BEGINNING RUSSIAN

by

Richard L. Leed
Alexander D. Nakhimovsky
Alice S. Nakhimovsky

Second revised edition
Prepared by Richard L. Leed

Photographs by Richard Sylvester

Slavica Publishers, Inc.
Slavica publishes a wide variety of scholarly books and textbooks on the languages, peoples, literatures, cultures, folklore, history, etc. of the USSR and Eastern Europe. Some are listed on the last two pages of this book, for a complete catalog of books and journals from Slavica, with prices and ordering information, write to:

Slavica Publishers, Inc.
PO Box 14388
Columbus, Ohio 43214


All statements of fact or opinion are those of the authors and do not necessarily agree with those of the publisher, which takes no responsibility for them.

Printed in the United States of America.
CONTENTS

Lesson | Page
--- | ---
12. The prepositional case. | 40
Grammar: Prepositional case. |
Grammar: Location vs. motion; a Prop. vs. a Acc. Spelling rules for grammatical endings.
15. Where were you? Doing things in their proper places. | 45
Grammar: Location vs. motion; a Prop. vs. a Acc. Spelling rules for grammatical endings.
16. Have you ever been to Russia? Where? More ordinal numerals. | 48
17. Where is it located? I speak, you speak... Adjectival names. | 50
Grammar: Last names having adjectival endings.
18. Where do you live? About famous people. | 52
Grammar: Non-past verb endings. Prepositional case of personal pronouns, including κεφαλη.
19. Laying & standing things. Interrupting people. | 54
Grammar: Location vs. motion; a Prop. vs. a Acc.
20. Where do you go to school? Who put what where? Names of peoples. | 56
Grammar: εσ verbs. Inserted vowels.
21. Landmarks. Look it up in the dictionary! | 58
Grammar: ανω vs. ονω

III. GRAMMAR REVIEW: Prepositional case. Conjugation classes. | 60

22. Genitive case. Does this town have a library? Who's not here? It's not here. | 63
23. What color is it? Is this a black pen? Which one? What's our assignment? | 66
24. Can I ask a question? Excuse me... I don't have one like that. What day is it? | 67
Grammar: 'Haven't! people vs. places. Days of the week: Nominative.
25. I have a question. Both... and... Assignment for Wednesday. Look it up. | 68
Grammar: Animacy: η-declension Accusative. Genitive of and by: μα vs. ἐς days.
26. Where's this letter from? Yes, I know him. | 70
Grammar: Genitive with prepositions με and με. Prepositions μερες/μετε vs. possessives ερεχες/ε.
27. Masha took it. What aspect is this verb? All Verb practice. | 71
28. Masha took it. She took her book. Where are my books? Plurals. | 73
29. He went to the library. Where are you from? What's the quiz on? I know all. | 75
Grammar: 'Ο a day: a = Accusative.
30. He went to the library. Returning. He lost his book. There wasn't any. That's not so. | 77


31. Dative case. Giving and receiving. | 82

32. Giving gifts. What do you need? What's that again? (Case review.) | 85
Grammar: Using the dictionary: irregular forms. ημερ rape vs. οποιαμερ.
33. Call Misha's brother. Verbs. You'll need a ticket. I was ill. Where were you? | 87
34. Who are you writing to? I'll do it tomorrow. From the concert. Case review. | 90
Grammar: The preposition με + Genitive with nouns. Word study: με vs. με α.
35. The Three Bears. Call and ask! Verbs. | 92
Grammar: Aspect in the past tense. Word study: μερες vs. μετε vs. μέτε.
36. It's cold. How boring! Drawing things and people. | 94
37. What did you do yesterday? Are you doing exercises? What did you do? I know it. | 96
Grammar: Future Imperfective.
38. Putting things in their place. What's the capital? Case review. | 98
39. Have you ever read this book? Have you been there? Conjugation. I'll do it. | 100
Grammar: Aspect usage: questions out of the blue.
40. The wrong one. He went to the doctor's. Months. | 101
Grammar: People's places: μ α = Dative and μ γ = Genitive.

VI. GRAMMAR REVIEW: Instrumental case... | 121

41. What are you studying? He's very interested in it. Months, Languages. | 107
Grammar: Verb government: Instrumental case with assimilation and surpreposition.
42. Courses are you taking? Who's your teacher? Languages (case review). | 108
43. What are you writing with? Cutlery. Verb review. Also. | 109
44. What does she do? ΜJo, too. What do physicists do? I often do. | 110
45. Telephone conversation. People's names. Case review. | 112
46. Who were you with? It fell off the table. Eating. | 114
Grammar: The preposition με + Instrumental + Genitive.
47. It's under the table. I often do. I don't want to. | 115
Grammar: The preposition με + Instrumental + Genitive.
Grammar: Stress classes in nouns. Word study: κορόλινα vs. η κορόλινα.
49. Locating things and people. Such a pen. Everything & everybody. Preposition review. | 118
Grammar: Aspect pair: με + κορόλινα vs. με + κορόλινα.
## CONTENTS

**Lesson**

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>Genitive Plural. How many? We have only one. Arithmetic.</td>
<td>123</td>
</tr>
<tr>
<td>52</td>
<td>What is to be done? There's a lot of them. In the drawing.</td>
<td>125</td>
</tr>
<tr>
<td>53</td>
<td>How many? Two, five, and one. The classroom.</td>
<td>127</td>
</tr>
<tr>
<td>54</td>
<td>The seasons. Especially this one. Polite disagreement.</td>
<td>129</td>
</tr>
<tr>
<td>55</td>
<td>It's raining again. Sports. Beginning and ending.</td>
<td>131</td>
</tr>
<tr>
<td>56</td>
<td>Last night and tomorrow night. How long? We don't have any. Review: plurala</td>
<td>133</td>
</tr>
</tbody>
</table>

**VII. GRAMMAR REVIEW:** Summary of case endings. ........................................ 135

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>Take him to school. Verbs. Both &amp; neither.</td>
<td>138</td>
</tr>
<tr>
<td>58</td>
<td>The compass. Rivers. What's the date today? Review of Genitive Plural.</td>
<td>141</td>
</tr>
<tr>
<td>59</td>
<td>Drive him to school. What's summer like? Geography.</td>
<td>143</td>
</tr>
<tr>
<td>60</td>
<td>Going to the station. Going home. Republics.</td>
<td>145</td>
</tr>
<tr>
<td>61</td>
<td>Cities. Formal Introductions. Review: times of the day.</td>
<td>148</td>
</tr>
<tr>
<td>62</td>
<td>Going places. Accepting invitations. Declining invitations. Not going.</td>
<td>150</td>
</tr>
</tbody>
</table>

**VIII. GRAMMAR REVIEW:** Verbs: Consonant alternation; aspect pairs. ........................................ 152

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>63</td>
<td>The same as. What's the difference? More of the same.</td>
<td>155</td>
</tr>
<tr>
<td>64</td>
<td>They talk too fast. Case review. Genitive Plural review.</td>
<td>157</td>
</tr>
<tr>
<td>65</td>
<td>Musicians. But I thought.</td>
<td>159</td>
</tr>
<tr>
<td>66</td>
<td>Introductions (review). How did you like him? Athletes.</td>
<td>161</td>
</tr>
<tr>
<td>67</td>
<td>Going for something. Riding &amp; walking. Scholars.</td>
<td>163</td>
</tr>
<tr>
<td>68</td>
<td>Weather. I already did it. I'm still doing it</td>
<td>165</td>
</tr>
<tr>
<td>69</td>
<td>Climate. Predictable verbs. Prepositions (review).</td>
<td>167</td>
</tr>
<tr>
<td>70</td>
<td>We will, too. Verb practice. I didn't know that. Numerals (review).</td>
<td>168</td>
</tr>
</tbody>
</table>

**IX. GRAMMAR REVIEW:** Predictable verbs. Prepositions. ........................................ 169

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>Go to the store. Mini-conversations. I'll go get some. I went for them.</td>
<td>172</td>
</tr>
<tr>
<td>72</td>
<td>Where is it sold? How much did you pay for it? What does it cost?</td>
<td>174</td>
</tr>
<tr>
<td>73</td>
<td>Do you have any? Ring it up. What is it? Verb review -cat- Case review.</td>
<td>176</td>
</tr>
<tr>
<td>74</td>
<td>What time is it? Birthdays. I'll go and buy some. Aspect exercise.</td>
<td>178</td>
</tr>
<tr>
<td>75</td>
<td>Solving the problem. Passing the final. A few. A little. Meals.</td>
<td>180</td>
</tr>
<tr>
<td>76</td>
<td>Set the table. Clear off the table. We'll have to clean up.</td>
<td>182</td>
</tr>
<tr>
<td>77</td>
<td>Let's go. How are you going? Verb practice: travelling.</td>
<td>184</td>
</tr>
<tr>
<td>78</td>
<td>Let him do it. Don't do it. I haven't done it yet. I didn't do it.</td>
<td>186</td>
</tr>
</tbody>
</table>

