

# BEGINNING RUSSIAN

*by*

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Second revised edition

Prepared by Richard L. Leed

Photographs by Richard Sylvester

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## INTRODUCTION

This book, along with the dictionary *5000 Russian Words*, is intended as a one-year course of study for those who want to learn to speak, read, and write Russian.

The second edition of this textbook contains just about the same vocabulary and introduces grammatical features in just about the same order as the first edition. In other respects the book has been severely revised. It has been shortened so that it will fit more easily into the first year of college study, but still contains discussion of all the major grammatical categories of Russian. The structure of the book has been altered, so that one lesson is generally equivalent to a day's work. Periodic review lessons give an overview of grammar and provide vocabulary lists. There is much more information and exercise material on pronunciation and intonation. As in the first edition, many of the exercises are in the form of short conversations; this provides a kind of bridge between strict grammar drill and totally free conversation.

The textbook is to be used in conjunction with the dictionary *5000 Russian Words*, also published by Slavica Publishers. This dictionary lists all of the inflected forms of all of the words in the textbook. Teachers and people using the book for self-instruction may wish to write to the publisher for the *Teacher's Manual*, which contains many useful word-lists as well as information on how to use the book. The publisher can also supply reading material to accompany the course, such as *What I Saw*, by Boris Zhitkov; write for a complete catalogue.

Write to either of the following if you want information on the availability and prices of other auxiliary materials, such as audio recordings, computer-assisted instructional materials, an electronic concordance of the textbook, word lists in electronic form, Russian word-processing utilities, etc.

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Цирк в Ленинграде.

DIALOG ROLES: П = Преподаватель 'instructor', С = Студент 'undergraduate student'<sup>1</sup>

## 1. WHAT'S YOUR NAME?

(a) Answer in English.

П: Как вас зовут?  
С: Mary Smith.

What's your name?  
Mary Smith.

(b) Answer in Russian.

П: Как вас зовут?  
зовут  
меня  
С: Меня зовут Mary Smith.

What's your name?  
'they call', 3rd Plur. of звать  
'me', Accusative of я  
My name is Mary Smith.

(c) Answer in Russian and ask the teacher's name in Russian.

П: Как вас зовут?  
а  
вас  
С: Меня зовут Mary Smith. А вас?  
П: Меня зовут Иван Петрович.

What's your name?  
'and'  
'you', Accusative of вы  
My name is Mary Smith. And yours?  
My name is Ivan Petrovich.

## INTONATION: Question-word questions and a-questions

Questions beginning with a question-word (e.g. как 'how') have a high falling tune. The place where the pitch is high is marked with an up-arrow (↑); the place where it starts to fall is marked with a slanting down-arrow (↘).

Как вас зовут?

What's your name? (Lit. 'How do they call you?')

If you repeat the question to another person, you can stress вас, like *your* in English:

А как **в**ас зовут?And what's *your* name?

In questions beginning with the word «а» 'and' (with no question-word) the pitch dips down and then rises:

А теб<sup>я</sup>? А **в**ас?

And you?

## RUSSIAN NAMING CUSTOMS: Patronymics

'Ivan Petrovich' is the first name and middle name of the teacher in this dialog. This is the polite form of address in Russian, corresponding to English 'Mr./Ms./Mrs./Miss'. The middle name is called the *patronymic*, because it is derived from the father's first name; thus, the father of Иван Петрович has the first name Пётр. The patronymic of a woman generally has the suffix -овна rather than -ович, so Ivan's sister would have the patronymic Петровна.

## GRAMMAR: Dictionary forms

In the right-hand column of the dialogs, along with the translations, you will find grammatical information on the words in the sentence. If the word in the sentence is an inflected form of the word, then the name of the inflected form is given along with the *dictionary form*. You can then look up the dictionary form in *5000 Russian Words* (henceforth called simply the *Dictionary*) and find out more information on it. For example, the word *меня* is the Accusative case of the word *я* (the Nominative case, which is the dictionary form of nouns and pronouns), just as in English the word *me* is the Accusative form of *I*. The literal translation of *Меня зовут...* is 'They call *me*...' and the word *меня* 'me' is the direct object of the verb *зовут* 'they call'. Direct objects are Accusative.

1. The corresponding terms in elementary and secondary schools are учитель 'teacher' and ученик 'pupil'. The word for 'graduate student' is аспирант.

## 2. WHAT'S THAT?

П: Повторите, пожалуйста: «Это ручка.» Repeat, please: This is a pen.  
 это 'this is, that is' (uninflected)  
 С: Это ручка. This is a pen.

Repeat, using the following words:

газета 'newspaper' бумага 'paper' книга 'book'

П: Это ручка? Is this a pen?  
 С: Да, это ручка. Yes, that's a pen.  
 or: Нет, это не ручка. No, that's not a pen.

Repeat, using all four words.

П: Это ручка? Is this a pen?  
 С: Да, это ручка. Yes, that's a pen.  
 П: А это? And this?  
 С: Это газета. That's a newspaper.  
 П: Что это? What's this/that?  
 С: Это газета. That's a newspaper.

Repeat, going around the class at random and pointing to (or holding up) the four objects at random.

Now repeat all the above exercises using the following words:

вино 'wine' кольцо 'ring' письмо 'letter' яйцо 'egg'

Now repeat all the above exercises using the following words:

стакан 'glass' мел 'chalk' конверт 'envelope' карандаш 'pencil'

Now repeat the last 6 lines of the above exercise, mixing up all 12 nouns randomly.

## 3. WHERE IS IT?

П: Где газета? Where's the newspaper?  
 С: Газета здесь. The newspaper is here.  
 П: А ручка? And the pen?  
 С: Ручка там. The pen is there.

Repeat, mixing up all 12 nouns, some objects being near the speaker (здесь), some far (там).

П: Где газета? Where's the newspaper?  
 С: Газета здесь. The newspaper is here.  
 П: А ручка? And the pen?  
 С: Ручка тоже здесь. The pen is also here.

Repeat, using various nouns.

## INTONATION: Neutral vs. emphatic statements

A *neutral* statement has low pitch on the main stress, usually at the end of the sentence; on the syllable immediately before the stress there is often a rise in pitch. Russian *emphatic* statements sound like English neutral statements: high pitch on the stressed syllable, then falling pitch.

Neutral: Это бумага. Это стакан.  
 Emphatic: Это бумага. Это стакан.

## GRAMMAR: Declension classes

There are four *declension classes* in Russian, three of which are illustrated in this lesson. The term *declension* refers to the *endings* that come after the noun *stem*.

Nouns like ручк-а belong the *a-declension* because the vowel -а follows the stem.

Nouns like письм-о belong the *o-declension* because the vowel -о follow the stem.

Nouns like стакaн-# belong to the *zero declension* because no vowel follows the stem.

## 1. REVIEW: Dialog 1(c) from Lesson 1.

## 2. CHOOSING A NICKNAME

On the following page is a list of Russian names. Choose a nickname that corresponds to your English name (or any that strikes your fancy). You can use your English name if it ends in -а.

The capital letters on the left (followed by a colon) stand for the participants in the dialog:

П = Преподавательница 'instructor (woman)' or Преподаватель 'instructor (man)', М = Маша (woman), С = Саша (man). The word for 'undergraduate student' is студент (man) or студентка (woman).

П: Здравствуйте! Как вас зовут? Hello! What's your name?  
 М: Меня зовут Маша. А вас? My name is Masha. And yours?  
 П: Меня зовут Нина Степановна. My name is Nina Stepanovna.  
 Go around the class, and then do this:  
 П: Маша, спросите его, как его зовут. Masha, ask him what his name is.  
 здравствуй<sup>1</sup> Pronounced as though spelled «здрáствуй»  
 тебя<sup>1</sup> Accusative of ты  
 М: Здравствуй! Как тебя зовут? Hi! What's your name?  
 С: Меня зовут Саша. А тебя? My name is Sasha. And yours?  
 М: Меня зовут Маша. My name is Masha.

## 3. ASKING PEOPLE (For simplicity, say 'Ask him/her', though using names would be more polite.)

П: Саша, спросите её, что это. Sasha, ask her what this is.  
 что Pronounced as though spelled «штó»  
 С: Маша, что это? Masha, what's this?  
 М: Это стакан. That's a glass.  
 П: Хорошо. Good.

## INTONATION: Calling people

The tune for calling people by name is very like the tune used in questions containing a question word: high falling pitch. If the name consists of more than one word, the high pitch is on the first stressed syllable and it falls during the second syllable. The tune sounds abrupt to the English ear. Avoid the English rising tune.

Russian: Маша, что́ это? English: Masha, ...  
 Russian: Иван Петрович, ... English: Mr. Sjd'orov...

## 4. ADDRESSING THE TEACHER: Name and patronymic

П: Спросите меня, что́ это. Ask me what this is.  
 С: Иван Петрович (teacher's name), что́ это? Ivan Petrovich, what's this?

## 5. THE ALPHABET: Pronouncing the names of the letters

П: Это буква «а». Какая́ это буква? This is the letter 'a'. What letter is this?  
 М: Это буква «а». That's the letter 'a'.  
 П: Это буква «б». Какая́ это буква? This is the letter 'b'. What letter is this?  
 С: Это буква «б». That's the letter 'b'.  
 П: А это? And this?  
 М: Это буква «а». That's the letter 'a'.  
 П: Это буква «в». Какая́ это буква? This is the letter 'v'. What letter is this?  
 С: Это буква «в». That's the letter 'v'.  
 П: А это? Натáша: Это буква «а». П: А это? Андри́ша: Это буква «б»...

Go through the alphabet asking various students. The teacher can write in cursive on the blackboard.

1. Use the pronoun вас (вы) and the form здравствуйте in addressing people of greater age and/or status, e.g. your teacher; use the pronoun тебя (ты) and the form здравствуй (without -те) in addressing fellow students.



## THE ALPHABET

The Russian alphabet (also called the *Cyrillic* alphabet) is listed below in alphabetical order, except for the letters *e* and *ë*, which are not distinguished from each other in alphabetical listings such as dictionaries. The two dots over *ë* /yo/ stand for stress; elsewhere stress is marked with ' e.g. *é* /yé/, *ó* /yú/ *í* /i/, etc. Stress is not marked in ordinary Russian texts — only in textbooks, dictionaries, etc.. The English 'equivalents' are only rough approximations. Practice saying the letter names in groups of 5 and learn the order, e.g. абвгд, ежзий, клмно, ...

upper case	lower case	letter name	English equivalent	upper case	lower case	letter name	English equivalent
А	а	а	a as in father	П	п	пэ	p as in pet
Б	б	бэ	b as in bet	Р	р	эр	(none; cf. Spanish trilled r)
В	в	вэ	v as in vet	С	с	эс	s as in set
Г	г	гэ	g as in get	Т	т	тэ	t as in tap
Д	д	дэ	d as in debt	У	у	у	u as in brute
Е	е	е	ye as in yet	Ф	ф	эф	f as in fat
Ё	ё	ё	yo as in York	Х	х	ха	(none; cf. German ch)
Ж	ж	же	z as in seizure	Ц	ц	це	ts as in bolts
З	з	зэ	z as in zoom	Ч	ч	че	ch as in chin
И	и	и	i as in machine	Ш	ш	ша	sh as in shin
Й	й	и краткое <sup>1</sup>	y as in boy	Щ	щ	ща	shsh as in Danish ship
К	к	ка	k as in book	Ъ	ъ	твёрдый знак <sup>2</sup>	
Л	л	эль or эл	l as in let	Ы	ы	ы	i as in bit
М	м	эм	m as in met	Ь	ь	мягкий знак <sup>3</sup>	
Н	н	эн	n as in net	Э	э	э	e as in bet
О	о	о	o as in story	Ю	ю	ю	yu as in Yule
				Я	я	я	ya as in yacht

## RUSSIAN FIRST NAMES

Women's names			Men's names		
Nickname	Full name	English	Nickname	Full name	English
Саша, Шура	Александра	Alexandra	Саша, Шура	Александр	Alexander
Аня, Нюра	Анна	Ann, Anna	Алёша, Лёша	Алексей	Alexis
Варя	Варвара	Barbara	Толья	Анатоль	Anatole
Вера	Вера	Faith; Vera	Андрюша	Андрей	Andrew
Даша	Дарья	Darya	Боря	Борис	Boris
Жёня	Евгения	Eugenia, Jean	Вася	Василий	Basil
Катя	Екатерина	Katherine	Витя	Виталий, Виктор	Vitaly, Victor
Лёна, Лёля	Елена	Helen	Володя, Вова	Владимир	Vladimir
Лиза	Елизавета	Elizabeth	Слава	Вячеслав	Vyacheslav
Жанна	Жанна	Jean	Гёна	Геннадий	Gennady
Зёя	Зоя	Zoe	Жора	Георгий	George
Ира	Ирина	Irene	Дима, Митя	Дмитрий	Dmitry
Кира	Кира	Kira	Жёня	Евгений	Eugene
Лидя	Лидия	Lydia	Ваня	Иван	John, Ivan
Люба	Любовь	Charity, Amy	Костя	Константин	Constantine
Люся, Люда	Людмила	Ludmilla	Лёва	Лев	Leo
Маша	Мария, Марья	Mary	Миша	Михаил	Michael
Надя	Надежда	Hope	Коля	Николай	Nicholas
Наташа	Наталья	Natalie	Паша	Павел	Paul
Нина	Нина	Nina	Пётя	Пётр	Peter
Оля, Лёля	Ольга	Olga	Серёжа	Сергей	Serge
Соня	Софья	Sophia	Стёпа	Степан	Stephen
Мара, Тома	Тамара	Tamara	Юра	Юрий	George
Таня	Татьяна	Tatyana	Яша	Яков	Jacob

1. Pronounced /i krátkaya/ 'short i' — represents a consonantal sound, despite its name.
2. Pronounced /tv'órdiy znák/ 'hard sign' — an orthographical symbol representing no sound in itself.
3. Pronounced /m'á'xk'iy znák/ 'soft sign' — an orthographical symbol representing no sound in itself.

CURSIVE WRITING: Lower case. The upright and italic printed letters are on the right.

a	а	а	‘o	а'	aba ana aia au am
б	б	б	‘o	б'	aba obo bu ba by
в	в	в	‘b	в'	aba avo vni vu va
г	г	г	‘r	г'	ana ogo na ni ne
д	д	д	‘o	д'	ada odo dna dy dvi
е	е	е	‘e	е'	ede na ev eba em
ж	ж	ж	‘zh	ж'	aja ozo zhu zhu zhi
з	з	з	‘z	з'	aza ozo za za zu
и	и	и	‘u	и'	ivi ia im im ai
й	й	й	‘y	й'	ai oi yi ei ai
к	к	к	‘k	к'	aka oko kra ka aski
л	л	л	‘l	л'	ala alo lna lna lnu
м	м	м	‘m	м'	ama amo mna mni me
н	н	н	‘n	н'	ana ono na anva an
о	о	о	‘o	о'	oa oa om od os
		o	‘o	o'	oa ob oe on oo

CURSIVE WRITING: Lower case (continued)

п п п п п ана оно ня пла пля  
 р р р р р ара оро ря иры икры  
 с с с с с аса осо сто сма свы  
 т т т т т ата ото тпу тла твой  
 у у у у у уу уу уя увы уум  
 ф ф ф ф ф ара оро фла фля фре  
 х х х х х аха охо хла хва хми  
 ц ц ц ц ц аца оцо цу цри цвы  
 ч ч ч ч ч ача очо ши чле ача  
 ш ш ш ш ш аша ошо туш тми шла  
 щ щ щ щ щ аща ощо тушь шу ащ  
 ь ь ь ь ь вья пье рье лье зье  
 ы ы ы ы ы ывы ыны рыи бы лы  
 ь ь ь ь ь овы вы вья ыль алы  
 э э э э э эта эл эл аэ оэ  
 ю ю ю ю ю юл юл юя лю ою  
 я я я я я ала ала ва ача оя

CURSIVE WRITING: Upper case

А А А А А аа Аа Аа Аа  
 Б Б Б Б Б ба Ба Ба Ба  
 В В В В В ва Ва Ва Ва  
 Г Г Г Г Г га Га Га Га  
 Д Д Д Д Д да Да Да Да  
 Е Е Е Е Е еа Еа Еа Еа  
 Ж Ж Ж Ж Ж жа Жа Жа Жа  
 З З З З З за За За За  
 И И И И И иа Иа Иа Иа  
 К К К К К ка Ка Ка Ка  
 Л Л Л Л Л ла Ла Ла Ла  
 М М М М М ма Ма Ма Ма  
 Н Н Н Н Н на На На На  
 О О О О О оа Оа Оа Оа  
 П П П П П па Па Па Па



CURSIVE WRITING: Upper case (continued)

Р	Р	Р	Р	Ра	Ро	Ро	Ра
С	С	С	С	Са	Со	Со	Са
Т	Т	Т	Т	Та	То	То	Та
У	У	У	У	Уа	Уо	Уо	Уа
Ф	Ф	Ф	Ф	Фа	Фо	Фо	Фа
Х	Х	Х	Х	Ха	Хо	Хо	Ха
Ц	Ц	Ц	Ц	Ца	Цо	Цо	Ца
Ч	Ч	Ч	Ч	Ча	Чо	Чо	Ча
Ш	Ш	Ш	Ш	Ша	Шо	Шо	Ша
Щ	Щ	Щ	Щ	Ща	Що	Що	Ща
Э	Э	Э	Э	Эа	Эо	Эо	Эа
Ю	Ю	Ю	Ю	Юа	Юо	Юо	Юа
Я	Я	Я	Я	Яа	Яо	Яо	Яа

CURSIVE WRITING: Copy this page on a separate sheet of lined paper.

Что это?

Это газета?

Да, это газета.

Нет, это не газета.

Это карандаш.

Где книга?

Книга здесь.

А мел?

Мел тоже здесь.

А где конверт?

Конверт там.

стакан      стакан

письмо      письмо

кольцо      кольцо

вино      вино

яйцо      яйцо

## 1. SAYING HELLO: Pronounce здравствуйте with the sound /z/ at the beginning (not with /s/!).

- П: Здравствуйте, Маша. Hello, Masha.  
 М: Здравствуйте, Нина Степановна. Hello, Nina Stepanovna (*teacher's name*).  
 П: Маша, спросите его, как его зовут. Masha, ask him what his name is.  
 М: Здравствуй, как тебя зовут? Hi! What's your name?  
 С: Меня зовут Саша. А тебя? My name is Sasha. And yours?  
 М: Меня зовут Маша. My name is Masha.

