

1. YOURS AND MINE

П: Сáша, спросите Máшу, гдé письмó.

Sasha, ask Masha where the letter is.

С: Мáша, гдé письмó?
како́е

Masha, where's the letter?
neuter of како́й (*fem.*: како́я)

М: Како́е письмó?
моё

What letter?
neuter of мо́й (*fem.*: мо́я)

С: Моё письмó.
твоё

My letter.
neuter of тво́й (*fem.*: тво́я)

М: Я́ не зная́, гдé твоё письмó.

I don't know where your letter is.

Repeat, using various objects, and add the new word *уче́бник* 'textbook'.

SPELLING: /y/

The letter й represents the consonant /y/ (as in English 'boy'). It is used when no vowel follows.

мо́й /móy/ како́й /kakóy/ чита́й /'čítáy/ чита́йте /'čítáy'ti/

When no consonant precedes, и е ё я ю (but not initial и, e.g. икра́ /ikrá/) represent /y/ plus a following vowel.

мо́я /moyá/ како́я /kakóya/ чита́ю /'čítáyu/ яйцо́ /yáycó/

The letter и represents a vowel (a syllable). Thus, мо́й is two syllables long, while мо́й is one syllable long.

Listen and imitate.

мо́й	тво́й	буржу́й	трамва́й
мо́и	тво́и	буржу́и	трамва́и

GRAMMAR: Adjective agreement

Adjectives are said to *agree* with the nouns they modify. It is the gender of the noun (not its declension class) that determines what ending the adjective must have; compare мо́й Сáша (man) with мо́я Сáша (woman). The endings on мо́й 'my' are identical to those on тво́й 'your' (*informal*). There is no distinction in the pronunciation of the final vowel of neuter and feminine adjectives when unstressed; the final vowel of /váša/ (ва́ша and ва́ше), for example, sounds like something between the *a* of *sofa* and the *i* of *bit*. Likewise, the final vowels of како́я and како́е sound the same.

	what		my		your (formal)	
<i>masculine:</i>	/kakóy/	како́й стака́н?	/móy/	мо́й стака́н	/váš/	ва́ш стака́н
<i>feminine:</i>	/kakóya/	како́я ру́чка?	/moyá/	мо́я ру́чка	/váša/	ва́ша ру́чка
<i>neuter:</i>	/kakóya/	како́е кольцо́?	/moyó/	моё кольцо́	/váša/	ва́ше кольцо́

INTONATION: Self test

Listen. Write "?" if you hear a question, "!" if you hear an emphatic statement, and "." if a neutral statement.

Answers below. ¹	1. Это ваше кольцо	4. Это ваша ручка	7. Это твоя ручка	10. Это ваш
	2. Это ваше кольцо	5. Это твоя ручка	8. Это твой	11. Это ваша
	3. Это ваше кольцо	6. Это твой карандаш	9. Это твой	12. Это твой

2. IS THIS YOURS?

П: Э́то ва́ше кольцо́?

Is this your ring?

С: Да́, моё. (Не́т, не моё.)

Yes, it is. (No, it isn't.)

When the students ask each other, the yes-no tune goes on твоё; when they ask the teacher, it goes on ва́ше. The sentence Э́то моё means 'That's mine'. (Russian doesn't distinguish between my/mine, your/yours, etc.)

3. PUT OUT MORE FLAGS.

П: Ма́ша, како́й э́то фла́г?

Masha, what flag is this?

М: Америкáнский. Э́то америкáнский фла́г.

American. That's the American flag.

Use вино́, кни́га, слова́рь, уче́бник, газе́та. Note: unstressed -ское and -ская sound the same.

1: !? 2? 3. 4? 5. 6? 7! 8! 9. 10? 11? 12?

4. SPELLING ALOUD

С: Как сказать «dictionary»?	How you say 'dictionary'?
П: Словáрь. (по) слогáм	Словáрь. <i>Dative Plur. of слóг</i>
С: Как это по слогáм? ¹	How do you spell it?
П: /sló vář'/ произно́сится	/sló vář'/ <i>3rd Sing. of произно́ситься</i>
С: А как это произно́сится?	How do you pronounce it?
П: /slavář'/	/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-вут 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: Мáша, что́ это?	Masha, what's that?
М: Простите, Нина Степáновна, я не знаю. другóго	I'm sorry, Nina Stepanovna, I don't know. <i>Accusative of другóй 'other'</i>
Спросите, пожа́луйста, когó-нибудь другóго.	Please ask somebody else.