**X. GRAMMAR REVIEW:** *-с* verbs. Marginal cases. Imperative. Time expressions. ........................................ 188
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>79. Let's meet. It's time to be going. I don't feel like it.</td>
<td>191</td>
</tr>
<tr>
<td>Grammar: Telling time: the right side of the clock.</td>
<td></td>
</tr>
<tr>
<td>Word study: Correct vs. incorrect (in)correct (correct).</td>
<td></td>
</tr>
<tr>
<td>80. When do you get up? When did you get up? When does it start?</td>
<td>193</td>
</tr>
<tr>
<td>Grammar: Telling time: the left side of the clock. Genitive numerals.</td>
<td></td>
</tr>
<tr>
<td>81. Take it to the other room. Going to bed. The slumbered.</td>
<td>195</td>
</tr>
<tr>
<td>Word study: 1: Roome. 2: Cenote vs. y.</td>
<td></td>
</tr>
<tr>
<td>82. The department store. He wants her to. Take. What's he doing?</td>
<td>197</td>
</tr>
<tr>
<td>83. Do you have a room for rent? I don't smoke. Is there one? Masha did it.</td>
<td>198</td>
</tr>
<tr>
<td>84. Congratulations! What's your apartment like? Sitting &amp; lying down.</td>
<td>199</td>
</tr>
<tr>
<td>Grammar: Polite imperatives (imperatives).</td>
<td></td>
</tr>
<tr>
<td>Aspect pairs: Possessive, possesse, etc. etc. and their partners.</td>
<td></td>
</tr>
<tr>
<td>85. Going to be &amp; getting up. Starting &amp; ending. I'd rather do something else.</td>
<td>201</td>
</tr>
<tr>
<td>Grammar: Numerical inversion 'approximately'.</td>
<td></td>
</tr>
<tr>
<td>XI. GRAMMAR REVIEW: Roots. Verb groups. Vrona. Syntax of numerals</td>
<td>203</td>
</tr>
<tr>
<td>88. How old are you? When were you born? Wars and revolutions. Aspect review.</td>
<td>208</td>
</tr>
<tr>
<td>89. If you don't object... If Sasha comes... If the weather's nice...</td>
<td>209</td>
</tr>
<tr>
<td>Grammar: Unreal conditional: If a + a.</td>
<td></td>
</tr>
<tr>
<td>90. If he isn't coming... If he hadn't come... Case review.</td>
<td>210</td>
</tr>
<tr>
<td>91. Your colleague has come. Hoping &amp; wishing. Too bad. If it weren't for him.</td>
<td>211</td>
</tr>
<tr>
<td>92. We're late. Not doing things. One sentence out of two. I don't want it</td>
<td>212</td>
</tr>
<tr>
<td>Grammar: Present deverb adverbs.</td>
<td></td>
</tr>
<tr>
<td>Word study: Noworky.</td>
<td></td>
</tr>
<tr>
<td>93. We're late. We're (too) late. The extended family. Aspect review.</td>
<td>214</td>
</tr>
<tr>
<td>94. Getting married. Prefix practice: upre- vs. yr.</td>
<td>215</td>
</tr>
<tr>
<td>Grammar: Past vs. present deverb adverbs.</td>
<td></td>
</tr>
<tr>
<td>XII. GRAMMAR REVIEW: Simple &amp; prefixed verbs of motion. Conditional.</td>
<td>216</td>
</tr>
<tr>
<td>Grammar: 1: Joxonas. 2: Comparative of adverbs. 3: Than.</td>
<td></td>
</tr>
<tr>
<td>Grammar: Boywom.</td>
<td></td>
</tr>
<tr>
<td>96. Good food. Even more. Than.</td>
<td>222</td>
</tr>
<tr>
<td>97. A little cheaper. How difficult! What a hot summer!</td>
<td>224</td>
</tr>
<tr>
<td>Grammar: Non-comparatives.</td>
<td></td>
</tr>
<tr>
<td>98. How do you get there? The streetcar stop. Aspect. Short adjectives.</td>
<td>225</td>
</tr>
<tr>
<td>99. The best. Spending time. Which is bigger. Richer or poorer.</td>
<td>226</td>
</tr>
<tr>
<td>Grammar: Short past passive participles.</td>
<td></td>
</tr>
<tr>
<td>101. There is nobody. Something to write with. Nothing to wear. Thir.</td>
<td>230</td>
</tr>
<tr>
<td>102. Has anyone been here? Genitives. Something.</td>
<td>232</td>
</tr>
<tr>
<td>Grammar: tso vs. mluzy.</td>
<td></td>
</tr>
<tr>
<td>XIII. GRAMMAR REVIEW: Comparative. Superlative. Prefixes pro-, per-, le., -a-.</td>
<td>234</td>
</tr>
<tr>
<td>103. You don't have to. I'll do it anyway. You mustn't. When.</td>
<td>238</td>
</tr>
<tr>
<td>Grammar: Hêzo and solu with me.</td>
<td></td>
</tr>
<tr>
<td>104. When? You shouldn't have. Buttered bagels.</td>
<td>240</td>
</tr>
<tr>
<td>105. It's not allowed. How long? Auditions. High and low voices.</td>
<td>243</td>
</tr>
<tr>
<td>106. I never saw you. If/whether. It's all the same.</td>
<td>245</td>
</tr>
<tr>
<td>107. I don't know how. She wants you to. Voting.</td>
<td>248</td>
</tr>
<tr>
<td>Grammar: Instrumental complements. Present active participles.</td>
<td></td>
</tr>
<tr>
<td>108. After he came. From... to... Invitation to breakfast.</td>
<td>251</td>
</tr>
<tr>
<td>Grammar: Introducing time clauses. C... 20... in time expressions.</td>
<td></td>
</tr>
<tr>
<td>Word study: Hepej vs. do.</td>
<td></td>
</tr>
<tr>
<td>109. I don't understand it. I won't argue. About the fact that...</td>
<td>254</td>
</tr>
<tr>
<td>Grammar: Correlative constructions with to, wro.</td>
<td></td>
</tr>
<tr>
<td>Word study: Ciova.</td>
<td></td>
</tr>
<tr>
<td>110. Buy one for me. In spite of. All gone. Each other.</td>
<td>256</td>
</tr>
<tr>
<td>Grammar: More correlative constructions.</td>
<td></td>
</tr>
<tr>
<td>XIV. GRAMMAR REVIEW: Participles. Action-type perfectives. Sentence types.</td>
<td>258</td>
</tr>
</tbody>
</table>
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 See, by Boris Zhukov; 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.

Exceller Software Corporation
233 Langmuir Lab
Brown Road
Ithaca, NY 14850

Prof. Richard L. Lead
Dept. of Modern Languages
Morrill Hall
Cornell University
Ithaca, NY 14853

The authors wish to thank the following people for their help in preparing the second edition: Clifford Flannery, Laura Goering, Mark Green, Gerald Greenberg, Slava Paperno, Victoria Tsirmeshov, Ludmilla Volnova, Katya Wyner, and, in particular, Lora Paperno. All photograph credits go to Richard D. Sylvester. We are grateful to the Department of Modern Languages and Linguistics of Cornell for the use of their facilities and to the Consortium for Language Learning and Teaching for their support in making the audio recordings.
LESSON 1

DIALOG ROLES: II = Преподаватель 'instructor', C = Студент 'undergraduate student'

1. WHAT'S YOUR NAME?

(a) Answer in English.

II: What's your name?
C: Mary Smith.

(b) Answer in Russian.

II: Кто вы?
C: Я Mary Smith.

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

II: Кто вы?
C: Я Mary Smith. Aа?
II: Aа Mary Петрович.

INTONATION: Question-word questions and a-questions

Questions beginning with a question-word (e.g. как 'how') have a high falling tone. 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 (↓).

Кто вы?
Aа Mary Петрович?

If you repeat the question to another person, you can stress как 'how', like your in English:
Aа как Mary Петрович?

In questions beginning with the word как 'and' (with no question-word) the pitch dips down and then rises:
Aа как?
And what's your name?

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., Mr., Mrs., Miss'. The middle name is called the patronymic, because it is derived from the father's first name; thus, the father of Ivan Petrovich has the first name Ivan. The patronymic of a woman generally has the suffix -овна rather than -ова, so Ivan's sister would have the patronymic Евгения.

GRAMMAR: Dictionary forms

In the right-hand column of the dialog, 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 they is the Accusative case of the word they (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 men's they... is 'They call me... and the word men's' me is the direct object of the verb 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 академик.
LESSON 1

2. WHAT'S THAT?

П: Постоянным, почему тот ручка.

C: Это ручка.

Repeat, using the following words:

Газета - 'newspaper' 
Часть - 'part' 
Еда - 'food'

П: Это ручка? 

C: Да, это ручка.

Repeat, using the following words:

Что это? 
Кто это? 
Что вы?

П: Это ручка?

C: Да, это ручка.

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' 
Нога - 'leg' 
Книга - 'book' 
Яйцо - 'egg'

Now repeat all the above exercises using the following words:

Стакан - 'glass' 
Бумага - 'paper' 
Обёрточная бумага - 'envelope' 
Шариковая ручка - 'pencil'

3. WHERE IS IT?

П: Где ручка?

C: Где ручка?

П: Кто это?

C: Это я.

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

П: Где ручка? 

C: Где ручка? 

П: Кто это?

C: Это я.

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, falling pitch.

Neutral: Это машина. Это стакан.
Emphatic: Это машина. 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 form.

Nouns like ручка belong to the a-declension because the vowel -а follows the stem.

Nouns like вино belong to the o-declension because the vowel -о follows the stem.

Nouns like стакан belong to the zero declension because no vowel follows the stem.

LESSON 2

1. REVIEW: Dialog 1(e) 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 -a.

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

1. П - Пономарёв, Евгений Петрович (student) 
M - Мисюн, Иван Николаевич (teacher) 
C - Вася (classmate) 

П: Здравствуйте! Как вас зовут?
М: Меня зовут Мисюн. А вас?
П: Меня зовут Пономарёв.

Go around the class and then do this:

П: Мася, спросите его, как его зовут. 
М: Кто это?
П: Маша, спросите ее, как ей зовут. 
М: Кто это?
П: Маша, спросите его, как его зовут.

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

П: Саша, спросите её, кто это.
М: Кто это?
П: Хорошо.

Sasha, ask her what this is.

Russian: Маша, кто это?
English: Masha, who is this?

4. ADDRESSING THE TEACHER: Name and patronymic

П: Спросите меня, кто это.
C: Иван Петрович (teacher's name), кто это?

Ask me what this is.

5. THE ALPHABET: Pronouncing the names of the letters

П: Это буква в. Какая это буква?
М: Это буква в.
П: Это буква в. Какая это буква?
М: Это буква в.

This is the letter 'v'. What letter is this?

П: А это.
М: Это буква в.
П: Это буква в. Какая это буква?
М: Это буква в.

This is the letter 'а'. What letter is this?

П: А это? 
М: Напишите: Это буква в. П: А это? 
And therefore: Это буква в. 

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

1. Use the pronoun тобо (thou) and the form запасаться (to address people of greater age and/or status, e.g. your teacher); use the pronoun тебя (you) and the form запастись (without -ти) in addressing fellow students.
### LESSON 2

#### THE ALPHABET

The Russian alphabet (also called the Cyrillic alphabet) is listed below in alphabetical order, except for the letters я and я, which are not distinguished from each other in alphabetical listings such as dictionaries. The two dots over й й are used to show stress and elsewhere stress is marked with ' – e.g. й й, й й. й й is /j/. 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. а б в г д.

