

ГОЛОСА 1

A BASIC COURSE IN RUSSIAN

RICHARD M. ROBIN, KAREN EVANS-ROMAINE
AND GALINA SHATALINA



SIXTH EDITION



ASCH

Голоса

ГОЛОСА: A Basic Course in Russian (Sixth Edition), strikes a true balance between communication and structure. It takes a contemporary approach to language learning by focusing on the development of functional competence in the four skills (listening, speaking, reading, and writing), as well as the expansion of cultural knowledge. It also provides comprehensive explanations of Russian grammar along with the structural practice students need to build accuracy.

The sixth edition of this bestselling communicatively based text for beginning Russian has been updated by putting a greater focus on contemporary culture and simplified, visual grammar explanations that will better engage students. Books One and Two are a basic proficiency-oriented complete course in Russian language designed to bring students to the ACTFL Intermediate range in speaking (A2/B1 on the CEFR scale) after 200–250 classroom contact hours, or two years of academic study. The program also covers the basic morphology of Russian (declension, case government, conjugation). The program has been the bestseller as a college Russian textbook through five editions since 1993. It is designed to be the principal textbook for a two-year college sequence running at 3 to 5 hours a week — a total of 150 to 250 hours of face-to-face instruction at the college level, double at the high school level.

ГОЛОСА is divided into two books (Book One and Book Two) of ten units each. The units are organized thematically, and each unit contains dialogs, texts, exercises, and other material designed to enable students to read, speak, and write about the topic, as well as to understand simple conversations. The systematic grammar explanations and exercises enable students to develop a conceptual understanding and partial control of all basic Russian structures. This strong structural base enables students to accomplish the linguistic tasks and prepares them for further study of the language.

Print and eTextbooks are accompanied by a Student Workbook and a rich companion website (www.routledge.com/cw/golosa) offering audio and video material and fully integrated exercises to use alongside the text. The companion website, powered by Lingco, is fully available for separate purchase from Lingco. Teachers can preview the new companion websites and create their courses.

For resources on how to set up and customize your course, please visit the Help Center on the Lingco Language Labs website at www.lingco.io. It includes articles that explain how the platform works and what you can do with it. Students may join their teacher's course on Lingco and will be able to enter their access code or purchase access at any point in the 14-day grace period that begins on the first date of access. Students receive 12 months of access that begins after a free 14-day grace period.

Multimedia (audio and video) for *ГОЛОСА* is found exclusively on the companion website.

Richard M. Robin, Professor of Slavic Linguistics and International Affairs is the Russian language program director at the George Washington University. Within the field of Russian language pedagogy, he specializes in language proficiency assessment, listening comprehension, and the use of authentic media in the lower levels of instruction. Over the last thirty years, he has collaborated on a half-dozen Russian language textbooks.

Karen Evans-Romaine, Professor of Russian, is co-director of the Russian Language Flagship program at the University of Wisconsin—Madison. She and Russian Flagship co-director Dianna Murphy have co-edited a volume, *Exploring the US Language Flagship Program: Professional Competence in a Second Language by Graduation* (2017) and have co-authored articles on pedagogical and co-curricular practices in the Russian Flagship. Evans-Romaine teaches Russian language, literature, and culture.

Galina Shatalina, Professor of Russian, is the Russian course coordinator for the George Washington University.

Голоса

A Basic Course in Russian Book One

Sixth Edition

Richard M. Robin
Karen Evans-Romaine
Galina Shatalina

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Contents

Introduction	vii
Scope and Sequence	xvii
Алфавит	1
Урок 1: Немного о себе	22
Урок 2: Что у меня есть?	55
Урок 3: Какие языки вы знаете?	95
Урок 4: Образование	142
Урок 5: Мой день	187
Урок 6: Дом, квартира, общежитие	239
Урок 7: Семья	289
Урок 8: В магазине	341
Урок 9: Что мы будем есть?	390
Урок 10: Биография	440
Appendix A: Spelling Rules	487
Appendix B: Nouns and Modifiers	488
Appendix C: Declensions	489
Appendix D: Numerals	500
Appendix E: Grammatical Terms	501
Russian-English Glossary	503
English-Russian Glossary	527
Index	549

Introduction

ГОЛОСА: A Basic Course in Russian, Book One, Sixth Edition, strikes a true balance between communication and structure. In today’s language learning environment teachers and learners often feel that they must choose between immediate, albeit still developing, communicative performance versus structural competence that leads to communicative effectiveness as learners ascend the proficiency ladder. The authors of ГОЛОСА believe that both goals are realistic in a basic Russian sequence. ГОЛОСА takes a contemporary approach to language learning by focusing on the development of functional competence in the four skills (listening, speaking, reading, and writing), as well as the expansion of cultural knowledge. It also provides comprehensive explanations of Russian grammar along with the structural practice students need to build accuracy.

What’s New to This Edition

Users of previous editions will notice some major changes at once.

- 1. Redistributed topics.** The Sixth Edition redistributes aspects of some of the topics from Book Two into Book One. Now early on, in Book One, Unit 2, students engage in some talk about the weather. The “communications” theme of the Book Two, Unit 8 from the Fifth Edition is now distributed evenly throughout the two volumes.
- 2. Activities based on the non-instructional Internet.** The Russian-language internet is now robust enough to support activities based on the authentic, non-instructional Internet. For that reason, many activities direct students to Internet websites intended for native speakers of Russian, such as ozon.ru, Russia’s largest shopping site. Such activities promote a greater degree of student autonomy for real-task-based assignments.

3. **Focus on diversity and inclusion.** The Sixth Edition of ГОЛОСА broadens its representation of the diversity of the Russian-speaking world through language activities including people and locations outside European Russia: the former Soviet republics of Caucasus and Central Asia. Users will find the greatest changes in dialog activities and the video units. The emphasis on the ethnic diversity of the Russophone world also leads to a greater emphasis on the geography of Russia and the former Soviet Union. In addition, the authors of the Sixth Edition have endeavored to reflect the variety of Russian-language learners' backgrounds, identities, and interests.
4. **Syllable stress exercises.** Most textbook authors mark syllable stress, but stress markers do not consistently lead to correct stress usage. The Sixth Edition of ГОЛОСА is the first textbook to address the issue of stress recognition head-on in exercises designed to raise students' sensitivity to syllable stress.
5. **“Can-I-say-it” activities.** Students often find themselves miscommunicating in a foreign language because they assume they have more linguistic resources at their command than in fact they do. Textbook activities sometimes compound the problem: they require student responses only when the authors have concluded that a cogent response is a matter of picking the right words and fitting them into known grammatical structures. But in the real world, learners produce incomprehensible language precisely because they cannot figure out whether the target utterance is within the realm of their linguistic possibilities. **Знаете ли вы, как сказать...** activities help students to figure out what they *should* be able to say and when it's not yet time to address an attempted topic.
6. **Instant reading activities.** Like most language textbooks today, ГОЛОСА features an abundance of scaffolded activities in the interpretative skills of reading and listening. But occasionally students are encouraged when they find things to read that require almost no preparatory work. In past textbooks, “effortless” texts are heavily-contexted realia like theater schedules. But such material, while clear, is predictable and presents few or no intriguing challenges. We have replaced such texts with an infographic in each unit called **Это интересно!** — instantly accessible topics for discussion — even in the target language, albeit at a simple level.
7. **Updated video interviews.** About half the video component is new — from 2021 and 2022 and includes locations from Moscow, St. Petersburg, Arkhangelsk, Kiev, Almaty, and Astana.

The Structure of ГОЛОСА

Голоса is divided into Book One and Book Two, each with ten units, organized thematically. The conversational core of each unit is the set of four to five dialogs that introduce new vocabulary and grammar structures while recycling old ones. Activities for interpretive skills are scaffolded to promote comprehension strategies. Those activities often preview structures that will be activated in units to follow shortly thereafter. The systematic grammar explanations and exercises enable students to develop a conceptual understanding and partial control of all basic Russian structures. This strong structural base enables students to accomplish the linguistic tasks and prepares them for further study of the language.

