
J. I. GODLINNIK JA M. D. KUZNETS

Inglise
keele õpik

V

KLASSILE

RK

„PEDAGOOGILINE KIRJANDUS“

TALLINN 1946

ESTICA

A-9856

J. I. GODLINNIK ja M. D. KUZNETS

INGLISE KEELE ÕPIK

KESKKOOLI V KLASSILE

TOIMETANUD NING SÕNASTIKUGA JA
EESTIKEELSE GRAMMATILISE OSAGA
VARUSTANUD P. VAARASK

Kohustuslik kontrollieksemplar

RK

„PEDAGOOGILINE KIRJANDUS“

TALLINN 1946

Est.

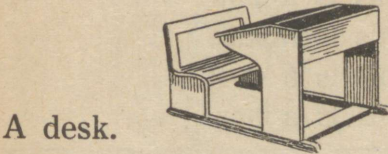
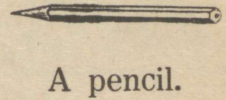


7918

Ortoepiline eelkursus.

§ 1.

E e
[e]



This is a pen.
This is a desk.
This is a hen.

Th = [ð]

This is a pencil.
This is a bed.
This is a nest.

§ 2.

I i

[i]

[a]



A pin.



A kite.



A pine.



A pig.

This is a pin.
 This is a pig.
 This is a pen.
 This is a bed.

This is a pine.
 This is a kite.
 This is a desk.
 This is a hen.

pen hen ten	nest best test	pin tin in	pig big dig	pine nine dine	kite it set
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§ 3.

A a

[æ]



A bag.



A flag.



A map.

A cat.



A rat.

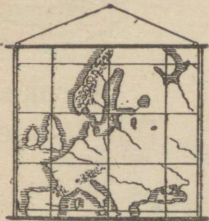


This is a map.
This is a bag.
This is a flag.
This is a red flag.

This is a cat.
This is a black cat.
This is a rat.
This is a big rat.

map	bag	cat	nest	time	black
cap	rag	rat	nine	Tim	cap
tap	flag	sat	is	fan	pencil

Harjutus.



1. This is a



2. This is a



3. This is a



4. This is a

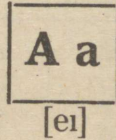


5. This is a red



6. This is a black

§ 4.



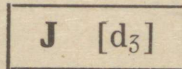
A plate.

This is a plate.



A cake.

This is a cake.



This is Jane.

Jane has a cat.

Jane has a map.

Jane has a cake.

Jane has a black cat.

Jane has a pen.

Jane has a map and a pen.

i	
[ɪ]	[aɪ]
pin big pig dig	pine kite nine dine

a	
[æ]	[eɪ]
map cat rat bag	Jane cake plate lake

Harjutus.



1. This is a



2. This is a



3. This is a



4. This is a

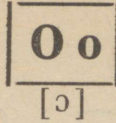


5. Jane has a



6. Jane has a

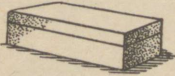
§ 5.



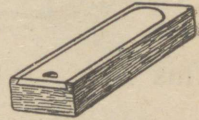
This is Tom.



This is a dog.
This is Spot.



This is a box.



This is a pencil-box.

This is Tom. Tom has a dog. Spot is a dog.
Spot is a big dog.

This is Jane. Jane has a cat. Jane has a black cat.
This is a pen. This is a pencil-box.

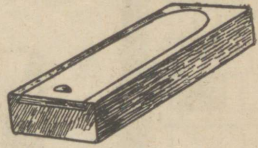
This is a plate. This is a cake. Jane has a plate
and a cake.

This is a kite. This is a big kite. Tom has a
big kite.

this bathe that then	Tom Spot dog fog	box six fox fix	pin pen pine pan
-------------------------	---------------------	--------------------	---------------------



1. This is a big



2. Jane has a



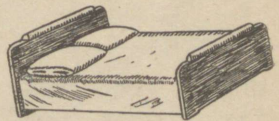
3. Tom has a
big



4. This is a

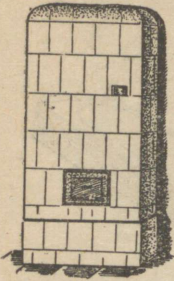


5. This is a



6. This is a

§ 6.



This is
a stove.

O o

[ou]



This is
a sofa.



This is
a rose.

Y=[j]

Is this a stove? Yes, it is.
 Is this a sofa? Yes, it is.
 Is this a rose? Yes, it is.
 Is this a pencil-box? Yes, it is.
 Is this a dog? Yes, it is.
 Is this a cat? Yes, it is.
 Is this a pig? Yes, it is.
 Is this a hen? Yes, it is.

O

[ɔ]

[ou]

dog	Tom	box
fog	Spot	fox
log	not	pencil-box

rose	stove	sofa
nose	home	hope
pose	hole	bone

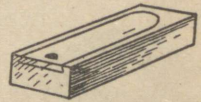
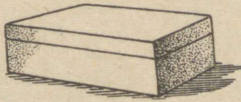
Harjutus.

1. This is a



2. This is a

3. This is a
big



4. This is a

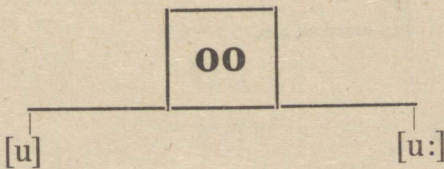
5. This is
a black



6. This is
a red



§ 7.



This is a book.

This is a spoon.

Is this a book? Yes, it is.

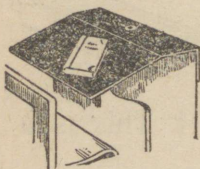
Is this a spoon? Yes, it is.

Is this a plate? No, it is not a plate, it is a spoon.

Is this a sofa? No, it is not a sofa, it is a bed.

Is this a dog? No, it is not a dog, it is a cat.

On



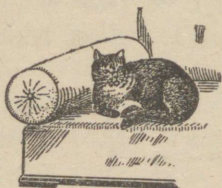
The book is **on** the desk.

In



The pen is **in** the pencil-box.

The cat is **on** the sofa.



The cat is **in** the box.



oo

[u]

book
took
look

[u:]

spoon
moon
noon

o

[ɔ]

Spot
stop
hop
top

[ou]

stove
bone
note
stone

Harjutus.

1. This is a



4. The cake
is on the

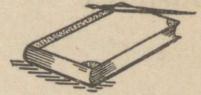
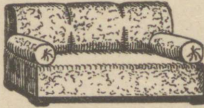
2. This
is a



5. The cat
is on the

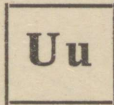


3. This is a



6. The pen is
on the

§ 8.



[Λ]



This is a bus.



This is a cup.

This is a bus. Is this a bus? Yes, it is.

This is a cup. Is this a cup? Yes, it is.

This is a plate. This is a spoon. This is a plate, and this is a spoon.

This is a cup. This is a spoon. The spoon is in the cup. Jane has a cup and a spoon.

This is a plate. This is a cake. The cake is on the plate.

cup	nut	the	net	pin
up	hut	this	not	pen
bus	cut	that	note	pan

Harjutus.

1. Is this a



?—Yes, it is a ...

2. Is this a



?—Yes, it is a ...

3. Is this a



?—Yes, it is a ...

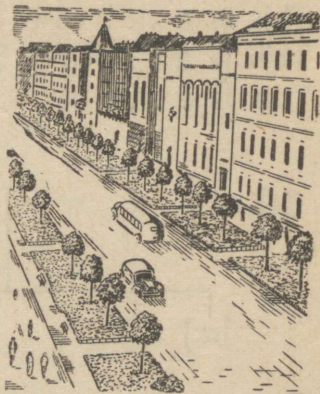
§ 9.

ee

[i:]



This is
a tree.



This is
a street.

This is a tree. It is a pine-tree. It is a green pine-tree.

This is a street. The bus is in the street. Tom is in the bus.

This is a flag. The flag is red. The flag is in the street.

Is this a green pine-tree? Yes, it is.

Is this a red rose? Yes, it is.

e

[e]

bed	pen
Ned	hen
fed	ten
red	men

ee

[i:]

tree	street
free	feet
see	greet
bee	green

Harjutus.

Täita lüngad sõnadega : *red, green, black, big.*

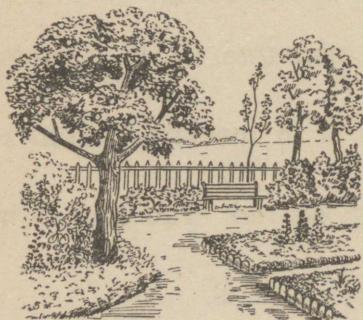
1. This is a . . . rose.
2. This is a . . . tree.
3. This is a . . . cat.
4. This is a . . . dog.
5. This is a . . . flag.
6. This is a . . . hen.

§ 10.

Aa

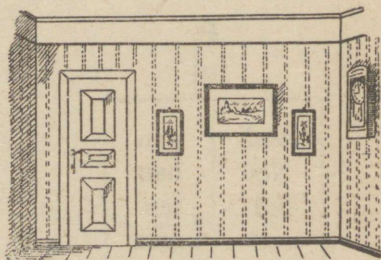
[a:]

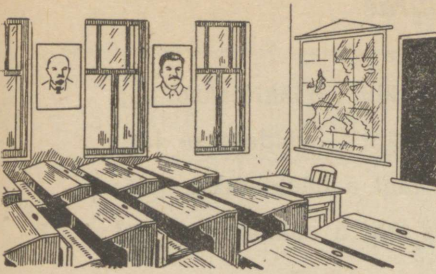
[ɔ:]



This is a garden.

This is a wall.





This is a classroom.



This is a ball.

This is a classroom. Is Tom in the classroom?
 No, Tom is not in the classroom, Tom is in the
 garden. Tom has a ball.

Is Jane in the garden? No, Jane is not in the
 garden, Jane is in the classroom.

a			
[a:]		[ɔ:]	
garden classroom grass glass	arm farm park dark	ball wall all tall	call hall fall small

Harjutusi eelkursuse juurde.

Kirjutada välja:

- 1) kolm sõna, milles täht i hääldatakse [ɪ];
- 2) kaks sõna, milles täht i hääldatakse [aɪ];
- 3) viis sõna, milles täht a hääldatakse [æ];
- 4) kolm sõna, milles täht a hääldatakse [eɪ];
- 5) riim sõnale p e n;
- 6) kõik sõnad, milles täht o hääldatakse [ɔ];
- 7) kõik sõnad, milles täht o hääldatakse [ou];
- 8) kõik sõnad, mille lõpus esineb tumm e;
- 9) kõik koolitarvete nimed;
- 10) loomade ja lindude nimed;
- 11) kõigi värvide nimed, näiteks: punane, must jne.

I i

[ɪ] [aɪ]	pin, pig, it, is, this pine, kite
-------------	--------------------------------------

A a

[æ] [eɪ] [ɑ:] [ɔ:]	cat, rat, map, bag, black, flag, has cake, plate, Jane garden, classroom ball, wall
-----------------------------	---

O o

[ɔ] [ou]	dog, Spot, not, Tom, box stove, rose, sofa, no
-------------	---

U u

[ʌ]	cup, bus
-----	----------

E e

[e]	bed, pen, desk, yes, hen, nest
-----	--------------------------------

ee

[i:]	street, tree, green
------	------------------------

oo

[u] [u:]	book spoon
-------------	---------------

Inglise tähestik.

A a [ei]

B b [bi:]

C c [si:]

D d [di:]

E e [i:]

F f [ef]

G g [dʒi:]

H h [eitʃ]

I i [ai]

J j [dʒei]

K k [kei]

L l [el]

M m [em]

N n [en]

O o [ou]

P p [pi:]

Qq [kju:]

R r [a:]

S s [es]

T t [ti:]

U u [ju:]

V v [vi:]

W w [dʌblju:]

X x [eks]

Y y [wai]

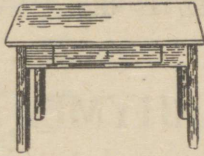
Z z [zed]

1. First Lesson.

GOOD MORNING!



A copy-book.



A table.



A chair.

Good morning, children!

Good morning!

This is a *copy-book*. This is a *table*.

This is a *chair*.

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

Is this a book? No, it is not.

What is this? It is a copy-book.

Is this a table? Yes, it is.

Is this a desk? No, it is not.

What is this? It is a table.

Is this a desk? No, it is not.

Is this a chair? Yes, it is.

What is this? It is a chair.

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

Is this a pencil? Yes, it is.

What is this? It is a pencil.

Is this a pen? Yes, it is.

Is this a pencil? No, it is not.

What is this? It is a pen.

This is a pencil. The pencil is red.

This is a table. The table is black.

This is a book. The book is good.

This is a dog. The dog is big.

A RHYME.

Good morning, good morning!

Good morning to you!

Good morning, good morning,

We are glad to see you!

Hääldamine.

[ə:]	[u]	[εə]
first	good book	chair

[eɪ]	[ɔ]	[tʃ]
table plate	what	chair children

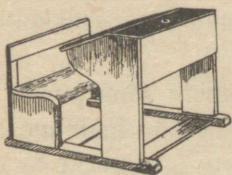
Märkusi: I. Täht *c* hääldatakse *i* ees nagu [s],
näiteks: *pencil*.

II. Panna tähele järgnevate sõnade hääldamist:
is = [iz]; *this* = [ðis].

what = [wɔt]; *h* ei hääldata.

Exercises.

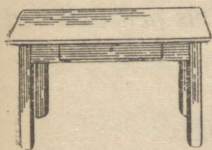
Täita lüngad.



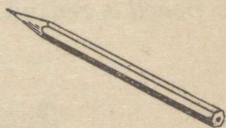
1. This is a



2. This is a



3. This is a



4. This is a

II. Kirjutada järgnevad laused küsivas vormis.

- | | |
|-------------------------|---------------------|
| 1. This is a classroom. | 5. This is a plate. |
| 2. This is a table. | 6. This is a cup. |
| 3. This is a chair. | 7. This is a spoon. |
| 4. This is a desk. | 8. This is a cake. |

III. Kirjutada needsamad laused eitavas vormis.

Näide: *This is not a classroom.*

Grammatika.

Artikli tarvitamine.

1) This is a pencil. 2) The pencil is red. Inglise keeles on kaks artiklit: *a* — umbmäärane artikkel ja *the* — määrav artikkel.

Esimeses lauses (This is a pencil) sõna *pencil* on tarvitatud umbmäärase artikliga, sest et me mainime seda eset esimest korda.

Teises lauses (The pencil is red) sõna *pencil* esineb määrava artikliga, sest siin on kõne juba mainitud, s. o. tuntud esemest.

Selles lauses *the* asendab sõna *this* = see. *The pencil is red* on samaväärne lausele *This pencil is red*.

2. Second Lesson.

MY AND YOUR.



Stand up!

↑ up



Sit down!

↓ down

My book is on the desk. *Your* book is on the table.

My book is red. Your book is green.

My pencil is black. Your pencil is green.

My pen is on the desk. Your pen is on the table.

Where is your pen, Tom?

My pen is in my pencil-box.

Is your pencil in your pencil-box?

No, it is not.

Where is it?

It is in the desk.

Where is your pencil, Bob?

My pencil is in my pencil-box.

Is your copy-book *under* the chair?

No, it is not.

Where is it?

It is on the desk.

Is your pencil under the desk, Tom?

No, it is not.

Where is your pencil?

It is in the desk.

Is your pen in the pencil-box, Bob?

No, it is not.

Where is your pen?

It is on the desk.

Hääldamine

[ð]	[εə]	[ɔ:]
this the	where chair	your morning

[ʌ]	[aʊ]	[aɪ]	[ə]
under up	down	my	under

Exercises.

I. Anda jaatavad lühivastused.

Näide: Is this a pen? *Yes, it is.*

1. Is this a desk?
2. Is this a table?
3. Is this a copy-book?

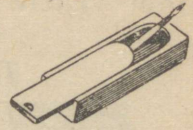
II. Anda eitavad lühivastused.

Näide: Is this a bag? *No, it is not,*

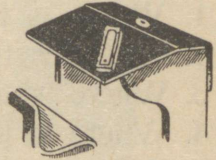
1. Is this a pencil-box?
2. Is this a pencil?
3. Is this a map?

III. Täita lüngad.

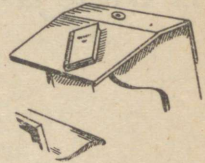
1. My pen is ... my pencil-box.



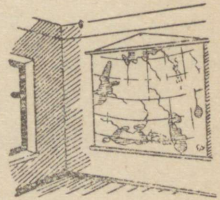
2. My pencil-box is ... my desk.



3. Your book is ... your desk.



4. The map is ... the wall.



5. Your ball is ... the chair.



IV. Vastata kolme lausega igale küsimusele.

Näide: Where is the pencil?

The pencil is in the pencil-box.

The pencil is on the desk.

The pencil is under the desk.

1. Where is the book?
2. Where is the copy-book?
3. Where is the pencil-box?
4. Where is the pen?
5. Where is the pencil?
6. Where is the ball?

3. Third Lesson.

IN THE CLASSROOM.



The *teacher* is in the classroom.

The *pupils* are in the classroom *too*.

Teacher. Where is your pencil-box, Tom?

Tom. My pencil-box is on the desk.

Teacher. Where are your books, Tom and Bob?

Bob. *Our* books are on the desks.

Teacher. Is your pen on the desk, Tom?

Tom. No, it is not.

Teacher. Where is your pen?

Tom. It is in the pencil-box.

Teacher. Where are your pencils?

Tom. *They* are in the pencil-box *too*.

Teacher. Where are your copy-books, Tom and Bob?

Bob. Our copy-books are in our *schoolbags*.

Teacher. Where are your schoolbags?

Bob. They are in our desks.

Teacher. *Open* your books, children! Stand up, Tom!

Take your book! *Read* the lesson!

Sit down!

SING A SONG.

Sing a song,

Do, re, mi.

Keep in time,

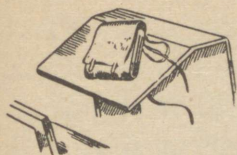
One, two, three.

Häälamine

[i:]	[ɑ:]	[ou]	[ei]
teacher read three	are garden	open no	take they

[ə:]	[auə]	[e]	[u:]
third first	our	three third	spoon too

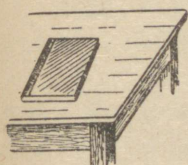
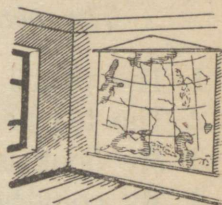
Exercises.



I. Vastata küsimustele.

1. Where is the schoolbag?

2. Where is the map?



3. Where is the copy-book?

II. Lugemisharjutus.

[s]

One book. Two books.

One cat. Two cats.

One map. Two maps.

One cup. Two cups.

A desk. Desks.

A copy-book. Copy-books.

[z]

One pen. Two pens.

One pencil. Two pencils.

One table. Two tables.
One schoolbag. Two schoolbags.
A dog. Dogs.
A chair. Chairs.

III. Kirjutada mitmuses.

Näide: The pen is on the desk.

The pens are on the desks.

1. The pencil is on the desk.
2. The teacher is in the classroom.
3. My book is on the table.
4. My copy-book is not under the chair.
5. Our map is on the wall
6. The pen is not on the desk.

IV. Kirjutada *is* või *are*.

1. Tom . . . in the classroom.
2. Tom and Jane . . . in the classroom.
3. Where . . . your book?
4. Where . . . your copy-books?
5. . . . your pen in the pencil-box?
6. . . . your pencils in the pencil-box?

V. Kirjutada järgnevad laused küsivas vormis:

Näide: This is a pen. *Is this a pen?*

1. This is a map.
2. This is a chair.
3. This is a desk.
4. This is a classroom.

VI Kirjutada järgnevad laused eitavas vormis.
Näide: This is a pen. *This is not a pen.*

1. This is a pencil-box.
2. This is a map.
3. This is a desk.
4. This is a classroom.

VII. Vastata küsimustele:

1. Where is the teacher?
2. Where is Tom?
3. Where are Tom and Bob?

GRAMMATIKA.

Käskiv kõneviis ja tegevusnimi.

Read — loe; lugege. To read — lugeda, lugema.
Sit down! — istu; istuge.

To sit down — istuda, istuma.

Read! Sit down! on käskiv kõneviis. Inglise keeles käskiv kõneviis nimetatakse *Imperative* [im'perətiv].

To read, to sit down on tegevusnimi. Inglise keeles tegevusnimi nimetatakse *Infinitive* [in'finitiv].

Tegevusnime ees tarvitatakse eessõna *to*.

Mitmuse moodustamine.

One book. — Two books. [s]

One pencil. — Two pencils. [z]

1. Nimisõnade mitmuse lõpp on *s*, mis hääldatakse [s] helitute häälikute (k, p, t, f) järel ja [z] heliliste häälikute järel.