<table>
<thead>
<tr>
<th>Upper case letter</th>
<th>Lower case letter</th>
<th>English equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>А</td>
<td>а</td>
<td>a as in father</td>
</tr>
<tr>
<td>Б</td>
<td>б</td>
<td>b as in bet</td>
</tr>
<tr>
<td>В</td>
<td>в</td>
<td>v as in net</td>
</tr>
<tr>
<td>Г</td>
<td>г</td>
<td>g as in get</td>
</tr>
<tr>
<td>Д</td>
<td>д</td>
<td>d as in debt</td>
</tr>
<tr>
<td>Е</td>
<td>е</td>
<td>e as in yet</td>
</tr>
<tr>
<td>Ё</td>
<td>ё</td>
<td>e as in yet</td>
</tr>
<tr>
<td>Ж</td>
<td>ж</td>
<td>j as in seizure</td>
</tr>
<tr>
<td>З</td>
<td>з</td>
<td>z as in zoom</td>
</tr>
<tr>
<td>И</td>
<td>и</td>
<td>i as in machine</td>
</tr>
<tr>
<td>Й</td>
<td>й</td>
<td>y as in boy</td>
</tr>
<tr>
<td>К</td>
<td>к</td>
<td>k as in book</td>
</tr>
<tr>
<td>Л</td>
<td>л</td>
<td>l as in net</td>
</tr>
<tr>
<td>М</td>
<td>м</td>
<td>m as in net</td>
</tr>
<tr>
<td>Н</td>
<td>н</td>
<td>n as in net</td>
</tr>
<tr>
<td>О</td>
<td>о</td>
<td>o as in story</td>
</tr>
</tbody>
</table>

#### RUSSIAN FIRST NAMES

<table>
<thead>
<tr>
<th>Woman's name</th>
<th>Nickname</th>
<th>Full name</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Сана, Швра</td>
<td>Александра</td>
<td>Alexandra</td>
<td>Alexander</td>
</tr>
<tr>
<td>Ара, Ната</td>
<td>Александра</td>
<td>Alexandra</td>
<td>Alexander</td>
</tr>
<tr>
<td>Вера</td>
<td>Вера</td>
<td>Vera</td>
<td>Vera</td>
</tr>
<tr>
<td>Ирина</td>
<td>Ирина</td>
<td>Irina</td>
<td>Irina</td>
</tr>
<tr>
<td>Кира</td>
<td>Кира</td>
<td>Kira</td>
<td>Kira</td>
</tr>
<tr>
<td>Лада</td>
<td>Лада</td>
<td>Lada</td>
<td>Lada</td>
</tr>
<tr>
<td>Любовь</td>
<td>Любовь</td>
<td>Love</td>
<td>Love</td>
</tr>
<tr>
<td>Мария</td>
<td>Мария</td>
<td>Maria</td>
<td>Maria</td>
</tr>
<tr>
<td>Наталия</td>
<td>Наталия</td>
<td>Natalia</td>
<td>Natalia</td>
</tr>
<tr>
<td>Нина</td>
<td>Нина</td>
<td>Nina</td>
<td>Nina</td>
</tr>
<tr>
<td>Ольга</td>
<td>Ольга</td>
<td>Olga</td>
<td>Olga</td>
</tr>
<tr>
<td>Софья</td>
<td>Софья</td>
<td>Sofia</td>
<td>Sofia</td>
</tr>
<tr>
<td>Татьяна</td>
<td>Татьяна</td>
<td>Tanya</td>
<td>Tanya</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Man's name</th>
<th>Nickname</th>
<th>Full name</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Саша, Швра</td>
<td>Александр</td>
<td>Alexander</td>
<td>Alexander</td>
</tr>
<tr>
<td>Ара, Ната</td>
<td>Александер</td>
<td>Alexander</td>
<td>Alexander</td>
</tr>
<tr>
<td>Андрей</td>
<td>Андрей</td>
<td>Andrei</td>
<td>Andrei</td>
</tr>
<tr>
<td>Борис</td>
<td>Борис</td>
<td>Boris</td>
<td>Boris</td>
</tr>
<tr>
<td>Василий</td>
<td>Василий</td>
<td>Basil</td>
<td>Basil</td>
</tr>
<tr>
<td>Виктор</td>
<td>Виктор</td>
<td>Viktor</td>
<td>Viktor</td>
</tr>
<tr>
<td>Владимир</td>
<td>Владимир</td>
<td>Vladimir</td>
<td>Vladimir</td>
</tr>
<tr>
<td>Виктория</td>
<td>Виктория</td>
<td>Victoria</td>
<td>Victoria</td>
</tr>
<tr>
<td>Георгий</td>
<td>Георгий</td>
<td>George</td>
<td>George</td>
</tr>
<tr>
<td>Дмитрий</td>
<td>Дмитрий</td>
<td>Dmitry</td>
<td>Dmitry</td>
</tr>
<tr>
<td>Екатерина</td>
<td>Екатерина</td>
<td>Katherine</td>
<td>Katherine</td>
</tr>
<tr>
<td>Иван</td>
<td>Иван</td>
<td>Ivan</td>
<td>Ivan</td>
</tr>
<tr>
<td>Ксения</td>
<td>Ксения</td>
<td>Ksenia</td>
<td>Ksenia</td>
</tr>
<tr>
<td>Константин</td>
<td>Константин</td>
<td>Konstantin</td>
<td>Konstantin</td>
</tr>
<tr>
<td>Леша</td>
<td>Леша</td>
<td>Leha</td>
<td>Leha</td>
</tr>
<tr>
<td>Любовь</td>
<td>Любовь</td>
<td>Love</td>
<td>Love</td>
</tr>
<tr>
<td>Михаил</td>
<td>Михаил</td>
<td>Michael</td>
<td>Michael</td>
</tr>
<tr>
<td>Николай</td>
<td>Николай</td>
<td>Nikolay</td>
<td>Nikolay</td>
</tr>
<tr>
<td>Олег</td>
<td>Олег</td>
<td>Oleg</td>
<td>Oleg</td>
</tr>
<tr>
<td>Сергей</td>
<td>Сергей</td>
<td>Sergey</td>
<td>Sergey</td>
</tr>
<tr>
<td>Степан</td>
<td>Степан</td>
<td>Stepan</td>
<td>Stepan</td>
</tr>
<tr>
<td>Юлия</td>
<td>Юлия</td>
<td>Julia</td>
<td>Julia</td>
</tr>
<tr>
<td>Яков</td>
<td>Яков</td>
<td>Jake</td>
<td>Jake</td>
</tr>
</tbody>
</table>

1. Pronounced /kratkaya/' short й' – represents a consonantal sound, despite its name.
2. Pronounced /v'ordinyj znak/' hard sign' – an orthographical symbol representing no sound in itself.
3. Pronounced /ner'pol'nyj znak/' soft sign' – an orthographical symbol representing no sound in itself.
Cursive Writing: Upper case (continued)

ро ро ро ро
со со со со
на на на на
ур ур ур ур
ра ра ра ра
ха ха ха ха
на на на на
на на на на
на на на на
ше ше ше ше
ше ше ше ше
э э э э
юю юю юю юю
я я я я

Что это?
Это газета?
Да, это газета.
Нет, это не газета.
Это карандаш.
Где книга?
Книга здесь.
А мое?
Мое тоже здесь.
А где конверт?
Конверт там.
стакан стакан
письмо письмо
кница кница
винцо вино
яйцо яйцо
LESSON 3

1. SAYING HELLO: Pronounce здравствуйте with the sound /s/ at the beginning (not with /s/).
   П: Здравствуйте, Маша.
   М: Здравствуйте, Нина Степановна.
   П: Маша, спокойствуйте, вчера вы здоров.
   М: Здравствуй, как твое здоровье?
   С: Меня зовут Саша. А тебе?
   М: Меня зовут Маша.

2. GETTING NAMES WRONG
   П: Скажите, покажите, как зовут Лена?
   М: Нет, меня зовут не Лена, а Маша.
   П: Скажите, покажите, как зовут Пет Герман?
   М: Нет, меня зовут не Пет Герман, а Иван Петрович.
   П: Скажите, покажите, как зовут Иван Петрович?
   М: Нет, меня зовут не Иван Петрович, а Маша.

INTONATION: Yes-no questions

A yes-no question is one that solicits 'yes' or 'no' as an answer. The question is expected to be answered with a positive or negative response. The yes-no question is marked with a question mark at the end.

П: Это русчика?
   М: Да.
   П: Это Иван Петрович?
   М: Нет.

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.

3. GETTING THINGS WRONG

П: Саша, что стакан?
   С: Что это стакан?
   П: Саша, в него молоче.
   С: Вода "blackboard" пила "floor" нами "light" стоя "table".

Now switch to N. Use the proper intonation for the yes-no question: стакан? бутылка?

П: Саша, что бутылка?
   С: Саша, что стакан?
   П: Нет, что стакан, а ручка.
   С: Саша, что стакан?
   П: Что стакан?

The pronoun is optional in this expression.

That's fine, Sasha! Good for you!

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

4. PRONUNCIATION: Paired consonants

Pronounced as one word: /riˈstɑːt/.

The difference between Russian palatalized consonants and English consonants followed by y (as in yoga) is that palatalization (pronounced PALATIZATION) is produced simultaneously with the consonant, whereas in English the y-sound is a separate consonant. In other words, a palatalized n in Russian is a single sound and takes no longer to say than a plain n, while in English the combination np 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 t on both sides of the palatalized consonant, e.g. /niˈt/. 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 is followed by the letter t as it is in English, while 4 is followed by the letter   as it is in English,   as it is in English.

Notice in the above example (as in nу) that the vowel sound is considered the same, though the vowel letter differs. There are five basic vowel sounds in Russian, but two 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 works like this:

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Plain</th>
<th>Palatal</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i/</td>
<td>ɨ</td>
<td>ɨ́</td>
</tr>
<tr>
<td>/e/</td>
<td>ɘ</td>
<td>ɘ́</td>
</tr>
<tr>
<td>/о/</td>
<td>0</td>
<td>0́</td>
</tr>
<tr>
<td>/ы/</td>
<td>ɨ́</td>
<td>ɨ́́</td>
</tr>
</tbody>
</table>

5. READING PRACTICE

Listen and imitate each row of paired consonants.

Ни ты да ни ма ни са са
Ни ты да ни ма ни са са
Ни ты да ни ма ни са са
Ни ты да ни ма ни са са
Ни ты да ни ма ни са са
Как вас зовут?
Меня зовут Зоя
А её?
Её зовут Наташа
Как тебя зовут?
Меня зовут Дима
А его?
Его зовут Женя.
Какая это буква?
Это буква щ:
А это?
Это йр:
Кто это? Это Дима
А это? Это Ося.

Чайковский
Справинский
Моцарт
Бах
Толстой
Достоевский
Чехов
Шекспир
русский
советский
английский
американский
французский
немецкий
итальянский
испанский
LESSON 4

1. GETTING INFORMATION: Tell me please,…

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

Adverbial form of по-руцьки

'Ceiling' in Russian is потолок.

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

Now do it with one student talking to another:

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

'Служба' in Russian is чашка.

C: Служба.

S: Чашка.

Now, do it with another word: Window.

You’re welcome.

Пронунцию как оо.: /dav?dIlIva/ Goodbye.