Students successfully completing Books 1 and 2 of Голоса will be able to perform the following tasks:

- **Listening.** Understand simple conversations about daily routine, home, family, school, and work. Understand simple public announcements, media advertisements, personal interviews, and brief news items such as weather forecasts. Get the gist of more complicated scripts such as short lectures and news items.
- **Speaking.** Use complete sentences to express immediate needs and interests. Hold simple conversations about daily routine, home, family, school, and work. Discuss basic likes and dislikes. Manage simple transactional situations in stores, transportation hubs, hotels, dormitories, libraries, academic settings, and so on.
- **Reading.** Read signs and public notices. Understand common written advertisements and announcements. Understand basic personal and business correspondence. Get the gist of important details in brief articles of topical interest such as news reports on familiar topics, weather forecasts, and entries in reference books. Understand significant parts of longer articles on familiar topics and brief literary texts.
- **Writing.** Write short notes to Russian acquaintances, including invitations, thank-you notes, and simple directions. Write longer messages and letters providing basic biographical information. Write simple compositions about daily routine, home, family, school, work, hobbies and interests.

Students who have completed *Голоса* will also develop their language and intercultural competence as measured by the ACTFL World-Readiness Standards for Learning Languages, the “5 Cs”:

- **Communication.** *Голоса* emphasizes the use of Russian for “real-life” situations. Students working through the activities will learn to communicate on a basic level in conversation and writing and will be better prepared to communicate in the Russian-speaking world outside the classroom.
- **Cultures.** Students will understand the essentials of “small-c” culture necessary to function in Russia and areas where Russian is often used. The sections on **Культура и быт** (Culture and Everyday Life) provide necessary background information for each unit’s topic and will give students and teachers material for further discussion of culture in the Russian-speaking world, in Russian or English. Students should gain enough control of sociolinguistic aspects of Russian necessary for basic interaction, such as forms of address, greetings and salutations, giving and responding to compliments and invitations, and telephone etiquette. Students will also be acquainted with some of the cultural heritage associated with the language: famous writers and their works, as well as other figures in the arts.
- **Connections.** Students will learn, through readings, audio and video materials, activities, and information in **Культура и быт**, about widely varying aspects of society, family life, daily rituals, housing, education, the economy, and culture in the Russophone world.
- **Comparisons.** Through an examination of basic aspects of Russian language and culture, students will be able to make some conclusions about language and culture at home. *Голоса*’s approach to grammar encourages students to think about linguistic structures generally. Through *Голоса*’s approach to “large-c” and “small-c” culture, students will be able to compare societies, careers, living spaces, economic and educational systems, family life, and other aspects of culture in the Russian-speaking world and their own culture(s).
- **Communities.** The reading materials in the textbook, and the listening and video exercises, allow students to gain a sense of how Russia and Russian-speaking regions might look, sound, and feel, and will better prepare students to engage in active communication with friends and colleagues in the Russophone world.

Features of the Голоса Program

- **Focused attention to skills development.** Each language skill (listening, speaking, reading, writing) is addressed in its own right. Abundant activities are provided to promote the development of competence and confidence in each skill area.
- **Modularity.** Голоса incorporates the best aspects of a variety of methods as appropriate to the material. All skills are presented on an equal footing, but instructors may choose to focus on those that best serve their students' needs without violating the structural integrity of individual units or the program as a whole.
- **Authenticity and cultural relevance.** Each unit contains authentic materials and realistic communicative activities for all skills. In addition, each unit features two e-mails with accompanying exercises to help students both focus on aspects of form and grammar and get the gist of what they are reading, giving students further practice in reading and understanding more complex, connected prose.
- **Spiraling approach.** Students are exposed repeatedly to similar functions and structures at an increasing level of complexity. Vocabulary patterns of reading texts are recycled in listening scripts.
- **Learner-centered approach.** Each unit places students in communicative settings where they can practice the four skills while developing their intercultural communicative competence. In addition to core lexicon, students acquire personalized vocabulary to express individual needs and interests.
- **Comprehensive coverage of beginning grammar.** Communicative goals do not displace conceptual control of the main points of Russian grammar. By the end of Book One, students have had meaningful contextual exposure to all the cases in both the singular and plural, as well as tense/aspects. Book Two spirals out the basic grammar and fills in those items needed for basic communication and for reading texts geared toward the general reader, such as simple prose and press articles.

- **Learning strategies.** Students acquire strategies that help them develop skills for interpretative, interpersonal, and presentational communication. This problem-solving approach leads students to become independent and confident in using the language in a variety of ways.
- **Phonetics and intonation.** Pronunciation is fully integrated and practiced with the material in each unit’s audio materials and Student Activities Manual (SAM) exercises, rather than covered in isolation. Intonation training includes statements, requests, commands, questions, nouns of address, exclamations, and non-final pauses. Dialog and situation practice help students to absorb aspects of Russian phonetics and intonation. The Sixth Edition includes new exercises on syllable stress awareness.

Textbook and Student Activities Manual Structure

Each *Голоса* textbook and Student Activities Manual (SAM) unit is organized as follows:

Точка отсчёта

This warm-up section uses illustrations and simple contexts to introduce the unit vocabulary. A few simple activities provide practice of the new material, thereby preparing students for the recorded **Разговоры**, which introduce the unit topics.

Разговоры для слушания. Students listen to semiauthentic conversations based on situations they might encounter in the Russian-speaking world, from homestays to shopping. Simple pre-script questions help students understand these introductory conversations. Students learn to grasp the gist of what they hear, rather than focus on every word. The **Разговоры** serve as an introduction to the themes of the unit and prepare students for active conversational work to follow in **Давайте поговорим**.

Давайте поговорим

Диалоги. As in previous editions, the **Диалоги** introduce the active lexicon and structures to be learned.

Упражнения к диалогам. These exercises help develop the language presented in the dialogs. They consist of communicative exercises in which students learn how to search out language in context and use it. Exercises proceed from less-complicated activities based on recognition to those requiring active use of the language in context. This set of activities prepares students for the **Игровые ситуации**.

Вопросы к диалогам. Straightforward questions in Russian, focused on the dialogs, beginning with Unit 5.

Игровые ситуации. Roleplays put the students “on stage” with the language they know.

Устный перевод. This section, which requires students to play interpreter for a non-Russian speaker, resembles the **Игровые ситуации**, but here students find that they must be more precise in conveying their message.

Грамматика

This section contains grammatical presentations designed to encourage students to study the material at home. They feature clear, succinct explanations, charts and tables for easy reference, and numerous examples. Exercises allow for practice of new vocabulary and structures.

Давайте прочитаем

Authentic reading texts are supplemented with activities that direct students’ attention to global content. Students learn strategies for guessing unfamiliar vocabulary from context and for getting information they might consider too difficult. The variety of text types included in **Давайте прочитаем** ensures that students gain extensive practice with many kinds of reading material: official documents, daily schedules, menus, shopping directories, maps, advertisements, weather reports, classified ads, résumés, social networking sites, brief messages, e-mail correspondence, news and other informational articles, poetry, and short stories.

Давайте послушаем

Guided activities teach students strategies for developing global listening skills. Questions in the textbook accompany texts on the audio program (scripts appear in the Instructor’s Resource Manual). Students learn to get the gist of and extract important information from what they hear, rather than trying to understand every word.

Learners are exposed to a great variety of audio materials, including voicemail messages, personal audio postings, public announcements, weather reports, radio and TV advertisements, brief speeches, conversations, interviews, news features and reports, and poems.

Культура и быт

Culture boxes, spread throughout each unit, serve as an introduction to realia of the Russian-speaking world.

Это интересно!

An additional free-floating feature of each unit is an activity called **Это интересно!** These infographics provide accessible texts that require no scaffolding but can lead to class discussion in Russian.

