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A Primer for Beginning Russian

Dasha Culic Nisula

Western Michigan University, dasha.nisula@wmich.edu

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The background of the entire image is a dark blue-grey color. It is filled with a pattern of Russian Cyrillic letters in various colors (white, gold, red, and grey) and sizes. The letters are scattered across the page, some appearing larger and more prominent than others. The main title is centered in the upper half of the image.

A PRIMER FOR BEGINNING RUSSIAN

by Dasha C. Nisula

A PRIMER
FOR
BEGINNING RUSSIAN

Dasha C. Nisula, Ph.D.
Professor Emeritus
Department of World Languages
and Literatures

Western Michigan University
1903 W. Michigan Ave.
Kalamazoo, Michigan 49008 USA

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ISBN: 978-1-7329856-1-2

Western Michigan University

Kalamazoo, Michigan USA

DEDICATION

This *Primer* is dedicated to
all my teachers, students, and colleagues
who, over the years, inspired me in my work and study
of Russian language, literature, and culture.

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ACKNOWLEDGEMENTS

Working with the Russian alphabet, especially in its cursive form, is not an easy task. I want to thank Ms. Jennifer Morrow, former office associate in the Department of World Languages and Literatures, for her patience and excellent computer and editing skills, as she helped me create and bring together various drafts of this project. My sincere thanks go to Ms. Natalia Tischenko from St. Petersburg, Russia, who taught with us for a year. Her design of cursive letters on lined sheets was indispensable for completion of this project. I also want to thank Mr. Marko Marian, Art Instructor at Anoka-Ramsey Community College, for his advice and fine design of the cover for this publication. In addition, my thanks go to Mrs. Rita Slutsker, M.A., a former colleague who taught with me for several years, for her willingness to proofread the Russian text. Last, but not least, my thanks go to Maira Bundza, Associate Professor, University Libraries, for setting up the Primer, and Mr. Jason Glatz, Maps Specialist, University Libraries, Western Michigan University, for his input and patience on the final draft of this project before putting it up on ScholarWorks.

INTRODUCTION

The idea to create *A Primer for Beginning Russian* has evolved into its current state through years of my teaching introductory Russian classes. As I continued with assessment of these classes and the program as a whole, I began to realize how important the first two weeks of language study are. It is within the first few weeks that someone new to the language begins to formulate his or her stand towards it and acquires skills to become competent. Should the first two weeks be successful, they are likely not only to continue their studies but even do well later on in the program. The *Primer* contains strategies I developed for preparing beginning students to succeed. It has helped me nurture and maintain my own program for two and a half decades as the sole full-time professor, while retaining seventy-five percent of students in the introductory level classes.

It is interesting to note that, according to the two most recent Modern Language Association (MLA) surveys, conducted in 2013 and 2016 on the study of languages other than English, interest in Russian language has fallen in spite of domestic needs and the world's political and economic pressures. There is, however, more interest in the study of Russian at the advanced level, but diminishing numbers at the introductory level. There may be many reasons for these numbers, among them the difficulty of the language for native speakers of English, and the ability of the instructors at the introductory level of study to engage the students and prove that, in fact, they can do it and do it well.

We often think of beginning language classes, especially Russian, to be difficult and boring, and most seasoned teachers opt to teach higher level courses which offer their own charm. However, it is precisely the introductory level of language study that is most important, not only for sustaining the program itself, but to offer the beginning student the best circumstances under which to succeed. Introductory Russian language classes are exciting. This is true not only for the instructor who faces new candidates to the program, but because students beginning to learn the Cyrillic alphabet cannot avoid but be excited to learn what each of these strangely curved letters sounds and eventually means.

A Primer for Beginning Russian may be used with any Russian textbook that is on the market or it can be used independently by anyone who thinks their beginning study of Russian needs to be reviewed. Lessons are geared for a course based on four or five days of language study per week. The two-week period ends with a quiz on the alphabet (sounds of 25 letters) which everyone needs to pass with at least a strong *B*. Information supplied in the Appendix that follows the two-week period is intended for those studying or teaching Russian who might find these graphs, pictorial additions, and worksheets useful in their work. And in the Addendum I included in Russian “A Teaching Method for Any Subject” which may be of interest.

The main goal of this *Primer* is not to serve as the final word on introductory courses, but to serve as an impetus to adopt and expand on what one is already doing. Part I of the project follows.

Пусть всегда будет солнце в Вашем классе!

WEEK I

Day 1 – Russian Alphabet, Russian Cognates, Five Russian Words

Day 2 – Short Dialogues, Introduction to the Russian Alphabet – Worksheet I, Introduction to the Russian Alphabet – Worksheet II, Review Cognates

Day 3 – Our Classroom Vocabulary, Mastering the Russian Alphabet, Russian Vowels

Day 4 – Vowel Pronunciation and Vowel Reduction

End of Week I – Dictation, Practice Quiz, Alphabet in Cursive, Cursive Practice Sheets, Numbers 1-5

Week 1 – Day 1

Instructor arrives right on time, when all the students are already seated. S/he brings in the following: textbook, syllabi, attendance sheet, sign-in sheet, and the following items:

Matryoshka and Mishka (the bear)
Sheet with Russian alphabet
Sheet with Russian cognates

As the instructor walks in, s/he utters a greeting ЗДРАВСТВУЙТЕ! and continues talking in Russian, telling students how good it is to see them, how wonderful it is that they signed up, how the class will be easy for them, etc.

Then the instructor turns toward Matryoshka and/or Mishka (the bear), and introduces them as Masha and Mishka, then introduces self with the name МЕНЯ ЗОВУТ _____, and follows by asking each student what his or her name is, КАК ВАС ЗОВУТ? All this is happening in Russian, while the instructor finds out whether there are among the students any names that are similar to Russian names. For example, is there a David, Ivan, Maria/Masha, Christina, Peter, Pavel, Mark, etc.? If so, the instructor immediately shifts the stress and welcomes the names in Russian pronunciation. See a list of Russian names in *Supplement for Week 1*.

This continues for about 10 minutes. The instructor then breaks into English and tells the students they already know some Russian words, just as they can recognize Russian names. At this point the instructor begins to utter Russian cognates and asks students to give the English equivalent.

БАНК	ПАРК	СТОП	БАНАН	МАТЕМАТИКА
МАМА	ПАПА	ФИЗИКА	РАДИО	АНТРОПОЛОГИЯ
БОКС	ДОКТОР	ГИТАРА	ВОДКА	ЛИТЕРАТУРА
ДЖИНСЫ	ТЕЛЕФОН	ДИРЕКТОР	ГЕНЕРАЛ	ДЕМОКРАТИЯ
ТЕАТР	СТУДЕНТ	ЛАМПА	ВИТАМИН	СТУДЕНТКА
ДРАМА	ТАЛАНТ	ЧЕМПИОН	БУФЕТ	ТЕРМОМЕТР
БАР	ЛАВА	ПОСТ	СОДА	ФАКТ

As students are listening to these words and giving English equivalents, they begin to understand that Russian has just a different stress in each word, and it is the stress that makes them think they do not understand these words. They begin to figure out the English equivalent and grow assured that they can, indeed, understand some of the Russian cognates. Upon finishing the list, the instructor passes out the sheet with the Russian alphabet.

Russian alphabet: Instructor begins to read Russian letters and produces ONLY the sound of each letter across the page, row by row, while students repeat. It is important to give the students the sound of each letter first. At this point, the focus is on pronunciation of the sounds and not the name of each letter of the alphabet, which can be learned later. After the instructor reads and the students repeat the sounds for the second time, the students are asked to write the English equivalent of that sound above each letter, so that students can reproduce it for themselves at home. For example, if the sound is Y in Russian, it may be rendered OO in English. The students

themselves write out the pronunciation of the Russian letter. Then the instructor asks who among the students would like to read the first row of the Russian alphabet, who would like to read the second, and who would read the third, and so on. Students participate. Who would like to read the whole alphabet? Here some brave souls raise their hands, and we have the beginning of independent new sound formation.

Students are asked to put their favorite letter or sound in the box at the bottom of the page. We review their favorite sounds/letters and move on to another task.

Next, they are asked to phonetically spell out their names in Russian script. Those who can figure it out first go up to the board and write their names in Russian. There are always names that are not one hundred percent phonetic. Here is where we work out the differences. How do you spell Whitney? What about Jason? Here we indicate Уитни, Джейсон, Джуди, etc.

A blank sheet is passed out on which the students sign in their names and their contact information. The instructor shows the students a copy of the book and workbook they will be using during the semester, pointing out what they will cover during the first semester of Russian language study. The syllabi is passed out and reviewed. Students are asked to read the details at home and ask questions next time they come to class.

Homework for day two: Students are to return the next day knowing how to pronounce Russian alphabet sounds, and bring with them a list of names written in Russian of their siblings, parents and friends. They should be able to read the whole alphabet out loud. And, before the lesson ends, here are five words they will need to learn. They are:

НЕТ!

ДА!

СПАСИБО!

ПРИВЕТ!

ДО СВИДАНИЯ!

Class is dismissed.

А Б В Г Д Е

Ё Ж З И Й К

Л М Н О П Р

С Т У Ф Х Ц

Ч Ш Щ Ъ Ы Ь

Э Ю Я



RUSSIAN COGNATES

КАФЕ	СУП	ВОДА
ПЛАН	ПРЕЗИДЕНТ	ГАРАЖ
ЮМОР	АВТОР	ГАРДЕРОБ
БЮРО	ГОЛ	ЭРА
КАССА	НОС	ПОРТ
ЖИРАФ	ШКОЛА	УНИВЕРСИТЕТ
ЛИТЕРАТУРА	ЦАРЬ	ТАКСИ
СПОРТ	АСПИРИН	ОПЕРА
ЦЕНТР	БУФЕТ	МЕТРО
РАДИАТОР	ОРГАН	КИОСК
БАР	ПОЛИТИКА	КАПИТАН
ФИЛОСОФИЯ	ГАЗ	КЛУБ
ДИАЛОГ	СОЦИОЛОГИЯ	МУЗЫКА
КОМПЬЮТЕР	КОМФОРТ	КОМПЛИМЕНТ
КОМПАС	ЦИЛИНДР	ПРОФЕССОР
ТЕЛЕГРАФ	ТЕЛЕВИЗОР	ДИСКОТЕКА
ФОРМАЛИСТ	ФОТОАППАРА	ТРАКТОР
ТРАНСПОРТ	Т ПАРАДОКС	ТЕМПЕРАТУРА
АГЕНТ	АВГУСТ	АВТОБУС
БАССЕЙН	ДОКУМЕНТ	ЖУРНАЛ
ЭНЕРГИЯ	ЭКЗАМЕН	ЭКВАТОР
КИНО	КИЛОГРАММ	ЛАБОРАТОРИЯ

Week I – Day 2

Students return the next day and the class begins with conversation in Russian.

ЗДРАВСТВУЙТЕ! КАК ВАС ЗОВУТ? Students respond: МЕНЯ ЗОВУТ _____.

Then the instructor points to male and female students indicating: ЭТО СТУДЕНТ, И ЭТО СТУДЕНТ, СТУДЕНТ, СТУДЕНТ. А ЭТО СТУДЕНТКА, СТУДЕНТКА, СТУДЕНТ, СТУДЕНТ, СТУДЕНТКА, СТУДЕНТКА, СТУДЕНТ, etc.

Pointing to a female student, the instructor asks – Это студентка? Да, это студентка.

Pointing to a male student, the instructor asks – Это студентка? – and asks students to respond all together. They say: Нет, это не студентка – это студент. This kind of conversation continues so everyone has a chance to say who they are or whether another person is a male or female.

The same pattern continues with the following: Это американец, американка, американка, американец, etc. It is important that the students respond in full sentences, not just with one word: НЕТ, Я НЕ СТУДЕНТ, Я СТУДЕНТКА.

Vary the exercise with the following: ВЫ АМЕРИКАНЕЦ? ДА ИЛИ НЕТ? ВЫ АМЕРИКАНКА? ВАС ЗОВУТ АННА? НЕТ, Я НЕ АННА, Я ЭРИКА И Я АМЕРИКАНКА. ВЫ СТЕПАН, ДА? НЕТ, Я НЕ СТЕПАН, Я ИВАН, А СТЕПАН ТАМ.

The instructor now turns back to the alphabet. Together they review reading the complete alphabet. Who is ready to read either one line or the whole alphabet? Each student must read at least one line on the alphabet sheet. After some students volunteer to read the alphabet, the students are asked to come up to the board and write out their names. They were asked to prepare their first and last names in Russian for homework.

After reviewing and making sure all the names are spelled correctly, the class begins to explore the alphabet in detail, working in groups of three.

The instructor passes out *Introduction to the Russian Alphabet – Worksheet I* with seven questions that each group needs to answer, looking at the Russian alphabet sheet passed out on Day 1. After they complete the exercise, each group comes up and puts one of the answers on the board. Answers are reviewed. If there is some disagreement, other groups help to correct the answers.

Now they are ready to apply what they have learned by writing out in Russian 15 words they are given in the *Introduction to the Russian Alphabet – Worksheet II*. The words are cognates which need to be printed in Cyrillic script. Students write these words independently, looking at their alphabet sheet. Once they are confident that they have done the best they can, students are asked to write the words on the board. Each student will defend his or her answer. Students will begin to see that there are numerous cognates which can easily be written out. They will also learn that, though the letters easily transfer from Latin to Cyrillic script, Russian pronunciation will vary.

The instructor then reviews with the students all the words on the board, pointing out where the stress falls in Russian. To indicate what stress means, the instructor pauses longer on each vowel that carries the stress. Students are asked to indicate the stress for each word on the list. They are then asked to read all together with correct pronunciation. Those who are willing to read alone are now asked to perform.

Before the class ends, the group reviews the vocabulary. The instructor asks:

КАК СКАЗАТЬ ПО-РУССКИ? –

YES!

NO!

THANK YOU!

HI!

HELLO!

GOOD-BYE!

WHAT'S YOUR NAME?

MY NAME IS _____.

ARE YOU A STUDENT?

YES, I AM A STUDENT.

NO, I AM NOT A STUDENT.

ARE YOU AN AMERICAN?

YES, I AM AN AMERICAN.

NO, I AM NOT AN AMERICAN.

HOW ARE THINGS?

GOOD!

NOT SO GOOD.

NOT BAD.

The main thing for the instructor to remember is to have three separate activities the students will do at every class session. Each activity lasts about 10-15 minutes for fifty-minute class sessions.

Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

INTRODUCTION TO THE RUSSIAN ALPHABET

(Work in groups of three)

Worksheet I

On the sheet of paper before you are letters of the Russian alphabet. Examine them carefully and try to deduce the following:

1. Are there more letters in the English alphabet or in the Russian alphabet?
2. Are there any letters in the Russian alphabet that look like letters in English? What are they?
3. Are there any letters in the Russian alphabet that look like English letters but are not pronounced as they are in the English alphabet? What are they?
4. List those letters of the Russian alphabet which look quite different from English or any other letters you have seen.
5. Identify Russian letters that do not sound like any letters in the English alphabet.
6. Can you identify any vowels in the Russian alphabet?
7. What about the consonants?

INTRODUCTION TO THE RUSSIAN ALPHABET

Worksheet II

Review the Russian alphabet again and try to write the following words in Russian. You may look at the alphabet sheet as you fill in the blanks.

1. MAMA _____
2. PAPA _____
3. ATOM _____
4. OPERA _____
5. SPORT _____
6. LONDON _____
7. BANK _____
8. PARK _____
9. TELEPHONE _____
10. STOP _____
11. MICHIGAN _____
12. AMERICA _____
13. WASHINGTON _____
14. STUDENT _____
15. RADIO _____

Week I - Day 3

Each class session begins with 5-10 minutes of dialogue with the instructor. Students are asked to answer in complete sentences. The questions learned are repeated and each student gets a chance to speak. To make conversation and thereby introduce additional vocabulary, the instructor practices with the following questions:

КАК ВАС ЗОВУТ? ВЫ СТУДЕНТ? ВЫ АМЕРИКАНКА? ВАС ЗОВУТ ДЖЕННИ?

КТО ЭТО? ЭТО ДАВИД? ДА, ЭТО ДАВИД. НЕТ, ЭТО НЕ ДАВИД, ЭТО ИВАН. А

ЭТО? ЭТО АННА. АННА ЗДЕСЬ. ЧТО ЭТО? ЭТО СТОЛ. ЭТО СТУЛ? НЕТ, ЭТО НЕ

СТУЛ. ЭТО СТОЛ, А СТУЛ ТАМ. А ЧТО ЭТО? ЭТО ЛАМПА.

1) The instructor passes out the vocabulary list НАША КОМНАТА, reads it, and the students repeat. Then each student is asked to read with the stress in the right place. The instructor continues pointing to different items in the classroom, asking students to identify each in Russian. Students are asked to study the list daily so they can answer and be ready for dialogue in every class session.

2) The class then focuses on vocabulary that is not familiar to the students in the exploratory exercise that is passed out, *Mastering the Russian Alphabet*. The students try to figure out proper pronunciation, placing the stress on the right vowel. They will be working in groups of three to complete the exercise. After the whole class reviews the English equivalent for each word, each group selects one person who will write three to five words on the board from the list, indicating where the stress falls.

The class reviews which vowels keep their sound when stressed and those which are reduced when unstressed. A vowel that is stressed is pronounced with extra force; those which are not stressed are reduced or pronounced with less force. We review A that keeps its value as in the first three words. Then we may look at МОСКВА and see that A is stressed even though it is at the end of the word, and thus is not reduced. We examine O in that word and agree that it is not stressed, is to the left of the stressed vowel, and is therefore reduced to A.

3) The class reviews the vowels in Russian based on the vowels we know in English. The instructor asks students to come up to the board and write out which letters in the Russian alphabet may be considered vowels. Then they review the following: A E I O U in English becomes А Э Ы О У in Russian. These are hard Russian vowels. Each hard vowel has its soft equivalent Я Е И Ё Ю. Students read both hard and soft vowels. They review all the words written on the board and check whether the stress has been placed on the right vowel. Students volunteer to read five words with stress on the right vowel. Some may wish to read a full column correctly, while others will practice at home and read next time.

Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

НАША КОМНАТА

УРОК

РУКА

РУЧКА

КАРАНДАШ

БУМАГА

БЛОКНОТ

ТЕТРАДЬ

КНИГА

ПОЛ

ПОТОЛОК

ДВЕРЬ

СТЕНА

ОКНО

ДОСКА

ЛАМПА

КЛЮЧ

КАРТА

КАРТИНА

СТОЛ

СТУЛ

ПАРТА

МЕЛ

ПОРТФЕЛЬ

ГАЗЕТА

ЖУРНАЛ

КЛАСС

СУМКА

ПИСЬМО

КОМПЬЮТЕР

MASTERING THE RUSSIAN ALPHABET

(Work in groups of three)

Each student should have a list of Russian cognates. Examine them carefully and try to pronounce them. Then give the English equivalent for each.

ПАСПОРТ	_____	МОСКВА	_____
БРАТ	_____	СПОРТ	_____
БАНК	_____	ОПЕРА	_____
ПОЭТ	_____	ЗООПАРК	_____
АЭРОПОРТ	_____	КАФЕ	_____
ЛОНДОН	_____	ХОККЕЙ	_____
ЖАРГОН	_____	ТЕЛЕФОН	_____
РЕСТОРАН	_____	КОМЕТА	_____
КЛАСС	_____	АТОМ	_____
ДАЛЛАС	_____	ПАРК	_____
КОМПОЗИЦИЯ	_____	АВГУСТ	_____
АНТЕННА	_____	ТАКСИ	_____
ФОТОГРАФИЯ	_____	ОРКЕСТР	_____
КОНЦЕРТ	_____	СТОП	_____
САКСОФОН	_____	ЖУРНАЛ	_____
ПРОПАГАНДА	_____	ЛАМПА	_____
МУЗЫКА	_____	БАНАН	_____
УНИВЕРСИТЕТ	_____	КАНАДА	_____

Week I – Day 4

Class begins with five to ten minutes of dialogue with the instructor as the day before. Each student must speak and be involved in class activities. They then read together all the words on the exercise sheet passed out the day before and from the list of items in the classroom. Those who are having difficulties are encouraged to practice reading out loud at home. The class then examines English/Russian vowels in more detail.

English vowels: A E I O U

Russian has five vowel sounds, but ten vowel letters: five letters are “hard” and five are “soft.”

Hard:	A	Э	Ы	О	У

Soft:	Я	Е	И	Ё	Ю

VOWEL PRONUNCIATION

Hard vowels – They indicate that the preceding consonant is “hard,” i.e., non-palatalized:

A	A as in father	- A as in Russian ДА
Э	E as in echo	- E as in Russian ЭХО
Ы	I as in Bill is ill	- I as in Russian МЫ
О	O as in Hello	- O as in Russian HO
У	U as in rule	- U as in Russian HY

Soft vowels – They indicate that the preceding consonant is “soft,” i.e., palatalized. Soft vowels palatalize or soften the preceding consonant. A palatalized consonant is pronounced by placing the tongue up toward the back roof of the mouth. Some consonants may also be palatalized if followed by a soft sign (Ь):

Я	YA as in Yahoo	- YA as in Russian Я
Е	YE as in Yes	- YE as in Russian HET
И	EE as in Bee	- I as in Russian ИБА
Ё	YO as in Yo-yo	- YO as in Russian ПОЛЁТ
Ю	U as in Union	- YU as in Russian ЮМОР

NOTE: Soft vowels following Ж, Ц, and Ч are pronounced as their hard counterpart. There is no effect on pronunciation of Ж, Ц, and Ч, even when followed by a soft sign (Ь).

VOWEL REDUCTION

Stress in Russian varies, which means that any syllable may carry the stress. A syllable is a unit of pronunciation consisting of a vowel and usually a consonant. Only vowels carry stress. If a word has only one vowel, the stress will fall on that single vowel, which often will not be indicated in your book or on the following list. The vowel that carries the stress is the strongest; other vowels in a word are reduced, depending upon where they are located in relation to the stressed vowel.

О – if stressed has full value = О as in ОН, О́ПЕРА, ЛО́НДОН

О – if unstressed, at the beginning or just before stress, is reduced = А as in МОСКВА́,
ОНА́, ОКНО́

О – if unstressed and more than one syllable before the stress and anywhere after stress, it is reduced and pronounced as ‘uh’ = Э as in ПА́СПОРТ, КОЛОРА́ДО

А – if stressed has full value = А, as in ПА́РТА, МА́МА, ПА́ПА

А – if unstressed, before and after stress, pronounced as ‘uh’ = Э, as in ГАЗЕ́ТА,
КАРТИ́НА

Я – if stressed has full value = YA, as in Я, МЯ́СО, ЯБЛОКО

Я – if unstressed and at the end of the word = YЭ, as in РОССИ́Я

Я – if unstressed and at the beginning or elsewhere = Yi, as in ЯЗЫ́К

Е – if stressed has full value = Ye, as in МЕ́Л, АМЕ́РИКА

Е – if unstressed, at the beginning of a word and elsewhere = Yi, as in ЕВРО́ПА,
АМЕ́РИКА́НКА, РЕСПУ́БЛИКА, МЕДА́ЛЬ, ТЕЛЕФО́Н

Students are encouraged to ask the instructor any questions they might have or seek an explanation if they are confused about any of the topics covered during the week. If there is time left, students work in pairs asking each other questions and providing answers. They begin to form a short dialogue. They also ask the instructor a question or two in Russian.

Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

End of Week I

Practice dictation: letters of the alphabet are read while the students write them out on the board. They come up in twos representing their side of the class. Whichever side gets more points, wins. Those students who have not read the complete alphabet in class are asked to do so at this time. Once everything has been completed, the instructor reads the sounds of 20 letters as a **practice quiz**. Sheets are exchanged and the students grade each other. The practice quiz may be completed at the end of Week I or at the beginning of Week II.

The rest of the class period is devoted to the sheet *Introduction to the Cyrillic Alphabet in Cursive*. See the *Алфавит* in print and cursive.

During each class period the instructor may devote a few minutes to new vocabulary by giving dictation in print or cursive form. It is best to begin with print and then focus on cursive. Best results may be observed if done on a regular basis. One begins with Russian letter sounds; cognates and items in the classroom follow. At the end of Week I, it is also good to introduce numbers 1-5, followed by spelling them out (see *Numbers preceding Supplement for Week I*).