2. Ümbmäärast artiklit *a* (= one) mitmuses ei tarvita.

A pen. — Pens.

A book. — Books.

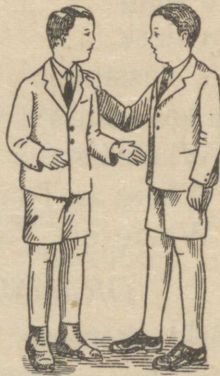
A map. — Maps.

4. Fourth Lesson.

TOM AND JANE.



Tom is
a boy.



Tom and
Bob are
boys.



Jane is
a girl.



Jane and
Kitty are
girls

Tom is a *boy*. Jane is a *girl*.

Who is a boy? Tom is.

Who is a girl? Jane is.

Is Bob a boy? Yes, *he* is.

Is Kitty a girl? Yes, *she* is.

Is Bob a *schoolboy*? Yes, he is.

Is Kitty a *schoolgirl*? Yes, she is.

Are Tom and Bob schoolboys? Yes, they are.

Are Jane and Kitty schoolgirls? Yes, they are.

Tom, Bob, Kitty and Jane are *schoolchildren*.

TEACHER AND PUPILS.

Teacher. Are *you* a schoolboy, Tom?

Tom. Yes, *I am*.

Teacher. Are you a schoolgirl, Jane?

Jane. Yes, I am.

Teacher. Are you schoolboys, Tom and Bob?

Bob. Yes, *we* are.

Teacher. Are you schoolgirls, Jane and Kitty?

Kitty. Yes, we are.

Teacher. Am I a teacher, Tom?

Tom. Yes, you are.

Teacher. Are you a teacher?

Tom. No, I am not. I am your *pupil*.

Teacher. Is Kitty my pupil?

Tom. Yes, she is.

Teacher. Bob, are you and Tom my pupils?

Bob. Yes, we are.

Teacher. Are Kitty and Jane my pupils?

Bob. Yes, they are.

Teacher. Where are you, Kitty?

Kitty. I am in the classroom.

Teacher. Where are Bob and Tom?

Kitty. They are in the classroom too.

Häälamine.

[ɔɪ]	[ə:]	[i:]	[u:]
boy	girl	he	you
	first	she	schoolboy
	third	we	who

[ɔ:]	[ʃ]	[ə]
your	she	third
four		fourth

Märkus *who* = [hu:] *w* ei hääldata.

Exercises.

I. Vastata kirjalikult:

1. Is Jane a girl?
2. Is Tom a boy?
3. Are Jane and Kitty girls?
4. Are Tom and Bob boys?

5. Are you a schoolboy?
6. Are you a schoolgirl?
7. Are you a teacher?

II. Täita lüngad.

- | | |
|------------------------|-------------------------|
| 1. I . . . your pupil. | 5. We . . . children. |
| 2. He . . . a boy. | 6. You . . . a teacher. |
| 3. She . . . a girl. | 7. They . . . school- |
| 4. It . . . a book. | boys. |

III. Kirjutada mitmuses.

Näide: The book is on the desk.

The books are on the desks.

- | | |
|----------------------|----------------------|
| 1. She is a girl. | 4. You are a pupil. |
| 2. He is your pupil. | 5. The ball is under |
| 3. I am not a | the chair. |
| teacher. | |

IV. Kirjutada küsivas kõnes.

1. Jane is a girl.
2. Jane and Kitty are schoolgirls.
3. They are schoolchildren.
4. They are in the classroom.

Grammatika.

Verbi *to be* olevik (Present)

<i>Jaatav vorm</i>		<i>Küsiiv vorm</i>		<i>Eitav vorm</i>	
I am	} in the class- room.	Am I	} in the class- room?	I am not	} in the class- room.
You are		Are you		You are not	
He is		Is he		He is not	
She is		Is she		She is not	
It is		Is it		It is not	
We are		Are we		We are not	
You are		Are you		You are not	
They are		Are they		They are not	

You tarvitamine.

You (teie) tarvitatakse ka ainsuse 2. pöördes.

It tarvitamine.

Inglise keeles on kõik eluta olevuste nimed asjasugu. Nende tähistamiseks tarvitatakse asesõna **it**.

Võib näiteks öelda *The table is black* asemel **It is black**; *The book is red* asemel **It is red** ja *The pen is on the desk* asemel **It is on the desk**.

Mitmuses tarvitatakse **it** asemel **they**.

The book *is on the table.* **It** *is on the table.*

The books *are on the table.* **They** *are on the table.*

5. Fifth Lesson.

TOM AND JANE ARE PIONEERS.

Tom is a boy. He is a *pioneer*.

Jane is a girl. She is a pioneer too.

Tom is an *English* boy. Jane is an English girl.

Tom and Jane are English children.

Are you an *Estonian* boy, Tom? No, I am not.

Are you an English boy? Yes, I am.

Are you an Estonian *or* an English boy? I am an English boy.

Is Bob a teacher? No, he is not.

Is Bob a pupil? Yes, he is.

Is Bob a teacher or a pupil? He is a pupil.

The pupils are in the classroom.

Who is in the classroom? The teacher and the pupils are in the classroom.

TEACHER AND PUPILS.

Teacher. *Come here*, Bob! *Give me* your copy-book.

Bob. *Here is* my copy-book.

Teacher. Give me your copy-books, Jane and Kitty.

Jane. *Here are* our copy-books.

Teacher. Where is your pencil, Tom?

Tom. My pencil is on the desk.

Teacher. Give me the pencil!

Tom. Here it is.

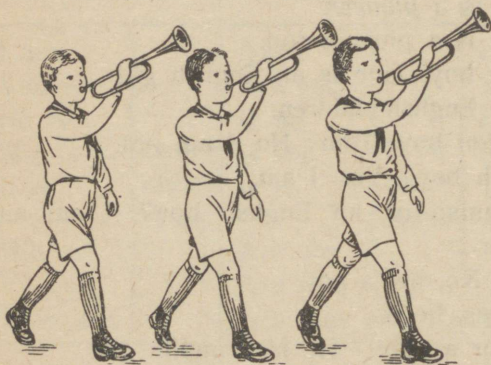
Teacher. *Thank you*. Where is your book, Bob?

Bob. My book is on the desk.

Teacher. Where are your books, Tom and Bob?

Tom. Our books are on the desks.

Teacher. Open your books, children. Stand up, Kitty! Read the lesson. Thank you. Sit down! Take your book, Tom, and read: *One, two, three, four, five.*



A RHYME.

One, two, three,
Pioneers are we.

Hääldamine.

[i]	[aiə]	[iə]	[ʌ]	[ʃ]	[ə]	[ŋ]
give	pioneer	pioneer here	come up under	English she	thank fifth fourth third	English thank morning

Märkus.

read, red; or, first, garden.

Täht **r** hääldatakse ainult täishääliku **ees** (*read, red*); mujal (*or, first*), **r** ei hääldata [ɹ, fə:st].

Exercises.

I. Vastata küsimustele.

- | | |
|--------------------------|-----------------------------|
| 1. Are you a boy? | 5. Are you a pioneer? |
| 2. Are you a girl? | 6. Are you an English boy? |
| 3. Are you a schoolboy? | 7. Are you an English girl? |
| 4. Are you a schoolgirl? | |

II. Kirjutada mitmuses.

1. He is an English pioneer.
2. She is an English girl.
3. I am not an English boy.

III. Koostada 3 käsklauset.

Näide: *Read this lesson!*

IV. Moodustada kolm küsimust neile vastustele:

1. No, he is not an English pioneer.
2. No, this is not a classroom.
3. Yes, she is an English girl.

V. Koostada antud sõnadest laused.

Näide: this, pencil-box, is, a, not. — *This is not a pencil-box.*

1. he, pioneer, a, is.
2. Estonian, we, children, are.
3. am, boy, a, I.

Dictation.

This is a pencil. This is a copy-book. Is this a table?
No, it is not; it is a desk. What is this? It is a chair.

GRAMMATIKA.

A ja An.

A boy. An English boy.

Umbmäärasel artiklil on kaks kuju :

1. a [ə], kui järgnev sõna algab kaashäälikuga ;
2. an [ən], kui järgnev sõna algab täishäälikuga.

Omadussõnad.

An Estonian boy. Estonian boys.

One English book. Two English books.

An Estonian boy. An Estonian girl.

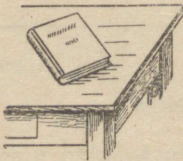
A red flag. Red flags.

Omadussõnad (*Estonian, English, red, etc.*) inglise keeles ei käändu.

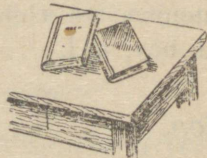
Rahvust tähistavad omadussõnad kirjutatakse suure algtähega.

6. Sixth Lesson.

WHAT IS THERE ON THE TABLE?



There is a book
on the table.



There are two books
on the table.

I.

There is a book on the table.

There is a copy-book on the desk.

There is much *ink* in the *inkstands*.

Is there a book on the table? Yes, there is.

Is there a pen in the pencil-box? Yes, there is.

Is there much ink in the inkstands? Yes, there is.

There are two books on the table.

There are three pens in the pencil-box.

There are two inkstands on the desk.

Are there two books on the table? Yes, there are.

Are there three pens in the pencil-box? Yes, there are.

Are there two inkstands on the desk? Yes, there are.

II.

There is *no* book on the table.

There is no pencil-box in the desk.

There is no ink in the inkstand.

Is there a copy-book on the table?

No, there is no copy-book on the table?

Is there an English book on the chair?

No, there is no English book on the chair.

Is there an Estonian book on the desk?

No, there is no Estonian book on the desk.

There are no copy-books on the table.

There are no pencils on the chair.

There are no inkstands on the table?

Are there *many* copy-books on the table?

No, there are no copy-books on the table.

Are there many inkstands on the chairs?

No, there are no inkstands on the chairs.

Are there many Estonian books on the desks?

No, there are no Estonian books on the desks.

Hääldamine.

[ɛə]	[æ]	[ou]	[ŋ]
there where	map inkstand stand flag black	no open	ink

Exercises.

- I. Kirjutada ümber tekst № I.
- II. Kirjutada sellest tekstist kolm lauset, kus esineb *there is*.
- III. Kirjutada välja kolm lauset, kus esineb *there are*.
- IV. Kirjutada tekstist № II kolm lauset, kus esineb *there is no*, ja kolm lauset, kus esineb *there are no*.
- V. Kirjutada küsivas vormis:
 1. There is much ink in the inkstand.
 2. There is a copy-book on the desk.
 3. There is a cake on the plate.
 4. There is a spoon in the cup.
 5. There are many books in the schoolbag.
 6. There are many trees in the garden.
 7. There are two inkstands on the desk.
- VI. Kirjutada eitavas vormis:
 1. There is a cup on the table.
 2. There is a bus in the street.
 3. There are many boys in the garden.
 4. There are many plates on the table.

Dictation.

There is an inkstand on my desk. There is much ink in the inkstand. There are two Estonian books and three English books in my schoolbag.

GRAMMATIKA.

There is ja There are.

1.

There is a book on the table

There are many books on the table

There is — } on, on olemas
There are — }

Väljendites *there is ja there are* esinevat sõna *there* ei tõlgita eesti keelde.

2. Küsivad laused väljenditega *there is ja there are* moodustatakse järgmiselt:

Is there *a book on the table?*

Are there *many books on the table?*

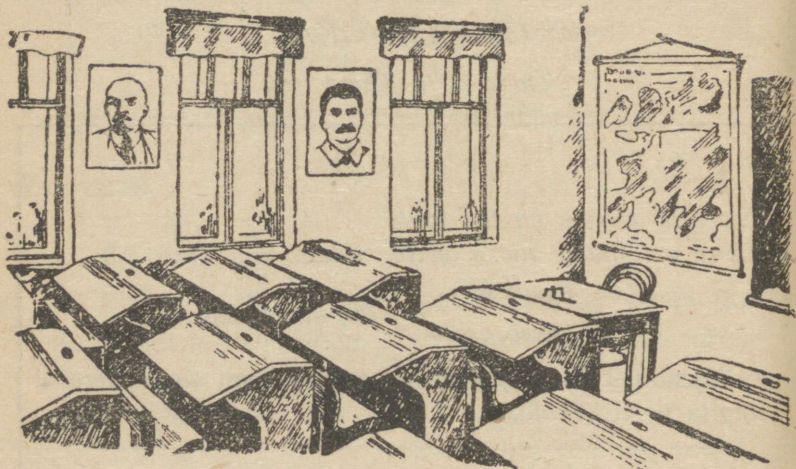
3. Eitavad laused väljenditega *there is ja there are* moodustatakse järgmiselt:

There is no *book on the table.*

There are no *books on the table.*

7. Seventh Lesson.

OUR CLASSROOM.



This is our classroom. There is a *blackboard* in the classroom. There is a map. There is a table and there is a chair. There are many desks in our classroom. Where is the blackboard? It is on the wall. Where is the map? It is on the wall too.

How many blackboards are there in the classroom? There is *only* one. How many maps are there in the classroom? There is only one. How many tables are there in the classroom? There is only one. How many books are there on the table? There are two. How many copy-books are there on the table? There are three. How many walls are there in the classroom? There are four. Are there many desks in the classroom? Yes, there are many.

Hääldamine.

[ə]	[æ]	[ou]	[ɔ:]	[ɔ:]	[au]
seventh	blackboard black cat	only open no	wall ball	blackboard your morning	how down

Exercises.

I. Täita lüngad sõnadega *is* või *are*.

1. There . . . a pen in my pencil-box.
2. There . . . two books on the table.
3. There . . . a blackboard on the wall.
4. There . . . six children in the classroom.

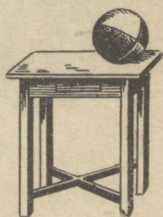
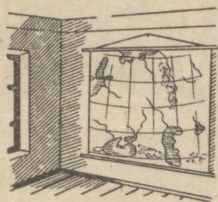
II. Kirjutada küsivas vormis:

1. There is a table in our classroom.
2. There is a chair in our classroom.
3. There are three copy-books in my desk.
4. There are five boys here.

III. Kirjutada eitavas vormis:

1. There is a book on my table.
2. There are many inkstands on the desks.
3. There is a map on this wall.

IV. Täita lüngad eessõnadega.



- | | | |
|---|--------------------------------------|--|
| 1. There is much
ink . . . the inkstand. | 2. There is
a map . . . the wall. | 3. There is
a ball . . . the table. |
|---|--------------------------------------|--|

V. Vastata järgmistele küsimustele.

1. How many inkstands are there on the table?
2. How many walls are there in the classroom?
3. How many pens and pencils are there in your pencil-box?

Dictation.

Stand up! Take your book! Open the book! Read the first lesson! Sit down!

8. Eighth Lesson.

RED OCTOBER DAY.



To-day is Red October Day.

There are many flags in the streets. The flags are red.

There are many *slogans* in the streets. There are many slogans in our classroom. The slogans are on the walls. Read the first slogan, Tom!

"Long Live Red October Day!"

Read the second slogan, Bob!

"Long Live the Red Army!"

And you, Ned, read the third slogan.

"Long Live Comrade Stalin!"

Häälamine.

[ou]	[i:]	[ei]	[ɪ]	[ɑ:]
slogan	street he	day	live	army
October	tree read	they	give	garden
only	me teacher			

Exercises.

I. Kirjutada välja loosungid õppetükist nr. 8.

II. Lõpetada laused fraasidega: *on the walls, in the streets, red flag, slogan on the wall.*

1. There are many red flags . . .
2. There are many slogans . . .
3. There is a . . .
4. This is a . . .

III. Koostada laused järgmistest sõnadest:

Näide: books, are, there, two, table, on, the. — *There are two books on the table.*

1. slogans, streets, there, in, are, the, many.
2. there, a, flag, red, is, here.
3. wall, the, on, slogan, read, the.

IV. Kirjutada sõnadega: 4, 5, 2, 3, 1.

V. Moodustada küsimused neile vastustele:

1. Yes, there are many red flags in the streets.
2. Yes, there are many slogans in our classroom.
3. Yes, there are many slogans in the streets.

Dictation.

It is Red October Day. There are many flags in the streets. There are many slogans in the streets. Long Live Red October Day! Long Live the Red Army!

9. Ninth Lesson.

COLOURS.

There are many *things* in our classroom.

What *colour* are they?

The blackboard is black.

The table is black too.

The desks are *brown*.

The chairs are brown too.

The walls in our classroom are green.

Teacher. Come here, Bob! Take the *chalk*! What colour is the chalk?

Bob. It is *white*.

Teacher. Is this book red?

Bob. Yes, it is.

Teacher. Is this book brown?

Bob. No, it is not.

Teacher. What colour is it?

Bob. It is green.

Teacher. Is this your copy-book, Kitty?

Kitty. Yes, it is.

Teacher. What colour is it?

Kitty. It is *blue*.

Teacher. Is your pencil blue or green, Tom?

Tom. My pencil is green.

Teacher. What colour is this pencil?

Tom. It is brown.

Teacher. What colour is my pencil?

Tom. Your pencil is *yellow*.

Teacher. Is your book yellow, Tom?

Tom. Yes, it is.

Teacher. And your pencil-box?

Tom. It is yellow too.

Teacher. Take your pens and *write*: black, brown, white, red, green, blue, yellow.

Hääldamine.

[ŋ]	[ʌ]	[aɪ]	[aɪə]	[aʊ]	[ou]	[ɔ:]
thing morn- ing	colour come	white write nine	pioneer	brown down how	yellow	chalk

Märkus. **w** sõnas **write** [rait] ei hääldata.

Exercises.

I. Anda lühivastused:

Näide: Is your pencil black? *Yes, it is.*

No, it is not.

1. Is your book green?

3. Is the chalk white?

2. Is your pencil-box yellow?

4. Are the desks brown?

II. Vastata küsimustele:

1. What colour is your pencil?

2. What colour is our flag?

3. What colour are the walls in your classroom?

4. What colour are your copy-books?

5. What colour is the blackboard?

Exhib. univ. Tart.

6. Is the blackboard black or brown?

7. Are your desks brown or black?

III. Koostada laused:

Näide: blackboard, is, there, wall, on, the, a. — *There is a blackboard on the wall*

1. wall, the, on, map, a, is, there.

2. there, boys, are, girls, and, the, in, classroom, many.

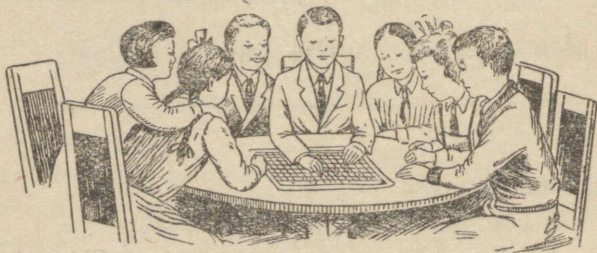
3. desk, my, in, is, there, chalk, no.

Dictation.

The rose is red. My book is blue. This pencil is green. This box is yellow. The chalk is white. What colour is the blackboard? It is black.

10. Tenth Lesson.

WE ARE FRIENDS.



My name is Tom Brown. I am an English boy. I *have* two *friends*.

One is an English boy. *His* name is Bob. The *other* is an Estonian boy. His name is Lembit.

Bob and Lembit are pioneers. I am a pioneer too. I have a red *tie*.

Jane *has* three friends. *Her* friends are Kitty, Mary and Linda.

Kitty and Mary are English girls. Linda is an Estonian girl. Jane, Kitty, Mary and Linda are pioneers.

Bob, Lembit and I are schoolboys. Jane, Kitty, Mary and Linda are schoolgirls. We are schoolchildren. Schoolchildren *have* books, copy-books, pens and pencils.

Jane has an English book. There are many *pictures* in *her book*. Bob has an Estonian book. There are many pictures in his book too.

Lembit and Linda have Estonian books. They have English books too.

FROM ONE TO TEN.



1. One boy.



2. Two boys.



3. Three girls.



5. Five pupils.



4. Four girls.



6. Six pupils.

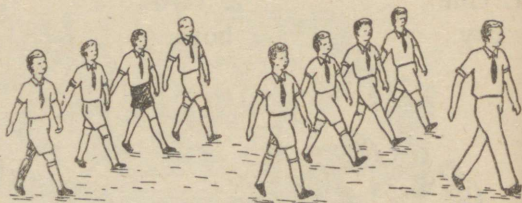
7. Seven children.



8. Eight children.



9. Nine pioneers.



10. Ten pioneers.



[ei]	[æ]	[e]	[aɪ]	[ə:]	[ə]	[ʌ]	[ʃ]	[tðə]
name eight eighth	have has black	friend	tie	her	under October colour	other come colour	other they	picture

Exercises.

I. Vastata küsimustele:

1. Is Tom Brown an English boy or an Estonian boy?
2. How many friends has he?
3. Are his friends English boys?
4. How many friends has Jane?
5. Are her friends English girls?
6. Who are pioneers?