Словарь

The **Словарь** at the end of each unit contains all active-vocabulary items. The **Словарь** at the end of the book lists the first unit in which the entry is introduced, along with those units where the use of the word is further developed.

Student Workbook

The **Workbook** is available in hard copy and online. It is the main vehicle for student work outside of class. Each version has advantages and drawbacks. Instructors can choose, keeping in mind that the hardcopy **Workbook** allows handwriting practice. But instant feedback is unavailable. The online workbook provides instant feedback, but not in activities involving free composition (about a third of all activities — more in the more advanced units). The Workbook consists of the following parts:

Устные упражнения. In Oral Drills, students practice active structures and receive immediate feedback in the form of an audio “key.”

Числительные. Students become familiar with numbers in context and at normal conversational speed. These sections are especially important for transactional situations.

Фонетика и интонация. *Голоса* has been the field’s leader in explicit work in phonetics and intonation. The Sixth Edition features newly created activities to raise learners’ sensitivity to role of syllable stress in Russian.

Письменные упражнения. The written homework section starts with mechanical manipulation and builds up to activities resembling free composition. More complex exercises toward the end of this section provide students with further listening, reading, and especially composition practice. Here students listen to brief audio items, write notes and compositions, and prepare presentations or other more challenging assignments based on material presented in this unit. This section requires the integration of several skills, with a particular focus on writing. Finally, the Sixth Edition includes activities that address an oft-overlooked problem in production. Students sometimes attempt utterances for which they have no hope of communicative success. Students are asked to determine which utterances they can say, as opposed to those where they might want to wait until they have more linguistic wherewithal.

Video

The scaffolded video program covers both books and runs a little over two hours. Each video unit is between five and ten minutes long and features authentic interviews in which Russians you might meet every day—not actors—discuss their daily lives and introduce you to their families, homes, hometowns, workplaces, and events in their lives. The Sixth Edition now features more faces and places from outside European Russia.

Instructor Resources

Instructor's Resource Manual (IRM)

The **Instructor's Resource Manual** is available for online download. It provides sample syllabi, lesson plans, and scripts for all audio and video exercises.

Testing Program

The modular **Testing Program** allows for maximum flexibility: each unit of the Testing Program consists of a bank of customizable quiz activities closely coordinated with the vocabulary and grammar presented in the corresponding unit of the textbook. The quiz activities primarily elicit discrete answers. In addition, a highly flexible testing program provides two types of tests for each unit—one that solicits more open-ended answers, and one that elicits more discrete answers. The Testing Program is available in electronic formats (both as fixed PDFs and fully editable texts and Microsoft docx).

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Scope and Sequence

Алфавит	1
Коммуникативные задания	
The Russian alphabet and sound system	
Vowel reduction	
Palatalization	
Devoicing of consonants in final position	
Consonant assimilation	
Print, italic, and cursive	
Урок 1: Немного о себе	22
Коммуникативные задания	
Greetings and good-byes, formal and informal	
Introducing and giving information about yourself	
Asking for information about someone else	
Reading Russian business cards	
Russian social networking	
Letters to and from Russian host family	
Грамматика	
Formal and informal speech situations: ТЫ — ВЫ	
Russian names	
Grammatical gender: introduction	
Gender of names	
Gender of modifier “my”	
Grammatical case: introduction	
Nominative case in singular	
Prepositional case: introduction	
The verb <i>to be</i> in Russian present-tense sentences	
Культура и быт	
Saying “hello”	
Introductions	
Physical contact	

Это интересно!

Russian names over time

Урок 2: Что у меня есть?

55

Коммуникативные задания

Greeting friends at the airport

Russian homestays

Russian family members

Talking about the weather

Reading and listening to ads

Грамматика

Gender of Russian nouns

Nominative plural of nouns

The 5- and 7-letter spelling rules

Pronouns **он, она, оно, они**

Whose? Possessive modifiers **чей, мой** (neuter, plural), **твой, наш, ваш, его, её, их**

Nominative case of adjectives

What? **что** vs. **какой**

This is/these are: **это** vs. **этот, это, эта, эти**

Have: **У меня (тебя, вас) есть**

Talking about the weather

Культура и быт

Temperatures in Celsius

Slippers at home: **тапочки**

Это интересно!

Global temperatures 1880–2020

Урок 3: Какие языки вы знаете?

95

Коммуникативные задания

Talking about languages

Discussing ethnic and national backgrounds

Reading and listening to ads about language programs

Грамматика

Verb conjugation: present and past tense

Position of adverbial modifiers

Talking about languages: **русский язык** vs. **по-русски**
Talking about nationalities
Prepositional case of singular and plural modifiers and nouns
Preposition **о**; **о** vs. **об**
Conjunctions: **и, а, но**

Культура и быт

The place of foreign languages in Russia

Комплименты: responding to compliments

Это интересно!

Meanings of last names

Урок 4: Образование

142

Коммуникативные задания

Talking about where and what people study

Making a presentation about yourself

Reading and writing academic schedules

Reading diplomas and transcripts

Reading: Choosing a university in Russia

Listening to a university welcome speech

Грамматика

Study verbs: **учиться, изучать, учить, заниматься**

The 8-letter spelling rule

На каком курсе...?

На + prepositional case for location

Accusative case of modifiers and nouns

Любить + accusative or infinitive

Prepositional case of question words and personal pronouns

Question words and sentence expanders: **где, что, как, какой, почему, потому**

что

Тоже vs. **также**

Культура и быт

The most popular majors in Russia

Russian grading system

Russian diplomas

Schools in Russia

Higher education in Russia: universities and institutes

University departments

“College” in Russian

Standardized exams: **Единый государственный экзамен (ЕГЭ)**

Это интересно!

Higher education around the world

Урок 5: Распорядок дня

187

Коммуникативные задания

Talking about daily activities and schedules

Talking about classes

Asking and telling time on the hour

Making and responding to simple invitations

Talking on the phone

Reading handwritten Russian

Listening to a podcast: the daily life of a student

Listening to voicemail

Speaking and writing in paragraphs

Грамматика

Class: **курс, занятия, урок, лекция, пара**

Days of the week

Times of the day: **утром, днём, вечером, ночью**

Time on the hour

New verbs to answer: **Что вы делаете?**

Stable and shifting stress in verb conjugations

Going: **идти vs. ехать; я иду vs. я хожу**

Asking where: **где** and **куда**

В/на + accusative case for direction

Expressing necessity or obligation: **должен, должна, должно, должны**

Free (not busy): **свободен, свободна, свободно, свободны**

Культура и быт

Evening vs. night in Russian

Это интересно!

Names for days of the week

Урок 6: Дом, квартира, общежитие

239

Коммуникативные задания

Talking about homes, rooms, furnishings

Adjectives used to name a room

Colors: **Какого цвета...?**

Making and responding to invitations

Online furniture shopping

Reading a letter about communal apartments

Renting an apartment

Грамматика

Хотеть

Verbs of position: **стоять, висеть, лежать**

Genitive case of pronouns, question words, and singular modifiers and nouns

Ownership, existence, and presence: **(у кого) есть что**

Nonexistence and absence: **(у кого) нет чего**

Possession and attribution (*of*): genitive case of noun phrases

Specifying quantity

At someone's place: **у кого**

Review: uses of the genitive case

Культура и быт

Ты и вы

How many rooms?

Apartment size in square meters

Housing in Russia

Russian apartments, dormitories, and dachas

Это интересно!

Living space in the U.S. and Russia

Урок 7: Наша семья

289

Коммуникативные задания

Naming family members

Talking about people: names, ages, professions, where they were born, where they grew up

Talking about professions and workplaces

Reading and writing foreign names of workplaces

Telling where your city is located

Reading job ads and résumés
Listening: family game show
Video: families talk about themselves

Грамматика

Born, grew up: **родился, вырос**
Expressing age: the dative case of pronouns; **год, года, лет**
Genitive plural of nouns and modifiers: introduction
Specifying quantity
Comparing ages: **моложе/старше кого на сколько лет**
Telling someone's name: **зовут**
Accusative case: summary
Accusative case of nouns, modifiers, and pronouns

Культура и быт

Various kinds of families: sexual orientation and gender identity
Teachers vs. professors

Это интересно!