Students should also be asked to learn how to spell their names in cursive. All vocabulary lists distributed so far can be practiced in cursive. In addition, certain exercises from the book may be completed in cursive as part of weekly homework.

Cursive Practice Sheets with letters of the alphabet that is passed out in class should be completed by the end of Week II and turned in at the beginning of Week III. The instructor should examine the two pages and catch early any problems that students might have.

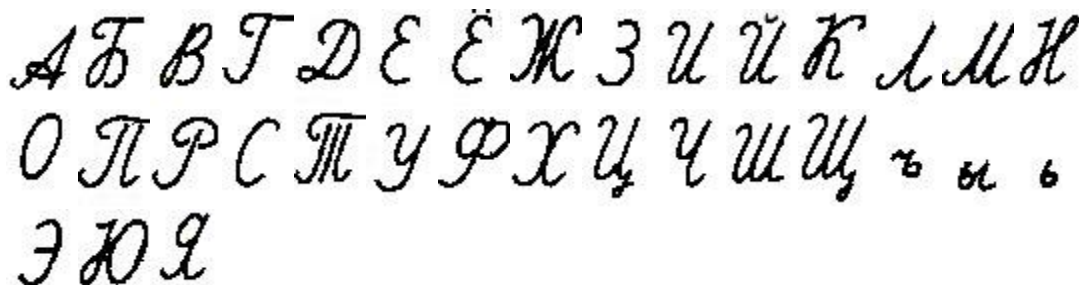
Those students who still have trouble differentiating new sounds and require additional practice in linking sounds with appropriate letters, need to practice at home, with another student, or work with the tutor. The **official quiz** on the alphabet will take place at the end of next week. If the score on the quiz is below 85 percent, the student must repeat the alphabet quiz in the instructor's office the following week. All repeat alphabet quizzes need a score of 95 or 100 percent.

Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

INTRODUCTION TO THE CYRILLIC ALPHABET IN CURSIVE

Though computer remains the principal mode of communication today, Russians still write official and unofficial notes in cursive. It is essential, therefore, that students master writing Cyrillic in both print and cursive. Here are some samples that may serve as guides even for those with excellent penmanship. One should keep in mind that Russian cursive letters are connected (see Russian Letter in Cursive in *Supplement for Week II*).

In addition, writing out new vocabulary has proven to aid memorization, especially writing in cursive. And there is yet an unexplored correlation between writing and development and preservation of cognitive abilities. Just for that reason alone, it is advisable to write in cursive whenever one can.



The instructor introduces cursive (passes out lined *Cursive Practice Sheets* for cursive writing) and examines the following letters:

Letters with a hook – л - м - я

Letters with a tail – ц - щ

Letters with a curve – г, п, т, н

-write them out in capital and small letters on the sheet provided

At home, students should practice cursive by writing out vocabulary lists distributed so far in class. Their first and last names should be written in cursive. Students may also complete exercises from the book in cursive. For homework they write out the whole alphabet in cursive on two sheets passed out in class and turn them in for a grade by the end of next week. See additional lined sheet that follows.

At the end of Week I or at the beginning of Week II, there should be a **mock quiz** on the Russian alphabet (20 letter sounds are read aloud as students write them out).

Aa

Tt

Bb

Ff

Gg

Ee

Hh

Ii

Uu

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Vv

Фф

Хх

Цц

Чч

Шш

Щщ

Ъ

ь

б

в

г

д

АЛФАВИТ

Аа <i>Аа</i>	Кк <i>Кк</i>	Хх <i>Хх</i>
Бб <i>Бб</i>	Лл <i>Лл</i>	Цц <i>Цц</i>
Вв <i>Вв</i>	Мм <i>Мм</i>	Чч <i>Чч</i>
Гг <i>Гг</i>	Нн <i>Нн</i>	Шш <i>Шш</i>
Дд <i>Дд</i>	Оо <i>Оо</i>	Щщ <i>Щщ</i>
Ее <i>Ее</i>	Пп <i>Пп</i>	ъ <i>ъ</i>
Ёё <i>Ёё</i>	Рр <i>Рр</i>	ы <i>ы</i>
Жж <i>Жж</i>	Сс <i>Сс</i>	ь <i>ь</i>
Зз <i>Зз</i>	Тт <i>Тт</i>	Ээ <i>Ээ</i>
Ии <i>Ии</i>	Уу <i>Уу</i>	Юю <i>Юю</i>
Йй <i>Йй</i>	Фф <i>Фф</i>	Яя <i>Яя</i>

NUMBERS

НОМЕРА

0 ноль

1 один

2 два

3 три

4 четыре

5 пять

6 шесть

7 семь

8 восемь

9 девять

10 десять

SUPPLEMENT FOR WEEK I

Russian Alphabet in Pictures

Cut-up Alphabet

5-point Leaf for a Quiz (Cognates per tip and indentation)

For additional leaf forms, see Supplement for Week II

Russian Names

Movement of the Hand in Cursive

Cursive Grid



А З Б У К А

АРБУЗ БАРАБАН ВЕРТОЛЁТ ГРУША ДОМ

ЕЛЬ ЁЖ ЖЁЛУДЬ ЗАЯЦ ИГЛА

ЙОД КОТ ЛЕВ МЯЧ НОЖНИЦЫ

ОСЁЛ ПЕТУХ РАКЕТА САМОЛЁТ ТЕЛЕВИЗОР

УЛИТКА ФЛАГ ХЛЕБ ЦЫПЛЁНОК ЧАШКА

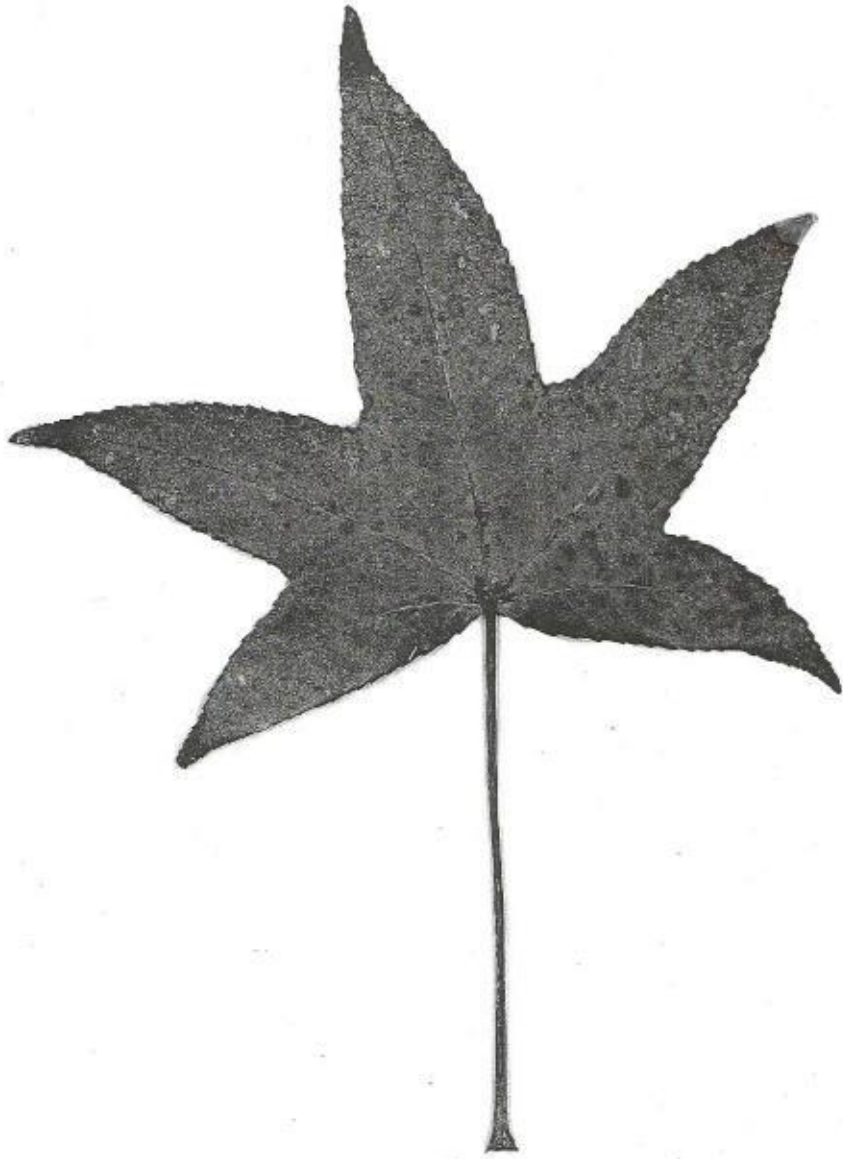
ШАРИК ЩЁТКА - - -

ЭСКАЛАТОР ЮЛА ЯБЛОКО

А а	Б б	В в
Г г	Д д	Е е
Ё ё	Ж ж	З з
И и	Й й	К к
Л л	М м	Н н

О о	П п	Р р
С с	Т т	У у
Ф ф	Х х	Ц ц
Ч ч	Ш ш	Щ щ
Ъ	Ы	Ь

Я я	Ю ю	Э э
Я я	Ю ю	Э э
Я я	Ю ю	Э э
Я я	Ю ю	Э э
Я я	Ю ю	Э э



РУССКИЕ ИМЕНА

Женские имена:

Александра	Саша, Шура	Alexandra
Алёна	Алёнушка	Alyona
Алла	Аля, Аллочка	Alla
Анастасия	Настя, Настенька	Anastasia
Анна	Аня, Анюта, Аннушка	Anna, Anne
Валентина	Валя, Валечка	Valentina
Варвара	Варя, Варенька	Barbara
Вера	Верочка	Vera
Галина	Галя, Галочка	Galina
Дарья, Дария	Даша, Дашенька	Daria
Евгения	Женя, Женечка	Eugenia
Екатерина	Катя, Катюша, Катенька	Catherine
Елена	Лена, Леночка	Helen
Елизавета	Лиза, Лизанька	Elizabeth
Ирина	Ира, Ириша	Irina
Констанция		Constance
Ксения	Ксена, Ксюша	Ksenia
Лариса	Лара, Ларочка	Larissa
Лидия	Лида, Лидочка	Lydia
Любовь	Люба, Любушка	Lyubov (Love)
Людмила	Людя, Мила	Ludmilla
Майя	Майечка	Maya
Маргарита	Рита	Margarita
Мария	Маша, Маруся	Maria
Надежда	Надя, Наденька	Hope
Наталья	Наташа, Ната	Natalie
Ольга	Оля, Олечка, Лёля	Olga
Полина	Поля, Поленька	Polina
Светлана	Света, Светочка	Svetlana
Тамара	Тома, Мара	Tamara
Татьяна	Таня, Танечка, Танюша	Tatyana

Мужские имена:

Александр	Саша, Саня, Шура	Alexander
Алексей	Алёша, Лёша	Alexei
Анатолий	Толя, Толик	Anatole
Андрей	Андрюша	Andrei
Антон	Антоша, Антошенька	Anton
Борис	Боря, Боренька	Boris
Василий	Вася, Васенька	Vasily, Basil
Вениамин	Веня, Венечка	Benjamin
Владимир	Володя, Вова	Vladimir
Вячеслав	Слава, Славочка	Vyacheslav
Георгий	Гоша, Жора	George
Григорий	Гриша, Гришенька	Gregory
Дмитрий	Дима, Митя, Митенька	Dimitry
Евгений	Женя, Женечка	
Иван	Ваня, Ванечка	John
Игорь		Igor
Иосиф	Ося, Осинька	Joseph
Константин	Костя, Костенька	Constantine
Лев	Лёва, Левушка	Leo, Leon
Леонид	Лёня, Лёнечка	Leonid
Максим	Макс	Maxim
Михаил	Миша, Мишенька	Michael
Николай	Коля, Николаша	Nicholas
Павел	Паша, Павлик, Павлуша	Paul
Пётр	Петя, Петруша	Peter
Сергей	Серёжа, Серёженька	Sergei
Степан	Стёпа, Стенька	Stephen
Фёдор	Федя, Феденька	Theodore
Фома		Thomas
Юрий	Юра, Юрочка	Yuri
Яков	Яша, Яшенька	James, Jacob

MOVEMENT OF THE HAND IN CURSIVE

(Practice cursive letters in each group that has a corresponding movement of the hand.)

T Π ΠΠ

P B Б

K H Ю

C X Ж

И Ы Ь

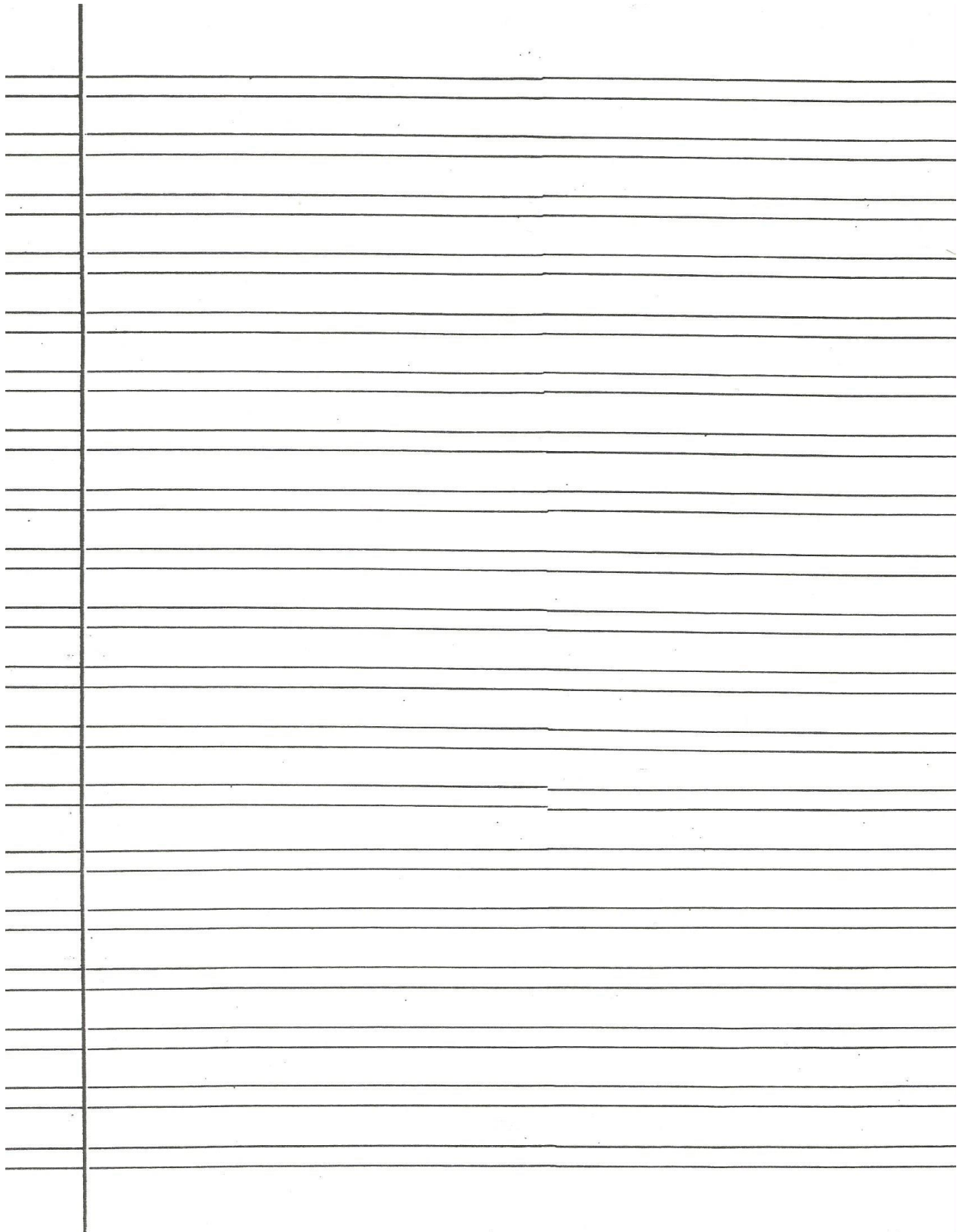
У У Ш Ш

O D Ø

З Е Ё Э

А Л М Я

ъ ъ ъ



WEEK II

Day 1 – Review of Vocabulary, Alphabet, Cognates, Dialogues and Cyrillic in Cursive

Day 2 – Review Dialogues, Vocabulary, Cursive, Mock Quiz

Day 3 – Dialogues, Vocabulary, Consonant Assimilation, Devoicing Voiced/Voiceless Consonants

Day 4 – Official Quiz, Hard and Soft Signs

End of Week II – Review of Weeks I and II, Alphabet, Cognates, Vocabulary, Numbers 6-10

Week II – Day 1

Begin the week with a review of all vocabulary, the alphabet sound system, questions, and answers covered during Week I. Prepare for dictation of words that are cognates and can be spelled phonetically. Then move on to vocabulary from the list *НАША КОМНАТА*.

After the initial dialogues with the instructor, students practice alphabet sounds in preparation for the quiz at the end of Week II. They are also preparing for the **mock quiz** which will take place on Day II of this week. Those who have not read the whole alphabet out loud do so at this time.

All along the students are practicing short dialogues with the instructor and each other. Working in groups of two, students compose short dialogues with minimum vocabulary that focus on getting to know each other. These dialogues consist of five statements. Students greet each other, ask about each other's names, then find out how things are going, ask one another who is this, or what is that, then close the conversation, and say goodbye (minimum five statements in sentence format per student).

These dialogues are performed in groups of two in front of the class. We begin with two student volunteers. The others will prepare to perform on another day. The dialogues are initially oral; for homework students learn to write them out.

The class then turns to the Cyrillic alphabet in cursive. The students examine both print and cursive letters (see End of Week I – *Алфавит*), as well as the sample Russian letter in cursive (see *Supplement for Week II*). *Cursive Practice Sheets* that were passed out for homework last week are now examined. Students with difficulties will work on their penmanship at home. The instructor reviews similar letters in Russian and English, as well as the most difficult or different Cyrillic letters. Special attention may be given to к in cursive, as well as р, з, э, ы, etc. See the sheet on *Introduction to the Cyrillic Alphabet in Cursive* from last week.

If there is time left before class ends, another pair of students are asked to come up and do a five-sentence dialogue.

Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

Week II – Day 2 – Mock Quiz

The class begins with the instructor asking questions and students answering. Every student in class must participate and speak each time the class meets.

Cursive worksheets are examined and the instructor reviews those letters that seem to present the most problems for the students. Students prepare to turn in their sheets on cursive letters as soon as they have completed the two pages, but no later than by the end of this week. The instructor then turns to a quick review of Russian alphabet sounds.

The review is followed by a **mock quiz** on the alphabet in preparation for the real quiz at the end of the week. The mock quiz consists of approximately 20 letter sounds at five points apiece. They grade each other's scores and get a sense of where they are having problems, if any. At the end of two weeks of study, each student must pass the alphabet quiz with a minimum score of 85 percent. The instructor may prepare an alphabet quiz of 25 letters at four points each. Students are told that, should they not pass the quiz by the end of this week, they may retake another quiz at the beginning of Week III for a score of 100 percent.

Those students who have not yet volunteered to do a five-sentence dialogue in front of the class are asked to do so now. The rest of the class period is devoted to reviewing the mock quiz, Russian alphabet in cursive, and vocabulary that has been covered so far.

If there is time left, students are asked to write in cursive several cognates and words that are difficult to spell. They then correct each other's papers. The class is asked to examine the movement of the hand as letters are being written. See *Movement of the Hand in Cursive* in *Supplement for Week I*.

Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

Week II - Day 3

The instructor begins the class with a conversation. Vocabulary that consists of cognates and those from *НАША КОМНАТА* are reviewed. Students are encouraged to ask questions about pronunciation of the Russian alphabet and its writing in cursive.

The instructor then introduces the topic **consonant assimilation**. Our focus now is on Russian consonants. We know that there are consonants called **Voiced** (V) and **Voiceless** (VL). A voiced consonant is pronounced with the vibration of the vocal cords. Each student can put his or her fingers around the neck in front and feel the vocal cords vibrate as one pronounces a voiced consonant. In the same manner, when one produces a voiceless consonant, the vocal cords do not vibrate, and one will not feel that tension that is normally produced when voiced consonants are uttered.

When speaking English, we also practice Consonant Assimilation. An example would be the word BAGS, a word in which the S is pronounced as Z. The instructor shows the students how they can check for themselves whether vocal cords are vibrating or not. The class then turns to *Consonant Assimilation* and *Consonant Devoicing* (see worksheet for each that follows).

When Voiced and Voiceless consonants are next to each other, **assimilation** takes place. The latter consonant changes the consonant preceding it into its either voiced or voiceless equivalent. The effect in Russian is on the preceding consonant (or what we call the “backward” ← effect). In English, the effect is created by the first consonant, i.e., the first consonant affects the one following it (or what we call the “forward” → effect).

Looking at the English example once again and the word BAGS, the Voiced G affects the Voiceless S, so that S is pronounced as Z, the Voiced equivalent of Voiceless S. Because G is Voiced, the Voiced equivalent of S has to be pronounced as Voiced Z. In English this is known as the “forward” effect.

In Russian, try to do this with the word БОДКА. In Russian the “backward” effect, Voiceless K affects Д to be pronounced as Voiceless Т. Thus, we read the word VOTKA. Working in groups of three, students apply the rule for all examples on the worksheet that is now passed out. The instructor then asks each student to read one of the words on the list correctly.

There are Voiced consonants in Russian that have a Voiceless counterpart. (Note: all Voiced consonants that have a pair are at the beginning of the alphabet.) These pairs are listed on the following page. Remaining consonants do not occur in pairs. They are:

Voiced consonants without a pair - Л, М, Н, Р

Voiceless consonants without a pair - Х, Ц, Ч, Щ

This makes for a total of 20 consonants in the Russian alphabet, 10 vowels, and Ъ, Ы, and Ъ.

Before the class is dismissed, the instructor introduces numbers 6-10 in Russian (see *Numbers in Supplement for Week II*). Class is dismissed: СПАСИБО И ДО СВИДАНИЯ!

CONSONANT ASSIMILATION

(Worksheet)

A Voiced consonant next to a Voiceless consonant at the beginning or in the middle of a word.

VOICED CONSONANTS

VOICELESS CONSONANTS

Б	П
В	Ф
Г	К
Д	Т
Ж	Ш
З	С

Work with a partner and practice “backward” effect (←) on consonant assimilation. A preposition and the word following it are pronounced as one word. Write out how you would pronounce the following words:

ВТОРОЙ	_____
СОСЕДКА	_____
ПОРА ИДТИ	_____
ВОДКА	_____
ПОВТОРИТЕ	_____
ВСЁ	_____
ВСЕГО ХОРОШЕГО	_____
В ШКОЛЕ	_____
КАК ДЕЛА	_____
В КЛАССЕ	_____

CONSONANT DEVOICING

(Worksheet)

A Voiced consonant at the end of a word undergoes **devoicing** (it is pronounced like its Voiceless equivalent). Work with a partner to correctly pronounce all the words listed below.

VOICED CONSONANTS

Б

В

Г

Д

Ж

З

VOICELESS CONSONANTS

П

Ф

К

Т

Ш

С

Read the following Russian words with appropriate devoicing:

ДРУГ

ГОРОД

НОЖ

РАЗ

КЛУБ

САД

ЗАВОД

АВТОБУС

ГАЗ

ШОКОЛАД

СОСЕД

ХЛЕБ

ДИАЛОГ

ПАРИЖ

ЧЕХОВ

МОРОЗ

ОЛЕГ

ЗУБ

ИВАНОВ

МУЖ

ГАРАЖ

ЮГ

Week II - Day 4 - Official Quiz

The class begins with questions asked by the instructor as the students answer. Then the students pose questions to each other or ask the instructor a question or two.

Class reviews the alphabet one more time. Afterwards the class takes its first **official quiz** on the alphabet. Instructor reads off 25 Russian alphabet sounds while the students write them out on a piece of paper. They may print or write in cursive, whichever is more comfortable for them at this point in the semester.

Selection of letters from the alphabet is made by the instructor, favoring more difficult sounds, and all of the vowels. Students need to pass the quiz with a minimum of 85 percent. Those students who perform at a lower level will be asked to come to the office early next week and take another test in order to prove their command of the alphabet sound system. Students are encouraged to work together and give each other quizzes. Help is also available from the instructor, since some students need more than two weeks to master Russian sound-letter association.