The teacher asks various questions (Что́ значит слóво ____? Кто́ это? Как егó зовут? Где ____? Какой́ это фла́г?). 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/	предста́вила	/přitstávíla/
пóлька	/pól'ka/	О́льга	/ól'ga/	предста́вили	/přitstávíli/
бóлт	/bólt/	мотоци́кл	/matacíkl/	переда́л	/přídál/
вóльт	/vólt/	бино́кль	/bínókl'/	переда́ли	/přídáli/

6. TAKING THINGS

П: Где яйцо́?	Where's the egg?
М: Во́т оно́. возьми́те	There/Here it is. <i>Imperative of взять</i>
П: Возьми́те, пожа́луйста. Са́ша, кто́ взял яйцо́?	Take [it], please. Sasha, who took the egg?
С: Мáша.	Masha.
П: Кто́?	Who?
С: Егó взяла́ Мáша.	Masha took it.

Substitute objects of various genders: учебник, словáрь, газéта, кнiга, фла́г, вино́, etc.

7. REVIEW: Past tense. Answer "Yes, I did" by repeating the verb, e.g. Да́, передалá.

Вы́ переда́ли яйцо́?	Вы́ предста́вили Натáшу?	Вы́ повто́рили слóво?
Вы́ чита́ли кнiгу?	Вы́ взяли́ вино́?	Вы́ спроси́ли Пéтю?

Now give a full answer, with the pronoun (eё fem. or егó masc./neut.) before the verb, e.g. Да́, я её передалá.

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

1. по слогáм, *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?

учил 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.	<i>Past of учить</i> Sasha, who taught you to read Russian? <i>Prepositional case of школа</i> My teacher in school taught me. Masha, who taught you to speak German? <i>Prepositional case of университет</i> My instructor at the university taught me.
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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 /fʃkɔʃʲi/, в университете /vɯnʲivʲirsʲitʲɛtʲi/

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/
	ши /ʃi/	цы /ci/	мац /mac/	роц /roc/
	ти /ʲti/	ти /ʲti/	мать /matʲ/	роть /rotʲ/
	щи /ʃʲi/	чи /ʲci/	мач /maʲtʲ/	рочь /roʲtʲ/

2. HARD AND EASY

трудный П: Это трудный урок? лёгкий этот М: Нет. Этот урок лёгкий. Substitute: упражнение 'exercise' язык 'language' книга	<i>fem.:</i> трудная, <i>neut.:</i> трудное Is this a hard lesson? <i>fem.:</i> лёгкая, <i>neut.:</i> лёгкое /ʲɔxk-/ <i>fem.:</i> эта, <i>neut.:</i> это No. This lesson is easy.
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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, моё. 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>Stressed</i>	<i>Stem final -к-</i>
<i>NSg. masc.</i>	трудн-ый	как-ой	русск-ий
<i>NSg. fem.</i>	трудн-ая	как-ая	русск-ая
<i>NSg. neut.</i>	трудн-ое	как-ое	русск-ое
<i>ASg. fem.</i>	трудн-ую	как-ую	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?

Is this his book?

С: Нет, не его.

No, it isn't.

чьѧ

masc.: чѧй, neut.: чьѧ

П: Чьѧ это книга?

Whose book is this?

С: По-моѧму, это Мѧшина книга.

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

PRONUNCIATION: Ъ before vowel letters

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

чѧй / ч'ѧй/ чьѧ / ч'ья/ чьѧ / ч'ю/

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

GRAMMAR: Possessives

The possessives его (pronounced /yivó/) 'his' and еѧ '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

еѧ учебник

еѧ письмо

еѧ книга

еѧ книгу

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

моѧ учебник

моѧ письмо

моѧ книга

моѧ книгу

вѧш учебник

вѧше письмо

вѧша книга

вѧшу книгу

ѧтот учебник

ѧто письмо

ѧта книга

ѧту книгу

Сѧшин учебник

Сѧшино письмо

Сѧшина книга

Сѧшину книгу

4. MORE CAVIAR

П: Сѧша, попросите у неѧ икру.