Global demographics

Урок 8: В магазине

341

Коммуникативные задания

Asking for advice about purchases
Making simple purchases
Birthday greetings
Presents and gift-giving
Measuring in metric
Online clothes shopping

Грамматика

Past tense: **был, была, было, были**
Have and did not have: the past tense of **есть** and **нет**
Went: **ходил** vs. **пошёл**, **ездил** vs. **поехал**
Dative case of modifiers and nouns
Uses of the dative case

- Expressing age
- Indirect objects
- The preposition **по**
- Expressing necessity, possibility, impossibility, the forbidden

- Expressions of possibility and impossibility: **можно, невозможно**
- Other dative subjectless constructions: **трудно, легко, интересно**
- Liking or not liking: **нравиться**

Культура и быт

The market: **рынок**

Это интересно!

Clothing measurements in various countries

Урок 9: Что мы будем есть?

390

Коммуникативные задания

Making plans to go to a restaurant

Reading menus

Ordering meals in a restaurant

Making plans to cook dinner

Russian food stores

Russian restaurants and cafés

Listening to restaurant advertisements

Грамматика

Eating and drinking: conjugation of **есть** and **пить**

For in Russian: **для** vs. **за**

Instrumental case with the preposition **с**

Verbs in **-овать**: **советовать**

Future tense of **быть**

The future tense

Verbal aspect – introduction

Verbs for buying, taking, giving

Question words and pronouns

Культура и быт

Metric system: weight and volume

Tipping in Russia

Это интересно!

Tipping around the world

Коммуникативные задания

Talking more about yourself and your family

Saying you are adopted

Telling where your city is located

Points on the compass

Reading and listening to short biographies

Listening: career and family

Грамматика

Expressing resemblance: **похож на кого**

Expressing location: **на севере (юге, востоке, западе) (от) чего**

Entering and graduating from school: **поступать/поступить (куда), окончить (что)**

Indicating the year in which an event takes (took) place: **В каком году?**

Time expressions with **через** and **назад**

Verbal aspect: past tense

Review of *going* verbs

Have been doing: use present tense

Культура и быт

Graduate school in Russia

Which Tolstoy?

Это интересно!

First jobs

Алфавит



Русское письмо

The Russian alphabet and sound system

- Vowel reduction
- Palatalization
- Devoicing of consonants in final position
- Consonant assimilation
- Print, italic, and cursive

Русский алфавит

Introduction to the Russian Alphabet

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

The Russian alphabet contains 33 characters: 10 vowel letters, 21 consonant letters, and two signs. Russian spelling closely reflects pronunciation. Once you have learned the alphabet and a few pronunciation rules, you will be able to recognize many familiar words and proper names.

Some Russian letters look and sound somewhat like their English counterparts:

CONSONANTS

LETTER	APPROXIMATE PRONUNCIATION
К к	like k in <i>skit</i> , but without aspiration or breath
М м	like m in <i>mother</i>
С с	like s in <i>sail</i> —(never like k)
Т т	like t in <i>stay</i> , but tongue against upper teeth

VOWELS

LETTER	APPROXIMATE PRONUNCIATION
А а	when stressed, like a in <i>father</i>
О о	when stressed, between the o in <i>mole</i> and the vowel sound in <i>talk</i>

Words you knew all along: Each word is under a drawing that illustrates it.



мáска



мáма



мáсса



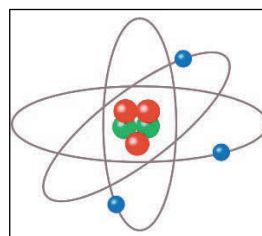
тoст



кoт



кóсмoс



áтoм

Who's there?

— Кто там?

— Том

Stress

Stress refers to the “strong” syllable in a word. A *desert* gets little rain. A *dessert* is something sweet. In Russian (as in English), the place of stress affects the sound of some vowels. Listen to the first two words above: **мáска**, **мáма**. The stressed **a** is pronounced like the **a** in *father*, whereas the unstressed **a** is pronounced like the **a** in *about*. This change in the sound of an unstressed vowel letter, called vowel reduction, is even more noticeable with the vowel letter **o**. For example, in the word **кóсмoс**, the unstressed **o** in the second syllable is reduced to the sound of **a** in *about*.

Stress marks appear only in dictionaries and Russian-language textbooks like this one. If a capitalized vowel is stressed, it's not marked, e.g. **Отто**, not **Óтто**.

Some Russian letters look like Greek letters, which you may recognize from their use in mathematics or by some student organizations:

LETTER	APPROXIMATE PRONUNCIATION
Г г	like g in <i>gamma</i>
Д д	like d in <i>delta</i> , but with tongue against upper teeth
Л л	like l in <i>lambda</i> , but tongue against upper teeth
П п	like p in <i>spot</i> (looks like Greek pi)
Р р	flap r , similar to trilled r in Spanish; similar to tt in <i>better</i> and <i>butter</i> (looks like Greek rho)
Ф ф	like f in <i>fun</i> (looks like Greek phi)
Х х	like ch in <i>Bach</i> (looks like Greek chi)

More geographical names

Да́ллас	Корк
Окклахо́ма	Ха́ртфорд
Омаха	Ога́ста

You'll no doubt recognize . . .

Да!	па́спорт
ла́мпа	фо́то
па́па	фотоаппара́т
порт	фото́граф
сорт	Ха-ха-ха!

Your textbook is called . . .

Голоса́ “voices” (Го́лос is one voice).

Here are four Russian letters that look but do not sound like English letters:

CONSONANTS

LETTER	APPROXIMATE PRONUNCIATION
В в	like v in <i>volcano</i>
Н н	like n in <i>no</i> , but tongue against upper teeth

VOWELS

LETTER	APPROXIMATE PRONUNCIATION
Е е	when stressed, like ye in <i>yesterday</i>
У у	like oo in <i>shoot</i> , but with extreme lip rounding

Words you already know

до́нор	профэ́ссор	а́вгуст
не́т	студэ́нт	панора́ма
но́га	студэ́нтка	пропага́нда
кларне́т	Ура́!	

Places you might have been

Москва́	Ту́сон	Кана́да
Атла́нта	Теха́с	Вермо́нт

Four more Russian consonants are introduced below. Note that **Б б** has a different shape for its upper- and lowercase forms.

LETTER	APPROXIMATE PRONUNCIATION
З з	like z in <i>zebra</i>
Б б	like b in <i>boy</i>
Й й	like y in <i>boy</i> or <i>gray</i>
Ж ж	like s in <i>measure</i> , but with tongue farther back

Кто геóграф?