The rest of the class period is focused on conversation and review of everything that concerns mastering the sound system and writing of the alphabet. Having students come up and write on the board is extremely useful. The class concludes with two letters of the alphabet that do not have a sound of their own.

RULES FOR USE OF HARD (Ъ) AND SOFT (Ь) SIGNS IN RUSSIAN

HARD SIGN (Ъ):

1. Write the dividing hard sign (Ъ) after a consonant or a prefix ending in a consonant before these vowels: **Е, Ё, Ю, Я**. The hard sign keeps the preceding consonant hard.

ПОДЪЁМ	СЪЕЗД	ОБЪЯВЛЕНИЕ	ВЪЕХАТЬ
ПОДЪЕЗД	ПРЕДЪЮБИЛЕЙНЫЙ	ОБЪЁМ	

2. Write the dividing hard sign (Ъ) in compound words after **ДВУХ-, ТРЁХ-, ЧЕТЫРЁХ-** before these vowels: **Е, Ё, Ю, Я**.

ДВУХЪЯРУСНЫЙ

3. Write the dividing hard sign (Ъ) in loan words after the following prefixes: **АД-, ИН-, КОН-, ОБ-, СУБ-**.

АДЪЮТАНТ	ИНЪЕКЦИЯ	КОНЪЮКТУРА
ОБЪЕКТ	СУБЪЕКТ	

SOFT SIGN (Ь):

Write the dividing soft sign (Ь) after a consonant to soften it, and after consonants before these vowels: **Е, Ё, И, Ю, Я**.

ДЕНЬ СЕМЬЯ КОПЬЁ РУБЛЬ ЛЮБОВЬЮ ВЬЮГА МАТЬ

NOTE: Soft sign (Ь) following **Ж, Ц, and Ш** has no effect on their pronunciation. Consonants **Ч** and **Щ** are always soft (palatalized), even when followed by a hard vowel.

SOFT SIGN (Ь) APPEARS IN THE FOLLOWING INSTANCES:

1. Feminine nouns ending in soft sign: **ДОЧЬ, РОЖЬ, ТИШЬ, ЛЮБОВЬ**.
2. Masculine and feminine nouns ending in soft sign: **НОЧЬ, УЧИТЕЛЬ**.
3. Loan words before the letter О: **ПАВИЛЬОН, МЕДАЛЬОН, ПОЧТАЛЬОН, БУЛЬОН, КОМПАНЬОН**.
4. Adjectives formed from calendar months: **НОЯБРЬСКИЙ, ИЮНСКИЙ**,
but **ЯНВАРСКИЙ**.

SOFT SIGN (Ь) IN VERB FORMS:

1. Infinitive forms of verbs: **ЗНАТЬ, ПОНИМАТЬ, ГОВОРИТЬ**.
2. Second person singular in verbal conjugations: **ТЫ ЗНАЕШЬ, ТЫ ПОНИМАЕШЬ**.
3. Verbal commands: **СМАЗЬТЕ! НАЗНАЧЬ! ОТСРОЧЬТЕ!**

SOFT SIGN (Ь) IS NOT WRITTEN IN THE FOLLOWING CASES:

1. Nouns (masculine, feminine and neuter): **СТОЛ, КОМНАТА, ПЕРО**.
2. After these consonant combinations: 80, 51 (**ВОСЕМЬДЕСЯТ, ПЯТЬДЕСЯТ ОДИН**), BUT write 10 as – **ДЕСЯТЬ**.

End of Week II

By the end of Week II, the instructor has a pretty good sense of where the students are in their language acquisition. The students have demonstrated their skills in pronunciation and retention, completed their *Cursive Practice Sheets*, and taken their first quiz for the semester. At the beginning of Week III, the students themselves will have a better idea of how they are doing and what it will take to be successful in class.

There may be one or two students who feel discouraged. If so, they should immediately be encouraged to work with a partner. In fact, the best solution for those who need a bit of extra help is to have them work with another student. Those students for whom Russian is easy should be asked to help others and work as class tutors. Working with a partner is always a win-win situation. The sooner in the semester such arrangements are made, the better and easier the work will be.

At the beginning of Week III, the class turns to the textbook that will be used for the remainder of the semester. The instructor reviews the number of chapters that will be covered and the arrangement of materials, not only of chapter sequence, tables, and dictionary, but the order in which material is being presented in each chapter. If a workbook accompanies the text, it is also reviewed, as well as any supplemental or electronic materials available.

The students are asked to keep all class materials in a separate folder in which they will store all practice sheets, class notes, grammatical information, and returned quizzes. The folder will be invaluable for future study and preparation for quizzes and exams. *Weekly Schedule of Classes* may be found in *Supplement for Week II*.

In order for students to be successful in Russian, it is best for them to work with each other, ask questions when necessary, attend classes regularly, and complete all the assignments on time. For the instructor to have a successful program, s/he needs to be flexible, understand that some students are slower, make sure to provide tutorial help, and set up a Russian Club that can be used in a variety of ways to support class instruction.

Class is dismissed: ВСЕГО ДОБРОГО И ДО СВИДАНИЯ!

SUPPLEMENT FOR WEEK II

Russian Letter in Cursive

Schedule of Classes/Days of the Week

Multi-point Leaves for Dictation (tips and indentations)

Numbers 0-10

Дорогой Менья!

Вчера ко мне приехали Серёжа и Андрей. Они никогда не были в Вашингтоне и хотели посмотреть город. Ма-ра стояла убийственная, что-то около девяноста пяти градусов по Фаренгейту (до сих пор не знаю, сколько это по Цельсию, кажется, больше тридцати). Вашингтон им очень понравился. Они говорят, что он очень похож на европейский город, особенно центр города. Вашингтон удивил их очень широкими улицами и проспектами, огромными расстояниями от одного здания до другого, словом, своим простором. Потом мы поехали...

SCHEDULE OF CLASSES
РАСПИСАНИЕ УРОКОВ

ПОНЕДЕЛЬНИК

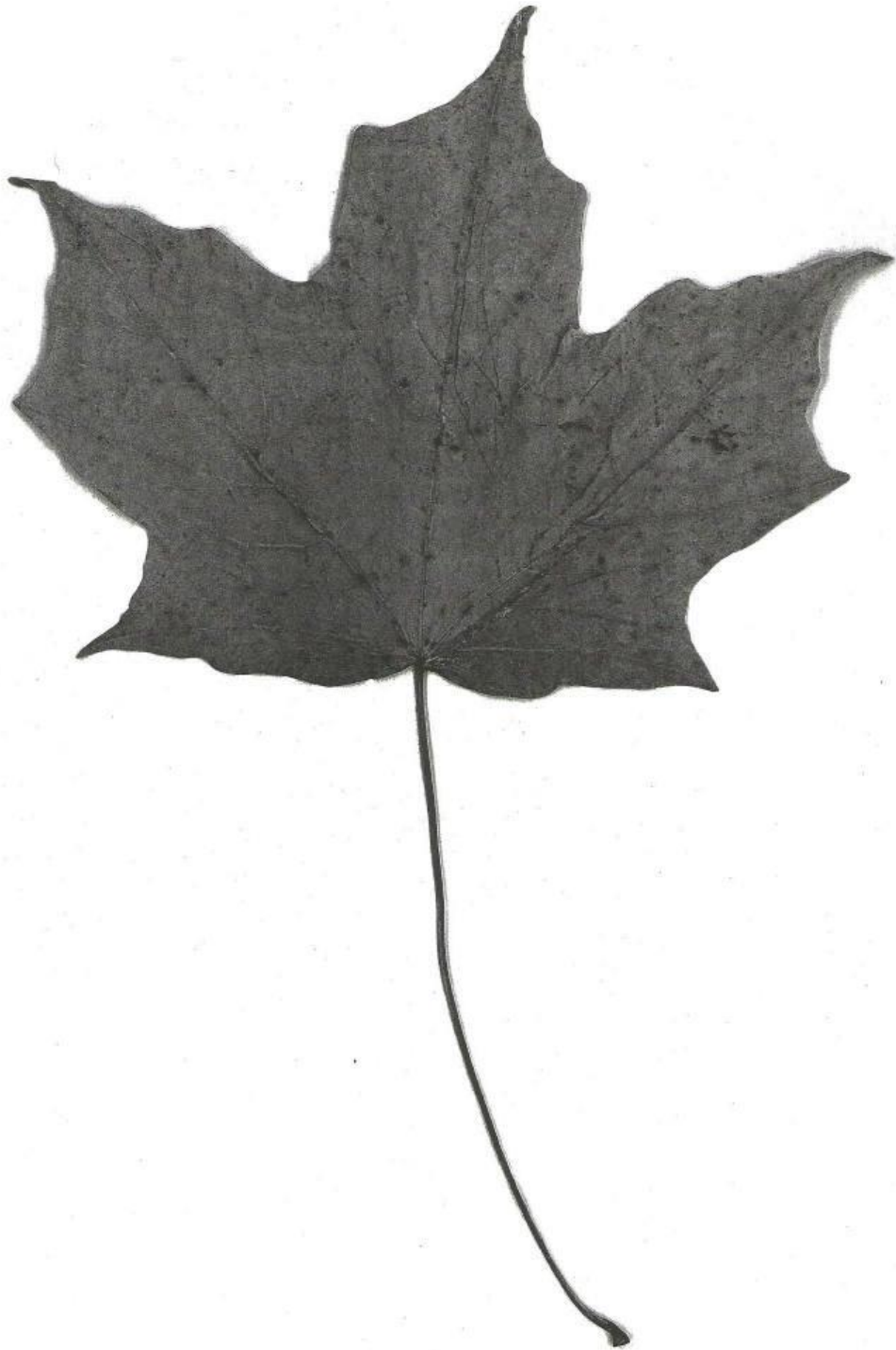
ЧЕТВЕРГ

ВТОРНИК

ПЯТНИЦА

СРЕДА

СУББОТА





NUMBERS

НОМЕРА

0
ноль

1
один

2
два

3
три

4
четыре

5
пять

6
шесть

7
семь

8
восемь

9
девять

10
десять

APPENDIX

Word Order
Intonation Construction (IC)
Rhythm in Russian Words
Formation of Nouns in Plural
Verbs: Conjugations I and II, Consonant Mutation
Interchange of Consonants in Verb Forms
Spelling Rules
Use of Root Word GAP in Formation of Verbs, Nouns, Adjectives, etc.
Russian Preposition Chart
Practice Reading Russian Script
Russian Proverbs
American Proverbs
Clocks for Telling Time of Day
Writing Notes and Valentines
Russian Alphabet: Names and Sounds of Letters
Russian Cognates (pages 2-4)
Three Russian Songs (2x2=4, Body parts with body picture, “The Russian Alphabet Song”)
Practice Russian Alphabet in Cursive
Ye-llow-blue vase! – I love you!
Credits

WORD ORDER

Russian is an inflectional language in which the subject-object relation is indicated by inflection. By inflection we mean the change of form by which some words indicate certain grammatical relationships (in Russian nouns it is indicated by cases; in verbs it is indicated by tense).

In English, we have some remnants of verbal inflection shown in third person singular, as in *she reads*. However, English is primarily syntactic language in which rules of syntax govern, i.e., order or systematic arrangement of words in a sentence. Meaning in a sentence is rendered by syntactical means.

A good example of Subject-Object relation in English may be rendered by the following:

Subject ----- Object

A MAN KILLED A DOG. The word order determines who did what to whom.

If the order of words were to be reversed, the meaning would completely change as follows:

A DOG KILLED A MAN.

Here is the same example in Russian which reads as follows:

ЧЕЛОВЕК УБИЛ СОБАКУ.

If the order of words were reversed in Russian, the meaning would remain the same as follows:

СОБАКУ УБИЛ ЧЕЛОВЕК.

It is the Y at the end of the Russian word for DOG (собака) that determines the dog is the object in this sentence. In fact, it is inflection that allows the object in a Russian sentence to be at the beginning or at the end of the sentence.

Another interesting difference between Russian and English is the formation of interrogative sentences. In an English interrogative sentence the word order is inverted. For example:

This is a book.	Is this a book?
She is a student.	Is she a student?

In Russian we can take a declarative sentence and, while keeping the same word order, make it into an interrogative sentence just by intonation. For example:

Это книга.	Это книга?
Она студентка.	Она студентка?

Or one may also form a question by using a *question* word as: Что, Кто, Где, Как, Когда, etc. For use of intonation in Russian, see *Intonation Construction* that follows.

INTONATION CONSTRUCTION (IC)
ИНТОНАЦИОННАЯ КОНСТРУКЦИЯ (ИК)

In Russian there are five basic patterns of intonation construction. At the end of each pattern the voice may go upward or downward.

PATTERN	USE	VOICE
ИК – 1	Used in simple declarative statements	↓
ИК – 2	Used in questions with an interrogative word (кто, что, как, где, сколько) and in salutations	↑
ИК – 3	Used in questions without an interrogative word	↑
ИК – 4	Used in elliptical questions. The question begins with a word ...а (...and)	↑
ИК – 5	Used in exclamations that often begin with one of the following words: как, какой, какая, какое, какие	↑

RHYTHM IN RUSSIAN WORDS

A syllable is a unit of pronunciation consisting of a vowel and one or more consonants. Only vowels carry stress. When pronouncing a stressed syllable, one sits on the vowel longer and with more strength. Here are examples of using **Ta** (in bold) for stressed syllables:

Single syllable:

Ta - unstressed syllable

Tá - stressed syllable

Two-syllable words:

-with stress on 1st syllable

Ta – ta:

Море, книга, рыба, мама, папа

Быстро, каша, Пушкин

-with stress on 2nd syllable

Ta – **ta**:

Канал, метро, весна, такси, кефир

Роман, талант, музей

There are words in Russian which are identically written but their meaning is identified by the stress of the syllable:

Замок – замок

Му**ка** – мука

Three-syllable words:

1) **Ta** – ta – ta

2) Ta -- **ta** – ta

3) Ta -- ta – **ta**

Stress on the 1st syllable – **ta** – ta – ta:

Улица, комната, девушка, дедушка, бабушка

Stress on the 2nd syllable – ta – **ta** – ta:

Газета, одежда, страница, дорога, погода

Stress on the 3rd syllable – ta – ta – **ta**:

Голова, далеко, карандаш, чемодан, молоко

Multi-syllable words:

- 1) **Та** – та – та – та
- 2) Та – **та** – та – та
- 3) Та – та – **та** – та
- 4) Та – та – та – **та**

Stress on the 1st syllable – **та** – та – та – та:

Масленица
Жаловаться
Пуговица
Заморозки
Мужественно

Stress on the 2nd syllable – та – **та** – та – та:

Сим**ф**ония
По**ж**алуйста
Гер**м**ания
Аме**р**ика
Косме**т**ика

Stress on the 3rd syllable – та – та – **та** – та:

Компо**з**итор
Лите**р**атор
Диско**т**ека
Репети**т**ор
Губер**н**атор

Stress on the 4th syllable – та – та – та – **та**:

Каранда**ш**и
Переводи**т**ь
Велосипе**д**
Мотоцик**л**ист
Эконо**м**ист
Проговори**т**ь

FORMATION OF NOUNS IN PLURAL

Masculine nouns ending with a **consonant** -----

Feminine nouns ending with an **А** -----

Masculine nouns ending with **Й** or **Ь** -----

Feminine nouns ending with **Ь** or **Я** or **ИЯ** -----

Neuter nouns ending with an **О** -----

Neuter nouns ending with an **Е** -----

Form Plural – **Ы(И)**

Form Plural – **И**

Form Plural – **А**

Form Plural – **Я**

Here are a few nouns that you may or may not know yet. Write out the plural form for each. Pay attention to spelling rules and noun gender.

Журнал _____

Сигарета _____

Упражнение _____

Урок _____

Лаборатория _____

Книга _____

Письмо _____

Карандаш _____

Музей _____

Пенсия _____

Портфель _____

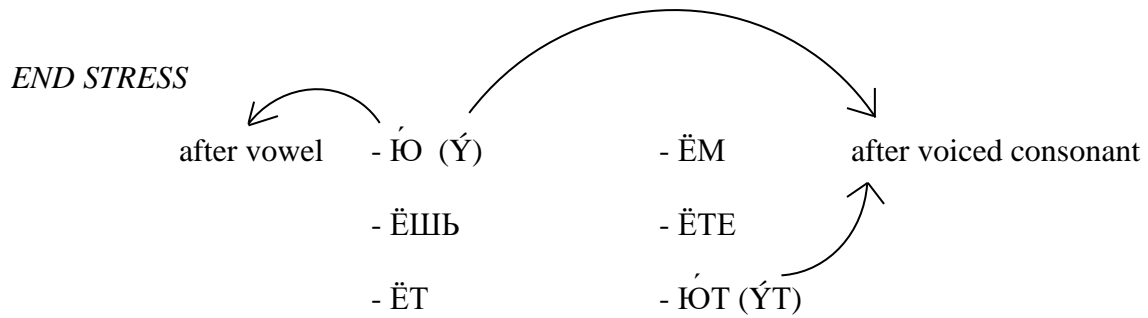
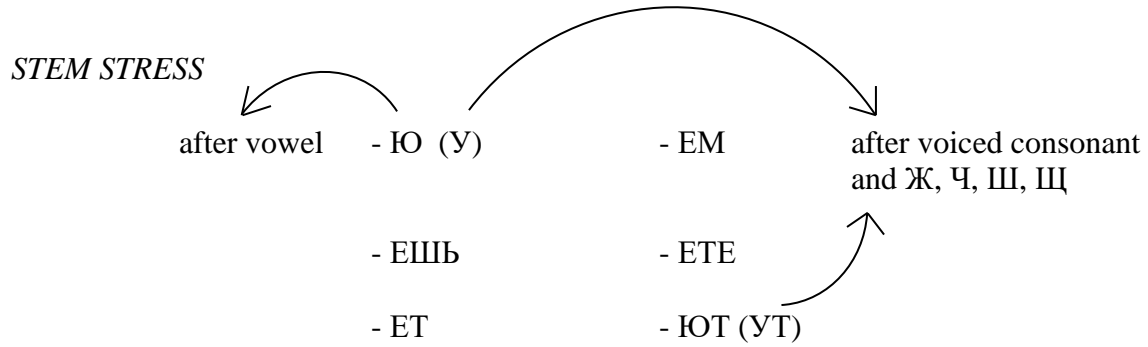
Тётя _____

Дедушка _____

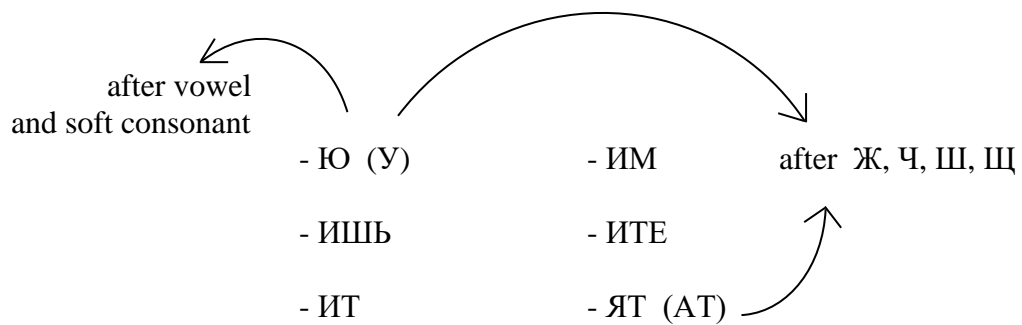
Пассажир _____

VERBS

CONJUGATION I (-АТЬ verbs)



CONJUGATION II (-ИТЬ verbs)



CONSONANT MUTATION – Conjugation I

Г / Ж	(двигать)
К / Ч	(плакать)
СК / Щ	(искать)
Т / Ц	(клеветать)
Х / Ш	(махать)

Ж / Г (бежать)

In some cases occurs
in 1st person singular
and 3rd person plural only,
(бегу, бегут), in Conjugation I.

Occurs in all forms in Conjugation I.

Some verbs in Conjugation I have an infix of **-ева** OR **-ова** before the infinitive ending.
In conjugating these verbs, the infix is replaced by -Y-, followed by Conjugation I endings.
(Examples are: танцевать, чувствовать).

CONSONANT MUTATION - Conjugation II

Д / Ж	(ходить)
Т / Ч	(шутить)
З / Ж	(возить)
С / Ш	(носить)
СТ / Ц	(чистить)

Occurs in 1st person singular in Conjugation II.

Verbs in II conjugation (in **-ИТЬ, -ЕТЬ**) with stem ending in Б, В, М, П, Ф before the ending -ИТЬ, as in ЛЮБИТЬ / ГОТОВИТЬ / КОРМИТЬ / КУПИТЬ / ГРАФИТЬ, insert Л in 1st person singular: (люблю / готовлю / кормлю / куплю / графлю).

Reflexive verb endings: After consonant ending add -СЯ
After vowel ending add -СЬ

INTERCHANGE OF CONSONANTS IN VERB FORMS

Conjugation II (verbs in **-ИТЬ** and **-ЕТЬ**) with stem ending in the following consonants

Present Tense 1st Person Singular

Б → БЛ	ЛЮБИТЬ	-	ЛЮБЛЮ \ ЛЮБИШЬ
В → ВЛ	ГОТОВИТЬ	-	ГОТОВЛЮ \ ГОТОВИШЬ
Д → Ж	ХОДИТЬ	-	ХОЖУ \ ХОДИШЬ
Ж → Г	БЕЖАТЬ	-	БЕГУ \ БЕЖИШЬ
З → Ж	ВОЗИТЬ	-	ВОЖУ \ ВОЗИШЬ
К → Ч	ПЛАКАТЬ	-	ПЛАЧУ \ ПЛАЧЕШЬ
М → МЛ	КОРМИТЬ	-	КОРМЛЮ \ КОРМИШЬ
П → ПЛ	КУПИТЬ	-	КУПЛЮ \ КУПИШЬ
С → Ш	НОСИТЬ	-	НОШУ \ НОСИШЬ
СТ → Щ	ЧИСТИТЬ	-	ЧИЩУ \ ЧИСТИШЬ
Т → Ч	ШУТИТЬ	-	ШУЧУ \ ШУТИШЬ
Ф → ФЛ	ГРАФИТЬ	-	ГРАФЛЮ \ ГРАФИШЬ

SPELLING RULES

- SPELLING RULE #1** After К, Г, Х, Ж, Ч, III, III
- never write Ъ - write И instead
-
- SPELLING RULE #2** After К, Г, Х, Ж, Ч, III, III, II
- never write Ю or Я - instead
write У or А respectively
-
- SPELLING RULE #3** After Ж, Ч, III, III, II
- never write an unstressed О, write Е instead

USE OF ROOT WORD GAP

By using a simple U.S. Brand Name, GAP (in Russian cursive **gap**), one can explain use of prefixes and suffixes in Russian verb formation, Perfective and Imperfective aspects of verbs, Reflexive verbs, formation of Nouns and Adjectives, as well as the use of the Root Word for a Preposition and an Adverb. (**gap-** pronounced **dar-** in Russian means gift; as a root word, it appears in numerous Russian words, even in names, for example - Daria.)

gap

гарить

погарить

загарить

благогарить

угарить

отгарить

нагарить

огарить

VERBS

Imperfective

нагаживать

огаживать

загаживать

Perfective

нагажить

огажить

загажить

Reflexive Verb: угаживать ----- угаживаться

NOUNS

погажок

уга

угажение

угажник

угажница

огаженность

благосгажность

ADJECTIVES

у**гар**ный

о**гар**ённый

благо**гар**ный

благо**гар**ственный

PREPOSITION: благо**гар**я

ADVERB: за**гар**ом

RUSSIAN PREPOSITION CHART

ENGLISH	RUSSIAN	CASE	EXAMPLE - M	EXAMPLE - F
From (Place)	от	Genitive	от стола	от доски
From (Inside)	из	Genitive	из дома	из аптеки
For	для	Genitive	для Ивана	для Анны
Up to	до	Genitive	до Ивана	до Анны
Across From	напротив	Genitive	напротив дома	напротив аптеки
Not	нет	Genitive	нет стола	нет доски
Without	без	Genitive	без Ивана	без Анны
From	с	Genitive	со стола	с доски
Of (Possession)	--	Genitive	книга Ивана	книга Анны
Except	кроме	Genitive	кроме Ивана	кроме Анны
After	после	Genitive	после урока	после лекции
Instead Of	вместо	Genitive	вместо Ивана	вместо Анны
On the surface	по	Dative	по столу	по улице
Toward	к	Dative	к столу	к аптеке
Across, In, Over, Through	через	Accusative	через стол	через неделю
To (Direction)	в, на	Accusative	в город, на урок	в школу, на выставку
For (Time Period)	на	Accusative	на год	на неделю
Above	над	Instrumental	над столом	над доской
Under	под	Instrumental	под столом	под доской
Behind	за	Instrumental	за столом	за доской
In Front Of	перед	Instrumental	перед столом	перед доской
Between	между	Instrumental	между домом	и аптекой
With	с	Instrumental	с Иваном	с Анной
For	за	Instrumental	за хлебом	за книгой
About	о	Prepositional	о столе	о доске
In (Location)	в	Prepositional	в доме	в аптеке
On (Location)	на	Prepositional	на столе	на доске

PRACTICE READING RUSSIAN SCRIPT

Each student is asked to read one sentence from the following stories.

