and then he returned home at once, for he was afraid that if he stopped too late he might meet some robbers on the way.

"It has certainly been a hard day," said little Hans to himself as he was going to bed, 'but I am glad I did not refuse the Miller, for he is my best friend, and, besides, he is going to give me his wheelbarrow.'

Questions: 1. What is the new method of story-telling according to the bald-headed critic? 2. Who reported his words? 3. What did the old Water-rat think of it? 4. When did the miller visit little Hans? 5. Repeat the conversation between the miller and little Hans. 6. What did the miller offer him? 7. What did he want to have in return? 8. What did he call it? 9. Do generous people do as the miller did? 10. What did little Hans feel like? 11. Where did the miller send him another time? 12. Why did he not refuse?

Imagine you are little Hans. Tell us how you went to sell the sack of flour.

Exercise 1. Translate:

1. Ma nägin sadamas töölisi raskeid kotte kandvat. 2. Mida too poiss kannab õlal? 3. Ta kannab korvi.

bea, for, bottle

4. Preili West kannab huvitavaid rõivaid. 5. Ta eelistab kanda tumedaid värve. 6. Ma ei armasta kanda tumeda rõivaid suvel. 7. Kas te armastate kanda sõrmuseid? 8. Jah, armastan, aga ma ei kanna neid töö juures. 9. Kas tohin kanda teie korvi?

Exercise 2. Give other words for:

feeling, sentiment, guest, pluck, be fond of, devoted, immensely, I am obliged, beg, reply, pull, give back, in bad repair, speak of.

LESSON 65.

(Continued.)

“Early the next morning the Miller came down to get the money for his sack of flour, but little Hans was so tired that he was still in bed.

“*and oh* **Upon my word,**’ said the Miller, ‘you are very lazy. Really, *considering* that I am going to give you my wheelbarrow, I think you might work harder. *Idleness* is a great sin, and I certainly don’t like any of my friends to be *idle* or *sluggish*. You must not mind my speaking quite plainly to you. Of course I should not dream of doing so if I were not your friend. But what is the good of friendship if one cannot say exactly what one means? Anybody can say charming things and try to please and to *flatter*, but a true friend always says unpleasant things,

as he had to have a leg-mast
and does not mind giving **pain**. Indeed, if he is a really true friend he prefers it, for he knows that then he is doing good.'

"I am very sorry," said little Hans, rubbing his eyes and pulling off his night-cap, 'but I was so tired that I thought I would lie in bed for a little time, and listen to the birds singing. Do you know that I always work better after hearing the birds sing?'

too near
"Well, I am glad of that," said the Miller, **clapping** little Hans on the back, 'for I want you to come up to the mill as soon as you are dressed, and mend my barn-roof for me.'

"Poor little Hans was very anxious to go and work in his garden, for his flowers had not been watered for two days, but he did not like to refuse the Miller, as he was such a good friend to him.

Keen on
"Do you think it would be unfriendly of me if I said I was busy?" he **inquired** in a **shy** and timid voice.

"Well, really," answered the Miller, 'I do not think it is much to ask of you, considering that I am going to give you my wheelbarrow; but of course if you refuse I will go and do it myself.'

as he could not help himself
"Oh! **on no account**," cried little Hans; and he jumped out of bed, and dressed himself, and went up to the barn.

Grammar.

Relative Pronouns.

1. It was Dick **who** rang the bell.

The man **whose** bicycle was smashed went to the police station.

The old lady **whom** you see in this picture is Queen Victoria.

2. The house in **which** I live stands on a hill.

The horse **which** he had bought was lame.

I could not find my friends, **which** alarmed me very much.

3. This is the new teacher **that** came from England.

The dog **that** was killed was a fox-terrier.

This is the house **that** my father built.

4. This is the book I found yesterday.

Relative pronouns are used to connect principal and dependent clauses.

1. "Who", "whose", "whom" are used for persons only.
2. "Which" refers to things, animals, and whole sentences.
3. "That" is used for persons, animals, and things.
4. The relative pronoun may be omitted if it stands in the objective case.

Exercise 1. Translate:

1. Hans, kes väänkasve esiku külge naelutas, nägi möldrit tulevat. 2. Mölder kandis suurt kotti, mis oli täis ilusat valget jahu. 3. Mölder palus Hansukest, kes oli tema parim sõber, viia jahukott turule. 4. Hans, kes oli uhke möldri sõprusele, ei keeldunud. 5. Ta müüs jahukoti, mis osutus õige raskeks, hea hinna eest. 6. Hans ruttas koju, sest ta kartis röövleid, kes mõnikord röövisid reisijaid. 7. Teel ta kohtas samu inimesi, keda ta oli näinud hommikul. 8. Mölder, kelle sõprus tegi Hansu nii õnnelikuks, armastas palju rääkida. 9. Ta sageli ütles ilusaid asju sõprusest, mida Hans väga imetles.

Exercise 2. Give nouns to these adjectives:

^{hate}envious, ^{less}thoughtful, ^{happy}idle, ^{sad}sorrowful, ^{simple}natural, remarkable, generous, possible, interesting, lovely, beautiful, dead, easy, ^{hot}doubtful, hot, high, comfortable.

LESSON 66.

(Continued.)

“He worked there all day long, till ^{sunrise}sunset, and at sunset the Miller came to see how he was getting on.

“‘Have you mended the hole in the roof yet, little Hans?’ cried the Miller in a cheery voice.

“‘It is quite mended,’ answered little Hans, coming down the ladder.

to practice the practice
“‘Ah!’ said the Miller, ‘there is no work so delightful as the work one does for others.’”

to practice the practice
“‘It is certainly a great **privilege** to hear you talk,’ answered little Hans, sitting down and **wiping** his **forehead**, ‘a very great privilege. But I am afraid I shall never have such beautiful ideas as you have.’”

of course
“‘Oh! they will come to you,’ said the Miller, ‘but you must **take more pains**. At present you have only the practice of friendship; some day you will have the **theory** also.’”

to practice the practice
“‘Do you really think I shall?’ asked little Hans.

to practice the practice
“‘I have no doubt of it,’ answered the Miller; ‘but now that you have mended the roof, you had better go home and rest, for I want you to drive my sheep to the **mountain to-morrow**.’”

to practice the practice
“Poor little Hans was afraid to say anything to this, and early the next morning the Miller brought his sheep round to the cottage, and Hans started off with them to the mountain. It took him the whole day to get there and back; and when he returned he was so tired that he went off to sleep in his chair, and did not wake up till it was **broad daylight**.’”

to practice the practice
“‘What a delightful time I shall have in my garden,’ he said, and he went to work at once.

to practice the practice
“But somehow he was never able to look after his flowers at all, for his friend the Miller was always coming round and sending him off on long errands, or getting him to help at the mill. Little Hans was very much

^{rohulud} distressed at times, as he was afraid his flowers would think he had forgotten them, but he ^{rohulama} **consolated** himself by the ^{niola} **reflection** that the Miller was his best friend. 'Besides,' he used to say, 'he is going to give me his wheelbarrow, and that is an ^{legu} **act** of pure generosity.'

"So little Hans worked away for the Miller, and the Miller said all kinds of beautiful things about friendship, which Hans took down in a **note-book**, and used to read over at night, for he was a very good **scholar**."

Exercise 1. Choose the right word:

flatter, generous, sunset, console, pure, sympathy, sentiments, privilege, envy, generosity, idle, distressed, mountains, nature, essence.

1. Little Hans considered it a great — to hear the miller talk about beautiful —. 2. The miller called himself a ^{idla} — man. 3. He said he hated —, because it spoils everybody's —. 4. True friends do not —. 5. There was a great — between the Water-rat and the miller. 6. If your friend is —, you must — him. 7. — is the — of friendship. 8. If little Hans had been —, he would not have worked all day long till —. 9. In the — the air is — and bracing.

Exercise 2. Find examples of direct speech in Lesson 66 and put them into indirect speech.

Exercise 3. Give the words from which these adverbs are derived:

sternly, terribly, naturally, extremely, presently, charmingly, really, sorrowfully, remarkably, generously, easily, daily, immensely, plainly, drowsily, thoughtfully, lovingly, especially, exactly.

LESSON 67.

(Continued.)

"Now it happened that one evening little Hans was sitting by his fireside when a loud ^{knocking} rap came at the door. It was a very wild night, and the wind was blowing and roaring round the house so terribly that at first he thought it was ^{so: noisegama} ~~merely~~ ^{almost (mistake)} the storm. But a second rap came, and then a third, louder than either of the others.

"'It is some poor traveller,' said little Hans to himself, as he ran to the door.

"There stood the Miller with a ^{extensive - lantern} lantern in one hand and a big stick in the other.

"'Dear little Hans,' cried the Miller, 'I am in great trouble. My little boy has fallen off a ladder and hurt himself, and I am going for the Doctor. But he lives so far away, and it is such a bad night that it has just ^{occurred} ^{mother's dilemma} to me that it would be much better if you went instead of me. You know I am going to give you my wheelbarrow, and so it is only fair that you should do something for me in return.'

"'Certainly,' cried little Hans, 'I take it quite as a ^{melancholy} compliment your coming to me, and I will start off at

Do borrow - laenuks võtma
once. But you must lend me your lantern, as the night is
so dark that I am afraid I might fall into the ditch.' ^{erastan} ^{kraav}

"'I am very sorry,' answered the Miller, 'but it is my
new lantern, and it would be a great loss to me if anything
happened to it.' ^{kauplus} ^{kois}

"'Well, never mind, I will do without it,' cried little
Hans, and he took down his great fur-coat, and his warm
scarlet cap, and tied a ^{red} ^{hachareit} **muffler** round his throat, and
started off.

Grammar.

The Preposition "to" after some Verbs.

Enn is going to **write to** Charlie.

Charlie will **reply to** his letter.

The miller is **talking to** Hans.

Hans is **listening to** the speaker.

He does not **object to** my plan.

I **prefer** these magazines **to** those.

It **happened to** me yesterday.

The letter "s" is **added to** the singular noun.

I shall **explain it to** you.

Exercise 1. Translate:

1. Palun, seletage meile see reegel. 2. Kas seda reeg-
lit ei ole teile kunagi seletatud? 3. Kellega räägib Peeter
praegu? Ta räägib oma kaasõpilasega. 4. Kas olete
minu lahkumise (going away) vastu? 5. Ärge olge
selle vastu, palun. 6. Miks eelistate neid kaupi ^{good} noile?

7. Need on palju odavamad, seepärast eelistan neid. ^{cheap}
8. Kas teil on midagi sellele juurde lisada? 9. Meie kuulame ^{prefer}
teda suurima heameelega. ^{intend} 10. Ma kavatsen täna teie õele
kirjutada. 11. Kas ta on vastanud teie viimasele kirjale?

Exercise 2. Read Lesson 67 in indirect speech.

Exercise 3. Give other words for:

hardly, ever so much, dreadful, reach home, take
pains, console, reflection, deed, inquire, merely, silly, rap,
in the direction of, immediately, courageous, learned man,
various, extraordinary, occur.

LESSON 68.

(Continued.)

"What a dreadful storm it was! The night was so
black that little Hans could hardly see, and the wind was
so strong that he could scarcely stand. However, he was
very ^{subl} **courageous**, and after he had been walking about
three hours, he arrived at the Doctor's house, and knocked
at the door.

"'Who is there?' cried the Doctor, putting his head
out of his bedroom window.

"'Little Hans, Doctor.'

"'What do you want, little Hans?'

"'The Miller's son has fallen from a ladder, and has
hurt himself, and the Miller wants you to come at once.'

horseback - hobuzare
" 'All right!' said the Doctor; and he ordered his horse, and his big **boots**, and his lantern, and came downstairs, and rode off in the **direction** of the Miller's house, little Hans trudging behind him.

"But the storm grew worse and worse, and the rain fell in **torrents**, and little Hans could not see where he was going, or **keep up** with the horse. At last he lost his way, and wandered off on the **moor**, which was a very dangerous place, as it was full of deep holes, and there poor little Hans was drowned. His body was found the next day by some **goatherds**, floating in a great **pool** of water, and was brought back by them to the cottage.

"Everybody went to little Hans' **funeral** as he was so popular, and the Miller was the **chief mourner**.

" 'As I was his best friend,' said the Miller, 'it is only fair that I should have the best place;' so he walked at the head of the **procession** in a long black **cloak**, and every now and then he wiped his eyes with a big pocket-**handkerchief**.

" 'Little Hans is certainly a great loss to everyone,' said the Blacksmith, when the funeral was over, and they were all seated comfortably in the **inn**, drinking **spiced** wine and eating sweet cakes.

" 'A great loss to me **at any rate**,' answered the Miller; 'why, I had as good as given him my wheelbarrow, and now I really don't know what to do with it. It is very much in my way at home, and it is in such bad repair that I could not get anything for it if I sold it. I

will certainly take care not to give away anything again.
One always suffers for being generous.' ”

Kannasamer

Exercise 1. Translate into Estonian:

Mind, safety first!

I don't **mind** giving pains.

Set your **mind** at ease.

Would you **mind** doing it for me?

Never **mind**!

You must **take more** pains.

At any rate a great loss.

Oh! on no account!

He spoke of the matter **at great length**.

The rich miller walked **at the head of the procession**.

Exercise 2. Translate:

1. Me läksime kirikusse, matusele, kooli, raudteejaama, teatrisse, aeda, tuppä, põllule, tänavale, maale, metsa, koju, Tallinna, Londoni, Inglismaale.
2. Me olime kirikus, matusel, koolis, raudteejaamas, teatris, aias, toas, põllul, tänaval, maal, metsas, kodu, Tallinnas, Londonis, Inglismaal.
3. Me tulime kirikust, matuselt, koolist, raudteejaamast, teatrist, aiast, toast, põllult, tänavalt, maalt, metsast, kodunt, Tallinnast, Londonist, Inglismaalt.
4. Me saabume raudteejaama, arsti juurde, Tallinna, Eestisse, Londoni, Inglismaale.
5. Pane raamat lauale, toolile, pingile, koolilauale.

6. Raamat on laual, toolil, pingil, koolilaua.
7. Võta raamat laualt, toolilt, pingilt, koolilaualt.
Võta paberitükikesed põrandalt.
8. Vaata minu otsa, tahvlile, kaardile, pildile, raamatusse, aknast välja.
9. Mine tahvli juurde, kaardi juurde, akna juurde, toast välja.
10. Pilt ripub seinal. Me näeme väikest maja pildil.

Exercise 3. Change Lesson 68 into the indirect form.

LESSON 69.

(Continued.)

"Well?" said the Water-rat after a long pause.

"Well, that is the end," said the Linnet.

"But what became of the Miller?" asked the Water-rat.

"Oh! I really don't know," replied the Linnet; "and I am sure that **I don't care.**" *ei hooli*

"It is quite **evident** then that you have no sympathy in your nature," said the Water-rat. *linnet*

"I am afraid you don't quite see the **moral** of the story," remarked the Linnet.

"The what?" screamed the Water-rat. *üritades*

"The moral."

"**Do you mean** to say that the story has a moral?"

"Certainly," said the Linnet.

vi's "Well, really," said the Water-rat, in a very angry manner, "I think you should have told me that before you began. If you had done so, I certainly would not have listened to you; in fact, I should have said 'Pooh,' like the critic. However, I can say it now;" so he shouted out "Pooh" at the top of his voice, gave a *con lapsu* **whisk** with his tail, and went back into his hole.

"And how do you like the Water-rat?" asked the Duck, who came *sound* **paddling** up some minutes afterwards. "He has a great many good *onadine* **points**, but for my own part I have a mother's feelings, and I can never look at a *vechde* **confirmed bachelor** without the tears coming into my eyes."

vanaprice "I am rather afraid that I have *pahandam* **annoyed** him," answered the Linnet. "The fact is that I told him a story with a moral."

"Ah! that is always a very dangerous thing to do," said the Duck.

Questions: 1. What distressed little Hans sometimes? 2. Why was he not able to work in his garden? 3. What did he do for the miller? 4. Did the miller reward little Hans in any way? 5. What was his only reward? 6. How did little Hans console himself? 7. What happened one stormy night when Hans was sitting by his fireside? 8. Where did the miller ask little Hans to go? 9. Why did the miller not go himself? 10. Why did little Hans not ride to the doctor's house? 11. Describe the night. 12. What happened to Hans when he was returning? 13. Why did everyone go to his funeral? 14. Who

walked at the head of the funeral procession? 15. Why was little Hans such a great loss to the miller?

Exercise 1. Give opposites to:

theory, broad, selfishness, silly, mend, upstairs, inquire, bold, bored, bachelor, drop, dangerous, rude, win, shout, unfriendly, former.

Exercise 2. Choose the right definition:

1. essence	please by praising
2. generous	taking into account
3. trudge	clear and plain
4. idle	with a pleasant taste
5. flatter	trouble, make angry
6. considering	a group of animals feeding together
7. funeral	not doing anything
8. spiced	walk as when one is very tired
9. mourn	that which makes a thing what it is
10. evident	kind, noble, giving freely
11. annoy	be distressed by a friend's death
12. flock	putting a dead person in the grave

Exercise 3. Translate these verbs and adjectives and use the proper preposition after them:

seletama, rääkima, viisakas, uhke, õiglane, lootma, kuulama, meelde tuletama, mõtlema, kuulekas, ootama, kindel olema, kaebama, teatama, vaba, päästma, (appi) hüüdma, järele saatma, paluma, otsima, erinema, igatsema, takistama, häbenema, lahke, eelistama, tänulik, vastama, harjunud olema.

LESSON 70.

The Ant and the Cricket.

A silly young **cricket**, accustomed to sing
Through the warm, sunny months of gay summer
and spring,

Began to complain, when he found that at home
His **cupboard** was empty and winter was come.

Not a **crumb** to be found
On the snow-covered ground;
Not a flower could he see,
Not a leaf on a tree.

"Oh, what will become," says the cricket, "of me?"
At last by **starvation** and **famine** made bold,
All **dripping** with wet and all trembling with cold,
Away he set off to a **miserly** ant,
To see if, to keep him alive, he would **grant**

Him **shelter** from rain;
A mouthful of grain
He wished only to **borrow**,
He'd **repay** it to-morrow;

If not, he must die of starvation and **sorrow**.
Says the ant to the cricket, "I'm your servant and friend,
But we ants never borrow, we ants never lend;
But tell me, dear sir, did you **lay** nothing by
When the weather was warm?" Said the cricket, "Not I.

My heart was so **light**
That I sang day and night,
For all nature looked gay."
"You sang, sir, you say?

Go then," said the ant, "and dance winter away."
Thus ending, he **hastily** lifted the **wicket**
And out of the door turned the poor little cricket.
Though this is a **fable**, the moral is good:
If you live without work, you must live without food.

Vocabulary.

