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M. KREUTZBERG

ENGLISE

KEELE

OPPE

RAAMAT

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KIRJASTUS "KOOL"

M. KREUTZBERG

INGLISE KEELE ÕPPER.AAMAT

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Neljas trükk



KIRJASTUS „KOOL“, TARTU
1938

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1. ONE; FIRST LESSON.

wʌn; fɜːst lesn.

Good morning!

gud 'mɔːnɪŋ!

I have a book. You have a book.

'ai hæv ə 'buk. 'juː hæv ə 'buk.

I have a pen. You have a pen.

'ai hæv ə 'pen. 'juː hæv ə 'pen.

I have a pencil. Have you a pencil?

'ai hæv ə 'pensl. hæv 'juː ə 'pensl?

Yes, I have a pencil.

'jes, 'ai hæv ə 'pensl.

Have you a pen? Yes, I have.

hæv juː ə 'pen? 'jes, ai 'hæv.

What have I? You have a pen and a pencil.

'wɒt hæv 'ai? juː hæv ə 'pen ænd ə 'pensl.

What have you? I have a book and a pen.

'wɒt hæv 'juː? ai hæv ə 'buk ænd ə 'pen.

Good-bye!

'gud'bai!

one [wʌn] — üks
first [fɜːst] — esimene
lesson [lesn] — õppetund,
ülesanne
good morning [ɡʊd'mɔːniŋ] —
tere hommikust!
I [ai] — mina
have [hæv] — omama
a [ə] — (umbmäärane artik-
kel)
book [buk] — raamat

you [juː] — teie, sina
pen [pen] — sulg
pencil [pensl] — pliiats
yes [jes] — jah!
what [wɒt] — mis?
and [ænd] — ja
good-bye [ˈɡʊd'baɪ] — juma-
laga!
question [ˈkwɛstʃən] — küsi-
mus
exercise [ˈeksəsaɪz] — harjutus

Questions: 1. What have you? 2. What have I?
3. Have you a book? 4. Have you a pen and a pencil?

Exercise. 1. I — a book. 2. You — a pen. 3. I have
— pen and — pencil. 4. — you a pen? 5. —, I have
a pen. 6. What — you? 7. — have I?

2. TWO; SECOND LESSON.

tu; seknd lesn.

I have a knife.

ai hæv ə 'naɪf.

What have you? I have a book.

'wɒt hæv 'juː? ai hæv ə 'buk.

Have you a new book? Yes, I have.

'hæv juː ə 'njuː 'buk? 'jes, ai 'hæv.

What has Tom? Tom has a knife.

'wɒt hæz 'tɒm? 'tɒm hæz ə 'naɪf.

Has Tom a new knife? Yes, he has.

Hæz 'tɒm ə 'njuː 'naɪf? 'jes, hiː 'hæz.

What has Lily? **She has a copy-book.** Has she

'wət hæz 'lili? ʃi hæz ə 'kɒpi-buk. hæz ʃi

a new copy-book? **No, she has not.** She has **an**

ə 'nju: 'kɒpi-buk? 'nou, ʃi hæz 'nɒt. ʃi hæz ən

old copy-book.

'ould 'kɒpi-buk.

two [tu:] — kaks

second [seknd] — teine

knife [naif] — nuga

new [nju:] — uus

has [hæz] — omab, tal on

he [hi:] — tema (meessugu)

she [ʃi:] — tema (naissugu)

copy-book ['kɒpi-buk] — vihik

no [nou] — ei!

not [nɒt] — ei, mitte

an [ən] — (umbmäärane ar-
tikel)

old [ould] — vana

grammar ['græmə] — gram-
matika

pronounce [prə'nauns] — hääl-
dage!

Questions: 1. What have you? 2. What have I?
3. What has Tom? 4. What has Lily? 5. Has Tom an
old knife? 6. Has Lily a new copy-book? 7. Have you
a good pen?

Grammar: a pen, a book, a pencil;
an old knife, an old pen.

I have a book.

You have a pen.

He has a knife.

She has a pencil.

Exercise. 1. Tom — a new knife. 2. I — a book and
a pencil. 3. Lily — a pen. 4. — I a knife? 5. — Lily
a book? 6. — Tom a pencil? 7. — Lily — new book?
8. — Tom — old knife?

Pronounce: pen, pencil, book, copy-book.

3. THREE; THIRD LESSON.

əri; əə:d lesn.

My name is Peter.

mai 'neim iz 'pi:tə.

Your name is Tom.

'jɔ: 'neim iz 'tɒm.

What is your name? My name is Lily.

'wɒt iz jɔ: 'neim? mai 'neim iz 'lili.

Tom is a boy. Lily is a girl.

'tɒm iz ə 'bɔi. 'lili iz ə 'gɜ:l.

What has Tom? He has a good pen.

'wɒt hæz 'tɒm? hi: hæz ə 'gud 'pen.

What has Lily? She has a new book.

'wɒt hæz 'lili? ʃi: hæz ə 'nju: 'buk.

three [əri:] — kolm

third [əə:d] — kolmas

my [mai] — minu

name [neim] — nimi

is [iz] — on

your [jɔ:] — teie, sinu

boy [bɔi] — poiss

girl [gɜ:l] — tütarlaps

good [gud] — hea

Questions: 1. What is your name? 2. Is my name Lily? 3. What is Tom? 4. What is Lily? 5. Is Tom a girl? 6. Is Lily a boy?

Exercise 1. 1. My — is Lily. 2. Your — is Tom. 3. Lily is a —. 4. Tom is a —. 5. — is — girl.

Exercise 2. 1. I — a knife. 2. Lily — a pen. 3. Tom — a book. 4. — she a pencil? 5. — he a copy-book? 6. — I a knife?

Pronounce: first, third, my, I, you, your.

4. FOUR; FOURTH LESSON.

fɔː; fɔːə lesn.

Are you a man, Tom?

ɑː juː ə 'mæn, 'tɒm?

No, I am not, I am a boy.

'nɒu, ai æm 'nɒt, ai æm ə 'bɔi.

My father is a man.

mai 'fɑːðər iz ə 'mæn.

Are you a woman, Lily?

ɑː juː ə 'wʊmən, 'lɪli?

No, I am not, I am a girl.

'nɒu, ai æm 'nɒt, ai æm ə 'gɜːl.

My mother is a woman.

mai 'mʌðər iz ə 'wʊmən.

I am a child.

ai æm ə 'tʃaɪld.

My father has a dog.

mai fɑːðə hæz ə 'dɒg.

Have you a dog? Yes, I have a dog.

'hæv juː ə 'dɒg? 'jes, ai 'hæv ə 'dɒg.

four [fɔː] — neli
fourth [fɔːə] — neljas
are [ɑː] — olete, oled
man [mæn] — mees
am [æm] — olen

father ['fɑːðə] — isa
woman ['wʊmən] — naine
mother ['mʌðə] — ema
child [tʃaɪld] — laps
dog [dɒg] — koer

Questions: 1. Are you a boy? 2. Is Lily a girl? 3. Am I a man? 4. Is Tom a man? 5. Is Lily a woman? 6. Are you a child? 7. Has your father a dog? 8. Has Tom a dog?

Exercise. 1. My father is a — . 2. My mother is a — .
3. Lily is a — . 4. Tom is a — . 5. I am — child. 6. You
— a girl. 7. He — a boy. 8. She — a girl.

Grammar: I am a boy.
 You are a girl.
 He is a man.
 She is a woman.

Pronounce: first, father, four, fourth, knife.

5. FIVE; FIFTH LESSON.

faiv; fiʃə lesn.

Tom has a **little** dog. It is **his** dog.

'tɒm hæz ə 'lɪtl 'dɒg. it iz 'hɪz 'dɒg.

Has Lily a dog? No, she has not. She has a **cat**.

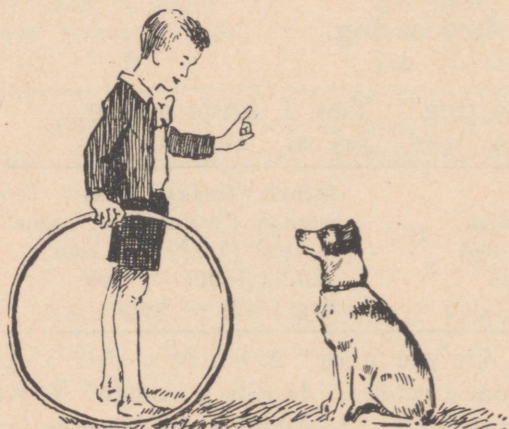
hæz 'lɪli ə dɒg? 'nɒ, ʃiː hæz 'nɒt. ʃiː hæz ə 'kæt.

Is it a **big** cat? No, it is not, it is a **little** cat.

iz it ə 'bɪg 'kæt? 'nɒ, it iz 'nɒt, it iz ə 'lɪtl 'kæt.

Is **this** **her** cat? Yes, this is her cat.

iz 'ðɪs hæː 'kæt? 'jes, 'ðɪs iz hæː 'kæt.



Tom and his dog.



Lily and her cat.

five [faiv] — viis	cat [kæt] — kass
fifth [fifθ] — viies	big [big] — suur
little [litl] — väike	this [ðis] — see
it [it] — tema, see	her [hə:] — tema (naissoost)
his [hiz] — tema (meessoost)	omastav asesõna)
omastav asesõna)	or [ɔ:] — ehk, või

Questions: 1. Has Tom a big dog? 2. Is this his dog? 3. Has Lily a dog? 4. What has Lily? 5. Has she a big cat? 6. Has your mother a cat? 7. Has your father a dog?

Exercise 1. 1. This — a big dog. 2. This is — — cat. 3. Lily — a cat. 4. Tom — a dog. 5. — your father a dog? 6. — your mother a cat? 7. — have you? 8. — have I?

Exercise 2. has or have?

1. What — Tom? 2. — he a big dog? 3. — you a cat? 4. — your mother a cat? 5. — I a new knife? 6. — you a good pen? 7. She — an old copy-book. 8. What — your father?

Pronounce: it, is, little, his, big, this, cat, have.

6. SIX; SIXTH LESSON.

siks; sikse lesn.

I take my book. I open my book.

ai 'teik mai 'buk. ai 'oupn mai 'buk.

My book is open. I read.

mai 'buk iz 'oupn. ai 'ri:d.

I shut my book. My book is shut.

ai 'ʃʌt mai 'buk. mai 'buk iz 'ʃʌt.

I put my book on the table.

ai 'put mai 'buk on ðə 'teibl.

My book is on the table.

mai 'buk iz ən ðə 'teibl.

Stand up!

'stænd 'ʌp!

Open your book! Read!

'oupn jə: 'buk! 'ri:d!

Shut your book!

'ʃʌt jə: buk!

Put your book on the table!

'put jə: 'buk ən ðə 'teibl!

Sit down!

'sit 'daun!

six [siks] — kuus

sixth [siksθ] — kuues

take [teik] — võtma

open [oupn] — avama

open — avatud, lahti

read [ri:d] — lugema

shut [ʃʌt] — sulgema

shut — suletud, kinni

put [put] — panema

on [ən] — peal, peale

the [ðə, ði] — (määraline artikkel)

table [teibl] — laud

stand [stænd] — seisma

up [ʌp] — üles, püsti

sit [sit] — istuma

down [daun] — maha, alla

Grammar:

My book is on the table.

Open your book!

His book is shut.

Her book is open.

Exercise 1. 1. I shut — book. 2. I put — book — the table. 3. Lily, is — book on — table? 4. Tom, shut — book! 5. Put — book — — table!

Exercise 2. is, am, or are?

1. I — a girl. 2. My book — open. 3. She — a woman. 4. Tom — a boy. 5. You — big. 6. This — a cat. 7. I — a man. 8. My mother — old. 9. — you a boy? 10. — you old?

Pronounce: father, mother, this, the, third, three.

7. SEVEN; SEVENTH LESSON.

sevn; sevne lesn.

Is the **door** shut? Yes, it is.

iz ðə 'dɔ: 'ʃʌt? 'jes, it 'iz.

Is the **window** shut? No, it is not.

iz ðə 'windəʊ 'ʃʌt? 'nəʊ, it iz 'nɒt.

Please, shut the window!

'pli:z, 'ʃʌt ðə 'windəʊ!

Please, **give me** a pen!

'pli:z, giv mi: ə 'pen!

Thank you!

'θæŋk ju:!

Is this your book? Yes, it is.

iz ðis 'jɔ: 'bʊk? 'jes, it iz.

Please, open your book and read!

'pli:z, 'əʊpn jɔ: 'bʊk ænd 'ri:ð!

Shut your book! Put it on the **desk!**

'ʃʌt jɔ: 'bʊk! 'put it ɔn ðə 'desk!

Where is your book? It is on the desk.

'wɛər iz jɔ: 'bʊk? it iz ɔn ðə 'desk.

seven [sevn] — seitse

seventh [sevne] — seitsmes

door [dɔ:] — uks

window [windəʊ] — aken

please [pli:z] — palun!

give [giv] — andma

me [mi:] — minule

thank [θæŋk] — tänan

desk [desk] — koolilaud

where [wɛər] — kus? kuhu?

Questions: 1. Is the door shut? 2. Is the window open? 3. Is your book on the desk? 4. Is it shut? 5. Where is his pen? 6. Where is her pencil? 7. Where is your knife, Tom? 8. Lily, where is your copy-book?

Exercise 1. 1. The window — shut. 2. Please, — the window! 3. — the door open? 4. Peter, put — knife — desk! 5. Lily, where is — copy-book? 6. — this his book? 7. Please, give — a pen! 8. — you!

Exercise 2. is or has?

1. My book — on the table. 2. His father — a dog. 3. — your copy-book on the desk? 4. The door — shut. 5. What — Lily? 6. Where — her pencil? 7. — she a cat? 8. Where — her cat?

Pronounce: please, read, he, me, she, give, big, this.

8. EIGHT; EIGHTH LESSON.

eit; eite lesn.

Who has a new book? Tom has.

'hu: hæz ə 'nju: 'buk? 'tɒm hæz.

Tom has a new **red** book.

'tɒm hæz ə 'nju: 'red 'buk.

Who has a **blue** pencil? I have.

'hu: hæz ə 'blu: 'pensl? 'aɪ hæv.

Lily, is your pencil **green**? Yes, it is.

'lɪli, ɪz jɔ: 'pensl 'grɪn? 'jes, ɪt 'ɪz.

Is this **paper black**? No, it is not black, it

ɪz 'ðɪs 'peɪpə 'blæk? 'nou, ɪt ɪz 'nɒt 'blæk, ɪt

ɪz **white**.

ɪz 'waɪt.

Is your **ink** red? No, it is black.

ɪz jɔ: 'ɪŋk 'red? 'nou, ɪt ɪz 'blæk.

eight [eit] — kaheksa
eighth [eitə] — kaheksas
who [hu:] — kes?
red [red] — punane
blue [blu:] — sinine

green [gri:n] — roheline
paper ['peipə] — paber
black [blæk] — must
white [wait] — valge
ink [iŋk] — tint

Grammar:

My red pencil.	My pencil is red .
Your big dog.	Your dog is big .
His new book.	His book is new .
Her white cat.	Her cat is white .

Exercise. 1. This paper is —. 2. Your pencil is —.
3. Her little cat is —. 4. His dog is —. 5. My ink is —.
6. Your father is —. 7. The window is —. 8. My —
book is — — table. 9. Your — dog — big. 10. His —
knife is — the desk. 11. Her — pen is on — —. 12. The
— book — shut.

Pronounce: please, paper, pen, pencil, put, big, boy,
book, blue, black, copy-book.

9. NINE; NINTH LESSON.

nain; naine lesn.

How many books have you, Tom?

'hau 'meni 'buks hæv ju:, 'tɒm?

I have two books.

ai hæv 'tu: 'buks.

How many pencils has Lily?

'hau 'meni 'penslz hæz 'lili?

Lily has **only** one pencil.

'lili hæz 'ounli 'wʌn 'pensl.

How many pens are there on the desk?

'hau 'meni 'penz a: ðeər ɔn ðə 'desk?

There are four pens on the desk.

ðeər a: 'fɔ: 'penz ɔn ðə 'desk.

How many chairs are there?

'hau 'meni 'tʃeəz a: ðeə?

There is only one chair.

ðeər iz 'ounli 'wʌn 'tʃeə.

How many copy-books have you, Lily?

'hau 'meni 'kɒpi-buks hæv ju:, 'lili?

I have many copy-books.

ai hæv 'meni 'kɒpi-buks.

Show me your copy-books!

'ʃou mi: jə: 'kɒpi-buks!

Here are my copy-books.

hiər a: mai 'kɒpi-buks.

nine [nain] — üheksa

ninth [nainə] — üheksas

how [hau] — kuidas?

many ['meni] — palju

how many — kui palju?

only ['ounli] — ainult

are [a:, ə] — on (mitmusvorm)

there [ðeə] — seal

chair [tʃeə] — tool

show [ʃou] — näitama

here [hiə] — siin

singular ['siŋgjulə] — ainsus

plural ['pluərəl] — mitmus

form [fɔ:m] — moodustama

Questions: 1. How many books have you? 2. How many pens are there on the table? 3. How many children has your mother? 4. How many boys are there? 5. How many dogs has your father?

Grammar:

Singular:

book
dog
cat
pen
girl
father
name
boy
exercise
man
woman
knife
child

Plural:

books [buks]
dogs [dɔgz]
cats [kæts]
pens [penz]
girls [gɜ:lz]
fathers ['fɑ:ðəz]
names [neimz]
boys [bɔiz]
exercises ['eksəsaiziz]
men [men]
women ['wimin]
knives [naivz]
children ['tʃildrən]

Exercise 1. Form the plural:

desk, —; pencil, —; mother, —; child, —; table, —;
paper, —; chair, —; window, —; door, —; copy-book, —;
lesson, —; man, —.

Exercise 2. 1. How many (book) have you? 2. I have many (lesson). 3. Tom and Peter are (boy). 4. His mother has four (child). 5. There are two (man) and two (woman). 6. I have three (knife).

Pronounce: chair, there, where, here, name, table, many, black, cat.

10. TEN; TENTH LESSON.

ten; tenə lesn.

Come here, Lily! Read in a loud voice!

'kʌm 'hiə, 'lili! 'ri:d in ə 'laud 'vɔis!

Lily reads in a loud voice:

'lili 'ri:dz in ə 'laud 'vɔis:

"My little brother Tom has a dog. It is a
'mai 'litl 'brʌðə 'tɒm hæz ə 'dɒg. it iz ə

white dog. His name is Boy. Boy is a nice
'wait 'dɒg. hiz 'neim iz 'bɔi. 'bɔi iz ə 'nais

dog. Tom likes his dog very much. He gives
'dɒg. 'tɒm 'laiks hiz 'dɒg 'veri 'mʌtʃ. hi: 'givz

his dog biscuits to eat. Boy likes to eat
hiz 'dɒg 'biskits tu 'i:t. 'bɔi 'laiks tu 'i:t

biscuits."

'biskits."

ten [ten] — kümme
tenth [tenθ] — kümnes
come [kʌm] — tulema
in — sees
loud [laud] — vali
voice [vɔis] — hääl
in a loud voice — valju
häälega, valju
brother ['brʌðə] — vend

nice [nais] — kena
like [laik] — meeldivaks
pidama, armastama
very [veri] — väga
much [mʌtʃ] — palju
very much — väga
biscuit ['biskit] — kuivik
eat [i:t] — sööma
to [tu, tə] — (eessõna)

Grammar: **I give Tom a book.**
 You give Tom a book.
 He gives Tom a book.
 She gives Tom a book.

Exercise 1. 1. Tom (like) his dog. 2. He (give) his dog biscuits. 3. Lily (open) her book. 4. She (read). 5. I (take) my book. 6. She (thank) me. 7. You (shut) the window. 8. She (come) here. 9. She (give) me her pen.

Exercise 2. Translate [trɑ:ns'leit] — tõlgi, tõlkige!

1. Palun tule siia!
2. Ava oma raamat ja loe!
3. Loe valju!
4. Sule oma raamat!
5. Pane raamat lauale!
6. Kus on su sulg?
7. Palun, anna mulle oma sulg!
8. Tänan!

Pronounce: dog, door, down, desk, read, red, table, take, white, put, shut.

11. ELEVEN; ELEVENTH LESSON.

I can count.

I count from one to ten: one, two, three, four, five, six, seven, eight, nine, ten.

$1 \times 1 = 1$	Once one is one.
$1 \times 2 = 2$	Once two are two.
$2 \times 2 = 4$	Twice two are four.
$2 \times 3 = 6$	Twice three are six.
$3 \times 3 = 9$	Three times three are nine.
$2 + 2 + 2 = 6$	Two and two make four, and two more make six.
$2 + 8 = 10$	Two and eight are ten. Ten is more than eight.

eleven [i'levn] — üksteist
eleventh [i'levnø] — üheteist-
kümnes
can [kæn] — võima, oskama
count [kaunt] — loendada
from [frəm] — (essõna)
from one to ten — ühest küm-
neni

once [wʌns] — üks kord
twice [twais] — kaks korda
time [taim] — kord
make [meik] — tegema
more [mɔ:] — rohkem, veel
than [ðæn] — kui (võrdlev)

Questions: 1. Can you read? 2. Can you count?
3. Can Dick count? 4. Can you count from 1 to 10?
5. What are twice three? 6. What are three times three?
7. What are five and six? 8. Is seven more than six?

Exercise 1. 1. Twice four are —. 2. Twice five are —.
3. Three times two are —. 4. Five boys and three girls
are — children. 5. Four and two are —. 6. Five and
five ——. 8. Six and three make —.

Exercise 2. is, am, are?

1. I — here. 2. Where — your book? 3. How many
pens — there on the desk? 4. — this your new knife?
5. — there many pencils on the table? 6. I — your
child. 7. Who — this man? 8. How many women —
there? 9. — your ink red? 10. I — a boy.

Pronounce: have, has, he, his, her, how, who.

12. TWELVE; TWELFTH LESSON.

Mrs. Brown [braun] has a little **daughter**.

Her name is Jane [dʒein].

Jane cannot (can not) count.

Her **grandmother** reads a **nursery rhyme** to Jane:



“One, two, three, four, five,
I caught a hare alive.
Six, seven, eight, nine, ten,
I let it go again.”

Jane likes this nursery rhyme very much.

twelve [twelv] — kaksteist
twelfth [twelfə] — kaheteist-
kümnes

Mrs. [ˈmisiz] — proua
daughter [ˈdɔ:tə] — tütar
grandmother [ˈgrændmʌðə] —
vanaema
nursery [ˈnɜ:sri] — lastetuba

rhyme [raim] — salm; riim
nursery rhyme — lastelaul
caught [kɔ:t] — püüdsin
hare [hæ] — jänes
alive [əˈlaiv] — elus, elusana
let [let] — lasksin
go [gou] — minema
again [əˈgein, əˈgen] — jälle

Exercise 1. Form the plural:

1. Mrs. Brown has three (daughter). 2. How many (brother) have you? 3. Jane has four new (pencil). 4. How many (chair) are there? 5. My dog caught two (hare). 6. Your brother has many (knife). 7. She has two white (cat). 8. How many (child) has your mother? 9. Have you more than ten (book)? 10. Has Lily more than two (copy-book)?

Exercise 2. 1. Five and seven make —. 2. Six and — make nine. 3. Nine and three make —. 4. Four and eight make —. 5. — and two make ten. 6. Two and — make five. 7. Six times two are —. 8. Twice five are —. 9. Twice six — twelve. 10. Three times — are nine. 11. Four — three are twelve.

Exercise 3. his or her?

1. — name is Peter. 2. Lily likes — cat. 3. Tom gives — dog biscuits. 4. He opens — window. 5. — name is Jane. 6. Mrs. Brown gives — daughter a new book. 7. Lily reads — exercise. 8. Tom shows me — copy-book. 9. He shuts — book.

Pronounce: seventh, ninth, tenth, eleventh, fourth, fifth, this, there, father, mother, brother.

13. THIRTEEN; THIRTEENTH LESSON.

How **do** you do, Tom?

Do you **know** me?

Yes, I do. You are **Mr.** Brown.

Do you **see that** little dog there?

Yes, I do. It is my dog.

Do you like your dog?

Yes, I do.

What do you give your dog?

I give my dog biscuits and **water**.

thirteen ['θɜː'tɪn] — kolmteist

thirteenth ['θɜː'tɪnθ] — kolme-
teistkümnes

do [duː] — tegema

how do you do? ['hau du ju 'duː]
— tere! kuidas käsi käib?

know [nou] — tundma, tead-
ma

Mr. ['mɪstə] — härra, hr.

see [siː] — nägema

that [ðæt] — too, see seal

water ['wɔːtə] — vesi

Exercise 1. I take my book. **Do** I take my book?

You know me.

Do you know me?

I give my dog water.

—

You like to read.

—

I open the door.

—

You see that white cat.

—

You come here.

—

You read much.

—

Exercise 2. I have two pens. Have I two pens?

1. She has a cat. —? 2. You have two copy-books. —?
3. He has a new knife. —? 4. I have a big dog. —?
5. You have more pencils than I. —? 6. Mrs. Brown
has a little daughter. —?

Pronounce: caught, daughter, door, form, four,
morning, more, water.

14. FOURTEEN; FOURTEENTH LESSON.

Mr. Brown is my **English teacher**.

Mr. Brown asks me: "Do you know this **word**, Lily?"

I answer: "Yes, I know."

This is my answer to his question.

Do you **hear** me, Tom?

Yes, I do.

Do you **speak** English?

Yes, I do.

Who is your English teacher, Anne [æ:n]?

Miss White is my English teacher.

fourteen [ˈfɔ:ti:n] — neliteist

fourteenth [ˈfɔ:ti:nθ] — nelja-
teistkümnnes

English [ˈiŋɡliʃ] — inglise
keel; inglise, Inglise

teacher [ˈti:tʃə] — õpetaja

ask [ɑ:sk] — küsima

answer [ˈɑ:nsə] — vastama;
vastus

word [wə:d] — sõna

hear [hiə] — kuulma

speak [spi:k] — rääkima

Miss [mis] — preili, prl.

Questions: 1. Who is your English teacher? 2. Do you read English? 3. How many English books have you? 4. Do you know your lesson? 5. Do you know this little girl? 6. Who is this little girl?

Exercise 1. 1. My — asks me. 2. I answer — question. 3. I know my —. 4. You like — read. 5. Do you speak —? 6. Do you — — dog biscuits? 7. — you see me? 8. — you hear my words?

Exercise 2. Write in words:

1, 3, 7, 9, 4, 5, 2, 6, 10, 8; I, III, V, II, IV.

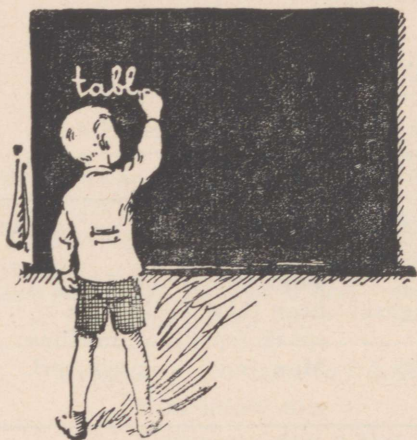
Pronounce: hare, there, chair, where, girl, first, her, third, thirteen, nursery.

15. FIFTEEN; FIFTEENTH LESSON.

I go to the **blackboard**.

I take the **chalk**. I write on the blackboard. I write the word *book*.

I pronounce the word *book*.



Please, come to the blackboard!

Take the chalk and write the word *table*! Pronounce it!

Now take the **duster** and **clean** the blackboard!

Is the blackboard clean? Yes, it is.

Go to your **place**!

Sit down!

Take your book, open it and read!

fifteen [ˈfifˈti:n] — viisteist

blackboard [ˈblækbɔ:d] —
tahvel

chalk [tʃɔ:k] — kriit

write [rait] — kirjutama

now [nau] — nüüd

duster [ˈdʌstə] — tolmulapp

clean [kli:n] — puhastama;
puhas

place [pleis] — koht

sentence [ˈsentəns] — lause

copy [ˈkɒpi] — kopeerima,
ära kirjutama

use [ju:z] — tarvitama

right [rait] — õige

Exercise 1. Copy the sentences and use the right words:

1. Tom has a (red, white, green) dog.
2. He gives his dog (chalk, pens, biscuits).
3. His dog likes to (write, eat, count) biscuits.

4. I write on the (knife, book, blackboard).
5. My ink is (clean, black, open).
6. The teacher (gives, takes, asks) me.
7. I can answer your (book, paper, question).
8. Peter (gives, makes, opens) his brother a new pen.
9. The window is (shut, black, new).
10. Do you (take, ask, speak) English?
11. You hear my (voice, chalk, window).
12. My teacher asks (I, she, me).

Exercise 2. I read. Do I read?

1. I open the door. —?
2. You clean the blackboard. —?
3. You see me. —?
4. You hear my voice. —?
5. I use the right word. —?
6. You know me. —?
7. You see that little dog there. —?

Pronounce: do, desk, down, duster, loud, word, blackboard, table, take, teacher, time, ten, twelve.