А ЛИТЛ БОЙ ВАЗ ГОИНГ ХОМ ЛЕЙТ ВАН НАЙТ ЭНД ХАД ТУ ПЕС А СЕМЕТЕРИ.
ХИ ВОКТ ВЕРИ КВАЕТЛИ СО ДИ ГОСТС ШУД НАТ НОТИС ХИМ.
БАТ ВЕН ХИ ВЕНТ ПЕСТ ДИ ГЕЙТ, А ГОСТ КЕЙМ АУТ ЭНД ЧЕЙСТ ХИМ.
ДИ БОЙ СТАРТЕД ТУ РАН.
ХИ РЕН ВЕРИ ФЕСТ, БАТ ДИ ГОСТ РЕН ДЖАСТ ЭЗ ФЕСТ.
ДЕЙ РЕН ВЕРИ ФАР.
ДЕН ДИ БОЙ ГАТ ТАЙРД ЭНД КУД НАТ РАН ФАРДР.
ХИ ДЖАМПТ ОВР А ЛОГ ЭНД СЕТ ДАУН ТУ КЕЧ ХИЗ БРЕТ.
ДИ ГОСТ СЕД: “ДЖИ, ВИ ШУР РЕН ФАР.”
“ЕС,” ЭНСРД ДИ БОЙ, “ЭНД ВЕН АЙ КЕЧ МАЙ БРЕТ, ВИ АР ГОИНГ ТУ РАН
ФАРДР.”

А МАУС ФЕЛ ИН А БЭРЛ ОФ ВИСКИ.
ХИ ОЛМОСТ ДРАУНД.
А КЕТ ПУЛД ХИМ АУТ ЭНД СЕЙВД ХИЗ ЛАЙФ.
БАТ ДИ КЕТ ВОНТЕД ТУ ИТ ДИ МАУС.
ДИ МАУС ЭСКТ А ФЕЙВР:
“ПЛИЗ, МИСТЕР КЕТ, АЙ ВОНТ ТУ СИ МАЙ ВАЙФ ЭНД ЧИЛДРЕН
БИФОР АЙ ДАЙ.”
“ФАЙН,” СЕД ДИ КЕТ, “АЙ ВИЛ СЕЙВ Ю ФОР ТУМАРОЗ БРЕКФЕСТ.”
ХИ ПРАМИСТ ДИ КЕТ ТУ КАМ БЭК ДИ НЕКСТ ДЕЙ.
БАТ ДИ МАУС ВОЗ ЛЕЙТ НЕКСТ ДАЙ.
ХИ КЕЙМ ЭНД СТУД АН ДИ АДР САЙД ОФ ДИ РУМ.
ЭНД ХИ СЕД: “ХЕЛО, МИСТЕР КЕТ.”
ДИ КЕТ СЕД: “КАМ ХИР ЭНД ЛЕТ МИ ИТ Ю АП.”
ДИ МАУС СЕД: “ХУ? МИ?”
ДИ КЕТ СЕД: “Ю ПРАМИСТ.”
ДИ МАУС ЭНСЕРД: “АЙ МАСТ ХЕВ БИН ДРАНК.”

RUSSIAN PROVERBS

Selected from *The Russians Said It First*

(Practice the sound system by rendering these proverbs into Cyrillic script)

If you want to learn, teach others!

A mere friend will “yes” you, but a real friend will argue.

It is life that ages you and not the years.

Nothing plush comes in a rush.

Where we are not is the most wonderful spot.

Relatives are friends from necessity.

Empty heads are carried the most erect.

One old friend is better than two new ones.

You will never find wisdom abroad, if there is none at home.

Steal a nickel and no one will trust you with a dollar.

A clean conscience provides the softest pillow.

Promise less and you will lie less.

Better to see once than hear a hundred times.

The less you have the more you give.

Do not judge a friend in three days but in three years.

It takes much courage to differ with the mob.

The real worry is when you have nothing to worry about.

Think three times before you speak once.

AMERICAN PROVERBS

Students are asked to bring to class two or three proverbs that are most popular in their home. They are then asked to render them phonetically into Russian script.

Too many cooks spoil the soup.

Two heads are better than one.

A stitch in time saves nine.

A bird in the hand is worth two in the bush.

Where there is smoke, there is fire.

Money cannot buy happiness.

Still water runs deep.

Don't put all your eggs in one basket.

The bigger they are, the harder they fall.

Cheaters never prosper.

That's the way the cookie crumbles.

The best things come to those who wait.

Together we stand, divided we fall.

It takes money to ride the train.

You scratch my back, I'll scratch yours.

Neither a borrower nor a lender be.

Don't cut off the hand that feeds you.

No one ever said life was fair.

Every cloud has a silver lining.

Oil and water do not mix.

When it rains, it pours.

Two wrongs don't make a right.

A rolling stone gathers no moss.

It takes one to know one.

Don't cry over spilled milk.

Better safe than sorry.

Fight fire with fire.

Curiosity killed the cat.

Be careful what you wish, you might get it.

If the shoe fits, wear it.

Don't count your chickens before they hatch.

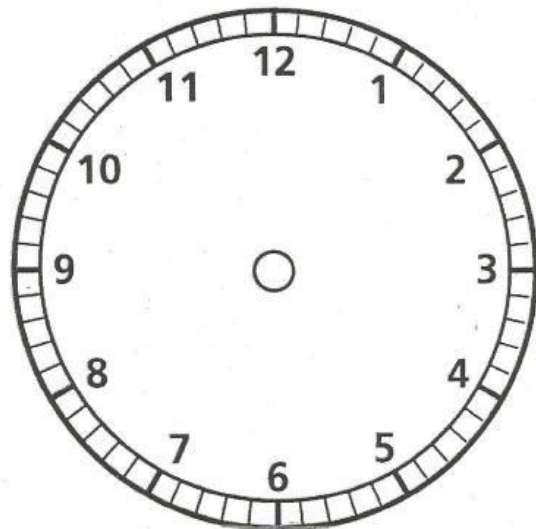
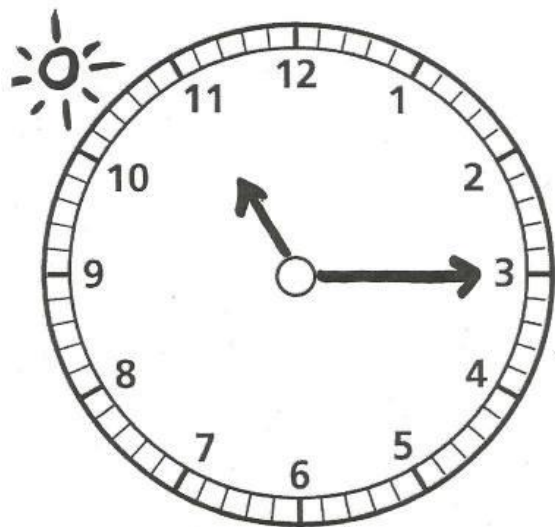
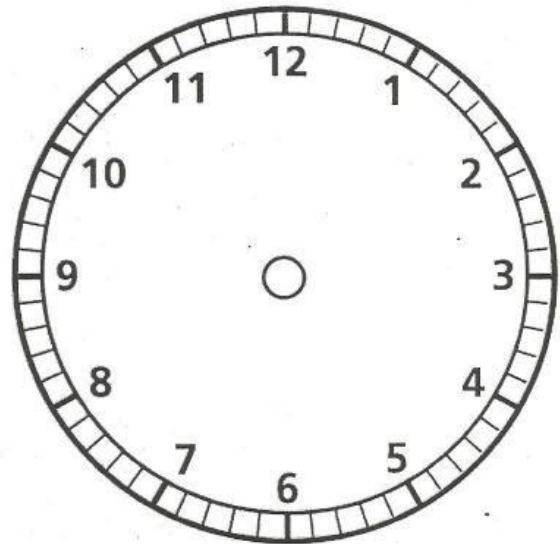
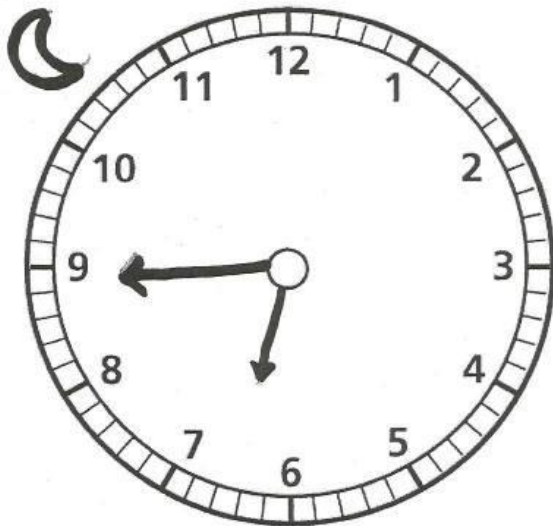
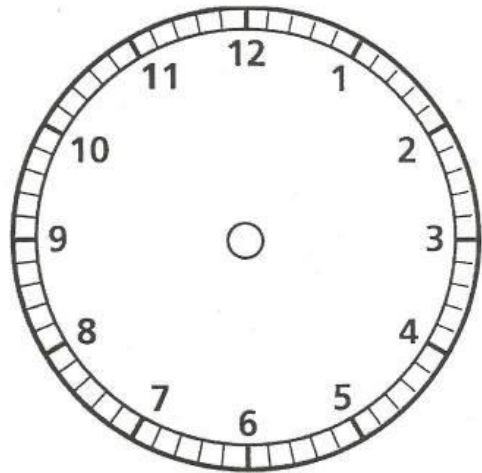
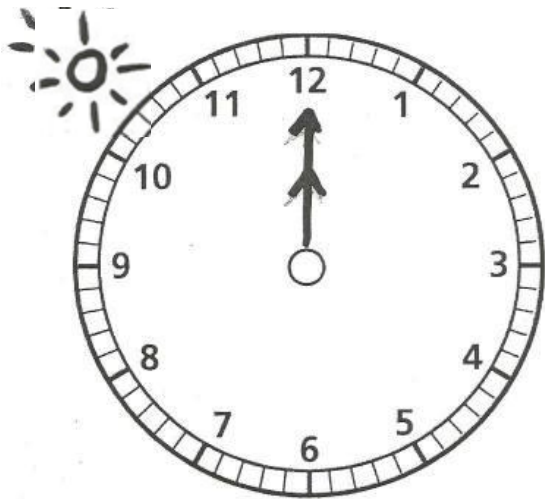
The best things in life are free.

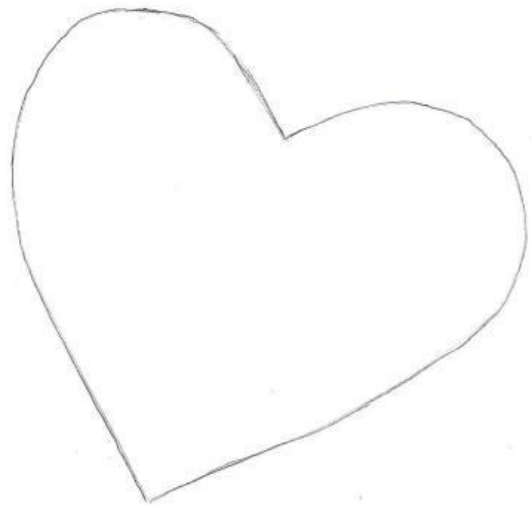
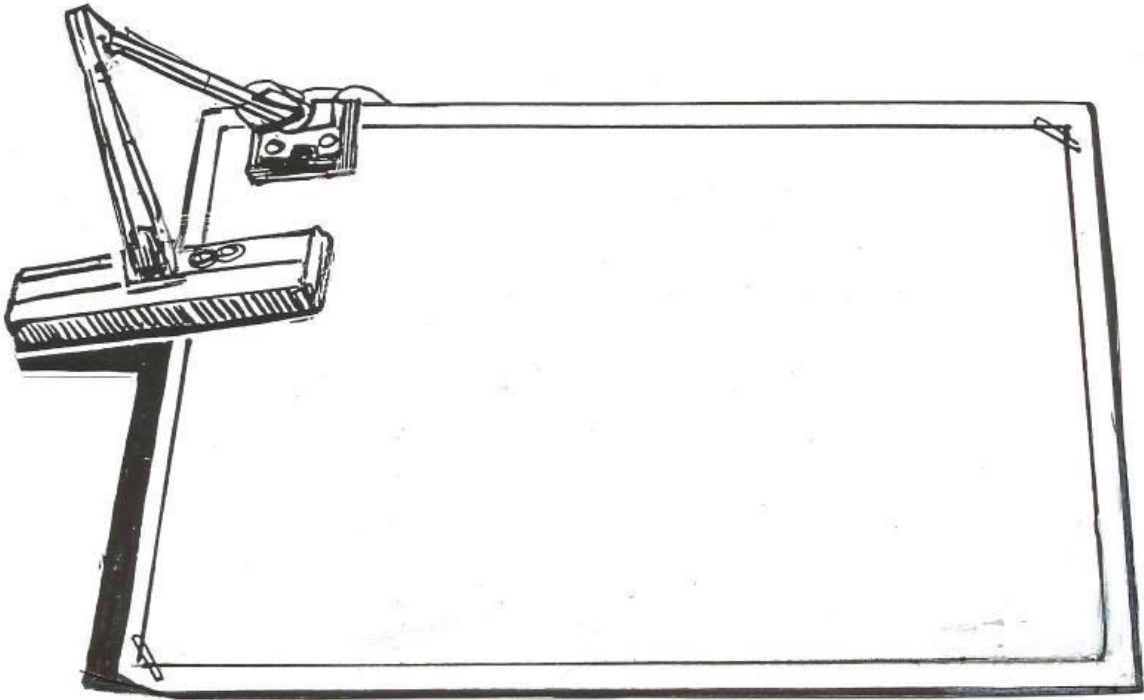
It is better to give than to receive.

Waste not want not.

Where there is a will, there's a way.

Blood is thicker than water.





RUSSIAN ALPHABET

Letter	Letter Name	Sounds like	Letter in a Word
А	А	a in father	акула
Б	Бэ	b in but	бабочка
В	Вэ	v in very	волк
Г	Гэ	g in gun	гусь
Д	Дэ	d in dad	дом
Е	Е	ye in yet	ель
Ё	Ё	yo in yo-yo	ёж
Ж	Жэ	s in pleasure (zh)	жираф
З	Зэ	z in zone	зебра
И	И	ee in meet	ива
Й	И краткое	y in boy	йога
К	Ка	k in skate	кенгуру
Л	эЛ	l in lamp	лев
М	эМ	m in mama	морж
Н	эН	n in not	носорог
О	О	o in open	овощи
П	Пэ	p in spoon	пингвин
Р	эР	r in rock	роза

С	эС	s in self	слон
Т	Тэ	t in tip	тигр
У	У	oo in moon	утка
Ф	эФ	f in fun	фазан
Х	Ха	h in Harvard	хвост
Ц	Цэ	ts in boots	цветок
Ч	Че	ch in church	черепуха
Ш	Ша	sh in shell	шимпанзе
Щ	Ща	shch in Danish charter	щенок
Ъ	Твёрдый знак	no sound of its own	
Ы	Еры/Yery	i in ill	сыр
Ь	Мягкий знак Э	no sound of its own	
Э	(э обратное)	e in bet	экран
Ю	Ю	you in youth	юность
Я	Я	ya in yard	ягода

RUSSIAN COGNATES (pages 2-4)

ЭКСПЕРИМЕНТ	МАЙ	ИНФЕКЦИЯ	ЭКОЛОГИЯ
АГРОНОМ	СТАРТ	ДОЛЛАР	СТАНДАРТ
ТЕКСТ	ШАРМ	СТАДИОН	АКАДЕМИК
БАКТЕРИЯ	ИДЕЯ	АВТОБУС	МИРАЖ
БАЛЕТ	МЕТРО	ТЕЛЕГРАММА	СЕСТРА
ЮРИСТ	ЦИРК	АДМИНИСТРАЦИЯ	ПАРТНЁР
КОММУНИКАЦИЯ	ДУЭТ	ЭКЗАМЕН	ХУЛИГАН
АНТЕННА	СПОРТ	КОСМОС	ДРАМА
ПРОЕКТ	БАГАЖ	СПЕКТАКЛЬ	КОНТРОЛЬ
МЕТАЛЛ	АППАРАТ	БАСКЕТБОЛ	АКАДЕМИЯ
ХОККЕЙ	МУЗЫКАНТ	ДЕЛЬФИН	СУВЕНИР
АДВОКАТ	БУКЕТ	ГАРАЖ	КУЛЬТУРА
СЕКРЕТ	ИНТЕРЕС	ПОРТРЕТ	ИНСТИТУТ
ЭКОНОМИКА	ФРАЗА	ХИМИЯ	АБСОЛЮТ
АССОЦИАЦИЯ	САЛЮТ	АТМОСФЕРА	ЭМИГРАНТ
БОКСЕР	ХАРАКТЕР	ЦИВИЛИЗАЦИЯ	БРЮНЕТ
АРТИСТ	ПУБЛИКА	АССАМБЛЕЯ	КЛАСС
ПРОДУКТЫ	ЦЕМЕНТ	ФРУКТЫ	СУБЪЕКТ
ЭКСПОРТ	АКТЁР	ФОТОГРАФ	МАЙОР
АТТРАКЦИОН	ЦАРЬ	АРЕНА	СИСТЕМА
ВИЗИТ	СПУТНИК	ЖУРНАЛ	ГРАММ
САЛАТ	МОТОР	ОБЪЕКТ	СОРТ

ШТОРМ	МАРС	ВИЗА	ЧЕК
ФОТОГРАФИЯ	МОДА	ВАЗА	ЭКСПЕРТ
БОМБА	ХОР	ФОНТАН	ТОСТ
ЭКВАТОР	ДАТА	ОРКЕСТР	АТОМ
ФОРМА	АКТ	СОДА	СУП
ТЕМА	ГАЗ	ПОПУЛЯРНЫЙ	РОЗА
МОТИВ	ПЛАТФОРМА	МОТЕЛЬ	ПЛАН
ФИГУРА	КРИСТАЛЛ	ПЕРСПЕКТИВА	ОПЕРАЦИЯ
АВАНТЮРА	ДЕМОКРАТ	ИДИОТ	КАПИТАН
ЛОГИКА	МАГНЕТИЗМ	ОПТИМИСТ	ФАНТОМ
ПЛАТФОРМА	РОК	ЭЛЕКТРОНИКА	АВИАЦИЯ
АНТИБИОТИК	ДЕФИНИЦИЯ	ИММИГРАЦИЯ	МИЛЛИОН
АЛКОГОЛЬ	ДЕЛЕГАТ	ТЕРМОСТАТ	ПРОЦЕСС
ЭНЕРГИЯ	ТРАКТОР	ТРАНСМИССИЯ	ЭПОХА
АПОСТОЛ	ДИНАМИКА	КОМПОНЕНТ	КОМПАС
ПОЛИТИКА	ТЕОРИЯ	ФЕДЕРАЛИЗМ	ЦЕНТР
АРБИТРАЖ	РИС	КОМПЛЕКС	БАНАН
АССИМИЛЯЦИ	ИМПОРТ	КОМПОСТ	ДЕФИЦИТ
Я МИНИСТР	ИНТОНАЦИЯ	ТРАНСПОРТ	ФИЛОСОФ
АРГУМЕНТ	БОКС	ОРГАНИЗМ	АУКЦИОН
МЕДАЛЬОН	КОЛЛЕГА	АРЕСТОВАТЬ	ТИГР
ПРОФЕССИЯ	ТЕХНИКА	ФОРМАЛИЗМ	АЦЕТОН
ТЕННИС	ДЕЛЕГАЦИЯ	КАПИТАЛИЗМ	ОКЕАН

ПЕЛИКАН	ВОЛЕЙБОЛ	КЕНГУРУ	ЛАМПА
ТЕЛЕВИЗОР	КРОКОДИЛ	САКСОФОН	ДЖАЗ
ПАСПОРТ	МИНУТА	КОМПЬЮТЕР	ФЕРМЕР
ФЛАМИНГО	БЕЙСБОЛИСТ	АЭРОПОРТ	ПИЦЦА
СОЛДАТ	ПАНДА	УНИВЕРСИТЕТ	ЭТИКЕТ
ШОКОЛАД	САРДИНА	МАЙОНЕЗ	КОНЦЕРТ
БИФСТЕКС	КАКАО	АСТРОНАВТ	ФАБРИКА
ПРЕЗИДЕНТ	ТЕЛЕФОН	КОВБОЙ	МУЗЫКА
ШКОЛА	ДИНОЗАВР	БЕЙСБОЛ	ЖИРАФ
ТУРИСТ	СЕКУНДА	РАКЕТА	ЯГУАР
СИМФОНИЯ	ЛИМОНАД	ПИНГВИН	РАДИО
ПИЛОТ	РУБЛЬ	ИНЖЕНЕР	КОФЕ
КИЛОМЕТР	ЛЕОПАРД	ДИСКОТЕКА	ТЕАТР
ГЕНЕРАЛ	ВИТАМИН	АКРОБАТ	АРМИЯ
ПРОФЕССОР	ТРЕНЕР	ГОРИЛЛА	АТЛАС
АСТРОФИЗИКА	ДИПЛОМАТИЯ	ДЕМОНСТРАНТ	КАРАВАН
ИСТОРИЯ	ДЕМОГРАФИЯ	КОНГРЕСС	МЕХАНИК
БАЛЕРИНА	АВГУСТ	ДЕМОРАЛИЗАЦИЯ	ИРОНИЯ
ИНСТРУМЕНТ	КОМАНДИР	КАПУТ	АРОМАТ
АРАБ	БАТАРЕЯ	ДЕМИЛИТАРИЗАЦИЯ	ОПЕРА
МАКАРОНЫ	ДИРЕКТОР	СПОРТСМЕН	ЗЕБРА
ВИДЕОКАМЕР	ПАРК	КАПИТУЛИРОВАТЬ	ЛИТР
А БАНК	ПУМА	ПРОГРАММИСТ	ФУТБОЛ

БАСТА!

THREE RUSSIAN SONGS

1) ДВАЖДЫ ДВА ЧЕТЫРЕ,
ДВАЖДЫ ДВА ЧЕТЫРЕ,
А НЕ ТРИ, А НЕ ПЯТЬ
ЭТО НАДО ЗНАТЬ.

ДВАЖДЫ ДВА ЧЕТЫРЕ,
ДВАЖДЫ ДВА ЧЕТЫРЕ,
А НЕ ШЕСТЬ, А НЕ СЕМЬ
ЭТО ЯСНО ВСЕМ.

ДВАЖДЫ ДВА ЧЕТЫРЕ,
ДВАЖДЫ ДВА ЧЕТЫРЕ,
ЭТО ВСЕМ ИЗВЕСТНО
В ЦЕЛОМ МИРЕ.