## 2. GETTING NAMES WRONG

- П: Скажите, пожалуйста, вас зовут Лэна? Tell me please, is your name Lena?  
 не Лэна  
*Pronounced as one word: /'nʲɪ'ɛna/*  
 М: Нэт, меня зовут не Лэна, а Маша. No, my name is Masha, not Lena.  
 Now the students can get the teacher's first name wrong; use various full first names listed in Lesson 2.  
 пожалуйста  
 скажите  
 М: Скажите, пожалуйста, вас зовут Пётр Петрови́ч? Tell me please, is your name Peter Petrovich?  
 П: Нэт, меня зовут не Пётр Петро́вич, а Ива́н Петро́вич. No, my name is Ivan Petrovich, not Peter Petrovich.  
 Now the students can ask each other, using informal forms.  
 скажи  
 С: Скажи, тебя зовут Да́ша? *Informal imperative of сказать*  
 Скажи, is your name Dasha?  
 М: Нэт, меня зовут не Да́ша, а Маша. No, my name is Masha, not Dasha.

## INTONATION: Yes-no questions

A yes-no question is one that elicits 'yes' or 'no' as an answer, e.g. 'Is that a pen?' Such questions in Russian have a very high pitched rise-fall lilt on the stressed syllable. But if that syllable is the last one in the sentence, the question has a very high pitch without a subsequent fall. Compare:

- Это рúчка?                      Это каранда́ш?  
 Это Ива́н Петро́вич?            Это Ива́н?

## SELF TEST: Review of neutral and emphatic statements (Lesson 1)

Listen to the tape. Write E if you hear an emphatic statement and N if you hear a neutral one. The answers are below.<sup>1</sup>

- |                 |                   |                          |
|-----------------|-------------------|--------------------------|
| 1. Это бума́га. | 5. Это каранда́ш. | 9. Меня зову́т Степа́.   |
| 2. Это бума́га. | 6. Это кольцо́.   | 10. Меня зову́т Ната́ша. |
| 3. Это стака́н. | 7. Это кольцо́.   | 11. Меня зову́т Ива́н.   |
| 4. Это рúчка.   | 8. Это кни́га.    | 12. Меня зову́т Ива́н.   |

## 3. GETTING THINGS WRONG

- П: Саша, это стака́н? Sasha, is that a glass?  
 не стака́н  
*Pronounced as one word: /'nʲɪ'stakán/*  
 С: Нэт, это не стака́н, а рúчка. No, that's a pen, not a glass,  
 П: Саша, вь́ молоде́ц! Good for you, Sasha!  
 Use the 12 nouns you know and add these:  
 доска́ 'blackboard'    пол 'floor'    ла́мпа 'light'    сто́л 'table'.  
 Now switch to ты́. Use the proper intonation for the yes-no question: стака́н? бума́га?  
 М: Саша, это стака́н? Sasha, is that a glass?  
 С: Нэт, это не стака́н, а рúчка. No, that's a pen, not a glass,  
 (ты́) молоде́ц  
*The pronoun is optional in this expression.*  
 М: Хорошо́, Саша! Ты́ молоде́ц! That's fine, Sasha! Good for you!

1. 1 = N, 2 = E, 3 = N, 4 = E, 5 = E, 6 = E, 7 = N, 8 = E, 9 = N, 10 = N, 11 = E, 12 = N

## PRONUNCIATION: Paired consonants

All but six of the consonants of Russian occur in two varieties: a plain variety and a palatalized variety (pronounced PALatalized). For example, the plain variety of п is pronounced somewhat like the p in English *poor*, and the palatalized variety of п is pronounced somewhat like the p in English *pure*. Similarly, the plain consonant н is pronounced somewhat like the n in the middle of English *cannon*, while the palatalized н is pronounced somewhat like the n in the middle of English *canyon*. The consonants that occur in two varieties are called *paired consonants*.

The difference between Russian palatalized consonants and English consonants followed by y (as in *canyon*) is that palatalization (pronounced PALataliZation) is produced simultaneously with the consonant, whereas in English the y-sound is a separate consonant. In other words, a palatalized н in Russian is a single sound and takes no longer to say than a plain н, while in English the combination ny is two sounds and takes longer to say than n alone. In order to distinguish between the y-sound and palatalization in our discussion of pronunciation, we will indicate palatalization with a small raised 'y' on both sides of the palatalized consonant, e.g. /'nʲa/.

The Russian alphabet does not represent palatalized consonants with separate consonant letters. Instead, palatalization is indicated by the letter that follows the consonant. Thus, the consonant letter «н» followed by the letter «я» indicates that «н» is palatalized (ня = /'nʲa/), while «н» followed by the letter «а» indicates that «н» is plain (на = /na/). (English uses a similar device: the difference between 'soft g' and 'hard g' is indicated by the letter that follows, not by two separate consonant letters, e.g. the first g of *George* and *gorge*.)

Notice in the above example (ня vs. на) that the vowel sound is considered to be the same, though the vowel letters differ. There are five basic vowel sounds in Russian, but ten vowel letters; five of these letters (called *plain indicators*) are employed to indicate that the preceding consonant is pronounced in the plain fashion, and the other five (called *palatal indicators*) are employed to indicate that the preceding consonant is pronounced in the palatalized fashion. The whole system looks like this:

Vowel sounds	Plain Indicators	Palatal Indicators
/i/	ы	й
/e/	э	е
/a/	а	я
/o/	о	ё
/u/	у	ю

## 4. PRONUNCIATION PRACTICE

Listen and imitate each row of paired consonants.

ты́ /ti/	ты́ /'tʲi/
те́ /te/	те́ /'tʲe/
та́ /ta/	та́ /'tʲa/
то́ /to/	то́ /'tʲo/
ту́ /tu/	ту́ /'tʲu/

## 5. READING PRACTICE

Listen and imitate each column of syllables containing paired consonants. Then, without listening to the speaker, read each column aloud.

пи	ты	да	бя	ма	на	са	ся
пы	та	до	бэ	мы	ну	за	тя
ни	ти	дэ	бе	ны	зу	ня	нё
ны	тя	ду	бы	ты	ню	зы	не
на	дя	дю	бо	ти	нё	зи	нэ
там	где	мел	ты	вы	как	да	нет

CURSIVE WRITING: Copy this page on a separate piece of lined paper.

Как вас зовут?

Меня зовут Зоя.

А её?

Её зовут Наташа.

Как тебя зовут?

Меня зовут Яша.

А его?

Его зовут Менья.

Какая это буква?

Это буква "и".

А это?

Это "ф".

Кто это? Это Дима.

А это? Это Ося.

CURSIVE WRITING: Copy this page on a separate piece of lined paper.

Чайковский

Стравинский

Моцарт

Бах

Толстой

Достоевский

Чехов

Шекспир

русский

советский

английский

американский

французский

немецкий

итальянский

испанский

CURSIVE WRITING: Copy this page on a separate piece of lined paper.

Аня

Боря

Витя

Тая

Даша

Ира

Катя

Лена

Надя

Петя

Саша

Таня

Редя

Зина

Юра

## 1. GETTING INFORMATION: Tell me please, ...

П: Маша, скажите, пожалуйста, как сказать по-русски «ceiling»?

М: «Ceiling» по-русски — потолок.

Repeat, using various nouns, plus: окно 'window'

Now do it with one student talking to another:

П: Саша, спросите Машу, как сказать по-русски «cup»?

С: Маша, скажи, пожалуйста, как сказать по-русски «cup»?

М: «Cup» по-русски — чашка.

С: Спасибо.

М: Пожалуйста.  
до свидания

С: До свидания.

М: До свидания.

Tell me, Masha, how do you say 'ceiling' in Russian?

*Adverbial form of русский*  
'Ceiling' in Russian is потолок.

стул 'chair' чашка 'cup'

Sasha, ask Masha how to say 'cup' in Russian?

Tell me, Masha, how do you say 'cup' in Russian?

'Cup' in Russian is чашка.

Thanks.

You're welcome.

*Pronounced as one word: /dasv'ida'n'iya/*

Goodbye.

Goodbye.

## 2. PRONUNCIATION: Unstressed vowels

Here are two rules of thumb for pronouncing unstressed vowels (rule 2 doesn't work in certain endings):

1. o = a

2. e = я = и

(1) The letters o and a sound the same in unstressed position, and they are written as /a/ in transcription. The precise pronunciation depends on the position within the word. In pre-stress position (the one syllable immediately preceding the stressed one) it sounds like the a in father, but shorter. In other unstressed positions it sounds like the a in sofa. Thus, the letter «o» in потолок represents three different sounds, by virtue of its having three different positions in the word; the first two vowels sound just like those in карандаш.

(2) The letters и, е, and я (all palatal indicators) likewise sound the same in unstressed position; they are written /i/ in transcription. In pre-stress position they are more prominent than in other unstressed positions. The actual sound is somewhat like the i in bit, but in certain grammatical endings it sounds more like the a in sofa.

Here are some familiar words containing unstressed «o». Read them aloud and do not pronounce these o's as /o/. Some words are unstressed and are pronounced as part of the following word, e.g., до свидания.

по-русски	потолок	спросите	спасибо	зовут	кольцо
конвэрт	это	до свидания	хорошо	молодец	пожалуйста

## TRANSCRIPTION

The use of English letters between slant lines to represent Russian sounds is called *transcription*. As the foregoing section on unstressed vowels illustrates, a transcription does not reflect all of the fine nuances of sound, but it is helpful in giving a rough representation and in discussing the main features of the Russian sound system. The letters used in transcription are mostly what you would expect from the alphabet chart in Lesson 2 (e.g. п = /p/, т = /t/, etc.). Listed below are the symbols which do not have the values usual to English orthography.

Cyrillic	Transcription	Cyrillic	Transcription
х	/x/ as in хорошо /xarašó/	ж	/ž/ as in скажи /skaži/
ц	/c/ as in кольцо /ka'ŷcó/	ш	/š/ as in чашка /'čáška/
ч	/č/ as in чашка /'čáška/	щ	/šš/ as in еще /i'ššó/

## 3. READING PRACTICE: Read aloud in columns:

П: Маша, читайте, пожалуйста.  
М: С удовольствием.

лампа	мама	дата	порт
пакет	папа	доллар	штат

П: Не так. Ещё раз. Так лучше.  
Очень хорошо! Отлично! Дальше.

Masha, read please.  
Be glad to. (*Literally*, 'with pleasure')

драма	вино	пакт
балкон	школа	дама

That's not right. Again. That's better.  
Very good. Excellent. Go on. (*Lit.* 'further')

## 4. NOT UNDERSTANDING

П: Саша, скажите, пожалуйста, где ручка?  
понимаю

С: Я не понимаю.

П: Не понимаете?

С: Нет, не понимаю.

повторите

Повторите, пожалуйста.

П: Где ручка?

С: Ручка слева.

Where's the pen, Sasha?

*1st Person Singular of понимать*

I don't understand.

You don't understand?

No, I don't.

*Formal Imperative of повторить*

Repeat [it], please.

Where's the pen?

The pen is on the left.

Locate various objects:

слева	on the left
справа	on the right
напротив	opposite, across the way

Now students ask each other, using these informal forms:

скажи	<i>Informal Imperative of сказать</i>
понимаешь	<i>Informal 2nd Person Singular of понимать</i>
повтори	<i>Informal Imperative of повторить</i>

## GRAMMAR: Pronouns and verbs endings

Verbs have endings that tell you who the subject is:

-ю means 'I' (*1st Person Singular*)

-шь means 'you (informal)' (*2nd Person Singular*)

-те means 'you (formal)' (*2nd Person Plural*)

понимаю 'I understand'

понимаешь 'you understand'

понимаете 'you understand'

If the context makes it clear who the subject of the verb is, you can omit the pronoun subject (я, ты, вы).  
The addition of the ending -re changes the informal Imperative to formal:

*Informal Imperative (Sg.)*

скажи! 'tell'

повтори! 'repeat'

читай! 'read'

*Formal Imperative (Plur.)*

скажите!

повторите!

читайте!

NB There is no distinction between Formal and Informal in the Plural, so if you are talking to a group of people with whom you use ты-forms individually, you have to use вы-forms (ending in -те).

## 5. SPELLING: Palatalization

When no vowel follows a consonant, the letter ь (мягкий знак / 'm'ya'k'iy znak/ 'soft sign') is used to indicate that the consonant is palatalized. In transcription the symbol /' is placed next to the consonant (both to the right and to the left of it) to indicate palatalization. (Exception: the ending -шь is plain /-š/, not palatalized.)

Listen and imitate.  
Then read aloud.

ан /an/	ал /al/	ат /at/	ит /it/	повторит /pafta'rit/ 'he will repeat'
ань /a'n'/	аль /a'l'/	ать /a't'/	ить /i't'/	повторить /pafta'ri't'/ 'to repeat'

CURSIVE WRITING: Copy this page on a separate piece of lined paper.

Америка

Мексика

Италия

Россия

Мичиган

Чикаго

Вашингтон

Нью-Йорк

телефон

фильм

шоколад

автомобиль

сигарета

документ

спутник

ресторан

керосин



CURSIVE WRITING: Read aloud, translate orally, and write these words in cursive.

парк	_____	такси	_____	пикник	_____
порт	_____	кредит	_____	плюс	_____
паспорт	_____	радио	_____	минус	_____
портрет	_____	марксист	_____	физика	_____
парад	_____	садивст	_____	журнал	_____
компас	_____	танк	_____	лекция	_____
опера	_____	момент	_____	инструмент	_____
Америка	_____	Мексика	_____	Бостон	_____
Кембридж	_____	Техас	_____	Нью-Йорк	_____
Тайвань	_____	Шанхай	_____	Италия	_____
Москва	_____	Чарли	_____	Чаплин	_____
мотор	_____	драма	_____	адрес	_____
театр	_____	рекорд	_____	демократ	_____
доктор	_____	десерт	_____	маскарад	_____
космос	_____	оркестр	_____	матador	_____

## 1. NOT KNOWING

(a) The student asks the teacher to ask somebody else.

П: Саша, что значит слово «ручка»?  
знаю

Sasha, what does the word 'ручка' mean?  
1st Person Singular of знать

С: Я не знаю.

I don't know.

П: Не знаете?

You don't know?

С: Нет, не знаю. Спросите, пожалуйста, Машу.  
Masha doesn't know either. When everybody gets tired of not knowing ручка, try other words.

No, I don't. Ask Masha, please.

(b) Now students can ask each other, omitting пожалуйста. These informal forms are required:

спроси  
знаешь

Informal Imperative of спросить  
2nd Person Singular of знать

П: Маша, спросите Сонию, что значит  
слово «бумажка».

Masha, ask Sonya what the word бумажка  
means.

М: Соня, ты знаешь, что значит...?

(c) Now the students can ask the meaning of any word they choose:

П: Андрюша, спросите Наташу, что значит  
какое-нибудь слово.

Andryusha, ask Natasha what some word or  
other means.

(d) Now the students can ask anybody they choose the meaning of any word they choose:

П: Пётя, спросите кого-нибудь, что значит  
какое-нибудь слово.

Petya, ask somebody or other (anybody  
at all) what some word or other means.

## GRAMMAR: Accusative

The Accusative case of a-declension nouns is -y (-ю).

SPELLING: if the dictionary form (Nominative) is -a, the Accusative will be -y; if -я, then -ю. In other words, if the stem ends in a plain consonant, use the plain indicators -a and -y to spell the endings; and if the stem ends in a palatalized consonant, use palatal indicators.

The Accusative case is used as the direct object of verbs, much as in English, where the forms *me*, *him*, *her*, and *them* are used as the object of verbs (e.g. John knows *me*), whereas the Nominative forms *I*, *he*, *she*, and *they* are used as the subject of verbs (e.g. I know John). The difference between the two languages is that in English only pronouns have case forms, whereas in Russian not only pronouns but also nouns and adjectives have case forms.

Listed below are the Accusative case forms of the pronouns you have met. Note two spelling irregularities: *r* is pronounced /v/ (not /g/) in *eró* /yivó/ and *koró* /kavó/.

Nominative	Accusative	
я	меня	I/me
он	его	he/him
она	её	she/her
ты	тебя	you (thou/thee in older English)
вы	вас	you
кто-нибудь	кого-нибудь	somebody or other, anybody at all

Caution: Don't try to use nouns from other declensions (like, for example, Иван Петрович) in the Accusative.

## 2. SPEED TEST: Accusative case

The speaker will say these Nominative case forms. Your task is to say the whole sentence with the proper Accusative form, e.g. Спросите Машу/Аню. Say it as fast as you can.

Спросите, пожалуйста, \_\_\_\_\_.

Маша	Аня	Саша	Пётя	я
Вера	Катя	Слава	Колья	она
Нина	Таня	Юра	Костя	он
Наташа	Соня	Миша	Ваня	кто-нибудь



## 3. CASES

П: Слово «Мáша» — это какой паде́ж?  
 С: Именительный паде́ж.  
 П: Пра́вильно. А «Мáшу»?  
 С: Винительный.  
 П: Очень хоро́шо.

What case is the word 'Máша'?  
 Nominative case.  
 Correct. And what about 'Máшу'?  
 Accusative.  
 Very good.

## 4. PRONUNCIATION: Vowel coloration

Vowels are colored by their neighbors. This is true of English as well as Russian. For example, English vowels are much longer when followed by a voiced consonant than they are when followed by a voiceless consonant; the words listed below are all spelled with the letter e, despite the difference in the way the vowel sounds.

voiced consonant follows:   bed       beg  
 voiceless consonant follows:   bet       beck

Russian vowels are colored by the palatalization of neighboring consonants. The vowel in *не́т* sounds somewhat like the vowel in English *bet*, but the vowel in *здесь* (where a palatalized consonant follows) sounds more like the vowel in English *bait* (though more clipped):

plain consonant follows:       не́т  
 palatalized consonant follows:   здесь

The transcription marks vowel coloration by placing the symbol /ʹ/ between the vowel and the palatalized consonant, so that the vowel in *здесь* /ʹzdʹeʹsʹ/ can be seen as /ʹeʹ/ and the vowel in *не́т* /nʹet/ can be seen as /e/. Thus, the symbol /ʹ/ marks vowel coloration as well as palatalization — the two go together. (Some clusters of consonants are palatalized all the way through, from beginning to end; the symbol /ʹ/ surrounds such clusters, as in *здесь* /ʹzdʹeʹsʹ/.)