Sasha, ask her for the caviar.

С: Мѧша, передаѧй, пожалуйста, икру.

Masha, pass the caviar, please.

М: Какую икру?

What/Which caviar?

С: Вот ѧту икру.

This/That caviar.

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

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

П: Мѧша, попросите Сѧшу перевести предложение номер семь.

Masha, ask Sasha to translate #7.

М: С удовольствием. Сѧша, 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 <i>книгу</i> ?		
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 *переведите* when you mention a specific thing (as in the 2nd sentence); otherwise, use *переводите* (as in the 1st):

слушайте
язык

Imperative 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 хороШО́. 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: Сáша, чтó знáчит слóво «кнѳга»?

C: По-мóему, слóво «кнѳга» знáчит book.

or: чѳстно

Чѳстно говорѳ, я не знáю.

Спросѳ кóгó-нѳбудь дрóгóго.

Sasha, what does the word кнѳга mean?

I think the word кнѳга 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 Понимáешь? 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 (моё кнѳгу, вáшу кнѳгу) for all the words listed in № 1.

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 -y (-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 Она́ здесь 'It is here' instead of Газета́ здесь 'The newspaper is here', you have to choose from among three pronouns: он 'he, it', она́ 'she, it', and оно́ '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* (она́), and *neuter* (оно́).

<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 она́.	Where's the pen? There it is.
	Где Маша?	Вот она́.	Where's Masha? There she is.
<i>neuter:</i>	Где письмо́?	Вот оно́.	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 any a-declension noun is masculine if the noun refers to a male human being, *e.g.* nicknames like Пётя 'Pete' and nouns like папа 'Dad'.

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> ма́ма.	That's <i>my</i> Mom.
<i>neuter:</i>	Это <i>моё</i> письмо́.	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>моё</i> письмо́.	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.

	<i>Ordinary</i>			<i>Special</i>		
<i>Nom.Sg. masc.</i>	како́й	ру́сский	тру́дный	мо́й	ва́ш	че́й
<i>Nom.Sg. neut.</i>	како́е	ру́ское	тру́дное	моё	ва́ше	чеё
<i>Nom.Sg. fem.</i>	кака́я	ру́ская	тру́дная	моя́	ва́ша	ча́ья
<i>Acc.Sg. fem.</i>	какую́	ру́скую	тру́дную	мою́	ва́шу	ча́ью

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.)

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

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

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

американский (8)	лёгкий (10)	простить (7)
английский (8)	ложка (8)	прочитать (8)
англо-русский (11)	мексиканский (8)	пятнадцать (11)
в (10)	мой (7)	расслышать (7)
ваш (9)	на (8)	русский (11)
взять (9)	на «ты» (7)	семнадцать (11)
видеть (11)	немецкий (8)	словарь (8)
вилка (8)	нож (8)	слушать (11)
вон (11)	номер (7)	советский (8)
восемнадцать (11)	одинадцать (8)	твой (9)
вот (8)	ой (7)	тринадцать (11)
все (8)	они (11)	трудный (10)
вслух (8)	оно (8)	турецкий (8)
говорить (7)	ответ (7)	у (попросить у...) (8)
двадцать (11)	перевести (7)	университет (10)
двенадцать (8)	переводить (11)	упражнение (10)
девятнадцать (11)	передать (8)	урок (10)
другой (9)	писать (10)	учебник (9)
дыня (8)	писаться (9)	учительница (10)
еще (8)	по-китайски (11)	учить (10)
и 'also' (8)	полный (7)	флаг (8)
израильский (8)	польский (8)	французский (8)
икра (8)	по-моему (10)	чей (10)
испанский (8)	по-немецки (10)	честно говоря (11)
итальянский (8)	попросить (8)	четырнадцать (11)
камень (8)	по слогам (9)	что-нибудь (8)
канадский (8)	предложение (7)	шестнадцать (11)
китайский (8)	представить (7)	школа (10)
конечно (8)	приятно (7)	этот (10)
кто (7)	произноситься (9)	язык (10)



В компьютерной лаборатории.
Как пишется это слово?