Бóстон	Арканзáс	Род-Айленд
Лос-Анджелес	Небрáска	Огайо
Жене́ва	Айда́хо	Квебе́к
Канза́с	Айóва	

В ансамбле

тромбóн	кларне́т	а́рфа
фле́йта	ба́нджо	саксофо́н

More words you know

трамва́й	зебра
тролле́йбус	журна́л
бана́н	

Here are the last four Russian consonants and two more vowel letters:

CONSONANTS

LETTER	APPROXIMATE PRONUNCIATION
Ц ц	like ts in <i>cats</i>
Ч ч	like ch in <i>cheer</i>
Ш ш	like sh sound in <i>sure</i> , but with tongue farther back
Щ щ	like long sh sound in <i>fresh sherbet</i> , but with tongue farther forward

VOWELS

LETTER	APPROXIMATE PRONUNCIATION
И и	like i in <i>machine</i>
Ё ё	like yo in <i>New York</i> ; always stressed

Городá в США

Цинциннати
Сан-Франциско

Чикаго
Вашингтон

В Росси́и

Чёрное море
Сочи

Камчатка
Благовещенск

Вещи



машина



шоколад



матч

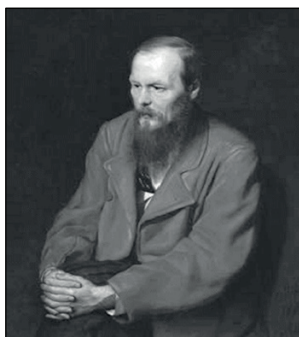


плащ

Names of the famous



Антон Пáвлович
Чехов
Автор драмы «Чайка»



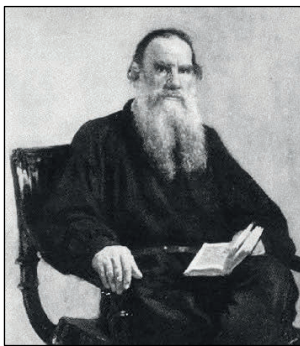
Фёдор Миха́йлович
Достоевский
Автор романа «Идиот»



Алекса́ндра Миха́йловна
Коллонта́й
дипломат



Лев Давидович
Троцкий
революционер



Лев Николаевич
Толстой
автор романа «Война и мир»



Михаил Сергеевич
Горбачёв
Президент СССР



Алла Борисовна
Пугачёва
певица, поп-звезда



Александр Сергеевич
Пушкин
отец русской литературы



Никита Сергеевич
Хрущёв
коммунистический лидер



Галина Сергеевна
Уланова
балерина



Валентина Владимировна
Терешкова
космонавт



Борис Борисович
Гребенщиков
рок-звезда

The last four Russian vowel letters are given below:

LETTER	APPROXIMATE PRONUNCIATION
Ы ы	between the a in <i>about</i> and the ee in <i>see</i>
Э э	like e in <i>set</i>
Ю ю	like yu in <i>yule</i>
Я я	when stressed, like ya in <i>yacht</i>

Кто это?



Это американцы.



Это юристы.



Это музыканты.

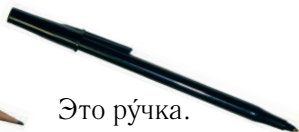


Это отец и сын.

Что это?



Это карандаш.



Это ручка.



Это сумка



Это рюкза́к.



Это ящик.



Это я́блоко.

► Complete Exercises A-01 through A-10 in the Student Workbook.

Palatalized and Unpalatalized (Hard and Soft) Consonants and Ъ, Ы

The Russian alphabet also includes the following two symbols, which represent no sound in and of themselves:

Ь (мя́гкий знак) soft sign—indicates that the preceding consonant is palatalized; before a vowel it also indicates a full [y] sound between the consonant and vowel.

Ъ (твёрдый знак) hard sign—rarely used in contemporary language—indicates a [y] sound between consonant and vowel.

A **palatalized consonant** is pronounced with the blade of the tongue pressed up against the hard palate. A palatalized consonant sounds like a consonant plus the [y] sound of “yes” pronounced *at the exact same time*. The letter **ь (мя́гкий знак)** indicates that the preceding consonant is **palatalized**. Look at these examples:

NOT PALATALIZED (по ь)		PALATALIZED (ь)	
мат	checkmate	мать	mother
бит	computer bit	бить	to beat
готóв	ready	Готóвь!	Prepare it!
тóлком	clearly	тóлько	only
мел	chalk	мель	sandbar
вон	over there	вонь	stench
спор	debate	Спорь!	Argue!
Борис	Boris	Борись	Fight!

In addition to **ь**, the vowel letters **е, ё, и, ю, and я** also indicate that the preceding consonant is **palatalized**.

Look at the large print version of the dialog to see how consonants and vowels combine to indicate palatalization. Dots break up adjacent pairs.

- **Меня зовут Ольга.**
- **Оче•нь приятно, Ольга! Сэлли. Вы студэнтка?**
- Да.
- **Вы аме•рикánка?**
- Да, я из **Нью-Йórка.**

When Russians talk about consonants, they say...

Н ТЫ
ДО ЛА

Unpalatalized consonants are called
HARD CONSONANTS

НЬ ТИ
ДЁ ЛЯ

Palatalized consonants are called
SOFT CONSONANTS

We will refer to consonants from now on as **hard** and **soft**.

To summarize what we have said so far . . .

а	э	о	ы	у	∅*	say the previous consonant is HARD .
я	е	ё	и	ю	ь	say the preceding consonant is SOFT .

*The symbol ∅ means *no vowel at all*.

In short, after consonants the vowel letter pairs **а/я, э/е, о/ё, ы/и, and у/ю** represent essentially the *same* vowel *sound*. Their only difference is that the letters in the bottom row tell you that the preceding consonant is **palatalized, or soft**.

HARD CONSONANTS

Да-да! Oh yes!
 мэр mayor
 быт daily life
 живóт belly
 мýзыка music

SOFT CONSONANTS

дядя uncle
 мер of measures
 бит computer bit
 живёт he/she lives
 мюзикл musical (show)

Let's get acquainted!

- Здравствуйте! Как вас зову́т?
- Меня́ зову́т Жа́нна.
- Очень приятно **познако́миться**, Жа́нна!
- Жа́нна, где вы живёте?
- Я живу́ в Нью-Йо́рке. А вы?
- Я живу́ в Москвё.
- Пра́вда?

Тся́ and **ТЬся́** These two combinations are pronounced as if spelled **ца**.

More about **ь** and **Ъ** (мя́гкий знак and твёрдый знак)

You already know that **ь** (мя́гкий знак) softens the preceding consonant. When **ь** occurs before another vowel, it adds an additional English [y] sound. For example:

нале́т = air raid

нале́ет = will pour

The letter **ь** (**твёрдый знак**) occurs rarely. It adds an extra English [y] sound into a syllable. For example:

сѣла = she sat down

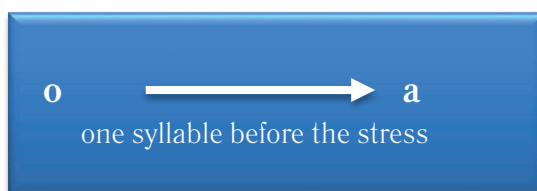
сѣла = she ate up

► **Complete Exercise A-11 in the Student Workbook.**

Vowel Reduction

Russian vowels **о**, **а**, **е**, and **я** are pronounced differently when unstressed.

Vowel Reduction Rule 1:



We write:

Москва́

We say:

Маскв́а

Places you might recognize . . .

Монта́на

Владивосто́к

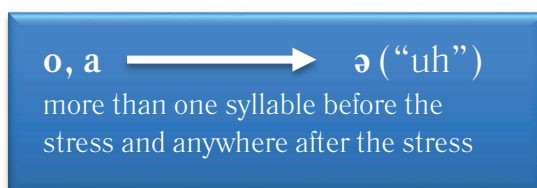
Москва́

Отта́ва

Сонора́

Колу́мбус

Vowel Reduction Rule 2:



We write:
Колора́до
Манито́ба

We say:
Кэ ла ра́ дэ
Мэ ни то́ ба

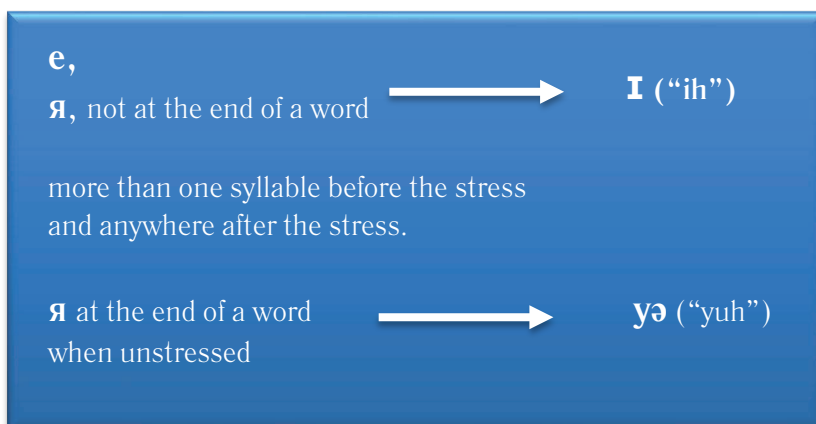
Words you know

профе́ссор
шокола́д
Лондо́н
Волгогра́д

Влади́мир
панора́ма
пропага́нда

марга́рин
телеви́зор
контра́кт

Vowel Reduction Rule 3:



We write:
Петербу́рг
Япо́ния

We say:
Пі тір бу́г
Үі по́ ни уэ

Months you may recognize . . .