Below are some pairs of words which differ only by virtue of the plain vs. palatalized distinction. Listen and imitate, noting the use of the letter ь and the coloration of vowels:

вѣс /ʹvʹes/ 'weight'	ма́т /mat/ 'checkmate'	сто́л /stól/ 'table'	по́лка /pólka/ 'shelf'
вѣсь /ʹvʹeʹsʹ/ 'all'	ма́ть /maʹtʹ/ 'mother'	сто́ль /stóʹʹ/ 'so much'	по́лька /póʹʹlka/ 'polka'

Below are some familiar words to practice. Note how palatalization runs all the way through some of them.

здесь	письмо́	сказа́ть	кольцо́	очень	винительный	именительный
/ʹzdʹeʹsʹ/	/pʹiʹsmó/	/skazaʹtʹ/	/kaʹʹsó/	/oʹʹʹnʹ/	/ʹvʹinʹiʹtʹiʹʹniy/	/imʹiʹnʹiʹtʹiʹʹniy/

Listen and imitate these columns of syllables; the vowel in each column has four colorations. Then do it in rows; the difference between the first and last rows may strike you as low pitched vs. high pitched, respectively.

быт /bit/	гэт /get/	мат /mat/	лот /lot/	нут /nut/
быть /biʹtʹ/	гэть /geʹtʹ/	ма́ть /maʹtʹ/	ло́ть /loʹtʹ/	ну́ть /nuʹtʹ/
бит <sup>bet</sup> /bʹit/	не́т /nʹet/	мя́т /mʹat/	ле́т /ʹʹot/	ню́т /nʹʹut/
бить /bʹiʹtʹ/	не́ть /nʹeʹtʹ/	мя́ть /mʹaʹtʹ/	ле́ть /ʹʹoʹtʹ/	ню́ть /nʹʹuʹtʹ/

## 5. ALPHABET REVIEW

Recite the alphabet in groups of letters:

а б в г д    е ж з и й    к л м н о    п р с т у    ф х ц ч    ш щ ь ы ь    э ю я

## 6. CURSIVE WRITING: Read aloud, translate orally, and write these words in cursive.

фа́кт	_____	гара́ж	_____
кафе́	_____	бага́ж	_____
ко́фе	_____	инжене́р	_____
телефо́н	_____	маши́на	_____
фи́льм	_____	шокола́д	_____
фла́г	_____	шовини́ст	_____
скульпту́ра	_____	агѐнт	_____
календа́рь	_____	а́нгел	_____
револьве́р	_____	сигаре́та	_____
автомобиль	_____	програ́мма	_____
банди́т	_____	мину́та	_____
брасле́т	_____	докуме́нт	_____
баромѐтр	_____	аква́риум	_____
бана́н	_____	спу́тник	_____
а́тлас	_____	во́дка	_____
омле́т	_____	ви́ски	_____
кли́мат	_____	а́втор	_____
ла́мпа	_____	автомáт	_____
рестора́н	_____	кероси́н	_____
Нью́тон	_____	Мо́царт	_____
Ба́х	_____	Да́рвин	_____

## 1. COUNTING

книгу  
 П: Откройте, пожалуйста, книгу.  
 Страница один.  
 М: Как это по-английски?  
 П: Page one.  
 М: А как сказать «zero»?  
 П: Ноль.  
 Закройте, пожалуйста, книгу.

*Accusative case of книга*  
 Open your book, please.  
 Page one.  
 What's that in English?  
 And how do you say 'zero'?  
 Ноль.  
 Close your book, please.

Imitate each number individually, then practice counting in groups:

один, два, три,	one, two, three
четыре, пять, шесть,	four, five, six
семь, восемь, девять, десять.	seven, eight, nine, ten.

## 2. PRONUNCIATION

## (a) palatalized /rʲ/

The tongue is further front in the mouth than it is with plain /r/.  
 Make the /rʲ/-sound together with the /r/, not after it (/rʲo/, not /ryo/).  
 NB Unstressed vowels, as in четыре, are very short; the unstressed /i/ is like the vowel in bit, not beet.

Listen, imitate, and then read aloud in columns:

повтори	/paftaʲri/	Серёжа	/sʲɪrʲoʒa/
три	/tri/	Андрюша	/andrʲuʂa/
четыре	/tʲɪtʲiri/	говоря	/gavaʲra/

## (b) Low-pitch ш vs. high-pitch щ

Neither of these sounds is like English sh with respect to pitch: ш /ʃ/ sounds lower and щ /ʂ/ sounds higher. Make ш with the tongue curled back, as in making an English r; make щ with the tongue in the front of the mouth, as with palatalized consonants.

NB The word шесть starts with the plain-sounding, low pitch ш, but ends in a cluster of palatalized consonants, so start with the tongue in the back of the mouth and end with it up front.

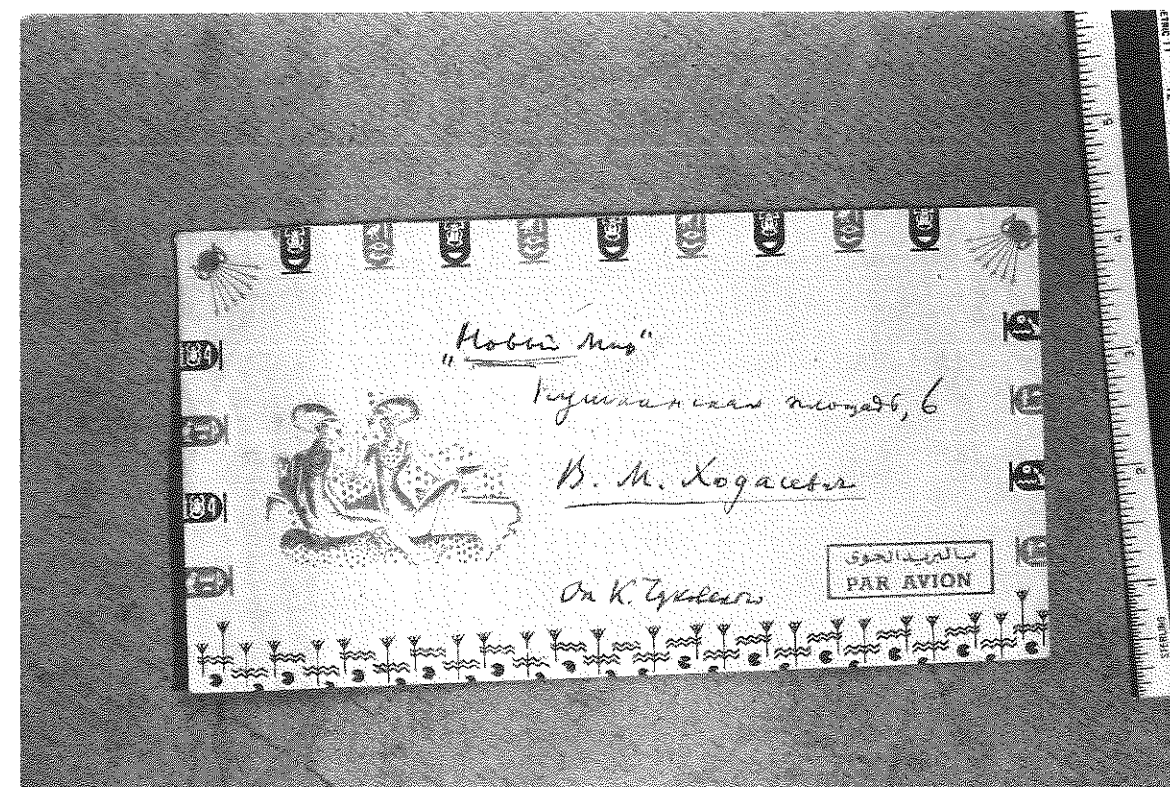
Listen, imitate, and then read aloud in columns:

ш	хорошо	/xaraʂo/	шесть	/ʂestʲ/
щ	ещё	/yʲʂʂo/	щель	/ʂʂelʲ/

## 3. ARITHMETIC

будет  
 П: Сколько будет один и три?  
 С: Четыре.  
 П: А сколько будет пять и шесть?  
 С: Я не знаю, как это сказать по-русски.  
 ничего  
 П: Ничего.

*Future of быть 'be'*  
 How much is (Lit. 'will be') one and three?  
 Four.  
 How much is five and six?  
 I don't know how to say that in Russian.  
*Pronounced /nʲɪʂʲivó/* '[It's] nothing'  
 That's OK. (Don't be concerned about it.)



Книга и письмо.





Канал в Ленинграде

## 4. READING FAMILIAR WORDS

Read these columns of words aloud. Most of them are Russian words borrowed from other languages.

но́с	лимо́н	ми́нус	зо́на	аспири́н	журнали́ст
бана́н	маши́на	мину́та	ро́за	такси́	це́нтр
ба́нк	пикни́к	луна́	ва́за	а́тлас	фи́льм
то́н	капита́н	инструме́нт	сига́ра	спу́тник	физика́
пла́н	пинг-по́нг	институ́т	со́да	су́п	О́льга
кли́мат	гита́ра	дипло́м	спо́рт	плю́с	Во́лга

## 5. CONVERSATION TOPIC

You are a teacher, so use *вы*-forms (formal), not *ты*-forms. Your student(s) should also use *вы*-forms. Ask your students to do and say the various things your teacher has been doing since the first lesson. Your name is *Нина Степа́новна* (or *Ива́н Петро́вич*).

Use people's first names a lot and say *пожалуйста* a lot. (In English we often use the word 'would' or 'could' to make something sound more like a polite request rather than like a command (e.g. 'Would/Could you repeat that?'), but in Russian you just say the word for 'please', often in the middle of a sentence (e.g. *Откро́йте, пожа́луйста, кни́гу*).

Here are some questions, requests, and reactions you can express:

*Questions*

Как вас зовут?  
 Что это?  
 Это ручка?  
 Где ручка?  
 Понимаете?  
 Что значит слово ...?

*Requests*

Откройте/Закройте книгу.  
 Спросите ее/его...  
 Спросите кого-нибудь...  
 Повторите.  
 Еще раз.

*Reactions*

Не так.  
 Так лучше.  
 Очень хорошо!  
 Отлично!  
 Молодец!

The word for 'or' is *или*, usually pronounced without stress. You can quiz your fellow students by asking *or*-questions like these:

Э́то ру́чка или каранда́ш?  
 Э́то стака́н или ча́шка?

Is that a pen or a pencil?  
 Is that a glass or a cup?

## 6. WRITING

Go back to Lesson 5 №2. Read the spelling rule in the grammar section right above it, and then write the Accusative case forms of the words in the box. Write in cursive, including the initial capital letters of the personal names.

## A. GRAMMATICAL TERMINOLOGY

1. *Parts of speech* in this book are defined by the *form* of words, not by their meaning or use.

The concept of parts of speech (classes of words such as *noun*, *verb*, *adjective*, etc.) is confusing because there are many ways to describe parts of speech. One way is to say what they mean, e.g. a verb is an action. Another way is to say how they are used, e.g. a verb is the main part of the predicate. A third way is to say what various forms the words have, e.g. a verb is a word to which you can add -s, -ed, and -ing, e.g. work, work-s, work-ed, work-ing. This third way is how parts of speech are defined in this book.

In English the concept of parts of speech is particularly confusing because English is very complex in this regard; a single word may function as all three major parts of speech. The word *market* functions as a noun in the sentence 'The market is open.' It functions as a verb in the sentence 'They market their goods in Boston.' And it functions as an adjective in the phrase 'market economy'. Russian does not have this complexity. In Russian it is most often the case that the *form* of a word gives you some hint as to what part of speech it belongs to. You can therefore forget the problems you may have had with terms like *noun*, *adjective*, and *verb* in English grammar and start to think of these terms in a new and simpler way.

2. Words are said to be *inflected* for a grammatical category.

For example, English nouns may be said to be inflected for *number* (Singular vs. Plural) and *case* (Possessive vs. non-Possessive) because a noun may have four different forms: doctor, doctor-s, doctor-'s, doctor-s'. The part of an inflected word that bears the lexical meaning and usually does not change as you go from one form to another is called the *stem* (doctor-) and the parts that change are called the *endings* (-#, -s, -'s, -s').

An example from Russian: nouns in Russian are inflected for number and case. (We will ignore number for now.) The forms *Мáша* and *Мáшу* consist of the stem *Мáш-* plus the Nominative ending -a and the Accusative ending -y, respectively.

When a grammatical rule in this book tells you to *add* a particular ending; it means you are to add it to the *stem* of the word. For example, the rule for the Accusative case is, in part: add the ending -y for nouns like *Мáша*. This means that you should peel off the ending from *Мáш-a*, which leaves you with the stem *Мáш-*, to which you add -y, which gives you the Accusative case form *Мáшу*.

B. NOUNS: A *noun* is inflected for number & case; it belongs to one of 4 declension classes.

1. There are 4 *declension classes* in Russian.

Nouns can be classified as to the form of the endings that can be tacked onto them. For example, in English some nouns take the plural ending -s (cat-s) and some take -es (ditch-es), thus forming two classes of nouns. (Although we don't call them declension classes, this is the principle upon which such classification is made, i.e. on the form of the endings.) Russian nouns are classified into four groups, based on the form of the endings that can be added to them. These groups are called *declension classes*. Some nouns take the Nominative Singular ending -a, some take -o, and some take no vowel ending, or, in other words, *zero* ending. (We will ignore the fourth declension for the time being.) The names of the declension classes are: *a-declension*, *o-declension*, and *zero-declension*; the zero-declension is usually written with the cross-hatch symbol: *#-declension*.

Examples:

*a-declension*: б́у́ква, бума́га, газе́та, доска́, кни́га, ла́мпа, ру́чка, стра́ница, ча́шка, and all nicknames ending in -a or -я: Ма́ша, Са́ша, Пе́тя, А́ня, Воло́дя. . .  
*o-declension*: вино́, кольцо́, окно́, пись́мо, сло́во, яйцо́  
*#-declension*: каранда́ш, конве́рт, ме́л, паде́ж, по́л, потоло́к, стака́н, сто́л, сту́л

## 2. Nominative vs. Accusative case: form and function

*Case endings* tell you what *role* (or *function*) the word plays in the sentence. English pronouns, for example, have one form that plays the role of the *subject* of the sentence and another that plays the role of *object*. In the sentence 'He is here' the word *he* is the subject of the sentence and that is why the Nominative case *he* is used instead of the Objective case *him*. In the sentence 'Ask him' the word *him* is the direct object of the sentence and that is why the Objective case *him* is used instead of the Nominative case *he*.

The principal difference between English and Russian in this regard is that in English only pronouns show the distinction between Nominative case and Accusative case (or, as it is usually called, Objective case), whereas in Russian not only pronouns, but also nouns and adjectives are inflected for case. In addition, the number of different cases is greater in Russian than in English.

There are two things you have to learn about a particular case: (1) what its *forms* are (i.e. what the endings look like and sound like) and (2) what its *function* is (i.e. under what circumstances you use it).

## Nominative case

- (1) The forms of the Nominative case: -a, -o, -#

The Nominative case endings are: -a, -o, and no vowel (zero). They are illustrated above in the section on declension classes. The Nominative ending of an a-declension noun is spelled -a if the stem ends in a plain consonant (e.g. *Бéпа*) and it is spelled -я if the stem ends in a palatalized consonant (e.g. *А́ня*).

- (2) The function of the Nominative case: subject

The subject of a sentence is normally in the Nominative case, just as in English. Sentences which have the verb *is* in English, like 'It is he. He is here.' use the Nominative case in Russian (not as in colloquial English: 'It's him'). In the following examples the Nominative case forms are in italics:

<i>Ру́чка</i> слéва.	The pen is on the left.
Э́то <i>ручка</i> .	That's a pen.
Э́то <i>о́н</i> .	That is he. ( <i>Colloquial</i> : That's him.)
Где́ <i>стакáн</i> ?	Where's the glass?

## Accusative case

- (1) The form of the Accusative case for a-declension nouns: -y (-ю)

If the Nominative ends in -a, the Accusative ending will be -y.  
 If the Nominative ends in -я, the Accusative ending will be -ю.

<i>Nominative</i> :	Са́ша	Ма́ша	Пе́тя	А́ня	Воло́дя
<i>Accusative</i> :	Са́шу	Ма́шу	Пе́тю	А́ню	Воло́дю

- (2) The function of the Accusative case: direct object of a verb

Спроси́те <i>Ма́шу</i> .	Ask Masha.
Спроси́те <i>кого́-нибудь</i> .	Ask somebody or other.
Закро́йте <i>кни́гу</i> .	Close the book.
Ка́к <i>ва́с</i> зову́т?	What's your name? ( <i>Lit.</i> 'How do they call you?')
<i>Ме́ня</i> зову́т Са́ша.	My name is Sasha. ( <i>Lit.</i> 'They call <i>me</i> Sasha.')

## C. PRONOUNS: The Nominative and Accusative case forms of the pronouns you have met are:

	<i>I</i>	<i>you</i>	<i>you</i>	<i>he</i>	<i>she</i>	<i>anybody</i>
<i>Nom.</i>	я́	ты́	вы́	о́н	о́на	кто́-нибудь
<i>Acc.</i>	ме́ня	теб́я	ва́с	его́	её́	кого́-нибудь

## D. VOCABULARY REVIEW

This list contains the dictionary forms of all of the words from Lessons 1 through 6 that you should have in your active vocabulary. It also contains a few set phrases, like до свидания. If you are uncertain about the meaning of a word, or where the stress falls in inflected forms, or which of its inflected forms you have met, — you can either look it up in the dictionary or refer to the lesson in which it first occurred (the number in parentheses).