II. Asetada lünka *he, she, I, we, you* või *they*.

1. . . . have an English book.
2. . . . has a red tie.
3. . . . has a red tie too.
4. . . . have a friend.
5. . . . have four lessons to-day.
6. . . . have many pictures.

III. Kirjutada *have* või *has*.

1. Tom and Jane . . . four friends.
2. I . . . eight Estonian books.
3. He . . . a red book.
4. She . . . nine copy-books.
5. We . . . a good classroom.

IV. Asendada alus sõnaga *he, she või it*.

- | | |
|---|--|
| <p>1. <i>Tom</i> has a red tie.</p> <p>2. <i>The map</i> is on the wall.</p> <p>3. <i>Kitty</i> has many friends.</p> | <p>4. <i>The chalk</i> is white.</p> <p>5. <i>This boy</i> is a pioneer.</p> |
|---|--|

Dictation.

A pioneer has a red tie. Pioneers have red ties. His friend is an Estonian boy. Her friend is an English girl.

GRAMMATIKA.

Verbi to have olevik (Present).

Jaatav vorm	Küsiv vorm
<p>I have</p> <p>You have</p> <p>He has</p> <p>She has</p> <p>It has</p> <p>We have</p> <p>You have</p> <p>They have</p>	<p>Have I</p> <p>Have you</p> <p>Has he</p> <p>Has she</p> <p>Has it</p> <p>Have we</p> <p>Have you</p> <p>Have they</p>
<p>} a picture.</p>	<p>} a picture?</p>

Tabelist nähtub, et verb *to have* evib erivormi ainult ainsuse 3. pöördes:

I, we, you, the — **have**; aga *he, she, it* — **has**.

11. Eleventh Lesson.

THE FAMILY.

Tom has a *father*. His name is John Brown. He is a *doctor*. Tom has a *mother*. Her name is Ann Brown. She is a teacher. John and Ann Brown have three children. They are: Tom, Jane and Fred. Tom has a *sister* Jane and a *brother* Fred. Tom has one sister and one brother. Jane has two brothers. Tom and Fred are her brothers. She has *no* sisters. Fred has one sister. Jane is his sister. Tom and Jane are pioneers. Fred is a *little* boy. He is not a pioneer.

Tom, Jane and Fred have an *uncle*. His name is Tom Brown. He is an *officer*.

Tom has a friend. His name is Bob.

Bob has a father. His father is a *worker*.

Bob has no brothers. He has no sisters.

A RIDDLE.

My uncle has a brother. He is not my uncle. What is he then?

(My father)

Häälamine.

[a:]	[ʌ]	[e:]	[æ]	[dʒ]
father classroom army	mother brother other	worker third her	family Ann	Jane John

Exercises.

1. Vastata küsimustele:

1. Has Tom a sister?
2. Has Fred a brother?

3. How many brothers has Jane?
4. How many sisters has Fred?
5. Have you a brother?
6. How many children has John Brown?
7. Is John Brown a doctor?
8. Is Ann Brown a teacher?
9. Is Tom Brown an officer?

II. Kirjutada lõppu *pioneers, a teacher, a brother, a father*:

- | | |
|------------------|-----------------|
| 1. We have | 3. He is |
| 2. We are | 4. He has |

III. Kirjutada **have** või **has**:

- | | |
|---------------------|-----------------------|
| 1. He ... a pencil. | 3. We ... five books. |
| 2. She ... a box. | 4. They ... two maps. |

Dictation.

My brother and my sister are pioneers. My father is a worker. My mother is a teacher. They have three children.

GRAMMATIKA.

Verbi *to have* (evima) eitav vorm.

I have no map — ma ei evi maakaarti.

You have no map.

He (she) has no map.

Verbi *to have* eitavas vormis tarvitatakse eitav partikkel **no** nimisõna ees, kusjuures artikkel **a** langeb välja.

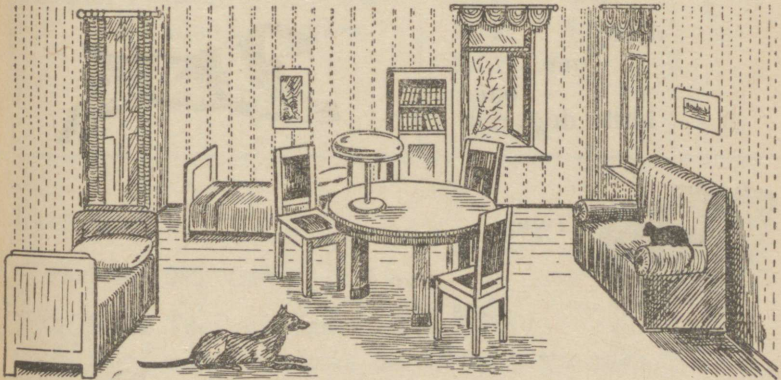
Verbi to have olevik (Present)

Eitav vorm

I have	}	no pictures.
You have		
He has		
She has		
It has		
We have		
You have		
They have		

12. Twelfth Lesson.

THE ROOM.



Tom and Jane have a *nice room*. There are two *windows* in it. In one wall there is a *door*.

Is the door *open*? No, the door is not open; it is *shut*.

Are the windows shut? One window is shut, the other window is open.

The door and the windows are white.

What colour are the walls? They are blue.

There are two pictures on the walls. There are two beds, a sofa, a table, three chairs and a *bookcase* in the room.

Tom and Jane have many books. They have Estonian books and English books. The books are in the bookcase. There are many pictures in *their* books.

There is a *lamp* in the room. The lamp is on the table.

The children are not in the room. Who is in the room? Spot, the dog, and Pussy, the cat, are in the room.

Where are they? Spot is on the *floor* and Pussy is on the sofa.

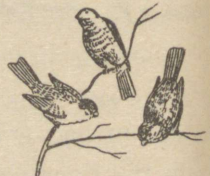
A RHYME.

One,
 one,
 one
Little dog, run!



Two,
 two,
 two
Cats see you.

Three,
 three,
 three
Birds in a tree.





Four,
four,
four
Rats on the floor.

A RIDDLE.

What has four legs, but is not an animal?

(A bed)

Häädamine.

[ə]	[aɪ]	[ou]	[ɔ:]	[ʌ]	[εə]
twelfth	nice nine write tie	window yellow	door floor four your	shut Russian	their

Exercises.

Vastata küsimustele:

1. Have Tom and Jane a nice room?
2. How many windows are there in the room?
3. How many doors are there in it?
4. How many beds are there in it?
5. Is there a sofa in the room?
6. How many tables are there in the room?
7. Where are the pictures?

8. What colour are the walls?
9. Is there a bookcase in the room?
10. Where is Spot?
11. Where is Pussy?
12. Are there many pictures in your room?
13. How many beds are there in your room?
14. Is there a lamp in your room?

II. Kirjutada neli lauset oma toa kohta. Alustada iga lause fraasiga *there is* või *there are*.

III. Kirjutada sõnadega arvud 1—10.

IV. Kirjutada *have, has, am, is* või *are*:

1. There . . . many pictures in our book.
2. We . . . a nice room.
3. Jane . . . a cat.
4. Spot . . . on the floor.
5. I . . . a pioneer.

Dictation.

I have a nice room. There are two windows and one door in it. There is a bed in my room. Is there a sofa in your room? My books are in my bookcase. There are many pictures in my books.

Review.

(Lessons 1—12.)

I.

This is a classroom. There are many boys and girls in the classroom. They are pupils.

Where is the teacher? The teacher is in the classroom.

Is there a blackboard in the classroom? Yes, there is.

Where is the blackboard? It is on the wall.

Where is the map? It is on the wall too.

How many walls are there in the classroom? There are four.

How many windows and doors are there in it? There are three windows and one door.

Are the windows shut? One window is open; the other windows are shut.

There are many desks and chairs in the classroom. What colour are they? They are brown.

How many tables are there in the classroom? There is only one. What colour is it? It is black.

The pupils have many books, copy-books, pens and pencils. They have many Estonian and English books too.

What is this, Tom? It is my pencil-box.

What colour is your pencil-box? It is yellow. There is a pen in my pencil-box.

What is this, Bob? It is a lamp. There are six lamps in the classroom.

What colour is the chalk. Kitty? It is white.

What colour is your copy-book? It is blue.

Have you a tie, Jane? Yes, I have. What colour is it? It is red.

II.

Has Tom a dog? Yes, he has.

Has Jane a cat? Yes, she has.

How many dogs have you? I have only one dog.

Have you a cat? No, I have no cat.

III.

I have a father, a mother, two brothers and a sister. My brothers are pioneers. I am a pioneer too. My sister is a little girl; she is not a pioneer. My friend Kitty has no sisters. My friend Bob has no brothers.

How many children are there in your family?

Review Exercises.

I. Kirjutada *am, is* või *are*.

1. We . . . pioneers.

2. I . . . a girl.

3. He . . . a pupil.

4. Tom, Jane, and Fred
children.

5. This . . . a copy-book.

6. I . . . an Estonian boy.

II. Kirjutada järgnevad laused mitmuses.

Näide: There is a pen on the table. *There are many pens on the tables.*

1. I have a green pencil.

2. A pioneer has a red tie.

3. She has an English book.

4. There is a map on the
wall.

5. Where is the lamp?
The lamp is on the table.

6. Where is the cat?

7. He has a dog.

8. Is there a copy-book
in the desk?

III. Kirjutada järgnevad laused eitavas vormis:

Näide: This is a table. *This is not a table.*

1. I am a boy.

2. I have a dog.

3. There are many pictures
in your book.

4. We are in the classroom.

5. I am an English girl.

6. There is a bed in
this room.

7. He has a brother.

8. He is an English boy.

9. This is a stove.

10. This is a sofa.

IV. Kirjutada järgnevad laused küsivas vormis.

Näide: This is a classroom. *Is this a classroom?*

1. There is a bookcase in his room.

2. This is a good pen.

3. This is an Estonian book.
4. There are many red pencils in the pencil-box.
5. Tom has a nice room.
6. His father is a worker.
7. Her mother is a teacher.
8. I am in the classroom.
9. The chalk is white.
10. There are two pictures on the wall.
11. There is a blackboard in the classroom.
12. They have many friends.

V. Kirjutada *have, has, am, is või are*.

1. Tom ... an English boy.
2. Tom ... a father and a mother.
3. My name ... Kitty.
4. The pupils ... in the classroom.
5. We ... red ties.
6. There ... many red flags in the streets.
7. I ... not a teacher.
8. Jane ... two brothers.
9. I ... not an English boy; I ... an Estonian boy.
10. Tom and Jane ... many friends.

VI. Kirjutada järgnevad laused ainsuses.

Näide: We are boys. *I am a boy.*

1. There are two pictures on the wall.
2. They have many friends.
3. Where are your books?
4. We have many balls.
5. Our cups are on the table.

13. Thirteenth Lesson.

WE ARE READING.



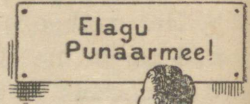
Tom is
reading
a book.

He is reading a book.

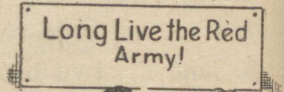


Tom and
Bob are
reading
a book.

They are reading a book.



Jane is
reading
a slogan.
She is
reading a
slogan



Jane and
Kitty are
reading a
slogan.

They are reading a slogan.

I.

Who is reading a book? Tom is.

Is Tom reading a book? Yes, he is.

Is Tom reading a slogan? No, he is not.

What is Tom reading? He is reading a book.

Who is reading a slogan? Jane is.

Is Jane reading a slogan? Yes, she is.

Is Jane reading a book? No, she is not. What is Jane reading? She is reading a slogan.

Are Tom and Bob reading a book? Yes, they are.

Are Tom and Bob reading a slogan? No, they are not.

What are Tom and Bob reading? They are reading a book.

Are Jane and Kitty reading a slogan? Yes, they are.

Are Jane and Kitty reading a book? No, they are not.

What are they reading? They are reading a slogan.

II.

Teacher. What are you reading, Tom?

Tom. I am reading a book.

Teacher. What are you reading, Jane?

Jane. I am reading a slogan.

Teacher. What are you reading, Tom and Bob?

Bob. We are reading a book.

Teacher. What are you reading, Kitty and Jane?

Kitty. We are reading a slogan.

Exercise.

Kirjutada ümber ja kriipsutada alla **is reading ja are reading.**

Dictation.

I am reading a book. What book are you reading? I am reading an English book. Tom is reading an Estonian book. Kitty and Jane are reading a slogan.

GRAMMATIKA.

Oleviku kestev vorm. (Present Continuous).

I am reading.

We are reading.

He is reading

You are reading.

She is reading.

They are reading.

Oleviku kestev vorm koosneb abiverbi „olema“ vastavast pöördest ja põhiverbi *ing*-vormist (*am, is, are reading.*)

14. Fourteenth Lesson.

AT THE ENGLISH LESSON.



It is an English lesson. The pupils are in the classroom. They are *learning* English. The pupils are sitting *at* their desks. The teacher is sitting too. She is sitting *at* the table. Tom is not sitting; he is standing. He is reading the lesson.

Teacher. *Go to* the blackboard, Tom. Where are you *going*?

Tom. I am going to the blackboard.

Teacher. Where are you standing *now*?

Tom. I am standing at the blackboard.

Teacher. Take the chalk and write: one, two, three, four. What are you *doing*?

Tom. I am writing.

Teacher. Are you writing in your copy-book?

Tom. No, I am not writing in my copy-book. I am writing on the blackboard.

Teacher. Are you writing or reading, Bob?

Bob. I am writing.

Teacher. What is Kitty doing?

Bob? She is writing too.

Teacher. Are you and Kitty writing on the blackboard?

Bob. No, we are not writing on the blackboard. We are writing in our copy-books.

Hääldamine.

[ə:]	[i:]	[εə]	[ou]	[au]	[u:]
learn	read teacher	their there where	go no	now down how	do who

Exercises.

I. Täita lüngad sõnadega *is, am, are*.

1. I ... reading an Estonian book.

2. He ... writing a dictation.

3. She ... reading an English book.

4. We ... writing in our copy-books.

5. You ... writing on the blackboard.

6. They ... standing.

II. Täita lüngad sõnadega *I, he, she, we, you, they*.

1. Am ... reading?
2. Are ... writing?
3. Is ... going to the blackboard?
4. Is ... writing in her copy-book?
5. Are ... learning English now?
6. Where are ... sitting?

III. Kirjutada õige eessõna (*to, at, in, on*).

1. I am going ... the window.
2. I am sitting ... my desk.
3. She is writing ... her copy-book.
4. He is going ... the blackboard. The blackboard is ...
the wall.
5. The pen is ... the pencil-box. The pencil-box is ...
my desk.

IV. Vastata küsimustele.

1. Are the pupils learning English now?
2. Where are they sitting?
3. Are you standing?
4. Are you reading?
5. Are you writing?
6. What are you doing?
7. What is Bob doing?

Dictation.

I am writing in my copy-book. My copy-book is blue. This is my English copy-book. Now I am reading my English lesson. Tom is writing a dictation. The teacher is standing at the blackboard.

GRAMMATIKA.

Present Continuous verbist to stand.

<i>Jaatav vorm</i>	<i>Küsiu vorm</i>	<i>Eitav vorm</i>
I am standing you are standing he is standing she is standing it is standing	am I standing? are you standing? is he standing? is she standing? is it standing?	I am not standing you are not standing he is not standing she is not standing it is not standing
we are standing you are standing they are standing	are we standing? are you standing? are they standing?	we are not standing you are not standing they are not standing

Märkus.

e-lõpulised verbid kaotavad *e ing-lõpu* ees.

Näiteks:

to write — *I am writing*

to take — *I am taking.*

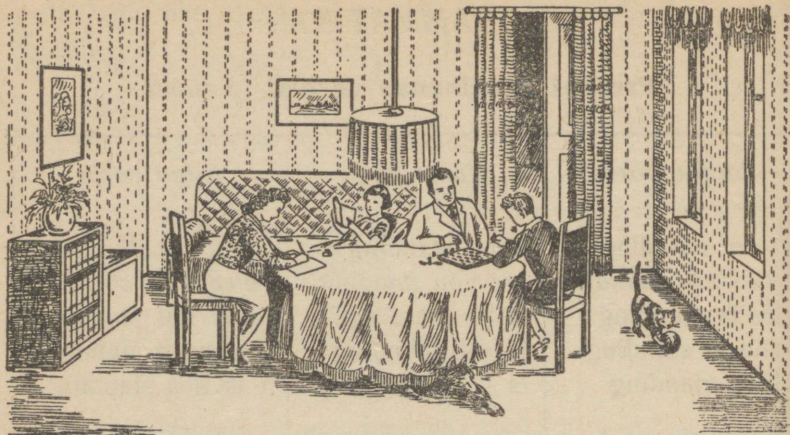
Panna tähele, et verbi *to sit ing-lõpu* ees **t** kahekordistub:

to sit — *I am sitting.*

15. Fifteenth Lesson.

AT HOME.

Tom and Jane are *at home*. What are they doing? Jane is learning her lessons. She is sitting at the table. There is a copy-book on the table. Jane has a pen in her *hand*.



She is writing in her copy-book. What is she writing? She is writing an English exercise.

Is Tom learning his lessons? No, he is not learning his lessons now, he is *playing chess*. He is playing chess *with* his father. Mother is *here* too. She is sitting on the sofa. She has a book in her hand. She is reading. Where is little Fred? He is not here. He is in bed. He is *sleeping*.

What are Spot and Pussy doing? Spot is under the table. He is sleeping. Pussy is not sleeping; she is playing with a ball.

A DIALOGUE.

Tom. Lembit, is your father in Tallinn?

Lembit. No, Father is not in Tallinn now. He is in the country.

Tom. And where is your mother, Lembit?

Lembit. Mother is here. My mother is a teacher.

Tom. My mother is a teacher too. And your father?

Lembit. Father is a *doctor*.

Tom. Is your mother an English teacher?

Lembit. Oh no! Mother is an Estonian teacher.

Tom. Have you many brothers and sisters?

Lembit. No, I have no brothers and I have no sisters. And you, Tom?

Tom. I have a brother and a sister. Jane is eleven, and Fred is four. *Please* come to our *house* to play chess.

Häälamine.

[ou]	[ei]	[ə:]	[ɔ:]	[i:]	[ð]	[aɪə]
home stove	play day	thirteen third	ball wall	sleep street	with there	dialogue pioneer

Exercises.

I. Vastata küsimustele.

- | | |
|------------------------------|-----------------------------|
| 1. Are Tom and Jane at home? | 6. What is Tom doing? |
| 2. Where is Jane sitting? | 7. What is Mother doing? |
| 3. What has she in her hand? | 8. Is little Fred sleeping? |
| 4. What is on the table? | 9. What is Spot doing? |
| 5. What is Jane doing? | 10. What is Pussy doing? |

II. Kirjutada küsimused neile vastustele:

- | | |
|-----------------------------|----------------------------|
| 1. No, we are not at home. | 3. Yes, Fred is in bed. |
| 2. Yes, we are in the room. | 4. No, he is not sleeping. |

III. Koostada laused antud sõnadest.

Näide: sleeping, Fred, is — *Fred is sleeping.*

- blackboard, the, on, writing, is, Tom.
- dog, the, Fred, playing, is, with.
- cat, sleeping, the, is, bed, the, on.

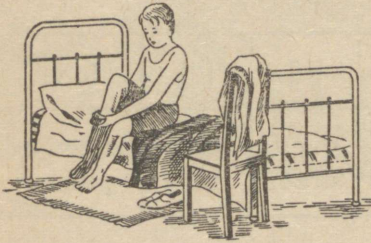
Dictation.

Lembit has a father and a mother. His father is a doctor. He is not here now. Lembit has no brothers and he has no sisters. His mother is an Estonian teacher.

16. Sixteenth Lesson.

MORNING.

Look at the first picture! It is morning. Tom is at home. He is sitting on his bed. He is *dressing*.



What is Tom doing in the second picture? In this picture



he is *washing*.

In the third picture Tom and Jane



are *at breakfast*. They are having their breakfast. What are they *eating*? They

are eating *bread-and-butter* and *eggs*. Are they *drinking*? Yes, they are drinking *tea*.

Look at the fourth picture! What are Tom and Jane doing now? Now they are going *to school*.

In *which* pictures is Tom sitting? In *which* picture is he standing?



Häädamine.

[u]	[u:]	[ɔ]	[e]	[i:]	[ʌ]	[ŋ]
look	school	wash	breakfast	tea	butter	drink
book	room	what	bread	eat	under	English
to			dress	please	up	

Exercises.

I. Vastata kirjalikult neile küsimustele.

1. What is Tom doing in the first picture?
2. What is Tom doing in the second picture?
3. Look at the third picture! What are Tom and Jane doing? What are they eating? What are they drinking?
4. Where are Tom and Jane going in the fourth picture?