в январé
в февралé
в мáрте
в апрéле
в мáе
в ию́не

в ию́ле
в áвгусте
в сентябрé
в октябрé
в ноябрé
в декабрé

Name, please?

- Как вас зову́т?
— Меня́ зову́т Фёдор.
— Как **егó** зову́т?
— **Его́** зову́т Пётр.

— Кто он?
— Он фотóграф.
— Как её зову́т?
— Её зову́т Мáша.

Г pronounced how?

In a few words **г** is pronounced as if it were **в**: We spell **егó** but say [**евó**].

Familiar objects

- **Что** э́то?
— Это мой каранда́ш.
— А э́то что?
— Это моя́ рúчка.
— А э́то?
— Это мой рюкзáк.

ч in **что**: Russians pronounce **что** as if it were spelled [**што**].

- А э́то?
— Это моя́ сýмка.
— Вот фотогра́фия.

Voiced and Voiceless Consonants

Place your fingers on your vocal chords and say the *sounds* (not the names of the letters) in the chart below:

в	з	ж	б	г	д	Vocal chords vibrate (voiced)
ф	с	ш	п	к	т	Vocal chords do not vibrate (voiceless)

Two rules affect these consonants:

1. Word final devoicing

Voiced consonants at the end of words are pronounced voiceless.

We write:

Чéхов

джаз

гара́ж

сноб

маркéтинг

Мадри́д

We say:

Чéхо[ф]

джа[с]

гара́[ш]

сно[п]

маркéтин[к]

Мадри́[т]

2. Voiced–voiceless assimilation

When voiced and voiceless consonants are adjacent to each other, the nature of the *second* consonant dictates the nature of the first. To put it more succinctly, when two consonants go walking, the second one does the talking:

voiced + voiceless → voiceless + voiceless

We write:

в Кíеве

субтíтры

We say:

[ф К]íеве

су[пт]íтры

voiceless + voiced → voiced + voiced

баскетбóл

Пíтсбург

вас зовúт

баске[дб]óл

Пí[дзб]ург

ва[зз]овúт

Russian Alphabet—Cursive and Italic

The Russian script alphabet is given below. **Russians do not print when writing by hand! Script is universal.** For this reason, you must learn to read and write script.

А а	<i>Аа</i>	Uppercase cursive is <i>А</i> , not <i>а</i> .
Б б	<i>Бб</i>	<i>б</i> and <i>в</i> are the only
В в	<i>Вв</i>	two tall cursive letters.
Г г	<i>Гг</i>	is rounded. Squared-off corners result in <i>з</i> (ч).
Д д	<i>Дд</i>	Do not confuse <i>д</i> (д) and <i>з</i> (г).
Е е	<i>Ее</i>	
Ё ё	<i>Ёё</i>	In most printed texts, the two dots are omitted.
Ж ж	<i>Жж</i>	
З з	<i>Зз</i>	Do not confuse <i>з</i> (з) and <i>э</i> (э).
И и	<i>Ии</i>	Bring <i>и</i> down to the base line (not <i>И</i>).
Й й	<i>Йй</i>	
К к	<i>Кк</i>	Lowercase <i>к</i> is small, not tall like <i>к</i> .
Л л	<i>Лл</i>	begins with a hook.
М м	<i>Мм</i>	begins with a hook. Remember, <i>м</i> (м) ≠ <i>т</i> (т).
Н н	<i>Нн</i>	Do not confuse <i>н</i> (н) and <i>п</i> (п).
О о	<i>Оо</i>	Do not confuse <i>п</i> (п) and <i>н</i> (н).
П п	<i>Пп</i>	Do not confuse <i>т</i> (т) and <i>м</i> (м).
Р р	<i>Рр</i>	Uppercase <i>р</i> does not dip below the line.
С с	<i>Сс</i>	
Т т	<i>Тт</i>	
У у	<i>Уу</i>	
Ф ф	<i>Фф</i>	
Х х	<i>Хх</i>	
Ц ц	<i>Цц</i>	
Ч ч	<i>Чч</i>	is squared off. Rounded corners result in <i>з</i> (г).
Ш ш	<i>Шш</i>	Do not confuse Russian <i>ш</i> and English <i>w</i> .

Щ щ	<i>Щ щ</i>	
Ъ ъ	<i>ъ</i>	Like a small <i>seven</i> merged with a <i>six</i> , not like a tall <i>б</i> .
Ы ы	<i>ы</i>	Since ъ , ы , and ь never begin a word, there is no uppercase cursive version for any of these letters.
Ь ь	<i>ь</i>	
Э э	<i>Э э</i>	Like a small <i>six</i> , not like a tall <i>б</i> .
Ю ю	<i>Ю ю</i>	Do not confuse <i>з</i> (з) and <i>э</i> (э).
Я я	<i>Я я</i>	begins with a hook.

Summary of handwriting hints:

1. The letters *л*, *м*, and *я* begin with hooks.
2. There are only two tall lowercase script letters: *б* (**б**) and *в* (**в**).
3. **Мягкий знак (ь)** looks like a *small six*: *ь*. **Твёрдый знак (ъ)** looks like a *small six with a tail*: *ъ*. Neither letter has anything in common with an English script *б*.
4. The letter *ы* (**ы**) is small and looks somewhat like a *small six* connected to a “1” *not bi*, *bl*, etc.
5. Do not confuse *м* (**м**) with *т* (**т**) or *з* (**з**) with *э* (**э**).
6. The letters *ш*, *щ*, and *й* all terminate on the base line and connect together at the bottom. Avoid writing *ш*, *щ*, *й*, etc.

Practice writing the following words from the Introductory Unit.

*маска мама масса тост кот космос атом
– Кто там? – Там.*

*Даллас Оклахома Омаха
Корк Хартфорд Огаста*

*Да! лампа папа порт сорт паспорт фото
фотоаппарат фотограф Ха-ха-ха! Толоса*

*донор нет нота кларнет профессор студент
студентка ура! август панорама пропаганда*

*Москва Казахстан Атланта Кентукки Тусон
Техас Канада Вермонт*

*Бостон Лос-Анджелес Минева Канзас
Арканзас Небраска Айдахо Айова
Род-Айленд Огайо Квебек*

*В ансамбле... тромбон флейта кларнет
банджо гитара саксофон*

трамвай троллейбус банан зебра журнал

*Города США: Цинциннати Сан-Франциско Чикаго
Вашингтон. Места в России: Чёрное море Сочи
Каликатка Благовещенск*

Вещи машина шоколад мать плащ

Антон Павлович Чехов, автор драмы „Чайка” Фёдор Михайлович Достоевский, автор романа „Идиот” Александра Михайловна Коллонтай, дипломат Лев Давидович Троцкий, русский политик, командир Красной армии, Лев Николаевич Толстой, автор романа „Война и мир” Михаил Сергеевич Горбачёв, Президент СССР Алла Борисовна Пугачёва, певица Александр

Сергеевич Пушкин, отец русской литературы Никита Сергеевич Хрущёв, коммунистический лидер Галина Сергеевна Уланова, балерина Валентина Владимировна Терешкова, космонавт Михаил Семёнович Щепкин, актёр