а (1)

аспира́нт (1) *student*

бу́ква (2)

бума́га (1)

бу́ть (6) *be*

вини́тельный (5)

вино́ (1)

во́семь (6)

вы́ (1)

газе́та (1)

где́ (1)

да́ (1)

да́льше (4)

два́ (6)

де́вять (6)

де́сять (6)

до свида́ния (4) *goodbye*

доска́ (3)

еще́ раз (4)

закры́ть (6)

зва́ть (1)

здесь́ (1)

здрáвствуйте (2)

зна́ть (5)

зна́чить (5)

и (6)

или́ (6)

имени́тельный (5)

ка́к (1)

како́й (2)

како́й-нибудь (5)

каранда́ш (1)

кни́га (1)

кольцо́ (1)

конве́рт (1)

кто́-нибудь (5)

ла́мпа (3)

лу́чше (4)

ме́л (1)

молоде́ц (3)

напро́тив (4)

не (1)

не́т (1)

ниче́го (6)

но́ль (6)

оди́н (6)

окно́ (4)

о́н (5)

о́на (5)

откры́ть (6)

отли́чно (4)

о́чень (4)

паде́ж (5)

письмо́ (1)

по-англи́йски (6)

повтори́ть (4)

пожа́луйста (1)

по́л (3)

пони́мать (4)

по-ру́сски (4)

потоло́к (4)

пра́вильно (5)

преподава́тель (1)

преподава́тельница (2)

пя́ть (6)

ру́чка (1)

с удово́льствием (4)

се́мь (6)

сказа́ть (3)

ско́лько (6)

сле́ва (4)

сло́во (5)

спаси́бо (4)

спра́ва (4)

спроси́ть (2)

стакáн (1)

сто́л (3)

страи́ца (6)

студе́нт (1)

студе́нтка (2)

сту́л (4)

та́к (4)

та́м (1)

то́же (1)

три́ (6)

ты́ (2)

учени́к (1)

учи́тель (1)

хорошо́ (2)

ча́шка (4)

четы́ре (6)

чита́ть (4)

что́ (1)

ше́сть (6)

э́то (1)

я́ (1)

яйцо́ (1) *egg*

## 1. INTRODUCING PEOPLE

(a) The teacher asks a student to introduce somebody.

П: Ма́ша, кто́ э́то?

М: Э́то Са́ша.

студе́нт

П: О́н студе́нт?

М: Да́, студе́нт.<sup>1</sup>

П: Предста́вьте меня́, пожа́луйста.

М: С удово́льствием.

мо́й преподава́тель

мо́я преподава́тельница

Са́ша, э́то мо́й преподава́тель,

Ива́н Петро́вич.

прия́тно

С: О́чень прия́тно.

П: О́чень прия́тно.

Masha, who's that?

That's Sasha.

*For women:* студе́нтка

Is he an undergrad?

Yes, he is.

Introduce me, please.

Be glad to. (*Lit.* 'with pleasure')*(man)**(woman)*

Sasha, this is my teacher, Ivan Petrovich.

*Predicate word:* 'It is nice/pleasant.'

Pleased to meet you.

Pleased to meet you.

(b) The teacher quizzes another student:

П: Ната́ша, кто́ предста́вил Са́шу?

Н: Ма́ша.

П: Да́йте по́лный отве́т.

предста́вила

Н: Са́шу предста́вила Ма́ша.

Natasha, who introduced Sasha?

Masha.

Give a full answer.

*Past (feminine) of предста́вить*

Masha introduced Sasha.

*or:* Sasha was introduced by Masha.

## 2. ASK SASHA.

*Caution:* Don't try to say 'Who introduced the teacher' with the word преподава́тель, because it is not from the a-declension; you don't know the Accusative case for such nouns yet.

П: Ма́ша, спроси́те Са́шу, кто́ э́то.

М: Са́ша, кто́ э́то?

С: Э́то Ната́ша.

о́на

М: О́на студе́нтка?

С: Да́, студе́нтка.

предста́в

М: Предста́вь меня́, пожа́луйста.

The teacher can occasionally interrupt with quizzes like this:

П: Со́ня, спроси́те А́ню, кто́ предста́вил Ко́стю.

Masha, ask Sasha who that is.

Sasha, who's that?

That's Natasha.

*fem. of о́н*

Is she an undergrad?

Yes, she is.

*Informal Imperative of предста́вить*

Introduce me, please.

## GRAMMAR: The pseudo-passive in long responses

The general rule for Russian word order is to put new information at the end of the sentence. Thus, in answer to the question Кто́ предста́вил Са́шу? the word Ма́ша (the new information) is saved till the end of the sentence: Са́шу предста́вила Ма́ша 'Sasha was introduced by Masha'. Another way of stating this rule is: an element that could serve alone as a short response comes last when part of a long response:

Кто́ предста́вил Са́шу? — Ма́ша. (*short answer*)Кто́ предста́вил Са́шу? — Са́шу предста́вила Ма́ша. (*short answer comes last*)

Sentences like this, where the Nominative subject (Ма́ша) comes at the tail end of the sentence, can be translated with the English passive construction, using the word *by*: 'Sasha was introduced *by* Masha'. The Russian construction is called the *pseudo-passive*.

In spoken Russian you can get the same effect by accentuating the subject in initial position, e.g. МА́ША предста́вила Са́шу, but in written Russian that auditory option is not available, so the pseudo-passive construction (Object+Verb+Subject) is very commonly used.

1. Да́, студе́нт. Instead of adding a helper verb like English 'yes, I *did*; yes, I *have*; no, I *won't*, etc., Russian does the same job by repeating the main word of the sentence. Cf. Lesson 4: Не пони́маете? — Не́т, не пони́маю 'No, I don't.'



GRAMMAR RULE OF THUMB: Past tense and gender

Replace -ть with -л and add gender endings.

Example: представ-ить (Infinitive)  
 представ-ил (masculine past tense)  
 представ-ил-а (feminine past tense)  
 представ-ил-о (neuter past tense)  
 представ-ил-и (Plural past tense)

This rule covers the vast majority of Russian verbs, most of whose dictionary forms (Infinitive forms) end in -ть. The gender endings are the same as those for nouns: masculine -# (no vowel, i.e. zero) like стакан-#, neuter -о like кольцо-о, and feminine -а like ручк-а; the plural is -и. The past tense is said to agree with the subject as to gender. All nouns belong to one of three genders (and are so marked in the Dictionary): masculine, feminine, or neuter, but you rarely have to look up the gender of nouns in the dictionary because you can generally tell the gender of a noun if you know the Nominative form: all #-declension are masculine, almost all o-declension nouns are neuter, and a-declension nouns are generally feminine, the main exception being nicknames, whose gender depends on the sex of the person.

Сáша егó представил.  
 Сáша егó представила.  
 Я егó представил.  
 Я егó представила.  
 Ты егó представил?  
 Ты егó представила?  
 Вы егó представили?

Sasha introduced him. (Sasha is a man.)  
 Sasha introduced him. (Sasha is a woman.)  
 I introduced him. (The speaker is a man.)  
 I introduced him. (The speaker is a woman.)  
 Did you introduce him? (The addressee is a man.)  
 Did you introduce him? (The addressee is a woman.)  
 Did you introduce him? (The addressee can be one or more people; вы is grammatically plural.)

3. SPEED TEST: Verb ending

Say the whole sentence as fast as you can, using the proper past tense form.

Егó представил- _____ .			
Мáша	Мйша	Пéтя	и Кóля <i>nicolai</i>
Вéра	Тáня	Вáня	преподавáтель
Ю́ра	Сóня	Натáша	преподавáтельница

4. PRONUNCIATION: т д н

Pronounce т д н with the tongue against the teeth (like English th in either), not behind the teeth as in English eater. Avoid using the non-Russian sound ng when к or г follows; pronounce н more like the n in 'Sin King', not like the n in 'sinking' (e.g. студéнтка, по-английски).

Listen and imitate.  
 Do in columns.

та	да	на	дэн	дэнтка	Аня	ánk	англи
там	дам	нам	дэнт	студéнтка	Лéна	ánk	по-английски

5. NUMBERS: Translate the numbered items in the box.

П: Мáша, переведите предложéние нóмер дéвять. Мáша, translate sentence number 9.  
 слышала *Past of слышать*  
 прости *Imperative of простить*  
 М: Прости, я не слышала. Pardon [me], I didn't hear [what you said].  
 П: Не говорите со мной, пожалуйста, на «ты». Please don't use ты-forms with me.  
 М: Ой! Простите! Oops! I'm sorry! (Pardon me!)

1. Open the book, please.	4. Read, please.	7. Translate #6/7/8/9, please.
2. Repeat, please.	5. Introduce him, please.	8. Pardon [me].
3. Ask Masha/her/Kolya/him.	6. Introduce her, please.	9. Tell [me], please, what's that?

6. WRITING: Write the translations from the above exercise in cursive.

1. PASS THE CAVIAR.

П: Сáша, гдé икрá? Sasha, where's the caviar?  
 (на) столé *Prepositional case of стол*  
 С: Икрá на столé. The caviar is on the table.  
 (у) неё, (у) него *Genitive case of она, он*  
 попросите *Imperative of попросить*  
 П: Попросите у неё икрú. Ask her for the caviar.  
 передай *Imperative of передать*  
 С: Мáша, передай, пожалуйста, икрú. Masha, pass the caviar, please.  
 М: Вóт, пожалуйста. Here you are.  
 С: Спасибо. Thank you.  
 М: Пожалуйста. You're welcome.  
 С: Передай и вино, пожалуйста. Pass the wine, too, please.  
 М: Вóт оно́ (neut.). (If masc., он; if fem., она.) Here it is.  
 Это всё? Is that all?  
 С: Всё. Yes, it is. (Lit. 'That's all.')

New words: словáрь 'dictionary' кáмень 'stone' нóж 'knife' вйлка 'fork' лóжка 'spoon'

SPEED TEST: Accusative

Say the whole sentence as fast as you can, putting all the nouns into the Accusative case (because all are objects of the verb).

Попросите у него _____ .
икрá дбня стакáн словáрь вино
газéта лóжка нóж кáмень кольцó

GRAMMAR RULE OF THUMB: Accusative of #-declension and o-declension nouns

The Accusative of the #- and o-declensions is the same as the Nominative.

This rule doesn't work for nouns that refer to animate beings (e.g. преподавáтель, Ивáн, etc.).

2. WHO PASSED THE CAVIAR?

П: Натáша, ктó передал икрú? Natasha, who passed the caviar?  
 Н: Икрú передалá Мáша. Masha passed the caviar.  
 П: Чтó ещё она передалá? What else did she pass?  
 Н: Ещё она передалá вино и дбню. She passed the wine and the cantaloupe, too.  
 П: Сáша, попросите у него чтó-нибудь. Sasha, ask him for something (anything at all).

WORD STUDY: The word и 'and' implies addition; the word а 'and/but' implies contrast:

Сáша и Мáша здéсь. Sasha and Masha are here.  
 Сáша здéсь, а Мáша там. Sasha is here and Masha is there.

WORD STUDY: и, тóже, and ещё

Don't put тóже in front of what's added.

If Masha does something, and Sasha does it too, you must put тóже after the additional word Сáша, not before.

Мáша передалá икрú. Сáша тóже (передал икрú). 'Also SASHA passed the caviar.'

If Masha does something, and then does an additional thing, you can express this in several ways: put и right in front of the additional thing, or put ещё in front of the sentence, but if you use тóже, it must come after the additional thing (usually accompanied by и):

Мáша передалá икрú. Мáша передалá и вино. 'Masha passed the WINE, too.'  
 Мáша передалá икрú. Ещё Мáша передалá вино. 'Masha passed the WINE, too.'  
 Мáша передалá икрú. Мáша передалá и вино тóже. 'Masha passed the WINE, too.'





## 4. SPELLING ALOUD

С: Как сказать «dictionary»?

П: Словарь.

(по) слогам

С: Как это по слогам?<sup>1</sup>

П: /sló vář'/

произносится

С: А как это произносится?

П: /slavář'/

How you say 'dictionary'?

Словарь.

*Dative Plur. of slóg*

How do you spell it?

/sló vář'/

*3rd Sing. of произноситься*

How do you pronounce it?

/slavář'/

Repeat, using these words; pause where the hyphens are, and pronounce each vowel with its stressed value:

э-то до-сви-да-ни-я кон-вэрт спро-си-те фран-цуз-ско-е при-ят-но по-рус-ски  
зо-вёт ко-го-ни-будь коль-цо по-про-си-те фран-цуз-ска-я пов-то-ри-те хо-ро-шо

## 5. AVOIDING ANSWERING

П: Маша, что это?

М: Простите, Нина Степановна, я не знаю.  
другого

Спросите, пожалуйста, кого-нибудь другого. Please ask somebody else.

Masha, what's that?

I'm sorry, Nina Stepanovna, I don't know.

*Accusative of другой 'other'*

The teacher asks various questions (Что значит слово \_\_\_\_? Кто это? Как его зовут? Где \_\_\_\_? Какой это флаг?). The second student knows the answer. Then the students can ask each other.

## PRONUNCIATION: Plain and palatalized л

Listen and imitate. Then read aloud. Observe the vowel coloration.

пóлка	/pólka/	Вóлга	/vólga/	предстáвила	/přitstávíla/
пóлька	/póľka/	Óльга	/ól'ga/	предстáвили	/přitstávíľi/
бóлт	/bólt/	мотоцикл	/matacıkl/	передáл	/přidál/
вóльт	/vóľt/	бинóкль	/b'inókl'/	передáли	/přidáľi/

## 6. TAKING THINGS

П: Где яйцо?

М: Вот оно.

возьмите

П: Возьмите, пожалуйста.  
Саша, кто взял яйцо?

С: Маша.

П: Кто?

С: Его взяла Маша.

Where's the egg?

There/Here it is.

*Imperative of взять*

Take [it], please.

Sasha, who took the egg?

Masha.

Who?

Masha took it.

Substitute objects of various genders: учебник, словарь, газета, книга, флаг, вино, etc.

## 7. REVIEW: Past tense. Answer "Yes, I did" by repeating the verb, e.g. Да, передала.

Вы передали яйцо?

Вы читали книгу?

Вы представили Натáшу?

Вы взяли вино?

Вы повторили слóво?

Вы спросили Пётю?

Now give a full answer, with the pronoun (ее fem. or его masc./neut.) before the verb, e.g. Да, я её передала.

## 8. WRITING PRACTICE: Write dialogs № 1 and № 3, above, in cursive.

1. по слогам, *lit.* 'by syllables'. You can also say Как это пишется? *lit.* 'how is that written?'. In either case the Russian response will usually be to say the word as if each syllable were a stressed word; this tells you how to spell the unstressed vowels and irregularities like /v/ instead of /g/ for the letter r.

## 1. WHO TAUGHT YOU?

П: Саша, кто вас учил читать по-русски?  
(в) школе

С: Меня учила учительница в школе.

П: Маша, кто вас учил говорить по-немецки?  
(в) университете

М: Меня учил преподаватель в университете.

Sasha, who taught you to read Russian?  
*Prepositional case of школа*

My teacher in school taught me.

Masha, who taught you to speak German?  
*Prepositional case of университет*

My instructor at the university taught me.

Substitute: читать 'to read' говорить 'to speak, talk' писать 'to write'

Substitute various nationality names, all of which end in -ки (not -кий) after the prefix по-.

Reminder: say prepositions as part of the following word: в школе /fškóľ'i/, в университете /vu'n'iv'irs'it'e't'i/

## PRONUNCIATION: ц ч and ть

The consonant ц (like ш) is always pronounced in the plain fashion; the consonant ч (like щ) is always pronounced in the palatal fashion. The vowel coloration produced by ц is therefore like that of any other plain consonant and the coloration produced by ч is like that of any palatalized consonant.

Listen and imitate.

ты	/ti/	ты	/ti/	мат	/mat/	рот	/rot/
щи	/ši/	цы	/ci/	мац	/mac/	роц	/roc/
ти	/t'i/	ти	/t'i/	мать	/ma't'/	роть	/ro't'/
щи	/šš'i/	чи	/č'i/	мач	/mač'/	роч	/roč'/

## 2. HARD AND EASY

П: Это трудный урок?  
лёгкийМ: Нет. Этот урок лёгкий.  
этот

Substitute: упражнение 'exercise' язык 'language'

Is this a hard lesson?  
*fem.: трудная, neut.: трудное**fem.: лёгкая, neut.: лёгкое*  
*fem.: эта, neut.: это*

No. This lesson is easy.

## GRAMMAR: Special and ordinary adjectives

Most adjectives have Nom./Acc. endings like трудный: -ый, -ая, -ое, -ую. Such adjectives are called *ordinary* adjectives. A few have Nom./Acc. endings consisting of one letter (or zero, for masculine), e.g. мой, моя, моё, мою. Such adjectives are called *special* adjectives. A complete list of special adjectives, along with a display of all of their endings, can be found in the Appendix to the *Dictionary*. Ordinary adjectives are quite regular: the only form you have to learn is the dictionary form (Nominative Singular masculine), provided you know a few spelling rules. These rules are all in the Appendix to the *Dictionary*, but here are the two you need for now:

If the endings are stressed, use -ой instead of -ый.

Otherwise, if the stem ends in -к-, use -ий instead of -ый.

<i>NSg. masc.</i>	трудн-ый	<i>Stressed</i>	как-ой	<i>Stem final -к-</i>
<i>NSg. fem.</i>	трудн-ая		как-ая	русск-ий
<i>NSg. neut.</i>	трудн-ое		как-ое	русск-ая
<i>ASg. fem.</i>	трудн-ую		как-ую	русск-ое
				русск-ую

## WORD STUDY: это and этот/эта/это

The uninflected word это means 'this/that is'; it is used to make sentences, not to modify nouns. The word этот is inflected as a special adjective (see *Dictionary*); it modifies nouns. The form это is therefore ambiguous: Это моё письмо 'This is my letter' vs. Это письмо моё 'This letter is mine.'

## 3. WHOSE IS THIS?

П: Это его книга?

С: Нет, не его.

чья

П: Чья это книга?

С: По-моему, это Машина книга.

Is this his book?

No, it isn't.

masc.: чей, neut.: чьё

Whose book is this?

I think (In my opinion) it's Masha's book.

## PRONUNCIATION: ь before vowel letters

Palatal indicators (и е я ё ю) represent not only vowels, but also the full sound /y/ (as in English (yes') after the мягкий знак. The sound /y/ colors neighboring vowels just like palatalization ('). Here are the Nominative forms of the special adjective for 'whose':

чей / ч'ей / чья / ч'ья / чьё / ч'юё /

The /y/-sound is much more prominent than the simultaneous palatalization of a consonant; a syllable like /ч'ья/ takes longer to say than /ч'а/. Here is a word you have met with this combination: итальянский /ita'lyánsk'iy/ 'Italian'.

## GRAMMAR: Possessives

The possessives его (pronounced /yivó/) 'his' and её 'her, hers' are uninflected, i.e. their form remains unchanged no matter what the gender or case of the noun they modify:

его учебник	его письмо	его книга	его книгу
её учебник	её письмо	её книга	её книгу

Possessives formed from a-declension nouns with the suffix -ин- (Сашин) are inflected like special adjectives, i.e. the Nom./Acc. endings consist of one letter (not two, as with ordinary adjectives).

мой учебник	моё письмо	моя книга	мою книгу
ваш учебник	ваше письмо	ваша книга	вашу книгу
этот учебник	это письмо	эта книга	эту книгу
Сашин учебник	Сашино письмо	Сашина книга	Сашину книгу

## 4. MORE CAVIAR

П: Саша, попросите у неё икру.