II. Vastata.

In which picture is Bob sitting, standing, going to school?



III. Täita lüngad sõnadega *sitting, washing, drinking, eating*.

1. The pupils are ... at their desks.
2. Tom and Jane are ... bread-and-butter.
3. I am ... my hands.
4. Who is ... tea?

IV. Kirjutada eitavas vormis.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. He is drinking. 2. They are washing. 3. She is eating. | <ol style="list-style-type: none"> 4. I am having my breakfast. 5. My sister is drinking tea. 6. We are going home. |
|---|--|

V. Koostada laused antud sõnadest.

Näide: is, a, this, picture.—*This is a picture.*

1. chair, a, sitting, is, on, Tom.

2. is, her, washing, she, hands.

3. going, children, are, school, to.

Dictation.

What is Tom doing? He is washing. Is Fred dressing? No, he is not dressing, he is sleeping. Now Tom is having his breakfast. He is eating bread-and-butter and drinking tea. Now they are going to school.

17. Seventeenth Lesson.

GETTING UP.



It is morning. Tom, Jane and Fred are *getting up*. What is Tom doing? He is dressing. He is *putting on* his *shirt*. Jane is dressing too. What is she putting on? She is putting on her red tie. Mother is washing little Fred. She is washing his hands and *face*.



Now the children are *ready*. They are sitting at the table.

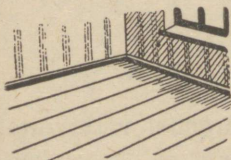
They are having their breakfast.

They are eating bread-and-butter and drinking tea. Mother has a cup of tea in her hand, *but* she is not drinking. She is giving little Fred his tea.



A RHYME.

One, two
(1, 2)
Look at your shoe.



Five, six
(5, 6)
Look at the bricks.

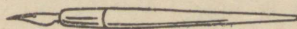


Three, four
(3, 4)
Look at the floor.

Seven, eight (7, 8)
Look at the plate.



Nine, ten (9, 10)
Look at your pen.



Häädamine.

[ə:]	[e]	[ʌ]	[ɨ]
shirt	ready	cup	sitting
girl	bread	but	getting
third	breakfast	butter	washing
			drinking

Exercises.

I. Vastata küsimustele.

1. What is Tom putting on?
2. What is Jane putting on?
3. Who is washing little Fred?
4. Is little Fred drinking?
5. Who is giving little Fred his tea?
6. What has Mother in her hand?
7. Is Mother drinking tea?

II. Kirjutada viis lauset tarvitades järgmisi verbivorme:
am putting on, are washing, is getting up, is drinking, am eating.

Näide: *Jane is getting up.*

Dictation:

Tom and Jane are getting up. Now they are dressing and washing. Jane has a red tie. Little Fred has no tie. Tom is putting on his shirt. Now they are having their breakfast. Tom is eating bread-and-butter. Fred is drinking tea. His cup is blue.

18. Eighteenth Lesson.

WINTER.



Look at this picture! There are many children in it. It is *winter*. It is *very cold*. The *ground* is white with *snow*. The children are *skating*. They are skating on the *ice*. Tom and Jane are here too. They are on the ice with their friends Linda and Lembit. They are *all* skating. Jane is learning to skate, Linda is *helping* Jane.

Are all the children skating? No, not all the children are skating. Two boys are not skating. What are they doing? They are *skiing*. Fred and Spot are here too. Fred is not skating. He is playing with Spot. Spot is *running*. Fred is running too.

PLAY IN WINTER.

I am running on my skis.

White and silver are the trees.

I am as warm as warm can be.

Try to catch me. One, two, three!

M. Lebedinskaya.

Hääldamõne.

[ou]	[ei]	[ai]	[ɔ:]	[ʌ]
home cold	skate face	ice nice	all ball	run under

Exercises.

I. Vastata küsimustele.

- | | |
|--|--|
| <p>1. Are there many children in the picture?</p> <p>2. How many children are there in the picture?</p> <p>3. Is it cold in winter?</p> <p>4. Are the children skating?</p> <p>5. Are the children skating on the snow or on the ice?</p> <p>6. Are Tom and Jane on the ice?</p> | <p>7. Is the ice cold?</p> <p>8. Is the snow cold?</p> <p>9. Who is with Tom and Jane?</p> <p>10. Are all the children skating?</p> <p>11. How many children are not skating?</p> <p>12. Who is helping Jane?</p> <p>13. What are two boys doing?</p> <p>14. What is Fred doing?</p> <p>15. Is Spot sitting?</p> |
|--|--|

II. Koostada küsimused.

- | | |
|--|--|
| <p>1. No, we are not skating.</p> <p>2. Yes, I am learning to skate.</p> | <p>3. No, he is not running.</p> <p>4. Yes, we are looking at the picture.</p> |
|--|--|

III. Kirjutada 3. pöördes.

- | | |
|---|--|
| <p>1. I am not skating.</p> <p>2. I am running.</p> | <p>3. I am helping my friend.</p> <p>4. I am skiing.</p> |
|---|--|

Dictation.

It is cold in winter. We are on the ice. We are skating. I am learning to skate. My brother is helping me. My friend is not skating. She is skiing. My sister is running.

Märkus. to skate — skating.
to run — running.

Review.

(Lessons 13—18.)

I.

Go to the blackboard, Bob! Where are you going? I am going to the blackboard. Tom, what is Bob doing? He is going to the blackboard. Where is he standing now? He is standing at the blackboard. Is he standing at the window? No, he is not standing at the window; he is standing at the blackboard. Is Kitty standing? No, she is not standing; she is sitting. Who is sitting at the table? The teacher is sitting at the table.

Are you playing, Tom and Bob? No, we are not playing. We are learning. What are you learning? We are learning English. What are Kitty and Ann learning? They are learning English. Are you writing or reading now, Tom? I am writing. What is Ann doing? She is writing too.

II.

It is morning. The children are getting up. They are dressing. Tom is putting on his shirt. Jane is putting on her shoes. Mother is washing little Fred. She is washing his hands and face.

The children are ready. They are having their breakfast. They are having their breakfast with their father and mother. They are drinking tea. They are eating bread-and-butter.

III.

It is winter. It is very cold to-day, and many children are skating and skiing.

Look at this boy! His name is John. Is he running? No, he is not running. He is on the ice. He is learning to skate. He is skating with his friend Tom. Is Tom helping John? Yes, Tom is helping John. John has a sister. She is here too. What is she doing? She is skating. Is it winter now? Yes, it is winter. Is it cold in winter? Yes, it is very cold in winter.

Are you skating now? No, we are not skating. Are you playing? No, we are not playing. What are you doing? We are reading and writing.

Review Exercises.

I. Kirjutada *am, is vői are*:

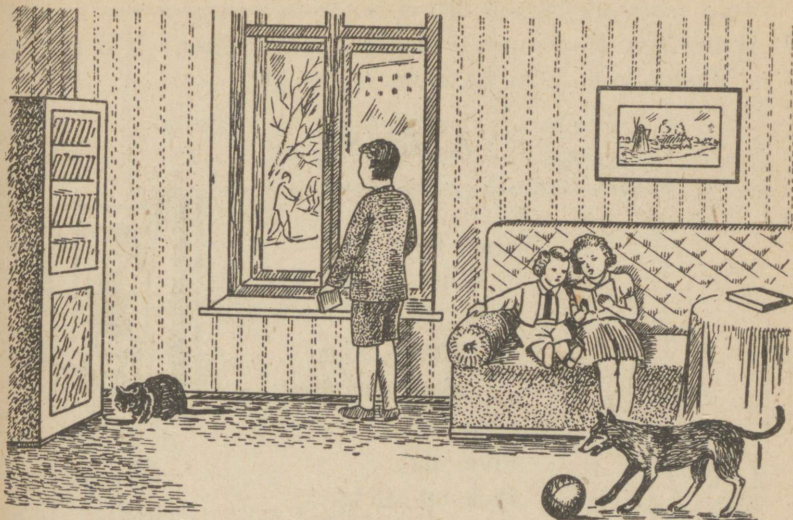
1. The children . . . playing with a ball.
2. Many boys . . . skiing.
3. Tom . . . skating.
4. I . . . not skating now, I . . . doing my lessons.

II. Kirjutada *küsivas vormis*:

1. His father is working now.
2. They are going to school.
3. Her mother is reading a book.
4. Jane and Fred are sitting on the sofa.

III. Kirjutada *eitavas vormis*:

1. The children are drinking tea now.
2. I am writing an exercise.
3. Bob is running.
4. This girl is washing her face.



IV. Kirjutada, mida näeme sellel pildil.

19. Nineteenth Lesson.

COUNTING.

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

$$2+2=4$$

$$6-2=4$$

Two and two is four. *How much* is four *plus* one? Four *plus* one is five. How much is six plus three plus two? It is eleven. Ten and ten is twenty.

Two from six is four. How much is twenty *minus* seven?
 It is thirteen. How much is eighteen minus three? It is fifteen.
 Count from 1 to 10, from 10 to 20.

A RHYME.

One, two;
 What must I do?



Three, four;
 Shut the door.



Five, six;
 Pick up sticks.

Seven, eight;
 Take the plate.



Nine, ten;
 A good black hen.

21 twenty-one	22 twenty-two	23 twenty-three	24 twenty-four
------------------	------------------	--------------------	-------------------

25 twenty-five	26 twenty-six	27 twenty-seven	28 twenty-eight
-------------------	------------------	--------------------	--------------------

29 twenty-nine	30 thirty
-------------------	--------------

Hääldamine.

[au]	[ʌ]	[aɪ]
count	much plus up	nine minus

Exercises.

I. Arvutada suuliselt inglise keeles.

How much is:

$10+10$

$17+1$

$9-4$

$10-9$

$25+5$

$12+6$

$15-3$

$30-15$

II. Kirjutada inglise keeles.

$9+3=12$

$27-9=18$

$13+6=19$

$30-7=23$

III. Panna lünka *am, is, are, have* või *has*.

1. Tom . . . a dog.

2. Lembit and Bob . . .
pioneers.

3. They . . . red ties.

4. I . . . an Estonian boy.

5. He . . . a good pupil.

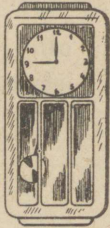
Dictation.

Tom has thirteen English books and Jane has twelve. Lembit has twenty-five Estonian books and Linda has nineteen. Ten plus seven is seventeen. Thirty minus eighteen is twelve.

20. Twentieth Lesson.

THE CLOCK.

What *time*
is it?



It is



nine *o'clock*.

It is



a *quarter*
past nine.

It is



half
past nine.

It is



a *quarter*
to ten.

It is



ten *o'clock*.

It is



five *minutes*
past ten.

WHAT TIME IS IT?

It is a quarter to eight *in the morning*. We are getting up. We are dressing and washing.

It is a quarter past eight. We are having our breakfast.

It is half past eight. We are going to school.

At nine o'clock we are *at* school.

It is two o'clock.

We are going *home*.

At half past two we are at home

At *night* we are in bed.

What time is it now?

TICK! TOCK!

"Tick," the clock says,

"Tick, tock, tick!

What you have to do,

Do quick!"

HOW MUCH IS IT?

Teacher. *Tell* me, Jane, how much is twenty plus seven?

Jane. Twenty plus seven is twenty-seven.

Teacher. *Good*. How much is twenty-one plus nine,
Linda?

Linda. Twenty-one plus nine is thirty.

Teacher. *Very good*. Tell me, John, how much is thirty
minus fifteen.

John. Thirty minus fifteen is fifteen.

Teacher. *Right*. Now, Kitty, tell me, how much is thirty
minus twenty-two.

Kitty. It is seven.

Is this right?

Hääldamine.

[aɪ]	[ɔ]	[ə]	[kw]
right	wash	twentieth	quarter
night	what	thirteen	quick
time			

Exercise.

Kirjutada ingliskeelsete sõnadega.

3.15; 5; 7.30; 1.45

Dictation.

What time is it? It is nine o'clock in the morning. We are at school. It is a quarter past two. I am going home. It is half past two. I am at home now.

21. Twenty-First Lesson.

MY DAY.

I *get up* at half past seven. I *wash* and *dress*. At eight I *have* my breakfast. I *drink* a cup of tea and *eat* bread-and-butter and eggs.

At a quarter past eight I go to school. I come to school at a quarter to nine. At school I learn, I read and write.

At two o'clock I go home. I come home at half past two. At home I eat, do my lessons, and play. At half past nine I *go to bed*. At night I sleep.

Hääldamine.

[u:]	[ʌ]	[e]	[ai]	[ei]	[ou]
do	butter	breakfast	night	play	home
who	cup	bread	right	day	go

Exercises.

I. Kirjutada tekst vihikusse ja tõmmata verbide alla kriips.

II. 1) *I sleep at night.*

2) *Now I am not sleeping; I am reading a book.*

Selgitada lähemalt lauses 1. ja 2. väljendatud tegevuse sisulist ja vormilist erinevust.

Dictation.

I come home at half past two. My brothers and sisters are at home too. We play ball or chess. At night we sleep.

22. Twenty-Second Lesson.

WHEN AND WHERE?

Do you *get up* at half past seven? Yes, I do.

Do you wash and dress in the morning? Yes, I do.

Do you go to school in the morning? Yes, I do.

Do you sleep at night? Yes, I do.

When do you go to school? I go to school at a quarter past eight.

Where do you go at a quarter past eight? I go to school.

When do you come home? I come home at half past three.

Where do you come at half past three? I come home.

When do you go to bed? I go to bed at half past nine.

Where do you go at half past nine? I go to bed.

Do you get up at six? No, I *do not*; I get up at half past seven.

Do you play at the lesson? No, I do not; at the lesson I learn.

Do you go to bed at seven? No, I do not; I go to bed at half past nine.

Do you sleep in the *day-time*? No, I do not; I sleep at night.

A POEM.

In winter I get up at night
And dress by yellow candle-
light.

In summer, quite the other
way,

I have to go to bed by day.

R. L. Stevenson.

Häädamine.

[w]	[aɪ]	[e]	[e]
when where	by	bed pen	get desk
what wash	my	red hen	dress

Exercises.

I. Vastata küsimustele.

1. Do you play at home?
2. Do you play chess?
3. Do you read English books?
4. Do you sleep in the day-time or at night?
5. When do you get up?
6. When do you go to school?
7. When do you come to school?
8. When do you come home?
9. When do you go to bed?

II. Koostada küsimused.

1. Yes, I get up at eight.

2. Yes, I go to bed at half past nine.
3. Yes, I sleep at night.
4. Yes, we go to school in the morning.
5. Yes, we play in the garden.

III. Kirjutada eitavas vormis.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. You go to school. 2. I come home at five o'clock. | <ol style="list-style-type: none"> 3. I give lessons. 4. We play in the morning. 5. We sleep in the day-time. |
|---|--|

Dictation.

When do you get up? I get up at half past seven. Where do you go in the morning? I go to school. Where do you learn? I learn at school. Where do you play? I play in the garden. When do you sleep? I sleep at night.

GRAMMATIKA.

Olevik (Present).

Küsiva vormi moodustamine

	I sleep	Mina magan
do	I sleep?	Kas mina magan?
	we sleep	Meie magame
do	we sleep?	Kas meie magame?
	you sleep	Teie magate
do	you sleep?	Kas Teie magate?
	they sleep	Nemad magavad
do	they sleep?	Kas nemad magavad?

Näiteist nähtub, et oleviku küsiv vorm moodustatakse verbi **do** abil.

Eitava vormi moodustamine.

I		sleep	•Mina magan
I	do not	sleep	Mina ei maga
we		sleep	Meie magame
we	do not	sleep	Meie ei maga
you		sleep	Teie magate
you	do not	sleep	Teie ei maga
they		sleep	Nemad magavad
they	do not	sleep	Nemad ei maga

Oleviku eitav vorm moodustatakse verbi **do** ja eitava partikli **not** abil.

23. Twenty-Third Lesson.

WORK AND PLAY.

Tom and Jane are English children, but they do not *live* in *England*. They live in the *Soviet Union*. They live in Tallinn. Tom and Jane have a father and a mother. Their father is a doctor. Their mother is a teacher. Tom and Jane have an uncle. Their uncle is an officer. He is in the Red Army.

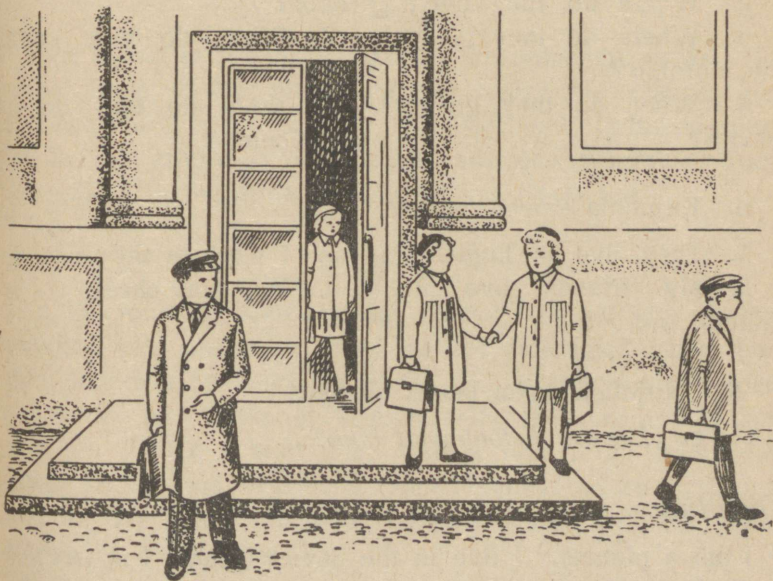
Tom and Jane go to school. They go to school in the morning. At school they have English and Estonian lessons. They *speak* English at their English lessons. They speak Estonian at their Estonian lessons.

After school they go home. They come home *from* school in the *afternoon* . At home they do their lessons, but they do not *work* all day. In the *evening* they play. They play chess or *volley-ball* . They have time *for* work and *play* . We all have time for work and play.

Do you play volley-ball? Do you play chess?

What *do* you do in the evening?

SCHOOL IS OVER.



School is over,
Oh! what fun!

Lessons finished —
Play begun.

Häälamine.

[ɪ]	[eɪ]	[i:]	[a:]	[aɪ]	[ju:]	[ʌ]
live give	play day	speak teacher eat	after afternoon	time five ice	union pupil	but butter

Exercises.

I. Vastata küsimustele.

- | | |
|--|--|
| <p>1. Are Tom and Jane English children?</p> <p>2. Where do they live?</p> <p>3. Where do they go in the morning?</p> <p>4. When do they go to school?</p> | <p>5. Do they speak Estonian?</p> <p>6. Where do they go after school?</p> <p>7. When do they come home?</p> <p>8. What do they do in the evening?</p> |
|--|--|

II. Kirjutada eitavas vormis.

- | | |
|---|--|
| <p>1. They live in England.</p> <p>2. My friends live in Tallinn.</p> | <p>3. I work in the evening.</p> <p>4. You play chess.</p> |
|---|--|

III. Kirjutada kolm lauset olevikus.

Näide: *I speak Estonian at home.*

Dictation.

I am a pioneer. I live in the Soviet Union. I do not live in England. My mother is a worker. My father is a teacher. We work in the morning and in the afternoon. We do not work at night. At night we sleep.

Verb to do.

What do you do in the evening? — Mis te teete õhtul?
 Selles lauses esimene **do** on abiverb (tähenduseta)
 teine **do** on tähenduseline põhiverb (tegema).

24. Twenty-Fourth Lesson.

WHAT DOES TOM DO?

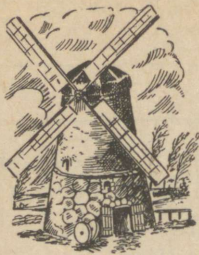
I.

Tom *learns* at school. At school he *reads* and *writes*. He *comes* home in the afternoon. He learns his lessons. He *does* not work in the evening. He *works* only in the morning and in the afternoon. Fred does not go to school. Tom *plays* chess in the evening. Jane plays chess too.

II.

In the morning Tom gets up, *washes*, *dresses* and has his breakfast. He drinks a cup of tea and eats bread-and-butter. After breakfast he takes his books and copy-books and *goes* to school. He works at school in the morning and in the afternoon. After school Tom comes home. At home he learns his lessons. He is a good pupil. But he does not work all day. In the evening he plays chess with his father or with his sister Jane.

Fred is a little boy. He does not play chess. He has many *toys*: a *horse*, a *bus*, a *tank*, a *plane* and a *gun*. Tom and Fred play at *soldiers*.



THE WIND.

When the wind blows,
 Then the mill goes;
 When the wind drops,
 Then the mill stops.

Häälamine.

[ʌ]	[ou]	[s]	[z]	[ɪz]
does gun	goes soldier	writes works	learns reads	washes dresses

Exercises.