2. PRONUNCIATION: Unstressed vowels

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

| 1. о ə | 2. э э |

(1) The letters ə and ə sound the same in unstressed position, and they are written as /ə/ 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 ə in father, but shorter. In other unstressed positions it sounds like the ə in soot. Thus, the letter ə in носок represents three different sounds, by virtue of its having three different positions in the word: the first two vowels sound just like those in носок.

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

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

<table>
<thead>
<tr>
<th>по-руцьки</th>
<th>потолку</th>
<th>спросите</th>
<th>спасибо</th>
<th>зовут</th>
<th>колоду</th>
</tr>
</thead>
<tbody>
<tr>
<td>носик</td>
<td>это</td>
<td>до свидания</td>
<td>хорошо</td>
<td>молодежь</td>
<td>ножкиauled</td>
</tr>
</tbody>
</table>

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. н = /n/, т = /t/, etc.). Listed below are the symbols which do not have the values usual to English orthography.

<table>
<thead>
<tr>
<th>Cyrillic</th>
<th>Transcription</th>
<th>Cyrillic</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>х</td>
<td>/k/ as in хорош /kax̂/</td>
<td>ж</td>
<td>/zh/ as in свеж /skjež/</td>
</tr>
<tr>
<td>ц</td>
<td>/ts/ as in комнат /kax̂tn/</td>
<td>ш</td>
<td>/w/ as in вила /važka/</td>
</tr>
<tr>
<td>ч</td>
<td>/ч/ as in чашка /čaška/</td>
<td>шь</td>
<td>/šw/ as in неж /njež/</td>
</tr>
</tbody>
</table>
3. READING PRACTICE: Read aloud in columns:

M: Маша, читайте, пожалуйста.
П: Не тяжел. Ещё роб. Так лучше.

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

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

4. NOT UNDERSTANDING

C: Йдку понимаю.
П: Не понимаете?
C: Нет. Не понимаю.

Where's the pen, Sasha?
In Person Singular
You don't understand.
No, I don't.

In Person Plural
Repeat [it], please.
Where's the pen?
The pen is on the left.

Locate various objects:

Слева
Справа

Informal Imperative of сказать
Informal 2nd Person Singular of понимать
Informal Imperative of повторить

GRAMMAR: Pronouns and verb endings

Verbs have endings that tell you who the subject is:

-шо means 'I' (1st Person Singular)
-иш means 'you (informal)' (2nd Person Singular)
-ше means 'you (formal)' (2nd Person Plural)

If the context makes it clear who the subject of the verb is, you can omit the pronoun subject (я, ти, он).

The addition of the ending -ен changes the informal imperative to formal:

Informal Imperative (Sing.)

сказать! 'tell'
попросить 'repeat'
смотри! 'read'

Formal Imperative (Plur.)

сказайте!
попросите!
смотрите!

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 tu-forms individually, you have to use us-forms (ending in -е).

5. SPELLING: Palatalization

When no vowel follows a consonant, the letter š (произн. šaš / произн. škók / '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 -ем is plain -э, not palatalized.)

Listen and imitate. Then read aloud.

щ /šč/  сл /šl/  шт /št/  шт /š/  повторять /попросить/ 'he will repeat'

Щ /šč/  Сл /šl/  Шт /št/  Ш /š/  Повторять /посмотреть/ 'to repeat'
LESSON 4

Cursive Writing: Read aloud, translate orally, and write these words in cursive.

ПАРК —— таосі —— пиоаак
ПИР —— кредіт —— плаєс
ПАСПОРТ —— рідно —— міжус
ПОРТ —— маркест —— фішка
ПІРІД —— садіст —— журнал
КОМП'ЮТЕР —— танк —— лиця
ОПЕРА —— момент —— інструмент
АМЕРИКА —— Мейсика —— Бостон
КОМБРИЖ —— Техас —— Нью-Йорк
ТАЙСАНЬ —— Шанхай —— Італія
МОСКОВА —— Чарльз —— Чаплин
МОТОР —— древа —— адрес
ТЕАТР —— рекорд —— демократ
ДОКТОР —— десерт —— маскаралді
КОСМОС —— орієстр —— маталгор

LESSON 5

1. Not Knowing

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

П: Саш, чо знаєш слів 'ручка'?
Sasha, what does the word 'ручка' mean?
C: Я не знаю.
I don't know.
П: Не знаєте? You don't know?
C: Ні, не знаю. Спосіб на, нюдакліста, Маша. No, I don't. Ask Masha, please.
Masha doesn't know either. When everybody gets tired of not knowing words, try other words.
(b) Now students can ask each other, omitting нюдакліста.

П: Маша, спосібте сою, чо знаєш слів 'бумага'.
Masha, ask Sonya what the word 'бумага' means.
М: Сою, ти знаєш, чо знаєш...?
(c) Now the students can ask the meaning of any word they choose.

П: Андріуша, спосібта Наталя, чо знаєш андерюша, ask Natasha what some word or other means.
М: Не, спосібте коро-нибубд, чо знаєш коро-нибубд сліво.
Petya, ask somebody or other (anybody) at all what some word or other means.

GRAMMAR: Accusative

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

SPELLING: If the dictionary form (Nominative) is -а, the Accusative will be -у; if -о, then -у.

In other words, if the stem ends in a plain consonant, use the plain indicator -у and -у 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, her, and there are used as the object of a verb (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: its pronounced /і/ (not /і/) in еі /іві/ and коро /каво/.

Nominative Accusative

ме —— л/ме
е —— е/ем
о —— о/ем
у —— у/ем
ты —— ты/ем
я —— я/ем

0-Inflected коро-нибубд somebody or other, anybody at all

Caution: Don’t try to use nouns from other declensions (like, for example, Нівса Петрою) 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. Спосібна, Маша/Ана. Say it as fast as you can.

СПОСІБНЯ, НЮДАКЛІСТА.

Маша —— Ана —— Саша —— Наталя —— я
Віра —— Катя —— Саша —— Коля —— ой
Ніна —— Таня —— Юра —— Еліна —— ой
Наталя —— Саша —— Михайло —— Віра —— коро-нибубд
LESSON 5

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

- факт — гаряк
- кео — баржок
- кофе — инженер
- телефон — машина
- филм — киноактёр
- фил — шоунесст
- скрубуру — аркет
- календарь — ангел
- револьвер — сигарета
- автомобиль — программа
- банкет — минута
- браслет — документ
- барометр — аквариум
- башня — спутник
- этаж — вода
- океан — виски
- климат — автор
- импорт — автор
- ресоры — керосин
- Нойтон — Модарт
- Бах — Дарвин

5. ALPHABET REVIEW

Recite the alphabet in groups of letters:

абв гдж кмн опрст тфхц шщь эю
1. COUNTING

Russian

П: Откройте, пожалуйста, книгу.
М: Как это на английском?
P: Page one.
М: А как сказать "zero"?
P: Ноль.
Закройте, пожалуйста, книгу.

Imitate each number individually, then practice counting in groups:
один, два, три,
четыре, пять, шесть,
семь, восемь, девять,десять.

2. PRONUNCIATION

(a) palatalized /ŋ/ /ŋ/
The tongue is further front in the mouth than it is with plain /r/.
Make the /ŋ/-sound together with the /r/, not after it (/r/ŋ/, not /ry/). NB Unstressed vowels, as in oemipe, are very short; the unstressed /u/ is like the vowel in hit, not see.

Listen, imitate, and then read aloud in columns:

<table>
<thead>
<tr>
<th>Повтори</th>
<th>/pətərviː/</th>
<th>Сережа</th>
<th>/səˈrɛʐə/</th>
</tr>
</thead>
<tbody>
<tr>
<td>трій</td>
<td>/tʃriː/</td>
<td>Андрюша</td>
<td>/ənˈdrjuːʃə/</td>
</tr>
<tr>
<td>четирé</td>
<td>/ˈtʃɪrɪ/</td>
<td>говори</td>
<td>/ɡəˈvɔri/</td>
</tr>
</tbody>
</table>

(b) Low-pitch у vs. high-pitch у

Neither of these sounds is like English ū with respect to pitch: у /u/ sound lower and у /u/ /u/ sounds higher. Make у with the tongue curled back, as in making an English u, make у with the tongue in the front of the mouth, as with palatalized consonants.

NB: The word uenam starts with the plain-sounding, low pitch у, 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:

<table>
<thead>
<tr>
<th>хорошо</th>
<th>/kɐˈʂɐʊ/</th>
<th>шесть</th>
<th>/ˈʂʲesʲ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>еді</td>
<td>/ɤdʲ/</td>
<td>шість</td>
<td>/ˈɕʲesʲ/</td>
</tr>
</tbody>
</table>

3. ARITHMETIC

Russian

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

Future of'll be' 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 /ˈwʲɛtvə/ 'It's nothing'
That's OK. (Don't be concerned about it.)
4. READING FAMILIAR WORDS

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

<table>
<thead>
<tr>
<th>место</th>
<th>дневник</th>
<th>книга</th>
<th>азбука</th>
<th>аспирин</th>
<th>журналист</th>
</tr>
</thead>
<tbody>
<tr>
<td>банк</td>
<td>машина</td>
<td>фильм</td>
<td>кава</td>
<td>атлас</td>
<td>центр</td>
</tr>
<tr>
<td>толк</td>
<td>институт</td>
<td>сигара</td>
<td>слуховой</td>
<td>физика</td>
<td></td>
</tr>
<tr>
<td>климат</td>
<td>пина-пойг</td>
<td>институт</td>
<td>сила</td>
<td>сун</td>
<td>Ольга</td>
</tr>
<tr>
<td>пить</td>
<td>гитара</td>
<td>диплом</td>
<td>спорт</td>
<td>пабс</td>
<td>Воля</td>
</tr>
</tbody>
</table>

5. CONVERSATION TOPIC

You are a teacher, so use constructions (formal), not tsa-forms. Your students should also use these forms. Ask your students to do and say the various things your teacher has been doing since the first lesson. Your name is Нина Терехова (or Наташа Харпова).

Use people's first names - a lot and say хорошо or хорошо, 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. Пожалуйста, не забывайте, сегодня).

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

<table>
<thead>
<tr>
<th>Questions</th>
<th>Requests</th>
<th>Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Как вас зовут?</td>
<td>Откройте книгу.</td>
<td>Не так.</td>
</tr>
<tr>
<td>Цто это?</td>
<td>Спросите ее/его.</td>
<td>Так лучше.</td>
</tr>
<tr>
<td>Это ручка?</td>
<td>Спросите кого-нибудь...</td>
<td>Очень хорошо!</td>
</tr>
<tr>
<td>Где ручка?</td>
<td>Повторите.</td>
<td>Отлично!</td>
</tr>
<tr>
<td>Понимаете?</td>
<td>Еще раз.</td>
<td>Молодец!</td>
</tr>
<tr>
<td>Что значит слово...?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| Это ручка или карандаш? | Is that a pen or a pencil? |
| Это стакан или чашка? | 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, works, worked, working. 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 an adjective in the phrase "market goods." And it functions as a verb in the sentence "They market their goods in Boston." 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-.-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-.-s) and the parts that change are called the endings (-s, -'s, -'s,-s).