Lesson 1.

rhyme [raim] riim; (riimitud)
luuletus, salmik
harvest ['hɑ:vɪst] lõikus
ear [iə] viljapea
grain [greɪn] viljatera
reaper ['ri:pə] viljakoristaja,
-lõikaja
stow [stou] kokku laduma,
pakkima; **stow away** kõr-
vale, ära, lattu panema
waggon ['wægən] suur veo-
vanker
miller ['mɪlə] mölder
grind [graɪnd] jahvatama
baker ['beɪkə] pagar
knead [ni:d] sõtkuma

Lesson 2.

invitation [ɪnvɪ'teɪʃən] kutse
Easter ['i:stə] lihavõte, ke-
vadepühad
London ['lʌndən]
modern ['mɒdən] nüüdis-
aegne; uus; moodne
nephew ['nevju:] venna-
poeg, õepoeg
fare [fəə] sõiduhind
expensive [ɪks'pensɪv] kulu-
kas, kallis

postal order ['poustəl] raha-
kaart
accept [ək'sept] vastu võt-
ma (kutset, pakkumist)
opportunity [ɒpətʃu:nɪti] ju-
hus, hea võimalus
capital ['kæpɪtəl] pealinn
preparation [prepə'reɪʃən]
ettevalmistus
James [dʒeɪmz]

Lesson 3.

conversation [kɒnvə'seɪʃən]
vestlus
Philip ['fɪlɪp]
Harry ['hæri]
I say kuule!
watch [wɒtʃ] taskukell,
käekell
be fast ette käima
plenty ['plenti] küllus; **plen-
ty of time** rohkesti aega
cycle [saɪkl] jalgrattaga sõit-
ma
bicycle ['baɪsɪkl] jalgratas
accident ['æksɪdɪnt] õnnetu-
juhtum, õnnetus
knock down [nɒk] maha
paiskama, maha lööma
bicyclist ['baɪsɪklist] jalg-
rattur

♣ **race** [reis] kihutama
mad [mæd] hull, pöörane
cut lõikehaav
wheel [wi:l] ratas
smash [smæʃ] purustama
mend [mend] parandama
saying kõnekäänd, vana-
 sõna

principal ['prinsipəl] peami-
 ne, pea-; **principal verb**
 põhivõrd, iseseisev verb
denote [di'nout] märkima,
 tähistama

possession [pə'zeʃən] oman-
 dus, omandamine

auxiliary [ɔ:g'ziljəri] abi-;
auxiliary verb abivõrd

compound ['kɒmpaund] liit-;
compound tense liitaeg,
 verbi liitvorm

obligation [ɒbli'geiʃən] ko-
 hustus, sund

Lesson 4.

impression [im'preʃən] mulje
confused [kən'fju:zd] koh-
 metunud, hämmeldunud
greeting ['gri:tiŋ] tervitus
two-storied ['stɔ:ri:d] kahe-
 kordne

✕ **receive** [ri'si:v] vastu võtma
 (külalisi)

arrival [ə'raivəl] saabumine

drop [drɒp] kukkuda laskma,
 maha pillama

pillar-box ['pilə] kirjakast

• **diary** ['daɪəri] päevik

recall [ri'kɔ:l] meelde tule-
 tama

permission [pə'miʃən] luba
ability [ə'biliti] võime

Lesson 5.

deserted [di'zæ:tid] maha-
 jäetud, tühi

traffic ['træfik] (tänav-)
 liiklemine

lorry ['lɒri] veoauto

poster ['pəustə] plakat

pave [peiv] sillutama

pavement ['peivmənt] sillu-
 tis; kõnnitee

somewhat ['sʌmwɒt] natuke

alarmed [ə'lɑ:md] ärevil

before long varsti

crossing ['krɔ:siŋ] risttee

in the midst [midst] kesk,
 keset

policeman [pə'li:smən] kord-
 nik

Lesson 6.

stream [stri:m] vool

endless ['endlis] lõpmatu

newspaper ['nju:speipə] aja-
 leht

print [print] trükkima

Strand [strænd] tänav Lon-
 donis

Trafalgar [trə'fælgə]

point out [pɔint] näitama,
 tähelepanu juhtima (mil-
 lelegi)

Nelson [nelsn]

column ['kɒləm] sammas

lion ['laɪən] lõvi

base [beis] alus

national ['næʃnl] rahvuslik

pigeon ['pidʒin] tuvi

attract [ə'trækt] kütkestama
(tähelepanu)

Lesson 7.

bag [bæg] kott

tame [teim] taltus

he was anxious [ʼæŋkʃəs]
ta ihkas, püüdles

Buckingham [ʼbʌkiŋəm]

Victoria [vik'tɔ:riə]

monument [ʼmɒnjumənt] mä-
lestussammas.

present [preznt] praegune

sight-seeing tähelepanuvääri-
vate ehitiste ja kohtade
vaatlemine

popular [ʼpɒpjulə] popu-
laarne, üldiselt tuntud ja
armastatud

admiral [ʼædmərəl] admiral

division [di'viʒən] jaotami-
ne, jagamine

syllable [ʼsiləbl] silp

according [ə'kɔ:diŋ] vasta-
valt

preceding [pri'si:diŋ] eel-
mine, eelnev

sign [sain] märk

hyphen [ʼhaifən] silbitamis-
märk, sidekriips

Lesson 8.

Horatio [ho'reiʃiə]

clergyman [ʼklɜ:dʒimən] ki-
rikuõpetaja

will tahe

sense [sens] meel; sense of
duty kohusetunne

dangerous [ʼdeindʒrəs] oht-
lik

honour [ʼɒnə] au; austama

desire [di'zaiə] soov

object [əb'dʒekt] vastu ole-
ma, vastu rääkima

delicate [ʼdelikit] õrn; nõr-
ga tervisega

navy [ʼneivi] merevägi

distinguish [dis'tiŋwiʃ] eris-
tama; esile tõstma; he dis-

tinguished himself ta vöi-
tis tunnustust, ta paistis
silma (oma võimetega)

character [ʼkæriktə] iseloom

energy [ʼenədʒi] energia

century [ʼsentʃəri] sajand

steadily [ʼstedili] järjekind-
lalt

Lesson 9.

France [fra:ns] Prantsus-
maa

nation [neiʃn] rahvas

beloved [bi'lʌvd] armasta-
tud

spare [speə] hoidma, säästma

share [ʃə] jagama (kelle-
gagi midagi)

battle [bætl] lahing

victory [ʼviktəri] võit

sacrifice [ʼsækrifais] ohver-
dama

God [gɒd] Jumal

rejoice [ri'dʒɔis] rõõmut-
sema

memory [ʼmeməri] mälestus

regret [ri'gret] kahetsema

famous [ʼfeiməs] kuulus

signal [signəl] signaal, mär-
guanne

compound word liitsõna

composition koostis

Lesson 10.

anecdote [ˈænekdot] anek-
doot

Copenhagen [koupn'heigən]

hospital [ˈhɒspɪtl] hospidal,
haigla

Yarmouth [ˈjɑ:məʊ]

close to the shoulder kuni
õlani

Jack [dʒæk] madrus (hüüd-
nimi)

your Honour Teie Kõrgeau-
sus (rahvalik üldtiitel kõr-
gemate ametnikkude kõne-
tamisel)

sleeve [sli:v] käis, varrukas
cheer up! [tʃiə] ära julgust
kaota!

fellow [ˈfelou] poiss, mees

cabin [ˈkæbin] kabiin, kajut

succeed [sək'si:d] edu evima,
saavutama

in this case sel juhul
certain [sə:tən] kindel

Lesson 11.

grave [greiv] haud

deep [di:p] sügavus; meri
(luulekeeles)

emotion [i'mouʃən] (meele-)
liigutus

pillow [ˈpilou] padi

cradle [kreidl] häll

billow [ˈbilou] laine

mariner [ˈmærinə] meri-
mees

boast [bəʊst] uhkus; uhkus-
tama, hooplema

motion [ˈmouʃən] liikumine,
voogamine

endeavour [in'devə] püüd

lord [lɔ:d] isand

mute [mju:t] tumm

omit [o'mit] välja jätma, va-
hele jätma

separate [ˈsepərit] lahusolev,
eraldatud

double [dʌbl] kahekordne

novel [ˈnɒvəl] romaan

Lesson 12.

neighbourhood [ˈneibəhud]
naabus

programme [ˈprougræm] kava
inviting [in'vaitɪŋ] ahvatlev,
meelitav

consist [kən'sist] koosnema

pictorial [pik'tɔ:riəl] piltide-
ga illustreeritud, pildi-

pictorial news nädalaring-
vaade

detective [di'tektiv] detek-
tiiv, salapolitseinik

drama [ˈdræmə] draama

nature [ˈneɪtʃə] loodus

comedy [ˈkɒmɪdi] komöö-
dia

booking-office piletikassa

line up ritta asuma

balcony [ˈbælkəni] rõdu

race [reis] võidusõit

bore [bɔ:] tüütama

fashion [ˈfæʃən] mood

Lesson 13.

chart [tʃɑ:t] merekaart
island ['ailənd] saar
treasure ['treʒə] aare, varandus
explain [iks'plein] seletama
engage [in'geɪdʒ] ametisse palkama
recover [ri'kʌvə] tagasi muretsema
shooting ['ʃu:tɪŋ] püssilaskimine
disguise [dis'gaɪz] maskeerima; valerõivastus, moonutatud välimus
struggle [strʌɡl] võitlus
roadside ['roudsaid] teeäär
police [pə'li:s] politsei
wedding ['wedɪŋ] pulm
avoid [ə'vɔɪd] vältima

Lesson 14.

eagle [i:ɡl] kotkas
cliff [klɪf] kaljurahn
photographer [fə'tɒɡrəfə] fotograaf
daring ['deərɪŋ] julge
shriek [ʃri:k] kiljatama
exclaim [iks'kleɪm] hüüatama
screen [skri:n] ekraan, näite-lina
prisoner ['prɪznə] vang
reward [ri'wɔɪd] tasuma, tasu
event [i'vent] sündmus
derive [dɪ'raɪv] tuletama

Lesson 15.

advertise ['ædvətaɪz] kuulutamata; **advertise for** kuulutuse kaudu otsima
apply [ə'plai] pöörduma kellegi poole, paluma
eager ['i:ɡə] agar, innukas
post [pəʊst] post, tulp
nail [neɪl] nael
successful [sək'sesfʊl] edukas
subject ['sʌbdʒɪkt] lause alus
Nile [naɪl] Niilus (jõgi)

Lesson 16.

hit, hit, hit [hɪt] tabama
straight [streɪt] otse
blow [bləʊ] hoop, löök
hammer ['hæmə] vasar
practise ['præktɪs] harjutama
predicate ['predɪkɪt] öeldis

Lesson 17.

aright [ə'raɪt] õieti
gaze [geɪz] vaatama
stumble [stʌmbl] komistama
oft [ɔ:f] sageli
downcast ['daʊnkɑ:st] masedatud, rõhutud
advertisement [əd'vertɪz-mənt] ajalehe kuulutus
arrangement korraldus
disappointment pettumus
employment teenistus

Lesson 18.

Zoo [zu:] loomaaed
remain [ri'mein] jääma
lunch [lʌntʃ] eine (kl. 1—
 2 vahel)
is situated ['sitʃueitid] aset-
 seb

Regent ['ri:dzənt]
squirrel [skwɪrəl] orav
roar [rɔ:] möirgama
parrot ['pærət] papagoi
monkey ['mʌŋki] ahv
chatter [tʃætə] lobisema
band [bænd] orkester
elephant ['elifənt] elevant
transitive ['trʌnsitiv] sihi-
 line (verb)
intransitive [in'trʌnsitiv] si-
 hitu (verb)
directed [di'rektid] suuna-
 tud
complete [kəm'pli:t] täielik,
 lõpuni viidud
perform [pə'fɔ:m] toimetama,
 sooritama

Lesson 19.

huge [hju:dʒ] väga suur
mostly ['moustli] enamasti
nurse [nɜ:s] last imetama
from time to time aeg-ajalt,
 vahete-vahel
box the ears kõrvahoope
 andma
keeper ['ki:pə] valvur; hool-
 dur, talitaja
thrilling ['θɪlɪŋ] erutav, põ-
 nev

probably ['prɒbəbli] arvata-
 vasti
leave alone rahule jätma
hunt [hʌnt] küttima
Africa ['æfrikə]
object ['ɒbdʒɪkt] sihitis, ob-
 jekt

Lesson 20.

tiger ['taɪgə] tiiger
camel ['kæməl] kaamel
kind [kaɪnd] liik
giraffe [dʒɪ'ra:f] kaelkirjak
refreshment [ri'freʃmənt]
 kehakinnitus, karastus; r.
room einelaud
vacant ['veikənt] tühi, vaba
entry ['entri] sissekanne
direct [di'rekt] otsene
indirect kaudne
Asia ['eiʃə] Aasia

Lesson 21.

public ['pʌblik] avalik
library ['laɪbrəri] raamatu
 kogu
librarian [lai'brɛəriən] raa-
 matukoguhoidja
play näidend
Stephenson [stɪvnsn]
here you are säh, sähke! siin
 ta ongi, palun!
notice teadaanne
record ['rekəd] register
fine [faɪn] rahatrahviga ka-
 ristama
require [ri'kwaɪə] nõudma
step astuma
coloured ['kɒləd] värviline
writer ['raɪtə] kirjanik

expense [iks'pens] kulu
 particular [pə'tikjulə] eriti
 täppis, tähelepanelik, nõud-
 lik (millegi suhtes)
 afford [ə'fɔ:d] endale luba-
 ma (kulutust); **I cannot**
afford it ma ei saa seda
 endale lubada
 act [ækt] näitlema, etendada

Lesson 22.

bug [bʌg] mardikas
 humbug [hʌmbʌg] pettus
 concerning [kən'sə:nɪŋ] üle,
 kohta
 scientist [ˈsaɪəntɪst] tead-
 lane
 host [houst] peremees
 various [ˈvɛəriəs] mitmesu-
 gune
 insect [ˈɪnsekt] putukas
 extraordinary [ɪks'trɔ:dnri]
 eriskummaline
 guest [gest] külaline
 hum [hʌm] sumisema
 immediately [ɪ'mi:djətli] ot-
 sekohe
 active [ˈæktɪv] tegev; **active**
voice tegevik
 passive [ˈpæsɪv] passiivne;
passive voice tehtavik

Lesson 23.

upland [ˈʌplənd] kõrgustik
 sweep [swi:p] kaugeleulatuv
 vaateväli, avarus
 breath [breə] hingamine, pu-
 hang, hõng
 scent [sent] lõhn
 clover [ˈklouvə] ristikhein

search [sɜ:tʃ] otsima; otsing
 roam [roum] hulkuma
 isle [ail] saar

Lesson 24.

Roger [ˈrɒdʒə]
 mum [mʌm] mammi
 speaker [ˈspi:kə] rääkija
 fair-haired [ˈfeə-ˈheəd] hele-
 dajuukseline
 type [taɪp] tüüp
 Sherwood [ˈʃɛ:wud]
 faint [feɪnt] nõrk
 worried [ˈwʌrɪd] mures
 Dad [dæd] isa
 insist [ɪnˈsɪst] peale käima,
 tungivalt nõudma
 change vaheldus, muudatus
 at least [lɪ:st] vähemalt
 nervous [ˈnɜ:vəs] närviline
 break-down kokkuvarisemine
 bracing [ˈbreɪsɪŋ] karastav
 climate [ˈklaɪmɪt] kliima
 Switzerland [ˈswɪtsələnd]
 Torquay [ˈtɔ:ki:]

Lesson 25.

cheap [tʃi:p] odav
 pretty serious õige tõsine
 to run a shop poodi pidama
 bank [bæŋk] pank
 disappear [dɪsəˈpiə] kaduma
 keep oneself going elatuma,
 ära elama
 pull through läbi tulema,
 välja rabelema (raskusist)
 somehow [ˈsʌmhau] kuidagi
 Manchester [ˈmæntʃɪstə]
 matriculation [mætrɪkjuˈlei-
 ʃən] lühendatult **matric**

[mə'trik] küpsuseksam, mil-
le korraldab ülikool kesk-
kooliõpilastele aasta enne
kooli lõpetamist
dialogue [ˈdaɪələʒ] kahekõne

Lesson 26.

tall [tɔ:l] suure kasvuga,
kõrge
pale [peɪl] kahvatu
greet [gri:t] tervitama
discussion [disˈkʌʃən] läbi-
rääkimine, arutlus
final [ˈfaɪnəl] lõplik
try one's hand at katsetama
(millegagi)
absence [ˈæbsəns] puudu-
mine, äraolek
ground floor maja alumine
kord
private [ˈpraɪvɪt] era
antiques [ænˈtiːks] antiik-
asjad
customer [ˈkʌstəmə] ostja,
kaubatarvitaja
American [əˈmerɪkən] amee-
rika
tourist [ˈtuərɪst] turist
cathedral [kəˈθiːdrəl] kate-
draal (piiskoplik peakirik)
living ülespidamine
disorderly [disˈɔːdəli] kor-
ratu
state [steɪt] seisund

Lesson 27.

errand [ˈerənd] kellegi üles-
andel toimetatav käik, as-
jatalitus

errand-boy jooksupoiss
sort [sɔ:t] sorteerima
valueless [ˈvæljuːls] väärtu-
seta
ragman [ræg] kaltsukaup-
mees
attractive [əˈtræktɪv] küt-
kestav, veetlev
party [ˈpɑːti] seltskond
especially [ɪsˈpeʃəli] eriti
polite [pəˈlaɪt] viisakas
politeness [pəˈlaɪtnɪs] viisa-
kus
worth [wɜːθ] väärtus
guide [gaɪd] juht
obliged [əˈblaɪdʒd] kohus-
tatud, sunnitud
admit [əˈdɪt] tunnistama,
möönma, õigeks võtma
resolve [rɪˈzɒlv] otsustama

Lesson 28.

discuss [disˈkʌs] läbi rää-
kima, arutama
as to mis puutub
expense [ɪksˈpens] kulu; **had**
it printed at his own ex-
pense laskis ta trükkida
omal kulul
sell müübuma, ostjaid leid-
ma
copy [ˈkɒpi] eksemplar
price [praɪs] hind
all the better seda parem
condition [kənˈdɪʃn] tingi-
mus; seisukord
illustrate [ɪˈləstreɪt] illust-
reerima

printer ['printə] trükkija;
trükitööstur
care [kæ] soovima, tahtma
edit ['edit] välja andma
edition [e'diʃn] väljaanne
publish ['pʌbliʃ] kirjastama
percent [pə'sent] protsent
royalty ['rɔɪəlti] autorihono-
rar (kirjanikule makstav
töötasu, harilikult teatav
protsent iga eksemplari
kaanehinnast)

Lesson 29.

regularly ['regjuləli] korra-
päraselt
rent [rent] üür
seize [si:z] kinni haarama
earn [ə:n] teenima (raha,
tasu)
newsagent ['nju:zeidzənt]
ajakirjanduse müüja
stock [stɒk] (kaupade) taga-
vara, ladu
profit ['prɒfit] kasu
advice [əd'vaɪs] nõuanne

Lesson 30.

order [ɔ:də] tellimine
magazine [mægə'zi:n] aja-
kiri, žurnaal
passer-by ['pa:sə'bai] möö-
damineja
pass [pa:s] eksami õienda-
ma, läbi saama
fit [fi:t] kõlblik; hea tervise
juures
account [ə'kaunt] arve; aru-
anne

educate ['edjukeɪt] kasvata-
ma, koolitama
education [edju'keɪʃən] ha-
ridus, kasvatus
voiced [vɔɪst] heliline
hissing [hɪsɪŋ] sisisev

Lesson 31.

pot [pɒt] pott
raspberry ['ræɪzbəri] vaari-
kas, vabarn
jam [dʒæm] keedis, moos
new-laid värske (muna)
dozen [dʌzn] tosin
peg [peg] pulk; pesuklamber
rasher ['ræʃə] õhuke lõik,
viilukas
ham [hæm] sink
chance [tʃa:ns] juhtuma
pet [pet] halb tuju
jolly ['dʒɒli] lõbus
kite [kai:t] lohe (mänguasi)
fly a kite lohe lendu laskma
(selle külge kinnitatud nõö-
ri abil)
ever so väga
spire ['spaɪə] torni terav
tipp
jot [dʒɒt] raasuke; **not a jot**,
never a jot mitte põrmugi
cute [kju:t] nupukas, tark
plain [pleɪn] selge

Lesson 32.

dock [dɒk] dokk (vesivära-
vatega eraldatud sadama-
osa, kus tõusu-mööna mõ-
ju ei sega laevade lasti-
mist või lossimist)

forenoon [ˈfɔːnuːn] enne-
lõuna
Thames [temz] Temse jõgi
load [laʊd] laadima, lastima
(laeva)
unload [ˈʌnˈlaʊd] tühjaks
laadima, lossima (laeva)
by means of [miːnz] abil
crane [kreɪn] tõstekraan
Tower [ˈtaʊə]
steamer [ˈstiːmə] aurik
on foot jalgsi
lift [lɪft] lift
upper [ˈʌpə] ülemine
below [biˈləʊ] all
African [ˈæfrɪkən] Aafrika
(adjektiiv)

Lesson 33.

destroy [disˈtrɔɪ] hävitama
windy [ˈwɪndi] tuuline
view [vjuː] vaade
basin [beɪsn] bassein
surrounded [səˈraʊndɪd] ümb-
ritsetud
mass [mæs] mass, hulk
mast [mɑːst] mast
gate [geɪt] värav
harbour [ˈhɑːbə] sadam
stick [stɪk] kinni jääma
liner [ˈlaɪnə] ookeaniaurik,
liinilaev
Southampton [sauˈæmptən]
Liverpool [ˈlɪvəpuːl]
port [pɔːt] sadam
goods [gudz] kaup
passenger [ˈpæsɪndʒə] rei-
sija (sõidukil, laeval)

Lesson 34.

average [ˈævərɪdʒ] keskpä-
rane, keskmine
cart [kɑːt] vanker (kahe rat-
taga)
noisy [ˈnɔɪzi] mürarikas
market [ˈmɑːkɪt] turg
load [laʊd] koorem
row [rou] rida
ant [ænt] sipelgas
quantity [ˈkwɒntəti] hulk
amount [əˈmaʊnt] hulk, ko-
gus
handle [hændl] käsitsema
commercial [kəˈmɜːʃl] kau-
banduslik, äriiline
largely suurelt osalt
definition [defɪˈniʃən] mää-
ratlus

Lesson 35.

shop sisseoste tegema
shopper [ˈʃɒpə] ostja
district [ˈdɪstrɪkt] linnaosa
theatre [ˈθiətə] teater
make up koostama
mix [mɪks] segama
looker-on pealtvaataja

Lesson 36.

rush [rʌʃ] tormamine, tung-
lemine
hotel [houˈtel] hotell, vöö-
rastemaja
article [ˈɑːtɪkl] ese
entrance [ˈentrəns] sissekäik
stillness [ˈstɪlnɪs] vaikus

makes itself felt annab end
tunda
dirt [dɔ:t] mustus
dust [dʌst] tolm
perfectly [ˈpɜ:fɪktli] täieli-
kult

Lesson 37.