I. Täita lüngad sõnadega **do, does**.

1. . . . you play chess?
2. . . . they go to school in the morning?
3. . . . we learn English at school?
4. . . . he play chess with his friends?

II. Kirjutada 3. pöördes.

1. I go to school in the morning.
2. I write dictations at school.
3. I come home in the afternoon.

III. Kirjutada 1. pöördes.

1. He washes his face in the morning.
2. He works in the afternoon.
3. She eats bread-and-butter in the morning.

IV. Koostada küsimused.

1. Yes, we drink tea in the morning.
2. Yes, we play volley-ball.
3. No, we do not work in the evening.
4. Yes, my friend lives in Tallinn.
5. Yes, she speaks English.

V. Kirjutada kolm lauset oma hommikuse tegevuse kohta.

Dictation.

My brother goes to school in the morning. What does he do after school? He plays volley-ball or skates. In the evening he plays chess.

GRAMMATIKA.

3. pöörde muutelõpp.

1.

I eat. He eats. She eats.

Ainsuse 3. pöördes verbidel on muutelõpp **s**.

Lõpp **s** hääldatakse [s] — **p, t, k** järel, (näit.: *Tom writes, Tom works*) ja [z] heliliste häälikute järel (näit. *Fred plays* [pleɪz]).

2.

	he works
does	he work ?

	she works
does	she work ?

Verbi küsiva vormi ainsuse 3. pöördes tarvitatakse abiverb **does**.

3.

he		works
he	does not	work

she		works
she	does not	work

Verbi eitava vormi ainsuse 3. pöördes tarvitatakse abiverb **does** eitussõnaga **not**. Kui lauses on abiverb **does**, siis põhiverb ei evi muutelõppu **s**.

4.

Kui verb lõpeb tähega **o** või tähtedega **sh**, **ss**, siis on ainsuse 3. pöördes lõpp — **es**. Näit.: *goes*, *does*, *dresses*, *washes*.

Lõpp **o** järel **es** hääldatakse [z]. Näit.: *does* [dʌz]; *goes* [gouz]. **ss** ja **sh** järel **es** hääldatakse [ɪz]. Näit.: *dresses* ['dresɪz]; *washes* ['wɒʃɪz].

Olevik (Present) verbist *to stand*.

Jaataav vorm	Küsiv vorm	Eitav vorm
I stand	do I stand?	I do not stand
you stand	do you stand?	you do not stand
he stands	does he stand?	he does not stand
she stands	does she stand?	she does not stand
it stands	does it stand?	it does not stand
we stand	do we stand?	we do not stand
you stand	do you stand?	you do not stand
they stand	do they stand?	they do not stand

25. Twenty-Fifth Lesson.

MOTHER HEN.

Mother Hen is sitting on ten eggs. *Crack!* — One egg breaks and a little chick hops out, all round and yellow. He says, "Here I am!"

There are now only nine eggs under Mother Hen. *Crack!* A second chicken hops out and says, "Here I am!"

How many eggs are there now under Mother Hen?

Crack! Crack! Crack! How many eggs are there now under Mother Hen? How many chicks has she?

Crack! Crack! Crack! Crack! How many little yellow chicks has Mother Hen now? How many eggs are there in the nest?



Häädamine.

[ei]	[e]	[ei]	[e]	[au]	[au]
break	breakfast	play day	says	now down how brown	round out

Exercises.

- | | |
|--|---|
| <p>I. Vastata küsimustele.</p> <p>1. How many eggs has Mother Hen?</p> <p>2. Where are the eggs?</p> <p>II. Asetada lõppu <i>black, white, blue, red, green, brown, yellow.</i></p> <p>1. The chicks are . . .</p> <p>2. My tie is . . .</p> | <p>3. What colour is the first chick?</p> <p>4. What colour are all the chicks?</p> <p>3. The blackboard is . . .</p> <p>4. Our books are . . .</p> |
|--|---|

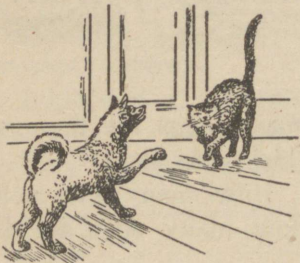
5. The door is . . .
6. The chalk is . . .

7. Our desks are . . .
8. Our flags are . . .

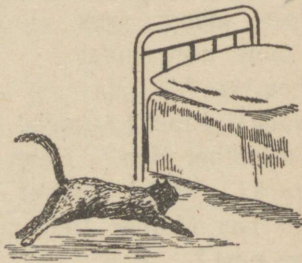
III. Asetada lünkadesse eessõnad: *on, in, at, to.*

1. We speak English . . . the English lesson.
2. Fred does not go . . . school.
3. The hen is sitting . . . the eggs.
4. The eggs are . . . the nest.

IV. Täita lüngad vastavate eessõnadega.



The dog is playing . . . the cat.



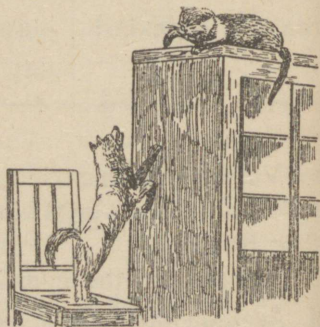
The cat is running . . . the bed.

The cat is . . . the bed.



The dog is . . . the bed.

The cat is .. the bookcase.



The dog is... the chair.

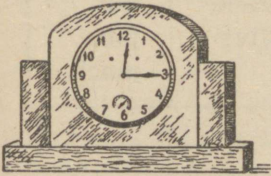
Dictation.

Our black hen is sitting on twelve eggs. The eggs are in the nest. The brown hen has seven little chickens. They are round and yellow.

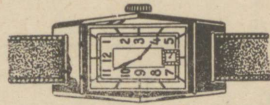
26. Twenty-Sixth Lesson.

THE WATCH.

Tom has a *watch*. His friend *asks him*, "Tom, what time is it *by your watch*?" Tom says, "It is six o'clock."



A clock.



A watch.

A little later Tom says, "It is five past six."

Tom *likes to tell the time*.

He says, "Jane, it is time to go to bed!" Jane does not like bed-time. She says, "No, you *silly!* It is only twenty past eight."

A little later Mother says, "Tom, I *must go out* at half past eight. Is it half past eight?"

Tom says, "Yes, mother, it is half past eight now."



A GOOD RULE.

Mind the clock

And keep the rule;

Try to come

In time to school.

PLAY-TIME.

Now's the time for merry play,
No more lessons for to-day.

Häälamine.

[ɔ]	[ɑ:]	[aɪ]	[ʌ]
watch	ask	like	must
what	classroom	time	but
wash		five	plus much

Exercises.

I. Kirjutada sõnadega.

7	7.30	8	8.30
7.15	7.45	8.15	8.45

II. Vastata küsimustele.

1. At what time do you get up?
2. At what time do you go to school?
3. At what time do you come to school?
4. At what time do you go home?
5. At what time do you go to bed?
6. Have you a watch?

III. Asetada eessõnad: *from, of, with, for, in.*

1. Tom comes home . . . school . . . the afternoon.
2. I drink a cup . . . tea.
3. I play chess . . . my brother.
4. We have time . . . work and . . . play.

IV. Arvutada suuliselt inglise keeles.

$7 + 7$	$13 + 15$	$16 + 9$
$28 - 21$	$30 - 19$	$17 + 8$

Dictation.

I have a watch. I like to tell the time by it. By my watch it is now half past twelve. By the clock it is twenty-five to one.

27. Twenty-Seventh Lesson.

DAN IS LATE.

It is half past seven in the morning. Dan is in bed. His father says, "Time to get up, Dan!" "All right, father," says Dan. But Dan does not get up. When he gets up, it is a quarter to nine. It is *late*. Dan has no time to wash his hands and face. He has to put on a *dirty* shirt. He does not put on his red tie. Dan has no time for breakfast. He runs to school. When he comes to school, it is twenty minutes past nine. He is late.

When Dan is in the classroom, the children *laugh* and *say*, "How dirty you are to-day, Dan!"



BE TIDY.

Learn this little lesson
As well as you can,

Be tidy like Tom,
Not dirty like Dan.

Häälamine.

[ei]	[ʌ]	[ə:]	[a:]
face	run	dirty	are
late	cup	shirt	classroom
say	must	thirty	laugh
day	much	girl	

Exercises.

I. Vastata küsimustele.

1. What does father say at half past seven?
2. What does Dan say?
3. When does he get up?
4. Is it late?
5. Does Dan wash his hands and face?
6. What does he put on?
7. Does he put on his tie?
8. What do the children say when Dan comes to school?

II. Kirjutada eitavas vormis.

1. Dan gets up at half past seven.
2. Dan washes his face.
3. We run to school.
4. Dan has time for breakfast.
5. I have pictures in my book.

III. Kirjutada küsivas vormis.

1. They live in Tallinn.
2. He speaks English.
3. The children play volley-ball.

4. Fred is a little boy.
5. Tom has a good watch.
6. Tom and Dan have many books.
7. She works in the afternoon.
8. Bob and Kitty are pioneers.

Dictation.

Dan is late to-day. He runs to school. His face and hands are dirty. His shirt is dirty too. When Dan comes to school, the children laugh.

Review.

(Lessons 19—27.)

I.

Bob gets up at eight o'clock in the morning. He dresses, washes his hands and face, and has his breakfast. He drinks a cup of tea and eats bread-and-butter and an egg. After breakfast he goes to school. He has many friends at school. At school he reads and writes. But he does not work all he time. He has time for work and for play.

II.

Do children speak English at school? Yes, they speak English at their English lessons. Is Lembit an Estonian or an English boy? He is an Estonian boy. Is Tom an Estonian boy? No, he is not; he is an English boy. Does he speak Estonian? Yes, he speaks Estonian and English. Does he learn Estonian at school? Yes, he learns Estonian and English.

III.

When do the children come home? They come home in the afternoon. They do their lessons at home. In the evening they do not work. They play. They like to play chess and volley-ball. At half past nine they go to bed.

Review Exercises.

I. Kirjutada ainsuse 3. pöördes.

Näide: I play chess. *He plays chess. She plays chess.*

1. I get up at eight o'clock.
2. I dress in the morning.
3. I wash my face in the morning and in the evening.
4. I eat bread-and-butter in the morning.
5. I drink a cup of tea in the morning.
6. I go to school after breakfast.

II. Kirjutada küsivas vormis.

1. The pupils read at school.
2. Bob writes dictations and exercises at school.
3. Tom and Jane live in the Soviet Union.
4. Tom likes to tell the time.
5. They speak English with their teacher.
6. She learns Estonian and English at school.

III. Kirjutada eitavas vormis.

- | | |
|------------------------------|---|
| 1. He lives in England. | 4. She goes to school in the afternoon. |
| 2. They work in the evening. | 5. I work all the time. |
| 3. We play in the morning. | |

IV. Kirjutada *do, does, is, are, have, has* õigesse kohta.

- | | |
|---|---|
| 1. Where . . . you live? | 6. I . . . not like bed-time. |
| 2. . . . Tom at school? | 7. I . . . a friend; my
friend . . . an English boy. |
| No, he . . . not at school;
he . . . at home. | 8. I . . . a father and a
mother. |
| 3. Where . . . Tom and
Jane? They . . . at the lesson. | 9. When . . . Tom go to
school? |
| 4. Tom . . . not play all
the time. | 10. When . . . he come
from school? |
| 5. Tom . . . a watch. | |

V. Kirjutada eessõnad *in, on, with, from, under, to, at* õigesse kohta.

1. We go . . . bed . . . half past nine . . . the evening.
2. We work . . . school . . . the morning.
3. Count . . . ten . . . twenty.
4. Children come home . . . school . . . the afternoon.
5. When I have no lessons, I play . . . my little brother.
6. The lamp is . . . the table.
7. The eggs are . . . the hen.

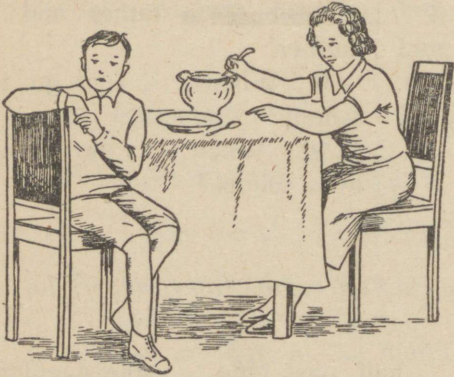
VI. Kirjutada mitmuses.

1. I learn English.
2. He speaks English and Estonian.
3. A little chicken hops out, all round and yellow.
4. I do not sleep in the afternoon.
5. She eats an egg in the morning.

28. Twenty-Eighth Lesson.

THE SOUP.

Mother and Bob are sitting at the table. They are having their *dinner*.



"I do not like this *soup*. I do not *want* to eat it," says Bob and **lays down** the spoon.

"All right," says Mother. "Do not eat it."

After dinner Mother and Bob work in the garden. In the evening

Mother gives Bob a plate of soup.
"Oh, this soup is good," says Bob.
It is the *same* soup.

A PROVERB.

Hunger is the best sauce.

A RHYME.

One, two, three, four,
Mary at the cottage
door,

Five, six, seven, eight,
Eating cherries from
a plate.



Häälamine.

[ɪ]	[u:]	[ɔ]	[u]	[eɪ]
dinner give	soup spoon who do	want wash	put book	same play

Exercises.

I. Vastata küsimustele.

1. What are Mother and Bob having?
2. Where are they sitting?
3. What does Bob say?
4. What do Mother and Bob do after dinner?
5. What soup does Mother give Bob in the evening?

II. Asetada järgmised sõnad õigesse kohta: *dinner, want, spoon, plate, bread.*

1. Give me a . . . of soup.
2. We have our . . . at home at three o'clock in the afternoon.
3. We eat soup with a . . .
4. There is no . . . on the table.
5. Jane and little Fred . . . to play with a ball.

III. Kirjutada eitavas vormis.

1. Bob is sitting at the desk.
2. Mother and Bob are having their dinner.
3. I want to eat this soup.
4. I am working in the garden.

5. Mother gives Bob the same soup.

6. He lays down the spoon.

IV. Jutustada "The soup" oma sōnadega.

Dictation.

Bob has his dinner at one o'clock in the afternoon. Bob does not want to eat the soup. He lays down the spoon on the table. Give me a plate of soup.

29. Twenty-Ninth Lesson.

SPRING.



Spring is here.

It is not cold now; it is *warm*. The *sky* is blue. The *sun* is *shining*. There is no snow on the ground. The streets

and gardens are not white now. There is no ice, and the children do not skate.

What colour are the trees in spring? They are green. The *birds sing* in the green trees.

Are there many *flowers* in spring? Yes, there are many flowers in spring. There are many flowers in our garden.

WHEN IS IT?

The sun is shining,
The flowers are blooming;
The sky is blue,
The rains are few.

The snow is falling,
The wind is blowing;
The ground is white
All day and all night.

Häälamine.

[aɪ]	[ɪ]	[ou]	[au]
sky	very	snow	ground
my	ready	blow	out
by	silly	window	round
try	dirty	yellow	count

[ə:]	[auə]	[ʌ]
bird thirteen	flower	sun run
third shirt	our	hunger

Exercises.

1. Vastata küsimustele.
1. Is it warm or cold in spring?
2. Is it warm in winter?

3. Does the sun shine at night?
4. When does the sun shine?
5. What colour is the snow?
6. What colour are the trees in spring?
7. Are there many flowers in spring?

II. Koostada küsimused.

1. Yes, there is much snow in winter.
2. No, the ground is not white in spring.
3. No, the children do not skate in spring.
4. Yes, we like spring.
5. Yes, the sun is shining.
6. No, the birds are not singing now.

Dictation.

It is warm in spring. The sky is blue. The sun is shining. Many birds sing in the green trees. Look at our garden! There are many flowers in it.

30. Thirtieth Lesson.

WHAT THE RAIN DOES.

"What does the *rain* do?" asks the teacher.

Tom says, "It *makes* the flowers *grow*."

Bob says, "It makes the *grass* green."

"It makes the *leaves* grow too," says John.

"It gives us *water*," says Kitty.

RAIN.

Rain, rain,
Go away,

Come again
Another day,

Tom and Jane
Want to play.



HÄÄLDAMINE.

[ei]	[ei]	[ei]	[ð]	[ʌ]	[ou]	[ɑ:]
rain	way	make	another	us	grow	grass
again	day	same	brother	plus	blow	classroom
				much	snow	ask
				shut		

Exercises.

1. Täita lüngad sõnadega *gives, makes, grow, sing, shines*.
1. Rain . . . the grass green.
2. Rain . . . the flowers grow.
3. Rain . . . the leaves green.
4. It . . . us water.
5. Flowers . . . in the garden.
6. Birds . . . in spring.
7. The sun . . . after the rain.

II. Kirjutada mitmuses.

1. There is a flower on the table.
2. He skates well.
3. She has a cat.
4. I am playing in the garden.
5. A pioneer has a red tie.

III. Vastata küsimustele.

1. What colour are the leaves in spring?
2. What colour is the grass?
3. What colour is the sky in spring?
4. What colour is our flag?
5. What colour are the chairs in the classroom?

IV. Kirjutada eitavas vormis.

1. There are many copy-books in our desk.
2. We are writing now.
3. He speaks English.
4. They are singing now.
5. I have a pencil-box.
6. They want to play.

Dictation.

When the rain comes, the children go home. After the rain they go out to play. The leaves and grass are green after the rain. Rain makes the flowers grow.

31. Thirty-First Lesson.

IN THE GARDEN.



It is spring. The sky is blue. It is not *raining*. Tom and Jane are working in their little garden. They are *planting* flowers.

It is very nice in the garden to-day. The grass is green and the birds are singing.

They work *till* seven o'clock. Then Mother says, "It is time to *go in* and have dinner." But Tom and Jane say, "It is *so* nice here. We *don't* want to go in. *Let us have* dinner in the garden."

Mother says, "All right; run and *bring* the little brown table and help me to bring the *dinner things*."

Tom and Jane run in and bring the table and *some* plates. Mother brings the soup and the bread.

Tom and Jane are very *gay*. They like to eat in the garden.

They say, "Mother, let us eat in the garden all the *summer*."

A PROVERB.

Rain at seven, fine at eleven.

Hääldamine.

[ŋ]	[ei]	[ei]
bring song sing bringing thing	gay say	rain again

Exercises.

I. Vastata küsimustele.

1. Where are Tom and Jane working?
2. What are they planting?
3. Is it nice in the garden?
4. When does Mother want to go in?
5. Where do they want to have their dinner?
6. What do they bring?
7. What does Mother bring?
8. Do they like to eat in the garden?
9. Do we eat in the garden in winter?

II. Lugeda nr. 31 esimeses pöördes. Alata nii:

It is spring. The sky is blue. It is not raining. I am working in my little garden.

III. Paigutada iga sõna õigesse kohta: *garden, grass planting, bring, raining, eat, gay.*

1. It is . . . now.
2. We are . . . flowers.
3. It is nice in our . . .
4. The . . . is green.
5. . . me a chair.
6. We . . . in the garden.
7. Tom and Jane are . . .

Dictation.

When it is warm, it is nice to have dinner in the garden. Tom and Jane bring the dinner things. Mother brings the soup and bread. They are all very gay.

32. Thirty-Second Lesson.

MAY.

In the *merry month* of *May*
All the little birds are *gay*.
They all hop and sing and say:
 “Winter days are *far away*,
 Welcome, welcome, merry May!“

In the merry month of *May*
All the *violets* are *gay*,
They all *dance* and sing and say:
 “Winter days are far away,
 Welcome, welcome, merry May!“

In the merry month of *May*
All the pioneers are *gay*.
They all laugh and sing and say:
 “Winter days are far away,
 Welcome, welcome, First of May!“

M. Lebedinskaya.

Häädamine.

[ei]	[ʌ]	[ɑ:]	[aiə]
May gay	month come	far dance	violet pioneer

Exercise.

Koostada laused.