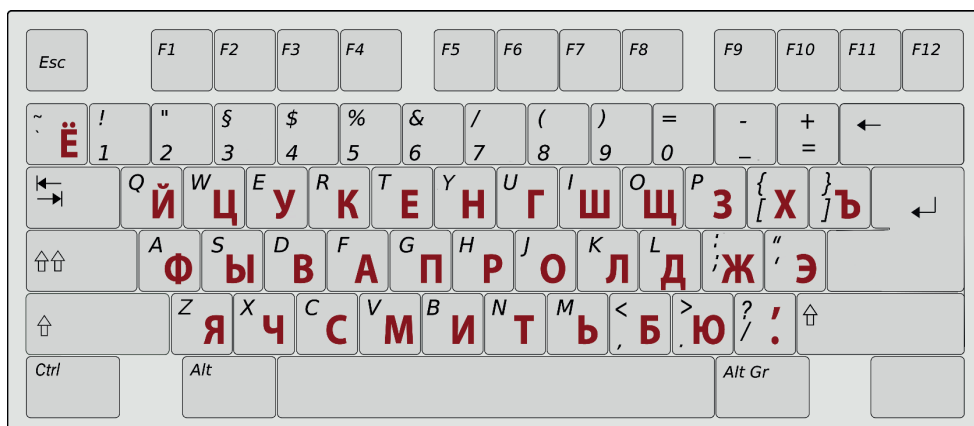
Кто это? Это американцы. Это юристы. Это музыканты. Это отец и сын.

Что это? Это карандаш. Это ручка. Это сушка. Это рюкзак. Это ящик. Это яблоко.

мат мать бит бить готов готовь толком только мел мель вон вонь спор Спорь! Борис Борись!

Keyboarding in Cyrillic

All Russians write script. However, as computers are now widely used in Russia, typing has become a necessary skill. The Russian keyboard follows a different pattern, which you can see in the chart below.



This keyboard is universal in Russia and is the one that Microsoft has adopted for use in Cyrillic-enabled versions of Windows; it is also used for Macintosh computers.

Although you should learn to type using the Russian keyboard, you can use an alternative keyboard layout in which **Б** is on the “B” key, **Г** on the “G” key, **Д** on the “D” key, and so on.

See the author website for details on modifying your keyboard for Windows and Apple computers.

УРОК 1



Немного о себе

Коммуникативные задания

- Greetings and good-byes, formal and informal
- Introducing and giving information about yourself
- Asking for information about someone else
- Reading Russian business cards
- Russian social networking
- Letters to and from Russian host family

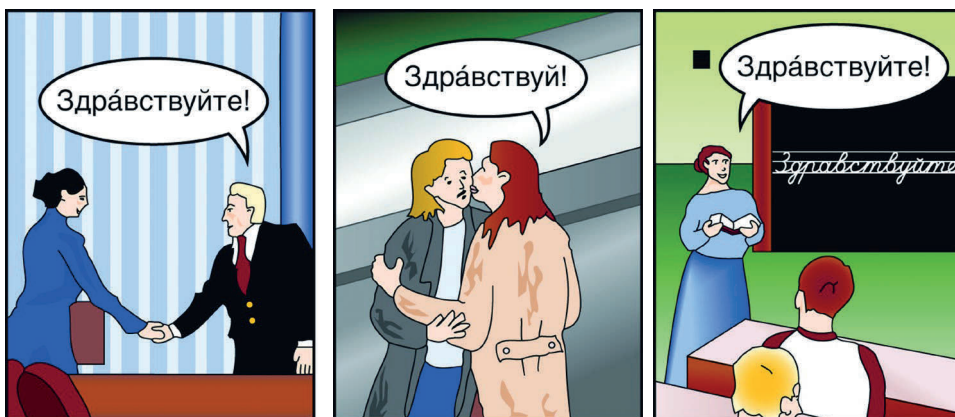
Грамматика

- Nominative case
- Prepositional case—Introduction
- The verb to be in Russian present-tense sentences
- Formal and informal speech situations: ты—вы
- Russian names
- Gender—Introduction
- Gender of modifier “my”

Точка отсчёта

О чём идёт речь?

When greeting each other, Russians say: **Здравствуй**те and **Здравствуй**. The informal greeting, like the English “Hi!,” is **Привёт!**



Other greetings include: **доброе утро**, **добрый день**, **добрый вечер**.



The standard way to say good-bye is **До свидания!** The informal variant is **Пока!**

1-1 Приветствие. How would you greet people at the following times of day?

9:00 a.m.

3:00 p. m.

10:00 a.m.

7:00 p.m.

2:00 p.m.

9:00 p.m.

Культура и быт

Saying “Hello.” Russians greet each other only the first time they meet on a particular day. During subsequent encounters that day they usually just nod or make eye contact.

Physical contact. Russians often embrace if they haven’t seen each other for a long time. Men often shake hands each time they meet and sometimes when they part.

Introductions. When Russians introduce each other, the new acquaintances usually shake hands and give their own names.



1-2 Представьтесь! Introduce yourself to your classmates.

1-3 Познако́мьтесь! Now use the model above to introduce your classmates to each other.



1-4 Что чему соответствует? Match the noun referring to a man with the corresponding noun referring to a woman.

ру́сский
амери́канец
кана́дец
студе́нт
англича́нин

___ англича́нка
___ студе́нтка
___ кана́дка
___ амери́канка
___ ру́сская

1-5 Кто вы? Which words would you use to describe yourself?

Я

Я

1-6 Кто они? Which words would you use to describe your classmates?

Марк

Мария

Разговоры для слушания

You will probably always be able to *understand* more Russian than you are able to speak. So one part of each unit will be devoted to listening to conversations that practice the unit's topic. In the following conversations you will hear the way Russians greet each other, introduce themselves, and say good-bye. You will not be able to understand everything you hear. In fact, you shouldn't even try. As soon as you have understood enough information to answer the questions, you have completed the assignment.

Разговор 1. Здравствуйте!

1. What is the name of the male speaker?
2. What is the name of the female speaker?
3. What nationality is the woman?
4. Where is she from?
5. Where does the man go to school?

You will now hear two more conversations. Here are some suggestions on how to proceed:

- Read the questions first.
- Listen to the whole conversation to get the gist of it.
- Keeping the questions in mind, listen to the conversation again for more detail.
- If necessary, listen one more time to confirm your understanding of what is going on. Don't worry if you don't understand everything. (This cannot be overemphasized!)

Разговор 2. Добрый день!

1. What is the American's name?
2. What is the Russian's name?
3. What does she teach?
4. What American cities has the young man lived in?
5. Where does he go to school?

Разговор 3. Вы канадец?

1. What is the name of the male speaker?
2. What is the name of the female speaker?
3. What is the man's nationality?
4. Where is he from?
5. Where does the woman go to school?

Давайте поговорим

Диалоги

1. Познакóмьтесь!

- Познакóмьтесь! Это мой друг Эд.
- Здравствуйтe! Мáша.
- Очень приятно!
- Очень приятно!



2. Дóброе úтро!

- Дóброе úтро! Меня зовúт Вéра. А как тебя зовúт?
- Меня? Эван.
- Как ты сказа́л? Эванс?
- Эван. Это и́мя. А фами́лия Джóнсон. Я америка́нец.
- Очень приятно познакóмиться! Ты студéнт?
- Да.
- Я тóже студéнтка. Ну, пока́.
- Пока́.



3. Дóбрый де́нь!

- Дóбрый де́нь! Меня зовúт Джéйн Па́ркер. Я америка́нка.
- Здравствуйтe. Красно́ва Ольга Петро́вна. Вы студéнтка, Джейн?
- Да, студéнтка. Простите́, как ва́ше о́тчество?
- Петро́вна.
- Очень приятно́ с ва́ми познакóмиться, Ольга Петро́вна. До свидáния.
- До свидáния.



4. Добрый вечер!