16. SIXTEEN; SIXTEENTH LESSON.

Are you a **pupil**? Yes, I am.

You **all** are my pupils.

We all are at school.

What do we do at school? We **learn** at school. We learn to read and to write.

Do Frank and Anne go to school? Yes, **they** do. They learn to read and to write.

We go to school **every day**.

When do you go to school? We go to school in the morning. Where do you go **after** school? After school we go **home**.

What do you do at **home**? We **rest** at home.

sixteen [ˈsiksˈti:n] — kuusteist
pupil [ˈpju:pl] — õpilane
all [ɔ:l] — kõik
we [wi:] — meie
at [æt] — (eessõna)
school [sku:l] — kool
at school — koolis
learn [lə:n] — õppima
they [ðei] — nemad

every [ˈevry] — iga
day [dei] — päev
when [wen] — millal?
after [ˈɑ:ftə] — pärast
home [houm] — koju
at home — kodu(s)
rest [rest] — puhkama
present [preznt] — olevik

Grammar:

P r e s e n t .

I **have** a book.
You **have** a book.
He **has** a book.
She **has** a book.
We **have** books.
You **have** books.
They **have** books.

I **am** a man.
You **are** a teacher.
He **is** a boy.
She **is** a girl.
We **are** girls.
You **are** pupils.
They **are** boys.

I **like** this knife.
You **like** „ „
He **likes** „ „
She **likes** „ „
We **like** „ „
You **like** „ „
They **like** „ „

I **go** to school.
You **go** to „
He **goes** to „
She **goes** to „
We **go** to „
You **go** to „
They **go** to „

Questions: 1. When do you go to school? 2. What do you do at school? 3. What do you learn? 4. Where do all pupils go after school? 5. What do they do at home?

Exercise 1. I have a brother
 You have a brother

 I learn English
 You

Exercise 2. 1. I — a pupil. 2. She — a pupil. 3. You — a pupil. 4. He — a pupil. 5. We — pupils. 6. You — pupils. 7. They — pupils. 8. Tom — a dog. 9. Lily — a brother. 10. I — a new knife. 11. We — many lessons. 12. They — two white dogs.

Exercise 3. T r a n s l a t e :

1. Mina olen teie õpilane. 2. Tom on minu vend.
 3. Teie olete minu õpetaja. 4. Tema koerad on mustad.
 5. Meie kõik oleme koolis. 6. Kus on teie lapsed?
 7. Mina olen kodus. 8. Sina oled kena poiss.

Pronounce: go, good, girl, give, green, can, cat, cannot, come, clean, copy, caught.

17. SEVENTEEN; SEVENTEENTH LESSON.

What **does** [daz] Tom give his dog every day? Tom gives his dog biscuits and water.

Does he **often play with** his dog? Yes, he does.

Does he play with his **sister, too**? Yes, he does.

What has Lily in her **hand**? She has a **ball**.

Does she often play with her ball? Yes, she does.

With **whom** does Lily play? **Sometimes** she plays with Anne and Tom.

seventeen [ˈsevnˈti:n] — seitse-
teist
often [ɔ:fɪn] — sageli
play [pleɪ] — mängima
with [wɪð] — (eessõna)
sister [ˈsɪstə] — õde
too [tu:] — ka

hand [hænd] — käsi
ball [bɔ:l] — pall
whom [hu:m] — keda?
with whom — kellega?
sometimes [ˈsʌmtaɪmz] — mõ-
nikord

Exercise 1. Form questions!

Example: I clean my desk. Do I clean my desk?

1. She knows her lesson. —?
2. You ask your pupil. —?
3. He likes to read. —?
4. We go home to rest. —?
5. They like that dog. —?
6. He writes in his copy-book. —?
7. You see this little boy every day. —?

Exercise 2. do or does?

1. — you learn English at school?
2. — your father speak English?
3. Where — we go every day?
4. — Frank and Anne go to school?
5. — Anne clean the blackboard?
6. Where — you rest?
7. What — Tom give his dog?
8. — Tom and Lily often play?
9. With what — we write on the blackboard?
10. — Frank know his lesson?
11. — you see this white dog?
12. What — Peter take from the table?

Exercise 3. 1. Five and — are twelve. 2. Three and — are fourteen. 3. — and six are nine. 4. Are eight and two ten? 5. Are six and five twelve? 6. Is fifteen more than sixteen? 7. How many times five make twenty? 8. How many times three make eighteen?

Pronounce: does, goes, gives, cleans, opens, knows, plays.

18. EIGHTEEN; EIGHTEENTH LESSON.

We **work** at school.

We work in the morning.

We do not work in the **afternoon**.

We do not work all day.

We often play in the afternoon.

All boys and girls like to play.

They often play in the afternoon.

We all like to play ball.

Do you like to play ball?

Some boys like to play **cricket**.

School is **over**,

Oh, what **fun**!

Lessons **finished**,

Play begun.

eighteen [ˈeiːti:n] — kaheksateist

work [wɜ:k] — töötama, töö

afternoon [ˈɑ:ftəˈnu:n] — pealõuna

some [sʌm] — mõni, mõned

cricket [ˈkrikit] — kriket

over [ˈouvə] — üle, möödas

fun [fʌn] — nali

finish [ˈfiniʃ] — lõpetama; lõppema

finished [ˈfiniʃt] — lõpetatud

begin [biˈgin] — algama

begun [biˈgʌn] — alanud

Questions:

1. When do you go to school?
2. When do you go home?
3. When do you play?
4. Where do you work?
5. Where do you rest?
6. Where do you write?
7. What do you do at school?
8. What do you do at home?

Exercise 1. Form questions:

1. When does Lily go to school?
2. When does Lily go home?
3. When
4. Where
5. Where
6. Where
7. What
8. What

Exercise 2. Translate:

1. Mul on uus nuga (ma oman uut nuga). 2. Meil on palju raamatuid. 3. Peetril on hea sulg. 4. Mis on Lily'l ja Tom'il? 5. Neil on kass ja koer. 6. Mis sul on, Anne? 7. Mis teil on, Frank ja Fred? 8. Kas teil on palju õpilasi, härra Brown?

Exercise 3. 1. Who — this man? 2. — is your English teacher? 3. How — English teachers have you? 4. How do you read in your English —? 5. Does your father speak —? 6. With whom — Lily play? 7. Sometimes she plays — Anne and Tom. 8. Do you like to — ball? 9. Where — you play? 10. — do you go to school? 11. Where — you learn English?

Pronounce: finish, first, five, fun, often, knife, very, voice, give, seven, alive, twelve.

19. NINETEEN; NINETEENTH LESSON.

Peter is a **poor** boy.

He does not **get** much **pocket-money** from his father, **because** his father is a poor man.

Peter likes to play ball.

But he does not often play ball, because he has **no** ball. He does not know how to get a ball.

One day Peter **helps** Mrs. Brown to **find** her dog.

Mrs. Brown thanks Peter and gives **him** a **piece of cake** and an old ball.

Now Peter has a ball.

The ball does not **look** very **fine**, but Peter likes it.

nineteen [ˈnainˈti:n] — üheksa-
teist
poor [puə] — vaene
get [get] — saama
pocket [ˈpɒkit] — tasku
money [ˈmʌni] — raha
because [biˈkɔ:z] — sest
but [bʌt] — aga, vaid
no [nou] — (ei) ükski, (ei)
mingi

help [help] — aitama
find [faɪnd] — leidma
thank [θæŋk] — tänama
him [him] — temale (mees-
soost asesõna)
piece [pi:s] — tükk
of [əv] — (eessõna)
cake [keɪk] — kook
look [luk] — välja nägema
fine [faɪn] — tore, peen

Grammar:

I like to play.	Do I like to play?
You like to play.	Do you like to play?
He likes to play.	Does he like to play?
She likes to play.	Does she like to play?
We like to play.	Do we like to play?
You like to play.	Do you like to play?
They like to play.	Do they like to play?

I do not like to play.
You do not like to play.
He does not like to play.
She does not like to play.
We do not like to play.
You do not like to play.
They do not like to play.

Exercise 1.

a) Do I learn English at school?
 Do you learn English at school?

.

b) I do not like this ball.
 You do not like this ball.

.

Exercise 2. do or does?

1. We — not go to school.
2. I — not write on the blackboard.
3. You — not rest at home.
4. She — not clean her desk.
5. He — not know his lesson.
6. They — not like this boy.
7. He — not write his exercise.
8. They — not play every day.

20. TWENTY; TWENTIETH LESSON.

The English Alphabet.

The English alphabet **consists** of twenty-six letters.

a — [ei]	j — [dʒei]	s — [es]
b — [bi:]	k — [kei]	t — [ti:]
c — [si:]	l — [el]	u — [ju:]
d — [di:]	m — [em]	v — [vi:]
e — [i:]	n — [en]	w — [ˈdʌblju:]
f — [ef]	o — [ou]	x — [eks]
g — [dʒi:]	p — [pi:]	y — [wai]
h — [eitʃ]	q — [kju:]	z — [zed]
i — [ai]	r — [ɑ:]	

Small letters: a, b, c, d . . .

Capital letters: A, B, C, D . . .

Vowels: a, e, i, o, u.

Consonants: b, c, d, f . . .

twenty [ˈtwenti] — kaksküm-mend

twentieth [ˈtwenti:ə] — kahekümnes

alphabet [ˈælfəbit] — tähestik

consist [kənˈsist] — koosnema

letter [ˈletə] — täht

small [smɔ:l] — väike

capital [ˈkæpitl] — suur (täht)

vowel [ˈvauəl] — vokaal

consonant [ˈkɒnsənənt] — konsonant

spell [spel] — antud sõna tähed järjestikku nimetama või kirjutama

Questions: 1. How many letters are there in the English alphabet? 2. How many vowels are there? 3. How many consonants? 4. Is *l* a vowel? 5. Is *a* a capital letter? 6. How do you spell your name?

Pronounce: a, c, o, k, t, v, j, m, n, p, s, r, i, u, w, g, h, z, q, d, b, y, x, l, e, d.

Spell: father, knife, dog, book, my, read, please, letter, she, chalk.

LESSON 21.

This is **our class-room**.

This room has four **walls** and four **corners**. In one wall there is a door. The door is shut.

Our class-room has three windows. Two windows are shut, one is open. **May** I shut the window? Yes, you may.

What do you see when you **look out**?

We see the **playground**.

What is this? This is a picture. How many pictures are there on the walls? There are many pictures on the walls.

What is this here? This is a **waste-paper basket**.

Proverb: No one is **too** old to learn.

our [auə] — meie (oma)
class-room ['kla:is-rum] —
klassituba
wall [wɔ:l] — sein
corner ['kɔ:nə] — nurk
may [mei] — tohin
look out — välja vaatama
playground ['pleiground] —
mänguväljak

picture ['piktʃə] — pilt
waste-paper ['weist'peipə] —
paberijätted, tarvitamiskõl-
vutu paber
waste-paper basket ['weist-
peipə 'bɑ:skit] — paberikorv
proverb ['prɒvəb] — vanasõna
too [tu:] — liiga
negative ['negətiv] — eitav

Exercise 1. 1. Our class-room has four — and four —. 2. — one wall there is a —. 3. The — is shut. 4. Two — are shut, one — open. 5. There are many pictures — the walls. 6. — is this? 7. This is — waste — —.

Exercise 2. Form negative sentences :

I like to play.	I do not like to play.
They hear my voice.	They
You open the door.	You
We work at home.	We
She goes to school every day.	She
They know this man.	They
You work very much.	You
She likes to play.	She
He cleans his desk every day.	He

Exercise 3. Write in words :

11, 15, 17, 19, 20, 14, 12, 16, 13; XI, XVIII, XX, XXI.

Pronounce: chalk, picture, teacher, child, children.

Spell: six, eight, wall, corner, class, paper, dog, you.

LESSON 22.

Tom knows his lesson.

Mr Brown asks **him**. Tom knows his lesson very well. He is very **glad**.

Mr. Brown asks Lily. Lily stands up. She looks very **pale**.

Mr. Brown asks **her**: “**Why** do you not answer my question, Lily? What is the **matter** with you?”

Lily **says**: “**Excuse** me, Mr. Brown, I cannot answer **to-day**, I have a **headache**.”

Mr. Brown does not ask her.

him [him] — teda (meessoost asesõna)

her [hæ:] — teda (naissugu)

well [wel] — hästi

glad [glæd] — rõõmus

he is glad — tal on heameel

pale [peil] — kahvatu

why [wai] — miks?

what is the matter with you?

— mis sul viga on?

say [sei] — ütlema

excuse [iks'kju:z] - vabandama

to-day [tə'dei] — täna

headache ['hedeik] — peavalu

Exercise 1. Copy the sentences and put in the right words:

1. You ask (I).
2. I like (she).
3. You see (he).
4. Please, excuse (I)!
5. Mr. Brown does not ask (she).
6. We know (he).
7. Do you know (I)?
8. I do not know (she).

Exercise 2. Form questions:

I have a fine ball.	Have I a fine ball?
I am a pupil.	Am I a pupil?
1. He has a knife.	Has
2. Lily is a girl.	. . . . .
3. We have a dog.	. . . . .
4. You have much money.	. . . . .
5. I am pale.	. . . . .
6. They have many children.	. . . . .
7. We are at school.	. . . . .
8. You are a teacher.	. . . . .
9. I have a brother.	. . . . .
10. They are at home.	. . . . .
11. Tom is a boy.	. . . . .
12. She has a cat.	. . . . .

Exercise 3. I cannot go out, because I have a headache.

1. Tom is very glad, because he
2. Lily cannot answer, because
3. Peter does not get much pocket-money, because

4. Peter does not play ball, because
5. Mr. Brown does not ask Lily, because
6. Tom gives Boy biscuits, because
7. Jane cannot count, because
8. I often play with Jane, because

Pronounce: pale, play, poor, pocket, pupil, piece;
Brown, but, begin, ball, because, basket.

Spell: twenty, mother, nice, sister, poor.

LESSON 23.

My father has a **house**. It is not a very large house.
It is a small house, but it is our **own**.

The rooms are nice and **comfortable**. Some rooms are
small, some are large. My **parents** live in this house.

We **love** our home very much.

The parents and **their** children are a **family**.

Proverb: There is no place **like** home.

house [haus] — maja

large [la:dʒ] — suur

own [oun] — oma

comfortable ['kʌmfətəbl] —
mugav

parents ['peərənts] - vanemad

live [liv] — elama

love [lʌv] — armastama

home [houm] — kodu

their [ðeə] — nende

family [fæmili] — perekond

like [laik] — sarnane; nagu

fill [fil] — täitma

blank [blæŋk] — lünk

Questions: 1. What has your father? 2. Is it a large house? 3. Who lives in this house? 4. Have you a room where you can work in the afternoon? 5. Is your room comfortable? 6. Do you love your home?

Grammar:

My book is open.

Your knife is new.

His dog is white.

Her ball is blue.

Our parents have a house.

Your hands are clean.

Their rooms are large.

Exercise 1. Fill the blanks with the words **my, your, his, her, our, their:**

1. I open — book. 2. He likes — dog. 3. We love — parents. 4. They love — children. 5. You have to write — exercise. 6. She likes to play with — ball. 7. They live in — house. 8. We work in — room.

Exercise 2. Who lives in this house?

1. Who (love) you? 2. Who (ask) you? 3. Who (clean) the blackboard every day? 4. Who (answer) your questions? 5. Who (give) his dog biscuits? 6. Who (know) this man?

Pronounce: home, house, he, his, her, help, whom, who, headache.

Spell: grammar, boy, she, children, know.

LESSON 24.

Behind my father's house, there is a **garden**.

In this garden there are many **trees, bushes, and flowers**.

I like this garden very much.

I often work in our garden.

Sometimes I play there with my **friends**.

I have many friends.

Proverb: All work and no play makes Jack a dull boy.



behind [bi'haind] — taga
garden [gɑ:dn] — aed
tree [tri:] — puu
bush [bu:ʃ] — põõsas
flower ['flauə] — lill
friend [frend] — sõber

play — mäng, mängimine
dull [dʌl] — tuim; igav
sharp [ʃɑ:p] — terav
opposite ['ɔ:pəzɪt] — vastand
genitive case ['dʒenɪtɪv 'keɪs]
 — omastav kääne

Grammar: **Genitive Case:**

My **father's** house is large.

My **brother's** knife is sharp.

Exercise 1. 1. My (brother) pencil is red. 2. His (mother) voice is very nice. 3. We live in our (father) house. 4. What is there in your (brother) pocket? 5. My (friend) name is Dick. 6. This (girl) name is Lily. 7. What is your (sister) name? 8. Is this your (teacher) book?

Exercise 2. Give opposites to: white, —; stand up, —; take, —; old, —; big, —; go, —; ask, —; small, —; come, —; large, —.

Exercise 3. Translate:

1. Mu isal on maja ja aed. 2. Mu isa maja ei ole suur. 3. Mul on (ma oman) palju sõpru. 4. Mu sõbrad on väga kenad poisid (tütarlapsed). 5. Kas sul on palju sõpru? 6. Kas sinu vanaema on väga vana? 7. Minu õpetajal on palju õpilasi. 8. Mitu põõsast on teie aias?

Pronounce: chair, where, there, parents, hare.

Spell: family, house, their, large, pocket.

LESSON 25.

Grammar:

Singular:	Plural:
voice	voices [ˈvoɪsɪz]
place	places [ˈpleɪsɪz]
piece	pieces [ˈpiːsɪz]
sentence	sentences [ˈsentənsɪz]
house	houses [ˈhaʊzɪz]
class	classes [ˈklɑːsɪz]
bush	bushes [ˈbʊʃɪz]
family	families [ˈfæmɪlɪz]

Exercise 1. Form the plural:

pupil, —; brother, —; hare, —; teacher, —; word, —; child, —; place, —; wall, —; man, —; pocket, —; letter, —; friend, —; woman, —; ball, —.

Exercise 2. Form the plural:

1. My father has two (house). 2. There are many (bush) in the garden. 3. Go to your (place)! 4. I can make six

(sentence). 5. They have very nice (voice). 6. How many (child) have your parents? 7. There are two (family) in this house. 8. Do you like (flower)? 9. How many (exercise) have you to write? 10. How many (knife) has your brother?

Exercise 3. love or like?

1. I — my parents. 2. She — her green ball. 3. We — to read. 4. This dog — to eat biscuits. 5. Do you — this new knife? 6. Jane — her grandmother. 7. Do you — your home? 8. Does Anne — to work? 9. Do you — this red ball? 10. Do you — my little friend?

Exercise 4. Give negative answers!

Example: Have you a book? No, I have not. Is Lily a boy? No, she is not.

1. Is Tom your brother? 2. Have you a house? 3. Are these girls your sisters? 4. Has Peter much money? 5. Have these boys many balls? 6. Is your father's house very large? 7. Have your parents many children? 8. Are these men poor? 9. Are you a pupil? 10. Has Anne a dog?

Pronounce: houses, places, voices, bushes, sentences.

Spell: comfortable, live, brother, five, may, small, matter.

LESSON 26.

A **week** has seven days.

The names of the days of the week are: **Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.**

We work on six days. **On which** days do you work? We work on **week-days**. On Sundays we do not go to school.

How many lessons have you to-day?

To-day we have five lessons.

Have you an English lesson to-day?

Yes, we have.

Can you tell the names of the days?

Yes, I can.

week [wi:k] — nädal

Sunday [ˈsʌndi] — pühapäev

Monday [ˈmʌndi] - esmaspäev

Tuesday [tʃu:zdi] — teisipäev

Wednesday [ˈwenzdi] — kolmapäev

Thursday [ˈθə:zdi] — neljapäev

Friday [ˈfraidi] — reede

Saturday [ˈsætədi] — laupäev

which [witʃ] — milline? mis-sugune? mis?

week-day — argipäev

tell [tel] — ütleva; nimetama

Questions: 1. How many days has a week? 2. Can you tell the names of the days? 3. On which days do you work? 4. Do you go to school on Sundays? 5. Which is the first day of the week? 6. How many lessons have you on Mondays? 7. On which days have you your English lessons? 8. Have you an English lesson to-day? 9. How many English lessons a week have you?

Exercise 1. 1. A — has seven days. 2. The first — of the week is Sunday. 3. On which days do you —? 4. Do you go — school on Sundays? 5. Can you — the names of the days? 6. Have you an English — to-day?

Exercise 2. Write the names of the days!

Exercise 3. Form the genitive:

1. This boy is my (brother) friend. 2. What is your (sister) name? 3. (Tom) father has a big black dog. 4. (Peter) hands are clean. 5. (Jane) grandmother is very

old. 6. What is your (teacher) name? 7. Mrs. (Brown) children are at school. 8. Who is (Lily) teacher?

Pronounce: voice, dog, boy, opposite, pocket, not, what, on.

LESSON 27.

Count from 1 to 10!

Count from 10 to 20!

I count: ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Count from 21 to 25!

Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five.

Ten and twenty are **thirty**. Add ten, and you have **forty**. Twice twenty-five are **fifty**. Three times twenty are **sixty**.

Add ten, and you get **seventy**. Four times twenty are **eighty**. Add ten, and you get **ninety**. Twice fifty are a **hundred**.

1, 2, 3, 5, 8 are **figures**.

Proverb: **Time** is money.

thirty ['θɜ:ti] — 30

forty ['fɔ:ti] — 40

fifty ['fifti] — 50

sixty ['siksiti] — 60

seventy ['sevnti] — 70

eighty ['eiti] — 80

ninety ['nainti] — 90

a hundred ['hʌndrəd] — 100

add [æd] — lisandama, liitma

figure ['figə] — number

time [taim] — aeg

Exercise 1. Write in words:

$10 + 5 = 15$; $13 + 13 = 26$; $4 + 14 = 18$; $40 + 40 = 80$;
 $1 \times 25 = 25$; $2 \times 35 = 70$; $3 \times 30 = 90$; $45 + 55 = 100$.

Exercise 2. 1. — times ten are thirty. 2. — times five are twenty. 3. Three — six are eighteen. 4. Twice — are twenty. 5. Twice — are twenty-four. 6. Twice — are sixty. 7. Four times four are —. 8. Six times five are —.

Exercise 3. Write in words :

1, I, 5, V, 2, II, 3, III, 13, XIII, 20, XX, 22, XXII, 27, XXVII.

Pronounce: 3, 13, 30; 5, 15, 50; 6, 16, 60; 4, 40, 14; 17, 7, 70.

LESSON 28.

Work and Play.

Work while you work,
 Play while you play,
 That is the way
 To be **happy** and **gay**.
 All that you do,
 Do with your **might**;
Things done by halves
 Are **never** done **right**.

while [wail] — viikaua kui
way [wei] — tee; viis
be [bi:] — olema
happy [ˈhæpi] — õnnelik
gay [gei] — rõõmus
might [mait] — võim, jõud
thing [θiŋ] — asi

done [dʌn] — tehtud
by [bai] — (eessõna)
half [ha:f] — pool
halves [ha:vz] — pooled
by halves — poolikult
never [ˈnevə] — mitte kunagi
right [rait] — õige, õigesti

Grammar:

Singular:

This boy.

That girl.

This boy is my pupil.

That girl is my friend.

Plural:

These [ði:z] boys.

Those [ðouz] girls.

These boys are my pupils.

Those girls are my friends.

Exercise 1. Form the plural:

1. This copy-book is clean.
2. That man is very poor.
3. This girl is my sister.
4. Is this boy your brother?
5. Who is this woman?
6. That picture looks fine.
7. I know this word.

Exercise 2. Form negative sentences!

Example: I see you. I do not see you.

1. We work in the garden.
2. She loves her grandmother.
3. We play in the garden.
4. He lives in his father's house.
5. We love our home.

Exercise 3. Finish these words:

comfort—, teach—, childr—, happ—, fath—, gard—, Thurs—, playgr—, head—, bro—, fam—, mon—, pock—, aftern—, morn—, exer—, gram—, pict—.

LESSON 29.

Work and Play.

(Continued.)

One thing **each** time,
And that done well,
Is a very good **rule**,
As many can tell.
Moments are **useless**
When **trifled** away;
So work while you work,
And play while you play.

continued [kən'tinjuid] — jätkatud; järg	away [ə'wei] — ära
each [i:tʃ] — iga(üks)	trifled away — tühjale-tähjale kulutatud
rule [ru:l] — reegel	so [sou] — nii, nii siis
as [æz] — nagu	still [stil] — veel
moment ['moumənt] — hetk, silmapilk	poem ['pouim] — luuletus
useless ['ju:slis] — kasutu	by heart [bai 'hɑ:t] — peast; pähe
trifle [traifl] — mänglema	alive [ə'laiv] — elus

Exercise 1. Fill the blanks with the words:

teachers	parents	mother's
Jane's	Lily's	friends
father's	pupils	girls
boy's		

1. Your — ask you. 2. My — name is Mary. 3. The — say their lessons. 4. — cat is white. 5. These little — are my sisters. 6. This — name is Tom. 7. I have many —. 8. My — love me. 9. Behind my — house there is a garden. 10. — grandmother is still alive.

Exercise 2. Translate:

1. Peetri isa on väga vaene. 2. Kas Lily vanaema on veel elus? 3. Minu isa maja on suur. 4. Meie õpetaja nimi on Robert Brown. 5. Minu venna nuga on minu taskus. 6. Tema õe sõber on aias.

Exercise 3. and or times?

1. Four — five are twenty. 2. Seven — five are twelve. 3. Six — four are twenty-four. 4. Twenty-eight is four — seven. 5. Three — fifteen are eighteen. 6. Nine — two are eighteen. 7. Five — three are fifteen. 8. Seventeen — six are twenty-three.

Pronounce: Thursday, thing, thirty, thirteen, this, these, that, those.

Write the poem by heart!

LESSON 30.

Elsie [’elsi] is sitting in her room.

She is **preparing** her lessons.

She is working very **hard**.

She is writing an exercise.

She is **trying** not to make **any mistakes**.

Elsie is **paying** much **attention** to her exercise.

Her books and exercise-books (copy-books) are **lying** on the table.

Her table is **covered** with books and papers.

Proverb: Well begun is half done.

prepare [pri'pɛə] — valmis-tama	attention [ə'tenʃn] — tähelepanu
hard [hɑ:d] — kõva; kõvasti	pay attention — tähelepanema
try [traɪ] — püüdma, katsuma	lie [lai] — lamama, lebama
any [eni] — mõni, mingi	covered ['kʌvəd] — kaetud
mistake [mis'teɪk] — viga	continuous [kən'tɪnjuəs] kestev
pay [pei] — maksma	participle ['pɑ:tɪsɪpl] partitsiip

Grammar:

Present:	Present Continuous:
I read	I am reading a book
You read	you are " " "
He reads	he is " " "
She reads	she is " " "
We read	we are " " "
You read	you are " " "
They read	they are " " "

Present Participle:

work — working ['wɜ:kɪŋ]
pay — paying ['peɪɪŋ]
prepare — preparing [pri'pɛəriŋ]
sit — sitting ['sɪtɪŋ]
lie — lying ['laɪɪŋ]

Exercise 1. Form the present participle:

ask, —; clean, —; see, —; hear, —; go, —; do, —;
play, —; write, —; come, —; take, —; make, —; put, —;
tell, —; give, —; open, —.

Exercise 2. Form the present continuous!

Example: I do my lessons. I am doing my lessons.

1. She cleans the blackboard. —
2. We work hard. —
3. You prepare your lessons. —
4. They write an exercise. —
5. The children play in the garden. —
6. I go home. —
7. She opens the window. —
8. Peter looks out of the window. —
9. We finish our work. —

Exercise 3. **there or their?**

1. — are many trees in our garden.
2. The parents love — children.
3. — are twenty desks in our classroom.
4. Peter and Tom are playing with — friends.
5. Are — many rooms in your father's house?
6. What is — on the table?
7. Tom and Lily are writing — exercises.
8. The pupils say — lessons.

LESSON 31.

Elsie's table is by the window.

The window is open.



When she looks **out** of the window, she can see her brother Fred who is lying on the **grass under** a tree.

The tree is covered with fine green **leaves**.

Some **birds** are **singing** their **songs** in the **branches** of the trees.

The **sun** is **shining**.

The **sky** is **clear** and blue.

It is a fine day!

Proverb: Make **hay** while the sun shines.

out [aut] — oksad

grass [grɑ:s] — rohi

under [ˈʌndə] — all

leaf [li:f] — leht

leaves [li:vz] — lehed

bird [bɜ:d] — lind

sing [siŋ] — laulma

song [sɔŋ] — laul

branch [brɑ:ntʃ] — oks

branches [ˈbrɑ:ntʃiz] — oksad

sun [sʌn] — päike

shine [ʃain] — paistma

sky [skai] — taevas

clear [cliə] — selge

hay [hei] — hein

Questions: 1. Where is Elsie's table? 2. What is she doing? 3. Who is in the garden? 4. Where is her brother lying? 5. What are the birds doing? 6. Where are the birds sitting? 7. Is the sky clear and blue now? 8. Is the sun shining now?

Exercise 1. Form the singular:

1. Those leaves are green.
2. These birds are singing.
3. These boys are lying on the grass.
4. Those pupils are preparing their lessons.
5. Those men are very old.
6. Behind these houses there are some fine old trees.