Frenchman [ˈfrentʃmən]
prantslane
damp [dæmp] niiske
foggy [ˈfɒgi] udune
indoors [ˈɪnˈdɔ:z] sees, toas;
sisse, tuppä
frequently [ˈfri:kwəntli] sa-
geli
Paris [ˈpæris]
purpose [ˈpɜ:pəs] eesmärk,
otstarve
disagreeable [disəˈɡriəbl]
ebameeldiv
chemist [ˈkemɪst] apteeker;
chemist's shop apteek
remedy [ˈremɪdi] arstirohi
dictionary [ˈdɪkʃənəri] sõna-
raamat
plough [plau] ader
naturally [ˈnætʃərəli] loomu-
likult
conclude [kənˈklu:d] jätel-
dama

Lesson 38.

request [riˈkwest] palve, soo-
viavaldus
deal [di:l] käsitlema; asju
ajama; **he was dealing**
with a madman tal oli
tegemist hullumeelsega

luckily [ˈlʌkɪli] õnneks
apostrophe [əˈpɒstrəfi] apo-
stroof

Lesson 39.

tiring [ˈtaɪərɪŋ] väsitav
height [haɪt] kõrgus
important [ɪmˈpɔ:tənt] täh-
tis
roof [ru:f] katus
impress [ɪmˈpres] mõjusta-
ma; muljet avaldama
Elizabeth [iˈlɪzəbəθ]
Margaret [ˈmɑ:ɡərɪt]

Lesson 40.

Wellington [ˈwelɪŋtən]
ploughboy [ˈplaubəɪ] sulane,
kündja
duke [dju:k] hertsog
leader [ˈli:də] juht
British [ˈbrɪtɪʃ] Briti
army [ˈɑ:mi] sõjavägi
defeat [diˈfi:t] võitma, löö-
ma
Napoleon [nəˈpəʊljən]
Waterloo [ˈwɔ:təˈlu:]
estate [isˈteɪt] mõis
ruin [ruɪn] hävitama
crop [krɒp] vili; viljasaak
hunter [hʌntsmən] jahi-
mees
refuse [riˈfju:z] tõrkuma,
keelduma
threaten [θretn] ähvardama
whip [wɪp] piits
obey [oˈbeɪ] sõna kuulma;
täitma (käsku)

watchmaker ['wɒtʃmeikə]

kellasepp

shoemaker ['ʃuːmeikə] king-
sepp

St. Peter's [sənt 'pi:təz]

connection [kə'nekʃən] ühen-
dus, seos

worker = **workman**

Lesson 41.

rider ['raidə] ratsanik

elderly ['eldəli] vanaldane

up kohale, juurde

disobey ['disə'bei] keelduma

sõna kuulmast, käsku täit-
mata jätmata

soldier ['souldʒə] sõdur

determine [di'təːmin] otsus-

tama; **to be determined**

olema kindel oma otsuses

conquer ['kɒŋkə] vallutama

Lesson 42.

mind [maɪnd] meeles pi-
dama

safety ['seɪfti] julgeolek

mischievous ['mɪʃɪf] pahan-
dus, vallatus

machine [mə'ʃiːn] masin

level [levl] ühel tasemel,
ühel kõrgusel

platform ['plætfɔːm] plat-
vorm, jaamaesine

tube [tjuːb] toru; maa-aluse
raudtee tunnel

regular ['regjʊlə] korrapä-
rane, täieline

fool [fuːl] narr

Lesson 43.

message ['mesɪdʒ] sõnum

telephone ['telɪfəʊn] telefon

wire [waɪə] traat

in spite [spaɪt] of vaatamata,
hoolimata

distant ['dɪstənt] kaugel

cloth [klɒθ] riie

watcher ['wɒtʃə] vaatleja,
valvaja

rate [reɪt] määr; kiirus,
tempo

Lesson 44.

drum [drʌm] trumm

drummer ['drʌmə] trummi-
lööja

particular [pə'tɪkjʊlə] eri-
line

inform [ɪn'fɔːm] informee-
rima

wireless ['waɪələs] traaditu;
raadio

instrument ['ɪnstɹumənt] inst-
rument

Morse [mɔːs]

code [kəʊd] signaalide süs-
teem

Lesson 45.

invent [ɪn'vent] leiutama

Alexander Graham Bell

[æɪlɪg'zɑːndə 'greɪəm bel]

Thomas Watson ['tɒməs
'wɒtsn]

user [juːzə] tarvitaja

president ['prezɪdənt] presi-
dent

United States [ju'naitid steits] Ühendriigid, lühend. U. S. A.

Atlantic [ət'læntik] Atlandi

Marconi [mɑ:'kouni]

Canada ['kænədə]

China ['tʃainə] Hiina

report [ri'pɔ:t] teatama

Lesson 46.

Jack Murray [dʒæk 'mʌri]
owe [ou] võlgnema; **it was**

owing to his good play
tänu tema heale mängule

Alfred ['ælfɪd]

team [ti:m] meeskond

cricket ['krikit] kriket (löökpallimäng)

rival ['raivəl] võistleja

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cheer [tʃiə] elagu hüüdma, elada laskma

quicken [kwɪkn] kiirustama

cause [kɔ:z] põhjustama

alley ['æli] kõrvaltänav

Dan [dæn]

sob [sɒb] nuuksuma

miss [mis] mitte tabama, mitte saavutama, mitte eest leidma; **I missed my train** jäin rongist maha, hilinesin rongile

gruff [grʌf] jäme; kare

sneer [sniə] irvitama

Lesson 47.

bully ['buli] enesest nõrgemaid taga kiusama, ähvar-

dustega sundima; isik, kes nõrgemaid terroriseerib või neile haiget teeb

dash [dæʃ] tormama, jooksuma; sööstma

lad [læd] poiss

rudely ['ru:dlɪ] ebaviisakalt, toorelt

cripple [kripl] vigane, lombak

Nan [næn]

crutch [krʌtʃ] kark

coward ['kauəd] argpüks

flashing ['flæʃɪŋ] välkuv

afresh [ə'freʃ] uuesti; jälle

run ahead [ə'hed] ette jooksuma

doubtful ['daʊtful] kahtlane; kahtlev

quote [kwout] tsiteerima

speech [spi:tʃ] kõne

Lesson 48.

growl [graʊl] urisema

licence ['ləisəns] (müügi-) luba

raise [reiz] tõstma

clear out! kasi minema!

wants a lesson tahab, vajab õpetust

what's up? mis nüüd lahti on?

hint [hint] vihje, mõistaanne

approach [ə'prəʊtʃ] lähemana

within hearing kuuldekau-gusel

Lesson 49.

circle [sə:kl] ring
 chase [tʃeis] taga ajama
 benefit ['benifit] tulu
 appeal [ə'pi:l] pöörduma pal-
 vega (toetuse saamiseks);
 toetuspalve
 change vahetusraha, peen-
 raha
 link [lɪŋk] lüli; lülitama; link
 arms üksteisel käe alt kin-
 ni hoidma
 triumph ['traɪəmf] võit; või-
 durõõm, võidutsemine; või-
 dutsema
 shy [ʃai] kartlik, arg

Lesson 50.

ragged ['rægid] räbaldunud
 bent [bent] küürus
 chill [tʃɪl] külm
 recent ['ri:sənt] hiljutine,
 äsjane
 aged ['eidzɪd] elatanud, vana
 uncared for ['ʌn'keəd] ma-
 hajäetud
 throng [θrɒŋ] rahvamurd
 heed [hi:d] märkama, tä-
 hele panema
 glance [glɑ:ns] pilk
 anxious ['æŋkʃəs] murelik,
 kartlik
 freedom ['fri:dəm] vabadus
 flock [flɒk] kari
 sheep pl. sheep [ʃi:p] lam-
 mas
 hail [heil] hõisetega tervi-
 tama

pile [pail] kuhjuma
 timid ['timid] kartlik
 meek [mi:k] alandlik, järele-
 andlik
 stir [stə:] liigutama
 lest [lest] et mitte
 slippery ['slɪpəri] libe
 troop [tru:p] jõuk
 whisper ['wɪspə] sosistama
 low [lou] tasane, tasa
 harm [hɑ:m] kahju
 noble [nəubl] õilis
 pride [praɪd] uhkus
 evil [i:vl] kuri, õel

Lesson 51.

Olympic [o'limpɪk] Olümpia
 playground mänguväljak
 race [reis] võidu jooksmas;
 võidujooks
 Greece [gri:s] Kreekamaa
 stupid ['stju:pid] rumal
 long jump kaugushüpe
 take part osa võtma
 make points [pɔɪnts] punkte
 saada
 event number spordivõist-
 luste kavas; võistluseala
 refer [rɪ'fə:] kellegi, millegi
 kohta käima, millesegi
 puutuma; viitama
 weight [weit] raskus; weight-
 lifting tõsted
 diving [daɪvɪŋ] vettehüpped

Lesson 52.

list [list] nimestik, loetelu
 Los Angeles [ləs 'ændʒɪlɪz]
 California [kælɪ'fɔɪnjə]

Berlin [bə'lin, 'bælin]
Germany ['dʒə:məni] Saksa-
 maa
Tokyo ['tɒkjəu] Tokio
pen friends sõbrad kirjava-
 hetuse kaudu
Australia [ɔ:s'treiljə]
correspondence [kəris'pɒn-
 dəns] kirjavahetus
fellow-men kaasinimesed
obstacle ['ɒbstəkl] takistus
friendship ['frendʃip] sõprus
enclose [in'kləʊz] kirjale
 juurde lisama
seniority [si:ni'ɔriti] vane-
 mus

Lesson 53.

as well samuti
realize ['riəlaiz] teostama
dream unistus
bold [bəʊld] julge
favourite ['feivərit] lemmik
occupation [ɒkju'peɪʃən] te-
 gevus
surroundings [sə'raʊndɪŋz]
 ümbrus
illustration [iləs'treɪʃən] il-
 lustratsioon
development [di'veləpmənt]
 arenemine
industry ['ɪndəstri] tööstus
regards [rɪ'gɑ:dz] tervitused

Lesson 54.

part [pɑ:t] lahkuma
take leave jumalaga jätma
affectionate [ə'fekʃnit] sü-
 damlik

departure [di'pɑ:tʃə] lahku-
 mine, ärasõit
compartment [kəm'pɑ:tmənt]
 kupee
obliging [ə'blaɪdʒɪŋ] sõbra-
 lik, lahke
inglorious [in'glɔ:riəs] kuul-
 susetu; häbistav
assistance [ə'sistəns] abi
possibility [pɒsə'biliti] või-
 malus
nephew ['nevju:] venna-
 poeg, õepoeg

Lesson 55.

devoted [di'vəʊtɪd] tru-
 rat [ræt] rotti
bright [braɪt] särav, läikiv
bead [bi:d] helmes
beady ['bi:di] helme-, klaas-
 pärlitaoline
stiff [stɪf] paindumatu, jäik
whisker ['wɪskə] põsehabe;
 nurrukarvad
canary [kə'neəri] kanaari-
 lind
pure [pjʊə] puhas (vaba
 muudest liisanditest)
society [sə'saiəti] seltskond
keep saying korduvalt ütle-
 ma, ühtelugu kordama
advantage [əd'vɑ:ntɪdʒ] ka-
 su, paremus
deserve [di'zə:v] väärima
nothing of the kind ei midagi
 selletaolist; sugugi mitte
obedient [ə'bi:djənt] kuule-
 kas

disobedient [diso'bi:djənt] sõ-
nakuulmatu
married ['mærid] abielus
intend [in'tend] kavatsema
rare [rɛə] haruldane
report [ri'pɔ:t] edasi andma
(teateid, kõnet); teatama;
aru andma

Lesson 56.

linnet ['linɪt] linavint; siisike
willow ['wilou] paju
silly ['sili] rumal
swing, swung, swung [swɪŋ,
swaŋ, swaŋ] kiikuma, õõt-
suma
spray [sprei] oksake
flap [flæp] lehvitama, peks-
ma (tiibu)
subject ['sʌbdʒɪkt] aine,
teema
extremely [iks'tri:mli] äär-
miselt
fiction [fikʃn] väljamõeldis;
romaanikirjandus
applicable ['æplikəbl] sobiv
alight [ə'lait] laskuma
propose [prə'pouz] ette pa-
nema
retain [ri'tein] alal hoidma,
säilitama

Lesson 57.

good-humoured [hju:məd]
heatujuuline.
all by himself päris üksi
country-side ['kʌntrisaɪd]
maanurk
Hugh [hju:]

pluck [plʌk] noppima
nosegay ['nouzgeɪ] lille-
kimp
herb [hɜ:b] rohi
plum [plʌm] ploom
in common ['kɒmən] ühiselt
sack [sæk] kott
store [stɔ:] tagavaraks pa-
nema
milch-cow [mɪltʃ] lüpsi-
lehm
woolly ['wuli] villane
unselfishness ['ʌn'selfɪʃnɪs]
omakasupüüdmatus

Lesson 58.

work away püsivalt töötama,
rühkima tööd teha
suffer ['sʌfə] kannatama
pear [peə] pirn
bother ['bɒðə] tülitama
visitor ['vɪzɪtə] külastaja,
külaline
primrose ['prɪmrouz] prii-
mula, nurmenukk
thoughtful mõtlik; tähelepa-
nelik, hoolitsev
armchair ['ɑ:mtʃɛə] tugitool
pinewood ['paɪnwud] männi-
puu
treat [tri:t] haruldane lõbu
wear, wore, worn [weə, wɔ:,
wɔ:n] kandma (rõivaosa-
na, ehtena)
ring [rɪŋ] sõrmus

Lesson 59.

cask [kɑ:sk] vaat
wine [waɪn] vein

envious ['enviəs] kade
 envy ['envi] kadedus
 temptation [temp'teiʃən] kiu-
 satus
 on credit ['kredit] võlgu
 confuse [kən'fju:z] segama
 pour [pɔ:] valama, kallama
 ale [eil] õlu
 drowsy ['drauzi] unine
 sternly ['stɜ:nli] valjult, kar-
 milt
 scarlet ['skɑ:lit] helepunane
 quotation marks [kwou'teiʃən
 ma:ks] jutumärgid

Lesson 60.

behind the age ajast maha-
 jäänud, vanamoodne
 conclude lõpetama
 method ['meəəd] meetod
 critic ['kritik] arvustaja
 at great length [leŋθ] pikalt
 ja laialt
 spectacles ['spektəklz] pril-
 lid
 bald [bɔ:ld] paljas, juustetu
 pooh [pu:] päh!
 immensely [i'mensli] tohu-
 tult
 sentiment ['sentimənt] tund-
 mus
 sympathy ['simpəei] süm-
 paatia
 hop [hɒp] karglema
 star [stɑ:] täht (taevas)
 sails of the windmill veski-
 tiivad
 chain [tʃein] kett

Lesson 61.

spade [speid] labidas
 poetry ['pouitri] luule, po-
 eesia
 by-the-by muu seas
 burgomaster ['bɜ:gəma:stə]
 linnapea (Saksas või Hol-
 landis)
 wheelbarrow ['wi:l'bærou]
 käru
 button [batn] nööp

Lesson 62.

repair [ri'pɛə] parandama;
 in good repair korras
 wheelspoke ['wi:lspek] ko-
 dar
 generous ['dʒenərəs] suure-
 meelne, helde
 generosity [dʒenə'rɒsiti] suu-
 remeelsus, heldus
 essence [esns] tuum
 ease [i:z] kergus
 set your mind at ease [i:z]
 jää rahule, ole mureta
 glow [glou] hõõguma, sä-
 rama
 plank [plæŋk] plank, laud
 barn [bɑ:n] ait, küün
 mention [menʃn] mainima,
 nimetama
 remarkable [ri'ma:kəbl] tä-
 helepanu vääriv
 action ['ækʃən] tegu
 breed [bri:d] sünnitama, te-
 kitama
 pray [prei] paluma

Lesson 63.

shed [ʃed] kuur

drag [dræg] kiskuma, tas-
sima

sorrow [ˈsərou] mure

sorrowfully [ˈsɒrəfuli] mure-
likult

selfishness [ˈselfiʃnis] ise-
kus, omakasupüüdmine

dig, dug, dug [dig, dʌg] kae-
vama

dig away rühkima kaevata

Lesson 64.

nail [neil] naelutama

honeyuckle [ˈhʌnɪsʌkl] lõh-
nav kuslapuu (ronipõõsas)

porch [pɔ:tʃ] esik

ladder [ˈlædə] redel

would you mind kas sul
selle vastu midagi on

creeper [ˈkri:pə] väänkasv

trudge [ˈtrʌdʒ] komberdama

milestone [ˈmaɪlstoun] miili-
tähis

Lesson 65.

upon my word ausõna; tõe-
poolest

considering arvestades, sil-
mas pidades

idleness [ˈaɪdnɪs] tegevuse-
tus, jõudeolek

idle [aɪdl] tegevusetu, jõude

sluggish [ˈslʌɡɪʃ] laisk, loid

flatter [ˈflætə] meelitama,
meelitusi ütlema

pain [peɪn] valu; does not
mind giving pain ei hooli
haiget tegemast

clap [klæp] lööma; plaksu-
tama

inquire [ɪnˈkwaɪə] küsima,
järele pärima

on no account ei milgi tingi-
musel

connect [kəˈnekt] ühendama

Lesson 66.

sunset [ˈsʌnsɛt] päikese loo-
jang

privilege [ˈprɪvɪlɪdʒ] ees-
õigus, soodustus

wipe [waɪp] pühkima

forehead [ˈfɔrɪd] otsmik

take pains vaeva nägema

theory [ˈθiəri] teooria

mountain [ˈmaʊntɪn] mägi

broad [brɔ:d] lai; it was
broad daylight oli suur
valge

console [kənˈsəʊl] lohutama

reflection [rɪˈflekʃn] mõte

act [ækt] tegu

note-book märkmik

scholar [ˈskɒlə] õpilane, õp-
pija

distressed [dɪsˈtrest] rõhu-
tud, kurb

Lesson 67.

rap [ræp] koputama; kopu-
tus

merely [ˈmiəli] ainult

lantern [ˈlæntən] latern

occur [ə'kæ:] juhtuma; mõt-
tesse tulema
compliment ['kɒmplimənt]
meelitus
ditch [ditʃ] kraav
muffler ['ʌflə] säll

Lesson 68.

courageous [kə'reɪdʒəs] julge
direction [dɪ'rekʃən] suund
torrent ['tɒrənt] kosk
keep up sammu pidama
goatherd ['gəʊθəd] kitse-
karjane
float [flaʊt] ujuma (vee
peal)
pool [pu:l] loik, lomp
funeral ['fju:nərəl] matus
chief [tʃi:f] pea-, tähtsaim
mourner ['mə:nə] leinaja
procession [prə'seʃən] rongi-
käik; at the head of the
procession matuserongi ees
cloak [klaʊk] mantel
blacksmith sepp
inn [ɪn] võõrastemaja, kõrts
spiced [spaɪst] vürtsitud
at any rate igatahes
take care hoolitsema

Lesson 69.