2) РОТ НОС УШИ И ГЛАЗА И ГЛАЗА

РУКИ НОГИ ГОЛОВА ГОЛОВА

ШЕЯ ГРУДЬ ЖИВОТ КОЛЕНИ И СТУПНИ

НЕ ЗАБУДЬ КАК НАЗЫВАЮТСЯ ОНИ



3)

The Russian Alphabet Song

©1988 by Kelly K. Wahl

А БЭ ВЭ ГЭ ДЭ Е Ё ЖЭ ЗЭ И И-

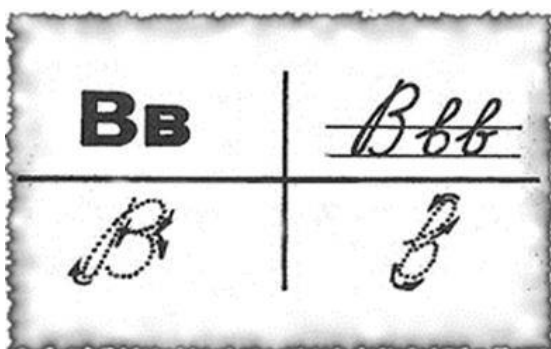
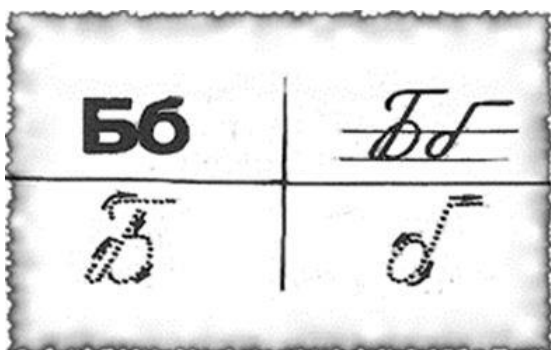
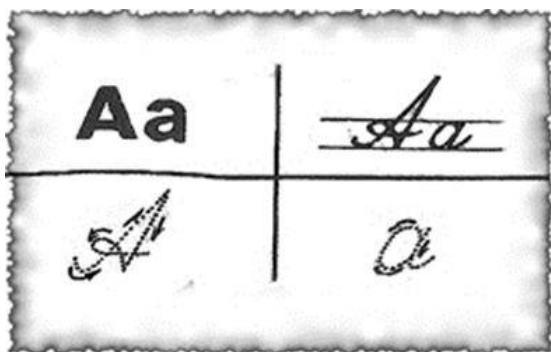
КРАТ-КО-Е КА ЭЛ ЭМ ЭН О ПЭ ЭР

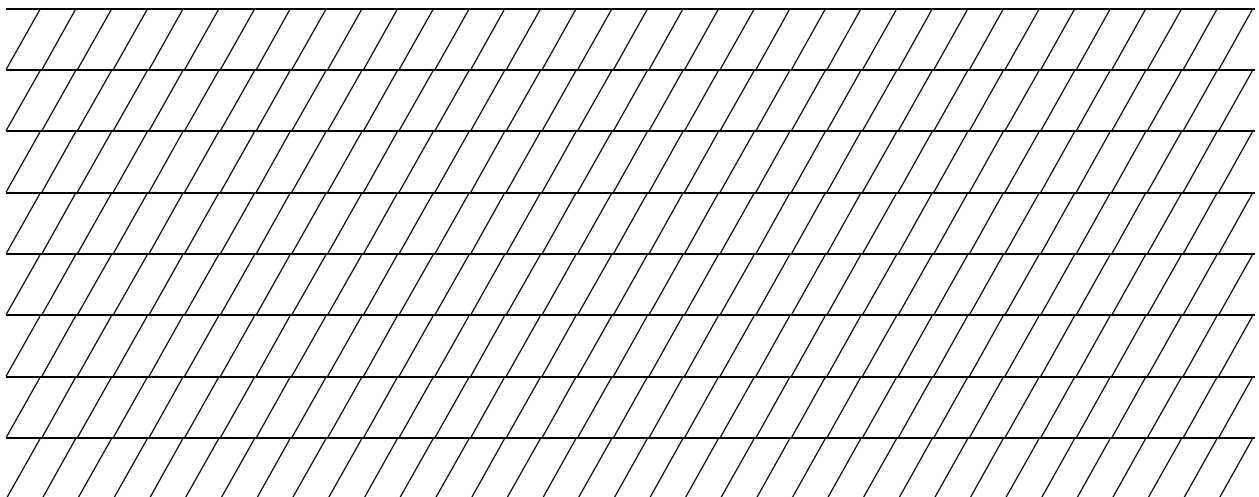
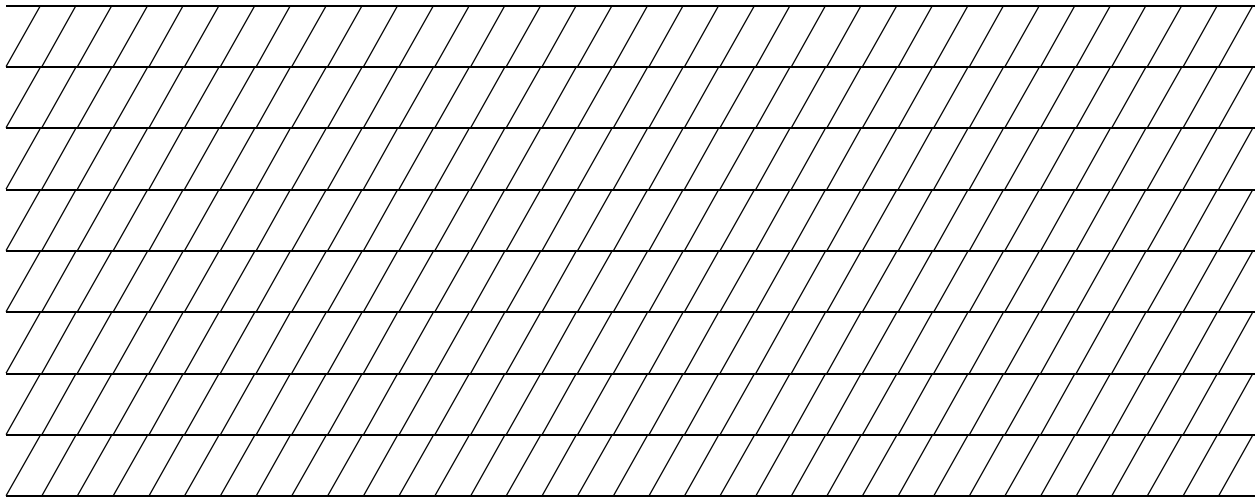
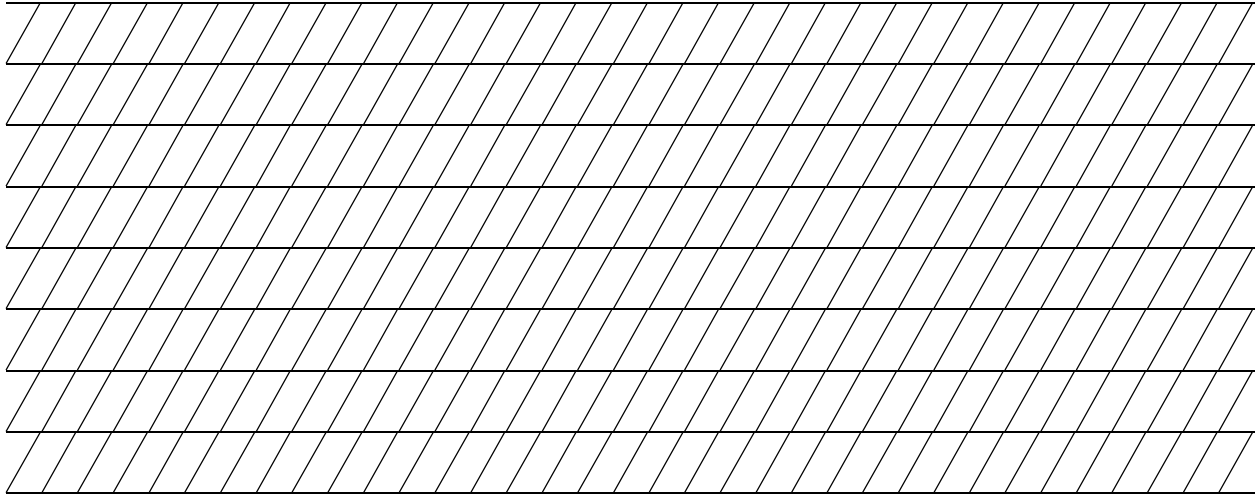
ЭС ТЭ У ЭФ ХА ЦЕ ЧЕ ША ЩА

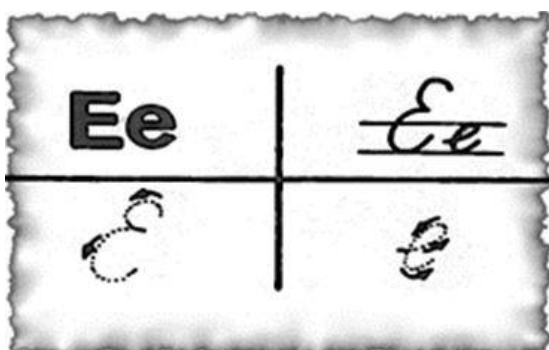
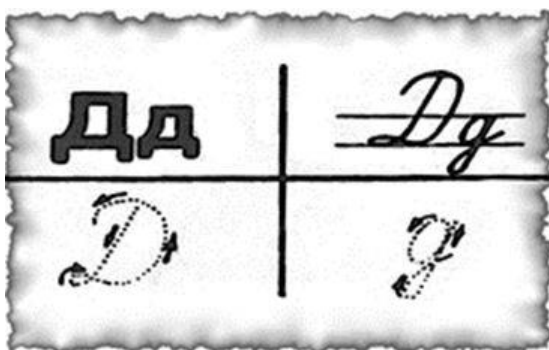
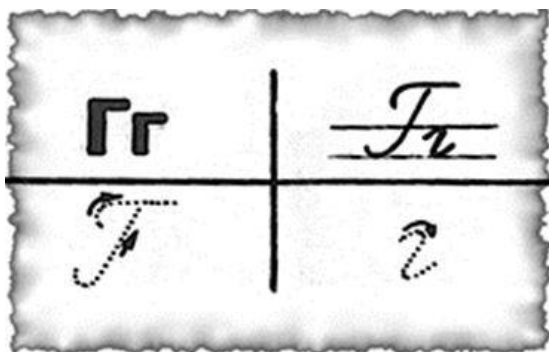
ТВЁРД-ЫЙ ЗНАК Е- ЕР-Ы- Ы МЯГК-ИЙ ЗНАК

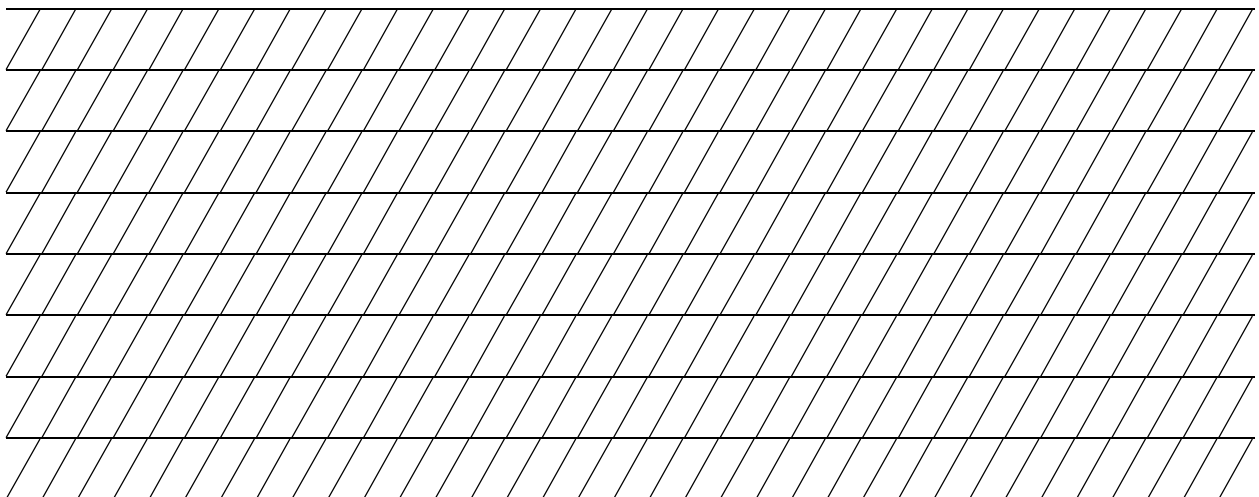
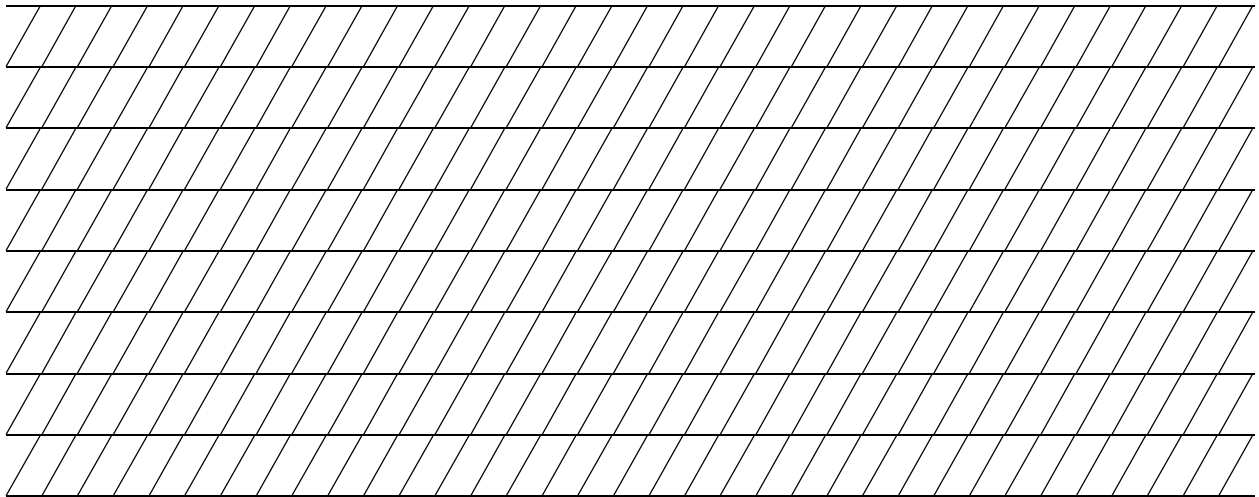
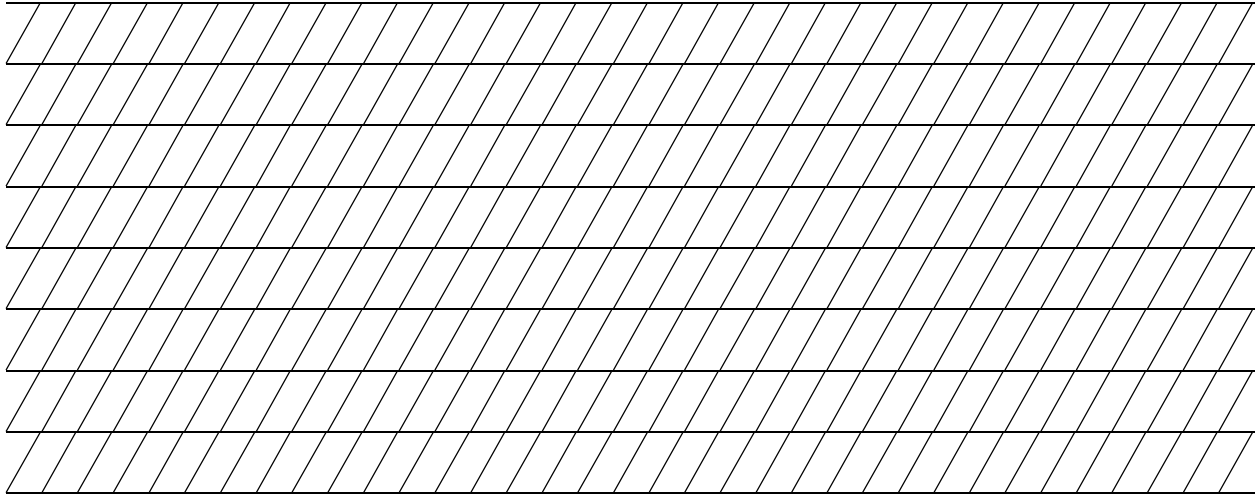
Э ОБ-О- РОТ-НО-Е Ю Я *and*

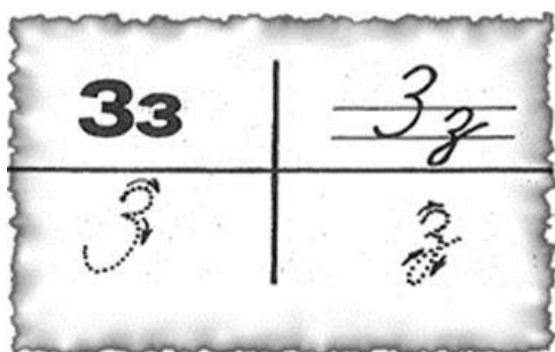
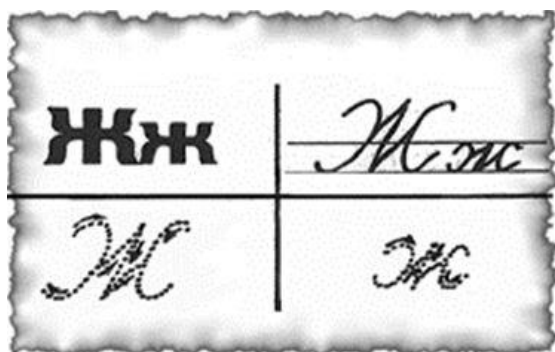
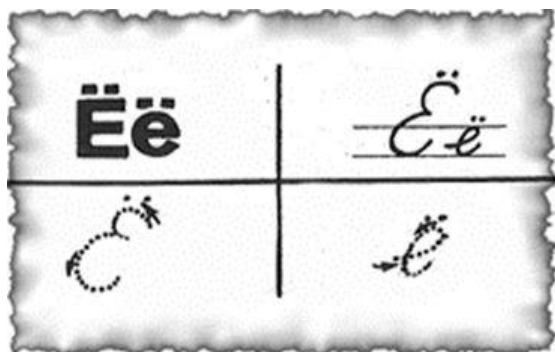
that's the end

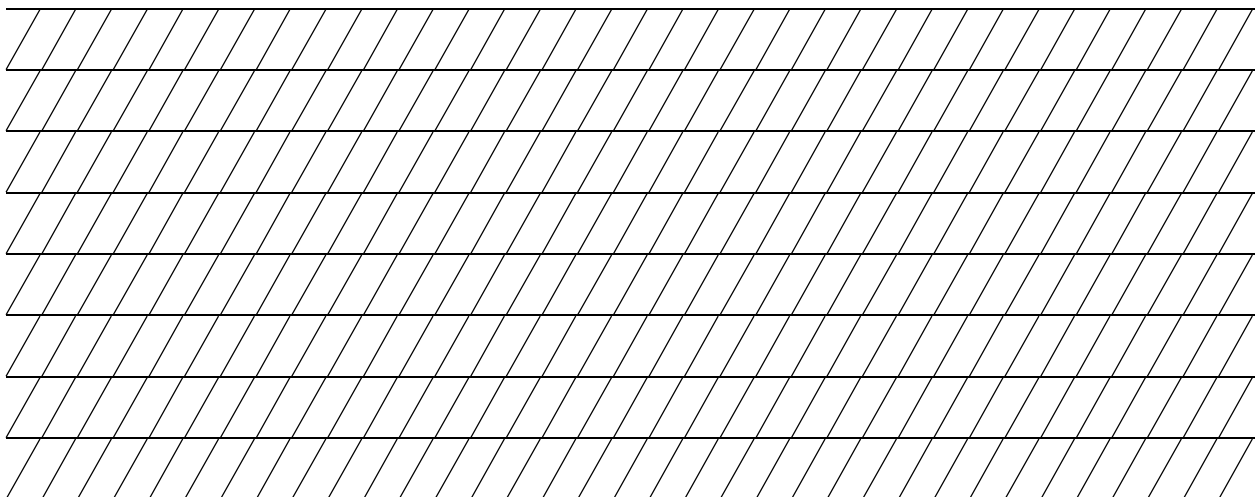
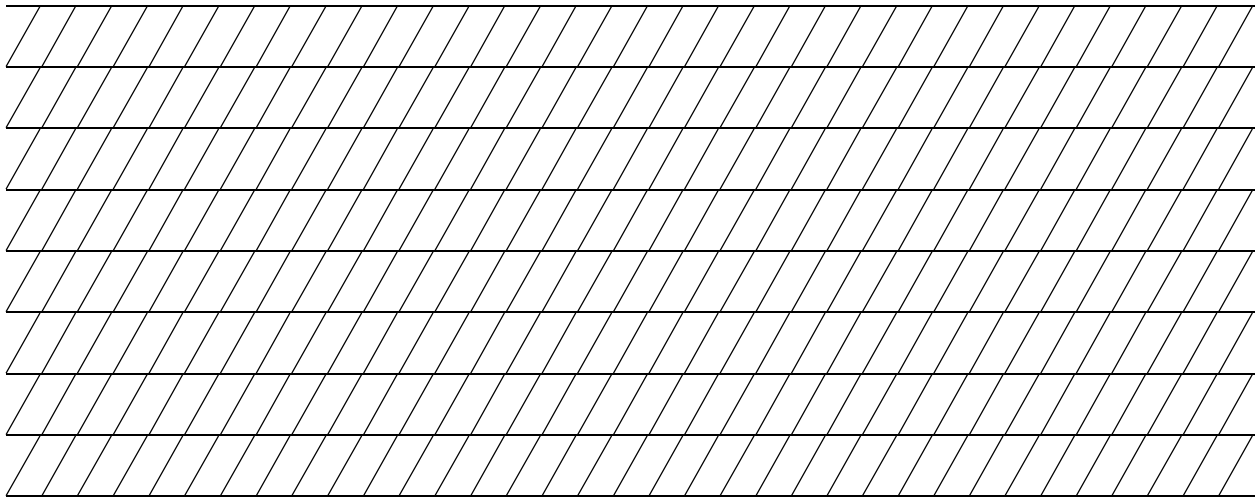
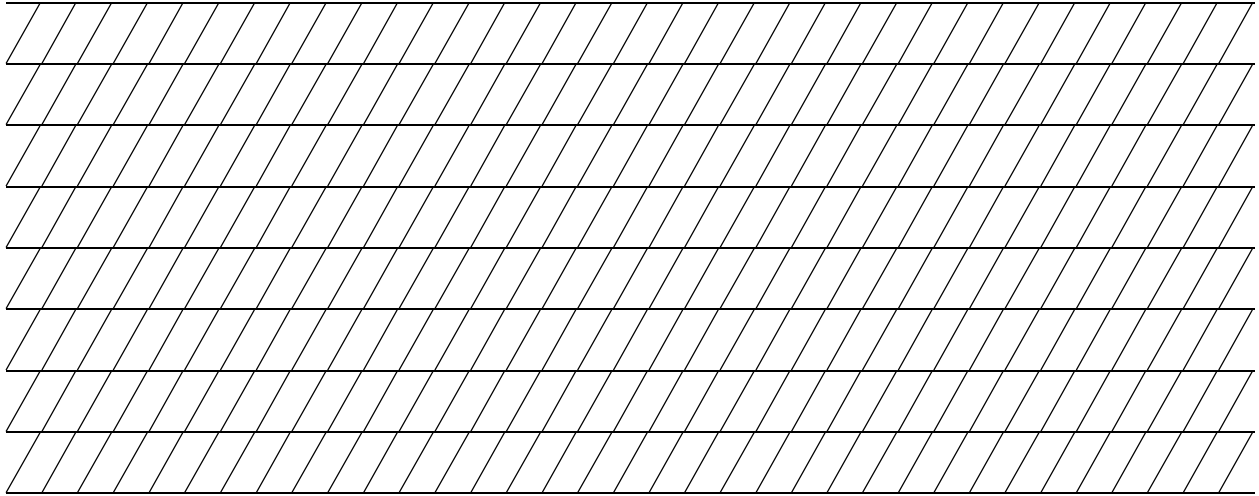