Exercise 2. Fill the blanks with the words:

reading

coming

writing

sitting

playing

paying

preparing

opening

working

singing

1. I am — at my table. 2. My mother is — a song.
3. Elsie is — an exercise. 4. She is — much attention
to her exercise. 5. Tom is — from school. 6. Anne is —
the window. 7. I am — a book. 8. My brother is — his
lessons. 9. Lily is — with her cat. 10. My father is —
in the garden.

Pronounce: gay, garden, get, give, glad, ground; cake,
consonant, corner, comfortable, covered.

LESSON 32.

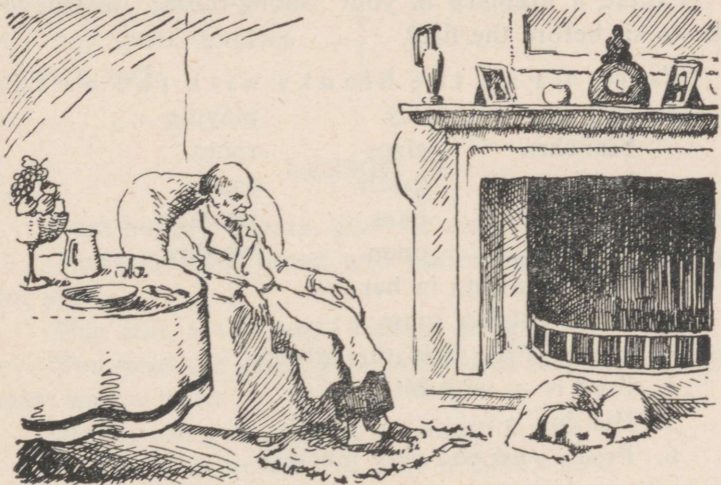
We eat three times a day. In the morning we have
breakfast. We take our breakfast at eight **o'clock**.

Our second **meal** is **dinner**. We **dine** at two o'clock.
In the **evening** we have our **supper**.

We take our meals in the **dining-room**.

Our dining-room is very large.

In our dining-room there is a large dinner-table.
There are **also** many chairs in the dining-room.



Is there a **fireplace** in your dining-room?

Yes, there is.

I like to sit **before** the fireplace.

Proverb: After dinner sit a while,
After supper walk a mile.

breakfast [ˈbrekfəst] — hom-
mikueine

clock [klɒk] — kell

at eight o'clock — kell kaheksa

meal [mi:l] — söök; söömaaeg

dinner [ˈdinə] — lõunasöök

dine [dain] — lõunastama

evening [ˈi:vnɪŋ] — õhtu

supper [ˈsʌpə] — õhtusöök

dining-room [ˈdaiɪŋ-] — söögi-
tuba

also [ˈɔ:lsou] — ka

fireplace [ˈfaɪəpleɪs] — kamin

before [bɪˈfɔ:] — ees

walk [wɔ:k] — kõndima, jalu-
tama

mile [maɪl] — miil

so — kah, samuti; sama

Questions: 1. How many meals a day have you?
2. Which is your first meal? 3. When do you take it?
4. At what o'clock do you take your dinner? 5. When do
you have your supper? 6. Where do you take your meals?
7. Is there a fireplace in your dining-room? 8. Do you
like to sit before the fire?

Exercise 1. Fill the blanks with the words:

and	day	playing
branches	gives	room
brother	green	sun
biscuits	likes	white
dog	open	window

1. Elsie is sitting in her —.
2. The — of her room is —.
3. Her — Fred is in the garden.
4. Fred is — with his —.
5. His dog is —.
6. Fred — his god very much.

7. Every — he — his dog —.
8. The — is shining.
9. The sky is clear — blue.
10. The grass is —, and so are the leaves on the —.

Exercise 2. Form negative sentences :

I take my breakfast at
nine o'clock.

I do not take my breakfast
at nine o'clock.

1. You like to sing.
2. I dine at home.
3. He gets up at seven.
4. They work hard.
5. We take a walk every
day.
6. She loves her parents.
7. Peter likes to sit before
the fireplace.
8. Lessons begin at eight
o'clock.
9. They speak English
very well.

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LESSON 33.

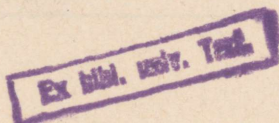
I am **hungry**. Please, give me some **bread** and **butter**!
There is some bread and butter and a **cup** of milk
for you.

This milk is too **hot**, I cannot **drink** it.

You **must** not drink your milk when it is too hot. You
must **wait** a **little**.

Please, **bring** me a **glass** of water!

Is this water **cold**? No, it is not very cold.



What do you drink in the morning?

In the morning I **always** drink a cup of milk,

In the afternoon I have a cup of **tea**.

Do you like tea?

Yes, I like tea very much.

hungry [ˈhʌŋɡri] — näljane

bread [bred] — leib

butter [ˈbʌtə] — või

cup [kʌp] — tass

milk [milk] — piim

hot [hɒt] — kuum

drink [driŋk] — jooma

must [mʌst] — pead, peab

must not — ei tohi

wait [weit] — ootama

a little — natuke

bring [brɪŋ] — tooma

glass [ɡlɑ:s] — klaas

cold [kould] — külm

always [ˈɔ:lwəz] — alati, ikka

tea [ti:] — tee

something [ˈsʌmθɪŋ] — midagi

- Questions:* 1. What do you do when you are hungry?
2. What do you eat in the morning? 3. What do you drink?
4. Can you drink your milk when it is too hot?
5. What do you drink in the afternoon?

Exercise 1. Use the right words:

1. I drink a — of — in the morning. 2. Please, — me a — of water! 3. I cannot — this milk, it is too —.
4. Please, — me some bread and —! 5. Give me — to eat, I am very —. 6. There is — bread and — for you.

Exercise 2. Fill the blanks with the words **who, what, when, which, why, whom, where**:

1. — do you do in the afternoon? 2. — do you go to school? 3. — is your teacher? 4. — do you see in this picture? 5. — is this boy? 6. On — days do you work? 7. — do you not answer my questions? 8. — is your father's name? 9. With — does Lily play? 10. — do you go after school? 11. — do you love? 12. — is your garden? 13. — do you live? 14. — does the teacher ask?

Exercise 3. Form the present continuous!

Example: I read a book. I am reading a book.

1. You sing a song. —
2. Mary opens the door. —
3. We ask you. —
4. I say my lessons. —
5. Tom works in the garden. —
6. They play in the afternoon. —
7. We write an exercise. —
8. I learn English. —

LESSON 34.

I **usually get up** at seven o'clock every morning.

I have breakfast at eight.

I go to school at half **past** eight.

Our lessons begin at nine o'clock.

We have always many lessons.

Sometimes we have five lessons, sometimes six.

We **stay** at school **till** a **quarter** to two, and **then** we go home.

After dinner we rest, and then we begin to prepare our lessons.

Some lessons are very **difficult**, but some are **easy** to prepare.

It takes much time to prepare all lessons **properly**.

*Proverb: To know **everything** is to know **nothing**.*

usually ['ju:ʒuəli] — harilikult

get up — üles tõusma

past [pɑ:st] — üle; mööda

bed [bed] — voodi

stay [stei] jääma, viibima

till [til] — kuni

then [ðen] — siis

quarter ['kwɔ:tə] — veerand

difficult ['difikəlt] — raske

easy ['i:zi] — kerge

properly ['prɒpəli] — korralikult

everything ['evriθiŋ] — kõik

nothing ['nʌθiŋ] — ei midagi

- 12⁰⁰ = it is twelve o'clock.
 12⁰⁵ = it is five minutes past twelve.
 12¹⁵ = it is quarter past twelve.
 12²⁵ = it is twenty-five minutes past twelve.
 12³⁰ = it is half past twelve.
 12³⁵ = it is twenty-five minutes to one.
 12⁴⁵ = it is a quarter to one.
 12⁵⁵ = it is five minutes to one.
 1⁰⁰ = it is one o'clock.

Exercise 1. Tell the time: 10³⁰, 10⁴⁵, 11¹⁵, 11⁴⁰, 12²⁰, 1³⁰, 1⁴⁵, 1⁵⁵, 2¹⁰, 2³⁵, 2⁵⁹, 3.

Exercise 2. 1. I get up at —. 2. I have my breakfast at —. 3. I go to school at —. 4. I stay at school till —. 5. I come home at —. 6. I dine at —. 7. I have my supper at —. 8. I go to bed at —.

Exercise 3. Finish these words:

sent—, par—, hous—, behi—, Engl—, ans—, prep—, alw—, corn—, bisc—, grand—, scho—, wind—, quart—, less—, bran—, blackb—, prov—, becau—, din—, fire—, bef—, breakf—, usu—.

Spell: comfortable, useless, breakfast, fireplace.

LESSON 35.

Do you know how Bob gets up every morning?

Bob **sleeps** in a small room. He has a small room all to himself.

At half past seven every morning his father **knocks** at the door and says, "Bob, it's (it is) time to get up!"

“All right, dad,” says Bob in a sleepy voice.

Then he **turns** over and goes to sleep again. At eight o'clock his father opens the **bedroom** door and finds Bob still in bed.

Then he goes to Bob's bed. He **suddenly** takes away the **blanket** and **pulls** Bob out of bed by the **leg**.

That is how Bob gets up every morning.

sleep [sli:p] — magama
himself [him'self] — (ta) ise;
— teda ennast (meess.)
all to himself — täitsa oma-
ette, enda päralt
knock [nɔk] — koputama
all right [ɔ:l'rait] — hea küll
dad [dæd] — isa, ätt
sleepy ['sli:pi] — unine
turn [tə:n] — pöörama

bedroom — magamistuba
suddenly ['sʌdnli] — äkki
draw [drɔ:] — tõmbama
blanket ['blæŋkit] — tekk
pull [pul] — tõmbama
leg [leg] — jalg, reis
he goes to sleep — ta uinub,
jääb magama
suitable ['sju:təbl] — kohane,
sobiv

I have **many** books.

He has **many** dogs.

How **many** lessons have you to-day?

He gives his dog **much** water.

They eat **much** bread.

Exercise 1. **much** or **many**?

1. My father has — houses.
2. Peter has — money.
3. We have — lessons every day.
4. They have — bread.
5. You must drink — milk.
6. She has — children.
7. They know too —.
8. How — brothers have you?
9. There are — nice things in his pocket.
10. I like your dog very —.

Exercise 2. Form suitable sentences :

- | | | |
|-------------------|--|-----------------------------|
| 1. The clock | \| | in the afternoon. |
| 2. I work | \| | comes before Sunday. |
| 3. I drink | \| | at two o'clock. |
| 4. Saturday | \| | do you go to school? |
| 5. When | \| | many sisters have you? |
| 6. How | \| | we have our breakfast. |
| 7. We dine | \| | a cup of tea every morning. |
| 8. In the morning | \| | tells the time. |

Exercise 3. Form negative sentences !

Example: I get up at seven. I do not get up at seven.

1. I drink hot milk. —. 2. She stays at home. —.
3. Tom does his lessons properly. —. 4. Frank knows everything. —. 5. I like to sit before the fireplace. —. 6. Bob sleeps in his room. —. 7. They work in the garden. —.

Pronounce: he, she, me, tea, eat, meal, easy, please, leaf, each, white, mile, time, trifle, fine.

LESSON 36.

Sixty seconds make a **minute**. Sixty minutes make an **hour**.

Twenty-four hours make a day.

Seven days make a week. Four weeks make a **month**.
A **year** has twelve months.

The names of the months are: **January, February, March, April, May, June, July, August, September, October, November, December.**

second [seknd] — sekund
minute [ˈminɪt] — minut
hour [aʊə] — tund
month [mʌnə] — kuu
year [jɪə, jəɪ] — aasta
January [ˈdʒænjuəri]
February [ˈfebruəri]
March [mɑ:tʃ]
April [ˈeɪprɪl]

May [meɪ]
June [dʒu:n]
July [dʒuˈlaɪ]
August [ˈɔ:gəst]
September [səpˈtembə]
October [ɒkˈtəʊbə]
November [noˈvembə]
December [diˈsembə]
last [lɑ:st] — viimane

Questions: 1. How many minutes are there in an hour and a half? 2. How many hours make a day? 3. How many days are there in a week? 4. Which is the day of rest? 5. How many months make half a year? 6. Can you write them by heart?

Exercise 1.

1. January is the — month of the year. 2. — is the third month. 3. May has — days. 4. After June comes —. 5. — — minutes make an hour? 6. — is the day of rest. 7. — months make half a year. 8. I know — names — — months. 9. The last month of the — is —. 10. February comes before —.

Exercise 2. Form negative sentences!

Example: I am reading. I am not reading.

1. She is singing. —. 2. We are working. —. 3. Mr. Brown is asking me. —. 4. I am writing my exercise. —. 5. They are playing. —. 6. We are preparing our lessons. —. 7. They are looking out of the window. —.

Exercise 3. Write down the names of the months!

LESSON 37.

Rhyme.

Thirty days has gay September,
April, June, and old November.
All the **rest** have thirty-one,
Excepting February **alone**,
That has only twenty-eight;
But in **leap-year**, once in four,
February has one day more.

Proverbs: Everything comes to the man who waits.
Everything must have a **beginning**.
Great things have small beginnings.
Well begun is half done.

rest [rest] — jääk	leap-year [li:p-] — lisapäeva-
all the rest — kõik muu, muud	aasta
excepting [ik'septiŋ] — välja	beginning [bi'giniŋ] — algus
arvatud	great [greit] — suur
alone [ə'loun] — üks; üksnes	in — sisse

Exercise 1. Fill in the words **many**, **much**, **very much**:

1. I like these flowers —. 2. You have — fine things.
3. There are — trees in our garden. 4. We have — to do.
5. She reads —. 6. In November there are — cold days.
7. Have you — to learn, Bob? 8. Have you — pupils, Mr. Brown?
9. Don't drink so —! 10. I have — friends.
11. She must work —. 12. Tom knows — boys.

Exercise 2. Form the plural:

1. My book is new. 2. His dog is eating a biscuit.
3. My sister is playing. 4. Your daughter has a ball.
5. Her hand is clean. 6. My brother has a knife. 7. Her pencil is red.
8. Your lesson is easy.

Exercise 3. love or like?

1. She — her grandmother.
2. We — fine cold days.
3. Bob — to sleep.
4. He does not — to get up.
5. Do you — hot milk?
6. We — to sit before the fireplace.
7. I do not — to sing.
8. She — her sister very much.
9. They — their parents.
10. The parents — their children.

Exercise 4. Give the opposites to:

rest, —; begin, —; easy, —; eat, —; black, —;
before, —; work, —; great, —.

Pronounce: supper, sitting, sing, song, so, see Sunday,
Saturday, days, friends, gardens, flowers, sisters, trees.

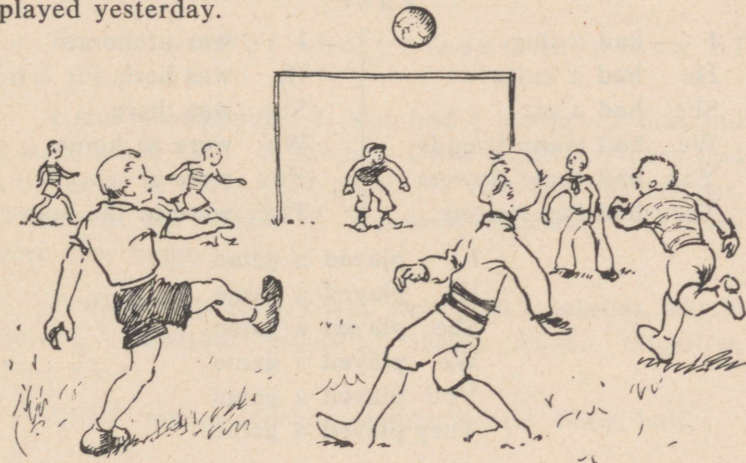
Tell the names of the days!

LESSON 38.

Yesterday we played football.

Our school has a football club. Football is the favourite game of the English boys. Almost all boys know how to play it.

We have a playground near our school, and there we played yesterday.



We **had** a fine game!

There we often play all **sorts** of games.

My mother does not like football.

She says it's (it is) too **exciting**.

We **were** very much **excited** yesterday.

yesterday [ˈjestədi] — eile

football [ˈfʊtbɔ:l] — jalgpall

club [klʌb] — ring, klubi

favourite [ˈfeivərit] — lemmik

game [geim] — mäng

almost [ˈɔ:lmoust] — peaaegu

near [niə] — ligidal

sort [sɔ:t] — liik, sort

exciting [ikˈsaiɪŋ] — erutav

excited [ikˈsaitid] — erutatud

infinitive [inˈfinitiv] — infini-
tiiv

past [pɑ:st] = **imperfect**

[imˈpə:fikt] — lihtminevik,
imperfekt

Grammar:

Infinitive:

have

be

play

Past (Imperfect):

had [hæd]

was, were [wɔz, wə:]

played [pleid]

Past:

I **had** a dog
He **had** a knife
She **had** a cat
We **had** many friends
You **had** some flowers
They **had** two lessons

I **was** at home
He **was** here
She **was** there
We **were** at home
You **were** at school
They **were** in the house

I **played** a game
He **played** a game
She **played** a game
We **played** a game
You **played** a game
They **played** a game

Questions: 1. Which is your favourite game? 2. Do you often play football? 3. Have you a football club at your school? 4. Is there a playground near your school? 5. Which game is exciting? 6. Do you get excited when you play a game? 7. Does your mother like football? 8. What does she say ?

Exercise 1. Form the plural:

1. I was at school. 2. She was at home. 3. He was in the garden. 4. I had a fine book. 5. You had a fine game. 6. She had an English lesson.

Exercise 2. Form the past:

1. I am reading a book. 2. She is a good girl. 3. Tom has a dog. 4. We are very happy. 5. You have a lesson. 6. They are excited. 7. I have some flowers. 8. You are sleepy. 9. My hands are clean. 10. They have many friends. 11. He is a fine boy. 12. We have some new books. 13. We play a game. 14. She plays with her cat. 15. They play with their friends.

Exercise 3. Put the present in place of the past:

I had a headache. 2. You had a lesson. 3. She had a large green ball. 4. We had a fine game. 5. They had a big dog. 6. I was your pupil. 7. You were my teacher. 8. He was my friend. 9. We were at home. 10. They were very happy.

Pronounce: branch, chalk, each, much, teacher, which, picture, question, English, sharp, bush, attention, shine, shut.

Spell: money, pocket, picture, friend, thing, half.

LESSON 39.

Last Sunday **Uncle** Peter came to see **us**. We were very glad to see him again, because he always tells us **stories**.

He knows many fine stories.

He is a **seaman**.

We like to hear his stories.

Uncle Peter had dinner with us.

After dinner we all **went** into the **drawing-room**. When we were **comfortably seated** Uncle Peter **began** to tell us his story. He **told** us a story **about** a boy who **wanted** to **become** a **sailor**.

uncle [ʌnkl] — onu

us [ʌs] — meid, meile

story ['stɔ:ri] — jutt, lugu

seaman ['si:mən] — meremees

drawing-room ['drɔ:iŋ-rum] —
võõrastetuba, saal

comfortably ['kʌmfətəbli] —
mugavasti

want [wɒnt] — tahtma

seated [si:tɪd] — aset, istet
võtnud

about [ə'baʊt] — kohta, üle
(eessõna)

become [bi'kʌm] — saama
(kellekski, millekski)

sailor ['seilə] — madrus, me-
remees

Questions: 1. Have you an uncle? 2. What is your uncle's name? 3. Does your uncle often come to see you? 4. Do you often go to see your uncle? 5. Does your uncle tell you stories? 6. Do you like hearing stories? 7. Do you know many stories? 8. Do you know a story about a boy and his dog? 9. Who told you the story about a boy who wanted to become a sailor?

Infinitive:	Past:
come	came [keim]
go	went [went]
tell	told [tould]
want	wanted [ˈwɒntɪd]
begin	began [biˈgæn]

Exercise 1. Form the past:

1. Our parents (come) home. 2. I (have) a fine story for you. 3. She (go) to school. 4. He (come) to see us. 5. My grandmother (tell) me many fine stories. 6. My brother (want) to become a sailor. 7. After school we (go) home. 8. They (play) cricket. 9. I (be) your pupil. 10. She (be) my teacher. 11. They (be) his friends. 12. You (be) in the garden.

Exercise 2. Form the plural:

1. I went to see my uncle. 2. He told me a story. 3. This was an exciting story. 4. That boy wanted to become a sailor. 5. He was a big boy. 6. He played a game. 7. That child was excited. 8. It had a headache.

Exercise 3. Write in words: 5, 15, 50; 3, 13, 30; 4, 14, 40, 45.

Pronounce: dull, cup, but, shut, us, uncle, butter, club.

LESSON 40.

Uncle Peter told us the **following** story.

A boy wanted to become a sailor. He went to his father and said:

“Father, let me go to sea!”

“No,” said the boy’s father, “you are my **only son**, you must stay at home, with me and your mother.”

The boy **ran** away and went on **board** a **ship**.

Soon a **strong** wind began to **blow**, and the ship went up and down, up and down, and the boy **became seasick**



He felt very **bad**, **indeed**.

"I **will not** become a sailor," he said, "I want to go home to my parents!"

following [ˈfɒləʊɪŋ] — järg-
mine

only [ˈoʊnli] — ainuke

son [sʌn] — poeg

run [rʌn] — jooksmata

on board [bɔ:d] — pardal

ship [ʃɪp] — laev

on board a ship — laeval,
laevale

soon [su:n] — varsti

strong [strɒŋ] — tugev

wind [wɪnd] — tuul

blow [bləʊ] — puhuma

seasick [ˈsi:sɪk] — merehaige

feel [fi:l] — tundma

bad [bæd] — halb

indeed [ɪnˈdi:d] — tõepoolest

will not [wɪl nɒt] — ei taha

objective [ɒbˈdʒektɪv] **case** —
objektikääne (daativ ja aku-
satiiv)

Questions: 1. Are you your father's only son (daughter)?
2. How many sisters and brothers have you? 3. Is your
brother a seaman? 4. Do you want to become a sailor?
5. Does your brother want to become a sailor? 6. Do
you feel comfortable when you are seasick? 7. Do you
feel bad when you have a headache?

Infinitive :

say
run
become
feel

Past :

said [sed]
ran [ræn]
became [bi'keim]
felt [felt]

Exercise 1. Form the past :

1. A boy wants to become a sailor. 2. He runs away from his parents. 3. A strong wind begins to blow. 4. He becomes seasick. 5. He feels very bad. 6. He wants to go home. 7. He says he is a bad boy.

Exercise 2. Form four sentences using the following words :

1. will, not, I, become, sailor, a.
2. a, blow, to, wind, strong, began, soon.
3. playground, our, near, there, house, a, is.
4. we, sorts, of, there, games, play, all.

Spell: he, she, shine, we, your, their.

Objective Case :

My teacher asks **me**.

Tom likes **him**.

Lily loves **her**.

Mr. Brown asks **us**.

Your mother loves **you**.

Mr. Stone knows **them**.

Mary gives **me** a flower.

His mother gives **him** some bread and butter.

Lily shows **her** a new picture.

Please, give **us** something to eat!

Cecil told **you** some fine stories.

Frank brought **them** some balls.

LESSON 41.

I am	working	My dog is white.
He is	„	His house is large.
She is	„	Her brother is a sailor.
We are	„	Our rooms are comfortable.
You are	„	Your lesson is over.
They are	„	Their parents live in this house.

personal [ˈpəːsənl] — isiklik

possessive [pəˈzɛsɪv] — omastav

pronoun [ˈprəʊnaʊn] — asesõna

Exercise 1. Use the right pronouns:

1. I am telling a story to (she). 2. (We) parents love us. 3. The boy went to (he) father. 4. We often play with (they). 5. I like (she). 6. Please, bring (I) a glass of water! 7. (We) house is very old. 8. I see (they) in (they) garden. 9. She ran to (she) mother. 10. Come with (we)! 11. Who asks (you) brother? 12. What can you give (we)? 13. She knows (I). 14. Do you love (they)? 15. Open (you) book and give it to (you) teacher. 16. Tom and Peter love (they) friends.

Exercise 2. Put the present in place of the past:

Who played with you?

Who came to see you?

Who told you stories?

Who became seasick?

Who wanted to become a sailor?

Who felt very bad?

Who went away?

Who began to work?

Exercise 3. Fill in the words **son, soon, sun, to, too, two**:

1. He has — dogs. 2. His — is my friend. 3. — a strong wind began — blow. 4. The boy wanted — run away. 5. They, —, came home. 6. The — is shining. 7. The — is — hot. 8. I have — eyes.

Exercise 4. Form suitable sentences:

1. Grass	wind began to blow.
2. Please	our schoolhouse there is a playground.
3. The sky	wanted to become a sailor.
4. A strong	very bad, indeed.
5. He felt	bring me a glass of water!
6. You	when we are hungry.
7. He went	is green.
8. We eat	is clear and blue.
9. A boy	on board a ship.
10. Near	are my only son.

Pronounce: go, goes, home, cold, old, only, no, so, open, poem, moment, almost, October.

LESSON 42.

One afternoon Mrs. Brown's children went to see their **grandparents**. Their grandparents live in a little **cottage** by the **river**.

They have a large garden with many **fruit-trees**.

"**Well,**" said the grandfather, "**let us go** and have some **ripe plums!**"

He opened the garden **gate**, and the children ran into the garden.

Under the first plum-tree they **found** some plums in the grass.

Their grandfather **shook** the tree; and down came fine ripe **yellow** plums.

How **sweet** they were!

Then the children **gathered** also some ripe **apples** and **pears**.

There were no **cherries** on the cherry-trees.

grandparents [ˈgrændpeərənts] — vanavanemad	shake [ʃeɪk] — raputama
cottage [ˈkɒtɪdʒ] — majake	sweet [swi:t] — magus
river [ˈrɪvə] — jõgi	yellow [ˈjelou] — kollane
fruit [fru:t] — puuvili	gather [ˈgæðə] — korjama
fruit-tree — viljapuu	apple [æpl] — õun
ripe [raɪp] — valminud, küps	pear [peə] — pirn
plum [plʌm] — ploom	cherry [ˈtʃeri] — kirss
gate [geɪt] — värav	well [wel] — noh!
	let us go — lähme! mingem!

I n f i n i t i v e :

open
find
shake
gather
live
do

P a s t :

opened [ouɪnd]
found [faʊnd]
shook [ʃuk]
gathered [ˈgæðəd]
lived [lɪvd]
did [dɪd]

P r e s e n t :

Do you like cherries?
Does Tom play cricket?

P a s t :

Did you like cherries?
Did Tom play cricket?

A.

Questions: 1. Where did the children go one afternoon? 2. Where did their grandparents live? 3. Where did the grandfather go with the children? 4. What did they find under the first plum-tree? 5. What did the grandfather do? 6. What fruit-trees were there in the garden?

B.

1. Do you know what a cottage is? 2. Is it a big house? 3. Do you live in a cottage? 4. Is there a river near your house? 5. Do you see the river from your window? 6. What fruits do you know? 7. Are there any fruit-trees in your garden? 8. Is a ripe plum sweet? 9. Is a ripe apple green or red?

Exercise 1. Form the past:

1. She is preparing her lesson. 2. We are working. 3. I am gathering apples. 4. He is shaking the tree. 5. Uncle Peter is telling a story. 6. Elsie is looking out of the window. 7. Lily is feeling very bad. 8. You are taking English lessons. 9. Mary is reading.

Exercise 2. Translate:

1. Mina olin teie õpilane. 2. Isa oli kodus. 3. Meie olime aias. 4. Teie olite meie õpetaja. 5. Tema onu oli meremees. 6. Nemad olid meie sõbrad. 7. Lily oli koolis.

Pronounce: they, the, gather, this, these, that, those, month, something, Thursday, everything, nothing, thank.

LESSON 43.

Mr. Stone [stoun] is the **kind** old **gentleman** from **next** door. The children of Mrs. Brown love him very much and often go to see him.

Mr. Stone is an old seaman. He has a fine little **model** of a ship in his room. It is **beautifully made**. The children like that little ship very much.

Now Mr. Stone is **ill**. The children of Mrs. Brown went to see him yesterday. He was very glad to see them. They brought him a little **basket filled** with fine ripe plums.

Some days **ago** Mrs. Brown **sent** him some ripe pears.

Kind **hearts** are the gardens, kind **thoughts** are the **roots**, kind words are the flowers, kind **deeds** are the fruits.
 (Learn the last three **lines** by heart!)

kind [kaind] — lahke, hea	basket ['bɑ:skit] — korv
gentleman ['dʒentlmən] —	filled [fild] — täidetud
härä	some days ago [ə'gou] — mõ-
next [nekst] — järgmine	ne päeva eest
next door — naabermaja	send [send] — saatma
model [mɔdl] — mudel	heart [hɑ:t] — süda
beautiful ['bjʊ:tɪfl] — ilus	thought [θɔ:t] — mõte
beautifully ['bjʊ:tɪfəli] — ilu-	root [ru:t] — juur
sasti	deed [di:d] — tegu
made [meid] — tehtud	line [lain] — rida
ill [il] — haige	

I n f i n i t i v e :

bring

send

P a s t :

brought [brɔ:t]

sent [sent]

Questions: 1. Is Mr. Stone a kind gentleman? 2. What has he in his room? 3. How is the model made? 4. Have you a model of a ship? 5. Can you make a model of a ship? 6. Is Mr. Stone very ill? 7. Did the children of Mrs. Brown go to see him? 8. What did they bring him? 8. Does Mr. Stone like fruit? 10. What fruits do you know? 11. Are there any fruit-trees in your father's garden? 12. Do your grandparents live in your father's house?