I don't care ma ei hooli sel-
lest
evident ['eɪdənt] ilmne

moral ['mɒrəl] moraal
do you mean to say kas ta-
hate öelda
gave a whisk [wɪsk] lõi lipsti
paddle [pædl] sõudma; sulis-
tama
point [pɔɪnt] omadus
confirmed [kən'fə:md] kin-
del, veendunud
bachelor ['bætʃələ] vana-
poiss
annoy [ə'nɔɪ] pahandama

Lesson 70.

cricket kilk; rohutirts
accustomed [ə'kʌstəmd] har-
junud
cupboard ['kʌbəd] kapp
crumb [krʌm] leivaraasuke
starvation [stɑ:'veɪʃən] näl-
gimine
famine ['fæmɪn] näljahäda
drip [drɪp] tilkuma
miserly ['maɪzəli] kitsi
grant [gra:nt] lubama, või-
maldama
shelter [ʃeltə] peavari, ulu-
alune
borrow ['bɒrou] laenama
repay [rɪ'pei] tasuma
lay by tagavaraks panema
hastily ['heɪstɪli] kiiresti
wicket ['wɪkɪt] uks, luuk
fable [feɪbl] valm

A

ability [ə'biliti] võime
able [eibl] võimeline, suuteline; **be able** võima
about [ə'baut] ümber(ringi); umbes; kohta, üle; (kellegi) pärast; kaasas
above [ə'bʌv] üle; kohal
absence ['æbsəns] puudumine, äraolek
accept [æk'sept] vastu võtma (kutset, pakkumist)
accident ['æksidənt] õnnetusjuhtum, õnnetus
accompany [ə'kʌmpəni] saatma (kedagi kaaslasena)
according [ə'kɔ:diŋ] to vastavalt
account [ə'kaunt] arve; aruanne; **take into account** arvesse võtma; **on no account** ei milgi juhul, ei milgi tingimusel
accustomed [ə'kʌstəmd] harjunud
across [ə'krɔ:s] üle; põiki üle
act [ækt] tegu; tegutsema; näitlema; etendama, (näidendit) ette kandma
action ['ækʃən] tegu; toiming
active ['æktiv] tegev; **active voice** tegevik

add [æd] lisandama; liitma
adjective ['ædʒiktiv] omadussõna, adjektiiv
admiral ['ædmərəl] admiral
admire [əd'maiə] imetlema
admit [əd'mit] tunnistama, möönma, õigeks võtma
advantage [əd'vʌntidʒ] kasu, paremus
adverb ['ædvə:b] adverb, määrsõna
advertise ['ædvətaiz] kuulutama; **advertise for** kuulutuse kaudu otsima
advertisement [əd'və:tizmənt] ajalehe kuulutus
advice [əd'vais] nõuanne
affectionate [ə'fekʃnit] südamlik; armastav
afford [ə'fɔ:d] võimaldama; **I cannot afford it** ma ei saa seda endale lubada
afraid [ə'freid] hirmul; kartev; **be afraid** kartma; **I am afraid it is true** kahjuks on see õige
afresh [ə'freʃ] uuesti; jälle
Africa ['æfrikə]
African ['æfrikən] aafrika (adjektiiv)
afternoon ['ɑ:ftə'nun] pealelõuna; **in the afternoon** pärast lõunat

afterwards [ˈɑftəwədz] pä-
 rast, hiljem
again [əˈgeɪn, əˈɡen] jälle;
 uuesti; **once again** veel
 kord; **never ... again** ei
 kunagi enam; **now and**
again vahetevahel, aeg-
 ajalt
against [əˈɡeɪnst] vastu
age [eɪdʒ] vanus; ajastu; **old**
age vanadus; **ten years of**
age kümme aastat vana;
behind the age ajast maha-
 jäänud; **aged** [ˈeɪdʒɪd] ela-
 tanud, vana
agree [əˈɡriː] nõustuma
ahead [əˈhed] ette; ees
air [ɛə] õhk
alarm [əˈlɑːm] rahutuks, äre-
 vaks tegema
ale [eɪl] õlu
alight [əˈlaɪt] alla laskuma
alive [əˈlaɪv] elus
all [ɔːl] kõik; kogu, terve;
 üleni; täitsa; **all the better**
 seda parem
alley [ˈæli] kõrvaltänav
allow [əˈlaʊ] lubama, luba
 andma; laskma
almost [ˈɔːlməʊst] peaaegu
alone [əˈləʊn] üksi
along [əˈləŋ] mööda; piki;
 kaasa
already [ɔːlˈredi] juba
although [ɔːlˈðəʊ] ehkki,
 kuigi
always [ˈɔːlwɪz] alati, ikka
American [əˈmerɪkən] amee-
 rika; ameeriklane

amid [əˈmɪd] keset
among [əˈmʌŋ] hulgas
amount [əˈmaʊnt] hulk,
 kogus
amuse [əˈmjuːz] lõbustama;
amusing lõbus
anecdote [ˈænekdaʊt] anek-
 doot
angry [ˈæŋɡri] vihane
animal [ˈæniməl] loom
annoy [əˈnɔɪ] pahandama;
 tüütama
answer [ˈɑːnsə] vastama; vas-
 tus
ant [ænt] sipelgas
antiques [ænˈtiːks] antiik-
 asjad
anxious [ˈæŋkʃəs] murelik,
 kartlik; **be anxious** ihkama,
 väga tahtma
any [ˈeni] mõni, mingi; mõ-
 ned, iga, mistahes, kes-
 tahes; **anybody, anyone**
 keegi; igaüks, kehtahes
apologize [əˈpɒlədʒaɪz] va-
 bandust paluma
apostrophe [əˈpɒstrəfi] apost-
 roof
appeal [əˈpiːl] pöörduma pal-
 vega (toetuse saamiseks);
 toetuspalve
appear [əˈpiə] ilmuma; näi-
 ma
applicable [ˈæplɪkəbl] sobiv;
 kohaldatav
apply [əˈplai] pöörduma kel-
 legi poole, paluma
approach [əˈprəʊtʃ] lähe-
 nema

aright [ə'rait] õieti
arm [ɑ:m] käsivars; **arm-chair** tugitool
army ['ɑ:mi] sõjavägi
around [ə'raund] ümber
arrange [ə'reindʒ] korraldama; **arrangement** korraldus
arrival [ə'raivəl] saabumine
arrive [ə'raiv] saabuma
article ['ɑ:tɪkl] ese; artikkel
as [æz, əz] kuna; kui; seda-mööda kui; **as ... as** nii ... kui; niisama ... kui; **as if** just nagu; **as soon as** niipea kui; **as to** mis puutub; **as well** samuti
ashamed [ə'ʃeɪmd]: **be, feel ashamed** häbenema
Asia ['eiʃə] Aasia
assistance [ə'sistəns] abi
at [æt, ət] (eessõna); **at home** kodus; **at school** koolis; **at any rate** iga-tahes; **at once** kohe
attention [ə'tenʃən] tähelepanu
attract [ə'trækt] kütkestama (tähelepanu); juurde meelitama, ahvatlema
attractive [ə'træktiv] kütkestav, veetlev
aunt [ɑ:nt] tädi
Australia [ɔ:s'treɪljə]
autumn ['ɔ:təm] sügis
auxiliary [ɔ:g'zɪljəri] abi-; **auxiliary verb** abiverb
average ['ævərɪdʒ] keskpärane, keskmise; harilik

avoid [ə'void] vältima
away [ə'wei] ära; eemal(e)

B

bachelor ['bætʃələ] vana-poiss
back [bæk] selg; tagasi
bad [bæd] halb; haige
bag [bæg] kott
bake [beɪk] küpsetama
baker ['beɪkə] pagar
balcony ['bælkəni] rõdu
bald [bɔ:ld] paljas, juustetu
band [bænd] orkester; salk-kond
bank [bæŋk] pank; (jõe, tii-gi) kallas
bark [bɑ:k] haukuma
barn [bɑ:n] ait, küün
base [beɪs] alus
basin [beɪsn] bassein
basket ['bɑ:skɪt] korv
bathe [beɪð] suplema
battle [bætl] lahing
be, was, been [bi:, wɒz, wəz, bi:n] olema; **it was to begin** see pidi algama
bead [bi:d] helmes; **beady** helme-, klaaspärlitaoline
beat, beat, beaten [bi:t, bi:tn] lööma; võitma (vaenlast)
beautiful ['bjutɪfʊl] ilus
beauty ['bjuti] ilu
because [bi'kɔ:z] sellepärast et; **because of their age** nende vanuse pärast, tõttu
become, became, become [bi'kʌm, bi'keɪm] saama,

muutuma (millekski, kel-
 lekski); **what became of**
him? mis temast sai?
before [bi'fɔi] enne, varem;
 eel, ees, ette; enne kui;
before long varsti
beg [beg] kerjama; paluma;
I beg your pardon palun
 vabandust
begin, began, begun [bi'gin,
 bi'gæn, bi'gæn] algama;
 hakkama
behind [bi'haind] taga, taha;
behind the age ajast maha-
 jäänud, vanamoodne
being ['bi:ɪŋ] olend
believe [bi'li:v] uskuma
bell [bel] kell
belong [bi'lɔŋ] kuuluma
beloved [bi'lʌvd] armastatud
below [bi'lou] all; allpool
bend, bent, bent [bend, bent]
 paenutama; kummarduma;
 bent küürus
benefit ['benifit] tulu
beside [bi'said] kõrval
besides [bi'saidz] peale (sel-
 le); pealegi
between [bi'twi:n] vahel
beyond [bi'jɒnd] teisel pool;
 väljas; kaugemal
bicycle ['baisikl] jalgratas;
 bicyclist jalgrattur
billow ['bilou] laine
bind, bound, bound [baind,
 baund] siduma
birthday ['bæ:ðei] sünnipäev
bit [bit] suutäis; tükk
bitterly ['bitəli] kibedasti

blacksmith sepp
blank [blæŋk] lünk, tühik
 (tekstis)
blow [blou] hoop, löök
blow, blew, blown [blou, blu:,
 bloun] puhuma
boast [bəʊst] uhkus; uhkus-
 tama, hooplema
boat [bəʊt] paat, lootsik;
 laev
body ['bɒdi] keha
bold [bəʊld] julge
booking-office piletikassa
bore [bɔ:] tüütama
born [bɔ:n] sündinud
borrow ['bɒrou] laenama,
 laenuks võtma
both [bəʊə] mõlemad; **both**
John and his brother nii J.
 kui ta vendki
bother ['bɒðə] tülitama
bottom ['bɒtəm] põhi, alus;
 alumine
bow [bau] kummardama;
 kummardus
box [bɒks] karp, kast; kohver
box the ears kõrvahoope
 andma
bracing ['breisiŋ] karastav
branch [brɑ:nʃ] oks; haru
brave [breiv] vapper
break, broke, broken [breik,
 brouk, broukn] murdma;
 katki tegema; murduma;
break out puhkema, valla
 pääsema; **break-down** kok-
 kuvarisemine
breakfast ['brekfəst] hommi-
 kueine

breath [breə] hingamine; hingetõmbus; puhang, hõng
breed [bri:d] sünnitama, tekitama
breeze [bri:z] kerge tuul
bridge [bridʒ] sild
bright [brait] särav, läikiv; hele
bring, brought, brought [briŋ, brɔ:t] tooma
British ['britiʃ] Briti
broad [brɔ:d] lai; **it was broad daylight** oli suur valge
bug [bʌg] mardikas
build, built, built [bild, bilt] ehitama; **build a fire** tule maha tegema; **building** ehitis
bully ['buli] enesest nõrgemaid taga kiusama, ähvardustega sundima; isik, kes nõrgemaid terroriseerib või neile haiget teeb
bundle [bʌndl] kimp
burgomaster ['bɜ:gəma:stə] linnapea (Saksas või Hollandis)
burn, burnt, burnt [bɜ:n, bɜ:nt] põlema; põletama
burst, burst, burst [bɜ:st] purskama; puhkema
bury ['beri] matma
bush [buʃ] põõsas
business ['biznis] äri
busy ['bizi] ametus, (agarasti) tegev; tegevusrohke
button [bʌtn] nööp

buy, bought, bought [bai, bɔ:t] ostma
by [bai] kaudu; kõrval; mööda; **by the hand** kättpidi; **by the by** muu seas; muide; **by this time** selleks ajaks; **by himself** oma ette, üksinda

C

cabin ['kæbin] kabiin, kajut
cake [keik] kook
call [kɔ:l] hüüdma; nimetama; hüüd
camel ['kæməl] kaamel
camera ['kæməɾə] kaamera, fotogr.-aparaat
canary [kə'neəri] kanaari-lind
cap [kæp] müts
capital ['kæpitəl] pealinn
captain ['kæptin] kapten
car [kɑ:] auto
care [keə] hoolima; soovima; hool; **I don't care for it** ma ei hooli sellest; **take care (of)** hoolitsema (millegi eest); **careful** hoolikas
carriage ['kæridʒ] vanker; vagun
carry ['kæri] kandma; **carry on** jätkama
cart [kɑ:t] vanker (kahe ratastaga)
case [keis] kääne, kaasus; juhtum; **in this case** sel juhul
cask [kɑ:sk] vaat

catch, caught, caught [kætʃ, kɔ:t] püüdma; **I can catch a few words** ma saan mõnest sõnast aru; **catch cold** külmetuma; **catch a train** õigel ajal rongile jõudma
cathedral [kə'ei:drəl] katedraal (piiskoplik peakirik)
cause [kə:z] põhjustama
century ['sentʃəri] sajand
certain [sə:tn] kindel; teatav; **certainly** kindlasti, kahtlemata
chain [tʃein] kett
chance [tʃa:ns] juhtuma; võimalus
change [tʃeindʒ] muutma; vahetama; muutuma; muudatus; vahetus; vaheldus; peenraha
character ['kæriktə] iseloom
charming ['tʃɑ:miŋ] võluv; sarmikas
chart [tʃɑ:t] merekaart
chase [tʃeis] taga ajama; tagaajamine
chatter ['tʃætə] lobisema
cheap [tʃi:p] odav
cheer [tʃiə] julgustama; hõisetega ergutama, tervitama; elada laskma; **cheer up!** pea püsti! julgust!
cheerful, cheery lõbus, lustiline
chemist ['kemist] apteeker; **chemist's shop** apteek
cherry ['tʃeri] kirss
chest [tʃest] kast; rind
chief [tʃi:f] pea-, tähtsaim

chill [tʃil] vilu; külm; külmetus
China ['tʃainə] Hiina
Chinese ['tʃai'ni:z] hiina; hiinlane; hiina keel
choose, chose, chosen [tʃu:z, tʃouz, tʃouzn] valima
church [tʃɜ:tʃ] kirik
cinema ['sinimə] kino
circle [sə:kl] ring
city ['siti] linn; suurlinn
clap [klæp] lööma; plaksutama
clause [klə:z] osalause liitlauses; **principal clause** pealause; **dependent clause** kõrvalause
clean [kli:n] puhas; puhastama
clear out! kasi minema!
clergyman ['klɜ:dʒimən] kirikuõpetaja; vaimulik
clever ['klevə] tark; osav
cliff [klif] kaljurahn
climate ['klaimit] kliima
climb [klaim] ronima; ronimine; **climb a mountain** mäe otsa ronima
cloak [klauk] mantel
clock [klɒk] sein-, laua-, tornikell
close [klauz] sulgema
close [klaʊs] ligilähedal; üsna lähedal(e)
cloth [klɒθ] riie
clothes [klaʊðz] rõivad
cloud [klaud] pilv
clover ['klaʊvə] ristikhein
coat [kəʊt] kuub

code [koud] signaalide süsteem
coffee ['kəfi] kohv
cold [kould] külm; külmetus; nohu; **catch a cold** külmetuma, külmetusest haigustuma
collect [kə'lekt] koguma
coloured ['kʌləd] värviline
column ['kɒləm] samm
come, came, come [kʌm, keim] tulema; **he had come to love his work** ta oli hakanud oma tööd armastama
comedy ['kɒmɪdi] komöödia
comfort ['kʌmfət] mugavus; **comfortable** mugav
command [kə'ma:nd] käsikima; käsk
commercial [kə'mɜ:ʃl] kaubanduslik, äriine
common ['kɒmən] ühine; **in common** ühiselt
comparative [kəm'pærətɪv] võrdlev; keskvõrre
compare [kəm'pɛə] võrdlema
comparison [kəm'pærɪsn] võrdlemine, võrdlus
compartment [kəm'pɑ:t-mənt] kupee
complain [kəm'pleɪn] kaebama
complete [kəm'pli:t] täielik, lõpuni viidud; lõpetama
compliment ['kɒmplɪmənt] meelitus
composition [kɒmpə'zɪʃən] koostis; kirjand

compound ['kɒmpaʊnd] liit; **compound tense** liitaeg, verbi liitvorm
concerning [kən'sɜ:nɪŋ] puutuv (millessegi), (millegi) kohta käiv
conclude [kən'klu:d] järeldama; lõpetama
condition [kən'dɪʃn] tingimus; seisukord
confirmed [kən'fə:md] kindel, veendunud
confuse [kən'fju:z] segama, kohmetuks tegema; segi ajama; **confused** kohmetunud, hämmeldunud
connect [kə'nekt] ühendama
connection [kə'nekʃən] ühendus, seos
conquer ['kɒŋkə] vallutama
consider [kə'nsɪdə] pidama (kellekski, millekski); arvestama
considering arvestades, silmas pidades
consist [kən'sɪst] koosnema
console [kən'səʊl] lohutama
constantly ['kɒnstəntli] alati
contain [kən'teɪn] sisaldama
content [kən'tent] rahul
contents [kən'tents] sisu
continue [kən'tɪnju] jätkama
conversation ['kɒnvə'seɪʃən] vestlus
cook [kuk] keetma; küpsendada; toitu valmistama
cool [ku:l] jahe
copy ['kɒpi] eksemplar

corn [kɔ:n] teravili
corner [ˈkɔ:nə] nurk
correspondence [ˈkɔ:rɪsˈpɒnd-əns] kirjavahetus
cost, cost, cost [kɒst] maks-
 ma (väärt olema)
cottage [ˈkɒtɪdʒ] majake
 (eriti maal); suvitusmajake
cough [kɔ:f] köhima
count [kaunt] loendama
country [ˈkʌntri] maa; **from**
the country maalt; **to the**
country maale; **country-**
side maanurk
courage [ˈkʌrɪdʒ] julgus
courageous [kəˈreɪdʒəs] julge
course [kɔ:s]; **of course** mui-
 dugi
courtyard [ˈkɔ:tjɑ:d] õu
cousin [kʌzn] tädipoeg; tädi-
 tütar; onupoeg; onutütar
cover [ˈkʌvə] katma; kate
cow [kau] lehm
coward [ˈkauəd] argpüks
cradle [kreɪdl] häll
crane [kreɪn] tõstekraan
credit [ˈkredit] krediit; **on**
credit võlgu
creeper [ˈkri:pə] väänkasv
cricket [ˈkrikit] kriket (löök-
 pallimäng)
cricket kilk; rohutirts
cripple [kripl] vigane (küü-
 rakas, lombak, jalutu, kä-
 tetu jne.)
critic [ˈkritik] arvustaja
crop [krɒp] vili; viljasaak
cross [krɒs, krəs] põiki üle
 (jõe, tänav) minema;

crossing risttee
crowd [kraud] rahvahulk;
 tiheda hulgana tulema,
 tunglema; **crowded** rahva-
 rohke; tulvil täis
crumb [krʌm] leivaraasuke
crutch [krʌtʃ] kark
cupboard [ˈkʌbəd] toidukapp
customer [ˈkʌstəmər] ostja,
 kaubatarvitaja
cut, cut, cut [kʌt] lõikama;
cut lõikehaav; **cutting** väl-
 jalõige (lehest, raamatust)
cute [kju:t] nupukas, tark
cycle [saɪkl] jalgrattaga
 sõitma