An example from Russian: nouns in Russian are inflected for number and case. (We will ignore number for now.) The forms Макс and Макса consist of the stem Макс 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 Макса. This means that you should peel off the ending from Макс-а, which leaves you with the stem Макс, to which you add -y, which gives you the Accusative case form Макса.

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 (dishes-es), thus forming two classes of nouns. (Although we don't call them declension classes, this is the principle upon which such classification in Indo-European, i.e., 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: -n-declension, -o-declension, and zero-declension. The zero-declension is usually written with the cross-hatch symbol: -.declension.

Examples:

- н-declension: бобы, бобыт, гадёта, доски, коса, зебра, ручка, струна, купица, and all other nouns ending in -o or -а. Макса, Каза, Ната, Ан, Володя, ...
- o-declension: ая, коляда, ея, письмо, этюд, снег, снега, and all nouns ending in -a or -а.
- d-declension: каленик, каленика, чи, чица, кинцо, мать, and all nouns ending in -d.

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: -а, -о, -у

The Nominative case endings are -а, -о, and no vowel zero. They are illustrated above in the section on declension classes. The Nominative ending of an -n-declension noun is spelled -a if the stem ends in a phonem consonant (e.g., Бобы) and it is spelled -а if the stem ends in a palatalized consonant (e.g., Каза).

(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:

Пёра чита. The pen is on the left.
Знаю реч. That's a pen.
Хорошо. That's he. (Colloquially: That's him.)
Где коробка? Where's the glass?

Accusative case

(1) The form of the Accusative case for -n-declension nouns: -у (-o)

If the Nominative ends in -а, the Accusative ending will be -у.

Nominative: Макса, Макса, Нета, Анн, Володя.
Accusative: Макс, Макс, Нето, Нето, Володя.

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

Ask Макса. Ask Макс.
Ask somebody else.
Close the book.
Ask his name? What's your name? (lit. How do they call you?)
Макс, ан Макса. My name is Макса. (lit. They call me Макса.)

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

I you
you
he she
anybody
Nom. а you
ты you
он он
кто-нибудь
Acc. мне тебя me you
его she
кто-нибудь
1. INTRODUCING PEOPLE

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

M: Это Саша.
P: Он студент.
M: Давайте познакомьтесь.

(b) The teacher quizzes another student:

P: Наташа, кто представил Сашу?
M: Маша.
P: Дайте полный ответ, пожалуйста.

2. ASK SASHA.

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

M: Маша, спросите Сашу, кто это.
M: Саша, кто это.
C: Это Наташа.
M: Он студентка?
C: Да, студентка.

LESSON 7
LESSON 7

GRAMMAR RULE OF THUMB: Past tense and gender

Replace -ta with -ta and add gender endings.

Examples:  
представ-ъ (indefinite)  
представ-а (masculine past tense)  
представ-а (feminine past tense)  
представ-о (neuter past tense)  
представ-и (plural past tense)

This rule covers the vast majority of Russian verbs, most of which dictionary forms (infinitive forms) end in -ta. The gender endings are the same as those for nouns:

masculine: -a (no vowel, e.g. карандаш)  
neuter: -a (like спокойно)  
masculine and feminine: -а (like проверял)  
plural: -и (like делает). The past tense is said to agree with the subject as to gender.

All nouns belong to one of three genders (and are 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 -a-declension are masculine, almost all o-declension nouns are neuter, and a-declension nouns are generally feminine, the main exception being nationalisms, whose gender depends on the sex of the person.

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; this is grammatically plural.)

3. SPEED TEST: Verb ending

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

4. PRONUNCIATION: Т у Д

Pronounce т у Д with the tongue against the teeth (like English th in either), not behind the teeth as in English ever. Avoid using the non-Russian sound of when u or 2 follow pronunciation more like the n in 'Sin King, not like the e in 'kicking' (e.g. студент, no-английская).

Listen and imitate. Do in columns.

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

П: Маша, переведи предложи, номбер де:вать.

A: Маша, translate sentence number 9.

6. WRITING: Write the translations from the above exercise in cursive.
LESSON 8

GRAMMAR: Government patterns

The English verb request requires a prepositional phrase to express the person of whom you request something (e.g., I requested a book of him). The same is true of Russian possessive (e.g., Tuo pospolo pospolo). This requirement is called the government pattern of the verb: the verb is said to govern (or take) an Accusative object and a prepositional phrase. The government pattern of a word is listed in the dictionary. Look up possessive and prepositional, for now, avoid the colloquial patterns listed there (though your teacher may use them).

3. PRONUNCIATION: u and w

Both u and w have low pitch, whereas u has a higher pitch. In other words, u and w are pronounced in the plain fashion, while u is pronounced in the palatal fashion. Plain u and w therefore affect the coloration of neighboring vowels the same way, say, plain t does, while u affects vowel coloration the same way palatalized t does. This role of pronunciation holds in spite of a spelling rule that requires the letter is after u and w: ku, ku like tu, but ku, /ku/ is like tu, /ku/. Some people pronounce ku as the combination /kəu/ rather than /kju/.

<table>
<thead>
<tr>
<th>Letter and</th>
<th>to</th>
<th>in</th>
<th>in</th>
<th>in</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation:</td>
<td>/tə/</td>
<td>/tɛ/</td>
<td>/tɪ/</td>
<td>/tɪ/</td>
<td>/tɪ/</td>
</tr>
<tr>
<td>PLAIN Stem:</td>
<td>/kəu/</td>
<td>/kɑ̆i/</td>
<td>/kɑ̆i/</td>
<td>/kɑ̆i/</td>
<td>/kɑ̆i/</td>
</tr>
<tr>
<td>Pronunciation:</td>
<td>/kəu/</td>
<td>/kɑ̆i/</td>
<td>/kɑ̆i/</td>
<td>/kɑ̆i/</td>
<td>/kɑ̆i/</td>
</tr>
</tbody>
</table>

SPELLING: Zero

When a vowel ending is added to a stem-final palatalized consonant, the ending is spelled with a palatalized /t/. When a zero ending is added, the root verb (is) is used to indicate the palatalization of the stem-final consonant.

When a vowel ending is added to a stem-final palatalized consonant, the ending is spelled with a palatalized /t/. When a zero ending is added, the root verb (is) is used to indicate the palatalization of the stem-final consonant.

4. READ! Use pronuncia when you mention the specific thing to be read; otherwise, use utručččé.

П: Правоначајк лодер олимпичка и дипломат.

Read numbers 11 and 12. Answ?

C: Берть.

П: Конечно.

Мама, попросите ноги-нибудь что-нибудь прочитать.

Masha, ask somebody to read something.

Упражнение №1

Exercise №1


Упражнение №2

Exercise №2


5. NATIONALITIES: Practice saying these names of nationalities by answering "Yes, it is!"

П: Сига, он немецкий фил.

Sasha, is this the American flag?

C: Да, американский.

Yes, it is.

Упражнение №1

Exercise №1


Упражнение №2

Exercise №2


6. WRITING: Write the above language names in cursive. Note that they are not capitalized.

LESSON 9

1. YOURS AND MINE

П: Саша, где Маша, где письмо.

Sasha, ask Masha where the letter is.

C: Мама, где письмо?

Masha, where’s the letter?

М: Какое письмо?

What letter?

М: Мое письмо.

My letter.

М: Мое письмо.

What letter?

Letter of мое (m.): Мое письмо.

How's the letter?

Ваши письмо.

My letter.

Не знаю, где письма.

I don’t know where your letter is.

Repeat, using various objects, and add the new word учебник "textbook".

SPELLING: /f/;

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

Мой /my/…

какой /kakoy/…

чтобы /'tʃəbo/…

<characters>/'tʃəbo/…

When no consonant precedes, т уй or (but not initial т, e.g. мяк /mæk/) represent /f/ plus a following vowel.

Мой /my/…

какой /kakøy/…

чтобы /'tʃəbo/…

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

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 саша мама (man) with саша мама (woman). The endings on саша 'my' are identical to those on туй 'your' (туйная).

Ваши письмо.

There is no distinction in the pronunciation of the final vowel of neuter and feminine adjectives when unstressed, the final vowel of туйн /tyin/ (bus and name), for example, sounds the same for neuter and feminine adjectives. This is the case if the last vowel is pronounced /ə/, whereas in /j/ is pronounced /j/, but there are few such words.

Ваши письмо.

INTONATION: Self test

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


2. IS THIS YOURS?

П: Какое письмо?

It is your ring?

C: Да, мой. (No, it isn’t.)

Yes, it is. (No, it isn’t.)

When the students ask each other, the yes-no tone goes on туй, when they ask the teacher, it goes on туй.

The sentence туй моё means 'That’s mine'. (Russian doesn’t distinguish between туй/мое, туй/мое, etc.)

3. PUT OUT MORE FLAGS.

П: Маша, какое флаг?

Masha, what flag is this?

М: Американский. Это американский флаг.

American. That’s the American flag.

Use чай, кофе, элека, учебник, тетрадь. Note: unstressed -oe and -oe sound the same.

1. 27 3. 47 5. 67 7 8 9. 10 11 12 13
4. SPELLING ALOUD
C: Как сказать «dictionary»?
П: Словарь.

C: Как сказать «словарь»?
П: Словарь.

C: A как ты произносишь?
П: /sləvər/.

How you say 'dictionary'?

5. AVOIDING ANSWERING
П: Маша, кто это?
М: Профессор, Мэла Степанова, я не знаю.

Маша, что это?

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

6. TAKING THINGS
П: Где яйцо?
М: Вот яйцо.

Поможите, пожалуйста.

Маша, кто взял яйцо?

C: Маша.
П: Кто?
C: Это папа Маша.

Take it, please.

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

Вы проверяли яйцо?

Владимир Николаевич?

Вспомнили ли вы, как сказать слово /sləvər/?

Now give a full answer, with the pronoun (oil.fem. or erə max.dat.) before the verb, e.g. Ды, ей проверяла.

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

Grammar:

Most adjectives have Nom./Acc. endings like трущобный: -ий, -ая, -ое, -ые. Such adjectives are called ordinary adjectives. A few have Nom./Acc. endings consisting of one letter (or zero, for masculine), e.g. солёный, солёный, солёное, солёное, солёное. 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 more 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 -ий instead of -ый.