- Добрый вечер! Меня зовут Валерий.
- Джим. Очень приятно.
- Ты канадец, да? Где ты живёшь в Канаде?
- Я живу и учусь в Квебеке.
- Значит, ты студент. Я тоже.
- Правда? А где ты учишься?
- Я живу и учусь здесь, в Иркутске.

5. Здравствуйте! Давайте познакомимся!

- Здравствуйте! Давайте познакомимся.
- Меня зовут Ольга Александровна. А как вас зовут?
- Меня зовут Джейн. Очень приятно.
- Вы студентка, Джейн?
- Да, студентка. Англичанка. Я учусь в университете здесь, в Москве.



- А в Англии где вы учитесь?
- В Англии? Я живу и учусь в Лондоне.

Диалоги для школьников

6. Я учусь в школе

- Дóбрый день! Меня зовут Джейн Пáркер.
Я америкáнка.
- Здрáвствуйте. Красóва Ольга Петрóвна.
Вы студéнтка, Джейн?
- Нет, я учúсь в шкóле. Простите, как вáше óтчество?
- Петрóвна.
- Очень прýдно с вáми познáкóмиться, Ольга Петрóвна. До свидáния.
- До свидáния.

7. Нóвый учíteль

- Здрáвствуйте! Я ваш нóвый учíteль,
Солóменцева Серафíма Геннáдьевна
- Очень прýдно, Серафíма... Извините,
как вáше óтчество?
- Геннáдьевна.
- Очень прýдно, Серафíма Геннáдьевна.
- А тебя как зовúт?
- Меня? Кúртни.
- Очень прýдно познáкóмиться, Кúртни!



Упражнения к диалогам

1-7 Фамилия, имя, отчество. Go through the dialogs and determine which names qualify as **имя**, which as **отчество**, and which as **фамилия**.

1-8 С партнёром. With a partner or in small groups, go through **Точка отсчёта** and **Диалоги** and determine the difference between the words or phrases in each pair. Note as many differences as you can. Be prepared to discuss your findings with the class.

- | | |
|----------------------------------|-------------------------------------|
| 1. Здравствуйте! | До свидания! |
| 2. Здравствуй! | Здравствуй! |
| 3. Доброе утро! | Добрый вечер! |
| 4. Здравствуйте! | Привёт! |
| 5. Привёт! | Пока! |
| 6. До свидания. | Пока! |
| 7. Познакомьтесь! | Давайте познакомимся! |
| 8. Ты студент? | Вы студентка, Джейн? |
| 9. Ты студент? | Я тоже студентка. |
| 10. Как ты сказал? Эванс? | Простите, как ваше отчество? |
| 11. Давайте познакомимся! | Очень приятно познакомиться! |
| 12. Очень приятно познакомиться! | Очень приятно с вами познакомиться. |

1-9 Заполните пропуски. Fill in the blanks with the appropriate words and phrases.

- An older member of a Russian delegation visiting your university wants to get acquainted with you. Open and close the conversation appropriately.
 - Здравствуйте. Давайте
 - Меня Белоусова Анна Николаевна. А зовут?
 - Меня?
 - Очень познакомиться.
 - До !
 - До !

2. A fellow student wants to get acquainted with you. Open and close the conversation appropriately.

— Здравствуй! зовут Маша. А как зовут?

— зовут

— Очень

— Ну,!

—!

1-10 Немного о себе.

1. Меня зовут Моя фамилия

2. Я

студент, студентка, американец, американка, канадец, канадка, англичанин, англичанка

Я живу в

Бостоне, Вашингтоне, Нью-Йорке, Чикаго, Лос-Анджелесе, Сан-Франциско, Торонто, Квебеке, Монреале (*fill in your city*)

3. Я живу в штате/в провинции

Миссури, Иллинойс, Огайо, Нью-Йорк, Монтана, Квебек, Онтарио (*fill in your state or province*)

4. Я учусь в

школе, университете

1-11 Подготовка к разговору. Review the dialogs. How would you do the following?

1. Initiate an introduction.

2. Say what your name is.

3. Ask a person with whom you are on formal terms what his/her name is.

4. Ask a person with whom you are on informal terms what his/her name is.

5. Give your first and last name.

6. State your nationality.

7. Say how pleased you are to meet someone.

8. Say hello and good-bye to someone with whom you are on formal terms.

9. Say hello (hi) and good-bye to someone informally.

10. Tell someone where you live.

11. Tell someone in which city you go to school.

12. Ask someone what his/her patronymic (first name, last name) is.

1-12 Мини-диалоги. Develop a short dialog for each picture.



Игровые ситуации

This part of the unit gives you the opportunity to use the language you have learned. Read the role-play situations and consider what language and strategies you would use to deal with each one. Do not write out dialogs. Get together with a partner and practice the situations. Then act them out in class.

1-13 В Москве:

1. Get acquainted with the following people. Tell them as much as you can about yourself and find out as much as you can about them.
 - a. your new Russian teacher
 - b. a student sitting next to you
 - c. your new host family
 - d. a young Russian at a party in the cafeteria
2. It is your first day of class in Russia. Introduce yourself to the class. Say as much about yourself as you can.
3. Working with a partner, prepare and act out an introduction situation of your own design. Use what you know, not what you don't know.

Устный перевод

1-14 Вы переводчик! Here is your chance to act as an interpreter for an English speaker and a Russian. The purpose is to give additional practice using the linguistic material you are learning. Try to express your client's ideas rather than translating every word.

One student will play the role of the English speaker who knows no Russian. This person's script is given. Your instructor will play the role of the Russian. All students should prepare the interpreter's role by planning how they will express the English speaker's comments in Russian. If you play the interpreter, you will have to give the English version of the Russian's comments as well as the Russian version of the English speaker's comments; those playing the English and Russian speakers must pretend not to know the other language. Interpreters who run into difficulty may ask classmates to help out.

You are in Moscow. A friend who does not know Russian has asked you to help her get acquainted with someone at a party.

ENGLISH SPEAKER'S PART

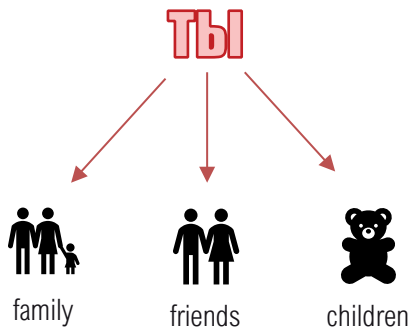
1. Hello. I'd like to meet you.
What's your name?
2. My name is It's nice to meet you.
3. My last name is
What's your last name?
4. Is that so! I'm a student too.
5. Yes, I'm American.
6. Good-bye!



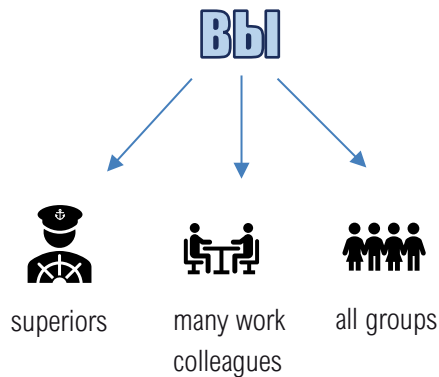
Грамматика

1. Formal and Informal Speech Situations

Russian has two words for *you*: informal **ты** and formal (also plural) **вы**.



Здра́вствуй!
Приве́т!
Как тебя́ зову́т?
Как ты сказа́л(а)?
Где ты учи́шься?
Где ты живёшь?
Пока́!



Здра́вствуйте!
До́брый день (вечер)!
Как вас зову́т?
Как вы сказа́ли?
Где вы учи́тесь?
Где вы живёте?
До свидáния!

Упражнения

1-15 Как сказать? How would you say hello and good-bye to the following people?

- your new Russian teacher
- your next-door neighbor
- a four-year-old boy
- your classmate
- three little girls

1-16 Как зовут? How would you ask the above people their names?