D

dad [dæd] isa, papake
daily [ˈdeɪli] iga päev; iga-
 päevane
damp [dæmp] niiske
danger [ˈdeɪndʒə] hädaoht
dangerous [ˈdeɪndʒərəs] ohtlik
daring [ˈdeərɪŋ] julge
dark [dɑ:k] pime (valgusta-
 mata)
dash [dæʃ] tormama, jook-
 ma; sööstma
dead [ded] surnud
deal [di:l]; **a great deal**, **a**
good deal suur hulk, palju
deal [di:l] käsitlema; asju
 ajama; **he was dealing**
with a madman tal oli te-
 gemist hullumeelsega
dear [diə] kallis
death [deθ] surm

decide [di'said] otsustama
declare [di'kleə] avaldama, teatama; **well, I declare!** noh, tõepoolest!
deep [di:p] sügav; sügaval(e); sügavus; meri (luulekeeles)
defeat [di'fi:t] võitma, lööma (vastast lahingus)
definite [i'definit] määrav; kindel
definition [defi'niʃən] määratlus
degree [di'gri:] aste; määr
delicate [i'delikit] õrn; nõrga tervisega
delight [di'lait] vaimustus; vaimustama; **delighted** vaimustatud, üllirõõmus; **delightful** vaimustav; rõõmutoov
deliver [di'livə] koju, kätte toimetama (kaupu, kirju)
denote [di'nout] märkima, tähistama
departure [di'partʃə] lahku mine, ärasõit
depend [di'pend] sõltuma, olenema; **dependent clause** kõrvallause
derive [di'raiv] tuletama
describe [dis'kraib] kirjeldama
description [dis'kripʃən] kirjeldus
desert [i'dezət] kõrb
deserted [di'zə:tɪd] mahajäetud, tühi
deserve [di'zə:v] väärima

desire [di'zaɪə] soov; soovima
desk [desk] pult; koolilaud
destroy [dis'trɔɪ] hävitama
detective [di'tektɪv] detektiiv, salapolitseinik
determine [di'tə:mɪn] otsustama; **determined** kindel oma otsuses; teovalmis
development [di'veləpmənt] arenemine
devoted [di'voutɪd] truud
dialogue [i'daiələg] kahekõne
diary [i'daɪəri] päevik
dictionary [i'dikʃənəri] sõnaraamat
die [dai] surema
differ [i'dɪfə] erinema; **difference** erinevus, vahe; **different** erinev, teissugune; mitmesugused
difficult [i'dɪfɪkəlt] raske; raskusi tekitav; **difficulty** raskus
dig, dug, dug [dɪg, dʌg] kaevama; **dig away** rühkima kaevata
direct [di'rekt] otsene
directed [di'rektɪd] suunatud
direction [di'rekʃən] suund
dirt [dɜ:t] mustus; **dirty** must, määrdunud
disagreeable [i'disə'griəbl] eba-meeldiv
disappear [disə'piə] kaduma
disappointed [disə'pɔɪntɪd] pettunud
disappointment pettumus
discover [dis'kʌvə] avastama

discuss [dis'kʌs] läbi rääki-
 ma, arutama
discussion [dis'kʌʃən] läbi-
 rääkimine, arutlus
disguise [dis'gaiz] maskeeri-
 ma; valerõivastus, moonu-
 tatud välimus
disobedient [ˈdisoˈbiːdjənt]
 sõnakuulmatu
disobey [ˈdisoˈbei] keelduma
 sõna kuulmast, käsku täit-
 mata jätma
disorder [disˈɔːdə] korratus;
disorderly korratu
distance [ˈdistəns] kaugus;
at a distance kaugel
distant [ˈdistənt] kauge
distinguish [disˈtiŋɡwiʃ] eris-
 tama; esile tõstma; **he dis-**
tinguished himself ta või-
 tis tunnustust, ta paistis
 silma (oma võimetega)
distinguished silmapaistev;
 suursugune
distress [disˈtres] kurvasta-
 ma, õnnetuks tegema
district [ˈdistrikt] linnaosa
ditch [ditʃ] kraav
divide [diˈvaɪd] jagama; ja-
 gunema; lahutama (silpi-
 deks)
diving [ˈdaɪvɪŋ] vettehüpped
division [diˈvɪʒən] jaotamine,
 jagamine
do, did, done [duː, did, dʌn]
 tegema; kõlbama; läbi aja-
 ma; **you won't do** teie ei
 kõlba, teist ei saa asja; **I**
can do without it ma ajan

läbi, saan hakkama selle-
 tagi; **how do you do?** kui-
 das teie käsi käib? **my**
flowers are doing well
 minu lilled kasvavad, are-
 nevad hästi
dock [dɒk] dokk (vesivära-
 vatega eraldatud sadama-
 osa, kus tõusu-mööna mõ-
 ju ei sega laevade lasti-
 mist või lossimist)
double [dʌbl] kahekordne
doubt [daʊt] kahtlus; **I have**
no doubt of it mul pole
 selles kahtlust; **doubtful**
 kahtlane; kahtlev
down [daʊn] alla, all; maha;
 alla mööda
downcast [ˈdaʊnˈkɑːst] ma-
 sendatud, rõhutud
downstairs [ˈdaʊnstēəz] alla
 (ülemiselt majakorralt)
dozen [ˈdɒzn] tosin
drag [dræg] lohistama, ve-
 dama
drama [ˈdraɪmə] draama
dreadful [ˈdredfʊl] kole
dream unistus; unenägu
dream, dreamt, dreamt
 [driːm, dremt] und näge-
 ma; unistama; **I should**
not dream of doing so mul
 ei tuleks uneski mõttesse
 seda teha
dress [dres] rõivastama; rõi-
 vastuma; rõivastus; kleit
drink, drank, drunk [driŋk,
 dræŋk, drʌŋk] jooma
drip [driːp] tilkuma

drive, drove, driven [draiv, drouv, drivn] ajama; taguma; sõitma; sõidutama; juhtima (sõidukit)

drop [drɒp] kukkuda laskma, maha pillama; tilk

drown [draun] uputama; **be drowned** uppuma

drowsy ['drauzi] unine

drum [drʌm] trumm

drummer ['drʌmə] trummi-lööja

dry [drai] kuiv; kuivatama

duck [dʌk] part

duke [dju:k] hertsog

dull [dʌl] igav; tuim; tuhm; sume, ähmane, pilvine

during ['djuəriŋ] vältusel, kestel

dust [dʌst] tolme; **dusty** tolmune

duty ['dju:ti] kohustus

E

each [i:tʃ] iga

eager ['i:ɡə] agar, innukas

eagle ['i:ɡl] kotkas

ear [iə] viljapea; kõrv

early ['ɜ:li] varajane; vara

earn [ɜ:n] teenima (raha, tasu)

ease [i:z] kergus; **set your mind at ease** jää rahule, ole mureta

east [i:st] ida; idas; ida-

Easter ['i:stə] lihavõte, kevade-pühad

easy ['i:zi] kerge

eat, ate, eaten [i:t, et, i:tn] süüa

edit ['edit] välja andma (raamatuid, ajalehti jne.)

edition [e'diʃən] väljaanne

educate ['edjukeɪt] kasvata-ma, koolitama

education ['edju'keɪʃən] haridus, kasvatus

egg [eg] muna

either ['aiðə] kumbki; **either**

— **or** kas — **või**; **not ...**

either ka mitte, samuti mitte

elder ['eldə] vanem (vend, õde); **elderly** vanaldane

elephant ['elifənt] elevand

emotion [i'mouʃən] meeleliigutus

employ [im'plɔi] teenistuses pidama; tööajuna kasutama; **employment** teenistus;

kutsealaline töö

empty ['empti] tühi

enclose [in'klouz] kirjale kaasa panema

endeavour [in'devə] püüd

endless ['endlis] lõpmatu

enemy ['enimi] vaenlane

energy ['enədʒi] energia

engage [in'geɪdʒ] ametisse palkama

enjoy [in'dʒɔi] nautima; lõbu tundma (millestki); **enjoy**

oneself lõbutsema

enter ['entə] sisse minema; sisse kandma (raamatusse);

entrance sissekäik; **entry** sissekanne

envelope ['envələup] ümbrik

envious ['enviəs] kade

envy ['envi] kadedus
errand ['erənd] kellegi üles-
 andel toimetatav käik,
 asjatalitus
errand-boy jooksupoiss
escape [is'keip] pääsema
 (hädaohust); välja pääse-
 ma; põgenema
especially [is'peʃəli] eriti
essence [esns] olemus, tuum
estate [is'teit] mõis
Estonian [is'tounjən] eesti;
 eestlane; eesti keel
even [i:vn] isegi
event [i'vent] sündmus
event number spordivõist-
 luste kavas, võistlusala
ever ['evə] kunagi; alati;
ever so much väga
every ['evri] iga; **every now**
and then aeg-ajalt; **every-**
day igapäevne; **everyone**
 igauks; **everything** kõik;
everywhere kõikjal
evident ['evidənt] ilmne
evil [i:vl] kuri, õel
exactly [ig'zæktli] täpselt
examine [ig'zæmin] tähele-
 panelikult vaatlema; läbi
 vaatama; uurima; eksami-
 neerima
example [ig'zɑ:mpl] näide;
 eeskuju
except [ik'sept] väljaarvatud
excite [ik'sait] erutama
exclaim [iks'kleim] hüüa-
 tama
excuse [iks'kju:z] vabanda-
 ma; [iks'kju:s] vabandus

expect [iks'pekt] ootama;
 arvama; endastmõisteta-
 vaks pidama
expense [iks'pens] kulu; at
his own expense tema
 omal kulul; **expensive**
 [iks'pensiv] kulukas, kallis
experience [iks'piəriəns] ko-
 gemus; elamus
explain [iks'plein] seletama
explanation [eksplə'neiʃən]
 seletus
express [iks'press] väljenda-
 ma; **expression** [iks'pre,ʃn]
 väljendus; väljend
extraordinary [iks'trɔ:dnri]
 eriskummaline
extremely [iks'tri:mli] äärmis-
 selt
eye [ai] silm; **blue-eyed** sini-
 silmaline

F

fable [feibl] valm
face [feis] nägu
fact [fækt] tõsiasi; **in fact**
 tõepoolest; õieti
fail [feil] äparduma; eba-
 õnnestuma; **he failed to do**
 it tal ei läinud korda seda
 teha
faint [feint] nõrk; vaevumär-
 gatav; **feel faint** end nõr-
 kevana tundma; pööritust
 tundma
fair [fæ] õiglane; blond;
fair-haired heledajuukse-
 line

fall, fell, fallen [fɔ:l, fel, fɔ:ln] kukkuma, langema;
fall langus; kukkumine

familiar [fə'miljə] tuttav

family ['fæmili] perekond

famine ['fæmin] näljahäda

famous ['feiməs] kuulus

far [fɑ:] kauge; kaugel; **far better** palju parem

fare [fɛə] sõiduhind

fashion ['fæʃən] mood

fast [fɑ:st] kiire; kiiresti; **be fast** ette käima (õigest ajast)

fault [fɔ:lt] süü; viga

favourite ['feivərit] lemmik

February ['februəri] veebruar

feed, fed, fed [fi:d, fed] toitma, söötma; toituma, sööma

feel, felt, felt [fi:l, felt] tunda; **I feel tired** tunnen end väsinuna; **feeling** tunne

fellow ['felou] poiss; mees; **little fellow** mehike; **fellowmen** kaasinimesed; **school-fellows** koolivennad

fetch [fetʃ] (ära) tooma

few vähesed, vähe; **a few** mõned

fiction ['fikʃən] väljamõeldis; romaanikirjandus

field [fi:ld] põld

fight, fought, fought [fait, fɔ:t] võitlema

final ['fainəl] lõplik; lõpp-

find, found, found [faind, faund] leidma; **find out** avastama

fine [fain] rahatrahviga karistama

fire [faie] tuli; tulikahju; **by the fireside** tule ääres, kamina ees

firm [fə:m] firma, äriettevõte

firm [fə:m] kindel

first [fə:st] esimene; esimesena; esiteks, esmalt; **head first** pea ees

fit [fit] kõlblik, hea tervise juures

flap [flæp] lehvitama, peksma (tiibu)

flash [flæʃ] välkuma

flatter ['flætə] meelitama, meelitusi ütlema

float [flout] ujuvil olema

flock [flɒk] kari

floor [flɔ:] põrand

flour [flauə] jahu

flower [flauə] lill

fly, flew, flown [flai, flu:, floun] lendama; lennutama, lendama panema

foggy ['fɒgi] udune

follow ['fɒlou] järgnema; jälgima

fond [fɒnd] armastav; **be fond of** armastama

food [fu:d] toit

fool [fu:l] narr; **make a fool of oneself** end narriks tege-ma, narrina esinema; **foolish** rumal, loll

foot, pl. **feet** [fut, fi:t] jalg;
at the foot (mäe, kingu)
 jalal; **on foot** jalgsi
for [fɔ:, fə] jaoks; eest; ase-
 mel; järele; sest
forehead ['fɔ:ɪd] otsmik
foreign ['fɔ:ɪn] välismaine;
foreigner välismaalane
forenoon ['fɔ:ˈnu:n] enne-
 lõuna
forget, forgot, forgotten
 [fəˈget, fəˈgɒt, fəˈgɒtn]
 unustama
form [fɔ:m] moodustama;
 vorm, kuju; klass
former ['fɔ:mə] endine; eel-
 mine (kahest)
fox [fɒks] rebane
France [frɑ:ns] Prantsusmaa
free [fri:] vaba; tasuta, mak-
 suta
freedom ['fri:dəm] vabadus
French [frentʃ] prantsuse;
 prantsuse keel
Frenchman ['frentʃmən]
 prantslane
frequently ['fri:kwəntli] sa-
 geli
friend [frend] sõber; **friendly**
 sõbralik; **friendship** sõprus
frightened [fraitnd] hirmu-
 nud; hirmutatud
front [frʌnt] esikülge; **front**
door eesuks; **in front of**
 ees, ette
fruit [fru:t] puuvili
full [ful] täis; **fully** täitsa,
 täielikult

fun [fʌn] nali; lõbu; **funny**
 naljakas, koomiline
funeral ['fju:nərəl] matus
fur [fɜ:] karusnahk; **fur-coat**
 kasukas
further ['fɜ:ðə] edaspidine;
 täiendav; järgnev
future ['fju:tʃə] tulevik

G

gain [geɪn] võitma; kasu saa-
 ma; kasusaamine
game [geɪm] mäng
gate [geɪt] värav
gather ['gæðə] koguma; ko-
 gunema
gay [geɪ] rõõmus, lõbus;
 värviküllane
gaze [geɪz] vaatama
generally ['dʒenərəli] üldi-
 selt; tavaliselt
generosity ['dʒenəˈrɒsɪti] suu-
 remeelsus, heldus
generous ['dʒenərəs] suure-
 meelne, helde
geography [dʒiˈɒɡrəfi] maa-
 teadus
German ['dʒɜ:mən] saksa;
 sakslane; saksa keel
Germany ['dʒɜ:məni] Saksa-
 maa
get, got, got [get, gɒt] saa-
 ma; hankima; tooma; muu-
 tuma, minema (millekski);
 pääsema; saabuma; sattu-
 ma; **get on** edasi jõudma;
 läbi saama; **get ready** val-
 mis saama; end valmis

seadma; **get up** üles tõus-
ma; **have you got?** = **have**
you?

giraffe [dʒi'ra:f] kaelkirjak
give, gave, given [giv, geiv,
givn] andma; esitama; **give**
pleasure rõõmu tegema;
give pain valu, haiget te-
gema

glad [glæd] rõõmus; **I am**
glad mul on heameel

glance [glɑ:ns] pilk

glow [glou] hõõguma, sä-
rama

go, went, gone [gou, went,
gɔn] minema; **I am going**
to do it ma kavatsen seda
teha; **go off to sleep** ma-
gama jääma

goatherd ['gouthəd] kitse-
karjane

God [gɒd] Jumal

good [gud] hea; kasu; a
good many hea hulk; **what**
good will it do mis kasu
sellest tuleb; **it is no good**
sellest pole mingit kasu;
see ei kõlba kuhugi; **goods**
kaup, kaubad

grain [grein] viljatera; vili

grammar ['græmə] gramma-
tika

Grammar School keskkool,
gümnaasium

grand [grænd] uhke, tore

grant [graɪnt] lubama, või-
maldama

grateful ['greɪtful] tänulik

grave [greɪv] haud

gray [greɪ] hall

great [greɪt] suur; at **great**
length pikalt ja laialt;
greatly suurel määral, väga