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

WORD STUDY: сто and сто/тысяча

The uninflected word сто means 'this/that it'; it is used to make sentences, not to modify nouns. The word сто is inflected as a special adjective (see Dictionary); it modifies nouns. The form сто is therefore ambiguous: Это сто рублей 'I owe you ten rubles,' У меня сто рублей 'I have ten rubles.'
3. WHOSE IS THIS?

4. MORE CAVIAR

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

1. ARE YOU A STUDENT?
2. WHO Taught you TO READ RUSSIAN?
3. HOW Do you say "dictionary" in RUSSIAN?
4. I DON'T UNDERSTAND. PLEASE REPEAT.
5. EXCUSE ME, I DIDN'T CATCH WHAT you said.
6. DO you know WHERE the CAVIAR is?

1. IS THAT RUSSIAN CAVIAR?
2. How is the word "somebody" pronounced?
3. How do you say "dictionary" in Russian?
4. I don't understand. Please repeat.
5. Excuse me, I didn't catch what you said.
6. Do you know where the caviar is?

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 (Mozhetsya is a way of congratulating someone). If you were to look up the word 'nice' in a dictionary, you would probably find moshat', 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.)
LESSON 11

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 xoP811. 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 tone:

| 1. хорошо      | 4. корабль    | 7. потомок    | 10. напряженно |
| 2. до свидания | 5. вопрос     | 8. по-английски | 11. импетуозный |
| 3. преподаватель | 6. молодец    | 9. повторил   | 12. с удовольствием |

4. VOCABULARY REVIEW

M: Često, čto znàet slovo « ksiàga »?
C: Po-mûму, slovo « ksiàga » znàet book.
M: Čestnoe story, á ne ksiàga.
C: Sprosì kogo-ìnbûdî drugîgo.

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 tu-forms with each other. A asks 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 to say various things in Russian, and B gives the answers with the question Podívat’sâ? 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 (sóu ksiàga, nàdy ksiàgy) for all the words listed in М 1.
A. NOUNS: Accusative case: gender classes

1. The Accusative of 6-declension and 0-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 pronouns + nouns in the accusative case. For example:

- He passed the glass: Он передал стакан (Nom. stakán).
- He passed the egg: Он передал яйцо (Nom. yajcó).
- He passed the caviar: Он передал икру (Nom. ikru).

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

- 6-decl: Он передал стакан. (Nom. stakán) He passed the glass.
- 0-decl: Он передал яйцо. (Nom. yajcó) He passed the egg.
- 0-decl: Он передал икру. (Nom. ikru) He passed the caviar.

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

<table>
<thead>
<tr>
<th>Вызвать</th>
<th>Звать</th>
<th>Кричать</th>
<th>Спать</th>
<th>Рассм.</th>
</tr>
</thead>
<tbody>
<tr>
<td>вызвать</td>
<td>звать</td>
<td>кричать</td>
<td>спать</td>
<td>рассм.</td>
</tr>
<tr>
<td>шить</td>
<td>шить</td>
<td>шиться</td>
<td>шиться</td>
<td>шиться</td>
</tr>
<tr>
<td>закрыть</td>
<td>закрыть</td>
<td>закрыть</td>
<td>закрыть</td>
<td>закрыть</td>
</tr>
</tbody>
</table>

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

When you substitute a pronoun for a noun, i.e. when you say Он ест. It is here instead of Он ест. The newspaper is here, you have to choose from among three pronouns: он, его, она, her, its, and ей 'it'. Nouns fall into 3 classes, called gender classes, depending on which pronoun is required. The names for the three classes are: masculine (маскул), feminine (жен), and neuter (нейтр).


These three gender classes correspond quite closely to the three declension classes you have met: generally speaking, 6-declension nouns are masculine, 0-declension nouns are neuter, and 0-declension nouns are feminine. There are exceptions to this, the most important of which is that 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.

- **masculine**: Это мой стакан. That's my glass.
- **feminine**: Это моя ручка. That's my pen.
- **neuter**: Это мое письмо. That's my 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:

- **masculine**: Он взял стакан. He took my glass.
- **feminine**: Он взял ручку. He took my pen.
- **neuter**: Он взял письмо. He took my 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 Nominaive and Accusative endings that consist of two letters (mas., fem., pl.). Others are called ordinary adjectives. Other adjectives (very few in number) have Nominaive and Accusative endings that consist of one letter (mas.-a, fem.-a, pl.-y, fem.-e). Those 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 (Nominaive 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 many, 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.

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: a set of past tense endings (to express past time) or a set of non-past tense endings (to express present or future time).

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

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

\[\text{Infinitive:} \quad \text{представлять} \rightarrow \text{представил} \rightarrow \text{представил} \rightarrow \text{представил} \rightarrow \text{представлять} \]

\[\text{Past masc.} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \]

\[\text{Past fem.} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \]

\[\text{Past neut.} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \]

\[\text{Past Plur.} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \rightarrow \text{过去了} \]

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

masc. \( \text{Саша позавчера пришел} \rightarrow \text{Саша passed the caviar.} \)

fem. \( \text{Маша позавчера пришла} \rightarrow \text{Маша passed the caviar.} \)

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 -о in a monosyllabic subject matches the Nominative subject in in the meaning 'you'. The second person singular ending -ась in the meaning 'you'. And so on, for a full set of six endings.

GRAMMAR REVIEW II

D. VOCABULARY REVIEW

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

американец (8)
англичанин (8)
английский (11)
в (10)
вич (9)
писать (11)
вик (8)
дополнить (11)
дополнывать (11)
дой (8)
есть (8)
есть (8)
говорит (7)
деликатный (11)
дельный (7)
переводить (11)
переводить (8)
пить (10)
писать (9)
по-китайски (11)
пополз (8)
поползь (8)
пополнить (11)
предложить (7)
предлагать (7)
произноситься (9)
простить (7)
прочитать (8)
привыкать (11)
привыкать (7)
рассказывать (7)
русский (11)
семнадцать (11)
словно (8)
случиться (11)
совсем (8)
твой (9)
тридцать (11)
третий (10)
турецкий (8)
у (попросить u... y) (8)
унiversitet (10)
упражнение (10)
урок (10)
учёба (9)
учительница (10)
учить (10)
фил (8)
французский (8)
чей (10)
честно говоря (11)
чтото (8)
щелкать (11)
шестнадцать (11)
школа (10)
этот (10)
язык (10)

В компьютерной лаборатории.
Как произносится это слово?

В лифтах.
Как произносится это слово?
1. THE PREPOSITIONAL CASE

Prepositional of предложный падеж
Imperative of prepussан
Ivan Petrovich, please tell (us) about
the prepositional падеж.
Prepositional of с
I don't know much about it. (Lit., I know little)
That's too bad.
Prepositional of руссскаго грамматике
I don't know anything about Russian grammar.
Ask Nina Stepanovna.
Prepositional of on.
She knows a lot about it (i.e., about grammar).

Practice the sentence В учении we have a руссскаго грамматике by substituting the Prepositional case forms of the following language names, being careful to pronounce the unstressed ending -о as /o/ like the о in oto, not as /u/ like завтрак, ночной, французский, польский, турецкий.

GRAMMAR: The Prepositional case

<table>
<thead>
<tr>
<th>max. / neut. adj.</th>
<th># / o-declension</th>
<th>adj.</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>o / on</td>
<td>-om</td>
<td>e</td>
<td>-e</td>
</tr>
<tr>
<td>fem. adj.</td>
<td>a-declension</td>
<td>o</td>
<td>-e</td>
</tr>
</tbody>
</table>

The prepositional case is used after the preposition o/ob 'about, concerning'.

In the following examples use the dictionary form of the noun in parenthesis.

maxine & numer.

1. o предложный падеж (падеж)
2. o русский грамматике (грамматика)
3. o вашей книге (книга)
4. o моей книге (книга)
5. o этой книге (книга)
6. o нашей книге (книга)

Example 1. Illustrates the normal spellings of these endings.

Example 2. Illustrates the spelling -oo/ -u instead of -о/ -u unstressed after a. (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 o after vowels and the irregular ending -о for with and without.

Example 4. Illustrates the variant o before vowel sounds, i.e., before words beginning in a, o, u, etc.

Example 5. Illustrates a cause noun, the neuter adjective ending is the same as the masculine.

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

2. o/ob: Pronounce the unstressed preposition as part of the following word.

M: Ob альбанскоj грамматике? Я ничего не знаю об альбанскоj грамматике.

Substitute: норвежский, английский, немецкий, испанский, польский, французский.
Repeat, using the word слово instead of грамматика. Then mix them up.

3. o нём (max. & neut.), o ней (fem.). Substitute as in #2, above, but use the pronoun.

M: Об альбанскоj мне? Я ничего о нём не знаю.

Об альбанскоj грамматике? Я ничего о ней не знаю.

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

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

Paloatalization is possible with the three consonants that are unpaired with respect to palatalization (i.e., these consonants are not pronounced with the palatalized fashion, and therefore the Prepositional case ending -e after these consonants is pronounced as though spelled -e pronounced /e/ stressed and /e/ unstressed, following the usual rule for unstressed vowels.) (The small /e/ is not used in the following exercise, but the sound occurs as described above.)

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

The stem vowel in the word слово /slov/ has the same coloring as in слово /slov/, in both instances /o/ is followed by a plain consonant. But in the Prepositional case the stem vowel of слово /slov/ has the same vowel coloring as in слово /slov/, in both instances /o/ is followed by a palatalized consonant.

(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 of a or a possessive (e.g. Про Михаила ручку? — Always with the proper yes-no question intonation). Include phrases like Это его ручка... Про ручку, a не его ручка, etc. End with thanks & goodbye.
LESSON 13

1. INFORMAL GREETINGS


Hi! (Lit., 'greetings')
Нине? (Lit., 'nothing')

2. WHAT FOR?


What were you talking about? Caviar

3. Things to eat: (сытные) Things to drink: (напитки) Things to read: (читальные)

4. INTONATION: Yes-no questions and short answers

As you listen to the questions, note which word bears the yes-no tone (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. полезно.


Did Masha pass the caviar? Yes, she did. Was it the caviar that Masha passed? Yes, it was. Was 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: Маша говорила об акте? C: Да, об акте.

Was it the caviar Masha was talking about? Yes, it was.


4. UNSTRESSED: Nominative -а vs. Prepositional -о

The usual rule for pronouncing unstressed o/ё is that they sound the same (e.g., the first syllable of носами, вопреки, и пропускаем). However, the Nominative case ending -а (e.g., носа /нosa/) sounds different from the Prepositional case ending -о (e.g., носом /noэom/), though the difference is not heard in fast speech. The difference between these two case endings is also hard to hear after non-paired consonants (ы /ы/), e.g., дома /dомa/ vs. o домu /в доме/. In fact, these distinctions may be lost in fast speech.