С: Маша, передай, пожалуйста, икру.

М: Какую икру?

С: Вот эту икру.

Sasha, ask her for the caviar.

Masha, pass the caviar, please.

What/Which caviar?

This/That caviar.

Substitute: учебник, словарь, письмо, книга, дыня, вино, etc.

## 5. TRANSLATING &amp; WRITING: Do this orally; then write the translations of the sentences in the box.

П: Маша, попросите Сашу перевести предложение номер семь. Masha, ask Sasha to translate #7.

М: С удовольствием. Саша, переведи предложение номер семь. Be glad to. Sasha, translate #7.

С: (translates)

- |   |   |
|---|---|
| 1. Are you a student?                       | 7. Is that Russian caviar?              |
| 2. Who taught you to read Russian?          | 8. How is the word потолок pronounced?  |
| 3. How do you say 'dictionary' in Russian?  | 9. How do you spell it?                 |
| 4. I don't understand. Please repeat.       | 10. Is that the accusative case?        |
| 5. Excuse me, I didn't catch what you said. | 11. I think that's the nominative case. |
| 6. Do you know where the caviar is?         | 12. Very good! Nice going!              |

Translation hint: don't translate word-for-word. Instead, think what the English sentence means (e.g. 'Nice going!' is a way of congratulating somebody) and then express that meaning with the Russian at your disposal (Молодец! is a way of congratulating someone). If you were to look up the word 'nice' in a dictionary, you would probably find приятно, which is never used for congratulations. (Actually, this hint is not just a hint — it is the fundamental principle of translation from one language to another.)

## 1. FINDING THINGS: The negative не before the verb is used in making polite requests for information.

видели

П: Маша, вы не видели мою книгу?

М: Ваша книга вон там, слева.

Past of видеть

Masha, have you seen my book [anywhere]?

Your book is over there, on the left.

## SPEED TEST: Accusative

Substitute these words for книгу as fast as you can, first in columns, then in rows.

Вы не видели мою книгу?

газета	яйцо	учебник
ручка	письмо	словарь
ложка	кольцо	нож
дыня	вино	флаг

## INTONATION

Read the questions listed below with the yes-no intonation on the verb; after the rising pitch on the verb, the tail end of the sentence falls in pitch, and it must be spoken without pause. All of the verb forms are plural and have a palatalized л, so color the neighboring vowels accordingly.

П: Саша, читайте вслух, пожалуйста.

С: Какое предложение?

П: Номер тринадцать.

С: Хорошо. Номер тринадцать: (читает)...

Sasha, please read aloud.

Which sentence?

Number thirteen.

OK. Number thirteen: (reads)...

14 = четырнадцать

15 = пятнадцать

16 = шестнадцать

17 = семнадцать

18 = восемнадцать

19 = девятнадцать

20 = двадцать

- |  |   |
|--|---|
| 1. Вы представили Машу?                    | 11. Вы учили Андрюшу читать по-немецки? |
| 2. Вы представили Володю?                  | 12. Вы попросили Машу читать?           |
| 3. Вы читали эту книгу?                    | 13. Вы передали вино?                   |
| 4. Вы передали стакан?                     | 14. Вы прочитали урок?                  |
| 5. Вы не видели мой англо-русский словарь? | 15. Вы взяли дыню?                      |
| 6. Вы взяли её кольцо?                     | 16. Вы не видели мой нож?               |
| 7. Вы учили Наташу говорить по-китайски?   | 17. Вы спросили Сонию, где вилка?       |
| 8. Вы не видели мой итальянский флаг?      | 18. Вы взяли учебник?                   |
| 9. Вы попросили Машу читать?               | 19. Вы повторили это слово?             |
| 10. Вы взяли ложку и вилку?                | 20. Вы прочитали это упражнение вслух?  |

## 2. TRANSLATION

Play the role of the teacher. Ask students to translate sentences from the above exercise. Use переводите when you mention a specific thing (as in the 2nd sentence); otherwise, use переводите (as in the 1st):

слушайте  
языкImperative of слушать  
Accusative of язык

П: Слушайте и переводите на английский язык. Listen and translate into English.  
П: Переведите предложение номер двадцать. Translate sentence number twenty.

## 3. SHORT ANSWERS AND FULLER RESPONSES: Use the proper pronoun in the last sentence.

П: Саша, вы взяли вилку и нож?

С: Да, взял.

П: Простите, я вас не расслышал(а).

их

С: Я их взял.

Sasha, did you take the fork and knife?

Yes, I did.

Excuse me, I didn't hear [what you said].

Accusative of они

I took them.

Substitute some of the sentences from the above exercise on intonation.



## PRONUNCIATION: Stress

Most Russian words contain one and only one stressed syllable. The second most prominent syllable in a word is the one immediately preceding the stress (the *pre-stressed syllable*), as in *хорошо*. The pre-stressed syllable has a different vowel quality from the other unstressed syllables and may have a change in pitch (as in the neutral statement intonation). Practice saying the following words; avoid putting an English type of stress on the first syllable; and use the neutral statement tune:

1. хорошо	4. карандаш	7. потолок	10. понимаю
2. до свидания	5. попросили	8. по-английски	11. именительный
3. преподаватель	6. молодец	9. повторили	12. с удовольствием

## 4. VOCABULARY REVIEW

M: Саша, что значит слово «кни́га»?  
 С: По-мо́ему, сло́во «кни́га» значи́т book.  
 or: че́стно  
 Че́стно говоря́, я не зна́ю.  
 Спроси́ ко́го-нибу́дь друго́го.

Sasha, what does the word *кни́га* mean?  
 I think the word *кни́га* means 'book'.  
*Pronounced /'ʧesna/*  
 Frankly [speaking], I don't know.  
 Ask somebody else.

Consult the word list at the end of Grammar Review II and substitute any word from Lessons 1 – 11.

## 5. CONVERSATION TOPIC

*Repeating things.* A and B are students. They use ты-forms with each other. A elicits the following information from B: his/her name, whether he's a student, who taught him to speak, write, and read Russian. A asks B how to say various things in Russian, and B gives the answers with the question *Понима́ешь?* Sometimes A understands, but often asks B to repeat. The conversation is closed by A's thanking B.

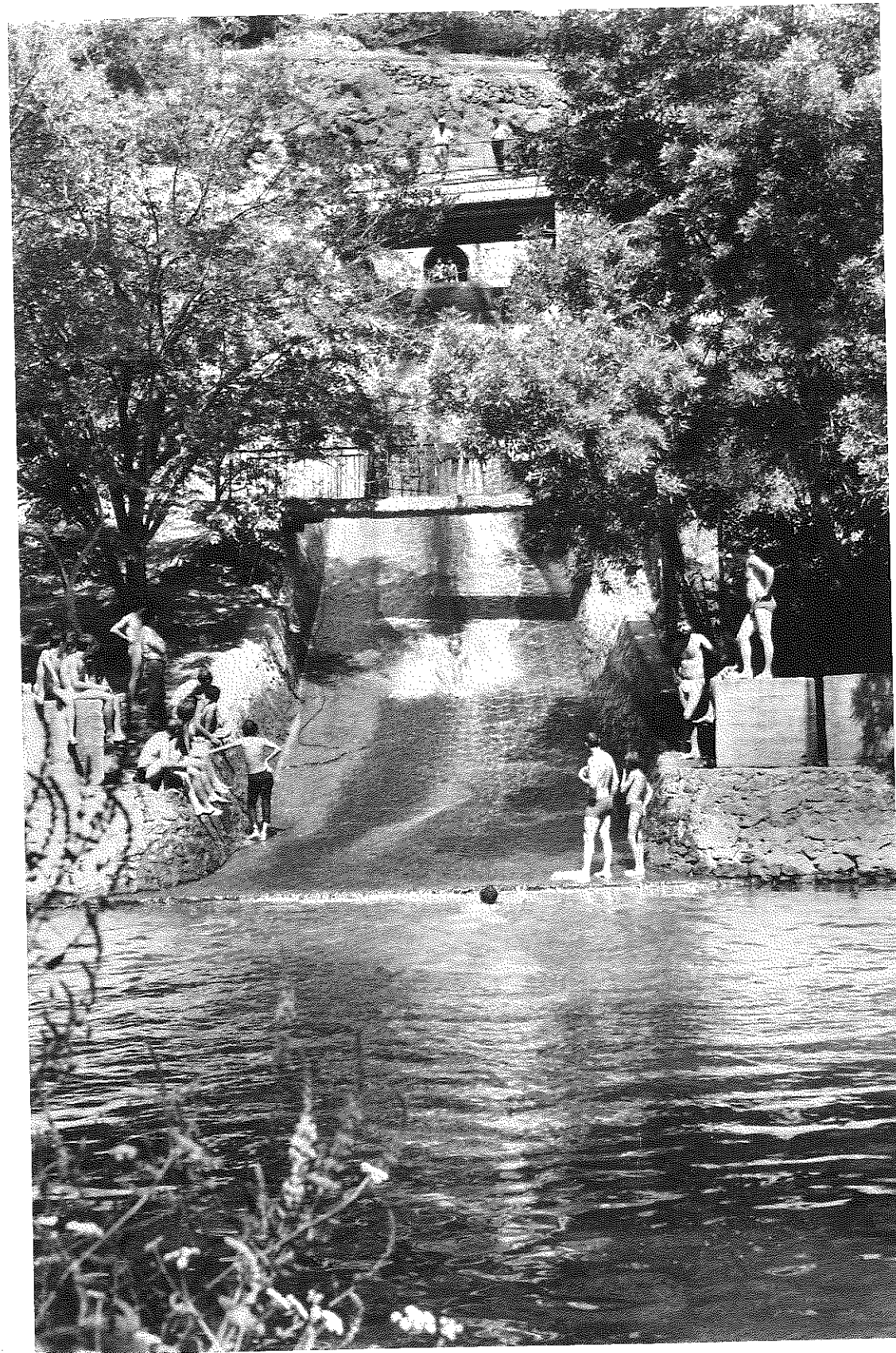
## 6. WRITING

Write the adjective + noun combinations (*мою́ кни́гу, ва́шу кни́гу*) for all the words listed in № 1.



Зима в Москве. Парк имени Горького.





Лето в Ереване.

A. NOUNS: Accusative case; gender classes

1. The Accusative of #-declension and o-declension nouns is the same as the Nominative.

This is a rule of thumb; it doesn't work for nouns that refer to animate beings, like преподаватель 'instructor' студент 'undergrad', etc.

Recall that the Accusative case ending for a-declension nouns is -у (-ю).

Compare the Accusative case (italicized below) in the three declensions:

#-decl.	Он передал <i>стакан</i> .	(Nom. стакан)	He passed the glass.
o-decl.	Он передал <i>яйцо</i> .	(Nom. яйцо)	He passed the egg.
a-decl.	Он передал <i>икру</i> .	(Nom. икра)	He passed the caviar.

Here are some verbs you've had that take direct objects in the Accusative case:

взять	знать	повторить	расслышать
видеть	открыть	понимать	слушать
дать	перевести	попросить	спросить
закрывать	передать	представить	учить
звать	писать	прочитать	читать

2. Nouns fall into three *gender* classes: masculine, feminine, and neuter.

When you substitute a pronoun for a noun, *i.e.* when you say Она здесь 'It is here' instead of Газета здесь 'The newspaper is here', you have to choose from among three pronouns: он 'he, it', она 'she, it', and оно 'it'. Nouns fall into 3 classes, called *gender* classes, depending on which pronoun is required. The names for the three classes are: *masculine* (он), *feminine* (она), and *neuter* (оно).

<i>masculine:</i>	Где стакан?	Вот он.	Where's the glass? There it is.
	Где учитель?	Вот он.	Where's the teacher? There he is.
	Где Саша?	Вот он.	Where's Sasha? There he is.
<i>feminine:</i>	Где ручка?	Вот она.	Where's the pen? There it is.
	Где Маша?	Вот она.	Where's Masha? There she is.
<i>neuter:</i>	Где письмо?	Вот оно.	Where's the letter? There it is.

These three gender classes correspond quite closely to the three declension classes you have met: generally speaking, #-declension nouns are masculine, o-declension nouns are neuter, and a-declension nouns are feminine. There are exceptions to this, the most important of which is this: the gender of a nickname (a-declension) is masculine if the noun refers to a male.

B. ADJECTIVES: Agreement with nouns; ordinary and special adjectives

1. Adjectives *agree* with the nouns they modify.

Adjectives are words that inflect for gender as well as case and number. Adjectives are said to *agree* with the nouns they modify. This means that when you modify a noun with an adjective you must choose from among three gender forms of the adjective so as to match the gender of the noun.

<i>masculine:</i>	Это <i>мой</i> стакан.	That's <i>my</i> glass.
	Это <i>мой</i> папа.	That's <i>my</i> Dad.
<i>feminine:</i>	Это <i>моя</i> ручка.	That's <i>my</i> pen.
	Это <i>моя</i> мама.	That's <i>my</i> Mom.
<i>neuter:</i>	Это <i>мое</i> письмо.	That's <i>my</i> letter.

An adjective must agree with the noun with respect to case, too. Here are examples of an adjective agreeing with nouns in the Accusative case:

<i>masculine:</i>	Он взял <i>мой</i> стакан.	He took <i>my</i> glass.
<i>feminine:</i>	Он взял <i>мою</i> ручку.	He took <i>my</i> pen.
<i>neuter:</i>	Он взял <i>мое</i> письмо.	He took <i>my</i> letter.

## 2. There are two classes of adjectives: ordinary and special.

This classification is based on the endings that appear after the stem of an adjective. Some adjectives (the overwhelming majority) have Nominative and Accusative endings that consist of two letters (как-о́й, как-а́я, как-о́е, как-у́ю 'which, what'); these are called *ordinary* adjectives. Other adjectives (very few in number) have Nominative and Accusative endings that consist of no more than one letter (ва́ш-#, ва́ш-а, ва́ш-е, ва́ш-у 'your'); these are *special* adjectives.

*Ordinary adjectives* are entirely regular. When you learn an ordinary adjective all you have to memorize is one form, the dictionary form (Nominative Singular masculine), and if you know the general rules of spelling you can make up all the other inflected forms of the adjective without error.

*Special adjectives*, on the other hand, have various peculiarities (stress shifts, irregular stem changes, irregular endings), and they should be learned by heart. A glance at the dictionary Appendix will show that special adjectives have special meanings (possessives like 'my, your'... and demonstratives like 'this, that'...) and it is therefore easy to remember which adjectives are special and which are not. In sum, special adjectives are special in three senses: (1) they have five distinctive single-letter endings, (2) they have various irregularities, and (3) they have distinctive meanings.

	Ordinary			Special		
Nom.Sg. masc.	како́й	ру́сский	трудо́ный	мо́й	ва́ш	че́й
Nom.Sg. neut.	како́е	ру́сское	трудо́ное	моё́	ва́ше	чеё́
Nom.Sg. fem.	кака́я	ру́сская	трудо́ная	моя́	ва́ша	чья́
Acc.Sg. fem.	каку́ю	ру́сскую	трудо́ную	мою́	ва́шу	чью́

## C. VERBS: Russian has two tenses, the past and the non-past.

When you want to use a verb as the predicate of a sentence you have to choose an ending from one of two sets: from a set of *past tense* endings (to express past time) or from a set of *non-past* endings (to express present or future time).

## 1. The past tense consists of the suffix -л- plus a gender ending to agree with the subject.

To form the past tense you peel off the -ть from the dictionary form (the *infinitive* form) and add the suffix -л-, which renders the meaning 'past'. The resulting form is inflected for gender, with endings very much like noun endings: masculine -#, feminine -а, neuter -о, and Plural -и. All past tense forms of all verbs have one of these four endings and there are no irregular verbs in this respect, although in some verbs the stress shifts, as illustrated below. (Some verbs are irregular with respect to the suffix -л-, but more about that later.)

Infinitive:	предста́ви-ть	переда́-ть	взя́-ть
Past masc.	предста́ви-л	переда́-л	взя́-л
Past fem.	предста́ви-ла	переда́-ла	взя́-ла
Past neut.	предста́ви-ло	переда́-ло	взя́-ло
Past Plur.	предста́ви-ли	переда́-ли	взя́-ли

The past tense agrees in gender with the Nominative subject of the sentence:

masc.	Са́ша <i>переда́л</i> икру́.	Sasha passed the caviar.
fem.	Ма́ша <i>передала́</i> икру́.	Masha passed the caviar.

2. The non-past tense is inflected for *person*.

We will treat the non-past tense in detail later. For now, note that the non-past endings tell you who is performing the action: the speaker (called the *first person*: 'I, we'), the person spoken to (called the *second person*: 'you'), or a *third person* ('he/she/it' or 'they'). Thus, the first person singular ending -ю in я́ понима́-ю matches the Nominative subject я́ in the meaning 'I'. The second person singular ending -шь in ты́ понима́ешь matches the Nominative subject ты́ in the meaning 'you'. And so on, for a full set of six endings.

## D. VOCABULARY REVIEW

Here is the active word list of items that first occurred in lessons 7 through 11.

амери́канский (8)	лёгкий (10)	прости́ть (7)
англи́йский (8)	ло́жка (8)	прочи́тать (8)
а́нгло-ру́сский (11)	мексика́нский (8)	пятна́дцать (11)
в (10)	мо́й (7)	расслы́шать (7)
ва́ш (9)	на (8)	ру́сский (11)
взя́ть (9)	на «ты́» (7)	се́мнадца́ть (11)
ви́деть (11)	неме́цкий (8)	слова́рь (8)
ви́лка (8)	но́ж (8)	слу́шать (11)
во́н (11)	но́мер (7)	советский (8)
восемна́дцать (11)	оди́ннадца́ть (8)	тво́й (9)
во́т (8)	о́й (7)	трина́дцать (11)
всё́ (8)	они́ (11)	трудо́ный (10)
вслу́х (8)	оно́ (8)	ту́рецкий (8)
гово́рить (7)	отве́т (7)	у (попроси́ть у...) (8)
два́дцать (11)	перевести́ (7)	университе́т (10)
двена́дцать (8)	переводи́ть (11)	упражне́ние (10)
девя́тнадца́ть (11)	переда́ть (8)	уро́к (10)
друго́й (9)	писа́ть (10)	уче́бник (9)
ды́ня (8)	писа́ться (9)	учи́тельница (10)
ещё́ (8)	по-кита́йски (11)	учи́ть (10)
и 'also' (8)	по́льный (7)	фла́г (8)
израи́льский (8)	по́льский (8)	францу́зский (8)
икра́ (8)	по-мо́ему (10)	че́й (10)
испа́нский (8)	по-неме́цки (10)	че́стно говоря́ (11)
ита́льянский (8)	попроси́ть (8)	четы́рнадца́ть (11)
ка́мень (8)	по слога́м (9)	что́-нибу́дь (8)
кана́дский (8)	предложе́ние (7)	шестна́дцать (11)
кита́йский (8)	предста́вить (7)	шко́ла (10)
конечно́ (8)	прия́тно (7)	э́тот (10)
кто́ (7)	произноси́ться (9)	язы́к (10)



В компьютерной лаборатории.  
Как пишется это слово?