Greece [gri:s] Kreekamaa

greet [gri:t] tervitama

greeting ['gri:tiŋ] tervitus

grind, ground, ground

[graɪnd, graʊnd] jahvatama

ground [graʊnd] maapind;

on the ground maas

ground floor maja alumine
kord

group [gru:p] grupp, rühm

grow, grew, grown [grou,
grui, groun] kasvama; kas-
vatama; muutuma (mil-
lekski); **he grew red** ta
läks punaseks, punastas

growl [graʊl] urisema

gruff [grʌf] jäme, kare

guest [gest] külaline

guide [gaɪd] juht; juhtima

H

hail [heɪl] hõisetega tervi-
tama

half, pl. halves [ha:f, haɪvz]
pool; **half forgotten** poo-
leldi unustatud

ham [hæm] sink

hammer ['hæmə] vasar

hand [hænd] käsi; kätte
andma; **handful** peotäis;

hand over üle andma

handkerchief ['hæŋkətʃɪf]
taskurätt

handle [hændl] käsitsema

hang, hung, hung [hæŋ, haŋ]
rippuma; riputama; norgu
laskma

happen [hæpn] juhtuma

happiness ['hæpinis] õnn

happy ['hæpi] õnnelik

harbour ['hɑ:bə] sadam

hard [hɑ:d] raske, ränk;
kõva; kõvasti; **hard by**
üsna lähedal; **hardly** vae-
valt

harm [hɑ:m] kahju

harvest ['hɑ:vist] lõikus

hasten [heisn] ruttama

hastily ['heistili] kiiresti

hate [heit] vihkama; vihka-
mine

have, had, had [hæv, hæd]
omama; saama (omaks);

I have to do it ma pean
seda tegema; **I had them**
printed ma lasksin nad
trükkida; **have tea** teed
jooma; **have a look** vaa-
tama

hay [hei] hein

head [hed] pea; **at the head**
of eesotsas; **headmaster**
koolijuhataja

health [helə] tervis; **healthy**
terve

hear, heard, heard [hiə, hɔ:d]
kuulma

heart [haɪt] süda; **by heart**
pähe; peast

heavy ['hevi] raske

heed [hi:d] märkama, tähele
panema

height [hait] kõrgus

help [help] aitama; abistama
herb [hɜ:b] rohi (eriti ravi-
miks või magusa lõhna pä-
rast korjatav taim)

here [hiə] siin; siia; **here you**
are säh, sähke; siin ta
ongi, palun!

hero ['hiərou] sangar, kan-
gelane

hide, hid, hidden [haid, hid,
hidn] peitma; **hide-and-**
seek peitemäng

high [hai] kõrges; kõrgesle;
sky high taevani; **highly**
ülimalt, väga

hill [hil] mäekink

hint [hint] vihje, mõistaanne

hissing ['hisɪŋ] sisisev

hit, hit, hit [hit] tabama;
pihta lööma

hold, held, held [hould, held]
hoidma; sisaldama

hole [houl] auk; urgas

holidays ['hɒlədiz] pühad;
puhkeaeg

home [houm] kodu; koju;
at home kodus

honest ['ɒnist] aus

honeysuckle ['hʌnɪsʌkl] lõh-
nav kuslapuu (ronipõõsas)

honour ['ɒnə] au; austama;
I leave it to your honour

jätan selle teile auküsimu-
seks; **your Honour** Teie
Kõrgeausus

hop [hɒp] karglema

hope [houp] lootma; lootus

horse [hɔ:s] hobune

hospital [ˈhɒspɪtl] hospital, haigla
host [houst] peremees (küla-
 liste vastuvõtjana)
hot [hɒt] kuum
hotel [houˈtel] hotell, vöö-
 rastemaja
hour [auə] tund
however [hauˈevə] ent; ome-
 ti, siiski
huge [hjuːdʒ] hiigelsuur
hullo [ˈhʌˈlou] halloo!
hum [hʌm] sumisema
humbug [ˈhʌmbʌg] pettus,
 tüssamine
humour [ˈhju:mə] tuju; huu-
 mor; **good-humoured** hea-
 tujuline
hundred [ˈhʌndrɪd] sada
hunger [ˈhʌŋgə] nälg; **hungry**
 näljane
hunt [hʌnt] küttima, jahti
 pidama; **hunter, huntsman**
 kütt
hurry [ˈhʌri] ruttama; rutt;
be in a hurry tõttama
hurt, hurt, hurt [hɜ:t] vigas-
 tama; haiget tegema; vi-
 gastus
husband [ˈhʌzbənd] mees,
 abikaasa
hyphen [ˈhaɪfən] silbitamis-
 märk, sidekriips

I

idea [aiˈdiə] idee; kujutus;
 aim
idle [aɪdl] tegevusetu, jõude

idleness [ˈaɪdlɪnis] tegevuse-
 tus, jõudeolek
if kui, juhul kui, tingimusel
 et; kas
ill [ɪl] haige; **illness** haigus
illustrate [ˈɪləstreɪt] illustree-
 rima
illustration [ɪləsˈtreɪʃən]
 illustratsioon
imagine [ɪˈmædʒɪn] ette ku-
 jutama, kujutlema
immediately [ɪˈmiːdʒətli] ot-
 sekohe
immensely [ɪˈmensli] tohu-
 tult
important [ɪmˈpɔ:tənt] tähtis
impossible [ɪmˈpɒsɪbl] vöi-
 matu
impress [ɪmˈpres] mõjutama;
 muljet avaldama
impression [ɪmˈpreʃən] mulje
improve [ɪmˈpru:v] edenema;
 parandama, paremaks te-
 gema
indeed [ɪnˈdiːd] tõepoolest
indefinite [ɪnˈdefɪnɪt] määra-
 matu
india-rubber kummi
indirect [ɪnˈdɪːrɛkt] kaudne
individual [ɪndɪˈvɪdʒuəl] indi-
 viid, isik
indoors [ɪnˈdɔ:z] sees, toas;
 sisse, tupp
industry [ˈɪndəstri] tööstus
inform [ɪnˈfɔ:m] informee-
 rima; teatama
inglorious [ɪnˈglɔ:riəs] kuul-
 susetu, häbistav
inn [ɪn] vöörastemaja; kõrts

inquire [in'kwaɪə] küsima,
 järele pärima
insect ['ɪnsekt] putukas
inside ['ɪn'saɪd] sees; sees-
 pool
insist [ɪn'sɪst] tungivalt nõud-
 ma
instance ['ɪnstəns] näide; for
 instance näiteks
instead [ɪn'sted] asemel
instrument ['ɪnstrumənt]
 instrument
intend [ɪn'tend] kavatsema
interest ['ɪntrest] huvi; huvi-
 tama
interrogative [ɪntə'rɒɡətɪv]
 küsiv
intransitive [ɪn'trænsɪtɪv] si-
 hitu (verb)
invent [ɪn'vent] leiutama
invitation [ɪnvɪ'teɪʃən] kutse
invite [ɪn'vaɪt] kutsuma (kül-
 la); **inviting** ahvatlev, mee-
 litav
iron [aɪən] raud; raudne,
 rauast
irregular [ɪ'reɡjʊlə] ebakor-
 rapärane
island ['aɪlənd], **isle** [aɪl]
 saar
Italian [ɪ'tæljən] itaalia;
 itaallane; itaalia keel

J

jam [dʒæm] keedis, moos
January ['dʒænjuəri] jaanuar
Japanese ['dʒæpə'ni:z] jaa-
 pani; jaapanlane; jaapani
 keel

join [dʒɔɪn] ühendama,
 seondama
jolly ['dʒɒli] lõbus
jot [dʒɒt] raasuke; **not a jot,**
never a jot mitte põrmugi
journey ['dʒɔ:ni] reis, tee-
 kond
joy [dʒɔɪ] rõõm
July [dʒu'laɪ] juuli
jump [dʒʌmp] hüppama;
 hüpe; **long jump** kaugus-
 hüpe
June [dʒu:n] juuni
just [dʒʌst] õiglane; **justly**
 õigustatult
just [dʒʌst] just; ainult; pa-
 rajasti

K

keep, kept, kept [ki:p, kept]
 pidama; hoidma; **keep one-**
self going end vee peal
 hoidma, kuidagi ära ela-
 ma; **keep saying** korduvalt
 ütleva, ühtelugu kordama;
keep up sammu pidama
 (kellegagi), mitte maha
 jääma
keeper ['ki:pə] valvur; hool-
 dur, talitaja
key [ki:] võti
kind [kaɪnd] liik; **a kind of**
 mingisugune; **all kinds of**
 igasugu; **what kind of** mis-
 sugune; **nothing of the**
kind ei midagi selletaolist,
 sugugi mitte
kind [kaɪnd] lahke, sõbralik,
 hea

kite [kait] lohe (mänguasi);
fly a kite lohe lendu lask-
ma (selle külge kinnitatud
nööri abil)

knead [ni:d] tainast sõtkuma
knee [ni:] põlv

knock [nɒk] koputama; **knock
down** maha paiskama; pi-
kali lööma

know, knew, known [nou,
nju:, noun] teadma; tund-
ma

L

lad [læd] poiss

ladder ['lædə] redel

lame [leim] lombak

language ['læŋgwidʒ] keel

lantern ['læntən] latern

largely suurelt osalt

last [laɪst] viimane; **at last**
viimaks

last [laɪst] kestma

late [leɪt] hilja; **be late** hili-
nema

Latin ['lætin] ladina keel;
ladinakeelne

latter ['lætə] hilisem; viima-
ne (kahest mainitud asjast
või isikust)

laugh [laʊf] naerma; naer;
laughter naer

lay, laid, laid [lei, leid] pa-
nema; **lay by** kõrvale, va-
ruks panema

lazy ['leizi] laisk

lead, led, led [li:d, led] juh-
tima; juhatama; viima;

leader juht

leaf, pl. leaves [li:f, li:vz]
leht

lean, leant, leant [li:n, lent]
nõjatama; toetuma

learn [lɜ:n] õppima; teada
saama; kindlaks tegema,
avastama; **learned** [lɜ:nid]
haritud, kõrge haridusega

least [li:st] vähim; **at least**
vähemalt

leave, left, left [li:v, left]
jätma; lahkuma; **he left
the house** ta lahkus ma-
jast; **leave alone** rahule
jätma; **take leave (from)**
jumalaga jätma

left [left] vasak; jäetud; jää-
nud

lend, lent, lent [lend, lent]
laenutama, laenuks andma

length [leŋθ] pikkus; **at
length** üksikasjaliselt, pi-
kalt ja laialt

less vähem

lesson [lesn] õppetund; **he
wants a lesson** ta vajab
õpetust

lest [lest] et mitte

let, let, let [let] laskma, lu-
bama; **let me have** lubage
mulle, andke mulle; **let us
go** lähme, mingem

letter ['letə] kiri; täht

level [levl] ühel tasemel,
ühel kõrgusel

librarian [laɪ'brɛəriən] raa-
matukoguhoidja

library ['laibrəri] raamatu-
kogu

licence ['laisəns] (müügi-) luba

lie, lay, lain [lai, lei, lein] lebama, lamama; asetsema

life [laif] elu

lift [lift] tõstma; lift, tõstetool

light [lait] valgus; tuli (lamp, küünal jne.); valgustama; süütama, läitma

light [lait] kerge

like [laik] meeldivaks pidama, armastama; **I should like to see it** meelsasti tahaksin seda näha, näeksin seda heameelega

like [laik] nagu; sarnane; **what is it like?** kuidas see välja näeb? **like that** sellitaoline, selline

line [lain] rida; **line up** ritta asuma

liner ['lainə] ookeaniaurik, liinilaev

link [liŋk] lüli; lülitama; **link arms** üksteisel käe alt kinni hoidma

linnet ['linit] linavint; siisike

lion [laiən] lõvi

list [list] nimestik, loetelu

listen [lisn] kuulama

lively ['laivli] elav

living ülespidamine

load [loud] koorem

load [loud] laadima, lastima (laeva)

London ['lɒndən]

lonely ['lounli] üksildane

long [lɒŋ] pikk; kaua; igatsema; **so long** nägemiseni! **before long** varsti; **long before** ammu enne seda kui; **all day long** kogu päeva (kestel)

look [luk] vaatama; välja nägema; näima; vaade; väljanägemine; **have a look** vaatama, pilku heitma; **look after** järele vaatama, hoolt kandma (kellegi eest); **look for** otsima; **look here** pane tähele, kuule! **look up** järele vaadata (raamatust)

looker-on pealtvaataja

lord [lɔ:d] isand; valitseja

lorry ['lɔ:ri] veoauto

lose, lost, lost [lu:z, lɔ:st] kaotama; **lose one's way** teelt eksima

loss [lɔ:s] kaotus; kahju

lot [lɒt] hulk; trobikond; **lots of** palju

love [lʌv] armastama; armastus; **give him my love** anna talle minu poolt edasi südamlikke tervitusi

lovely ['lʌvli] ilus, kaunis

low [lou] tasane, tasa

lower [louə] alumine

luck [lʌk] õnn, hea õnn; **lucky** õnnelik (saatusest soodustatud); **luckily** õnneks

lunch [lʌntʃ] lõnš, lõunaeine (k. 1—2 vahel)

M

machine [məʃi:n] masin
mad [mæd] hull, pöörane
magazine [ˈmægəzi:n] ajakiri, žurnaal
main [mein] pea-; tähtsaim;
mainly peamiselt
make, made, made [meik, meid] tegema; sundima; panema; **make friends (with)** sõbraks saama; **make up** koostama; **made itself felt** andis end tunda, sai märgatavaks
manage [ˈmænidʒ] toime tulema, hakkama saama; suutma; juhtima (ettevõtet, äri)
manner [ˈmænə] viis; **in this manner** niiviisi; **manners** kombed, maneerid
map [mæp] maakaart
mariner [ˈmærinə] merimees
market [ˈmɑ:kit] turg
married [ˈmærid] abielus
mass [mæs] mass, hulk
mast [mɑ:st] mast
master [ˈmɑ:stə] peremees (vastandina teenijale); kooliõpetaja
matriculation [məˈtrikjuˈleɪʃən] lühendatult **matric** [məˈtrik] küpsuseksam, mille korraldab ülikool keskkooliõpilastele aasta enne kooli lõpetamist
matter [ˈmætə] asi, aine; **what's the matter with you** mis teil viga on?

may [mei]; **may I take your book?** kas tohin su raamatu võtta? **he may come to-morrow** ta võib tulla homme, ta võib-olla tuleb homme
meadow [ˈmedou] aas
meal [mi:l] söömaaeg
mean, meant, meant [mi:n, ment] tähendama; kavatsema; öelda tahtma; **meaning** tähendus
means [mi:nz] vahend; **by means of** abil
meanwhile [ˈmi:nwail] vahepeal
meek [mi:k] alandlik, järeleandlik
meet, met, met [mi:t, met] kohtama; kokku saama
member [ˈmembə] liige
memory [ˈmeməri] mälestus
mend [mend] parandama
mention [menʃn] mainima, nimetama
merely [ˈmiəli] ainult
merry [ˈmeri] lõbus
message [ˈmesidʒ] sõnum
method [ˈmeəð] meetod
middle [midl] keskkoh
midst [midst], **in the midst** kesk, keset
might [maɪt] võim, jõud
might võiks; you might have helped me te oleksite võinud mind aidata
milch-cow [miltʃ] lüpsilehm
mile [mail] miil; **milestone** miilitähis, miilikivi

mill [mil] veski
miller ['milə] mölder
mind [maɪnd] meel; meeles
 pidama; pahaks panema;
 hoolima; **set your mind at**
ease ole päris muretu; **if**
you don't mind kui teil
 midagi selle vastu pole;
should you mind? kas teil
 oleks midagi selle vastu?
never mind ärge hoolige
 (sellest); ärge muretsege
mischief ['mɪʃɪf] pahandus,
 vallatus
miserable ['mɪzərəbl] vilets;
 õnnetu
miserly ['maɪzəli] kitsi
miss [mɪs] puuduma; puuda-
 ma; puudevana tunduma;
 mitte tabama, mitte saa-
 vutama, mitte eest leidma;
I missed my train jäin ron-
 gist maha, hilinesin ron-
 gile
mistake [mɪs'teɪk] viga, eksi-
 mus, eksitus; **mistake for**
 eksikombel pidama (kel-
 lekski, millekski); **you are**
mistaken te eksite
mix [mɪks] segama; **mix up**
 segi ajama
modern ['mɒdən] nüüdis-
 aegne; uus; moodne
moment ['məʊmənt] hetk
monkey ['mʌŋki] ahv
month [mʌnə] kuu
monument ['mɒnjumənt] mä-
 lestussammas
moral ['mɒrəl] moraal

more [mɔː] rohkem, enam;
 veel
Morse [mɔːs]
most [məʊst] kõige enam;
 enamik, suurem hulk; **a**
most interesting book väga
 huvitav raamat; **mostly**
 enamasti
motion ['məʊʃən] liikumine,
 voogamine
motor-car ['məʊtə-'kɑː] auto
mountain ['maʊntɪn] mägi
mourn [mɔːn] leinama; **chief**
mourner pealeinaja (ka-
 dunu kõige ligem sugulane
 või sõber)
mouth [maʊə] suu; **mouthful**
 suutäis
move [muːv] liikuma; liigu-
 tama; kolima; **moving**
pictures kinopildid, -filmid;
movement liikumine; lii-
 gutus
muffler ['mʌflə] sall
mum [mʌm] mammi
music ['mjʊzɪk] muusika
mute [mjʊt] tumm

N

nail [neɪl] nael; naelutama
name [neɪm] nimi, nimeta-
 ma; **named** nimega
narrow ['nærou] kitsas
nation [neɪʃn] rahvus
national [næʃnl] rahvuslik
naturally ['nætʃərəli] loomu-
 likult
nature ['neɪtʃə] loodus; loo-
 mus, iseloom

navy [ˈneivi] merevägi
near [niə] ligidal; lähenema;
nearly peaaegu
neat [ni:t] puhas, korralik
necessary [ˈnesisəri] tarvilik
need [ni:d] vajama; vajadus
negative [ˈnegətiv] eitav
neglect [niˈglekt] hooletusse
 jätma
neighbourhood [ˈneibəhud]
 naabus
neither [ˈnaiðə] ei kumbki;
neither ... nor ei ... ega
nephew [ˈnevju:] vennapoeg,
 õepoeg
nervous [ˈnərvəs] närviline;
 närvi-, närvide
nest [nest] pesa
never [ˈnevə] mitte kunagi
new-laid värske (muna)
news [nju:z] uudis; teade
newsagent [ˈnju:zˈeidʒənt]
 ajakirjanduse müüja
newspaper [ˈnju:speipə] aja-
 leht
next [nekst] järgmine; järg-
 misena, järgnevalt
noble [noubəl] õilis
nod [nɒd] noogutama; pea-
 noogutus
noise [nɔiz] müra; **noisy**
 mürarikas
nominative [ˈnɒminətiv] ni-
 metav (kääne)
none [nan] mitte ükski, ei
 keegi
noon [nu:n] keskpäev (k. 12)
nor [nɔ:] ega

north [nɔ:θ] põhj (ilmakaar);
 põhjas
nose [nouz] nina; **nosegay**
 lillekimp
note-book märkmik
notice [ˈnoutis] märkama, tä-
 hele panema; teadaanne;
 hoiatus; **take notice of** tä-
 hele panema
noun [naun] nimisõna
novel [ˈnɒvəl] romaan
now [nau] nüüd; ent; **now**
 that nüüd kui; **now and**
again, now and then aeg-
 ajalt, vahetevahel; **now ...**
now kord ... kord; **now-**
adays tänapäev, praegusel
 ajal
number [ˈnʌmbə] arv; **a**
great number suur hulk
nurse [nɜ:s] last imetama
nut [nʌt] pähkel