Näide: dance, to, like, we. — *We like to dance.*

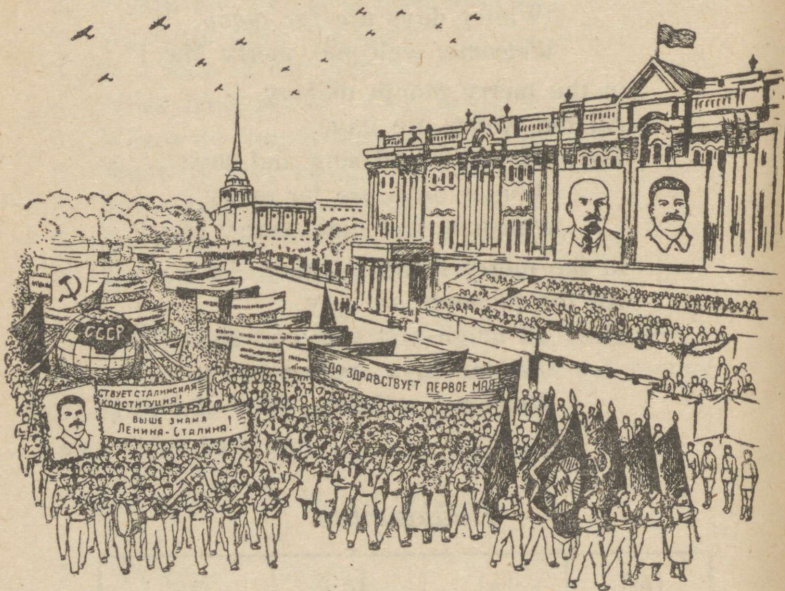
1. gay, very, we, to-day, are.
2. month, warm, May, is, a.
3. dance, like, to, we, sing, to, and.
4. trees, grow, leaves, on.

Dictation.

I am a month. I am warm. The sky is blue. The flowers bloom. The trees are green. The birds sing. What month am I?

33. Thirty-Third Lesson.

MAY DAY.



It is May Day.

There is a big *demonstration* to-day. There are many *people* in the streets. They are *carrying* red flags, *banners* and *slogans*. Schoolboys and schoolgirls are here too.

There is a *band in front*. The band is playing, and the children are singing and dancing. They are very gay.

All the people are very gay to-day. Many people sing and dance in the streets.

It is spring. The sky is blue. The sun is shining. The day is very warm. When the people come to the *tribune*, they *cry*: Hurrah!

Long Live the First of May!

Long Live the Soviet Union!

Long Live our Great Leader Comrade Stalin!

Hääldamine.

[eiʃən]	[æ]	[ʌ]	[aɪ]	[i:]	[ŋ]
demonstration dictation	band banner flag	front come	cry sky my	people	sing spring thing

Exercises.

I. Vastata küsimustele.

1. Is there a demonstration in the picture?
2. Are there many people in the streets?
3. What are they carrying?
4. Are they carrying flags in their hands?
5. What colour are the flags?
6. Is there a band in front?
7. What are the children doing?
8. Are all the people gay?
9. Are there many slogans in the streets?

II. Kirjutada mitmuses.

1. I am singing.
2. There is a big demonstration to-day.
3. There is a slogan on the wall.
4. The band is playing.
5. He is carrying a banner.

III. Kirjutada loosungid tekstist välja.

Dictation.

There is a big demonstration in the street. Many people are in the streets. They are singing and dancing. They are carrying flags.

Review Exercises.

I. Kirjutada *am, is või are*.

1. The children . . . playing volley-ball.
2. Many people . . . carrying red banners and slogans.
3. Bob . . . skating.
4. I . . . not reading now; I . . . writing.
5. Jane . . . having her breakfast.

II. Kirjutada *küsimis vormis*.

1. Bob is working in the garden.
2. They are eating soup.
3. The sun is shining.
4. The flowers are blooming.

III. Kirjutada *eitavas vormis*.

1. The children are playing in the garden.
2. I am eating soup.
3. Tom is putting on a dirty shirt.
4. We are singing.

5. This girl is dancing.
6. I am running to school.

IV. Kirjutada lünka *my, your, his, her, our* või *their*.

1. Tom has a father; . . . father is a worker.
2. I have a sister; . . . sister is a pioneer.
3. Jane has a cat; . . . cat is black.
4. You have a watch; . . . watch is very good.
5. We have English and Estonian books. There are many pictures in . . . books.
6. Tom and Jane have a mother; . . . mother is a teacher.
7. Bob has a friend; . . . friend goes to school.

V. Kirjutada vastav verbivorm.

1. Tom . . . in winter. He . . . now. (*skates or is skating*)
2. We . . . a dictation now. We . . . dictations at school. (*write or are writing*)
3. I . . . my face in the morning and in the evening. I . . . my hands and face now. (*wash or am washing*)
4. Jane . . . chess in the evening. Now Jane . . . chess with her father. (*plays or is playing*)

VI. Kirjutada eitavas vormis.

1. There is a pen in my pencil-box.
2. There are many flowers in the box.
3. I have a watch.
4. The hen has many chickens.
5. My brother lives here.
6. I like soup
7. The bookcase stands in our room.
8. I am looking at the picture.
9. They are going home now.
10. I get up at nine o'clock in the morning.
11. She goes to bed at nine o'clock in the evening.

VII. Täita lüngad eessõnadega *with, in, on, of, at, to*.

- | | |
|--------------------------------|----------------------------|
| 1. We eat soup . . . a spoon. | 5. The teacher is stand- |
| 2. Give me a plate . . . soup. | ing . . . the blackboard. |
| 3. It is warm . . . spring. | 6. We skate . . . the ice. |
| 4. There is much snow . . . | 7. We go . . . school. |
- the ground.

VIII. Asetada *do, does, have või has*.

1. . . . children play volley-ball in the garden?
2. They . . . many flowers in their hands.
3. . . . Bob skate in winter?
4. . . . you write English dictations?
5. Jane . . . her breakfast in the morning.
6. . . . Jane speak Estonian?

IX. Kirjutada küsivas vormis.

1. Bob is working at home.
2. They are eating bread-and-butter.
3. People work in the day-time.
4. People sleep at night.
5. He gives lessons.
6. She lives in Tallinn.

X. Kirjutada eitavas vormis.

1. The children are planting flowers.
2. I am eating bread.
3. He is putting on a shirt.
4. We are dancing.
5. The girl is running.
6. I am running home.
7. I get up at six o'clock in the morning.
8. They work here.

9. He goes to bed at eight in the evening.
10. He likes bed-time.

XI. Moodustada klambreis olevaist asesõnadest omastavad asesõnad ja paigutada nad õigesse kohta.

Näide: . . . brother is a worker. (I)

My brother is a worker.

1. . . . father is a doctor. (I)
2. . . . mother is a doctor too. (I)
3. . . . sister is a teacher. (she)
4. . . . teacher is here. (we)
5. . . . friend is a pioneer. (he)
6. . . . friends are in the garden. (they)
7. . . . pen is here. (you)

A COMPOSITION.



A teacher is giving a lesson to a class of boys and girls. She says to the children, "Take your pens and copy-books and write a composition on 'The Last Football Match.' "

All the children take their pens and copy-books and begin to write. One boy writes three or four words and lays down his pen. He looks at the teacher.

The teacher asks him; "Is your composition ready?"

"Yes, it is," says the boy.

The teacher takes his copy-book and reads, "Rain, no game."

composition [kɔmpə'zɪʃən] kir-
jand

class [kla:s] klass

last [la:st] möödunud, vii-
mane

football ['fʊtbɔ:l] jalgpall

¹ Lisalektüüri lugemisele võib asuda pärast 25. õppetükki.

match [mætʃ] võistlus
 to begin [bɪ'gɪn] algama
 word [wɜ:d] sõna
 to lay down ['leɪ 'daʊn] maha
 panema, loobuma

to ask [ɑ:sk] küsima
 ready ['redɪ] valmis
 rain [reɪn] vihm
 game [geɪm] mäng

THE ROBIN AND THE CHICKEN.



A robin comes down from a tree. On the ground he sees a chicken.

“What a funny bird,” says the robin.

“What a very funny chicken,” says the chicken.

“Oh, how big you are!” says the robin.

“Oh, how little you are!” says the chicken.

“Can you sing?” asks the robin.

“No,” says the chicken. “Can you crow?”

“No,” says the robin.

Then they go away. Each thinks that the other is very silly.

robin ['rɒbɪn] lepalind-puna-
 rind

to come down ['kʌm 'daʊn]
 alla laskuma

to see [si:] nägema

funny ['fʌnɪ] naljakas

bird [bɜ:d] lind

can you sing? Kas te oskate
 laulda?

to ask [ɑ:sk] küsima

to crow [krou] kirema
then [ðen] siis
away [ə'weɪ] ära, eemale
each [iɪtʃ] igauks

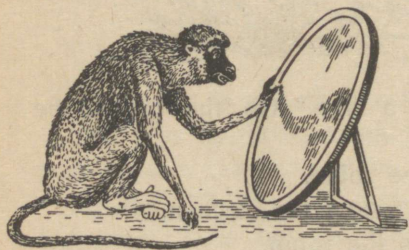
to think [oɪŋk] mõtlema
that [ðæt, ðət] et
silly ['sɪlɪ] rumal

THE MONKEY AND THE LOOKING-GLASS.

Jack and Jim are two young monkeys. One morning people come and take Jack away. The other monkey has no friend to play with.

There is a looking-glass on the table. Jim comes to the table and looks in the looking-glass.

"Here you are at last," he cries. He rubs his head and looks again. The monkey in the looking-glass rubs his head too.



He waves his hand, and the other monkey waves his hand. He makes a face, and the monkey makes a face too.

"Oh, ho," cries Jim, "you make faces at me!"

Then he strikes with his hand, howls with pain and runs away.

monkey ['mʌŋki] ahv
looking-glass ['lu:kɪŋ-glɑ:s]
peegel
young [jʌŋ] noor
people [pi:pəl] inimesed
to take away ['teɪk ə'weɪ] ära
viima

the other monkey has no
friend to play with teisel
ahvil pole mängusõpra
here you are siin sa oledki
at last [ət 'lɑ:st] viimaks

to cry [kraɪ] karjuma,
 hüüdma
 to rub [rʌb] hõõruma
 head [hed] pea
 again [ə'geɪn] jälle
 to wave [weɪv] lehvitama

to make a face [tə 'meɪk ə
 'feɪs] grimassi tegema
 then [ðen] siis
 to strike [straɪk] lööma
 to howl with pain [ˈhaʊl wɪð
 'peɪn] uluma valu pärast

PEPPER, SUGAR AND SALT.

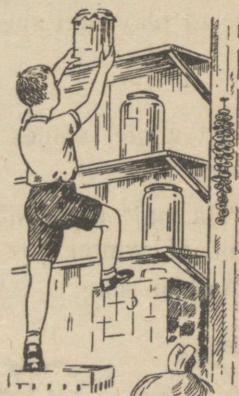
Mother has three pots on her shelf. There is sugar in one, salt in another and pepper in the third.

One day Mother goes out. Fred gets on a chair and slips his fingers into the first pot. Then he licks his fingers and says, "Oh, how salty!" He slips his finger into the second pot and licks it. "Oh, how hot!" he says. Then he slips his finger into the third pot and licks it again. "Oh, how sweet," he says.

What is in the first pot?

What is in the second pot?

What is in the third pot?



pepper ['pepə] pipar
 sugar ['ʃugə] suhkur
 salt [sɔ:lt] sool
 pot [pɒt] pott
 shelf [ʃelf] riul
 to get on peale ronima
 to slip [slɪp] pistma, libis-
 tama
 finger ['fɪŋgə] sõrm

to lick [lɪk] lakkuma
 salty ['sɔ:ltɪ] soolane
 hot [hɒt] kuum, palav (siin:
 kõrvetav)
 then [ðen] siis
 again [ə'geɪn] jälle
 sweet [swi:t] magus

THREE LITTLE PIGS.

1.

Niff-Niff, Snuff-Snuff and Naff-Naff are three little pigs. They live in a wood. They play all day.

[One day Naff-Naff says:

“Winter is coming. In winter Big Bad Wolf is very hungry. It is cold now at night. We must make a house and all live there.”

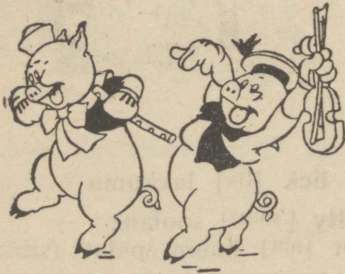
“No, no!” says Niff-Niff. “Winter is not coming. We have time to play and sing.”

2.

But winter comes. It is cold. Niff-Niff makes a little straw house.

“Ha, ha!” says Niff-Niff. “My house is ready. I am not afraid of winter now! I am not afraid of Big Bad Wolf.”

And he sings:



“Who’s afraid of

Big Bad Wolf,
Big Bad Wolf,
Big Bad Wolf!”

3.

Snuff-Snuff makes a little house of twigs. Niff-Niff

comes to see Snuff-Snuff:

“Good morning, Snuff-Snuff! Is your house ready?”

“Oh yes,” says Snuff-Snuff. “Come and see it.”

“It is very nice,” says Niff-Niff. “Now let us go to see Naff-Naff.”

The two little pigs run to see Naff-Naff. They dance all the time; they sing and play.

They come to the big tree where Naff-Naff lives. They see that his house is not ready.

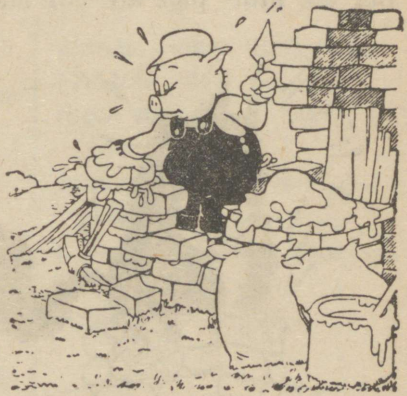
“Ha, ha!” laugh the little pigs. “Why is your house not ready?”

“Are your houses ready?” says Naff-Naff.

“Oh yes! They are ready?” say the little pigs.

“My house is made of straw,” says Niff-Niff.

“And my house is made of twigs,” says Snuff-Snuff.



“Ha, ha!” says Naff-Naff, “Your houses are very good for Big Bad Wolf, but not for you. I am making my house of bricks.”

4.

Big Bad Wolf is very hungry. “Where are my nice little pigs?” says he. “It is time for a good dinner.”

When he sees the little straw house, he laughs.

Then he blows. He blows and he blows. He blows three times, and he blows the house down. But Niff-Niff runs out and runs to Snuff-Snuff.

“Big Bad Wolf is here,” says Niff-Niff. “Let’s run to brother Naff-Naff! His house is very good and strong; it is made of bricks. Run!”

And the little pigs run to Naff-Naff.

5.

Now Big Bad Wolf comes to the little house made of twigs. He blows, and he blows the house down.

“Here is my dinner!” says the Wolf.

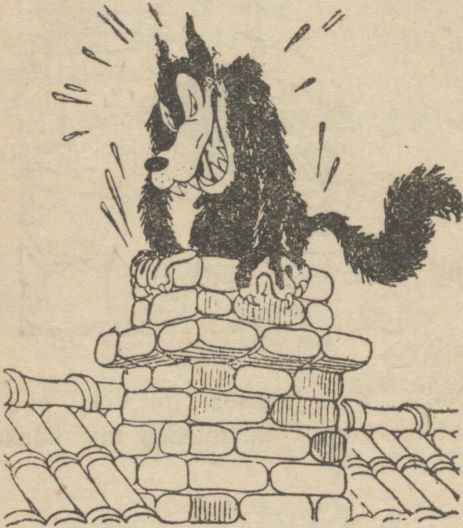
But the little pigs are not there.

6.

Then Big Bad Wolf comes to the brick house.

Two of the little pigs are afraid of Big Bad Wolf. They hide under the bed. But Naff-Naff is not afraid. He begins to make tea.

Big Bad Wolf begins to blow. He blows and he blows, but he cannot blow the house down.



He gets on to the roof — and falls into the hot water. It is very hot.

Big Bad Wolf howls with pain. He runs away, far away from the little pigs.

And the little pigs dance and play and sing:

„Who’s afraid of Big Bad Wolf,
Big Bad Wolf,
Big Bad Wolf!“

1.

wood [wud] mets
bad [bæd] halb
wolf [wulf] hunt
hungry [ˈhʌŋɡɪ] näljane
must [mʌst] peab
to make [meɪk] tegema
house [haus] maja (houses
[ˈhauzɪz] majad)
there [ðeə] seal
to sing [sɪŋ] laulma

2.

straw [strɔ:] õled, õlest
I am not afraid [əˈfreɪd] ma
ei karda
who's afraid=who is afraid
kes kardab

3.

twigs [twɪɡz] hagu, raod
to come to see külastama
tulema
to see nägema
to go to see külastama mi-
nema
let us go lähme
to dance [dɑ:ns] tantsima
to laugh [laɪf] naerma

why [waɪ] mispärast
is made [ɪz ˈmeɪd] on tehtud
brick [brɪk] telliskivi

4.

dinner [ˈdɪnə] lõunasöök
to blow [blou] puhuma
three times [ˈθri: ˈtaɪmz] kolm
korda
to blow down [ˈblou ˈdaun]
maha puhuma
to run out välja jooksmata
let's run jookskem
strong [strɒŋ] tugev

6.

then [ðen] siis
two of kaks (neist)
to hide [haɪd] peitma
to begin [bɪˈɡɪn] algama
to get on to peale, üles ro-
nima
to fall [fɔ:l] langema
into [ˈɪntu] sisse
hot [hɒt] palav, keev, kuum
water [wɔ:tə] vesi
to howl with pain uluma
valu pärast
away [əˈweɪ] ära, eemale
fat [fɑ:] kaugel(e)

LITTLE RED RIDING HOOD.

Little Red Riding Hood is a little girl with blue eyes and yellow hair. She has a red hood and so people call her "Little Red Riding Hood." She lives with her mother.

ACT I.

A room in Little Red Riding Hood's house.

Mother. I want to send a cake and some eggs to Grandmother. Please give me a basket and help me to pack it.

L. R. R. H. May I go to Grannie and take her the basket, Mother?

Mother. Yes, dear, you may.

L. R. R. H. Where is the basket, Mother?

Mother. It is under the table, darling, and the eggs are in the basket.

L. R. R. H. Here it is. Where is the cake, Mother?

Mother. It is in that dish. Thank you. Now, a clean napkin to cover the basket. That's right. Put your red hood on, dear, and take your shawl.

L. R. R. H. Good-bye, Mother.

Mother. Don't be long, darling! Go straight there, do not speak to anyone on the way, and come back quickly. Kiss your grandmother and give her my love.

ACT II.

In the wood.

Little Red Riding Hood is picking flowers and berries.
A wolf comes in.

L. R. R. H. Oh, which is the way to Grannie's cottage? I do not know where to go!

Wolf. Where are you going, little girl?

L. R. R. H. I am going to my grandmother's cottage. I have a present for her from my mother. My Grannie lives all alone in the middle of the wood. She has a pretty cottage. But I do not know how to get there.



Wolf. I can show you the way. Go this way, little girl. And now good-bye. I cannot go with you. I have something very important to do.

L. R. R. H. Thank you, Mr. Wolf. Good-bye!

ACT III.

In the grandmother's house.

The wolf is in bed. He has the grandmother's cap on.

Little Red Riding Hood knocks at the door.

Wolf. Come in!

L. R. R. H. Good morning, Grannie! How are you?

Wolf. I have a cold. I am quite ill.

L. R. R. H. (unpacks her basket). Here are some presents for you, Grannie! Some eggs, a cake, some berries and flowers.

Wolf. Come here, child.

L. R. R. H. Oh, Grannie, what big eyes you have!

Wolf. The better to see you, my dear.

L. R. R. H. What big ears you have, Grannie!

Wolf. The better to hear you, my dear!

L. R. R. H. And Oh, Grannie, what big teeth you have!

Wolf (jumps out of the bed). The better to eat you, my dear! (The door opens, and a woodcutter comes in. He kills the wolf.)

Woodcutter. Now this is the end of that nasty wicked beast!

(Grandmother jumps out of the wolf's skin. Little Red Riding Hood's mother comes running in.)

Mother. Oh, my little darling, where are you? Why don't you come home to your mother?

(Sees the picture.)

All. Thank you, brave woodcutter. Thank you very, very much!

Red Riding Hood ['red 'raɪdɪŋ

hud] Punamütsike

hood [hud] kottmüts, kapuuts

eye [aɪ] silm

hair [heə] juuksed

and so ja seepärast

people [pi:pl] inimesed

to call [kɔ:l] nimetama,

hüüdma

ACT I.

act [ækt] vaatus

Little Red Riding Hood's

house Punamütsikese

maja

to want [wɒnt] soovima, va-

jama

to send [send] saatma
cake [keɪk] kook, keeks, tort
some [sʌm] mõni, mõned
grandmother ['grænmʌðə] va-
naema

basket ['bɑ:skɪt] korv
to pack [pæk] pakkima
may I go? ['meɪ aɪ 'ɡoʊ?] kas
tohin minna?