В лингафонном кабинете.  
Как произносится это слово?



## 1. THE PREPOSITIONAL CASE

(о) предложном падеже  
расскажите  
М: Иван Петрович, расскажите, пожалуйста,  
о предложном падеже.

(о) нём  
П: Я мало знаю о нём.

М: Жаль.  
(о) русской грамматике  
Я ничего не знаю о русской грамматике.

П: Спросите Нину Степановну.  
(о) ней

Она много о ней знает.

Practice the sentence Я ничего не знаю о русской грамматике by substituting the Prepositional case forms of the following language names, being careful to pronounce the unstressed ending -ой as /a/ (/a/ like the a in sofa), not as /ou/: китайский, немецкий, французский, польский, турецкий.

Prepositional of предложный падеж  
Imperative of рассказать  
Ivan Petrovich, please tell [us] about  
the prepositional case.

Prepositional of он  
I don't know much about it. (Lit., 'I know little')  
That's too bad.

Prepositional of русская грамматика  
I don't know anything about Russian grammar.  
Ask Nina Stepanovna.

Prepositional of она  
She knows a lot about it (i.e. about grammar).

## GRAMMAR: The Prepositional case

	Adj.	Noun
masc./neut. adj. + #/o-declension	-ом	-е
fem. adj. + a-declension	-ой	-е

The prepositional case is used after the preposition о/об 'about, concerning'.  
(In the following examples the dictionary form of the noun is in parentheses.)

masculine & neuter	feminine
1. о предложном падеже (падеж)	о русской грамматике (грамматика)
2. о вашем учебнике (учебник)	о вашей книге (книга)
3. о моём учебнике (учебник)	о моей книге (книга)
4. об этом учебнике (учебник)	об этой книге (книга)
5. об этом яйце (яйцо)	
6. о моём папе (папа)	о моей маме (мама)

Example 1. illustrates the normal spellings of these endings.

Example 2. illustrates the spelling -ем/-ей instead of -ом/-ой unstressed after ш. (This is part of a more general rule, which is introduced in Lesson 15 and summarized in Grammar Review 7.)

Example 3. illustrates the spelling ë after vowels and the irregular ending -ей for моей and твоей.

Example 4. illustrates the variant об; use it before vowel sounds, i.e. before words beginning и, э, а, о, у.

Example 5. illustrates a neuter noun; the neuter adjective ending is the same as the masculine.

Example 6. illustrates a masculine a-declension noun (папа 'dad'), which requires a masculine adjective.

## 2. о/об: Pronounce the unstressed preposition as part of the following word.

П: Что вы знаете об албанской грамматике?

М: Об албанской грамматике? Я ничего не знаю об албанской грамматике.

Substitute: китайский английский немецкий испанский польский французский

Repeat, using the word язык instead of грамматика. Then mix them up.

## 3. о нём (masc. &amp; neut.), о ней (fem.). Substitute as in №2, above, but use the pronoun.

М: Об албанском языке? Я ничего о нём не знаю.

Об албанской грамматике? Я ничего о ней не знаю.

Now substitute the names of students and objects in the room, including neuter nouns.

## PRONUNCIATION

(a) At the very beginning of a word the sound /a/ has the same quality as it does in prestressed position (the a in father), not the value it has in other unstressed positions (the a in sofa, which we will print with a very small letter [a] in the following exercise).

Example: американский is pronounced with a full sound /a/ at the beginning, not with the reduced sound [a] in the first syllable of хорошó /xarašó/.

хорошó	/xarašó/	о вторóm флаге	/aftaróm/
карандаш	/karandáš/	об албанском флаге	/abalbánskam/
до свидания	/dasvídá'n'ija/	об американском флаге	/aba'm'í'rikánskam/
молодец	/mala'děc/	о столé	/asta'fě/
говоря	/gava'řá/	о доскé	/adask'ě/

(b) Words beginning with и are pronounced as though spelled ы when preceded by a word ending in a plain consonant, provided the two words are spoken without hesitation.

Example: стакán и лóжка sounds like «стакán ы лóжка», provided there is no pause between the words. Since unstressed prepositions are pronounced as though part of the following word, words beginning with и are almost always pronounced as though spelled ы after such prepositions, e.g. об икрé.

икра	об икрé	именительный	об именительном падеже
институт	об институтé	испанский	об испанском языке
израильский	об израильском флаге	итальянский	об итальянском флаге

(c) The ending -e entails palatalization wherever possible.

Palatalization is not possible with the three consonants that are unpaired with respect to palatalization (ш ж ц); these consonants are never pronounced in the palatalized fashion, and therefore the Prepositional case ending -e after these consonants is pronounced as though spelled -э (pronounced /é/ stressed and /i/ unstressed, following the usual rule for unstressed vowels.) (The small [a] is not used in the following exercise, but the sound occurs as described above.)

о столé	/asta'fě/	о яйце	/ayicé/
о письмé	/a'p'is'm'é/	о ножé	/anažé/
о языкé	/ayizi'k'é/	о падеже	/apa'd'iz'é/
о доскé	/adask'é/	о карандашé	/akarandašé/
о вилке	/a'v'ilk'i/	о Саше	/asáši/

(d) The Prepositional ending -e affects the vowel coloration of the preceding syllable.

The stem vowel in the word мёл /'m'él/ has the same coloration as in нёт /'n'et/; in both instances /'e/ is followed by a plain consonant. But in the Prepositional case the stem vowel of меле /'m'ě'i/ has the same vowel coloration as in здесь /'zd'ě's'/; in both instances /'e/ is followed by a palatalized consonant.

газета	о газéте	библиотека	о библиотéке	флаг	о флаге
мёл	о мéле	сигарета	о сигарéте	школа	о шкóле
Лéна	о Лéне	планета	о планéте	пóл	о пóле
отвёт	об отвéте	стакан	о стакáне	слóво	о слóве

## 4. WRITING AND REVIEW CONVERSATION: Write a dialog along the following lines.

Locating things. Every time B replies to A's question about where something is, A then asks B who it belongs to, using either чей or a possessive (e.g. Это Машина ручка? — always with the proper yes-no question intonation). Include phrases like Честно говоря... Простите, я не расслышала, etc. End with thanks & good-bye.

## 1. INFORMAL GREETINGS

C: Привёт!

M: Привёт!

C: Как дела́?

M: Ничего́.

Hi! (*Lit.*, 'greetings')

Hi!

*Nom. Plural of дело*

How are things?

Not bad. (*Lit.*, 'nothing')NB These expressions should not be used to greet people you use *вы*-forms with, e.g. your teachers.

## 2. WHAT FOR?

C: О чём ты говори́ла?

M: Об икре́.

C: За́чем тебе́ икра́?

M: Что́бы е́сть.

What were you talking about?

Caviar

*Dative case of ты*

What do you want/need caviar for?

[In order] to eat.

Things to eat:	(е́сть)	бу́тербро́д 'sandwich'	ды́ня	яйцо́			
Things to drink:	(пи́ть)	молоко́ 'milk'	вода́ 'water'	ча́й 'tea'	вино́		
Things to read:	(чита́ть)	журна́л 'magazine'	ста́тья 'article'	кни́га	письмо́	уче́бник	

## SPELLING AND PRONUNCIATION

(a) After *ь* the palatal indicators (и е ё я ю) represent the sound /y/ plus vowel.

ста́тья	/sta'čyá/	польёт	/pa'lyót/
хотя́	/xa'tá/	полёт	/pa'lyót/
о ста́тье	/asta'čyé/	пьеса́	/p'yésa/
о котё	/aka'té/	пёшка	/p'éška/

(b) Unstressed Nominative *-я* vs. Prepositional *-е*:

The usual rule for pronouncing unstressed *я/е/и* is that they all sound the same (e.g. the first syllable of *пятна́дцать*, *четы́рнадцать*, and *трина́дцать*). However, the Nominative case ending *-я* (e.g. *ды́ня* /d'ny'a/) sounds different from the Prepositional case ending *-е* (e.g. *ды́не* /d'ny'i/), though the difference is hard to hear in fast speech. The difference between these two case endings is also hard to hear after non-paired consonants (ч щ ш ж ц), e.g. *Са́ша* /sáša/ vs. *о Са́ше* /asáši/. In fact, these distinctions may be lost in fast speech.

(c) In some words of foreign origin the letter *е* occurs where you would expect *э*.

In other words, sequences like *te* in such words are pronounced /te/ rather than /t'e/, without the palatalization that you'd expect before the letter *е*. Furthermore, in unstressed syllables such sequences are often pronounced with the vowel /e/ rather than with the usual /i/, e.g. *бу́тербро́д* /buterbrót/.

## 3. ASKING PEOPLE TO DO THINGS: A review of verbs (infinitives and imperatives)

П: Ма́ша, попроси́те Са́шу прочита́ть это предложе́ние.

M: Са́ша, прочита́й но́мер пять, пожа́луйста.

Masha, ask Sasha to read this sentence.

Sasha, read number 5, please.

Substitute:	слушать	перевести это слово	открыть книгу
	взять карандаш	спросить Аню, где ручка	представить Наташу
	спросить Петю, что это	повторить это слово	закрывать книгу
	попросить у него икру	читать вслух	взять словарь
	прочитать это упражнение	передать молоко	передать бутерброд

NB Some verbs are more specific than others; *прочита́ть* is used with specific things (like *прочита́ть это предложе́ние* 'read this sentence') and *чита́ть* for reading in general (like *чита́ть вслу́х* 'read aloud — not anything in particular, just be engaged in reading').

## 4. INTONATION: Yes-no questions and short answers

As you listen to the questions, note which word bears the yes-no tune (either a rise-fall, marked with the symbol / or, if the stress falls on the last syllable, high pitch, with the symbol |). That is the word that the speaker is asking about, so therefore that is the word that the answer must contain.

Use the neutral sentence intonation in your answer — a rise just before the low pitch on the stressed syllable, e.g. *переда́ла*.

П: Ма́ша передала́ икру́?

C: Да́, передала́.

П: Ма́ша передала́ икру́?

C: Да́, икру́.

П: Ма́ша передала́ икру́?

C: Да́, Ма́ша.

Did Masha pass the caviar?

Yes, she did.

Was it the caviar that Masha passed?

Yes, it was.

Was it Masha who passed the caviar?

Yes, it was.

If the main word is part of a short phrase, particularly with a preposition, repeat the phrase in the short answer:

П: Ма́ша говори́ла об икру́?

C: Да́, об икру́.

Was it the caviar Masha was talking about?

Yes, it was.

1. Ната́ша говори́ла о молоке́?

2. Ната́ша говори́ла о молоке́?

3. Со́ня говори́ла о молоке́?

4. Со́ня говори́ла о молоке́?

5. Она́ взяла́ каранда́ш?

6. Она́ взяла́ каранда́ш?

7. Она́ взяла́ каранда́ш?

8. Вы попроси́ли у него́ икру́?

9. Вы попроси́ли у него́ икру́?

10. Вы попроси́ли у него́ икру́?

11. Вы прочита́ли э́ту страни́цу?

12. Вы переве́ли э́то слово́?

13. Вы переве́ли э́то слово́?

14. Вы откры́ли кни́гу?

Now ask each other the questions, putting the yes-no tune on the words so marked. Use *ты*-forms.

## 5. INTONATION: Question-word questions: high pitch on the question word, then falling pitch.

П: О ка́ком уче́бнике вы́ говори́ли?

M: Об э́том.

П: О ка́кой кни́ге вы́ говори́ли?

C: Об э́той.

What textbook were you talking about?

This one.

What book were you talking about?

This one.

1. О ка́ком письме́ вы́ говори́ли?

2. О ка́ком столе́ вы́ говори́ли?

3. О ка́кой ста́тье вы́ говори́ли?

4. О ка́ком журна́ле вы́ говори́ли?

5. О ка́кой препода́вательнице́ вы́ говори́ли?

6. О ка́ком студенте́ вы́ говори́ли?

7. О ка́ком уро́ке вы́ говори́ли?

8. О ка́ком препода́вателе́ вы́ говори́ли?

## 6. WRITING: Using the Dictionary: 5000 Russian Words

Write the following sentences in cursive, inserting the Prepositional form of each of the adjectives listed on the right (a total of 10 sentences). Choose the correct form of the preposition (*о* or *об*). Look each adjective up in the *Dictionary* and check two things: (1) how to spell the ending (with *е* or *о*?) and (2) how to mark the stress (é, ó, è, or on the stem?). Find the relevant sections on spelling adjective endings in the Appendix to the *Dictionary*.

Мы́ говори́ли о/об \_\_\_\_\_ кни́ге.

Мы́ говори́ли о/об \_\_\_\_\_ уче́бнике.

тво́й, ва́ш, э́тот, большо́й, хоро́ший

## 1. INFORMAL PARTINGS

С: Пока!  
М: Увидимся!

So long!  
See you! (*Lit.*, 'we'll see each other')

## 2. JUST BECAUSE

С: О ком ты говорила?  
(о) сестре  
М: О сестре.  
С: Зачем говорить о сестре?  
М: Просто так.

Who were you talking about?  
*Prepositional of сестра*  
About [my] sister.  
Why talk about [your] sister? (What for?)  
Just because. (*Lit.*, 'Simply so')

Substitute: брат 'brother' врач 'doctor'

медсестра 'nurse'

## 3. ORDINAL NUMERALS

П: Это первое упражнение?  
М: Нет, по-моему, это второе упражнение.  
П: А как по-вашему, Саша?  
С: По-моему, это третье упражнение.

Is this the first exercise?  
No, I think it's the second exercise.  
What's your opinion, Sasha?  
I think this is the third exercise.

NB All ordinal numerals are ordinary adjectives except третий, which is a special adjective.  
Substitute: урок страница студент студентка письмо

## 4. ALL THINGS GOOD AND BAD

П: Вы говорили о хорошем враче?  
М: Нет, о плохом.  
С: Зачем говорить о плохом враче?

Were you talking about the good doctor?  
No, about the bad one.  
Why talk about a bad doctor?

Substitute: фильм 'movie' лаборатория 'laboratory' медсестра упражнение преподаватель(ница)

## SPELLING AND PRONUNCIATION

The Prepositional ending of nouns in -ия and -ие is spelt -ии.

Unstressed -ия and -ие sound the same: /iya/. Unstressed -ии is pronounced like a long /ii/ rather than the /iyi/ you might expect from the spelling.

лаборатория	/labarató'riya/	лаборатории	/labarató'rii/
упражнение	/uprazh'n'eniya/	упражнения	/uprazh'n'eni/

## 5. ALL THINGS LARGE AND SMALL

П: Саша, какая это ручка?  
С: Большая.  
П: А эта?  
С: Маленькая.  
П: Маша, о какой ручке он говорит?  
М: О маленькой.  
С: А я говорил и о большой ручке тоже!

Sasha, what kind of pen is this?  
It's a big one.  
And this one?  
It's a little one.  
Masha, what pen is he talking about?  
About the little one.  
But I was talking about the big one, too!

NB The form большой is ambiguous: it is both Nominative (masc.) and Prepositional (fem.). Substitute numerals.

## 6. CONVERSATION TOPIC and WRITING: Write a dialog along the following lines:

A is a teacher and B is a student. They use вы-forms with each other. B always addresses A with first name and patronymic (Иван Петрович or Нина Степановна) when asking a question. The conversation begins with B asking A how to say some word in Russian. Then B asks how to spell it, how to pronounce it, and (if it's a noun or adjective) what case it is. Then A gives B a quiz, asking the same sort of questions. The conversation ends when A congratulates B with Молодец!

## 1. WHERE WERE YOU?

(в) ресторане  
П: Спросите Машу, она была в ресторане?  
С: Где ты была вчера, в ресторане?  
(в) ресторан  
М: Да, я ходила в ресторан.  
С: Как там было?  
М: Там было хорошо.  
С: Что ты там делала?  
икру  
М: Я ела икру.

*Prepositional of ресторан*  
Ask Masha if she was at the restaurant.  
Where were you yesterday, at the restaurant?  
*Accusative of ресторан*  
Yes, I went to the restaurant.  
How was it there?  
Fine.  
What did you do there?  
*Accusative of икра*  
I ate caviar.

## GRAMMAR: The Preposition в/во

в plus Accusative means *motion to, into*.  
в plus Prepositional means *location at, in*.

The meaning of this preposition depends on the case of its object. If the object is Accusative, the preposition means 'to, into'; if the object is Prepositional, the preposition means 'at, in'.

Motion (Acc.):	Он ходил в Большой театр.	He went to the Bolshoi Theater.
Location (Prep.):	Он был в Большом театре.	He was at the Bolshoi Theater.
Motion (Acc.):	Он ходил в университетскую библиотеку.	He went to the university library.
Location (Prep.):	Он был в университетской библиотеке.	He was at the university library.
Motion (Acc.):	Он ходил в парк.	He went to the park.
Location (Prep.):	Он был в парке.	He was in the park.

Like all unstressed prepositions, в (as well as its variant во), is pronounced together with the following word. The variant во is used before consonant clusters beginning with в (look up во in the *Dictionary* for details).

во втором ресторане /vafaróm/	в твоём ресторане /ftvayóm/
в вашем ресторане /vváshim/	в театре /ft'iátri/

## INTONATION: Pause

When you hear the teacher say the following Nominative case forms, say the sentence Где ты была вчера, в ресторане? as fast as you can, but pause where the comma is. Change the Nominative to Prepositional case.

ресторан	restaurant	наш ресторан	our restaurant
театр	theater	Большой театр	Bolshoi Theater
кабинет	office, study	лингвфонный кабинет	language lab
лаборатория	laboratory	химическая лаборатория	chemistry lab
библиотека	library	университетская библиотека	university library

Repeat: when you hear the *English* word, say the Russian sentence.

Repeat, with a second person adding the response Да, я ходила в ресторан (Accusative case).