O

obedient [oˈbi:djənt] kuule-
 kas
obey [oˈbei] sõna kuulma,
 täitma (käsku)
object [ɒbˈdʒekt] vastu ole-
 ma, vastu rääkima
object [ˈɒbdʒikt] sihtis, ob-
 jekt
objective [ɒbˈdʒektiv] case
 sihitav kääne
obligation [ˈɒbliˈgeɪʃən] ko-
 hustus, sund
obliged [əˈblaidʒd] kohusta-
 tud, sunnitud; **I am much**
obliged olen väga tänulik

obliging [ə'blaidʒɪŋ] sõbra-
lik, lahke
obstacle [ˈɒbstəkl̩] takistus
occupation [ˈɒkjʊ'peɪʃən]
tegevus
occur [ə'kɜː] juhtuma; mõt-
tesse tulema
ocean [ouʃn] ookean
off [ɔ:f] ära, maha (millegi
küljest); eemal, eemale; **he**
rode off ta ratsutas mine-
ma
offer [ˈɒfə] pakkuma; pak-
kumine
office [ˈɒfɪs] kontor; büroo
oft [ɔ:ft] sageli
omit [o'mɪt] välja jätma,
vahele jätma
once [wʌns] üks kord; **once**
a day üks kord päevas;
once more, once again veel
kord; **at once** kohe; kor-
raga, samal ajal
one [wʌn] üks; **the one (that)**
see, too (mis); **one never**
knows ei või kunagi teada;
young ones noored; (loo-
ma) pojad
only [ˈounli] ainuke; ainult
opinion [ə'pinjən] arvamus
opportunity [ˈɒpə'tju:nɪti]
juhus, hea võimalus
opposite [ˈɒpəzɪt] vastand;
(eessõna) vastas
order [ˈɔ:də] käskima; käsk;
tellima; tellimine; **in order**
to selleks et
original [ə'ridʒənəl] originaal-
ne; algupärane

other [ˈʌðə] teine; **the other**
day hiljuti
ought [ɔ:ɪt] peaks; **you ought**
to have seen it te oleksite
pidanud seda nägema
outside [ˈaʊt'saɪd] väljas;
väljaspool
over [ˈouvə] üle; möödas;
I'll say it over ma kordan
selle algusest lõpuni
overhear, overheard, over-
heard pealt kuulma
owe [ou] võlgnema; **it was**
owing to his good play
tänu tema heale mängule
own [oun] oma

P

paddle [pædl̩] sõudma; su-
listama
pain [peɪn] valu; **does not**
mind giving pain ei hooli
haiget tegemast; **take pains**
vaeva nägema, hoolas ole-
ma
pair [peə] paar
palace [ˈpælis] palee, loss
pale [peɪl] kahvatu
pardon [ˈpaɪdən] andestus,
vabandus
parents [ˈpeərənts] vanemad
Paris [ˈpæris]
parrot [ˈpærət] papagoi
part [pɑ:t] lahkuma
part [pɑ:t] osa; **take part** osa
võtma; **for my part** mis
minusse puutub

particular [pə'tikjulə] eriti täppis, tähelepanelik, nõudlik (millegi suhtes); eriline
party ['pɑ:ti] seltskond; pidu, seltskondlik koosviibimine
pass [pɑ:s] mööduma; siirduma; (eksami) õiendama, läbi saama; edasi andma
passenger ['pæsɪndʒə] reisija (sõidukil, laeval)
passer-by ['pɑ:sə'bai] möödamineja
passive ['pæsiv] passiivne;
passive voice tehtavik
past [pɑ:st] minevik; möödunud; mööda
pat [pæt] patsutama
patient [peɪʃnt] kannatlik
pause [pɔ:z] peatuma; vaheaeg
pave [peɪv] sillutama
pavement ['peɪvmənt] sillutis; kõnnitee
pay, paid, paid [pei, peɪd] maksuma; **pay a visit** külastama; **pay attention** tähelepanu pöörama; tähelepanelik olema
peace [pi:s] rahu
pear [peə] pirn
peg [peg] pulk; pesuklamber
pen friends sõbrad kirjavahetuse kaudu
penny, pl. pennies, pence ['peni, pens] penn (umbes 8 senti eesti rahas); **a penny stamp** ühepennine postmark

people [pi:pl] inimesed; rahvas
per cent [pə'sent] protsent
perfect ['pɜ:fɪkt] täiuslik; täielik; **present perfect** täisminevik, perfekt; **past perfect** enneminevik, pluskvamperfekt
perform [pə'fɔ:m] toimetama, sooritama
perhaps [pə'hæps, præps] võib-olla
permission [pə'mɪʃən] luba
person [pɜ:sn] isik
pet [pet] halb tuju
photographer [fə'tɒgrəfə] fotograaf
pick noppima; **pick out** valima, välja otsima
pictorial [pɪk'tɔ:riəl] piltidega illustreeritud, pildi-
picture ['pɪktʃə] pilt; **picture house** kino; **at the pictures** kinos
piece [pi:s] tükk; **a piece of gold** kuldraha
pigeon ['pɪdʒɪn] tuvi
pile [pail] kuhjuma
pillar-box ['pɪlə] kirjakast
pillow ['pɪləu] padi
pinewood ['paɪnwud] männipuu
pipe [paɪp] piip
pity ['pɪti] kahju; kahetsema
place [pleɪs] koht; asetama; **take place** aset leidma, juhtuma; **in place of** asemel

plain [plein] selge; ava-
 meelne; lihtne
plank [plæŋk] plank, laud
platform ['plætfɔ:m] plat-
 vorm, jaamaesine
play [plei] mängima; mäng;
 näidend; **playground** män-
 guväljak
pleasant [pleznt] meeldiv
please [pli:z] meeldiv, mee-
 lepärane olema; heaks ar-
 vama; olge nii lahke, pa-
 lun! **I am pleased with**
your work olen teie tööga
 väga rahul
pleasure ['plezə] lõbu; hea-
 meel
plenty ['plenti] küllus; **plenty**
of time rohkesti aega
plough [plau] ader
ploughboy ['plaubɔi] sulane,
 kündja
pluck [plæk] noppima
plum [pləm] ploom
poem ['pouim] luuletus
poetry ['pouitri] luule, poee-
 sia
point [pɔint] omadus; punkt;
make points punkte saa-
 ma (võistlusel)
point out [pɔint] näitama,
 tähelepanu juhtima (mille-
 legi)
police [pə'li:s] politsei
policeman [pə'li:smən]
 kordnik
polite [pə'lait] viisakas
politeness [pə'laitnis] viisa-
 kus

pond [pənd] tiik
pooh [pu:] päh!
pool [pu:l] loik, lomp
poor [puə] vaene
popular ['pɒpjulə] populaar-
 ne, üldiselt tuntud ja lugu-
 peetud
porch [pɔ:tʃ] esik
porridge ['pɒridʒ] kaerapu-
 der; kaeratummi
port [pɔ:t] sadam
positive ['pɒzitiv] algvõrre
possess [pə'zes] omama
possession [pə'zeʃən] oman-
 dus, omandamine
possessive case omastav kää-
 ne
possibility ['pɒsə'biliti] vöi-
 malus
possible ['pɒsibl] võimalik
post [pəust] post; tulp; tee-
 nistuskohi; (kirja) post-
 kasti panema; **postal order**
 rahakaart; **postcard** post-
 kaart; **post-office** postkon-
 tor
poster ['pəustə] plakat
pot [pɒt] pott
potato [pə'teitou] kartul
pound [paund] nael (kaalu-
 ja rahaühik)
pour [pɔ:] valama, kallama
practice ['præktis] harjuta-
 mine, praktika
practise ['præktis] harjutama
praise [preiz] kiitma
pray [prei] paluma; palun
prayer [preə] palve

preceding [pri'si:diŋ] eel-
mine, eelnev
predicate ['predikit] öeldis
prefer [pri'fæ:] eelistama
preparation ['prepə'reiʃən]
ettevalmistus
prepare [pri'pæ:] valmistama
preposition ['prepə'ziʃən]
eessõna, prepositsioon
present [preznt] kingitus
present [preznt] olevik; pree-
sens; praegune; **at present**
praegu
president ['prezidənt] presi-
dent
pretty ['priti] kena, ilus;
üsnä, kaunis
prevent [pri'vent] takistama
previous ['pri:vjəs] eelmine
price [praɪs] hind
pride [praɪd] uhkus
primrose ['primrouz] prii-
mula, nurmenukk
principal ['prinsipəl] pea-
mine, pea-; **principal verb**
põhiverb, iseseisev verb
print [print] trükkima; **print-**
er trükkija; trükitööstur
prison [prɪzn] vangla
prisoner ['prɪznə] vang
private ['praɪvɪt] era
privilege ['prɪvɪlɪdʒ] eesõigus,
soodustus
prize [praɪz] auhind
probably ['prɒbəbli] arvata-
vasti
procession [prə'seʃən] rong-
käik; **at the head of the**
procession matuserongi ees

profit ['prəfit] kasu
programme ['prougræm]
kava
promise ['prəmis] tõotama,
lubama
pronoun ['prounaun] ase-
sõna, pronoomen
pronounce [prə'nauns] hääl-
dama
pronunciation [prənʌnsi-
'eɪʃən] hääldamine
proof [pru:f] tõend; tõestus
propose [prə'pouz] ette pa-
nema
proud [praud] uhke
prove [pru:v] tõendama; osu-
tuma
public ['pʌblik] avalik; üldi-
seks tarvitamiseks avatud
publish ['pʌbliʃ] kirjastama
pull [pul] tõmbama
pull through läbi tulema,
välja rabelema (raskusist)
pure [pjʊə] puhas (vaba
muudest lisanditest)
purple [pɜ:pl] punakaslilla
purpose ['pɜ:pəs] eesmärk,
otstarve
push [puʃ] lükkama, tõuka-
ma; tõuklema; trügima
put, put, put [put] panema;
pistma; **put in repair** kor-
da seadma, parandama

Q

quality ['kwɒlɪti] omadus
quantity ['kwɒntɪti] hulk
quarrel tülitsema; riidu mi-
nema; tüli
quarter ['kwɔ:tə] veerand

queen [kwɪn] kuninganna
question ['kwɛstʃən] küsitl-
 ma; küsimus
quick [kwɪk] kiire, karmas
quicken [kwɪkn] kiirustama
quiet ['kwaɪət] vaikne
quite [kwaɪt] üsna, päris
quotation [kwou'teɪʃən]
 marks jutumärgid
quote [kwout] tsiteerima

R

rabbit ['ræbɪt] kodujänes
race [reɪs] kihutama; võidu
 jooksmas; võidujooks, või-
 dusõit
ragged ['ræɡɪd] räbaldunud
ragman ['ræɡmən] kaltsu-
 kaupmees
railway ['reɪlwei] raudtee
rain [reɪn] vihma sadama;
 vihm
raise [reɪz] tõstma
rap [ræp] koputama; kopu-
 tus
rare [rɛə] haruldane
rasher ['ræʃə] õhuke lõik,
 viilukas
raspberry ['ræzbəri] vaari-
 kas, vabarn
rat [ræt] rott
rate [reɪt] määr; kiirus,
 tempo
rather ['rɑːðə] kaunis; õige;
 pigem, ennem
reach [ri:tʃ] saavutama; saa-
 buma (kuhugi); ulatuma
 (millegini)

read [riːd] read, read [red]
 lugema
ready ['redi] valmis
real [riəl] tõeline; **really**
 tõesti
realize ['riəlaɪz] teostama
reaper ['ri:pə] viljakoristaja,
 -lõikaja
reason [riːzn] põhjus
recall [ri'kɔ:l] meelde tule-
 tama, meenutama
receive [ri'si:v] saama (mi-
 dagi); vastu võtma (küla-
 lisi)
recent ['riːsənt] hiljutine,
 äsjane
record ['rekəd] register
recover [ri'kʌvə] tagasi mu-
 retsema
refer [ri'fɜ:] (kellegi, millegi)
 kohta käima, (millessegi)
 puutuma; viitama
reflection [ri'flekʃən] mõte
refreshment [ri'freʃmənt]
 kehakinnitus, karastus; r.
 room einelaud
refuse [ri'fju:z] tõrkuma,
 keelduma; tagasi lükkama,
 mitte vastu võtma
regard [ri'gɑ:d] lugupidami-
 ne; **regards** austusavaldu-
 sed; tervitused
regret [ri'gret] kahetsema
regular ['regjulə] korrapä-
 rane; täieline
reindeer, pl. **reindeer** ['rein-
 diə] põhjapõder
rejoice [ri'dʒɔɪs] rõõmut-
 sema

relate [ri'leit] jutustama
 relative [relə'tiv] sugulane;
 relatiivne
 remain [ri'mein] jääma
 remark [ri'ma:k] märkama;
 märkuse tegema, tähenda-
 dama; märkus; **remarkable**
 tähelepanev
remedy [remidi] arstirohi
remember [ri'membə] mee-
 les pidama, mäletama; **I**
remembered mulle meenus
remind [ri'maind] meelde
 tuletama
 rent [rent] üür
 repair [ri'pæ] parandama;
 in good repair korras
 repay [ri'pei] tasuma
 repeat [ri'pi:t] kordama
 reply [ri'plai] vastama; vas-
 tus
 report [ri'pɔ:t] edasi andma
 (teateid, kõnet); teatama;
 aru andma
 request [ri'kwest] palve, soo-
 viavaldu
 require [ri'kwaɪə] nõudma
 rescue [reskju:] päästma;
 päästmine; to the rescue
 appi
 resolve [ri'zɒlv] otsustama
 rest [rest] teised; ülejääk;
 the rest of the world muud
 inimesed
 rest puhkama; puhkus
 retain [ri'tein] alal hoidma,
 säilitama
 return [ri'tə:n] tagasi pöör-
 дума; tagasi tulema; ta-

gastama, tagasi andma või
 tooma; in return vastu (ta-
 suks)
 reward [ri'wɔ:d] tasuma;
 tasu
 rhyme [raim] riim; (riimi-
 tud) luuletus, salmik
 rich [ritʃ] rikas
 ride, rode, ridden [raid,roud,
 ridn] ratsutama; sõitma
 (jalgrattal, omnibuseljne.);
 ride ratsasõit; sõit; **rider**
 ratsanik
 right [rait] õige; parem
 (poolne); paremal(e); **he**
 is **right** tal on õigus
 ring [riŋ] sõrmus
 rise, rose, risen [raiz,rouz,
 rizn] tõusma
 rival [raivəl] võistleja
 river [rivə] jõgi
 road [roud] tee; maantee;
 at the roadside tee ääres
 roam [roum] hulkuma
 roar [rɔ:] möirgama
 rob [rɒb] röövima; **robber**
 röövel
 roll [roul] veerema; pörise-
 ma, mürisema; veeretama;
 rullima
 roof [ru:f] katus
 rough [rʌf] karm; kare;
 rough sea tormine meri
 round [raund] ümmargune;
 ümber; ringi; **come round**
 tagasi tulema
 row [rou] rida
 row [rou] sõudma, aerutama

royalty [ˈrɔɪəlti] autorihonorar (kirjanikule makstav töötasu, harilikult teatav protsent iga eksemplari kaanehinna)

rub [rʌb] hõõruma

rubber [ˈrʌbə] kummi

rude [ruɪd] ebaviisakas, häbematu; toores

ruin [ruɪn] hävitama

rule [ru:l] reegel

run, ran, run [rʌn, ræn] jooksmas; juhtima (äri, ettevõtet); **runner** jooksjä

rush [rʌʃ] tormama; tunglema; tormamine; tunglemine; tormijooks

Russian [ˈrʌʃən] vene; vene-lane; vene keel

S

sack [sæk] kott

sacrifice [ˈsækrɪfaɪs] ohverdama; ohver

sad [sæd] kurb

safe [seɪf] ohutu; kindel; kaitstud; **safely** ohutult, äpardusteta

safety [ˈseɪfti] julgeolek

sail puri; (veski) tiib; purjetama

sailor [ˈseɪlə] madrus

same [seɪm] sama

sand [sænd] liiv

sandwich [ˈsændwɪdʒ] täidetud võileib (singi-, muna-, kurgilõigud jms. kahe saia-viilu vahel)

save [seɪv] päästma

say, said, said [seɪ, sed] üt-lema; **I say** kuule, kuulge; **saying** kõnekäänd, vana-sõna

scarcely [ˈskeəslɪ] vaevalt

scarlet [ˈskærlɪt] helepunane

scent [sent] lõhn

scholar [ˈskɒlə] õpilane, õpi-pija

scientist [ˈsaɪəntɪst] teadlane

screen [skri:n] ekraan, näi-telina

sea [si:] meri; **at sea** merel; **to sea** merele

search [sɜ:tʃ] otsima, otsing

season [si:zn] aastaaeg; hoo-aeg

seat [si:t] iste; istuma asetama; **be seated** istuma

second [seknd] sekund; teine

secondary [ˈsekndəri] teise astmesse kuuluv; teisejär-guline; **Secondary School** keskkool

secret [ˈsi:krit] salajane, sala

see, saw, seen [si:, sɔ:, si:n] nägema; vaatama; aru saama; **see off** saatma mi-nema (ärasõidu puhul)

seem [si:m] näima

seize [si:z] kinni haarama

self ise; **selfishness** [ˈselfiʃ-nɪs] isekus, omakasupüüd-mine

sell, sold, sold [sel, sould] müüma; müübuma, ostjaid leidma

send, sent, sent [send, sent]
saatma, läkitama

seniority [si:ni'ɔriti] vane-
mus

sense [sens] meel; **sense of
duty** kohusetunne

sentence ['sentəns] lause;
kohtuotsus

sentiment ['sentimənt] tund-
mus

separate ['sepərit] lahusolev,
eraldatud

serious ['siəriəs] tõsine

servant ['sərvənt] teenija, tee-
ner

serve [səiv] teenima; servee-
rima, ette kandma (toitu,
jooki)

set, set, set [set] asetama;
seadma; **set out** teele asu-
ma; **set your mind at ease**
ole päris muretu, ära mu-
retse; **set to work** tööle
asuma

several ['sevrəl] mitu

shake, shook, shaken [ʃeik,
ʃuk, ʃeikn] raputama

share [ʃə] jagama (kelle-
gagi midagi)

shed [ʃed] kuur

sheep pl. **sheep** [ʃi:p] lam-
mas

shelter ['ʃeltə] peavari, ulu-
alune

shine, shone, shone [ʃain,
ʃɔn] paistma, särama

shoe [ʃu:] king; **shoemaker**
kingsepp

shoot, shot, shot [ʃu:t, ʃɔt]
tulistama, laskma tulirel-
vast

shop [ʃɒp] pood, kauplus;
sisseoste tegema; **shopper**
ostja

short [ʃɔ:t] lühike; **shortly**
before lühikest aega enne
seda

shoulder ['ʃouldə] õlg

shout [ʃaut] hüüdma; karju-
ma; hõik

show, showed, shown [ʃou,
ʃoud, ʃoun] näitama;
show off välja panema
(vaatamiseks)

shriek [ʃri:k] kiljatama

shut, shut, shut [ʃʌt] sulge-
ma; kinnine, suletud

shy [ʃai] kartlik, arg

sick [sik] haige

side [said] külg

sight vaade; väljavaade;