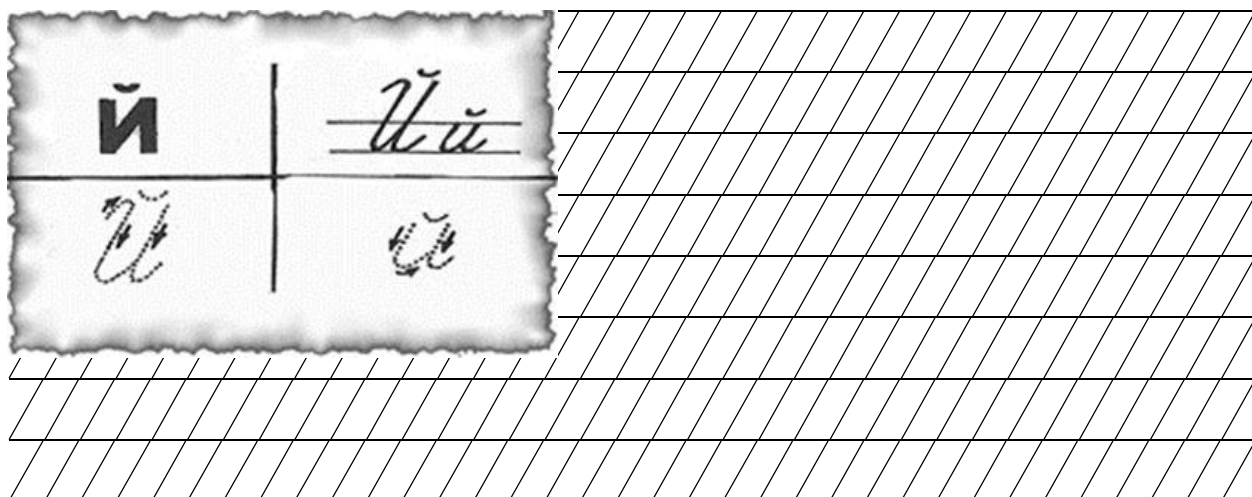
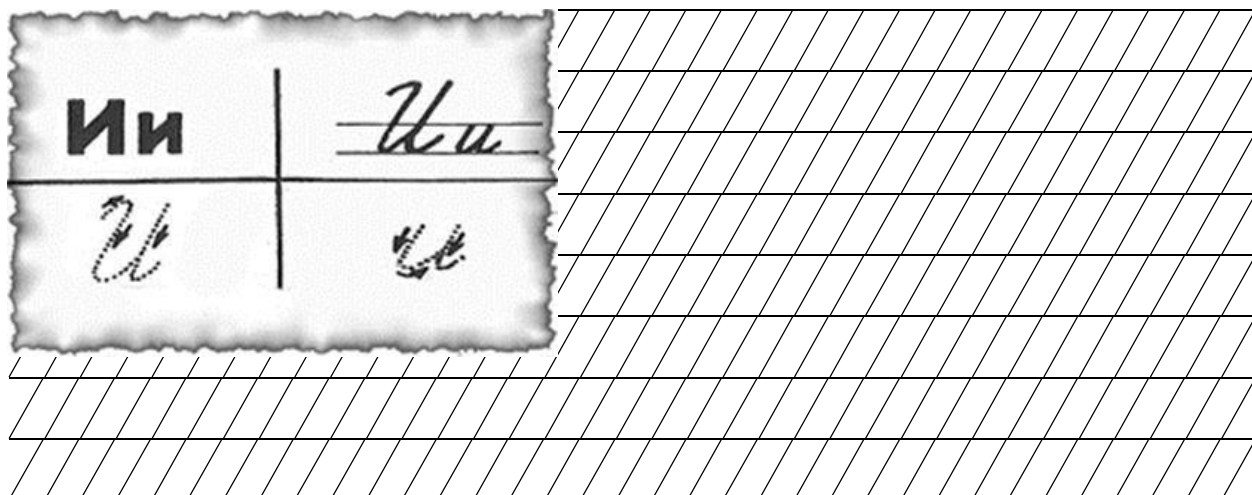


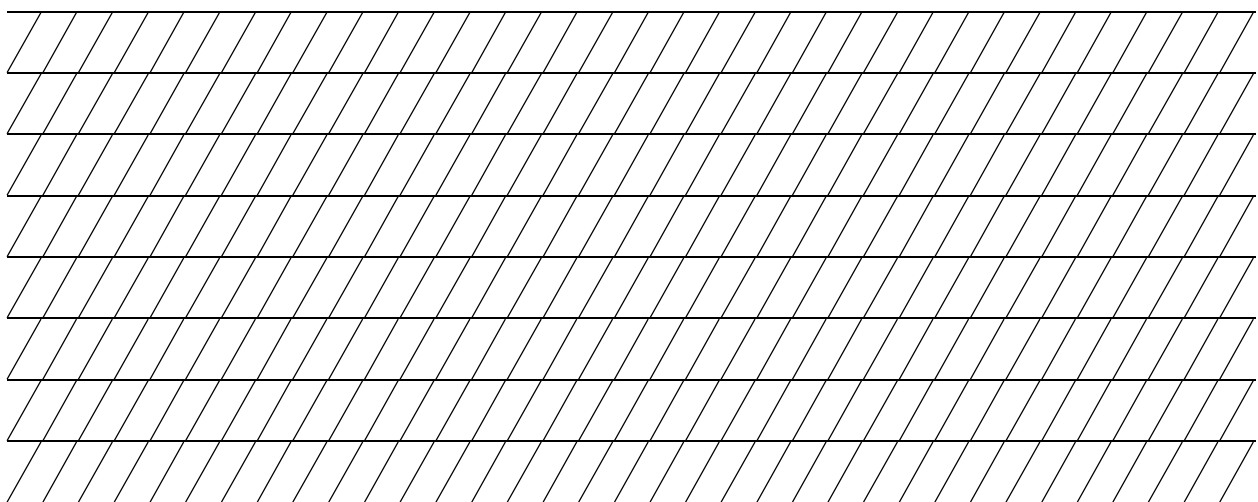
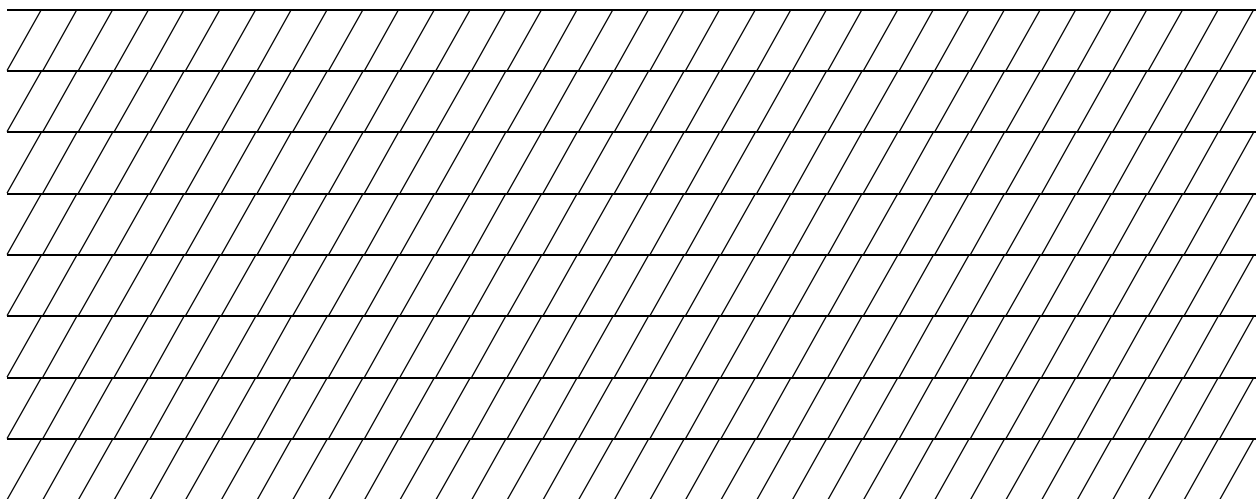


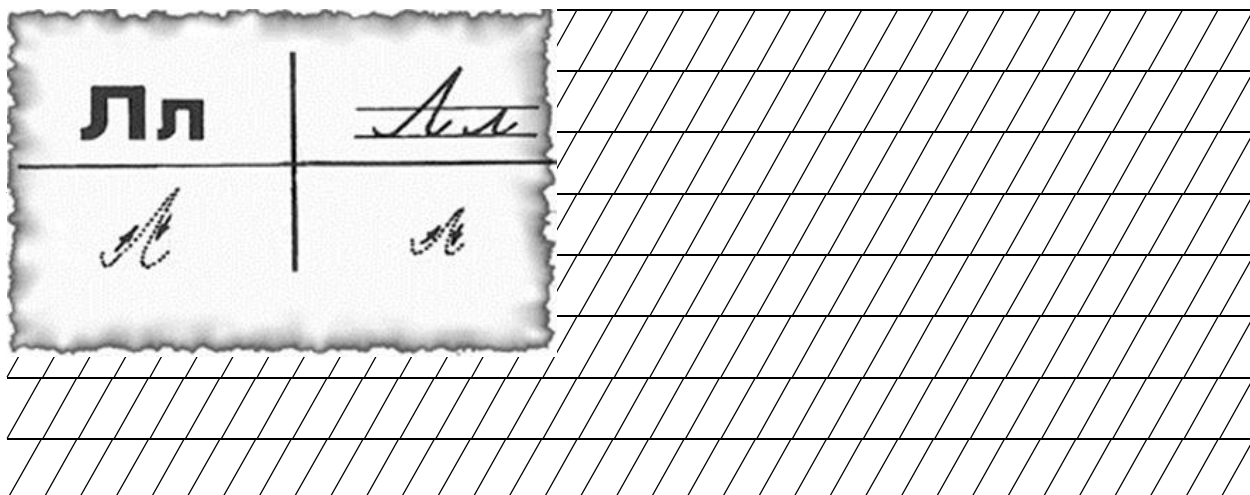


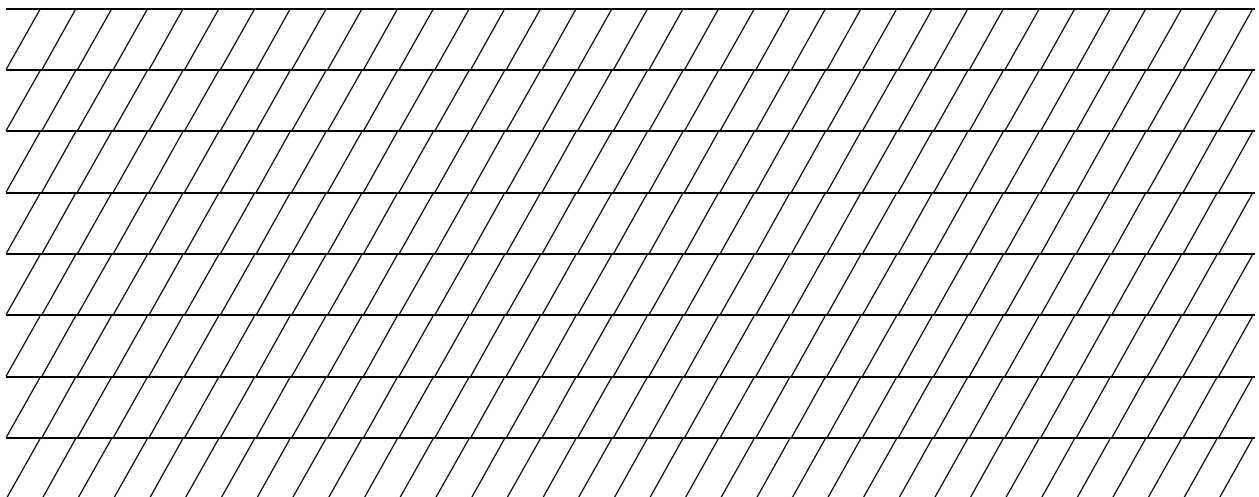
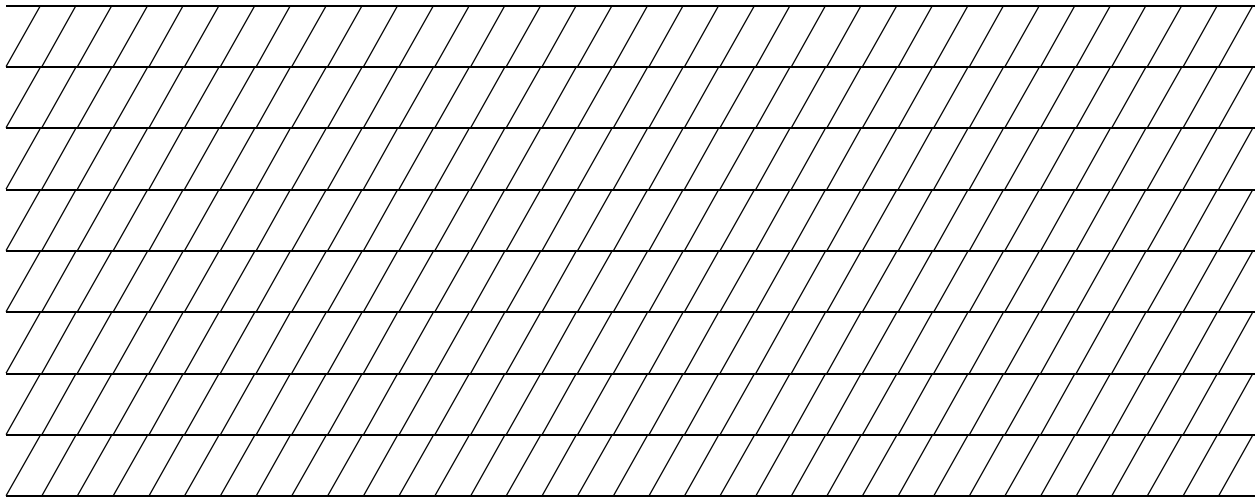
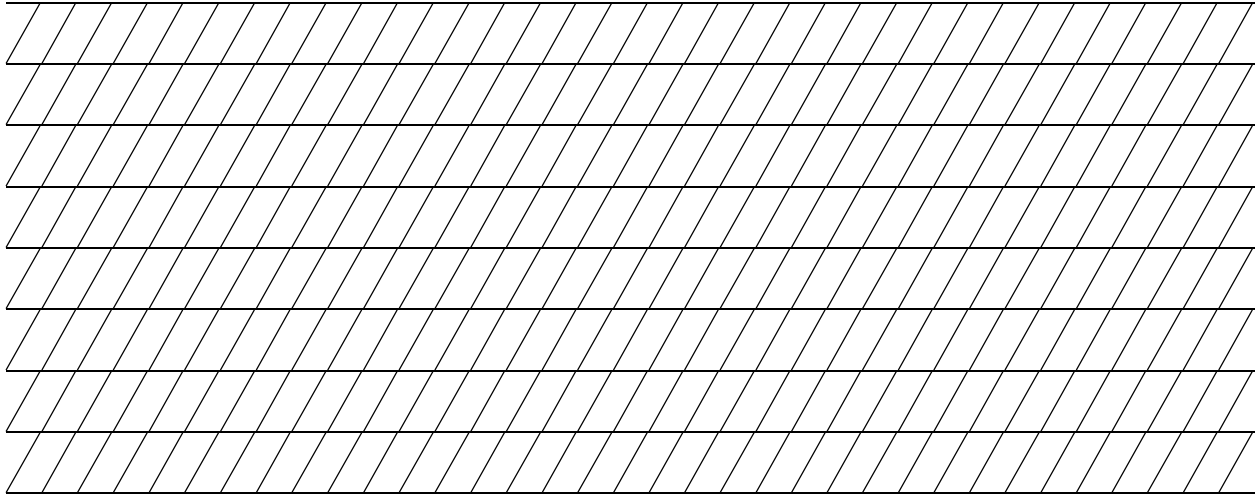


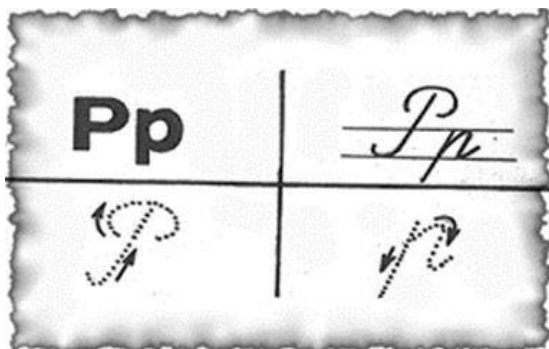
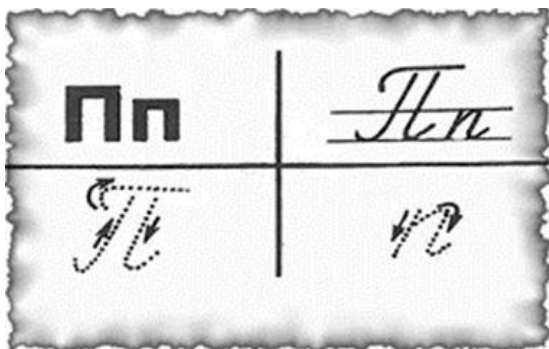
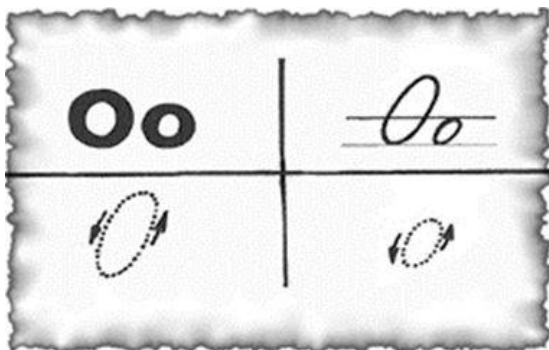


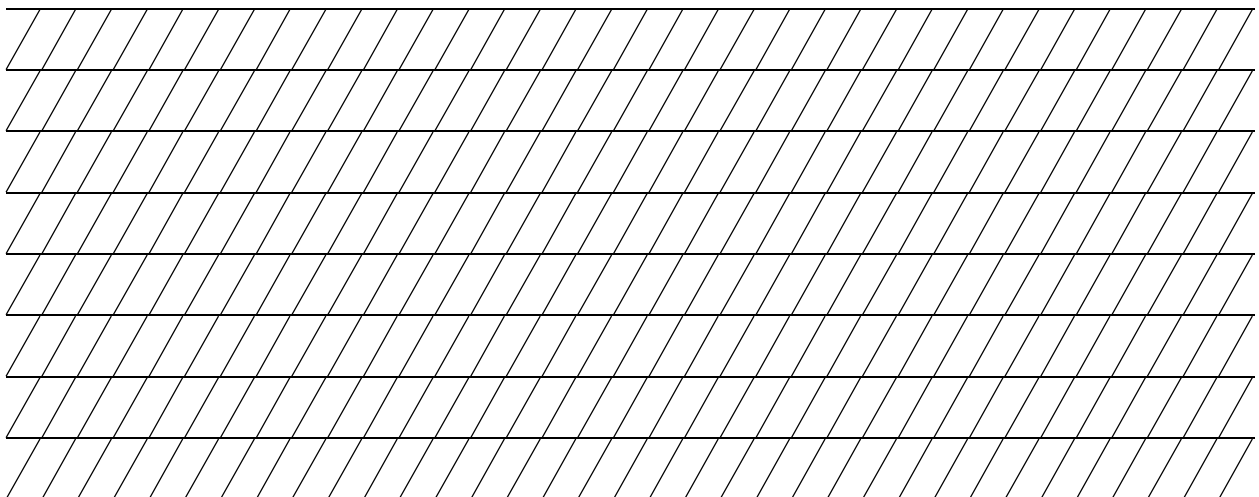
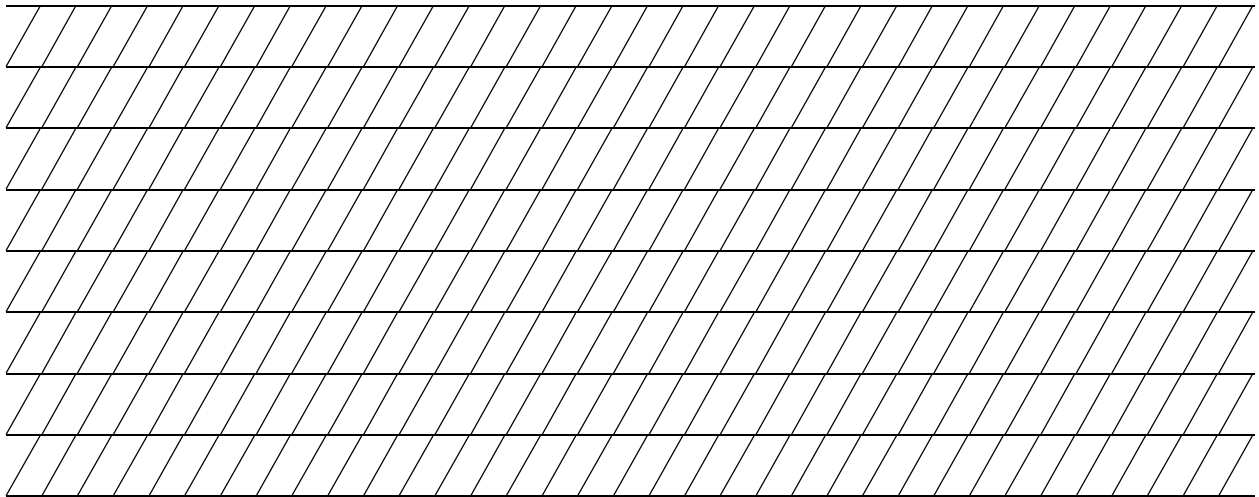
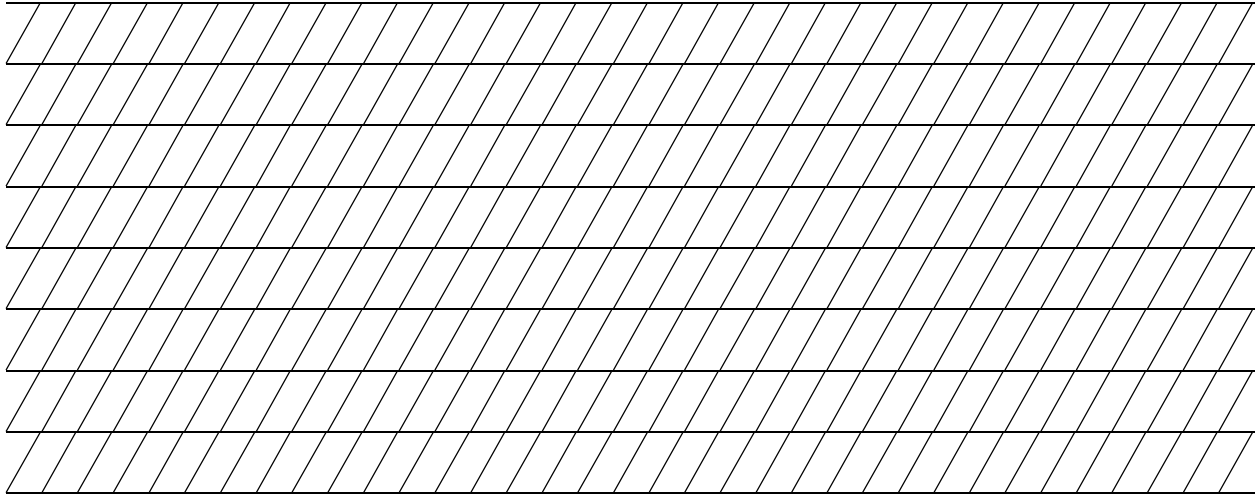