Grannie ['græni] vanaemake
to take [teɪk] viima
her [hɜ:] temale (naiss.)
dear [dɪə] kallis
darling [dɑ:lɪŋ] kallike, kul-
lake

that [ðæt] too (= see seal)
dish [dɪʃ] vaagen, toit
clean [kli:n] puhas
napkin ['næpkɪn] salvrätik
to cover ['kʌvə] katta
that's right nii jah!
shawl [ʃɔ:l] sall
good-bye [ɡud-'baɪ] head
aega

don't be long ära jää kauaks
straight there ['streɪt 'ðeə]
otse sinna

do not speak to anyone [du
nɒt 'spi:k tu 'enɪwʌn] ära kõ-
nele kellegagi

on the way [ɒn ðə 'weɪ] teel
back [bæk] tagasi
quickly ['kwɪkli] kiiresti
to kiss [kɪs] suudlema

give her my love [ˈɡɪv hɜ: maɪ
'lʌv] tervita teda minu
poolt (love armastus)

ACT II.

wood [wʊd] mets
to pick [pɪk] noppima, kor-
jama

flower ['flaʊə] lill
berries ['berɪz] marjad
wolf [wʊlf] hunt
which is the way? ['wɪtʃ ɪz ðə
'weɪ?] millist teed minna?

Grannie's vanaemakese
cottage ['kɒtɪdʒ] majake
(maal)

to know [nəʊ] teadma, tund-
ma

where [weə] kuhu
present [preznt] kingitus
all alone [ɔ:l ə'ləʊn] täiesti
üksinda

middle [mɪdl] keskkoht
pretty ['prɪti] nägus

to get there sinna jõuda
can [kæn] ma võin

to show [ʃəʊ] näidata

I cannot [aɪ 'kænət] ma ei
või

something ['sʌməɪŋ] midagi
important [ɪm'pɔ:tənt] tähtis
I have something very
important to do mul on
midagi väga tähtsat teha

Mr. = ['mɪstə] = **Mister**
härra (Perekonnanime ees
kirjas tarvitatakse lühend
Mr.)

ACT III.

he has the grandmother's
cap on tal on vanaema
tanu peas
to knock (at) [nɔk] kopu-
tama
come in [kʌm 'ɪn] sisse!
how are you? ['hau 'ɑ: ju:]
kuidas käsi käib?
I have a cold [kəʊld] mul on
külmetus
quite [kwaɪt] täiesti
ill [ɪl] haige
to unpack [ʌn'pæk] lahti pak-
kima
child [tʃaɪld] laps
the better to see you et sind
paremini näha

ears [ɪəz] kõrvad
the better to hear you [hɪə]
et sind paremini kuulda
teeth [ti:θ] hambad
to jump [dʒʌmp] hüppama
out of [aʊt əv] välja
woodcutter ['wʊdka:tə] puu-
raiuja
to kill [kɪl] tapma
end [end] lõpp
nasty ['nɑ:stɪ] vastik, jälk
wicked ['wɪkɪd] kuri
beast [bi:st] metsloom
skin [skɪn] nahk
wolf's skin ['wʊlfs 'skɪn] hundi
nahk
Red Riding Hood's mother
comes running in Puna-
mütsikese ema tuleb joos-
tes sisse
why [waɪ] mispärast
all [ɔ:l] kõik
brave [breɪv] vahva, vapper

ARVSÓNAD.

1	one [wʌn]	the first [fəɪst]
2	two [tu:]	the second [ˈsekənd]
3	three [θri:]	the third [θə:d]
4	four [fɔ:]	the fourth [fɔ:ə]
5	five [faɪv]	the fifth [fɪfə]
6	six [sɪks]	the sixth [sɪksə]
7	seven [sevn]	the seventh [sevnə]
8	eight [eɪt]	the eighth [eɪtə]
9	nine [naɪn]	the ninth [naɪnə]
10	ten [ten]	the tenth [tenə]
11	eleven [ɪˈlevn]	the eleventh [ɪˈlevnə]
12	twelve [twelv]	the twelfth [twelfə]
13	thirteen [ˈθɜ:ˈti:n]	the thirteenth [ˈθɜ:ˈti:nə]
14	fourteen [ˈfɔ:ˈti:n]	the fourteenth [ˈfɔ:ˈti:nə]
15	fifteen [ˈfɪfˈti:n]	the fifteenth [ˈfɪfˈti:nə]
16	sixteen [ˈsɪksˈti:n]	the sixteenth [ˈsɪksˈti:nə]
17	seventeen [ˈsevnˈti:n]	the seventeenth [ˈsevnˈti:nə]
18	eighteen [ˈeɪˈti:n]	the eighteenth [ˈeɪˈti:nə]
19	nineteen [ˈnaɪnˈti:n]	the nineteenth [ˈnaɪnˈti:nə]
20	twenty [ˈtwentɪ]	the twentieth [ˈtwentɪə]
21	twenty-one [ˈtwentɪ- ˈwʌn]	the twenty-first [ˈtwentɪˈfəɪst]
30	thirty [ˈθɜ:ɪtɪ]	the thirtieth [ˈθɜ:ɪtɪə]

ASESÓNAD.

Isikulised		Omastavad	
I	ma	my	minu
	We me		our meie
he	}	you	te
she		teie	ta
it		their	nende
		nad	
		her	tema
		its	

INGLISE HÄÄLIKUTE TABEL.

I. Täishäälikud		II. Kaashäälikud	
i:	tree, he, teacher, read	p	pen, pencil, pin, pine, pig
ɪ	pin, sit	b	bed, bag, box, book
e	pen, lesson	t	table, take, tree
æ	bag, stand, cat, black	d	dog, desk
ɑ:	garden, are, classroom	k	kite, come, cat, school
ɔ	dog, on, box	g	go, give, garden, green
ɔ:	wall, morning, or	l	lamp, little, live, long
u	good, book	m	map morning, my
u:	spoon, school, too, who	n	no, not
ʌ	bus, up, under, come	ŋ	sing, song, English, thank
ə:	first, girl, third	f	flag, first, four, fourth, fifth
ə	a pen, under, teacher	v	stove, give, five
eɪ	take, table, plate, cake	θ	three, third, thank, fourth, fifth
ou	open, stove, rose, sofa, no	ð	this, the pen, they
aɪ	pine, kite, I, my, rhyme	s	sit, spoon, second, lesson, books, desks, yes
au	down, how, now	z	is, has, boys, pens, girls, dogs, chairs, schoolbags
ɔɪ	boy	r	rat, red, rose, read, tree, Russian, street, green
ɪə	hear, pioneer	ʃ	she, English, Russian
ɛə	chair, where	h	he, hen, has, here, who
aɪə	pioneer	tʃ	children, chair, teacher
auə	our	dʒ	Jane, John
		w	wall, what, where, we, one
		j	yes, you, your

i [i]

This is a pin. This is a pig. The pig is big. Sit here! It is winter. In winter it is cold. He has six sisters.

i [ai]

This is a nice picture. I like it. I have a big kite. What time is it? It is nine. There are five pines in the garden. We are on the ice. The sun shines.

e [e]

Fred is in bed. Get up, Fred! It is ten. Where is your pen, Tom? It is in the pencil-box. Where is your red pencil? It is in the desk.

a [ei]

This is a cake. It is on the plate. Take the cake, Jane. He is washing his face. It is late. What is your name? My name is Jane. My sister has the same name.

a [æ]

Jane has a bag in her hand. The lamp is on the table. The inkstand is on the desk. Our flag is red. The map is on the wall. Here is a big rat. Stand up, Tom!

o [ɔ]

My father is a doctor. Is your copy-book on the table? No, it is not. Your box is on the floor. Spot is a dog.

o [ou]

I do not want to go home. Is this rose white? No, it is not. This rose is red. The stove is warm.

u [ʌ]

In the morning I drink a cup of tea and eat bread-and-butter. We have much fun in summer. Five plus two is seven. Shut the door, Bob. This is my Estonian book. Let us run. We are sitting in the bus.

o [ʌ]

May is a merry month. What colour is this flower? It is blue. My mother says, "Bring me some plates and spoons!" When does your brother come home? He comes home at one.

oo [u:, u]

We have a good room. There is a bookcase in our room. There are many books in the bookcase. Look at the pictures in the books. Tom is at school. Jane is at school too.

e ee, [i:]

There are nineteen trees in our garden. They are green. Three little boys are in the street. What is she doing? She is sleeping.

ea [i:]

Fred is eating an egg. Please, give me a cup of tea. The leaves are green in spring. Read the fifth lesson, please. We speak English with our teacher.

ea [e]

Tom and Jane are having their breakfast. They are eating bread-and-butter and eggs. Now they are ready to go to school

all [ɔ:l]

Where is your ball, Lembit? It is under the sofa. Where are all the children? They are at the lesson. There are four walls in our classroom.

ay [eɪ]

We say: "Let us play. It is very gay. The day is warm. We do not want to go away."

ou [au]

In winter the ground is white with snow. This is a big house. The ball is round. Let us go out. Count from one to ten.

ow [au]

Sit down! What are you doing now? How many chairs are there in this room? There are four. They are all brown.

ow [ou]

Grass grows in spring. Snow is white. Put your yellow box on the window.

ir [ə:]

This shirt is dirty. Is this little girl reading the first lesson? No, she is not, she is reading the third. Birds sing in the green trees. Thirteen plus seventeen is thirty.

ck [k]

There is a blackboard in our classroom. What colour is the table? It is black. Is there a clock in your room? Yes, there is; it is on the wall. The hen has ten yellow chickens.

ng [ŋ]

Bring me this song. Let us sing it. In spring it is warm. We work in the morning, and we play in the evening.

wh [w]

What time is it? When do you get up? Where do you go in the morning? Which lesson are you reading? What colour is the chalk? It is white.

ÕPPETÜKKIDE SÕNASTIK.

Eelkursus.

pen [pen] kirjutussulg
 pencil ['pensl] pliiats
 desk [desk] koolipink, pult
 bed [bed] voodi
 hen [hen] kana
 nest [nest] pesa
 this is ['ðis iz] see on
 pin [pin] nõõpnõel
 pine [pain] mänd
 pig [pig] siga
 kite [kait] tuulelohe
 map [mæp] maakaart
 cat [kæt] kass
 bag [bæg] kott
 flag [flæg] lipp
 red [red] punane
 black [blæk] must
 rat [ræt] rott
 big [big] suur
 plate [pleit] taldrik
 cake [keik] kook, tort
 has [hæz] evib, omab
 and [ænd] ja
 dog [dɔg] koer
 box [bɔks] karp, kast
 pencil-box ['pensl-box] penaal
 stove [stouv] ahi
 rose [rouz] roos
 sofa ['soufə] sohva
 yes [jes] jah
 it is ['it iz] see on
 book [buk] raamat

spoon [spu:n] lusikas
 no [nou] ei
 not [nɔt] ei mitte
 on [ɔn] peal
 in [in] sees
 the [ði, ðə] määrav artikkel
 cup [kʌp] tass
 bus [bas] omnibus
 tree [tri:] puu
 street [stri:t] tänav
 green [gri:n] roheline
 garden [gɑ:dn] aed
 classroom [kla:srum] klassituba
 ball [bɔ:l] pall
 wall [wɔ:l] sein, müür

LESSON 1. (1. õppetund)

first [fə:st] esimene
 lesson [lesn] õppetund
 good morning ['gud 'mɔ:niŋ] tere hommikut!
 children ['tʃildrən] lapsed
 copy-book ['kɔpi-buk] vihik
 table [teibl] laud
 chair [tʃæ] tool
 what [wɔt] mis
 rhyme [raim] riim, salmik
 you [ju:] te
 to you [tə 'ju:] teile
 we are glad to see you meil on heameel teid näha
 exercise ['eksəsaiz] harjutus

LESSON 2.

second [sekənd] teine
my [mai] minu
your [jɔ:] (sinu) teie (om.)
where [wɛə] kus
under [ʻʌndə] all
stand up [stænd ʻʌp] tõuse,
tõuske püsti
sit down [sit ʻdaun] istu, istuge

LESSON 3.

third [θɜ:d] kolmas
teacher [ʻti:tʃə] õpetaja
pupil [ʻpju:pl] õpilane
are [ɑ:] oleme, olete, nad on
too [tu:] ka
our [auə] meie (om.)
they [ðei] nad
schoolbag [ʻsku:l bæŋ] koolikott,
ranits
to open [tu ʻəʊpn] avama
to take [tə ʻteik] võtma
to read [tə ʻri:d] lugema
to sing [tə sing] laulma
song [sɔŋ] laul
do, re, mi [ʻdou, ʻrei, ʻmi:] do, re,
mi
keep in time [ʻki:p in ʻtaim]
hoida takti, pidada takti

LESSON 4.

fourth [fɔ:θ] neljas
boy [bɔi] poiss
girl [gɜ:l] tütarlaps
who [hu:] kes
he [hi:] ta (meess.)
she [ʃi:] ta (naiss.)
schoolboy [sku:l bɔi] koolipoiss
schoolgirl [ʻsku:l gɜ:l] koolitüdruk
schoolchildren [ʻsku:l tʃildrən]
koolilapsed

I [ai] ma
am [æm] olen
we [wi:] me

LESSON 5.

fifth [fi:fθ] viies
pioneer [paiə ʻniə] pioneer
an [ən] umbmäärane artikkel
English [ʻiŋglɪʃ] inglise
Estonian [es ʻtəʊniən] eesti
or [ɔ:] või, ehk
come here [ʻkʌm ʻhiə] tule, tulge
siia
give me [ʻgiv mi:] anna, andke
mulle
here is [ʻhiər iz] siin on
here are [ʻhiər ɑ:] siin on (mit-
mus
thank you [ʻθæŋk ju:] tänan teid
dictation [dik ʻteiʃən] etteütlus,
diktaat

LESSON 6.

sixth [siksθ] kuues
there is [ðɛər iz, ðɛəz], there are
[ðɛər ɑ:] on (olemas)
much [mʌtʃ] palju (kogus)
many [ʻmeni] palju, paljud (arv)
ink [iŋk] tint
inkstand [ʻiŋkstænd] tindipott
Russian [ʻrʌʃən] vene

LESSON 7.

seventh [sevənθ] seitsmes
blackboard [ʻblækbɔ:d] klassitah-
vel
how many [ʻhau ʻmeni] kui palju
only [ʻəʊnli] ainult

LESSON 8.

eighth [eɪtə] kaheksas
Red October Day ['red ɔk'toubə
'deɪ] Oktoobri revolutsiooni
päha
day [deɪ] päev
to-day [tə-'deɪ] täna
slogan ['slɒɡən] loosung
Long live ['lɒŋ 'lɪv] elagu
Red Army ['red 'ɑːmi] Puna-
armee
comrade ['kɒmɪd] seltsimees

LESSON 9.

ninth [naɪnə] üheksas
colour ['kʌlə] värv
thing [θɪŋ] asi
brown [braʊn] pruun
chalk [tʃɔːk] kriit
white [waɪt] valge
blue [bluː] sinine
yellow ['jeləʊ] kollane
to write [raɪt] kirjutama

LESSON 10.

tenth [tenə] kümnes
friend [frend] sõber, sõbratar
name [neɪm] nimi
to have [hæv] evima, omama
his [hɪz] tema (om.)
the other [ði 'ʌðə] teine
tie [taɪ] (kaela)side
her [həː] tema (om. naiss.)
picture ['pɪktʃə] pilt

LESSON 11.

eleventh [ɪ'levnə] üheteistkümnes
family ['fæmɪli] perekond
father ['fɑːðə] isa

doctor ['dɒktə] doktor
mother ['mʌðə] ema
sister ['sɪstə] õde
brother ['brʌðə] vend
little [lɪtl] väike
uncle [ʌŋkl] onu
officer ['ɒfɪsə] ohvitser
riddle [rɪdl] mõistatus
worker ['wɜːkə] tööline
then [ðen] siis

LESSON 12.

twelfth [twelfθ] kaheteistkümnes
room [ru:m] tuba
nice [naɪs] kena
window ['wɪndəʊ] aken
door [dɔː] uks
open [əʊpən] avatud
shut [ʃʌt] suletud
bookcase ['bukkeɪs] raamatukapp
their [ðeə] nende
lamp [læmp] lamp
pussy ['pʊsi] kiisu; (Pussy — kassi
nimi)
floor [flɔː] põrand
run [rʌn] (jooksma) jookse
cats see you ['kæts 'siː juː] kassid
näevad teid
birds [bɜːdz] linnud
legs [legz] jalad, sääred
but [bʌt] aga
animal ['æniməl] loom
review [ri'vjuː] ülevaade, kordamine

LESSON 13.

thirteenth ['θɜː'tiːnə] kolmeteist-
kümnes

LESSON 14.

fourteenth ['fɔ:'ti:nə] neljateist-
kümnes
at the lesson tunnis
to learn [lɜ:n] õppima
at [æt] juures
to go [gou] minema
to [tu:, tu, tə] juurde
where [wɛə] kuhu, kus
now [nau] nüüd
to do [tə 'du:] tegema

LESSON 15.

fifteenth ['fif'ti:nə] viieteistküm-
nes
at home [ət 'houm] kodus
hand [hænd] käsi
to play [plei] mängima
chess [tʃes] male
with [wið] -ga
here [hiə] siin
to sleep [sli:p] magama
dialogue ['daɪələg] kahekõne
country ['kʌntri] maa
please [pli:z] palun, ol(g)e hea
house [haus] maja
come to our house tul(g)e meile

LESSON 16.

sixteenth ['siks'ti:nə] kuueteistküm-
nes
to look at [luk] vaatama (peale)
to dress [dres] riietuma
to wash [wɔʃ] pesema
breakfast ['brekfəst] hommikueine
at breakfast [ət 'brekfəst] eines-
tamas
to eat [i:t] sööma
bread-and-butter ['bredn'bʌtə] või-
leib

egg [eg] muna
to drink [driŋk] jooma
tea [ti:] tee
to school [tə 'sku:l] kooli
school [sku:l] kool
which [witʃ] milline

LESSON 17.

seventeenth ['sevn'ti:nə] seitsme-
teistkümnes
getting up ['getɪŋ 'ʌp] ülestõus-
mine
to get up ['get 'ʌp] üles tõusma
to put on ['put 'ɔn] (pähe, kaela,
selga, kätte, jalga) panema
shirt [ʃɜ:t] särk
face [feis] nägu
ready ['redi] valmis
but [bʌt] aga
shoe [ʃu:] king
brick [brik] telliskivi

LESSON 18.

eighteenth 'ei'ti:nə] kaheksateist-
kümnes
winter ['wintə] talv
cold [kould] külm
it is very cold ['veri 'kould] on
väga külm
very ['veri] väga
ground [graund] maapind
snow [snou] lumi
to skate [skeit] uisutama
ice [ais] jää
all [ɔ:l] kõik
to help [help] aitama
to ski [ʃi:] suusatama
to run [rʌn] jooksuma
skis [ʃi:z] suusad
silver ['silvə] hõbedane, hõbe

warm [wɔ:m] soe
I am warm — mul on soe
I can [kæn] ma võin, suudan,
oskan
I am as warm as warm can be
mul on nii soe nagu üldse olla
võib
to try [traɪ] proovima
try [traɪ] proovi
to catch [kætʃ] püüdma

LESSON 19.

nineteenth [ˈnaɪnˈti:nt̩] üheksa-
teistkümnes
counting [ˈkauntɪŋ] arvutus,
loendus
how much [ˈhau ˈmʌtʃ] kui palju
plus [plʌs] plus
twenty [ˈtwenti] kakskümmend
from [frəm] -lt, -st
minus [ˈmaɪnəs] miinus
to count [kaunt] loendada
from ... to -st... kuni
thirty [ˈθɜ:ti] kolmkümmend
I must [mʌst] ma pean
to shut [ʃʌt] sulgema
shut — sule!
to pick up [ˈpɪk ˈʌp] üles kor-
jama
pick up — võta üles
stick [stɪk] kepp

LESSON 20.

twentieth [ˈtwenti:θ] kahekümnes
clock [klɒk] tunnikell
time [taɪm] aeg
what time is it? [ˈwɒt ˈtaɪm ɪz
it?] mis kell on?
it is nine o'clock [ˈnaɪn əˈklɒk]
kell on üheksa
quarter [ˈkwɔ:tə] veerand

it is a quarter past nine [pa:st]
kell on veerand kümme
half [haɪf] pool
it is a quarter to ten kell on
kolmveerand kümme
minute [ˈmɪnɪt] minut
at nine o'clock kell üheksa
at school koolis
home koju
night [naɪt] öö; at night öösel
says [ses] ütleb
what you have to do mis teil (sul)
on tarvis teha
do quick tee (tehke) ruttu
tell me [ˈtel mi:] ütelge (ütle)
mulle
good [gʊd] hea
right [raɪt] õige

LESSON 21.

to go to bed magama minema

LESSON 22.

when [wen] kui
day-time [ˈdeɪ-taɪm] päeva-aeg
poem [ˈpəʊɪm] luuletus
by [baɪ] abil, juures
candle-light [ˈkændl-laɪt] küünla-
valgus
summer [sʌmə] suvi
quite [kwaɪt] täiesti, hoopis
the other way [ði ˈʌðə ˈweɪ] tei-
siti
I have to go to bed mul tuleb
minna magama
by day päeva ajal, päeval

LESSON 23.

work [wɜ:k] töö
to work töötama

play [plei] mäng
 to play mängima
 to live [liv] elama
 England [iŋglənd] Inglismaa
 Soviet Union ['səviət 'ju:niən]
 Nõukogude Liit
 to speak [spi:k] kõnelema
 after ['ɑ:ftə] pärast
 from [frəm] -st
 in the afternoon õhtupoolikul
 all [ɔ:l] kõik
 in the evening ['i:vnɪŋ] õhtul
 volley-ball ['vɒli-'bɔ:l] käsipall
 school is over ['sku:l iz 'ouvə]
 kool on möödas, koolitöö on lõppenud
 what fun ['wɒt 'fʌn] milline nali,
 kui lõbus
 lessons finished ['lesnz 'fi:niʃt]
 tunnid on lõppenud
 play begun ['plei bi'gʌn] mäng
 on alanud

LESSON 24.

toy [tɔi] mänguasi
 horse [hɔ:s] hobune
 tank [tæŋk] tank
 plane [plein] lennuk
 soldier [souldʒə] sõdur
 to play at soldiers sõdureid mängima
 gun [gʌn] püss
 wind [wind] tuul
 to blow [blou] puhuma
 mill [mil] veski
 to drop [drɒp] langema, vaibuma
 to stop [stɒp] peatuma

LESSON 25.

to break [breik] murd(u)ma, purunema

chick, chicken [tʃik, 'tʃikin]
 kanapoeg
 to hop out ['hɒp 'aʊt] välja hüppama
 round [raʊnd] ümmargune
 says [sez] ütleb
 here I am ['hiə ai 'æm] siin ma olen
 olengi!