В лингафонном кабинете.
Как произносится это слово?

1. THE PREPOSITIONAL CASE

(о) предлѳжном падежѳ
расскажѳйте
М: Ивѳн Петрѳвич, расскажѳйте, пожѳлуйста,
о предлѳжном падежѳ.

(о) нѳм
П: Я мѳло знѳю о нѳм.

М: Жѳль.
(о) рѳсской граммѳтике
Я ничегѳ не знѳю о рѳсской граммѳтике.

П: Спросѳйте Нѳну Степѳновну.

(о) нѳй
Онѳ мнѳго о нѳй знѳет.

Prepositional of предлѳжный падеж
Imperative of рассказѳть
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 рѳсская граммѳтика
I don't know anything about Russian grammar.
Ask Nina Stepanovna.

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

Practice the sentence Я ничегѳ не знѳю о рѳсской граммѳтике by substituting the Prepositional case forms of the following language names, being careful to pronounce the unstressed ending -ой as /ay/ (/a/ like the a in sofa), not as /ou/: кѳтѳйский, немѳцкий, францѳзский, пѳльский, турѳцкий.

GRAMMAR: The Prepositional case

	<i>Adj.</i>	<i>Noun</i>
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.)

<i>masculine & neuter</i>	<i>feminine</i>
1. о предлѳжном падежѳ (падежѳ)	о рѳсской граммѳтике (граммѳтика)
2. о вѳшем учебнике (учѳбник)	о вѳшей кнѳге (кнѳга)
3. о моѳм учебнике (учѳбник)	о моѳй кнѳге (кнѳга)
4. об ѳтом учебнике (учѳбник)	об ѳтой кнѳге (кнѳга)
5. об ѳтом яйцѳ (яйцѳ)	
6. о моѳм пѳпе (пѳпа)	о моѳй мѳме (мѳма)

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 VII.)

Example 3. illustrates the spelling ѳ after vowels and the irregular ending -ѳй for моѳй and твоѳй.

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 (пѳпа 'dad'), which requires a masculine adjective.

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

П: Чтѳ вы знѳете об албѳнской граммѳтике?

М: Об албѳнской граммѳтике? Я ничегѳ не знѳю об албѳнской граммѳтике.

Substitute: кѳтѳйский англѳйский немѳцкий испѳнский пѳльский францѳзский

Repeat, using the word языкѳ instead of граммѳтика. Then mix them up.

3. о нѳм (masc. & neut.), о нѳй (fem.). Substitute as in №2, above, but use the pronoun.

М: Об албѳнском языкѳ? Я ничегѳ о нѳм не знѳю.

Об албѳнской граммѳтике? Я ничегѳ о нѳй не знѳю.

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: америкáнский 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 вторóм флаге	/aftaróm/
карандáш	/karandáš/	об албáнском флаге	/abalbánskam/
до свидáния	/dasvidán'ija/	об америкáнском флаге	/aba'm'i'r'ikánskam/
молодéц	/malá'déc/	о столé	/asta'ľé/
говоря́	/gava'řá/	о доскé	/adask'é/

- (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: стакáн и лóжка sounds like «стакáн 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.

икрá	об икрé	именítельный	об именítельном падежé
инститúт	об инститúте	испáнский	об испáнском языке́
изра́ильский	об изра́ильском флаге	италья́нский	об италья́нском 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'ľé/	о яйцé	/ajijécé/
о письмé	/a'p'i'sm'é/	о ножé	/anažé/
о языкé	/ajizi'k'é/	о падежé	/apa'd'izé/
о доскé	/adask'é/	о карандашé	/akarandašé/
о вилке	/a'v'ilk'i/	о Сáше	/asáši/

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

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

газéта	о газéте	библиотéка	о библиотéке	флáг	о флáге
мéл	о мéле	сигарéта	о сигарéте	шкóла	о шкóле
Лéна	о Лéне	планéта	о планéте	пóл	о пóле
отвéт	об отвéте	стакáн	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 чéй or a possessive (e.g. Это Мáшина рúчка? — always with the proper yes-no question intonation). Include phrases like Чéстно говоря́. . ., Простите́, я не расслы́шала, etc. End with thanks & good-bye.