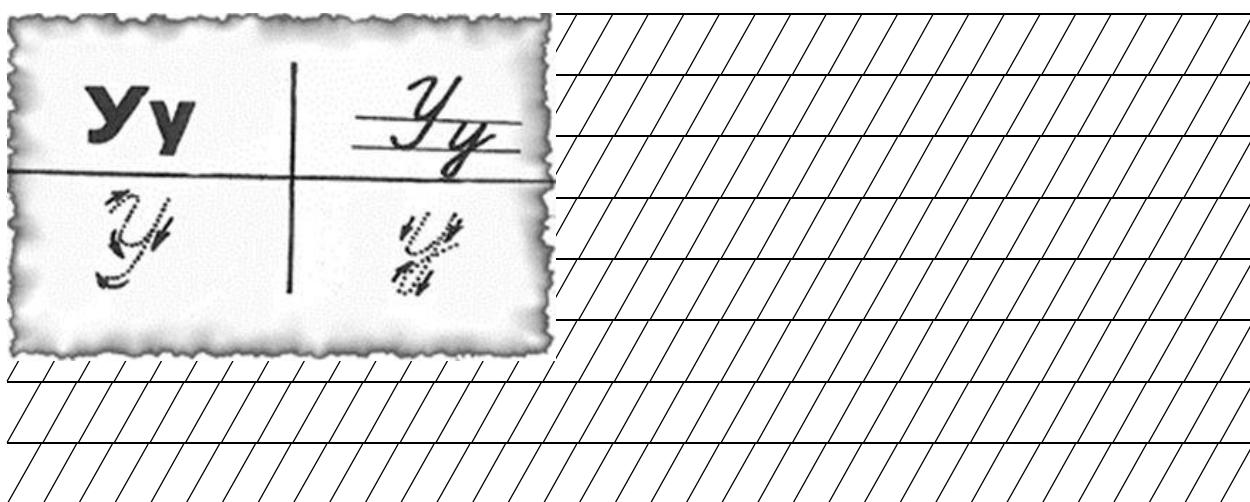
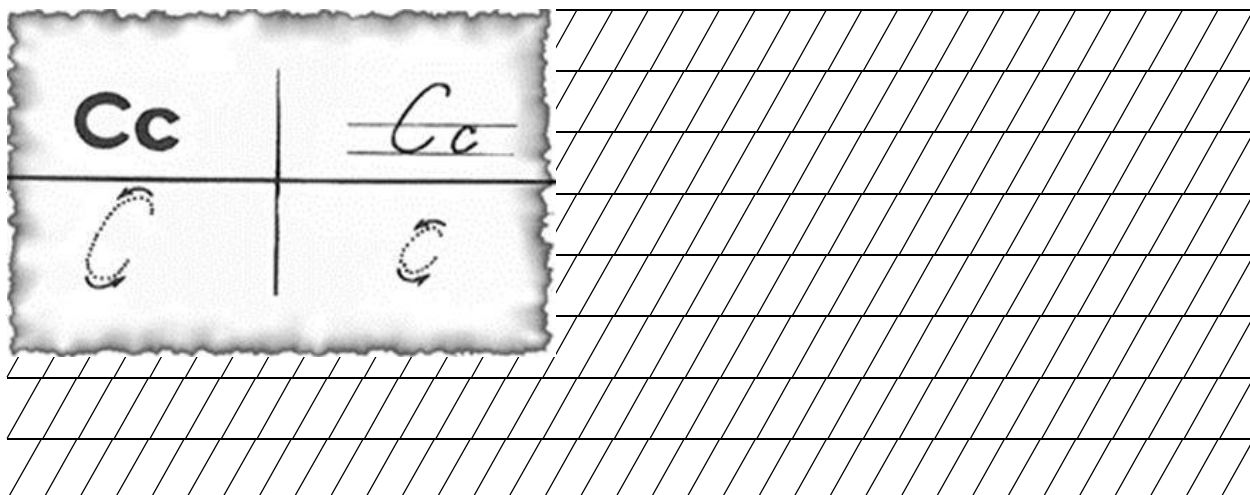


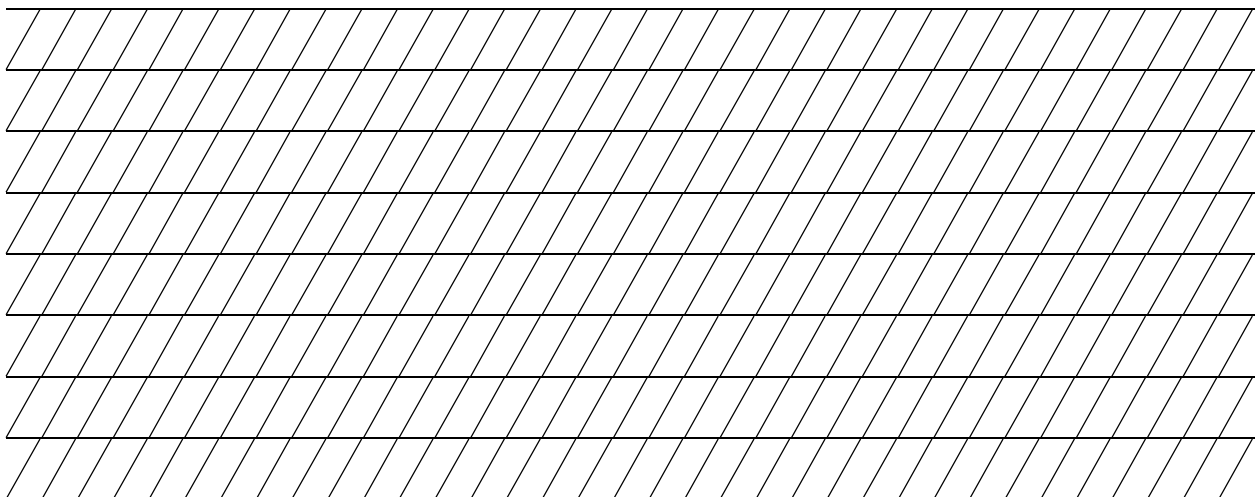
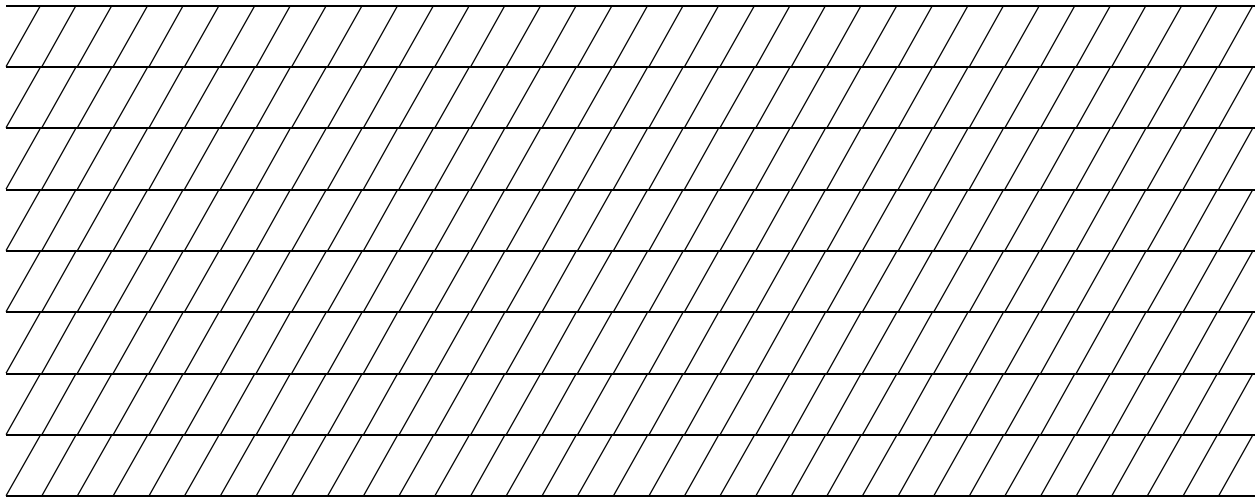
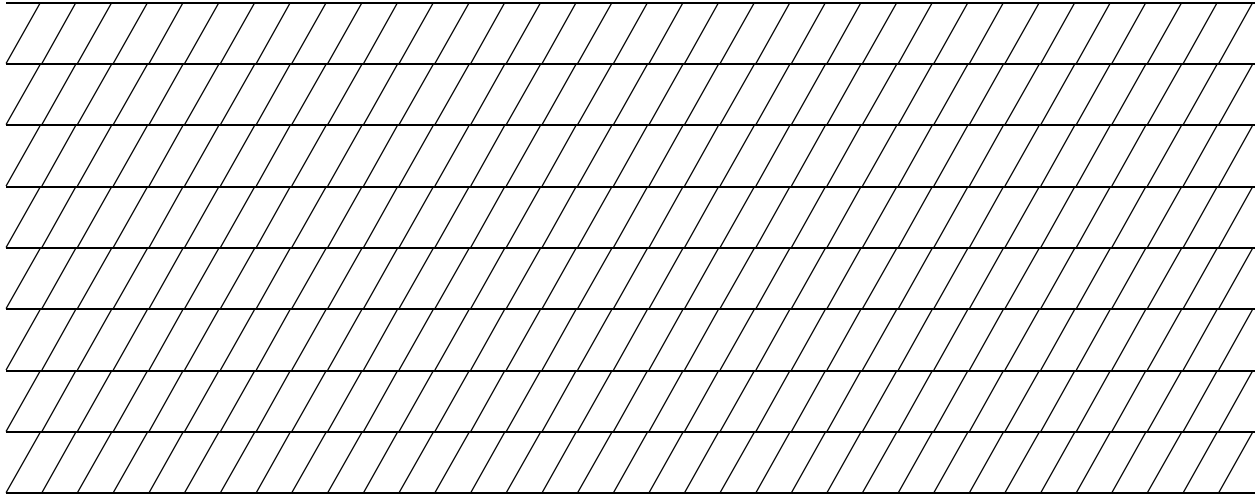




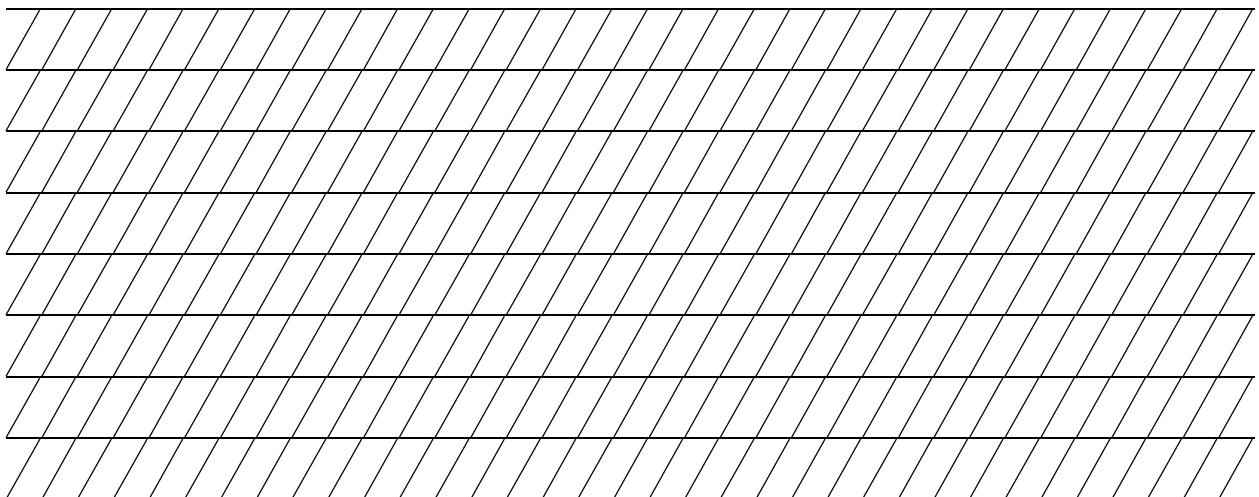
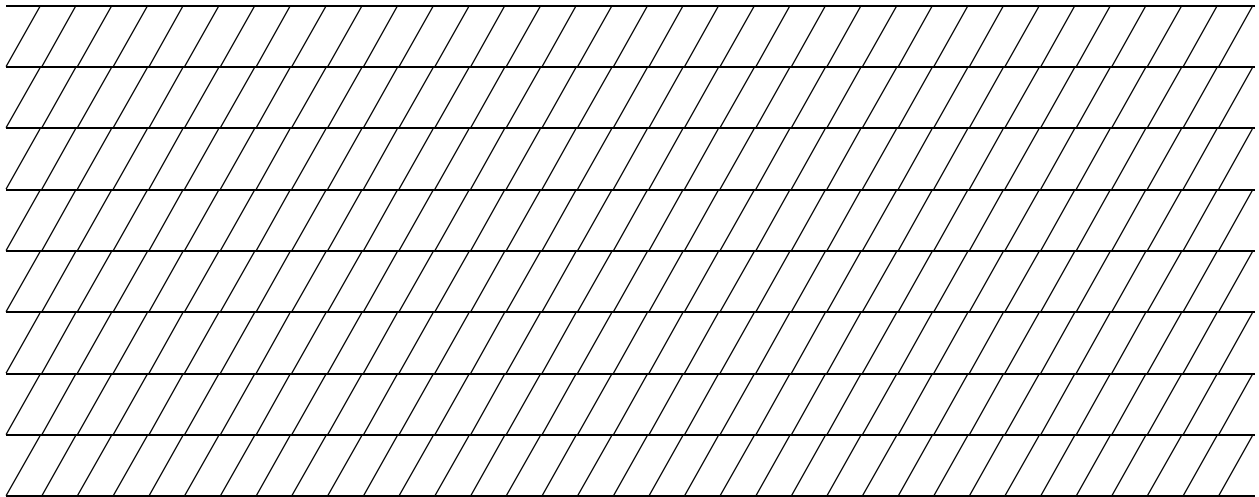
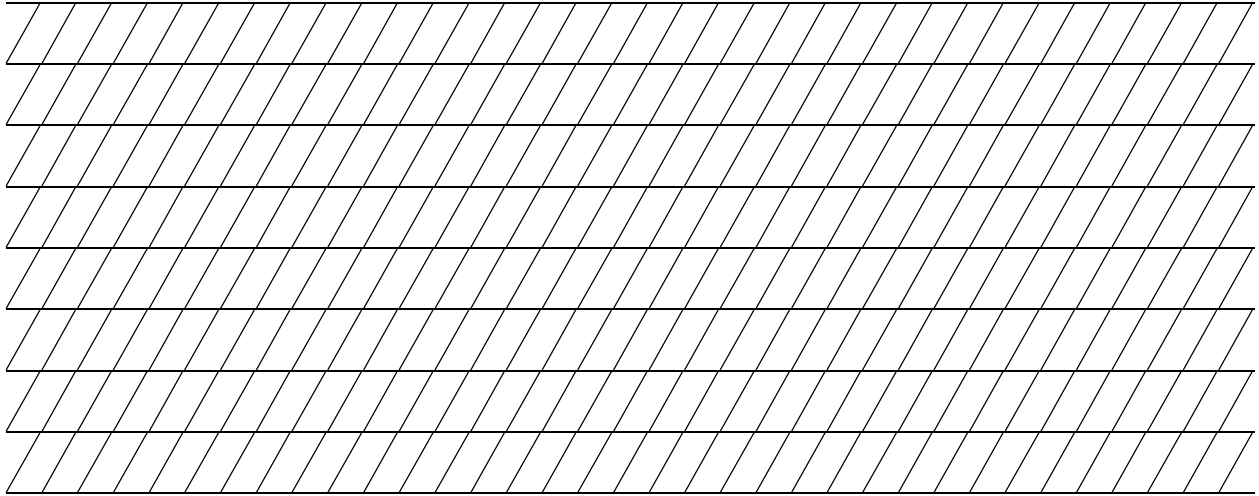


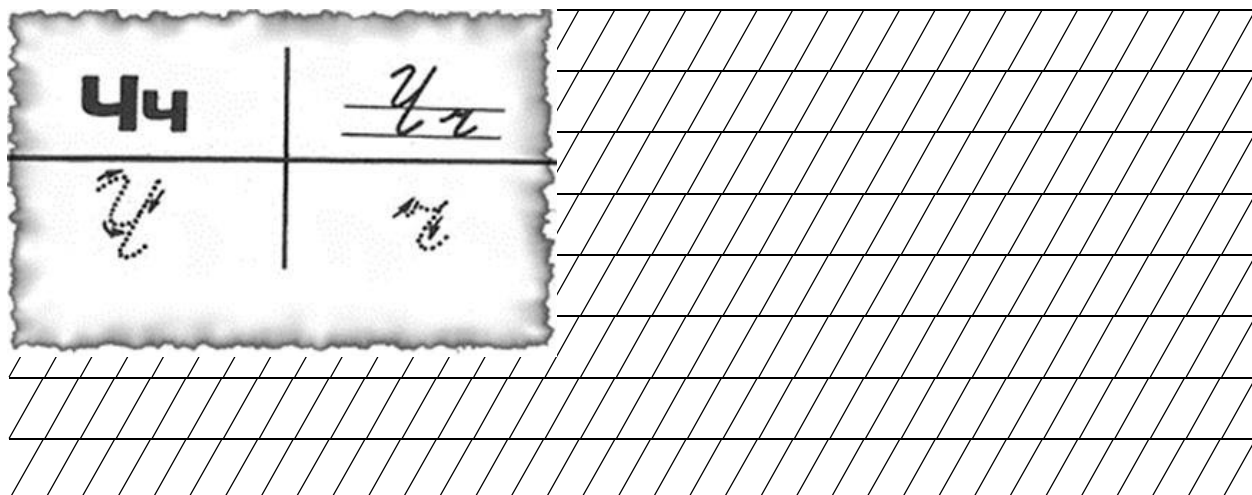


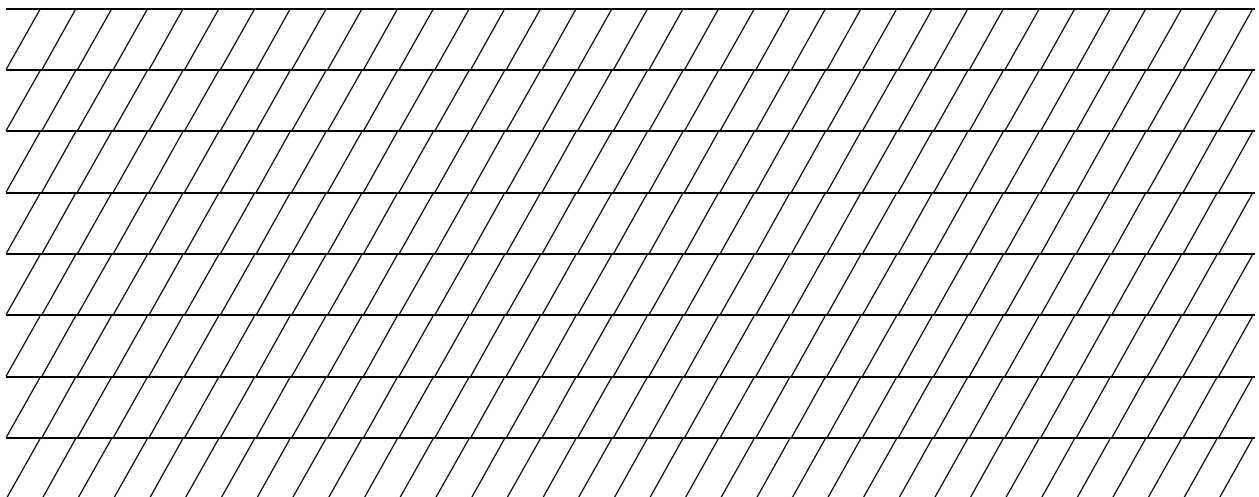
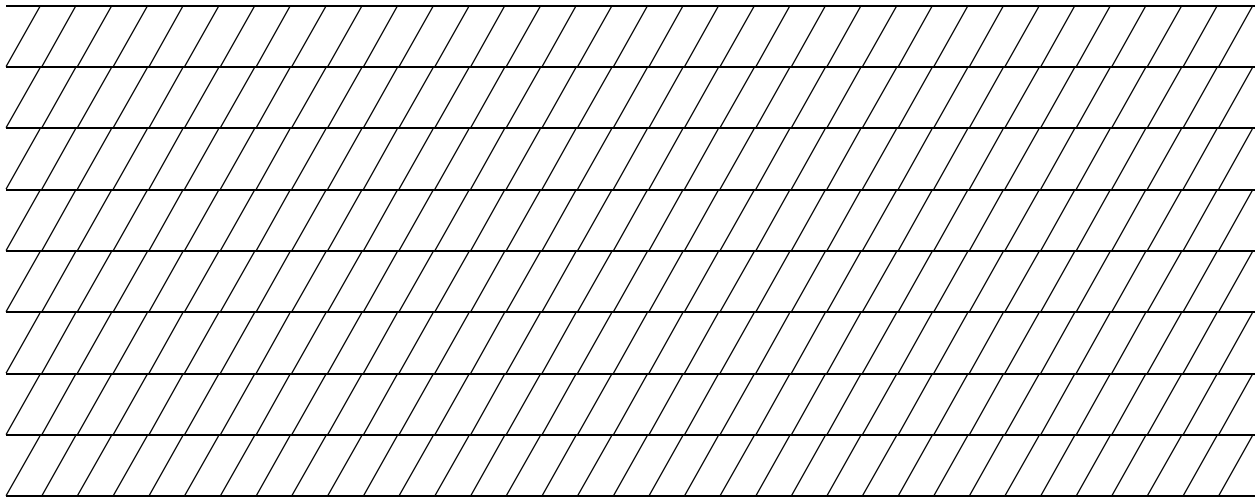
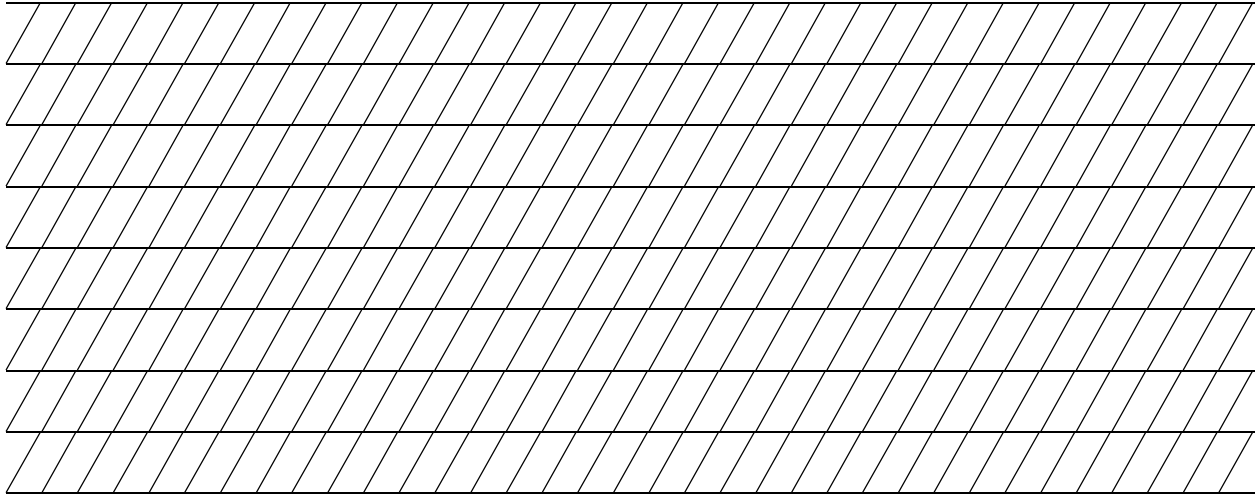