N o m i n a t i v e : **My father** is working in the garden.

G e n i t i v e : **My father's** house is large.
 The house **of my father** is large.

O b j e c t i v e : I love **my father**.

Nominative: **My room** is comfortable.

Genitive: The window **of my room** is open.

Objective: I am cleaning **my room**.

Exercise 1. Form the genitive:

1. The door (my bedroom) is shut.
2. We like (our uncle) stories very much.
3. These boys are (Dick) friends.
4. The leaves (this tree) are green.
5. (Bob) father is knocking at the door.
6. We eat fruit (the fruit-trees).
7. (Mr. Stone) little ship is beautifully made.

Exercise 2. Form the present continuous:

1. Uncle Peter tells us a story.
2. Dick runs away.
3. A strong wind blows.
4. I feel very bad.
5. Mr. Stone shows us this little model.
6. We begin a new game.

LESSON 44.

Little Things.

Little **drops** of water,
Little **grains** of sand
Make a **mighty** ocean
And a **pleasant** land.
Little deeds of **kindness**,
Little words of love
Make our **earth** an **Eden**,
Like the **heaven** above.

drop [drɒp] — tilk
grain [greɪn] — tera
sand [sænd] — liiv
mighty [ˈmaɪti] — vägev
ocean [ˈouʃən] — ookean
pleasant [pleznt] — meeldiv,
mõnus

land [lænd] — maa
kindness [ˈkaɪndnis] — hea-
dus, lahkus
earth [əθ] — maa; muld
Eden [i:dn] — eeden, paradiis
heaven [hevɪn] — taevas
above [əˈbʌv] — üleval

Exercise 1. Form the plural:

1. Who is this kind old gentleman? 2. My uncle was a seaman. 3. Who told you that story? 4. Who brought you this ripe apple yesterday? 5. A ripe cherry is beautiful. 6. I sent my sister a red flower. 7. This little child is ill.

Exercise 2. Translate:

1. Mina tunnen teid. 2. Kas teie tunnete mind? 3. Me armastame neid. 4. Nad näevad meid. 5. Teie küsite neid. 6. Kas armastate mind?

Exercise 3. Fill the blanks:

1. These are little grains of —. 2. On this flower there are some — of water. 3. This is a deed of —. 4. Little grains of sand make a pleasant —. 5. Little drops of water make a mighty —. 6. Give me a — of water! 7. Make our — an Eden!

Exercise 4. Copy these sentences and use the right words:

1. My mother's voice is (big, pale, pleasant).
2. Mr. Stone is a (cold, kind, bad) gentleman.
3. My mother sent Mr. Stone some fine (trees, roots, pears).
4. A ripe cherry is (white, green, red).
5. Tom filled his (blanket, desk, pocket) with fine ripe plums.
6. Learn these (deeds, lines, thought) by heart!
7. Mary can (tell, speak, say) English.
8. Give him a (grain, drop, piece) of water!

Exercise 5. Tell the names of the months! Write them by heart!

Write the poem by heart!

LESSON 45.

A Walk.

The **weather** was very fine yesterday.

I went for a **long** walk.

I did not go alone, I went with my brothers.

We went to walk **between** fields and **meadows**.

In a field we saw a little hare.

My brother Dick wanted to **catch** it.

But the hare ran away, and my brother began to **cry**, he is so very **young**, you know.

We tried to **comfort** him. He soon **stopped** crying, and we **went on**.

Cry, **baby**, cry!

Put your **finger** in your eye, and tell your mother it wasn't (was not) I.

weather [ˈweðə] — ilm
long [lɔŋ] — pikk
between [biˈtwi:n] — vahel
field [fi:ld] — põld, väli
meadow [ˈmedou] — aas
cry [krai] — nutma, karjuma
young [jʌŋ] — noor
catch [kætʃ] — püüdma

comfort [ˈkʌmfət] — lohutama, troostima
go on — edasi minema
baby [ˈbeibi] — lapsuke
finger [ˈfiŋgə] — sõrm
eye [ai] — silm
stop [stɒp] — peatama, peatuma; lakkama

Infinitive:

see
catch
try
cry
stop

Past:

saw [sɔ:ɪ]
caught [kɔ:t]
tried [traid]
cried [kraid]
stopped [stɒpt]

A.

Questions: 1. Do you like to go for long walks? 2. When do you go for long walks? 3. Did you take a walk yesterday? 4. Where did you go? 5. What did you see? 6. Tell me all about it!

B.

Questions: 1. Was the weather fine yesterday? 2. Is the weather fine to-day? 3. Are the days long in October? 4. Are the days long in June? 5. Are the fields green in December? 6. When are the fields green? 7. Do little babies cry? 8. How old are you? 9. Have you good eyes? 10. Has your brother blue eyes? 11. How many fingers have you? 12. Are your fingers clean? 13. Are your parents young or old?

Grammar:

The house **of my father's friend** is new.

The door **of my brother's bedroom** is open.

Exercise 1. Form the genitive:

1. The book (Lily teacher) is on the table.
2. The cottage (Mrs. Brown father) is by the river.
3. The daughter (my sister teacher) is my friend.
4. Lily opened the door (her mother bedroom).
5. The eyes (Mrs. Brown daughter) are blue.
6. I found the book (your sister friend).
7. The dog (my brother friend) caught a hare.

Exercise 2. Form questions!

Example: I played a game. Did I play a game?

1. We went for a walk. 2. My brothers saw a hare.
3. They wanted to catch it. 4. The hare ran away. 5. My little brother began to cry. 6. We tried to comfort him.
7. He soon stopped crying. 8. We went on.

Exercise 3. Form the past:

see, —; tell, —; go, —; say, —; try, —; bring, —;
send, —; open, —; find, —; shake, —; do, —; gather, —;
run, —; begin, —; become, —; feel, —; come, —;
want, —; play, —; have, —; stop, —.

Exercise 4. Tell the time:

6³⁰, 6⁴⁵, 7⁴⁰, 8, 12, 12⁵⁰, 2¹⁵, 3.

Pronounce: stop, drop, deed, did, find, wind, kind,
poor, door, dull, pull, five, live, alive.

LESSON 46.

A Walk.

(Continued.)

Then we came to a **wood**.

The leaves of the trees were getting yellow, red, and **brown**. In **autumn** the leaves of the trees **change** their colour.

Then the woods look very beautiful.

But soon the strong wind makes them **fall** to the **ground**. Then the ground is covered with red, brown, and yellow leaves.

Those leaves are **dead**.

We liked our walk very much.

We were **tired** when we came home.

wood [wud] — mets
brown [braun] — pruun
change [tʃeindʒ] — muutma
autumn [ˈɔ:təm] — sügis
colour [ˈkʌlə] — värv

fall [fɔ:l] — langema
ground [graund] — maapind
dead [ded] — surnud
tired [taiəd] — väsinud
spring [sprinj] — kevad

Questions: 1. What is the colour of the leaves in spring? 2. What is their colour in autumn? 3. Do you like to walk in a wood in autumn? 4. What makes the leaves fall to the ground? 5. Is the wind blowing just now? 6. How do you feel after a long walk?

Exercise 1. Fill the blanks with the words:

spring	colour
tired	hare
blowing	woods
covered	fall
dead	autumn

1. In — the leaves of the trees change their colour.
2. Then the — look very beautiful.
3. A strong wind is —.
4. The strong wind makes the leaves — to the ground.
5. Those leaves are —.
6. The ground is — with dead leaves.
7. My brother saw a — yesterday.
8. In — the leaves of the trees are green.
9. Are you — after a long walk?
10. What — are your eyes?

Exercise 2. **their** or **there**?

1. In autumn the leaves of the trees change — colour.
2. Then — are many yellow leaves. 3. — are fine fields and meadows near our cottage. 4. — the boys saw a hare running. 5. They sent — dogs to catch it. 6. We like — deeds.

Exercise 3. Translate:

1. See h arra on minu onu. 2. Need t utarlapsed on pr. Brown'i t utred. 3. Too noormees on madrus. 4. Nood poisid on hr. Brown'i  opilased. 5. Need  unad on magusad. 6. Too pirn on valminud.

LESSON 47.

The Leaves.

“Come, little leaves,” said the wind one day,
“Come over the meadows with me and play!
Put on your dresses of red and gold,
Summer is gone, and the days grow cold.”



Soon the leaves **heard** the wind's loud **call**,
Down they fell **fluttering**, one and all,
Over the fields they **danced** and **flew**,
Singing the **soft** little songs they knew.

Dancing and flying the little leaves went;
Winter had called them, and they were **content**.
Soon **fast asleep** in their **earthy** beds,
The **snow** laid a blanket over their **heads**.

put on — ülle, selga panema	fly [flai] — lendama
dress [dres] — rõivastis; rüü	soft [sɔ:ft] — pehme, mahe
gold [gould] — kuld	winter ['wintə] — talv
summer ['sʌmə] — suvi	content [kən'tent] — rahul, rahuldunud
gone [gɔ:n] — läinud	fast [fɑ:st] — kõvasti
grow [grou] — muutuma; kasvama	asleep [ə'sli:p] -- uinunud
call [kɔ:l] — hüüdma, nime- tama; hüü	fast asleep — sügavas unes
flutter ['flʌtə] — lendlema, heljuma	earthy ['ə:θi] — mullane
one and all — kõik koos	snow [snou] — lumi
dance [dɑ:ns] — tantsima	lay [lei] — panema
	head [hed] — pea

Questions: 1. Do you like to dance? 2. Do you often dance? 3. Do you get tired when you dance? 4. Do all girls and boys like to dance? 5. When do days grow cold? 6. What is the wind doing in autumn? 7. Do you hear the wind just now? 8. Do the leaves hear the call of the wind? 9. What do they do then? 10. Where do they lie? 11. What covers them in winter?

I n f i n i t i v e :

P a s t :

hear	heard [hɜ:d]
fall	fell [fel]
fly	flew [flu:]
know	knew [nju:]
lay	laid [leid]

Exercise 1. Form the past:

1. Many birds fly away. 2. The dead leaves fall from the trees. 3. We hear the wind blowing. 4. She plays well. 5. We know it by heart. 6. The snow lays a blanket over them. 7. I see many yellow leaves fluttering down. 8. She stops crying.

Exercise 2. Write in words :

20, 30, 40, 50, 60, 70, 80, 90, 100.

Exercise 3. **does** or **do**?

1. — you hear the birds singing? 2. — Henry dance?
3. — the dead leaves fall from the trees? 4. — this baby
cry? 5. — she send you flowers? 6. — you know these
lines by heart?

Pronounce: half, halves, leaves, dresses, cold, gold,
hear, pear, heard, heart, eat, great, reading, weather, dead.

LESSON 48.

Grammar:

Mr. Brown asked: "Have you **any** new pens, Tom?"

Tom answered: "Yes, Mr. Brown, I have **some**."

Tom's friend Bob had **not any** new pens, so Tom
gave him **some**.

Exercise 1. **any** or **some**?

1. Are there — fruit-trees in your garden? 2. There
are — yellow plums in the grass. 3. My grandfather gave
me — fine ripe apples. 4. Did you find — cherries on
the cherry-tree? 5. There are — mistakes in your exer-
cise. 6. Have you — money? 7. Have you — apples in
your pocket? 8. — boys are playing in the garden.
9. — lessons are difficult, — are easy. 10. Please, give
me — books to read! 11. She has — new dresses.

Exercise 2. Fill the blanks with the words:

Lily's teacher	of Bob's friend
Mary's father	of Lily's teacher
of Jane's grandmother	Mrs. Brown's

1. This is the knife —.
2. The cat — is black.
3. Miss White is —.
4. Mr. White is the brother —.
5. — father lives in a cottage by the river.
6. — is working in the garden.

Exercise 3. Form suitable sentences :

- | | |
|----------------|--|
| 1. In spring | to comfort the baby. |
| 2. In autumn | is covered with dead leaves. |
| 3. The ground | began to cry. |
| 4. We gathered | find any cherries? |
| 5. Trees | the leaves of the trees are red and brown. |
| 6. Some birds | many ripe apples. |
| 7. My dog | the leaves of the trees are green. |
| 8. The baby | grow in woods. |
| 9. We tried | caught a hare. |
| 10. Did you | can fly well. |

Exercise 4. Write the names of the days!

Pronounce: fall, field, finger, football, family.

LESSON 49.

The first of January is called New-Year's Day. We wish each other a happy New Year.

The **Christmas holidays** are in December.

Christmas Day is on the twenty-fifth of December.

Then we wish each other a **merry** Christmas.

When is your **birthday**? It is on the second of March. Then we wish you many happy **returns** of the day.

wish [wiʃ] — soovima; soov
other [ˈʌðə] — teine
each other — üksteist, ükstei-
sele
Christmas [ˈkrɪsməs] — jõulud
holidays [ˈhɒlɪdɪz] — pühad;
puhkeaeg

merry [ˈmeri] — lõbus, rõõmus
birthday [ˈbɜːrðdeɪ] — sünnipäev
return [rɪˈtɜːn] — tagasi pöör-
duma; tagasitulek
date [deɪt] — kuupäev
underline [ˈʌndəˈleɪn] — alla
kriipsutama

Present:

I wish	we wish
he	you wish
she } wishes [ˈwɪʃɪz]	they wish

Questions: 1. What is the first of January called?
2. When is Christmas Day? 3. What do we wish each
other then? 4. When is your birthday? 5. When is your
mother's birthday? 6. What do you wish her then?
7. When do the Christmas holidays begin? 8. When do
your summer holidays begin?

Exercise 1. Tell the date:

4. I; 3. II; 23. IV; 1. V; 25. VI; 30. VII; 15. VIII;
20. IX; 19. X; 13. XI; 24. XII.

Exercise 2. any or some?

1. The teacher asked — questions. 2. Tom gave me —
new pens. 3. Have you — English lessons to-day? 4. Have
you — new books? 5. Frank answered — of Mr. Brown's
questions. 6. Has your mother — other children? 7. Did
you send her — flowers? 8. Did Lily give you — copy-
books? 9. Have you — friends in England? 10. I know
— fine stories. 11. I saw him — days ago. 12. I am
trying not to make — mistakes in my exercise.

Exercise 3. Underline the right English word:

1. sööma [dine, eat, meal]
2. elama [love, leaf, live]
3. magama [bed, lie, sleep]
4. rääkima [say, tell, speak]
5. soovima [wait, will, wish]
6. noor [small, young, merry]
7. magus [pleasant, ripe, sweet]
8. sinine [blow, blue, pale]
9. õnnelik [happy, gay, glad]
10. lind [fly, branch, bird]
11. tuul [went, want, wind]
12. meri [say, see, sea]
13. korjama [shake, gather, fill]
14. väsinud [ill, sleepy, tired]
15. tegu [do, did, deed]

Exercise 4. Translate:

1. See vanahärra on minu isa sõber. 2. Kas too tütarlaps on sinu õe sõbratar? 3. See on Tomi isa maja. 4. Täna on Lily sünnipäev. 5. Millal on sinu ema sünnipäev?

LESSON 50.

Christmas.

At last Christmas Day came. It was not **bright** and **frosty** — the sort of weather we like to have for Christmas. There was no snow, and the **streets** were **wet** and **muddy**, and the grass in the **park** was still green.

The children of Mrs. Brown **woke up quite early**. They wanted to get their **presents**.

bright [braɪt] — helge, särav	park [pɑ:k] — park
frosty [ˈfrɒsti] — külm	wake [weɪk] — ärkama
street [stri:t] — tänav	quite [kwaɪt] — päris, üsna
wet [wet] — märg	early [ˈɜ:li] — vara
muddy [ˈmʌdi] — porine	present [preznt] — kink

Questions: 1. When is Christmas Day? 2. What sort of weather do we like to have for Christmas? 3. Is it frosty and bright to-day? 4. Do you get many Christmas presents? 5. From whom do you get them? 6. What do you do when you get a present?

Exercise 1. Form the past:

1. The streets are wet and muddy. 2. The grass in the park is still green. 3. In December the days begin to get cold. 4. I want to go out for a long walk. 5. I feel quite tired when I come home from school. 6. Tom only shakes his head and does not say a word.

Exercise 2. any or some?

1. We had — fine frosty days last week. 2. There were not — presents for us. 3. Did you get — presents from your uncle? 4. Did you see — boys playing in the park? 5. — children get up very early. 6. Do you know — other stories?

Exercise 3. Form the plural:

story, way, glass, place, gentleman, baby, half, bird, cherry, game, birthday, branch, day, wind, seaman, dress, cottage, leaf, apple, knife, street, woman.

Exercise 4. Write in words: 1., 2., 3., 4., 5., 6., 10.

Pronounce: half, halves, happy, had, headache, heart, heaven, holiday, hot, him, hay.

LESSON 51.

Christmas.

(Continued.)

After breakfast there was great fun and excitement over the presents.

There were **parcels** on everybody's **plate**, and **nobody** knew what was **inside** them till they were opened.

Frank got a **pair** of **skates** from his uncle for his Christmas present.

He wished so much to **skate**, but there was no **ice**. He felt very **unhappy**.

excitement [ik'saitmənt] — ärevus	—	inside ['in'said] — sees
parcel [pɑ:sl] — pakk		pair [peə] — paar
everybody ['evrɪbɔ:di] — iga-üks		skate [skeit] — uisutama
plate [pleit] — taldrik		skates [skeits] — uisud
nobody ['nɔ:bdɪ] — ei keegi		ice [ais] — jää
		unhappy [ʌn'hæpi] — õnnetu
		example [ig'zɑ:mpl] — näide

Infinitive:

wake up

get

wish

Past:

woke [wɔ:k] up

got [gɔ:t]

wished [wiʃt]

Questions: 1. Why did Mrs. Brown's children wake up so early? 2. When did they get their presents? 3. What was there on everybody's plate? 4. Did they know what was inside the parcels? 5. Were the children excited? 6. What did Frank get? 7. From whom did he get them? 8. Was he glad? 9. What did he wish to do? 10. Did he skate? 11. Why not? 12. How did he feel?

Exercise 1. many or much?

1. The children got — presents. 2. On everybody's plate there were — parcels. 3. There is — snow in the park. 4. In spring there is — sunshine. 5. There was — excitement over the parcels.

Exercise 2. Form the past:

ask, —; live, —; say, —; call, —; answer, —; bring, —; fill, —; find, —; dance, —; come, —; go, —; try, —; stop, —; run, —; send, —; shake, —; gather, —; tell, —; begin, —; feel, —; become, —; want, —; play, —; have, —; wake, —; get, —; wish, —.

Exercise 3. Form questions!

Example: I asked him. Did I ask him?

1. The children woke up very early. 2. Tom brought me some new pens. 3. Frank got a pair of skates. 4. He wanted to skate. 5. They went for a walk. 6. She got excited. 7. Frank felt unhappy. 8. He wished to go away.

LESSON 52.

A Dog, a Cock, and a Fox.

A **cock** and a dog were great friends. One day they went to **travel together**. In the evening they came to a wood. They found a **hollow** tree. The dog went to sleep inside the tree, and the cock flew **upon** a branch. Next morning the cock **crowed**. A **fox** heard his **cock-a-doodle-doo** and said: "That cock is **going** to be my breakfast." He soon came to the hollow tree and **asked** the cock to come down, as he had something to tell him. The cock said: "With **pleasure**. Be so kind and **wake** my friend, he **will open** the door and let you in."

The fox knocked on the tree. The dog rushed out and tore the fox to pieces.



cock [kɔk] — kukk
fox [fɔks] — rebane
travel [trævl] — reisima
together [tə'geðə] — koos
hollow ['hɔlou] — õõnes
upon [ə'pɔn] — peal, peale
crow [krou] — kirema
cock-a-doodle-doo!
['kɔkədu:dl'du:] — kuke-
leegu!
is going to be — saab olema

ask [ɑ:sk] — paluma
as [æz, əz] — kuna
pleasure ['plezə] — heameel,
lõbu
wake — äratama
he will open — ta avab (tule-
vikuvorm)
rush [rʌʃ] — sööstma, tor-
mama
tear [təə] — rebima
order ['ɔ:də] — järjestus, kord

Infinitive :

crow

tear

rush

Past :

crowed [kroud]

tore [tɔ:]

rushed [rʌʃt]

Exercise 1. Copy this story and put the present in place of the past.

Exercise 2. Make sentences with the words **came, went, found, knocked, opened, asked.**

Exercise 3. Put these words in the right order, and write down the sentences which they make :

1. many, in, there, this, trees, are, wood, hollow.
2. in, the, crows, morning, cock, the.
3. a, mighty, little, water, of, drops, ocean, make.
4. to, happy, be, way, gay, and, this, the, is.
5. too, is, one, learn, old, to, no.

LESSON 53.

Dirty Hands.

When Bob sat down to dinner yesterday, his mother **noticed** that his hands were **dirty**. She **told** him to go to the **bathroom** and **wash** his hands.

Bob went to the bathroom.

He filled a **bowl** with water from the **tap**.

But he **could** not find any **soap**.

So he washed his hands **without** soap.

Then he returned to the dining-room.

But **before** he could begin to dine, his mother looked at his hands.

What do you **think** **happened** **next**?

She sent him **back** to the bathroom.

Why?

notice [ˈnɒtɪs] — märkama
that [ðæt] — et
tell — käskima
dirty [ˈdɜːti] — määrdunud,
must
wash [wɒʃ] — pesema
bathroom [ˈbɑːrʊm] — van-
nituba
bowl [baʊl] — pesukauss

tap [tæp] — kraan
soap [səʊp] — seep
without [wɪˈðaʊt] — ilma
before [bɪˈfɔː] — enne kui
think [θɪŋk] — mõtlema
happen [hæpən] — juhtuma
next — kohe pärast seda, siis
kohe
back [bæk] — tagasi

Infinitive:

sit
notice
look
happen
return

Past:

sat [sæt]
noticed [ˈnɒtɪst]
looked [lʊkt]
happened [hæpənd]
returned [rɪˈtɜːnd]

Present:

can

Past:

could [kʊd]

Grammar:

Have you **anything** for me?

Yes, I have **something** for you.

Did you see **anything**?

Yes, I saw **something**.

Exercise 1. anything or something?

1. Did his mother notice —?
2. Is there — on the table?
3. Did you find — in the bathroom?
4. Did — happen yesterday?
5. Have you — in your pocket?
6. Please, give me — to eat!
7. My mother has — to tell you.
8. I have — in my pocket.

Exercise 2. **their or there?**

1. The children filled — bowls with water and washed — hands. 2. Was — any soap in the bathroom? 3. Are — hand clean? 4. Did the children get — Christmas presents? 5. Is — anything you wish to have? 6. One day — came a man and said that he was — uncle. 7. They did not know — uncle. 8. — are some children in the garden. 9. Frank and Lily are playing with — brother. 10. — is a wood behind — house. 11. In this wood — are many foxes.

LESSON 54.

One morning Bob went into the dining-room. He said good morning to his parents.

The table was **laid already**. They all sat down to breakfast.

“Bob, why are you taking bread and **honey** when you have some **porridge** still on your plate?”

“Oh, mother, I don't want to eat my porridge to-day. Let me have some bread and honey **instead**.”

“Porridge is very good for you. You must **first** eat your porridge, then you can have some bread and honey.”

Bob finished his porridge. He ate also a **slice** of **ham** and an **egg**. Then he got his bread and honey and a cup of milk.

laid [leid] — kaetud
already [ɔ:l'redi] — juba
honey ['hʌni] — mesi
instead [in'sted] — asemel,
selle asemel
porridge ['pɔridʒ] — puder

first — esiteks, algul
slice [slais] — õhuke tükk,
viilukas
ham [hæm] — sink
egg [eg] — muna

Infinitive :

eat

Past :

ate [et]

Grammar:

Did you find **anything**?

No, I did not find **anything**.

Exercise 1. anything or something?

1. Did you get — from your uncle?
2. No, I did not get —.
3. Did your mother give you —?
4. Yes, she gave me —.
5. Did Bob tell you —?
6. No, he didn't (did not) tell me —.
7. Have you — to eat?
8. No, I have not — to eat.
9. There is — for you.
10. She put — on the table.

Exercise 2. Form the past:

tear, —; rush, —; eat, —; happen, —; look, —;
notice, —; can, —; sit, —; return, —; wash, —; say, —;
go, —; finish, —; see, —.

Exercise 3. Finish these sentences:

1. Bob's mother sent Bob to wash his hands, because —.
2. Bob tried to wash his hands without soap, because —.
3. Bob did not want to eat his porridge, because —.
4. Bob must eat much porridge, because —.
5. The fox asked the cock to come down, because —.
6. The fox could not catch the cock, because —.

Pronounce: down, own, brown, snow, crow, how, show,
blow, now, bowl, vowel, flower, know, soap.

Spell: pleasure, hollow, without, porridge, slice, dirty.

LESSON 55.

My pencil is **short**, I cannot write with it. Your pencil is still **shorter**. Tom has the **shortest** pencil.

Our **kitchen** is large; our dining-room is larger than our kitchen; our drawing-room is the largest of the three rooms.

My book is **thin**; my copy-book is thinner than my book; this exercise-book is the **thinnest**.

This lesson is easy; that lesson was easier; the new lesson is the **easiest**.

We are happy and gay. You are happier and gayer than we are. He is the **happiest** and **gayest** of all.

short [ʃɔ:t] — lühike
kitchen [ˈkɪtʃɪn] — köök
thin [θɪn] — õhuke
positive [ˈpɒzɪtɪv] — algvõrre

comparative [kəmˈpærətɪv] —
keskvõrre
superlative [sjuːˈpɜ:lətɪv] —
ülivõrre

shorter [ˈʃɔ:tə]
shortest [ˈʃɔ:tɪst]
larger [ˈlɑ:dʒə]
largest [ˈlɑ:dʒɪst]
thinner [ˈθɪnə]

thinnest [ˈθɪnɪst]
easier [ˈi:ziə]
easiest [ˈi:zi:st]
gayer [ˈgeiə]
gayest [ˈgei:st]

Exercise 1. Form the comparative and the superlative:

big, —, —; great, —, —; strong, —, —; gay, —, —;
fine, —, —; happy, —, —; young, —, —; nice, —, —;
old, —, —; red, —, —; hot, —, —; poor, —, —; cold, —, —;
bright, —, —; early, —, —; sleepy, —, —; soft, —, —;
clear, —, —; loud, —, —; hungry, —, —; wet, —, —;
sweet, —, —; merry, —, —; ripe, —, —; dirty, —, —.

Exercise 2. Form the comparative :

1. Tom is (big) than his brother.
2. My pencil is (long) than your pencil.
3. She looks (nice) than her sister.
4. Peter is much (happy) than Bob.
5. Bob is (sleepy) than Frank.
6. Mr. Stone is (kind) than Mr. White.
7. Is your dining-room (large) than your kitchen?
8. These flowers are (red) than those.
9. Your milk is (hot) than my tea.
10. My father is (old) than my mother.
11. In winter the days are (short) than in summer.
12. Plums are (sweet) than cherries.

Exercise 3. 1. Which is shorter, an hour or a day?
2. Which is longer, a day or a week? 3. Which is longer, a minute or a second? 4. Which is shorter, a month or a year? 5. Which is shorter, an hour or half an hour?
6. Which is longer, a day or an hour?

Pronounce: easier, easiest, happier, happiest, sleepier, sleepest.

LESSON 56.

A Letter.

I wanted to write a **letter** to my **cousin** Edgar. I had no **note-paper**. So I had to go to the **stationer's** to **buy** some note-paper.

My brother asked me to buy him a new **india-rubber**. I bought some note-paper, **envelopes**, and a pen at the stationer's. I did not **forget** to buy an india-rubber for my brother.

When I came home, I began to write to my cousin.

I wrote:

Dear Edgar,

We have often great fun here when other boys come to play football or other games on our playground.

Why do you not come with others?

We all miss you very much.

Do come, please! Don't forget to ask your friend Bob to come with you.

I hope to see you very soon.

With much love,

Your cousin

Cecil.

letter [ˈletə] — kiri	forget [fəˈget] — unustama
cousin [kʌzn] — onupoeg	envelope [ˈenviloup] — ümbrik
note-paper [ˈnoutˈpeipə] — kirjapaber	dear [diə] — kallis, armas
stationer's [ˈsteɪʃnəz] — kirjutusmaterjali-kauplus	miss [mis] — puuduma; puuduvana tundma, puudumist kahetsema
buy [bai] — ostma	do come — tule tingimata!
india-rubber [ˈɪndjəˈrʌbə] — kummi	hope [houp] — lootma

Infinitive:

buy
write

Past:

bought [bɔ:t]
wrote [rout]

Exercise 1. Form the past:

1. Sometimes I write letters to my friends. 2. Do you miss your friend very much? 3. What do you buy at the stationer's? 4. We buy some pens and paper at the stationer's. 5. Is there an envelope on the table? 6. The cock comes to a hollow tree. 7. He flies upon a branch. 8. The dog tears the fox to pieces.