(b) In some words of foreign origin the letter e occurs which you would expect.

In other words, sequences like re in such words are pronounced /r/ rather than /р/, without the palatalization that you'd expect before the letter e. Furthermore, in unstressed syllables such sequences are often pronounced with the vowel /r/ rather than with the usual /р/, e.g. гребни /гребни/.

(c) Silent Nouns: A review of verbs (infinitives and imperatives)

П: Маша, покоприте Sашу прочитать это предложение. C: Маша, покоприте номер пять, пожалуйста.

What textbook were you talking about? What book were you talking about?

1. О какой книге вы говорили? 2. О какой книге вы говорили? 3. О какой книге вы говорили? 4. О какой книге вы говорили?

5. 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 15 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 (o or ob) and (2) how to mark the stress (e, ы, or on the stem). Find the relevant sections on spelling adjective endings in the Appendix to the Dictionary.

М: говорит о/об кните. Если, мимо, стол, большой, хороший

М: говорит о/об _______ учебнике.
LESSON 14

1. INFORMAL PARTINGS
   
   C: Поеди!
   M: Ужинаем!

   2. JUST BECAUSE
   C: Оно вам так понравилось?
   M: Оно понравилось.
   C: Зачем говорить о сестре?
   M: Просто так.

   SUBSTITUTE: брат 'brother' армян 'doctor'

3. ORDINAL NUMERALS
   П: Это первое упражнение?
   M: Нет, это второе упражнение.
   П: А как в английском?
   M: Это третье упражнение.

   NB All ordinal numerals are ordinary adjectives except третий which is a special adjective.

   SUBSTITUTE: урокs [сестра] студентs студента письм

4. ALL THINGS GOOD AND BAD
   П: Вы говорили о хороших вещах?
   M: Нет, о плохом.
   П: Зачем говорить о плохом?

   SUBSTITUTE: фильм 'movie' лаборатория 'laboratory' месстера 'мэйсфер' учение преподаватель

5. ALL THINGS LARGE AND SMALL
   П: Саша, как это рука?
   C: Большая.
   П: Это что?
   C: Рука.
   П: Как?
   C: Маленькая.
   П: Маша, о какой руке он говорит?
   М: О большой руке.
   П: А вы говорят о большой руке тоже?

   NB The form большин is ambiguous: it is both Nominative and Prepositional. Substitute numerals.

6. CONVERSATION TOPIC AND WRITING: Write a dialog along the following lines:
   A: teacher
   B: student
   A: It's a big one.
   B: This is a big one.

   THE PREPOSITIONAL ENDING OF NOUNS IN -на and -не is спик -анн.

   THE MEANING OF THE PREPOSITIONAL ENDING DEPENDS ON THE CASE OF THE OBJECT.
   IF THE OBJECT IS ACCUSATIVE, THE PREPOSITIONAL ENDING MEANS 'TO, INTO'.
   IF THE OBJECT IS PREPOSITIONAL, THE PREPOSITIONAL ENDING MEANS 'AT, IN'.

   MOTION (ACCUSATIVE):
   Он ходил в Большой театр.
   He went to the Bolshoi Theater.
   Location (PREPOSITIONAL):
   Он был в Большом театре.
   He was at the Bolshoi Theater.

   MOTION (ACCUSATIVE):
   Он ходил в университете.
   He went to the university.
   Location (PREPOSITIONAL):
   Он был в университете.
   He was at the university.

   INTONATION: Pause
   When you hear the teacher say the following Nominative case forms, say the sentence Пожалуйста, a restaurant? as fast as you can, but pause where the comma is. Change the Nominative to Prepositional case.

   restaurant: ресторан
   theatre: театр
   cabinet: кабинет
   laboratory: лаборатория
   university library: библиотека

   Repeat: when you hear the English word, say the Russian sentence.
   Repeat: with a second person adding the response Да, я ходил в ресторант (Accusative case).
LESSON 15

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

Places to go:

- ресторан
- библиотека
- кабинет
- лаборатория
- театр

Things to do:

- есть
- пить
- читать
- писать
- делать
- смотреть
- делать
- работать
- читать
- смотреть

NEW WORDS

работа́ть [rabo-ťat’] to work
работа́ [rabo-ťa] work
домашняя работа́ [domash’-nya rabo-ťa] homework
задание [zadanie] assignment
домашнее задание [domash’-nee zadanie] homework assignment
смотреть [smyot’-ret’] to watch, see

мёса [myesa] meat
лён [fil’m] flax

DICTIONARY LOOK-UPS.

кни́д: кни́д, во́д, пить, есть, дома́шний

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

- кни́д is uninflected.
- во́д has a peculiar stress pattern; the Accusative in во́д
- пить has a past tense stress pattern like кни́д and во́д; stressed feminine -д: мёда.
- есть has a past tense that you can’t predict from the infinitive form: ел, елла…
- дома́шний has endings that begin with a palatal indicator, e.g. -ии, -ее, -еко, -ено, -ой, 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 у.

Nominative

masculine:

- пёра-й стоп’ [pera-ü stop’] pen
do-маш-ны э-г-о [do-mash’-ny e-g-0] домашний man

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

Adjectives:

- домаш-ны и
- домаш-ны е
- домаш-ны и

Nouns:

- сова́р
- зада́н
- дзя-ня

*The Prepositional ending of nouns in -е-н and -е is spelled -ен.

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

**Nominative Singular masculine adjective: use stressed -о́й and unstressed -й.**

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: пёра-й стоп’) will end in -о́й; if it is of the second type, then the dictionary form will end in -й (or -й, as the next rule explains).

**Stressed:**[нр-й, тру́д-й, боль-й]
**Unstressed:**[нр-й, тру́д-й, боль-й]

The other two rules apply to nouns and adjectives whose stems end in a particular consonant. Two consonant classes are involved: noisy consonants (в у и ж у) and vowel consonants (к и х).

A. Write у instead of о after velar and noisy consonants (except у).

In other words, for endings beginning with Basic у (like Nominative Singular mas. -о́й), replace this у with о if the stem final consonant is к и х (the velars) or в у и ж у (the noisy consonants other than у).

**Nominative (mas.):** Болёс-й, труд-й, боль-й

**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 -о́м and -о́й), replace this о with е if these two conditions are met:

1. the stem final consonant is к и х or ж у, and
2. the ending is unstressed.

**Prepositional (mas.):** Болёс-о́м, труд-о́м, русс-о́м

**Prepositional (fem.):** Болёс-й, труд-й, русс-й

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 хорёс…ий о хорёс…ий… ирё
о болёс…ий библиотёка о болёс…ий… тёпере
о русс-й айя

о хорёс…ий… учёбник
о русс-й… ресторане
о вчур… кассе́р
1. HAVE YOU EVER BEEN TO RUSSIA?

(a) Russian
П: Сречьтё Машу, она была когда-нибудь в России?
C: Маша, ты была когда-нибудь в России?
M: Да, я недавно ездила в Россию.

(b) Accusative of Россия
П: А вы говорите по-русски?
M: Нет, я говорил по-русски.

(c) Prepositional of Россия
П: Куда вы ездили в Россию?
C: Маша, ты ездила в Россию?
M: Нет, я никогда не ездила в Россию.

2. WHERE?

(a) штат
П: Она была в штате Вирджиния?
C: Где?
M: Нет, я никогда там не был.

(b) Prepositional of штат
П: Маша, ты была в штате Вирджиния?
M: Нет, я никогда там не была.

(c) With negative adverbs, like never, the verb is also negated, like не ездила.

NB You can avoid inflecting a proper noun by using a generic noun before it: штат штат or a phrase 'in Maine'.

WORD STUDY: куда/куда vs. где/где
Use the former pair for motion, the latter for location, like older English 'whither/whither' vs. 'where/there'.

3. READING PRACTICE

Read the following phrases aloud, supplying the proper Prepositional case endings to the adjectives.

б. Южно- Дакота в Южной Каролине в Южном библиотеке
Северо- Дакота в Северной Каролине в Северном библиотеке
в наше штате в больнице штате в больнице
в наш штате в больнице штате в больнице
в нашем штате на втором этаже
в нашем штате на втором этаже
в нашем штате в третьем этаже в нашем штате в третьем этаже
в нашем штате в третьем этаже в нашем штате в третьем этаже
в нашем штате в научном кабинете в нашем штате в научном кабинете
в нашем штате в научном кабинете в нашем штате в научном кабинете

4. MORE ORDINAL NUMERALS

3rd Singular of ассетрия is he.

(a) штат
П: Он часто ездит в штате Вирджиния?
M: Нет, я никогда там не был.

(b) Prepositional of штат
П: Он был в штате Вирджиния?
М: Нет, я никогда там не был.

NB Since Russian has no verb 'at', it makes do with other verbs, like ассетрия is met in the above dialog. The та and там at the end of verbs are pronounced as though spelled эта, там.

5. WRITING

Write the Prepositional case forms of the names of the countries in №1(c) with the proposition n/to.
Write out the phrases in №3, supplying the Prepositional case endings to the adjectives.
1. WHERE IS IT LOCATED?

3rd Person Sg. of находиться
Prepositional of находиться
In what city is the White House located?
Prepositional of Washington
In Washington.
Prepositional of стран
What country is that in?
In America.

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

(a) Paris

П: В какой стране находится Париж?
М: Не знаю, я недавно был во Франции.

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

П: Саша, вы говорите по-русски?
С: Да, говорит.
П: А Маша?
С: Она тоже говорит по-русски.
П: А Саша и Наташа?
С: По-русски, они все говорят по-русски.
П: Маша, что придает?
М: Да, это придает. Мы все говорим по-русски.
П: Анна, проговорите волошко, он говорит по-русски?
А: Волошко, ты говоришь по-русски?

Sasha, do you speak Russian?
Yes, I do.
What about Natasha?
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

(a) Достоевский

П: Чего вы знаете о Достоевском?
М: Я ничего о нём не знаю.

5. WRITING

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

INTONATION

Read aloud, observing the intonation.


6. CONVERSATION TOPIC

Ask your neighbor about where he or she has been (Где ты был? Как там было?). Find out how things were there (хорошо, плохо) and what they did there (на ужин, посещали магазин). Ask about a variety of places, some of which you'd likely walk to (use ходите) and some of which you'd likely travel to (use едете). Include the name of a local foreign restaurant (Ты был в этом французском ресторане «Чем Пьер»? У тебя есть хорошие новости сегодня?)