2. DOING THINGS IN THEIR PROPER PLACES: Shift the conversation in №1 to these places:

Places to go:	Things to do:	
ресторáн	е́сть	икра́, бутербро́д, ды́ня, яйцо́
	пи́ть	вода́, вино́, молоко́
библиотéка	чита́ть	газéта, кнiга, статья́, журнал
	писа́ть	письмо́, статья́
	делáть	домáшняя рабóта, домáшнее задáние
лингáфонный кабинéт	слу́шать	касcéта, второ́е упражнéние, трéтий диалóг...
	говори́ть	по-ру́сски, по-испа́нски...
	делáть	домáшняя рабóта, домáшнее задáние
химичéская лаборатóрия	рабóтать	
па́рк	ничего́ не делáть	
теáтр	смотре́ть	пьéса
кино́	смотре́ть	фильм

## NEW WORDS

рабóтать	to work	пьéса	play
рабóта	work	касcéта	cassette
домáшняя рабóта	homework	вода́	water
задáние	assignment	диалóг	dialog
домáшнее задáние	homework assignment	кино́	movie theater
смотре́ть	to watch, see	па́рк	(large) park

DICTIONARY LOOK-UPS: кино́, вода́, пи́ть, е́сть, домáшний

When you look up these words in the *Dictionary*, observe these points:

- кино́ is uninflected.
- вода́ has a peculiar stress pattern; the Accusative is во́ду.
- пи́ть has a past tense stress pattern like взять and быть: stressed feminine -á: пила́.
- е́сть has a past tense that you can't predict from the infinitive form: е́л, е́ла, ...
- домáшний has endings that begin with a palatal indicator, e.g. -ий, -ее, -яя, -юю, -ем, -ей, etc.

## SPELLING RULES FOR GRAMMATICAL ENDINGS

This is a review of the spelling of endings you have been introduced to thus far. These rules are general ones that affect the whole language, so they will be applicable to all of the grammatical endings for nouns and adjectives that you will meet in the future. (This review presents essentially the same information you will find in the section on spelling rules in the Appendix to the *Dictionary*.)

Basic endings begin with the letters *ы е а о у*.

	Nominative	Accusative	Prepositional
masculine:	пéрв-ый сто́л	пéрв-ый сто́л	о пéрв-ом сто́л-е
neuter:	пéрв-ое письм-ó	пéрв-ое письм-ó	о пéрв-ом письм-é
feminine:	пéрв-ая газéт-а	пéрв-ую газéт-у	о пéрв-ой газéт-е

Stems ending in a palatalized consonant have endings beginning with *и е я ю*.

Adjectives:	домáшн-ий	домáшн-ий	домáшн-ем
	домáшн-ее	домáшн-ее	домáшн-ем
	домáшн-яя	домáшн-юю	домáшн-ей
Nouns:	словáрь	словáрь	словар-é
	задáни-е	задáни-е	задáни-и*
	ды́н-я	ды́н-ю	ды́н-е

\*The Prepositional ending of nouns in -и-я and и-е is spelt -и-и.

There are three rules that deal with special cases. The first has to do with a specific ending:

Nominative Singular masculine adjective: use stressed -óй and unstressed -ый.

Adjectives fall into two classes: those that have stress on the endings and those that do not. If an adjective is of the first type, then the dictionary form (Nominative Singular masc.) will end in -óй; if it is of the second type, then the dictionary form will end in -ый (or -ий, as the next rule explains).

Stressed: втор-óй, как-óй, плох-óй, больш-óй

Unstressed: пéрв-ый, трудн-ый, предлóжн-ый

The other two rules apply to nouns and adjectives whose stems end in a particular consonant. Two consonant classes are involved: *noisy* consonants (ч щ ш ж ц) and *velar* consonants (к г х).

A. Write *и* instead of *ы* after velar and noisy consonants (except ц).

In other words, for endings beginning with Basic *ы* (like Nominative Singular masc. -ый) replace this *ы* with *и* if the stem final consonant is к г х (the velars) or ч щ ш ж (the noisy consonants other than ц).

Nominative (masc.) Basic: пéрв-ый, трудн-ый, предлóжн-ый  
 ы → и: ру́сск-ий, америкáнск-ий, хоро́ш-ий

Rule B. depends not only on the stem final consonant (noisy ones), but also on stress:

B. Write *е* instead of *о* after noisy consonants if the ending is unstressed.

In other words, for endings that begin with *о* (like the Prepositional endings of adjectives -ом and -ой), replace this *о* with *е* if these two conditions are met:

- (1) the stem final consonant is ч щ ш ж or ц, and
- (2) the ending is unstressed.

Prepositional (masc.) Basic: больш-óm, трудн-óm, ру́сск-óm  
 о → е: хоро́ш-ем, ва́ш-ем, на́ш-ем

Prepositional (fem.) Basic: больш-óй, трудн-óй, ру́сск-óй  
 о → е: хоро́ш-ей, ва́ш-ей, на́ш-ей

NB *Special adjectives* have various peculiarities; consult the Appendix to the *Dictionary*.

3. WRITING: Fill in the adjective ending (Prepositional case) to agree with the following noun.

о хоро́ш_____ икре́	о хоро́ш_____ бутербро́де	о трудн_____ уро́ке
о больш_____ библиотéке	о больш_____ теáтре	о ва́ш_____ учебнике
о ру́сск_____ языке́	о на́ш_____ ресторáне	о втор_____ касcéте

## 1. HAVE YOU EVER BEEN TO RUSSIA?

- (в) России  
 П: Спросите Машу, она была когда-нибудь в России?  
 С: Маша, ты была когда-нибудь в России?  
 (в) Россию  
 М: Да, я недавно ездила в Россию.  
 говоришь  
 С: Ты хорошо говоришь по-русски?  
 говорю  
 М: Нет, я плохо говорю по-русски.

*Prepositional of Россия*  
 Ask Masha if she was ever in Russia.  
 Masha, were you ever in Russia?  
*Accusative of Россия*  
 Yes, I recently took a trip to Russia.  
*2nd Person Sing. of говорить*  
 Do you speak Russian well?  
*1st Person Sing. of говорить*  
 No, I speak Russian poorly.

- (a) When you hear each Nominative place name listed below, say this sentence:

Ты был (была) когда-нибудь в \_\_\_\_\_ ?

- (b) When you hear each Nominative place name listed below, say this sentence:

Я недавно ездил(а) в(о) \_\_\_\_\_ .

- (c) Now perform the whole conversation, going to various places and speaking various languages.

Places to go	Languages to speak	Places to go	Languages to speak
Франция	по-французски	Польша	по-польски
Испания	по-испански	Мексика	по-испански
Италия	по-итальянски	Канада	по-английски, по-французски
Англия	по-английски	Китай	по-китайски
Турция	по-турецки	Америка	по-английски
Германия	по-немецки	Советский Союз	по-русски

NB Use the variant *во* before forms of Франция, e.g. *во Франции, во Францию.*

## WORD STUDY: ходить vs. ездить

Both of these words are used to describe a trip (going somewhere and coming back), but *ездить* must be used when going by some means of transportation (riding, driving). If you go to a restaurant it is reasonable to say either *Я ходила* or *Я ездила*, but if you go to a place that you wouldn't walk to you must say *Я ездила*.

## 2. WHERE?

- (в) штате  
 П: Саша, вы когда-нибудь были в штате Виргиния?  
 С: Где?  
 П: В Виргинии. (or Вирджинии)  
 С: Нет. Я никогда там не был. (*fem.*: не была)  
 П: Маша, вы когда-нибудь ездили в штат Виргиния?  
 М: Куда?  
 П: В Виргинию.  
 М: Нет. Я никогда туда не ездила.

*Prepositional of штат*  
 Were you ever in the state of Virginia?  
 Where?  
 In Virginia.  
 No. I was never there.  
 Masha, did you ever go to Virginia?  
 Where?  
 To Virginia.  
 No. I never went there.

NB You can avoid inflecting a proper noun by using a generic noun before it: *в штате Мэн* or *в Мэне* 'in Maine'.

NB With negative adverbs, like *никогда*, the verb is also negated, like *не ездила*.

NB The verb *быть* has an odd stress pattern with the negative particle *не*. Look it up in the *Dictionary*.

## WORD STUDY: куда/туда vs. где/там

Use the former pair for motion, the latter for location, like older English 'whither/thither' vs. 'where/there'.

## DICTIONARY LOOK-UPS

Look up the names of 10 states of the USA in the English-Russian Word Index of the *Dictionary*. Then look them up in the dictionary proper, noting the endings, if any; non-Russian words that end neither in *-a* nor *-#* are indeclinable, e.g. *Орайо*. Now substitute these names for *Virginia* in the above conversation.

## 3. READING PRACTICE

Read the following phrases aloud, supplying the proper Prepositional case endings to the adjectives. The word *южный* means 'south' and *северный* means 'north'.

в Южн_____ Дакоте	в Южн_____ Каролине	в наш_____ библиотеке
в Северн_____ Дакоте	в Северн_____ Каролине	в больш_____ ресторане
в наш_____ штате	в больш_____ штате	в Больш_____ театре
во втор_____ уроке	на втор_____ странице	во втор_____ упражнении
в перв_____ уроке	на перв_____ странице	в перв_____ упражнении
в трет_____ уроке	на трет_____ странице	в трет_____ упражнении
в химическ_____ лаборатории	в лингафонн_____ кабинете	в университетск_____ библиотеке

## 4. MORE ORDINAL NUMERALS

- встречается *3rd Singular of встречаться 'be met'*  
 П: Слово «ручка» встречается в четвертом уроке? Is the word *ручка* in the 4th lesson?  
 М: Нет, по-моему, в пятом. No, it's in the fifth, I think.  
 П: А как по-вашему, Саша? What's your opinion, Sasha?  
 С: По-моему, это слово встречается в шестом уроке. I think that word is in the 6th lesson.

Substitute: *упражнение*, and, with the preposition *на*, *страница*. Add: *седьмой, восьмой, девятый, десятый*.

NB Since Russian has no verb 'is', it makes *do* with other verbs, like *встречается* 'is met' in the above dialog. The *тся* and *ться* at the end of verbs are pronounced as though spelled «тца».

## 5. WRITING

Write the Prepositional case forms of the names of the countries in №1(c) with the preposition *в/во*. Write out the phrases in №3, supplying the Prepositional case endings to the adjectives.

## 1. WHERE IS IT LOCATED?

- находится  
(в) городе  
П: В каком городе находится Белый Дом?  
(в) Вашингтоне  
С: В Вашингтоне.  
(в) стране  
П: Это в какой стране?  
С: В Америке.
- 3rd Person Sing. of находится*  
*Prepositional of город*  
In what city is the White House located?  
*Prepositional of Вашингтон*  
In Washington.  
*Prepositional of страна*  
What country is that in?  
In America.

NB The тся and тья at the end of verbs (находится, находится) are pronounced as though spelled «тца».

## 2. GEOGRAPHY: For each city, answer the question, stating what country that city is in.

- (в) Париже  
П: Вы были в Париже?  
М: Да, я недавно ездила во Францию.
- Prepositional of Париж*  
Have you been to Paris?  
Yes, I recently took a trip to France.

Ленинград	Бостон	Нью-Йорк	Мадрид	Атланта
Берлин	Рим	Москва	Анкара	Гвадалахара
Лондон	Варшава	Оттава	Монреаль	Владивосток
Иерусалим	Вашингтон	Шанхай	Филадельфия	Пиза

Now answer the following question, which will require the Prepositional case in your answer:

- П: В какой стране находится Рим?  
С: В Италии.
- What country is Rome located in?  
In Italy.

## 3. I SPEAK, YOU SPEAK, WE ALL SPEAK...

- П: Саша, вы говорите по-русски?  
С: Да, говорю.  
П: А Маша?  
С: Она тоже говорит по-русски.  
П: А Соня и Наташа?  
С: По-моему, они все говорят по-русски.  
П: Маша, это правда?  
М: Да, это правда. Мы все говорим по-русски.  
П: Аня, спросите Володю, он говорит по-русски?  
А: Володя, ты говоришь по-русски?
- Sasha, do you speak Russian?  
Yes, I do.  
What about Masha?  
She speaks Russian, too.  
What about Sonya and Natasha?  
I think they all speak Russian.  
Masha, is that true?  
Yes, it is. We all speak Russian.  
Anya, ask Volodya if he speaks Russian.  
Volodya, do you speak Russian?

## 4. ADJECTIVAL NAMES

- (о) Достоевском  
П: Что вы знаете о Достоевском?  
М: Я ничего о нем не знаю.
- (о) Достоевской  
П: Что вы знаете о Достоевской?  
М: Я ничего о ней не знаю.
- Prepositional of Достоевский*  
What do you know about [Mr.] Dostoevsky?  
I don't know anything about him.  
*Prepositional of Достоевская*  
What do you know about [Ms.] Dostoevsky?  
I don't know anything about her.
- Substitute: Толстой      Смирницкий      профессор Смирницкий      Чайковский  
Толстая      Смирницкая      профессор Смирницкая      Чайковская

GRAMMAR: Some words that have adjective endings may be used as nouns.

Certain last names have adjectival endings (-ий or stressed -ой). Note that the stressed ending -ой (Толстой) is ambiguous; it is both Nominative masculine and Prepositional feminine: Это Толстой 'That's Mr. Tolstoy' vs. Я говорил о Толстой 'I was talking about Ms. Tolstoy'.

## 5. WRITING

Write the last three columns of №2 twice: first with в + Prepositional case ('in'), then with в + Accusative case ('to').  
Then write the list in №4 after the preposition о ('about').

## INTONATION

Read aloud, observing the intonation.

— Привет! — Как дела? — Ничего. — Где ты была вчера, в ресторане? — Да, я ходила в ресторан. — В какой ресторан ты ходила? — В ресторан «Пекин». — Это китайский ресторан? — Да, китайский. — Как там было? — Там было хорошо. Это очень хороший ресторан. А ты когда-нибудь туда ходил? — Нет, никогда. Я ничего не знаю об этом ресторане. — Пока. — Увидимся.

## 6. CONVERSATION TOPIC

Ask your neighbor about where he or she has been (Где ты был? Куда ты ездил?). Find out how things were there (хорошо, плохо) and what they did there (ел икру, говорил по-итальянски). Ask about a variety of places, some of which you'd likely walk to (use ходить) and some of which you'd more likely travel to (use ездить). Include the name of a local foreign restaurant (Ты была во французском ресторане «Chez Pierre»?) Use ты-forms; say goodbye informally.



Где ты был? В Одессе. Мы ели мороженое на улице.



## 1. WHERE DO YOU LIVE?

	<i>живёте</i>		<i>2nd Person Plur. of жить</i>
П:	Где вы живёте?		Where do you live?
С:	Я живу в Бостоне.		I live in Boston.
П:	А Маша?		What about Masha?
С:	Она тоже живёт в Бостоне.		She lives in Boston, too.
П:	А Соня и Наташа?		What about Sonya and Natasha?
С:	По-моему, они все живут в Бостоне.		I think they all live in Boston.
П:	Маша, это правда?		Masha, is that true?
М:	Да, это правда. Мы все живём в Бостоне.		Yes, it is. We all live in Boston.
П:	Аня, спросите Володю, где он живёт.		Anya, ask Volodya where he lives.
А:	Володя, где ты живёшь?		Volodya, where do you live?

## GRAMMAR: Verb endings

There are two sets of verb endings in Russian. Some verbs, like *жить*, take the set -у, -ёшь, -ёт, -ём, -ёте, -ут (with two dots over the letter e only when stressed). Other verbs, like *говорить*, take the set -ю, -ишь, -ит, -им, -ите, -ят. Verbs like *жить* are called *first conjugation verbs*, or *em-verbs*. Verbs like *говорить* are called *second conjugation verbs*, or *im-verbs*. (Recall that the мягкий знак at the end of -ешь/-ишь is purely arbitrary: it does not signify a palatalized ш, as ш is pronounced only in the non-palatalized fashion.)

*First conjugation*

я живу́  
ты живёшь  
он(а) живёт  
мы живём  
вы живёте  
они живут

*Second conjugation*

я говорю́  
ты говоришь  
он(а) говорит  
мы говорим  
вы говорите  
они говорят

A fuller display of these endings, along with the various rules for spelling them, is to be found in the Appendix to the *Dictionary* under the heading *Verb Conjugation*, but until you learn more verbs it will probably be easier for you to look up individual verbs in the dictionary proper and view the display of inflected forms; these endings are called *non-past* endings, and are displayed in the first two columns under each verb in the *Dictionary*.

## DICTIONARY LOOK-UPS

Look up the following verbs in the dictionary and note the non-past forms. Watch out for the stress in the forms of *писать*: the stress falls on the 1st Person Sing. *ending* (пишу́), but on the *stem* of the other forms (пи́шешь).

знать      пить      говорить      писать      работать      делать

Now perform the above conversation starting with the following sentences:

Вы знаете русский язык? — Да, я знаю русский язык. — А Маша?...  
Вы пьёте молоко? — Да, я пью молоко. — А Маша?...  
Вы говорите по-русски? — Да, я говорю по-русски. — А Маша?...  
Вы пишете по-русски? — Да, я пишу́ по-русски. — А Маша?...  
Вы работаете в лаборатории? — Да, я работаю в лаборатории. — А Маша?...  
Вы делаете второе упражнение? — Да, я делаю второе упражнение. — А Маша?...

## 2. WRITING

Write all six non-past forms of the verbs *пить*, *писать*, and *работать*. Then check your work by looking them up in the *Dictionary*.

## 3. TRANSLATING: в/во

Here are some names of cities after the preposition в/во. As you hear the phrase, say "to" if the noun is in the Accusative case (motion), and say "in" if the noun is in the Prepositional case.

в Москву́	во Владивосто́ке	в Москвѣ	в Атлántу	в Детро́йте
в Новосиби́рск	в Кие́в	в Кие́ве	в Кли́вленд	в Филадельфи́ю
в Оде́ссе	в Оде́ссу	в Смоле́нск	в Филадельфи́и	в Бо́стоне
в Ирку́тск	в Ми́нске	в Самарка́нде	в Нью-Йо́рк	в Де́нвер

## 4. TRANSLATION: Translate these sentences into Russian:

(на) русский язык      *Accusative of русский язык*  
П: Саша, переведите, пожалуйста, на русский язык. Sasha, please translate into Russian.

I was talking about him.	Who were you talking about?
I was talking about myself.	Were you talking about me?
I was talking about you (informal).	No, I was talking about her.
I was talking about you (formal).	Why talk about her?
He was talking about us.	She was talking about herself.
He was talking about himself.	Who were they talking about?
We were talking about ourselves.	About me.