LESSON 57.

I finished the letter and put it in an envelope. Then I **closed** it and wrote the **address** on it. I did not forget to **stick** a **stamp** on it.

Then I was **ready** to go to the **post-office** to **post** the letter.

My mother gave me some money and told me to buy some bread at the **baker's**.

I posted the letter; then I went to the baker's to buy bread. I bought a **loaf** of bread.

On the way home I **met** my friend Henry. He said he was going to a cricket **match**. He asked me to go with him. I could not go with him, I had no time. I had to prepare my lessons. And then I had also to do some other work at home. I was very **sorry** I could not go with Henry.

Proverb: Half a loaf is better than no bread.

close [klouʒ] — sulgema
address [ə'dres] — aadress
stick [stik] — kleepima
stamp [stæmp] — kirjamark
ready ['redi] — valmis
post-office ['poust-ʻofis] —
 postkontor
post [poust] — posti panema
baker ['beikə] — pagar

at the baker's — pagari juu-
 res
loaf [louf] — päts (leiba)
loaves [louvz] — pätsid
meet [miit] — kohtama
match [mætʃ] — matš, võist-
 lused
sorry ['sɔri] — kahju
I am sorry — mul on kahju

Infinitive:

put
 give
 post
 meet

Past:

put [put]
 gave [geiv]
 posted ['poustid]
 met [met]

Exercise 1. Form the superlative:

1. This is the (short) way to our school.
2. Lily is the (young) child of the family.
3. He is the (big) boy in our class.
4. Anne is the (fine) girl I know.
5. Which is the (long) day of the year?
6. Frank got the (nice) apple.
7. Which is the (strong) of us?
8. Jack is my (dear) friend.

Exercise 2. many or much?

1. The children found — presents on their plates.
2. I cannot eat so — porridge.
3. There was — bread on the table.
4. Do you always eat so — honey?
5. We had — fun here.
6. We get — letters from our friends.
7. She bought — stamps.
8. Henry has — money.
9. How — loaves of bread did he buy?
10. How — times ten is fifty?

Exercise 3. Translate the following sentences using the present continuous:

1. Ma kirjutan kirju oma sõbrale.
2. Mida sina teed?
3. Ma loen.
4. Kus mängivad Tom ja Lily?
5. Kas nad tulevad täna?
6. Kas päike paistab?
7. Mida kirjutab Peeter?

LESSON 58.

When I was near our house, it began to rain.

A few big raindrops were falling.

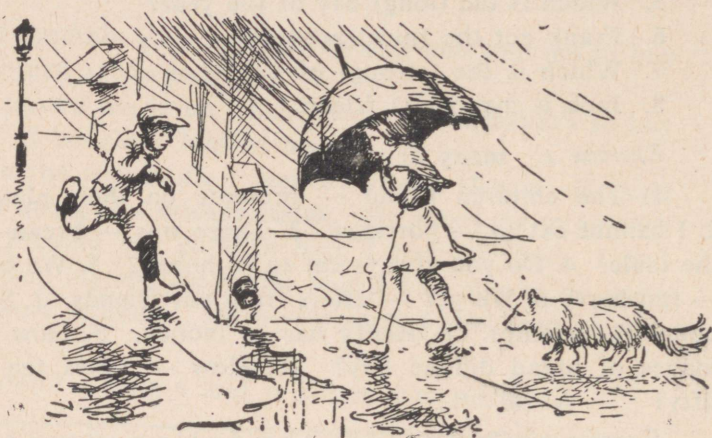
I ran as fast as I could, so I did not get wet.

When I was at home and looked out of the window, I saw it was raining very hard.

A strong wind was blowing. The street was quite wet.

A little girl with a large **umbrella** was coming round the corner. A white dog was running after her. The poor dog was wet and dirty.

Then I saw a boy running down the street. The boy did not notice the girl and **ran into her**. She fell down,



and her umbrella **rolled** away. The boy did not stop to help her. Only her little dog stopped and looked at her.

Then the girl got up, all wet and dirty.

She **picked** up her umbrella and went on.

I saw she was crying.

rain [rein] — vihm; vihma
sadama

raindrop — vihmapiisk

a few [fju:] — mõned

fast [fa:st] — kiiresti

as—as [æz—æz] — nii—kui

umbrella [ʌm'brelə] — vihma-
vari

round [raund] — ümber; üm-
margune

ran into her — põrkas temaga
kokku

roll [roul] — veerema

pick up [pik ʌp] — üles tõstma

I n f i n i t i v e :

pick up

roll

P a s t :

picked up [pikt ʌp]

rolled [rould]

Questions: 1. Do you often write letters to your friends? 2. What do you use when you write a letter? 3. Where do you buy these things? 4. What do you write on the envelope? 5. What do you stick on it? 6. Where do you buy stamps? 7. Is the post-office near your house? 8. Do your parents send you to post letters? 9. Does your mother send you to the baker's? 10. What do you buy at the baker's? 11. Does your father give you much pocket-money? 12. Do you take your umbrella with you when the sun is shining?

Exercise 1. do or does?

1. What — you — when your hands are dirty?
2. Where — you wash them? 3. Bob — not like to eat porridge. 4. What — his mother say? 5. — you often write to your friends? 6. — Cecil miss his cousin very much? 7. — you often meet your friends?

Exercise 2. Form the past:

1. The children of Mrs. Brown go to post a letter.
2. They post the letter. 3. They go to the baker's and buy two loaves of bread. 4. It begins to rain. 5. It is raining very hard. 6. A strong wind is blowing. 7. Ellen's umbrella rolls away. 8. She runs after it and picks it up. 9. Tom meets his friend and asks him where he is going. 10. Tom is sorry he cannot go with him.

Exercise 3. Write in words:

25, 34, 44, 56, 58, 60, 62, 73, 87, 90.

Spell: umbrella, round, pick, fast, ready, match, stamp.

LESSON 59.

Frank woke up quite early. He **jumped** out of his bed and ran to the window.

Everything looked so white. The trees and bushes in the garden were covered with soft **thick** snow. The ground, too, was covered with snow.

After breakfast Frank ran to the **pond**.

The **deep** pond in the garden was covered with ice. Frank tried to **slide** on the ice. The ice was very thick.

Frank ran **in** and cried, "To-day we can skate, the pond is frozen!"



In the afternoon the children went to skate. The **neighbour's** children also came to skate, and soon there were many children skating on the pond. They all like to skate.

Sometimes we go to skate on some **skating-rink**. There are **several** skating-rinks in our **town**.

jump [dʒʌmp] — hüppama
thick [θɪk] — paks
pond [pɒnd] — tiik
deep [di:p] — sügav
slide [slaid] — liugu laskma,
liuglema
he ran in — ta jooksis tuppa

freeze [fri:z] — külmuma
frozen [frouzn] — külmunud
neighbour [ˈneɪbə] — naaber
skating-rink — uisutamisväljak
several [ˈsevrəl] — mitu
town [taun] — linn

Questions: 1. What did Frank do when he woke up?
2. Do you usually jump out of your bed when you wake up?
3. Where did Frank run? 4. What did he see?
5. Why did everything look white? 6. When does snow cover the ground?
7. Where did Frank run after his breakfast? 8. Is there a pond in your garden?
9. Was the pond frozen? 10. Was the ice thick?
11. What did Frank try to do on the ice?
12. What did the children do in the afternoon?
13. Do you like to skate? 14. With whom do you skate?

Grammar: What have you?

I have **nothing**.

Exercise 1. **anything** or **nothing**?

1. I have — to do.
2. He has — in his pocket.
3. He found — in the bathroom.
4. Is there — in his bowl?
5. Did you hear —?
6. I heard —.
7. Have you — to tell me?
8. I have — to tell you.
9. We did not see —.

Exercise 2. Form negative sentences!

Example: She fell down. She did not fall down.

1. Frank woke up very early.
2. He jumped out of his bed.
3. He opened the window.
4. He ran to the pond.
5. He tried to slide on the ice.
6. The children went to skate.
7. Frank fell down.
8. The ground was covered with snow.
9. I saw some boys in the garden.
10. They were making a snow-man.

Exercise 3. Fill the blanks with the following words:

miss	kitchen
porridge	soap
post	envelope
baker's	egg
wet	stick
hope	stationer's

1. Cecil went to the — to buy paper.
2. He put the letter into an —.
3. He did not forget to — a stamp on it.
4. Then he went to — the letter.
5. My mother is working in the —.
6. She sent me to buy some bread at the —.
7. Bob does not like to eat his —.
8. He got some ham and an —.
9. We all — you very much.
10. I — to see you very soon.
11. We wash our hands with water and —.
12. It was raining, and the streets were —.

Pronounce: water, wall, wet, well, way, week, Wednesday, when, where, why, what.

Spell: April, one, girl, mother, forty, seven.

LESSON 60.

Sliding on the River.

Of all **seasons** Frank liked winter best. He was always glad when **frost** and snow came, **for** then he could slide.

There was a river near his home. One morning in the Christmas holidays Frank thought the river was frozen.

It was a bright clear frosty day. When Frank came to the river, he found three other boys from the **same** school already there. They made a **slide** on the ice, and soon some other boys **joined** them.

The slide grew longer and longer. Once Frank fell down, and the other boys fell over him, crying and **laughing** with pleasure. But they were up in a moment again.

Suddenly the ice gave a **crack**, and Frank fell into the water.

It was a good thing the river was not deep, so he **scrambled** out, the other boys helping him.

He was wet, and the water was very cold. His **clothes** were wet, and his **boots** were **full** of water.

The poor boy **ran** home as fast as he could. The others did not like to slide any more that day and went home, too.

season [si:zn] — aastaaeg

frost [frɔst] — pakane, külm

for [fɔ:] — sest

same [seim] — sama

slide [slaid] — liutee

join [dʒɔin] — liituma, selt-

sima (kellegagi)

laugh [lɑ:f] — naerma

crack [kræk] — praks

scramble [skræmbl] — ronima

boot [bu:t] — saabas

full [ful] — täis

clothes [klouðz] — rõivad

Infinitive :

think

grow

scramble

Past :

thought [θɔ:t]

grew [gru:]

scrambled [skræmbld]

Questions: 1. How many seasons are there? 2. Which season have we now? 3. Which season do you like best? 4. Why? 5. Is there a river near your home? 6. Do you like to slide? 7. Can you skate? 8. Where do you skate? 9. Is there a skating-rink near your school? 10. Do your parents skate? 11. What happened to Frank when he was sliding on the river? 12. Why did he fall into the water? 13. Was the river deep? 14. Who helped him to scramble out of the water? 15. What happened to his clothes? 16. What did he do?

Exercise 1. Form the plural :

1. A little boy was sliding on the river. 2. He fell into the water. 3. The other boy pulled him out. 4. His boot was full of water. 5. The poor boy ran home. 6. That bush is covered with snow. 7. This is his favourite song. 8. My cousin came to see me. 9. She had a piece of paper in her hand.

Exercise 2. Form the past :

begin, —; meet, —; go, —; jump, —; scramble, —; return, —; open, —; shake, —; fill, —; wish, —; pull, —; rush, —; write, —; buy, —; give, —; post, —; notice, —.

Exercise 3. Fill the blanks with the words anything, something, nothing:

1. She knows —. 2. I saw — in the grass. 3. Did you say —? 4. Did you find —? 5. Is there — in this box? 6. Yes, there is —. 7. Have you — for me? 8. No, I have — for you.

Exercise 4. Put these words in the right order, and write down the sentences which they make:

1. a, I, post, went, to, letter.
2. very, it, hard, raining, was.
3. umbrella, I, no, had.
4. dirty, and, the, wet, were, streets.
5. you, for, go, ready, are, to, a, walk?
6. jumped, he, of, bed, out, his.
7. boots, were, his, full, water, of.

LESSON 61.

The pupils of Miss White were sitting in their classroom. They were **conjugating** some **verbs**.

Ellen did not pay much attention to her work; she could not, as her friend Rose [rouz] was showing her a picture **postcard**. Then Miss White asked Ellen a question.

But Ellen could not answer, because she did not hear the question.

Miss White said, "Ellen, you must pay attention!"

Ellen sat down, she **felt ashamed**. Then she looked out of the window. She saw large **snow-flakes** falling from the sky.

They looked very **pretty**.

The snow-flakes came falling faster and faster. The **air** was filled with them.

Ellen thought, "To-day we can make a snow-man and **throw** snowballs."

Then Miss White read a new poem to them. The poem was called *Falling Snow*.

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

conjugate [ˈkɔndʒugeit] — pöörama	—	snow-flakes [ˈsnoufleiks] — lumehelbed
verb [vəɪb] — verb		pretty [ˈpriti] — ilus
postcard [ˈpoustkɑ:d] — post- kaart		air [eə] — õhk
felt ashamed [əˈʃeimd] — hä- benes, tundis häbi		throw [θrou] — viskama
		talk [tɔ:k] — vestlema, kõne- lema; vestlus

Infinitive:

read

Past:

read [red]

Exercise 1. Form the past:

1. The cock crows in the morning. 2. The fox finds the hollow tree. 3. Frank falls into the water. 4. He scrambles out of the water. 5. The other boys help him. 6. We post the letter and buy some postcards. 7. It is raining very hard. 8. A boy comes running down the street.

Exercise 2. Fill in the possessive pronouns my, his, her, our, your, their:

1. Wash — hands, Bob! 2. Are — fingers clean, Ellen? 3. We love — parents. 4. These parents found — children. 5. She knows — lesson. 6. I do not know — lesson. 7. The little girl picked up — umbrella. 8. Peter likes — ball.

Exercise 3. 1. Monday comes after —. 2. Friday comes before —. 3. — is the first day of the week. 4. — is between Tuesday and Thursday. 5. — is between Saturday and Monday. 6. — is the last day of the week. 7. January is the — month of the year. 8. May is the — month. 9. August is the — month. 10. November is the — month.

Pronounce: dear, dirty, day, dance, dress, dead, drop, tired, travel, tear, tell, told, teacher.

LESSON 62.

Falling Snow.

See the pretty snow-flakes
Falling from the sky;
On the walls and house-tops
Soft and thick they lie.

On the window ledges,
On the branches bare;
Now how fast they gather,
Filling all the air.

Look into the garden
Where the grass was green:
Covered by the snow-flakes,
Not a blade is seen.

And the bare black bushes
All look soft and white;
Every twig is laden,
What a pretty sight!

top [tɒp] — ülaosa, pealis
house-top — maja katus
ledge [ledʒ] — simss, äär
bare [bæ] — paljas
gather [ˈgæðə] — kogunema,
koguma
twig [twig] — oksake, raag

blade [bleid] — kõrs, rohu-
libleke
laden [leɪdn] — koormatud
sight [sait] — vaade
during [ˈdʒuəriŋ] — kestel,
jooksul

Questions: 1. Do you sometimes talk to your friends during the lesson? 2. Can you pay attention to your work when you are talking to your neighbour? 3. Do you sometimes look out of the window? 4. What was

Ellen doing one day? 5. What did she see? 6. What is the colour of snow? 7. Was it a pretty sight? 8. What did Ellen think? 9. Do you like making a snow-man? 10. How did Ellen feel when the teacher asked her? 11. Do you feel ashamed when you know your lesson well? 12. How do you feel then?

Exercise 1. Form the comparative and the superlative:

pretty, —, —; dirty, —, —; fast, —, —; deep, —, —; dear, —, —; sharp, —, —; thin, —, —; wet, —, —; soft, —, —; thick, —, —; old, —, —; hot, —, —; muddy, —, —.

Exercise 2. Add the missing words:

1. The pretty snow-flakes are falling from the —.
2. There are four seasons in a —.
3. Cecil wrote a letter to his —.
4. Little Jane likes to hear nursery —.
5. Miss White is Ellen's —.
6. The trees and bushes were covered with —.
7. It was cold, and the ice was very —.
8. In the afternoon the children went to skate on the —.

Exercise 3. Form suitable sentences:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. We buy 2. Boys 3. Cocks 4. Foxes 5. We skate 6. After | <p>crow early in the morning.
and hares live in large woods.
on the ice.
Sunday comes Monday.
stamps at the post-office.
like to slide.</p> |
|---|---|

LESSON 63.

Aunt Agnes is the only sister of my father. She lives **in the country** with her children. She has a son and a daughter. Sometimes she comes to stay with us.

Last week Aunt Agnes came from the country. She brought her children with her.

They stayed with us for several days.

We wanted to **amuse** them, and so we went to the **cinema** to see a new **film**.

This time we went to see a **talking** film.

My cousins like to go to the cinema, but they live in the country, you know, and so they **seldom** go to the cinema.

It was very exciting.

We all **admired** the **hero** very much.

We **enjoyed** that film.

aunt [a:nt] — tädi
 in the country ['kʌntri] —
 maal
 amuse [ə'mju:z] — lõbustama
 talking film ['tɔ:kiŋ film] —
 helifilm
 cinema ['sinimə] — kino

seldom ['seldəm] — harva
 admire [əd'maiə] — imetlema
 hero ['hiərəu] — sangar, kan-
 gelane
 enjoy [in'dʒɔi] — nautima
 well [wel] — terve, hea ter-
 vise juures

Singular:

hero

Infinitive:

admire

enjoy

Plural:

heroes ['hiərəuz]

Past:

admired [əd'maiəd]

enjoyed [in'dʒɔid]

Questions: 1. How many aunts have you? 2. Where does your aunt live? 3. Do you like to live in the country? 4. Do your parents live in the country? 5. Do you always spend your summer holidays in the country? 6. Do you sometimes go to the cinema? 7. With whom do you go to the cinema? 8. Do you go to see every new film? 9. How did the children in our story amuse their aunt and their cousins? 10. Do their cousins often go to the cinema? 11. Why not? 12. Whom did they admire very much? 13. Did they enjoy that film?

Positive: Comparative: Superlative:

good	better [ˈbetə]	best
well	better	best
ill	worse [wɜːs]	worst [wɜːst]
bad	worse	worst
many	more	most [məʊst]
much	more	most
little	smaller	smallest
small	smaller	smallest

Exercise 1. Form the comparative:

1. I your mother (well) to-day? 2. I have (many) books than you have. 3. My little brother is (small) than your brother. 4. Jane's grandmother is (ill) than she was yesterday. 5. The weather grew (bad) and (bad). 6. My old pen is (good) than your new pen. 7. We drink (much) milk than you? 8. Ellen likes much (much) to read than you.

Exercise 2. Form the superlative:

1. This is the (little) house in New Street.
2. Lily is my (good) pupil.
3. This is the (much) exciting story I know.

4. I think this is the (bad) mistake in your exercise.
5. This is the (small) room in our house.
6. This is the (good) present for him.

Pronounce: Jane, June, July, join, jump, enjoy, gentleman, ledge, large, cottage.

LESSON 64.

Edgar's Letter to Cecil.

Cecil has got a letter from his cousin Edgar. Edgar writes:

Dear old Cecil,

Many **thanks** for your kind letter!

I am glad to hear that you are having so much fun.

Nothing very exciting has happened here. But yesterday was a great day!

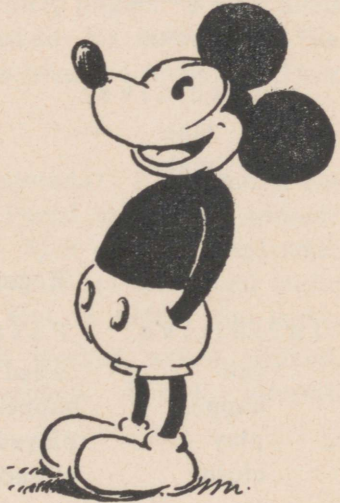
Father took us all to the cinema to see a new film with that **curious creature** called Micky Mouse.

How we all enjoyed it!

Micky Mouse changed his **shape** many times and made the most **curious sounds**.

A cat caught him and **swallowed** him. Suddenly the cat **burst** into many, many pieces, and out **marched** Micky Mouse with rolling eyes.

Then another cat wanted to catch him. But suddenly Micky Mouse turned round and swallowed the cat which was much bigger than Micky Mouse **himself**.



Micky Mouse is the most curious creature I have ever seen.

thanks [θæŋks] — tänu
curious ['kjʊəriəs] — kumma-
line, veider
creature ['kri:tʃə] — olend
mouse [maʊs] — hiir
shape [ʃeɪp] — kuju
sound [saʊnd] — heli
swallow ['swɒləʊ] — neelama
burst [bɜ:st] — lõhkema

march [mɑ:tʃ] — marssima
himself [hɪm'self] — ise
ever ['evə] — kunagi
regular ['regjʊlə] — korra-
pärane
past [pɑ:st] — minevik; möö-
dunud
perfect ['pɜ:fɪkt] — täismine-
vik

Singular:

mouse

Plural:

mice [maɪs]

Infinitive:

take

make

march

Past:

took [tu:k]

made [meɪd]

marched [mɑ:tʃt]

Regular verbs.

Infinitive:

call

happen

play

close

ask

rush

hope

notice

Past:

called

happened

played

closed

asked

rushed

hoped

noticed

Past participle:

called [kɔ:ld]

happened [hæpnd]

played [pleɪd]

closed [klaʊzd]

asked [ɑ:skt]

rushed [rʌʃt]

hoped [houpt]

noticed ['nɒtɪst]

add	added	added [ˈædɪd]
count	counted	counted [ˈkauntɪd]
comfort	comforted	comforted [ˈkʌmfətɪd]
translate	translated	translated [trænzˈleɪtɪd]

Exercise 1. Form the past and the past participle:

like, —, —; pick, —, —; look, —, —; work, —, —; walk, —, —; jump, —, —; march, —, —; roll, —, —; swallow, —, —; happen, —, —; crow, —, —.

Exercise 2. Form the present perfect!

Example: I returned from school. I have returned from school.

1. Bob's mother noticed his dirty fingers. 2. Bob filled a bowl with water. 3. He washed his hands. 4. The children posted a letter. 5. They returned home. 6. They enjoyed the film.

Exercise 3. Translate:

1. Kas sul on midagi ära kirjutada? 2. Ei, mul ei ole midagi ära kirjutada. 3. Kas Peetri taskus on midagi? 4. Jah, tal on midagi taskus. 5. Meil ei ole midagi teha. 6. Kas onu andis sulle midagi? 7. Ei, ta ei andnud mulle midagi. 8. Ma tean midagi. 9. Mul on midagi sinu jaoks.

Pronounce: picked, looked, worked, asked, walked, noticed, washed, rushed, marched, hoped, jumped, stopped, finished.

LESSON 65.

Edgar's Letter to Cecil.

(Continued.)

In the next film the hero was a young man who could do the most curious tricks on a horse. He had a very fine

horse. He went to **rescue** a beautiful young **lady** whom some bad men had brought away.

Pistols were **fired**, men and horses rolled down the **hillside**.

But after many exciting **adventures** the young hero rescued the beautiful young lady and brought her back to her parents. It was a happy **ending**. We admired the hero very much. We all were very glad we had gone to see those pictures.

I hope to see you very soon,

Your cousin

E d d y.

trick [trik] — trikk
horse [hɔ:s] — hobune
rescue [ˈreskjui] — päästma;
pääste
lady [ˈleidi] — daam
pistol [ˈpistəl] — püstol
fire [faɪə] — tulistama; tuli
hill [hil] — mäekink

side [said] — külg
adventure [ədˈventʃə] — seik-
lus
end [end] — lõppema; lõpe-
tama; lõpp, ots
ending [ˈendiŋ] — (sõna, jutu)
lõpp

Exercise 1. Form the plural:

1. In our house there are many (mouse). 2. We saw two beautiful young (lady). 3. In this country there are many (hill). 4. The children admired those young (hero) very much. 5. These little (bird) are most curious (creature). 6. The pretty white (snow-flake) were falling from the sky. 7. The children bought two (loaf) of bread.

Exercise 2. Form the past and the present perfect:

1. I open the door. 2. You clean the blackboard. 3. We form some new sentences. 4. We use these words in our exercise. 5. The cat swallows the mouse. 6. The

parents and the children work in the garden. 7. Fred finishes his work. 8. She answers your question.

Exercise 3. Add the missing words:

1. Aunt Anne came from the —.
2. They went to the cinema to see a new —.
3. The cat burst into many —.
4. Micky Mouse changed his — several times.
5. He made the most curious —.
6. He swallowed a cat which was much bigger than he —.
7. The young hero rescued a beautiful —.
8. He brought her home to her —.
9. It was raining very —.
10. A strong wind was —.
11. His clothes were wet, and his boots were full of —.
12. He ran as fast as he —.

Pronounce: rescued, opened, changed, formed, used, answered, closed.

LESSON 66.

My greatest pleasure is reading. I like to read stories of adventure and **nature**-stories about **animals**, birds, and **insects**.

These stories are very **interesting**.

My father, too, likes reading very much. He has many interesting books.

My mother is also **fond of** reading.

Last **night** I was reading a boy's **journal**. It was full of adventures and rescues. These were most exciting stories! I **remember** them very well.

Then my mother came and said it was time for me to go to bed.

It was very **late**, indeed.

I went to bed and fell asleep.

I **dreamt** of the adventures of which I had read in the journal.

nature [ˈneɪtʃə] — loodus	remember [rɪˈmembə] — mä-
animal [ˈæniməl] — loom	letama
insect [ˈɪnsɛkt] — putukas	late [leɪt] — hilja
interesting [ˈɪntrɪstɪŋ] — huvitav	dream [dri:m] — und nägema; unenägu
she is fond [fɒnd] of reading	fall asleep — uinuma, magama jääma
— ta armastab lugeda	allow [əˈlaʊ] — lubama
night [naɪt] — öö	are you allowed [əˈlaʊd]? —
last night — eile õhtul	kas sind lubatakse? kas
journal [dʒə:nl] — žurnaal	tõhid?

Questions: 1. Are you fond of reading? 2. Are your parents fond of reading? 3. Do they read often? 4. Have you many interesting books? 5. Are you fond of nature-stories? 6. Do you like to read about insects and birds? 7. Are you fond of stories of adventure? 8. Do your parents allow you to read all sorts of stories? 9. Are you allowed to go to the cinema alone, without your parents? 10. Do you dream sometimes? 11. Of what do you dream? 12. Do you dream of the adventures of which you read?

Grammar:

Positive:	Comparative:	Superlative:
curious	more curious	most curious
beautiful	more beautiful	most beautiful
difficult	more difficult	most difficult

Exercise 1. Form the comparative and the superlative:

pretty, —, —; many, —, —; little, —, —; well, —, —; much, —, —; comfortable, —, —; exciting, —, —; bad, —, —; good, —, —; ill, —, —; small, —, —; deep, —, —; interesting, —, —.

Exercise 2. Fill in the words **to**, **too**, **two**:

1. I have — hands and — legs. 2. The milk is — hot, I cannot drink it. 3. Cecil is — years older than Tom. 4. It is time — go — bed. 5. It is — late. 6. You have — know many things. 7. — is more than one. 8. No one is — old to learn.

Exercise 3. Form the past and the present perfect:

1. Three men roll down the hillside. 2. One of them fires a pistol. 3. The young hero rescues a beautiful young lady. 4. My parents allow me to read these stories.

Pronounce: counted, added, comforted, conjugated, translated, waited, wanted, posted.

LESSON 67.

A Dialogue.

Lily: Good morning, Gracie [ˈgreɪsi]!

Gracie: Good morning, Lily! **How are you?**

Lily: Thank you! I am quite well. Where are you going?

Gracie: I am going to the **chemist's** to get the **medicine** for my mother.

Lily: Is your mother ill?

Gracie: Yes, she is very ill.

- Lily: What is the matter with her?
- Gracie: She has **caught a cold**, and now she has a **fever** and a bad headache. The **doctor** says she must **keep** her bed.
- Lily: Oh, let us hope she will soon get better again. How is your grandmother?
- Gracie: Thank you, **granny** is all right. Now I must go. **See you again**, dear Lily!
- Lily: **So long**, Gracie dear!

dialogue [ˈdaiələg] — kahe-kõne	fever [ˈfi:və] — palavik
how are you? — kuidas käsi käib? kuidas on teie tervis?	doctor [ˈdɒktə] — arst
chemist [ˈkemist] — apteeker	keep [ki:p] — hoidma, pidama
to the chemist's — apteeki	must keep her bed — peab voodisse jääma
medicine [ˈmedsin] — arstim, arstirohi	she will soon get better — ta paraneb varsti (tuleviku-vorm)
cold — külmetus; nohu	granny [ˈgræni] — vanaemake
catch a cold — külmetuse, nohu saama	see you again } — jällenä-
	so long! } gemiseni!

Questions: 1. How are you? 2. Are your parents well? 3. Have you ever been ill? 4. Can you work well when you have a bad headache? 5. What must you do when you are very ill? 6. Do you like to stay in bed when you are well? 7. What must you take when you are ill? 8. Do you like to take all sorts of medicine?