sight-seeing tähelepanu
väärivate ehitiste ja koh-
tade vaatlemine

sign [sain] märk

signal ['signəl] signaal, mär-
guanne

silent ['sailənt] vaikiv; wait;
vaikne

silly ['sili] rumal

silver ['silvə] hõbe; hõbe-
dane

simple [simpl] lihtne; **simply**
lihtsalt

sin [sin] patt

since [sɪns] kuna, sest; saadik; **since then** sest ajast (saadik)
sing, sang, sung [sɪŋ, sæŋ, sɑŋ] laulma
single [sɪŋɡl] üksik; ainus;
singular [ˈsɪŋɡjʊlə] ainsus
sit, sat, sat [sɪt, sæt] istuma
situated [ˈsɪtʃueɪtɪd] asetsev;
be situated asetsema
size [saɪz] suurus
skate [skeɪt] uisk; uisutama
skin [skɪn] nahk
sky [skai] taevast
sleep, slept, slept [sli:p, slept] magama
sleeve [sli:v] käis, varrukas
slippery [ˈslɪpəri] libe
slow [sləʊ] aeglane
sluggish [ˈslʌɡɪʃ] laisk, loid
small [smɔ:l] väike
smash [smæʃ] purustama
smile [smaɪl] naeratama; naeratus
smoke [sməʊk] suits; suitsema; suitsetama
smooth [smu:ð] sile
sneer [sniə] irvitama; irvitus, irve
snow [snəʊ] lund sadama; lumi
so [səʊ] nii; seepärast; samuti, ka; **he looked up, and so did I** ta vaatas üles ja mina ka; **I hope so** ma loodan seda
sob [sɒb] nuuksuma
society [səˈsaɪəti] seltskond
soldier [ˈsouldʒə] sõdur

some [sʌm] mingi, mõni, mõned; **some money** (natuke) raha
somehow [ˈsʌmhau] kuidagi
somewhat [ˈsʌmwʌt] teataval määral; veidi
somewhere kuski
soon [su:n] varsti, peagi; **as soon as** niipea kui; **no sooner... than** vaevalt...kui juba; **much sooner... than** meelsamini...kui
sorrow [ˈsɒrəʊ] mure
sorrowfully [ˈsɒrəfʊli] murelikult
sorry [ˈsɒri] kahetsusväärne; hale; **I'm sorry** mul on kahju
sort [sɔ:t] sort, liik; sorteerima
sound [saʊnd] heli; häälilik
south [sauθ] lõuna (ilmakaar); lõunas
spade [speɪd] labidas
spare [speə] hoidma, säästma
speak, spoke, spoken [spi:k, spəʊk, spəʊkn] rääkima; **speaker** kõneleja
special [speʃl] eriline
spectacles [ˈspektəklz] prillid
speech [spi:tʃ] kõne
spell, spelt, spelt [spel, spelt] teatava sõna tähti õiges järjekorras kirjutama või nimetama; **spelling** õigekiri, ortograafia
spend, spent, spent [spend, spent] veetma; kulutama

spiced [spaist] vürtsitatud
spire [spaia] torni terav tipp
spirit ['spirit] vaim; **in high spirits** ülevas meeleolus
spite [spait] trots; **in spite of** hoolimata
splendid ['splendid] tore, suurepärane; hiilgav
spoil [spoil] rikkuma; **spoiled** raiskuläinud
spoke [spouk] kodar (rattal)
spot [spõt] koht
spray [sprei] oksake
spring [sprinj] kevad; **spring cleaning** kevadine suurpuhastus
squirrel ['skwirəl] orav
staircase ['steəkeis] trepp; trepikoda
stamp [stæmp] kirjamark
stand, stood, stood [stænd, stud] seisma
star [stai] täht (taevas)
stare [steə] vahtima
start [stai:t] algama; hakka- ma; alustama; **start off** teele asuma
starvation [stai'veiʃən] näl- gimine
starve [stai:v] nälgima
state [steit] seisund
station ['steiʃən] jaam
stay [stei] peatuma; elama (ajutiselt, külalisenä); vii- bima; jääma
steady ['stedi] järjekindel, pidev
steal, stole, stolen [sti:l, stoul, stouln] varastama; hiilima

steamer ['sti:mə] aurik
step [step] astuma; aste; samm
stern [stə:n] karm, vali
stick kepp
stick, stuck, stuck [stik, stak] kinni jääma; külge kleepu- ma; kleepima
stiff [stif] paindumatu, jäik
still [stil] veel; vaikne
stillness ['stilnis] vaikus
stir [stə:] liigutama
stock [støk] (kaupade) taga- vara, ladu
stone [stoun] kivi
stop [stöp] peatuma; peata- ma; lakkama; punkt; **stop talking!** lakka kõnelemast!
stop up kinni toppima; paikama
store [stə:] tagavaraks pa- nema
storm [stə:m] torm
story ['stə:ri] lugu, jutt
story, storey ['stə:ri] maja- kord; **two-storied** ['stə:rid] kahekordne
stow [stou] kokku laduma, pakkima; **stow away** kõr- vale, ära, lattu panema
straight [streit] otse
strange [streindʒ] võõras; kummaline, imelik; **stran- ger** võõras (isik)
stream [stri:m] vool
strike, struck, struck [straik, strak] lööma; mõjustama, muljet avaldama; **this**

struck them as funny see
 tundus neile naljakana
strong [strɒŋ] tugev
struggle [strʌɡl] võitlema;
 võitlus
study ['stʌdi] uurima; õppi-
 ma; uurimine; õppimine;
 õping
stumble [stʌmbl] komistama
stupid ['stjuːpɪd] rumal
subject ['sʌbdʒɪkt] lausealus;
 aine, teema
succeed [sək'siːd] edu evima,
 saavutama; **he succeeded**
in escaping tal õnnestus
 põgeneda, pääseda
success [sək'ses] edu; suc-
 cessful edukas
such [sʌtʃ] selline, niisugu-
 ne; nii; **such as** nagu
suddenly ['sʌdnli] äkki
suffer ['sʌfə] kannatama
suggest [sə'dʒest] ette pa-
 nema
summer ['sʌmə] suvi
sun [sʌn] päike; **sunny** päi-
 kesepaisteline; **sunset** päi-
 keseloojang
superlative [sjuː'pɜːlətɪv] üli-
 võrre
supper ['sʌpə] õhtusöök
suppose [sə'pəʊz] oletama;
 arvama
sure [ʃʊə] kindel; **surely**
 kindlasti, kahtlemata
surprise [sə'praɪz] üllatama;
 üllatus
surround [sə'raʊnd] ümbrit-
 sema

surroundings [sə'raʊndɪŋz]
 ümbrus
sweep [swiːp] kaugeleulatuv
 vaateväli, avarus
sweet [swiːt] magus; magu-
 sastilõhnav; mahe; armas
swim, swam, swum [swɪm,
 swæm, swʌm] ujuma
swing, swung, swung [swɪŋ,
 swʌŋ, swʌŋ] kiikuma, õõt-
 suma
Switzerland ['swɪtsələnd]
 Helveetsia
syllable ['sɪləbl] silp
sympathy ['sɪmpəθi] süm-
 paatia; kaastunne

T

tail [teɪl] saba
take, took, taken [teɪk, tuk,
 teɪkn] võtma; viima; **take**
care hoolt kandma, hoolit-
 sema; **take down** kirjuta-
 ma (etteütlluse järgi); **take**
pains hoolas olema, püüd-
 ma; **take place** aset leidma
tale [teɪl] jutt, lugu
tall [tɔːl] suure kasvuga,
 kõrge
tame [teɪm] taltus
taste [teɪst] maitsema; maitse
teach, taught, taught [tiːtʃ,
 tɔːt] õpetama
team [tiːm] meeskond
tear [tiə] pisar
tear, tore, torn [teə, tɔː, tɔːn]
 kiskuma, rebima
telegraph ['telɪɡraːf] tele-
 graaf; telegraferima

telephone ['telifoun] telefon
tell, told, told [tel, tould] üt-
 lema; jutustama; käskima
temptation [temp'teiʃən]
 kiusatus
tense [tens] aeg (grammati-
 line termin)
term [tə:m] semester
terrible ['teribl] hirmus
text [tekst] tekst; sõnastis
Thames [temz] Temse jõgi
thanks [əæŋks] tänu
that [ðæt, ðət] et; kes, mis
 relatiivpronoomen); too (pl.
 those nood)
theatre ['eiətə] teater
their [ðeə] nende
theory ['eiəri] teooria
there [ðeə] seal
therefore ['ðeəfɔ:] seepärast
these [ði:z] need
thick [eik] paks
thief, pl. thieves [eɪf, eɪvz]
 varas
thin [eɪn] õhuke
thing [eɪŋ] asi
think, thought, thought [eɪŋk,
 eə:t] mõtlema; pidama
 (kellekski, millekski); **he**
thinks himself clever ta
 peab end targaks
third [eə:d] kolmas; **a third**
 kolmandik
this [ðis], pl. **these** [ði:z] see;
this evening täna õhtul
those [ðouz] nood; **those**
who need, kes
though [ðou] olgugi et, kuigi
thought [eə:t] mõte

thoughtful mõtlik; tähele-
 panelik, hoolitsev
thousand ['əauzənd] tuhat
threaten [əretn] ähvardama
thrilling ['eriliŋ] erutav, põ-
 nev
throat [ərou] kurk; kõri
throng [əɾəŋ] rahvamurd
throw, threw, thrown [ərou,
 əru:, əroun] viskama, pil-
 дума
thus [ðʌs] nii
ticket ['tikit] pilet
tide tōus-mōōn; **high tide**
 tōus; **low tide** mōōn; **the**
tide is out praegu on mōōn
tidy ['taidi] puhas; korralik
tie [tai] siduma
tiger ['taigə] tiiger
till [til] kuni; **not ... till**
 alles; **he did not wake up**
till noon ta ärkas alles
 keskpäeval
time [taim] aeg; **in time**
 õigel ajal, õigeaks ajaks;
several times mitu korda;
from time to time aeg-
 ajalt; **at times** vahel, mõni-
 kord
timid ['timid] kartlik
tiny ['taini] tilluke
tire [taiə] väsitama; **tired**
 [taiəd] väsinud
to-day [tə'dei] täna
together [tə'geðə] koos, kok-
 ku
to-morrow [tə'mərou] hom-
 me
too [tu:] ka; samuti; liiga

tooth, pl. teeth [tu:ə, ti:ə]
 hammas
 top [tɒp] latv, tipp; ülaosa;
 at the top of his voice nii
 valju kui ta jõudis
 torrent [ˈtɒrənt] kosk
 tourist [ˈtuərist] turist
 towards, toward [təɪdz, təɪd]
 suunas; poole
 tower [taʊə] torn
 town [taʊn] linn
 trade [treɪd] kutse, amet;
 kaubandus; a good trade
 hea äri, hea äriiline läbi-
 käik
 traffic [ˈtræfɪk] (tänav-) liik-
 lemine
 train [treɪn] (raudtee) rong
 transitive [ˈtrænsɪtɪv] sihi-
 line (verb)
 translate [trænzˈleɪt] tõlki-
 ma; translation tõlge
 travel [trævl] reisima; tra-
 veller reisija
 treasure [ˈtreʒə] aare, varan-
 dus
 treat [tri:t] kohtlema
 treat [tri:t] haruldane lõbu
 tree [tri:] puu
 tremble [trembl] värisema
 trick trikk; vemp, vingerpuss
 trip [trɪp] väljasõit
 triumph [traɪəmf] võidule-
 pääs; võit; suursaavutus;
 võidurõõm; võitu saavuta-
 ma; võidutsema
 troop [tru:p] jõuk
 trouble [trabl] häirima; tüli-
 tama; mure; pahandus, se-

keldus; in trouble kimba-
 tuses, hädas
 trudge [trʌdʒ] komberdama
 true [tru:] õige, tõsi; tõepä-
 rane; truu; truth [tru:ə]
 tõde; to tell the truth tõtt
 öelda
 try [traɪ] püüdma, katsuma;
 try one's hand at katseta-
 ma (millegagi)
 tube [tju:b] toru; maa-aluse
 raudtee õõneskäik
 turn [tɜ:n] pöörama; pöör-
 дума; järjekord; in turn
 kordamööda; turn out väl-
 ja viskama
 twice [twais] kaks korda
 type [taɪp] tüüp

U

umbrella [ʌmˈbrelə] vihma-
 vari
 uncared for [ˈʌnˈkeəd] maha-
 jäetud
 uncle [ʌŋkl] onu
 under [ˈʌndə] all, alla
 undergo [ʌndəˈɡou] millegi
 alune olema; taluma; un-
 dergo a great change suure
 muudatuse läbi tegema
 underground [ˈʌndəˈgraund]
 maa-alune (raudtee)
 understand, understood, un-
 derstood [ʌndəˈstænd, ʌndə-
 ˈstud] mõistma, aru saama
 United States [juˈnaɪtɪd
 steɪts] Ühendriigid, lühend.
 U. S. A.

unless [ʌn'les] kui mitte
 unload [ʌn'ləʊd] tühjaks
 laadima, lossima (laeva)
 unselfishness [ʌn'selfiʃnis]
 omakasupüüdmatust
 until [ʌn'til] kuni
 up üles; kohale, juurde; **up**
the Thames üles mööda T.
 jõge; **look up** üles vaata-
 ma; järele vaatama (raa-
 matust); **what's up?** mis
 nüüd lahti on?
 upland [ʌplənd] kõrgustik
 upon [ə'pɒn] = on; **upon my**
word ausõna; tõepoolest;
once upon a time kord
 vanasti (tavaline muinas-
 jutu algus)

upper [ʌpə] ülemine
 use [ju:s] kasu; tarvitamine;
 [ju:z] kasutama, tarvita-
 ma; **I am not used** [ju:st]
to this ma ei ole sellega
 harjunud; **he used** [ju:st]
to do it ta tavatses seda
 teha

useful [ʃu:sfʊl] kasulik; use-
 less kasutu, tarbetu
 user [ʃu:zə] tarvitaja
 usual [ʃu:ʒuəl] tavaline; as
 usual nagu harilikult

V

vacant [ˈveikənt] tühi, vaba
 vain [veɪn] tühine; **in vain**
 asjata
 valuable [ˈvæljuəbl] väärtus-
 lik

value [ˈvælju:] väärtus; hin-
 dama, väärtuslikuks pida-
 ma; **valueless** väärtusetu
 various [ˈvɛəriəs] mitme-
 sugused
 vegetable [ˈvedʒɪtəbl] aedvili
 verb [vɜ:b] verb, pöörd sõna
 very [ˈveri] väga; **this very**
day juba täna, kohe täna
 victory [ˈvɪktəri] võit
 view [vju:] vaade
 village [ˈvɪlɪdʒ] küla
 visit [ˈvɪzɪt] külastama; kü-
 laskäik
 visitor [ˈvɪzɪtə] külastaja, kü-
 laline
 voice [voɪs] hääl; (gramm.)
 tegumood; **voiced** [vɔɪst]
 heliline; **voiceless** helitu
 vowel [ˈvaʊəl] vokaal, täis-
 häälik

W

waggon [ˈwægən] suur veo-
 vanker
 wait [weɪt] ootama; **I am**
waiting for you ootan teid
 ✓ **wake** [weɪk], **woke** [wɒk]
 or **waked**, **woken** [wɒkn]
 or **waked** ärkama; äratama
 walk [wɔ:k] kõndima; mine-
 ma; käima; jalutuskäik;
 walking-stick jalutuskäpp
 wall [wɔ:l] sein; müür
 wander [ˈwɒndə] rändama;
 ekslema; eksima (teelt)
 want [wɒnt] tahtma; vajama;
he wants a lesson ta vajab
 õpetust

war [wɔ:] sõda
warehouse ['wɛəhaus] kaubaladu, -ait
warm [wɔ:m] soe
watch [wɒtʃ] valvama; vaatlema; taskukell
watcher ['wɒtʃə] vaatileja, valvaja
watchmaker ['wɒtʃmeikə] kellasepp
water ['wɔ:tə] vesi; kastma
wave [weɪv] laine; lehvitama
way [wei] tee; viis, meetod;
which way? kuhu? **in one's way** tee peal ees, jalus ees
weak [wi:k] nõrk
wear, wore, worn [wɛə, wɔ:, wɔ:n] kandma (rõivaosana, ehtena)
weather ['weðə] ilm
wedding ['wediŋ] pulm
Wednesday ['wenzdi] kolmapäev
week [wi:k] nädal
weight [weit] raskus; **weight-lifting** tõstetõstet
welcome ['welkəm] teretunud; tervitus (saabunud külalisele); **you are welcome to my flowers** palun minu lilli vabalt kasutada
well [wel] terve; hästi; noh
west [west] lää; läänes; lääne-; **West End** Londoni aristokraatlik lääneosa
wet [wet] märg
wheel [wi:l] ratas
wheelbarrow ['wi:l'bærou] käru

wheelspoke ['wi:lspek] kodar
whenever [we'nevə] iga kord kui
wherever [wɛə'revə] kus eales, kus iganes
whether ['weðə] kas
while [wail] kuna, sel ajal kui; nii kaua kui
whip [wɪp] piits
whisk [wɪsk]: **he gave a whisk** ta lõi lipsti (sabaga)
whisker ['wɪskə] põskhabe; nurrukarvad
whisper ['wɪspə] sosistama
white [wait] valge
who [hu:] kes
whole [houl] kogu; terve
whom [hu:m] keda
whose [hu:z] kelle
why [wai] miks; **that is why** just seetõttu; **why!** oi! kus seda!
wicket ['wɪkɪt] uks, luuk
wide [waid] lai; avar
wife [waɪf] naine, abikaasa
wild [waild] metsik; mets-; tormine
will tahe; **with a will** jõuliselt, energiliselt
willing nõus; valmis (millekski); **willing to help** abivalmis
willow ['wilou] paju
win, won, won [win, wɒn] võitma
wind [wind] tuul; **windy** tuuline
wine [wain] vein

wing [wiŋ] tiib
winter ['wintə] talv
wipe [waip] pühkima
wire [waɪə] traat
wireless ['waɪəlis] traaditu;
 raadio
wish [wiʃ] soovima; soov
within [wi'ðin] ulatuses; jook-
 sul; **within the last hundred**
 years viimase saja aasta
 jooksul; **within hearing**
 kuuldekaugusel
without [wi'ðaut] ilma
woman, pl. **women** ['wumən,
 'wimin] naine
wonder ['wʌndə] imeks pa-
 nema; teada tahtma, huvi-
 tatud olema
wonderful ['wʌndəfʊl] ime-
 ilus, tore
won't [wəʊnt] = **will not**
wood [wud] mets; puu (tar-
 beainena)
wool [wul] vill; **woollen**
 [wʊln] villane; **woolly**
 ['wʊli] villakandev; peh-
 mevillaline
work away püsivalt töötama,
 rühkima tööd teha
worker = **workman**
world [wɜ:ld] maailm; **what**
in the world does it mean?
 mida pagana pihta see tä-
 hendab? **the rest of the**
world muud inimesed

worry ['wʌri] närvitsema;
worried mures
worse [wɜ:s] halvem
worth [wɜ:θ] väärtus; väärt;
a shilling's worth of stamps
 ühe šillingi eest kirjamärke
write, wrote, written [rait,
 rout, ritn] kirjutama; **writ-**
er kirjanik; kirjutaja
wrong [rɒŋ] vale, väär-; va-
 lesti; **you are wrong** te ek-
 site; **do wrong** kurja tege-
 ma, patustama; **there is**
something wrong midagi
 on korrastr ära

Y

yard [jɑ:d] õu; ingl. pikkuse-
 mõõt (0,914 m)
year [jiə] aasta
yesterday ['jestədi] eile
yet [jet] siiski; sellegipärast;
 veelgi, jällegi; **not yet**
 mitte veel; **have you**
mended it yet? kas olete
 selle juba ära parandanud?
young [jʌŋ] noor; **young**
 ones noored, pojad

Z

Zoo [zu:] loomaaed

Käesolev raamat on HM poolt
koolidele tarvitamiseks lubatud.

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