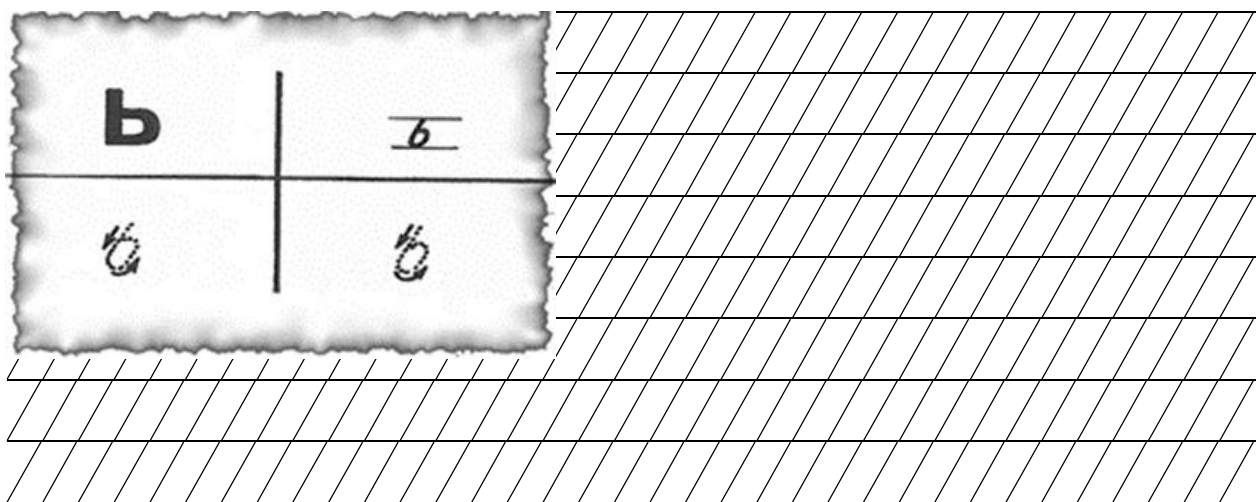
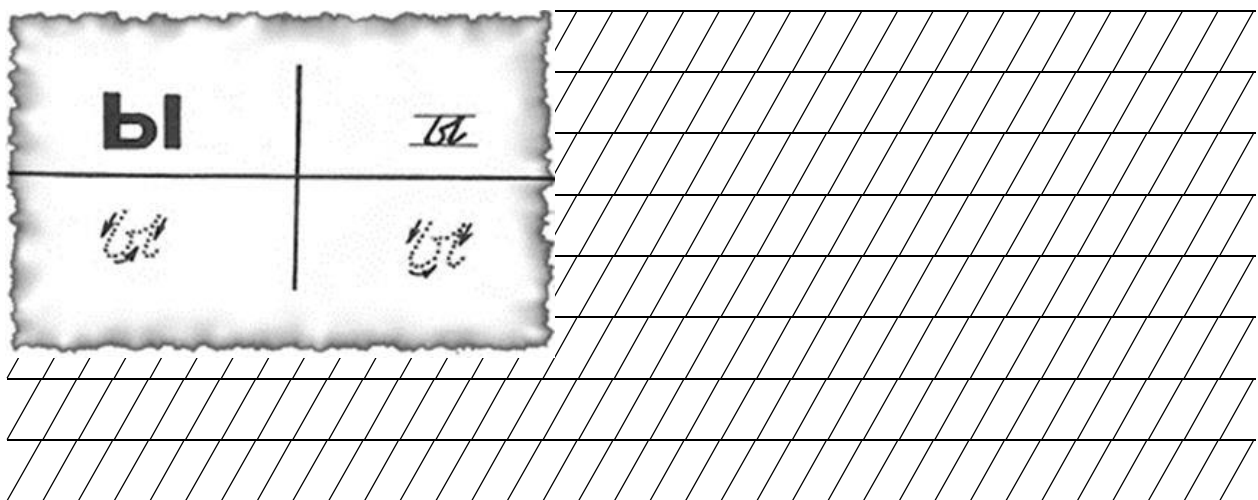
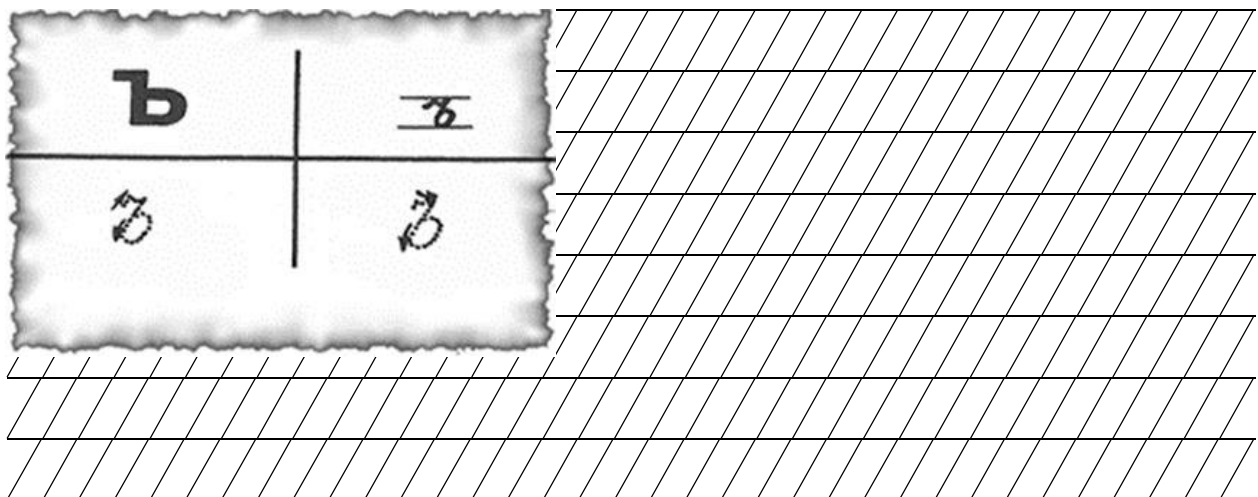


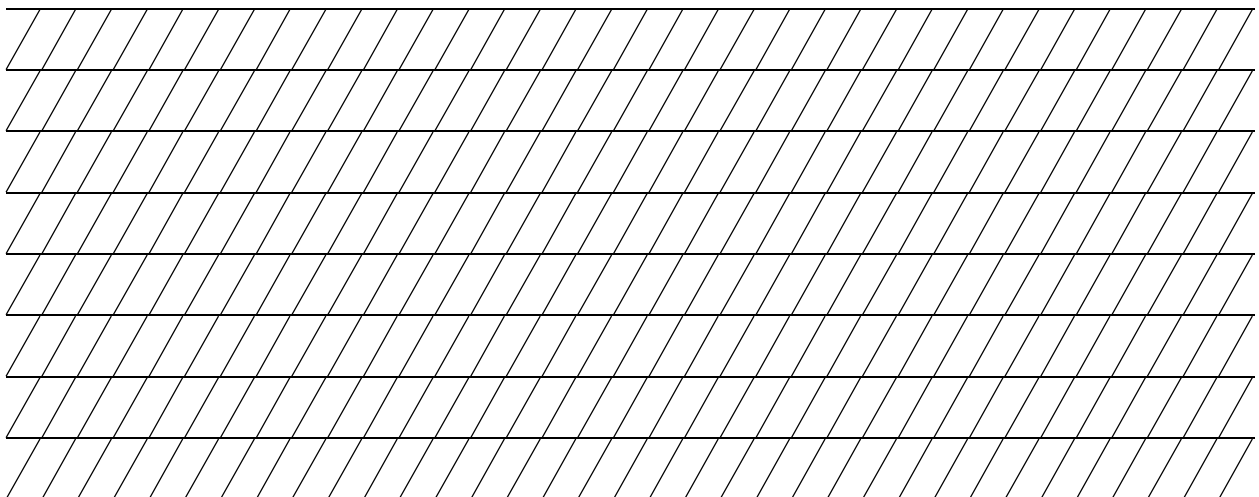
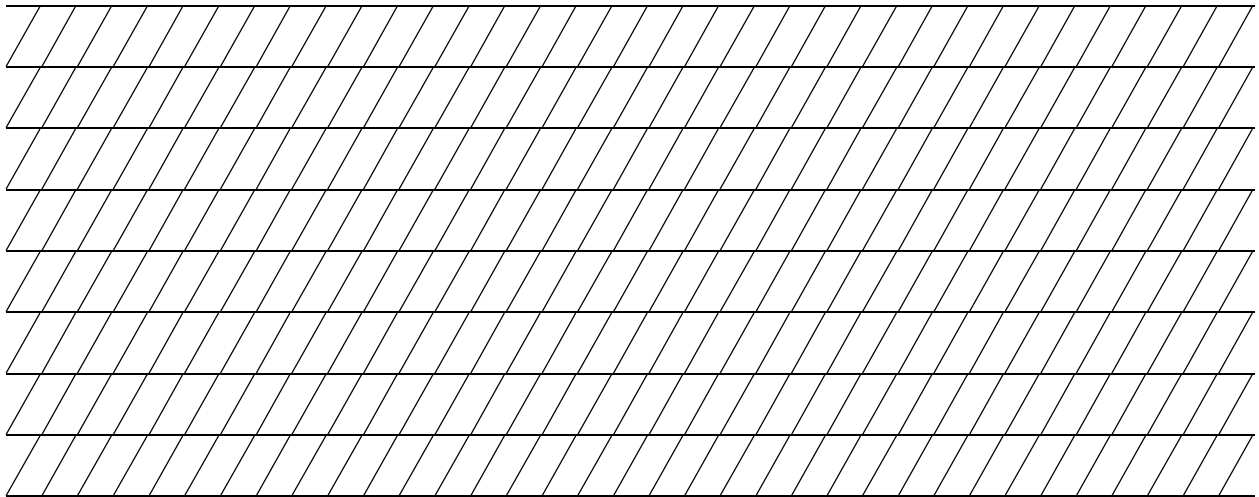
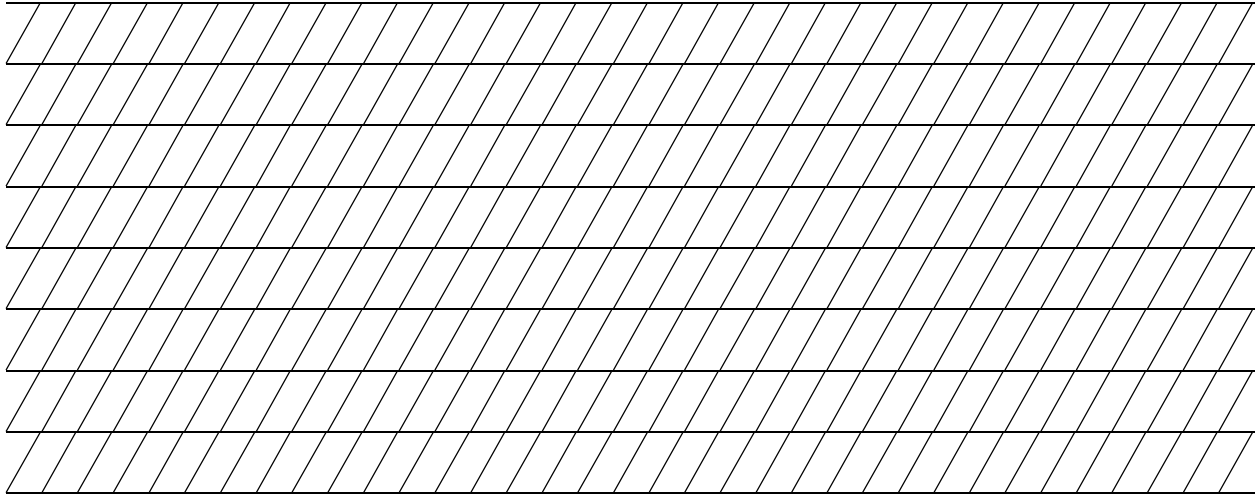


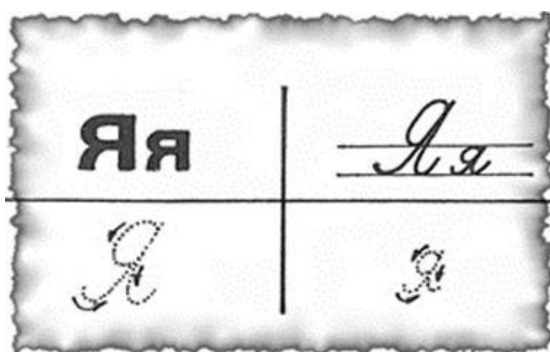
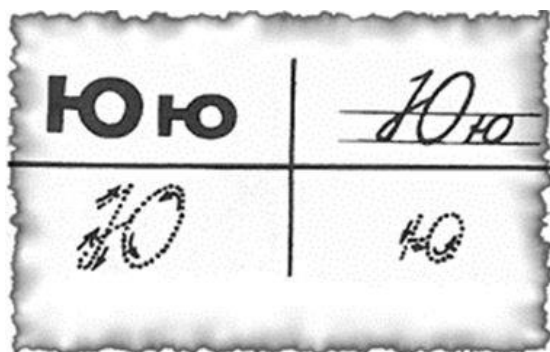
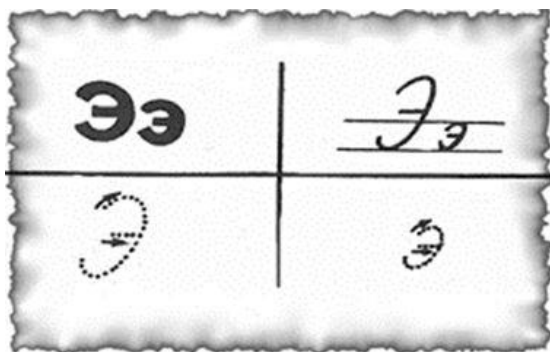


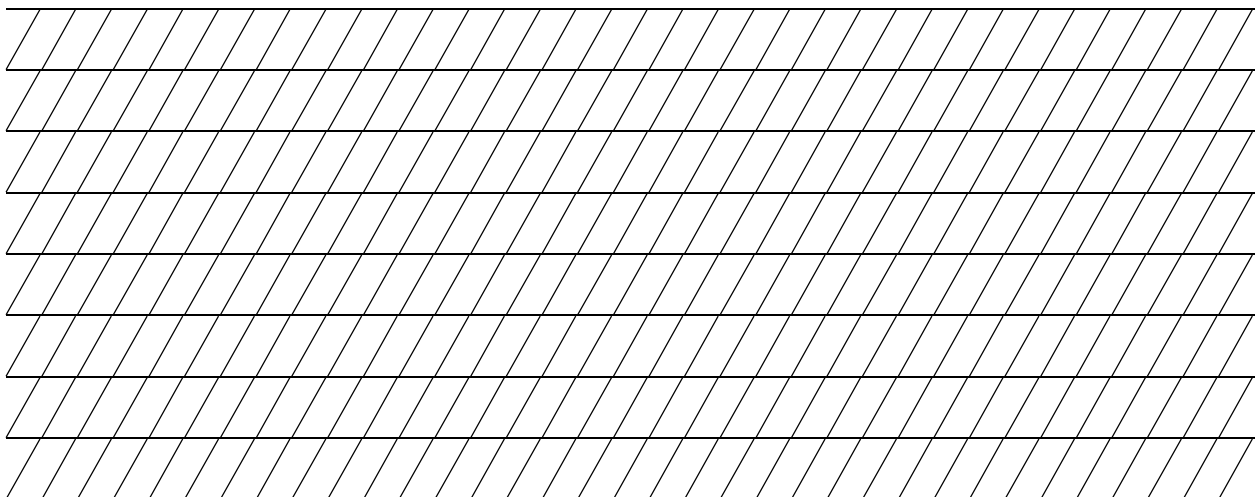
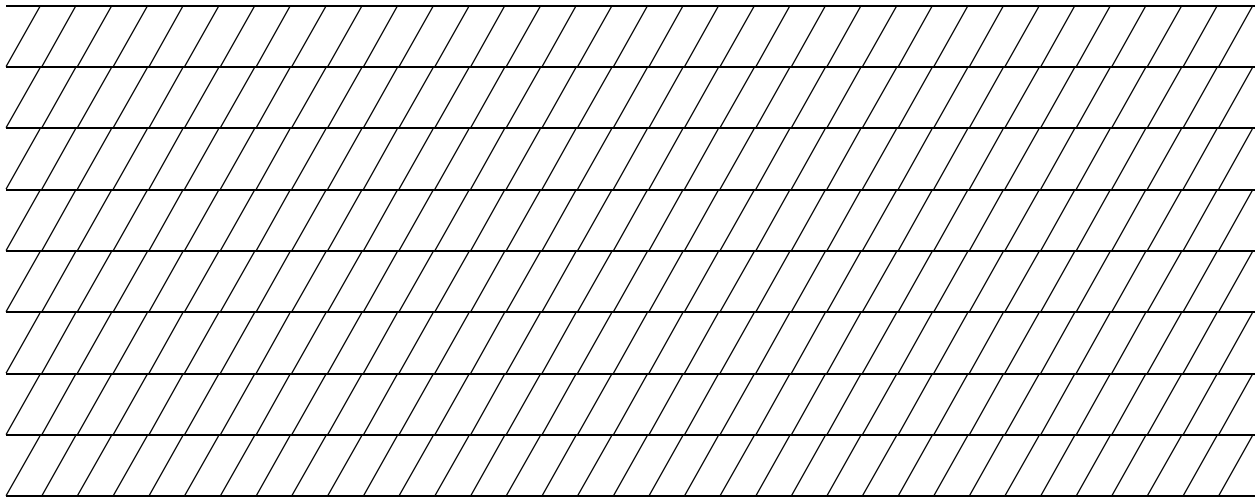
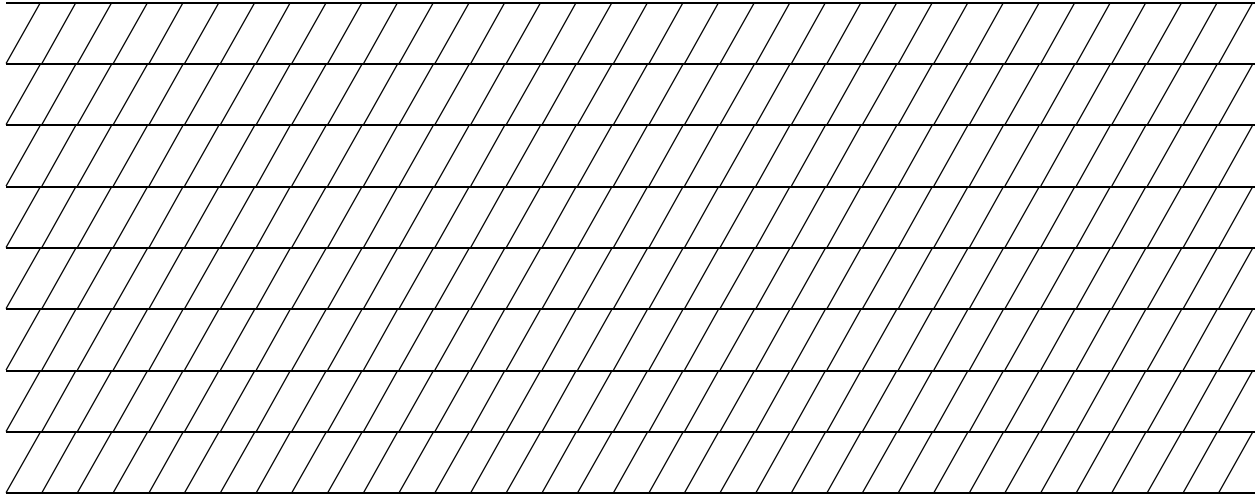












YE—LLOW—BLUE—VASE!



Я —ЛЮ--БЛЮ—ВАС!

CREDITS

Soviet-era alphabets were obtained from venders throughout the former Soviet Union, as well as from Soviet book publications.

Reading Russian Script
Russian Department
Arizona State University

“Russian Alphabet Song”
Mr. Kelly K. Wahl
P.O. Box 14232
Minneapolis, MN 55414

Russian Letter in Cursive
ACTR Letter, Fall 1990
Newsletter of the American Council of Teachers of Russian

Russian Alphabet Cutups
From *Classroom Potpourri*
ACTR Letter
Newsletter of the American Council of Teachers of Russian

Russian Preposition Chart
Designed by Kenneth R. Zachmann, 1995
Western Michigan University

Russian Proverbs
Selected from *The Russians Said It First*
Los Angeles: Ward Ritchie Press, 1963

A TEACHING METHOD FOR ANY SUBJECT **МЕТОД ПРЕПОДАВАНИЯ ЛЮБОГО ПРЕДМЕТА**

The following report may seem to some outdated; however, Jean Piaget's focus on learner-centered education is as pertinent today as it was decades ago.

Несколько замечаний о новых направлениях в методике –
Комментарии Даши Нисулы к докладу Профессора Китайгородской на IREX семинаре в Московском Государственном Университете (МГУ) 1987 года

Уважаемые коллеги –

Уже название моего сообщения свидетельствует, что я выбрала очень трудную тему. К тому же, это касается языка, который я преподаю всего несколько лет. Но, я выбрала эту тему именно потому что во время нашего пребывания в СССР наши Советские коллеги в МГУ, и даже журналисты в Ташкенте очень часто спрашивали нас о методах преподавания, которыми мы пользуемся. До сих пор я не слышала ни от одного из моих коллег по делегации, что он или она систематически использует только один метод преподавания русского языка.

Кроме того, месяц тому назад мы слушали очень интересный доклад Профессора Китайгородской, который подвигнул меня рассказать вам немного об одном методе преподавания – модели обучения не только иностранным языкам, а об обучении какому-либо предмету. Я познакомилась с этим методом три месяца тому назад. Может быть, некоторым из вас этот метод уже знаком – а тем, кто захочет познакомиться с этим методом поближе, я могу послать в США список самых важных книг. Метод тот называется обучающим циклом. Он базируется на психологическом развитии по плану Джона Пиаже, и он принят как самый положительный метод преподавания в университете Небраска.

В моём университете Бэйлор в Техасе есть группа профессоров, которые считают, что цель обучения молодых людей состоит не только в сообщении известных фактов, но в развитии способности самостоятельно думать. Поэтому они ищут новые методы преподавания, и многие увлечены именно обучающими циклами. Прежде чем объяснить, что это за обучающие циклы и как ими пользоваться, я хочу вам напомнить три важных фактора, которые привела Профессор Китайгородская в своём докладе несколько недель тому назад.

Во-первых – как вы помните – Профессор Китайгородская подчеркнула, что человек обучается один – один в группе, но всё-таки один.

Второе – она отметила, что при этом одиночестве обучения есть отрицательный аспект – то есть, состояние испуга.

И третье – наши преподаватели часто занимаются языком как системой но не процессом. Но, как сказала Профессор Китайгородская, язык не просто система – это средство обучения и это важнее. Значит надо идти через процесс к системе, а не наоборот.

Сейчас давайте сравним эти три фактора с методом обучающих циклов.

Действительно, человек обучается один – это действительно так. Пиаже разделяет психологическое развитие на четыре уровня, которые следуют один за другим. Значит, человек не может перейти с первого на третий уровень – пропустив второй. Это значит, что человек воспринимает и усваивает новый материал на базе того, что он уже знает и именно так, как он способен усваивать новое в определённый момент. Следовательно, мы не можем требовать от каждого студента одного и того же продвижения при обучении иностранному языку или другим предметам.

Дальше – чтобы усвоить новый материал, человек не должен быть в угнетённом состоянии – именно в страхе – лучше можно сказать, он должен быть в положении так называемого отсутствия равновесия или так называемой дисеквилибрации.

Перед тем как человек усваивает новое, он находится в равновесии, но сразу, когда он усваивает что-нибудь новое, он переходит, можно сказать, в отсутствие этого равновесия. Это не совсем отрицательное положение, потому что человек по природе стремится к положению противоположному равновесию. Это значит, что цель преподавателя – преподнести студентам материал в такой форме, чтобы он сначала оказался трудным, но которым каждый студент овладеет через 5-10 минут, работая один или в группе.

В этом смысле, я согласна с Профессором Китайгородской, которая говорит, что преподаватель должен глубоко продумать свой урок, который на занятии кажется студентам чистой импровизацией.

И в конце, обучающий цикл – это новый материал – то есть, частица языковой системы, которая сразу потрясает и приводит студента в положение отсутствия равновесия. Выводы, которые делает студент сам или в группе, подтверждаются и потом тренируются в упражнениях. Именно этот процесс продвигает студента к следующему, более высокому, уровню знания.

Сейчас один пример использования обучающих циклов на занятиях по русскому языку. Скажем, например, что сегодняшний урок посвящён образованию русских отчеств. Сразу я не скажу студентам о законах образования отчества. Сначала я напечатаю абзаца два из романа Толстого, из которых можно сразу увидеть как часто отчества появляются в романах, и именно в романах 19-ого века.

Потом я дам каждому студенту список имён – значит: имя-отчество-фамилия – дайте, скажем, семь мужского рода и семь женского. Потом я разделяю класс на несколько групп – каждая группа должна сделать вывод о том, каким образом появляется отчество у мужчин и у женщин, и какие там есть исключения. Тогда мы вместе формулируем законы образования отчества. В домашней работе все должны написать имена и отчества всех членов своей семьи.

Эта модель обучения побуждает студента узнать новый материал. Законы языковой системы находятся в обучающем цикле, и студент сам или в группе побуждается к более высокому владению материалом. Самое важное то, чтобы законы языковой системы были представлены всегда перед студентом в таком виде, чтобы он дошёл до них сам.

Чтобы нагляднее объяснить, как студент самостоятельно приходит к определённом выводу, давайте сыграем в кости. Здесь самое название игры – лепестки около розы – открывает нам законы той игры. Значит, здесь у нас 5-6 костей и необходимо пять-шесть добровольцев. Джери и Джон уже согласились, а сейчас надо ещё два-три участника. Я приглашаю двух или трёх наших русских коллег. Игра состоит в том: я бросаю кости на стол и скажу сколько лепестков около розы – например:

Сейчас 2 лепестка около розы
Сейчас 5 лепестков около розы
Сейчас нет лепестков около розы
и так дальше

Вы смотрите на кости и доходите до закона игры сами. Я только подтверждаю ваш вывод и ни вы, ни я не скажем другим как мы открыли этот закон.

Давайте начнём - Игра заканчивается, когда все в группе знают законы игры.