Exercise 1. Fill in the words **why, what, when, which, where, whom, who**:

1. — does Bob not eat his porridge? 2. — do you buy at the baker's? 3. — did you go with your aunt? 4. — is your birthday? 5. — did the young hero rescue?

6. — of these girls is your cousin Elsie? 7. — does water freeze? 8. — does the water become when it freezes? 9. — is the weather frosty and clear? 10. — do you skate? 11. With — do you skate? 12. — did you not answer my letter? 13. — is your teacher? 14. — of these rooms is the largest?

Exercise 2. Fill in the words **one, on, an**:

1. I know — old seaman. 2. Have you — aunt?
 3. My uncle has only — son. 4. There is — open book —
 the table. 5. — day there happened a most curious thing.
 6. No — is too old to learn. 7. Tom is lying — the grass.

Exercise 3. Form suitable sentences:

1. We stick	many letters to my friends.
2. We buy	to the chemist's to buy our medicine.
3. Some	are ill, you must keep your bed.
4. The Christmas	a stamp on the envelope.
5. I write	bread at the baker's.
6. When you	boys like to read stories of adventure.
7. We go	must eat much porridge.
8. Little children	holidays are in December.

LESSON 68.

When Mother is Ill.

Mother was very ill. She had a bad cold, and her head **ached**. She was in bed.

"You must try to help your mother, because she is ill," said father to the children. The children felt very **sad** when they heard that mother was ill.

There was no one to make their breakfast. There was no one to **brush** Molly's **hair**. There was no one to **dress** baby. There was no one to send Peter **off** to school.

Father went off to work, and the children were **left** alone.

Molly tried to dress baby, but baby cried.

She did not like having her **frock** put on the **wrong** side out. She did not like having the **right** shoe on her **left** foot, and her left shoe on her right foot.

And so she cried.

Peter tried to make breakfast, because they all were hungry. But he could not. So they had no breakfast **at all**.

Peter went to school, but he felt hungry and unhappy.

ache [eik] — valutama	wrong [rɔŋ] — ebaõige, väär,
sad [sæd] — kurb	vale
brush [brʌʃ] — harjama; hari	wrong side out — pahupidi
hair [hæ] — juus, juuksed	right — parem(poolne)
dress [dres] — rõivastama	shoe [ʃu:] — king
leave [liiv] — jätma; lahkuma	left [left] — vasak
(kustki)	foot [fut] — jalg
they were left — nad jäid	at all — üldse
off [ɔ:f] — ära	choose [tʃu:z] — valima
frock [frɔk] — kleit	

Singular:

foot

Plural:

feet [fi:t]

Exercise 1. Choose the right English word:

1. nägema (sight, see, sea)
2. viskama (try, tear, throw)
3. taldrik (blade, bowl, plate)
4. juhtuma (happy, hope, happen)
5. sünnipäev (date, birthday, time)

- | | |
|------------------------|-----------------------------|
| 6. leib | (brought, bright, bread) |
| 7. maja | (home, house, room) |
| 8. õhtu | (ever, evening, every) |
| 9. tuli | (fever, few, fire) |
| 10. õhtusöök | (soap, dine, supper) |
| 11. laulma | (laugh, song, sing) |
| 12. olend | (nature, picture, creature) |

Exercise 2. Add the missing letters:

1. Gracie's mo— was very ill. 2. The doct— said she was to ke— her bed. 3. Molly could not bru— her hair. 4. She tr—d to dress the bab—. 5. Molly put her le— sh— on her right foot. 6. She put on her fr— wrong si— out.

Exercise 3. Form questions with **when, where, why, what, which, who, whom.**

Spell: medicine, doctor, ill, fever, headache, chemist, frock, baby, right, wrong.

LESSON 69.

Two Sides.

My bed, I know, **has got** two sides,
 A wrong side and a right;
 So when I jump out of the wrong,
 I feel quite bad the **whole** day long
 And **fume** and **fret** and **fight**.

My bed, I know, has got two sides,
 A right side and a wrong;
 So when I jump out of the right,
 I find the day one long **delight**
 From **dawn** till **evensong**.

whole [houl] — terve, kogu
the whole day long — kogu päeva
fume [fju:m] — ärrituma; marutsema
fret [fret] — pahur olema, närvitsema
fight [fait] — võitlema; kaklema, riidlema

delight [di'lait] — rõõm; vaistus
dawn [dɔ:n] — koit, koidik
evensong ['i:vnsɔŋ] — õhtupalve
irregular [i'regjulə] — eba- korrapärane
middle [midl] — keskkoh
has got = has

Exercise 1. many or much?

1. I have to copy — sentences. 2. Molly's mother has — to do. 3. — children are playing on the playground. 4. My uncle has — horses. 5. How — money have you? 6. How — times four make twenty? 7. Have you made — mistakes in your exercise? 8. How — letters have you got to-day? 9. How — sides has your bed? 10. Have you — porridge on your plate?

Exercise 2. Put in the missing letters:

1. Henry was on the oth— side of the street. 2. On the other si— of the river there are some houses. 3. Why do you not br—sh your hair? 4. She has put her l—ft shoe on her right f—t. 5. Is this your new fr—ck? 6. Peter tr—d to make breakfast.

Exercise 3. 1. Write down the first letter of the alphabet! 2. Underline the last letter in the word *sea*! 3. Underline the letter in the middle of the word *day*! 4. Write down the third letter of the alphabet! 5. Write down the missing letter in the word *-ish*! 6. Underline the first letter in the word *minute*!

Exercise 4. Write the poem by heart!

LESSON 70.

A Birthday Party.

It was Gracie's birthday. She was eleven years old. Her mother had **promised** her to let her have a **party**. Ten children had been **invited**. Gracie had written to them and invited them to come to her birthday party. She **received** ten letters thanking for her **invitation**, and all her friends said they hoped to come.

Well, the birthday came **at last**.

In the afternoon Gracie helped her mother to **lay** the tea-table.

Then her friends came. They wished Gracie many happy returns of the day and gave her many nice presents.

Gracie was **delighted**.

After tea the children played some games; they sang and danced.

Then Gracie's grandmother gave them some **riddles** to **guess**.

It was not very easy to guess those riddles. Some riddles gave the children much **trouble**.

Here are some of those riddles:

1. Which letter of the alphabet goes all round Great Britain?
2. Why is a cherry like a book?
3. What word becomes shorter when you add a **syllable**?
4. Why is the letter *a* like twelve o'clock?
5. What comes twice in a moment, once in a minute, and never in a hundred years?

Then it was time for the party to come to an end.

Then children said they had enjoyed that party very much.

promise [ˈprɒmɪs] — tōotama,
lubama

party [ˈpɑːti] — seltskondlik
koosviibimine, pidu

invite [ɪnˈvaɪt] — kutsuma

invitation [ɪnviˈteɪʃn] — kutse

receive [rɪˈsiːv] — vastu võt-
ma; saama

at last — viimaks

lay — katma (lauda)

delighted — vaimustunud

riddle [rɪdl] — mõistatus

guess [ges] — mõistatama,
mõistamisi arvama

trouble [ˈtrʌbl] — vaev, mure

syllable [ˈsɪləbl] — silp

come to an end — lõppema

Great Britain [greɪt brɪtn] —
Suur-Britannia

pluperfect [ˈpluːpəːfɪkt] — en-
neminevik

Questions: 1. What had Gracie's mother promised?
2. Do you like to go birthday parties? 3. How many
invitations had Gracie written? 4. How many letters did
she receive? 5. What did her friends say in their letters?
6. Did they hope to come? 7. Do you often invite your
friends? 8. Do you often get invitations from your friends?
9. What did Gracie's friends wish her when they came?
10. What did they give her? 11. Are you glad to get pre-
sents? 12. What did the children do after tea? 13. How
did Gracie's grandmother amuse the children? 14. Do
you know many riddles?

Exercise 1. Form the past perfect (plu-
perfect)!

Example: I finished my work. I had finished my work.

1. Gracie invited her friends to her birthday party.
2. She received ten letters from her friends. 3. Her friends
promised to come. 4. They thanked her for her invitation.
5. Gracie hoped to see them. 6. She helped her mother
to lay the table. 7. Her friends wished her many happy
returns of the day. 8. The children danced and played
games. 9. They guessed some riddles.

Exercise 2. Fill the blanks:

1. Ten and four are —.
2. Three and — are eleven.
3. Nine and six are —.
4. — and four are seventeen.
5. Sixteen and — are twenty-one.
6. Seven times four are —.
7. Ten — four are forty.
8. Nine times five are —.

LESSON 71.

My mother said to me: "Look, here is a **hole** in Lily's shoe. You must **take** her shoes to the **shoemaker's**. The shoes must get **repaired**. Ask the shoemaker to do it. Tell him he must not forget to send them **to-morrow**."

I took the shoes and went. My brother Tom came with me. We took the shoes to the shoemaker's. He promised to repair them **as soon as possible**.

Then we went to take a walk. We like to walk in the streets and to look in at the **shop** windows. In one window we saw a fine knife. Tom wanted to have it. He took out his **purse** and began to count his money. But he had not money **enough** to buy the knife. I was sorry I had no money to give him.

So we went on.

When we came home, Tom found that he had **lost** his purse.

There was a hole in his pocket.

hole [houɫ] — auk
take — viima
shoemaker [ˈʃuːmeikə] — king-sepp
repair [riˈpɛə] — parandama
to-morrow — [təˈmɔrou] —
homme

as soon as — niipea kui
possible [ˈpɔsɪbl] — võimalik
shop [ʃɔp] — pood, kauplus
purse [pɜːs] — rahakott
enough [iˈnʌf] — küllalt
lose [luːz] — kaotama
lost [lɔːst, lɔst] — kaotatud

Irregular verbs.

Infinitive:	Past:	Past participle:
speak	spoke [spouk]	spoken [spoukn]
give	gave	given [givn]
begin	began	begun [bi'gʌn]
take	took [tuk]	taken [teikn]
see	saw	seen [si:n]

Exercise 1. Form the present perfect:

1. Cecil took Lily's shoes to the shoemaker's. 2. He gave the shoemaker some money. 3. The shoemaker promised to repair the shoes. 4. We saw him at his work. 5. Tom lost his purse. 6. He saw his teacher. 7. He spoke to his teacher.

Exercise 2. **do not** or **does not**?

1. Lily — find her umbrella. 2. She — go to the shoemaker's. 3. The shoemaker — repair Lily's shoes. 4. These boys — like to look in at the shop windows. 5. Tom — find any money in his purse. 6. The children — guess some of these riddles. 7. Dick — know what to do. 8. We — remember what the teacher said. 9. Bob — get much pocket-money. 10. Gracie — invite all her friends.

Exercise 3. Translate these sentences using the present continuous:

1. Ma viin Lily kingad kingsepa juurde. 2. Kingsepp parandab tema kingi. 3. Ma tulen koju. 4. Me jalutame tänaval. 5. Tom loendab oma raha. 6. Tütarlapsed tantsivad ja laulavad. 7. Nad joovad teed. 8. Nad mõistatavad mõistatusi. 9. Molly harjab oma õe kleiti. 10. Tema aitab oma ema.

LESSON 72.

The Village Shop.

Dot went into the **village** shop to buy some **sweets**. She had to wait a long time because there were so many **people** in the shop.

And then there was **no one** to **serve** them **but** old Mrs. Smith [smiə].

“**Oh dear me**, oh dear me!” said old Mrs. Smith. “How I do miss my little girl!”

“Where is your little girl?” asked one of the people in the shop. “She has gone to stay with her aunt, and I am all alone,” said Mrs. Smith.

“May I be your little girl and help you to serve the other people?” asked Dot. “That you may indeed,” said the old lady and **smiled**. “Come behind the **counter**, my dear!”

Then Dot was very happy to be **useful**. She had never been behind the counter in a **real** shop **before**, and she thought it was great fun to play at keeping shop.

village [ˈvilidʒ] — küla

sweets [swi:ts] — maiustised;
kompvekid

people [pi:pl] — inimesed

no one but — ei keegi peale

serve [sə:v] — teenima (ost-
jaskonda kaupluses)

oh dear me [ou diə mi:] —
heldeke!

smile [smaɪl] — naeratus;
naeratama

counter [ˈkauntə] — poelett

useful [ju:sfɪl] — kasulik

real [riəl] — tõeline

before — enne, varem

to become friends — sõpra-
deks saama

Infinitive: Past: Past participle:

be was been [bi:n]

go went gone [gɔ:n]

come came come [kʌm]

become	became	become
know	knew [nju:]	known [noun]
make	made [meid]	made [meid]

Exercise 1. Form the past perfect:

1. A little girl came into the village shop. 2. She waited a long time. 3. She helped Mrs. Smith in the shop. 4. They became friends. 5. The little village girl made many mistakes. 6. The old woman gave her some sweets. 7. The girl went home to her mother. 8. She was playing at keeping shop.

Exercise 2. Fill the blanks with the words:

real	never	village
serve	people	allow
behind	told	counter
help	no	useful

1. In the — shop there were many —.
2. There was — one to — them.
3. Dot wished to be —.
4. She asked Mrs. Smith to — her to — her.
5. Mrs. Smith — Dot to come — the —.
6. Dot had — been behind the counter in a — shop before.

Exercise 3. Form the comparative and the superlative:

big, —, —; pretty, —, —; useful, —, —; pleasant, —, —; wet, —, —; deep, —, —; curious, —, —; interesting, —, —; late, —, —; sweet, —, —.

LESSON 73.

The Village Shop.

(Continued.)

There was only one shop in the village; so there were a **great many** things in it.

There were **matches** and **oil**, and bread, and **string**, and butter, and **sugar**, and **flour**, and tea, and a great many other things **as well**.

“What can I give you?” said Dot to an old man. The old man wanted to have some **snuff**. Dot went to a **box that** was full of brown **powder** like snuff, and she gave him some of it.

“What can I do for you?” Dot asked a woman. “A **pound** of sugar,” said the woman. Dot **had** to open a great many boxes before she found anything that looked like sugar. At last the woman went away with her **packet**.

A big boy wanted to have four sugar **sticks** for a **penny**. Dot knew all about the sugar sticks; so she soon found them for the boy.

a great many — väga palju, suur hulk	powder [ˈpaudə] — pulber
match [mætʃ] — tuletikk	box [bɒks] — kast
oil [ɔil] — õli; petrooleum	that — mis, milline
string [striŋ] — nöö	pound [paund] — nael
sugar [ˈʃugə] — suhkur	packet [ˈpækɪt] — pakk
flour [flauə] — jahu	stick [stɪk] — kepp, pulk
as well — samuti	sugar stick — pikk ümmar- gune kompvek
snuff [snʌf] — ninatubakas	penny [ˈpeni] — penn

Infinitive:	Past:	Past participle:
get	got	got
forget	forgot [fəˈgɒt]	forgotten [fəˈgɒtn]

tell	told	told [tould]
do	did	done [dʌn]
leave	left	left

Exercise 1. Form the present perfect and the past perfect:

1. An old man got some pepper from Dot. 2. Mrs. Smith told Dot to serve the people in the shop. 3. She did it with great pleasure. 4. An old woman forgot her packet. 5. She left it on the counter. 6. A boy took the packet from the counter and went away. 7. Another boy saw it. 8. He told Mrs. Smith about it.

Exercise 2. Form questions beginning with the words **when, where, what, how, whom, who.**

Example: You go to school in the morning. When do you go to school?

1. Dick went to the cinema. —? 2. His father had given him some pocket-money. —? 3. He asked his friend Bob to go with him. —? 4. The boys went to the cinema in the afternoon. —? 5. They saw a new film. —? 6. Dick and Bob liked it very much. —?

Exercise 3.

1. To-day is Saturday, yesterday was —.
2. To-morrow is Monday, yesterday was —.
3. Yesterday was Friday, to-day is —.
4. Yesterday was Sunday, the day before yesterday was —.
5. To-morrow is Tuesday, to-day is —.
6. To-day is Wednesday, to-morrow is —.
7. The day before yesterday was Sunday, to-day is —.
8. Yesterday was Thursday, to-morrow is —.

LESSON 74.

The Village Shop.

(Continued.)

"You are a good little girl," said old Mrs. Smith when all the people had gone. "You have helped me a **great deal**."

"I like helping you," said Dot, "it is **such** great fun to play at shop."

Just then the old man came back into the shop. He looked very ill.

"You gave me **pepper** instead of snuff," he said, "you have made me feel very ill indeed."

"I am sorry," said Mrs. Smith, and she took the pepper and gave him some snuff instead. — "It is a **pity** they look so much **alike**," said Dot.

Then the woman who had bought the sugar came back. She looked very **cross**.

Indeed, she was very cross. She threw her packet on the counter and said:

"You gave me **soda** instead of sugar. You have made me **spoil** my tea."

"I am very sorry," said Mrs. Smith, and she gave her a pound of sugar instead.

"The things in this shop look very much alike," said Dot.

"They do not **taste** alike!" said the woman crossly. Then she took her packet and went away.

Only the boy who had bought the sugar sticks did not come back, for Dot had given him five sugar sticks for his penny instead of four.

"Your mother will **wonder** where you are," said Mrs. Smith. "I think you had better go home now." She gave Dot a packet of sweets. Dot was delighted.

“I wish I could stay here and help you always,” said little Dot.

Mrs. Smith did not say anything.

Perhaps she did not want it.

a great deal [di:l] — palju
such [sʌtʃ] — niisugune
pepper [ˈpepə] — pipar
pity [ˈpiti] — kahju
alike [əˈlaik] — sarnane
cross [krɔ:s] — vihane, kuri
soda [ˈsoudə] — sooda

spoil [spɔil] — rikkuma
taste [teist] — maistma
wonder [ˈwʌndə] — imestama; teada tahtma
perhaps [pəˈhæps, præps] — võib-olla

Infinitive:	Past:	Past participle:
bring	brought	brought [brɔ:t]
buy	bought	bought [bɔ:t]
think	thought	thought [θɔ:t]

Exercise 1. Form the present perfect:

1. I bought two pounds of sugar and a loaf of bread.
2. My mother told me to buy some soda, too.
3. I forgot to buy soda.
4. The shopman gave me some sweets.
5. I brought my little sister some apples.
6. I began to do my lessons.
7. I got a letter from my cousin.

Exercise 2. Find the rhymes!

Example: such rhymes with much.

1. Oil	rhymes with	bring
2. Night	„ „	day
3. String	„ „	house
4. Matches	„ „	that
5. Glad	„ „	half
6. Shine	„ „	money
7. Gay	„ „	bed

8. Mouse rhymes with	|	spoil
9. Cat " "	|	catches
10. Laugh " "	|	fight
11. Honey " "	|	sad
12. Red " "	|	fine

Exercise 3. Form questions!

Example: How many books have you? I have ten books.

1. —? Dot is ten years old. 2. —? One day she went into the village shop. 3. —? She wanted to buy some sweets. 4. —? Yes, there were many people in the shop. 5. —? Mrs. Smith said she missed her daughter. 6. —? She missed her daughter, because there was no one to help her.

LESSON 75.

In the Country.

Charlie's uncle is a **farmer**. He has a big **farm** in the country.

Every summer he invites Charlie to **spend** some weeks at his farm.

One morning when Charlie came down to breakfast, his father was reading a letter. When he had finished reading, he said: "When the holidays come, **you will go** to Uncle Jim. He has written and invited you to go and spend the holidays at his farm."

Charlie was very glad. He liked to spend the holidays at his uncle's farm.

When you want a thing to come, then it **seems** a long time in coming.

Charlie thought the holidays would never come.

But they came at last.

The night before leaving home Charlie helped with the **packing**.

The next morning he was the first up in the house. After breakfast Charlie said good-bye to his mother, and was ready to go to the **railway station**.

His father went to **see him off**.

farmer [ˈfɑ:mə] — talunik	station [steɪʃn] — jaam
farm [fɑ:m] — talu	see off [ˈsi: ˈɔ:f] — saatma (kedagi)
spend [spend] — veetma	whose [hu:z]? — kelle?
seem [si:m] — näima	future [ˈfju:tʃə] — tulevik
pack [pæk] — pakkima	
railway [ˈreɪlwei] — raudtee	

Grammar:

You were ill yesterday	(<i>Past.</i>)
You are better to-day	(<i>Present.</i>)
You will be quite well to-morrow . . .	(<i>Future.</i>)
He went to play football yesterday . .	(<i>Past.</i>)
He goes to play football every day . .	(<i>Present.</i>)
He will go to play football to-morrow .	(<i>Future.</i>)

Exercise 1. Put the future in place of the past:

1. She went for a walk.
2. He worked very hard.
3. Charlie spent his summer holidays in the country.
4. You got a letter from your cousin.
5. You saw him on Friday.

Infinitive:	Past:	Past participle:
read	read [red]	read [red]
write	wrote	written [rɪtɪn]
hear	hear	heard [hɜ:d]
shut	shut	shut
put	put	put

Exercise 2. Form the present perfect :

1. I got a letter from her.
2. I read her letter.
3. I put the letter away.
4. My uncle bought a new house.
5. Ellen went to see her aunt.
6. Her aunt was ill for a long time.
7. What did you write?
8. Did you see Frank's new skates?
9. Tom came help me with the packing.

Exercise 3. Fill in the words **ever, never, sometimes** :

1. It rains —.
2. Snow is — green.
3. Have you — seen a white mouse?
4. People — smile when they are unhappy.
5. Have you — lost anything?
6. I have — lost anything.
7. — we go for long walks.
8. — our aunt Anne comes to stay with us.

Exercise 4. Form suitable sentences :

- | | |
|--------------|------------------------------------|
| 1. May | is a game. |
| 2. In a year | eat and drink every day. |
| 3. April | shop there is a counter. |
| 4. Sugar | my summer holidays in the country. |
| 5. Soda | there are four seasons. |
| 6. Football | is the fifth month of the year. |
| 7. Tuesday | looks very much like sugar. |
| 8. I spend | is white. |
| 9. In every | has thirty days. |
| 10. We | comes after Monday. |

LESSON 76.

In the Country.

(Continued.)

When they **arrived** at the station, Charlie's father went to the **ticket-office** to buy the ticket for Charlie.

Charlie stayed in the **waiting-room** with his **trunk**.

When his father returned with the ticket, they left the waiting-room and went to the **platform**.

Soon the **train** came in. As soon as the train stopped, the **carriage** doors were opened. Many people got out of the carriages, and others got in.

Charlie and his father went into a carriage. As his trunk was not big, he could take it with him. He found a **seat** near the window.

He put his trunk under the seat.

Then Charlie said good-bye to his father, and his father left the carriage.

Soon the train **moved** out of the station. Charlie **waved** his **handkerchief**.

Charlie was looking out of the window. The train was going very fast, and Charlie saw houses and fields rushing **by**.

arrive [ə'raiv] — saabuma
ticket-office ['tikit-'ɒfis] — pi-
letikassa
waiting-room — ooteruum
trunk [trʌŋk] — kohver
platform ['plætfɔ:m] — jaa-
maesine
train [trein] — rong
life [laif] — elu

carriage ['kæridʒ] — vagun;
vanker
seat [si:t] — iste
move [mu:v] — liikuma
wave [weiv] — lehvitama
handkerchief ['hæŋkətʃif] —
taskurätt
by [bai] — mööda

Questions: 1. Whose uncle is a farmer? 2. What has he in the country? 3. Whom does he invite every summer? 4. Does Charlie like to spend his holidays in the country? 5. What did he see one morning when he came down to breakfast? 6. From whom had his father got that letter? 7. What did Uncle Jim write? 8. Was Charlie glad? 9. Did the holidays come soon? 10. What did Charlie do when the holidays came? 11. Who went to see him off?

12. When did his father buy him a ticket? 13. Where did they go when they left the waiting-room? 14. Did the train arrive soon? 15. What did Charlie do now? 16. Where did he get a seat? 17. Is your uncle a farmer? 18. Has he a big farm? 19. Do you always spend your summer holidays in the country? 20. Are you fond of country life?

Infinitive :	Past :	Past participle :
have	had	had
show	showed [ʃəʊd]	shown [ʃəʊn]
find	found	found [faʊnd]
lose	lost	lost [lɔːst]

Exercise 1. Fill the blanks with the words :

been	seen
invited	shown
found	written
lost	brought

1. Who has — you these flowers? 2. Where have you — your ticket? 3. Have you — this new picture? 4. Has your uncle — you? 5. Who has — this exercise? 6. My uncle has — me his new farm. 7. Have you ever — in the country? 8. I have — some apples under this apple-tree.

Exercise 2. Fill in the possessive pronouns **his, her, their**:

1. Gracie invited — friends. 2. Molly wanted to help — mother. 3. They have lost — handkerchiefs. 4. Has Tom found — purse? 5. Has Frank shown you — new journal? 6. The children received many nice presents from — aunts. 7. My uncle has promised to take me to — new farm. 8. These children help — parents a great deal.

Exercise 3. no or now?

1. I have — money to buy new shoes. 2. — we have finished our work. 3. There was — one to make their breakfast. 4. The teacher said, “— you may go home.” 5. — one is too old to learn. 6. — we are very happy.

LESSON 77.

In the Country.

(Continued.)

It was not a long **journey**.

At half past twelve the train arrived at a small country station. When Charlie got out of the train, he saw Uncle Jim waiting for him with his horse and carriage.

Charlie said good morning to his uncle, and shook hands with him.

“Well, my boy, here you are again,” said Uncle Jim.

They got into the carriage and **drove** along a **dusty road**.

There were meadows and fields to the right and to the left.

When they **passed** a little wood, Charlie saw his uncle's farm at the foot of a little hill.

They soon **reached** the farm.

Charlie's cousin Peter and the big dog Wolf ran to meet them.

Wolf was quite **mad** with **joy**.

journey [ˈdʒə:ni] — teekond, reis	pass [pɑ:s] — läbima; möö- duma
drive [draiv] — sõitma	reach [ri:tʃ] — saavutama;
dusty [ˈdʌsti] — tolmune	pärale jõudma
road [roud] — tee	mad [mæd] — hull
joy [dʒɔi] — rõõm	

Infinitive:	Past:	Past participle:
drink	drank [dræŋk]	drunk [drʌŋk]
drive	drove [drɒv]	driven [drɪvən]
sing	sang [sæŋ]	sung [sʌŋ]
dream	dreamt	dreamt [dremt]
keep	kept	kept [kept]
sleep	slept	slept [slept]

Exercise 1. Put the future in place of the past:

1. Aunt Anne came from the country. 2. My mother was here on Sunday. 3. They played a fine game. 4. They guessed some riddles. 5. They had tea in the garden.

Exercise 2. Find the rhymes:

1. Bread rhymes with . . . (brought, bright, head)
2. Dear " " . . . (chair, pear, here)
3. Four " " . . . (poor, flower, door)
4. Found " " . . . (fond, pound, pond)
5. Dead " " . . . (eat, great, red)
6. Get " " . . . (seat, meet, wet)
7. Lose " " . . . (those, close, use)
8. Life " " . . . (live, knife, love)
9. Plate " " . . . (late, ate, blade)

Exercise 3. Fill in the missing letters:

1. A man came into the village shop to b—y some st—ing. 2. He bought also a p—nd of su—r. 3. An old wo—n wanted to have some soda. 4. Soda is a whi—e pow—r. 5. We bo—t two pounds of fl—r. 6. I wanted to have a box of ma—es.

Exercise 4. Copy this lesson and underline the regular verbs!

LESSON 78.

In the Country.

(Continued.)

Aunt Mary had dinner ready, and a fine dinner it was. They had a good **appetite**, and they all were **heartly eaters**.

After dinner Peter took Charlie to the **stables** to see the new horse father had bought. It was a fine brown horse with a white **spot** between his eyes.

Next they went to see the **rabbits**, and the little **pigs**.

That afternoon Charlie saw many things. His cousin showed him a bush behind the **farmyard** where a bird had made its **nest**.

Two young birds were in the nest.

The boys did not take them out; they only looked at them and went away again.

appetite [ˈæpitait] — isu

heartly [ˈhɑ:ti] — südamlük;
tubli

eater [ˈi:tə] — sööja

stable [steibl] — tall

rabbit [ˈræbit] — kodujänes

spot [spət] — plekk, täpp

pig [pig] — siga

farmyard [ˈfa:mˈjɑ:d] — ta-
luõu

nest [nest] — pesa

Infinitive:

Past:

Past participle:

send

sent

sent [sent]

spend

spent

spent [spent]

feel

felt

felt [felt]

fall

fell [fel]

fallen [fə:lɪn]

Exercise 1. Form the past and the past participle:

go, —, —; sing, —, —; ask, —, —; come, —, —,
play, —, —; feel, —, —; speak, —, —; dance, —, —;
bring, —, —; tell, —, —; promise, —, —; return, —, —.

Exercise 2. any or some?

1. Has your uncle bought — new horses? 2. There were — little pigs running in the farmyard. 3. Did you find — eggs in that nest? 4. Has your cousin — white rabbits? 5. No, he has not — white rabbits. 6. He has — black rabbits.

Exercise 3. Fill the blanks:

1. A week has — days. 2. In a year there are — weeks. 3. A year consists of — months. 4. The English alphabet consists of — letters. 5. In a hour there are — minutes. 6. In an hour and a half there are — minutes. 7. In a year there are — seasons. 8. After summer comes —. 9. The days are longest in —. 10. — is the first month of the year.