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

Certain last names have adjectival endings (—ов or stressed —ов). Note that the stressed ending —ов (Толстой) is ambiguous; it is both Nominative masculine and Prepositional feminine. Это Толстой? That's Mr. Tolstoy? vs. Я говорил о Толстом. I was talking about Mr. Tolstoi.
LESSON 18

1. WHERE DO YOU LIVE?

П: Где вы живете? Where do you live?
C: Я живу в Москве. I live in Moscow.
A: Москва. What about Moscow?

2. Second Person Plur. of verbs

П: Вы живете в Москве? Do you live in Moscow?
C: Мы живем в Москве. We live in Moscow.
A: Москва. What about Moscow?

GRAMMAR: Verb endings

There are two sets of verb endings in Russian. Some verbs, like жить, take the set -у, -ешь, -ет, -ем, -ем, -ут (with two dots over the letter э only when following vowels). Other verbs, like говорить, take the set -у, -ешь, -ет, -ем, -ем, -ут. Verbs like жить are called first conjugation verbs, or 1м-verbs. Verbs like говорить are called second conjugation verbs, or 2м-verbs. (Recall that the second letter at the end of -у/-ет/-ет is purely arbitrary; it does not signify a palatalized u, as in a pronounced only in the non-palatalized fashion.)

First conjugation

я живу
ты живешь
он живет
мы живем
вы живете
они живут

Second conjugation

я говорю
ты говоришь
он 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 Verbs.

Conjugation, but until you learn more verbs it will be probably 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 мать: the stress falls on the 1st Person Sing. ending (мать), but on the stem of the other forms (мать).

есть пить говорить писать работать делать

Now perform the above conversation starting with the following sentences:

Во встреча русский язык? — Да, я знаю русский язык. — А Маша?...

2. WRITING

Write all six non-past forms of the verbs мать, мать, и работа.

Then check your work by looking them up in the Dictionary.

LESSON 18

3. TRANSLATING: to/to

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

в Москве в Великобритании в Москве в Атланте в Лондоне
в Нью-Йорке в Канаде в Нью-Йорке в Финляндии в Востоке
в Осло в Лондоне в Норвегии в Скандинавии в Финляндии
в Париж в Мюнхене в Норвегии в Востоке в Нью-Йорк

4. TRANSLATION: Translate these sentences into Russian:

на русский язык. Русский язык. Sasha, please translate into Russian.

П: Скажи, пожалуйста, по-русски. Саша, пожалуйста, переведи.
C: Я был за границей. Я был за границей. Sasha, you were abroad.
A: Чем был за границей. Sasha, where you were abroad.

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 professions. In the chart below, the Nominative case is paired with the Prepositional case forms, except for the word себе, which has no Nominative form; this word is used only to refer to oneself or the subject of the sentence.

Я говорю о себе. about myself.
Ты говоришь о себе. about yourself.
Он говорит о себе. about himself.
Она говорит о себе. about herself.
Он говорил о себе. about himself.
Она говорила о себе. about herself.

Я — меня — мы — нас
ты — тебя — вы — вас
она — её — они — их

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

П: Ты, Алексей — писатель? C: Честно говоря, я ничего не знаю о Шекспире.
C: Честно говоря, я ничего не знаю о Чехове.
П: Чехов — композитор? М: Я мало знаю о Чехове. Why talk about Darwin?
П: Ленин — учёный? М: Я мало знаю о Чехове. Why talk about Darwin?
П: Дарвин — учёный? М: Я мало знаю о Чехове. Why talk about Darwin?

Now give the factual answer to these questions, e.g. П: Пушкин — поэт. Василёк — цветок.

Что вы знаете о Пушкине? о Венеции? о Маргарите? о Венеции?

Now add the nationality, e.g. Аристотель — греческий учёный, Маргарита — венгерская композитор.

Now add the nationality, e.g. Аристотель — греческий учёный, Маргарита — венгерская композитор.
4. INTERRUPTING PEOPLE

П: Саша, Маша не звів, які Аня живе?
С: Мама, ти не знаєш, які живе Аня?
М: Я забуваю.

мокрити б'ється, в Бостоні.

перебор

C: Аня, зв'яни, і тобі перебор.

ті живуть в Бостоні?

A: Нет, в Австралії. Не та жінка в Бостоні.

Sasha, does Masha know where Anya lives?
Do you happen to know where Anya lives?
I forget. (Lit., "I have forgotten" [past tense],
pronounced as one word: натов'ять?)
Maybe in Boston.
1st Person Sing. of перебор

імператив

Anya, excuse me for interrupting.
Do you live in Boston?
No, in Atlanta. But I've lived in Boston, too.

INTONATION: Some commas you can't pause at.

The sentence ти не звів, які звів? Ania? in the above conversations should be spoken without pause. It has the yes-no question tune, with the rising-fall on the main stressed word звів, and with a gradually falling pitch throughout the rest of the sentence, running right over the commas. 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 commas. The voice goes up on ɔs and doesn't go all the way down until the last stress, at the end of the word ы.

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, ти не знаєш, які живе Asya?) 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 A знаєш(a).

Practice the corresponding formal forms (Уважно, а не неправда) 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 think (use nu-мною)? Of course, he's a scholar. That's not so! He's a Russian writer. Ask Anya. She knows everything (word order: put use before the verb). She doesn't know much about Stravinsky (Lit., she knows little...). I think Anya knows a lot about him (put time before the verb). Masha knows who Stravinsky is, too (use та въдя right after Маша). Masha knows about Shostakovich, too (use a right before о Іллюстрації). Why talk about Shostakovich?
We were talking about Stravinsky.
LESSON 20

1. WHERE DO YOU GO TO SCHOOL?

I. Саша, спросите Машу, где она учится.

Sasha, ask Masha where she goes to school.

Саша, скажи, где ты учится.

II. Матвей, где ты учится?

Masha, where do you go to school?

Matvey, what department do you study in?

C. Моя мама работает в университете.

Mash, where do you go to school?

C. На каком факультете?

In the department of language and literature.

M. А где ты раньше учились?

Where did you study before?

P. Я ходила в школу.

Previously I studied only in school.

NB The word "school"(e) is used only to pre-college education. You can use singular nouns to refer specifically to high school (i.e., "middle school"), but in conversational style the same word usually is sufficient.

GRAMMAR: Verbs ending in -у

Use -у after consonants and -е after vowels.

Such verbs are called ex verbs. The particle -у is tacked on to the normal verb endings, but if the last letter of the ending is a vowel, then the variant -у is used instead. Some speakers of Russian pronouns -у are plain rather than palatalized, particularly after /д/, where it soundsas /йу/. Some speakers makes a very slight difference in the pronunciation of these unstressed 2nd conjugation endings: /у/ vs. /уе/ в уснула (/заснула/).

After consonant

After vowel

Non-past tense:

ты учишься

ты учуусь

он учится

Past tense:

твой учишься

он учился

я учился

мой учили

он учил

Я учусь в Гарвардском университете.

GRAMMAR: Inserted vowels

Some words are entered in the dictionary with a vowel in parentheses after them. This vowel occurs only after a zero ending, as in some of the masculine nationalities names listed above. In other inflected forms, this vowel does not occur, e.g., Михаил — Михаил. This vowel may be (a) or (o). Here are some other words you’ve learned that work this way: кабинет — в кабинете, потолок — на потолке.

4. WRITING: Case review and translation

Answer the following questions with the words наименованные, using the prepositions indicated in parentheses.

Then repeat, using the proper form of each word.

1. Где я живу? (в)

2. О чем он пишет? (о)

3. Что это? (для)

4. Где мой карандаш? (для)

5. О чем он говорит? (о)

Translate:


Masha did. That’s not my book, that’s Masha’s (word order: that’s Masha’s book, but not mine). And what about (use a) that one? That’s Masha’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 any thing (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. Ее назвал Пушкин. В ней есть люди хорошие.

Гамлет, Отелло, Манфред, Ромео и Джульетта, все хорошо, что хорошо кончается, Ричард Второй, Ричард Третий, Генрих Четвертый, 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 Дже сток [Джон] - a professor at your university perhaps or a composer (a singer or 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.

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. o профессор София), the name is indeclinable (though if it is a man’s name it is a -деclension noun (a professor Schofia). If you misunderstands and get the sex of the person wrong (by saying Я не знаю о с.be instead of о ней), A can say This one, a she de! It’s a she, not a he.

Prepositional of слов американцем

What do you know about that American? Frankly, I don’t know much about him. 

Prepositional of слов американцем

What do you know about that American? Frankly, I don’t know much about her.
LESSON 21

1. LANDMARKS

Маша, is the White House in Washington?
Yes, of course!

Everybody knows that the White House is located in Washington.

Masha, Москва is the capital of Russia?

Yes, of course!

Every nobody knows that Moscow is the capital of Russia.

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

Landsmarks  | Cities
--- | ---
Москва  | Москва
Париж  | Париж
Берлин  | Берлин
Вена  | Вена
Амстердам  | Амстердам
Дрезден  | Дрезден

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

GRAMMAR: The two words who's and who.

The stressed word who's means 'what', so in Who's that? = What's that?
The unstressed word who's means 'that', and introduces clauses. In normal-speed connected speech it is pronounced with the vowel having the end of short.

In English you can omit 'that', but you don't normally omit who in Russian.

Я знаю, кто Москва говорила.
I know what Moscow was saying.

Я знаю, что Москва говорила.
I know that Moscow was talking.

2. VERB REVIEW

Да, я учусь в этом университет.
Yes, I study at this university.

А Москва?
Do you study at this university?

Она тоже учусь в этом университ.
Yes, she studies at this university, too.

А Сона и Наташа?
What about Masha?

Они там учились в этом университ.
Yes, it is. We all study at this university.

Ана, спросите Володя, он учился в этом университ.
Ask Vasily if he studies at this university.

 Butterfly: Всё понятно, что Ваши ответы по-английски? Всё понятно, что Ваши ответы по-французски?

3. LOOK IT UP IN THE DICTIONARY!

Маша, что 'chair' in Russian?

I don't know Russian very well.

Look it up in the dictionary!

In an English-Russian dictionary.

Do this conversation using various foreign words you know, e.g. Buenos dias, Au revoir, Auf Wiedersehen, pizza, пате де фоо грит.

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:

Благодарю за помощь.
Thank you for your help.

Кто это? Это туристы из Монголии. Они говорят по-монгольски.
Who is that? These tourists are from Mongolia. They speak Mongolian.

LESSON 21

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.

Что на столе? — Капитану. На столе капитан.

There's a pencil on the table.

The pencil is on the table.

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

5. TRANSLATION


6. CONVERSATION TOPIC

Use new words. Greet your partner informally (Привет! Как дела?). Ask politely (Use me sentence) 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.