## GRAMMAR: The prepositional case of personal pronouns

The case forms of personal pronouns are listed in the Appendix to the *Dictionary* under the heading *Special adjectives, Last names, and Pronouns*. In the chart below, the Nominative forms are paired up with the Prepositional case forms, except for the word *себе* 'oneself', which has no Nominative form; this word is used only to refer to whoever is the subject of the sentence:

Я говори́л о себе́.	about myself.	Мы говори́ли о себе́.	about ourselves
Ты говори́л о себе́?	about yourself	Вы говори́ли о себе́?	about yourself/yourselves
Она́ говори́ла о себе́.	about herself	Они́ говори́ли о себе́.	about themselves
Он говори́л о себе́.	about himself		

	<i>Nom.</i>	<i>Prep.</i>		<i>Nom.</i>	<i>Prep.</i>
	я́	мне́		мы́	на́с
	ты́	тебе́		вы́	ва́с
	о́н/оно́	не́м		они́	ни́х
	она́	не́й			

## 5. ABOUT PEOPLE: The factual answer to all these questions is "Yes", but pretend you don't know.

П: Саша, Шекспир — писатель?	Sasha, is Shakespeare a writer?
С: Честно говоря, я ничего не знаю о Шекспире.	Frankly, I don't know anything about Shakespeare.
П: Чайковский — композитор?	Is Tchaikovsky a composer?
М: Я мало знаю о Чайковском.	I don't know much about Tchaikovsky.
	<i>adjective used as a noun</i>
П: Дарвин — учёный?	Is Darwin a scholar?
С: Зачем говорить о Дарвине?	Why talk about Darwin?

Now give the factual answer to these questions, e.g. Пáвлов — учёный. If the writer is a poet, use поэт.

Что вы знаете о Досто́евском?	о Нью́тоне?	о Мо́царте?
о Пу́шкине?	о Бальза́ке?	о Да́рвине?
о Шостако́виче?	о Бетхо́вене?	о Стравинском?
о Па́влове?	о Ма́рке Тве́не?	о Толсто́м?
о Солжени́цыне?	об Аристо́теле?	о Са́ше

Now add the nationality, e.g. Аристо́тель — гре́ческий учёный, Мо́царт — австри́йский композито́р.

## 1. LAYING THINGS ON THE TABLE

- П: Где ручка?  
(в) правой руке  
у меня
- М: Ручка у меня в правой руке.
- положите
- П: Положите её, пожалуйста, на стол.  
Саша, где ручка?  
лежит
- С: Ручка лежит на столе.

New word: левый 'left'

- Where's the pen?  
*Prepositional of правая рука*  
*Lit., 'by me'*
- The pen is in my right hand.  
*or: I have the pen in my right hand.*  
*Imperative of положить*
- Put it on the table, please.  
Sasha, where's the pen?  
*3rd Person Sing. of лежать*
- The pen is (lying) on the table.

## GRAMMAR

на plus Accusative means *motion on*.  
на plus Prepositional means *location on*.

English sometimes distinguishes motion ('to') vs. location ('at'), and sometimes doesn't: we use the same word 'on' with both motion ('Put it on the table') and with location ('It is lying on the table'). Russian distinguishes the two meanings by using different cases: Положи её на стол (*Accusative*) as against Она лежит на столе (*Prepositional*). Adverbs also make this motion/location distinction:

- Куда ты положила книгу?      Where did you put the book?  
Где книга?      Where's the book?

## 2. PRONOUN PRACTICE: Respond as in the model, using её or его, as befits the situation.

Ручка у меня в правой руке. — Положите её, пожалуйста, на стол.  
Карандаш у меня в правой руке. — Положите его, пожалуйста, на стол.

Substitute: книга      кольцо      карандаш      газета      нож      вилка  
учебник      письмо      бумага      ложка      яйцо      словарь

Now perform the whole conversation in №1, using these objects.

## 3. STANDING THINGS ON THE TABLE

- поставьте
- П: Маша, поставьте, пожалуйста, стакан на стол. Masha, please put the glass on the table.  
М: Я уже поставила его на стол. I already put it on the table.
- П: Саша, где стакан? Sasha, where's the glass?  
стоит
- С: Стакан стоит на столе. The glass is (standing) on the table.  
*3rd Person Sing. of стоять*

Substitute, using поставить: икра      вино      чашка      книга      учебник      словарь

Now include items from №2 as well, using положить/лежать or поставить/стоять as appropriate.  
Put things on various other things, e.g. ручку на бумагу, конверт на письмо, etc.

П: Маша, попросите Сашу положить или поставить что-нибудь куда-нибудь.

## WORD STUDY: Standing vs. laying/lying

Russian has no verb like English 'put' to cover these two situations. To put something somewhere, you have to decide whether to put it in a standing position (поставить) or a lying position (положить). Some things, like a book, can be placed in either a lying or standing position. Russian is often more specific than English. Where we say something is somewhere, Russian is likely to use лежит 'is lying' or стоит 'is standing', though it is possible to use no verb, e.g. Ручка на столе.

## 4. INTERRUPTING PEOPLE

- П: Саша, Маша не знает, где Аня живёт? Sasha, does Masha know where Anya lives?  
С: Маша, ты не знаешь, где живёт Аня? Do you happen to know where Anya lives?  
М: Я забыла. I forget. (*Lit., 'I have forgotten' [past tense].*  
может быть pronounced as one word: /móžidbítʃ/  
Может быть, в Бостоне. Maybe in Boston.  
перебью  
извини  
*1st Person Sing. of перебить*  
*Imperative of извинить*
- С: Аня, извини, я тебя перебью. Anya, excuse me for interrupting.  
Ты живёшь в Бостоне? Do you live in Boston?  
А: Нет, в Атланте. Но я жила и в Бостоне. No, in Atlanta. But I've lived in Boston, too.

## INTONATION: Some commas you can't pause at.

The sentence ты не знаешь, где живёт Аня? in the above conversation should be spoken without pause. It has the yes-no question tune, with the rise-fall on the main stressed word знаешь, and with a gradually falling pitch throughout the rest of the sentence, running right over the comma. Long sentences with this tune are hard to utter if you don't have the pronunciation of all the vowels and consonants down pat, because there is no satisfactory place to pause.

In the speech where you interrupt the other person, you should not pause after извини. The voice goes up on извини and doesn't go all the way down until the last stress, at the end of the vowel ю.

## 5. CONVERSATION TOPIC

Pair up. Enact the above conversation, except for the first line. All the pairs perform at once, with as many conversations going on as there are pairs of students. Find out where your classmates live. If your partner gets interrupted and you have nobody to talk to, interrupt somebody who is talking, or, if you see somebody who is not engaged, just start off with their first name (Маша, ты не знаешь, где живёт Наташа?) Tell the truth about where you live (i.e. your home town or state or country), so that by the end of the session you know where a fair number of your classmates live and can answer definitely, instead of with Я забыл(а).

Practice the corresponding formal forms (Извините, я вас перебью) so that you can interrupt the teacher, addressing him/her by first name and patronymic.

## 6. WRITING: Translate these sentences into Russian.

What do you know about Stravinsky? Who's that? Who's he? I don't know. Is he a writer? I think he's a composer. Maybe he's a scholar. What do you think (use по-твоему)? Of course, he's a scholar. That's not so! He's a Russian writer. Ask Anya. She knows everything (*word order: put всё before the verb*). She doesn't know much about Stravinsky (*Lit., she knows little...*). I think Anya knows a lot about him (*put много before the verb*). Masha knows who Stravinsky is, too (*use тоже right after Маша*). Masha knows about Shostakovich, too (*use и right before о Шостаковиче*). Why talk about Shostakovich? We were talking about Stravinsky.

## 1. WHERE DO YOU GO TO SCHOOL?

- П: Саша, спросите Машу, где она учится.  
 учишься  
 С: Маша, где ты учишься?  
 М: Я учусь в Гарвардском университете.  
 С: На каком факультете?  
 М: На филологическом.  
 С: А где ты раньше училась?  
 М: Раньше я училась только в школе.

Sasha, ask Masha where she goes to school.  
 2nd Person Sing. of учиться  
 Masha, where do you go to school?  
 I go to Harvard.  
 What department do you study in?  
 In the department of language and literatures.  
 Where did you study before?  
 Previously I studied only in school.

NB The noun факультет 'department, school' requires на rather than в to express 'in'.  
 NB The word колледж 'college' can be used, though it is not used this way in the USSR.  
 NB The word школа refers only to pre-college education. You can use средняя школа to refer specifically to 'high school' (Lit. 'middle school'), but in conversational style the simple word школа is sufficient.

GRAMMAR: Verbs ending in -ся

Use -ся after consonants and -сь after vowels.

Such verbs are called *ся verbs*. The particle -ся is tacked on to the normal verb endings, but if the last letter of the ending is a vowel, then the variant -сь is used instead. Some speakers of Russian pronounce -ся plain rather than palatalized, particularly after т(ь), where it sounds like -тца. (Some speakers make a very slight difference in the pronunciation of these unstressed 2nd conjugation endings: *учится* [úçitca] vs. *учатся* [úçatca].)

	After consonant	After vowel
Non-past tense:	ты учишься он(а) учится мы учимся они учатся	я учусь вы учитесь
Past tense:	я (man) учился ты (man) учился он учился	я (woman) училась ты (woman) училась она училась мы/вы/они учились

SPEED TEST: A verb ending in ся

When you hear the pronoun, say the sentence as fast as you can. Then change to past tense.

Я учусь в Гарвардском университете.

она он вы ты они мы я

## 2. WHO PUT WHAT WHERE?

- С: Маша, куда ты положила книгу?  
 М: На стул.  
 С: На какой стул?  
 М: На большой.  
 С: Аня, где книга?  
 А: На стуле.  
 С: На каком стуле?  
 А: На большом.  
 С: Кто её туда положил? Миша?  
 А: Нет, это не Миша, а Маша положила книгу на стул.

Masha, where did you put the book?  
 On the chair.  
 On what chair?  
 On the big one.  
 Anya, where's the book?  
 On the chair.  
 On what chair?  
 On the big one.  
 Who put it there? Misha?  
 No, it wasn't Misha, but Masha, who put the book on the chair.

Repeat with these commands: Положите книгу на бумагу. Поставьте ручку в стакан, ручку в чашку, etc.  
 Now use different adjectives: маленький, этот, твой, мой.

## 3. SOME NATIONALITY NAMES

- (об) этом американце  
 П: Что вы знаете об этом американце?  
 С: Честно говоря, я мало знаю о нём.  
 (об) этой американке  
 П: Что вы знаете об этой американке?  
 С: Честно говоря, я мало знаю о ней.

Prepositional of этот американец  
 What do you know about that American?  
 Frankly, I don't know much about him.  
 Prepositional of эта американка  
 What do you know about that American?  
 Frankly, I don't know much about her.

поляк	итальянец (е)	испанец (е)	француз	англичанин	китаец (е)
полька	итальянка	испанка	француженка	англичанка	китайка
немец (е)	канадец (е)	турок (о)	мексиканец (е)	русский (adjective used as noun)	
немка	канадка	турчанка	мексиканка	русская (adjective used as noun)	

GRAMMAR: Inserted vowels

Some words are entered in the dictionary with a vowel in parentheses after them. This vowel occurs only before a zero ending, as in some of the masculine nationality names listed above. In other inflected forms, this vowel does not occur, e.g. итальянец — об итальянце. This vowel may be (е) or (о). Here are some other words you've learned that work this way: камень (е) — об этом камне; потолок (о) — об этом потолке.

## 4. WRITING: Case review and translation

Answer the following questions with the words большой стол, using the preposition indicated in parentheses. Then repeat, using the proper form of мой газета.

1. Где икра? (на)                      3. Что это?                      5. Куда он поставил икру? (на)  
 2. О чём он говорит? (о)            4. Где мой карандаш? (на)    6. О чём он спросил? (о)

Translate: Where's the book? What book? My book. On the table. Who put it on the table? Masha did. That's not my book, that's Misha's (word order: 'That's Misha's book, but not mine'). And what about (use a) that one? That's Misha's book, too. I don't understand. I didn't catch (hear) [what you said]. Please repeat. I don't speak Russian very well (word order: I poorly speak). I don't know anything (word order: I nothing don't know) about Russian grammar. It's a hard language.

## 5. READING PRACTICE: Read aloud and translate.

Вчера я ходила в театр. В театре было хорошо. Я смотрела очень хорошую пьесу. Её написал Шекспир. Все его пьесы хорошие — «Гамлет», «Отелло», «Макбет», «Ромео и Джульетта», «Все хорошо, что хорошо кончается», «Ричард Второй», «Ричард Третий», «Генрих Четвёртый», «Генрих Пятый», «Король Лир» и так далее.

## 6. CONVERSATION

Everybody pairs up for separate conversations. A asks B about someone he knows to be a scholar (Что ты знаешь о профессоре Джонсе [Jones]? — a professor at your university, perhaps) or a composer (perhaps a song writer in a rock group), or a writer (living or dead). Or you can use any name from the previous lesson where scholars, composers, and writers were introduced (Шекспир — писатель?). If B doesn't know, she'll say so and ask Кто он? and A will tell her. Then A asks about another scholar/composer/writer, and B interrupts C's conversation with his partner and says «Саша, извини, я тебя перебыю. Что ты знаешь о...?» Everybody in the class interrupts everybody else.

Recall that if a name ends in a vowel other than -а, it is indeclinable. Also, note that if the last name of a woman ends in a consonant (e.g. о профессоре Смит), the name is indeclinable (though if it is a man's name it is a #-declension noun (о профессоре Смита). If B misunderstands and gets the sex of the person wrong (by saying Я ничего не знаю о нём instead of о ней), A can say Это она, а не он! 'It's a she, not a he.'



## 1. LANDMARKS

- П: Маша, Белый Дом находится в Вашингтоне? Masha, is the White House in Washington?  
 М: Да, конечно! Yes, of course!  
 Все знают, что Белый Дом находится Everybody knows that the White House is  
 в Вашингтоне. located in Washington.

You don't have to learn these names, but you should be able to recognize them and pronounce them:

Landmarks	Cities	Landmarks	Cities
Кремль	Москва	Лувр	Париж
музей «Эрмитаж»	Ленинград	музей «Прадо»	Мадрид
Пизанская башня	Пиза	Эйфелева башня	Париж
университет «Сорбонна»	Париж	Гарвардский университет	Кембридж
Большой театр	Москва	Ватикан	Рим
Колизей	Рим	автомобиль «Форд»	Детройт

Now ask where these landmarks are and in what countries the cities are located.

GRAMMAR: The two words *что́* and *что*.

The stressed word *что́* means 'what', as in *Что́ это?* 'What's that?'  
 The unstressed word *что* means 'that', and introduces clauses. In normal-speed connected speech it is pronounced with the vowel we have at the end of *sofa*.  
 In English you can omit 'that', but you don't normally omit *что* in Russian.

Я знаю, что́ Маша говори́ла. I know what Masha was saying.  
 Я знаю, что Маша говори́ла. I know [that] Masha was talking.

## 2. VERB REVIEW

- П: Вы́ учите́сь в э́том университе́те? Do you study at this university?  
 С: Да́, я учу́сь в э́том университе́те. Yes, I study at this university.  
 П: А Ма́ша? What about Masha?  
 С: Она́ то́же учите́сь в э́том университе́те. She studies at this university, too.  
 П: А Со́ня и Ната́ша? What about Sonya and Natasha?  
 С: По-мо́ему, они́ все́ учате́сь в э́том университе́те. I think they all study at this university.  
 П: Ма́ша, э́то пра́вда? Masha, is that true?  
 М: Да́, э́то пра́вда. Мы́ все́ учимся Yes, it is. We all study at this university.  
 в э́том университе́те.  
 П: А́ня, спроси́те Во́лody, он учите́сь Anya, ask Volodya if he studies at this  
 в э́том университе́те? university.

Repeat: Вы́ зна́ете, что Ва́ня говори́т по-испа́нски? Вы́ живёте в э́том го́роде? Вы́ говори́те по-фра́нцу́зски?

## 3. LOOK IT UP IN THE DICTIONARY!

- С: Ма́ша, ка́к сказа́ть *chair* по-ру́сски? Masha, what's 'chair' in Russian?  
 М: Я пло́хо зна́ю ру́сский язы́к. I don't know Russian very well.  
 Посмотри́ в слова́ре! Look [it up] in the dictionary!  
 С: В ка́ком слова́ре? In what dictionary?  
 М: В а́нгло-ру́сском слова́ре. In an English-Russian dictionary.

Do this conversation using various foreign words you know, e.g. *Buenas dias*, *Au revoir*, *Auf Wiedersehen*, *pizza*, *pâté de fois gras*, etc.

PRONUNCIATION: Secondary stress

Most Russian words contain only one stress. Some compound words contain two; since the first one is normally less prominent, it is called *secondary stress*. Here are some more examples:

фра́нцу́зско-ру́сский    неме́цко-ру́сский    ру́сско-а́нглийский    япо́нско-ру́сский

## 4. WRITING: The short answer comes last.

Note how this word-order difference in Russian corresponds to the difference between *a* and *the* in English.

Что́ на столе́? — Кара́ндаш. На столе́ кара́ндаш. There's *a* pencil on the table.  
 Где кара́ндаш? — На столе́. Кара́ндаш на столе́. The pencil is on the table.

Translate:

There's a pen (lying) on the table. The book is (lying) on the chair. There's a book (standing) on the table. There's a pencil (standing) in the glass. The letter is in the envelope. There's a letter in that envelope. The book is in my right hand.

## 5. TRANSLATION

Where's the pen? On the table. It's lying on the table. On which table? That one (*repeat the preposition на*). The big one. The little one. Who put it on the table? Who put it there? Where? On the table. On what table? On the small one. I think Masha did. No, not Masha. It was Sasha, who put the pen on the table. It was Sasha, not Masha, [who] put it on the table. It's a very good pen. Who's pen is it? Is it Masha's pen? No, it's not Masha's pen. I think it's Sasha's pen. What do you think? I don't know whose pen it is. Ask Natasha. Maybe she knows whose pen it is. Natasha! Excuse me for interrupting. . .

## 6. CONVERSATION TOPIC

Use *ты*-forms. Greet your partner informally (*Приве́т! Ка́к дела́?*). Ask politely (*use не зна́ешь?*) if she happens to know where various objects are. She asks which thing it is, what it's on, whose it is, how to say it in French, etc.



Кто это? Это туристы из Монголии.  
 Они говорят по-монгольски.