Exercise 4. Put these words in the right order:

1. cinema, the, to, went, children, the.
2. Micky Mouse, a, saw, picture, with, they.
3. Micky Mouse, they, much, admired, very.
4. is, he, creature, a, curious.
5. makes, curious, he, sounds.
6. they, baker's, went, then, to, and, the, some, bought, cakes.
7. very, tasted, cakes, the, good.

Exercise 5. Translate these sentences using the present continuous:

1. Rong saabub. 2. Mu onu ootab mind. 3. Me sõi-
dame tolmust teed mööda. 4. Me möödume metsast.
5. Me lõunastame. 6. Me jalutame. 7. Mu onupoeg näitab
mulle uut hobust.

LESSON 79.

In the Country.

(Continued.)

Then they went to **bathe** in the river.

They **both** were good swimmers, and they liked to swim.



Charlie could scarcely remember afterwards all they did that happy afternoon.

In the evening when the **cows** were **milked**, he got a glass of **fresh warm** milk.

Later when he went to bed, he **at once** fell asleep and had a long **quiet** sleep. In the morning, when he woke up, he was happy knowing he had many, many fine summer days before him.

He **understood** how very kind it had been of Uncle Jim to invite him to come to his farm.

bathe [beið] — suplema
both [bouə] — mõlemad
swim [swim] — ujuma
swimmer ['swimə] — ujuja
scarcely ['skæəslɪ] — vaevalt
afterwards ['ɑ:ftəwədz] — pärast, hiljem
cow [kau] — lehm

milk — piim; lüpsma
fresh [freʃ] — värsk
warm [wɔ:m] — soe
at once — kohe
quiet ['kwaɪət] — rahulik
understand [ʌndə'stænd] — mõistma, aru saama

Infinitive:	Past:	Past participle:
blow	blew [blu:]	blown [bloun]
grow	grew [gru:]	grown [groun]
throw	threw [θru:]	thrown [θroun]
lie	lay	lain [leɪn]
stand	stood	stood [stud]
understand	understood	understood

Grammar:

- I **was** ill yesterday (Past.)
I **am** better to-day (Present.)
I **shall be** quite well to-morrow (Future.)
I **went** to play football yesterday (Past.)
I **go** to play football every day (Present.)
I **shall go** to play football to-morrow (Future.)

Exercise 1. Put the future in place of the past:

1. I finished my work. 2. We bathed in the river.
3. I got a glass of warm milk. 4. We had a quiet sleep.
5. We spent a very happy afternoon. 6. I did not forget to write to you.

Exercise 2. Form the present perfect:

1. Did you understand everything? 2. How long did they stand there? 3. It grew colder. 4. Did you throw away my letter? 5. We spent a few days in the country. 6. We sent her a present.

Exercise 3. Give the opposites:

warm, —; remember, —; ask, —; find, —; give, —; ill, —; begin, —; lose, —; forget, —; seldom, —; cold, —; long, —; day, —; evening, —.

Exercise 4. Fill in the words **times, and, more, twice**:

1. Seventy is — than sixty. 2. — ten are twenty.
3. Seven — seven are forty-nine. 4. Nine is — than three.
5. Fifty — twelve are sixty-two. 6. Four — twenty make eighty. 7. Twenty-five is — than fifteen. 8. Three — thirty-five make one hundred and five. 9. — twelve are twenty-four. 10. Eleven is — than eight.

LESSON 80.

In the Country.

(Continued.)

One morning Peter and Charlie were going **fishing**. Peter had got a new **fishing-rod**, and he wanted to try it.

“Take me **along**,” said Susy [‘su:zi], the daughter of the **workman**.

"You are too small," said Peter.

"I am six," said Susy.

"You are a girl," said Charlie.

Susy was very sad, she could not say she was not a girl.

"If you come, you must **carry the worm can**," said Peter.

Susy liked carrying the worm can very much. The worm can was full of worms.

The boys walked fast, and the worm can was **heavy**, so Susy was soon left behind.

But the worm can grew heavier and heavier. Susy walked very **slowly**.

fish [fiʃ] — kala; kalastama

fishing-rod [rɒd] — õngeritv

along [ə'lɔŋ] — kaasa

workman ['wɜ:kməŋ] — töö-
line, sulane

carry ['kæri] — kandma

worm [wɜ:m] — uss

can [kæn] — plekktoos

heavy ['hevi] — raske

slowly ['sluuli] — aeglaselt

Exercise 1. Form questions beginning with **how many, how old, who, where, with whom, what:**

1. —? The workman lives in this little cottage.
2. —? He lives there with his family.
3. —? He has four children.
4. —? The name of his youngest daughter is Susy.
5. —? Susy is six years old.
6. —? One day she went fishing.

Exercise 2. **do or does?**

1. — your uncle live in the country?
2. Where — your parents live?
3. Where — you live?
4. — Dot often help Mrs. Smith?
5. — you often buy sweets and cakes?

6. — it often rain in summer? 7. — you often go to birthday parties? 8. — your parents allow you to go to the cinema?

Exercise 3. Find the rhymes:

1. Been	rhymes with	seen,	clean,	etc.	[et'setrə]
2. Spend	„	„	—	—	
3. Shoe	„	„	—	—	
4. Wait	„	„	—	—	
5. Tea	„	„	—	—	
6. Sing	„	„	—	—	
7. Spell	„	„	—	—	
8. Brown	„	„	—	—	
9. Nine	„	„	—	—	
10. Make	„	„	—	—	
11. Bird	„	„	—	—	
12. Eat	„	„	—	—	

Exercise 4. Fill in the missing words:

1. The train arrived at a small country —. 2. My uncle was — for me. 3. We — into his carriage and — along a dusty —. 4. The road lay between fields and —. 5. When we arrived, we were very — and had a — appetite. 6. My aunt likes hearty —. 7. In the evening, when the — were milked, I got a — of fresh — milk. 8. I was very — and soon fell asleep.

LESSON 81.

In the Country.

(Continued.)

“There must be more worms in this can than there were before,” thought Susy. The can was very heavy.

At last she sat down and opened the can. She took out some worms.

The other worms were in such a **hurry** to get out of the can that before Susy could shut the can, they all had come out of the can.



But now the can was very **light**, and Susy soon **caught up** the boys.

“What a long time you have been!” the boys said crossly.

“The worm can was very heavy **until** I took out the worms,” said Susy.

“What?” cried the boys.

They opened the can and looked inside. The can was **empty**.

“I said she was only a girl!” said Charlie.

The boys were very cross. They had no worms and could not catch any **fish**.

hurry [ˈhʌri] — rutt; ruttama	draw [drɔ:] — joonistama; tõmbama
light [lait] — kerge	cap [kæp] — müts
caught up — jõudis järele	through [θru:] — läbi
until [ʌnˈtil] — kuni	
empty [ˈem(p)ti] — tühi	

Infinitive:	Past:	Past participle:
lay	laid	laid [leid]
meet	met	met [met]
draw	drew [dru:]	drown [drɔ:n]
shine	shone	shone [ʃɔn]

Exercise 1. Fill the blanks with the words:

blue	drew
blew	met
lie	meet
lay	through
draw	threw

1. Henry — away his old clothes. 2. Elsie has got a fine new — dress. 3. Tom likes to — under this big tree. 4. Do you often — your friend Bob? 5. I — him yesterday on the playground. 6. Can you — a picture of a farmyard? 7. We can see our garden — the open window. 8. A strong wind — away his cap. 9. The book — on the table. 10. The grandfather — his chair near the fireplace.

Exercise 2. Form the present:

1. We were in a hurry and had no time to look at the picture. 2. Henry said it was a picture of a farmyard. 3. We were carrying a heavy can. 4. It was a worm can. 5. We walked very fast. 6. Little Susy was soon left behind. 7. She could not catch up the boys. 8. The boys were very cross, because they had lost their new fishing-rod. 9. They could not catch any fish.

Exercise 3. Form the plural:

cap, —; rod, —; worm, —; can, —; swimmer, —; cow, —; horse, —; eater, —; pig, —; rabbit, —; nest, —; carriage, —; road, —; wood, —; field, —; farm, —; trunk, —; seat, —; ticket, —; handkerchief, —; office, —; mouse, —; house, —; man, —; night, —.

Exercise 4. quiet or quite?

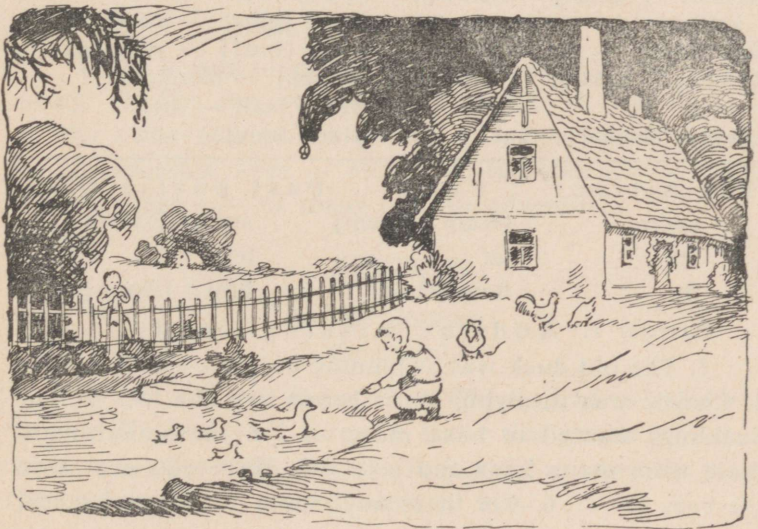
1. We live in a — street. 2. My shoes are — old.
3. I had a — sleep. 4. Life is very — at a farm. 5. She is — —. 6. Gracie's grandmother is — well. 7. The worm can was — empty. 8. Are you — happy? 9. Be —!

LESSON 82.

In the Country.

(Continued.)

In the farthest corner of the farmyard there was an old duck-pond.



Every day the mother duck swam on the pond with her little **ducklings**. Charlie threw pieces of bread into the water, and they swam to him to see **whether** he had any more.

The **hens** and the cock knew him, and they came to get their **food** from him when he called them.

But what **pleased** Charlie most was to **watch** the **bees** at their work.

And then the fine old garden with its trees and bushes! The bushes with ripe **berries** on them!

Several times Uncle Jim took the boys for a **drive** in his carriage when he went to see other farmers. Sometimes the boys went for long walks in the woods and meadows with their dog, and they had many adventures there.

far [fa:] — kauge

farthest ['fa:ðist] — kōige
kaugem

duck [dʌk] — part

duckling ['dʌkliŋ] — pardi-
poeg

whether ['weðə] — kas

hen [hen] — kana

food [fu:d] — toit

please [pli:z] — meeldima

watch [wɒtʃ] — vaatlema

bee [bi:] — mesilane

berry ['beri] — mari

drive [draiv] — sõit

Infinitive: **Past:** **Past participle:**

swim swam [swæm] swum [swʌm]

let let let

fly flew [flu:] flown [floun]

Exercise 1. Add the missing words:

1. The old duck was swimming on the — with her —.
2. Charlie was throwing — of bread into the —.
3. The ducklings wanted to have more —.
4. In the farmyard there were many hens and a —.
5. Have you ever seen the bees at —?
6. Are there any ripe — on these bushes?

7. The boys liked to — in the carriage. 8. Uncle Jim had — a new horse.

Exercise 2. Form the comparative and the superlative:

far, —, —; light, —, —; heavy, —, —; warm, —, —; dusty, —, —; bad, —, —; well, —, —; ill, —, —; good, —, —; useful, —, —; many, —, —.

Exercise 3. a or an?

1. Charlie has — uncle. 2. His uncle lives in — large village. 3. He has — big farm. 4. Charlie's cousin Peter showed him — nest which — bird had made in — old bush. 5. Under — old tree — old man and — young girl were sitting. 6. The girl had — open book in her hands.

Exercise 4. Fill the blanks with the words:

flew	swam
left	let
showed	kept
shone	dreamt

1. My cousin — me a nest in a bush. 2. The bird — away. 3. The sun — warm and bright. 4. The duck — to the other end of the pond. 5. — me think a little! 6. The children were — alone. 7. His parents — a dog. 8. Last night I — of many curious adventures.

LESSON 83.

In the Country.

(Continued.)

At last the day came when Charlie had to return to town. He was very sorry to leave the people who had been so kind to him. He was very sorry to leave the place which was like a second home to him.

“You must come here in September and go **nutting** with us!” said Peter.

“I hope I shall be allowed to come,” said Charlie.

But he was glad to see his parents again. He was glad to be in town. His parents scarcely knew their boy again. His **cheeks** were round, his **face** was brown, and his eyes were bright. And he had grown out of his clothes.

nut [nʌt] — pähkel

face [feis] — nägu

to go nutting — pähkleid kor-
jama minema

return [ri'tɜ:n] — tagasi and-
ma; tagasi pöörduma

cheek [tʃi:k] — põsk

Exercise 1. Put the future in place of the past:

1. I went for a walk. 2. I had some bread and butter, two fresh eggs, and a cup of milk. 3. We went fishing. 4. Susy carried the worm can. 5. We helped Susy. 6. In autumn we went nutting. 7. I sent my cousin four pounds of nuts. 8. I bought my little brother a new cap. 9. Elsie's mother bought her a new dress.

Exercise 2. **do not** or **does not**?

1. The sun — shine always. 2. I — go bathing every day. 3. Charlie — miss his cousin very much. 4. Molly — know how to dress her little sister. 5. Some children — like milk. 6. Susy — like to carry the heavy worm can. 7. His face — get brown. 8. Charlie's cheeks — look pale any longer.

Exercise 3. Fill the blanks:

1. After May comes —. 2. The third month of the year is —. 3. July is the — month. 4. — is the shortest month. 5. November comes before —. 6. January has — days. 7. August is the — month. 8. Summer begins in —. 9. To-day is Sunday, to-morrow is —. 10. Yesterday was

Friday, to-day is —. 11. The day before yesterday was Tuesday, to-day is —. 12. The day before yesterday was Saturday, the day after to-morrow is —.

Exercise 4. Choose the right English word :

1. Nael (pond, pound)
2. Sinine (blew, blue)
3. Neli (for, four)
4. Läbi (through, threw)
5. Üksi (alone, allow)
6. Rahulik (quite, quiet)
7. Suur (pig, big)
8. Tolmune (dusty, duster)
9. Kohver (drunk, trunk)
10. Ostma (bye, buy)
11. Ütlema (say, speak)
12. Auk (whole, hole)

Exercise 5. Form the future :

1. I got up very early.
2. We took long walks in the woods and meadows.
3. The girls milked the cows.
4. I got a glass of warm fresh milk.
5. You helped your mother in the kitchen.
6. Charlie and Peter went fishing.
7. They took Susy with them.

Exercise 6. Fill the blanks with the words :

dear which ago
return please send

— Elsie,

—, be so kind and — me the English book — I gave you some days —. Do you remember it? I have to — it to my teacher.

With much love,

Your Ellen.

APPENDIX.

Spring.

Spring is coming.
I shall open **wide** my window,
Letting in the laughing **breeze**
That is telling happy stories
To the flowers, to the trees;
For the spring, the spring is coming,
'Tis good-bye to all the snow!
Yes, I know it, for the **swallows**
Have come back to tell me so.

wide [waid]	— lai; laiali,	'tis = it is
päarani		swallow ['swolou] — pääsuke
breeze [bri:z]	— tuuleke	

The Little Red Hen.

The little Red Hen was in the farmyard with her **chickens**, when she found a grain of **wheat**.

"Who will **plant** this wheat?" she said.

"Not I," said the **Goose**.

"Not I," said the **Duck**.

"I will then," said the little Red Hen, and she planted the grain of wheat.

When the wheat was ripe, she said,

"Who will take this wheat to the **mill**?"

"Not I," said the **Goose**.

"Not I," said the Duck.

"I will then," said the little Red Hen, and she took the wheat to the mill.

When she brought the flour home, she said, "Who will make some bread with this flour?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will then," said the little Red Hen.

When the bread was **baked**, she said,

"Who will eat this bread?"

"I will," cried the Goose.

"I will," cried the Duck.

"No, you **won't**," said the little Red Hen. "I shall eat it **myself**. Gluck! Gluck!" And she called her chickens to help her.

Proverb: **Self** done, soon done.

chicken [ʼtʃikin] — kanapoeg

wheat [wi:t] — nisu

plant [plɑ:nt] — istutama
(taimi)

goose [gu:s] hani; mitm. geese
[gi:s]

mill [mil] — veski

bake [beik] — k psetama

won't [wount] = will not

myself [mai'self] — mina ise

self — ise

The Little Yellow Tulip.

Once there was a little yellow **Tulip**, and she lived in a little **dark** house under the ground. One day she was sitting there **all by herself**, and it was very **still**. Suddenly she heard a little **tap, tap, tap** at the door.

"Who is that?" she said.

"**It's** the Rain, and I want to come in," said a soft little voice.

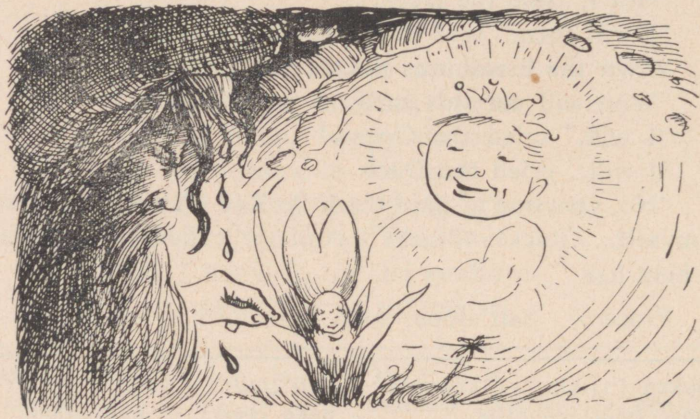
"No, you **can't** come in," the little Tulip said.

Then she heard another tap, tap, tap on the window.

"Who is there?" she said.

The same soft little voice answered, "It's the Rain, and I want to come in."

"No, you can't come in," said the Tulip.



Then it was very still for a long time. At last there came a little **whispering** sound, all round the window.

"Who is there?" said little Tulip.

"It's the Sunshine," said a soft little voice, "and I want to come in."

"No, you can't come in," said the little Tulip. And she sat still again.

As she sat so still, she heard tap, tap, tap **rustle** and whisper up and down the **window-pane**.

"Who is there?" she said.

"It is the Rain and the Sun," said two little voices together, "and we want to come in."

"**Dear, dear!**" said the little yellow Tulip, "if there are two of you, **I shall have** to let you in."

So she opened the door a little, and in they came. And one took one of her little hands, and the other took her other little hand, and they ran with her **right up** to the ground. Then they said, "Put your head out of the ground!"

So she **poked** her head through; and she was in a beautiful garden. It was early spring-time, and a few other flowers were to be seen; but she had the birds to sing to her and the sun to shine upon her pretty yellow head.

tulip [ˈtju:lɪp] — tulp
dark [dɑ:k] — pime
all by herself [hə:'self] — pä-
ris üksinda
still [stil] — vaikne
tap [tæp] — koputus
it's [ɪts] = it is
can't [kɑ:nt] = cannot
whisper [ˈwɪspə] — sosistama

rustle [rʌsl] — sahisema
window-pane [peɪn] — akna-
ruut, aknaklaas
dear, dear! — kallike! heldeke!
I shall have — ma pean, mul
tuleb
right up — otse üles
poke [pouk] — lükkama; pist-
ma, torkama

The Talkative Tortoise.

I.

Once upon a time a tortoise lived in a pond with two ducks who were her very good friends. She enjoyed the **company** of the ducks, because she could talk with them as much as she liked. And the tortoise liked to talk. She always had something to say, and she liked to hear **her-self** say it.

After many years of this pleasant living the pond became very **low** in a **dry** season; and at last it **dried up**. The two ducks saw that they could **no longer** live there, so they **decided** to go to another place where there was more water. They went to the tortoise to say good-bye.

“Oh, don't leave me behind!” **begged** the tortoise. “Take me with you; I must **die** if I am left here.”

“But you cannot fly!” said the ducks. “How can we take you with us?”

“Take me with you! Take me with you!” said the tortoise.

The ducks felt so sorry for her that at last they thought of a way to take her with them.

“We will take you along, if only you can **keep still** long enough. We will each **take hold** of one end of a stick, and you will take the middle in your **mouth**. Then we will fly up in the air with you and carry you with us. But remember not to talk! If you open your mouth, you are lost!”

talkative [ˈtɔ:kətɪv] — jutukas

tortoise [ˈtɔ:təs] — kilpkonn

once upon a time — kord vana
nasti (tavaline muistendi
algus)

company [ˈkʌmpəni] — selts;
seltskond

herself [həˈself] — ta ise; en-
nast (naiss.)

low [lou] — madal

dry [drai] — kuiv; kuivatama;
kuivama

dry up — põhjani, tühjaks
kuivama

long [lɔŋ] — kaua

no longer — mitte enam,
mitte kauem

decide [diˈsaɪd] — otsustama

beg [beg] — paluma

die [dai] — surema

keep still — liikumata, vait
püsima

take hold [hould] — kinni
võtma

mouth [mauə] — suu

The Talkative Tortoise.

II.

The tortoise promised to keep still.

She promised to keep her mouth shut.

She was very **grateful** to the ducks.

The ducks brought a strong stick and took hold of the ends; the tortoise took the middle in his mouth. Then the ducks **rose** slowly in the air and flew away with the tortoise.

When they were **above** the **tree-tops**, the tortoise wanted to say, "How **high** we are!" But she remembered and kept still. When they passed a **church steeple**, she wanted to say, "What is that which shines?" But she remembered and kept still. Then they came over a village **square**, and the people looked up and saw them. "Look at the ducks carrying a tortoise!" they cried, and **everyone** ran to look.

The tortoise wanted to say, "**What business is it of yours?**" But she didn't. Then she heard the people cry, "Look at it! Look!"

The tortoise forgot everything **except** that she wanted to say, "**Hush**, you **foolish** people!" She opened her mouth, — and fell to the ground.

And that was the end of the talkative tortoise.

grateful [greitfl] — tänulik
rise [raiz] — tõusma
above [ə'bv] — üle, kohal
tree-top ['tri:tɒp] — puulatv
high [hai] — kõrge; kõrgel
church [tʃə:tʃ] — kirik
steeple [sti:pl] — torn
square ['skwɛə] — (avalik)
plats
everyone ['evriwʌn] — igaüks

business ['biznis] — asi, talit-
tus
what business is it of yours?
— mis see teile korda läheb?
except [ik'sept] — välja ar-
vatud
hush [hʌʃ] — vaigistama;
vait!
foolish ['fu:liʃ] — rumal

The Frog King.

I.

In a big pond there lived hundreds of **frogs**, big and small, young and old. The frogs were quite happy and jolly together.

There was **but** one thing they wished for: the frogs wished to have a **king** in their pond.

So one day they sent a **messenger** to **Jove**: The messenger said the frogs wished to have a king, and he asked Jove to send them a good king.

Jove saw how very foolish the frogs were.

He sent them a king who could not **harm** them. He threw a big **log** into the middle of the pond.

The log made a great **splash**.

The frogs were **frightened** at the splash.

They swam as fast as they could to their deep holes to **hide** from King Log.

But when they saw that King Log never moved, they were no longer **afraid of** him. They went and sat on it.

But as soon as they found that the log could not harm them, they **stopped respecting** him.

frog [frɔg] — kann
king [kiŋ] — kuningas
jolly ['dʒɔli] — lustlik
but — vaid, ainult
messenger ['mesindʒə] —
kaskjalg
Jove [dʒɔv] — Jupiter
harm [hɑ:m] — kahjustama,
kahju tegema
log [lɔg] — puuhalg, pakk

splash [splæʃ] — sulpsatus
frightened [fraitnd] — kohku-
nud
hide [haid] — peitma
be afraid [ə'freid] **of** —
kartma
stop — lakkama, järele jätma
respect [ri'spekt] — lugu pi-
dama

The Frog King.

II.

After some time they sent another messenger to Jove.
Jove sent an **eel**.

The frogs were very glad to get a new King, but when they saw the eel swimming in the pond, they were frightened.

But as the days went on, and the eel did not harm them, they were no longer afraid of him.

They soon stopped respecting him.

They sent a third messenger to Jove and asked him to send them a king whom they could respect.

It was too much.

Jove got very **angry**, and this time he sent them the **stork**.

The frogs were very happy, and they came to meet the new king.

As soon as they put their heads out of the water, the stork caught them in his long red **bill**, and ate them up one after another.

eel [iil] — angerjas
angry [ˈæŋgri] — vihane

stork [stɔ:k] — toonekurg
bill [bil] — nokk

VOCABULARY.

A

a [ei, ə] — täht *a*; umbm. artikkel
about [ə'baʊt] — üle, kohta
absent [æbsnt] — puuduv
across [ə'krɔ:s] — üle, läbi
address [ə'dres] — aadress
afraid [ə'freid] — ärevil, kartusel; *to be afraid* — kartma
after [ɑ:ftə] — pärast, järel
afternoon [ɑ:ftə'nu:n] — pealelõuna
afterwards [ɑ:ftəwədz] — pärastpoole, hiljem(ini)
again [ə'gein, ə'gen] — jälle
air [eə] — õhk
alike [ə'laik] — sarnane
alive [ə'laiv] — elus
all [ɔ:l] — kõik; täitsa
all right [ɔ:l'rait] — hea küll
allow [ə'lau] — lubama, luba andma
almost [ɔ:lmoust] — pea-aegu
alone [ə'loun] — üks
along [ə'lɔŋ] — piki, mööda; kaasa
alphabet [ælfəbit] — tähestik

also [ɔ:lsou] — ka
always [ɔ:lwəz] — alati, ikka
am [æm, əm] — olen
an [ən] — umbmäär. artikkel
and [ænd, ənd] — ja
angel [eindʒl] — ingel
another [ə'nʌðə] — teine; veel üks
answer [ɑ:nsə] — vastama; vastus
any [eni] — mõni, mingi
anything [eniθiŋ] — midagi
apologize [ə'pɒlədʒaiz] — vabandama
apple [æpl] — õun
April [eipril] — aprill
are [ɑ:, ə] — on (mitmusvorm)
arrive [ə'raiv] — saabuma
as [æz, əz] — kui; nagu; kuna; *as well* — samuti
as...as — nii...kui
ask [ɑ:sk] — küsima; paluma
asleep [ə'sli:p] — uinunud; *to be asleep* — magama; *to fall asleep* — uinuma
at [æt, ət] — (eessõna); *at all* — üldse; *at home* — kodu(s); *at last* — viimaks; *at once* — kohe

August [ˈɔːgəst] — august
aunt [aʊnt] — tädi
autumn [ˈɔːtəm] — sügis
away [əˈwei] — ära
axe [æks] — kirves

B

baby [ˈbeɪbi] — imik; lapsuke
back [bæk] — tagasi
back [bæk] — selg
bad [bæd, bæɪd] — halb
bake [beɪk] — küpsetama
ball [bɔːl] — pall
bank [bæŋk] — kallas
basket [ˈbɑːskɪt] — korv
bathe [beɪð] — suplema
bathroom [ˈbɑːθrʊm] — vannituba
be [biː] — olema
beautiful [ˈbjʊ:təfʊl] — ilus
because [biˈkɔːz] — sellepärast et
become [biˈkʌm] — muutuma, saama (millekski, kellekski)
bed [bed] — voodi
bee [biː] — mesilane
been [biːn, bɪn] — olnud
before [bɪˈfɔː] — ees; enne; enne kui
begin [bɪˈɡɪn] — algama
beginning [bɪˈɡɪnɪŋ] — algus
behind [bɪˈhaɪnd] — taga, taha
bell [bel] — kell
bench [bentʃ] — pink
best [best] — parim

better [ˈbetə] — parem, paremini
between [biˈtwiːn] — vahel
big [bɪg] — suur
bigger [ˈbɪgə] — suurem
bird [bɜːd] — lind
birthday [ˈbɜːθdeɪ] — sünnipäev
black [blæk] — must
blackboard [ˈblækbɔːd] — tahvel
blank [blæŋk] — lünk
blow [bləʊ] — puhuma
blue [bluː] — sinine
board [bɔːd] — parras; *on board a ship* — laeval, laevale
boat [bəʊt] — paat
boating [ˈbəʊtɪŋ] — paadisõit
book [bʊk] — raamat
both [bəʊð] — mõlemad
bough [baʊ] — oks
box [bɒks] — kast, karp
boy [bɔɪ] — poiss
brave [breɪv] — vahva
bread [bred] — leib
breakfast [ˈbrekfəst] — hommikueine
breast [brest] — rind
breeze [briːz] — tuuleke
briar [ˈbraɪə] — kibuvits
bright [braɪt] — helge, särav, selge
bring [brɪŋ] — tooma
broken [brəʊkn] — purunenud
brother [ˈbrʌðə] — vend

brown [braun] — pruun
burst [bæst] — lõhkema;
purskama
bury ['beri] — matma
bush [buʃ] — põõsas
busy ['bizi] — hõivatud
but [bʌt, bət] — aga, vaid;
ainult; välja arvatud
butter ['bʌtə] — või
buy [bai] — ostma
by [bai] — (eessõna); *by*
heart — peast, pähe; *to*
go by — mööda minema