LESSON 26.

watch [wɒtʃ] uur
 to ask [ɑ:sk] küsima
 by your watch teie uuri järgi
 a little later [ə litl 'leitə] natuke hiljem
 to like [laik] harrastama
 silly ['sili] rumal(ake)
 I must [mʌst] ma pean
 to go out väljuma
 rule [ru:l] reegel
 mind the clock ['maɪnd ðə 'klɒk]
 jälgi kella!
 keep the rule ['ki:p ðə 'ru:l]
 järgi reeglit!
 to try [traɪ] püüdma, proovima
 in time [in taim] õigel ajal
 now's = now is
 merry [meri] rõõmus
 no more ['nou 'mɔ:] mitte enam
 for to-day tänaseks

LESSON 27.

Dan is late Dan on hiljaks jäänud
 late [leit] hiline
 it is late on hilja
 all right [ɔ:l 'raɪt] hea küll
 dirty ['dɔ:ti] määrdunud, räpane, must

to laugh [laɪf] naerma
to say [sei] ütleva
be tidy [ˈtaɪdi] ole korralik, puhas
as well as you can nii hästi nagu
sa võid, nii hästi nagu te suu-
date
like [laɪk] nagu

LESSON 28.

soup [su:p] supp
dinner [ˈdɪnə] lõunasöök
to want [wɒnt] vajama, soovima
to lay down [ˈleɪ ˈdaʊn] ära pa-
nema, down — maha, alla
the same [ðə ˈseɪm] seesama
proverb [ˈprɒvəb] vanasõna
hunger [ˈhʌŋgə] nälg
the best [best] parim
sauce [sɔ:s] kaste, soust
cottage [ˈkɒtɪdʒ] majake (maal)
cherries [ˈtʃerɪz] kirsid

LESSON 29.

spring [sprɪŋ] kevade
it is warm [wɔ:m] on soe
sky [skai] taevas
sun [sʌn] päike
to shine [ˈʃaɪn] paistma
bird [bɜ:d] lind
to sing [sɪŋ] laulma
flower [ˈflaʊə] lill
to bloom [blu:m] õits(e)ma, õil-
mitsema
rain [reɪn] vihm, vihmasadu
the rains are few [ðə ˈreɪnz ɑ:
ˈfju:] vihma(sadusid) on vähe
to fall [fɔ:l] langema, sadama,
kukkuma

LESSON 30.

thirtieth [ˈθɜ:tiθ] kolmekümnes
to make [meɪk] tegema, sundima,
valmistama
to grow [ɡrəʊ] kasvama
to make grow kasvama panema
grass [ɡrɑ:s] rohi
leaves [ˈli:vz] lehed
us [ʌs] meid, meile
water [wɔ:tə] vesi
away [əˈweɪ] eemale, ära
go away min(g)e ära
again [əˈgeɪn] jälle
another [əˈnʌðə] teine

LESSON 31.

it is raining [ˈreɪnɪŋ] vihma sajab
to plant [plɑ:nt] istutama
till [tɪl] kuni (aeg)
to go in sisse minema
so [sou] nii
don't [daʊnt] = do not
let [let] käskkõne 1. ja 3. pöörde
abisõna: laş
let me go, let us go, let him (her)
go
to have dinner lõunastama
to bring [brɪŋ] (kaasa) tooma
dinner things [ˈdɪnə ɔɪŋz] lõuna-
sööginõud
some [sʌm] mõned
gay [geɪ] lõbus, lustiline
summer [ˈsʌmə] suvi
fine [faɪn] selge, ilus

LESSON 32.

May [meɪ] mai
merry [ˈmeri] rõõmus, lustiline
month [mʌnθ] kuu (kalendri)
far away [ˈfaɪr əˈweɪ] kaugel
eemal

welcome ['welkəm] tere tule-
mast!

violet ['vaiəlit] kannike

to dance [dɑ:ns] tantsima

LESSON 33.

May Day — 1. mai

demonstration [demən'streiʃən]

meeleavaldus-rongikäik

people [pi:pl] inimesed

to carry ['kæri] kandma

banner ['bænə] lipp, loosungi-
lipp

band [bænd] puhkpillide orkes-
ter

in front [in 'frʌnt] ees

tribune ['tribju:n] tribüün

to cry [krai] hüüdma

hurrah [hu'ra:] hurraa

great [greit] suur

leader ['li:də] juht

TÄHESTIKULINE SÕNASTIK.

A.

a [ə], an [ən] umbmäärane artikkel
 after [ɑftə] pärast, järel
 afternoon [ˈɑftəˈnu:n] õhtupoolik
 again [əˈgeɪn] jälle
 all [ɔ:l] kõik
 always [ˈɔ:lwəz] alati
 I am [aɪ ˈæm] ma olen
 American [əˈmerɪkən] ameerika
 and [ænd] ja
 animal [ˈæniməl] loom
 another [əˈnʌðə] teine, veel üks
 are [ɑ:] on (mitmus)
 army [ˈɑ:mi] armee
 as ... as [æz] niisama... kui
 ask [ɑ:sk] küsima
 at [æt] juures
 away [əˈwei] eemale

B.

bag [bæg] kott
 ball [bɔ:l] pall
 band [bænd] puhkpillide orkester
 banner [ˈbænə] lipp, loosunglipp
 be [bi:] olema
 bed [bed] voodi
 begin [biˈgɪn] algama
 best [best] parim
 big [bɪg] suur
 bird [bɜ:d] lind
 black [blæk] must

blackboard [ˈblækbɔ:d] klassitahvel
 bloom [blu:m] õits(e)ma, õilmitsema
 blow [blou] puhuma
 blue [blu:] sinine
 book [buk] raamat
 bookcase [ˈbukkeɪs] raamatukapp
 box [bɒks] karp, kast
 boy [bɔɪ] poiss
 bread [bred] leib
 break [breɪk] murd(u)ma, purunema
 breakfast [ˈbrekfəst] hommiku-eine
 brick [brɪk] telliskivi
 bring [brɪŋ] (kaasa) tooma
 brother [ˈbrʌðə] vend
 brown [braʊn] pruun
 bus [bʌs] omnibus
 but [bʌt] aga
 butter [ˈbʌtə] või
 by [baɪ] juures, abil

C.

cake [keɪk] keeks, kook, tort
 I can [kæn] ma võin, suudan
 candle-light [ˈkændl-laɪt] küünlatali, küünlavalgus
 carry [ˈkæri] kandma
 cat [kæt] kass
 catch [kætʃ] püüdma
 chair [tʃeə] tool
 chalk [tʃɔ:lk] kriit

cherry [ˈtʃeri] kirss
chess [tʃes] male
chick, chicken [tʃik, ˈtʃikin]
kanapoeg
children [ˈtʃildrən] lapsed
classroom [ˈklɑːsrʊm] klassituba
clock [klɒk] tunnikell
cold [kəʊld] külm
colour [kʌlə] värv
come [kʌm] tulema, tule, tulge
comrade [kəmrid] seltsimees
copy-book [kɒpi-bʊk] vihik
cottage [ˈkɒtɪdʒ] majake maal,
suvila
count [kaunt] loendama
counting [ˈkauntiŋ] arvutus,
loendus
cry [krai] hüüdma
cup [kʌp] tass
country [ˈkʌntri] maa

D.

dance [daɪns] tantsima
day [dei] päev
to-day [tə-ˈdei] täna
demonstration [demənˈstreɪʃən]
meeleavaldus-rongikäik
desk [desk] koolipink, pult
dialogue [ˈdaɪəlɒɡ] kahekõne
dictation [dɪkˈteɪʃən] etteütlus,
diktaat
dinner [dɪnə] lõunasöök
dirty [ˈdɜːti] määrdunud, must,
räpane
do [duː] tegema
do [dou] do (muus.)
doctor [ˈdɒktə] doktor
dog [dɒɡ] koer
door [dɔː] uks
down [daʊn] alla, maha

to dress [dres] riietuma
drink, [drɪŋk] jooma
drop [drɒp] langema, vaibuma

E.

eat [iːt] sööma
egg [eg] muna
eight [eɪt] kaheksa
eighteen [ˈeɪˈtiːn] kaheksateist-
kümmend
eighteenth [ˈeɪˈtiːnθ] kaheksa-
teistkümmes
eighth [eɪθ] kaheksas
eleven [ɪˈlevn] üksteistkümmend
eleventh [ɪˈlevnθ] üheteistkümm-
nes
England [ˈɪŋɡlənd] Inglismaa
English [ˈɪŋɡlɪʃ] inglise, inglise
keel
evening [ˈiːvniŋ] õhtu
exercise [ˈeksəsaɪz] harjutus
Estonian [esˈtəʊniən] eesti-

F.

face [feɪs] nägu
fall [fɔːl] langema
family [ˈfæmɪli] perekond
far [fɑː] kaugel
father [ˈfɑːðə] isa
few [fjuː] vähesed
fifteen [ˈfɪfˈtiːn] viieteistkümmend
fifteenth [ˈfɪfˈtiːnθ] viieteistkümm-
nes
fifth [fɪfθ] viies
fine [faɪn] ilus, selge
finish [ˈfɪniʃ] lõpetama
first [fɜːst] esimene
five [faɪv] viis
flag [flæg] lipp
floor [flɔː] põrand

flower [flauə] lill
for [fɔ:] jaoks
four [fɔ:] neli
fourteen ['fɔ:'ti:n] neliteistkümmend
fourteenth ['fɔ:'ti:nə] neljateistkümmes
fourth [fɔ:θ] neljas
friend [frend] sõber, sõbratar
from [frɒm] -lt, -st
front [frʌnt] esikülg
in front [in 'frʌnt] ees
fun [fʌn] nali, lõbu

G.

game [geim] mäng
garden [gɑ:dn] aed
gay [gei] lõbus, lustiline
get up [get 'ʌp] üles tõusma
girl [gɜ:l] tütarlaps
give [giv] andma
glad [glæd] rõõmus
go [gou] minema
to go to bed magama heitma
good [gud] hea
good morning ['gud 'mɔ:niŋ] tere hommikut
grass [grɑ:s] rohi
great [greit] suur
green [gri:n] roheline
ground [graund] maapind
grow [grou] kasvama
gun [gʌn] püss

H.

half [hɑ:f] pool
hand [hænd] käsi
have [hæv] evima, omama
I have to ma pean
he [hi:] ta (meess.)
help [help] aitama

hen [hen] kana
her [hɜ:] tema, teda (om. naiss.)
here [hiə] siin, siia
him [him] teda (meess.)
his [hiz] tema (om. meess.)
home [houm] kodu, koju
at home kodus
hop out ['hɒp 'aʊt] välja hüpata
horse [hɔ:s] hobune
house [haus] maja
how [hau] kuidas
how many ['hau'meni] kui palju(d)
how much ['hau'mʌtʃ] kui palju
hunger ['hʌŋgə] nälg
hurrah [hu'ra:] hurraa

I.

I [ai] ma
ice [ais] jää
in [in] sees
ink [iŋk] tint
inkstand ['iŋkstænd] tindipott
it [it] see, ta (asisoost)

K.

keep [ki:p] hoidma, pidama
kite [kait] tuulelohe (mänguasi)

L.

lamp [læmp] lamp
late [leit] hilja, hiline
later ['leitə] hiljem
laugh [lɑ:f] naerma
lay [lei] asetama, panema
leader ['li:də] juht
learn [lɜ:n] õppima
leaves [li:vz] lehed
leg [leg] jalg, sääär, koib
lesson [lesn] õppetund

let [let] laskma (käskkõne 1. ja
3. pöörde abisõna)
like [laik] meeldima, harrastama;
nagu
little [litl] väike
live [liv] elama
long [lɔŋ] kaua
long live ['lɔŋ 'liv] elagu
look [luk] vaatama

M.

make [meik] sundima, valmistama, tegema
many ['meni] palju(d)
map [mæp] maakaart
May [mei] mai
me [mi:] mind, mulle
merry ['meri] lõbus, lustlik
mi [mi:] mi (helitõon)
mill [mil] veski
mind [maɪnd] jälgima, hoolitsema, järele vaatama
minus ['mainəs] miinus
minute ['minit] minut
month [mʌnθ] kuu (kalendri-)
more [mɔ:] rohkem, enam
morning [mɔ:niŋ] hommik
Moscow ['mɔskou] Moskva
mother ['mʌðə] ema
much [mʌtʃ] palju (kogus)
I must [mʌst] ma pean
my [mai] minu

N.

name [neim] nimi
nest [nest] pesa
nice [nais] kena, meeldiv, ilus
night [nait] öö
at night öösel

nine [nain] üheksa
nineteen ['nain'ti:n] üheksateist-
kümme
nineteenth ['nain'ti:nə] üheksateistkümnes
ninth [nainθ] üheksas
no [nou] ei
not [nɔt] ei, mitte
now [nau] nüüd

O.

October [ɔk'toubə] oktoober
of [ɔv, əv] genitiivi eessõna
officer ['ɔfisə] ohvitser
on [ɔn] peal
one [wʌn] üks
only ['ounli] ainult
open [oupn] avatud
or [ɔ:] või, ehk
other ['ʌðə] teine
the other way [ði'ʌðə'wei] teisiti
our [auə] meie (om.)
out [aut] välja

P.

past [pʌst] pärast, möödunud, minevik
pen [pen] sulg (koos sullepeaga)
pencil [pensl] pliiats
pencil-box ['pensl-bɔks] penaal
people [pi:pl] inimesed
to pick up [pik 'ʌp] üles korjama
picture [piktʃə] pilt
pig [pig] siga
pin [pin] nõõpnõel
pine [pain] männ
pioneer [paɪə'niə] pioneer
plane [pleɪn] lennuk

to plant [plɑ:nt] istutama
plate [pleit] taldrik
play [plei] mängima, mäng
please [pli:z] palun, ol(g)e hea
plus [plʌs] plus
proverb ['prɒvəb] vanasõna
pupil [pju:pl] õpilane
pussy ['pʊsi] kiisu
put [put] panema
to put on [put 'ɒn] selga (jne.)
panema
to put down ära panema, maha
panema, kirja panema

Q.

quarter [kwɔ:tə] veerand
quick [kwɪk] kiire, kärmas
quite [kwaɪt] täiesti, hoopis

R.

rain [rein] vihm
rat [ræt] rott
re [rei] re (helitoon)
read [ri:d] lugema
ready [redi] valmis
red [red] punane
review [ri:vju:] ülevaade, tagasi-
vaade
rhyme [raim] riim, salmik
riddle [ridl] mõistatus
right [rait] õige
all right! [ɔ:l 'rait] hea küll
room [ru:m] tuba
rose [rouz] roos
round [raund] ümmargune
rule [ru:l] reegel
run [rʌn] jooksmata
Russian [rʌʃən] vene, vene keel

S.

the same [seɪm] seesama
sauce [sɔ:s] kaste, soust
to say [sei] ütleva

school [sku:l] kool
at school koolis
to school 'kooli
schoolbag ['sku:l bæɡ] ranits
schoolboy ['sku:l bɔɪ] koolipoiss
schoolchildren ['sku:l tʃɪldrən]
koolilapsed
schoolgirl ['sku:l gɜ:l] koolitüdruk
second ['sekənd] teine
see [si:] nägema
send [send] saatma
seven [sevn] seitse
seventeen ['sevn'ti:n] seitseteist-
kümme
seventeenth ['sevn'ti:nə] seitsme-
teistkümme
seventh [sevnə] seitsmes
she [ʃi:] ta (naiss.)
shine [ʃaɪn] paistma
shirt [ʃɜ:t] särk
shoe [ʃu:] king
shut [ʃʌt] sulgema; suletud
silly ['sɪli] rumal
silver ['sɪlvə] hõbedane, hõbe
sing [sɪŋ] laulma
sister ['sɪstə] õde
sit [sit] istuma
six [sɪks] kuus
sixteen ['sɪks'ti:n] kuusteistküm-
me
sixteenth ['sɪks'ti:nə] kuuteist-
kümme
sixth [sɪksə] kuues
skate [skeɪt] uisutama
ski [ʃi:] suusatama
skis [ʃi:z] suusad
sky [skai] taevas
sleep [sli:p] magama
slip [slɪp] pistma, libistama
slogan ['slɒgən] loosung
snow [snəu] lumi

so [sou] nii
sofa ['soufə] sohva
soldier ['souldʒə] sõdur
some [sʌm] mõned, mõni
song [sɔŋ] laul
soup [su:p] supp
Soviet Union ['səviət 'ju:njən]
Nõukogude Liit
speak [spi:k] kõnelema
spoon [spu:n] lusikas
spring [sprɪŋ] kevade
stand [stænd] seisma
to stand up püsti tõusma
stick [stɪk] kepp
stop [stɒp] peatama
stove [stouv] ahi
street [stri:t] tänav
summer ['sʌmə] suvi
sun [sʌn] päike

T.

table [teɪbl] laud
take [teɪk] võtma
tank [tæŋk] tank
tea [ti:] tee
teacher ['ti:tʃə] õpetaja
tell [tel] ütlema, jutustama
ten [ten] kümme
tenth [tenθ] kümnes
thank [θæŋk] tänama
thank you ['θæŋk ju:] tänan
(teid)!
the [ði:, ði, ðə] määrav artikkel
their [ðeə] nende
then [ðen] siis
there is, there are [ðeər iz, ðeər
ɑ:] on, on olemas
they [ðei] nad
thing [θɪŋ] asi
third [θɜ:d] kolmas

thirteen ['θɜ:tɪn] kolmeteistküm-
mend
thirteenth ['θɜ:tɪnθ] kolmeteist-
kümnes
thirtieth ['θɜ:tiə] kolmekümnes
thirty ['θɜ:ti] kolmkümmend
this [ðɪs] see
three [θri:] kolm
tidy ['taɪdi] korralik, puhas
tie [tai] (kaela)side
till [tɪl] kuni
time [taɪm] aeg
to [tu:, tu, tə] juurde
too [tu:] ka
toy [tɔi] mänguasi
tree [tri:] puu
tribune ['tribju:n] tribüün
try [traɪ] proovima, püüdma, kat-
suma

twelfth [twelfθ] kahesteistkümnes
twelve [twelv] kaksteistkümmend
twentieth ['twentiə] kahekümnes
twenty ['twenti] kakskümmend
two [tu:] kaks

U.

uncle [ʌŋkl] onu
under [ʻʌndə] all
us [ʌs] meid, meile

V.

very ['veri] väga
violet ['vaiələɪt] kannike
volley-ball ['vɒli-'bɔ:l] käsipall

W.

wall [wɔ:l] sein
want [wɒnt] vajama, soovima,
tahtma

warm [wɔ:m] soe
wash [wɔ:ʃ] pesema
watch [wɔ:tʃ] uur
water ['wɔ:tə] vesi
we [wi:] me
welcome ['welkəm] tere tulemast!
well [wel] hästi
what [wɔt] mis
when [wen] kui (aeg), millal?
where [wɛə] kus, kuhu
which [witʃ] milline
white [wait] valge
who [hu:] kes

wind [wind] tuul
window ['windou] aken
winter ['wintə] talv
with [wið] -ga
work [wɔ:k] töö, töötama
worker [wɔ:kə] tööline
write [rait] kirjutama

Y.

yellow ['jelou] kollane
yes [jes] jah
you [ju:] teie (sina)
your [jɔ:] teie (om.)

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