C

cake [keik] — kook
call [kɔ:l] — hüüdma, kut-
suma; nimetama
can [kæn] — võin, suudan,
oskan
can [kæn] — kann; plekk-
toos
cannot ['kænət] — ei või, ei
oska
can't [kɑ:nt] = cannot
capital ['kæpitl] — suur
(täht)
captain ['kæptin] — kapten
careless ['keəlis] — hooletu
carol ['kærəl] — laul, ko-
raal
carriage ['kæridʒ] — vanker;
vagun
carry ['kæri] — kandma
cat [kæt] — kass
catch [kætʃ] — (kinni)
püüdma; saama; *to catch*
up — järele jõudma; kätte
saama

certainly ['sə:tnli] — kind-
lasti
chair [tʃɛə] — tool
chalk [tʃɔ:k] — kriit
change [tʃeindʒ] — muut-
ma
cheek [tʃi:k] — põsk, pale
cherry ['tʃeri] — kirss
child [tʃaɪld] — laps
children ['tʃɪldrən] — lap-
sed
Christmas ['krɪsməs] — jõu-
lud
cinema ['sɪnimə] — kino
clad [klæd] — rõivastatud
class [klɑ:s] — klass
class-room [ru:m] — klassi-
tuba
clean [kli:n] — puhastama;
puhas
clock [klɒk] — kell
close [klaʊz] — sulgema,
kinni panema
clothes [klaʊðz] — rõivad
coffee ['kɒfi] — kohv
cold [kaʊld] — külm; kül-
metus; nohu
collect [kə'lekt] — koguma,
korjama
come [kʌm] — tulema
comfort ['kʌmfət] — lohu-
tama
comfortable ['kʌmfətəbl] —
mugav
command [kə'mɑ:nd] —
käsklus
consonant ['kɒnsənənt] —
konsonant

copy [ˈkɒpi] — ära kirjutama
copy-book [ˈkɒpiˌbʊk] — vihik
corner [ˈkɔːnə] — nurk
corn [kɔːn] — vili
correct [kəˈrekt] — parandama
cottage [ˈkɒtɪdʒ] — majake
could [kʊd] — võis, suutis, oskas
count [kaunt] — loendada
counter [ˈkauntə] — poelett
country [ˈkʌntri] — maa;
in the country — maal
cousin [kʌzn] — onupoeg, onutütar; tädipoeg, täditütar
cover [ˈkʌvə] — katma; kate
cow [kau] — lehm
cross [krɒs] — vihane
cross out — maha tõmbama
cry [krai] — karjuma; nutma
cup [kʌp] — tass
curly [ˈkɜːli] — kähar
cut [kʌt] — lõikama

D

daily [deili] — iga päev
dark [dɑːk] — tume; pime
darling [ˈdɑːliŋ] — kallike, kullake
date [deit] — kuupäev
daughter [ˈdɔːtə] — tütar
day [dei] — päev
day before yesterday — üle-eile

dead [ded] — surnud
dear [diə] — armas, kallis;
oh dear me! dear, dear!
— heldeke, kallike!
December [diˈsembə] — detsember
delighted [diˈlaɪtɪd] — vaimustunud
den [den] — koobas
desk [desk] — koolilaud, pult
die [dai] — surema
difficult [ˈdɪfɪkəlt] — raske
dine [dai] — lõunastama
dining-room [ˈdaiɪŋrʊm] — söögituba
dinner [ˈdɪnə] — lõunasöök
dirty [ˈdɜːti] — määrdunud, must
distribute [dɪsˈtrɪbjʊt] — välja jagama
do [duː] — tegema; *do come!*
— tule tingimata!
dog [dɒg] — koer
done [dʌn] — tehtud; *was done* — küps
door [dɔː] — uks
down [daʊn] — alla, maha
draw [drɔː] — tõmbama; joonistama
dress [dress] — rõivastama; rõivastis
drink [driŋk] — jooma
drive [draɪv] — sõitma; sõit
drive away — ära ajama
dry [draɪ] — kuivatama; kuivama; kuiv

duck [dʌk] — part
duckling [ˈdʌkliŋ] — pardi-
poeg
dull [ˈdʌl] — igav; tuim

E

each [i:tʃ] — igaüks, iga
each other [ˈi:tʃ ˈʌðə] —
üksteist; üksteisele
early [ˈɜ:li] — vara
earth [ə:θ] — maa, muld
easy [ˈi:zi] — kerge
eat [i:t] — sööma
egg [eg] — muna
eight [eit] — kaheksa
eighteen [ˈeiːti:n] — kaheksa-
teist
eighth [eitθ] — kaheksas
eighty [ˈeiti] — kaheksa-
kümmend
eleven [iˈlevn] — üksteist
eleventh [iˈlevnθ] — ühe-
teistkümmes
empty [ˈem(p)ti] — tühi
end [end] — lõppema; lõ-
petama; lõpp, ots
England [ˈiŋɡlənd] — Inglis-
maa
English [ˈiŋɡliʃ] — inglise;
inglise keel
enough [iˈnʌf] — küllalt
Estonia [esˈtouniə] — Eesti
Estonian [esˈtouniən] — eesti
evening [ˈi:vnɪŋ] — õhtu
ever [ˈevə] — kunagi
every [ˈevri] — iga
everybody [ˈevribədi] — iga-
üks

everyday [ˈevrɪdeɪ] — iga-
päevane
everyone [ˈevriwʌn] — iga-
üks
everything [ˈevriəɪŋ] — kõik
excited [ikˈsai:tɪd] — eruta-
tud, ärev
exciting [ikˈsai:tɪŋ] — erutav
excuse [iksˈkju:z] — vaban-
dama
exercise [ˈeksəsaɪz] — harju-
tus
eye [ai] — silm

F

face [feɪs] — nägu
fairy [ˈfæəri] — muruneid
fall [fɔ:l] — kukkuma, lan-
gema; *to fall asleep* —
magama jääma
family [ˈfæmili] — perekond
far [fɑ:] — kaugel
farm [fɑ:m] — talu
farmer [ˈfɑ:mə] — talunik
fast [fɑ:st] — kiiresti; kõ-
vasti; *fast asleep* — süga-
vasti uinunud
father [ˈfɑ:ðə] — isa
February [ˈfebruəri] — veeb-
ruar
feed [fi:d] — söötma
feel [fi:l] — tundma; tun-
duma
field [fi:ld] — põld
fifteen [ˈfifˈti:n] — viisteist
fifth [fifθ] — viies
fifty [ˈfifti] — viiskümmend
fill [fil] — täitma
find [faɪnd] — leidma

fine [fain] — peen, tore
finish [ˈfiniʃ] — lõpetama
fire [ˈfaɪə] — tuli; tulistama
fireplace [ˈfaɪəpleɪs] — kamin
first [fɜːst] — esimene; algul, esiteks
fish [fiʃ] — kalastama; kala
fisherman [ˈfɪʃmən] — kalur
five [faɪv] — viis
flour [ˈflaʊə] — jahu
flower [ˈflaʊə] — lill
fly [flai] — lendama
fly [flai] — kärbes
following [ˈfɒləʊɪŋ] — järgnev, järgmine
food [fuːd] — toit
foolish [ˈfuːlɪʃ] — rumal, loll
for — jaoks, -ks; eest; asemele; sest
forget [fəˈget] — unustama
form [fɔːm] — moodustama
forsake [fəˈseɪk] — maha jätma
forty [ˈfɔːti] — nelikümmend
four [fɔː] — neli
fourteen [ˈfɔːtiːn] — neliteist
fourth [fɔːθ] — neljas
fox [fɒks] — rebane
Friday [ˈfraɪdi] — reede
friend [frend] — sõber
from [frɒm] — (eessõna)
front [frʌnt] — esikülge; *in front of* — ees
frost [frɒst, frɔːst] — külm, pakane

full [ful] — täis
fun [fʌn] — nali
funny [ˈfʌni] — naljakas
further [ˈfɜːðə] — edasi

G

gain [geɪn] — võitma, saavutama
game [geɪm] — mäng
garden [ɡɑːdn] — aed
gay [geɪ] — rõõmus
gentleman [ˈdʒentlmən] — härra
get [get] — saama
get up — üles tõusma
gingerbread [ˈdʒɪndʒəbred] — piparkook
girl [ɡɜːl] — tütarlaps
give [gɪv] — andma
give in — järele andma
glad [glæd] — rõõmus; *I am glad* — mul on heameel
go [ɡəʊ] — minema; *to go to bed* — magama minema; *to go to sleep* — magama jääma
go on — edasi minema
gone [ɡɒn] — läinud; kadunud
good [ɡud] — hea
good-bye [ˈɡudˈbaɪ] — jumalaga!
grammar [ˈɡræmə] — grammatika
grand [grænd] — suur, tore
grandfather [ˈgrændfɑːðə] — vanaisa

grandmother [ˈgrændmʌðə] — vanaema
grandparents [ˈgrænd-
peərənts] — vanavanemad
great [greɪt] — suur
grey [greɪ] — hall
ground [graʊnd] — maa-
pind, maa
grow [grou] — kasvama;
muutama

H

had [hæd, həd] — omas;
pidi, oli sunnitud
half [hɑːf] — pool
happen [hæpən] — juhtuma
happy [ˈhæpi] — õnnelik
hard [hɑːd] — kõva; kõvasti
hare [hæə] — jänes
has [hæz, həz] — ta omab,
tal on
have [hæv] — omama
hay [heɪ] — hein
he [hi:] — tema (meessoost
olend)
head [hed] — pea
headache [ˈhedeɪk] — pea-
valu
heading [ˈhediŋ] — pealkiri
hear [hiə] — kuulma
heat [hi:t] — kuumus
heaven [hevn] — taevas
heavy [ˈhevi] — raske (kaa-
lult)
help [help] — aitama
her [hə:] — teda; tema oma
(naiss.)
here [hiə] — siin, siia
hide [haid] — peitma
high [hai] — kõrge; kõrgel

him [him] — teda (meess.)
himself [himˈself] — tema
ise, teda ennast (meess.)
his [hiz] — tema oma (mees-
sugu)
hole [houl] — auk
holidays [ˈhɒlədiz] — pühad;
puhkeaeg
home [houm] — kodu; koju
honey [ˈhʌni] — mesi
hope [houp] — lootma
horse [hɔːs] — hobune
hot [hɒt] — kuum
hour [auə] — tund
house [haus] — maja
how [hau] — kui; kuidas?
hundred [ˈhʌndrəd] — sada
hungry [ˈhʌŋgri] — näljane
hurry [ˈhʌri] — rutt

I

I [ai] — mina
ice [ais] — jää
if [ɪf] — kui
ill [ɪl] — haige
in [ɪn] — sees; sisse
indeed [ɪnˈdiːd] — tõepoo-
lest
ink [ɪŋk] — tint
instead [ɪnˈsted] — asemel;
selle asemel
into [ɪntə] — sisse; -sse
invite [ɪnˈvaɪt] — kutsuma
irregular [ɪˈregjʊlə] — eba-
reeglipärane, reeglivastane
is [ɪz] — on
it [ɪt] — ta (asjadele osutav
asesõna); see
it's = it is

J

January [ˈdʒænjuəri] — jaanuar

July [dʒuˈlai] — juuli

jump [dʒʌmp] — hüppama

June [dʒu:n] — juuni

just [dʒʌst] — just

K

kettle [ketl] — katel

kill [kil] — tapma, surmama

kind [kaind] — lahke, sõbralik, hea

kitty [ˈkiti] — kiisu

knife [naif] — nuga

knock [nɔk] — koputama

know [nou] — teadma; tundma

L

lady [ˈleidi] — daam

large [lɑ:dʒ] — suur

last [lɑ:st] — viimane; *at last* — viimaks; *last night* — eile õhtul

laugh [lɑ:f] — naerma

lead [li:d] — viima, juhatama

learn [lɜ:n] — õppima

leave [li:v] — jätma; lahkuma (kustki)

left [left] — jäänud, jäetud

leg [leg] — jalg, reis

lesson [lesn] — õppetund, ülesanne

let [let] — laskma, lubama; *let us go* — lähme, mingem!

letter [letə] — kiri; täht

lie [lai] — lamama, lebama

life [laif] — elu

light [lait] — valgus

light [lait] — kerge (kaalult)

like [laik] — meeldivaks, armsaks pidama

like [laik] — nagu; sarnane

line [lain] — rida; joon

little [litl] — väike, vähe;

a little — natuke

live [liv] — elama

long [lɔŋ] — pikk; kaua; *no longer* — mitte kauem, mitte enam

so long — nägemiseni

look [luk] — näima, välja nägema; vaatama

look like — sarnlema

lose [lu:z] — kaotama

lost [lɔst] — kadunud

loud [laud] — vali

love [lʌv] — armastama; armastus

low [lou] — madal

M

made [meid] — tehtud

make [meik] — tegema

man [mæn] — mees; inimene

manage [ˈmænidʒ] — hakkama saama, toime tulema

many [ˈmeni] — palju

March [mɑ:tʃ] — märts

match [mætʃ] — tuletikk

matter [ˈmætə] — aine; asi;
what is the matter with you? — mis teil (sul) viga on?

may [mei] — tohin, võin

May [mei] — mai

me [mi:] — mind; mulle

meadow [ˈmedou] — aas

mean [mi:n] — tähendama

meat [mi:t] — liha

meet [mi:t] — kohtama

men [men] — mehed

merrily [ˈmerili] — lõbusasti

merry [ˈmeri] — lõbus; rõõmus

middle [midl] — keskoht

might [mait] — võim

milk [milk] — piim; lüpsma

minute [ˈminit] — minut

miss [mis] — puuduma; puuduvana tundma, puudumist kahetsema

Miss [mis] — preili

mistake [misˈteik] — viga

moment [ˈmoumənt] — hetk, silmapilk

Monday [ˈmʌndi] — esmaspäev

money [ˈmʌni] — raha

month [mʌnθ] — kuu (aasta osa)

more [mɔ:] — rohkem, enam

morning [ˈmɔ:niŋ] — hommik

most [moust] — kõige enam; väga, äärmiselt

mother [ˈmʌðə] — ema

mouse [maus] — hiir

mouth [mauθ] — suu

Mr. [ˈmistə] — hr., härra

Mrs. — [ˈmisiz] — pr., proua

much [mʌtʃ] — palju

must [mʌst] — pean, peab;
must not — ei tohi

my [mai] — minu

N

name [neim] — nimi

near [niə] — lähedal

nearly [ˈniəli] — peaaegu

neatly [ˈni:tli] — korralikult

neighbour [ˈneibə] — naaber

nest [nest] — pesa

never [ˈnevə] — ei kunagi

new [nju:] — uus

next [nekst] — järgmine, ligem; siis, selle järele;
next door — naaber maja

nice [nais] — kena

night [nait] — öö; õhtu

nine [nain] — üheksa

nineteen [ˈnainˈti:n] — üheksateist

ninety [ˈnainti] — üheksakümmend

ninth [nainθ] — üheksas

no [nou] — ei! ei ükski, ei mingi; *no one* — ei keegi; *no one but* — ei keegi peale

nobody [ˈnoubədi] — ei keegi

nose [nouz] — nina

not [nɒt] — ei, mitte

nothing [ˈnʌθiŋ] — ei midagi

notice [ˈnoutis] — märkama

November [noˈvembə] — november

now [nau] — nüüd, praegu
nurse [nə:ɪs] — lapsehoidja
nut [nʌt] — pähkel; pähkleid korjama; *to go nutting* — pähkleid koguma minema

O

o'clock [ə'klɒk] — kell; *five o'clock* — kell viis
October [ɒk'təʊbə] — oktoober
of [ɒv, əv] — (eessõna)
of course [ɒv kɔ:ɪs] — muidugi
off [ɔ:f] — ära; (küljest) maha
often [ɔ:fn] — sageli
oh [ou] — oh
oil [ɔ:ɪl] — õli, petrooleum
old [ould] — vana
on [ɒn] — peal; peale; üle, üll; edasi
once [wʌns] — ükskord; *once upon a time* — kord vanasti; *at once* — otsekohe
one [wʌn] — üks
only ['əʊnli] — ainult; ainuke
open [əʊpən] — avama; avatud, lahti
opposite ['ɒpəzɪt] — vastand
or [ɔ:] — või, ehk
other ['ʌðə] — teine
our [aʊə] — meie (oma)
out [aut] — välja
over ['əʊvə] — üle, möödas; *all over* — üleni
overhead — pea kohal
own [aʊn] — oma

P

pack [pæk] — pakkima
page [peɪdʒ] — lehekülj
pan [pæn] — pann
paper ['peɪpə] — paber
parents ['peərənts] — vanaemad
park [pɑ:k] — park
pass [pɑ:ɪs] — mööduma; läbima
past [pɑ:ɪst] — möödunud; minevik
pat [pæt] — patsutama
pay [peɪ] — maksuma, tasuma
pen [pen] — sulg
pencil [pensl] — pliiats
penny ['peni] — penn
people [pi:pəl] — inimesed
pepper ['pepə] — pipar
perhaps [pə'hæps] — võibolla
pick (up) [pɪk (ʌp)] — üles võtma, noppima
picture ['pɪktʃə] — pilt
piece [pi:s] — tükk
pig [pɪg] — siga
pipe [paɪp] — piip
pity ['pɪti] — kahju
place [pleɪs] — koht
play [pleɪ] — mängima; mängimine
pleasant [pleznt] — meeldiv
please [pli:z] — meeldima; *(if you) please* — palun
pleasure ['plezə] — lõbu
plural ['pluərəl] — mitmus
poor [puə] — vaene
possible ['pɒsɪbl] — võimalik
post [pəʊst] — posti panema

pound [paund] — nael
present [preznt] — olevik;
kingitus
pretty ['priti] — ilus
promise ['prɒmis] — tõe-
tama
pronounce [prə'nauns] —
hääldama
pull [pul] — tõmbama
pupil [pju:pl] — õpilane
put [put] — panema

Q

quarter ['kwɔ:tə] — veerand
question ['kwɛstʃən] — küsi-
mus
quite [kwait] — täitsa, päris

R

rabbit ['ræbit] — kodujänes
railway ['reilwei] — raudtee
rain [rein] — vihm; vihma
sadama
reach [ri:tʃ] — saavutama;
saabuma
read [ri:d] — lugema
ready ['redi] — valmis
really ['riəli] — tõeliselt
red [red] — punane
remark [ri'ma:ik] — märkus
remember [ri'membə] — mä-
letama
repeat [ri'pi:t] — kordama
rest [rest] — puhkama; üle-
jäänud osa, jääk
return [ri'tə:n] — tagasi
pöörduma; tagasi andma;
tagasitulek
right [rait] — õige; õieti;
parem(-poolne); *he was
right* — tal oli õigus

ring [riŋ] — helisema
river ['rivə] — jõgi
road [roud] — tee, maantee
roll [roul] — veerema; vee-
retama
room [ru:m] — tuba, ruum
rose [rouz] — roos
round [raund] — ümmar-
gune; ümber
rule [ru:l] — reegel
run [rʌn] — jooksmata; *run
into* — kokku põrkama
rush [rʌʃ] — sööstma, tor-
mama

S

sad [sæd] — kurb
safe [seif] — kindel, julge;
pääsenud
sailor ['seilə] — madrus
same [seim] — sama
Saturday ['sætədi] — lau-
päev
save [seiv] — päästma
say [sei] — ütlema; peast
üttelema, vastama (õpitud
tundi)
scarcely ['skæəslɪ] — vaevalt
school [sku:l] — kool
schoolboy — koolipoiss
sea [si:] — meri
seasick ['si:sɪk] — mere-
haige
seat [si:t] — iste
second [seknd] — teine; se-
kund
see [si:] — nägema; *see you
again!* [si: ju: ə'geɪn] —
jällenägemiseni! *to see off*
— saatma (lahkujat, ära-
sõitjat)

seek [si:k] — otsima
sell [sel] — müüma
send [send] — saatma
sentence ['sentəns] — lause
September [səp'tembə] — september
serve [səiv] — teenima
seven [sevn] — seitse
seventeen ['sevn'ti:n] — seitseteist
seventh [sevno] — seitsmes
seventy ['sevnti] — seitsekümmend
several ['sevrəl] — mitu
shake [ʃeik] — raputama
shake hands — teretama
shall [ʃæl, ʃəl, ʃI] — saan, saame (tulevikuvormi moodustav abiverb)
shape [ʃeip] — kuju
she [ʃi:] — tema (naiss.)
shine [ʃain] — paistma
ship [ʃip] — laev
shop [ʃɒp] — pood, kauplus
short [ʃɔ:t] — lühike
show [ʃou] — näitama
shut [ʃʌt] — sulgema; sulatud, kinni
sick [sik] — haige
silent [sailnt] — vaik
sing [siŋ] — laulma
singular ['siŋgjulə] — ainsus
sink [siŋk] — vajuma
sister ['sistə] — õde
sit [sit] — istuma
six [siks] — kuus
sixteen ['siks'ti:n] — kuusteist
sixth [siksə] — kuues

sixty ['siksti] — kuuskümmend
skate [skeit] — uisutama; uisk
sky [skai] — taevas
sleep [sli:p] — magama
sleepy ['sli:pi] — unine
slide [slaid] — liugu laskma; liurada
slowly ['slouli] — aeglaselt
small [smɔ:l] — väike
smith [smiə] — sepp
smoke [smouk] — suitsetama
snap [snæp] — napsama
snow [snou] — lumi
snowdrop ['snoudrɒp] — lumikelluke
snow-man ['snou-mæn] — lumimemm
snuff [snʌf] — ninatubakas
so [sou] — nii; nii siis, järelikult, seepärast; samuti; *so long!* — jällenagemiseni!
soap [soup] — seep
soda ['soudə] — sooda
some [sʌm] — mõni, mõned
some — natuke
somebody ['sʌmbədi] — keegi
something ['sʌmθiŋ] — midagi
sometimes ['sʌmtaimz] — mõnikord
son [sʌn] — poeg
song [sɒŋ] — laul
soon [su:n] — varsti
sorry ['sɔ:ri] — kurvastunud; *I am sorry* — mul on kahju

sort [sɔ:t] — sort, liik
soul [soul] — hing
sound [saund] — heli
south [sauθ] — lõuna
speak [spi:k] — rääkima
spell [spel] — teatava sõna
tähed õiges järjestuses ni-
metama või kirjutama
spend [spend] — kulutama;
veetma
splash [splæʃ] — sulps, sulp-
satus
spoil [spɔil] — rikkuma
spring [sprɪŋ] — kevad
stand [stænd] — seisma
station [steiʃn] — jaam
stay [stei] — jääma, viibima
still [stil] — veel
stone [stoun] — kivi
stop [stɒp] — peatuma; pea-
tama; lakkama, järele jät-
ma
story ['stɔ:ri] — jutt, lugu
straight [streit] — sirge, sir-
gelt
strange [streindʒ] — imelik
street [stri:t] — tänav
strong [strɒŋ] — tugev
such [sʌtʃ] — selline, nii
sugune
suddenly ['sʌdnli] — äkki
sugar ['ʃugə] — suhkur
summer ['sʌmə] — suvi
sun [sʌn] — päike
Sunday ['sʌndi] — püha-
päev
surely [ʃuəli] — tõesti, kind-
lasti
swallow ['swəlou] — nee-
lama

swallow ['swəlou] — pää-
suke
sweet [swi:t] — magus
sweets [swi:ts] — maiusti-
sed, kompekid
swim [swim] — ujuma
swimmer ['swimə] — ujuja

T

table [teibl] — laud
tail [teil] — saba
take [teik] — võtma; vii-
ma; *to take a walk* — ja-
lutuskäigu tegema
talk [tɔ:k] — kõnelema,
vestlema; vestlus
taste [teist] — maitse;
maitsma
tea [ti:] — tee (jook)
teacher ['ti:tʃə] — õpetaja
tell [tel] — ütlema, jutus-
tama; nimetama; käskima
ten [ten] — kümme
tenth [tenθ] — kümnnes
than [ðæn, ðən] — kui
thank [θæŋk] — tänama
thanks [θæŋks] — tänu
that [ðæt] — too
that [ðət] — et
thaw [θəʊ] — sulata
the [ðə, ði] — artikkel
their [ðeə] — nende
them [ðem, ðəm] — neid,
neile
then [ðen] — siis
there [ðeə] — seal; *there*
is, there are — on olemas
these [ði:z] — need
they [ðei] — nemad
thing [θiŋ] — asi

think [ɔɪŋk] — mõtlema
third [θə:d] — kolmas
thirteen ['θɜ:ti:n] — kolm-
teist
thirty ['θɜ:ti] — kolmküm-
mend
this [ðis] — see
those [ðəuz] — nood
three [θri:] — kolm
through [θru:] — läbi
throw [θrou] — viskama
Thursday ['θɜ:zdi] — nelja-
päev
ticket ['tikɪt] — pilet
till [tɪl] — kuni
time [taɪm] — aeg; kord
tired ['taɪəd] — väsinud
to [tu:, tə] — (eessõna)
to-day [tə'deɪ] — täna
together [tə'geðə] — koos;
kokku
to-morrow [tə'mɔ:rou] —
homme
too [tu:] — ka; liiga
towards [tə:dz] — suunas,
poole
town [taun] — linn
train [treɪn] — rong
translate [trænz'leit] — tõl-
kima
tree [tri:] — puu; *tree-top* —
puulatv
trifle [traɪfl] **away** — tüh-
jale-tähjale kulutama
trouble [trʌbl] — mure;
vaev; tülin
true [tru:] — õige
trunk [trʌŋk] — kohver
try [traɪ] — katsuma, püüd-
ma

Tuesday ['tju:zdi] — teisi-
päev
turn [tɜ:n] — pöörduma,
pöörama
twelfth [twelfθ] — kahe-
teistkümmes
twelve [twelv] — kaksteist
twenty ['twenti] — kaks-
kümmend
twice [twais] — kaks korda
two [tu:] — kaks

U

umbrella [ʌm'brɛlə] — vih-
mavari
uncle [ʌŋkl] — onu
under [ʌndə] — all, alla
underline [ʌndə'lain] — alla
kriipsutama
unhappy [ʌn'hæpi] — õn-
netu
until [ʌn'tɪl] — kuni
up [ʌp] — üles; üleval;
püsti
upon [ə'pɒn] — peal; peale;
once upon a time — kord
vanasti
us [ʌs, əs] — meid, meile
use [ju:z] — kasutama, tar-
vitama
useless ['ju:slɪs] — kasutu,
tarbetu
usually ['ju:zʊəli] — hari-
likult

V

very ['veri] — väga
very much — väga
village ['vɪlɪdʒ] — küla

voice [vɔis] — hääl
vowel [ˈvauəl] — täishäälik,
vokaal

W

wait [weit] — ootama
wake [weik] — ärkama; ära-
tama
walk [wɔ:k] — kõndima,
jalutama; jalutuskäik
want [wɔnt] — tahtma
warm [wɔ:m] — soe
was [wɔz, wɔz] — olin, oli
wash [wɔʃ] — pesema
watch [wɔtʃ] — vaatlema;
valvama
water [ˈwɔ:tə] — vesi
way [wei] — tee; viis; abi-
nõu; *a little way* — natuke
maad
we [wi:] — meie
weather [ˈweðə] — ilm
Wednesday [ˈwenzdi] — kol-
mapäev
week [wi:k] — nädal
well [wel] — hästi; terve;
noh, hea küll!
went [went] — läks
were [wə:, wə] — olime, oli-
te, olid
wet [wet] — märg
what [wɔt] — mis?
when [wen] — kui; millal?
where [wɛə] — kus; kuhu?
which [witʃ] — milline? mis-
sugune? mis
while [wail] — kuna; nii-
kaua kui
white [wait] — valge
who [hu:] — kes?

whole [houl] — kogu, terve
whom [hu:m] — keda?
whose [hu:z] — kelle?
why [wai] — miks?
wide [waid] — lai; laiali,
pärani
wife [waif] — abikaasa,
naine
will [wil] not — ei taha
wind [wind] — tuul
window [ˈwindou] — aken;
window-pane — aknaruut,
aknaklaas
winter [ˈwintə] — talv
wish [wiʃ] — soovima; sooy
with [wið] — (eessõna)
without [wiðaut] — ilma
woman [ˈwumən] — naine
women [ˈwimin] — naised
wood [wud] — mets
word [wɔ:d] — sõna
work [wɔ:k] — töö
workman [ˈwɔ:kmən] — töö-
line
worm [wɔ:m] — uss
worse [wɔ:s] — halvem
worst [wɔ:st] — halvim, kõi-
ge halvem
write [rait] — kirjutama

Y

year [jiə, jɛ:] — aasta
yellow [ˈjelou] — kollane
yes [jes] — jah
yesterday [ˈjestədi] — eile
you [ju:] — teie, sina
young [jʌŋ] — noor
your [jɔ:] — teie (oma),
sinu (oma)

Käesolev raamat on HM poolt
koolidele tarvitamiseks lubatud.

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